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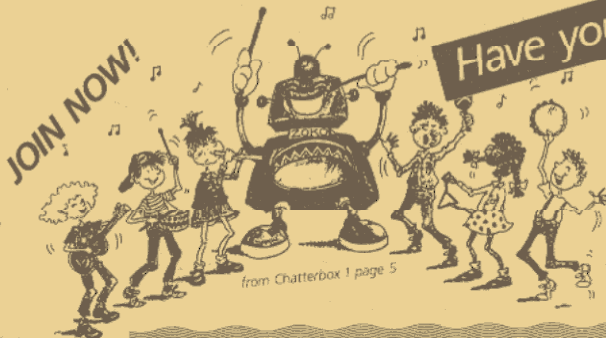
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*The Language Teacher* editors are interested in articles concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. They also welcome book reviews. Please contact the appropriate editor for guidelines,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

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# Introduction

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This issue of *The Language Teacher* signals the end of the old year, 1991, and preparations for the beginning of a new one. Japanese *bonenkai* celebrations, dedicated to forgetting those parts of the old year we would rather not remember, and New Years' resolutions seem to go hand in hand. In the spirit of a new beginning, we offer a variety of practical ideas for teachers who are looking for ways to help their students and themselves to make this coming year a more productive one.

First, **Greta Gorsuch** explains how teachers can help their students develop and reach their own goals in a language class, rather than depending on outside sources of motivation. Next, **Ronald Sheen** presents an explanation of the grammatical distinction between *will* and *going to* as expressions of intention, at the same time evaluating a number of treatments in current textbooks and suggesting ways of approaching and practicing the distinction. **Elaine Voci-Reed** then provides a discussion of stress encountered by AETs in Japanese junior high schools and presents strategies for coping with stress that should be applicable to many other situations, as well. Next, **Izumi Saita** discusses, in Japanese, research on classroom observation among JSL teachers and how to use new awareness gained through observation in developing more effective teaching. Finally, **Steven Linke** suggests ways of making the concepts introduced in beginning ESP-Business classes more accessible for students.

In the Opinion column, **Monty Vierra** questions prevailing approaches to teaching global issues and **Chikashi Furukawa** clarifies his views of the scope of Japanese as a Second Language teaching and the importance of negotiation among teachers and students.

As this marks the end of the first year of service for many of *The Language Teacher* staff, we want to take this opportunity to thank all of those who have helped and supported us during this time of intense on-the-job training. We have made our share of mistakes, but we feel that we have learned a lot and look forward to a smoother production process, resulting in higher quality publication, in the coming year.

Carol Rinnert  
Content Editor

## この号は...

1991年も残り1月たらずになりました。忘年会で、この1年間にあった嬉しくないできごとを忘れることもできますが、忘れてならないのは、良いことも悪いことも、1年間の経験を今後の授業に生かすということです。(鬼は笑うでしょうか)前向きな姿勢で新しい年を迎えるために、この号には、さまざまな実践的アイディアを集めました。

**Greta Gorsuch** は、学生が自分の学習の動機づけを外からの刺激に頼らず、自分で目標設定をし、それにおいて努力するのを助けるために、教師にはどのような助力ができるかを論じています。**Ronald Sheen** は、意図の表現である *will* と *going to* 文法的な違いを解説するとともに、これらの項目を市販の教科書がどう扱っているかを検討し、2つの区別を導入し、練習するための方法を述べています。**Elaine Voci Reed** は、日本の中学校で教える AET の経験するストレスに焦点を当て、それに対処するためのストラテジーを提案しています。これらのストラテジーは、AET ではない人たちにも、多くの状況で使えるはずです。日本語では、**才田いずみ** が自分の授業の観察を自己研修に役立てるための方法について書いています。**Steven Linke** は初級のビジネス英語のクラスで導入される概念を学生に親しみやすいものにするための方法を示唆しています。

Opinion コラムでは、**Monty Vierra** が、最近広まっている地球的問題の教育へのアプローチに疑問を呈しています。また、**古川かしは**は、日本語教育という分野をどう捉えるかについての見解を表明し、教師と学習者の交渉の重要性を主張しています。

*The Language Teacher* にとって1990年は、スタッフの交代が多い年でした。事前のトレーニングほとんどなしで、月刊誌の編集という大仕事に無謀にも飛び込んだ私たちのハードな「職場内研修」を支えてくださった皆さんに、この場を借りてお礼を申し上げます。ミスもたくさんありましたが、学んだこともたくさんありました。来年はもう少しうまくやれるはずです。*The Language Teacher* のさらなる質の向上をご期待ください。

青木 直子

# Helping Students Create Their Own Learning Goals

by **Greta J. Gorsuch**  
Kanto Junior College

"What are you going to do with your life?" must be the question everyone, especially young people, most hates to hear. It brings feelings of frustration and bewilderment, especially if one doesn't have a ready answer.

In the smaller context of EFL classrooms in Japan, the teacher's question "What would you like to learn?" whether asked of middle aged businessmen, young college students, housewives or even junior and senior high school students, can have much the same effect. After six to ten years of lock step English education in Japanese schools, where the teacher is traditionally the primary source of information and inspiration, most Japanese students are tempted to say to the teacher who asks what students want to learn, "Don't you know what we should be learning? Why are you asking us what we want to learn?"

But the fact is, language students themselves are the best source of information about learning and themselves: what they need/want to learn and how to learn it. Unfortunately, language students often don't know this, and teacher's don't have effective strategies for getting their students to gain access to this inner potential, thereby missing a golden opportunity to help students become more effective and empowered language learners.

It is easier than most teachers realize to get students thinking about their language learning by using the structures provided by clarifying and establishing learning goals. For example, during a three to five month school term (if you don't have established school terms in your teaching situation, create them), all a teacher has to do is some simple goal clarification activities once or twice a week, depending on how often the class meets. In the case of a class that meets only once a week, goal clarification activities should be done during each class meeting, taking perhaps ten minutes to do them. Ten minutes may seem like a lot, but it is time well spent.

Here's how to do it: during the first week of classes, make students aware of the length of the class term. (If you are creating your own class term, three months is a reasonable time span). You can do this by making up a term class calendar and making one copy for each student, which they will keep. The calendar can contain important class dates (such as test dates, holidays, etc.) which you can either write in beforehand or have students write in as a dictation exercise. Refer to the calendar throughout the term, and encourage students to make use of the calendar by scheduling in their own study times. such as watching NHK English in the morning threedays week, or spending thirty minutes reviewing the night before a scheduled vocabulary test, whatever they choose. The purpose of making a calendar an integral part of class is to make students more aware of time and how they can plan their time to best serve their learning goals.

During the first week of classes, hand out an index card to each student. Have them write their name on one side of the card, then have them write at least three responses to your question, "What do you want to have happen in class this term?" on the other side of the card. Allow at least ten minutes for this. This first time you do this, be prepared for a wide variety of answers, some of which may seem vague, like "I want to be a good student this term," or "I want to make many friends this term," and some of which may seem appropriate to you, as a teacher: "I want to have 100% attendance this term" or "I want to get a 450 score on the TOEFL test this term." Don't comment too much on this first round of goal clarification. After all, most Japanese students have not had much experience being asked questions like this. The idea is to first get students used to questions asking them to clarify their learning goals. One way to end this first goal clarification exercise in a manner that builds class community is to collect the index cards and scatter them on a table with the responses showing. Then invite students to come and spend several minutes looking at the responses of their classmates. This will expose students with more vague goals to the goals of students that are more specific and learning oriented. Then collect the cards and take some time looking at them yourself outside of class so you can become more acquainted with your students and their ideas about their learning goals.

During the next week of class, return the index cards to individual students. Then, take some examples (without using the names of specific students) of responses that students wrote down on the index cards and use the examples to begin training students to make their goals specific.

The student response, "I want to be a good student this term," while well intentioned, doesn't really mean anything. It is difficult to know what the student means, and chances are within a few weeks the student herself will forget what she was thinking when she wrote it. Give students examples of how this goal can be made more specific, like: "I will complete all my homework on time," "I will attend class 100% this term"; "I will participate actively by asking the teacher one question per class"; "I will ask questions if I don't understand"; or "I will watch one English movie per week without Japanese subtitles."

Explain to students that everyone will have a different way of interpreting the goal "I want to be a good student this term," because everyone has different desires for and ideas about language learning. The main point here is to get students to clarify just what their ideas and desires are. If some students have written specific goals on their index cards the first time around, integrate the goals into your lesson. Point out these goals (again, without naming specific stu-

(Cont'd on p. 9.)

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# The Simple and Prospective Futures-A Problem of Grammatical Meaning

by Ronald Sheen

Nagoya University of Commerce and Business Administration

The purpose of this paper is to examine the contrasts and similarities between the *will* (the simple future) and the *going to* (the prospective future) verbal forms as a means of expressing intention, and the treatment thereof in currently available course books. I am referring specifically here to the opposition of the two forms in such utterances as the following:

I will see him tomorrow.

I am going to see him tomorrow.

I am not concerned here with the use of *will* in conditional sentences. Nor will I deal with the nuance of meaning between the simple present and the progressive in terms of "intention" although the teaching and learning of such meaning naturally follows that of the two forms in question.<sup>1</sup>

Many languages do not have both verbal forms. Arabic and German, for example, have a simple future but no progressive form. Japanese has neither a simple future nor a progressive form indicating future intention. French, on the other hand, has both forms but their use differs somewhat from English.<sup>2</sup>

Whatever the contrasts and similarities that may exist between an L1 and English, no L1 will have the same two forms and meanings as English has. Given the pervasive influence of cross-linguistic association, coupled with the difficulty of learning two related forms, it can be assumed that the correct use of *will* and *going to* will cause varying degrees of difficulty for all learners. Of course, if one is not concerned with accuracy of form, the difference between the two is of minor importance, for, as they both indicate intention, mistaking one for the other will not cause any ambiguity in meaning although there are situations in which the wrong choice will sound odd to a native speaker. However, for many learners, it is important to be able to use the two forms correctly. Furthermore, understanding the correct use of these two forms creates the necessary foundation for the learning of other means of expressing intention.

In order to do this, learners need to understand more than the simple fact that both forms express intention. As they are only occasionally used in "free variation,"<sup>3</sup> there are clearly differences in underlying meaning.

## Time of Decision

The crucial difference depends on the time when the intention is decided upon. If it is decided spontaneously during a conversation, *will* is required to refer to it in that conversation. If, on the other hand it has been decided upon before the conversation takes place, *going to* is required.

An example will make this clearer.

A man has arranged a meeting with his boss for the following day. As he is about to leave for a day, the secretary,

unaware of the arranged meeting, says to him, "The boss would like to see you some time." He says, "Yes, I'm going to see him tomorrow," using the *going to* form because he had already arranged the meeting before his conversation with the secretary.

If, on the other hand, he had arranged no such meeting and the secretary gave him the same message, he would use the *will* form and say something like, "Oh, thank you, I'll see him tomorrow," because he has decided on the intention at that moment. i.e. spontaneously.

A frequent example of this use of *will* is used in conversation when some even creates an intention on the part of one of the speakers. For example, the phonerings which provokes the response, "I'll get it," this being a spontaneous decision.

This same *will* form is also used after such words as *Perhaps* . . . *I think* . . . and *I hope* . . . when the intention to be referred to has not been decided upon. One, therefore, often has exchanges such as the following:

A: I'm going to attend the meeting tonight.

B: I haven't decided yet. I think I'll stay in. <sup>4</sup>

## Textbook Treatments

I would suggest that the contrast between the two uses is such that students cannot grasp it by virtue of simply being exposed to appropriate contextual and situational use. This results rather in the students' regarding the two forms as having the same meaning. It is, however, the approach which is found in most course text books.

A feature, for example, of the structural approach was, and still is to some extent, (cf. *American Kernel Lessons series*) and over-emphasis on form with an unfortunate resultant neglect of underlying meaning, particularly where grammatical form is concerned. It was assumed, somewhat optimistically in my view, that inductive mechanisms would enable the students to acquire the meaning.

The functional and communicative approaches have moved the emphasis away from form and given priority to realistic language use. However, these approaches also have displayed a marked reluctance to devote time and space to the explication of meaning, seemingly relying on the acquisition thereof by means of an inductive approach.

As most currently available course text books adopt a communicative approach with varying degrees of functional and structural content, it is fair to say that grammatical meaning in courses today is not the subject of explicit treatment.<sup>5</sup> An examination thereof in terms of the approach to the contrast between the *will* and *going to* forms reveals this to be a valid assumption.

*American Kernel Lessons-Intermediate* (O'Neill, Kingsbury, Yeadon, & Cornelius, 1978) deals with the two

forms in separate sections but does not relate them to each other. Nor does it deal with their grammatical meaning. Furthermore, *Kernel Lessons-Plus* does not pursue the matter.

*Encounters*, in Lesson 45, "Discussing future plans." (Garton-Sprenger, Jupp, Milne, & Prowse, 1979, pp. 114-115), introduces both forms together but does not explain the difference. What, one wonders, are students to make of the difference when they are presented with a snippet such as this:

- A: I'm going to answer this advert. I want to go to America.  
 B: Perhaps, I'll go abroad too. I'll think about it.

The course book offers the students no explanations. The teachers' book provides the teacher with no advice on the matter.

*Meridian* (Harmer, 1985) offers a similar approach. it gives students ample exposure to the going to form in Sections 16to 19as a means of talking of future plans. However, in three instances, two dialogues and a written postcard, a number of *going to* forms are used (pp. 155, 158 and 176) along with *will* forms to express future intention. No explanation is given of this. Nor does the Teachers' Book offer any enlightenment.

*The New Cambridge English Course* (Swan & Walter, 1990) adopts a somewhat more analytical approach to the teaching of meaning. However, in Book 1. Unit 23, there appears the following dialogue (p. 112):

- A: I'm going to hitchhike around the world.  
 B: Oh, that's very dangerous.  
 A: No, it isn't. I'll be all right.  
 B: Where will you sleep?  
 A: Oh, I don't know. In youth hostels. Cheap hotels.

However, no explanation is offered to help the student to understand why both *I'm going* and *will* are apparently used to express intention. The Teachers' Book does not ignore the matter, but it informs the teacher that the difference is of such a complicated nature that it will be enough "for the moment" to practise the forms in context. The "for the moment" would lead one to expect the difference to be dealt with in Book 2. This is, unfortunately, not the case.

These three course books are typical of the approach taken in the large majority on the market today. However, although I am critical of the approach adopted, one cannot accuse them of openly misleading students. Unfortunately, this cannot be said of Azar's *Fundamentals of English Grammar* (1985). "FutureTime" is the title of Chapter 3. On the first page, there is a chart containing the following sentences:

- a. I am going to leave at nine tomorrow morning.
- b. I will leave at nine tomorrow morning.
- c. Marie is going to be at the meeting tonight.
- d. Marie will be at the meeting tonight.

There then appears the comment that (a) and (b) "have the same meaning" and (c) and (d) "have the same meaning" (p. 37). This might be acceptable in a course for survival English. That it should appear in a book which aims to teach grammatical form and meaning is to say the least surprising.

There are notable exceptions to this failure to offer explanations. However, one *Flexicourse* (Hill & Lewis, 1982) goes to the other extreme and in doing so exhibits the type of explanation which has given the deductive approach a bad name. In the second of its nine modules, "Lower Clubs," (an infelicitous eponymous theme based on the game of bridge) it introduces the following four forms as examples which have appeared in a presentation dialogue:

- I'm going to leave tomorrow.  
 I'm leaving tomorrow.  
 I'll leave tomorrow.  
 I leave tomorrow.

It then invites students to discuss the differences with the exhortation: "Try to discuss some differences between them. You must not expect a simple easy answer. Now, admittedly, the course is intended for U.K. foreign students who have already taken a basic English course. But, seriously, can one expect such students to discuss such complexities in English? I would doubt very much that they would have sufficient knowledge of English to do it even in their own language. At the very least, one would expect the authors to introduce such an exercise with only two forms rather than four.

However, this is not the main criticism, serious though it may be, that I wish to make of the approach to explanation in this book. Explanation of meaning must be clear, readily understandable and applicable as is the one I have used to explain the difference between the *will* and *going to* forms. It shouldnot be based on vague abstract concepts inaccessible to most students. The authors of *Flexicourse* offer an explanation of the use of the *will* form in what they term a "Helpful hint," by explaining that it "... is used neutrally when the speakers sees the future as a simple fact (p. 7)." What on earth does this mean? On the same page, the authors remark in a margin note, "Remember the grammatical explanation can seem difficult." Difficult! I would think "impossible to understand" more apt. Can you imagine the poor students pondering the "neutrality" and the "simple factual status" of the intention they wish to express? Just picture two students discussing the question in their own language:

- A: Hey, I'm writing this English assignment about my plans for tomorrow. I intend taking a crib sheet into the exam and I am hoping to use it without being spotted. Now, is my intention neutral and a simple fact?  
 B: Gee, man, give your larcenous nature, this intention's far from neutral. But, then again, given your success rate in that particular field of expertise, it's almost certainly simple fact.  
 A: O.K. So do I use "will" then?  
 B: Why ask me? I'm only a student.

Bob Dylan in "My Back Pages," a song partly about education, sings of "confusion boats." With this sort of explanation, "armada" would probably be more appropriate.

Other course books which attempt to offer students an explanation do not, fortunately, follow the example of



*Flexicourse*. They do so in terms of concrete situations; however, they are not always successful. *Orbit*, (Harrison & Menzies, 1986) Book 2, Lesson 10, for example, informs students correctly that one uses the *going to* when referring to plans already made but that one uses *will* when making plans. However, this is not correct. When making plans, one uses forms such as *shall* (as Book 1 points out in Lesson 77). *How about... Well, I think we should... and Let's . . .* One normally uses *will* only after the plan has been decided in that conversation when we say such things as "OK, that's settled; we'll meet on Saturday at 2 at your place."

The teachers' book for *Meaning into Words-Intermediate* (Doff, Jones, & Mitchell, 1983) tackles the problem succinctly. It informs the teacher of the difference based on decisions made previous to a conversation as opposed to those made spontaneously, including those uses of *will* preceded by *perhaps* and *I think as in*, for example, "I think I'll go to the movies." The teacher then attempts to elicit this from the students by means of contrasting situations. The explanation then appears in the students' book as a summary at the end of the section. Practice is afforded the student in the form of pair and group work.

*Survival English Composition* (de Freitas & Sasaki, 1978) is a Japanese version of *Survival English* (Mosteller & Paul, 1985). It (pp. 78-79) uses Japanese to explain the difference between the two forms by using the following short dialogue:

A: There's no sugar.

B: I'll buy some./ I'm going to buy some.

There then appears a note in Japanese explaining the contrast on the basis of previously made intention as opposed to a spontaneously made decision.

So far so good. However, as Japanese does not differentiate the two meanings and as the book only provides for practice with short sentences to be translated, thus preventing the creation of adequate context, it is unable to offer practice on this grammatical point. This is a serious failing.

There is little to be gained by bringing students to an understanding of grammatical meaning if they are not afforded ample opportunity to exploit that understanding in frequent practice.

### Explanations and Practice

The question of the use of Japanese and the necessity for practice raises two interesting issues.

The position taken here is that one cannot rely on inductive mechanisms for the acquisition of grammatical meaning. Consequently, one must use some means of making students consciously aware of it. This is particularly necessary when one is dealing with forms which can be easily confused as is the case with *will* and *going to*. The means one uses may range from the consciousness raising of *Meaning into Words* (Doff et al., 1983) through direct explanation in English to the use of Japanese to make sure the students fully understand. I have no objections to the latter. Explanation of grammatical meaning is very demanding of students' comprehension, which is probably one of reasons it is used minimally in many course books. However, if one accepts the

principle underlying my argument, one should use the means that can best help the students understand. Here in Japan, clearly the judicious use of Japanese could be an effective means. In fact, my preference would be for a combination of consciousness raising using Japanese to make the students aware of the problem, followed by a summarising explanation by the teacher.

