ISSN 0289-7938

¥750

昭和五十四年四月二十一日 第三種郵便物認可
第十六巻 第一号 平成四年二月一日発行 (毎月一回発行)

全国語学教育学会

VOL. XVI, No. 2 FEBRUARY 1992

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

THE LANGUAGE TEACHER 2

h

Special Issue:

Teaching in Language Schools in Japan

JALT

THE LANGUAGE TEACHER

XVI:2 February 1992

Publications Chair/Editor: Carol Rinnert, Ushita Waseda 2-17-3, Higashi-ku, Hiroshima 732; 082-223-2615, Fax 082-222-7091
Asst. Editor/Bulletin Bd Announcements: Greta Gorsuch, Korutaju #601, 1452 Oazasuna, Omiya-shi, Saitama-ken 330; 048-688-2446
Book Reviews: Tamara Swenson, Osaka Jogakuin Junior College, 2-26-54 Tamatsukuri, Chuo-ku, Osaka 540; 06-761-9371
Reviews Coordinator: Sandra Yoshikawa, Yamada Nishi 4-6-l-508, Suita. Osaka 565
My Share: Elizabeth King, English Language Program, ICU, Osawa 3-10-2. Mitaka, Tokyo 181; 0422-33-3211, Fax 03-5397-5414
Chapter Reports/Meeting Announcements: Sonia Sonoko Yoshitake, English Language Program, ICU, Osawa 3-10-2, Mitaka, Tokyo 181; 0422-33-3211, Fax 03-5397-5414
Job Information Center/Positions: Charles Adamson, Shizuoka Rikoka Daigaku, 2200-2 Toyosawa, Fukuroi-shi, Shizuoka-ken 437, 0538-45-0185 (O), 0538-23-7939 (h); Fax 0538-45-0110
Japanese-Language Editor: Naoko Aoki
〒422 静岡市大谷836 静岡大学教育学部
青木 IA研-237・11
Advertising: JALT Central Office
Proofreading: Kevin Ryan, Russell Hawkins, Helm Wright. Sonia Sonoko Yoshitake
Cover: Kotaro Kato
Inputting: Elizabeth Crompton
Typesetting/Layout: The Word Works, 55-13-202 Miyagaya. Nishi-ku, Yokohama 220; 045-314-9324, Fax: 045-316-4409
JALT Journal Editors: Charles Wordell and Malcolm Benson; send manuscripts/inquiries to M. Benson at Hiroshima Shudo University, 1717 Ohtsuka, Numata-cho, Asaminami-ku, Hiroshima 731-31.
JALT Journal Book Review Editor: Roger Davies, Nagasaki Prefectural University, 123 Kawashimo. Sasebo-shi, Nagasaki 858; 0956-48-6088
JALT Journal日本語編集：野崎 京子
〒603 京都市北区上賀茂本山 京都産業大学
JALT Central Office: Shamboru Dai 2 Kawasaki 305, I-3-17 Kaizuka, Kawasaki-ku, Kawasaki 210; O44-245-9753; Fax 044-245-9754

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

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

All contributions to *The L.anguage Teacher* must be received by no later than the 25th of the month two months preceding desired publication. All copy must be **typed, double-spaced, on A4-sized paper,** edited in pencil, and sent to the appropriate editor.

Special Issue:
Teaching in Language Schools in Japan

Introduction 2
The Business of Education
by Zafar N. Syed 3
How Vital is the Group in Low Intensity Language Programs?
by Richard Smith 9
Observations on the Teaching of French
by Nadine Battaglia 17
Motivators in English Conversation Schools
by Daniel T. Kirk 23
Small Business: Ninety Minutes to Do All That?
by Tim Cornwall 27
Teaching Phonics to Japanese Students
by Susan Goya 33

Feature

波多野誼余夫氏へのインタビュー
森川博己
Interview with Giyoo Hatano
by Hiromi Morikawa 35

Opinion

Global Issues and Political Correctness
by Kevin Staff 43

My Share

From Newspapers to Live Reporting
by Diane IIuntoon 45

JALT Undercover 51
Chapter Reports 57
Bulletin Board 59
Meetings 61
Positions 69

Introduction

At the JALT conference in Kobe, I ran into a former teaching colleague whom I hadn't seen in awhile. In catching up on old times, she mentioned a mutual acquaintance who had recently arrived in Japan. When I inquired where he was working, my friend replied, "Oh, he took a temporary job at one of those conversation schools-you know, just housewives and high school students-he's waiting to get a *real* job next year." What? Is teaching in a language school not a *real* job?

Had this conversation taken place three years ago, I would have just nodded my head in agreement. However, during one of my breaks (I was teaching at a university), I taught in a conversation school. So many of my Japanese friends had mentioned "learning English conversation" that I was curious to find out what this was. I had taught ESL for many years and had never heard of a student who wanted to learn "conversation."

The language school where I worked had a few Japanese teachers and five native speakers, none of whom had had any formal training. Though I felt that there was a wide range in the professional commitment of the teaching staff and that the school was more of a business than an educational center, I did find that the students were very similar to students that I had taught in other settings. The students were highly motivated, and I enjoyed my teaching very much. However, my conclusion concerning *eikaiwa* in Japan, based on this one experience, was not overwhelmingly positive. Having seen more schools since this initial evaluation, I now realize that the quality of *eikaiwa* schools varies greatly in all aspects from school to school.

For the past two years, I have been working in one of these language schools. The teachers in this school are real teachers (many schools will hire "teachers" based on merely their country of origin and physical looks). There is a curriculum with set textbooks. There is support from the administrative staff. This school is not the only language school with such professional commitments. There are many good language schools where a lot of solid teaching and learning are going on. This is a real job. It is precisely because of the false notion that teaching in a language school is somehow less of a worthwhile teaching experience that this issue has been put together.

Keith S. Folse

特集：会話学校

神戸のJALT大会で以前教えていた学校の同僚に久しぶりに会いました。近況報告の中で、最近日本にやってきた共通の知合いの話が出たので、彼はどこで働いているのかと聞くと、彼女はいいました。「とりあえず会話学校で教えているの。ほら、主婦と高校生ばっかりみたいな学校で。来年、もっとましな仕事がみつかるのを待ってるのよ」

3年前だったら、私もこの発言に同意したでしょう。その頃私は大学で教えていて、休みの期間に会話学校で教えてみたことがありました。日本人の友人たちが、英会話を習いたいとあまりいうので、「英会話」って何だろうという好奇心に駆られたのです。ESLを教えて何年にもなりますが、「会話」を習いたいという学生の話は聞いたことがありませんでした。

私が教えた会話学校は日本人の先生が2、3人とネイティブの教師が5人いて、そのうちの誰も正式のトレーニングを受けたことはありませんでした。職業上のプロ意識は教師によって大きく違いましたし、学校は教育の場というよりは、ビジネスのようでした。ただ、学生は私が他の状況で教えた学生と大変似ていました。彼らはやる気があり、授業はとても楽しいものでした。しかし、この経験に基づいた日本の「英会話」についての私の評価は、それほど高いものではありませんでした。

その後、英会話学校の質は様々であることに気がつきました。この2年間、私は会話学校で教えています。この学校の教師たちは本物の教師です。この学校は、他の多くの学校のように、出身国や肉体的な特徴だけで教師を雇うことはしません。カリキュラムと決まった教科書があって、事務サイドからのサポートもしっかりしています。こういう「プロの」会話学校は、この学校だけではありません。しっかりした教育と学習が行われている、質のよい会話学校はたくさんあります。これは本物の仕事なのです。

会話学校で教えることは大した教育経験にならないという誤解を正したくて、私はこの特集号を編集しました。

ゲスト・エディター　Keith S. Folse

The Business of Education: A Critical Evaluation of Language Schools in Japan

by Zafar N. Syed

Why is it that even after several years of study in English language schools, most Japanese students do not show a marked improvement? This is a question frequently posed by educators, corporate managers in charge of company language classes, and even by some disillusioned students. It is a question that needs addressing in any serious examination of language schools in Japan. Though there is no single answer, any explanation must initially examine the generic makeup of such schools by evaluating the three principal "players"-the owner, the student, and the teacher. As language schools cater to a varied and growing number of students, including young children, high school students, housewives, adults, and company workers, all utilizing this medium with the hopes of raising their English competence and their international awareness, such an examination becomes increasingly important if we are to answer the above question with respect to the effectiveness and viability of these schools in Japan.

It is expedient here to articulate some basic tenets that must be considered prior to examining the issue at hand. First, language acquisition, regardless of how one chooses to define it, is universal and arguably precedes "meaning" and "knowledge." It can be said that everyone learns and functions in his or her first language with a fair degree of success. Second language (L2) acquisition, however, involves different factors, methods, and approaches; it also has differing success rates among its learners. Second, education, not unlike other disciplines, requires qualified and experienced professionals for successful application. Third, English is clearly an international means of communication, and all approaches to teaching it must consider this universality. Finally, L2 education is a service industry with seemingly unlimited potential and demand. Consequently, by all accounts, Japanese language schools are more commercial enterprises than academic centers.

McArthur (1983, p. 82) lists three factors that govern teaching of a language: (1) national and local attitudes to education (2) the ideological and physical nature of the institution, and (3) the morale, skill, and humanity of the teachers. How these factors define Japanese language schools and the three players should highlight some reasons and possible solutions for the present status quo. In order to get a clearer picture, a survey of 125 teachers at 22 randomly selected language schools in the Tohoku region was conducted. In this article, the prevailing standardsof English language schools in the Tohoku region will be critically evaluated through the survey, leading to a redefinition of roles for these three principal players and the language school.

National and Local Attitudes to Education

"Nothing that is taught can be isolated from the sociocultural matrix in which it occurs" (McArthur, 1983, p. 83).

Of importance here are the attitudes of school owners, in terms of employment practices; students, in terms of learning; and judicial/monitoring authorities, in terms of establishing and controlling policies and standards.

Language schools in general practice discriminatory screening of teachers. The term *native speaker* has come to be the principal prerequisite for employment. Of the 125 teachers surveyed, 61 were American and 42 were Canadian. These two groups comprised 82.4 percent of the sample. Conversely, teachers from non-English speaking countries (those whose first language was not English) totaled 13. Educational and professional qualifications are of secondary consideration. In the survey, just over 11 percent of the teachers surveyed had any TEFL training or teaching credentials. Although most schools require a university degree at minimum, this is not standard and is often overlooked. Additionally, employers are not concerned what discipline the degree has been awarded in. Similarly, relevant experience is not a matter of concern for the employer; 75 percent of the teachers listed teaching in Japan as their first such experience. However, these same measures are not applied to the Japanese teachers in such schools. For Japanese teachers employed for translation work, juku or EFL teaching, educational qualifications and certification, along with experience, are essential for employment.

Employment procedures also reflect prevailing attitudes. Sixty-seven of the 125 teachers surveyed were recruited in their homecountries. The owners usually do not meet these selected individuals until the latter arrive at the schools' front doors. Recruiters are appointed by the owner, and in some cases employers themselves travel to the U.S. or Canada. Those schools operating without the services of such recruitersconduct telephone interviews, or have potential candidates send a video of themselves. Sending of resumes and references is still widely practiced. To ensure the applicant's appearance meets the image sought by the school owner, photographs are usually requested. Of the 125 teachers surveyed, fifty-three percent are currently employed on the recommendation of the recruiter. A few were hired on reference from departing or existing teachers. Others, while travelling in Japan, simply walked on to the scene to meet immediate employment demands.

Immigration authorities, who not only control passage into the country but also the conditions of entry,

reinforce the preferential and discriminatory employment practices described earlier. Entry and employment visas for teaching are easily granted to individuals from English speaking countries without having to verify educational qualifications or experience. Individuals from non-English speaking countries (e.g. Greece, Korea, India, Mexico) must provide proof of education and qualifications, even if they are native speakers of English. Here, the color and lettering of one's passport dictate ease of entry.

Finally, what of the students' attitudes? Despite the rigid and orthodox nature of education in Japan, where entrance exams, juku , and the six-day school week prevail, language schools are not regarded in the same light. Most language school students enroll for socio-cultural reasons-some simply to be in fashion. Company lessons, where the teacher travels out to a given company, comprise a large part ofthebusiness for most language schools. Generally, companies are not concerned with the qualification and expertise of the teachers. They rely on the school that employs the teacher for quality control. Most language school students are seemingly happy and satisfied. They are happy to have made contact with foreigners, and satisfied with their participation in a foreign language class. Their sluggish progress, or lack of progress, is simply ascribed to the "difficult" nature of English.

Ideological and Physical Nature of the Institution

"The way in which an educational institution functions affects the quality of the work done there" (McArthur, 1983, p. 83).

The data compiled in this survey revealed that the average school has been in operation for 12.1 years and has four classrooms. The average school has five teachers (the range being 2 to 20) and ten company class contracts (the range being 0 to 35). There are roughly 200 students enrolled per school (the range being less than50 to over 400) and three Japaneseoffice staff employed. Of the 22 schools surveyed only four are owned and operated by foreigners. All are owned by males. Not surprisingly, most owners are businessmen and not educators.

Language schools promote themselves as conversation schools, language centers, English lounges, or salons. Most of the larger scale establishments offer TOEIC and TOEFL preparation, or other ESP and intensive programs. What is lacking in 80 percent of the schools, however, is the presence of a curriculum, course, or a plan of action. There is also a want of proper placement programs for new students. A third of the head teachers interviewed cited these two limitations as primary and needing immediate consideration. By and large, language schools are patronized by a growing and varied social cross section of people. Any and all make up the market, and are welcomed with open arms.

In most cases, classes consist of group lessons (the enrollment being between four and ten students depending on attendance), and last 60 to 75 minutes. Private lessons are offered for a higher fee. Students usually attend one such class a week. With limited, if any, exposure to English outside the class, learning is slow at best. As 17 out of the 22 schools surveyed offer no placement evaluations for new students, the most common theme running through most language school classes is that of mixed levels. That is to say, in any given class there are students with varying language ability and English background, making lesson design and class progress that much more difficult. For in-house classes, students are placed according to availability-in terms of when classes are being offered, the number of students already enrolled, and students' own scheduling requirements. Some students select lower level classes to avoid conversational demands, or simply because they feel less intimidated and more comforatble within a familiar group.

Due to the nature of the business (teachers sign yearly contracts and on the average stay for one or two years), there is a high rate of personnel turnover. Given that these classes are ongoing affairs, with teachers and students alike entering and leaving, students invariably meet a number of teachers, who, given their own convictions and abilities, take the students throughvarioustextsand approaches. Lastly, most of the schools provide little in the way of teacher training. Newly arrived teachers, under a best case scenario, observe some classes, are given introductory "do's and don'ts," and start teaching. Not surprisingly, many teachers cite the lack of professional support systems-this is especially true of those teaching in small cities or in rural areas.

As stated earlier, these schools are more commercially than academically oriented. The bottom line is that educational priorities, functions, and pedagogical concerns take a back seat. As long as the customer is happy, there is no call for action or change.

Morale, Skill and Humanity of the Teachers

"He who is a teacher from the very heart takes all things seriously only with reference to his students-even himself" (Nietzsche, 1973, p. 63).

The profile of the language school teacher is that of a young individual between 21 and 35, the majority in their mid to late 20s with little or no Japanese language ability upon arrival. Most teachers list the desire to experience a foreign culture from within as their calling. Some come for the work and the money, while others are simply looking to escape their sociocultural ties. On the whole, the experience of living and working in Japan rests well with all. Most have two or three weeks' paid holidays a year and are awarded return airfare or a bonus upon completion of their contract. Some schools provide assistance with housing; most offer health insurance, and pay travel expenses as part of the benefit package. As schools have a vested interest and investment in the continued service and well-

being of their teachers, eccentricities are tolerated and most contract violations overlooked. Job security is not a problem here. As such, teachers are happy in their relaxed andrelativelystressfree working environment; they are happy with the money they make (an average of approximately 240,000 yen for the first year teachers), and the hours they work (an average of 21.6 hours of student contact time a week).

Given that a remarkably low number of the teachers have TEFL or teaching qualifications or relevant experience, most of the teachers learn and adapt quickly to the job at hand. There are some teachers, 12 percent in the present study, who have either TEFL certification, experience, and/or a Masters Degree in TEFL, Applied Linguistics, or English. These teachers often find adjusting to the relaxed, business oriented working conditions difficult and at times frustrating. Adaptation to a job and being skillful at a profession are quite different issues. Seriousness, pride, motivation, interest, and love for the subject are often points of contention when applied to language school teachers. Professionalism is the main issue: in terms of teacher preparedness, of ready knowledge of *what* and *how* to teach, of relevant terminology, of current trends and approaches, and of the psychological, social, and cultural variables inherent in teaching. Eight out of the 22 head teachers interviewed cited a lack of professionalism as the fundamental limitation at their schools. The profession versus job dichotomy, perhaps more than anything else, underlies any discussion regarding teachers in Japanese language schools.

Redefining Roles: Where Do We Go From Here?

Things will continue as they do until and unless the individuals concerned (in this case the three players) choose to evaluate and change. Change, in the present context, begins with a redefinition of existing roles.

For the owners, redefining means establishing and maintaining higher standards. It begins with a change in the priorities and process of teacher selection. Employers must strive to become equal opportunity employers, basing their decisions on ability, experience, and professionalism, while at the same time keeping in mind the international nature of the English language (Strevens, 1980). Also, they should take a more active part in the process of selection; reliance on recruiters and recommendations of others has, in many ways, preserved present norms. An active part involves developing a better understanding of educational concerns, knowledge of what to look for in teachers, and the ability to review applicants and make the right decisions. Academic and professional credentials, not photographs, should be the criteria used in employing teachers.

Secondly, all schools must establish or acquire through appropriate means, curricula for L2 instructiion, and offer some form of teacher training to those in need. Given that novice teachers bring with them various deficiencies (Breen, Candlin, Dam, & Gabrielson, 1989), such measures are essential to guarantee educational standards. Lastly, owners must change their perception of and approach to teachers.There is a tendency on the part of the employers to see teachers as replaceable in the production machinery. Teachers must beviewed as educators who by their expertise and conviction can make a difference. Pedagogical observances must outweigh any business interests.

Wilkins (1974, p. 85) identifies students as the most significant variable in the learning situation. In economics, supply and demand determine price and production. An extension of the business of education model details how consumer expectations, perhaps more than anything else, can raise language school standards. As the paying customer, the Japanese language student must demand qualified educators, not merely fluent speakers, as their teachers. Students should clearly define their own learning objectives, and express them upon entrance to the school of their choice. Companies and individuals must seek educational institutions where these objectives can be realized, and where instruction and learning precede commercial interests.

The students' own motivation, enthusiasm, and conviction should not be their undoing. Students must realize that participation in a once-a-week class is not nearly enough exposure or practice to really improve their abilities. Most Japanese have spent at least five years learning English in junior and senior high school, yet after that time they are no closer to functional competence. Communicative application of English, both in and out of the classroom, is essential; thus, for second language students, English should be studied as a daily routine.

Teaching is decision making (Richards, 1990), management and innovation (White, 1988), and "finding out and judgingwhether what is happeningineducation is worthwhile" (McCabe, 1987, p. 1). Teachers must feel competent in their knowledge of the subject and the underlying issues, be able to apply this to classroom practice, and research and evaluate progress towards professional growth. They must become fully aware of the various methods and approaches in L2 education and how to implement them in their classes. They must be able to select materials best suited for their purpose and utilizecreativenon-textbook-based techniques. In short, language teachersneed tocomprehend their profession so as to choose from the plethora of information and manage this information in a successful learning environment. Native speaker status cannot presume or negate these requirements. Better preparation, in all facets of education, a genuine enthusiasm for teaching, and an interest in their students' progress are the keys for language school teachers.

One of the assumptions in L2 teaching is that the learnersare "thorough successes in their first language" (McArthur, 1983, p. 32). As newcomers to Japan, language teachers also need to be aware of other cultural

Available NEXT MONTH

LET'S GO

The new, children's course
for Japan by RITSUKO NAKATA
workbooks by STEVE WILKINSON
songs and chants by CAROLYN GRAHAM

stimulating, motivating, lively

*Carefully controlled grammatical sy!!abus

*Functional dialogues

*Alphabet and phonics work

*Active listening practice

*Frequent recycling of vocabulary and structures

*Songs, chants, movement and FUN!

systematic, practical, innovative

It's what you've been waiting for!

Oxford University Press

Putting Learners & Teachers First

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

I am considering LET'S GO ***for my children's classes. Please reserve a free inspection copy for me.***

Name: _____

School: _____

Address: _____ _____ _____
(Home/School) ☎

_____

and social issues (attitudes to education, learning ability, motivation, perceptions, expectations). Teachers not only must educate their students in terms of second language competence, but, through their teaching, address these other issues to increase awareness. Indeed, part of the teaching in Japanese language schools is educating the students and the employers to evaluate their attitudes and expectations by incorporating a more global perspective.

Conclusion

Clearly, under present conditions, many Japanese language schools do not meet consumers' needs-of seeking English competence and international awareness-and hence the initial question with reference to the effectiveness and viability of these institutions. Why most Japanese students do not show a marked improvement even after several years of study has to do with prevailing standards, measures, and expectations. The term *native* speaker, as a criterion for selection of language teachers, has been far too limiting, a hindrance, rather than an effective processing agent for the employment of teachers. Qualifications are made secondary to nationality. The reasoning applied is that, given the current supply and demand for English education in Japan, the marketable commodity-the teacher-in its present form is best weighed by these standards. The business of education has taken precedence over pedagogical imperatives. If effective and viable learning is to take place in these institutions, the three players-school owners, teachers, and students-must redefine their attitudes, expectations, and convictions. Improved standards and discerning expectations will point the way to change.

References

Breen, M., CandIin, C., Dam, L., & GabrieIsen, G. (1989). The evolution of a teacher training program. In R.K. Johnston (Ed.), *The second language curriculum* (pp. 111-135). Cambridge: Cambridge University Press.

McArthur, T. (1983). *A foundation course for language teachers.* Cambridge: Cambridge University Press.

McCabe, C. (1987). The external evaluator-inspector or management consultant? *Evaluation aaand Research in Education I* (l), 1.

Nietzsche, F. (1973). Beyond good and evil. London: **Penguin** Group.

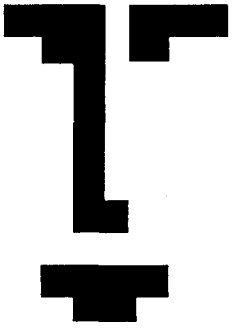
Richards, J.C. (1990). *The language teaching matrix.* New York: Cambridge University Press.

Strevens, I'. (1980). *Teaching English as an international language.* Oxford: Pergamon Press.

White, RV. (1988). *The ELT curriculum: Design, innovation and management.* Oxford: Basil BlackwelI.

Zafar Syed has been teaching EFL in Japan **for** *tk past two years, after teaching ESL in Vancouver, Canada, and is currently tk Management Coordinator at* James English School.

A New Face



CASSELL
ELT

PHR
PRENTICE HALL REGENTS

Prentice Hall Regents of Japan
Jochi Kojimachi Bldg., 3F. 6-1-25 Kojimachi, Chiyoda-ku, Tokyo 102, JAPAN
Telephone: (03) 3236-I 050 Fax: (03) 3237-1460
A PARAMOUNT COMMUNICATIONS COMPANY

How Vital is the Group in Low Intensity Language Programs?

by Richard Smith
International University of **Japan**

In Japan, commercial language schools and low intensity English language programs go together like bread and butter. Of the hundreds of commercial English language schools in Tokyo, for example, almost all of them offer part-time English instruction programs of one kind or another. However, our knowledge of this vast language teaching enterprise is in inverse proportion to its size. This ignorance is also true of the international ESL/EFL community as a whole. Most people hardly notice there is a vacuum because it seems to be filled so well by the wealth of knowledge and insights acquired from high intensity programs. Indeed the very names *low intensity* and *high intensity* suggest that these programs differ only in degree. This paper will present some evidence to show that in one respect, at least, Japanese low intensity programs might be different in kind as well.

A Definition

Unsurprisingly, a basic procedural problem in this area of enquiry is a lack of systematic definition of the difference between high intensity and low intensity programs. The only definition I have been able to find comes not from any special study, but from the SLA literature. It defines low intensity programs as programs involving less than five hours of classes per week (Strevens, 1977). The significance of the five hour figure is that Strevens and others believe that this is the threshold level below which classroom language learning becomes relatively ineffective. This definition has the virtue of simplicity and does include 33 out of the 34 part-time English language programs which I spot-checked in Tokyo.

Motivation and the Group

In Japan, the part-time English class invariably means a conversation class. For the conscientious teacher, a prime concern is the creation within the class of a psychological framework in which the students will want to use the language for communicative purposes. Practice necessarily entails the students using the language to communicate with each other inside the classroom. When it comes to the question of how best to motivate such exchanges, the professional consensus in both formal academic literature and in less formal literature of teachers' guides and manuals is that group solidarity is a prerequisite for a sustained and meaningful flow of exchanges. This belief can be found in the work of commentators like Stevick (1976), in the work of classroom practitioners like Moskowitz (1979), and, more tellingly, in the work of people whose principal focus is not the group (Terrell, 1982, p. 125). The very currency of everyday discourse among language teachers reflects the pervasiveness of this belief. Even new teachers at a good commercial language school will talk knowingly about the "classroom community' in a particular class, and about a student who "doesn't fit in the group." As a result, in my seven years' experience of commercial language schools I have witnessed a good deal of thought and energy being expended on finding ways to mould together what are often diverse assemblies of people of different ages from many walks of life. This paper will present evidence to show that such students maybe equally happy in a different kind of classroom environment.

The prime reason for this "group" fervor is the overwhelming acceptance of the group motivational concept by high density language programs. In these programs, the concept has been implemented so successfully that little re-evaluation has seemed necessary. Even the briefest critical review of the literature, however, raises doubts about its total applicability to low intensity programs.

