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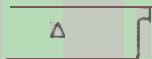
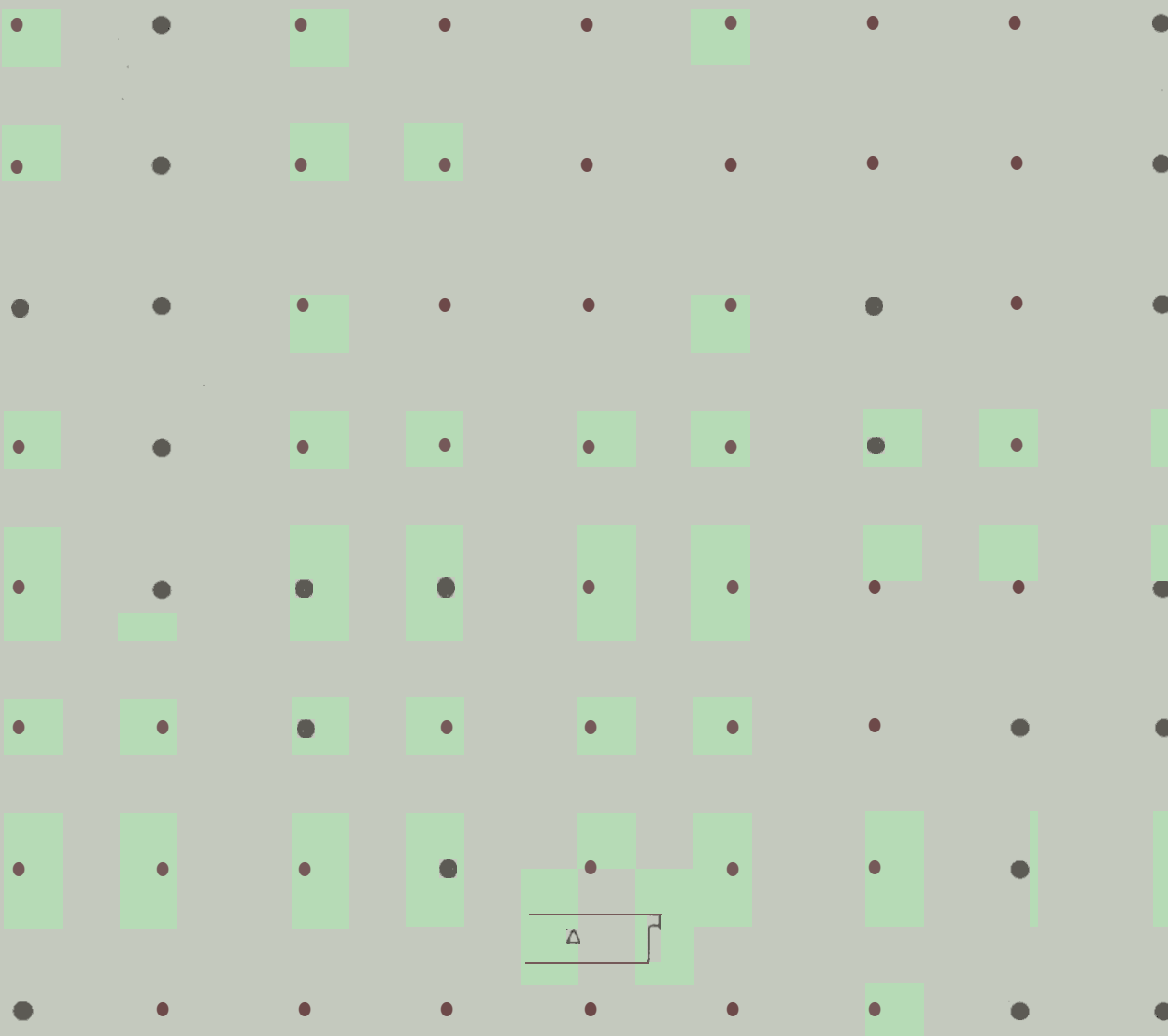
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members of any nationality, regardless of the language  
taught

*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 appropri-  
ate editor for guidelines, or refer to the January issue of this  
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sent to the appropriate editor.

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# New Years Greetings and Introduction

明けましておめでとうございます。

旧年中は、*The Language Teacher* をご支援いただきどうもありがとうございました。ほとんどのスタッフがボランティアであるという大きな制約のために、何かとご迷惑をおかけすることもありました。読者の皆様の寛容にあらためて感謝を致します。*JALT Journal*、および *The Language Teacher* のスタッフ一同、今年も、JALT 会員の皆様に質の高い出版物をお届けできるよう、努力を続けるつもりです。ご意見やご提案がありましたら、ぜひお知らせください。読者の皆様にとって、この1年が公私ともに爽り多い年であることをお祈りします。

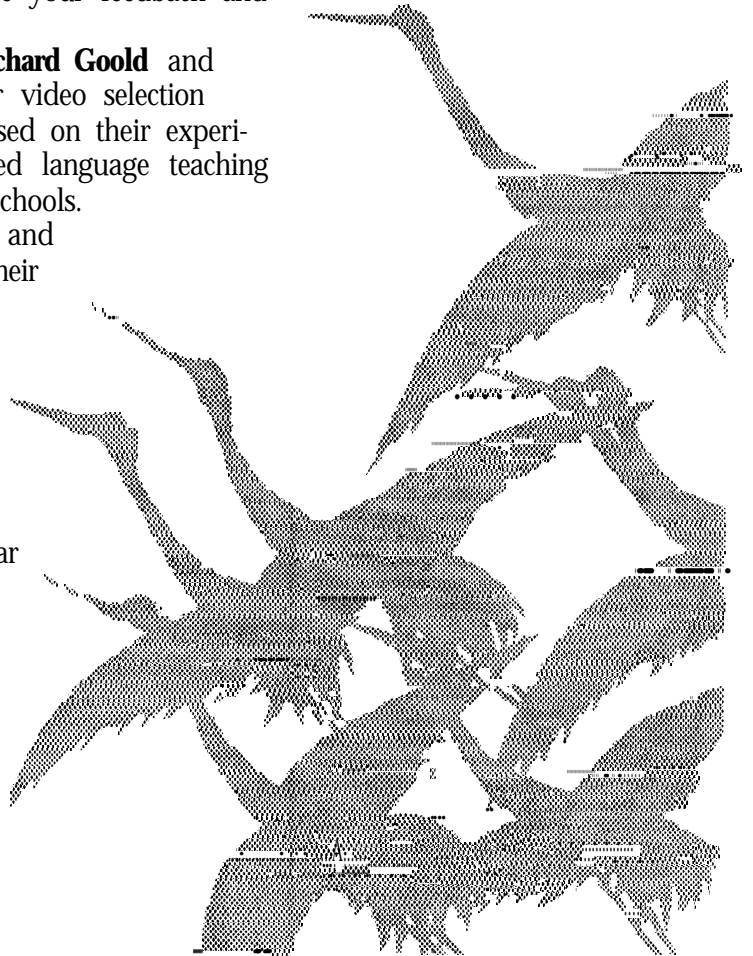
この号では、**Chris Madeley**、**Richard Goold**、**Nigel Carter** の3人が、市販のビデオ教材を中学・高校で使った経験に基づいて、選択の基準と学習活動についてのアイデアを提供しています。**Shunro Kobayashi**、**Bill Redekop**、**Rich Porter** の3人は大学生の英語学習経験と英語学習への態度についての調査について報告しています。日本語では、**関口一郎**が、慶応大学湘南藤沢キャンパスにおける新しい外国語教育の試みを、1年生のドイツ語の授業に焦点を当てながら紹介しています。**Christopher Nelson** は、日本語を学ぶ人たちのために、ワープロを使った表記法の学習について解説しています。Opinion 欄では、**Ronald Sheen** が日本の英語教育における文法・翻訳法への批判に答えています。

青木 直子

*The Language Teacher* staff wish all of you a Happy New Year! We hope that 1992 will be a productive year of personal and professional growth. If *The Language Teacher* can provide some small contribution towards that growth, our efforts will have been rewarded. We want to thank you for your continuing support and patience. As volunteers, we and the *JALT Journal* editors are all trying to do our best to maintain the highest possible quality publications for JALT members. To this end, we particularly appreciate your feedback and suggestions for improvement.

In this issue, **Chris Madeley**, **Richard Goold** and **Nigel Carter** share suggestions for video selection criteria and classroom activities based on their experiences using commercially produced language teaching videos in junior and senior high schools. **Shunro Kobayashi**, **Bill Redekop** and **Rich Porter** report the results of their survey of college students' prior experiences and current attitudes toward studying English. Next, in Japanese, **Ichiro Sekiguchi** describes a new approach to language course design at Keio University's Shonan Fujisawa Campus, focussing on the first-year German class. **Christopher Nelson** then explains how a Japanese word processor can help learners of Japanese at all levels learn the the writing system. In the opinion column, **Ronald Sheen** responds to criticism of the use of grammar-translation in teaching English to Japanese students.

**Carol Rinnert**



# Selecting and Supplementing ELT Videos for Junior and Senior High Schools

by Chris Madeley, Richard Goold and Nigel Carter

## Introduction

As increasing numbers of native speakers are employed in public and private junior and senior high schools, interest grows in ways they can teach successfully. Japanese teachers and administrators typically perceive the native speaker as a living language resource, a model for students to listen to and imitate. Whilst not wishing to deny that this has its place, we believe it to be only one of the activities which the native speaker should undertake. In this article we describe the value of commercially produced ELT Videos as a resource for the native speaker and suggest guidelines for their selection and use.

## Advantages of Using Video

The stereotypical living language resource role which native speakers may be called upon to play has a number of disadvantages. It is very demanding. The native speaker is expected to be at once the resource, the focus of the lesson, and the principal source of L2 input. Teachers may be so preoccupied with monitoring their own performances, both as teachers and as language models, that they have little time or energy to attend to the output of the students. Because they are perceived as resources in their own right, they may be expected to teach with limited materials and basic teaching aids. Though the blackboard and the *Mombusho* approved textbooks can provide a starting point for their lessons, it may be difficult to interest and motivate students using them. The novelty of having a native speaker in the classroom may dissipate in the absence of a steady supply of stimulating teaching material, as those who have taught in the same establishment over a period of time will testify.

The use of video on a regular basis as part of a planned programme solves these problems. Video frees the teacher from being the focus of the lesson and principal source of L2 input, and enables him or her to devote time and attention to the output of the students. It is a major resource, interesting and motivating for the students, and a departure from the material to which they are accustomed. Video provides listening material which, presented in the coherent and meaningful framework of a narrative, commands students' interest. It acts as a powerful speaking stimulus for students. Language may be presented and reviewed. Video provides content for the lessons and enables teachers to expose their students to a variety of accents and dialects in addition to their own.

## Video at Junior and Senior High

Though few of the ELT videos available in Japan are specifically aimed at junior and senior high schools, many can be used there with success. We suggest guidelines for selecting videos, and describe activities which have proven to be effective with junior and senior high school classes, right from the very beginning of the first term.

Videos may appear expensive in comparison to conventional teaching materials. It is essential, therefore, to make an appropriate choice, and once a video has been purchased, to make good use of it. Material which is constantly in use proclaims its own worth, whereas material which spends most of its time on the shelf is unlikely to persuade colleagues or administrators to make a purchase on a subsequent occasion. Teachers should watch any video which they intend to use several times before making a decision, and ideally watch a number of videos to gain an overview of what is currently available. The teachers themselves should feel at ease with the video finally selected, and consider it from the point of view of the students. Will they be able to understand and enjoy the video? A number of factors affect this. Is the plot clear and easy to follow, interesting, but without excessive recourse to potentially confusing devices such as flashbacks? Are the main characters not too numerous and easy to distinguish from each other by the sound of their voices and their appearance on the screen? Is the soundtrack clear? Does the picture reinforce and elucidate the soundtrack? Videos in which characters merely talk, with little to indicate what they may be talking about, do not lend themselves readily to exploitation at this level.

We have assumed that the video will present a cast and a narrative. The ability of video to bring the real world into the classroom has long been proposed as its particular strength as a teaching aid. In our experience, however, fictional videos, with their appeal to the imagination, have proven to be most effective in maintaining students' interest. Students become involved with the cast and the narrative. Unlike a textbook, or reader, in which the student can look ahead, a video, accompanied by a set of worksheets distributed on a lesson to lesson basis, is under control of the teacher, and this should be exploited to build up an air of suspense. Teachers' manuals sometimes recommend showing the whole video, or whole selections of the video, before working on scenes intensively. We support the alternative approach outlined above, how-

ever, as a more effective device to maintain students' interest and motivation.

Both videos filmed on location in countries where the target language is spoken and animated videos may be used with equal success. Animated videos have a number of advantages for use with younger students: they are similar to students' television and video diet in L1, contain characters that are easy to distinguish from each other, highlight language items against an uncluttered screen, and exploit a wide range of conventions. Videos filmed on location, on the other hand, present a wealth of background information through the picture, action, and soundtrack, which the teacher may exploit as an aspect of the lessons.

Teachers should consider if the video lends itself to use in their particular teaching situations, the principal variables being the level of the students, the frequency, or infrequency, of the lessons, and the total number of lessons taught. Teachers should familiarise themselves with the junior high school syllabus and vocabulary list, and compare the language used in the video with them. This will assist both in the selection of the video and in the further selection of language items to be focussed upon in the classroom. In view of the heavy learning load which junior and senior high school students face, it is unreasonable to burden students with too much that is new. Senior high school students will benefit from revision of material covered in the junior high school.

A video which may be easily divided into a number of short scenes that have a clear language focus is ideal. Teachers are free to ignore the divisions imposed by the producer and impose their own as required. To build students' confidence, and give them the satisfaction of understanding, the teacher will often work intensively on short sections of the video. In video terms, a minute is a long time, and teachers should keep this in mind when they consider the frequency and intensity of the lessons in which video is to be used. As a guide, a seventy minute video provides us with the basis for sixty hours' teaching at a rate of two lessons per week over one academic year. If teachers see their students less frequently, more review activities will be required, slowing down the pace at which the video is used even further.

The availability of published supplementary materials and a teachers' manual is a further factor to be considered. However, as few videos are aimed at the junior and senior high school market, videos which seem in themselves highly appropriate are frequently accompanied by inappropriate supplementary material. Teachers should, therefore, select videos on their own intrinsic merit, and if suitable supplementary material is not available, be prepared to devise their own. The videoscript is essential for teachers preparing their own lesson plans and worksheets, however, and a copy of the teachers' manual should be obtained.

### Activities for the Classroom

The teacher has selected what seems to be a suitable

video, and is faced with the question of how it may be exploited. Activities proposed in teachers' manuals and published supplementary materials are frequently too demanding in terms of self motivation, and too vague to be used successfully with large groups of junior and senior high school students. An activity such as "watch a section of the video and discuss what happens in pairs or groups" does not provide students with clear enough guidelines as to what they are expected to do, and students do not know if they have completed the activity satisfactorily. We have tried to avoid these failings in the activities described below. Students are faced with a double difficulty when attempting exercises in a foreign language, and we have for this reason found it beneficial to limit ourselves to a restricted repertoire of activities, which are repeated at intervals. The first two or three occurrences of an activity should be linguistically simple, so that students may concentrate on getting used to what they have to do. Once the activity is familiar, the level of language difficulty may be increased. Students, once they have become confident in working with the video by doing simple activities, and familiar with the activities themselves, will proceed smoothly from one to the next with a minimum of explanation.

Activities which we regularly use include the following. At an elementary level, students match characters with their names, possessions, and characteristics; or match words with pictures; or label parts of a picture drawn on the worksheet. True or false exercises may be used from the elementary level; students watch a section of the video and decide if statements written about it on the worksheet are true or false. They may then correct the false statements. The statements may be all true and form a summary of the development of the narrative in that section of the video, or all false. True or false statements may be about things heard, things seen, or a combination of the two.

"Who? What? Where? When? Why?" is another activity that we often use. In this activity students match up questions and answers written on the worksheet, or answer open ended questions. In this case, it is better to restrict the answers to one word answers, or make all the answers the names of characters; otherwise time will be spent checking students' variations of the correct answers. Students may also watch a section of the video and count how many times given words or expressions occur in the soundtrack; this is an effective presentation device.

A variety of exercise types are possible based on the videoscript. In addition to listening cloze exercises, which may be preceded by prediction of the answers, students can watch and correct "errors" in the videoscript, delete "extra" words which the teacher has included, or supply "missing" words. All of these activities if successfully completed, boost students' confidence in their ability to understand English. Students can write the names of the characters next to the

lines of the script, or next to a number of quotations drawn from a longer section of the video. These may be presented in disorder on the worksheet for students to number in order of appearance. Students may work with cut-up sections of the script, which they order. This may also be done as a predictive reading exercise, confirmed by listening. Students may similarly order a series of statements about the narrative, a far more concrete activity than "discuss what happens," with a clear outcome to be achieved.

Sound-off, picture-off activities are common video techniques, but need adaptation if they are to be used successfully at this level. Students watch the video with the sound turned off, and select words or expressions which they think they will hear from alternatives provided on the worksheet. Once students are familiar with this type of activity, they may go on to predict the contents of the soundtrack without any hints being provided. Conversely, students listen to the soundtrack without seeing the picture and select items which they think they will see from amongst alternatives provided on the worksheet, do a true or false exercise, or order a series of statements about the narrative. Picture off is an effective device for building up suspense. After listening to the soundtrack several times, students are eager to see what happened. It focusses students' attention on what they hear, and when information is presented both visually and verbally, a final showing is normally sufficient to check the answers to the exercise.

Students rapidly become familiar with the cast, the setting, and the narrative of a video if it is used regularly, and the teacher may exploit this independently of the video itself to give students further practice in all four skill areas. The teacher may thus avoid the confusion which is often caused by introducing unfamiliar names or locations of the "Fantasia" variety, which students may not even recognise as fictional!

Video provides a starting point for speaking. Students may be divided into pairs; with the sound turned down, each watches one part of a section of the video in which an obvious change occurs, such as a character's change of clothes, then answers questions, given on a worksheet, sufficiently well to understand what has happened. The video is only a means to an end, however, and the language which it presents should be exploited in activities in which students speak about themselves in pairs, in groups, or as a whole class. Whole class speaking activities may take the form of a survey in which the teacher hands out questions written on strips of paper, and each student, after copying the question onto a worksheet, asks all the other members of the class, and records their answers on a chart. Questions may be on a related theme, for example holiday activities, "Did you go to a shrine at New Year?" "Did you get any presents?" "Did you visit your grandparents in the holiday?" Once students have asked their question to all the other members of the class, they total the number of positive responses and

complete a sentence on their worksheet, "Ten students went to a shrine at New Year." The activity may be completed by students then exchanging this information to produce a class survey about holiday activities. Clearly, we have moved far from the starting point of the video, which was, in this case, a device to review the past tense, and into the realm of the students' own lives.

## Conclusion

We have found video to be a useful teaching aid in the junior and senior high school classroom when exploited in the ways described. Students approach video with positive expectations based on their experience of it outside school, and, once their confidence has been built up by a judicious choice of classroom activities, they will work happily in a predominantly English environment, without recourse to translation into L1. Video is a rich source of listening material, a stimulus for speaking activities, and a powerful motivator. Video has a strong impact in the classroom, commands the attention of the students, and engages them in an activity of perception, if not cognition. Native speakers and their students often find that they have little to say to each other once the initial encounter is over. Video can provide the pretext and content for continued interaction, making teaching and learning a pleasant and rewarding experience for all.

