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THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

LANGUAGE TEACHER ③

Special Issue:

JALT '91

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Introduction

This issue features reports on presentations at JALT '91, our international conference held in Kobe last November. The success of JALT'91, our largest conference to date with over 2400 participants, was made possible through the cooperation and efforts of the JALT '91 Conference Committee working jointly with the national Executive Committee.

With the ever growing expectations and demands placed on the annual conference, I, as overseer, was amazed to see such heroic efforts being made by volunteers who dedicated so much of their time and energy working on the numerous details that went into this conference. We owe them much and should be ever grateful to them-the uncelebrated "stars" of JALT '91. First, a special thanks to the primary organizers: **Jane Hoelker**, Chair of the conference Site Committee, and **Jeris Strain**, Program Coordinator, and their respective committees who managed the impossible!

Those assisting Jane and contributing on the Site Committee included: **Yuzo Kimura**, handling general operations as *Facilities*; **Beniko Mason**, overseeing *Hospitality* with **Marcia Arthur** and **Gilda Hibberd**; **Steve Mason** and **Brad Visgatis** working with the Associate Member Representative, **Steve Maginn**, on *Displays*; **Alan Brady** handling *Publicity*; **Junko McGary**, supervising *Volunteers*; **Terry Cox**, supervising the *Information Desk*; **Pat Bea**, overseeing *AV Equipment*; **Frank Cheng**, parceling *Parcels*; **Philip Crompton**, **Christopher Knott**, et. al. overseeing *On-Site Registration*; **Trevor Sargent** with **Charles Clark** and **Don Fensler**, handling the *Handout Center*; **John Haywood**, inputting and printing *Signs*; and lastly, **Dorothy Pedtke**, keeping records as *Recording Secretary*; and **Bonnie Yoneda**, keeping books balanced as *Treasurer*.

Those assisting Jeris on the Program Committee included: **Terry Cox** (*Reading Committee*), **Denise Vaughn** (*Pre-conference Workshops*), and **Randall Terhune** (*Posters*). **Thomas Barry** served as *Invited Speaker Liaison*; **Charlie McGary** provided updates in the *Conference Daily*; and **Takeshi Nozawa** did translations for *TLT*. In addition, **Aleda Krause**, **Larry Cisar**, **Setsuko Toyama** and **Yukie Kayano** prepared an outstanding *Handbook*.

As expected, the *Job Information Center*, managed by **John Laing** and **Philip Lewitt**, kept the basement buzzing with activity throughout the conference.

Also we are very grateful to **Elizabeth Crompton**, who input all the conference data, handled preregistration and admirably performed all those thankless duties as Office Manager at the Central Office.

Finally, JALT wishes to extend its sincerest appreciation to all of those who helped make this year's conference a success. Putting together a conference is a tremendous team effort and JALT is fortunate to have so many dedicated volunteers. Thanks again to all of you.

Carl Adams
National Program Chair

この号は……

昨年11月に神戸で行われた JALT '91 国際大会のレポートの特集です。JALT '91 は参加者が2,400人を超え、過去最大の大会となりました。この大会を成功させることができたのは、National Executive Committee に協力し、あらゆる努力を惜しまなかった JALT '91 Conference Committee のボランティアの方たちのおかげです。大会の規模が拡大するにつれ、周囲の期待も仕事量も飛躍的に大きくなってきていますが、大会準備と運営に膨大な時間とエネルギーを費やして下さった多くのボランティアの皆さんに、JALT は心から感謝します。

Carl Adams
National Program Chair

In the Classroom

“Cooperative” Learning in the Classroom

by Dana Roripaugh

One of the challenges for the '90s in Japan must surely be how to use student centered teaching to make classroom English more communicative. With the government's sizable investment in the JET program and the introduction of the new *Mombusho* curriculum for secondary schools coming soon, the time seems ripe to consider just how we are going to create a climate for communication to take place in English.

A popular approach nowadays is to use group work. However, classroom management can be a problem for both teachers and students unaccustomed to group work. In this workshop, Dana Roripaugh of Asia University in Tokyo introduced techniques and methods which can help students to interact naturally within groups to develop oral, aural, and social skills.

Through participation and discussion, Roripaugh guided us through some structures which can serve as frameworks to apply to our own particular lessons. We started with class-building activities. Everyone became involved in working together toward class goals. In these activities, we talked to each other in order to get the information necessary to achieve goals such as lining up according to one's birthday or finding the person who has the matching card.

