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JALT

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Cambridge ELT

TEACHER EDUCATION

PROFESSIONAL SKILLS DEVELOPMENT
for JAPANESE TEACHERS
of ENGLISH

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

The Language Teacher editors are interested in articles 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.

Features

JALT '90

JALT '91

JALT News

Opinion

My Share

Illustrations by Richard C. Parker.

Introduction

This month, the three main articles in The Language Teacher deal with research-related topics that should be of interest to language teachers and learners. First, **Hugh Gosden** discusses the writer-reader relationship involved in academic writing and presents suggestions that should be helpful for composition teachers, as well as both first and second languagewriters engaged in research based writing. Next, **Jerry Gebhard** shares practical research methods for teachers to use in observing themselves or other teachers in order to gain new perspectives on what goes on when they teach. Finally, in Japanese, we have **Keiichi Koide** interviewing **Nozomi Tanaka,** who recently left left the National Language Research Institute to set up his own research center.

This issue also contains a last group of JALT '90 presentation reports, which should provide thought-provoking ideas on a number of subjects, from American universities in Japan to video. Completing our JALT '90 coverage is an opinion by **Shannon Jacobs,** a newcomer to JALT conferences. In the second opinion article, **Mark Zeid,** a native English teacher who has been working in Japanese high schools for three years, gives some practical suggestions on classroom management

Carol Rinnert

この号には・・・

リサーチ関係の大きな記事が3つあります。まず **Hugh Gosden** はアカデミック・ライティングにおける書き手と読み手の関係について論じ、作文の授業を担当する教師だけでなく、第一言語あるいは第二言語で研究論文を書く人のために有益なアイディアを示しています。**Jerry Gebhard** は教師が自分や他の教師を観察して新たな発見を得るための実践的な調査・研究方法を紹介しています。日本語の記事では、最近、国立国語研究所を去り、個人の研究所を設立した**田中望氏**への**小出慶一氏**によるインタビューを掲載しています。

その他には、前号、前々号に掲載しきれなかったJALT '90の発表報告が載っています。日本におけるアメリカの大学の問題からビデオに至るまで幅広い話題の報告があります。さらに今号はOpinion欄に2つの記事があります。ひとつはJALT'90に関する記事の最後として、JALT大会に初めて参加した **Shannon Jacobs** の意見を載せました。もうひとつは日本の高校で3年間の教育経験を持つ **Mark Zeid** によるクラス運営の実践的なアイディアです。

突然ですが…

JALT事務局が移転しました！

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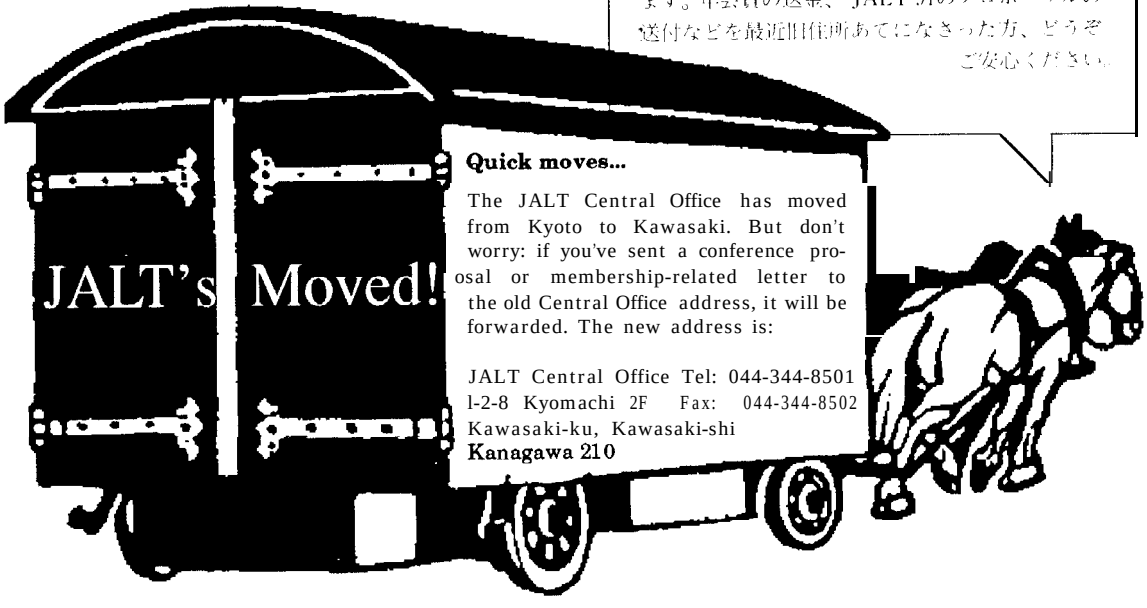


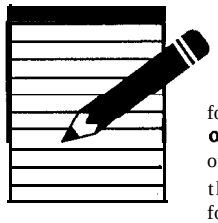
Academic Writing, Language Awareness and the EFL Writer

By Hugh Gosden
Tokyo Institute of Technology

Introduction

It is a fact of daily academic life for many researchers and graduate students in Japan that in order to be able to participate fully in research activities, and in particular in the process of international research communication in the fields of science and technology, there is a need to function competently in a foreign language, typically English. This is not to presume linguistic imperialism; however, it is clear that English predominates as the lingua franca of research reporting. Baldauf and Jernudd (1983a, b) have indicated that this predominance is steadily increasing and Swales (1983, 1985, 1987) confirms this. Moreover, he suggests that at least 50% of the several million papers published annually are in English; in some fields, such as engineering, the figure may be around 80%.

A high profile in the research world is manifested through a high profile in research reporting, requiring rapid and widespread dissemination of information, and Japan, of course, enjoys a very high international profile in many capital intensive, high technology fields. However, the corollary of an active academic community is both the need and the desire to publish, inevitably creating a strong demand from those submitting academic papers on the supply of outlets, i.e. recognised international English-language journals, publishedin Japan, North America and Europe.



Participating in the academic community through the submission and publication of academic papers is a highly complex process, and in this increasingly competitive situation, EFL (English as a Foreign Language) writers need to acquire both the linguistic and sociopragmatic skills necessary to compete in the market. To do otherwise may hamper the efforts of EFL writers, all other things being equal, in competing on the basis of equal opportunity. The main criterion for consideration of submitted papers is the contribution they have to make to the existing state of knowledge, and there is no suggestion that there exists any direct bias from journal editors and referees against EFL writers. However, it is clearly of benefit for EFL writers to be aware of factors which may negatively influence busy readers' first impressions when reviewing submitted papers.

Many EAP (English for Academic Purposes) support programmes have the advantage of being intensive, tailored courses taking place in the target language environment. However, the vast majorityofin *situ* EFL novice researchers throughout the world are generally out of reach of this type of support, and, therefore, where EAP support can be organised, more of a "drip feed" approach has to be taken. Based on studies undertaken with Japanese graduate students and researchers, this article stresses the importance of learning to look beyond the face value of academic writing in order to become accomplished and successful writers. In this article, the importance of language awareness in this process is emphasised and aspects of the subtle linguistic and sociopragmatic skills which need to be developed are suggested.

Academic writing and language awareness

To enable student-researchers to view the writing of academic texts as goal-oriented, interactive and dynamic (Sinclair, 1985), the main focus of attention centres on the following areas: (1) writing as an interactive process of negotiation between the author and the academic community, (2) writer evaluation throughout academic texts and the mechanisms that realise this, (3) the macro structure of texts, particularly of article introductions, their multi-functional purposes and the range of choices available to skilled writers in producing good reader-based prose and (4) integration of the writing process with the written product.

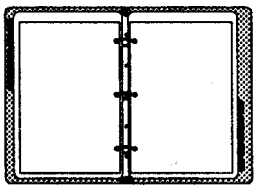
(1) ***Writing as interactive negotiation:*** Writing and rewriting an academic paper in English is a lengthy, even painful process for both English native speakers (NSs) and EFL writers, though the latter often presume the pain is more theirs with the extra burden of the need for foreign language proficiency. It is certainly a false assumption that English NSs automatically write well. Myers (1985) confirms the difficulties for NS writers and suggests the complex nature of what he refers to as the negotiation of status of knowledge claim that is taking place "between the lines" when a researcher submits a paper for judgement to the gatekeepers of the academic community. How this negotiation is carried out and how it is realised in language constitute one aspect of what all novice researchers need to learn in order to look beyond the face value of a text. For the novice researcher, the subtleties of manipulating text on this rhetorical level in a foreign language can indeed be challenging.

Of course, writing is not a face-to-face activity. Nevertheless, in discussingthepragmatics ofpoliteness, Myers (1989) points out that writing an academic paper is indeed an interactive exercise within the discourse community, and thus considered professional judgement implies an avoidance of outright criticismin print and a crucial maintenance of face. Hidden complexities are suggested by Swales:

> the superficially tranquil surface of the typical journal-introduction may, in some cases at least, cover unsuspected depths of ego-involvement, exaggeration and professional pique (1981, p. 12).

Swales appears to portray the world ofjournal writing

as rather cut-throat, and this may well be so in some fields and for some prestigious journals more than others. Whether this is the perceived case or not, all researchers need to know how to deal appropriately with being critics of others' academic activities and importantly how to express what is being claimed about their own research.



(2a) ***Reporting verbs, tense and visibility:*** In any review of previous research, typi-. cally an important component of an article introduction, the criteria of relevance and centrality of the previous research need to be evaluated by the writer. How "visible" (Davies, 1989) are the reported authors/ researchers to appear?

(a) Smith (1989) and Jones (1990) fail to clarify...

gives the author total visibility, whereas:

(b) ***Previous studies in this field have reported the problemsofanalysing... (Smith, 1989; Jones, 1990).***

gives reported authors less obvious visibility, as the research entity, rather than the researchers themselves, occupies sentence initial position and functions as the grammatical/topical subject. With the number references in:

(c)Previous studies in this field...[1][2]

the authors appear ***invisible.*** Particularly in scientific writing where number references are frequently the unmarked case, novice writers need to be aware of the effect on the reader of varying the degree of reported author visibility. Combined with this orientation is the need to control variation and choice of tense and reporting verb. A reader will perceive further implicit evaluationof a writer's judgement of the centrality/relevance of previous research with choices such as:

(d) ***Swales (1981) argues /suggests /outlines /demonstmtes that...***
(e) ***It was reported/put forward/observed that... (Davies 1989).***
(f) ***Myers (1985) has confirmed/has stated/has inferred that...***

Added to this may be adverbial modification:

(g) ***Myers (1989) tentatively suggests...***
(h) ***This primarily indicates...***

Thompson and Ye (1990) have isolated over 400 reporting verbs used in citations in academic papers, drawing attention to the complex strands of evaluation that may run through a text and the need to incorporate such insights into EAP teaching materials. Davies (1989) comments that one major distinction between skilled and novice writers is that evaluation is often omitted or realised through the selection of first-learned spoken, rather than written, forms. For example:

(i) A ***lot of researchers have done work in this field...***

Clearly the writer here appreciates the need to express the prominence or centrality of his/her research area. However,

(j) ***A great number of studies have been carried out in this field...***

emphasises the research entity rather than anonymous researchers and may endow the statement with a more acceptable academic feel. This is not to encourage students to be verbose and strangle the clarity of their meaning, but to "get a feel" for academic writing and forms, such as adverbials, that carry the interactive evaluative function of drawing the writer into the text and the discourse community.

(2b) ***Self-evaluation /claim:*** The status of knowledge claim mentioned by Myers (1986) is that which the academic community is prepared to assign to a writer's claim as a contribution to existing knowledge. As Myers explains:

> The making of claims always involves a tension: the writer must stay within a certain consensus to have anything to say to members of his or her discipline, but must also have a new claim to make to justify publication (1989, p. 5).

Claimingrequires considerable manipulation, even by skilled writers, and there may be deliberation over the degrees of qualification, or hedging, implicit in modal choices, such as the rather doubtful may well be, or lexical choices, such as ***this suggests, we can infer, this implies,*** and ***it appears that.***

(3) Macro structure and topic shift signals: The introduction and discussion sections of an article are often mnsidered the most difficult to write and this is partly due to the fact that so much is going on "between the lines." In his influential study of article introductions, Swales (1981) identified an inherent four-part movement as follows:

Move 1	Establishing the Field
Move 2	Summarising Previous Research
Move 3	Preparing for Present Research
Move 4	Introducing Present Research

There may of course be some variation within this framework. For example, publication in a bi-weekly (compared to quarterly) journal with a rapid turnover of information may preclude the need for lengthy statements of field establishment; in this context, summarising previous research may serve the same purpose. Notes and letters differ in function from regular academic papers and so may also show variations. Nevertheless, bearing in mind the multi-purpose structure of an introduction, it is expedient for the writer to be awareofmader-based composition, for example, how clearly signalling the shifts in topic focus can assist reader comprehension.

A temporal marker such as ***Recently*** or ***To date*** may indicate the Move 1 boundary. Between Moves 2 and 3, this signal would typically be achieved through the use of minimal adversative adjuncts, such as ***However*** or more complex subordinates setting up cataphoric evaluative contrast with the propositions to follow:

(k) ***Although X has been thoroughly researched, Y has received little attention.***

Similarly, with the writer having now created what Swales calls "research space" in which to place his or her own work, the evaluation of Moves 2 and 3 (frequently embedded within each other) is often

both temporally and spatially distinguished from the final part of the intmductionby a prepositional phrase, such as ***In the present paper,...*** and a shift to present tense. In this way the author brings the reader up to date, having contextualised the content of the following sections/chapters.

The temporal sequence and the propositional content of the introduction section can be viewed as a funnelling down from the general wider research context of Move 1 to the specific research focus and justification contained in Move 4. Hedge (1989) sees an inverted funnel image mirrored in the conclusion section, when specific focus on results and findings leads out once more to the general research context, its state of knowledge now added to by the author, with suggestions for future research required in the field. This enables the writer to show awareness of shortcomings, and in a convenient way, continue to create his or her own research space for future work, forthcoming papers, professional advancement, fame and glory, etc.

Through experience as readers of academic texts, EFL student-researchers may find that Swales' discourse structure of Moves is intuitively familiar. Indeed this can be reflected by rhetorical structures familiar from their own culture, as with the ki-shoo-ten-***ketsu*** pattern in Japanese, although such patterns may not reflect the clearly unambiguous and logically marked progression required of scientific writing.

In sum, the transition fmm skilled reader to successful writer requires awareness of the depth and range of choices available, not only of the syntactic rules that students are concerned with, but also of the more discrete sociopragmatic implications realised by their lexical/grammatical choices. However, it is clear that, although much can be gained from an analysis of the style and content of the written product that students are dealing with as readers, this does not on its own allow for the development and independent learning of composing/processing abilities.

(4) ***Integrating written product and writing process:*** Witte and Cherry (1986) suggest that there is little to be gained fmm deliberately trying to separate writing process and written product, the dichotomy being somewhat false, and Horowitz (1986a, b) outlines the limitations of a process approach when applied to academic writing tasks. The basic tenet of research on the writing process, with its primary concern for psycholinguistic, affective and cognitive factors, is that process itself cannot be inferred fmmpmduct; hence students cannot be taught how to write simply by trying to imitate "good" models. However, this is not how many EFL writers themselves see it as they confirm that being able to borrow phrases, structures and "smart expressions" from published papers and an ability to parody the style of NS writers are indeed valuable skills. If this is the reality of the situation for many EFL researchers around the world, which is more likely than not, the EAP teacher needs to both incorporate and challenge these strategies to impmve such skills.

Odel (cited in Witte and Cherry, 1986) comments that an examination of written products can identify analytic skills that writers use in exploring facts, ideas and feelings; however, we cannot learn about the sequence of activities a writer went thmugh in the process of producing a draft. Therefore, integrated in a genre/product determined syllabus is attention to students' appreciation of the writing process, of the dynamic changing nature of a text, for example, the recurrent rewriting and redrafting processes and the systems of choices at the disposal of writers to achieve what they wish eventually to say. The features of academic discourse described in the previous sections are components of what Davies (1987,1988) outlinesas a funtional-product based approach to teaching academic writing in an attempt to focus attention on both product and process. Combined with the necessary focus on learning to write and to interpret between the lines is the aim of heightening the self-esteem, or learning ego, of the writer (Hedge & Gosden, forthcoming), to impress upon students the fact that these systems of choices mean that writing is not a mysterious exercise outside their control.

Conclusion

The theme of this article has been that, for novice graduate EFL students being initiated into research communication, there am many subtle factors that need to be drawn to their attention. In essence, it is an understanding of the new culture of the international academic community into which they are being initiated, with its attendant highly stadardised conventions and expectations, that represents the greatest challenge in learning to communicate effectively on an international stage. As suggested by Spack (1988),

novice researchers learn their research skills most effectively from within their own research community, for example by observing other professional academics produce texts, and Myers (1988) maintains that both NS and EFL researchers learn the language of their disciplines as part of their apprenticeship in research. A valuable role for the EAP teacher therefore is to work within that community, to complement students' acquisition of their research skills with an awareness of the research communication process. In that respect, this article represents a plea for greater attention to the goal-oriented language needs of all students and thus greater appreciation of the concept and benefits of teaching languages for specific purposes.

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Deadline

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

Seeing Teaching Differently: The Teacher As Observer

by Jerry G. Gebhard
Indiana University of Pennsylvania

I hear lots of advice about the best way to teach in Japan. "Group work is best!" "Students should study grammar." "Nope!" No grammar in my classes." However, there is a pmblem in advocating a best way to teach. When teachers believe that there is a best way, they limit their scope of possible teaching behaviors to those that fit into their prescribed way of teaching. In other words, they stop themselves fmm exploring teaching possibilities outside of their values about what constitutes good teaching (Fanselow, 1987, 1990; Gebhard, 1990a; Gebhard, Gaitan & Oprandy, 1990).

Instead of searching for a best way to teach, Fanselow suggests teachers observe and describe what teachers do in classrooms with the purpose of "self-exploration-seeing one's own teaching differently" (1990, p. 114). This paper explains and illustrates an observation process, adapted by Fanselow (1987, 1990), through which teachers can see their own teaching differently. Through this process, teachers can observe and describe classroom communications that take place in other teachers' classes as well as their own. These communications are then analyzed, after which interpretations can be made.

Collecting Descriptions in Other Teachers' Classrooms

To begin with, observers who aim to describe teaching need to avoid comments such as, "The teacher should give clearer directions." or "This is a very good class." Such statements are not descriptive, but rather constitute value judgements about what the observer believes is good or bad teaching.

There are several ways to collect descriptive samples of teaching. One is to take quick notes that describe what is going on in the class. The observer can also use check lists (a list of classroom behaviors from which the observer checks off those behaviors that take place during an observation) and tally sheets (a list of behaviors, on which the observer keeps a tally of now many times a behavior occurs). Teacher educators have created lists of behaviors on a variety of themes. For example, outside TESOL, Good and Bmphy (1987) createdcheck lists on the teacher's use ofpraise, classroom management behaviors, classroom questioning, and behaviors related to motivation. (Also see Day, 1990).

Sketchers of seating arrangements can also be drawn, and such sketches can be used to observe and later tally a variety of classroom behaviors. Acheson and Gall (1987; reported in Day, 1990), for example, used a seating chart to keep a record of questioning behavior (i.e., teacher question to whole class, teacher question to individual student, student response to whole class question) using different symbols above the seat of the person displaying the behavior.

Collecting Descriptions in One's Own Classroom

Since it is difficult for the teacher to teach and systematically observe at the same time, it is useful for the teacher to audio-orvideo-tape the class. (Of course, taping is also a useful way to study other teachers' classroom interaction). The teacher can then use the tapes to do the sort of observation tasks described above (e.g. take descriptive note, tally with a check list). However, tapes offer another advantage, as it is possible to make short transcriptions, which can then be studied. (See illustration later in this paper).

Transcripts also allow the teacher to use elaborate observation systems. Effective systems designed in recent years include Allen, Fmhlich, and Spada's (1984) COLT (Communicative Orientation of Language Teaching), Ullman and Geva's (1984) TALOS (Target Language Observation Scheme) and Fanselow's (1977, 1987) FOCUS (Foci on Communication Used in Settings). These systems offer chances for the teacher to code interaction going on in the classroom and to analyze this coding for patterns of interaction.

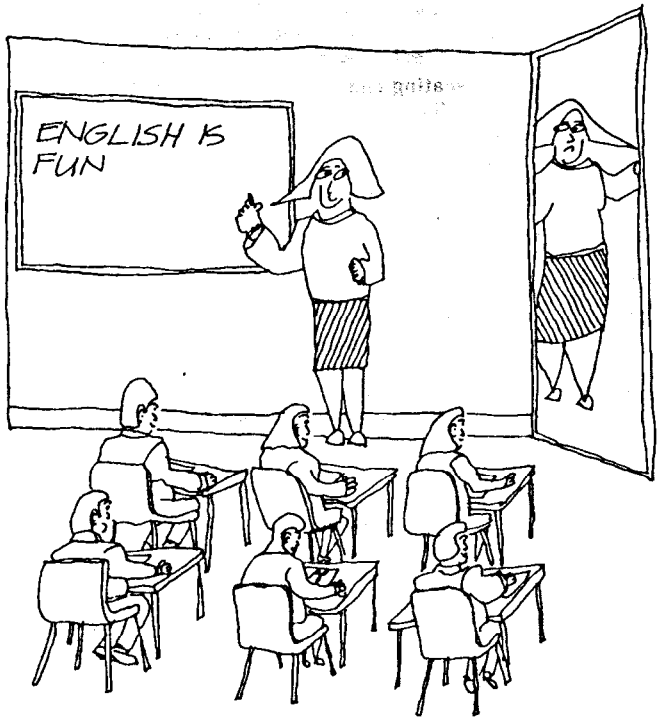
Analysis of Descriptions

The amount of time and effort it takes to analyze data collected during an observation depends on the complexity of both the purpose of the observation and the method of data collection. If the purpose is simply to recognize the sources of questions, then analysis is easily done through simple arithmetic to figure out what percentage of questions were asked by the teacher and what percentage by the students.