Group Motivation in the Literature

Historically, the language teaching profession's interest in the motivational value of the group can be traced back to the humanistic educational movements of the '60s and '70s and their dissatisfaction with the prevailing teacher-centered approaches and with particular methods (Richards & Rodgers, 1986, pp. l-63). The basic work in the psychological dynamics of classroom groups done by Gibb (1964) and Giffin (1967) in the '60s directed the teaching profession's attention to the importance of overcoming anxieties and forming trust among the group's members as a prerequisite for uninhibited communication. Their influence on the language teaching profession can be seen in the published report of the Northeast Conference on the Teaching of Foreign Languages (Tursi, 1970), in which Lambert, and Libit & Kent, took up the same theme.

There are four things relevant to this study about this bodyofwork.First,alloftheseresearchersand thinkers clearly had high intensity programs in mind when they talked about their groups. Gibb (1964, p. 283), for example, presents a long four-stage process which assumes very frequent assemblies of the group.

Second, none of the references I have cited deal with what the students want. All of them take as given a scenario in which students are thrown together in

Cambridge ELT

A new concept in skills development

Cambridge Skills for fluency
Series Editor: **Adrian Doff**

Cambridge Skills for fluency is a new range of materials designed specifically to develop students' fluency and confidence in using English. Each book in the series offers a variety of imaginative topics and activities which will genuinely engage students' interest and encourage them to share personal reactions and opinions – fluently:

CAMBRIDGE Skills for fluency
Series Editor: Adrian Doff

Fluency in four skills
Fluency through creative activity
Fluency: a learner-centred approach

Listening 1 and **2 by Adrian Doff** and **Carolyn Becket**
Speaking 1 and **2 by Joanne Collie** and **Stephen Slater**
Reading 1 and **2 by Simon Greenall** and **Diana Pye**
Writing 1 and **2 by Andrew Littlejohn**

Level 2 now available

For further information on any Cambridge ELT materials, please contact:
Steve Maginn, United Publishers Services Ltd.,
Kenkyu-sha Building, 9 Kanda Surugadai 2-chome,
Chiyoda-ku, Tokyo 101. Tel: (03) 3295 5875.

CAMBRIDGE UNIVERSITY PRESS

intensive learning settings and have to deal with social and psychological necessities. Libit and Kent (Tursi, 1970, p. 58) talk about the "soul" that the student is trying to express and Stevick (1976, p. 99) quotes Levertov (1970, p. 88) as saying that learning becomes "more profound" for students in the proper group environment. Clearly, these commentators are talking about classesthatrepresenta substantial lifeexperience for their students. There is no place in their imagination for the language class that represents a twice a week diversion from a quite different pattern of life.

Related to this is the third point that, although there is no speculation about the naturalness or unnaturalness of classroom groups, there is a marked tendency to regard them as communities (Lambert in Tursi, 1970, p. 87) and (Nelson in Tursi, 1970, p. 61) with the strong implication that they satisfy the same social drives as other communities.

Fourth, all the authors agree with Gibb about the role of anxiety in the evolution of the group. The identification of anxiety with the classroom group experience received further support in the 80s from specialized diary-based investigations of students' feelings about their classroom experiences (Bailey, 1983). The presence or absence of anxiety is, therefore, another indicator of convergence or divergence between high and low intensity classrooms.

The Target Low Intensity Program: Two Hypotheses

The research was carried out at the Shibuya branch of A.N.A. Stanton School in Tokyo over the period from September, 1989 to May, 1990. The Shibuya branch was the flagship for a new type of "flexi-time" course which offered studentsa flexible schedule with a widechoiceof class times throughout the week. The main attraction of the course was its convenience. It was no surprise that a majority of students regarded this feature as a definite plus. Once the students were enrolled in the course, however, it was entirely feasible that other, more deep rooted feelings might influence their behavior.

The significance of such a course is that it places low intensity program students in a setting which is virtually the opposite of the regular group class. This allows the testing of two hypotheses about group related behavior. The first, or "strong," hypothesis posits that the grouping instinct is so strong that the students would actively struggle to overcome the atomizing tendency of the schedule and establish their own informal groups. The second, or "weak," hypothesis posits that, although the students would take advantage of the program's scheduling flexibility, they would pay a price for it in the form of some dissatisfaction with the course.

The first question to be answered is whether the students did allow the atomizing tendency of the schedule structure to work unchecked. The attendance patterns of all students at one level whose attendance was reasonably frequent was analyzed in detail. Two forces which had an impact on these attendance patterns can be readily identified. The first force was the flexible schedule. The second force was the actual restriction on schedule choices caused by the students' other scheduled commitments. In the middle stood the students, who, of their ownvolition, could decide to some extent to go with or go against either of the forces. Because of the small maximum class of six and because of the relative small cohort size-never above 80 for the level chosen-it was possible for students whose attendance was fairly frequent to identify some of the other students and teachers, and achieve some superficial acquaintance with them. To some extent, then, the conditions that existed allowed the students to create their own informal groupings if they felt a strong desire to do so.

The elementary level was chosen because its enrolment was larger than the enrolments of the other levels and because the students at this level tended not to be driven by extrinsic sources of motivation. The schedule for this level during the sample period is shown in Table 1. The sample comprised 33 students whose attendances exceeded 65% and averaged 75%. Through short interviews and other informal methods, it was determined that only two of the students had any specific extrinsic purpose for their enrolment. The sample period covers ten consecutive weeks between January and March, 1990. All 33 students had enrolled at least one week prior to the start of the sample period and all 33 students continued attending throughout the ten weeks. The major obstacle to the research was the difficulty encountered identifying such a relatively stable group. The flexibility of the course included enrollment at any time. The resulting tendency for entry and exit times to be staggered forced the abandonment of a similar sample in the September to December period.

Table 1

The Elementary Level ("B" Level) Timetable (January-March, 1990)

(the letters in parentheses indicate the identities of the teachers)

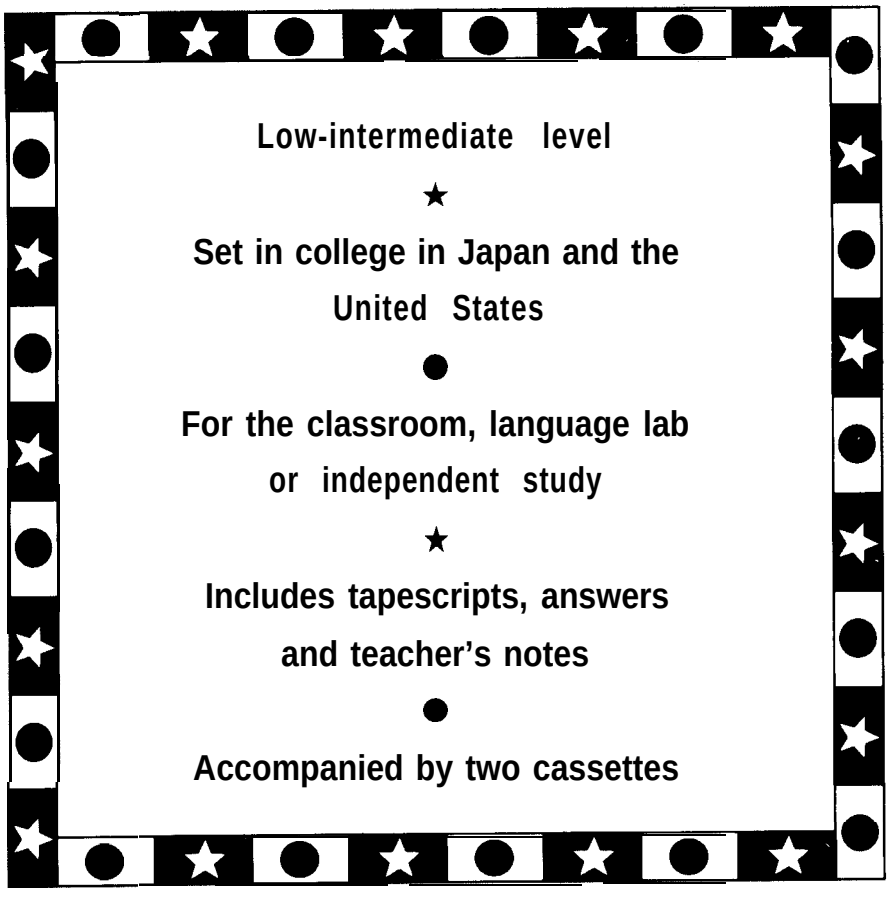
	MON	TUE	WED	THU	FRI		SAT	SUN
1.30 2.45		B2 (a)		B1 (j)		11.00 12.15	B1 (h)	B1 (m)
3.10 4.25			B1 (f)	B2 (a)		1.30 2:45	B2 (h)	B2 (m)
5.00 6.15	B2 (a)		B2 (g)		B1 (b)	3.10 4.25	B1 (i)	
6.30 7.45	B1 (b)	B2 (d)	Bl (h)		B2 (d)			
8.00 9.15	B2 (c)	B1 (e)	B2 (i)	B1 (k)	B1 (i)			

Results of the Study

The results of the attendance analysis are summarized in Table 2. If a purely random pattern of attendance is assumed, it can be calculated, for example, that the total number of times all possible randomly formed pairs will meet three times during the ten week period lies somewhere around 35 times. The same result for all possible randomly formed groups of

HERE AND THERE

A Listening Skills Program in American English



David Peaty and Bernard Susser

HEINEMANN

For further information and an inspection copy, please contact:

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

Table 2

Flexi-Time Student Clusters

The number of occasions the same student clusters met during the ten week period.

	SAME PAIR	SAME THREE	SAME FOUR	SAME FIVE	SAME SIX
Met three limes	57	5	2	0	0
Met four times	14	2	1	0	0
Met five times	4	0	0	0	0
Met six times	0	0	0	0	0

Probability of number of times random pairs which met between weeks 1 and 16 will meet again twice: 752x0.1x0.1x96x33x2 = 35.6 imes (33 = average number of random pairings per B1 or 82 set of dasses per week)

three is about one time and for all possible randomly Formed groups of four is a very small fraction. The actual attendance patterns are far from random, but equally far from demonstrating a strong, or even moderate, grouping tendency. At least part of the pair clustering can be explained by the fact that few students could exercise their theoretical choice of 10 B2 slots and 11 Bl slots. A strong grouping tendency would show up clearest in large numbers of repeat clusters of threesand fours, but the actual numbers are very small.

The figures for student-teacher clustering seem more significant (see Table 3), but they can be partially accounted for by the repeat scheduling of six of the teachers. More revealing than the 35-40% aggregate clustering around one teacher, therefore, is the fairly wide dispersion of attendances around the other teachers.

The second question concerns the extent to which the students were satisfied with this course. In order to answer this question, some questionnaire data was accumulated (see Appendix A). In addition to the usual caution with which questionnaire data should be treated, it has to be admitted that the sample size of 32 is small. On the plus side, however, is the fact that almost all of the students were in the position of being able to make an evaluation with the benefit of having had experience of regular group conversation classes either at A.N.A. Stanton or at another school. The mean average age of the sample was 24.5, the youngest member being 19 the oldest 39. The most interesting pattern in the answers is that, although the students were attracted to the course by its convenience and the small class size (question 1), the students also reacted favorably to encountering a variety of different teachers and students (question 4). Many of the students returned to this theme in the open section of the questionnaire and generally expressed their appreciation

Table 3

Tendency of Flexi-Time Students to Choose the Same Teacher (see also Table 1: Timetable)

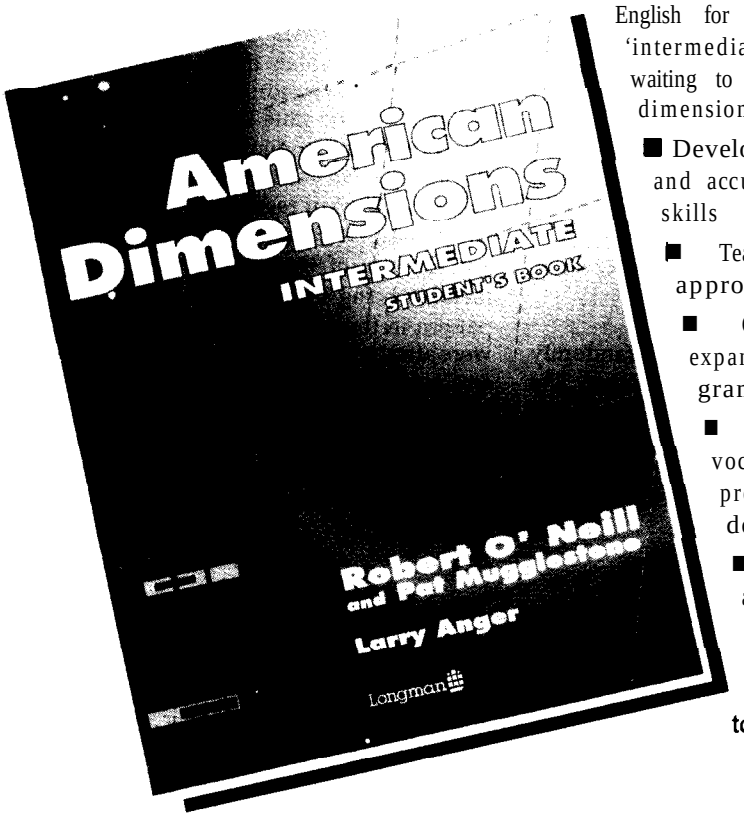
Attendance plot of the 33 member sample over a ten week period, January-March. 1990. A total of 462 attendances.
The figure in brackets next to "teacher does not indicate a specific teacher. It is used to show the extent to which students' aggregate attendances tend to cluster around or be dispersed among teachers.

	No. of slots per week	No. of teachers	Total No. of attendances	No. of attendances with teacher (1)	% of attendances with teacher (1)	No. of attendances with leacher (2)	% of attendances with teacher (2)	No. of attendances with teacher (3)	% of attendances with teacher (3)
6.1	11	9	237	63	35.09-6	43	10.19	30	127%
	10	7	225	88	39.1%	47	20.9%	29	12.9%
		No. of attendances with teacher (4)	% of attendances with teacher (4)	No. of attendances with teacher (5)	% of attendances with teacher (5)	No. of attendances with teacher (6)	% of attendances with teacher (6)	No. of attendances with teacher (7)	% of attendances with teacher (7)
B.I		27	11.4%	22	9.3%	19	6.0%	8	3.4%
8.2		21	9.3%	19	8.4%	12	5.4%	9	4.0%

AMERICAN DIMENSIONS

Robert O'Neill with Pat Mugglestone and Larry Anger

A FRESH SOLUTION TO THE PROBLEMS OF THE 'INTERMEDIATE' STUDENT!



A new coursebook in American English for students on the 'intermediate plateau' who are waiting to 'take off' into the dimension of expressivity.

- Develops greater fluency and accuracy across the four skills
- Teaches variety and appropriacy of expression
- Consolidates and expands students' grammatical knowledge
- Emphasizes vocabulary and pronunciation development
- Meaningful topics and themes, enabling students **to talk about things that really matter to them.**

To Longman ELT, Gyokuroen Building, 1-13-19 Sekiguchi, Bunkyo-ku, Tokyo 112 Tel- 03 3266 0404 Fax. 03 3266 0326 Osaka. Tel: 06205 6790

Please send me a sample copy of American Dimensions_____

I am interested in the Teacher's Video _____

Name _____

Address _____

_____

School _____

_____ Tel _____

LONGMAN ELT

that they were able to meet a variety of different people.

On the face of it, the questionnaire responses reveal a more positive feeling about the course than would be generated by a feeling that the atomization was a necessary tradeoff for the scheduling flexibility. The caveat, of course, is that the sample necessarily excludes the other 47 students whose attendance was lower or who dropped out-precisely those students most likely to have more unfavorable impressions of the course. The fact remains that a sizeable number of students did compare the course favorably with the regular courses they had attended (question 2). In this connection, it should be also pointed out that infrequent attendance and high drop-out rates are a fact of life for regular low intensity courses, too.

Conclusions

The conclusions to be drawn from the attendance patterns are limited, but nonetheless significant. The attendance patterns show that, on the whole, the desire of the students to associate with a stable group of other students was not so strong that they actively tried to beat the system and form their own informal groups. If it is true that language classes are a kind of community, in one way or another this course was not generating the critical mass necessary to activate the clustering behavior essential for a community.

Neither do the questionnaire results provide much support for the weakgrouping hypothesis. On balance, the answers to question 5 show that, far from feeling denied something by the absence of group solidarity, the students expressed their appreciation of the opportunity to meet a variety of other students and teachers. Thereisalsolittledirectevidencethatfeelingsofanxiety determined students' responses to each other, and to the course.

Whatever our views regarding the educational value of such a flexi-time course, it is clear that it satisfied a significant number of its enrolled students. Just as Strevens points out that there is a threshold level below which learning becomesineffective, this study indicates that there may also be a threshold level below which the desire for group stability and integration ceases to be of fundamental importance.

Appendix: Questionnaire Data

Following are the data on the answers to some of the content questions in the questionnaire which are most relevant to this study. There were responses from 32 out of the 33 flexi-time students in the sample. The number of responses for each possible answer is indicated in the right hand column.

(1) Why did you choose the Flexi-Time Course?

(a) It's convenient	21
(b) The classes are small	13
(c) Someone recommended it	5
(d) The receptionist recommended it	2
(e) Other-please indicate	0

(2) Have you ever attended a regular English conversation class?

(a) Yes	31
(b) No	1

If your answer is "Yes," do you think the FlexiTime Course is better than a regular course?

(a) Yes	17
(b) The same	8
(c) No	2
(d) Not sure	4

(3) How much have you enjoyed the Flexi-Time Course? Circle the number that corresponds with your feeling:

+3	4
+2	9
+1	7
0	7
-1	4
-2	1
-3	0

(4) How do you feel about having a variety of different teachers and students in your classes? Circle the number that corresponds with your feeling:

+3	3
+2	11
+1	7
0	6
-1	3
-2	1
-3	1

(5) If possible, could you explain your feeling? You may write in Japanese:

27 students responded to this open question, The following are translated excerpts from some of their answers.

(1) "I enjoyed the course very much. It was a good opportunity to meet a lot of different teachers and students."

(2) "I felt good because I could choose when to take English classes. It was good to talk to a variety of people. I never had this chance before."

(3) "I could go to class when I wanted to go."

(4) "I sometimes couldn't understand the teachers, but it was a good experience to meet different kinds of English speakers. There were always lots of things to talk about."

(5) "I like the regular class too-we have some fun conversations. Sometimes the free-time course was hard. However, it was nice to be able to choose the times."

(6) "It seemed a bit strange sometimes. Also the teachers didn't correct us enough when we made mistakes. They should correct us."

(7) 'If I didn't feel good, I didn't have to go to class. It was more like a club than a school. I liked that."

(8) "I met a lot of new Japanese people, as well as different English teachers. I think this is important to learn English in a realistic way."

(9) "The teachers were nice because they talked to everyone, even if their English wasn't good. I had a good time. We had a good chance to meet a lot of different people."

(10) "It is an unusual system. Maybe not everyone likes it and I'm not sure yet if it is the best way for me. But it is interesting to go todifferentclasses. Each teacher has his own way, which is interesting, but it was sometimes a little difficult to understand them."

(11) "I liked the chance to talk a lot. It's very free and easy. Also

(Cont'd on p. 21.7

NEW FROM SRA
CONTENT AREA READING

HOW AMERICA BEGAN AS AMERICA GREW

Controlled reading at ability levels 3.5 through 9, these kits use the successful SRA Reading Lab method to teach US History through the eyes of real people.

SOCIAL SCIENCE SERIES and HISTORICAL NOVELS

Focus on US history with thirteen separate 64 page workbooks for intermediate students.
Novels set in each era complement the workbooks and help bring the period to life.

THINKLAB and THINKLAB 2

Get your students talking with hands on activities for analyzing data, relationships, patterns and structures.
These kits of progressive, graded problems and puzzles are great as extra conversation exercises and group activities.

THE FINAL CHAPTER, KIT X, KIT Y, KIT Z

True stories with surprise endings, these three kits contain ten copies of ten stories for group reading and discussion.
Exercises cover vocabulary, comprehension and sequencing, story mapping, etc.

for more information and sample material, contact

SRA

MEYNARD PUBLISHING LTD.

TOKYO OFFICE
Ogura Bldg. 1-2-5
Nishi-sugomo, Toshimo-ku. Tokyo
Tel:03-5394-3500 Fax:03-5394-3505

OSAKA OFFICE
Osaka Fukoku-Seimei Bldg. 4F. 2-4 Komotsubaro-cho.
Kito-ku, Osoko 530
Tel :06-362-2961 Fox :06-316-1049

Observations on the Teaching of French in a Language School in Japan

by Nadine Battaglia
Language Academy

Though there is a plethora of articles on the teaching of English in Japan, there is relatively little information on the teaching of other languages. Having taught non-native speakers in intensive courses in France as well as Japanese students in Japan, I would like to offer some of my observations on the teaching of French in Japan. While some of these observations will be similar to those made by teachers of English here, a few will be unique to the teaching of languages other than English.

The title of this article would be more accurate if it included the words first impression because I have based this article on only one year of teaching in a commercial language school in Japan. It should also be noted that students at my present school have a big advantage not found at many schools, in that the class size here is limited to 12 students.

The observations that I have been able to make while teaching in Japan, together with my previous experience teaching Japanese students in France, have greatly helped me in understanding my students' real reasons for learning French. These reasons tend to be governed by more subtle motivations than purely linguistic ones.

Who Are the Students?

Most of the students are women of all ages. A large number of them are teachers (of English, art, etc.) while others are artists, housewives, office ladies, businessmen, and high school students. There are two types of students: complete beginners and solid intermediates. Though I have said "solid" intermediate, it should be noted that they have never had any training in speaking French, though they have practiced silent reading with comprehension questions. Thus, they have a very low level of aural comprehension and verbal expression.

What Is the French Language for the Students?

I did a small survey in my classes in which I asked the students several questions, including "What does the French language mean to you?" It would appear that French is much more than just a language for them. It is closely connected with the notion of French culture, art, literature, fashion, cuisine, history, philosophy, and movies. The survey also indicated that most of my students first heard French while watching French movies. They consider it to be a very difficult language. They are somewhat put off by French pronunciation ("it sounds too nasal"), its syntax, its grammar (gender and number, conjugations, so many exceptions to each rule). In spite of all this, the students think that French is beautiful, charming, intellectual, musical, interesting, and elegant. It is also interesting to note that many students add that in Japan, the French language carries with it a feeling of exclusivity and elitism.

The above points would seem in contrast to how many Japanese view English. English is seenas the international language, one that is possible to practice every day, and one that many of the students do indeed use in their daily work. Outside formal institutions such **as a** school, there is little chance to practice French in Japan.

How Do the Students Approach Learning French?

In spite of the fact that their reasons for studying French are mainly governed by personal pleasure, the students have a very scholarly and serious approach in class. Unfortunately, the students indulge in questionable classroom habits I have been unable to break.

Those who have previously studied French in a university (including those who are enrolled in advanced level classes) tend to have a preoccupation with the use of a dictionary. They must have used their dictionaries quite frequently in their university classes, because they often reach for their dictionaries even when they apparently have a good grasp of the meaning of a word. When they find a completely new word, they rarely try to understand it through the context. Instead, they translate every word and then grope for a larger meaning. Often this approach is not successful in reaching a general understanding of the language, but some students feel content if they can understand the individual words.

On the other hand, students who have not studied French previously do not hesitate to ask questions where they encounter an unknown word. Using the little vocabulary that they know, they ask for explanations. In fact the beginners almost never have a dictionary with them in class.

Ingeneral, the higher the level of the class, the greater the number of dictionaries used in the class. When advanced students bring a dictionary to class, it is more likely to be an English dictionary. If I do not forbid the use of the dictionary, they will constantly consult it. Though the students often take notes on things in class, I rarely see that they are recycling this information in their use of French in the class. Thus, while the use of the dictionary itself is not necessarily detrimental, it hardly seems worth the amount of effort that the students put into it since the information acquired through use of dictionaries is hardly recycled.

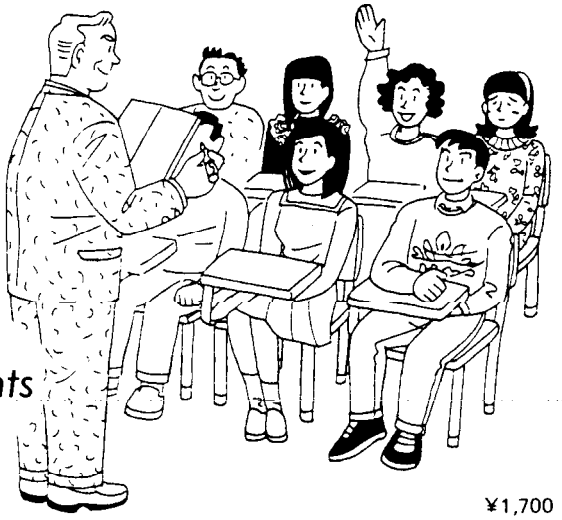
What Are the Students' Expectations?

As I have said above, the students have a great deal of difficulty with aural understanding and verbal expression, in spite of the fact that they come to my class

new from McGraw-Hill

ENGLISH ON TARGET

Spoken English for Japanese College Students



¥1,700
132pp.
ISBN 4-89501-348-o C3082

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

Teacher's Manual
Student's Book Cassette

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

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

with a great deal of explicit linguistic knowledge about French. Because opportunities to use French in Japan are rare, they realize that the class is probably their only opportunity to have what they refer to as "discussion."

A basic question that I have is whether or not the students are able to engage in disucssion. Lingistically, they have great difficulty carrying on even a simple conversation about daily life, although they have read extremely difficult philosophical texts in French. Perhaps a more culturally complex question comes into the picture here: Is a group of Japanese students able to succeed in debating a topic (in Japanese or in French) about a given aspect of society?

The students would like to improve their writing ability in French, as well as their reading ability. They admire French literature very much, and would like to increase their knowledge about this topic. Japanese students seem to have very solid backgrounds in French literature in Japanese.

Most of the students indicated that they do not want a traditional teacher centered class, but they conduct themselves if they were still in such classes. In reality, they like classes where the teacher teaches and the students memorize.