Next we formed teams (four per team seems to be the optimal number) and continued to familiarize ourselves with the Cooperative Learning process by doing team-building activities. Again we were given tasks to complete which required listening and speaking to each other, but this time in a small-group setting. Having a reason to communicate can take many forms from compiling a list of common illnesses to writing questions to be exchanged, answered, and shared within the groups.

At the conclusion of each activity, we reviewed and evaluated what we had just done. This processing step is crucial and can be just as interesting as the activity itself. Processing can take many forms, including teacher observations, group or individual evaluations, peer feedback, and the sharing of successful strategies for working quickly and efficiently.

Cooperative Learning differs from the usual types of group work that tend to focus on the mechanics of dividing the class into groups and carrying out tasks. Three essential principles of Cooperative Learning mentioned by Roripaugh that are not present in customary group work are: 1) Positive Interdependence: students work together by sharing resources, 2) Indi-

vidual Accountability: each student is responsible for his or her section of the material, and 3) Cooperative Skills: students develop the interpersonal skills necessary for them to work together.

Roripaugh successfully accomplished the objectives that she stated at the beginning of the workshop by giving us an overview of Cooperative Learning principles and demonstrating structures (through audience participation) that can be adapted to any lesson. If this workshop is an indication of what can be accomplished when students (or teachers in this case) learn how to cooperate to promote their own learning as well as that of others, Cooperative Learning offers teachers in Japan an exciting way to increase student involvement in the “communicative” English classroom.

Reported by Ian Nakamura

Choosing Teaching Techniques for HS Classes

by Tom Hinton

Classes sometimes “go wrong” because the technique chosen is too difficult for the class or is one that the students are not properly prepared for. Teachers can help students build their confidence and overcome the intrinsic stress of L2 learning by introducing new techniques slowly, working from highly supported activities to more complex, independent activities. Students will best accept techniques when they clearly understand both their role and the teacher's role, when the language level is appropriate, and when the teacher is confident and well prepared.

Just as we have a *content syllabus*, leading from simple to more complex language structures, so too should we consider a *techniques syllabus* and include appropriate training and practise in each of the techniques as they are introduced. Techniques should be chosen to suit not only the language point of the lesson, but also the students' readiness to follow directions and to work independently, in pairs or in groups.

Seven dictation techniques were introduced, with examples from Mombusho-approved texts, and then participants discussed and ranked the techniques in order of technique difficulty. What follows is my own ranking; variation is possible depending on class situations.

1. *Count the Words* Teacher reads several sentences. Students count the total number of words in each. (Contractions are counted as two words.)

2. *Word Sets* Teacher reads text; students write down only those words connected to one concept (a lexical or grammatical set), compare lists, and check.

3. *Clap Gap* Teacher reads text, leaving out some words. These blanks are indicated with a hand clap. Students write complete text and fill in the blanks. Omitted words can focus on vocabulary, grammar, or typical student problems.

4. *Play Back* Teacher acts as "human tape recorder," reading text at normal speed. Students can use two commands, "Stop," and "Go Back To (single word in text)" to control this "tape recorder." Teacher repeats as much and as often as ordered.

5. *Passing the Buck* Students sit in groups of three or four. Teacher reads a sentence, all write it down. papers are passed around to the next student in the group. Students underline mistakes on that paper. Continue pattern of dictating, passing, and underlining mistakes until students have their own papers again. Students attempt to correct their own papers, then teacher shares correct forms.

6. *Mutual Dictation* Students in A/B pairs. Test for both A and B has gaps in different places. Students read to each other to fill gaps.

7. *Messenger Dictation* Students are in groups of four, with a numbered order. Text is posted at some distance. Student #1 from each group must run to text, read, run back to group, and dictate two sentences, including some blanks. Rest of group must write down sentences and work to fill the blanks. Group must also ensure that runners catch up on the part they dictated, agree on words to fill blanks, and check each other's papers for errors. Whole group must have the same text at the end, after every group member has been the messenger.

**Reported by Alton Cole
Ritsumeikan High School, Kyoto**

large classes of university students at all levels of linguistic and academic ability.