*Chris Madeley, Richard Gould, and Nigel Carter teach at Tokyo Bunka Gakuen Junior and Senior High Schools under contract from the British Council Cambridge English School. Videos which they have used successfully over the past three years include Muzzy in Gondoland (Meynard), Muzzy Comes Back (Meynard), A Weekend Away (Oxford), A Week by the Sea (Oxford), and Two Days in Summer (Longman).*

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## The Language Teacher

### 1992 Calendar

January	Open issue
February	Teaching in Language Schools in Japan (Folse)
March	JALT '91 Conference Presentation Reports
April	JALT News
May	JALT N-SIGs: Language Teaching and Research Issues (Cates)
June	Open issue
July	Using Poetry in the L2 Classroom (vanTroyer)
August	Pre-Conference Workshop Articles
September	JALT '92 Conference Issue (Cisar)
October	The JET Program (Cominos)
November	Open issue
December	Teacher Education (Gebhard & Fanselow)

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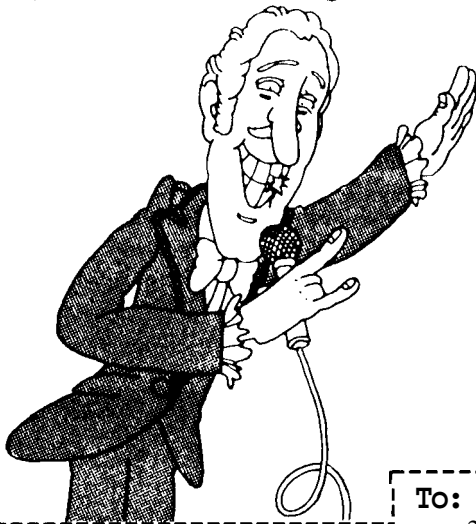
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# Motivation of College English Students

by Shunro Kobayashi, Bill Redekop and Rich Porter  
Gifu Technical Junior College

Motivation is of central importance in the teaching and learning of a foreign language, as is known to every ESL teacher. The literature on this subject is voluminous; see, for example, Berwick & Ross (1989), Ellis (1986), Gardner & Lambert(1972), Hansen(1985), Kohn (1980) and Peters (1991). Moreover, the mere designation of a subject like English as a "required course" does not replace the need for real motivation in our methodology at all levels. In Japan we have the phenomenon of students who can hardly speak English, even after six years of study at the public school and, for many, additional study at juku schools. This inability may be due to a lack of motivation, as suggested in a study by Berwick & Ross (1989), who assessed attributes and motives for learning English at the beginning and end of the student's freshman year. They reported that changes in learner attitudes and motivation correlated with their gain in test scores observed after 150 hours of instruction.

In this study we hypothesized that teaching methods substantially influence the level of motivation. To identify some of the factors which affect the motivation of our students during their high school years, we prepared in English a list of 25 questions which we then translated into Japanese (Table 1). Some questions re-

lated to general background and some to methodology in particular. Thus, we were able to assess the students' high school learning experience. Two native-speaker instructors and two Japanese teachers polled 549 freshmen and sophomores and collated the responses (Table 2). These students attended one of five institutions- two were junior colleges, another two were universities, and one was a technical college.

## Results

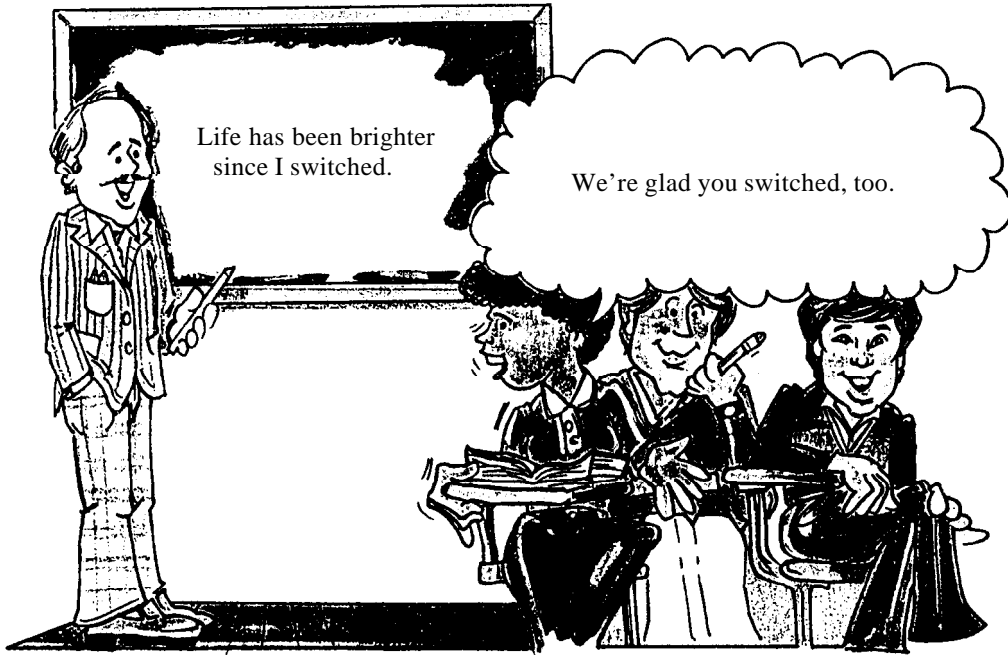
We found that those polled have an overall interest in the subject of English. They want to speak it (73%) and use it to learn about foreign cultures (83%). An even greater majority (87%) see English as important in their future jobs.

At the same time, they doubted the effectiveness of their instruction. It did little to facilitate their English speaking ability, according to 85% of the respondents. About the same vast majority reported that their high school course failed to improve their communicative competence.

Furthermore, respondents portrayed a general picture of a large class laboring chiefly over grammar points explained in Japanese with the help of textbooks which offered very little in the way of conversation.

**Table 1. Questionnaire Regarding the Motivation of College English Students**

1. Did your high school teacher use English for teaching English?	Very often	Sometimes	Never
2. How many students were in your high school class?	30-34	35-39	40-44 45 and over
3. Have you been abroad to speak English conversation?			Yes No
4. Generally were you given multiple-choice and fill-in-the-blank examinations?			Yes No
5. Did your H.S. teacher teach mainly about grammar points?			Yes No
6. Did you have a native speaker in your H.S. class?			Yes No
7. Was your H.S. teacher a native speaker?			Yes No
8. Did your H.S. classroom have visual aids relating to foreign countries?			Yes No
9. Did your H.S. teacher expose you to English through listening to tapes, videos, and/or music?	Very often	Sometimes	Never
10. Are you interested in foreign cultures?			Yes No
11. Are you interested in explaining Japanese culture to foreigners?			Yes No
12. Do you think English is important for your future job?			Yes No
13. Do you have any foreign friend(s)?			Yes No
14. Have you gone to a private language school that employs native speakers?			Yes No
15. Were you interested in studying English in H.S.?			Yes No
16. Did your H.S. English courses help you speak the target language?			Yes No
17. Do you worry about grammar points before speaking English?			Yes No
18. Did your university entrance examination facilitate your speaking of English?			Yes No
19. How often do you watch English videos or movies out of school?	Very often	Sometimes	Never
20. Are you interested in speaking with a foreigner?			Yes No
22. Did your H.S. English textbook include examples of conversation?	Many	A few	None
23. Did you role play in English in H.S.?			Yes No
24. Did you have any previous experience with a native speaker?			Yes No
25. Which class motivated you more, serious or relaxed class?	Serious	Relaxed	



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Seventy-four percent reported that their textbook gave only "a few" examples of conversation. When we asked, "Did your high school teacher use English for teaching English?" 72% of the students answered "never." To the question of whether the teacher taught mainly about grammar points, 82% answered "Yes." As to class size, 60% said "45 and over" filled the classroom. And 91% never experienced role play in their school.

## Discussion

The absence of visual aids and fresh approaches such as role play, which may have stimulated the students to learn more eagerly, suggest that the educational system places low priority on intrinsic motivation. Instead, the educational system relies heavily on extrinsic motivation by keeping the students' sights set on the dreaded university or college entrance exam (Berwick & Ross, 1989).

Partly due to our survey's results, we find the current situation appalling: the schools give only scant attention to factors, especially confidence, that influence intrinsic motivation. We agree with Peters (1991) that the learners' low confidence in speaking English grew out of:

1. their fear of failure on all those tests and
2. the negativism used by teachers in the articulation of goals.

## Conclusions

The responses from our admittedly small sample of freshmen and sophomore English students indicate

that they experienced a rigid and demoralizing learning situation in their high school years. The teacher, the textbook, and the goal of passing entrance exams were the determinants of methodology. Not surprisingly, the students perceive an inability to speak English, even after six years' effort. To our amazement, these methods, fortunately, only slightly diminished their interest in the subject. Meanwhile, though, many experienced a free fall in their level of confidence.

In order to respond to the student's aspirations and needs, we must revise the teaching methodology in our high schools and colleges. Clearly, our job would be much easier if a more practical and realistic test of communication ability replaced the current entrance examination system. We all know teachers who reject this approach on spurious grounds, for example, that it would make the test too easy, or that it would favor students who were taught by native teachers.

It follows that English should be taught as much as possible in English. In this regard, the use of katakana maybe the greatest impediment, as it poorly represents the real sound of spoken English (Goff, 1990). That habit, once acquired, is also used to justify the lack of visual aids for instruction and the neglect of real conversation, role plays, and the like. Clearly, our students want to converse in English.

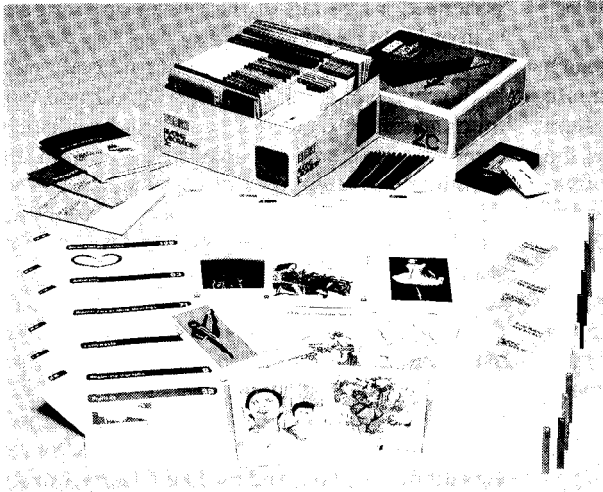
Perhaps part of this desire gets a foothold before the school talks about entrance exams. One only has to visit the kindergartens and elementary schools to be convinced. Our students remember those days with fond-

(Cont'd on P. 15.)

**Table 2. Results of the Survey (Percentage of Responses)**

1. Teacher used English:	very often: 3.0	Sometimes: 25.0	Never: 72.1
2. Classroom size:	30-34: 2.9	35-39: 2.7	40-44: 34.9 45+: 59.6
3. Have been abroad:		Yes: 04.2	No: 95.8
4. Multiple-choice/Fill-in examination:		Yes: 49.5	No: 50.5
5. Focus on grammar points:		Yes: 81.8	No: 18.2
6. Native speaker in classroom:		Yes: 14.6	No: 85.4
7. Teacher was native speaker:		Yes: 05.5	No: 94.5
8. Visual aids on foreign countries:		Yes: 07.5	No: 92.5
9. Exposed to English:	Very often: 5.7	Sometimes: 58.1	Never: 36.2
10. Interest in foreign cultures:		Yes: 83.2	No: 16.8
11. Want to explain Japanese culture:		Yes: 52.0	No: 48.0
12. Believe English is important:		Yes: 87.0	No: 13.0
13. Have a foreign friend:		Yes: 19.3	No: 80.7
14. Attended language school:		Yes: 09.5	No: 90.5
15. Interest in studying English:		Yes: 60.2	No: 39.8
16. Courses helped your speaking:		Yes: 17.0	No: 83.0
17. Worry about grammar point:		Yes: 52.3	No: 47.7
18. Examination facilitated speaking:		Yes: 14.6	No: 85.4
19. Watch English movie:	Very often: 8.2	Sometimes: 50.1	Never: 41.7
20. Want to speak with foreigner:		Yes: 73.2	No: 26.8
21. Pictures in text:		Yes: 45.6	No: 54.4
22. Examples of conversation:	Many: 9.7	A few: 74.4	None: 15.9
23. Role play in English:		Yes: 08.8	No: 91.2
24. Have spoken with native speaker:		Yes: 64.3	No: 35.1
25. Class that motivated you more:		Serious: 12.2	Relaxed: 87.8

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# 慶應義塾大学湘南藤沢キャンパスにおける 新しい外国語教育の試み

関口一郎  
慶應義塾大学

慶應義塾大学が湘南藤沢に新キャンパス（総合政策学部・環境情報学部）を開設して1年半が経過した。新キャンパスではこれまでの三田、日吉とは異なったさまざまな試みがなされているが、その中でも柱のひとつとなっている外国語教育改革の実践報告をしてみたい。

## 第一外国語は少人数クラスで集中的に

湘南藤沢キャンパス（略してSFCと呼ぶ）では環境と情報、国際性、知的創造性の開発を重視した総合的な学問研究、教育をめざしているが、基本的なツールとして外国語（自然言語）と情報処理言語（人工言語）を重視し、それぞれ少人数教育によるインテンシブ授業が行われている。外国語については英語、ドイツ語、フランス語、中国語、朝鮮語、マレーシア・インドネシア語の6か国語がおかれ、1、2年の間は1か国語にしぼってすべて第一外国語として履修することになっている（3年目にはさらにインテンシブで学習した以外の外国語を履修することが義務づけられている）。授業は午前中に集中して50分授業が毎週8～10時間行われ、学生は最低でも週に4日は外国語の授業がある。小教室の設計そのものが外国語の授業を前提になされているために、ビデオ、OHPなどの学習環境も整っている。

SFCではセメスター制度をとっており、外国語教育の特徴のひとつは、入学後の春学期（前期）には外国語の授業はまったく行われないことにある。それは次の2つの理由による。

第一に、多くの受験生は長い間受験英語に集中してきており、それを4月から急にコミュニケーション主体の外国語に切り替えるよりは、一定の冷却期間をおいたほうがよい。第二に、高等学校を卒業したばかりの18.9の若者に入学後すぐに6つの外国語の中から「ひとつの」言語を選択せよというのには無理がある。大学における第一外国語の選択は学生の将来を大きく方向づける重要なものである。

そのために春学期は外国語の授業はなくし、ワークステーションの人工言語（情報処理言語）の集中的な授業を柱にすえ、一般教育科目の枠内で「総合講座」別名「諸国語概説」というオムニバス形式のオリエンテーション的な講義科目をおいている。これは外国語学習全般に関するアドバイスに始まって、週ごとに設置されている言語の担当者が、たとえば中国語であれば、中国語とはどんな言語で、中国にはどのような歴史・文化的背景があるのかといった、言語とその周辺について徹底的に解説し、学生に情報を提供するための講義である。講義の行われる言語にあわせて、5月、6月の各週は「中国語週間」、「朝鮮語週間」などの名称と呼ばれ、キャンパス中がその外国語一色にそまる。アジア言語の週間中は「アジア映画祭」などが企画され、朝鮮語履修の上級生たちが民族衣装でデモンストレーションを行い、食堂では韓国

料理が定食として出され、韓国の音楽が流れるといった具合である。

## 外国語は英語だけではないという認識を育てる

この「総合講座」と「各国語週間」の効果は、2年続いて私たちの予想をはるかに上回る効果をあげている。その最大のもは、外国語は英語しかないと思い込んでいた若者が英語以外の言語にも興味を示すようになり、とりわけアジアの言語に対して深い理解を持つようになったことである。ドイツ語・フランス語に対しても、「英語の次は独・仏」というのではなく、欧米の言語とアジアの言語との比較の上で選択が行われているために、履修希望者のモチベーションにも従来とは大きな変化が見られる。具体的な数字で示せば、たとえば昨年度の場合、入学願書提出時の「選択外国語希望調査」では英語が全入学者ほぼ1150名中990名と全体の85%をこえ、独・仏はそれぞれ5、60名、朝鮮語、インドネシア・マレーシア語に至っては5、6名の希望にすぎなかったのが、総合講座終了後の手続きでは、英語は600名弱と当初の予定クラスをむしろ下まわる数になり、独・仏・中は予定を若干オーバーの120～150名、当初心配された朝鮮語（2クラス/60名）とインドネシア・マレーシア語（1クラス/30名）もまた予定の人数を越えた段階で申し込み締め切りとなった。各言語のスタッフの数の関係から大幅なクラス数の増減は見込めず、第2志望、第3志望への対応も予定していたが、結果としてはほぼ全員の学生が第1志望の外国語を履修できることとなり、これは本年度も同様の傾向が継続している。総合講座の授業後に毎回小さなレポートを提出させているが、新しい言語の授業を聞くたびにその週の外国語を勉強したくなり選択にこまったという反応が目立った。

このような報告をすると、総合講座の過程で学生の外国語選択に影響を与えるような意識的な働きかけがあったのではないかと思われる方も多だろうが、別の意味でそれは存在した。まず第1にTOEFLの成績が500台後半をこえる学生、ましては六百数十という帰国子女などには、これからは英語は「使う」ものであって「習う」ものではないと指導した。また、アジアの言語のこれからの重要性について、われわれ欧米言語の担当者自らが講座でその旨を強調した。私自身、ワイン、音楽、ロマンチック街道でドイツ語履修者の数をいわずらに増やすことを避け、学生たちが社会の中核で活躍する20年後の世界において近隣アジア諸国の位置づけはドイツ、フランス以上のものとなるはずで、またそうあらねばならないことを説いた。私は、現状ではドイツ語を第1外国語として履修する学生は全体の1割以下で十分であろうと考えている。

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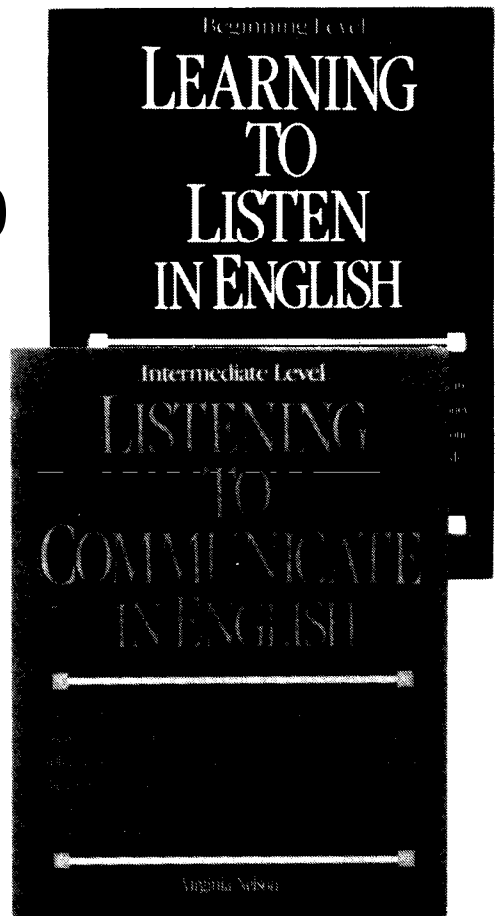
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## SFCには五月病はない

私たちがあまり予想しなかった、春学期に外国語の授業を行わないことの利点は、それが理由かどうかはさだかでないが、キャンパス全体にいわゆる「五月病」なるものがなく、学生たちが9月からの外国語のインテンシブ授業を心待ちにするようになったことである。2年目の今年の春学期であれば、外国語のインテンシブを受けているのは上級生だけで、それが2年生の妙なプライドとなり、新入生は簡単な日常会話をドイツ語やフランス語で交わす上級生をうらやましがったりするおもしろい傾向が現れた。

言語の選択の終わった6月からは「導入コース」をもうけ夏休み前に新しい外国語にちょっとだけふれて、ABCや発音の基礎、日常的あいさつや数字ぐらゐは覚えてしまうようにしている。ドイツ語の導入コースでは、私が昔とったなんちゃらのギターをひいてドイツ語の歌をいっしょに歌い、ドイツ語でビンゴゲームをして、当選者には研究室にあってある本やドイツのポスターなどを出したりしている。なまじ文法をやっていないだけに、ネイティブの教員も気楽にドイツ語でドイツ語学習ゲームの指示を与え、学生たちもなんとなく雰囲気反応する光景が見られる。

夏休みの課題はただひとつ、導入コースで学習したことをカセットテープでくりかえし勉強してくることだけである。

## ドイツ語インテンシブコースの流れ

秋学期になるといよいよインテンシブコースのスタートである。これまで20年近く体験してきた4月の最初のドイツ語の授業もフレッシュでいいものだが、半年待たせた後のインテンシブというのも学生にはよいスタートとなるようだ。これからは週に最低でも4日は外国語の授業がある。

インテンシブコースの流れをドイツ語の例で紹介すると、1週間の授業は現在のところ火曜日に始まり、翌週の月曜日までで1課分の教材が消化される。以下、その授業内容をまとめてみる。

### 1 時間目：キーセンテンスと文法学習

その週に勉強するキーセンテンスを、自家製のビデオテープで学習する。学生たちはビデオに映る文の発音をまず聞き、次にドイツ人の発音にあわせて復唱する。その際にサジェストペディアのテクニックを応用し、バロックなどの音楽をバックグラウンドミュージックに流す。発音練習が終わりしだい、キーセンテンスにとまとう文法を勉強する。当初は文法なしでスケッチや練習に入る実験も行ってみたが、これは若干失敗で、不安になった学生たちは文法の参考書を自分で読んだりしはじめた。やはり日本人には文法から入るのが一番のようだ。なお、この時間は必ず日本人の専任スタッフがあたるようにしている。

### 2 時間目／3 時間目：スケッチ／ペア学習

これもまた自家製のビデオ・スケッチを鑑賞する。テキストは最後まで見せずに、音声と人物の動きだけで理解するように試みる。聞き取りの手掛かりとなる練習資料も用意されている。

