

THE LANGUAGE TEACHER ②

全国語学教育学会
VOL.XV, No.2 FEBRUARY 1991
THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

Special Issue:

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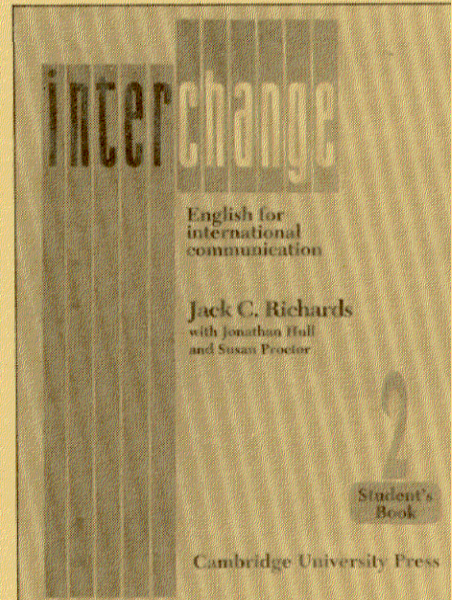
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The Language Teacher is the monthly publication of the Japan Association of Language Teachers (Zenkoku Gogaku Kyoiku Gakkai), a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching.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

The *Language Teacher* editors are interested in articles of not more than 3,000 words in English (24 sheets of 400-ji genko yoshi in Japanese) concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. They also welcome book reviews. Please contact the appropriate editor for guidelines, or refer to the January issue of this volume.

Employer-placed position announcements are published free of charge; position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed.

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

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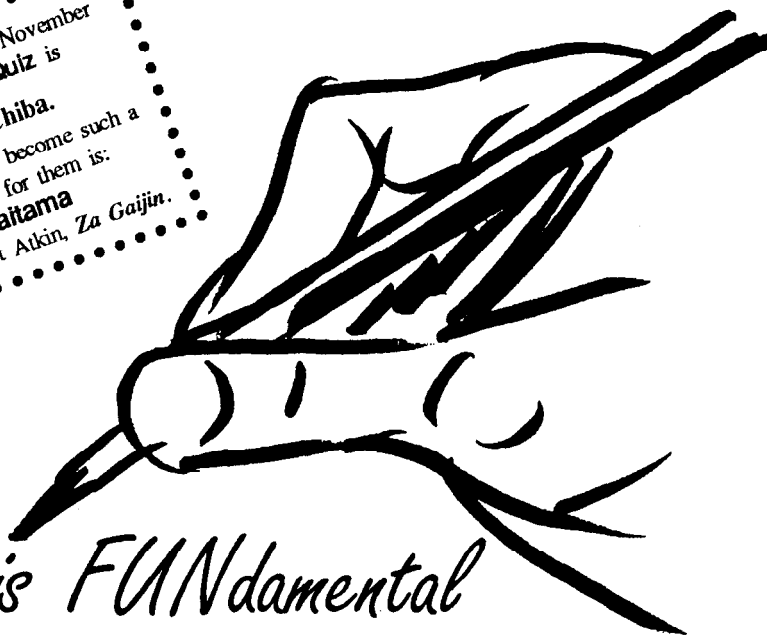
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Grand prize winner of the November
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 If teaching for some has become such a
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Omiya, Saitama
 Special thanks to Stuart Atkin, Za Gaijin.



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I ntroduction

Teaching English to Children in Japan

This issue had its beginnings in September, 1989, when I gave a talk at a JALT meeting in Tokushima and discovered that 95% of my audience were teachers of children. These were well-educated, dedicated and hard-working teachers concerned with their teaching and anxious to learn as much as they could about their field, but, as they told me, they could find few materials on methodology or theory for teaching children in EFL situations, and there was even less in the way of pre-service or in-service training available in Japan.

In an internationally minded EFL country, it would make sense from what we know about language acquisition that children start to acquire a foreign language as soon in life as possible. Until recently (see "TEFL to Children: A report on the Himeji City Program" in this issue), English education in most public schools has not begun until the first year of junior high school and most teaching of younger children has taken place privately. Yet over 10% of JALT members are teachers of children. This would indicate that there is a lot of teaching going on and that there are a lot of devoted teachers who are very serious about their work. This issue is dedicated to them in the hope that the information contained in it will serve and encourage them in their task.

The issue begins with an interview with Ritsuko Nakata, one of the leaders of the field, in which she provides a general overview of the situation in Japan. This overview is followed by a description of a more specific situation in Himeji City, where the government is sponsoring English education for children. The success of this program will, it is hoped, encourage other cities to provide similar programs so that more children all over Japan can be exposed to English from an early age.

The third and fourth articles are research-based. Takashima, in Japanese, focuses on a case study of a Japanese child learning English in an English speaking environment. He concludes that it is the sole responsibility of the parents, or the people around the child, to set up an appropriate environment for learning English in an EFL situation. The fourth article is rather special in that it demonstrates how teachers within their own teaching context can carry out simple research on their classes, thereby providing data that will illuminate and improve their teaching. I hope this article will encourage more teachers to carry out their own research projects.

The next two articles center on methods. Ritsuko Nakata explains her own "MAT Method," and the Kitamuras discuss the "TORO Method." Then Richard Beach reviews some textbooks for teaching children and gives suggestions. They should be especially useful for teachers new to this area of teaching. The issue is rounded out by Beach's My Share piece on games and activities that add pleasure and fun to lessons while giving children practice on clearly defined skills, functions and grammar points.

Teaching English to Children is a special and very important area of English language education in Japan, and yet it is one that The Language Teacher has not addressed in a special issue before. It is my hope that this issue will be of benefit to teachers of children and encourage them in their work. It is also my hope that this issue will awaken interest so that more educators involved in foreign language education for children will submit articles to The Language Teacher.

Eloise Pearson, Tokyo Metropolitan University
Special Issue Editor

この号は……

児童英語教育の特集です。仲田利津子は Eloise Pearson によるインタビューの中で、日本における児童英語教育の全般的な状況を解説し、また彼女独自の Mat Method を紹介する記事を書いています。吉竹ソニアは姫路市による児童英語教育プロジェクトについて述べています。高島英幸の記事は日本で英語を学ぶ子どものケーススタディです。玉井光江は教師によるクラスルーム・リサーチの方法を示しています。北村豊太郎による TORO Method の紹介もあります。Richard Beach は子ども向けの教科書を検討し、さらに My Share でスキル、機能、文法などの学習項目を楽しく学べる学習活動を紹介しています。

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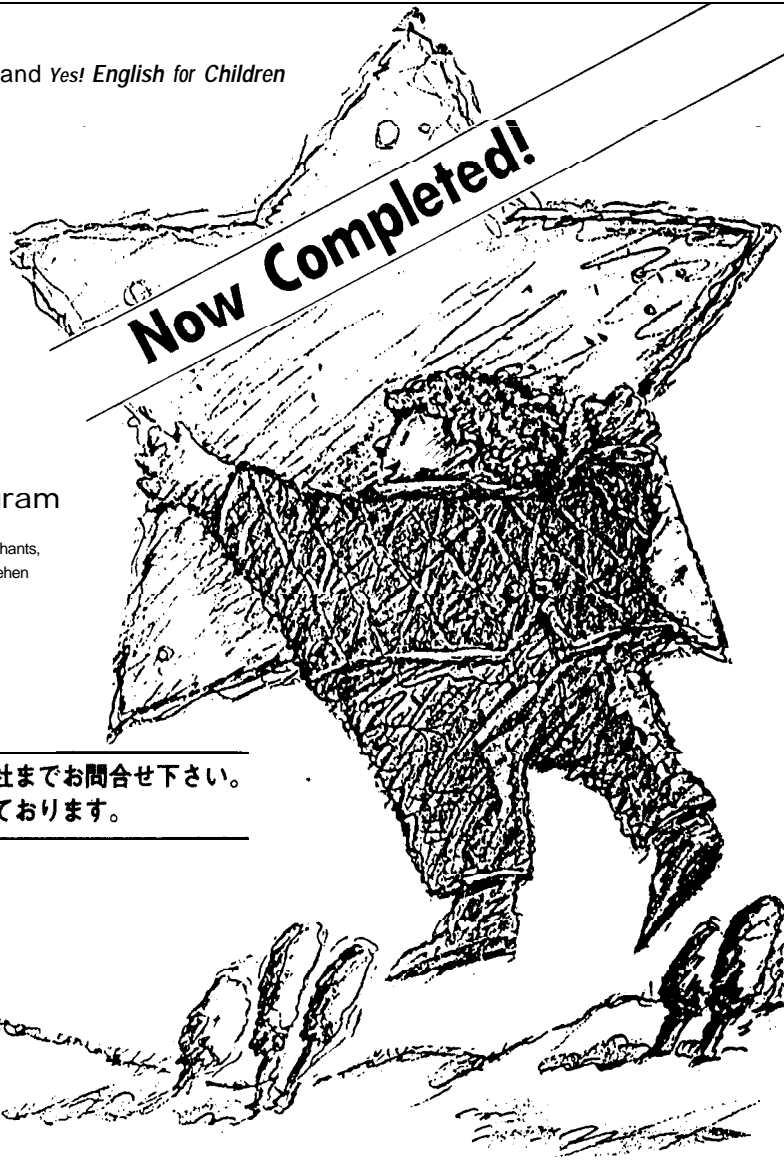
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Interview: Ritsuko Nakata

By Eloise Pearson

As an introduction to this special issue, Ritsuko Nakata was interviewed in June, 1990, to provide a general overview of the field of teaching English to children in Japan. Nakata is Executive Director of the Institute for International English Education of Children, an organization that provides training seminars for teachers. In addition, she is Chairperson of the Association of English Teachers of Children, a volunteer organization that holds regular workshops for teachers and children. It also has a newsletter which comes out five times a year and a yearly conference in July as well as monthly meetings and other activities.

Pearson: *To begin with, who are the students, the children that are learning English in Japan? What age groups do they fall into, and what is their motivation for learning English?*

Nakata: Well, as for their age groups, they are generally pre-school, elementary school, and sometimes junior high school. In the beginning, usually their parents bring them to learn conversation, but in higher elementary school they ask for more reading and writing. Later students continue because they like English.

Who are the teachers? How old are they, and what is their educational background? What kind of training and experience have they had?

Most of the teachers are women in their thirties and forties, although ages range from 20 to 60. Some are part-time, and some make a life-time career out of it, and most have a college degree in English literature. Unfortunately, there is almost no training although sometimes companies will explain how to use textbooks, but generally that is all. Experience, of course, varies widely.

Where does learning take place? Are there special schools or what?

Yes, there are special schools called *juku* that the children can go to after regular school hours. Some teachers have children come into their homes for English lessons, and English lessons may also be part of a pre-school curriculum. Some public schools are now experimenting with teaching English too.

It sounds like there must be more than one child to a class. About how many are in one class on an average?

Well, under 20, usually between 5 and 10.

Is English for children generally centralized in large urban centers, or is it spread fairly well throughout Japan?

It's hard for me to say. Certainly it is in large urban centers, but it seems that there are *juku* all over the country, and that children all over Japan have some access to English lessons of one sort or another.

Can anything be said about the usual fees or cost of English language training for children?



Each child must pay around ¥5,000 to ¥7,000 per month for private teachers. Juku charge up to ¥10,000 or more per month.

What sort of pay do the teachers get?

Private teachers get all the tuition, but those involved with companies get paid by the hour or return a portion of the tuition to the company.

What are the children taught? What do they learn? Are there goals or objectives to such teaching?

That's a hard question as the answer depends on a lot of different factors, but ordinarily, first and foremost, they are taught conversation. Then later they would get some school English, and by that I mean the English they would be studying in junior high school, including grammar and written drills.

I know this is going to be a hard question, but generally speaking, what kinds of curricula are used? What sorts of techniques, and what methodologies lie behind those curricula and techniques?

Yes, well, teachers usually follow the curriculum offered in their juku or in the text they bought in a bookstore. Many teachers try to incorporate songs and games in their lessons. As for methodologies, it depends on the texts and manuals they are using, and their experience and training.

How would you answer the same question for your own particular case?

That's easier to answer. In my own case, the curriculum is divided into three main parts. The first consists of TPR (Total Physical Response) type activities which I call MAT for Model, Action, Talk. Part two is review, and part three is the new lesson using the curriculum of the text (which I wrote for the school) for conversation and beginning reading.

As for techniques, I use a lot of drills in game form and pair work, techniques which help the students remember and recall easily. Then I give them a lot of student-generated activities to do, as well as singing songs and playing fun activities.

In terms of methodology, I think what I use most is the TPR-type method, that is my own

MAT, plus bits of others whenever applicable.

What are the expectations of the students or their parents, and of the teachers?

Probably they all expect pretty much the same thing, that the children speak English or can pass examinations or a combination of both.

In your opinion, what are the greatest needs of the teachers?

Good training, improving their own English, and good texts.

Then what are the biggest problems facing the teachers?

Aside from being able to teach well or not, these are usually behavior and attitude problems on the part of the students, but sometimes parents pose a problem also by not giving the child the moral support he or she needs.

What types of organizations exist, and what do they offer?

The organizations which function in English include IIEEC (Institute for International English Education of Children), which offers periodic teacher training seminars, and organizations such as JALT and AETC (The Association of English Teachers of Children). AETC itself does not specifically offer such things as job centers, classroom facilities and materials, but tries to find appropriate places for inquiries. I think it's probably the same for other organizations also. There are also organizations which are conducted mostly in Japanese such as JASTEC (The Japan Association for the Study of Teaching English to Children), CALA (Cosmopolitan Academy of Language Arts), and ETM (Education Through Music).

What is the situation vis a vis materials for teaching English to children?

There are lots to choose from now, both locally published and published in other countries, and they can all be found in large bookstores.

How do you see yourself in terms of the whole field of 'teaching English to children in Japan? How or where do you fit? What do you see as your particular role or contribution?

Teaching Children

Well, having been in Japan for over 20 years and having taught children most of those years, I think I can see where the pitfalls of teaching are. I'm trying to combine the best methods to fit Japanese students' needs and give them more opportunity to use the language. Too often, children's books are very limited and don't fully exploit children's potential for language acquisition in a **foreign** country. Second language techniques sometimes are not appropriate for Japan either. But getting children to use all the tenses, question and answer forms correctly, and talking about things is possible, and can be done in a very short period of time in my classes, within a year. This gives them a firm foundation in the basics of conversation and gives them confidence as well.

I'm still teaching and experimenting, but I have been teacher-training for the past 10 years. I have my own training seminar now (IIEEC), which goes into the fine details of how to teach no matter which textbook the teacher may be using at the time. Many problems that teachers have can be eliminated through good teaching techniques. I am writing a resource book for teachers which will be out soon, and I have written several series of texts,

tapes and manuals for schools as well as magazine articles and other texts for the general public and juku. I've also written the Addison **Wesley Picture Dictionary Pack** and are working on texts for O.U.P. among others.

If readers are interested in contacting IIEEC or AETC, how can they go about doing it?

That's easy. They can write to either organization in care of me, Ritsuko Nakata, at 2-7-11 Takaido Higashi, Suginami-ku, Tokyo 168. Or they can fax 03-304-4223.

Note

1. For further discussion of Nakata's M.A.T. method, see this issue Nakata, R., "The M.A.T. Method: Getting students to talk."

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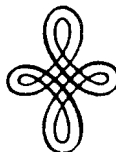
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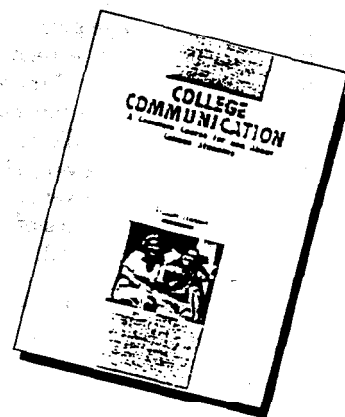
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TEFL to Children: A Report on the Himeji City Program

by Tadashi Takahashi, Fumio Yamamoto
and Sonia Yoshitake

"I believe that a program which begins foreign language education early in students' careers is outstanding," wrote Ellen Hurley (1990, p. 29), an Assistant English Teacher in Himeji. The English course offered to the kindergarten and elementary students of Himeji City is a program designed to prepare children for a rapidly changing world, and it has community support under the municipal guidance of Himeji City.

Unfortunately, TEFL in the elementary school and below that level does not coincide with the policies of the *Mombusho*," comments Tadashi Takahashi of the Himeji Board of Education, who is one of the advocates of the program and actually teaches English to children twice a month in the program. He explains, "Since English is not included in the official curriculum, classes have to be held on Saturdays, and attendance is not compulsory." But the EFL program set up by the Board of Education has met with great success ever since its beginning in April of last year. Presently, the classes are held at the Himeji Educational Research Center with an enrollment of 150 students.

At the lesson planning stage, the Japanese EFL expert takes the initiative, but in the classroom, the AET is the only teacher, thereby providing students with the maximum opportunity for immersion in English. While the Japanese professional EFL instructors, including Takahashi, who has received first-hand training from Asher, stay out of the actual teaching, they monitor the classes objectively and provide feedback (Asher, 1977). Ample time is set aside after each class for the team to reflect on the class and prepare for future classes. In other words, training AETs to teach children is done through the actual week by week teaching. The problem with this type of training is that it takes time, so quicker methods must be found as the program expands. In addition more professional EFL teachers will be needed. It would be disastrous

for children if the quality does not develop along with the quantity of the classes.

The fee is ¥600 per session.

Himeji's EFL program concentrates on developing listening skills through Total Physical Response (TPR). Sessions begin with students seated on either side of the instructor. The instructor says, "Stand up" and stands up with the students following; then the instructor says, "Sit down," and everyone sits down. With the instructor as a model, the students walk, stop, turn, and run. Afterwards, each student has a chance to perform individually in response to directions. The directions begin with short utterances, but within minutes a skilful instructor can achieve near-perfect long-term comprehension for utterances such as "Stand up. Walk to the chalkboard and write your name." According to Takahashi, TPR has the learners 1) concentrating on listening comprehension by avoiding oral responses, 2) escaping from psychological task-overload, 3) reinforcing analogies, 4) increasing the amount of association, 5) deepening cognition, and 6) expanding their span retention.

AETs point out that there are distinct differences in the attitudes of younger students and high school students. Children are generally uninhibited and less reliant on fellow students for answers and support. As a result, according to Hurley (1990, p. 29), they are more eager and daring. The kindergarten students. . . seem to enjoy shouting answers and raising their hands to volunteer to answer; you cannot expect that in a high school classroom. This energy in the children makes it easier and more effective to engage them in language learning activities." She continues:

An additional benefit of teaching this young age is the chance to introduce the nuances of English that do not involve grammar or spelling, but are equally important. Eye contact and firm handshakes, for example, may seem trivial. Certainly native English speakers can communicate with Japanese speakers of English who do not make eye contact. Yet, communication is many times more effective, refined and polished when such nuances are employed. . . . If learned at an early age, such non-verbal factors will seem to be . . . a more natural part of the English language in the future (p. 30).

