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全国語学教育学会

VOL.XV, No.9 SEPTEMBER 1991

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

THE LANGUAGE TEACHER 9

Conference
Issue

JALT

昭和五十四年四月二十一日 第三種郵便物認可
第十五卷 第九号 平成三年九月一日発行 (毎月一日発行)

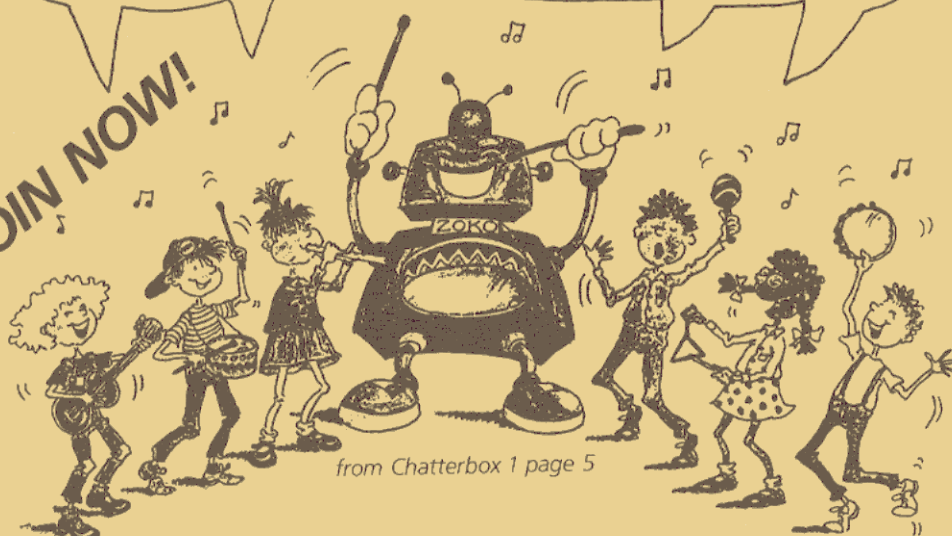
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THE LANGUAGE TEACHER

XV:9

September 1991

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a 1 1 所 株式会社 厚 産 社

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

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

All contributions to *The Language Teacher* must be received by no later than the 25th of the month two months preceding desired publication. All copy must be **typed, double-spaced, on A1-sized paper**, edited in pencil, and sent to the appropriate editor.

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Introduction

JALT '91 CHALLENGES

What are the issues that will characterize Language Teaching during the remaining eight years of the 20th Century? The search for answers to this question is the goal of this year's JALT International Conference on Language and Teaching.

To help you plan and prepare for the conference, two issues of *The Language Teacher* have been devoted to the conference program-last month's Pre-Conference Workshop Issue and this Conference Issue.

Three specific challenges to the profession will be presented by the main speakers at the conference. Christopher Brumfit will boldly ask, "Has Communicative Teaching a Future?" His interview in this issue outlines his views on key questions; accuracy vs. fluency, the role of content, etc. Marianne Celce-Murcia's presentation will explore the "Integration of Form, Meaning and Function." Her interview provides insights into each of these categories as she reviews *The Grammar Book* and argues for a comprehension base in ELT. Anita Wenden's presentation will address "Learner Strategies for Learner Autonomy." In her interview, she examines peace education and its challenges to language teaching and learning around the world.

Complementing these interviews are three others on controversial issues that will, without doubt, be critically debated during the '90s--David Nunan's learner-centred approach (in Japanese), Manfred Pienemann's Teachability Hypothesis and his rejection of methodology; and Lynne Hansen-Strain's "language keeper" and attrition-the loss and forgetting of language.

Please turn to the JALT '91 Conference information section and begin planning your three-day weekend in Kobe beginning November 2nd. As you do, you might also consider enrolling in one of the special pre-conference workshops offered Friday, November 1st. Please remember: It's wise to pre-register (*furikae* in Conference Supplement to *The Language Teacher* or contact the JALT Central Office).

Come and participate in the discussions that will lead up to the Final Panel Monday afternoon: "The Challenges: Issues for the 90s."

See you in Kobe!

Jeris E. Strain, Program Coordinator

この号は・・・

前号のJALT'91大会前ワークショップの特集に続いて、大会プログラムの特集です。今年の大会では20世紀の残された8年間の言語教育を特徴づけるであろう諸問題とそれへの解答を探る試みを取り上げられます。

この号には3名の基調講演者へのインタビューと、それらを補完するさらに3つのインタビューが掲載されています。基調講演で **Christopher Brumfit** は「コミュニケーション・ティーチングに未来はあるか」と問います。この号でのインタビューで彼は正確さと流暢さ、内容の役割などに関して自身の見解を述べています。**Marianne Celce Murcia** は言語形式と意味と機能について考察し、理解を基盤にした教授法の重要性を主張しています。**Anita Wenden** は内容に関連した教育法として平和教育を取りあげ、世界の言語教育と言語学習に何が求められているかを論じています。

以上の基調講演者へのインタビューに加えて **David Nunan** へ学習者中心のアプローチに関して(日本語)、**Manfred Pienemann** へ教授可能性仮説に関して、**Lynne Hansen Strain** へ言語の忘却に関してインタビューがされました。

Opinion 欄は今回は日本語で、日本語教育における批評の問題が論じられています。



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Interview: Christopher Brumfit

by Teresa Bruner Cox

Christopher J. Brumfit, Director for the Centre for Language in Education at Southampton University and a main speaker for the JALT'91 Conference, was interviewed by Terry Cox at last April's IATEFL Conference in Exeter, England. He is the author of numerous books and articles on English language teaching and communicative methodology, as well on English as an international language and the use of literature in second language teaching.

The Language Teacher: First, I'd like to thank you for finding the time for this interview....I think a good way to start off would be to talk about your general background. When I was reading your book Communicative Methodology in Language Teaching, I noticed that you've taught in China, India, Africa, and Canada, and you're involved in both the fields of education and language teaching. Which field did you start out in?

Christopher Brumfit: Well, I started out in literature, and my first degree was in English literature. I then trained as a teacher...in East Africa and taught for eight years in Tanzania. The other places I've taught [outside Britain] have been for periods of months rather than years, so they've been rather shorter... since 1972 I've been working in Britain on occasions going over to China and India for periods of a few months; so that my main teaching experience is really substantially in Africa, and at secondary school level entirely in Africa. The fields: I suppose I started in literature and came back and did a Master's in applied linguistics because I was dissatisfied with my literary training as a basis for language work, but without giving up the literature. And my Ph.D. is in education, but with reference to language teaching.

I'd like to talk about some of the points that you made in the Communicative Methodology in Language Teaching book, although I realize that's not your most recent book. I think one place to start is with some of the comments you made about research about teaching, and ...about language teaching.

You refer to problems of "false formalization," skepticism about the role of science in the formulation of principles for effective teaching, and some of the dangers of trying to quantify human variables, which are so complex, both in the areas of language and of teaching. What constitutes appropriate research in language teaching methodology as you see it now?

I think that language teaching is something which will carry on improving itself whether or not there are any researchers, and it seems to me that the main function of research into language teaching is to try and understand the processes by

which it develops, which may include, partially, responding to research, but doesn't necessarily have to include that at all. So that I'm concerned, I suppose, about the relationship between researchers and language teaching when it is seen as a relationship between those who know, and the practitioners who carry out what those who know know. And this is essentially a problem which Stephen Krashen has raised a little bit, and he's been a bit ambiguous in his responses to it (in the Georgetown Roundtable paper in 1983). My main worry is simply that there is a great deal of research theory which both the history of the social sciences and general educational research have addressed, which seems to be ignored by certain strands in language teaching research, particularly when the SLA research has moved too readily towards methodology from studies which are essentially psychological or social psychological. And there's a great deal of over-simplified view of the nature of classrooms, a view of teachers as...unproblematic channels for methodology, rather than people who are making ad hoc interpretations for a lot of time in their professional lives. Indeed, there is a general feeling that, whereas learners are complex, in some sense teachers are not, which I think needs a great deal of exploration. I mean there's a great deal about teachers' craft knowledge, for example, which the general educational literature is aware of, but isn't really taken on board by researchers who publish in Language Learning, or in Applied Linguistics, or in SSLA. So I suppose all of these are doubts, but essentially I'm problematizing the areas that people look at, and particularly concerned to use as a touchstone essentially a common sense position. If it's going to be useful to teachers, it's got to be something which is both comprehensible, and perceived of as of potential value to teachers. If it isn't, then I think by definition it requires a great deal more work before it can be put out; and theoretical and research views which are put out and which teachers don't take up are being falsified by the fact that teachers don't take them up, in part. It's not the only way of falsifying them, but I don't like the notion that somehow there are lots of good research ideas and that there are a whole lot of lazy teachers who won't actually take any notice of them.

There is a general feeling that, whereas learners are complex, in some sense teachers are not.

But I think particularly in the United States, I keep hearing people talking about teaching methodology, and models of learning and models of language acquisition, [and] talking about the need for quantifiable research and data to support people's positions. I think this was one area where Krashen was criticized very strongly, rightly or wrongly I don't know. But you seem to have very strong reservations about the ability of quantifiable research to actually give us any enlightenment.

Yes, in principle. I mean, there are certain things that quantifiable research can do, and I would certainly not want to take the position that we should not quantify what is capable of being quantified. But not everything capable of being quantified is valuable, or interesting, or theoretically significant; and large numbers of things that are valuable, interesting, and theoretically significant are not capable of being quantified, some of them in principle, and some of them because we haven't actually got the mechanisms to be able to get at them.

But certainly, if one wants to talk about the affective domain and the way in which teachers operate with it, there are certain parts of this that may be subject to quantification. You can quantify eye contact, but it's difficult to do. You can actually quantify the number of times people smile. But whether the number of times people smile is actually all that important is rather hard to say; I suspect eye contact is probably rather more important. But there may be other factors in the total system that operates as a teacher and as a class which are much more important, and I think

my basic worry is that the kind of model I would have is much more of a gestalt...that there are, let us say, twenty-five characteristics of satisfactory classroom, and if any eleven of them are met, the classroom will be satisfactory. Or some model which is more like that: that you've probably got to get enough of it right, but you don't get it all right, and it probably doesn't matter which bits you get right. And different people and different classes cause different of these twenty-five or so characteristics to operate well, but a good classroom is one in which probably less than half of them are operating well, but more than three or four. And it seems to me that with that kind of model, it is much more difficult to sort it out, because...you can't positively say, or positivistically say, that we will identify a discreet set of elements, because there will always be new and unpredictable and creative elements that are going to come into play.

And you also mentioned that a lot of research doesn't make the jump from what's happened in a certain, obviously very controlled environment, anyway, to prediction.

That's right. I've occasionally rather rudely remarked that because anatomists can produce improved anatomical descriptions of elephants, doesn't actually imply that elephants have to change. And I think some sorts of work on classrooms is actually of the anatomical kind, and very valuable, but it doesn't have any necessary relationship to subsequent behavior in classrooms. On the other hand, I think that one also has to say that classroom teachers, and indeed learners, are responsive to general assumptions about what they're doing in the classroom, and some kinds of research do feed into those general assumptions. So there is a potential symbiotic relationship between research and teaching, but it isn't a necessary one. Teaching can go on without taking any notice of research, although on the whole I favor the view that teachers should be taking notice of research, but in hope rather than in

certainly that things will improve as a result of doing that.

Well, I think teachers are also very happy when writers and theorists take some notice of teachers' experiences in the classroom, as well as just data...

Yes, well that is something that I did make quite a bit of play of, because the philosophical stages of knowing what it is to be a teacher, as distinct from knowing how to teach, or

knowing that certain things are so, is actually again a philosophical argument in the social sciences about this, which tends to be ignored. There are...people who have had either no teaching experience, or very little,.... And about teaching, they're talking about it from a very outside position. And one of the things I was trying to do in that book was to say, "What does it look like from an inside position?", and then, "What use can we make of theory and of research to shed light on what it looks like?" but starting from the position of what it looks

like as a teacher. Hence I have a model of language learning which is not psycho-linguistic.

...In Communicative Methodology in Language Teaching, you mentioned Krashen and his model several times. and you, in some points, have critiqued it. I wonder if you could summarize how your ideas about language learning, and your model, differ from his. In your book, you mentioned the Monitor Model, the idea of optimum input, the affective filter and learner resistance that's based on the threat to their identity, and a lot of other ideas that Krashen has put forward. But I think you differ in some significant ways, perhaps.

Well, probably the most significant detail is that I do believe that learning can turn into acquisition, and most of the time, ninety-nine percent of the time, he's quite dogmatic that it can't, and the book essentially is a gloss on that. I mean, it is interesting that most of what I was reading for the book was material that he also was reading at the same time or shortly before, and many of our conclusions are, I think, in many ways compatible. But I would be much more open-ended in what I allowed subsequently, and consequently my categories are very much broader than essentially the distinction between accuracy and fluency. It allows an enormous range of interpretation, and I'm not trying to get "A Method" out of it. Indeed, I've elsewhere argued very strongly against the concept of A Method, and just want to distinguish what are the minimum irreducible elements for good language learning to take place, and then let the rest be taken care of by teachers and by people writing materials as they go along. So I'm not really after the kind of all-embracing theory that Krashen has tried to go for.

I think in details, most of Kevin Gregg's criticisms of Krashen seem to me to be very convincing, and consequently I'm not really happy about any of the formulations in the hard form that he's put forward. The risk, I think, is that something like *comprehensible input* turns into something really rather

trivial, which almost everybody has accepted, which is some notion of grading, and not necessarily very clearly defined, but always aiming at advancing people up a ladder of grading, which is not something all that new. And I think quite a lot of Krashen is reformulation in quasi-formal terms of things that don't need to be formalized.

At the same time, I think the idea that there are substantially different interpretive systems operating at different times in the human processing capacity is well supported by the evidence, but you don't have to conclude from that that you have substantially independent sets of processing systems that can't actually cross one to the other. And one of the major reasons why I worry about that, well, two...major reasons: one, because I don't like something that implicitly says, if you follow it through logically, [that] most language teaching has been wrong in the past, because I don't believe that people end up by trial and error in positions that are that totally wrong. And in fact, on the occasions when I've had a chance to discuss it with him, he's tended to be rather less firm than he is in some of the things he's written.

The other thing that worries me most is this implication that second language learners are in a different position from mother tongue users, whereas clearly, monitoring and a conscious mode is very important to anyone in their mother tongue. It's particularly important to someone who's learning to write, a point actually that Krashen himself took up in later writings, when he was looking at literacy. It's very difficult, therefore, to say quite what it is that the language learner in a second language does, that they don't also do to some extent in their mother tongue. I suppose... in so far as I've changed, it's been by seeing increasingly that working with mother tongue teachers, and their preoccupations, raises very similar questions to working with foreign language teachers. Obviously, there are certain sorts of differences in quantity, and there are certain differences of context, but there don't seem to be differences of principle about the kinds of processes of acquisition that are operating. Young children are very explicit and conscious about their language learning: they do ask very conscious questions; they *do* monitor. They sometimes monitor very viciously and dislike the output of other people with them, including their parents! so, whatever else it is, it's not bust] a second language learning phenomenon.

Working with mother tongue teachers, and their preoccupations, raises very similar questions to work- ing with foreign language teachers.

language using community model established methodologically. It is, of course, a fiction once you get monolingual groups working together. On the other hand, it's probably no more of a fiction than people doing physics experiments, and working in laboratories under very heavily controlled conditions. People do very strange things in school, so I'm not sure that asking them to talk to each other in a language that is not their own is any stranger than some of the other things they do. There are teachers in lots of countries who have successfully operated this procedure, sometimes not really very experienced teachers, so I don't think it's impossible, and I don't believe the Japanese classroom is totally different to any other kind of classroom. But you do need some sympathy, I think, from parents; you do need some feeling in the air that effective language learning is desirable; and you probably need some tradition of a team of teachers willing to do this within a school community, rather than a single individual trying to do it entirely on their own. I think the support of colleagues trying to work in the same way is actually very important and very valuable. What I do try and say in the book, though, is that if the research is correct (or if indeed Krashen was correct, the same would apply), not doing it would undermine effective language learning very, very considerably. Now, whether it's easy or hard in particular conditions is one thing, but I don't see any evidence that doing anything instead of it is going to be preferable.

But there are one or two quite substantial changes to attitudes to language teaching that are built into this, and it may be that they're very difficult ones for non-native speaking teachers to embrace. I mean, particularly, you've got to be willing to accept that the language produced is not going to be predictable-you're not going to know in advance what language is going to be produced by people if they're talking in small groups, and you've got to not mind that. You've got to accept that the capacity of people to try and produce fluent language is important enough for you to abdicate from judging whether or not it's "good English," and to concentrate on their "being English," which is keeping the thing going, and appears to work in the local context, without reference to an outside context and whether it would work *there*; and rely on that by hope, over a long period that will gradually lead, by internal mechanisms, to an improvement towards a model, providing always that you are putting in satisfactory models in recorded material, or written materials, or by teacher talk.

The problem that I find I sometimes experience is one that you mentioned yourself [in your book], and I felt when I read that, that perhaps you dismissed the problem too easily: the fact that the more involved students become in a discussion activity, the more likely they are to lapse into their mother tongue...

And you say that teachers should have techniques to deal with this, but you didn't really give us any concrete ideas about how. And secondly, I think it is a fact that you yourself will agree with...that although these kinds of tasks certainly

Another point you made was the idea of the language using community, and the need to create a language using community in the classroom. As a person working with a monolingual [single mother tongue] group of students in Japan, it's a particularly problematic issue. And there's another point connected with this that I'd like to take up with you, something that you mentioned in the latter part of your book. Could you just elaborate on that [first point]?

Well, actually, the first time I was in Japan in 1983, we spent a lot of time on small group work, attempting to get the

are valuable, it's not really a genuine use of language for communication . . . or at least it's debatable whether it is, if we're doing this in a monolingual classroom. Because if students are really using language to communicate, it's more natural for them to use their native language to communicate about this topic. What did you say? -- "...we need to look at the role of genuine language use in the classroom, and the extent to which it can ever really be genuine."

(1984, p. 52)

But all that I'm saying there is that classrooms are not genuine places, and nothing in the classroom is genuine. But having said that, there are more or less genuine things you can do in that context, and you get as genuine as you can get. You shouldn't kid yourself that you are being genuine. People go to classrooms because they're told to, and doing something because you're told to is not as genuine as doing it spontaneously. But having said that, I'm still quite happy to use what authority I've got in the classroom to try and get people to operate quasi-native speaker-like in the language they're learning.

The small group issue, I think, is not simple. It takes a long time. But my strategy is to go and sit with the groups that are talking in, in this case, Japanese, and not to allow the conversation to take place in the mother tongue if I'm present, and to build people's confidence up by participating in the small group simply by putting in such bits of English as seem to be helpful to get the thing going. And of course the level of the task is crucially important. If in fact an awful lot turns into mother tongue talk, then it probably means the task hasn't been judged quite right for level, or the experience is not sufficiently great. But I have found in the classes that I've taught myself, which admittedly have only rarely been beginners (and I think there is a genuine issue of how rapidly you can move on to this sort of level of freeish talk in small groups)--but my own experience with this is that once they've discovered that you can operate with the medium of English, there's quite a feeling of success. And once you start getting that, then people do want to try to. But that again presupposes the conditions of having a class that actually is wanting to learn a foreign language, and it does vary very considerably.

And seeing this as a way , being aware of this as a way that's actually going to improve their learning.

That's right.

And I think a lot of our classes aren't really that conscious of what ways are really effective for learning. That's something that we have to start to deal with on a more conscious level.

Yes, I think it has to do with what traditions people have inherited of how to teach. Though I have explained quite

People do very strange things in school.

Nothing in the classroom is genuine. But. . . there are more or less genuine things you can do in that context, and you get as genuine as you can.

overtly what I'm trying to do. I mean, one of the reasons for using the accuracy/fluency dichotomy is to be able to say, "Look, we will do some accuracy. Don't worry, you'll get it. I'll tell you when it is. And we will do some fluency, and the reason we're doing fluency is because you won't ever learn to be able to use the language unless we do. And I'm going to get you using it as a means of getting you accurate, not get you accurate as a means of getting you using it sometime in the unspecified future." And on the whole, I've found classes have not found that an impossible position to take. But as I say, . . . I'm reasonably confident with students I've taught, that certainly by the time they've finished they feel quite competent in using this kind of procedure.

I'm much less certain with non-native English speaking teachers in societies, where there are very strong forces in other directions; except that I don't think I've *ever* been in one in which I haven't found some teachers who have been able to make it work, and they're the interesting ones. I want to go and look at the really successful teachers, and look quite hard at what they do in each local environment.

Talking about the roles of accuracy and fluency, one of the big issues that people continue to bring up (and it's an issue for every classroom teacher) , is this problem of what to do about errors. One potential problem that you mentioned at the end of Communicative Methodology was the possibility that some kind of pidgin would develop in the classroom, or that there would be fossilization. And you said that you wanted to look at that problem a bit more. How do you feel about that now?

Well there are people, of course, who are claiming that one of the effects of the communicative movement is to produce a "fluent classroom pidgin." I'm not quite sure how strong the evidence for that is. I mean the people who have *been* looking at classroom activity of various kinds in Canada have certainly produced some evidence that you need some degree of accuracy work of an explicit kind to get beyond certain fossilized forms. But that's not really inconsistent with my position, where I am arguing a role for accuracy; I'm not trying to say that there shouldn't be any. What I've not seen is any clear evidence that a fluent classroom pidgin is typically attained when you have some degree of formal teaching carrying on in a remedial sense alongside it. I'd also like to be fairly clear that people actually find fluent classroom pidgin evidence of less effective language learning than what appeared previously; because [with] most of the language learners that I've known one would have been only too delighted if they'd produced fluent classroom pidgin, all of them, at the

end of the course; and felt it had been an enormous success. So it depends upon how fluent, but I'm not worried if there are people who are very fluent and producing large numbers of errors, if they are genuinely able to communicate with native

speakers when it comes to the point, even if they are strongly marked as foreign learners, because there are certainly lots and lots of learners who can't communicate with anybody at the end of their course, and would require a year in the foreign country before they could activate what they have learnt. My own foreign language learning was like that.

That's what I was going to ask you: is it really possible for people to obtain this goal of 'an acceptable international standard of English' without actually leaving their own country? Again, I'm thinking of the situation in Japan...

Well, I'll tell you, for some people it is! There are a surprising number of Chinese learners whose contact has been totally without native speakers, and [who] produce very fluent and very accurate English. Now, whether they are just the tip of an enormous iceberg of learners who have managed less well is... one suspects may be the case. But there certainly are individuals who manage to do this on a very large scale. I met somebody from Yugoslavia who'd learnt all their English from listening to the BBC, and I wouldn't have known they hadn't been in England all their lives. I mean they had an accent, but that's the only thing they had, really. I think people learn languages in many more varied ways than we allow for. I met a Finn who said she'd learnt *Middlemarch* by heart, and that's how she'd learnt English. I don't suppose it's entirely true, but I believe it's partly true.

How about the role of content in communicative language teaching? Communicative language teaching seems to emphasize the process, and yet you spend a lot of time in Communicative Methodology talking about content, and particularly about the role of project work. Would you comment on that?

Well of course, when I use the term *project*, I have a model which covers really very limited activity like simply a limited-time task in class, or covers a very large scale project of the kind like making a radio program, which I think is the example I use in the book. Of course, all the tasks in the task-based syllabus are types of project that can be used, and the discussion of task-based syllabuses by both Prabhu in South India and the various people in North America and Lancaster and Australia, are raising different kinds of small scale projects in the formulation of their tasks. What they share is material which has been put together, on which you can use the language which you have so far learnt reasonably fluently. Actually, I'm quite attracted by the notion of moving back to linguistics, or a literature, or indeed a content in other subjects syllabus, as a means of ensuring your content works. And certainly, I suspect that the place of translation in grammar-translation procedures was partly an effort to ensure that you ultimately got a fairly integrated cultural insight-into, usually of course then, the classics- in order

I want to go and look at the really successful teachers, and look quite hard at what they do in each local environment.

to have a content which was of some worth to talk about, which was either historical, or philosophical, or biographical in some way. I certainly think this is one of the major areas where teaching materials have not really got to grips with effective teaching. I've been saying that for five or six years,

and there isn't a really, as far as I'm aware of, big jump in materials... I mean, we're still getting things which are lots and lots of techniques; but after four years, you're still doing things which are lots and lots of techniques; you're not actually accumulating anything on a large scale.

You seem to be arguing for large, on-going projects, which I think you said were integrative, as opposed to short-term tasks, which we might equate with activities.

Yes, that's right. But of course, this is where we go back to my original experience. I mean my major teaching experience was in a secondary school context where I had people for four years, up to their school-leaving examination, and you were working over a long period. It's clearly quite different if you're working on short term intensive courses, for example, where you have a different set of values to apply. But in both cases, you've got to have something worth doing in the language if you're ever really to get to grips with it, and that may mean inventing things which have to be taken as quasi-significant for you.

Well, it certainly has to be some topic which is significant to the students, if they're really going to get involved in it.

