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THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

# THE LANGUAGE TEACHER 6

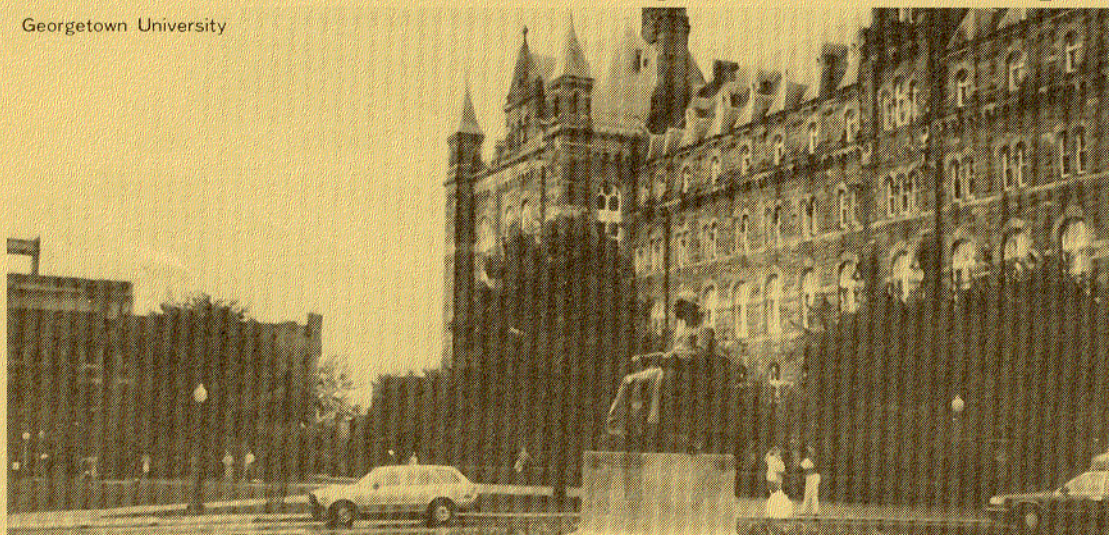
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- Cross-Cultural Communication  
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- Introduction to Sociolinguistics  
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# THE LANGUAGE TEACHER

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*The Language Teacher* editors are interested  
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# I ntroduction

Most of the English articles in this issue fall into one of two general areas of relevance to language teachers in Japan: (1) grammar or (2) the Japanese educational system, including the role of foreign teachers in the system. First, the interview with Graham Thurgood by Sonia Yoshitake stresses the importance of illustration over explanation in teaching grammar. Next, Ronald Sheen provides information about English phrasal verbs that teachers should know, whether or not they decide to teach this information explicitly to their students. In the next article, written in Japanese, Koichi Nishiguchi uses a second language acquisition theory to examine the effectiveness of two approaches to teaching Japanese as a Second Language.

In the second category, Junko Kobayashi discusses differences between Japanese and Western teachers in dealing with students' silences and other problems in the classroom. Also in the second area, Maria Leedham reports on some of the strengths and limitations of the JET Programme, which places native speaking English teaching assistants in junior and senior high school English classes. The last article, by Charles Adamson, addresses the very current topic of using computers for teaching composition. Finally, both the opinion article and the conference report discuss questions relating to the Japanese educational system.

Carol Rinnert

この号には・・・

文法に関する記事、日本の教育制度の中の外国人教師に関する記事などがあります。まず吉竹ソニアによる Graham Thurgood へのインタビューは文法を教える際に説明よりも例を挙げることの重要性を指摘しています。また Ronald Sheen は英語の phrasal verbs について学習者に明示的に教えるかどうかはともかく、教師は必ず知っておいた方がいい情報を提供しています。

次に日本の教育制度に関しては、小林純子が学生の沈黙など、教室での問題に対する日本人教師と欧米人教師の対応方法の差について論じています。また Maria Leedham は中学・高校の英語の授業に英語母語話者をアシスタントとしてつける JET プログラムの利点と限界を報告しています。

日本語の記事は、西口光一が Ellis による第二言語習得理論を基に、日本語教育における直接法とコミュニケーション・アプローチの2つの教授法の有効性を検討しています。最後に Charles Adamson による作文教育へのコンピュータの利用という今日的な話題の記事があります。Opinion と JALT'90 の報告は日本の教育制度に関するものです。

## Price Increase

The cover price of *The Language Teacher* has increased from ¥350 to ¥750, beginning with this June issue. This does not represent a dramatic rise in publication costs but another attempt by the Financial Steering Committee (FSC) to ensure that JALT charges represent reality.

Each copy of *The Language Teacher* used to cost about ¥350 to produce; our publications budget in 1985, for example, was ¥10,500,000 for approximately 2,500 members. However, in 1990, 3,500 members paid out ¥18,000,000 for their JALT publications (approximately ¥460 per issue). The amazingly low per issue rate is due to the great efforts of our publications staff, but it has risen.

When *The Language Teacher* is distributed to the various retail outlets around the country, some profit is expected. This profit comes out of the cover price. In order to stop this loss, we had to raise the cover price to a level where members no longer subsidize the retail *The Language Teacher* price.

*The Language Teacher* will not cost ¥750 for the next seven years. Like JALT's other financial dealings, it will be constantly reviewed by the FSC in order to maintain a fair policy.

Barry O'Sullivan  
FSC Chair

## Interview with Graham Thurgood

by Sonia Yoshitake

Graham Thurgood is a professor at California State University, Fresno. He is an active teacher, researcher, speaker, and teacher trainer. He has taught ESL classes to a variety of students with backgrounds ranging from kindergarteners just beginning school to adults with Masters degrees. He was interviewed for *The Language Teacher* at The Ninth Workshop for Asian-Pacific Teachers of English at the University of Hawaii.

**Yoshitake:** *I would like to start by asking you some general questions. How did you get into this field? What is your background?*

**Thurgood:** I've been in this field about 22 years now. My first real experience was with actual teaching, not theory. I first started teaching when I was in the Peace Corps in 1968 in Ethiopia. The Peace Corps teacher training was only a week but I think that that was enough. Anything else would have been wasted because when we arrived everything was so different from what we had been told to expect. Anyway, ever since then I've been interested in TEFL.

**What would you say is your major interest in TEFL?**

My major interest, I think, is pedagogical grammar. Grammar can be overdone, of course. In many versions of the Audiolingual Method, we focused on grammar and patterns exclusively. This exclusive focus was a mistake. More recently, there has been a shift way to the other side of the continuum, almost to the point where you are supposed to have no grammar whatsoever. This, too, is a mistake. Having no grammar at all just doesn't make sense to me because, if that were true, students should learn best if you just put them among native speakers; instruction shouldn't be necessary. But, if you take a look at the people who have been thrown among native speakers and given no instruction, unless they are young children, they never get very good. So I don't believe in just "communication" either. There must be a middle ground that includes a combination of structure and communication. Having a combination seems important.

**So you see the communicative pendulum swinging back, as it were?**

Yes, definitely. The communicative

approaches are beginning to rediscover form and structure but not necessarily everywhere. What I have seen, particularly in California, is this naive notion that all we have to do is to teach the students to communicate. If it were not for the fact that so many teachers take it seriously, I wouldn't take the notion seriously. But I have to take it seriously because too many teachers do. If all we are aiming at for our students is communication, much of the really necessary basic communication can be done with grunting, pointing, and pidgin English. Obviously, we are interested in something beyond this, so we are not teaching our students just to communicate, but to communicate in clear, effective language.

**So, in your understanding what should we be teaching?**

Presumably, the students already know how to communicate. What we are trying to teach them is how to communicate with language—communicate with close enough to standard English so that their ideas are clear and understood. So we are teaching them language, not just to communicate but to communicate through the language they need for it. So you can't separate form and communication. You've got to teach them both. As a matter of fact, if you look at the more recent work of scholars such as Michael Long and many others, their main point is that you clearly have to focus on two things—the form and the message. The two are not separable, not completely separable.

I might as well talk primarily about the Japanese students I have had over the years. Typically, Japanese students come knowing grammar. Take the passive for example. The students know the form. They can make passive sentences, and most can even change actives to passives with some skill. They've been taught this. What they don't know is when to use the passive. And, if they don't know when to use it, their skill loses much of its value.

So, what I have been doing for many years is trying to figure out ways to teach the students the functions of various constructions such as the passive—not so much to teach students the form of passive, although with most of the materials you can teach them the form too. I focus on the function, because what I find missing is the function. The form is not that complicated.

**The highschool teachers from Japan who have attended**



*your workshops were impressed, without exception, by the way you illustrate grammatical points in such an interesting manner.*

I distinguish between explaining and illustrating. Explaining is a largely academic exercise. It is what a professor does to show off—to show off verbal skills or defining skills. However, no matter how carefully and precisely you formulate the rules and no matter how carefully and skilfully you explain them, the students almost always get lost in the words. In contrast, if you illustrate an idea concretely, the notion is often very easy to understand.

In a parallel way, I have had teachers come to me and say, "Well, this is too complicated for my students." Maybe it's the passives again. Well, often what they mean by "too complicated" is not that the structure itself is too complicated, but instead they mean it is too hard to explain. In the case of the passive, it's not hard to illustrate. You can illustrate the passive fairly easily using three rods as three characters in an action chain in which you have a policeman chasing a mugger and the mugger, in turn, chasing an old woman.

Pointing to the mugger: "What is he doing?"

"He's chasing the woman."

Pointing to the mugger again: "What's happening to him?"

"He's being chased."

The passive in "We're being chased" has a relatively simple pattern, so it's not the pattern that is too difficult. Certainly, it's not that the passive is too hard to illustrate—anyone can do the simple demonstration involving the policeman, the mugger, and the old lady. So, when teachers say the passive, for example, is too difficult for their students, what they often mean is this: "This is too difficult to explain. I will have trouble explaining it and my students will have trouble understanding the explanation."

And, I agree. Not only will they have trouble explaining it but, even if they explain it perfectly, their students will have a hard time understanding the explanation. So, if teachers are going to explain it, then they are right—it is too difficult. But, if teachers illustrate it instead, then it can be quite simple—both for the teacher and for the students.

*Why do you say that "Why" is not a language leaning question?*

Even students who ask "Why?" seldom really want an answer to a "Why" question. First, language is not logical; that is, the reasons for the various patterns are not due to logic, but instead are the result of the interactions of various historical changes. Thus, the real answer to a "Why" question would be a description of the historical development of the language that caused the pattern in question to come about. This isn't what students want to know, or, if they do, they should take a course in language history.

What students really want to know—if they are trying to learn to read, write, and speak the language—is "How do you say this?" and "Where do you use that?" You can't answer the question "Why?" but you can

answer the questions "Where do you use it?" and "How do you say it?"

*So you illustrate?*

Yes. An illustration is different. Often after you illustrate, they can use it, if not perfectly, at least fairly well. Now the interesting thing about illustration is that you might be able to illustrate as a teacher perfectly or they might be able to use it perfectly, although neither of you can explain it. But I don't care that I can't explain it. The idea is to have the student be able to use the form where it is supposed to be used. We are not trying to explain about language, but instead we are trying to teach them to use it. We are really trying to get our students to know where you use a form or word or construction and where you don't. We are not getting them to understand why you use or don't use something, but where. As a matter of fact, I have found I can teach some things and I still don't know exactly why it works that way. But I know that it does.

*Are the students you get very diverse in their backgrounds?*

Yes. I often have classes in which I have four Arabs, three Chinese, four Japanese, three Latin Americans, a Greek, and a Norwegian.

*So what do you actually do in class?*

I actually use both explanations and illustrations, but I put them in a certain order when I decide an explanation is necessary, and there are often good reasons why an explanation might be necessary. One reason is that for some students—students are different—some students benefit from an explanation. What I do first, though, is illustrate; then I explain. Not in the opposite order. If you explain first, students don't know what you are talking about, until you get to the examples anyway. If you present the examples first, then when you get to the explanations they make sense to the students. And, even if the students have trouble understanding the explanation, many of them will say to themselves, "I'm not sure what the teacher said, but he must have said what the illustration shows." Then you are fine! They've probably learned what you wanted them to learn.

The other reason you have to explain is that students are often convinced that formal explanation is the "real" grammar and this is what they are "supposed" to learn. So if they get some "real" grammar, they feel like they are learning what they think they are supposed to be learning.

Explanations are only for confirmation. Maybe clarification of a point sometimes. And for the security of the students. If the students feel that you are not teaching them what you are supposed to be teaching them, they don't feel secure and then they don't learn as much. And now, sometimes, I teach the rules for a different reason. If they have a test that is going to test them on names and rules, of course I'll teach them the rules. All of us do. But I don't have any illusions. I'm not teaching them how to use language. I'm teaching them the rules for a test and I know

that's what I am doing. There is nothing wrong with doing that if you know why you are doing it.

*Then, what would you say is the secret of good teaching?*

There are many secrets, of course, but *one* of the secrets is coming up with clear illustrations. It is not that easy, but when you do, you have something valuable. These days I put the bulk of my time and energy into devising clear, understandable illustrations, but part of my energy is also put into devising activities that allow my students to practice what they have learned.

*Would you say that illustrations work with students of all age groups? In our country, the formal education of EFL students starts at the first year of junior high school when students are about 13 years of age.*

Unlike explanations, the idea of illustration strikes me as though it can be used with any age group of students starting as soon as they are old enough to obey commands. For example, Asher's Total Physical Response (TPR) is essentially a string of illustrations.

In a system of formal education, some explanation is of course not just useful but necessary. After all, the students will actually be asked about some of these things. Where both are needed the teacher first illustrates clearly and then explains. If you use a combination of both they tend to reinforce each other rather well,

although as you have already guessed I tend to emphasize the illustrating over the explaining.

I discovered the value of illustrating before explaining some 15 or 20 years ago, when I first began teaching not ESL but linguistics. Most of my classes had a large number of foreign students. Their English was good, but if I talked too long without writing on the board, they panicked and grabbed their dictionaries in bewilderment. They often got lost before I even got to the examples. After thinking about it for a while, I decided to put the examples on the board first. Several things happened. The most exciting thing was that all of my students did much, much better. Now, when I say all the students did better, I mean all the students; the foreign students did better, and the native speakers of English did better. Some of the things that the students used to tell me were difficult, they now found easy. And, over time, my illustrations got better and my explanations got shorter and shorter. Everyone benefited from this minor adjustment.

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LONGMAN ELT





# The Teaching of Phrasal Verbs

by Ronald Sheen

## Introduction

Phrasal verbs are an integral part of English, particularly in informal conversation. Although language learners can often get by in terms of production without using the more difficult ones, for comprehension purposes students cannot escape having to learn them. Those who wish to master them must also learn about their syntactic rules. It is, therefore, desirable that teachers be aware of the grammar and semantics of such verbs even though they may not always wish to impart this information to students.

Phrasal verbs are also referred to as two-word verbs. This is, however, unsatisfactory as it causes confusion with verb and preposition combinations such as *look at* and *rely on*. Indeed, because of the use of this term, phrasal verbs and verbs plus prepositions are not infrequently combined in the same lists (cf. Thomson and Martinet, 1984, pp. 295-343). As a result, some teachers do not discriminate between the two types. As a means of checking your own awareness of this, look at the following list of sentences and decide which contain phrasal verbs:

- 1) She wanted her husband to give up all activities which did not involve her.
- 2) He looked after his pet dog better than he did his child.
- 3) He looked up the word in the dictionary.
- 4) She fell in love with his gently nagging voice.
- 5) He went in without knocking.
- 6) She looked at him with loathing in her eyes.
- 7) The mafioso saw him off at the station. (two meanings)
- 8) He looked for a way to reduce his not inconsiderable girth.
- 9) He picks up languages like his brother picks up girls.
- 10) She couldn't put up with his narcissistic way of looking in every mirror he came across.
- 11) Turning in assignments on time was not one of his habits.
- 12) Tears ran down his cheeks as he watched *The Color Purple* for the umpteenth time.

Of these, only the odd-numbered ones contain phrasal verbs.

If you had no difficulty in realising this, you probably have no need to read any further. If you did, you might find the following of some use.

## Syntactic Characteristics

Phrasal verbs differ from verbs plus prepositions in at least four ways: (1)

1. In a phrasal verb the word that looks like a preposition is, in fact, an adverb. It is called an **adverbial particle**.

2. The noun object of a phrasal verb can be placed before or after the adverbial particle:

He looked up *the word*.

He looked *the word* up.

3. When an object pronoun is used instead of a noun, it is placed before the adverbial particle:

He looked *it* up.

4. As the phrasal verb is "a floodgate of metaphor" (Bolinger, 1971, p. xiii), it lends itself to multiple meanings, many of which are idiomatic.

Once a native speaker, or one with native-speaker-like intuitions, is aware of the syntactic characteristics of phrasal verbs, there is clearly no difficulty in distinguishing them from verbs plus prepositions. One simply asks oneself if either the noun object or the object pronoun can be placed in front of the adverbial particle. If either of them can, it is a case of a phrasal verb:

a) He *looked up* the word in a dictionary.

We can say "We looked the word up in a dictionary"; it is, therefore, a phrasal verb.

b) He *looked up* the hill.

We cannot say "He *looked* the hill *up*." It is, therefore, not a phrasal verb but a verb plus a preposition.

This test does not apply if the phrasal verb is intransitive, as there is no object. However, in this case there is no syntactic problem of word order. Furthermore, in such cases no noun follows the adverbial particle, which indicates that it cannot be a preposition. The verb, therefore, must be a phrasal verb, as can be seen in the use of *fall down* in the following sentence:

He *fell down* when he was walking over the slippery surface.

*Fell down* is an example of a number of intransitive verbs which when used in a sentence followed by a noun do not function as phrasal verbs. In the example above *fell down* is a phrasal verb. However, in

He *fell down* the stairs.

it is not a phrasal verb, because down now functions as a preposition.

Consequently, this means that taken out of context a particular example cannot always be identified with certainty as a phrasal verb. In some cases it can. For example, *pick up*, *drink up*, *swallow down*, *see off*, and *cough up* are invariably phrasal verbs. However, *drop off*, *go up* and *come down* fall into the same category as that of *fall down*: how one categorises the verb depends on the context in which it is used.

Many phrasal verbs can be followed by a preposition. Thus the verb *drop off* is often used as follows:

"I'll *drop off* you *off* at the station."

This, however, does not modify the syntactic rules for the phrasal verb itself.

In some cases, a verb is followed by two prepositions. *Put up with* is a case in point. As one says, for example, "I can't *put up with* him," with the object pronoun after the preposition, this is not a phrasal verb. One the other hand, *put up*, used by itself, is a transitive phrasal verb, as one can see in the sentence, "He *put* a shelf *up* in the kitchen," with the object noun in front of the adverbial particle.

### Semantic Characteristics

Apart from the syntactic problems posed by phrasal verbs, there is also the one of multiple meanings. With most phrasal verbs, one of the meanings is based on the literal meaning of the verb. Thus, for example, in the case of *pick*, the basic meaning associated with *pick up* is the action of taking something lying on a lower surface. Such meanings associated with the literal meaning of the verb are easy for students to understand. However, most common phrasal verbs have multiple figurative meanings that present varying degrees of difficulty for students. *Pick up*, for example, has a wide variety of meanings, as reference to any good dictionary will show.

The difficulty of meaning is greatest in those cases where a phrasal verb is based on a transitive verb but where it is used as an intransitive verb. *Drop* used as a single verb is usually transitive as in "I *dropped* my bag." When combined with an adverbial particle, it is also often transitive as in the following:

I'll *drop* you off at the station .

*Drop* it off in my office.

*Drop* it off to me on your way out.

