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*The JET Program
and
Team Teaching*

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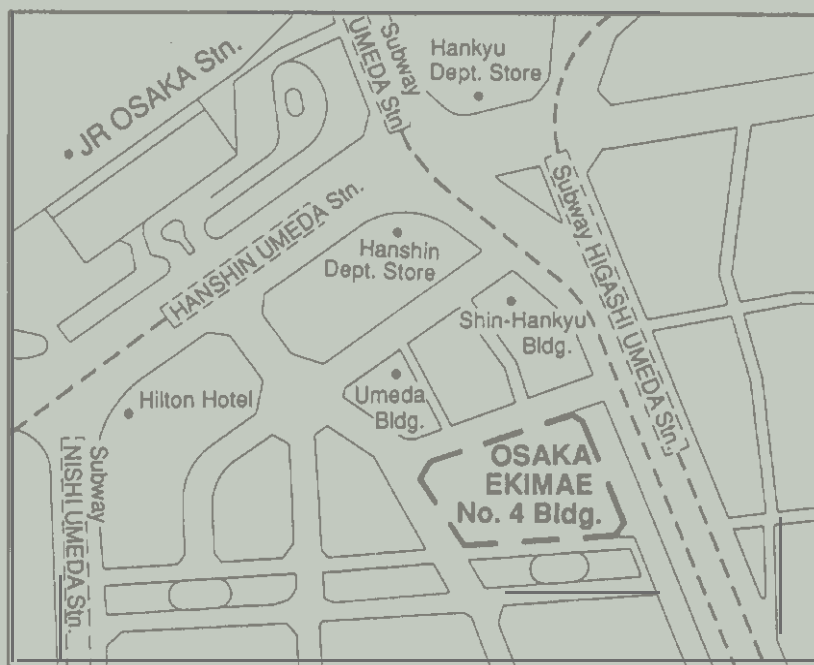
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The Language Teacher editors are interested in articles concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. They also welcome book reviews. Please contact the appropriate editor for guidelines, 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.

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The JET Program and Team Teaching

This special JET Program issue of the *The Language Teacher* represents the first major effort of the petitioning Team Teaching N-SIG to promote further research into team teaching and JET Program related issues and to provide a focus in JALT for increased research and discussion of issues directly related to the improvement and development of foreign language education in Japanese secondary schools. Now over five years old and involving more than 3,000 assistant language teachers (ALTs) and 60,000 Japanese teachers of English (JTEs), the JET Program is at a crucial stage of its development. Established in 1987 in part as a strategy to promote the shift in Education Ministry policy towards a communicative focus in secondary school foreign language classrooms, the program seems to be enjoying wide although by no means universal acceptance in foreign language teaching circles. Certainly the program remains controversial, with critics continuing to claim that there may be more effective means of promoting the current shift in Education Ministry policy. Whether or not one agrees with the government's initial decision to invite large numbers of ALTs into the schools, it is the future development of the program which is perhaps now of greatest concern. It cannot have escaped the attention of program organizers that with regard to team teaching, conditions in the schools are not the same now as they were five years ago, when ALTs were far fewer in number, their presence in the schools was far more limited, and the participation and knowledge of Japanese teachers was therefore also far more restricted. It is also clear that while considerable success is generally attributed to the program both in and out of the classroom, certain impediments continue to obstruct the efforts of people who have been striving over these first few years JALT to make the program work. Given that the Japanese government is continuing to invest an enormous amount of time, effort, and money in the program, perhaps it is now appropriate to accelerate research into the many issues it has raised in the secondary school sphere. To date, research into team teaching and the JET Program has been rather sparse, with much of it anecdotal. The present issue is a preliminary attempt to ground the study of team teaching within language teaching methodology, to promote increased awareness of relevant issues, and to suggest new directions for future research. The petitioning Team Teaching N-SIG intends to play an active role in continued efforts along these lines. We hope that team teaching practitioners and researchers may consider supporting this work by joining our group. Membership is open to all JALT members for a fee of ¥1,000 per year, payable to Antony Cominos, 1112 Sunvale Asahigirioka, Higashino-cho 1-5, Akashi-shi, Hyogo-ken. 673.

Antony Cominos
Guest Editor and Coordinator
National Team Teaching Special Interest Group

このJETプログラムとチーム・ティーチングに関する特集号は、承認を申請中のチーム・ティーチング全国SIGが、リサーチを進め、JALTの中で、日本の中等教育における外国語教育の改善に関連する議論を行うために企画したものです。

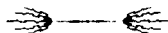
発足以来5年が経過し、3,000人以上の外国語指導助手と、6万人の日本人英語教師が関わってきたJETプログラムは、現在、非常に重要な時期にさしかかっています。中等教育での外国語教育をコミュニカティブな方向に転換させようとする文部省の方針から始まったこのプログラムは、広く受け入れられるようになりはしたものの、まだまだ問題が残っています。文部省が今後とも、このプログラムに膨大な時間と努力と予算を投資するのであれば、今こそ、JETプログラムとチーム・ティーチングに関する研究を促進させるべき時です。この特集号は、外国語教授法におけるチーム・ティーチング研究の基礎作りをし、今後の研究の方向を示そうとする初めての試みです。

Antony Cominos
Guest Editor and Team Teaching N SIG Coordinator

Managing Change in Foreign Language Education: Interview with Minoru Wada

by Antony Cominos

Minoru Wada was a Teachers' Consultant at the Chiba Prefectural Board of Education from 1979 to 1981. For ten years until March 1992 he worked as Senior Foreign Language Curriculum Specialist at the Ministry of Education. Principal designer of the JET Program, one of his major responsibilities at the Ministry was to manage its establishment and subsequent development, with particular responsibility for the content of the program and its relationship to the foreign language curricula designated for use in junior and senior high schools. He is a frequent attendant at, as well as contributor to foreign language conferences and workshops and has authored or edited several books on team teaching as well as numerous journal articles. He is now Professor of English at Meikai University in Chiba.



Antony Cominos: *What were the most significant results of the program during its first five years?*

Minoru Wada: We achieved several extremely important results during that time. One of the most significant, perhaps, is that Japanese teachers of English (JTEs) now accept working with assistant language teachers (ALTs) as an essential part of their work as teachers of English. Team teaching is no longer the novelty that it was when the program began. It is now widely accepted that ALTs have a very important role to play within the public secondary school system. It was crucial that the Ministry of Education find recognition for the role of ALTs during these first years. It is the basis from which the Ministry is now able to work to further improve the program, and to continue its work towards the development of communication based curricula.

Another very visible result of the infusion of ALTs into the system has been the significant increase in the propensity for JTEs to use English as a means of communication. This is perhaps most evident at the many conferences and workshops which are organized for JTEs. Many of these are now conducted entirely in English. Before the introduction of ALTs such meetings almost invariably took place in Japanese. The important point is that increasing numbers of JTEs now perceive the ability to exchange their ideas and to argue in English as something quite central to their work as teachers of English.

Any particular results at the student level?

At the junior high school (JHS) level I think the most significant effect of ALTs' presence within the schools is that increasing numbers of students find that they

are no longer afraid of native speakers of English, simply because they are not Japanese. I would like to emphasize that this is the case even when the students are not able to express themselves in English. It is particularly pleasing to hear that more and more of these young learners enjoy approaching native speakers of English in order to express themselves, even in Japanese. This is an extremely important starting point. Of course I wish I could also say that a majority of JHS students can communicate in English better now than before the introduction of ALTs. However I do not think that we have reached that point yet.

In senior high schools (SHSs) the most visible results can probably be found at those schools which offer special language courses with greater numbers of hours allotted for language study. It is probably easier at these schools to see tangible results from the presence of an ALT.

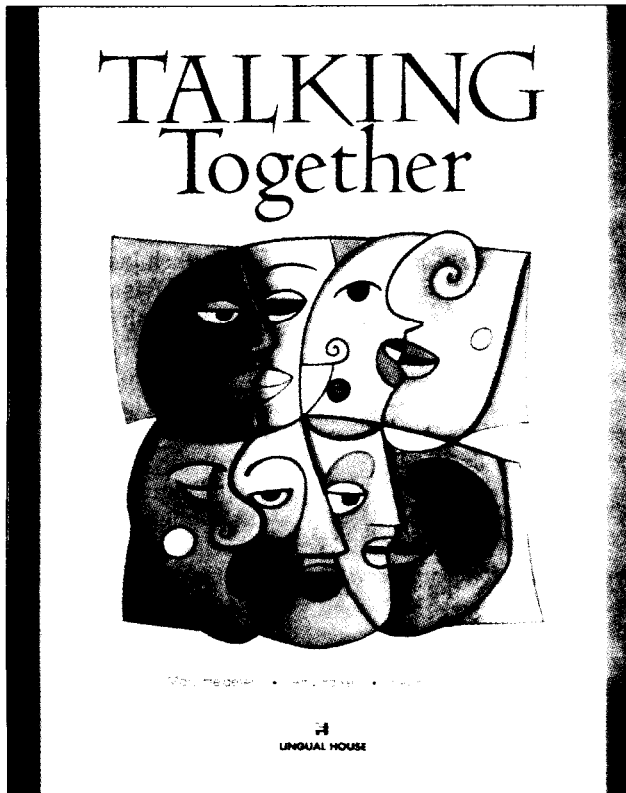
It would seem that regular or base school ALTs would be in a far better position than "one shotters" to contribute to these results. What is happening to the one shot visiting program?

I don't have any concrete statistics about the ratio of base/regular/one shot teachers. What I can say though is that despite the shortcomings in the one shot system, the Ministry does not yet have the resources to do away with it entirely. The problem is particularly evident at the JHS level, simply because there are so many schools and not enough ALTs. In the Japanese educational system, equality of educational opportunity is a very key concept. The one shot system is a means of maintaining equity among schools while the number of ALTs is increased annually. The problem has greatly improved since the earliest years of the program when far fewer ALTs were available. The listening comprehension component of high school entrance examinations further complicates the issue.

At the SHS level the situation is more promising. Given that there are far fewer schools, the Ministry has for some time been urging Prefectural Boards of Education to eliminate one shots at this level. It should be noted of course that each prefecture maintains the right to set its own policy with regard to the placement of its ALTs. In any case more time is required before the Ministry can eliminate one shots completely.

It was reported that about 2800 ALTs and CIRs (Coordinators of International Relations) have been working on the program since August 1991. Does the program still aim for a 3000 cut-off point?

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That was a preliminary target for the first five years. I am not sure how many ALTs will eventually be employed. Clearly however there are not nearly enough to fulfill the demand from the prefectures. There will be about 3300 ALTs from August 1992 working with around 60,000 JTEs.

Are there any plans to add more countries or languages to the program, especially to the ALT part?

A very small number of participants have been added from China. But as far as I know, there are no plans to increase the number of participating countries further than that or to introduce new languages to the program.

In what ways would you like to see the program change over the second five year period?

I think that the Ministry must give very careful thought to allowing suitably qualified ALTs to teach alone. Before this can be done, there are of course a number of complex legal issues which must be addressed. The point, however, is that the program continues to attract a number of people who are either qualified secondary school teachers in their own countries, or who possess considerable experience teaching in tertiary institutions where a teacher's licence may not be considered necessary, or else are recent graduates with MA degrees in such fields as TEFL/TESL or applied linguistics. Under the current rules such people are simply not permitted to teach alone. Of course this is not to say that it does not happen, but it is certainly an issue that needs more thought.

Are there any other ways that the program should change?

It is extremely important that the Ministry and participants on the program gain access to much more research about effective team teaching techniques. We need to know how to combine or produce the best combination of the best qualities of ALTs and JTEs. It is no secret that the program began upon a basis of very little research of this type. It simply began. Now that it has become established and preliminary goals have been reached I hope that more and more people will conduct systematic research into every aspect of team teaching. Hopefully this kind of research will suggest new directions for the program.

In 1991 it was announced that the Koike Committee had been established to conduct research into the future of foreign language education in Japan—could this committee perhaps produce important proposals?

I think that the committee is discussing a variety of

topics that are central to the future of foreign language education in Japan, for example, the optimum number of ALTs and the status of foreign languages: Should they be compulsory in junior and senior high schools? What is the best time to begin teaching them? These are issues which have for a very long time simply been left undecided and unaddressed because they are so large. The Ministry now believes it is time for these issues to be tackled seriously. I suspect that this committee will make extremely drastic proposals. Once they have been proposed, it is essential that the Ministry makes strenuous efforts to implement them. The work of this committee is therefore extremely important.

When do you think that ALTs would no longer be necessary, at least in terms of their foreign language education function (not their internationalizing function)?

I do not know when that time will come but my dream is that JTEs should be capable of doing everything alone.

In another five years where would you expect the state of foreign language education to be in Japan's secondary schools?

I hope that by that time almost all teachers will emphasize the development of their students' communicative abilities, particularly in terms of listening and speaking. Although the situation is changing for the better, there are at the present time still a number of JTEs who are not interested in teaching these skills. In another five years I hope that the situation surrounding these hesitant teachers will have changed so much that it will be almost impossible for them to remain indifferent to the new focus on communicative competence.

A number of people have criticized the Ministry's decision to employ ALTs with little or no training in ELT, applied linguistics or educational philosophy. Leaving aside the internationalizing role of ALTs, how do you feel about this criticism as the years go by, and more and more JTEs become familiar with the opinions and suggestions of successive waves of enthusiastic but untrained ALTs?

Even if the Ministry wanted to change its policy and demand professional language teaching qualifications for acceptance onto the program, I believe that it would simply be impossible to find sufficient numbers of professionals to meet the demand for ALTs.

Personally, I am not at all convinced however that a change of policy is required here. Professional knowledge alone does not make a successful ALT. Obviously many ALTs with professional language teaching qualifications are accepted, but these people are also judged to possess certain indispensable character traits. Based

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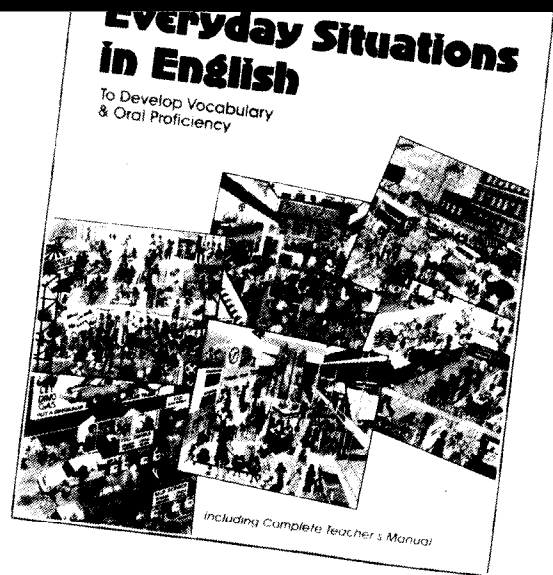
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on my own experience working with ALTs, and their predecessors on an earlier program, it seems to me that professionals have more difficulty working within the restrictions of the system which is currently in place, precisely because of the professional knowledge which they possess. JTEs are not so well aware of modern trends in foreign language education. Ideally, professionals should be able to adapt their philosophies and wide knowledge of teaching methods to any teaching conditions. If they can do this, then personally I would welcome them onto the program. Judging from my past experiences, however, there is a tendency for professionals to become angry and to criticize JTEs. I have heard of many cases where ALTs with professional knowledge have found it difficult to enjoy good human relationships with JTEs. At junior and senior high schools I do not think professional knowledge is essential to the position of ALT. On the other hand, I also believe that ALTs certainly should endeavor to learn more about foreign language education in the Japanese educational system. The training of ALTs and JTEs is essential to the success of the project.

Does the Ministry have an idea of the ideal profile or profiles of an ALT?

Teachers' Consultants who are responsible for the JET Program, at the prefectural level have indicated very strongly to me that flexibility is an essential component in the make-up of an effective ALT. In the day-in, day-out work in the schools, many differences in the thoughts and behaviors of ALTs and JTEs become extremely apparent. For this reason JTEs must also learn to be flexible. Open mindedness is thus an indispensable quality on both sides. So I think personality is more important than professional training.

You mentioned that the training aspect of the program is extremely important. I have heard you say that you are not keen on getting outside speakers in, except for the annual renewers' meeting. I wonder however whether the training meetings could not be reorganized so as to provide generalist ALTs with a chance to obtain more sophisticated advice?

Yes, I think the Ministry needs to rethink the policy of not inviting outside speakers to training meetings. Frankly, however, I experienced extreme difficulty when trying to find suitable speakers. I hoped to invite speakers to our meetings who not only possess advanced knowledge of teaching methodologies but who also possess a keen understanding of the particular conditions confronting ALTs and JTEs in Japanese schools. Of course there are many language teaching experts in Japan. Many ALTs ask me why the Ministry does not invite foreign experts to the training meetings. Honestly

speaking, I was hesitant, because from my observations very few foreign experts have a research interest in foreign language education in Japanese schools, particularly in public schools.

Take for example the issue of authorized textbooks. If we invite an outside speaker, especially a foreign speaker, we hope that the person will be knowledgeable enough to advise ALTs and JTEs how to make the best use of the resources available to them, no matter how poor the speaker may consider them to be. Simply to say that it is a waste of time to use the textbooks would not help anybody. It is very easy simply to criticize well-known problem areas: class sizes, textbooks, JTEs' communicative ability. These are very difficult issues. Regarding class sizes, the Ministry has been trying to reduce the number of students in classes for a long time but does not have the power to do this alone. It requires protracted negotiations with the Ministry of Finance. I think the Koike Committee will very strongly recommend that classes be made smaller for foreign language instruction. Hopefully such a recommendation will lead to a breakthrough in these very difficult negotiations. The Ministry knows very well that class sizes are too large; however, more time is required before the issue can adequately be addressed.

There are indeed many problems. But if the Ministry invites expert speakers, it wants them to give hints about how to cope with the difficult situations confronted every day by JTEs and AETs. So it needs speakers with two broad areas of expertise. First, about foreign language education and second about the particular conditions surrounding foreign language education in Japan. It was difficult for me to find such people. For this reason I always tried to attend workshops and conferences sponsored by JALT.

Any other comments on the subject of ALT training-changes that we might see over the next five years?

“I hope that more and more people will conduct systematic research into every aspect of team teaching.”

Yes. My greatest concern for the future of the program is that the quality of training may deteriorate as larger numbers of participants are brought to Japan, and responsibility for organizing training programs is decentralized. The more ALTs we have, the more difficult it will be for the Ministry to take the initiative in upgrading the training of JTEs and ALTs. Local boards of education will increasingly take over this responsibility from the Ministry. However, frankly speaking, I do not think that all boards of education are competent enough to organize quality in-service training for JTEs and AETs, at least in terms of team teaching.

It was recently announced that ALTs' contracts will not be renewed after the third year. How does the three year limit promote the impact of the JET Program on the further

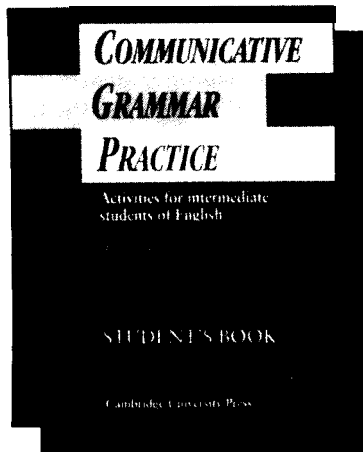
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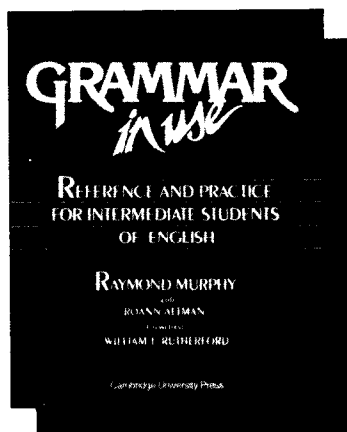
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Team Teaching and Changes in Teaching Routines

by Emiko Yukawa

Introduction

This article presents results of an ethnographic study on the JET Program conducted in one senior high school reading class, from April 1989 to March 1990. The findings involve changes to the teaching strategies of the JTE (Japanese teacher of English) in the class due to the regular visit of an AET (assistant English teacher) who works in this high school three days a week. The significance of the new teaching strategies is discussed.

Method

The research question is: What are the routine teaching strategies (defined here as techniques with which the teacher checks the students' understanding of the English text at hand, enables them to comprehend its content and linguistic aspects, and makes them practice the target English grammar and word usage) which the JTE and the AET used?

As the research method, the present study used the ethnography of speaking (Hymes, 1982). The principles and characteristics of this approach are discussed in Hymes (1982) and Watson-Gegeo (1988). The research was conducted in a senior high school located in the north of Shiga Prefecture (Z High School). Z High School is a prestigious high school offering a general course curriculum. It has about 1000 students. The JTE, Mr X, is in his mid-thirties, with eleven years of teaching experience. The AET, Ann (pseudonym), is a young British woman who started to work as an AET in August 1988.

To answer the research question, a first year reading class, class 1-5, was visited once a week (one period lasts fifty minutes, class meets three periods a week), and data were collected in the form of field notes and audio tapes of lessons. At each school visit, a short informal interview was administered to the JTE and, if necessary, the AET as well. The purpose of these interviews was to seek the teachers' original lesson plans, their reasons for selecting the particular activities for the day, and their impressions after the lesson. Less informal, reflective interviews were conducted twelve times over the year. The JTE reflected upon his teaching practice and his students, and described how he felt about them and how he evaluated them. The data collected this way consisted of audio-tapes of twenty three lessons as well as field notes of the same lessons and of the informal and reflective interviews.

Routine Strategies, Old and New

To describe the process whereby Mr X's use of various teaching strategies changed, three representative lessons are examined and presented here: (1) an earlier

lesson using three traditional teaching strategies (September 22nd, solo-teaching); (2) a team-taught lesson (November 16th) where five other strategies, which seemed to be the products of his team-teaching experience, were frequently observed; and (3) the integration of the old and new strategies (February 22nd, solo teaching). Definitions of these teaching strategies and their occurrence in the three lesson periods are presented below.

Table 1: The 8 Strategies Used in the 3 Lessons

Strategy	Sept.	Nov.	Feb.
1. Translating	6	18 (13)	9 (4)
2. Asking for Translating	3	3(2)	0
3. Explaining G. and W.U.	2	4 (4)	5 (2)
4. Enacting	0	7 (5)	1
5. Summarizing	0	4 (2)	0
6. Commenting	0	11 (2)	2 (1)
7. Paraphrasing	0	11 (2)	1 (1)
8. Providing Examples	1	12 (7)	5 (2)
Others	2	2	
<hr/>			
Total # of Sequences	14	52	18
<hr/>			
Ratio of seqs. which have trans. to total # of sequences	63%	10%	28%
<hr/>			
Ratio of seqs. which have trans. and other strategies to total # of sequences.	63%	35%	50%

(The figures in parenthesis indicate the number of sequences which contain plural strategies including the one shown to the left of such numbers. Thirty three sequences involve only one strategy; 14 sequences, two strategies; and 3 sequences, three strategies.)

Definitions:

- Strategy 1:* The JTE translates English in the text or other English sentences given in class.
- Strategy 2:* The JTE picks out a student to translate into Japanese a part of the text or any other English expression introduced in class.
- Strategy 3:* The JTE explains a grammatical point or a word usage using grammatical terms.
- Strategy 4:* The teacher(s) act(s) out a part of the text or improvised dialogue.
- Strategy 5:* The teacher summarizes a paragraph, or a section to refresh the students' memories.

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- Strategy 6:* The AET or students are asked to comment on a part of the text, or sometimes on things vaguely related to a specific phrase in the text. The JTE makes his own comments as well.
- Strategy 7:* The AET or JTE paraphrases difficult words or expressions.
- Strategy 8:* The teachers(s) give(s) example sentences which include a new word or expression.

The lessons analyzed here were allocated for explanations of word usage and grammar; general comprehension of the content had been checked in previous lessons, while consolidation activities were to follow. In his earlier lesson Mr X depended on translation [Strategies 1 and 2] especially when the AET was not present. In a later lesson, however, the accumulated team-teaching experiences enabled the two teachers to use new, gradually developed teaching strategies without any careful planning.

Thus in the lesson of February 22nd, even when Mr X solo-taught the class, he was able to rely less on the use of Japanese. Instead, he acted out the expression in focus using objects at hand [Strategy 4]; or he paraphrased a difficult expression in focus [Strategy 7] (for example, he paraphrased the verb, *added* in "She added that her children had never yet complained about it," which appeared in the text as *also said*). In addition he provided an example sentence based on the students' everyday life [Strategy 8] (for example, a question sentence using *complain about* which appeared above); and asked for/made meaningful remarks in relation to a passage of the text and other topics being discussed then [Strategy 6]. (For example, he asked a student: "Do you have anything to complain about this school?," and after the student responded, he said, "You are satisfied with this school. Okay. I have nothing to complain about this class.")