Teachers should be aware that simulations and games are not just souped up class activities. There are subtle but real differences between games, role plays, and role-play simulations. To find out more about the differences, one would do well to read the literature about them. Preparing oneself professionally also means preparing one's colleagues. Teachers should be prepared to meet resistance from them. Just as teachers may need a new way of thinking about their craft, so students need to gradually build their "gaming and simulation frameworks." Students inherit perceptions about what is considered appropriate teaching/learning methodology. They also carry with them scripts of classroom behavior.

In order to train students, the presenters pointed out, teachers should start with simple games, then move to role plays, and finally go on to extended role-play simulations. Similarly, they can start with student-generated materials, then move on to short-term teacher-assigned materials before engaging in long-term assigned roles. Learning by simulation requires a new frame of mind—a willingness to take on a new, assigned persona. This frame of mind must be crafted by the teacher.

An early preparation task could be to have students create a fictitious persona by filling out a questionnaire. After questionnaires are collected and redistributed, the students engage in some standard, general conversation role plays using these student-generated personas. After this, the teacher can assign information gap personas, with each individual being given unique information about a situation or problem. Finally, the teacher can assign personas for extended simulation tasks, with more confidence that students can intuit their responsibility to lose themselves in the false identity.

At this point, students have entered the realm in which concern over miscommunication of ideas can replace the fear of language errors. Simulations require students to make the endless sorts of decisions and choices in communicational format and content that is the mark of real conversation and the biggest weakness of classroom conversations.

**Reported by Bruce Carrick
Arizona State University Japan**

Simulation and Gaming in the Language Classroom

by John F. Mancuso and David J. Freedman

Gaming and simulation can be stimulating for both teachers and learners. According to Mancuso and Freedman, it need not be exhausting. It does require forethought and preparation, but once a person has a feel for the method, the creation of materials suitable for even a very large class (50 to 100) can be done quickly. However, note that it helps to have a word processor, a simple graphics program, and a printer. If you can also find a partner to bounce ideas off during the creation stage, so much the better. The presenters have used their materials successfully with small and

Extensive Listening for Upper-Intermediate Students

by Chantalle Hemmi

The demands of work and daily life often prevent adult learners of a foreign language from undertaking a regimen of self-study. For some, it is all they can do to

come to conversation classes once or twice a week.

Chantalle Hemmi reported on an effort to guide Japanese adult students of English to increase the amount of listening they did outside of class. Working with five students in Tokyo, Hemmi also sought to make them more aware of self-study resources and to show them how they could monitor their own self-study skills.

The students began by choosing a commercially available recording of a book, such as Dickens' *Christmas Carol* or Eliot's *Silas Marner*. Next, the students learned how to take notes on what they listened to: on the story, on interesting points, on hard parts, and on "what they discovered about studying by themselves." They were then asked to keep their notes in a "listening" diary.

To help make the students aware of different listener strategies and note-taking approaches, Hemmi had them talk about their diaries in class with a partner. Also, because the class was so small, it was possible for the students to bring in their tapes to ask the instructor or classmates for help with difficult parts. In this way, all four language skills were used.

Once a week, Hemmi collected the diaries to monitor their progress and to make encouraging comments. She refrained, however, from "correcting" the diaries, although one student requested that she do so.

At the end of the term, Hemmi gave the students a questionnaire. As might be expected, the students said that at first they had resisted the idea of doing such an assignment, but all of the students reported that they had enjoyed it in the end. Three of the students said that the method of keeping a diary was very helpful to them and had made them more aware of self-study techniques. Still, time and work constraints interfered with a couple of students' being able to do much listening or to make diary entries on a regular basis.

**Reported by Monty Vierra
Westgate Academy**

Theatre and Drama Techniques in Education

by Huw Tyler

"I killed you but you didn't die," complained the unmasked murderer to his intended victim at the end of a round of *Killer Wink*. How can a game where students sit in a circle trying to identify the winker without being winked at be of any value as a warmer activity in an English language class? Eye contact, explained Huw Tyler, is just one of many important elements of non-verbal communication.

How often do we read the following instructions in

our class texts: "study and practise the dialogue with your partner"? How often does it fall flat? Lack of emotion, feeling intonation, gesture, movement, eye contact, creativity, confidence, trust, and imagination can often explain the strong resemblance between verbal interaction in the classroom and the first movements of a "Russian tank which has been rusting in Siberia for 3 years." This memorable analogy was met with a round of "I know what you mean" laughter suggesting that the experience is common to many teachers in Japan.