Although the meanings here are figurative, it is not too difficult to discern the connection in meaning with that of the original verb *drop*. However, when *drop off* is used as an intransitive verb, the connection is not always apparent, as can be seen in the following example:

I *dropped off* (fell asleep) while watching TV.

Some attempts have been made (cf. McArthur, 1979) to aid the teaching of phrasal verbs by proposing generalisations about the meaning of specific particles. For example, it is suggested that *up* gives a meaning of completion of a task as in *wash up*, *drink up*, *finish up*, *do up*. However, such an analysis is not particularly satisfactory because of numerous counter-examples such as *pick up*, *slip up*, *trip up*, and *cough up*.

Phrasal verbs may be used in both informal and formal speech. However, they tend to be more characteristic of the former. What one often finds in English is a tendency to use a phrasal verb in informal language and a one-word synonymous verb in more formal language. The following are examples:

put out - extinguish  
bring up - raise  
go down - descend  
start out - depart  
go/come in - enter

English is one of the few languages with phrasal verbs. To some degree, this explains the learning difficulty they represent. Japanese, however, does have a category of verbs similar to them. They are called *fukugodoshi*, of which the following are examples: (2)

*hiroi-ageru* - pick up  
*kaki-tomeru* - put down  
*tori-ageru* - take up  
*kiri-nuku* - cut out  
*kiri-toru* - cut off  
*kiri-taosu* - cut down  
*o-mi-okuru* - see off

Such verbs are created, however, by combining two verbs and not as in English by combining a verb and an adverbial particle. Furthermore, there are frequently no *fukugodoshi* equivalences of English phrasal verbs. For example, common phrasal verbs such as *give up*, *get up*, *bring back*, *put out*, *put on*, and *put off* usually have one-word verb equivalences in Japanese. Moreover, when there is a *fukugodoshi* equivalence, it normally applies only to one or two of the multiple meanings of a phrasal verb. Thus, in the example of *hiroi-ageru* meaning *pick up*, it usually corresponds only in the literal sense of the phrasal verb as in the following example:

*Watashi-wa yuka kara hon o hiroi-ageta.*

I nicked the book off the floor.

Given such complexity in the use of phrasal verbs, a crucial pedagogical question concerns, of course, the extent to which one imparts this to students. For those who base their teaching on the assumption that one does not need to teach grammar because students can "acquire" (3) it, the information will remain the teacher's alone. For those with a less doctrinaire view, the question might be of some interest.

Of the two defining characteristics of phrasal verbs, their syntactic features and their multiple meanings, it is the former which has perhaps greater importance in formal teaching situations, for ignorance thereof will result in erroneous forms. The crucial question, therefore, concerns the means teachers use to make students aware of them. Some readers will agree with Thomson & Martinet (1984, p. 295), who state with reference to the difference between phrasal verbs and verbs with prepositions: The student need not try to decide whether the combination is verb + preposition or verb + adverb but should consider the expression as a whole."

The writers of numerous modern course books would appear to agree with them, for one finds that phrasal verbs are used in their texts but no attempt is made to explain to students their syntactic characteristics. *The New Cambridge English Course* is an exception to this. It frequently uses phrasal verbs in the text, introduces the *term* phrasal verb and explains the syntactic rules. From my point of view, this approach is more satisfactory.

I would suggest that because the two types of verbs are radically different in syntactic function, ignoring the difference is a counter-productive strategy. One cannot simply rely on the so-called acquisition process to enable to student to understand and exploit the difference. It has to be dealt with at some point in the

syllabus. One need not do so when phrasal verbs are first introduced in the text, as in most course books this involves only intransitive phrasal verbs and, therefore, entails no syntactic problems. However, once transitive verbs are introduced with the noun or pronoun placed before the adverbial particle, one needs to introduce the category of phrasal verb and explain its particular syntactic characteristics. This can be partly facilitated by relating it to the *fukugodoshi* in order to get across the idea of the distinctiveness of the type of verb. What is essential here is for students to grasp the concept and the rules well enough in order that in future classes, one can simply say that such and such is a "phrasal verb" in order for the students to know what that entails.

One of the most effective techniques I have found for helping students to memorise these verbs is to have them remember a complete sentence with a noun or pronoun in front of the adverbial particle (4). Thus, they would remember such sentences as:

I put my jacket on.  
I took my watch off.  
I dropped him off.

This helps them to remember both the meaning of the verb and the word order. Ideally, this results in the students acquiring a feel for phrasal verbs, but clearly only after frequent practice.

An alternative to the orthodox teaching of phrasal verbs by explaining the syntactic rules is the task-based consciousness raising approach (cf. Rutherford & Sharwood Smith, 1988; McKay, 1987). Although I do not endorse such an approach as an underlying principle of all one's teaching (cf. Sheen, 1990), I would certainly use it as an occasional strategy. The teaching of the syntactic rules of transitive phrasal verbs is a case in point. One could present students with various examples of verbs plus prepositions and transitive phrasal verbs and try to lead students to identify the defining difference between the two types of verbs. To those with some analytical ability and a dash of the Sherlock Holmes spirit, the solution becomes evident reasonably quickly. For students devoid of such attributes, one has to resort to explanation.

However, whatever means one uses to enable the students to understand the concept and syntactic rules of phrasal verbs, one is still left with the essential task of memorisation, that unfortunate necessity of formal language learning.

## Conclusion

I am suggesting here that because phrasal verbs have a high frequency of use and differ radically in terms of syntax from verbs plus prepositions, all teachers should be aware of the semantic and syntactic characteristics of these verbs. How teachers might use this information in their teaching will depend on a number of variables. However, minimally, I would propose that all students understand the concept of phrasal verbs and their syntactic characteristics. One cannot rely on the students to "acquire" them. Teachers must, by whatever means they think appropriate, teach them and ensure that students are given ample opportunity to practise using and remembering them.

## Notes

1. The linguistic analysis of phrasal verbs entails numerous complexities which are not, however, relevant to this discussion. For those interested in the subject, Bolinger (1971) provides an excellent, jargon-free account.
2. My thanks to Mie Nakamura and Keiko Sugie for information on these verbs.
3. I use "acquire" here in the sense of unconscious learning as used by Dulay, Burt and Krashen (1982, p. 10).
4. Mortimer (1972) provides a very useful reference list of phrasal verbs used in context.

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A special issue of *The Language Teacher* focussing on teaching or using poetry in the L2 classroom is planned for July, 1992. Articles dealing with any of the following areas are being solicited: teaching poetry reading, writing, listening, oral production. Articles on other skill areas should, if possible, relate their subjects as well to developing reading skills. All articles should concern themselves with practical applications in the classroom. Other topics related to poetry will be considered. Please send a brief outline of your ideas (250 words maximum) by August 1 to: Gene van Troyer, College of Languages, Gifu University for Education & Languages, 2078 Takakuwa, Yanai-cho, Hashima-gun, Gifu-ken 501-61 (or fax: 0582-79-4171). Materials on related topics are also sought for My Share, Opinion and Under Cover columns.



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# 教授による 第二言語学習理論と 日本語の教授法

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昨年11月、JALT'90国際大会で第二言語としての日本語習得に関するコロキウムが行われた。この西口光一氏の論文は、コロキウムでの発表を基にして書かれたものである。なお、土井利幸氏によるコロキウムの報告がThe Language Teacher1991年3月号に掲載されているので参照されたい。

(コロキウム・モデレーター：谷口すみ子)

## I. はじめに

日本語教育では伝統的に「直接法」と呼ばれる教授方法が採用されてきた。それはRichards and Rodgers (1986)の言うSituational Language Teachingにほぼ一致するものである(西口, 1989)。そうした日本語教育の伝統の中でコミュニカティブ・ムーブメントがいつ始まったかということについて明確に述べることはむずかしいが、少なくとも過去約5年間はコミュニカティブ・ムーブメントの時期であったといえることができるであろう。日本語教育の実践家の間ではコミュニカティブ・ランゲージ・ティーチング(以下CLTと略す)の教授方法は、学習者をコミュニケーション活動の中に投入し(communiation principle)、その中であるコミュニケーション目標を達成するために(task principle)、意味のある形で(meaningful principle)、学習者に言語活動を行わせることにより、コミュニケーション能力を伸ばそうとする教授方法であると見られているようである。この見方はCLTの全体像を正しく捉えるものとは言えない(西口, 1990)が、このような認識のもとに日本語教育の伝統的な立場にある実践家からCLTに関していくつかの疑問が提出されている。そのうちの主なものは以下のようである。

**疑問1** 言語使用の流暢さを高める練習の価値は認めるとして、CLTではそもそも言語知識をどのようにして習得させるのか?

確かにコミュニケーション活動をさせることにより、習得した言語知識をコミュニケーションのために活用する能力は高まるだろう。しかし、それは論理的に考えて、必要な言語知識が何らかの形で学習者の中に準備されていて初めて可能なことである。CLTでは言語知識をそもそもどのような形で習得させるのか。

**疑問2** 頻出する誤用の扱いをどうするのか?

CLTの指導方法について書かれた文献の中で、訂正的フィードバックの有効性を支持する主張を述べているものはほとんどない。確かに、学習者のコミュニケーション活動を妨げ、コミュニケーションをする意欲を減退させるような形で誤用訂正は適切な処置とは思われないが、そのようでない形で訂正的フィードバックは言語習得を促進する効果があるように思われる。

**疑問3** 伝統的な教授方法による授業で日本語の習得に成功した学習者の例も多くある。その価値をどう評価するか?

伝統的な教授方法による授業を受けて、日本語によるコミュニケーション能力を身につける学習者も多くいる。これは伝統的な教授方法による正式な教授が日本語の習得を助けるということの一つの証拠ではないだろうか。この点についてはどのように解釈すればよいのか。また、従来の基本的な枠組みを維持するとして、教授による介入を一層効果的なものにするためにどのような要素を教授に加えればよいのか。

外国語教師としてわれわれが求める第二言語の習得の理論は、一般学習理論、第二言語習得の研究、授業研究等の成果を踏まえた上で、教授という手段によりいかに外国語を効果的に習得させるかというところに問題意識を置いて構築された「教授による第二言語習得の理論」である。Ellisは彼の1990年の著書でそのような第二言語の学習理論を提唱している。本論ではEllisの理論を紹介し、その理論に基づいて、過去数年間にわたりコミュニカティブ・ムーブメントを経験した日本語教育の今後の教授方法のあり方について指針を探る。

## II. エリスの教授による第二言語学習の統合的理論

Ellis (1990)は、これまでに提唱された学習理論の第二言語学習への応用、第二言語習得の研究及びその授業への応用、授業研究等を、問題点を明らかにしつつ慎重に検討し、それらの研究成果と矛盾することなく、かつ、外国語教師の関心に応えることができ、分かりやすい説明を提供することができる教授による第二言語学習の理論を構築した。Ellisは自身の理論を教授による第二言語習得の統合的理論(an integrated theory of instructed second language learning)と呼んでいる。

### エリスの教授による第二言語学習の統合的理論

**仮説1** 教授による入力は学習者の学習スタイルにより選別される。与えられている教授に対し(認知的にまた情動的に)積極的に反応している時は、学習者は与えられている言語入力の中の言語素性に注意を向けるように自然に心構えができていく。

**仮説2** 明示的知識(explicit knowledge)と潜在的知識(implicit knowledge)は異なる知識であり、別個に貯蔵される。

**仮説3** 教授による介入には意味重視の活動(meaning-focused activity)と形式重視の活動(form-focused activity)の2種類がある。学習者は教室の入力を「やり

取りの機会」として受け取ることもできるし、「正式的な授業」として受け取ることもできる。

**仮説4** 明示的知識は主に形式重視の授業から引き出される。

**仮説5** 潜在的知識は主に意味重視の授業から引き出される。習得が起こるためには、学習者は言語入力の中の特定の言語素性に注意し、また、それらを中間言語の中に組み込む準備ができていなければならない。

**仮説6** 潜在的知識は次の2つの場合、直接教授することができる。

- (1) 学習者が言語能力の発達段階として「準備ができてい」状態にある場合
- (2) 目標の形式が言語能力発達上制約を受けるものではない場合

**仮説7** 明示的知識により学習者は中間言語として標準的でない言語形式の存在に敏感に気づくことができるようになり、仮説5のような形で目標言語形式の習得が促進される。

**仮説8** 言語知識の操作能力は、意味重視の言語活動での実際の操作条件のもとで言語遂行を行うことにより向上する。

**仮説9** 学習者自身が産出した言語は言語処理メカニズムへの入力になる。また、表現の逸脱は、訂正的フィードバックが与えられると、学習者の文法意識が高まり、正しい形式の習得が促進される。 (Ellis, 1990, p.195)

仮説1は学習者の情意的、認知的傾向と学習の機会の関係についての仮説である。これらの要因は、個々の学習者の傾向に合わせた学習の機会を提供するという点で重要ではあるが、Ellisの関心の焦点にはなっておらず、それゆえ、詳細には扱われていないので、本論でもこれ以上は触れない。仮説2は言語に関する知識の種類とその貯蔵方法についての仮説である。明示的知識とは、伝統的なアプローチによるクラス授業で典型的に習得される言語についての知識である。それは意識的なもので、宣言的な (declarative) 形をとるが、必ずしも言葉にして説明できるとは限らない。潜在的知識とは、言葉の使用に潜在して言語使用を可能にする言語知識である。それは、無意識的で手続き的 (procedural) なものであるが、必ずしも自動的であるわけではない。仮説3は学習の機会についての仮説である。意味重視の教授では、学習者はコミュニケーション活動に参加する。そこでは、意味の交換に主眼が置かれ、文法的正確さを保つための意識的な努力が払われることはない。これは、CLTの学習活動に典型的に見られるものである。これに対し、形式重視の教授では、学習者は特定の言語素性を教えるために特に計画された活動に参加する。これは伝統的なアプローチで典型的に見られる活動である。しかし、現実には学習者は与えられた教室の入力を、その本来の意図と関わりなく、「やり取りの機会」にも「正式的な授業」にも取ることができる。仮説4、仮説5、仮説6は教授と言語知識の習得の相互関係に関する仮説である。このうち仮説4は教授と明示的知識の関係についての仮説である。Ellisは仮説4を一応一つの仮説として提出しているが、明示的知識の習得に形式重視の教授がどの程度効果的かという点についてはまだほとんどわかっていない

と言う。ただ、明示的知識が意味重視の活動により習得されるとは通常考えられない。仮説5と仮説6は、教授と潜在的知識の関係についての仮説で、そのうち仮説5は理解可能な言語入力 (意味重視の教授) に基づく発達の言語習得による言語知識 (潜在的知識) の習得について述べている。仮説6は形式重視の教授と潜在的知識の関係についての仮説で、(1)はKrashen流に言うところの (i + 1) の構造 (Krashen, 1982, p.21) の内の一つを含む理解可能な言語入力を集中的に与えると、その構造は習得されるということで、(2)は言語学的な第二言語習得研究で言うところの変動的構造 (variational structure、例えば連結詞の 'be' など) 及びルーティンとパターン等の定型表現の習得について述べたものである。ノーショナル・ファンクショナル・アプローチ (Finocchiaro and Brumfit, 1983) は後者の習得を中心に据えた教授方法である。仮説7は明示的知識の役割についての仮説である。EllisはKrashen等と同じく明示的知識は潜在的知識に転移されないという見解 (non interface position) を取るが、明示的知識のために学習者は与えられた入力の中の当該の言語素性に気づくことができるので、明示的知識は潜在的知識の習得を促進する役割を果たすと考え、その価値を非常に高く評価している。仮説8は、教授と操作能力の発達についての仮説である。形式の操作を重視する練習 (置き換え練習、変換練習、問答練習等) は、通常言語操作の正確さと流暢さを高めると考えられているが、Ellisによると現在報告されている研究の範囲で言うと、そのような練習にそのような効果があるとは見られない。この仮説にあるように、実際の操作条件のもとで言語遂行を行うこと (意味重視の活動) によってのみ言語知識の操作能力は向上する。仮説9は学習者が産出した言語と訂正的フィードバックの役割についての仮説である。訂正的フィードバックについてはさらに後述する。

### III. 考察

本節ではCLTの教授方法の一般的な有効性と1であげた3つの疑問をエリスの理論を基に検討する。

#### 1. CLTの教授効果

CLTの教授方法は学習者に意味を重視したコミュニケーション活動の機会を提供する。ゆえに、意味重視の教授の有効性を述べた仮説があれば、それがCLTの教授方法の有効性を支持する見解となる。仮説5と仮説8がそれに当たる。また、コミュニケーション活動の中で表現の逸脱が観測されることが予想されるところから、仮説9の面でもCLTの教授方法は誤用を回避しようとする伝統的な形式重視の教授方法よりも有利であると考えられる。しかしながら、これは本論の中での主要な指摘の一つであるが、CLTの訂正的フィードバックについての否定的な見解は修正されなければならない。

#### 2. 訂正的フィードバック

先に述べたように、CLTについて書かれた文献では、訂正的フィードバックの効果については否定的な見解を

とるものがほとんどである。Ellisは訂正的フィードバックは有効なものであると考える(仮説9)。しかしEllisのこの仮説は慎重に理解されなければならない。第一に、いわゆる形式重視の教授は「トータルな自然なコミュニケーション・コンテクスト」を提供しないので、この仮説とは無関係であるということ。形式重視の教授で与えられる訂正的フィードバックは明示的知識をより正確なものにするための助けとなるものである。いま一つは、ここで言う習得が発達的な言語習得であるところから、自然なコミュニケーション・コンテクストの中で訂正的フィードバックが与えられたとしても、それによりその時に即その形式が習得されるというわけではない、ということである。Ellisによると、訂正的フィードバックは学習者の不完全な中間言語と目標言語の正しい形とを並置し、学習者にその違いを気づかせる理想的な機会であり、その両者が対応していないことについての学習者の意識を高めることにより、正しい形式の習得が促進する。

### 3. CLTでの言語知識の習得について

次に、疑問1について論じる。Ellisの理論によると、言語知識を習得させる学習の機会は次の5つである。

仮説4 形式重視の教授による明示的知識の習得

仮説5 意味重視の教授による潜在的知識の習得

仮説6 形式重視の教授による潜在的知識の習得

仮説8 明示的知識を前提とした意味重視の教授による潜在的知識の習得

仮説9 学習者の産出に基づく潜在的知識の習得

CLTのコミュニケーション活動及びその中での適切な形での訂正的フィードバックにより、仮説5と仮説9で述べられているような言語知識の習得が行われる。しかし、そのような教授が適切かつ、かなり集中的に行われる場合でもその言語習得の過程はかなり緩慢なものになるのではないかと予想される。これに比べ、仮説7で述べられているような言語知識の習得はより加速されたものとなる。しかしながらこれをもって新たな言語知識の習得と考えるかどうかは判断の分かれるところであろう。ところで、本論ではCLTの教授方法としてコミュニケーション活動のみを考えているが、ノージョナル・ファンクショナル・アプローチによる教授もこれに含めるならば、その広い意味でのCLTではノージョナル・ファンクショナル・アプローチ的な形式重視の教授により、機能・概念的観点から選定されたルーティンやパターンなどの定型表現を習得させることができることになる。これは仮説6で述べられている言語知識の習得にあたる。結論を言うと、通常のCLTの学習活動だけでも言語知識の習得は可能だがその過程は緩慢なものとなろう。しかし、事前に明示的知識が何らかの手段により与えられていれば潜在的知識習得の過程は加速される。さらに、CLTにノージョナル・ファンクショナル・アプローチによる教授を含めるならば、定型表現の習得が容易に行われる。