Students want to discuss topics, but they do not know how to go about doing this. They have difficulty with exercises that require them to create language play, or converse. Given these constraints, it is difficult to meet the students' expectations.

Teaching Problems

The major problem that I have found during my teaching in Japan lies in the behavior of the students in class: There is no group feeling. If there are five students in the class, it does not mean a group of five students, but rather five individual students in a classroom. They rarely communicate among themselves, even in Japanese.

They expect everything from the class and the teacher: The teacher teaches, and the students make notes of everything they hear. The students never take any initiative, and spontaneous responses do not exist, or are very rare.

The students are very comfortable in class as long as they have written material to study in the form of traditional exercises. But they are completely disoriented when I ask for some creation, and totally afraid when I ask them questions directly. If I propose an informal exercise that requires some creativity, they produce very simple sentences, often void of suitable cohesion devices or concrete details.

It is possible that they do not understand learning processes that are different from the kind they have been previously taught. The students like traditional fill-in-the-blank exercises and multiple choice questions. If I use other types of questions, the students find it very difficult to produce constructions of their own.

Class discussions are very difficult to conduct. I always have to appeal to their curiosity, with very simple and precise questions. I encourage them to respond to my questions and statements by using what they have just learned. However, this process takes a long time in class, and I begin to wonder if this is simulating real conversation in any form.

When I ask the students a question as a group, no one responds. The great majority of the teacher-student exchanges are between the teacher and one student, and rarely between the teacher and the class. No one responds to my questions unless I direct the question specifically to one individual by name. The students don't want to confront any other student by showing that they know the answer. Thus, even when someone does have an answer, there is a long silence before I end up forcing someone to give me the answer. I have to use a lot of imagination to keep things moving. I use a !ot of different types of short exercises to keep their attention focused. This requires an incredible amount of energy on my part.

If someone does answer a question correctly, the other students are so impressed that they refrain from answering further questions. They become frightened of making a mistake, or showing their incompetence in learning. Thus, it is ironic that when one student finally gets up enough courage to respond, the other students' desire to answer is dampened.

Another problem that I have found is that when the students do not know something, they do not say anything. Perhaps my students feel that telling the teacher that they have not understood would reflect poorly on their competence as learners.

Many of them have studied English before. While this is positive in that it has made the students more sensitive to foreign languages, it also causes some problems. Whenever we study something new, they inevitably see it in terms of English grammar or vocabulary. This happens with students at all levels, even those who have been studying French for quite some time. In fact, my students still recite the alphabet in English rather than in French. This tendency to Anglicize everything is so strong that 1 often wonder if they are fully conscious of the differences between the two languages.

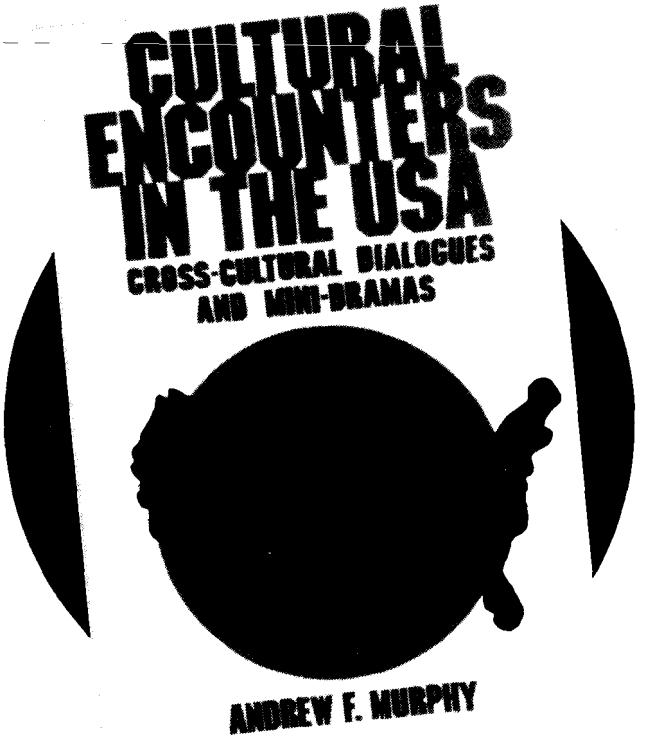
An additional problem is that French is not a living language for most of the students outside the classroom. Few of them use it where they work, for example. While most students have good backgrounds in English from school, or perhaps from just being surrounded by English in advertisements, they have almost no contact with French.

In intensive courses in France, especially at very basic levels, I make use of gestures when teaching certain vocabulary or grammar points. However, I have found this to be ineffective in Japan. While it is logical that there would exist many differences between the body language used by the French and the body language used by the Japanese, I have been surprised at the number of what I would consider to be universal gestures that are not readily understood by my students.

Phonetic problems abound. I attribute this to two

From National Textbook Company:

Teaches students about life in the USA



Cultural Encounters in the USA

Cross-Cultural Dialogues and Mini-Dramas

Andrew Murphy

- Encourages students to compare American culture with their own and other cultures
- 52 mini-dramas and dialogues depict cultural encounters in everyday American life

ISBN 0-8442-0715-2

National Textbook Company. a division of ***NTC Publishing Group***

America's leading publisher of EFL materials

To: Macmillan Language House Ltd., 5-14-7 Hakusan, Bunkyo-ku, Tokyo 112. Tel: 0-3943-6657 Fax: 03-3943-6663

Please send me a free inspection copy *of:* _____

Name _____

School _____

Address _____

_____

AD 0349

causes. First, students attend my class for 90 minutes once a week. This is hardly enough time to improve pronunciation, since the students have little contact with French outside class. Second, the effects of *katakana* pronunciation, with which my students tell me they first learned English as well as French, is difficult to overcome.

A number of specific consonant and vowel sounds pose great difficulties. The sound [r] becomes [l], [v] becomes [b], and [u] becomes something between [a] and [y]. The [y] becomes [o], the final [e] is dropped completely, [s] becomes [dZ], and the letter h at the beginning of a word is pronounced (it is usually silent in French). Two vowels, particularly in final position, cause problems: [y] becomes [iy] and [Q] becomes [a].

Another major problem has to do with the *katakana* style pronunciation that so many of the students have adopted. In French, final consonants are not pronounced. Thus, there is no [t] in *chat* (cat). However, my students not only pronounce a [t] they also add the [o] from *katakana to.* This katakana effect is so strong that it lasts even in the highest level classes. Whenever we learn a new word, the students write a *katakana* transcription below it. Then, they use this phonetically misleading approach to study the words later.

French grammar causes many problems for students that they did not encounter in English. Gender and number are almost incomprehensible. Why is a pencil masculine, while a pen is feminine? Not only do the students have to learn the concept of indefinite and definite articles (not used in Japanese), but they also have to learn masculine, feminine, singular, and plural forms of these articles, as well as when to use them.

Verb conjugations are very difficult for Japanese students. While the students did study third person -s in English, they are now faced with not two (*-s* or no *-s* in English) but six (*-e, -es, -e, -ons, -ez, -ent),* plus variations depending on the type of verb. Perhaps more than any other grammar point, French verb conjugation is my students' worst nightmare.

Conclusions

While the problems for them would seem insurmountable, the big advantage that 1 have teaching in a language school is that the students who come to my classes want to learn French. Though they have very different reasons and motivations, all of them have paid money to come to my class. This makes my work much easier. The students work hard outside of class time (about two hours per week according to a survey I conducted).

For my Japanese students, attending French classes is a way to include themselves in what they view as an intellectual community. It is also my impression that some of my students have enrolled in French class as opposed to English to distinguish themselves from others in a positive way. French is really more than just a language for them.

I will be the first to admit that these simple observations are based on just one year of teaching in Japan, and just one teacher's set of students. While teaching a language other than English in Japan can be a difficult job for that teacher because of all the linguistic and cultural differences already mentioned, one further problem should be noted: the limited network of exchange with other teachers of French, Spanish, German, etc. I would hope that future editions of *The Language Teacher* and future JALT meetings would deal with the growing trend in Japan of learning languages other than English.

Nadine Battaglia currently teaches French at Language Academy in Maebashi, Gunma.. She taught French in intensive courses in France for four years.

(Cont'd from p. 15.)

I made some new friends....I don't know if my English improved, but I had a good time."

(12) "Maybe the regular classes are better because people have to study more seriously. As for myself, I think the classes are very convenient as I'm often busy and I can't go at a regular time."

(13) "I like the freedom. You don't have to go to class at the same time and you don't meet the same people all the time. So it's different from ordinary school."

(14) "Going to various classes and meeting all kinds of people was very good for me. I'm a shy person, but I think I learned to be a little more confident when talking to people."

(15) "There were lots of nice girls. I never had the chance to meet so many before. And I liked the classes too."

References

Bailey, K. (1983). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. In H. Seliger and M. Long (Eds.) Classroom oriented *research in second language acquisitgion.* Rowley, Mass.: Newbury House.

Gibb, J.R (1964). Climate for trust formation. In L.P. Bradford, J.R Gibb, K.D. Benne (Eds.) *T-group theory and laboratory method* (pp. *277-304).* New York: Wiley.

Giffin, K. (1967). Interpersonal trust in small-group communication. *Quarterly Journal of Speech, 53,224-234.*

Levertov, D. (1970). The untaught teacher. In J. Baumbach (Ed.). *Writers as teachers/teachers as writers* (pp. 158189). New York: Holt.

Moskowitz, G. (1979). *Caring and sharing in the languge classroom.* Rowley, Mass.: Newbury House.

Nelson, RJ., Jacobovits, L.A., Del Olmo, F., Kent, D.R., Lambert, W.E., Libit, E.C., Torrey, J.W., & Tucker, G.R (1970). Motivation in foreign language learning. In J.A. Tursi (Ed.) *Foreign language and the new student* (pp. 53-104) Northeast Conference on the Teaching of Foreign Languages.

Richards, J. &Rodgers, T.S. (1986). *Approaches and methods in language teaching: A description and analysis.* Cambridge: Cambridge University Press.

Stevick, E. (1976). *Memory, meaning and method.* Rowley, Mass.: Newbury House.

Strevens, *P.* (1977) *New orientations in the teaching of English* Oxford: Oxford University Press.

Terrell, D. (1982). The natural approach to language teaching: An update. *Modern Language Journal* 66 (2), pp. 121-132.

Tursi, J.A. (Ed.). (1970). *Foreign languages and the new student.* Northeast Conference on the Teaching of Foreign Languages.

Richard Smith worked in commercial language schools in Tokyo for seven years before joining the International University of Japan in June, 1990.

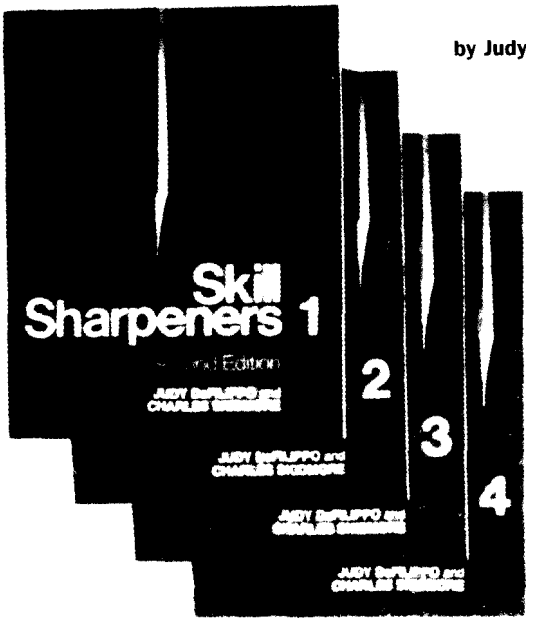
With *Skill Sharpeners*, your students will read and write about:

- Alphabetical order
- Alternative word meanings
- Analogies
- Antonyms
- Automobile parts
- Biographies of famous people
- Capitalization
- Careers
- Check writing and cashing
- Clothing
- Crossword puzzles
- Days of the week
- Dictionaries
- Directionality
- Drawing conclusions
- Driver's licenses
- Elections
- English grammar & structures
- Facts vs opinions
- Family relationships
- Graphs and statistics
- Illnesses and conditions
- Income taxes
- Indexes
- Informal conversations
- Interviewing
- Job applications
- Likes and dislikes
- Map reading
- Menus
- Money problems
- Months of the year
- Newspaper editorials
- Number words and symbols
- Objects in a room
- Occupations
- Paragraph writing
- Prescriptions
- Road signs
- Savings accounts
- Similies
- Slang expressions
- Space exploration
- Spelling
- Synonyms
- Table of Contents
- Televiswion
- Telling time
- Test preparation
- Thank you notes
- True and false statements
- Unusual events
- U.S. documents
- U S geography
- Using a" encyclopedia
- Vacation plans
- Vitamins in foods
- Want ads
- Weather

. . and more

PREPARE YOUR STUDENTS FOR SUCCESS

Skill Sharpeners Second Edition



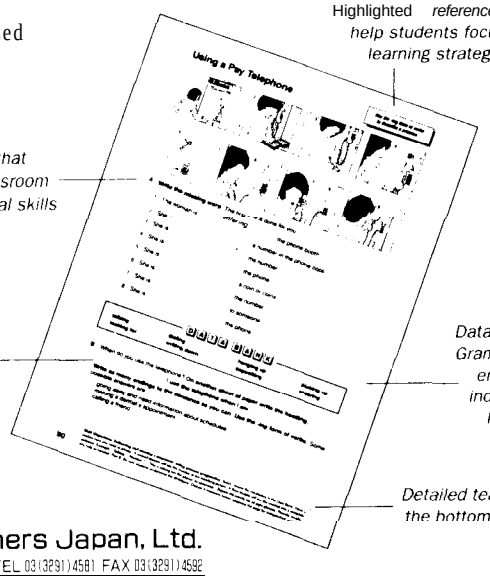
by Judy DelFilippo and Charles Skidmore

Sharpen language skills while strengthening survival skills with ***Skiff Sharpeners.*** Using contemporary language and set in everyday situations, the lessons in this popular series promote student involvement and foster self-confidence. Skill ***Sharpeners*** integrates English language learning with the content areas-social studies, science, English, and math-and prepares junior high and high school students for academic success.

Each consumable book includes end-of-book skills tests, vocabulary review, and a handy Skills Index. Great for ESL students and others who need to develop language and survival skills.

The Second Edition of *Skiff Sharpeners offers* even more tools **to promote student success across the curriculum:**

- Pages that are easier to read
- More practice with standardized test formats
- Increased emphasis on study skills



Addison-Wesley Publishers Japan, Ltd.
1-2-2 Sarugakucho, Chiyoda-ku, Tokyo 101 Japan TEL 03(3291)4581 FAX 03(3291)4592
アジソン・ウェスレイ・パブリッシャーズ・ジャパン株式会社 〒101 東京都千代田区猿楽町1-2-2

Motivators in English Conversation Schools and Implications for Language Teaching

by Daniel T. Kirk
Kumamoto Women's University Foreign Language Center

In a classroom situation, teachers have an impressive array of tools to choose from when considering how to best instruct students in English. We decide how to develop the skills of our students so that they can function in the language, and we expend considerable amounts of energy in instructing. But when we look to see who in our classes is matching our endeavors, or exceeding us in our drive to teach English, we see varying levels of energy. Some students are unabashed hard workers, others are less industrious, and still others lead us to the depths of despair. We ask ourselves, 'What can I do? How can I reach these people?" and then we look for some other way to impart information.

Yet can we as teachers really impart anything? Is there really any way for us to force students to learn? The answer to both of these questions is no, but if we consider what it is that we as teachers can realistically do, we find that we can motivate. We may never be able to find ways to fill our students' heads with English. What we can do, though, is to motivate them to fill their own heads.

If students are motivated to learn a language by what may be considered *extrinsic motivators* (Forsyth & McMillan, 1991, p. 55), motivators that are imposed on the learner from the outside, teachers will likely find their students' will to achieve rather weak. If teachers rely on tests, pop quizzes, and attendance records to motivate their students, the teacher will often be disappointed. However, if the teachers look for *intrinsic motivators* (Forsyth & McMillan, 1991, p. 54) to motivate, help the students identify their own goals, and give the students reasonable opportunities for success, then the students' will to achieve will be enhanced.

The following is a report on a study that investigates these issues. Why exactly do students say they are in English class? Are they there to learn English so they can travel to another country or to learn enough English to get by in a job, both *instrumental* motivations (Stevick, 1976, p. 48)? Or are they there because they have been to Australia and enjoyed the people there so much that they want to study and be like an Australian, an *integrative* motivator (Stevick, 1976, p. 48)? If we as teachers can understand why our students are willing to sit through our classes, or how they are motivated in other areas, we can then begin to do more of what teachers really can do-motivate students.

The Study

The goals of the study I conducted were to investigate the motivations of students sudying English conversation at private conversation schools, and to identify some of the sources of these motivators.

All of the informants for this study were students of six English conversation schools in Kumamoto City, Japan. The L1 of the informants was Japanese. Each school received fifty questionnaires, and each school decided who among the students would receive a questionnaire. From these six schools, 246 students responded. The questionnaire was written in English, and a Japanese translation was provided. Informants were instructed not to write their names, in order to encourage frank responses.

Results

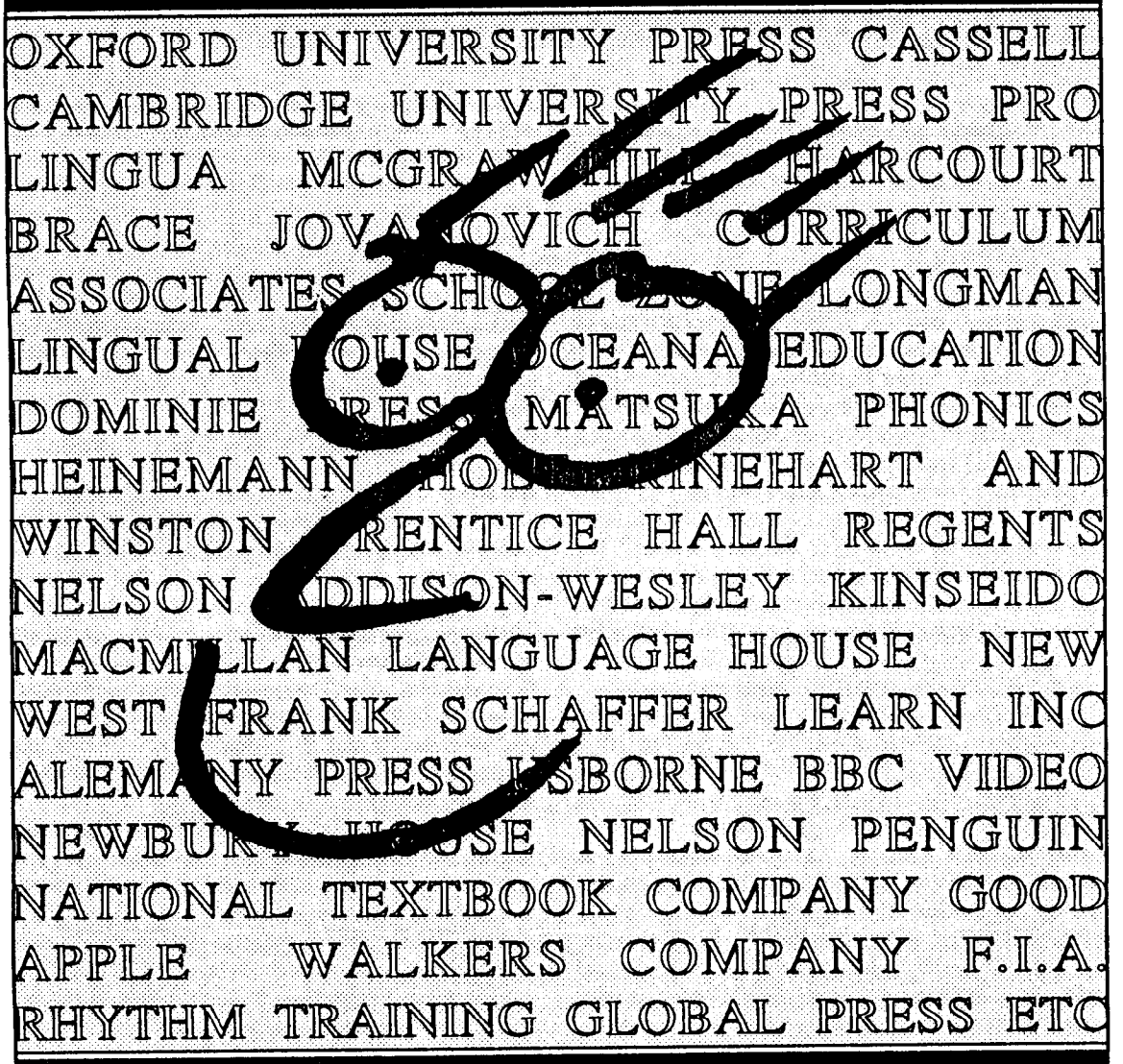
From the section of the questionnaire which elicited information about the respondents' personal background and language study history, I found that 31% of the respondents were students, while 29% were housewives. The remainder of the respondents chose the categories of *other, salaried workers, artists, teachers, laborers,* and *dentists* in descending order. The ages of the respondents ranged from 12 to 70. The largest age groups were from 12 to 19, and between 23 and 29. These two age groups alone made up 44% of the respondents. Eighty percent of those who responded were women.

I also found that 76% of the students began to study English in junior high school, and most of those people had gone on to high school and had entered one other language study institution during their language study careers. The number of students who claimed to have attended five or more institutions was 17%. As for languages learned other than English, 46% said that they had studied only English, 43% said that they had studied one other language, 8% said they had studied two other languages, and 2% said they had studied more than two.

As for what motivates these people to study English, I found the responses to be quite varied. The most frequent selections were: (1) "I came in order to speak to a person from another country in order to exchange ideas and points of view," at 49%; (2) "I study English in order to meet new people," at 45%; (3) "I need to know or may have some need in the future for English for work," at 41%; and (4) "I have a need for English for travel," at 37%. Other responses made it clear that "internationalization" was a motivating force, as was the study of English as a hobby.

The final three questions on the questionnaire sought to identify the sources of the students' motivations. I asked whether teachers, texts, televisions, or movies that the students watched motivated them to study English. Their responses are presented in Table 1.

YOU WANT IT....WE'VE GOT IT!



WHAT YOU SEE HERE TODAY....
YOU CAN GET FROM US TOMORROW...

One Inconvenient Location to Serve You!

The English Resource

The English Resource, 2-3-2 Sagamidai, Sagamihara-shi
Phone 04274443898 Fax 0427448897

45 minutes from Tokyo on the Odakyu line

Table 1

Comparison of Student Responses: Sources of Motivation

	Motivators			
Responses (a)	Teacher	Text	TV	Movies
Yes	199	88	99	150
No	7	48	48	30
Sometimes	26	88	89	56

(a) Do(es) your (teachers, text, TV, movies) motivate you to study?

Discussion

The findings of this study suggest that the average student at an English conversation school is a woman, either a student or a housewife, motivated instrumentally and integratively in equal proportions. These students have all been studying English for some time. Most of them have been studying since junior high school. Age does not seem to keep these people from studying English. For instance, one woman over seventy completed the questionnaire. The numbers also suggest that teachers are the most important motivating force in the language study of these students.

This study is limited in two respects: the definition of the term *motivation,* and the frankness of the students in their responses. In this study, I asked students to choose what motivates them from a list of twenty statements. Administrators at the schools at which the respondents studied have suggested that I should have included such motivators as advertisements, T-shirts, and music as factors that might motivate students. One could also argue that a teacher's smile, a passing grade on a test, or a compliment from a friend would also be motivations. However, problems arise in making a questionnaire that includes all of these nuances of motivation.

The second limitation in this study lies in the students' hesitation to answer questions frankly. For example, in the responses to the question, "Does your teacher motivate you to study English?," fourteen people did not respond. That raises the question of whether the respondents believed that this was not simply a questionnaire, but rather an evaluation of their teachers. It is possible that, instead of giving their teacher a bad mark, they gave him or her none at all. On the other hand, eight respondents answered that one of their motivations was to meet a compatible member of the opposite sex. To make this kind of admission on a questionnaire suggests a rather high degree of frankness.

Implications

The implications of this study are twofold. The first is for teachers to realize that students have multiple motivations. Students come to theclassroom with an average of 2.67 reasons for studying English. On several occasions prior to this study, I had asked students why they were studying English. On few occasions did students give me an answer with more than one motivation, though, according to this study, almost everyone has at least two. Therefore we need to encourage our students to be frank with us about why they are there.

The second implication of this study is that teachers are the major motivators of students. Forsyth and McMillan (1991) offered three prescriptions for motivating students. We need to look at the intrinsic motivations students bring with them to the language school, help them to identify their goals clearly, and create an atmosphere where students can believe that "their outcomes are within their control" (p. 56). We also need to "maximize optimism regarding outcomes," because "students who develop positive expectations about their performance...work harder on class assignments, take a more active role in their learning by asking questions, learn more material, and come to think of themselves as high achievers" (p. 57). Finally, we need to help our students define their goals, set these goals up so they are achievable, and proceed to help them attain those goals (p. 60).

References

Forsyth, D., & McMillan, J. (1991). Practical proposals for motivating students. *College Teaching: From Theory to Practice,* 45, 53-6S.

Stevick, E (1976). *Memory, meaning, and method.* Massachusetts: Newbury House.

Nelson ELT

The colourful pattern of language emerges with., .

