

ISSN 0289-7938

¥ 750

全国語学教育学会

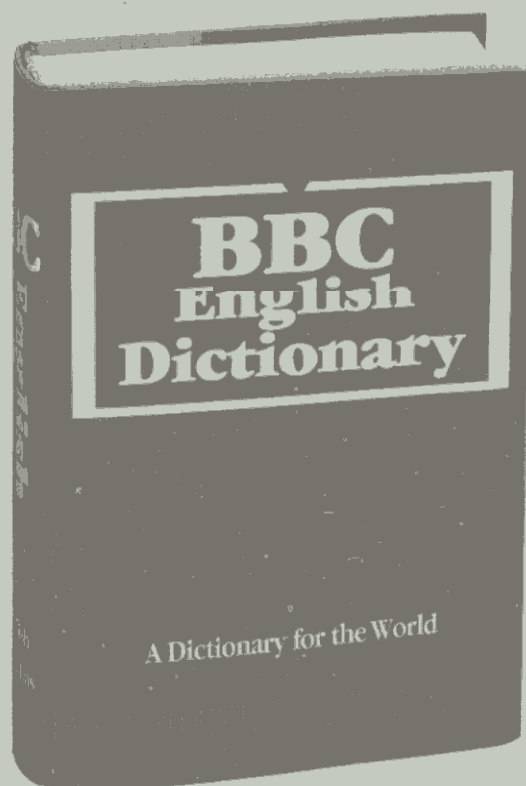
VOL. XVI, No. 10 OCTOBER 1992

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

THE LANGUAGE TEACHER 10

JALT

THE FIRST DICTIONARY BASED ON SPOKEN ENGLISH



A UNIQUE NEW DICTIONARY
NEW SENSES, NEW MEANINGS, NEW WORDS

FOR MORE INFORMATION CONTACT EXCLUSIVE IMPORTER:


**MEYNARD
PUBLISHING
LTD.**

To: MEYNARD PUBLISHING LIMITED

Ogura Bldg. 1-2-5 Nishi-sugamo, Toshima-ku, Tokyo 170

Tel:03-5394-3500 Fax:03-5394-3505

BBC ENGLISH DICTIONARY

Name: _____

School: _____

Address: _____
(School/Home)

Tel: _____

THE LANGUAGE TEACHER

XVI:10

October 1992

Publications Chair/Editor: Carol Rinnert, Ushita Waseda 2-17-3, Higashi-ku, Hiroshima 732; 082-223-2615, Fax 082-222-7091

Assoc Editor/Bulletin Bd. Announcements: Greta Gorsuch, Korutaju #601, 1452 Oazasuna, Omiya-shi, Saitama-ken 330; tel/fax 048-688-2446

Book Reviews: Tamara Swenson, Osaka Jogakuin Junior College, 2-26-54 Tamatsukuri, Chuo-ku, Osaka 540; 06-761-9371

Reviews Coordinator: Sandra Ishikawa, Yamada Nishi 4-6-1-508, Suita, Osaka 565

My Share: Elizabeth King, English Language Program, ICU, Osawa 3-10-2 Mitaka, Tokyo 181; 0426-44-4032 (h)

Chapter Reports/Meeting Announcements Sonia Sonoko Yoshitake, English Language Program, ICU, Osawa 3-10-2, Mitaka, Tokyo 181; 0422-33-3394, Fax 03-5397-5414

Job Information Center/Positions: Charles Adamson, Shizuoka Rikoka Daigaku, 2200-2 Toyosawa, Fukuroi-shi, Shizuoka-ken 437, 0538-45-0185 (o) 0538-23-7939 (h), Fax 0538-45-0110

Japanese-Language Editor: Naoko Aoki
〒122 静岡市大谷830 静岡大学教育学部
吉本直子 054-237-1111

Advertising: JALT Central Office

Proofreading: Hiromi Morikawa, Greta Corsuch, Carol Rinnert, Cathie Era, Sonia Sonoko Yoshitake

Cover: Kotaro Kato

Inputting Richard Parker

Typesetting/Layout: The Word Works, 55-13-202 Miyagaya, Nishi-ku, Yokohama 220; 045-314-9324 Fax 045-316-4409

JALT Journal Editors: Charles Wordell and Malcolm Benson; send manuscripts/inquiries to M. Benson at Hiroshima Shudo University, 1717 Ohtsuka, Numata-cho, Asaminami-ku, Hiroshima 73131.

JALT Journal Book Review Editor Roger Davies, Nagasaki Prefectural University, 123 Kawashimo, Sasebo-shi, Nagasaki 858; 0956-48-6088

JALT Journal 日本語編集 野崎 京子

〒603 京都市北区上賀茂本町 京都産業大学

JALT Central Office Shamboru Dai 2 Kawasaki 305, 1-3-17 Kaizuka, Kawasaki-ku, Kawasaki 210; 044-245-9753 Fax 044-245-9754

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

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

All contributions to *The Language Teacher* must be received by no later than the 19th of the month two months preceding desired publication. All copy must be **typed, double-spaced, on A4-sized paper**, edited in pencil, and sent to the appropriate editor.

Introduction 2

Christopher Brumfit へのインタビュー
青木直子

Interview with Christopher Brumfit
by Naoko Aoki 8

A Taxonomy
by Karen A. Schumaker 9

Dogen and Humanism in the Classroom
by John B. Kemp 15

The Importance of English Circle Participation
by Jack D. Large 19

Using TV News in the Language Classroom
by Eri Banno 25

Interview: Robert Juppe
by Sophia Shang-Ikeda 31

JALT 92

Conference Banquet Update 35

JALT News

Election of National Officers for 1993-1994 37
Nominations for TESOL and IATEFL Representatives 41

Report

TESOL: 26th Annual Convention & Exposition 43
Applicable Gleanings from TESOL 43

Opinion

Reply to Mary Ellen Bailey 53
On the Issue of Authenticity in Language Teaching 55
They also serve who only listen and comment 59

My Share

Teaching Humor is No Joke 63

JALT UnderCover 69
Chapter Reports 75
Of National SIGNificance 81
Bulletin Board 83
Meetings 85
Conference Calendar 92
JIC/Positions 94

Introduction

In this last “open” issue of 1992 (as opposed to guest edited special issues), the feature articles cover a wide variety of topics. First, we have three articles related to the theme of the upcoming international JALT 92 conference, “Teacher to Teacher.” In Japanese, **Naoko Aoki** interviews Christopher Brumfit, who discusses communicative language teaching, the relationship between methodology and ideology, his current research on children’s acquisition of language, and the role of language teachers in the classroom. **Karen Schumaker** shares the results of her research on how reading teachers develop their ability to help their students read more effectively; her taxonomy detailing their progress can be used by teachers to analyze their own practice as reading teachers with students at different grade and proficiency levels. With respect to a different kind of self-reflection, **John Kemp** suggests how the Buddhist teachings of zen master Dogen can be applied by language teachers in relating to their students both inside and outside the classroom. Next, **Jack Large**, a contributor from Korea, looks at English circle participation by university students in terms of the reasons for its positive effect on the English ability of circle members; his findings are clearly relevant to the situation of university students in Japan. Following is a practical discussion on using TV news in the language classroom by Eri Banno, who details criteria for selection and specific listening, speaking, reading, and writing activities. Finally, **Sophia Shang-Ikeda** interviews **Robert Juppe**, AET Advisor for the Ministry of Education, who shares some of his views about the JET program.

Although the guest-edited November special issue on the JET program and the December special issue on teacher education will both be produced under my editorship, I would like to take this opportunity in my last *TLT* introduction to thank all of the people who have made it possible for me to complete my two years as *TLT* Editor in November, 1992. It is an unbelievably challenging, stressful, and enlightening experience to serve as editor for a monthly publication of this size, and no one person could do it alone. I am very grateful for the unwavering support and patience of all of the *TLT* editors, proofreaders, and reviews coordinator, who put in so many hours of work and are seldom recognized. A special thanks to **Naoko Aoki**, **Sonia Yoshitake**, **Kathie Era**, **Helen Wright**, and **Elizabeth King** for always being there in my hours of need. Thank you also to them and to **Charles Adamson**, **Junko Fujio**, **Russell Hawkins**, **Sandra Ishikawa**, **Hiromi Morikawa**, **Sachiko Nemoto**, **Masaki Oda**, **Kevin Ryan**, **Tamara Swenson**, **Monty Vierra**, **David Wood**, and **Yuko Nakayama** for all their hard work and for often taking on extra responsibility to improve the quality of *TLT*. I am also very grateful to **Elizabeth Crompton** and **Richard C. Parker** for their outstanding work as inputters, to **Ruth McCreery** for her patience and all her extra efforts on layout, to **Dale Bay** for taking on the imposing job of figuring out *TLT*’s financial future, and to our printer, **Mitsumori-san**, for all his help and long hours on behalf of *TLT*. Last, even more thanks to **Greta Gorsuch** for being the perfect Associate Editor; I hope that she will find the experience as Editor as rewarding as I have.

Carol Rinnert

10月号は、特集号でない号としては今年最後の号です。まず JALT 92 国際大会関係の記事としては、**Christopher Brumfit** を **Naoko Aoki** が幅広いトピックに渡ってインタビューしています。**Karen Schumaker** の記事は、リーディングを教える教師がどのようにその技術を向上させていくかについての研究報告です。**John Kemp** は、禪僧の道元の仏教の教えを語学教育に適用する方法を提唱しています。つづいて **Jack Large** は、韓国の大学の英語のサークルを調査し、参加している学生の英語の上達にサークル活動がいかに役立つかについて述べています。そして **Eri Banno** は、どのように授業にテレビ・ニュースを役立てることができるか、又、適切なテレビ・ニュースの選択方法を紹介しています。最後は、文部省 AET 顧問の **Robert Juppe** が **Sophia Shang-Ikeda** のインタビューに答えて JET についての彼の展望を語っています。(文責・吉竹洋子)



Christopher Brumfit へのインタビュー

青木直子
静岡大学

サザンプトン大学の Christopher Brumfit は、JALT92の基調講演者である Henry Widdowson らとともに、コミュニケーション・ランゲージ・ティーチング (CLT) の理論的發展に大きな貢献をしてきた研究者である。1991年11月に神戸で開かれた JALT' 91 の基調講演者として来日した際に、CLT の歴史、その現状と将来についての見解、現在行われているイギリスにおける子どもの言語知識に関する研究などについて話を聞いた。

青木 (A) : まず始めに、CLT が誕生した背景について、お聞かせ願いたいのですが。

Brumfit (B) : CLT は、3つの独立した伝統の中から現れました。そのひとつは、第二言語や第一言語を教える教師たちの経験です。彼らは一斉授業に満足できず、小さいグループで学習者が創造的に、より効果的に学べるような「民主化」を求めています。

同じ頃、コミュニケーション能力の概念に対する理論的関心が高まっていました。60年代のチョムスキーらによる言語能力の概念が問い直され、心理言語学や社会言語学における研究が、言語の性質をより広い視野で眺めることを可能にしました。人が言葉を話す文脈や、それが文体に与える影響に、より注意が向けられるようになりました。この考え方は、ヨーロッパの言語学における言語使用域に対する関心や、新しい機能主義言語学などの理論的発達と時を同じくしていました。また、哲学や、人類学、社会学も、この頃、文脈の中の言語に関心を向けていました。

3つ目は経済的要因です。CLT は1970年代に生まれ、オイルショックの後に急速に普及しました。その時期は、石油産出国である第3世界の国々が、多額の費用を教育に費やしました。そして、教育のメディアとして、英語が必要とされました。CLT は、教師たちのアイディアと、研究者のアイディアと、市場がうまく一致して生まれたのです。

A : CLT には約20年の歴史があることになりましたが、その間にいくつかの発展の段階があったように思います。その辺を、少し解説して頂けませんか。

B : 最初の CLT の仕事は主にシラバス・デザインでした。ヨーロッパで始まった、それらの研究には、独立した2つの流れがあります。その1つは、ヨーロッパにおける英語をはじめとした外国語教育を主に扱ったカウンシル・オブ・ヨーロッパの仕事で、ヨーロッパの国々の成人学習者に関するニーズ分析でした。

この仕事の背後には、レディング大学の言語学者、David Wilkins がいましたが、やがて彼は、単独で、機能・概念シラバスの研究に移りました。彼は、過去における構造的カテゴリーや場面的カテゴリーではなく、意味論に基礎をおいたシラバスの可能性を探っていました。これはかなり理論的な研究で、将来、どこから研究をはじめたらいいかを示唆する以上のことは意図していなかったのですが、彼のアイデアは非常に影響力を持つようになり、コース・デザインや教材作

成者によって急速に単純化され、瞬く間に出版され、市場にでました。

しかし、1970年代の終わりには、私自身や Henry Widdowson、Keith Johnson など、ヨーロッパの多くの人々が、シラバス・モデルに不満を抱くようになりました。シラバスの欠陥は、タイプの問題で、タスク・シラバスや手続きシラバスのほうがいいと考える人もいました。私自身は、シラバスはシラバスであるがゆえに限界を持つと考えました。こう考えた人は他にもいます。シラバスというのは、本質的に静的であり、記述的なもので、シラバスによっては、コミュニケーション上の問題に答えは出せない、答えは教授法の中に求めなくてはならない、というのが私たちの主張でした。それで、1980年代には教授法、テクニック、学習活動を開発することに関心が向けられました。それらは以前にもあったものですが、1980年代になって、整理され、実質的に理論づけられたのです。

1980年代には、アメリカやカナダでも、CLT が大々的に取り上げられました。Sandra Savignon のように、1972年に早くも教室におけるコミュニケーション能力を考えていた人もいたことは事実です。また、アメリカの数多くの理論家たちがコミュニケーションの様々な側面について論じていました。しかし、教授法上の手続きとして CLT がアメリカで論じられるようになったのは、1980年代になってからのことです。

1970年代のアメリカに現われたものは、ヒューマニスティックな教授法で、これはコミュニケーション・ムーブメントと同じく、オーディオリンガリズムへの大きな反動でした。私自身もそうですが、コミュニケーション・ムーブメントを、1970年代から1980年代にかけての、オーディオリンガリズムから離れようとする言語教育の変化の総称と考え、ヒューマニスティックな教授法をコミュニケーション・アプローチの一種と捉える人もいます。より純粋にヒューマニスティックなストラテジーを擁護したいと考える人もいるかも知れませんが、CLT とヒューマニスティックな教授法には、共通点がひとつあります。それは、言語は自立的で、独立しており、理想化されたものだという概念を批判したことです。そこにあったのは、言語は学習者の中で文脈化される、学習のプロセスは社会的状況で文脈化される、これらの条件を満たすことが、教室の中でも求められるという主張でした。

A : 現時点での CLT を、どのように見ていらっしゃいますか。

¥980
per issue

Published Quarterly

For Teachers of English, by Teachers of English

NOW! sold at

The English Resource
For ALL your ESL needs

Bell Plain 201
2-3-2 Sagamidai
Sagamihata-shi
Kanagawa 228

TEL: 0427-44-8898 FAX: 0427-44-8897

Friday Morning
Thursday Night
7:00 - 8:15

Date	Lesson Plans	Supplementary Materials
8/27	Discuss Summer Vacations Task pgs. 31-33 / WKB. 19-22	?
9/3	Task pgs 34+35 (Suprakations) WKB pgs. 23-25	?
9/10	Task pgs 36-39 WKB pgs 26-28	?
9/17	Review - Task pgs 40-44 WKB pgs 29-31	?
9/24	K's B-day - Party Vocab Quiz (4 lines)	?
10/1		?



PRISM
A Spectrum of Supplementary Teaching Ideas



Photocopying allowed!

¥980
per issue

Published Quarterly

For Teachers of English, by Teachers of English

NOW! sold at

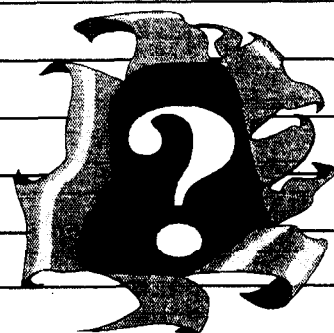
The English Resource
For ALL your ESL needs

Bell Plain 201
2-3-2 Sagamidai
Sagamihata-shi
Kanagawa 228

TEL: 0427-44-8898 FAX: 0427-44-8897

Friday Morning
Thursday Night
7:00 - 8:15

Date	Lesson Plans	Supplementary Materials
8/27	Discuss Summer Vacations Task pgs. 31-33 / WKB. 19-22	?
9/3	Task pgs 34+35 (Suprakations) WKB pgs. 23-25	?
9/10	Task pgs 36-39 WKB pgs 26-28	?
9/17	Review - Task pgs 40-44 WKB pgs 29-31	?
9/24	K's B-day - Party Vocab Quiz (4 lines)	?
10/1		?



PRISM
A Spectrum of Supplementary Teaching Ideas



Photocopying allowed!

B: Keith Johnsonと *The Communicative Approach to Language Teaching* という本を出版した時、私たちは、「アプローチ」という言葉を慎重に定義しました。アプローチというのは、言語や、第二言語習得の本質についての仮説を共有する一般的なものの考え方で、多くの異なった教授法やテクニックがそこに含まれます。そうした意味では、90年代がコミュニケーションタイプでなくとも、構いません。なぜなら、大切なのは、いい言語教育をすることで、コミュニケーションタイプであるかないかということと、よい教師であるかないかには関係がないように思えるからです。コミュニケーション・ムーブメントが取り上げた事柄のいくつかは、あまり成功しなかったのではないかと思います。

例えば、ヨーロッパでは、CLTは何だと思ふかと聞くと、話し言葉だと答える教師がたくさんいます。私はそうは思いません。コミュニケーション・ライティング、コミュニケーション・リーディングについて論じている人もたくさんいますが、ヨーロッパでは、CLTは、読んだり書いたりを無視して、話し言葉に集中することだという考え方が広がっていて、多くの場所で言語教育に悲惨な結果をもたらしています。

また、CLTとは誤りを無視することだと考えている人もいます。これも受け入れることのできない見解です。CLTの影響で、学習者の誤りを寛容な目でみる傾向が生まれたのは確かです。誤りは必然的なもので、試行錯誤が言語の学習に必要なプロセスであるならば、教師はそのプロセスを経験している学習者をどのように助けることができるかと、CLTは考えます。しかし、それは誤りを無視せよということではありません。

このような誤解の危険もありますし、CLTの用語のもとに、非常に多様なことが行われていて、コミュニケーション・パッケージ・シラバスの中には、たいへん厳密な機能的カテゴリーに基づいて、厳密に作られた、柔軟性に欠けるものもあります。また、教室の自由化に関して、非常に教条主義的なものもあって、こういう人たちは、学習者が望もうと望まいと、民主主義的な手続きを強制するべきだといえます。

「民主主義」の定義としては、奇妙です。

A: David Nunanが、学習者中心アプローチの文脈の中で、CLTを主張しています。それについて何かコメントがおりでしょうか。

B: 私は、誰が何をどう呼ぼうと気にしません。確かに、CLTは、教師中心のアプローチよりは、もっと確実に学習者を中心にすえようとしてきました。初期のニーズ分析は、学習者が将来、何をするかの記事を基礎にしていました。概念・機能シラバスについての議論は、実際に学習者がより満足するものは何なのかという視点で行われました。文法を拒否したのは、学習者が文法ではなく、コミュニケーションと意味を求めたからです。そういう意味では、CLTは常に学習者中心でした。学習者中心主義とCLTに矛盾はないと思います。

しかし、我々はよい言語教育を求めているわけで、言語教育には、実はコミュニケーションを基礎にしている面もあるように思います。コミュニケーション・モデルにおける根本的誤りは、注意しないと、言語がトランザクション、つまり物のやりとりの問題であるとみなされてしまうことです。

これは非常に強いイメージで、私も含めて多くの人々が、そこから成果を得てきたのですが、言語にはコミュニケーション以外にも役割があります。人は言葉を使って、自己を定義し、自分の考えを明らかにし、認知的な発達をします。実用的な対人関係の中でのやりとりにはばかり重点をおくと、こうした個人の内部の出来事が見逃されてしまう危険があります。

言葉でやりとりするのは、金銭のような比較的中立的なものではありません。言葉が媒介するのは、文化的な産物であって、人はそれに、強く縛られています。学習者一人一人の文化的な全人格を考慮してこそ、学習者は、ある第二言語に関わる努力を正当化することができ、自分は自分であり、この第二言語でも実りある、役に立つ活動ができるといえるようになるのです。それは、自分の幅を文化的に広げることになるかも知れません。また、ひょっとすると、外国の文化や自国の文化とも、深い関わりあいを持つようになるかも知れません。少なくとも、コーヒーを注文するというような些細なことだけではなく、人に伝えたいもっと大切なことに深く関わることはなるでしょう。

A: よい教師は、時には教師中心主義であることが必要だとお考えですか。

B: もちろん、時にはそうです。よい教師は、言語学習と習得の過程について、どんな学習者よりも経験豊かです。それが熟練というものです。ですから、熟練していないふりをするのは、責任を放棄していることになります。学習しなければならないのは教師ではなく、学習者なので、最良の言語の授業は、学習者中心志向を強く持った授業だと思います。しかし、どの段階で何をするかを決めるのは教師だと思います。教師が民主化を望む時は、専門家の立場で見て、もっとも理由があるべきで、教師中心主義を放棄すること自体が、常によいことだとは限りません。

A: 学習者中心主義は、医療の中の「インフォームド・コンセント」という概念に似ていると思うのですが。

B: そうですね。しかし、患者が自分のニーズや症状を医者よりもよく知っていることがしばしばあるように、学習者も自分のニーズを教師よりもよく知っていることも多いということを、頭においておくと、たいへん役に立つと思います。患者や学習者が必要としているのは、道案内です。学習者は学習のプロセスに貢献する多くの材料を持っています。

A: CLTには未来があるとお考えですか。

B: 興味深いのは、教授法とイデオロギーの関係です。例えば、フランスが亡くなる直前に、私はスペインで、グループ・ワークについてのコースを教えました。講義はまったくしないで、すべてが参加者のグループ・ワークで進行するという形式をとったのですが、ある参加者が、あなたがたのやっていることは、反政府活動だと言いました。それから長い討論が続き、5人の参加者が退場しました。私たちは、講義とはこういうものだという参加者の期待を、意図的に裏切って、参加者に自分の考えを明らかにする責任を課すとはこういうことだという例を示そうとしたのですが、それは政治的な出来事だと解釈されました。反対に、同じ頃、ユーゴスラビアではグループ・ワークが盛んでした。その主な原因の一つは、当時、労働協議会などでの労働者による管理に関心が持たれ

ていたという政治的環境でした。

90年代にCLTがどうなるかはわかりません。90年代にどんな政治的事件が起こるかわからないからです。80年代の終わりには、ヨーロッパについては私は悲観的でした。イギリスでは、政権がより権威主義的方向へ向かっていました。90年代には変わるかもしれませんが、しかし、よい言語教授法はどんな状況においても発達が可能だということはいつておかなくてはなりません。教師の権威が非常に堅く守られている国もあります。しかし、教師は、その権威を使って、学習者に何か比較的自由な作業をさせることもできます。

A: つまり、よい言語教育の定義は状況により異なるということですね。

B: ええ。いい教育は、常に、親と学習者本人と教師の望むもの、国家の要求、そして社会状況との妥協の産物です。これらの要素のひとつでもが変った時は、なにかしら変更や調整が必要です。

A: James Tollefsonが*Planning Language, Planning Inequality*という本の中で、第二言語の発達は、教えかたのよしあしだけで決まるのではないといっていますが、それについてはどう思われますか。

B: その通りだと思います。権力構造と、それが教育制度にどの程度入り込んでいるかは、非常に複雑で興味深い問題です。教師は、政府の政策と親たちの希望との板ばさみになって、非現実的な要求の犠牲になることもあるかもしれません。ESPのコースがよい例です。ESPは、非常に短い時間で、特定の目的を達せられる能力をつけようとするわけですが、それはもともと不可能な話なのです。学習が成功するために必要な経済的投資をしていないのに、コースに特別な名前をつけて、うまくいかなければ、教師のせいにするのです。教師は、弱い立場にいます。何でもうまくいかないときは、教師を責めればよいということにならないように気をつけなくてはいいけません。

A: 話は変わりますが、*The Language Teacher* 1991年9月号に掲載されたインタビューの中で言及なさっていた、子どもの言語知識の研究について、少し解説して頂けませんか。

B: イギリスにはおもしろい問題が2つあります。ひとつは、20年以上前から、学校教育に、インフォーマルな言語学を導入しようという数々の動きがあることです。言語についてのアウェアネスや知識が、時には非常に低学年から、第一言語としての英語教師、外国語の教師だけでなく、生物、社会の教師によっても教えられてきました。この動きは、いろいろな学校に、いろいろな形で広がりましたが、あまりよく理解はされていません。イギリスの第一言語としての英語教師は、少数の例外的な大学を除くと、文学的訓練を受けていて、本格的な言語学的訓練はあまり受けていないからです。

もうひとつは、政府の始めた論争で、学習者がきちんと話し、きちんと書くためには、言語について非常に多くのことを知っていなくてはならないというのが論点でした。多くの議論がされ、断定的な発言がされたわりには、証拠はあまりありませんでした。それで、同僚の Rosamond Mitchell と私が、イギリスの3つの学校における母語としての英語教育、フランス語やドイツ語の学習を詳細に研究する大規模な研究

計画を提案したのです。中学3年のクラスを対象に、外国語と英語の授業すべてを観察し、学習活動の一部として、言語についての知識が実際に言及されている方法を調べる予定です。同時に、私たちは、教師、主任クラスの教師、子どもたちにインタビューをしたり、様々な種類のタスクを子どもにやらせてもらって、その年齢の子どもが実際に持っている言語についての概念を理解しようとしてきました。言語を社会的現象だという人も、心理的現象だという人も、構造だという人も、誰も今までこうした研究をしたことがないのは不思議です。

私たちが調査した学校では、言語のアウェアネスについての授業はやっていませんでした。ふつうの授業で、教師が「そう言えば・・・」というような形で、非常にインフォーマルに言語知識に言及するだけでした。私たちの研究結果がどうなるかは、まだわかりませんが、外国語教師は言語形式と構造に集中し、母語の教師は、言語の変種や読み手の種類などについて話すという傾向はかなりはっきりしています。私たちが興味を持っていることのひとつは、子どもたちがこれら2つの知識を、片方は母語に関するもの、もう一方は外国語に関するものというように、完全に分けているのか、あるいは、それらを一緒にして、2つの言語を比較するために使えるのかということです。この研究によって、子どもが言語のメタアウェアネスをどのように使うかについて、より深い理解ができるのではないかと思います。若年期の子どもたちのメタアウェアネスについては、かなりの研究がありますが、それが学校教育とどう作用しあうかは、まだ誰も探求していないのです。

A: イギリスには、多くの言語的少数派に属する子どもがいると思いますが、この研究は、そういう子どもたちも対象にしているのですか。

B: ええ、かなり多数の言語的少数派のバイリンガルの学習者がいる学校を1校、このプロジェクトに組み込みました。私たちは、バイリンガルの学習者は、複数の言語を学んだ経験と、そのアウェアネスのおかげで、言語そのものの発達は必ずしも十分でなくとも、言語学的にはより洗練されているのではないかと考えています。それは多くの研究者が同意していることですが、私たちの研究の対象となっている人たちの場合もそうであるかどうかを言えるところまでは、まだ来ていません。

A: 日本にはアジアや南米から多くの人が働きに来るようになりました。その人たちの子どもたちに対して、日本の教育制度は母語の教育は用意していません。Jim Cumminsは、母語の教育が認知的発達には不可欠だと主張していますが、このことについて何かわかったことはありませんか。

B: これは激しい感情的な要素が混ざっている論争です。私は基本的に、Cumminsの主張を支持したいと思います。母語の発達が支援されれば、公用語または公教育の中で使われている言語の習得も改善するという仮説を否定する証拠はどこにもありません。母語の発達している人は、全般的にいつて、成績もいいのです。ところが、イギリス政府は、そうした教育は金がかかりすぎるとか、少数派グループの問題であるという見解をとっています。1985年に民族的少数派の教育に関

する報告書がでましたが、そこでは、コミュニティ・ランゲージに実質的な国の投資はすべきではないという強い姿勢が示されています。これはイギリス政府の犯した大きな誤りです。多くの民族的少数派を抱える地方で、教育委員会が、これに反対したのは興味深いことです。

A: 教育制度の中で母語の教育ができないとしたら、他には何ができるでしょうか。

B: ほとんどの地域の経験では、最も力をもっているのは、子どもの母語を使っているコミュニティです。よくあることです。そのコミュニティが政治的に周辺的なものであった場合、問題はむしろ大きくなります。しかし、コミュニティの指導者の強い支持があって、その指導者と地域の第二言語の教師や教育者の間に密接なつながりがあれば、たぶん、コミュニティ・ランゲージの教育のために、教育制度の中から、教師も場所も得ることができるでしょう。カナダでは、この方法で非常に成功しています。また、イギリスでも、この方向でかなり成功していると思います。例えば、私の住んでいる町は、それほど大きな町ではないのですが、15ほどの異なるコミュニティ・ランゲージが、週1回、定期的に、それぞれのコミュニティ出身の教師によって教えられています。一時として、学校の建物を使用できるといふ以外に、国からの援助はありませんが、子どもの親が、それを支えているのです。

A: 第二言語の教師として、社会における文化的摩擦を解消するために、私たちにできることはあるでしょうか。

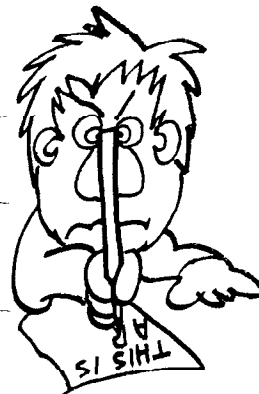
B: 市民としての責任以外に、第二言語の教師が、なんらかの責任をもっているという見解には、私は少々懐疑的です。第二言語の教師は、否定的な行動もしています。ある特定の言語を馬鹿にしたり、おとしめたりすることもあります。多言語使用を認めずに、自分の教えている言語と自分の母語しか使わないこともあります。もちろん、こうした行き方に反対して、教室に存在するすべての言語に価値を認めることもできます。対照的な例を適宜、生徒にあげてもらうこともできますし、多くの異なった言語からの翻訳を奨励することもできるでしょう。しかし、最終的には、私たちは、教師としてではなく、人間としてふるまうのだと思います。他人に対するふるまいかたや、言語にかかわりなく、他人に対してどのようにふるまうかが大切だという考えを伝えることが、最も人に影響を与えるのだと思います。ただ、第二言語の教師は、言語に詳しいと思われるから、社会の他の人々に情報を提供する役割を持てはいるでしょう。おそらく、教室で実際に何をするかよりも、学校の外で同僚、友人、隣人に何を言うかの方が重要なのです。

* 録音テープの文字化と翻訳を、Tim Newfields、齊木はかりの両氏にお手伝いいただきました。

THE FOUR SKILLS



READING



WRITING



SPEAKING



LISTENING

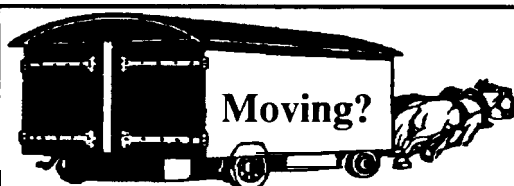
Jimmy Rankin

Interview with Christopher Brumfit

by Naoko Aoki

Shizuoka University

Christopher Brumfit of the University of Southampton, one of the leading figures in communicative language teaching (CLT) since its inception, was interviewed by Naoko Aoki of Shizuoka University at JALT 91 in Kobe. Brumfit regards CLT as an umbrella term covering the period of the 1970s and 1980s when language teaching experienced a major shift away from audiolingualism. He claims that what is important is to be a good language teacher rather than being communicative, pointing out some pitfalls of CLT: too much concentration on speech, ignoring mistakes, being dogmatic about democracy, and neglecting the personal, as opposed to interpersonal, aspect of language. In that sense, he says that he would not care if the 1990s do not remain communicative. Brumfit also discusses the relationship between methodology and ideology, and says that the future of CLT is unpredictable as we do not know what the political situations will be like in the 90s. At the moment Brumfit is involved in research projects to investigate children's knowledge and awareness of language and how they interact with formal instruction. These projects cover English as L1 and L2, and foreign languages in Britain. Although the research has yet to be completed, Brumfit suspects that language minority children are linguistically more sophisticated than monolingual children and that supporting children's linguistic heritage is crucial to their success in mainstream education. Finally Brumfit states his opinion that second language teachers in the classroom could play both positive and negative roles in reducing cultural conflicts in the society. He says that we have more to contribute as citizens than as teachers.



See that *The Language Teacher* follows you.

Send this form along with **your current mailing label** to the JALT Central Office:
1-3-17 Kaizuka, Kawasaki-ku, Kawasaki,
Kanagawa, Japan 210.

Name _____ Date Effective _____
New Address _____

Postal Code _____
New Home Phone _____ New Work Phone _____
New Employer _____

BANNER OVERSEAS FINANCIAL SERVICES

Explodes the Myths!!!

- | | | |
|---------------|---|---|
| Myth 1 | <i>"No money to invest"</i> | Start with only 20,000 yen per month! |
| Myth 2 | <i>"Too young for pension planning"</i> | Start early, it costs far less! |
| Myth 3 | <i>"Must be on National Insurance"</i> | Far cheaper alternatives are available! |

Contact: Tim Cornwall Matsubara 6-30-20, Setagaya-ku, Tokyo 156 **Tel/Fax:** (03) 3325-0419

A Taxonomy

For Analyzing the Instructional Reading Development of Teachers

by Karen A. Schumaker
Southwest Texas State University

It is widely conceded that the core transactions of formal education take place where teachers and students meet.

(Lortie, 1975, p. viii)

Recent calls for professional reform in teacher education highlight the need for research which investigates and attempts to characterize the effective integration of teachers' subject matter understanding and pedagogical skill (Shon, 1987; Shulman, 1986a, 1986b, 1987). A better understanding of the growth process during which a teacher learns to effectively integrate and apply his/her knowledge base to instructional practice would provide valuable information to be utilized in designing interventions for the purpose of improving the quality of classroom instruction.

The importance of reading as a life skill underscores the need for effective preparation and support of teachers in the practice of reading instruction. The most direct and logical approach to improving the reading ability of children in our schools seems to lie in preparing teachers of reading who: 1) are knowledgeable with regard to reading theory and the practice of reading instruction; 2) are cognizant of, and effectively provide for individual pupil reading needs; and 3) effectively provide for the reading needs of individual pupils.

A *Taxonomy of Intern Teacher Responses to Pupil Connected Readings* (Schumaker, 1991) was developed to provide descriptive information regarding the quality of a teacher's response to pupil connected reading (extended reading of textual material—entire stories and books—which matches the ability of the reader), and may be of assistance to teacher educators and supervisors in planning interventions designed to promote the instructional reading skill of pre-service and in-service teachers. The taxonomy also offers potential value as a self-diagnostic tool for teachers interested in maximizing their influence on the reading progress of individual pupils.