### 4. 伝統的な教授方法による教授の習得への貢献

Ellisによると明示的知識により学習者は言語入力

中の中間言語として標準的でない形式の存在に敏感に気づくことができるようになり、仮説5のような形での目標言語形式の習得が促進される。Ellisはこのような明示的知識の役割を「習得促進剤」と呼んでいる。正式的な教授を受けた学習者が教授を受けない学習者より速くまたより高度な第二言語の能力を身につけることができるのはこのためであろうとEllisは見ている。伝統的な日本語の教授方法による教授で学習者が日本語の構造に関する明示的知識を習得することは疑いないであろう。しかしながら伝統的な授業では学習者が意味のある自然なコミュニケーションに晒されたり参加したりすることはほとんどない。それゆえ、理論的観点から言うと、伝統的な授業だけでコミュニケーション能力が養成されるとは考えにくい。ただ逆に、日本語によるコミュニケーション能力の獲得に成功する学習者は、教室の外で周りの日本人が話す日本語に耳を傾けて理解しようとしたり学習したり日本語の知識を使って周りの日本人とコミュニケーションしたりしているはずである、ということが予測される。この予測はそのような態度をもつ学習者が実際に日本語能力を伸ばしているという我々の観察とも一致するのではないだろうか。

さて、ここで大事なことは、教室で明示的知識を習得させ、それを使って限定的な言語パフォーマンスができるようになったことをもって、その構造の習得が完了したと考えてはいけない、ということである。Ellisの理論に沿って言えば、限定的な言語パフォーマンスができるようになったということは、その言語構造を習得するための第一歩を踏み出したというふうに考えるのが妥当である。

### 5. 伝統的な教授方法の改善

ここでは、入門・初級から初級直後の学習段階についてのみ考察することにする。伝統的な教授方略を基本的に維持するとしてそれにどのような変化を加えれば教育効果の向上が期待できるだろうか。第一に必要なことは、いろいろな機会に学習者に理解可能な言語入力を提供すること、及び、自然なコミュニケーションの機会を提供することである。伝統的な授業ではこれがほとんどなされないようである。ここで大切なことは楽しめる話をするすることである。そのためにはわざわざ特別な準備をする必要はない。教師はいろいろな機会をとらえて、専ら既習の言語事項を組み合わせて構成される談話で日本語の言語入力を提供することである。それは、学習者の興味を引く雑談(内容は、自らの経験や世の中で起こったこと、友人や他の教師や学生についての話やエピソード等学習者の興味を引きそうなものなら何でもよい)でもよいし、言語事項の導入や場面練習をするための場面作りをわざと時間をかけておもしろくじっくりするというのもよい。教室で起こった出来事や学習者の発話内容について思ったままのコメントを述べるというのも、自然なコミュニケーションのコンテクストの中で言語使用が行われるので非常によい。また、学習者も教師をまねるような形で即興でみんなが興味をもてるような話をする。

また、その中ではお互いに質問したりコメントを述べたりしてもよいという約束にしておいて自然なコミュニケーションを奨励する。とにかく教室では自由に日本語を話してもよいのだという雰囲気をつくるのが大切である。これはすべて、学習した知識の操作能力を高め(仮説8)、また、コミュニケーションをすることにより言語使用を可能にする潜在的な言語知識の習得を促進する(仮説7)ためである。そして、コミュニケーションを妨害せず、コミュニケーションしようとする意欲を減退させないような形で訂正的フィードバックを与えること(仮説9)も忘れてはならない。

一方で、これまで行ってきた形式的な教授では、いくら努力しようとも先に述べた「最初の第一歩」しか与えることができないということを認識した上で、文型や文法事項の基本的な知識だけを要領よく着実に身につけさせることである。そしてそこで節約した時間を上記のようなコミュニケーション活動の時間に回す。

さらに、初級直後の学習段階では、新たな言語事項を教授するよりも、専ら既習の学習事項だけを使って行えるようなコミュニケーション活動をたくさん行わせ、それまでに学習した言語事項の処理能力を高め(仮説8)、言語使用を可能にすることによりコミュニケーション能力の向上を図るのが効果的であると見られる。

#### IV. おわりに

コミュニケーション・ムーブメントは外国語教育のパラダイムの転換とでもいうべき大きなアプローチの転換であった。しかしながらそれは確固たる第二言語学習の理論のもとに展開されたものであるとは言えない。過去数年間のコミュニケーション・ムーブメントの結果、CLTの理念や実際の学習活動等が多くの実践家の間で共有されるようになった。我々は今、CLTとともに伝統的なアプローチをも再評価し、教授による第二言語学習の妥

当な理論に基づいて今後の教授方法についての指針を立てなければならない。本論では、Ellisの理論を基にそのような作業を行った。ただEllisの理論も関連する先行研究を包括的にレビューした上で構築されているとはいえ、氏自身も言うようにあくまで仮説にすぎない。それゆえ、本論で行われた考察の結果も、現在の理論(仮説群)から与えられる当面の示唆というべきものであり、決して決定的な答というべきものではないことは言うまでもない。しかし、だからといって、Ellisが試みたような教授という観点からの関連諸研究の総合や本論で展開したような理論と実践との照合の作業の価値が減じるわけではない。なぜなら、そのような作業を行ってはおじめて外国語教育に関連する諸研究と教育実践との橋渡しが行われ、外国語教育における合理主義が可能となるからである。

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## Instructed Second Language Acquisition Theory and Its Implications for JSL Methodology

by Koichi Nishiguchi

Inter-University Center for Japanese Language Studies

This paper introduces the classroom Second Language Acquisition theory proposed by Ellis (1990), then uses this theory to examine the effectiveness of both Communication Language Teaching and the 'Direct Method,' which is similar to the Situational Approach in ELT and has been conventionally used in Japanese language teaching. The article focuses on (1) acquisition of linguistic knowledge when Communicative Language Teaching is employed, (2) provision of corrective feedback and its effectiveness and (3) accounts of success achieved by learners taught with the traditional Direct Method. The author also suggests some changes in the traditional teaching method which could bring about improvement in the effectiveness of teaching.



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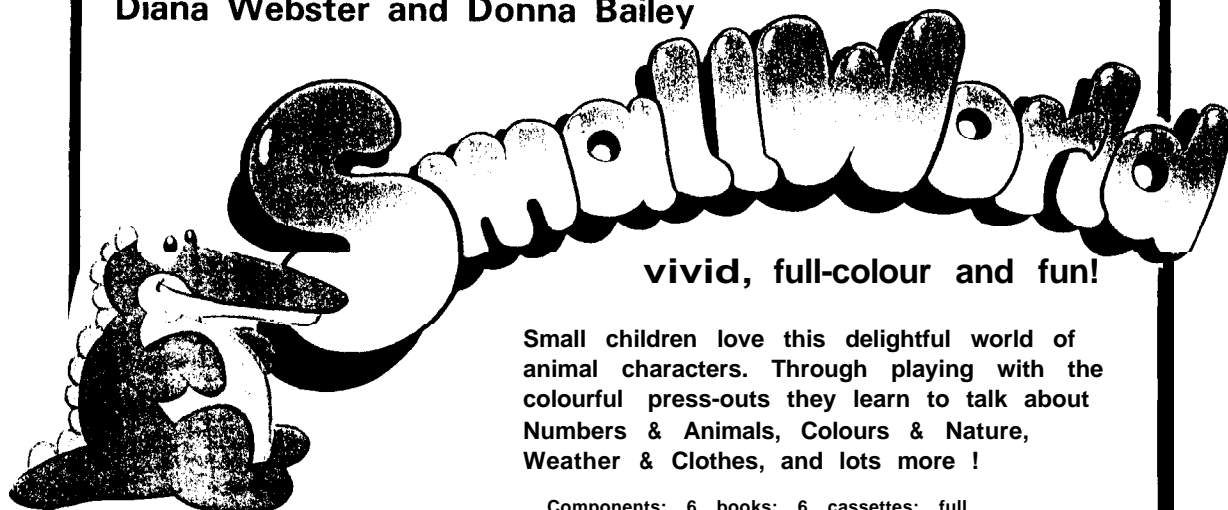
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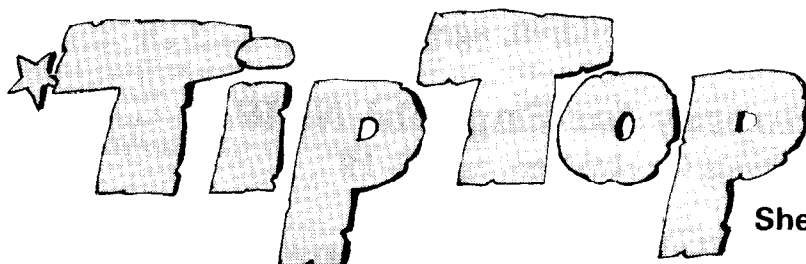


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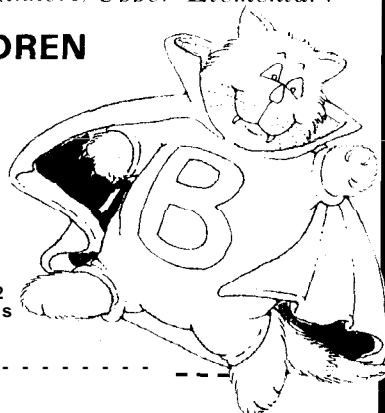
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# Cross-Cultural Differences in Classroom Management: Coping with Student Silences and Communication Failures

by Junko Kobayashi

## Introduction

Recently native speakers of English coming to Japan to teach English have rapidly increased in number. Along with this increase, communication problems with Japanese students have become conspicuous. When native speakers of English act according to their own value systems, Japanese students, who have different value systems, tend to interpret the actions in ways that are different from the native speakers' intentions. As a result, they may not experience effective educational results.

In this paper, I would like to narrow the theme to students' silences and communication failures, and clarify the problems between native speakers of English and Japanese students. For the above-mentioned purpose, 25 Japanese teachers and 25 American teachers in Japan were surveyed. A questionnaire (see Appendix) was designed to allow respondents to describe specifically the words or phrases they use in particular situations, e.g. When you called upon a student in a classroom, he/she was not able to answer"; "Your student made a reply which was beside the point in a classroom, and he/she was laughed at by his/her classmates." In order to analyze differences between Japanese and Americans in dealing with students, a follow-up interview was conducted with 20 Japanese teachers who had had experience in working with Americans. They were asked whether the specific questionnaire responses given by the Americans were appropriate or not for Japanese students.

## Getting Students to Speak

First, there were great differences between Japanese and Americans in coping with silence. Although some Americans answered that they call upon only capable students when introducing a difficult question in order to avoid wasting time through silence, the Japanese consider this approach inappropriate for Japanese students. The differences can be explained in terms of maternal versus paternal societies. As Kawai (1976, 1984) points out, in maternal societies like Japan, fairness means to treat everyone equally regardless of his or her ability. This

contrasts with paternal societies like the United States where fairness means to treat each person differently according to his or her ability.

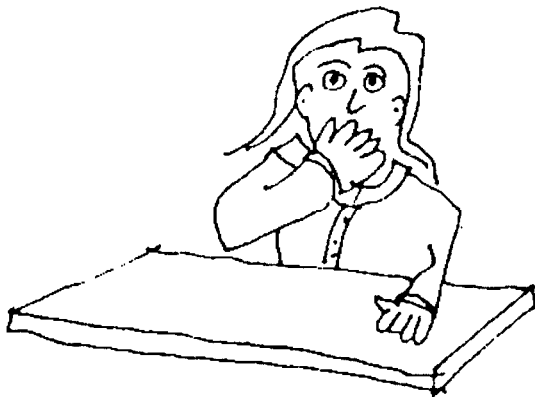
In addition, there are quite a few Japanese students who are well versed in English and are poor only at speaking. If they are evaluated only in terms of speaking ability and thus underestimated in terms of their knowledge of English, they are apt to lose their motivation. Therefore, in calling upon students individually, it is better to do so at random. As other Americans and Japanese mentioned, one way to avoid wasting time through silence is to rephrase the question with easier English or to elicit a response from the student by giving a clue in case the student is having difficulty making a response.

In order to encourage Japanese students to give answers, special communication strategies are required. One way is to let students know questions in advance and to avoid forcing them to express themselves on the spot. Another way is to use small groups and make corrections privately while walking around. At an early stage, such consideration is necessary. Little by little, students should be trained to answer spontaneously.

Other effective techniques involve verbal encouragement. In the questionnaire, some Japanese teachers used such words as "Don't take it so seriously" and "Don't be a perfectionist." These words help to ease the tension of the student who is silent. Other teachers mentioned different situations. "When a student said something in a very small voice after a long silence, and I say What did you say? or 'Pardon?' the student often keeps silent again because he/she is afraid of having given a wrong answer. So I help the student to understand that I asked again because I could not hear. After that, I move closer to the student and draw out his/her answer." The spatial approach makes students comfortable and serves to stimulate them to express themselves. As Hall (1969, 1973) points out, proxemics is an important factor in communication. Some other teachers also pointed out, "If the answer is right, it is important for teachers to train the student to speak loudly with confidence while saying something like, Your answer is right, so say it again loudly."

Some Americans answered that they ask, "Do you understand me or my question?" It seems that they are trying to elicit a frank response from the student, to decide how to continue. Japanese teachers consider this type of question to be inappropriate because in Japan, where desirable human relationships mean that people can empathize with the feelings of others (Ben-dasan, 1970), students can not say "No" in a situation when they can guess that the teacher expects them to say "Yes." What makes matters worse is an American teacher's asking a student who has kept silent: "Why don't you understand me?" Even if the teacher is trying to clarify the point the student doesn't understand, the question has an adverse effect because the student feels as if he/she has been told "You are stupid."





### Dealing with Communication Failures

Next, in situations where students already felt ashamed, the Japanese and Americans' reactions were very different. Some Americans replied that they ignore bad situations in order to lessen the student's embarrassment. However, the Japanese consider that to be inappropriate for Japanese students because in Japanese society, where the most significant concern of people is whether or not they are included in the group (Kawai, 1976, 1984), the student, who is afraid of being excluded from the group by having felt ashamed, tends to feel cast aside. Therefore, some words are required to save the student's feelings.

Some Japanese teachers answered that they use such words as "Japanese students frequently make this kind of error" or "A lot of students have difficulty with this structure." This is a strategy that they regard as effective for protecting students from losing their motivation. This is because Japanese like to recognize themselves as ordinary or just like everybody else (Aida, 1972; Sakaiya, 1984), that is, not being below the average. Also, the strategy of distracting the attention of the class from the student who failed, e.g. by calling upon one of the students who laughed at the first student, also seems to be effective.

In addition, it is desirable to give the student a good example of another student who improved greatly after getting over the failure. In Japan, where society requires people to blend harmoniously into and be part of the group (for example, see Cathcart & Cathcart, 1985), people have great interest in others who belong to the same group. Students can easily feel as if the event could happen to themselves, and the success story can be a great encouragement to them. Another different, tactful way is to regard the misinterpretation as an expression of humor or joke with words like "Thank you for your sense of humor" or "You are such a practical joker." In this case, teachers have to pay close attention to the tone of their voice and the student's personality so that the student will not consider it as sarcasm.

### Unintentional Slights

Some American words humiliate the student even though the American teachers use the words casually. For instance, some Americans answered that they say, "That's not what I had in mind." Although the remark is a neutral, non-judgemental comment in American society, where individuality is respected

(Stewart, 1985), the remark is definitely judgemental and negative in Japan, where group and empathy are valued and the student is supposed to give an answer that the teacher expects.

As another example, some American replied that they question the student before giving advice with words like "There still is an enormous amount of work to do. Do you think you can do it?" in the case when the student who is weak in English failed in the English qualifying exam. Even if they are trying to make sure of the student's desire to take the next exam in order to give helpful advice, the student, who is depressed and may not be able to take the teacher's words in good faith, feels as if he/she has been told "You should not aim too high because of your poor ability."

In addition, it is inappropriate to ask the student "Wow do you feel about the exam?" Japanese students, who are accustomed to being empathized with by others, are apt to respond negatively to these American words. They may feel that Americans cannot guess even such a simple thing as how a person who has failed an exam feels.

### Conclusion

It is important for foreign teachers to understand Japanese cultural values. By grasping common tendencies among Japanese students, teachers can find suitable ways to guide them. At the same time, language education means not only teaching a language itself but also teaching its culture. Therefore, it is necessary to help Japanese students to recognize Western cultural values. It is very helpful to English education to train students to acquire flexible ways of thinking, for example that a teacher's opinion is not the only one, and to form a habit of taking an active attitude in expressing opinions of their own.

Note: I would like to express my deep gratitude to those people who were willing to share their views in my questionnaire and interview.

**Junko Kobayashi teaches English at Osaka University of Foreign Studies and Himeji Dokkyo University.**

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## Appendix

### Questionnaire

This survey is part of a research project for Intercultural Communication. The eventual aim of this project is to find out ways to improve intercultural communication between Americans and Japanese. Your participation is very important for the success of the project. Please be assured that your answers will be completely confidential.

AGE            GENDER:    M    F

I thank you very much for your willingness to share your views.

I am conducting surveys of words you use to minimize your student's loss of self-esteem. Please describe specifically the words or phrases you use in the following situations.

1. When you called upon a student in a classroom, he/she was not able to answer. (on the spot)
  - (a) when your student is generally good at English
  - (b) when your student is NOT good at English
2. Your student made a reply which was beside the point in a classroom, and he/she was laughed at by his/her classmates. (on the spot)
  - (a) when your student is generally good at English
  - (b) when your student is NOT good at English
3. Your student blew it in his/her English speech. (on the spot)
  - (a) when your student is usually a good speaker
  - (b) when your student is NOT a good speaker
4. Your student got a C in an English exam of your own making. (privately)
  - (a) when your student is generally good at English
  - (b) when your student is NOT good at English
5. Your student failed in an English qualifying exam. (privately)
  - (a) when your student is generally good at English
  - (b) when your student is NOT good at English
6. Please describe other incidents which will cause a loss of self-esteem, and describe specifically the words or phrases you use to minimize your student's loss of self-esteem in those situations.

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 the 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.



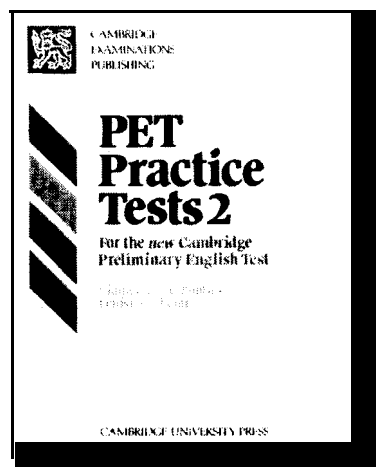
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## The JET Programme: Sticking Plaster for English Education?

by Maria Leedham

### Introduction

The Japan Exchange Teaching (JET) Programme was set up in 1987 by the Ministries of Foreign Affairs, Home Affairs and Education to improve English teaching in Japan and to speed up internationalisation. Of these two aims, internationalisation is usually agreed among the participants to be the more successful. By involving foreigners in schools and local communities, the programme has increased awareness and acceptance of each other's culture among both Japanese and Westerners. Through our role as English teachers in elementary, junior and senior high schools we interact with many young people, and we can teach about our culture through English lessons in school and by interacting with local people outside school. The effectiveness of the second aim, team-teaching, is more difficult to evaluate; this article is concerned with that aspect of the JET Programme.

The number of participants in the programme has increased year by year. In 1990, the programme's fourth year, there were almost two thousand Assistant English Teachers (AETs) and Councillors for International Relations (CIRs). Native speakers of English, plus a few of French and German, work and live in urban and rural areas throughout the whole of Japan for one year running from 1st August. Each year a third to half of the participants renew for a second year on the programme, and some renew for a third. As a base-school AET in a rural area visiting three other schools, one day a week each, I gained some insight into the English teaching system, and the views I outline here reflect, I hope, the experience of many AETs. I will first outline the programme before giving my views on its effectiveness and its limitations within the present system.