There is, of course, an obvious problem here. Many teachers, unfortunately, cannot speak Japanese. This, however, should not prevent the use of Japanese for explanation. I take the position that course books for use by Japanese should contain grammatical explanation in Japanese in those cases (most in my view) where the sole use of English will lead to confusion. The problem of the non-Japanese-speaking teacher can be largely solved by the inclusion in the Teachers' Book of English translations of the Japanese explanations in order that such teachers can, at least, exploit them to some degree. The proposal to include Japanese may not, of course, please publishers<sup>7</sup> as it would increase their costs and reduce their profits. However, that is a can of worms best left unopened here and its contents left to wriggle elsewhere.

As to the question of practice, I do not favour the approach of *Meaning into Words*, which relies on pair work, as it does not afford the initial controlled and directed exercises required. I prefer the creation of situations which require the choice of *will* or *going to*. This may be achieved by the description of a situation of created by the use of a gapped dialogue. An example of each is given below:

Situation:

You have decided to play tennis with Peter tomorrow. Your friend, John, phones you and asks you to go bowling with him. You say:

Sorry, John. I tennis with Peter.

Dialogue:

Peter: Did you go out last night?

John: No, I stayed in. What did you do?

Peter: Oh I... (phone rings)

John: I answer it.

### Summary

The correct use of the *will* and *going to* forms to express intention depends on an understanding of underlying grammatical meaning. The essential difference is dependent on the time when the intention is decided upon, the *going to* form being used in the case of an intention already arranged, the *will* form being used for spontaneously made intentions. Most current course books do not offer explanations of this, implicitly relying on an inductive approach to enable students to understand the difference. However, such a reliance on the efficacy of inductive mechanisms in normal, formal classroom situations is not justified. The complexities of grammatical meaning are such that students need to be made aware of them. This should be achieved by the creation of concrete situations to illustrate them, using, where possible, the mother tongue to help students in their understanding. Subsequent to their grasping the difference between the two forms, students should be afforded frequent



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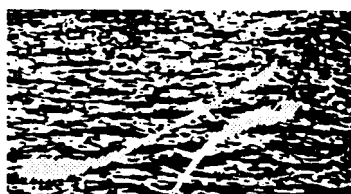
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practice through the use of situation-creation and gapped dialogue exercises.

### Notes

1. The question of the expression of future time is extremely complex, the opposition of will and going to being only a part of it. Leech (1985: 51-65) offers an excellent account mercifully free of linguistic jargon.
2. In French, *aller* plus the infinitive may be used where in English we would use the will form for spontaneous decisions.
3. Often in questions when we do not know if an intention has already been decided, we might use either form as in, for example:  
**where are you going to stay?**  
**where will you stay?**
4. In actual fact, expressions such as "I think I'll..." are used sometimes when an intention has already been decided. It is simply a less direct way of putting it.
5. The choice one makes between inductive and deductive approaches is dependent on many factors, some of which are based on personal experience. I do not devalue the latter. Given the lack of decisive findings of research comparing the two approaches, what has worked for oneself is as good an argument as any. For my own learning of Japanese, I have found a deductive approach the most effective. In fact, I am debilitated by an inductive approach. In my own teaching over the last three decades, I have found that most students prefer to understand why they make choices in a language (but some certainly do not). However, I am quite happy to admit that I am biased in the matter.
6. Leech (1985: 52) uses the term neutral in discussing the use of will. However, this is in a linguistic analysis and therefore, quite appropriate.
7. In recent communications with two well-known British publishers, I have learned that their future plans do not entail the inclusion of Japanese in their text books.

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(Cont'd from p. 3.)

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dents) and explain that these goals will be understood clearly even after several months or even years, and that this is the mark of a truly specific and clear goal.

Once you think you've generally gotten the idea across that goals need to be specific, tell students goals need to be realistic, too. There is always one student who will say something on his or her card, like "I will study vocabulary five hours a day." You might say to your students, "How many in this class could study vocabulary five hours a day?" When no hands go up (they won't, believe me), tell students that goals have to be something they know they are capable of doing. Thirty minutes or an hour of vocabulary study, OK, but five hours? Give examples of realistic goals to further illustrate what you mean.

During the next couple of weeks, get students to look back at their index cards and rewrite their responses in a more specific and realistic fashion, so they can be effectively used as goals. You may want to have students work on only one of their responses at a time so that not too much class time will be taken up, if this is a problem for you. While students are rewriting, go around the class and counsel students. Keep using words **specific** and **realistic** when guiding students during their rewriting.

In the ensuing weeks of term, get students to expand on their initial responses. For example, if a student has come up with the goal: "I want to have 100% attendance," ask the student how he or she can achieve this. Students can often be quite creative with this, saying things like: "Get enough (8 hours) sleep," "Make a partnership with my classmate where call each other before class to make sure we're both attending," or "Reduce the hours of my part time job so I can have more energy." Another example, "Learn fifteen new vocabulary words per day," offers a wonderful chance to get students to think about ways they can most effectively learn vocabulary. Students can say things like "Make flashcards and study them on the train" or "Write down vocabulary I hear in conversation in a notebook I keep in my purse/briefcase."

Always make copies of student's goals and goal expansions for use when you talk individually with students about their progress in class. For example: "Mr. Suzuki, it says here you're worried about learning the language for making an order for machine parts over the phone. Are you making progress with his goal?" If he is not, you can then ask him what is going on and perhaps make suggestions on how he can learn what he needs to know.

Getting students to think about their own learning goals in a gradual, consistent, and organized manner makes students more aware of what they want to learn and how they can learn it.

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# Adjusting to Life as an AET in a Japanese Junior High School

by Elaine Voci-Reed

Every profession has its own set of stressors (those experiences which require adaptation) that must be coped with in order to carry out daily responsibilities. Being an AET (Assistant English Teacher) in a Japanese junior high school presents certain challenges, such as learning how to communicate in a foreign language; being unable to predict or control teaching schedules; often being uninformed about events, changes in schedule, and the reasons for them; having to use outdated or inadequate teaching supplies, textbooks that may seem unimaginative, and crowded classrooms; and learning to adjust to cultural differences. Many days are filled with ambiguities and uncertainties.

Three major stressors characterize the team-teaching experience:

- (1) Uncertain or differing role expectations between school staff members and the AET,
- (2) Poor communication, and
- (3) The AET's limited sphere of influence, often including limited interpersonal relations.

Research has shown that persons are generally able to deal effectively with stress when they have clear and defined roles, and the power and authority to effect changes. The typical AET has neither a clearly defined role, nor enough power and influence to bring about changes in the environment. It is easy to understand, then, why many AETs voice complaints about their work and prefer to stay only one year in Japan.

Stress is a response to adaptation requirements; it may be expressed *physically* (headaches, back and neck pains), *mentally* (inability to concentrate, forgetfulness, confusion), *emotionally* (feelings of boredom, angry outbursts, depression), and *spiritually* (loss of vitality and enthusiasm, or cynicism).

But some amount of stress is necessary for life; without any stress, we would die. Stress is what keeps us interested, alert, and feeling challenged, rather than bored. It can be the spice of life, or arsenic to us. When we don't have enough stress, we're tired and listless; when we have too much, we can become chronically ill and tense. The challenge is to find the right balance and manage stress so that it helps us achieve our goals and feel satisfied with our lives.

What makes the difference between stress that is good for us and that which is bad? The answer seems to lie with personal attitudes and the meanings we assign to life experiences. An attitude is a perceptual filter based on a set of beliefs. These beliefs result in a person primarily noticing and responding to situations that verify their beliefs. (Truly, believing is seeing!) In a thought-provoking book by Bandler and Grinden (1975), the authors discuss beliefs as "representational systems," which they describe in this passage:

Almost every human being in our culture has a number of periods of change and transition which he must negotiate.... Some people are able to negotiate these periods as times of intense energy and creativity. Other people, when faced with the same challenges, experience these periods as times of dread and pain-period to be endured, when their primary concern is simple survival...the difference...appears to be that the people who have a rich representation, or model of their situation, one in which they perceive a wide range of options in choosing their actions. The other people experience themselves as having few options, none of which are attractive to them... (p. 12).

An example of how stress is influenced by individual attitude concerns two AETs, assigned to two different junior high schools, and given a weekly "special" class to teach to third year students. Periodically, changes would be made in class schedules, but no one would inform the AETs. They would prepare a lesson only to discover, at the last minute, that the class had been cancelled. This continued for the entire four month duration of their classes. One of the AETs became more and more frustrated and angry about the situation, often feeling hurt and slighted by the cancellations; eventually, he became bitter and cynical toward the school and its commitment to "internationalization." He complained to his friends that it was "impossible to work in that place!"

The other AET observed that many classes were periodically cancelled, besides her own. She reasoned that such scheduling changes were to be expected when there were so many demands on students' time. She spoke to the head English teacher about how frustrating it was not to be told ahead of time when class was to be cancelled; while this actually did not produce any improvement in information-sharing, it did make her feel better to "ventilate" her feelings appropriately. Eventually, she developed a sense of humor about the class, calling it her "Phantom English" class.

Both AETs were experiencing the same set of circumstances, but seeing them through different perceptual filters. The former AET paid attention to the cancelled classes, interpreting them as the school's disregard of his feelings, his talents, and his importance to the internationalization process. The latter paid attention to the pattern of cancellations in the overall teaching schedule, interpreting them sympathetically as a shared common problem among all the teachers in the school.

Stress for AETs is defined less by the circumstances of work, or the behavior of others, and more by internal attitudes, beliefs, and assigned meanings. Or, as Dr. Hans Selye, world-famous expert on stress and originator of the term stress, liked to remind his audiences. "Stress is not what

happens to you, but how you take it!"

Stressors create opportunities for new learning by requiring us to adapt. As we adapt, we develop previously unknown areas of our coping skills, or draw on those learnings gained through earlier experiences, or both. Thus, flexibility, creativity, and resourcefulness are skills we must bring to new situations, if we are to successfully adapt to change.

The team-teaching experience has 3 common characteristics that typically present the greatest challenges for adaptation: uncertain or differing role expectations, poor communication, and a limited sphere of influence.

### **Uncertain or Differing Role Expectations**

If AETs arrive in a school system with little or no prior knowledge of the culture in which they are about to be immersed, trouble is inevitable. AETs must themselves assume responsibility for becoming knowledgeable about the hostcountry's values and attitudes towards foreigners; the role of teachers; teaching methods and styles; and what to expect while serving as an assistant to the primary teachers in the school system. Some information can be garnered by reading, of course; a rich resource can also be found in the numbers of former AETs who have lived and taught overseas. Most people are delighted to talk about their experiences, and to give advice to an aspiring AET. Many details that would not occur to the novice can be described and these are invaluable in the beginning to form a realistic "representation" of the AET's role. Former AETs can be located through the various sponsoring organizations that are recruiting AETs throughout Japan.

Once they have arrived, AETs need to be good observers of policies, procedures, styles, rhythms, and processes or how things are done in their individual schools. Much can be learned simply by paying attention. As most AETs quickly discover, Japanese organizations do not rely on formal written contracts to convey information. In fact, contracts are a relatively new idea in Japan. The country has depended on a network of personal relationships based on trust, hierarchies, and channels of information.

Therefore, AETs can expect that some matters will be specifically detailed in employment contracts (such as salary, vacation days, health insurance, workdays), but that other areas will be left unexplained (such as how many actual teaching responsibilities will be assigned, how the Japanese English teachers prefer to work with an AET, and if attendance at school activities will be required). The work of an AET is truly on-the-job training!

Often what schools expect from AETs is determined by the general precedents established by the school board and sponsoring organizations, coupled with the particular interests of the principal and teaching staff of the particular school. Typically, these expectations cannot be determined prior to assignment; the AET must simply wait to discover what individual expectations exist.

Even after beginning work, the AET may not know clearly what is expected, and the entire discovery process may entail a period of prolonged uncertainty until the individuals responsible for scheduling and program planning have reached consensus. This can amount to a period of 2-6 weeks, or

longer, in which the AET is on the job, but without a definite teaching schedule. Also, there may or may not be an opportunity given to the AET to consult with, or share preferences with, the decision-makers. Patience and acceptance of Japanese ways of doing things is in order.

Thus, AETs must be able to deal well with ambiguity and uncertainty, and must be flexible enough to tolerate change. If the need to know, or to control things, is too high, the AET will be on a direct collision course with the Japanese style of decision-making. In the role of an AET, it is better to err on the side of quiet caution and patience than to flex the muscles of direct confrontation and righteous indignation about "not being told things." Expectations will eventually become apparent; from a Western perspective, the time spent in uncertainty can seem an unnecessary and wasteful, if not downright rude, way of doing things. Yet, from the Japanese perspective, moving slowly and getting consensus before informing the AET is a vital means of preserving the wa, or harmony, of the group.

### **Poor Communication**

AETs soon learn that Japanese junior high school organizations seldom like to talk openly, or in advance, about plans that affect their foreign staff. Rather than "go out on a limb" and risk possible same or disharmony by discussing a matter ahead of time and then not being able to "deliver" (if the circumstances change, for instance), they often prefer to keep silent and plan in private. As a result, the most frequent complaint of AETs seems to be, "No one ever tells me anything around here!" How can this style be dealt with in ways that respect the Japanese style, and also maintain the AETs' sanity and self-respect? Here are several suggestions:

1. Decide ahead of time what's worth knowing. Many Americans, in particular, seem to have tireless need to talk and to be told. This is not always practical or necessary. An example of how this quality can become troublesome follows: An American teacher came to Japan as an observer on a 3 week tour, which included a home-stay with a Japanese teacher and his family. The American teacher constantly asked questions about things in his new world, such as "Why are all the old women bent over like that?" "Why do all the trucks have 3 lights on top of the cab?" and "Why do people let sound trucks into their neighbourhoods without complaining about the noise?" Not only were his questions unending, but his questioning style (direct, forceful, abrupt) did little to enhance communication with his hosts. While this style might have been tolerated in the States, even considered in some circles to be "engaging," in Japan is was oppressive, overbearing, and out of "sync." It created a constant imbalance and tension in the communication process. Finally, the host teacher wryly nicknamed his guest "Mr. Curiosity." The message contained within the name, however, was, sadly, lost on the American. He continued throughout his stay to be blithely unaware of the discomforts he was causing his hosts.

2. Establish a network of human resources for information; don't rely only on the official avenues of information. It can be quite useful and necessary to have at least one Japanese friend

who speaks English well and who can help you stay informed. This person can also function as a "cultural informant," as well, and help you understand cultural differences. Also, many Japanese people like to trade inside information, as most Westerners do, so locate sources among students, neighbors, English newspapers, and other teachers. In Japan, as elsewhere, it's who you know, as well as what you know!

3. Ask. But be selective, and tactful. Observe and learn the local customary phrases and manners associated with asking for information; every culture has them. Then use that information to take responsibility for finding out what you need to know.

### **Limited Sphere of Influence**

The title Assistant English Teacher is meant to convey an expectation; it describes a supportive role, not a leading part. Yet, repeatedly, AETs complain of being underutilized ("I'm only a talking tape recorder!"). Bursting with ideas for making English fun (not a goal shared by most of the schools, by the way) and feeling unable to really contribute to helping their students, they often find their frustration mounting and spilling over into the entire experience of living and working in Japan. Resentments and ridicule of the "dumb" Japanese way of doing things can become daily companions.

Understandably, AETs have a need to feel that they are making a real contribution to their students and fellow teachers. They have a need to feel important in the teaching process and to feel valued and respected by the other human beings with whom they interact on a daily basis. Such job satisfactions are natural and reasonable to expect.

At the same time, the junior high school is Japan's cultural "boot camp." It is the training ground for teaching Japanese children about property etiquette, customs, and citizenship. In this sense, schools are educational and political institutions. This necessitates certain conditions in Japanese schools that cannot be ignored. The following conditions contribute to making the daily experience of team-teaching something less than what may be desired, from the AETs' perspective:

1) *Limitations on the Japanese English teachers' curriculum, teaching methods, and classroom goals.* Junior high school English teachers are working toward fixed goals, prescribed by the Mombusho. The abilities to read and write English are considered top priorities; all tests are based on these primary goals with very little, if any, emphasis on spoken English. Although the Ministry of Education has formulated a plan to place more emphasis eventually on communicative English, the current curriculum and tests do not reflect that shift. Japanese English teachers are under constant pressure to ensure their students' good performance on the high school entrance exams. If the students fail, the teachers feel responsible for it, and parents and schools agree. Thus, team-teaching often consists of AETs helping the Japanese teachers reach the primary goal of improving and strengthening students' reading and writing skills. The result? Drills, drills, and more drills!

2. *Limitations on the Japanese English teachers' time.* Most Japanese English teachers are working 10-12 hour days,

bearing responsibility for after-school clubs, weekend activities, school trips, parent conferences, and home visits. They also do an inordinate amount of paperwork and record-keeping. They are a remarkably happy lot, considering the hours they put in, and the volume of students they teach (on average, 40 per class). Trying to incorporate an AET into already-overburdened teaching schedules adds one more strain to weekly tasks. Often, because the AET doesn't speak Japanese very well, there is increased difficulty as the teacher must also be a translator, in and out of the classroom.

Gradually the AET may actually save the primary teacher time, as they get used to working together. And, usually, the Japanese English teacher's own English language abilities improve considerably during the time spent team-teaching. But in the beginning, the AET is really a mixed blessing. It takes maturity and understanding to develop a good working relationship, in spite of such difficulties.

3) *Lack of support for creativity in the classroom.* Japanese junior high schools have a clear educational mission: to prepare students to pass the high school entrance exams and to be able to read and write English. Curriculum is defined above the teachers' level, materials are pre-selected and assigned, teacher training is uniform and conducted by officially-approved staff. In some instances, certain teaching methods and materials have even been the subject of court cases, essentially preventing teachers from veering too far from the approved methods and materials. Teachers must follow a rigidly standardized approach, and make few, if any, variations in their classroom instruction.

Because AETs are typically recruited from Western countries, where teachers have more freedom in the classroom working inside such a rigidly structured system can be a real disappointment, and a source of constant comparison with schools "back home." But, by being prepared for the differences and keeping realistic goals in mind, AETs can discover that the experience is greatly rewarding, informative, and enjoyable.