Discussion

In spite of the fact that the three lessons had the same purpose, that is, to look at the text sentence by sentence, and explain new grammatical points and usage of important words, the lesson in September was very much grammar-translation oriented, while the lessons in November and February were conducted using a variety of strategies. This move towards less dependence on Japanese (thus more use of English as the medium of instruction) and the use of the aforementioned new strategies is significant in many ways in light of second language acquisition studies and pedagogy.

The first and most obvious is that the students are given more comprehensible input in the target language in the two later lessons. Since most SLA researchers seem to have accepted that, generally speaking, comprehensible input in one way or another facili-

tates L2 acquisition, and richer input results in a better outcome (Long, 1987; Ellis, 1985; Krashen, 1985; White, 1987), this change in Mr X's teaching style towards more comprehensible input is desirable for students' acquisition of English.

Secondly, with a close examination of Mr X and Ann's speech, we notice that they were making considerable adjustments to make their English comprehensible. (For various types of speech adjustments, see Ellis, 1985; Long, 1983; Chaudron, 1983; Snow & Ferguson, 1977) Although they always modified their speech linguistically, towards clear and slow speech, and limited sentence construction and vocabulary items, they modified their speech interactionally as well (for example, more here-and-now topics, use of gestures, and expansion of a phrase) as they used more English toward the latter half of the year.

The increased talk on here-and-now topics which appeared as a result of Mr X and Ann's adjustments offered students more opportunities to participate in a two-way interaction, for example, they were asked more *referential questions* (true questions) than *display questions* (questions whose answers are known to the teacher)..(For the importance of providing chances for output, see Swain, 1985.)

Another point has to be made in terms of pedagogy. When Mr X used translating/asking for translation as his techniques, he inevitably became trapped by the unnatural Japanese his students produced as translation, and ended up correcting it. Since the ability to translate is not one of the aims laid down for high school English education, this temporary transformation into a lesson on Japanese style could reasonably be considered unnecessary.

When placed alongside studies on the relationship between input and SLA, the fact that new teaching strategies yielded richer and better adjusted input and more opportunities for output suggests that they should also facilitate the students' English acquisition.³

Conclusion

Presented here was a case in which a JTE incorporated his AET into his usual reading classes in an integrated manner, and developed new teaching strategies which allowed him to teach English in a more effective way. To discover whether the findings of this study are part of a more widely occurring phenomenon, we need further scrutiny of interaction in classrooms which consist of students with different English proficiency from that of the students in class 1-5. The narrow focus of the case study means that its conclusions must be considered limited, but such close observations of one classroom over a long period of time give the researcher the advantage of being able to detect subtle and gradual phenomena, such as the changes in Mr X's teaching strategies, that less detailed studies



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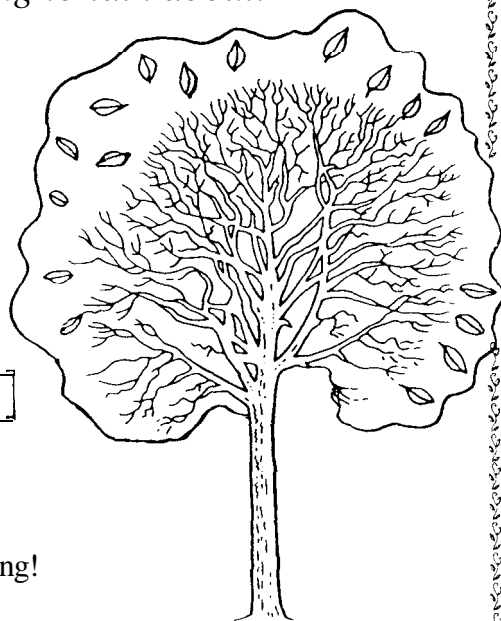
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might overlook or describe inaccurately.

I need to add an epilogue here about Mr X's teaching following the school year I studied. He tried to teach one second year reading (or general English) class in the same way as he taught class 1-5, but was not very successful in doing so. For Mr X the reading material became "simply so difficult" (personal communication with Mr X in August 1990) that he felt a lot of difficulty in conducting lessons in English. If he had insisted on doing so, he was afraid the students might not have comprehended the complexity of sentence constructions or even the content of the material.

Another possible cause of Mr X's problem was the reshuffling of the classes at the beginning of the new school year. He had to deal with many students in his second year class whom he did not teach in the previous year (when he taught only two first year reading classes out of seven in total). Thus students unaccustomed to Mr X's new teaching found difficulty in getting used to it and overcoming initial bewilderment. The transmission of good pedagogy to other teachers in the same school (let alone those in other schools) is not easy. Although in-service training is offered by the prefecture in order to share innovative teaching practices, participation at such workshops and seminars has always been voluntary, and in practice many teachers rarely if ever attend.

Given the above situation, we urgently need to find ways in which a whole English faculty can integrate their AET into their teaching. Studies are needed of schools where innovative teachers have managed to unite the faculty in a common search for the best use of an AET; where good in-service training programs for team teaching have been organized; and where the whole faculty cooperates to ensure that the progress students make in one year is not lost the next year, but built upon. Without such guidance, even enthusiastic teachers such as Mr X could be discouraged from continuing in their solitary struggle.

Notes

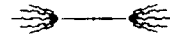
- 1 Routine has now become an etic term to conversational analysts and to the ethnographers of education and sociolinguistics. For the definition of an interactional *routine*, see Peters & Boggs (1986).
- 2 There were no classes focusing on writing, listening, or speaking skills. Thus Mr X and other teachers who taught reading to first year students agreed to try to cover the neglected areas in reading class if time allowed them to do so.
3. This means acquisition of comprehensive skills in English, not only reading skills, despite the fact that the class observed was ostensibly a reading class. This should be seen in the context of the lack of any classes other than those devoted to reading and grammar, as described earlier.

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(Cont'd from p. 7.)

development of foreign language education in Japan?

I do not like the rule. Many JTEs who are extremely enthusiastic about team teaching also dislike it. Forcing ALTs to leave their positions after three years inflicts an enormous loss on the development of foreign language education in the schools. Much money is also wasted. However the JET Program is a cooperative venture between several Ministries, and this rule represents a kind of compromise between the Ministry of Education and the Ministry of Home Affairs, which is very keen on promoting the cultural exchange objectives of the Program. They are therefore keen on some kind of time limit so that more and more people can take part. But the rule needs to be changed and hopefully it will be changed during the next five years.

Any final comments?

As this interview is going to appear in a JALT publication I would just like to emphasize that I do hope that more JALT members will consider researching ways in which the Ministry might improve foreign language education in the secondary school sphere. I hope that future conferences and workshops organized by JALT will promote new research along these lines and that I might be able to meet JALT members with research interests in this area.

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Interlanguage As a Basis for Effective Team Teaching

by **Takashi Shimaoka**
Tsukuba University

This paper seeks to provide team teachers with a linguistic account of problems underlying the much-criticized practice of excessive repetitive choral reading in junior and senior high school foreign language classrooms. It outlines some of the linguistic problems faced by foreign language learners when trying to adapt to a new pronunciation system, and seeks to provide a model that may assist the efforts of AETs (assistant English teachers) and JTEs (Japanese teachers of English) to work on pronunciation problems in the team teaching classroom.

There is obviously a big gap in linguistic systems as well as in cultural patterns between Japanese and English. To bridge this gap, tremendous efforts must be made by learners of the target language. The teachers' job is to facilitate the students' learning by providing them with good teaching materials and carefully-prepared presentations appropriate to the learners.

This paper takes up the problem of interlanguage for effective team teaching. The author believes that knowledge of Japanese and of the relationship between the learners' mother tongue and English, which is of course the AETs' mother tongue and the learners' target language, is essential for effective team teaching.

On Second Language Acquisition

The learners in Japanese secondary schools have a Japanese language background. When they listen to English, they tend to listen in the framework of their mother tongue. Take the case of the many English loan words in Japanese. They are all uttered according to the Japanese five-vowel system and CV syllable structure.

A second language acquisition model, whatever precise form it may take, must have at least three stages:

1. the learners' mother tongue speech habit, and hypothesis-making on this basis;
2. the learners listening activity when exposed to native English speakers' speech;
3. the learners' approximation of what he/she has listened to.

Some AETs and JTEs seem to assume that learning is overlearning. This assumption is not true, because constant repetition does not always lead to the closest possible approximation of a target pronunciation system. Instead, it may simply lead to fossilization of the learners' own idiosyncratic utterance.

My claim is that we should not ignore the first stage of language learning: hypothesis-making based on the learners' mother tongue. Some skillful students may imitate exactly what a native speaker AET utters in the

team teaching classroom, but in most cases, these utterances remain an idiomatic pronunciation. The point therefore is that repetitive reading of the textbook after the AET does not help form the new linguistic system within the learners' minds. What is worse, the learners' temporarily acquired natural flow of English almost dies away when exposed to textbooks written in conventional orthography.

Conventional orthography is short of information on phonetic features (i.e. prosody, paralinguistic, and indexical features). To native English speakers this is not a problem, as they have already acquired phonetic and phonological aspects of their mother tongue years before they begin to read based on English orthography in kindergartens and primary schools. On the other hand, for non-native English speakers, orthography is a poor guide to pronunciation, especially to those whose mother tongue is radically different in its sound system.

English has a rather complex vowel system. This complexity seems to be a product of the fact that English vowels change their phonetic quality when shortened or combined with other vowels. Short vowels become more centralized in tongue position while the muscular state of the tongue becomes less tense. On the other hand, the Japanese language has a simple five vowel system with /i, e, a, o, u/. There is no noticeable change in phonetic quality in vowels when lengthened or combined, although phonologically, there is a contrast between short and long vowels. Thus, Japanese learners try to categorize English vowels into short or long vowels without due attention to their qualitative change. They also identify English vowels with one of the five distinctive Japanese vowels.

As regards consonants, the anterior part of English speakers' articulators is comparatively active: active movement of lips and coronals (i.e. tongue tip) offers users the possibility of producing more distinctive sounds than otherwise. In addition, manner features, such as continuant/stop (non-continuant), strident/mellow, round/spread (nonround), and so on are again comparatively rich in English.

Japanese learners of English are unaware of some of the distinctive features of English, thus are unable to form a hypothesis for their production, even if exposed to English. Hence arises the need for the interlanguage issue.

English Vowel Acquisition in the Interlanguage Model

The Japanese learner of English naturally possesses the Japanese five-vowel system, which is illustrated in

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Table 1. Its members are /i,e,a,o,u/ which are in contrast with each other in terms of high-low position and back-front position. The phonemes /i/ and /u/ are high in position while /a/ is the only low vowel phoneme. The phonemes /i, e/ are horizontally contrasted with the other three vowel phonemes in terms of non-high and non-low features.

Taking all of this into consideration, we can produce the following neat constellation, which is Table 1:

Table 1: The Japanese 5-Vowel System

i(:)		u(:)
e(:)		o(:)
	a(:)	

Table 1 clearly shows that in Japanese, vowel length has nothing to do with tongue position or the quality of the vowel.

However, English vowels change their phonetic character when they are shortened or combined. That is to say, when vowels are shortened, the tongue position moves toward the central position and the muscular state of the tongue becomes less tense, or lax. On the other hand, when vowels are combined, the diphthongal nature of the vowels is revealed. That is, in the combination of V1 and V2, V1 becomes stressed and lengthened while V2 becomes unstressed and shortened, as shown in the following formulation:

V1 → [+ stress]
 I+ long]
 V2 → [- stress]
 [- long]

The reason for including the four diphthongs in the

table is that they are among the most productive ones and that the other diphthongs can be treated as separate from the main group members within the vowel structure. The diphthong /oi/ has surprisingly few occurrences as in *boy, boil, oyster*, etc. The other diphthong-like vowels are to be interpreted as **V** + /ɾ/ as in near, *hair*, and *tour*.

The productive aspect of the group members in Table 2 can be illustrated in the following pairs of words:

divine--divinity	grave--gravity
reduce--reduction	tone--tonic
pronounce---pronunciation	south-southern
clean--cleanliness	explain--explanatory
describedescription	super--supper

Thus, the vowels in Table 2 are to be given special importance for two reasons. One is that their production is now clearly accessible by recognizably slight changes from their Japanese counterparts. The other is that morphemically they are closely related to each other.

Table 2: Interlanguage Approximation of English Vowel System

1.		u:
ɪ		ʊ
eɪ	@:r	ou
e	a	ʌ
æ	aɪ au	0:
		A(:)

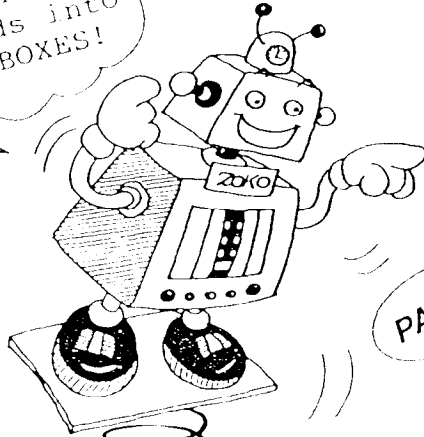
English Consonant Acquisition in the Interlanguage Model

To grasp the consonantal system of the target language, the best approach may be to divide the 24 signifi-

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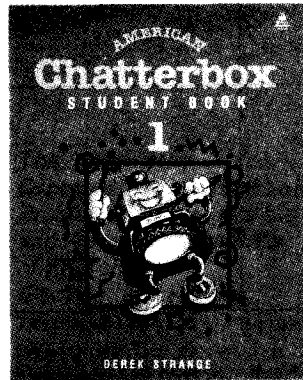
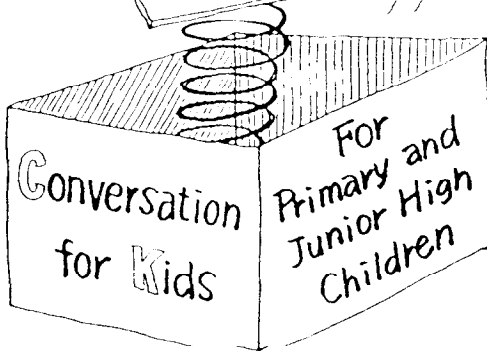
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cant English consonants horizontally and vertically.

The horizontal divisions are made by the organs of speech involved. They are 1. lips, 2. tongue tip and blade, 3. the others (velum, pharyngeal wall, etc.).

The vertical divisions are made by difference in distance, as follows:

- Distance 0: The articulators contact with each other (i.e. stops).
- Distance 1: The articulators come close to each other to such a degree that they cause friction (i.e. fricatives).
- Distance 2: The articulators come close to each other but not close enough to cause friction (i.e. approximants).

The above discussion allows us to produce the following tables:

Table 3. Stops

m	n		Ń
p	t	ʃ	k
b	d	ʒ	g

Table 4. Fricatives

f	T	s	S
v	D	d	Z

Table 5. Approximants

	l		
	r		
		j	w

The Japanese learner of English should be able to hear the distinctive features of these consonants and approximate them. The above consonant tables hopefully serve to clarify the targets to be assimilated as well as the relationships among them.

Remaining Problems.

Space limitations prevent the author from proceeding beyond this introduction to interlanguage as an issue for team teachers in Japanese junior and senior high schools. Readers who would like to pursue this topic further are encouraged to explore such related topics as linking, *allophones*, *syllable structure*, *assimilation*, *elision*, *stress*, *intonation*, *variants*, and so on. The author would just like to emphasize here that the conceptual grasp of English during the developing interlanguage period helps to facilitate the learners' acquisition of the natural flow of English speech, and that mere repetition of the model does not lead to second language acquisition.

Suggested Readings

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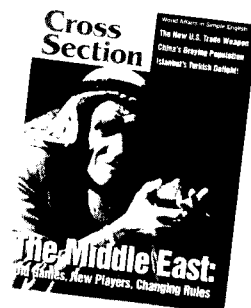
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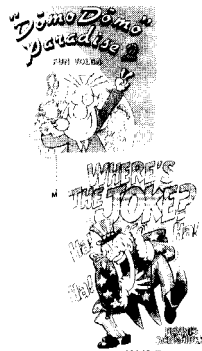
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Team Teaching in Shingakuko: A Case Study of Hachinohe High School

By Ichiro Iwami
Hachinohe High School

This paper presents some aspects of my two year experience working with school based AETs (assistant English teachers). Hachinohe High is one of the most competitive public schools in Aomori Prefecture, with most students being college bound (such schools are known as *shingakuko*). Entrance examination-gearred instruction is the norm in these schools, with almost total emphasis in English lessons being placed on grammar, reading, and translation. In this system, English is not considered so much a tool for communication as a medium for mind-stretching exercises.

Problems

It is my impression that in a *shingakuko*, even an AET's one-shot visit could be rather unwelcome. In a base school situation the more intense presence of an AET is even more problematic. As expected, once this kind of program was implemented in our school, some problems discouraged us from team teaching, and this led to the underutilization of the AET.

The first problem was the vague objective of our school's team teaching program. One of the major objectives of the JET Program is to intensify our foreign language pedagogy. Smith (1988) pointed out that this vague objective can and must be adopted or adapted according to the requirements of each context. Even in an adopted or adapted version, however, JTEs in a *shingakuko*, realizing that their first priority is to prepare their students for success in their college entrance examinations, usually cannot find much value in the contributions of AETs. This kind of situation brought the following response from a former AET in our prefecture:

Underlying the question of the role of AETs is the ambiguity surrounding TEFL philosophy in Japan. At the moment English is taught in the form of grammatical formulae necessary for solving sentence-structure problems, not as a means of communication. Perhaps Monbusho should establish a clear ideology for language instruction

before implementing programmes without sufficient preparation and training for all those concerned (Phillips, 1990, p.33).

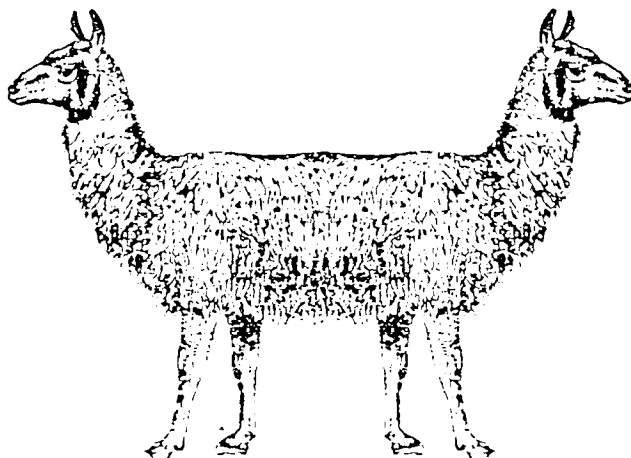
The second problem is the "academic climate" in which English teaching in our school inevitably takes place. Our lessons are typically tense, serious, structured, sometimes demanding and burdensome; and drills and exercises are carried out with an accuracy-stressed mentality. On the other hand, in team teaching we are encouraged to place a high value on the communicative use of language. Littlewood (1981) argues that:

The most efficient communicator in a foreign language is not always the person who is best at manipulating its structures. It is often the person who is most skilled at processing the complete situation involving himself and his hearer, taking account of what knowledge is already shared between them..., and selecting items which will communicate his message effectively. Foreign language learners need opportunities to develop these skills, by being exposed to situations where the emphasis is on using their available resources for communicating meanings as efficiently and economically as possible. Since these resources are limited, this may often entail sacrificing grammatical accuracy in favor of immediate communicative effectiveness (p.4).

In organizing team teaching lessons, the JTEs in our school were faced with a most difficult dilemma. The academic climate in a *shingakuko* simply does not permit us to sacrifice grammatical accuracy in favor of spontaneous, flexible, creative language use. Neither does it allow us to indulge in those game-like activities which are often introduced by AETs. To those who look

on English learning as a mind-stretching exercise, these activities would seem to be "Mickey Mouse" and therefore inappropriate.

The third problem was related to the organization of the curriculum. In our school, team teaching was introduced in regular English lessons without any special changes to the curriculum. Team taught lessons were conducted by



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the JTEs on a voluntary basis. This meant that the frequency with which these lessons were conducted differed from teacher to teacher. This had very real consequences on the students' progress through their textbook. If a teacher team taught more frequently than other colleagues, his or her students would lag behind their friends in other classes. Given that all students deserve equal preparation for the university entrance tests, this sort of situation is not permissible.

Team Teaching Practice

Despite the above-mentioned constraints, we nevertheless endeavored to find a place for team teaching. Under these circumstances, I considered the team teaching program to be on the periphery, not at the core, of my instruction; the JTE presented and focused on teaching points first and then the AET added supplementary remarks related to them. In practice, my team teaching was based on the following three cornerstones.

Three Cornerstones

The first cornerstone was an emphasis on listening activities. The listening-dominant lesson was thought to be beneficial because it could help the students familiarize themselves with spoken English. As Buck (1988) has reported, a number of colleges have added a listening test to their entrance examinations. This is probably the best place for the AET to help college-bound students' preparation. In addition, listening activities can be paced and controlled by the teacher, and this potential flexibility of pace management can lead to the optimal use of time spared for team teaching.

The second cornerstone was the use of textbook related materials. We were very reluctant to deviate from the textbook, and endeavored to relate our activities to its content. We were convinced that this coherence would be effective for aural comprehension. We also believed that clinging to the textbook prevented students from taking language activities lightly.

The third cornerstone was the inclusion of information gap activities. Prabhu (1987) has stated that information gap activities involve "a transfer of given information from one person to another-r from one form to another, or from one place to another--generally calling for the decoding or encoding of information from or into language" (p. 46). The major goal of such activities is to share factual information, and in such a case, success is measured in terms of whether learners gain access to facts possessed by others (Littlewood, 1981, pp.32-33). Communicative situations have to include some kind of information gap. Based on the textbook materials, we created information gap activities.

Regular Team-Taught Lesson

Each of my classes was team taught roughly once in three weeks. Approximately three quarters of one lesson hour were spent on regular textbook-centered instruction, however, with the AET's occasional assistance. The AET's main role was the provision of "liv-

ing" English, as input for listening practice and as information relevant to the teaching point. Brumfit (1984) indicates:

The ideal [fluency listening], probably, would be for a teacher to include a short spell of narration-a joke, a story, an anecdote-from the very beginning of the course as a component of every lesson.... The best fluency listening will probably be peripheral: the instructions through which the teacher organises the class, the casual remarks which accompany teaching points but which are not being focussed on (p.85).

While feeling myself obliged to teach some amount of the textbook material, I provided the AET with as many opportunities to speak as possible (e.g. making an initial oral presentation, giving a direction, asking questions, giving feedback to students' work, presenting his/her personal episodes, opinions, etc). This support from the AET was useful enough to spice up even a lesson of the regular pattern.

The remaining quarter was used for our "home-made" communicative activities, where the students had to work toward a definite objective. As mentioned earlier, these activities were related to the textbook content and included information gaps. Many were characterized by one-way information transmission, and involved minimal oral production or simple non-verbal response. They were teacher-fronted activities (see Suzuki & Iwami, 1990).

Listening Session

During the third semester, a special session was offered to coach third-year students who were to take university entrance examinations with a listening component. The main purpose of this session was to extend the students' listening repertoire and skills, by exposing them to different types of speech. We first analyzed the formats of the listening tests used for the past few years. We then established our categorical criteria as follows: whether the test is dictation type, (TOEFL or STEP-like) listening comprehension type, or problem solving task type; and whether the response required is description type or selection type (for detailed analysis, see Buck, 1988). Based on these criteria, we composed drill materials so that the students could be exposed to various test formats. Each session lasted approximately one hour, usually consisting of four or five different tasks or activities.

Conclusion

I will conclude this paper by briefly evaluating my team teaching practice. Summarizing the students' responses to the questionnaire administered, we found that they enjoyed listening to "living" English and interacting with the AET; they felt the instruction more supportive than usual; they enjoyed game-like activities; and they liked participating in communicative activities instead of studying the textbook. It seems that they were quite satisfied with their exposure to a differ-

(Cont'd on p. 29.)

