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全国語学教育学会

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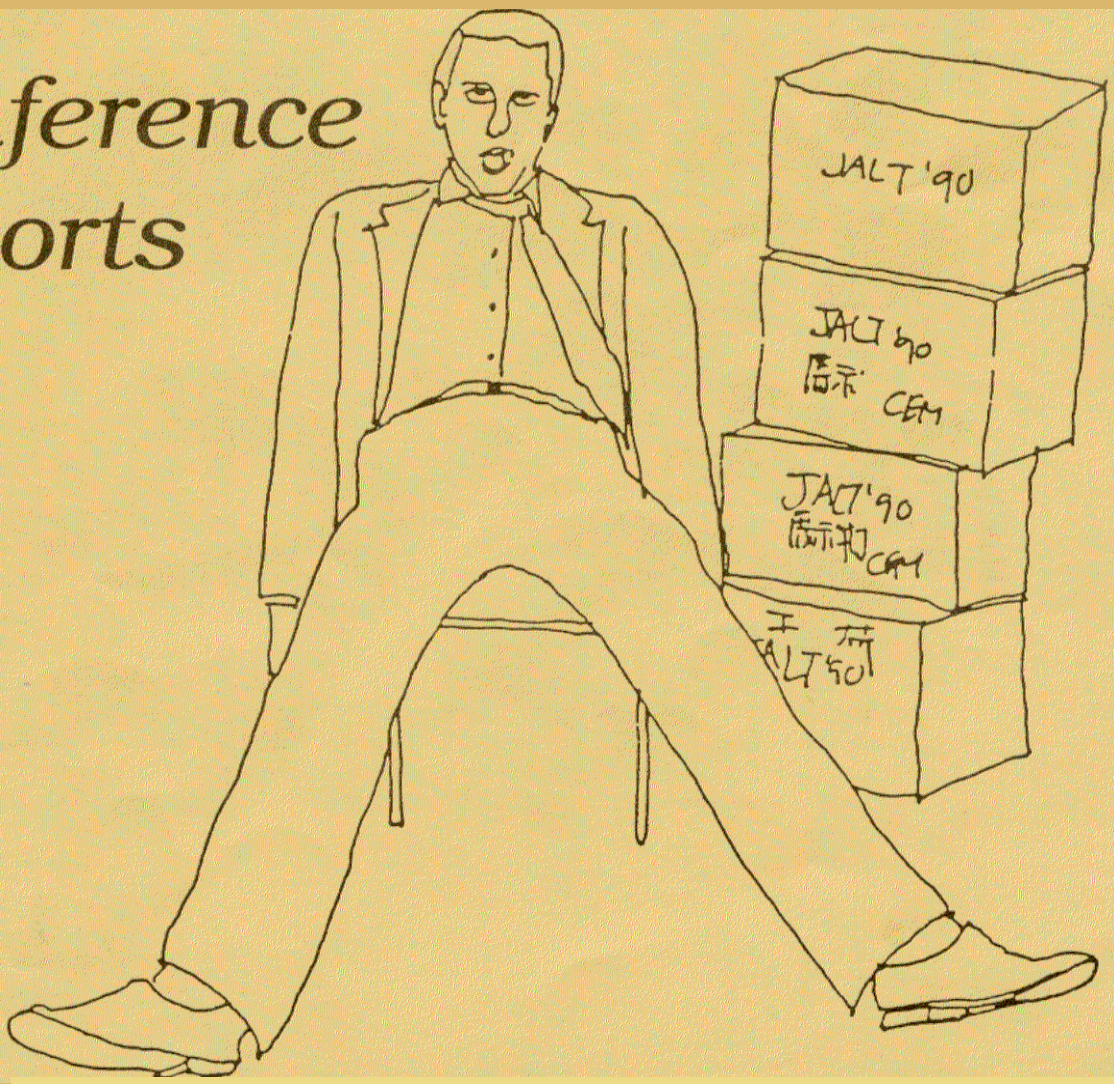
THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

Conference Reports



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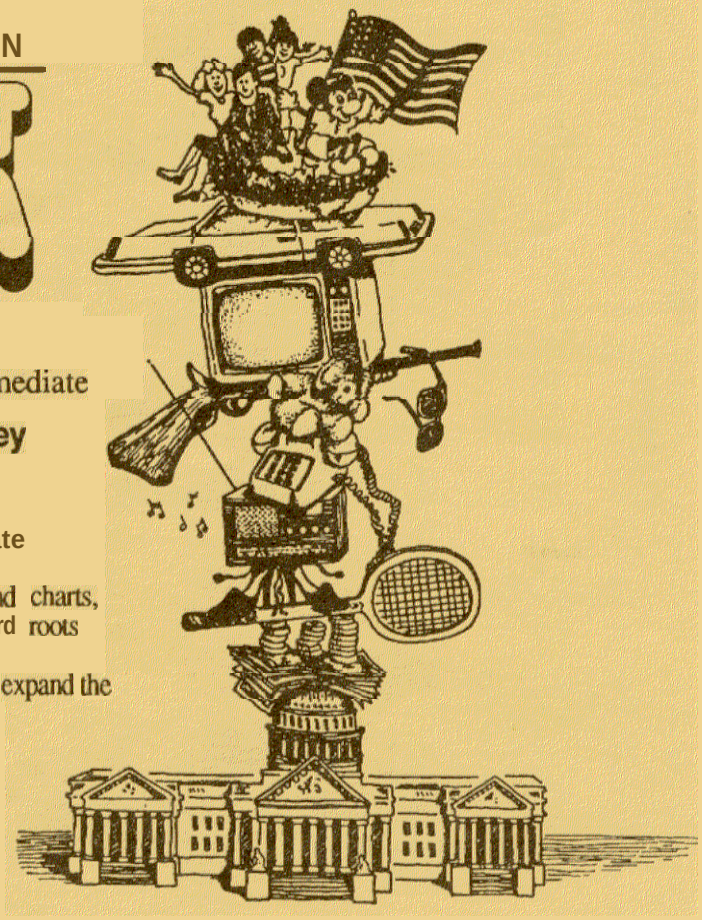

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The Language Teacher is the monthly publication of the Japan Association of Language Teacher-6 (*Zenkoku Gogaku Kyoiku Gakkai*), a nonprofit organization of concerned language teachers interested in promoting more effectove language learning and teaching. 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 pf 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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Introduction

In this issue we arepresenting an-admittedly sketchy, but we hope descriptive-overview of the excitement-that was JALT '90, our international conference held at Omiya last November. Before we give you short reports on some of thepresentations at that conference, though, we would like to recognize and thank those responsible for the conference organization andplanning. The JALT '90 Conference Committee worked together with the national officers in bringing to a successful conclusion four days of non-stop activity by well over 2,000 participants.

Acting as chief organizer, along with the National Program Chairperson (first Linda Viswat, then Virginia LoCastro), was Conference Local Chair Aleda Krause. Aleda is and has been active in JALT at the local and national levels for many years, and has been an important member of previous conference committees. With her, coordinating programs, for JALT '90, was Tamara Swenson, also with extensive JALT/confernce experience. Others contributing uncountable hours and immeasurable expertise to the effort included Philip Crompton, Christopher Knott, Larry Seeley, and Osamu Takahashi on On-Site Registration; Yukie Kayano handling Facilities; Setsuko Toyama, overseeing Hospitality, with Iwona Hasegawa and Robert James preparing various maps; John Burton and Lawrence Cisar doing on-site planning of the Displays, and working with the Associate Member Representative, Steven Ziolkowski; David Burger, supervising volunteers; Woody Hunt, working on equipment requirements; Robert Dell, taking care of transportation; and Margaret Sasaki, running the Copy Center. Steven Brown edited our Pre-Conference Supplement for The Language Teacher. *Kazunori Noxawa was responsible for Conference publicity.*

Areas of programming were overseen by David Willis (Colloquia), Mitch Terhune (Poster Sessions), Terry Cox (Reading Committee), and Dale Griffee (Pre-Conference Workshops). Beverley Curran, Mika Toff and others prepared the Handbook. In addition, Dan LaBranche served as Invited Speaker Liaison, assisted by Naoko Aoki. Denise Vaughn was recording secretary.

Our Job Information Center brought together more employers and applicants than ever this year-hats off to the coordination of John Laing and Philip Lewitt.

We are grateful also to our Central Office Manager, Yumi Nakamura, now retired from JALT, who handled pre-registration; and to Elizabeth Crompton, who did the computer entry of data and a number of other things too.

JALT wants to extend its appreciation to all of those who helped these people accomplish their tasks. Everyone is well aware that a major professional conference such as ours is dependent upon a great deal of willing cooperation. Thank you for helping our organization fulfill it8 goals.

Deborah Foreman-Takano

Organization of this Issue

The report8 on JALT '90 conference presentations should give you a chance to find out about what you missed and 1 to reflect on what you experienced as seen from someone else's perspective. Report8 are grouped into three broad categories based on the topic of the presentation: (1) learning and teaching issues, (2) linguistic components, *and (3)* activity types. *The first includes both theoretical andpractical issues affecting learners and teachers, such as learning theory, learner and teacher training, professionalism, global education andparticular languageprogmms. The second covers specific linguistic skills (listening, speaking, reading and writing) and knowledge (discourse, pragmatic& grammar, vocabulary, and culture). The third reports on activities using video, photography, music, group study, projects, computers and texts. For topics that overlapped categories, if the presenter focussed on a particular language component, mentioning a variety of activities that could be used, it went into category two; on the other hand, if the presenter focussed on a particular medium, e.g. video orproject work, the report was placed in category three. All reports in and about Japanese are grouped together in a separate section for the convenience of teacher8 of other languages besides English. The organization of the Japanese section follows the same general grouping as the English reports. Rounding out our covemge of the conference is a profile of David Eskey and an opinion presenting an overview of the conference by a second year veteran of JALT conferences.*

My deepest thanks go to all the reporters. The number of volunteers who completed their reports and got them in on time was remarkable. Due to space constraints, not all reports could be included. Zfyour report does not appear this month, it still may be published in a future issue.

Carol Rinnert

この号は……

1990年 *JALT* 国際大会の発表の報告です。報告は(1)学習と教育に関する話題（学習理論・学習者のトレーニング・教師養成・プロフェッショナリズム・グローバル教育など)、(2)言語使用のスキル（聞く・話す・読む・書く）と知識（談話・語用論・文法・語彙・文化）に関する話題、(3)学習活動に関する話題（ビデオ・音楽・コンピュータ・グループ活動・プロジェクトワークなど)、(4)日本語で書かれた報告、あるいは日本語に関する発表の報告の4つに分類してあります。さらに大会のゲストの一人であった **David Eskey** のプロフィールを扱った記事もあります。また、**Opinion** には大会全般に関する参加者の意見などを集めました。

発表の報告は1号に掲載しきれないほどたくさんのご投稿を頂きました。ご協力どうもありがとうございました。

Learning and Teaching

Language, Learning and Community

by Christopher N. Candlin

The motive of this paper was the seeking of a principled way of integrating second and foreign language teaching with the study of the learners' and target cultures. Candlin believes that language and social structure are mutually determining,and demphasised the need for a reflective and explanatory pedagogy rather than a descriptive and interpretative one.

Candlin identified four components of the classroomcurriculum: data, information, process and procedure. He believes that the students themselves should choose the relevant data and that content as cultural experience and knowledge should be integrated with content as language knowledge and procedure. The arbitrariness oflearnerchoice of data, however, means that there is no systematic approach to the selection of information for data interpretation and explanation.

Next, Candlin considered how the learner's cultural worlds are interdependent within the overall concept of culture. He distinguished between culture as observable and as unobservable phenomena, posing the basic pedagogic question as exploring what is not shared between learners and the target culture. In consequence, Candlin advocates that metaphor be the guiding principle in the foreign and second language curriculum.

His model of knowledge systems in communication identified three metaphysical worlds of text, ideation, and interpersonality, each realised through their appropriate language systems, with the actuality of written and spoken discourse at the heart of the model. Such an exploration of the metaphorical dimension of communication requires the learners' interpretative as well as communicative strategies. The model requires both declarative knowledge about language structure and procedural knowledge about language use.

His complementary model for learning advocated that the learners' cognitive abilities be activated by a range of problem posing tasks which focus on the interpretation of linguistic issues in their particular social and cultural contexts. If the learners' abilities and strategies are to be productively engaged, the data needs to be pmblematised, and a curriculum design is required which offers a principled integration of the cultural, linguistic, and learning worlds.

Candlin's guidelines for such an integration focused on the four points: issues, functions, institutions, and expressions, as related to the central system of language and learning. Variation in personal significance of the social issues is necessary for the explanatory and pmblematising approach he advocated.

Finally, Candlin demonstrated a principled way in which classroom procedures can be in harmony with the curriculum and relate the classroom to the community. He summarised the procedural process with the five words: Awareness, Knowledge, Understanding, Concern, and Action. Knowledge and awareness gained in the classroom should be extended to the wider social context of intercultural behaviour.

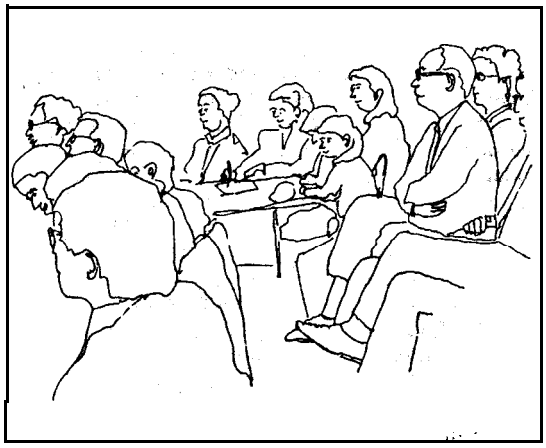
Reported by Roderick McDonald
Hiroshima University

Language Awareness and Learner Training

by Ronald Carter

In introducing Ron Carter's plenary speech, Tatsuya Komatsu set an apposite tone, if perhaps somewhat disconcertingly for the speaker, by referring to his movie actor looks. Images of masculinity featured in Carter's text, too, as an aftershave named "turbo" exerted its lexical power. The introduction sparked off an interesting interplay between language awareness and intercultural communication as one wondered whether it exhibited a particular feature of Japanese introductions, i.e. elaborate compliments, or whether one ought to be amused at an example of inverse sexism, as the introduction mirrored a common feature of Western discourse in introducing a woman: i.e. reference to her looks. Gendered, if not sexist discourse, was certainly implicit in the name "turbo," which as Carter pointed out was hardly likely to be chosen for a perfume.

The power of words, and the value of language awareness in recognising that power, emerged as the major theme of the paper, which anticipated the continuing and developing importance of this theme throughout the nineties. On the way, Carter took in the relevance of language awareness at all levels of language use and in both mother tongue and second language development, citing children's interest in jokes as evidence of quite sophisticated understanding of language and illustrating the appropriateness of literature for developing language awareness. It was acknowledged that language awareness development diverges to some extent from the emphases of communicative methodology and particularly naturalistic learning in that it attempts to make explicit what is otherwise implicit. However, Carter was at pains to point out that this should not be seen as yet another dualistic pendulum swing, but rather plays a supplementary and complementary role in language learning development. An awareness of language use contributes to the development of learner autonomy and the



process of learning how to learn. The power of grammar to illustrate different ideologies was demonstrated by three headlines fmm British newspapers suggesting different attitudes toward the mle of the police in a shooting in South Africa:

Police shoot rioting blacks
Rioting blacks shot by police
Rioting blacks shot.

The embeddedness of language in culture and the manifestation of culture and particular ideologies through language highlight the importance of language awareness for fostering the intellectual skills of reflection and interpretation.

In demonstrating the power of language awareness, with or without the right aftershave, Ron Carter showed that the development of language teaching and learning has been fitted with a turbo-charged engine.

Reported by Joan Turner
Goldsmith's College, University of London

Learning from Learners

by John Fanselow

Confucius, somewhere in the Analects, says, "If I have three students, I have three teachers." In his presentation, John Fanselow may have had such a dictum in mind.

A teacher trainer with Columbia University's Teachers College, Fanselow began asking how we can find out what our students think about our teaching.

Audience members suggested several ways: offering choices that students rate; observing students, live or on video; getting a fellow teacher to observe oneself and one's students; having students mle-play teachers-for example, a "popular" one and an "unpopulai" or "strict" one; letting students evaluate and select study materials; asking students orally what they think, reading student journals; and having students write anonymous comments andhavingother students read them aloud and evaluate them.

Still another way is to conduct a written survey. Many questionnaires, however, address what students don't like and thus turn out mostly negative responses, Fanselow pointed out. Such negative surveys rarely give teachers the chance to find out what students really think of their studies and instead merely give students an opportunity to vent their frustrations.

A survey last fall, conducted both in English and in Japanese in Tokyo, attempted to find out what students thought about their study of English. "The purpose of the questionnaire," Fanselow noted, "was to open a dialog with students about the methods they like and to begin to see what their understanding of different methods is." Over 450 students, ranging in age fmm 12 to over 50, responded to several questions. Students rated their abilities in the four skills; classroom activities and methods; textbook content and exercises; teacher "qualities"; and their reasons for studying English.

For example, students' study objectives included using English to pass entrance exams; to speak with foreigners; to express their feelings and opinions; to understand movies, songs, and radio and TV programs; and to read novels. Rating methods and activities, younger students, especially, favored translating texts and looking up words in the dictionary, but all respondents placed "listening to native speaker on tapes" on their list. Qualities students most liked in their teachers were their knowledge of English, interest in teaching, and interest in students' learning problems.

In the section on testing, all of the students said tests of some sort were helpful in learning English. The 'no test" choice received no takers.

Such surveys, Fanselow cautioned, shouldn't necessarilybe used to decide what students will or will not do. Although one of the purposes of the survey was to make students aware of possibilities, another purpose was to help teachers "become aware of how our views and those of our students may vary."

The survey results show, too, that our students themselves sometimes have contradictory views of what they think is useful. This is so, Fanselow remarked, "partly because they never discuss their views or think about them." Surveys like this one are one way to get them started doing so.

Reported by Monty Vierra
Hiroshima College of Foreign Languages

Thoughtful Practice: Teacher Training in the '90s

by Kathleen Graves

Kathleen Graves, a lecturer at the School for International Training, supports the view that a teacher should be a thoughtful practitioner. Teaching should consist of an interaction of the teacher's thought and practice--each reflecting the other. The teacher as thoughtful practitioner is engaged in a dynamic, evolving process which, in turn, becomes experience.

What this means is that teaching is more than the application of good methods or the implementation of policies received from administrators. Methods and techniques are helpful only so long as the teacher understands how these serve educational needs. Mandates by school officials are effective only when teachers know how these ideas fmm above are supposed to work and when they have ample time to explore the ways needed to implement these changes. Teaching is an individual activity, and thus curricular change is individual-not systemic.

Graves mentions useful strategies to cultivate teachers as thoughtful practitioners. First, teacher training should examine how people learn. This means teachers need to acquire a sound understanding of human psychology and learning theory.

Second, training should elicit the teacher's own views about teaching and learning. Drawing fmm the teacher's own experiences-both as student and teacher-is appropriate.

Third, this training ought to provide vocabulary which allows the teacher to discuss issues relevant to teaching. Knowing what needs to be talked and thought about adds scope to a teacher's ability to understand. This understanding, in turn, can point out what teaching behavior changes may be appropriate and how these changes might be made.

Finally, training needs to equip teachers with investigative tools so they can continue to pursue research about their teaching practices. Graves says that growth in a teacher occurs across time and is not confined to the period a teacher undergoes instruction within a formal teacher training program. For this reason, teachers must he furnished with means of examining their successes and failures long after they have moved beyond the training stage.

For those engaged in teacher training, Graves offers five guidelines: (1) Work at the level of practice. Ask questions such as, "How should you be doing this?" (2) Work at the level of thought. Inquire, Why are you doing this?" (3) Regard teachers as professionals who are capable of change. (4) Respect the practice and thought that are an integral part of a teacher's daily life. Perhaps most significantly, (5) realize that change in teachers takes time.

Reported by David Wardell
University of Pittsburgh ELI

What Makes a Good Teacher?

by Jeremy Harmer

Jeremy Harmer, co-author of Coast to Coast and other texts, was a guest speaker at this year's JALT conference in Omiya. The large room was crowded with interested teachers for this, his final presentation.

The description in the conference guidebook sounded like a potentially dry lecture, but Harmer is a good speaker, and skilled at involving his audience. Even here he demonstrated several very useful ways of increasing involvement. Makes me wonder what he might try with my 9 a.m. students. . .

After some amusing quotes about teaching, Harmer began by talking about the professional evaluation of teaching from two perspectives, that of the teacher enduring the observation, and that of the evaluator struggling to make the decision. The emphases were that neither party is having much of a good time and that the criteria for good teaching still escape precise definition. Even experienced evaluators can have trouble deciding just what they are looking for.

This led into discussion of the factors that make a good teacher. Harmer had informally gathered many opinions about this topic. At first he only asked teachers, but later he began including students. As he noted, this kind of informal research can sometimes highlight important factors much more easily than expensive quantitative study. Quote cards and "research" summary sheets were distributed, and members of the audience took turns reading out what various people had said about the topic question, What Makes a Good Teacher?" Harmer prefers showing you useful techniques over talking about them, and this simple method certainly seemed to add spice to the talk. Most of the 'results" emphasized personality factors, even the very amusing quote about "good fashion sense."

Then Harmer went on to talk about specific things we could do to improve our teaching. He talked about the things we could do by ourselves, with our colleagues, and through training. He also considered teaching techniques separately from personal qualities, so he was briskly covering six specific areas.

Have you ever noticed the end of class (or a semester) rushing up on you, and you still have a bunch of stuff to cover? (Or the 500 word limit and tomorrow's due date?) Well, if so, you can sympathize with what was happening by this point...Harmer had been emphasizing ways our peers could help us, but shifted to listing some important points. Here are a few of them:

1) Thii activity, not language/teaching points;
2) Prepare well;
3) Be ready to drop the prepared material;
4) Discuss successful activities;
5) Observe each other;
6) Improve your knowledge of the subject;
7) Bead a lot (Major Point);
8) Go to workshops (like JALT);
9) Become a vacuum cleaner (Emphasized Twice); and
10) Worry about the students more than the techniques.

I'm not sure that Harmer really answered the original question, but I am sure that I agree with him when he said that the students care.

Reported by Shannon Jacobs
Kanda Institute of Foreign Languages

Profession, Pseudo-Profession or Pretension?

by Alan Maley

The question of just what it means to be a teacher crops up among us from time to time, individually and in our teaching associations. And it's good that it does, Alan Maley said in his lecture on what it means to speak of teaching as a profession.

Maley's lecture was in part a response to articles1 that have called for some kind of regulation or licensing in teaching English as a foreign or second language (TEFL/TESL). People think such calls for TEFL and TESL to become a "profession" are desirable, Maley explained, for four main reasons: (1) other people are doing it; (2) being a member gives one a sense of esteem; (3) membership implies job protection; and (4) members may increase their bargaining power.