I guess the ideal language course does link up quite closely in a cross-curricular way with other parts of the curriculum, but that does demand an enormous amount of the language teacher. But I think if I were teaching French in Britain, for example, that's what I would try to do, to a much greater extent than they're allowed to, and there are some people experimenting a little bit in that direction. I mean, I've never seen, for example, a history syllabus that actually tries to exploit French materials in a simplified form, but a form which is accessible for working with the history of France, or the history of Canada. I mean, use the French sources...

What sorts of projects are you working on at the moment?

Well, recently I've been doing a lot more work in literature. I just finished editing a collection on the assessment of literature in second language context. And I've just published with the British Council and with one of my students: we've done an annotated bibliography of literature teaching methodology for non-native speakers. So we've been doing quite a lot of work in that area... But I'm actually

(Cont'd on p. 12)

Interview: Marianne Celce-Murcia

by Deborah Foreman-Takano

Marianne Celce-Murcia, main speaker for the JALT '91 International Conference, is a well known expert in the field of second language teaching. Her work is especially notable for its appropriate meshing of the practical and the theoretical. An example of this that is particularly familiar to Japanese is *The Grammar Book*, written with Diane Larsen-Freeman and published in 1983. In view of the significant role grammar plays in second-language (particularly English-language) classrooms in Japan, Deborah Foreman-Takano focused on this area, and gained other important insights in an interview at TESOL '90.

Deborah Foreman-Takano: *What is it that led you to work on developing your pedagogical grammar?*

Marianne Celce-Murcia: The idea of doing a book specifically for teachers first came to me when I was the UCLA faculty member responsible for the basic grammar course for the students in our Master's degree program. I didn't like what was out there, even when I tried to adapt it. Accepted practice at the time was to teach descriptions of English to aspiring English teachers, to make them aware of it. I realized, however, as I supervised the teaching of these students in the following term, that they didn't know how to react to the questions or errors of their own students in a way that I would hope and expect them to do, even though they had been good in my grammar course the previous semester. That made me think. This was very early on, about 1974, when I began to feel real uneasiness about using just a book on English transformational grammar and making that the basis of the grammar course for ESL teachers. It occurred to me that, in addition to description, there would have to be a pedagogical problem-solving component; and that's when I decided to go my own way. My idea was that I would start with description, but incorporate a lot of other activities like error analysis and practice on the problem of: What do you do to remediate certain errors when you see them popping up as a pattern in the speech and writing of your students? Or, if a student asks you question X, how are you going to respond? Somehow I myself was able to make the links automatically between what I knew about grammar and how it should be dealt with in the classroom, but my own experience with teacher training and supervision and observation led me to conclude that most of the people were not able to do that; I would have to build that kind of training into my course for teachers.

When Diane Larsen-Freeman came to UCLA in 1975, I found a kindred spirit. She was teaching the other section of the same grammar course, and when she asked me, "Well, what are you using? How are you approaching that?" I told her how I felt—that whatever language description was being treated, there would need to be a problem-

solving component added, since this was what classroom teachers need.

Quirk and Greenbaum have their Concise Grammar, which came out in the early 1970s. That was intended, wasn't it, to be easier for teachers to use than the larger Grammar of Contemporary English?

Yes, that's a very good reference grammar, but it isn't designed specifically for teachers. Our approach is oriented around what students are going to find difficult about grammatical structures, based on what we know about second-language acquisition and typological information. And then we try to take it a step further with the consideration that, if your students make errors in these structures, what are you going to do to make them aware of the error? What are you going to do to help them correct it without just *lecturing* them about it? We are interested in other ways of "turning the light on" in their heads besides just telling them. We want to get *them* to see it, get *them* to discover; that is so much a part of learning. People who like grammar enjoy it because it's something to "figure out." If grammar is presented simply as something to be memorized, it's much less interesting than it could be.

Different Grammar Models for Different Purposes

Would you explain why you chose a transformational grammar base for your book?

Well, it was not so much out of philosophical support for Chomsky's total approach, but because we thought that a modified *Aspects* model of transformational grammar was the best parsing system for the English language that we have discovered, and we still believe that. It's a way of breaking down tense, the verb auxiliary system, and accounting for virtually every particle in the language and relating everything hierarchically in a syntactic manner—it is best for all of these things. It accommodates discontinuous constituents and solves a lot of problems that surface-level structural approaches were not able to account for.

At the same time, there are some things which could be dealt with better using another system. I was thinking of Fillmore....

Yes, we do make heavy use of Fillmore's Case model in our chapter on prepositions.

It's a useful semantic approach. The area of prepositions is largely semantic; it's where grammar and lexicon come together. And the difference between prepositions such as *in*, *at*, and *on* is a very subtle semantic distinction. What interests me is that sometimes people use the wrong preposition for cultural reasons. They'll translate the preposition

In addition to description, there has to be a pedagogical problem-solving component in a grammar course for ESL teachers.

from their own language, like, "I'll read it on the newspaper," because they see the newspaper as a flat, two-dimensional thing; whereas in the U.S., we have papers like the *New York Times* or the *Los Angeles Times*--they are like an enormous book, so we say we read things *in* the newspaper. In other words, we have different cultural constructs of what a newspaper is. This then is an added problem; not just a case of simple semantics, but a case of differing cultural perceptions of what a particular noun or a particular relationship has to do with correct choices of prepositions.

So Fillmore's model is useful for helping the teacher keep in mind what *semantic* functions are being performed by prepositions, noun phrases, and so forth. On the other hand, when we talk about things like focus constructions and pseudo-clefts, we draw on functional grammar, on observations that are more in line with Michael Halliday's system or way of looking at grammar. Depending on the construction we want to deal with, we choose the model that would be most enlightening.

You tried a discourse-grammar combination.

Absolutely.

I think it is very significant that there is meshing being done between discourse and grammar in terms of both research and presentation. The very idea that people are realizing that there is a connection and capitalizing on it, working to encapsulate it in appropriate ways for teachers to use, should make learning a lot easier and a lot more comprehensible.

My own way of thinking is to start with a form and figure out how it is used. But even people who start with a meaning or a function--for example, "I'm going to look at all of the requests," or "I'm going to study all the apologies," or something like that--they begin to find out, after they have collected a large corpus, that there are indeed syntactic and lexical correlates. It's not an open-ended thing where you could say just about anything. There are a finite number of options available for expressing a certain kind of idea. Sometimes you've got register differences, so you can be more direct or more polite about something, of course. But a speech act has a kind of macro-structure: there is a way of opening it, a way of developing it, and a way of closing it. And each of these segments in the speech act turns out to have certain syntactic patterns or lexical items that just keep turning up again and again and again. Unfortunately, people who have written these communicative-notional-functional things often have just used their imagination, and it's not based on research. So I think communicative materials have a long way to go--they should be well grounded in empirical discourse analysis.

You did mention databases as being very--

Very crucial, yes. I think database research is our answer to improving our knowledge base about how the language

works, whether you're starting from the formal perspective or the communicative perspective. It's got to be based on reality, how the language is actually used, not how the textbook writer or the researcher thinks the language is used.

Learning Strategies, Teaching Methods

I'd like to return to the idea of different cultural perceptions of things and relationships. How has this had an influence on how you described things in the book?

Well, I'm not sure we are as aware of this area as we could be. We are aware of things like typical or systematic learner errors, and data from contrastive analysis and interlanguage analysis--and we drew a lot on that, on language typology. We are interested in the entire teaching-learning context, and in making the teacher's perspective as broad as possible.

I know a lot of my students, especially the native English speakers, can be quite naive about what goes on in other languages. Most of them have been exposed only to another European language; so if they have studied Spanish, French, or German, those languages are not radically different from English in the way that they organize things. So to find out that there are languages with no articles, languages where relative clauses precede nouns instead of follow them, and languages without passives--this is really an eye-opener to the naive monolingual native speaker. We tried to build in some awareness of where the learner might be coming from and why the learning of English can be so difficult, and also that languages are different in their canonical structure.

In some reports I have heard concerning research on English grammatical errors by nonnative speakers, usually involving foreign students at a U.S. university, the researchers have attributed all the errors the Japanese subjects make to some imagined--but nonexistent--characteristic of the LI, when actually the errors described can be recognised by those of us who work in this field in Japan as mistaken, or wrongly applied, rules of English picked up in the English class.

Yes, although the LI will account for certain errors--you can never be absolutely rid of that, I think, in a second language--it will very likely be only a small proportion. As you say, the biggest source is probably the way they've been taught: pedagogically induced errors. That's very common. The other type of error is when the languages are just so different that the learner makes a bad guess about what's going on in English and produces an error.

In Japan a large proportion of the grammar teaching doesn't get beyond work at the sentence level, which of course precludes any significant emphasis on communicative aspects of grammar.

I would imagine that the Japanese think about their own language in the same way, and that is probably why people

view English as an “artifact” rather than something to be used for communication. My own students have been telling me there is a tendency in Japan now, though, to go completely the other way—just forget about grammar and focus on communication.

Yes, that has become a trendy approach, but only for English study that is not connected with school examinations.

A good pattern is being established, though, in studies that are being done now in approaching grammar from a communicative, data-based standpoint. Students should be allowed to combine the learning of a structure with something communicative. It seems that people look at the teaching of grammar and the teaching of communication as if they were totally divorced from each other. To me, this always seemed so absurd—why not teach grammar for communication?

What kind of research-in-progress are you involved with that builds upon this pedagogical communicative grammar base?

Several of my graduate students at UCLA have been doing some very interesting work. One has worked on *must*, *have to*, and *have got to*. to sort out when these different modal and periphrastic modal forms were used. That was a very nice database study. Another student did a data-based study on the particle *just*. Even in our book, we dealt with *just* as being a particle used with the present perfect tense or sometimes, in American English, with the simple past, to show immediate past action. That's the usage everybody talks about. But according to my student's study, it turns out that native speakers use *just* this way only about ten percent of the time. It's primary use is as a kind of intensifying particle that will make something either more positive or more negative; for example, “That's just wonderful!” or “That's just awful!” Another usage she found was when a speaker wanted to play down or deemphasize something to a listener.

These are the sorts of things that students are doing who work with me in data-based language analysis. I've developed a procedure called *Contextual Analysis* for students to work through, a series of steps to follow in order to come up with a good generalization. It's an approach that can be used to analyze lexicon as well as grammar or discourse.

At UCLA, as you mentioned, you work with graduate students, with teaching assistants. How much focus do you think should be put on grammar in the TESL programs for teachers?

Well, we insist on a good, solid base. Everyone has to either take the course where *The Grammar Book* is used as the text, or pass a two-hour proficiency exam that they can sit down and take to show us what they know. With 80% or better on the test, they are excused from the course. My experience is that, of the people who sit for the test, 50% or fewer than 50%

actually pass it. So there are a lot of people out there who think that they know a lot more about English grammar than they actually do when it comes to a really comprehensive demonstration of what they know.

My colleagues share a lot of support for this approach. John Schumann wants people who can do naturalistic language acquisition, who are very sharp on grammatical categories; and Roger Andersen, for his very detailed nitty-gritty interlanguage analysis, wants people who know the ins and outs of English grammar and can use their knowledge with other languages too, because he likes to do a lot of cross-linguistic language acquisition study. Lyle Bachman likes students who really know grammar inside and out if they want to go into language testing, because he says, you don't just need statistics—you're not just doing testing, you're doing *language* testing, so you had better know a heck of a lot about language if you want to be a language tester. Sometimes there is a little bit of discontent from students, saying “Why do I need this?” or “Why do I need to do that?”—mainly the native speakers; rarely a complaint from nonnative speaking speaker. Some native speakers are a little unhappy about that and say, “Oh, I'm just going to teach communicatively anyway. Or, I'm just going to teach the way Steve Krashen suggests that teachers teach so I don't need this course.” But there is no philosophy among my colleagues on the faculty that would support that point of view. So the whole UCLA faculty supports our requirement of one very rigorous and very comprehensive course, and that's the minimum. I also offer a series of seminars that will allow people who want to do more than that to build on that, to start doing research that contributes to additional enlightenment about how the English language works, that can then be incorporated into later descriptions.

The Krashen Model and the EFL Classroom

I know JALT has had my loyal opponent Steve Krashen as a speaker in Japan; we just have a deep-seated philosophical disagreement about how language should be taught. I'm thinking particularly of EFL situations, where people are not blasted eight hours a day with the L2, and they're not in a language-rich, learning-rich environment. They've got to make use of other resources to grasp the language.

It's funny—Stephen and I both got our PhDs at UCLA. We have a lot in common. We were both born and raised in Chicago, we both went to the University of Illinois, and we got our BAs in the same year. But we didn't know each other until we were at

UCLA. Even with those commonalities in background we couldn't be more different in our views on some of the major issues in language teaching. I think his approach might be appropriate for those who are very young and are immersed in the L2. But I get very upset when people take his ideas, intact, as he presents them, and use them with adults—for example, adult immigrants. Adults don't respond and learn in the same way that children do: their language-learning mechanism is no

Depending on the construction we want to deal with, we pick and choose the grammar model that would be most enlightening.

longer plastic. Krashen's whole idea is that you learn an L2 the way you learned L1. That's fine if you're five years old and surrounded by native-speaking peers who will provide you with rich stimulation. But I don't see how teachers can do that in the classroom, in an EFL situation.

I think it's very good initially to have the kinds of experiences that Krashen and Terrell talk about, where you start with a lot of listening comprehension and you get so that you can listen to basic stuff in the target language and understand it. My position has always been that comprehension is necessary but not sufficient for maximal language learning. so I think if I would have any comment about what I know about the Japanese education system, it would be that probably teachers should be concentrating on listening comprehension in junior high school for the first year or so. And grammar would be something that would be introduced and superimposed gradually, as students get into production. When they begin to speak and write, that's when they need the grammar, because the ideas are already there. The understanding of what gets communicated in a language is already in their head from the L1. so when they begin listening to the L2, they can pick up on signals and key words and organize them so that they make sense. In naturalistic language learning, comprehension forms a basis for production; at the time when learners decide that they are ready to produce, then it's the proper time to introduce grammar, and not as heavy lecture material either, but in enlightening chunks and observations and rules.

As I mentioned, I'm a great believer in discovery, rule discovery by the learners themselves, not just lecturing or imposition by the teacher. Activities that allow students to discover how languages work differently are very beneficial in the long run, as opposed to just concentrating on comprehension and meaning. One can go pretty far with comprehension and meaning and ignore structure using a completely semantic kind of strategy or approach to things. But if you go too long doing that without attending to form or being aware of form, it is very hard belatedly and after the fact to start to deal with it.

So what Krashen and Terrell suggest is a great way to start; but once there is a kind of confidence or a comprehension base established and you want to move into production, I don't believe it's good letting people produce everything they want without any correction whatsoever. You want to very kindly and constructively and in an enlightened manner just show them why certain formal aspects of what they produce are wrong in terms of the target language; and if they want to get it right, they have to do it in a certain way.

A strategy I like to use, and I think it works very well with learners, is to say, "Look, you said the sentence this way. I said it that way. What's the difference?" The learner usually says something like "Oh, yeah, yeah, I'm supposed to be doing this"; or, "I left this off"; or "I got this form wrong." If it is done in manageable terms like that, it works. But if you start waiting to correct when they're writing two-page essays or compositions, that's too late. The time for constructive

intervention has just about passed. Then you've got one of those impossible remediation jobs on your hands.

In Japan one of the popular teaching techniques for spoken English-and it's almost necessary because of the size of the classes-is doing things in pairs, pair work. One of the problem I've seen with that is that you may have students who work on the expressions with their partners but they don't really know what they're saying or what they're doing. What comments would you have about that? Would you suggest ways of dealing with it?

When nonnative-speaking English teachers use English in the classroom, even when it is difficult for them at first, their own English becomes much better.

Yes, the learners have to be given very specific tasks where they understand what they're doing, and the teacher has to have really good classroom management skills to make it work. Otherwise it can deteriorate into chaos-I've seen that happen. Teachers must start out being very prescriptive, particularly with young, less experi-

enced learners, and they must comprehend completely what they are doing. If the learners are practicing something meaningless to them, nothing is being gained by the pair work or the group work.

I also think it is good for teachers to use a semi-direct method-that is, if you are teaching English, classroom business should be conducted in English, even if the teacher is not a native speaker. We have found that teachers who do that-nonnative speaking English teachers who use English in the classroom, even when it is difficult for them at first--find their own English improving. If they teach five English classes a day, and use English in every one of them, their own English becomes much, much better. They have given *themselves* a course, or a program. I don't know if teachers think about that enough, that they could really be doing something tremendous for themselves as well as their students if they would make the decision to use English as the language of communication in their classrooms. But teachers are so accustomed to using their own language for these little classroom management business matters that it doesn't occur to them to do it in English.

Yes. With many of the teachers in Japan, that is the case. Or they may not think it is really "necessary" to do so. .or they just may not have the confidence.

Yes, I saw a great project in Egypt. There's a center there for developing English language teaching, and it's British, American, and Egyptian, a tri-national enterprise. They made videotapes of Egyptian English teachers at all levels--what they call preparatory school or middle school and the regular secondary school-and they had accents when they spoke. and their English wasn't always perfect, but it was certainly adequate. And the tapes showed them conducting an English class from the syllabus, one of the classes that anyone would be expected to do. These teachers had allowed themselves to be videotaped, and these tapes are used for

training purposes. It shows that even with the first-year English classes in the junior high school, the teacher can do the whole thing in English, without using a lot of Arabic. So those teachers who get their training through the Center get that lesson very early on: that that's the way an English class is supposed to be taught: in English.

In Japan in the relatively recent past, the ability to speak English was connected to having worked with Americans in the days of the American Occupation. This gave spoken English a rather "common" image, and as recently as fifteen years ago one of the marks of an English scholar was that she couldn't speak English. Teachers prided themselves on it. Now, fortunately, the pendulum is swinging the other way.

Yes, each country has its own special circumstances. It will indeed be very interesting for me to come to Japan. I've had so many students from Japan, both as graduate students doing research with me and as students in EFL classes for composition or pronunciation. It will be a valuable experience.



Marianne Celce-Murcia's Plenary address will be entitled "Integration of Form, Meaning and Function. "She will also be making two other presentations: "Conversation: What it is and ways to teach it" and "Teaching EFL students to do Discourse Analysis. "

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A special issue of *The Language Teacher* focusing on the JET Programme is planned for October 1992. We now call for well-documented articles that seek to provide directions for the team teaching relationship; assess the potential for the Programme to initiate language teaching reform; suggest a range of legitimate roles for assistant teachers; assess the potential impact of the New Course of Study and other reforms; outline any steps taken by teacher trainers to prepare new JTEs to work effectively with AETs; assess the effectiveness of in-service training provided to AETs and JTEs; provide examples of successful JTE and AET partnerships; provide concrete proposals that would assist the Monbusho to further improve the programme; report on successes of the programme to date. Other related topics are also welcome. Anyone who would like to contribute should contact: Antony Cominos, 22 Muikamachi, Sannohe-machi, Aomori-ken, 039-01. Titles and 250 word outlines due by December 1, drafts by March 1. Materials on related topics are also sought for My Share, Opinion and Undercover columns.

(Brumfit, cont'd from p.7)

at the moment working on, just beginning, a large-scale project on formal knowledge about language, and its role in second language learning and in English mother tongue learning. So we're starting a two-year project looking at classroom practice, particularly the attitudes of both teachers and learners to explicit understanding of language, and what role they see it as playing in their own development, and contrasting mother tongue and foreign language learners. So that's really the major task for the next two years, I think.

Someone also mentioned that you're editing a new journal.

For nine years now, I've been editing the series *ELT Documents*, which the British Council publish in association with Macmillan. This has now been turned into *The Review of English Language Teaching*, but essentially it's going to be a similar sort of format; that is, each issue is a collection of commissioned papers on major topics of current interest. . . It specifically tries to bring together people from Britain and the States and the rest of the world, so it's international in its scope; and it also tries to bring together theoreticians and practitioners simultaneously, so it's trying deliberately to cross both boundaries. And to a lesser extent, I've been trying to make English language teaching a little bit more aware of what's going on in other language teaching, and in educational issues more generally, so some of the issues have had quite strong orientation towards educational philosophy for language teaching, or some of the research issues addressed by German and French teachers have been brought in as well as those by English as a foreign language people. . . . We've got issues in press on the teaching of pronunciation, on management of language teaching projects; we're planning ones on third world development and language teaching, [and] we've got the collection on literature, as I said; we've also got one on teaching literature throughout the world, and we've got another one in planning which is looking at the creation of a language policy in a particular country, and an integrated program for the development of teacher education, and curriculum, development of materials, development of policy and teacher activation.



Professor Brumfit's main address at JALT '97 will be entitled "Has Communicative Language Teaching a Future?" His two other talks at the conference will be entitled "Classroom Research and English Language Teaching" and "International English or Imperialist English; Is There a Choice?."

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Interview: Anita L. Wenden

by Jeris E. Strain

Anita L. Wenden, a JALT '91 main speaker, is well-known for her work on learner strategies and learner autonomy and her pioneering work in the area of peace education in language teaching. She recently responded to ten questions posed by Jeris Strain for this issue of *The Language Teacher*.

Language Teacher: *You are very active in two very challenging fields, Peace Education and Learner Autonomy. How did this happen? Where did it all begin?*

Anita Wenden: My interest in learner autonomy is based on my experience as a classroom teacher and as a researcher.

As a teachers of adult learners, I often found that my students had quite varying purposes for learning English and that I couldn't help them develop the proficiency they needed within the time frame of a single course--even if it extended a whole semester, which was often all the time they could set aside for language learning. Moreover, quite regularly as the semester was ending, students would come to me with the question "What can I do to improve my English?" They, too, felt the inadequacy of the classroom experience and realized that they needed to take charge of their learning.

My dissertation research looked into how adults self-direct their language learning. After interviewing 25 language learners (8 of whom were Japanese) for a period averaging 90 minutes each, it became clear that language learners had quite a lot to say about their language learning and that they were very actively involved in helping themselves learn--they were autonomous learners. The challenge was to find out more about their learning process and to help students further develop their learning skills so that they could approach learning with greater confidence and independence, i.e. autonomously.

My interest in peace education also began during my graduate studies when I met Betty Reardon, one of the key developers of the field. I considered myself fortunate to be able to work with her in planning how to bring global community education into higher education. I also consulted for the education fund of a citizen's organization which sought to raise global awareness and concern on the part of American people around the issue of world hunger. This work gave me an opportunity to plan and develop educational activities for adults--focusing on attitude change and leadership training.

More recently, however, the notion of language educators using their expertise in the area of language and language teaching for the promoting of peace was born as I became familiar with the work of other professional groups in this area. There are as many as 15 in the New York area and several of these have national and international organiza-

tions, notably the lawyers, physicians, economists, and performers. As I studied the work of these professional groups, I wondered what language educators (TESOL, EFL & FL teachers and applied linguistics) could do.

TESOL became active in peace education some years ago. Could you tell us how that began and what main issues they are currently addressing?

In fact, peace education related activities at TESOL conferences began just two years ago, at the San Antonio conference (1989), where a panel of ELT teachers--many leaders in the profession--addressed the question of how and why we could incorporate our professional skills as language teachers and applied linguists to the cause of peace. The conference was the outcome of a meeting I had organized with many of the same people on the panel in New York a meeting inspired by the existence and work of other professional organizations, which I have referred to above.

The group decided we needed to see whether ESL/EFL teachers and researchers were interested in contributing their professional skills to the cause of peace, and we began a series of outreach activities--including an announcement in the *TESOL Newsletter* and the panel referred to above. The panel was received quite enthusiastically, and so TESOL's Committee on SocioPolitical Concerns formed a subcommittee on International Understanding. As chair of that committee, it was my task to coordinate and organize activities: (1) to determine the interest of the membership in this kind of professional involvement and (2) to explore what such involvement would entail.

At this point it is clear that there is an interest on the part of members. Events we have organized at the various TESOL conferences have been well attended, and the term *peace education* has come to represent how we plan to get involved. In fact, at the last international TESOL conference, the Committee on socioPolitical Concerns renamed the subcommittee on International Understanding the subcommittee on Peace Education and Action. The immediate task, at present, is to help the membership clarify further what peace education is; how it is different from political activism; and how best to incorporate it into our classroom teaching and research.

I'd like to add that it was through our outreach activities that we discovered the pioneer work in the area of global issues education already being done in the JALT affiliates! Also quite separately, but at the same time, AILA, the International Association of Applied Linguists, had decided that the theme of its 9th World Congress would be "peace

Language learners
had quite a lot to
say about their
language learning
and... they were
actively involved in
helping them-
selves learn--they
were autonomous
learners.

education, international understanding and applied linguistics." It appeared to be an idea whose time had come.

Do you make a distinction between Peace Education and Global Issues (Global Awareness)?

Yes. The teaching of global issues might best be related to that aspect of peace education referred to as *education for positive peace*. According to Reardon (1988), the main concerns of this aspect of peace education are economic deprivation and development; human rights and social justice; environment and resources. Curricular antecedents to education for positive peace include *global education*, which emphasizes the interdependence of all human groups and sees social problems as global problems. Global issues education appears to be mostly closely related to global education and so to education for a positive peace.

Peace Education as it is evolving in recent times encompasses aspects of education for a positive peace but it also values education. It seeks to substitute the present framework of values that sustain a confrontational and competitive approach to human relations—one that accepts violence as a means of resolving human differences—with values that focus on cooperation and community. It is humanist and transformative in orientation.