3 時間目にはスケッチを解説する。2 時間目と3 時間目

は対になっていて、ネイティブと日本人が交互に担当する。

ペア学習は、練習の中でも一番重きをおいていることのひとつであるが、これについては後述する。

### 4 時間目／5 時間目：日本人教師による基礎練習

キーセンテンス、スケッチで学習したことをもとに発話の基礎練習を行う。1年間の初級コースでは講読はほとんど行わないので、この時間は学生がなるべく多くの文を発話し、次のネイティブの教師の授業への準備をすることにあてられる。そのために、シミュレーション的なゲームも多くとりいれられている。

### 6 時間目／7 時間目：ネイティブによる応用練習

4、5時間目に勉強したことを、もう一段階レベルアップした応用練習を行う。ここでは練習というよりは、実際のコミュニケーションの場での言語使用の実践訓練が展開される。

### 8 時間目：まとめと復習

これは実際には1時間目に先立って同じ日におかれている。まずは1週間の学習成果をチェックする「8分間テスト」を毎週行う。テスト結果は1学期間のトータルで最終成績にも反映される。

まとめと復習の時間では、学生の質問を受けつけ、表現や文法の総まとめをしたり、その他1週間の間にわれわれが気がついたことなどを伝える。必要なAV補助教材もこの時間に見せる。今年の1年生については、この授業だけは120名合同で中教室で行っている。小人数のインテンシブ授業に逆行するように見えるが、全体への伝達事項が徹底し、大型ビデオスクリーンを利用したビデオ鑑賞などのメリットのほうが大きい。

### 9 時間目：LL 自動学習

LLを用いた聞き取り自動学習の時間である。ここではワークステーションが利用されていて、学生はヘッドフォンでビデオやカセットの音声を聞きながら、コンピューター画面で提示される質問事項に解答してゆく。

### ワークステーション自動学習

ワークステーションを用いた文法、独作文の自動学習で、学生は画面の指示に従って文法練習、作文練習を行う。特に時間帯は決めておらず、学生は好きな時間にワークステーションを用いて自習する。勉強の成果は8分間テストで試される。

## クラスサイズの問題は教授法で解決できる

こうした1週間の流れが14回ほど積み重ねられて1学期が構成される。授業は30人クラスで行われる。30人の外国語クラスを「小人数」と呼べるかどうかには異論があるところだが、大学の一般教育課程でこれ以上の小人数化を望むのはむずかしい。将来的には25名以下にしたいと思うが、現状では人数に対して苦情をいうよりは教授法で解決するほうが早い。幸い各教室にビデオとOHPが設置されているので、それをフルに活用する一方、全員が常に練習に参加する教授法の開発に昨年来取り組んでいる。

その中でも最も効果があがっているのが「ペア学習・グループ学習」である。これは原則としてスケッチ学習に引き続

いて行われ、学生たちが友達とペア、あるいはグループをつくり、スケッチのダイアログを骨子にした対話を作成し、実践するものである。いつもは日本語を話している友達と突然にドイツ語で話すということで、はじめのうちはとまどいがあったり、形式だけですませるようなグループもあったが、練習の意図を力説し、ビデオ撮影なども含めて繰り返しやらせたところ、2月ほどたった段階では、他のグループとは違った趣向をこらしたり、学生自身のほうがむしろ積極的にこの練習をやりたがるようにさえなった。

基礎練習、ネイティブの授業においても、こうした「全員参加」の授業形態を常に重視し、そのためにいろいろな教授法の工夫を行っている。SFCのドイツ語で学生にすすめたり、禁じたりしているおもしろいことがいくつかある。その第一は、予習はこちらから指示しない限りしなくてもよいということである。そのかわり、授業で勉強したことは次回までにしっかり覚えてくるようにする。第二は、辞書は初級の間は買わなくともよし、学校に持ってくる必要はないということである。教材は常に当日配布され、新しい単語の意味はそこに書いてあるし、知らない単語はその場で教師に聞けばよい。第三に、授業中に必要以上のノートをとることを禁じている。我々の教材には訳から注釈まですべてプリントのかたちで整っており、それらは授業のあとで毎回配布される。毎週配布される手作りの資料は20枚をこえるが、それらはほとんどは授業中はOHPで見せるだけである。ペーパーなしで授業をすることによって、学生は教師とOHPの資料に集中するからである。30人程度の少人数クラスの良いところは、学生全員が授業に集中していることである。おしゃべり、居眠り、内職などは考えもつかない。全員が完璧にOHPと教師の話に集中し、こちらがなげかけるあらゆることにすぐに反応する。

## 1年間の成果

最後に昨年の秋学期から1年経過してのインテンシブ教育の効果と実績だが、こちらの予想以上の効果があがったと自負している。夏にゲーテインスティテュートなどの外部の外国語学校に通った学生のクラス分け試験の結果をみても、トップクラスでない学生でもドイツ語学科の学生と同レベルのクラスに編入されている。合宿などさまざまな機会に講師として招待したドイツ人たちも、一般教育で1年間やっただけでドイツ語を「話せる」日本人学生は信じられないと感心してくれる。初級の教材では基礎単語を厳選してあたえてきたが、1年間で使用した単語はほぼ1200程度で、できる学生はその8割から9割を習得している。導入したキーセンテンスの数は200~300ほどである。この程度の知識ではまだ流暢に話すというわけにはいかないが、ある限定された内容について即座に発話しなければならない場合には単語で、自由な発話に際してはいくつか言いたいことがある中でキーセンテンスを思い出したものを口にするというレベルには達しているようだ。

学生たちの反応も幸いなことに予想以上によかった。当キャンパスでは学生による授業評価を実施している。授業内容や、ビデオ、OHPの使い方に至るまで細目にわたって調査が

行われるが、その中でももっとも私たちが気にかけるのが「私はこの授業を他の学生にすすめたい」という質問項目で、その選択肢は「強くそう思う(5)」「そう思う(4)」「どちらとも言えない(3)」「そうは思わない(2)」「まったくそうは思わない(1)」であるが、外国語科目は平均して4を越えている。ドイツ語は、同じように独自の教材開発に積極的な中国語と並んで、全教科中のトップで4.3だったが、ほとんどのクラスが5と4のみであった。研究室として行った独自のアンケートや多くの学生から聞いた意見でも、ドイツ語が「たのしい」という答えが圧倒的である。最近ではこれに自分たちのドイツ語がドイツ人に通じる、聞いたことがおぼろげながらわかるといった喜びが加わりはじめた。

## 教師の努力は学生の学習態度にも反映する

1年間の体験を経て私たち教師が学んだものは、どの教科でもそうなのだろうが、教育サイドが積極的に教材・教授法開発にとりくめば、たとえ限られた条件の中であっても確実に効果はあげられるということである。理科系の研究室なみに休み中も含めて毎日のように研究室に通い、連日深夜まで時には泊まり込みで毎週20枚をこえる教材を作り続けてきた。学生たちにまず伝わったのはこうした私たちの努力で、「先生たちがこれだけやってくれるのだから」という意識が学習態度にも反映されるようになった。

インテンシブの必修は2年で終わるが、3、4年では2年秋学期の中級Iに続く中級II、および上級コースが設置されている。これまで私カキキャンパスで担当した専門課程の上級ドイツ語の受講者は、ドイツ語既習者が1学年に500名近くいるにもかかわらず、多くても7、8名で、1名ということも珍しくなかった。現在私たちが抱えている、嬉しくも困った問題は、予備調査の結果2年生150名のうち3分の2以上が上級コースへの接続を希望していることである。特に女子学生(キャンパス全体で約3分の1)には大学受験の際、塾内外のドイツ文学科、ドイツ語学科と併願した者も多く、私たちはここはドイツ語学科ではないので専門の勉強を忘れないようにといい続けているのだが、もうすっかりドイツ語学科に来たつもりで本来の専門の方が副専攻のようになってしまった学生も多い。

## 求められているのは「量」より「質」

一般教育課程におけるドイツ語・フランス語の位置づけが議論されるようになって久しいが、私自身はSFCでの体験から、ドイツ語もフランス語もそろそろ必修第二外国語の指定席から後退する時期が来ているように思う。このことは決してドイツ語が現在の国際社会、学問の世界で無用になったということではなく、むしろ逆に、今こそ高度なレベルでのドイツ語教育が求められていると信じるからである。そのためには、学生の半数近くが半ば強制的にドイツ語を履修することが妨げとなっているのを理解すべきである。今われわれ外国語の教員に求められているのは、履修する学生数、[学内の勢力地図上の]教員数といった「量」の問題ではなく、まさに教育そのものの「質」なのではないだろうか。



## A New Approach to Designing a University Foreign Language Course

by Ichiro Sekiguchi  
Keio University

This article is a report on the first year course in German of Keio University's newly established departments at Shonan Fujisawa Campus (SFC). SFC regards foreign languages and computer languages as basic tools for interdisciplinary academic study and offers intensive courses in small classes. The first semester of the first year, when students mainly work on computer languages, has six different language weeks. During each language week, the campus sponsors numerous events related to the language, on top of introductory lectures about the language and culture. After the six weeks, students choose one language to study intensively for two years. The intensive course in German, which starts in autumn following the introductory beginners' course in spring, has ten fifty-minute sessions a week. Starting with key sentences and their grammatical features, each week's lessons are planned to form one cycle which leads to communicative activities at the end of the week. One hour of individual study at the work station is also assigned to each student. Approximately 1200 words and 200-300 key sentences are presented in one year, and students acquire confidence in their fluency. The author points out that teachers' hard work in developing materials and effort to make their classes productive positively influence students' attitudes toward learning.

(Cont'd from p. 9.)

ness. They were happy and intrinsically motivated then. In high school and college, however, one rarely sees walls with educative, motivational, or aesthetic posters—perhaps to remind students that, at the higher levels, studying is a grim, rigid, and competitive process.

How do we solve the above problem? A partial solution involves the enrichment of the learning environment. For instance, let us revamp the concept of the language laboratory. Instead of fixed rows of fancy monitors and headsets for individual use, let us provide space and mobile furniture that eases group work. Moreover, the learner should also have ready access to up-to-date newspapers, books, magazines, and audio-visual materials.

Perhaps another part of the solution relates to confidence building. Maybe, if we dramatize students' successes rather than nit pick their mistakes, their confidence will rise. Then, given enough time, their motivation to converse with native speakers can also advance. Once such interaction occurs, their communicative competence will finally improve.

### Suggestions for Further Research

A small portion of our research suggests that students who scored low on entrance exams generally have less interest in English. Even though, as mentioned earlier, 73% want to speak English to foreigners, only 28% from the technical college in our survey show this interest. Presumably they scored lower on entrance exams. Would a larger sampling show a similar correlation? If yes, would such a finding mean that the low scores dampen their interest and/or confidence to communicate in English? And, if this answer is yes, and if intrinsic motivation initially existed, for example in junior high, how do we resurrect it? Or is it in some instances "fossilized" and thus not worth trying to change?

Much ground remains unbroken. We hope that our findings and discussion will nudge others into studies on motivation. In this way, our profession will get a sharper picture of what methods motivate which students.

### Note

1. We refer to *intrinsic motivation* as that which comes from within. *Extrinsic motivation* refers to that caused by external factors. See Fox (1990) for more information; even though this article relates to reading, the discussion applies to speaking and listening as well.

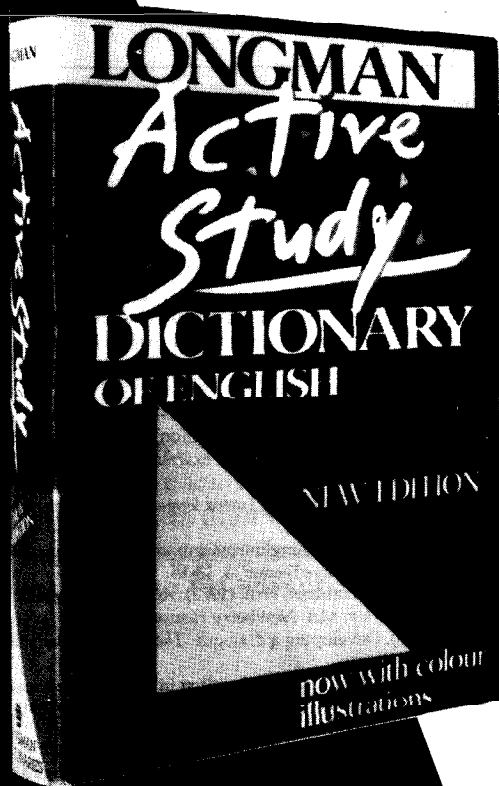
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# Word-Pro Japanese

by Christopher H. Nelson

Seitoku Gakuen, Matsudo City

A Japanese word processor can be a very useful tool for learning Japanese. Not only does it eliminate a great deal of the tediousness usually associated with learning Japanese, but it can also facilitate the acquisition of correct pronunciation and even function as an evaluation and testing system. It also has the capability of assisting learners of Japanese, whether they are rank beginners or nearly fluent.

A Japanese word processor can do this because it differs fundamentally from an English-only word processor. The Japanese version can think much more than its English equivalent. This latter is basically a glorified typewriter equipped with a memory and sometimes a spell-checking or grammar-checking function. It can cut and paste, move and merge text, but it has few analytic or transformational capabilities. This is because written English with its twenty-six letters is essentially simple and straightforward.

Japanese, on the other hand, is far more complicated. Not only does it have two distinct syllabaries--*hiragana* and *katakana*, each with forty-six characters--but also considerably more than 2,000 *kanji* or Chinese, each of which usually has at least two and sometimes as many as eight different readings. This situation, especially the central role *kanji* plays in the language, not only makes learning Japanese a particular challenge, but also historically presented an enormous obstacle to writers and publishers hoping to mechanize the written language. Obviously, a typewriter with 2,000 or more keys was an impossibility, and so several make-shift and generally unsatisfactory solutions were devised.

All this changed with the advent of the microchip which vastly increased computing power while greatly reducing its cost. One reason the Japanese largely dominate the microchip market today may be that the microchip offered them a practical solution to the problem of dealing with their cumbersome writing system. If true, it certainly would be ironic that Chinese characters, one of the world's oldest writing systems, contributed to the development of Japanese high technology.

In any case, this technology can assist the student of Japanese in learning the language, from basic *hiragana* to complicated *kanji* compounds.

## Hiragana

All Japanese word processors automatically change *romaji* (Roman letters) into *hiragana*. *Romaji* can be entered using either the Hepburn or the Ministry of Education system. For example,

**chi chi** ちち (Hepburn)

**ti ti** ちち (Ministry of Education).

Although this generally follows the pronunciation (especially the Hepburn system), there are certain minor exceptions, particularly the particles: **ha=** は; **he=** へ; **wo=** を. Doubled consonants (small つ) are created by doubling the consonant of the following syllable: **Hokkaidou=** ほっかいどう; **Sapporo=** さっぽろ. Long Os and Us are created by adding U. **Toukyou=** とうきょう; **Kyuushuu=** きゅうしゅう. When a word ends with ん, N must be typed twice: **Tem=** てん. In all other ways, the computer follows the rules according to the Hepburn system.

The advantages of this to the beginning student of Japanese are many. Instead of spending months (or longer) learning to write *hiragana*, the student can immediately begin producing it from *romaji*. It also assists in learning pronunciation (if the Hepburn system is used), and stresses the crucial role long sounds play in the language. Most importantly, a word processor provides immediate feedback, which not only motivates the learner but also can act as a tool for either self-evaluation or formal testing. For example, after drilling the *hiruguna* syllabary, the teacher could give the students a list of words in *hiruguna*, and have them try to duplicate it on a word processor. If they were to write them out, this would be a copying exercise, but by using a word processor, they are forced to learn the pronunciation. Homework is basically self-grading, and in-class tests evaluate speed and accuracy, two very important factors in learning any language.

## Katakana

*Katakana* is equally easy to acquire. The students are simply taught that whenever they want to write something in *katakana* (their names, foreign countries, etc.), they first push the カタカナ key on their machine. Of course, they must learn that certain letters and letter combinations are impossible in Japa-

nese, that it is the sound of the vowel that matters and not its actual spelling, and that long vowel sounds are often used.

### Kanji

It is, however, with kanji that a word processor becomes not only very useful but practically indispensable. At any stage, the student can learn the *kanji* for any particular pronunciation, from simple first grade *kanji*, **kawa-** かわ-川; to complex col tege-level compounds, **kokurenjimousouchou** こ < れんじむそう ちょう -国連事務総長 (U.N. Secretary General). Again, the benefit here is in the immediate feedback the student receives. If the word is input accurately, the correct output (*kanji*) will automatically appear.

To produce *kanji*, the 変換 (*henkan*, change) key is used. The desired word is typed in *romaji* and, as we have seen, automatically changes to *hiragana*. This word remains highlighted on the screen until one of two things is done: either the 変換 key is pressed and the word is changed to *kanji*, or the 無変換 (*muhenkan*, no change) key is pressed and the word remains in *hiragana*. These two keys are used as frequently as the space bar is used in typing English, and are located in the same place; 無変換 to the left, 変換 to the right.

Two points need to be emphasized. First, the input must be exact, including long vowels and doubled consonants. **Sho** (short), will not produce 小 although it will produce 43 other kanji. **Shou** (long), will not produce 所, but it will give you a choice of 207 other possibilities. This leads to the second point. Because Japanese has so many different *kanji* for any particular sound, the word processor offers a selection from which to choose. Pushing the 変換 (change) key once calls up the most commonly used *kanji*, pushing it again produces the next most frequent, and so on. **Raku**, for example, calls up the following: 楽、洛、絡、落、酪、搦、樂、烙、犖、珞、駱 (This is a good example of how the sound element of the *kanji* becomes obvious when using a word processor. It is kaku 各.) Compounds are treated in a similar manner; for example. **kanji**: 漢字、感じ、幹事、冠司、完治、幹二、貫二、監事、観じ. Most machines also have a method to display all the *kanji* with the same pronunciation, usually at the bottom of the screen.

This ability of a Japanese word processor to analyze and transform *hiragana* into *kanji* became possible with the advent of powerful microchips capable of storing and sifting through huge amounts of data. For example, the machine I use, a Sony Produce 200, has 6,353 *kanji* in its memory, one thousand more than Andrew N. Nelson's mammoth, 1,100-page *Japanese-English Character Dictionary*. But again, access to this vast reservoir of *kanji* requires exact knowl-

edge of pronunciation, similar to that tested in the Japanese Language Proficiency Test. Also required is a knowledge of the way *okurigana* (送り仮名)--the *hiragana* inflexion of verbs--works. **Kaki**, **kakimasu**, **kakeru**, and **kakimashita** will all produce variations of the verb *to write* 書き、書きます、書ける、書きました but **ka** will not call up 書. (Sho will, however.)

Similarly, the word division of multiple *kanji* compounds becomes important, since the machine will accept only compounds or groups of compounds that make sense. The challenge is to input as long a string as possible (to decrease the number of potential selections), while retaining the correct meaning. As in computer programming itself, there is no margin for error. One last noteworthy aspect is the fact that the machine adjusts sound changes in compounds and accepts only the correct form, **tozan** (登山), for example, not **tosan**.

The potential in this for teaching and testing *kanji* is similar to that described for *hiragana* or *katakana*. The only way for the student to produce *kanji* is to know the exact pronunciation--long vowels, doubled consonants, sound changes and all. Also, the student knows immediately if the pronunciation is incorrect, since the word processor will either return the wrong *kanji* or give a beep of refusal. This immediate feedback, plus the fact that the process requires active involvement on the part of the student (actually inputting the correct reading), probably leads to a greater rate of retention.

By learning *kanji* through use of a word processor, the student can avoid endless hours of memorizing stroke order, correct form, writing style, accepted variants, etc. As one writer on Japan has humorously noted, the only way to really learn to write *kanji* is to sit down and write them all a hundred times each, every day. A word processor avoids all that, for better or worse.

### Problems

With a word processor, one can produce correct Japanese from the simplest sentences to the most complicated dissertation, without ever having to learn to write a single *hiragana*, *katakana*, or *kanji*. Well-written Japanese is considered a great accomplishment, even a national art. For this reason, Japanese students are not allowed to use word processors until after they have mastered writing. Certainly, a word processor will never be able to produce Shodo (calligraphy), but it can produce fine writing, usually in a variety of scripts, e.g.

朝夕はしのぎやすい季節となりました  
朝夕はしのぎやすい季節となりました

朝夕はしのぎやすい季節となりました  
クリストファ、クリストファ、クリストファ

For the vast majority of foreigners studying Japanese, this is probably sufficient.