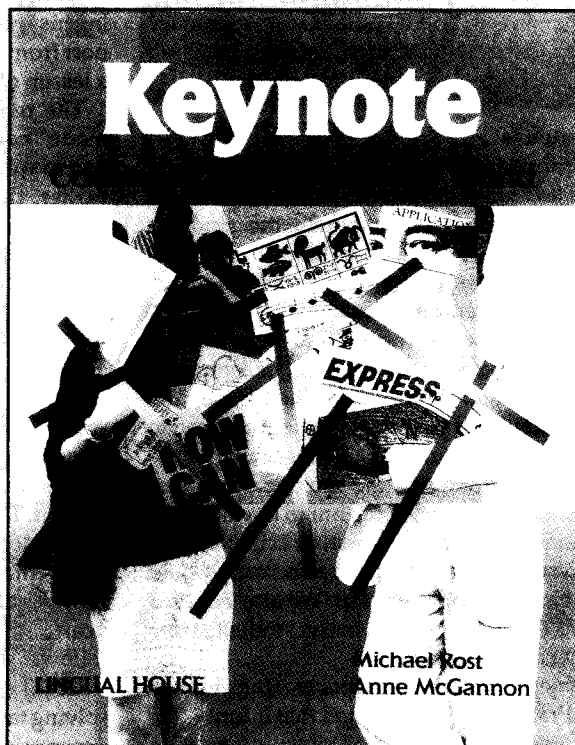
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Traditional, Semi-Traditional and Non-Traditional Team Teaching in Japanese Junior High Schools

Mikel Garant
Kanra Board of Education

Team Teaching in the Japanese Context

Team teaching takes many forms throughout the world. Dudley-Evans (1982) and Escorcia (1983) define team teaching in terms of subject teachers cooperating with L2 teachers. In Japan the term refers to something quite different. Minoru Wada, formerly foreign language curriculum specialist of the Ministry of Education (Monbusho), defines it as follows:

Team teaching is a concerted endeavor made jointly by the Japanese teacher of English (JTE) and the assistant English teacher (AET) in an English language classroom in which the students, the JTE and the AET are engaged in communicative activities. (Brumby & Wada, 1991, p.6)

AETs' participation in team teaching seeks, among other things, to help promote the speaking abilities of JTEs. The JET Programme began in 1987. By 1992 2,874 AETs were employed on the programme, including a small number of French and German assistant language teachers (CLARE, 1992, p.168). Many AETs also work outside of the classroom assisting with sister city schemes, and other similar activities.

Emergence of Methodology

The broad scale introduction of team teaching must be one of the largest international education projects attempted by any government. However, at the time of writing no official methodology has been formulated by the Education Ministry to guide AETs who are assigned to schools and told to team teach with JTEs (Nozawa, 1992, p.9). The purpose of this paper is first: to suggest that since the establishment of the programme in 1987 team teaching methodology has emerged in Japan at the local level; and second, to provide a terminology and framework for the understanding of this methodology, differentiating between methods which will be classified as traditional, semi-traditional, and non-traditional.

This paper is based on my observations of team teaching classes in three junior high schools in a rural town of 14,000 in central Japan. Observations were made of classes taught by five JTEs and an American AET who visited classes on a semi-regular basis over a six-month period. Each JHS English class had contact with the AET twice a month.

Textbook Syllabus

Monbusho recommends textbooks designed to enable students to pass the SHS (senior high school) entrance

exams. Each lesson in these books is centered on a key sentence which emphasizes a new grammatical point. Tapes are usually used to teach pronunciation. Sentences are not complex. The structure of the textbook and the order in which grammatical items are introduced are indicative of grammar translation theory (Richardson & Rodgers, 1986, pp 3-7) which is prevalent in Japan.

The textbook-based syllabus appears to be achieving its goal in the town observed as 97% of students pass their SHS entrance exams (Yakuba, 1990, p.1). However it does not teach the students to speak English. Indeed it was not designed to do so, as entrance examinations have no speaking component (Gunma Seminar Staff, 1992). In this context, team teaching is intended to supplement the established text by promoting a more communicative focus in the classroom.

The Traditional Team Teaching Method

Team teaching methods which produce lessons that deviate little from the traditional teacher-centered grammar-translation lesson shall be classified as traditional team teaching methods. The AET assumes the role of the tape recorder. This "Human Tape Recorder Effect" (Yokose, 1989) is not uncommon.

Students in the classes observed had difficulty answering the simplest questions and usually responded with only memorized patterns.

AET: How are you?
S1: I'm fine, thank you. And you?
AET: How are you today?
S2: (Confusion)
AET: How are you?
S2: I'm fine, thank you. And you?
(Garant, 1992, p.3)

The students answered the question, *What day is today?*, but failed to recognize the word *today* in a different context. This behavior was observed in first, second and third year classes. The slightest spoken error was quickly corrected by the JTE. Observations at other schools have led me to conclude that the traditional team teaching method is the least effective means of promoting communication in the classroom. The reason is that these lessons are not planned with communication in mind.

On the plus side, however, JTE and AET interaction in these classes did at least provide a positive role

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model of a Japanese person communicating with a native English speaker. The presence of the AET in the classroom generated interest in English, and students were exposed to a native accent.

The JTEs in the case study who used the traditional team teaching method did so because they were insecure about their own English ability. Following the textbook and a set pattern during every lesson reduced the possibility that they would misunderstand the AET and be embarrassed in front of the class. Cominos (1990) further suggests that many JTEs prefer this method because they believe that it is the best way to teach under present conditions. These teachers believe that a focus on communicative activities does not help students pass the entrance exams and is therefore pointless until more reforms are initiated.

Theoretically, the AET can inject communicative principles into the classroom by deviating from the lesson plan. In this case, however, such a response would quite likely have negative results. In a poll of 25 AETs, 4 had tried this and subsequently taught separately from their JTEs. This "breakdown situation" caused the JTEs to lose face and allowed the students to see that their JTE role model could not communicate with and/or relate to native English speakers.

Such situations could be avoided if traditional team teaching was explained to incoming AETs. Rather than doing this, AET orientations tend to stress ideals and general topics. This promotes unrealistic expectations on the part of AETs. Indeed it may be a principal cause of the breakdowns which continue to take place on the programme. If *Monbusho's* goal is to use AETs to drive grammar-translation teachers from the system, then this should be explained to AETs before they accept their contracts. Ambiguity results in ineffective teaching and stress for all parties involved.

In this case study, the traditional method was used by one JTE 100% of the time and by two others occasionally.

The Semi-Traditional Team Teaching Method

The term *semi-traditional team teaching method* is used to describe lessons in which material from the textbook is combined with activities which encourage students to communicate in English. Example outlines of semi-traditional lesson plans follow:

- Plan A Introduction
Game or Communication Activity
Model Reading of Textbook
New Words
Read Repeat
Explanation of Text in Japanese
- Plan B Introduction
Game or Communication Activity
Dialogue or Gap Exercise Activity based on Textbook
Explanation and Pattern Practice
Pair work or other Student-Centered Activity

- Plan C Introduction
Warm Up
Activity based on Communication
Listening Exercise based on Textbook
Activity based on Textbook, focussing on Reading, Writing or Speaking

Semi-traditional methodology tends to incorporate communication in the syllabus of the course by promoting cooperation between the JTE and AET in team teaching activities. Introductions usually include the AET eliciting responses from the students in English to random questions. For example:

AET: How do you feel today?

S1 : I feel hungry.

AET: Who feels hungry?

Students who are hungry raise hands.

AET: How do you feel today?

S2 : I feel sleepy.

AET: Who feels sleepy?

Students who are sleepy raise hands.

(Garant, 1992, p.3)

Random questions not only warm the students up but also familiarize them with the AET's accent and speaking style. The students must exercise listening and speaking skills. They must also communicate with the AET. In the event the student does not understand the question, the JTE assists.

JTEs who prefer this method tend to be more comfortable with their English and with an AET in their classrooms. A more productive teaching environment is created for the promotion of communicative abilities as the lessons are more learner centered. Correction was observed to be at a minimum and students responded by attempting to talk in English.

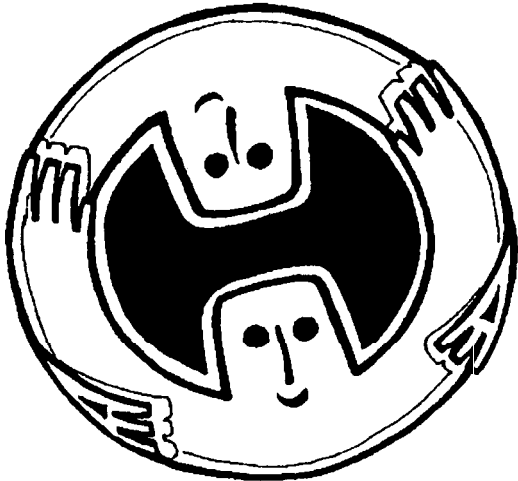
In this case study, one JTE used this method 100% of the time while two others used it occasionally.

Non-Traditional Team Teaching Method

The non-traditional team teaching method is characterized by the absence of the textbook or textbook-dictated grammatical points during the team taught lesson. It takes a variety of forms, but usually centers around activities that promote communication between the AET, the JTE, and the students. Activities in the non-traditional classroom may include students listening to a lecture given by an AET based on cultural information about the AET's home country, for example: holiday themes, comparative lifestyle discussions, and comparisons of different traditions. The students are then given time to ask questions. Also, students can be given an authentic material to work with, such as a TV schedule from the newspaper. Students then ask and answer questions in a pair work activity. Students in the classes I observed expressed interest in these subjects and tended to communicate using whatever means available.

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This method was used by JTEs who were more confident in their own English ability. Their motivation for organizing such lessons was a desire to promote their students' interest in English and in the non-Japanese aspects of the AET. One weakness of the non-traditional approach however, is that it does not cover the textbook. On the other hand, it forces students to use all the English at their disposal which, inevitably, does come from the textbook.

The non-traditional team teaching method was used by one JTE in the case study 100% of the time and by two others occasionally.

Conclusion

These three methodologies are each effective in their own way. The traditional team teaching method helps JTEs who lack confidence in their English to find a place within the team teaching system. The semi-traditional method works for more secure teachers, while the non-traditional method may be popular among those who like to experiment and try new ideas.

In terms of the promotion of communicative competence, the traditional team teaching method, with its focus on traditional grammar-translation teaching techniques, was found to be the least effective. JTEs in their forties were not taught spoken English during their teacher training (Nozawa, 1992, p.9). While these teachers remain in the system, this method will continue to be used. In ten or fifteen years, however, it may fade out as the older teachers retire.

Semi-traditional and non-traditional methods were effective in achieving *Monbusho's* goal of increased communication in the classroom. The most effective use of team teaching was in fact a mixture of these two methods. Students in these situations communicated more than those who were exposed exclusively to either one or the other method.

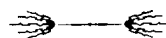
Because the wide-scale introduction of team teaching began as recently as 1987, it is still too early to determine its full impact in Japanese classrooms. Hopefully, however, as teachers gain more and more exposure to native speakers through team teaching on the JET Program, they will develop into more accomplished foreign language instructors. When this happens there will probably be far less need for AETs or team teaching. Until this time, however, team teaching can and will provide the verbal skills needed for more communication in the foreign language classrooms of Japanese secondary schools.

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(Cont'd from p.23.)

ent type of English instruction. In this respect my team teaching was successful.

On the other hand, many students pointed out that the lesson proceeded slowly and that we did not cover sufficient material. The lesson could have been more challenging. How then should we adjust our team teaching lesson in order to satisfy the students' capacity for learning? What would an ideal type of team teaching for college-bound students be like? Should we develop a type of team teaching through which these students can actively improve their communicative skills? Or should we concentrate on the refinement of the kind of team teaching that I performed: one which passively hopes for the development of communicative skills, by providing (either spoken or written) input, while the main emphasis of the lesson continues to be placed on grammar and translation? If the JET Program is to succeed in the *shingakuko* context, a great deal of research is required in this area.

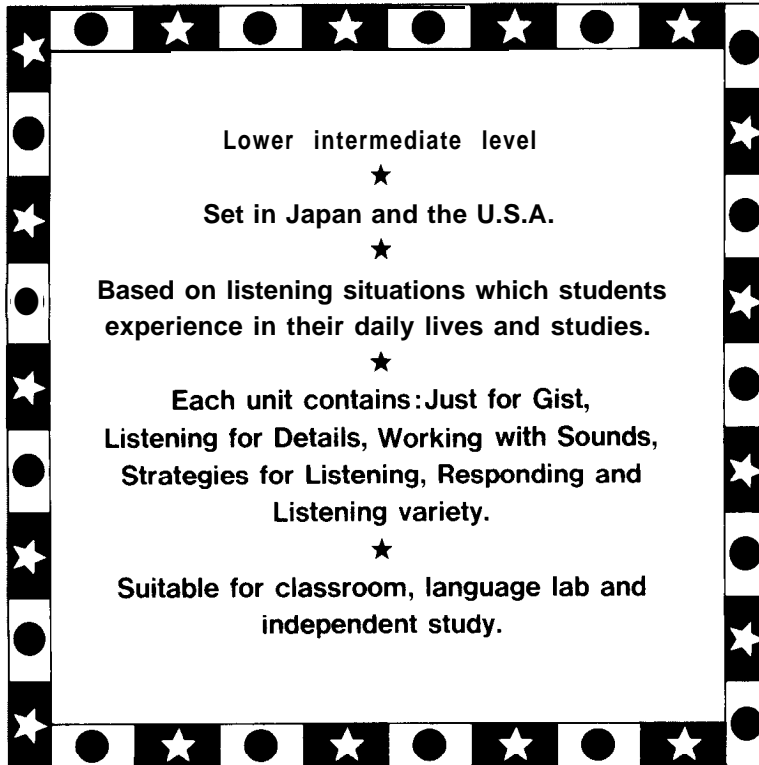
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Content Follows Form: The Importance of Lesson Planning in the Team Teaching Classroom

by **Gwen Ellyn Nordquist**
Tokyo Metropolitan Kokusai High School

Conventional wisdom says that form follows content. The notion is that until you know what kind of picture you want to frame, you will not know what size frame to use. The content of anything has a direct effect on the shape something takes. There are occasions, however, when it is more prudent to operate on a content follow form basis. The form determines the content it can accommodate. And so it is with teaching. It is easy to look at the lesson materials-content-and decide how you are going to present it. "It will take the students fifteen minutes to read this paragraph and answer the comprehension questions" (Case 1). "I will explain these two grammar points" (Case 2). "They can write a thank-you note for homework" (Case 3).

What are the educational goals represented in such planning? If the language examples given above come from a language classroom, we can assume that we want the students to learn more about the language. But I would argue that more careful consideration is required. In terms of Case 1, I would ask: comprehension of what: the main ideas or the details? If we are interested in the main ideas, then do the comprehension questions focus on the main ideas-or details? If we want the students to comprehend the details, then for what purpose? Are there important linguistic structures used to express the detail-r is there no correlation between the details of content and the language we are teaching?

In the second case, how will the students use our grammar explanation? Is this the first time they have heard these explanations or is this a review of previous material? If this is the first presentation, will they be given further examples of the grammar being used and be allowed to practice using it themselves? How will we find out if they understand the meaning contained in the grammar points? How will we know if the students can use these points accurately in language they generate themselves?

In the third case, will we evaluate the thank-you note on the basis of correct correspondence form or correct language use-or both? Do the students know the basis on which their notes will be evaluated? If the students are expected to produce a thank-you note written in correct form, in what way is this a language lesson-what is the language focus? And if we evaluate the language usage, when do the students receive instruction on the linguistic elements they are expected to use

correctly?

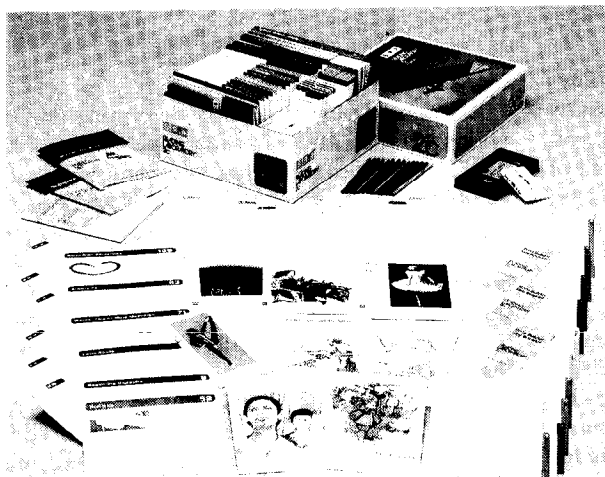
It seems important to first determine the form in which we teachers want our efforts to take, then to determine the content that will complete that form. Another way of saying this is that if we do not know exactly what teaching goals we want to reach, we will relinquish some possibilities of reaching those goals because we may not suit the content to them. Multiply this possible loss of control by two and you can begin to see the potential for ineffectiveness in a team teaching classroom.

So far I have been talking about pedagogical reasons why we teachers should focus on the form of education we are providing before we decide what content we should present to students and how we should do so. Now let us take a look at the human reasons why team teachers should focus on form before content. The reasons I am going to discuss are culture based, so please allow me to over-generalize here in order to avoid a lengthy discussion which would carry us too far from our target.

First, I would observe that Japanese teachers and their native speaker counterparts adhere to different definitions of education. In general-and this is very general-Japanese students are considered educated if they have been presented a certain body of content and they can produce that content on demand. Applying the content, extrapolating from it, analyzing and synthesizing it are not so important in Japanese culture because each educated adult is, so to speak, a utility player on the social team, and might be asked to do many kinds of work and social activities which do not stem directly from the content they have been taught. In comparison, students from English-speaking countries (and probably also other countries) are considered educated if they have been presented a body of content and are able to reproduce it, apply it, and extend it in their everyday adult life. They are expected to become specialists, not utility players, so what they can do with their knowledge is important. Their ability to extend beyond content into areas of new application are more valued than their flexibility within all possible groups.

A second cultural difference is that JTE and AET have different expectations of teacher and student behaviors. Japanese teachers are expected to present a highly uniform body of content to students in an efficient and orderly manner. Their students are expected to listen respectfully to their presentation and, when

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Team Teaching: Nordquist

asked, reproduce that content. On the other hand, English-speaking teachers are expected to present a generally identified body of content but enjoy rather wide latitude on how they do so. They may lecture, present activities, drill, individualize, make sub-groups within the total class, expand the curriculum-what-ever it takes to interest the students in the content and present the most comprehensive and enriched curriculum possible. The students, in turn, are expected to be flexible learners and function effectively in many classroom environments and learning formats and-beyond the classroom-continue to exhibit the flexible behaviors and application of the basic content in their everyday life.

The third important difference between team teaching partners is that they measure learning in different ways. Japanese teachers seem mainly to rely on standardized exercises or examinations as valid measurement of content. Some non-standardized assignments are given, but they are often not strictly or thoroughly graded as important measurements of learning and seem often to be graded "on a curve." However, teachers in English-speaking countries, for example, rely on

"wheels within wheels" when they measure learning. Student participation while practicing and discussing content gives way to the broader arena of homework which precedes measurement through quizzes which are merely preparation for major exams which tell whether or not the students are ready to score well on standardized tests. Whew!

With differences such as these, how, then, do two people enter the same classroom to function as a team when they have not first provided for differences in their assumptions, knowledge bases, training (or lack of it in some native speaker "teachers"), skills, and expectations of each other? My dictionary **says that one** definition of a team is: any group organized to work together. So, how do we teachers get organized? I believe we use a standardized format called a lesson plan which contains all the elements necessary for both teachers to see what the teaching and measurement goals of each lesson (unit/term/year) are and how each teacher contributes towards meeting those goals. What might such a form look like? The one below is only one way of doing it, but take a careful look. Can you find your classroom in here?

Key:

Language: Grammar, Vocabulary, Usage, Comprehension

Organization: Entire Class, Small Group, Individual, Teams

Activity	Mechanism	Measurement	Follow-up?
Review	Where is --: 2 teams — classroom hunt T U	Score points	Combine with today's structure U
Preview Language Structure	Pantomime: J to E Vocab. I C What is - doing? - is/are -ing. C G	Use E vocabulary	
Practice	Magazine pictures — write sentences S C		
Production	Same teams & pictures -how many new sentences? T U	Keep score	Same pattern — add verbs T V

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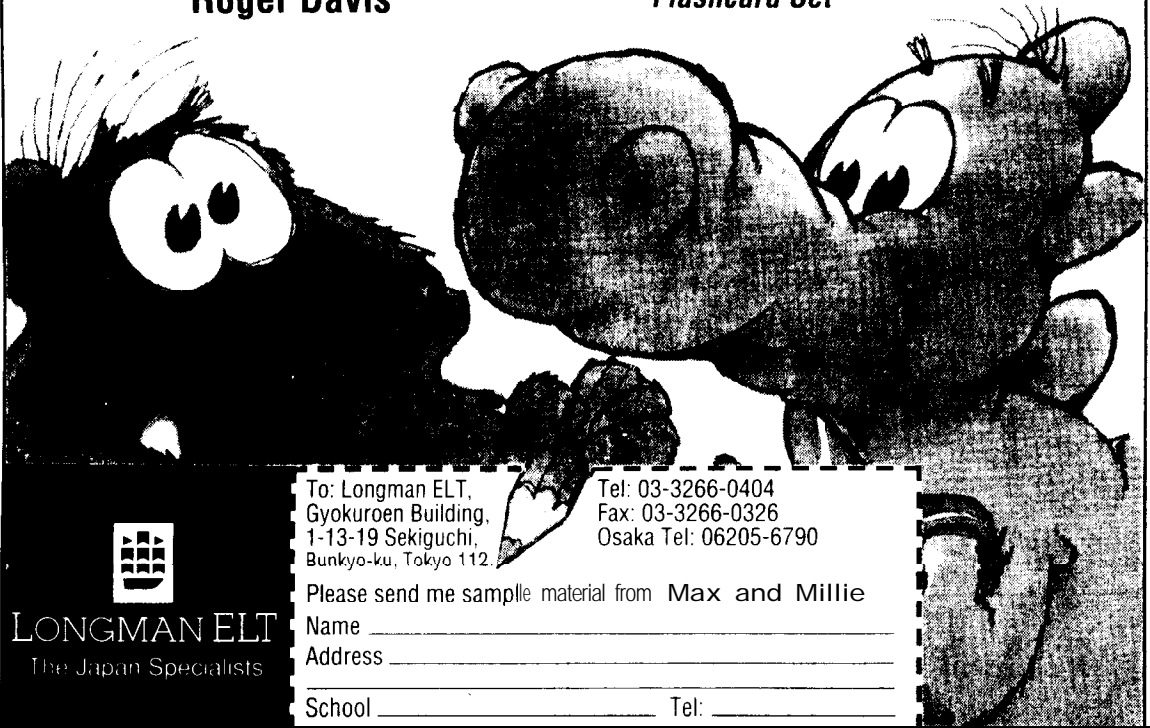
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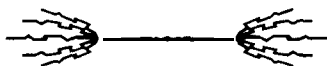
It is hoped that you can see the "tour guide" quality of this kind of planning. At a glance both teachers should be able to see where they have been, where they plan to go next, how they are planning to get there, and how they will know when they have arrived.

The actual format of a lesson plan is not cast in stone. Each teacher and each teaching team has its own personality and should develop its own format. The important thing to remember is that whatever you design, keep it simple! If it is simple, it is more likely to be completed before each lesson is given. If it is simple, it is more likely to be clear when used. When the teacher—or, in our case, teachers—know where they are going, then the students can relax and enjoy a well-planned trip. No bumps, no jolts, no getting lost, no grinding to a halt.

So, back to our initial premise. There are times—and teaching may be one of them—when it is wise for content to follow form. If we as teachers make a habit of plotting each lesson on a simple format such as the one I have shown you here, we can make visible what our

personal concept of education is, the kinds of teacher and student behaviors we expect during the process of teaching and learning, and the means by which we will measure the learning accomplished. All of these classroom dynamics are readily available within the form, and if dynamics are missing or imbalanced, we can see that at a glance and make changes in the lesson's content to provide a purposeful, well-rounded lesson.

In a team teaching classroom, then, the lesson plan becomes a major communication tool between the two teachers. Not only does it tell each of us what we are going to accomplish together (and how) but it also communicates the implied educational theories, strategies, methods, and goals which will be used. Since the two of us are the products of two different cultures and two different educational systems we may or may not agree on everything within the form. But the content is no longer implicit, so we can now begin to dialog about the differences in our perception and experiences simply by discussing the actual lesson plan.



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Japanese English Teachers and the JET Program: A Survey Report

by Yoshiharu Kawamura and Colin Sloss
Seiryō High School

In the past year, *The Language Teacher* has featured a number of articles concerning the JET Program. These have focussed primarily on problems confronting native English speaking AETs (assistant English teachers), with little information having been provided from a JTE (Japanese teacher of English) perspective. Given, however, that the success of team teaching (TT) depends to a great extent on whether AETs and Japanese teachers can form an effective teaching partnership, we report here on the results of a survey of JTEs who were involved in team teaching in 34 high schools in Ishikawa Prefecture in 1991. Although the rather narrow base of this study precludes us from interpreting its findings as any way representative of JTEs as a whole, as a case study it does provide a number of insights into JTE attitudes towards team teaching and AETs.

AETs Lack Professional Qualifications and Experience

79.4% of AETs working at the schools involved in the survey were said by JTEs to have no teaching qualifications or any prior teaching experience. Furthermore, concerning the AETs' college majors, 82.4% of the AETs majored in subjects not directly related to teaching English as a foreign language. Interestingly, JTEs reported in the survey that none of the AETs majored in linguistics or Japanese studies. Putting aside the question of whether AETs need formal teaching qualifications, it is clear that the Japanese teachers consider the lack of them to be noteworthy.