(Cont'd on p. 35)

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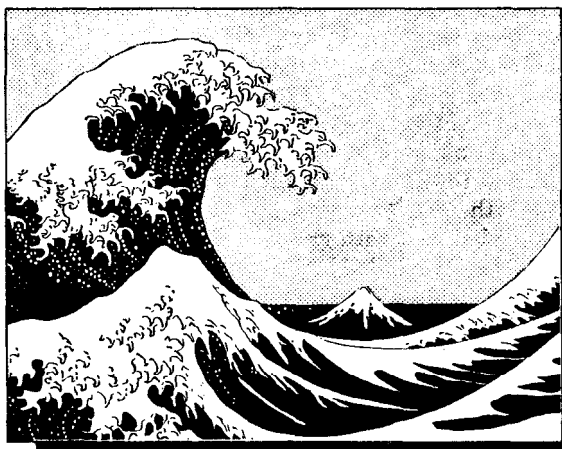
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幼児の言語習得と言語環境： EFLの環境において ESLが可能となる条件

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0. はじめに

日本語にせよ、英語にせよ、母国語を習得している段階の幼児には、言葉を学習しているという意識はなく、言葉は何かをするための道具のひとつにすぎない。たとえば、お菓子をを得るために、ある特定の言葉を使いうまく役立てば、次から同様の表現を用いてその目的を達そうとするであろうし、もし、うまくいかなければ、その道具を周りの人（通常は、両親）の援助を得ながら目的に合うように修正していくであろう。

言語の習得には、一般に、話しかけられる言葉を聞き覚え、模倣していく面と、言語刺激に積極的に働きかけ、自らその言語を構築していく面とがある。とりわけ後者のような創造的過程を「新しい形態 (new forms) は古い機能 (old functions) により表現され、新しい機能 (new functions) は古い形態 (old forms) によって表現される」と言うことができる。具体的には、英語の動詞を用いて過去時制の表現法 (new forms) を習得する以前の段階にある幼児は、過去に起きた全ての事について、時の副詞である “yesterday” を用いて表現する時期があるが (old functions; 例えば, “I see airplane yesterday.”)、それは決して、「昨日」という時間帯に限定されてはいないのである。もちろん、この事実は英語学習者に限らず、同様の事が、日本語を母国語として学習している幼児にも言える。また、未習の機能 (new functions) である不定詞による表現を学習していない幼児は、“Use the tape recorder to record me talkig.” という表現を、“Tape recorder. Use it. Use it. Talk.” というように、既知の表現形態 (old forms) を総動員して発話し、意志を伝えようとする。そして、さまざまなフィードバックを受けながら、幼児は周囲の人々との相互作用の中でのコミュニケーションとしての言葉の役割を確かなものとし、徐々に、より効果的な表現をしていくようになるのである。すなわち、学習した情報を最大限に利用し、最も効果的で効率のよい、伝達に最小限必要な文法体系を作り上げていくことになる。確かに、幼児により発せられた言葉は、成人の場合と比べれば多くの逸脱が見られるが、そ

の言葉の多くは、それなりの「文法」をもって発せられていることは、認識しておかねばならない²⁾。

1. 学習者の発話文は「文法的」である

ここ数年來、日本人幼児の英語習得過程に興味を持ち、種々の発話データーを集めているが、ここではその中からいくつかの「誤り」を拾い挙げてみたい。その特徴を同定するのは単純ではないが、この事例研究に関しては、少なくともふたつは存在することが分かる。ひとつは、母国語である日本語の影響を受けた、いわゆる、言語干渉 (language transfer) によって生じたと考えられるもの。いまひとつは、英語を母国語とする幼児の言語習得にも同様に観察されるもの (developmental errors) である。しかしながら、この「誤り」とは、幼児の発話を大人が自分の尺度で測り「誤り」と呼んでいるだけで、幼児自身にとっては、独自の文法により発せられたもので、何ら「誤り」とは言い切れないのである。以下、語彙と形態素を中心に、実際の発話文を見ていくが、文中のSは日本人を両親に持つ5才の幼児で、Fはその父親である。この家庭では、FとS間、そして、FとSの妹との間での意志疎通は英語のみでなされており、母親と幼児とでは、幼児が要求しない限りは母国語の日本語でなされている。

(1) S: In the morning, I see clouds.

F: [S woke up earlier than F, so
F does not know the weather in the
morning. F asked:] Oh, was it
cloudy this morning?

S: No, I see CLOUDS! [emphasizing
'clouds']

F: You saw clouds in the sky, right?

S: No, DIFFERENT clouds!

F: (After a little thought) You mean,
a 'spider'?

S: Yes, I see SPIDER!

日本語で同音異義語である「くも (雲、蜘蛛)」は、英語では別個の発音を持つ単語として存在している。コミュニケーションを第一義とする幼児は、豊かな日本語の知識から、必要な情報 (くも → clouds → spider) を拝借したと考えられる。次の例は幼児が玩具のロケットの秒読みをしながらの発話文と、父親が聖書を翻訳している時の幼児のコメントである。

(2) S: Five, Four Three, Two, One, Kaji
(火事)!

(3) F: [Father is translating words in the
Bible, without noticing his son
around him] 'Kami wa ai de aru.' is
'God is love.'



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S: No!!! PAPER!

(2) では、英語の“fire”と日本語の「火事」が、(3)では、“kami”と「紙」とが一对一の対応関係として習得されているため、このような事が生じるのである³⁾。逆に、日本語が英語のために影響を受ける例も見られる。

(4) S: [Talking on the phone with his grandmother] 今ね、アイススケートのシューズ着てるの。(=I'm wearing ice skates now.)

(5) S: [Talking to his Japanese friend, Mayu, in Japanese while playing the game called “Trouble,” to ask if the friend wanted to play first]
まゆちゃん、先に行きたい?
(=Mayu-chan, want to go first?)
まゆちゃん、先にしたいの?)

M: どこに行くの?

(4)では、“wear”が「着る」に、(5)では、“go”が「行く」と対応しているために生じた文である。他には、“room”と「部屋(へや)」との結びつきのために、小さな車の窮屈さを表現する際に、「部屋がなくて窮屈だね。(=There is not enough room.)」や、引っ越しが近づいた時に、「もうすぐ、動くんでしょう? (=Are we moving soon?)」等、多くみられる。

また、否定疑問文に対する答え方の揺れは、英語の型を習得していない幼児のみならず、成人の英語学習者にもよくみられる例である (Takashima, 1989)。

(6) F: Aren't you cold?

S: No.

F: Oh, you aren't cold.

S: Yes.

F: OK. You are cold or not?

S: I'm hot!

ふたつめは、英語を母国語とする幼児にも共通する「誤り」である。

(7) S: I no want it.

(8) S: I taked all.

(9) S: I felled down.

(10) S: I get offed.

(11) S: Daddy, I didn't saw 'Thunderbird Four.'

(12) S: This is more big (ger) than that.

意志伝達第一主義の幼児は、意識的ではないが、形態上の体裁は出来るだけ簡略化(simplify)し、内容の伝達にのみ専念し、ひとたび学習した規則は大切に、できるだけ広く使うようにする。その文の解釈は、多くの場合、周りの者の試行錯誤の結果にまかされている。(7)のように、動詞の前や、文頭に否定辞の“no”が置かれる例

は、初期の学習者に見られる段階である。(8)や(9)では、過去時制を示す形態素“-ed”を学習したのち、それまで、“took”とか“fell”と「正しく」言っていたものにも、過剰にその規則を適用(over-generalize)している。それぞれひとつの単語として記憶していたものが、規則を学習したことにより影響を受けたためと考えられる。この規則を応用していることは、(10)でより明確になる。(11)では、過去の事を否定する“didn't”を学習し、以前学んだ、いわゆる、不規則動詞“saw”はそのままになっている⁵⁾。過去の事実を表現するのであるから、動詞が過去になっていてもなんら不自然なことはなく、むしろ「大人の文法」が“saw”を“see”に変えるという不自然なことを強いているのである。(12)では、比較構文での、“more beautiful,” また、量をふやすために使われる“more”(たとえば、「もっとたくさん(のクッキー)欲しいよ」)の影響、さらには、日本語と英語との音韻的類似(「もっと」と“more”)による影響も働き(この音韻的類似の場合は、日本語のみに当嵌まることになる)、このような表現になるのであろうが、この場合も、「より多くの」という意味を付け加えるのであるから、すべての比較級に、“more”を付加しても不思議ではない。

最初にも述べたが、すべての「誤り」を単純にひとつの要因に分類出来ないのが事実である。つまり、母国語の影響以外に、形態素であれば、その生起頻度、音声的明瞭さ(音がはっきりと聞えてくるか)、意味的明瞭さ(はっきりと意味が備わっているか)、伝達上必要なものか等の要因が、複雑に影響しあった結果、種々の「逸脱」として現われていると考えられる。この他に、形態素を補わなかった(補えなかった)ために、偶然「完璧な」文に出くわすこともある。

(13) S: I heard E. T. say “Home.”

また、普通、発話文は常に何らかのコンテクストが与えられているため、多少内容が複雑になっても、文の理解には何ら支障はないことが多い。

(14) F: [To daughter who did something funny] Have you gone nuts?

S: Before you say it. [Laugh] (=She was already nuts before you said it.)

F: [She was] Before you said that? [Laugh]

2. EFL の環境で ESL が可能となる条件

ここでは、日本語中心の環境であり、しかも両親が日本人でありながら、英語をも同時に習得し、2カ国語話者(bilingual)となることが可能となる条件を、この幼児の観察記録からいくつか挙げてみたい。日本語の能力と比べれば全ての面において限定はされているが、日本のような English as a foreign language (EFL) の環

境にしながら English as a second language (ESL) が可能となるためには、どのような条件や環境が大切なのかをまとめてみたい。しかし、これはあくまでも、このような条件が揃えば bilingual になることが促進される、との主張であり、必要かつ十分な条件ではない。

- (a) 英語が唯一の言語でのコミュニケーションの手段である (この幼児には妹がいるが、父親のみ、この幼児同様に、英語での意志疎通をしており、幼児の日本語使用に関して父親以外は全く制約はない。また、父親と母親との会話は、幼児の前では、原則として、父親は英語で、母親は日本語でなされているが、状況によることが多い)。
- (b) (上記の(a)に関連して) 幼児と対話をする者(父親)が、日本語と英語を行き来しない。そのため、出来るかぎり、表現を補ったり、リプレースしたりして幼児の負担を少なくするよう、少しでも多くの英語が与えられるよう努力する。たとえば、テレビ番組で2カ国語で放送されるものは、できる限り英語にする。
- (c) 英語が、幼児にとって必要であることが、自然に認識される環境がある。たとえば、父親と幼児との海外旅行、外国人の来訪、電話等で、英語が用いられる機会が多くあり、英語を使う事が楽しみに繋がるような働きかけがなされる。
- (d) 映画を見たり、物語、歌を聞いたりして、できる限り一日に接する英語の時間が多くなるように、両親の工夫が見られる。また、幼児が、好きな時に、ビデオデッキ、カセットテープレコーダーを操作し、物語や歌を聞いたり歌ったりして遊ぶことが習慣になっている。両親も積極的に参加する。
- (e) 幼児が、英語も話せることに對して、両親をはじめ周囲の者が暖かく迎えている環境がある。
- (f) 英語を用いて話せる、同じくらいの年令の友人と接触する機会がある。

一見して明らかであるが、(a)~(f)がそれぞれ独立して存在しているのではなく、すべてが統合されて、外国語である英語ができるだけ幼児に身近になるような環境になっている。幼児は英語に対して、Schumann (1976) の用語を用いるならば、'low social and psychological distance' の状態にあり、Krashen (1982) の用語では、'low filter' の状態にいる。特に、こうした環境の中で、(b)と(f)は言語習得を促進し理解を深めるための大切な要素として存在している。Peck (1978) に見られるように、幼児と大人のみならず、幼児同士の会話を通して、それぞれの会話で見られる特徴 (幼児同士であれば音声や統語面を、大人との間であれば、統語や意味の面) を

学習することができるからである。(f)が言語習得の際には、将来の言語習得に不安を残すことはすでに、Selinker 他 (1975) で指摘されている。子供同士の相互作用は大人が想像する以上に大切な要素である。Hatch (1983) も、幼児が得る英語の量、質のみならず、英語を通しての外界との相互作用の大切さを強調している。さらに、(d)と(e)では、両親のみならず、周囲の者も英語の環境作りに協力していることが分かる。しかしながら、時として、日本人が、日本で外国語を話すことにより受ける周りからの蔑視が生じないように、戸外では適切な配慮がなされることも事実である。このことは、家庭外での環境 (例えば、幼稚園、小学校) で、父親と幼児との意志疎通が母国語以外の言語でなされている特殊性への配慮である。

3. おわりに

言語習得過程とは、日々、言いたいことが少しでも多く、少しずつでも楽に当該言語で言えるようになる過程であるとも言える。このように考えるならば、音韻、統語等のレベル (たとえば、言語習得に影響を及ぼす単語や形態素、文構造の特徴) の習得のみならず、幼児の置かれる言語環境が、2カ国語 (日本語・英語) 習得を大きく左右すると言えるであろう。第2言語習得に関わる豊富な研究報告からも、学習者の置かれる環境の果たす役割が強調されており、習得順序にも少なからず影響を与えているのである (McLaughlin, 1987)。

幼児はひとりで環境を作ることはできず、そのためには、親、あるいは、周囲の者が、はっきりとした目標を持ち、幼児に働きかけ、そのための環境を整えねばならない¹⁾。この意味で、幼児の英語に対する興味を持続させる工夫は、親や周りの者の役目である。より一般的に言うならば、言語学習者が「安定した興味」を持続させることができるように環境を整えることが急務であり、そのための方法を工夫することは、子供達を一番よく知っている者の責任である。その上で、インプットの量、質、学習者の相互作用をコントロールしていかなければならない大変な作業なのである。幼児に与えたお金は、幼児がアイスクリームを購入するのに使えばなくなるが、幼児に与えた英語は、幼児が使えば使うほど増え、洗練されていくことを認識しておきたい

注

- 1) 勿論、すべての過程がこの表現で説明されるのではない。次の Slobin からの引用を参照。

New forms express old functions, and new functions are first expressed by old forms. (Slobin, 1973, p.184)

2) 次の Corder からの引用を参照。

The spontaneous speech of the second language learner is language and has a grammar. (Corder, 1971, p.1471)

3) 形態と意味を一对一に対応させることは初期の学習者によく見られることである。Andersen の主張する原則が働いていると考えられる。

The one-to-one principle specifies that an inter-language system should be constructed in such a way that an intended underlying meaning is expressed with one clear invariant surface form (or construction). . . . The 1:1 Principle is thus a principle of one form to one meaning. (Andersen, 1984, p.79)

この one-to-one principle は、学習が進むにつれて次の multi-functionality principle の段階に移行すると考えられる。たとえば、最初、“I no go.”のように、“no”を否定したいものの前に自由に置いていた段階から、“don’t や “not”が使えるようになるのである。詳細は、Andersen(1988)を参照。

4) 簡略化は、Schumann によれば、次のよ 3 に定義されている。

If learners do not supply morphology, it is probably because they do not know it, not because they choose not to use it. But I regard lack of morphology as simplification because learners do not process it in the input, and therefore, it is not available in the output. The absence of morphology results from a processing constraint which leads to product level utterances which are morphologically simple in comparison to well formed target language speech. (Schumann, 1982, p.338.)

5) 同様に、たとえば、“Did I saw it?”という文が幼児によって発せられても、George によればこの種の文は何ら不自然ではなくなる。

The reasoning is that in English one needs a

question marker to indicate the designation ‘question’ and a past marker to indicate the designation ‘past’; therefore one needs both the question marker and the marker to indicate a question and a past.. (George; 1972; p.149)

6) 具体的な方法に関しては、五島編 (1990) pp.111-114 参照。

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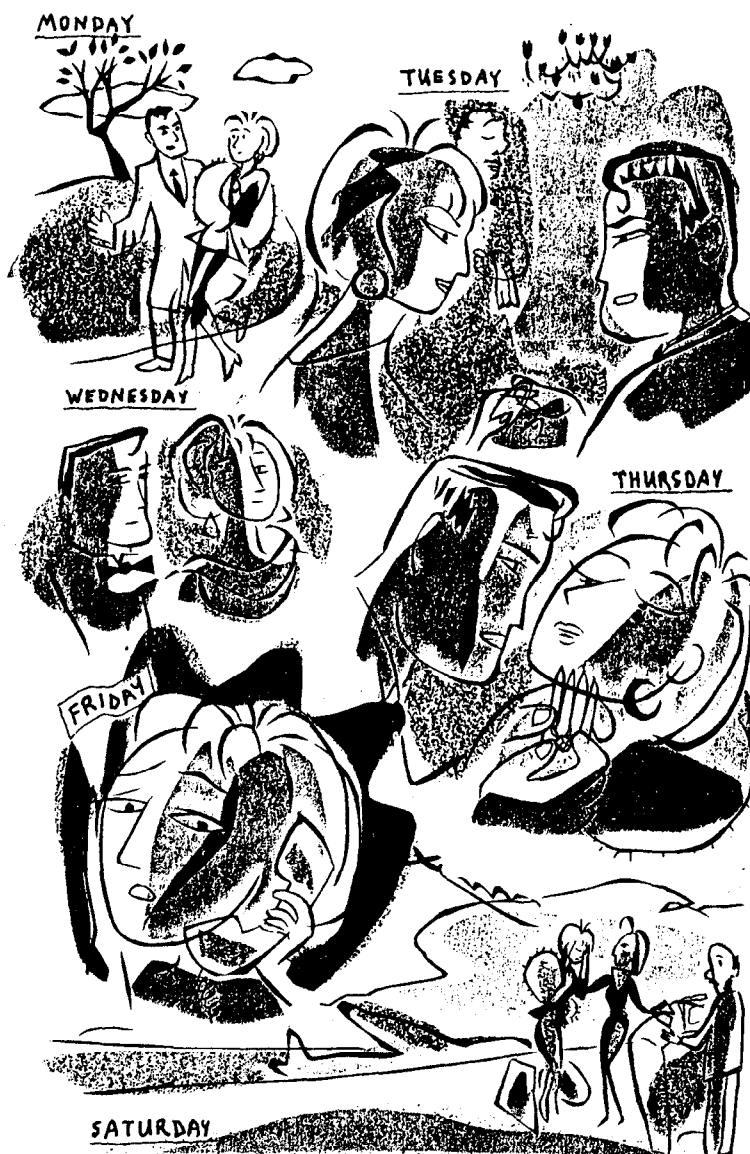
Abstract

Child Language Acquisition and the Language Environment: ESL in an EFL Context by Hideyuki Takashima

This report of a case study in progress of a Japanese child learning English as a Second Language in an English as a Foreign Language context, i.e. Japan, has a twofold purpose. One is to verify with elicited data (albeit limited) the generally held tenet that, while the second language learner's errors are deviations from the target-language grammar, they may also reflect the learner's interim grammar; first language influence cannot be eliminated when the learner is in an input-poor environment. The second is to show how crucial it is to set up an appropriate environment for the Japanese child to acquire English in surroundings where English is not necessary. It is the sole responsibility of the parent(s) or other concerned to set up such an environment.

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Three Important Factors in a Children's English Program

by Mitsue M. Tamai
Bunkyo Women's Junior College

Although in Japan there has been English education for children since the Meiji and Taisho eras, most modern institutions were founded after World War II and have attracted attention only in the last two decades. Nogami (1977) conducted a national survey to find the degree to which English education has been introduced in elementary schools. Among the 71 national and 145 private schools that participated, 4% of the national and 75% of the private schools offered English. Over 2.5 million children are thought to be currently engaged in English education.

In this paper, I would like to discuss three important factors involved in making a children's English program successful in Japan: (1) the goals of the program, (2) parental expectations, and (3) the children's motivation. The discussion centers on our program, which started 12 years ago in the B.L.E.C. (Bunkyo Language Education Center) at Bunkyo Women's Junior College, and some of the research carried out there. The program has involved about 40 children from ages 4 to 12 annually. English education for children is one of our center's programs. We also conduct research on child and adult language acquisition.

The Goals of the Program

The establishment of clear goals is a requirement for any program, but it is even more important for a children's program. This is so because children's progress is not so remarkable, or even satisfactory in the short-term, as compared with adults. It is also very difficult to devise a curriculum without a long long-term goal. The children are learning in a foreign language context, and they can hardly expose themselves to a real communicative language environment. Therefore, lessons from native speakers and videos are the major channels for them to realize what kind of language English is. The ultimate goals of our program are to introduce English as (1) a foreign language that several

millions of people acquire as their mother tongue all over the world, and as (2) an international language, which helps the children to broaden their perspectives enough to know that there are many peoples living together in this world.

Parental Expectations

We recently administered a questionnaire to help us understand the expectations and demands of the parents, whose support and understanding are crucial to successful learning. I devised it, utilizing 6 variables listed by Goto (1982) and Houga (1971) and adding my own. The parents were asked to assign a number from 1 to 8 according to importance, with 1 as the most important.

The Questionnaire for Parents

- A: We want our child(ren) to learn English now, so that they can prepare for English classes in junior or senior schools.
- B: They have enough time to learn English effectively by starting early.
- C: They can acquire English as an international language to understand and make friends with children of the world.
- D: They can realize the importance of English as an international language that can be used in their future.
- E: They can acquire multi-perspectives through learning a foreign language and its culture.
- F: They can realize that there are similar patterns of thinking and behavior for all people in spite of differences in languages.
- G: They can facilitate their cognitive development in an educational environment that is different from so-called cram schools.
- H: They can be given a chance to make good friends in an English class.

The results are given in Chart I. 1 to 8 is the scale of importance. A-G are the questions.

The chart indicates what percentage of the mothers rated each variable highest. For example, 15% of the mothers rated (A) as No.1, while 46% of them valued (D) most highly. The higher percentage means, of course, the higher preference. The number in the parenthesis is the summation of the percentages. It means, for



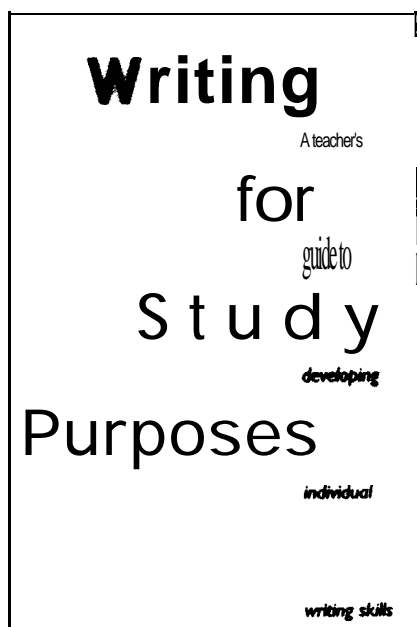
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example, that 30% of the mothers rated (A) as No.1 or No.2, as indicated in column 2. I had thought that (A) would be valued most highly, but (D) was found to be the most favored. As a teacher, I am pleased that most mothers regard English education not as an instrument for a good future career but for their child's internal development. Ofcourse more data and more sophisticated measures are needed, yet even this simple survey showed me that my own assumptions had been wrong. It is good to know, even generally, what mothers are demanding from me. The teachers in our center discussed the results and would like to continue and expand this kind of research.