This is in contrast but not in opposition to global education or global issues education, which is content focused and emphasizes the development of global awareness.

You mention goals for incorporating peace education into EFL (FL generally?). What are these goals? Also how would you answer critics who say that peace education is the teaching of content and not the concern of language teachers?

Peace education for EFL and FL teachers can benefit from and build upon the work of critical linguists. Research in this area is based on the belief that language plays a key role in creating and propagating the ideology, symbols and images that embody the values which sustain social conditions responsible for global problems. Incorporating peace education into EFL would mean doing research on this aspect of language use, including how language can facilitate or inhibit a nonconfrontational and cooperative approach to the resolution of human conflict. It would mean applying insights from this research to the design of materials and tasks for the teaching of the communication skills. That is one approach or goal.

A second way of incorporating peace education into EFL/FL would look at how peacemaking skills or capacities necessary to the avoidance and/or peaceful resolution of conflicts between individuals and groups can be incorporated into our language curricula. Moreover, the values embodied by these skills or capacities could be used as a framework through which we can evaluate and refine our present lan-

guage teaching methodology. This may be considered a third goal for us to pursue as language educators.

Finally, peace education is education for global literacy, recognizing that in an interdependent world, it is necessary to develop an awareness and understanding of the causes and effects of the many social problems that affect the planet.

This is the focus of the global issues education being undertaken here in Japan and a fourth way of incorporating peace education into EFL.

As for the critics who feel that peace education is not our task, I would like to point out that as a discipline which is a part of the humanities curriculum of a college or high school, the teaching and learning of foreign languages, including English, is undertaken to help students develop an appreciation of and empathy for other cultures. In today's world this educational goal, it is agreed by leaders in higher education, needs to be expanded to include the development of an awareness of our emerging global culture. In other words, helping students develop global awareness is a goal that is intrinsic to our responsibility as language teachers.

What are the main differences between peace education and peace action, particularly from the standpoint of FL teachers?

I have already talked at length about the educational nature of peace education. Like all humanist education, it seeks long term change in a learner's personal knowledge and values and to the extent that learners decide to act upon the basis of these personal values to help reshape social institutions once they leave our classrooms, to that extent will peace education have contributed to social transformation.

Peace action refers to non-partisan political action that we, as EFL teachers, might undertake with a very specific purpose in mind. An example could be writing letters to protest the incarceration of teachers for political reasons. As a body of professionals, we might have protested the way language was used in the reporting of the Persian Gulf war or pointed to the importance of taking cultural differences in language use into account in the negotiation process.

In some cases, our students could also be involved in peace action. For example, in 1992, the United Nations will be holding a world conference on the state of the environment. Letters from EFL students expressing their concern about environment and asking the United Nations to take action is such an example. From a methodological point of view, such a task would surely qualify as authentic use of language—a goal we are all urged to strive for.

Isn't there a danger that political activism could become a primary emphasis among teachers or in organizations like TESOL or JALT, in which case language instruction itself might get caught in a serious backlash?

As I have tried to indicate, peace education should not be construed as political activism—an excuse to bring one's politics into the classroom. Having heard this concern mentioned by several, I have reflected on the differences between what happens at meetings of the peace movement (political action) and in peace education classes. There is quite a difference.

Meetings of the peace movement are characterized by strategizing—the working out of plans that are intended to influence some aspect of the governmental political process, such as oppose legislation or support a candidate. In order to involve people, it is necessary, of course, to inform them—to educate. But this is education as the dissemination of information that is intended to lead to support or involvement in predetermined actions.

On the other hand, when a peace educator brings political or social issues into the classroom, it is with the intent of helping students develop critical skills of analysis and evaluation that will enable them to discover the values underlying various positions, including the consequences of actions based upon them, both in the short and long term. It can also include considering and evaluating more desirable alternatives to the stated positions. In so doing, it is involved in an educational goal, the importance of which few educators would deny—the teaching of critical thinking. Besides, in an EFL classroom, as I have already suggested, this could also include looking at how language is used to present these views and to persuade us to accept them.

Of course, it is also possible to hear the criticism that an emphasis on values is a form of indoctrination. On that point, I feel most educators today will agree that there is no neutral form of education. All education is conducted for the realization of social values, including instrumentally motivated language teaching and learning. The question, therefore, is what are the values? Are students aware of the values underlying their educational experiences?

Are they aware of alternatives? Have they developed the critical skills of analysis and evaluation that will enable them to make informed choices regarding their preferences?

Is there any proof that peace education actually (a) enhances language learning and (b) fosters global citizenship?

As regards the enhancement of language learning, recent language teaching methodologies being advocated for limited English proficiency (LEP) students in elementary and secondary schools teach English through the content subjects (i.e. science, math, social studies). Bernard Mohan (1986), one of the leading proponents of this approach, reminds us of the reading specialists' contrast between *learning to read* and *reading to learn* and the writing specialists' contrast between *learning to write* and *writing to learn*. He then suggests that language education specialists should distinguish between language learning and using

language to learn, and look outside the language classroom where students learn language and content at the same time for content through which to teach language. We need, he concludes, “a broad perspective” integrating both language learning and content learning.

Though I can't cite specific sources (I refer you to the Mohan reference), I do know that research on the influence of content based language learning in the schools has begun, but the content is not peace education. This I think should be one of the tasks of EFL teachers-peace educators. The same applies to research on how peace education may foster global citizenship.

Does peace education imply that there is a universal discourse system for discussing peace issues? If there isn't one, should language teachers try to formulate one?

That's a very interesting question and one that is quite complicated to answer in the context of an interview. I will, however, address it in more detail in one of my separate presentations—the lecture on language and peace, where I will present insights gained from some of the research in two fields important to peace education: *critical linguistics* and *intercultural communication*. Underlying this research is a view of language as playing an active role in the construction of meaning we attribute to human events and a conviction that it is a factor that must be taken into account together with other social and political factors in trying to explain the causes of war and other global problems. One of the purposes of this research is to demonstrate how aspects of the discourse system, both on a macro and micro level, represent peace issues from the perspective of war and so sustain the values and ideology that make violence an acceptable way of resolving human differences.

The need for language planning, suggested by your second question, was taken up by Halliday in the plenary he delivered at the AILA Congress in 1990, where he advocated the need to replace “war discourse with peace discourse, the discourse of borrowing by that of saving, the discourse of building by that of keeping under repair...” So the answer is yes; language teachers should certainly look into how to formulate language for the discussion of peace issues, and this can, also, be discussed further in my lecture.

Should a teacher's approach be to merely live his or her own life with an awareness of peace education or global awareness (i.e.

provide a role model) or does a teacher have a greater responsibility to those being taught?

This question raises the issue of whether or not social responsibility is intrinsic to professional goals. Is the mission or purpose of one's profession social in nature? Of course, most professions fulfill a social purpose, but this question deals with

Language plays a key role in creating and propagating the ideology, symbols and images that embody the values which sustain social conditions responsible for global problems.

the social responsibility that comes from the specialized knowledge one possesses. The Physicians for Social Responsibility, for example, have said that, indeed, knowledge does bring with it responsibility. Since they know what the medical and biological consequences of a nuclear war could be, it is their responsibility to inform the lay person. Computer professionals feel it important that they inform the public of the feasibility of computer controlled weapons systems and of how the computerization of society is invading citizens' civil rights to privacy.

In his research on the communication of racism through informal talk, Van Dijk, concludes that such research is the responsibility of linguists, for they possess the skills and methods to do it. Language teachers, whose professional study includes knowledge of how language works in the shaping of social reality, and of how culture interacts with it to shape the way ethnic groups communicate in various situations, need to determine as individuals and as a profession whether they have a responsibility to share this knowledge with students and the society outside the classroom.

As for other aspects of peace education, including the teaching for global awareness, teachers seeking to determine what their position regarding their social responsibility as educators is needed to look into the traditions and purposes of the educational institutions of which they are a part. What does elementary and secondary education in the Japanese context have to say about the role of the school in preparing students for participation in the larger society? What are the traditions in higher education or in informal adult education?

EFL teachers, perhaps, have allowed themselves to remain on the fringe of their institutions in part because the past decades have been focused on the definition and development of the profession. However, we have come of age and can look with pride at the contributions we are making to language education. Having come through our "identity crisis," then, it is now time to look outward and participate in the concerns of our educational institutions and to aid in reforming and restructuring them if necessary. Peace education provides a framework and a vision for doing that.

Have criteria been developed for socially responsible EFL materials?

Not to my knowledge. That is, I think, another challenge for the '90s and it seems to me that Japan's global issues language educators are especially equipped to make that contribution.

How are the peace education points we have been discussing related to learner autonomy? Can learner autonomy or learner empowerment be considered a basic instructional principle for peace education and language teaching?

When a peace educator brings political or social issues into the classroom, it is with the intent of helping students develop critical skills of analysis and evaluation that will enable them to discover the values underlying various positions.

In the context of language teaching and learning, learner autonomy means that learners have acquired the attitudes, knowledge and strategies that enable them to learn on their own, independently of a teacher, and to take a more active role in the classroom. Learner autonomy is pedagogic autonomy. Classroom activities for learner autonomy do *learner training* in order to make the learner a better learner.

To my knowledge, the term *learner empowerment* is not used among the specialists in learner strategies and learner autonomy. Of course, I'm sure we would all agree that in striving to help learners become autonomous, we are empowering them on a personal level to accomplish one particular life task—learn another language.

In peace education, teaching for social responsibility, according to Reardon, is teaching for empowerment, for it involves helping students learn to make choices, implement them, and assess their effectiveness. It is teaching for empowerment in that it...helps students develop the skills and knowledge necessary to be effective agents of change in their adult life.

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 Reardon, B. A. (1988). *Comprehensive peace education: Education for global responsibility*. NY: Teachers College, Columbia University.



Anita Wenden's JALT '97 main address is entitled 'Learner Strategies and Learner Autonomy.' She will also give a workshop: "Helping Students Learn How to Learn" and another presentation: "Peace Education: The Challenges for English Language Teaching."

JALT Video NSIG

(National Special Interest Group)

ESOL Video Materials

Directory Project

To assist in the compilation of a directory with a global perspective, the JALT Video NSIG is seeking information about ELT videos produced exclusively for the Japanese market. If you can help in any way by recommending or reviewing, contact the JALT Video NSIG Coordinator, David Wood 2-121 Ishizaka, Dazaifu, Fukuoka 818-01; Tel. (092) 9253511; Fax (092) 924-4369.

Applying Second Language Acquisition Research to Language Teaching: Interview with Manfred Pienemann

by Lynne Hansen-Strain

Manfred Pienemann, a prominent researcher and theorist in the area of second language acquisition, is the Director of LARC (the Language Acquisition Research Centre) at the University of Sydney. He was interviewed at LARC in March, 1991.

Hansen-Strain: *I understand that LARC is a research and development division of the National Languages Institute of Australia. What are some of its main functions?*

Pienemann: The Centre has three distinct functions: research, teaching, and publications.

What is the main focus of your research at the Centre?

The main focus is on language acquisition, concentrating on the description and explanation of cognitive processes underlying language learning and their application to teaching. We have learned that there is a systematicity in the way people acquire a second language. By identifying the developmental sequences in the language of learners, we can determine what structures are learned, when, and in what order. By implication teachers can then know what is teachable and when it should be taught. *This teachability hypothesis*, in other words, gives teachers a prediction of the order in which students will learn particular linguistic structures, since the underlying psychological processes place the same constraints on all learners.

Based on findings from second language acquisition research, we at LARC are interested in building the core for a curriculum that is based on what we call learnable structures, or learnable language. At the moment we are in the process of producing tests for English and other languages which will be vehicles for determining a student's level of language development. In fact, computational tools for use in both testing and linguistic research have been developed. So, you see, we are dealing with theoretical issues, on the one hand, and then helping to put those theoretical issues into practice by actually providing teachers with the means for doing so by developing testing instruments and the backup for a curriculum.

The recommendations you make about teaching, then, are informed by findings and knowledge derived from language acquisition research. But [are] your teachability hypothesis and the means you are developing at LARC for applying its insights in language teaching known to many teachers and teacher trainers?

Right. Teacher education is also an important aspect of our

work at LARC. We offer a diploma course so people can come in and learn about these things. But teachers need to be trained on a wider scale, not just by us, and for that purpose we offer week-long summer schools. And we'll supervise Ph.D. and MA students who will be teacher trainers. It's a whole package of interlocked steps: doing theoretical research, putting theory into practice by working out units and assessment procedures, teaching these things, and trying them out in the classroom.

I suppose your publications are also important in sharing your ideas with those who could benefit from them.

Yes. The LARC publications disseminate information on language teaching issues and include materials developed for our training program. We also share our ideas in presentations at conferences. At the JALT '91 convention in Kobe, for example, there will be two presentations from LARC: one on the teachability hypothesis and its implications for language teaching; the other on computer-aided language assessment and computational tools for the classroom.

What challenges do you see at LARC in the '90s?

The challenges that we see are found primarily in language acquisition and its relation to language teaching. There's a great deal to be done in the 1990s in making both research findings and theory relevant to the language teaching profession.

What issues will you deal with to accomplish this?

One of the more tricky issues is that of teaching methodology. As you know, I don't believe in teaching methodology. I think there exist teaching skills, but I don't think they exist as scientific enterprises. No one really understands. If they work we don't understand why; if they don't work we don't understand that either. So, I think language acquisition comes into this picture in objectively assessing the learner's needs and concerns. Through our testing procedure we can actually say that a learner is at a particular stage in terms of grammatical structures, that he can already do certain specific things, though his interlanguage might be full of errors. We can also say what the learner will be able to do next and we can assign certain tasks that are appropriate to his level to fill the contents of a teaching curriculum.

It sounds as though you are talking about a grammar-based curriculum. Do you see any problems in the acceptance of such

a curriculum by the language teaching profession in the '90s?

A problem that I would see is that the teaching profession right now is very used to communicative language teaching. To introduce grammar sounds like a reintroduction of grammar, and that sounds as if we want to turn the clock back and say we'll go back to grammar teaching. People like Bill Rutherford have been using the term *consciousness raising* quite a lot, probably as an attempt to avoid giving the impression that we want to turn the clock back. I think what they're trying to do is very important and valid, though, namely to see what the exact role of grammar is; and I think the general attempt is necessary. What we all want to do is to understand the way people learn grammar.

Some teachers might find it difficult to accept things that we're doing for a number of reasons. Textbook producers for communicative language teaching might find it difficult because they might find that what they've done in the past is now outdated and no one likes that; that's like a territorial dispute. But this doesn't affect the actual practicing language teacher. The practicing language teacher is more concerned with what he or she can do in daily practice, and in our teacher training I see a lot of disgruntled language teachers. They say, well look here I've got this test, like the FSI (Foreign Service Institute) scale. What does it tell me? What does survival competence mean? What they can't see is that this is practical knowledge that they can apply. There's quite a bit of disgruntlement with the communicative approach.

There is also dissatisfaction in the area of teaching materials. Tasks incommunicative syllabuses are not worked out in such a way that they can address problems that teachers feel their students have in very specific areas. I think this is an area that can be fixed up quite neatly and without throwing the baby out with the bathwater. That is, because communicative language teaching has its drawbacks, some people might suggest throwing it out and going on to the next type of method. That's not what we want to suggest at all.

You do see value, then, in communicative language teaching?

We do realize that good language teaching, whether it has been called communicative language teaching or not, has always been communicative. This has been so for hundreds of years. So we don't actually speak against communicative language teaching at all. The discussion on communicative language teaching during the last two decades, however, has been very one-sided. It has been directed against other methods like, for instance, grammar-translation and pattern practice. By establishing itself out of contrasts to other methods, important factors in language teaching were lost sight of. That's an imbalance that we've got to address. I think it is a major challenge because language teaching has so far been primarily seen as a skill, whereas it should be based on more scientific knowledge.

Would you advocate giving attention in the classroom to aspects of form, meaning and function?

I guess that's one of the things which has got to be worked out in language teaching, because what language acquisition research tells us at this time is very much form oriented. This does not imply that this is necessarily the best input that language acquisition research can give to the language teaching profession. But it just so happens that that is what is available right now. But you're probably right. If we want to readdress the issue of communicative language teaching in the context of *learnability*, then I think that what you're saying is exactly correct. We need to have a way to understand which structures can be learned at what time to assess a learner's level of development in terms of form, but also what the functions of those structures are so that we can teach them appropriately in a context that is meaningful.

Lynne Hansen-Strain is Professor of linguistics at Brigham Young University-Hawaii.

Interview with David Nunan

David Nunan, author of the often quoted book, *The Learner-Centred Curriculum*, was interviewed by *The Language Teacher* at JALT '90 in Omiya. Nunan describes the learner-centred approach as having the same stages in curriculum design as other traditional approaches, the crucial difference being that information about the learners, preferably supplied by the learners themselves, is considered at each of the stages. He claims that the popular criticism that the learner-centred approach is not realistic is based on the misunderstanding that learners do whatever they want in a way they like throughout the course of learning. Instead, the approach has the long-term objective of developing learners' ability to make decisions concerning their learning, and learners are guided by teachers towards this goal. Although actual practice of the approach may and should vary in different cultures and situations, Nunan believes that the idea is universally valid because no one else can learn on behalf of learners. Nunan emphasizes the importance of educating self-directed teachers in the approach and suggests that experienced and inexperienced teachers should have different objectives in teacher education schemes in terms of the ability to design, practice, and evaluate curricula. Teachers' professional ability can only be developed over a long period of time with support from more experienced teachers.

David Nunan will be at JALT '91 for a pre-conference workshop and other presentations.

David Nunan へのインタビュー

David Nunan は学習者中心のアプローチというコンセプトを軸にカリキュラム・デザイン、教材の開発、教師の教育などに勢力的な仕事をしている。*The Language Teacher* は英語教育のみに限らず、日本語教育などでも今、最も注目されている研究者の一人である David Nunan に学習者中心主義とは何か、教育一般の中でのその位置づけ、異なった教育環境の中での応用の可能性などについてインタビューした。David Nunan は JALT'91 で大会前ワークショップなどいくつかのプレゼンテーションをする予定である。

LT Nunan さんは1988年に *The Learner-Centred Curriculum* という本をお出しになって、これがかなり広い範囲で影響力を持ったわけですが、学習者中心のアプローチとは、一言でいうと何なんでしょうか。

DN カリキュラム・デザインにおける学習者中心のアプローチというのは、ひとつの重要な点を除いて、伝統的なアプローチと極端に違うというわけではないんです。つまり、ニーズ分析、到達目標の設定、教授内容の選択、教室活動の選択と順番の決定、測定と評価という基本的な要素は伝統的なアプローチと同じように持っているんです。違いはどこにあるかというと、学習者中心のアプローチでは、学習者についての情報が、可能であれば学習者から直接その情報を得てですね、カリキュラム・デザインの各段階で考慮されるということです。

よく学習者中心のアプローチは現実的でないという人がいます。そういう人たちは、学習者にすべてを委ねて、学習者がやりたいと思うことをやるのが学習者中心のアプローチだと考えているようですが、それはまったく誤解です。学習者中心主義をカリキュラムに取り入れるときには、教育を取り巻く環境や状況を考慮することがとても大切です。最終的には学習者にどのように学習をするかの選択ができるようになってほしいわけですが、選択ができるようになるためには情報が必要です。情報は教えられて得るんです。ですから、教授者としての教師の役割はなくなるわけではないんです。学習者中心のカリキュラムといっても、ほとんどの状況では、学習者が選択するのは最終的な目標であって、始めからそういうことをするわけではありません。学習者が選択をできるようになるためには長期間の指導が必要です。

LT ということは、到達目標には実は2種類あるということですか。言語の能力がひとつ、いわば学習の能力といったものがもうひとつ。

DN その通りです。焦点は2つあります。ひとつは言語に関する到達目標で、たとえば目標言語の文学が読めるようになることとか、講義が聞いてわかるとかいったことです。もうひとつは学習に関する到達目標で、自分のパフォーマンスがモニターできるようになるとか、自分の間違いを発見できるとか、自分で到達目標を設定できるとかです。これは長期

的な目標です。マッコーリー大学の言語センターには自分で到達目標の設定ができるようになる学生がいますが、彼らはだいたいかなり長い期間、言語の学習を続けた結果、そういうことができるようになるんです。

LT 日本語教育の中でも、学習者中心主義に興味を持っている人がかなりいますが、いくつか疑問を投げかける人もいます。そのひとつは欧米と教育の伝統が異なる日本で学習者中心主義は可能かということなんですが。

DN 可能ですよ。これはオーストラリアでの日本語教育の問題ですが、日本人の先生とオーストラリア人の学生では互いの役割に対する期待が非常に異なることがあるんです。オーストラリアの学生はグループ・ワークをしたり、ディスカッションをしたり、目標言語でやりとりをすることに慣れてしています。日本人の先生たちはあまりこういう教え方に慣れていないことが多いので、そこに行き違いが生じるんです。

役割に対する期待は4つあるんですね。教師が自分自身の役割について持つものと、学習者の役割について持つもの、学習者が自分自身の役割について持つものと、教師の役割について持つものです。これらのうちのどこかに相違があると教師と学生との間に葛藤が起きる可能性が出てきます。とにかく我々は自分が教えている文脈、状況、環境から出発しなくてはなりません。でも、驚くべきことは、非常に伝統的な教育が行われている日本や中東の国々でも、学習者中心の考え方を適用することが可能だということです。

LT どんなふうにですか。

DN これは、学習者中心か、そうでないかという二項対立ではないんです。一つの連続体として捉えるべきです。ですから、非常にささやかなやり方もできるんです。去年、東京と大阪で語学学校や中学・高校の先生と仕事をしましたが、彼らの多くは学習者中心主義の要素を各自の授業に取り入れることができました。たとえば、学習者にわかる言葉でコースの目標を説明するとかいうような小さなことでもいいんです。学習者に目標を設定させようとする必要はありません。読み物とその録音テープがあったら、先に読むか、それともテープを聞くかを学習者が選ぶというような選択肢を用意するだけでもいいんです。あるいは学習者が自分の学習の進捗について内省する小さい機会を作るというようなこと。たとえば1つの授業で4つの学習活動をしたら、授業の最後にどの学習活動がいちばん上手にできたか、どれがいちばんまずかったか聞くというようなことです。立派なことをやる必要はありません。こういう簡単なことでも、長い時間をかければ、学習者は自分がどうやって学習しているのかに気づくようになります。これなら制約のきつい型にはまったカリキュラムの中でも可能です。

LT そういう変化は小さいことですが、授業のやり方というのは教師の中に組み込まれた習慣ともいえるもので、小さな変化でも変えるというのは難しいですよね。

DN ええ、先生たちは変化する理由がなければ変わりません。最近オーストラリアのある州の大規模な改革の評価が終わったところなのですが、問題は先生たちが公式を与えられているけれど、その背後にある哲学を自分のものにしていないことなんです。だから現職者研修で扱った教材で教えることはできるけれど、他の教材に同じやり方を応用することができない人が出てくる。原則を理解することは大切です。料理の本に忠実に従うだけではそこにある料理しか作れないけれど、原則がわかればいろいろなものが作れるようになるでしょう？

だから、いろいろな国の人たちが私の本を読んで、いろいろなアイディアを試してみたという話を聞くことが面白いんです。私は、タイ、シンガポール、中東で何年間も仕事をしてきました。香港、日本でも仕事をしたことがあります。文化的な文脈が場所によって異なるのだということは知っています。だから、文化的な文脈から出発しなければならないというんです。でも、そこに留まっていいとは思いません。多くの場合、これは西欧的な考え方だ、これは違う文脈の中で生まれたもので我々の文脈ではうまくいかないと言うのは何もやらないことの言い訳です。

LT 学習者中心という考え方には普遍的な意味があるとお考えなのですね。

DN ええ。だって、最終的には学習者の代わりに学習をしてやることはできないでしょう？どこにいて、どんな文脈で仕事をしていても同じです。学習は学習者自身がしなければならないんです。

LT 学習者による選択と内省というのが学習者中心主義のキーだという感じがしますが、個人に許される選択の幅というのは文化によってかなり異なるのではないですか。

DN もし教育の目的が学習者が人生における選択をできないようにすることだったら、学習者中心のアプローチは無理ですね。ただ、人がまったく選択をしない文化なんてあるんでしょうか。私の考えでは教育制度のやらなければならないことの一つは人を社会に適応させることです。それと同時に、確かな情報をもとに自分のためにもなり、社会のためにもなる選択をするスキルを育てることも教育の役目です。

問題の一つは、多くの場合、言語の教師が他の科目の授業でやっていることと反対のことをやっているということです。本来ならば言語の教師だけではなくて、科学の教師も数学の教師も同じことをやるべきなんです。

LT 科目縦断的なカリキュラムを考えなければならないということですね。

DN そうです。ですから、繰り返しになりますが、それぞれの文脈で何が望ましく適切かを考えるところから始めなければならないんです。単に西欧的な物の考え方ではないものが、物事はこうやるべきなんだというふうに捉えられたための弊害は大きいんです。

LT *The Learner Centred Curriculum* の中で言語教育における学習者中心主義を教育全般の歴史的な流れの中に位置づけようとなさっていましたが、そもそも学習者中心のカリキュラムという考え方がどこから来たのか簡単に説明していただけますか。