However, if the purpose of the observation is to recognize patterns of communication and the teacher uses a taperecorder or video camera to collect data, then analysis requires more time. Theteacher needs to select short sections of the recording and transcribe them. Then, the transcripts need to be studied to discover recurring behaviors. An observation system is useful to accomplish this task, but it is possible to gain such fmm simply studying the transcript. (See later illustration).

Interpretations

After communications are collected and analyzed, it is possible to formulate interpretations that make sense out of the descriptions of teaching. One way teachers can interpret the descriptions is to consider the relationship between what is going on in the classes and what teaching methodologists emphasize. For example, according to one current methodological approach, as seen through the work of Nunan (1988) and Rivers (1987), teaching is task based and closely resembles communication in settings outside classrooms. Thus, teachers can interpret descriptions of teaching by asking how closely the observed communications match those outside the classrooms.



Teachers can also consider the value of the teaching they observe through research on teacher behavior and student achievement (also known as effective teaching). As discussed by Brophy and Good (1987), classroom researchers outside TESOL claim that certain teacher behaviors are more likely than other behaviors to have a positive impact on learning. These include engaging students in activities that are appropriate in terms of difficulty level, making sure students stay on task, structuring lessons (with overviews, review of objectives, and signals to show transitions between lessons), providing chances for students to review and asking questions that students can answer.

More relevant to language teachers, Allwright (1983), Bailey (1985), Chadron 91988) and Gaies (1983) offer reviews of second language classroom centered research (CCR). They are very tentative in their conclusions; they point out that interpretating classroom behaviors as they relate to learning is still difficult. For example, Chaudron (1988) concludes that there is some evidence that certain teacher behaviors promote learning outcomes, such as adjusting rate of speech to proficiency levels and reprocessing target language forms. However, he also points out that if any one conclusion can be drawn fmm research on student outcomes, "it is that much mom research remains to be conducted to determine what aids learners'target language development in the classroom" (p. 179).

Although we still do not know enough about the relationship between teaching behaviors and learning outcomes to prescribe how teaching should be done in every setting, it is possible (and also fun) to consider whether or not a particular teaching pattern is more likely than another pattern to result in student learning in a specific teaching context. It cannot hurt to hypothesize, to makeeducatedguesses based on knowledge fmm a number of sources. It is when we become convinced that certain teaching behaviors are always better than others that we become blind to new possibilities and interpretations.

To make sense out of descriptions of teaching, without being limited to our preconceived notions about good and bad teaching or relying on what others say we should do, Fanselow (1990) encourages teachers "to provide at least one interpretation that is seemingly outlandish or different in intent" from the usual interpretations (p. 190). For example, if an observer discovers that there is a lot of teacher-praise, and this is thought to be a positive behavior, interpretations about how praise is negative can be made. "The goal is simply to try to remind (us) that each event we see can be interpreted in ways different from our usual ways of doing it because we are each limited by the ideas of reality we have" (Fanselow, 1990; p. 190).

One Teacher's Exploration

The purpose of the previous discussion was to provide a process through which teachers can describe, analyze, and interpret classroom communications in order to see teaching differently. The purpose of this section is to illustrate the process with two examples fmm my own observations, one of my own teaching and another of a friend's class. With each example observation I include a description, analysis and interpretations (including at least one outlandish one!).

Observation "1: Content of questions (self-observation)

1. Purpose and instrumentation. The focus of this observation was to better understand the content of the questions I asked while teaching an American literature class. To do this, I created a tally sheet (see below) adapted from Fanselow (1987). As the tally sheet shows, I centered my attention on whether the content of my questions concernedlife-personal matters, life-general matters (when the content concerns groups of people), the study of language or the study of content of the essay the class was reading. I was also interested in how many questions I addressedto individual students and how many to the class in general. I then tape recorded the class, and later listened to the tape while keeping a tally on the content of my questions.

2. Description. The class listened to me read Robin Lakoff's "You Are What You Say" (1989) at their request. I stopped from time to time to ask questions and generate discussion.

Content of Questions	To individual	To Whole Class
• Questions about lives of student(s)	//	
* Questions about people & places in general		//////////
• Questions about language	/	///////
• Questions about the content of the reading selection		/////

3. Analysis. During a twenty-five minute segment of the class, I asked twenty-seven questions, and all but three were asked to the entire class. Of the questions addressed to the whole class, twelve were questions about life-general matters (e.g. Do you think that women use a different kind of language than men hem at the university?: Do you have a Ladies Auxiliary?), seven were about language (e.g. Where is the transition sentence in this paragraph?: What does "euphemism" mean?), and five were about the content of the reading (e.g. How does Lakoff structure the essay?: What does Lakoff say about women's use of tag questions?).

4. Interpretation. The fact that I addressed questions to the whole class, rather than individual students, reduced the amount of anxiety in the class. My questions also show that I try to relate the reading to the experience of the students, but do not neglect questions about the content of the reading or about language itself. (Outlandish interpretation: The reason I asked so many life-general questions was because I wanted to increase my own knowledge rather than educate students).

Observation #2: Getting students to talk

1. Purpose and instrumentation. I am interested in how to get students to talk in class, and I observed a friend's teacher education seminar. I had notice in the past that students in his seminars do most of the talking; I wanted to know why. Equipped with permission and a small tape recorder, I taped some of his seminar meetings. I then reviewed the tapes, make short transcriptions and studied them.

2. Description. The teacher educator (TE) opened the conversation by asking the student-teachers (ST1, ST2, ST3 . . . ...) to share theirthoughts on their first two days of teaching. (From Gebhard, 1990b).

Scene 1.0: Communications in a Teaching Practicum

1.1 STl : Tired.
1.2 TE: Yea. It's exhausting.
1.3 STl: I'm tired. Ahm, I've really enjoyed it. Very much fun.
1.4 TE: Hum hum (...)
1.5 ST1 : Of course, you know, anxiety about the, you know, not knowing what to do and (...)
1.6 TE: Yea. So, to spite the initial anxiety, still (.)
1.7 STl: Yea.I really had fun. It was very-It was fun (...)
1.8 ST2: Taking the two classes I've experienced. Both extremes. At the end of the first class I was totally overcome with a sense of despair, you know. It was almost crushing, you know, helplessness. Uncertainty. Frustration. At the end of today's class I was walking on air.
1.9 TE: Hum. Hum, hum.
1.lO ST2: Ihaveafeelingthat,you know, the sense of elation that I walked out with today is probably a little false, but it was very satisfying.
1 .11 TE: Yea, Yea. Nice to know there wasn't going to be all like it was the first time (...) Yea (...)
1.12 ST3: Yes. I wasn't nervous or anything.

3. Analysis. There are aspects of the teacher educator's communications that stand out. First, he uses 'hum hum" (with rising intonation) after student-teachers speak (1.4, 1.9), or he gives nonjudgmental remarks (1.7, 1.11). Second, he waits for student-teachers to speak, sometimes as long as three seconds (1.4, 1.6, 1 .11). (Each period in parenthesis represents one second of silence). Third, the student-teachers use kinesthetic predicates (adverbs, adjectives, and verbs which express feelings), for example, "tired" (1 .1 , 1.3), "anxiety" (1.5), "sense of despair," "crushing," "frustration," "walking on air" (1.8), "elation," "satisfying" (1.10), and "nervous" (1.12). The teacher educator matched these predicates in his own language with 'exhausting" (1.2) and "anxiety" (1.6).

4. Interpretation. Student-teachers were given opportunities to talk because the teacher educator used silence, nonjudgmental language and predicate-matching behaviors. (Outlandish interpretaton: the teacher educator was too tired to talk.)

Conclusion: Why observe?

Observation takes time. There is no doubt about it. It requires getting permission to visit other teachers' classrooms, preparing for the visit (e.g. preparing an observation guide) and taking the time to do the observation. Collecting tape recorded samples of the teacher's own teaching, or that of other teachers, also takes time. The analysis can also take time. So, why observe? What benefit does it have for the teacher?

To being with, observation shows teachers how complex teaching actually is. After observing for a period of time, teachers realize that there are no prescribed ways to teach that guarantee that learning will take place. They realize that prescribed methods such as the Silent Way or the Natural Approach, although based on theory, are simply another person's plan as to how language should be taught.

Perhaps the most important reason to observe others andoneselfis that the process is empowering. Teachers gain power because through the process of on-going observation, they gain insight into teaching behaviors andtheirconsequences; that allows them to make their own informed decisions about what and how to teach.

The observation process is generative. The more teachers observe, the more they are able to see their own teaching differently, as well as generate new ways to teach. Out of the observation process emerge not only new ideas about teaching, but just as important, new questions about teaching. The generation of questions through ongoing observation makes the process dynamic and interesting, as the search for answers leads to new questions and renewed interest in observation.

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(Cont'd p. 31)

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田中望氏へのインタビュー

聞き手：小出 慶一
産能短期大学

田中望氏は、長年つとめられた国立国語研究所日本語教育センター日本語教育研修室長の職を昨年12月に辞され、1月に日本語教育研究所を設立された。個人の立場での研究所の設立という日本語教育の分野では全く新しい試みを行った背景、今後の活動の抱負、日本語教育全体の将来展望などについて、小出慶一氏がインタビューした。

小出 あたりまえの質問で申し訳ないんですが、まずこの研究所を作られた動機を。

田中 うん。そうですね。正直に言えば、僕は国語研究所で14年間働いたんですよ。だからサバティカルという意味で2年間お休みにしようと…。(笑い)もうちょっと格好つけて言えばですね、やりたいことがいくつかあって、それが研究所の中にいるのでは少しやりにくいと言うことなんです。

やりたいことの一つは、出版することが目的ではなくて、教材を企画するとか、コースデザインなんかもする専門の機関を作りたいということ。他の教育機関や出版社からの依頼を受けてやる機関ですね。それが成り立つかどうかは、日本語教育の世界の中ではまだかなりいろいろ問題があるけれども、そういうことをする専門家集団というか、専門の機関があってもいいんじゃないんかなと思う。そういうのは研究所のような公的な機関にいると、何かアルバイトをしているような感じに見られて、ちょっとやりにくいんですね。そういうのを自由にやりたいというのが一つある。

もう一つは、海外とのいろいろな結びつきが、国語研究所にいると実はちょっとやりにくいんですね。やっぱり組織の中だから、自分一人が勝手に海外に出て何かをやるわけにはいかないんです。日本語教育研究所というものを作って、今、一番やりたいことは、アジア地域のそれぞれの国で、自分の国の言語を外国語として教えている人達を集めて、組織を作ることです。日本語教育の世界で「日本語の普及」なんていう表現も一時使われたことがありますね。「普及」という言葉はどうもひびいということで最近はあまり言わなくなってきたけれども、いろいろな機関が教材の援助とか、教員の派遣をするでしょう。特に東南アジアに関しては、それはある意味では文化侵略的な側面を持っている。そういうことは本来は完全に相互主義であるべきだと思う。日本語教育をアジアのいろいろな国でやったら、逆に日本でその国の言語を勉強する人がたくさん出てくるのが本当の意味での相互主義だと思うけれども、実際にニーズのないところに、いくら日本でタイ語の学習をしようとか、インドネシア語の学習をしようと言っても、すぐには難しいですよね。だからアジア各国の言語を外国語として教えることに対して支援をするというやり方をしたいんですよ。それがささやかでも、文化の輸出主義のようなものの防波堤になり得るかもしれない。

小出 アジア各国の言語の教育への支援というと、具体的にどういう形でですか。

田中 自分の国の言語を外国人に教える仕事は、必ずしも、その社会の中で認められているわけじゃないですよね。日本語教育も最近やっとある程度ステイタスを与えられつつあるけれども、昔はそうだった。東南アジアの各国をみてみると、まだそうなってないですね。やっぱり英語教育とかの方が外国語教育としては大きい。だから自国語を教えている人達を何らかの形で支援することによって、それぞれの国の言語を教えることが重要なことなんだっていうことが、まずその社会の中で認められるようにしていきたいと思います。ASEAN関係の所に資金援助を頼んだりして、うまくいけば来年の春ぐらいにシンポジウムができるかなと思っています。できれば年1回アジアの各国を回って、巡回的なシンポジウムをやっていくような格好にできたらいいと思っています。内容は教材、特に映像教材の作り方に関してのディスカッションをしたりというようなことがメインだと思います。

小出 ちょっと話が戻りますが、国語研究所では教員の研修が主なお仕事だったわけですよね。それは一区切りついたと考えられていらっしゃるわけですか。

田中 そうですね。国研では長期研修が教員研修に関する一番大きな仕事だけれども、そこからもう300人近い人達が出ているんですよね。その面では日本語教育に対してある程度は貢献をしたという気がします。もう一つは、実際に教材を作るとかデザインをするというような、もうちょっと上のレベルの人達をトレーニングする方が実質的かなという気がしているんですね。最もいい教員のトレーニングは一緒に仕事をしていくことです。ここの研究所の仕事は、外の機関から頼まれて、企画をする、教材のデザインをするというようなことをやるつもりなんですが、プロジェクトごとに何人かの人に集まってもらってやるというやり方をしようと思っています。

小出 もう実際に何か教材を作られているのですか。

田中 いえ、具体的にはまだ動いてません。今は頼まれているものの中からどういうのをやろうかとか、人のあてを探しているというところですね。実質的には、たぶん4月からだと思います。

小出 海外の先生たちへの支援ということも関係するんですが、日本語教育の教員の社会的な地位は一応認知されているという状況になっているとお考えですか。

田中 どのレベルで日本語の教師を考えるかによって違うでしょう。大学レベルで考えれば、一応は形になってきている。もちろん問題はいろいろあるけれども、日本

語教育の教師だけを他の専任教員と別に扱うというような考え方をする大学はほとんどなくなってきたと思いますね。そういう意味ではいいと思う。でも一般の日本語教育機関で考えてみると、その職というのは本来ならば決して職と呼べるようなものではないですよね。日本語教育振興協会が各学校は専任の教員を学生数に応じて何人かずつ雇わなければいけないという基準を設けているけれど、実態をみると本当に専任とは言えませんね。そういう意味では、まだまだひどいものと思います。

小出 専門職論という分野があって、お医者さんなんかと比較して、国家試験がちゃんとしているかどうかとか、いろんな基準をたてて、小中学校の先生が専門職かどうかって議論をしている人達がいます。そういう規定からいくと、今、専門職と言えるのは大学にいて教員養成をやっている先生だけなんじゃないかと思います。いろんな層があっていいんだと思いますが。予備教育をやっている人はどうもそれほど専門職とはいえない面がありますね。社会的な認知を得るためにはどこを底上げしていくかという問題があるような気がしますが。

田中 それは非常に難しい問題ですね。非常に現実的な問題から言えば、おそらく日本語教育機関の経営者あたりの意識改革が必要です。もうちょっと言えば、日本語教育を民間の機関を中心にやっていくのは根本的に不可能だろうと思うんですね。逆に言えば、何らかの形で国からの援助をすべきであって、全くの経済ベースでいったら、日本語教師という職は少数の大学の専任の人達を除けばなりたたないんだと思う。そこが問題だと思うんです。ただ、国からの援助があると親方日の丸になって、だめになるということもあるけれど。

現にやっている先生に関して言えば、ある種の研究的な態度をいつも持っていてほしい。具体的に言えば、何らかの準備であったり、教材を手直しをしたりすることでもいいんだけれども、そういうことにあてる時間が確保されていて、本来ならそのことに関してもちゃんとした給料をとる、そういうふうに考えてほしい。絶対に安売りをしてはいけない。教師の待遇が改善されないのは、教師がそれに甘んじているからだっていう面もあるわけですよ。だから、日本語を教えている人達が皆、ある意識を持って、自分たちの仕事は単に教室に立ってやる時間だけの問題ではなくて、準備もそうだし、授業後の学習者に対するケアもそうだし、そういうものも含めて、仕事が成り立っているという考え方をしていくようにならないといけないんだと思うんです。

小出 専門職論を読むと、専門職は職域がはっきりしているとあるんですが、現実の日本語の先生はかなり無限のサービスを要求されている所がありますね。行動綱領というと大袈裟ですけれど、先生というのはこういう仕事をするもんですという統一基準みたいなものをどこかで出すということも大事なことだと思うんですが。日本語教育学会にそういうことを期待できないでしょうか。

田中 学会はやっぱり性格が違うものね。学会という性格上、研究中心で、さらに言えば大学の先生たち中心の組織であって、一般の日本語教育機関で教えている先生たちの組織ではないところがありますよね。そういう意味では、本当の現場で教えている先生たちのある組織があってもいいように思います。

小出 大学などに教員養成部門をちゃんと作って社会的な地位を確立していくという方法は考えられませんか。

田中 うん、それはありますね。ただ、大学以外でも、今、日本語教育に関する国立の機関として国研の日本語教育センターとか東外大の留学生のための教材開発センターなんかがありますよね。それから海外向けに関しては、国際交流基金が浦和に日本語国際センターを作った。そういうのもいいんだけれども、本当は統一してしまうで、しっかりした教員のトレーニングをやる機関を作った方がいい。そこで日本語教育能力検定試験よりはもう少し上のレベルの、教育に役に立つ実践的な研究ができ、しかもコースデザインというようなレベルの仕事ができる能力のある教員を育てて、資格を与える。そういう形で教員の専門性をオーソライズしていくというやり方のほうが本来だと思います。いわゆるティーチャーズ・センターというのを国として、ちゃんとした形で作りたい。国研の日本語教育センターもそういう形にしたいと思っていたこともあるんです。

今、いろんな大学で自分の所の教科書を作ってますが、そういうのではなくて、教材はある所にあって、誰でも自由に利用できる、自分たちの作ったものもそこに送って他の機関に使ってもらうというようなやり方をする。それがティーチャーズ・センターの一つの側面ですね。リソース・センターって言ったらいいのかもしれないですね。そして、ちゃんとしたティーチャー・トレーニングのセクションがあって、そこではしっかりした教育をする。大学の先生でも、他の学校の先生でも、そこで自由に一年間でも半年でもトレーニングを受けられるというようなシステムを作りたかったんだけれども、それはなかなか難しいんですよね。

小出 そういうのが理想的ですよね。

田中 今、皆が本当にばらばらの形で、教材や教科書を作っているでしょう。それを少なくともいろんな形で利用できるように、インデックスだけでも統一的に作れたらずいぶん違うと思うんですよ。

小出 今まで、教師たるもの誰でも教材は作れなくちゃいけないみたいな考え方がかなりありましたよね。だから逆に教材を作れる先生が意外と高くみられていない面があった。ところが教材を作るのってなかなか難しいんですよね。それを誰でもやらなくちゃいけないんだと思って作るから、変なものを作っちゃったり。

田中 だから、教材を作ったり、デザインしたりする専門家集団がいてもいいのかなと思うんですね。そういう方向が本当にいいのかどうかわからないんだけれども、リソース・センターみたいなものを考えると、どうしてもそういう人達を養成しておく必要があるんですよ。リソース・センターと銘を打つからには、やはりかなり多様な、かついろいろなレベル、学習の仕方に対応できる

教材を作っておきたい。そういうものをどんどん作っていける専門家が必要となってくる。そういうのをごく小規模な形だけれども、ここでやってみたいということはあるんですね。

小出 機関でやると、皆の意見を取り入れて目茶苦茶なものしか残らないってことになりますがらね。(笑い)

田中 確かに、自分の機関の教員をトレーニングするために教材を作ってみるのは悪くはないことなんだけれども、皆が同じようなものを作ってもしょうがないですよね。特に国立大学の場合には、共同利用が本来なら十分可能なはずで、A大学は聴解に関してさまざまな種類のものをどんどん作り続ける。B大学は読解に関するものを作っていこうとかいうぐらいになってもいいですよね。コンピューターで全部通信できる時代になっているわけだから、何も教科書という本の形でやらなくてもいいんじゃないかなという気がするんですね。ここの研究所でいろいろな所から、教材を自分たちで作るんだけれども、その監修をしてくれとか、作る段階での監督をしてくれとか頼まれるんだけれども、そういう時もマテリアル集にはしてもいいけれども、できるだけテキストブックにはしないというやり方を皆に言うんです。ただ、なかなかうまくいかないですね。

小出 現場の教科書観というのがあるんでしょうか。

田中 あるんでしょうね。本を作ったということで満足感があるのかもしれない。

小出 学習者も教科書があると安心するんですよね。

田中 それはありますね。ただ、決まった教科書を与えるということは、ある意味では、コースデザインの完全に決まったものを与えるということでしょう。もちろん学習者にある程度先がみえるようにしていく必要はあるんだけれども、できるだけ自律的に学習させていくためには、学習者の意見を取り入れながら途中でどんどん変えていけるような、できるだけフレキシブルな形のコースデザインにしていきたいわけですね。そうすると、例えば、30課ある教科書というのはナンセンスなんですよ。5課の教科書ならばいい。最初の5課についてある形でできていて、その先いろいろな可能性のあることを教師が示して、学習者がその中から選ぶという形が理想だけれども、それは物理的にかなり大変ですからね。やっぱりテキストブックの形ではなくて、リソースを用意しておいて、学習者に教えていく過程でそのリソースに教師が加工をすれば使えるような形にしておきたい。そういうふうになっているべきだと思うんですけどね。