The taxonomy below contains 25 cells which describe characteristic teacher responses for five identified developmental levels on the part of teachers, and five instructional categories concerning pupil connected reading. The Y (vertical) axis portrays qualitative development in teacher response to the connected reading of individuals, from behavior characterized by "No Response" in Level I, to behavior which involves "Observation, Analysis, Action, and Reflection" regarding student reading in Level V. It should be noted that Level IV and Level V portray many of the same teacher responses to pupils. However, Level V represents a

more sophisticated, reflective, and effective instructional response to pupil connected reading.

The X (horizontal) axis of the taxonomy characterizes developmental progression in student teacher reading skill according to the identified taxonomic categories of placement, word recognition, fluency, practice, and comprehension. For example, a Level 1 response to the category of "placement" is described as follows: "No stated awareness of, or attention to placement of children in text which is suitable to their needs." Level V represents a qualitatively superior teacher response to pupil textual placement: "Analysis of pupil reading behavior leads to consideration of different placement options (i.e., lateral, backward, or forward progression in basal text, build-up readers or trade books, rehearsal, tape assisted reading). The teacher acts by trying the student in another placement and concluding something about his/her subsequent placement. The new placement is monitored and evaluated for effectiveness."

A *Taxonomy of Intern Teacher Responses to Pupils' Connected Reading* was designed for use as a developmental tool in recognition that there are wide variations between and among teachers in the quality of their responses to pupil connected reading. The taxonomy also permits analysis of differences in levels of growth between categories for individual teachers.

The taxonomy provides a framework for communication and dialogue between teachers, teacher educators, and supervisors for the purpose of encouraging growth and reflection in teacher responses to the connected reading of students. Taxonomic analysis and dialogue regarding teacher response to pupil connected reading may encourage teacher reflection about pupil reading progress. Reflection with regard to one's instructional performance may stimulate growth in the quality of teacher response to the reading needs of individual students.

A *Taxonomy of Intern Teacher Responses to Pupils' Connected Reading* was originally created as a tool of analysis for investigating student journal comments pertaining to pupil reading. Findings of a recent study which utilized the taxonomy to investigate the growth of 15 pre-service teachers in responding to readers during the student teaching semester supported use of this taxonomy as a developmental tool of analysis (Schumaker, 1991). This study supported growth, and also noted similarity and difference in student teacher responses to pupil connected reading. As the student teaching semester progressed, there was a steady de-

Fluency	Practice	Comprehension
Fluency is the facility with which an individual reads text. Two means of describing fluency are prosody (the intonational patterns of language: junctures, terminals, pitch, and stress), and rate (measurement of the number of words read per minute.)	Pupil engagement in rehearsal activities for the purpose of improving performance in connected reading (e.g., home practice, repeated oral reading, etc.)	The understanding a reader derives from text. Comprehension skills include the ability to recall information, identify main ideas & supporting details, locate & organize information, distinguish between fact and opinion, & predict, verify, and evaluate textual content
Fluency Level I	Practice Level I	Comprehension Level I
No attention to pupil fluency.	No attention to the influence of practice on development of pupil reading skill.	No stated awareness of or attention to factors which affect pupil reading comprehension.
Fluency Level II	Practice Level II	Comprehension Level II
Makes general fluency statements (e.g., "She has good fluency", "His fluency is poor.")	Makes general comments regarding practice (e.g., "If they finish their story, they start reading it a second time until the timer goes off.")	Reports general or procedural information regarding reading comprehension (e.g., "One day he seems to remember and the next day he doesn't" "I understand the grading policy for reading comprehension.")
Fluency Level III	Practice Level III	Comprehension Level III
Makes specific statements about pupil fluency in terms of: 1) prosody (e.g., "He omits periods.") and/or 2) conformity with or deviation from minimum rate standards (e.g., "Her rates are consistently below 60 words per minute.") There is no explanation for the cause of the problem, and no suggestions are provided for what may be done to correct or improve it.	Makes statements about pupil practice needs with regard to placement word recognition, fluency & comprehension (e.g., "She really needs the practice, as she is not getting much at home," "She has been making substitutions on medial vowels & needs some practice on this."); no attempt to suggest why the pupil is having difficulty or how to correct it.	Makes specific statements about pupil: 1) process comprehension (understanding of text as reading occurs): "His oral tell-back lacked supporting details" 2) product comprehension (understanding of text after completion): "His comprehension grades are slipping: They were 95, 88, and 75." No analysis of causes or suggestions for solution.
Fluency Level IV	Practice Level IV	Comprehension Level IV
Speculates as to why student is having prosodic or rate difficulty and suggests an intervention (e.g., "The vocabulary is difficult in that book, and his rates have been low - I think he may need some rehearsal to build up his fluency.")	Contemplates the nature of practice needs and suggest a course of action (e.g., "She really needs to practice her reading - perhaps she could practice at home every night.")	Speculates regarding pupil needs & suggests an intervention, e.g. direct instruction on comprehension strategies (locating title, author, main idea & supporting details; periodic oral tell-backs; evaluation of text; pre-reading questions; use of question stems to formulate answers), directed reading, or written comprehension models.
Fluency Level V	Practice Level V	Comprehension Level V
Analysis of fluency difficulties leads to consideration of a number of possible Interventions, e.g., tape assist, transparencies for punctuation, repeated readings. The teacher chooses an option, acts to implement it, and monitors and assesses its impact on pupil fluency.	Analysis of practice needs leads to consideration of options, such as appropriate choice of practice materials, collaboration with parents for home practice, development of contract & reward systems for independent practice. An option is chosen & implemented. The intervention is then monitored & assessed for its influence on pupil reading behavior.	Analyzes comprehension information and considers options for intervention. Tests the intervention and monitors or evaluates its impact on pupil comprehension.

Levels of Response	Placement	Word Recognition
Levels of response are distinct states that represent different types of behavior exhibited by teachers regarding pupil reading performance. These levels characterize a teacher's development in responding to the reading of his/her pupils.	Placement refers to instructional decisions regarding appropriate positioning of a child in textual material for the purpose of facilitating word recognition, fluency and comprehension.	The process of identifying words. Context, sight vocabulary, and word mediation (the process of identifying the component parts of a word) are word recognition tasks. Each of these skills interact to facilitate word recognition.
Level I: No Response:	Placement Level I	Word Recognition Level I
No Response Level at which the teacher does not respond to pupil connected reading behaviors.	No stated awareness of, or attention to placement of children in text which is suitable to their needs.	No response to word recognition
Level II: Limited Response:	Placement Level II	Word Recognition Level II
Limited Response (e.g. "Thanks!". "OK") Reports Procedure Level at which responses appear to be random or spontaneous rather than planned.	Reports general or procedural information regarding pupil placement, e.g., "The children seem well placed."	Makes general statements about word recognition, e.g., "His word recognition is good."
Level III: Observation:	Placement Level III	Word Recognition Level III
Observes Accumulates Information Teacher describes pupil connected reading behavior based on observation, but provides no rationale for solution of reading problems.	Notifies individual differences and reading problems. Attends to pupil progress in text placement (e.g., "Lindsey has moved from a primer to a first reader.") Monitors for appropriate placement during connected reading.	Makes specific statements about word recognition needs of pupils doing connected reading, e.g., "She misses medial vowels." There is no attempt to suggest why, or what might be done to remedy such a problem.
Level IV: Observation with Analysis:	Placement Level IV	Word Recognition Level IV
Observes Accumulates & Analyzes Information Plans Action &/or Acts on Basis of Information Teacher observes pupil reading behavior and analyzes the information. If an intervention is made, there is no evidence that assessment is made of the effectiveness of the intervention.	Contemplates whether a pupil is underplaced or overplaced in connected reading. Analyzes different possibilities for placement (i.e., whether to back up or advance a child in his/her basal text, shift a child laterally into different text of comparable difficulty, utilize build-up readers, suggest different genre, recommend another selection or story, or move to a different trade book or basal text).	Contemplates the nature of observed word recognition problems (e.g., "Why is he missing Mends?"). Suggests possible action to assist the problem.
Level V: Observation, Analysis, Action & Reflection	Placement Level V	Word Recognition Level V
Observes Accumulates & Analyzes Information Plans Action & Acts on Information Reflects on Action Level at which a teacher acts, and then follows his intervention by monitoring, assessing and reflecting on the effects of the intervention on student performance.	Analysis of pupil reading behavior leads to consideration of different placement options (i.e., lateral, backward, or forward progression in basal texts, build-up readers or tradebooks, rehearsal, tapes-assisted reading). The teacher acts by trying the student in another placement and concluding something about his subsequent placement the new placement is monitored and evaluated for effectiveness.	Analysis leads to consideration of intervention options, e.g., use of linguistic readers, one to one, small or whole group instruction, teacher guided rehearsal, etc. The teacher implements an option, and monitors and evaluates its influence on pupil word recognition performance.

CAMBRIDGE

ELT

A course for pre-intermediate learners



Language in Use

Adrian Doff and Christopher Jones

▒ systematic coverage of language

▒ clarity

▒ flexibility

self-study opportunities

▒ split editions for short courses available

Language in Use is specifically designed to cater for the needs of students with a broad range of language learning backgrounds.

Components: Classroom Book, Self-study Workbook, Self-study Workbook and Key, Teacher's Manual, Classroom Cassette, Self-study Cassette, Split editions.

For inspection copies and further information, please contact:

David Fisher,

Cambridge University Press,

c/o United Publishers Services Ltd, Kenkyu-sha Building,

9 Kanda Surugadai, 2-chome, Chiyoda-ku, Tokyo 101

TEL: (03) 3295-5875 FAX: (03) 3219-8417

CAMBRIDGE
UNIVERSITY PRESS

crease in low level limited response comments and a concomitant increase in comments involving observation, analysis, intervention, and reflection with regard to pupil connected reading.

Taxonomic journal analyses of 15 student teacher journals containing four-way dialogue journal communication (written communication between the student teacher, program director, co-operating teacher, and university supervisor) in this study showed that: a) 14 of 15 student teachers responded regularly to pupil reading by "observing", or "observing and analyzing" gathered information; b) fewer individuals responded to pupils by monitoring, assessing, and reflecting on their instructional interventions made on behalf of pupils; c) taxonomic analysis of pre-narrative, narrative, and post-narrative comments supported the developmental value of implementing a mid to early semester assignment which required student teachers to write a narrative analysis of individual pupil reading progress; and d) student teachers differed individually and by grade level in total number of journal comments, amounts of attention devoted to various taxonomic

categories, and percentage of journal responses coded at the five taxonomic levels.

This taxonomy offers potential as a developmental tool for teacher educators, mentors, master teachers, and reading supervisors interested in analyzing and encouraging the development of instructional reading skill in pre-service and in-service teachers.

**"The importance of
reading as a life
skill underscores
the need for effective
preparation and
support of teachers
of reading . . ."**

References

- Lortie, D.C. (1975). *Schoolteacher: A sociological study*. Chicago. University of Chicago Press.
- Schumaker, K.A. (1991). A study of student teacher dialogue journal responses to pupil connected reading. Unpublished doctoral dissertation. The University of Texas at Austin.
- Shon, D.A. (1987). *Educating the reflective practitioner Toward a new design for teaching and learning in the professions*. San Francisco: Jossey Bass.
- Shulman, L.S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57, 1-22.
- Shulman, L.S. (1986a, February). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 57, 4-14
- Shulman, L.S. (1986b). Paradigms and research programs for the study of teaching: A contemporary perspective. In M. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed.) (pp. 336). New York: Macmillan.

JALT-CATENA Education Program



Through an arrangement with Catena Corporation, any JALT member in good standing will be able to purchase LC II, Classic II and PowerBook Macintosh Computers from ComputerLand Stores for a 25% discount and any other Apple model for a 30% discount. In addition, for every purchase, Catena Corporation will give JALT a 2.5% commission on LCs, Classics and PowerBooks and a 3% commission on the other models, which will go directly into the newly established Yoshitsugu Komiya Scholarship Fund, administered by the Executive Committee. For further information, please contact the JALT Central Office (see p.1).

AMERICAN GENERATION



STUDENT'S
BOOK TWO

HEINEMANN

NEW NEW NEW NEW NEW NEW NEW NEW
Inspection Center for Foreign
Languages
Heinemann Japan Ltd.
Shin Nishi-Shinjuku
1-2-1 Sanyō-cho
Chiyoda-ku, Tokyo 100
Tel: 03 3294 0734
Fax: 03 3294 0792

Dogen and Humanism in the Classroom

by John B. Kemp

In *The Language Teacher*, Adrian Underhill (1990) comments on the training and development of teachers and suggests that at the present time the focus is on the former rather than the latter. He defines development as 'being essentially concerned with the effects that the teacher herself has on the learners and on the learning atmosphere of the class, as distinct from the effect of her techniques and materials' (Underhill, 1990, p. 3). For some people, especially those from the West, the perfect answer to the question of how the self, on the road to personal development, should relate to other selves, whether students, colleagues, friends or strangers, is to be found in Judeo-Christian scriptures such as *The Sermon on the Mount* or *The Book of Job*. For others, it is in the example and writing of the Japanese Zen master Dogen (1200-1253). His writings underpin much of the so-called Kyoto school of philosophy, which, since the early part of this century, has attempted to fuse Eastern and Western intellectual thought. In the words of Dumoulin, "No other religious personality in the history of Japan has so stirred contemporary interest as the Zen master Dogen Kigen" (Dumoulin, 1990, p. 51).

Although at first sight the seemingly elevated ideals of Dogen might appear divorced from coping with the issues of the everyday classroom, historically Christianity in many parts of the West, and conjoined Shintoism, Confucianism, and Buddhism in Japan have been an integral part of the Western and Japanese educational systems for the greater part of their histories. In *Language and Literature Teaching*, Brumfit states, "Learning to teach is not to pick up formulae but to act on internalized principles... we are concerned not with outward and visible signs, but with inward and spiritual graces" (Brumfit, 1985, p. 84).

What follows is an attempt to relate an element of Dogen's thinking, as put forward in his major written work, the *Shobogenzo*, to Underhill's concern about teacher development allied to Brumfit's consideration of humanistic teaching.

Context and Meaning

There are formidable problems in trying to relate a thirteenth century Japanese text, which was primarily

written for monastic use, to present day language teaching. The function of such a work is vitally related to the indivisible unity of language, metaphor, and social institution from which it emanates.

A second major problem is that the *Shobogenzo* cannot be penetrated simply on an intellectual level. There has also to be concomitant participation in *zazen* (meditation). The qualities that correct practice fosters include concentration, patience, and the ability to sus-

pend automatic thought. Only with such practice can wisdom or insight be attained.

Thus any attempt to relate one aspect of the *Shobogenzo*, assuming that it is divorced from appropriate meditation, to humanism and classroom practice is at best limited. However there are counters to this. Embedded in the work are timeless messages which have been prominent in major spiritual teaching throughout the world. As such they have intrinsic worth in themselves. Secondly, a lot of mainstream Buddhist thought, and certainly, that of Dogen considers that all people, without

exception, have within them a Buddha nature, the innate capacity to become Buddhas.¹ For the vast majority of us, this capacity remains dormant throughout life. If juxtaposing one small area of the *Shobogenzo* against humanism stirs the reader's Buddha nature, even if only fleetingly, then at least from a Buddhist point of view, the exercise is fully justified.

Bodaisatta Shishobo

Over its two and a half thousand year history, Buddhist thinking has, in varying degree, stressed the impermanence of life, suffering and a way of stopping it, and the notion that there is no self or ego as an entity which is separate from mental processes. With understanding in its fullness, such core belief becomes action. Over time, understanding and action can become one.

Guidance on how to put such fused oneness into practice is to be found in chapter 76 of the *Shobogenzo* called Bodaisatta Shishobo: "The four ways a Bodaisatta acts to benefit human beings." A Bodaisatta is a person who is striving for Buddhist perfection. In the words of Conze, "Destined to become a Buddha, he nevertheless, in order to help suffering creatures, selflessly

"Although at first sight the seemingly elevated ideals of Dogen might appear divorced from coping with the issues of the everyday classroom, historically Christianity in many parts of the West, and conjoined Shintoism, Confucianism, and Buddhism in Japan have been an integral part of the Western and Japanese educational systems for the greater part of their histories."

postpones his entrance into the bliss of *Nirvana* and his escape from this world of birth and death" (Conze, 1967, p. 54).

Dogen's four ways are a restatement of traditional Buddhist teaching of selflessness and compassion for all beings. *Fuse* (almsgiving) in a spiritual or material sense gives benefit to others and is, according to Dogen, part of our original nature. Although the giver should not expect results, almsgiving tends to beget almsgiving.

The second way is that of *Aigo* (loving words). Dogen says, "We cannot imagine using coarse words. It's natural to ask about others' welfare when we great them" (Nishiyama, 1983, Vol. 3, p. 126). *Aigo* is rooted in compassion, an essential virtue in Buddhism which is characterized by detachment and impersonality.

Rigyo (beneficial actions), stresses non-discrimination. It "means that we take care of every kind of person, no matter whether of high or low position" (Nishiyama, 1983, Vol. 3, pp. 126-127).

Finally *Doji* (identification with the beings that are there to be helped) "means not to differentiate self from others." It "is manner, styles and attitude, and people harmonize both with themselves and others" (Nishiyama, 1983, Vol. 3, p. 127).

Humanism and its Context

In some literature, humanism, which we are trying to link with *Fuse*, *Aigo*, *Rigyo*, and *Doji*, is narrowly associated with the Silent Way, community Language Learning, and Suggestopedia. Although these methods were founded on a base of humanism, it is possible, as pointed out by Underhill, that many practitioners have been more concerned with their application than with the underlying values and attitudes which were present at their inception (Underhill, 1989, p. 250).

In a broader context, humanistic values and attitudes can underlie many different approaches to teaching. This article accepts Brumfit's profile of humanistic teachers which suggests that they:

... see language as something which must engage the whole person, not as something purely intellectual; they recognize that their students are people themselves, with emotional and spiritual needs as well as intellectual ones, people who can contribute to their own learning, who are not the passive recipients of someone else's teaching; humanistic teachers believe in a world of autonomous, creative and emotionally secure people, and they believe that education can assist the process of creating such a world (1985, p. 79).

Bodaisatta Shishobo, Humanism, and Classroom Practice

In that part of the message of the *Shobogenzo*, or any other such work, is part of the reader's already framed concepts which filter, adapt, and sometimes reject incoming stimuli; so it is left open as to whether the reader sees a bridge between some of the characteris-

tics of *Fuse*, *Aigo*, *Rigyo*, and *Doji* as sketched here and Brumfit's profile of the humanistic teacher. For those who do, there is the question of transforming the message into classroom practice.

First, a note of caution. At the beginning of this article Brumfit was quoted as saying "Learning to teach... [is to be concerned with] inward and spiritual graces." *Spiritual* graces is taken here to mean the beliefs and practices which motivate people's lives and help them to reach out towards the kindness and compassion of Buddha (and other figures as conceived by the great non-theistic traditions), or of God (as conceived by the great theistic traditions). *Fuse*, *Aigo*, *Rigyo*, and *Doji* are ideals which express a form of ultimate truth. Awareness of them invites a particular attitude on the part of those who hear about them. Transforming this attitude into a practical form opens up an inevitable gap as it is done through the lens of a particular culture by a particular self and at a particular time. Thus although questions such as "How will knowledge of *Bodaisatta Shishobo* help me in terms of my students' learning and how will I know when I have changed?" are surely valid, a clearly laid out step by step guide cannot be given in answer.

There is a similar problem when trying to answer the same question from a humanistic perspective. Brumfit calls it the humanistic paradox. Thus he makes the point that human experience is essentially whole but that the written word is composed of separate sentences. Thus "descriptions of what to do in humanistic teaching may easily be converted into sets of separate instructions, and thus lose their wholeness and integrity" (Brumfit, 1985, p. 83).

Thus what follows is tentative and truncated from a hypothetical whole. This whole includes the age and background of the student; the amount of formal and informal contact staff and students have had; the degree of confidence, trust and respect between them; plus their mutual sensitivity towards what might be different needs and feelings.

The teacher can give alms (*Fuse*). She or he oscillates between being a receptor and an authority on the language which is being learnt or practised. Thus on occasion the teacher is the passive but sympathetic vehicle through which the student can hesitatingly try out what might be some half internalized language. This seems to be particularly the case with Japanese learners of English and other foreign languages. Cleary's translation of *Bodaisatta Shishobo*² states, "the Buddha said... 'When a person who gives comes into a group, the people first look at that person. Know that heart implicitly comes across'" (Cleary, 1986, p. 117). Looked at from a humanistic perspective, the teacher becomes open, a giver, and in the words of Hartl, as quoted by Stevick, "willing and able to share the most important aspects of life, to give freely of self" (1980, p. 294).

The teacher uses kind speech (*Aigo*). Cleary's translation says, "Once one has taken to kind speech, one will gradually increase kind speech; therefore hitherto

unknown and unseen kind speech will appear. . . One should learn that kind speech has the power to turn heavens. It is not just praising the able" (Dogen, 1986, p. 119). Stevick's advice is to "Speak and act in ways that flow out of what you have seen and what you believe, and out of what is appropriate to the situation in which you find yourself" (1980, p. 107).

Kind speech is rooted in compassion. Thus the teacher shares impersonally the problems of the learner. She or he assimilates the shock to a student's self esteem when errors are made in front of the group and, in seeking to show sympathy and deal with that shock, chooses from alternatives which include the use of facial expression, gesture or writing, a whispered correction, an interjection which can presuppose a certain degree of competence on the part of the student, or even an apparent ignoring of language misuse.

Rigyo (beneficial action) involves taking care of every kind of person irrespective of their position. In putting this into practice with the shy and may be less forthcoming student in the midst of more competitive and outgoing counterparts, the teacher can give encouragement and try to foster confidence.

Doji, the harmonizing of the manner, style and attitude of the knower with that of the learner, is an endless continuum. On a cross-cultural level, activities which might solve problems in one educational setting might create them in another. As a part of personal development, the teacher has to constantly adapt her or himself to clearly defined goals. These include knowing something that the student wants to know and giving access to it, empathizing to the learner's situation so that what is going on in her or his mind is also going on in the mind of the teacher, and accepting the learner unconditionally for what she or he is. Nishiyama's translation states, "*Doji* means not to differentiate self from others, in the manner of Shakyamuni (the historical Buddha), who was born and spent his whole life as a human being" (Nishiyama, 1983, Vol.3, p. 127).

A Personal Note: In the Classroom

I often find values such as *Fuse*, *Aigo*, *Rigyo*, and *Doji*, which are here taken to be compatible with Brumfit's profile of humanistic teachers, impossibly difficult to put into practice. How can I take care of every kind of person "irrespective of their position" in a class of 30 or more students that I only see one and a half hours a week and who may not always be so well motivated? Do I really give Mayumi confidence as I ask her, however kindly, but yet again, to try and speak English, not Japanese, during English class? Do I know, in the anonymity of all those faces, which can so easily merge with the faces of other students from other classes, what her problems really are? Do I have time and energy to build up personal relationships with what

might be the several hundred students that I see in a week? I don't. I fail. Sometimes such values are either totally forgotten or they boil down to a brief word of praise or encouragement as I pass down an aisle to a group which is trying to decide on the grammatical accuracy of sentences in a game of snakes and ladders.

This morning the **one** and a half hour second year class went quite well. Cycling into work helps with freshness and bounce. First there was a sharp warmer, which was more of an attention getter than anything else, although it did include some of the structures focused on last week. This was followed by a short but slightly tricky input interspersed with a spontaneous joke which came to mind when Tomoko couldn't open the window because it was jammed. She laughed, as did the others. Still, must be careful about jokes at other people's expense. Remember the one that backfired with Satomi? At my expense is the best.

The practice stage was good, although a bit too long, and group activities had to be interrupted because there was uncertainty about some of the input explanation. Akemi got it in the end, but I'm not sure about the thin boy with long

hair wearing glasses. The students were cheery and smiling when they went out. The afternoon class are supposed to be at the same level, but they aren't. The same lesson had to be quite drastically altered and the students cajoled and manoeuvred before there was the semblance of a smooth running lesson. It went all right in the end, but it could have been better. Knew beforehand that the classes were different, so should have put more effort into preparation.

Next class, how about a word with Megumi and Yoko? They know so much English because they've been in European international schools for three or four years. They're bored. They could do a lot to help other students, but on the other hand they don't want to stand out too much from the group as know-it-alls. Must work on it.

Teaching in many ways is the art of balancing relationships in such a **way** that students learn something which satisfies them on many levels of personality. In contrast to the work of the instructor, teaching involves moral issues and the display of values. Although teacher training is rightly concerned with techniques and materials, it seems that the affective domain is often neglected. To some extent there is an understandable inevitability about this because values cannot be analysed in the same ready fashion as techniques and materials.

Conclusion

Although attention has been focused here on *Rodaisatta Shishobo*, the work has been set in the context of meditation. Experience in this medium, as

**Teaching in many ways
is the art of balancing
relationships in such a
way that students learn
something which
satisfies them on many
levels of personality.**

emphasised by Dogen and many other schools of Buddhism, allied to such thinking as is put forward in the *Shobogenzo*, can and should contribute to personal development. Meditation and related thought is also a very practical way of reducing stress, of finding a middle path between what Lindsay (1990) identifies as the "good" stress of butterflies in the stomach when a challenge raises a teacher's performance and the stress which results in anxiety, fatigue, exhaustion, and burn-out.

The fruit of working on self-development, which here we are equating with the humanism of Underhill's teacher development allied to insight from Dogen's *Skobogenzo*, is changed awareness. The same "pre-aware" teaching techniques and materials, although probably with refinements which would have been made anyway, can be used to much greater effect in the "changed awareness" era. In the words of Underhill, "doing the same things with a different awareness seems to make a bigger difference than doing different things with the same awareness" (1989, p. 260).

However imperfectly practised, *Fuse*, *Aigi*, *Rigyo*, and *Doji* are part of an ideal ethic. Those people who identify with other great beliefs will probably find that such ethics are integral parts of their own systems. The ideals point to how human conduct ought to be, with the accompanying impartiality implied by that, rather than how, with overtones of self-interest, it actually is. Dogen gives insight as to how individuals, be they teachers or people from any other walk of life, can bridge such an "ought" into a final good.

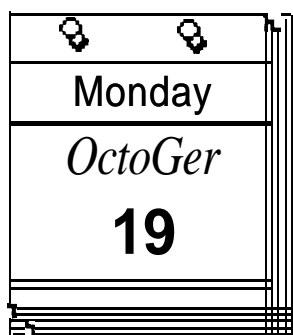
Notes

- 1 In the chapter entitled *Shoji*, Dogen gives advice as how this is to be done. Thus he states, with a strong ethical tone, "There is an easy way to become a Buddha. Do not create evil, do not cling to life and death, have deep compassion for all sentient beings, respect those above you and have kindness for those under you, abandon hate and desire, worry and grief-this is what is called Buddha. Do not seek anything else" (Nishiyama, 1983, Vol.1, p. 22).
- 2 Cleary spells and capitalizes *Bodaisatta* *Shishobo* (Nishiyama's rendering) as *Bodaisatta* *shishoho* (Cleary, 1986, p. 116).

References

- Brumfit, C. (1985). z Oxford: Pergamon Press.
- Conze, E. (1967). *Thirty years of Buddhist studies*. Oxford: Bruno Cassirer.
- Dogen Z. (13th Century). 1983. *Shobogenzo The eye and treasury of the true law*. Translated by K. Nishiyama and J. Stevens. (4 volumes). Sedai: Daihokkai.
- Dogen. (13th Century). 1986. *Shobogenzo: Zen essays by Dogen*. Translated by T. Cleary. Honolulu: University of Hawaii Press
- Dumoulin, H. (1990). *Zen Buddhism: A history. Vol.2, Japan*. Translated by J. W. Heisig and I. Knitter. New York and London: Macmillan and Collier.
- Lindsay, A. (1990). Teacher stress: Butterflies, lemmings & stunned mullets. *The Language Teacher*, 14 (4), 17-21.
- Stevick, E. (1980). *Teaching languages: A way and ways*. Rowley, Massachusetts: Newbury House.
- Underhill, A. (1989). Process in humanistic education. *ELT Journal*, 43 (4), 250-260.
- Underhill, A. (1990). Training, development and teacher education. *The Language Teacher*, 14 (4), 3, 12.

John Kemp teaches at Gakuskuin Daigaku and Tokyo Joshi Daigaku



The 19th of the month two months before the month of publication is the FINAL deadline for receipt of all submissions (except chapter meeting announcements, which are due on the 25th). Anything received after the deadline will go into a subsequent issue..

The Importance of English Circle Participation: Learning at the Circumference of the System

by Jack D. Large
Wonkwang University

There are probably few countries which, although never colonized by English native speakers, have devoted more national energy and attention to the study and development of English language education of their citizenry than has the Republic of (South) Korea. The historical process has been described and at least one comprehensive model for the future of foreign language study in Korean public and private institutions has been proposed (Kim, 1987).

The role native speakers have played, for better or worse, in this process is fairly well understood, as are the ways in which cross-cultural and linguistic gaps separating the goals of foreign English teachers from the aspirations and learning motivations of Korean students (Kwon, 1991; Rinnert, 1991), their institutions, and their education ministry with its far reaching powers.

Less well understood are student devised processes activated in search of their own solutions to some of the problems and challenges that they face in their quest for English proficiency, as seen through their own learning experience. Individual students have highly individualized foreign (English) language characteristics of sound, grammar, word choice, and word order.

Their proficiency results from complex combinations of personal language learning experience: instruction, book study, missionary contact, official (for men) and unofficial contacts with U. S. military personnel, audio/videotape study, foreign cinema, and miscellaneous environmental exposure to advertising, product labeling and embellishment, "Konglish" users, etc.

Inhibiting Factors

Influential factors inhibiting the development of English language fluency by Korean university students include:

1. Large class size (rarely fewer than thirty students).

2. Infrequent class meetings Conversation classes meet only once a week for two hours. (Note: This was finally changed in my school for the Fall, 1991 semester. Two fifty-minute meetings per week are now held.)

3. Mixed proficiency levels, ranging from low to high in all groups. Classes are organized on the basis of year (freshman, etc.) and major department (English Education, or language and literature), resulting in a proficiency distribution approximating a bell shaped curve.

4. Cultural-based reluctance of a large majority of students to perform spontaneously or voluntarily in class activities. The maxim holds that "The nail that sticks up gets hammered down."

5. Limited number of accessible native speakers with whom to practice. (This factor varies greatly countrywide in direct proportion to distance from major cities and U.S. military bases.)

6. Culturally ingrained and administratively mandated traditional emphasis on translation and memorization at the level of primary and secondary schools.

Other influences have been suggested, such as over-emphasis of reading and grammar, and limited use of English as the language of classroom instruction. Having become aware of so many factors operating against student efforts to improve their English conversation ability, I eventually found myself asking why: a) there are a significant number of impressively proficient speakers, b) there is significant observable improvement in the ability of specific individuals over time, and c) many students' interest level for English study remains strong, as does their personal motivation to improve in all four skill areas.

Observations made during eight semesters of teaching here have led me to conclude that some of the students have devised strategies of English study which have compensated for some of the factors weighing against progress, and some of the built-in drawbacks and barriers of the educational system.

The effort to describe these compensating strategies has proceeded from the hypothesis that a direct relationship exists between active membership and participation in one of numerous existing "circles" for the study of English, and the achievement of higher competence and performance levels than testing might reveal in a random sample of English students not active in circles. Stated more succinctly: English study circle members become more fluent in less time than do their non-circle classmates.

Just as important as knowing why some students advance more rapidly than others is knowing the manner in which advancement occurs. If mechanisms of language learning in these groups outside the classroom are understood and facilitated, perhaps the knowledge would also contribute to improvements in the quality of classroom instruction, thereby increasing the number of what I think of as "English-satisfied" students. English-satisfied students are those who use English willingly and with reasonable accuracy of meaning, without overt displays of physical or psychological discomfort, whatever the level of flu-

More Hearsay

Interactive Listening & Speaking

New

Dale T. Griffiee

More Hearsay is an ideal text for false beginners needing greater exposure to spoken American English.

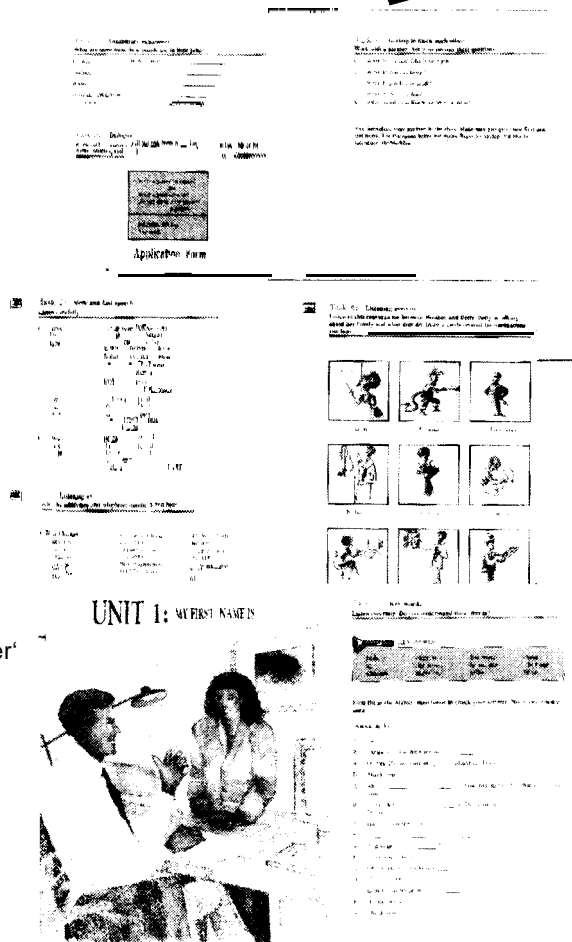
Combining listening comprehension with interactive conversation exercises. **More Hearsay** will help students to develop listening strategies, increase their vocabulary and improve their fluency.

More Hearsay features :

- Introduction of slow and fast speech in natural contexts
- Vocabulary expansion games
- Fluency practice for smooth speech
- Telephone and telegram language

More Hearsay consists of fifteen topic-based units and high quality cassette tapes which have been extensively classroom tested before publication. Together they provide the best material to promote confidence and competence in listening and speaking skills.

More Hearsay.. another major addition to Addison-Wesley's established list of ESL/EFL materials for mature learners.



* * * *

Hearsay

Survival Listening & Speaking

Dale T. Griffiee / David Hough

BEGINNING

Designed for adult learners with little or no exposure to spoken American English, **HearSay** builds the listening and speaking skills that are essential for social "survival" in English.