Preparation for the Team Teaching Class

The Japanese teachers stated that 83.3% of TT classes were preceded by joint preparation carried out by AET and JTE. Only 3% of classes were said to involve no preparation at all. Although these figures probably include a degree of *tatamae* (meaning that they may partly include the JTEs' attempt to give the expected answer rather than the true situation), they also point to considerable pre-class consultation between AETs and JTEs. On the other hand, the fact that 79.9% of JTEs surveyed said that they had not determined a fixed time for pre-class preparation points perhaps to the difficulty in finding time for joint preparation within the busy high school schedule.

Teaching Materials

It was reported that 47.3% of TT classes used *Monbusho* (Japanese Education Ministry) authorized texts. 21.6% of classes were said to use textbooks published outside

Japan, while the remaining classes used other materials, primarily photocopies, often unrelated to themes covered in the regular textbooks. These figures suggest that the regular English textbooks are often considered inappropriate or too difficult for TT classes. This fact alone might well be interpreted, by some JTEs, as evidence that TT classes are quite unrelated to the regular *Monbusho* textbook based English classes. Furthermore, although accustomed to using the standard textbooks in their English classes, JTEs may find it difficult to use familiar material in an unfamiliar team teaching situation.

Testing and Evaluation of Team Teaching

As testing and evaluation of students is frequently and rigorously carried out in Japanese high schools, the extent to which this is also true of TT classes is obviously of significance. In 52.2% of cases, TT classes were said to be tested as an independent or distinct part of the schools' fixed examinations. 11.6% of team teaching was tested only during the regular class period, while in 33.3% of cases it seems that no real testing of team teaching took place at all. Concerning the testing, it was reported that 42.5% involved some form of listening test.

Language Used in the Team Teaching Classes

Although just 3% of TT classes used English only in class, in 65.2% of cases the JTEs claimed that they used English as much as possible. In 27.3% of TT classes it was said that AETs only used English and the JTEs only used Japanese. The JTEs reported that AETs used Japanese occasionally in only 3% of cases.

Reactions of the Students

According to the JTEs, students can both generally understand and actively participate in the TT classes in only 15.2% of cases. In 60.6% of cases they can apparently understand and respond to questions if called upon, while in 10.6% of cases they were said to be able to understand but did not respond. In only 4.5% of cases it was claimed that they could not understand. The passivity of Japanese students in class is, of course, not confined to TT, and Japanese teachers might be less surprised by these figures than foreign teachers.

Conclusion

The results of the survey indicate that there is at present considerable cooperation between JTEs and AETs in the preparation and conduct of TT classes. In particular, it appears that JTEs involved in team teach-

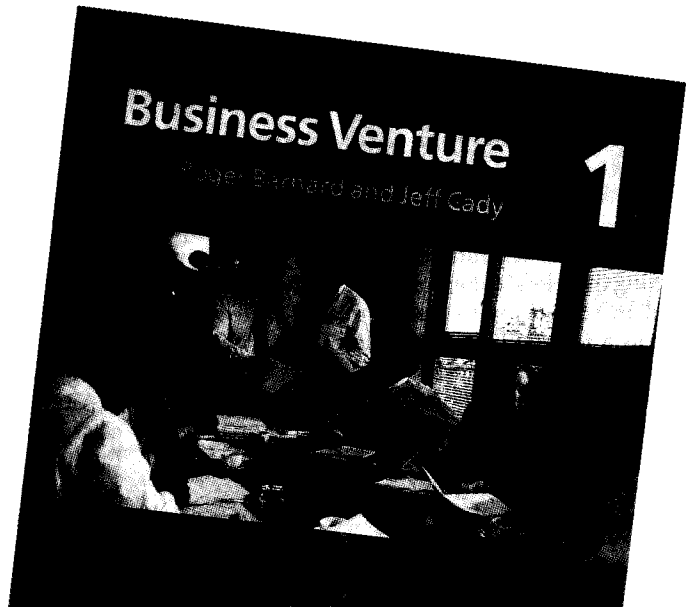
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ing are conscious of the importance of joint pre-class preparation. Unfortunately, in the majority of cases there seems to be no fixed time set aside for such preparation. One of the reasons for this may be that other teachers, particularly those involved in making class schedules, may not fully appreciate the need for such preparation time. Ideally, TT classes (usually three classes per day for AETs) should be carried out in the second, fourth, and sixth (last) periods. This would allow the preceding periods free to allow the JTE and AET time to jointly prepare for the following class.

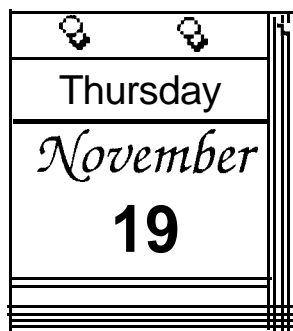
The results of the survey also point to a number of other problem areas. These include the difficulty of finding suitable teaching materials for TT classes, and the need to somehow assess the progress of students in TT classes. Nevertheless, provided that team teachers have adequate opportunity for pre-class joint preparation, it seems likely that effective solutions to many of these problems can be found.

Note

¹ A survey conducted by English teachers of Terai Senior High School and published in *Eiken Kaishi* (29), 1992 (Journal of the Ishikawa High School English Teachers' Association).

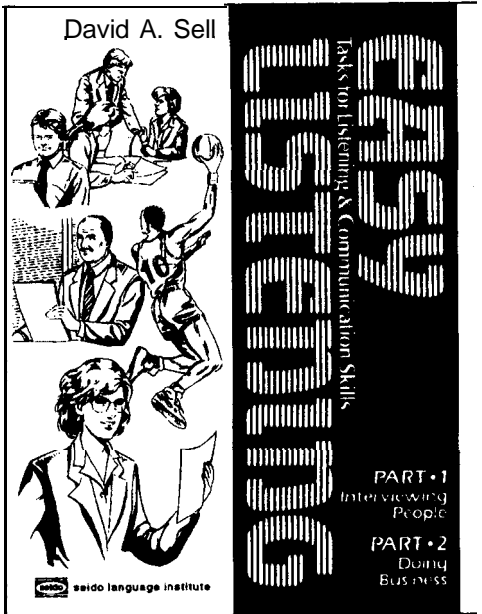
Yoshiharu Kawamura is a JTE and Colin Sloss is the AET in Seiyō Senior High School, Ishikawa-ken. Copies of the survey are available from the authors upon request.

Beginning in July, *The Language Teacher* has had a new postal (*furikae*) 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 and discontinuation of subscriptions for several publications. 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 22314-2751, USA, phone: 703-836-0774 fax: 703-836-7864 (VISA and Mastercard accepted).



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Six Aspects of a Successful Team Teaching Program

by Jim Kahny, Denise Olivieri and Don Maybin
Language Institute of Japan

Over the past several years, there has been an effort on the part of Japanese institutions to "internationalize" by introducing foreign instructors into the classroom in various team teaching programs, including the Japan Exchange and Teaching (JET) Program. As part of this trend, the Language Institute of Japan (LIOJ) in Odawara was asked by the local Board of Education to implement a junior high team teaching project in 1988.

The Board of Education requested that students develop cultural awareness of other countries through the medium of English, and that classes be unique in execution and conducted differently from existing programs which focus on text-based language training, such as the JET Program. LIOJ felt that these goals met with its own philosophy of developing individuals, both students and teachers, using English as a means to promote greater cultural awareness and sensitivity. The Odawara City Junior High School International Understanding Program started in 1988 with one school and has expanded over the years to presently include seven schools.¹

The procedure followed by LIOJ is but one of many ways of administering a team teaching project. This article describes six important points which most contribute to the success of the program, factors which may be applicable to the JET Program and other team-teaching projects. They are:

- I. a comprehensive manual describing the program
- II. established lesson plans based on an interactive philosophy
- III. the principle of equal participation by teachers
- IV. scheduled time for lesson preparation ("open period")
- V. a system of class observation and teacher development
- VI. concentration on junior high first grade

I. Program Manual

During the third year of the program, teachers and administrators felt the time had come to clarify policy and existing procedures. A team of LIOJ staff, including both teachers and administrators, worked together to compile what eventually became the comprehensive team teaching manual for the program.

The first draft was submitted to participating schools and the City Board of Education for their suggestions and, after revision, meetings were scheduled at each school to go over the manual in detail. In addition to a description of the program's history and goals, the

manual includes general policy for the following areas:

- conditions for participation
- team teaching philosophy
- expectations for schools
- orientation for students
- teaching schedules
- lesson plans
- scheduled time for lesson preparation
- classroom management
- disciplinary procedures

The manual is updated as circumstances change in the program from year to year. It has been a valuable tool for unifying the expectations of LIOJ, the Board of Education, and participating schools, and for codifying the important issues involved in the program.

II. Lesson Plans

The team teaching manual describes LIOJ's lesson plan philosophy. The goals of the program—inter-cultural, linguistic, communicative, and behavioral—are to be accomplished through interactive lesson plans. Basic lesson plan principles are explained, including the specific goals for a lesson, the stages of the lesson (input, reinforcement, application), and other aspects of lesson planning (e.g. progression from group to individual, from listening to speaking).

When the program was conceived by the Board of Education and LIOJ, it was decided that, while the course should use the medium of English to develop cultural awareness of other countries, it should not focus on text-based language training. The use of textbooks in International Understanding classes has never been a requirement and, hence, teachers have the freedom to create lessons which meet the goals of the program rather than cover specific material or prepare students for an exam. Cultural awareness in students can be developed through such activities as board games, international music, and cultural information quizzes. International Understanding lesson plans, however, frequently incorporate linguistic material (grammar, vocabulary) from the *Mombusho* text and build on the English that the students are learning in their regular English classes. The lesson plans are cross-referenced with the school textbook should the Japanese teachers of English (JTEs) wish to connect the material to what they are doing in their regular English classes.

LIOJ teachers have assumed the responsibility of planning lessons and creating necessary classroom materials. However, JTEs' input in this process is actively solicited. A set of field-tested lesson plans is

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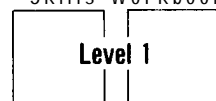
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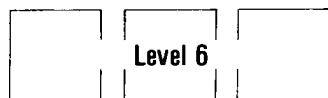
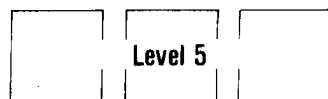
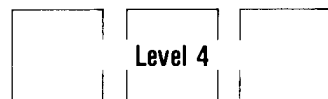
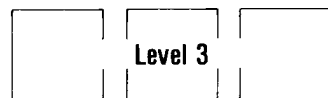
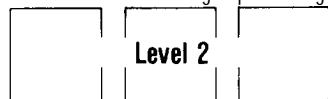
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distributed to each school at the beginning of the academic year. After four introductory lessons, JTEs select which lessons they would like to team teach from among those on file. Once taught, LIOJ teachers and JTEs discuss and revise the 'plans. JTEs seem to appreciate the fact that the bulk of the responsibility for planning International Understanding classes is not on their shoulders.

III. Equal Participation of Teachers

Although LIOJ teachers are primarily responsible for preparing lessons and materials, once in the classroom, instructional style is based on the philosophy of equal participation of both teachers. Roles are not prescribed in the plans. Prior to the lesson, the two teachers decide on which responsibilities they will assume for each activity in the plan. There is no task-be it pronunciation, explanation, class management, and so on-which is strictly the domain of one teacher or the other.

Team-taught classes should be enjoyable for teachers and students alike and enjoyment is enhanced if everyone is involved. The team teaching manual describes the optimal approach to team teaching as the "interactive approach," in which both teachers share meaningful roles. Furthermore, there is active participation not only between the JTE and LIOJ teacher, but also with and between students. The concept of equal participation is key to one of the program's behavioral goals, that is, that any Japanese learner can interact comfortably in English with a person from another culture. The JTE, by interacting comfortably with the LIOJ teacher, serves as a positive role model for the students. The message received is: "If *sensei* can do it, I can too!"

IV. Open Periods

In order to have interactive classes in which both teachers are equal partners, thorough preparation is needed. To facilitate this, a full school period (usually second period) is scheduled for JTEs and LIOJ teachers to meet before classes (usually third, fourth, and sometimes fifth periods). Prior to the scheduling of this "open period", both teachers were required to find a mutually convenient time to meet. This was often difficult.

By scheduling the open period for the JTE and the LIOJ teacher, the City Board of Education has officially acknowledged the fact that lesson preparation for two teachers takes time and should be scheduled during the school period immediately prior to the team taught classes. During the open period, the teachers have the chance to thoroughly discuss the day's plan and the responsibilities each will assume. They also have the chance to develop their professional and personal relationships.

The team teaching manual outlines, in order of priority, how open periods should be used. The first three uses are:

- to review the day's plan to both teachers' satisfaction
- to preview the following week's plan to both teachers' satisfaction
- to prepare additional materials for International Understanding classes

When the above steps have been completed, the open period can be used for LIOJ teachers to interact with students and non-JTE staff, or for LIOJ teachers to attend school assemblies. Alternate proposals for use of the open period are welcome if arranged in advance.

JTEs and LIOJ teachers have clear guidelines to follow for the use of their scheduled time together. This is appreciated by both parties. In addition, the LIOJ teacher is free from the stress of not having a defined role.²

V. Observation and Training

One of the strong points of the International Understanding Program has been its continuity. During orientation, new LIOJ teachers are able to observe experienced teachers and, thus, feel more confident when they begin teaching with their JTE partners. Japanese and Western education systems are quite different and this "easing in" period allows LIOJ teachers to observe, discuss, and assimilate the differences. The trainee also has a chance to observe the interaction between team teachers, students, and between teachers and students.

There are also frequent opportunities during the school year for LIOJ teachers to observe other International Understanding classes and provide feedback to their colleagues. A teacher can get new ideas, inspiration, and reassurance from seeing another's approach.

Likewise, JTEs who have been associated with the program over a period of time can orient new JTEs to the program, thereby maintaining continuity on both sides. Perhaps due in part to the frequency with which LIOJ teachers observe each other's classes, there has been increasing acceptance among JTEs to observe their colleagues' classes as well. In addition, videotaping as a means of reflecting on the dynamics of team teaching has received widespread support.

There are advantages to being based at a language institute that has its own in-house program. Each term, LIOJ team teachers teach a class in the LIOJ Community Program for local residents, and are exposed to different curricula and techniques from which to gather ideas for team teaching classes. A variety of resources are available at the institute and LIOJ teachers can also share ideas with their in-house co-workers.

VI. First Grade

The final aspect which has influenced the success of the International Understanding Program is the fact that it is conducted mainly in first-year classes.³ In the early stages of the program, each school had its own schedule of different grades to teach. Once having taught all levels, both JTEs and LIOJ teachers came to the conclusion that it is easier to coordinate preparation, revision and train-

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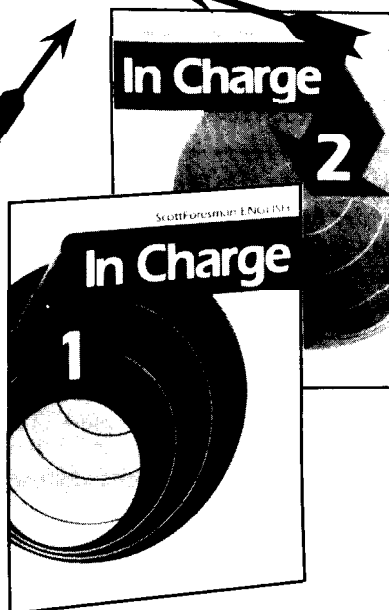
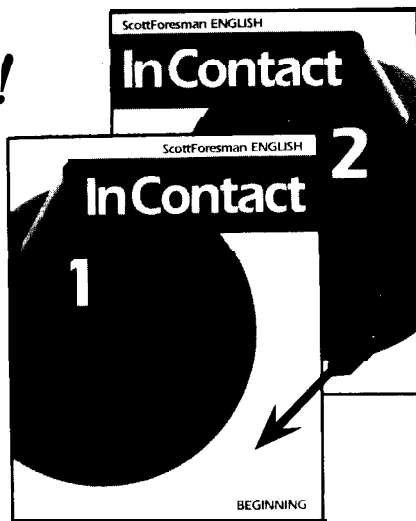
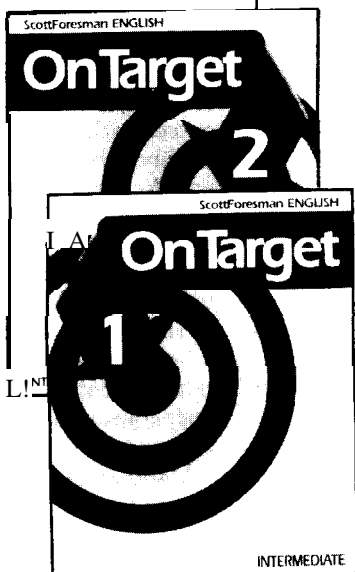
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ing if the program focused on a single level. In addition, first-year students are the most receptive to a new, interactive classroom approach. English can be introduced as a means to communicate with people. Students become accustomed to English-only classes and participate wholeheartedly in activities using expressions such as *Pardon?* and *What does that mean?* when they do not understand. Concentrating on first grade has proven successful as instructors have been able to focus their efforts on creating lessons for that age and level. In addition, all public school students in the city will eventually have the chance to participate in the International Understanding Program.

Conclusion

The LIOJ Team-Teaching Program is by no means perfect. In a program of this nature involving so many people there is always potential for misunderstandings and differences of opinion. Still, a recent survey points to general student satisfaction⁴ and JTEs and LIOJ teachers have found the program mutually rewarding.

This success has been achieved by clarifying our policy in the manual, creating plans that teachers and students can participate in and enjoy, giving both teachers meaningful classroom roles, scheduling time for

teachers to meet, allowing for ongoing observation and training, and concentrating on younger students. While not all of these organizational principles may be suited to the various team teaching projects around the country, including JET, certain of them may prove beneficial in providing direction for a more positive, productive teaching experience for both JTEs and AETs in other team teaching programs.

Notes

- 1 Three LIOJ teachers and the program supervisor, working with Japanese teachers, cover a total of thirty five classes per week at the seven schools.
- 2 This stress is described in Voci-Reed, E. (1991). Adjusting to life as an AET in a Japanese junior high school. *The Language Teacher*, 15 (12), 11-13.
- 3 LIOJ teachers continue to do one-shot lessons in second and third grades.
- 4 In a survey conducted at the end of the 1991-92 school year, 82% of all first-year students responded yes to the question, *Did you enjoy having a Japanese and non-Japanese teacher together in class?* 79% of all first-year students responded yes to the question, *Do you think next year's first-grade students should have team-teaching classes?*

Jim Kahny is Supervisor of the LIOJ International Understanding Program. Before joining LIOJ, Denise Olivieri was an AET on the JET Program. Don Maybin is the Director of LIOJ.

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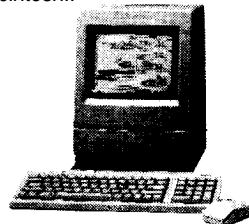
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1

COUNTRIES AND CITIES

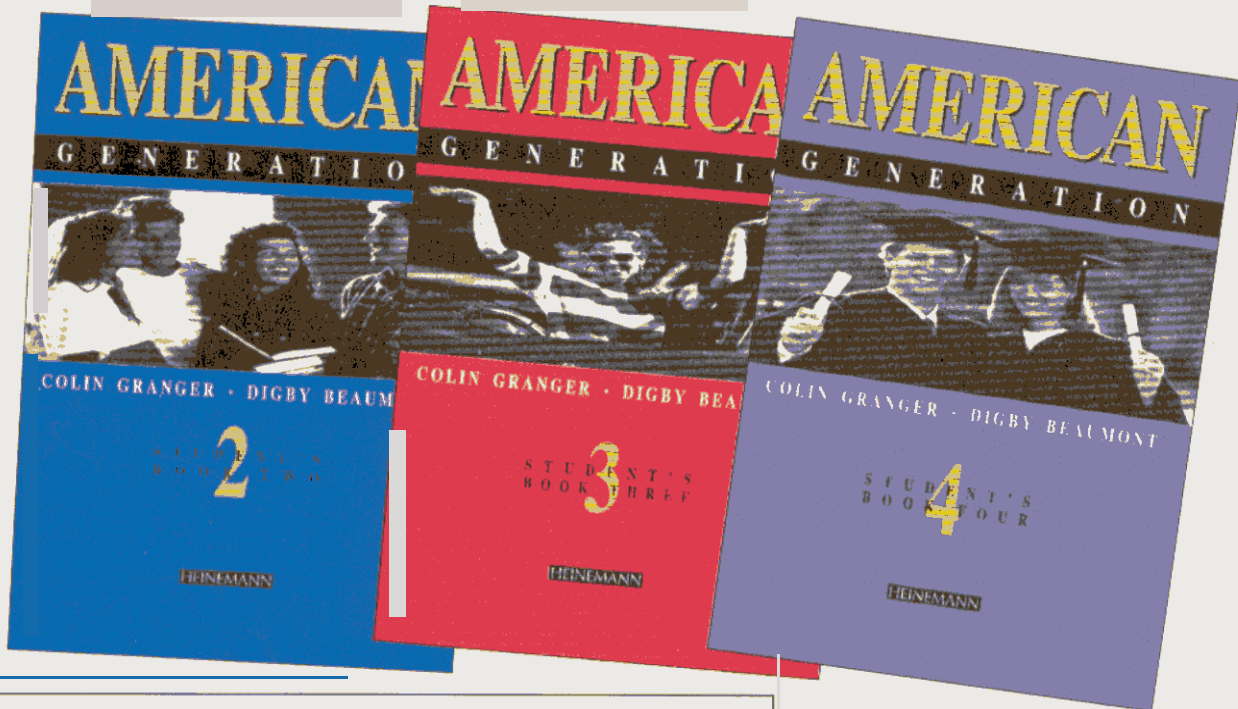
A Find the countries and cities.

- 1 Washington, D.C.
- 2 Brasilia
- 3 Kyoto
- 4 Guadalajara

Mexico
Brazil
the United States
England
Japan

B Ask and answer - Where's ?
For example
A: Where's Kyoto?
B: It's in Japan.

C Ask and answer - What's the capital of ?
For example
A: What's the capital of Mexico?
B: Mexico City



D Guess Which country is it?

- 1 Draw a country.
For example

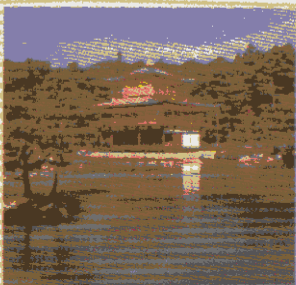
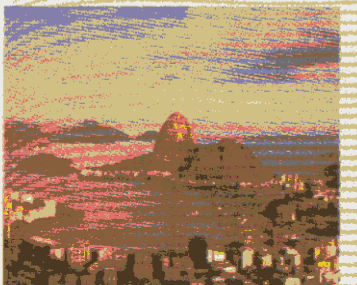
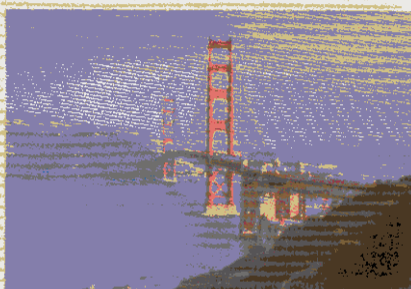
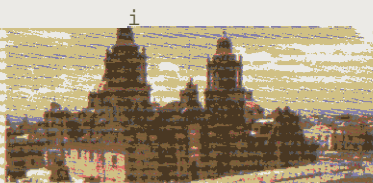


- 2 Ask and answer -
Is it _____ ?
A. Is it Japan?
A. Is it the United States?
B. No.
A. Is it Brazil?

E Part square

Write the answers

- 1 Where is the National Cathedral?
It is in *Washington City*.
- 2 Where is Big Ben?
- 3 Where is the Golden Gate Bridge?
- 4 Where is Sugar Loaf Mountain?
- 5 Where is the Golden temple?