If you have a page with words, don't just use it. Wherever possible teachers should build a basis of non-verbal communication between students before inviting verbal communication. Communication without language requires imagination and creativity. "But my students, they're so..." We have to believe that the creativity is there. It just has to be brought out slowly.

Sitting in another cosy circle of six, Huw Tyler pulled an invisible object from an invisible box and peeled it. A banana! he passed it to his right and the next participant changed in into... well, nobody was sure but the discussion which followed had to be cut short after five minutes of disagreement over the exact nature of the other five objects. The activity not only illustrated how non-verbal communication naturally precedes oral discourse, but also demonstrated how our students' powers of imagination and concentration can be developed in a simple way in preparation for more challenging improvisations, such as the "rush hour train" and "the operation."

Having looked at ways to build scenarios and actions leading to dialogue, how do we inject feeling and intonation into verbal exchanges?

After watching an emotionally charged video clip with the sound off and mimicking the gestures of the actors, we attempted to guess the situation, the circumstances and even the dialogue. Next, with the sound on, we were surprised to find that the "dialogue" was only a string of letters: G K L O J N K S! The idea of mimicking a wordless dialogue is to allow the learner to practise intonation patterns without the distraction of a focus on linguistic accuracy. Imitation of the real thing came next.

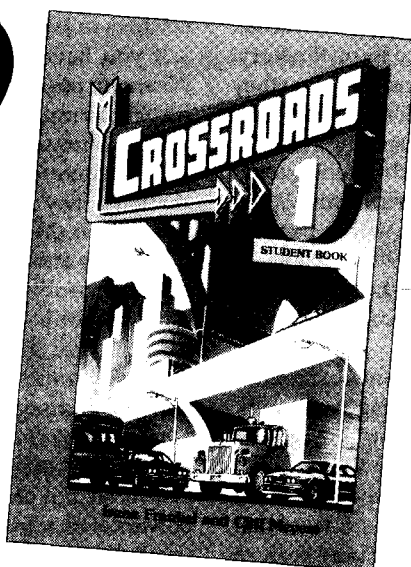
A final task for pair A was to write the dialogue for a scene from a play containing only a setting, stage directions, and mood descriptions. Pair B imagined the setting and directions from only the dialogue. A poker room in a saloon in the Wild West, nineteenth century. With the added confidence of knowing we had read between the lines successfully, the stage was set and we were ready to perform.

**Reported by Ian Mumby
ANA Stanton School**



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Language Power: Real-Life Themes, Right Now Tasks

by Joyce Bryan

Joyce Bryan came from the Asia University America Program at Oregon State University to offer some techniques for using a task-based approach to allow students to start using English as soon as possible. The sophomore class of Asia University in Tokyo is sent to various programs in the western U.S. to improve their English fluency and to learn firsthand about American culture. These students are offered 15 hours a week of English language instruction, two sheltered content courses, and physical education courses. They also have an "International Living Group" advisor, who is a mentor, confidant, and guide. There is one advisor (an American student) for every ten Japanese students.

The English language program is a theme-based, task-oriented curriculum relying a great deal on David Nunan's approaches. The topics are integrated through the various skills areas (i.e. travel would be a topic to facilitate listening, reading, writing, and speaking). The topics also change according to student needs and world events (for example, the Gulf War provided a topic which will probably not be used again). Students participate at their own level, although they need to be self-invested in the process. The tasks are real-life tasks, but these students, unlike those in Japan, have access to native speakers and an English-speaking environment. However, most of the tasks that Bryan offered as examples could be used in a Japanese environment, although some may need adaptation.

In developing this program, Bryan and her colleagues relied to a great extent on Nunan's *Designing Tasks for the Communicative Classroom* (1989). There he discusses real-world pedagogical tasks. This program uses both kinds of tasks. The teachers do use a text, *New English Firsthand* (1991), but heavily supplement it. Bryan gave the session attenders a copy of sample material for a thematic unit on travel. It included activities that involved watching a short segment of a video for dialect features, "speed listening," and critical thinking; an information gap activity; interviews with each other regarding travel plans; a short oral presentation; skimming and scanning a relevant article; vocabulary follow-up and expansion; and an in-community survey about hotel accommodation. With the exception of the last task, all the others in this sample unit seemed to be applicable to students in Japan too, both in terms of language use and student interest.