&Addison-Wesley Publishers Japan, Ltd.

1-2-2 Sarugaku-cho, Chivoda-ku, Tokyo 101 Japan TEL03(3291)4591 FAX03(3291)4592

アジソン・ウェスレイ・パブリッシャーズ・ジャパン株式会社

〒101 東京都千代田区猿楽町1-2-2

ency. The social structure of English study circles appears to aid the process of becoming English-satisfied.

The circles are rigorously hierarchical, with the leaders having a significant amount of coercive power over members, who in turn are expected to perform to high standards of attendance and participate in circle activities. There is a considerable amount of surface variability in the activities themselves, and there is also a degree of contrast between individual circles based on the activities characteristic of each.

I have looked at the structure and activities of eight circle groups in the attempt to better understand their underlying social organization and motivational rationale. Most circle members identify their own group by the acronym (ESA, EISA, EECA, BEST, etc.) of its name. The names usually include the words English, *Study Association*, etc., or the name of their primary study subject material (*Time*, *Newsweek*); one group bears the affirmatively optimistic, if linguistically crunched, *YESICAN*.

Types of Circle Groups

The primary activities of the groups are assigned to three discrete functional types, defined by the emphasis each places on particular activities and exercises.

Product-output Type

The first of the three types, one of the two which are product-oriented, I have called "product-output". Two groups stand out. One, the Herald, produces the student English language newspaper two or three times per semester; the other produces on stage a popular two-hour-long "Talk Show."

An extraordinary amount of effort is required in the planning, preparation, and production of each of these projects. Of them, the publication is perhaps more rigorous due to its smaller corps of members ("staff"), and the editorial procedures and deadlines well known to anyone having worked in print media. The familiar challenges of native language press are magnified for students of a foreign language, especially where much of the work is performed by freshman and sophomore "cub reporters."

The talk-show stage production is made more interesting as the result of the good deal of effort put into rounding up the greatest possible number of native speakers to participate as both audience and talent. The talent category consists of a panel of four individuals who, for the program observed most recently, were invited from a U.S. airbase nearby. Each was asked questions about a basic theme by members of a panel of four students. The program was rather adroitly moderated by a student emcee, appar-

ently chosen on the basis of speaking ability. The basic theme of the 1991 performance was "The most important thing in life."

Following an introductory narrative by two student, the program proceeded with a refreshing degree of spontaneity in a general atmosphere of congeniality, and everything went right according to schedule, as far as such an event could be rehearsed.

Product-input Type

The second type of group identified for this analysis, the "product-input" type, includes four examples. The primary activities of this type of group focus on the study of particular publications and/or other media. Two eponymous groups concentrate on the weekly magazines *Times* and *Newsweek*. Another group uses special publications of *Si-Sa-Yong-O-Sa*, a large national English materials publishing company, while the fourth studies the editorials of an English daily newspaper (there are two).

The strongest impression left by both product-oriented groups and their activities is of the diligence required to successfully carry them out. While the other type of circle group is less product oriented, the members are apparently no less vigorous in their approaches to English study.

Process/Practice Type

The third circle type is arguably the most successful in terms of efficiency, measured as a function of the ratio of English ability and time spent on English study. I assign these groups to the "process/practice" type, and I have looked at two of them. Of these two, one is the oldest student English study circle on campus, and as such is regarded to be the structural

prototype for subsequent ones, at least in terms of their internal social hierarchy, which can be seen to mirror a pattern well documented as characteristic of Korean society as a whole.

A typical year for one of the groups of this type includes an impressive array of activities designed, consciously or not, to strengthen and reify the pattern. Four or more hours daily of intensive English study are the norm during the two-month summer and winter vacations. An initial March recruitment of new members involves a rejection rate

of approximately 25%, based on the results of a written test, a speaking test, and a two-hour interview by circle leaders. Social activities include a full schedule of parties, model TOEIC and TOEFL examinations, athletic competitions with similar intramural and off-campus groups, and other "spirit-building" activities.

Once a year, a kind of homecoming meeting is held,

"... some of the students have devised strategies of English study which have compensated for some of the factors weighing against progress, and some of the built-in drawbacks and barriers of the educational system."



Oxford
University
Press

“A Tradition of Excellence”

American English Listening from Oxford



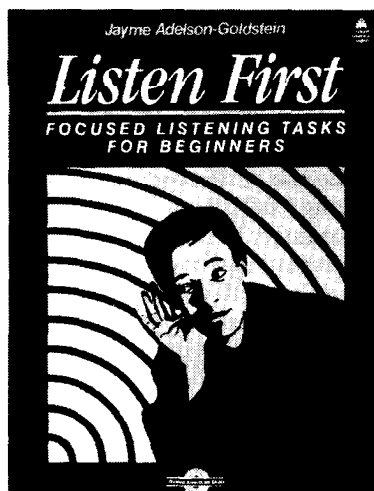
Listen for It

- ▶ For lower intermediate students
- ▶ Task-based listening
- ▶ Systematic approach to development of listening microskills

Listen First



- ▶ For complete beginners
- ▶ Useful, everyday language
- 4 Activities graded within the unit



To: OXFORD UNIVERSITY PRESS

2-4-8 Kanemecho, Toshima-ku, Tokyo 171 Telephone:(03)5995-3801

I am considering these texts for adoption.

Please send me a FREE inspection copy of ☐ **Listen First** ☐ **Listen for It**

Name: _____

School: _____

Address: _____

(Home/School)

Tel: _____

MAIN STREET ... Coming Soon ! MAIN STREET ... Coming Soon !

to which past members/graduates return to give testimonial support and encouragement to the activities of their "juniors." A round of congratulatory acknowledgments and addresses is followed by a buffet style banquet, accompanied by a great deal of English-only conversation, especially when native speakers are present. A considerable amount of effort is made to bring in as many as possible of these old-time members and advisors, with apparent emphasis placed on those who have attained relative VIP status later in their careers.

Compensating Factors

My examination of the context and environmental detail of a circle meeting suggests that five of the structural inhibitors listed previously are essentially addressed in the following ways:

- 1) Smaller sub-circles (circlet) or cliques, form organically, with a hierarchical internal structure based on skill level. The larger the group, the better this mechanism functions.
- 2) Circles meet daily, with circlets gathering even more frequently in some cases.
- 3) Proficiency level variability that hampers a large class (too dull for the highest, frustratingly difficult for the lowest) becomes an asset in the face-to-face context of the circlet.
- 4) Small groups are inherently less threatening than larger ones.
- 5) Circle members opportunistically seek out and invite native speakers to visit their meetings.

I have tried to show how circles fill gaps left in the educational process by the educational system. The circles co-exist within the same system, but are sepa-

rate from the established traditional process. As such, they deserve to be recognized as student-generated strategies for both instrumental and cross-cultural EFL goal achievement.

Conclusion

While the psychological impact of student study circle activities on foreign language learning facilitation is impossible to characterize confidently in the absence of reliable testing and research, I suggest that a relationship exists between the specific factors listed above as inhibitors of the process, and some of the specific (student-devised) creative and adaptive strategies and solutions, by the means I have described.

While this rationale for English circle participation points out a way in which the activity over-

comes certain obstacles to achieving English fluency, it is not exhaustive in describing the benefits of circle life for those students who are involved. Socialization of incoming freshman to university life, networking advantages for serious scholarship, and preparation sessions for various examinations: SAT, TOEFL, TOEIC, CRE, etc. are just a few of the ways in which circle participation appears to contribute to the lives of the students who embrace it.

References

- Kim, N.S. (1987). *Rationale and design for large group instruction of Korean college students of English as a foreign language for the development of communication skills*. Unpublished doctoral dissertation, University of Texas.
- Kwon, O. (1991). Koreans' expectations of native-speaker teachers of English. *AETK Newsletter*, 11-1, 5, 20-21.
- Rinnert, C. (1991, October). Bridging cultural and linguistic gaps in the four skill areas. Plenary address at the 3rd annual convocation of the Korean Association of Teachers of English, Hannam University, Taejeon

"A typical year for one of the groups of this type includes an impressive array of activities Four or more hours daily of intensive English study are the norm during the two-month summer and winter vacations."

The Language Teacher 1992 Calendar

October

Open

November

The JET Program

(Antony Cominos)

December

Teacher Education

(Gebhard & Fanselow)

ScottForesman English

Brings English to Life!

In Contact, Levels 1 and 2

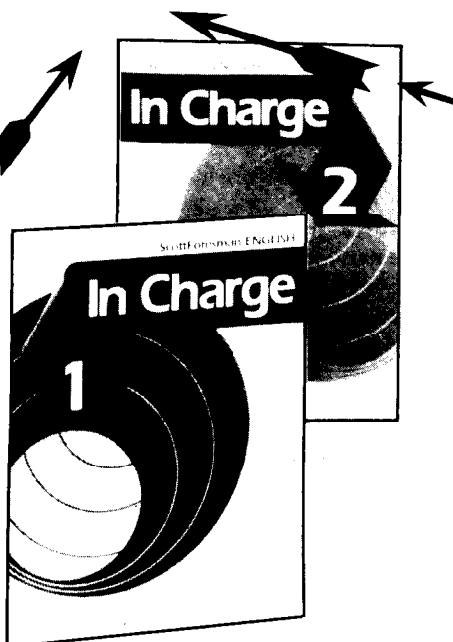
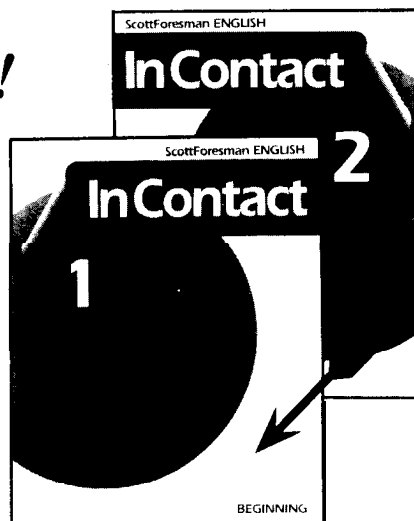
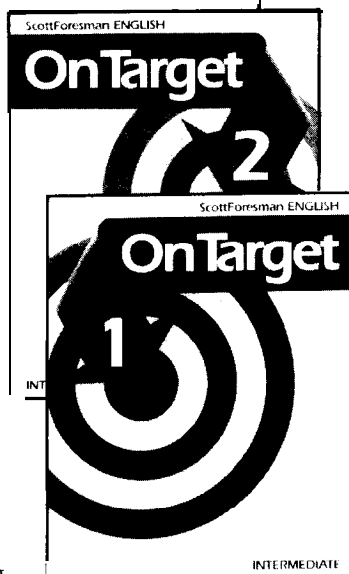
On Target, Levels 1 and 2

In Charge, Levels 1 and 2

Now the series is complete!

Active, involving, and **alive**—
ScottForesman English makes
communicating in English
a natural.

- ▶ Integration of listening, speaking, reading, and writing
- ▶ A learner-centered approach promoting active involvement
- ▶ Instruction in critical thinking skills to help students learn better and retain more
- ▶ Application of learning strategies to promote responsible independent study



ScottForesman

A Division of HarperCollins Publishers

For more information contact:

David Gray
HarperCollins Publishers
1-2-1 Sarugaku-cho, Chiyoda-ku, Tokyo 101
Phone: 03-3294-8288/3291-6343
Fax: 03-3294-8284

Using TV News In the Language Classroom

by Eri Banno

Kansai University of Foreign Studies

Introduction

Recently, videos are becoming widely used in the language classroom. Schools have introduced more video decks, and this has made it possible for teachers to use videos whenever they want. The spread of machines has induced the problem of more video materials. Teachers now can choose materials from wide selections, and find what they want to use. Videos attract students to the point that teachers cannot ignore them. If you ask students what they want to study with, many of them answer that they prefer videos to textbooks. This is naturally understandable if we see the popularity of television programs or movies over books. The sounds and visuals of videos have great effects, and can be a powerful device to motivate students. In this paper, I would like to discuss TV news as a teaching material. First, I will explain why TV news can provide beneficial material and then I will describe how we can use it in the classroom.

TV News as a Teaching Material: Advantages

TV news as teaching material has several advantages: 1) it is authentic, 2) it is visual, 3) it is short, 4) it has variety, and 5) it can present current issues for discussion.

First, TV news is authentic material, created originally for native speakers and not revised for language learners. Using TV news can be a good introduction of authentic materials to language learners. When they come across authentic materials for the first time, they often think that the speed is too fast and thus is too difficult. The teacher's role is to introduce appropriate materials to students, and make the transition from simplified materials to authentic materials easy for them. Since the newscasters speak very clearly, not too fast, and do not use any slang, it is much easier to comprehend than other authentic materials such as movies and dramas. The pictures and tables which go along with the news story also help the learner understand the news more easily.

Second, TV news is visual. TV news has moving pictures and sounds to go along with the story, which motivates learners. Sometimes news contains difficult vocabulary, or a newscaster's speaking may be too fast or not clear enough. In such cases, visuals can provide clues to understand the news. With them, students can infer the content and confirm what they have heard.

Third, TV news is short, usually lasting less than 10 minutes. This might be considered the maximum length of time during which the students are able to concentrate their attention. If students have to keep watching a video for a longer period of time, they may get bored. When they listen to a language which is not their native language, they need to pay much closer attention to understand it, and they often get tired very easily if they watch it for a long time. This short length of the news has one more advantage. It gives teachers the opportunity to do related activities in one class period, in order for students to understand the news more thoroughly. In one class period, we can replay the news several times, ask detailed questions on it, and have students discuss it.

Fourth, TV news has variety. Most TV stations in Japan broadcast bilingual TV news everyday. There is also an NHK broadcast satellite which transmits world news to Japan all day. The topics vary from politics and economics, to sports and weather forecasts. With this kind of variety, teachers can choose appropriate material for students, taking into account their interests and levels.

Finally, TV news can present some controversial issues which can be a trigger for discussion. Students need to practice expressing their opinions. This is especially necessary for Japanese students, since they are not used to thinking about one topic deeply and discussing it. When students speak English with people who are from different cultures, they must express their opinions clearly. TV news provides students with topics about which they can think and share their opinions.

"The teacher's role is to introduce appropriate materials to students, and make the transition from simplified materials to authentic materials easy for them."

TV News in the Classroom

The students I teach are juniors and seniors at a four-year college. Their level is intermediate and high intermediate. The following section describes one way I have used TV news with them.

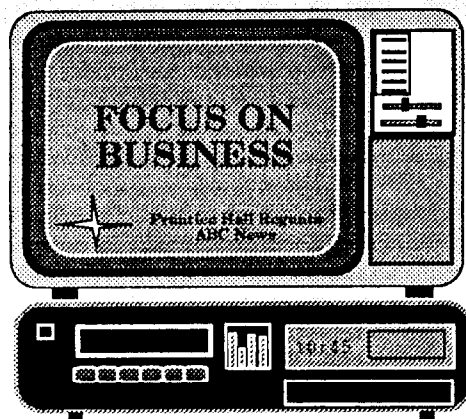
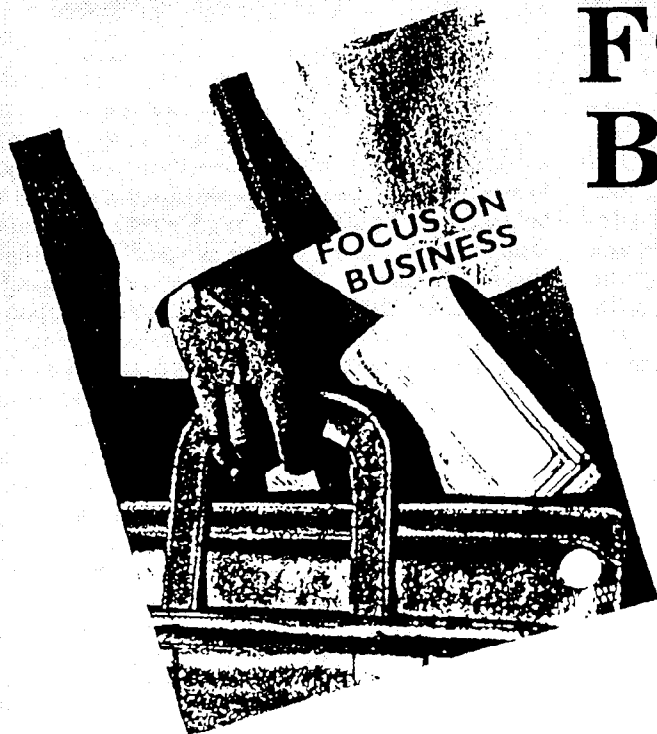
1. Choosing Materials

When choosing TV news I keep the following points in mind:

1) It should be current. People watch the news because it is "new." Old news does not attract anyone, and it is boring. For example, most people watched the news on the destruction of the Berlin wall with much excitement when it happened, but now it feels like a long time ago. If the news is current, students will feel

PRENTICE HALL REGENTS OF JAPAN
and ABC NEWS are proud to present
the ABC NEWS VIDEO LIBRARY

FOCUS ON BUSINESS



**A NEW VIDEO/TEXT LEARNING PACKAGE DEVELOPED BY
LANGUAGE TEACHING PROFESSIONALS FOR ESL/EFL STUDENTS.**

NOW AVAILABLE IN JAPAN:

- ☐ **VIDEO** - Authentic language on broadcast-quality videos, featuring carefully chosen segments from **WORLD NEWS TONIGHT, 20/20, PRIME TIME LIVE, NIGHTLINE**, and more.
- ☐ **STUDENT-BOOK** - A task-based, integrated skills approach to language learning.
- ☐ **INSTRUCTOR'S MANUAL** - With answer keys and complete transcripts of video segments.
- ☐ **ALL COMPONENTS** are available together in a special package or separately.



For a sample video or brochure, please contact:

Prentice Hall Regents of Japan

Jochi Kojimachi Bldg., 3F. 6-1-25 Kojimachi, Chiyoda-ku, Tokyo 102, JAPAN
Telephone: (03) 3238-1050 Fax: (03) 3237-1460

A PARAMOUNT COMMUNICATIONS COMPANY

close to it and it will interest them.

2) It should be short. Though some news clips last about ten minutes, I would choose one which is not more than three minutes long. Even though students watch the clip several times, it takes less than 10 minutes, and then we can use the rest of the time doing various activities using the news. Doing related activities should constitute the main part of the class hour.

3) Think of the students' fields of interest. If students like sports, show them some news which is related with sports such as the news about a new *yokozuna* in Sumo. If students are seniors who are looking for jobs, news about starting salaries at companies will be interesting and relevant. If the topic is familiar, students will understand it better, since they already know something about it.

4) Think of the students' levels. Carefully examine the news and pick appropriate news items for students. Some news is easier than others in regards to speed, vocabulary, and grammar. For example, sports news is probably easier than news on politics, since it is more familiar to students and it uses less specialized vocabulary.

Considering the points above, I often choose the news from a program called *Today's Japan* (NHK Broadcasting Satellite). This program is current and the language used is very clear. Since it deals mostly with Japan, students feel familiar with it and have more interest in it.

2. Procedure

1) Familiarizing students with the topic. Before showing the news, I ask students some questions in order to familiarize them with the topic. For example, if the news is about a new *yokozuna*, I ask students if they like sumo, which sumo wrestlers they know or like, if they know who won the last tournament, etc. By answering those questions, students can receive some information on the topic and they will be able to guess the content of the news. This information helps them understand the news when they are watching it.

2) Introducing vocabulary. Before showing the news, I give students a vocabulary sheet and explain difficult vocabulary and phrases to them. Since it is authentic material, the news often has words which students do not know. Although it is important to guess the meanings of unknown words, too much unknown vocabulary easily frustrates students. Introducing difficult vocabulary helps students understand the news clip better. Also, since students can look at the sheet any time, they often try to use that vocabulary when answering questions or creating a summary. This practice strengthens the retention of the new vocabulary and accelerates its acquisition.

**“TV news can present
some controversial
issues which can be a
trigger for discussion.”**

3) Showing the news and asking questions. After students receive some information on the topic and are prepared with some vocabulary, I start showing the news. It is difficult for students to understand the news completely by watching it only once, so I show it a few times. Each time I show the news, I ask different comprehension questions. At first, broad and simple questions are asked, and more detailed and complicated questions are asked later. For example, after students watch the news once, they can be asked what the topic of the news is, or some easy yes-no questions.

After showing the news a few times and asking questions, I have students form pairs and give one person in each pair a question sheet, on which some comprehension questions are written. Students take turns with their partners in asking and answering these questions. This helps students confirm their comprehension, and is good preparation for making a summary, which is done later on in the class.

4) Dictating. After generally comprehending the news, students study more detailed parts of it. Dictation is a good activity for this. When doing dictation, I give students a script sheet. The script of the news is written on it, and it has some fill-in-the-blanks. Students listen to the news and fill in the blanks.

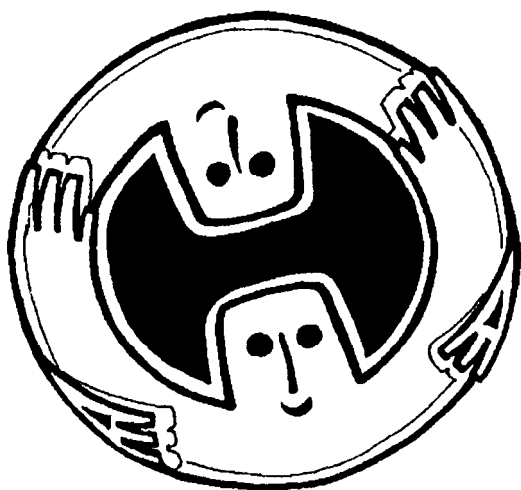
5) Reading. After the dictation, students read the script. By this time, they already understand most of the content, so they find the reading fairly easy. Here, I explain some detailed parts which students may think difficult. At this stage, they completely understand the clip. It is also possible to pick up the words or phrases which are difficult to pronounce and teach some pronunciation and intonation as well.

6) Summarizing. I have students form pairs again. One student tells a summary of the news orally to the other student. The other student listens to the summary and helps his/her partner when the partner cannot come up with the words, or corrects mistakes. During this activity, I let students look at the vocabulary sheet or the question sheet when they want. This gives them a chance to use the words or phrases which they have just learned so that they can better retain them. This is also helpful for the weaker students, since they can use the words and sentences on the sheet, thus making the summary easier for them.

7) Discussing. By this stage, students understand the news and have learned the words which are related to it. I have students form groups of four. One of them acts as a chairperson, while another is secretary. I pass discussion sheets to the students, which include some discussion questions on the news. They discuss these questions. After each group discusses them for some time, they tell their group opinions to the whole class.

HEALTHTALK

HEALTH AWARENESS & ENGLISH CONVERSATION



JALT '92

Come and hear the author,
Bert McBean's presentation:
"HEALTHTALK"
Saturday 4:00 - 4:45 pm Room 1422

New Text for young adults
at the intermediate level
from Macmillan LanguageHouse

- ▶ *Increase the health awareness of Japanese students*
- ▶ *Give them practice in English conversation*
- ▶ *Fun and informative*

- Size: 185mm × 246mm
- Text: 130 pages
- Cassette: 90 minutes
- Teacher's Guide: 58 pages

M
Macmillan
LanguageHouse

For a free sample copy of **HEALTHTALK** please write to:
Macmillan LanguageHouse Ltd., 514-7 Hakusan, Bunkyo-Ku,
Tokyo 112. Tel: 03-3943-661 Fax: 03-3943-6663

Name _____

School _____

Address _____



If the news is about illegal parking on streets, the questions for discussion can be whether they have ever parked illegally, or what might be some effective ways to reduce illegal parking. If the news is about the judgment on the difference of retirement ages between men and women, we can discuss whether there is discrimination against women and if so, what they think of it. When we saw a clip about discrimination against women, the students were seniors looking for jobs, and female students told us how they felt strongly that they were discriminated against when looking for a job. Other students mentioned that there are other kinds of discrimination, such as age or race, and one student said she experienced age discrimination when she applied for a part-time job as a translator.

Supplementary activities

8) Reading

- a) Choose a newspaper article which has the same topic as the TV news. It is usually written with more details so that students can receive more information. It should not be too difficult for them, because they already know the story and some of the vocabulary which appears in the article. I like to give students a question sheet and have them answer comprehension questions. Reading this kind of article acts as a review of the video material and students receive a different perspective from the TV news clip.
- b) Choose articles which have opinions similar to the news discussed in class. These can be chosen from letters to the editor, columns, or signed articles. Students can compare these opinions with their own.

9) Writing. After reading a news article, students

write a summary and their opinions on the news. Or, they can write a passage which supports or opposes opinions in the articles. This can serve as a review and help students retain what they have learned.

Conclusion

I have discussed how TV news can be an effective teaching material and explained one way to use TV news in the language classroom. I asked students to write comments on the class, and most were positive. One student said that though she was not interested in the news before, she became interested in it. Some students wrote that since it was news about Japan, they felt more close to it and were interested in it. Many students wrote that they felt they could improve their listening ability. One student said that though she could not understand the news after listening the first time, she could understand better as she listened several times, and it made her feel very positive. Others wrote that they could learn general vocabulary which often appears on the news. Still others said that it was good to have a chance to think of and express their opinions on the news in English.

TV news is an effective English teaching material. It improves students' language ability and it can be a good introduction to authentic materials. It also makes students become aware of the things surrounding them, think more deeply, and express their opinions regarding such issues.

References

- Berman, S.J. (1990). "Edutainment, an idea whose time has come." *The Language Teacher* XIV, 11, 11-13.
- Carrel, P.C., and Eisterhold J.C. (1983). "Schema theory and ESL reading pedagogy." *TESOL Quarterly*, 17,(4), 553-573.
- Visser, J. (1990). "Mixed-up media: The use and abuse of video in language teaching." *The Language Teacher*, XIV, 11, 5-9.

We know.
You want your beginners to really learn something.
You want to enjoy the class with them.
Seido's on your side.

Teamwork will help you learn and communicate with commonly spoken English. Many of the words in this book you have seen before, but in your previous study you didn't learn them in natural phrases or have a chance to use them in real conversations, and you probably had few chances to hear others using them. Now is your chance.

Teamwork

1

There are many kinds of practice activities. None of them are too difficult, but some will provide an interesting challenge. Sometimes you will be asked to think about the phrases you are about to practice, or try to say something on your own *before* you see the correct words in the book. Other times the teacher will ask you things that are not in your book at all. Often you will practice the material with a classmate or in a small group (this multiplies the amount of time you can spend actually speaking). For all of these activities, do your best, without getting too nervous, and you will make progress.

Notice the special sections at the end of the book. Two of them will help you prepare and review the lessons: Appendix Two (for grammar), and Appendix Three (for vocabulary). Remember to use these to *prepare* and to *review*; you'll learn much more, of course, if you understand well what you're practicing. The other section, Appendix One, will help you understand the "rhythm" of English, which is important for listening and for natural pronunciation.

Basics in English



seido language institute

- systematic coursebook for beginners and false beginners
- grammar in simple habituation practice and freer speaking activities
- steady build-up of common vocabulary and phrases
- special English to Japanese phrase glossary
- suggestions and extras for the teacher
- tested in Japan for effectiveness and enjoyment



seido language institute

12 - 6 Funado-cho, Ashiya-shi, Hyogo 659, Japan
TEL. 0797-31-3452 FAX. 0797-31-3448

Interview: Robert Juppe

by Sophia Shang-Ikeda
Kagoshima Women's College

Robert Juppe works for the Ministry of Education in the Elementary and Secondary Education Bureau, Upper Secondary Division (*Monbusho Shotou Chuui Tou Kyou Iku Kyoku Kou Tou Gakkou Ka*). He is the first and only foreigner to hold a post at the Ministry's headquarters in Chiyoda-ku. He is the AET (Assistant English Teacher) Advisor and is a veteran of the JET Programme. He has participated in all aspects of the JET programme: one-shot, semi-regular, and at a base school. He has conducted teacher seminars, phonics seminars, intensive summer seminars, summer camps, and full year courses for Japanese Teachers of English (JTEs) in Chiba. In addition, he started a newsletter for AETs in Funabashi City, Chiba. At his post in Monbusho, he advises and counsels AETs with regards to all aspects of the JET programme. As an initiator of many projects, he is currently working on educational materials, especially at the elementary school level. Sophia Shang-Ikeda had a chance to interview him at *Monbusho*.

Shang: JET stands for Japan Exchange Teaching. Could you please elaborate on what the "exchange" part refers to?

Juppe: It refers to internationalization at the grassroots level. Exchange occurs in the sense that foreigners come to Japan and impart their culture and their upbringing. The students are exposed to that knowledge, that foreigner, that culture. They become internationalized in a sense and become more familiar with the world. In turn, the AETs who stay in Japan get to know Japan and the mores, as well as the culture. And they, in turn, go back to their countries and talk about their experiences in Japan.

Was going back home to promote Japan Monbusho's idea?

That was part of the original scheme, way back. Hopefully Japan could be introduced to the rest of the world through the eyes of the people who had visited here, and it was hoped that the participants would all have a variety of experiences and would be willing to talk about them.

Was that part of the MEF (Monbusho English Fellow) and BET (British English Teacher) scheme?

Yes, it was. That was when they used to travel more and I think the emphasis was more on that aspect of the programme. In those days, there were far fewer MEFs and they had to cover large areas, and one-shot visits were the norm. I wouldn't say one-shot visits aren't educational; they're just sort of exposure oriented. So in a sense, the programme was more "internationalization oriented" than education oriented. Unfortunately, I sense that it's reverting back to that emphasis, away from education and more towards exposure.

Were they required to do something after they went back home?

No, they weren't required to do anything. *Monbusho* just hoped that they would have good experiences here, that they'd come over and enjoy themselves for a year, and then go back. I remember talking to one Ministry official a few years ago who said he hoped the AETs would quit after 2 years because after that, they became too Japanized and they lost their utility as an AET, which I thought was quite the opposite. It takes a year just to get used to the job, and then by the time you do get adjusted to the culture and the language, you finally start learning how to teach here and work; in particular, team teaching with JTEs. So, I think staying three or four years is ideal. Now there are more people renewing. They're staying longer.

It looks as if Monbusho has the idea that AETs have lost their utility after two or three years.

Don't forget, there are three ministries involved in administering JET. In any case, whoever made the decision to limit AETs to three years, made a mistake in my opinion. Good people should be encouraged to stay. If bettering English education is indeed the aim of the Programme, then this policy should be reconsidered.. no, abolished.

"I wouldn't say one-shot visits aren't educational; they're just sort of exposure oriented. Unfortunately, I sense that it's reverting back to that emphasis, away from education and more towards exposure."

But then that wouldn't fit the AET image of a youth exchange.

Right. You have to be under 35. A 35 year age limit is yet another mistake. It's discrimination and it bars good people from coming here.

Could you define "internationalization."

Calling All Teachers of English Conversation!!

Could This Be YOU?

- ★ Your students want to chat in English, but are shy
- ★ You would like at least 80% Student Talking Time
- ★ You need a lot of activities to help students speak
- ★ You want a short, flexible course that has:



Lots of Speaking Practice and Patterns
Formal and Informal Language
Grammatical Reminders and Functional English
Controlled, Semi-Controlled and Free-Speaking activities
Tapes for Home and Class-Use
Topics Familiar and Interesting to Your Students

If you think this is YOU, then the

New Colorful American English

ALLTALK

is just what you've been looking for!



For a Free Sample Copy of the new *ALL TALK* that will prompt your students to Talk and Talk and Talk. . ., just fill in the slip below (specifying level)

Level 1 - False Beginner / Elementary

Level 2 - Elementary / Lower Intermediate.

M
Macmillan
LanguageHouse

For 0 free sample copy please write to:

Macmillan LanguageHouse Ltd., 5-14-7 Hakusan, Bunkyo-Ku,
Tokyo 112, Tel: 03-3943-6857 Fax: 03-3943-6863

Name _____

School _____

Address- _____

I don't like that word, *kokusaikai* (internationalization), so I'd rather say *ningenka* (humanization), which embodies everything that the Japanese really want to say. I think what it means is getting along with other people in the world. A lot of people equate speaking English with being international but this equation is overly simplistic. Speaking English could facilitate being international, but actually getting along with people from other countries is a different story. Say, for example, that you ask a Japanese man a question in Japanese and he looks at your face. You're Caucasian, so he answers you in English. That, I think is problematic. If a he just looks at a Caucasian face and decides that the Caucasian can't speak Japanese, then something's wrong. So, often times, I think the **guys** who are the most international are the kind of guys like *ramenya-san* (ramen sellers) who just start telling you about their neighborhoods. They accept you as members of the community. That's what you'd hear anywhere in the world. It's on a much more personal level and those are the kind of people who don't care whether you're Caucasian or not. And if you don't speak Japanese, that's tough; that's the way it is.

Do you think it's Monbusho's job to internationalize?

Oh, very much so because a country's education system is almost a mirror of its society, and is certainly a critical force in society's development stage. In fact, it's a micro cosmic representation of its society. Right now, look at the fact that Japanese children go to school 240 days a year, the most in the world. Americans seem alarmed by that. They feel a need to catch up and extend the school year. But I think if most people came over and took a real close look at the school system, they'd realize that a lot of what gets done here is not productivity oriented (at least not in the short-term) and I'm not saying that in a negative sense. I think that education tends to be an acculturation, a growing-up process. The Japanese have a strong sense of belonging to an institution. That's where they're going to spend all their time, even if it means they're spending from three o'clock until seven sitting in a circle with their friends making paper cranes or talking. Whether or not that's better than a kid going home and riding on a skate board or a kid going home and working a part-time job, who's to say? I think it is the Ministry's job, though, to incorporate, to some degree, a sense of open-mindedness and an interest in taking responsibility for some of the world's upcoming problems: to envision and anticipate those and to somehow think conditions through, and move toward the formulation of solutions. It's very important to keep moving toward the solutions. One answer may lie in a strong, but broad, educational foundation and in in-

ternational interaction. I think also more on liberal arts study. This might help young people better understand other people's way of thinking. It would impress that more through education because I think making more cars and making more factory parts is going to help produce things and help the country become wealthier, but it may not necessarily make the world any better.

The Ministry, being a representative body for one of the wealthiest nations, has a strong responsibility in forging a "new internationalism," in which a handful of developed nations does not maintain a monopoly on global resources.

Do you think bringing the AET into the classroom disturbs the entrance exam process?

Well, it could. It all depends on how the AET functions in the school. I think if a teacher is going to send the AET to play some games and do an introduction, sing songs, do magic tricks, and if you see these as nonproductive activities, then it could be so. The problem is that the AETs' jobs are not uniform so they are going to work differently. They're going to teach differently and work differently wherever they go. However, the exam system is standard throughout the country. It is somewhat detrimental, in the sense that it restricts freedom and flexibility with respect to teaching, so that you will have some students suffer as a result. If they have three English lessons a week which are dominated by an AET, it could be distracting, but I think the AET too can promote communicative English as an effective tool for teaching material which will appear on the examination. So, I don't think it has to be detrimental; it could be but it's like using that as a sort of scapegoat. I think that if you take two Japanese teachers: one teacher is quite good and the other lousy, that has a much greater effect on the students than does an AET visit. The AET is very temporary, very ephemeral. I don't think they visit any one classroom for any great length of time at any one place, even if they are at a base school. Still, an AET's impact in other ways can be tremendous, such as motivationally.