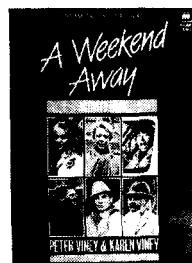
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# 日本語教師の自己研修と授業観察

才田いずみ

## 1. はじめに

クラスルームリサーチへの関心が高まっている。この高まりは、「唯一絶対」の教授法への訣別と、学習者中心の教育の展開を目指す流れのもたらしたものと言えよう (Nunan 1989)。教室の中で学習者は何をし、教師は何をしているのか、教室で行なわれている活動は、学習者の学習スタイルに合ったものなのか、教師の発問は意図どおりに学習者を刺激したのだろうか等々、教室は、収集・分析に価する情報に満ちている。学習の場をよりよいものにしていくためには、こうした情報を上手に活用していくことが必要である。本稿では、まず、日本語教育における授業観察が、どのように行なわれているか、その現状の一端を6月に行なった日本語教育公開研究会で得た情報から探った上で、自己改善、自己研修のための授業観察のあり方について考えたい。

## 2. 授業観察の広がり

去る6月29日に、筆者も参加している研究グループ[注1]が「教師の自己評価・自己研修をめぐる」をテーマに公開研究会を開き、研究経過報告と3つの分科会による討議等を行った[注2]。

筆者は「自分の授業観察を通した自己研修」を考える分科会を担当したが、当日のグループディスカッション報告や、参加者に事前に配布し当日回収したアンケートからは、テーブルコーダーあるいはビデオを使用しての自分の授業の観察や同僚間での授業見学が、日本語教育に携わる教師の間で、予想以上に広く行なわれていることがうかがわれ、その熱心さを再確認した次第である。

事前アンケートの集計結果を少し紹介すると、回答者37名のうち、51.3%に当たる19名が自分の授業の録音を、40.5%に当たる15名が録画を試みた経験があった。これを、機会があればするつもりだという予備軍と合わせると、録音については78.4%、録画は62.1%という数字になる。また、同僚等に授業を見てもらった経験に関しては、26名(70.3%)が「ある」と回答している。授業改善のために、自分の授業を録音・録画して観察することが役に立つと考える教師は約92%、同僚等に授業を見てもらうことが役に立つと考える者は83%強という数字が出ている。

自分の授業の観察をテーマにした分科会だったので、こうしたことに興味・関心を持った教師が集まったということもあろうが、全体に、授業観察に対してかなり肯定的な態度が見える。サンプル数が少ないので、これをもって一概に全体を云々することはできないが、機関も経験年数も対象学習者も異なるさまざまな教師たちから出てきたデータであるということを考えると、日本語教育の場において、授業観察は広がりを見せていると言えよう。

## 3. 授業観察における問題点

分科会の中で、自分の授業を録音・録画し観察することで何がわかったかをグループごとに話してもらった。そこで出てきた最も中心的なことは「ふだん見えないことが見える」というものであった。ふだん見えなかったものとして挙げられたのは、1)自分の動きや話し方・欠点、2)学習者の動き、3)テキストの問題点で、もっと具体的に言えば「板書の文字や位置の適切さ」「学習者をまんべんなく指名したかどうか」「ドリルの量」「教師の視線」などであった。

「ふだん見えないことが見える」というのは、すなわち「発見」である。この「発見」をどう扱っていくかが、自己研修との関連においては、特に大切なことである。授業観察をしてみた教師たちは、これらの「発見」をどう捉えたのだろうか。

この日は、時間的な制約で、この点についてのディスカッションをすることができなかった。以下は、筆者のきわめて主観的な印象であるが、この日の授業観察経験者たちは、自分の授業を対象とする気恥ずかしさを克服し、とにかく観察に踏みきってみたものの、ドラスティックな自己変革の必然は見出さなかったのではないだろうか。思い切って授業をビデオに撮ってみたら、特に大きな波錠のないクラスをしていることが確認できた。「見えたこと」はマイクロティーチングに相当するものがほとんどで、改善策は、すぐに実行できた。しかし、それだけでいいのだろうか。「発見」を自己の改善、向上に結びつける方法があるはずだ。それが知りたい。自己研修につながる授業観察のあり方を求めて、この会に参加したという人が多かったのではないかと思われるのである。

このことを裏付けるデータが、事前アンケートの中に見出される。

すでに述べたように、授業改善のために、同僚に授業を見てもらうことが役に立つと判断した回答者は83%余であったが、役に立たないとするものも数例あり、「同僚に見てもらよりも、見せてもらうほうが役に立つ」というコメントもあった。また、実際に自分の授業を改善するために何をしているか、という問いに対する解答を見ると、日常的に自分の授業を見てもらい、授業改善に役立っているのは少数のようで、同僚のクラスを見せてもらい授業改善に役立っているという回答のほうが多かった。

他人の授業というのは、当然のことながら、自分とは異なった教育観や信念を反映している。そのため、自分で自分の授業を見るとときよりも、意外に感じることや感心させられること、言い換えると、プラスもマイナスも含めての違和感が大きく、「発見」がより白覚的に捉えられるのではないだろうか。一方、同僚に授業を見てもらってコメントをもらうときには、よほど同僚が優れた見方をしてくれない限り、あるいは

は、見てもらいたい点を充分絞りこんで確認しておかない限り、せっかくのコメントが的外れのように受け取れたり、枝葉末節ばかりを見られたと感じたりする危険がある。また、コメントに対して過度に自己防衛的になってしまうこともあろうし、コメントする側も遠慮して耳障りなことは言わないかもしれない。見られる側に問題が意識化されていないと、見学者の眼を建設的に活用することはできない。それで、同僚に見てもらうことは、見学することに比べて役に立たないと感じられるのではないだろうか。自分の授業を見ても「発見」できることはマイクロティーチング的なことばかり。同僚に見てもらっても、ハッとさせられるような指摘はない。かといっても、自分の授業が完璧だと言いつけるのはためらわれる。一体何が問題なのかが見えてこない。こうした、問題が意識化されていない状態というのが、自分の授業の観察を通して自己研修を考えたときの大きな問題点と言えるだろう。

#### 4. 問題解決の要素

The IDEAL problem solver [注3] という考えをご存じだろうか。これは大学教育における試行と学習の技能を伸ばす教育の実践で、次のような5つの要素から成っているという。

- I Identify the problem
- D Define and represent the problem
- E Explore possible strategies
- A Act on the strategies
- L Look back and evaluate the effects of your activities

このIDEALの5要素を、順を追って、日本語の授業観察に当てはめてみる。

授業を観察した結果、学習者甲、乙、丙の発話量にかなりの不均衡があり、学習者乙の発話量が多いが、その両隣の甲と丙はあまり発話しないことがわかったとする。これが第1番めのIの要素、解決すべき問題の発見に当たる。次の、問題を定義し表現するDの部分では、問題を単に「発話量の不均衡が存在する」と捉えるのではなく、例えば「乙の発話の多さが甲と丙の発言を抑えている」と定義し直し表現することが求められる。3番めの要素E、解決策を探すでは、前のDを受けて「学習者の席を変える」ことが考えられよう。第4のAでは、それを実行し、5番めのLで実行結果の効果の吟味、つまり改善策の評価を行うのである。この例の場合、座り方を変えても学習者間の発話量に変化がなかったとすると、第2のDにおける問題の定義が適切でなかった、ということになり、問題を定義し直す必要がある。

無藤・久保は、Dの過程の改善のためには、「問題のとりくみの基底にある暗黙の仮定を意識化することが役に立つ」として、次のような問題例を挙げている。

ここに、いかなる試合であれそれが始まる前に試合の得点が何対何であるか予測できる人がいる。超能力をもっているのではないのにどうしてそのようなことが可能なのだろうか。(無藤・久保 1990, PP.81-82)

この問題の「試合の得点」を試合終了時の得点と受け取り、解けるはずがないと考えたのは、筆者ひとりではないだろう。

同書では、この場合の得点を、試合が始まる前の得点、すなわち0対0と解釈することもできるとし、「試合終了後の得点」という勝手な思い込みを「暗黙の仮定」と呼んでいる。そして「解こうとしている問題に対して暗黙の仮定をおいてしまっていないかを自らに問うことが重要である」が、往往にして「どのような仮定をおいているか、あるいは、何らかの仮定をおいているかどうか自体が意識化されないことが多く、それを明らかにするのは難しい」としている。

もう一つ、知的活動を行う際に重要な位置を占めるものに、自分の理解の度合を把握したり自分の思考を評価したりするメタ認知がある。授業活動を分析し改善を目指す場合にも、自分の理解を客観視するメタ認知と、問題把握の基底をなす暗黙の仮定の意識化が重要な要素となろう。

もう一度、前に挙げた日本語授業の例を用いて考えよう。まず初めの問題の定義において、学習者間の発話の不均衡が学習者の位置関係に由来すると捉えるだけでなく、あらかじめ別の解釈の可能性も検討しておけば、結果を見てから、再度問題を捉える過程に戻らずに済み、より早い問題の解決がみられたはずである。この場合、自分の問題把握に対する評価、つまりメタ認知が充分用いられていなかったと言える。

また、学習者の発話量の不均衡を問題点としたこと自体に、もしかしたら暗黙の仮定が介在しているかもしれない、と疑ってみることも必要だろう。授業活動の中では、すべての学習者が均等に発話機会を与えられるべきだ、という考えは、ごく当たり前のものに見えるが、これは本当に当然とみなしてよいのだろうか。

かつて筆者が勤務していた日本語教育機関の学習者に、話すことが好きでない寡黙な学習者がいた。発話能力は決して低くないのだが、話すこと自体を好まないのも、ドリルも自由会話も参加態度は芳しくなかった。この学習者の場合、発話機会の均等を重視して発話を強制されたとしたら、授業は耐えがたいものとなったことだろう。これは、いささか極端な例かも知れないが、どの学習者も同じくらいの発話を、と心掛ける教師の姿勢の基底には、機会が均等に与えるべきだという教育観がある。暗黙の仮定と教育や授業についての信念を同一視してよいのかどうか、よくわからないが、授業を観察し改善策を考えていく上で、教師が自分の持っている信念について無自覚でいてよいはずはない(古川 1990)。意識化しておくべきであるけれども、それが難しいという点で、信念と暗黙の仮定には通ずる点がある。

#### 5. 授業をどう見るか

授業の観察・分析法は、これまでもいくつかが提案されているが(Allwright 1988)、ここでは実施しやすい具体的な方法として、自分の立てた教案をチェックリストとして活用することを考えてみたい。

教案を立てた時点の予測どおり授業が展開したかどうか、自分の予測が不十分だった点はどこか、などという反省は、ほとんどの教師が日常的に行っていると思うが、ここで提案したいのは、そこから一歩踏みこんで、自分は何故この活動を授業のこの位置に組み込んだのだろうか、この活動が予想どおりうまく進むということによってどんな価値を見出し得るのだろうか、また、学習者にとってその活動はどういう意味が

あるのだろうか、などという設問に答えてみる作業である。こうした、自明な事柄をあらためて確認するような一見面倒な活動を行うことによって、自分の授業活動を支えている信念の一端をあぶり出そうというわけである。

見えてきた信念らしきものは書き留めておき、そこに挙げられている事柄が、本当に適切だと言えるかどうかを考える。Fanselow (1988) が提案しているように、自分の考えとは逆の評価を採用し、それを成り立たせるための理由づけを考えてみることも役に立つだろう。そして、自分のリストに挙げた考え方と、その逆あるいはその代案の、どちらが今担当している学習者を考えた場合、好ましいと言えるかを考えてみる。この際、自分の頭の中だけであれこれ考えるのではなく、学習者の学習方法や学習活動に対する好みや評価など、アンケートや面談を通してデータを集めたり、学習活動のあり方を変えてみた場合のテストの結果を参考にするなど、自分一人の主観に頼りきることのないようにすることが肝要である。

こうした手順を踏むことによって、授業や日本語教育に対する自分の考え方に対する認識、つまりメタ認知が深まるのみならず、学習者が何を望んでいるかの情報も収集することができ、それをどのように具体化していくかという新たなチャレンジも与えられることになる。誰でも、新しい試みをした後には、それへの評価を求める気持ちが生まれよう。その気持ちには、自分の新しい試みを以前の方法と比較するという具体的な問題が自然に組み込まれている。自分自身による授業観察と、学習者からのフィードバックを分析し、また次のチャレンジへとサイクルが動いていくことだろう。

このような循環的作業の中で、自分は変わる必要があるか否かが見えてくるはずである。「唯一絶対」の理想的な教授法が存在しない以上、教師には、自分の授業の基盤となっている信念を明確に把握することが求められる。そして、自分の信念も「唯一絶対」ではないことを自覚する必要がある。その自覚があればこそ、今までとは異なる条件、異なるタイプの学習者に対しての場合にも、それぞれに合った方策がとれる柔軟性が保証されるのである。自分の日本語教育についての考え方をきちんと把握しておくこと、これは、プロの教師としての義務と言えよう。

## 注

- 1 文部省科学研究費補助金総合研究(A)「日本語教員の教授能力に関する評価・測定法の開発研究」研究代表者人見樟郎、課題番号01102050。なお、本論文は同研究の一部である。
- 2 公開研究会および分科会の詳細については、近々刊行予定の報告書をご参照いただきたい。
- 3 無藤・久保 (1990) 8 章の記述より引用。  
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## Autonomous Teacher Development and Classroom Observation

by Izumi Saita  
Tohoku University

The article reports research in progress on self-appraisal and autonomous development of JSL teachers. The questionnaire which the author administered to 37 JSL teachers and the report of group discussions among those teachers reveal that although a fairly large proportion of teachers regard classroom observation as helpful, they are not necessarily familiar with ways to relate the discoveries they make through observation to changes in their teaching. The author introduces the concept of the IDEAL problem solver proposed in Bransford and Stein (1984) and discusses its significance in bringing teachers tacit assumptions and beliefs into consciousness. It is argued that flexibility in teaching can be obtained only through becoming aware of one's beliefs and viewing them in relativistic terms.

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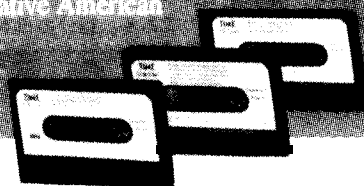
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# Relevance and Real-World Knowledge in Introductory ESP-Business Classes

by Steven C. Linke

International Christian University, Tokyo

Krashen's work on comprehensible input as crucial to language acquisition speaks well to the general field of second language teaching and learning especially by focussing on relevance (Krashen, 1982). Cook's writing on syllabi that use meaningfully realistic situations to overcome the artificiality of the classroom extends this to ESP in general (Cook, 1978). Given these as points of departure, it is then necessary to question how not only the linguistic elements of business English but also the content per se can be approached so as to help students bridge the gap between their lack of knowledge of the business world and the demands of ESP-Business classroom. To expect students to comprehend the content behind the language introductory ESP-Business without meaningful and relevant conceptual bridges is like putting the cart before the horse. Hutchinson and Waters accurately point this out when they speak of utilizing 'knowledge of the world' in ESP curriculum design and implementation: "Understanding discourse is not just a question of knowing the language. Use is also made of conceptual and factual knowledge" (1990, p. 181).

In introductory ESP-Business classes, students are often neophytes at the vocabulary and discourse of the real world of business and therefore of business English. Business often evokes in them stereotypical images: cigar-smoking executives, high-power stock market dealings, exclusive and technical vocabularies. Naturally, most students feel it to be an alien world and consequently regard the language of business as inaccessible, but applying the concepts of relevance and knowledge of the world can play a vital role in facilitating entry into the seemingly irrelevant and unknown arena of business.

Students, all students, and teachers are real-world consumers, customers and clients of various goods- and service-related businesses. We are all the targets of advertising and sales promotion techniques. In essence, we are de facto part and parcel of the business environment whether we know it consciously or not. To tap and explore this identity before approaching and while learning business English will greatly facilitate the acquisition of this "specific purpose" language. It will promote comprehensible input.

Introductory business English classes often focus on content areas such as basic business vocabulary, e.g. goods, services, profit/loss, production, and distribution; organization; marketing, and sales and finance. If students feel these are alien concepts outside their daily experience, they may have a harder time acquiring the language associated with them. In Krashen's words, the specific language studied may not be comprehensible input to them. To overcome this often encountered situation, introductory ESP-Business teachers should make use of the students' "knowledge of the world" as a bridge.

For example, before beginning a unit on marketing, conduct a brainstorming or free association type discussion on what

actual items (products or services) the students purchase, how much they cost (price), where they purchase them (*placement*) and how and where these products are advertised (*promotion*). These four Ps (Dowling and McDougal, 1982) are the basics of most marketing texts, ESL, ESP or native language. By categorizing the responses under these four headings, students can see that what they actually do as consumers in the real world is in fact meaningful and relevant in terms of how business people function and also use English in a specific setting. They will then see that the experience of buying a new Walkman or a discount air ticket places them at the center of the business world-as customer. When student students feel they are involved in the cycle(s) of business activity, they will feel more affinity towards the language used and needed.

As students' general knowledge of their actual role(s) in the world in business increases, they can then more confidently approach and accept the specificity of content referred to by Widdowson (1983), who states that "specificity, then, is in inverse proportion to educational value...[but] this does not mean that it is necessarily to be rejected" (p. 105). If students approach this specificity of content in introductory ESP-Business without appropriately meaningful and relevant bridges to their knowledge of the world, they find little educational value in ESP. However, more specific content and linguistic elements need not be rejected by students if they can identify and understand their own role(s) in the world of business.

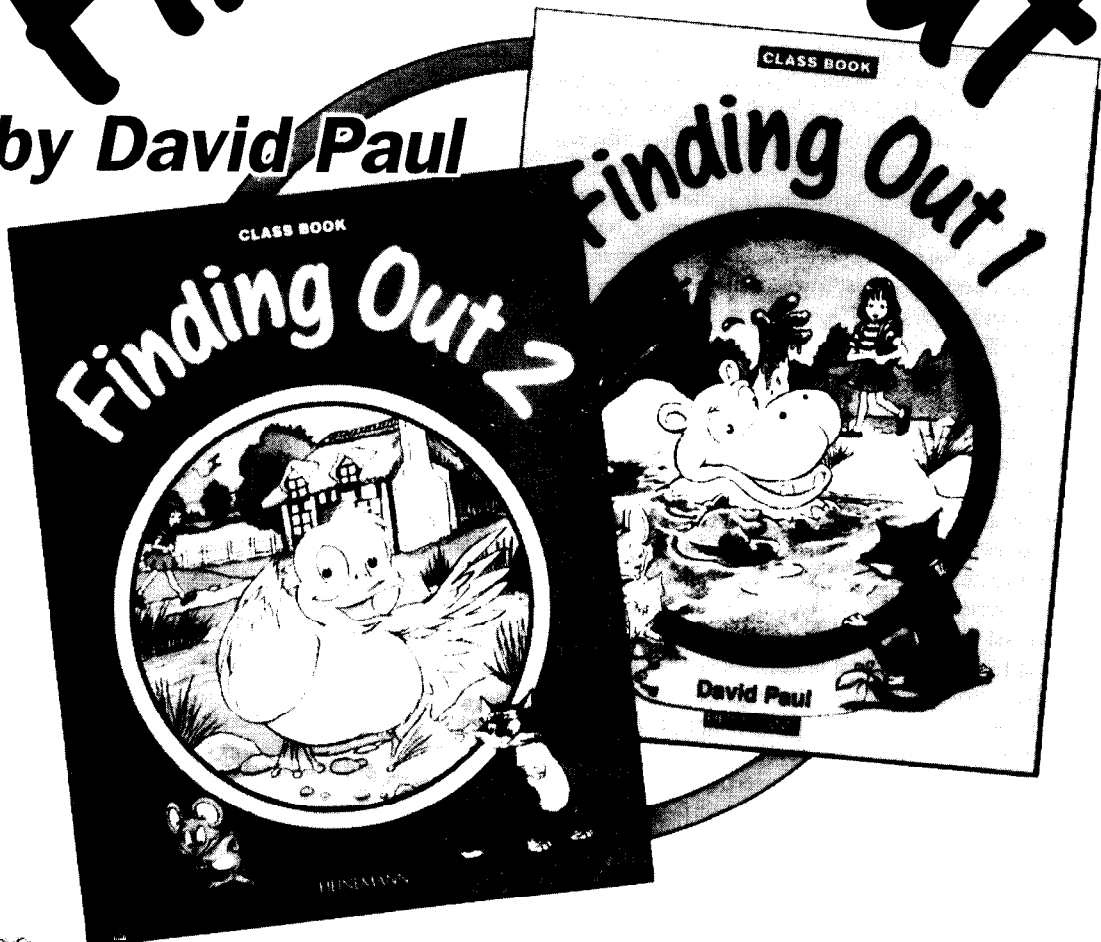
In conclusion, introductory ESP-Business English need not be regarded as inaccessible or overly technical if real-world parallels can be drawn between the content and students' awareness of themselves as active participants in the actual world of business outside the seemingly artificial classroom situation. Readings and communicative activities in class and as field work should reinforce this bridging approach to the teaching and learning of ESP. Then the S of ESP becomes less externally specific and daunting and more internally accessible and identifiable to the learner. As Gattegno (1976, p. 14) put it, students then "own" the language.