DN 現代のカリキュラム開発の考え方は Tyler から出発し

ていると思います。Tyler は1940年代のアメリカにおけるカリキュラムの専門家で、合理的カリキュラム・モデルというものを考えました。これは、まず始めに学習者の到達目標を既述し、次にその目標を達成するための教育的な活動を考え、それを系列化し、最後に測定の手段を作るというものです。常に一方向の動きなんです。これはそれ以前の考え方と比べるといろいろな面で非常な進歩だったと思います。それまでやっていたことは伝統主義というか、去年、10年前、15年前に教えたことだから教えるといったものでしたからね。Tyler はそういうやり方がもはや適切ではないと考えたわけです。考えなければならぬのは過去に何を教えてきたかではなくて、学校が何のためにあって、我々はなぜ子供たちに人生の始めの時期を学校という機関で過ごさせたいのか、我々は子供たちが学校を卒業したときに教室の外の世界で何ができるようになってほしいのかということだというわけです。

Tyler の仕事は初めの大きな進歩でしたが、言語教育の中ではカリキュラムに関する考え方は、その後、横道にそれてしまいました。理論言語学に影響されて、学習者が何をできるようにならなければならないかよりも言語の構造によってカリキュラムを作るようになったからです。言語の構造はカリキュラムの中でも大切です。でも、まず考えるべきことは学習者が何をできるようにならなければならないかであって、次にそれができるためにはどのような構造を知っていなければならないかを問題にすべきだと私は思います。

Tyler のモデルの問題は単純すぎるということです。彼のモデルは常に到達目標があって、学習活動があって、というふうに一方向の動きしかないんです。私の考えているモデルでは、到達目標は教授活動を通じた形成評価によって学習者に合わせて常に変更を加えられていきます。理論言語学を勉強した人たちが教育学の中で行われている数多くの研究について何も知らないのは残念なことです。これからは状況が変わっていくと思いますが。

LT 先ほど、学習者自身のためにもなり、社会のためにもなる選択ということをおっしゃいましたね。それでカール・ロージャーズのクライアント、あるいは学習者中心のアプローチを思いだしたんです。実際、Nunan さんは同じ用語をお使いになっていらっしゃるんですが、ロージャーズに影響を受けたというようなことはおありになるんですか。

DN ええ。昔は彼を引用したこともあるんです。*The Learner Centred Curriculum* にはロージャーズのことは書きませんでしたが、来年出る教授法についての本には彼の話も出てきます。学習者中心主義には教育へのヒューマニスティックなアプローチがひとつの縦系になっています。あの本の初めのほうで Brundage とか MacKracher を引用しましたが、私の仕事がヒューマニスティックな伝統につながるのは明らかです。ロージャーズには言及すべきでしたね。

LT もうひとつ日本語教育の問題なんです。Nunan さんが *The Learner Centred Curriculum* の中で学習活動の組織の仕方の背景にある考え方として挙げられているコミュニカティブ・アプローチは価値観や学習経験の異なるアジアの学生に使えるかという議論があります。Nunan さんはアジアの学生ともたくさん接していらっしゃるようですが、どうお

考えになりますか。

DN 方法はいろいろあるでしょう。具体的に日本語教育がどういう状況にあるかは知りませんから、一般論としてこういうふうにやるべきだというようなことは言えません。原則は文化によって異なるはずで。例えばバンコクで英語を教えていたときには、学生は学生同士で英語を使うのには消極的でしたから、英語を聞か読むかする必要のあるグループ・タスクを用意しまして、タスク自体はタイ語を使ってやってもいいことにして、私に報告をするときには英語を使うというようなこともしました。中東の子供たちの場合は彼らの記憶力を利用しました。コーランを暗記したりしますから、彼らは暗記はとても得意なんです。物語を与えたら、それを丸々暗記してしまうことができるんです。だったら暗記をやめさせるのではなくて、そういう学習活動をカリキュラムの中に取り入れようと私たちは考えました。その上で、お互いにやり取りができる機会も作ったんです。こういうふうに、コミュニケーション・アプローチの要素を取り入れる方法はいろいろあります。文法・翻訳法などの伝統的なアプローチの中にもこういうアイディアは取り入れていくことはできると思います。コミュニケーション・アプローチというのは一つの手続きの決まったアプローチではないのですから、そういうやり方が必ずしもコミュニケーション・アプローチの考え方と矛盾することはないと思います。

LT *Designing Tasks for Communicative Classroom* の中で Nunan さんは self-directed teacher という言葉を使って自律的な教師を育てる必要性を説いていらっしゃいますね。実際に教師の養成と研修の方法論についても勢力的な仕事をなさっていて、*Second Language Teacher Education* と *Understanding Second Language Classroom* という 2 冊の本を出版していらっしゃいますが、教育経験のない人を対象にした教員養成と現職者の研修には異なったアプローチをとるべきだとお考えですか。

DN そうですね。経験の浅い人と豊かな人ではカリキュラムの作成、実行、評価に異なったレベルで関わるのがいいと考えています。カリキュラムを作成する段階では、経験の浅い教師は与えられた到達目標と教材から授業計画を作成できるというのが到達目標になります。あるいは、与えられた到達目標の中から学習者にあった到達目標を選択するという。経験のある人の到達目標はある特定の学習者のグループにあったプログラムを作ること。できれば自分で到達目標を記述すること。経験の浅い人は教材を選択できればいいけれど、経験のある人は教材を作れなければならない。経験の浅い人は授業計画の通りに授業ができること、経験の豊かな人では授業をやりながら学習者や起きていることをモニターして、必要なら授業計画を変更していなければならない。評価に関しては、経験の浅い教師は誤りを見つけて、訂正ができること。経験のある人はグループ・ワークをしている学習者の発言を記録して、分析し、フォロー・アップの授業を計画できること。これはかなり単純化された区分です。二つの段階の間に多くの段階があると思います。経験の量によって何ができるかは違います。でも、かなり初めの段階でも基本的な考え方は取り入れられると思います。

教師養成者には、いつ口を開き、いつ黙るかというジレン

マというか、緊張がつきまといます。黙っているべき時に口を出すのと同じように、適切なときに情報を与えないことも害になります。教師、そして教師養成者にとって難しいことの一つは情報やアドバイスを提供すべき時を知ることです。経験の浅い人たちにはサポートが必要です。指示的である必要はないんですが、経験の少ない人たちに何でも好きなことをやりなさい、私はどうやれということはいけません、援助はしません、自分で方法をみつけなさいと言うのはまずいと思います。学習者に始めから自分で到達目標を設定しろと言うのと同じくらい公平ではありません。ですから、教師が自分の教え方について内省するアクション・リサーチという方法が大切なんです。経験の浅い人たちが教室に必要なスキルを身につけて自信ができれば、次の段階として何もかも教える代わりに、あなたの授業には弱いところがあると思う、自分の授業のビデオを見て考えてくださいと言うことができる。授業をやっていたときには気づかなかったことで、ビデオを見て驚いたことについて考えてくださいというようにです。そうやって徐々に長い時間をかけてビデオや音声テープといった客観的な授業の記録について内省することによって、自律的な教師になれるように働きかけていくんです。

LT 本当に長い目でみなければいけないですね。

DN その通りです。学習者中心のカリキュラムで学習者に学習の過程に対する意識を育てるのとまったく同じように、長い時間のかかるプロセスなんです。

LT *Understanding Second Language Classroom* の中で Nunan さんも学習者中心主義の実践のためには教師の労働条件の改善と十分なサポートが必要だということを書いていらっしゃいますが、教師の教育が非常に長い期間を要する過程であり、経験のある教師の綿密な指導が必要であるとしたら、それにはしっかりした組織的なサポートが必要ですね。日本語教育の現状はそこどころがかなり心細いのですが、経済的な援助がなくて、学校単位でとか、教師のグループとかが小規模の学習者中心のプロジェクトを試みるということとは可能ですか。

DN ええ、可能です。もちろん経済的な援助はないよりはあったほうがいいです。そうすれば、たとえば、先生たちが月に一度、一緒に何かするために午後の授業から外してもらえる。先生たちが協力するというアプローチは非常に役に立つし、必要です。これはオーストラリアのある州でやったことですが、3、4人の先生たちが集まって、小さいサポート・グループを組織して、そのグループがファシリテーター、つまりサポートをしてくれる、より経験の豊かな教師に会う機会を作るための予算を少しとったんです。これはかなりうまくいきました。

LT 人のネットワークは絶対に必要ですね。

DN そうです。アクション・リサーチは一人でやるのはとても難しいことです。同じ過程を経験している人たちのグループでできれば、ずっと簡単に、より生産的なことができます。

For an English summary of this article, see page 18.

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Challenges for Language Attrition Research in the '90s:

Interview with Lynne Hansen-Strain

by Jeris E. Strain

Lynne Hansen-Strain is a professor of linguistics at Brigham Young University-Hawaii where she teaches in the BA-TESOL and ELI programs. Her research in second language attrition has examined the forgetting of Hindi-Urdu and of Japanese.

Strain: Recently we have begun to hear of "language attrition." Just what is language attrition?

Hansen-Strain: Yes, it is anew field. Language attrition is the loss or forgetting of language. It was recognized as an area of study in 1980 with the convening of a conference on language loss at the University of Pennsylvania. During that year several dissertations on the subject also appeared, including my own study of the learning and forgetting of Hindi-Urdu negated structures by English-speaking children. From these small beginnings, the field has rapidly expanded during the past decade. At present the most productive center for language attrition research is the University of Nijmegen in the Netherlands.

Are studies of language attrition being done in Japan?

Work is beginning here, and there is a wide range of Japanese contexts which beg the attention of language attrition researchers. First, think of the enormity of the resources which go into foreign language education in this country, and the millions of people who lose many of the language skills they worked so hard to attain during six or more years of schooling. Secondly, there is the problem faced by Japanese children living abroad of maintaining and continuing to develop their mother tongue in a foreign environment. Similarly, non-Japanese children in Japan may be at risk of losing first language skills as they assimilate into the homogeneous society. And there is the problem of the returnees coming back to Japan, over ten thousand school age children alone per year according to one government source. Many of them return with abilities in foreign languages which would provide valuable linguistic resources for Japan if they could be maintained.

As far as I know there has been no research in Japan on the attrition of foreign languages learned at school, nor on the loss of first languages here by immigrants. The language of Japanese children abroad, however, has been the focus of a number of studies reported by Mamoru Kono and others connected with

The Center for the Education of Children Overseas at Tokyo Gakugei University. The effects of living in a foreign milieu upon the language of Japanese children is also being examined in my work in Hawaii, along with the forgetting of Japanese as a second language by returnee American children. The loss of Japanese as a second language by American adults is being studied by researchers at BYU (Provo, Utah) in a large longitudinal investigation of the Japanese of Mormon missionaries after their return to the United States. Finally, the languages learned abroad by the returnee children in Japan are drawing the attention of researchers such as Kyoko Yashiro and Anita Kurashige, who will be contributing to this year's JALT colloquium on bilingualism.

That's interesting, but as language teaching professionals our main concern is with the teaching and learning of languages. Of what use will information about the forgetting of languages be to us?

That's an important question. Three sets of variables are involved in language forgetting: 1) characteristics of the acquisition process, which is your primary concern; 2) characteristics of the attrition period, and 3) learner characteristics. As you say, it is the acquisition process with which language teachers are most immediately and directly concerned, but consider that what teachers do may have important effects on the retention of the language a student learns, what the student is able to keep after he or she has left the classroom. If we are better able to understand the effects of teacher input on language forgetting (and remembering), language attrition research can have far-reaching consequences for curriculum design; it can also influence policy matters regarding language teaching methods in general. The implications for curriculum and instructional method may be very different if the aim becomes a fostering of language skills and language learning skills that can be maintained by the learner after formal instruction ends, rather than if the aim is just to produce a certain level of competence by the end of the term.

What are some of the specific questions asked in language attrition research that relate language teaching to language maintenance?

One of the most fundamental questions is whether particular teaching methods are superior to others in terms of the long-

term retention of the acquired skills. On the basis of work done so far, a very tentative conclusion is that explicit teaching methods engender more durable skills than direct methods. Here age and literacy level are clearly important and must be controlled for in attrition studies. Other variables which research is trying to relate to rate of attrition are emphasis on productive vs. receptive skills (receptive skills may be maintained longer) and the intensity of instruction (attrition may differ for students of intensive and nonintensive programs of instruction).

In addition to finding relationships between language teaching and language maintenance, what do you see as some of the Challenges for the '90s for language attrition research in Japanese contexts ?

At the JALT '89 convention in Okayama, H. Douglas Brown and others pointed out that a new frontier for the language teaching profession was *teaching learners to learn* a foreign language more effectively. The rapidly expanding interest in learner training since then, as evidenced by one of the plenaries and the substantial number of presentations on that topic at this

year's JALT convention, has grown out of the work of language acquisition researchers over the past twenty years.

During the '90s the work of language attrition researchers can bring the language teaching profession to yet another frontier: *teaching learners to maintain* their language more effectively. To achieve that, however, basic research is needed on language forgetting and the variables that affect it. A good deal more is known about language learning than about forgetting, but a feature they have in common is the enormous differences between individuals in their success in learning and retention. A few learners are able to maintain their language skills, while others have the unhappy experience of losing most or all of a language they once knew. Just as language acquisition researchers during the '80s have attempted to define strategies used by "the good language learner," language attrition researchers during the '90s have the challenge of finding the strategies used by "the good language keeper."

Jeris E. Strain is Professor of English at Himeji Dokkyo University.

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For all the details you need to plan your participation in JALT '91, see the Conference Supplement, included with this issue. It covers everything from registering for preconference workshops to hotels and conference services. It even tells you how to get there!

This issue of *The Language Teacher* includes JALT '91 information, too: brief biographies of main and preconference speakers (pp. 27, 29) and a tentative schedule of events (pp. 33, 35, 37).

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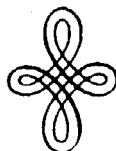
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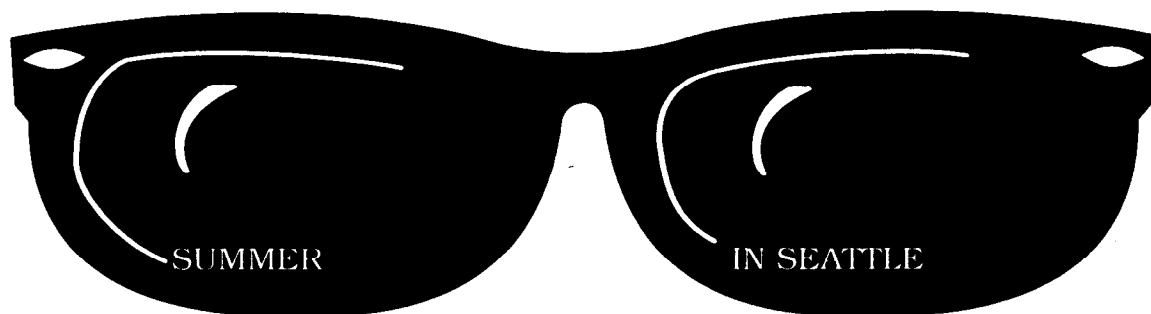
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Main Speakers



Anita Wenden is Associate Professor of ESL at York College, the City University of New York, where she is an ESL faculty specialist in curriculum and faculty development. She has organized colloquia in Learner Strategies and Autonomy at TESOL Chicago (1988), San Antonio (1989), and San Francisco (1990); and in Peace Education and International Understanding at TESOL San Antonio (1989) and New York (1991), and at AILA Greece (1990). As former Chair of the Peace Education/Action Subcommittee of TESOL's Standing Committee on SocioPolitical Concerns, she has given workshops and lectures aimed at promoting the use of peace education and research in TESOL's language teaching syllabi and classroom research. Her publications include *Learner Strategies in Language Learning* (co-editor Joan Rubin), which was awarded the MLA 8th Annual Kenneth Milkenberger Prize as an outstanding research publication in the teaching of foreign languages and literatures. Her most recent book is *Learner Strategies for Learner Autonomy: Planning and Implementing Learner Training in 12 classrooms* (1991).

Plenary: Learner Strategies for Learner Autonomy

Colloquium Paper: Peace Education: Goals, Content, and Method

Lecture: Language and Peace



Christopher Brumfit is Director for the Centre for Language in Education at Southampton University. He has taught in primary and secondary schools, teacher-training institutions and universities in Britain and Africa, and has also worked in China, India and Canada. He is editor of *The Review of English Language Teaching* (formerly ELT Documents). Among his numerous books and articles on English language teaching and communicative methodology, not to mention English as an International language and the use of literature in second language teaching are *Communicative Methodology in Language Teaching: The Roles of Fluency and Accuracy* and, coedited with K. Johnson, *The Communicative Approach to Language Teaching*. His most recent book is *Research in Language Teaching*.

Plenary: Has Communicative Language Teaching a Future?

Lecture: Classroom Research and English Language Teaching

Lecture: "International English or Imperialist English": Is There a Choice?



Marianne Celce-Murcia is Professor of TESL/Applied Linguistics at the University of California in Los Angeles and active in teacher training/education programs. Her book (with Diane Larsen-Freeman), *The Grammar Book: An ESL/EFL Teacher's Course* (1983) and her *Teaching English as a Second or Foreign Language* (1991) are representative of her outstanding contributions to the profession. In addition, she has published articles in *English Language Teaching*, *TESOL Quarterly*, *Language*, *Working Papers in Bilingualism*, and other journals; and she has played an active role in TESOL and AAAL positions. Her invitations to speak at English teaching conferences have ranged from Canada to Mexico and Brazil, and from Italy and Spain to Hungary and Israel. This will be her first professional visit to Japan.

Plenary: Integrating Form, Meaning and Function

Lecture: Teaching EFL Students to do Discourse Analysis

Lecture: Conversation: What it is and Ways to Teach it

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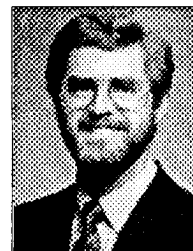
Preconference Workshop Presenters

The eight pre-conference workshop presenters will also be giving featured presentations at JALT '91.



D'Arcy Adrian-Vallance is a free-lance writer, materials developer and author of EFL materials on grammar, pronunciation and culture. He has authored and co-authored special course books for schools in Japan Taiwan and Egypt, as well as Books 2 and 3 in the course, Touchdown. He has also written *Practice Your Comparatives*, *Britain Today*, the videoscript for *Introducing Great Britain*, and a number of graded readers.

H. Douglas Brown is Professor of English at San Francisco State University and Director of the American Language Institute. He was President of TESOL from 1980 to 1981 and Editor of *Language Learning* from 1970 to 1979. He has published numerous articles and books on second language learning and teaching, including *Principles of Language Learning and Teaching*, *a Practical Guide to Language Learning*, *Breaking the Language Barrier*, and *Vistas and Challenges*



Colin Granger has worked in many countries as a teacher, teacher trainer and materials writer. His publications include *Play Games with English*. He is also co-author of *Contact English*, *New Generation*, and *The Heinemann English Grammar*.

Kathleen Graves, Professor at the School for International Training, has worked with teachers and supervisors in methods, curriculum and program development worldwide. She is co-author, with David Rein, of the East West series of textbooks. She is working on a text on practice teaching and a book on pedagogical grammar.

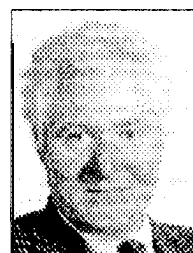


Ritsuko Nakata, teacher and teacher trainer, is the Chairperson of AETC (the Association of English Teachers of Children); she is also the Executive Director of the Institute for International English Education of Children. She has published numerous texts on teaching English.

David Nunan is Associate Director of the National Centre for English Language Teaching and Research at Macquarie University in Sydney. He has published a number of books for teachers, including *The Learner-Centred Curriculum*, *Syllabus Design*, *Designing Tasks for the Communicative Classroom*, *Understanding Language Classrooms*, and, with Jack Richards, *Second Language Teacher Education*. He is also co-author of *The Australian English Course*.



Jack C. Richards is Head of the Department of English at the City Polytechnic of Hong Kong. His books for teachers and learners of English include *Approaches and Methods in Language Teaching* (with Ted Rodgers), *Longman Dictionary of Applied Linguistics* (with J. Platt and H. Weber, also translated into Japanese) and *The Language Teaching Matrix*. He is currently the series general editor, with Michael H. Long, of the Cambridge Series in Applied Linguistics.



Barry Tomalin, BBC English Head of Marketing, is internationally recognized as a teacher trainer. He is the author of *Video in the English Class* and co-author of *Video in Action*.

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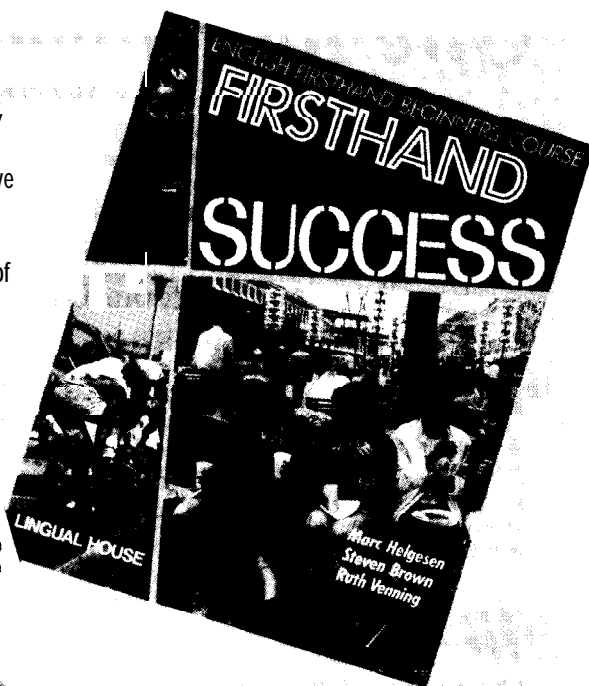
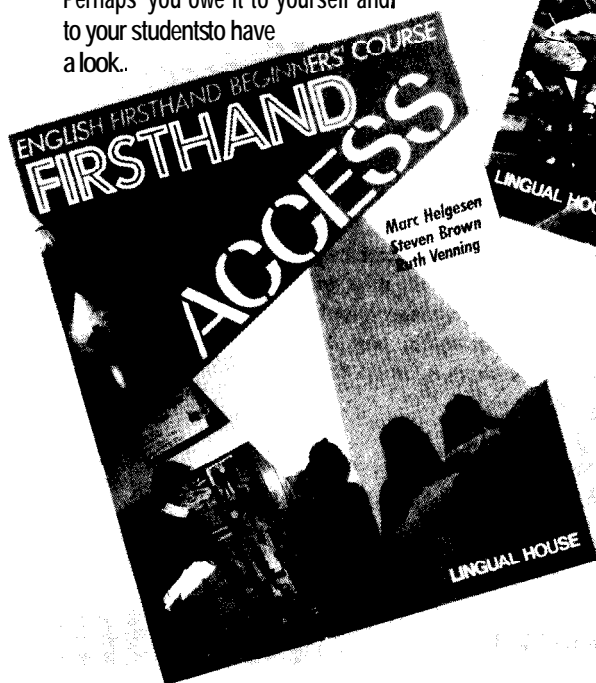
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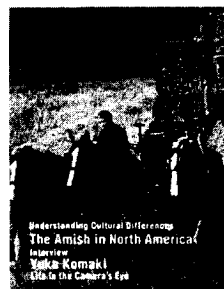
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Tentative 3-Day Schedule of Events

Saturday

Activities/Games

Benefits of Cooperative Techniques for Group Work	<i>Workshop</i>
Communicative Activities for Reading Classes	<i>Demo.</i>
English On Target : New Conv. Material for College	<i>Demo.</i>
Games and Activities for all Ages and Levels	<i>Workshop</i>
Games and Activities for Reading	<i>Workshop</i>
Games for Adults and High School Students	<i>Workshop</i>
Get Real: Bring Roleplay to Life!	<i>Demo.</i>
Great Ideas for Kids' Classes	<i>Demo.</i>
Motivating Students with Warm-Up and Lead-In Ideas	<i>Workshop</i>
Mysteries as Information Gaps	<i>Demo.</i>

Administration

S.A.P.L., Efficiency in Learning all . . .	<i>Paper</i>
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Applied Linguistics

3 Little Words: A Systematic Approach to A/An/The Information Transmission by Japanese EFL Students	<i>Workshop</i>
	<i>Paper</i>

Business/ESP

10 Good Rules of Business Writing	<i>Paper</i>
Beyond Language Training: Ready for Business	<i>Demo.</i>
Creating a Professional Image for Company Classes	<i>Demo.</i>

Cultural Thematic Activities for Business/ESP

Field, Tenor & Persuasive Letters	<i>Paper</i>
Improving Listening Comprehension: Real Business	<i>Demo.</i>
Low-Level Language Training for Industrial Workers	<i>Demo.</i>

CAI/CALL

Communicative Listening and Multimedia	<i>Demo.</i>
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Children

Activity-Based English for Children	<i>Demo.</i>
"Natural Way" Activities for Language Acquisition	<i>Demo.</i>
Teaching Japanese Children: Problems and Solutions	<i>Demo.</i>