Reported by Molly Farquharson
Edmonds Community College, Japan Campus

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Preparing Supplementary Materials for Business Classes

by Roger Barnard and Jeff Cady

This early Sunday morning presentation attracted a large crowd. Cady and Barnard took turns demonstrating a variety of lively ways to adapt and use authentic materials as supplements to standard textbooks. Why bother to use them at all? Because they're up to date, topical, unpredictable, challenging, and motivating. Although it's easier to prepare materials from print, and most of the copious and valuable handout was based on newspapers and magazines, ways to use broadcast media were also demonstrated.

Warm-up activities, perhaps a little vocabulary or a few dictated questions before going into a reading or listening task, as well as some follow-up, are important to the success. The tasks have to be at the right level for the learners too, and contents which are heavy on numbers, facts, names, and places are relatively easy to deal with. Time limits add spice and can force learners to break the dictionary habit.

There are many sources in Japan: English language newspapers, Japanese and international magazines, radio, and TV broadcasts. If the sources are thoughtfully selected and the tasks well designed, using such supplements is invaluable.

Reported by Jane Wieman
Kyoto YMCA
English for Professional Purposes Program

Low Level Language Training for Industrial Workers

by Michael Johnston

This demonstration showed ways to relieve fears of inability to communicate in English and to foster learning of essential non-verbal and verbal skills for learners typically in their 30s to 40s, working in industry, with a junior or senior high school education. The students are motivated by the prospect of being assigned overseas within weeks or months to handle some technical tasks. With an LPI (like FSI) English rating of 0 to 0+,

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they are initially "scared to death" in the classroom. Johnston described the administration in detail.

A sample curriculum has four parts: Confidence Building (TPR, non-verbal communication, basic social skills); Technical English (numbers, measurement, location, movement), Work-specific English (site operations, giving instructions, clarifying, giving feedback, industrial safety), and Survival English. The relative mix would depend on the time available (semi-intensive, 50-200 hrs) and the initial needs analysis. Confidence building is high priority, to enable the participants to relax, and is usually intensive at the beginning. Homework consists mainly of listening, and is completed because of the reality of imminent departure.

Plant safety is a key area relevant to almost all such courses, and it may be adaptable to more ordinary classroom situations. The steps involved areas follows: review steps in an actual operational process, review each worker's task, brainstorm potential hazards, agree on appropriate warnings and rules, agree on hand signals (importance again of non-verbal, clear, speedy communication), role play hazardous situations, and perform drills using flashcards (from safety manual). All are intended to elicit a spontaneous response to a hazardous situation. This is a welcome and very practical approach.

Reported by Jane Wieman

Kyoto YMCA English for Professionals Program

Activities for Teaching French in Japan

by Nelson Einwaechter and Kathy Yamane

In a fast-paced workshop (conducted in English), the presenters demonstrated a wide range of language and culture teaching techniques. Although the examples and exercises they gave were in French, the techniques and even a good deal of the content are applicable to any foreign language classroom.

For example, Nelson Einwaechter, who has classes of up to 50 beginners, showed how his Japanese students can be brought to realize that they already know a large number of French words that have slipped into Japanese loanwords, from *café au lait*, *nuance*, and *petit(e)* to *pierrot* (clown), *jupon* (pants), and *enquête* (questionnaire) (Webb, 1990). Playing a cassette tape made up of voices of speakers of different languages, he asks his students to pick out the French from the others. He said that most of his students could actually do so.

To teach command forms, Einwaechter uses total

physical response (TPR), which gets students out of their often passive roles of observers. He also explained how colored rods come into play in his class, from teaching color words and how to carry out instructions to distinguishing articles (which can vary in French according to gender and number).

Einwaechter had the audience engage in classroom activities that double as games, such as Bingo and Concentration. To practice verb conjugations, for example, he has a chart with pronouns and six verbs. Students roll dice; the numbers they roll determine which forms they use. Finally, he handed out a list of tongue twisters that even ensnared some of the native French speakers present.

In her half of the workshop, Kathy Yamane began by outlining the *whys* and *hows* of teaching students about the culture of the language they are studying. First, she discussed the importance of familiarizing students with France and its culture and daily life. In addition to presenting her classes with readings, audio tapes, and videos, Yamane brings culture-related materials into her drills. To practice command forms, for example, she has her students study a list of practical French dining etiquette; later, she asks her students to devise similar rules for Japanese dining in French.

Second, she pointed out the necessity of reminding Japanese students that Western societies are not all the same. For instance, she shows students a series of pictures of people gesturing, and she asks the students what they think the gestures mean. Students are surprised to learn that some are used by other Europeans and Americans, one or two are similar to those used by Japanese, but others are distinctly French.