小出 教員が教材を加工するのもなかなか大変じゃないですか。

田中 だから、そういう能力をつけることもティーチャー・トレーニングの中心的なことだと思うんです。学習者の学習に関する観察とか、そこから情報をとって、その情報に基づいて自分で教材を加工がするというトレーニングをなるべく多くの先生に受けてもらう。そしてリソースをかなり大量に用意しなければいけないから、そしても国のレベルでやらなきゃならないですよね。

小出 学習者が多様化していると同時に、先生自体が多様化してきていますよね。そして先生の学習スタイル、教授スタイルがある。それをうまくコントロールする人がいないと、学習者の学習スタイルと先生の教授スタイルが合わないという問題が出てくるんじゃないかと思うんですが。

田中 教師のほうが非常に能力が高くて、学習者の学習スタイルに自分のほうがどんどん合わせていけるならばいいけれども、現実はそうではないですよね。だから、その面での一種のカウンセラーみたいな人間が今の時点では必要なんでしょうね。

小出 教材自体にもそういう部分を含められないでしょうか。

田中 そういうものが入ってないといけませんね。最近、学習者が教材にぶつかる前に、自分がその教材で一体どんなことを学習したいかという学習目標設定と、自分はどんな形でこれを学習しようとしているかをまず考えさせて、それから教材にあたらせるというやり方をすることを教材作りのときに考えています。学習した後には、必ず自己評価ができるような何らかの材料を入れておく。そういうふうに学習をいかにしやすくするか、いかに自律的にやっていくようにするか、その部分の仕掛けのほうにひどく力を注いでいるんですね。現実にはいろんな学習者がいるから、そういうの見ると余計いやだっていう人もいるだろうと思うけれども、だったらその学習者にはその部分は渡さないでやればいいんです。本来、非常に能力の高い先生であれば、そういうことは全部やってくれるんだろうけれども、なかなかそうはいかないから、ちょっとおせっかいかもしれないけれど、先生のための材料としても教材の中にそういうものを含めておくのはいいことだと思ってやっているんです。マイナスの面もあるかもしれないですが。

小出 話が戻りますが、先程、教師は安売りをしてはいけないとおっしゃいましたね。ところが、実際に民間の語学学校で非常勤講師として教えている人達は、それをやらなければ食べていけないというところがあると思うんです。そして教師養成講座が、ジャーナリズムに煽られる形で、安い労働力の供給源になっているような面がある。そういう意味で養成講座のこれからのあり方が問題になってくるのではないかと思うんですが。

田中 大学の学部の教員養成課程だとか、一般の日本語教師養成コースのようなものについて言えば、教師の専門性ということとは別に、本当の常識レベルといったらいいのかな、日本人だったら誰でもある程度は日本語を教えられるという程度の素養を身につけるということでいいんじゃないかと思うんですよ。大学の学部レベルでやる人達の場合には、むしろ他の教職課程をとって、他の教科の先生になってほしい。初等・中等教育の先生が日本語教育に関しての勉強をしてあるということが、多分これからは非常に大きい意味を持ってくるだろうと思います。今、一般の学校に外国人の子供たちがかなりた

くさん入り始めている。今は、困った困ったと言って、隔離して日本語教室なんていうのを開いて、どうにかしのいでいるというところでしょう。でも、もうそれじゃ間に合わなくなってくるかもしれない。そして多分その方がいいんだと思うんですね。日本中の小学校の各クラスに一人や二人は外国人がいて、ちょっと話が大きくなりますが、本当はそういう所に障害者もいて、特殊学級などを作らないで、みんな一緒にいるというようなクラスになったほうが本当はいいと思います。そうなっていくと、どんな先生でも小学校だったらすべての教科をやるわけだし、中学校や高校にしても、英語の時間にも国語の時間にも社会の時間にも外国人がいる。そういうクラスであっても、先生が日本語教育に関しての基礎的な知識を持っているからうまくいくというのは非常に大きいと思う。だから大学の教員養成課程で勉強している人達は日本語教師になってくれなくてもいいんです。会社に入ったっていいんですよ。会社の中だって将来は多分、外国人が増えるでしょう。学部の教員養成課程はそういう所で外国人との接し方がちゃんとできる人達さえ養成してくれればいい。民間の教師養成講座に来ている人達の中には、ある意味ではカルチャースクール的意識で来ている人達もいるかもしれないけれど、そういう人達でも身近に外国人が来る可能性はあるわけだから、日本語を教えるんでなくても、外国人との接し方みたいなものを学習して、その能力を日常生活の中でうまく発揮してくれればいいんです。そのレベルで考えれば、誰でも養成講座を受けなさいと言いたい。本当は国語の教育の中に外国語として日本語を見るという観点が、そして英語教育の中に日本語と英語あるいは日本文化と外国の文化を比較するという観点がもっとしっかり入っていれば、何もそんなことをしなくてもいいわけですけどね。

もし外国人が1クラス40人の中に多分2人いたら、教育のやり方は変えざるをえない。今みたいに言葉に完全に依存している教育のやり方、テストのやり方はできなくなりますね。体験学習的なものをかなり取り入れなくてはならなくなる。それは帰国子女の教育に関しても言えて、海外でやってきた子供たちは体験学習みたいなものをずいぶんやってきているでしょう。それが日本に帰ってくると、教室で机に向かって、先生が言った事を書き取るとか、あるいは本に書いてあることを立ち上がって読むとかが学習なわけだから、絶対に合わないですよ。学校教育が全体に変わっていけば、帰国子女も受け入れやすくなるはずだし、全体にいいと思うんだけどな。そういう時が早くきてほしい。だから、その意味では、外国人労働者だって大歓迎ですよ。教育が変わるかもしれないという期待は非常に大きいんですよ。

小出 現実に外国人が入っている小学校はかなり増えつつあるんですか。

田中 うん、例えば新宿区の西戸山あたりには、中華料理のコックさんなんかの子供が通っている。それは、中国からの帰国者とか難民の子供とかとまた違うでしょう。2〜3年いたら帰っちゃうんですよね。だから日本語は大してやらないでも大丈夫だろう、ともかくお客さんでおいとけばいいという発想で今はいるけども、日本語ももちろん勉強させるけれど、その子供の母語も育成するというのが本来ですよね。そのうち、そういうふうになるかなあ、かなりかかるんだろうなあ…

日本の外国語教育、日本語教育もそうなんだけれども、今まで移住者に対する教育という分野はすごく小さかったでしょう。英語教育なんかは難民教育とか移住者の教育でかなり進んだって面がありますよね。今後そういう学習者が増えてくると、日本語教育ももっと変わるかもしれないですね。そういう人たちや、その子供たちに対する教育のほうが、実用中心の留学生やビジネスマンの教育よりはずっとチャレンジングだし、可能性があると思いますよ。

Interview with Nozomi Tanaka

Nozomi Tanaka quit his position as head of the JSL (Japanese as a second language) teacher training section of the National Language Research Institute in December 1999 and set up a private research institute in January 1991, a venture that nobody in the field has ever tried before. In answering questions asked by Keiichi Koide of Sanno Junior College, Tanaka describes two major activities of his new position that he found difficult to carry out in his formerjob: developing a group of professionals who specialize in materials and course design, and supporting Southeast Asian teachers teaching their mother tongues as second languages. As he analyses the present situation of JSL, Tanaka points out the necessity of a government supported teachers' centre with an abundant stock of material resources and advanced teacher training programmes in materials development and course design for experienced teachers. Tanaka also suggests that the increasing number of foreign children in the public school system may bring about a favourable change in traditional Japanese teaching styles. In that respect Tanaka believes that the raison d'etre of pre-service training programmes at the undergraduate and "culture cent&levels is to sensitize people in different corners of the society to issues involved in cross-cultural encounters rather than to educate professional teachers of JSL.

Conference JALT '90 Presentation Reports

The Role of Beliefs and Concepts in Syllabus Design in EFL Teacher Training

by Ray Brown

This presentation addressed narrowly focused, strongly held teacher preconceptions and provided a welcome contrast to the many talks about learner training. Teacher preconceptions of the narrowly focused kind limit instructor understanding and perceptions of what goes on in the classroom but are often invoked to justify whatever a teacher is trying to achieve. The basis for the preconceptions are not reflectively evaluated experiences but rather beliefs and received opinions about what should be going on in the classroom.

Brown had surveyed a class of language teacher trainees and found that they felt their role was to get students to engage in oral activity, to provide variety, to make the language clear and understandable, to motivate students to be active, to provide group work, and to always keep objectives clear. This is all very well if followed judiciously and for a reason, but to insist on teacher roles of this kind without considering the limitations that they impose would restrict teacher responses in specific situations. Brown used the analogy of highly trained professional explorers on an alien planet who refused to adapt to circumstances; their chances of survival would be low. Teaching is not this extreme we were assured, but without thinking through what we attempt to do, we are likely to overlook important aspects of the happenings in classrooms.

The unwillingness of many language teachers to reconsider beliefs and concepts is due to a lack of clearer concepts and too little experience of systematically resolving problems that occur in specific, real situations. Teachers often base responses on abstract classroom problems and are not sufficiently concerned with extracting the unique features of a specific problem or situation in a classroom.

To overcome this limitation, teachers must be exposed to exemplars of situations and be made to relate these to ways of acting and reacting in the situations; finally, they need consciously to relate action to the concepts that they have. A typical example would challenge the views held by trainees, and discussion of deliberately erroneous teaching would help to broaden the base from which solutions are extracted. This would instill flexibility and avoid the imposition of preconceived solutions onto a teaching situation.

Brown stressed the need to develop concepts for a great variety of the situations we encounter in our work, and to relate these to actual examples of classroom situations. When concepts are ill-defined, it may be necessary to rely on beliefs, but such are often dangerously liiting. Beliefs should always be articulated as clearly as possible.

Reported by Torkil Christensen
Hokusei Junior College

The Task-Based Language Program at Asia University

by Larry Cothren, Bonnie Cothren, John F. Mancuso, Gayle Pavola, Emily L. Box, Lori DeGloria and Kara Schwartz

This presentation involved the description of an innovative freshman program of obligatory English for non-English majors. B. Cothren briefly introduced the program, its history and characteristics, and then showed a 16 minute video of actual classes in which students were actively engaged in interaction leading to the accomplishment of tasks. While the goal is to complete tasks, English is the means and its acquisition and enrichment a tangible result in the process. Not only that, but the video showed the students enjoyably involved and using English.

Asia's framework entails four 45 minute lessons a week in which the English-only rule is encouraged by letting students know that 30% of their grade depends on participation in English. Another 20% depends on simple attendance; although 40% of Asia University students go abroad for study, they are not usually motivated initially to take English classes. Task based projects, games, and exercises are mostly done on a peer interaction basis with the teacher acting as an organizer and resource. The two program directors (Cotbren and Cothren) wrote texts, ***The Active Language Learner*** vol. 1 & 2, for the course, to act as guides for the twenty-five plus new teachers they have hired since 1988.

Following the video, the other presenters provided their perspective of the program and highlighted its flexibility, which allows for individual teacher interpretation of task-based learning. Their various personalities, experience, and overwhelming enthusiasm say much for the program, but perhaps most for the guidance of the program directors. It is this writer's view that perfect pmgrams don't exist, although some may be better than others. I believe instead that administrators who encourage teachers to use their initiative and own personalities in a quality framework where the general goals are established have the greatest chance of turning out enthusiastic students and keeping a motivated staff. Empowering those with whom we work (students or teachers) allows them to feel some control in dynamically varying social situations (like teaching): it allows them to use their capac-

ity to adapt appropriately, instead of being tied down with strict procedural and theoretical obligations. The directors and teachers of Asia's freshman program have empowered their students and each other through their open-ended enthusiasm for meaningful tasked-based learning.

Reported by Tim Murphey
Nanzan University

N.B. Materials and further information available from Cothren, ACE Center, Asia University, 5-25-10 Sakai, Musashino-shi, Tokyo 180.

Roundtable: American Universities in Japan

The proliferation of American university branch campuses in Japan has raised a number of significant questions. This roundtable discussed a wide range of the issues associated both with Americanuniversities and with other English language programs in Japan.

Lynn McNamara, Academic Directxor of ASU ALCP Japan and Associate Chair of TESOL EFL Interest Section, opened the session by giving a brief history of a rationale for the proposed creation of an organization that would unite and represent American colleges and universities in Japan. The proposed Association of American Colleges and Universities in Japan would provide quality standards at both the educational and administrative levels in the academic and language curricula of these schools. To ensure high standards, members would all adhere to strict ethical and professional guidelines and principles.

In general, these standards would insure that the standards of the home institution are equalled in the Japanese counterpart, that the curriculum is accredited according to the home institution's standards, and that competition for students among the members is based on academic quality and offerings, not on gimmicks or rhetoric. Hence, advertising promises and admission and advancement procedures all would be subject to professional standards such as those outlined in NAFSA's "Code of Ethics," TESOL's "Statement of Core Standards for Language and Programs," and COPA's "Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals."

Susan Johnson, Director of Temple University's Intensive Language Program, highlighted some critical issues from each document and discussed the ramifications of the ideologies therein. Particularly sensitive was the issue of Japanese counterparts' control over promotional materials and recruitment; few solutions were offered aside fmm continued negotiations in good faith with Japanese counterparts. In addition, some audience members questioned whether the Japanese job market had a place for students educated under American University principles; Johnson made it clear that their graduates competed effectively in the job market.

It is important to note that the Association does not yet exist and is still in a developmental stage. When asked, McNamara stated that final criteria for membership were still under negotiation. She stressed that in the democratic tradition of American universities, not only is input welcome for what these standards should be, but input is actively being sought fmm all manner of programs. In fact, one of the panel members, Shelly Saltzman, Director of Columbia University's American Language Program, emphasized the uniqueness of her own program in relation to the other American pmgrams in Japan seeking the establishment of the Association. It is precisely this diversity of program approaches in Japan that has made unanimous acceptance of criteria for the Association a long and arduous task.

Faced with an as yet murky educational standingin Japan, American colleges and universities certainly need an organization to monitor these issues. As Keith Pharis, Director of the SIUCH Intensive English Program at Southern Illinois University at Akita, noted, many Japanese students enrolled in American universities in Japan are not performing at the level that the home institutions projected they would. In addition, the most prestigious universities in Japan focus on performance on a test before entering the university, so Japanese students at American universities often do not perform well under the rigorous demands of American universities. Those associated with American. colleges and universities here seemed to acknowledge that the differences between the systems have resulted in student bodies that are ill-prepared for the American educational system. As such, an organization dedicated to maintaining the high standards of American education in Japan is of the utmost importance.

Several interesting questions were raised at the end of the session. Some came from those in the private language teaching field who were curious as to what effect these university programs would have on their own; simply put, would they draw students away from other schools? Would this invasion of American universities become an English language educational monopoly? The panel made it clear that the Association was not meant to be a threat to others teaching English in Japan. On the contrary, it could be an impetus for positive developments in all areas of English language teaching in Japan. For example, such an organization could eventually assist in teachers having official and professional representation within their respective institutions. This kind of representation could go a long way towards not only formalizing teacher input into pmgram development but also dissolving some of the inequalities which exist between academic professionals and ESL professionals.

Ultimately, the panel hopes, these American colleges anduniversities will gain recognition and become permanent, highly respected members of the educational field of Japan. The serious commitment and the dedication to standards of excellence which these American colleges and universities and their Japanese counterparts are seeking to adhere to demonstrate a conscientious and responsible effort to better the educational prospects for both Japanese and American students. As the important relationship between the two countries grows, and with an increasingly global economy and the internationalization of business and

cultural relations, any serious and extensive educational effort such as this would benefit all concerned.

Reported by Karen DeMoss, Thomas Patterson, and Barry Tagrin
Texas A&M University, Koriyama

Bilingualism (Colloquium)

This was a well attended colloquium for teachers and administrators of various backgrounds, including scholars (and parents) with an interest in teaching their own children, high school teachers of returnees, and international school teachers of bilingual students. The focus of the colloquium seemed to be how to help children to become or remain bilingual in a monolingual situation in Japan.

The first presentation was a case study of the speech development of two children, one bilingual girl and one monolingual boy, by Madoka Kawano. Kawano studied the two childrens' language development in Japanese for a period of two months. Her initial conclusion was that both children showed similar patterns in their development of phonology, lexicon and syntax, as well as sociolinguistic functions (e.g. talk to themselves, organization of past experiences, compliments). Some patterns appeared to be explainable on the basis of L1 (first language) transfer, for example, the fact that thebilingualgirldidnotuseanypersonalpmnouns except 'I" or "mine" in her English. Kawano ended her paper with research questions derived from this case study: How does a child develop the acquisition of personal pronouns in English since L1 (Japanese) lacks them? How are compliments organized? As pointed out by one member on the floor, the selection of informants needs to be controlled, e.g. they should be the same. Because there are so few studies in bilingualism in English and Japanese, this kind of study is particularly necessary and welcome.

The second presentation, by Laurel Kamada, was a demonstration of teaching returnee children to aid in their retention of English. Kamada, who has been teaching returnees at Tsukuda for three years, presented the curriculum that she has developed. Her class consists of eight children who were in the United States between 2nd and 4th grades.

Kamada pointed out that retention of English is not easy and that much depends on the presence of siblings and the home environment. Although these children were once complete bilinguals in the States, they come to Kamada's class only once a week for one and a half hours each time, and six hours a month in a formal situation is far too limited to maintain their English, if this is the only English contact they have.

Kamada displayed creative and positive teaching methods that she has developed. For example, there is no evaluation system, and each student receives a certificate at the end of a session. She uses a lot of songs andrepetition, as well as appealinggames, thusmaking learning fun and a positive experience for the children, as it is in many U.S. schools.

The third presentation, on non-Japanese reading skills for children by Barry Duell, was a case study of his son's development of English reading skills. Among the several methods that Duell and his family employed was the establishment of an English class with his son's friends; in this way, his son is not isolated from his friends, and he learns English as a trendy thing. Duell's parents also write postcards/letter to his son in English, and he spends his summer with his grandparents.

This presentation, based on a first hand experience, addressed many of the concerns of the audience, many of whom appeared to share similar interests. At the same time, it provided a model of how parents' commitment to their conviction can be carried out.

The last presentation, by Mary Noguchi, addressed the question of parents teaching their own children to read English. Covering many aspects of helping children to become bilinguals in a monolingual context, Noguchi presented a survey that she conducted on concerned bilingual families., research on reading in its complexity, some reading materials and guidelines on what to do in teaching one's own children.

Noguchi pointed out that them is no ideal family in terms of teaching one's children how to read in another language. Teaching one's own children can be disadvantageous, since parents make bad tutors, but Noguchi reports from her survey that quite a few parents are engaged in teaching reading with successful results. The biggest questions seem to be when to start and how? The question of when involves the issue of whether reading in English should begin before or after acquiring literacy in Japanese. Teaching at home in this context is not without problems. The children in question have a busy schedule in Japanese schools, and parents' firm and constant pressure is needed to cope with their time schedule. Children also resist being taught in English, since they are tired from their regular school schedule and are likely to be alienated from their peers. Parents also need to understand that the complexity of teaching reading and tutoring one's own children requires patience.

In summary, development and retention of a second language, English in this case, is very difficult in a monolingual context like Japan. The presentations by Noguchi and Duell indicate the value of parents' commitment and efforts. To date, most bilingual studies have been undertaken in the U.S.A., Canada or Europe, where the languages and cultures. are more similar to each other than English and Japanese. Therefore, more studies on Japanese English bilingualism should contribute tremendously, not only in the language learning field, but also in terms of understanding psycholinguistic language processing.

Reported by Yuri Kite
Canadian Academy

Grammar Teaching-Practice or Consciousness-Raising?

by Rod Ellis

Rod Ellis was a surprise, not least in his studied

blend of provocation and compromise. A bald statement of the provocation: Orthodox communicative practice is based on a mythology. Students do not necessarily absorb the targeted structures/expressions through controlled activities and then, through repeated production, transfer them to other situations. The communicative approach set up in a thousand coursebooks manipulates students. Limiting education to the acquisition of a set of skills is mechanistic.

Ellis proposed a humanistic complement. Working deductively or inductively, students utilise intellectual effort in studying specific grammar points or data, linking practice to concept through clarification. The teacher attends to that clarification. The concern with the individual's formation of concepts in consciousness-raising contrasts with the behaviourist process of standard communicative practice; instead, consciousness-raising promotes respect for the individual through development of explicit knowledge of the language.

Of the three developmental facets of consciousness-raising, two (noticing and comparing with the learner's own mental grammar) can be brought into play at any time and can foster the third, integration, which can be properly achieved only in the long term. The inappropriateness of the approach for elementary students was acknowledged, as was the compatibility of the approach with current views of education as training in problem-solving.

The practising teacher may reply to Professor Ellis that standard communicative practice works. Well, up to a point. As a crutch it can help to give the student vital confidence. The mechanistic process can be softened or transformed by the enthusiasm, humour, etc., of the participants and by the teacher's avoidance of a pedantic transfer of the targeted language. Scope is provided for originality, the class becomes involved, a sense of achievement is won, and the crutch also serves the teacher as an approximate but comforting yardstick for assessing the attainment of objectives.

However, Professor Ellis' provocation also works. One wonders how communicative practice appears to Japanese eyes. In its "pure" form the manipulation may be transparent. The working form I outlined in the preceding paragraph is accompanied by anunexamined and unstated set of values advocating originality and self-expression, and could be seen as an attempt to "smuggle in" Western cultural baggage that may be viewed by its intended beneficiaries as exploitative and confrontational. Despite zealous converts, how profoundly has standard communicative practice affected Japanese teaching of English?