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by David Paul



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## 'The Communication Association of Japan's 21st Annual Convention

The city of Sendai in northern Japan was the scene of the 21st annual convention of the Communication Association of Japan. Around 150 participants attended the two day conference to hear 40 presentations on all areas of communication, its role in syllabi, and a special session on forensics. A panel discussion on the problems and methods of oral communication teaching was designed especially for high school teachers who are facing, on a national level, curriculum changes aimed at making English language education in Japan more communicative.

Also of direct relevance to English language teaching in Japan was Barbara Fujiwara's presentation, in which she described a technique that incorporates learner training into the study of cross-cultural communication through the medium of English. Students look at an example of ineffective cross-cultural communication and analyze the causes. They then reflect on their own culture, do research on the target culture, and finally present a simulation of a successful cross-cultural encounter based on the same theme as the original miscommunication.

Torkil Christensen's presentation on "Large Classes and their Influence on Language Teaching" revealed that large classes can lead to a very challenging and effective teaching environment if the teacher and students are willing to accept very gradual progress, limited correction of homework, a strong listening component, and the use of the target language in the classroom. Bruce Wilkerson's insightful presentation looked at the new guidelines released by the Ministry of Education, which attempt to bring a communicative component to English language education. From the perspective of pragmatics, Wilkerson outlined some of the obstacles, inherent in the system, which could prevent English, or any other foreign language, from becoming a tool for communication. He concluded his paper with some very discerning proposals for "re-humanizing communication," including looking at language pragmatically instead of exclusively as a tool for passing information.

*General information about CAJ and copies of the two association publications, Human Communication Studies and Speech Education, can be obtained by writing Kazuhiro Hirai, Executive Secretary, Communication Association of Japan, Department of English, Otsuma Women's University, 9-1 Kamioyama, Tama-shi, Tokyo 206, Japan. Next year's conference will be at Nihon University in Tokyo, June 27 & 28.*

**Reported by Eloise Pearson**  
Tokyo Metropolitan University

## Current Research in Large Classes Conference in Karachi, Pakistan

This conference was held in early September in Karachi, Pakistan and was the fit devoted exclusively to discussing the problems of language learning and teaching in large classes. It drew participants from Africa, Asia, and Europe and nearly 30 papers provided a stimulating diet for the participants. It was organized by Zakia Sarwar (a presenter at JALT '90) of SPELT (Pakistan's JALT) and Hywel Coleman of the Lancaster-Leeds Language Learning in Large Classes Research Project.

The conference provided an absorbing introduction to the language teaching situation in Pakistan and other countries, and we were all struck by the many similar problems we face. Kaleem told how he helped his students to go beyond translation to read the lines, but that moving to reading between the lines (interpretation) would be a disservice to students in his kind of environment. Abbas and Collins reported how they had adapted writing activities to classes of up to 150 students.

General language activities for large classes were detailed by Cabraal (Sri Lanka), Pengpanich (Thailand), and Clint (Nepal), and a number of presenters recounted their experiences with in-service training of language teachers in Pakistan, West Africa, Egypt, and Thailand.

Japan was represented by Virginia LoCastro, who discussed large classes as one of numerous sociocultural variables, stressing the need not to look narrowly in investigating language learning phenomena. I presented on the links between false beginners and large class learning.

A number of sessions were concerned with discussing the need and relevance of large class research, and trying to outline the directions we would like to see research on large classes take. Most interest was expressed in investigating learner strategies and attitudes, teacher training, task vs collectivist methodology and methods for dealing with unqualified teachers.

The conference was followed by SPELT's annual seminar, and here we were treated to a wide range of insights into language learning in Pakistan. For me the most impressive presentation was by Mumtaz, who had been preparing primary school teachers without English skills to become English teachers in primary schools. The first task was to learn to distinguish upper and lower case letters. The one year training course successfully prepared the teachers for their new duties without resorting to translation and grammar analysis!

Anyone wishing further information about this conference or the Current Research in Large Classes project may contact Virginia LoCastro or me.

**Reported by Torkil Christensen**  
Hokusei Junior College

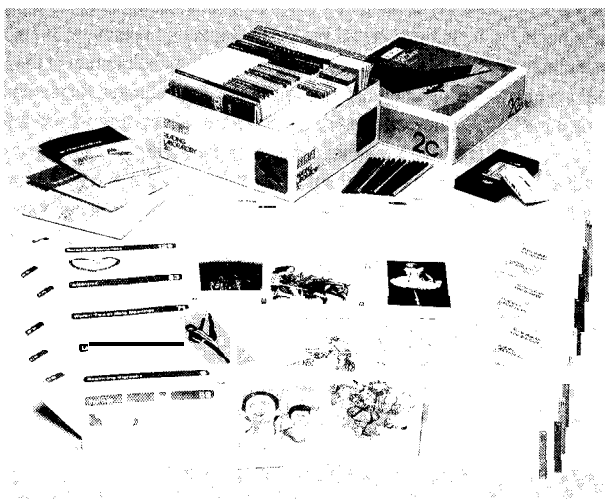
Hokkaido members of JALT are proud to announce the opening of their new office in Sapporo. Our growth has reached the stage where a permanent address and telephone/fax support are a necessity.

We would like to extend our thanks to the guest speakers, publishers, and others who have provided support for our chapter. Anyone interested in giving a presentation is encouraged to submit details to our program chair.

We are looking forward to another stimulating year in 1992, and hope that the establishment of our office will improve communications.

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## From the JALT '92 Conference Publications Editor

As a result of having been assistant editor for the Conference Handbook for 1991, several techniques have been perceived that most delineators could utilize to make the content which they construct for the said opus more appealing to the generic patrons.

To put that in plain English, I can see several ways that most presenters can make things easier for people at the conference.

### Summaries

The above two paragraphs demonstrate some of the common problems with the submitted summaries. The first is the use of words. It is important to remember that people will have about 20 seconds to read and understand your summary. This will probably be done in a crowded noisy room and many other summaries will be read. Readers will only have a limited amount of time to understand your vocabulary, so keep it as simple as possible.

The same goes for the structure of the sentences. A couple of simple sentences are much better than a long sentence with several clauses. The handbook is not a place for a technical presentation: it is your chance to encourage people to come to your presentation. While you have to sound intelligent, your wealth of information should not be overwhelming.

In addition, the primary purpose of the summary is to let people know what is going on in your presentation. A statement that clearly explains what is going to happen first second, third, etc. is what appeals to people. Do not spend

most of your limited space talking about your background--tell them about the content.

### Biographical Data

The biographical data should tell about who you are now. It should help to indicate why you might be a good speaker on your topic(s). Your recent work and degrees are most important if you put in a degree, use only your highest one. Your work affiliations are also important to people. People want to know why you might be a good person to listen to/ have a workshop from.

### Length

Both "Summary" and "Biographical Data," as well as "Title," have maximum words/character lengths. Not the maximum length and then count the words or characters or spaces. In fairness to all and since extrapages cost money, we cannot allow anybody to exceed the lengths. That means that if you go over the length, the editor will rewrite what you wrote to get it down to the proper length. The results of the rewriting might not be what you want. At the same time, do not slight yourself by ignoring the Biographical Data. You are an important person! ! !

By following these simple guidelines, you can ensure that your items in the *Handbook* will help to bring to your presentation the audience you want. It will also make life easier for a tired editor.

Larry Cisar

## Roger Griffiths 1945-1991

Friends and colleagues of Roger Griffiths were shocked and saddened to learn that on August 2nd Roger had drowned while on vacation in Thailand.

Roger first came to Japan as a Featured Speaker for the 1989 JALT conference, and then returned in April 1990 to take a position at Nagoya University of Commerce and Business Administration. He was immediately taken with Japan, and indeed decided to make this country his home as he began to carry out plans for an ambitious research program in applied linguistics.

A second language acquisition researcher with a thorough academic background in psychology, Roger was especially interested in two areas of research: the question of input modification to language learners (speech rate, pauses, etc.) and the relation of personality variables to proficiency. It is safe to say that on arriving in Japan Roger almost immediately became this country's most prolific researcher in applied linguistics: four papers in 1990, including one in *Language Learning* and another in the *JALT Journal*, and eight more either published in 1991 or forthcoming, including two in the *TESOL Quarterly* and two in *Applied Linguistics*.

His unvaryingly high intellectual standards and prodigious capacity for work did not prevent him from being a warm, charming, witty, and immensely companionable colleague, as those who worked with him can attest. His death is a loss to the field of applied linguistics in general, and a personal loss to all who knew him.

Kevin R. Gregg  
St. Andrew's University  
Sakai, Osaka

# A FUNCTIONAL COURSE FOR JAPANESE SPEAKERS

## Eight Independent Books on Eight Themes for Communication

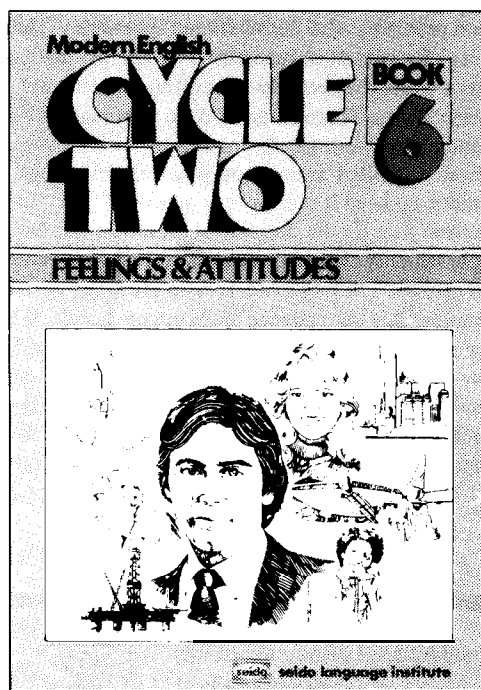
■ *Cycle Two* has eight books, each an independent short course in itself, so you can select any combination according to your students' needs and interests, and depending on the length of your program. The books are arranged by "theme," as follows:

- Book 1 . . . SOCIALIZING
- Book 2 . . . HELPING OUT
- Book 3 . . . INFORMATION
- Book 4 . . . PAST EXPERIENCES
- Book 5 . . . INFLUENCING PEOPLE
- Book 6 . . . FEELINGS & ATTITUDES
- Book 7 . . . CONVERSATION AIDS
- Book 8 . . . DISCUSSIONS

■ *Cycle Two* is tailored specifically for Japan in the degree of control, the amount of structural practice, the vocabulary load, visual aids, and each step of the program.

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## JALT Positions Available

### Reviews Coordinator

The Publications Board announces the new position of Reviews Coordinator. This volunteer position involves receiving books and other educational material from publishers, communicating with *The Language Teacher* and *JALT Journal* Reviews Editors, and mailing materials to reviewers. The position requires the administrative skills to deal with large quantities of incoming and outgoing material, and to keep in regular communication with a variety of people. A two-year commitment is preferred.

### JALT Journal Book Review Editor

Jane Wieman will be resigning as Book Review Editor for the *JALT Journal* after the November 1991 issue. All inter-

ested JALT members should submit their CVs and a short publication, along with a cover letter explaining their qualifications for this position.

### The Language Teacher Book Review Editor

Mohammed Ahmed will be resigning as Undercover Editor for *The Language Teacher* as of the end of December, 1991. JALT members who are interested should send a letter describing their qualifications, along with a CV and a copy of a short publication.

Applications for any of the above three positions should be sent to the Publications Chair: Carol Rinnert, Ushita Waseda 2-17-3, Higashi-ku, Hiroshima 732. Please indicate clearly which of the three positions you are interested in filling.

## In Appreciation

The Publications Board wants to thank all the volunteers who retired from service during the last year for their hard work and tireless dedication to what can often seem like thankless tasks. Without their efforts, JALT publications could not exist.

Thank you, **Eloise Pearson**, for the three years you devoted to doing such a good job of editing *The Language Teacher* and your wise guidance the first half of this year as Publications Board Chair. Thank you, **Jane Wieman**, for your hard work as the *JALT Journal* book review editor during the last three and a half years. Thank you, **Marilyn Lloyd**, for your two years of dedicated service proofreading *The Language Teacher*. Thank you, **Mohammed Ahmed**, for all your efforts as book review editor this last year; we are sorry that added work responsibilities forced you to retire so soon.

In addition, we want to offer thanks again for all your hard work to: **Ann Chenoweth** for editing *The Language Teacher* and serving as Publications Board Chair, **Rita Silver** for serving as Undercover editor and **Louis Levi** for editing My Share. In addition, a very belated thanks to **Jack Yohay** for all the years he put into editing chapter reports and proofreading *The Language Teacher*.

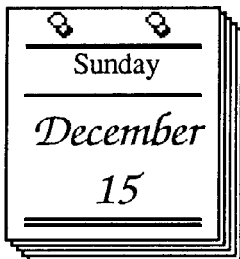
If we can continue to find volunteers who are as conscientious and generous with their time as you all were, we will be assured of a successful future for JALT publications.

Carol Rinnert  
Publications Board Chair

## Deadline

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

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



# Solo Writer

JALT is pleased to announce a new educational software discount program with Mercury Software. JALT members may now receive a 25% discount on Mercury's best selling bilingual wordprocessor, Solo Writer, the Japanese version of Nisus® (JALT will receive a 5% commission to be applied to JALT's scholarship fund). Bundled with both Japanese and English manuals, Solo Writer supports bilingual Japanese and Roman language text entry, bilingual spell checking using the Complete Merriam Webster Dictionary & Thesaurus, extensive draw and layout tools, a macro programming language and direct read/write access to Hypercard stacks. Other features are:

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- search/replace character attributes: font, style, size, color
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## Graphics functions

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- access other types of files and their contents from within Solo Writer

## Window functions

- horizontal or vertical window split
- tiling/stacking
- scrolling of background window
- synchronized scrolling of two windows

## Macro features

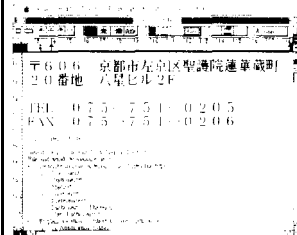
- type or auto-record complicated routine macros
- macros can be written and edited

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- 他のアプリケーションへの切り替え
- 差し込み印刷

## 編集

- 無制限取消/再実行
- 選択英文を大文字/小文字に変換、キャピタライズ
- 数字、アルファベット順並べ替え
- 行区切り（各行末に改行を挿入）
- 10個のクリップボード
- 開かれていない書類内の検索・置換

## 書式

- ヘッダー/フッター/脚注挿入
- 日付/時間/書類名/ページ番号挿入
- 索引/目次自動作成

## ツール

- 文字ハカーシの検索・置換
- 開かれていない書類内での置換
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- 書類内に独立した窓挿入
- 複数書類比較
- 複数書類同時スクロール
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## An Apology

The first My Share article in this issue was to have been printed last month as an integral part of the special issue on **Content-based Teaching**. Through a series of mistakes and misunderstandings, the article did not appear. We extend our sincere apologies to the author, the special issue editor and the My Share editor. We are truly sorry that all your hard work and energy in coordinating the issue was undermined by having the article left out.

*The Language Teacher Co-Editors*

## Promoting Discussion with Discovery Sheets

Merritt Aljets

Osaka Jogakuin Junior College

Whether you have only a few hours, one semester, or a full year of classes during which you want your students to discuss a given topic or issue, discovery sheets may be helpful. Simply stated, a discovery sheet is a list of questions about the topic to be studied. It can serve as a suitable way for students to begin an oral or written information exchange.

**Preparation:** Discovery sheets are a tool that can be modified to suit the course content and focus. For example, for my one-semester content-based discussion course on the life of Mark Twain, I write several questions which necessitate a review of one or more sections in biographies on Twain. The questions range from seemingly obvious information questions like "In what year was Samuel Clemens born?" to the not-so-obvious, like "What did Sam have to memorize when he was learning to be a steamboat pilot on the Mississippi River?" The question format can be chosen help a student lead the discussion to cover the information which is the most important, the most abstract, focused on a certain interest, and so on.

**Procedure:** There are various possible procedures for using the discovery sheets, but I have used them in the following two ways in the aforementioned course:

**Version 1:** In the first version, discovery sheets are given to two students who will work as a team on a presentation concerning a certain timeperiod in Twain's life. The presenters are given the questions one week before their presentation day. Not only are they to find the answers to the questions, but they must also anticipate explaining and clarifying any terms (such as "top-hatted escorts" or "scoundrels") that they believe will be unfamiliar to their classmates. They are also encouraged, but not required, to prepare any visual aids that they feel would be interesting and helpful, such as a map of Missouri or a drawing of a steamboat. On the day of the presentation, the other 25 to 28 students, (the "audience") are each given a copy of the discovery sheet, on which they fill in the answers during the presentation. I also listen to and evaluate the presentation and fill in a sheet so that I can use the information to make questions for the final examination given at the end of the semester. Either during or after the presentation, the other students must ask clarification or discussion questions.

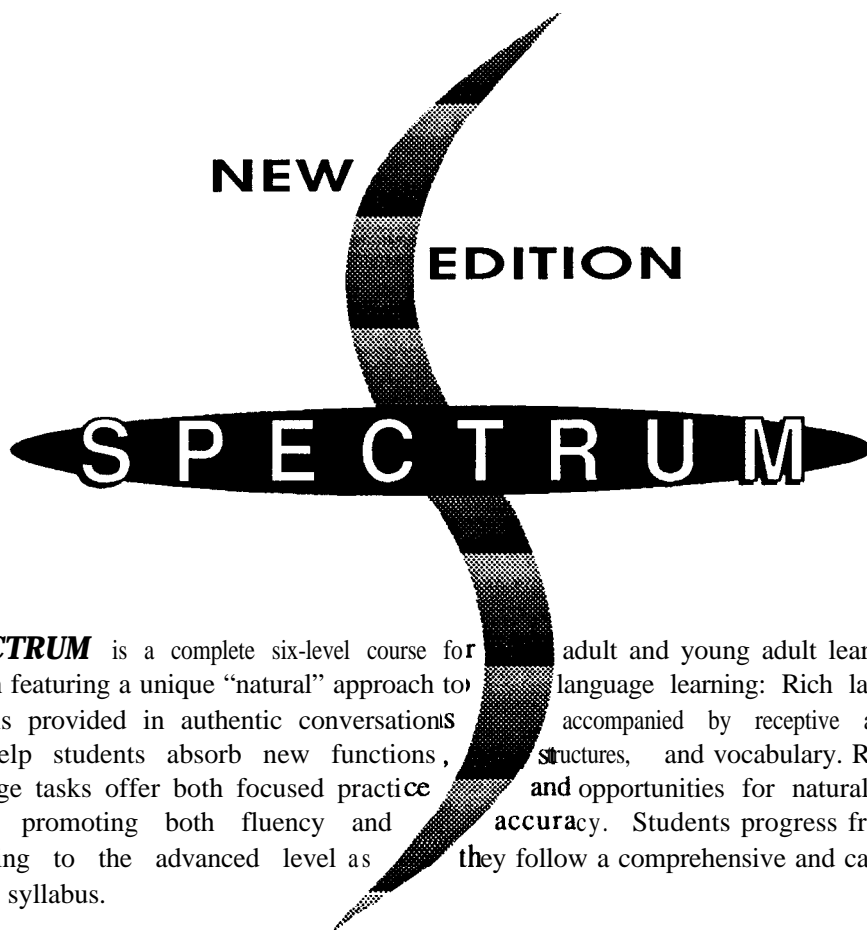
**Version 2:** The first method has worked quite well for the ten to fifteen presentations given during the semester. However, sometimes there is very little class time left for spontaneous discussion, and it is difficult to keep track of which students asked questions so they can be given credit. Therefore, I adapted a second way of using the discovery sheets. In this version, the class is broken down into small groups of five or six students each. Over the semester, the members of each group take turns being the presenter within their group. That is, there are five or six presentations occurring simultaneously during a class session. In my Twain class, each student gives three presentations to the group each semester. The other four or five members of the group, each of whom has been given a copy of the questions, take turns asking their group leader questions. To create a larger information gap or simply for variety, I sometimes split up the questions among the group. That is, I put only two or three questions on any sheet, so the rest of the group have to listen for the questions as well as the answers. Again, the presenter is expected not to simply parrot the words found in the information source, but to interpret and explain the information in simpler English. It is important for the presenters to understand that they are not just taperecorders, but must perform the summarization and clarification tasks that the others would need to do if they had been required to read the material. A concern is that since it is impossible to listen to each group's entire presentation there is no efficient way to make sure everyone receives the same, or even the correct, answer. Spot checks can be made, of course, and, if time permits, the groups can be reassembled into a second set of groups, each of which includes one person from each of the original groups. These new groups can then compare and review the answers they recorded in their first group and correct any discrepancies; again, through discussion in English.