### The AETs

What is the typical AET's profile? Although the age range of AETs is from 21 to 35, the majority of us are in our mid-twenties. Most AETs speak no Japanese on arrival in Japan. Few of us have teaching qualifications, though we all have a university degree and possibly teaching or related experience; many AETs have lived abroad previously as part of a degree course or have travelled widely in holidays. Most people join the programme because of a desire to live and work in a culture very different from our own, to learn Japanese, to travel and hopefully also to pursue an interest in teaching EFL. The qualities stressed in selection of participants are patience, tolerance, flexibility and enthusiasm in learning about Japan.

While British AETs undergo an intensive fourteen hour course of Japanese language instruction, other nationalities may have had no previous exposure to Japanese. All applicants receive language handbooks and information on possible work schedules, though, as we are constantly told, it is difficult to predict an individual's situation. Every placement differs with regard to number and type of schools, size of town or city, initial help received and so on. Each prefecture is assigned a certain number of AETs; the amount of specific information an AET receives depends on how quickly a prefecture decides where to place her or him. If there is already an AET in the location, a *sempai* (guidance from seniors) system operates, with the present AET writing to the new one.

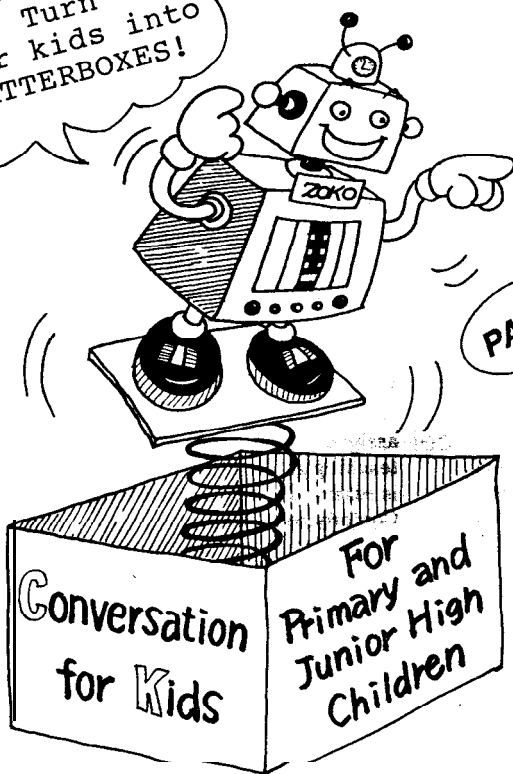
After application in November and interviews and selection in March, most people attend a one or two day orientation session in June or July prior to flying out in late July. On arrival in Japan, all AETs and CIRs attend a five day orientation session in Tokyo. This includes talks from the *Mombusho* (the Ministry of Education), and *CLAIR* (the Conference of Local Authorities for International Relations). New AETs also have the opportunity of attending workshops on all aspects of the JET Programme organised by renewing AETs, recovering from jetlag and adapting to the incredible heat of Tokyo in August! In each prefecture AETs attend another orientation session before finally reaching their assigned town or city. However at no time is there any teaching guidance from qualified teacher trainers; this is reserved solely for renewing AETs at the Renewers' Conference in May each year.

### One-shot, semi-regular and base

For the AETs, there are three job categories. The one-shot teacher visits dozens of different schools, perhaps once or twice *only* in a year; the *semi-regular* teacher visits maybe five or six schools for one day a week each; and the *base-school* employee+ is based in a single school for two or more days but may visit others on a one-shot or semi-regular basis. AETs with a base school are usually "looked after" by the school with regard to finding housing, initial shopping and so on. Other AETs are based in a *kyoiku jimusho* (local education office). Though AETs in the latter situation have less contact with the schools, they have a third party to mediate between them and the school.

As the programme expands, more people are employed as base-school teachers, visiting other schools on a semi-regular basis. This may take the form of two days a week spent at the base school and one day each at three other schools, or three days at one school with two days spent at any two of twelve small schools, although there are still one or more persons in each prefecture who visit thirty or more different schools during their year and have little chance of forming a bond with any of them. The allocation of schools is done on a prefectural basis by the Board of Education, prior to the arrival of each year's new teachers, and AETs have no way of altering their assigned number of schools or days for each school.

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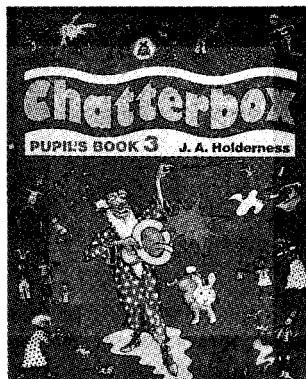
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### The JTEs (Japanese Teachers of English)

Of the sixteen JTEs I worked with in four different senior high schools, only three had ever been to an English-speaking country and most had never had sustained contact with a Western foreigner. "Sustained" here means more than brief, isolated conversations. For some of these JTEs the native English speaker is welcomed as a rare opportunity for practise in a language studied for ten years but seldom used for real conversation. For most, the AET represents a test of their level of proficiency in English, since they could unwittingly reveal any lack of communicative ability to other teachers and to the students. Even for experienced JTEs this threat of exposure makes working with the AET a potentially worrying experience. The role of the AET is unclear; they are assistants to the JTEs, but the latter may look to these assistants for advice on teaching. Most JTEs have little idea of how to work with the AETs and expect the latter to tell them how to team-teach. This is of course not true of all JTEs and will in any case diminish as the programme grows. The problem here is not a lack of willingness on the part of the JTEs, but a lack of essential training in communicative teaching and in working with a native speaking teacher, and in many cases a lack of knowledge of the aims of team-teaching itself.

For a teacher of any subject, joint teaching is likely to be a difficult task. For Japanese teachers of English there is the added problem of the AET's native speaker status, and thus greater competence in the English language. This, coupled with the AET's different approach to language teaching, can contribute to nervousness on the part of the JTE. Added to this, JTEs spend much of their time on administrative duties and have little to spare for discussions of teaching method. For a busy JTE with extra duties such as an English headship, homeroom class or a popular club, the additional preparation needed to work with the AET may be an unwanted burden.

In the case of JTEs who have always taught by the traditional method of taped passage, choral and individual reading, followed by grammar translation exercises, the immediate problem is how to include the AET. Some JTEs attempt to incorporate the AET into this framework and ask them to read the passage instead of playing the tape. Others prepare extra questions and answers for oral work. However, occasionally JTEs have obviously pre-taught rather than prepared the students before a class with the AET. I have "taught" classes in which the students have translations of all the questions I will ask and have written down their replies in English. In one class I was regularly given "conversation questions" to ask, with the students reading out prepared answers.

Alternatively the JTE may expect the AET to provide all team-teaching ideas. The class with the AET is viewed as a "special lesson" in which games are played. Usually the JTE fails to give any aims for the lesson other than a vague "to have the students speak and listen to English." While this allows the AET to choose any communicative activity and is thus initially enjoyable, I found it difficult to sustain, as I knew the activity would not be used in my absence. Although I saw each class weekly or fortnightly, my "special

lessons" were one-shot, since they lacked continuity. For the JTE such lessons are useful in motivating students to study harder and provide a painless way of working with the AET. However, neither the prepared textbook lesson nor the AET-controlled games lesson constitutes team-teaching.

### So what is team-teaching?

A great deal has been written about the JET Programme in JET publications and in Japanese and English national newspapers-much of it negative-but how much is true? What are AETs supposed to achieve in team-teaching? Are they effective? And what is team-teaching anyway...?

Team-teaching, as defined by Minoru Wada of the *Mombusho*, is "an effort to create an English language classroom in which the students, JTEs, and AETs are engaged in communication activities." More specifically, "through joint discussion, JTEs can learn new approaches . . . facilitating an integration of the traditional method [from the JTE] with new ideas [from the AET]. The AET can serve as a resource person for the JTE." Third in Wada's definition is that "the JTE's communicative competence will improve through discussion with the AET." All is made clear by the orientation handbook received from CLAIR on arrival in Japan. In this we are told that "the AET's true purpose is to facilitate the attainment of *Mombusho's* objectives by helping the JTE become a better teacher."

Most AETs view team-teaching as the involvement of both teachers in lesson-planning, teaching and preferably also evaluation. Using a *Mombusho*-approved textbook in conjunction with relevant supplementary language activities and realia connected with the lesson's aim, a team-taught class can incorporate communicative English with the exam-oriented text. Although not ideal for communicative teaching, the current textbooks can be adapted with more oral question and answer sessions and pair and group work, instead of purely lecture-style teaching, and by personalising the text to the students' own lives. This modification of the former lesson style is not easy, since it depends heavily on the relationship between the two teachers. A good relationship means both teachers feel comfortable teaching together and have a good rapport in class. Since the JTE and AET may work together for only one class a week, establishing and maintaining a good working relationship can be difficult.

One often-mentioned problem for AETs is the number of schools visited. Even for a semi-regular AET who visits each school one day a week, he or she may see classes on a two or three weekly rotation. Although the teaching load is light with just three 50-minute lessons a day, the AET may see fifteen different classes a week, or thirty if on a two-week rotation, or possibly even more. Most JTEs want to be fair to all classes by allowing them contact with the AET; thus the latter often teaches every class in the school. Since there are several types of senior high school-academic, fisheries, agricultural, technical and commercial-and some AETs work in both junior and senior schools, it can be difficult to adapt quickly to the level of each class.

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### Is team-teaching effective?

If each JTE teaches only one or two classes a week-at best-with the AET, is team-teaching achieving the Mombusho's aims of "facilitating an integration of the traditional method with new ideas" and improving the JTE's communicative competence? Most JTEs stick with the method by which they were taught. This adherence to grammar-translation, in conjunction with the requirements of the university entrance exams, makes applying communicative teaching ideas difficult. At the moment many AETs become quickly disillusioned by the absence of variety in teaching method. Many JTEs simply do not know how else a language could be taught. English is seldom applied to real life, even to the extent of using basic classroom English, supplementary materials are rarely used, and the English language is reduced to repetition, memorisation and grammar-manipulation. Lessons tend to be slow-paced, following a predictable routine, with teacher-dependency being fostered. English education is textbook-gearred to the extent that the student who does well in exams is the student who commits the texts to memory. Often I asked students questions on the text and found they had little real understanding of the content; they merely searched for a similar-sounding phrase in the text. How and *why* questions were treated in the same way. The existing predominant teaching style and exams based on memorisation encourage such coping strategies.

While it is easy for AETs to vent frustration on the lack of English communicative ability and teaching ideas of the JTEs, the problem is broader than this. The recurring question asked by AETs is why the *Mombusho* employs nearly 2,000 AETs each year at considerable expense (generous salaries, return air fares, and orientation), but changes nothing else in the English education system. Textbooks remain the same, fostering translation and low-content grammar exercises, and presenting an out-of-date, stereotyped view of English-speaking nationalities, and occasionally even misinformation (see for example *Unicorn 1*, p.28, which describes the English as a "queue-loving people"). University entrance exams continue to dominate the aims of English education such that most AETs rarely teach third-year students, since they have to prepare for exams. Oral exams remain a rarity. In the week preceding term tests (four times yearly), many of the AETs' classes are cancelled since JTEs realise that with a poor knowledge of Japanese AETs cannot help prepare students for grammar-translation exams. Within the restrictions of textbooks, exams and inadequate teacher training, it is hardly surprising that morale among JTEs is low.

### Teacher-training: the future

At present the JET Programme appears to many AETs to be a substitute for effective, immediate updating of existing education courses in universities and "refresher" courses for current teachers. Teacher-training for university students is theory-oriented, with only two weeks actually inside a school. In this two-week period students observe about ten classes and teach approximately six. Since the older teachers, who are more likely to teach by choral reading and translation, are responsible for observing and advising new teachers, the

system repeats itself for another generation.

Rather than JTEs being encouraged to travel abroad to improve their communicative skills, there are positive disincentives-even a month out of the Japanese teaching system will result in a lower salary scale on return. English majors at university do not necessarily study abroad, and many students and teachers in the Tohoku area have little chance to speak with foreigners. At the moment the job of the AET seems to be one-to-one teacher training, with the AET extolling the benefits of minimum translation, the use of English to convey real-life information, regular review and the use of supplementary materials. Given the lack of teacher training or experience of most AETs this situation is ridiculous.

The self-perpetuation of the present system can be broken only by improving JTEs' training in communicative English teaching and in how to use the AETs effectively, and also by sending teachers, especially new graduates, abroad to study. A longer period of practical teacher training would be beneficial, as would in-service training. Since AETs and JTEs work together, it would be beneficial and indeed sensible to hold joint conferences for the two groups, led by qualified teacher trainers. This would replace the present predominantly male-attended conferences. Study years abroad are a compulsory part of most foreign language degrees in the West, and have obvious advantages for language students. As well as improved communicative ability, future teachers would gain understanding of the foreign culture and would pass these benefits on to their students. A study trip abroad for one teacher thus benefits many students for the whole of the teacher's career.

All this would involve extra expense, but if the Japanese government is concerned enough about English education to fund the JET Programme, then surely investing in extra training for people who will spend their entire working lives in the teaching profession is a worthwhile undertaking. Team-teaching can be highly successful and rewarding for AET, JTE and students, making the study of English of immediate value and bringing a large number of Japanese people in contact with a Western foreigner. Thus the JET Programme is going some way towards achieving its declared aims of internationalisation and improved English education. The AET can contribute, and gain, a great deal. The problem is that the JET Programme itself is simply not enough. The aim of improved communicative English instruction is at odds with the aims of the present exam system, the textbooks and the training still being received by JTEs. The programme appears to be patching up the cracks when what is needed is more fundamental change. The Japanese education system is usually held up as an example to the rest of the world, and in other areas has much to be proud of. However to produce the young people competent in English needed by Japan today, the system requires changes greater than the JET Programme alone can provide.

*Maria Leedham was an AET from 1989 to 1990. She is presently studying in Scotland for a diploma in TEFLA.*



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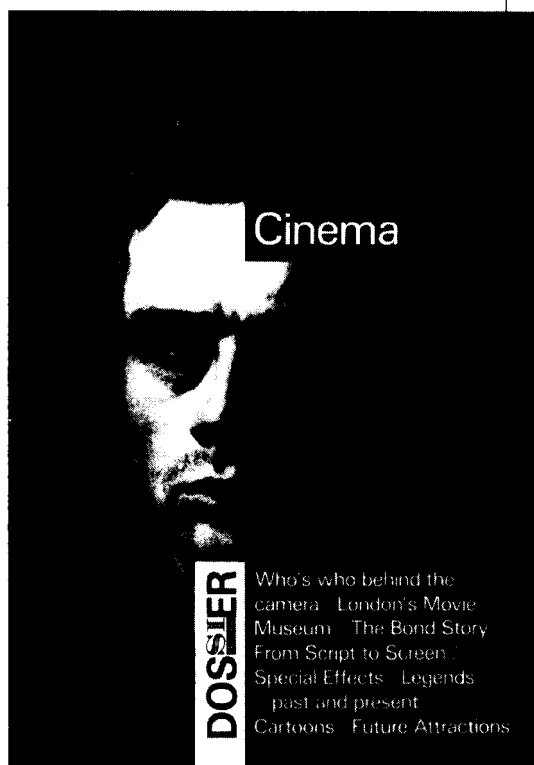
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# Computers and Compositions

by Charles E. Adamson  
Shizuoka Institute of Science and Technology

## Introduction

Computers are becoming part of the academic scene, whether we are ready for them or not. Some schools have already installed computer laboratories and others are requiring all students to purchase personal computers. However, just as with language laboratories, in spite of the incredible expense involved, there is little general understanding of how to integrate them innovatively and effectively into the curriculum. The roundtable discussion on Computers and Composition at JALT '90 was an initial exploration of some of the possibilities for using computers in the composition classroom.

After short presentations by the panel members, the discussion was opened to the audience, who made substantial contributions. The discussion ranged from hardware and software to curriculum and lesson plans to psychology and methodology. However, in the end it was clear to me at least that, while the panel members seemed to agree on the general direction we should be going in, we need much more serious thought and experimentation before computers can realistically become part of the general writing curriculum.

The following paper is based on one of the presentations made prior to the roundtable discussion being opened to the floor.

## Directions for the '90s

Throughout the history of writing there have been many technological advances—from faster drying and longer lasting mud in Mesopotamia to the Japanese fudepen, a self-refilling felt-tipped brush for calligraphy. However, none of these changed the one basic fact of writing: once you wrote something down the only way to change it was to rewrite it, a totally boring, mindless chore. In an attempt to avoid this, most writers tried to prepare the first-and-final version of the text in their heads. Professional writers and other masochists did revise once or twice, but every effort was made to minimize rewriting or retyping. In fact, most teachers use the terms re-writing and revising interchangeably.

In light of this, it is not surprising that most student writers extended little effort in locating spelling or grammar errors, since finding even one mistake would mean rewriting at least a page. It is also not at all surprising that teachers attacked such errors with a vengeance, not to mention a red pen, so

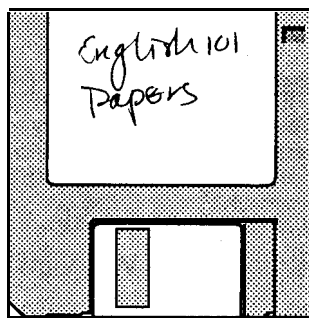
that returned papers looked like discarded bandages for the students' bleeding egos. Since teachers spent so much time correcting the mechanics, they had little or no time for helping the students with the creative aspects of writing, the part that makes writing fun. Some teachers tried to remedy the situation by unnaturally dividing writing into separate steps (e.g. Donald Murray), but even this did nothing to alleviate the tediousness of re-writing.

The introduction of word processors and supporting computer programs has begun to change this. For the first time in the history of writing, the author can make major changes in a document, without a lot of retyping, and see a perfect final copy on the screen almost instantaneously (1). The onus of rewriting has been eliminated, and that is just the beginning. Spelling programs that check each word as it is typed are now a dime a dozen, and programs that check context to determine whether the word you wanted was *there* or *their* are already here. Can't think of the exact word you need? The thesaurus entry for a word is only a keystroke away and another keystroke will bring up a box containing the dictionary entries for all those wonderful words the thesaurus is generating. When you have more or less finished, you can run your text through a grammar and syntax analyzer (2) if you haven't had it working interactively while you were typing. Many of these programs will interactively make suggestions for improving grammar and style. These programs usually present an analysis of the document, including a

readability level index and a list of words that a reader at that level will probably not know. Almost every month the computer magazines introduce new, improved, more powerful programs, so by now the above is probably already out-of-date.

Since students' papers will be free of mechanical mistakes, will the teacher be left without a job? The obvious answer is no. However, the job will be far more interesting and challenging, because the teacher will now have the time to address the important non-mechanical part of writing, those creative differences that make a difference. For example, asking students

to write separate versions of a single idea in varying styles or for varying audiences would seem to be a practical idea now that the problem of mechanics has been delegated to the computer. Also, hooking the students in a LAN (Local Area Network) and having them carry on written dialogs with the teacher or each other is now a real possibility (3). Detailed curricula and lesson plans will be developed as more teachers have access to computer labs. Of course there will be a strong delaying action by some diehards who feel uncomfortable with the prospect of actually having to teach something new. Yet, the computers are up, the programs are running, and the cybernated universes are waiting. Are you ready to be a guide?