Another problem is that while most Japanese computer companies produce an English-only version of their word processors, complete with English manual, they do not produce a manual in English for their Japanese bilingual word processors. To use them, then, requires not only an excellent knowledge of Japanese (including technical Japanese), but also a familiarity with computers. For these machines are not

simply, or primarily, a tool for learning Japanese but also can function as an English word processor does, with all the usual graphic and other standard computer capabilities.

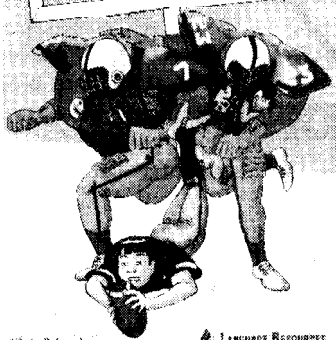
In spite of these problems, word processors appear to be a valuable tool for learning Japanese.

*Editor's note: This article was produced for publication on a Macintosh computer using Japanese software, which works basically the same way as a Japanese word processor and could therefore be similarly used to learn Japanese*

### New Deadlines

The 19th of January is the final deadline for receipt of all submissions except chapter meeting announcements to be published in the March issue. The 25th of January is the final deadline for chapter meeting announcements.

## On The Ball



Chris P. Lumbe

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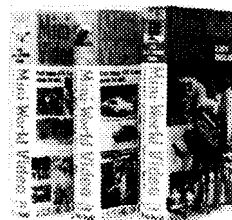
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## IATEFL '91 Report

The International Association of Teachers of English as a Foreign Language (IATEFL) met at the University of Exeter in Devon, England from April 2 to April 5 of this year. IATEFL is the primarily European equivalent of the American-based TESOL Association (Teachers of English to Speakers of Other Languages). As annual conferences go, IATEFL's is smaller than JALT's or TESOL's; with fewer presenters competing for attention, participants had more opportunity to meet, compare, and attend the presentations that most interested them. IATEFL'91 also had a distinctly international feel since not only local but also overseas scholars studying at British institutions made a special effort to attend.

Teresa Cox of Soai University and I served as JALT's official representatives to this year's conference. The duties of an official representative are many and varied, apparently changing from year to year based on the perceived needs of the organization, in particular the Branches and Affiliates section, of which JALT is a member. Prior to attending IATEFL, I was informed that I would be expected to serve as JALT's liaison throughout the conference, which included "attending all business meetings and providing information about JALT to those who request it." These duties proved much more challenging and stimulating than I had expected!

To begin, Branches and Affiliates representatives were invited to a special luncheon one day prior to the official opening of the convention. Initially, the turnout seemed surprisingly small given the size of the luncheon set out before us. However, as the meal progressed more representatives began to appear from a wide variety of locations, and it became very clear that IATEFL is a truly broad-based international organization. However, it also became clear during self-introductions that each organization or group was at a very different stage of evolution. Certain organizations, such as JALT, have sizeable memberships, solid publications and their own well-organized conferences, while other representatives confessed that their particular groups were still trying to obtain official government authorization in order even to be allowed to meet. (There is much that we take for granted in this part of the world!) Finding a common base for discussion was a challenge complicated by the fact that each representative had his or her own priorities. Those who had received some form of funding to come felt obliged to meet and talk with other representatives at daily scheduled meetings. Others clearly were more interested in getting to the excellent selection of presentations and events scheduled throughout the day. An initial attempt to gather together the many conference attendants from Asia also was unsuccessful, primarily due to the latter attractions, and networking with them proved difficult.

The officially scheduled daily representatives' meetings on specific topics were indeed well-attended and exciting. A variety of topics were covered, including how to organize and operate chapters and larger as-

sociations; how to organize events, such as mini-conferences and teacher training sessions; how to prepare and distribute publications, such as newsletters and journals. Participants were willing to share their varied expertise and experiences, with detailed discussion of the ups-and-downs that any teaching organization encounters as it grows.

Yet another duty of a JALT representative is to disseminate information about our teaching association to those attending the conference. In the past, this has been up to the individual as representatives frantically passed out issues of the *The Language Teacher* to all and sundry over lunch, during presentations, on the way back to dormitories, etc. This year, however, the job was made much easier by having a special table set up at the entrance to the publishers' exhibition room where we were able to distribute JALT materials to those interested. By rotating shifts, representatives put in their time at this important location, but also managed to get away to see some of the presenters.

Which brings me to a final, perhaps unofficial duty of a JALT representative: finding prospective speakers for future conferences in Japan. It became clear during discussions with others that the problems of language teachers around the world are surprisingly similar, while those who attend a conference such as IATEFL's or JALT's are often searching for ideas-or speakers — to take back to their countries. Many of the presenters who spoke at IATEFL'91 have relevant messages for all classroom teachers no matter what part of the world they are in. As official representatives, both Terry and I tried to collect ideas and, where possible, find speakers for future JALT conferences.

Throughout the conference one of the most exciting realizations for me was the knowledge that around the world there are grassroot teaching organizations forming to serve the needs and interests of their regional members. In particular, emerging associations in the rapidly changing theater of Eastern Europe were notable for their optimism and energy. Another fledgling group from closer to home was made up of several teachers from Ulan Bator in Mongolia, and I would like to take this opportunity to wish them every success in their endeavours to set up their own teaching association.

I would like to thank JALT for allowing me to serve as a representative at this year's IATEFL conference. As a longtime member of our organization, I have had the pleasure of watching JALT grow into a vital local association, and now realize more than ever its importance as a member of the world language teaching community.

I would also like to take this opportunity to express my apologies to all JALT members for my tardiness in putting together this report. If you are interested in attending the next IATEFL Convention, there is still plenty of time as next year it will be held from October 23-26 in Lille, France.

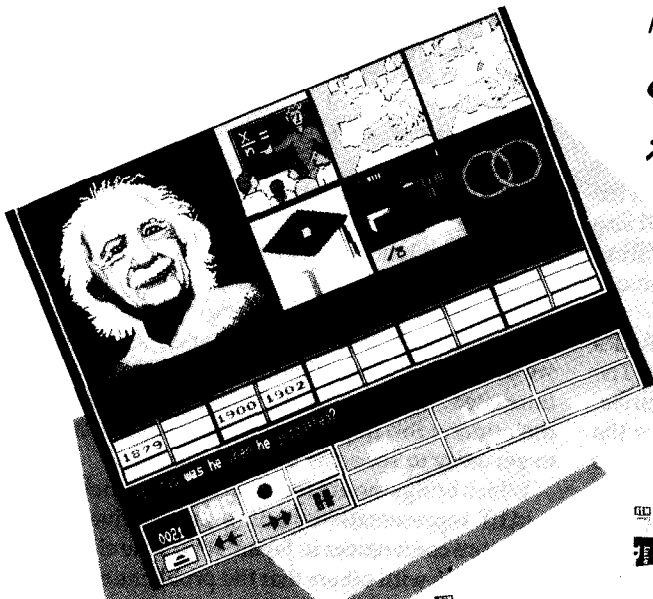
**Reported by Don Maybin  
LIO J, Odawara**

FM TOWNS 対応

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## Personnel Changes for *The Language Teacher*

Because of added administrative responsibilities at his university, Tom Hayes, Managing Editor for *The Language Teacher* during 1991, has resigned. The Publications Board has decided to reorganize the editorial responsibilities to allow for more efficient coordination. Thus, there will be a single Editor for all the English language copy, and an Assistant Editor will work directly with the Editor for at least one year, being trained to take over the position of Editor when the Editor retires, at which point a new Assistant Editor will be selected. Carol Rinnert, the 1991 Content Editor, has become the Editor, and Greta Gorsuch has taken on the position of Assistant Editor.

We are also happy to announce that Tamara Swenson has accepted the position of Book Review Editor, that Sandra Ishikawa has agreed to serve as Reviews Coordinator, and that Sonia Sonoko Yoshitake is taking over Chapter Meeting Announcements from Marc Modica, who is also resigning. The Job Information Center will be taking over Positions Announcements, and Greta Gorsuch will be doing Bulletin Board Announcements. Finally, Hiromi Morikawa has taken over the position of Japanese Language Proofreader from Kyoko Kamiya.

Our gratitude and best wishes go to Tom Hayes, Marc Modica, and Kyoko Kamiya. All their efforts on behalf of *The Language Teacher* are very much appreciated. At the same time, we want to thank Greta Gorsuch, Tamara Swenson, Sandra Ishikawa, Sonia Sonoko Yoshitake, and Hiromi Morikawa for taking on these new, demanding responsibilities. We hope that they will find the work rewarding, as well as challenging.

**JALT Publications Board**

## Guidelines for Submission to JALT Publications

These guidelines should be followed when submitting copy to any JALT publication during 1992.

All English-language copy, regardless of destination, must be typed, double-spaced, on A 4-sized paper, with three centimeter margins. Manuscripts should follow the American Psychological Association (APA) style. Materials which do not conform to these guidelines will not be considered. If possible, please submit a disk copy in addition to a paper copy when submitting full-length articles.

All materials in Japanese should follow as closely as possible the format in which they are to appear in *The Language Teacher*. This means, for example, that titles and the author's name should appear in *romaji* in the proper locations. Please refer to the Guidelines for Japanese Articles below for more exact information. Note that all Japanese-language copy must be sent directly to the Japanese Language Editor (address, page 1).

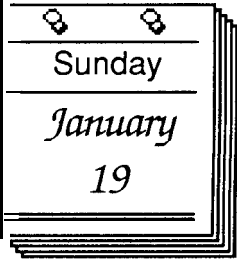
Chapter presentation reports and announcements of meetings or positions must also follow the format in which they are published in *The Language Teacher*. Please read the appropriate sections below. Submissions to these columns should be sent directly to the column editor (names and addresses appear on page 1 of every issue of *The Language Teacher*, but as these editors may change during the year, please check the most recent issue).

The deadline for submission of chapter presentation reports and announcements of positions is the 19th of the month, two months before desired publication. Chapter meeting announcements must be in by the 25th of the month, two months before desired publication. Articles, My Share, JALT Undercover, and Opinion contributions may be submitted at any time.

The editors of *The Language Teacher* and the *JALT Journal* reserve the right to make adjustments in the style of a manuscript to have it conform to the general style of the publication, without necessarily consulting the author. The editors of *The Language Teacher* also reserve the right, due to prior planning and consideration of space, to publish an article in an issue other than the one intended or desired by the author. Where this is considered to be undesirable by authors, they are requested to so indicate when submitting their manuscripts. Those wishing unused manuscripts to be returned should enclose a self-addressed envelope with the proper amount of postage.

The editors regret that, as JALT is a not-for-profit organization, remuneration for, or reprints of, articles cannot be provided to authors.

*The Language Teacher* will allow printing of its articles by other publications, as long as an acknowledgement is added and *The Language Teacher* has given its consent.



Sunday  
January  
19

## New Deadline

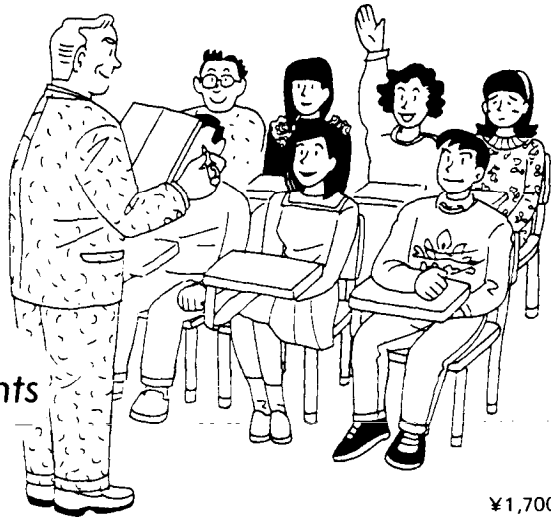
The 19th of the  
month two  
months before  
the month of  
publication is the final deadline for  
receipt of all submissions (except  
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which are due on the 25th).

Anything received after the deadline  
will go into a subsequent issue of  
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## The Language Teacher

### Articles

*The Language Teacher* welcomes well-written, well-documented articles of not more than 2,500 words in English, or 20 sheets of *400-ji genko yoski* in Japanese, concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan.

On manuscripts, which must be typed, double-spaced, on A4-sized paper, provide at least three-centimeter margins at the top and sides, and avoid putting extraneous material there. The author's name and affiliation should appear under the title. Please use sub-headings throughout the article for the convenience of the readers. When citing another work, include the author's name, publication date and page numbers. The list of works cited at the end of the article should be double-spaced and follow APA style. You may include a short biographical statement to be published at the end of your article, if you wish. A contact phone number and address should be included at the bottom of the last page or on a separate page.

English-language copy should be sent to the Editor; Japanese-language copy must be sent directly to the Japanese Language Editor.

### Book Reviews

The review copies listed in Recently Received each month in *The Language Teacher* are available from the Reviews Coordinator. If you are interested in reviewing a book listed there, write to the Reviews Coordinator requesting a review copy and guidelines for *The Language Teacher* or *JALT Journal* reviews. If you want to review a book not listed in Recently Received, write the Reviews Coordinator to find out if it's currently under review and to request book review guidelines. You should also contact *The Language Teacher* or *JALT Journal* Book Review Editor to check the suitability of the book (or other matter, e.g. video or computer software) for review. Be sure to include your full mailing address with all correspondence.

Book reviews should be submitted to the *JALT Journal* Book Review Editor or *The Language Teacher* Book Review Editor directly. Book reviews are subject to length and stylistic restrictions, and may be rejected for other editorial reasons. Book reviews are also subject to strict deadlines, usually within two months of receipt of the review copy. Please do not request a book for review if you are not sure you can meet such a deadline. Reviews of inappropriate material may be rejected unread. Reviews solicited by any interested party cannot be accepted.

### Interviews

Occasionally *The Language Teacher* publishes interviews with internationally known professionals in the field. If you are interested in interviewing someone, it is recommended that you consult with the Editors first. Interviews should follow the format of ones recently

published in *The Language Teacher*; please select three or four quotations from the interview, type them on a separate page, and submit them with the manuscript.

### Special Issues

The Editors encourage any journalistic-conscious member with expertise in a particular area of language teaching and learning to solicit and guest-edit contributions for a special issue. All ideas for special issues should be discussed with the Editors about a year in advance of desired publication. Two to three months later, an outline should be sent to the Editors containing the title of the issue, the titles of the lead articles and authors' names, and mention of any other material that is to be included in that issue. The Editors reserve the right to request changes in a manuscript in order to have it conform to the general style of the publication or to refuse a manuscript. The deadline for all manuscripts and materials for a special issue is three months preceding the publication date to allow for consultations. However, it would be greatly appreciated if the material could be sent well in advance of this deadline. Prospective guest editors are welcome to send for detailed guidelines.

### Opinion Column

This column includes articles of not more than 1,200 words in English, or ten sheets of *400-ji genko yoski* in Japanese, expressing viewpoints of current concern and interest to professionals in the language-teaching field. It is not intended to take the tone of a "Letter-to-the-Editor" type of column.

### Readers' Views

A new column in a "Letters to the Editor" format has recently been established. Responses to articles or other items in *The Language Teacher* are invited. Submissions of not more than 250 words should be sent to the Editor by the 10th of the month two months prior to publication in order to allow time to request a counter-response to appear in the same issue, as appropriate.

### Chapter Presentation Reports

The purpose of this section of *The Language Teacher* is, simply, to provide information to the general membership about the programs of the various chapters. Chapter reports on presentations are to be 150-250 words in English, or two to four sheets of *400-ji genko yoski* in Japanese, using standard expository style, with objective language, vocabulary, and syntax. Japanese versions should avoid the use of non-standard Japanese and Japanese-English phrases and must be sent to the Japanese Language Editor.

The chapter presentation report must: 1) identify the chapter; 2) have a title, usually the title of the presentation; 3) have a byline with the presenter's name and institution/affiliation; 4) include, in the body of the report, some indication of the month in which the

# ゲームとぬり絵 使える英語は遊びから

Play Englishは、遊びを通して英語を教えるために作られた、ワークブックの付いたカードセット(フォニックステープ付)です。テキストだけを使うよりもっと楽しく、完全な実用英語が教えられるよう、多目的なカードを使う新しい幼児英語教育アプローチを採用しています。副教材として、あるいはメインの教材としても使えます。

先生用の Teaching Manual には、ゲームやクラス内でのいろいろな活動、そして子供たちが喜ぶ、命令形を使ったオリジナルな教え方がたくさん紹介されています。このセットの着想の手かりとして次のような基準が考慮されました。たとえば、クラスは活発で楽しくなければならぬこと。まずリスニング、次にスピーキング、そしてリーディング、ライティングという英語学習の自然な順序を守ること。さらに、先生のさまざまな状況に合わせられるよう、ある程度の融通がきくことなどです。

Play Englishの43レッスンで、今までテキストと黒板だけでしかできないと思っていたものを教える新しい方法がたくさん見つかるでしょう。

Play Englishにはフォニックスや英会話の基本を教えるため360枚のカラーカードがついています。さらに40ページのワークブックとアルファベット各文字の音やその他の練習を収録したフォニックステープがセットに含まれています。

PLAY ENGLISH is a Workbook & Card Set (plus a Phonics tape) designed to TEACH while playing. A new approach to teaching children, using versatile cards to teach full lessons of practical English in a much more enjoyable way than any textbook. It can be used as a supplement or as main course material.

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Play English comes with 360 cards (in color), designed to teach young learners phonics and basic conversational English skills. Also included in the kit is a 40-page Workbook and a Phonics tape which presents the sounds of the letters of the alphabet and other practice material.

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**GOALS**

- Colors as nouns and adjectives

**CARDS USED**

Series A, Nos. 21-38

**A** Review Lesson One, and use the same commands to teach colors Series A, Nos. 21-38.

Point to	black	white	orange
Touch	brown	blue	green
Pick up	purple	red	
Put down	pink	yellow	

**B** You can also have them respond to these words as adjectives.

1. Pick up the black card.

**C** The repetition and games described in Lesson 1, C, can also be used here.

**WORKBOOK**

**D** They are now ready to do the oral practice for pages two and three of the Workbook. Teach the vocabulary as always (pointing, touching, etc.) and teach them to color as told. Later question-and-answer practice can be done, as indicated in the Workbook.

BOX COVER

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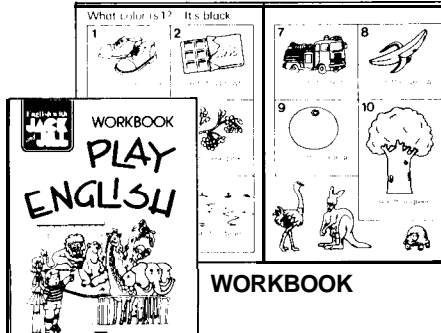
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presentation was given; and 5) conclude with the name of the reporter, along with institution/affiliation, if desired. Please refer to any of the recent chapter presentation reports to check the format.

Please note that a chapter presentation report will not be published if the same or substantially the same presentation has been reported on in *The Language Teacher* within the previous six months.

Also note that S.I.G. (Special Interest Group) reports do not appear in *The Language Teacher*. Reports of chapter or regional mini-conferences may appear in *The Language Teacher* in lieu of a usual chapter report if it conforms to the guidelines for Chapter Presentation Reports.

English copy should be sent to the Chapter Reports Editor. Japanese copy must be sent to the Japanese Language Editor.

### My Share Column

This column is your opportunity to share your best activities: those ideas that involve your students and, perhaps, offer insights into language teaching at its best. Priority is given to activities useful in a variety of teaching situations, and which reflect principles of progressive language teaching. Any accompanying artwork should be in black and white, and either not copyrighted or accompanied by permission in writing to reprint.

Manuscripts should be sent to the My Share Editor. Japanese copy must be sent to the Japanese Language Editor.

### Announcements

#### *Meetings, Positions and Bulletin Board*

*The Language Teacher* wishes to do everything possible to help publicize the programs, courses, and other events and services created and organized for the JALT membership, as well as publish position openings. To ensure a prompt flow of information, each chapter is urged to have an articulate, deadline conscious officer to handle submissions.

**Meetings--Announcements** for chapter or SIG meetings must follow exactly the format used in every issue, i.e., topic, speaker, date, time, place, fee, and other information in that order, all correctly spelled. If there are two or more topics, number them and number the corresponding speakers (but don't number two speakers if they share the same topic). Below the essential information, a brief objective description of the presentation and speaker is acceptable. Avoid phrases such as "This will be fun for all and you must come." Lengthy descriptions will be edited at the discretion of the Chapter Meeting Announcements Editor. Please see any recent issue of *The Language Teacher* to check the format. Japanese-language meeting announcements must be sent to the Japanese Language Editor, or they may not be published on time.

If there is space available, maps will be printed on request. Preference is given to maps of new locations,

or for joint meetings involving members from other chapters. Ideally, maps should be clear copies in black and white of previously published maps. Essential information should be in *romaji*. This can be typed and pasted on if it doesn't appear on the original. Whatever lettering you use should be clear. If you have no printed map, draw one with India ink.