Is there any advice you could give the AET who has schools which say that AET visits disturb studying for the entrance exam?

Be flexible. Don't take it personally. You know the old saying: hammer the nail that sticks out. In this case, if the school officials are really adamant about it, don't ruffle any feathers. Work in their programme as they would like to have you work, and hope that with time, the situation improves and that they will give you a little bit of room to add your own ideas. There are

Finding Out

by David Paul



The complete course for Japanese children

- Developed and tested in Japan over 10 years • For children who only have 1 or 2 classes a week
- Over 75 games, songs and chants for active learning

Please send me a free inspection copy of *Finding Out*

☐ Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4 ☐ Level 5

Name: S _ c _ h _ o _ o _ l : _____

Address (School ☐ / Home ☐): _____

Hememann International
Shin Nichibo Bldg., 7F, 1-2-1 Sarugakucho,
Chiyoda-Ku, Tokyo 101
Phone: 03-3294-0791 Fax: 03-3294-0792

HEINEMANN Right from the start!

many other things an AET can do besides just going to their lessons at school. A lot of AETs will say "I am not used; I'm used as a tape recorder," and they sit and read books and write letters and they say, "this job stinks." In essence, they give up. A lot of times it is an AET's fault when they don't apply their creativity properly. There are scores of other things they can do in a school. They can help kids organize a school newsletter. They could host a broadcasting program. They could organize and run a teachers' seminar. There are so many other ways they could direct their energy. The responsibility lies with them as well, not only the JTEs. I'd say getting to know the textbook very well and learning to work in a grammar centered manner is highly recommended. An AET should be incredibly flexible, ready to fit into all kinds of situations because the teachers change. So many variables change: teachers, schools, timing, kids in classes, the different festivals.

My last question is where you think the JET programme is going in the 1990s and in the role of English education.

Funding provided, it should continue on. I think it will get better. It has improved a lot over the last four years. It's still a very young programme. A lot of the materials created and used by AETs used to be lost because they were never documented, but they are now being retained and collected in books and compiled. So I think the AET has a lot more resources to turn to. The workshops and the orientations available to them are getting better and better. There still needs to be more on-going training for Japanese teachers once they begin their teaching careers. Many have no experience teaching with AETs and are given no guidance or training in how to work with them. It's sort of the Marxist approach—the training—the haves and the have-nots where the AETs are getting more and more, and the JTEs are still on the bread line. But I don't think the answer is to cut AET training to equalize the pair. Such a development would be very unfortunate.

As for English education, I think in the upcoming decade or two, you'll find the next generation fairly fluent and the generations after that, remarkably capable in English, probably not quite on the scale of Europe but somewhat comparable. I wouldn't attribute that directly to any one factor but I think it has a lot to do with programmes like the JET programme. Obviously the JET programme, which seems very enormous on a national scale, is actually very minuscule. Some schools never see AETs or they see them once every few months. Educationally, that won't suffice. So people look to other sources to help their children "internationalize." *Juku* education and pressure are largely responsible for future fluency. Many kids are being sent from a young age. The parents feel pressure to send their kids. Many people dismiss *juku* as being nothing more than commercial rackets, but actually,

Conference Banquet Update

This year's banquet has become even better. The Kazumichi Chonan Piano Trio will be playing jazz standards during the evening to make for an even more enjoyable time. Sign up early for the banquet. At the conference, only a few tickets will be available.

looking at education in Japan long ago, *juku* serve a traditional role in Japanese society. The current education system was founded after the war. Traditional education—say, several hundred years ago—looked very much like *juku* education does today.

The JET Programme itself is a highly progressive movement in an otherwise very conservative system. But if you look at the way the country's progressed, it's done quite well from a materialistic standpoint. Whether the country is developing its spiritual soul to accompany that is difficult to gauge. How the next generation will handle materialism without a rich understanding of broader subjects and events in the world and where they go with that is anybody's guess.

Beginning in July, The Language Teacher has had a new postal (*furikue*) form for memberships and other financial transactions. The changes on the form reflect several changes in services, including an increase in membership fees for IATEFL, discontinuation of subscriptions for several publications, and a request by TESOL that their memberships no longer be processed by JALT. As announced in the May issue of TLT, p. 53, TESOL memberships should be initiated and renewed by contacting TESOL directly: 1600 Cameron Street, Suite 300, Alexandria, Virginia 223 14-275 1, USA, phone: 703-836-0774 fax: 703-836-7864 (VISA and Mastercard accepted).

STAR WARS!

EAST WEST is the **BEST** for:

- relevant speaking practice
- communicative activities
- pair and group work
- task listening
- cultural topics



EAST WEST vs STREAMLINE



STREAMLINE is the **FAVORITE** for:

- short manageable units
 - easy to use format
 - varied and lively format
- i Japanese Oral Communication Guide



**Oxford
University
Press**

A Tradition of
Excellence

To: **OXFORD UNIVERSITY PRESS**

2-4-8 Kanamecho, Toshima-ku. Tokyo 171

Tel: (03) 5995-3801 Fax: (03) 5995-3919

I am considering these texts for adoption.

Please send me FREE inspection copies of:

EAST WEST Level 1 ☐ 2 ☐ 3 ☐

STREAMLINE (American / British)

Dept. ☐ *Conn.* ☐ *Dest.* ☐

Name: _____

School: _____

Address: _____
(Home/School)



MAIN STREET . . . Coming Soon! MAIN STREET . . . Coming Soon!

Election of National Officers for 1993-1994

The JALT Constitution and its Bylaws determine the officer positions, the terms of office, the time of elections, and, to a certain extent, the methods by which nominations and elections are to be conducted. This year's elections are being conducted in accordance with both the Constitution and the Bylaws (both revised November 4, 1989), as published in the April issue of *The Language Teacher*.

As set forth in Article V of the Constitution, the Vice-President, Program Chair, Recording Secretary, and Public Relations Chair are to be elected in even-numbered years to serve in odd-numbered years. Their term of office is "for two years, or until their successors are elected."

As determined by Article IV of the Bylaws, "One ballot listing all nominees for each office, and including space for write-in candidates, shall be mailed to each member in good standing in time for the member to return the ballot to the Nominations and Elections Committee before November 20 each year." This year, the ballot, along with a letter explaining voting procedures, will be mailed directly to each member at the beginning of November.

Article IV also specifies that nominees must be "members in good standing...[who are] willing to stand for office." At the time of preparation of this issue of *The Language Teacher*, the candidates introduced here were the total of those nominated who fulfilled these requirements.

vice President

David McMurray

David McMurray is the President of JALT Matsuyama Chapter, JALT National Audit Chair, and 1992 JALT Annual Conference speaker. He teaches high school; has taught company classes in Shikoku, Taiwan, and Canada; and holds an M.B.A. from Laval University Canada.



Statement of Purpose

Our Matsuyama Chapter Officers are active and involved; together we work to bring in excellent speakers and publishers who want to return to us. We stay on budget, have fun, keep administration to a minimum and communication to a maximum. Fifty members regularly participate at our monthly meetings. Open communication, smooth administration, and friendly invitations to all members to join in are keys to running our chapter. They're the keys to running every chapter and JALT National too.

Open communication is why I became JALT National Audit Chair. I want to assure every individual member, associate, and outside agency that we are or are soon going to be, a professional, healthy, and well-managed not-for-profit organization.

Holding efficient meetings is why I became the last JALT Chapter Representative's Meeting Chair. I like to see administration work performed smoothly, to see more members excited about joining in and taking charge of organizing the best language teacher's conferences, meetings, special interest groups, and association in Japan and perhaps the world.

Friendly invitations to participate attract volunteers. For instance, I'm looking forward to making and receiving feedback on my presentation about simultaneously teaching three languages at the upcoming conference in Tokyo. I hope to see you there and to help our organization find ways to improve language teaching.

Barry O'Sullivan

Barry O'Sullivan was the Secretary of JALT Okayama Chapter in 1989, and President in 1990 and 1991. He was Audio Visual Coordinator for the JALT 89 Conference and has been the Chair of the Financial Steering Committee since 1990. He teaches at Okayama University and is currently working toward an M.A. in Applied Linguistics from Reading University.

Statement of Purpose

Since being appointed chair of the Financial Steering Committee, I have been working to put JALT back on its feet financially. I formulated the annual budgets both for JALT as an organization and for each annual conference: these budgets have taken into consideration the needs of the organization while making sure that JALT maintains a surplus for future security. I was also the author of the policy to redistribute funds equally amongst the chapters, both large and small, and the bonus scheme to encourage membership increases at the chapter level.

I want to continue to serve JALT, helping it grow as a professional organization while maintaining a healthy financial outlook.

***Tired of detours, back routes
and dead-ends?***

INTRODUCING

Rich!

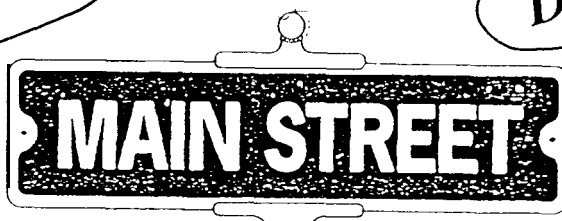
Vivid!



FUNtastic!

Full of Pep!

**And ...
COMPACT
DISCS!**



A lively new six-level series taking adults
and young adults from beginning to advanced level.



**Oxford
University
Press**

To: OXFORD UNIVERSITY PRESS

2-4-8 Kanamecho, Toshima-ku, Tokyo 171

Tel: (03) 5995-3801 Fax: (03) 5995-3919

I am considering MAIN STREET for adoption.

Please send me an inspection copy.

A Tradition of Excellence Name' _____
School: _____

Address: _____
(Home/School) _____



Program Chair

Jane Hoelker



Jane Hoelker received her M.A. from the University of Wisconsin-Madison. From 1981-83 she taught TEFL in the national universities of Rwanda and Mali, Africa, with the Peace Corps. After instructing at the ELS International in Seoul, Korea, she was made Academic Director of ELS International in Pusan, Korea.

Since 1986 she has taught in various Japanese universities in the Kansai area.

Statement of Purpose

I believe that programs constitute the heart of JALT and that to be viable, JALT programs need the active support of the local membership. In 1991 I became Program Chair of the Kobe Chapter of JALT. My goal in this capacity has been to organize a varied program and to attract many local members to present. In 1991 I was Site Committee Chair for the International Conference in Kobe, and this year I am Program Coordinator for the International Conference at TIU.

I believe that the major issue facing JALT today during its great and rapid expansion is coordination and communication between the local and national levels. A practical way to begin to achieve that in JALT Programs is the recording of chapter presentations on a common data-base. In addition, I see the need for appointed positions under each national position which could provide much needed assistance to the national chair, serve as a communication link between national and local levels, and offer invaluable experience preparatory to moving into the national position itself. As National Program Chair, I would encourage cooperation among all levels to achieve an even more vital organization.

Recording Secretary

Richard G. Uehara



Richard Uehara retired in 1990 from twenty years of service in various agencies of the U. S. Government. He earned a BFA degree in English Communication at California College of Arts and UC Berkeley. He has lived in 52 countries and has 12 years of experience teaching English conversation

and composition. He is interested in methodology of education and motivational psychology.

Statement of Purpose

I served as Program Chair of Nagano Chapter, 1990-1991, during which time I increased attendance at our chapter meetings by polling the members to see what kinds of presentations they wanted to have, and I am currently Chapter President. Upon taking office, I instituted a training system for new officers, streamlined and overlapped the duties of the officers, and established an elections system. Our chapter also hosted the first JALT Western-Central Regional Conference. I chaired the chapter representatives meeting at the November 92 ExCom meeting and am currently serving on the JALT Audit Committee.

In the course of my duties as an audit committee member, I have made motions concerning appointment of the auditing company and period of time of the audit, and recommended that the auditing company provide JALT with a financial systems assessment to improve our auditing procedures.

I would like to see communications streamlined and simplified within all levels of JALT. As recording secretary, I would like to implement changes in the JENL which would make it easier to read, and to include summaries of the text in Japanese for members who are not proficient in English.

Public Relations Chair

Masaki Oda



Masaki Oda is an assistant professor of EFL and Applied Linguistics at Tamagawa University. He has presented and published in applied linguistics, listening, drama techniques, and Japanese as a second language. Since he came back to Japan in 1990, he has been serving as Tokyo Chapter member-at-large and National

Public Relations Chair. He has an M.A. in TESL from St. Michael's College, and a Ph.D. in Applied Linguistics from Georgetown University.

Statement of Purpose

JALT is the largest language teaching organization in the country, yet many language teaching professionals outside the organization do not know who we are. Since I took over the current position, I have been trying to make JALT activities known to the community. In order to achieve this goal, we should never forget that: 1) JALT is a Japan based professional organization, and our relations with the community must be handled

interchange

English for International Communication

**Jack C. Richards with Jonathan Hull
and Susan Proctor**

Levels 1 – 3

the clear choice

New Components:

Interchange Lab Cassettes
and Guide

For inspection copies and further information, please contact:

David Fisher,

Cambridge University Press,

c/o United Publishers Services Ltd, Kenkyu-sha Building,

9 Kanda Surugadai, 2-chome, Chiyoda-ku, Tokyo 101

TEL: (03) 3295-5875 FAX: (03) 3219-8417

CAMBRIDGE
UNIVERSITY PRESS

sensitively; and 2) JALT is not JAET (Japan Association of English Teachers). While English is a working language of JALT, many JALT members do not teach English and/or do not feel comfortable using English, and thus it discourages their active participation in JALT. Though it requires a large amount of work, JALT should make important announcements bilingual (English and Japanese) wherever possible.

It is to JALT's advantage that we have members from different backgrounds, teaching at different levels. In comparison with other language teaching organizations in Japan, we are a very open, accommodating, and democratic organization. The National Public Relations Chair's job is to make this known inside the organization and help to promote JALT outside the organization.

Attention

JALT is looking for one full time and several part time staff for the Central Office in Kawasaki. Japanese nationals or those with proper visa status who are willing to help our organization are encouraged to apply. Experience with Macintosh computers a plus. Salary: based on qualifications.

Contact: JALT Central Office, Tel 044-245-9753 for details.

Nominations for TESOL and IATEFL Representatives

Each year JALT sends representatives to the TESOL Convention in North America and the IATEFL Conference in Europe. Please suggest the names of any JALT members you know-including yourself-who might be interested in attending TESOL or IATEFL as a JALT representative to one of the members of the Nominations & Elections Committee (whose names and addresses are listed below) by October 31, 1992. Alternate representatives for the 1993 conferences will be selected at the November meeting of the Executive Committee at the JALT 92 Conference; alternates for 1993 automatically become official representatives for 1994.

The 1993 TESOL Conference will be held in Atlanta, Georgia, April 9-13, and the 1994 TESOL Conference will be held in Baltimore, Maryland, in March. The 1993 IATEFL Conference is to be held in April or October, at a site to be announced, and we have not received any information yet concerning dates and location of the 1994 IATEFL Conference. Representatives will be expected to attend various meetings at the conference and to submit a written report to JALT after returning to Japan. A financial subsidy is also available to help cover expenses.

To place nominations or for further information please contact one of the NEC members, using the following form or an alternative means.

Nominations for TESOL Representative

Nominations for IATEFL Representative

Nominations and Elections Committee (NEC) Members

Denise Vaughn

New Shiba Heights 205
Shibamachi 2-5-5 Saidaiji
Nara-shi 631
H: 0742-49-2443

Brendan Lyons

4-7-13 Shijimizuka
Hamamatsu-shi
Shizuoka 432
H: 053-454-4649

Russell Clark

Kakuozan Cooporas B201
2-2 Hoo-cho
Chikusa-ku, Nagoya 464
H: 052-752-3195 (phone/fax)
W: 052-203-5491

Dale Griffie

Korutaju #601
1452 Oazasuna
Omiya-shi 330
H: 048-688-2446 (phone/fax)

NEW FROM

SIDE *by* SIDE

Student Book
audio program
available on
COMPACT DISC!



All new
PLACEMENT TEST
and 4-level
TEST PACKAGES!

Now available through your local bookstore or bookseller



Prentice Hall Regents of Japan

Jochi Kojimachi Bldg., 3F, 6-1-25 Kojimachi, Chiyoda ku, Tokyo 102, JAPAN
Telephone: (03) 3238-1050 Fax: (03) 3237-1460

A PARAMOUNT COMMUNICATIONS COMPANY

TESOL 26th Annual Convention & Exposition

Teachers of English to Speakers of Other Languages (TESOL) held its annual convention March 3-7 at the Vancouver Trade and Convention Center in Vancouver, British Columbia, Canada. It was attended by more than 6800 people teaching in about 100 countries. There were also many participants from Japan because of Vancouver's convenient location. Participants included English language teachers from a wide variety of institutions.

The opening ceremonies were presided over by Marjorie Knowles of Mission College in Santa Clara, California, TESOL second vice-president and the TESOL 92 convention chair. Participants were welcomed by TESOL president Lydia Stack and opening remarks were made by David C. Lam, lieutenant governor of British Columbia. The keynote speech was delivered by Carlos Cortes of the University of California, Riverside, who spoke on "Culture and Communication: Avenues and Obstacles, Exploration and Discovery."

Presentations were made in a variety of formats. They included academic sessions and colloquia of up to three hours, in which a series of papers were presented on a related topic or issue; plenary sessions; demonstrations; discussion groups; exhibitor's sessions, which were presentations on teaching materials; papers; poster sessions; and workshops. The conference was preceded by two days of preconference symposia on such topics as language and content learning, cross-cultural learning through simulations and games, materials design, and teacher education. There were also a wide variety of other types of sessions, such as interest section and affiliate meetings; a research fair, where participants could get advice on their research ideas; and a computer assisted language learning (CALL) hospitality lab, where participants could see programs demonstrated and get information about CALL.

The content of the presentations reflected various trends and interests in language teaching in the United States, Canada, and other countries. One such trend was an increasing interest in content area teaching. There were almost 100 presentations on this topic. Some dealt with specific areas of content teaching, such as environmental and peace education, AIDS education, science, and using the mass media and songs.

Computer-related materials continue to be of great interest in language teaching. There were presentations from a wide variety of levels from beginning to expert. Computer materials are becoming more sophisticated, making use of multiple media and hypermedia that make use of sound and visuals. Computer simulations-game-like activities that make use of information in the real world-are well developed.

Software is becoming more widely available, and there are many inexpensive programs

Interactive video is becoming more common, as was evident by a number of presentations on the subject. In using interactive video, the student or teacher usually has some control over the direction that the video takes. This requires the use of a laser disc so that the video can be accessed randomly. A major concern is that at this point it is not feasible to make materials longer than an hour. However as technology improves and becomes less expensive, this time limit will expand.

It was also notable that there were about twenty presentations plus a full day pre-conference symposium related to international teaching assistants (ITAs). This reflects problems with the English proficiency of ITAs in the United States and Canada. Topics of the presentations included measuring the ITAs' proficiency, discourse analysis of ITAs' teaching styles, and ways of evaluating and training them.

As usual, one of the attractions of the convention was the publisher's exposition, with about 120 exhibitors. It appears that more and more publishers are carrying materials usable on computers, including floppy discs, hard discs, and CD ROM.

TESOL 93 will be held in Atlanta, Georgia April 13-17, 1993 at the Atlanta Hilton and the Radisson Hotel Atlanta. Information is available in TESOL periodicals and from the TESOL Central Office (TESOL, Inc., Conventions Department, 1600 Cameron Street, Suite 300, Alexandria, Virginia USA 22314-2751).

Reported by S. Kathleen Kitao and Kenji Kitao

- - - - -

Applicable Gleanings from TESOL

TESOL 92 yielded a treasure trove of ideas to implement in my profession as a lecturer/ESL teacher in Japanese universities. Although most of the presentations selected were for my personal edification-tips on publishing, TESOL policy, and computers-there were many hours of presentations with material usable in the classroom.

Video

Because I have been a "low techie" and have vowed to become a "high techie," I attended five video presentations-a demonstration, a paper, an exhibitor's session, the video theater, and a workshop. Of all of them, Susan Stempleski's demonstration "Twenty-one Ways to Use a Video Clip" proved the most valuable.

I learned and will try two new techniques, video role-playing and an activity called Watchers and Lis-

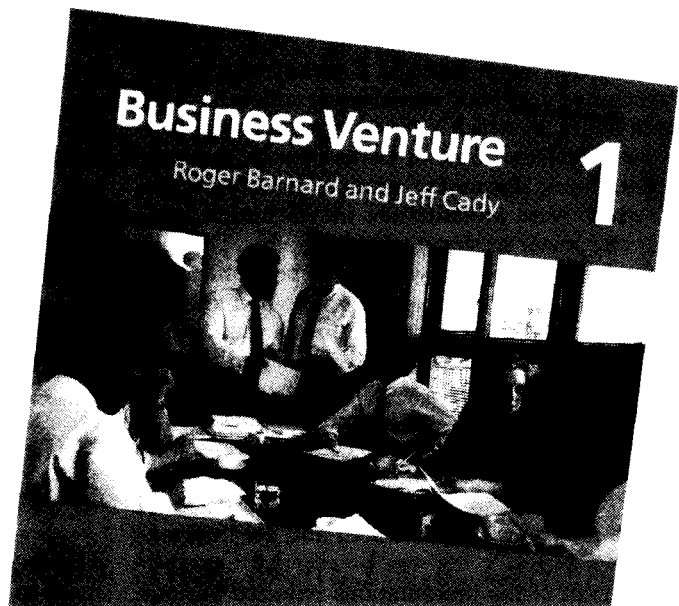
Q. Where can I get:

- ▶ a low-level business course for speaking and listening?
- ▶ a full color book with relevant topics?
- ▶ a business book for Japan that works on fluency and culture?

A. Oxford proudly presents:

BUSINESS VENTURE

Written
in Japan
for Japan



To: OXFORD UNIVERSITY PRESS
2-4-8 Kanamecho, Toshima-ku, Tokyo 171
Tel: (03) 5995-3801 Fax: (03) 5995-3919

*I am considering **Business Venture 1** for adoption.
Please send me an inspection copy.*



**Oxford
University
Press**

A Tradition of
Excellence

Name:

School:

Address: _____
(Home/School)



MAIN STREET

Coming Soon

MAIN STREET

Coming Soon!

teners. Role-play is not acting out; acting out practises the exact words of a dialogue. Role-play, I discovered, is the correct term for using your own words and personalities to act out the situation viewed on the screen.

Two related activities of changing the sex and changing the setting will be possible in one of my university classes where the students are of a high enough level. In the first role-play the learners act the scene from the video but show how it would be different if the male characters were female and the female characters, male. In the second one, they imagine the scene happening in a different place, at a different time of year or in a different country.

In Watchers and Listeners, half the class watch the screen and the other half listen. Then the watchers explain to the listeners what they have seen. For the activity "Take a Role," the watchers and listeners each take roles appropriate to the topic of the sequence. For example, in a murder scene they could be the detectives and witnesses. The listeners' task is to find out from the watchers what happened in the video sequence by asking questions, and then to relay this information accurately to the teacher. This activity, which can be organized in a variety of ways, seems to be an excellent way to drill reported speech.

Program Structure

In a preconvention symposium "Academic Imperatives of Post-secondary International ESL Programs," the director and staff of Canadian International College (CIC), spoke of the academic principles, curriculum content, and program structure of their institute. An eight point list of criteria of successful educational programs was elaborated on.

The second portion produced exploitable material on the adjustment process. When students go to study abroad, there are certain stages of enculturation that they typically go through. First is the honeymoon stage where everything is rosy. 'The Wall' follows, in which culture shock yields frustration and even disappointment. Next the student rebels and finally becomes demanding and depressed to some degree.

Knowledge of these natural phases is as important as knowledge of the English language. I have already revised some of my curricula to include more cross-cultural training, some to specifically address this phenomenon. So far I have located at least three promising titles of books which may help me present these ideas, one of which is *Polite Fictions* by Nancy

Sakamoto and Reiko Naotsuka from Kinseido Publishing Company.

Testing

"Assessment: Approaching a 21st Century" was a plenary session addressed by Robert Altman, Vice-President of ETS (Educational Testing Service). To view the directions of testing in the next century, Altman reviewed the history of ETS testing. "College Boards," as the tests were called, started at the turn of the century as a set of essays. In the mid-20s, multiple choice (forced choice, multiple option) questions emerged.

In the next century, Altman sees significant changes on two dimensions. First, multiple choice will be increasingly supplemented by student produced responses, performance assessment, and simulations. Second, paper and pencil will be increasingly supplemented, and ultimately replaced, by computers, both to administer and to score tests.

Altman spoke of adaptive testing for the multiple choice mode, where item difficulty substitutes for weight, which could be taught to the students when they prepare to take the

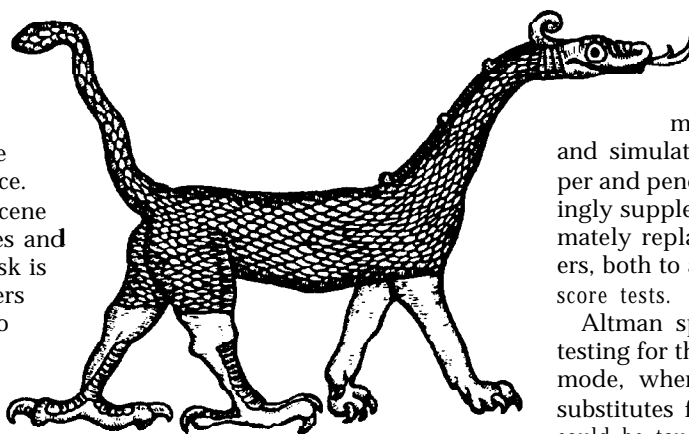
lower level Japanese STEP test or the TOEFL test: start in the middle, go up or down, find the right range and focus on it.

On October 1, the GRE (Graduate Record Examination) will be computerized, in spite of its problems of inadequate availability, capacity, LAN, screens, security, and staffing. My reaction is to encourage an increase in the use of word processors.

Writing Assessment

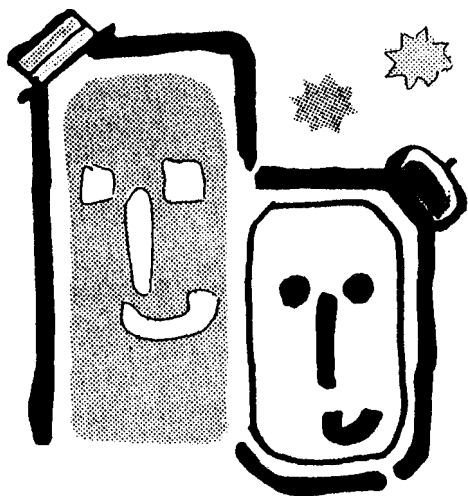
Carol Sweedler-Brown's paper-in-progress, "Discourse vs Sentence-level Influences in ESL Essay Evaluation" was applicable if not somewhat distressing. Her department preaches non-biased correction of non-native compositions, but in fact, her study shows that they are not practicing what they preach. There was a startlingly strong correlation between the low scores allocated for sentence structure and grammar/mechanics and the scores for holistic evaluation.

Perhaps I, too, am unwittingly guilty of paying too much attention to sentence-level elements instead of the discourse aspect. At the very least, my first and final impression should be influenced more by organization and paragraph development and the overall composition than by more minor points like punctuation and correct use of articles.



CROSSROADS

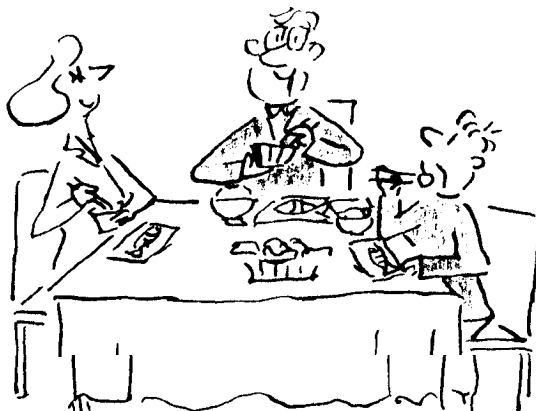
**A REFRESHING AND UNIQUE APPROACH TO
CONVERSATION AND COMPOSITION**



CROSSROADS is an intermediate level conversation/composition course designed specially for Japanese college-age students. Topics for each of the twelve units have carefully been selected and developed to help students communicate on a personal level. Ideal for large classes, **CROSSROADS** provides stimulating pairwork and small group communicative activities.

TOPICS INCLUDE:

- Music
- Dating
- Shopping
- sports
- World Travel
- Love and Marriage
- Friends and Classmates
- Work and Work Attitudes
- Blood Types and Character
- Food, Restaurants and Mealtimes
- American and Japanese Customs
- Talking about Personal Information and Likes



M

**Macmillan
LanguageHouse**

For a free sample copy please write to:

**Macmillan LanguageHouse Ltd., 5-14-7 Hakusan, Bunkyo-Ku,
Tokyo 112, Tel: 03-3943-6857 Fax: 03-3943-6863**

Name _____

School _____

Address _____

NEW TITLES FOR 1992 FROM LONGMAN ELT



Max and Millie

Keep children interested
... by focusing on practical
oral activities and games.

Max and Millie introduce new
language gradually ... through sound and
rhythm in songs and rhymes.

Max and Millie help children remember
... by recycling words for everyday
objects, expressions and greetings.

Developed in association with Shane
Language Schools, specialists in teaching
children in Japan.

Meet author **Roger Davis** at
JALT '92! Presentation: ■ **Max
and Millie: English for the
very young**
Sunday November 22nd,
11:00 - 11:45,
Room 1124



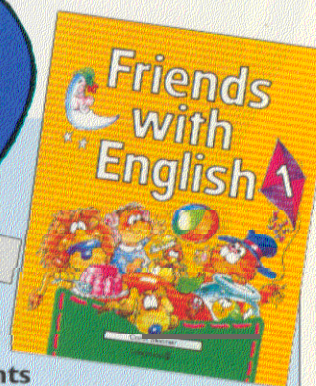
Introduce
your
kindergarten
class to
**Max and
Millie**

For 4 to 6 years

... and get
those very
young children
moving, playing,
**singing and
learning English**

Make
Friends
with
English

For 7 years and upwards



Teach your young students
to speak and write simple words and phrases
in English with these two colorful
coursebooks. Activities, games and songs will
provide hours of classroom fun.

- Easy to teach
- Emphasis on alphabet work
- Letter formation as taught in Japan

LONGMAN ELT

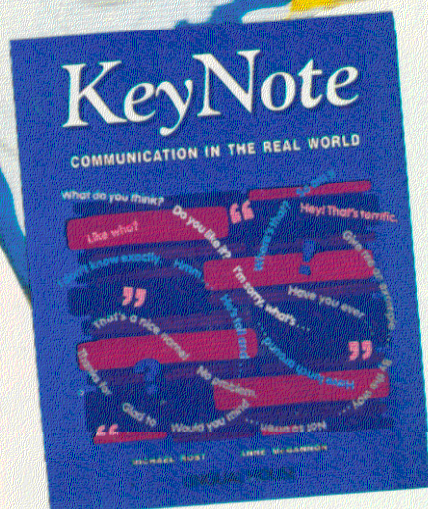


The Japan specialists



NEW FOR 1992-93

A refreshing note about teaching English in Japan . . .



Keynote is a unique language course for false beginners. Keynote offers a balanced blend of speaking and listening activities, using a variety of stimulating ideas and activity formats.

Each set of two units focuses on an everyday theme and includes:

- Conversation practice
- **Pair work**
- Listening for information tasks
- Language skills focus
- Conversation strategy development
- Quizzes and games
- Group interaction activities

The stimulating blend of activities encourages students to become active and involved in classroom learning.

It's a note you and your students will be happy to hear. . . Keynote!

Meet author Michael Rost at JALT '92! Presentations:

- staying up-to-date: sharing teacher resources (pre-conference workshop). Friday November 20th. 9:00- 12:00, Room 903
- Lessons for teachers in language learning research Saturday November 21st. 16:00-17:00, Room 1631
- Keynote -a natural approach Sunday November 22nd. 14:00-15:00, Room 1630



On Your Own Make your own quiz. Write down 4 clues. Read them to your partner. Can your partner guess the name?

COLUMN 1

UNIT TWO

Let's Talk About Names

Interview



Work with a partner. First, answer these questions. Write your answers in Column 1. Then ask your partner the questions. Write down your partner's answers in Column 2.

Now change roles. Your partner will ask the questions.



Remember to use the Conversation Strategies on page 7.

COLUMN 1

COLUMN 2

1. What is your full name?
2. Do you have a nickname? What is it?
3. How was your name chosen? (Were you named after someone?)
4. Does your name have a special meaning?

Activity

Steps

1. Write out your full name. This means, the full name you use when someone asks you: "What is your full name?"
2. Count the numbers for each letter in your name. (Look at the chart.) Add the numbers.
For example,
John Smith = 1 + 7 + 5 + 5 + 3 + 4 + 1 + 4 + 5 = 35
3. Separate this number and add the digits together.
(Example: 35 = 3 + 5 = 8)
This is your magic number.
Your magic number shows your "strong point."

STRONG POINT

FROM LINGUAL HOUSE

Teaching a first conversation class?

Get them all participating

Get them involved at every step of the lesson

Get them "Talking Together"

Talking Together is a new first speaking course for students who have had little or no speaking practice. Talking Together's eighteen clear, well-supported lessons will promote interaction in English, with beginners, in your classroom.

Talking Together's student-friendly, teacher-friendly methodology:

Preparation

- Pronunciation practice
- Clear model dialogs
- Focused listening and dictation tasks

Notes in the back of the book provide additional ideas for simple interaction activities, as well as classroom teaching tips for every lesson.

Pairwork gets beginners Talking Together

Pairwork

- Information gap pair practice
- Motivating personalization features
- Expansion and review games

Meet author Marc Helgesen at JALT '92!
Presentation*:

- More than just practice - English Firsthand Saturday November 21st, 15:00-15:45, Room 1626
- Pairwork gets them "Talking Together" Sunday November 22nd, 16:00-16:45, Room 1628



LINGUAL HOUSE



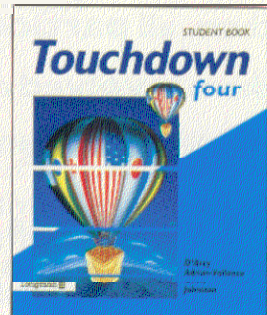
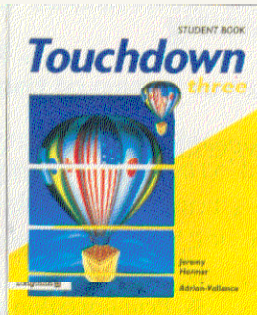
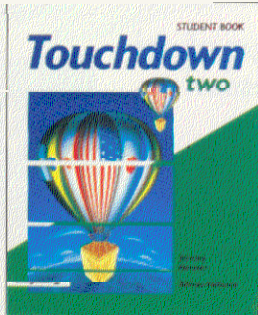
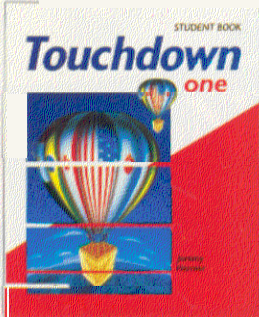
The Japan specialists



Touchdown

All four stages
now
complete

the communicative course for teenage learners!