Chart I.**Results of the Questionnaire for Parents**

	1	2	3	4	5	6	7	8
A	15	15 (30)	8 (38)	8 (46)	8	8	30	8
B	23	30 (53)	23 (76)	8 (64)	8	8	0	0
C	8	15 (23)	15 (38)	15 (53)	0	8	23	15
D	46	8 (54)	8 (62)	15 (77)	23	0	0	0
E	0	15 (15)	15 (30)	15 (45)	31	8	8	8
F	8	0 (8)	8 (16)	0 (16)	15	38	23	8
G	0	15 (15)	15 (30)	31 (61)	8	15	15	0
H	0	0	8 (8)	8 (16)	8	15	0	62

Children's Motivation

At the same time, I asked 32 children ranging in age from 4 to 12 in our program to answer another questionnaire. (Four children's answers were not included as they were too young to complete the questionnaire.) In order to survey their motivation, I listed 10 reasons for continuing or beginning to study English.

The Questionnaire for Children

I learn English, because

- A. My mother (or father) wants me to.
- B. I want to brag about knowing English.
- C. I want to be able to have a good time when I visit foreign countries.
- D. I want to talk to foreigners.
- E. It will be useful to know English when I get to junior or senior high school.
- F. It is fun. (It is a new language.)
- G. I want to be able to teach English to my brother or sister (or grandfather, grandmother, cousin, friends).
- H. I will be given a reward or a certificate.
- I. I like my friends in this class.
- J. I like the English teacher.



The results are given in Chart II. Again, 1-10 is the scale of importance and A-J are the questions.

Chart II.**Results of the Questionnaire for Children**

	12	3	4	5	6	7	8	9	10
A	12	0 (12)	6 (18)	0 (18)	6 (24)	12	6	1	2323
B	0	0 (0)	6 (6)	12 (6)	12 (30)	0	0	12	12 47
C	23	18 (41)	23 (64)	0 (64)	0 (64)	6	12	18	0 0
D	29	6 (35)	12 (47)	29 (76)	0 (76)	0	18	6	0 0
E	6	23 (29)	12 (41)	12 (53)	18 (71)	12	0	1	2 6 0
F	23	18 (41)	12 (53)	23 (76)	6 (24)	12	6	0	0 0
G	6	18 (24)	0 (24)	6 (30)	29 (59)	0	12	6	6 18
H	0	0 (0)	0 (0)	12 (12)	18 (30)	23 (53)	18	6	23 0
I	0	18 (18)	0 (18)	0 (18)	6 (24)	23 (47)	23	12	12 6
J	0	0 (0)	23 (29)	6 (35)	6 (41)	12	6	18	18 6

The children showed greater individual differences than their mothers. It is difficult to interpret the significance of these data, but the two types of motivation proposed by Gardner and Lambert (1972) may prove helpful. A motivation is said to be instrumental if the purpose for learning a language is utilitarian. In contrast, integrative refers to students learning a language to learn more about the other culture. According to those definitions, variables (B), (E), (G) and (H) are instrumental motivations, while (F) and (D) are integrative ones. Other variables are difficult to group. Variable (C) can be understood as both instrumental and integrative. Variables (A), (I), and (J) are environmental factors, that is, parental encouragement, the child's identification with the teacher and his sensitivity to other children. Overall, the integrative variables, (F) and (D), were valued more than the instrumental ones, (B), (E), (G) and (H). In column 1, 52% of the children indicated (F) and (D), showing that they were integratively motivated, while only 12% of them marked (E) and (G) and were instrumentally motivated.

I chose the three highest level students to see if there was any correlation between their motivation and competence. Chart III shows their preferences. I believe their preferences in (F), (D) and (C) generally suggest that they are more integratively motivated. Each also shows stronger motivation than the other students. From the simple pilot survey I conducted 2 years ago, I had assumed that influence from parents (mainly mothers) played a large role in the child's motivation. However, these results show that only 12% of the

(Ccm't'd on p. 35)

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The MAT Method: Getting Students to Talk

by Ritsuko Nakata

I was very impressed with TPR when I first heard about it and started teaching it systematically several years ago. At that time, I had already been using TPR techniques in my classes for many years, but without being aware of it. TPR (Total Physical Response) is a method developed by James Asher that involves moving the entire body in response to commands (Asher, 1988). By experiencing language in this way, students learn faster, and retention is extremely high. TPR seems to work because it addresses the right side of the brain, which is said to be speechless, although it reacts to stimulation by having the person move with the appropriate action. It is the left side of the brain that expresses itself in speech. Language taught through the right side (body movement) appears to be acquired rapidly with long-term retention, good recall, and minimum stress. In my own classes, I have observed the same results: students who do not do any movements are the "slow" learners; those who do a few gestures learn better; but those who do all the actions using the entire body have no problems in comprehension or speaking. The key point according to Asher, however, is to have the student perform the action by himself after each command (Asher, 1988, pp. 2-10).

The MAT Method

I do not use TPR exactly as Asher describes it in his book. In fact, I have deviated from it in many respects. For example, Asher does not allow his students to talk in the beginning stages (Asher, 1988, p. 3-26). Questions are not introduced until about six months later, and things which are difficult to express through actions, such as talking about the weather or using *have* / *like* are not introduced until much later in his course (Asher, 1988, pp. 4-59). After reading about TPR, observing various demonstrations, and hearing comments like "students can't talk," I realized that I had developed my own method based on some TPR techniques. I call it MAT (Model, Action, Talk). M-MODEL (demonstra-

tion by the teacher) and A-ACTION (using body or gestures to exemplify the language being learned) are similar to TPR; however, T-TALK (getting the student to speak the language) is the main difference and utilizes the ability of the left brain to elicit speech simultaneously with the action.

I found that my students want to talk from the very first lesson. Instead of suppressing their eagerness, I use it as a springboard for getting them to talk. In this way they are able to talk as they learn vocabulary and sentence patterns. They are able to understand and say several hundred words and sentences by about the first ten months of the course. These words and sentences cover all the basic tenses (present, past, future, progressive), verbs with infinitives (*like to, want to*), time words (always, *sometimes, usually*), daily expressions, and classroom English. Even more remarkable is the fact that they are able to say these in question form as well as answer form, on their own, and to each other without the teacher's model. Their pronunciation is very good, their speed and intonation natural, and they love to talk.

There are about six to fifteen students in my classes. The children range in age from three years old to high school level with about a two- to three-year range in each class. At times I have four-year-olds in the same class as seven-year-olds, but with MAT the age difference does not become a burden.

My classes are usually fifty minutes long, once a week. I spend only about fifteen minutes of class time on MAT verbs. From the very beginning, the children are introduced to about five to seven commands a month. But the one thing which has occurred consistently is that the students spontaneously repeat the words, loudly and clearly. As mentioned before, Asher and some other scholars think that speech should not be allowed at all in the beginning. The students should have time to digest everything and be allowed to speak only when they are ready. All students naturally have their own rate of learning; some are hesitant, but others are ready and willing to speak from the first lesson. Because of this difference in readiness, I feel that those who are shy should not be forced to speak up, but why suppress those who are ready?

Throughout my career, I have found that with only a few words to learn at a time, most students are ready to say them and are anxious

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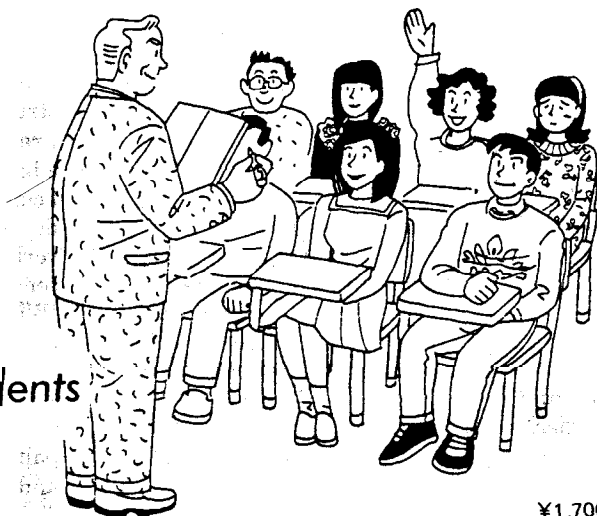
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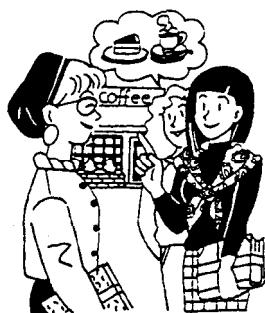
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to do so. They literally shout the words! This encourages the shyer ones, and, though in a smaller voice, they say them too. Although I too believe in comprehension first, speech next, the time in-between need not be artificially prolonged if the students are ready for it. Because of the students' eagerness to speak, they can speak and act out the new words immediately. The students themselves have helped develop the MAT Method out of their enthusiasm.

I feel that part of the failure of getting students to speak out clearly and correctly is that by the time students are encouraged to speak, they know too much language and are confused as to how to express themselves, which results in lots of mistakes and broken English. By encouraging them to speak a little at a time, they can build up their knowledge of the language and use it as well!

Teaching Verbs

In choosing the first verbs, I select high frequency verbs, as in TPR, and use them in commands. The students immediately learn them, and, even though I mix the commands, there is little confusion among the students. They like the challenge of getting them right, and I continue to add more verbs each week. These are all taught with the teacher doing the action while saying the words. The students imitate the teacher. All new words are integrated with the previous verbs, and everyone has a great time being impressed with their easy and correct actions.

By the end of the first three months, the students have a working vocabulary of over sixty verbs. With transitive verbs I always add an object: point to (the door, a book...), read (a book, a newspaper...) eat (spaghetti, cake...) etc. In this way, each verb has real meaning, and additional vocabulary can be taught at the same time. Many verbs such as throw, brush, and wash do not make sense in sentences, e.g. "I throw," "I brush," "I point." Also, as we all know, students are hesitant to add new words once a pattern is established, but they like to substitute new words to make new sentences.

Each week for fifteen minutes or so, this process is repeated, recycling verbs with new ones and rearranging them into new combinations. The progress is fantastic. The retention is superb.

What After Commands: The Four Goals

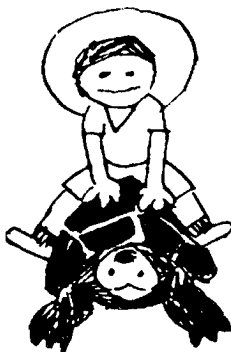
This is a question that Asher also asked. In

my case, after teaching all the basic verbs with objects and phrases and making sure each student knows each word thoroughly, I find that the class is usually ready for something more-in about three months. At this point, I add sentence structures to the verbs. The first is *can*. *I can ~*. I recycle *all the verbs* using this form: I can ride a bicycle. I can throw a ball. I can play baseball. I can touch the door. I can...). This is very easy to do, because students are able to transfer all the verbs they know automatically, using them in sentence form. Then I add the question form. "What can you do?" and the students bombard me with answers and body actions; so ingrained are the actions that they automatically do the gestures as they speak. Within a few minutes, the students are able to ask and answer each other in pairs and individually. As the students grow older and learn the patterns by heart, there is less need for actions or gestures. However, I sometimes ask them to do the actions just to make sure they really remember what they mean. While teaching the verb structures, I also introduce pronouns and third person forms as the students react. (*He can jump. She can comb her hair. They can play the piano, etc.*). The students understand well, as they can see who is doing what.

After learning *can*, the students are taught sentences using **every day, be going to, like to, want to, have to, always, sometimes, -ing**, and past tense verbs including **was/were**, recycling all the verbs they know with new ones being added periodically. An interesting observation here, similar to Asher's, is that the time between each new sentence pattern grows shorter and shorter as learning becomes faster. As they are learning each pattern, they also learn to ask questions: the Wh- and Yes/No question forms.

One point that I stress in my teaching is how to ASK. Usually teachers ask the question and students answer, but that does not help them communicate in English. I feel that part of the success of being able to speak a language is to be able to ASK on one's own. Asking is a necessary part of communication, and children need to know how to ask as well as how to answer. When I teach Q&A, the focus is less on commands and more on using the structure. I introduce the question forms for MAT verbs and those from the textbook which usually covers different sentence patterns.

Also, in answering **Yes, I can /No I can't**, full short answers are taught as opposed to only



Teaching Children

Yes/No answers. Although the latter may be communicative and a natural way to respond in an English-speaking environment, it is nothelpful for EFL students. They must learn how and when to use the different forms, e.g. 'Yes, I am/I can/I do/I will,' etc. Not only is this step valuable for our Japanese students when they get into junior high school, but also they should be exposed to these forms because they probably will not get them any other way here in Japan.

In addition to verb patterns, my students learn how to use daily expressions, classroom English, and the textbook through MAT. Even words that are difficult to express, such as *have*, *want*, and *like*, are taught through gestures. Because of the gestures, the students generally do not confuse the meaning of each of the words although the structures are the same.

It seems that just learning "conversation" does not help students to talk in English. There needs to be some control of the material presented so that they can learn to use things one by one at the same time they are being exposed to the whole language. This is why I try to emphasize concentrated practice in using the language as well as listening to it. Also, this is where a text may be helpful. Although my students have a textbook, by the tenth month it is still only on the BE verb with the sentence pattern "What is this/that?" so that all my students are many years ahead of what they would be learning if only the lessons in the text were followed! However, although the text is not as advanced as the oral practice in vocabulary, sentence structures, tenses, etc, it is a valuable tool in reinforcing and adding to material learned orally. It is also a means of introducing the written form of the language.

Another offshoot of MAT is that students learn to "tell" about things without the teacher asking a question first. Students need to be taught how to express their own opinions. If the teacher asks them a question first, they are just answering it; it is not an opinion or what they may want to say. On the other hand if the teacher says, "say something," they are at a loss as to what to say. In order to get students to talk about something, I show them colorful posters or big pictures from a book. The students point to what they want to talk about and say a sentence or two about it. For example, it maybe very simple, 'Yt's a tree,' or more complex depending on what has been learned so far, e.g., "This tree is bigger than that tree," or "The boy can ride a bicycle." Students take turns "telling" about the picture, using any

pattern they know. In this way they get practice in using the language they have learned by recalling it on their own.

I found that MAT has given me a way to help my students master the three basic components of conversation: being able to ask, answer, and tell (giving information/responding). All together these lead to talk, because they can only hold very short conversations with the material they have learned in role plays. I call these the **four goals**-goals for each lesson, in order that the students will always get practice in each skill so that when they get a chance to really use them, they will be able to speak real English and speak it well.

In evaluating the success of this method, I realize that it is the intensity of the lesson itself that makes it so easy for both teacher and students. Preparation for each lesson takes time, but systematic practice steps are used in order to get themaximum speakingtimein the fifty minutes of class time. Because the students are learning in an EFL situation, which brings them in contact with English for a total of about ± 40 hours a year, I feel we must give them lessons which they can remember for the remaining 363 days.

The following steps are employed in MAT. A tempo or rhythm is established so that the students are able to remember it much like a chant or song. Every one repeats together in the beginning, so that there is no stress for shy or slow students. Then practice is continued until eventually everyone can speak individually. Actions are associated with each word and sentence so that they are said naturally. Q & A is practiced in groups so that there will be no problem in determining which is the question and which is the answer. When this is successfully done, students are paired and ask each other questions. All material is constantly recycled.

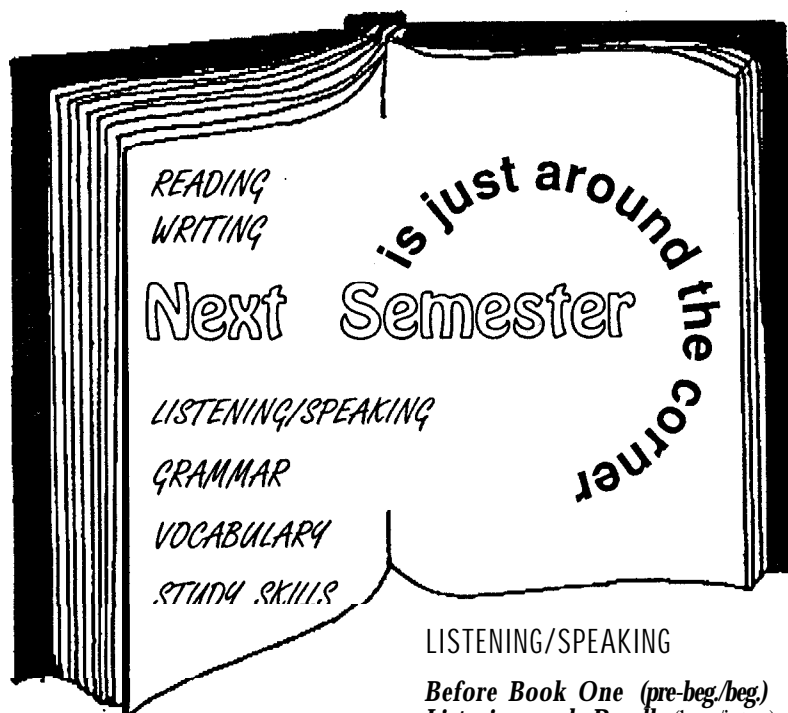
There is always lots of fun involved as each practice is in game form with competition and points. The results are that students enjoy doing MAT, they are more confident, their voices are loud, learning is extremely fast, recall and retention are excellent, and speed and intonation are natural. Using actions makes the lesson game-like and fun, and, most important, everything is introduced without pain.

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For more information on Ritsuko Nakata see "Interview: Ritsuko Nakata" in this issue.

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Curriculum Foundations of the TORO Method: Aspects of Teaching English to Children

by Toyotaro and Elizabeth Kitamura

The TORO Method has been presented many times at JALT conferences over the years. However, it has not been described in written form. The purpose of this paper is to present the basic tenets of the Method and introduce some new aspects. Although this paper will focus on the teaching of English to children, the TORO Method has been developed for various languages and all ages. The main objectives of this method are to integrate the deductive and inductive approaches and the audio-lingual and communicative approaches theoretically.

Language Materials Selection: to integrate criteria for choosing language materials.

In the process of selecting language materials for children, we can learn a lot from young students. They clearly express what they like and don't like, what works and what doesn't work. Their special characteristics in terms of age, learning environment and cultural background give us many clues to wise selections.

In addition, for a long-term curriculum foundation, these points must be considered:

- a) Are the materials **motivational**?
- b) Are they **systematized** for easy memorization?

- c) Are they **communicative**?
- d) Are they **functional**?

a) **Motivational Aspects**

Children love idols, strongly imaged characters. It's very important to create idols in relation to language materials for the entire course of studies. Children can depend on them psychologically, feel cheerful and comfortable with them and relate to them, persons and animals with shapes, faces and expressions (See Fig. 1). The basic language materials in the TORO Method and are in the form of idols to motivate children: they are effective in that children can easily distinguish, identify, grasp and memorize the persons' names; the facial varieties represent differences without reference to any particular race.

b) **Systemization in Memorization**

Taking advantage of the motivational core, the language materials can be developed accordingly, for example, first and family names, status (Mr./Mrs./Ms./Miss), nationalities, dates of birth, age, profession or occupation, favorite foods, pets, sports, dwellings, and so on. In this way, children learn how to familiarize themselves with unknown English words, categorize them and systematize them in their memory, which is being developed.

c) **Communicative Aspects**



For further development of vocabulary, communicative factors provide the general framework or direction of the course, and the timing of usage of particular words (see Fig. 2). The language materials are chosen according to basic communication needs involving who, where, what, how and why. For example, ten people's names lead to who; their locations to where; their favorite things or preferences to what; their way of doing things to how; and their reasoning to why.

d) **Functional Aspects**

In order to carry on the above-mentioned basic communication, it's necessary to master basic grammar. In order to talk about names, jobs, countries and ages, knowledge of the verb **to be** is required. Thus, conversations with such questions as "Who is he?";

FIG. 1 - PEOPLE AND IDENTIFICATION

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	Verb to be			other verbs		
	Name/ status	Country Nationality	Job/Age Birthday	Want (Food)	Have (Drink)	Like Wet)
	Mrs. Ann Square	America American	Teacher 32 yrs. July 16	Bread Celery	Milk	Turtles
	Mr. George Diamond	Japan Japanese	Pilot 28 yrs. Sept. 1	Fried rice Pickles	Green tea	Beetles

Teaching Children

"What is she?"; "How old are you?"; "Are you American?"; and "Where are you from?" can be freely created. Therefore, based on the structure for the language materials and development, further advancement is unlimited (see Fig. 3).

Phonetic Training: to train pronunciation, rhythm and intonation separately and to integrate them in syntactic exercises.