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Colin Gronger "Motivating with the Metaplan" 2.00pm Room 902

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David Peaty "Teaching Listening: A Systematic Approach" 4.00pm Room 142 1

David Paul "How to Use Finding Out Effectively" 10.00am Room 1 124
Bale and Jones "Get Your Students Hooked on Books!" 1 1.00am Room 1421
Colin Gronger "Observing Effective Language Learning" 2.00pm Room 1626
David Paul "Games and Songs Which Work with Japanese Children" 3.00pm Room 1630

Armstrong and Boyd "How to Pass the TOEFL and Learn English" 10.00am Room 1627
Colin Gronger "Motivating with American Generation" 1 0.00am Room 14 14
David Paul "Motivating Japanese Children to Read and Write" 1 .00pm Room 1626
Colin Gronger "Blackboard Drawing: A Most Useful Technique" 1 .00pm Room 14 14

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末田 清子

ブラディ・イングリッシュ・スクール

I. はじめに

英語でコミュニケーションをはかりたいと望み、数年間、英会話の練習を続けながらも、学習者に思ったような進歩が見られないのはなぜだろうか。これは英語教育に携わる教育者や企業の管理職、そして学習者たち自身から頻繁に投げかけられる問いである。この原因を日本の英語教育の在り方やカリキュラムの制約のみに帰属させるだけでは、問題の解決にはなり得ない。

本稿では、この問題解決に少しでも近づくため、英語を母語とする講師による英会話学習のための予備プログラムとして、ブラディ・イングリッシュ・スクールで行われているM.B. (メンタル・ブロック) クリニックの実践報告を行う。

II. プログラムの目的

プログラムの目的について論じる前に、ここで使われているメンタル・ブロックという語彙が、一般的な意味とは異なり「スムーズな外国語および第二言語習得を阻む、学習者自身が持つ様々な障害」という意味において使用されていることを述べておきたい。故に、M.B. クリニックの広義の目的は、「スムーズな外国語および第二言語習得を阻む、学習者自身が持つ様々な障害を取り除くこと」にある。

そしてプログラムは具体的な三つの目的に集約されている。

A. Self-Awareness (自己に対する気づき) の高揚

まず、一番めの目的は学習者がSelf-Awareness(自己に対する気づき)を高めることである。具体的には、下記の3項目が含まれる。

- (1) 目標や目的を明確に設定、及び確認すること
- (2) 語学学習を阻む内的要因を発見すること
- (3) 英語を母語とする人々(講師を含む)に対する態度や姿勢を客観的に認識すること

上記の(1)についてはブラウン(Brown, 1989, p.7)も指摘しているが、なぜその言語を学ぶか、その言語を使って何をしたいかを可能な限り明確にし、その目的や目標を見直すことから、語学学習は始まると言えよう。逆に言えば、明確な目標設定や目的意識なしには、語学学習はありえない。

そして、(1)と背中合わせの項目として、(2)がある。外国語を習得する際の恐怖感や不安感、そして学習を妨げている内面的な要因に気づき、それを緩和させることである(Brown, 1989, p.14)。

(3)は英語を母語とする人々と接する際と、学習者の母語の話者と接する際とで、どのように自分の態度や心理状態が違うかを、より客観的に把握することである。

B. コミュニケーション・ストラテジーの活用と学習ストラテジーの把握

二番めの目的として、コミュニケーション・ストラテジーの活用と学習ストラテジーの把握が挙げられる。具体的には下記の2項目が挙げられる。

- (1) 学習者が英語を母語とする講師に対し、遠慮せずにわからないところを質問し、繰り返してほしいところを要求できるようにする。
- (2) 学習者が自己にとってさらに効果的な学習方法を見出す。

英語圏の国々へ出向いた日本人留学生が直面する文化的な差として頻繁に取り上げられるのが、授業中の教師と学習者とのインターアクションである(例：西田, 1989)。授業の形態や教師によってその文化差は絶対的なものではないにせよ、一般的には英語圏での授業の方が日本での授業よりも、教師と学生の対話は活発である。状況は多少異なるが、日本で、学習者が、初めて英語圏の国から来た人を講師として学習する時、このような授業の運営のし方の違いに気づき、気がねなしに質問できたり、わからないときに意思表示ができることが、英語でスムーズにコミュニケーションをはかれるか否かを定める鍵となる。故に(1)に示されたように、質問したり、繰り返しを要求したり、教師の解答にあいづちをうつなどのコミュニケーション・ストラテジーの活用が必要である。

さらに、当校の受講生の授業を観察してもわかることであるが、会話のクラスであるのに、書くことに頼り、書いた答えをまるで読むように対応している学習者も少なくない。(2)に示されているように、これらの学習者が、視覚のみに頼る学習法だけでなく、聴覚を重視した学習法を合わせて使えば、さらに上達につながるであろう。そして、語学学習のためには包括的に理解することと細かく分析することの両方が大切であることを認識し、バランスのとれた学習スタイルを身につけることができるように指導することが大切である(Brown, 1989, 1991)。同時に、学習者自身は、自己にあった学習方法を見出すことにより、主体的な学習者となることができるのである(Oxford, 1989; Strain, 1991)。

C. 自己と他者とのコミュニケーション・スタイルの違いを知る

最後の目的は、自己と他者とのコミュニケーション・スタイルの違いを知ることである。具体的には、下記の2項目が挙げられる。

- (1) 自己の文化と英語圏の文化の対比から、効果的なコミュニケーション・スタイルを探る。
- (2) 物事を多面的に見ることの重要性を知る。

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先程述べたように、授業を観察して気づいたこととして、言語学的な知識や能力そのものはあるはずだが、発想法の違いのために通じさせることができなかつたり、アイ・コンタクトや講師との物理的な距離感や間の取り方など、非言語的コミュニケーションの面できちない受講生も多々いる。実際に英語でのビジネス交渉の場でも、沈黙、間、しぐさなど非言語的コミュニケーション上の文化的な違いが致命的な誤解を招くことが多い (Copeland & Griggs, 1985; 日本在外企業協会, 1990; スミキン・インターコム, 1990)。ところが、受講生はレベルの上下に関わらず、通じなかつた時、すべて“語学力が足りない”と決めつけ行き詰まってしまうことも多いようだ。

故に、上記の(1)及び(2)に示したように、学習者が言語的側面のみでなく非言語的側面の重要性を知り、他者、及び自分がどのようにコミュニケーションしているか、また、それはなぜかを知ることにより、スムーズなコミュニケーションがはかれる。

III. プログラムの構成及び内容

A. プログラム構成

当校では、レベルチェックにより、受講生のクラスのレベルを Pre-Elementary から Pro まで 6 段階に分けている。M.B. クリニックでは上下 3 段階ずつの 2 グループに分け、クラスを運営している。両グループとも 3 セッション (1 セッションが 1 時間半) あり、最初の 2 セッションは日本人のファシリテーターにより進められる。最後の 1 セッションは英語圏出身の講師により進められ、日本人のファシリテーターは受講生を観察し、チェックシートに記入する。原則として、この M.B. クリニックは正規の会話のクラスが始まる前に受講してもらう。

また、両グループとも基本的に上記の二つの目的を満たしているが、初級のグループの目的は self-awareness を高めることとコミュニケーション・ストラテジーを身につけることが中心になっている。三番目の目的はアイ・コンタクトの重要性を扱うことでカバーされるが、日本語と英語のコミュニケーション・スタイルの違いを対比させるところには至らない。なぜなら、英会話を始めたばかりの受講生にとっては何よりもまず、“考えるよりも口が開くか”が重要であると考えられるからである。

これに対し、上級のグループでは self-awareness を高めること、日本語でのコミュニケーションと英語でのコミュニケーションのスタイルの違いを知ることが目的の中心となっている。ストラテジーもクラス内でのコミュニケーション・ストラテジーよりは、学習ストラテジーを見直すことが重視されている。

クラスの人数は 4 人から 8 人を原則とし、プログラムはあくまで受講生が主体的に参加できるゲームやアクティビティにより運営されている。一方的な押しつけにしないためにも、講師は“ファシリテーター”に徹する。

B. プログラム内容

プログラムの内容は概ね以下の通りである。

レベル 1 (初級から中級)

(第一セッション)

〈項目〉

1. プログラム概要説明、及びファシリテーター自己紹介
2. 他己紹介 〈日本語〉
 - ーペアを組み、インタビューをする側とされる側になる。できるだけ相手に関する情報を集め、記憶または記録しておく。1 分経ったらパートを代え、両方済んだら自分の相手をクラスに紹介する。
 - ークラス内に打ち解けた雰囲気を作る。
3. イメージ・トレーニング(1) 〈日本語〉
 - ー目を閉じて、英語を使って自由にコミュニケーションをしている自分の姿を思い描く。誰と、いつ、どこでなど状況をできるだけ明確に描く。
 - ー目的、目標を明確に設定する。
4. アイ・コンタクトの練習 〈日本語〉
 - ーペアを組み、あるトピックについて (趣味、スポーツ、最近起こった楽しいできごとなど) 会話を進めながら、視線をそらす時、視線をそらされた時、視線を合わせた時、それぞれどのように印象が違うかを話し合う。
 - ー英語でのコミュニケーションをする際のアイ・コンタクトの持つ意味についても考える。
5. イメージ・トレーニング(2) 〈日本語〉
 - ー目を閉じて、英語を使って自由にコミュニケーションをしているが、困っている自分の姿を思い描く。誰と、いつ、どこでなど状況をできるだけ明確に描く。
 - ー自分の心中にある心配、恐怖感の根源や、語学習得を妨げている要因についてクラスメートと一緒に考える。
6. 自己評価 〈日本語〉
 - ー英語圏の人々と接する際の態度や姿勢を柔軟性、適応性、洞察力、自立性の 4 項目から自己評価してみる。(Kelly & Meyers, 1989)

(第二セッション)

1. イメージ・トレーニング(3) 〈日本語〉
 - ー目を閉じて、これから始まる英会話のクラスを想像する。講師にあてられたがよく理解できない時、どのような気持ちでいるか、どのような行動をとるかを描く。
 - ーネイティブ講師により英語を習得する際の、望ましい授業態度について考える。
2. ワン・ワード・コミュニケーション 〈英語〉
 - ーファシリテーターが投げたボールを受け、答える時ボールを離す。ボールを持つ時間をなるべく短くすることにより、即答の練習をする。
3. 単語の言い換えゲーム 〈英語〉
 - ーペアを組み、渡された単語リストの単語を、他の自分がわかる単語や表現で相手にわからせる。

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TELEPHONE NUMBER () _____

4. クラス内でのコミュニケーション・ストラテジー〈英語〉
 - －質問の仕方、あいづちの打ち方、繰り返しなど、クラス内で役に立つ表現を練習する。
 - －受講生になじみのある昔話を使って、上記の表現を練習する。

(第三セッション)〈全体として英語〉

1. 第一セッションの1、2に同じ
2. 第二セッションの4の表現を疑似的な状況で練習する。
 - －間違った料理のレシピを使って質問、訂正、聞き返しなどを練習する。
 - －講師の指示通り、絵を描く。指示がわからない時、質問したり、聞き返したりできるようにする。

レベル2 (中級から上級)

(第一セッション)

1. レベル1の第一セッションの項目1、2、4、6、及び第二セッションの1に同じ
2. 学習スタイルを見直す〈日本語〉
 - －聴覚型か視覚型か、包括的に理解するほうか細かく分析するほうかなど自分の学習スタイルを見直す。

(第二セッション)

1. 日本語と英語のコミュニケーション・パターンの違いについて考える〈日本語〉
 - －日頃どのようにコミュニケーションをしているか、またなぜかなどについて話し合う。
2. パースの事例(ホワイティング,1990) 考察〈日本語〉
 - －コミュニケーションが食い違ってしまった例から、物の考え方、見方、解釈のし方、評価のし方の文化的な違いを知る。
3. クラス内外でのコミュニケーション・ストラテジー〈英語〉
 - －聞き返し方、確認のし方、フィードバックの与え方、及び受け方を学び、会話の展開に役立てる。
4. 日本語の表現を英語で置き換える〈英語〉
 - －発想法の違いについて考える。

(第三セッション)〈全体として英語〉

1. レベル2の第三セッションの1、2の内容
2. Cultural questions
 - －風俗や習慣についてのディスカッションをすることにより、自己への、そして他者への気づきを高める。
 - －日本と英語圏の文化の違いについて考える。
3. "Answer Plus"
 - －答える時、単に"Yes"か"No"だけでなく、情報を付け加えることにより、会話を進展させる。
4. Taboo Questions
 - －日本で、英語圏の文化で、それぞれよく会話のトピックとなるもの、トピックとして避けられるものについて考える。

IV. まとめ

以上、当校で実施している英会話学習のための予備的なプログラムである M.B. クリニックについて報告してきた。これまで受講した受講生たちからは「もっと積極的に受講できるようになった」、「自信が出てきた」、「ものの見方が変わった」といったポジティブな評価を受けている。しかし、今後の課題として、以下の三点が挙げられる。

まず、実際にこのプログラムが受講生の英会話上達にとってどのような効果を上げたかをさらに分析する必要がある。

二番めに、レベル1と2の最後のセッションで日本人のファシリテーターがつけた受講生一人一人に関する評価は、受講生に後のカウンセリングの中で提示され、そこから具体的なアドバイスが与えられる。しかし、受講中やその直後と、何ヶ月か経ってからでは意識に差が出てくるはずであり、定期的なフォローアップが必要である。

最後に、ここで意味するメンタル・ブロックという言葉は「スムーズな外国語および第二言語習得を阻む、学習者自身が持つ様々な障害」という広い意味において使われている。そのため、プログラム目的もかなり多くをカバーすることとなったが、受講者が消化不良を起こさないために、ニーズごとに選択できるプログラム構成が必要となるだろう。今後もプログラムの内容について検討していきたい。

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* この報告を書くにあたってご協力をいただいた Elizabeth Vaughan 氏、及び Plady English School のスタッフの方々に感謝の意を表したい。



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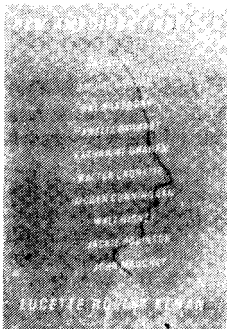
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A Preparatory Program for English Conversation Classes: Integration of Awareness, Strategies and Intercultural Training

by Kiyoko Sueda
Plady English School

This article is a status report on a preparatory program for English conversation classes at Plady English School. The program is designed to help students maximize what they learn in their actual conversation classes. Specifically the objectives of the program are threefold :

1. to provide the students with an opportunity to increase self-awareness, clarify their purpose of studying English conversation, and identify the psychological factors hindering their progress;
2. to enable students to acquire communication strategies and identify suitable learning strategies;
3. to help students become better communicators by identifying differences in communication styles between the Japanese and people from English speaking countries.

The program consists of various games, activities, and simulations, so that students can participate actively. The program is divided into two levels; each level has three sessions. The first two sessions are conducted by Japanese facilitators. The third is conducted by native speaking instructors, while Japanese facilitators observe each student's performance. Although the program needs further refining, a program of this kind should help students to become better learners and communicators.

Thank you...

...to the following publishers, who have generously donated teacher's resource and reference titles as prizes for respondents to The language Teacher Reader's Survey (in this issue): Harper Collins, Cambridge University Press, Oxford University Press, Prentice Hall Regents of Japan, Heinle and Heinle, Thomas Nelson, Heinemann International, and Longman ELT.

Seventeen titles are being offered as prizes:

Thesaurus of American Slang, R. Chapman (Ed.) (Harper Collins)

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Developing Communicative Competence in a Second Language, R. Scarcella, E.

Andersen, and S. Krashen (Eds.) (Heinle and Heinle/Newbury House)

Language Learning Strategies, by R. Oxford (Heinle and Heinle)

Take Your Pick, by L. Woolcot (Thomas Nelson)

Play Games With English 1 & 2, by C. Granger (Heinemann International)

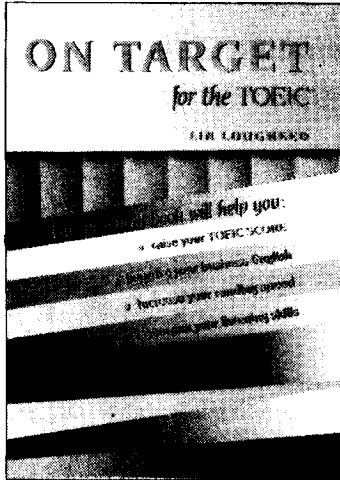
Heinemann English Grammar, by C. Granger and D. Beaumont (Heinemann International)

Heinemann English Word Builder, by G. Wellman (Heinemann International)

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Motions to amend JALT's Constitution & Bylaws as they affect N-SIGs (National Special Interest Groups)

Proposed by Setsuko Toyama, David McMurray, Kazunori Nozawa, Steve McCarty, Beniko Mason

a.1 MOVED: to insert in the Constitution, Section V.2, between the words *past president* and *and*, the words *one representative from each N-SIG*; thus:

Current Wording

The Executive Committee shall consist of the officers, the immediate past president, and one representative from each chapter.

Proposed Wording

The Executive Committee shall consist of the officers, the immediate past president, one representative from each N-SIG, and one representative from each chapter.

a.2. MOVED: to rescind Section VI.5 of the Bylaws:

Current Wording

Each N-SIG is entitled to representation by voice only on the Executive Committee.

b. MOVED: to insert in the Constitution, Section V.2, after the word *chapters*, the words *or N-SIGs*; thus:

Current Wording

Officers or chapters may exercise voting rights by proxy.

Proposed Wording

Officers or chapters or N-SIGs may exercise their voting rights by proxy.

c. MOVED: to insert in the Constitution, Section V.3, between the words *a local chapter* and *at the meetings*, the words *or an N-SIG*; thus:

Current Wording

Officers or chairs of committees may not simultaneously represent by vote a local chapter at the meetings.

Proposed Wording

Officers or chairs of committees may not simultaneously represent by vote a local chapter or an N-SIG at the meetings.

d. MOVED: to insert in the Bylaws, Section 1.3, between the words *JALT* and *and*, the words *the N-SIGs*; thus:

Current Wording

Dues: Annual dues for 2.i above and the division of those dues between JALT and the chapters, shall be proposed by the Executive Committee and approved at the Annual Meeting by a four-fifths majority vote of the Executive Committee.

Proposed Wording

Dues: Annual dues for 2.i above and the division of those dues between JALT, the N-SIGs, and the chapters, shall be proposed by the Executive Committee and approved at the Annual Meeting by a four-fifths majority vote of the Executive Committee.

e. MOVED: to insert in the Bylaws, Section 11.4, between the words *the chapter* and *informed*, the words *and the N-SIGs*; thus:

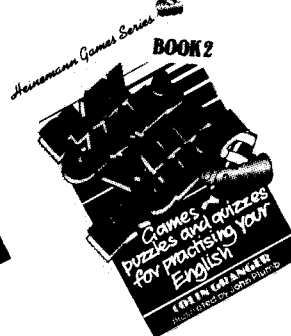
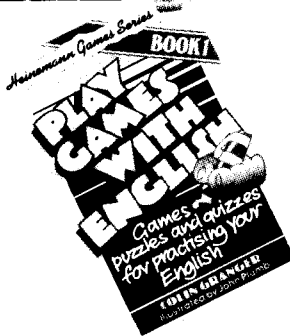
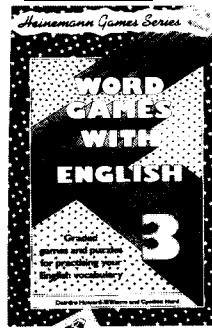
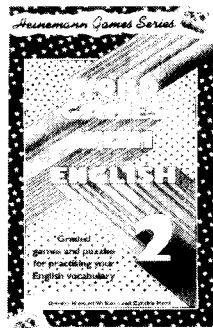
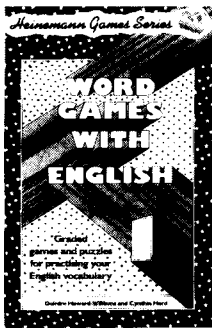
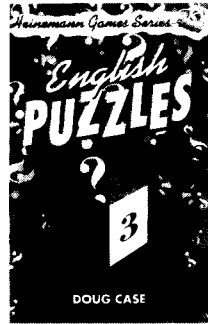
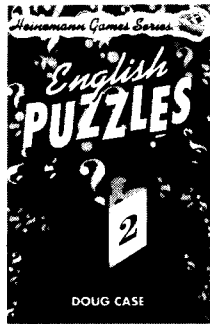
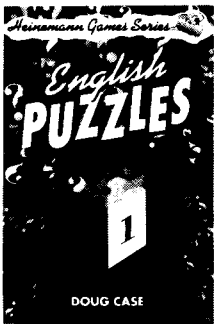
Current Wording

Recording Secretary: The Recording Secretary shall be responsible for recording the minutes of the Executive Committee and JALT meetings and for keeping the chapters informed of the activities of the organization.

Proposed Wording

Recording Secretary: The Recording Secretary shall be responsible for recording the minutes of the Executive Committee and JALT meetings and for keeping the chapters and the N-SIGs informed of the activities of the organization.

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f. MOVED: to insert in the Bylaws, Section 11.5, between the words *chapter* and *as well as*, the words *and N-SIGs* ; thus:

Current Wording

Program Chair: The Program Chair shall be responsible for planning special programs and workshops which will be made available to the various chapters, as well as supervising the arrangements for the annual conference.

Proposed Wording

Program Chair: The Program Chair shall be responsible for planning special programs and workshops which will be made available to the various chapters and N-SIGs, as well as supervising the arrangements for the annual conference.

g. MOVED: to insert in the Bylaws, Section 11.6, between the words *new chapters* and *arranging*, the words *and new N-SIGs*, and between the words *assisting chapters* and *in membership drives*, the-words *and N-SIGs* ; thus:

Current Wording

Membership Chair: The Membership Chair shall be actively involved in forming *new* chapters, arranging special publicity and assisting chapters in memberships drives.

Proposed Wording

Membership Chair: The Membership Chair shall be actively involved in forming new chapters and new N-SIGs, arranging special publicity and assisting chapters and N-SIGs in memberships drives.

h. MOVED: to insert in the Bylaws, Section IV.3, between the words *chapter* and *leadership*, the words *and N-SIG*; thus:

Current Wording

A Nominations and Elections Committee shall be selected each year at the Annual Meeting from among the current chapter leadership.

Proposed Wording

A Nominations and Elections Committee shall be selected each year at the Annual Meeting from among the current chapter and N-SIG leadership.

i. MOVED: to delete from Section VI.4 of the Bylaws the sentence beginning with *Any...* and ending *...year.* underlined below:

Current Wording

Each JALT N-SIG shall be entitled to a lump sum grant annually, which shall be determined by the Executive Committee and require a four-fifths vote for approval or modification. Any unused portion of the lump sum grant shall revert to JALT National at the end of the calendar year.

Proposed Wording

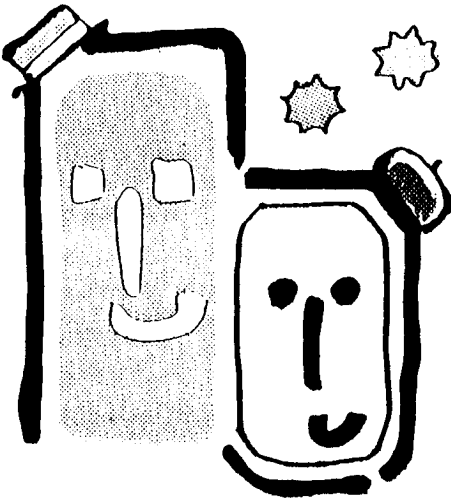
Each JALT N-SIG shall be entitled to a lump sum grant annually, which shall be determined by the Executive Committee and require a four-fifths vote for approval or modification.

Rationale

The original amendments to JALT's Constitution and Bylaws recognizing N-SIGs were decided before the N-SIGs had proven themselves and without due consultation. In areas such as publication, programming, services to members, and so on, the N-SIGs have since proven themselves and wish to be consulted. While most N-SIG members are in theory represented by their chapters, and while they have a "voice" at Executive Committee Meetings, many members are equally if not more active through their N-SIGs and a *voice* right only is neither guaranteed nor effective, lacking funding and concrete voting power to back it up with. Yet the N-SIGs are a vital part of JALT's future and have every right to receive responsibility commensurate with their potential. Average membership for each N-SIG exceeded 100 in 1991 and will do so again in 1992. Incorporating them into JALT's decision making body will fairly reflect duty as a membership organization. The gain to JALT in terms of the active participation of a major section of its membership justifies the investment.

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Related Information

N-SIG Coordinators are not entitled to Executive Committee travel grants and thus have no guarantee to representation by voice.

N-SIG Liaison, an appointed National Officer under the auspices of the Membership Chair, is responsible for consultation between the N-SIGs and the Executive Committee but has no voting rights.

August 1992 total membership for the 4 N-SIGs was already 392 and N-SIG membership levels surge during conference time.

One vote at Executive Committee represents about 111 members, calculated by dividing JALT's membership by the number of chapters.

Two annual ExCom attendances for an N-SIG coordinator cost ¥85,000, based on JALT's estimate of Chapter Travel Costs for 1991.

For 1991, the N-SIGs received only an average of ¥17,500 from JALT.

There are currently four N-SIG coordinators (Bilingualism, Global Issues in Language Education, Japanese as a Second Language, and Video).

Coordinators are elected annually at N-SIG Business Meetings.

Conference Updates

There are always several last minute announcements before things get started. Here is some important information that will make the upcoming JALT 92 Conference easier for all.

Child Care: Room 1111 at the conference site is reserved for those parents who bring along a child (children) and need a place where the child can play. Parents are responsible for their children at all times. JALT cannot provide a baby-sitting service.

Telephone number: The telephone number for JALT at the conference is 030-526-1389. This is a special type phone and that is why the number looks different. This number is good from Friday, November 20th at 4:00 pm until Monday, November 23rd at 3:00 pm. **DONOT** try to contact JALT by using the number for Tokyo International University listed in the phone book.