Mosaic

Michael Hinton, Paul Seligson

A new course for lower secondary level students

- carefully graded structural progression combined with a communicative approach
- cross-curricula topics, active grammar, study skills and projects
- stimulating and motivating activities songs, games, puzzles
- thorough practice and recycling of material
- beginner to intermediate levels

Mosaic 2 available Spring 1992

Please send me further information on Mosaic ☐
Name _____
School Name _____
Address _____ Postcode _____
Tel: _____

Thomson Publishing Japan, Hirakawacho Nemoto Bldg. 6F, 1-7-11 Hirakawa-cho, Chiyoda-ku, Tokyo, 102 Japan. Tel: (03)3221-1441 Fax: (03) 3237-1459

Small Business: Ninety Minutes to Do All That?

by Tim Cornwall
Sophia University

An increasing number of students are interested in "Business English." With a limited amount of class time, a variety of backgrounds, a huge selection of business English materials, student schedules that preclude time to do homework, and teaching staff who often have little or no business experience, it is difficult to offer a genuine course of instruction. This article is a description of a multidisciplinecourse that has proven to be popular and successful. It combines extensiveand intensive reading, followed by discussions, leading into a variety of practical business writing activities.

The course is designed for fourteen ninety-minute classes. It can be lengthened by allowing more time to discuss ideas, or by doing writing assignments in class. Students should be at an intermediate level. However, since a class in a language school often has students of varying levels, thecourseisdesigned to help all students improve their abilities, as the discussions will allow students strong in discussion skills or a particular topic to help weaker or less knowledgeable colleagues.

"Real World" Considerations

Three underlying ideas should be taken into consideration. First, teach before you test. Before students are asked to write, they are given a chance to read and to work with materials that demonstrate the style and content of the writing assignment they are going to do. Second, the course must take into consideration the actual work environment. Japanese usually work in groups that submit completed projects to a higher authority. In this course, the teacher is the higher authority, and students are given time to work in groups to help each other. Finally, as these students will be writing in a second language at work, it would be expected that before any English work is sent to other organizations or individuals, it would be reviewed and corrected by a proofreader. The aim of this course is to have students acquire the ability to organize their thoughts into a clearly recognizable English style of writing. If students can gain an understanding and an ability to organize their thoughts into succinct paragraphs, clearly marked by appropriate headings, organised into a clear pattern of presentation, and then carefully placed on a page so as to maximize the visual effect, the work of the proofreader will then be limited to correction at the sentence level.

Theme

In the first class, students are given a letter from a lawyer in Canada (Appendix A). They have inherited fifty million yen (50,000,000 yen) from an uncle with the condition that they will receive this bequest only if they establish a small business. Furthermore, in order to receive the money, they must produce a report to be sent to the lawyer for review. In addition, a small business consultant (the teacher) has been hired to help. If the students are interested, they must write to the lawyer accepting the conditions. A second letter from the small business consultant (Appendix B) explains what should be incorporated into the report. It concludes by offering a number of questions to help students discover what type of store to open.

Reading

Students need to learn and to practice dealing with large amounts of English reading in a variety of ways. In order to develop the ability to deal with different types of reading, it is necessary to introduce materials and exercises that encourage the practice of a desired skill. As students will have to deal with genuine material in the work place, genuine reading material is used in class. This material will appear difficult to students. However, if the difficulty of the questions and ideas is controlled in the early stages, students will become accustomed to dealing with that type of material. In addition, as they continue to read a variety of material on the same topic, or one type of writing on a variety of topics, their reading comprehension and speed will improve.

Students are given reading selections about each stage of the project to read at home. These reading selections are usually about four pages long, and are the core of the week's activity. They clearly show what the section will be about and offer a series of questions and ideas to think about. In the next class, additional reading selections are given. Students are encouraged to gain a general idea of this in-class reading and then to work with this information as a class exercise. Students reading too carefully will not have time to finish and take part in the exercises that follow. They learn that they need to read more quickly in order to take part in the exercises. If they read quickly, comprehension might decrease but participation will increase.

These readings come from a variety of sources: *The Small Business Handbook, Management, Establishing a Small Business, Starting a Small Business in Ontario, Running Your Own Business-Planning* **for** *Success, A Guide for Independent Business.* Sometimes the second set of reading material is designed to be of dubious quality and not pertinent to the topic. This encourages students to approach a reading critically, and demonstrates the im-

Linguaphone Presents

Textbooks for Classroom Use

Low Intermediate

SPEAKING FIRST

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

LISTENING FIRST

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

Intermediate

SPEAKING

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

READING

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

LISTENING

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

WRITING

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

Upper htermediate

Paragraphs that Communicate

(Reading and Writing Paragraphs)

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

The Snoop Detective School Conversation Book

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

Free Sample Copy Request

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

☐ SPEAKING NRST ☐ SPEAKING ☐ WRITING ☐ Paragraphs that Communicate

☐ LISTENING FIRST ☐ LISTENING ☐ READING ☐ The Snoop Detective School Conversation Book

Linguaphone Japan
1-12, AKASAKA 1-CHOME
MINATO-KU, TOKYO 107
TEL: TOKYO (03) 3585-3521
FAX: TOKYO (03) 3585-7840

NAME _____

ADDRESS _____

_____

TELEPHONE NUMBER ( )

portance of skimming a reading before expending time and energy reading it. In the real world, as students prepare and write business reports on their own, they must be able to determine quickly if reading selections offer anything of importance for the project at hand.

Discussion Skills

The readings and the time to think and to organize thoughts between classes lead into pre-writing discussion. What are they going to write? What questions and answers are important for this section? How are they going to explain their ideas? If students have kept up with the class reading and discussion, they already have a fair amount of time and effort invested in the writing stage of the report. This investment should translate into a desire to complete the writing assignment before the next class. In addition to the pre-writing preparation and motivation, the post-writing discussion also motivates many students to participate in sharing ideas, a participation they cannot benefit from if they have not completed the writing. The post-writing discussion session gives students the opportunity to comment on the content, style, presentation, and grammar. By reading and talking about a variety of reports on the same topic, students have the opportunity to see how others have approached the writing, and to see where they have been successful or unsuccessful. With the encouragement of the teacher, these discussions can become very productive.

Writing

Two end products are stressed in this course: the report and letters. The report is written one section per week and is usually two pages. The letters begin with the first class, and continue each week. Students begin by writing a letter to the lawyer accepting the bequest and the terms. The letters they have received are used as examples, and the format of each item is discussed. A discussion about the tone and the points that need to be dealt with gives students an idea of what to write.

In the second week, students must answer the second letter from the consultant asking about what business they are going to open. This is an extremely important decision, and students are given a great deal of time in class to discuss their ideas. This letter is then written for the next class. If the first letter has been returned, students will have an idea of how successful they were in their first effort, and they can then use this feedback to improve the quality of the second letter.

Additional letter practice is given each week by requiring that all reports be accompanied by a cover letter. Students are usually shocked at this work load, but it is a method to give students thedesire to produce high quality work. When an assignment is returned, it is possible that the consultant (teacher) may include a number of questions the student must answer in their next cover letter. This potential need to answer a variety of questions concerning a poorly thought out, written, or designed assignment encourages students to take the writing seriously.

Students are prepared for the writing stage. They have read background information on the topic, clearly showing not only thequestions that need to beanswered, but also the style of language to be used and the organization to be followed. They have had time to think about what they are going to write and they have had time to discuss their ideas. In addition to the influence of the readings, students are also given information and ideas on how to actually write a paragraph, and the style and tone of language to be used in a business report.

The second section of the report, "About You," is the first section which students write about, as it is the topic they know best-themselves. The careful selection of questions to answer demonstrates one way to organize this section.

1 Who am I?
   - i What do I like to do?
   - ii Why do I want to go into business?
   - iii Why will I be a good business parson?
     - a How do I know?
     - b How can I prove it?
   - iv What are my strengths?
   - v What are my weaknesses?
     - a What will I do about them?

2 Who will help or support me?
   - i Family
   - ii Colleagues
   - iii Friends

3 Do I have enough money?
   - i How much do I have?
   - ii How much do I need?

4 Anything else I should include?

Gradually, as the students finish each section of the report, they are weaned from lists of questions to give them gradual practice at organizing their own reports.

The sections on choice of business, table of contents, introduction, conclusions, and appendices are left to the end of thecourse, and then presented with examples from different sources.

Conclusion

One of the most difficult aspects of a course is to keep all of the people happy all of the time. With this project, every attempt has been made to give students a wide variety of skills, activities, and topics to deal with. If students refuse to or do not have time to write, they can still benefit from a large portion of the class. If students do not have time to read at home, the reading assignments in class will make up for this. If students do not want to or are afraid to discuss, they can, at least, benefit from listening. However, for motivated students who want to improve their discussion, reading, and writing skills, with a business theme, this course offers them that chance in what has been proven to be a highly enjoyable and successful program of study.

Appendix A

Smith, Smith, and Smith Associates
Contract and Criminal Law

1577 Sixth Avenue
Ottawa, Ontario
Tel: 987-6543
October 7, 1991

M. Tanaka
1-2-3 Inaka
Kaifu-ku, Tokyo 999
Japan

Dear Mr./MS. Tanaka:

I regret to be the bearer of unfortunate news. Two weeks ago, your uncle Yasuhiro Tanaka passed away in his sleep, here in Ottawa. He was a fiie man, and I will miss him a great deal. On June 16. 1988, your uncle asked me to prepare his will. Your uncle was a very successful businessman in Ottawa, and he was quite wealthy. In his will, he made a number of generous donations to local charities. In addition, he wanted to leave something to someone in his family. It is my pleasure to inform you that he decided to give you a considerable inheritance. There are, however, a number of conditions to his bequest. He prepared the following note and asked me to send it to you after his death.

Dear M:

When you read this, I will no longer be in this world. Since coming to Canada, I have been very successful in business. J have been thinking about the trouble I had with my brother, and how unfortunate it was that we have not talked to each other for 40 years. I know he would not want my help, but I am hoping that I might he able to help you. J have decided to leave you, as *a* bequest, 50,000,000 yen. However, there are a number of conditions. First, you must use the money to start a small business. Second, it must be a retail store. Third, it cannot be a franchise. Fourth, as you have no experience in business, you must use the services of a professional small business consultant. Fifth, you must produce a report about your new business, in English, and send it to my lawyer. If he feels that your business plan has been carefully thought out he will then send you the 50,000,000 yen to start this business.

The small business consultant we have selected in Tokyo is
Tim Cornwall
Consulting Clinic
Kioicho 7-l Chiyoda, Tokyo 102.

Yasuhiro Tanaka

The consultant in Tokyo has been contacted and will be writing to you very soon. He has already been paid for his time and efforts, and will help you at every step of the way. It is now up to you. You must decide if you are going to accept this bequest and the conditions. [f so, please let me know as soon as possible. I hope that you will take this opportunity that your uncle has given you.

I look forward to hearing from you in the near future. If you have any questions, please feel free to contact me.

Yours truly,
Peter Smith
Senior Partner

PS/tc

Appendix B

CC Consulting Clinic

Kioicho 7-2 Chiyoda-ku
Tokyo 102
Telephone # 3238-3768
April 10, 1991

M. Tanaka
1.2.3.444 Inaka
Kaifu-ku, Tokyo 999

Dear Mr./MS. Tanaka:

I have been contracted by Mr. Paul Smith of Smith, Smith and Smith Associates, Ottawa, to work with you as a consultant on the preparation of a small business plan.

It is my responsibility to help you prepare a comprehensive report concerning your plans. There is a great deal I can help you with, but you must realize that in order for any business to succeed, you will need to be personally involved.

I will be giving you information to read about producing a report and about how to prepare and present your i&as. We. along with a number of other interested parties, will go over this information and discuss your ideas.

When we have finished the different sections of the report, we will organize the parts into one canprehensive report that will result in you receiving your uncle's very generous bequest.

Your report should consist of the following:

1 Title Page
2 Summary
3 Table of Contents
4 Introduction
5 Body of the Report
- a What Business
- b About You
- c Business Identity
  - i name
  - ii logo
  - Il1 philosophy
- d Location
- e Labour/Employees
  - i number
  - ii duties
  - iii pay
- f Interior Design
- g Marketing
  - i advertising
  - ii opening celebration
  - Ill in-house advertising
- h Finances
  - i requirements
  - ii availability
- i Business Plan
  - i sales
  - ii profit and loss
- j Professionals

6 Conclusions
7 Recommendations
8 Appendices

Of course, we will not follow this plan when we are writing the report. but this is the way it will look when finished.

The first question you must consider is: **"What kind of store do I want to open**?" This is the single most important question you will need to answer. Answer these questions, and perhaps you will think of a good idea. I do not want to help you with this question as it is very important that you make your own choice.

What you like to do? What do you like to buy?
What would you like to sell? What are you good at?
What hobbies do you have? What sports do you like?
Who are you? What experience do you have?

If you have any questions, please feel free to contact me.

Yours truly,
Tim Cornwall
President

TC/md

References

Burstiner, I. (1989). *The small business handbook.* New York: Prentice Hall.

Establishing a small business. (1985). Ottawa: Queen's Printer.

Guide for Independent Business. (1980). Toronto: Royal Bank of Canada.

Himstreet, W.C., & Baty, W.M. (1990). *Business communication.* Boston: PWSKENT Publishing Col.

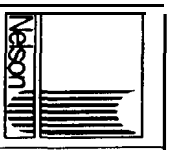
Hodgetts, R.m. (1985). *Management.* Orlando: Academic Press.

Running Your Own Busines--Planning for Success. (1982). London: British Government.

Starting A Small Business in Ontario. (1991). Toronto: The Queen's Printer.

Tim Cornwall has be-en teaching for twelve years both in Japan and in Europe.

Nelson ELT



Are your students stuck on the Intermediate Plateau?
Help them progress with . . . . . .

Towards Synthesis
&
Synthesis

by W.S. Fowler and J. Pidcock

A series for intermediate level students and above which includes

- ✔ consolidation and revision of students' previous learning
- ✔ systematic extension of structure and vocabulary
- ✔ development of all four skills
- ✔ a solid framework for further language development

SYNTHESIS ADVANCED
AVAILABLE SPRING 1992

Please send me further information on Synthesis ☐

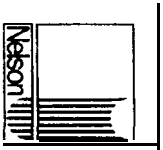
Name _____

School Name _____

Address _____ Postcode _____

Tel: _____

Thomson Publishing Japan, Hirakawacho Nemoto Bldg. 6F, 1-7-11 Hirakawa-cho,
Chiyoda-ku, 102 Japan. Tel: (03) 3221-1441 Fax: (03) 3237-1459



Teaching Phonics to Japanese Students

by Susan Goya

English language schools often find themselves in the position of being expected to compensate for the perceived deficiencies of the English education program in public schools. One of the most glaring deficiencies, yet the one the native teacher is uniquely qualified to address, is the lack of any systematic phonics. Often, the best that teachers can do is to reach back into their past and draw on their own phonics training in primary school when they learned to read, but childhood memories are not enough.

Until recently, American educators were fairly evenly divided over whether to teach children to read by whole word sight reading or by phonics first (Ehri and Wilce, 1987). English education in Japan is firmly situated within the sight reading camp. However, teachers now have a new option to consider: *whole* language as explained by such researchers as Ford and Ohlhausen (19881, Goodman (19869, and Shanklinand Rhodes (1989). Pat Wall, a whole language advocate from the University of Oregon, considers the whole language approach to consist of a blend of reading, vocabulary, phonics and skills taught as each occurs in the literary material to which children are exposed (Wall, 1991). Furthermore, contrived materials, such as basal readers that control for vocabulary, should be avoided (Goodman, 1989).

Some whole language theorists would do away with phonics teaching entirely, believing that children will discover the principles of phonics on their own without direct instruction (Heymstead, 1989). Perhaps phonics is just there, like Chomsky's innate universal grammar (Chomsky, 1965). However, studies of the effectiveness of phonics instruction programs such as **DISTAR** suggest that students not only need but benefit greatly from direct instruction (Chall, 1987). Research and observations of English classrooms in Japanese schools demonstrate that students do not assimilate English phonics on their own. Left to their own devices, Japanese students persistently try to write English words using Japanese phonics (Goya, 1986). They do not even try to use analogy to previously memorized material as an aid to reading or spelling new words.

Therefore, while the professors discuss the pros and cons of phonics, it would seem to behoove those of us in the trenches, so to speak, to go ahead and teach phonics to our students. Phonics is not the same as phonetics. Students have plenty of that. In fact, a Japanese junior high school student is faced with the daunting task of mastering and keeping track of three different but exceedingly similar phonetically based alphabets:

1. *Romaji* is the transcription of Japanese words, usually proper nouns, into English-looking letters, for example, Tokyo. Although *romaji can be found in many aspects of daily life, it is not formally introduced to students until the fourth grade. Students are mistakenly told that romaji* is English.
2. *English* refers to the ABCs as in the ABC song. Students learn the English alphabet in the first year of junior high if they have not picked it up before then.
3. The *International Phonetic Alphabet* (IPA) is used to indicate the pronunciation of words of any language, not just English. Most of the symbols, but not all, look just like English letters.

One example will illustrate the hurdle students must overcome, though few can. *Ball* is an English loanword which is written in *katakana* as ボール, then transcribed in romaji as boru but spelled as [boi] in IPA.

It is readily apparent that learning three different alphabetsall vaguely referred to as English causesonly confusion in the minds of all but a rare few. In fact, students believe they must memorize each word in order to know how to spell it. Teachers reinforce this notion by having junior high students write each vocabulary word a number of times rather than showing the students how the pronunciation of the word is the number one clue to its spelling. Of course, by definition teaching phonics means pointing out the relationship between pronunciation and spelling.

However before teachers buy new phonics workbooks, they should remember students already possess knowledge of a phonics system for Japanese.. Every language has its own phonics, and Japanese is no exception. Japanese is transcribed phonetically by *hiragana,* or in the case of loanwords, *katakana.* Neither kana system is an alphabet. They are syllabaries. The most distinctive feature of kana is that unbonded consonants do not exist. In Japanese, a consonant always hasavoweltaggingalong.Theonlyexceptionissyllabic /n/, written /ん/, which appears at the end of syllables. Because there are no isolated consonants in Japanese, phonics materials prepared for native speakers of English will prove to be woefully ineffective and quite frustrating for Japanese students.

Thus, it is necessary to adapt English phonics to the existing Japanese phonemic structure. Most phonics books present a sound by listing a number of words that begin with the target sound. To teach /k/, typically there will be pictures of a kite, king, keg, key, kilt, kiss, etc. A Japanesestudent will say that kitebeginswith /ka/ instead of /k/. Because Japanese students first need to learn to isolate the consonant, teachers should

use words with the target sound at the end of the word. For example, *book* can be used to illustrate the /k/.

Most phonics teachers ask the students to generate their own list of words starting with the target sound. This will be impossible for Japanese students because, unlike native speaking children who come to the task of learning to read with a rich treasury of spoken vocabulary, beginning Japanesestudentsof English know very few English words. The teacher will have to supply almost all the examples.

However, it is important to avoid becoming bogged down in explaining the meaning of each example. From the outset, the teacher needs to make clear to the students that the meanings are unimportant. The main purposeistolistenforthesound that all thewordshave in common, e.g. in *book, desk, clock.*

While it may seem logical to introduce each letter in alphabetical order, the temptation must be avoided. It is best to start with the unvoiced consonants such as /f/, /h/, /k/, /p/, /s/ and /t/. The hardest task for Japanese students will be to isolate the consonant. The teacher shouldn't begin with A because that's a vowel. Students will persistently attach an /u/ to voiced consonants like B. They even do it with unvoiced consonants early on (e.g. /s/ will become /su/). The students will catch on more easily if the teacher starts withtheunvoicedconsonants,continueswiththevoiced consonants, and finishes with the vowels. The vowels require a special approach that involves teaching "short" and "long" vowels (e.g. in fat vs. fate, bit vs. bite, cut vs. cute) without calling them short and long vowels. After that, the students are ready to tackle hard and soft sounds, consonant blends, diphthongs, etc.

Some may be worried that the phonics approach sounds as though it will take a lot of time. It will, but it is time that the Ministry of Education has already set aside in April of the first year that a junior high student studies English.

April is generally devoted to teaching the alphabet. Teachers often find that most students come to class already "knowing" the alphabet. If they point to an If, the students will chorus eichi and the teacher is satisfied. However, the letter is not *eichi,* and the sound is certainly not *eichi* either. Spending a little extra time to learn the names and the sounds of the alphabet well at the beginning will save a lot of time throughout the year for years to come.

In high school, for example, whole lessons will be devoted to repetitious reading of the lesson until the students have learned to read (that is, memorize) it for themselves. Come the next lesson and the process is repeated all over again. The students are, of course, not learning to read. Reading means to decode and understand the written symbol. Phonics gives students the tools they need to decode English reliably.

For Japanese schools trying to figure out how to use native speaking teachers in the classroom, especially in a team teaching capacity, a fully developed phonics program is an excellent idea. For language schools, teaching phonicscan improve students' pronunciation, and this will increase students' confidence in using English.

References

Chall, J. (1987). Reading and early childhood education: The critical issues. *Principal, 66, (5) 6-9.*

Chomsky, N. (1965). *Aspects of the theory of syntax.* Cambridge, Mass: MIT Press

Ehri, L.C., & Wilce, L.S. (1979. Cipher versus cue reading: An experiment in decoding acquisition. *Journal of Educational Psychology, 79,3-13*

Ford, M.P., & Ohlhausen, M.M. (1968). Helping disabled readers in the regular classroom. *The Rending Teacher,* XLII, 1822.

Goodman, K. (1986). *What's whole in whole language?* Portsmouth, NH: Heinemann.

Goodman, K. (1989). Whole language is whole: A response to Heymfield. *Educational* Leadership, 46, 6, 69-70.

Goya, S. (1986). *The influence of Japanese graphophonemes on English graphophonemes.* Unpublished master's thesis, University of Southern California, Los Angeles.

Heymstead, *C.* (1989). Filling the hole *in* whole language. *Educational* Leadership, 46, 6, 65-68.

Wall, P. (1991, March). Literacy in the primary grades. Lecture presented at Educator's Day, Okinawa, Japan.

Note to Readers

A phonics textbook/workbook for Japanese students (first distributed in Okinawa in 1985) is in revision at this time. For more information, write to: Susan Goya, Goya 3-24-1, Okinawa City, Okinawa, Japan 904

Susan Goya has been teaching English in Japan for 13 years. She co-manages a private English school and teaches for DODDS in *Okinawa.*

波多野誼余夫氏へのインタビュー

森川博巳
国際教育振興会

獨協大学の波多野誼余夫氏は、認知科学、および教育心理学の分野で長年にわたり精力的な研究を続けておられ、稲垣佳世子氏との共著、『人はいかに学ぶか』(中公新書1989年)、『知力と学力』(岩波新書1984年)、『知的好奇心』(中公新書1973年)など数多くの著作がある。このインタビューでは、認知科学から見た第二言語教育についてお話し頂いた。

学習を助ける制約

森川　先生が編集委員長をなさっている『認知科学の発展』の第4巻が出版されたそうですね。学習の特集ということですが、まずこの本の内容や意義をご紹介いただけますか。

波多野　学習の研究は、認知科学の中では比較的遅れているんですが、たまたま今度はいろいろな論文がうまく集まりました。最近はやっているコネクショニスト・モデルのものも一つありますし、人工知能の分野で説明に基づく学習というのもあります。これは、適切な説明を一つ与えると一例だけでも結構一般的な学習が成り立つという話です。あとは人間の学習で、物理学の問題が解けるようになるのには、それを日常的な認識とどう結びつけるかが重要だという論文があります。それから、中京大学の三宅なほみさんと私の社会文化的制約の話があります。これが言語学習とはいちばん関係あると思います。

森川　制約という言葉は、日常的に使われている意味と少し違うような気がしますが。

波多野　日常的には制約というのはマイナスのイメージを持っていると思うんですが、私たちは基本的には、制約がプラスの役割を果たしていると考えています。ただし、日常的な意味とひどく違っているわけではありません。こんなことはあり得ないということで解釈を制限することを指しているんです。

文化的制約には、道具や常識も含まれるんですが、僕らが言葉を非常に容易に学べるのは、一種の常識のおかげです。例えば海という字と馬という字を書く言葉がある。素直に考えると海の中の馬になりますが、馬が海の中に住んでるわけはないから、海の中にいる、馬に関係あって、ちょっと違うものじゃないかと推論するわけです。常識が制約として働いて、新しい言葉を聞いた時でも、どう解釈したらいいかわからなくて途方にくれるというようなことがなくてすむ。「海馬」は本当は脳の一部分ですから、今の例は予想がはずれてしまうわけで、制約が間違った解釈を導くこともありうるわけですが。

制約には生得的なものと、知識のように獲得されたものがあります。それから、ある分野にだけ働く制約と、いろいろな分野に働く制約があると考えられていまして、例えばチョムスキーのいう「普遍文法」は、私たちの言葉では、生得的で言語に特有な制約ということになります。

普遍文法はコミュニケーション能力の習得を説明できない

森川　チョムスキーの言っていることと、認知心理学を専攻している人たちが考えていることの違いは、どの辺にあるのでしょうか。

波多野　これは結構面白い話です。チンパンジーなどに言語を教える試みが一時非常に盛んでしたが、語彙は教えられるけれど、人間が持っているような、非常に豊かな単語の組合せを実現する文法体系は、どうも獲得できないようだということになりました。その解釈として、チョムスキーの「普遍文法」は人間にだけあってチンパンジーにないからだという人も結構いるんです。構文解析にかかわるような狭い文法的知識に関しては、チョムスキーの言うことがほぼ正しいのかもしれません。ただ、第二言語習得の場合も同じだと思いますが、言葉を使うさいに大事なことは、効果的にコミュニケーションをすることですし、文法的に正しく話せても、あいつはいやなやつだと思われては困るわけです。その意味では、チョムスキーの理論がカバーしている範囲は言語全般からみたらあまり大きくないんじゃないか、もっと文化的な考察も含んだ機能主義言語学のようなもののほうがいいんじゃないか、という考え方もできると思います。

効果的なコミュニケーションの能力には、ある種の生理的な基盤があるという説もあります。ハーバードの教授のガードナーに聞いた話ですが、ある判事が脳溢血で右の脳をやられたんだそうです。言語中枢のある左の脳は健全だったものですから、しゃべること自体は上手にできたんだけれども、文脈に対しての感受性がなくなり、非常に不適切な発話をするようになった。死刑の判決を言った後ゲラゲラ笑ってしまうとか、あれはとっても痛いんだよというような冗談を言ったんでしょうね。右脳だけがこれに関係しているのか、それとも両方の半球が関係しているのかわかりませんが、言語野はやられていなくてもうまくコミュニケーションができなくなるというケースがあるもんですから、文法は言語の非常に重要な側面ではあるけれども、その一部にしか過ぎない、ということになるわけです。