Either procedure for using discovery sheets works well, although using them with small groups gives each of the students more opportunities to speak. A potential problem with small groups is that the presenters have a tendency to explain in Japanese instead of simpler English or to spell instead of explain the unfamiliar words. They must therefore be reminded occasionally to use English to make their listeners understand the material, rather than just copying words which are meaningless to them. This is, of course, important in a content-based course.

It should be obvious that there is no set design for discovery sheets. The design for your class may depend on such considerations as the focus, the amount of information you want to "give" your students, the amount that you want them to produce spontaneously, and so on. With either method, the use of discovery sheets helps make the presenters more aware of how well the others are understanding them, and the flow of information is improved. The activity gives students a step in the right direction toward organizing and leading a focused group discussion.

*Merritt Aljets is an assistant professor of English at Osaka Jogakuin Junior College.*

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## Bringing Christmas into the Classroom with Video

By Sophia Shang



As Christmastime draws near, people anticipate it for a number of reasons. Department stores take advantage of the situation, and so can the teacher, by bringing Christmas into the classroom. A connection can be made between the

“real” world and the “classroom” world. Using one of America’s favorite Christmas shows, “A Charlie Brown Christmas”, students can enjoy learning English. This show also brings much joy, excitement, and entertainment.

### Lesson Objective:

1. To introduce Christmas as an American holiday
2. To make the study of English more alive and appealing
3. To encourage students that they can understand the story without having to understand every word

### Materials Used

1. The video *A Charlie Brown Christmas*, by Charles Schultz
2. Pictures of the characters Charlie Brown, Sally, Lucy, Linus, Snoopy, Schroeder, Pig Pen, and Frieda
3. Pictures of a roadside mailbox, decorations, stable, manger
4. A Nativity set (or picture)
5. Accompanying handout (to be modified according to lesson objectives):

### *A Charlie Brown Christmas* by Charles Schultz

#### A. Main Characters

Charlie Brown: a person with many problems  
 Sally: Charlie Brown’s younger sister  
 Snoopy: Charlie Brown’s dog  
 Lucy: a person with answers for everything  
 Linus: Lucy’s younger brother  
 Schroeder: a person who loves his piano

#### B. Vocabulary

1. Lucy is an advisor or counselor. People come to her and tell her their problems. She tells them what they should do to solve their problems.
2. Charlie Brown has a problem. He has panophobia. He is afraid of everything. (pana - all, phobia = fear)
3. Shakespeare wrote many plays: for example, *Romeo and Juliet*. Charlie Brown’s friends are going to perform a play about Christmas.
4. Lucy gives everyone a script. This paper tells what each person will say in the play.
5. Snoopy puts lights and decorations on his house to make it beautiful for Christmas.
6. Snoopy’s house is the most beautiful. He wins first prize in the Lights and Display contest.

#### C. In the Christmas play

Charlie Brown is the play director.  
 Snoopy is all the animals in the play.  
 Pig Pen is the inn keeper. He is the manager of a small hotel.  
 Frieda is the inn keeper’s wife.  
 Linus is a shepherd. He takes care of sheep.  
 Sally is a shepherd’s wife.  
 Schroeder is the pianist.  
 Lucy is the script girl. She gives everyone a script. She wants to be the Christmas queen, but there is no queen in this play.

#### D. Video story

Everyone is happy because it is almost Christmas; but Charlie Brown isn’t! He doesn’t understand why people are happy at Christmastime. He goes to Lucy for advice. She tells him to be the Christmas play director. On the way to the theater, Charlie Brown meets Sally. She asks Santa Claus for many presents. Charlie Brown tries to direct the play at the theater. Then he goes with Linus to find a good Christmas tree. They bring a tree back to the theater, but nobody likes it. The tree is too small. Charlie Brown is very sad. Then Linus tells the Christmas story. Charlie Brown takes the tree home. He thinks about the real meaning of Christmas. He tries to decorate the tree. He thinks he has killed it. He becomes very sad again and goes home. His friends decorate the tree. Charlie Brown comes back and is surprised at his beautiful tree. His friends sing “Hark the Herald Angels Sing” to Charlie Brown. They wish him a Merry Christmas. Now he understands why people are happy at Christmas.

#### E. Questions

While you are watching the video, find the answers to the following questions:

1. What is the title of the program?
2. Did Charlie Brown get any Christmas cards?
3. Whom did Charlie Brown ask to help him?
4. What did Sally ask Charlie Brown to do?
5. Did anyone listen to Charlie Brown as the director of the play?
6. Who likes Linus?
7. What did Linus and Charlie Brown look for?
8. Were his friends happy with the Christmas tree?
9. Who told the Christmas story?
10. Everyone decorated the Christmas tree. Where did they find the decorations?



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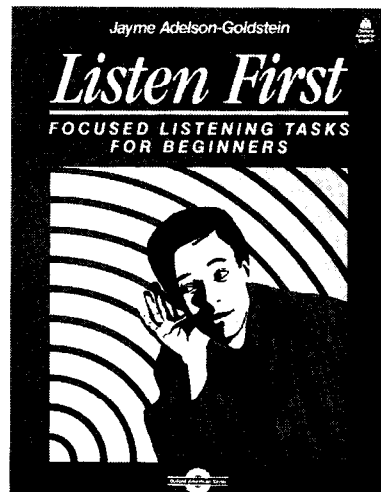
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### Time Schedule

(One 90-minute class period)

Preparing students to watch video: 45 min.

Viewing time: 25 min.

Follow-up: 20 min.

### Teaching Plan

1. Introduce the topic of Christmas: 5 min.
2. Distribute handouts to students.
  - a. introduce the main characters with pictures
  - b. go over vocabulary
  - c. introduce the Nativity scene
  - d. read the Christmas story in Japanese, then English
  - e. match Peanuts' characters with those in the Nativity scene
  - f. have students take turns reading the summary aloud
  - g. go over the comprehension questions; make sure students understand what they will be looking for during the video
3. Watch video without stopping: 25 min. If students need cues to find the answers, the teacher can announce the number of the question just before the answer appears in the video. (However, this makes students look down at their paper instead of focusing on the TV screen. New language labs have TV screens on the students' desks,

in which case giving cues would not be so disturbing.)

4. Read the questions aloud and check answers 15 min.
5. Wrap-up: 5 min.
  - a. Students write their impressions in two or three sentences; teacher collects them
  - b. Rewind the last minute of the video. Everyone sings with Charlie Brown.

### Conclusion

A *Charlie Brown Christmas* has been used successfully with false-beginner and intermediate levels. It provides students with a challenge to be able to understand an authentic video meant for native speakers. If the pre-viewing teaching is thorough, the students can follow the story, and pick up on the characters' emotions through attention to facial expressions, body posture, and gestures. A non-stop, global viewing technique rather than several short sequences helps students feel a sense of achievement and a little more self-confidence when they realize that they don't need to understand every word to get the meaning. Video is another useful tool for language teaching, bringing variety to the classroom and promoting an affective atmosphere for learning English.

*Sophia Shang is a member of JALT Kagoshima Chapter Video SIG.*



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in which case living once would not be so satisfying.)

1. Read the questions aloud and check answers together.

2. Write your answers on the lines provided.

3. Discuss your answers with a partner.

4. Share your answers with the class.

5. Write a paragraph about your favorite holiday.

6. Draw a picture of your favorite holiday.

7. Write a paragraph about your favorite holiday.

8. Draw a picture of your favorite holiday.

9. Write a paragraph about your favorite holiday.

10. Draw a picture of your favorite holiday.

11. Write a paragraph about your favorite holiday.

12. Draw a picture of your favorite holiday.

Time Schedule  
(One 90 minute class period)  
Read and discuss the questions in pairs.

2. Read the questions aloud and check answers together.

3. Write your answers on the lines provided.

4. Discuss your answers with a partner.

5. Share your answers with the class.

6. Write a paragraph about your favorite holiday.

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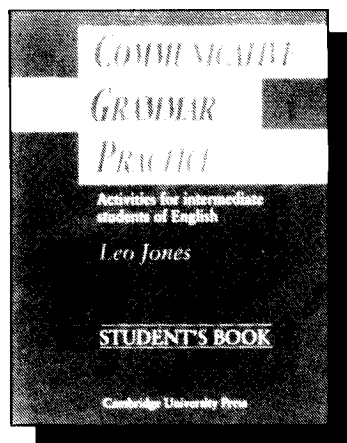
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## Concerning Global Issues

by Monty Vierra

When I read the May, 1990, issue of *The Language Teacher* on global issues, I was encouraged by Kip Cates and Kevin Mark's call for reflection on the many seemingly insurmountable problems facing us—war, pollution, violations of human rights, famine, and so on (p. 2). I had hoped that the articles in that issue would foster increased discussion of such problems.

However, after reading all of the articles, I was filled with many more misgivings than when I had started out. In the year since that issue came out, I have come to have even more. It is these misgivings I want to share with my fellow teachers.

Before I do so, I should state at the outset that in encouraging reflection I am not discouraging action. However, both ends and means must be justified, and to be justified both our ideas and our actions must be subject to open examination and constructive criticism. It is perhaps more important to weigh very carefully the **objections** to our proposed panaceas than simply to carry them out in short order.

For example, in "Education and Action Beyond the Classroom," Julian Bamford says, "It doesn't matter what you do, just do it" (p. 35). This is an unfortunate choice of words, even though the context in which they were given was benign. His meaning—intended or not—is that the ends justify the means.

For his part, Kip Cates, in "Teaching for a Better World....," quotes rock musician Bob Geldof as saying, "If we don't do something, then we're participants in a vast human crime" (p. 4, emphasis in the original). It sounds quite like the slogan of violent '80s revolutionaries: "If you are not part of the solution, you are part of the problem." Even if Cates, via Geldof, opposes the violence such simplistic slogans imply, such slogan are still the exact **opposite** of a call for reflection.

Thus, my greatest worry is that "global issues" will be used by unscrupulous teachers to foist their own "world view" on unsuspecting youngsters. In my experience, most students here in Japan simply do not have the wherewithal, intellectual or cultural, to defend themselves even in Japanese; they are utterly at sea in a foreign language such as English.

For example, in abetting ESL reading text, the author set up a thoroughly biased argument in favor of bilingual education in U.S. schools; when she presented the opposing view, she grossly distorted it (Markstein, 1987, pp. 63-65). How many beginners, false beginners, or even intermediates could tackle such subtleties? So far I've not met any.

Perhaps Cates and Mark, the editors of the issue, believed that the article by Michael Higgins, "Overcoming Teacher Bias....," would assuage such fears, but it is precisely that article which troubles me most.

### Stacking the Deck?

Higgins tells us that in order to avoid teacher bias, we should use the "consultation method." In this method, the group "has two main purposes: to create unity and to be firmly committed to uncovering the Truth" (p. 32). Unity can be achieved by agreement or by acquiescence. How will we know for sure which it is? How well we measure "fii commitment?" And

what exactly is this thing, capital-T "Truth?"

Since the teacher, appropriately enough, is going to be the one who presents "materials related to the subject under discussion...an outline of the scope and history of the issue...or fact sheets" (p. 32), we can safely presume that it is the teacher who selects the issue. How can we protect the students from having to deal with a stacked deck?

To illustrate the First Step—agreeing on the problem—Higgins poses some questions. For example, under the issue of World Hunger—is the root problem a lack of food or a lack of agricultural resources, a lack of proper distribution of existing food supplies or an immoral marketing system that leaves millions to die? (p. 32)

If the teacher poses such questions, the teacher will be stacking the deck. After all, we could also ask if the root problem is governments that systematically induce famine to destroy opposition, or military leaders that siphon off grain and other food shipments that are sent by well-meaning fund raisers in developed countries, or desertification, or.... Stacking the deck in this way is a subtle form of preaching.

Ideally, the question should be open-ended; for example, what are the causes of world hunger? Looking for one "root" cause is not only simplistic—it likewise stacks the deck. The open-ended question, of course, could take days, weeks, or longer, as the students—"firmly committed to uncovering the Truth"—investigate this question as thoroughly as possible.

The other steps Higgins proposes seem to me to be quite remote from this open-ended approach. For after everyone agrees on the problem everyone must agree on the "principles or politics involved." Although he says all such principles or policies should be stated, he doesn't say who will state them. The teacher, however, will "carefully explain what is meant by the word **principle**."

In short, the teacher plays a major role by "defining the parameters" of each group's focus and by feeding the groups information. In addition to all this, the teacher is supposed to insure what students do all their discussion "in the target language." Is this a sop to our role as teachers of English—or is it simply an excellent means to make sure the students stay "Committed?"

The part that worries me the most, however, is the Fifth Step. Here, "the group should try to make a unanimous decision. as division only serves to add to the problem, rather than solve it." This view is perfect for the global preacher. Lenin, Goebbels, Khomeini, and countless others have shared this view; I do not.

### Conclusion

I don't have the space to go over every troubling point raised in the various articles on global issues. I invite interested readers to refer to the issue in question. However, from reading what the authors of these articles had to say and from listening to a good number of self-proclaimed global teachers, I have the impression that some of them have already arrived at all the answers to all of the world's problems. They therefore are not open to any approaches to solve the problems other than their own. Worse yet, some are using global issues as a front to indoctrinate students in their own world view.



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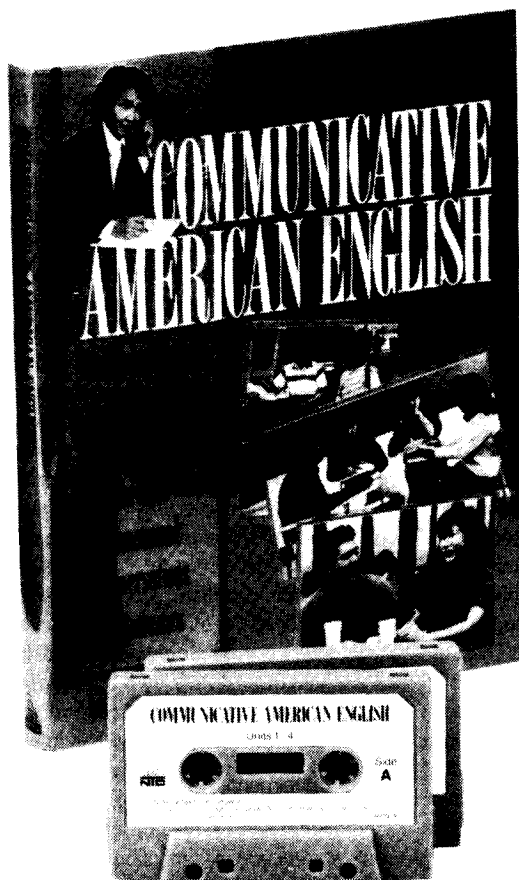
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I would like to propose an alternative, inspired in part by the comments of John Fanselow. At the JALT conference in Omiya (1990). Fanselow said, "Let such changes begin with me."

My alternative is to have us *teachers* engage in global discussions among ourselves first. Let us see what consensus we can reach before we ask it of our students. Let us test on ourselves the ideas and techniques that Cates, Higgins, et al., have suggested before we impose them on our students. In short, let such changes begin with us.

## References

- Cates, K., & Mark, K. (Eds.). (1990). Global issues in language education. *The Language Teacher*, 15(5), 2-39.
- Markstein, L. (1987). *Developing reading skills beginning*. New York: Newbury House.