JALT Central Office will be closed from Thursday, November 19th through Wednesday, November 25th. Nobody will be there to check the answering machine or the fax machine until

Transportation to Tokyo International University, Site of JALT '92

From Ikebukuro: Take Tobu-Tojo Line Express (kyuko) trains bound for "Ogawamachi" or "Shinrin-koen" from track No. 3. Get off at Kasumigaseki (6th stop). Takes 37 minutes, 4 trains per hour. ¥400 one way.

From Shinjuku: Take JR Yamanote Line "Sotomawari" trains (4th stop) or JR Saikyo Line (1st stop) to Ikebukuro. Then, take Tobu-Tojo Line above. (Approx. 50 minutes total).

From Omiya: Take JR Kawagoe (Saikyo) Line northbound ("Kudari") trains to Kawagoe (5th stop) where you transfer to Tobu-Tojo Line. Take trains bound for "Ogawamachi" or "Shinrin-koen." Get off at Kasumigaseki (2nd stop). (Approx. 35 minutes total).

You will be getting off at Kasumigaseki on Tobu-Tojo Line. Don't mix this up with another Kasumigaseki Station in downtown Tokyo.

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＜池袋から＞東武東上線3番線より急行小川町行、または森林公園行で6つめの霞が関駅下車。(15分毎に運営、所要時間約37分)片道400円。

＜新宿から＞JR 山手線外回りで4つめの池袋で東武東上線に乗り換え。(新宿・池袋間の所要時間は乗り換えを含め、約13分)

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- うさぎとカブ
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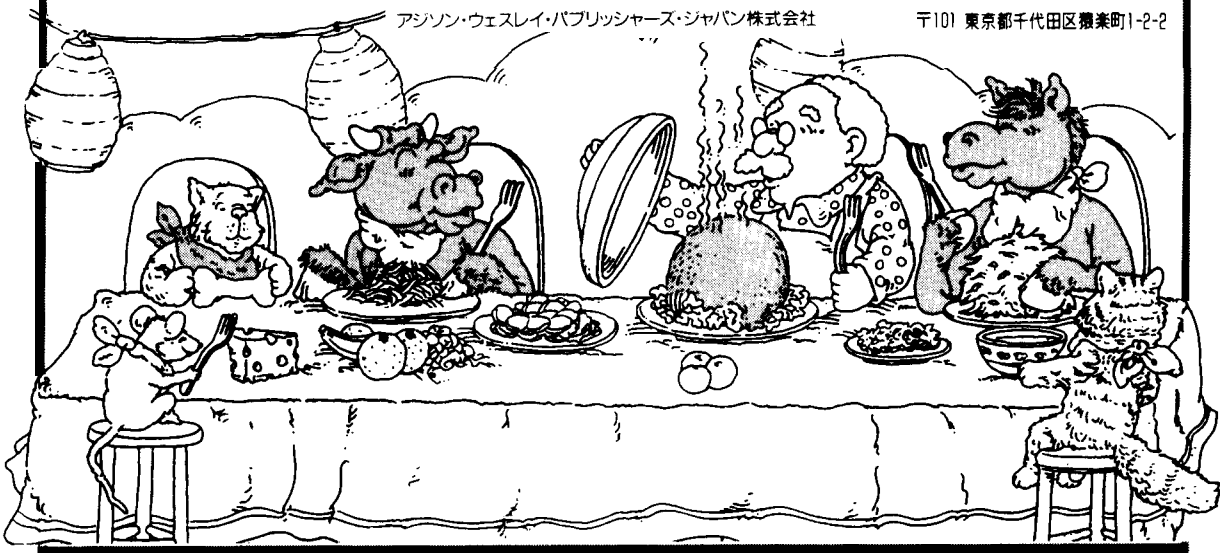
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November 26th. We regret the inconvenience.

Registration will begin at 9:30 on the 21st. Distribution of Conference Handbooks and Conference Bags will begin then. Those who attend a Pre-Conference Workshop on the 20th may pick up their handbooks at the site of the Pre-conference Workshops. Only those registered for a Pre-conference Workshop will receive them as only a limited number will be taken there

Conference Daily: We intend to have the Conference Daily again this year. If you have a general announcement, please send it to Larry Cisar, 427-3 Shimomakuri, Koshigaya-shi, Saitama 343 by November 14th. The earlier the better. For things that come up during the conference, please deliver the item to the Central Operations Room (Room 1331) before 5 pm to be in the next day's *Conference Daily*. The *Conference Daily* will come out on November 21, 22, 23. All material must be in English.

JALT92最新インフォメーション

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電話番号：大会会場でのJALTの電話番号は、030 526 1389です。11月20日(金)午後4時より23日(月)午後3時まで使えます。電話帳に記載されている東京国際大学の番号では、JALTに連絡しないでください。

JALT事務局：JALT事務局は、11月19日(木)から26日(木)まで閉まります。留守番電話にメッセージを残されても、ファックスを送られても、事務所には誰もおりません。ご不自由をおかけし、申し訳ありません。

参加登録と大会用ハンドブックの受け取り：11月21日午前9時30分より受けつけます。なお、大会前ワークショップに参加される方は、20日(金)に、ハンドブックを、会場の大宮ソニックシティーで受け取れます。これは、大会前ワークショップ参加者のみとさせていただきます。

大会中の最新インフォメーション：大会期間中の毎日、最新インフォメーションを発行します。インフォメーションを出されたい方は、11月14日までに、〒343 埼玉県越谷市下間久里427-3 Larry Cisar まで、英語で送ってください。大会中の翌日用インフォメーションは、大会事務局1331号室へ、午後5時までにご持参ください。

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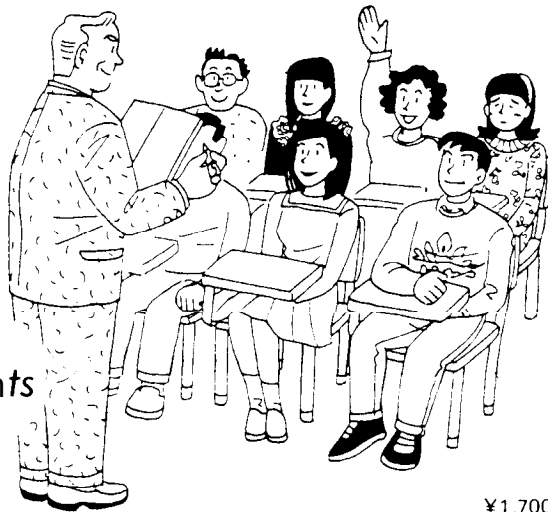
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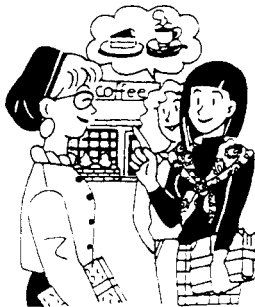


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We realize this is asking you to take time from an already demanding schedule, so in appreciation for your feedback, we are holding a special lottery for teaching materials donated by various publishers. The coupon below will be cut off as your entry in the lottery and be filed separately to maintain complete anonymity. Twenty prizes, listed below, will be mailed to the first twenty coupon entries that are selected.

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A Role for the AET in Secondary School English Classes

by Bruce Evans

Due to the JET Program and similar municipal and individual school programs, nearly every junior and senior high school in Japan has a native English speaker visiting English classes at least on a limited basis. The failures and weaknesses of the JET Program have received a great deal of attention in the press, much of which are well deserved, as there are numerous problems with such top-down programs. But the fact remains that these are in existence and are growing, and of more importance, the presence of native English speakers in classrooms has great potential. The issue is how these native English speaking teachers (AETs-Assistant English Teachers) can be most effectively utilized to realize this potential.

A starting point for addressing the role of the AET is to first examine the goals and objectives for English language education in Japanese secondary schools, and then consider the special knowledge and skills that AETs bring to the classroom and see where there is a match. The Ministry of Education, in conjunction with the Ministry of Foreign Affairs and the Home Ministry, has established two main goals for the JET Program. Broadly stated, these are to improve English education and to promote internationalization in Japan. In these programs, the emphasis has been on the teaching of English with the native English speakers assisting regular classroom teachers in the task of English instruction, while the nebulous goal of internationalization has been assumed to be an outgrowth of the exposure of students to foreigners in the classroom.

AETs are intelligent and creative people, but their backgrounds, knowledge and skills often do not match up with what they are asked to do in their roles as AETs. English teaching in secondary schools follows a grammatical syllabus and using AETs to assist in the formal teaching of English may not be an effective use of their knowledge and skills. One reason is that while AETs are native speakers of English, they often do not have explicit knowledge of many features of English grammar.

Another reason is that generally the native speaker employed in these schemes have had little or no training in education in general and language teaching in specific. While it may be argued that most AETs have studied a second language and are most likely studying Japanese while they are working in Japanese schools and thus are seemingly familiar with what is involved in language teaching, they generally lack specific knowledge and understanding of the processes that are involved in learning a language. That is not to say that what they do in the classroom is wrong. AETs generally do things that benefit students' learning, but they tend not to know why these benefit students and consequently often do not know how to expand upon their successes and further develop students' knowledge and skills.

In addition to the various mismatches of AETs' talents with what they are asked to do, there are constraints imposed upon them by the system in which most work. In the JET Program and other similar schemes, AETs are supposed to be team teaching with regular classroom teachers. Theoretically, the AET and JTE are supposed to plan together before the lesson, team teach the lesson, then evaluate the lesson together afterward. But in reality, only the team teaching is usually done. The lack of planning and evaluation is typically due to time constraints rather than a lack of interest. Teachers in Japanese secondary schools have an extraordinary number of administrative duties in addition to their teaching responsibilities. The lack of planning time in general makes it difficult for team teaching and team evaluation to take place. Consequently, AETs often don't know beforehand what will be taught or what is expected of them. The results are often poorly taught lessons to uninterested and confused students.

What AETs do bring to the classroom is their native ability to use English to communicate and knowledge about their own countries. In this area, AETs are particularly well matched with the Ministry of Education objectives for foreign language instruction, which call for students to come to "understand the daily life and way of thinking of foreign people." The AETs are valuable resources for achieving these objectives. They can bring to life what books and other media can only bring to the students' attention. Therefore, AETs may be more effectively utilized by teaching about themselves.

As the situation now stands, AETs do self introductions with each new group of students, and many AETs can't wait to get through their round of "self-intros" so they get on to "real lessons." There are numerous Japanese teachers of English (JTEs) who feel as well that as little time as possible should be spent on self-intros and other activities outside the textbook. What I advocate here is not an endless string of self introductions, but rather a systematic, in-depth series of lessons that focus on topics that are interesting to students and about which the AET too is interested and knowledgeable, which integrate all language skill areas; in essence, a content-based approach with the AET and topics associated with the AET as course content.

Students are genuinely interested in people from other countries, especially experiences of students their own age. Lessons in English about AETs and their countries and cultures can meet these interests, motivate students, and develop interest in English. Students who are interested in the subject matter and who are motivated arguably learn more effectively. Students can relate to topics about growing up, school life, the world around them, members of the opposite sex, and other topics that AETs have experienced. As English is used to transmit information, the language used is contextualized, and as students are interested in the material, they will try harder to understand. This need or desire to understand will further focus students on the language itself as well as the informational content of the messages. In the

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process, students will be exposed to vocabulary and grammatical structures they have seen before, reinforcing their present knowledge, and they will meet new words and structures. As the input is made understandable through verbal, visual, and other contextual cues, these new words and structures gradually become added to students' knowledge of the target language.

Some teachers may be concerned that this approach seems to be a series of lectures and students won't have opportunities to practice speaking. A content-based approach doesn't have to be lecture based; on the contrary, a classroom in which students are learning about the AET can be highly interactive, if students are given the freedom and power to decide what is important to them. Of course students will need to develop the linguistic skills and communicative strategies necessary for gaining information by using English, and parts of each class period may have to be devoted to the development of these skills.

To facilitate interaction, in which students are asking the AET for information, students may need to be given a task to accomplish. One such might be writing a newspaper article. Students are given the role of newspaper reporters and they must interview the AET for a feature article in their newspaper. A press conference is held and students interview the AET. Students then work on writing their articles. As they may be unfamiliar

with writing in such a genre, complete lessons or mini lessons devoted to writing will most likely be required. During the writing process, students will probably need additional information and should be encouraged to ask the AET more questions. An additional twist may be to have students send notes to the AET with their requests for additional information in writing. The AET can respond to these orally or in writing. So in such a lesson students will use all four macro skills in a contextualized manner; they will increase their vocabulary and grammatical knowledge; they will learn about the AET, adding to their cross cultural knowledge, and hopefully increase their interest in English.

In conclusion, using AETs to teach English is not the most effective use of these valuable human resources, considering the mismatch of their knowledge and skills with the features of formal language instruction in Japan and the constraints that prevent fully developed team teaching from occurring. AETs can be more effectively employed in teaching students about themselves, their countries, and their cultures through English. This will be most effectively done through a content-based approach where the content consists of a focus on the AET. In the long run, AETs and the JTEs they work with can greatly enhance their students' English language knowledge and skills and communicative skills by not teaching English, but rather by focusing on the AET.

The Interviewee: Being There from your Job Information Center

There are two opposing opinions about how foreigners can succeed with Japanese interviewers: In one view, you (the interviewee) should be modest to the point of self-deprecation, if not self-immolation; in the other view, you should just be your glad-handing, self-touting, open-hearted Western Self, as you're never going to pass for Japanese, anyway.

The truth, as usual, probably falls in the complex middle: You'll have to be yourself or you'll come across as dishonest, but you also have to make allowances for the needs and expectations and cultural norms of your prospective Japanese employers, who don't mind a friendly, outgoing foreigner (after all, they know the low level and passivity of typical Japanese language students), but don't like a loud-mouthed, who brashly toots the horn of Self.

Specifically: Don't interrupt-Japanese listen politely until a speaker is completely finished. Conversely, don't talk too long yourself, since their polite listening does not indicate fascination with your long-winded self-appraisal. So keep it brief, and if they want more, they'll feed you more questions.

A business suit is usually not necessary (use your own judgement), but neat, clean, conservative clothing is, along with careful grooming: combed hair,

trimmed beard, pared fingernails-the typical Japanese employer is definitely not a fan of the outrageous.

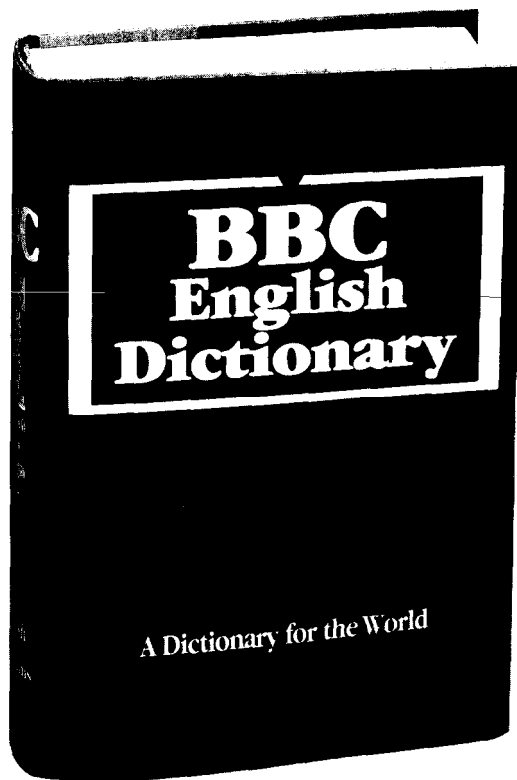
Be prepared to talk about language teaching: what you've done and how you do it, but again, be concise. And if asked about your other interests, keep it to an absolute bare minimum.

Much has been written about the Japanese tendency to avoid eye contact as confrontational-follow the middle way, neither avoiding eye contact nor insisting on it with your body language. Also, although Japanese usually don't talk with their hands, they accept it easily in Westerners, so don't worry about it.

Finally, follow their lead: let your interviewers run the interview-if there are periods of silence, sit comfortably with them, and don't give in to that Western impulse to fill all silences with the sound of your voice...moments of conversational silence are common in this culture.

Keep it all simple, clear, concise, friendly-in the last analysis, you have no choice other than to be yourself. If you can relax, understanding that your life neither begins nor ends with this interview, you can show your best self.

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This month, two readers share ideas for motivating students to speak more English, both in and outside the classroom.

The Participation Paper

by **Mary Catlett**

Students and teachers alike approach new situations with expectations based on past experiences in similar situations. Japanese students enter university and other advanced English conversation classes from a background of junior and senior high school English classes, where they have had to listen and learn, rather than consider and talk. They are coming from a psychological approach to life that promotes unobtrusiveness and consensus. They may be bringing with them a cultural bias that says that English is difficult to learn. Their expectations regarding any class concerned with the speaking of the English language generally are that it will be boring at best, probably incomprehensible, most likely very difficult, and at worst, embarrassing. In order to avoid any or all of these unpleasant experiences they fall back on familiar social and cultural patterns and strategies that allow them to remain safely passive, unobtrusive, and silent.

The Problem

We may find ourselves, as teachers, expending large amounts of energy trying to enable, encourage, and embolden students to freely participate in English conversation, only to have the students themselves respond minimally and with great resistance. Our students seem to possess an undying motivation to learn English, while the motivation to speak it is practically non-existent. Furthermore, this one-way energy flow seemingly leads to "burn-out" on the part of teachers, without a positive effect on the students' willingness to talk.

One Solution

I have developed a solution that seems to be effective in creating the motivation to speak in my students from the less expressive and more resistant classes. This is a self-monitoring, self-evaluating point system recorded on a form which I call the "Participation Paper". I capitalize the words "Participation Paper" to emphasize to the students the importance of this form. Seventy-five per cent of their final grade will be based on the effort and speaking performance herein recorded, I tell them. I make it clear that the accumulation of such credits is the basic criterion for their final grade in the conversation class. The more points they accumulate, the higher their grade will be.

The idea is simply that students keep track, moment by moment, of how much English they are speaking. Every sentence they say earns them a speaking point. If students speak (1) to the teacher (before, during, or after class), (2) to each other (formally, in groups, or simply in casual conversation), (3) to the class (answering a general question or giving a presentation), they mark credits in a

column under that day's date. In order to qualify for a credit, however, an utterance must consist of more than three words. Speaking credits are registered in the "Speaking" column.

As a further incentive, whenever a student raises a hand in class to volunteer to speak, he or she can record a credit in the "Volunteering" column. Students can record a credit whether they are actually called on to speak or not. A third category is used for recording preparation of home and classroom assignments. For example, if a student practices a role play to be performed the next day a class, she may give herself a point.

This recording of points places a focus on the positive action of speaking or volunteering to speak English. Speaking has an immediate payoff. Points are tallied at the end of each day. Students can, by a glance, evaluate their own performance for the day or the entire term.

The Results

The Participation Paper seems to be changing both attitudes and behavior in my classes. In classes that were previously silent and passive, students are searching their memories and using all those words and phrases which they have drilled and memorized over the years. They are paying attention to what others say, and to what corrections are being given. They are taking time to explain themselves, to ask questions of the teacher, to ask questions of each other in small group and pair activities. (Students keep count for each other when one is the primary speaker.) There is no limited set time for speaking English.

Students seem to gain confidence that they can use English to "get the job done". They actually experience putting words together to communicate in classroom real life, as well as in traditional classroom speaking exercises. Each time they do, they reward themselves for the effort. I do not know what the longterm effects of this practice will be on students' ability and willingness to speak English, but right now their enthusiasm, energy and speaking quotient are UP. I believe that this device provides the students with a vehicle to release from their mouths some of the knowledge they have been accumulating in their brains for years.

Mary Catlett teaches part-time at Kyoto Seika University, and at other universities in the Kansai area.

A Reminder

When submitting chapter reports, please follow the guidelines in the January, 1992, *The Language Teacher*.

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Thanks!

-The Editors

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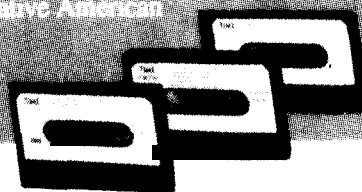
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Telephoning Homework

by Tim Murphey

It's easy. On one of the first days of class, I pass around a list of all the students' names and ask them to write their phone numbers beside their names. I then copy the list and give each person one copy with the instructions to call someone if they ever miss a class and need to know what we did and what to prepare for the next class.

I also assign homework right away to call the person whose name is below theirs on the list (the last person calls the first) and to ask, "How do you like class so far?" plus three more questions which they prepare beforehand, and then to write about their telephone conversations in their journals. I tell them that they must speak English on the phone.

Everyone will call someone and be called by someone, and talk about more or less the same things. They will also write about it in their "action logs," or journals. This recycles language and information so that learning may have a chance to reach the depth it needs for retention. In class a few days later, I may have them read each other's journal entry about the telephoning or tell a partner about their phone calls. Thus the information is recycled once or twice again.

I usually do this about ten times during the first semester ("Call the second person below you.. third person ." etc.) Each time, I have them ask a question or two that I want some feedback on ("Do you like the textbook?" "Are you going abroad?") as well as a few that they have to make up. I can then read the feedback in their logs. I have also had them ask questions that target information we have already treated in class through pairwork, thus stimulating further use of English that they need. For example, whatever we might do through pairwork in class, I might ask them to do in a reduced form on the phone with a new partner.

How do students evaluate telephoning in English? Below are excerpts from their action logs (unedited):

"Mr. Murphey gave us all telephone lists in which told us all classmates' names and telephone numbers. We had homework of calling the below person in English. We have to call the person and to ask four questions. How do you like Mr. Murphey's class and three others. My partner said: "

(A few days later:) "We talked about the content of telephone (in class today). We enjoyed it and my partner and I talked about each question and answered them too. And I was happy because my partner wrote down her comments. I think it is interesting to read other's comments, so I enjoyed."



"Last night about 10 p.m. I got a phone call from H. He apologized to me for having been late to call me since he went out with the member of his club and couldn't call me at the appointed time. At first I thought it was hard to make myself understood but when he could make out what I wanted to say, I felt very delighted and satisfied. We talked more than fifteen minutes in English. I hope I have more opportunities as this."

"Every time I call a classmate, I feel satisfied that I can make myself understood for a minute by only English."

Further Advantages

By telephoning one another my students can interact with English outside the class, and actually use the language in an enjoyable way. Telephoning has secondary advantages as well:

- It helps to form the group and gets them working together at the beginning of the year or of a semester.
- It helps shy, isolated students find friends.
- It proves to students that they really can use English to communicate with others.
- It shows them that they can be comfortable speaking with other Japanese because they share similar background knowledge and are likely to be at about the same level.
- It helps them get over their hesitation about using English outside of class and on the telephone.

For smooth running

If you don't ask students to write about their telephoning and hand it in, they may not dare to do it, because it is uncomfortable for them at first: it's a risk that needs a gentle push. And it's also nice for you to find out how they did so that you can make adjustments.

Some report speaking Japanese some of the time, but also speaking a lot of English. I find nothing wrong with this.

Since they can't be reached, students without a phone can participate by calling two people up (from a pay phone or elsewhere), the student above and below them on the list. It may be helpful for students to make an appointment. At the end of class, they can ask the person what would be a good time to call.

I want to find more such ways for my students to interact with English outside of class, enjoyable ways that also entail actual use of language; ways in which they can recycle the language they are using and have fun at the same time.

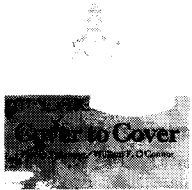
Tim Murphey teaches in the Faculty of Foreign Languages at Nanzan University, Nagoya.

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.
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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).

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

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

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- ◆ **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*

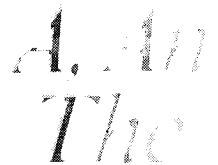
A Systematic Approach to Learning English Articles

Alan S. Brender, Temple University, Japan

Alan S. Brender

THREE
LITTLE
WORDS
A, An, The

A Systematic Approach
to Learning English Articles



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,
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Team Teaching in English Classrooms: An Intercultural Approach. Takashi Shimaoka and Kyoko Yashiro. Tokyo: Kairyudo, 1990. Pp. 135. ¥1,500.

For AETs and JTEs wondering how to prepare for team teaching, this book could be a useful point of departure. It does not deal with teaching methodology, but with the cultural situations and teaching relations native English speaking teachers are likely to encounter in Japan. The authors intend it to provide insight into the roles new AETs can expect to find themselves in upon arrival in Japan. Selective parts could usefully be read in advance, while other parts will be of more use during the first year or to AETs planning to renew their contract and wanting to explain their experiences to new arrivals. Better still, JTEs and their team teaching partners would benefit from reading it together to enrich understanding both of the book and of each other.

The opening chapter, describing the development of English teaching from the Meiji Restoration to the present day, would probably be of interest to someone preparing to be an AET, especially as it explains the reasons for the emphasis on the grammar-translation approach and the role of NETs (native English teachers) before the start of the JET Programme. The end of the chapter would be less enlightening for inexperienced teachers as it describes the communicative approach with reference to vocabulary drawn from the study of applied linguistics. This discussion may mean very little to those unfamiliar with TEFL theory and terminology.