*The Language Teacher* is generally delivered within the first week of each month; if your meeting is to take place during this time, it should be announced in the previous month's issue. The deadline is the 25th of the month two months prior to desired publication. All English-language announcements for meetings should be sent to the Chapter Meeting Announcements Editor; Japanese-language items must be sent to the Japanese Language Editor.

**Chapter Mini-Conference Announcements**--As a service to members, *The Language Teacher* will print half-page advertisements for chapter mini-conferences without charge. Full-page ads will be accepted at the standard one-half page advertising rate. Ads must be laid out in camera-ready format by the chapter submitting the ad.

**Job Information Center/Position**-Items for this column should follow the published format. As changes may be necessary, double space and use A4 paper. The JIC/Positions Editor should receive your notice by the 19th of the month, two months preceding desired publication. For the March issue, the deadline is January 19.

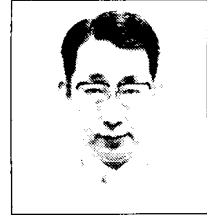
Describe the position clearly and concisely. If you require a native speaker of the language to be taught, say so. Clearly state salary range and terms of contract. Avoid phrases such as "invites applications for the position of . . ." or "the successful candidate will possess..." Give the name of your institution once only, at the end where you give the address.

You may insert a notice more than once but remember to notify the Editor promptly once the position is filled.

As Japanese custom apparently permits advertisers to specify age, sex or religious restrictions, the editors will reluctantly accept notices containing such restrictions but will print them once only and edit them to the bare minimum. Institutions seeking trained, conscientious educators are urged to set only those qualifications having to do with the competent performance of the positions they offer. All English-language positions announcements should be sent to the JIC/Positions Editor; Japanese-language items must be sent to the Japanese Language Editor.

**The Bulletin Board**-This column is for publicizing non-JALT conferences, workshops, courses and seminars, as well as calls for papers for these or any other function sponsored wholly or partially by JALT. Concise copy should be submitted in the format used in the column. Editing is at the discretion of the Bulletin Board Announcements Editor.

# Ever been asked about study abroad opportunities by your Japanese friends or students?

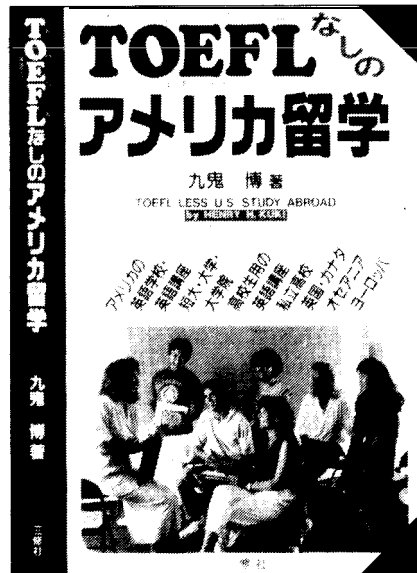


If so, we recommend the following books by Hiroshi Kuki (Henry H. Kuki), M.A. (Univ. of Hawaii at Manoa. Linguistics); Educational Consultant, S.I.S.A. (Setagaya Institute for Study Abroad); also lecturer, Waseda University, Tokyo, Japan.

1. *Study English in the United States: Conversation Pieces*  
(259 pp., in E/J. ¥2,150) 1985 ed.: Introduction to U.S. college life through 50 dialogues in English with translations, notes and suggestions in Japanese; English tape by Denise G. Moore, et al.. also available (¥2,400).
2. *ELS Language Centers, Post-ELS Colleges, Other English Schools and Programs*  
(332 pp., in J. ¥2,300) 1989 ed.: This hand book gives the names and addresses of and other details on major schools and college programs in English as a second language in 17 major U.S. states as well as those of colleges accepting their completion certificates in lieu of a TOEFL score.
3. *TOEFL-less U.S. Colleges*  
(256 pp., in J. ¥1,950) 1986 revised & expanded ed.: This book gives narrative descriptions of the TOEFL-less U.S. colleges introduced in #2 above.
4. *TOEFL-less U.S. Study-Abroad*  
(183 pp. in J. ¥1,600) 1990 ed. This is an abridged edition of book #2 above.

S.I.S.A. offers study abroad consultation by appointment as well as assistance with study abroad and visa applications. The above books are available at major bookstores throughout Japan and at some Japanese bookstores in the U.S. and other countries. If you cannot locate copies, contact the publisher:

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It is JALT Publication Board policy not to print fees for events or services not offered by JALT; interested readers may contact the advertiser for such information. It should be noted that neither *The Language Teacher* nor the JALT organization guarantees the claims of any advertiser. Items in these columns are published free of charge.

All English-language announcements should be sent to the Bulletin Board Announcements Editor; Japanese-language items must be sent to the Japanese Language Editor.

## JAL T Journal

The *JALT Journal* welcomes practical and theoretical articles concerned with foreign language teaching and learning in Japanese, Asian and international contexts. Areas of specific interest include the following: curriculum and teaching methods; classroom centered research; cross-cultural studies; teacher training; language learning and acquisition; and overviews of research and practice in related fields. The Editors encourage submission of full-length articles, short articles and reports, reviews, and comments on earlier *JALT Journal* writings (for the "Point to Point" section). Articles should be written with a general audience of language educators in mind. Statistical techniques and unfamiliar terms should be explained or defined.

### Style

*JALT Journal* uses the *Publication Manual of the American Psychological Association* (available from the Order Department, APA, 1200 17th St., NW, Washington, DC.). Consult recent issues of *JALT Journal* or *TESOL Quarterly* for examples of documentation and reference lists. This is a strict requirement. Also, remember to give precise page numbers of cited work in both the text and reference list.

### Format

No longer than 20 pages, including reference list, typed on A4 or 8 1/2" x 11" paper, and double-spaced. Writers must supply camera-ready diagrams or figures (if any) before final publication.

### Materials to be Submitted

- Two paper copies of the manuscript
- One Mac, IBM PC, or 9801 computer disk version. (The disk will be returned. If the manuscript is not on disk, please send an extra paper copy.)
- Abstract (less than 200 words)
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### 日本語記事の投稿要領

#### Guidelines for Japanese Articles

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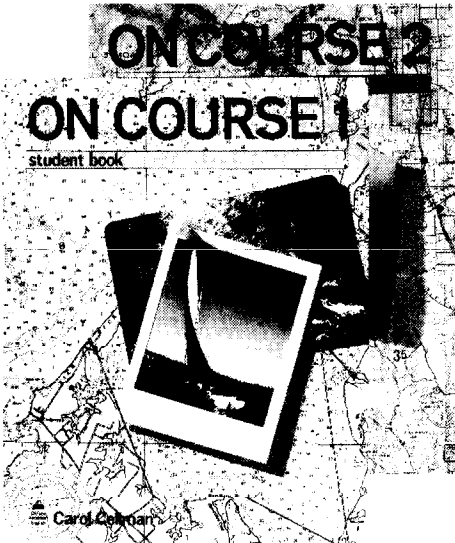
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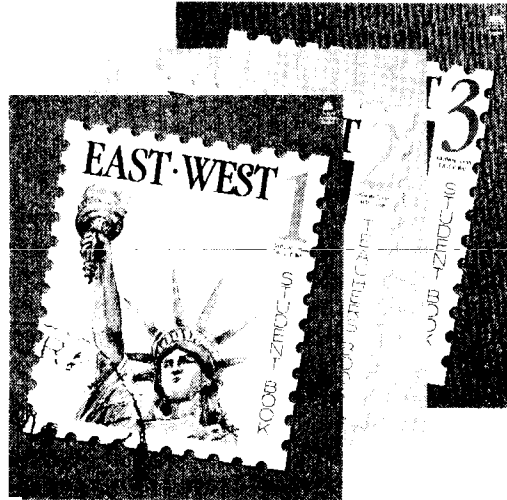
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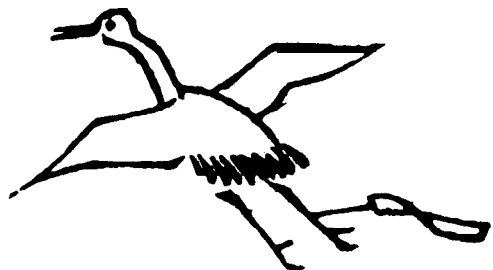
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## The Eleventh Annual *The Language Teacher* Index

The eleventh annual index gives information needed to find articles, interviews, reports, etc. that were published in the twelve issues of *The Language Teacher* in 1991. A sample entry is

White, Ron. Experiential Learning. rep. Laura MacGregor. XV: 2; 59.

This is an entry for a chapter presentation report. It gives the name of the presenter (Ron White), the title of the presentation (Experiential...), the person who wrote the report (Laura MacGregor), and then tells where it is located: volume XV (1991), number 2 (February), page 59.

*The editors would like to express their appreciation to Richard C. Parker, whose unwavering commitment to a tedious task made this 17th annual index possible.*

### Articles

#### Classroom Management

Cross-Cultural Differences in Classroom Management: Coping with Student Silence and Communication Failures. Junko Kobayashi. XV: 6; 17-19.

#### Content-Based Language Teaching

Adapting and Replanning: Practical Problems and Solutions in Content-Based Teaching. Ken Biegel. XV: 11; 11-12.

Content in Conversation: Incorporating Content-Based Education in the EFL Classroom. Tamara Swenson. XV: 11; 9-10.

Content-Based Second/Foreign Language Instruction: An Overview. Marguerite Ann Snow. XV: 11; 35.

The Integration of Language and Content: Recent Research Issues. Bernard A. Mohan. XV: 11; 6-8.

Relevance and Real-World Knowledge in Introductory ESP-Business Classes. Steven C. Linke. XV: 12; 19.

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Foreign Students at Japanese High Schools: What are the problems? Tadashi Shiozawa. XV: 11; 1518.

Helping Students Create Their Own Learning Goals. Greta J. Gorsuch. XV: 12; 3, 9.

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#### Second Language Acquisition

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Expression of Time by L2 Learners of Japanese. Fumiya Hirataka. XV: 10; 58.

Instructed Second Language Acquisition Theory and Its Implications for JSL Methodology. Koichi Nishiguchi. XV: 6; 11-14.

#### Teaching Children

Child Language Acquisition and the Language Environment: ESL in an EFL

Context. Hideyuki Takashima. XV: 2; 13-17.

Curriculum Foundations of the TORO Method: Aspects of Teaching English to Children. Toyotaro & Elizabeth Kitamura. XV: 2; 29-35.

Techniques for Teaching Children: The MAT Method. Ritsuko Nakata. XV: 8; 10-11.

TEFL to Children: A Report on the Himeji City Program. Tadashi Takahashi, Fumio Yamamoto and Sonia Yoshitake. XV: 2; 11, 35.

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The MAT Method: Getting Students to Talk. Ritsuko Nakata. XV: 2; 23-27.

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Christopher Kelen. XV: 10; 9-12.

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Building Writers' Awareness of Their Strengths and Weaknesses through Inductive Learning. Ditte Lokon. XV: 1; 21-22, 25.

Computers and Compositions. Charles E. Adamson. XV: 6; 27-28.

#### Misc.

How to Resume: The Job-Seeker's Best Friend. Philip Jay Lewitt. XV: 10; 16-17.

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*Alan S. Bender, Temple University, Japan*

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It's on the Tip of My Tongue: Memory and Language Learning. Colin Granger. XV: 8; 6-7.

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*Can We Talk? A Multiskills Approach to Communication.* Donald R. H. Byrd & John Klosek. rev. Robert Oettel. XV: 11; 4749.

*Chapter and Verse.* John McRae and Luisa Pantaleoni. rev. Mary Grove. XV: 8; 42.

*Communicative Language Testing.* Cyril Weir. rev. Antoinette Meehan. XV: 12; 43-45.

*Computers: From Beads to Bytes.* Peter Dewar. rev. Brad Grindstaff. XV: 1; 56.

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*Cultural Studies in Foreign Language Education.* Michael Byram. rev. Torkil Christensen. XV: 2; 55.

*Current Trends in European Second Language Acquisition Research.* Hans W. Dechert. rev. Masaki Oda. XV: 2; 5455.

*EFL Careers Guide: English as a Foreign Language.* C. Addis & M. Butler. rev. Antoinette Meehan. XV: 7; 46-47.

*English In Use.* Randolph Quirk and Gabrielle Stein. rev. Malcolm Benson. XV: 9; 55.

*ESL: A Handbook for Teachers and Administrators in International Schools.* Edna Murphy. rev. Antony Cominos. XV: 5; 39-40.

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*Grammar in Context: Proficiency Level English.* Hugh Gethin. rev. Ron Grove. XV: 9; 51-53.

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*Language, Learning and Community.* C.N. Candlin & T.E. McNamara. rev. Jann Debenham. XV: 9; 53-55.

*Learning to Learn English: A Course in Learner Training.* Gail Ellis & Barbara Sinclair. rev. Tamara Swenson. XV: 6; 39.

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*Reading and Writing Assessment Kit, Stage One: Initial Lamer Interview.* Sue Hood & Nicky Solomon. rev. Monty Vierra. XV: 6; 41-43.

*Reading and Writing Asssment Kit, Stage Two: Core Kit* Sue Hood & Nicky Solomon. rev. Monty Vierra. XV: 6; 41-43.

*Reading and Writing Assessment Kit, Stage Two: Support Materials.* Sue Hood & Nicky Solomon. rev. Monty Vierra. XV: 6; 41-43.

*Self-Access.* Susan Sheerin. rev. Torkil Christensen. XV: 3; 4143.

*Side By Side, 2nd Ed.* Steven J. Molinsky & Bill Bliss with Carolyn Graham et al. rev. Ron Grove. XV: 12; 41-43.

*Students and Teachers Writing Together: Perspectives on Journal Writing.* Kreeft Peyton. rev. Emi Kato. XV: 12; 41.

*Talking Topics.* Gaynor Ramsey and Virginia LoCastro. rev. Clive Langham XV: 1; 56-57.

*Teaching and Learning English Worldwide.* James Britton, Robert E. Shafer & Ken Watson. rev. Antony Cominos. XV: 10; 41-42.

*The Cultural Dimension of International Business.* Gary P. Ferraro. rev. Ilene Kradin. XV: 11; 45-47.

*The Heinemann English Wordbuilder.* Guy Wellman. rev. Chris Mares. XV: 3; 41.

*The New Cambridge English Course I.* Michael Swan & Catherine Walter. rev. Ronald Sheen. XV: 8; 43.

*The Research Manual: Design and Statistics for Applied Linguists.* Evelyn Hatch & Anne Lazaration. rev. Charles Adamson. XV: 11; 45.

*The Second Language Curriculum.* Robert Keith. rev. John M. Graney. XV: 3; 3941.

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*Time and space: A basic reader.* Michael Connelly & Jean Sims. rev. Barbara Gottschalk. XV: 8; 42-43.

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*Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design.* James Dean Brown. rev. Sonia Yoshitake. XV: 2; 56.

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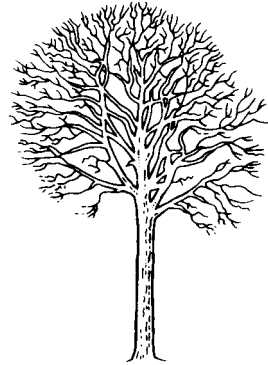
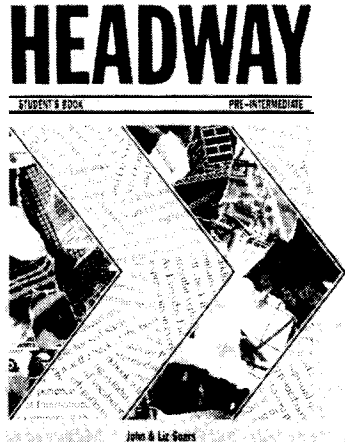
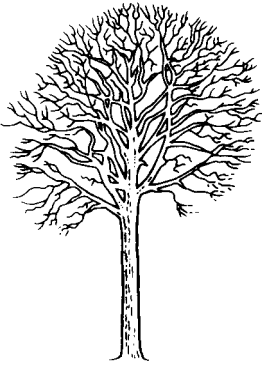
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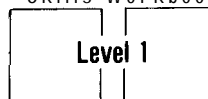
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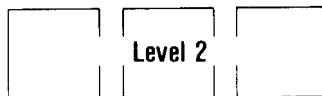
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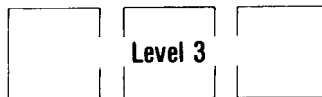


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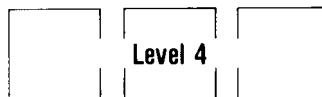
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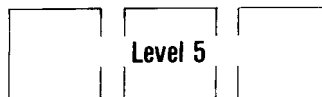
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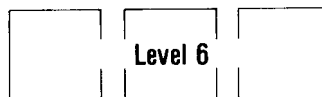
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## In Defense of Grammar Translation

by Ronald Sheen  
Tottori National University

In the August issue of *The Language Teacher's* Opinion column, Mary Ellen Bailey wrote about the ills of the Grammar-Translation Method (henceforth GTM) and in doing so manifested one of the major failings of the field of ELT (English Language Teaching): the adopting of positions unsupported by empirical evidence.

She begins by implying that the misuse of *please* may be attributed to the GTM but fails to offer any supportive evidence. Faced with the frequent occurrence of errors, one can offer a wide range of possible explanations. As this is a speculative endeavour, it is advisable initially to consider the more probable causes. Surely, in this case of the overuse of *please* by Japanese students, a more plausible explanation is that provided by the phenomenon of overgeneralisation which characterises many foreign language learning situations whatever method is used. (cf. the many articles and books published in the '70s on Error Analysis). Faced with the necessity of using in real-life situations what one has learned in the classroom, there is a natural tendency given time pressure to use simple forms which although not correct do convey the appropriate meaning. In order to justify her position, Bailey would have to demonstrate that those students taught by the GTM use *please* incorrectly more frequently than those students taught by other methods. This she patently fails to do.

Bailey then goes on to declare that this overuse of *please* "demonstrates the inherent shortcomings" of the GTM. In what way this demonstration is made she fails to explain. She simply points out that *douzo* has a variety of English equivalents as amplification of her original statement. In fact, it is the GTM of all available methods which would attempt most to make students aware of the various equivalents. It is those methods which rely on inductive learning such as the communicative method which often leave students in the dark as to the exact meaning of forms because of the reluctance to resort to explanation.

The failings of Bailey's position largely stem from her confusing a specific exponent of the GTM with the main principles thereof. These principles may be subsumed under the premise that in order to learn a language, one has to understand the grammar and learn the vocabulary of that language. In order to do this, one has to understand in what ways these two aspects compare and contrast with one's mother tongue. Translation is used as a means of providing practice of the knowledge so acquired. (cf. Howatt, 1984 pp. 132-146 for a description of the GTM). To take an example from Japanese and English, as both languages have a progressive form but each language uses it somewhat differently, a learner must understand how the two languages compare and contrast in this area. In a GTM, a learner is made aware of this by

explanation and translation practice. This, however, is merely a means to an end which is the developing of competence in the language. As to how the learner will use this competence in the course depends largely on the needs underlying the course. There is nothing preventing a course combining this approach with the developing of oral and aural skills.

The GTM has become a pejorative term in the field because of the many excesses it has spawned in response to the demands of examination systems (cf. Howatt, 1984). Japan is an example thereof. Entrance examinations to schools, colleges, universities and companies are often characterised by a concentration on the arcane rather than general language use. Furthermore, aural and oral skills are virtually ignored. Schools have, therefore, tended to develop an extreme form of GTM to achieve success in these examinations. If the examinations were modified in such a way as to demand knowledge and use of the four skills, this would necessarily result in change in the form of GTM presently in use. It would not, and should not, result in its abolition until it has been demonstrated that it can be replaced by a more effective method. It is salutary in this regard to read Smith (1970), for when he was commissioned to compare the effectiveness of a modified form of GTM with a structural method, it was, much to the chagrin of the commissioners, the former which proved to be more effective.

In proposing approaches to replace the GTM, Bailey further manifests her propensity for basing her position on unsupported argument. She maintains that by using the target language as much as possible, the teacher forces the students to think in English and they consequently learn much faster. She offers no research findings from the literature to support this. This is understandable as such findings do not exist. This is not to say that there may not be a measure of validity in what she says. However, it is put far too simplistically. Clearly, one must use the target language in the classroom. However, this does not constitute an argument against the GTM, for it is quite feasible to do so while using that method.