*Monty Vierra, 39, has been teaching EFL for the last three years in Japan. He has been involved in global issues since he was 16.*

## 日本語教育はひとつの分野なのか 古川 ちかし

1991. 6. 28朝日朝刊の記事についてこのオピニオン欄で小出慶一さんがコメントを載せていました。記事中の私のコメント(「日本語教育では大学が一番遅れているのではないか」)はその記事の文脈中に私の意図とは関係なく置かれたものですが、インタビューを受けたときに本当に言いたかったことをどこかできちんと言うべきだと思っていました。小出さんのご意見がでて、それを言ういい機会を得たように思います。この文章は、ですから、朝日の記事自体について問題にするものでも、また小出さんへの反論でもありません。

問題の記事中の私の上記のコメントは、もともと文脈が失われているという点と、表現を圧縮されているという二点において私の言いたいことが伝わりませんでした。

第一に文脈の問題ですが、もともとこれは「大学の日本語教育」というものに向けられたものでも、まして「北大の日研生に対する日本語教育」に向けられたものでもありません。それはインタビューの中で記者氏が出された『大学の日本語教育は、一般の日本語教育よりも優れているはずだ』という見解に対して向けられたものです。なぜそのような見解に対してあえて反論するかと言うと、「大学＝権威、しっかりした教育」「民間の学校＝いいかげんな教育」という考え方をもっている人が少なくないと思われるからです。一般に大学が教育において「しっかりしている」と思われる理由にはいろいろあるでしょうが、基本的には大学というものの社会的な権威によっていると思われます。権威があり社会的に認められているから無条件に「いい先生」が集まり、「いい学生」が集まり、無条件に「いい教育」がなされる、ということになります。しかし、日本語の非母語話者に対する教育に関してそのように一律に見てしまうことは、社会のあらゆる層、

あらゆる側面に非母語話者問題が存在し、これに対して様々な対処が存在する今日、実状にあっていません。これは次の「表現の圧縮からくる問題」に関連しています。

表現の圧縮からくる問題ですが、「大学がこと教育という面でその他の教育機関より必ずしも優れているわけではない」というのは日本語教育に限ったことではないと思います。しかし、記事の『古川コメント』では「こと日本語教育では」というふうに読めます。さらに、日本語教育というものが(いろいろな種類があるにせよ)一つあって、大学もこれをやっている、民間の機関もこれをやっている、という問題のたて方をし、「同じこと(日本語教育)をやっているのに、大学はだめで、その他の方がいい」、こういう議論のように読める。私は日本国内で言えば、大きくは留学生問題、難民問題、帰国者問題、帰国子女問題、外国人子弟問題、外国人ビジネスマン問題等など(相互に重なり合った問題ではありますが)がまずあって、これへの対応の一つとしてそれぞれの分野での教育があるのだと認識すべきように思っています。ですから、例えば留学生問題への対応の一部としての留学生教育としては、ことばの問題もあれば文化差の問題もあり、専門の学問領域の問題、留学生個人個人の目的の問題、世界的な規模で共通の問題に対処していくためにどう互いに協力していくかという問題などがあり、全体として留学生教育をどう組み立てていくかということの中で日本語教育の問題が出て来るならこれにどう取り組むのかという順番で考えるべきだと思います。日本語教育なんだから何が何でも日本語を学習させるのではなくて、場合によっては日本語そのものを学習することは不必要だという教育の考え方があってもいい。そこまで極端でなくても、ケースバイケースで日本語そのものよりもっと大事なことがあれば、そっちを学習するためにより多くの時間をかけていい。「留学生に対する日本語教育」というものがまず存在するのではないと思うのです。

同じように、就学生教育、外国人ビジネスマン教育、小・中学校など(最近では高校も)での外国人子弟教育、帰国子女教育、難民や帰国者の子女教育など、それぞれが繋がっているが異なる教育分野を形成していると考えます。日本語教育を専門としている人間としては自己矛盾するのですが、ひとまず日本語教育という一つのジェネラルな専門分野があるという発想を捨てて、あるいは日本語教育は日本語を教えるんだという発想を捨てて、それぞれが携わっている個別の教育対象、教育分野から発想しなおして、教育を組み立てていった方がいいのかもしれない。

最後に小出さんも指摘している「いい教育」とは何かということについて意見を述べます。私にとってのいい教育とは、教育を行う中で学習者と教え手が自分たちで教育をつくっていくことです。教え手が学習者のことをいろいろ調べて学習者にはこれが必要だと考える、そのこと自体は(理想的に過ぎると思いますが)必要なことですが、そうして用意した学習内容や方法を学習者に与え、学習者はこれを受け取るという形になることはいいとは思いません。学習者から何か不満がでてきても、教え手としては、これだけあなたたちのことを考えて作ったプログラムなのだから…という形で結局押しつけるとしたら教え手の善意、苦労は結局のところ教育

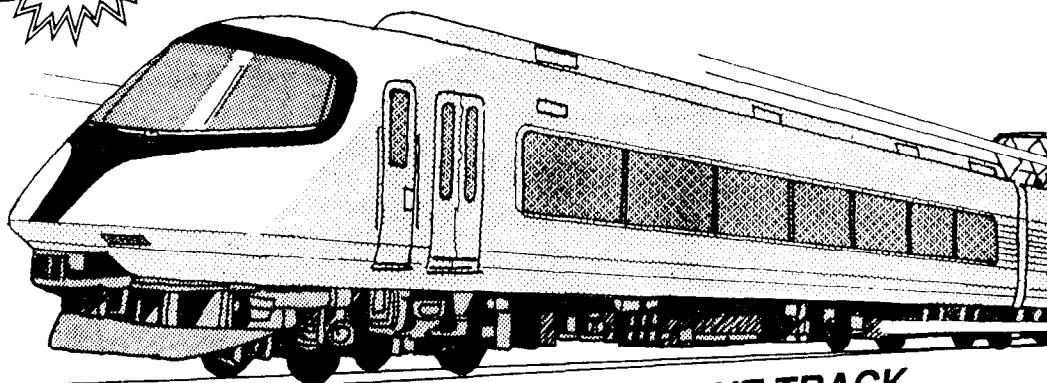


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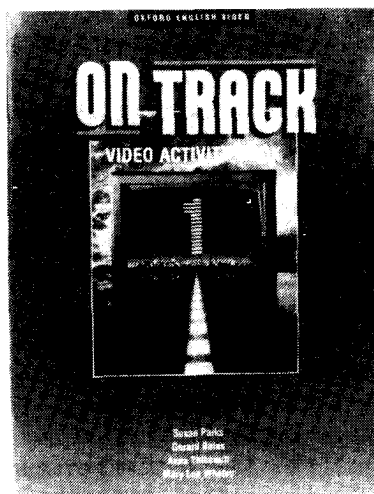
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的にはマイナスになってしまいます。教育をつくっていく柔軟性は、まず日々の学習活動の組み方を少し柔軟にすることで得られると思います。予め準備された教育を行うという発想ではなく、日々の学習を通して教育を作り出していくという発想です。

こうした「いい教育」観と異なった教育観があること、現実の制約の中でいろいろな妥協があること、それは自然なことです。しかし、単に教員や専門家の間で、様々な教育観があることが自然なだけでなく、教員と学習者の間、学習者同士の間でもこれは自然なことだと考えれば、そこを話し合って教育を作っていくことが重要なのだと思います。その意味で、学習者から要望や不満がでて来ること、また小出さんが（問題にした文脈は違うかもしれませんが）「いい教育」についての考え方を問題にされて、私も考えて何か言うことそれらは教育を作っていく過程なのだと思います。どこかで断定的に決めつけてしまうのではなく、つくり続けること、話し合いを続けることが大切なように思います。

## Is JSL one discipline?

by Chikashi Furukawa

The National Language Research Institute

In response to the Opinion article by Keiichi Koide in the September issue of *The Language Teacher*, the author explains how his comment in the *Asahi* article was taken out of the context in which he made it and reduced in scope. What Furukawa actually meant was: 1) It is a false assumption that education at university level is always better than at any other kind of school. 2) JSL should not be considered as one discipline. It is actually part of a wide range of educational issues; e.g. involving overseas students, refugees, returnees, and guest workers' children. The role of JSL is better defined independently in each area. 3) "Good education" for the author is created through interaction and negotiation among teachers and learners.

Dear Sir,

I agree with Richard Evanoff's article in the August edition of *ILT*. The teacher's job is to transfer his knowledge to his pupils in the best way he sees fit. The job is incomplete if the student has not gained the knowledge. The teacher should be sensitive to where the problem lies for each individual student, no matter the time spent.

However the problem lies in that time spent. In a class of about 12 a teacher can sort out the problems and monitor the work of each individual. The bigger the class this task becomes impossible in the time given for a lesson. Of course it depends on the work and the pupils involved. When you have a lot of students each on their level, each demanding your help, you find that you can not divide your body or voice box into four or five different components. So what do you do if this happens? Tell them to wait? Maybe it's a long wait. What shall they do in the meantime? Give them some more work to do? What happens if they didn't understand the last piece or they don't understand the new piece of work?

The school teacher faces this dilemma. Nearly every teacher knows the slower pupils need more help, but there again what happens to other students in the meantime? Having worked as Special Needs teacher in state schools in England for two years I am fully aware of the time factor when trying to run individual programs for students in the class of more than about 15. It's a dilemma for the school teacher and I am interested in any practical solutions and I don't mean running between desks or sharpening my explanation skills or working after the bell because I've done all that!

The thing about the article is the heading, "Why Students Shouldn't be Evaluated." However the author is merely arguing that students should learn no matter the time given. In fact he approves of evaluation, in order to find out if the student has understood. Mr. Evanoff reevaluates a number of times, if necessary, to make sure the student understands what he is teaching him.

School evaluation in terms of A, B, C, D, E is a reflection of the time limit imposed on a teacher. Of course students who get As are the ones who have understood the work best. The ones who have got Es are the ones who have understood it the least. Maybe the Es could have got an A, given time, but the teacher has not got the time. If he makes time for the Es, everyone who needs to learn more, loses out. A school lesson is a compromise.

Yours sincerely,  
**Stephen Ford**

Foreign Consultant  
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**Students and Teachers Writing Together: Perspectives on Journal Writing.** Joy Kreeft Peyton, Editor. TESOL, 1990. Pp. 154. \$11.95.

Journal writing has become a requirement in many ESL writing classes, especially in those which are "interactive" and "process-oriented." With its emphasis on content and interaction with an authentic audience, journal writing can be a powerful tool to engage students in a highly communicative and meaningful writing process. However, journals seem to play a rather limited role in the classroom, often being treated as something adjunct or supplementary to other writing assignments.

The contributors to *Students and Teachers Writing Together* all use journal writing in their classes as an integral part of the syllabus. The book is a collection of 7 papers, organized into three groups according to the issues they address. Although each paper examines journal writing from a different perspective, they all share common assumptions and beliefs; they regard journal writing as a valuable activity which allows students to explore personally-relevant topics and receive feedback from teachers and peers who participate in the process as collaborators rather than evaluators.

In Part 1, journal writing is examined in relation to curriculum design. Meath-Lang suggests that dialog journals can be used as a method of reshaping the curriculum. Presenting some journal exchanges of deaf students and teachers, she demonstrates that students can control their own learning and teachers can reflect on their teaching to make revisions in the program.

The second part of the book deals with effective uses of journal writing in the classrooms. In the first paper, Vanett & Jurich show how journals can provide a link between personal writing and formal (academic) writing through carefully-planned steps and various activities developed from journal entries. In another paper, they discuss the new roles they have taken on as teachers. They report that they became "collaborators" by writing along with their students, coming to be perceived as friends and individuals as well as teachers. As a result, they were able to create a classroom context which was supportive and democratic. Walworth relates interactive reading theories to content-focused use of journals and demonstrates how journals can be used in literature classes for deaf students to develop students' reading skills and enhance understanding by discussing texts with the teacher through written dialog.

Part 3 addresses the question of whether students actually learn from writing journals. Joy K. Peyton presents a study of morpheme acquisition over 10 months time in the dialog journal writing of children learning ESL, and argues that journal writing can provide a promising context for language acquisition, enabling teachers to examine their students' language development over time. Describing how students in an adult ESL writing course adapted to the conventions of this particular type of writing, Lucas shows that the students in her study benefitted from the writing, building confidence as they engaged themselves in the process of reflective thinking. Finally, Albertini presents a schema for analysing coherence and shows that students can write coherent, organized texts despite their lack of control over certain structures. He argues

that teachers can use journals to help students foster coherence in their writing by responding to them carefully in ways which will make them work on their writing at the discourse level.

The insights and conclusions presented in these papers are based on careful monitoring of journal exchanges in the classrooms over a long period of time, and each includes excerpts of students and teachers' writing to illustrate specific points. The book also reminds us that journal writing can be used in a variety of contexts such as ESL/EFL, writing in the content areas, education of the deaf, and writing research.

In short, the authors consider journal writing a valuable instructional tool in terms of curriculum, pedagogy, and the students' progress. The book will be of interest to those who are planning to use journals in the future as well as those who have been practicing it and are willing to reconsider the activity. Although it is not a resource book for those who are looking for practical suggestions and classroom techniques, the volume will motivate teaching and researching to find applications journals to their situations and experiment with them in various ways.

**Reviewed by Emi Kato**  
Tamagawa University

**Side By Side.** 2nd Ed. Steven J. Molinsky and Bill Bliss with Carolyn Graham et al. Englewood Cliffs, NJ: Prentice Hall Regents, 1989. 4-vol. textbook, 156pp., 138pp., 140pp., 153 pp.; 4-vol. workbook, 140pp., 136pp., 108pp., 133pp., 4-vol. teacher's guide (sampler of vol. 2, ch. 5 available for review); 4-cassette textbook audio tape and 4-cassette workbook audio tape (promotional tape including excerpts from vol. 1, ch. 13 available for review). Materials not available for review: picture cards, placement test, 4 achievement tests.

The second edition of *Side by Side* is a revised and augmented fusion of this oral English course with its reading-based companion, *Line by Line*. The new edition has also been published separately as *Line by Line* and as the *Side by Side Core Conversation Course*, each in two volumes with accompanying tapes. Also available is the "pre-beginning" *Access: Fundamentals of Literacy and Communication*, consisting of text, guide, audio cassette, and picture cards.

The first thing necessary to understand about materials to be evaluated is exactly what they are and what they're for. One (1981) version of the first edition of *Side by Side* was subtitled *English Grammar Through Guided Conversation*, an accurate description of the approach. A few years later (1983), the word "grammar" was dropped from the title, but the approach remained the same. Although promotional materials claim the new edition pursues a "communicative approach" in which "students learn the language conversationally, by talking with each other, "side by side," the bulk of the material consists of drills, mostly quite "guided," following a grammatical syllabus in the course of which various functions are identified (but not actually "taught"). Perhaps one must forgive publishers for trying to make their materials seem like "all things to all people," but dressing up *Side by Side* as a complete communicative course distracts from what is probably its main real

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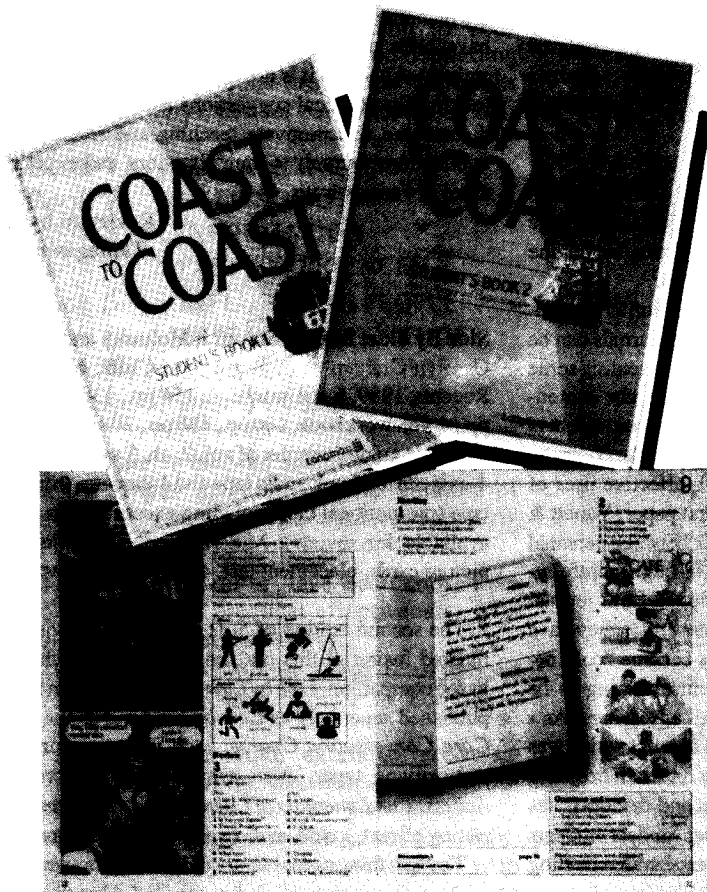
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usefulness: as a source of potentially communicative supplementary grammar drills.

The books are attractive (partly due to the much-advertised addition of color to the textbooks) and profusely illustrated with drawings that make recourse to dictionaries or instructor histrionics to explain vocabulary almost unnecessary. The tape voices in the sample were slow, but not unnaturally so, and some drills were jazz chants led by Carolyn Graham herself. The tapes sound very nice, but the promotional claim that the “*Audio Program offers authentic presentation of dialogs and exercises*” seems excessive. Even using the extremely generous 16-point continuum from “authentic” to “unauthentic conversation” of Lana Rings, one would have to view these tapes as the audio versions of “composed conversations printed in textbooks,” a “16,” definitely not “authentic” (Rings 1986, p. 207)) in any technical sense.

As a series of drills to practice and reinforce basic English grammar, *Side by Side* is quite good, especially for lower-level learners. The teacher’s guide is comprehensive, suggesting how to incorporate textbook, workbook, and supplementary activities into full lessons. Even programs that have no wish to pursue grammatical syllabus could make good use of such materials in many ways, e.g. as emergency substitute lesson plans.

There are occasional minor problems that might confuse students, such as the omission of the word “not” between items 7 and 8 in vol. 4 workbook, p. 6: “Fortunately, Mrs. Wilson’s goldnecklace (take) 7 8.” Some problems are more serious, such as the use of the present perfect in the cloze dictation exercise, workbook vol. 4, p. 5 (answers in brackets from the tapescript on p. 130):

Ernest Hemingway is considered [one] 1 [of] 2 [the] 3 [most] 4 important modern American writers. He has [written] 5 six novels and [more] 6 than [50] 7 short stories. He has also written many [poems] 8 and newspaper [articles] 9.

In this passage, the present perfect makes to sound like Hemingway is still an active writer, that, in the words of Quirk et al. (1972, p. 91), he “is still alive,” whereas we all know he “is now dead” (and has been dead longer than most of our students have been alive) and should be referred to in the simple past (see also Quirk et al., 1985, pp. 190, 192). Perhaps the paragraph used in this exercise was originally written when Hemingway wasn’t yet dead; if so, it should have been revised long ago. The English verb system is hard enough for Japanese speakers to learn without supplying models of inappropriate usage in their workbooks.

Such unfortunate phenomena are rare, however. Many students and teachers find *Side by Side* exercises a welcome relief from less attractive, more “serious” materials. The drills are all short and easy to use for injecting some painless grammar into a class. Be aware that this series is grammar-based and only as “communicative” as teachers and learners make it.

Reviewed by Ron Grove  
Intensive English Language Program  
Temple University Japan

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**Communicative Language Testing.** Cyril Weir. Prentice Hall, 1990. Pp. 216.

The issues significant to the field of communicative language testing are many and varied. There is extensive debate about the theoretical foundations upon which communicative language testing is based: about definitions and the use of terminology, in terms of what is understood to be the nature and form of language proficiency, communicative competence and communicative performance; about the forms that communicative tests should take and about issues of content, construct and washback validity, as well as reliability. New examinations are being developed and others are being revised, in attempts to operationalize the theoretical and practical developments of the communicative language teaching movement.

Cyril Weir addresses these issues in a book aimed at the interested non-specialist and intended to be of use to administrators and practising language teachers. His book offers an impressive bibliography of 400 references, which indicates the depth of his own research and provides a valuable starting point for readers interested in following up points or issues raised in the text. Appendices provide detailed information about five current communicative tests of English originating in the U.K. The type of information varies from test to test but ranges over test rationale, research and development background, test objectives, content, format methods, assessment criteria and reporting of results, and provides insights for the reader into the practical applications of communicative language testing theory by established and reputable examining boards.

Given the attention to detail in the bibliography and the appendices, it is surprising to note that there is no index.

For those with little knowledge of communicative language testing and even for the more experienced reader, Weir clearly and effectively, and with reference to much of the research done in the field in the past 25 years, draws together the issues.

His summary of the limitations of discrete point and integrative testing leads into a description of the “communicative paradigm,” its terminology and theoretical base. Weir concludes with a concise but important section on the distinguishing features of communicative tests and a discussion of the questions raised as a result of testing within this paradigm, in particular, the problem of extrapolation, i.e. to what extent can we generalize about a learner’s ability from her/his performance on a communicative test?

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Weir next considers in some detail the concepts of validity and reliability and issues of test efficiency and points out the need to try to develop communicative tests which provide the best overall balance among them.

Having devoted two chapters to a fairly deep and detailed account of the theoretical perspectives, Weir moves on to more practical concerns. He describes the stages in the construction of a test: design, development, operation and monitoring. Finally, he describes and comments on a variety of methods of testing the four skills and in the case of speaking and writing, considers scoring and standardization procedures.

In his conclusion Weir identifies three important concerns in the field of communicative language testing. He stresses the important of content validity, of ensuring that the sample of activities or tasks chosen for inclusion in a communicative test are as representative of the target domain as possible; of a *posteriori* validation of test results, i.e. the extent to which test scores correlate with another, external measure of performance; and of issues of reliability and efficiency which may be more difficult to achieve with communicative tests. He reminds us that research suggests that it might be wise to include a variety of appropriate testing methods in order to avoid possible test format effect.