認知科学における第二言語習得研究の課題

森川　認知心理学者や認知科学者は、第二言語習得にどのくらい関心があるのでしょうか。

波多野　だいぶでてきたと思う。チョムスキーの影響もあって、認知科学者は第一言語習得の研究を一生懸命やろうとしていた。そういう人は今でもいます。しかし、第一言語習得は非常に特別な場合を除いては、あまり教育に馴染まないんです。ほとんどの場合、自然にできるようになってしまって、なぜできるようになったかがわかったからといって、教育的

From National Textbook Company:

English Readers feature culturally authentic stories

- 27 entertaining vignettes about Americans, their families and friends
- Readings are followed by exercises for comprehension and vocabulary reinforcement
- Written by Barbara Dogger, Chairperson, Developmental Studies, Richland College, Dallas, Texas

Beginner's English Reader

TEXT: ISBN O-8442-5363-4

SET OF 2 AUDIOCASSEITES: ISBN O-8442-5334-X

Advanced *Beginner's English* Reader

For *advanced* beginning through intermediate -

TEXT: ISBN O-8442-5377-4

National Textbook Company • a division of *NTC Publishing Group*

America's leading publisher of EFL materials

To: Macmillan Language House Ltd., 5 14-7 Hakusan, Bunkyo-ku, Tokyo 112. Tel: O-39438857 Fax: 03-3943-6863

Please send me a free inspection copy of: _____

Name _____

School _____

Address _____

AD 0340

にはどうってことない種類のものなんです。第二言語習得の方は、明らかに上手にやらなければよい結果を生まないものだから、そういう意味では、教育的関心のある人にはこっちの方がやりがいがある。この意味で、認知科学が本当に教育上役に立つような人間の知識習得についての理論を作っていくのだとすれば、当然、第二言語習得の問題に注目しなくてはいけない。

認知科学者による第二言語習得研究が今まであまり発展していない原因の一つは、チョムスキーのアプローチが第二言語習得に適用されるようになったのが最近で、まだどういう成果があがるか判断するのは早いということ。もう一つは、非常に簡単な一般的学習モデルを使って、主として自動化という観点から第二言語習得の研究をしている人たちがいますが、それが文脈を考慮にいれるところまでいっていないということ。初めに規則が与えられ、それがだんだん無意識に使える手続きになっていくのが自動化ということです。文脈に対する敏感さみたいなものも「自動化」していけばいいんですけど、ただパターンを速く正確にだけだと、あまり実りがないような気がします。

森川　言語教育の中でも、まずパターンを覚えてから、それを使うというのは以前からやっていましたが、最近は、言語は文脈の中で自然に獲得していけるんではないかとも言われています。でも、本当にそうかどうかは難しい問題で、実践の方では両方バランスよくやれということになっています。

波多野　それは、なぜ認知心理学で学習の研究が盛んでなかったかと密接な関係がありますね。昔の行動主義の心理学はＬＬでのパターン・プラクティスというようなものを生み出しました。これはやってて確かに上手になったということが見えるんです。ところが、文脈とか、コミュニケーションがうまくできるかという話になってくると、カチッとした評価基準がないんです。文脈の中に置いておけば言語は自然に獲得できるというのはちょっと楽観的すぎるような気もしますが、そうかといって、一方でコミュニケーションの機会を作っておいて、もう一方でパターン・プラクティスをやっても、片方はプールの中でポチャポチャ遊んでいる、片方は畳の上で一生懸命、型を直しているという感じで、なかなか二つがつながらない。つなげるにはどうしたらいいかが大事なんですが、その点では認知心理学、あるいは認知科学の学習理論はまだあまりはっきりした形をとっていないと思う。

英語ができるようになるとは
英語を使う人たちのコミュニティーに入ること

森川　『認知科学の発展』の第４巻の中で、その辺を扱っている論文はないんですか。

波多野　習得した知識が使われる場が大切だという考え方が最近は一般に強調されるようになりました。特に人類学者などは、人が何かができるようになるということは、その何かを使って暮らしている人たちのコミュニティーに入ることだと考えています。英語を話せるようになるということは、英語を使ってコミュニケーションをしている人たちのコミュニティーに入ることだということになりますね。ノン・ネイティブでも英語を使って暮らしている人はたくさんいますから必ずしもネイティブに限りませんが、英語話者のコミュニティーに入るということ。それは当然、純粋に知的なことだけじゃなくて、価値観というか、何が大事だとか、何が面白いとか、何がやりがいがあると考えるかも一緒に学んでるということです。その辺のことがもう少し教育に使えるようになったら、私たちも大きな顔をして、認知科学はこういうふうに役に立つんですよと言えるんですが。

教育心理学における２つの大きな変化

森川　話は変わりますが、今年の夏に日本教育学会の50回大会があって、先生も講演をなさったそうですね。どんなことをお話しになったんですか。

波多野　50年を回顧するシンポジウムのスピーカーをやりました。私はまだ50年は学者をやっていないので、「教育心理学の30年」という題にさせてもらったんです。教育心理学の変遷には二つの大事な流れがあるという話をしました。一つは、教育心理学と認知心理学の研究が本質的には変わりがないと考えられるようになってきたことです。昔の教育心理学は応用だったんです。まず実験心理学があって、そこで原理がわかる。教育心理学は、その原理を教育にどう適用するかを考えていた。今は、教育の場は人間にとって不可欠であって、人に助けてもらいながら学ぶのも非常に重要なことなんだから、むしろそこで原理がわかるんじゃないかということになりました。これはたいへん結構なことなんですが、その反面、教育心理学者が具体的な教育の問題をやらなくなってしまった。これはまずいと思います。

もう一つは学習のイメージが非常に変わってきたということです。昔は、学習というのは基本的にはいやいややっているので、学習しないと何かつらい目に会うという経験をさせなければ学ばないと考えられていた。それが今は、学習することは人という種にとって自然なことだから楽しくできるはずのものだ。人間は能動的なだけでなく、よい学習者であるのが普通である。よい学習者でないのは、実は学校のような場面だけであるという考え方が強くなりました。

これは第一言語習得についてはほとんど間違いなく正しいと思うんです。ほとんどの場合、人は苦労しないで第一言語を習得できる。第二言語の場合は、こういくかどうかちょっとわからないところがありますね。日本に住んでいる外国人が全部日本語が上手だとは限らないでしょう。

人はすべての場合において有能な学習者なのか

森川　そうですね。上手でない人たちは、上手になりたくないのかもしれませんし、日本語を使う必要がないのかもしれませんが。

波多野　自分は日本語なんかに「汚染」されないんだと言う人は、それはそれでいいと思うんです。しかし、本人は上手になりたいと思っているのに、なかなか上手にならない。しゃべれない人はほとんど聞き取れないですから、話しかけられるのがこわい。そういうのを見ると、援助が必要だなとすごく感じますよね。

すべての場合に人は有能な学び手であるのかはよくわからない。ある範囲のものはほとんどの人が容易に習得すると思

Oxford
University
Press

PUTTING LEARNERS & TEACHERS FIRST

Teach your children

ACTIVE ENGLISH!

Oxford publishes a wide range of children's materials that feature:

English Today! Open Sesame Get Ready!

To: OXFORD UNIVERSITY PRESS 2-4-8 Kanamecho. Toshima-ku. Tokyo 171 Telephone:(03)5995-3801

Please send me a free inspection copy of: (Please indicate one)

ENGLISH TODAY!: 1 . 2 . 3 (American/British)
OPEN SESAME: Yellow . Orange | Blue
GET READY!: 1 . 2 (American/British)

Name: _____

School: _____

Address: _____

(Home/School) _____ ☎

います。数学の場合だと、足し算のあたりまではほとんどの人は非常に容易に習得します。パーセントなんかも基本的には足し算ですから、問題ない。ところが比になってくるとあまりわからないと思う人がでてきて、微積分になると意味がわからないで、ただ言われたとおりにやっている人の方が多いと思うんです。そうすると、人が有能な学習者である範囲は、ある程度限定されているということになります。本来有能でないのに学ばせるとなると、よい教育が必要ですね。外国語についても会話学校はそれなりの役目を果たしているという側面があるのかもしれない。

森川　学校に全然行ったことのない人で、長く日本に住んでいて、日本語を話せるんだけれども、非常にバラバラの発話しかできない人がいますね。知っているのにきれいに使えないといって学校に来る人がいますが、一から直すのは非常に難しい。

波多野　なかなか面白い話ですね。学校に行かなかったために、「我流」になって、後で直すのにかえって苦労してしまうということがあるのがはっきりしてくると、学校の果たす役割がわかってきますよね。

森川　学習のイメージが変わったきっかけはどの辺にあるのでしょうか。

波多野　いろいろあるでしょうけど、動物研究と乳児研究が大きいと思います。行動主義の理論は、檻の中のネズミの行動をもとにして、人間は本質的に怠け者であると考えていました。ところが、動物行動学の方で、動物は動物園や檻の中では確かに受動的で、ものにあまり興味を示さないように見えるけれど、もっと自然な生息環境では非常に能動的だということがわかってきたんです。さらに、乳児の持っている驚くべき能力がいろいろな格好で示されてきた。例えば、乳児は二つと三つ以上の数を生後数週間で区別できるということがわかった。また、乳児はいやなことは絶対しませんから、やっていることは楽しくてしているんだろうと考えられます。そんなところから、学習のイメージが変わってきたのだと思います。

仮説実験授業は子どもを学習に駆り立てる

森川　言語教育と少し離れるのですが、国立教育研究所の板倉聖宣先生が考え出された仮説実験授業は非常におもしろいと思います。先生も『知的好奇心』などでとりあげていらっしゃいますが、あの意義とか可能性についてお話しいただけませんか。

波多野　仮説実験授業は、板倉先生と現場の先生が協力して考え出された科学教育のやり方です。典型的には、一つの問題とその答になる選択肢を与えて、それぞれが選択肢を選んだ後で、違った選択肢を選んだ人たちと議論を戦わせ、最終的にはどれが正しかったかが、実験とか、本を読むことで確認できるという仕掛けになっています。これはいろんなところが非常に上手にできている方法だと思うんですが、中でも子ども同士が意見を言い合えるようにうまく配慮されている。ただ意見を言ってごらんなさいといってもなかなか言えないんですけど、この場合には選択肢がありますので、どれを選んだか手を挙げさせると、「あいつは俺の仲間だ、あいつはこれについては敵だ」というふうにクラスの中が仕分けされて、敵が言うことにはなるべく効果的に論駁しよう、自分たちの仲間が舌たらずだったら補ってやろうということが自然にできるんです。自分でどちらの考えをとるか決めるわけですし、まずいと思ったら向こう側に変わることもできますから、帰属は本人の自由ですが、帰属すればそこである種のコミットメントをもってやっていくというのが子どもたちを学習に駆り立てるんだと思います。

森川　こういうステップは、言語教育でも意味があると思います。教師が一方的にパターンを教えるのではなくて、教えたいことがあって、側面から何か与えておいて、どう思うかということでだんだんと近づいていって最後にわかるように仕向けるということですね。発見の喜びが学習につながって、深い理解として定着するんじゃないかと思います。

波多野　私もまったく賛成です。認知心理学と行動心理学の学習観で一つ非常に違うのは、認知心理学の場合、間違いをしても、ここで自分は間違いをしたんだなと後でわかれば、ほとんど悪影響はないと考えていることです。行動心理学の場合は、間違いをすると悪い癖がつくというんです。確かに悪い癖がついてまずいものもあると思いますが、大部分の知識の獲得は、ああでもない、こうでもないと考えて、わかって、納得がいくとか、自分で考えたのが正しかったということの嬉しさとか、そういうものが大切なんです。

教室の中で何が貴ばれるかも文化である

森川　おもしろいと思うのは、意見を変えた後に結論を聞いて、やっぱり違ってたという場合、子供たちが、変えなければよかったとか、変えなかった他のやつは偉いとかいうところです。板倉先生も書いていらっしゃいますが、人を尊重するというか、ある意味での民主主義を芽生えさせようという深い配慮があるようですね。

波多野　そう思います。これはある種の民主主義教育として考えられたのかなと思うときもあります。大多数の人が反対しても、頑張った方が結局正しいということもあるとか、いつもは成績があまりよくない子の言ったことが本当だったりするので、ステレオタイプでものを判断してはいけないということも教えていると思います。これは日本の教育研究の中の偉大な発明の一つだと思います。ただ最近、アメリカでこれをやったらあまりうまくいかなかったという報告もあります。日本の子どもは他の子どもの言うことをよく聞いているんです。アメリカの子供たちは自分の話を先生に聞いてもらうのには興味があるんですけど、他の子の話はあまり聞いてないのかもしれない。

森川　それは国民性ですか。

波多野　文化の問題でしょうね。日本で就職の面接に行くと、いろんな人の言ったことをとりまとめて整理するのが一番点が高いというでしょう。アメリカはそうじゃなくて、初めに自分で提案するのが一番点が高いと思うんです。教室の中でも何が貴ばれるかというと、自分で何か言うことで、他の子の話をうまくまとめるなんていうのは、やはりあまり評価されないと思うんです。

森川　日本語を教えてましても、教師の方ばかり見て答える

B I N G O

MAKING SENSE OF IDIOMS

Presents and practises over 190 common idioms at an intermediate level. . -practical contexts, humorous illustrations and a variety of activities. CASSELL

CHECK IN: ENGLISH IN TOURISM

Covers likely situations that hotel front reception staff have to deal with including bookings, checking in and out, room service and complaints. . .lower intermediate. Cassettes contain a variety Of English accents. CASSELL

MODERN POETRY

MODERN SHORT STORIES

This new series is intended for upper intermediate/advanced students who are now ready to approach literature and poetry in English. Self study keys included. CASSELL

An integratedcourse for the First Certificate in English Examination, this text is designed for adult students preparing for the FCE. Progress Tests throughout as well as a Mock Examination at the end. CASSELL

SPOTLIGHT ON FIRST CERTIFICATE

An advanced level text designed for short re fre sh er courses. Includes discussions of real world issues; self access grammar sections; and texts from authentic sources. CASSELL

INTER-PRETATIONS IN ENGLISH

. . .and the winner is YOU!

PHR
PRENTICE HALL REGENTS

Prentice Hall Regents of Japan
Jochi Kojimachi Bldg., 3F. 6-l-25 Kojimachi. Chiyoda-ku, Tokyo 102, JAPAN
Telephone: (03) 3236-1050 Fax: (03) 3237-1460

A PARAMOUNT COMMUNICATIONS COMPANY

とか、本当は学習者同士で話し合ってほしいのに、みんな教師を意識していて、他の学生が何を言っても関係ないということがあります。教えている側としては、学生の間で話がうまく展開して、教師はいないぐらいで盛り上がれば一番いいと思うんですが。

波多野　それは、もう少し一般的にいうと、学習者の持っている文化と、これから教えたいと思っている言語とつながっている文化が違っているということでしょう。言語教育では文化もある程度教えなければならないけど、あまり文化を強調しすぎると押しつけになるんですよね。英語の場合は、ネイティブ・スピーカーでない英語のユーザーがものすごく多いので、そこはやや分けて考えられると思うんです。文化と言っても英語を使っている人たちに共通している文化で、アメリカやイギリスの文化ではありませんから。ところが日本語の場合は、言語使用者に共有される文化と日本の文化が区別できなくなってしまう。そこが難しいですね。

法則化運動は趣味ではない

森川　ところで、最近、向山洋一さんの教育技術の法則化運動というのがすごく大きく展開されていますね。教育上有効なある一定の手続きをみんなでシェアしようということだと思うんですが、こういう動きはどう見ていらっしゃいますか。

波多野　たぶん意図はいいんじゃないかと思うんですよ。問題は、実際はもっと複雑であるのに、それを簡単なルールにまとめてしまうこと、しかもそのルールは当然、言語的ルールですから、そこで非常にたくさんのものが落ちてしまう。落ちてしまったものをうまく拾っていく方法論がないような気がします。事象がごく簡単に決まっている場合はいいですけど、そうでない時は法則化には大変危険があると思います。

もう一つのまずい点は、これは法則化ではなく、手続き化だということです。きれいにさせようと思ったら、「ゴミを5つのかがなくて、これでやればうまくいくということしかないから、法則ではない。

これだけたくさんの教師を惹きつけるのは、やはり教師の中に手続き志向みたいなものがあって、どうするといいのか、理屈はいいから、とにかくうまくいくやり方だけ教えてくれという気持ちが非常に強いのではないでしょうか。料理の本でも何でも、確かに世の中で人々が求めるものは概念的知識であるよりは、手続きである場合が多くて、その意味で法則化をやった人たちは頭がいい。それに、世の中の発見は普通、手続きが先にできるようになって、なぜかは後からわかることが多いんだから、教育でもとりあえず手続き化すればいいという考え方もあるのかもしれない。こんな時はこうするといいというのをたくさん持っていれば、たいていの場は乗り切れるということだろうし、実際に乗り切れるのかもしれない。でも私は認知心理学者として、そういうのはいやだという気がします。その意味で、法則化運動は私の趣味じゃない。

森川　趣味というのは、好き嫌いという意味ですか。

波多野　ええ。例えばパターン・プラクティスもやったほうがいいかと聞かれたら、私は、やはりそういうのも必要だねと言うけど、趣味かと言えば趣味じゃないと答える。それと似ていると思います。お医者さんでも、本当に優れた人は、原因を考えて処方するけれども、そうでない人や忙しい時は自分の知っている患者で似ているケースを思い浮かべて、あの時はこうやってうまくいったから、今度もこれにしておこうというようなことをやっているらしい。それと同じような意味では一応の有効性を持っているのでしょう、きっと。でも、教師としてはちょっとさびしいなと思います。少なくとも教師たるものは概念的知識を絶えず求める存在であってほしい。「法則化」をやってもいいですけど、やりながらなぜこういう「法則」が成り立つのかと考える教師であってくれたらいいなという気がします。

Interview with Giyoo Hatano

by Hiromi Morikawa
International Education Center

Giyoo Hatano of Dokkyo University, a distinguished educational and cognitive psychologist, has edited the latest volume of the *Ninchi Kagaku no Hatten (Advances in Cognitive Psychology)* series, which focuses on learning. In this interview by Hiromi Morikawa, Hatano discusses the positive role of social and cultural constraints in learning, the topic of the paper he co-authored with Naomi Miyake in the book, relating it to Chomsky's claim of Universal Grammar. Hatano defines Universal Grammar as an innate constraint specific to language learning and points out that it is necessary but not sufficient for acquisition of communicative competence either in L1 or L2. Although the present state of the art does not provide any concrete model of second lan-

(Cont'd on p.45.)

Calling All Teachers of English Conversation!!

Could This Be YOU?

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

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

If you think this is YOU, then the
New Colorful American English ***ALL TALK***
is just what you've been looking for!

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

Level 1 - False Beginner / Elementary
Level 2 - Elementary / Lower Intermediate.

M
MACMILLAN
PUBLISHERS

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

Name_____
School_____
Address_____

Global Issues and Political Correctness

by Kevin Staff
Matsushita Electric

"A Politcially Correct Language Teacher" in the October 1991 issue articulated the concerns of much of JALT's membership. Mark Cunningham's opinion merits a response that I hope will clarify the intended role of JALT's new Global Issues in Language Education SIG and the considerations under which it functions.

"Global Issues" was the focus of the May 1990 Language Teacher, as was "Feminist Issues" in July 1991. Our parent organization, TESOL, is considering the organization of an Interest Section (similar to JALT's SIGs) for Peace Education, and its Sociopolitical Concerns Committee is becoming increasingly active, having engaged, for example, in a heated discussion with representatives of the activist group U.S. English during the last TESOL Convention.

The gradual recognition of TESL/TEFL as a profession is a mixed blessing. In much the same way that Japan has discovered that economic strength brings higher visibility, a need for greater sensitivity to the international ramifications of its actions, and the often unwelcome demand that it take a stand on controversial issues, so the language teaching field is increasingly being pushed to thinkbeyond itstraditional boundaries, to reconsider its place in a complex world.

We need to understand first that teaching has never been an ideologically neutral activity, though in a simpler world it was easier to pretend that it was. In fact, language teaching is a constant source of ideological indoctrination, even if it serves as nothing more sinister than a maintainer of the status quo, a reassurer that everything is just swell, thank you.

Cunningham gets no argument from me when he points out that the U.S. academic community is tearing itself apart over the issue of "political correctness"; it seems to be almost an American tradition. I watched the United Presbyterian Church in the U.S. tear itself apart in the mid-1980s over its General Assembly's decision to oppose U.S. policy in Central America, with all the accompanying rhetoric about our duties as church members. In the end we had a group of bickering people rather than an institutional stand, and the last thing I'd like to see is a repeat performance by JALT or TESOL in the field of global awareness or peace education.

On the other hand, it's important that teachers be conscious of the political implications of what they do. An EFL text or video series filled with illustrations of gas-guzzling cars, trash-generating fast food restaurants, and businessmen wearing business suits in an air conditioned building in midsummer (or treating women like some kind of corporate fauna, for that matter) is in effect an endorsement of that sort of lifestyle. These materials pretty much reflect life in the English-speaking/G7/industrialized world, and our duties lie primarily in preparing our students to cope linguistically with reality. But let's not pretend that there is no reinforcement of dubious values here.

The proper role for a Global Issues SIG is to promote awareness among language teachers, to encourage them to read the Worldwatch Institute reports that point out the absurdity of these values better than any crusading TEFL organization ever could, and to draw their own conclusions. We want teachers to question that which is taken for granted, to plant the seed of awareness, and let it germinate as it may. With this awareness, and with consciousness of the fact that teaching is not as ideologically neutral as we might like it to be, we'll improve ourselves as teachers and perhaps accomplish some other things as well.

One immediate benefit of this awareness is the ability to help students see that there is more than one way to interpret "objective" reality, an essential concept in cross-cultural (and for that matter, interpersonal) communication. I recently shared with students a rather cut-and-dried Japan Times article on the 25th Anniversary of our company's operations in Peru. Having lived some time there, I was able to show them that the discourse of the article was not as unopinionated or "politically neutral" as it appeared to be. By piecing together the facts in different ways, I was able to demonstrate that various interpretations were possible, and I was happy just to increase the students' awareness and leave them to interpret the "reality" for themselves.

This in itself is a radical concept for many students, especially in Japan, but it is preferable to rigid and stereotyped thinking, especially when the students are employees of the largest consumer electronics company in the world. It is important to understand that many Peruvians feel a great ambivalence about industrial development. Few find the meaning of life in assembling refrigerators and air conditioners when their ancestors had perfected the art of using temperature extremes and natural insulators to keep things warm and cool. And most have enough common sense not to wear business suits *in* the middle of summer. It is important to understand that such attitudes do not necessarily imply laziness or moral inferiority so much as a cultural difference that sees no inherent value in busyness for the sake of being busy (a major contributor to our current environmental woes). Such understanding facilitates communication, which definitely is part of our job description.

In addition to learning to raise awareness, language teachers should also beencouraged to do what they can to promote global awareness through their own example. Maximizing use of the blackboard and minimizing one's photocopying, encouraging the recycling of paper, networking with other teachers to *re-use* "obsolete" materials, using the newspapers and magazines at work rather than subscribing to them yourself-these are random examples of environmentally-friendly things we all can do that our students and

co-workers may choose to emulate. At the level of TESOL, teachers from around the world could compile a list ofenvironmentally-friendly customs from various cultures, things we all could adopt or encourage to improve the world situation.

Thus, without preaching or dwelling on political correctness, languageteachers can beagentsof change, and groups like JALT's Global Issues SIG can be facilitators. The key here is *attitude*. Returning to the controversy over church involvement in the political crises in Central America, the Pope sternly reminded Roman Catholics in 1985 that the proper role of the church was to engender empathic attitudes in all the participants in the political process, *not* to support particular political parties or ideologies. He was aware that politicization of a non-political organization is usually a prescription for self-destruction, and organizations like JALT and TESOL are also well-advised to steer clear of that murky trap.

For this reason, TESOL's current fascination with "Peace Education" may not be the best idea. A recent article on the subject starts out by asking "What is peace?" and never quite gets around to answering the question. To members of that strange club, the G-7 industrialized nations, "peace" seems to mean unhindered access to raw materials and the prerogative to do whatever one pleases without fear of potent retaliation. To most other people in the world, peace is tied up with the concept of social justice, consideration of the rights of others, and the addressing of legitimate grievances-eliminating the causes of conflict.

These concepts are defined pragmatically and implemented through political decisions that require tradeoffs and compromise. Promoting consideration for others on an individual level and supporting the efforts of the United Nations through TESOL's status as a Non-Governmental Organization member is fine, but I'm not sure that Americans or Japanese are in any position to be self-righteous about peace.

Many a wizened statesman has concluded that the only real answer to the problems of the world would be a fundamental change in human nature, including perhaps people's tendency to preach about "correctness" of thinking. A well-known church hymn says that peace on earth must begin with me. At issue is not the question of how many students will be positively influenced by our actions, or of how many tons of paper or gallons of fuel or kilowatts of electricity will be saved if all the JALT and TESOL membership becomes environmentally aware. It's not even certain that the planet can be saved. But if there is to be a chance at all it must begin with us, and I think there is a place in JALT for a SIG that dedicates itself to fostering global awareness in its membership.

(Cont'd from p. 41.)

guage learning, Hatano regards second language acquisition research as a challenging field of study for cognitive psychologists if they are to construct a theory of human knowledge which is of any value to education. He also discusses two major changes in trends in educational psychology in the last thirty years or so: 1) study of teaching practice assuming a more important role in identification of principles of learning and 2) discovery of the fact that humans are active, competent learners by nature. Finally, Hatano comments on Hypothesis-Experiment Teaching in science education devised by Kiyonobu Itakura of the National Educational Research Institute and the cross-curricular *Hosokuka* (rule formulation) Movement advocated by Yoichi Mukoyama.