The same is true of Chapter 4, which describes the pronunciation problems of Japanese speakers of English and assumes familiarity with phonetic symbols. It might be more helpful if the list of phonetic symbols at the end of the chapter were put at the beginning. However, the usefulness of this detailed analysis to anyone who has not taken a course in phonetics is questionable.

It is the chapters dealing with the intercultural aspects of team teaching which are the strong points of this book. Chapter 5 Discusses the changing attitudes of Japan to English speaking cultures since 1945 and the way they are reflected in high school English language textbooks. The insights offered should help prospective AETs to see the role of Western cultures from the Japanese perspective and to appreciate how Japan has regained confidence in its own culture following its growth in economic and technological status.

Although the chapter on adapting to Japan goes into unnecessary detail concerning studies of cultural adaptation types, it makes three important points: first, that the more similar Westerners perceive Japanese culture to be to their own, the easier it is to adapt; second, that there are recognized psychological reactions and stages in adaptation; and third, that the process involves far more than learning how to use chopsticks; it is a question of adjusting to the concept of group harmony.

This concept is explained in the following two chapters. These are the most fascinating and informative chapters of the book, but would probably mean less to someone who has not yet arrived in Japan than to someone who has lived here a year or so.

The final chapter is of a practical rather than theoretical flavour as it offers a summary of Japanese customs and what to say to whom and how. This chapter would be an excellent point to begin for a JTE and AET planning to work through the book together, as the JTE could help with pronunciation and provide explanations and practice.

If the relevant parts of this book are read, re-read, discussed and used at the appropriate time, it will enrich the team teaching experience. For as the authors point out in their concluding remarks: "It is only after sound human relationships are constructed that team teachers can co-teach with satisfaction" (p.126).

**Reviewed by Amanda Gillis
British Council, Kyoto**

Video Team Teaching. Minoru Wada, ed. Tokyo: TDK, 1989. Set of 5 VHS tapes. ¥9,800 each.

What is "team teaching"? Although a growing amount of information endeavors to answer this question, the solution continues to evade most of us who are or have been team teachers on the JET Program. Most of the literature is directed towards foreign assistant English teachers (AETs) who are teaming up with Japanese teachers of English (JTEs) to implement team teaching in the classrooms. Consequently, the general trend over the past five years has been for AETs to be more familiar and better briefed than JTEs about what is expected during the various stages of the team taught lesson, for example, pre-lesson planning, actual division of duties and obligations in the classroom, post-class evaluation. There is a noticeable lack of material explaining and advising the specifics of team teaching which directly targets JTEs. The present series attempts to redress this imbalance.

Video Team Teaching details the assorted phases of team teaching from start to finish, all with Japanese narration. This particular TDK series targets JTEs and was produced with their needs in mind. It attempts to bridge the information gap that AETs and JTEs face when confronted with the prospect of team teaching together for the first time. This series is a noble effort, albeit misdirected in certain areas, to address the needs of JTEs which until now have been neglected, at least when compared to the mass of material which is available to AETs. Admittedly, it is not the "end all" video series that is going magically to make team-teaching a snap or even more easily understood. I doubt if such a series is possible anyway, considering how much the program has changed and is continuing to change year by year. Hopefully, as team teaching becomes more prevalent, its immediate needs will mature and change,

making an all-encompassing video unnecessary.

This video project has the blessing of the Ministry of Education and begins and ends with a message from Minoru Wada, formerly the Senior Curriculum Specialist at the Ministry. Each video comes with a booklet that details the dialogue and provides the sample lessons that are being demonstrated. The first video in the series is an example of a traditional team taught class using the stock procedure that is all too familiar to AETs and JTEs alike, greeting, review, new words via flashcards, chorus reading and so on. The class is basically JTE centered and incorporates activities and procedures that are not really communicative, task-based or student centered. Why show it? The stated intent is to show JTEs how not to conduct a class, but I am concerned that the demonstration of this already established routine could reinforce the notion that this traditional method is most appropriate, something which conflicts directly with what we AETs are told is effective team teaching.

At best, the students in the first video seem prepped and bored. Answers are unnaturally parroted in unison. The JTE asks the students if they understand, they say "yes," and the JTE then repeats the question in Japanese. This is totally unnecessary as the students obviously understand the English. When students do answer individually it is so automatic that the respondent barely has time to think of and formulate an answer. This leads one to believe that the entire lesson was rehearsed or, if not, that their English is nearly native in fluency which would not warrant any use of Japanese in the classroom, nor the mundane activities that are being demonstrated. In a nutshell, the first video is disappointing as it tends to reinforce the methods and procedures that the JET Program is desperately trying to change and improve upon.

The ensuing videos are better. They demonstrate more relevant and practical activities that teachers could usefully incorporate into their own lessons. The AETs featured varied a lot and come from several of the countries involved in the program. More active team teaching is emphasized in videos three and four, which makes these videos the most interesting and worthwhile. New ideas, methods and procedures are introduced to make the textbook lessons more communicative, task-based and student centered. Again, however, the students seem well-rehearsed and quite fluent. Perhaps we could look upon this sort of class as the "ideal" for which we AETs and JTEs are striving. In comparison to actual classroom situations, however, many may doubt the authenticity of the models. The students are wonderfully gifted and enthusiastic, and do not hesitate to volunteer answers in near native English. This is probably quite a departure from the English classrooms in which the majority of us are working. My own hope is that these situations do exist, and that as team-teaching progresses, they will become the norm and not the exception.

It would certainly be useful, however, to have a

video series that features the average classroom, with average Japanese students who do hesitate and do occasionally answer incorrectly, and who are not "planted" to answer incorrectly as would appear to be the case in this series. A series of this type would inspire AETs and JTEs by demonstrating methods used successfully to handle more realistic situations, without the convenience of a dress rehearsal. Although this TDK series seems lacking in many respects, it is something tangible and is certainly a step in the right direction. Hopefully this series will open the way for more in-depth dialogue on the subject with practical, authentic, and realistic materials being produced for JTEs in the near future.

Reviewed by Todd Jay Leonard
Hirosaki Gakuin College

Team Teaching Video. Ministry of Education, Science and Culture, ed. Tokyo: Nikkei Visual Images, Inc., 1990. In house training video, not for sale.

This video was produced in order to introduce new AETs in the JET Program to team teaching in Japanese classrooms. Copies are available in regional branch offices of Prefectural Boards of Education and are lent to AETs and JTEs upon request. It is also shown to program aspirants in Japanese embassies and consulates abroad. The video is one hour long and is divided into two parts, junior high schools and senior high schools. The aim of each lesson is clearly stated although complete lesson plans are not provided.

The two classes portrayed in the video are relaxed, and both teaching teams work well together. In the JHS class, the JTE and AET review a lesson about shopping from *New Horizon, Book 2*. According to the narration, provided in oral form only, the aim is to "enable students to do shopping in simulated shopping situations using a dialogue they have studied previously." After a short warm up, the teachers perform a skit with the JTE looking for a jacket and the AET acting as owner of a jacket shop. After the skit, the students perform the dialogue in the textbook, substituting their own items of clothing and their own prices.

The highlight of the lesson is a communicative activity in which all students must use English to buy or sell things from shops which they make and run themselves. The activity is both imaginative and successful using "counterfeit" money which the students can borrow from "Charlie's bank"; Charlie is the AET. The students are certainly the stars of this video and it is entertaining to watch.

In stark contrast to the fast paced, wacky atmosphere of the JHS class, the SHS class is subdued and concentrates on reading comprehension. According to the narration, the aim is to "develop students' reading comprehension through a variety of speaking activities." Studying a text about Mother Teresa and India, the students are asked to discuss, in English, in pairs their knowledge of

either topic. They then write questions dictated by the AET and search for the answers. This is done, wear told, in order to help the students grasp the main points of the text. After listening to the AET read the passage, the students are asked to summarize the text orally using key phrases written on the board.

Although this video is certainly useful as an introduction to team teaching in action, several aspects of its production are problematic, at least from an AET perspective. I think many team teachers would agree that the level of the high school class shown in this video is higher than the norm. Although I would concede that the activities demonstrated could be adapted to suit a number of different levels, AETs would probably learn more from a video showing team teaching in a class that was closer to the type that we most often meet. The classes in this video are conducted almost entirely in the target language, with absolutely no discipline problems. For me, at least, this is team teaching utopia. It is also worth noting that no mention is made of how often these particular classes are team taught or how often the JTE and AET in question have been working together. For many team teachers, the kinds of lessons portrayed in this video will probably be few and far between. My advice to AETs is to observe live team teaching as much as possible.

Reviewed by Diane Lomas
AET, Hokkaido JALT

Reference

Ohta K. (Ed.) (1989) *New horizon, book 2* Tokyo Shoseki

Professional Interactions: Oral Communication Skills in Science, Technology and Medicine.

Candace Matthews and Joanne Marino. Prentice Hall, Inc. 1990. Pp. 263

Professional Interactions is designed for current or future technical professionals at an intermediate to advanced level of English. It consists of 15 units, ten aimed at developing group discussion skills, and the others at oral presentation skills. As implied in the subtitle, the book aims to improve listening and speaking skills. It claims that this will be achieved through the use of controlled communicative contexts, with the students developing the strategies necessary for group discussions and clear oral presentations.

Each "oral presentation skills" chapter is divided into presentation preparation, techniques, assignment, suggested assignments for listeners, and evaluation. Each "group discussion skills" chapter is divided into expressions, listening practice, communication concepts, discussion techniques, discussion practice, and evaluation. In both types of chapter, the "evaluation" refers to evaluation by the students of the oral discussion or presentation.

The "Introduction To The Student" goes into considerable detail, but also does so using quite difficult

English and going into more depth than seems necessary. Indeed, this style continues all through the book. For example, Chapter 1, does a student preparing to make a presentation really need to be able to define an "extemporaneous delivery"? Too often the student has to wade through a morass of English in order to elicit facts that could have been expressed much more simply and concisely, thereby saving a lot of time and effort, and no doubt creating a more lasting effect. On a number of occasions there is a feeling that there is too much talking about presentations rather than actually giving the students the tools to do the job—especially when it is remembered that many of the points would apply to presentations in any language, and perhaps do not need extensive explanation in a foreign language textbook.

The various expressions listed are useful, but sometimes tend to be lists without indications of how the different forms vary in usage, e.g. "Let's ." "Perhaps we could ," and "I suggest that we ." are all presented as being the same, whereas the choice of expression used would depend on the context.

The book claims to be "communicative," but then any oral language can be said to be communicative, as words spoken by one person communicate a message to someone else. In the case of this book, the description appears to have been added because the publishers feel *communicative* is a fashionable term that helps sell textbooks. The oral activities tend to be either monologues, "oral presentations," or role plays, "group discussions." While these can be useful, the word *communicative* conveys a rather broader image.

In introducing many of the role plays, there is simply an outline of a situation, a brief statement of the purpose of the discussion, and an assignment of roles; then students are told to get on with it. Although guidance is sometimes provided, it tends to be insufficient. Too often the subject is introduced without any warm-up, excepting general phrases of agreement/disagreement etc.; almost the only idea offered for warming-up is the use of brainstorming. There may be other ideas in the teacher's book, but this was unavailable for review. There is in general a lack of variety in presenting material, which can lead to a loss of student interest. As for the sudden introductions of new "provocative" subject matter, it may seem at first to promise a lively debate. However, although "nuclear weapons" might seem a provocative topic, would an enthralling discussion really ensue if one native speaker went up to another and suddenly said out of the blue "Let's discuss nuclear weapons"? While this criticism may be a little harsh given the aims of the book, it tends to demonstrate that what teachers feel is good for their students may actually be different from how they would feel when placed in the reverse situation.

Professional Interactions is accompanied by a cassette of material to be studied in the "listening practice" sections. These recordings are generally reasonable, although some voices seem to be slightly exaggerated

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(only a demonstration tape covering the first three of the ten listening practices was available, so the above comments are made on the basis of the recordings for the early stages of the book).

There is a tendency nowadays (certainly in Japan) for students to be more discriminating about the way text materials are packaged. On this count, *Professional Interactions* does not impress. An attempt to enliven the visual appeal was made by adding a few photographs and sketches-but when they are added purely to illustrate situations such as a "heavy load," it seems rather contrived.

Professional Interactions attempts to cover the fields of science, technology and medicine. It therefore almost inevitably tends to cover too wide a range of topics, despite the attempted compensation whereby the authors offer examples from a range of scientific disciplines for each activity.

In conclusion, *Professional Interactions* presents a range of topics in various scientific fields. However, this material is often presented in a rather uninspired fashion, and would have been more effective if written in a more concise style. The book could be useful, though, if the teacher uses the material selectively and makes a major effort in designing warm-up activities etc. to add a bit of spice. But too often the book seems to be lacking that spark that creates interest.

**Reviewed by Brian Harrison
Chuo 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

*BBC/Harper Collins (1992). *BBC English Dictionary*. London: Harper Collins Publishers.

"Collins COBUILD English Usage (1992). (Companion to Collins COBUILD English Grammar.) London: Harper Collins Publishers.

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.

DeMaria, R. (1991). *The collegew 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 arrairs 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.

Information for Publishers



New classroom texts and materials as well as new teacher resource books are welcomed by The Language

Teacher for reviews. In the case of classroom texts/materials, reviewers will be testing them in class, so please make sure that a complete set of materials (including text, tape, teacher's manual, as appropriate) is sent.

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



Information for Reviewers

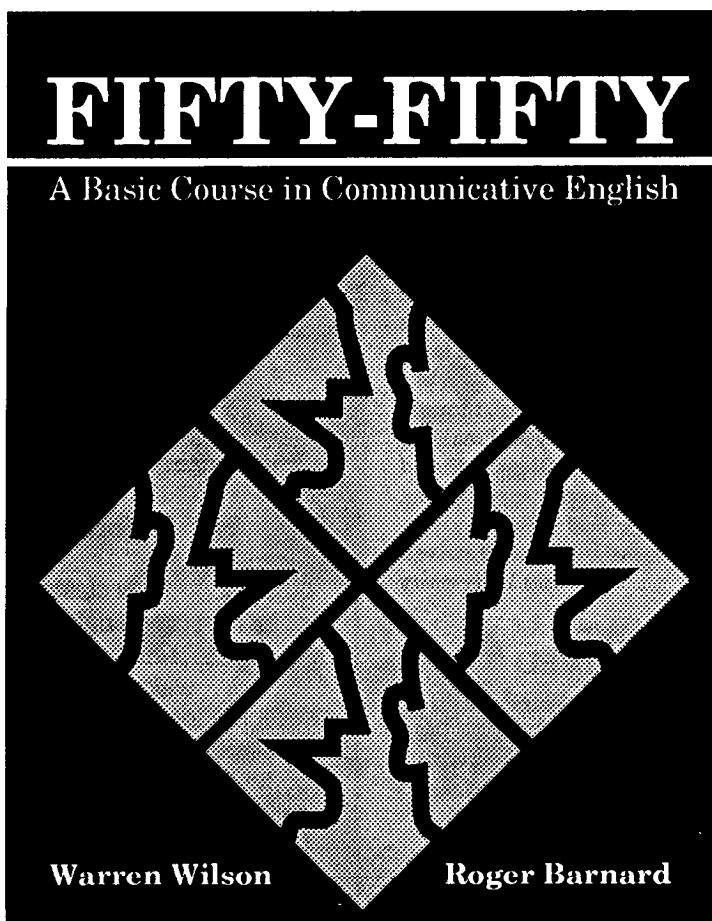
Requests for review copies of items listed in the Recently Received column should be addressed to the JALT Reviews Coordinator, Sandra Ishikawa (address on p. 1).

Inquiries regarding reviews of any other materials should be addressed to the Book Review Editor, Tamara Swenson (address on p. 1).

It is the policy of *The Language Teacher* that no reviews solicited by authors or publishers of the reviewed works will be accepted.

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Chapter Reports

HOKKAIDO

Activities in Teaching Communicative English

by Laura MacGregor

Former AET Laura MacGregor shared some of her ideas for communication activities at a special JALT meeting at Obihiro in June.

Japanese teachers often feel that communication practice takes time away from that which would be better spent on text-based lecture-style learning. MacGregor showed how the textbook can be used as a vehicle for communicative activities, resulting in both increased ability and motivation among students.

She demonstrated six activities. Among them was paraphrasing and/or story-making activity, which can be a good pre-teaching technique for new material. In a dictation activity she emphasized word awareness, that is, before dictating, students are expected to catch a particular word and then to catch what words and phrases come before and after that word, which contributes to grasping the meaning better and makes dictation meaningful. Word bingo or definition bingo, and crossword puzzles provide good review exercises with new words in the text.

At the end she gave examples of two kinds of communicative pair work, in which the participants experienced two situations with different information gaps. In one situation only one of the pair keep giving information, while in the other, both of the pair have different information about the same thing, and the information gap is 50% vs 50%. In the latter situation communication can be more active.

She can be well said to have presented the key to a new curriculum emphasizing communication activity.

Reported by Mikiya Koarai

KOBE

Stones Speak

by Robert Habbick

At the September meeting Robert Habbick of Oxford University Press conducted a workshop designed to show how the response rate of Japanese students, especially at the junior and senior high school level, could be increased. He did this through a number of practical activities for groups or pairs which ranged from translation, vocabulary building and listening, to role play, quizzes and scanning a text for answers. Many of these activities involved what has been called 'constructive pressure' and Habbick was at pains to point out the importance of maximizing student autonomy. He also showed how it was possible to increase student speaking time and response rate gradually through the use of formulaic responses, initially short but extending in length during the course of an activity. By emphasizing the need to reward or praise

students for any attempt at using English and to maintain a competitive balance of scores among groups in a class quiz, Habbick demonstrated that it might well be possible to make "stones speak."

Reported by Michael Skelton

NARA

How to Set Up and Run an Extensive Reading Program

by Beniko Mason

At our September meeting, Beniko Mason began her presentation with a rationale for extensive reading, pointing out the weaknesses of conventional "intensive" (grammar/translation) reading programs and introducing empirical data to show that extensive reading is more effective than intensive reading on improving reading comprehension, writing ability and reading speed. She then went on to explain the preparations necessary to set up an extensive reading program, discuss the teaching procedure, and outline teacher's and learners' tasks in the program.

Extensive handouts included a short handbook titled "Before you start an extensive reading class" (in Japanese) that Mason gives to her students before starting the program so that they can understand the program and get themselves ready to take it.

Reported by Mary Goebel Noguchi

YOKOHAMA

Japanese Comics and American Comics

by Shonosuke Kanehira

In September, the Yokohama chapter meeting departed from language teaching when Shonosuke Kanehira took us into the publishing field in Japan and the US. He had worked for Shogakan Publishing in Japan until two years ago.

He began with a history of comic publishing in Japan and circulation figures for popular weekly and monthly manga periodicals. We appreciated samples of "Spider man" or "Dragon Ball Z(ed)" in translation and stopped listening for a few minutes.

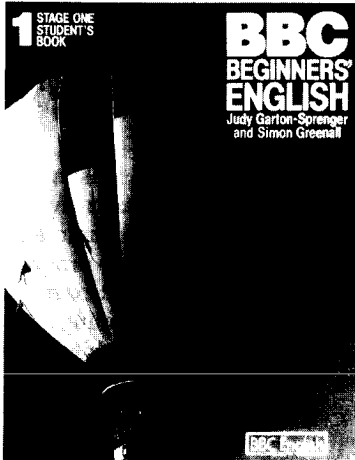
Discussion touched on women's participation, creating themes for comics, direct and indirect responses from outside of the comic industry: and pricing mechanisms. It was a wonderful overview of publishing and distribution of comics in Japan.

Reported by Howard Doyle

Research Grants

JALT offers grants for research in language teaching. For details, contact the Central Office.

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An Appeal

To all members of the teaching profession, and to all writers, translators and publishers, please help the refugees from Croatia, Bosnia and Herzegovina. In spite of all our earlier hopes that the situation in these parts of Europe might improve, it has not. Indeed, it has grown dramatically worse. Daily, thousand of refugees are flooding into Slovenia to seek shelter from the devastation of the war. Slovenia can offer refuge, but it cannot cope alone with this great influx of homeless people. If you have anything to spare—whether it be clothes, household items or money—it would be greatly appreciated. Please send any aid to: Alan Duff, Pod Hrasti, 71. 61001 Ljubljana, Slovenia.

Editor's note: A cheap and convenient way to send money overseas is via International Postal Money Order (gaikoku yubinkawase). available from any of the larger post offices in Japan. According to a source in Yugoslavia, the German mark is the currency most known in eastern Europe, whereas the yen is unknown. Second best is the U.S. dollar, which can be sent via the type of postal money order mentioned above.

Books and Teaching Materials Needed in Yugoslavia

If you have English textbooks, teachers' resource books, or teaching materials to donate, please send them to: Professor Mariana Perisic, English Language and Literature Department, Faculty of Philosophy, University of Novi Sad, 21000 Novi Sad, Yugoslavia.

The Modern Language Journal

The Modern Language Journal is a quarterly publication recognized throughout the world as the outstanding foreign language/ pedagogical research journal in the United States. Topics covered include teaching strategies, bilingualism, applied linguistics, teaching of literature, study abroad, innovative foreign language programs, and developments in curriculum, teaching materials and testing and evaluation. Subscribe now, or recommend a subscription to your library. Rates: Individual: \$20/yr.; Institutions: \$40/yr.; Foreign Subscribers: add \$8/yr for regular postage or \$20/yr for airmail. Reply to: Journal Division, The University of Wisconsin Press, 114 North Murray Street, Madison, Wisconsin, 53715, U.S.A. Editor: David P. Benseler, Department of Modern Languages and Literatures, Case Western Reserve University, Cleveland, Ohio, 44106, U.S.A.

Call for Contributions

Studies in Team Teaching: A Team Teaching N-SIG Initiative
Contributions are being sought for a major study of team teaching related issues to be published by the Kenkyusha Publishing Company. Edited by Minoru Wada and Antony Cominos, the book will consist of 250 pages at 300 words per page. A royalty will be paid to all contributors. Well documented articles are welcome on any aspect of team teaching. It is likely that the book will be organized around two major objectives: First to provide a research based study of policy and recommendations for reform; and second to provide a research-based yet practical guide for classroom team teachers. Anyone interested in contributing to the volume should first write to Antony Cominos, enclosing a stamped self-addressed return envelope, in order to obtain guidelines for the project. Contributors are encouraged to submit their work on Apple Macintosh disk(s) using Microsoft Word software.

Contact: Antony Cominos, 1112 Sunvale Asahigirioka, Higashino-cho 1-5, Asahi-shi, Hyogo-ken, 673. Tel. and Fax: (078) 914-0052. Deadline: March 30, 1993.

Call for Presentations

Tokyo JALT is presenting a mini-conference entitled "Challenge of English Teaching in Japan—a Troubleshooter's Workshop," February 14, 1993. The wide variety of teaching workplaces and situations, and the particular problems (and advantages) of these will be surveyed. We are looking for presentations on topics ranging from teaching college classes to teaching children, teaching company classes to teaching from your home. Also sought are presentations concerning job seeking/changing strategies, resume writing, professional development and the Japanese administrator's point of view. Several areas already filled are contracts, working conditions, the role of the foreign administrator, and working in *semmon gakkos*. Two or more presenters with similar topics are especially welcome to form panel groups. Deadline for abstracts (75 words plus a 25 word biodata statement) is December 15. Contact: Will Flaman, 2-4-6 Mukogaoka, Bunkyo-ku, Tokyo, 113. Phone: (h) 03-3816-6834, (w) 03-5684-4817, or Evelyn Denardo: Phone 03-3268-1476.

Tokyo Chapter Onsen Trip for Executive Committee Members of JALT

Tokyo's Executive Committee plans to wind up the year with a repeat of 1991's successful onsen trip. Probable dates will be December 26-27 (location to be announced). We especially welcome those who would like to know more about getting involved in the activities of the Executive Committee. Excom members from other chapters are also welcome. For more information, contact: Mitsue Tamai (h) 0473-72-9061, (w) 03-3814-1661 or Will Flaman (h) 03-3816-6834 (w) 03-5684-4817.