### Notes

1. In an informal experiment conducted in 1985 at the Trident School of Languages, Nagoya, Japan, 21 students were given a once a week, semester-long writing course in the computer lab. The students were first-year female English majors in a two-year *semmongakko* program. The first day of the course was devoted to presenting the basics of WordStr (an English word processing program) on the Fujitsu FM-9450 computer. By the end of that 90-minute class, all of the students had achieved minimal competency. This was facilitated by the typing course that the students had as part of their overall program. The remaining 13 class periods were devoted to a series of writing projects: a short essay, a poem, and a writing of the student's choice. Throughout the class the teacher circulated, encouraging students to tighten their English and make their writing more interesting and vivid. Although they did not have the advantage of spelling or grammar support programs, all aspects of their writing, both mechanical and creative, improved according to informal holistic comparisons of writing from before, during and after this course by the three involved teachers. It is interesting to note that this gain was lost when they reverted to paper and pencil in the next course. Further experimentation was prevented by a curriculum change which increased the number of computer programming courses, filling all the available time slots.
2. While certainly not the only program available Grammatik is often cited as a good example of this type of program. According to the advertising, Grammatik "proofreads your writing for mistakes in grammar, style, usage, punctuation, and spelling."
3. Using a prototype wireless LAN developed by Fujitsu, Trident School of Languages, Nagoya, Japan, experimented with a system through which students could carry on real-time correspondence with a teacher who was in another room. When the students finished preparing messages on the built-in word processor, they transmitted it to the teacher's console, where the message was placed in a queue. When the message reached the top of the queue, the teacher could basically do two things with it: (1) edit and immediately return it to the students so they could compare their version with the teacher's or (2) write a response to the students' writing and return it, with or without editing the students' work.

Feedback from the students indicated that they like the system very much. In fact, while operating, the system was in almost constant use by small groups of students, who generated extensive discussion related to the language with which they were working.

The system was discontinued due to administrative decisions concerning the allocation of resources, both financial and personnel.

### No More Back Issues

JALT regrets that it must discontinue the service of selling sets or single copies of back issues of *The Language Teacher* to members and non-members. Those wishing reprints of specific articles should contact the Central Office with the article name and the month and year of the issue in which it appears.

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## JALT '91 国際大会

### JALT の発展と多様性を反映する SIG

JALT には現在、3 つの正式な Special Interest Group (SIG) と SIG の結成を検討しているグループが 1 つあります。各グループは、その研究の現状、教育上の問題点などを JALT'91 の参加者と討議するために数々の活動を計画しています。

**全国バイリンガル SIG** は調査・研究を主眼とするグループで、子供と成人の二か国語使用に関心を持つ教師と研究者の全国的なネットワークです。当面の目標はバイリンガリズム研究に参加を希望する人々の個人データと研究テーマを知るためのアンケート調査を行うことです。言語学、心理言語学、学際的専門家、バイリンガルの子供を持つ人達などを対象としています。JALT'91 ではバイリンガル研究の現状をテーマにしたコロキウム、ラウンドテーブルでの討議、いくつかの個別の発表を計画しています。(コーディネーター: Jim Swan, 0726-43-6221)

**全国ビデオ SIG** は正式に発足して 2 年目を迎えますが、これまでにビデオというメディアに関する質の高い議論を行い、言語教育をより豊かなものにするためのビデオの活用法に関する実践的な指針を示してきました。こうした活動を可能にするために、次のような担当者を置いています。ビデオのニュースとお知らせ (Mary Ann Mooradian)、展示 (Sophia Shang と Sayoko Yamashita)、神戸代表 (Jan Visscher)、会員 (Mitsuko Hosoya) です。JALT'91 には、15 の参考文献付き発表、ラウンドテーブルでの討議、国際的コロキウムを計画しています。

(コーディネーター: David Wood, fax 092-924-4369)

**全国地球の問題に関する SIG** は今年度新たに発足した組織で、学習者が言語技能を効果的に習得することを助けると共に、地球市民として必要な知識と責任を身につけてもらうという 90 年代の言語教育の二重の使命に応えるべく結成されたものです。JALT'91 では「言語教育、平和教育、国際理解」というテーマでアメリカ、ソ連、日本からの参加者によるコロキウムとラウンドテーブルでの討議、いくつかの個別の発表、ワークショップとポスターセッションを予定しています。(コーディネーター: Kip Cates, fax 0857-28-3845)

**日本語教育に携わる JALT 会員の何人かが日本語教育の全国 SIG を結成することを検討しています。**日本語教育は日本の 21 世紀へのアプローチにとって重要なファクターです。JALT'91 には日本語教育における読解に関するコロキウム、個別の発表などが計画されています。

(連絡先: 才田いづみ 022-222-1800 内線 2679・青木直子 054-272-8882)

JALT'91 では SIG の短い発表、展示、入会の問い合わせなどのために SIG ホスピタリティ・ルームが用意され

る予定です。

次号は大会のプログラムのハイライトを掲載します。

## SIG Participation in JALT '91

JALT now has three official Special Interest Groups (SIGs) and one as yet unofficial interest group. Each group plans a number of JALT '91 contributions to share their current research and pedagogical concerns.

The **National Bilingualism SIG** is research oriented and consists of a national network of teachers and researchers interested in both child and adult bilingualism. A current goal is to develop a "bio-data" questionnaire for identifying subjects and individuals who wish to participate in bilingualism studies, including linguists, psycholinguists, sociolinguists, cross-disciplinary specialists and parents. For JALT '91 they plan to offer a colloquium on current research in bilingualism, a roundtable discussion and several individual papers. (Coordinator: Jim Swan, 0726-43-6221)

The **National Video SIG** is in its second official year of providing quality communication about the video medium and practical guidance for using video to enrich language study. To achieve these goals, they have developed an infrastructure that includes video news and announcements (Mary Ann Mooradian), displays (Sophia Shang, Sayoko Yamashita), Kobe representation (Jan Visscher), and membership (Mitsuko Hosoya). Planned for JALT '91 Conference are fifteen referenced video talks, a roundtable discussion, and an international colloquium. (Coordinator: David Wood, fax 092-924-4369)

New to the SIG network, the **National Global Issues to Language Education SIG** responds to an important dual challenge of the '90s: enabling students to effectively acquire language skills while empowering them with the knowledge and commitment characteristic of world citizenship. For JALT '91 they are planning an international colloquium on "Language Teaching, Peace Education and International Understanding" with participants from the U.S., the U.S.S.R., and Japan; a roundtable discussion, several individual papers, workshops, and a poster session. (Coordinator: Kip Cates, fax 0857-28-3845)

**JSL** Some JALT members who teach **Japanese as a Second Language** are considering the possibility of forming a **JSL National sig**. JSL is increasingly recognized as a vital part of Japan's approach to the 21st Century. For JALT '91 they are planning a colloquium, individual papers and a discussion of JSL issues and needs. (Contact Izumi Saita, 022-248-7030; Naoko Aoki, 054-272-8882)

NOTE: JALT '91 is planning to provide a SIG hospitality room for several conference activities; short presentations, SIG displays and literature, and membership inquiries.

Next month: Conference program highlights.

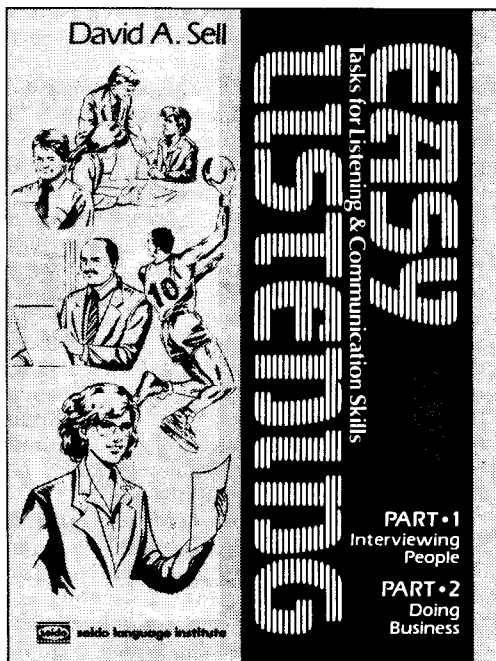
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# JALT News

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## New Central Office

A number of circumstances involving the JALT Central Office have changed recently.

When the most experienced member of the office staff, the Central Office Manager, resigned last fall, it fell to the two remaining staff, and JALT's General Manager, Christopher Knott, to handle the many office tasks while training a new person. Because JALT cannot expect future staff to have long experience in the organization before depending on their help in the office, it became more necessary than ever to develop a clear, efficient office routine and job descriptions.

In January, that had not yet been accomplished when the two remaining experienced staff members regretfully announced that they would be leaving in the spring for jobs in their chosen fields. Chris also had become extremely busy with his work and could not volunteer long hours for JALT tasks. The national officers designated a committee composed of Barry O'Sullivan (FSC) as chair, Philip Crompton (Treasurer), Christopher Knott, and Aleda Krause (Chapter Treasurer Liaison), to work on prompt solutions for the problems, including the reduction of high operating costs.

It was decided to move the JALT Central Office to the Kanto area. Elizabeth Crompton, the efficient stenographer at JALT Executive Committee meetings and also the person responsible for the computer input of material for *The Language Teacher*, agreed to lend her expertise to making the new office smooth-running, and will also train the office staff. She has been appointed Central Office Manager. A temporary office is currently located in Kawasaki (see p. 1 for address), and preparations are being made to move to a permanent place in late summer.

The newest and only remaining staff member of the old JALT office in Kyoto agreed to pull up stakes in April and move to the Kanto area to continue working for JALT: Yuko Nakayama will be the only full-time salaried staff member. The Central Office Manager, a bookkeeper, and a part-time clerk will be employed on an hourly basis.

The position of General Manager, a temporary job created by the Executive Committee in January 1990, has become superfluous under the current arrangement. But, while Chris Knott will not perform the Central-Office-connected work included in that position, his work as Associate Member Liaison and as liaison with the Kansai-based printer is still necessary. Although that is also time-consuming, Chris has agreed to continue. He thus has assumed the previously vacant post of Business Manager.

Necessary changes are being considered in the roster of office services, with a view toward reducing JALT expenses while accomplishing essential tasks. The national officers appreciate the understanding and cooperation of the membership.

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# Report

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## The 19th Kaizenkon Conference

The 19th Kaizenkon Annual Conference (Discussion on Improving English Education in Japan) was held at Nakano Sun Plaza, Tokyo, December 1-2, a week after JALT '90. Representatives from 10 affiliated academic organizations in Japan participated. The organizations represented were **Goken** (Institute for Research in Language Teaching), **JACET** (Japan Association of College English Teachers), **ELEC** (English Language Education Council), **JASTEC** (Japan Association for the Student of Teaching English to Children), **GDM** (Graded Direct Method Association of Japan), **Shin Eiken** (New English Teachers Association), **LLA** (Language Laboratory Association of Japan), **Kanto Koshinetsu Association of English Teachers**, **COCET** (Council of College English Teachers) and JALT. There were 50 participants with speaking rights, including several invited academics, and some observers who had no speaking rights. Representing JALT were Yukie Kayano, a Domestic Affairs Committee member, and Kazunori Nozawa, Public Relations and Domestic Affairs Committee Chair.

As in previous years, all the associations agreed to file a joint request on the English language education system to the **Mombusho** (Ministry of Education) early in 1991. The request and appeals were to be based on two days of discussions of problems of the English language teaching system at the university level, practical problems under the new **Shido Yoryo** (Courses of Study), expansion of foreign language teaching (FLT) in high schools, and international understanding programs (IUP) in elementary schools.

On the morning of the first day the Kaizenkon participants discussed the July 30, 1990, report submitted by the University Education Sub-committee of Daigaku Shingikai (the University Education Council). Since the report itself was basically acceptable as leading to improvement, most of the discussion concentrated on **Taiko-ka** (fundamental principles) for establishing universities and financial support.

In the afternoon there were discussions on practical problems under the new **Shido Yoryo**, which became effective in their transition stage in April, 1990, and the expansion of foreign language education in high schools. There were seven main points proposed for the junior high school level.

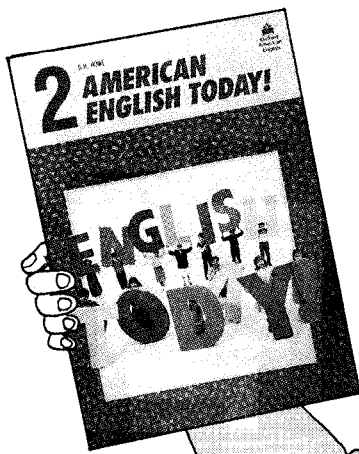
- (1) Skill-based classes should not be introduced, because there is a danger of contributing to a sense of inferiority or of discrimination.
- (2) In the spirit of the UNESCO recommendation of 1965, foreign language learning should be a required subject and other foreign languages in addition to English should be offered.
- (3) Given that the English proficiency of students has declined under the current provision of study time (3 hours per week), urgent measures to secure 4 hours of study per week without

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# Opinion

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## Defenders of the Faith

by Hywel Evans

### Rally Round the Flag

In "Orientalising the Japanese Student" (*The Language Teacher*, July 1990) I attempted to demonstrate some ways in which the Western teacher is reduced and rendered ineffective by blindly accepting received ideas about the passivity of Japanese students. Noting my debt to Edward Said's *Orientalism* (1978), John Honey dismisses my ideas as delusion (*The Language Teacher*, January 1991). His commendably cautious and professional discussion suggests that I fall into the same conceptual trap as Said does by failing to

distinguish sufficiently carefully between (a) essentially false rationalisations that are invented by one group in order to exploit another cultural group; (b) essentially true rationalisations that are used by one group in order to exploit another cultural group; and (c) essentially true rationalisations that are used by one cultural group in order to understand, and facilitate benefit for, another cultural group. (p. 43)

My humble aim had been to stimulate people to think about fundamental reorganisation of the way Japanese students study English at college and university, in particular by challenging the notion that Japanese students are necessarily passive. From (c) above, it is clear that Honey believes the received wisdom about Japanese students to be true. Hence the rather distasteful matter of teacher responsibility to which Honey alludes (p. 45) can be neatly swept under the carpet. After making this aprioristic judgment he appeals to authority, in other words to the people who have an interest in maintaining the status quo. He defends the faith by saying that dichotomies of this sort are excusably employed if they are used by one cultural group in order to understand another cultural group and to help them. It is necessary, therefore, to examine both the nature of this "understanding" and whether or not this putative knowledge is used to benefit anyone.

### Paper Over Reality

One must ask whether the idea that Japanese are passive actually helps us to understand anything. For example, is it possible to understand the expansion of the Japanese Empire before and during World War Two in terms of passivity? Should we attempt to understand the fact that the West was able to put an end to that expansion as the kind of behaviour we can expect from the active Westerner?

Obviously, nothing could be understood in this way because the use of the words 'active' and 'passive' would merely be a kind of cover to hide the brutal nature of

the relationship. The relationship cannot, in fact, be understood without reference to relative strength.

Similarly, when the Western teacher says that Japanese students are passive and Westerners are active, he or she is papering over reality which can never be actually understood with reference to those terms. It is necessary to use those terms to justify methods of teaching which fail to benefit the students, the inevitable result of the failure to understand what is going on.

### Do We Do Any Good?

As the question of acting from the benefit of another culture is central to Honey's argument, we should examine this point carefully. If you say that your pedagogic performance is doing good, then you must say precisely what good it is doing. You might, after all, merely be helping to prop up a moribund system which could conceivably be replaced by something with greater vitality.

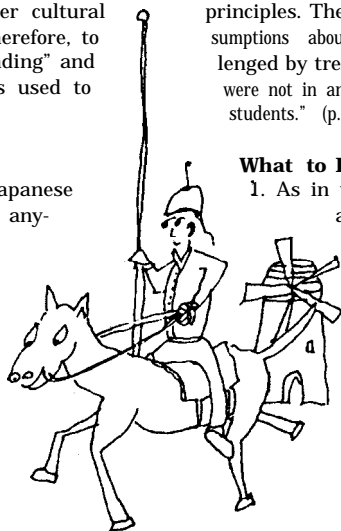
My own research (by no means conclusive) indicates that there is actually a drop in overall English ability between the first and second years among students studying English full-time at a junior college. (I use mock TOEFL tests). Is it possible to say one is doing good even if the ability of one's students is declining? Significantly, if standardised testing shows no improvement, then it is very difficult to justify one's pedagogic performance unless one asserts the superiority of (and the necessity of adapting to) one's own culture. Said's thesis provides a framework for understanding the discourse within which the notion of conferring cultural largesse rationalises policy which is essentially oppressive.

### Check the List

Honey says that I failed to seriously address the question of whether propositions about the differences between Japanese and Westerners are true or false. He is correct, of course. My aim was to get people to think about whether these propositions might not necessarily become false if the nature of the relationship between Western teacher and Japanese student were altered in certain fundamental ways guided by unpretentious educational principles. Therefore I must show how conventional assumptions about Westerners and Japanese can be challenged by treating Japanese students "as though they were not in any significant way different from Western students." (p. 44)

### What to Do

1. As in the West, do not force young adults to attend large classes.
2. As in the West, put greater emphasis on individual study of self-access material (texts and tapes and so on) deemed appropriate by the authorities.
3. As in the West, put greater emphasis on open, meaningful, systematic testing to make sure that the students have learned what we want them to learn and thereby stimulate them to that effort.
4. As in the West, give college stu-



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dents far more free time. This is achieved by not forcing them to attend classes and has the excellent result that they have more chance to study the material they have been given to learn.

5. Conduct objective tests to find out whether the course of study is bringing about any improvement.
6. As in the West, conduct small group tutorials in which the tutor can monitor progress and offer guidance.
7. As in the West, the (good) teacher should restrict him or herself as far as possible to questioning the student's own hypotheses.

### Active Students

With the emphasis on rigorous testing to stimulate students to study self-access materials and small group tutorials in which the educator restricts him or herself to asking questions, the student becomes active and the teacher is no longer a performer. That is not to say that there will not be long silences in tutorials, but there are long silences in tutorials in the West. Long silences indicate that students are thinking carefully about what they are going to say because they know a grade is riding on it. That is excellent, unless you prefer them to talk nonsense fluently.

Similarly, if one asks a question about something a student has written in a short essay, for example, one automatically gets a "spontaneous contribution" from the student as opposed to a fixed expression. However, it is desirable for the student to think about the subject to be discussed (whether this be a text or a project or whatever), so serious preparation should be encouraged. Therefore, grading the students' efforts and letting them know their grades is extremely important.

Furthermore, if students are not being forced to attend large classes, the problem of sleeping in class is automatically solved. The students can go to the library to sleep, the way Western students do. It is unlikely that students will fall asleep in small group tutorials in which they know they have to perform in order to get a decent grade.

All of the tired, conventional ideas about Japanese students can be demonstrated to be false if one is prepared to challenge the system in fundamental ways adhering to unpretentious educational principles and a modicum of common sense.

### They Are Different

Yet there is one very significant way in which Japanese students are different from Western students. The Japanese student's mind is a Japanese student's mind. Properly activated, the Japanese student is capable of seeing connections that are very difficult for the Westerner to see. The reverse is also true. However, it is the teacher's job to draw the student out, not merely create the illusion of intercultural exchange.

### References

- Said, E.W. (1978). *Orientalism*. New York: Peregrine.
- Honey, J. (1991). Orientalism and other delusions. *The Language Teacher*, 15 (1), 43-47.
- Evans, H. (1990). Orientalising the Japanese student. *The Language Teacher*, 14 (7), 27-29.
- Horio, T. (1988). *Educational thought and ideology in modern Japan*. Tokyo: University of Tokyo Press.

*Hywel Evans conducts small group tutorials at Japan Women's University.*

(Cont'd from p 31.)

increasing the burden for the teachers should be taken.