Similarly, the eclectic approach which Bailey espouses does not preclude the use of elements of the GTM. As both learner and teacher, I would regard them as essential as I take the position that one should stress the priority of understanding both grammatical and lexical meaning and have found the GTM an effective means of achieving this.

A further argument used by Bailey to attack the GTM is based on the fact that Japanese high school students after five years of study "are often baffled by the simplest of questions." I have taught both French and English in England, France, Canada, Saudi Arabia and Oman and have often found the students there equally baffled by the simplest of question after more than five years of study using methods ranging from the GTM to the most

(Cont'd on p. 45.)

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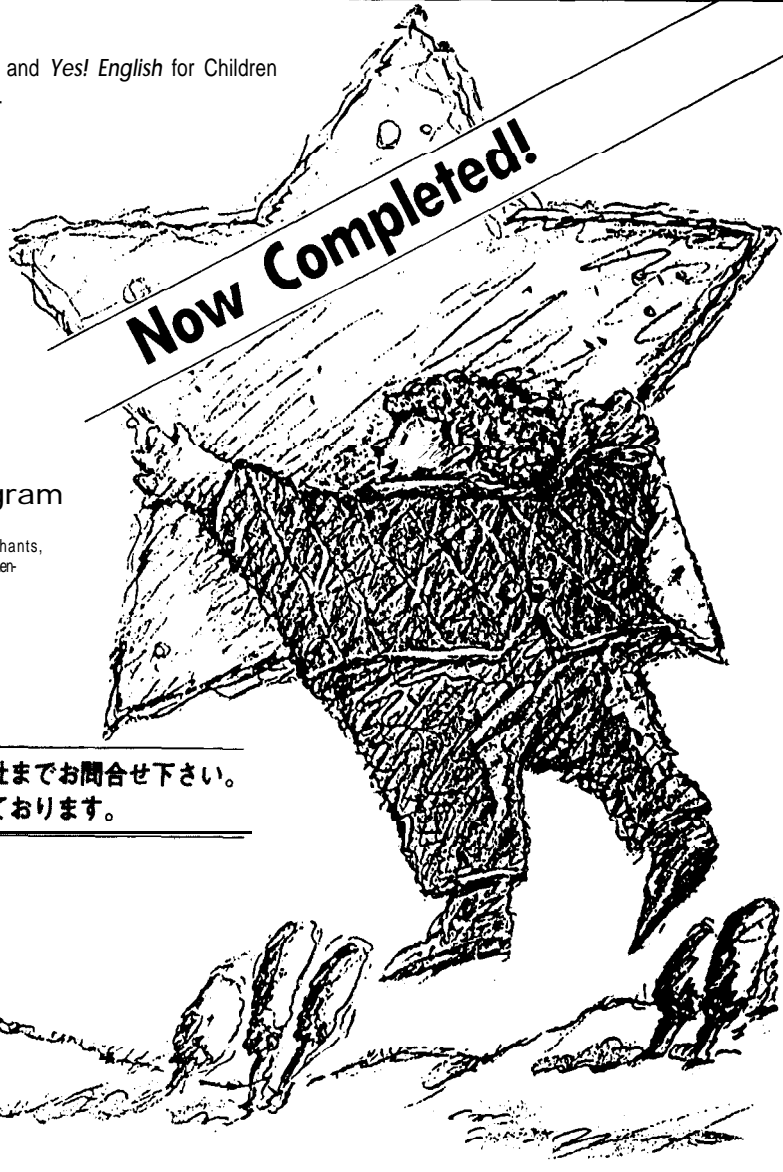
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## The Almanac Game

by Nelson Einwaechter

### Introduction

In order to prepare my twenty-five ESL students for continued studies in American colleges and universities, I introduce them to books of fact through an almanac game. Although it is a "trivia"-type game, it addresses at least four learning objectives: 1. It raises students' awareness of such study aids available in Western countries (and often in Japanese bookstores). 2. Students learn how to use an index and a table of contents. 3. It develops guessing skills. 4. Students gain additional factual knowledge about the world.

### Preparation

Borrow as many almanacs of various types as possible. Make a list of factual, trivia-type questions in areas which will interest your students. Before presenting the game, research must be done to make sure that each of the almanacs used has the answer to the questions you prepare. In fact, page numbers should be noted in case any question stumps all of them. Next, group the questions into categories. Categories I have used include History, Geography, Sports, Entertainment, Superlatives, and Miscellaneous.

Suggestions: I prepare some questions with answers about Japan and the Japanese. For example, "Who won the Nobel Prize for Literature in 1968?" (Yasunari Kawabata); "Where were the 1972 Winter Olympics held?" (Sapporo); and "What is the name of the longest

railroad tunnel in the world?" (Seikan, Tsugara Strait). Sometimes I prepare questions that may be answered more quickly by guessing than by consulting the almanac, to encourage guessing skills as well: for example, "How old is Michael J. Fox?" (Unless there is a dedicated fan in the class, most students will guess from the mid-to-late twenties, until they come to the correct answer of 30, or until someone finds it by consulting the reference book.)

### In class

Write the name or number of each group on the board. The teacher asks the questions, one-by-one. When a group finds the answer, one member should quickly write it on the board under the team's designation. The team that writes the correct answer first gets the point. After each question the groups rotate the copies of the almanacs, to acquaint students with the varying styles of different publishers. In fact, this could give the students a criterion for choosing the one they like the most after comparing features of each: index in the front or back of the book, colored maps, pictures, and type of information given.

I have always found this game successful from the students' viewpoint whenever I've tried it, because students enjoy both the playful atmosphere and the discovery of interesting facts. In addition to the learning objectives listed above, it also provides good focused listening practice, as the questions are read only once.

**Nelson Einwaechter teaches EFL, ESL, and French at Hiroshima College of Foreign Languages.**

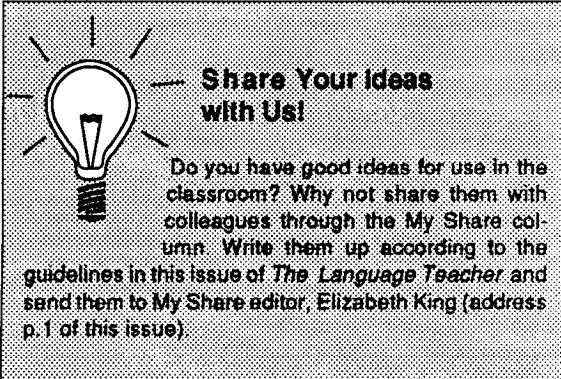
(Cont'd from p. 43.)

functional. If we have not learned much else in the last decades of intensive research, surely we have learned to resist the temptation to lay such store by the method used and lay at its feet the failings of the students.

I would be the first to encourage practising teachers to impart the findings of their experience to the literature. However, before doing so, I would hope they would resolve to do so in as rigorous a manner as possible and refrain from basing crucial arguments on positions unsupported by empirical evidence. This will serve two purposes: first, it will improve the quality of contributions and second, it will reduce the number of articles in an already saturated field.

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**Share Your Ideas with Us!**

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

### Readers' Views

A new column in a "letters to the editor" format has recently been established. Responses to articles or other items in *The Language Teacher* are invited. Submissions of not more than 250 words should be sent to the editors by the 15th of the month, two months prior to publication in order to allow time to request a counter response to appear in the same issue, as appropriate.

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# JALT UnderCover

**Grammar in Action Again: Awareness Activities for Language Learning.** (Expanded edition.) Christine Frank and Mario Rinvolucri. Prentice Hall International (UK) Ltd., 1991. 175 + viii pp. ¥2,640.

*Grammar in Action Again* provides a variety of structurally based communicative activities aimed at students whose levels range from absolute beginner to upper intermediate. In the table of contents, the activities are divided into six functional or grammatical sections: Ice-breakers, Student Questionnaires and Interviews, Tenses, Verb Forms, Other Grammar Areas, and Free Work. Each functional activity explicitly states the level, time required, and in class instructions to the teacher. Each grammatical activity has the grammar structures clearly stated as well. When appropriate for a particular activity, Frank and Rinvolucri have provided other information, such as preparation, homework, suggestions for follow-up in the next class, rationale, variation, and example. In addition, the authors sometimes include brief comments after an activity. These notes to the teacher come labeled as "Danger," "NB," "Technical note," "Acknowledgement," or "Note of a parallel development" and give the authors' helpful insight to that particular activity.

In the forward, entitled "Ten years on," Frank clearly states that the activities in *GIAA* are not to be viewed as "interesting extras to liven up a class." She suggests, instead, that they be used as "supplementary practice of structures in a framework where the grammar is determined, but the content has to be provided by the student." Rinvolucri states, "To really speak a language [the students] need to live new thoughts in it and express real feelings though it." Both authors maintain that genuine communication is more than the ability to correctly manipulate grammar structures in a drill. The activities in *GIAA*, therefore, emphasize communicative competence rather than linguistic competence; language in action rather than language as a system of symbols; and mastering the language tool rather than looking at it. Moreover, since the authors uphold the belief that social interaction is a basic requirement for real communication, they have presented in this book activities which focus on the learner, putting him/her at the center of the interaction.

In using a few of the *GIAA* activities in my English conversation classes, my students (first/second semester freshmen) seemed to enjoy putting the grammar they had already learned into actual conversation about themselves and their peers. Most of them successfully made the leap from textbook grammar exercises to conversation activities which implemented those same grammar points. It is very important to me as a teacher to receive the feedback of seeing comprehension dawn on my students' faces as they realize that there was indeed a point to all that brutally distressing grammar in the past six or seven years. More importantly, considering how shy and untalkative my students were in

the beginning, I find it very rewarding to observe them eager to participate in a conversation activity in the classroom. Whether or not they can successfully carry the grammar point(s) and the confidence to a conversation outside the classroom walls remains to be seen. But *GIAA* helps bridge that gap, I think, by providing the circumstances in which the students demonstrate to themselves and each other that they can in fact use English to communicate "real stuff." After all, the real world is just one step beyond the classroom.

In addition to the table of contents (see above), Frank and Rinvolucri have also provided for teachers familiar with their first volume a list of activities new to this expanded edition, arranged alphabetically by title (with page numbers). They have also provided three separate indices. The first index is a list of all the activities, arranged sequentially by page number (which corresponds to the sequence of the six major divisions in the table of contents) with the title, level, time, and grammar structure also listed for each activity. The second is a grammar index, in which the activities are listed alphabetically (with page numbers) under a particular grammatical structure or functional form (e.g., passives, conditionals, greetings, advice giving, etc.). The last is an index of levels, in which the activities are arranged alphabetically (with page numbers) under a particular competence level (e.g., absolute beginners, beginners, post-beginners, etc.).

Oddly enough, I found all those indices rather daunting. I much preferred meandering slowly through the entire book and earmarking those exercises I knew could make use of. However, I do realize that not all teachers have either the luxury of being able to spend a few hours merely perusing just one book or the knowledge of what's going to be covered (and when) in their classes. I am NOT implying that the indices are a weak point in *GZAA*; I'm simply stating that I found them superfluous. Others, I'm sure, will find them indispensable.

Frank and Rinvolucri thoughtfully provide acknowledgements as well as a bibliography in *GIAA*, both of which provide sources for additional communicative activities. This book is publicized as a teacher resource and that, in short, is what it is. It would be especially useful volume for new teachers and teacher-trainees who have yet to develop their own catalog of resources and even for experienced teachers who are looking for more good ideas in a communicative format.

**Reviewed by Kelly Ann Rambis**  
Nagoya City University

**Oxford Advanced Learner's Dictionary** (4th ed.). A.P. Cowie, ed. Oxford: Oxford University Press, 1989. 1600 pp. ¥3,786 (hardback)

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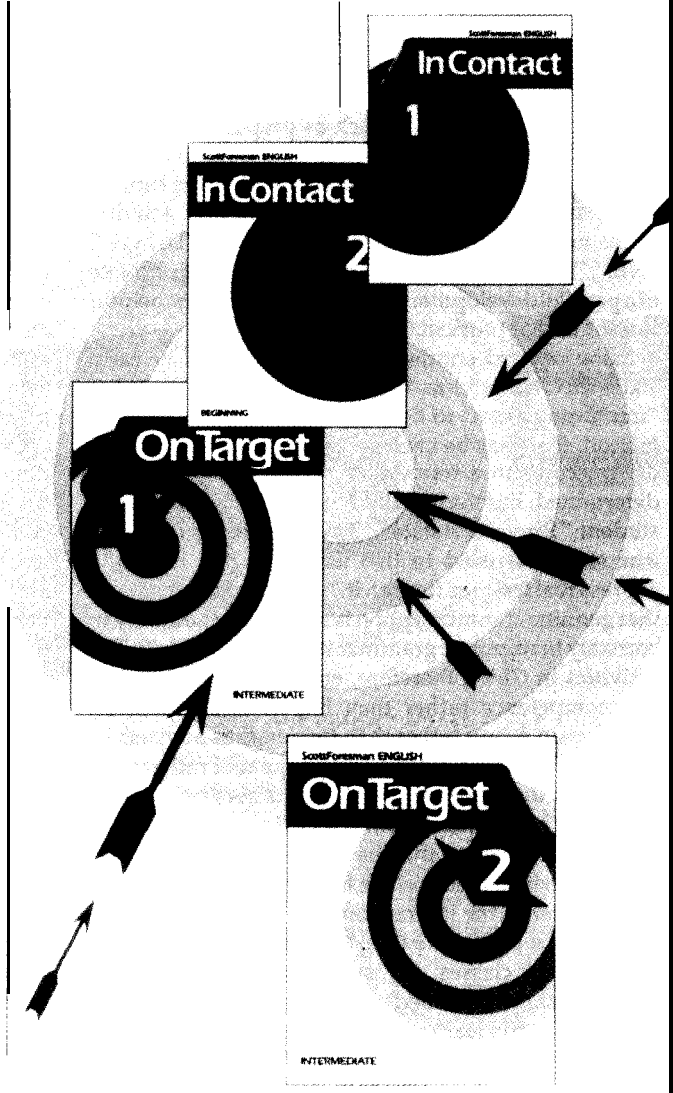
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want to be hauling on the train between home and school. However, students and teachers alike might want to make room on their bookshelves for this useful reference aid.

In the Oxford line-up, in addition to this book under review, there is the *Elementary Learner's Dictionary* and the *Student's Dictionary of Current English*. If choosing between the intermediate one (*OSDCE*) and *OALD*, a potential purchaser would have to consider many other factors besides the differences in weight and dimensions.

As pointed out in Jim Tague's review of February '90 (in Review of *Oxford Students Dictionary of Current English*, *The Language Teacher*, 14 (2), 37-38), *OSDCE* contains simpler definitions. However, *OALD* makes up for it with illustrations depicting 1820 items and 81,500 examples for the 57,100 words and phrases. Included are words of the four letter variety that students frequently encounter in movies. With this dictionary, they will not only find the definitions for these words but they will also be warned with an exclamation point in a triangle that these are taboo words.

A separate booklet in Japanese, published by Kaitakusha, describing how to use this dictionary, is included. This allows students to take full advantage of the numerous features, since most of them would not try to grapple with the 7 pages of the practical guide, much less the 35 pages of the detailed guide.

The appendices not only contain the usual maps (of the U.K. and the U.S.) and reference tables such as Weights and Measurements, Geographical Names, and Irregular Verbs but also include illustrations of Breeds of Dogs, Musical Instruments, Furniture, and many others.

U.S. variances in spelling (humour/humor) and pronunciation are a welcome feature, along with the inclusion of synonyms. If one looked up the word NAPPY, one would find: (U.S. diaper) piece of towel-like cloth or similar expressions. The U.S. words are also cross-referenced; so if one were to look up DIAPER, one would find: (U.S.) = NAPPY.

For the student or the teacher who has the money and the space on the bookshelf, *OALD* is loaded with information that would make this dictionary quite a useful reference book.

Reviewed by Nelson Einwaechter  
and Mutsumi Kubo  
Hiroshima College of Foreign Languages

Publishers should send all review copies of books and other materials to the JALT Reviews Coordinator, Sandra Ishikawa (address on p. 1).

## Recently Received

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

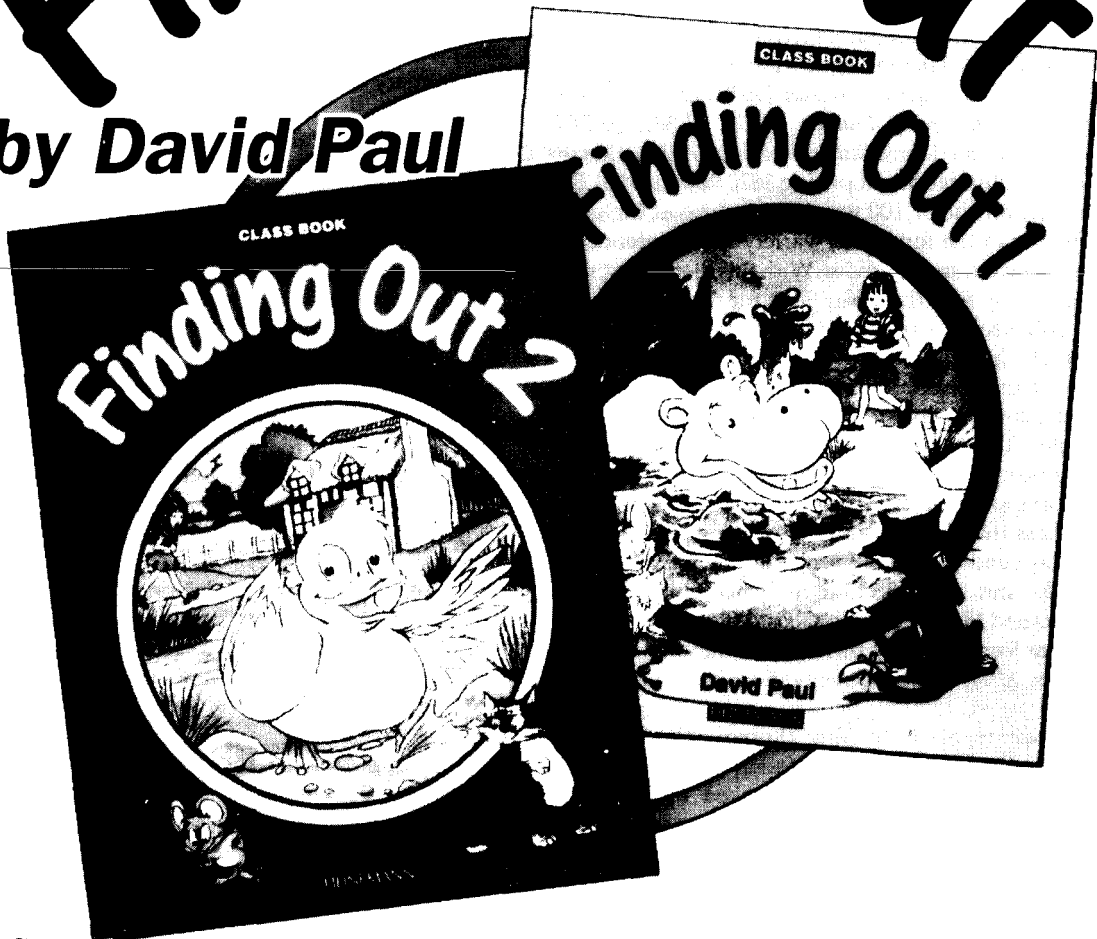
Notations before some entries indicate duration on the holding list: an asterisk (\*) indicates first notice in this issue; an exclamation (!) indicates third-and-final notice this month. All final-notice items will be discarded after January 31.

### Classroom Text Materials

- \*Addis, C. & Imbert, H. (1991). *Company formula* (workbook, workbook practice tape, student's book dialogues tape). London: Macmillan.
- \*Flower, J. (1991). *Cambridge first certificate organiser: Unique coursework and revision*. London: Language Teaching Publications.
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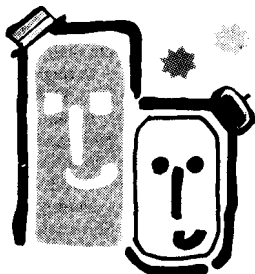
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- !Graves, K., & Rein, D. (1990). **East-West** (Lab books 1,2,3; cassettes). Oxford: Oxford University press.
- !Holderness, J. (1990). **Chatterbox** (pupil's book 3, teacher's book 3, activity book 3, cassette). Oxford: Oxford University Press.
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*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 writers' guidelines should be addressed to the Reviews Coordinator. If you want to review something not on the list, check with the Book Review Editor about appropriateness and whether it is currently being reviewed.