Third, Yamane showed how much the French language is used throughout the world and how many other francophone societies there are outside Europe, from Canada and Haiti in the New World to a score of countries in Africa and Asia. For instance, international postal regulations are written in French as well as English; French is second only to English as an international language. In fact, French is the franca of the expression now used to describe English-lingua franca!

Last, the presenters also shared information on sources of teaching supplies that are hard to get or are not usually stocked in Japan, from grade books to clear plastic spinners.

In sum, the workshop not only gave an overview of teaching French in Japan, but it provided the audience with dozens of practical ideas for teaching language skills and for teaching important cultural content to our students.

Reported by Monty Vierra
Westgate Academy

Reference

Webb, J.I.L.M. (1990). *A guide to modern Japanese loanwords*. Tokyo: Japan Times.



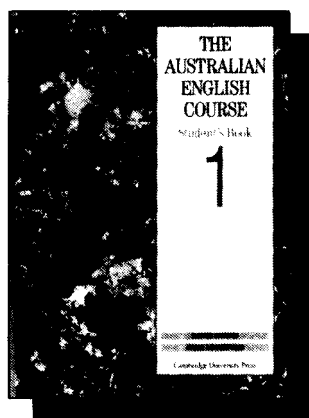
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Games and Activities for All Ages and Levels

by **Steve Wilkinson**

Once you have found a good textbook for your large, oral English classes, have you reached your goal? Of course not! A variety of activities and games are necessary to keep students learning, to keep them from becoming bored and lapsing into their native language.

Steven Wilkinson offered many useful games and activities where teachers were physically and vocally active playing the part of students. The following two games are described because they have been used successfully in classes since the conference:

Pick-k-g Up

Place the same number of students in each row and put five pencils on the first desk of each row (any small object will do). The first student says, "I am going to pick up a pencil. I am picking up a pencil. I picked up a pencil." The act is carried out with the words and the pencil is passed to the next student until all the pencils are gone. The last student in the row brings the pencils to the teacher. The first row to complete the task is the winner. In this game, the students are using a two-word verb and three tenses. Rubberbands are a good substitute for pencils and teachers can think of endless variations to this game.

Pardon Me?

Classroom set-up is the same for this game but you don't have to have winners. The game involves repeating a question. The first student says to the student behind him/her, "What's your name?" The second student says, "Pardon me?" The question is repeated and answered. The last student in the row goes to the first student and asks the same question. This game is useful to keep students talking and to build vocabulary. A teacher can think of many questions to be used in this activity.

Space does not permit a description of the many games in this presentation. The games that were taught are adaptable to all levels and can be used with verb tenses, new vocabulary, intonation and pronunciation.

Reported by Gladys Magnani

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Games for Adult and High School Students

by **Beth Gottlieb**

Beth Gottlieb, a teacher for Trident Schools in Nagoya, began her presentation with some practical advice for all teachers. Gottlieb stressed that for the students to be interested, the teacher must be interested. Also, the teacher's energy level is important. To get students excited and moving, the teacher must be excited and moving.

Another important consideration, according to Gottlieb, is variety. She said to vary everything—the students' positions, the teaching materials, and the topics. One suggestion Gottlieb made was to teach one lesson for twenty minutes, once a week for six weeks, instead of teaching the lesson for two hours at one time. Since the same amount of time is spent on the lesson, it is simply a matter of rearranging the teacher's lesson plans and not the teacher's schedule.

However, most of the presentation focused on games which Gottlieb uses as her way of teaching English. Most of the games involved teams that could be expanded to include all the students in an average high school class.

The first game was a question relay in which either the students or the teacher read questions and the student teams answer them. This is very similar to the Japanese game *slap* since the first team to hit a notebook on the teacher's desk gets to answer the question.

Another team game was to draw faces on the blackboard. Each member of the team draws one facial feature before passing the chalk on to the next teammate.

One Christmas game involved having teams write down as many Christmas words as they could think of and then comparing the lists to remove any words which appear on all the lists. The team with the most words wins.