Since the children's learning hours and environment are limited, rather than the natural way of "getting-immersed-in-the-sound-shower, listen-and-grasp-some-day" style, it's much more efficient and effective to arrange important phonetic elements accordingly. As a result, phonetic understanding and respect for the foreign language grow immensely. The key point is how to present the sounds in the most fun way. The training is divided into six categories: a) Pronunciation and Accents; b) Rhythm Rings (rhythm and intonation); c) Song Patterns (introduction of grammar); d) Syntax Miming and Dramatization; e) Syntax-Context Exercises; and f) Syntax-Content Chain Miming and Storytelling.

a) **Pronunciation and Accents:** singing or chanting style of pronunciation and accent exercises.

These exercises are set to popular melodies and teach English sounds that don't exist in the learner's mother tongue, based on the following:

- (1) A comprehensive list of English sounds different from or non-existent in the learner's mother tongue to conquer linguistic constraints.
- (2) A pleasant way of practising the sounds by singing or chanting for motivation.
- (3) A way of learning that makes repetition fun and stimulates habit formation.
- (4) Incorporation of mother tongue explanations into the song for cognitive learning, e.g.

Pronunciation, Level 1 (Tune: Twinkle, Little Star)

Kuchibiru kande/Bite the lip-four-five-...

Shita o kande/Bite the tongue-

this-that-...

Shita o magete/Pull back tongue-red-rose-...

Suppai, suppai/Sour, sour-silver-six-...

Ago o otoshite/Drop jaw-cat--cap-etc-...

b) **Rhythm Rings:** rhythm and intonation exercises using rhythm finger rings.

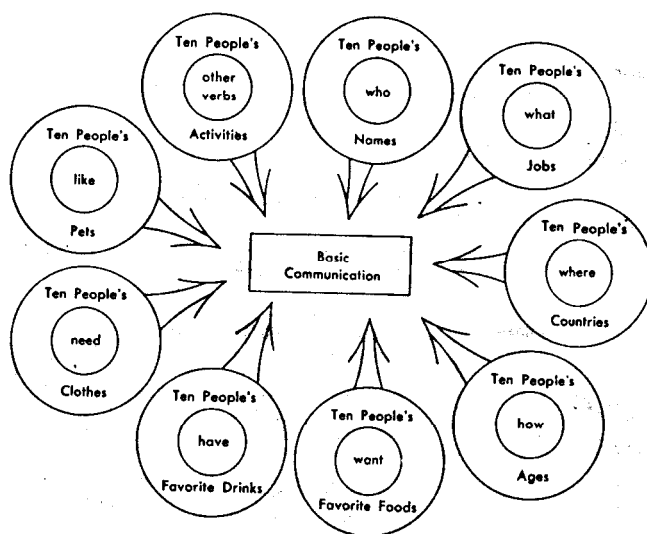
The exercises are set to rhythm activities from which games are developed (see Fig. 4). Each finger represents a person with identification so that a quantity of information is at the student's fingertips, so to speak. Tapping the desk and moving the fingers gives good motor stimulation and influences smooth acquisition of stress-timed rhythm. The following points are considered:

- (1) Students go from a syllable-timed rhythm (Japanese) to a stress-timed rhythm (English), which helps conquer linguistic constraints.
- (2) A pleasant form of exercise by moving the fingers stimulates motivation.
- (3) The fun style of teaching makes repetition habit forming.
- (4) The ability to teach expressions in a playful way places less burden on sheer memorization.

Here is a sample exercise. Topic-What's the name? (Beginner level)

FIG. 2 BASIC COMMUNICATION, PEOPLE AND THE WORLD

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FIG. 3 PEOPLE AND ACTIVITIES

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A French Barber (Mr.Ted Triangle)

turn on a light start to work -- shampoo hair - comb hair
cut hair - use a razor shave finish work close the
shop - coun t money

1st step: Mary-Betty-Jack (Left hand fingers 1, 2,3 tap out and students say the names)

2nd step: What's the name? What's the name? (One student is It. All tap out the question in stressed rhythm.)

Mary-Betty-Jack, Mary-Betty-Jack (All tap out names while It hides own 3 fingers with right hand; then each student extends one of 3 fingers.)

Mary-Betty--Jack, 1-2-3! (It uncovers fingers, leaving one extended. Each student with the same finger extended as It gets a point.)

c) **Song Pattern:** to introduce new grammar through singing and miming.

With the above-mentioned two training techniques, the ability to recite and retain English words and sentences gradually grows. What further stimuli can reinforce and refine this ability and help the learners see the relationship between words and sentences-in a true sense, internalize syntax, semantics and story grammar in order to use English creatively?

For the answer, the techniques of song pattern, syntaxmiming, dramatization, syntax-content exercises and syntax-content chain miming were developed systematically. Song patterns, or the brief introduction of sentence patterns through music andmiming, are the first step (see Fig. 5). The main features are as follows:

- (1) It's possible to repeat sentence patterns pleasantly through music and/or chanting, which helps habit formation.
- (2) Miming the grammar and using mother tongue explanations in the song itself reinforce cognitive learning.
- (3) Learning in a group encourages sociability.

Thus, useful and basic sentence patterns such as, "Do you like...?" are learned. The singing or chanting is done briefly by the class, by the teacher and the class, or between groups in the class.

The important thing in this type of exercise is the miming, because in the TORO Method, the

miming positions are closely connected to the reading skills.

d) **Syntax Miming and Dramatization:** mime/dramatize the grammar introduced by song patterns.

This technique integrates linguistic and communicative competences. Syntax miming and dramatization put together the pronunciation, accent, rhythm and intonation learned separately. The sentence patterns now become a means of communication through questions and answers. The main features are:

- (1) To act out situations in pairs or in groups (sociability and performance).
- (2) No use of the mother tongue (direct method).
- (3) To create various situations (variety of communication scenarios).
- (4) To give a clear image of meanings in context (cognitive learning).

Syntax miming uses hand gestures. Syntax dramatization acts out situations using posters/pictures. Both techniques are interesting and stimulating, make strong impressions and make it easy to visualize the contents of the patterns.

Some examples:

S1: I am Mr. Ben Square. I am American (holding picture)

I am a teacher. etc.


S2: I am Mrs. Ann Square. I am American. I am a teacher, too. etc.

Or, after Song Pattern, "Are you I?" Yes, am/No, I'm not.":

S1: Are you hungry?

S2: Yes, I am hungry.

FIG. 4 - RHYTHM RINGS

	Left Hand 				
color	white	pink	yellow	orange	red
shape	star	rectan- gle	rectan- gle	cat	dog
name	Mary	Betty	Jack	Kitty	Alex
month	Jan.	Feb.	March	April	May
	:	:	:	:	:

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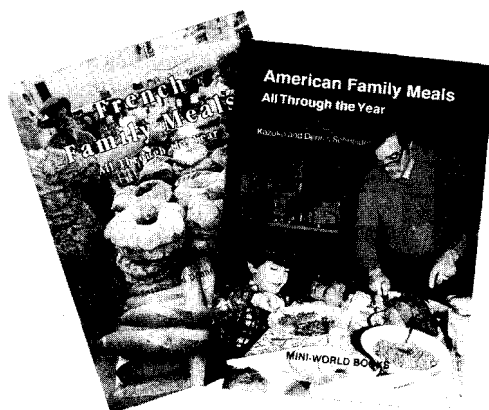
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SS: Yes, we are hungry.

S1: Is George (Mr. Diamond) hungry?

SS: Yes, he is hungry.

e) **Syntax-Content Exercises**

Students learn basic sentence patterns through song pattern and syntax miming. The syntax-context exercises which come next train them to connect related sentences in a logical way. Students say more than one sentence at a time by describing a situation (context) and asking a question about it (syntax), e.g.:

S1: You visit a zoo. Are you happy?

S2: Yes, I'm happy.

f) **Syntax-Content Chain Miming and Storytelling**

This develops the storytelling ability of the learners. They hear a story in the second person with gestures, turn it into the first person and tell it:

T: You are an octopus (with gestures)

S: I am an octopus.

T: You are a pianist.

S: I am a pianist.

T: You have many hands.

S: I have many hands.

T: You play the piano.

S: I play the piano.

T: You need four pianos.

S: I need four pianos.

The student then tells the story, coached when necessary by the silent teacher's gestures.

Sight Method of Reading: to integrate the language materials and phonetic training for reading.

After the phonetic training, it's effective to put the language materials learned in their order into a reading program, which develops parallel to the aural-oral work. The visual (pictures over

words) and cognitive understanding that comes with reading reinforces memorization.

We often hear that reading is a burden for children in the beginner's course. For this, the sight method of reading is easy, fun, and much less of a burden as far as the phonetic (sound) memory is involved (see Fig. 6). The features of the TORO sight method of reading are:

- To motivate the desire to read (fun).
- To memorize the language materials learned orally.
- To provide basic training for reading and understanding English directly (no translation habit).
- To foster discovery of phonics.

Color Cords: to integrate linguistic and communicative competences.

The teaching techniques for phonetic training are organized with the main emphasis on linguistic competence. The color cords are an inductive and comprehensive approach.

For this style of teaching, 12 long and 12 short color cords (wires) and 12 TORO Tokens (TORO characters with their identifying traits depicted on 5 sides) are used. With these tools, children hear the teacher describe a scene or situation and they make the situation accordingly with the cords. After hearing and making the situation, it's the children's turn to talk about what the teacher described, looking at what they made. The main features are:

- Reciprocal and spontaneous hearing and speaking (direct method).
- Situational and comprehensive presentation (communication).
- Mental peace and cognitive learning development fostered by making things (psycho-cognitive).
- Creativity in language use.

The lesson follows this procedure:

- Situation-making with the color cords and tokens, e.g. In the part, At school, On a hiking day (any number of sentences).
- People and the situation—the people and animal tokens are placed in the situation, e.g. Mr. George Diamond is by the pond.

FIG. 5 - SONG PATTERN (Tune: Seven Steps) TORO ENGLISH WORKSHOP 1973

Song Pattern 1: Pronouns

Watashi wa, I, I

Anata wa, You, You

Hitori no otokowa, He, He, He

Hi tori no onnawa, She, She, She

Inu wa, itsupiki. It, It, It
(Hi totsuo no Mono wa)

Watashitachi wa We, We, We

Anatatachi wa, You, You, You

Ningentakusan, They, They, They

Inumotakusan, They, They, They
(Mono no Takusan)

FIG. 6 - SIGHT METHOD OF READING

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Today is _____

0-3

READING 1

Miss Mary Star likes cats. She has two cats. One is brown and 4 years old. The other is white and 5 years old. They live in a big box. Mr. Ted Triangle likes parrots. He has a parrot. It is red, yellow and blue. It is old. It is in a bird cage. It eats bread. It speaks English. Mr. George Diamond likes beetles. He has many beetles. They are beautiful. They eat bread, too. Miss Kate Circle likes horses. She rides a horse. She has a brown horse. It is beautiful. What pet do you have?

- (3) People and activities--people do something in this situation, e.g. He is fishing.
- (4) People and reasoning--to explain why people are in that situation, e.g. He needs fish for dinner.
- (5) The above is then presented in written form by the sight method of reading.

In the above procedure, questions and answers about the situation are adjusted to the gram-

(Can't from p. 21)

children rated (A) as the most important, while 46% rated it No.9 or No.10. This indicates that the majority of the children in our center, at least, do not learn English primarily to please their parents.

Chart III.

Order of Preference of
the Three Highest Level Children

Student A (Age: 9, F, 5th year)	F	C	J	D	E	I	G	B	H	A
Student B (Age: 10, F, 2nd year)	D	G	C	E	I	J	G	A	H	B
Student C (Age: 9, F, 2nd year)	A	C	J	F	H	I	D	B	E	G

F = Female (left to right: highest to lowest preference)

Conclusion

Although these results are limited, we are pleased to have revealed the general tendencies shown in parental expectations and children's motivation. We would like to expand this kind of

maternal progress of the students.

Conclusion

The deductive approach is like taking nature apart and putting it together again. We learn lots of skills in the process. With the inductive approach, however, we accept nature as it is, working within its framework, which seems very easy.

Our struggle is that in the present EFL environment for children, we cannot always expect to find the space and time to explore the natural environment in the true sense.

In the TORO Method, we try to overcome the disadvantages of both approaches and gain the advantages. Through our research we will continue to try to seek the balance.

Toyotaro and Elizabeth Kitamura, instructors/teacher trainers at St. Paul's College (Osaka) and others around Japan, also run TORO English Workshop (established 1970) for developing efficient techniques and extensive texts for teaching languages. Practical training courses are continuous. Those interested, please contact: TORO English Workshop, Tel. 06-841-9043

study to examine the relationship between these factors and children's achievement in the future.

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(Cont'd from p. 11)

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Textbooks for Teaching Children: Some Suggestions

By Richard Beach
Chris English Masters

Many teachers question whether or not it's appropriate to use any text with children. However, a well-designed and properly used text can be very helpful, because it can provide students, teachers and parents with a sense of direction, continuity and accomplishment. It gives students the opportunity to review what was studied in class or catch up on missed lessons at home. A text is a self-contained, organized series of teaching aids and language learning tools that provides a framework around which to build, as well as points of departure around which to explore. Texts can make teaching and learning easier, but the enthusiasm and creativity with which the teacher employs them will in large part determine their effectiveness.

Picking the right text for you and your students will depend on many factors. Probably the most important factor is the age of your students. The interests, abilities and ways in which children think and learn at either end of an age spectrum of two to twelve are so different that finding a single activity which is appropriate for both ends is difficult, let alone an entire curriculum. I'm not aware of any EFL or ESL texts which are appropriate for students below age five. Even the books that I have listed as appropriate for five and six year olds usually work better with students who are a bit older. Most of the materials I've listed work well with students aged seven to nine, and some are at least usable with slightly older children. Again, I'm not aware of any texts which are suitable for students aged twelve to thirteen.

Probably the next most important factor in choosing a text is the proportion of in-class use to use outside of class. I strongly believe that student books are best used primarily outside the classroom, leaving as much in-class time as possible for communicative interaction. Since I use student books as a means of extending English beyond the classroom, I prefer activity-based texts. Certainly, full color texts can more clearly illustrate various language learning points

and patterns, but I've found it more useful to introduce the illustrations in class and have students practise the patterns at home by drawing and coloring their own.

The reviews presented here are based on my own experience. The list of books reviewed is in no way comprehensive; and other teachers have highly recommended other texts that I wasn't able to include, simply because I haven't yet had the opportunity to try them out for myself. Also, as noted before, there is no singular ideal text. What works best for each individual instructor depends on own his or her own strengths, weaknesses, interests, abilities and experiences, and those of the students.

I'm always looking for better materials. No doubt I will have found other materials to recommend by the time this article goes to press. If you'd like a more comprehensive and updated review of my research, please write. Also, I'd greatly appreciate any feedback, positive or negative, on the materials you've used or are using (see the end of this article for the address).

The Oxford Junior Workbooks are good supplementary texts for young children who are ready to begin reading and writing. The series systematically helps students build a basic sight word vocabulary by repeated use in coloring, matching, counting and assorted other exercises. Due to the format, I find these books useful for students between the ages of six and nine. Also, the illustrations are a bit too simple and outdated for my taste, but this doesn't prevent them from being useful. Some teachers use the books in class, but I prefer to use them as relatively self-paced home study material. Accompanying tapes and flash cards are also available.

Book 1 starts with a coloring key, to which students can refer as they use the book. Those ten colors are used to instruct students in coloring and drawing various objects. Teachers can check comprehension very easily by noting which objects are colored and drawn correctly. The book starts with simple labeling, e.g. "a red apple"; then progresses to multiple choice, e.g. "a blue cap," "a red bus"; then onto completion, e.g. "(draw) two red dots"; and then counting, e.g. "(how many) caps?" The book does a very good job of introducing ten colors, six numbers and twenty-four other sight words with an absolute minimum of instruction. It also presents repetitive stroke pat-

terms that help to build writing skills, and it touches upon initial sound/letter discrimination.

Book 2 adds thirty-five more sight words, including the numbers to ten, **up, down, big, little**, and seven verbs. The progression to and through this book is very smooth. Students slowly build their reading skills through the introduction of longer and more difficult phrases, e.g. "a brown cow jumping," "a yellow clown climbing." Again this book does quite a good job of building a sight word vocabulary, but words like **curtain** and **Indian** are introduced while words like **mother** and **father** are left out.

Book 3 introduces forty-six more sight words and complete sentences instead of sentence fragments. Students are asked to "draw a green arrow under this box" and are expected to be able to answer simple questions, such as "is the boy in the box?", "can a cat jump?", and "how many legs?" Capital letters and periods are omitted, but question marks are used.

Although there are eight books in the series, Book 4 is the last one I'm familiar with. It adds seventy-seven more sight words and a few more questions, e.g. "what is on the table?" and "what color is the frog?". Students also begin more extensive writing practice, most of which is in script. This is good if your students are nearing junior high school age, but too demanding of most younger children. Much greater attention is paid to initial sound/letter discrimination than in the first three books, but it's still only enough to serve as a diagnostic tool. If students are having trouble with this task, it would probably be a good idea to use supplementary material with a greater focus on phonics.

The **Activity Book for Children** (ABC) series is an excellent aid for helping students age six to nine build a sight word vocabulary. The design is very similar to the **Oxford Junior Workbook** series, but the graphics are much more modern and inviting, and a far more comprehensive introduction of phonics is incorporated. Unfortunately, this series does require more instruction and in-class time than the Junior Workbooks, but most of it can still be assigned as homework. Allowing students to set their own pace with this series is also possible, although it makes maintaining continuity during group activities more difficult. Flash cards are also available.

Book 1 begins, much the same as the **Junior Workbook** series, with a coloring key, but limits it to six colors instead of ten. These are again used throughout the book to instruct students in

coloring and drawing various objects. One big difference between the two series, however, is that the ABC series proceeds much more quickly. Full sentences are used almost immediately. Prepositions are introduced midway through book one, and comparisons are presented shortly thereafter. Also, initial sound/letter discrimination receives a lot more attention in this series, through a far more effective approach. Some of the drawing tasks are a bit difficult for younger students to accomplish in the space provided, but it's easy to use a separate notebook in most cases.

Book 2 introduces emotions and a few other kind of adjectives, subject pronouns, present progressive verbs, and a few questions, e.g. "How many old goats?" "What is on the table?" and "Are you angry?" Book 3 introduces possessives, superlatives and the weather, and extends the use of phonics to anagrams. Book 4 deals with ability, location, family, clothing, possessive adjectives, and time. Book 5 presents **likes, does, has**, comparatives and the calendar. Book 6 covers existence, desires, routines and frequency.

Both the **Junior Workbook** series and the **ABC** series are useful tools for building a sight word vocabulary. The former does so with a minimum of instruction, and the latter does so at a quicker pace that requires a bit more assistance. Both series focus almost exclusively on sight word recognition and use this to develop reading skills. This makes it difficult to build well-rounded lessons (which include listening, speaking and even reading and writing skills in the broader sense) around these texts. I highly recommend either series as supplementary material, and the ABC series can be used as a primary text when supplemented with other material, but I don't feel that either series offers enough aural/oral or communicative practice to function as course texts that stand alone.

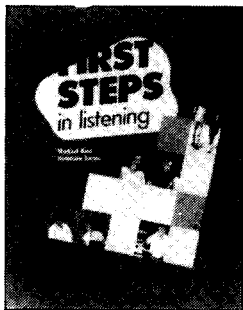
The **Sesame Street** series should be immediately appealing to most children because of their familiarity with the characters. This not only increases the students' interest in the books but also adds motivation to learn English. Of the six books available I've used only the first three. The remaining three stages, D, E and F, look as though they may be appropriate for returnees or other special cases, but don't generally seem to fit the average classroom situation in Japan. Activity books, tapes, a very useful set of flash cards and excellent teachers' books are also available for each stage of the series.

The series begins with Stage A, **Big Bird's Yellow Book**, which every teacher should have.

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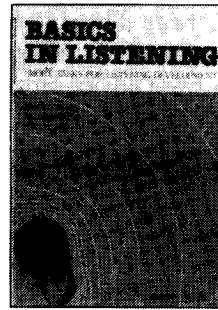
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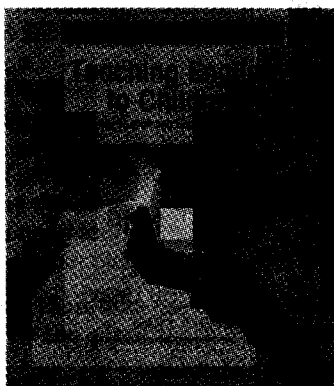
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It works well with students aged five to nine, especially when they also have the accompanying cassette for home study. I introduce many of the illustrations from this book even in classes that aren't using it as a student text. Since no printed words are used in the student book, having a teachers' manual is essential. Fortunately, the teachers' manual is so good that I recommend it as a source of ideas for this age group no matter what text may be being used in the classroom. The student book is designed to accommodate up to 120 hours of lesson time, and considering the number of topics and the amount of language presented, that seems about right. Unfortunately, the activity book isn't designed to accommodate nearly as many hours. Furthermore, the activities are geared fairly consistently for five year olds, which makes many of them just about useless for eight and nine year olds. And most of the activities presented are meant to be done in class. In short, there just aren't enough materials that can be assigned as meaningful homework for most of the students.