外国語教育 CAI 解説書 の原稿募集要項

より効果のある外国語 CAI が実施されるために、第 4 回外国語 CAI 研究大会 (1993 年 2 月 20・21 日、同志社大学田辺校舎) の講演、研究発表、ハード、ソフト、教材などのデモを中心に、先生方の情報源、情報交換の場としての外国語 CAI 解説書 (コンピュータ利用の外国語教育: CAI の動向と実践) (仮称) (北尾謙治監修、野沢和典、島谷浩、山本雅代編集、英潮社、A5 版 250 頁、予価 3,000 円) を 93 年秋に出版します。より有益な図書とするために大会に参加されない多くの方々のお手紙をお待ちしています。

募集する原稿は、理論的あるいは実践的研究、現在実践している外国語 CAI の実践報告、海外や国内の外国語 CAI 状況の報告、外国語教育に有益なアイデアなど、自作のプログラムや教材の紹介、(本人の承諾がある場合は、付録のフロッピーにプログラムとその使用方法などを掲載したい)、市販のハードやソフトの有益な使用方法の紹介、外国語 CAI に関する有益な図書、ソフトなどの批評、CAI の施設や機器の設計計画案、CAI の施設や機器の問題点、その他外国語 CAI の発展に寄与するものです。

応募希望者は、下記へ返信用封筒同封で「募集要項」を請求し、その執筆要領に基づいて原稿を執筆してください。締切は 11 月 30 日です。

〒610-03 京都府綴喜郡田辺町 同志社大学 北尾研究室

問い合わせ: 同上 電話 07746 5 7070

自宅 電話 07746-3-3922



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N-SIGs Seek

Executive Committee Representation

Since the N-SIGs finally won official approval to form in 1989, they have grown rapidly, averaging over a hundred members per group for a second successive year. With many members having found a valuable outlet for their research energies, N-SIGs would now like the responsibility they deserve via representation at the Executive Committee level. In this way, the N-SIGs can be actively involved in helping make crucial decisions about JALT's future, many of which affect the N-SIGs directly. Everyone interested in the N-SIGs is encouraged to attend the Annual JALT General Business Meeting at JALT 92 (Sunday, November 22nd from 5:00 p.m. in Room 1619) to support proposed N-SIG amendments. Full proposal details elsewhere in this issue.

N-SIG Hospitality Rooms/Sponsored Presentations/Business Meetings

A reminder that JALT 92 N-SIG Hospitality Rooms will be open all day Sunday, November 22nd for face-to-face networking in Building 14, on floor 1 (Video), 2 (Global Issues in Education) and 3 (JSL, Bilingualism and all the forming N-SIGs). Saturday afternoon will be for preparation and Monday morning for final inquires. The first ever N-SIG sponsored sessions are Japanese as a Second Language (Saturday) and Video (Monday). All interested can bring their own lesson ideas to Bruce Evans "Developing Video Lessons." The business meetings (see program for details) are vital for good planning. All who can should attend to support each group by volunteering ideas and help for 1993.

-- From the N-SIGs ←

English for Academic Purposes

This forming group brings the number of forming and formed groups to ten. The EAP N-SIG will establish a network of JALT members involved in preparing Japanese students for study abroad. Members will share teaching materials and other resources to help each other in preparing students for their study abroad experience. More information and sign-up sheets will be available in Room 1434 (forming N-SIG Hospitality Room) at JALT 92. Contact the acting coordinator for information: Suzanne Ledebuer, Hiroshima College of Foreign Languages, 1-2-12 Senda-machi, Naka-ku, Hiroshima 730. Phone: (w) 082-241-8900 (h) 082-541-2814, Fax: 082-249-2321

Reminder—forming N-SIGs need both a coordinator and a treasurer so volunteers for treasurers are especially encouraged for new groups.

Materials Writers

As with many of the forming N-SIGs, the Materials Writers N-SIG is fast approaching the required minimum of fifty members. By September, 36 JALT members had already joined. All interested in forming N-SIGs should join via acting coordinators by or during conference time, so sign up for the group or groups that can help you. The N-Sig for Materials Writers is a mutual assistance network that helps members achieve high Standards of professionalism in creating language teaching and learning materials in all media, whether they be traditional or visionary. For further information about joining, please contact: Jim Swan, Aoyama 8-122, Nara 630. Phone: (w) 0742-44-1251, Fax: 0742-41-0650.

Teacher Education

This forming N-Sig provides a forum for all JALT members interested in teacher training and development. Japan offers wide ranging academic and non-academic teacher training opportunities. Teacher Education aims to establish a continuous means for teachers involved to exchange ideas, pool resources and formulate research needs. TE N-SIG will aim to help teachers achieve their fullest potential. Concrete goals include a newsletter, a resource exchange system via, for example, videos for classroom observation, liaison with other interested organizations, organizing seminars and workshops and coordinating TE activities both locally and nationally. Teacher Education will participate in the N-SIG Hospitality Room at JALT 92. All interested should visit or contact the acting coordinator for more information: (Mr.) Jan Visscher, 3-17-14 Sumiyoshi, Higashi-machi, Higashi Nada-ku, Kobe 6.58.

Team Teaching

At this forming N-SIG's business meeting (November 21, 4 to 5:54 p.m. Room 1122) the work undertaken since the group was established last year and the tentative Statement of Purpose (required for all N-SIGs) will be reviewed. Everyone is welcome to play an organizational role. The Team Teaching Colloquium featuring former Monbusho officer Minoru Wada is Sunday, November 22nd in Room 1225. Team Teaching is organizing and represented in the Forming N-SIG Hospitality Room 1434. Anyone wishing to can join at any of the above or by contacting the coordinator Antony Cominos, at 1112 Sunvale Asahigirioka, Higashinocho 1-5, Akashi-shi, Hyogo-ken 673. Phone and fax: (h) 0789144052.

日本語教育全国 SIG

10月号のこのコラムでお知らせした JALT92での SIG 運営に関するミーティングは、11月22日(日)午後3時から4時に1121号室で行うことになりました。

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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: Cooperative Language Learning

Spkrs: William F. Flaman, Robert M. Homan and Christopher J. Poel

Date: Sunday, November 8

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

Place: Chiba Chuo Community Center

Fee: Members free; Non-members ¥1000

Info: Bill Casey, 043-255-7489

This will be a workshop on cooperative learning tasks which the presenters have developed for their own classrooms.

Christopher Jon Poel is lecturer of English at Musashi Institute of Technology in Tokyo where he conducts research on the effectiveness of formal instruction.

Robert M. Homan is an instructor at ICU as well as an assistant editor of the Temple U. Japan Studies in Applied Linguistics.

William F. Flaman is instructor of English at Bunkyo Women's College. He is also coordinator for the Bunkyo Language Education Center.

FUKUI

Hiroyuki Kondo, 0776-56-0404

FUKUOKA

Topic: It's a Question of Motivation and 7 Problem Areas of English Grammar

Spkr: Colin Granger

Date: Sunday, November 8

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

Place: AMICUS Fukuoka Women's Center, Takamiya in Minami-ku, Fukuoka (get off at Takamiya on the Nishitetsu Omuta line & you're there. Tel: 092-526-3755)

Fee: Members free; Non-members ¥1000

Info: Lesley Koustaff, 092-714-7717

If you think "My students just aren't motivated" or "How can I get them talking?", this talk is for you. As well as providing motivating activities to stimulate students' interest, the presenter will examine which factors need to be taken into account when designing teaching materials for adult learners of English.

Colin Granger is an ESL materials writer, co-director of a British fringe theatre company and will be a featured speaker at the 1992 JALT National Conference.

FUKUSHIMA (Petitioning Chapter)

Zafar Syed, 0249-32-0806

GUNMA

Topic: KEEP THEM MOVING- Activities for Young EFL Learners

Spkr: Keiko Abe

Date: Sunday, November 15

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

Place: Nodai Niko High School, Takasaki City

Fee: Members free; Non-members ¥1000; Students ¥500

Info: Leo Yoffe, 0273-52-6750

Hisatake Jimbo, 0274-62-0376

Young learners don't learn languages like adults. They learn best through their personal, real-life experiences. Many fun activities, games, and songs, requiring attendee participation, will be demonstrated. The firsthand experiences of this presentation can be applied to both children and young adult learners.

Keiko Abe is President of Communication And Language Associates and lectures at Kanto Gakuin Women's College. She serves on the Editorial Advisory Board of TESOL Journal and on the Nominating Committee of TESOL's Elementary Education IS Steering Board.

HAMAMATSU

Brendan Lyons, 053-454-4649

Mami Yamamoto. 053-885-3806

HIMEJI

Yasutoshi Kaneda. 0792-89-0855

HIROSHIMA

Marie Tsuruda or Kathy McDevitt, 082-228-2269

HOKKAIDO

Topic: It's a Question of Motivation

Spkr: Colin Granger

Date: Sunday, November 15

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

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

Fee: Members and Students free; others ¥1000.

Info: Ken Hartmann 01 I-584-7588

See Fukuoka Chapter Announcement

IBARAKI

Martin E. Pauly, 0298-52-9523

Michiko Komatsuzaki, 0292-54-7203

KAGAWA

Harumi Yamashita, 0878-67-4362

KAGOSHIMA

Keith Brown, 0994-73-1235

KANAZAWA

Christmas Party-evening of December 13.

Info: Masako Ooi, 0766-22-8312

Mary Ann Mooradian, 0762-22-2153

KOBE

Jane Hoelker, 078-822-1065

KYOTO

Kyoko Nozaki, 075-71 I-3972

Michael Wolf, 075-65-8847

MATSUYAMA

Topic: Environmentalism as a Teaching Tool

Spkr: Ron Murphy

Date: Sunday, December 13

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

Place: Shinonome High School Kinenkan, 4F

Fee: Members free; Non-members ¥1000

Info: D. McMurray, 0899-31-9561

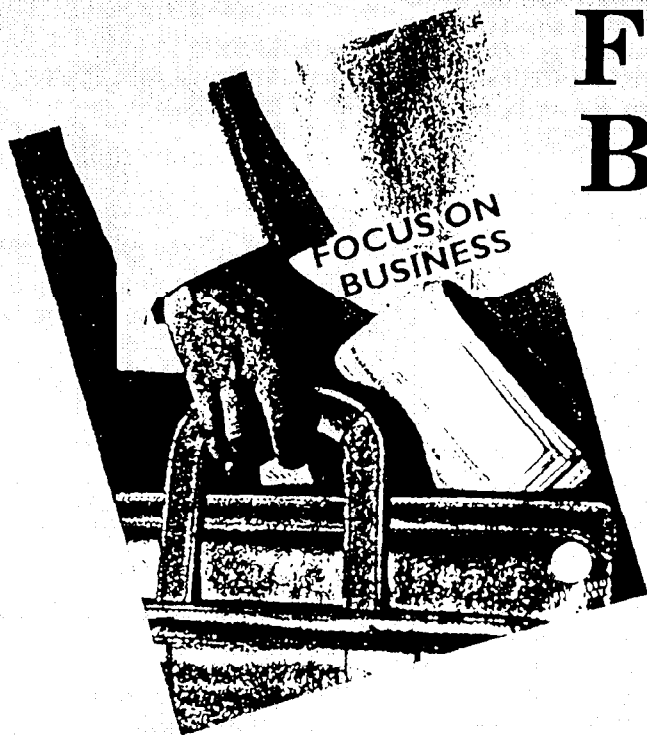
Takami Uemura, 0899-31-8686

The ever-increasing awareness of environmental problems and solutions affords English teachers an opportunity to create lessons focusing on this important current event topic. But, it is sometimes difficult for teachers to assimilate current knowledge into effective and presentable forms in the classroom.

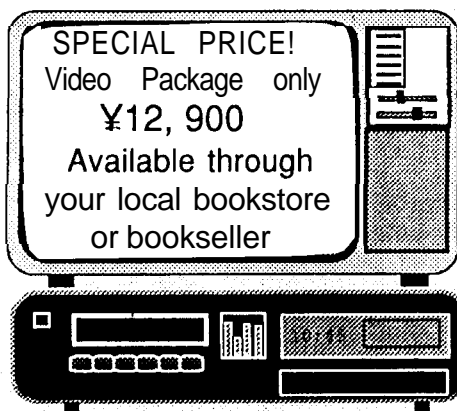
The presenter will introduce interactive classroom activities as well as texts and other relevant materials for teachers and students. The presentation will expand the scope of traditional environmental discussions as well as challenge teachers to consider their own consumption habits.

Ron Murphy will also present the views of professionals who are involved in the education-environment field, and a survey done among Ehime-area educators about environmentalism in the classroom.

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Meetings

MORIOKA

Jeff Aden. 0196-23-4699

NAGANO

Richard Uehara. 0262-86-4441

NAGASAKI

Topic: It's a Question of Motivation

Spkr: Colin Granger (tentative)

Date: Saturday, November 7

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

Place: Education Building, Nagasaki University

Fee: Members free; Non-members ¥500

Info: Brian Moss 0958-20-5713

See Fukuoka Chapter Announcement

NAGOYA

Helen Saito, 052-936-6493

Ryoko Katsuda. 0568-73-2288

NARA

There will be no meeting in November and the next meeting will be on the 1st Sunday of December, not on the 2nd.

Topic: Oral Testing

Spkr: Bill Reis

Date: Sunday, December 6

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

Place: Saidaiji YMCA

Fee: Members free; Non-members ¥1000

Info: Masami Sugita, 0742-47-4121

Denise Vaughn, 0742-49-2443

Bill Reis works for Doshisha Women's College

NIIGATA

Donna Fujimoto, 0254-43-6413

Michiko Umeyama, 025-267-2904

OKAYAMA

Fuklko Numoto, 0862-53-6648

OKINAWA

James Ross, 09889-68-4686

OMIYA

Yukie Kayano, 048-746-8238

OSAKA

Yoshihisa Ohnishi, 06-354-1826

SENDAI

Topic: JALT 92 Conference reports/business meeting/benenkai

Spkr: Local members

Date: Sunday, December 6

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

Place: 141 Building (near Mitsukoshi on Ichibancho)

Fee: Members free; non-members ¥1000

Takashi Seki, 022-278-8271 (h)

Brenda Hayashi, 022-277-6205 (w)

SHIZUOKA

Greg Jewell, 0559-67-4490

SUWA

Mary Aruga, 0266-27-3894

TOKUSHIMA

Sachie Nishida, 0886-32-4737

TOKYO

Topic: Teaching Ideas that Work

Spkrs: Members of the Tokyo Chapter-other Chapters Welcome

Date: Sunday, December 6

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

Place: Huron College Japan (one minute's walk from Shimochiai station on the Seibu-Shinjuku Line-take the local, **not** the express!)

Fee: Members free; Non-members ¥1000

Info: Will Flaman, 03-5684-4817 (w)
Don Modesto, 03-3360-2568 (h)

The Tokyo chapter's 1992 windup plans to feature you, our members. We should be able to feature between 8 and 12 speakers. Length of presentation time can be quite flexible, from five to fifteen minutes. You may choose to bring your favourite "sure-fire" teaching ideas, or give a summary of an inspiring presentation from JALT 92. Plans will also be discussed for the annual "onsen" trip as well as what's up for 1993. If interested in presenting or in becoming more involved in the chapter, please contact us as soon as possible.

東京・日本語教育部会

テーマ: ホーリスティック・アプローチとしてのサジェストベディア—日本語教育への応用

発表者: 壺岐節子 (産能短期大学)

日時: 11月14日(日)午後2時から5時

場所: 早稲田大学7号館508教室

参加費: JALT 会員無料、非会員1,000円

問い合わせ: 鈴木洋江 0425 73 4187(H)

03 3244 4251(W)

林 伸一 048 222 9855(H)

03 5996-5411(W)

サジェストベディアの目指すスピード・ラーニングは、ホーリスティック・アプローチ (部分と全体の総合的な教授方法) に支えられている。サジェストベディアの基本的な考え方、及び授業の展開をVT等を通して紹介する。併せて、日本語授業への応用の可能性について話し合う。

TOYOHASHI

Topic: Knowledge Crystallization in Language Learning

Spkr: Katsuyoshi Sanematsu

Date: Sunday, November 15

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

Place: Toyohashi University of Technology, Language Center 1 F

Fee: Members Free; Non-members ¥1000

Info: Kazunori Nozawa, 0532-25-6578

How do we make progress in language learning? Everybody knows that a mere accumulation of knowledge is not enough to learn a new language successfully. In order to achieve complete mastery of the new language one needs to experience a sequence of "breakthroughs" in which his or her learning is accelerated to make significant progress. This presentation focuses on this phenomenon of knowledge crystallization, centering around Pike's concept of language nucleation and Krashen's *in* hypothesis.

Katsuyoshi Sanematsu is an associate professor at Rikkyo University.

UTSUNOMIYA

James Chambers, 0286-27-1 858

Michiko Kunitomo, 0286-61-8759

WEST TOKYO

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

YAMAGATA

Topic: Art as Education

Spkr: Terry Stern

Date: Sunday, November 29

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

Place: Yamagata Kajo Public Hall (Shironishi-machi 0236-43-2687)

Fee: Members free; Non-members ¥500

Info: Fumio Sugawara, 0238-85-2468

Terry Stern is an instructor at Yamagata New Day English Conversation School. She will discuss art as education in foreign language acquisition and will demonstrate the joy of painting based on the theory of Bob Ross' Wet-on-Wet painting now being broadcast through NHK Satellite TV.

YAMAGUCHI

Garrett Myers, 0835-24-0734

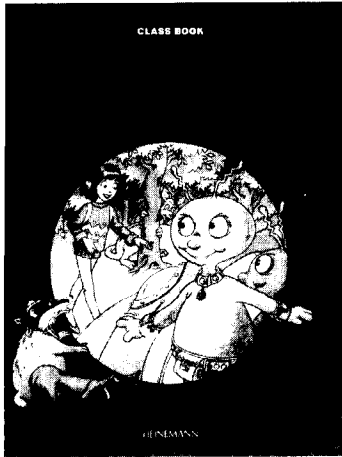
Eri Takeyama, 0836-31-4373

YOKOHAMA

Ron Thornton, 0467-31-2797

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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.

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, IUL 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, 9524 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 Ottawa Ottawa, K1 N 6N5, Canada
Tel: (613) 564-3941, **Fax:** (613) 564-9969

Name: The 3rd 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: Georgetown University Roundtable on Language and Linguistics 1993 (GURT 93)

Theme: Strategic Interaction and Language Acquisition: Theory, Practice, and Research

Date: March 9-13, 1993

Place: Georgetown University Conference Center, Washington, D.C., U.S.A.

Contact: James E. Alatis, Chair/Helen E. Karn, Coordinator, School of Languages and Linguistics, Georgetown University
Washington, DC 20057-1067, U.S.A.
Tel: (202) 687-5726, **Fax:** (202) 687-5712
E-mail: gurt@guvax.binet (or)
gurt@guvax.georgetown.edu(internet).

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: The 13th Annual Second Language Research Forum (SLRF)

Theme: Cognitive Perspectives on Second Language Acquisition

Date: March 19-21, 1993

Place: Pittsburgh, PA, U.S.A.

Contact: Marion Delarche & Dawn McCormick
SLRF Conference Co-chairs, Linguistics Dept.
2816 Cathedral of Learning
University of Pittsburgh
Pittsburgh, PA 15260, U.S.A.
Tel: (412)624-5900, **Fax:** (412) 624-6130

Name: Teachers of English to the Speakers of Other Languages (TESOL) 27th Annual Convention and Exposition

Theme: Designing Our World

Date: April 13-17, 1993

Place: Atlanta Hilton, Atlanta, GA, USA

Contact: TESOL, 1600 Cameron St., Suite 300

Alexandria, VA 22314, U.S.A.

Tel: (703) 836-0774, **Fax:** (703) 836-7864

Name: American Association for Applied Linguistics Annual Meeting

Date: April 16-19, 1993

Place: Atlanta Hilton, Atlanta GA, U.S.A.

Contact: AAAL 1993 Conference

P.O. Box 24083, Oklahoma City, OK, 73 124 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

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 Q-10, 1993

Place: Kobe, Japan

Deadline for Abstracts: January 31, 1993

Contact: Jane Hoelker, 122-2-908 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

Contact: Prof. Kansei Sugiyama, Dept. of English

Kobe City University of Foreign Studies

S-I 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

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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.

(FUKUOKA-KEN) Kyushu Institute of Technology, Faculty of Computer Science and Systems Engineering invites applications for a full-time position in English, which will be open on April 1, 1993. Position associate professor or lecturer, depending on qualifications and experience. Responsibilities: teaching six 90-minute classes in English per week; conducting research in his or her specialty field; performing administrative duties. Requirements: native speaker of English, a PhD, MA or MS in linguistic sciences, evidence of scholarly contributions. Salary and benefits: the same as Japanese counterparts. Contract term 3 years and renewable. For further information please contact Prof. Keiji Konomi, Department of Human Sciences, Faculty of Computer Science and Systems Engineering, Kyushu Institute of Technology, 680-4 Kawazu, Izuka, Fukuoka-ken 820. Tel. 0948-29-7859.

(KAWAGOE) Canadian Academy of Languages is seeking part-time experienced ESL instructors for company evening, morning and daytime intensive classes. Courses will be held on the Tobu Tojo, JR Takasaki, Seibu Shinjuku, and Seibu Ikebukuro lines. Send resume and copy of graduation diploma to: Mel Fletcher, Canadian Academy of Languages, 1-58 Kita Iwaoka, 46-13 Flower Hill, Tokorozawa-shi, Saitama-ken 359. Tel: 0429-43-3031.

(KYOTO) Kyoto Nishi High School needs a full-time EFL instructor starting April 1, 1993, to teach, plan curriculum, develop materials, and evaluate reading, writing, listening, and speaking in a three-year content-based program. Duties: teach 13 (45 minute) classes max. per 5 day week; some committee work and student counseling. Requirements: native speaking ability, graduate degree/diploma, TEFL, teacher training or equivalent experience; minimum 2 year commitment. Send resume, including 2 references by November 20 to: Lori Zenuk-Nishide, Kyoto Nishi H. S., Course of International and Cultural Studies, 37 Naemachi, Yamanouchi. Ukyo-ku, Kyoto 615.

(KYOTO) Kyoto Nishi High School has part-time position(s) available from April 1993. University degree, ESUEFL teaching experience required. Some spoken Japanese preferred. Send resume by November 20 to: Lori Zenuk-Nishide, Kyoto Nishi H. S., 37 Naemachi, Yamanouchi, Ukyo-ku, Kyoto 615 (NUMAZU, SHIZUOKA) A full time, primary grade teacher is needed for an English immersion program in a private Japanese elementary school in Numazu, Shizuoka-prefecture. Candidate would teach secondgrade subjects (math, science, social studies, language arts, reading, etc.) in English to Japanese students in an immersion setting. This is the first elementary immersion program in Japan, based on the Canadian and American immersion models. Contract is two years, renewable. Candidate must have an elementary-teaching certificate, elementary classroom teaching experience, and

Japanese speaking ability. MA in TESL or equivalent highly desired. Send resume to Mr. Mike Bostwick, Katoh Gakuen, 1979 Jiyugaoka, Numazu. Shizuoka 410, or call 0559-22-0720. Selected applicants will be interviewed in Numazu and at the JALT conference in Tokyo, November 21 & 22.

(TOKYO) The American International Group Japan (AIG), a financial services company, is accepting applications for a full-time and a part-time teaching position for its in-house language training program beginning January 1993. Position entails teaching 14-18 hours per week during the day and some intensive courses. Applicants must have experience teaching in a Japanese business setting and a TEFL MA or equivalent degree. Competitive salary and vacation based on experience. Sponsorship is available. Interviews at the JALT 92 Conference. Send resume and 2 letters of recommendation to: Catherine Tansey, ICP-American International Group K. K., Itohopia Koishikawa Bldg., 1-3-11 Koishikawa, Bunkyo-ku, Tokyo 112.

(SAPPORO) Hokusei Women's Junior College, a mission school in Sapporo, Hokkaido, needs one full-time English instructor with MA or similar degree, beginning April 1, 1993. Two-year contract: salary and allowance are the same as for other full-time staff. Minimum teaching load of 16 hours/week; primarily oral English. Send resume with photo and recommendations, publication, etc. by January 10, 1993, to: Y. Shioya, President, Hokusei Junior College, Minami 4 Nishi 17, Sapporo 064. Tel: (011)561-7156.

Your JIC offers suggestions for successful job interviews- see page 67.

Editor's Note:

The JIC (Job Information Center) statement on discrimination on page 95 of the October 1992 issue of *The Language Teacher* has elicited a great deal of response, some of which points to the need for clarification. The statement does not represent official JALT policy, which is simply opposition to discrimination in employment and support for Japanese laws against discriminatory hiring practices. Instead, it was intended as a clarification of the procedures being used by the JIC, who have taken over the responsibility of editing the positions announcements published in *The Language Teacher*. Previous positions column editors had accepted all announcements, but left out any exclusionary or discriminatory wording, which led to applicants' being disappointed after having wasted a great deal of time and energy; thus, the change in procedure.

JALT members who wish to express their opinions regarding the current procedures are encouraged to send a note by mail or fax to Carol Rinnert, Publications Board Chair (address on p. 1). The issue will be discussed at the Publications Board meeting at JALT 92.

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** (LIOJ).

Meetings and Conferences--The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m², 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 (¥7,000) 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 fuikae*) 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 in 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 OFFICE:

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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4,000名以上の会員を持ち、英語教師協会 (TESOL) の加盟団体、及び国際英語教師協会 (IATEFL) の日本支部として、国際的にも活躍しています。

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

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

支部：現在、全国に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)←同居を共にする個人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には賛助会員としてご入会いただけます。申込方法、及び特典などの詳細については事務局までお問い合わせ下さい。

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

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