Weir relates much of the theoretical discussion in this book to activity in the real world of teaching and testing. Three examples are especially striking. Firstly, the "communicative paradigm" is gaining respectability. Even within a large, influential, but more traditional, testing organization like the Educational Testing Service in Princetown, U.S.A., there have been moves to make its TOEFL "more communicative." Secondly, he points out that the British Council/UCLES International English Testing System (IELTS) and the AEB's Test in English for Educational Purposes (TEEP) have dropped tests of lexis and grammar since research indicates that they provide no further information about a candidate's ability than can be obtained from the more communicative parts of the test. Thirdly, in the development of the UCLES/RSA test in Communicative Skills in English, test constructors drew on what EFL teachers thought to be good classroom practice so that communicative language testing may be seen as a staging point between the classroom and the candidate's future target situation.

Weir's book is highly readable. It combines a serious account of the theoretical aspects of communicative language testing with a discussion of the practical considerations important to teachers, test constructors and administrators and is a welcome addition to the literature on communicative language testing.

Reviewed by Antoinette Meehan

University of Oxford Delegacy of Local Examinations  
(Japan)

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## Recently Received

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

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

## Classroom Text Materials

- \*Adelson-Goldstein, J. (1991). *Listen first: Focused listening tasks for beginners* (student's book, cassettes). Oxford: Oxford University Press.
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- \*Long, L. (1991). *Fast forward advanced* (classbook, teacher's book, resource book by S. Rixon, & class cassette). Oxford: Oxford University Press.
- \*Morris, S. & Stanton, S. (1990). *The Nelson proficiency workbook*. Hong Kong: Nelson.
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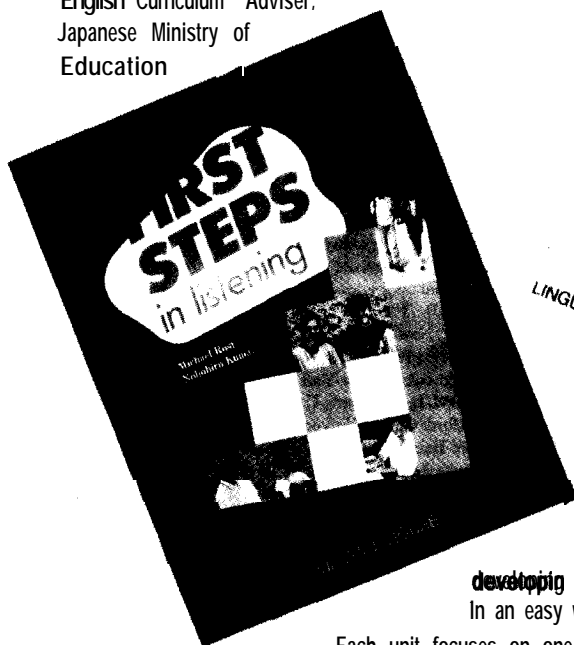
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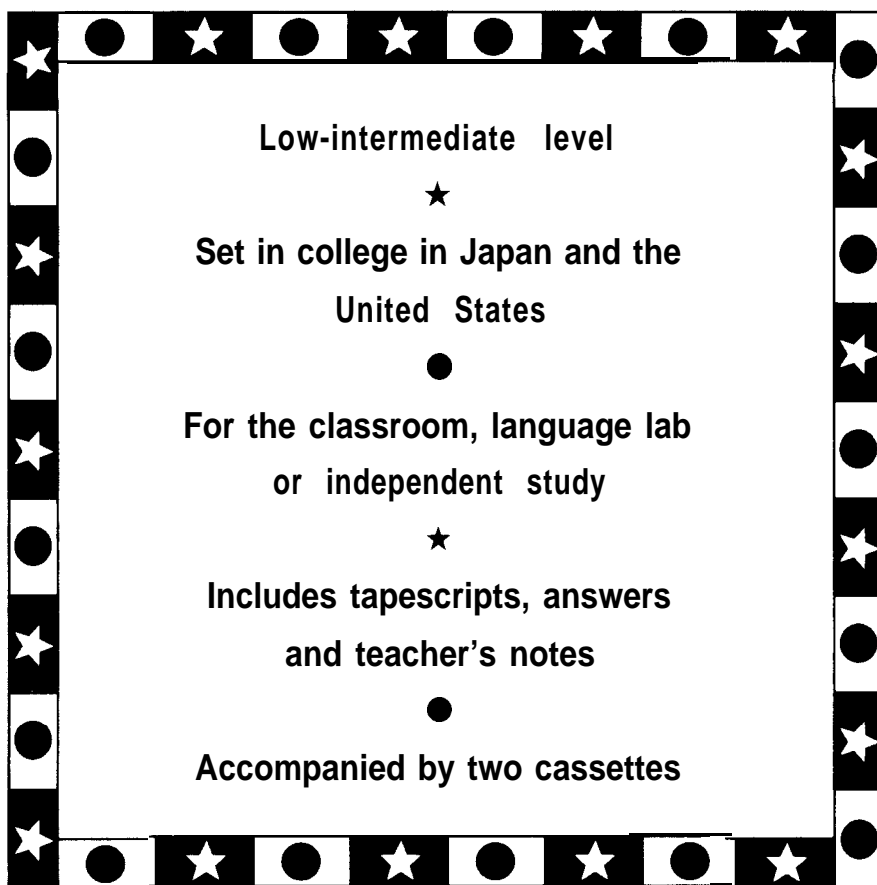
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# Chapter Reports

**FUKUI**

## **Student Exchange Programmes**

**by Toshiko Nakamura**

Toshiko Nakamura of the American Field Service (AFS), Fukui, gave a presentation in July on the subjects of her organisation and its purpose and on overseas student exchange programmes in general. On the subject of Japanese students' participation in exchange programmes, Nakamura pointed out that Japanese students lack the foreign language skills of their Northern European counterparts. But, she noted, the presence of exchange students in Japanese schools does act as an incentive for foreign language learning; and Japanese students who have completed exchange programmes evince an improvement in foreign language and a maturation of world view. However, there is a downside to all this: returnee students may have fallen behind their peers academically, and may have difficulties in re-adjusting to Japanese school life. To the prospective exchange students she advised: (1) exchange programmes can academically hinder as well as advance; (2) adjustment to a foreign culture can be more difficult than envisioned by the students; and (3) to be successful exchange participants, clear, realistic goals are very important.

**Reported by Charles Jannuzzi**

## **Regional Conference on Creative Classroom Techniques**

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On the weekend of September 14-15, a regional conference on classroom techniques was held on the Nagano campus of Shinshu University.

The opening speaker, Paul McMahon, discussed the difficulties and the rewards of building up a rapport with high school students. Especially in a commercial-course high school, this extra-curricular contact with students is an important first step.

John Dougill gave a wide variety of ideas for using rock music and lyrics in the classroom. His key phrase, "Grade the task, not the text," reminds us that a particular text can be used with students of different aptitudes and abilities.

Mary Ann Mooradian explained the rationale behind using a video camera in the language classroom, and then proceeded to a demo tape which showed student motivation and creativity in action.

Yoshie Hashido Lauffenberger introduced a number of storytelling activities which can be readily adapted for students at different ability levels, all of which encourage students to speak out loud and to cooperate with each other.

Hirohito Onishi, from Hyogo prefecture, discussed the current situation of "oral communication" in the high school curriculum.

We all appreciated this weekend of valuable professional advice, and the chance to strengthen friendships with dedicated colleagues.

**Reported by Mary Ann Mooradian**

**KOBE**

## **Electric Eclectic**

**by Judy Gemant**

How to go about organizing a collection of communicative activities, gleaned from a variety of resources, into an integrated unit? Judy Gemant answered that question at the June meeting. First, she explained that she introduced new or recycled vocabulary through word scramble exercises, Crossword puzzles, etc. assigned for homework from a workbook. In the next class, Gemant picks up a theme from the homework exercises and coordinates song crossword puzzles, cartoons, read-and-look-up passages, etc. She continues to organize the following classes around the theme expanding the skill learned in the previous activity. Gemant encouraged the audience to develop a well-thought out method of instruction that stimulates their interest and stretches their minds.

**Reported by Jane Hoelker**

**NIIGATA**

## **Computer-Assisted Language-Learning**

**by Chisato Furuya**

On a fine September day at Nagaoka University of Technology, Chisato Furuya introduced some of the advantages of using computers in class. In her "Hands-on Workshop" she demonstrated how to use computers to teach grammar and vocabulary, problem solving and language functions. She also demonstrated some of the on-campus, national and international computer communication networks.

**Reported by Keiji Nomura**

**SAPPORO**

## **Global Education Activities**

**by Kip A. Cates**

Those who stayed home this summer were treated to an outstanding presentation regarding our role as socially responsible educators. The August 25th meeting began with an overview of the Global Issues in Language Education. Kip Cates reviewed the professional commitment to global awareness and social concern, defined the major problems affecting the world and provided a formula for integrating an awareness program into language teaching. It was very easy to understand why this explosive area has developed its own SIG.

He demonstrated the use of excellent video materials to get the attention of students. Students are usually divided into groups, and put the second language into action discussing the problems of hunger, human rights, pollution, peace, etc.

Cates made it clear that bringing global reality into the class will motivate students to effectively acquire and use a foreign language. At the same time it will empower them with the knowledge, skills and commitment required by world citizens for the solution of global problems.

**Reported by Ken Hartmann**

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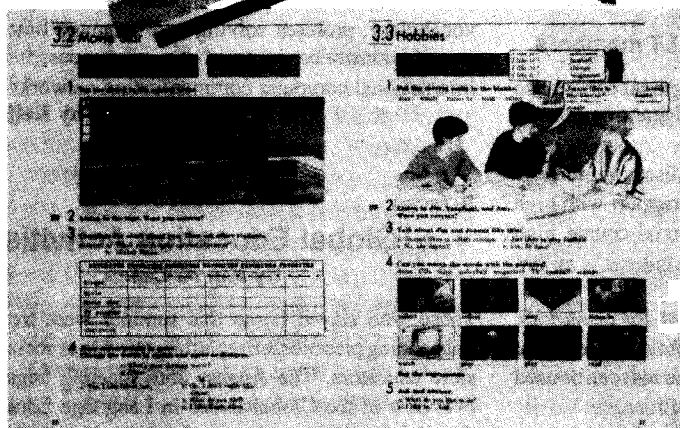
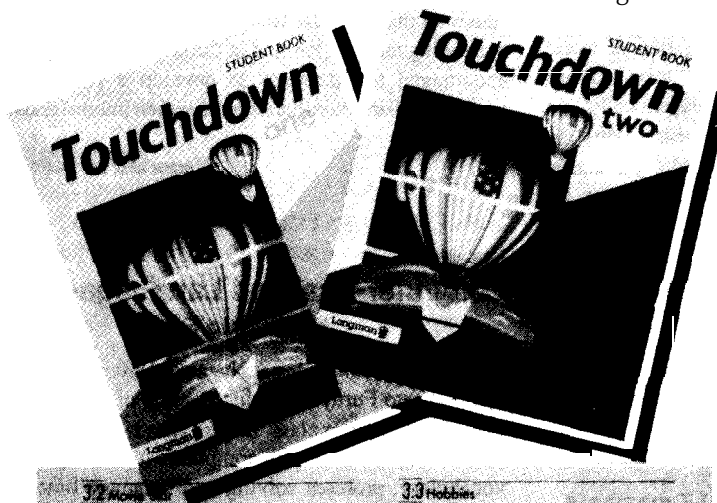
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### SHIZUOKA

#### Dangerous English Schools & Humor in the Classroom

by Ken Levin

Ken Levin began the September meeting with an overview of the English teaching business in Japan. Levin noted that foreign teachers are often regarded as mere entertainers and made insightful comments about the stress of teaching in a profession which is seldom taken seriously. Noting that laughter is a universal medicine, Levin recommended humor as one way to reduce the stress which teachers and students both face. Levin gave concrete advice about cultivating humor in the classroom and several examples of activities he has used with success.

Reported by Tim Newfields

### YOKOHAMA

#### Using Video Effectively

by Marc Benger

In October, Marc Benger showed us how to use various video segments from BBC ELT programmes. We saw examples of different level programmes and learned what can be done with video in the classroom. For example, you can do silent viewing or sound only. You can freeze frame, fast forward or

play back as many times as you like. You can do information gap activities and description. You can stimulate students' passive knowledge; teach students as a class, groups, pairs or individually; help students to experience language in "real" situations; appreciate non-verbal language and behaviour patterns amongst users of the language being taught.

Reported by Howard Doyle

#### JALT-Computerland Education Program



Through an arrangement with Catena Corporation, any JALT member in good standing will be able to purchase LC and Classic Macintosh Computers from Computerland stores for a 25% discount and

any other Apple model for a 30% discount. In addition, for every purchase, Catena Corporation will give JALT a 2.5% commission on LCs and Classics and a 3% commission on the other models, which will go directly into the newly established Yoshitsugu Komiya Scholarship Fund, administered by the Executive Committee. For further information, please contact the JALT Central Office (see p.1).

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3-4-13 Tenjin, Chuo-ku, Fukuoka 810 TEL: 092-822-5910

# 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 December for the February 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

Topic: Communication Activities  
Speaker: Anthony Brophy  
Date: Sunday, December 15th  
Time: 2:00-4:00 p.m.  
Place: Fukui Culture center (Housoukaikan 5F)  
Fee: Members free; non-members ¥700  
Info: Hiroyuki Kondo 0776-56-0404

This workshop will offer practical ideas for making your English classes lively, varied and fun with a range of activities to introduce basic language and develop listening and speaking skills.

There will be a display of Oxford University Press materials for teaching adults and children and plenty of opportunity for exchanging ideas.

Anthony Brophy is ELT Consultant for Oxford University Press.

## FUKUOKA

Shane Hutchinson, 092-823-1414

## GUNMA

Topic: Changing Japan: Is it real or just perceived?  
Speaker: Alan Booth  
Date: Sunday, December 8th  
Time: 2:00-4:30 p.m.  
Place: Ikuei Women's Junior College, Takasaki  
Fee: Members ¥500; non-members ¥1,000  
Info: Hisatake Jimbo 0274-62-0376  
Leo Yoffie 0273-25-7290

How has Japan changed over the past twenty years Alan Booth, a long-time resident and explorer of Japan, will share his thoughts about how Japan was and is portrayed to the outside world. The presenter has walked 2,000 miles across Japan to try to understand this country and its people.

Booth, author many books on Japan including *The Roads to Sata*, is a freelance writer and journalist.

The business meeting and *Bonenkai* will follow the presentation.

## HAMAMATSU

Topic: An Italian Meal (Christmas Party)  
Date: Sunday, December 8th  
Time: 1:00-3:00 p.m. (meet 12:00-12:15; see below)  
Place: Il Fiorino  
Fee: ¥4,000 per person  
Info: Ms. Hoshino 053-472-2286

As a friendly gesture to Hamamatsu JALT. Head Chef Franco D'Angelo is offering a complete full-course dinner menu at a special low price in the finest and most expensive! Italian restaurant between Tokyo and Kobe. Not to be missed. Contact Ms. Hoshino for reservations before Dec. 5. Members with cars will pool transportation. Meet at Seibu Kominkan (next to Ichiritsu High School) between 12:00-12:15.

## HIMEJI

Topic: Overseas Exchange Programs of Himeji City  
Speaker: Tadashi Takahashi, Himeji City Board of Education  
Date: Sunday, December 15th  
Time: 2:00-4:00 p.m.  
Place: Himeji YMCA (near Topos)  
Fee: Members free; non-members ¥500  
Info: F. Yamamoto 0792-67-1837

## HIROSHIMA

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

## IBARAKI

Topics: Reports on the National Conference/Election of Chapter Officers  
Speakers: Chapter members who attended JALT '91 (If you are interested in giving a short presentation on what you picked up at the National Conference please contact one of the Program Chairs-G. Warries or M. Pauly.)  
Date: Sunday, December 8th  
Time: 2:00-4:30 p.m.  
Place: Ibaraki Christian College (Hitachi Omika)  
Fee: Members free; non-members ¥500  
Info: Martin Pauly 0298-52-2890 (Ext. 265)

(NOTE: If you are interested in joining the Executive Committee, please talk with the president Mr. Nunoi).

## KAGOSHIMA

Yasuo Teshima, 0992-22-0101 (W)

## KANAZAWA

Kimiko Oshigami, 0764-29-5890

## KOBE

J. Patrick Bea, 07457-g-0391

## KYOTO

Christopher M. Knott, 075-392-2291

## MATSUYAMA

Topic: "The Shy Trap" Japanese Adolescents and English "Conversation"  
Speaker: Kevin Bergman  
Date: Sunday, December 15th  
Time: 2:00-4:30 p.m.  
Place: Shmonome High School Memorial Hall 4F  
Fee: Members free; non-members ¥1,000  
Info: Vicki Rooks 0899-33-6159  
Linda Kadota 0899-79-6531  
Masako Aibara 0899-31-8686

In this participative workshop we will attempt to identify some of the underlying causes of the "shy trap" as well as investigate some effective strategies for addressing them. Illustrations from recently published materials for junior and senior high school students will demonstrate some positive steps being taken to apply these insights.

Kevin Bergman hears about the "shy adolescent trap" every day as the Language Teaching Consultant for Longman ELT/Lingual House.

## MORIOKA

Jeff Aden. 019-23-4699

## NAGANO

Richard Uehara,

## NAGASAKI

Sue Bruell. 0958-49-0019

## NAGOYA

Topics: Bookfair and *Bonenkai*  
Date: Sunday, December 8th  
Time: 11:00 a.m.-5:00 p.m.: *Bonenkai*: 6:00-8:00 p.m.  
Place: Trident School of Languages, 8F Hall: Bonenkai; Nagoya Yayoi Kaikan  
Fee: Members free; non-members ¥1,000 (Bookfair only)  
Info: Helen Saito 052-936-6493  
Ryoko Katsuda 0568-73-2288

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.

# HEINEMANN

For further information and an inspection copy, please contact:  
Vaughan Jones, Heinemann International, Shin Nishibo Bldg, 1-2-1 Sarugaku-cho, Chiyoda-ku,  
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## NARA

Topic: Communication in Motion  
 Speaker: Ms. Julia Dean  
 Date: Sunday, December 8th  
 Time: 1:30-4:30 p.m.  
 Place: Saidaiji YMCA  
 Fee: Members free; non-members ¥1,000  
 Info: Denise Vaughn 0742-49-2443  
 Masami Sugita 0742-47-4121

Julia Dean will share how she has utilized the arts of mime and drama as a successful and vital aid in teaching ESL and EFL. The session includes illustrated remarks by Ms. Dean as well as opportunities for participants in small groups to explore a variety of techniques and options for building more real communicative elements into language classes.

Ms. Dean's varied career includes work as a solo performing artist as well as the directorship of the Mary Baldwin College/Doshisha Women's College Summer Exchange Program.

## NIIGATA

Topic: Share Session & Pot Luck Party  
 Date: Sunday, December 8th  
 Time: 1:30-4:00 p.m.  
 Place: International Friendship Center, Kokusai Yuko Kaikan (Kami-Okawa-Mae-Dori, tel. 025-225 2777)  
 Info: Michiko Umeyama 025-267-2904

Setsuko Toyama 0256-38-2003

Seasonal classroom activities will be demonstrated. In addition, we'll have reports on JALT '91, our annual business meeting, and a year-end pot luck party. Please bring a dish to share--the more the merrier!

## OKAYAMA

Fukiko Numoto, 0862-53-6648

## OKINAWA

Karen Lupardus, 09889-8-6053

## OMIYA

Margaret Sasaki, 048-644-3643

## OSAKA

Yoshihisa Ohnishi, 06-354-1828

## SAPPORO

Topic: End-of-year party  
 Date: Saturday, December 14th  
 Time: 6:00-8:00 p.m.  
 Place: Pizza Hut Restaurant-PASEO (East entrance) North 4, West 2 (ground floor)  
 Fees: Members ¥1,000; non-members ¥2,000  
 Info: Ken Hartmann 011-584-7588

It's time to celebrate the completion of another successful year. Come to the Pizza Hut restaurant for all you can eat and drink. Due to space limitations, you must notify Ken Hartmann to reserve a seat.