Stage B, **Oscar's Bridge to Reading Book**, works well with pattern, letter, word and sound recognition to help students build reading skills. It incorporates a lot of songs, rhymes, chants and phonic exercises, but leaves out almost all of the functional/notional/communicative aspects of the first book. I sometimes use bits and pieces of it to supplement other material, but overall it leaves much to be desired as a course text.

Stage C, **Cookie Monster's Blue Book**, returns to much the same format as Stage A, but students are expected to be able to read (in the students' book) and write (in the activity book). The presentation and progression of material in this book is again very good. The activity book is still a bit sparse, but most of it can be assigned as homework. It's geared well for eight year olds, provided you've bridged the gap of building reading and writing skills (with or without Oscar's help).

The Yes! (English for Children) series is for teachers who like to follow a graded grammar based approach to the language. Stage A is good for students aged five to eight who haven't yet learned to read or write. Again, I find some of the illustrations from this book, and Stage B, very useful as teaching tools for this age group. I recommend that every teacher have a copy of each. There's a big jump between Stage A, which focuses exclusively on listening and speaking, to Stage B, in which students are expected to be able to read and write. Teachers who follow the

series step by step will have to find a way to bridge that gap. There is also a jump in the age range for which I find Stage B appropriate. I use it with age seven to ten as a primary text and age ten to twelve as a supplementary text. The transition from Stage B to Stage C is very smooth, and overall I've found Stage C to be a very good text for students aged ten to twelve who have learned to read and write. I particularly like the short descriptive paragraphs, comprehension questions and the completion exercises. Unfortunately, much of the writing students are asked to do at this stage is in script. I use Stages D, E and F in bits and pieces as supplementary material, but in general students who have reached this stage of language production should be able to engage in far more communicative exercises using conversation management techniques, graded readers, etc. There are also tapes, activity books and teachers' guides available.

Probably the epitome of the graded grammar approach is the **Start With English** series. These books are incredibly dry and repetitious. I don't recommend them for use as student texts, but they're good reference materials for teachers and supplementary material for classes. There are six books in both the original series and in the American English version. Accompanying workbooks are available for each level. They are useful for reinforcing grammar patterns that students are having trouble with.

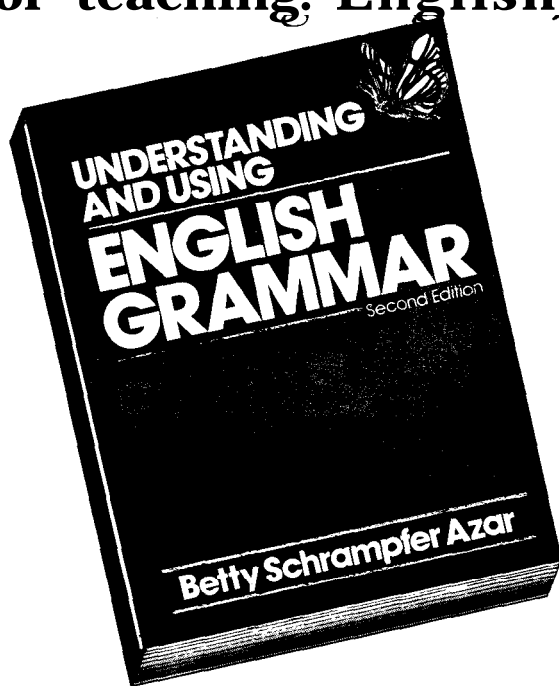
The **American English Today (AET)** series, by the same author as **Start With English**, takes a far more communicative approach. Again, I feel this series is better used as reference and supplementary material than as a primary student text. Whereas **Start With English** is good for illustrating various grammar points, **AET** illustrates various games, activities and projects. Workbooks and teachers' guides are available for each level, and flash cards and an "activity pack" are available for the first level.

The Pencil Action Course for English (PACE) is a four-book series that uses songs, question drills, total physical response (TPR) and listening exercises to present the language. A good set of flash cards is available for each book and is highly recommended for in-class use. A cassette tape is available for each book and is essential for home study. As the name implies, the series is strongly oriented toward "Action English," that is, TPR.

Each unit follows relatively the same format with a song, a question and two or three new TPR

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commands on the first page, a listening check of old vocabulary on the second page, from seven to nine new vocabulary words introduced on the third page, and a writing or matching exercise on the fourth page. A new song is introduced every third unit for the first 24 lessons, and then every other unit in the second and third books, with the fourth book functioning primarily as review.

The series works well for introducing a good oral/aural vocabulary, especially with students from seven to nine. Book four begins to build word recognition and reading skills, but it's still not a strong focus. Overall, books one and two work well with this age group, but the format becomes too repetitious thereafter.

The **PACE** series is published by Pencil Language Professionals, Hara Shin Bldg., 1-51 5 Hara, Tempaku-ku, Nagoya 468. Since this is primarily a private language school, the materials are not widely known, but they are available for sale. I've included them here because they take a rather unusual approach to teaching the language.

Although I haven't yet used the **Kids series**, it looks so good I feel I should at least mention it. The graphics are simply fantastic. Book one alone includes the work of twelve illustrators and three photographers, not to mention the cover design artist. The visual effect of this variety of quality art work reaches out, grabs you and draws you into the book. An appealing variety of techniques is also used in presenting the language: dialogues, in class projects, listening exercises, songs, games and even a few simplified stories are included. I've seen only the activity book and teachers' guide for book one thus far. The activity book is very good; I just wish there were more of it. The teachers' guide is state of the art, knock your socks off, good stuff. The only drawback I can see that the series might have is that some of the activities depicted in the students' book would be difficult to carry out in many classrooms. If I had to choose one commercially available text for students aged five to eight, this would be it.

Richard Beach; Chris English Masters, Okura Katsura Bldg. 3F, 2-3 Arisugawa-cho, Kawashima. Nishikyo-ku, Kyoto 615

In addition to the above textbooks, a new book for teachers in the Longman Keys to Language Teaching Series, **Teaching English to Children** by Wendy A. Scott and Lisbeth H. Ytreberg, should be mentioned. This resource book for

teachers has chapters on the four language skills of listening, speaking, reading and writing, with lots of suggestions for games and activities. There are also ideas for ways to organize lessons and create the right atmosphere for learning, while suggestions for classroom equipment round out this useful little resource book.

Eloise Pearson

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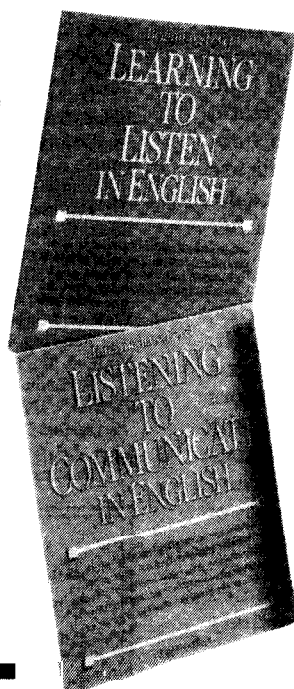
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JALT News

Executive Committee Meeting Report

The JALT Executive Committee met Friday, November 23, 1990 during the JALT Annual Conference. Important items on the agenda included appointments for new editors to *The Language Teacher* and Publications Board. Ann Chenoweth and Eloise Pearson resigned their positions as of January 1991. Carol Rinnert was appointed as new Content Editor, and Tom Hayes was appointed as Managing Editor of the *The Language Teacher*. Ann Chenoweth also resigned as Publications Board Chair, Eloise Pearson was appointed to that position.

Representatives and alternates for TESOL and IATEFL were elected based on nominations sent in to the Nominations and Elections Committee (see the October 1990 issue of *The Language Teacher*, p. 43). Chris Knott was selected as TESOL Representative with Fred Anderson to serve as alternate. The new IATEFL Representative will be Don Maybin. Terry Cox will serve as IATEFL alternate.

One proposal for the JALT Grants for Research and Materials Development was submitted this year. The proposal was discussed and the committee voted not to award any grants for 1991. It is hoped that more proposals will be submitted for 1992. (See the April 1991 issue of *The Language Teacher* for details).

The following dates and venues for Executive Committee meetings in 1992 were selected: January 27 in Tokyo, June 23 at the JALT '91 conference site, and during the JALT '91 conference.

Barry O'Sullivan of the Financial Steering Committee presented the proposed budget for 1991. He gave a verbal summary of the report covering expected revenue and expenses (noting especially where costs were rising and where cuts would have to be made). The most important point was that revenue is not rising to meet costs. During 1990 a rise in membership fees was passed; however, JALT needs to be very careful about watching expenses. The 1991 budget includes a cut in

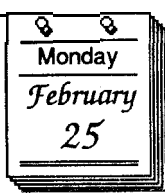
the budget for JALT publications which will result in some changes in *The Language Teacher* and *JALT Journal*. The problem of staying within the budget while maintaining quality will be discussed by the FSC, Publications Board Chair and General Manager.

In addition, Chapter funding was reorganized so that each Chapter would receive a yearly grant of ¥200,000 rather than the past system which involved several payments based on various conditions. The "needs" fund established in 1990 was increased from ¥250,000 to ¥500,000 in case any Chapter needs to apply for extra funds. This new system will save money through simplifying the bookkeeping without taking necessary funding away from Chapters.

The proposed budget was passed without changes. More details are included in the Executive Committee Minutes which have been sent to each Chapter President.

Finally, the Program Chairperson's report noted that the JALT '92 conference needs to be held at a non-commercial site due to the cost of hosting it at commercial conference centers. Anyone who has ideas about possible sites, please contact the JALT President, JALT Treasurer, or new Program Chairperson. Also, the Summer Seminar will be suspended until its purpose/aim can be reexamined. Anyone who has comments, suggestions, or ideas on this item should submit them to the JALT President or new Program Chairperson.

Reported by Rita Silver



Deadline

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

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My Share

Games and Activities for Children

by Richard Beach

Approaching English through play increases students' interest in, involvement with, and desire to learn the language. Using a variety of games and related activities to introduce and review material adds meaning to what is being studied, and provides extensive, focused practice within an enjoyable, non-threatening context. The games and activities presented here do not serve merely to entertain. Each centers around clearly defined language learning skills and objectives. Any given material can be approached through a number of different games and activities, and each format can be used with a variety of material. Thus, repetition and review are provided without boring students. They are able to learn the language in a manner which they enjoy, and they look forward to their next lesson.

1. Slap (for students aged 4 to 12)

Most Japanese children already know this game by the name **karuta**. It's a great way to introduce new vocabulary using flashcards, in that it only requires recognition or even partial recognition of new material.

First spread out whatever cards you're using face up in front of you. Between 10 and 20 cards is usually best, but more or fewer can often work better in a given situation. Gather the students around the cards and then say the name of each card as you touch it. If the students seem sufficiently confident have them repeat the names after you in chorus.

The game is played by slapping whatever card is called with either a hand or, preferably, a fly-swatter. Demonstrate this once or twice by calling out a card and hitting it yourself. Then choose two students to begin and give them fly-swatters, if available. Call the first card. If neither student responds correctly in a reasonable length of time, say "stop" and touch the card yourself. Then call the next card. Once a student hits the correct card, give it to him or her and pass the turn (along with the fly-swatter) on to the next student. Play continues in this manner until all of the cards have been correctly identified.

Once students are comfortable with the basic

game, you can add the rule that an incorrect response loses a turn. This allows you to make false calls, i.e. cards that have already been removed from play, and become specially useful when only a few cards remain in play.

After the last card is won, have students count their cards and ask them how many they have. Then, either have each student say the name of the card as they give them back to you, or ask for each card in order, e.g. "Give me," etc. Play again, this time adding to or changing some or all of the cards, or go on to something else. For reviewing vocabulary, or if one student is much better than others, have the winner of the first round be the caller for the next round. Take over if he or she gets stuck. Stop to review whatever cards are remaining anytime the players get stuck.

Variations

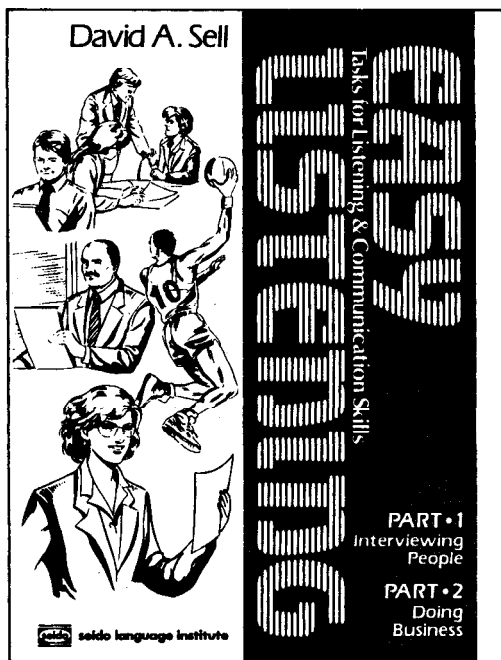
1. To practice initial phonics, play with either upper or lower case alphabet cards; and instead of calling out the letters by name, call out words beginning with that letter. Alternatively you could play with pictures of words starting with each letter and call out the letters.
2. For fairly advanced students you can describe the cards instead of calling out their names, (e.g. It's a number. It's bigger than four. It's smaller than six. Answer-5. It's an animal. It's green. It likes to jump. Answer-frog).

2. Bingo (for students age 4 to 12)

This is perhaps the single most versatile and useful game, especially with young children. The standard game is played with 5 x 5 grids of numbers arranged in different orders on players' cards. Players cover the numbers on their cards as they're called, and the first player to cover five in a row, either vertically, horizontally or diagonally, wins. This is a great way to give students practice with numbers, but by replacing the numbers with letters, colors, pictures, phonics, words, or whatever have you, this game becomes a great way to practice almost anything.

In the standard game each player's card must be different, but it's also possible to give students identical cards and have each student choose the row or column where he or she thinks the first bingo will be. For example, if playing with letters A through I in a class of six students, the letters can be arranged on the board in a 3 x 3 grid with a number assigned to each row and column. Each student then picks the number of the row or column in which he or she thinks the next bingo will be. Begin calling the letters; and since all of the students' cards are the same, students all mark their cards in the same order and all of the students cover three in a row at the same time. But only the student who chose the number of

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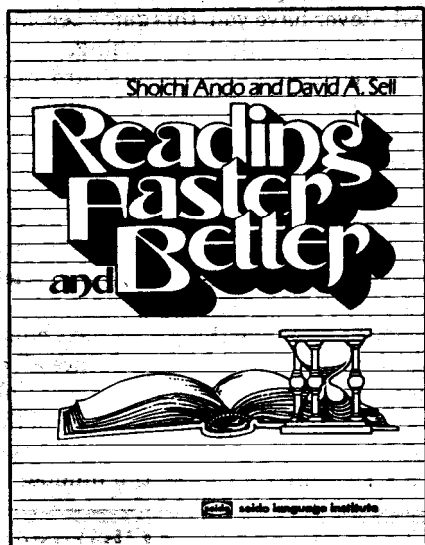
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that row or column is the winner. For instance, if the bingo is across the bottom row of the grid, and that row was designated as number three, then the student who chose number three is the winner.

Variations

1. A full card version of the game can be played in which each student chooses what he or she believes will be the last item called. For example, using the same 3 x 3 grid of letters A through I with a class of nine students, each student picks one of the nine letters and covers that space on their board. Then the letters are called until one player covers all of the spaces on his or her card. In other words, eight letters are called and the player who chose the ninth letter at the beginning of the game is the winner, because he or she already has that space covered while the other players don't.
2. The size of the board can be varied from as little as four items in a 2 x 2 grid up to 256 items in a 16 x 16 grid, with any number in between, for full board versions of the game.
3. Students can also make their own cards, given blank grids, and play a more standard version of the game, i.e., the first student to fill a row, column or diagonal wins.

3. Concentration (for students age 4 to 12)

This is a good game for reinforcing vocabulary. Most children already know this game by the name *shinkei suijaku*, so it shouldn't require much explanation.

Take out the cards you need. From 8 to 16 pairs usually works the best. Set one pair of cards aside for demonstration. Shuffle the remaining cards and lay them face down. Then add the cards you set aside. Turn one of these cards over and say its name. Then turn over a non-matching card and say its name. Point out that the cards don't match and say "Boo" or "**Batsu**." Turn both cards face down; then turn over the other card of the matching set and say its name. Go back to its match and turn it over again. Say its name and show the students that the cards match. Say "Set" and pick the cards up.

Check to see if the students understand. When they're ready, mix up the cards again and begin. Be sure they say the names of the cards after they turn them over. Help them if they need it.

Variations

1. For very young students you may want to allow each student in turn to turn over one card and leave it face up. If it matches any of the cards that have already been turned up, the student keeps the set.
2. For more advanced students you can have each player tell you or another student which cards to turn over (e.g. "Go up three and left two.") and/or answer questions about the cards before continuing (T: "What is it?" S: "It's a dog." T: "What color is it?" S: "It's brown." T: "Do you like dogs?" S: "Yes, I do.") The student loses his or her turn for answering incorrectly.

4. Pictionary (for students age 4 to adult)

This game is a lot of fun, so it's great for boosting motivation. To introduce the game, draw a picture of something that the students can easily recognize and have them guess what it is. Next divide the class into two teams and choose one student from each team to draw first. Give each player a different word to draw and have their teammates try to guess the word. The first team to guess their word correctly scores a point. The first team to score ten points wins. It's usually best to start with simple nouns and move on to verbs and adjectives later. It may also be advantageous to keep the scores fairly close by giving the team that's ahead in points slightly more difficult words to draw.

This game is especially useful for students who are just beginning to read. Start by showing students pictures of what they should draw and begin showing them spellings of the same words. Motivation is high, so students quickly learn to recognize words in order to draw their picture.

Variation

With very young students it's best to have students guess what the teacher is drawing, since their level of motor skill development and frustration threshold may be low. The first student to guess correctly earns one point for his or her team.

5. Charades (for students age 4 to adult)

This game is very similar to pictionary, but uses gestures instead of pictures as clues. It's best to introduce this game after students have played pictionary a few times, in order to ease the anxiety or stage fright of any shy students.

To introduce this game, pick out a few verb cards that the students are familiar with. Show each card to the students and ask what it is. Then shuffle the cards and act one out, again asking what it is. Then divide the class into teams and continue as with pictionary, having each team guess what their representative's card is. It's usually better to play this game with only verbs at first; later it can be played with nouns, adjectives or even entire sentences.

Variation

For advanced students you may want to require fuller responses, e.g. T: "What is he/she doing?" S: "He/She is . . .ing." instead of just naming the verb.

6. Find This (for students age 4 to adult)

This game can be played either individually or in teams. It can also be played with cards, classroom objects, or just the students' imaginations. Simply describe something and have students try to find (or think of) things that

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match the description. Possible descriptions could be: 1) something blue; 2) a green animal, 3) something to eat; 4) something that can swim; 5) something you can climb; 6) something that has wings. You can award points for the fastest response or for each response within a given time limit.

7. Memory Game (for students age 4 to adult)

Show students flashcards one at a time and put them face down in different places. Periodically review by asking which cards are in which place. Once enough cards have been placed to make the game challenging, ask each student in turn to identify either where a given card is or which card is in a given place, e.g. T: Where is the dog? S1: "It's in the brown bag." T: "What is under the white book?" S2: "The cat." Students who respond correctly either score a point or keep the card they identified. The number of cards, the amount of review, and the difficulty of the questions and responses can be adjusted to the level of your students.

For very young students you could play with four or five cards. Review all the cards twice after each new card is introduced. Limit questions to "What's this?" and require only single word responses. With adults you could play with 20 or 30 cards, review once after each 10, and ask "What is on the book behind the brown box?", expecting the response: "A purple shirt is on the book behind the brown box."

8. What's Missing (for students age 4 to adult)

Spread out a number of flashcards or real objects. Have students repeat after you as you name each one. Then cover all the cards or objects, mix them up and remove one. Have students try to decide what card or object is missing. The first student to guess correctly either gets the card or object or scores a point. You can add more cards between each turn, remove more than one card at a time, or take cards from students if they guess incorrectly.

9. Explanatory (for students age 10 to adult)

To introduce the game show students several cards that they're already familiar with. Then shuffle the cards and start describing the top card without showing it to the students. Have them try to guess which one you're describing. The first student to guess correctly either gets the card or scores a point. You can make the game easier or more difficult by changing the number of words presented, by varying the degree of

similarity or difference between the words, and by the way you describe each word. If the words to choose from are: apple, sun, jet, frog & milk, then "It's red" or "You can eat it" should be sufficient to get the proper response of apple. But if you add the words: banana, strawberry, orange, tomato & cherry-then your description would have to become more explicit, and your students would have to be quite advanced to understand it. So be sure to choose vocabulary items that your students should be able to identify from your descriptions, and/or be sure to pre-teach any new vocabulary you want to use in your descriptions.