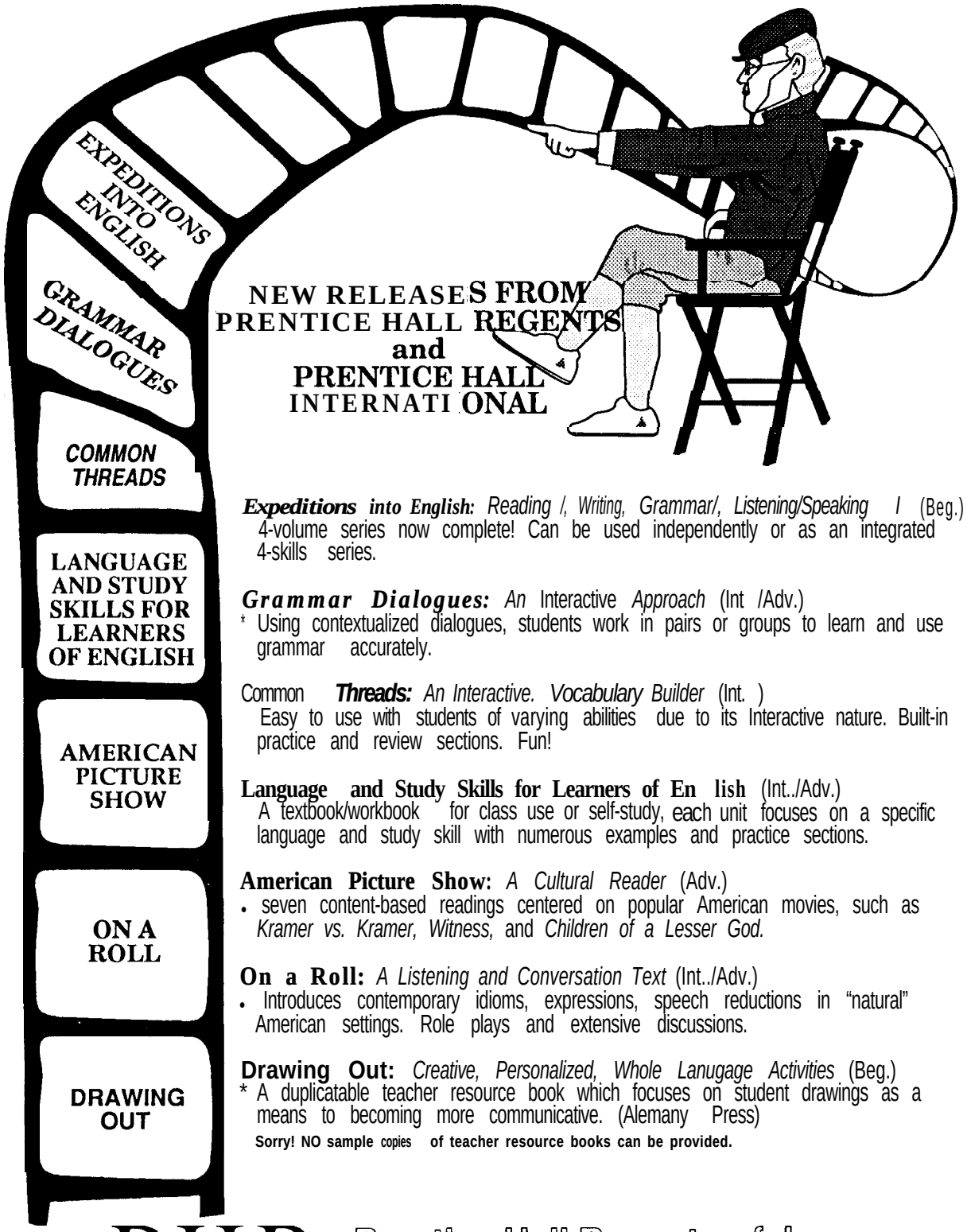
JALT Publications Personnel Changes

Marilyn Lloyd, a hardworking proofreader for *The Language Teacher* for the last three years, has retired. and Russell Hawkins has agreed to take over the position. Thank you Marilyn for all your time. energy. and commitment! Welcome, Russell, and thank you for volunteering. We hope you will find the job both interesting and rewarding.

Roger Davies, former editor of *Cross Currents*. has accepted the position of Book Review Editor for *JALT Journal*. We wish him all the best with his new responsibilities.

Joining a JALT N-SIG

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



NEW RELEASES FROM PRENTICE HALL REGENTS and PRENTICE HALL INTERNATIONAL

Expeditions into English: *Reading /, Writing, Grammar/, Listening/Speaking I* (Beg.)
4-volume series now complete! Can be used independently or as an integrated 4-skills series.

Grammar Dialogues: *An* Interactive *Approach* (Int /Adv.)
* Using contextualized dialogues, students work in pairs or groups to learn and use grammar accurately.

Common ***Threads:*** *An Interactive. Vocabulary Builder* (Int.)
Easy to use with students of varying abilities due to its Interactive nature. Built-in practice and review sections. Fun!

Language and Study Skills for Learners of En lish (Int../Adv.)
A textbook/workbook for class use or self-study, each unit focuses on a specific language and study skill with numerous examples and practice sections.

American Picture Show: *A Cultural Reader* (Adv.)
• seven content-based readings centered on popular American movies, such as *Kramer vs. Kramer, Witness,* and *Children of a Lesser God.*

On a Roll: *A Listening and Conversation Text* (Int../Adv.)
• Introduces contemporary idioms, expressions, speech reductions in "natural" American settings. Role plays and extensive discussions.

Drawing Out: *Creative, Personalized, Whole Lanugage Activities* (Beg.)
* A duplicatable teacher resource book which focuses on student drawings as a means to becoming more communicative. (Alemany Press)

Sorry! NO sample copies of teacher resource books can be provided.

PHR
PRENTICE HALL REGENTS

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

A PARAMOUNT COMMUNICATIONS COMPANY

From Newspapers to Live Reporting: Getting Students to Speak in Class

by Diane Huntoon

The terms *Japanese students* and *lively* conversation class are not necessarily mutually exclusive. Yes, the students are shy (I know this because these shy students have told me that they are shy!), and yes, they can be quiet, but an exercise that I have been using in my upper intermediate classes has generated a great deal of student interest. Consequently, the students end up speaking English- and a lot of it!

People are always interested in the latest, or maybe just the strangest, news stories. Taking advantage of this natural human interest, I introduce a roleplay in which students take the parts of news editors, news writers, and news reporters.

In the language school where I work, the average class size is eight to twelve. I divide the class into groups of three. One student takes a role as editor, one as a writer, and one as a reporter. (In a class of 8, I would organize groups of three, three, and two.) In theory, the editor and writer have different positions. However, the reality is that all three members work to understand the contents of the article and produce the report, but only the reporter will actually report the news to the class. (Thus, it is possible to get by with two in a group).

Many people who attend my classes work or study full-time and have little time for homework. Thus, I choose most of the articles myself (unless a student brings one in). In this way, I can select articles of relatively short length, similar difficulty, and general interest to the whole class.

Sensational topics can add a great deal of life to any class, and can easily be found in the English newspapers in Japan. I take all sorts of articles from all kinds of publications. *The Japan Times* and *The Daily Yomiuri* are good choices because they contain many short articles in English. One article from *The Japan Times* that worked extremely well was about a UFO sighting over Tokyo. I was amazed at the amount of interesting discussion this topic generated. Articles from *The Enquirer,* a U.S. tabloid sold in supermarkets, have worked especially well in my classes. For those teachers who know Japanese, *Focus,* a Japanese publication that borders on the sensational at times, is also excellent. Although the articles are in Japanese, an English synopsis accompanies a subscription.

After choosing the articles, I distribute one to each group of students, trying to match each with the interests of those in a given group. The groups are given ten to fifteen minutes to work together to decipher the contents of the article well enough so that they can retell the story to the class. During this time, they work on understanding the gist of the story, a few important facts (Who? What? Where? When? Why? How?), and some of the new vocabulary.

In the next step, the students are given fifteen minutes to organize the important points of the article. I encourage them to get the facts and then put the article away before they actually write their news report. Planning time is very important in this activity. ("The L2 studies to date have shown that learners produce syntactically more complex language when given planning time than when performing the same tasks without planning or with less planning time." [Long, 1989, p. 20.1) (The term complex language here would include relative clauses, passives, and gerunds, the grammar points normally dealt with in the upper intermediate level classes that I teach).

Each group has a maximum of 10 minutes to present a news report. To keep all members involved in this activity, I assign a task to each person in the group. The editor will write the title of the article on the board and then explain to the class very briefly what the story is about. The writer will then write on the board one or two new idioms from the article. Then the reporter will present the news. At the end, members of the audience ask clarification questions to check their understanding.

I adjust the teacher's role according to the level of the class, the number of students (and groups), and the amount of time available for the exercise. My help consists of consulting with the groups, making suggestions, and answering questions regarding background information as well as language. The focus and emphasis is on having the students grasp the importance of relating the information in a clear and comprehensible way to their fellow learners.

At the end of the class, I call on various students to tell the class in three or four sentences what another group's report was about. We also try to choose the most interesting article, the most important article, and the report that was easiest to understand. This last choice is important because it stresses that communication is the main goal here (rather than accuracy or linguistic points). Finally, I post a list of all the new vocabulary on a sheet of butcher paper. In the next class a brief exercise will focus on these words. The list remains on the classroom wall and students are encouraged to recycle these words whenever possible.

I believe my students have a very positive image of newscasters, which helps to make this activity more acceptable to them than other types of roleplay. Naturally, different personalities in the class have a great bearing on the success of this activity, but in general students have found it very enjoyable. In addition, I have noticed that students are eager not only to discuss the articles in class but also to recycle the new vocabulary. Certainly this willingness to participate in class is "good news" for all.

Reference

Long, Michael H. Task, Group, and Task-group Interactions. Plenary address to the RELC Regional Seminar Language Teaching Methodology for the Nineties. Singapore. 10-14 April, 1989.

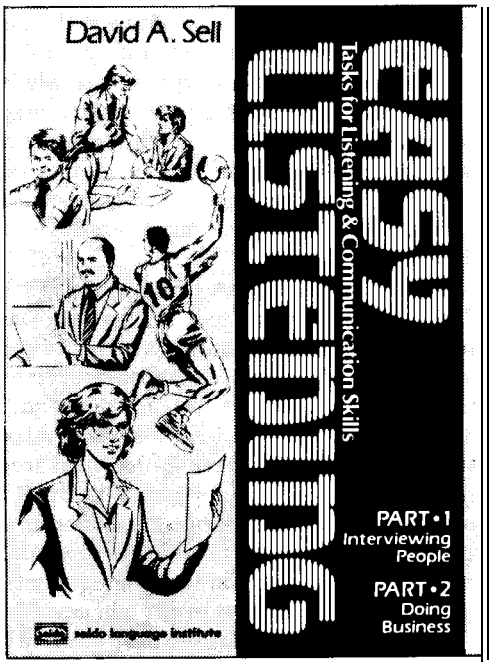
Diane Huntoon has taught in the U.S. and in Japan. She is currently teaching at Language Academy in Maebashi, Gunma

EASY LISTENING

NEW

Tasks for Listening & Communication Skills

Communication made easy through Listening made easy



Simple tasks help college students and business people in Japan understand English of moderate difficulty. After an overall understanding of a conversation, the learners listen closely to the language used. Listening ***for English*** accelerates progress, in both fluency and accuracy.

Communication practice is made easy through listening made easy: The sequence of listening activities leads the students right into practicing natural communicative exchanges and short conversations.

Initiative in conversing is fostered by adding a comment when answering a question (many ways of commenting are studied and practiced in each lesson) and in sections of "Speaking More Freely."

The Teacher's Supplement offers a great many optional activities and variations on the procedures used, all of them tried and proven. It also includes the scripts of all recorded materials.

Cassette tapes for the language lab or the classroom tape recorder are an essential part of this course. They are also complete enough to make the program easily usable by nonnative English speakers.

PRICE LIST (with tax)

- STUDENT'S BOOK . ¥1,500
  (EI5 size, 113 paged
- SCRIPTS & TAPE SET . ¥7.000
  (Teacher's Supplement plus 3 cassettes)
- TAPE SET (only) ¥5.700
- TEACHER'S SUPPLEMENT (only) . ¥1,300

資料請求券
COUPON
EL-91-X

For further information and examination copies, please contact:

seido language institute
12-6 Funado-cho, Ashiya-sbi, Hyogo 659, Japan

seido セイドー外国語研究所
〒659 兵庫県芦屋市船戸町12-6 TEL.0797(31)3452
FAX.0797(31)3448

Intercultural Communications Conference, Tokyo

Don J. Modesto, Tokyo JALT

In response to requests of its membership, Tokyo JALT is co-sponsoring a one-day conference on intercultural training with The Society for Intercultural Education, Training, and Research Japan (SIETAR) It will take place on 18 April at Aoyama Gakuin (Tokyo). Space is limited so register now (see form below.)

In the morning (10-12) there are four presentations. Bill Gay (Temple U. Japan) offers **Barnga: A Simulation Game on Cultural Clashes.** (This simulation will also be conducted in the afternoon, each session limited to 40 participants.) Machi Eriko (Reitaku U.) will present **Values, Self-Disclosure, and Critical Incidents,** a workshop (in Japanese) aimed at Japanese English teachers who are interested in incorporating cross-cultural training methods into their classes (max. 30 participants). **In** How **to Develop Successful Business Relationships,** Sheila Donnell offers trainers a seminar of easy to acquire professional techniques to bolster your confidence and expand your career. Ms. Donnell has been a sales executive with Merrill Lynch and American Express and is currently a business consultant in Tokyo. (max. 40) In the workshop, Conflict **Around Us and Peacemaking Skills: Learning to be Mediators,** William Bradley (various institutions) and Kip Cates (Tottori U.) will lead a discussion about approaches and activities in conflict resolution. (max. 40)

In the afternoon (1:00-3:00), Iwata Yuko (Tokai U.) offers beginning trainers **Intercultural Awareness Training in Japanese EFL Classrooms,** an interactive workshop on using culture assimilators (CA) to help Japanese students interact with native English-speaking teachers. (max. 40). **Global Communication Management Competence** will put participants into small groups to identify and develop appropriate intercultural global communication management skills for a variety of contexts. Presenters are Lorraine Perry Suzuki (U. of Maryland), Shelly Westebbe (Cross-Cultural Communications Training Projects), and Jeffrey Kealing (Intersect-a monthly magazine about trends in Japan.) (max. 30) Michiko Achilles (Helena Rubinstein Japan) will offer an exercise (in Japanese) to enhance participants' awareness of both the basic elements of communication and their own communication styles. Her presentation is titled, **Communication Exercise: 'What is Communication?" (max. 30)** And Barnga (above) wi!! be offered again.

The final session of the day (3:15-5) will **be a panel discussion on Facilitating** hosted by Yashiro Kyoko (Reitaku U.) and featuring the workshop presenters.

Mark your calendar so you don't forget-18 April. See you there!

Intercultural Communications Conference 1

PRE-REGISTRATION FORM (Deadline: 31 March)

1) Remit your registration fee via postal money transfer (yubin furikae) to:

SIETAR Japan (this is the account name)

Tokyo 7-18631 (account number)

2) Send the completed form below to—

SIETAR Japan c/o IIBC, Sanno Grand Building 9F
2-14-2 Nagatacho, Chiyoda-ku, Tokyo 100

WORKSHOPS

Please number the presentations you would like to attend in order of preference. Assignments will be based *on* a first come, first sewed basis so register early to guarantee your spot.

Morning (10 -12)	Afternoon (l-3)	Late afternoon (3:15-5)
-Gay, **Barnga: A Simulation**	__Iwata, **Intercultural Training in EFL**	(Please check if you will be attending.)
__Machi, **Critical Incidents**	**-Suzuki,** et al., **Management**	
__ Donnell, **Business Relationships**	__Achilles, **Communication Exercise**	__**Yashiro, Panel Discussion**
__Bradley/Gates, **Conflict Mediation**	__**Barnga: A Simulation**	

MEMBERSHIP

____I am a member of JALT &/or SIETAR and have remitted \4000 by postal transfer.

____I am not a member of JALT or SIETAR and have remitted \7000 by postal transfer.

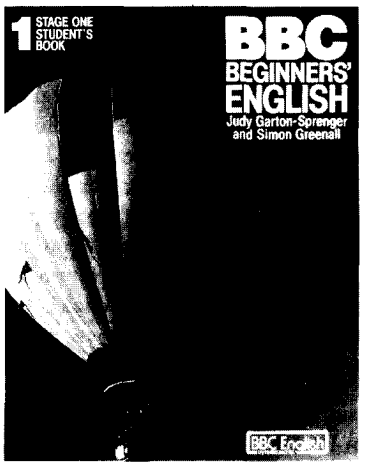
Name _____ Contact No. _____

Address _____

_____

MORE INFORMATION

CHOOSE THE BEST



BBC BEGINNERS' ENGLISH

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

THELOSTSECRET

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

MEYNARD PUBLISHING LTD.

To: **MEYNARD PUBLISHING LIMITED**

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

Please send more information :

☐ BBC BEGINNERS' ENGLISH ☐ THE LOST SECRET

Name:

School:

Address:
(School/Home)

-Tel:

Writing Warmups. Abigail Tom and Heather McKay. Hayward: Alemany Press, 1989. Pp. 119.
The Card Book. Abigail Tom and Heather McKay. Hayward: Alemany Press, 1991. Pp. 146.

Writing Warm Ups is organized in two parts. The units in the first part cover audience, point of view, purpose, and focus; the second part develops cause and effect, sequence, and comparison and contrast as organizational skills of classification. Each of the topics in the two parts offers about eight or ten pre-writing activities designed to involve English as a Second Language (ESL) students in decision-making processes that they can apply to writing skills.

The Card Book is divided into nine topics or sections, each with a set of 27 duplicatable "cards." Six activities are presented for each set of cards. Topics range from food, clothing, and road signs to daily and leisure activities, with each card depicting a topic item illustrated in simple line drawings. The cards are intended to be cut up for classroom use as activities that stimulate conversation around the topics of the cards in bilingual, foreign language, and ESL classes.

Since the activities in both texts are geared for ESL, as stated, a number of them do not lend themselves easily to the EFL classroom in Japan, and adapting them to fit may be awkward. For example, some activities revolve around comparing the cultures of the students or interpreting culture in the United States. Even though it is important for our students to develop an awareness of cultural differences, most students have too littlecontact with other cultures to anticipate how other cultures might respond to the situations posed in the activities. More effective EFL texts dealing with cultural awareness are readily available. Similarly, it may be difficult and time-consuming to find some of the materials that are required to use some of the activities in Japan, e.g. clothing or supermarket advertisements in English.

In the case of both books, the students in my classes were stimulated by the activities that I selected without my having to spend an excessive amount of time in preparation. With The *Card Book,* such preparation diminishes substantially for repeated use in other classes or subsequent use with other activities from the text, once the cards have been made up and packed away in labeled envelopes. One can also easily find creative uses for the cards other than those suggested in the texts. Some of the activities in *Writing Warm Ups* take advantage of the benefits of realia, which may require a small scavenger hunt in gathering, though the vast majority of activities can be presented with materials and equipment readily available to the average classroom.

As the name implies, *Writing Warm Ups* offers activities intended to be used as pre-writing activities and not as actual writing activities in themselves. The aim of the text is to use the activities as an adjunct to the regular writing program with the purpose of orienting the student to some essential aspects and organizing methods that they can apply to their writing without actually using their writing skills in performing the activities. Regardless of such an aim, the lessons can stand on their own as activitiesapplicable to developing speaking and listening skills, and in the same way a teacher could extend the exercises into writing assignments that focus on the skills presented in the text.

In The *Card Book* the activities themselves areintended for use with students at all levels except those at the beginning level on the assumption that students tend to create their own language at their own level for any activity chosen. The cards alone (i.e. without the activities), however, may also be used at the beginning level. The authors suggest how this may be done in the Notes to the Teacher.

On the other hand, each activity in *Writing Warm Ups* is labeled according to level, which limits the number of possible activities that can be used in any single class when time constraints and adaptability to the EFL classroom are also considered.

As with many of the publications from Alemany Press, the authors give the instructor permission to copy the activities and cards for classroom use, thus saving the expense of having to purchase a classroom set of texts.

Despite the occasional problems of applicability in the EFL classroom, one can find in these texts sufficient material to creatively enhance an already established problem in an interactive environment without imposing excessively on preparation time.

Reviewed by Timothy C. Page
Science University of Tokyo (Noda)

Models and Metaphors in Language Teacher Training. Tessa Woodward. Cambridge:Cambridge University Press, 1991. Pp. 247. Hardback, $37.50. Paperback, $14.95.

Those who are familiar with Tessa Woodward's ideas through training coursesand articles in EFL journals will welcome this book for its clear exposition of her process approach to training. Those who are new to this author may initially be surprised by her writing. Her style is direct and informal, and the reader is constantly invited toreflect, question, note, plan, evaluateand makechoices, as if participating in actual training sessions or planning them with the author. Since this book focusses on process options in training, it is appropriate that from the very outset the reader is actively involved.

Process here is the means by which the knowledge and skills of language teaching are taught or learned on training courses, or "what 'vehicle' will be used to 'convey' the content" (p. 4). In the first of the two parts of the book, Woodward outlines one process option that she has developed: loop input. Loop input means organising a training activity in such a way that the content or skill to be learnt is mirrored in the activity itself. Thus, if the session focusses on dictation, the

FM TOWNS 対応

Dynamic English

Made in USA

おもしろく効果抜群の英会話教材

新世代の知的冒険メディア登場！

各シリース　A、Bパック
入門から上級基礎まで6パック
それぞれ、CD-ROM1枚、
FD1枚、テキストブック1冊

ダイナミックイングリッシュシリーズ

学校で、家庭で、楽しく英語学習ができる先進の教材、ダイナミックイングリッシュをご紹介します。米国ダインエド社が、ソニーランゲージラボラトリーの協力により開発した知的対話型コースウェアは、画面の登場人物とゲーム感覚で対話しながら生きた英語を習得できる画期的な教材です。富士通FM TOWNSに対応するこのソフトは入門から英検準1級程度まで6つのパックで構成され、各自のレベルに合わせた学習が可能になりました。

特長

- 1,000以上の文例が学習者の反応に応じて変化しながら、すべて音声で提示されます。
- 英語のスピード、プログラム中の語彙、表現、構文、問題などの総合的難易度が、学習者の反応に合わせて、自動的に変化します。また学習者自身が手動で調節することもできます。
- 学習履歴はその都度、学習用フロッピーディスクに記録されます。

〈開発元〉

DynEd International, Inc.

1370 Alpine Rd., Suite 101, Portola Valley, CA 94028 USA

〈日本代表・提供元〉

ソニー ランゲージ ラボラトリー

〒104 東京都中央区銀座4-2-15 塚本素山ビル5F

Tel.(03)3535-1281(直)　Fax.(03)3563-3075

語学教育のエキスパートが提供する

「ソニーの英語」英会話コース

Effective　先進的な教育システムによる効果的学習。
Enjoyable　楽しむ感覚で自然に力がつきます。
Practical　応用範囲の広い、使える英語が身につきます。
Varied　幅広いニーズにお応えします。

各スクール：新橋　渋谷　吉祥寺　横浜　厚木　名古屋　梅田　銀座エグゼクティブサロン

生徒募集中！

trainees complete a variety of dictation exercises, the content of which is dictation (advantages of, varieties of, designing, managing, etc.). In a session on jigsaw listening, participants carry out jigsaw activities, the content of which deals with, for example, managing, making or planning jigsaw activities.

In the 17 chapters of Part One, Woodward leads the reader through the steps of designing and managing loop input. This is achieved by providing detailed examples of loop activities. These are spelled out in terms of how they are developed, organised and used. The contexts for the activities are the topics usually covered in pre- and in-service training courses (e.g. classroom management, vocabulary, listening and reading skills, role play, evaluation). The topics are not dealt with exhaustively, however. This is not a training course book like those by Doff (19881, Willis (1981), Harmer (1983), or Hubbard, Jones, Thornton, and Wheeler (1983). The emphasis is on the processes involved in organising content rather than the content itself. At times, indeed, the author questions thevalidity of some of the concepts generally disseminated on courses. Nevertheless, the chapters contain plenty of very useful and practical ideas. There are memorable diagrams, metaphors, mind maps, and skillschecklists. Many of the chapters contain step by step session plans and materials ready for classroom use, it being the author's intention that trainers can make use of these immediately in their own courses.

While most of the chapter topics will be familiar to trainers, some important, but often neglected, other areas are dealt with as well. The chapter on dictation, for instance, is full of excellent practical ideas, as are the sections dealing with latecomers and remedial work (under classroom management). But the discussion and activities on transfer, although brief, are particularly welcome. "Much of our training and teaching is model-based, and thus the issue of transfer is absolutely central. How does an idea or a piece of target language become available to someone?" asks the author (p. 122). What trainer has not encountered course participants who said they enjoyed the particular activity demonstrated but could not use it in their classes because it was the wrong level, content, etc., in other words were not able to transfer the concept to their own situations? In Chapter 15, Woodward does not necessarily answer her own question but she provides a structured activity (not, in fact, a loop), which is designed at least to raise awareness of the difficulties involved in transfer.

In Part Two, alternative process options available to trainers are described and discussed. Chapter 18 examines the usefulness of the process of classifying training events and Chapter 19, external parameters affecting training courses. In Chapter 20 various options such as buzz-group lectures, brainstorming, and cross-pollination workshops are examined, and an example of a learnercentered course design is worked through. The final chapter on evaluation looks at a number of issues: what evaluation is, when and by whom it is done, what models of evaluation are available, and how action research can contribute to evaluating process options.

This is a book for trainers who wish to explore an alternative approach to organising training events. It focusses on the *how* of training rather than the *what*, and

(Cont'd on p. 67.)