At JALT '91 a total of 26 people signed up to form a National Special Interest Group for Materials Writers. We would like to petition for official status at the earliest possible opportunity. To help put us over the 50-member mark, please send in your ¥1,000 membership surcharge by JALT postal transfer and write "Materials Writers N-SIG" in the message box. For more information, contact Jim Swan at the address below:

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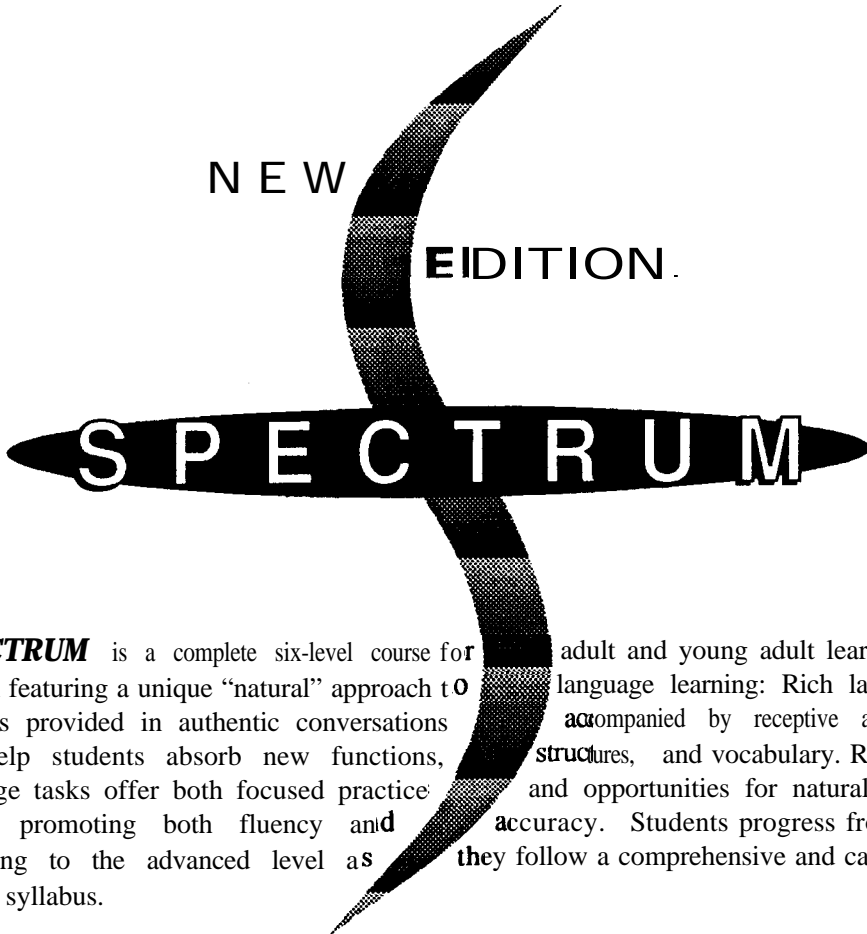


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# Chapter Reports

Chapter Reports must be received by the editor, Sonia Sonoko Yoshitake, by the 19th of the month two months before publication.

## HIROSHIMA

### A Word in Time

by Malcolm Benson

Had we been wondering how loop input works out in practice, Malcolm Benson's October presentation left the audience in no doubt about the fun to be derived from edification-as found in dictionaries.

In a thoroughly erudite overview, we learned much about our predecessors in the profession and their various attempts at coming up with final solutions to the problem of regarding language as a monstrous fly to be set in amber. In a selection of historical material, Benson demonstrated that definitiveness is in itself a transient phenomenon, and that definitions are most commonly "of an age," though the practice of coming up with them may be "for all time."

In the second half of the session, group discussion of a single word yielded comment on etymology, the nature of idiom, selectional restrictions and observations on diachronic change (the magic word was rancid).

In all, it was reassuring to learn that the "ain't ain't a word" controversy that raged in 1961 when the latest edition of *Webster's New International Dictionary* came out had been raging centuries previously, and no doubt will rage on in the future among those whose response to any mention of metalanguage is "met a what?"

Reported by Helen Wright  
Hiroshima University

## KOBE

### Strategic Interaction & A Cultural Adaptation

by Marcia Arthur and Denise Vaughn

In the October presentation of how to adapt Strategic Interaction to the cultural needs of Japanese students, Denise Vaughn defined SI and how to use this technique with a textbook. Marcia Arthur explained that she uses no text but has written her own curriculum to use with SI. SI develops the students' pragmatic language skills and focuses the class on learning, not teaching. The technique greatly motivates classes from advanced to low average ability. The speakers offered an example of a grading format and suggested how SI be used to teach functions and vocabulary. Finally, they demonstrated how to adapt a role play into a Strategic Interaction and how to write an original Strategic Interaction. Although the two teachers modified the SI technique differently, the contrast offered a guide to adapting DePietro's technique to the cultural needs of Japanese students.

Jane Hoelker

## KYOTO

### Gender & Role in Cross-Cultural Perspective

Third Annual Cross-Cultural Awareness Workshop

by Gregory Peterson and Jane Wieman

On May 26, some thirty participants experienced a ritual in the foreign land of Albatross, as part of an all-day workshop. After the ritual, we discussed our observations, feelings, and interpretations. We were surprised to discover that in Albatrossian culture, women are in a superior, not inferior, position. The participants had let their own cultural preconceptions color their interpretations. Discussion continued over lunch.

In the afternoon, individuals chose gender-related news articles and then formed groups to discuss the facts, and implications from a cross-cultural perspective. The following discussions were lively, as participants brought their own experiences (many as foreigners in Japan) to bear. All participants found the workshop stimulating.

Reported by Lesley Ham

## MORIOKA

### Reading-Communicative Ideas

by Jeff Aden

Jeff Aden, president of the Morioka Chapter and an AET at Hanamaki Minami Senior High School, gave a presentation on communicative reading ideas at the September meeting. In an activity-based presentation, he demonstrated six effective techniques based on the four skills (reading, writing, listening and speaking). Participants worked in groups with controlled word changes, summary writing, speed reading, fill in the blanks and run and read. These activities are all alternatives to the standard model reading/choral reading activity and still make use of the *Mombusho*-approved textbook. They require the student to think and can be used by one teacher or in a team teaching setting.

The second speaker at the meeting, Ichiro Iwami of Hachionoe High School, reported on research he conducted on team teaching with AETs at his school and its effects on students' learning. His conclusions were that students enjoyed working with an AET and thus gained confidence in their English abilities and that there is a need to evaluate specific factors to improve the program.

Reported by Mary Burkitt

### Listening and Pronunciation: Some Suggestions for Two Problem Areas

by Catherine O'Keefe

What is the most difficult thing in everyday life? This was the question that Catherine O'Keefe asked participants in an October workshop on listening and pronunciation. The general consensus was that, in relation to L2, the answer is listening. People speak too fast, don't repeat the same thing a second time when asked, vocabulary may be too advanced, etc. Listening may be difficult, but

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practice makes perfect. O'Keefe introduced two OUP texts, *Listen First* for beginners and *Listen for It*, for low intermediate students. As a former language teacher in Europe and Japan, she has found it best to have students work in pairs to check one another, in an attempt to build confidence in their listening abilities. The complexity of a task should be increased each time the students listen. This will cause them to focus more the second and third time and listen for specifics. Both of the aforementioned texts are useful for these purposes. *Listen First* is geared more toward junior high, and uses clarification strategies as well as exposure to different voices and accents on tape to aid in understanding.

Because of time limitations, O'Keefe spoke only briefly about pronunciation, mentioning such methods as jazz chants to facilitate pronunciation.

Catherine O'Keefe is an ELT Consultant for Oxford University Press.

— — — Reported by Mary Burkitt

## NIIGATA

### Dossiers by Julie Dyson

Dossiers can be used for teaching reading and much more. Julie Dyson demonstrated this at the chapter meeting in October. She began the meetings by getting the participants to describe a picture of a train station. This led to the subject of when you are waiting for a train and you drink something what do you do with the empty can or bottle. From here the attendees thought about what they throw away and waste everyday and how to be less wasteful. She then challenged the participants with the question of "What would they do next in their class or how would they introduce 'The Green World' into their class." Dyson suggested a vocabulary definition matching game using the new vocabulary in the Dossier.

Dyson concluded the session by introducing some Macmillan Publications and some teaching ideas.

Reported by Sandra Kimura

## YOKOHAMA

### What Prevents Speaking English Well? by Mitsuko Hosoya

Mitsuko Hosoya of Teikyo Women's Junior College separated learners into those with or without an English environment and concentrated on the latter. She highlighted social and psychological points and attacked myths surrounding native speakers of English: *gaigin* shock- *gaigin* complex from 'Terry shock' and WWII being important historical factors contributing to Japanese persons' split perception of native English speakers (i.e., imitating and shying away from them and their ways).

Who wants to be strange? Posing this question took our ideas a quantum leap. For example, returnees suppress their English skills for the sake of hiding supposed

Send Bulletin Board announcements to Sonia Sonoko Yoshitake (address p. 1). All announcements must be received by the 19th of the month two months before the month of publication.

### Formation of a Team Teaching N-SIG in JALT/Call for Members

JALT members wishing to join a Team Teaching N-SIG please send names, address, phone number, chapter affiliations and ¥1,000 one year membership fee (to take effect from the date of official recognition by JALT) to: Antony Cominos, Osaka University of Foreign Studies, 6-1-1 Aomadani-Higashi, Mino-shi, Osaka 562. Payment in the form of unused ¥100 postage stamps is acceptable. Please feel free to direct any questions/requests for further information to the above address.

### Intercultural Communications Conference Tokyo, 14 April 1992

Come to the Intercultural Communications Conference in Tokyo on Saturday, April 14 sponsored by Tokyo JALT and The Society for Intercultural Education, Training, and Research (SIETAR). Learn how to bring culture into your classroom in exciting interactive presentations on Language/Intercultural Training. In the session devoted to Critical incidents you will acquire new analytical tools for understanding and presenting cross-cultural problems. Lead your students into greater self-awareness with Values/Self-disclosure East & West. A new intercultural simulation we will be conducting brings cultural issues into class in a game format. In addition, there will be sessions on Global Issues and a panel discussion on Being an Effective Facilitator. Watch this space next month for details on registration but mark your calendar now! For more information call Don Modesto 03-3360-2568 (JALT) or Kyoko Yashiro, 03-3330-6336 (SIETAR). The JALT/SIETAR Intercultural Communications Conference—don't miss it!

### Let's Organize an N-SIG (CALL)

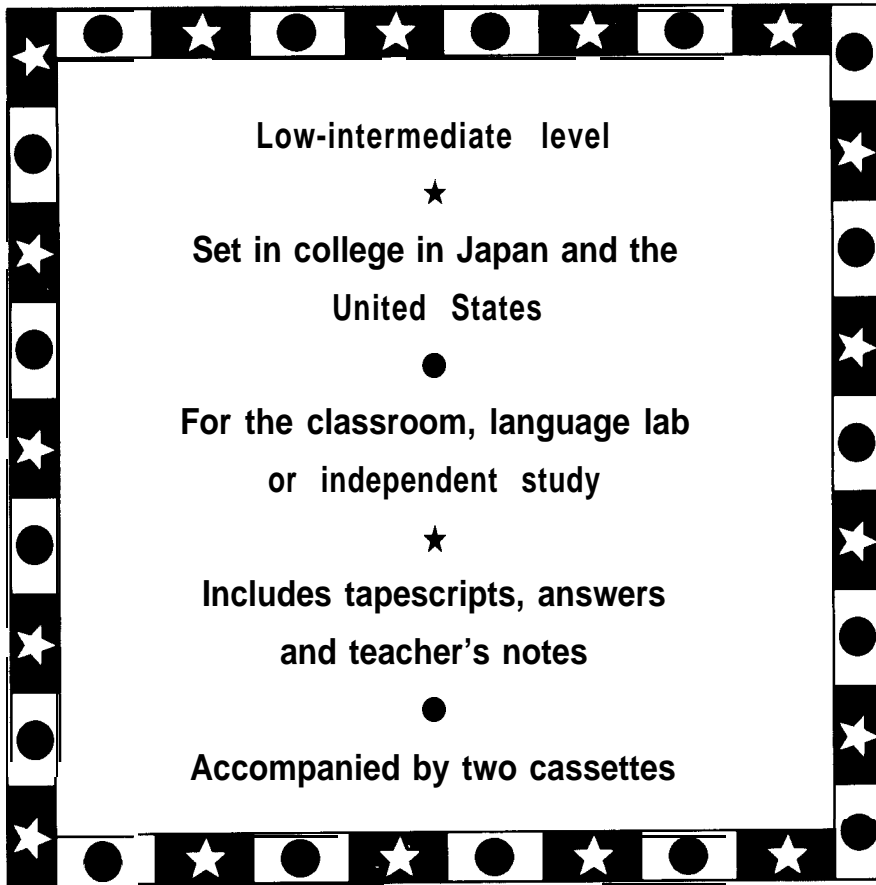
There are many members who have been involved with CAI/CALL programs in their own teaching research. Therefore, we'd like to form a National SIG (Special Interest Group) on CALL to share ideas and information and further work together for a special project, etc. Anyone who is interested in such a National SIG, please contact Kazunori Nozawa, Associate Professor, Language Center, Toyohashi University of Technology, Tempaku, Toyohashi, Aichi 441. Tel: 0532-47-011, ext. 414.

loss of Japaneseness; Japanese women's breathing is not deep enough for natural English pronunciation; the English er sound is too rude to Japanese ears for them to wish to use. The November meeting put us into the shoes of our learners.

Reported by Howard Doyle

# HERE AND THERE

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David Peaty and Bernard Susser

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# Meetings

Please send all announcements for this column to Sonia Sonooko Yoshitake (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 the month of publication.

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

## CHIBA

Topic: Assessing Oral Skills  
Speaker: Steven Gershon  
Date: Sunday, January 19th  
Time: 1:00-4:00 p.m.  
Place: Chiba Chuo Community Center  
Fee: Members free; non-members ¥1,000

Info: Bill Casey 0472-55-7489

Properly assessing the oral skills of large classes involved in pair or groupwork is a problem faced by many secondary and high school level instructors each year. This workshop will focus on how teachers can evaluate their students' progress both at the time of testing and as an ongoing process. Appropriate test formats and rating schemes will be considered as a means of giving reliably accurate information and providing beneficial washback teaching and learning. Although aimed principally at secondary and university level teachers with large classes, anyone concerned with testing should benefit.

Steven Gershon is a lecturer at Tokai University.

## FUKUI

Hiroyuki Kondo, 0776-56-0404

## FUKUOKA

Topic: 1992 JALT 12th Annual Bookfair  
Speakers: Publishers' Presentations  
Date: Sunday, January 26th  
Time: 10:00 a.m.-5:00 p.m.  
Place: Tenjin Core Bldg. 6th floor, Fukuoka Core Hall  
Fee: Free  
Info: JALT Fukuoka Office 092-714-7717

The largest display of its kind on Kyushu, the Annual JALT Bookfair returns to Fukuoka with up-to-the-minute teaching materials and detailed presentations by the most popular text book publishers. An all day open house gives participants the opportunity to examine texts and receive expert advice on the most effective ways to utilize a wide variety of resource materials.

## GUNMA

Topic: Cross-Cultural Communication & Teaching of English in Japan  
Speaker: Yasunada Uechi  
Date: Sunday, January 12th  
Time: 2:00-4:30 p.m.  
Place: Nodai Niko High School, Takasaki  
Fee: Members ¥500; non-members ¥1,000  
Info: Wayne Pennington 0272-51-6877  
Hisatake Jimbo 0274-62-0376

Professor Uechi will talk about recent advances in cross-cultural communication studies. He will also discuss how important cross-cultural communication understanding is in teaching English in Japan.

Mr. Uechi teaches English at Surugadai University.

## HAMAMATSU

Topic: Up the Down Staircase: Ideas & Problems  
Date: Sunday, January 19th  
Time: 1:00-4:00 a.m.  
Place: Seibu Kominkan (Venue may be changed, confirm)  
Fee: Free  
Info: Brendan Lyons 0534544649  
Mami Yamamoto 053-885-3806

The first meeting of the year will be an open-ended seminar in which all members will be invited to speak briefly about their teaching circumstances, the methods they use, and the difficulties they encounter. Depending on demand, general discussions or the setting up of informal groups of people with similar teaching situations or interests will be encouraged. The final part of the meeting will deal with proposals for the guest speakers that members would like invited to the Hamamatsu chapter in 1992.

## HIMEJI

Akito Ozaki. 0792-93-8484

## HIROSHIMA

Topic: The 5th Hiroshima English Language Book Fair  
Speakers: Publishers  
Date: Sunday, January 19th  
Time: 10:00 a.m.-4:00 p.m.  
Place: Hiroshima YMCA Bldg. #2. 4th floor  
Fee: Free  
Info: Marie Tsuruda 082-289-3616  
Ian Nakamura (X48-48-2676)

Seven leading British and American EFL/ESL publishers and a specialist bookseller will be in Hiroshima with their latest books and materials.

Many practical presentations on the use

of materials will also be offered.

## IBARAKI

Martin E. Pauly, 0298-64-2594

## KAGOSHIMA

Yasuo Teshima, 0992-22-0101 (W)

## KANAZAWA

Topic: International English  
Speaker: Toshiaki Kawahara  
Date: Sunday, January 19th  
Time: 2:00-4:00 p.m.  
Place: Shakyo Center, 4th floor, Kanazawa (next to MRO)  
Fee: Members free; non-members ¥600  
Info: Masako Ooi 0766-22-8312  
Mary Ann Mooradian 0762-62-2153  
Michiko Oshigami 0764-29-5890

As English has become widely used internationally, it is no longer appropriate in Japan to teach English with specific reference to certain "native-English" target cultures. Rather than the current emphasis on detailed elements of grammar and idiomatic expressions, English education should turn towards a more general approach, to develop communicative competence in "International English."

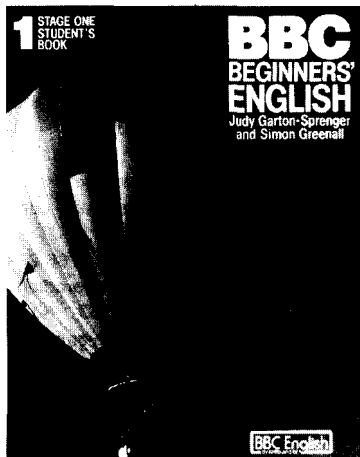
## KOBE

Topic: Expediency & Eclecticism in 'Post-Modern' Language Teaching: Can we do better?  
Speaker: Dr. Karl Diller  
Date: Sunday, January 12th  
Time: 1:30-4:30 p.m.  
Place: Kobe YMCA Language Center, 4th floor  
Fee: Members free; non-members ¥1,000  
Info: Jane Hoelker 078-822-1065

Two features of current language teaching are similar to current "Post-Modern" architecture: expediency and eclecticism. Post-modern architects have said, 'The short run is what our clients have largely retained us architects for. Architectural theories of the short-run tend toward the idealization and generalization of expediency' (Venturi et al. 1970, quoted by Silveti, 1980). For language teachers, the short run is getting through the hour easily and enjoyably, and we have many techniques for doing this. In this discussion we will examine current techniques in terms of longer range goals. Can we do better?

Karl Diller, a professor of linguistics at the University of New Hampshire, this last year and a half has been a visiting professor at Shoin Women's University, Kobe.

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# Meetings

## KYOTO

Topic: Applying Schema Theory in the Reading Classroom  
Speaker: Kathleen Kitao, Doshisha Women's College  
Date: Sunday, January 26th  
Time: 2:00-4:30 p.m.  
Place: Kyoto YMCA, Sanjo Yanaginobamba, between Kawaramachi & Karasuma, 075-231-4388  
Fee: Members free; non-members ¥500  
Info: Kyoko Nozaki 075-71 1-3972  
Michael Wolf 0775-65-8847

This presentation will begin with a discussion of schema theory and examples of exercises that help students make use of schemata in reading. It will also include a hands-on section which participants will discuss how the principles of schema theory can be applied to existing reading materials from the junior high school to the university level.

Kathleen Kitao is a full-time lecturer at Doshisha Women's College.

## MATSUJIMA

Topic: Poetry in the Language Classroom  
Speaker: Ann Jenkins  
Date: Sunday, January 19th  
Time: 2:00-4:30 p.m.  
Place: Shinohome High School Memorial Hall, 4F  
Fee: Members free; non-members ¥1,000  
Info: Linda Kadota 0899-79-6531  
Takomi Uemura 0899-31-8686

What is poetry? Poetic devices occur in many kinds of text—songs, advertisements, prose, cartoons. Poetry is an example of language in use—authentic samples of written text. Why not use it? Participants will work through some of the activities and techniques presented. Also discussion of potential problems and their possible solution.

Ann Jenkins is a lecturer in English at the Nishi Tokyo University.