The concern of consciousness-raising with the individual development of knowledge is explicitly libertarian. The cultural goods are declared. At the same time, consciousness-raising, in its respect for content and form, may be able to penetrate Japanese education, illuminating an area of common ground. For Professor Ellis a task-based approach, not traditional pedagogy, is central. This is communicative in the widest sense and suggests ways of bringing different cultural attitudes to bear upon each other.

From a Westernviewpoint, consciousness-raising puts intellectual action centre-stage and may eventually force some improvement in coursebook design. Applied to authentic language, it may lead to creative debate on the nature of rules and conventions. Through consciousness-raising, Japanese teachers could evaluate their own methods while sounding out a communicative approach without feeling unduly threatened or offended. Professor Ellis' provocation of thought on the **JALT** Conference theme could contribute to an honest, negotiated compromise within the host country.

Reported by Keith Easley
Language Resources, Nagoya

Video in the Student-Centered Classroom
by Tena Marie Bales, David Freedman, John F. Mancuso, George Stenson, Bruce Carrick and James Riordan

This video demonstration consisted of five presentations within a clear framework: creative modes of video use in the student-centered classroom. The presenters currently teach in the Freshman English Program through **ACE** Center at Asia University in Tokyo.

David Freedman first discussed how he uses video in the classroom for the benefit of the students. He said that video "opens up and expands the use of the classroom." Particular ways to facilitate learning through video include setting the listening task at a slightly lower level, transferring the situations on the video to the classroom for the students to recreate and showing familiar faces (their teachers, usually playing other roles), on the video screen.

Freedman went on to discuss how these techniques for teaching through video included and went beyond the textbook for the freshman program, ***The Active Language Learner,*** written by Bonnie and Larry Cothren. The techniques are also used with all the videos-television pmgramming and American movies-which are part of **ACE** Center's sizeable video collection. When considering these techniques for using video in the classroom, teachers should note that they have pmved helpful for teaching large classes.

The next speaker was Tena Bales who discussed ***Soap Talk,*** the textbook and framework for a community program course. She talked about how the video drama that her class worked together to film became a "tangible accomplishment" for her students. The class is geared towards high-beginners of conversational English and is based on the American soap opera. She pointed out how the students were given the chance to let go of themselves as they entered the fantasy lives of their characters every time they entered the classroom. As the class took on the various roles, a "multiple interaction" of the students' personal and interpersonal involvement, the presence and usage of a visual aid, and communicative interaction took place. And, although them was an occasional absence of a required character during production when a student was absent, scenes could easily be filmed out of sequence. The presenter also made recommendations for higher-level

students. For example, instead of using the script provided in the text, the students can write their own.

James Riordan discussed video as it is used in his Broadcast English class. Advantages included total student involvement in working towards real-world goals, close cooperation of the teacher with the students, which helped to lower the affective filter, and the expansion of the students' writing and speaking skills. This last point was mentioned in conjunction with David Freedman's Journalism class. As most of the students were enrolled in both courses, their skills carried over and further enhanced their learning experiences and performance.

The students were involved in the entire behind-the-scenes and in-front-of-the-camera process. This included film editing and record-keeping of the edited film, incorporating real news such as sports events, on-location reporting without the help of a script, students controlling the camera, and gathering of other news material. The class even went on a field trip to the Far East Network broadcasting studio. According to the presenter "student activity during the process is at least as important as the video presentation, whether there am technical difficulties with the product or not."

George Stenson and John Mancuso, who produced ***The Active Language Learner,*** Volumes 1 and 2, discussed the technical aspects of video production. They gave particular attention to student involvement and 'gimmicks" that were used to make production workable and, at the same time, easier for the students. Specifically, the students with a higher level of proficiency would work more in front of the camera and those at a lower level would work more behind the scenes, at least until they got used to listening to and using more of their English.

They explained that the process of filming included gathering raw footage, putting it into a VCR, taking another blank tape and putting it into a video camera, and filming from the TV set. There was also a demonstration of how shots were taken from different angles.

Bruce Carrick, the Computer Coordinator at ACE Center, concluded the overall presentation with his discussion of the MacRecorder and how it can be useful in video production. He explained how the MacRecorder can be used to improve sound for video programming. He referred to the technical relationship as *Computer meets Video." It is rather affordable to get this relationship started if you already have the equipment, for example, two VCRS and a Macintosh computer. With the VCRS hooked up to a Macintosh computer, the computer can make it possible to edit out unwanted sounds and substitute other sounds. One can also reduce background noise or amplify selected portions of speech. The process can be applied to large or extremely small segments of sound. It makes the process of dubbing or adding music of voice easy. He stated that "this is a cost-effective way for teachers to do post-production editing just like the professionals."

Reported by Rachel Gladstone-Gelman
Visiting Faculty Member, Asia University

Photography in Language Teaching
by Peter Rodd

Peter Rodd gave his audience many ideas about ways to incorporate the use of photography in a language class. For example, he pointed out that a typical slide show of a series of events does not give the learner a chance to play a part in making up the image. A more interesting approach is having photo cards available. Card Set A has photos of activities such as swimming, reading and cooking. Set B has places or objects, such as a town, telephone booth, car. Student 1 (S1) asks, "What are you doing _____? (today, this weekend, next month)." S2 draws a card fmm Set A, say swimming. S2 replies "I'm going swimming." S1 responds: "Oh really? Where?" S2 draws fmm Set B and gets a phone booth. This allows the student to give the imaginative response, "In a phone booth." With this kind of freedom, humor can take the cutting edge from any uncomfortable feelings the students may have.

Using family photos and pair practice, you can have the students introduce their families. S1 tells a story; S2 remembers it. When it is time to share stories with the class, S2 tells the opposite of the story, thus taking the dullness out of the family history approach.

One idea using cameras in the class is to let the students photograph each other in groups or individually (depending on the school budget) and make up "wanted" posters of each other. Under the photograph, students write about the person or people and their interests. A second possibility makes use of the disposable camera. Allow each student to take the camera home and take one picture of a wall in his or her room. When you get the photos back, put the students into groups of four with their photos. The four photos then make up a room. Have the students invent a fictitious character who lives in the room.

Another way to get the students to use their imaginations is to show only part of an image and have them guess what it is. Variations on this activity include the following: (1) Take a boring photograph and cut it into strips about three centimeters wide. Give only one strip and ask the students to describe the missing image. You can give them the whole image piece by piece until the true image is put back together. The students can then compare their ideas to the actual image. (2) Place a large photo in an envelope and show only the top. Slowly take the photograph out until you have shown the entire image and the students can discuss it in comparison with their speculations. (3) Flash the image one time for one second. Let the students talk. Flash it a second time for five seconds, and so on.

A final note: students would rather know about you than Bill and Jill in theirtextbook. Whenever possible, use your own images in place of magazine images. This may get the students more involved and wanting to ask more questions.

Reported by Carla Shelker
Liberty English School, Tagawa

Skill Integration through Project Work
by Geoffrey Grosshans and Nanci Graves

Project work is a very useful activity when one is teaching large classes. The class is broken up into groups of six to eight students who are involved in a product-oriented task or series of tasks that integrate language skills. Although project work moves towards an end product, the process of getting there is equally important. As the students have already met most of the language involved, it is a consolidating activity as well. Projects can vary from as short as a single class period to as long as several months.

The teacher's role is that of a facilitator or guide. The most difficult part of a pmject is the initial assignment: making students aware of exactly what is expected and setting deadlines. After that, projects take on a life and vigour of their own. The students are involved completely in the process and the end product. They can use language in a truly educational way, organizing information in the target language in ways similar to those used by native speakers. Students use language creatively and in authentic ways, largely within their own and not the teacher's control.

Projects allow students to use maximum creative input, bringing in non-language skills and talents. Students who are not good at language may be good at something else, e.g. drawing, typing, design, that can bebrought into the project, allowing them to contribute to the class in another way. Students determine the level of commitment and sophistication of the result. How hard they work is something they control within their group; they put the pressure on themselves.

In an EFL situation there are few opportunities for authentic use of language, but with project work students can go to libraries, bookshops, government agencies; the classroom can be moved outside to embrace the whole city, which can be a very motivating tool. It can also decrease students' dependence on the textbook. When they have a final product that communicates something to other students there is a built-in incentive to strive for accuracy, because it isn't just the teacher, but other students, who will see the final product.

Project work forces students out of their ruts by providing an element of surprise that keeps them thinking about what's going to happen next. Working in their groups, they are not sitting passively expecting to receive everything from the teacher; the responsibility is put back on them. Students know that language is more than What's the weather like today?,, or Would you like a cup of tea?,, They get beyond the daily conversational level to express something of themselves through English.

One advantage for the teacher is that one can be flexible in the time spent working on the pmject inside and outside the classroom. Projects can introduce content-oriented material, which perhaps the textbook does not allow for, and provide an additional means of learner evaluation. Groups can be split up so it is no longer the teacher's business, but the group's responsibility, to control disruptive elements in the class. This shifting of responsibility to peers can be a very effective way of allowing the teacher to establish a very different relationship with the students. With a big number of groups there can be a great variety in what is produced, which can encourage and inspire other project work. Students work hard, and while doing pmject work they feel that they are more in touch with reality.

Reported by Ann M. Phelan

Australian Learner's Dictionary
(Pre-Conference Workshop)
by Christopher N. Candlin

After a brief introduction, Candlin divided the audienceintogroupsandaskedustotalkourwaythmugh a questionnaire about the preferred characteristic of a dictionary for learners. This questionnaire had been given to Australian ESL teachers and the data fmm it was used to determine the characteristics of a new ***Lerner's Dictionary of Austmlian English.*** We were asked, however, to consider the students that we teach, not Australian students. After going through the forms, we came back together to discuss the opinions expressed within the groups. Candlin discussed the results of the survey that his group had made.

As we discussed the items on the questionnaire, it became apparent that, in addition to the obvious decisions such as size, cost, level, number of entries, there are many profound questions which must be answered. For example, in ordering the entries in the dictionary, is the usual alphabetic listing best or is some kind of semantic ordering preferable? Should verb+particle combinations be listed under the main verb or separately? Should affixes have separate entries?

Once the overall structure has been decided, the individual entries must be addressed. Should the definitions be in complete sentences? Should examples of usage be given? If so, to what extent? What pronunciation help should be given? In his discussion of this lat problem, Candlin described a system under development which places a bar code in the dictionary and the user is able to use a bar-code reader with a CD player to hear the word. Shouldcultural, discourse, or grammatical information be given? Usage notes? Should illustrations be used and, if so, how? And finally, what tradeoffs will be necessary to maintain the basic physical characteristics of the dictionary?

No actual decisions were reached because we were not discussing an actual dictionary. We were trying to come to grips with the general problems, rather than resolve a particular case. Candlin ended by handing out some examples of the entries created for the new Australian dictionary and discussing the rationales for the compromises involved in preparing them

The particular value of this workshop lay in the participants' new ability to consider in detail the appropriate characteristics of a dictionary for their students. This knowledge can now be transmitted to dictionary writers and publishers and will, it is hoped, result in improved dictionaries for our students.

Report by Charles Adamson,
Trident College

The Book of Goal Sheets
by Yoko Matsuka and Ainslie Baldwin

This presentation introduced a new conversation text designed for introductory level Japanese adults. Matsuka and Baldwin also discussed a number of teaching principles applicable to all **EFL** classes. In this report I will focus on aspects of their presentation that are of relevance to all teachers.

A major concern of Matsuka and Baldwin (and the reason they created Goal Sheets) is to provide a cross-cultural dimension to language teaching. The presenters stressed that Japanese students must learn not only new words, but also new ways of acting when studying a foreign language. Matsuka even suggested that EFL students cultivate a distinct "English personality" reflecting the norms of their target culture. Japanese, in particular, must learn new ways of introducing themselves, joking, and exchanging compliments in order to communicate effectively with persons from different cultures, Matsuka added.

Another point raised was the importance of making students more cognizant of lessons goals. Many students don't have a clear idea of why they are in a class or what they are expected to learn. Matsuka recommended that lessons begin with a brief "orientation period" in which learning goals are presented succinctly. Since Goal Sheets is designed for elementary level EPL students, objectives for each lesson appear in Japanese.

Another issue Matsuka discussed was the balance between input-dialog activities and output-application activities. Some teachers, she warned, "teach" too much and don't give students sufficient time to practice what they are expected to "know." For optimal learning, Matsuka insisted that half the classroom time be devoted to practicum activities in which the teachers function as observers and students talk solely in the target language among themselves. Many EFL classes are confronted with the problem of Japanese use by students. In such cases, Matsuka recommended that students made a pledge to use only English during class.

The presenters also underscored how affective variables influence student performance. "Students can only achieve communicative competence if they have proper attitudes about speaking English," Matsuka noted. To help students develop positive attitudes, Matsuka believes humor can play a vital role. The presenters believe classrooms must have a lively, game-like atmosphere in which students learn not merely by listening to their teachers, but by actively participating in learning exercises among themselves.

Not only were Matsuka and Baldwin dynamic speakers, but they presented practical ideas of substance in a refreshingly lucid way.

Reported by Timothy Newfields
Shizuoka I.C.S. Center

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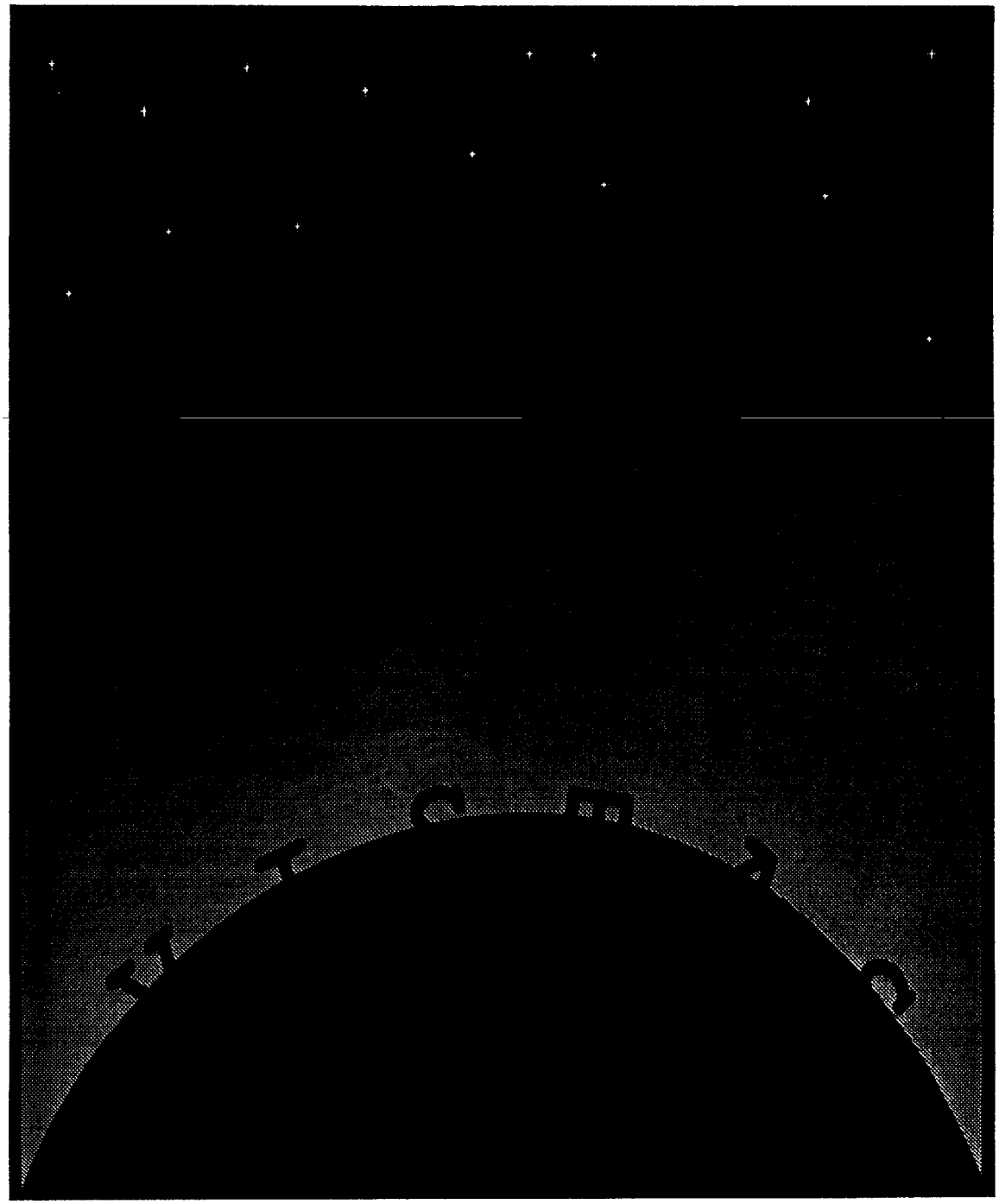

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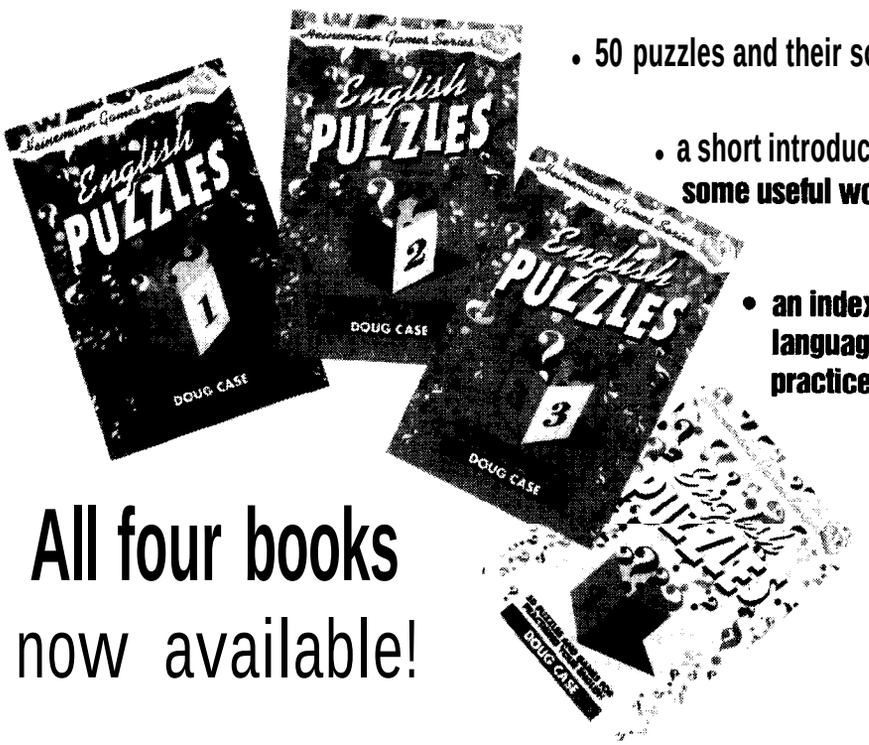

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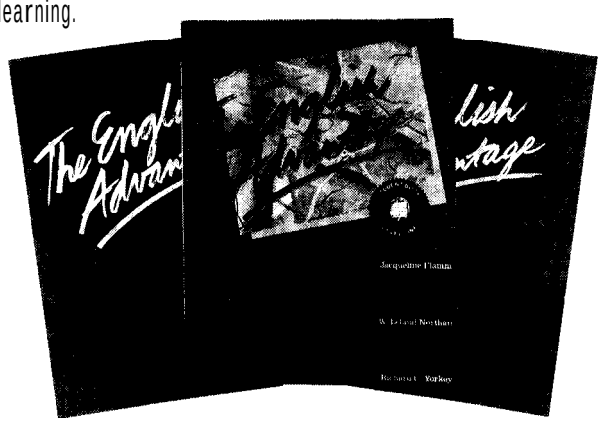

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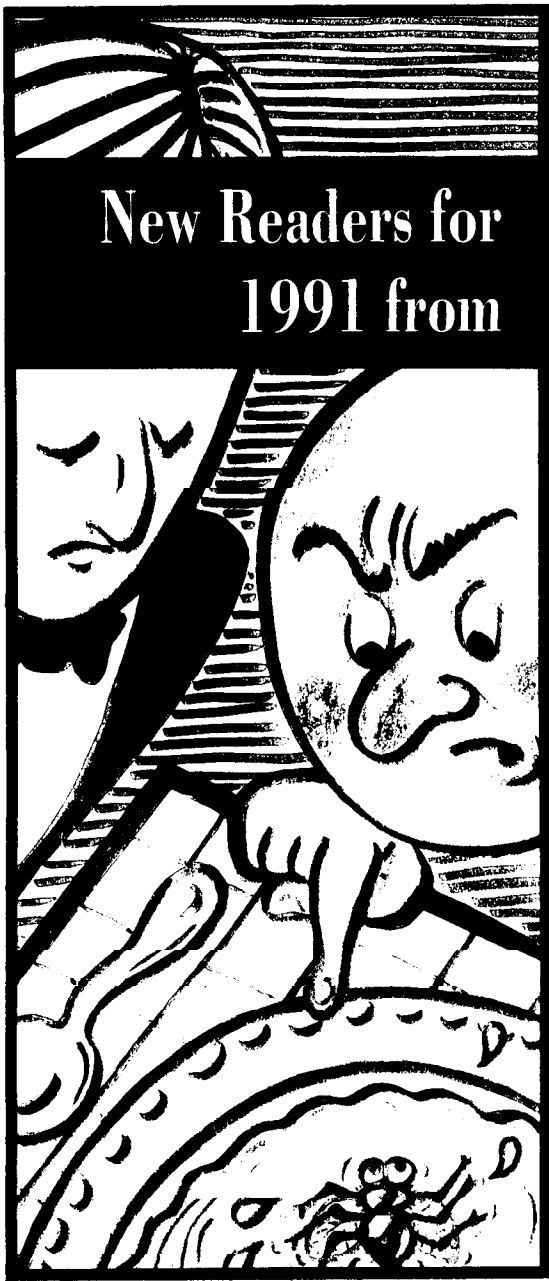

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Spectacular in its natural setting, our Host City, Kobe, exudes the exotic atmosphere of an international port city. Its 1,400,000 inhabitants represent 78 different nations, while its architecture preserves several "foreign-style" buildings dating back to the Meiji period. As those who attended the 1988 Kobe Conference will attest,Kobe also offers a widevariety of excellent ethnic restaurants.