After some exposure to this game, advanced students should be able to start giving descriptions from which teammates can guess the objects, but be very careful to choose vocabulary which can be easily described and wait until students are confident in their ability to succeed.

10. Shout (for students age 4 to adult)

Introduce or review a set of flashcards by having students repeat them after you. Then divide the students into teams and shuffle the cards. Show the first card to the students and ask what it is. The first student to say the name of the card wins it for his or her team. You can also have one student from each team play in turn, to let you match students more evenly and give shy or slow students more of a chance to participate.

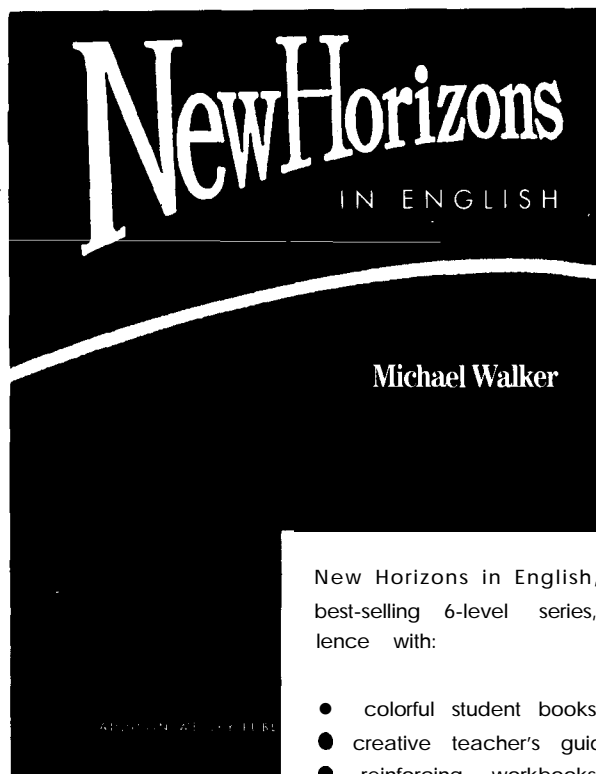
If a student's initial attempts at any game result in feelings of frustration or failure, he or she is likely to become very reluctant to try playing that game again, even after developing the language skills needed to succeed with it. When properly introduced and adjusted to the level of your students, these games provide excellent ways to build great communicative competence.

Richard Beach came to Japan three years ago, and is now teaching at Chris English Masters, Kyoto, where he is in charge of curriculum development.

PUBLISHERS

Please submit all review copies to
The Language Teacher Book
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JALT

Under Cover

Current Trends in European Second Language Acquisition Research. Hans W. Dechert (Ed.). Clevedon, Avon: Multilingual Matters, 1990. Pp. 259.

This volume consists of a collection of thirteen papers presented at a workshop which took place in conjunction with the 1985 LSATESOL Summer Institute at Georgetown University.

As the title suggests, the papers in this volume were presented by European researchers, many of whom are non-native speakers of English. Various languages are involved in the studies reported in this volume. This distinguishes the book from other recent anthologies in second language acquisition published in English, in which English is either first (L_1) or second (L_2) language of most of the studies (e.g. Gass and Madden 1985, Ellis 1987).

After the preface, there is a comprehensive introduction to the volume. The editor summarizes the main point(s) of each chapter in detail. It should be noted, however, the summaries are not necessarily presented in the correct order of the chapters.

The thirteen chapters are divided into four parts. Part One: Theory and Methodology in Second Language Acquisition Research; Part Two: Children's First and Second Language Acquisition; Part Three: Reference in Second Language Acquisition; and Part Four: Cross-linguistic Interaction in Second Language Acquisition.

In Part One (Chapters 1-4), there are four articles dealing with theoretical and methodological issues of second language acquisition research: Dietrich on lexicon (Ch. 1), Hyldenstam on typological markedness (Ch. 2), Lehtonen on automaticity (Ch. 3), and Dechert on competing plans (Ch. 4) as "basic theoretical concepts in the discussion of L_2 production, and reaction time data" (p. 2). The articles in this section can be difficult for readers with little background in second language acquisition. Therefore, I suggest that the readers read the articles in Part One after they have read some articles in later sections which seem to be more directly related to language teaching.

The four papers in Part Two (Chapters 5-8) would be very interesting for the readers of *The Language Teacher*.

Titone (Ch. 5) discusses the issue of early bilingual literacy. He reviews the literature on the subject extensively, before giving a progress report on his "Early Bilingual Reading Experimental Project." Titone concludes the chapter saying that there is "a sufficient warrant for positive confirmation" (p. 81) of his main hypothesis that "early bilingual reading ability should have a strong impact upon the child's cognitive and linguistic growth" (p. 69).

Skehan (Ch. 6) discusses language learning ability. He attempts to relate three sets of variables: 1) Measures of first language acquisition, 2) Measures of

foreign language acquisition, and 3) Measures of foreign language achievement.

First, he describes each of the variables and the respective tests in detail. Skehan, then, reports his study conducted as a follow-up study of the children involved in the Bristol Language Project (Wells 1981, 1985). He found that: first language development and foreign language aptitude are significantly related at a moderate level; foreign language aptitude and foreign language success are strongly related; first language development and foreign language success do not seem to have a direct relationship to one another, family background indices are related to language aptitude measures at a moderate level, and to achievement measures at a weak to moderate level; comprehension and vocabulary indices obtained early in life are related to subsequent aptitude and achievement at a moderate/moderate-to-strong level (p. 96-97).

Hullen (Ch. 7) argues that discourse analysis is a particularly suitable method for analyzing foreign language learning in the classroom, as the classroom is more controlled and patterned than natural discourse. He, then, briefly presents the results of three studies in classroom discourse he and his associates have conducted (Hullen and Lorsch 1979, Hullen 1982, Lorsch 1983).

Bailly (Ch. 8) reports on her longitudinal teaching experiment based on the Theory of Enunciative Operations by Culioli. The results of her study on French speaking EFL learners indicate that L_2 learning in formal setting depends on: (a) tutoring strategies inspired by TEO linguistics; and (b) general cognitive and linguistic mechanism (p. 129).

Part Three (Chapters 9&10) consists of two articles on reference in the acquisition of French as a second language. Noyau (Ch. 9) discusses the acquisition of linguistic expression of temporality in oral narratives and conversations by three Spanish speaking refugees. This is followed by Vennique's (Ch. 10) paper on the acquisition and the use of L_2 expressions of reference to person, time and space in the early stage, by Moroccan adults. A substantial knowledge of French is necessary to fully understand these chapters.

Part Four (Chapter 11-13) contains four articles exploring "the mutual procedural dependence of languages and cultures" (p. 8) in L_2 acquisition from different scopes: Ringbom on L_1 transfer (Ch. 11); Sharwood-Smith on input from within (Ch. 12); and Oksa on language and culture contact (Ch. 13). As the authors of this part suggest, cross-linguistic interaction is a highly complex phenomenon, and further studies and more comprehensive explanatory theory are needed.

The contributors' bio-data and index are comprehensive and useful for the readers. However, a few errors in typesetting, such as 'Bears, B. J. for 'Baars, B. J.' (p. 253) can be found.

In conclusion, I believe this volume is a great contribution to the field of L_2 acquisition, particularly because it covers various European studies to which we have had very little exposure. Some articles in this volume are, however, difficult for those without substantial backgrounds in linguistics and the language(s) being discussed. Another point I must mention is that some papers, especially the reference sections, should have been edited for print more carefully. For example, Wells (1972) which Skehan (Ch. 6) lists as a further

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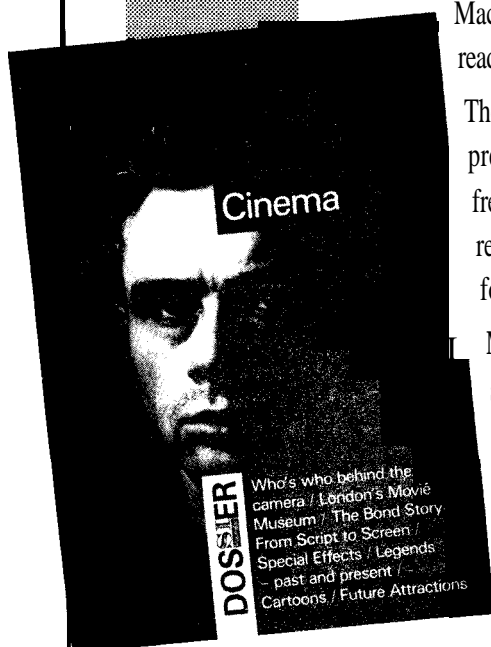
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reference regarding the Bristol coding scheme (p. 87-88), is not listed in the reference section at the end of Chapter 6. Despite these problems, this volume is a valuable addition to your reference shelf.

**Reviewed by Masaki Oda,
Tamagawa University**

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Cultural Studies in Foreign Language Education. Michael Byram. Clevedon, Avon: Multilingual Matters, 1989. Pp. 165.

Cultural studies are occasionally viewed suspiciously as a part of the "hidden curriculum" in language teaching, deviously conveyed without being explicitly taught. For this reason the present volume is a very welcome addition to language teaching literature, to help us become aware of and better understand this aspect of our work.

Cultural Studies in Foreign Language Education is required reading for textbook developers, and others who are concerned about the place of culture in language teaching. Today there is discussion of the "ideological value" of the material we present in our lessons (whole English and such), and for those interested in this, the book would also be helpful. It provides a very comprehensive discussion of what to do about teaching the culture of the foreign (second) language in the classroom.

It is not at first easy to catch on to what Byram wishes to convey, however. I would recommend at least two readings or one very leisurely contemplative reading of this book. Apparently the point of culture studies is not only to acquaint students with the particular culture of the country where the target language is used, but also to instill positive, or at least realistic attitudes towards this culture.

The first chapter provides a helpful discussion of the aims of language education in general. In a world where a second language is extremely helpful for practically everyone, we tend to forget the "Contribution to the personal education of learners in terms both of individuals learning about themselves and of social beings learning about others" (p. 22). A thought to remember when suggestions are made to limit lan-

guage education to an elite minority.

Byram reviews a great deal of literature on culture teaching, mainly concerning the situation in Europe, perhaps too detailed for a non-specialist in the cultural studies field. Chapter 5 is a very comprehensible exercise in "Analyzing, Describing and Understanding a Foreign Culture." This naturally leads into the final chapter which presents a model for incorporating culture teaching in language learning. The model distinguishes four aspects of language teaching: language learning, awareness; cultural awareness and experience.

The relative weight that should be placed on these four aspects in the different stages of language learning is discussed, without any reference to proficiency however. That may be good enough for Europe, here in Japan we would probably have to pay quite some attention to student proficiency before deciding how to adapt Byram's scheme.

**Reviewed by Torkil Christensen
Hokusei Junior College**

Write On: Children Writing in ESL. Sarah Hudelson. Englewood Cliffs, NJ: Prentice Hall, 1989. Pp. 109.

In this exploration of writing research, Sarah Hudelson examines the development of writing in first language learners and then suggests ways in which this information might be applied to teaching writing to second language learners.

Cognitive contexts play a role in the way children learn to write. Hudelson points out that children are active participants in determining how a language whether first or second-operates. Their inquiry touches on all aspects of the language process simultaneously and interdependently. Just as children make predictions about how to speak their first language, they also hypothesize about how the written forms for that language operate. This experimentation can lead to an understanding of what writing can do long before formal instruction occurs.

Hudelson suggests that second language curricula should take into account this kind of early learner behavior. Language classrooms ought not to restrict instruction to speaking and listening, for reading and writing play significant contributory roles within the second language learning process.

Furthermore, social and cultural contexts often affect the ways in which written forms develop-both in first language and second language learners.

Hudelson shows that children who come from print-rich environments are more predisposed to producing written texts than children who have had only limited exposure to printed materials. Seeing adults write letters, notes and shopping lists helps children understand what writing can do and how writing can serve the individual. Later, this internalized understanding of purpose lends support to instruction in the formal conventions of the written language. Hudelson suggests that ESL teachers should develop print-rich classrooms through the use of journals, bulletinboards, and other literacy activities.

The cultural background of a child can also affect how writing is learned. Different sets of values may influence how students view writing, their purposes for

writing, and their own roles as writers. Nevertheless, Hudelson cautions: "It would... be a mistake to assume that because [some] communities have limited access to and uses for literacy, they do not value literacy" (p. 34). Despite little prior experience, students may still have high motivation for learning.

This text offers a close look at how writing develops, what language instructors can do to encourage this growth, and how assessment of written work could occur. Write On, the primary title of this book, seems a bit "too cute"; it seems to detract from the author's thoughtful analysis and serious purpose. Hudelson's text merits both attention and respect because of her insights into human learning behavior and her useful suggestions for language instruction.

Reviewed by David Wardell
University of Pittsburgh ELI

Writing. Tricia Hedge. Oxford: Oxford University Press, 1988. Pp. 167.

Tricia Hedge has written an excellent and most practical resource book for teachers of teenage or adult learners of English in general purpose classes. Teachers and students start by examining what good writers do when they write. Through the book's activities, students are introduced to the writing processes they need in preparing "whole pieces of communication." Writing is given a sense of purpose and a sense of audience; that is, students know why the writing is being done and who it is being written for. Students are not producing the isolated sentences or using models for controlled parallel production emphasized in so many EFL writing texts.

The book begins with a thoughtful introduction asking teachers to look at their personal approach to writing by answering questions about the teaching of writing and its place in English learning. After this, there are four sections presenting writing activities. These are "Composing," "Communicating," "Crafting," and "Improving." Composing includes such example tasks as making a mind map and brainstorming which encourage getting ideas together before formal writing begins. Communicating activities are set with realistic writing goals for a real audience. An example task is jigsaw story writing which uses a picture story with an information gap. Students need to share their information, as in real-life situations, in order to write the narrative. In Crafting, students look at the way a good author develops and puts together the pieces of a text. One task here is writing a biography in which the focus is on skills of selecting and organizing information. For Improving, activities focus on students revising their own work as well as getting feedback from their teacher and classmates through such activities as group writing and pair work editing.

Tasks in each section are presented by a common format which always gives level, preparation, class procedure, and remarks (e.g. related tasks, warnings, sources of further ideas, etc.). Depending on the activity, information may also be given on topic; function (type of writing—e.g. description); focus (skills which the task is intended to develop); form (e.g. a letter); and content (which relates to the intended audience). Some activities are accompanied by line drawings, task sheets,

etc. which can be photocopied for classroom use. These save the teacher some preparation time.

There is a final, short "Evaluating" section, which like the introduction, includes a questionnaire. This one helps teachers to evaluate materials and tasks they have been using in their classes. A two-page, annotated listing of "Further Reading" closes the book.

Using the approaches and tasks Hedge presents has let me fill in the gaps so that textbook exercises with the directions "Write a paragraph about topic Z" become more meaningful uses of language. My students and I are enjoying writing more and we are writing better. That says a lot for Tricia Hedge's *Writing*. As a practical tool I recommend it highly.

Reviewed by Carol Kikuchi
Ibaraki University

Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design. James Dean Brown. Cambridge: Cambridge University Press, 1988. Pp. 219.

Brown's *Understanding Research in Second Language Learning* is oriented toward the consumer, rather than the producer of statistical research. Brown gently and skillfully introduces readers to the field of statistics with warmth and understanding, taking into account the intimidation teachers with no background in statistics generally show when confronted with statistical data. He carefully presents practical basic tools for understanding research and provides a number of real language research studies as practice material for the reader to interpret and critique.

After familiarizing the readers with basic terms in statistics in the first chapters of the book, Brown explains the typical organization of research articles, raising a number of issues, in Chapter 5. Chapters 6 and 7 illustrate graphic representations or descriptive statistics that help us visualize group behavior in terms of central tendency and dispersion, and understanding how these patterns work through exploring the following concepts and how they interrelate: probability, distribution, and standardized scores. The very practical Chapter 8 is devoted to statistics for testing.

Chapter 9 guides the readers through the statistical logic underlying research reports, while Chapters 10 to 12 elucidate how the above logic is applied in the three most commonly reported families of statistical studies: correlation, comparing means and comparing frequencies. The last section of these three chapters contains a list of other common statistical analyses with a brief description, for use as a reference.

In the last chapter, "Hands-on critique and post-test," we can check what we have learned. The directions are, "Read the following study and count the number of times that you chuckle or laugh." This book achieves its aim to give teachers a strong sense of how the organization and logic of statistical studies provide a framework for discovering patterns in probabilistic terms, to better understand the results of such research. I strongly recommend this book to JALT members like myself who have so far been in terror when confronted with large doses of numbers, tables, and statistics.

Reviewed by Sonia Yoshitake

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 February 28th.

Classroom Text Materials

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- !Helgesen, M., Brown, S. & Venning, R. (1990). *Firsthand access* (student's, workbook, teacher's, cassettes). Harlow, Essex: Longman.
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- !Rost, M. & Kumai, N. (1999). *First steps in listening* (student's, teacher's, cassettes). Harlow, Essex: Longman.
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English library, level 2. Glasgow: Collins.

!Shearer, A.R. (Abridged and simplified by). (1990). Robert Louis Stevenson's *Treasure Island*. Collins English library, level 3. Glasgow: Collins.

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Teacher Preparation/Reference/Resource/Other

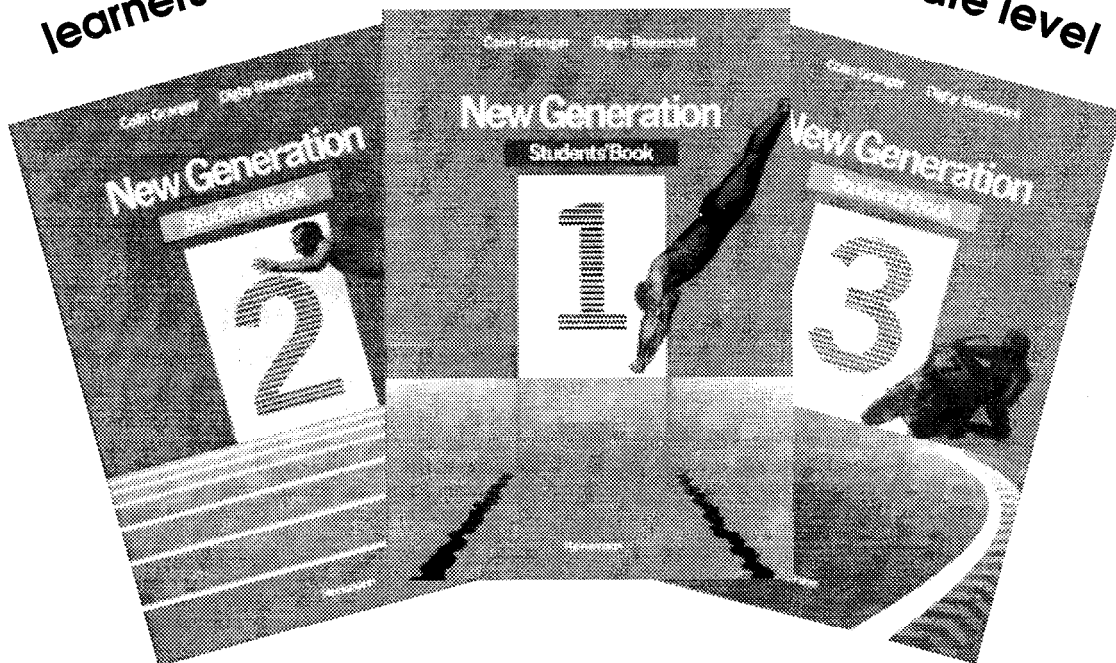
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- Kinsella, V. (Ed.). (October, 1988). *Language teaching: The international abstracting journal for language teachers and applied linguistics*. London: Cambridge University Press.
- Room, A. (1999). *An A to Z of British life: Dictionary of Britain*. Oxford: Oxford University Press.
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- !Davis, P. & Rinvoluceri, M. (1990). *The confidence book: Building trust in the language classroom*. (Pilgrims Longman Resource Books). Harlow, Essex: Longman.
- !Deller, S. (1990). *Lessons from the learner: Student-generated activities for the language classroom*. (Pilgrims Longman Resource Books). Harlow, Essex: Longman.
- !Hill, D. (1990). *Visual impact: Creative language learning through pictures*. (Pilgrims Longman Resource Books). Harlow, Essex: Longman.
- !Lindstromberg, S. (Ed.). (1990). *The recipe book: Practical ideas for the language classroom*. (Pilgrims Longman Resource Books). Harlow, Essex: Longman.

The Language Teacher welcomes well-written reviews of other appropriate materials not listed above (including video, CALL, etc.) but please contact the Book Review Editors in advance for guidelines. Well-written, professional response of 150 words or less are also welcome. It is *The Language Teacher's* policy to request that reviews of classroom teaching materials be based on inclassuse. All requests for review copies or writer's guidelines should be addressed to the Book Review Editors.