- (4) Based upon the continuing limitations in the foreign language textbooks to be used in junior high schools, the area-wide adoption system of textbooks should be abolished and each school should have the right to select them.
- (5) A consistent curriculum should be offered, so as not to contribute to learning difficulties.
- (6) Selection standards for textbooks should be flexible enough to allow the introduction of a variety of teaching materials.
- (7) To improve cooperation with native speaking teachers such as AETs, qualified teachers who have majored in TESL/TEFL or who have adequate teaching experience should be hired, and their human rights and working conditions should be carefully taken into consideration; AETs involved with Japanese teachers of English (JTEs) should have enough pre- and in-service training on Japanese culture and the educational system before being assigned to specific schools: the placement of AETs should depend upon the receiving schools: teaching methods and materials should be based upon plans drawn up by the teachers from the receiving schools; greater attention should be paid to the proficiency levels of the students while trying to establish small classes; a number of pm-teaching conferences should be allotted for them; in-service training should be given to both AETs and JTEs; a governmental research institute on AETs should be established soon, both to convey useful information to AETs and JTEs and to plan to introduce AETs at elementary schools and universities while looking at the research results and views of academic organizations.

Proposals regarding the practice of oral communication at the high school level recommended that concerns about the number of students per class, teaching hours, educational equipment, means of evaluation and in-service training be taken into account.

It was also agreed that FLT at the high school level should be expanded as soon as possible because FLT has actually been synonymous with English language teaching since 1947. The expansion should be introduced at the junior high school level.

On the second morning, discussion of IUP in elementary schools showed that with further internationalization of Japan, general interest in IUP in elementary schools has grown. According to the 1974 UNESCO recommendations, IUP at an early stage promotes positive attitudes toward other ethnic groups and their cultures and builds a foundation for international understanding. One report shows that more than 90 countries in the world offer FLT in elementary schools. Data from academic organizations such as JASTEC indicate the long-term usefulness of IUP in elementary schools.

Thus, IUP, including FLT, should be established in elementary schools all over Japan. Improved educational conditions through such measures as pre- and in-service training programs, improvements in class size and facilities, and a system of hiring a variety of qualified teachers are essential for realizing IUP.

During the afternoon sessions, a request and appeals to the *Mombusho* were drafted after more discussion. The conference ended by recognizing Kaizenkon's pledge to maintain a watchdog role in the reform of English language education in Japan.

**Reported by Kazunori Nozawa  
Toyohashi University of Technology**

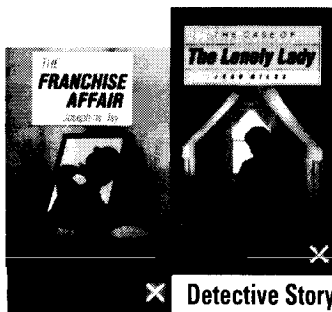
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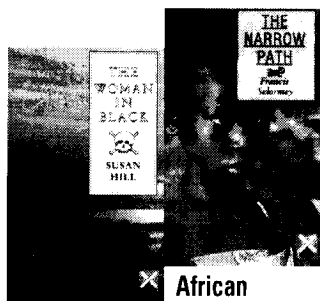
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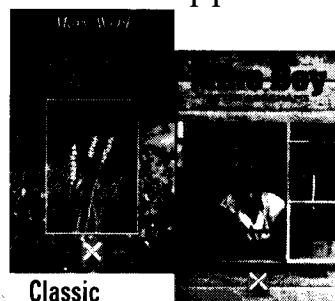


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# My Share

## Ask Someone Who

by Atsuko Hane

In this article, I would like to introduce a variation on a well-known ESL-classroom activity that I have tried and found effective. The original lesson, **Find Someone Who**, is a familiar first-day-of-class exercise which requires students to move around the classroom, asking one another yes/no questions to extract personal information. By adding the requirement that this 'someone' has to fit a particular description, the activity can expand its focus and become more enjoyable.

**Preparation:** Give students a copy of your own handout, (see *Model Questions*), depending on the descriptive vocabulary and question forms you want students to practice, or have them construct their own questions. (I then check the questions to reinforce accuracy in question formation.) I tell them short answers are acceptable. I also teach my students a way to avoid socially or culturally awkward questions. For example, they can answer, "I'd rather not say," if they don't want to tell their friends how much they weigh.

**Activity:** Next, students mill around the classroom, looking for someone who fits each description and asking for the information. About twenty minutes is enough for most students to finish this task, after which they can share the information, changing the question forms to statements for further practice.

**Ask Someone Who** is an interesting, effective, and flexible way for students to practice question formation and descriptivelanguage. Students really enjoy looking for someone who fits the description, and using English as a means of getting information. Furthermore, each teacher can make his/her own meaningful and effective version of *Ask Someone Who* by writing descriptions and questions to suit the specific aim of the lesson and the students' level. For example, when I use this activity in April, as a kind of "Getting to Know One Another" activity, the questions I use are:

e.g. Ask someone taller than you:

1. when his/her birthday is.
2. where s/he was born.
3. where s/he lives.
4. what s/he is interested in.
5. what his/her favorite food is.
6. how many brothers and sisters s/he has.

If I want to use this activity to review tenses, I may make questions using mixed tenses:

e.g. Ask someone wearing something blue:

1. what time s/he usually goes to bed.
2. where s/he is working part-time.
3. what s/he did last weekend.
4. what s/he was doing at 7:30 this morning.
5. what s/he is doing tonight.
6. how many countries s/he has visited.

*Ask Someone Who* can be used with a wide range of learners, from beginner to advanced. It gives students an opportunity to work toward both fluency and accuracy. Finally, and most important, students have really enjoyed it every time I have used it.

## Ask Someone Who: Model Assignment

Write the name of a person who fits the description and the information asked for:

1. Ask someone taller than you where s/he was at 10:00 last night. *Name:* \_\_\_\_\_
2. Ask someone wearing earrings what kind of music s/he likes. *Name:* \_\_\_\_\_
3. Ask someone wearing blue **jeans** how much s/he weighs. *Name:* \_\_\_\_\_
4. Ask someone with long hair what his/her favorite TV program is. *Name:* \_\_\_\_\_
5. Ask someone the same height as you where s/he usually eats lunch. *Name:* \_\_\_\_\_
6. Ask someone wearing glasses how often s/he goes to the library. *Name:* \_\_\_\_\_
7. Ask someone wearing brown shoes what foreign countries s/he would like to visit. *Name:* \_\_\_\_\_
8. Ask someone with curly hair who s/he lives with. *Name:* \_\_\_\_\_
9. Ask someone shorter than you what s/he is going to do after school. *Name:* \_\_\_\_\_
10. Ask someone wearing a miniskirt how she gets to school. *Name:* \_\_\_\_\_

*Atsuko Hane earned a B.A. in English at Tsuda College and an MA. in Linguistics from the University of*

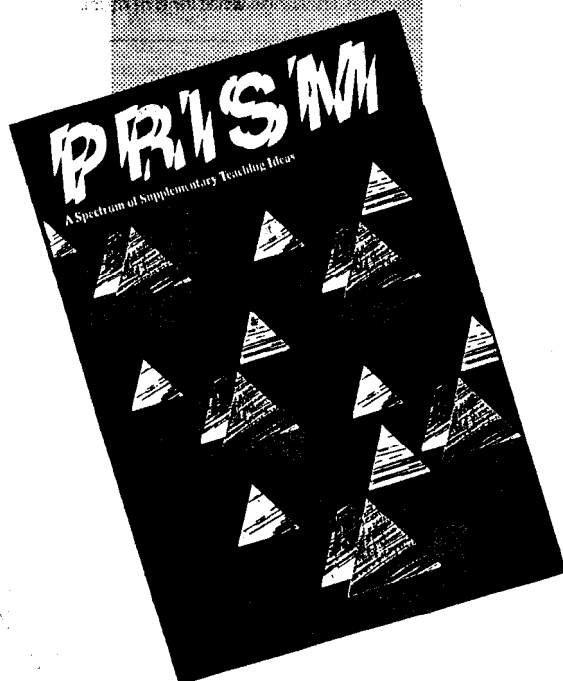
## Corrections for TLT4 Associate Members list

The following changes should be made to the Associate Members information that appeared in the April 1991 issue of **The Language Teacher**:

1. The **British Council, Cambridge English School's** telephone number is **03-3235-8011**.
2. **Heinemann International** should replace Heinemann Educational Books.
3. The ICS contact person's name should be deleted (it is not Ms. Ivy Silverman).
4. The **MacQuarie University** listing should have NCELTR added to it.
5. The **Meynard publishing** representative is **Mr. William Gutton** (not Mr. Orito).
6. **Shingakusha's** address should read **1-19 Yamabushi-cho** (not 14-2).

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# JALT

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## Under Cover

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**Learning to Learn English: A Course in Learner Training.** Gail Ellis and Barbara Sinclair. Cambridge: Cambridge University Press, 1989. Student Book pp. 118; Teacher's Book pp. 154; Cassette Tape.

The philosophy behind *Learning to Learn English* can best be summed up by the phrase cited on page 2 of the teacher's book: "If you give a man a fish, you feed him for a day. If you teach a man to fish, you feed him for a lifetime." (Confucius).

Teaching learners how to learn, leading them to discover what to learn and how to learn it, and, in effect, encouraging learners to take on more responsibility for their own learning form the central themes upon which Ellis and Sinclair build.

Few texts are more directly related to recent research findings about the nature of second language acquisition than *Learning to Learn English*. The introductory chapter in the teacher's book, *The Theory of Learner Training*, is excellent reading for those unfamiliar with research in the area of learner development, and provides a good overview of the benefits of incorporating learner training in a course.

The extensive incorporation of Further Readings throughout the teacher's book and the brief description of the works cited, as well as the authors' suggestions for including various aspects of learner training for each skill area, make the text well worth a careful examination. Also of interest is the list of readings Recommended for Learners and the descriptions of the references. A concluding typology of learner strategies is also worth examining.

However, it is not a course book and is not intended to be the central element of any class. Rather, it is a supplementary text designed to include learner training in a "regular" English language course and help set learners on the path toward self-reliance in their own language learning.

The text aims at high-intermediate or advanced learners. The taped materials were recorded using a variety of native English speaker accents, although primarily British, as well as a selection of second language English speaker accents, and as such proved slightly difficult for lower-level learners. However, with adaptation, the activities and taped materials (some student and some teacher directed) can be incorporated into a "regular" course with most learner levels. As learner training is needed the most by lower-level learners, adaptation is well worth the time it takes.

The text is divided into two major areas, or 'stages.' **Stage 1: Preparation for language learning** is designed to prepare learners for the course and help them plan the areas they want to study in Stage 2. The sections in Stage 1 are titled to ask learners to consider: What do you expect from your course? What

sort of language learner are you? Why do you need or want to learn English? How do you organise your learning? How motivated are you? What can you do in a self-access centre?

**Stage 2: Skills training** presents seven steps for training in each of the six skill areas covered. The skill areas are: Extending vocabulary; Dealing with grammar; Listening; Speaking; Reading; Writing. The authors do not specify a route through the six areas and suggest that the learners decide the path they want to follow. The seven steps in each skill area are presented as a series of questions to learners, again to avoid being prescriptive, and to encourage learners to become more involved and responsible for learning. The seven steps are: Step 1-How do you feel...?; Step 2-What do you know...?; Step 3-How well are you doing?; Step 4-What do you need to do next?; Step 5-How do you prefer to learn/practise...?; Step 6-Do you need to build up your confidence?; Step 7-How do you organise...?

The skill areas and steps are flexible enough to allow them to be worked on one at a time either horizontally, working step by step in a skill area, or vertically, doing the same step for several skill areas. Whether to do each of the steps is a decision that should be based on the learners' previous exposure to learner training and the learners' needs.

Students who used the text during the 1990-91 school year indicated that they found steps 1, 2, 3 and 4 to be the most useful for their own learning, but had some difficulty using the charts provided for steps 3 and 4. However, most said they intended to continue doing some of the steps after the end of the course. Step 7 was viewed as good advice for ways to continue studying.

As a whole, students responded well to the incorporation of learner training as part of a course, although anyone interested in incorporating this text should be prepared to give detailed explanations in the students' first language of what the learner training component is designed to do.

In addition, teachers using *Learning to Learn English* might want to proceed immediately to the skills training stage after learners have analyzed and prioritized (pages 10 and 11) their learning needs; Stage 1 can then be returned to at regular intervals as the learners need the information it contains.

Finally, those considering adopting learner training in their course might consider obtaining a class set of *Learning to Learn English*, rather than an individual copy for each student, and use it as designed as a supplement.

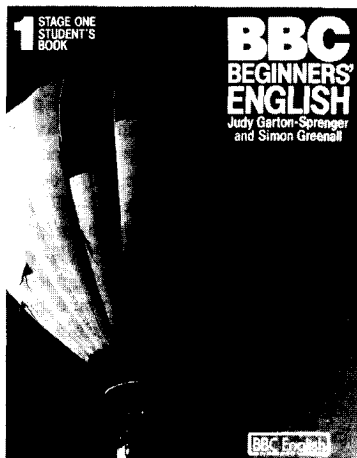
**Reviewed by Tamara Swenson**  
Osaka Jogakuin Junior College

**A New Analysis of Language Learning.** Toshiko Chomei. New York Peter Lang, 1989. Pp. 190.

The book consists of seven articles that describe an experimental 20-year study of teaching Japanese students English listening and speaking in a language laboratory. The methods described aim to develop students' listening and speaking abilities through extensive application of audio-visual aids.

A short-delay playback system devised by the au-

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thor, then improved to become an instant playback system, and later synchronized with visuals, permits students to compare their answers with the models immediately after recording and makes it possible for students to self-evaluate their utterances. Besides, the system lets teachers promptly correct students' errors in both pronunciation and sentence structure.

Descriptions of comprehension and production post-experimental tests (which in themselves are of interest and value for practicing teachers of a second language) are included with a description of the experimental setting and abundant and scrupulous statistical data illustrating each of the experimental studies.

The methods train students to concentrate on details while listening, which is absolutely important for the process of forming and establishing proper overall pronunciation habits.

Of special interest is the article dealing with transfer of training between reading and hearing. Common factors in these two areas are thoroughly examined. The points of examination (for example, closure factor) are backed up scientifically and suggest further study.

Toshiko Chomei's *A New Analysis of Language Learning* presents valuable material for researchers and is recommended for language teachers. The methods described in the book suggest that further research on teaching a second language in language laboratories is needed. The reference lists following each article and the extended bibliography on the language teaching field (696 items) allow readers to further their study.

Reviewed by Irene Dostovalova  
Moscow Institute of Economics & Statistics,  
USSR

**Reading and Writing Assessment Kit, Stage One: Initial Learner Interview.** Sue Hood and Nicky Solomon. Adelaide: National Curriculum Resource Centre, 1988. Pp. 141. Aus\$19.95.

**Reading and Writing Assessment Kit, Stage Two: Core Kit.** Sue Hood and Nicky Solomon. Adelaide: National Curriculum Resource Centre, 1988. Pp. 32. Aus\$19.95.

**Reading and Writing Assessment Kit, Stage Two: Support Materials.** Sue Hood and Nicky Solomon. Adelaide: National Curriculum Resource Centre, 1988. Pp. 88. Aus\$19.95. (Price for all three: Aus\$49.95).

This three-book kit is designed for students who are learning English as a second language (ESL), rather than students who are studying English as a foreign language (EFL). In fact, the kit is mainly geared to non-English speaking immigrants and refugees who have recently arrived in an English speaking country. However, the principles and some of the specific tasks are applicable to EFL programs.

**Stage One** offers a step-by-step procedure that an interviewer can use to check the range of a student's basic English skills. After conducting an initial interview to find out how much English the student can understand and speak, the assessor gives the student a page of words to see whether or not she understands them (for example, a stop sign, or a "no smoking" sign, or the word "ambulance" accompanied by a drawing of

an ambulance). The student then explains in English what each means or is used for.

Next, the student chooses one of three short passages to read and explain. The student is then asked to fill out a form in English and to write a short passage, based loosely on the passages read earlier. These are the first four tasks.

The fifth task asks the student to fill out the form, mentioned above, in the student's own language. Then follow 15 forms, from Arabic to Vietnamese. One of the reasons for this task is that some students cannot read or write in their own language, making learning to read and write English that much harder.

Thus, **Stage One** is mainly a general assessment of a student's basic reading and writing ability and of his/her ability to speak and understand very simple English. This level is mainly dealt with in Japan at the junior and senior high school levels.

**Stage Two** has materials that may be of greater use for EFL teachers. In the **Core Kit**, Hood and Solomon explain their program rationale: assessment should reflect the communicative needs of the learners. These needs should give the classroom program its direction (p. 4).

To this end, the authors offer guidelines, rather than prescriptions, for evaluating student performance. The idea is that teachers can best help students progress in English by determining, as closely as possible, what the students can actually do.

Hood and Solomon point out that it is very important to make assessments whenever necessary, rather than following some set schedule, as tests often do. Unlike tests, the assessments carry no grade. Also unlike tests, not all of the students need to be assessed at any one time. In short, teachers should assess student ability whenever they think it is helpful for the student.

The **Core Kit** includes useful lists of practical reading and writing tasks, strategies students follow in understanding a text, and teaching objectives. The reading tasks go from recognizing the "sight words" mentioned above (Stop, No Smoking) to deciphering gas and electric bills, to being able to read short passage for meaning. The writing tasks are similar ranging from filling out a savings account withdrawal slip and entering a message by mail to writing a thank-you note and a letter to a friend.

This part of the kit also has a description of and a guide to the various assessment procedures. Each procedure is coupled with the skills or strategies likely to be involved. For example, in previewing a text or in locating information, a reader has to skim material quickly. The authors also show how to prepare and use a cloze task, how to record and evaluate reading miscues, and how to make and evaluate a sequencing task.

The third book, **Support Materials**, has a number of specific reading and writing materials that have been used in the classroom. In addition, there are samples of student work and of teachers' evaluations of the work.

For example, using a student text as an article to read, the authors devised a cloze that other students then read. From the results of that assessment, the authors show how to tailor the actual teaching to the needs of individual students.

Every publication has its weak points. In this case, the authors may have gone overboard in leaving noth-



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ing to chance. For example, on page eight of the first book, we learn that the expression *date of arrival in Australia* "indicates [the] learner's length of time in Australia." The glossary, printed at the back of each book, is equally exhaustive. For example, the authors define visual memory as "recalling the way a word looks, including its length, shape and letter sequence."

Finally, one thing I didn't understand was why the book was printed on heavy stock paper on one side only. Surely some pages could have been printed on both sides with no loss to readability or copiability.

**Reviewed by Monty Vierra**  
**Hiroshima Chapter**

**Gallery 1.** Paula Fassman and Suzanne Tavares. New York: Oxford University Press, 1989. Pp. 87.

**Gallery 1** is a coursebook for advanced beginners of ESL or EFL. Each of the ten units provides practice in listening, speaking, reading, and writing. A cassette of listening material is available and the tapescripts are included in the appendix of the coursebook. American English is used in the book and most references are to places in North America. The illustrations are drawings done in black ink. Green is occasionally used in the illustrations and headings.

Each unit begins with listening passages which introduce the structures and functions that are the focus of the unit. Before listening, students are required to brainstorm questions one might ask in a given situation. Drawings present the characters or location of the listening passages and help students imagine what might be said. After listening, students answer questions based on what they have heard.

The listening passages use authentic-sounding speech at natural speed, but they were too fast for my students to understand. Perhaps they would work with more advanced students, but the grammatical focus is relatively simple, as are the intensive practices. In all, the listening was not suited to the level of the student likely to be using this book. The prelistening activities require more independent speech than my students were accustomed to, while the structured practices were too repetitious and simple.

**Gallery 1** does include a variety of speaking exercises, ranging from tightly controlled pattern practices to free talk about experiences and expectations. There are also picture story and interview exercises.