## SENDAI

Topic: JALT '91 Conference Reports, Business Meeting, *Bonenkai*  
 Speakers: Local members who attended the conference will give a brief report. A business meeting and a *bonenkai* will follow  
 Date: Sunday, December 8th  
 Time: 1:00-4:00 p.m.  
 Place: 5th Floor, 141 Building  
 Fee: Members free; non-members ¥1,000  
 Info: Tadashi Seki 022-278-8271 (home)  
 Harry Neale 022-267-3847 (work)

## SHIZUOKA

Topic: Christmas Party  
 Date: Sunday, December 8th  
 Time: 7:00-9:00 p.m.  
 Place: Inakaya, 2-10 Andoh 1 chome, Shizuoka City  
 Fee: (Based on volume of beer consumed and food ordered)  
 Info: Tii Newfields 054-248-3913

Everyone is invited to enjoy our annual Christmas Patty. Come wet your whistles while relaxing with new and old friends!

## SUWA

Topic: General Business Meeting, *Bonenkai*  
 Date: Sunday, December 8th  
 Time: 2:00-4:30 p.m.  
 Place: Restaurant Holz-Hatsushima Party Roan, Suwa-shi  
 Fee: Members free; non-members ¥500  
 Info: Mary Aruga 0266-27-3894

We welcome you to help us review the past year and make plans for the next. Officers for 1992 will be elected. (Anyone interested in becoming an officer please contact the above number). To be followed by a year-end party, during which ideas, information from JALT '91, etc. can be shared informally.

## TAKAMATSU

Topic: *Bonenkai*  
 Speakers: Members  
 Date: Sunday, December 8th  
 Time: 1:30-5:00 p.m.  
 Place: Takamatsu Shimin Bunka Center, on Route 11 across from Sunday's Sun  
 Fee: Members free; non-members ¥1,000  
 Info: Harumi Yamashita 0878-67-4362

Members who attended JALT '91 will report on something they learned and Anjoom Mukadam will show her board game for high school students. The year-end business meeting will also be conducted, including the Treasurer's report and reconstitution of the Chapter Coordinating Committee. The rest of the meeting will be a party, with refreshments provided, for informal communication.

## TOKUSHIMA

Sachie Nishida, 0886-32-4737

## TOKYO

Topic: Idea Exchange  
 Speaker: You (and people like you with good teaching ideas)  
 Date: Sunday, December 1st  
 Place: Temple University Japan (1 minute walk from Shimo-ochiai station on Seibu Shinjuku Line)  
 Fee: Members free; non-members ¥1,000  
 Info: Will Flaman (Tokyo JALT) 03-38166834  
 Ron Thornton (Yokohama JALT) 0467-51-2797  
 Shizuko Marutani 045-824-9450

The annual December Tokyo Chapter-Yokohama Chapter joint meeting sponsored by Tokyo JALT. Last year's successful format of short presentations followed by socializing and snacking will be repeated. Speakers will take five to ten minutes to give a short presentation of a teaching idea that has worked. We expect a relaxed afternoon of sharing ideas.

## TOYOHASHI

Topic: Teaching English through Recitation  
 Speaker: Dr. Isao Uemichi (Aichi University)  
 Date: Sunday, December 15th  
 Time: 1:30-4:30 p.m.  
 Place: Aichi University Kinenkan (2F)  
 Fee: Members free; non-members ¥1,000  
 Info: Kazunori Nozawa 0532-25-6578

This is a video tape of a lecture delivered at the 25th IATEFL International Conference held at the University of Exeter, England, in April, 1991. After the presentation, a question-and-answer session is offered, to help members keep abreast of the latest movements in applied linguistics.

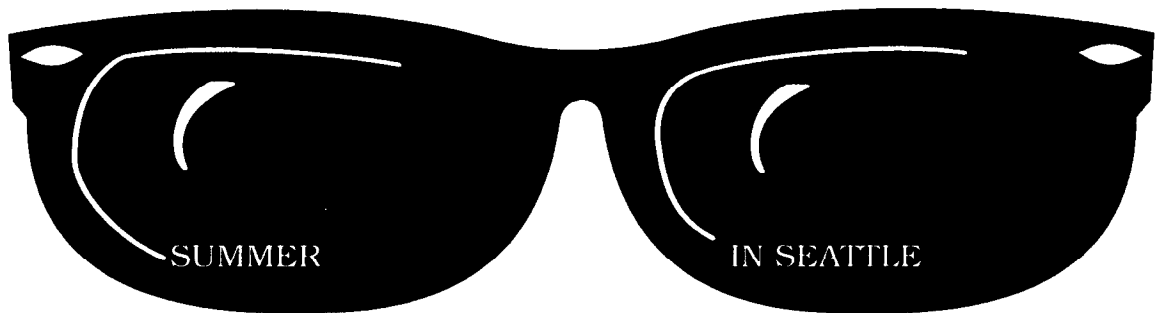
The annual business meeting, including election of officers, and the year-end party (*bonenkai*) will follow.

## UTSUNOMIYA

James Chambers, 0286-27-1858

(Contd on p. 59.)

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

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

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

**(CANADA, St. Catharines, Ontario)** Brock University, St. Catharines, Ontario, Canada has an opening for a one-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 academic year. An extra course may be taught (and paid for at the Overload Stipend rate) during the May-June Spring Session, at the discretion of the appointee. The salary is at the Assistant Professor level, commensurate with experience. Return Economy airfare (Tokyo-Toronto) will be paid by 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: 001-1-416-688-2789).

**(KYUSHU)** Kyushu University, a Japanese national university, is seeking a qualified applicant for the position of visiting lecturer in teaching English as a foreign language (TEFL/TESOL) beginning October 1, 1992. The ideal candidate would possess a Ph.D degree in TEFL/TESOL or a related field with at least 3 years teaching experience, however, candidates possessing only an M.A. degree but with a strong teaching background will also be considered. Seven weekly classes per semester. ¥5,500,000 to ¥9,000,000 per year depending on qualifications. Two years with a possible extension of one year maximum. Full travel expenses and baggage allowance (self and family) research budget, a fully furnished residence for ¥32,000 monthly. All applicants are requested to send their curriculum vitae with a recent photograph attached, graduate and undergraduate transcripts, a health certificate, any relevant publications (at least one scholarly paper), a cassette tape recorded self-introduction and two letters of reference. Selection will be made on competitive basis. Announcement of appointment will be made by April 1, 1992. Send applications to: Professor Brian T. Quinn, The English Department, Institute of Languages and Cultures, Kyushu University, Ropponmatsu 4-2-1, Fukuoka City, Japan 810. Application deadline: February 1, 1992.

**(NIIGATA)** International University of Japan are currently reviewing letters of application for teaching positions in our ten-week summer intensive English program, June 17 through August 30, 1992. Salary: ¥850,000. Round-trip transportation and free housing. Requirements: M.A. in TEFL or equivalent; experience with advanced students and intensive programs; interest in international relations, international management, and/or cross-cultural communication. Duties: Teach 15 hours/week; assist in testing, materials preparation; participate in extra-curricular activities. Conditions: English-medium, graduate-level university; 1.5 hours from Tokyo by bullet train; highly motivated advanced students; small class size; excellent computer facilities; attractive recreational opportunities. Send im-

mediately: CV, photograph, and one recommendation to Rand Uehara, Recruitment Coordinator, English Language Program, International University of Japan, Yamato-machi. Minami Uonuma-gun, Niigata 949-72, Japan. Absolutedeathline forreceiving applications: February 9, 1991. Selected applicants will be interviewed in Japan and at TESOL, Vancouver, March '92. Fax: 257-79-4441.

**(SAPPORO)** Two posts on the English department faculty as instructors of English starting April 1, 1992. Teaching experience in Japan preferred. M.A. or equivalent in TEFL, English, linguistics or related fields. Courses to be taught: Reading, conversation, composition, etc. Two years. Transportation provided for one way trip. Salary: Commensurate with the applicant's education and experience, (Annual minimum: M.A. and no experience ¥3,831,213). The amount subject to yearly upward adjustments. Housing allowance and other benefits provided. Opportunities: To work with students in clubs, sports and religious activities. Send personal resume with list of publications, copies of two main articles if any, photograph and names and addresses of three references to be submitted no later than December, 1991 to: Professor Rikiya Kato, Dean, Faculty of Literature, Hokusei Gakuen University, Nishi 2-3-1, Ohyaichi, Atsubetsu-ku, Sapporo, Japan 004. Hokusei Gakuen University is a four-year liberal arts university located in Sapporo (population 1,700,000), Hokkaido, Japan. The Hokusei schools (now six in all) began as a Protestant mission school for girls over 100 years ago. Hokusei Gakuen University is co-educational with a student body of approximately 2,600.

**TOKYO.** Hino-shi) Full-time position as English teacher in company classes beginning January, 1992. We are looking for a long-term association (minimum 1 year), unique opportunity for a teacher interested in curriculum planning and the experience of working within a Japanese company. 40 hours/week (16-18 hours in class) Monday through Friday; occasional weekend intensives at our training center near Mt. Fuji. Starting salary approximately ¥4,200,000/year depending on qualifications. Requirements B.A. or B.Ed., TESL/TEFL qualified or teaching experience. Part-time positions are also available. Send resume and recent photo to Yokogawa Medical Systems, 4-7-127 Asashigoaka. Hino-shi, Tokyo 191, Attn: Tina Tidwell or call 0425-85-5112 for more information.

**(TOKYO)** A number of openings for EFL teachers to start full-time from April 1, 1992. Part-time work also available. Requirements: B.A. or higher and at least two years teaching experience. A TEFL qualification such as the RSA preferred. Working conditions: pleasant friendly set-up (over 50 teachers); good pay and benefits; one-year renewable contract; 18-20 teaching hours per week; five-day week; good holidays; free use of fitness centre. Students: 18 to 20-year-old vocational students and/or children, high school, and adult evening students. Creative possibilities: design own seminar/elective classes, develop materials. Salary based on qualifications and experience. Send resume, photo and letter by February 1, 1992 to: Ms. Ayano Emura, Tokyo YMCA College of English, 7 Kanda, Mitsushiro-ku, Tokyo 101. Fax: 03-3293-9474.

**(YOKOHAMA)** Clarke Consulting Group is seeking a qualified English Language Communication Specialist to design, implement and evaluate English language and intercultural communication skills training programs for Japanese managers and engineers at U.S. Fortune 500 multinational R&D Center. Qualifications: M.A. in TEFL/ESL or related field; at least three years of teaching experience, preferably in business context with Japanese in Japan. Please

# ACADEMIC READING?

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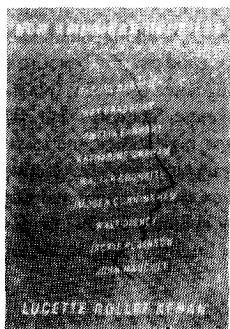
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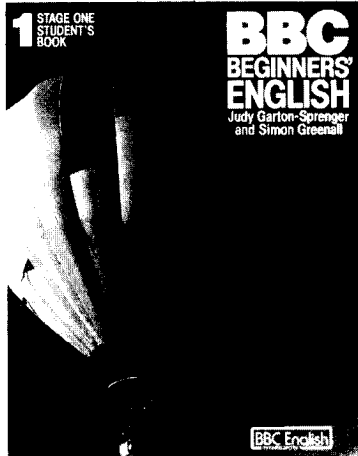
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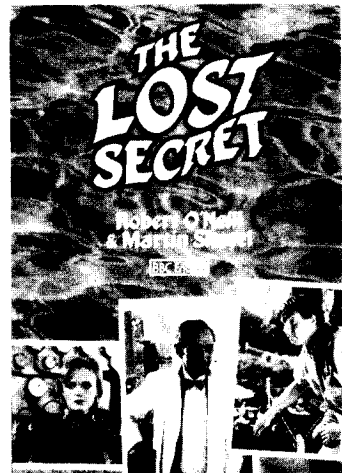


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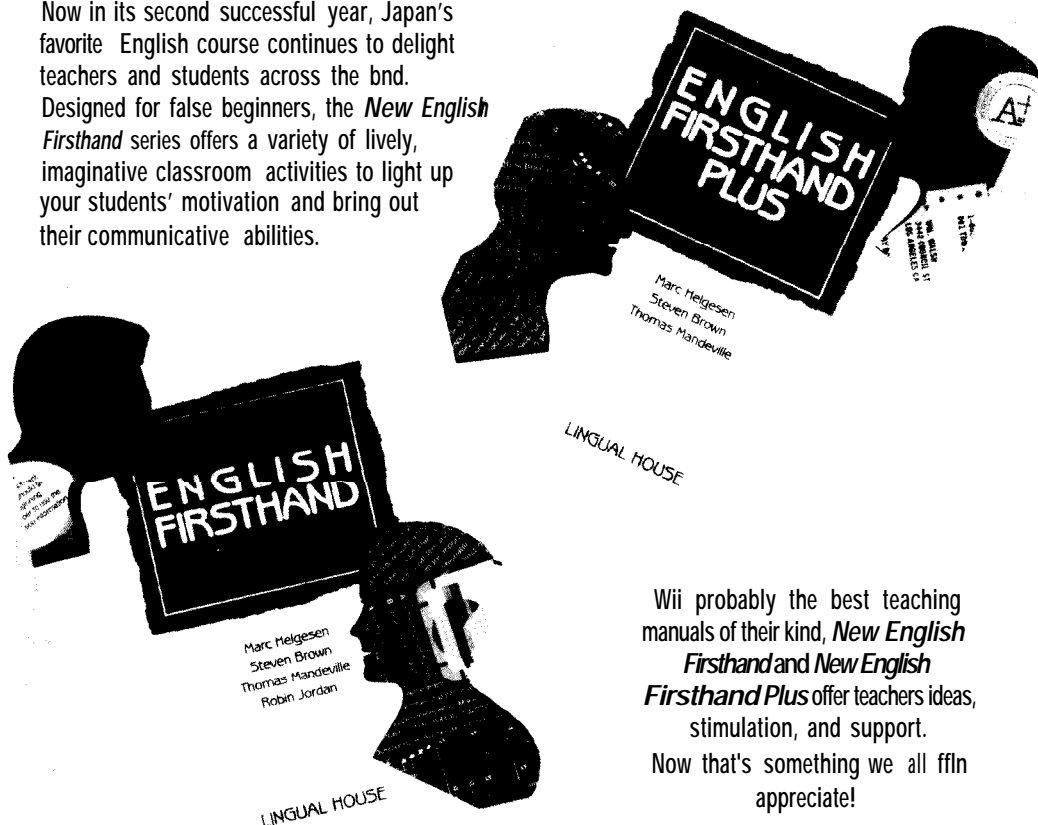
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(Cont'd from p. 55.)

## WEST TOKYO

Topic: Poetry in the English Language Classroom  
 Speaker: Ann Jenkins  
 Date: Sunday, December 8th  
 Time: From 2:30 p.m.  
 Place: Arizona State Univ. Japan, in Hachioji (use either Keio Hachioji Stn. or JR Hachioji Stn. and walk 15min. of take #50 or #54 bus from JR Stn. to Owada Mae stop. Map available on request.)  
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## 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, 1951].

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 noncompletion of contract, including change of occupation, homecoming, or unlawful acts by the 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*

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3	<ul style="list-style-type: none"> <li>Swimming.</li> <li>Describing the weather.</li> <li>Going out. Coming home.</li> <li>Conversations on the phone.</li> </ul>	<ul style="list-style-type: none"> <li>Verb + to + verb. Tag questions.</li> <li>Two-word verbs. Be + preposition.</li> <li><b>How</b> and <b>by</b>. <b>Why</b> and <b>because</b>.</li> </ul>
4	<ul style="list-style-type: none"> <li>Checking the fridge.</li> <li>Business phone calls.</li> <li>About a fire.</li> <li>Travel abroad.</li> </ul>	<ul style="list-style-type: none"> <li>Uncountable nouns and determiners.</li> <li>The future and future progressive tenses.</li> <li>The perfect and perfect progressive tenses.</li> <li>Present and past participles.</li> </ul>
5	<ul style="list-style-type: none"> <li>Shopping for gifts.</li> <li>Getting nervous.</li> <li>A trip abroad.</li> <li>Time for the family.</li> </ul>	<ul style="list-style-type: none"> <li>Verbs with two objects.</li> <li>Verb + ing/Verb + to.</li> <li><b>Used to</b> for past time.</li> <li><b>When</b> and <b>while</b> clauses</li> <li>Reported speech. Modals.</li> </ul>
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7	<ul style="list-style-type: none"> <li>A job interview.</li> <li>Getting help.</li> <li>Future plans.</li> <li>A press conference.</li> </ul>	<ul style="list-style-type: none"> <li>The past perfect and past perfect progressive tenses.</li> <li>Clauses with <b>before</b> and <b>after</b>; <b>or else</b>, <b>if</b>, <b>unless</b></li> <li><b>While</b> and <b>during</b> contrasted.</li> <li>indirect questions.</li> <li>Verb + object + <b>to</b> + verb.</li> </ul>
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10	<ul style="list-style-type: none"> <li>About the landlady.</li> <li>At the travel agency.</li> <li>Talking business.</li> <li>A short story: "Richard and Valerie."</li> </ul>	<ul style="list-style-type: none"> <li>Review of Books 1-9. The important points of the course are covered in new formats.</li> </ul>

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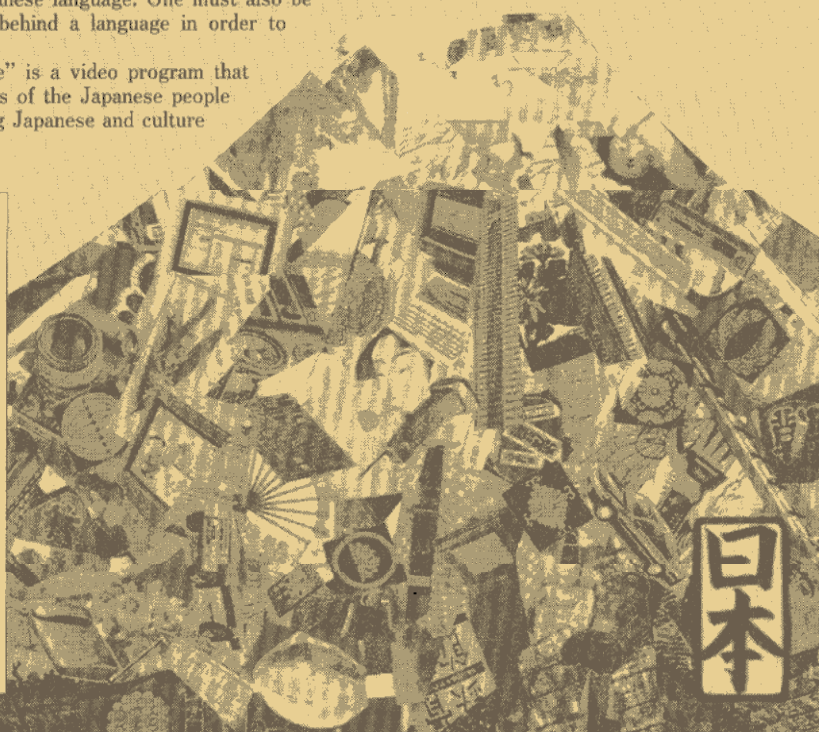
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