The problems with such suggestions, he said, are manifold. The argument that we need to be 'more professional" often begs the question of what a profession is in practice. Maley listed 13 criteria that generally apply to the way the term profession is used. Those in TEFL/TESL meet only four of these criteria, such as "the ideal of service aud commitment" and "having a specialized jargon." Other criteria, such as "exclusivity" and a "regulatory organization," may be unrealistic aims or have undesirable consequences.

There exist several "divisive factors" that hamper TEFL/TESL teachers as a group meeting many of the criteria. Maley cited the "different agenda" of teachers and employers, and even the differing values of teachers. More telling is the force of the market place, in which demand far exceeds supply. Most telling of all, Maley added, is that there simply is no single accepted international organization.

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He also held that them are good reasons against licensing teachers. "There's no necessary connection," he said, between the training of teachers (which is normative) and actual teaching (which is performative). Mandatory licensing would mean bureaucratization; and bureaucracy tends to become entrenched and inflexible. Finally, if the attempt at licensing were successful, it might in itself destroy alternatives, mainly by excluding otherwise qualified teachers.

In sum, Maley argued that we should continue to look into and promote the "process of professionalization" and that we should shy away from actually achieving the "product." The process-ongoing training, efforts to improve working conditions both pedagogically and economically, and so on-is flexible. The product-licensing boards, etc.-is rigid.

To advance professionalization, Maley said, we should strengthen existing organizations, promoting cooperationbetween and among them; increaseteacher training and development; scold bad teachers and employers; and encourage greater personal commitment.

Reported by Monty Vierra
Hiroshima College of Foreign Languages

1. **e.g. "Professionalism in English Language Teaching,"** ***Cross Currents*****, spring, 1990,17 (1), 65-97.**

Global Education-A New Direction for the 1990s (Colloquium)

The colloquium on global awareness in language teaching (GALT) was presented to a standing mom only audience. **Kip Cates,** co-editor of the May 1990 *Language* Teacher special issueonglobaleducation, moderated the colloquium and presented the first paper. His first point was that global awareness education is not new, and the central factor that distinguishes it fmm, say, a traditional social studies class is that GALT (global awareness language teaching) not only focuses on teaching students about global issues so they can work for a better world, but seeks to empower students to participate actively in solutions to global problems

Although the main points were clear, one claim raised in Cates's abstract was not addressed. The abstract suggests that GALT enhances language learning and fosters global citizenship, but as long as the proponents of GALT make the claim that GALT improves language learning, it is up to them to prove it. This proof was not included in the Saturday colloquium.

Jeris Strain of Himeji Dokkyo University argued that as communication occurs within a cultural schema, and that as this schema determines what is communicated, then languageteachers should also focus on what is communicated (in this case global issues) but not to the extent that the language classroom becomes a content course. In other words, linguistic questions imply social-cultural questions imply global concerns. Strain's argument is a good one, but his presentation, dotted as it was with ambiguous references to "awareness," "social consciousness," "morality," and the "spiritual void of Japanese students," lacked the impact it would have had if he, or anyone in the GALT community, had more rigidly defined his terms and dealt with some of the difficult questions that GALT detractors are apt to raise, such as 'Does GALT imply that there is auniversal discourse system for discussing global issues?" "Should there be one?" And "if such a system does not exist, are language teachers in any position to formulate one?"

John Fanselow of Teacher's College, Columbia University in Tokyo gave the most energetic and entertaining presentation of the colloquium, and his first-person account of how he got involved in GALT was the most valuable single addition to the afternoon. I suspect that much of the colloquium audience attended out of a rich blend of curiosity, support, and suspicion, and Fanselow's admission that he wanted nothing to do with GALT when the idea was first proposed to him seemed to elicit a great deal of understanding fmm the audience. But he gave a compelling argument that, rather than risk alienating teachers who have not made up their minds about GALT, those who have should continue to go quietly about the task of living their lives with an awareness of global issues. In time the curiosity of students and colleagues will be piqued, and this interest can then serve as a basis for discussion.

Michael Higgins of Yamaguchi University stressed the need to develop a fifth skill-critical thinking-in addition to the four general language skills of reading, writing, listening and speaking. Higgins suggested that U.S. and Japanese students differ in their ability to apply different types of thinking to various types of problems. Higgins claimed that Japanese are good at convergent thinking, the kind of thinking we do when we solve mathematical problems. U.S. students, according to Higgins, excel at creative, inductive divergent thinking, but the proof that he offered, namely that American students will readily offer an opinion on just about any topic because they are experts at arriving at decisions, will contradict the experience of many teachers who have taught composition to American college freshmen or who read the letters from Americans to the *Japan Times.*

Along the same lines, Higgins suggested that the Japanese reluctance to share opinion is more than a cultural trait, but rather reflects the fact that they have not been taught to think critically or identify mot problems. Japanese, and there were few in the audience, might say they are taught to think critically in high school, but not to value to the same degree as Americans the open expression of ideas and the conflict this expression often creates. In any case, claims that Japanese do not thinkcritically should be substantiated by evidence that Americans do, and that they am indeed succeeding at the task of solving the world's problems.

Gmwing global citizens, the last paper of the colloquium, was presented by **Marvin Miller** of Obihiro University. Although marred by problems with the OHP, Miller's presentation did include several interesting activities designed to introduce global issues in the classroom. His presentation was the longest of the afternoon, a wise decision, as the colloquium otherwise was strong on stressing the need for GALT, but not on the particulars of running a GALT classroom. Miller's presentation was supported and augmented the next day by Sue Kocher and Cates's workshop on developing socially responsible EFL materials.

Reported by Tom Hayes
International University of Japan

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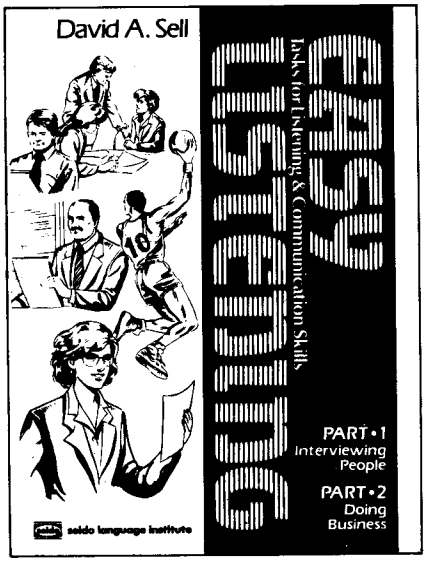

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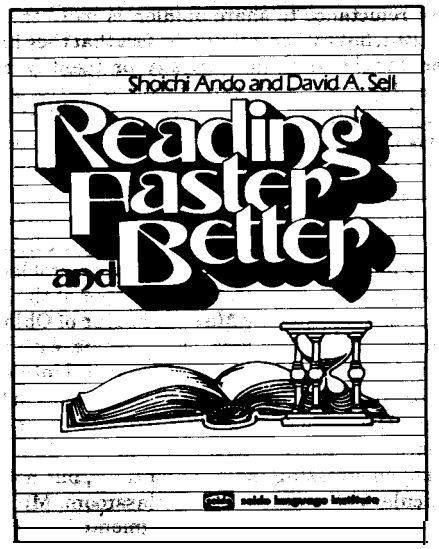

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Language Components

New Perspectives on Listening (Colloquium)

This colloquium, moderated by **Michael Rost** from Temple University (Tokyo), brought together international and national experts. It was well-balanced in its short presentations on listening comprehension in language learning. The live speakers presented a variety of perspectives: current research findings, latest approaches to syllabus and materials design, recent developments in the Japanese national English curriculum, and classroom practices in teaching listening in Japan.

Viiginia LoCastro, a visiting scholar at Tsukuba University, spoke first. She drew upon her current research on Japanese American talk in English to present a discourse analysis perspective on the mle of the listener. She focused on three areas of listener behavior: back-channeling or aizuchi, turn-taking, and topic-initiation and control of discourse. She finds sociocultural variables embedded in these behaviors. The pedagogical implications of her findings are important: listening behavior is complex, and the listener plays an active role, often controlling the interaction. LoCastro says that classroom emphasis on a few microskills and "non-collaborative" listening activities, such as listening to TV, may not be effective pedagogy. Instead, she argues for a task-based approach to listening comprehension development that provides a "situationally rich environment" in terms of interactional activities.

David Nunan, internationally renowned Australian curriculum designer and teacher educator, presented his task-based approach to syllabus design with a focus on the principled selection and sequencing of listening tasks. In Nunan's curriculum model, tasks am ranked by level of difficulty, determined by such factors as input, activity, and learner. Learners' goals and preferences are important elements in his model, which is organized in terms of needs analysis, learner grouping, content selection, task activity selection, and assessment. Nunan showed an example of graded listening activities ranked according to task difficulty.

Jack Richards, well-known researcher, teacher-educator and textbook writer, took the floor next. Richards provided guidelines to materials writers for designing listening tasks. Such guidelines are derived from making listening ability operational in terms of a hierarchically arranged skills taxonomy. He referred to a number of sources for taxonomies, most prominently Rost (1990), which provides a taxonomy of enabling and enacting skills, ranging from perception to interpretation in listening. Richards also referred to Brindley's (1982) listening proficiency rating scale, which classifies learners into levels ranging from minimal to native-speaker-like. The scale identifies micro-skills appropriate to learners. Richards also referred to his own taxonomies of conversational and academic listening (Richard 1983) and to ACTFL Proficiency Guidelines, though he notes that these guidelines have not been well-researched. In conclusion, Richards arguedforresearch into the problems listeners face, i.e. the error analysis of listening comprehension.

The last two speakers turned the focus of the colloquium to some realities of the teaching of listening comprehension in Japan. **Minoru Wada,** a curriculum specialist in charge of English education in the Ministry of Education in Japan, spoke of recent developments in English curriculum for junior and senior high school students in Japan. In the revised national standards of these students, listening comprehension is an important component of the English language courses. However, obstacles to the achievement of the new objectives remain, the chief obstacles being (1) lack of teacher awareness of the nature and importance of listening comprehension and(2) loglstical difficulties in providing adequate teacher training to all teachers.

The last speaker was **Ken Kanatani,** a specialist in TESOL training at Tokyo Gakugei University. He reported on classroom practices in teaching listening comprehension in English in Japanese schools. The report was based on data collected from about 100 Japanese junior and senior high school teachers. While 77% of the teachers emphasize listening in their classes, 73.3% use listening comprehension classes for testing purposes. Oral introduction, along with tape listening and questions and answers are the top three classroom activities. Few teachers, however, use non-school textbook materials, which Wada stressed are useful for listening comprehension development. The use of language laboratories is "shockingly" low: 61% never use them.

Wada recommends that teachers should use oral introduction more as an interactional activity; lessen the tendency to look at listening ability development as a "series of listening tests;" increase the use of non-school textbook materials; and, most importantly, integrate listening practice with other skills. Wada gave a word of caution about this data, though: most of his respondents were members of EFL organizations and hence active in the field. Therefore, their responses may not be representative.

The colloquium showed a wide gap between research developments and curriculum development and teaching in Japan. However, by bringing together experts with a variety of perspectives, it provided a forum

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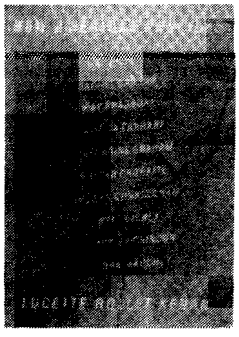

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for exchange of information and opinions that could certainly help bridge this gap.

Reported by Mohammed K. Ahmed
International University of Japan

Readers may refer to the following sources:

Brindley, F. P. (1932). ***Listening proficiency descriptions.*** Sydney: Adult Migrant Education service.

Nunan, D. (1989). ***Designing tasks for the communicative classroom.*** New York: Cambridge University Press.

Richards, J. C. (1933). Listening comprehension: Approach, design, procedure. ***TESOL Quarterly, 17 (2):*** 219-240.

Rost M. (1999). ***Listening in language learning.*** New York: Longman.

Open your Books to Page 22!

by John F. Fanselow

Soon after he arrived John Fanselow announced that his presentation would not be a lecture (as stated on p. 22 of the JALT '90 programme), but a demonstration. Fanselow then shut his eyes so that those who wished to leave could do so without embarrassment.

The demonstrationmmmenced with a request that those present write down any questions they had regarding the teaching of reading. On a white-board at the side of the room, Fanselow wrote down several people's questions, the first ofwhich was: "What are the most effective methods/processes for teaching reading?" Fanselow said that he did not know the answer to this question, but suggested that some insight might be gained if we could identify the sorts of activities which we mnsider effective and why we consider them effective. He offered to demonstrate several methods which could be used to teach reading, and asked that we categorize them as either effective or not effective.

At this point in the presentation, someone at the back of the room asked if the white-board could be moved so that everyone could easily see it. Fanselow did not move the white-board, but replied that this was the first method he wished to demonstrate: making the material difficult to see. Participants then discussed why this method might be effective.

I have given such a detailed acmunt of the opening moments of this presentation because I believe it illustrates the sorts of issues Fanselow is raising, and, more importantly, his way of raising these issues. Fanselow is aware of what is happening in a classroom, and he playfully employs this awareness to find alternatives. But Fanselow does not simply suggest alternatives; rather, he demonstrates a mode of analysis by which alternatives maybe generated. By explicitly describing and classifying the sort of tasks we assign our students, we come to question our assumptions about language teaching. Are we emphasizing exact word-for-word retention, or the ability to paraphrase? Do our comprehension questions stress what is important, or what is trivial? Do we view reading as a means to an end, or as an end in itself? How much of what we do in a reading class is actually reading?

Fanselow's categories do not simplify things, and they tend to raise more questions than they answer. Once a dichotomy has been established, Fanselow is quick to subvert it, quick to demonstrate the importance of what has been mnsidered trivial and the triviality of what has been considered important. Fanselow is always playfully turning the coin to see its other side. His aim perhaps is to help teachers become aware of what they are doing in the classroom and inspire them to fmd alternatives for themselves.

Reported by Gregory M. Bornmann
Matsuyama University

Inductive Learning in a Writing Class

by Ditte Lokon

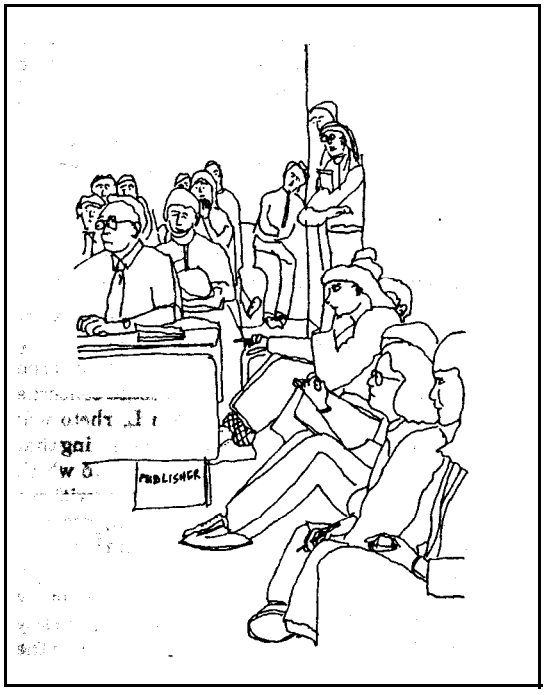
Inductive approaches to the teaching of EFL writing are hardly a new area of concern, but they are still the subject of a lot of debate. Much of the debate concerns two related issues: the degree to which L1 rhetorical modes are appropriate to L2 writing and, assuming that L1 and L2 modes are compatible, the degree to which students cantransferthe L1 mode to L2 writing without explicit instruction. Japanese as an Ll is a classic case study: both Kaplan and Hinds posited that its rhetorical modes are indeed very different from those of English. With respect to Japan, furthermore, it is now fairly well-known that up to, and even including, university level, students do little or no "essay" writing. Given the workshop format, some controversial responses from the participants were therefore to be expected.

In her workshop Ditte Lokon aimed to show that an inductive approach to the teaching of writing skills could be successful.

Lokon explained that her students at a junior college were in their first English essay writing class and had never been made directly aware of English rhetorica1 conventions. She outlined her procedure for introducing the students to the elements of English writing. First, they brainstorm suitable topics. The teacher should specify the length of the essay: a specific length can suggest specific topics. Next, the students write the essays for homework and return them to the teacher, who then copies them and cuts up the copies into paragraphs. These cut-ups are handed back to the students, who then exchange them in pairs and try to sequence them The goal is to raise awareness of paragraph function. The students are expected to give reasons for their paragraph sequencing.

Finally, the individual paragraphs in the now sequenced composition are ranked on a scale fmm "strongest" to 'weakest," again in the same pair format. This part ofthe procedure was defmitely the most novel one, as Lokon made it clear that the students were expected to justify their ranking in terms only of their existing knowledge about appropriate English rhetorical organization. Her students had not been exposed to models of any kind. It was further argued that this democratic approach invariably led to a class consensus about important criteria for both descriptive and argumentative writing. Moreover, it was evident that the class consensus included most of the criteria of linear coherence familiar to the EFL writing teacher, such as topic sentences, supporting ideas and clear examples. The teacher's role is simply to summarize the students' criteria into a small number of manageable categories.

When the workshop participants were invited to take part in a ranking exercise, the response was not



always enthusiastic. Some resisted the notion that they could rank the paragraphs in anyway they wanted. A few wanted to bc told ranking criteria before they would begin. Other participants were not ready to believe that the students could have induced so much in the face of so much "authentic" complexity. Clearly, strongly held beliefs were being challenged by this exercise. Lokon pointed out that the ranking exercises had worked perfectly well in her class and added, "it was basically a reading exercise and, after all, in their own language they are competent readers."

The workshop showed two things. First, to become established in Japan, proponents of such an inductive methodology have a lot of persuading to do. Second, the gap between the success claimed by the presenter and the mixed response of the participants indicates an area which deserves much further investigation.

Reported by Richard Smith
International University of Japan

Spoken Discourse: Insights, Issues and Applications (Pre-Conference Workshop)

by Michael McCarthy

Are there consistencies within language in addition to grammar? To help the workshop audience answer this question, Michael J. McCarthy distributed a transcript of the middle of a conversation and asked us two questions: "How do we know the conversation 'has already started' and has not 'finished'?" and What sort of people are speaking?" As our discussion developed, it was apparent, even from our limited sample of English, that there is a structure beyond grammar and that careful analysis allows us to develop roles concerning the content and structures involved. As we talked, we gradually built up a small set of rules that allowed us to predict structures on the basis ofutterances. That is the business of discourse analysts.

McCarthy then had us complete the transcribed conversation by writing introductory and ending sections. An analysis of our output gave further examples of discourse rules and demonstrated the various levels that discourse analysis deals with: transactions, exchanges, moves and speech acts. McCarthy recommendedthis dialogcompletion as avaluableexerciee for students, since it forces them to become more conscious of the regularities of language at the discourse level.

With a second transcript we tried our hands at coding, using the three possible discourseroles: initiate, respond, follow-up. McCarthy then briefly analyzed classroom interactions in terms of these roles. We found that in a "traditional" class students only respond. Pair work andgroups allow students to initiate and respond, but follow-up is only found in what McCarthy calls "reciprocal" activities, interactions where the students have the chance to interrupt and ask for clarification.

McCarthy pointed out that, once we know the roles of the interactors and the history of the interaction, conversations are usually highly predictable and often formulaic, and they can be taught as a prelude to reciprocal activities. For those interested in finding out more, McCarthy suggested the following:

Brown, G. and Yule, F. (1983). ***Discourse analysis.*** **Cambridge: Cambridge University Press.**
Cook, G. (1998). ***Discourse.*** **Oxford: Oxford University Press.**
Coulthard, RM. (1985). ***An introduction to discourse analysis.*** **London: Longman.**
McCarthy, M. (1991). ***Discourse analysis for language teachers.*** **Cambridge: Cambridge University Press.**
Stubbs, M. (1983). ***Discourse analysis.*** **London: Blackwell.**

Reported by Charles Adamson
Trident College

Grammar and Discourse

by Michael McCarthy

McCarthy considered the relationship between grammar and discourse and its implications for English language teaching. He asserted that an awareness of how language works in discourse should be a fundamental component of how language is taught. He defined discourse as the relationship between any text and the contexts in which the text occurs. Grammar he defined as 1) the rules that determine thechoices which construct sentences, e.g. wordorder, and 2) thechoiceof individual words which in themselves belong to grammatical systems, e.g. a choice between the articles. He then set out four ways in which grammar and discourse can be studied hand in hand and suggested his evidence might convinceus that we need to rewrite our grammar.

McCarthy first related grammar to discourse by looking at the differences in distribution of grammar between the spoken and written language. He focused on two features of spoken language: ellipsis and the position of the object. He argued that the dominance of the written language as the model for grammatical

description has resulted in the neglect in grammar books and texts of such high frequency features of spoken language as variable word order and ellipsis.

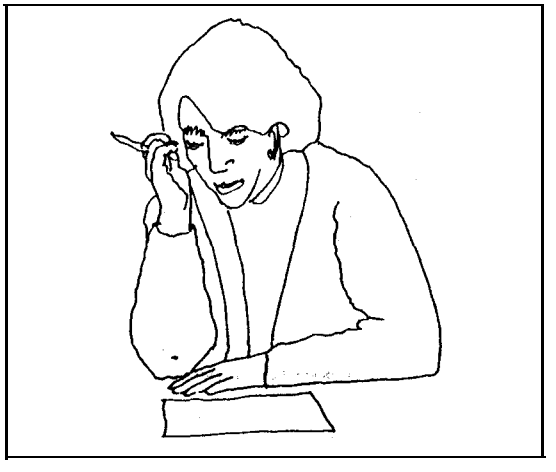
He then examined the distributions of grammatical features within particular types oflanguage, illustrating by example how a text can be gramma tically well formed but functionally deviant. He concluded that, since the conditions under which grammatical constructions are well formed can be precisely specified, there is a case for a discourse grammar as distinct fmm the traditional sentence grammar.

Next, he looked at how grammar carries interpersonal meanings. He claimed that "The only people who tell stories in the past tense are learners of English," and he argued that tense should not be taught simply in relation to time or aspect but should be taught in relation to its function in the discourse.

McCarthy's fourth point was that if we looked at grammar from the point of view of discourse, the items in grammatical systems would change. For example, it, that and this would appear as a system, since the choice among them affects meaning at the discourse level.

In his conclusion, McCarthy emphasised that we need to get away fmm the cognitive view of grammar, and that we need to make the syllabus reflect different text types. Grammar should not be confined to tense and modality but should include two other functions, which he termed Signalling, i.e. how the speaker signals interpersonal meaning, and Segmentation, how the text is divided into components. By the end of his talk McCarthy had indeed presented a convincing argument for reviewing our text and grammar books.

Reported by Anne Newell McDonald
Suzugamine Women's Junior College



Teaching Grammar through Consciousness-Raising (Colloquium)

Once again the controversial question of grammar instruction vs. no grammar instruction has been raised. This colloquium not only favored grammar instruction but also supported the response with why and how. Rod Ellis, a **JALT** featured speaker, author and professor at Temple University, moderated a well-organized and carefully timed presentation of three talks focusing on consciousness-raising **(CR)** in the grammar class. The three were presented in a "theory to practice" sequence. The first paper discussed the theoretical foundation supporting **CR.** The second reported on a study done concerning the effectiveness of the gramma r **CR** task in the classroom. The third paper described a project incorporating the grammar **CR** task and the dos and dont's of designing this type of task and syllabus.