The JALT '91 Social Chair, Beniko Mason, promises participants a number of social events. First to be scheduled is the Sunday Night Banquet; make your reservations when you pre-register to insure your ticket. Saturday night, Dinner-on-the-Town is planned at Kobe's gourmet restaurants. Local JALT volunteers will guide speakers and groups to their favorite eateries. ***NOTE: Be sure to sign up at registration; group size is limited and reservation timing will be rather tight.***

Hotel arrangements have been made through JALT's travel agent, Japan Travel Bureau Kobe-Sannomiya Branch, for hotels in a wide price range-from the new Okura and Shinkobe Oriental and the Portopia, to several business hotels. ***NOTE: Registration and accommodation forms will be in the Pre-Conference Supplement (September issue of*** The Language Teacher).

See you in Kobe in November!

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神戸 JALT' 91 国際大会

JALT' 91 国際大会は90年代の挑戦というテーマで、11月2日(土)から4日(月)まで神戸で開催されることが決定しました。カリフォルニア大学の Marianne Celce-Murcia 氏、サザンプトン大学の Chiristopher J. Brumfit 氏、ニューヨーク市立大学の Anita Wenden 氏はじめ著名な語学教育の専門家が講演者として出席します。私たちが毎日直面する具体的な問題に焦点をあてた知的刺激のあふれる大会に是非ご参加ください。

大会開催地、神戸は異国情緒豊かな国際港湾都市です。140万の市民は78の国々の人々からなり、明治時代まで遡る西洋建築を残しています。1988年の JALT 国際大会に参加された方にはお馴染みの様々な民族料理のレストランもあります。

JALT'91 の Social Chair である Beniko Mason はいくつかの親睦行事を計画中です。土曜日の夜には JALT のボランティアが講演者と希望者のグループを神戸のグルメ・レストランへご案内します。参加できる人数には限りがありますので、大会当日の受け付け(registration)でご予約ください。また日曜日には慣例のバンケットがあります。チケットは参加申込の際に予約してください。

大会期間中のホテルの手配は日本交通公社三宮支店が行っています。ホテルニューオークラ、新神戸オリエンタルホテル、ポートピアホテルからビジネスホテルまで幅広い料金のホテルを確保しています。参加申込と宿泊の予約は、The Language Teacher 9月号付録の用紙を使ってお願いします。

A special issue of *The Language Teacher* focussing on teaching in language schools in Japan is planned for February, 1992. Articles dealing with any of !he following are being solicited: classroom research, classroom methodology, appropriate curricula, testing, materials design, employment conditions. Other topics will be considered. Please send a brief outline of your ideas (250 words maximum) by June 1st to: Keith Folse, Language Academy, 3-3-3 Chiyoda, Maebashi, Gumma 371.

Come to
Tokyo JALT's Spring Conference
19 May 1991

This year we have over thirty presentations on the latest in Cassroom Activities, Intercultural Training, Video, Teacher Education, Curriculum Design, and more. Come and bring ideas to share with other teachers in a special lounge set aside for informal discussion. And don't miss the latest in materials at the publishers' displays.

TEACHER EDUCATION
John Fanselow reports on the latest on teacher preparation/supervision. **Susan Johnston** on motivating students using needs assessment.

CLASSROOM ACTIVITIES
Abe Keiko on communicative games. **John Fanselow** on how to use just a few pictures to show many meanings and

encourage interaction. **Dale Griffee**—vocabulary and listening games. Others: using texts when short on prep time; student-centered dictation; warmers; 'fun' techniques to activate language.

GRAMMAR
Rod Ellis on how teaching grammar aids grammar acquisition & on how to prepare a grammar consciousness-raising task.

VIDEO
Shari Berman and **Alice** Bratton-designing curriculum using authentic video. Others: Actionary, a video dictionary;

fitting video into your curriculum; tv program types & ideas for learners of various levels.

GLOBAL ISSUES
Julian Bamford-how consciousness-raising activities can stimulate language learning. Also, sexual politics and appropriate readings for women's classes.

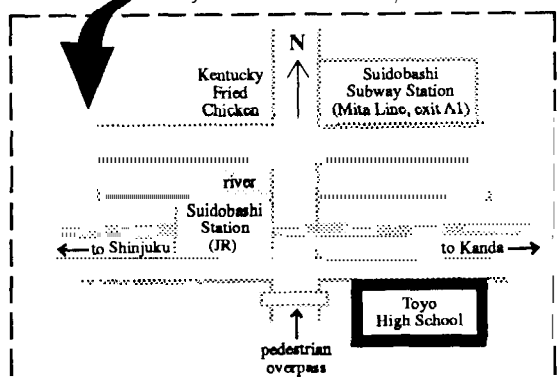
JUNIOR & SENIOR HIGH Schools
Monbusho's **Wada Minoru** on the new English curriculum. Others: lesson planning for team-teachers; video clips demonstrating class management techniques; question/answer activities.

INTERCULTURAL COMMUNICATION
Thomas P. Nunnelly-activities promoting intercultural communication competence. Others: language teaching and the communicative style differences between Japanese and English; reducing students' ethnocentrism; using standard English language texts to heighten cross-cultural awareness.

READING, WRITING, AND SPEAKING
Ann Chenoweth-helping students develop writing strategies. Others: S.R.A. Reading Laboratories; English as a world language; Interchange.

JALT BUSINESS
A discussion on JALT issues such as communication, training, and goals. (All are welcome; call or write Don Modesto for agenda-see address on map).

(Cut out and paste into your schedule book..)



The Tokyo JALT Spring Conference from 10 a.m.-6 p.m. on May 19 at Toyo High School, l-4-16 Misaki-cho, Chiyoda-ku, Tokyo 101. For further information call Will Flaman H) 38166834; W) 3814-1661 or Don Modesto W) 3291-3824.

Opinion

Three Days at the Races

by Shannon Jacobs

One of the best ways to improve your teaching is by watching good teachers, and one of the best things about JALT's annual conference, held last year in Omiya, was that it gave a great opportunity to do that. It is a bit artificial, insofar as English teachers aren't especially good substitutes for real students-especially the lower level students-but it's still very useful to watch some of the 'oldpros' in action. One of the biggest frustrations was having to pick and choose what to watch and what you had to skip. Here are some memorable samples:

Saturday at lunchtime **Antoinette Meehan** from Tokai University demonstrated 'Question and Answer Practice Activities," including role play questions, adult versions of show-and-tell, and ways to use pictures.

The role play questions discussed were especially appropriate for use early in a semester, and a time when, as a relatively new teacher, I especially need ideas. Sure, it should be obvious that you can split the class into two groups and have them think of questions the teacher wants to ask the new students and questions they want to ask the new teacher, but I'm glad I heard the idea before my next semester started.

Realia (including pictures) are also easy to use and can be relevant at every level. Show-and-tell, with variations, is a pretty basic language function, and one that is too easy to overlook.

Later, **Laura Philip** and **Philip Beach** from the British Council talked about "Ideas for Beginning your Lesson -- Wamups." I was able to stay for only the first half but saw many interesting techniques. It was also beneficial to see how the two presenters coordinated things, since I may be involved in team teaching in the future. One of the most interesting items was a game similar to Mastermind, but played with words instead of colors. We've already had fun with that one in class.

Saturday, **Carl Adams** from Niigata University gave an excellent workshop on "What's in aTask?"Most of the tasks were familiar to me, but it was very useful to watch how he managed the task transitions, especially the timing of preparing for the next task. Again, I had to leave early, or maybe1 would have learned more about timing the task transitions themselves....

Sunday morning's first session by **Mohammed Ahmed** of the International University of Japan, "Comprehending Fast English: Effective Pedagogical Techniques," was also quite thought-provoking. His description of a television newsprogram-based listening comprehension class was excellent. Short segments of the program were transcribed and converted into a series of exercises. As the students completed the exercises, they also recreated the transcript.

I'm still digesting the piles of information I received, but I've already concluded it was a weekend well spent.

Don't Shoot the Students: I Have a Better Idea

by Mark A. Zeid
Mihara International Business Academy

Very few foreignteachers are over prepared to teach in Japanese high schools, although I thought I was. When I arrived in Japan I had several years of experience in teaching. I had degrees in English and TESOL certification. I had my military police and combat training from the United States Marine Corps. As I said, I thought I was ready-it turned out I was wrong.

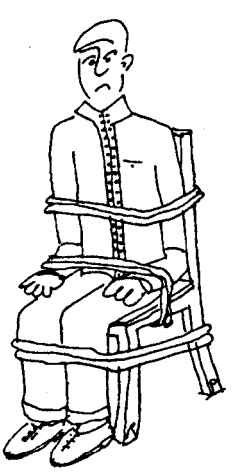
I wasn't ready for rude, talkative, nosy, unmotivated students and a national school system that permitted students to behave as badly as they did. I thought it was just the high schools where I taught, until I talked to other foreign teachers. In fact, one Japanese newspaper reported that the problems of students talking and playinginclass, studentsbeinglate, students disrupting classes and ignoring classroom instructions were widespread and so bad that in one prefecture sixty percent of the teachers on the JET Program quit.

In short, foreign teachers were finding it difficult, if not impossible, to teach in Japanese high schools. Teachers' frustrations lead to angry outbursts in classrooms and school administration officers. The problem was that no one really knew effective classroom management techniques for foreign teachers.

I was like all the other foreign teachers until a teacher at one high school decided to help me. Between the two of us, and through two years of trial and error, we came up with a fairly effective system of handling classroom problems. This system is not based on theory but on experience in two high schools, one an all boys' school where my classes of about 15 students met three times a week and the other an all girls' school where my classes, averaging 40 students, met once a week.

The system is based on three principles. First, foreign teachers don't handle problems with the students; their homeroom teacher does. Second, an English class by a foreign teacher is different from a class by a Japanese teacher; therefore students must behave differently. Third, there is no such thing as "I don't understand.' Students cannot use it as an excuse.

This system started when a teacher at the girls' high school suggested I let him or the homeroom teacher would take care of it. I would write down the student's name and the circumstances, then tell the homeroom teacher, who would discipline the student. Sometimes talking to the student was all it took, but if more severe discipline was needed, the homeroom teacher would handle it.



This worked for several reasons, the most important being the lack of a language and culture barrier. While I can speak a little Japanese and could

tell the student what he or she did wrong, I couldn't explain why it was wrong. Telling teenagers they can't do something without telling them why is a wasted effort. The homeroom teacher was able to make sure the students understood why it was wrong.

The hard part for me was having to admit I couldn't handle even the simplest problems. Because of the language and culture differences, even simple problems sometimes grew out ofcontrol. For example, when a student could continually talk in class the homeroom teacher would simply have the student seiza (kneel quietly on the floor with a straight back) for a couple of hours. However, I couldn't get the student to ***seiza;*** he or she would simple say "no." While Pm strong enough to physically force the student to the floor, it's foolish to get into a wrestling match over such an issue.

The reason for this kind of pmblem was that as a part-time teacher and a foreigner with a limited knowledge of Japanese, I was not regarded by the students as having the same authority as a Japanese teacher. However, when the homeroom teacher handled the problems, the students soon realized they would be held accountable for their actions.

One source of problmes is the difference in culture, which is the reason for the second principle: a class by a foreign teacher is different, so the students must behave differently. Inmost Japanese schools, the teachers lecture, while the students listen and study and take a test. However, I teach English conversation and my classes focus on listening and speaking, not on passing a test. I must be able to hear students' pronunciation and those who want to learn must be able to hear each other. In a class where visual information on the board or fmm a book is taken in by the student, the amount of noise in a class from students talking or playing may not matter unless it's really loud. However, in a class based on aural information, if the students are creating a disturbance, then I'm wasting my time.

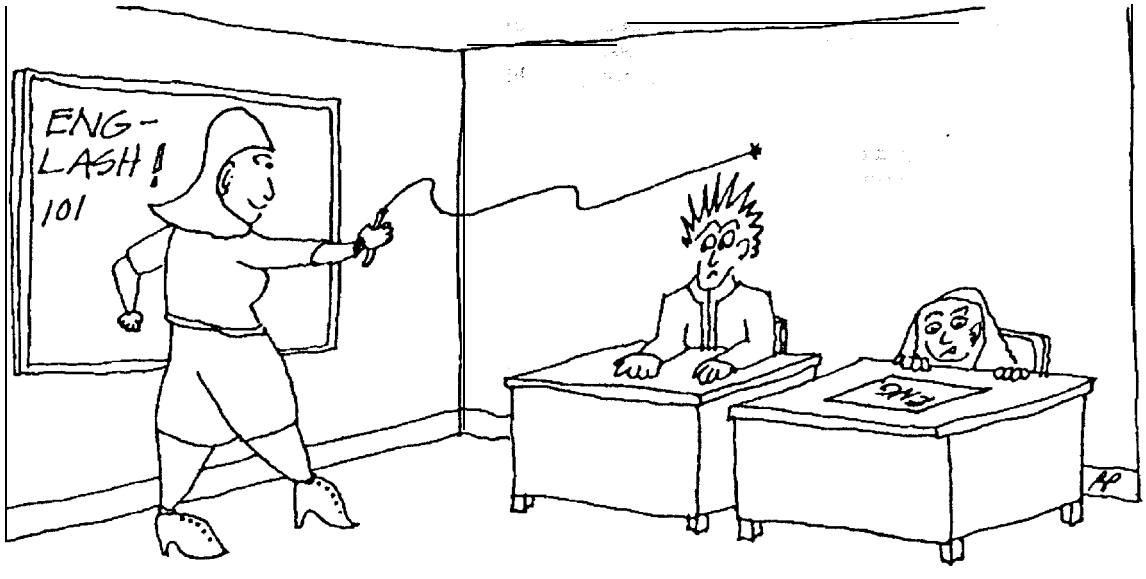
Since most of my students are going to the United States for a homestay program, I try to make by classes as American as possible. The students are expected to behave in my class as they would be expected to behave in an American classroom. The major advantage of employing foreign teachers is the introduction of foreign cultures, and this includes customs and manners. Since I must prepare my students to go abroad, that means they must learn how to behave in a foreign culture. Thus, the students must realize when their behavior upsets or offends someone and how to change it. In other words, if the students know they shouldn't be late for class, then they need to make it to class on time and not five minutes late.

However, students willbelate and will play in class; when told to come to class on time or to stop playing, their excuse is that they don't understand. In fact, students use the excuse 'I don't understand" for everything-to avoid doing classwork or homework, to avoid behaving properly so they can talk or play, and to avoid being punished for misbehaving. The students abuse the excuse. Therefore, a third principle is necessary: them is no such thing as "I don't understand."

The same incident at the two high schools I taught at illustrates this point. I would have the students work in small groups to create an English conversation. During the group work some students would play in class and I would tell them to stop. They would continue to play. After class I would go to the homeroom teacher and the teacher would talk to the students. The students would then say they didn't understand me.

At the boys' high school the teachers would accept the students'excuse. The teacher gave the students the benefit of the doubt and believed the problem as an inability to understand what I had said. Therefore the students at the boys' high school had only to say they didn't understand and they could do anything they pleased, something they learned very quickly.

Meanwhile at the girls' high school, the students were scolded and punished for not understanding since I had used simple English commands and Japanese. The teachers' reason was that students had not tried to understand or to do what they knew they were supposed to do. As soon as the students realized they had



to understand, they made a greater effort to listen and to comprehend what was being said.

This doesn't mean that there won't be cases when the students don't understand. When this happens, ask the students what they don't understand. For answers like "I don't understand English" and zenbu, (everything), students are still punished. Usually students become precise about what they don't understand.

For example, a student may say that others were talking in class and he or she doesn't understand why he or she is being punished. At this time I usually point out this is true but there is a difference, such as that the student was talking loudly while others were talking quietly or that I had had to tell the student five times to be quiet while I only had to tell the others once. The student now begins to see how his or her behavior is different from what is acceptable. Students can and will live up to a teacher's standards when they am taught what is expected of them. Just remember that sometimes it takes a while before students understand and live up to the standard; but don't compromise-make them do it. It doesn't require a whip and a chair. Many times all it takes is talking to the students. Sometimes it takes scolding them or punishing them. The key is to make students realize that they will be held responsible for their behavior. Also stress that the foreign teacher, the homeroom teacher and the school administration expect the students to behave appropriately.

If the school administration and the homeroom teachers work with foreign teachers to ensure students are held responsible for their conduct, the students' behavior will improve. In short, when everyone works together, things will impmve and, in the end, so will the education that the students receive.

(Cont'd from p. 9)

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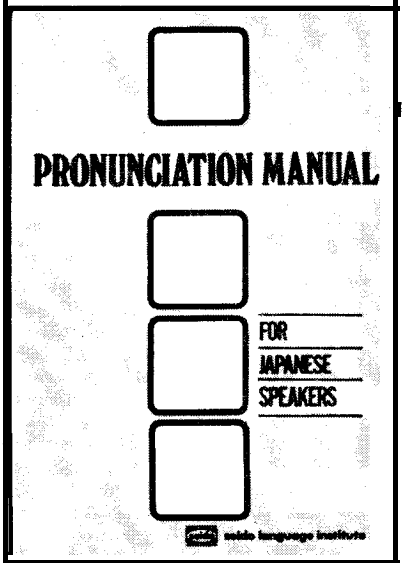

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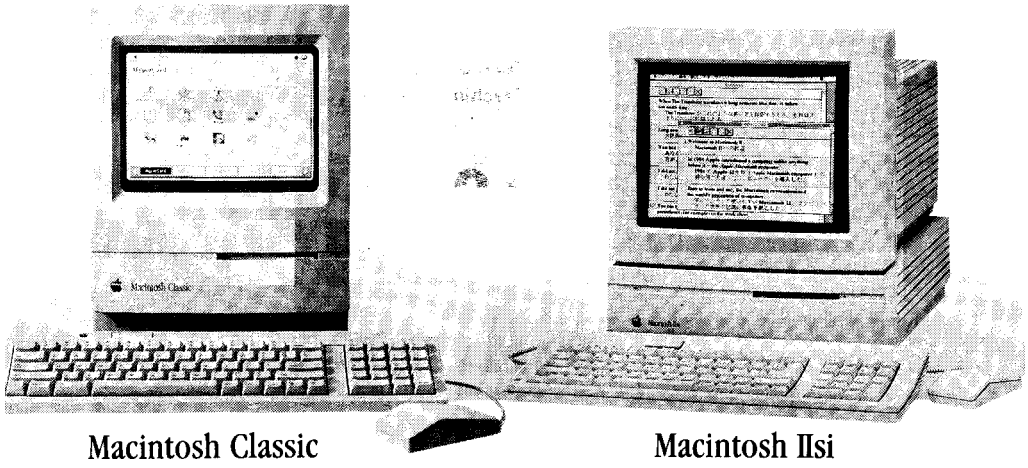

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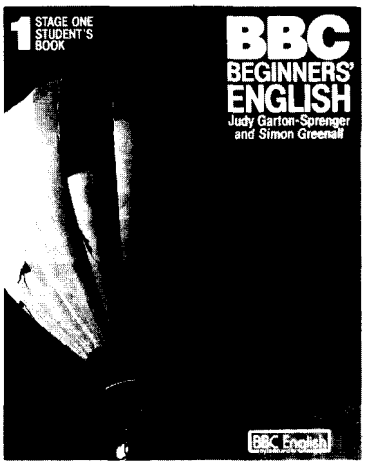

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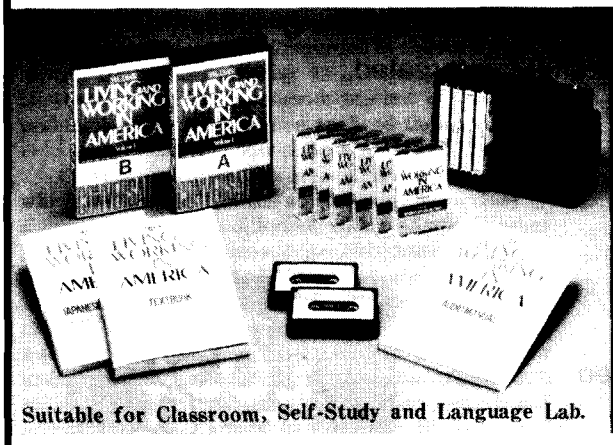

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My Share

Double-Duty Cloze

by John Graney

From Manila, John Gmney sends us a formula to encourage students to use their knowledge ofgrammar to help guess words from context:

Guessing words from context is not an exact science, but employing certain strategies can improve students' ability to guess effectively. One such strategy uses the following steps: 1) identify the part of speech of the unknown word, 2) use the clause or sentence the word is in to see how it functions; 3) look at this clause or sentence in relation to the other paragraphs; 4) use the knowledge gained from the previous steps to guess the word; 5) check the guess by making sure it is the same part of speech and makes sense in the context; then analyze the parts of the unknown word for additional meaning clues (Nation, 1987). This strategy obviously requires active use of grammar knowledge and extensive practice. I have found it useful to employ the following double-duty cloze activity as an introduction to the whole strategy.