Touchdown gives students the confidence to express themselves in English, and encourages them to develop all the necessary language skills.

Interesting and relevant

Students appreciate that they are learning "real" useful language, which they can use in conversation with native speakers of English.

Enjoyable for teachers, too!

Teachers find that using Touchdown gives control and adaptability in the classroom.

"In order to motivate students, we have to make them feel that they can succeed in worthwhile tasks. I believe you will be surprised what your students can do when you prepare them in the right way."

D'Arcy Adrian-Vallance

Hear more from author
D'Arcy Adrian-Vallance

at JALT '92
Presentation:

**Touchdown IS
complete!**

Sunday November 22nd
15:00-15:45, Room 1628



9:1 Busy Schedules

What are you doing on Thursday?
I'm playing tennis.
She's appearing on a TV show.

1 Can you fill in the blanks?

Mitsuko Uchida is one of the world's great pianists. She is always with all the famous orchestras, often in front of thousands of people. Like all great players, Ms. Uchida has a very busy schedule—concerts, rehearsals, recordings, and a lot of travel. Last week was a good example: she was in Paris on Saturday, but at 3 o'clock in the afternoon she flew to New York for a concert the next day.

Next week is busy, too. On Monday, she's flying to Tokyo for a concert with the Tokyo Symphony Orchestra. On Wednesday, she's playing on two TV shows, and then she's in Sydney, Australia, for a concert on Friday.

Were you correct?

5 Look at these two sentences.
a She flew to New York.
b She's flying to Tokyo.
Which of the time expressions in the box can you use with both a (the past) and b (the future)? Which can you use with both in two days, next week, at 3 o'clock, at 3 o'clock in the morning, in two days.

EXAMPLE: on Monday a, b

6 Listen to the tape. Complete the chart about Whitney Houston.
The singer Whitney Houston has a very busy schedule. Here it is for next week:
Monday, appearing on a TV show
Tuesday, appearing on a TV show
Wednesday, appearing on a TV show
Thursday, appearing on a TV show
Friday, appearing on a TV show
Saturday, appearing on a TV show
Sunday, appearing on a TV show

For further information about Longman ELT and Lingual House titles, please contact:

Gyokuroen Building
1-13-19 Sekiguchi
Bunkyo-ku
Tokyo 112
Tel: 03-3266-0326
Fax: 03-3266-0404

Manabe Doshomachi
Bldg, 7F
1-4-6 Doshomachi
Chuo-ku
Osaka 541
Tel: 06205-6790
Fax: 06205.6754

LONGMAN ELT



The Japan specialists

Refugee Concerns

Another plenary was "To Destroy You Is No Loss: The Odyssey of a Cambodian Family" by Teeda Butt Mam and Joan Criddle, the author of Mam's biography, *To Destroy You Is No Loss*. They related the heroine's escape from unbearable treatment in Cambodia, and the debilitating, annoying, and baffling cross-cultural differences they encountered in America. The part of the presentation that is most useful with my classes is about their efforts of assimilating into American life. She and her husband, Vitou, spent their first year in America struggling to learn English and other basic subjects at a full-time continuing education high school. With such limited preparation, they were accepted at a city college. Their language handicap required them to spend many long hours outside of class reading, studying, and preparing assignments. Nevertheless, two years later they successfully completed associate degrees; in fact, they graduated with honors. She found an excellent job as a computer programmer but pursued two other occupations as well—her education and a second job. I have ordered the book to read to my class. Although I will relate their background, I will not dwell heavily on the grisly details of their torturous past, but read verbatim the last success story chapters to encourage my students.

Listening to Newscasts

My own presentation was entitled "Exploring Globalization via News Broadcasts," hence my search for other presenters on this area; there were two. Mary McDonald-Rissanen of Finland spoke on radio and newspaper work, and Masaki Oda's demonstration

was called "International Short-wave Broadcasts for EFL Teachers." It was encouraging to know that our basic rationale matched. We all needed to teach listening to students with the consuming notion of, and frustration with, hearing every word. We concurred that news tapes are materials that are free, readily available, and adaptable to various abilities.

Reported by Marilyn Books

If these reports have whetted your appetite for TESOL, you might consider respresenting JALT at TESOL '93. See page. 43 for details. If you can't wait until then, a list of conferences being held in the near future can be found on page 93.

Call for Contributions for TLT Special Issues

Video in Language Teaching, scheduled for October, 1993.

Papers on any original areas in the field are welcome. Send enquiries or submissions to: Donna Tatsuki 2-19-18 Danjocho Nishinomiya-shi Hyogo 663 Fax: 06-401-1562. Deadline: February 15, 1993.

Classroom Research, scheduled for February 1994. Those interested in contributing should contact Dale T. Griffie, Koruteju #601, 1452 Oazasuna, Omiya-shi 330, Saitama-ken. Tel/Fax: 048-688-2446,

ADDISON-WESLEY
KIDS

Michael Walker



STUDENT BOOK



Michael Walker

日本語ガイド(指導の手引き)

(斎藤朔子著)

●KIDS 1のStudent Book 各ページの指導法をていねいに解説●Activity BookやTapeの効果的使い方も解説●ゲームやアクティビティ例を数多く掲げ、はじめての先生でもすぐれた指導が可能 ◆2,000円(税別)

Teacher's Guide

●3段階学習指導プランで効果的な指導法を
わかりやすく解説●能率的な学習計画作りに
役立つユニット一覧ページ

◆各1,800円（税抜き）

楽しく学べ、教えやすい！

レベル1～6で構成された子ども用総合英語教材

Student Books

●全ページ、カラフルできれいなイラスト●子どもが興味をもつ内容●歌、チャンツ、フィンガー・プレイ、各作童話、ゲーム、ロール・プレイなどが織り込まれた子ども中心のアクティビティ
◆各1,200円（税抜き）

Activity Books

●ぬり絵や貼り絵からテーマに沿った作文まで、多彩なアクティビティ●“読み”“書き”の前の段階を重視 ◆各750円(税抜き)

Cassette Tapes

●物語、歌、キャラクターがきれいな音質で吹き込まれたカセットテープ ◆各2,200円(税抜き)



 Addison-Wesley Publishers Japan, Ltd.

1-2-2 Sarugaku-cho, Chivoda-ku. Tokyo 101 Japan TEL03(3291)4581 FAX03(3291)4592

アジソン・ウェスレイ・パブリッシャーズ・ジャパン株式会社

〒101 東京都千代田区猿楽町1-2-2

Reply to Mary Ellen Bailey

by Susan Samata

Sundai Travel College

I would like to reply to Mary Ellen Bailey, author of "The Grammar- Translation in Japan: Trails and Error," *The Language Teacher*, August 1991. Bailey notes frequent errors in English usage brought about by too literal translation and unfamiliarity with a variety of colloquial expressions among Japanese speakers of English. She attributes these shortcomings to the use of the Grammar-Translation teaching method in Japanese schools.

First, let me state that I certainly agree that the way English is being taught in Japanese schools, particularly in secondary schools (junior and senior high schools), is inefficient, if not downright self defeating. However, I don't think we need throw up our hands in horror at the mere mention of Grammar-Translation. Bailey states that, "The method assumes that by studying the grammar and vocabulary of the target language, the new language will be learned." This, as the average product of the Japanese school system so clearly illustrates, is not necessarily the case, but I don't see any point in setting up "Grammar-Translation" and "Communicative" methods in opposition to each other. In dismissing Grammar-Translation out of hand, there is a danger of throwing the baby out with the bath water: instead of students with their heads stuffed with rules they can't apply, you can produce students with strong aural/oral skills who can't write an intelligible paragraph. Japanese English teachers can make a strong case in favour of Grammar-Translation in the embarrassing fact that many native speakers do not know their own grammar and are incapable of explaining grammatical points, by any method. (I've an idea that the "conversation" in "English conversation teacher" may be pejorative, but I could be getting paranoid.)

In any case, the Japanese system is not going to be changed just by our pointing out that it is faulty. One can argue, as Bailey does, that it is so faulty and other approaches have been found so much better that to persist in the present way is frankly absurd, but this fails to take into consideration the almost uncanny ability of the Japanese system to perpetuate itself. Take, for instance, the university entrance examination system: it has been widely criticised for so many years but no progress has been made to change it. Considering the fossilised attitudes at the top of the hierarchy what chance does anyone else have? To descend deeper; studies of brain-function (Tsunoda, 1978) have been popularly forwarded to explain the apparent inability of the Japanese to learn English. Furthermore, it has been suggested that teaching English to children may in some way damage the

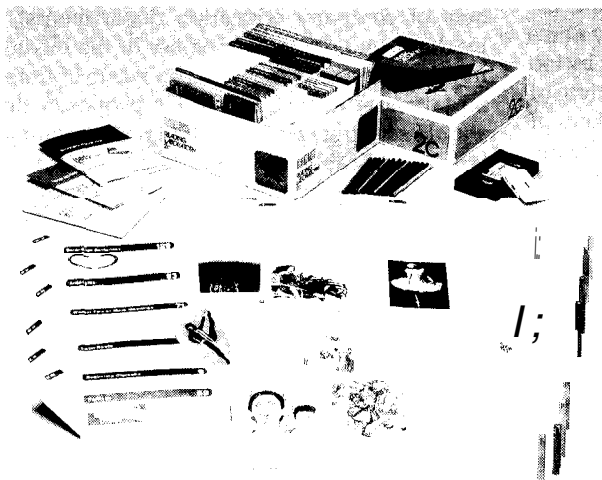
developing Japanese brain, thereby causing the sorts of problems they have in America with delinquency. I am not being facetious

How can these prevailing attitudes be reconciled with the need of Japanese business to communicate with the rest of the world? About ten years ago, at a symposium in Nagoya addressed by the famous interpreter, Sen Nishiyama, attended by business (members of company education departments), English teachers, and others, a member of the business community suggested that it was a waste of time making all Japanese learn English. He proposed that Japan should set up special schools to train certain Japanese, who inexplicably do find it possible to learn English. Then take English off the regular curriculum altogether. He was generally supported by other businessmen present. I was flabbergasted but took comfort in the idea that no reasonable educator would take him seriously. Well folks, the first "foreign languages high school" opened in Tokyo last year and English has been cut to four hours a week everywhere else!

This is the sort of thing we're up against. Articles like Bailey's are just spitting into a typhoon. Is there any hope? I think so. There are many sincere teachers and learners of English at all levels who do not toe the official line. Witness the most recent suggestion from the Japan Teachers' Union to introduce English at the elementary school level. Native speaking specialist teachers should look for ways to support them. Obviously, the place to start is with the beginning levels; it's easier to get it right from the start than to correct bad habits later. Significantly, secondary schools are under the direct supervision of the Education Ministry. This means that changing secondary schools is a political as well as an academic issue. There are ongoing programs at this level which bring native speakers into the classroom, and from the little I have heard about it, the possibilities of the concept are not being fully realised.

To return to the point I made earlier: setting up "our" communicative method in opposition to "their" Grammar-Translation method is both unproductive and unnecessary. A spot of Grammar-Translation, properly applied, can be a strength in an integrated program. To demonstrate one possible approach, I would like to share my experience of learning German in a British high school in the early 1960s (long before most communicative methods began to be taken seriously). My German teacher was a revolutionary, and his German speaking ability was near native. He introduced all elementary vocabulary and grammatical structure by the direct method, energetically demonstrating "the chair is on the desk and the teacher is on the chair...", "by climbing up there-in a three piece suit and a bow tie as I recall. After that he drilled examples and then explained the grammar and answered questions in English, the only time he used English in the classroom. The section in English was undoubtedly Grammar-Translation, very successfully

SRA : The Library In A Box



*Self paced
Self correcting
Reading development
in American English
for all grades
and ages.*

Each SRA Reading Laboratory Kit contains:

- ◆ a series of carefully graded, high interest readers
- ◆ comprehension practice and answer keys
- language practice integrated with error correction

Now widely used in Japan, the SRA Reading Laboratory series is available for all ages through university. To see how your students can benefit from this proven material,

send for our sample video, "Hey, Mom, I'm in Orange."



MEYNARD
PUBLISHING
LTD.

To: **MEYNARD PUBLISHING LIMITED**



Ogura Bldg. 1-2-5 Nishi-sugamo, Toshima-ku. Tokyo 170
Tel:03-5394-3500 Fax:03-5394-3505

Name: _____

School: _____

Address: _____
(School/Home)

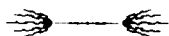
Tel: _____

integrated into the overall program. Obviously, presenting the L2 in the L2 and then explaining in L, places certain demands on the teacher. Few Japanese English teachers really handle English fluently enough to feel comfortable with the presentation and even fewer native speakers are equipped to conduct part of their lesson in Japanese. Various possibilities come to mind: team teaching, improved training for Japanese teachers—a junior year abroad program, for instance.

Bailey tells us, “An eclectic approach...is the contemporary method. It is clear that educators in Japan must stop perpetuating the use of the Grammar-Translation method.” I maintain that it is not only possible but also desirable to elect to integrate Grammar-Translation with communicative methods. An antagonistic attitude will not further the cause of improving the general standard of English teaching in this country.

Reference

Tsunoda, T. (1978). The left cerebral hemisphere of the brain and the Japanese language. *The Japan Foundation Newsletter* (Kokusai Koryu), VI (1).



On the Issue of Authenticity in Language Teaching

by Christopher Kelen

Kyoto GLS Gaigo Gakuin

Present trends in both task and text based language teaching are towards placing a high value on authenticity. Increasingly, teachers and designers of courses see the value of having students participate in real world language tasks, and of having students read, listen to, and watch real texts. Instructional texts and “pretend” texts like role plays, though manufactured by experts, always seem to lack the “something” which makes authentic texts real. Defining what is real or authentic is a project fraught with danger, but one which nevertheless needs to be tackled. While the edges of authenticity grow ever fuzzier, thanks to improved efforts on the part of text book writers, there remain useful distinctions.

Those often derided authors and practitioners who have followed the path of approximating authentic texts have as their motive the difficulty learners face in decoding and participating in real texts. What makes a foreign language seem so dense and impenetrable is the fact that many types of meaning happen at the same time in the same text. Language itself is an

example of a communication system beset by problems of overlapping meaning. To serve its varied functions, language depends on the communicators’ capacity to map different types of meaning over each other. Arriving at the necessarily unconscious ability to make choices from several meaning systems at once is what delays fluency and generally makes language learning difficult.

Given that natural languages enjoy a contextual complexity rarely matched by other semiotic systems, we are faced with the contradiction that the traditional methods of making sense of text involve analysis. Peeling back layers, prying open, unraveling, deconstructing, we end up separating language from the context in which we found it. Thus we find ourselves regarding it as something radically different from the contextual reality in which native speakers and successful language learners actually do communicate.

Most people in the EFL/ESL field now accept that the most important purpose of general proficiency language teaching is to prepare students for real face-to-face communicative encounters with native, or at least fluent, speakers of a target language. And it is widely acknowledged that preparation for fluent, spontaneous communication is the language teacher’s most difficult and serious task.

Perhaps we should devote ourselves to considering which forms of analysis will best assist students in the direction of a functional, communicative fluency and accuracy. The common perception of a continuum with two end points, fluency and accuracy, should not be taken as suggesting the efficacy of developing one at the expense of the other. The problem is at least in part that these two seem to suggest different requirements. Fluency demands that students engage interactively to produce lots of text. Accuracy demands the close inspection of small amounts of text. Communicative language teaching has tended to promote the former at the expense of the latter, while traditional language teaching regimes did just the opposite. Proponents of communicative methods need now to consider how best to effect a balance between these two and how best to meet the demands of authenticity in either case.

Authentic materials and tasks which suit themselves both to modelling and to analytic processes are thus ideal for the language classroom. And facile as it may seem, the key to facilitating the analytic process is the ability to slow down the text. The invention of writing must certainly have been a boon to foreign language learning. Writing could capture on tablet or paper what previously had disappeared into the air as quickly as it was spoken. But writing is grammatically a different beast from speech and has to be learnt by different means. Since the invention of writing, the problem had always remained with spoken texts that the learner/listener could only by fairly constant intervention alter the speed of a spoken text in progress.

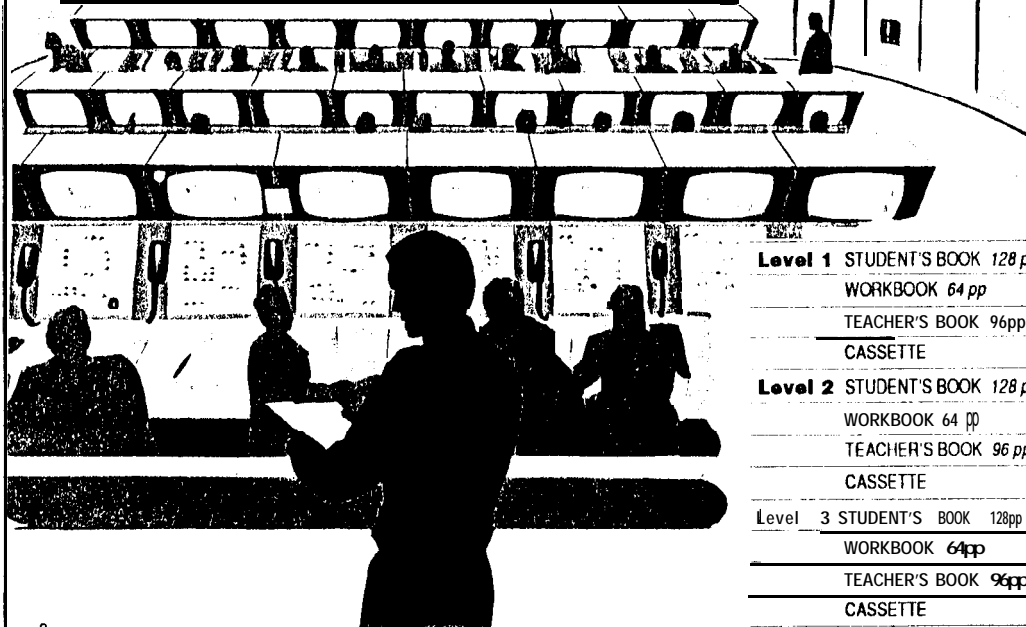
ADVENTURES

ANGELA LLANAS LIBBY WILLIAMS

AMERICAN ENGLISH

Adventures is a three-level course specially designed for young adolescents who have already studied English at primary level. The series develops the four skills through communicative activities such as games, project work and discussions, while also giving students extra practice on key grammar structures,

NEW!



Level 1	STUDENT'S BOOK 128 pp	51349 5
	WORKBOOK 64 pp	51350 9
	TEACHER'S BOOK 96pp	513517
	CASSETTE	55663 1
Level 2	STUDENT'S BOOK 128 pp	51352 5
	WORKBOOK 64 pp	51353 3
	TEACHER'S BOOK 96 pp	51354 1
	CASSETTE	55664 X
Level 3	STUDENT'S BOOK 128pp	51355 X
	WORKBOOK 64pp	51356 6
	TEACHER'S BOOK 96pp	51357 6
	CASSETTE	55665 8

M

Macmillan
LanguageHouse

For a free sample copy of **ADVENTURES**, please write to:
Macmillan LanguageHouse Ltd., 5-14-7 Hakusan, Bunkyo-Ku,
Tokyo 112. Tel: 03-3943-6857 Fax: 03-3943-6863

Name _____

School _____

Address _____

Sound recording changed this forever. With it the voice disembodied from its visual context might be heard as often and as quickly as desired. Video and cinema cameras allow us similar privileges with the voice and visuals intact as unified text.

In these circumstances, audio-visual texts have the virtue of far more closely resembling the reality of face-to-face interaction than books or audio materials could ever hope to do. And compared with everything that sound and image technology can offer, the classroom, with its live teacher and live students, might be regarded as something of a 3-D extravaganza. No doubt the stilted two dimensionality of the video image will one day be laughingly remembered in the holographic classroom of the future, much in the way we now regard the crank-up gramophone.

But in this same breath with which we praise the reality of the classroom, we begin to be haunted by some doubts. If the classroom produces authentic texts, then it produces a very narrow range of them, and the tasks it produces are just the sort of approximations of the real with which those who insist on authentic input have found fault. Unless we pretend to be elsewhere than in the classroom, the path we tread is narrow.

Student teacher roles, especially in the teacher centered classroom, tend to lock classroom participants into communicating within a very narrow range of interpersonal relations. The student is at best seeking after information, at worst passively receiving it.

Of course good language teaching casts away the shackles of this narrow conception. No doubt it was the narrow unreality of the range of contexts offered by the traditional language classroom which led teachers to a desire to approximate the contexts of the wider world outside. But always we are haunted by approximation, pretending, a sense of not quite being there. Perhaps the demands of reality are too much for purposes of second language development. Native-like fluency is for most an unattainable goal. However the pessimism which leaves the learner feeling condemned to life as a nonnative belies the fact that successful nonnative users do communicate in authentic foreign language contexts.

And why should we judge the nonnative's part in intercultural dialogue any less authentic than that of a native speaker? Perhaps, in fact, there is more than one criterion of authenticity at work behind our assumptions of what constitutes appropriate input and activity for the foreign language learner. If our only criteria for the selection of texts relate to their efficacy for the purpose of modelling interactions in which we predict or hope that students will one day need to participate, then we ignore a vast range of important, well made and stimulating text types-texts which may offer important keys to the target culture. What then are the

criteria for authenticity which we need to note? The one with which we have been dealing thus far is rather negative-the idea that texts ought to be other than those designed to facilitate the nonnative's process of language development. By this criterion authentic texts are those designed for the consumption of natives of a given culture.

Of course we may begin to question the validity of any text we bring to the classroom. And if we doubt the reality of the classroom then surely we need also doubt the reality of stories, of songs, of games, of fiction. From here we may find ourselves descending into a sticky epistemological mire. When in fact the most real thing, apart from themselves,

which teachers can bring to the classroom is text. Text is the artefact of culture, of the world beyond the siege walls of unstated assumption which hold teacher and student alike in thrall.

And there is an important sense in which everything teachers bring to the classroom, including themselves, is text. This "everything is text" orientation serves to diminish the authority of questions as to authenticity. All texts are authentic. In this sense then, a foreign language classroom or text book which seems stilted is only so because it is an authentic product of its own context of culture. Many Japanese English language textbooks, for example, may teach more about the native than the foreign culture.

If we regard our target as authenticity-of language, text, task, and culture-then ultimately most questions will resolve themselves as issues of selection: which language, which texts, which tasks should we offer students? Out of the seamless and seemingly limitless corpus of human interactions that constitute a culture, which texts should we select? And what criteria should we adopt for selection-generic frequency, efficacy for pedagogical purposes, needs analysis, relevance to LI context, randomness?

The moral of the story is that authentic teaching and learning materials are all around us, especially if we can locate ourselves at least part of the time in the culture which is the students' target.

Reducing the huge and seamless corpus to teachable tracts may imply a process that falls short of the authentic, but then we might accuse the novel, in its relation to reality, of a similar shortcoming. The novel selects from the world of events in order to generate its own reality. The classroom similarly generates its own reality, one which should offer as broad a range of target culture experiences as possible. The problem of too much input and the need to offer students a breadth of experience thus coalesce to favour short texts. And texts which are easy to slow down, for instance books, obviously have a special role in the foreign language classroom. Beyond these it is probably in popular culture, like television commercials, video music clips and animation cartoons, that we might hope to find

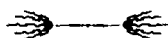


GENERATION

[illegible]

pedagogical input of most use and interest to the foreign language learner. There is no valid reason why language teaching should isolate itself from the new, exciting, or popular parts of a culture. Nor should the language teaching profession assume that the answer lies in presenting any text which makes a student happy. The intuitions which led us to approximate the authentic so as to make it comprehensible, may again serve us well in selecting appropriate authentic texts and arranging them so as to facilitate good learning outcomes.

Christopher Kelen is Director of Curriculum at Kyoto's GLS Gaigo Gakuin and teaches in Kyoto Nishi High School's Kokusai Bunka Course.



They also serve
who only listen and comment

by Ronald Sheen

Tottori University

We shall all soon be converging on Tokyo to attend the JALT 92 National Conference, where we will meet friends, exchange shop-talk, revel in shocking things and fit in the occasional paper. It is to the latter that the following is addressed. Not infrequently, papers have the following scenario:

1. A presenter for a variety of reasons is obliged to start his or her paper several minutes late.
2. He or she finally finishes the paper, impinging on the time intended for discussion.
3. There is a question or two, and during the discussion of these questions numerous people move into their starting-blocks, poised for the first acceptably polite moment to make an exit. Some do not even wait that long.

Such scenarios, in my view, defeat the main purpose of the conference, which is the presentation of new papers and a discussion of their content. Papers we can read without holding a conference; immediate discussion necessitates one. Without the dynamism of such discussion, the conference loses its main *raison d'être* and becomes a combination of the presentation of papers and the exchange of small-talk in an over-extended coffee party—not that I am knocking the virtues of the latter.

In order to elevate the discussion to its rightful place, I would like to make the following suggestions:

1. As a matter of priority, the presenter should respect the time scheduled for discussion. If he or she is obliged to start late, it is the length of the paper which should be trimmed, not the discussion period.
2. The presenter should then welcome questions, particularly those of a critical nature. I mention this because at JALT 91, I had the misfortune of being accused of harassment (intellectual harassment, I suppose) because I made a critical comment. In fact, come to think of it the accusation was made before the comment. It must have been what I said the previous year.
3. The discussion period may have several purposes. I would regard as having priority the creation of an intellectual ambience which demands the highest standards of the presenter. This will make future presenters aware that they must satisfy such standards. We can achieve this by both requesting clarification and making reasonable critical comment. Here are some examples drawn from past presentations I have attended where such intervention would be appropriate:
 - i. A presenter, in discussing her or his research on the comparison of two methods, describes the two groups involved as being comparable without providing the necessary evidence. One needs to ask for it, as without it, the findings become suspect.
 - ii. A presenter, in advocating a particular method or strategy, concludes that "it works." This opens a can of wildly wriggling worms. Without an explanation of how one operationalizes "it works," it is not possible to discuss the conclusions in any meaningful way.
 - iii. A presenter makes a bald statement without supportive evidence. For example, he or she says "Words cannot be learned in isolation; they must be learned in context." One has to ask for some evidence for such a position, for it is often used in papers to justify the eschewing of vocabulary lists in favour of learning in context. If the presenter cannot provide such evidence, the argument is weakened considerably. If it is allowed to pass unquestioned, it may propagate a hypothesis which is far from proven.
 - iv. A presenter maintains that video is an invaluable tool for the EFL teacher. This is one of those assumptions, which is developing axiomatic status, hence the numerous publishers' booths catering to this belief. The odd probe into how this apparent fact has become established might prove interesting. I know of one piece of research (MacWilliam, 19861, for example, which main-

LIKE LIFE ITSELF, BUT WITH **S·T·O·P** **A·C·T·I·O·N!**

VIA-USA'S

PHP

LIVING AND WORKING IN AMERICA

Published by
PHP Institute, Inc.

NOT TALKING HEADS ON SCREEN, BUT ACCOMPLISHED ACTORS ON LOCATION, DEPICTING SITUATIONS WHICH ACTUALLY ARISE IN THE COURSE OF LIVING AND WORKING IN AMERICA



LIVING AND WORKING IN AMERICA is a 3-volume multi-media(video/audio/text) instructional program created to help adult English language learners develop the communication skills they need to function and interact with Americans, and to understand American social and business practices through realistic and appropriate situations.

Each volume contains :

- **TWO VIDEO CASSETTES**, containing 65-80 minutes of model dialogs for each lesson.
- **A detailed TEACHER'S MANUAL** with suggestions for presenting each lesson. A variety of communication activities are included.
- **A TEXTBOOK** with a wealth of classroom activities, including dialogues, language exercises, discussion questions and cultural information.
- **6-10 AUDIO CASSETTES** with extended listening and speaking exercises utilizing a variety of regional accents. A complete transcript is included.

A JAPANESE TRANSLATION of the dialogues and culture notes is available separately.

VOLUME 1	False-beginner and Pre-intermediate	TOEIC 350-500
VOLUME 2	Intermediate	TOEIC 450-600
VOLUME 3	Upper-intermediate to Advanced	TOEIC 550 +

To: New West, Inc. Takanawa Toei Bldg 3F, 11-35, 4-chome, Minato-ku, Tokyo 108
TEL : 03-3442-2477 FAX : 03-3442-4 170

Please send me : A sample copy of Living and Working in America

Name: _____ School : _____

Address: (Home/School) _____

TEL : _____

If you live in Kyushu please contact : lesley Koustaff, school principal of Open Space School
3-4-13 Tenjin, Chuo-ku, Fukuoka 810 TEL:092-822-5910

tains that watching a video reduces comprehension of a text. Another study (Willing, 1988) found that adult learners regarded video as something of a waste of time.

- v. A presenter representing a publisher promotes a particular course book without giving information on a pilot study. Detailed clarification is in order here. I find that there are far too many such promotional presentations. One might reduce the number by demanding a high level of accountability on the part of the presenter.
- vi. A presenter proposes global awareness as an underlying theme in the classroom. If she or he fails to deal with the inherent problems of confusing political indoctrination with teaching English, the segment of their collective globe may well remain several degrees short of the requisite 360.
- vii. A presenter proposes a task-based syllabus without demonstrating its greater effectiveness than alternative methods on the basis, say, of the findings of a pilot-study. If no such demonstration is forthcoming, one may be forgiven audible ruminations on the lack of justification for such a proposal.
- viii. A presenter reduces the audience to general awe and wonder with the minutiae of esoteric statistical data. As in such a situation, most of you are probably like me and sit there, mouth agape, let's hope there is someone in the audience who can ask intelligent questions about the matter.

There are some readers who might regard my approach as being far too skeptical and critical. I would argue that the history of language teaching in recent decades is such that one would have to have one's head in the sand to justify any other approach. Here we have a worldwide enterprise which devotes enormous resources and energy to the improvement of the product and the results of its use. Many of us meet at countless conferences to discuss innovations. Applied linguists build their careers on proposing some new untried approach, and publishers quickly produce a flashy product to implement it. Thus are bandwagons set in motion, only to be later abandoned when their failure to become the promised trailblazer moves their erstwhile drivers to jump into another wagon taking off in a different direction.

And what do we have to show for it? Not a lot, I would suggest, in terms of the results achieved by our students. But do those who have proposed some new method, and those who have thrown themselves commercially into its implementation ever have to answer for the glaring fact that they have blatantly failed to

deliver the promised goods? The answer is a resounding No. In fact, if it were a true business enterprise, heads would roll, a serious epidemic of bankruptcies would ensue, and a number of individuals and companies would be charged with false representation.

I shall, therefore, continue to be skeptical and critical but will, indeed, promise to desist from further lamentation if anything in the above two paragraphs can be demonstrated to be false.

So enjoy the conference but resolve to render all presenters accountable for whatever they say.

**I would regard as having
priority the creation of
an intellectual ambiance
which demands the
highest standards of the
presenter.**

References

- MacWilliam, I. (1988). Video and language comprehension. In R. Rossner & R. Bilitho (Eds.), *Currents of change* (pp. 157-161). Oxford: Oxford University Press.
- Willing, K. (1974). *Learning styles in adult migrant education*. Adelaide: National Curriculum Resources Centre.

Guidelines for Submissions to *The Language Teacher*

The Language Teacher welcomes well-written, well-documented articles of not more than 2,500 words in English or 20 400-ji genko yoshi 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 subheadings 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 (American Psychological Association) style. For example, for journal articles: Gathercole, S. & Conway, M. (1988). Exploring long-term modality effects: Vocalization leads to best retention. *Memory and Cognition* 16(2), 110-119.

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

Interviews: Occasionally *The Language Teacher* publishes interviews with internationally known professionals in the field. If you are interested in interviewing someone, it is recommended 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. It is also recommended that you read "Interviewers, Stand Firm," by Ron Sheen, which appeared in the March, 1992, issue of *The Language Teacher*, page 47. Therein are some valuable suggestions in terms of interview content and tone.

BUILDING THE PERFECT COURSEBOOK...

FULL-COLOR
ARTWORK

STUDENT
CENTERED

EXPANDED
LISTENING
PROGRAM

INTERACTIVE
COMMUNICATION
TASKS

ILLUSTRATED
VOCABULARY
ITEMS

SPECTRUM

THEMATIC
LESSONS

INTERLEAVED
TEACHER'S
EDITIONS

SPLIT AND
FULL EDITIONS

SIX
LEVELS

THE NEW SPECTRUM



Prentice Hall Regents of Japan

Jochi Kojimachi Bldg., 3F. 6-4-25 Kojimachi, Chiyoda-ku, Tokyo 102, JAPAN
Telephone: (03) 3236.1050 Fax: (03) 3237.1460

A PARAMOUNT COMMUNICATIONS COMPANY

Teaching Humor is No Joke

by Bruce Davidson

After announcing at my junior college that I would be teaching a class every week called "Modern American Humor," I was warned by a colleague that it would be very difficult, as humor does not translate well across cultures. In spite of his warning I tried it, and found that though there are indeed many difficulties, it is worthwhile to study humor in a foreign language class.

Humor as a Cultural-Linguistic Puzzle

When humor "works", of course, it makes language learning fun and entertaining; however, even when a joke or a cartoon does not get any laughs, it can be a doorway into the reasons why people of a certain culture and society perceive something to be funny. In other words, humor often presents a cultural and linguistic puzzle to unravel, and the unraveling can be as engaging and educational as the laughter even when the students "don't get it". In fact, teaching people how to react when they meet with an incomprehensible joke is valuable in itself, I have found. What are the barriers that make a lot of foreign humor incomprehensible to Japanese? How does a teacher grapple with those barriers? I would like to share some insights I have gained about teaching humor in the classroom.

Japanese Humor: Unique?