Rod Ellis, in the first presentation, after introducing current opposing positions, supported the need for formal instruction, which he defined as the "attempt to intervene directly in the process of L_2 acquisition by directing the learner's attention to specific properties of the **TL** (target language)." He discussed the current positions on the relationship between explicit (learned) knowledge **(EK)** and implicit (acquired) knowledge **(IK),** concluding that **EK** helps the learner acquire **IK** by bringing to the learner's attention characteristics of the **TL** that would have been overlooked and that it gives the learner the opportunity to compare characteristics of the **TL** to those of the native language. Also, there is the possibility that **EK can** become **IK**, de-Bending on the developmental stage of the learner.

Ellis concluded by advocating a mle for formal instruction that focuses on explicit rather than implicit knowledge. He suggested that this appmachbe one that is at least partially problem solving and learner centered in accordance with current thinking in education. Therefore, it would be task-based and require small group work. This approach to formal instruction would provide the opportunity for the learner to acquire both explicit and implicit knowledge as long as the subject matter of the task was a specific language feature of the target language, and the target language was the medium of communication throughout the task.

For the second presentation, **Sandra S. Fotos, a** lecturer and Ed.D. student in **TESOL** at Temple University, reported her findings in a study that looked at the effectiveness of a grammar **CR** task as well as its interactive nature. She defined a grammar **CR** task as one which involves solving a gramma r pmblem by negotiating meaning in the L2. One aim of the study was to support the idea that the performance of a grammar **CR** task is as effective as traditional, teacher-fronted instruction. Secondly the study attempted to support the idea that the grammar CR task is as communicative or interactive as a two-way information gap exercise.

Her study involved a group of intermediate level students and a group of basic level students. Each was divided into a control group, grammar lesson group and task group. The grammar point selected was the placement of the indirect object. A pre- a post- and a second final post-test were given to all three groups. A comparison of the results supported her notion that performance of the grammar **CR** task is as effective as traditional instruction in the short term. However, on the final post-test, the task group scored slightly lower than the grammar lesson group.

In determining the interactive nature of the grammar **CR** task, the total number of negotiations made in the TL during a group's performance of a CR task and a two-way information gap exercise were counted and compared. The results were comparable; however, the

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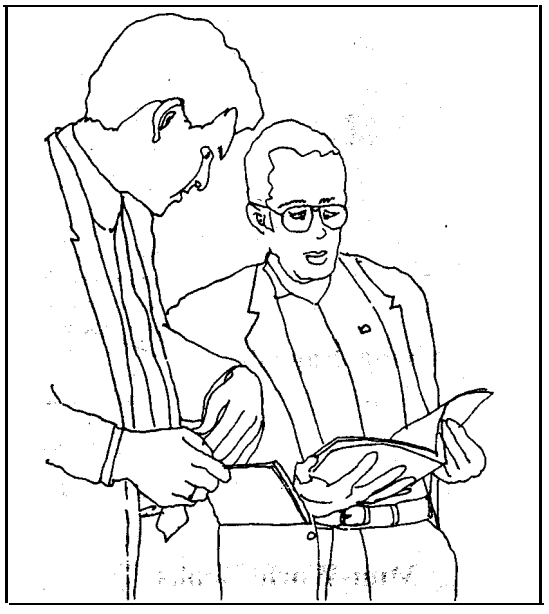

quality of the negotiations made in the TL were poor.

Christopher John Poel and Robert M. Homan, both teachers at universities in Japan, presented the third and final paper, which outlined a grammar CR task project being developed at a vocational school in Japan. They discussed the project's successes and failures. In addition, they described the designing of such a task and handed out a generous collection of grammar **CR** tasks which they had used in the project. Low level high school graduates were involved in a series of grammar CR tasks focusing on tag questions as part of their regular English courses. Students showed a significant gain in proficiency with the tag question in a post-task test; however, they had not yet been given a follow-up test. The presenters reported that the tasks "worked well with some glitches." It was clear that there were many more "glitches" than there were successes. This presentation did offer a lengthy list of what not to do when creating a grammar CR task syllabus.

This colloquium was "audience-frinedly": it welcomedboth the researcher andthe classmomteacher by offering not just theory but also practical examples and suggestions. It also allowed plenty of time for feedback questions, and discussion from the audience.

Some members of the audience were leery of the grammar CR task when results were equal to those obtained through traditional grammar instruction. Others were doubtful that grammar as the topic of discussion could be communicative at all. When it comes to grammar in the classroom, it seems that many people will need much more positive proof before they can fully accept the practice.

Grammar consciousness-raising with grammar-based problem-solving activities is an area yet to be explored Future conferences will surely serve as venues for many a paper, workshop and colloquium carrying out such exploration. Perhaps that is what it will take in order to convince some of its necessity and effectiveness.

Reported by Jan Smith
International University of Japan

Vocabulary Acquisition: Directions in Research and Pedagogy

(Colloquium)

Richard Day launched the colloquium by asking if an incidental relationship exists between extensive reading and vocabulary acquisition. In other words, does exposure to words while reading a short story indirectly result in vocabulary acquisition? Day conducted a study of over 200 high school students, boys and girls. First, he adapted *The African Mask* to a Japanese setting. Then, he pilot tested both his story and the level of difficulty of vocabulary items selected for the study. The statistically significant results indicated that students did acquire vocabulary from reading the story. While extensive reading is a relatively painless way to acquire receptive vocabulary knowledge, Day concluded it is not certain if that method is better than learning directly fmm vocabulary lists.

Next, **Anthony Cowie** focused on how the design of the new ***Learner's Dictionary*** stimulates the student to learn. The traditional monolingual dictionary is mainly an efficient retrieval system the learner uses to check spelling and word meaning. The ***Learner's Dictionary,*** on the other hand, encourages exploration through several techniques. First, it presents systematic relations between entries. For example, the relationship between the words ***drip*** and ***ooze*** is not evident in a traditional dictionary where entries are alphabetized. The ***Learner's Dictionary*** lists them together, thus indicating a relationship. Second, it clusters compounds such as ***coalfield, coalmine and coalminer.*** Consequently, the student learns word meaning thmugh problem solving. Third, it relates roots, The reader can work out the sense of ***destabilize,*** for example, by knowing the prefix meaning and the meaning of ***stabilize.*** Next, the ***Learner's Dictionary*** combines forms such as ***neuro, video***, and ***astro.*** This feature helps the technologist and scientist to learn complexmedical and scientific forms analytically. Finally, chunkng or prefabbing reflects a more holistic approach to the language as it encourages the student to learn, internalize and use whole pieces of the language.

Ron Carter discussed the ***Cobuild Dictionary*** and what frequency of word usage implied. The Cobuild Project collected an initial database of over 400,000,000 words, of which 20,000,000 were used as the database for the dictionary. Before this project, lexicographers had to rely on intuition to determine which word definition was most frequently used. Now, they can refer to the project results. This study has revealed, for instance, that speakers utilize ***spend*** more frequently with time than with money, and see to mean ***understand*** more than to express the visual sense of the word. People use ***like*** to give examples such as "something like this," more often than to indicate preference. Speakers employ check meaning ***inspect*** more than ***stop or restrain,*** and ***thing*** with regard to ideas or concepts more than objects.

However, Carter warns that a list of words based on frequency is not a pedagogic list. These words are not necessarily the most easily learnable. Grammatical words are not, for example, easy to picture. Also, learners, especially beginners, most quickly learn vo-

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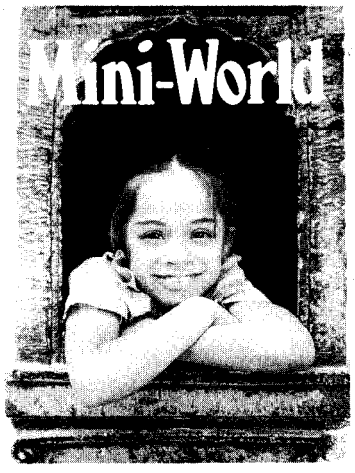

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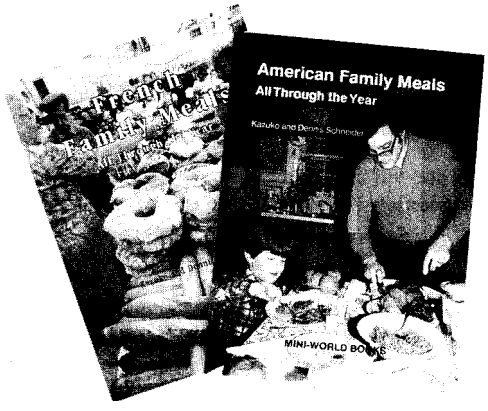

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cabulary that is in their immediate environment, the language classroom. In addition, the most frequent meanings may not be the most simple to teach.

Carter reviewed the sources of the Cobuild datanoting that while researchers did derive some data from the spoken language, the written language, such as that found in newspapers and magazines, furnished most of the data. The written language comes from the widely read English middle class. Anglo-centrism and a certain cultural restrictiveness are among the dangers inherent in using this source.

A practical caution Carter notes is that the Cobuild Dictionary is very heavy. If it can't fit in a briefcase, people can't carry it around for general use. Furthermore, a lengthy, complicated article could discourage the average reader from finding the core meaning.

Finally, Carter discussed the relationship between monolingual and bilingual dictionaries. Educators do not fully understand how learners acquire vocabulary. A learner feels more comfortable with a word once he has translated it back into his own language. And, it does seem that translating words between languages is an aid to learning. In actuality, the main reason why students use dictionaries seem to be to check word spelling and meaning. If so, Carter asked, should educators work completely against learner preferences? Perhaps, he speculated, lexicographers should concentrate on improving the quality of bilingual instead of monolingual dictionaries.

The final speaker, **Michael McCarthy,** is pleased with the new generation of vocabulary study materials that are no longer totally dominated by semantics Lexicographers no longer limit words by a simple definition, nor do they use only semantic networks to structure a dictionary. They are relying more on looser, associative networks to order a lexicon. These networks correspond more to how the mind actually organizes vocabulary and show more respect for idiosyncrasy.

McCarthy warned against reading a text as words because chunks dominate written language. Any newspaper article, for instance, is 80% prefabricated chunks and 20% words. Although students want to use the dictionary as a decoding tool, McCarthy prefers that students use it as an encoding tool. When learners look up idioms, the lexicon should not only make available the translation, but also the variability of syntax or culturalcontext. Dictionaries shouldlist mom examples of how speakers use the idiom in the target language, as well as similar or opposite idioms.

Above all, dictionaries should deal with what educators know is the reality of the learner's world. For example, ***Roget's Thesaurus*** lists ***stomach*** under maw, and ***maw*** under ***container.*** McCarthy proposed that lexicographers are perhaps too bound by tradition when systematizing vocabulary material. At this point the audience questioned whether students were possibly better organizers of vocabulary than lexicographers. McCarthy responded that, unfortunately, students are not using resource dictionaries as learning tools. Therefore, perhaps educators need to explore how successful students learn in the classroom in an effort not only to accommodate, but also to exploit, learner techniques and preferences.

Reported by Jane Hoelker
Kinran Women's Junior College

Activities for Developing Intercultural Awareness

by Charles W. Gay and Thomas P. Nunnelley

We live in the era of the "global village"-an era that involves ever-increasing intercultural contact. As any long-term expatriate can attest, this contact creates a number of issues and concerns. There is a need for cross-cultural awareness and sensitivity. There is also a need for training programs that will address these concerns. The fact that intercultural awareness is an important area was clearly shown by the packed room in which Charles Gay and Thomas Nunnelley gave their presentation.

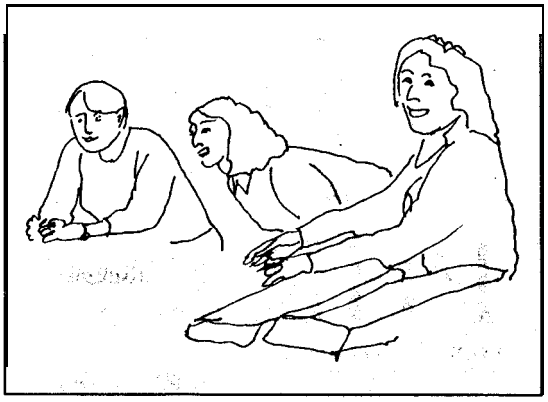
Gay believes that, while it is necessary to give students background information and vocabulary when teaching intercultural awareness, lecturing is not the best approach to take. What is better is a "hands-on" program made up of task-based activities and carefully led "debriefing" sessions. These activities bring the issues into focus in a concrete way to stimulate student interest and thinking.

Gay and Nunnelley took session participants through three different activities. The first activity was a cultural values worksheet on which participants chose and ranked most and least valued items. The second activity was a simulation game in which 'experts" visited a sample culture and ran into an "intercultural barrier" (the "natives" answered yes to smiling experts and no to non-smiling ones). The final activity had groups examine a set of pictures and comment on them at three levels: description, interpretation, and evaluation.

As participants went through these activities-albeit in a much abbreviated fashion-many of the issues and pmblems involved in cross-cultural communication and interaction became evident. An example of this would be the question of how our own values affect our interpretation of another culture.

In the ever-shrinking world in which we live, activities that shape and increase our students'intercultural awareness (and our own as well!) play an important role. By incorporating these kinds of activities into our curriculum, we can help to achieve, in at least a small way, true internationalization in Japan and the world.

Reported by Thomas C. Anderson
Temple University Japan



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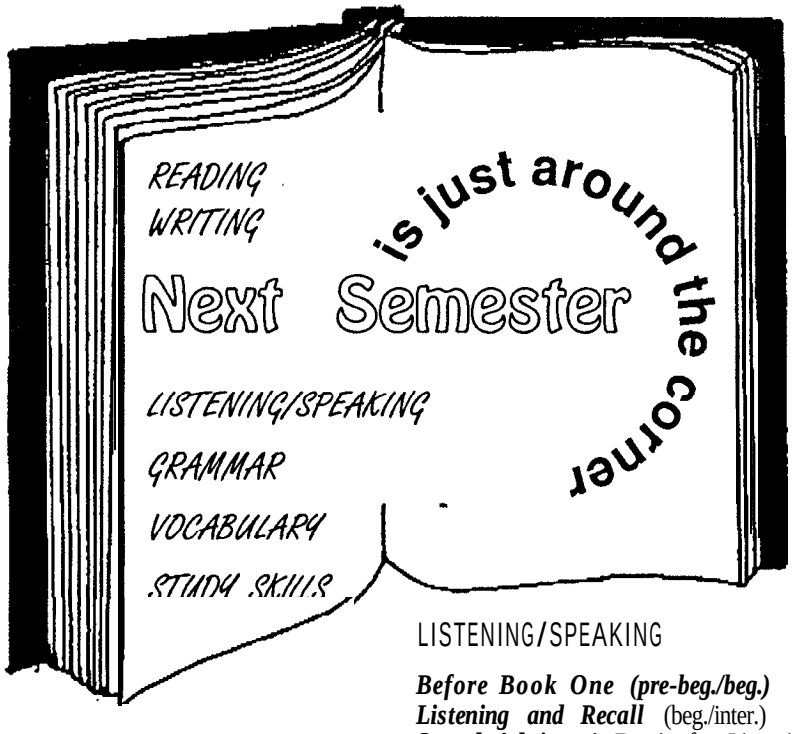

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Activity Types

Video Challenges for the Nineties

(Colloquium)

With audience members arriving up to 30 minutes before the start to be assured of a seat, them was never any doubt that the video colloquium was going to be played in front of a capacity crowd.

Barry Tomalin, teacher trainer and video specialist for the B.B.C in London, kicked off by predicting that today's children would be making even more use of "vision-related cultural input" as the century drew to a close. As we entered a more dynamic technological age, a much closer relationship would evolve between moving vision and computer, while the hardware itself would become more available and affordable.

The great advantage of video, he added, is that it offers more clues to meaning by combining sound input with vision. For the students, it is not only enjoyable and motivating, but helps them to learn because they can Bee what is happening, put their own words to it in their own language, so that they already have the framework in their heads to absorb the English once it is given to them. Another big advantage is that video reinforces the importance of the non-verbal part of communication. According to a recent survey done by the psycholinguist Robert Merebian among high school students in the U.S.A., around 60-70% of a communication was not perceived verbally, but through dress, stance, gestures, facial expressions, and surroundings. The implications for us as teachers are obvious: can we continue just teaching 30% of human communication, leaving the other 70% to chance?

Next, he raised the question as to why video was still a minority activity in classes. He suggested that the problem lies in the fact that teachers still think of it as a passive medium, rather like watching TV. The key challenge of the '90s is training-a visual element must be included in all teacher training, to help teachers understand that it is an active process and that it works. Finally, he stated that video helps teach cross-cultural comparison, which will become extremely important in Japan and elsewhere in the '90s along with better, user-friendly technology in the classrooms.

The following speakers all alluded to the same general points made in the first speaker's address, which is why my treatment of Barry Tomalin is somewhat longer than of those that succeeded him.

Shari Berman, coiner of the word ***edutainment,*** which means education combined with entertainment, used a couple of amusing 'off-air" TV clips to show how this was possible. In particular, when using video we should not think solely in terms of teaching language, but in bringing foreign culture to students who do not live in a foreign culture. She had successfully used the American TV series "Growing Pains" to motivate her students, who had developed "friendships" with certain characters and lamented the fact that such programmes were not available on their own TV. With English-Bpeaking programmes appearing less frequently on regular Japanese TV, due to implementation of satellite channels, she suggested we should all contact the sponsors to request more of them.

Well-known EEL materials writer **Robert O'Neill** added a refreshing touch of controversy to the subject by claiming that, up to now, video had failed in an educational context. Video hardware takes up too much room, breaks down when you've got a good lesson ready, and would be wrecked if left in the classrooms of some countries; a lot of off-air material is unsuitable for foreign students, who tend to pick up the least important information; with regard to EFL material, it is too expensive and lacking in depth of content. How many people would want to watch an EFL video unless they were forced to? He suggested that the main criteria for judging an EFL video was whether you would watch it if you weren't going to learn English from it.

In an attempt to "rescue the case," however, he asserted that the EFL video might succeed if people like himself became better writers and produced videos which, like good films such as ***Casablanca,*** had a convincing storyline and characters, instead of thinking about activities and pedagogical aspects.

Susan Stempleski drew extensively on her own research among members of the TESOL Video Special Interest Group (Video SIG) to indicate how students as well as teachers were making videos. Teachers were also relying quite heavily on authentic sources, producing their own support material and integrating video with other course content. To demonstrate the power of video to stimulate discussion, she showed us a clip from a teacher-made video which draws attention to the subject of cultural prejudices. An encounter on an American campus between a native female American student and male Indian student takes place on two levels: the actual words spoken, then the thoughts in the minds of the speakers prompted by each exchange, using the 'sub-text" technique.

Finally **David Wood,** founder of JALT's own rapidly expanding Video SIG, summed up the video challenges for the '90s. He stressed that we, as teachers, must accept that video is here to stay and adjust our methodology to keep in pace with new technology. Furthermore, we Bhould increase our own personal video repertoire by going to talks such as this, and pool our techniques and ideas with others by involving ourselves in Special Interest Grups.

Chairperson **Barry Natusch** did a good job of dealingwith thebarrageofraised hands that followed. Regrettably, perhaps, half the little time remaining was taken up by questions relating to the ins-and-outs of the video copyright laws in Japan and the U.S.A. Until, that was, Robert O'Neill stepped in with some advice: "How many of you out there are seriously concerned at the prospect of getting arrested half way through a lesson? If you're thinking of doing it, just go ahead and do it!"

As the speakers were besieged at the end by a flood of further question posers and autograph hunters, I was left to ponder over one basic issue: Isn't it about time I switched on to video?

Reported by Christopher J. Bragoli
Sanno University

Using Video for Cross-Cultural Instruction

by Susan Stempleski and Barry Tomalin

In a fast-paced presentation, this dynamic duo gave us insight on how aspects of culture can be taught using video by introducing specific teaching techniques.

First, we were asked to answer the following questions: when you think of teaching culture, what aspects do you teach? After brainstorming, we could see that there were two basic categories: unobservable culture, i.e. values, and observable culture, i.e. lifestyle. After a discussion on general goals and instructional objectives of cross-cultural instruction, we concluded that the ultimate goal was to 'help students developunderstandings, attitudes, and skills needed to function appropriately within the target culture and to communicate with speakers of the target language."

Using an excerpt from *The Lost Secret,* we focused on becoming more aware of behavior. The extract was played three times: to observe, discuss, and check behavior. Suggested questions for classroom use included: What happened? What did X do? What did X say? What did others say? How should you react in that situation? The teacher can sum up by giving recommendations to the students.

Besides behavior studies, cultural comparisons from scenes of a movie, e.g. *Annie Hall,* can be used. We drew a line down the center of our papers and then observed the differences between two families at dinnertime. One variation is to list similarities between scenes, while in the "here/there technique," students compare their situation (here) with the video (there).

Another idea is to divide the class into groups and assign a task to each group. For example, each group could be assigned to observe a certain character. Play the video, elicit reactions, play it again with pauses, and then discuss attitudes behind the words and the body language.

Commercials also display values of a particular culture. Given a list of twenty-one values of U.S. culture, we watched several commercials and chose what values we saw reflected in them. Another way to talk about values is the What if..." technique. In contrast to common values, this technique reflects relative values held by individuals. After watching a scenario, students answer questions such as: What if you were in this person's shoes? What if the main character was of the opposite sex? What if the season was different?

Most of the techniques mentioned in this presentation are in Stempleski and Tomalin's book ***Video in Action: Recipes for Using Video in Language Teaching.*** However, watching these two experts demonstrate the techniques using specific scenes from videos made it much easier for us to understand how to use the recipes. Everyone left with much excitement and enthusiasm as to how video can transform the language classroom using these techniques, with variations limited only to the teacher's imagination.

Reported by Sophia Shang
Kagoshima Women's College

Group Projects Using a Video Camera

by Ditte Lokon

Ditte Lokon shared her experience in using portable video cameras in her junior college classes (of about 25 students each, meeting twice a week). Basically, she divides students into groups of about four and has them design and execute a video pmject over a period of 3 weeks. Her concern, for a language-learning exercise, is not so much with the finished product (usually a 15-minute video) as with the process of producing it.

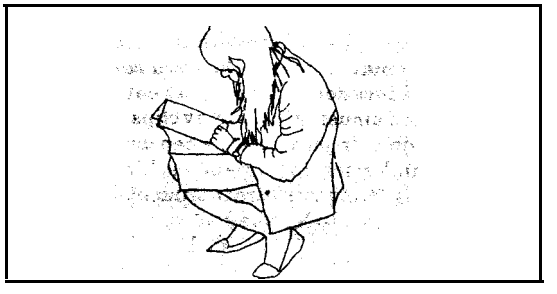
She showed us excerpts fmm some of the final productions, including the following: a demonstration video of how to behave and what to expect at a Japanese funeral; a demonstration of tea ceremony tools; a short documentary about a sushi chef; an explanation of a ryokan; and a puppet show. In each case, the students took the portable cameras to different places for location shooting outside of classroom hours.