Graded Readers

- !Denniston, J. (1990). *Michael Jackson: Who's bad!* Collins

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Materials currently used: _____

IN THE PIPELINE

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

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

Chapter Presentation Reports

SAPPORO

Teacher's Resources:

How to provide your own in-service training
by Catherine O'Keefe

The meeting started with the audience contributing their personal knowledge of written resource materials and organizations which provide assistance. We accumulated an extensive list to the surprise of many. We then discussed the ways to utilize these resources. O'Keefe served as a stimulus to generate a variety of responses from the group. Many good suggestions were put forth proving to us that the JALT meeting was one of the best resources for improving our ability to teach. We also discussed teacher observation. Other teachers can be used as observers to critique the teachers' strengths and weaknesses. According to O'Keefe this can be a very useful aid to improving teaching skills but, for those who don't want someone to observe them, it was recommended that they observe themselves via video or cassette recorder.

Reported by Ken Hartmann

Experiential Learning
by Ron White

In November, Ron White, of the University of Reading, England, discussed how we as teachers can best learn from our own classroom experiences. He began by explaining Kolb's cycle, a four-stage process for experiential learning:

- 1) choose a concrete experience (i.e. a lesson);
- 2) observe and reflect on it, the reactions/responses of students to teachers and vice versa;
- 3) make generalizations/theories and abstractions based on (2);
- 4) apply the newly formulated theories.

White put the above cycle into action by asking us to reflect on and discuss our most recent teaching experiences, specifically identifying and evaluating "routine" and "non-routine" activities. It forced us to think objectively: what activities were routine/non-routine and why?

White outlined two types of theories: "espoused theory" (how something should be) versus "theory in use" (how something actually is, as revealed by our behavior, in this case, by our teaching). Espoused theory is meaningless because it is divorced from practice. Theory in use, on the other hand, is valid because it is derived from concrete practice.

White's talk made us aware that experience alone won't make us better teachers. Experience is raw data, which, when refined, has the potential of sharpening our intellect and our ability to control practice.

Reported by Laura MacGregor

TOKYO

Teaching Nonverbal Communicationby **Atsuko Ushimaru and Nicholas Jungheim**

At the October meeting Atsuko Ushimaru and Nicholas Jungheim discussed a commonly-ignored topic in the language classroom nonverbal communication, and pointed out that it is important to teach nonverbal communication.

The presenters illustrated the need for teaching this subject by describing the middle-aged business person and fluent English speaker who frequently pointed to his nose when he was addressed in English. Also, there are numerous false beginners who hope that hand signals will fill their language gaps in communication while travelling in an English-speaking country. In other words, teachers should present and encourage students to practice verbal communication and body language from the first day of class.

After establishing the reason for developing nonverbal communication skills, Ushimaru and Jungheim posted pictures of people on the board making such gestures as "Stop," "Me," "I don't know," "Come here" and "You're crazy." Then they acted out the gesture and followed a step-by-step approach where the students first learned to connect the gestures with the picture and later, produce the gesture and the words. Through this kind of activity and others, the presenters encouraged us to be aware of the need to teach gestures and to teach them systematically along with the language.

Reported by **Catherine Tansey****What Worked!**by **Mitsuko Hosoya et al.**

Since the December meeting was the last one of year, the Tokyo chapter held an informal meeting. We invited all members to give mini-presentations and we left a lot of time for socializing and networking.

Mitsuko Hosoya showed us how to encourage beginners to start thinking in English through telephone numbers. Dale Griffie showed us how to teach students to use conversation fillers such as "Uh" and "Erm" to fill the pauses in their speech. Atsuko Ushimaru suggested that we use *hiragana* to correct Japanese pronunciation. Stanley Davies, who works with business people, urged us to use needs analysis to help our students learn English effectively. Yusuke Kusaka, a student at Tokyo Foreign Language College, gave a short speech on "Living on Easv Street in Japan." Will Flaman talked about "Coop Learning" and how he gets his quiet students to participate in class by dividing everyone into groups of strong and weak learners. Anthony Butera used an IBM computer and Print Shop software to show us how to make our class material more personal for the student.

Reported by **Catherine Tansey**

TOYOHASHI

**Intercultural Communication:
Its Theoretical Considerations
and Conceptual Frameworks**by **Roichi Okabe**

"Intercultural Communication" is inevitable these days. With this in mind, Roichi Okabe of Nanzan University explained the origins and development of the study of intercultural communication in the United States. He introduced participants to the two main schools of thought, the cultural dialogue school and the cultural criticism

school. As their names suggest, these respectively focus on similarities and differences among cultures.

Okabe defined the key terms of the field and the levels of communication, including political communication. He then focussed on the different assumptions about communication in Japan and the United States.

He stressed that it is wrong to regard one culture as better than other cultures. It is important that we are aware of different cultures, both within our country and abroad. This awareness allows for more successful interaction at all levels from among ordinary people to governments and their representatives.

Reported by **Yoshinobu Shiga****What is Chimera?****The Search for the Perfect Textbook**by **Ron White**

In addition to its regular monthly meeting, Toyohashi chapter held an ad hoc meeting to welcome Professor Ron White from Reading University in England. Participants were asked to focus on what a 'chimera' is in his lecture.

First, White introduced us to a classroom triangle: students, teacher, and materials writer. Participants were invited to think about and justify their ways of teaching. What influence does their teaching have on their students? How efficiently does it work? Then they were given a worksheet with 35 criteria for judging texts, and were told to choose, in groups, 10 criteria and rank them. In doing the task, we were reminded to keep in mind two kinds of theories—the espoused theory and the theory-in-action. Finally, the views of the groups were collated and summarized.

The conclusion was that the perfect textbook is like the mythical beast, "Chimera." By producing the list of criteria, we felt it almost as impossible to find the perfect text as to find a "chimera." So among the three elements of the classroom chemistry, the most crucial one is the teacher, his imagination and management skills will make texts suitable for the students, and will provide effective activities for the learners.

The search for a "chimera" depends on the empathy the teacher can feel with learners.

Reported by **Tomoyo Kumamoto**

YOKOHAMA

**Using a Spreadsheet for Managing and
Planning Classroom Information**by **John Burton**

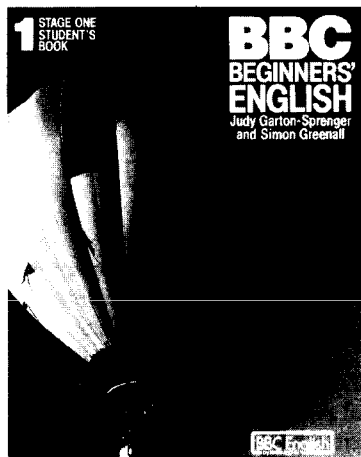
In November, John Burton brought his personal computer, printer and handouts to demonstrate spreadsheet software. He showed us how to lighten the load of administrative and other teaching tasks, "For up to a rough half million yen for everything—for the same as the cost of a sandwich and coffee (lunch) every day for two years," he said.

Burton explained the basics of a computer for the novices amongst us, showing how a computer can eliminate time-consuming processing of information which teachers of large classes face.

Burton showed how he had modified user-friendly spreadsheet software without ever having programmed his or any other computer in his life. With a display resembling a class attendance record, he was able to put together records for mock students and process averages and other data for running a course and making statistical graphs.

Reported by **Howard Doyle**

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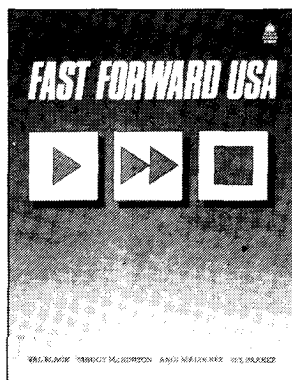
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Bulletin Board

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

1991 The 5th Anniversay

Dr. Dean Bamlund's

CCTS Spring Seminars and lecture
Intercultural Communication for Language
Teachers (Tokyo/Kyoto, March 1991)

Dr. Dean C. Bamlund, professor of Communication Theory and Interpersonal and Intercultural Communication at San Francisco State University and author of *Public and Private Self in Japan and the United States* (Simul Press) and *Communicative Styles of Japanese and Americans* (Wordworth, 1988) will conduct two day seminars which provide participants with an in-depth understanding of theoretical perspectives for intercultural communication and help develop deeper insights into the field.

Communicative Styles of Japanese and Americans was selected for the book award for distinguished scholarship in international and intercultural communication in 1989, sponsored by the International and Intercultural Communication Division of the Speech Communication Association.

Tokyo

5th Anniversary Lecture: March 13 (Wed) 7:00p.m.-8:30p.m.

Location: International House of Japan, Tokyo

Lecture Fee: ¥1,500

Seminar A: "Culture and Communication" (Part I): March 16 & 17 (Sat. & Sun.)

Seminar B: "Perspectives on Intercultural Communication" (Part III): March 21 & 22 (Thur. & Fri.)

Seminar C: "Teaching Intercultural Communication" (Part III): March 23 & 24 (Sat. & Sun.) 9:00 a.m.-5:00 p.m.

Location: International House of Japan, Tokyo

Seminar Fee: ¥37,000

Kyoto

Seminar C: "Teaching Intercultural Communication" (Part III):

March 29 & 30 (Fri. & Sat.) 9:00 a.m.-5:00 p.m.

Location: Nijima Kaikan, Kyoto

Seminar Fee: ¥37,000

(each seminar approximately 25 people)

For further information, please call or write to: S. Arai.
Cross-Cultural Training Services, 1231-4-402 Kamiasao,
Asaoku, Kawasaki-shi 215, Tel.: 044-989-0069.

The Tokyo JALT Spring Conference

19 May 1991

Temple University Japan

Mark your calendar now for Tokyo JALT's Spring Conference on 19 May. See presentations on such topics as video, learner training, exploiting materials, business, listening, student centered activities, speaking, reading, writing, and more. Bring ideas (or dilemmas) and share them with other teachers in a special lounge set aside for informal discussion. All this plus a display featuring materials from over a dozen publishers will make the Tokyo JALT Spring Conference an exciting event. Don't miss the 19 May Tokyo JALT Spring Conference at Toyo High School

(one minute from Suidobashi Station on Sobu Line; see next month's *The Language Teacher* for map). Call Will Flaman (H) 03-3816-6834; (W) 03-3814-1661 or Don Modesto (W) 03-3291-3824 for further information. See you then.

Call for Papers

Tokyo JALT Spring Conference

19 May 1991

Present at Tokyo JALT's Spring Conference on 19 May. We are soliciting proposals (in English and Japanese) for workshops, demonstrations, and/or papers which deal with practical ideas for language instruction. Send abstracts of 50-100 words or 200-400 characters with a short biographical statement—25 words or 50 characters—to Don J. Modesto, Toyo High School, 1-4 Misaki-cho, Chiyoda-ku, Tokyo, Japan 101. Deadline for receipt of abstracts is 31 March but don't wait until the last minute, do it today. Applicants will be notified of the status of their proposals by 22 April. Call Will Flaman (H) 03-3816-1661 or Don Modesto (W) 03-3291-3824 for further information.

Call for Papers

Communication Association of Japan

Sendai, Japan, June 29-30

Papers will be considered on the following themes: Rhetoric & Speech Communication Theory, Intercultural Communication, Speech Education, Applied Speech Sciences, Mass Communications, Small Group & Interpersonal Communication, Communicative Language Teaching, Forensics and Public Speaking, Theoretical & Applied Linguistics and Sociolinguistics. Those interested in submitting proposals should send a title and abstract by March 31, 1991 to Dr. Takehide Kawashima, Arts and Sciences Dept., Nihon University, 3-25-40 Sakurajosui, Setagaya-ku, Tokyo 156, Japan.

日本語教育全国 SIG の結成を検討する会

JALTの日本語教育は現在、東京支部と仙台支部にSIGがありますが、それぞれどんな活動を行っているのか他の支部には殆ど伝わっていません。そこで、全国的なネットワークを作るために、全国SIGの結成を検討する会がJALT '90の期間中に開かれました。全国各地から12名の参加者がありましたが、その席で全国SIGを結成するかどうかは別として、まず会員の日本語教育に対する興味や要求がどのくらいあるのか探してみようということになりました。

誰がどこでどんな問題を抱えてどういう活動をしているのか等、日本語教育に関する情報交換が必要だとお考えの方は下記へご連絡ください。

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New "Global Issues" N-SIG

All JALT members are invited to join a new National Special Interest Group (N-SIG) on "Global Issues in Language Education." This N-SIG is for those who believe that our goal as language teachers involves helping our students become active, concerned, socially responsible world citizens and for those who deal in their teaching with issues such as war, hunger, poverty, sexism, environmental destruction and peace, global awareness and international understanding.

The N-SIG aims to promote discussion of the role of global

issues and social responsibility in foreign language teaching, promote networking and support for educators dealing with global issues in language teaching, and promote awareness among language teachers of important developments in global education and the fields of environmental education, human rights education, peace education and development education.

Members of the Global Issues N-SIG receive a newsletter with book reviews, teaching activities and news about global issues in language teaching in Japan and abroad. They also have access to N-SIG regional conferences, a global issues teaching materials databank and the SIG's global education network.

To join, pay the standard N-SIG fee of ¥1,000 through your local chapter treasurer or by using the postal transfer form in The Language Teacher (specify "Global Issues N-SIG"). For further information, contact: "Global Issues in Language Education" JALT N-SIG, c/o Kip Cates, Tottori University, Koyama, Tottori, Japan 680, Tel.: (H) 0857-28-2428, (W) 0857-28-0321; fax: 0857-28-6343 (or 3845).

Temple University Japan Course Schedule for Spring Semester 1991

Tokyo

Sound System of American English (Schaefer) Monday; **TESOL Methods and Materials, Part II** (Gales) Sect 1: Tuesday, Sect 2: Wednesday; **Applied Linguistics** (Ellis) Tuesday; **Media and Technology in the Language Classroom** (J.D. Brown) Saturday and Sunday, Feb 9-24; **Teaching Practicum** (Johnston) By Arrangement; **History of the English Language** (Schaefer) Thursday; **Applied Statistics in Education** (Chedid) Saturday; **Doctoral Seminar-Investigating Classroom Language Learning** (Ellis) Friday; **Dissertation Writing** (Ellis and Gales) Monday; **Distinguished Lecturer Series: Seminar 1, Trends in Language-Teacher Development** (Kathleen Bailey) Feb 16 & 17; **Seminar 2, Cross-Cultural Pragmatics** (Gabriele Kasper) March 16 & 17; **Seminar 3, Integrating Language and Content Instruction** (Marguerite Ann Snow) April 20 & 21.

Osaka

TESOL Methods and Materials, Part II (Gales) Thursday; **Applied Linguistics** (Ellis) Wednesday and Saturday; **Introduction to Discourse Analysis** (Rost) Tuesday; **Teaching Practicum** (Rost) By Arrangement; **Distinguished Lecturer Series: Seminar 1, Trends in Language-Teacher Development** (Kathleen Bailey) Feb 23 & 24; **Seminar 2, Cross-Cultural Pragmatics** (Gabriele Kasper) March 23 & 24; **Seminar 3, Integrating Language and Content Instruction** (Marguerite Ann Snow) April 27 & 28.

JALT members are invited to attend the opening lecture of each Distinguished Lecturer Seminar, 2:00 and 5:00 p.m. on Saturday. For additional information, call Tokyo 03-3367-2538 or Osaka 06-361-6667.

Book Donation for Vietnam

The Global Issues in Language Education Network is arranging a book donation for our language teaching colleagues in Vietnam. This will take place as part of an international conference on "Language Education: Interaction & Development" to be held in Ho Chi Minh City from Mar. 30 to Apr. 1 organized by Vietnamese language educators and the Tasmanian Institute of Technology in Australia.

Books for donation can be foreign language textbooks (coursebooks, readers); professional resource books (on language teaching theory & practice); reference books (grammars, dictionaries, encyclopedias). These can be new texts, publishers' sample copies, second-hand/used books (please indicate which) or any useful foreign language teaching books gathering dust on your shelves. Teachers, course directors, publishers and

other language educators interested in participating in this book donation are requested to send their names, addresses and a list of the type and number of books they can contribute to: Global Issues in Language Education Network, c/o Kip Cates, Tottori University, Koyama, Tottori, Japan 680: Tel.: (Home) 0857-28-2428, (Work) 0857-28-0321; fax: 0857-28-6343 (office hours) or 0857-28-3845 (24 hours).

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Yoko Matsuka, M.A. TESL. will conduct, entirely in English, two-day and four-day workshops in the theory and practice of teaching phonics, including up-to-date information about language acquisition, practice in "teacher-talk" and games, and individual checking of pronunciation by native speakers of English: Morioka, Iwate-ken (2/23-24), Harajuku, Tokyo (3/27-30), (4/20-21), Omiya, (4/27-28), Niigata (5/25-26). Apply to: Matsuka Phonics Institute, 5-6-3 Tamagawa-gakuen, Machidashi, Tokyo 194, Tel.: 0427-28-5421.

Call for Papers Universiti Brunei Darussalam International Conference (BAND91) Bilingualism and National Development: Current Perspectives and Future Trends December 9 through 12, 1991

The field of education is rapidly changing, and it is expected, in the course of this conference, that theorists and practitioners, both from South East Asia and the rest of the world, will exchange and share their varied experiences. It is hoped that the exploration of a number of major themes of bilingualism and bilingual education will contribute significantly to the optimism of education in the region during the 1990s and beyond.

The conference will examine the interrelationship of language, culture and education in bilingual contexts with a focus on the theoretical and experiential aspects of language and Education and Language and Society.

Send abstracts in either English or Malay before March 31, 1991 to: BAND91, English Department, Universiti Brunei Damssalam, Gadong, 3186. Brunei Darussalam.

Call for Papers

The Journal of Second Language Writing is now accepting article submissions on topics related to the study and teaching of writing in a second language. The editors encourage theoretically grounded reports of research and discussions of central issues in second and foreign language writing and writing instruction at all levels of proficiency. Sane areas of interest are:

- personal characteristics and attitudes of L₂ writers
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- assessment/evaluation of L₂ writing
- contexts (cultural, social, political, situational) for L₂ writing
- any other topic clearly relevant to L₂ writing and/or writing instruction

Guidelines for Submission

Submissions should be 15-30 pages in length, typed, double-spaced, on 8 1/2x 11 inch paper with 1 inch margins on all sides and include a 200-word abstract. please submit 4 copies accompanied by a cover letter which includes the author's (or authors') name, affiliation, address, and home and office phone numbers. Please use APA bibliographical style.

Since manuscripts will be reviewed anonymously, identifying information should be removed from the body of the paper.

Manuscripts are accepted for review with the understanding that they are previously unpublished and not under review

elsewhere and that all persons listed as authors have given their approval for submission.

Send submissions or further inquiries to: Iona Lekki Journal of Second Language Writing, Department of English, University of Tennessee, Knoxville, TN 37996-0430, U.S.A., Tel: (615) 974-7080 or 5401.

S.A.P.L. Training

A 5-day training seminar in Self-Access Pair Learning, led by Nicolas Ferguson, Director of the C.E.E.L. in Geneva, will take place in Osaka from March 18-22. Due to numerous developments in S.A.P.L. over the past year and impending ones over the next it is strongly recommended that current users as well as new coordinator candidates take this training, which will be conducted along self-access lines in order to take into account various levels of ability and experience. Those who have taken a previous Introduction to S.A.P.L. training will be eligible for a substantial discount. For further information, please contact DIDASKO at 6-7-31-611 Itachibori, Nishi-ku, Osaka 550: Tel.: 06-443-3810; fax: 06-447-7324.

University of Cambridge
Summer Institute in English & Applied Linguistics
language & Understanding
14-27 July 1991

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

Registration: £100; Course: £1,350. For more information, please contact: University of Cambridge Board of Extra-mural Studies, Madingley Hall, Madingley, Cambridge CB3 8AQ, England, Tel.: (44) 954-210636, Fax (44) 954-210677.

Closing date for application is 12 April 1991.

Training in listening Skills

Tokyo English Life Line (TELL) is offering its first daytime training course for telephone counselors. The course in listening and counseling skills will be held 9:30-12, Mon. and Thurs., February 28 to May 30; ¥22,000 fee includes texts and a retreat. Openness, native-speaker fluency in English, and potential for personal growth are the prerequisites. Those completing the training and apprenticeship will be invited to become TELL telephone counsellors. Further information: 03-3264-4347.

The Language Teacher Calendar 1991

March - Conference Reports
April - JALT News
May - Open
June - Open
July - Open
August - Feminist Issues
(Denise Vaughn)
September - Conference Issue
October - Content-based Courses
(Rita Silver)
November - Open
December - Open

Meetings

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

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

CHIBA

Topic: Teaching Oversized & Undermotivated Classes
Speaker: Andrew Barfield
Date: Sunday, February 17th
Time: 1:00-4:00 p.m.
Place: Chiba Chuo Community Center
Fee: Members free; non-members ¥1,000
Info: Bill Casey 0472-55-7489

A practical demonstration of classroom activities based on Touchdown, a text designed for Japanese university students. It will cover such course and lesson planning principles as staging activities, language selection and recycling, skills integration, whole person involvement, and self-access materials.