Someone might contend that foreign humor is too cultural-bound to be readily understandable, but is Japanese humor essentially very different from foreign humor? Puns, political cartoons, satire, parody, slapstick, romantic farce, and other familiar forms of humor also abound in Japan. For example, Juzo Itami's films (*Marusa No Onna*, *Tanpopo*) and the Chibi Maruko animated T.V. series are obvious examples of satire. Stand-up comedy has its rough equivalent in *rakugo* and *manzai*. For most types of English-language humor, I have found Japanese counterparts. I sometimes bring these to class as comprehensible examples of the various types of humor, and also to show students that if I can appreciate Japanese humor, so they should be able to understand American humor. However, there are some types whose counterparts I have yet to find. Humor concerning subjects such as death and the meaning of life, a type of "philosophical comedy" to be found in many Woody Allen movies, may have few equivalents here. "Black humor" dealing with morbid subjects (e.g. *Dr. Strangelove*) also seems to be rare in Japan, where subjects such as nuclear war are taken much more seriously. In general, I have noticed that topics considered legitimate humorous subject-matter in English-speaking countries are sometimes too sad or tragic to be considered humor by many of my students. One Art Buchwald article called "The Com-

puter Widow" (from the book *The Essence of American Humor*), about a man so absorbed in his computer that he completely ignores his wife, drew a comment from one student: "I think things like this story can happen. This story may be beyond the limits of humor."

Usable Materials

Almost every other type of humor can be dealt with in class. Even with low-level language classes, visual humor with a very simple language content can be used. *MAD* magazine cartoons such as those by Sergio Aragones (available in paperback) often contain very few words. The cartoon can be cut up into separate frames, and the order of the frames mixed up. In small groups, students can then arrange them in order. In the next step, someone from the group can explain the sequence of events to other groups in the class and tell what they learned about American society from the cartoon. With an overhead projector, sequences of cartoons can be shown frame by frame, with teacher or student commenting on each successive frame or predicting the outcome, saving the humorous final frame for last. In one two-frame cartoon from *MAD*, racers are shown dashing from the starting line above the caption, "The Human Race." In one lane, working people dash for a photo of a pile of money; in another lane, a group of men dash for a photo of several women in bikinis; in another, young people dash for a photo of graduation caps and diplomas. After explaining the "race" pun, I ask the students what they think the finishing-line frame will be. After getting their ideas, I show the frame, in which the banner, "Finish Line" waves over the same aging racers staggering with crutches and wheelchairs into a cross-filled cemetery. This cartoon obviously has a message that students can try to verbalize and discuss. Four-frame cartoons from the daily newspaper also often contain a minimum of language and can be used in this way, but considerations include the difficulty students may have in reading the letters (most cartoon lettering is written by hand), and in understanding various slang expressions. At the same time, such cartoons can be an excellent way of focusing on idioms and slang.

Video Resources

In spite of sometimes difficult language content, humorous movies and T.V. shows include enough purely visual humor to make comprehensible teaching material. In my class, the animated series *The Simpsons* has been a great favorite with my students because a lot of the humor can be understood visually. In one episode, after watching a violent cat and mouse cartoon on T.V., the Simpson baby hits her father over the head with a mallet, to the accompaniment of the music from Hitchcock's *Psych*. (Obviously, a discussion can precede or follow about the effects of violence in the media.) Slapstick and farcical movies abound, with short, humorous scenes that can be acted out in groups or used in various other ways. Michael J. Fox is



CDで聞く! あそびと英語の世界

英語おはなしたから箱

アジソン・ウェスレイの Big Book Program Level A & B

□□ 読み聞かせから、ひとり読みへ

英語おはなしたから箱は

※きれいなオリジナル・イラストのビッグ・ブック(36cm×48cm)と子ども用のリトル・ブック(15cm×21cm)が、楽しい物語の世界へそそぎます

※読書の楽しさを教える、だれもが知っている名作童話

レベルA

大きなかぶ
ジンジャー・ブレッドマン
3匹の熊
3匹の子ぶた

レベルB

月が空に昇ったわけ
うさぎとカボ
赤いめんどり
うさぎとかめ

※ビッグ・ブックを使った効果的な指導法をわかりやすく解説した日本語ガイドブック(外し節子著)

※すべての物語の朗読と歌を収めたCDで、各ページの読み出しが簡単にできます

ビッグ・ブック(レベルAバック、レベルBバック) 各 ¥9,500

リトル・ブック 各 ¥400

「英語おはなしたから箱」CD ¥3,500

「英語おはなしたから箱」日本語ガイド ¥2,500

「英語おはなしたから箱」CDパッケージ ¥8,500

(内容: リトル・ブック8冊、CD1枚、日本語ガイド1冊)

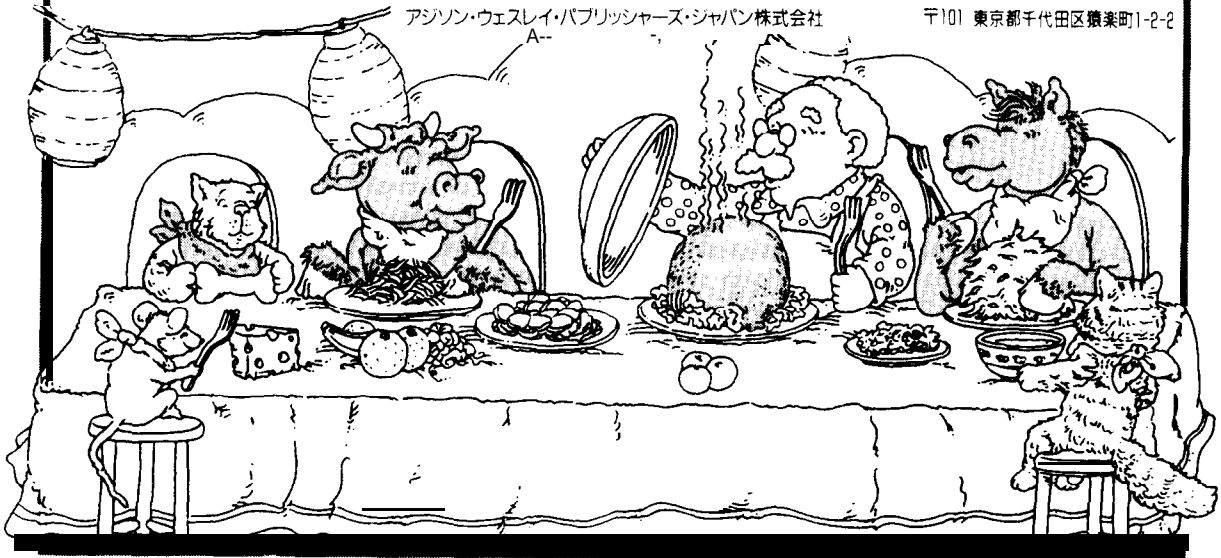
(定価には消費税は含まれていません)

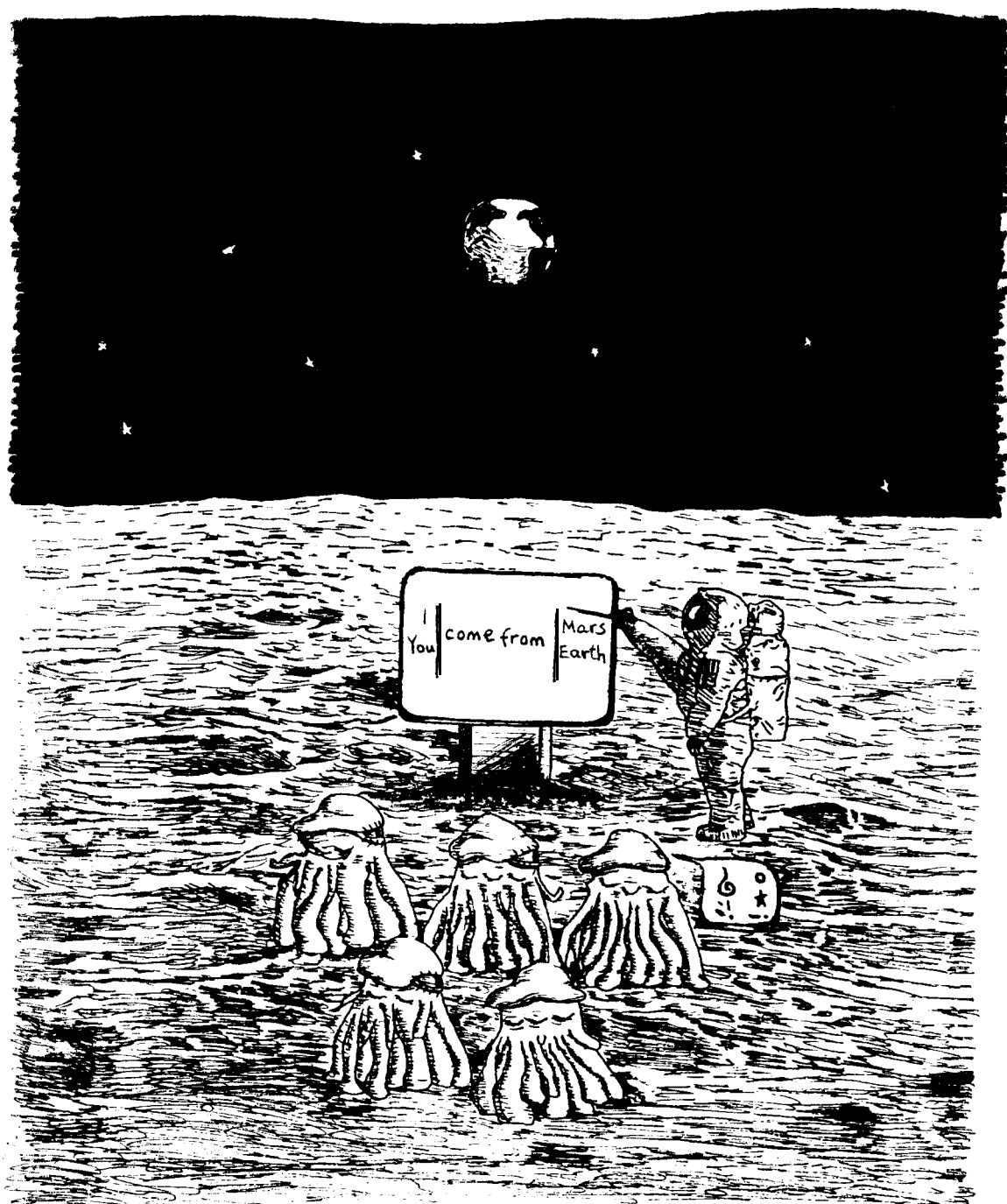
&Addison-Wesley Publishers Japan, Ltd.

1-2-2 Sarugaku-cho. Chiyoda-ku, Tokyo 101 Japan TEL03(3291)4581 FAX03(3291)4592

アジソン・ウェスレイ・パブリッシャーズ・ジャパン株式会社

〒101 東京都千代田区猿樂町1-2-2





a favorite with young women, and the *Back to the Future* movies consequently make great teaching material. They also happen to be full of American cultural information and referents students are interested in. Romantic farces such as *When Harry Met Sally* have short dialogues and scenes that can be used effectively. My students are fascinated by relationships

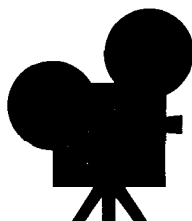
between men and women in foreign lands.

Using Jokes

Jokes are another useful tool, but they have to be carefully selected so as not to be too hard to comprehend orally. Many Japanese English high school texts even contain simple English jokes. First, I introduce

CINEX

CINEMA ENGLISH EXERCISE



Schedule
for release:
**FALL
SEMESTER
1992**

CINEX School Curriculum

FROM BLACKBOARD TO SILVER SCREEN

COMMUNICATIVE VIDEO TECHNIQUES

CINEX Features:

- 100% accurate English subtitles
- Open caption dialogues-need no extra equipment
- Conversations for study at any pace-simply freeze/frame
- On-screen time display for easy access

Text Components:

For Teachers-

- A comprehensive *Teachers Manual**
- English-subtitled CINEX videotape
- Unsubtitled original tape

For Students-

- English-subtitled CINEX videotape
- Attractive *Worksheet Book*
- CINEX Mini-dictionary Guide

I *Teachers Manual (In three sections)

- ① **Communicative Video Techniques**
(A-Z Menu of 100 Techniques & Terms)
- ② Step by step **Teaching Guide**
- ③ **Worksheets with Answers**

*Convenient Time Code

* Easy to follow
English Subtitle



Kramer vs Kramer

First Release Titles for 1992



Kramer vs. Kramer

© COPYRIGHT 1979 COLUMBIA PICTURES INDUSTRIES, INC.



The Karate Kid

© COPYRIGHT 1984 COLUMBIA PICTURES INDUSTRIES, INC.

For further information, contact: Sony Pictures Entertainment (Cinex Division), Hamamatsucho TS Bldg., 3F 2-8-14 Hamamatsucho, Minato-ku, Tokyo 105 Tel. (03) 5400-1657

Sony Pictures Entertainment (Japan) Inc.

jokes by telling the whole class a simple joke or two, asking them if they "get it", and teaching the American English conventions for joke-telling. Next I pass out a different joke to each student, who then reads it by herself. I go around asking if each student understands her joke. If someone does not, I exchange it for a new joke she can understand. Then, in small groups, each person reads her joke to the other members of the group, checking at points to make sure they are following her. After the punchline, she asks her group members, "Do you get it?" If they say "No, I don't get it", she repeats the joke. Those who understand can explain the meaning to the rest, in English or Japanese. Then she can read the joke a final time. This teaches actual joke-telling conversational behavior as well as providing speaking and listening practise. If difficult language is a problem, a joke can often be paraphrased.

Political Cartoons

Political cartoons are often very stimulating and informative. Each small group receives a different cartoon, and tries to identify the famous people in the cartoon, as well as the social or political problem that the cartoon is commenting on. Someone in the group then summarizes the ideas presented. Later, using an overhead projector, the teacher can show the cartoons to the whole class and give or elicit an explanation. This is sometimes difficult for students, but it is a good way for them to be exposed to current events in a content-based program such as ours. I keep a collection of appropriate cartoons I find in newspapers and magazines. Especially good are those that deal with issues between Japan and foreign countries, such as one showing two American boys looking at posted job want-ads beneath the caption, "Opportunities for U.S. High School Graduates". Slips of paper on a bulletin board read "opening boxes of imported goods - \$3.75/hr.", "giving information on imported goods - \$4.15/hr.", "putting prices on imported goods - \$3.90/hr.", etc. A picture like that is worth a thousand words about the state of the U.S. economy.

Reading Humor

Longer written selections of humor (from books by Bill Cosby, Dave Barry, and the aforementioned Art Buchwald) make good at-home reading assignments. Students can summarize and comment on readings in writing or orally, and ask about things they do not understand. Some cultural or historical background information will often be the key. Though it may prove difficult in some respects, figuring out the meaning is a satisfying, beneficial learning experience for many students. What people think is funny often reveals volumes about their psychology, culture, and society. I assign each student her own article. She sometimes seeks out a foreign acquaintance to help her with it or comes to me with questions before making her report on it. However, my students do find themes they can quickly understand and identify with. One Art

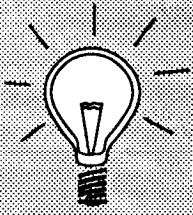
Buchwald selection called "I Love You, But . . ." is about a man's inability to please his girlfriend, who alternately scolds him for being a "wimp" when he tries to be sensitive and flexible but calls him a "male chauvinist" when he goes to the other extreme and becomes assertive. In her report, one of my students commented, "In Japan also, it is difficult to know how to be a man or a woman today." Books by Art Buchwald, Bill Cosby, and Dave Barry have many short reading selections that make interesting at-home individual assignments. The publisher Shokuhakusha publishes books by Buchwald and Cosby with helpful notes in Japanese.

In conclusion, the benefits of using humorous material outweigh the difficulties, if one is careful about material selection and presentation. I explain to my students that my main purpose is not to make them laugh but to help them learn. Then no one has to feel disappointed when a selection does not draw a laugh. Humorous material can be a trove of cultural and linguistic treasure for a creative teacher to exploit, and I feel I have only begun to scratch the surface. I would appreciate any materials or insights others have to share.

Some Resources

Aragones, S. *MAD-ly Yours!*, Warner, New York, 1972.
 Buchwald, Art. *The Essence of American Humor*, Shokuhakusha, Tokyo, 1986.
 Cosby, W. *Fatherhood*, Shokuhakusha, Tokyo, 1986.
MAD Kessakusen 1, TBS Britannica Co. Ltd., Tokyo, 1979.

Bruce Davidson received an M.A. in E.F.L. from Southern Illinois University in Carbondale Women's Junior College. He is a full-time Lecturer in a content-based program at Osaka Jogakuin



Share Your Ideas with Us!

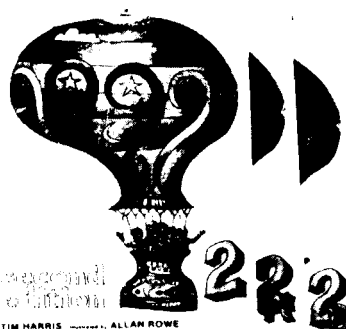
Do you have good ideas for use in the classroom? Why not share them with colleagues through the My Share column. Write them up according to the guidelines in the January issue of *The Language Teacher* and send them to My Share editor, Elizabeth King (address p.1 of this issue).

GREAT TEXTS

NEVER GO OUT OF STYLE!

Practical English, the Back-to-Basics Favorite

Teaches four basic language skills — listening, speaking, reading, writing — with emphasis on oral communication in book 1 and increased attention to reading and writing in books 2 and 3. Inductive in approach uses a variety of instructional contexts — preliminary oral work, illustrated situations and dialogues, oral exercises or drills, illustrated reading passages with comprehension questions, and review drills, exercises, and grammar frames — to teach each new grammar point.



- Practical English 1, 2/e
- Practical English 1 A, 2/e
- Practical English 1B, 2/e
- Practical English 2, 2/e
- Practical English 2A, 2/e
- Practical English 2B, 2/e
- Practical English 2, 2/e
- Practical English 2A, 2/e
- Practical English 2B, 2/e
- Workbooks:
 - Writing Practical English 1, 1A, 1B, 2, 2A, 2B, 3, 3A, 3B
- Cassette tapes:
 - Practical English 1 (4 cassettes)
 - Practical English 2 (4 cassettes)
 - Practical English 3 (5 cassettes)
- Instructor's Manuals for Practical English 1, 2 & 3

HBJ

Harcourt Brace Jovanovich Japan, Inc.

Ichibancho Central Bldg. 22-1, Ichibancho, Chiyoda-ku, Tokyo 102

Tel: 03-3234-3912 ELT Hotline: 03-3328-2527 (Shari Berman).

React Interact-Situations for Communication. 2nd ed. Donald R. H. Byrd and Isis Clemente-Cabetas. New Jersey: Prentice Hall Regents, 1991. Pp. 144.

Look Who's Talking-Activities for Group Interaction. Mary Ann Christison and Sharron Bassano. California: Alemany Press, 1987. Pp. 118.

The second edition of *React Interact-Situations for Communication*, a text composed of 28 situations, facilitates the development of discussion and thinking skills of intermediate ESL students. Since the situations are not related, this text provides the opportunity for students to discuss a variety of subjects, most of which are not academically focused but rather involve making decisions about occurrences in real life.

Each unit begins with a picture or drawing with one or two questions so that the students can brainstorm the topic in order to set the stage for the lesson. The lesson then moves into a vocabulary exercise which contains words and expressions that the students will need in their discussion of the topic. Most of these exercises are matching and are relatively simple for the students to do. The better vocabulary exercises, however, are primarily cloze activities in which the students have to change the given words and expressions so that they are in their correct forms. Since some of these exercises demand serious thinking on the part of the students, they are useful in leading into the discussion of the general topic.

The major section of each lesson is labeled "Oral Interaction." A short situation is given in which the students must discuss the problem presented and/or discuss their feelings about the particular topic. This part is arranged so that in most lessons they are asked for individual responses before moving into group discussion. This greatly helps alleviate the "I agree with you" syndrome so many Japanese students suffer from. The final part of each lesson is "Written Reaction." Students are asked to write their opinion about various issues by answering questions, complete dialogues and cloze exercises, and write short paragraphs. Many of the written activities have a model that the students can follow in producing their answers.

Each unit is varied enough so that there is no overlap in the topics that the students are discussing. Most of the lessons can be categorized into two groups, those which are discussion oriented and those which involve problem solving. The second lesson, for example, focuses on a newly married couple who must decide whether or not the husband should go abroad alone for his job, a topic that some Japanese students can relate to. Lesson twenty-four, "Careers," can lead to a lively discussion about men's and women's roles. Both "The Family Jewels" and "Lady Gerta's Murder" require the students to solve mysteries from context clues. Other topics include peer pressure, leaving home, retirement, euthanasia, and speculating on alien life.

Most of the lessons in this text can be completed in

one 90-minute period. Several of the lessons, however, are quite short, especially the one titled "Pictures at an Exhibition." It is a lesson which many of the students are interested in and can be supplemented by having them bring to class postcards of their favorite artwork or articles about their favorite authors. It could even prompt a class trip to a local art museum.

React Interact is a book that your students will enjoy but should not be used below the university level in Japan. Some of the topics such as war, abortion and interracial adoption require mature thinking. Since this is a text in which value discussions are of utmost importance, before selecting it to use in class, study the topics, not just the academic level carefully. Although there are answers to the vocabulary exercises in the back of the book, keep in mind that most exercises have no right or wrong answers. The text is a good foundation for discussion because it helps students realize that one essential quality of good communication is the ability to listen to and understand, but not necessarily agree with the opinion of others. Overall, *React Interact* is a book which works well with an enthusiastic group of English language learners.

Look Who's Talking-Activities for Group Interaction is a teacher resource text which provides 78 group interaction activities at the intermediate to advanced levels. The activities are ordered according to how a class can be arranged in different group formations, from cocktail style mingling to large group discussion.

Many of the exercises in this book require personal responses and contain questions which require open-ended answers. Unlike *React Interact*, the lessons in *Look Who's Talking* are unfocused and there is very little continuity, aside from the issue of class arrangement in the lessons.

Although there are many good ideas in the book, one major drawback is time. Many of the activities require that the teacher cut up handouts and do other mundane tasks in preparation for the lesson, and this can be quite time consuming. It would be worthwhile if the lesson lasted an entire class period, however, most of them can be completed in 10 to 30 minutes.

Also since the book contains reproducible masters, the exercises often appear several pages after the directions and it is sometimes difficult to get the whole picture of the activity.

This text is not intended for the academic classroom and it is not suitable for a teacher who is looking for easy to prepare class materials or warm-up activities. In using *Look Who's Talking*, one must seriously consider whether or not the valuable preparation time spent is really worth the small amount of language skill the students will acquire.

**Reviewed by Kathie Era
International Christian University**



GUIDED READERS

**New
Editions
for '92 ...**



- stunning new covers
- larger format
- all Beginner level titles in full color
- high quality paper
- fresh new typeface
- worksheet for each title

Heinemann ' International
Shin Nichibo Building
1-2-1 Sarugaku-cho Chiyoda-ku,
Tokyo 101
Tel, : 03-3294-0791
Fax : 03-3294-0792

NOW AVAILABLE !

Teaching One to One. Tim Murphey. Harlow, Essex: Longman, 1991. Pp. 131.

Teaching One to One describes in a friendly style how to go about getting started and being effective in teaching students in the one to one situation. This book, however, is not just for those teaching one to one, but offers benefits to classroom teachers as well.

This book starts out with the following six questions for readers to consider about real-life communication: "1. How often do we speak to more than one person at a time?; 2. How often do we voluntarily place ourselves in positions of weakness?...; 3. How often do we adjust our communications to others?; 4. Do we feel more involved when we only listen or when we have to talk?; 5. . . . What is the result of our relative proximity (to a speaker who is talking to a group)?; 6. What does a good learner do to learn in a group situation?" (p. 1). The author is rightly aware of the great differences between teaching individuals and groups, and claims that teaching through one to one communication is the better form for the student's language learning. He lists various observations from his and other teachers' one to one teaching and learning experiences, introduced as case histories, as to the nature of teacher-student interaction, awareness about the learner's affect and, simply, what works.

The parts that readers teaching here will probably find most useful are chapters 5 and 7, where the author discusses teaching materials and practical techniques, and how the one to one principles can be relevant to regular classroom teachers. For materials, it is proposed that, besides commercial or authentic materials chosen by the teachers, the student should be given the freedom to choose and design what to study with. This naturally helps to get them more involved. The student's own information can also be utilized through such forms as personal profiles probing her backgrounds and her needs and preferences, and other sorts of questionnaires. A few of the simple but effective techniques introduced include: the teacher taking notes on the major errors that come up during the course of the lesson, to be gone over at the end of the session which helps to maintain the flow of the conversation and soften the impact of negative feedback; distance contact (i.e., through mail and telephone); and the student writing a journal in English at home.

The author argues that even in the classroom one can equalize encounters for students by allowing them to take control of what goes on and giving them more responsibility as their own teachers. According to the author, "peer tutoring" and "peer correction" through well-planned cooperative pair and small group work augment the results of learning, eventually leading to opportunities for self-instruction and learner independence. While admitting that in this society "peer correction" is often considered a threat to "face keep

ing," the possibility of students teaching themselves is an area with much room to be explored. Together with examples of materials and techniques, this book adds greatly to the resource that teachers in many teaching situations can draw upon.

Reviewed by Atsuko Ushimaru
Obirin University, Tokyo

The Healthy English Book. Bert McBean. Oita, Japan: Mountainside Press, 1991. Pp. 154. ¥1500.

The Healthy English Book is an English-conversation book that is, as indicated in the teacher's guide, content-based to increase the health awareness of Japanese students (p. 1). Its originality is certain to hold the students' attention. The author has made an ambitious attempt to do so by making its theme of health interesting and relevant.

This is an intermediate-level text-communicative-and-student-centered. Each of the ten lessons has a different health theme-obesity, exercise, smoking, etc.--broken down into eleven sections. Its illustrations are of the cartoon genre, and a cassette tape and Teacher's Guide accompany the text, along with an English-Japanese glossary in the student text.

Despite the uniqueness of *The Healthy English Book*, it does contain the familiar readings, dialogues, pair-practice activities, and listening exercises of ordinary texts. The health advice is calculated to make students "sit up and listen." My initial concern that the book would have a preachy tone proved unfounded.

Certain peccadilloes were noted among the activities sections: Pair-practices in both Lesson 6 and 8 teach adverbs of frequency; in the word game in Lesson 8, the answer to number eight is ambiguous. In addition, although the illustrations are comical and stimulating, they present words far beyond the vocabulary level of the text itself. The text is offset-printed, so it admittedly lacks the color and flashy graphics of many of today's books. However, the type is large and the spacing ample-with a pleasing, uncluttered blend of text, charts, and illustrations.

The Teacher's Guide, with answer key and test, has a home-made look about it; but it offers lucid suggestions as to how to use each lesson, section by section. The 90-minute tape is clear and professionally presented, with the exception of the portion delivered by one of the minor speakers. The recorded speech is slower than normal speed. As the guide indicates, this is thanks to "the specific nature of the content and the fact that two of the three sections recorded are listening dictation" (p. 3). While some teachers might frown on the inclusion of an English-Japanese dictionary in the student's text, this is called for to deal with the many health-related words.

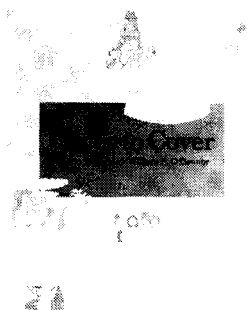


new from McGraw-Hill

Cover to Cover

An Irresistible Collection of Readings for
Intermediate Students of EFL

Fumio Takemae, Asia University, Tokyo
William F. O'Connor, Asia University, Tokyo



144 pp.
¥1,300

Answer key/
available

Type of Text: EFL reader

Level: Intermediate

Format: Twenty-four chapters, each chapter containing one picture or illustration, two pages of text, and three pages of exercises (not included with simulation game).

Special Feature: Culture notes, designed for the Japanese learner, provide helpful background information on unfamiliar topics.

Genre: Essay, opinion, biography, dialogue, drama, simulation game.

Lexis: Controlled vocabulary; most words within the 3,000-word level (The New **Horizon Ladder Dictionary**).

Major Topics

- ◆ **Sylvester Graham:** biography of the creator of graham crackers
- ◆ **Mistake: The Flight:** the story of the first American airmail flight and its many problems
- ◆ **Cockroach: A Play in One Act:** a short skit chock-full of information about the ubiquitous crawlers
- ◆ **Counterfeiting:** the fascinating story of the only man in history who illegally produced \$1.00 bills
- ◆ **How Well Do You Know the U.S.A.?:** obscure information that would surprise even Uncle Sam

Three Little Words

A, An, The

A Systematic Approach
to Learning English Articles

Alan S. Brender, Temple University, Japan

Alan S. Brender

THREE
LITTLE
WORDS
A, An, The

A Systematic Approach
to Learning English Articles

A, An, The

185pp.
¥2,700

The purpose of this material is to present English articles in a systematic way to Japanese and other speakers of English who don't have an article system in their first languages.

By using this material, non-native English speakers can obtain an overview of the English article system never before presented. In language courses teachers previously presented random rules for articles, but now these rules are presented in a systematic manner based upon a chart.

This book can be successfully used in intensive language programs, in programs emphasizing writing and in advanced conversation classes.

The English article system is an intrinsic part of the English language. Articles do carry meaning, i.e.

He is an only child.
(Hitori musuko desu.)

He is only a child.
(Mada kodomo desu.)

He is the only child.
(Kodomo wa hitori shika imasen.)



For more information, please contact Takeshi Ogawa,
McGraw-Hill Publishing, Co., Japan, Ltd.
(77 Bldg.) 14-11, 4-chome, Ginza, Chuo-ku, Tokyo, 104
TEL: (03) 542-8821 FAX: (03) 542-8826

The Healthy English Book bears an important message for Japanese students. Like the typical content-based text, the range of the subject matter tends to be narrow. Some teachers-in other than health-related milieus-may thus feel that they are neglecting everyday conservation if they use this book. Still, I would argue that *The Healthy English Book* can achieve both the aims of providing conversation practice and increasing health awareness.

Reviewed by Jason B. Alter
Himeji Dokkyo University

Note 1: *The Healthy English Book* is scheduled to be republished by MacMillan Language House.

Japanese: Language and People. Richard Smith, Trevor Hughes Parry, and Brian Moeran. London: BBC Books, 1991. Pp. 325. ¥4,600. Cassette tapes (5), ¥14,000. Video tapes (10), ¥235,000.

Having failed to learn Japanese from a variety of language courses, I was offered a pleasant surprise by this set-I actually learned some language in an interesting setting. But the text does not just teach language; the cultural aspects of Japan are well presented throughout.

The material for each of the ten lessons follows the pattern of three sections titled "About Japan" interspersed with five language study sections. This is followed by a listening practice section, and a written Japanese section.

Each "About Japan" section delves into the culture of Japan. A typical lesson (pp. 150-151) has the theme "On the Road." "About Japan" talks about the "exclusiveness" of rural Japan and the period when Japan was closed. Brian Moeran, who wrote these sections, neither defends nor attacks Japanese society--he clearly states what the real situation is.

The language sections teach the language on the adult level-something I have not seen in almost all other material. The material is designed for businessmen and introduces the language adults need. The tapes are at natural speed with the listener not expected to understand every word. There is no direct translation of the dialogs, but enough English is used so that they can be understood.

But not all is good in the language sections. At times there is just too much vocabulary, such as with family terms. The authors broke it down into "My Family, Your Family." This presented so many words to learn that it became confusing. In addition, upon checking with others, the "My Family, Your Family" distinction was found to be not quite correct.

An additional problem is that all the dialogs remain short even in the later stages of the book. Japanese often speak in long blocks. Just having short blocks from each person is unnatural and deprives the learner

of improving a skill that is needed in real life.

On a positive note, the material used is real,-the map of the Shinjuku area is accurate, as is true with the other material. The photos used are typical of the scenes in Japan. While being real, the adjunct material does not overwhelm the user.

The accompanying video is the BBC television series *Japanese--Language and People* that appeared in 1991. It is the weakest part of the package because they did not listen to how it actually sounds. I found parts of it almost impossible to understand because of this. In addition, the video portion is often too quaint.

There is one overall weakness-it is heavy with women's language. This is a weakness for businessmen, but all courses seem to have this problem. Most foreigners who use Japanese are forced to learn women's language.

How can this book be used? I use it for home study. I can also see where this book is rich with possibilities for students in a class. Since the student never has to use anything besides *romaji*, it is less frightening than books that get heavily into written Japanese. I would appreciate a class that used this material. It seems more suited for study outside Japan as the "About Japan" sections are not necessary for somebody in Japan, but that does not distract from its value.

As a final comment, if you are just starting to learn the language, or if you are teaching students who are just starting, this is a useful book.

Reviewed by Lawrence Cisar
Kanto Gakuen University



Recently Received

The following items are available for review. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final-notice items will be discarded after October 31.

For Students

*Adams, W. & Brody, J. (1991). *Reading beyond words: Fourth edition*. Fort Worth, Texas: Holt, Rinehart and Winston.

*Ashkenas, J. (1988). *Begin in English: Vocabulary-expanding short stories*. Studio City, Cal.: JAG Publications.

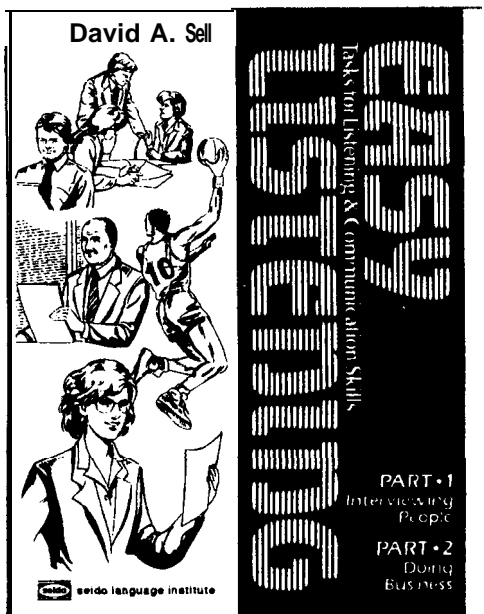
*Ashkenas, J. (1990). *From the beginning: A first reader in American history*. Studio City, Cal.: JAG Publications.

*Ashkenas, J. (1991). *More comics and conversation: Using humor to elicit conversation and develop vocabulary*. Studio City, Cal.: JAG Publications.

*Berman, S. & Bratton, A. (1991). *Flashback '63* (student's book, teacher's manual, 2 tapes). Tokyo: harcourt Brace Jovanovich Japan, Inc.

(Cont'd on p. 79)

EASY LISTENING



Tasks for Listening & Communication Skills

英検 2～3 級程度。大学生・社会人クラス向けリスニング教材。いろんな職業の人へのインタビューとビジネス場面の 2 編で構成。ナチュラルスピードで録音された 20 のダイアログをもとに、大意把握、ディクテーション、会話の流れをとらえる練習などにより聞き取りのポイントがつかめます。

PRICE LIST (with tax)

● Student's Book	¥1,500
● @Scripts & Tape Set	¥7,000
(Teacher's Supplement plus 3 cassettes)	
● Teacher's Supplement (only)	¥1,300

For further information and examination copies, please contact Seido.