The process of producing the video begins with each group brainstorming in class to come up with a pmject idea. The teacher can be available to answer questions that come up. Someideas have drawbacks. For instance a cooking lesson doesn't include enough talking, and an interview may allow the interviewer to avoid talking. To teach students about the video equipment and make themcomfortable with it, a preliminary 3-minute video pmject is sometimes used.

Students must then write an outline or script, create any pmps or other necessary materials, practice, shoot the video and edit it. When the production is finished, the students evaluate the pmject, both verbally and in writing. English, then, is used in the planning stage, the script preparation, the on-camera speaking, and the evaluation.

Most of the 35 or so people attending the workshop had used video cameras (or at least had access to them) in their classes, and the workshop provided a good opportunity for them to shareideas. Lokonemphasixed that the method she outlined was but one of many that could be used. Some participants suggested shorter projects with emphasis on the on-camera communication, such that each tape be reviewed immediately after taping for analysis of grammar, pronunciation, and other elements of communication. In attending this workshop we were able to gain a deeper sense of how both production of a video and the-product itself could serve the cause of English language teaching.

Reported by James M. Hagen
Kinki University



Rock Around the Classroom

by John Dougill

Interest in using music in the EFL classroom is clearly growing, as the crowd at Kanazawa University instructor John Dougill's presentation suggests.

After citing reasons why teachers need not apologize for using rock music (it's a valid art form, deals with serioustopics, and is of sociological importance), Dougill explained that it's the task, not the text, that should be graded. That is, even a lyrically difficult song can be used with elementary students by doing simple activities such as asking students if they liked the song or not.

Although the number of times a song should be played is up to the instructor, Dougill prefers to play each song three times-once for music, once for words, and once for meaning. He then outlined his three-step approach: Pre-Listening, Listening, and Post-Listening.

In demonstrating a useful Pre-Listening activity, Dougill flashed a large photograph and asked participants to gather information about what they saw. Then, after the photograph was shown to be that of Dire Straits guitarist Mark Knopfler, he played the opening part of the band's classic song, ***Money for Nothing.*** Participants then formed small groups and solicited ideas on how to obtain money for nothing.

To show how comparing two songs can be used at the Listening stage, participants first heard George Harrison's ***Something,*** and then ***Layla*** by Eric Clapton. These songs, radically different in rhythm and mood, yet both considered rock classics, have one crucial thematic similarity: both were written about the same woman. Dougill believes such background information not only helps students understand the songs better, but also imbues the songs with a richer, fuller meaning.

Next, the lights were dimmed and everyone was asked to allow their minds free reign while they listened to John Lennon's ***Imagine. Afterwards,*** groups were again formed and members spoke freely about what went through their minds as they heard the music.

A lyric sheet was used to demonstrate another technique. While listening to David Bowie's ***Space Oddity,*** participants noted errors included in the lyrics.

Using ***Space Oddity*** to exemplify a Post-listening exercise, Dougill read three possible interpretations of the song and group members discussed which interpretation they thought seemed most appropriate.

The presentation concluded with more advanced activities using not only music, but accompanying videos as well. Bock videos pmvide a rich source for potential activities since they can re-interpret the meaning of a song already studied. After examination of the lyrics to Madonna's ***Material Girl*** for word plays, concert footage was shown and members discussed what effect she was trying to achieve.

To summarize, Dougill believes that classic rock songs have stood the test of time, are familiar to most students (an important consideration since most students cling to things familiar), are easy to obtain, and can be used in many ways, as long as the tasks are tailored to tit the students' needs.

Reported by John Thorpe

Communicative Practice Through Group-Study Activity

by Stephen Gaies

The presentation by Gaies was held in a workshop-like atmosphere, in which the audience listened to an explanation of cooperative language learning in general, and group-study activities in particular, and also performed a group-study activity. The hands-on experience of performing the activity provided the audience with useful and practical insights into the students' world of communicative language learning, and also helped to make the audience aware of potential drawbacks and points to pay attention to while monitoring students during the course of a project.

The main theme of the workshop was that students are very much in control of the design of their pmject in terms of division of labor, synthesis of information gathered, and organization of the final report, as well as having the potential for pmviding input in the evaluation process. The freedom experienced by the students in the decision-making process allows for four "essential features of cooperative learning arrangements." The first feature involves *positive interdependence," in which the students must depend on each other in order to complete the task. The second feature of "face-to-face interaction" is bmught about by the small group size and the fact that the students must work together, thereby "interacting" with each other in order to complete the task.

The third essential feature, "individual accountability," is one in which the individual students must account for their actions to their partners by doing their fair share of the work, and to the best of their ability. The fourth feature of group work is that the students are able to develop "small-group skills." This is accomplished through training by the teacher in small tasks designed to teach the students how to interact cooperatively, as well as thmugh peer evaluation in post-project discussion. Through development of these skills, the students learn how to request clarification, involve all group members in an activity in a positive way, and divide the workload evenly.

The presentation had only one small drawback: no activity directed towards the design side of group study. The audience was shown examples of projects developed by Gaies and others, which was helpful, but if the participants had been able to brainstorm some ideas, develop a"project worksheet," and evaluate each group's work, they would have been able to see more clearly some of the potential pitfalls involved in the design of a pmject. However, since time restrictions did have some bearing on what Gaies was able to present, it may have been impossible to do justice to such a task..

Reported by Robert M. Homan
International Christian University

TESOL CALENDAR

TESOL '91 — New York, NY
TESOL '92 — Vancouver, B.C.

Interview Projects for University Students

by Cyndee Seton

The focus of the first of two projects presented by Cyndee Seton, was a piece of research to be based on the reminiscences of an older relative of a student by at least two generations (e.g. grandmother, grandfather), and to be undertaken by freshmen during the summer holidays, when access to these relatives would be easier. As a preliminary, the students would be required to prepare a list, in English, of the questions which they intended to ask in Japanese, and these could in turn also serve as a basis for discussion with partners. The completed project, to be turned in the following September, would be 5 to 15 (at the teacher's discretion) pages long, and would include an introduction, a transcription or review of the interview, and a conclusion.

A second project, to be written over the New Year break, would involve a "hunt" or "quest" for information on topics that the students feel that they want to know more about (e.g. marriage, kendo, a job/career). In preparing the project, the students have to focus on reasons for choosing their desiredtopic and decide on at least fifteen related questions that they would ask two Japanese interviewees. These preparations could also serve as a basis for conversation work with other students. The complete project would be turned in during January and could be similar in organization to the summer project in revealing what the student had learned from this particular quest for knowledge.

For Seton, important aspects of both projects were that they involved all four skills (e.g. discussing the project with partners, interviewing, listening to tapes, editing, reading others' projects, writing). The projects can also be a basis for an informal talk by the student to the class/group/partner. Seton stressed that the interview was at least as important as the written part, but recommended that students summarize rather than transcribe interviews into English, as rigorous editing would be needed, translation mistakes would abound, and the interview would be turned into a translation exercise (necessarily a bad thing?); summarized notes appear to lead to better English.

The quest project not only requires research, but hopefully will also be of some personal use to the student. The family project was especially meaningful for most of Seton's students as it opened up a period which for many had not had much significance outside the world of history books. In some cases, it also brought them closer to the person who had influenced their lives most (their grandmother). Some parents were also reported to be happy with the interest shown by their offspring in their grandparents. Thus this presentation showed not only how to make a learning experience more personal and therefore more motivating and effective, but also how to make some people happier in the process.

Reported by Gabriel Yardley
Nanzan University

CAI with Real Interactivity for Beginners

by Motofumi Aramaki and Satoshi Kamiya

This presentation demonstrated how far computerized instruction has come in the last decade, moving away from simple programmed sequences with routine fill-in drills to genuine individualised tutoring in which no two lessons are exactly the same. Aramaki showed how individual learners can move through a listening comprehension program that requires no knowledge of computers at all, except theuseof a mouse, which takes about ten minutes to learn.

The pedagogy assumes that receptive skills, such as listening, should be introduced before production. The listening input is comprehensible, thanks to the visual context provided by video and graphics, backed up by the fact that a learner can ask for help (in English or in Japanese) at any time. The learner can also control the speed of the input by adjusting the level. Various comprehension activities (cloze, dictation, comprehension questions, vocabulary matrix games) encourage the learner to recall and use new information.

Each learner has a floppy disk, with ten to twenty hours of material on it. A supervisor's disk records each learner's learning history (total time, when, what topics and activities were worked on, scores). The supervisor can also use this disk to set time limits and levels.

This system certainly looks like fun, and it allows beginners to go at their own pace through some well-thought-out listening presentations and practice activities. Using such a system would free the teacher or supervisor from much tedious paperwork and free group time for productive activities such as role play.

Reported by Jane Wieman
Kyoto YMCA

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In and About Japanese

Japanese Language Acquisition: Perspectives

このコロキアムは、第二言語としての日本語(JSL)教育を効果的に進めるためには「言語習得理論(が)…不可欠である」(**谷口すみ子氏**)という見解を出発点に、第二言語習得(SLA)研究の現状と今後の展望を討論することを目的として企画された。

第一発表者の平高史也氏は、「Concept-Oriented Approachによる日本語学習者の発話分析」という題で、第二言語(L2)としてのドイツ語の習得研究で利用されたデータ分析方法、すなわちConcept-Oriented Approach(COA)を紹介した。COAにおいては、学習者の「発話の表層に現われた形式」ではなく、「発話の根底にある意味概念(例:時間、空間、因果関係)」を明らかにするのが目的である。具体例として平高氏は、JSLの学習者が時間の概念を語彙表現(「はじめて」、「終わった」等の単語)や談話表現(文相互の配列順序等)を通して表わす様子を独自に収集したデータを使って示した。COAは言語の持つ「形式」と「意味/機能」との任意的関係を利用し、中間言語の規則性を「意味/機能」の点から示そうとするので、「形式」を中心に扱う研究、例えば形態素研究(小森・坂野1988)に代表される分析方法の欠点を克服する方向として注目される(Long & Sato 1984)。しかし現状でCOAがもたらすものは、あくまで中間言語の記述にしか過ぎない。こうしたCOAの限界を平高氏は、言語教育への応用が不明確だという言い方で指摘した。その上で氏は、今後の具体的な研究の方向として、(1)本来移民労働者(その大部分は教授を受けずにドイツ語を習得した)から得たデータを対象としたCOAが、教授を受けてL2を学ぶ学習者の発話にも応用できるかを検証する、(2)「文法形式の発達以前に起こる語彙、意味、ディスコース表現の発達を利用できないか」を調べる、等を提起した。(1)に関しては、Pienemann(1989)らがすでに応用可能であると主張している。しかしアジアからの労働者が日本に大量に流入している現状を考えると、JSLの習得研究が、自然な習得と教授を受けた習得を比較する絶好の機会を提供することは疑いない。将来の研究が待望される。(2)についても、言語学ではGivon(1979)が、母語習得研究ではScollon(1976)が、SLAではHatch(1983)、Long(1983)、Sato(1990)らが、統語構造が談話構造の中から発達してゆくという説を述べている。志村(1988)の日本語のフォリナー・トークの研究や、Loschky(1989)の言語交流活動がJSLに及ぼす影響の研究も、SLAにおける談話の重要性を教師や(非)母語話者の観点から見たものとして触れられてもよかっただろう。

続く**西口光一氏**の発表は、「第二言語の学習と習得:認知主義的見解」という題目でなされた。西口氏は冒頭で、コミュニカティブ・ランゲージ・ティーチング(CLT)の課題として、(1)言語知識の習得の過程、(2)訂正的フィードバック(CFB)の役割、(3)伝統的な教授法との関係を解明すること、を指摘した。その上で、これらの課題に対処し得る理論として、Ellis(1990)で代表される認知主義的なSLA理論を紹介した。西口氏によれば、Ellisが提出する九つの仮説の中に、言語知識の習得の過程に直接触れているもの(仮説6:「目標の形式が言語能力発達上制約を受けるものでない場合…潜在的知識は…直接教授することができる」)や、CFBの有効性を指示するもの(仮説9:「(CFB)が与えられると、学習者の文法意識が高まり、正しい形式の取得が促進される」)が見受けられる。またCLT自体を支持する仮説もある(仮説5:「潜在的知識は主に意味重視の授業から引きだされる」)。これらの考察に基づき西口氏は、伝統的な教授方法に対して、(1)「文型、文法事項に関しては基本的な知識だけを要領よく身につけさせる」(2)「初級直後に、新しい言語事項を教えないで、コミュニケーション活動を多くさせる」、等の提言を行なった。SLAのような複雑な現象を解明するには、Ellisが唱えるような包括的な理論が必要であろう。その意味で西口氏の着眼は妥当である。また伝統的な教授法との融合を目指す姿勢が、氏の発表を現場の教師にとってより受け入れやすいものとしている。しかし認知主義の特徴を、競合相手である普遍文法の言語習得観(Shimura 1990)などと対比させれば、発表がより分かりやすかっただろう。同様に、認知主義の範囲内の他の研究(Harrington 1987)とも比較を試みるべきであった。西口氏の発表の最大の課題は、Ellisの理論自体が依然仮説の段階だということにある。従ってJSLへの応用を考えるだけでなく、逆にJSLの研究がEllisの理論の検証にどのように寄与するかも論じるべきであっただろう。そのような研究の萌芽もすでにある(土井・吉岡1990)。

最後の**岡崎敏雄氏**の発表は、「学習者ストラテジー研究の統合的展開:学習のデザインを媒介として」という題目で、学習者ストラテジー(LS)の研究をSLAさらには言語教育、特にCommunicative Approach(CA)と統合させようという試みであった。具体的な方向として岡崎氏は(1)「SLA/CAの視点に裏打ちされた…(LS)研究の…展開の必要性」(2)「(三分野)の統合によるSLA研究の新たな統合的領域の展望」の必要性を提案した。こうした視点に立ち岡崎氏は、独自の分類法に従って、様々な研究や学習デザインのタイプを紹介した。残念なことは、西口氏の発表同様、先行研究の紹介や今後のJSL研究への具体的な示唆があまりなかったことである。

コロキアム全体を通して感じたことが二つある。一つは、JSLの先行研究がまだ広く認識されていないらしい

ということである。その意味でSIG結成のようなネットワーク作りの動きは時宜を得たものであり、今後が期待される。今一つは、各発表者が欧米のSLA研究の最前線を的確に紹介していた一方で、それをJSLに応用する意義が不明確だったことである。欧米のSLA研究の成果を利用することはもちろん重要であるが、いつも一方通行ではなく、JSL研究の成果をSLAの理論構築に積極的に活用していく可能性が生まれて来ることを痛切に願う。

最後に、谷口氏の司会は非常に歯切れがよく、てきぱきとした進行のおかげで、コロキアムが大変円滑に運営されたことを付け加えておきたい。

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What is the "Oral Proficiency Interview"? by Utako Hori

ACTFLによる"Oral Proficiency Interview" (OPI)では、初級（暗記した語句に限られ、最小限の言語伝達ができる。単語から句レベルの発話)、中級(日常的な内容についての文を創造したり、短い応答をしたり、普通の状況を処理できる)、上級(積極的に会話に加われ、説明、描写ができ、予期せぬ状況でも言語的に対応できる)、超級(教育ある母国語話者に匹敵する。意見を述べたり、複雑な交渉をしたり、抽象的な仮説が立てられる)にレベルが区分されている。さらに初級と中級では、それぞれ上中下の三段階に区分され、上級では、上下の二段階に区分されている。

OPIにおける評価基準の特徴としては、1)機能、タスクの重視、2）場面、話題の重視、3）談話の型の重視、4）正確さの重視の4本の柱が示された。最近の日本語教科書には、機能・タスクを重視したものも出てき始めているが、まだまだ正確さを重視した文型積上式のものが使われている。日本語能力試験も、そういった教科書中心主義的な流れの中にあると思われる。OPIにおける評価基準の新鮮さは前記1）～3）の柱が設定されている点にあると思われる。

また、OPIの構造として、次の4つの段階が示された。

［第1段階］Warm up：緊張をとりのぞき、自然に日本語を話し出せる状態にする。基本となるレベルを探るサンプルデータを手に入れる。

［第2段階］Level checks：下のレベルから始めて初、中、上、超のどの段階か質問レベルを上げながら、話題を広げ、レベルを探り、まず、下限を決める。

［第3段階］Probing：レベルチェックでレベルが維持できるか、それ以上か。維持できる能力を超える言語材料で突き上げて、言語的挫折を起こさせ、正確なレベルをつきとめる。

［第4段階］Wind down：再び維持できる会話にもどし、リラックスした満足感のある状態でテストを終了させる。

実際に会場に参加していた米国人女性に対してのインタビューが試みられ、実際に言語的挫折を起こさせる場面を見ることができた。この言語的挫折（linguistic

breakdown) に関しては、会場からも意図的に起こさせるとすればどのようにすればいいのかなどの質問が寄せられ議論された。たとえ日本語の母語話者であっても自分の不得意分野の話題によっては言語的挫折も起こりうるなど興味深い議論であった。

また、モデルになった女性の日本語のレベルがかなり高かったため、現在の中東情勢、読んだ本（吉本ばななの『キッチン』）の要約、慣用表現（羽根をのばす）の理解などが質問形式で探られた。実験台にされた人からテスターへの質問時間も設けられ、ただ一方的な質疑応答に終わらず、発話力を試すための配慮が感じられた。

テストを終結するにあたって、「リラックスした満足感のある状態でテストを終了させる」としている点も、humanistic interview を重視する姿勢がうかがわれた。

発表時間の制約から、OPI を単に評価法としてだけでなく、教育場面で「何を習ったかではなく、何が使えるか」の視点から、いかに教材化するかという点に関して十分に聞けなかった点が残念である。別の機会の発表に大いに期待したい。

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Materials for Vocabulary Teaching by Michael McCarthy

新しい語彙教材の特徴と具体的な例を紹介した発表である。語彙教材"A way with words" (Redman & Ellis, 1989-90) は近年再考されている語彙教育の新しい考え方を取り入れた教材の一例である。その特徴は、①語彙教育にコミュニカティブな面を持たせている、②タスク形式を取る学習活動を通して語彙教育を単なる「意味」の習得学習から、学習者の中に語が「意味のある」ものとして整理・記憶されることを目指している、③語彙を使用する際に必要な文法的な知識などを提示して学習方法を学習者に身につけさせる、などが挙げられる。主な学習活動は、①照合問題(Matching Exercises)、②表などを作成させる問題 (Chart-filling Exercises)、③インフォメーション・ギャップを与えて学習者間で考えさせる問題 (Information Gap Exercises)、④学習者個人の持つ語彙ネットワークや学習したい内容を重視した正答のない問題 (Open-ended Exercises) などである。

具体的な教材の例として以下を提示した。①語彙の枝分れ図－単語「crime」「theft」が与えられ、"person" "verb" "other crimes" "what the police do"などの指示を手がかりに空白に新しい語彙を記入する。これは学習者に「ぬすむ」行為に関する語彙ネットワークを形成させるものである。②表の完成－食べ物の調理の仕方をチェックさせる。調理方法を表わす動詞のネットワークが形成される。③語彙のグループ化－２つの形容詞のグループから適当に１語ずつ取り出し、その２語を特徴とする仕事を考えさせ、その仕事をする人を何と呼ぶかを言わせる。

これらのどの活動も学習者による個人活動と学習者同士で話し合いながら作業していく共同活動が可能である。しかし、個人作業では個人の学習者の限られた語彙の範囲で問題にむかうため、辞書を開く以外に新しい情報が入りにくい。これに対して共同作業の中では、学習者同士が自分の知らない語について互いに質問し情報を得る行為を通して未知の語の概念をつかむことが可能である。

筆者は外国語としての日本語教育にたずさわっているが、今回紹介された教材は日本語教育にも大いに活用できると考える。この教材は、使い方によって、単なる語彙の拡充にとどまらず、「話す」「聞く」「読む」「書く」の４技能を使いながら、文法事項や文型・表現などの習得の練習にまでも応用できる。また、数名の学習者によるゲーム式の学習活動を取りやすいので、学習行為が単調にならず学習者は常に能動的に活動できる。

今回発表された学習活動の具体例の１つを日本語に置き換えて実際に授業に取り入れてみた。初級の形容詞「て形」が導入されたばかりの学習者に、①既習形容詞の意味の確認、②「て形」を用いて形容詞を２つ組み合わせる練習、③組み合わせた２つの形容詞を特徴に持つものを考え、その名詞を言う、という作業を２人１組でゲームとして行わせた。学習者のレベルによっては、③は母語で提出させるだけでもいいと思う。教育の現場では多くの場合カリキュラムの運営上、個々の語彙の十分な指導は時間的に難しいが、このように、文法作業の合間にゲーム感覚で導入事項の応用練習をしながら、かつ語彙学習を行なう教材がたくさん考えられる。今回の発表は英語の語彙教材だが、日本語の教材の作成にも大いに参考になることはまちがいない。

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Video in Language Teaching: The Recipe Approach by Susan Stempleski & Barry Tomalin

参加者を学習者に見立て、ビデオの使用例を何種類か実体験させながら、言語教育におけるビデオの有効な利用方法について説明がなされた。

説明の中で、ビデオに出てくる言葉を教えるだけではなく、ビデオを見ることを契機として、学習者に、自分の知っている言葉で自由に話させる、という点が強調された。それを発表者の言葉で示すと、

"Video not only ~~teaches~~ language but it also releases language."

ということになる。具体的には、以下のようなデモンストレーションが行われた。

1．映画の冒頭部分を、画面なしで音だけで聞かせ、題名、出演者、ジャンル等を想像させる。
2．ドキュメンタリーの冒頭部分を音なしで見せ、その

作品がとりあげている話題、出てくる物、音、匂い等を想像させる。

3．物語から一部の場面をとりだし、その始めと終わりを見せ、両者の間で起こった内容を考えさせる。
実際のクラス授業では、このギャップを埋める内容を、4行から5行の作文に書かせる。
ギャップ埋め作業終了後に該当部分を見せて確認し、以下どのような展開になるのかを想像させる。

4．ドキュメンタリーの一部を見せ、以後にわかるであろうことに関し、5W1Hの質問を作らせる。
学習者の一人にビデオの操作をさせ、操作者以外の学習者に、所々で質問を作らせる。

5．二人の人物の写真を30秒ぐらい見せ、彼らの年齢、仕事、性格、ライフスタイル等を想像させる。
次に、映画『クロコダイル・ダンディー』の最終場面を見せ、観察するよう事前に指示しておいた四人の登場人物について、上記の写真観察時にとりあげた事項に関し、想像できることを言わせる。

6．CMの一部を視聴させ、何のCMか想像させる。

以上すべてに共通するのは、「予想」「想像」ということである。つまり、ビデオで眺めた内容そのものを言語的に再現させるのではなく、以後に起こることを予想させたり、以前に起こったことを想像させる、あるいは、画像だけ見せて、それに付随する音響や言葉を想像させたり、音だけ聞かせて、それに付随する画像を想像させる、という作業が中心であった。実際に学習者の立場で参加してみて、これらの活動がいかに視聴者の興味と関心を高め、表現活動への動機づけ強化につながるか、十分に体得できた。とくに、3については、作文の授業を楽しくするのに適しているし、5については、発表者も言及していたことであるが、ボディ・ランゲージ等に関する文化的相違に気づかせる効用がある。

なお、4の場合に、学習者の考えた質問の答えがビデオから得られない可能性があるが、答えを得ることが目的なのではなく、質問を作ったりディスカッションをすることで学習者の言語能力を活性化させることが大事なのである。この点につき発表者は、答えがビデオに見つからなければ、図書館等で調査のうえ報告させてはどうか、と示唆していた。このような、ビデオを題材にした発展的学習も面白い試みと言える。

以上で本デモンストレーションの紹介を終えるが、発表者は『VIDEO IN ACTION — Recipes for Using Video in Language Teaching』(Prentice Hall: 1990)を共同で著しており、同書の中で、ここに紹介した事例の詳細と、その他のさまざまなビデオ利用方法がとりあげられている。

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David Eskey: Profile of an Expert

by Carolina Lopez

Most people in the language teaching pmfession are familiar with the work of David Eskey. His contributions in applied linguistics have helped bridge the gap between psycholinguistic theory and the target language classroom. Teachers who have tried to design reading programs to complement the mind's natural language processing patterns am well aware of the value of Eskey's contributions in the field.