The reading sections are usually less than 300 words. Comprehension questions often follow the readings. Students may also ask each other questions about what they read.

The writing sections include various tasks, such as making lists, filling in forms, writing letters, and reporting on interviews with classmates.

The main problem I had with **Gallery 1** was that the listening passages were too fast for my students to comprehend. I felt that the speaking activities were varied and interesting. Even the reading and writing activities could be used for more speaking practice.

**Reviewed by John McGrath**  
**Tokai University**

## Recently Received

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

Notations before some entries indicate duration on the holding list: an asterisk (\*) indicates first notice in this issue; an exclamation (!) indicates third-and-final notice this month. All final-notice items will be discarded after June 30.

### Classroom Text Materials

\*Barnard, C. (1991). *How to improve your English*. Tokyo: Kenkyusha.

\*Gill, T. (1991). *The great British joke*. Tokyo: Kenkyusha.

\*Young, Richard. (1990). *The end of the American century*. Tokyo: Macmillan Language House Ltd.

Dainty, Peter. (1990). *Personal passport to Cambridge first certificate*. Hong Kong: Macmillan Publishers Ltd.

Peaty, D. (1990). *Our world*. Tokyo: Eichosha Longman 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.

### Teacher Preparation/Reference/Resource/Other

!Candlin, C. N. & McNamara, T. F. (1989). *Language, learning and community*. Macquarie 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*.

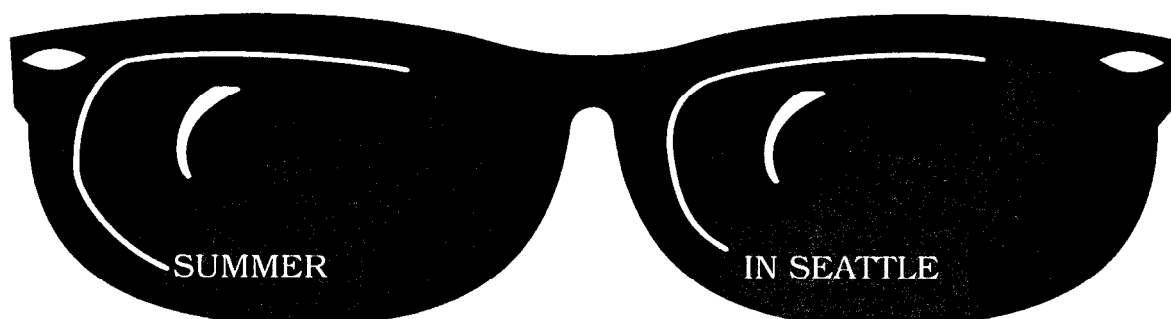
Baldauf & Luke. (Eds.). *Language planning and education*.

Beckerman. *Heartworks*.

Brosnahan. *Japanese and English gesture*.

Brown, Cohen, & O'Day, J. *Challenges: A process approach to academic English*.

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- 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.*
- Ferraro. *The cultural dimension of international business.*
- Fishman. *Language & ethnicity.*
- Fox, (Ed.). *Collins essential English dictionary.*
- Frase & Hetxel. *School management by wandering around.*
- Fried-Booth, et al. *Collins COBUILD English course photocopyable tests.*
- Gass, et al. (Eds.). *Variation in second language acquisition: Discourse and pragmatics.*
- Gass, et al. (Eds.). *Variation in second language 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 & Chamot. *Learning strategies in second language acquisition.*
- Parnwell & Miyamoto. *The new Oxford picture dictionary.*
- Poynton. *Language and gender: Making the difference.*
- Quirk & Stein. *English in use.*
- Redman & Ellis. *A way with words.*
- Richards. *Listen carefully.*
- Richards & Long. *American breakthrough.*
- Richards & Nunan. (Eds.). *Second language teacher education.*
- Rost & Kumai. *First steps in listening.*
- Seliger & Shoham. *Second language research methods.*
- Singer. *Intercultural communication: A perceptual approach.*
- Soara. *Headway (advanced).*
- Suzuki. *Togorin (Gendai no eigo gaku series: 5).*
- Swaffar, Arens & By-meal. *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.*

## PUBLISHERS

Please submit all review copies to *The Language Teacher* Book Review Editor, Mohammed Ahmed (address, p. 1). Thank you for your cooperation.

# Chapter Presentation Reports

HIROSHIMA

## Teaching Young Learners by Shane Hutchinson

"Teaching should be a mix of exploring, trying out and assessing." During Shane Hutchinson's presentation at our March meeting, we explored concepts of teaching children; designed mini-curricula to see the inadequacies of textbook, shared ideas and brainstormed; and, most of all, tried out a variety of activities.

Hutchinson favors teamwork and a cooperative learning environment, minimizing the authoritarianism inherent in TPR by using it in storytelling modes. He prefers not to use a textbook but cautions that teachers need to explain a non-textbook methodology to parents and students clearly at the outset.

Students who switch to L1, Hutchinson says, can build confidence, transcend vocabulary exercises, and get on to genuine communication in four-step activities. Students might *imagine* a family member; draw the person; *interview* a partner about the person (in L1); *interview* again (in English).

A variation showed how reading might precede writing. While small groups mimed skits prepared in L1, Hutchinson wrote key sentences on the board; then the class chanted the text, leaping from left foot to right on accented syllables ("Ben Johnson Beading").

Reported by Arlene Alexandrovich

KANAZAWA

## A Balanced Approach to Team Teaching by Yosho Hayashi and Toshio Numata

Team Teaching has become more and more important in Japan recently, with the rapid growth of the AET program. In response, at the February meeting Numata explained both the origins of the AET program, and the difficulties caused mostly by the program's success. The original Mombusho English Fellows came to Japan as special guests, but the warm response of the schools and students engendered an expansion which changed the program's identity. As foreigners became less rare, expectations of them changed.

Yosho Hayashi approached the issue of team teaching on an interpersonal level and articulated feelings of both foreigners and Japanese as a result of their daily contact with another culture. Although the ability to speak Japanese is not a requirement of the AET program, many Japanese teachers point this out as a fault of AETs in Japan. Hayashi's talk brought many issues out into the open; that is the first step toward mutual understanding.

Reported by Mary Ann Mooradian

**SHIZUOKA****Brainstorming-Let's Get Organised!**  
**by Stewart Hartley**

In March, after describing what brainstorming was, Stewart Hartley illustrated some of its practical classroom applications. Brainstorming, also known as semantic mapping and clustering, can be a useful way of generating ideas and processing language. Drawing from Rosch and Lloyd's Prototype Theory (1987), Hartley demonstrated how lexical categories affect cognition. EFL students often have difficulty with new language items because they are not congruent with their pre-existing scheme, which he likened to "parking places" for ideas. The techniques he described seem to be particularly promising for students who have difficulty distinguishing main points from supporting ideas when reading L2 texts and for those who have difficulty connecting ideas prior to writing.

**Reported by Timothy Newfields**

**WEST TOKYO****Task-based Language Learning**  
**by Bonnie Cothren**

In the February meeting, Bonnie Cothren described how communicative teaching can be realized using a task-based approach. The teacher must insure that students possess adequate strategies, so tasks or projects must be preceded by a series of preparatory lessons. She highlighted the need for motivational games, followed by challenges to produce English, and

capped by a personally fulfilling project.

Cothren then turned to the issue of incorporating the methodology into large classes and existing texts. She gave out a checklist to assess the communicative quality of a text, then made the point that augmentation can repair any deficiencies. With her own text book, *The Active Language Learner*, Cothren helped us look at pages with a creative eye, to turn a bad page into a good lesson. We were asked to break from feeling constrained by the author's intention and to ask ourselves how we could use the page in preparation for a project.

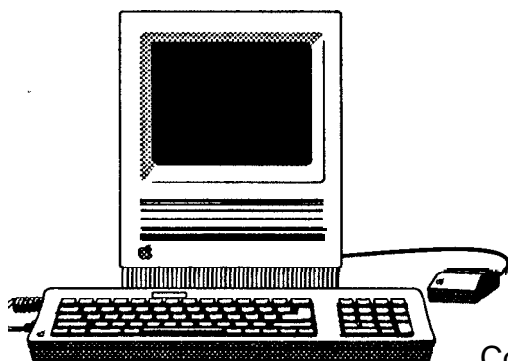
**Reported by Bruce Carrick**  
**Arizona State University**

**YOKOHAMA****Using Speech Communication as a**  
**Tool for ESL Learning**  
**by Tracy Hartwick**

Tracy Hartwick of Tokyo Foreign Language College described his courses at our April meeting. He showed how to compose a speech. He showed us, very energetically, seven different ways to start a speech. This led on to delivery skills-how to give a speech, including practising eye contact, voice control and gestures. He illustrated his presentation with work from his course students.

The keyword in speechwork is practice, he said, which Japanese students often lack. Through speech communication students may increase their awareness of, and confidence in speaking situations.

**Reported by Howard Doyle**

**JALT-Computerland**  
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Through an arrangement with Catena Corporation, any JALT member in good standing will be able to purchase LC and Classic Macintosh Computers from

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# Can We Talk?

## A Multiskills Approach to Communication

by Donald R.H. Byrd - John Klosek

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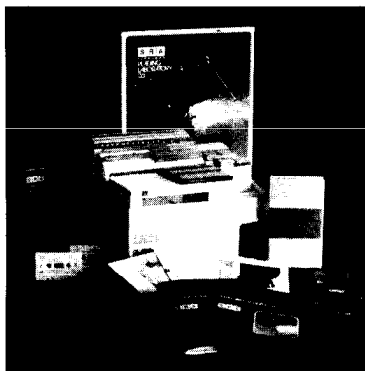
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# Bulletin Board

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

Concordia University  
Program in Applied Language Studies (PALS)  
Montreal, Canada  
July 29-Aug. 9, 1991

The Program in Applied Language Studies is a mm-credit course for Japanese teachers of English who wish to improve their oral proficiency and teaching skills. The course is intended primarily for high school teachers and teachers in training. English conversation classes will be taught each morning by ESL specialists. Language teaching methodology will be taught each afternoon by professors from Concordia's TESL Centre.

Application fee: \$100 CDN. Tuition: \$1850 CDN. Application deadline: June 15, 1991. For more information, please contact: Prof. G. S. Newsham, TESL Centre, Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, Quebec, Canada H3G 1M6 Tel: (514)-848-2450. Fax: (514)-848-3494 "TESL Centre."

PacSLRF  
Second language Research Forum for the Pacific  
University of Sydney  
July 14-16, 1991

This first PacSLRF conference is hosted by the Language Acquisition Research Centre (LARC) and the Department of Linguistics, University of Sydney. The conference will be open to anyone interested in SLA research. For more information contact: Tony Erben, Language Acquisition Research Centre, University of Sydney, Transient Bldg (F12), NSW, 2006, Australia. Tel: 02-698-3861. Fax: 02-660-7554.

Certificate in Language Teaching  
July 15-August 9, 1991  
Geneva, Switzerland

A course for those interested in self-access pair learning. Training includes 30 hours foreign language study; coordination of learners in the CEEL mediatec; evaluation of spoken language with the OLAF computer; phonetics; testing theory; methodics; methodology; and setting up and administering a SAPL-based language department or institute. Participants will also follow a course of training in interpersonal 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, Fax: 06-447-7324) at 6-7-31-611 Itachibori, Nishiku. Osaka 550.

1st National Congress of Linguistics:  
Languages and their use  
Mexico City, Mexico  
October 28-30, 1991

This congress, organized by the Mexican Association of Applied Linguistics and the Foreign Languages Centre (CELE) of the National University (UNAM), will have sections on tradi-

tional areas of descriptive and applied linguistics, as well as the various interdisciplines of language sciences. Deadline for proposals: June 28, 1991. Inquiries: AMLA, Apdo. Postal 22-800, C.P. 14000 Mexico, D.F., Mexico. E-Mail: CASTA @ UNAMVMI .

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The Center is on the Tanimachi subway line at Nakazakicho, one station north of Umeda. Go out Exit 3 and turn left, then a quick right and mm down a side street with a Pacific Sports store on your right. Walk for a minute or less, and the Shirono Bldg. is on your right, just after a large parking lot. The Center is on the 2nd floor.

Call for Papers  
The International University of Japan  
Conference on Second Language Research in Japan  
Tokyo

We are soliciting papers on current second language research in Japan. Send by August 1 a brief abstract (maximum 300 words in English or 600 characters in Japanese) plus a short biographical statement to Tom Hayes or Kaoru Yoshioka. Language Program, The International University of Japan, Yamato-machi, Minami Uonuma-gun. Niigata-ken. Japan 949-72. Fax: 0257-79-4441. Papers chosen for presentation will appear in the conference Proceedings. (Papers submitted in Japanese should be accompanied by a brief summary in English. The conference is scheduled for October 1991. The exact date will appear in later issues of *The Language Teacher*.)

- 1991 YMCA Intensive Seminar for teachers of English  
A. YISTE America (SU) Course July 27-August 16, 1991 Y498,000  
B. YISTE Britain (ICL) Course July 27-August 16, 1991 Y639,000  
C. YISTE Tokyo Course August 12-August 17, 1991 Y53,000  
For YISTE information call Tokyo YMCA, 03-3293-9661.

Seventh Hong Kong Institute of Language in Education  
International Conference  
December 17-19, 1991

Theme: Quilt and Quill: Maintaining and achieving quality in language teaching and language learning. Abstracts for papers and workshops should be sent no later than June 30, 1991. For application form and info contact: Institute of Language in Education, 2 Hospital Road, Hong Kong. Tel: 803-2400.

JALT-Gunma 5th Summer Workshop at Kusatsu  
Bridging the Gap  
Between Skill-Getting and Skill-Using  
August 19-21

Place: Kanto-Kosbinetsu Kokuritsudaigaku Seminar House, Kusatsu-machi, Gunma-ken. Guest Speaker: Prof. Wilga M. Rivers, Harvard University. Call for presentations: Submit proposals for 30 minute presentations when you register. Fee: ¥5,000 (¥2,000 for presenters). Room and board: ¥6,400 for all three days. (Some extra beds are available for family members.) Registration and info: Morijiro Shibayama, 2-38-4 Hirose-machi, Maebashi-shi, Gunma-ken 371. Tel: 0272-63-8522. Maximum 40 people, first come, first served.

# LC SUMMER '91 SEMINAR



## TEACHER EDUCATION

PROFESSIONAL SKILLS DEVELOPMENT  
for JAPANESE TEACHERS  
of ENGLISH

Dates: Monday August 19th-Friday August 23rd  
Place: Iwanami Bldg, Jimbocho, Tokyo.

KEYNOTE SPEAKER: PROF JACK C. RICHARDS  
"Beyond Training: Approaches to Teacher Education  
in Language Teaching"

Main Speakers: VIRGINIA LOCASTRO on "Action Research"  
ASAJI YONEYAMA on "Grammar & Drills"  
MARC HELGESEN on "Reading Skills"

Seminar Coordinators: BRIAN TOMLINSON  
HITOMI MASUHARA

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FOR AN APPLICATION FORM AND FURTHER INFORMATION  
PLEASE CONTACT: CHRIS CLEARY, DIRECTOR OF STUDIES, ILC  
IWANAMI BLDG 9F, 2-1 KANDA JIMBOCHO, CHIYODA-KU, TOKYO 101  
Tel: (03-3264-7464)

INTERNATIONAL LANGUAGE CENTRE  
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# 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: Word Games  
 Speaker: Vaughn Jones (Heinemann Educational Books)  
 Date: Sunday, June 9th  
 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 0747-86-7996

What are the problems involved in learning new words? In a very practical session we will look at the meaning, grammar and pronunciation of vocabulary items and a variety of "fun" classroom techniques will be demonstrated.

Vaughn Jones has taught English over eight years in England, France and Japan and has worked as a teacher-trainer in Spill.

Don't toss this meeting announcement away! Pass it on to a non-member, friend or colleague. Signed by a current member, this announcement entitles any non-member to one free admission to a JALT Chiba meeting during this year.

## FUKUI

Hiroyuki Kondou, 0776-56-0404

## FUKUOKA

Topic: Magazines and Authentic Materials  
 Speakers: Julie Dyson & Lesley Koustaff  
 Date: Sunday, June 9th  
 Time: 2:00-5:00 p.m.  
 Place: West Chester University (1-3-29 Nagahama, Chuo-ku/761-0421)  
 Fee: Members free; non-members ¥600  
 Info: JALT Office 092-714-7717  
 of Program Chair 092-925-3511

Julie Dyson will introduce the DOSIERS magazine-style ELT materials series, in relation to the special needs of Japanese students.

Lesley Koustaff will look at the visual element in authentic magazines for teaching various skills. Ms. Dyson will then lead an open-ended workshop on the use of authentic materials in the EFL classroom, examining the principles behind the effective use of both examples she will be bringing with her and materials participants are invited to bring to the meeting.

Julie Dyson works for Macmillan in Tokyo. Lesley Koustaff is Fukuoka JALT President.

## GUNMA

Hisatake Jimbo, 0274-62-0376

## HAMAMATSU

Topic: The MAT Method: Getting Students to Talk  
 Speaker: Ritsuko Nakata  
 Date: Sunday, June 16th  
 Tie: 1:00-4:00 p.m.  
 Place: Seibu Kominkan (next to Ichiritsu High School) \*Please refrain from driving to the place because there aren't enough parking spaces.  
 Fee: Members free; non-members ¥1,000  
 Info: Brendan Lyons 053-454-4649  
 Mami Yamamoto 053-885-3806

The speaker will demonstrate techniques which have resulted in children mastering how to talk in Q & A, basic tenses, infinitives, etc., within one year.

Ritsuko Nakata is a teacher-trainer.

## HIMEJI

Topic: A Language Learning Strategies Program  
 Speakers: Susan Jackson and Linda Viswat  
 Date: Sunday, June 16th  
 Tie: 2:00-4:00 p.m.  
 Place: Himeji YMCA (near Topos)  
 Fee: Members free; non-members ¥500  
 Info: F. Yamamoto 0792-67-1837

Recent research suggests that language learners can be trained to use more effective learning strategies. The presenters will discuss a strategies training program used in their classes. The students discuss one strategy that a teacher or fellow student at the university has found effective in his/her own language learning experience. Students are encouraged to try out the technique and report on their success in a weekly journal.

In this workshop, participants will be asked to consider some of the techniques which have been presented to the students and to share their own language learning strategies.

## HIROSHIMA

Topic: Part I Project A: Pronunciation Practice on a Double-Decker  
 Part II Holistic Listening with Video Skits: Focus on Stress  
 Speaker: Atsuko Ushimaru  
 Date: Sunday, June 9th  
 Time: 1:00-4:00 p.m.  
 Place: Hiroshima YMCA Gaigo Gakuin, Bldg. #3  
 Fee: Members ¥500; non-members ¥1,000  
 Info: Marie Tsuruda or Kathy McDevitt 082-228-2269

The first part of this presentation will introduce a self-study activity to practice pronunciation using a contextualized recording of English and a "double-deck" tape recorder (i.e. with the dubbing or "karaoke" function). Participants will be taken through the activity step by step and presented with a flowchart as a graphic guide that their students may actually use.

In the second part, a series of small-group activities will be demonstrated, designed with focus on the use of prosodic features in English, with authentic material from videotaped T.V. skits (e.g. Sesame Street).

Atsuko Ushimaru is a full-time instructor at Obirin University in Machida, Tokyo.

## IBARAKI

Topic: Recently published teaching material  
 Speaker: Julie Dyson  
 Date: Sunday, July 14th  
 Time: 2:00-4:30 p.m.  
 Place: Mito Shimin Kaikan (Rm 206)  
 Fee: Members free; non-members ¥500  
 Info: Martin Pauly 0298-64-2594  
 Ms. Dyson is Marketing Executive for Macmillan Language House Ltd.