Andrew Barfield has been teaching EFL for ten years. He is Director of Studies for Language Resources in Tokyo with responsibility for developing technology transfer curricula for company language training.

FUKUI

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

Mr. Nmomiya of Daito J.H.S. has recently returned from a sabbatical at British universities, where he studied current developments in language teaching techniques and procedures. He will discuss use of his insights for Japanese class-s.

FUKUOKA

Topic: EFL in the Japanese School System
Speakers: Ellen Barton and Susan Niemeyer
Date: Sunday, February 17th
Time: 2:00-5:00 p.m.
Place: West Chester University, 1-3-9 Nagahama, Chuoku, Fukuoka (Tel.: 092-761-0421)
Fee: Members free; non-members ¥500
Info: JALT Office 092-714-7717
Shane Hutchinson 092-823-1414

This meeting is a "must" for any teachers working in or about to work in Japanese junior high/high schools. Offering a look at EFL from the perspectives of the students, the foreign teachers and the native teacher, the workshop will open with the theory behind the government JET/AET program, then what it's like to work in a Japanese school on the program. A guided group discussion of large classes, discipline, school textbooks, class-management, team teaching, curriculum design,

teaching techniques and games will follow.

Ellen Barton and Susan Niemeyer are working in the government JET program.

GUNMA

Hisatake Jiibo 0274-62-0376

HAMAMATSU

Barbara St. Clair 05383-7-7658

HIMEJI

Topic: Maintaining Students Interest in Junior High English Classes

Speaker: Yoshikazu Fujiwara, Tsmui Junior H. S.

Date: Sunday, February 17th

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

Place: Hieji YMCA (near Topos)

Fee: Members free; non-members ¥500

Info: F. Yamamoto 0792-67-1837

Every April, fresh students come to junior high school, looking forward to their first English lessons. Most are interested in learning a new language. At first, the English lessons seem easy and they enjoy studying, but their interest in learning English begins to fade. Why? Perhaps they find the English lessons do not give what they wanted to learn. The students want to speak English, to communicate in English. Fujiwara will show how he tries to maintain their interest in English classes and share techniques and ideas about teaching English with high school and college teachers.

HIROSHIMA

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

IBARAKI

Martin E. Pauly 0298-64-2594

KAGOSHIMA

Yasuo Teshima 0992-22-0101 (W)

KANAZAWA

Kimiko Oshigami 0764-29-5890

KOBE

Topic: Bilingualism

Speakers: Masayo Yamamoto and Jim Swan

Date: February 10th

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

Place: St. Michael's International School

Fee: Members free; non-members ¥1,000

Info: Jane Hoelker 078-822-1065

Under the co-ordinatorship of Swan and Yamamoto, the Colloquium on Bilingualism has been extremely well-attended at the past six JALT Conferences. This enthusiasm influenced the promulgation last year of a JALT policy for the development of National Special Interest Groups (N-SIGs). Focusing on practical concerns affecting individuals living abroad, Yamamoto will discuss the merits of five common conceptions of native bilingualism. Swan will discuss the formation of the JALT N-SIG on Bilingualism. Then they will preside over discussion.

Masayo Yamamoto is an assistant professor at Ashiya U. Her first book on bilingualism in Japan is due for publication by Taishukan this year. She also collaborated on one for Kenkyusha, also due this year.

Jim Swan is an assistant professor at Baika Women's College and the Chair of the JALT N-SIG on Bilingualism.

KYOTO

Christopher M. Knott 075-392-2291

MATSUYAMA

Vicki Rooks 0899-33-6159

MORIOKA

Jeff Arden

NACANO

Tokio Watanabe 0267-23-2063

NAGASAKI

Sue Bruell 0958-49-0019

NAGOYA

Helen Saito 052-936-6493

NARA

Denise Vaughn 0742-49-2443

NIIGATA

Topic: "Spots of Time"-Recollections of a Japanese Teacher of English

Speaker: Soji Kitagaki

Date: Sunday, February 17th

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

Place: Kokusai Yuko Kaikan (International Friendship Center)

Info: Akiko Honda w-228-1429

Setsuko Toyama 0256-38-2003

Mr. Kitagaki is president of Keiwa Gakuen, Shibata

OKAYAMA

Fukiko Numoto 0862-53-6648

OKINAWA

Karen Lupardus 09889-8-6053

OMIYA

Topic: What's in a Task?

Speaker: Carl R. Adams

Date: Sunday, February 10th

Time: • 1:30-4:30 p.m.

Place: Omiya YMCA

Fee: Members free; non-members ¥1,000

Info: Yukie Kayano 048-746-8238

Task-based language activities challenge and engage students in meaningful communication levels in foreign language learning. This workshop offers communicative tasks (i.e. listening, information gap/gathering, problem-solving tasks) that can be integrated into EFL classes, with practical suggestions on the use, evaluation and development of tasks to encourage greater student interaction.

Carl R. Adams (M.A. in TESL School for International Training) is an assistant professor at the Faculty of Education, Niigata U. and president of JALT Niigata.

OSAKA

Naomi Katsurahara 0736-3-4573

SAPPORO

Topic: Don't Just Sit There, Say Something.

Speaker: Laura MacGregor

Date: Sunday, February 17th

Time: 1:30-4:00 p.m.

Place: Hokusei Women's Junior College (S.4, W. 17)

Fee: Members and students free; non-members ¥1,000

Info: Ken Hartmann 011-584-4854

The presentation will include communication games and activities suitable for pairs, groups, and the entire class. MacGregor will outline steps in organizing and executing pair

and group work effectively.

SENDAI

Topic: Using Songs and Music
 Speaker: Tomoo (Tom) Mizuide
 Date: Sunday, February 24th
 Time: 1:00-4:00 p.m.
 Place: New Day School (4th floor)
 Fee: Members free; non-members ¥1,000
 Info: Tadashi Seki 022-278-8271
 Harry Neale 022-267-3847

仙台・日本語教育 SIG

テーマ：未定

発表者：川口義一

日時：2月9日(土) 2:00~4:00

場所：141ビル 会議室

参加費：未定

連絡先：高橋澄子 022-373-6799

(新コーディネーター)

SHIZUOKA

John Laing 0542-48-6861

SUWA

Mary Aruga 0266-27-3894

TAKAMATSU

Shizuka Mamma 0878-34-6801

TOKUSHIMA

Sachie Nishida 0886-32-4737

TOKYO

Topic: Reading as a Social Activity
 Speaker: John Fanselow
 Date: Sunday, February 24th
 Time: 2:00-5:00 p.m.
 Place: Temple University, 1-16-7 Kami Ochiai, Shinjuku-ku, Tokyo 161 (1 min. from Seibu Shinjuku Shimo-Ochiai Stn.)
 Fee: Members free; non-members ¥1,000
 Info: Will Flaman (H) 03-3816-6834; (W) 03-3814-1661

Though reading is usually considered a solitary activity, it can be a social act and can also include oral social interaction, as this presentation will show.

John Fanselow, author of *Breaking Rules* (Longman), conducts teacher training programs for Columbia Teachers College in New York and Tokyo.

TOYOHASHI

Topic: Mini-Symposium on Global Issues
 Speakers: Shigeo Kato, Naohiro Kumamoto, & Anthony Robins
 Date: Sunday, February 24th
 Time: 1:30-4:30 p.m.
 Place: Aichi University Kinenkaikan 2F
 Fee: Members free; non-members ¥1,000
 Info: Masahito Nishimura 0532-25-6474
 Kazunori Nozawa 0532-25-6578

UTSUNOMIYA

James Chambers 0286-27-1858

WEST TOKYO

Topic: Task-based Language Learning

Speaker: Bonnie Cothren

Date: Sunday, February 10th

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

Place: Arizona State U. Japan Study Center, Hachioji. Fifteen mm. from JR Hachioji Stn. & 10 mm. from Keio Hachioji Stn (new W. Tokyo JALT meeting location)

Fee: Members free; non-members ¥1,000

Info: Bruce Carrick 0422-54-3 111 x 390, fax 0422-52-0251; Tim Lane 0426-46-5011

Participants will view a 15-minute video showing students involved in task-based learning, followed by a workshop to explore how to bring task-based learning into an existing curriculum.

YAMAGATA

Ayako Sasahara 0236-81-7124

YAMAGUCHI

Brenda Watts 0832-54-0420

YOKOHAMA

Topic: Using Touchdown in Japanese Universities

Speaker: Andrew Barfield

Date: Sunday, February 10th

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

Place: Yokohama Kaiko Kitten Kaikan

Fee: Members free; non-members ¥500

Info: Ron Thornton 0467-31-2797

[For a description, see the Chiba announcement.]

Andrew Barfield is the Director of Studies, Language Resource Company, Kobe.

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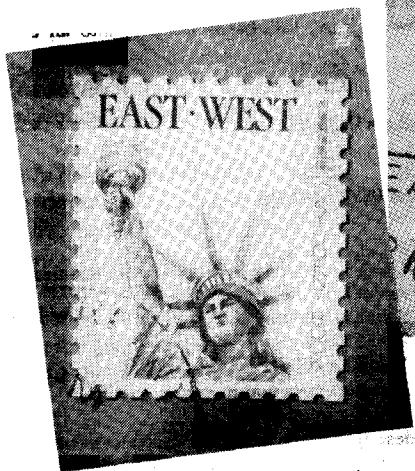


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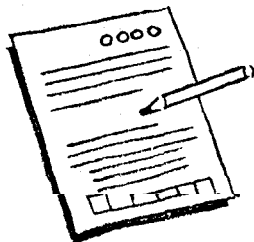
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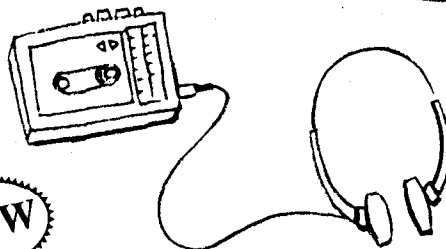
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Positions

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 25th of the month, two months before publication.

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

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

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

(KORIYAMA) Lecturer Positions at Texas A&M University, Koriyama in a rigorous academic preparation program. Requirements: Master's degree in TESL or related field and two years' teaching experience at college or university level. Send letter of application and resume to Ms. Wynell Biles, Associate Director for English Language Instruction, Texas A&M University, Koriyama, 1-20-22 Motomachi, Koriyama-shi, Fukushima-ken 963.

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

(NAGOYA) Full-time TESOL instructor for Japanese children, teaching English, developing curriculum and teaching materials. B.A./M.A. in linguistics, Japanese, English education or related fields. Experience working with children is desirable. 6 hrs/day, 5 days/

week. Additional teaching paid on an hourly basis. ¥230,000/month. ¥240,000 bonus after 12 months. Paid vacation and holidays. Please send resume, mpy of diploma and three photos to: Mr. Ken Nakamura, Interface Co., Lifepia Motoyama 3F, 5-21-5 Nekogahora-dori, Chikusa-ku, Nagoya, Japan.

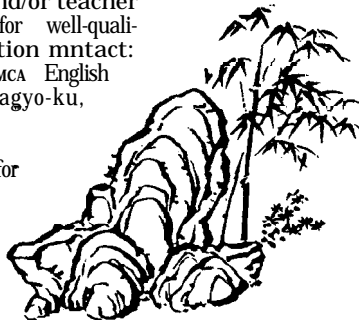
(ODAWARA) The Language Institute of Japan (LIOJ) in Odawara has EFL teacher openings in both its Business Communication Program (BCP) and also its Community Program (CP) beginning in February, March, May and June of 1991. MA. in TEFL preferred, but candidates also sought with backgrounds in education, business, engineering, economics, or international relations. BCP students are business professionals from throughout Japan who stay at LIOJ for one month and study in an intensive program. CP students range in age from 4 to 70, and instruction includes team teaching in local junior high schools. Salary approximately ¥339,700 per month with seven weeks paid vacation, up to ten meals provided, and other yearly benefits. Excellent living area, near the mountains and sea, about one hour from Tokyo. Send a resume to Warrick Liang, Administrative Director, Language Institute of Japan, 4-14-1 Shiroyama, Odawara-shi, Kanagawa-ken 250. Interviews will be arranged in Odawara for selected applicants.

(OSAKA) A well-known technical college requires full-time English teachers from April 1991. Requirements: Degree, TEFL qualification or at least 2 years teaching experience. One year renewable contract, 42.5 hour work week (10-15 teaching hours), competitive salary and benefits plus sponsorship. Send resume and photographs to Ms. Bootsman at Tsuji Hotel School, 3-9-11 Matsuzaki-cho, Abeno, Osaka 545. Tel.: 06-629-3453.

(SAITAMA) Full time three-year lectureship at national university for native English speaker (preferably under 35), beginning October 1991. Must have M.A. (ideally in linguistics, literature or Japanese Studies). Salary according to national university pay scale, with usual benefits included. Closing date for applications April 30, 1991. Please send initial letter of application and C.V. to: **Shomugakari, Kyoyoubu**, Saitama University, 266 Shimo-Oukubo, Urawa-shi, Saitama-ken 338.

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

(TAKAYAMA, GIFU-KEN) Chunichi Culture Centre seeks an experienced full-time English conversation teacher for our expanding English department from April 1. We have a full range of students, from elementary school students to senior citizens (max. 6 per class). 25 teaching hours maximum in a five day week. The salary is about ¥350,000 per month. Previous experi-




ence in Japan preferred. Good holidays. Sponsorship available. Please send curriculum vitae to Chunichi Bunka Centre, 520 Hanasato-cho, Takayama-shi, Gifu-ken, 606 or call 0577-34-0066.

(HACHIOJI TOKYO) Arizona State University, American Language and Culture Program Japan, has full-time openings (also possible part-time) for ESL teachers. Teacher administrator positions available (teaching with some release): Audio-Visual Coordinator, Student Activities Coordinator, Library Coordinator. Min. qualif: M.A. in TESL, Applied Linguistics, or related field with extensive experience; 2 yrs teaching exp. in univ. level intensive ESL program, living/working abroad. If interested in teacher administrator positions, include qualifications/experience in cover letter. Salary: competitive; range based on experience and education. Benefits include: furnished housing allowance; annual roundtrip airfare from U.S. point of hire to Tokyo for employee; medical, dental for employee and dependents; life ins., retirement; professional development allowance. One-year contract, renewable. Start mid-April 1991. Send letter of intent, resume, name/address/phone for 3 references who were in supervisory position to: Lynne McNamara, Academic Director, ASU ALCP Japan, 3-21-19 Owada-cho, Hachioji-shi, Tokyo 192, Japan. Deadline: March 1 or until positions are filled.

(TOKYO) Prentice Hall Regents of Japan, the top foreign publisher of English language teaching materials, has an opening for an ELT Consultant on a part-time

basis beginning immediately. The work initially will consist of speaking to groups of teachers about how to most effectively use ELT materials published by this company. The successful candidate should have an interest in working in business, a strong background in teaching, at least one year of teaching experience in Japan and be planning to stay in Japan for at least three years. In addition, he/she should be able to work on some weekends and during some holidays. Limited domestic travel is also a requirement. Remuneration competitive. To apply, send a copy of your resume with a cover letter to Harry T. Jennings, Marketing Director, Prentice Hall Regents of Japan, Jochi Kojimachi Bldg. 3F, 6-1-25 Kojimachi, Chiyoda-ku, Tokyo 102. Fax: 03-3237-1460.

(TOKYO) Private high school seeks part-time team-teacher for English program beginning April this year. Benefits include two bonuses/year and paid vacations with the possibility of becoming a full-time teacher. Duties include preparing communicative lessons (sometimes from scratch, more usually by augmenting the text), teaching (up to 15 hours/week), reviewing own and other teachers' classes (which will sometimes be videotaped for that purpose), and offering recommendations for improvements. Applicants must be conversational in English, hard-working, open to teaching innovations, and committed to continual improvement of their methods. Contact Saito Motoji or Don J. Modesto at Toyo High School, 1-4 Misaki-cho, Chiyoda-ku, Tokyo, Japan 101; Tel.: 03-3291-3824; fax: 03-3291-3827.









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MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,700. There are currently 36 JALT chapters throughout Japan. JALT is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

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

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT President by September 15. Awards are announced at the annual conference.

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

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Tel.: (075) 361-5426 Fax (075) 361-5429 Furikae Account: Kyoto 5-15892, Name: "JALT"

JALT — 全国語学教育学会について

JALTは、語学教育のために、最新の言語理論に基づく、より良い教授法を学ぶ機会を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。現在、日本全国に約3,700名の会員を持ち、英語教師協会 (TESOL) の加盟団体、及び国際英語教師協会 (IATEFL) の日本支部として、国際的にも活躍しています。

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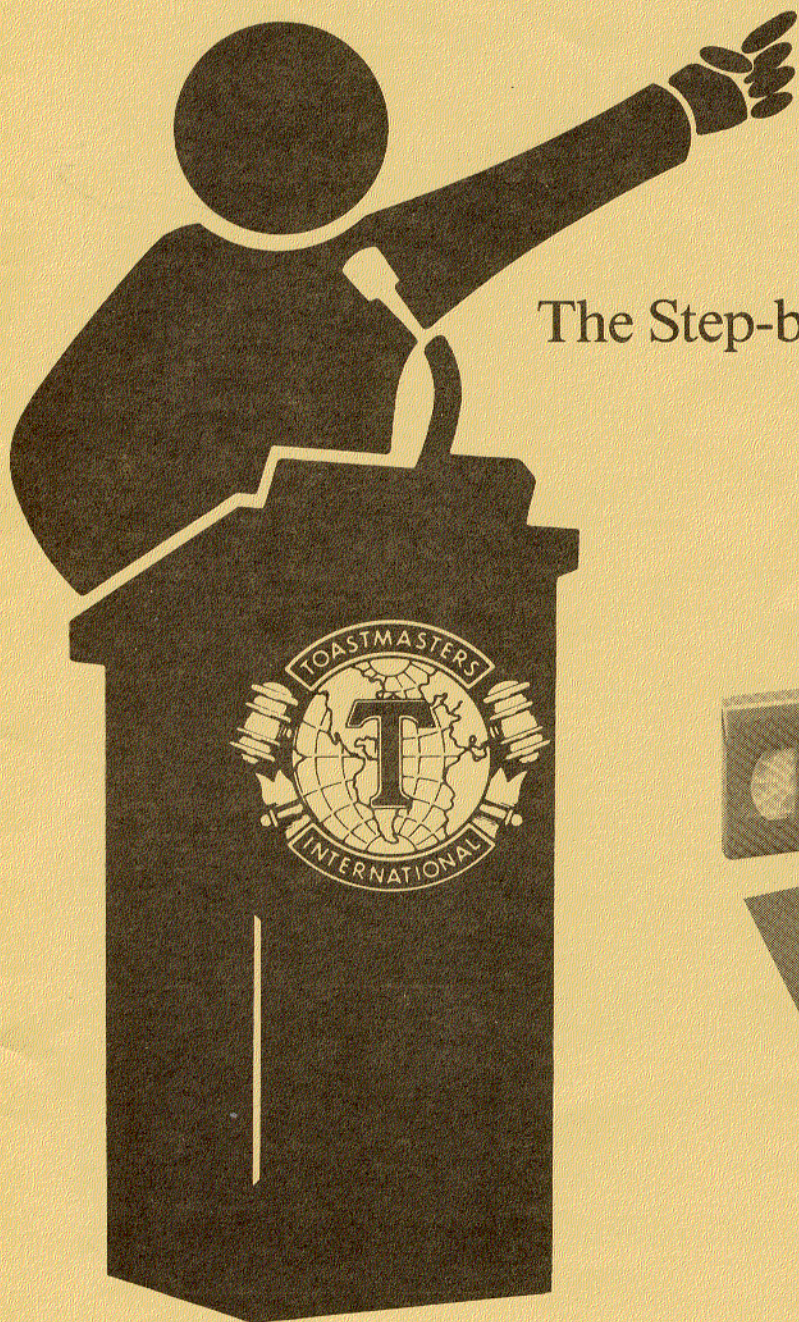
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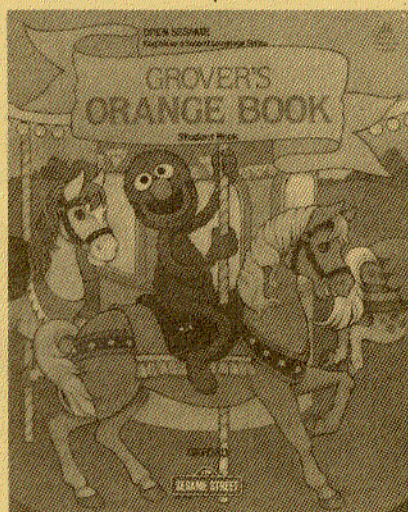
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