Who exactly is David Eskey? What has made him an authority in L2 literacy, in syllabus design, and in reading program design and administration?

Eskey is a native of Pittsburgh, Pennsylvania, U.S.A. He received his Bachelor's degree from the Pennsylvania State University and a Master of Arts in Literature from Columbia University. Shortly thereafter, in 1660, Eskey went to Iraq for a year, where he developed an interest in **ESL/EFL** Upon returning to the United States, he entered the university of Pittsburgh, where he earned a second Master's degree-in Linguistics-and a Ph.D. in English Language.

As a young academic, Eskey lived for four years in Lebanon and for four years in Thailand. Living abroad for extended periods of time has given him the advantage of having had to function within a foreign language environment. These experiences abroad have provided him with insights into the L_2 learners' situation. Presently, although Eskey has been at the University of Southern California for some time, he still manages to keep in touch with the international scene. He does this primarily by giving presentations abroad and by periodically accepting short-term assignments as a consultant for such organizations as the United States Information Agency (U.S.I.A.).

One might ask how certain people come to be recognized as authorities in an academic field. A look at Eskey's early years in the profession might shed some light on this question. During the '60s and the '70s, he spent a great deal of time groping for a model that would provide a theoretical basis for this work. Naturally, due to the trends of the era, he initially relied on syntactic theory for his basic foundations. However, he eventually began to move away fmm those assumptions, due largely to the influence of such scholars as Ronald Wardhaugh, Kenneth Goodman and Frank Smith. Eskey cites Wardhaugh's Linguistics and Reading and Smith's ***Undmstanding Reading*** as works which he claims "really drove home the notion of reading as a psycholinguistically active process." The influence of these studies pointed him toward psycholinguistics as a theoretical foundation for his work.

It was after reaching this turning point that he did his pioneering work on a model pmgram for teaching reading to advanced English as a Foreign Language students. Although he feels his article on the subject is "a solid piece of writing," he's the first to admit that 'current research--for example, research in schema theory-now pmvides more succinct explanations for the psycholinguistic processes involved in reading.' As is often the case in science, an individual may be ahead of his time making significant postulations based on foundations soon overridden by more adequate models.

When asked about his present stance, Eskey mentions Stephen Krashen, Pat Carrel1 and Henry Widdowson as contemporaries whose work has had an influence on his current position. He goes on to define reading as "the process of acquiring information fmm a written or printed text.' He is openly committed to a communicative stance, not only in reading, but in the whole of L_2 acquisition/learning. He also admits to having a bias toward content-based pmgrams.

Eskey feels committed to training language educators and believes that thii can best be done by giving workshops as the need arises. His expertise is particularly valuable in dealing with problems related to general reading course design and, more specifically, to syllabus design. When asked what he would like to say to the language teaching community, Eskey mentions two interrelated factors which he considers important. First, he feels that it is crucial to win students'interest and motivation if we wish them to develop the reading habit. Second, as a logical consequence, he wants to see more emphasis placed on extensive reading. This line of thought is entirely in agreement with the basic tenet that language is learned by using it.

A final question put to Eskey concerned the direction of his present and future work. He suggested that sincethemisnow alargebodyofinformationpertaining to the psycholinguistics of reading, he will be looking into the sociolinguistic aspects of literate behavior. In a sense, now that we basically know how the mind/brain handles written input, a logical direction in research would be to examine what underlies optimal literate behavior. This understanding would help teachers create a classroom environment conducive to instilling these patterns of behavior in their students.

Along these lines, Eskey is currently engaged in examining the sociolmguistic aspects of reading in conjunction with Joanne Devine of Skidmore College of New York. The implications and applications of Eskey and Devine's joint research should soon be available to those of us in the language classroom.

Within the field of language instruction, we are fortunate in having authorities like David Eskey to provide insights to guide us as we grow in our profession. Knowing the factors that have shaped and influenced him, both personally and professionally, we can better appreciate what has made him the expert that he is.

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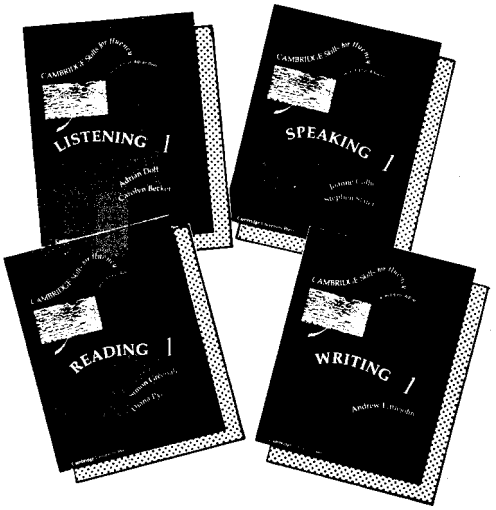

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JALT News

And the Winners Are. . .

Following the Final Panel at the JALT '90 International Conference, two drawings were held.

The first was the Publishers' Display Lottery, with prizes donated by those publishers exhibiting at the conference. The first prize of \50,000 was won by Stephanie Graham, of Nagano, a member of Suwa chapter. Second prize, \30,000, went to Karen Howard-Vincent, from the Okayama chapter. The third-prize winner, who gets \20,000, was Tomoko Hirota, a member from Tokushima. And there were live fourth-prize winners, each receiving \10,000: Gordon Hall, of Nara; Sister M. Hopkins, from the Osaka chapter; Don VanLiew, a member of the Hiroshima chapter; Ann Steffes, from Nara, and a member of the Kyoto chapter; and Tamiko Yamaoka, of Nagoya.

The second drawing was a special lottery held in appreciation for those who took the time to respond to the survey sent out to the JALT membership in the July 1990 issue of ***The Language Teacher.*** The first prize-one free year of membership plus free admission to JALT '91 in Kobe-was awarded to Jennifer Igawa of Shizuoka. Also, there were four second prizes of one free year of JALT membership. These were awarded to David Baldwin, Osaka; Ellen Barton, Fukuoka; Keiko Kawanabe, Shiga; and Marie Shimane, Chiba.

Congratulations to you all, and thank you for your participation in JALT activities!

Big Shrine Sunday

Elevator morning
chillifall day, delirious
leaves breathing in the park
doubledeck sidewalks gregarious blab
pavements blisters crowds friends-
Sunlight in the plaza streaming
musical fountain and bell singing
bronze mother and child
bend like a lyre-
sonic time, sonic shrine
Omiya Sunday.

-Wayne Pounds

(Thnnks to the participants in Stephanie Hawkes' poetry workshop and to the Muse from the Inland Sea.)

Opinion

A Sonic Boom: Impressions of JALT '90

by Robert Bruce Scott

The1990 JALT Conference in Omiya was a wonderful success, from the opening day plenary address by David Nunan, in which he expressed a preference for teachers being "lost in thought rather than missing in action," to the concluding statements by Christopher Candlin calling for a conscious dialectic between what he terms 'syllabus accounts" (the teacher's descriptions of what has occurred in the classroom) and the institutional curriculum guidelines. A festive atmosphere permeated Sonic City, with overflowing crowds migrating along the Sonic City walkway, landing on a regular basis over at Dunkin Donuts, where some of the most enjoyable if not most crucial discussions were held. The difficult matter again and again for me as a conference-goer was choosing whether to extend my conversations with former colleagues and old friends or go to a scheduled presentation; further complications amse whenever I chose the latter, because of the splendid array of options. Thus, I found myself rarely staying for entire sessions, instead running from one to the next, trying to catch the main idea in one before heading over for the conclusion of another. Omiya was a great place for a group with such healthy diversity to learn and play for three days; the clashes of ideas and demonstrations of unique styles contributed to the overall positive, constructive effects of JALT '90.

At Friday's plenary address officially opening the conference, Nunan, of Macquarie University, encouragedteachers to look at what really goes on in language learning classrooms and to think about how to impmve the quality of the learning experience for each student rather than to rationalize over unfulfilling daily classroom events by blaming them on a method, a text, or the students themselves. He made a strong case for the learner-centered approach to teaching, in which students are empowered to understand and control their own ways of learning, negotiating the curriculum, setting their own objectives, and evaluating their own progress in terms of their personal needs. According to Nunan, teachers can best adopt this approach by seeing themselves as teacher-researchers and constantly experimenting to find better ways to meet the needs of learners and to match students' and teachers' agendas. Most crucially, the teacher-researcher continually reflects upon classroom experiences, asking whether the teaching interventions are contributing to positive results for all the learners, whether the results last, and whether the results actually make any difference in the lives of the learners.

That plenary was one of the longest periods of focused attention I enjoyed during the entire conference. Soon afterwards I started running into various acquaintances and the weekend turned into a series of talks, meetings, cups of coffee, quick meals, and

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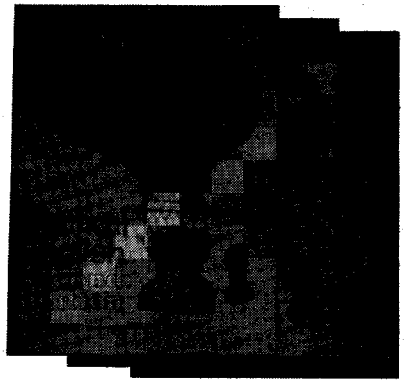

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train rides, all blended together into a stimulating and enriching experience. Friday evening, the reception thrown by Prentice Hall-Regents was crowded to maximum capacity with a frenzy of conversational exchanges. At the theater performance afterwards, I was impressed by excellent renditions of two Neil Simon plays performed in flawless English by native speakers of Japanese. Not only was the English language used gracefully in both productions, but also the actors and actresses displayed true feeling for their roles, using gestures and tone to convey realistic emotions including humor and exasperation. The plays were directed by Jon Brokering, a Chuo University English teacher who believes that drama is the most effective way to teach language.

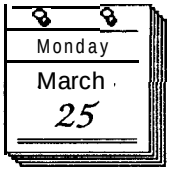
Saturday morning at the panel discussion on American programs in Japan, it became evident that friendly competition among the various programs had begun to produce positive results. The ideal towards which the American schools are striving views the teacher as a professional capable of creating materials suited to the learning needs of each unique group of students, stimulating students' imaginations by using relevant and sometimes mntmversial topics, and challenging them to think critically and express their own ideas in English. There is less of a tendency today to stereotype the Japanese learner as unmotivated or hesitant: American programs are instead focusing on the eternal teaching dilemma of connecting with and guiding the learner, and many teachers are reporting exciting interaction as a result.

Robert O'Neill, author of ***The Lost Secret,*** gave a musing presentation on the use of video in fmnt of a spellbound audience at noontime on Saturday. With infectious intensity, he described boring, unimaginative, and meaningless ways in which video technology is too often manipulated by teachers who perceive video as one more item in their "bag of tricks" or just "something to keep the buggers quiet." He would like to see mom teachers utilizing the available technology to produce video materials for use as integral parts of a curriculum based on logically sequenced activities that expose students to interesting and meaningful language use.

Sunday morning there were two things I felt I had to see before heading home: a presentation on the use of HyperCard to produce CALL materials by Masatoshi Sugiura of Chubu University Junior College; and an analysis of task-based language learning by Christopher Candlin of Macquarie University. Sugiura explained that although currently available commercial software for language teaching is not very useful, teachers can design their own instructional programs easily with the HyperCard application offered by Macintosh. In HyperCard, a teacher with ho previous computer experience can quickly learn how to create stacks of "cards" sequentially/logically linked together so that students choose correct answers, ask for more information, or activate commands written by the teacher-programmer in simple English HyperTalk. Macintosh and HyperCard have been developed to make computer programming comprehensible to people who want to utilize computers for their own purposes rather than getting bogged down in esoteric programming codes and information structures. Sugiura demonstrated the use of several English instruction programs he has developed, including situation-based information gap exercises using voice. He encouraged teachers to try using HyperCard and to begin sharing their ideas via a "Stack Network Project" he is organizing in Japan.

According to Candlin, a task is not the same as a "Lego brick unit". A learning task is a cooperative effort by learners who take on particular working mles so that they can perform actions in response to input provided by the teacher through authentic texts. Learners monitor their own progress towards goals they have set up for themselves within the mntext of the given task, report on the outcomes of the task, and give feedback to each other as well as to the teacher. Candlin called for -principled selection" of each new task, based on feedback: some tasks will be highly structured; others, more open. Tasks must be balanced, motivating, differentiating, and strategic. Eventually learners should be able to design their own tasks for their own communication goals, suggest ways of evaluating tasks and their own performances, choose relevant content to work on in a given task, contribute to their group's successful completion of tasks, and decide on appropriate modes of interaction. Because task-based learning involves the negotiation of a curriculum between learners and the teacher, a new way of looking at curriculum at the institutional level is required. Candlin described a dialectic between an institution's curriculum guidelines and individual teachers' syllabus accounts, or retrospective analyses of what occurs in class. If the syllabus acmunts differ from the curriculum guidelines, then, according to Candlin, the guidelines must be changed thmugh interaction between administration and faculty.

This is what I learned at JALT '90. The ideal language learning classroom is one in which students are given the power and the skills to negotiate their own curriculum based on their own mmmunication goals. The ideal language teacher is one who sincerely attempts to perceive the needs of individual students, tries to match his/her agenda to the agendas of the students themselves, and ponders deeply the ultimate value of what occurs in class in order to make "principled selections" of activities or tasks. And the ideal language learning institution is one in which teachers are given the resources, the time and the authority to successfully negotiate the curriculum with each new group of students. The convention experience in Omiya has equipped each of us with some of the analytical tools and the spirit to worktowards these ideals. That is why I believe this conference was a brilliant success.



Deadline

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

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My Share

In the second of our contributions to aleatory modes in the classroom, Nicholas Lambert shows the potentialities of the party game of Consequences.

Revision and Homework Games

by Nicholas Lambert

Many of us have bean dealt a bad hand: college-level 'conversation" classes containing forty or more students each. Faced with this, and a mandated textbook containing incredibly boring review exercises, I have become desperate for any chance to expose my students to some entertaining and stimulating learning activities. In particular, I've felt the need for some new games to practice previously-introduced material in preparation for testing. Recently, I was browsing through the mottled halls of memory when I remembered a party game called "Consequences" that I'd enjoyed in my youth. It dawned on me that there could be many variations on this game that would be suitable for language learning purposes.

The Basic Game

Consequences is essentially a writing game in which each participant has a half-sheet of paper (cut lengthwise). He or she writes on it an answer to an oral question, folds the answer over so that it is hidden, and passes the paper on to another parson. Subsequently, another oral question is asked and answered, each paper is folded again, and is once more passed on. The questions are designed to elicit answers that tell a story. Traditionally they are questions like:

1. **What was the boy's name?**
2. **What was the girl's name?**
3. **Where did they meet?**
4. **When did they meet?**
5. **What did he say to her?**
6. **What did she say to him?**

To play this game, the class can be organized in groups (with a minimum of six or seven members to encourage variety in answering), but I generally use the whole class in a chain, passing the paper each time to the next person in the row. The person at the end of the row will pass the paper to the person in an adjacent row. One person usually has to carry his or her paper across the classroom to complete the chain (if students are arranged in circles, the chain is of course much easier to organize). The first time this game is played it will probably be necessary to demonstrate the paper-folding and passing on of the papers after each question.

It takes about twenty to thirty minutes for the average college-level class to complete a set of six to ten answers. After all the questions have been completed, each student will have a different story. Then I have the students form groups of five or six and read their stories aloud. Each group chooses its best story to be read aloud to the whole class.

Consequences is entertaining because the stories are jointly created by many students, and coupled with the fact that the story is unknown until fully completed, there is an intrinsic motivation to share the results (and also to satisfy one's natural curiosity by peeking at previous answers before the story is completely written, so watch it!). Because the composers remain anonymous, I believe students are more willing than usual to be inventive in their writing. This often leads to some hilarious juxtapositions, such as the story below from a freshman conversation class:

The boy was Taro Tokai.
The girl was Sazae-san.
They met in a coffee shop in Kabuki-cho.
It was in the seventh inning of the Giants' game.
He said, Why don't we get married?
She said, "I don't like bear very much."

It is important to insist on the writing of complete sentences, otherwise the story may be difficult to decipher. With a weak class, it may be necessary to supply sentence frames for each answer. In this way, I suspect the game would be usable in high school classes as well. As you can see from the above example, this game is suitable for review of sentence structure and the past tenses. However, the game is easily adaptable to practice a wide variety of language.

Criminal Consequences

My first variation on this game has been to change the questions in order to create a different storyline. To date, I have developed space stories, dreams, and crime stories. The latter has been the most successful; hence, I have given it a different title: "Criminal Consequences." The questions I ask for Criminal Consequences are:

1. **Who was the criminal?**
2. **Who or what was the victim?**
3. **Where did the crime take place?**
4. **When did the crime take place?**
5. **What happened at the scene of the crime?**
5. **How did the criminal make his/her getaway?**
7. **How did the police catch the criminal?**
8. **How did they prove the criminal was guilty.**
9. **What was the judge's sentence?**
10. **What did the criminal say as he/she left the court?**

An example of the story so created is the following:

The criminal was the Recruit Company. The victim was Konishiki. It happened at the station. It was January 12, 1901. The man stole jewels for his girlfriend. He jumped on his bicycle and escaped. The police shot him in the chest. They found prints of finger on toilet. The sentence was English class to death. He said, "I'll do it again!"

Often the stories make little concrete sense, but nevertheless elicit a great deal of humour. However, if the results are in some way dissatisfying (either by being too disjointed or simply lacking in creative sparkle), one could always have each student rewrite for homework the story given on his or her paper, adding and amplifying to make it clear and more vivid. In the following class, the various stories could be shared again in groups or marked as a composition assignment.

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Inconsequential Identities

This paper-folding activity can also be used for other purposes besides narration. I have used it to create individual characters for roleplays, to elicit the raw data for physical descriptions of human beings, and to brainstorm lists of words on a given theme.

Sometimes it is advantageous to give students new identities, especially for roleplays or games. One well-known exercise involves pinning a name and other personal information (such as nationality, place of residence, and so on) to a student's back, and having the student walk around asking questions of other students to find out his or her identity. Generally, each student prepares an information card or sheet, and the teacher collects these and redistributes them at random. However, the information can be made even more random and inventive by having the personal information prepared through a paper-folding exercise.

To do this, the teacher would distribute sheets of paper (cut in half lengthwise as for the Consequences game). The teacher could ask students to write a name, hide the information by folding, and pass it on to the next student. Then the teacher would ask for other information: sex, age, occupation, nationality, place of residence, birthplace, marital status, and interests-each time folding and passing the papers on before eliciting the next bit of information. In this way, each student will have a new identity when the paper is unfolded. Then the papers can be pinnedonto the backs of students, as described earlier. As an alternative, the student could assume the identity so created and play a "getting acquainted" simulation such as acting in the role and performing self-introductions at a party.

For this exercise, there appears to be no desirable order for eliciting the information; moreover, it may be best to avoid explaining the purpose of the exercise in advance (so that the students provide challenging information). One should, however, encourage the students to indulge their imaginations when providing the personal information. An example of the type of information obtainable is:

Name:	Ben Johnson
Sex:	female
Age:	100 years
Occupation:	movie star
Nationality:	Chinese
Residence:	Sapporo
Marital Status:	divorced
Interests:	sleeping; driving

Physical Descriptions

This paper-folding procedure can also be used in the review of language for physical descriptions. Two choices are possible here, depending on the classtime available and the level of the students. The teacher can request the students write full-sentence answers to the questions below; alternatively, they can jot notes or phrases and rewrite the information in full sentences for homework. Although it is not really essential to follow the order of questions below, I have found the students findquestions about hair and eyes easier than those about body build. Furthermore, it makes sense to complete a description of a person's looks before adding a question about clothing. In any event, I ask students to answer each question at random, using their imaginations:

1. What colour is x's hair?
2. What hairstyle does X have?
3. What kind of eyes does X have?
4. How tall is X?
5. How heavy is X?
6. What is X's body build?
7. What is X wearing?

After these questions am answered, I ask the students to unfold the papers. Then I inform them that the descriptions are the students' future husbands or wives (or lovers). As homework each student is required to draw a large picture to match the description on his or her paper, to write the information in complete, grammatically correct sentences next to the picture, and to add a sentence explaining why the person is so desirable. In the next class, students share their creations in small groups, and then all portraits and descriptions are put on display on the bulletin board. Needless to say, the portraits vary in artistic quality, but students really enjoy the humour and creativity of each other's work.

By keeping the purpose of the exercise secret until after all questions have been answered, the teacher will find the greatest variety in descriptions (e.g., lovers in "drag" and "mohawks"). Sometimes the reasons for finding the lover desirable are convoluted but delightful (after all, the description can be pretty grotesque!). One student wrote: "She is my Venus, my Angel, my Universe, My Life--soft, smooth, white, hot..." With one class, I explained that the description was of the students themselves on the planet Moron in the year 2100 (rather than a spouse or lover). This led to some inventive writing, such as that of the student who kept his identity a secret, and concluded: "I eat fat-bottomed girls' livers and teachers' brains (especially from English teachers). Oh, yes. You know who I am, one of the Living Dead. I'll see you tonight!"