The activity

The activity consists of four steps: a grammar warm-up, a grammar cloze, the same clozeused for identifying the missing words, and a final check and assessment.

Materials: The materials needed are a grammar warmup (an exercise on identifying parts of speech); a short story of about one paragraph written on butcher paper or prepared for overhead projector; cards with the names of the parts of speech on them; vocabulary cards; a chart of the vocabulary words classified according to parts of speech.

Procedure

Step 1 (Grammar Warm-up): We begin with a group of sentences. The students identify words in the sentences by their parts of speech. Some sample sentences I have used with an intermediate class are as follows:

Tom used a spoon to eat his ice cream.
Mike spoons the rice into his daughter's mouth.
The very tall lady quickly ran into the shoe store.
She stores her shoes in the coat closet.
He likes to sing folk songs and she does too.

Step 2 (Grammar Cloze): After the students have practiced identifying the parts of speech of each word, the cloze text is displayed. One text I have used is "The Mouse-deer and The Monkey" (from McGhie and Rogers, 1983). The cloze is as follows:

A ___mouse-deer wandered around looking for _____She was very hungry but she couldn't find anything to _____When she came near a _____tree she saw an empty banana ____ She looked _____ and saw _____big monkey eating a banana. She ___ the monkey for a banana the monkey would not give her one. The deer _about how to get some for her ____. Then she had a _____ idea. She teased the _____and the monkey _____ angry. The monkey threw a _____skin at _____ mouse-deer, but _____didn't stop teasing him. Because _____became really angry, he threw _____ bananas at the deer. When the mouse-deer _____ she had enough bananas, she stopped teasing and ____*"Dear monkey, that's enough, thank you!" Then she __ the bananas happily.

Cards identifying the various parts of speech are next handed out to the students The students place the correct part of speech card on the appropriate blank. The text then looks like this:

A adjective mouse-deer wandered around looking for noun. She was very hungry but she couldn't find anything to verb. When she came near a adjective tree she saw an empty banana noun. She looked preposition and saw article big monkey eating a banana. She verb the monkey for a banana conjunction the monkey would not give her one. The deer verb about how to get some noun for her noun. Then she had a clever idea. She teased the noun and the monkey verb angry. The monkey threw a adjective skin at article mouse-deer but the noun didn't stop teasing him. Because pronoun became really angry, he threw article bananas at the deer. When the mouse-deer veb she had enough bananas, she stopped teasing and verb: 'Dear monkey, that's enough, thank you!:" Then she ate the bananas happily.

Step 3 (vocabulary cloze): Next, a list of words ordered according to parts of speech is displayed. These same words written on cards are handed out randomly. The students then seek to identify which word fits which blank, using the part of speech as their guide. The completed cloze follows:

A beautiful mouse-deer wandered around looking for food. She was very hungry but she couldn't find anything to eat. When she came near a banana tree she saw an empty banana skin. She looked up and saw a big monkey eating a banana. She asked the monkey for a banana but the monkey would not give her one. The deer thought about how to get some bananas for her dinner. The she had a clever idea. She teased the monkey and the monkey became angry. The monkey threw a banana skin at the mouse-deer, but the mouse-deer didn't stop teasing him. Because he became really angry, he threw some bananas at the deer. When the mouse-deer thought she had enough bananas, she stopped teasing and said: "Dear monkey, that's enough, thank you!" Then she ate the bananas happily.

Step 4 (Conclusion): When all of the parts of speech cards have been replaced by vocabulary words, the story is read to see if it makes sense.

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Variations

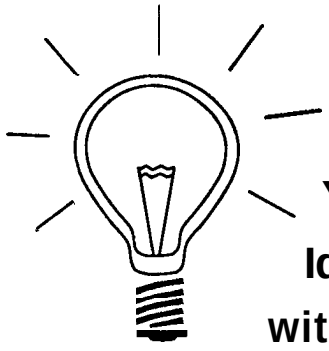
I do this activity as a teacher-directed activity with the whole class. It could be adapted for pasirwork or for group work by using worksheets. In this case, the students could work individually on the worksheets identifying the missing part of speech, and compare their work in pairs. The pairs could be combined into small groups in which students could compare their answers and work toward a consensus. The final grammar cloze could be done by the whole class, after which the groups could work on the vocabulary cloze.

This activity alerts students to the connection between identifying the parts of speech and guessing the sense of missing or unknown words. It serves as a useful introduction to the more complex strategy outlined at the beginning of this article

Resources

Nation, I.S.P (1988). ***Teaching and learning vocabulary.*** Wellington, New Zealand: English Language Institute, Victoria University.

McGhie, C., & Rogers, J. (1983) ***Controlled and guided composition exercises***. Wellington, New Zealand: E.L.I.. Victoria University.



Share Your Ideas with Us!

Do you have good ideas for use in the classroom? Why not share them with colleagues through the My Share column. Write them up according to the guidelines in the January, 1991 issue of *The Language Teacher* and send them to My Share editor, Elizabeth King (address p.1 of this issue), who has been editing column since the April, 1991, issue.

JALT Under Cover

ESL: A Handbook for Teachers and Administrators in International Schools. Edna Murphy (Ed.). Clevedon, Avon: Multilingual Matters, 1990. Pp. 182.

There has been a distinct and often financially inspired trend over recent years for English-medium international schools to enroll increasing numbers of students who are not native speakers of English. For many of these students, the level of English required for full participation within the school curriculum far surpasses their own ability at the time of their enrollment. As this trend continues, it is becoming increasingly clear to administrators that specialized ESL departments need to be established and then recognized as integral parts of the school community. However the decision to establish an ESL department tends very quickly to produce a variety of other problems.

It is in this context that Edna Murphy, the editor of this handbook and herself an experienced ESL teacher in international schools, has assembled a group of six equally experienced international school teachers to share their experiences and to provide advice on curriculum models, programme implementation, the needs of ESL students in this setting, dealing with parents, and the roles of ESL and other subject teachers. More specifically, this handbook aims to guide administrators in the setting up of an ESL department.

The text is divided into nine chapters followed by nine appendices. Chapter one summarizes some of the issues raised in the book and provides a brief outline of ESL pmgrammes and laws which operate in Britain and the U.S.A. and upon which most international schools are baaed. Chapter 3 addresses issues related to staffing, curriculum, the structure of classes, budget, and the aims and objectives of pmgrammes.

Chapter 4 introduces a number of further models of ESL programmes. The models are categorized by age levels and by whether they are suitable for monolingual or bilingual/multilingual schools. Each pmgramme is discussed in terms of class composition, teacher qualifications, and advantages and disadvantages. The point is that no single ESL pmgramme is universal in its application. Location, school population, American or British design, all influence the selection process. Chapter 6 looks at the problem of testing and suggests a number of advantages and disadvantages with well-known test formats. Chapter 8 suggests potential obstacles to the academic progress of ESL students and their social integration in the schools (linguistic isolation, dress style, relationship between sexes, between students and staff, and tensions within the family), as well as some practical means to overcome them.

This handbook is best viewed as an introductory work for newcomers to the field. Readers should be

aware of its practical orientation. Rather than being research-grounded, it is constructed around personal experiences. Most chapters are brief introductions to a variety of interrelated topics. Chapters 3 and 5 characterize the book as a whole. Chapter 3 runs to 14 pages and is divided into 24 subsections. The main text of Chapter 5 runs to 12 pages with 18 subsections.

But it would be unfair to cr4iticise the book for failing to be what it was not intended to be. The contributors are obviously very enthusiastic teachers who should be commended for pooling their long years of experience for the benefit of others. Given the dearth of material available on the subject, this handbook is certainly a step in the right direction.

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

Cry Freedom. John Briley. Oxford: Oxford University Press, 1989. Pp. 108.

Cry Freedom is an emotional documentary based on the relationship of two men, Steven Biko, a black South African activist and Donald Woods, the white editor of a leading South African newspaper. The events in the story occurred during the 1970s when there were many uprisings of the black South African population against the predominantly white government. John Briley, the scriptwriter for the movie, was hired by director Richard Attenbomugh to work as closely as possible with Woods in order to recreate the events of the times. In this collaboration, Woods and Briley used information from two novels which Woods had already published about his friend, ***Biko*** and ***Asking for Trouble.***

Oxford has successfully simplified the language and vocabulary of its graded reader edition of ***Cry Freedom*** without detracting from the original quality of the work. However, because the length of the graded reader is less than half that of the original version, it is strongly recommended that any teacher who is planning to use this book in class read the unabridged edition first This is necessary if one plans to show the movie in order to fill in the many gaps which occur in content.

The selection of this text for a reading class may present problems if the students have no knowledge of events in South Africa during the 1970s and 1980s. However, if the reading is done in conjunction with other readings, and discussions about the events of the times, and the students are able to study some background information about the political situation, Cry Freedom will be easier to understand and the class will be much more lively. The reader is best suited to a class of intermediate or advanced university or adult learners.

Oxford has made several additions to the original paperback edition which makethe story more appealing and easier for the reader to understand. The map of South Africa at the beginning of the book gives the student an idea about the places being discussed and the glossary in the back should help with some of the difficult vocabulary items. Interspersed throughout the book are pictures from the movie which help set the mood of the story.

On the other hand, the exercises at the back of the text are not very well developed and could have been left out altogether. An additional glossary containing the names and descriptions of people and places would have been much more beneficial to the students. There are many characters in the story and because of the difficulty in spelling and pronunciation of their names, students are sometimes confused.

Cry Freedom is well worth reading. In a time of racial tension in many areas of the world, it can lead to lively discussions in the classroom even among students who are not confident about their speaking and listening abilities.

Reviewed by Kathie Era
International Christian University

From Writing to Composing. An Introductory Composition Course for Students of English. Beverlyh Ingram and Carol King. Cambridge: Cambridge University Press, 1988. Pp. 128.

This text is designed for beginning and low-intermediate ESL/EFL students. As the title suggests, the authors view writing as the transmission of ideas and feelings, and not merely the production of grammatically correct sentences. To this end, they utilize a modified version of the process approach to composition instruction. Student tasks range from structured writing (e.g. sentence combining) to free composing on a variety of topics. Listening (e.g. dictation passages) and speaking assignments are also included. One of the more interesting activities-developed through each of the book's six chapters-is a "Family History Project" in which the students produce an essay about the life of an earlier family member with the goal of preserving the family history for future generations. The various tasks give the student practice in fundamental EAP writing skills: research and collection of data, evaluation and organization of materials, and drafting/revising an essay. A 'Class Newspaper Project" is another well-structured writing activity included in this text.

Editing and revision are essential parts of composition, and each chapter contains several exercises devoted to developing student revising skills. I used a few of these exercises with my lower-level writing classes. The assignments first ask students to identify subjects and verbs in a passage. After this initial warm-up activity, students identify and correct verb and subject errors in another passage. I began the exercise with a brief discussion of student revising habits when writing Japanese. The students then completed the sections individually and in pairs. These students are non-English majors and have relatively low-level language skills and rather poor motivation. I was pleased at the success of this unit and felt satisfied that the classes had attained a degree of sensitivity to revision. Most of my previous ESL experience has been with advanced-level EAP writing classes and I was surprised to see a text that cultivates essential writing skills such as revising/editing with beginning-level students. Vivian Zamel has remarked that many ESL/EFL teachers feel that the process approach to writing instruction is in

appropriate for second-language students. The Ingram and King text goes along way towards dispelling such notions about what our students can do. A teacher's manual is also available.

Reviewed by Thomas F. Barry
Himeji Dokkyo University

ESL Teacher's Activities Kit. Elizabeth Claire. Englewood Cliffs, New Jersey: Prentice Hall, 1988. Pp. 276.
ESL Teacher's Holiday Activities Kit. Elizabeth Claire. West Nyack, New York. The Center for Applied Research in Education, 1990. Pp. 211.

Keeping adult students awake, interested, and responsive can be hard work. Teachers of children face the same problems. They must also deal with shorter attention spans, emotional upsets, and the fact that most children just do not like to sit quietly for very long. If children don't enjoy an activity, they will often tell you so, sometimes very bluntly, and it is never easy to get them to do something they do not enjoy doing. Teaching children is a job that requires large reserves of patience, creativity, and attentiveness, but having a wide range of interesting, fun activities to choose from is an important advantage.

Many teachers of children have recently begun to use more classroom games and activities involving an element of fun in order to increase their students' interest and to give them a chance to really use language. The theory is that if interest is high, motivation, learning, and retention will follow. The results using such activities are so striking that some teachers have completely give up using texts and instead base their lessons around these good bits.

While it is certainly possible to use both a text and separate supplementary activities, circumstances often force teachers to choose between the security of using textbook lessons that require little or no preparation or applying the extra effort needed to develop and constantly update a repetoire of stimulating activities. Coming up with new activities lesson after lesson requires an active imagination and at least one good resource book, but there are not many published collections of materials for teachers of children to choose from. Consequently, teachers of children's EFL classes, who make up more than 10% of the JALT membership, have a narrow range of publications available.

The first of the two books in this review is the largest and best collection of supplementary materials I have seen for children's classes. Whether you use games sparingly or for every class, you are sure to find much that is useful here. If you are interested in introducing your students to American holidays, the second book will be of interest to you. The materials in these two books were developed in the U.S. especially for classes of foreign students at levels from kindergarten through the sixth grade, but many could be adapted for use with junior high, high school, or even adult classes. Teachers of special education, remedial programs, and speech therapy will also find useful material here.

ESL Teacher's Activities Kit contain 167 activities that include TPR (total physical response), songs, action games, board games, guessing games, arts and crafts, cooking, role plays, and others. Instructions are clear and concise with numerous specific suggestions on how to present and conduct the activities. There is an introductory section with tips for those who have never taught languages before, and anyone who has not used TPR will find a thorough introduction to those techniques. Each activity includes a suggestion of the age and language ability for which it is best suited. The book, A4 size is held together by a large spiral ring to make it convenient for use on photocopiers. The copyright has been waived and where needed handouts are ready for photocopying. Since there is no need to type, cut, and paste, busy teachers can prepare for an activity in minutes. The author has included a language needs checklist to help teachers plan lessons according to their students' backgrounds and abilities. If asked to recommend one book for a teacher just starting to teach children, this would be it.

ESL Teacher's Holiday Activities Kit contains 175 ready-to-use activities that are based on 44 holidays, customs, seasonal themes, and special events in the United States. Besides the usual holidays, days and events of special importance to ethnic groups are included: Chinese new Year, Yom Kippur, Martin Luther King Day, and Black History Month. Activities based on days that children find especially interesting am the most numerous. There are nine different activities for Halloween, eight for Chrlstmas, and four for Valentine's Day while United Nations Day and Mother's Day warrant only one activity each. More than enough information about each holiday is supplied in the activities so that teachers who are not American or who do not know about certain days, like Hanukkah for example, will be able to use the book easily. Reading, listening, cloze, puzzles, songs, and TPR are among the variety of activities found here. These holiday materials could be used with students or from beginning to intermediate levels but in Japan are probably best suited for advanced children, junior high and high school students.

Reviewed by John Provo
Reitaku University

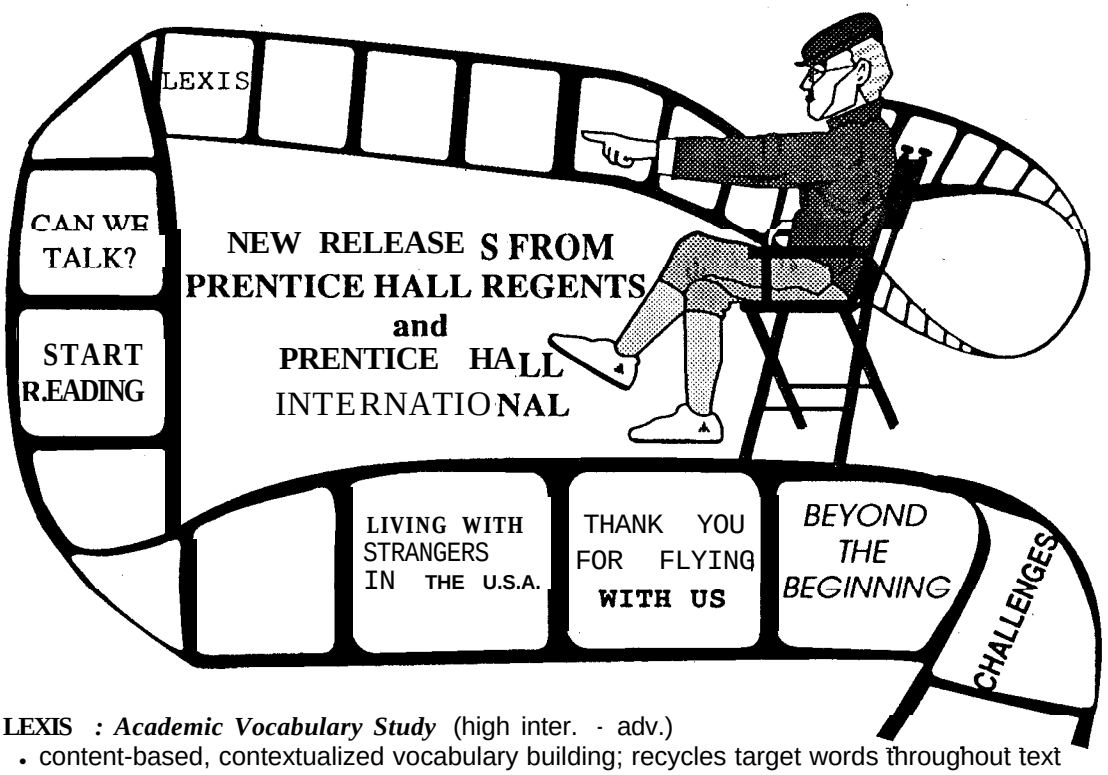
Recently Received

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

Notations before someentries 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 May 30.

Classroom Text Materials

***Dainty, Peter. (1990). *Personal passport to Cambridge First Certificate.* Hong Kong: Macmillan Publishers Ltd.**
***Peaty, D. (1990). *Our world.* Tokyo: Eichosha Longman**



LEXIS *: Academic Vocabulary Study* (high inter. - adv.)
- content-based, contextualized vocabulary building; recycles target words throughout text

LIVING WITH STRANGERS IN THE **U.S.A.:** ***Communicating Beyond Culture*** (high inter. - adv.)
- emphasizes the nature of culture and the process of communication; "culture bumps" and personal experiences

CAN WE TALK? A Multiskills Approach to Communication (high beg. - low inter.)
- based on the idea that confidence builds fluency; high interest topics for pair and small group activities

BEYOND THE BEGINNING: A Reader in English (high beg. - low inter.)
- bridges the gaps between beginning and intermediate reading skills

START READING: ***A Basic Reader in English*** (beg. - high beg.)
- an inductive approach to reading through critical thinking and problem-solving skills

CHALLENGES: ***A Process Writing Course in English*** by H. Douglas Brown, et al. (adv.)
- presents reading and writing as interactive; content based

THANK YOU FOR FLYING WITH US *: English for In-Ftight Cabin Attendants* (inter.)
- suitable for classroom or self-study; audio cassette with a variety of English accents

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Books.
*Scott, R. B. (1991). ***Classical essay writing: A personal investment in learning (videotape).*** OPELT, Chubu University, Kasugai, Japan.
*Walenn, Jeremy. (1990). ***Passport to Cambridge First Certificate:*** *Practice tests.* London: Macmillan and English Language Arts.
!Archer, ***C.*** (1991). ***Living with strangers in the U.S.A.: Communicating beyond culture***. Englewood Cliffs, NJ: Prentice Hall Regents.
!Boggs, ***R. &*** Dixon, R. (1991). ***English step by step with pictures*** (new edition). Englewood Cliffs, NJ: Prentice Hall Regents.

Teacher Preparation/Reference/Resource/Other

Candlin, C. N. & McNamara, T. F. (1989). ***Language learning and community.*** Macquaire University, Australia: National Center for English Language Teaching and Research.
Hatch, E. & Lazaraton, A. (1991). ***The research manual: design and statistics for applied linguistics.*** MA: Newbury House.
Oxford, Rebecca. ***(1990). Language learning strategies: what every teacher should know.*** MA: Newbury House.
Spolsky, B. (1989). ***Conditions for second language learning.*** Oxford: Oxford University Press.

The Language Teacher welcomes well-written reviews of other appropriate materials not listed above (including video, CALL, etc.) but please contact the Book Review Editors in advance for guidelines. Well-written, professional responses of 150 words or less are also welcome. It is ***The Language Teacher'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.***
Baker & Goldstein. ***Pronunciation pairs.***
Baldauf & Luke. (Eds.). ***Language planning and education.***
Beckerman. ***Heartworks.***
Bronahan. ***Japanese and English gesture.***
Brown, Cohen, & O'Day, J. ***Challenges: A proces approach to academic English.***
Burgermeier, Eldred, & Zimmerman, C. ***Lexis: Academic vocabulary study.***
Byrd & Kosek. ***Can we talk? A multiskills approach to communication.***
Chan. ***Process and practice.***
Chaudron. ***Second language classrooms.***
Clark. ***Talk about literature.***
Collins & Birmingham University. ***Collins COBUILD English grammar.***
Cook. ***Discourse.***
Corson. ***Language policy across the curriculum.***
Ellis. ***Second language acquisition in context.***
Fassman & Tavares. ***Gallery 1.***
Ferraro. ***The cultural dimension of international business.***
Fishman. ***Language & ethnicity.***
Fox. (Ed.). ***Collins essential English dictionary.***
Frase & Hetzel ***School management by wandering around.***
Fried-Booth, et al. ***Collins COBUZLD English course photocopiable- tests.***
Gass, et al. (Eds.). ***Variation in second language acquisition: Discourse and pragmatics.***
Gass, et al. (Eds.). ***Variation in second langauge acquisition: Psycholinguistics.***
Gethin. ***Grammar in context.***
Halliday & Hassan. Language, ***context and text.***
Hart. ***Asterix and the English language 1 & 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.***
Lipp. ***From paragraph to term paper.***
Matthew & Marino. ***Professional interactions: Oral communication skills in science, technology, and medicine.***
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 & Cahmot. ***Learning stmtegies 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.***
Seligere & Shoham. Second language research methods.
Singer. ***Intercultural communication: A perceptual approach.***
Soara. ***Headway*** (advanced).
Suzuki. ***Togoron (Gendai no eigo gaku series: 6).***
Swaffar, Arens & Byrnes. ***Reading for meaning: An integrated approach to language learning.***
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.***
Yeats. Economics.