Course Texts/Books

Creating a Whole Language Environment in Class	<i>Demo.</i>
Custom-Made Materials & Methods of Japan. Students	<i>Demo.</i>
East West : Tips and Techniques for Users	<i>Workshop</i>
Language in Use : A Pre-Intermediate Course	<i>Demo.</i>
Linguaphone: Practical Texts/ Effective Teaching	<i>Workshop</i>
The Australian English Course	<i>Demo.</i>
The Take Series	<i>Paper</i>
Touchdown : Communicative Tasks for Large Classes	<i>Demo.</i>
Universal "Lingua Franca": English All Around You	<i>Workshop</i>
Using Cycle One	<i>Demo.</i>

Culture

Developing Cross-Cultural Awareness in ESL	<i>Workshop</i>
Japanese Universities: An In-Depth Look	<i>Colloquium</i>

Curriculum Design

Towards a Syllabus With Moving Parts	<i>Paper</i>
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Four Skills

Cambridge Skills for Fluency	<i>Demo.</i>
On Campus as a College English Course	<i>Demo.</i>
Vistas: An Interactive Course in English	<i>Demo.</i>

Grammar

Grammatical Meaning! Elementary, My Dear Watson	<i>Paper</i>
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Jr/Sr High School

Attitudes and Motivation of High School Students	<i>Paper</i>
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Language Acquisition

Whole Language ESL: Teaching Integrated Skills	<i>Demo.</i>
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Learner Training

Guided Viewing Guides: Bane or Boon?	<i>Paper</i>
How to Help Students Enjoy Authentic Video	<i>Demo.</i>
Learner Training with Flying Colours	<i>Demo.</i>

Listening

Just Listen: Comprehensible Input for Beginners	<i>Paper</i>
Listening First	<i>Demo.</i>

Literature/Humanities

Poetry at the Speed of Light: Creative Writing	<i>Workshop</i>
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Methodology

10 Qualities of a Good Lesson: The Student's View	<i>Paper</i>
Implementing the Writing Process in ESL Classes	<i>Workshop</i>
More Video Recipes	<i>Paper</i>
Student Empowerment Peer Teaching in ESL Classes	<i>Demo.</i>

Music/Drama

Creating Music Videos of the Mind	<i>Demo.</i>
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Music/Drama

World Citizenship Through Song	<i>Demo.</i>
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Pronunciation/Phonology

Pronunciation: What Should We Teach?	<i>Demo.</i>
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Reading

L. and L2 Reading: What? How Much? and How Well?	<i>Paper</i>
Reading as an Intensive Experience	<i>Workshop</i>

Research

Investigating Grammar Consciousness-Raising Tasks	<i>Paper</i>
Lang. Teacher with 2 Heads (SLA + New Technology)	<i>Demo.</i>
Pronunciation: Performance versus Myth	<i>Paper</i>

Teacher Training

The Tao of Language Teaching	<i>Paper</i>
Theories of Teaching and L2 Teacher Education	<i>Paper</i>

Testing/Evaluation

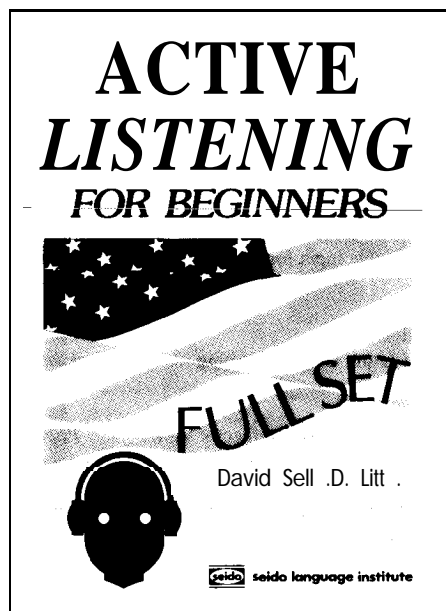
Testing for English Conversation	<i>Demo.</i>
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Video/AV Aids

From Blackboard to Silverscreen	<i>Colloquium</i>
Integrating Video Into the Curriculum	<i>Colloquium</i>
The Lost Secret : Video Dynamics in Action	<i>Workshop</i>
Video as a Global Language	<i>Colloquium</i>
Video Projections for the 90s	<i>Colloquium</i>
Video Rethinking the Need for Global Approaches	<i>Colloquium</i>

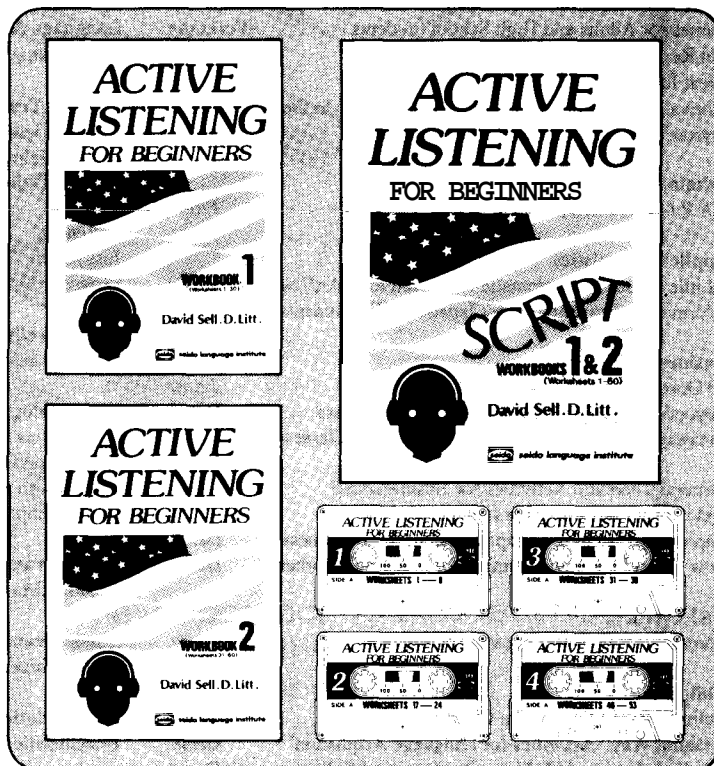
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Activities/Games

Activities for Teaching French in Japan	Workshop
Class Word-Banks: A Systematic Way With Words	Workshop
Developing Communication Strategies	Workshop
Hot Rods	Workshop
Learning Activities for Kids: Practical and Fun	Workshop
Sentence Generating: A Multi-Purpose Activity	Workshop
Strictly Speaking: Active Speaking Tasks	Workshop
Students Speaking at Length in the Language Lab	Workshop
Survival of the Fittest: Adaptable Lessons for 90s	Workshop
Cross-Cultural Communication Practice	Demo.
Using Pop Song Video Clips	Workshop
Whole Language Activity with the Big Book Program	Demo.
Working With A Text: Analyzing Literary Texts	Poster Session

Administration

Look B4 You Leap: From Teacher to Administrator	Workshop
Non-Japanese FL Teachers in Japanese Universities	Paper

Bi-/Multi-lingualism

Bilingualism	Colloquium
Developing a Home Reading Program for Your Child	Colloquium
Eng. Maintenance/Loss by Japan. Returnee Children	Paper
From Playgroup to "Saturday School"	Colloquium
The Attrition of Japanese by Children	Colloquium
Why Do I Have to Learn Another Language, Mom?	Paper

Business/ESP

Corporate Training for the 90s: U.S. Perspective	Colloquium
Globalisation & Corporate Training for the 90s	Colloquium
Japan Corporate Training for the 90s	Colloquium
Musical Theatre: A New Language	Paper
Needs Analysis and Program Design in Business	Workshop
Preparing Supplements for Business Classes	Demo.
Training in an International Context: A Case Study	Colloquium
Training the Euromanagers of the 90s	Colloquium
Unresolved Dimensions of Corporate Lang. Training	Other

CAI/CALL

Computer vs Paper: Vocabulary Expansion	Demo.
Computer-Aided Instruction in the Resource Center	Paper
Hypercard™ as a Communication Tool	Demo.
Interactive Video: Its Place in an EFL Course	Paper
MacCALL: HyperCard, Coursebuilder, Versatex	Demo.

Children

A Successful Approach to Teaching Japan. Children	Demo.
English + Kids = Fun!	Workshop
Hooray for English : The Fun Way to Teach	Demo.
Teaching Children: Is It Different?	Paper
Teaching Kids Successfully: Lifesavers from Oxford	Demo.

Content-based/EAP

English for Every purpose	Paper
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Course Texts/Books

Critical Thinking in the Learner-Centered Class	Demo.
Interchange : Eng. for International Communication	Workshop
Materials Writers' Roundtable	Colloquium
New and Practical Ideas for Using Streamline	Demo.
The English Firsthand Series: Japan's Own Course	Demo.
The New Practical English, Second Edition	Workshop

Culture

Saying Please	Paper
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Curriculum Design

Applying Instructional Design Principles to ELT	Paper
Introducing the Hitachi Keihim Institute	Poster session
Teacher-Designed Courses	Workshop
The Best Year Ever: Flashback '63, Projects, Video	Demo.

Discourse Analysis

Textual Analysis of English and Persian Texts	Paper
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Four Skills

Freestyle English : Putting Humor Where It Belongs	Demo.
Spectrum : Introducing the Brand New Edition	Workshop

Grammar

Can We Make Our Grammar More Stimulating?	Demo.
Error Analysis of Dialogue Journals by Japanese	Paper
Rules and Realities: Teaching Grammar Now	Demo.
Teaching English Prepositions through Metaphor	Demo.
Teaching Grammar Creatively	Demo.

JET/AET

Team Teaching: The Case for Team Reading	Demo.
Team Teaching: What Can Two Do Better <i>Than One?</i>	Workshop

Japanese as a Second Language

Iki Iki Nihongo: Teaching Japanese Through Skits	Workshop
Strategic Interaction in JSL Classrooms	Demo.
Student-Made Video in Japanese Classes	Demo.
The Acquisition of Negation in Japanese L2	Paper
Using Authentic Video in the Advanced JFL Class	Demo.

Jr/Sr High School

8 Problems/10 Solutions for JHS: Access/Success	Demo.
Large Class Management	Poster session
Progress in Listening: New Goals for High School	Demo.

Language Acquisition

Listening Comprehension Thru Movies	Poster session
The Teachability Hypothesis: Implications for LT	Paper

Learner Training

A Language Learning Strategies	Workshop
Learner Training in Listening Strategies	Workshop
The Phonovisual Method: Sounds/Spellings for Beg's	Demo.
Training Students to Ask Effective Questions	Demo.
What am You Going to do with Your Life?	Workshop

Listening

Listening Comprehension: An Error Analysis	Paper
Small Group Listening in Large Classes	Poster session

Materials Design

Designing Cooperative Language Learning Tasks	Workshop
Developing Scenarios for the Language Classroom	Workshop
Task Design in Materials Preparation	Paper

Methodology

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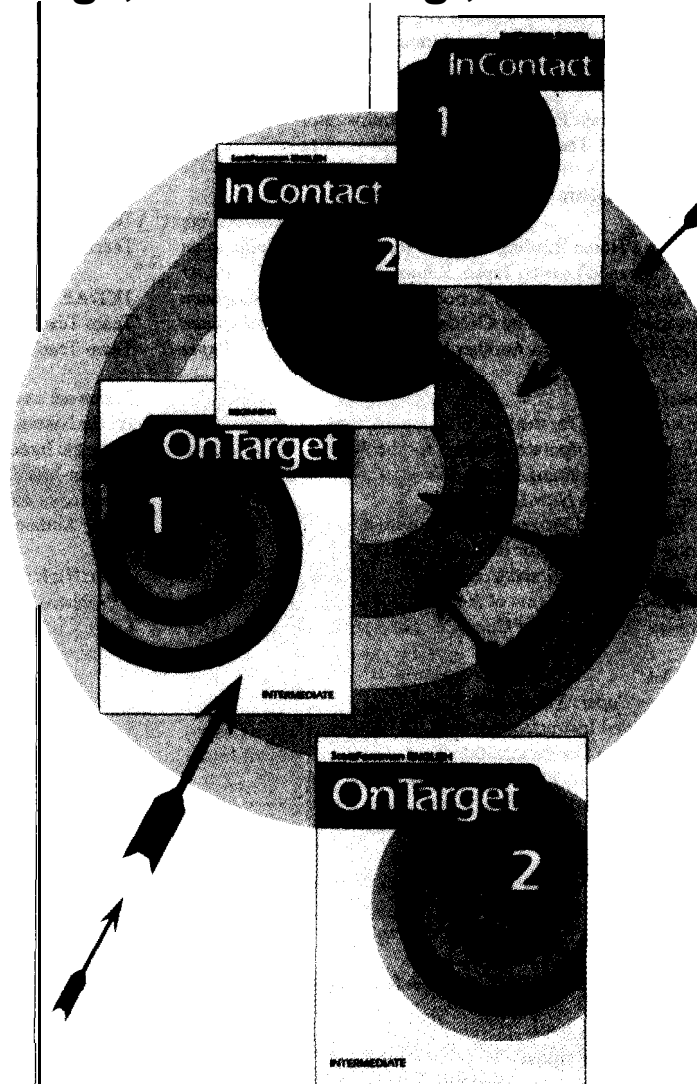
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 Interact with Alternative Reading Activities *Demo.*
 Questions First: Motivate your HS Reading Class *Paper*
 SRA Reading Laboratories: The Library in a Box *Demo.*

Research

Caring and Sharing in a Low Intensity Lang. Class? *Paper*
 Reading and Evaluating Language Teaching Research *Workshop*
 The Challenge of Listening: NNS Perceptions *Paper*

Schools/Programs Abroad

Foreign Language Teaching in the USSR *Colloquium*
 Implementation of American Colleges in Japan *Workshop*
 Russian Perspectives on English Language Education *Colloquium*

Sociolinguistics

Bilingualism of Japanese Returnees *Colloquium*

Teacher Training

A Word in Time: Development of Eng. Dictionaries *Paper*
 Finding Out About Ourselves *Workshop*
 Making the Most of Yourself *Workshop*
 Responding to Misbehavior in the Lang. Classroom *Paper*
 Teacher Training: Essentials for Quality Control *Demo.*
 The RSA/UCLES Certificate in TEFL to Adults *Demo.*

Testing/Evaluation

General-Purpose Testing for ESP Contexts *Paper*
 Rating Standards for Students' Speaking Ability *Paper*
 The Effect of Extraversion on Test Performance *Paper*

Video/AV Aids

A Task-Based Approach to Using Video in the Class *Demo.*
 Music Videos: A Valid Instructional Technique *Demo.*
 Use of Authentic Videos Throughout the Skill Areas *Workshop*
 Video Ventures: Video Series In the Classroom *Poster session*

Writing/Composition

Challenges : A Process Approach to Academic English *Demo.*
 Creativity and Creative Writing: A Novel Approach *Workshop*
 Journal Writing with a Purpose *Demo.*
 Narrative Writing with Video *Demo.*
 Responding to Student Writing: Some Variations *Paper*
 Towards Authentic Japanese Writers of English *Paper*
 Writing and Environmental Awareness *Demo.*

Professionalism

"Can We Help You?" What Publishers Do For Teachers *Other*
 Challenges for Publishers in the 90s *Other*
 Foreign Teachers in Japanese Universities *Paper*
 From Japan to the World: Local Role in Publishing *Other*
 Publishers' Role in Teacher Training *Other*
 The Role of Publishers in Language Teaching *Other*

Issues in Education

Attitudes of Japanese Students Towards Returnees *Paper*
 Becoming Global Humans Through Rights Issues? *Other*
 Conflict Resolution in School *Other*
 Employees Rights and Labour Standards Laws *Poster session*
 Global Brainwashing *Other*
 Global Issues in the Language Classroom *Other*
 Global Issues & Second Language Teaching in Hawaii *Other*
 Lang. Teaching, Peace Ed. and Inter. Understanding *Colloquium*
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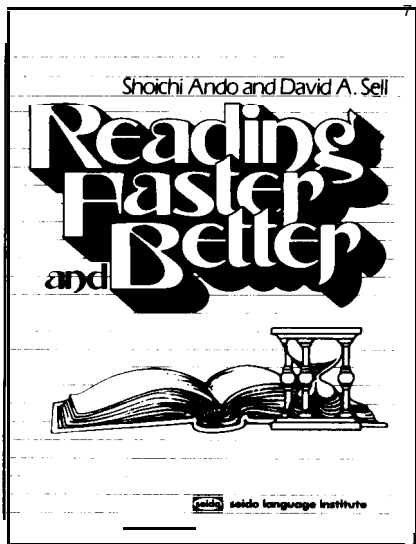
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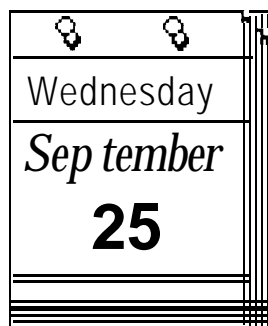
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Deadline

The 25th of August is the final deadline for receipt of all submissions, including all announcements (positions, bulletin board, and meetings) to be published in the November issue.

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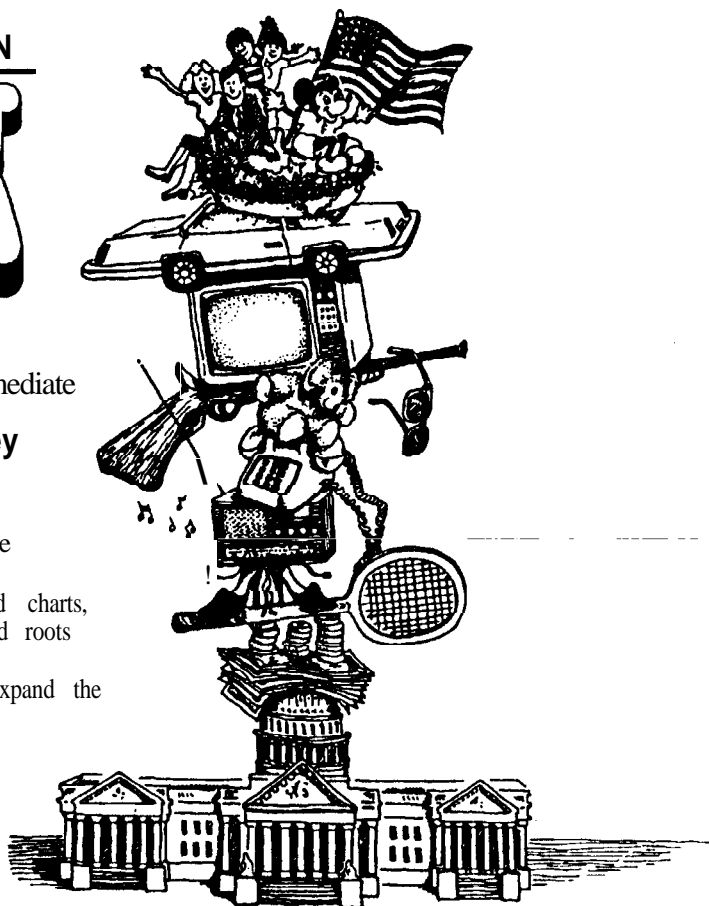
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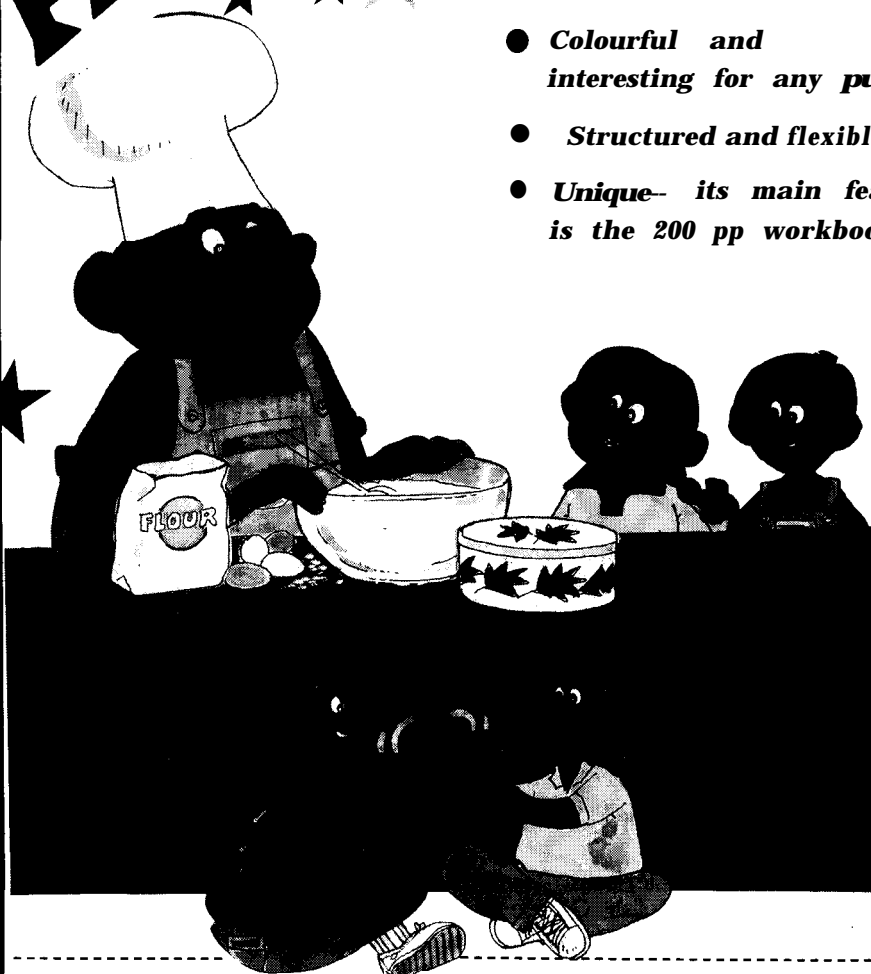
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The TESOL '91 Convention

The 25th Annual TESOL Convention celebrating "25 Years as an International Family" was held in New York City, March 24-28. As in past years, participation exceeded 7,000 language teachers from all over the world. There were as many as thirty concurrent sessions, split between the three conference hotels. Convention activities started at 8 a.m. and continued until 7 p.m. The evenings were devoted to making and renewing professional and personal contacts. These activities, in addition to duties as the official JALT representatives, kept me and alternate Fred Anderson moving all the time. The following is a brief review of convention activities.

Affiliate Leader Workshop

This was the first meeting of all TESOL affiliates, U.S. domestic and international. Each affiliate was required to send at least one representative to discuss items of concern, mainly the long range plan for re-organization of the Affiliate Council (to which JALT member Thomas Robb was recently elected for a two year term). The Council is one branch of the TESOL Executive Board. The proposed plan is to divided the current Affiliate Council, which is composed of all 70 affiliates, into U.S. based and international affiliates. Each of these groups would be further divided into smaller groups by geographical regions. It was announced that TESOL was granted NGO (Non-Governmental Organization) status by the United Nations (please see attached report on TESOL Day at the United Nations). Other issues discussed were:

- 1) whether affiliates were getting what they wanted from TESOL,
- 2) the "internationalness" of TESOL,
- 3) the possibility of establishing membership packages, including discount group memberships, between affiliates and TESOL,
- 4) the lack of affiliate input into the Affiliate Council, and
- 5) twinning between affiliates through exchanging newsletters, reprinting articles or establishing a column for affiliate news in each other's newsletters; developing relationships between special interest groups; sharing officer handbooks, constitutions and other official documents between affiliates; exchanging speakers and providing grants for members to attend each other's conferences; exchanging actual classroom teaching material; and informally networking among affiliates, their officers and members.

EFL Based Affiliates Meeting

This informal meeting attended by the representatives of TESOL Italy, Sweden TESOL, Thai TESOL, and JALT discussed what TESOL does for us and how we can get our concerns heard by the TESOL Executive Board more fully in the future. It was decided to suggest that the proposed International Affiliate Council be divided into ESL and EFL based affiliates by geographic region, since our concerns are very different from each other. We felt that this structuring would be more beneficial to EFL based affiliates. Exchange of each other's

newsletters was also agreed to.

Affiliate Council Meeting

This meeting, the most important of all meetings for the affiliate representative, is the annual meeting of the official governing board of TESOL Affiliates, an arm of the TESOL Executive Board. Reports were made by the First Vice President, Director of Field Services and Chair of the Affiliate Coordinating Committee. Voting also took place to decide the slate of candidates from the Affiliate Council to stand for election this year to the Executive Board. Nominations and voting also took place to decide the Affiliate Council representatives on the TESOL Nominating Committee who will search out potential candidates for other Executive Board positions. In New Business, the Affiliate Capital Fund (formerly Affiliate Travel Fund) was approved. This fund will be set up and monies raised to aid affiliates in sending their representatives to future TESOL conventions.

Legislative Assembly

This is the annual TESOL Business Meeting, a very efficiently run meeting, in which every TESOL member has voting rights. Elections were held for the nominating board from the slate put forth by the Affiliate Council the day before. Reports of TESOL activities for 1990 were given by each officer, and various resolutions pertaining to TESOL business were dealt with.

The 26th Annual Convention and Exposition: TESOL '92, "Explore and Discover" will be held from March 3-7, 1992 in Vancouver, British Columbia, Canada. This will be the first time a TESOL convention will take place outside U.S. boundaries. I highly recommend participation for any JALT member interested in expanding his/her realm of knowledge of language teaching.