Inventive Word Lists

A final adaptation of the Consequences procedure has been to use it as a brainstorming technique in order to get a random list of nouns. For example, I tell students to think of:

1. a kind of food
2. a machine
3. a hand tool
4. an occupation
5. a kitchen utensil
6. a toilet artide

Using the paper-folding method, each student passes on a paper after answering each of the teacher's oral questions. This ensures an entirely random selection of items on each paper. After the list is completed, the papers are unfolded and I explain the purpose. Students are to use the items to create a new invention. They must describe in writing its function, explain how it works (using sequence markers such as FIRST. NEXT, **AFTER THAT...),** and attach a large labelled picture to illustrate the invention (e.g. See Figure 1). This writing exercise can be carried out in class or as homework, and should be shared in groups or with the whole class in a

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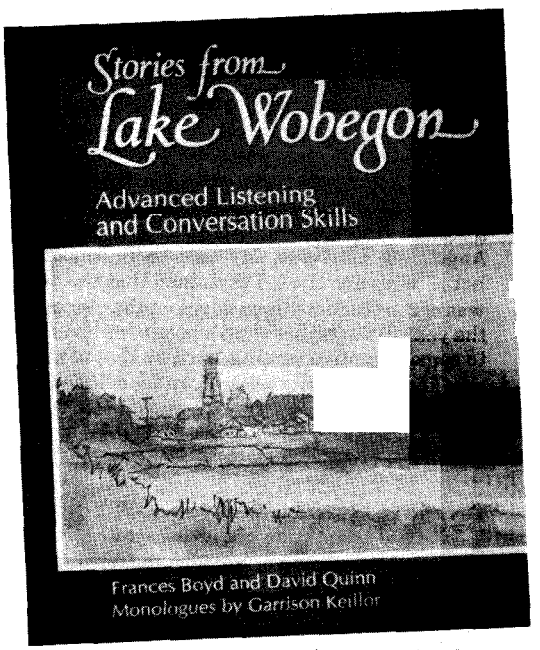

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similar way to the other exercises described above. In the above example, the language purpose is to review or practice language of explanation and sequencing (as well as vocabulary development). However, it is clear that by varying the elicitation questions, the teacher could use the brainstorming exercise for other purposes (e.g., a list of actions for later incorporation in mimes, charades, or for sentence-combining practice).

Nicholas Lambert has been an Associate Professor at Tokai University (Shonan) since 1986. He has also taught in Canada and Zimbabwe.

J A L T Research Grants . .

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

JALT Under Cover

The Second Language Curriculum. Robert Keith Johnson (Ed.). Cambridge: Cambridge University Press, 1989. Pp. 314.

Exploring participatory approaches to curriculum promises teachers and learners a stronger voice in the decision-making that affects their day-to-day realities. Robert Keith Johnson defines curriculum to 'include all the relevant decision-making processes of all the participants," (p. 1). He has gathered essays which explore different aspects of this dynamic concept of curriculum. ***The Second Language Curriculum*** addresses curriculum in five sections that include an overview article and one or two articles which address specific problems. The five sections are: curriculum planning, ends/means specification, programme implementation, classroom implementation, and evaluation. Interwoven among the essays are concerns about uses of evaluation, alertness for mismatches between intent and practice, and awareness of the real-life constraints on innovation.

Johnson argues that evaluation needs to include both process and product. In Peter Hargreaves "**DES-IMP-EVALU-ION:** An Evaluator's Checklist," each step of curriculum development includes evaluation. James Dean Brown, in "Language Program Evaluation: A Synthesis of Existing Possibilities," sees evaluation as integral to the curriculum because it connects the different components of the curriculum to determine how well the curriculum meets the learning needs of the students. In "Tailoring and Evaluation to Fit the Context," Warwick Elley argues that for effective feedback, evaluation should fit the pmgramme.

Two articles provide excellent insights into the pmblem of mismatch. In "Hidden Agendas: The Bole of the Learner in Programme Implementation," David Nunan explores the problem of the teacher's agenda versus the learner's agenda. He describes how teaching activities sometimes conflict with student preferences, especially with pair work and ermr correction, where the student and teacher's ideas diverge. This mismatch couldeasily lead to conflict in the classroom, unless the teacher is aware of the situation and able to negotiate it. Michael Breen's article, "The Evaluation Cycle for Language Learning Tasks," provides a possible solution: involving the learners in evaluating tasks fmm planning through the final assessment.

Incorporating innovation recurs as a theme. Theodore S. Rodger's article, "Syllabus Design, Curriculum Development and Policy Determination," provides a framework for planning and introducing innovation. Rodger says that successful innovation must be deliberative and considerate of those affected by it. An example comes from a group of teacher trainers in "The Evolution of a Teacher Training Programme," which recounts the reshaping of a teacher-training programme fmm training as transmission to training as classroom

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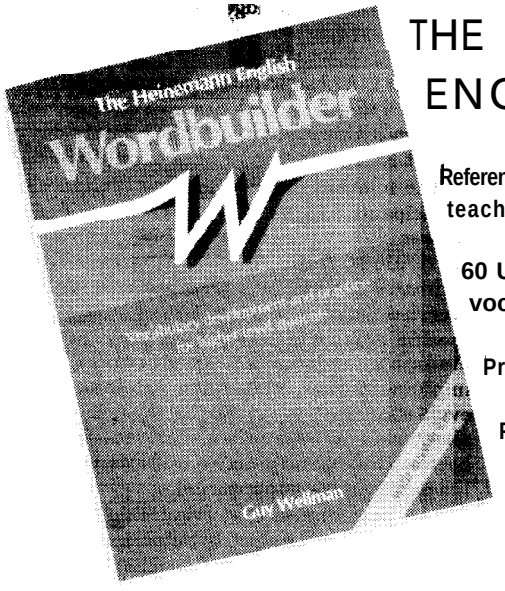

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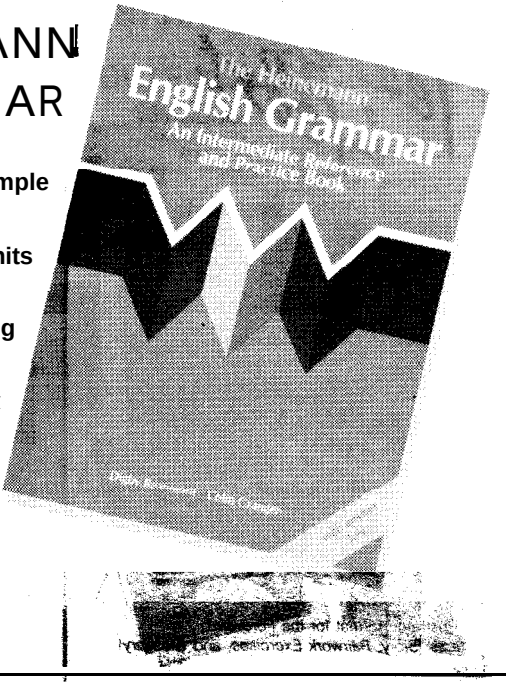

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decision-making and investigation. This reshaping involves trainers as equal participants in the decision-making process, with the teachers taking ownership of the resulting innovations.

Reviewed by John M. Graney
International Catholic Migrant Commission

Bicultural and Trilingual Education. Michael Byram and Johan Leman (Eds.). Clevedon, Avon: Multilingual Matters, 1996. Pp. 158.

Byram and Lemans' ***Bicultural and Trilingual Education*** is comprised of a series of case studies done in 1986-87 by the Foyer Model in Brussels, Belgium. The thesis is that a subjective cultural identity does not have to be a disadvantage for social adjustment to a host country. Each study evaluates the effects of second language education on the participants, including immigrant children, teachers and parents, and Belgians. The case studies evaluate the participation in French, Dutch, Italian, Spanish, Arabic and Turkish of Belgian and immigrant children. Of particular interest is "Linguistic correction and semantic skills in the Spanish children." The children were second generation immigrants born in Belgium. They were tested for oral comprehension and expression. For some of them, Spanish was a second language. As they were from Galicia, French was a closer language to acquire than Dutch. The students invented words in Spanish which were related to French to describe the Flemish (flamanes) and Morrocans ***(marroquinos).*** In Spanish these words are ***flamencos*** and ***marroquies.***

Michael Byram's article Teachers and Pupils: the Significance of Cultural Identity' examines the Foyer Model Theory of bicultural education, which says that language selection is a cultural option which forms the cultural identity of the future adult. One Belgian teacher described the teaching of Italian in a way which expresses the spirit of this project: "The goal is not so much to teach the Italian language, but to give the children an identity through the Italian language and culture."

Reviewed by Maidy Lee Giber
Pass Language Square

The Heinemann English Wordbuilder. Guy Wellman. Oxford: Heinemann, 1989. Pp. 266.

The Heinemann English Wordbuilder is aimed at post intermediate students not living in an English speaking country. The 60 units cover topics ranging from the concrete to the abstract, from physical geography to attitudes and beliefs. Each unit starts with a reference section which presents target vocabulary in context. This is followed by a practice section which includes checking exercises, matching, gap filling, defining and ordering, and games and quizzes.

The small university classes with whom I used the book responded positively. One of the great strengths of the HEW is that it focuses on collocation and idioms not often found in standard dictionaries, as well as on useful expressions. Certain 'tricky' words and phrases are asterisked and additional information on use is given at the back of the book. For example, ***punny-looking*** and ***obese*** are described as "used in conversation about a person who isn't there... and the words might be considered offensive." The ***HEW*** is similar to a cross between a manual and a book of short stories; it is not a novel to be read quickly. It is also not a coursebook and should not be treated as one: it is a very useful supplement for both in and outside class.

Reviewed by Chris Mares,
Tokai University

Translation. Alan Duff. Oxford: Oxford University Press, 1989. Pp. 159. \l,889.

"Translation has long languished a poor relation in the family of language teaching techniques," says Duff. But he contends, "Translators will always be needed. Without them, there would be no summit talks, no ***glasnost or perestroika,*** no Cannes Film Festival, no Nobel prizes, no advances in medicine, science, or engineering, no international law, or Olympic Games, no ***Hamlet,*** no ***War*** and ***Peace...*** And who is to do all this necessary work? Either the professionals themselves, or the students of language. Only translations can give the training they need."

The main concern of the book is not how to teach translation but how to use translation as one approach among many in the language class. Duff chooses "Context and Register" as his starting point because all words are shaped by their context and governed by 'unwritten rules' of language. In the second section, "Word Order and Reference," the author encourages students to think from English into and in their own language, because when translation does not sound right, it is usually the case that the sequence of thought-choice words--of the original has been too closely followed. The next section, "Time, Tense, Mood and Aspect," concentrates on the verb. Passages for translating are longer in this section because the above four elements are so closely interrelated and because they are better studied in context than in isolation. The fifth section deals with 'Concepts and Notions" such as possibility, casualty and perception. The last section, "Idiom: Fmm one culture to another," brings the book full circle with a focus on expression, on the transfer fmm one culture to another, beyond the dictionary.

Each of the above sections consists of four to nine independent activities presented under three main headings: preparation, in class, and comments. A dominant feature of the book is the number and variety of task sheets ready for teachers to use in class. The book's primary focus is on the development of translation skills, and will best serve as a supplementary source for teachers in Japan who want to enhance the reading skills of students at university level and above.

Reviewed by Sonia Sonoko Yoshitake
Kobe Chapter

Self-Access. Susan Sheer-in. Oxford: Oxford University Press, 1989. Pp. 200.

This volume in the ***Resource Books for Teachers*** series is a very welcome addition to books describing how and what to do about self-access. With the increas-

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3	• Swimming. • Describing the weather. • Going out. Coming home. • Conversations on the phone.	• Verb + ***to*** + verb. Tag questions. • Two-word verbs. Be + preposition. • ***How*** and ***by. Why*** and ***because.***
4	• Checking the fridge. • Business phone calls. • About a fire. • Travel abroad.	• Uncountable nouns and determiners. • The future and future progressive tenses. • The perfect and perfect progressive tenses. • Present and past participles.
5	• Shopping for gifts. • Getting nervous. • A trip abroad. • Time for the family.	• Verbs with two objects. • Verb + ing/Verb + ***to.*** • ***Used to*** for past time. • ***When*** and ***while*** clauses. • Reported speech. Modals.
6	• Talking about Europe. • Moving to a new city. • About the children. • Shopping. • An adventure. • Caught in the rain.	• Comparisons with adjectives and adverbs. • Superlatives. ***Too*** and ***enough.*** • It replacing gerund. • Verbs of perception. • ♦ and ***there*** for weather.
7	• A job interview. • Getting help. • Future plans. • A press conference.	• The past perfect and past perfect progressive tenses. • Clauses with ***before*** and ***after; or else, if, unless.*** • ***While*** and ***during*** contrasted. • Indirect questions. • Verb + object + ***to*** + verb.
8	• How-to instructions. • Off to America. • At the office. • Parts of the body. • Accidents and ailments. • Midnight capture.	• Conditional and passive forms. • Answering ***How*** questions with ***by*** + nouns, ***with*** + noun, and adverbs of manner. • Question word + ***to*** + verb.
9	• Jumping to conclusions. • Horror movies. • First day at work. • Eating out. • An absent-minded professor.	• Relative clauses. • ***Where, when, why*** as relative pronouns. • Conditionals. • The passive with ***get.*** • ***Have/get*** something done. • ***Make, Jet, have*** + object + verb. • Subjunctive with ***suggest, insist, recommend.***
10	• About the landlady. • At the travel agency. • Talking business. • A short story: "Richard and Valerie."	• Review of Books I-9. The important points of the course are covered in new formats.

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ing stress on learner involvement in language studies, self-access is intuitively attractive. Without organizational restrictions it would certainly be the choice of more language teachers.

Sheer-in is aware of this gap between the value of students selecting material for study and the latitude that language learning organizations leave for such activities. The first chapter spends 30 pages on an exhaustive description of setting up a self-access center.

The book also details nearly 80 ideas for self-access units, and seven suggestions in the Ways In and Through chapter should be studied by any language teacher looking for ways to get their students involved.

The unimaginative layout and the lack of an index detract from the volume. In the absence of an index, the poor layout and table of contents are serious drawbacks. Further, there are places where spelling and whole words are wrong, indicating insufficient editing and attention to detail.

Despite the absent index and poor editing, ***Self-Access*** should be studied by anyone contemplating the introduction of self-access--when ideas for perking up your students have dried up in general.

Reviewed by Torkil Christensen
Hokusei Junior College

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 March 30th.

Classroom Text Materials

*Archer, C. (1991). ***Living with strangers in the U.S.A.: Communicating beyond culture.*** Englewood Cliffs, NJ: Prentice Hall Regents.

*Bogg, R. & Dixson, R. (1991). ***English step by step with pictures*** (new edition). Englewood Cliffs, NJ: Prentice Hall Regents.

*Brown, H.D., Cohen, D. & O'Day, J. (1991). ***Challenges: A process approach to academic English.*** Englewood Cliffs, NJ: Prentice Hall Regents.

*Burgermeier, A., Eldred, G. & Zimmerman, C. (1991). ***Lcxis: Academic vocabulary study.*** Englewood Cliffs, NJ: Prentice Hall Regents.

*Byrd, D. & Kosek, J. (1991). ***Can we talk? A multiskills approach to communication.*** Englewocd Cliffs, NJ: Prentice Hall Regents.

Bacheller, F. (1991). ***Start reading: A basic reader in English.*** Englewood Cliffs, NJ: Prentice Hall.

Ballin, W. (1990). ***Perfect your English the easy way.*** Hemel Hempstead, Hertfordshire: Prentice Hall.

Gethin, H. (1990). ***Grammar in context (new*** edition). London: Collins.

Hyzer, K., Niedermeier, A. & Church, M. (1991). ***Beyond the beginning: A reader in English.*** Englewood Cliffs, NJ: Prentice Hall.

Nelson, V. (1991). ***Learning to listen in English*** (beginning level). Lincolnwood, IL: National Textbook.

Nelson, V. (1991). ***Learning to communicate in English*** (intermediate level). Lincolnwood, IL: National Textbook.

Matthew, C. & Marino, J. (1990). ***Professional interactions: Oral communication skills in science, technology, and medicine*** (student's, sample cassette). Englewood Cliffs, NJ: Prentice Hall.

Rabley, S. (1990) ***Cinema*** (Macmillan dossier). London: Macmillan.

Rabley, S. (1990). ***Future life*** (Macmillan dossier). London: Macmillan.

Revell, J. (1990). ***Connect*** (student's 2). London: Macmillan.

!Eaat, C. (1990). ***Rainbow, preliminary.*** London: Macmillan.

!Hopkins, F. (1990). ***American get ready!*** (student's, activity, handwriting, numbers, teacher's, cassette). New York: Oxford University Press.

!Parks, S., Bates, G., Thibeault, A. & Wholey, M.L. (1990). ***On track*** (video activity book, sample video). Oxford: Oxford University Press.

Teacher Preparation/Reference/Resource/Other

*Swaffar, J., Arens, K. & Byrnes, H. (1991). ***Reading for meaning: An integrated approach to language learning.*** Englewood Cliffs, NJ: Prentice Hall.

Collins & Birmingham University. ***Collins COBUILD student's dictionary.*** London: Collins.

Ferraro, F. (1990). ***The cultural dimension of international business.*** Englewood Cliffs, NJ: Prentice Hall.

Singer, M. (1987). ***Intercultural communication: A perceptual approach.*** Englewood Cliffs, NJ: Prentice Hall.

Suzuki, H. (1990). ***Togoron (Gendai no eigogaku series : 5).*** Tokyo: Kaitakusha.

Wray, D. (Ed.). (1990). ***Emerging partnerships: Current research in language and literacy. (Bera Dialogues, 4).*** Clevedon: Multilingual Matters.

!Kinsella, V. (Ed.). (October, 1988). Language ***teaching: The international abstracting journal for language teachers and applied linguistics.*** London: Cambridge University Press.

!Room, A. (1990). ***An A to Z of British life: Dictionary of*** Britain. Oxford Oxford University Press.

Inquiries about book reviews for the JALT *Journal* should be sent to Jane Wieman, 11-7 Miyanomae-cho, Arashiyama, Nikshikyo-ku, Kyoto 616; 075 681-2278.

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

In the Pipeline

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

AMEP National Curriculum Project. ***Beginning learners.***
Abraham & Mackey. ***Contact USA*** (2nd edition).
Addis & Butler. (Eds.). ***EFL careers guide.***
Allsop. ***Making sense of English grammar exercises.***
Bachman. ***Fundamental considemtions in language testing.***
Baker & Goldstein. ***Pronunciation pairs.***
Baldauf & Luke. (Eds.). ***Longuage planning and education***

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Chan. *Process and practice.*
Chaudron. *Second language classrooms.*
Claire. *ESL teacher's activities kit.*
Claire. *ESL teacher's holiday activities kit.*
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.*
Fassman & Tavares. *Gallery 1.*
Fishman. *Language & ethnicity.*
Fox. (Ed.). *Collins essential English dictionary.*
Frase & Hetzel. *School management by wandering around.*
Fried-Booth, et *al. Collins COBUILD English course photocopiable tests.*
Gass, et al. (Eds.). *Variation in second language acquisition: Discourse and pragmatics.*
Gass, et al. (Eds.). *Variation in second language acquisition: Psycholinguistics.*
Halliday & Hasan. *Language, contexl and text.*
Hart. *Asterix and the English language I & 2.*
Helgesen, Brown & Venning. *Firsthand access.*
Hill & Holden. (Eds.). *Creativity in language teaching.*
Hopkins. *Get ready 1 & 2.*
Jacobson & Faltis. (Eds.). *Language distribution issues in bilingual schooling.*
James. *Medicine.*
Kitao & Kitao. *Intercultural communication.*
Lewis, et al. *Grammar and practice.*
Lipp. *From pomgmph to term paper.*
McDougal, et al. *University survival skills.*
McGill & Oldham. *Computers for business people.*
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.*
Poynton. *Language and gender: Making the difference.*
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.*
Rost & Kumai. *First steps in listening.*
Seliger & Shoham. *Second language research methods.*
Smith. *Issues for today.*
Soara. *Headway* (advanced).
Swan & Walter. *New Cambridge English course 1.*
Viney & Viney. *Grapevine.*
Webster. *Muzzy comes back.*
Weissberg & Buker. *Writing up research.*
Widdowson. *Aspects of language teaching.*
Willis & Willis. *Collins COBUILD English course 3.*
Yalden. *Principles of course design for language teaching.*
Yates. *Economics.*

The Langauge Teacher has a new Book Review Editor from March, 1991. Mohammed Ahmed, International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata 949-71; Fax 0257-79-4441.

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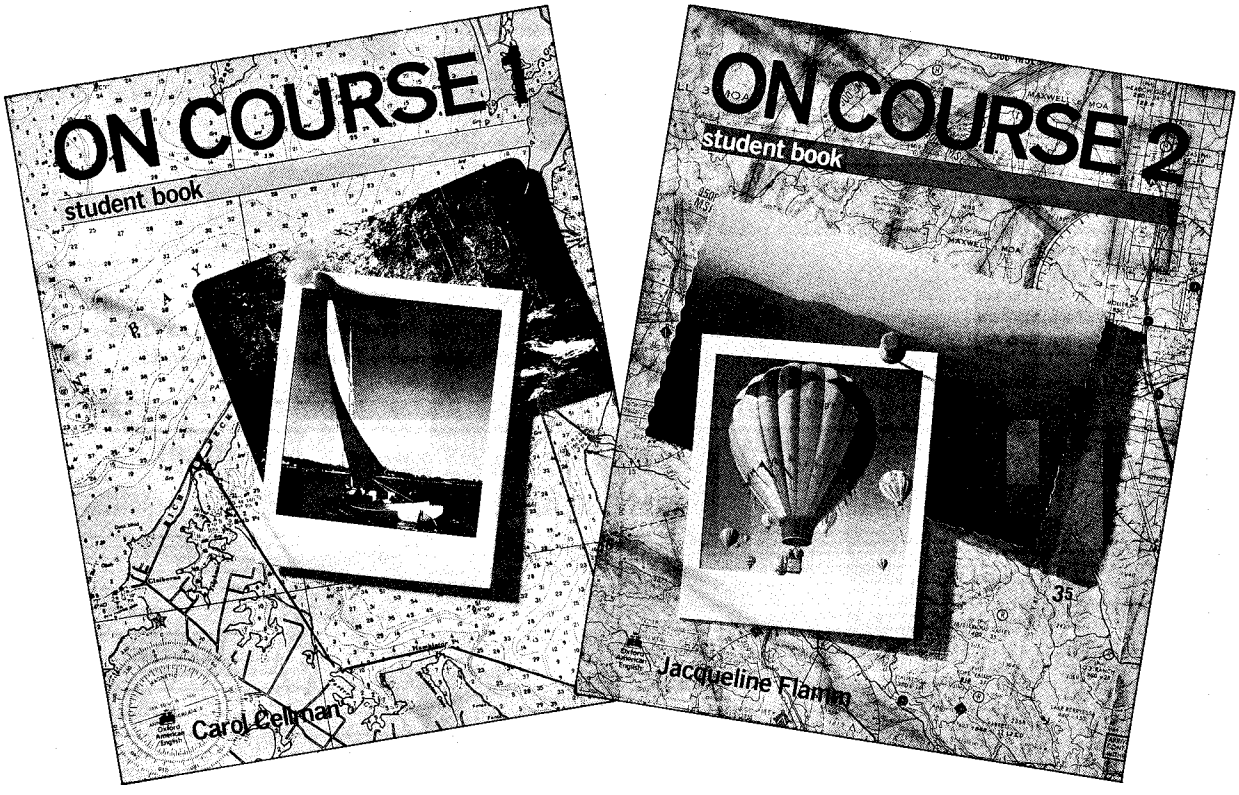

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Chapter Presentation Reports

FUKUOKA

11th Annual Kyushu Book Fair

Marc Helgesen (Longman/Lingual) demonstrated his First Hand, series which features activities designed to pinpoint the real nature of communication. Steve Maginn (CUP), who helped adapt Interchange to Japan, showed how Jack Richards' course covers the basics of English communication.