All requests for review copies for *The Language Teacher* and *JALT Journal* should be sent to *The Language Teacher* book review editor, Mohammed Ahmed (address, p. 1). Thank you.

— The Editors

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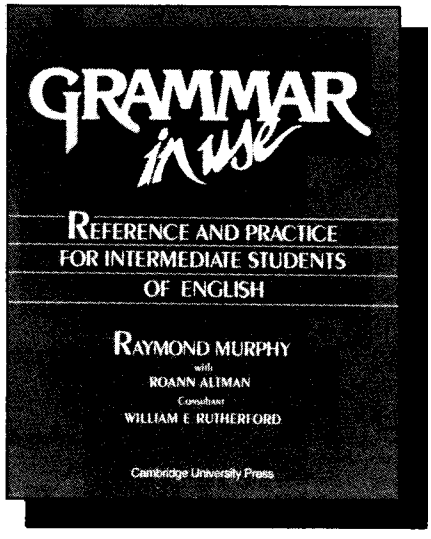

For further information on all Cambridge ELT publications, please contact:
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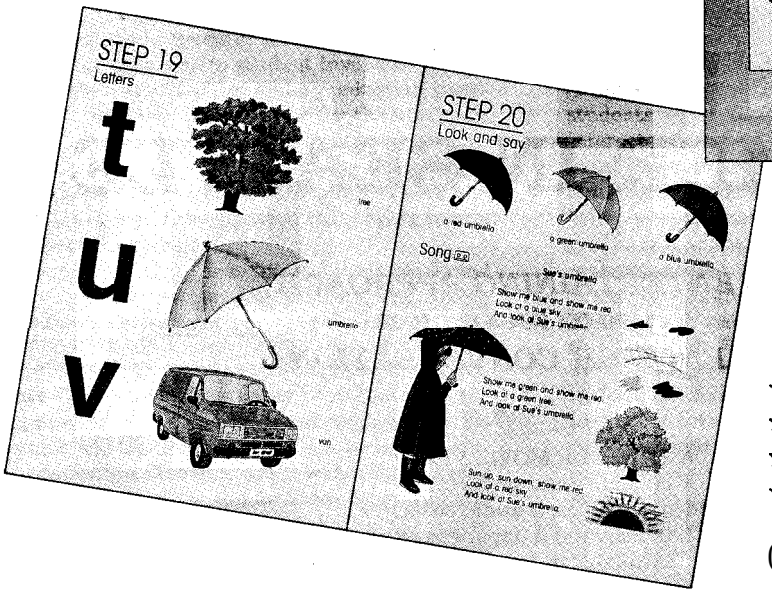

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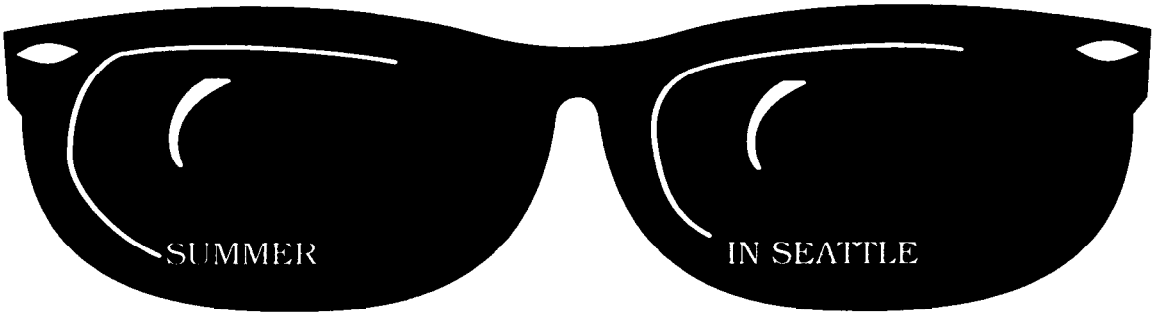

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Chapter Presentation Reports

FUKUI

Communicative Activities in the Classroom

by Hideo Ninomiya

In the February presentation for the Fukui chapter, Hideo Ninomiya spoke on his recent studies in the current developments in language teaching techniques and procedures, made during his sabbatical at British universities.

The presentation was primarily task-based and concentrated in the area of "Grading Tasks." The aim of grading tasks is to adapt materials (particularly "authentic materials") to the level of the students targeted. The same texts can be exploited for different language points/skills and can be made useful in mixed level classes, whilst making materials broader and more flexible. Furthermore he summed up his approach with the following text:

"My students make many _____
I usually correct _____ when they are made.
My students don't like making _____."

All participants substituted the word "mistakes" or "errors" into the text and were then invited to look at the text again on the assumption that "mistake" equals "learning steps."

Reported by Kate Lockyer

FUKUOKA

Ways of Teaching Large (and Small) Classes

by Brian Tomlinson

Brian Tomlinson showed members of the Fukuoka chapter how successful teaching depends on how well teachers can stimulate and move energy in the classroom. Students learn language by visualising it. Therefore, he advocated the use of drawings and drama to introduce language in a memorable and dynamic way. Students should be allowed to draw pictures to help them visualise language. Students will be more interested and motivated in a task if they are given time to discussit in Japanese first. Writing skills, he suggested, are best fostered by group writing projects in which redrafting takes place while the ideas are fresh in the students' minds. Large classes and small classes have advantages. Teachers should be positive and not try to achieve too much. They should also recognize that many students do not like pressure. Such students can be coaxed along rather than be forced to participate.

Reported by Shane Hutchinson

HIROSHIMA

Drama and Acting in the Language Classroom

by The Covenant Players, Par East Unit

The presentationgivenby The Covenant Players on 24th February pmvided teachers with the basics of using drama in the classroom and involved them in mle plays which allowed them to imagine the predicaments of the learner.

The players showed that "creative involvement circumvents inhibitions... and allows the free flow of... vocabulary, grammatical structure, andcorrect accent." However, they demonstrated that ifwe are to be competent teachers, then, paradoxically, self-examination is important: several aspects of our "act" might be examined. These are: body control, body movement, eye to eye contact, diction, projection, owning one's own lines and characterisation.

The players let us see that a good teacher allows the students to believe they're smart. So stand by with your hands in the air and say, "Shhh!" Should some bright spark ask, "Are you a waterfall?" you can gush in reply, "How did you guesssss?" with onomatopoeic impunity.

Reported by Helen Wright
Hiroshima University

NAGASAKI

Pre-listening Techniques

by Mark Tiedemann

Mark Tiedemann presented a February workshop on pre-listening techniques. Defining listening as receiving, analyzing, interpreting oral signals, he explained that humans have pure language skills, which construct meaning fmm sounds, and non-language skills like common sense, which also contribute to comprehension. Called bottom-up and top-down processing respectively, they can be enhanced through various techniques.

Teachers must strive to TEACH-not test-through these pre-listening activities. We should embrace a priori activities providing information about the situation and characters, which help activate receptive skills. To heighten language ability, choose a hard grammatical pattern, change it slightly and let students practice. To aid learners in applying common sense, materials that induce reflection on the situation can be used. A particularly effective activity involves students standing up and being asked questions, and not sitting down until they've answered.

Tiedemann stressed that listening should be recognized as an active skill which can be improved if

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— The Editors

teachers design pre-listening activities that give students a reason to listen.

Reported by Wanda D. Anderson
Junshin Women's Jr. College

NARA

Cooperative Learning in the EFL Classroom

by Stephen J. Gaies

Stephen Gaies, a visiting professor in the TESOL program at Temple University Japan, began our March meeting with a lecture on the principles of and rationale for cooperative learning arrangements in the classroom. He stressed the difference between these types of arrangements and typical "group work." In cooperative learning, either the task itself or the grading system demands that all members of a team participate, while in group work some students may remain inactive. Gaies also emphasized the benefits of cooperative learning: it not only stimulates less motivated students, but also reinforces the studies of the better students.

Basic types of cooperative learning arrangements were then demonstrated. Groups experienced peer tutoring in a mini Hungarian lesson, and jigsaw work. Both lessons were followed by quizzes to demonstrate the motivating factors involved in this type of learning. Group study, was illustrated by printouts of the final reports of one such project. Gaies concluded the informative workshop by distributing four articles for further reading, plus a reference list.

Reported by Mary Goebel Noguchi

SAPPORO

Don't Just Sit There, Say Something!

by Laura MacGregor

At our February meeting Laura MacGregor, a local AET in the JET Program, got the audience involved in activities she has found effective in motivating her high school students to communicate in English. She stressed the importance of giving complete, clear instructions and of ensuring that the level of difficulty is not too high.

MacGregor also led a discussion of the pros and cons of group activities. The prevailing opinion at the conclusion of this discussion was that the disadvantages (noise; a haven for lazy students; students speak Japanese) were outweighed by the advantages (increased practice and involvement; more security; peer cooperation; motivation to communicate).

During and after the presentation the audience discussed MacGregor's ideas and their applicability to various kinds of teaching situations other than Japanese high schools.

Reported by Stuart Walker

SHIZUOKA

Classroom Techniques

At the February meeting of JALT Shizuoka, members discussed techniques that have worked in their classrooms. John Maher uses magic, and he demonstrated how magic can be used to teach vocabulary and even sophisticated conversation.

David Maher uses television commercials. He first teaches the content of the commercial, then gives a script to the students and has them mimic the actors. This helps improve intonation and the timing involved in speaking English.

Stewart Hartley gives students a list of names and a drawing of two mws of numbered offices. Students must listen carefully and place the names in the correct offices. This requires distinguishing between minimal pairs and awareness of vocabulary used to determine position - opposite, next door to, between, etc.

Tim Newfields uses different levels of conversation to elicit responses. He encourages a single word response or a few words in response to questions. Students then make their responses more comprehensive. He also acts as a "human computer," repeating the student's English and correcting mistakes as long as the student keeps talking.

Janet Beam's students work to get points for their team while learning irregular verbs. Each team is give two boxes. One might contain "run/to school," the other 'yesterday." The student then writes a sentence such as "yesterday I ran to school." Beam varies time, number of points, and strictness in judging answers, depending on the student's level.

Reported by John B. Laing
Tokai University Junior College

****

JALT currently has three National Special Interest Groups: Bilingualism, Video, and Global Issues. JALT members in good standing may join any or all of these N-SIGs by remitting the membership fee to the JALT Central Office, either through your local chapter treasurer or by using the Postal Transfer form found in every issue of The Language Teacher. Specify which N-SIG(S) you would like to join and remit \1,000 for each N-SIG you specify.

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.

Columbia University leachers College
2nd Public Seminar
Saturday May 18 2:00-5:00 p.m.

The seminar will include a variety of presentations by TC students and a concluding "comment and summary" by Professor John Fanselow. Presentations will center on class-teaching practices with a focus on the practicalities of finding and exploring better methods. The seminar will be held at TS/Simul Academy, Akasaka Branch, Roppongi 1-5-17, Minato-ku, Tokyo 106. For information contact: TC/Simul Academy 03-3582-9481. Admission is free.

Certificate in Language Teaching (Cert. L.T.)
July 15-August 9, 1991
Geneva, Switzerland

A course for those interested in self-access pair learning. Training includes 30 hours study of a foreign language; coordination of learners in the CEEL mediatec; evaluation of spoken language with the OLAF computer phonetics; testing theory; methodics; methodology; and the setting up of and administration of a SAPL-based language department or institute. Participants will also follow a course of training in inter-personal relations.

The four-week intensive training will be conducted by Nicolas Ferguson, Director of the C.E.E.L. (Centre for the Experimentation and Evaluation of Language Teaching Techniques).

For further information, contact DIDASKO (Tel. 06-443-3810) at 6-7-31-611 Itachibori, Nishi-ku, Osaka 550, fax: 06-447-7324.

PACSLRF
Second Language Research Forum for the Pacific
University of Sydney, July 14-16, 1992

PacSLRF provides a forum for SLA researchers and postgraduates in the Pacific and South East Asian region and furthers research in second language acquisition and use, both naturalistic and formal. The conference is open to all those interested in SLA research. For further information contact: Tony Erben, University of Sydney, Transient Bldg. (F12) NSW. 2006. Australia. tel. 02-692-3861. fax 02-660-7554. (A special PacSLRF '92 scholarship is available for postgraduate students.)

Sophia University
Practical Problems in Teaching
English for Communication
18th Seminar for High School Teachers of English
August l-7

Topics include: Teaching practical grammar for communication. portfolio approach to student evaluation, dealing with practical problems in the foreign language classroom, testing at the high school level, and communicative listening and speaking. Fee: \50,000. Deadline: May 3 1. For further information contact: Sophia Linguistic Institute for International Communication, 7-1 Kioi-cho. Chiyoda-ku, Tokyo 102, tel. 03-3238-3493.

Journal of Second Language Writing

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

For information contact Ilona Leki, ***Journal of Second Language Writing.*** Department of English, University of Tennessee. Knoxville, TN 37996-0430 or call (615) 974-7080 or 974-5401.

Call for Papers
Explorations and Innovations in Language Teaching Methodology
Chulalongkorn University Language Institute
December 2-4.199 1

Conference themes include approaches, designs and techniques of ELT; current ELT research, conceptual and technological advancement in ELT; reappraisal of past methodologies and new challenges in methodology. For information concerning registration and paper submissions, please contact Ass. Prof. Malinee Chandavimol, Director, Chualongkom University Language Institute, Phaya Thai Road, Bangkok 10330. Thailand, tel. (66-2) 250-0982, 252-1491, 252-1498, fax: (66-2) 252-5978, 255-4441.

The Center for Asia-Pacific Exchange
第10回 英語教育セミナー

期間：7月30日（火）～8月9日（金）
場所：ハワイ大学（ホノルル市）
テーマ：英語教育理論の習得と実践
（セミナー受講終了者には終了証明書を授与）
講師：Craig Chaudron, Graham Crookes, Thorn Hudson, Roderick A. Jacobs, Richard W. Schmidt 等、州立ハワイ大学教授
費用：申し込み金 100ドル、受講料 350ドル
申込締切：5月1日（水）
問い合わせ：CAPE（ケープ）
〒658 神戸市東灘区本山北町5-5-7-2B
資料請求はハガキによること。

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

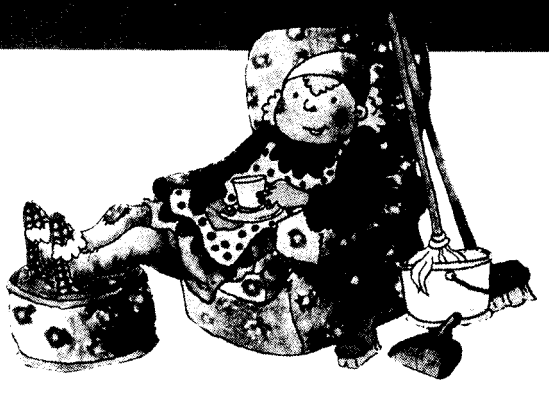
This workshop, sponsored by the Center for Asian-Pacific Teachers of English, addresses development in the theory and practice of foreign language education with special reference to English. Participants also share professional expertise with other Asian-Pacific teachers of English. Topics offered by University of Hawaii faculty include teaching the four skis, the role of grammar, testing, EFL methodology, and psychosociolinguistics and language teaching. For further information: CAPE 5-5-7-28 Motoyamakitamachi Higashishinada-ku, Kobe 658, or (808) 942-8553 Center in Hawaii.

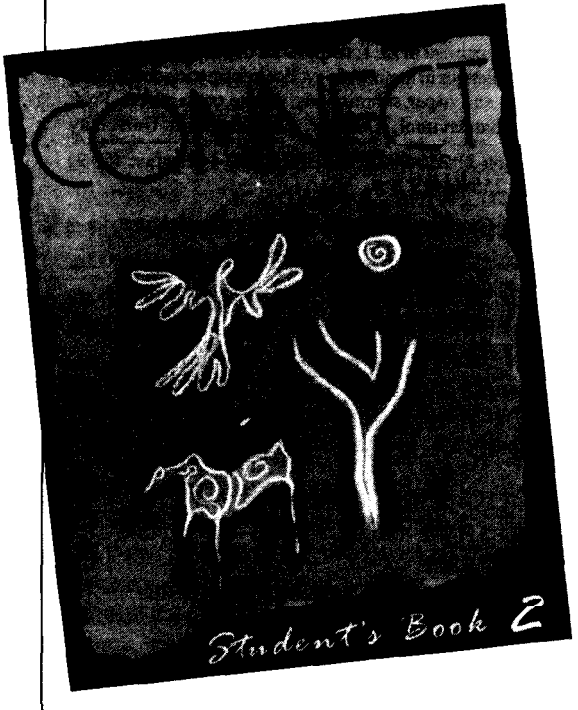
National Center for Research on Cultural Diversity and Second Language Learning

The center is designed to promote the intellectual development, literacy, and citizenship of language minority students, and an appreciation of the multicultural and linguistic diversity

New

Connect Jane Revell





Connect is a three-level course for upper secondary school students who have already learned English for 3 years. Connect revises the language already learned, and gives the student motivating contexts for practising and extending it further.

The outstanding features of **Connect** include:

- subject matter which reflects the real interests of this age group
- a learning-through-doing approach
- carefully balanced practice of all four skills
- systematic: and enjoyable pronunciation and intonation practice
- clear grammar reference section
- complete word lists

Connect has been written with the needs and interests of adolescents of the 1990s in mind.

Components of each level: Student 's *Book, Workbook, Teacher's Book, Cassettes.*

M
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For a free sample copy please write to:

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of the American people. For more information or to join the mailing list, contact co-directors, Dr. Eugene Garcia or Dr. Barry McLaughlin, at Kerr Hall, University of California, Santa Cruz, CA 95064, tel. 408-459-3501, fax 408-459-3502.

The Tokyo JALT Spring Conference 19 May 1991

Come to Tokyo JALT's Spring Conference on 19 May. Speakers include: Rod Ellis, John Fanselow. Wada Minoru, Abe Keiko, Shari Berman & Alice Bratton, Arm Chenoweth, Stephen Gaies, Dale Griffee, Narahashi Yoko, and Thomas Nunnelly. Pick from over 30 presentations addressing such areas as Activities, Intercultural Communication, Teacher Education, Curriculum Design, Video, Global Issues, 4 Skills, High School ELT and the newest in Materials. Bring ideas (or dilemas) and share them with other teachers in a special lounge set aside for informal discussion; visit the publishers' displaysdon't miss the 19 May Tokyo JALT Spring Conference at Toyo High School (one minute from Suidobashi Station on Sobu Line). Call Will Flamman (H) 03-3815-6834; (W) 03-3814-1661 or Don Modesto (W) 03-3291-3824 for further information. See you there.

JALT Business Meeting

A discussion of JALT issues such as communication, officertraining, and goals will be conducted at the Tokyo Spring Conference on 19 May. To place an item on the agenda and receive a final version of same before the conference, call or write Don J. Modesto, Toyo High School, 1-4 Misaki-cho, Chiyoda-ku, Tokyo, Japan 101, tel. 03-3291-3824, fax 03-3291-3827.

The Language Teacher Calendar 1991

July	**Feminist Issues** *(D. Vaughn & K. Fujimura Fanslow)*
August	**Pre-Conference Workshops**
September	**Conference Issue**
October	**Open**
November	**Content-based Courses** *(R. Silver)*
December	**Open**

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: Panel discussion-Culture, Language, and Language Learning
Date: Sunday, May 12th
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
Dan LaBranche 0474-86-7996

This panel will include people of a variety of backgrounds and nationalities who will talk about their experiences living abroad, discuss a number of sociolinguistic points, and debate questions concerning language learning and cultural values.

FUKUI

Topic: Symposium: Practical Suggestions for Mixed Ability Classes
Date: Sunday, May 19th
Time: 2:00-4:00 p.m.
Place: Fukui Culture Center (Housoukaikan 5F)
Fee: Members free; non-members \700
Info: Hiroyuki Kondo 0776-56-0404

We hope that all the students am satisfied and fulfii their goals. However, classes am mixed in ability, and therefore, it is very difficult for teachers to cope with the different levels. The four panellists are all trying to find ways to cope with this difficulty. Each speaker will talk 10 to 15 minutes; discussion follows.

FUKUOKA

Topic: Drama Techniques in Language Education
Speaker: Huw Tyler (Tokai University)
Date: Sunday, May 19th
Time: 2:00-5:00 p.m.
Place: West Chester University, l-3-9 Nagahama. Chuo-ku, Fukuoka (Tel: 092-761-0421)
Fee: Members free; first-timers \300; non-members \600 (deductible from membership)
Info: JALT Office 092-714-7717
Shane Hutchison 092-823-1414

There will be guided group discussions on drama and how dramatic activities can help students acquire vital social skills. The presentation includes exercises and activities which use time, movement, speech work and theatrical presentation.