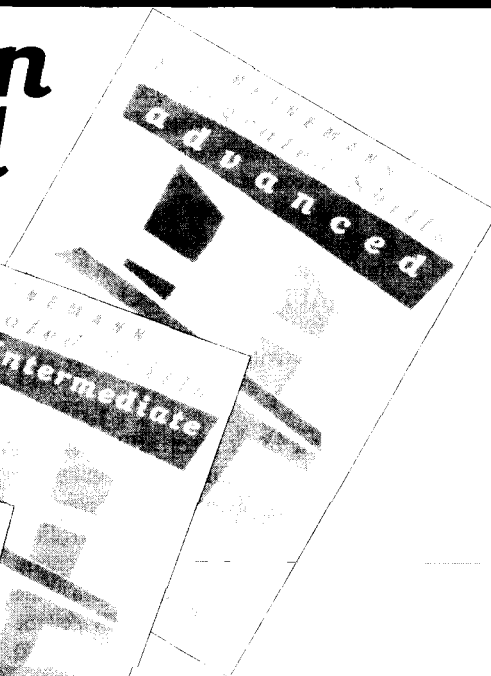
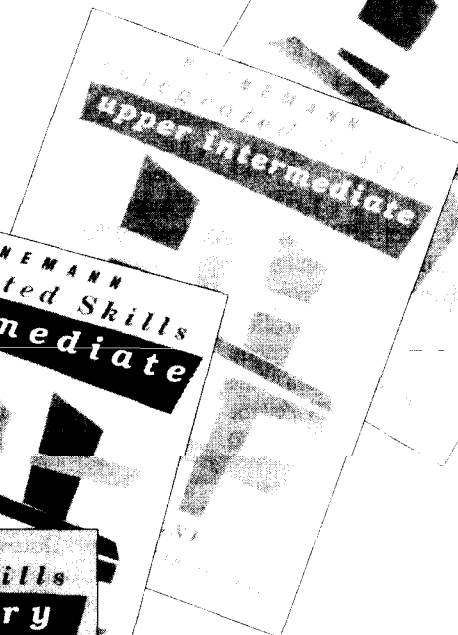
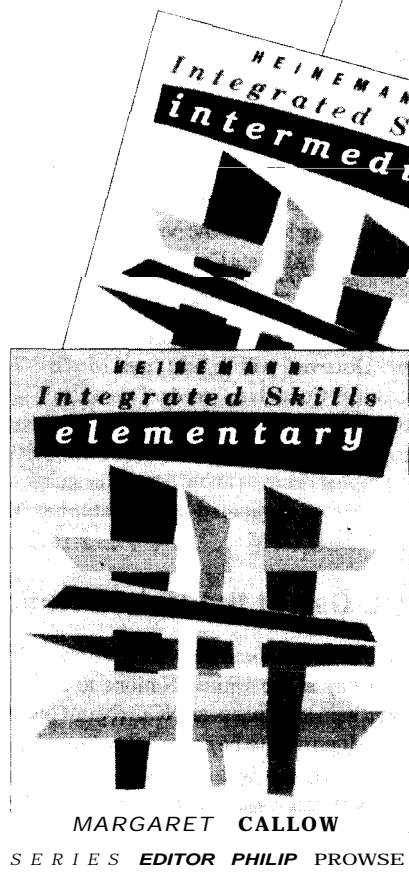
Reported by Christopher M. Knott

TESOL Day at the United Nations

On Monday, March 25, some 200 TESOLers from all over the world spent a day at the United Nations to commemorate TESOL's newly gained status as an NGO (Non-Governmental Organization). It proved to be no ordinary tour of the United Nations: the participants had a chance to hear briefings by representatives of various sections of the United Nations and be let in on first-hand information concerning the problems that the world faces and the endeavours that the United Nations is making. The topics covered were, in order of presentation: environmental concerns, materials development for teaching about the United Nations, language training programs, human rights agenda, third-world development initiatives, and English at the United Nations. Each talk was followed by an active question-and-answer period and additional comments by the speaker, which often ran well over time. All the issues were treated in the "human" perspective, i.e. they were regarded as problems of our own making as human beings. Whether articulated in so many words or not, each talk offered challenges for the future to the participants and to everybody else living in this age to make it a better world to live in.

Reported by Atsuko Ushimaru

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Three Varieties of English

by Tim Cornwall
English Clinic

Teaching conversation classes can be an exhausting experience. I find it amazing that in a room of young, healthy students, it is I, the 'mature' individual, who supplies the class with the majority of the energy. Why? More importantly, what can I do about it? The answer is, of course, that I want to talk less and that I want my students to talk more.

In the teaching profession, as in any profession, "buzz words" are common: terms that clearly state an idea or define an object encountered frequently in the workplace. Some examples in the EFL profession include "student-centered," "process writing," and the "communicative approach." We use these words because they quickly and efficiently define or represent an idea that people in the profession understand. Why not use this idea of "buzz words" in class? If we can teach students what is meant by a certain term, then it will be much easier and more efficient to use this word rather than to repeat an explanation or definition.

The idea of buzz words and the idea of having my students do more in class in the way of speaking led to creation of three "varieties" of English: the first variety, "Police English," that I want my students to avoid, and the second and third, "Volleyball English" and "Service English," that I want them to use at all times.

Police English

Police English is the habit that many students at all levels of ability have of answering questions with the shortest possible answer and then stopping. Yes/no questions are answered with one "yes" or "no" only, and information questions with a minimum of words and effort. A typical situation might be as follows:

- T Are you a student?
S Yes.
T Where do you study?
S University.
T What do you study?
S English.
T Do you like it?
S Yes.

After a minute of this, I am exhausted while the student is being congratulated by classmates at having carried on an English conversation I disagree. This is what I call Police English. Although they have answered each question they have at the same time offered as little information or help as possible.

I am not suggesting that our students do it on purpose, but it is an easy way to handle questions and, more than likely, it has been useful for them in the past; not a very successful method, but no doubt a survival step.

I explain that outside of the classroom short, one- or two-word answers such as these are a communication tool used to encourage unwelcome attention to go away. If that is their intention (which it might well be), then they should continue to answer this way. However, for those students who want to

improve their English and their ability to meet and communicate with people in English, they need to do more. I then establish the rule that in class they are not allowed to use the answers 'yes', 'no', or 'maybe' at any time. This is extremely difficult, as there is constant temptation to answer with these words. To avoid these answers they must now use a wider variety and complexity of answers which I explain to them with the following two ideas:

Volleyball English

Volleyball is practically the national sport in Japan. (I have been trying to think of what "Sumo English" might be, but to date I have not thought of a very good idea.) I am sure every student knows the basic rules involved. One team serves the ball and then the opposing team has three contacts with the ball before they must send it back.

I draw a net on the board and illustrate with arrows the movement of the ball. The initial service is referred to as a question: i.e., "What do you want to do?" The ball/question goes to the other team or conversation partner who has three contacts with the ball/question before they have to send the ball/answer back to the opposing team or conversation partner: "I don't know. Maybe eat. And you?" I stress that the answer does need to be complicated, only that there should be more than one part to it and a return serve/question. I recommend they use this idea in moderation, as the answering of every question with a question can be a very annoying experience.

Service English

I eat a lot of bananas. Every two or three days I visit my local vegetable man and buy a couple days' supply. I go to the same man everytime as I always get more bananas than I pay for, or sometimes a free apple or orange. He smiles at me, holds it up proudly, and announces to everyone within listening distance, "sabisu." I love it, and of course I go back to him the next time. My students find it really strange that their English teacher is trying to teach them about this basic Japanese custom. But, there is a reason. When speaking English, why not give the customer/conversation partner more than what they asked for when filling the order, e.g. answering the question: "Are you a student?" "No, I work for Mitsubishi Heavy Industries in Kawasaki." Lots of extra information/service will make the customer/conversation partner eager to return with future orders/questions.

Conclusion

Students usually find these three ideas amusing and easy to understand. I find that it reduces my energy drain as I am now listening to longer and much more interesting answers than before. Also, when drifting around a class listening to pairs or groups of students, it is easy for me to use one of the three buzz words to remind them what to do or not to do. No Police English! Volleyball Time! Hello. Service. Silly, I grant, but it does allow me to introduce and constantly monitor and remind students of two important communication ideas to remember and one to avoid if they are going to 'communicate' in English.

Tim Cornwall is interested in producing easy-to-use student-oriented materials. At present he is working in language consultation and teacher preparation for small schools and businesses.

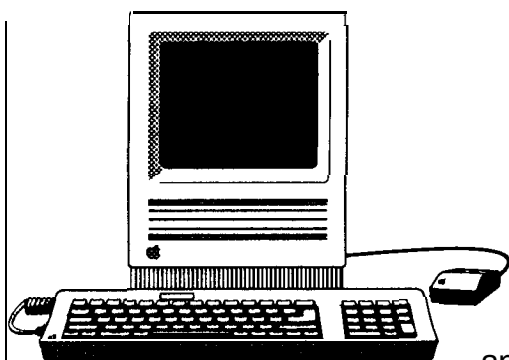
TESOL CALENDAR

TESOL '92 — Vancouver, B.C.

Issues of Criticism in JSL

by Keiichi Koide

This article presents the author's point of view on a newspaper article reporting students' protest against a Japanese language programme at a national university. According to the writer, the article is unfair because it depends mainly on students' opinions that the course is unsatisfactory, with some supporting comments from three researchers of other institutions, who claim their courses are successful without providing their own students' opinions. Pedagogical principles of the allegedly unsuccessful course are not discussed. Koide argues that criticisms on teaching run the risk of becoming insults if they are not based on articulated principles of teaching.



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日本語教育と批評の問題 —朝日新聞の記事を読んで—

小 出 慶 一

お読みになった方も多いと思うが、1991年6月28日(金)の朝日新聞朝刊に「期待はずれ? 日本留学。国費留学生に聞く」というタイトルの記事が出た。

この記事の趣旨は、前書きによると、国費留学生に対する日本語教育事情を、日本語日本文化研修留学生(日研生)を中心に見てみようということらしい。

その一例として北海道大学の問題が取り上げられている。北大の問題というのは、日研生がクラス全員の連名で授業改善の要望書を教員に出したというものである。その要望というのは、教科書中心の授業をやめてほしい、授業方法も変えてほしいというような内容だったらしい。そして、今年、教科書は変わったが、その他の変更はなかったと報告されている。「学習者個々の希望やレベルにに応じるのが理想だが、スタッフには限りがある」という日本語教育担当者のコメントが載っている。

この北大についての記事の後に、こちらは「好評」を得た例として、筑波大学の日研生教育プログラムの簡単な紹介が出ています。そして最後は、各大学での教育内容は文部省も把握しておらず、また日研生は自分で大学を選ぶこともできない。「(自分の)イメージと現実が一致するかどうかは運次第のようだ」と結ばれている。つまり、日本語教育の内容にはバラつきがあり、かなり問題のある場合もあるという指摘のようである。

以上が本文であるが、その左下隅に「多様な留学生 教育法も諸説」と題する囲みがある。そこには、国立国語研究所古川かし氏の「日本語教育の方法では、大学が一番遅れているのではないか」、「学生の知的好奇心を引き出す能力」が教師に必要なとする見解が書かれ、その実践例として昭和女子大山田泉氏のやり方、またそれに対する批判的見解として筑波大大坪一夫氏のコメントが載せられている。

この記事を読んだ読者は、おそらく北大はあまりよくない教育をしており、筑波大や昭和女子大は良い教育をしていると思うだろう。筆者も、ああそういうこともあるかもしれない、と一瞬思い、しかしその一瞬後、こんな記事を書かれてはたまらない、と思った。読後、後味の悪さが残った。どう考えても、当初の「趣旨」と違って、日研生一般について公平に取材し検討しようとした記事には思えなかったからである。さらに言えば、北大を槍玉にあげるための記事のように思えたのである。考えてみれば、このような記事が全国紙に載ること自体異例のことである。これが日常茶飯のこととなれば、どの機関もパニック状態に陥るのではないか。

この記事の後味の悪さは何によっているのだろうか。一つは、記事の公平さの問題である。この記事には、取材経緯などは書かれていないが、ここで見る限りは、北大に関しては学生寄りの視点から、他の機関に対しては教員側の視点から取材されている。教員側から取材したところは「好評」の例なのである。これは公平なのだろうか。

もう一つ、これも公平さの問題かもしれないが、この記事

が成立している根拠は、「ある人たちがこう思った」ということである。それは一つの事実であることは間違いない。しかし、それが正義であるかのように報道されることは結びつかないはずである。もう一方の当事者の意見はどうなっているのか。また、教育の内容について異議申立てをしたいならば、その根拠は、教育の内容についての議論の中にあるのが健康ではないか。「こう思った」ということが重要であるかのように報道されることは、冷静な議論を阻害するだろうと思う。何をどのように問題にすることができるのか、記事を書く側の見識が求められることだと思う。

もう一つ、これも、取材の仕方にかかわることと言えると思うが、この記事の中の「良い教育」と「悪い教育」の区切りが、何となく一定の図式の上に乗っているように思えることである。筆者が日頃見聞しているところによれば、囲み記事に登場する3人の方は、どちらかと言えば北大の路線とは異なる考え方をもち、かつ、どちらかと言えばお互いに考え方の近い方々の方である。この記事そのものが公平な記事であるとは言いがたいだけに、報道機関を利用した情報操作になる危険を感じる。あそこはだめだ、という風説は、一度広まってしまうと、修正をするために大変な努力を要する。現場で良心的に考えようとしている人たちの努力の芽を摘んでしまうことになる。囲み記事は、その風説を裏打ちする役割を果たしているのである。「大学が、日本語教育ではもっとも遅れている」というコメントは単なるプロパガンダに過ぎない。

以上が、筆者が感じた後味の悪さの解剖結果である。

学習者は弱者である、守られるべきである。また、不満を持って帰国したら反日的感情を持たせることになる。このような危惧を記者氏は持ったのかもしれない。それには一理ある。社会的に見れば正当な主張である。が、どのような危惧を表明するにしても、それは公平な材料をもとにしたものであってほしい。どの機関にも、学習者の不満はつきものなのだし、そもそも(言語)教育というのは生身の人間どうしの接触が不可避であり危ないところを持ったものである。公平さが議論の基本である。逆に言えば、それを職業としている教師たちは、自らを守る手段を持っていなければならないということである。守るということは、制度的に学習者からの安全を保証されるということであり、また拠るべき根拠に従って論理的に物事を行うということである。批判は、その根拠について、あるいは根拠と実際のズレについて、行われる、ということにならなければ、単なる中傷に終わってしまうだろう。

確かに、この世界にも良質の部分とそうでない部分が存在する。それはしかし、今の勢力関係の中で、声の大きい部分が良質であることを意味しない。日本語教育がすでに十分社会的な存在になった今、日本語教育を外から見る良質の批評機能を育てることが、これからの課題であろうと思う。

For an English summary of this article, see p. 46.

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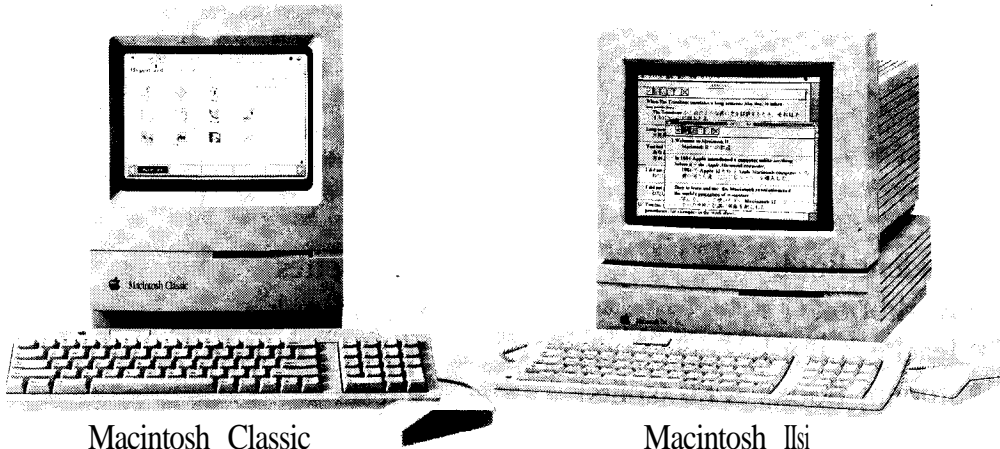
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Grammar in Context: Proficiency Level English (revised edition). Hugh Gethin. London: Collins ELT, 1990. 235 pp.

This book revises the fiit (1983) edition by clarifying explanations, adding materials on adverbs, conjunctions, and reported speech, and introducing "style marking," i.e. pervasiveness of structures associated with formal register. Both versions are meant as ELT grammar texts for learners who already use English in their working or private lives and who "may be preparing for an examination such as the Cambridge Proficiency" (p.5), to which the subtitle alludes. It "does not set out to be a comprehensive grammar," but rather a learner's guide to "the relation between grammar and meaning." (p. 9) produced "over many years of teaching and organising courses, in response to the need of post-intermediate students to feel bedrock beneath them"(p.8). For the sake of being "consistent in . grammatical usage," the bedrock chosen "is that of [standard] British English" with no mention of North American or other varieties, even when distinctive elements from those grammars enjoy a certain acceptance in Britain itself (p. 9).

"The emphasis throughout is on the essential unit of discourse, which is the contextualised sentence" (p. 9), as implied by the title, *Grammar in Context*. Prescinding from the question of whether "discourse" is composed of "sentences," the "context" supplied for the "**grammar**" is quite contrived and minimal, sometimes consisting of only one additional utterance. The following exercise (pp. 10-11) on past tense forms seems about as authentic as traditional *plume-de-ma-tante* (if not *this-is-a-pen*) grammar texts:

Combine the question and answer to make a complete statement. . .

1. Why did Sheila's lip swell up?
Because a wasp stung her.
2. How did Ken split his trousers?
Climbing over a fence.
3. Did Toby bet that Ken could not sew them up himself?
Yes, he did.
4. Did Ken sew them up himself?
Yes, he did.
5. How did Helen slit the envelope open?
With her enormously long fingernail.
6. How did Marilyn speed up her typing?
By going to evening classes...

There's nothing intrinsically evil about transformation drills, so why is it necessary to pretend to give them a "context?" Anyone seriously concerned that "grammar" have a "context" would be well advised to use another textbook, such as Pierson and Vik (1987). which has similar target users (although in the U.S., not the U.K.), and similar goals and methods as Gethin, but which uses longer, more "natural" (if not really "authentic") texts as examples, and has specific topical contexts for each chapter, e.g. "health and exercise," "20th century technology," "families," "crime," "business." Those willing to forego "context" might try Azar (1981) or Murphy (1986). which, despite lack of pretense at contextualization, do in fact often present materials with as

much purely textual context as Gethin.

An informal survey of Japanese students in a North American undergraduate program strongly confirmed my impression that the books is too difficult for even advanced Japanese users/learners of English. I asked each student reviewer to do all the exercises in one chapter of Gethin and to indicate what percentage of answers they thought they had gotten right. Estimates ranged from 50% to 85%. It was not always possible to check the accuracy of those estimates, since most students did not record their answers in writing. In the two cases where this was done consistently, the students' estimates of 50% and 60% corresponded to actual rates of 13% and 21% correct, respectively. Both of those students thought they had understood much better than they really had. Of course, one hopes that with a teacher's help and over a longer period of time than the two hours available for the survey they would have understood and performed better. Nevertheless, I strongly suspect that this book, however much "favour" (p. 4) it has earned among ESL learners in Britain, may be counterproductive for EFL learners in Japan.

The bulk of the text is 16 chapters on various grammatical structures or categories. Each chapter has from one to seven sections. Each section consists of texts presented as "examples," annotated with "explanation." followed by "exercise(s)" requiring the learner to apply the information given in the examples and explanation. Some chapters and some sections begin with introductory notes, "review" material, or lists of words to be focused on. Chapter 17 is "study lists" of irregular verb forms; verbs taking the "plain" or the "full infinitive" or "-ing (gerund)"; "verbs used with two objects"; "dependent prepositions"; and "phrasal verbs." These lists are referred to when appropriate throughout the other 16 chapters. There are also subject and word indexes and a key to the exercises.

The aspects of the book my students appreciated most are the logical arrangement of material and the related ease in finding something one wished to check. Several students said there were too many examples and that they were "sometimes.... rather confusing," others that they were "very helpful" but that this book, like "all kinds of textbooks," "needs more examples." The stories in the examples (Gethin's "context") were "not so interesting" and often "not fit to students." One student hoped a future revision would "include more up to date stories." Predictably, the students volunteered that grammar *per se* was "very important." One who had attended high school in Canada found the exercises on auxiliaries to express "expectation, assumption, conclusion" (pp. 128-129) and "obligation, absence of obligation" (pp. 131-132) "practical" for "daily conversation." This perception indicates a very strong point of the book: even if the narrative "context" for the grammar is not authentic, the target structures are used in accurate, realistic ways. The "grammar" is the real (surface) grammar of English, not anyone's artificial prescription.

As already stated, this book seems too difficult for almost all Japanese learners of English. Since it is not a reference grammar, those who need such a work would do well to consult Quirk, Greenbaum, et al. (1985), which regularly takes



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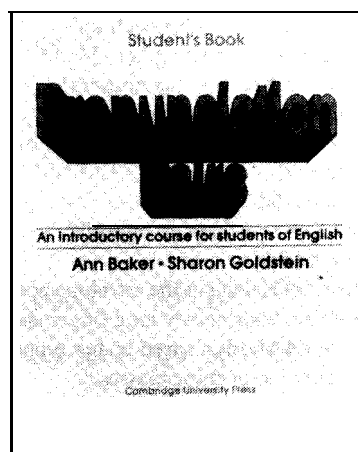
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account of both British and North American standard dialects, and sometimes refers to other varieties as well. For practical professional development, Lewis and Hill (1985) is very useful, their appendix, "Some Misunderstood Language Points" (pp. 124-134), being especially helpful on grammar. Gethin may be useful to some teachers in Japan as a source for exercise types, which, suitably adapted, could reinforce grammatical usage. However, I cannot recommend it as a textbook for Japanese TEFL at any level.

Reviewed by Ron Grove
Intensive English Language Program
Temple University Japan, Tokyo.

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Language, Learning and Community. C.N. Candlin and T.E. McNamara (Eds.). Macquarie University, Sydney: National Center for English Language Teaching and Research, 1989. 234pp.

Language, Learning and Community is a festschrift (celebratory writings) in honour of the Australian linguist and educator Terry Quinn. It is a collection of relevant and thought-provoking papers for the informed language teacher or linguist, and makes a valuable addition to one's current reading list.

The book is divided into three sections (as the title suggests) and contains eighteen papers with two brief essays at the end about Terry Quinn himself.

Das makes an interesting summation when he says three things about Quinn in the penultimate chapter. One is that Quinn possessed the courage and intelligence to speak up when others could not, for causes related to the impeded second-language immigrant workers in Australia. Secondly, Quinn emphasised "awareness raising," and hence the difference between education and mere training for language teachers. Thirdly, if Quinn had been a teacher-educator, he would have put the teacher and the classroom at the centre, and enhanced the idea that "teacher education needs the right kind of values and attitudes more than it needs the right kind of linguistics" (p. 230). All of these issues have been addressed and explored in this book with considerable talent and perception by each of its authors.

One warning with which people often preface a book or movie is: Don't be disappointed with the beginning. I make the same warning. Candlin opens the festschrift with a paper full of jargon, not immediately comprehensible. Words creep in such as "ideational" (p. 12). This might be creative and effective, but many of the ideas had difficulty "sifting into my subconscious." In his paper, "Language, Culture and Curriculum+" Candlin provides useful diagrams, both for comparative and organisational purposes. Most significant is his list of classroom activities and how themes and topics can be pursued through them. It is a comprehensive and stimulating list which sums up sixteen different activities, and although it is not detailed, Candlin does provide the germ of many ideas which can be tried in the classroom.

John Sinclair, of the University of Birmingham, makes a stunning start to the second paper, "Corpus Creation." He gives a meaningful description of the humble dictionary, and of how its information was accumulated over time. Then he slides in his suggestion of a computer which holds a body of information for the language educator and learners, like a dictionary. This makes sense, and his argument is persuasive. In discussions with colleagues, however, this idea could never replace a native speaking teacher.

Roland Sussex, of Melbourne University, furthers the cause of computers in the language learning environment and provides some very entertaining reading. He outlines the current (as of 1984) and very ambitious computer programs being engineered across the world. However, can these replace the native speaking teacher? A computer could certainly supplement learning, but it would be very expensive. It would be ideal for distance learning, if the local resources were adequate. More can be discussed about this area in greater detail, and both Sinclair's and Sussex's papers shed light on current work and thinking, but only by touching lightly on them.

There is a paper by Clyne about the *Australian Macquarie Dictionary*. Most of us depend on the *Concise Oxford* or *American Heritage* dictionaries and would not have very much contact with the *Macquarie*. The latter is the first of its kind to include the colloquialisms, jargon and slang of the Australians and show them as a part of the modern English language. For the linguist, this is invaluable. For the language teacher, it gives awareness of students' resources and how they are interpreted. Above all, the most productive parts of this paper are the simple, clear and concise questionnaires which were distributed to Australian schools and offices to assess the use of this dictionary: once again, there are ideas which could be acted upon.