## KAGOSHIMA

Topic: Dealing with Dialogues  
 Speaker: Barton Armstrong  
 Date: Sunday, June 30th  
 Time: 1:30-3:30 p.m.  
 Place: Kyuden Community Plaza, Kagoshima Chamber of Commerce & Industry Bldg. 2F, 1-38 Higashisengoku-cho, Kagoshima City  
 Fee: Members free; non-members ¥1,000; students ¥500  
 Info: Yasuo Teshima 0992-22-0101

Mr. Armstrong will discuss various ways in which a dialogue can be used. A wide range of tried and tested activities will be demonstrated. Meeting attendants are encouraged to bring any books they are using.

## KANAZAWA

Topic: Instructional Software: The New "Grammar Checkers"

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LONGMAN



Speaker: John Dennis  
 Date: Sunday, June 16th  
 Time: 2:00-4:00 p.m.  
 Place: Marier Bldg., 6th floor, at Toyama JR Train Station  
 Fee: Members free; non-members ¥600  
 Info: Masako Ooi 0766-22-8312  
 Mary Ann Mooradian 0762-62-2153

English speakers who use personal computers are able to take advantage of a new category of software called "grammar checkers." While these applications have been designed for native speakers, it is worthwhile to examine how this type of software might be used by a language student. Mr. Dennis will describe several grammar checkers, examine how they work, and list the advantages and disadvantages of this software. He will then suggest ways in which students of English might use such applications as instructional tools.

Mr. Dennis teaches at Hokuriku University in Kanazawa.

#### KOBE

Topic: Electric Eclectic  
 Speaker: Judy Gemant  
 Date: Sunday, June 9th  
 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

Your students have a speaking text. You want to enhance it with communicative activities from multiple sources. You want the students to be motivated, activated and to see the sense in your transitions. Steps toward organizing this effort will be presented, and the afternoon will be spent in a lively, practical demonstration of activities from a summer syllabus. Audience participation expected.

Judy Gemant (MA in ESL, University of Illinois) teaches at Kinran Junior College in Osaka.

#### KYOTO

Topic: Team Teaching-Love It Or Leave It, But It's Here To Stay  
 Speakers: Louise Gormley-Murasakino Senior High School, Kyoto  
 Hiroko Takimoto-Fushimi Junior High School, Kyoto  
 Lisa Wilkinson-Nagamatsu Education Center, Kyoto  
 Michi Yamada-Kamikawa Junior High School, Kyoto  
 Date: Sunday, June 30th  
 Time: 2:00-4:30 p.m.  
 Place: Kyoto YMCA, Sanjo Yanaginobamba between Kawaramachi and Karasuma, 075-23 1-4388  
 Fee: Members free; non-members

¥500

Info: Kyoko Nozaki 075-71 1-3972  
 Michael Wolf 0775-65-8847

This workshop will demonstrate how a JTE (Japanese Teacher of English) and an AET (Assistant English Teacher) can team teach a class at the junior or senior high school level. A basic definition of that gray area called "team teaching"; the history behind the JET (Japan Exchange Teaching) program; and the present AET situation in Kyoto City are briefly discussed. Team-teaching sample lesson plans will be provided. Discussions will include: advantages and disadvantages of team-teaching; possible problem areas from an AET and JTE perspective; and possible solutions from the speakers' experiences.

The speakers are currently teaching in Kyoto City Public Junior High Schools or High Schools and are actively involved in the JET program.

#### MATSUYAMA

Topic: Learner Strategies  
 Speaker: Don Maybin  
 Date: Sunday, June 6th  
 Time: 2:00-4:30 p.m.  
 Place: Shinonome High School, Memorial Hall 4F  
 Fee: Members free; non-members ¥1,000  
 Info: Vickie Rooks 0899-33-6159  
 Linda Kadota 0899-79-6531  
 Masako Aibara 0899-31-8686

Three communication strategy models are introduced (one receptive, two production type) and applied in a series of reinforcing activities. The goal is to train learners to actively acquire a target language in the real world by providing a specific, efficient mental reference. Models will be elicited from the audience, then applied in three languages to put participants in the position of their students.

#### MORIOKA

Jeff Aden 0196-23-4699

#### NAGANO

Tokio Watanabe, 0267-23-2063

#### NAGASAKI

Topic: English Education at Universities and Colleges in Nagasaki  
 Speakers: Various local university and college educators  
 Date: Sunday, June 16th  
 Time: 1:30-4:30 p.m.  
 Place: Room 64--Education Building, Nagasaki University  
 Fee: Members free; non-members ¥500  
 Info: Wanda "Swan" Anderson 0958-46-0084 (days) or 0958-47-1137 (evenings)

Presenters will focus on a general overview of the English curriculum at their institutions, including goals, means

to achieve them, students, methods and materials. Also, presentation of specific, proven teaching techniques, favorite lessons, preferred materials or report of current, personal research will be addressed. Following this, either a panel discussion among the participants and audience or small-group discussions will be held.

#### NAGOYA

Topic: Extensive Reading  
 Speaker: Vaughn Jones, Heinemann International  
 Date: Sunday, June 23rd  
 Time: 12:30-4:00 p.m.  
 Place: Mikokoro Center, Naka-ku, Nagoya  
 Fee: Members free; non-members ¥1,000  
 Info: Ryoko Katsuda 0568-73-2288  
 Helen Saito 052-936-6493

We will look at ways of encouraging students (high school age to adult) to read extensively outside the classroom.

\* Please note earlier meeting time.

#### NARA

Topic: Grammar Tasks for Consciousness-raising  
 Speaker: Rod Ellis  
 Date: Sunday, June 9th  
 Time: 1:00-4:00 p.m.  
 Place: Saidaiji YMCA  
 Fee: Members free; non-members ¥1,000  
 Info: Denise Vaughn 0742-49-2443  
 Masami Sugita 0742-47-4121

This talk will examine what is meant by "consciousness-raising," comparing this approach to the teaching of grammar to the more traditional, "practice" oriented approach. It will also present a taxonomy of consciousness-raising tasks and illustrate some of the different types with actual materials for use in the classroom.

Rod Ellis is currently professor in applied linguistics at Temple University, Japan, where he teaches in the M.Ed. and Doctoral Programmes.

#### NIIGATA

Topic: A Potpourri of Communicative Classroom Activities from Prentice Hall Regents  
 Speaker: Nancy Baxer  
 Date: Sunday, June 16th  
 Time: 1:00-3:30 p.m.  
 Place: Kokusai Yuko Kaikan (International Friendship Center)  
 Fee: Members free; non-members ¥1,000  
 Info: Michiko Umeyama 025-267-2904  
 Setsuko Toyama 0256-38-2003

Ms. Baxer will present a variety of activities that require little preparation time. Most activities can be applied to any text and materials used are teacher-made or from duplicatable teacher resource books.



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Co-operative group learning tasks will be introduced, along with activities for large EFL classes in Japan.

Nancy Baxer is ELT Marketing Manager for Prentice Hall Regents.

#### OKAYAMA

Fukiko Numoto, 0862-53-6648

#### OKINAWA

Karen Lupardus, 09889-8-6053

#### OMIYA

No June Meeting.

Margaret Sasaki, 048-644-3643

#### OSAKA

Topic: Getting Students to Speak Gut Freely in English

Speaker: Ronald Cline

Date: Saturday, June 22nd

Time: 3:00-5:00 p.m.

Place: To be arranged

Fee: Members free; non-members ¥1,000

Info: Tamara Swenson 06-361-8843

This presentation will center around a number of techniques and activities useful for getting students to speak out more freely in English. Techniques appropriate for several different levels of student age and ability will be demonstrated and participants will also be given some hands-on experience trying them out. In addition, the presenter will bring a small number of original materials that have proven successful in his classes.

Ron Cline is assistant professor at Teikoku Women's Junior College.

#### SAPPORO

Topic: Stimulating Discussion and Reading

Speaker: Paul Stapleton

Date: Sunday, June 30th

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

Place: Hokusei Women's Junior College (South 4, West 17) 4F

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

Info: Ken Hartmann 01 1-584-4854

In this workshop, participants will be shown how subjects of interest to Japanese students can be presented, to produce a livelier class.

Paul Stapleton teaches at Hokkaido University in Sapporo.

#### SENDAI

Topic: Word Games

Speaker: Vaughn Jones

Date: Sunday, June 16th

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

Place: Seminar Hall, 5th floor, 141 Building

Fee: Members free; non-members ¥1,000

Info: Tadashi Seki 022-278-8271 (home)

Harry Neale 022-267-3847 (work)

[For details, see the Chiba announcement.]

#### SHIZUOKA

Topic: Teacher Training and Development

Speakers: Warrick Liang and Maureen Pilon

Date: Sunday, June 30th

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

Place: To be announced

Fee: Free

Info: Tim Newfields 054-248-3913

The presenters will discuss ways that both Japanese and native ESL teachers can hone their classroom skills and become more effective learning facilitators. The presenters will focus on ways that the Language Institute of Japan (LIOJ) can be a valuable resource and describe a number of LIOJ programs which should be of interest to every ESL teacher.

Warrick Liang is Administrative Director of LIOJ. Maureen Pilon has taught in the business, community, and team teaching programs at LIOJ and is currently the Business Program Supervisor.

#### SUWA

Mary Amga, 0266-27-3894

#### TAKAMATSU

Shizuka Maruura, 0878-34-6801

#### TOKUSHIMA

Sachie Nishida, 0886-32-4737

#### TOKYO

Topic: Ideas and Activities for Jr. & Sr. High School Classes

Speaker: Don Maybii, LIOJ, Odawara

Date: Sunday, June 23rd

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

Place: Temple University Japan; from Takadanobaba take the Seibu Shinjuku Line one stop from Shimo-ochiai (be sure to catch a local train!)

Fee: Members free; non-members ¥1,000

Info: Will Flaman (W) 03-5684-4817, (H) 03-3816-6834

The Language Institute of Japan in Gdawahas conducted extensive summer workshops for Junior and Senior High School teachers for a number of years. Mr. Maybin will bring the best of these ideas to our monthly meeting.

#### 東京・日本語教育 SIG

テーマ: SGAV 方式 (ベルポートナル)

による「こんにちは」の使い方

講演者: 木村匡康 小坪博子 (上智大学)

日時: 6月15日 (土) 2:00~5:00

場所: テンプル大学日本校

(西武新宿線下落合駅1分)

参加費: 会員 無料、非会員 1,000円

問い合わせ: 楢光可 0473-48-2650

堀歌子 03-3372-9393

#### TOYOHASHI

Topic: Guided Readers

Speaker: Barton P. Armstrong (Heinemann International)

Date: Sunday, June 16th

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

Place: Aichi University Kinenkan

Fee: Free

Info: Masahito Nishimura 0532-25-6474

Kazunori Nozawa 0532-25-6578

#### UTSUNOMIYA

Topic: Teaching English for the Children's Glass

Speaker: Julie Dyson

Date: Sunday, June 16th

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

Place: Utsunomiya Sogo Community Center

Fee: Free

Info: James Chambers 0286-27-1 858

Michiko Kunitomo 0286-61-

#### WEST TOKYO

Bruce Carrick, 0422-54-9485

#### YAMAGATA

Ayako Sasahara, 0236-81-7124

#### YAMAGUCHI

Brenda Watts, 0832-54-0420

#### YOKOHAMA

Topic: Making Gut in JET: Problems of Teaching English in the JET program

Speaker: Aston Bridgeman

Date: Sunday, June 9th

Time: 2:00-4:45 p.m.

Place: Yokohama Kaiko Kinen Kaikan (Near Kannai Station and Yokohama Stadium)

Fee: Members free; non-members ¥1,000

Info: Ron Thornton 0467-3 1-2797

A look at problems with the JET scheme as perceived by a native speaker participant.

Aston Bridgeman is in his second year as an AET at three public high schools in Yokohama/Kanagawa.

Please do not submit  
The Language Teacher  
announcements in the  
form of posters, graphics,  
charts, or cartoons.  
Thanks.

— The Editors

***Two videos for cross-cultural studies, listening development, or pre-departure training:***

# INTRODUCING GREAT BRITAIN

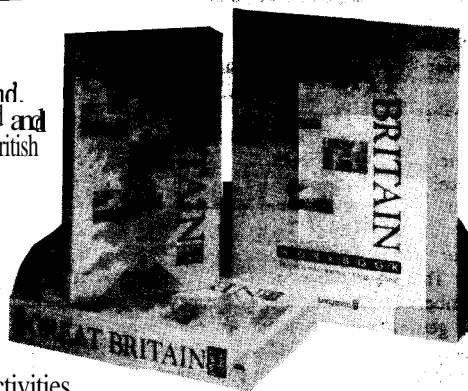
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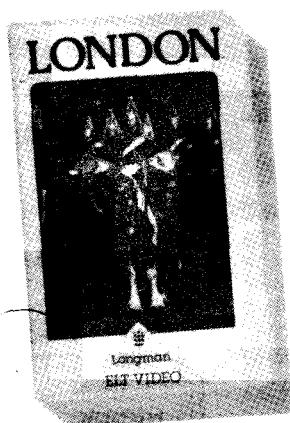
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**LONGMAN ELT**



# Positions

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

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

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

(FUKUI) Fukui University is seeking a teacher for courses in English, English Composition, English Conversation, Comparative Culture. Available from October 1, 1991. At least MA in any of the following fields: linguistics, TEFL, English/American literature, communication, and any other related field. Teaching load 6 classes (100 minutes each) per week. Salary based on experience and qualifications: ¥347,000 or higher per month. Plus bonuses and accommodation. Please send by no later than June 15 your CV, with recent photo, publications (if any), and letter of application to: Sadayuki Nakane, Dept. of English, Fukui University, 9-1 Bunkyo 3 chome, Fukui-shi 910.

(FUNABASHI, CHIBA) MIL The Language School seeks EFL instructors for positions in spring, summer and fall 1991. Duties include teaching children and adults and designing of curriculum. BA/MA in TESL/TEFL or teaching certificate in a related field and experience required. Early Childhood Education and cross-cultural degrees also welcome. Two-year contracts only. Salary begins at ¥250,000-270,000/month. A 10% raise is guaranteed after the first year. 230 working days per year. 15 days summer and 15 days winter vacation, low-cost furnished housing and insurance support. Contract completion bonus of ¥270,000 after two years. Send resume to: Margaret Otake, Eguchi Bldg. 3F, Katsutadai 1-6-2, Yachiyo-shi, Chiba-ken, 276. Please include a letter of recommendation from an employer and a recent photo.

(KANAZAWA) Full-time college-level English teaching positions available beginning September 1991. Qualifications: MA in TEFL, Applied Linguistics, Education, English or related field, teaching experience; experience in a technical field is useful. Duties: Teach first and second year English courses; develop and produce materials for the English program; take part in curriculum planning. Relevant research is encouraged and supported. Terms: 2-year renewable contract, competitive salary. Please contact: Keiko Koma, Personnel Director, Kanazawa Institute of Technology, 7-1 Ohgigaoka, Nonoichi, Ishikawa-ken 921.

(KURASHIKI) Mr. Hood Community College in Kurashiki is now accepting applications for its part-time ESL/ENL instructor eligibility pool. For information and application forms please contact Mariko at the college, 0864-72-7770.

(ODAWARA) The Language Institute of Japan (LIOJ) in Odawara expects EFL teacher openings in both its Business Communications Program (BCP) and also its Community Program (CP) beginning in June, September and December of 1991. LIOJ has a reputation for providing a highly unique and rewarding teaching and social situation where innovation, exchange of teaching ideas, and high standards are emphasized. MA in TEFL preferred, but candidates also sought with backgrounds in education, business, engineering, or international relations. BCP students are business professionals from throughout Japan who stay at LIOJ for one month and study in an intensive program. CP students range in age from 4 to 70, and instruction includes team teaching in local junior high schools. Salary approximately ¥339,000 per month with seven weeks paid vacation, up to ten meals provided, and other yearly benefits. Excellent living area, near the mountains and sea, about one hour from Tokyo. Send a resume to Personnel Director, Language Institute of Japan, 4-14-1 Shiroyama, Odawara-shi, Kanagawa-ken 250. Interviews will be arranged in Odawara for selected applicants.

(Seoul, KOREA) Full-time position: ESL instructor. Starting dates are: June 21, July 19, Aug. 23. Salary W1,200,000/month. W710-US\$1.00). Requirements: MA or BA in TESOL or related field of experience. Benefits: Partial housing, round-trip airfare; four weeks paid vacation, 50% health insurance. Send resume, copies of diploma/transcript/first page of passport, and references to: Graham Duffield Head Coordinator, English Training Center, 646-22, Yoksam-dong, Gangnam-ku. Seoul 135, Korea.

(TAKAMATSU, KAGAWA) Lingo School, Institute in English conversation, is seeking full-time teachers of English as a second language. Requirements: Native speakers with BA or MA in ESL or a teacher's certificate. Experience in teaching children preferred. Salary depends on qualifications and experience. Accommodation available. Five days a week. 23 teaching hours a week. Seven days summer and winter holidays. Beginning August 1 or Sept. 1. Please send resume. For information contact: Kyoko Tominaga, Lingo School. 11-6 Kameicho, Takamatsu City, Kagawa, 0878-31-3241.

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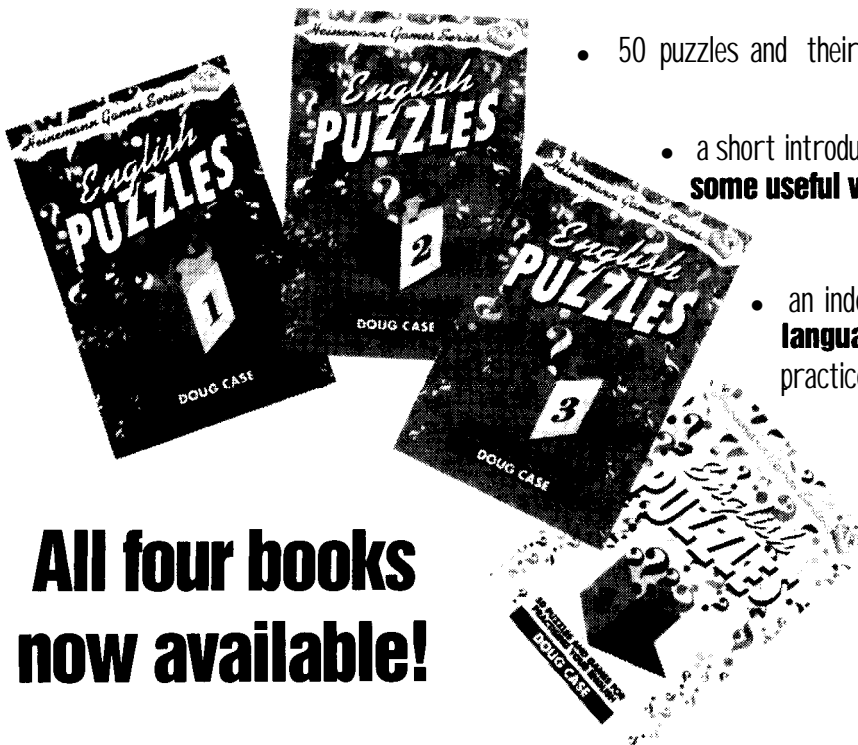
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**JALT** is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field.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

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

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

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### CENTRAL OFFICE:

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## JALT—全国語学教育学会について

**JALT** は、語学教育のために、最新の言語理論に基づく、より良い教授法を学ぶ機会を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。現在、日本全国に4,000名以上の会員を持ち、英語教師協会 (TESOL) の加盟団体、及び国際英語教師協会 (IATEFL) の日本支部として、国際的にも活躍しています。

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