Shari Berman's new text for young adults, ***Flash***back '63, was featured in the HBJ talk. Stimulated by ***Back to the Future, Flashback*** provides an original approach to language learning. Little America's Helene Uchida demonstrated activities for younger learners of English, while Nancy Baxter (PHR) offered a potpourri of activities from a variety of texts. Marc Benger (Meynard/BBC) introduced the new edition of the SRA Reading Laboratory Series designed for use in Japanese high schools and upwards. David Kolf (Seido) and Chris Quinsee (Harper Collins) dealt respectively with reading, listening and communication skills and ***The English Advantage.*** Finally Catherine O'Keefe(OUP) led a users' Q & A session.

Reported by David Wood

HIROSHIMA

It's A Small World

by Mark Zeid

Internationalizing your students means internationalizing their attitudes. And ***that*** means giving them enough content to base an informed attitude upon. Zeid's presentation at our October meeting revolved around these points.

Activity makes the knowledge go down further, faster, and in a fun way. We opened with two rounds of "English Feud" (modeled on the TV series, ***Family Feud,*** guessing "how a group of 350 Japanese high school students responded to a series of questions." We then switched to detailed knowledge questions (shades of Isaac Asimov's "Superquiz" game). All the content was "international," with a lot of spontaneous prompting from the audience.

For our part as teachers, we broke into groups to define "internationalization" and to develop some specific goals for our classes. It sounds a simple exercise; it wasn't. It would be useful for anyone, teacher or student, in any circumstance. We came away from it with a sense that process matters most, and that to see others as they see themselves, we must leave our own preconceptions and prejudices behind, reach beyond the superficial and think positively.

Which brings us back to attitude. Zeid believes attitude will change only with constant pressure and if led by example. We must be careful not to 'make students aware, mncemedandinvolved" withourworld events and problems--as teachers, we must accept theirs.

Some resources Zeid recommended for fueling that attitude change: A world almanac (master it first, then teach your students to use it as a tool); travel posters, often free for the asking at travel agencies; The ***Japan Times Directory*** of sources, for writing and research projects; jumbo "flashcards" made by attaching themed pictures to cards about 30 x 40 cm; acting out holiday or festival traditions; THE SCHOOL LIBRARY; student presentations, first written, thenreadto theclass, then memorized for final presentation (strong incentive to write something the student ***understands).***

Zeid recommends changing posters often; task-focussed ones should be displayed no longer than ten minutes at the beginning of a class, and flashcards no more than seconds, before the teacher begins asking questions. The images mntinually add content; the guessing games build awareness, which is, after all, where attitude change begins.

Reported by A. R. Alexandrovich

KOBE

Teaching Large Classes-Learning Together

by Shane Hutchinson

Shane Hutchinson introduced the January workshop with a variety ofphysical activities such as, Change Places, Trustfall and Knots that demand interaction and develop trust among the participants. He feels that these cooperative games are a good way to begin class. Once people are interacting on a physical level, they will readily cooperate and interact through language.

Next, teachers shared strategies for motivating students to use English outside the classroom, such as use of video, radio, TV, movies, student sharing of journals with another student, and overnights on a university campus with international peers (hired to speak English only for the overnights).

Then, Hutchinson discussed ways to elicit vocabulary fmm the class. He pointed out linking vocabulary within a story or dialog helps students remember them.

One of Hutchinson's concerns is to get the students to repeat material for mastery without boring them. He tries to make repetition subtle and covert rather than obvious and overt. He demonstrated a strip dialog technique, and suggested chants, songs and jokes.

The tips reported on are just a few of those pmsented. All left the workshop appreciating Hutchinson's abundance of ideas, the sharing of which was limited, not by his lack of energy, but only by time restrictions.

Reported by Jane Hoelker

SHIZUOKA

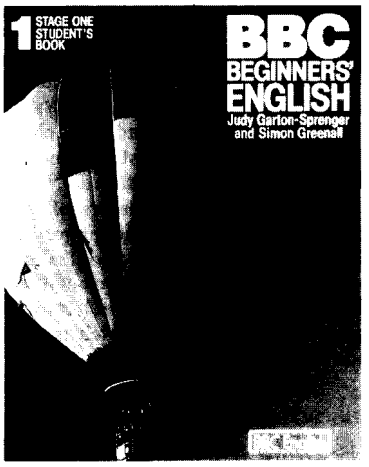
Walt Whitman-A Drama

by William L. Moore

Dr. Moore mad fmm his drama on the life of American poet Walt Whitman. Moore stressed that Whitman is as relevant today as he was in his own time. The drama draws on Whitman's poems and letters, researched by Moore at the Library of Congress.

(Cont'd on p.63)

CHOOSE THE BEST



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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.

Study Abroad Fair

The Center for International Cultural Studies and Education (ICS) will hold the American Two- and Four-Year College Study Abroad Fair in cooperation with Linden Education Services on March 23. 1991 from 12:00-4:00 at the Sanseido Building, 4-15-3 Nishi-Shinjuku. Shinjuku-ku in Tokyo. Admissions personnel from 16 schools including Carnegie Mellon U., Montrey Peninsula College, and U. of Portland will attend. ICS counselors will be available for academic counseling and interpreting. Admission is free. The institutional TOEFL will be offered from 10:00-2:00 on the same day. Reservations are necessary to take the exam. For more information contact Ivy Silverman or Richie Kawatsu at 03-3770-1901.

The British Council Workshop
For Junior/Senior High School Teachers of English
Kyoto, March 25-28

A series of workshops in which participants try out activities as well as discuss them. These activities are referenced to official high school texts. Topics include language improvement of teachers, practising grammar communicatively, testing the four skills, a communicative approach to dictation, and using computers in the language classroom. For futther information contact Tom Hinton or Yumi Nakamura at: The British Council Kyoto, 77 Kitashirakawa Nichimachi, Sakyo-ku. Kyoto 606.

JALT'S West Japan Spring Fair
Sunday, May 12, 1991, 10:00 a.m. to 4:00 p.m.
Hiroshima YMCA

Presentations by current and possible future **N-SIG** representatives on Video. Bilingualism, Japanese as a Second Language and Global Issues. plus a Book and Materials Exhibition. Included is a panel discussion on "The Shape of **SIGS to** Come." For more information contact: Ms. Marie Tsumda, Hiroshima YMCA, Hatchobori, Naka-ku, Hiroshima 730, Tel: 082-228-2266.

The 10th Workshop for Asian-Pacific
Teachers of English
Honolulu, Hawaii
July 30 to August 9,1991

This workshop, sponsored by the Center for Asian-Pacific Teachers of English, addresses developments in the theory and practice of foreignlanguage education with special reference to English. Participants also share professional expertise with other Asian-Pacific teachers of English. Topics offered by University of Hawaii faculty include teaching the four skills, the role of grammar, testing, **EFL** methodology, and psychosociolinguistics and language teaching.

Gulliver's Travels

For the first time, an award-winning play from the Edinburgh Festival Fringe is coming to Japan. From April 17 to May 12, the Lords of Misrule will tour Tokyo, Nagoya, Kyoto, Osaka, Kobe and Shiga with the support of the British Council. The script is faithfully adapted from all four books of Swift's text. For teachers and students of English language and literature, ***Gulliver's Travels*** is a rare chance to see the world's greatest satire played in all its hilarity, depth and power by one of London's most acclaimed young professional companies. Information: Sirius productions, 822 Bomon-cho. Bykkoji Chniya Nishi-im Sagaru, Shimogyo-ku, Kyoto 600. Telephone 075-822-2744; fax: 075-822-7087.

Call for Papers
Tokyo JALT Spring Conference
19May 1991

present at Tokyo JALT's Spring Conferenceon 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, l-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 WilI Flaman (W)03-3816-1661 or Don Modesto (W) 03-3291-3824 for further infomtation.

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 Communication, Small Group & Interpersonal Communication, Communicative Language Teaching, Forensics and public Speaking, Theoretical & Applied Linguistics and Sociolinguistics. Those interested in submitting proposals should send a title and abstract by March 31, **1991 to Dr.** Takehide Kawashima, Arts and Sciences Dept., Niion University, 3-25-40 Sakurajyosui. Setagaya-ku. Tokyo, 156.

New "Global Issues" N-SK;

All JALT members are invited to join a new National Special Interest Group (N-SIG) on "Global Issues in Language Education. "To join, pay the standard N-SIG fee of \l,000 through your local chapter treasurer or by using the Postal Transfer form in ***The Language Teacher*** (make sure to specify "Global Issues N-SIG"). For further information, refer to the New "Global Issues" N-SIG Bulletin Board announcement in the February issue of The ***Language Teacher*** or contact: "Global Issues in Language Education" JALT N-SIG. c/o Kip Cates, Tottori University, Koyama. Tottori. Japan 680. Tel.: (Home) 0857-28-2428, (Work) 0857-28-0321; fax: 0857-28-6343 (or-3845).

1991 The 5th Anniversary
Dr. Dean Barnlund's
CCTS Spring Seminars & lecture
Intercultural Communication for language Teachers
Tokyo/Kyoto, March 1991

Dr. Dean C. Barnlund. professor of C-unication 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*** (Wordsworth, 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. (Each seminar for approximately 25 people.)

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

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Tokyo
5th Anniversary Lecture: March 13 (Wed.)7:00 p.m.-8:30 p.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 II): March 21 & 22 (Thur. & Fri.)
Seminar C: "Teaching Intercultural Communication" (Part III): March 23 & 24 (Sat. & Sun.)'
Time: 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

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

Temple University, Japan
Course Schedule for Spring Semester
January 7 to April 26.

Temple University, Japan is offering the following courses: In **Tokyo:** Sound System of American English; Applied Linguistics; Media and Technology in the Language Classroom; Teaching Practicum; History of the English Language; Applied Statistics in Education; Doctoral Seminar Investigating Classroom Language Learning. **In Osaka:** TESOL Methods and Materials, Part II: Applied Linguistics; Introduction to Discourse Analysis; Teaching Practicum. A Distinguished Lecture Series is offered in both Tokyo and Osaka. For further information see Temple University, Japan Course Schedule Bulletin Board announcement in ***The Language Teacher*** February issue or call: 03-367-2538 (Tokyo), 06-361-6667 (Osaka)

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 Darussalam, Gadong, 3186, Bmnei Darussalam.

サジェストペディア
春季ワークショップ・セミナー

日時：3月25日（月）～3月29日（金）（5日間）
10：00～17：00（30時間）
申込締切：3月15日（金）
問い合わせ：〒158 世田谷区等々力6-39-15
産能短期大学国際交流センター
03-3704-1110

SANNO 日本語教育セミナー

日時：3月25日（月）～3月28日（木） 9：30～15：30
テーマ：コース・デザインの再検討
問い合わせ：〒158 世田谷区等々力6-39-15
産能短期大学国際交流センター
03-3704-1110

GDM (Graded Direct Method) による
入門期の日本語教授法セミナー

日時：3月26日(火) 2：00p.m.～27日(水) 4：00p.m.
場所：京都堀川会館 075-432-6161
講師：片桐ユズル (京都精華大学教授)
定員：20名
テキスト：『はじめてのにほんご』(大修館書店)
主催：GDM 英語日本語教授法研究会
京都精華大学 片桐研究室 075-702-5213

The Tokyo JALT Spring Conference
19May 1991

Mark your calendar now for Tokyo JALT's Spring Conference on 19 May. See presentations on such topics as video, leamer training, exploiting materials, business, listening, student centered activities, speaking, realia, reading, writing, and more. Bring ideas (or dilemmas) and share them with other teachers in a special lounge set aside for informal discussions. 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 the Sobu Line). Call Will Flaman (H)03-3816-6834; (W)03-3814-1661 or Don Modesto(W) 03-3291-3824 for further information. See you there.

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Book Donation for Vietnam

The Global Issues in Language Education Network is arranging a book donation for our language teaching colleagues in Vietnam. 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. please see the Book Donation for Vietnam Bulletin Board announcement in the February issue of ***The Language Teacher*** for additional information. Contact: Global Issues in Language Education Network, c/o Kip Cates, Tottori Univetsity, Koyama, Tottori. Japan 780, Tel.: (Home) 0857-28-2428, (Work)0857-28-0321; fax:0857-28-6343 (office hours) or 0857-28-3845 (24 hours).

University of Cambridge Summer Insitute in English and Applied linguistics Language and 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 lecturers, teacher trainers and senior teachers of English. The aim will be to enable participants both to update their knowledge and to discuss the recent developments in research with some of the leading authorities in the field.

Registration: £100, Course: £1,350. For more information, please contact: University of Cambridge Board of Extramural Studies, Madingley Hall, Madingley, CambridgeCB3 8AQ, England,Tel.: (44)-954-210636; fax: (44)-954-210677. Clos-

Special Issue on Teaching English in Jr. & Sr. High Schools

Regrettably, the special issue on teaching English in high schools must be cancelled. Manuscripts already submitted have been turned over to the regular content editor. Anyone planning to submit a manuscript should send it to Carol Rinnert (address p. 1).

Eloise Pearson.

Meetings

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.

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

CHIBA

Topic: Open Forum for Teaching Ideas
Date: Sunday, March 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

Members will share ideas for teaching, discuss methods of instruction and ask questions or propose solutions. Those attending am encouraged to offer at least one idea that they have either tried or have heard of. Ideas need not be new or innovative and anyone will be welcome to take the floor and demonstrate for the group. As always, members am asked to bring unused books of any sort, sire or language (Japanese books OK!!) to donate to the chapter book mart. New reference books will be raffled off with proceeds going towards future chapter programs.

FUKUI

Hiroyuki Kondo 0776-56-0404

FUKUOKA

Topic: Variety Workshop
Speakers: Shane Hutchinson and Noriko Shigematsu
Date: Sunday, March 17th
Time: 2:00-5:00 p.m.
Place: West Chester University, l-3-9 Nagahama, Chuo-ku, Fukuoka (092-761-0421)
Fee: Members free; non-members \500
Info: Shane Hutchinson 092-823-1414
Fukuoka Chapter Office 092-714-7717

The session will include three sections: Learner Training: explore ways in which teachers can help students learn how to learn both inside and outside the class-. News English: focus on new techniques for exploiting news articles to foster speaking and listening skills. Choose for Yourself: choose from a wide range of topics. Guided group discussion will be followed by a study of the best suggestions made by teachers at Fukuoka Workshops since its launch in 1989.

Noriko Shigematsu has been teaching both English and Japanese for 6 years. Shane Hutchinson has 10 years' experience of TEFL in both Britain and Japan.

GUNMA

Hisatake Jimbo 0274-62-0376

HAMAMATSU

Topic: Communication in the Class--
Speaker: Barry O'Sullivan
Date: Sunday, March 24th
Time: 1:00-4:00 p.m.
Place: Seibu Kominkan (next to Ichiritsu High School)
Fee: Members free; non-members \1,000
Info: Brendan Lyons 053-454-4649

This presentation will lock at differentkmdsof communicativeactivities, what they can and do achieve, and what problems arise in fitting them into your teaching programme.

Barry O'Sullivan is President of JALT Okayama and a teacher at Okayama University.

HIMEJI

Topic: Being Accepted by St. Michael's College as a Graduate Student
Speaker: Akira Kawakami
Date: Sunday, March 17th
Time: 2:00-4:00 p.m.
Place: Himeji YMCA (near Topos)
Fee: Members free; non-members \500
Info: F. Yamamoto 0792-67-1837

The speaker is a senior at Himeji Dokkyo University, majoring in English. He has been accepted by St Michael's College to pursue postgraduate studies in TESOL.

HIROSHIMA

Topic: Helping Young Learners
Speaker: Shane Hutchmson
Date: Sunday, March 10th
Time: 1:00-4:00 p.m.
Place: Hiroshima YMCA Gaigo Gakuin Bldg #3, 3rd F.
Fee: Members free; non-members Y1,000
Info: Marie Tsuruda 082-228-2269

This meeting will be packed with ideas for children of all ages and levels. Them will be a variety of workshop-style discussions on such topics as aims, materials and teaching techniques. Presentation sections

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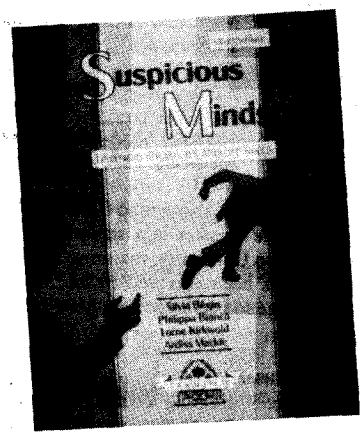

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LONGMAN ELT

of the workshop will focus on the use of drama and video, ways of teaching new language, ways of getting students to practice new language as well as ways of motivating and assessing students.

Shane Hutchinson has ten years' experience of teaching children in Britain and Japan in junior high schools, language schools, and juku schools. He is currently working on an ESL resource book for teachers of children.

IBARAKI
Martin E. Pauly 0298-64-2594

KAGOSHIMA
Topic: It Works for Me
Speaker: Three local JET Program Participants
Date: Sunday, March 17th
Time: 1:00-3:30 p.m.
Place: Kagoshima International Plaza. Kagoshima Chamber of Commerce & Industry Bldg. 1 1F. l-38 Higashisengoku-cho, Kagoshima City
Fee: Members free; non-members \1,000 students \500
Info; Yasuo Teshima 0992-22-0101 (W)

The speakers, members of the JET program, will present ideas for classroom activities that have worked for them.

KANAZAWA
Topic: Environmental Issues
Speaker: Sarah Ham
Date: Sunday, March 17th
Tie: 2:00-4:00 p.m.
Place: Shakyo Center, 4th floor, Kanazawa (next to MRO)
Fee: Members free; non-members \600
Info: Masaki Ooi 0766-22-8312 Mary Ann Mooradian 0762-62-2153

Environmental issues encourage and develop an awareness of the relationship between people and the environment. This. and personal responsibility, create citizens who can guide society into the 2lst century.

Sarah Ham is the Coordinator for International Relations at Kanazawa Social Education Center.

KOBE
Topic: Video Challenges for the '90s
Speaker: David John Wood
Date: Sunday, March 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

David Wood will consider the value of video in foreign language study in Japan, the evolution of video language-teaching methodology, criteria for material selection, and video's eligibility to become an almost perfect ELT text. He will also illustrate the principles of video teaching technqiues and examine the wide application horizon inherent in the medium.

David Wood is Associate Professor of English in Dazaifu, Fukuoka. and co-coordinator of JALT's Video N-SIG). He is also editor of *Video Rising.*

KYOTO
Christopher M. Knott 075-392-2291

MATSUYAMA
Vicki Rooks 0899-33-6159

MORIOKA
Natsumi Onaka 0196-54-5410

NAGANO
Tokio Watanabe 0267-23-2063

NAGASAKI
Sue Bruell 0958-49-0019

NAGOYA
Helen Saito 052-936-6493

NARA
Topic: Cooperative Learning in the EFL Classroom
Speaker: Stephen 3. Gaies
Date: Sunday, March 10th
Time: 1:00-4:00 p.m.
Place: Saidaiji YMCA, 0742-44-2207
Fee: Members free; non-members \1.000
Info: Masami Sugita 074247-4121 Denise Vaughn 0742-49-2443

This workshop will acquaint participants with the principles of and rationale for cooperative learning arrangements in the EFL and other classrooms, and explore the usefulness and practicality of particular cooperative learning tasks in hands-on fashion. Participants willbeencouragedto discuss how cooperative learning arrangements might be adapted to serve the needs of EFL learning settings in Japan.

Stephen Gaies is a visiting professor in the TESOL program, Temple University Japan. He was editor of the *TESOL Quarterly* from 1984 to 1989.

NIIGATA
Topic: Tape Exchange Magic
Speaker: Ken Hartmann
Date: Sunday, March 17th
Time: 1:00-3:30 p.m.
Place: Kokusai Yuko Kaikan (International Friendship Center)
Fee: Members free; non-members Y1,000
Info: Akiio Honda 025-228-1429 Setsuko Toyama 0256-38-2003

Ken Hartmann will discuss ways to encourage students to develop self-confidence, express real feelings, and increase oral production outside the class- by implementing a tape exchange program.

Ken Hartmann, the program chair of Sapporo Chapter, teaches at Hokusei Women's Junior College and teaches children in his own school.

OKAYAMA
Fukiko Numoto 0862-53-6648

OKINAWA
Karen Lupardus 09889-8-6053

OMIYA
Topic: Suggestopedia: Theory into Practice
Speaker Kazunori Nozawa
Date: Sunday. March 10th
Time: 1:30-4:30 p.m.
Place: Omiya YMCA
Fee: Members free; non-members \1,000
Info: Yukie Kayano 048-746-8238

'Ibis presentation reviews studies on the brain and language learning and background theories of Sugggestology and Suggestopedia. It also includes a demonstration of Suggestopedic English teaching using part of an authorized high school textbook and discussion of problems in applying this methodology.

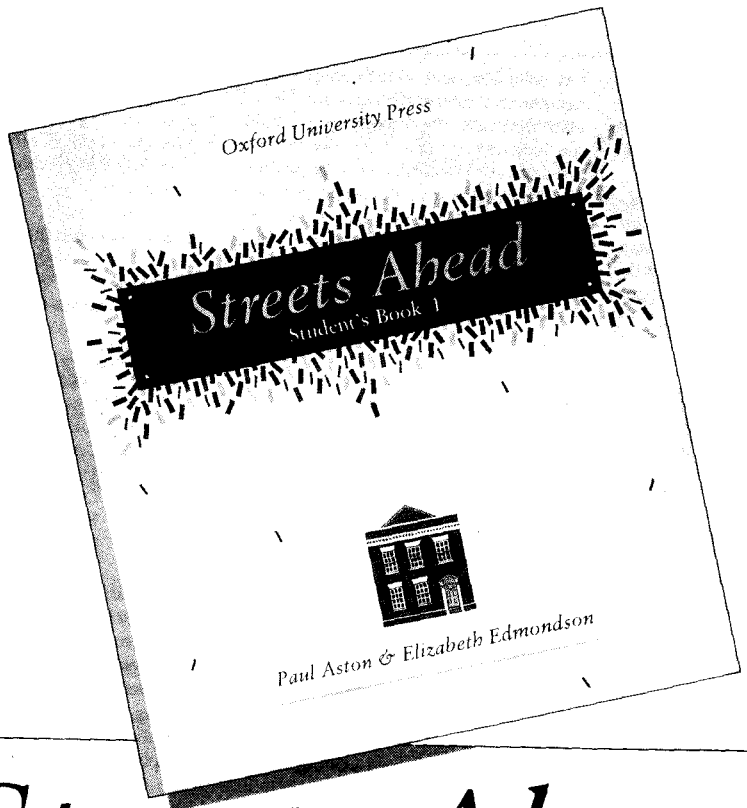
Kazunori Nozawa is an associate professor at Toyohashi University of Technology. He was JALT National Program Chair (1981-1982) and is JALT National Public Relations Chair and JALT Toydtashi Chapter President.