英会話^{新刊}へのリスニング

中級を目指すビジネスマン・大学生へ

EASY LISTENINGの個人学習用教材。
テキストには、日本語の指示・ダイアログの日本語要約付。生徒の予習、復習にも便利です。テキスト分売可。



★ 聞くだけのヒヤリングから、理解を深めるリスニング学習へ

.....
会話の要約・流れをつかむ大まかな練習から、内容の細かい聞き取りへと段階を追ってリスニングの力を発展させます。

★ 会話文と練習用の二種類のテープが学習法の幅をグーンと広げました。

.....
通勤・通学の電車や車の中で、ナチュラルスピードの会話を何度も繰り返し聞くことにより、イントネーションやリズム、ストレス等自然な英語が身につきます。

★ リスニングからスピーキングへ

.....
質問に対する答え方ひとつで生きた会話になるかどうかが決まってしまう。コメントの付け方をマスターすれば会話の楽しさも倍増。

セット定価

5,100 円 (本体 4,951 円)
(テキスト 1 冊・カセット 2 巻・解答集付)



セイドー外国語研究所

〒659 兵庫県芦屋市船戸町 12-6 TEL. 0797-31-3452
FAX. 0797-31-3448

Chapter Reports

CHIBA

Global Awareness for Students and Teachers

by Bill Casey

At our July meeting Bill Casey gave a talk on how teachers might integrate global issues into their language classes.

First, Casey talked about the problems teachers often face in using conventional textbooks, newspapers and videos. Double-talk may be a problem in them when they distort or obscure social and political reality: terms like 'fiscal underachievers' is a dubious way to talk about the poor as 'radiation enhancement device' would be to talk about an atomic weapon. Another problem is hidden assumptions that might lie at the base of discussion, limiting the scope of debate on it: for example, news articles on the recent Gulf crisis that featured only military-based strategies, while not including arguments from antiwar groups.

Second, Casey suggested some ways to improve both materials and methods used in teaching global issues. Teachers should present alternative materials that deal with social, political and environmental issues. Teachers have inescapable biases like everyone, but should give students a chance to express their own views. Casey's classroom methods centered around information processing activities, including one where students had to put picture frames in order, based on a short narrative about environmental problems.

Reported by Gorden Sites

HIROSHIMA

Helping Learners Create Their Own Goals

by Greta Gorsuch

At the July meeting, Greta J. Gorsuch presented a workshop/lecture on helping students discover and clarify their own goals. She began by inviting the audience to peruse her students' written statements of their goals. She found that the goals focus students' attention on the way they learn and on the specific skill areas: they shift responsibility for learning onto the students; they give students a sense of control and accomplishment; and they focus students' attention on their class behavior and on resources outside the classroom. By means of a "Goals Activities Model" she showed that goals need to be consistent, specific and realistic. To apply these ideas to their own teaching,

the audience was invited to design goal activities and to exchange their ideas.

Reported by Patricia Parker

HOKKAIDO

Learning Styles and Computer Aided Composition Teaching

by Don Hinkleman

Don Hinkleman spoke on two topics during the June meeting. In the first presentation he explored some of the current theories or models of learning styles. Styles, as opposed to strategies, are unconscious. He discussed some approaches to analyzing students' learning styles in order to improve our method of language teaching. Participants were given the opportunity to assess their own styles, their own teaching methods, and ESL methods in general, in terms of visual, auditory, and kinesthetic learning modalities. By using this type of assessment we can better manage all

the different learning styles of our students and begin to eliminate learning modality prejudice from the language classroom.

Hinkleman followed with an introduction to using computers in composition teaching. He began by outlining some of the areas in which computers can aid in the writing process: editing, spell checker, vocabulary building, grammar checking, and style analysis. He went on to discuss examples of software in each of these areas and shared his idea of setting up an informal touch-typing/writing computer lab for his classes. Hinkleman encouraged participants to start small, doing research by testing a program with one's own students, and sharing ideas with others who are interested.

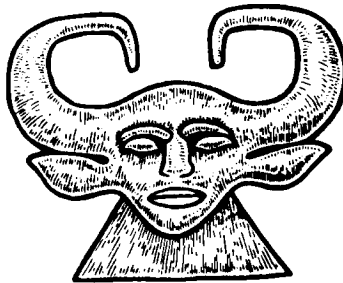
Reported by Bob Gettings

KOBE

What's in a Task?

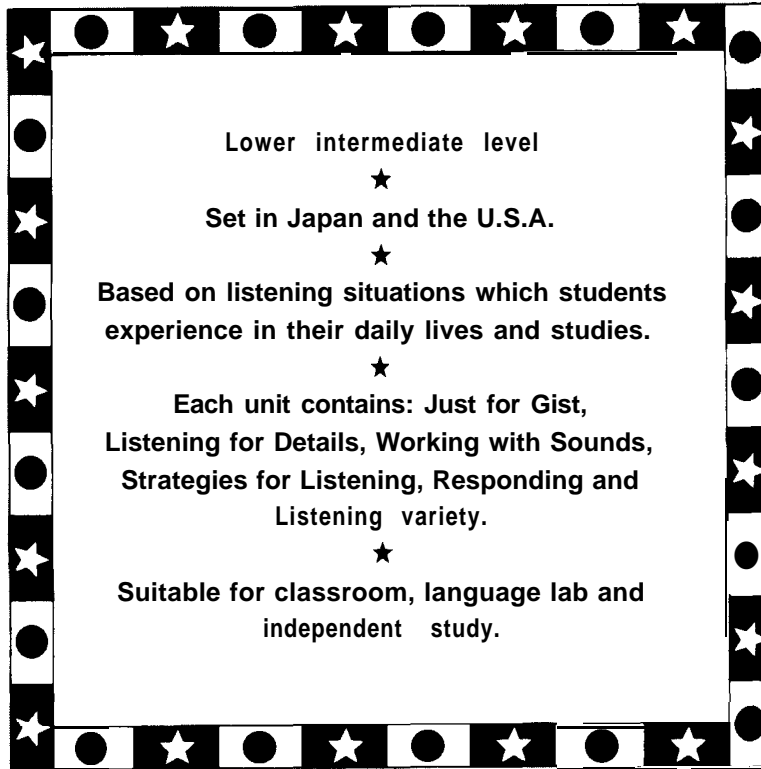
by Carl Adams

Carl Adams elicited the answer to the above question from participants at the July meeting. After demonstrating several examples of classroom tasks, he explained that students in the Japanese culture want a crutch to hold onto to be safe and that crutch is the textbook. Also, in this culture teachers are supposed to give, and students are to take. TEFL teachers must, therefore, find a way to help learners feel secure enough to assert themselves in the classroom which will guar-



HERE AND THERE

A Complete Listening Skills Program



David Peaty and Bernard Susser

HEINEMANN

For further information and an inspection copy, please contact:

Vaughan Jones, Heinemann International, Shin Nichibo Bldg, 1-2-1 Sarugaku-cho, Chiyoda-ku, Tokyo 101
Tel: 03-3294-0791 Fax: 03-3294-0792

antee their attentiveness and, thus, retention of the lesson. Next, Adams broke the audience into small groups, and had them choose one assignment from a collection brought to the presentation and design a task-oriented exercise. The small groups came up with some very interesting schemes. Everyone agreed they received new ideas they could use to enliven the classroom.

Reported by Jane Hoelker

MORIOKA

Total Physical Response

by Aleda Krause

At the July meeting, JALT Treasurer Aleda Krause discussed the practice of Total Physical Response. The value of TPR is shown by studies which prove that among the four skills, listening transfers more readily to reading, writing, and speaking than vice-versa. TPR also benefits from using three kinds of memory: visual, audio, and "kinesthetic," which refers to body movement.

The meeting was devoted to the discussion of various TPR techniques such as Action Chains, which are groups of commands centered around a theme like "Washing Your Hands." The use of TPR for non-beginners was also discussed. Krause uses TPR to teach subjects in preview, for example, chapters before they are covered in the textbook. She also uses TPR in review, for example, by using a calendar drawn on the blackboard as a device to cover a wide variety of grammar.

As a full TPR lesson requires detailed preparation Krause recommended that TPR be used for only a part of a normal lesson.

Reported by William Clemens

NARA

Making the JET Program Work

by a Panel of Experts

Three JTEs and three former AETs came together to help the audience at our July meeting take a positive approach to the often maligned JET program. Kathy Yamane, who was one of the first assistants in Nara Prefecture, started off with a handout on terms associated with the program and a brief overview of the history of the government's attempt to reform English teaching in the country since the 1970s. Amy Malloy, who is now in the International Affairs Division of the Prefectural Government, informed us of the current state of the program and upcoming developments. Kristy Bird offered a moving look at the loneliness and frustrations in daily life faced by an AET, as well as a glimmer of what a JTE can do to make classes better.

Toshiaki Oshimura of Sayama High School in Osaka

emphasised the need to teach "real English," and had his AETs give short cultural lessons on their countries, teach lessons using an EFL video, and develop lessons using authentic materials on famous people like the Beatles. Katsuko Nagoyoshi, of Osaka's Shirasagi Junior High School, described how she made the AET feel like part of the school. To give one AET a role in the school festival, they set up a cheer leading group. The AET then wrote a school cheer song and taught it to the cheerleaders and the students in her classes. The whole school really felt the presence of the AET at that year's festival. Machiko Mori of Shigigaoka High School in Nara ended the day with recommendations for both AETs and JTEs. She placed great emphasis on cultural exchange.

This kind of panel could be set up in most areas and is highly recommended as a way to exchange ideas.

Reported by Mary Goebel Noguchi

SUWA

Optima Learning

by Mayumi Mori

At our July meeting Mayumi Mori, presented OptimaLearning, which originates in Suggestopedia. In this method, the integration of three stimuli (cognitive, emotional, and suggestive) accelerates the learning of a foreign language.

Her presentation introduced various activities, such as reading with music and distinguishing the exact same picture from similar pictures. In the former activity, music activates the right brain, with the whole-brain activity leading to language acquisition. In the latter game, we were highly motivated to use English in groups in order to find the right picture.

OptimaLearning is a reconsideration of grammar-based English teaching which places emphasis on cognitive stimuli. OptimaLearning depends on not only cognitive, but also suggestive and emotional stimuli. Mori emphasized that we need to help students develop a positive mind in learning a language.

Reported by Satoko Toki

YOKOHAMA

Motivating Students at Senior High School

by Yumiko Kiguchi

Seven Times Seven Times Seven

by Robert Cahill

Two presentations were given at our July meeting. Yumiko Kiguchi told us about using songs, recipes and other teaching materials more realistic than Education Ministry authorized texts. She uses authorized

ESL & McGraw-Hill

New Edition! INTERACTIONS & MOSAICS, 2/e

Available October 1989!

Based on responses from 70 users in the
U.S. and Canada...

-YOU SAID YOU LIKED:-

THE FLEXIBILITY

Each of the 18 texts in the series can be used by itself
or in any combination. *You liked it! We kept it!*

COORDINATED SKILLS BY LEVEL

The books in each level are coordinated across chapters
by theme, vocabulary, and use of grammar structures
You liked it! We kept it!

FOCUS ON BUILDING SKILLS

All the books focus on building skills rather than
merely testing comprehension
You liked it! We kept it!

SO what's NEW?

- *New exercises in all books
- * More detailed grammar explanation for certain structures
- *New readings
- * More sentence-level language exercises in the *Interactions* writing books
- * New listening tasks and speaking activities
- * All four *Instructor's Manuals* have been augmented and redesigned
- *New design (new layout and photo)

ETC Program

by Elaine Kirn
West Los Angeles College

Available Now!

Skills Workbook

Level 1

A comprehensive cohesive and flexible approach to adult ESL education

Competency-based with hundreds of competencies in all

Six levels-for a total of 17 books
PLUS cassettes and teachers' editions

Current approaches to language instruction

Fully illustrated and carefully designed

Lively pedagogy

Grammar	Reading/ Writing	Listening/ Speaking
	Level 1	
	Level 2	
	Level 3	
	Level 4	
	Level 5	
	Level 6	



For more information, please contact Takeshi Ogawa,
McGraw-Hill Publishing, Co., Japan, Ltd.
(77 Bldg.) 14-11, 4-chome, Ginza, Chuo-ku, Tokyo, 104
TEL: (03) 542-8821 FAX: (03) 542-8826

texts to cover essential points. Then she introduces her students to more practical language usage. Global issues and awareness are important in her programmes, which she can utilize when teaching together with AETs.

Next, Robert Cahill told us how he couldn't relate to any of the texts and materials in his teaching life, as much as he could to something he had made himself. Motivating students is a key to success in his lessons. This he achieves through stressing the structural basics in English giving his students frequent occasions to use, practise, and consider the language for themselves. At the start, students are made aware of two kinds of questions (yes/no & "wh"; then seven "wh" words. Seven common auxiliary verbs, and seven personal pronouns-hence the title "Seven Times Seven Times Seven." Extending from here, largely in a Q and A format, Cahill takes students through 343 combinations -or 73-stressing listening, pronunciation, fast and natural speed questions, original tongue-twisters, practical mini dialogs, crosswords, word search and other games, even mini-stories, all of which instruct and encourage basic communicative English.

Reported by Howard Doyle

(Cont'd from p. 73.)

*Demaria, R. (1991). *The college handbook of creative writing*. Orlando, Fla.: Harcourt Brace Jovanovich.

*Graham, C. (1991). *Rhythm and role play* (student's book; tape). Studio City, Cal.: JAG Publications.

*HBJ New Readers (1991). Level 1. *Black river; Dream machine; Emerald plane; The girl with no name; Kidnapped: Soccer star; Night ride; Space colony 47; Train wreck*. Orlando, Fla.: Harcourt Brace Jovanovich, Inc. (8 titles for single review).

*Markline, J.; Hawkins, R. & Isaacson, B. (1991). *Thinking on paper: A process writing workbook with readings: Second edition: International edition*. Orlando, Fla.: Harcourt Brace Jovanovich, Inc.

*Mini-world (1992). *Cross section: World affairs in simple English* (quarterly magazine; summer 1992 issue). Tokyo: Mini-world Publications.

*Schneider, K. & Schneider, D. (1992). *Spanish family meals all through the year*. Tokyo: Mini-World Books.

*Volga, F. (1992). *Doomo doomo paradise 2*. Tokyo: Mini-World Books.

For Teachers

*O'Sullivan, J. (1992). *Teaching English in Japan*. Brighton: In Print Publishing Ltd.

Legal Information for Teachers

Health Insurance Subsidies Paid by Employers

Many teachers working in Japan are entitled to health insurance that is partially paid for by their employer. According to the minimum standards set forth in the Health Insurance Law (No. 70, April 22, 1922), article 72 provides for a minimum of 50% of the cost of health insurance to be paid by an employer with five or more employees. This provision applies to employees who work at least 75% of the average employee's schedule load. There is a ceiling to the number of hours required to fulfill this 75% minimum, and it does not include overtime as a factor in the calculation.

The spiralling cost of individual insurance payments makes this issue a very important matter. The insurance is available via a number of schemes, both public and private. Whatever the source, employers have an obligation to provide the subsidy unless they are able to prove otherwise.

If *TLT* readers submit requests for information concerning their specific situation, accompanied by an articulate, detailed explanation of the circumstances in question, we will endeavor to answer their enquiries.

Information submitted by Thom Simmons
Kanto Teachers Union Federation
phone/fax: 045-845-8242 (h); fax: 03-3433-0334 (o)

Discover A Masterpiece

VISTAS Real life situations and interesting,
student-centered activities.

VISTAS From *absolute* beginner level to advanced.

VISTAS Communication tasks right from the start.

VISTAS 4 levels, complete with full color student books,
workbooks, teacher's manuals, audio program, and
test/placement packages.

VISTAS



In stock in Japan!



Prentice Hall Regents of Japan

10th Floor, 3F, 6122 Kojimachi, Chiyoda-ku, Tokyo 102, JAPAN

Telephone (03) 3238-1050 Fax (03) 3237-1460

A PARAMOUNT COMMUNICATIONS COMPANY

N-SIG Activities at JALT 92

Reflecting the rapid expansion of the N-SIGs, this year's annual JALT conference at Kawagoe has four Hospitality Rooms. Whether already N-SIG members or not, all are welcome. Conveniently situated in Building 14, the rooms will both offer displays of teaching materials of specific interest to the disciplines covered by the nine different groups, plus the opportunity to network with colleagues sharing similar academic interests. This year marks the first N-SIG sponsored presentations featuring specialist presenters carefully selected as representatives of the major concerns of their research groups.

The N-SIGs

Bilingualism

The eight annual Bilingualism Colloquium is on Sunday, November 22nd, from 2 to 5 p. m. Speakers will address issues ranging from the sociology of bilingual child-raising to the psychology of bilingual functioning in Japan. The annual business meeting on Saturday afternoon will be a brainstorming session on what work and research is needed, and what volunteer roles N-SIG members can fulfill. Mary Noguchi is organizing specific Hospitality Room (1433) events to staff the area thematically. Members are also planning a party at a restaurant for roundtable discussion. Coordinator: Steve McCarty, 3717-33 Nii Kokubunji, Kagawa 769-01 Phone: (H) 0878-74-7980; Fax(W) 0877-49-5252

日本語教育全国 SIG

JALT 国際大会には、今年から N-SIG の後援による発表が認められました。日本語教育では、山内徳子さんが「学習スタイルと学習段階の観察」というテーマで11月21日(土)午後1時から3時まで、発表をします。

SIG 運営に関するミーティングも22日(日)の午後に予定しています。スケジュールは、まだ暫定的なものですので、*The Language Teacher* 11月号、大会期間中に発行される Conference Daily などでご確認ください。

Japanese as a Second Language

This will be JSL's first annual conference as an officially recognized JALT N-SIG, so all interested are warmly invited to their Hospitality Room (1433) open during concurrent sessions throughout for membership inquiries, renewals and displays. JSL's sponsored presentation is "Observing Learning Styles & Stages of Learning" by Tokuko Yamauchi and business meeting is planned for Sunday afternoon. Coordinator: Izumi Saita, Tohoku University Kawauchi, Aoba, Sendai 980. Phone: (W) 022-222-1800; Fax: (W) 022-221-5207

Global Issues in Language Education

GILE's display and meeting room is 1432. Major events are: a colloquium, "Initiatives in GILE" with speakers from all around the world, Moscow, Australia,

Germany, USA, and Philippines; a Roundtable, "Global Issues & TESOL: Theory and Research" to discuss texts, exams, course design, teacher attitudes, etc., and "TEFL: Teaching Environmentally Friendly English" a workshop on how to promote ecological awareness, plus an Annual Business/Organizational meeting. Coordinator: Kip Cates, Tottori University Koyama, Tottori 680 Phone: (W) 0857-28-0321, Fax: (W) 0857-28-3845

Video

The annual colloquium, "Focus on the Teacher," offers a global view of video with speakers from Japan, USA and Europe covering teacher preparation, materials development, video in professional organizations and copyright. Bruce Evans' sponsored presentation is a "Teaching Ideas Swap Shop," and Sayoko Yamashita will coordinate the video Hospitality Room (1413) to include screenings, displays, and distribution of "The Bilingual Teacher Training Video Tapes Directory." The organizational meeting precedes the colloquium. Contact: David Wood, 2-12-1 Ishizaka, Dazaifu, Fukuoka 818-01. Phone: (W) 092-925-3511, Fax: (W) 092-924-4369

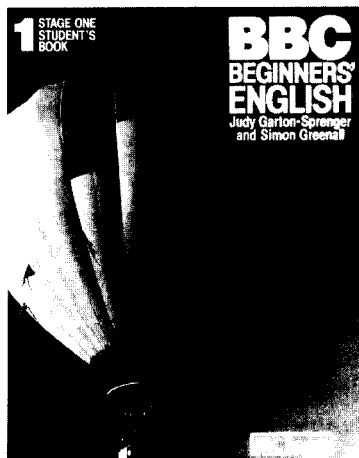
The Forming N-SIGs

Tony Cominos (**Team Teaching**) will run the Forming N-SIG Hospitality Room 1434 with **CALL, Materials' Writers, Teacher Education and Language Teaching in Japanese** Colleges. Contact: Tony Cominos, 1112 Sunvale Asahigirioka, Higashino 1-5 Akashi, Hyogo. Phone and Fax: (H) 078-914-0052

Computer Assisted Language Learning

Like other forming N-SIGs, CALL is near the 50 member target needed for official recognition. All interested are urged to join. CALL will hold an organizational meeting at JALT 92, distributing the first issue of the CALL newsletter. Contact: Kazunori Nozawa, Toyohashi University of Technology, 1-1 Hibarigaoka, Tempaku, Toyohashi, Aichi 441. Phone: (W) 022-222-1800, Fax: (W) 022-221-5207. E-mail IDs: NIFTY: HDC 01602 PC-VAN: HTG25470

CHOOSE THE BEST



BBC BEGINNERS' ENGLISH

- TWO stages from False Beginner to Lower Intermediate level
- Up to date methodology with activity based approach
- Listening and Speaking skills carefully integrated

THE LOST SECRET

- Unforgettable and gripping video action at Elementary level
- systematic revision of basic grammar and language for use in everyday situations
- Students' Book (monolingual and bilingual) and Teacher's Guide available



**MEYNARD
PUBLISHING
LTD.**

To: **MEYNARD PUBLISHING LIMITED**

Ogura Bldg. 1-2-5 Nishi-sugamo, Toshima-ku, Tokyo 170
Tel:03-5394-3500 Fax:03-5394-3505

Please send more information :

☐ BBC BEGINNERS' ENGLISH ☐ THE LOST SECRET

Name:

School:

Address: _____
(School/Home) _____

Tel: _____

TESOL Awards-Don't be left out!

The TESOL organization offers a variety of awards to its members, including the Ruth Crymes Fellowships to the Summer TESOL Institute, the Albert H. Marchardt Travel Grants (to assist graduate students in the U. S. who want to travel to a TESOL convention), the United States Information Agency Travel Grants (to assist graduate students from outside the U. S. who are studying in the U.S. and wish to travel to a TESOL convention within the U. S.), the Robert Maple/Longman Memorial Travel Grants (to support an EFL professional who wants to attend a TESOL convention), the TESOL/Prentice-Hall Regent Fellowship for Graduate Study, the Mary Finocchiaro Award for Excellence in the Development of Pedagogical Materials (to recognize a person who has achieved excellence in the development of pedagogical materials, not yet submitted for publication), the TESOL Research Interest Section/Newbury House Distinguished Research Award, the TESOL/Newbury House Award for Excellence in Teaching [to honor teachers considered excellent by their colleagues), the James E. Alatis Award for Service to TESOL, the TESOL Virginia French Allen Award for Scholarship and Service (to honor an ESOL teacher who has shared scholarship and provided service at the TESOL affiliate level), and the TESOL President's Award (to recognize people outside the TESOL profession who have led or supported efforts to provide quality education for ESL/EFL or bilingual education students.

For complete award descriptions and application/nomination guidelines, consult the June issue of TESOL Matters or contact the TESOL Central Office, 1600 Cameron Street, Suite 300, Alexandria, Virginia, 22314-2751, U. S. A., (703) 836-0774.

Application/nominations deadline: November 15, 1992.

Second Annual Kyoto High School Model United Nations

Kyoto Nishi High School's Course on International and Cultural Studies will hold the second annual Kyoto High School Model United Nations on the campus of Kyoto University of Foreign Studies on November 13-14 (Friday and Saturday), 1992.

An open invitation is extended to all high school faculty and students who are interested in observing this year's event. The entire Model United Nations will be conducted in English, and is a great way to get international course students or ESS club members involved in the event, which simulates a meeting of the United Nations General Assembly. Over thirty countries will be represented by students from five Kansai area high schools. Items on the agenda are "Atmospheric Pollution," and "Military versus Environmental Funding." The Director of the United Nations Information Centre, Mr. Qadruddin, will be guest speaker. For information, contact John Henry or Lori

Zenuk-Nishide at Kyoto Nishi High School. Tel: 075-321-0712 or fax 075-322-7733.

CCTS Intercultural Communication Seminar for language leachers November and December, 1992

In November 1992, Dr. Milton and Janet Bonnett, Directors of Intercultural Communication Institute, located in Portland, Oregon, will have one-day and two-day workshops. In December 1992, Margaret Pusch, President of Intercultural Press Books, and Dr. Charles Gay, Professor of English at Temple University, will have a two-day workshop. Both workshops will be held in Tokyo.

One-day Workshop by Dr. Milton and Janet Bennett:

- A: Intercultural Communication Theory
November 22, Sunday
- B: Cultural Shock Marginality Adaptation
November 23, Monday

Two-day Workshop by Dr. Milton and Janet Bennett:

- C: Training Design for Intercultural Program
November 28-29, Sat.-Sun.

Two-day Workshop by Dr. Charles Gay and Margaret Pusch

- D: Cross-Cultural Training Methodologies and Language Learning
December 5-6, Sat.-Sun.

Place: Kokusai Bunka Kaikan, Tokyo

Time: 9:30a.m-6:00p.m.

Fee: One-day workshop: ¥20,000

Two-day Workshop: ¥38,000

Participants: Approximately 80 people

To apply, please send a post card with your name, address, telephone or fax number, job title, workplace and workshop you wish to attend to:

CCTS

1231-4-402 Kami-Asao, Asao-ku
Kawasaki-shi, 215, Japan.

For further information, please call or fax CCTS: Tel: 044-939-0069, Fax: 044-969-1474.

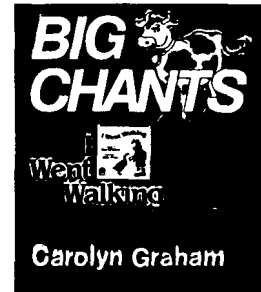


BIG CHANTS: I Went Walking

BLACK CAT, GREEN DUCK, PINK PIG . . . COW

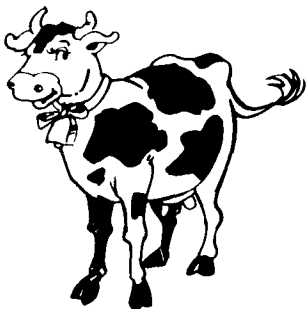
BIG CHANTS, BIG SMILES, GOOD CLASS . . . WOW

BIG BOOK, CASSETTE AND TASK, GREAT DEAL . . . NOW



Carolyn Graham's *Big Big Chants I Went Walking* is now available in a complete set which includes the big book, activities book, cassette tape and instructor's manual. The unique cassette recording features Ms. Graham's famous voice on Side A and the rhythm of several talented children on Side B. Two of the chants are set to song. Language is carefully recycled and the activities book offers a variety of tasks at different levels.

Multi-level capabilities make this course perfect for young learners' classes today. Returnees and beginners can benefit from the same material thanks to different follow-up tasks. BIG CHANTS gives your students an enjoyable way to practice structure and internalize vocabulary.



Now Available!

- BIG CHANTS PACKAGE: ISBN 15-599813-7 ¥7,980
 - Big Book
 - Activity Book
 - Cassette
 - Teacher's Guide
- Big Book ISBN 1 i-59981 7-X ¥4,000
- Activity Book ISBN 1 5-5998 14-5 ¥650

HBJ

Harcourt Brace Jovanovich Japan, Inc.

Ichibancho Central Bldg. 22-1, Ichibancho, Chiyoda-ku, Tokyo 102

Tel: 03-3234-3912 ELT Hotline: 03-3328-2527 (Shari Berman).

Meetings

Please send all announcements for this column to Sonia Sonoko 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.

AKITA

Tim Kelly, 0188-96-6100

CHIBA

Topic: A Friend Among Enemies

Spkr: Kioaki Murata

Date: Sunday, October 11

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

Place: Chiba Chuo Community Center

Fee: Members free; Non-members ¥1 000

Info: Bill Casey, 043-255-7489

As a Japanese attending school in the U.S.A. during the Second World War, the presenter faced not only the challenge of learning a new language and culture, but a people who had been taught to think of the Japanese as inherently evil. How he overcame these and other difficulties will set the background for a look at the larger questions of intercultural communication.

Kiyoaki Murata is former chief editor of *The Japan Times*. He is currently a professor at Yachiyo Kokusai University

FUKUI

Hiroyuki Kondo, 0776-56-0404

FUKUOKA

Anita Kurashige, 092-731-6338 (eve.) or Open Space School, 092-71 4-7717 (1:00-6:00 p. m.)

FUKUSHIMA (Petitioning Chapter)

Topic: Teaching Grammar Communically

Spkr: Helen Sandiford

Date: Sunday, October 18

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

Place: Koriyama Bunka Center 4F

Fee: Members free; Non-members ¥250

Info: Zafar Syed 0249-32-0806

GUNMA

Topic: So, You Want to Learn Japanese

Spkr: Richard Smith & Trevor Hughes Parry

Date: Sunday, October 18

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

Place: Niijima Tankidaigaku (Takasaki)

Fee: Members free; non-members ¥1000

Info: Leo Yoffe, 0273-52-6750

This workshop will focus on ways to improve one's Japanese by using the linguistic resources surrounding the teacher living in Japan. The presentation is mainly aimed at non native speakers of Japanese, but it should be also of interest to teachers or prospective teachers of Japanese.

Richard Smith teaches at Tokyo University of Foreign Studies, and Trevor Hughes Parry at Kanto Gakuen University. Smith and Parry are co-writers of the BBC Beginners' Course *Japanese: Language and People*.

HAMAMATSU

Topic: Brainstorms and Mindfalls

Spkr: Stewart Hartley

Date: Sunday, October 18

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

Place: CREATE (next to Enshu Byoin Mae Station)

Fee: Members free; Non-members ¥1 000

Info: Brendan Lyons, 053-454-4649

Mami Yamamoto, 053-885-3806

Brainstorming is a technique for generating and organizing ideas. This workshop will look at some theory and then show how brainstorming can be used in both comprehension and production activities with different levels of language learners.

Stewart Hartley teaches at Tokyo Gakugei University. He also writes textbooks for senior high school, college and university students.

HIMEJI

Yasutoshi Kaneda, 0792-89-0855

HIROSHIMA

Topic: Getting Students to Talk-When The Teacher's Not Around

Spkr: Ralph Rose

Date: Sunday, October 18

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

Place: Hiroshima YMCA, Gaigo Gakuin Bids #3.

Fee: Members free; Non-members ¥1000

Info: Marie Tsuruda or Kathy McDavitt, 082-228-2269

When a lesson ends students converse in their native language. This prompts the question whether students will practice any of the target language before the next lesson, let alone the target functions of the previous lesson. In this presentation methods will be discussed to induce and encourage students to use the target language outside of the classroom.

Ralph Rose is currently teaching at EEC School Foreign Languages in Hiroshima.

HOKKAIDO

Topic: Training Large Classes

Spkr: Keith Adams

Date: Sunday, October 25

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

Place: Kaderu 2.7 Bldg (North 2 West 7) Room 1020

Fee: Members and students free; others ¥1 000.

Info: Ken Hartmann 01 1-584-7588

Large classes pose problems for teachers who seek to create an interactive learning environment. This presentation will address some general principles of task selection, learner training and classroom management, and then focus on specific activities and techniques used to encourage and prepare learners for interactive tasks.

Keith Adams works for Tohoku Gakuin University.

IBARAKI

Topic: Various Methods of Teaching Younger Students/Operation of JALT on the Na-

Linguaphone Presents



Textbooks for Classroom Use

Low Intermediate

SPEAKING FIRST

- Each lesson offers students varied and extensive practice with target structures and vocabulary.
- Two cassettes ¥4800 (¥4660 plus tax)

LISTENING FIRST

- Listening tasks for both global and intensive listening, and a speaking pairwork section
- Two cassettes ¥4800 (¥4660 plus tax)

Intermediate

SPEAKING

- Focuses on the use of English in everyday situations.
- 16 lessons contain ample material for speaking and listening practice.
- Two cassettes ¥4800 (¥4660 plus tax)

LISTENING

- Tasks provide students practice in developing their listening skills necessary for understanding conversations
- Practical topics as time, weather, hobbies, music and leisure activities.
- Two cassettes ¥4800 (¥4660 plus tax)

READING

- The 20 chapters cover a wide range of topics and focus comparing and contrasting Britain, America and Japan.
- Each chapter also includes comprehension questions and exercises.

WRITING

- Focuses on the importance of accuracy in writing by concentrating on high frequency errors in grammar, spelling and rhetorical devices.

Upper Intermediate

Paragraphs that Communicate

(Reading and Writing Paragraphs)

- 10 chapters introduce students to ten basic organizing ideas.
- Abundant examples presented in each chapter explain an idea and show how a paragraph is organized.

The Snoop Detective School Conversation Book

- Conversation book based on information gaps and role playing
- Creative exchange of information, game-like task book
- Two cassettes ¥4800 (¥4660 plus tax)



Free Sample Copy Request

Please send me a free inspection copy of (please check)

- ☐ SPEAKING FIRST ☐ SPEAKING ☐ WRITING ☐ Paragraphs that Communicate
☐ LISTENING FIRST ☐ LISTENING ☐ READING ☐ The Snoop Detective School Conversation Book

Linguaphone Japan

I-12, AKASAKA I-CHOME
MINATO-KU, TOKYO 107

TEL: TOKYO (03) 3585-3521

FAX: TOKYO (03) 35857840 TELEPHONE NUMBER ()

NAME _____

ADDRESS _____

tional Level/Display of
Addison Wesley Publishers
materials

Spkr: Setsuko Toyama

Date: Sunday, October 11

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

Place: Mito Shimin Kaikan, Room
103

Fee: Members free; non-members
¥500

Info: Martin E. Pauly, 0298-58-
9523
Michiko Komatsuzaki 0292-
54-7203

Ms. Toyama is a textbook author
(Addison Wesley Inc.) and a teacher
trainer. She is JALT National Mem-
bership Chairperson.

KAGAWA

Topic: What's Special about Learn-
ing to Read English?

Spkr: Michael Bedlow

Date: Sunday, October 25

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

Place: Takamatsu Shimin Bunka
Center

Fee: Members free; non-members
¥1 000

Info: Harumi Yamashita, 0878-67-
4362

These three groups. 1. Native
Speakers of English; 2. ESL stu-
dents learning to read English as
their language of first literacy; 3.
Bilingual Japanese/English children
learning to read English after they
have learned to read Japanese, show
a common pattern of reading devel-
opment. The speaker will explain
this by presenting research findings
for group 1 and personal experience
of groups 2 and 3.

Michael Bedlow has taught at
Shikoku Gakuin Daigaku since 1984.