Legal Information for Teachers

Period of Contract

Commonly, teachers are offered contracts that stipulate the period of duration in terms of years (one year, two years, three years). Representatives of Japanese schools overseas and in Japan often promise contracts of more than one year's duration. These positions may be offered at the JALT conference, in the Japan ***Times*** newspaper, and through many other reputable sources. Nevertheless, this practice is prohibited by labour standards law.

A supplementary provision of the Ministry of Labour promulgated as Article 14: Period of Contract [Labour Standards Law No. 49, April 7, 1947, Supplementary Provisions · Ministry of Labour Ordinance No. 2 January 20, 1951] states that the contract is not to exceed a period of one year. This restriction does not apply to contracts without any set period of duration (the most common type for Japanese nationals in Japanese companies) and makes an exception for those contracts that require a definite period for the completion of a project.

Needless to say, teachers have accepted and will continue to accept contracts that do not comply with the parameters of Article 14. One such case handled by Labour Standards involved a woman who accepted a three-year contract in the United States and reported for work in Japan. When she had finished the first year of the contract, her employment was terminated with the explanation that the three-year agreement was actually in violation of labour laws.

Questions and requests for advice should be referred to a local Labour Standards office.

Information provided by Thom Simmons
Kanto Teachers Union Federation
phone/fax: 0458458242 (h); fax:03-3433-0334 (o)

NEW!!

*****Announcing*****

SCOTT, FORESMAN ENGLISH

Brings English to Life!

In Contact, Levels 1 and 2

Active. involving, and *alive*– Scott. Foresman English makes communicating in English a natural!

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

On Target, Levels 1 and 2

In Charge, Levels 1 and2

ScottForesman

A Division of HarperCollins*Publishers*

For more information contact:

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

For orders please contact:

YOHAN (WESTERN PUBLICATIONS DISTRIBUTION AGENCY)
14-9 Okubo 3-chome, Shinjuku-ku, Tokyo 169
Phone 03-3208-0181 FAX 03-3209-0288, 03 3208-5308
Branches Sapporo·Sendai·Chiba·Yokohama·Nagoya·Osaka·Hiroshima
Fukuoka·Okinawa·Yokohama Distribution Center·London

Jigsaw Listening

Marion Geddes & Gill Sturtridge
with Helen Munch

Integrated practice in listening and oral skills

"Jigsaw listening": students listen to incomplete extracts on cassette and piece together the jigsaw in oral and written work

Suitable for intermediate-level students of American English

etting started is what it's all about.. .

First Steps in Listening and Progress in Listening

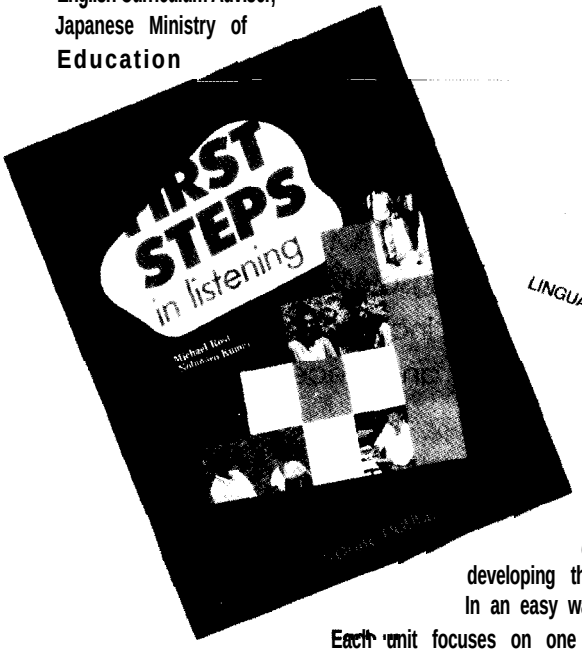
Michael Rost and Nobuhiro Kumoi

Consulting Author: Munetsugu Uruno, Ibaraki High School

Consulting Editor: Minoru Wada

English Curriculum Adviser,

Japanese Ministry of Education



LINGUAL HOUSE

Designed for high school and junior college students, *First Steps in Listerning ond Progress in Listening* **help learners start developing their listening and speaking skills in English. In an easy way. In on enjoyable way. In an effective way.**

Each unit focuses on one essential grammar point and communicative function, allowing the students to build on their knowledge of grammar while understanding spoken language in realistic settings and entertaining contexts. A key feature of each unit is the Listen and Interact section, aimed at developing interactive listening skills. Ask for a sample copy. It's time to get started.

To Lingual House Longman ELT Gyokuroen Building
1 13 19 Sekiguchi Bunkyo-ku Tokyo 112 Tel 03 32660404 Fax 03 3266 0326
Osaka tel 06205 6790

Please send me a free inspectron copy of

___First Steps in Listening ___Progress in Listening

Name:__ _____

School _____

School Address,_____

_____

_____ Tel:_____

Both First Steps in Listening and *Progress* in Listening contain these components,

- Student Book
- 3 cassettes (45 minutes X3)
- Teacher's Manual

Lingual House
A division of
LONGMAN ELT

Chapter Reports

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

Fukui

Successful Team-Teaching

by Naomi Nemoto and Cheryl Reynolds

At the September meeting we saw a presentation by Naomi Nemoto (JTE) and Cheryl Reynolds (AET) of Saiwa JHS on how to team-teach. It was evident from their presentation that the cornerstone of their approach is a good working relationship, in which there is openness and flexibility on both sides.

After a partnership has been formed, the next stage is efficient preparation. The presenters offered many ideas based upon successful lesson planning. The presenters believe that their task is to bring our students into the "team"; then students become the real performers.

Reported by John Quinn
AET

Kobe

Peace Education & Language Teaching in the USSR

by Valentina Mitina

On November 10th, Valentina Mitina, seniorresearcher specializing in comparative education at the USSR Academy of Pedagogical Sciences, spoke about peace education and language teaching in the USSR. Mitina discussed the special language schools in the USSR, and said English is by far the preferred foreign language of study in high schools. She showed us an English textbook used by 12 year olds who are in their 5th year of English language class. The level of the vocabulary and grammar in the text impressed the audience. The lessons treated the theme of peace through historical legends, such as Robin Hood, folktales such as *Wild* Geese, current events such as the visit of Samantha Smith the girl-diplomat, and poems and songs written by children from around the world. Mitina explained some of the communicative techniques used by the language teachers in these schools. Mitina also showed a video of an international peace seminar for teachers held in Russia every summer and interviews about peace with Russian children or educators.

Mitina is setting up a teacher exchange with teachers, Western or Japanese, in Japan.

Participants are urged to contact Kip Cates N-SIG on Global Issues if interested.

Reported by Jane Hoelker

Sapporo

Using Song Lyrics as Text

by Peter Gray

At the October meeting, Peter Gray, of Seishu Junior Women's College, showed us various ways to use songs and their lyrics in the classroom. Based on his experience with college students, he began by explaining what terms and techniques need to be taught: names of the parts of the song, various kinds of rhymes, repetition and alliteration. He then demonstrated several activities that could be done--writing rhymes, writing additional stanzas, and doing cloze exercises. He also recommended having students memorize and recite lyrics, make oral presentations, and let them enjoy singing.

Since Gray uses songs as a text, he provides students with the lyrics before the first listening. His purpose is to make songs accessible, meaningful and fun for the students. Gray's presentation proved that using songs can be accessible, meaningful and fun for teachers, too.

Reported by Laura MacGregor

Shared Inquiry Discussion

by Jerald Halvorsen

& Using Literature for Discussion

by Catherine O'Keefe

Members were treated to two presentations at the November meeting, both of which addressed the use of literature as the basis for discussion.

First, having attended a leader training session offered by the Great Rooks Foundation in Chicago, Jerald Halvorsen reported on the reading and discussion program and how he applied it to teaching EFL in Japan. The teacher asks three types of questions based on a short piece of literature: factual, interpretive, and evaluative. Students answer, supporting their opinions with evidence from the text. They listen to and challenge the opinions of others. The key to this method's success is that the teacher leads by asking questions, but does not participate in the discussion itself.

Catherine O'Keefe showed how poetry and prose can be used as the basis for group discussions. The teacher divides the class into groups of 4-5 students and poses interpretive questions based on the reading. Following their group discussions, one student from each group reports answers to the class. The various answers stimulate further discussion at the group and/or class level. The important point in this approach is also that the teacher does not become involved in the discussions, but controls the flow of discussion by asking questions.

Reported by Laura MacGregor

Reminder

Deadline for submission of all proposals for JALT 92 is March 1, 1992.

Finding Out

by David Paul

At last! A course written specifically for Japanese children.

Developed and perfected in Japan over a ten year period.

Levels 1 and 2 available now!

Complete with Flash Cards!

Interested in Finding Out ?

Please send me a free inspection copy of Finding Out:

☐ Level 1 ☐ Levei 2

Name: _____

School: _____

Address (School ☐ / Home ☐): _____

〒☎: ☐☐-☐☐

HEINEMANN INTERNATIONAL

Shin Nic hibo Bldg., 7F, 1-2-1 Sarugakucho, Chiyoda-Ku, Tokyo 101

Phone: i03-3294-079 I Fax: 0 3-3294-0792

HEINEMANN

Right from the start!

Shizuoka

Teaching American Language and Culture Through Video

by Mary McSwain

Mary McSwain began our November meeting by introducing the results of a survey conducted among the employees of Japanese firms doing business in the U.S. The results indicated that the major problems faced by Japanese employees are not linguistic, but tend rather to be cross-cultural in origin.

In the light of the list of needs generated by the survey and the group, McSwain introduced her video course, *Living and Working in America,* and demonstrated how a number of these needs were met. Special attention was given to the thorny issue of "small talk." Several techniques for using video actively and effectively were demonstrated, including a prediction exercise based on a matching of *Language* and *Action,* where the action in the video (language function) is designed to generate appropriate linguistic exponents.

Reported by Stewart Hartley

West Tokyo

Poetry in the English Language Classroom

by Ann Jenkins

Ann Jenkins presented on the subject of poetry in the classroom. First, we wereasked to discuss our concepts of what constitutes poetry and how it differs from other forms of language arts and communication. Jenkins then went on to demonstrate that many poetic devices, such as metaphor, ambiguity, and rhyme, were features which could be found in everyday writing as well.

Jenkins gave us a few examples of classroom activities which could be organized around poetry, such as cloze exercises and making use of certain target patterns. She also advised us to keep in mind factors such as difficulty level, length, pre-teaching, and follow-up when applying poetry to classroom lessons.

Jenkins also discussed the issue of affect; she said that poetry, approached the right way, engages the emotions of the students, and that in such a condition, acquisition is more likely to take place.

Reported by Tim Lane

JALT-Computerland Education Program

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

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

Intercultural Communications Conference
Tokyo, 18 April 1992

It's said that to or a language without learning the culture of those speaking the language is to become an educated idiot. Don't let this happen to your students. Learn how to bring culture into your classroom in exciting, memorable ways. Tokyo JALT, in conjunction with SIETAR Japan (The Society for Intercultural Education, Training, and Research), is sponsoring an Intercultural Communications Conference on 18 April from 10 a.m. to 5 p.m. Register now as space is limited. (Annual membership in SIETAR Japan costs Y10,000). For specific presentation descriptions and registration form, please see p. 49 in this issue. Mark your calendar now so you don't forget-18 April. See you there! For more information call Don Modesto 03-3360-2568 (JALT) or Yashiro Kyoko 03-3330-6336 (SIETAR). The JALT/SIETAR Intercultural Communications Conference-Don't Miss It!

Video Colloquim JALT 92, Tokyo-call for proposals. Submissions are invited for the major international video colloquium at this year's November conference. All video-related subjects will be considered. Submissions for short talks in the Video N-SIG Theater are also sought. Follow conference submission guidelines, but send to reach colloquium organizer no later than early February for selection/final submission in late February.

ブリティッシュ・カウンシル
中学・高校英語教師のための92年春季ワークショップ

ブリティッシュ・カウンシル京都では、毎年8月と3月に中学・高校英語教師を対象とした一週間のワークショップを行っています。今回は、京都と名古屋で行う予定で、ほとんどが新しい内容であり、ティーム・ティーチングに関連したものなど、実践的なワークショップが中心となります。

名古屋：1992年2月23日 Practical Lesson Planning 3月1日 Interaction in Large Classes 3月8日 Lesson Planning with an AET いずれも10:00－13:00、14:30－17:30 (6時間) 会場は名古屋国際センター。1日¥13,000 2日¥22,000 3日¥33,000。

京都：1991年3月23日 Selecting Activities for Your Classes: the Techniques Syllabus An Introduction to CEELT 3月24日 Practical Lesson Planning Interaction in Large Classes 3月25日 Lesson Planning with an AET Dictation Techniques for High School Classes 3月26日 Interaction in Large Classes Practical Lesson Planning 3月27日 Using Computers in the Language Classroom / Selecting Activities for Your Classes: the Techniques Syllabus いずれも9:30-17:00 (6時間) 会場はブリティッシュ・カンシル京都。1日 Y12,000 2日¥20,000 3日 Y29,000 4日 Y38.000 5日 Y 16, 000.

当日の受付はいたしません。申し込み用紙の送付と参加費用の振込の両方をもって正式の参加申込となります。問い合わせ：〒606京都市左京区北白河西町77 ブリティッシュ・カウンシル京都（担当中村友美）TEL075－791－7151

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

Topic: Kickoff Meeting. What About TPR?
Speaker: Aleda Krause
Date: Sunday, February 16th
Time: 2:00-4:00 p.m.
Place: Minnesota State University-Akita Room GE 200
Fee: Free
Info: Mike Sagliano 0188-86-5133
Tim Kelly 0188-86-5100

In this. our very first Akita JALT meeting, we will introduce and explain the purposes and goals of JALT-Akita.

In addition, Aleda Krause. National JALT Treasurer, and instructor at Joshi Seigakuin Junior College, will discuss how to incorporate Total Physical Response (TPR) into your regular classroom to add interest and enjoyment. During her lecture/demonstration, participants will experience many TPR lessons designed for learners at many levels. Using TPR, teachers can introduce and practice new vocabulary, grammatical constructions and language functions.

Between the presentation and business meeting, there will be refreshments and time to get to know one another.

CHIBA

Topic: Labor Standards for Language Teachers
Speaker: Thorn Simmons (Kanto Teachers' Union Federation)
Date: Sunday, February 9th
Time: 1:00-4:00 p.m.
Place: Chiba Chuo Community Center
Fee: Members free; non-members \1 ,000
Info: Bill Casey 0472-55-7489

What rights do you have as an employee in Japan? What can schools ask an instructor to do under Japanese law and what can teachers expect of their employers? Formanyreasons, teachersandother workers in Japan fail to see the law as a recourse when schools take advantage of them Whetheryou havecomplaintsagainst your school administration or not, it helps to know the laws under which all institutions are obliged to operate.

Thom Simmons is an instructor at the Japan College of Foreign Languages, Vice-President of the AUL-JC employees union, President of the Kanto Teachers' Union Federation and an advocate for the National Union of General Workers.

Unless otherwise announced, Chiba chapter meetings will be held at the Chiba Chuo Community Center (5th or 6th floor) on the second Sunday of each month.

FUKUI

Hiroyuki Kondou, 0776-56-0404

FUKUOKA

Topic: Learning from Mistakes in English and Nihongo
Speakers: Dale Goble & Yoshihiro Nakamura
Date: Sunday, February 16th
Time: 2:00-5:00 p.m.
Place: Iwataya Community College Tenjin Center Building 14F
Fee: Members \500; non-members \1 ,000
Info: JALT Office 092-714-7717

Both speakers have made extended studies of the nature of the mistakes that are commonly made by learners of English and Japanese. They will offer many insights into how these mistakes arise and suggestions for encouraging learners to learn from their own mistakes, as well as providing teachers with a comprehensive basis on which to teach from.

Dr. Nakamura specialized in error analysis research at Kansas University. Fellow Chikushi Jogakuen College Associate Professor, Dale Goble, has taught in Japan for twenty years.

GUNMA

Hisatake Jimbo, 0274-62-0376

HAMAMATSU

Topic: Workshop:Strategic Approaches to Teaching and Learning
Speaker: Greg Jewell
Date: Sunday, February 16th
Time: 1:00-4:00 p.m.
Place: CREATE Hamamatsu (Hayauma-cho. near Enshu Hospital)
Fee: Members free; non-members \1 ,000
Info: Brendan Lyons 053-454-4649
Mami Yamamoto 053-885-3806

Everyone uses strategies when learning a foreign language. However, trouble arises when attempts at learning do not seem to pay off. Motivation wanes and learning itself may shift to mere "studying" with little effort.

This problem can be avoided through the conscious use of strategies which structure and improve the learning process. The workshop will engage the participants in ways to accomplish these aims through student/teacher collaboration. Strategies for pronunciation, vocabulary, conversation, and writing will be given particular attention.

Greg Jewell is an Assistant Professor at Tokai University Kaihatsu Kougaku (Numazu Campus).

HIMEJI

Akito Ozaki, 0792-93-8484

HIROSHIMA

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

IBARAKI

Martin E. Pauly, 0298-64-2594

KAGOSHIMA

Yasuo Teshima, 0992-22-0101 (W)

KANAZAWA

Topic: Teaching Tips for AETs
Speaker: To be announced
Date: Sunday, February 16th
Time: 2:00-4:00 p.m.
Place: Shakyo Center, 4th floor, Honda Machi (next to MRO)
Fee: Members free; non-members \600
Info: Masaki Oi 0766-22-8312
Mary Ann Mooradian 0762-62-2153
Mikiko Oshigami. 0764-29-5890

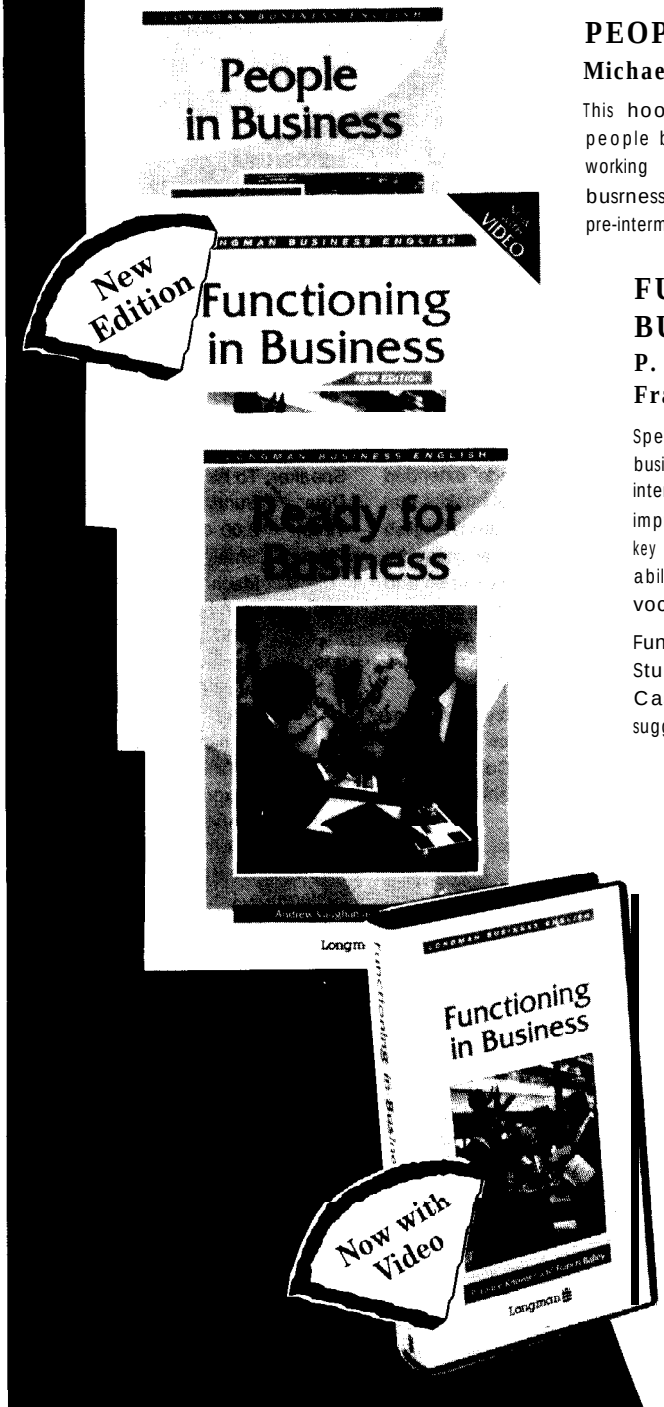
Local AETs have requested specific advice from experienced teaches at JALT, with phonics and child development among their immediate concerns. Also, thfs month, we plan a direct meeting with AETs at their conference. Call Mary Ann for details.

KOBE

Topic: Getting Your Students to Read
Speaker: Vaughan Jones
Date: Sunday, February 9th
Time: 1:30-4:30 p.m.
Place: Kobe YMCA Language Center, 4th floor
Fee: Members free; non-members \1.000
Info: Jane Hoelker 078-822-1065

As many of your studentsare unlikely to travel widely in English speaking countries, one of their most important forms of input will be through reading extensively outside the classroom. We will look at practical ways of encouraging students to do this. We will also look at how to set up classroom libraries, and how to monitor the individual student's reading progress.

LONGMAN MEANS BUSINESS!



PEOPLE IN BUSINESS

Michael Kleindl and David Pickles

This hook features real interviews with business people based in Japan and East Asia who are working in drfferent fields, and brings authentic busrness Englrsh Into the classroom Suitable for pre-intermediate and intermediate students

FUNCTIONING IN BUSINESS

P. Lance Knowles and Francis Bailey

Specially developed for use with classes of business people in Japan at pre-intermediate level. Functioning rn Business improves recognition and production of key functional phrases, develops listening ability and expands basic busrness vocabulary

Functioning in Business consists of a Students Book. a Video and an Audio Cassette The Teachers Guide includes suggestions for exploiting the Video

READY FOR BUSINESS

Andrew Vaughan and Neil Heyen

Developed for busrness people in Japan who need to be able to handle basic business situations in Englrsh In the supplementary listening activities students are exposed to a range of speakers using English. to familiarize them with the drfferent accents they are likely to encounter in the busrness world.

For further information please contact:
Longman ELT, Gyokuroen Building,
1-13-19 Sekiguchi, Bunkyo ku, Tokyo 112.
Tel. 03 3266 0404 Fax. 03 3266 0326

LONGMAN ELT

Vaughan Jones is the Heinemann ELT Manager in Japan.

KYOTO

Topic: 1. Reading For Pleasure and More
2 Games Are Fun (for them), But Gimmicks Work (for you)
Speaker: Barry Mateer, Nihon University's Buzan Junior/Senior High School
Date: Sunday, February 23rd
Time: 2:00-4:30 p.m.
Place: Kyoto YMCA; Sanjo Yanaginobamba, between Kawaramachi and Karasuma. 075-231-4388
Fee: Members free; non-members \500
Info: Kyoko Nozaki 075-71 l-3972
Michael Wolf 0776-66-8847

The first topic will focus on how junior and senior high school textbook and conversation teachers can use feedback from extensive reading assignments to refocus instruction of vocabulary, grammar and more.

The second topic will show video clips of junior high school lessons where an effective hand signal system is used by studentsand the teacher. The hand signal gimmick brings into focus for the students the importance of continuous communication feedback and the responsibility of the individual student to communicate during lessons.

The above presentations are aimed at junior and senior high school level students, but theideasareapplicabletoother levels.

Barry Mateer teaches at Nihon University's Buzan Junior and Senior High Schools.

MATSUYAMA

Vicki Rooks, 0899-33-6159

MORIOKA

Jeff Aden, 0196-23-4699

NAGANO

Richard Uehara. 0262-86-4441

NAGASAKI

Topic: English Pronunciation Inside out
Speaker: Eamonn O'Dowd
Date: Saturday, February 15th
Time: 2:00-5:00 p.m.
Place: Room 61-Education Building, Nagasaki University
Fee: Members free: non-members \500
Info: Wanda "Swan" Anderson 0958-46-0084 (days) or 0958-47-l 137 (evenings)

This talk will analyse pronunciation difficulties of Japanese students, arguing that it is problems at the suprasegmental level, rather than problems in producing certain individual sounds, that cause distinctively Japanese pronunciation of English. Simple techniques for helping students overcome these problems and improve their pronunciation will be shown.

Eamonn O'Dowd is an associate professor at Nagasaki Junior College of Foreign Languages.

NAGOYA

Helen Saito, 052-936-6493

NARA

Denise Vaughn, 0742-49-2443

NIIGATA

Topic: Developing Fluency with Low-Level Learners
Speaker: David Fisher, Cambridge University Press
Date: Sunday, February 16th
Time: 1:00-3:00 p.m.
Place: International Friendship Center (Kokusai Yuko Kaikan), Kami-Okawa-Mae-Don. tel. 025-225-2777
Info: Michiko Umeyama 025-267-2904

This presentation examines the concept of fluency in language use. It will be shown that fluency relates not only to spoken language, but also the other skills of listening, reading, and writing. The talk will offer a variety of activities to develop fluency with low-level students, drawing material from a range of Cambridge University Press materials, which will be displayed on the site.

David Fisher is the ELT Sales Manager for Cambridge University Press.

OKAYAMA

Fukiko Numoto. 0862-53-6648

OKINAWA

Karen Lupardus. 09889-8-6053

OMIYA

Topic: Creating Games to Enhance your Lessons
Speaker: Aleda Krause
Date: Sunday, February 9th
Time: 1:30-4:30 p.m.
Place: Omiya JACK
Fee: Members free; non-members \1,000
Info: Yukie Kayano 048-746-8238

Games help to sustain students' interest. so they are more willing to keep up the hard work. Games are not just for 5 minutes, after you've finished the day's lesson. Rather, games can be your lesson. You can find or invent a game to practice, even teach, almost any structure, function, or grammar point, or to go along with any materials. Join me and play many games I've adopted-elaborate and simple. Also examine some materials that lend themselves to games. Addison-Wesley Publications, Matsuka Phonics, Oxford University Press and Scholastic Inc. will also display their books.