The second section (on "Learning") moves on to the current streams of thought and testing on what learning actually is and how it can be improved.

Stevens asks the question: Does more teaching equal more learning? It is an analytical article in which the author



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presents language centres (with their specific hours of intensive learning) and compares them with ordinary schools (a very slow and disruptive process). It is probably something that we as language teachers already knew and assumed; but here it is specifically set out in terms of actual hours. The shorter, more intensive and specific teaching hours are a clear winner.

Trim looks at the language education of migrants and the acquisition of a second language both before and after migration. The study is set in Europe. Trim notes that the migrant is not only gaining a second language, but he/she is also acquiring a second culture. The inter-connection between language and culture is a strong underlying rhythm throughout the book. Here it is discussed in the light of possible problems for both the host and the immigrant cultures.

Without delving into all of the papers, I would like to highlight Jack C. Richards' paper (University of Hawaii) about reflective teaching: "The Teacher as Self-Observer." Nunan skirts around this idea in the previous chapter, but Richards treats it with command and knowledge. He calls it self-monitoring, wherein the teacher can improve his/her effectiveness (Nunan prefers not to use this word) and success (or failure) in the classroom by the use of diaries and video recording.

Language, Learning and Community organises our thinking about current ideas and practice. The book offers a well-balanced cross-section of the micro- and macro-views of language education across the world. It is certainly an international collection which can best serve an international professional audience, such as found in Japan.

Reviewed by Jann Debenham
Phillips University-Japan

English In Use. Randolph Quirk and Gabrielle Sten. London: Longman, 1990. 262pp.

This book introduces the English language from the viewpoint which Randolph Quirk and Gabrielle Sten, individually and together, have made familiar to millions. This viewpoint is neither sharply linguistic, nor is it research-based; rather, it aims to bring together what we know—a broad, genial view of English as something to be studied, used, and enjoyed. The authors state their aim as being "to promote a mature and informed approach to the language," which in their opinion includes using it better, responding to it more sensitively, and understanding its position in the world today. Such a holistic grasp of English is refreshing, reminding us that language should not be abstracted from those forces which contributed to its formation, from the functions that it currently performs, or from its own achievements in a variety of practical and artistic fields.

The authors' viewpoint regards English per se as its main subject, with all its historical, literary, scholastic, sociolinguistic, and pedagogical trappings. Thus we find chapters on the historical factors that have encouraged the spread of English; on literary aspects and style; on grammar and words; on the position of Standard English, varieties of English, English in

contact with other languages, English vis-a-vis nationality, and English as a changing language. JALT members may recall the authors' respective contributions to language variation and EFL dictionaries at the 1988 (Kobe) conference. Parts of these talks reappear here, and have gained considerably from being expanded for this text.

The treatment of each of these subjects is one of urbane harmony; there is very little here that is new, and even less that is controversial. Yet ideas are clearly put, and are free of theoretical nomenclature and linguistic jargon. For example, without ever mentioning the Sapir-Whorf Hypothesis, the authors set out the idea that one's language may force on one a particular view of the world. At times this approach takes the book close to "popular" treatments of the language; however, elsewhere the reader may be struggling to grasp the essentials of transformational grammar, again without ever encountering that term. Nevertheless, clarity of thought and of expression allow the whole text to be accessible.

As English in Use is a textbook, there are two student-related aspects to be mentioned here. The first concerns the great range of extracts which the authors use to illustrate their themes. We find examples of specific registers (e.g., legal, sports, financial), literary genres (e.g., fiction, drama, poetry), together with passages from established (e.g., Shaw, Joyce) and modern (e.g., Lodge) writers. These extracts have intrinsic value, presenting the student with a wide variety of authentic samples of English.

The second concerns the study questions which appear at the end of each chapter. For example:

List some words that your grandparents used and that you yourself would not longer use. Try to account for the changes. (p. 145)

While the tasks vary in difficulty (this an an easy one), many are well within the grasp of students beginning the study of language via English.

I have deliberately suggested that *English in Use* is of interest to at least a sub-section of English teachers in Japan as a potential teaching text. Those who know Yule's (1985) *The Study of Language* may feel that the two texts are similar. Certainly both are eminently usable for an introductory course on language. But with Quirk and Sten's focus on English, as against Yule's broader linguistic approach, it becomes clear that the two books are complementary, not competing, treatments. In Japan, where students generally have exposure solely to English rather than to many and varied languages, and where clarity and simplicity of presentation may be paramount, the *Use of English* might well be the better choice.

Reviewed by Malcolm Benson
Hiroshima Shudo University.

Reference

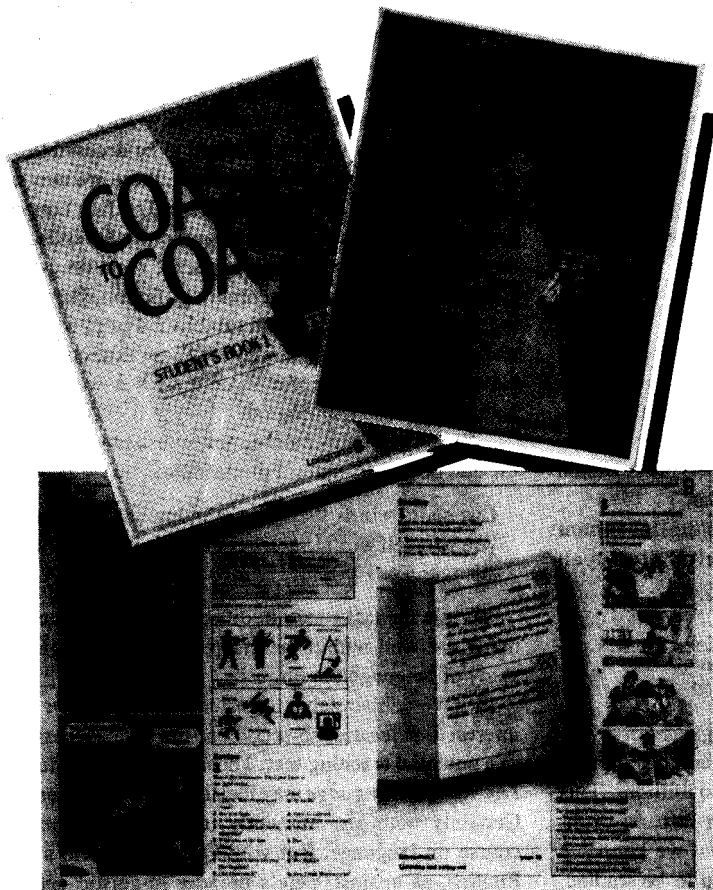
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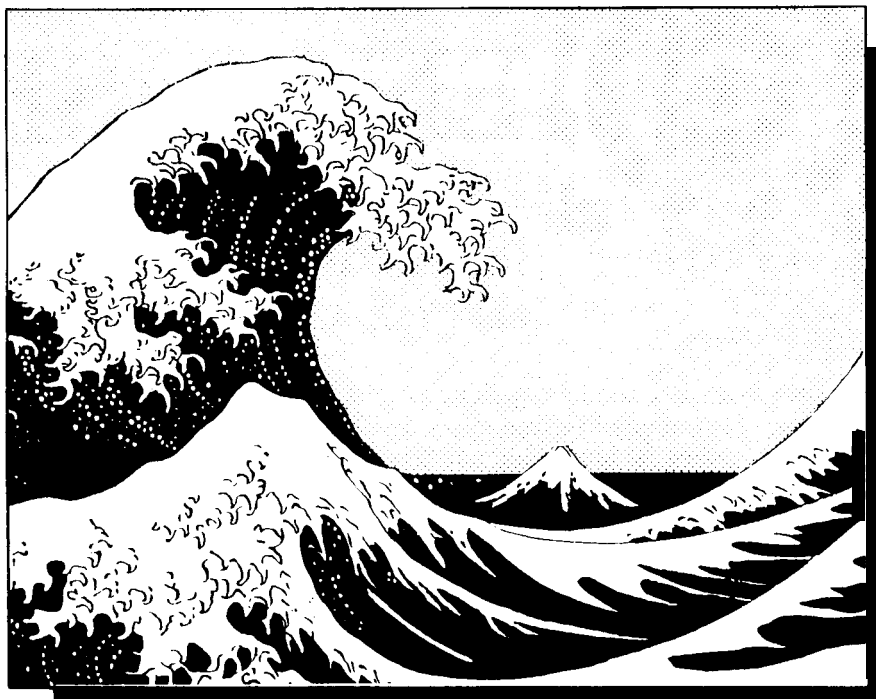
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Notations before some entries indicate duration on the holding list: an asterisk (*) indicates first notice in this issue; an exclamation mark (!) indicates third-and-final notice this month. All final-notice items will be discarded after September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

Classroom Text Materials

- *Forrester, A. & Savage, A. (1991). *Take 2*. London: Collins ELT.
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- Yates, C. St J. (1991). *Check in: English in tourism*. London: Cassell.
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Teacher Preparation/Reference/Resource/Other

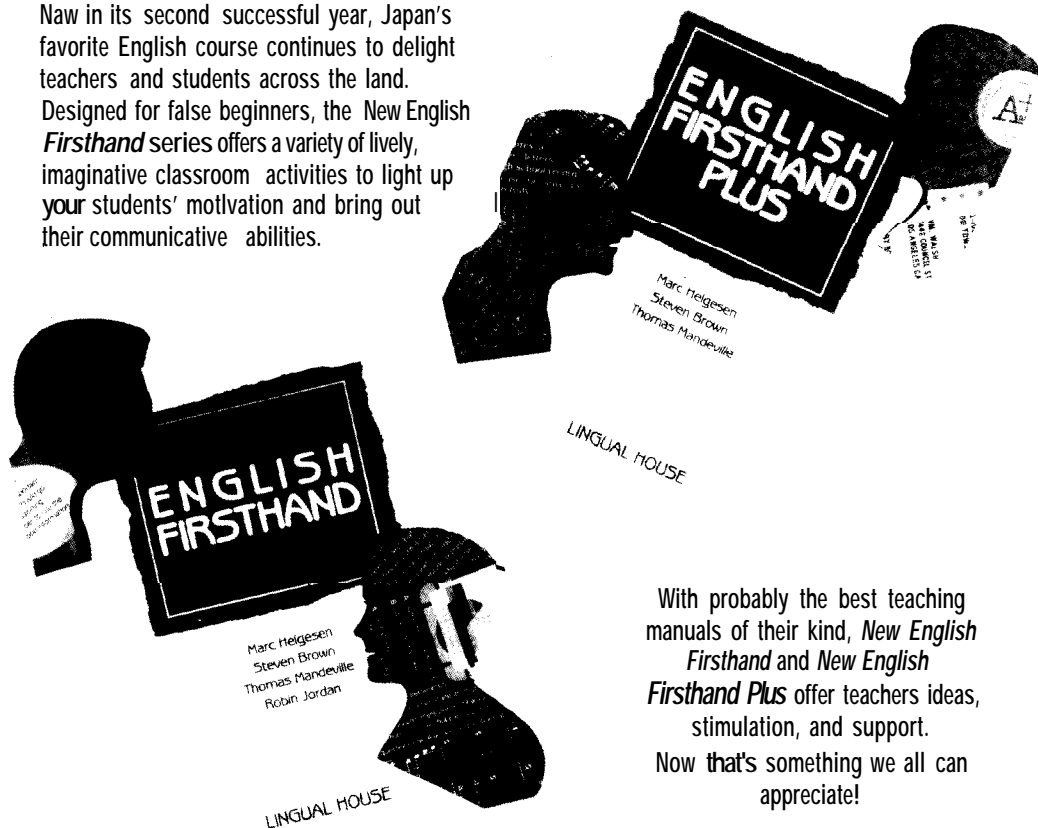
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- Suzuki. *Togoron (Gendai no eigo gaku series: 5)*.
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- Yalden. *Principles of course design for language teaching*.
- Yeats. *Economics*.

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 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).
- Baker & Goldstein. *Pronunciation pairs*.
- Baudains & Baudains. *Alternatives*.
- Brosnahan. *Japanese and English gesture*.
- Brown, et al. *Challenges*.
- Burgermeier, et al. *Lexis*.
- Byrd & Kosek. *Can we talk?*
- 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*.
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The Language Teacher

Calendar

1991

October	Open
November	Content-based Courses (R. Silver)
December	Open

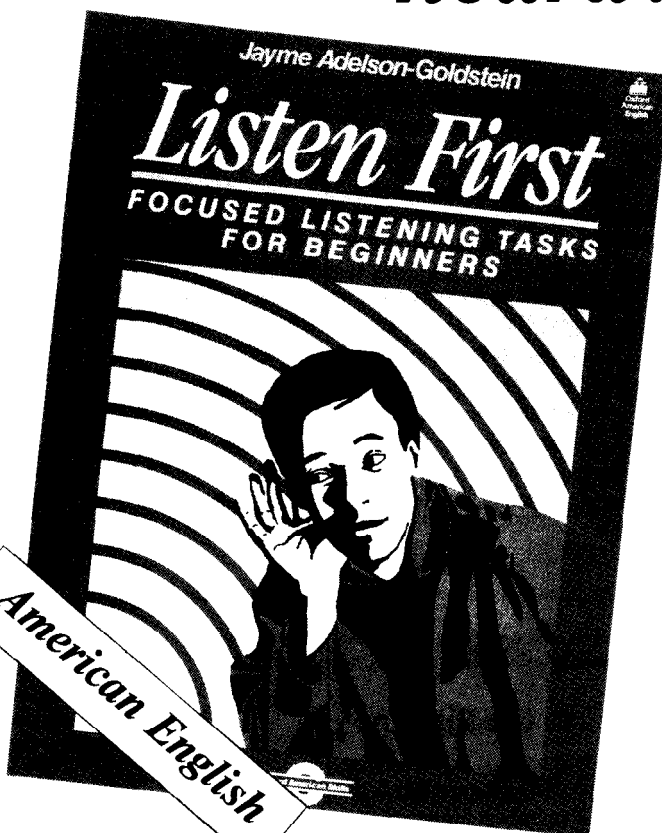
JALT Research Grants

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

Copies of materials for review should be submitted to The Language Teacher Book Review Editor, Mohammed Ahmed (address, p.1).



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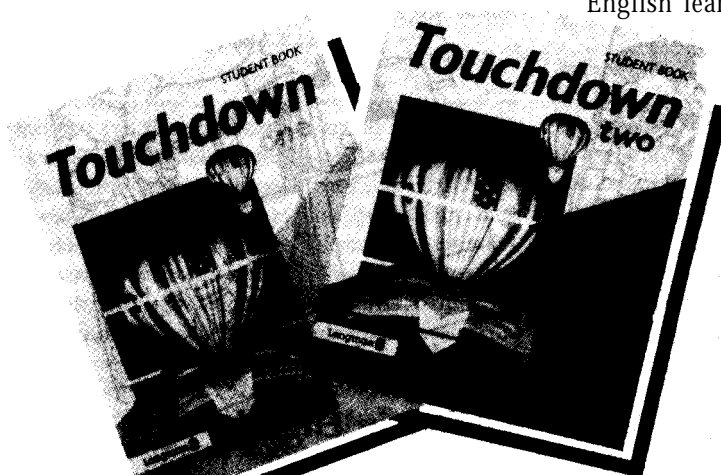
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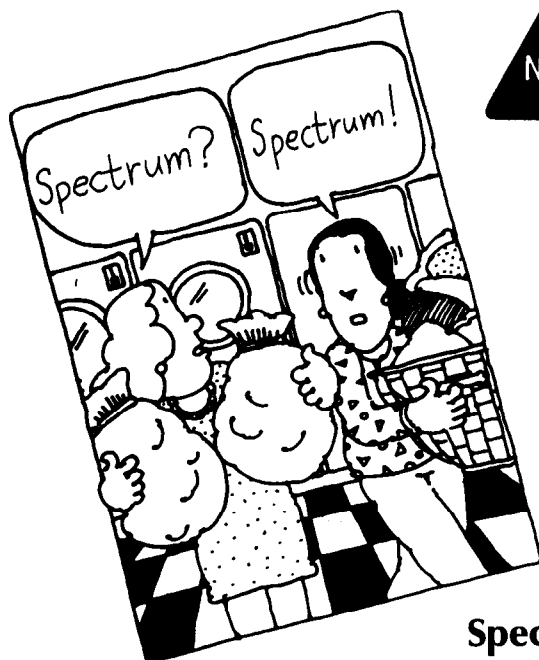
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Chapter Presentation Reports

FUKUI

How Do You Feel to be a Student?

by Harumi Yamada, Yoshiaki Imagawa, and Kate Lockyer

June's presentation offered a variety of activities united by one theme: seeing things from the student's point of view. Harumi Yamada of Maruoka Senior High School asked participants to experience JFL through Suggestopedia. The Suggestopaedic technique of "concertreading" was especially calming and evocative.

Yoshiaki Imagawa, also of Maruoka High, showed how he adapts official textbooks for group work and oral practice. His approach may be adapted to high, low, or mixed ability classes and provide oral practice with dialogues, role play, and/or simulation, depending upon the level of students.

Kate Lockyer, AET, led us through a series of "warming-up" games that she uses to get her students into an English frame of mind.

Most participants would probably agree: Too many students cannot seem to learn because too many teachers refuse to be taught. We can all benefit by seeing things as students see them.

Report by Charles Jannuzzi
JET Programme AET

NAGASAKI

Idea Sharing Meeting on English Education in Jr./Sr. High Schools

At the May meeting, teachers and AETs in the JET program discussed their experiences at junior and senior high schools and shared some effective teaching techniques. One Japanese senior high teacher mentioned that grammar should be taught first, because the language structures are different between the L1 and L2. Another said that teachers must speak English with the correct pronunciation and intonation. One AET publishes an English-language newsletter and encourages her students to contribute to it, thus providing them a stress-free environment in which to use English. Another has devised language games, such as "Japanese Jeopardy", and she participates in outside activities with her students so that English becomes a "living" language for them.

Reported by Keiko Nishikido

NARA

Grammar Tasks for Consciousness Raising

by Rod Ellis

"Grammar teaching is never more than a part of overall language teaching. The opportunity to communicate must be also combined with grammar teaching." With this, Rod Ellis, Temple University Japan clarified where grammar teaching stands and emphasized the importance of teaching it.

The first half of Ellis' presentation on June 9th was based on his theoretical observations on Grammar Tasks for Con-

sciousness Raising. He explained how grammar teaching facilitates progress in language learning, especially when it is designed to develop conscious understanding of English grammar in a problem solving approach.

In the second half, Ellis discussed materials for grammar consciousness raising. Ellis explained that the materials must be specific. He showed how these features can be built into lessons and illustrated his point with actual classroom materials.

Reported by Denise Vaughn

SAPPORO

Stimulating Discussion and Reading

by Paul Stapleton

The problem with class/group discussions is that they often become teacher-dominated question and answer sessions. At the June meeting, Stapleton showed us how group discussions can be successful. Using the "experience-text relationship" method, he demonstrated how the teacher should present a topic and give a specific pre-reading group task. During the workshop, the participants were asked to discuss reasons for the declining birthrate in Japan. Three advantages to such a discussion are: i) it recalls passive vocabulary; ii) it introduces new vocabulary; and iii) it motivates students to want to read a text on the discussion topic.

Following our group discussions, we read a text written by Stapleton on the subject of declining birthrate. This procedure confirmed our opinions and gave stimulus for further discussion.

Reported by Laura MacGregor

Joining a JALT N-SIG

To join a JALT N-SIG, send an extra ¥1000 with your JALT membership fee and specify which SIG you want to join. Joining a SIG puts you in touch with other professionals who share your interests in Bilingualism, Video, or Global Issues. Other developing areas of interest include Teaching Japanese to Speakers of Other Languages, Teacher Training, and Poster Sessions. For further info, contact Sonia Yoshitake (see p. 1), the National-SIG Coordinator.



FUNDamental

Challenges: *A Process Approach to Academic English...* presents reading and writing as interactive skills; content-based and currently relevant topics (advanced)
by H. Douglas Brown, et al.

10 Steps: *Controlled Composition for Beginning and Intermediate Language Development*, 2/ed and

26 Steps: *Controlled Composition for Intermediate and Advanced language Development*, 2/ed.

Alemany Press ISBNs: O-13-904061-7/O-13-933722-9

Strategies For Readers: *A Reading/ Communication Text for Students of ESL*, Books 1 and 2 (intermediate) by Christine Pearson Casanave

Visions: *An Academic Writing Text* (intermediate), coordinated with **Visions:** *A Low-Intermediate Grammar Text*.

Writing as Thinking: *A Guided Process Approach...* features high-interest, authentic readings and a 3-staged guided approach to composition. (advanced)

Share Your Paragraph (intermediate) and **Paragraph Power:** (intermediate/ advanced) have proven to be what instructors in Japan need for their classes: some grammar, some pre-writing activities, some focus on peer evaluation and the process of revision.

The Active Reader: *An Introductory Reading/ Communication Text for Students of ESL* (high beginning/ low intermediate) by Christine Pearson Casanave

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Meetings

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

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

CHIBA

Topic: Humanistic Techniques in the EFL Classroom
 Speaker: Dr. Bill Gay
 Date: Sunday, September 29th
 Time: 1:00-4:00 p.m.
 Place: Chiba Chuo Community Center (5F or 6F) (across from City Hall)
 Fee: Members free; non-members ¥1,000
 Info: Bill Casey 0472-55-7489
 Dan LaBranche 0474-86-7996

The affective component of our teaching contributes at least as much and often more to language learning than cognitive input. Thus, recent methods and materials have emphasized affective factors in the development of communicative classrooms. One approach to affectivity is humanistic techniques. This approach will be discussed and demonstrated, and then participants will begin writing a humanistic exercise for their particular teaching situation.

Dr. Gay teaches in the graduate program at Temple University, Japan.

FUKUI

Topic: Successful Team Teaching
 Speakers: Naomi Nemoto, Cheryl Reynolds (Seiwa Junior High)
 Date: Sunday, September 29th
 Time: 2:00-4:00 p.m.
 Place: Fukui Culture Center (Housoukaikan 5F)
 Fee: Members free; non-members ¥700
 Info: Hiroyuki Kondon 0776-56-0404

Ms. Nemoto (JTE) and Cheryl Reynolds (AET), who team teach together at Seiwa J.H.S., will give a presentation on team teaching at that level. Discussions of team teaching at the junior high schools and team teaching in general will follow.

Also, rather than the usual third Sunday of the month, the presentation will be on 29th September 1991.

FUKUOKA

Topic: Annual Kyushu Golden Seminar "Communicative Teaching from High School Up"

Speakers: Marc Helgesen (Miyagi Gakuin) & Steve Maginn (Cambridge Univ. Press)

Date: Sunday, September 29th

Time: 1:00-5:00 p.m.

Place: Iwataya Community College, 14th floor, Tenjin Center Building

Fee: Members free; non-members ¥1,000

Info: JALT Office 092-714-7717

With a new communicative curriculum stressing oral production on the drawing board for High Schools, the problems that teachers in Higher Education have been facing over recent years are about to confront Japanese High Schools too. This year's Kyushu Golden Seminar features two of the most experienced and able speakers in Japan, Marc Helgesen and Steve Maginn, in a communication skills extravaganza focussing on vocabulary and reading as well as class management, lesson planning and so on. The speakers will demonstrate workshop style a series of activities (and a number of tricks too!) that can be adapted to different levels and materials. The activities also point to possibilities-maybe even some solutions-to problems we all face.

Biodata: Associate Prof. Marc Helgesen is main author of the English Firsthand series and Steve Maginn is the Cambridge ELT sales manager in Japan.

GUNMA

Topic: Beyond English: Reflections on Communicative English Teaching in Japan
 Speaker: Katsuyoshi Sanematsu
 Date: Sunday, September 15th
 Time: 2:00-4:30 p.m.
 Place: Ikuei Women's Junior College
 Fee: Members ¥500; non-members ¥1,000
 Info: Wayne Pennington 0272-51-8677

Hisatake Jimbo 0274-62-0376
 Prof. Sanematsu will discuss the value of a communicative approach within the framework of Japan's English education

and propose constructive solutions to the fundamental problems of language learning/teaching.

Katsuyoshi Sanematsu is a full-time lecturer at Rikkyo University.

HAMAMATSU

Shiomi Yamamoto, 0534-56-4315

HIMEJI

Fumio Yamamoto, 0792-22-2424

HIROSHIMA

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

IBARAKI

Topic: Large Class Management (Capitalizing on Cultural Differences in the EFL Classroom in Japan)

Speaker: Sonia Sonoko Yoshitake

Date: Sunday, September 8th

Place: Tsukuba Information Center, Tsukuba-shi

Info: Martin Pauly 0298-64-2594

Ms. Yoshitake teaches EFL at Himeji Dokkyo University and at St. Michael's University (Yashiro).