OSAKA
Topic: Coping with teaching or How to feel better at the end of a long week
Speaker: Jack Cassidy
Date: Saturday, March 16th
Time: 3:00-5:00 p.m.
Place.: Umeda Gakuen
Fee: Members free; non-members \500
Info: Jack Cassidy 075-31 l-1515 Yoshi Onishi 06-354-1826

Teaching is often stressful, but there are ways and means of dealing with stress both inside and outside the classroom. This talk will offer down-to-earth advice on the organization of your teaching day and classroom management. In addition. please being along specific everyday problems you encounter in teaching; together we can help each other out.

Jack Cassidy, a high school teacher with 13 years experience in Australia, now teaches at Osaka Boeki Gakuin High School and a language school in Umeda.

SAPPORO
Topic: Bilingualism
Speaker: Masayo Yamamoto and Jim swan
Date: Sunday, March 3 1st
Time: 10:00 a.m.-4:00 p.m. (doors



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Info: Ken Hartmann 011-584-4854

The first two theoretical sessions will be presented in the morning with more practical concerns addressed during the afternoon sessions.

(1) The key concepts underlying the issues in the study of bilingualism; (2) Five common conceptions regarding native bilingualism and the reasons for and against each, (3) The conditions of bilingualism in Japan; (4) A case study of the presenters' own children, noting the successes and the fmstrations encountered in raising two bilingual children; (5) Group discussions of the concepts and techniques presented in relation to each patticipant's own environment.

Masayo Yamamoto is an Assistant Professor at Ashiya University. Jim Swan is an Assistant Professor at Baika Women's College and the Chair of the JALT N-SIG on Bilingualism.

SENDAI
Topic: Bringing it to You-A panel discussion on 1) The use of Japanese in the foreign language class and 2) Error correction: How much is necessary?
Moderator: Michelle Macanber
Date: Sunday, March 3 1st
Time: 1:00-4:00 p.m.
Place: New Day School 4F
Fee: Members free; non-members \1,000
Info: Tadashi Seki 022-278-8271 (home)
Harry Neale 022-267-3847 (work)

SHIZUOKA
Topic: Brainstorming: Getting It Together
Speaker: Stewart Hartley
Date: Saturday, March 16th
Time: 3:00-5:00 p.m.
Place: Mokusei Kaikan
Fee: Members \500 non-members \1,000
Info: John Laing 0542-48-6861

Brainstorming. or Semantic Mapping, is a useful device for activating schema prior to reading or listening. It is also useful for generating and organizing ideas. This workshop will look at theory and then techniques using brainstorming.

Stewart Hartley teaches English for Computer Science in Shizuoka-ken. He also teaches at Tokyo Gakugei University.

SUWA
Mary Amga 0266-27-3894

TAKAMATSU
Shiika Maruura 0878-34-6801

TOKUSHIMA
Topic: 1) Learning foreign languages: Suggestion and advice
2) My experience as a host family (sic) in Australia
Speaker: Tony Hartley
Date: Sunday, March 24th
Time: 1:30-4:30 p.m.
Place: Tokushima Bunka Center, 3F. Room1
Fee: Members free; non-members \1.500, students \800
Info: Sachie Nishida 0886-32-4737

For a description. see the Shizucka announcement.

TOKYO
Topic: Teacher Education/Learning Training
Speakers: Marilyn Books, Toyo University; Greta Gorsuch. Temple University Japan (TUJ)
Date: Sunday, March 24th
Time: 2:00-5:00 p.m.
Place: Temple University Japan (one minute's walk from Shimo-ochiai station on Seibu Shinjuku line)
Fee: Members free; non-members \1,000
Info: Will Flaman (W)03-5684-4817 (H) 03-38166834

Cognitive Coaching orpeercoaching, is a professional development technique whereby a facilitator, such as a colleague, aids the teacher in improving the decisions made in the teaching day. It is not evaluation; the teacher decides the format and areas of feedback. Cognitive Coaching is a state-of-the-art methodology prevalent in the U.S. today. How can you learn from it? This presentation will delineate a cyclical four-stage process.

Greta Gorsuch will address the issue of how to make students more aware of how and why they study.

Marilyn Books is a Masters of Education candidate in Educational Administration at San Diego State University.

Greta Gorsuch has a masters degree from the School for International Training and is supervisor of the language lab at TUJ.

TOYOHASHI
Topic: Computer Use Workshop
Speaker: A computer specialist
Date: Friday, March 29th
Time: 1:30-4:30 p.m.
Place: Toyohashi University of Technology
Fee: Members free; non-members \1,000
Info: Masahito Nishimura 0532-25-6474
Kaztmori Nozawa 0532-25-6578

UTSUNOMIYA
James Chambers 0286-27-1858

WEST TOKYO
Greta J. Gorsuch M-228-7443

YAMAGATA
Ayako Sasahara 0X36-81-7124

YAMAGUCHI
Topic: The Phonovisual Method
Speaker: Yukiko Shima, Tokyo Science University, Yamaguchi College
Date: Sunday, March 24th
Time: 1:00-4:00 p.m.
Place: Sun Life Ube, tel. 22-0541
Fee: Members free: non-members \500
Info: Yayoi Akagi 0836-65-4256

The Phonovisual Method is a method for teaching pronunciation to beginners. The presentation will be given in Japanese.

YOKOHAMA
Topic: Psycholinguistics
Speaker: Prof. Danny Steinberg, Columbia University/Simul Academy
Date: Sunday, March 10th
Time: 2:00-4:45 p.m.
Place: Yokohama Kaiko Kinen Kaikan
Fee: Members free; non-members \1,000
Info: Ron Thornton 0467-3 l-2797

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Positions

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

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

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

(FUJINOMIYA) Pioneer Language School **(PLS)** seeks an EFL instructor. For nine years PLS has been providing high quality programs for children, business people and other adults. M.A. or B.A. in TEFL preferred, or related field with experience. Salary depends on qualifications. Beginning April 1, July 1, & Sept. 1. Sponsorship, apartment available. Please send resume, a brief description of your teaching philosophy, a recent photo and twoletters of recommendation to: Yuko Hiroyama, Pioneer Language School, 431 Maimaigi,-cho, Fujinomiya-shi, Shizuoka 418. Tel.: 0544-26-0555.

(FUKUOKA-SHI) West Chester University-Japan is expecting an increase in enrollment in April 199 1, and will need to him 2 to 4 new ESL instructors. Salary range: \300,000 to \450,000 monthly plus insurance and housing allowance for full-time instructors. Qualifications: Masters degree in TESOL; 2 or more years teaching experience preferred. Responsibilities: Full-time instructors teach four 50-minute classes/day, five days/ week, and are expected to participate in student advising as wcll as occasional extra-curricular activities. Applications and/or inquiries should be directed to: Dr. James E. McVoy, Dean, West Chester University-Japan, l-3-29 Nagahama, Chuo-ku, Fukuoka City 810.

(HACHIOJI, TOKYO) Arizona State University, American Language and Culture Program, Japan, has full-time openings (also possible pan-time) for **BSL** teachers. Teacher administrator positions available (teaching with some release). Audio-Visual Coordinator, Student Activities Coordinator, Library Coorditor. Min. qualif: M.A. in TESL, Applied Linguistics, or related field with extensive experience; 2 years teaching experience in university 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 care 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 fiied.

(HIROSHIMA) Full-time TESL/TEFL openings in March, 1991. B.A, minimum. Teaching experience in **TESOL**. math, history or related subjects preferred. Experience living in Japan or overseas a big plus. Japanese language abiiity helpful. Two-year renewable contract. Also, full-time positions for teachers of other subjects. English language ability should be good. Compensation for all positions depends on qualifications. Please send resume and copy of diploma to: Jun F. Kumamoto. Hitoshima College of Foreign Languages, 1-3-12 Senda-machi. Naka-ku. Hiroshima 730. Tel.: 082-241-8900.

(HYOGO) Two full-time and one pan-time English teacher for grades K-12 and adults needed from April in a small city. Qualified (M.A. TEFL or equivalent), dedicated, lively, children-loving persons with proper visa who are willing to be assets to the canmunity highly preferred. At least two years teaching experience required. Salary \330,000/month for working a six-office-hour day, including 4-5 teaching hours. Maximum 20 teaching hours/week. Two years (or mom) commitment desired. Please send resume with recent photo and copy of degree to: Tony Kitabayashi. NOR[T]WOOD English Communication Academy, 415 Kitatatsuno. Tatsuno-cho, Tatsuno-shi, Hyogo 679-41; tel.: 0791-62-1418 (10 a.m.-3 p.m.). For part-time position, please call for conditions.

(JAPAN and the U.S.) Clark Consulting Group. ***Communi***cation specialist. Requiremmts: M.A. in TESL/TEFL. 3 years teaching in business context preferred, experience in design, testing and evaluation of intermediate ESL trainees; experience team teaching. Intercultural Specialist. Requirements: Graduate degree in communication, business, or Asian studies; experience in business training; minimum 3 years experience in Japan; experience working in business in Japan and the U.S.; writing skills; ability to work independently and in a team. Deadline: none. Starts: Ongoing. Salary: Competitive. Benefits: Comprehensive. Send resume, letter of application and two letters of recommendation to: Recruitment Manager, Clark Consulting Group, Inc. Three Lagoon Dr., Suite 230, Redwood City, CA 94065 U.S.A. Te1.:415-591-8100, fax:415-591-8269.

(KORIYAMA) Lecturer Positions at Texas A&M U.. Koriyama, in a rigorous academic preparation program. Requirements: Master's degree in TESL or related field and 2 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 U., Koriyama. l-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. 2 years' English teaching experience required, TEFL and/or teacher training preferred. Full-time possible for well-qualified applicant. For further information contact: Timothy Kelly or Eric Bray, Kyoto YMCA English School, Sanjo Yanagi-no-banba, Nakagyo-ku, Kyoto 604; Tel.: 075-255-3287.

(NAGOYA) Full-time instructor for in-company business English program needed by major trading company starting April 1991. University degree and teaching experience required. Please send resume and photo to: Toshiya Komatsu or Mark Bullock. Education and Human Development Section, Toyota Tsusho Corp., 4-7-23 Meieki, Nakamura-ku, Nagoya 450; Tel. : 052-584-5597; fax: 052-584-5658.

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Cover to Cover

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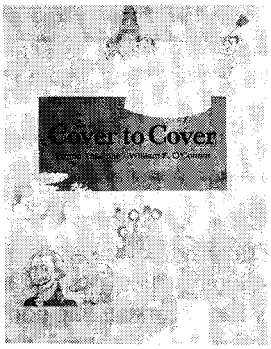

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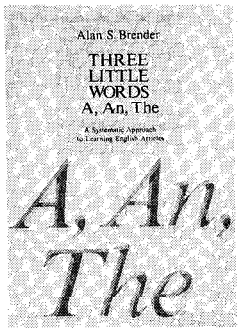
Alan S. Brender, Temple University, Japan



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(Kodomo wa hitori shika imasen.)

For more information, please contact Takeshi Ogawa,
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（新潟県）日本語／専任講師または助手。91年９月から。英語による大学院教育（国際関係学、経済学）を受けている学生を対象とする日本語教育。学生の国籍多種。学生は全寮制。小クラス。資格・条件：修士課程修了または同等の業績を有し日本語教育の経験を持つ方。活動的な方。詳細は、949-72新潟県南魚沼郡大和町国際大学、田丸淑子、☎0257-77-1416または77-1111まで。FAX 0257-79-4441。４月10日締め切り。

(NISHINOMIYA, HYOGO) Boys' high school seeks full-time teacher for oral English classes beginning April 1, 1991. The applicant should have a B.A. or equivalent in linguistics or education with at least two years teaching experience in Japan. Ability to speak some Japanese preferred. Ammal salary \3.60 million (net), one-year renewable contract, teaching load approx. 15 hours, 40-hour 5 1/2-day week, usual school holidays. Send resume, photo and letter briefly outlining your professional interests (alltyped) to Mr. Masazumi Takahashi. Hotoku Gakuen, 5-28-19, Kamiochi, Nishinomiya-shi, Hyogo-ken 663. Tel.: 0798-51-3021, fax: 0798-53-6332.

(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 May and June, 1991. M.A. in TEFL preferred, but candidates also sought with backgrounds in education, business, engineering, economics, or international relations. BCP students are business professionals from throughout Japan who stay at LIOJ for one month and study in an intensive program. CP students range in age from 4 to 70, and instruction includes team teaching in local junior high schools. Salary approximately \339.700 per month with seven weeks paid vacation, up to ten meals provided, and other yearly benefits. Excellent living area, near the mountains and sea, about one hour from Tokyo. Send a resume to Warrick Liang, Administrative Director, Language Institute of Japan, 4-14-1 Shiroyama, Odawara-shi, Kanagawa-ken 250. Interviews will he arranged in Odawam 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 photograph to Ms. Bootsman at Tsuji Hotel School, 3-9-l 1 Matsuzaki-cho, Abeno, Osaka 545. Tel.: 06-629-3453.

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(SHIZUOKA-KEN) Full-time position to teach small classes of children, high school students and adults, either starting in April, 1991 or June. 1991. 20 class hours/week. Competitive salary; furnished apartment provided. About two weeks' paid vacation every spring, summer and winter. Suitable teachers will have at least a Bachelors degree. Person having a Bachelors degree in linguistics, education, English Literature. or an M.A. in TESL/TEFL and/or teaching experience will he given preference. Contact: Mrs. Tomoko Sano. Everyone Language School, Taisei World Building, 2-1-5 Otemachi. Numazu-shi, Shizuoka-km 410, Tel/fax: O-559-63-7056.

(TOKYO) Private high school requires EFL Program Coordinator. Duties include materials/curriculum development, staff management, and some teaching. MA. in TESOL or related field preferred. Familiarity with TOEFL essential. Salary: Y5-7 million/annum, in-&ding housing support Position from April 1991. please send resume and supporting material ASAP to: EFL Staff, Sakma-gaoka Joshi Gakuen. 1-51-12 Takinogawa, Kita-ku, Tokyo 114.

(TOKYO) Part-time evening classes: 6 p.m. to 9 p.m. Thursdays: EFL teacher. J. Harris or Y. Shimura, 03-3441-l 171 at Tokai U. Junior College. Takanawa 2-3-23, Minato-ku, Tokyo 108.

(YOKOHAMA) Full-time position as a Foreign Consultant beginning April 1, 1991. Work involves participation in projects for improving English education in Yokohama including teacher and AET training, materials development, proofreading, school visitations. Proper visa, college degree, experience teaching in Japanese public schools and sane Japanese ahiity required. One-year renewable contract: M-F, 8:45-17:00, \360,000 monthly, 16 paid holidays, health insurance plan, visa sponsorship. Send resume with photo to Mr. Yasushi Suzuki, Yokohama Education Center, 7th Fl., 1-l Bandai-cho, Naka-ku. Yokohama 231.

(Cont. **from** p. 47)

Moore argued for passion as the driving force in the study of literature, and demonstrated his thesis that study should not be value-free.

'Walt Whitman" premiered in Lublin, Poland, in December, 1989. Scenes have been televised in Czechoslovakia and the drama has been translated into F'rencb, Spanish and Japanese.

Reported by Stewart Hartley

YOKOHAMA

Cognitive Coaching in ELT: Hints for Multilevel Classes

by Marilyn Books

Tbis year's first presentation was by Marilyn Books.

The crux of cognitive coaching is supervision: (as opposed to evaluation) by a teacher of another professional installing and/or extinguishing certain teaching behaviours. This mostly described the supervisor's necessary skills, behaviours, responsibilities and goals: in observation of the teacher's lesson, pro-observation and post-observation conferences. On top of the theory and the practice she described, Books' point-that trust between supervisor (coach) and teacher should exist-was an overriding one. The coach should be the teacher's peer, rather than an examiner or boss.

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Reported by Howard Doyle

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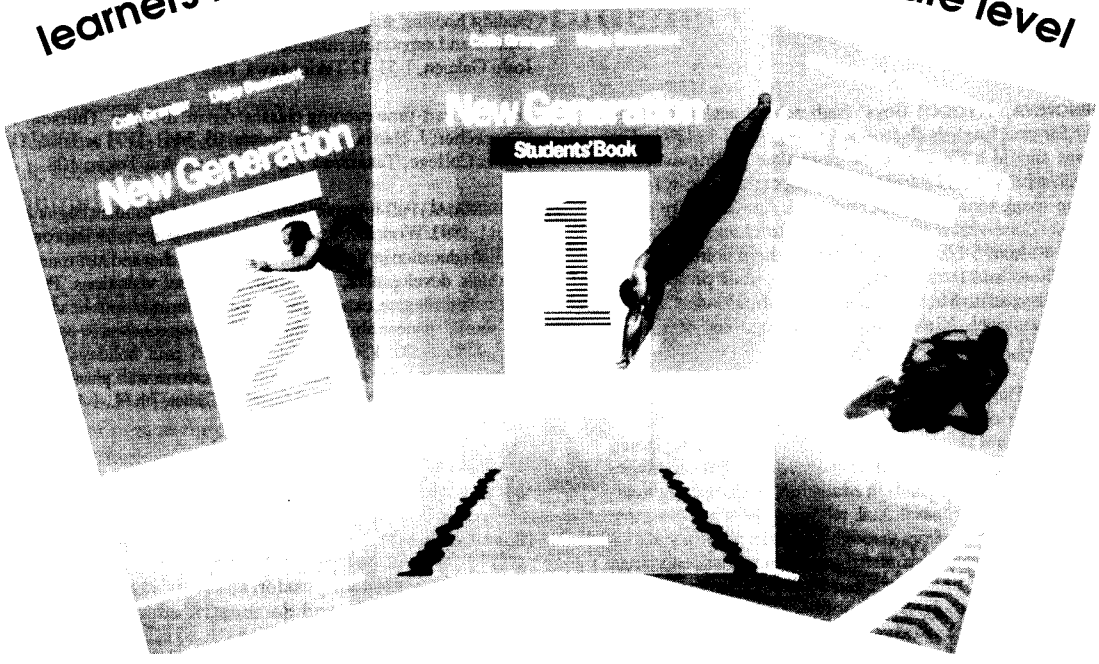

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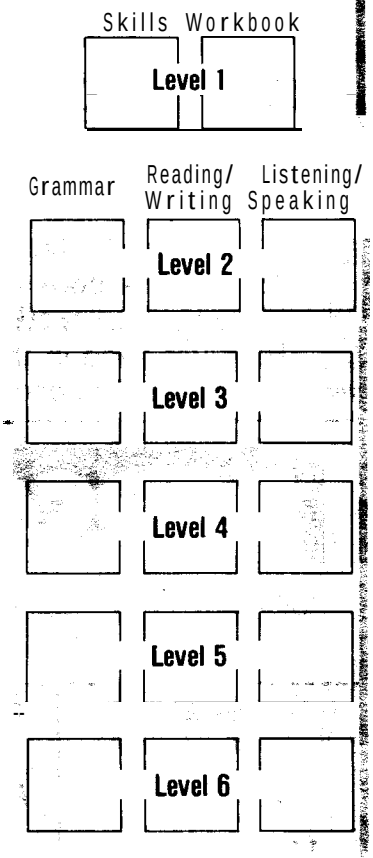

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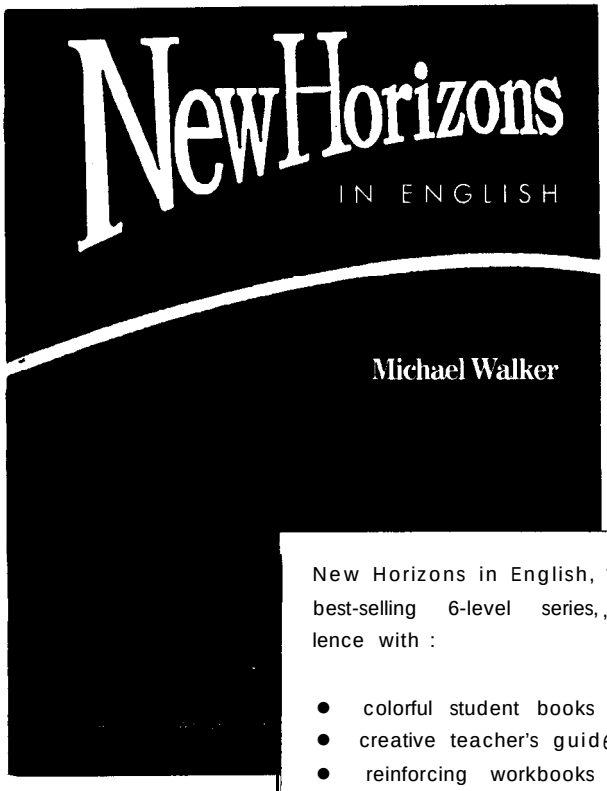

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MEMBERSHIP INFORMATION

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 000m^2, 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 schoool 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** (\l2,000), 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 firikae***) 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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JALT－全国語学教育学会について

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

出版物：上記の英文記事を参照。JALT会員、或はIATEFL会員には、割引きの特典がある出版物もあります。

大会及び例会：年次国際大会、夏期セミナー企業内語学セミナー、各支部の例会や全国的な主題別部会があります。

支部： 現在、全国に36支部あります。（札幌、盛岡、仙台、山形、茨城、宇都宮、群馬、大宮、千葉、東京、西東京、横浜、新潟、金沢、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、奈良、神戸、姫路、岡山、広島、山口、徳島、高松、松山、福岡、長崎、鹿児島、沖縄）

研究助成金：詳細はJALT事務局まで。

会員及び会費：個人会費（￥7,000）－最寄りの支部の会員も兼ねています。共同会員（￥12,000）－住居を共にする個人2名が対象です。JALTの各出版物が、2名に対し1部しか配布されないという事以外は個人会員と同じです。団体会員（￥4,500－1名）－同一勤務先に勤める個人が5名以上集まった場合に限られます。5名毎に、JALTの出版物が1部配布されますが、端数は切り上げます。賛助会員－JALTの活動をご支援下さる企業や法人の方々には賛助会員としてご入会いただけます。申込方法、及び特典などの詳細については事務局までお問い合わせ下さい。

入会申し込み：綴じ込みの郵便振替用紙（口座番号－京都5－15892、加入者名－JALT）を利用して下さい。例会での申し込みも受けつけています。

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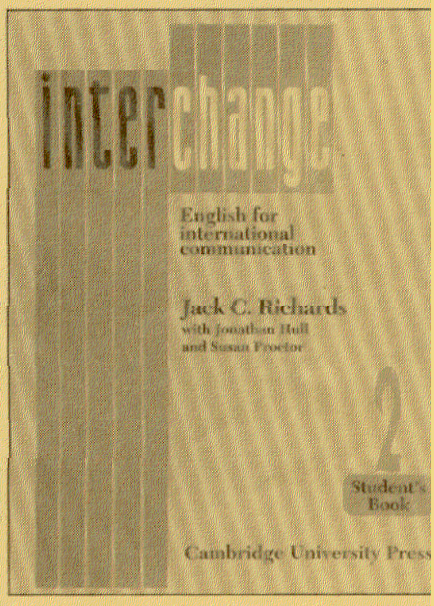

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