Aleda Krause teaches adults and children at Joshi Seigakuin College and at home.

OSAKA

Topic: The Power of Simple Narrative
Speaker: Robert O'Neil
Date: Sunday, February 16th
Time: 1:00-4:30p.m.
Place: Abeno YMCA, Tennoji. Osaka
Fee: Members free; non-members \1,000
Info: Beniko Mason 0798-49-4071
Yoshihisa Ohnishi, 06-354-1828

This talk is about the uses of text-narrative-as a means of teaching. It is about the argument that "text" (or rather a variety of simple texts) isessential to learning. All "communicative competence" de pends upon the internalization of such texts.

Text is understood here not as some kind of passive or mainly receptive "input" but rather a complex interrelationship be tween "input" and "output." In particular it explores how 'external text" (the starting point-what the learner sees, reads or hears) becomes "internal text" (something the learner has internalized, converted into "a document for self-expression").

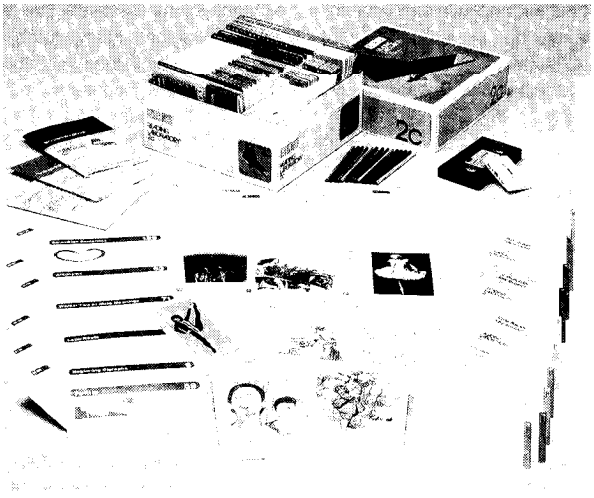
Robert O'Neill is a well-known EFL author and lecturer.

SAPPORO

Topic: Explointing Video to the Fullest
Speakers: Marc Benger and Stuart Walker
Date: Sunday, February 23rd
Time: 1:30-4:00 p.m.
Place: Hokusei Women's Junior College (South 4, West 17). 4th floor
Fee : Mebers and students free: others \1.000
Info: JALT Hokkaido Office () 11-584. 7588)

Video should allow students to enhance their oral skills. This workshop will enable teachers to discover this firsthand by participating in a series of practical activities designed to bring out the best in any student at any level. Stuart Walker will add

SRA : The Library In A Box



Self paced

Self correcting

Reading development

in American English

for all grades

and ages.

Each SRA Reading Laboratory Kit contains:

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

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

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

MEYNARD PUBLISHING LTD.

SRA

To: MEYNARD PUBLISHING LIMITED

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

Name: _____

School: _____

Address:
(School/Home) _____ **Tel:** _____

commentary and provide insights from his recent research into the use of video in the classroom.

Marc Benger is an ELT consultant with Meynard Publishing. Stuart Walkerteaches at Seishu Women's Junior College.

SENDAI
Harry Neale, 022-267-3847

SHIZUOKA
Topic: Programs for Teaching Reading & Writing to High School Students in Japan
Speaker: Ken Kanatani
Date: Sunday, February 16th
Time: 2:00-4:00 p.m.
Place: Shizuoka Shaikai Fukushi Kaikan, 6F(1-70Sunpucho, just south of Sunpu Park)
Fee: Members free; non-members \1,000
Info: Stewart Hartley 0559-93-7361
Yoshihisa Sakakibara 054-262-9655

Ken Kanatani will show why more opportunities to read and write English should be given to Japanese high school students. He will offer a report of a writing project and a reading library project which he and his colleagues have recently undertaken. Both projectsaimatfinding more efficient ways to have high school students utilize their English skills and provide feedback in ways which are cost-efficient.

Ken Kanatani is a professor at Tokyo Gakugei Daigaku.

SUWA
Mary Aruga, 0266-27-3894

TAKAMATSU
Shizuka Maruura, 0878-34-6801

TOKUSHIMA
Sachie Nishida, 0886-32-4737

TOKYO
Topic: Classroom-Centered Language Teaching
Speaker: James Dean Brown, University of Hawaii at Manoa (Visiting Professor at Temple University Japan)
Date: Sunday, February 23rd
Time: 2:00-500 p.m.
Place: Temple U. Japan (one minute's walk from Shimo-Ochiai station on the Seibu-Shinjuku Line-take the local not the express!)
Fee: Members free; non-members \1 ,000
Info: Will Flaman (W) 03-5684-4817
(H) 03-3818-6834
Don Modesto (W)03-3291-3824
(H) 03-3360-2568

Dr. Brown will address five questions central toclassroom language teaching: 1) What are classroom tests used for?2) How are classroom tests fundamentally different from standardized tests? 3) What do teachers need in their classroom tests? 4) What are the effects of classroom testing on student performance, teacher performance and course design? 5) Why is innovation especially important in dassroom testing? Please join us for what will certainly be an informative meeting.

Topic: JALT-Special Chapter Presentation: Robert's Rules of Or&r
Speaker: Larry Cisar
Date: Sunday, February 16th
Time: 2:00-5:00 p.m.
Place: Temple University (see above)
Fee: Members free; non-members \1 ,000
Info: Will Flaman (see above)

This workshop will introduce participants to the fundamentals of parliamentary procedure. The first hour will be used to present the basic information needed to accomplish goals in an assembly. The remainder of the session will be devoted to running a mock meeting where different participants will be instructed on how to introduce the various complexities that can arise. The purpose of this workshop is to enable members of JALT to accomplish their goals while respecting the rights of others. One key element will be how to make sure that individual rights are fully guaranteed.

Larry Cisar is an Assistant Professor in the Law Department at Kanto Gakuen U.

TOYOHASHI
Topic: Techniques for Teaching Children: The MAT Method
Speaker: Ritsuko Nakata (AETC President)
Date: Sunday, February 23rd
Time: 1:30-4:30 p.m.
Place: Language Center 2F, Toyohashi University of Technology
Fee: Free
Info: Kazunori Nozawa 0532-25-6578

'OUP materials will also be displayed during the meeting.

UTSUNOMIYA
James Chambers, 0286-27-l 858

WEST TOKYO
Tim Lane, 0426-46-5011

YAMAGATA
Topic: Public English in Japan
Speaker: Mark Anthony
Date: Sunday, February 2nd
Time: 2:00-4:00 p.m.
Place: Yamagata Konan Public Hall (Yamagata-shi, Konan ! chome Tel. 0236-84-4428)
Fee: Members free; non-members \500
Info: Fumio Sugawara 0238-85-2468

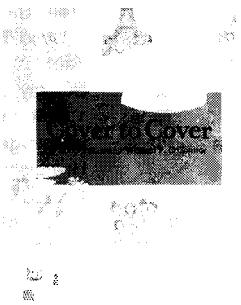
Mark Anthony is an instructor at Yamagata University. He speaks on the title "Public English in Japan" in terms of

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.
Y1,300
Answer key available

Type of Text: EFL reader
Level: Intermediate

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

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

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

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

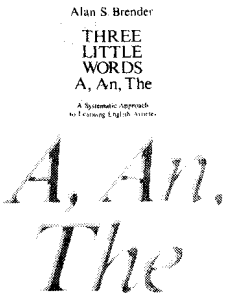
Major Topics

- Sylvester Graham: biography of the creator of graham crackers
- **Mistake: The Flight:** the story of the first American airmail flight and its many problems
- **Cockroach: A Play in One Act:** a short skit chockfull of information about the ubliquitous 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



185pp.
Y2,700

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

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

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

- - - - - - - - - - -

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

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

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

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

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

English used between Japanese people and usually ignored by Japanese people, sounding very strange to native speakers of English found in the area of advertising, entertainment, signs, etc., which implies that such public English is considered to give some influence upon English education in Japan.

Topic: Reading as an Intensive Experience
Speaker: Marc Helgesen
Date: Sunday, February 23rd
Time: 2:00-4:00 p.m.
Place: Yamagata Konan Public Hall (Yamagata-shi, Konan 1 chome Tel. 0236-84-4428)
Fee: Members free; non-members \500
info: Fumio Sugawara 0238-85-2468

In Japan, reading English generally means intensive reading, often with stories of little interest to the students--especially in junior and senior high schools. The workshop will consider effective intensive reading-skill building-with tasks that increase student interest. We'll use examples from Mombusho-approved texts. Participants will receive a handout identifying thirty skill-development activities for use with nearly any text Topics include increasing reading speed, comprehension (and test scores!), vocabulary development and valid uses of oral reading.

Marc Helgesen is an Associate Professor at Miyagi Gakuin, Sendai.

YAMAGUCHI
Yayoi Akagi, 0836-65-4256

YOKOHAMA
Topic: Stress and Intonation Patterns in English with Applications for ESL Students
Speaker: Jennifer Turnbull
Date: Sunday, February 9th
Time: 2:00-4:45 p.m. (with a tea/coffee break)
Place: Yokohama Kaiko Kinen Kaikan, 2nd floor
Fee: Members free; non-members \1,000
Info: Ron Thornton 0467-31-2797

Mr. Turnbull will survey the stress and intonation patterns of English and suggest practical applications and methods of teaching these patterns with reference to production, meaning, social usage, etc. with special consideration for Japanese contrasts and similarities.

Jennifer Turnbull teaches phonetics and English at the College of Foreign Studies, Yokohama (Kanagawa Kenritsu Gaigo Tanki Daigaku).

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

Readers' Views

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

(Cont'd from p. 53

as such is a welcome addition to the training literature. The exposition of the loop input model is clear and straightforward. The model itself is intellectually engaging, and I have increasingly found myself trying to work out interesting loops! Moreover, this is a very practical book and trainers will find plenty of hands-on session activities provided.

Reviewed by Janet M.D. Higgins
Nagoya University of Commerce and Business Administration

References

Doff, A. (1988). *Teach English--A training course for teachers.* Cambridge: Cambridge University Press.
Harmer, J. (1983). *The practice of English language teaching.* London: Longman.
Hubbard, P., Jones, H., Thornton, B., & Wheeler, R. (1983). *A training course for TEFL.* Oxford: Oxford University Press.
Willis, J. (1981). *Teaching English through English.* London: Longman.

はじめて読む英字新聞

北尾謙治、北尾S. キャスリーン、山内信幸編著、桐原書店、1991年、182ページ、定価1280円

英字新聞に慣れ、親しみ、読みこなせるようになることの有益さをここで論じる必要は無かろう。ところが、英字新聞を読むためにはかなりの専門的知識が必要と思い込まれているのか、または、学校教育の中で英字新聞を読むためのような指導がほとんどなされていないためであろうか、ある程度の英語力を持っているにもかかわらず、多くの一般の人々が英字新聞を敬遠している傾向が強い。

この本は、英字新聞の全般を、一般読者にわかりやすく紹介解説し、楽しみながら読めるように指導する入門書で、従来の時事英語の解説書とは趣を異にする。単に、新聞記事を集めたものではなく、英字新聞の特徴を説明しその読み方を解説する基礎編(1～14章)、実際にさまざまなタイプの記事を読む応用編(15～32章)、そして英字新聞でよく用いられる語彙リスト、国内で入手可能な英字新聞紹介の3部から成っている。

基礎編では、英字新聞を読む意義と読む心構え、新聞全体の構成、見出しの文法、見出しでよく使われる省略形や略語、特殊な語彙、ニュース記事の構成、ニュース記事の文法等が、豊富な引用とともに簡潔に説明されている。

応用編では、基礎編で身につけた知識を活用して実際の記事に挑戦するわけであるが、それらのジャンルは多岐にわたり、ニュース記事、特集記事、スポーツ記事、社説、消費者相談欄、意見欄、人生相談欄、ビジネス記事、ビジネス特別記事、劇評、案内欄、ダイジェストニュース、そして、三行広告から株式市況、気象情報など新聞が扱う多くの情報までさまざまである。

集められた記事には、異文化間理解を促進させるような内容が多く、興味深いし実際ためになる。特に、アメリカ現地

CINEX

CINEMA ENGLISH EXERCISE

Schedule for release: FALL SEMESTER 1992

CINEX School Curriculum

FROM BLACKBOARD TO SILVER SCREEN

COMMUNICATIVE VIDEO TECHNIQUES

CINEX Features:

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

Text Components:

For Teachers –

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

For Students –

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

*Teachers Manual (In three sections)

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

a Convenient Time Code

a Easy to follow English Subtitle

Kramer vs. Kramer

First Release Titles for 1992:

Kramer vs. Kramer

The Karate Kid

Look Who's Talking

For further information, contact: RCA Columbia Pictures Video K.K. (Cinex Dept.). Hamamatsu-cho TS Bldg. 3F 2-8-14 Hamamatsu-cho Minato-ku, Tokyo 105 Tel: (03) 5400 1657

RCA/Columbia Pictures Video K.K.

で収集された地方記事は、国内の英字新聞に慣れている者にとっても興味深い。地方紙の案内欄に見られる地域の人々の婚約、結婚式、結婚記念日、死亡記事などが紹介されているが、これらは、日本の英字新聞では掲載されない。

巻末のワードリストには、英字新聞でよく使われる語のリストが、一般ニュース、経済、スポーツのジャンルごとにまとめられているが、もう少し各分野で内容ごとに細文化して並べられていた方が見やすいし利用価値が高まったであろう。最後に、日本で容易に入手可能な英字新聞と週刊誌に関する情報がまとめられ、それらの特徴と入手方法までもが説明されているのは親切である。

初心者向きの入門書といっても、扱われている内容のレベルは決して低くなく、英字新聞を読むために必要な知識はほぼ網羅されていると思う。各章は読みやすい文章で丁寧に解説されており、読者の興味、関心を持続させるためか、英文記事には語彙説明と日本語の全訳が付けられている。英語力の低い読者でも、困難なく興味深く読み通すことができるであろう。

本書が、新書版サイズで大変ハンディであるにもかかわらず中身の情報量の豊富さには驚く。一人でも多くの英字新聞の読者を増やし、各自の分野での活用を願う著者達の努力には頭が下がる。英語学習者、英語教師、ビジネスマン、そして最近英語から離れている多くの一般読者それぞれに有益な情報を本書はもたらすであろう。

島谷 浩
九州共立大学

The Language Teacher 1992 Calendar

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

Job Information Center/ Positions

Please send all announcements for the Job Information Center/ Positions column to Dr. Charles Adamson. Shizuoka Rikoka Daigaku, 2200-2 Toyosawa. Fukuroi-shi, Shizuoka-ken 437. Fax 0538-45-0110; Office 0538-45-0185; Home 0538-23-7939. The announcement should follow the style and format of previous announcementsin the Positionscolumn. It must bereceived by the 19th of the month, two months before publication.

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

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

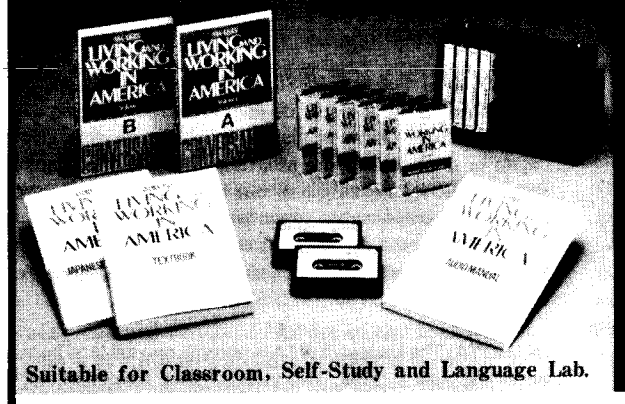
(HIROSHIMA) Full-time TESL/TEFL openings in April, 1992. Requirements: BA or higher degree. Preferred: teaching experience in TESOL. business, history, or related subjects. Living in Japan or prior experience living abroad a big plus. Japanese language ability not required, but helpful. Two-year contract, renewable. Compensation depends on qualification. Please send your resume and a copy of your diploma to: Jun F. Kumamoto, Hiroshima College of Foreign Languages, 1-3-12 Senda-machi, Naka-ku. Hiroshima 730 Tel.: 082-241-8900.

(NAGOYA) The Nagoya YWCA is seeking one full-time instructor beginning April 1, 1992. Two year contract; maximum teaching load of 20 hours/week plus office hours and participation in program planning. Compensation depends on qualifications. We require at least a BA and attach importance to teaching attitude Send resume, graduate and undergraduate transcripts, a statement of careergoals, and at least two recommendations, including one from a faculty member of most recently attended graduate school, and one from present or most recent employer to: The Nagoya YWCA, 2-3- Shinsakae-machi, Naka-ku, Nagoya 460 Tel.: 052-961-7707. fax: 052-961-7719.

(NIIGATA) International University of Japan in Niigata, Japan. We are currently reviewing letters of application for teaching positions in our ten-week summer intensive English program, June 17 through August 30. 1992. Salary: Y850,000. Round-trip transportation & free housing. Requirements: MA in TEFL or equivalent; experience with advanced students and intensive programs; interest in international relations. international management, and/or cross-cultural communication. Duties: Teach 15 hours/week; assist in testing materials preparation, participate in extra-curricular activities. Conditions: English-medium, graduate-level university; 1.5 hours from Tokyo by bullet train; highly motivated advanced students: small class size: excellent computer facilities; attractive recreational opportunities. Send immediately: CV, photograph, and one recommendation to Rand Uehara, Recruitment Coordinator, English Language Program, International University of Japan, Yamato-machi, Niigata 949-72. Japan. Absolute deadline for receiving applications: February 9, 1992. Selected applicants will be interviewed in Japan and at TESOL, Vancouver, March '92. Fax: 0257-79-4441.

FINALLY! REAL ACTORS IN A LANGUAGE VIDEO!

NATURAL Acting with NATURAL Dialogues in NATURAL Settings



Suitable for Classroom, Self-Study and Language Lab.

VIA-USA'S **PHP**

LIVING AND WORKING IN AMERICA

A VIDEO-AUDIO SERIES FOR STUDYING AMERICAN LANGUAGE AND CULTURE

Published by PHP Institute, Inc.

Three Integrated Volumes

Volume 1	**Advanced Beginners**	**(TOEIC 350-500)**
Volume 2	**Intermediate**	**(TOEIC 450-600)**
Volume 3	**Upper Intermediate**	**(available soon)**

DEMO KITS AVAILABLE

Components of Each Volume

* **Textbook**
* **Two 70-90 Minute Video Cassettes**
* **10 Audio Cassettes and Audio Manual**
* **Detailed Teacher's Manual**
* **Japanese Translations of Dialogues, Language Points and Cultural Focus Sections**

To: New West, Inc. Takanawa Toei Bldg 3F, 11-35, 4-chome, Minato-ku, Tokyo108
TEL : 03-3442-2477 FAX : 03-3442-4170

Please send me : ☐ **More information about Living and Working in America**
☐ **A sample copy of Living and Working in America**

Name: _____ **School :** _____

Address : (Home/School) _____ _____

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

ESL & McGraw-Hill

New Edition!
INTERACTIONS & MOSAICS, 2/e

Available October 1989!

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

YOU SAID YOU LIKED:

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

COORDINATED SKILLS BY LEV EL
The books in each level are coordinated across chapter\ by theme. vocabulary, and use of grammar structure\ You liked it I We kept it

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

___So WHAT's NEW?__

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

ETC Program

by Elaine Kirn
West Los Angeles College

Available Now!

A comprehensive, cohesive and flexible approach to adult ESL education

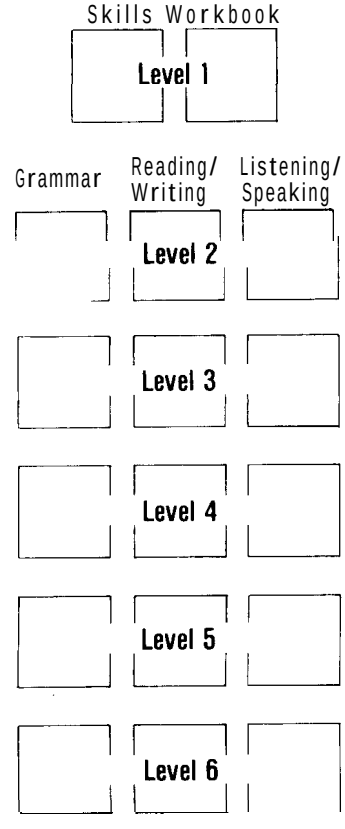
Compentency-based with hundreds of competencies in all

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

Current approaches to language instruction

Fully illustrated and carefully designed

Lively pedagogy



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

MEMBERSHIP INFORMATION

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

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

Meetings and Conferences--The **JALT International Conference on Language Teaching/Learning** attracts some 2,006 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each **JALT** chapter, and **National Special Interest Groups, N-SIGs** disseminate information on areas of special interest. **JALT** also sponsors special events, such as conferences on Testing and other themes.

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

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

Membership--Regular Membership (\7,000) includes membership in the nearest chapter. **JointMemberships**(\l2,000), available **to** two individuals sharing the same mailing address, receive only one mpy of each **JALT** publication. **Group Memberships** (\4,500/person) are available to five or mom people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may **be** made at any **JALT** meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher,* or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) to the Central Office.

CENTRAL OFFICE:
Shamboru Dai 2 Kawasaki 305,1-3-17 Kaizuka, Kawasaki-ku, Kawasaki, Kanagawa, Japan 210
Tel.: (044) 2459753 Fax (044) 245-9764 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く、より良い教授法を学ぶ機会を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。現在、日本全国に4,000名以上の会員を持ち、英語教師協会（TESOL）の加盟団体、及び国際英語教師協会（IATEFL）の日本支部として、国際的にも活躍しています。

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

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

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

研究助成会：詳細はJALT事務局まで。

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

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

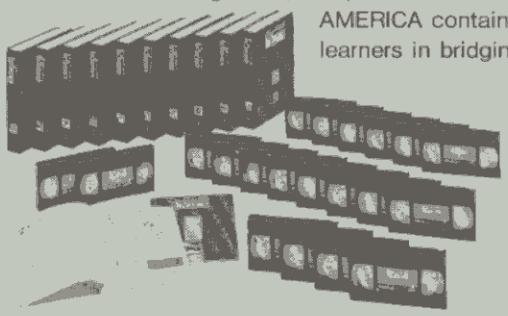
JALT事務局：〒210　神奈川県川崎市川崎区貝塚1－3－17　シャンボール第2川崎305号
TEL. 044－245－9753　FAX. 044－245－9754

IN AMERICA

IN AMERICA IS A UNIQUE EFL VIDEO TEACHING RESOURCE.

IN AMERICA is ten hours of specially selected top quality video taken from movies, TV programs, on-the-spot interviews, and music videos, all originally created to be viewed by native speakers of English. IN AMERICA focuses on raising the learner up to the level of natural speech, rather than presenting pared-down, context-free language as most EFL videos do. IN AMERICA contains language, behavior, situations, and settings which are natural, authentic, and enjoyable.

IN AMERICA is suitable for adult learners at all levels. It includes over 200 short, teachable segments, complete with on-screen time codes for easy reference. IN AMERICA contains English language captions, which can assist learners in bridging the gap between known written words and their unfamiliar spoken forms.



IN AMERICA provides:

- ※Natural, living English in cultural context
- ※Real, varied examples of nonverbal communication
- ※A broad range of topics, settings, and role models
- ※Development of communication skills
- ※Increased learner interest and motivation

Vol.1 Encounters
Greetings, meetings, introductions, interactions, and confrontations.

Vol.2 Going Places
People and places, traveling, and what to do away from home.

Vol.3 Know-how
The "how to" of drink mixing, flight, safety, cooking, dribbling, and more.

Vol.4 Then and Now
America in the fifties and eighties: lifestyles, trends, fads, and fashions.

Vol.5 Rockin
Music videos by top rock and country artists on a variety of themes.

Vol.6 Growing Up
Stages of life from infancy to old age; trials, triumphs, and crises.

Vol.7 Getting Physical
Sports, aerobics, working out, fun, competition, risk, and foolishness.

Vol.8 9 to 5 & Time Off
The ways people earn a living, and how they spend their time and money.

Vol.9 The Whole Truth
Different approaches to "truth," "reality," and human values.

Vol.10 Self Expression
Paths and obstructions to political, econmic, and personal fulfillment.

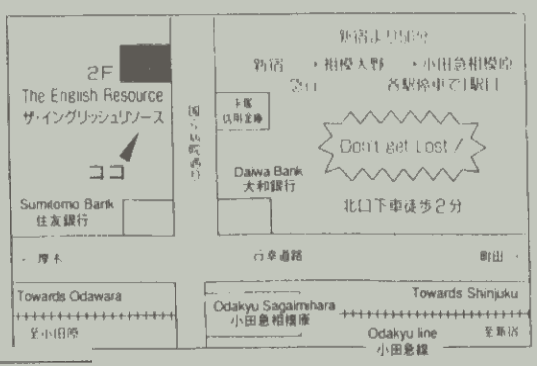
Distributor
RENTACOLOR JAPAN LTD.
Minato Building 2F Hamamatsucho 1-Chome, Minato-ku, Tokyo 105 Tel:03-3433-4375 Fax:03-3435-0253

Publisher
INTERNATIONAL RESOURCES K.K
Yamatane Ikebukuro Building 5F 1-11-22 Minami Ikebukuro, Toshima-ku, Tokyo 171 Tel:03-3982-1562 Fax:03-3982-4434

Inspiration

Are you in need of new ideas for your English classes? Do you need a chance to sit and wander through some of the many ELT texts? The English Resouce is for you. The Resource is a store specializing in English teaching materials. Take the time to come out and see us. It will be worth the trip.

One Inconvenient Location to Serve You!



Hours

Mon.-Fri. 11:00 a.m.～ 5:00 p.m.
Sat. Sun. Holidays. 12:00 p.m.～ 7:00 p.m.

Closed Wednesdays

The English Resource, 2-3-2 Sagamidai, Sagamihara-shi
Phone 0427-44-8898 Fax 0427-44-8897

¥750