KAGOSHIMA

Yasuo Teshima, 0992-22-0101 (W)

KANAZAWA

Topic: Regional Conference on Creative Classroom Techniques

Speakers: Paul McMahon, "Getting Acquainted How to Break the Ice with Large Classes"
 Yoshie Hashido-Lauffenburger, "Communicative Activities for High School Classes, Using Mombusho-Approved Texts"
 John Dougill, "Rock Around the Classroom"
 Richard Uehara and Mary Ann Mooradian, "Video Camera Projects, Techniques, and Feedback"
 Mr. Onishi, "Who Teaches Oral Communication...?"

Date: Saturday & Sunday, September 14th and 15th

Time: Sat. 10-12 noon Registration, 12-1 p.m. Lunch, 1-4:30 p.m. Presentations, 6 p.m. Dinner Brainstorming and Relaxation Time
 Sun. Breakfast, 10-12:30 p.m. Presentations, Lunch, and Excursion planned by Nagano members

Place: Shinano Kyoiku Kaikan, Nagano City, near JR Station

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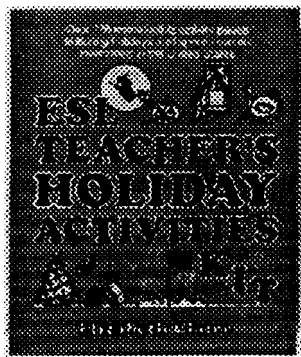
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- ✓ 66 duplicatable picture sequences and 7 model lessons
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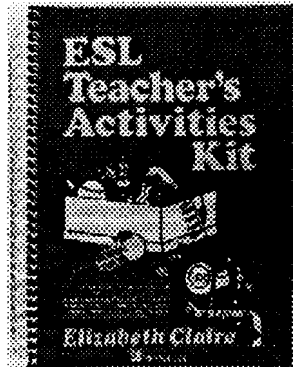
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Fee: Members and non members less than ¥10,000 per person, includes presentations, overnight accommodation, and 2-3 meals.

Info & Reg: Kanazawa, Mary Ann Mooradian 0762-62-2153
Nagano, Richard Uehara 0262-86-4441
Suwa, Mary Aruga 0266-27-3984

P.S. Some Toyama JALT members are planning car pools.

Toyama residents can register with Masako Ooi 0766-22-8312 or with Mikiko Oshigami 0764-29-5890.

We look forward to seeing you in Nagano!

KOBE

Topic: Vocabulary Development Activities

Speaker: David Fisher

Date: Sunday, September 8th

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

Place: Kobe YMCA Language Center, 4th floor

Fee: Members free; non-members ¥1,000

Info: Jane Hoelker 078-822-1065

This workshop introduces a learner-centered approach to vocabulary learning, emphasizing the communicative practice of new vocabulary as an essential part of the learning process. It views vocabulary learning as a skill and offers a range of classroom activities which will help learners become more efficient in organizing, storing and remembering new vocabulary.

The vocabulary development activities are drawn from the Cambridge University Press series *A Way with Words* (Redman and Ellis).

KYOTO

Topic: Writing-Three Approaches to Composition

Speakers: John Pereira, Ritsumeikan University: Freshman Composition: A Guided Tour
Leslie Sackett, Kyoto Sangyo University: Outlining
Michael Wolf, Shiga University: Group Writing and Correction

Date: Sunday, September 29th

Time: 2:00-4:30 p.m.

Place: Kyoto YMCA (075-231-4388)

Fee: Members free; non-members ¥500

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

John Pereira will discuss a student centered approach to creative writing based on the text *Four Seasons: A Coursebook for College Students in Japan*. The books makes use of extensive visual materials as well as other materials written by the students themselves.

Leslie Sackett will describe the use of outlining as a tool for helping students to become aware of the logical structure of good writing. He will also relate outlining to reading.

Michael Wolf will discuss a semi-guided approach to creative writing for use in large classes based on picture composition, group writing and group correction.

Although the above presentations are aimed at university level students they are adaptable to other levels.

MATSUYAMA

Vicki Rooks. 0899-33-6159

MORIOKA

Jeff Aden, 0196-23-4699

NAGANO

See Kanazawa

NAGASAKI

Topic: Bilingualism/Biculturalism

Speaker: Shigeo Imamura, Professor, Himeji Dokkyo University

Date: Saturday, September 21st

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

Place: Room 64-Education Building, Nagasaki University

Fee: Members free; non-members ¥500

Info: Wanda "Swan" Anderson 0958-46-0084 (days) or 0958-47-1 137 (evenings) (Unavailable 28th July to 5th September)

Professor Imamura's presentation will be on bilingualism and biculturalism, using his own life as an example.

NAGOYA

Helen Saito, 052-936-6493

NARA

Topic: Practical Ideas for the ESL Classroom

speakers: Kyoko Yamashita, Koriyama Senior High School
Michiko Imanishi, Takatori Senior High School
Misa Uehara, Katagiti Senior High School

Date: Sunday, September 8th

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

Place: Saidiji YMCA

Fee: Members free; non-members ¥1,000

Info: Denise Vaughn 0742-49-2443
Masami Sugita 0742-47-4121

To give teachers concrete ideas for activities that can be effectively employed in large classes, the three panelists, all English teachers at senior high schools in the Nara area, will present activities that have worked well in their own classrooms. After the panel presentation, the audience will be invited to share activities that have been successful in their classes.

NIGATA

Topic: Computer-Assisted Language Learning

Speaker: Chisato Furuya

Date: Sunday, September 15th

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

Place: Language Center of Nagaoka University of Technology

Fee: Members free; non-members ¥1,000

Info: Michiko Umeyama 025-267-2904
Setsuko Toyama 0256-38-2003

Nagaoka University of Technology has been using the CALL (Computer-Assisted Language Learning) system in its language teaching since 1985. The presenter will talk about the latest trends in CALL abroad, and demonstrate some of the programs. The presentation will include a hands-on workshop.

Ms. Furuya is assistant professor at Nagaoka University of Technology.

OKAYAMA

Fukiko Numoto, 0862-53-6648

OKINAWA

Karen Lupardus, 09889-8-6053

OMIYA

Yukie Kayano, 048-746-8238

OSAKA

Topic: Computers in EFL--Workshop and Demonstration

speakers: There will be two speakers: one representative, Dennis Grass, from Apple Center Higobashi. one representative from Nippon Mining (IBM software)

Date: Sunday, September 29th

Time: 1:00-5:00 p.m.

Place: Abeno YMCA (near Tennoji station)

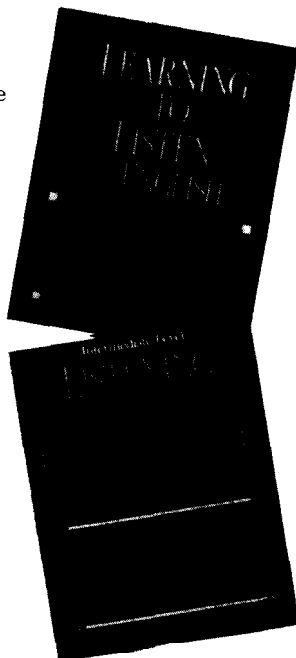
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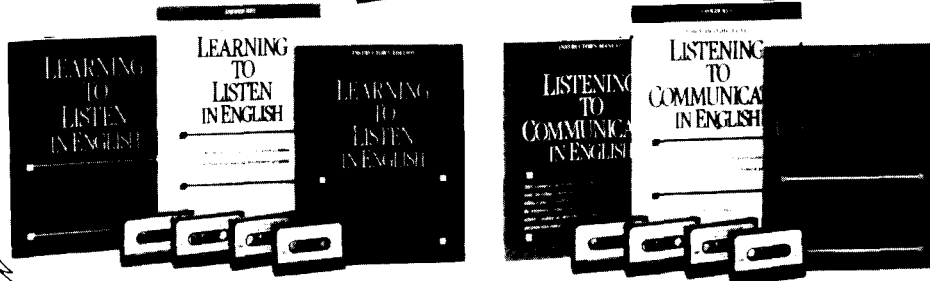


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Info: Tamara Swenson 06-351-8843

Osaka JALT will host a half-day workshop and demonstration of the uses of computers in EFL. Participants will have the chance to talk to representatives from Macintosh and Nippon Mining (IBM software), examine programs useful for language learning and get a chance for some "hands on" experience.

The workshop and demonstration is designed to give participants a chance to see the uses of computers as teaching tools, and to receive some advice and direction in the uses of computers in EFL.

SAPORO

Topic: Cross-cultural Communication Practice

Speaker: Yoko Matsuka (Matsuka Phonics Institute)

Date: Saturday, September 21st

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 011-584-4854

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SENDAI

Harry Neale, 022-267-3847

SHIZUOKA

Topic: (1) Dangerous English Schools, and

(2) Humor in the Classroom

Speaker: Ken Levin

Date: Sunday, September 22nd

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

Place: Tokai Jr. College-near Yunoiki Stn.

Fee: Members free; visitors ¥500

Info: John Laing 054-248-4334

Ken Levin will take you on a safari tour of the English teaching jungle. He will describe many of the flora and fauna which inhabit language classrooms in Japan. After a crash course in classroom ecology, he will give a few hints on jungle survival. He will also discuss the impor-

tance of humor in teaching and explain why dentists would make great English instructors.

Ken Levin is currently teaching at Takachiyo Jr. College and the New West Language Services, Inc.

SUWA

See Kanazawa

TAKAMATSU

Shizuka Maruura, 0878-34-6801

TOKUSHIMA

Sachie Nishida, 0886-32-4737

TOKYO

Topic: Nonverbal Communication Games and ELT

Speaker: Kazunori Nozawa ' Toyohashi University of Tech)

Date: Sunday, September 29th

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

Place: Temple University Japan

Fee: Members free; non-members ¥1,000

Info: Will Flaman (W) 03-5684-4817

(H) 03-3816-6834

Don Modesto (W) 03-3291-

3824 (H) X-3360-2568

Professor Nozawa will explore the intriguing and "addictive" area of nonverbal communication in this workshop style presentation. The speaker will introduce a variety of nonverbal communication games to teach spelling, vocabulary, listening, reading and culture.

Kazunori Nozawa is Associate Professor at Toyohashi University.

東京・日本語教育 SIG

テーマ: コンピュータを使った授業

日 時: 9月21日(土) 2:00-5:00p.m.

場 所: テンプル大学日本校

(西部新宿線下落合駅下車1分)

参加費: 会員 無料、非会員 1,000円

問い合わせ: 樺光可 0473-48-2650

堀歌子 03-3372-9393

TOYOHASHI

Topic: "Business English"

Speaker: Philip Crompton (American University League)

Date: Sunday, September 15th

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

Place: Aichi University Kinenkan

Fee: Members free; non-members ¥1,000

Info: Kazunori Nozawa 0532-25-6578

This presentation will promote the idea of making an explicit contract with the student(s) at the start of a course. Starting out from a needs analysis and on to a menu of modules with a cross-cultural option, the teacher and the student develop a tailor-made course.

Philip Crompton is JALT's National Treasurer and was an accountant for 10 years before becoming a teacher. He has been a Course Designer for in-company language programs and was ANA Stanton's Director of Studies for Company Programs. At present he teaches at an American university in Yokohama.

UTSUNOMIYA

James Chambers, 0286-27-1858

WEST TOKYO

Tim Lane 0426-46-5011

YAMAGATA

Fumio Sagawara, 0238-85-2468

YAMAGUCHI

Yayoi Akagi, 0836-65-4256

YOKOHAMA

Topic: "Colorful Conversation": An Interactive Demonstration of New Titles from Macmillan

Speaker: Julie Dyson

Date: Sunday, September 8th

Time: 2:00-4:45 p.m. (with a coffee/tea break)

Place: Yokohama Kaiko Kinen Kaikan, 2nd floor

Fee: Members free; non-members ¥1,000

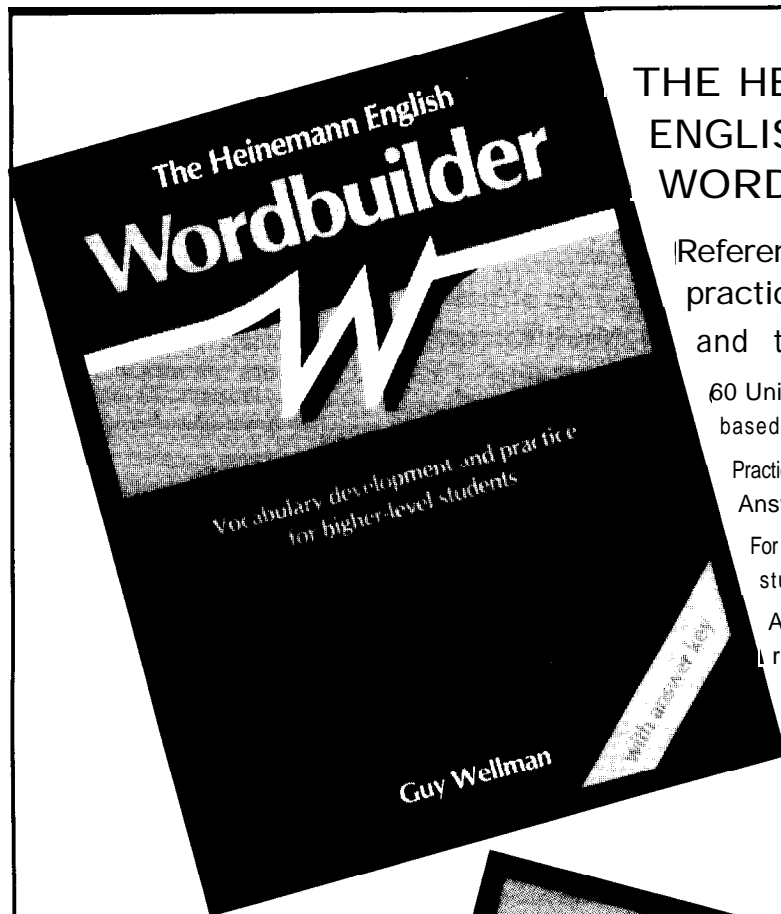
Info: Ron Thornton 0467-3 1-2797

Ms. Dyson is Marketing Executive for Macmillan Language House Ltd.

All members and visitors are invited to adjourn with the speaker to a local restaurant for food and informal discussion immediately following the presentation (Dutch treat).

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The Language Teacher
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Thanks.

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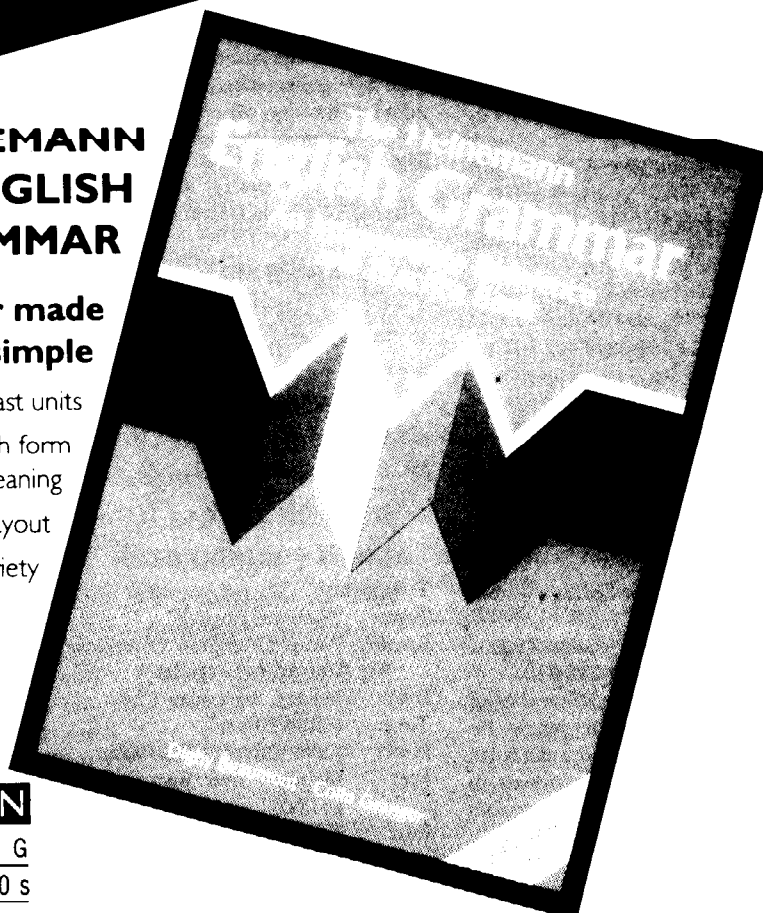
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JALTは、求職者に対する差別待遇を強制排除することは出来ませんが、THE LANGUAGE TEACHERには性別、年齢、宗教又は人種を差別する記事を掲載しません。差別的記事は校訂いたします。

(HIGASHIMATSUYAMA, SAITAMA) Full-time, tenured, college-level English teaching position available beginning April 1992. Qualifications: minimum MA in TEFL. Applied Linguistics, Linguistics, Literature or related fields; minimum 2-3 years teaching experience at Japanese university level. Main duty: Teaching general English courses (Kyoyo Katei). Salary determined by previous experience. Send resume with current photo attached, list of academic publications, and copies of at least three publications to Faculty of International Relations, Daito Bunka University, 560 Iwadono, Higashimatsuyama, Saitama 355. Contact: Mr. Machida, Ext 621, 0493-34-3111. Fax: 0493-35-2116. Application Deadline: 30th September 1991.

(HIROSHIMA) We are seeking two faculty members to help establish a new Masters program in English, beginning in April 1992. One position is in American literature and the other in linguistics. Applicants should have a Ph.D in that field or an MA with significant publications and experience. Position is tenured and includes the full range of benefits. Salary and faculty ranking are commensurate with experience. Please send curriculum vitae, a photograph, and any supporting documents which may be relevant. Willingness to learn Japanese is highly recommended. Please address all correspondence to Prof. Jinzaki, Department of English, Hiroshima Bunkyo Women's College, 2-11 -chome. Kabe Higashi, Asakita-ku, Hiroshima-shi 731-02.

(KAGAWA) Lingo School, Institution in English conversation, is seeking full time teachers of English as a second language to various ages. Requirements: BA or MA in ESL or a teacher's certificate. Experience in teaching children preferred. Salary depends on qualifications and experience. Accommodation available. 5 working days a week. 23 teaching hours a week. 7 days summer and winter holidays. Beginning Oct. 1 or Nov. 1. Please send resume or for further information contact: Kyoko Tominaga, Lingo School, 11-6 Kameicho, Takamatsu City, Kagawa, 0878-31-3241.

(KANAGAWA) Senshu University has an open position for an EFL teacher to start full-time in April 1992. Ph.D. required. For further information call: 044-911-7131 in Japanese.

(神戸) 92年4月着任。英語、日英対照言語学担当。資格・条件：
(1)大学院博士課程修了または修士課程修了後3年以上の研究歴のある者。
(2) Language Learning, Language Teaching の分野に熟達している者。
(3) コンピューターを利用した言語教育に関心があることが望ましい。応募締切日：1991年9月30日。詳細：神戸市灘区篠原伯母野山町1-2-1 松蔭女子学院短期大学英文学科英語学専攻 吉澤清美 電話 078 882 6122 / FAX 078 801 1185

(KUMAMOTO) Associate professor of English from April 1, 1992 to teach undergraduate and graduate (MEc) courses in the Faculty of Education of this state university. A postgraduate degree, experience, and some publications, in an area of applied linguistics relevant to the Methodology of Teaching English to Speakers of Other Languages preferred. Ability to contribute to other courses such as Composition, and Phonetics of British English, is welcome, as are other areas of interest. Write as soon as possible with non-returnable CV and photograph, and the names/telephone numbers of three referees, also specifying all major areas of competence, to Professor S. Fukuda, Faculty of Education, Kumamoto University, Kumamoto 860 (tel. 096-344-2111, ext. 2611; fax: 096-343-1800).

(KYOTO) The Kyoto YMCA English School is seeking applicants for positions in our conversational English courses. One year English teaching experience required. TEFL and/or teacher training preferred. Visa sponsorship available. Full-time possible for well-qualified applicant. For further information contact: Eric Bray, Kyoto YMCA English School, Sanjo Yanagi-no-banba, Nakagyo-ku, Kyoto 604. Tel 075-255-3287, fax: 075-255-3282.

(TANABE, KYOTO) Doshisha Women's College of Liberal Arts. Department of English, seeks a number of part-time EFL teachers to start in April 1992, to help in the implementation of its new, expanded curriculum. Courses to be taught include first and second year Oral English, and first and second year English (an au-skills course). Advanced courses will be opened at the third and fourth year level over the next two years. Requirements: MA in TEFL or one of the liberal arts, or the equivalent, and some teaching experience; or BA in same and several years teaching experience. Pay: about ¥24,800 per course, plus travel expenses, per month. Part-time teachers may teach up to four courses. Please contact: Search Committee, Department of English, Doshisha Women's College of Liberal Arts, Tanabe, Kyoto 610-03; tel. 07746-5-8601. Deadline: October 15, 1991.

(MATSUYAMA) Matsuyama University. One EFL instructor needed starting April 1, 1992 to teach freshman and sophomore English. MA in TEFL. Knowledge of Japan and/or experience in teaching Japanese students helpful. Six classes/week. Two year, non-renewable contract includes salary (roughly ¥3,713,000 year), air fare to and from Matsuyama, partial payment of health insurance, and other benefits. Resume, transcripts, and copy of diploma should reach us by September 20, 1991 (these will not be returned). Yukio Takeichi, Registrar, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790, Japan.

(NAGOYA) Two full-time associate instructor positions beginning April 1, 1992. Two year contract: one renewal possible. Minimum teaching load of 14 periods/week plus office hours and participation in program planning. Compensation depends on qualifications. MA in ESL/EFL. English, linguistics, or related field required. Send resume, graduate and undergraduate transcripts, statement of career goals, at least two recommendations including one from a faculty member of most recently attended graduate school, and one from present or most recent employer to: Thomas Jaques, AI Search Committee, Department of English, Nanzan Junior College, 19 Hayato-cho, Showa-ku. Nagoya 468, by October 15.

(NAGOYA) Nanzan High School International Division, Nagoya (school for returnees and non-Japanese) has two full-time positions available for April, 1992. PGCE/MA in English required, Diploma/MA in TESOL preferable. Send resume to Ms. Ikeda, Nanzan H.S. Kokusaibu, 6 Gokenyacho. Showaku, Nagoya 466. Or call 052-831-5883.

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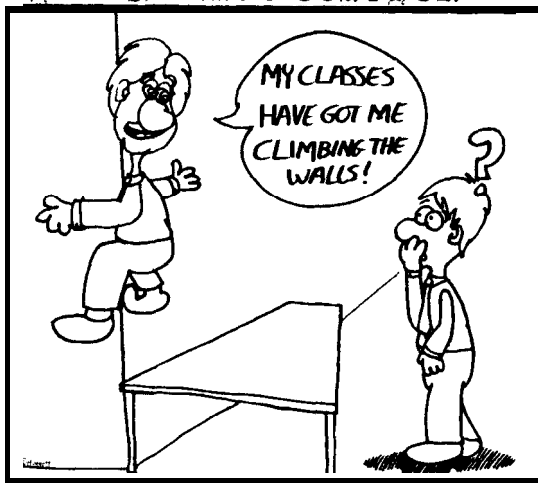
(OSAKA) A women's junior college in the greater Osaka area invites resumes from interested English teachers with proper visas, sponsors and masters degrees in EFL or British equivalent for teaching 6 oral English classes per week. Please fax 06-344-2002.

(SAITAMA) Positions for conversation courses part-time at national university, beginning April 1992. Salary according to national university scale. One-year contract, renewable. Send CV, copy of the certificate of alien registration and recent photo to Seiji Tsurumi, Kyou-you-bu, Saitama University, 2-55 Shimo-Ohkubo, Urawa-shi, Saitama-ken. Closing date for application is October 31.

(TOKYO) Part-time position, one-year contract, renewable. Qualifications: MA in TESOL or equivalent. Must have applicable visa. Some Japanese language ability desirable. Teaching load: 90-minute oral/writing classes (number of classes negotiable) for eco-

nomics and business administration undergraduates. Please send resume and reference to: Foreign Language Curriculum Committee, c/o Haruo Murata, Faculty of Economics, Musashi University, 1-26-1 Toyotama-kami, Nerima-ku, Tokyo 176. The above materials must be received by 30th September 1991.

THE LANGUAGE TEACHER



(TOKYO) Beginning with the 1992 academic year, the Department of Languages of the Tokyo Women's Christian University has an opening on its full-time staff for a fluent speaker of English with a BA degree in EFL or equivalent experience. The teaching load is eleven hours a week in an integrated program. The salary is approximately ¥300,000 per month depending upon qualifications. Those interested in applying for the position should send their vitae to Richard Spear, Department of Language and Culture, Tokyo Joshi Daigaku, 3-1 Mura 4-chome, Mitaka-shi, Tokyo 181 or fax 0422-42-9750.

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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).

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Awards for Research Grants and Development —Awarded annually. Applications must be made to the JALT President by September 1. Awards are announced at the annual conference.

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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。

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

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

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研究助成会：詳細は JALT 事務局まで。

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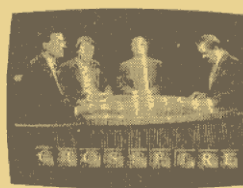
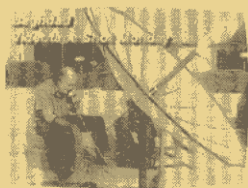
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