Before caning to Japan, Huw Tyler worked for 7 years in schools, theatres and television, teaching drama, devising shows, acting and directing.

GUNMA

Topic: Team Teaching: Its Successes and Failures
Speaker: Yuzuro Suguro and Gregory Wendfelt
Date: Sunday, May 19th
Time: 2:00-4:30 p.m.
Place: Ikuei Women's Junior College, Takasaki
Fee: Members \500; non-members \1,000
Info: Wayne Pennington 0272-5 1-8677
Hisatake Jiibo (0274-62-0376

Numazu Technical College has been working on "The Practice of English Teaching Stressing Oral Communication," a project to find the most effective method of teaching canmtmicative, practical English. Prof. Suguro and Mr. Wendfelt will demonstrate how their classes are going.

HAMAMATSU

Topic: Monday's Special& How I Survived till Tuesday
Speaker: Philip Crompton
Date: Sunday, May 19th
Time: 1:00-4:00 p.m.
Place: Seibu Kominkan (next to Ichiritsu High School)
Fee: Members free; non-members
Info: Brendan Lyons 053-454-4649

This presentation will demonstrate a number of practical activities that will lend themselves to further exploitation within the framework of a class curriculum. The theory behind the activity will be briefly discussed as a precursor to the activity itself and each will be of practical use to any teacher at any level.

Philip Cromton is a lecturer in EFL and computers at an American university in Yokohama, having been a Director of Studies for ANA and a curriculum and materials designer. He has served in many positions within **JALT** and is presently the National Treasurer.

HIMEJI

Topic: Why are the AETs in Japan?

Speaker: Kathleen Smoot, AET at Kodera High School
Date: Sunday, May 19th
Time: 2:00-4:00 p.m.
Place: Himeji YMCA (near Topos)
Fee: Members free; non-members \500
Info: F. Yamamoto 0792-67-1837

This presentation will look at some of the stated purposes of the JET program and examine some of the current available opinions, and controversies concerning its progress. Ms. Smoot will discuss methods used to teach English for communication.

広島メイフェア

テーマ：外国人のための日本語
講演者：岡崎敏雄（広島大学）
日時：5月12日10:00～12:00
場所：広島市中区八丁堀7－11
広島YMCA
参加費：JALT SIG会員 500円
JALT会員 1,000円
非会員 1,500円
問い合わせ：鶴田さやり 082-228-2269
（広島YMCA）
この講演はJALT広島メイフェアの中で行われます。広島メイフェアについての詳細は英語の案内をご覧ください。

Topic: First Hiroshima Spring Fair
Speaker: Kip Cates, James Swan. Toshio Okazaki, Davis Wood
Date: Sunday, May 12th
Time: 10:00 a.m.-4:00 p.m.
Place: Hiroshima YMCA Gaigo Gakuin Bldg. #3
Fee: JALT SIG members \500; JALT members \1,000; non-members \1,500; \500 less if you join any SIG
Info: Marie Tsumda 082-228-2269
David Wood 092-925-3511
Kip Cates 0857-28-0321

There will be five major presentations, including "Video Challenges for the '90s," "Japanese for Foreigners" (in Japanese), Globalism in Education," "Bilingualism in Education," and a joint panel presentation on "The Shape of SIGs to Come." There will also be a continuous teaching materials display throughout the fair.

IBARAKI

Topic: Poetry in the English language Classroom
Speaker: Ann Jenkins
Date: Sunday, May 12th
Time: 2:00-4:30 p.m.
Place: Tsukuba Information Center (next to Nora Hall)
Fee: Members free; non-members \500
Info: Jim Batten (o) 0294-52-3215 (h) 0294-53-7665
Nunoi Tosbiro (o) 0294-52-3215 (h) 0294-53-8032

Ms. Jenkins is a lecturer at Nishi Tokyo University

KAGOSHIMA

Topic: Teaching in Kagoshima
Speakers: Meeting Attendants
Date: Sunday, May 19th
Tie: 1:30-3:30 p.m.
Place: Iris Kyuden Community Plaza
Fee: Members free; non-members \1,000; students \500
Info: Yasuo Teshima 0992-22-0101

This meeting will be a discussion about the current state of language teaching in Kagoshima from the viewpoint of the chapter's members.

KANAZAWA

Topic: English Structure: Difficulties for Japanese Students of English
Speakers: Keiichi Hashizaki. Mary Ann Mooradian
Moderator: Professor Otsuka, Kanazawa University Graduate School of Education
Date: Sunday, May 26th (4th Sunday this time)
Time: 2:00-4:00 p.m.
Place: Shakyo Center, 4th floor, Kanazawa (next to MRO)
Fee: Members of JALT, members of the "English Teaching Research Group," free; others \600
Info: Masako Ooi 0766-22-8312
Mary Ann Mooradian 0762-62-2153

In order to get an overall view of the specific difficulties facing Japanese learnen of English, Mr. Hashizaki and Ms. Mooradian will approach the topic from the Japanese and English points of view. Professor Otsuka will lead a discussion on the issues raised. Questions from the audience on both English structure and teaching techniques are expected.

Mr. Hashizaki is a teacher at Kanazawa University's Junior High School. Ms. Mooradian is an Assistant Professor of English at Toyama University.

KOBE

Topic: Cooperative Learning in the EFL-Classroom
Speaker: Stephen J. Gaies
Date: Sunday, May 12th
Time: 1:30-4:30 p.m.
Place: Kobe YMCA Language Center, 4th floor
Fee: Members free; non-members \1,000
Info: Jane Hoelker 078-822-1065

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. Participants will discuss how cooperative learning arrangements might be adapted to EFL learning in Japan.

Stephen Gaies is a visiting professor in the TESOL program, Temple University, Japan.

KYOTO

Topic: 3rd Annual Cross-Cultural Awareness Workshop: Gender and Role in Cross-Cultural Perspective
Speakers: Gregory Peterson and Jane Wieman
Date: Sunday, May 26th
Time: 10:00 a.m.-5:OO p.m. (registration from 9:45 a.m.)
Place: Kyoto YMCA (Sanjo-Yanagibanba)
Fee: \1,000 fee plus cost of bento
Info: Chris Knou 075-392-229 1

This workshop will focus on the experience of adjusting to another culture in terms of gender. How has growing up as a woman or a man in your native culture affected your life, values and expectations? Do you think men and women experience and cope with new cultures differently?

Preregistrationis encouraged. To preregister, send a postage paid return postcard (ofuku hagaki) identifying your cultural background and experience and your goals for attending this workshop to: Jane Wieman, 11-7 Miyanomae-cho, Arashiyama, Nishikyo-ku, Kyoto 616. by May 15th.

This is an ALL-DAY workshop. Please plan to attend on time and stay to the end.

Gregory Peterson is Professor of Communication at Notre Dame Women's College. Jane Wieman is Consultant on English for Professional Purposes at the Kyoto YMCA.

MATSUYAMA

Topic: Demonstration Workshop: Activities for Children
Speaker: Shane Hutchinson
Date: Sunday, May 19th
Time: 2:00-4:30 p.m.
Place: Shinome High School Memorial Hall, 4th floor
Fee: Members free; non-members \1,000
Info: Vickie Rooks 0899-33-6159
Linda Kadota 0899-79-653 1
Masako Aibara 0899X6-2703

Discussion questions include: What should my aims be? How can I present now language? Should I use competitive games? Should I divide boys and girls? Should I use a textbook? How can I design my own curriculum? How can I get students to be motivated, independent learners? How can I use props like glove puppets, skipping ropes and balls? Also experience exciting new activities aimed at

helping children enjoy communicative language learning.

Shane Hutchinson has ten years' experience of helping young learners in Britain and Japan.

MORIOKA

Topic: Bridging the Gap between Grammar and Communication
Speaker: Kimie Okada
Date: Sunday, May 12th
Time: 1:30-4:30 p.m.
Place: Morioka Chuo Kaninkan
Fee: Members free; non-members \1,000
Info: Jeff Aden 0196-23-4699

Many schools are still struggling to reconcile traditional and new approaches in the framework of a grammar-based examination system. Ms. Okada will introduce a textbook developed in her school which attempts to "bridge the gap" and satisfy both areas. She will demonstrate a wide range of extension activities and show videos of her methods.

Kimie Okada has been teaching English at Tokiwamatsu Gakuen, a private high school for girls, since 1963.

NAGANO

Tokio Watanabe 0267-23-2063

NAGASAKI

Topic: Idea Sharing Meeting
Speakers: Chapter members and non-members from high schools
Date: Sunday, May 19th
Time: 1:30-4:30 p.m.
Place: Room M-Education Bldg., Nagasaki University
Fee: Members free; non-members \500
Info: Wanda "Swan" Anderson 0958-46-0084 (days) or 0958-47-1137 (evenings)

People interested in English education in high schools will discuss problems and share ideas.

NAGOYA

Topic: Whole Language Learning and the Japanese Student Interacting Learning: A Juggling Analogy
Speakers: Mark Caprio and Tim Murphey
Date: Sunday.-May 26th
Time: 12:30-4:00 p.m.
Place: Mikokoro Center, Naka-ku, Nagoya
Fee: Members free; non-members \1,000
Info: Helen Saito 052-936-6493
Ryoko Katsuda 0568-73-2288

Mr. Caprio will introduce Whole Language Learning, a learning philosophy based on principles of holistic psychology that question the traditional roles of the teacher, the student, learning materials, and student evaluation. He will then describe a practical application of the approach and the reactions Japanese students have had to this learning approach.

Mr. Murphey will use an analogous learning situation (juggling) to sensitize participants to learning processes. After an introduction to Krashen, Long, and Allwright, pairs observe a short juggling lesson and then discuss different factors on an observation sheet Then you are asked to teach each other how to juggle while remaining conscious of your own learning and teaching strategies in collaboration.

Both speakers am currently teaching at Nanzan University.

NARA

Topic: Questions on Bilingualism and the Nature of Language
Speaker: Prof. Karl Diller
Date: Sunday, May 12th
Time: 1:00-4:00 p.m.
Place: Saidaiji YMCA 0742-44-2207
Fee: Members free; non-members \1,000
Info: Denise Vaughn 0742-49-2443
Masami Sugita 0742-47-4121

Karl Diller, an English professor at the University of New Hampshire, specializes in neurolinguistics and psycholinguistics. He has also done sub stantial work in the field of bilingualism. He is in Japan on an exchange program with Kobe Shoin University.

NIIGATA

Topic: Learning to Learn
Speaker: Claudia Sadowski
Date: Sunda, Mav 12th
Time: 1:00-3:30 p.m.
Place: International Friendship Center (Kokusai Yuko Kaikan on Kami-okawa mae dori)
Fee/Info: Setsuko Toyama 0256-38-2003
Akiko Honda 025-228-1429

Learning styles, how teachers and students approach studying, and how learners can take initiative in their own learning process will be discussed.

Claudia Sadowski is an assistant English teacher at the Niigata Prefectural Education Center.

OKAYAMA

Fukiko Numoto, 0862-53-6648

OKINAWA

Karen Lupardus, 09889-8-6053

OMIYA

Topic: Surviving TESOL-New York 1991
Speaker: Lawrence J. Cisar
Date: Sunday, May 12th
Time: 1:30-4:30 p.m.
Place: Omiya YMCA
Fee: Members free; non-members \1,000
Info: Yukie Kayano 048-746-8238

Larry Cisar will report on what he observed at **TESOL** '91. He will focus on the trends for the '90s and beyond. He will also report on what **TESOL** has to offer tbe language teacher in, Japan. The presenter hopes the audience will offer opinions about TESOL and our profession in the future. Some questions:

1. Is English teaching in trouble?
2. Who seem to be the rising stars?
3. Is academia hurting language teaching?
4. Where is TESOL going?

Larry J. Cisar (Ph.D.) is an assistant professor at Kanto Gaguen University.

OSAKA

Topic: Let's work out our problems together
Date: Sunday, May 19th
Time: 1:00-4:00 p.m.
Place: Osaka YMCA Abeno School, 9-52 Minami Kawahori-cho, Tennoji-ku, Osaka 543; 06-779-8361
Fee: Members free; non-members \500
Info: Yoshibisa Onishi 06-354-1826

May's meeting is a coming together of teachers to discuss our problems relating to classroom management, teaching strategy, staff inter-relationships and the like. The session will be run as follows:

1) the participants will be divided into small groups;
2) an individual's problem will be discussed,
3) an Action Plan to deal with the problem will be devised,
4) move on to another individual's problem and repeat the process.

Trying to do it is hard, doing it is easy.

SAPPORO

Topic: Annual Conference and Book Fain Listening and Learning
Speakers: Michael Rost and Publisher Representatives
Date: Saturday/Sunday, June l-2
Tie: 12:30-6:00 p.m.
Place: Hokusei Women's Junior College (South 4, West 17)
Fee: Members and students free; non-members \1,000
Info: Ken Hamnann 01l-584-4854

SENDAI

Topic: "My Sham"
Speakers: Members of N-SIG (Video), Sendai SIG (Teaching Japanese as a Second Language), Carolina Lopez and Harry Neale
Date: Sunday, May 26th
Time: 1:00-4:00 p.m.
Place: Seminar Room, 5th floor, 141 building
Fee: Members free; non-members \1,000
Info: Tadashi Seki 022-278-8271 (home)

Harry Neale (o) 022-267-3847

Local JALT members will share activities which they have found to be successful. The use of videos,foreign languagenewspapers, and pre-writing activities will be discussed.

SHIZUOKA
John Laing, 0542-48-6861

SUWA
Mary Amga, 0266-27-3894

TAKAMATSU
Shizuka Maruura, 0878-34-6801

TOKUSHIMA
Sachie Nishida, 0886-32-4737

TOKYO
Don Modesto, 03-360-2568

TOYOHASHI
Anthony Robins, 0532-56-1284

UTSUNOMIYA
Topic: Cambridge University Press publishers' presentation: Developingfluencywithlow-level learners
Speaker: Steven Magimt
Date: Sunday, May 26th
Tie: 2:00-4:00 p.m.
Place: Utsunomiya Sogo Community Center (0286-36-4071)
Fee: Free
Info: James Chambers (X86-27-1 858 Michiko Kunitomo 0286-61-8759

This presentation examines fluency in language use. It shows that fluency relates not only to spoken language but listening, reading and writing as well. The talk offers a variety of activities to develop fluency with low level students using the "Cambridge Skills for Fluency" series.

Steven Maginn is the Cambridge ELT sales manager in Japan.

WEST TOKYO
Topic: Contrasting Conversations: Self-observation for developing alternative teaching practices
Speaker: John Fanselow
Date: Sunday, June 9th
Time: 2:30-5:30 p.m.
Place: Arizona State University Japan Study Center, Hachioji
Info: Bruce Carrick 0426-46-5011 Tim Lane 0426-46-5862

This presentation will illustrate ways for teachers to observe their own teaching so that they can generate alternative practices on their own. In most presentations, articles and books, ways of teaching are advocated or described, but they fail to provide ways for teachers to observe themselves. This presentation will consider ways of teaching and ways of looking at ourselves while teaching reading, listening, speaking or writing, as participant interest directs.

Mr. Fanselow is Professor of Language and Education, Teacher's College, Columbia U.. New York and Tokyo.

YAMAGATA
Ayako Sasahara, 0236-81-7124

YAMAGUCHI
Brenda Watts, 0832-54-0420

YOKOHAMA
Topic: Using Skits in the English Ianguage Classroom
Speaker: Yoko Nomura
Date: Sunday, May 12th
Time: 2:00-4:45 p.m.
Place: Yokohama Kaiko Kinen Kaikan (Kannai, near Yokohama Stadium)
Fee: Members free; non-members Y1,000
Info: Ron Thornton 0467-3 l-2797

Yoko Nomura is the author of ***Pinch and Ouch***, she hopes to present a demonstration group of performers under the direction of Richard Via.

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.

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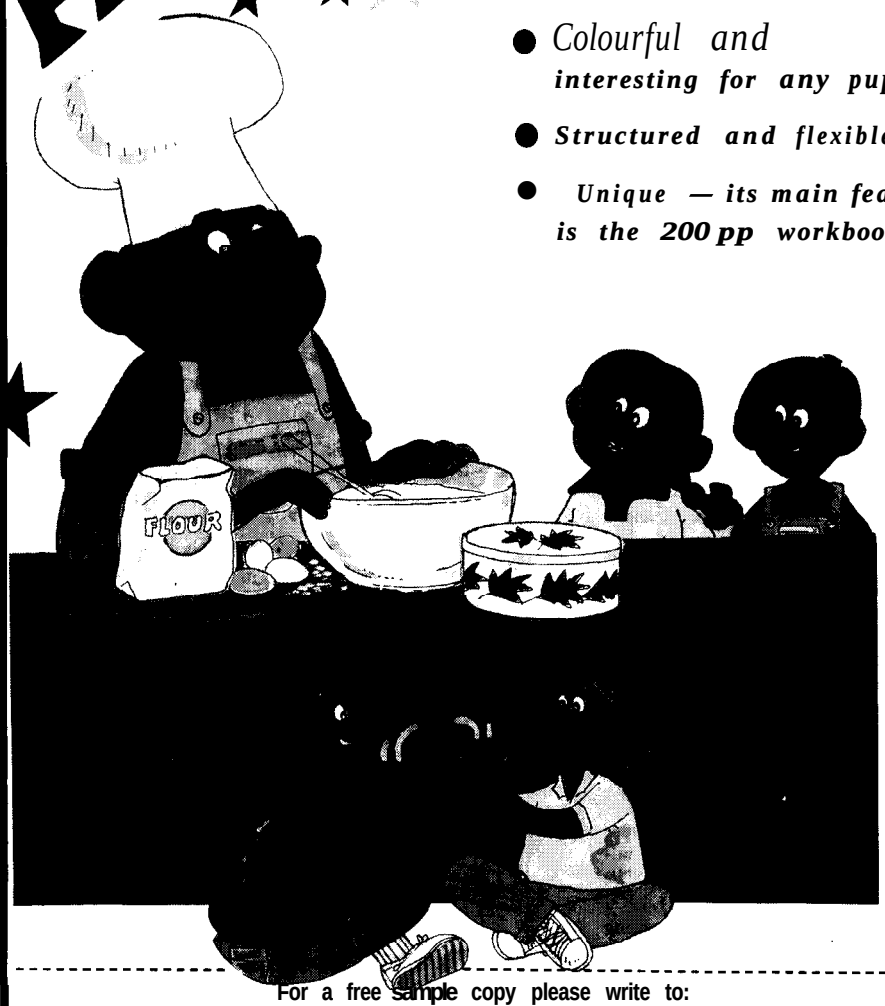

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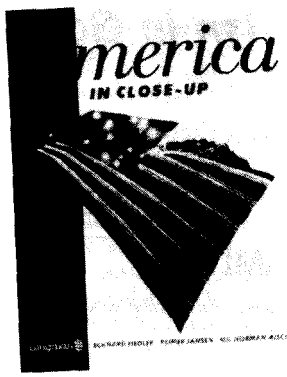

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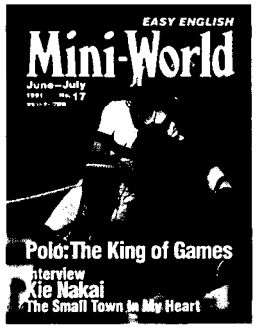

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JALT is a professional organization dedicated to the impmvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT,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

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

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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 L，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、❑ t%Btl1:t?&@L-rl\Z-d-,
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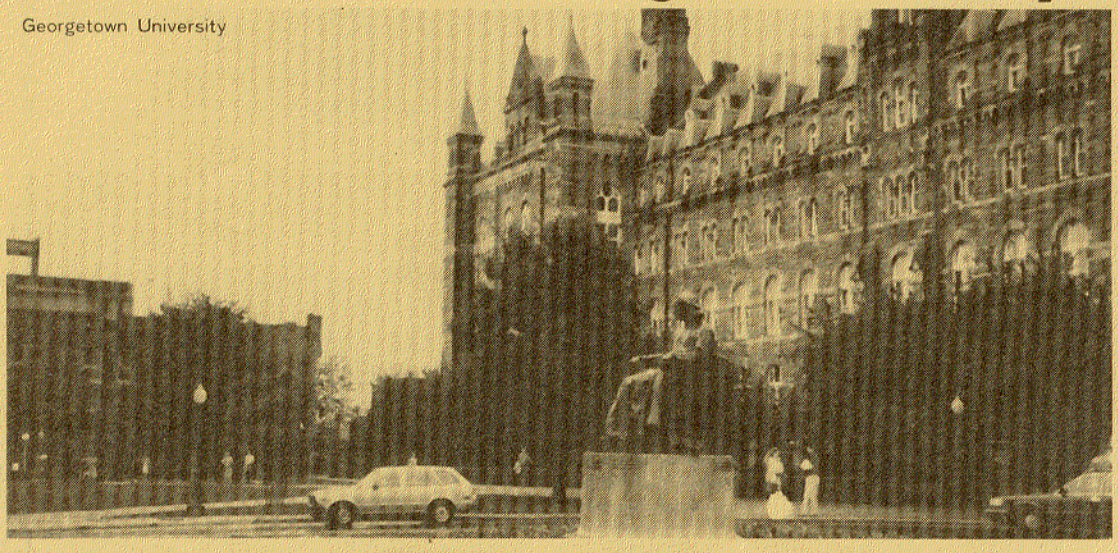

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