KAGOSHIMA

Keith Brown, 0994-73-1235

KANAZAWA

Topic: Swap Shop for Japanese

Spkr: Open discussion

Date: Sunday, October 18

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

Place: Shakyo Center, 4F, Honda
machi (next to MRO)

Fee: Members free; Non-mem-
bers ¥600

Info: Masako Ooi 0766-22-8312

Mary Ann Mooradian 0762-
62-21 53

This meeting will explore the range
of materials available for the study of
Japanese. There will be a wide se-
lection of dictionaries, textbooks, lit-
erature, non-fiction works on Japa-
nese culture, business practices,
cross-cultural comparisons, etc., so
that everyone can share what they've
found. Everyone is encouraged to
bring their own favorites to the meet-
ing. Refreshments will be served.

The ultimate goal of this meeting
is to produce a bibliography of the
most effective materials. Kanazawa
JALT will distribute the bibliography
free of charge to all interested mem-
bers.

KOBE

Topic: Generating Student Ques-
tions in the Language Class-
room

Spkr: Barbara Stoops

Date: Sunday, October 11

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

Place: Kobe YMCA Language Cen-
ter, 4th floor

Fee: Members free; non-members
¥1 000

Info: Jane Hoelker, 078-822-1 065

Any language learner must de-
velop a habit of asking questions to
control and clarify the input she or he
receives. However, our Japanese
students are often reluctant to do
this in class. The presenter will (1)
examine why students don't ask
questions, (2) demonstrate activi-
ties that may change their behavior,
and (3) let the audience generate
ideas in a workshop setting.

Barbara Stoops is a lecturer in En-
glish at Kobe University of Com-
merce.

KYOTO

Kyoko Nozaki, 076-71 1-3972

Michael Wolf, 0775-65-8847

MATSUYAMA

Topic: Teaching English Pronun-
ciation

Spkr: Shigeo Imamura

Date: Sunday, October 18

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

Place: Shinonome High School

Fee: Members free; non-members
¥1 00

Info: D. McMurray, 0899-31-9561
Takami Uemura, 0899-31-
8686

1. In TEFL in Japan, is the teaching
of pronunciation important? Yes.

2. Are acceptable levels of pronun-
ciation achievable by our students?
Yes, more often than not.

3. How?

4. Should phonetic (phonemic) syl-
lables be used in teaching pronun-
ciation? To an extent, yes.

5. Are the currently used phonetic
symbols adequate? In some cases
no.

6. Other problems facing TEFL in
Japan.

Shigeo Imamura is currently di-
rector of the Language Institute at
Himeji Dokkyo University and Na-
tional Vice-president of JALT. He is
a graduate of Matsuyama College of
Commerce.

MORIOKA

Jeff Aden, 0196-23-4699

NAGANO

Richard Uehara, 0262-86-4441

NAGASAKI

William McOmie, 0958-62-4643

NAGOYA

Topic: Poetry for English Language
Teaching

Spkr: Ann Jenkins

Date: Sunday, October 25

Time: 12:30-4:00 p. m.

Place: Mirokoro Center, Naka-ku,
Nagoya

Fee: Members free; non-members
¥1 000

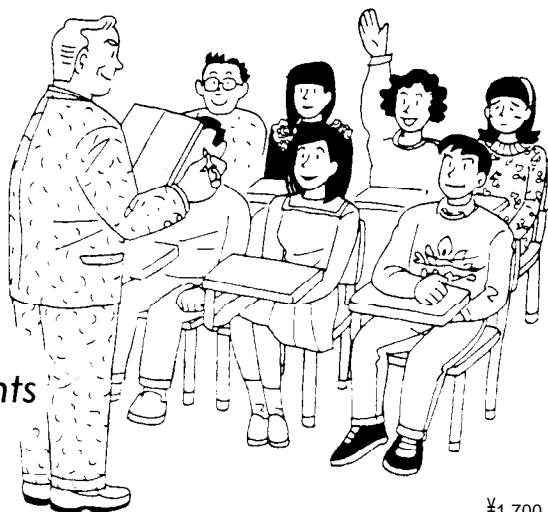
Info: Helen Saito, 052-936-6493
Ryoko Katsuda, 0568-73-
2288

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 dis-
cussion of potential problems and
their possible solution.

new from McGraw-Hill

ENGLISH ON TARGET

Spoken English for
Japanese College *Students*



¥1,700

132pp.

ISBN 4-89501-348-O C3082

by ALAN JACKSON, RON ST. PIERRE,
TOSHIKIMI TAKAGI
and KATRINA WATTS

Teacher's Manual
Student's Book Cassette



- = The only English conversation textbook designed specifically for Japanese College Students
- Extensive Teacher's Manual and Listening Cassette available
- Wide variety of presentation and practice formats
- Test taught with Japanese college freshmen for over five years
- Works with, not against, Japanese disposition
- Cross-cultural materials
- Integration of progress testing with teaching
- Appropriate for small or large classes, slow learners and more proficient students
- Language taught chosen for usefulness, intrinsic interest and variety



For more information, please contact Takeshi Ogawa,
McGraw-Hill Publishing, Co., Japan, Ltd.
(77 Bldg.) 14-11, 4-chome, Ginza, Chuo-ku, Tokyo, 104
TEL: (03) 542-8821 FAX: (03) 542-8826

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

NARA

Masami Sugita, 0742-47-4121
Denise Vaughn, 0742-49-2443

NIIGATA

Topic: The Silent Way

Spkr: Fusako Allard

Date: Sunday, October 18

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

Place: Niigata International Friendship Center (Kokusai Yuko Kaikan)

Fee: Members free; Non-members ¥1000

Info: Donna Fujimoto, 0254-43-6413

Michiko Umeyama, 025-267-2904

No other language teaching method can claim that students speak 100% of the time while the teacher doesn't need to speak at all. In an amazingly short time the Silent Way teacher can elicit from students near native pronunciation and can guide them to use essential grammatical structures with the aid of color-coded charts and simple props. This demonstration will introduce some of the basic techniques and principles of the Silent Way.

Fusako Allard was trained under the late Dr. Caleb Gattegno, originator of the Silent Way. She opened the Center for Language and Intercultural Learning in Osaka in 1979.

OKAYAMA

Topic: Ninja English

Spkr: Michael Gilmore

Date: Saturday, October 17

Time: 2:40-4:30 p.m.

Place: Shujitsu High School

14-23 Yuminocho, Okayama
Tel: 0862-25-1326

Fee: Members free; non-members ¥1000; students free

Info: Fukiko Numoto, 0862-53-6648

Ninja English is a role playing game designed to teach students sentence structures, particularly verbs, through fun exercises and repetition. Students are given instructions and vocabulary they are to learn at the beginning

of the game. They are expected (in fact they find it fun) to master the vocabulary and the sentence structure that are being taught for that game. Come and find out how you can turn your quiet and meek students into English speaking Ninjas.

Michael Gilmore is a freelance teacher working at Yoyogi Seminar and Sanyo Tandai.

OKINAWA

James Ross, 0988-68-4686

OMIYA

Topic: Exploiting Activities and Developing Listening Skills

Spkr: Anthony Brophy

Date: Sunday, October 18

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

Place: Omiya YMCA

Info: Yukie Kayano, 048-746-8238

This demonstration workshop will give ideas for exploiting listening activities to develop general conversation ability, and will analyse the listening skills and offer a range of techniques for developing these.

Anthony Brophy is EFL Consultant with OUP.

OSAKA

Topic: "Yakudoku" and the Sociolinguistic Structure of Japanese

Spkr: Hino Nobuyuki

Date: October 18

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

Place: Osaka Minami YMCA (Abeno)

Fee: Members free; Non-members ¥1000

Info: Yoshihisa Ohnishi, 06-354-1826

The most prevalent method of teaching English in Japan is "yakudoku," that is, a word-by-word translation. In this lecture, the reasons for the tenacity of yakudoku in Japan will be discussed, drawing upon its sociolinguistics aspects, with particular emphasis on its relevance to the Kanji culture of Japan. This presentation will be given in Japanese.

Hino Nobuyuki is assistant pro-

fessor of Osaka University. He has authored numerous articles and books, including *TOEFL de 650-ten: (Nan'undo)*. He is also host for the radio program, "English for Millions."

SENDAI

Topic: Grammar Teaching-What Kind Works Best for Acquisition

Spkr: Rod Ellis

Date: Sunday, October 18

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

Place: Chuo Shimin Center, 5F, (next to the Garden Palace Hotel; 5 min. walk from the East Exit of Sendai Station)

Fee: JALT/JACET Members free; Non-members ¥1000

Info: Takashi Seki, 022-278-8271 (h)

Brenda Hayashi, 022-279-1311 (w)

This talk will examine a number of methodological options for teaching grammar from a second language acquisition perspective. It will be theoretical in nature but there will also be examples of actual grammar teaching activities. The talk will conclude with some tentative proposals for developing a grammar course.

Rod Ellis is a Professor of Applied Linguistics at Temple University Japan.

Shizuoka

テーマ: GDMによる日本語教育

発表者: 片桐カズミ (京都精華大学)

日・時: 10月18日(日) 2:00~4:00p.m.

場・所: 静岡県教育会館 (静岡駅より徒歩5分、新静岡センター向かい)

参加費: 会員500円、非会員1,000円

問い合わせ: Greg Jewell 0559-67-4490

(日本語でも可)

「学校」や「教育」とよばれるものが、いろいろな書物にならしているのを見たり聞いたりするにすぎず、その現場で目撃をもらいながら、どのようなものよりよくない加害者でいるのだろうかとおもう。つまり英語はしろ日本語はしろ、なにがなんでもおしえればよい、というものではないだろう。

「わかる四技能」というものを受信と発信、いわばかみかえり、自分でせたい確信は自信をもってつかえる発信用リストと

From National Textbook Company:

AUTHENTIC READINGS FOR STUDENTS OF ENGLISH

PRESENTATION! JALT '92

by Hubert Lacey

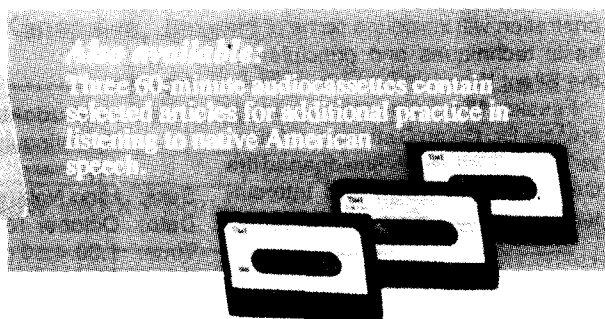
Sunday / 4:00-4:45 pm / Room 1421

TIME: We the People

Articles selected and accompanying materials written
by Linda Schinke-Llano

- 46 informative articles taken from the pages of *TIME* magazine
- Helps your students increase comprehension and improve oral and writing skills

ISBN: 0-0442-7461-5



National Textbook Company. a division of NTC Publishing Group

America's leading publisher of EFL materials

To: Macmillan Language House Ltd., 5-14-7 Hakusan, Bunkyo-ku, Tokyo 112. Tel: 0-3943-6857 Fax: 03-3943-6863

Please send me sample material of.

Name _____

School _____

Address _____

いうものを整理してあげることができるはずだ。たとえば言語は規則性と不規則性から成り立っているが、そのなかから規則性を強調した小体系をつくって、そこにたてこめることは不可能ではない。人間にはいろいろなパーソナリティがあって丸暗記の好きなひと多いが、わたしのようにな暗記のきらいなひとにも、好きなような方法をえらぶ権利があるはずだ。(片桐)

SUWA

Mary Aruga, 0266-27-3894

TOKUSHIMA

テーマ: セグメント・メディア・スモード・
コーピング&ホリスティック・
アプローチ

講演者: 志岐節子 (産能短期大学)

日・時: 10月25日(日) 1:30~4:30p.m.

場・所: 未定

参加費: 会員無料、非会員1,500円

問い合わせ: 西田啓江 0886-32-4737

今回は、理論やVT等による実践例を通して、セッション・ワークの全体像及び実際に授業の場で行われるかについて、お出される中具体的紹介する。

TOKYO

Topic: Drama Use in the Language Classroom

Spkr: The Covenant Players

Date: Sunday, October 25

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

Place: Huron College (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, 03-3816-6834

(h) 03-5684-4817 (w)

Don Modesto, 03-3360-2568

(h) 03-3291-3824 (w)

This international group will present their "English Language Communication Program," which has shown effective results in such diverse areas as Germany and Scandinavia as well as Korea and Japan. The techniques focus on overcoming inhibition and emphasizing spoken communication.

The Covenant Players, based out of Oxnard, California, maintain

groups in numerous countries throughout the world. The "Far East Unit" which services Japan visits on a regular basis.

TOYOHASHI

Topic: Classroom Techniques for Developing Aural Skills

Spkr: Don Maybin

Date: Sunday, October 18

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

Place: Toyohashi University of Technology, Language Center 1 F

Fee: Members Free; Non-members ¥1 000

Info: Kazunori Nozawa, 0532-25-6578

This workshop contains a survey of practical classroom techniques for use when attempting to hone students' listening skills. Techniques will focus upon development of "macro," or general comprehension, listening and "micro" discrimination. Various approaches and techniques will be discussed, including the use of listening task sheets, gestures, hand cues, visual aids, "click" cues, and more.

Don Maybin is Director of the Language Institute of Japan (LIOJ) in Odawara.

UTSUNOMIYA

Topic: Games Which Work with Japanese Children

Spkr: Vaughan Jones

Date: Sunday, October 18

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

Place: Utsunomiya Sogo Community Center (0286-36-4071)

Fee: Membresfree; non-members ¥1000

Info: James Chambers, 0286-27-1858

Michiko Kunitomo, 0286-61-8759

This workshop has three main aims: 1) to demonstrate and practice games which work with Japanese children, 2) to analyze the effective use of games and what dangers to avoid and 3) to help teachers develop their own games. Examples will be taken from the very popular children's course, *Finding Out*.

Vaughan Jones is the Japan Manager for Heinemann International.

WEST TOKYO

Yumiko Kiguchi, (h) 0427-23-8795,
(w) 0427-92-2891

YAMAGATA

Topic: Spying on the Brain

Spkr: Willette Wyatt Silva

Date: Sunday, October 25

Time: 2:00-4:15 p.m.

Place: Yamagata Kajo Public Hall, Shironishi-machi 2 chome

Fee: Members free; Non-members ¥500

Info: Fumio Sugawara, 0238-85-2468

This presentation will examine the neurobiological factors relevant to learning and memory. The ever evolving field of computer technology has provided ways that enable scientists to actually "watch the process of reading" as it happens in the brain. This slide presentation will be of interest to those professionals who want to upgrade their comprehension of what is happening in the fields of neuroscience and applied linguistics.

YAMAGUCHI

Topic: Teaching Listening

Spkr: Jim Fryxell

Date: Sunday, October 18

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

Place: To be announced

Fee: Members free; Non-members ¥1 000

Info: Garrett Myers, 0835-24-0734
Eri Takeyama, 0836-31-4373

A number of games and exercise, involving mostly listening and responding will be explained and/or demonstrated. These can be applied to teaching English at levels ranging from children to adults.

YOKOHAMA

Ron Thornton, 0467-31-2797



Conference Calendar

To place information in this column, contact Masaki Oda, Dept. of Foreign Languages, Tamagawa University, 6-1-1 Tamagawa Gakuen, Machida, Tokyo, 194, Japan, phone: (w) 0427-28-3271, (h) phone/fax: 044-988-4996, two months in advance of desired date of publication.

Meetings

Name: **Neuro Linguistic Programming in Education**
Date: October 1 O-I, 1992
Place: Shizuoka, Japan
Contact: Dr. Charles Adamson
Shizuoka Institute of Science & Technology
2200-2 Toyosawa, Fukuroi-shi. Shizuoka 437
Tel. 0538-45-0183 (W) 0538-23-7939 (H)
Fax. 0538-45-0110

Name: **SPEAQ '92**
Date: October 14-17, 1992
Place: Quebec Hilton, Quebec, Canada
Contact: SPEAQ 600 Fullum, 6e etage
Montreal, PO H3K 4L1, Canada
Tel: (514) 873-0134
Fax: (514) 864-2294

Name: **Annual IATEFL Conference**
Date: October 23-26, 1992
Place: Lille, France
Contact: IATEFL
3 Kingsdown Chambers,
Tankerton, Whitstable
Kent CT5 2DJ, England

Name: **Korea TESOL 1992 Fall Conference**
Date: October 24-25, 1992
Place: Taejon, South Korea
Contact: AETK 1992 Conference Chair
Patricia Hunt
English Language and Literature Dept.
Cheju National University, Cheju 690-I 21
South Korea
Tel: (82) 64-54-2730
Fax: (82) 64-55-6130

Name: **International University of Japan
4th Conference on Second Language
Research in Japan**
Date: November 14, 1992
Place: IUJ Tokyo Campus
Contact: Mitsuko Nakajima, Language Programs, IUJ
Yamato-machi, Minami Uonuma-gun
Niigata-ken, Japan 949-72
Tel: 0257-79-1498
Fax: 0257-79-4441

Name: **ETAS (Switzerland)
Annual General Meeting**
Date: November 28, 1992
Place: Biel, Switzerland
Contact: Ilona Bossart, Lindastr. 29, 9525 Zuzwil,
Switzerland

Name: **International Symposium on the Teaching of
French and English as Second Languages**
Date: December 3-5, 1992
Place: The Skyline Hotel, Ottawa, Canada
Contact: Raymond LeBlanc, International Symposium
Second Language Institute, University of Ot-
tawa
Ottawa, K1N 6N5, Canada
Tel: (613) 564-3941
Fax: (613) 546-9969

Name: **The Third Conference on Second Language
Acquisition-Foreign Language Learning
(SLA-FLL III)**
Date: February 26-28, 1993
Place: Purdue University, West Lafayette, IN. U.S.A.
Deadline for Abstracts: November 15, 1992
Contact: SLA-FLL III
Purdue University
1359 Stanley Coulter Hall
W. Lafayette, IN. 47907-1359 U.S.A.
Tel: (317) 494-3867
E-mail: rbdorfer@mace.cc.purdue.edu

Name: **TEAL '93 (British Columbia)**
Date: March 18-20, 1993
Place: Victoria, BC, Canada
Contact: TEAL '93
177-4664 Lougheed Highway
Burnaby, BC, V5C 5T5, Canada

Name: **Teachers of English to the Speakers of Other
Languages (TESOL) 27th Annual Conven-
tion and Exposition**
Theme: Designing Our World
Date: April 13-17, 1993
Place: Atlanta Hilton, Atlanta, GA, USA
Contact: TESOL, 100 Cameroon St., Suite 300
Alexandria, VA 22314, USA
Tel: (703) 836-0774
Fax: (703) 836-7864

Name: **American Association for Applied Linguis-
tics Annual Meeting**
Date: April 16-19
Place: Atlanta Hilton, Atlanta GA, U.S.A.
Deadline for Abstracts: September 18, 1992
Contact: AAAL 1993 Conference
P.O. Box 24083
Oklahoma City, OK 73124 U.S.A.
Tel: (405) 843-5113
Internet: jmay@REX.CHB.uohsc.edu

Name: **RELC Regional Seminar on Language for
Special Purposes: Problems and Prospects**
Date: April 19-21, 1993
Place: Singapore
Deadline for Abstracts: October 30, 1992
Contact: Attn: Seminar Secretariat
SEAMEO Regional Language Centre
30 Orange Grove Rd.
Singapore 1025
Tel: (65) 737-9044
Fax: (65) 734-2753

Name: **JALT Kobe Spring Conference '93**
Date: May 9-10, 1993
Place: Kobe, Japan
Deadline for Abstracts: January 31, 1993
Contact: Jane Hoelker
12-2-2-908 Sumiyoshi-dai
Higashinada-ku, Kobe 658

Name: **4th International Pragmatics Conference**
Theme: Cognition and Communication in an Intercultural Context
Date: July 25-30, 1993
Place: Kobe, Japan
Deadline for abstracts: November 1, 1992
Send five copies to: IPrA Secretariat, P. O. Box 33, D-2018 Antwerp 11, Belgium
Contact: Prof. Kansei Sugiyama
Dept. of English

Kobe City University of Foreign Studies
9-1 Gakuen higashi-machi
Nishi-ku, Kobe 651-21
Tel: (078) 794-8179
Fax: (078) 792-9020

Name: **International Association of Applied Linguistics (AILA) 10th World Congress**
Theme: Language in a Multicultural Society
Date: August 8-15, 1993
Place: Free University, Amsterdam, The Netherlands
Contact: Johan Matter
Vrije Universiteit, Faculteit der Letteren
Postbus 7161
NL-1007 MC Amsterdam, The Netherlands
Tel: +(31) 0205483075

On The Ball



LANGUAGE RESOURCES

On The Ball

Large Classes? Problems with motivation?

On The Ball offers a carefully planned, beginner-elementary level course, packed full of stimulating and motivating activities -for both students and teachers! A truly innovative course, designed in Japan specifically for young Japanese adults.

- Student's Book - 130 pages in full color and black & white
- Six audio cassettes - with Dialogs, Narratives, Pair-work Activities, Language Focus Exercises, Role-plays and Songs
- Teacher's Book - complete lesson plans and teaching options

For further information and inspection copies, please contact

Language Resources

Tel. 078-382-0394 Fax. 078-371-2681

Taiyo Bldg. 6F., 1-2 Kitanagasa-dori 5-chome, Chuo-ku, Kobe 650

Job Information Center/Positions

Please send all announcements for this column to Dr. Charles Adamson, Shizuoka Rikoku Daigaku, 2200-2 Toyosawa, Fukuroi-shi Shizuoka-ken 437. Tel: (W) 0538-45-0185; (H) 0538-23-7939; Fax: 0538-45-0110.

Announcements must be received by the 19th of the month, two months before publication, and should follow the format of previous announcements in the positions column. To be published, an announcement must contain the name and address of the institution, the name of a contact person, and whether the job is full-time or part-time. The editors reserve the right to make minor changes for clarity or consistency.

JALT opposes discriminatory employment practices. Announcements are being published essentially in the form received to allow readers to avoid wasting time in applying to institutions that would not consider them due to exclusionary policies.

(KANAZAWA) Hokuriku Gakuen Junior College (Christian) is seeking candidates for a full-time EFL teacher position beginning April 1993. Possible tenure track. Requirements: MA in TESL/TEFL, applied linguistics or related field; experience in TESL/TEFL; ability to adapt to cross-cultural environment; desire to learn Japanese. Duties 12-15 teaching hours/week; keep regular school hours; other normal job responsibilities. Salary based on Japanese faculty scale; housing provided; round-trip airfare for two-year contract. Please send resume and cover letter requesting an application to Marie Clapsaddle, Hokuriku Gakuen Junior College, 11 Mitsukoji Machi, Kanazawa 920-1 3.

(KAWAGOE, SAITAMA-KEN) Canadian Academy of Languages is seeking part-time experienced ESL instructors for company evening, morning and daytime intensive classes. Course will be held on the Tobu Tojo, JR Taksaki, Seibu Shinjuku, and Seibu Ikebukuro Lines. Send resume and copy of graduate diploma to: Mel Fletcher, Canadian Academy of Languages, 1-58 Iwaoka, 46-13 Flower Hill, Tokorozawa-shi, Saitama-ken 359. Tel: 0429-43-3031.

(KOBE) Konan Women's University seeks part-time experienced teachers, native speakers of English, for EFL classes from April 1993. Candidate should have an MA or similar qualifications in TEFL and working visa. Send resume (including two references), recent photograph, and any other relevant information to Christopher Powell, Department of English Literature, Konan Women's University, 6-2-23 Morikita-machi, Higashinada-ku, Kobe 658. Application deadline: October 31, 1992.

(MATSUYAMA) Matsuyama University is seeking a native speaker for the position of full-time English teacher to teach first and second year students (11 hours a week) from April 1, 1993. Requirements: MA or equivalent; TEFL/ TESL training and experience. Competitive salary, ¥630,000 for research funds, plus benefits. Resume, transcripts, copy of diploma, health certificate, two letters of recommendation, copies of any publications, recent photo, and an estimate of your ability to use Japanese should reach us by October 15, 1992. Address: Yutaka Masuda, Dean of Humanities, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790.

(NAGOYA) Kinjo Gakuin University is currently accepting applications for several part-time positions starting in April of 1993. Applicants should have an MA degree in English (TEFL/ TESL preferred), experience teaching at the college or university level, and a working visa. Send applications to David E. Kiuge, Kinjo Gakuin University, 2-1723 Omori, Moriyama-ku, Nagoya 463.

(NIGATA-KEN) international University of Japan is currently reviewing applications for teaching positions in our ten-week summer intensive program, June 17 through August 30, 1993. Salary ¥850,000. Free housing and ¥30,000 for transportation within Japan. Requirements: MA in TEFL or equivalent; experience with advanced students and intensive programme; interest in international relations, international management and/or cross-cultural communication. Duties: teach 15 hours/week; assist in testing, materials preparation; participate in extra-curricular activities. Conditions: English-medium, graduate-level university; 1.5 hours from Tokyo by bullet train; highly motivated students; small class size; excellent computer facilities; attractive recreational opportunities. Send immediately CV, photograph, and one letter of recommendation to Mitsuko Nakajima, English Language Program, International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata 949-72, Japan. Telephone: (257) 79-1469. Absolute deadline for applications: October 30, 1992. Selected applicants will be interviewed at the JALT 92 conference in November.

(SASEBO) Nagasaki Prefectural University invites applications for a full-time, temporary position as an English instructor starting April 1, 1993. Two year contract as a rule. Responsibilities include teaching six 90-minute classes of communicative English per week in language lab environment. Applicants must be native speakers of English with background in TESL. Linguistics or related field and minimum of two years teaching experience. Salary ¥3,793,500 with subsidized housing provided. Interested persons should submit curriculum vitae and related documents to President Takeshi Suzuki, Nagasaki Prefectural University, 123 Kawashimo-cho, Sasebo, Nagasaki 858. Deadline for applications: October 31, 1992.

Other Sources of Language Teaching Jobs

— from your Job Information Center—

We'll start with our own, of course: the JALT Job Information Center coordinates the "Positions" column every month in *The Language Teacher (TLT)*, and runs a service at the yearly national JALT conference providing ads, interview rooms, a resume bank, and educational enhancement information (see the August, 1992 issue of *TLT*).

Although we'll be happy to help our Japanese members (we hope they'll help us to help them by sharing information), they have their own standard sources for job information which we believe are well-known, so this article may be more useful to our foreign members. However, we would like to point out that we have seen many ads in the English language dailies which specifically ask for Japanese nationals, which is not such a bad idea as a test.

Other sources: within JALT, we suggest you attend your monthly chapter meetings, at which job openings are often announced, or can be obtained by asking other members personally, or even by announcing to the group that you're looking and would appreciate any leads.

Another organization in Japan which might be helpful is JACET (Japan Association of College English Teachers), while internationally, there is TESOL (Teachers of English to Speakers of Other Languages), which publishes the bimonthly *Tesol Placement Bulletin*, has a Placement Service where resumes may be filed (\$18 from abroad, membership required), and sells a packet of job-searching information and helpful hints for \$24. For further inquiries, write to TESOL, 1600 Cameron St., Suite 300, Alexandria, VA 22314, or fax 1-703-836-7864.

At this moment, as valuable as networking and your JIC are, the single greatest source of language school teaching jobs (but not university jobs) is the newspapers, specifically the four English language dailies: *The Mainichi Daily News*, *The Japan Times*, *The Asahi Evening News*, and *the Daily Yomiuri*. The *Mainichi* is particularly good in the Kansai area (Osaka and Western Japan); while the *Japan Times* takes the prize with its multiple page Monday Employment Section.

Break a leg!

A Note on Discrimination and Jobs

The JIC believes that a teacher can be a reformer, but not a crusader. Reform in our profession requires good will, flexibility, patience, and an open attitude; crusaders, however, are usually dogmatic, rigid and use coercion rather than persuasion.

We are against discriminatory employment practices; nonetheless, we intend to publish ads basically as we receive them. Why? First, because the JIC/Positions column is a service to the JALT membership, not to employers, and we don't want our members to waste their time.

When employers publish blatantly discriminatory ads, we believe they look foolish and get less qualified applicants.

Secondly, we do not believe in cultural imperialism, even in a good cause: we cannot judge (or punish, by refusing to publish) the methods and systems of Japanese employers by North American or European standards or law.

Thirdly, virtually all ads in the *TLT* are discriminatory by nature: they seek native speakers who are citizens of certain countries, rather than persons with native speaker competency, who could come from any country. Often this is built into the employer's rules, or even into law in the case of national universities, where certain positions are open only to "native speakers."

Note that job ads in the *TLT* are virtually all for foreigners: ads for Japanese personnel are normally placed in other outlets, by long-standing practice, though we would be delighted if this changes.

Fourth, discrimination cuts both ways: as well as short-term contracts and other unpleasantness, foreign native speakers often get jobs that Japanese could do just as well; they are often paid more than Japanese, and are excused from onerous and endless meetings.

Finally, foreigners in any country are exactly that: foreigners, and no country in this world treats foreigners the same as citizens. A foreigner may ask for equal rights and treatment, and work toward those goals diligently, but in the last analysis, you have a choice of becoming a Japanese citizen or of voting with your feet by going home. The JIC does not intend to launch a crusade for anyone.

Therefore we intend to continue our policy of encouraging non-discriminatory hiring practices, while publishing ads with their warts and blemishes displayed clearly, trusting in the intelligence and good will of our job-seeking members.

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 37 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** (LJOJ).

Meetings and Conferences--The **JALT International Conference on Language Teaching/Learning** attracts some 2,666 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m², 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 -- Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Kagawa, Kagoshima, Kanazawa, Kobe, Kyoto, Matsuyama, Morioka, Nagano, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shizuoka, Suwa, Tokushima, Tokyo, Toyohashi, Utsunomiya, West Tokyo, Yamagata, Yamaguchi, Yokohama.

N-SIGs-Video, Bilingualism, Global Issues in Language Education, Japanese as a Second Language, (forming) Computer Assisted Language Learning, Materials Writers, Team Teaching

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 (¥7000) includes membership in the nearest chapter. **Student Memberships** (¥4,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥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), in dollars (on a U.S. bank), or on pounds (on a UK. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

CENTRAL OFF-ICE:

Shamboru Dai 2 Kawasaki 305, 1-3-17 Kaizuka, Kawasaki-ku, Kawasaki, Kanagawa, Japan 210
Tel.: (044) 245-9753 Fax: (044) 245-9754 Furikae Account: Yokohama 9-70903, Name: "JALT"

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き、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1,000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37支部あります。(北海道、盛岡、秋田、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、香川、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。**共同会費**(¥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。**学生会員**(¥4,000) 学生証のコピーを添えてお申し込み下さい。大学生に限りです。**賛助会員** JALTの活動をご支援下さる企業や法人の方々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。

JALT事務局：〒210 神奈川県川崎市川崎区貝塚1-3-17 シャンボール第2川崎305号






TEL.044-245-9753 FAX.044-245-9754

Blue Peter GREEN BOOK

'Colourful, handsome, vigorous, and packed with information, ideas and stimulus for action - very attractive.' *The Guardian*

OVER 120 000 COPIES SOLD



-  **Rainforests** - Stop the destruction.
-  **The Greenhouse Effect** - How we can slow it down.
-  **Our towns** - Make them cleaner places.
-  **Our wildlife** - How we can protect it.
-  **Recycling** - Less waste - the key to our future.

BBC BOOKS for ESL students

For further information,
Contact:
Rentacolor Japan Ltd.
Telephone: 03-3433-4375
Facsimile: 03-3435-0253
Address: 1-21-4, Hamamatsu-cho,
Minato-ku, Tokyo 〒105

13th TOKYO ENGLISH LANGUAGE BOOK FAIR

1992 第13回 国際英語教材展

入場無料
 Admission free!
 10月24日(土)
 10月25日(日)
 お茶の水スクエア(2階・3階)

11:00~19:00 Oct.24(Sat)

10:00~18:30 Oct.25(Sun)

Don't miss it!

at Ochanomizu Square 2F & 3F

—特別講演— Guest Speaker

10月25日(日) 14:10-15:10

Oct. 25 (Sun) 14:10-15:10



マーク・ピーターセン氏

マーク・ピーターセン氏(明治大学政治経済学部助教授・

「日本人の英語」「続 日本人の英語」岩波新書著者)

Mr. Mark Petersen, Associate Professor,

School of Political Science & Economics, Meiji University

"The Perception Gap Between English and Japanese"

英米一流の英語テキストを外人専門家のアドバイスで!

先生から一般の人まで自由に入場できます

- 著名著者・編集者による70題のプレゼンテーション: 最新輸入英語教材の具体的利用法と内容を説明。11頃の疑問も直接質問でき、各教材の特長の把握ができます。
- 見逃せない輸入英語教材の総合展示: 代表的な英米一流英語教材出版社の展示で、海外の英語教材の最新の傾向と内容を知ることができ、教材選びには絶好のチャンス。
- 幼児から大人まで: 基礎英会話とはもとよりヒアリング、リーディング、英作文、英文法、ビジネス英語、オーディオ、ビデオ、CAI、各種テスト問題、歌とゲーム、教師用参考書まで豊富に取揃え。

Advice on top-quality US/UK textbooks by foreign specialists in teaching English

Teachers and the general public admitted free of charge

- 70 Presentations by prominent authors and editors: detailed explanation on contents of the latest imported ELT materials and how to use them. Ample time and opportunities for all those questions you've always wanted to ask directly. Also a good chance to find out about the special features of each textbook you're interested in.
- You can't afford to miss this comprehensive ELT exhibition: displays by major US/UK ELT publishers. Good time to find out about recent trends in ELT teaching and publishing and to select your materials.
- Wide range of ELT for children to adults: basic English conversation, listening, reading, composition, grammar, business English, tests, audio, video, CAI, songs and games, reference books for teachers plenty of ELT!

主催=外国出版社協会 Organizers: Association of ELT Publishers

- Addison-Wesley ● Cambridge University Press ● COMET Publishers
- Harcourt Brace Jovanovich / Holt, Rinehart & Winston ● Harper Collins / Scott Foresman
- Heinemann International ● Linguaphone ● Longman ELT
- Macmillan Language House ● McGraw-Hill ● Meynard Publishing Ltd.
- Oxford University Press ● Prentice Hall Regents ● Rentacolor Japan
- Thomson Publishing Japan

書店 Booksellers: ● ジェムコ ● ミカサブックセンター ● 内外交易 ● 日本出版貿易 ● YOHAN(日本洋書販売配給)

後援 Sponsors: ● 在日英国商業会議所 ● The Association of English Teachers of Children(AETC) ● JALT(全国語学教育学会) ● 日本児童英語教育学会(JASTEC) ● ブリティッシュカウンシル ● 洋書輸入協会(JBIA)

協賛 Supporters: ● 朝日リビングニュース ● 株式会社アルク(English Journal)

● 三友社出版(新英語教育) ● カセットジャーナル社(教材新聞)

For further information: 03-3295-5875 (Cambridge University Press)
 03-5995-3801 (Oxford University Press)