## MORIOKA

Jeff Aden. 0196-23-4699

## NAGANO

Richard Uehara, 0262-86-4441

## NAGASAKI

Topic: Reading for Fluency  
Speaker: Marc Bengler, ELT Consultant (Meynard Publishing Ltd.)  
Date: Saturday, January 18th  
Time: 2:00-5:00 p.m.  
Place: Room 61-Education Building,

Nagasaki U.

Fee: Members free; non-members ¥500  
Info: Wanda "Swan" Anderson 0958-46-0084 (days) or 0958-47-1137 (evenings)

This workshop will be in two parts. First, the presenter will focus on practical reading activities to help promote language and encourage students to respond as individuals. The second part will look at the SRA Reading Laboratory Series as a means of developing students' reading skills and enhancing their cultural literacy. This presentation is of significance to any teacher wishing to increase student motivation by providing high-interest reading classes.

## NAGOYA

Topic: Idea Sharing: Election of Officers: Games for Adult Learners  
Speaker: Beth Gottlieb  
Date: Sunday, January 19th  
Time: 12:30-4:00 p.m.  
Place: Mikokoro Center, Naka-ku  
Fee: Members free; non-members ¥1,000  
Info: Helen Saito 052-936-6493  
Ryoko Katsuda 0568-73-2288

This is your chance to share ideas with other teachers. Bring along anything that might be helpful, including questions about how to make something better. Reports on the '91 Conference will also be welcome. For the election of officers, please be thinking of good people. We are urgently in need of help and leadership!

## NARA

Denise Vaughn, 0742-49-2443

## NIIGATA

Topic: Training Students to Ask Effective Questions  
Speaker: Donna Fujimoto  
Date: Sunday, January 26th  
Time: 1:30-4:00 p.m.  
Place: International Friendship Center, Kokusai Vuko Kaikan (Kami-Okawa-Mae-Don, tel: 025-225-2777)  
Info: Michiko Umeyama 025-267-2904  
Setsuko Toyama 0256-38-2003

This workshop will involve the audience in identifying elements of effective and ineffective questions. Then classroom techniques designed to encourage active questions by students will be demonstrated. Since questions in the writing class are often of a different nature than those in a reading class, different strategies for various question types will be presented.

Donna Fujimoto is the listening coordi-

nator in the Intensive English Program at SIUG-N.

## OKAYAMA

Topic: Changing your Writing Class to a Newspaper Class  
Speaker: Saya Woods  
Date: Saturday, January 18th  
Time: 2:14-4:30 p.m.  
Place: Sujitsu High School, tel: 0862-25-1 326  
Fee: Members free; non-members ¥1,000  
Info: Fukiko Numoto 0862-53-6648

## OKINAWA

Karen Lupardus, 09889-8-6053

## OMIYA

Topic: Generating Ideas for Writing  
Speaker: Marie Shimane  
Date: Sunday, January 12th  
Time: 1:30-4:30 p.m.  
Place: Omiya YMCA  
Fee: Members free; non-members ¥1,000  
Info: Vukie Kayano 048-746-8238

This presentation will suggest strategies students can use to realize knowledge already possessed and/or to be gained and to focus attention on the goal of a piece of writing. Specific ideas for writing assignments will also be presented.

Marie Shimane is a professor at Yachiyo International University in Chiba.

## OSAKA

Yoshihisa Ohntshi, 06-354-1828

## SAPPORO

Ken Hartmann, 01 1-584-4854

## SENDAI

Harry Neale, 022-267-3847

## SHIZUOKA

Topic: Roundtable Discussion for College Teachers  
Date: Saturday, January 18th  
Time: 7:00-9:00 p.m.  
Place: At a quiet, comfortable cocktail lounge near Shizuoka Station  
Fee: Free (orders of food & drink shall depend on thy girth & come straight from thy purse)  
Info: Tim Newfields 054-248-39 18

This is the time of year when many college teachers set their curricular goals for the upcoming year and select textbooks.

If you are uncertain what to do for "Eng. Con. 101" or have some ideas or materials that you found useful in teaching university

(Cont'd on p. 65.)



# Time for a Change?

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# Job Information Center/Positions

Please send all announcements for the Job Information Center/Positions column to Dr. Charles Adamson, Shizuoka Rikoka Daigaku, 2200-2 Toyosawa, Fukuroi-shi, Shizuoka-ken 437. Fax 0538-45-01 10; Office 0538-45-0185; Home 0538-23-7939. The announcement should follow the style and format of previous announcements in the Positions column. It must be received by the 19th of the month, two months before publication.

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

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**(ISHIKAWA CITY, CHIBA)** Wayo Women's Junior College, Department of English, is seeking a part-time French teacher for one or two elective first year classes per week starting April 1992. Emphasis on French oral/aural beginner skills for non-majors. Requirements: Native speaker ability with (a) BA plus teaching certificate and appropriate L2 experience or with (b) MA plus appropriate L2 teaching experience. Competitive salary, conveniently scheduled classes, pleasant working environment, serious students, convenient to Tokyo. Please send English resume and copies of certificates with recent photo to: Prof. K. Ogawa, Department of English, Wayo Women's Jr. College, Konodai 2-3-1, Ichikawa-shi, Chiba-ken 272. No phone calls, please. All inquiries will be acknowledged in writing. Deadline: January 31.

**(KASUGAI, AICHI)** Ghibu University/OPELT The Ohio University Program for English Language Teaching (OPELT) at Chubu University seeks qualified individuals for two (2) Lecturer positions to begin in April. Responsibilities include working in an innovative program teaching Japanese university and in-company classes, with some materials and curriculum development work. Up to eighteen (18) hours per week teaching load. Salary based on nine (9) hours of university teaching. Additional hours paid extra. MA in TESOL or Applied Linguistics plus experience required. Benefits: Competitive salary + bonus, subsidized housing, research grant, etc. For more information contact: John Miller, 0568-51-111, ext. 2042. Fax: 0588-51-1141.

**(KITAKYUSHU)** Full-time teacher is required for a full-time intensive English course for kindergarten age children starting in April, 1992. Applicants must be familiar with and interested in teaching English as a foreign language for kindergarten children. Send your resume photo and a letter briefly describing your interests in this field to CIC English School, 3-8-5 Yohatanishi-ku. Kitakyushu-shi 807.

**(NAGOYA)** Kinjo Gakuin University. Several part-time positions open for English teachers in courses for English majors and non-English majors. Requirements are MA (in TESL or related field preferred) and college or university teaching experience. Please send resume to David Kluge. Kinjo Gakuin University, Omori, Moriyama-ku. Nagoya. Tel.: 052-798-0180; Fax: 052-799-2089.

**(NAGOYA)** Full-time English instructor needed for in-company business English program by major trading company to begin in April 1992. Position requires university degree and at least one year of teaching experience with basic, intermediate and advanced level students. Please send resume with photo to: Toshiya Kornatsu or Richard Wolfe, Human Resources Development Division, Toyota Tsusho Corp., 4-7-23 Meieki. Nakamura-ku. Nagoya 450. Tel.:

052-584-5597; Fax: 0525845658.

**(NIGATA)** International University of Japan in Niigata, Japan. We are currently reviewing letters of application for teaching positions in our ten-week summer intensive English program, June 17 through August, 1992. Salary: ¥850,000. Round-trip transportation and free housing. Requirements: MA in TEFL or equivalent: experience with advanced students and intensive programs; interest in international relations, international management, and/or cross-cultural communication. Duties: Teach 15 hours/week; assist in testing, material preparation; participate in extra-curricular activities. Conditions: English-medium, graduate-level university; 1.5 hours from Tokyo by bullet train: highly motivated advanced students; small class size: excellent computer facilities; attractive recreational opportunities. Send immediately: CV, photograph, and one recommendation to Rand Uehara, Recruitment Coordinator, English Language Program, International University of Japan, Yamato-machi, Niigata 949-72, Japan. Absolute deadline for receiving applications: February 9, 1992. Selected applicants will be interviewed in Japan and at TESOL. Vancouver, March 1992. Fax 0257-79-4441.

**(SHIZUOKA-KEN)** Full-time. To teach small classes of children, high school students and adults, either starting in April, 1992 or September, 1992. 20 class hours/week. Competitive salary: furnished apartment provided. About two weeks' paid vacation every spring, summer and winter. Suitable teachers will have at least a bachelor's degree. Person having a bachelor's degree in linguistics, education, English Literature, or an MA in TESL/TEFL and/or teaching experience will be given preference. Contact: Mrs. Tomoko Sano, Everyone Language School, Taisei World Building, 2-1-5 Otemachi, Numazu-shi, Shizuoka-ken 410. Tel/Fax: 0559-63. 7056.

**(TOKYO)** Tokyo American Community College is seeking part-time instructors for its College Program beginning March 30, 1992. Instructors are needed to teach economics, health, political science, speech, philosophy and mathematics. Instructors may also be needed for English, history, anthropology, geography, Spanish, music, psychology, sociology, cinema and theater. The academic year has two semesters a year (spring, 17 weeks and fall, 18 weeks) plus a week of exams after each semester. Weekly assignments are generally 3 teaching hours (1.5 hours, twice a week) in the afternoon and evening. Minimum qualifications: MA degree in the subject to be taught plus teaching experience. Salary and benefits will be discussed at the interview. Direct resume and transcripts to: Jeffrey Bruce, Tokyo American Community College, 1-53-1 Yoyogi, Shibuya-ku, Tokyo 151. Tel: 03-3375-2345; Fax: 03-3378-0465.

**(TOKYO)** Temple University Japan, Intensive English Language Program invites applications for ESUEFL Instructor positions. Candidates must have an MA in TESOL or Applied Linguistics and a minimum of 2 years teaching experience, preferably in a university EAP. Contract year beginning April 25, 1992 and August 25, 1992. One-term summer appointments also possible. Starting salary approx. ¥360,000/month. Applicants should send vitae, two letters of recommendation, copies of either graduate transcripts or of graduate diplomas to Susan S. Johnston, Director, Intensive English Language Program, Temple University Japan. No tele-



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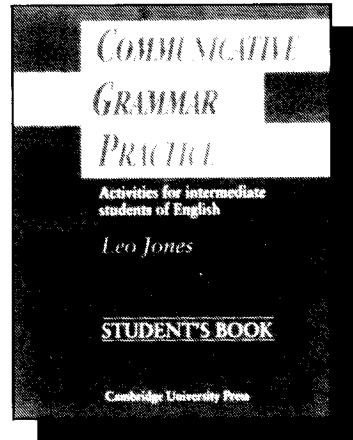
This book is designed to help students improve their accuracy in speech and writing, use English more creatively in communicative activities and tasks, and extend their range of expression. It is the American English Edition of Leo Jones' highly acclaimed *Use of English*.

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# Positions/Meetings

phone inquiries, please. Temple University Japan is an Equal Opportunity Employer.

**(TOKYO)** Publications Department, Time T.I. Communications (English Instruction Company) is seeking applicants for a full-time editorial position in the company's head office. Responsibilities will include syllabus design, project coordination, and general editorial duties. Requirements: MA in TEFL/TESL, Applied Linguistics, or related field, experience in material development, and editorial background. Teaching experience in Japan preferred. Salary: depending on experience. One-year contract, renewable. Start immediately. Send letter of intent and resume to Mr. Fukuda, Time T.I. Communications, Publications Department, Hotei Building 5F, 11-7 Koutoubashi 1-chome, Sumida-ku, Tokyo 130. Telephone 03-5600-6711.

**(TOKYO area)** Experienced English instructors wanted for company evening classes in Tokyo, Yokohama, and Kawasaki. Interviews will be in February, 1992 with classes to start from mid-March. ¥4,000/hour plus transportation. Please send resume to Mr. Dale Bay, Educational Supervisor, Practical American Conversation Center, Daisan Shikakura Building, 1-7 Yotsuya, Shinjuku-ku, Tokyo 180 or fax 03-3353-7230.

## An Appeal to JALT Members

A representative of the Board of Governors of San Jose State University has asked us to conduct a survey of Japanese education, especially in the core academic subjects-math, science, and social studies. Data from this unofficial survey will be used for a proposal to improve education in the United States. We will receive no pay for this work, but our expenses for conducting the survey and reporting the results will be funded by a grant next April.

We have told San Jose State that we would try to do it by requesting the help of our JALT colleagues, so we are appealing to you for assistance. The survey questionnaire will be in English. We will try to provide a Japanese translation of the questions.

If you would be willing to conduct this survey of the core-subjects teachers at your school(s) in the spring, please contact us. We would greatly appreciate your help.

Jim Swan and Masayo Yamamoto  
Aoyama 8-122, Nare 630.

(Cont'd from p. 61.)

or junior college level conversation reading, or composition classes in previous years, this would be an ideal chance to share your ideas as well as your frustrations in a cozy, informal atmosphere. This workshop will be particularly valuable to those interested in sounding out new ideas for collegiate level language teaching.

## SUWA

Mary Aruga, 0268-27-3894

## TAKAMATSU

Topic: Teaching English Through Literature  
Speaker: Wendy Nakanishi  
Date: Sunday, January 12th  
Time: 1:30-5:00 p.m.  
Place: Takamatsu Shimin Bunka Center, on Route 11 across from Sunday's Sun  
Fee: Members free; non-members ¥1,000  
Info: Harumi Yamashita 0878-67-4362

The speaker will offer practical suggestions for using literature to teach English. A short story in the classroom becomes content to talk or write about, and a way to strengthen students' independent powers of analysis and self-expression, because the interpretation of literature is up to the reader.

Wendy Nakanishi is a professor at Shikoku Gakuin Daigaku.

## TOKUSHIMA

Sachie Nishida, 0886-32-4737

## TOKYO

Topic: Getting More From Our Students  
Speaker: Tim Cornwall  
Date: Sunday, January 19th  
Time: 2:00-5:00 p.m.  
Place: Temple U. Japan (one minute's walk from Shimo-Ochiai station on the Seibu-Shinjuku Line-take the local not the express!)  
Fee: Members free; non-members ¥1,000  
Info: Will Flaman (W) 03-5684-4817  
(H) 03-38 16-6834

Tim's presentation is on easy to use ideas for the classroom. He will demonstrate a variety of ways to adapt his own or any textbook for use in large classes.

Tim Cornwall teaches at Sophia U.

## TOYOHASHI

Topic: Bilingualism in Japan  
Speaker: Masayo Yamamoto (Ashiya U.)  
Date: Sunday, January 19th  
Time: 1:30-4:30 p.m.  
Place: Aichi U. Kinenkan (2F)  
Fee: Members free; non-members ¥1,000  
Info: Kazunori Nozawa 0532-25 6578

## UTSUNOMIYA

James Chambers, 0286-27-i 858

## WEST TOKYO

Topic: Reflection on Teaching & Experiencing Reflection  
Speaker: Ron White, The Institute of Language & Business Communication  
Date: Sunday, January 12th  
Time: 2:30 p.m.  
Place: Arizona State U. Japan, in Hachioji (use either Keio Hachioji Stn. or JR Hachioji Stn. & walk 15 min. or take #50 or #54 bus from JR Stn. to Owada Mae stop. Map available on request)  
Fee: Members free; non-members of JALT ¥1,000  
Info: Tim Lane 0426-46-0382 (W)  
0426-48-7084 (H)

Reflecting on experience is a way of enabling teachers to reach a deeper understanding of what they and their pupils are doing. This presentation will describe a practical, principled basis for reflective teaching and consider its role in teachers' on-going professional development.

## YAMAGATA

Topic: My English Teaching Experiences: TESOL & Vermont  
Speaker: Richard McSherry  
Date: Sunday, January 12th  
Time: 2:00-4:00 p.m.  
Place: Yamagata Central Public Hall (AZ 7ka-machi, 6th floor)  
Fee: Members free; non-members ¥500  
Info: Fumio Sugawara 0238-85-2468

Mr. Richard McSherry is an instructor at Shokei Women's Junior College.

## YAMAGUCHI

Yayoi Akagi, 0836-65-4256

## YOKOHAMA

Ron Thornton, 0467-31-2797



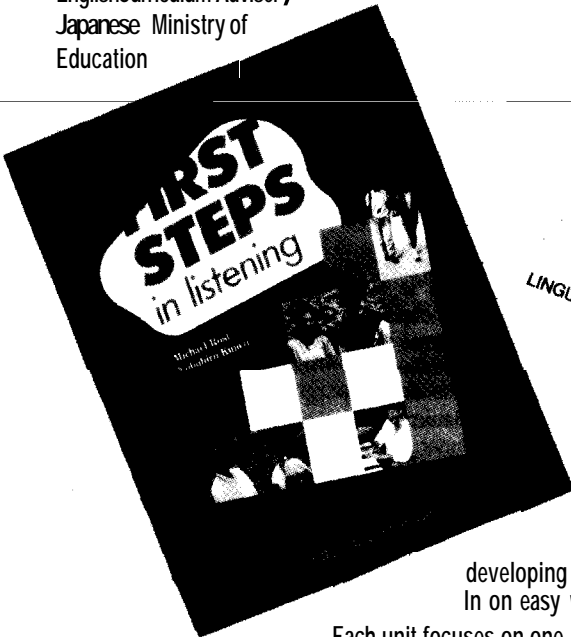
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**Consulting Author: Munetsugu Uruno, Ibaraki High School**

**Consulting Editor: Minoru Wada**  
**English Curriculum Adviser,**  
**Japanese Ministry of**  
**Education**



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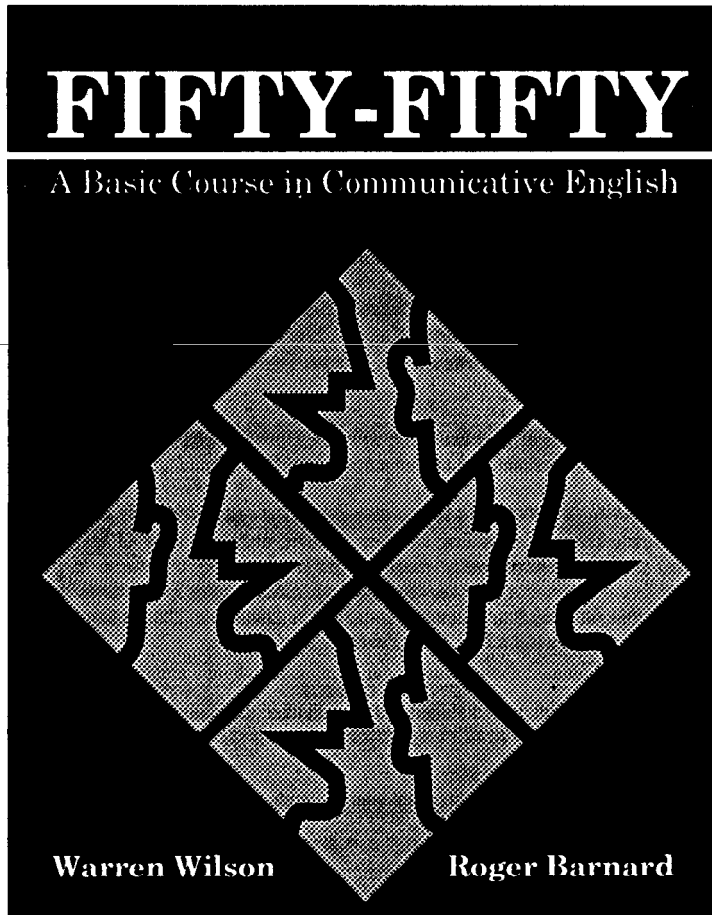


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## MEMBERSHIP INFORMATION

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

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

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

**Chapters** — Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Ibaraki, Kagoshima, Kanazawa, Kobe, Kyotu; Matsuyama, Morioka, Nagano, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sapporo, Sendai, Shizuoka, Suwa, Takamatsu, Tokushima, Tokyo, Toyohashi, Utsunomiya, West Tokyo, Yamagata, Yamaguchi, Yokohama.

**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.

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

### CENTRAL OFFICE:

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## JALT—全国語学教育学会について

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

**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。

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

**研究助成会**：詳細はJALT事務局まで。

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

**入会申し込み**：綴じ込みの郵便振替用紙 (口座番号—横浜9-70903、又は京都5-15892、加入者名—JALT) を利用して下さい。例会での申し込みも受け付けています。

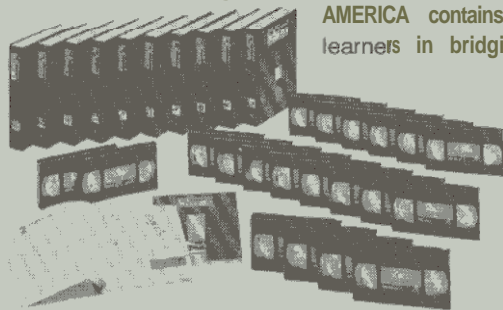
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