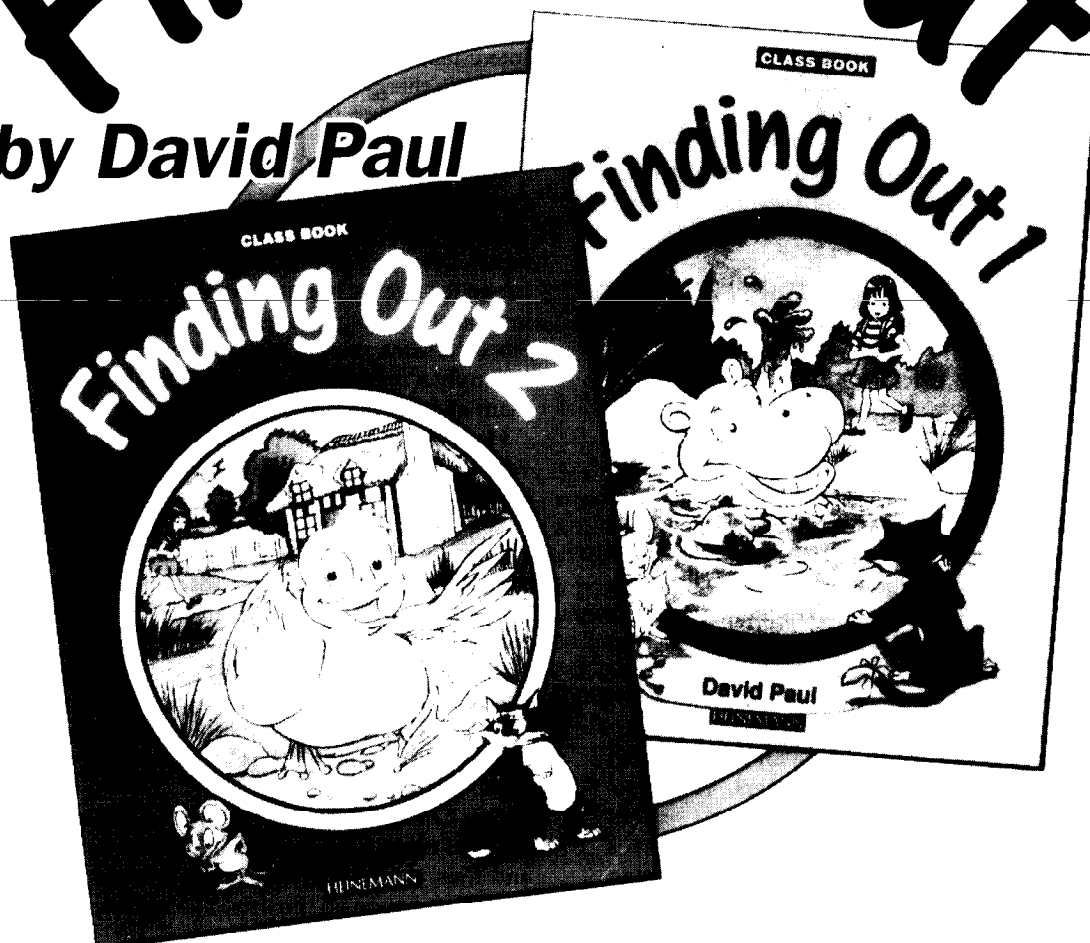
Gottlieb also introduced a good game for vocabulary. First make a sheet of paper with pictures of the vocabulary words. Then write the words on small strips of paper. The teams write the words on the picture sheet. Whatever they don't know, they must find on the small strips of paper containing the words. But students may only take one piece of paper at a time and must return it before taking another piece. The first team with all the correct answers wins.

Gottlieb also brought up the point of rewarding students. She gives winning students small pieces of candy, which motivate her students to participate in the games. Gottlieb's suggestion is to reward the students with something such as candy or stickers, since rewards increase motivation and enthusiasm.

Reported by Mark Zeid
Mihara International Business Academy

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by David Paul



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Creativity and Creative Writing: A Novel Approach

by Ron Klein

WHO ARE YOU?" Participants in Ron Klein's workshop were greeted by these words on the blackboard. He explained that the same words appear on the board the first day of his senior seminar in creative writing at Hiroshima Jogakuin University. The question is also, he tells his seniors, the real subject of the course (writing is just the vehicle), as well as "the final examination question," which they will be writing all year.

Klein modeled, explained, and answered questions about his seminar, in which the major writing assignment is a ten-chapter novel. Because "creative writing must have a firm background in creativity," he devotes the first two or three sessions to helping students discover what this means. His "pep talks" include "What Are You?" and "To be or not to be." Explaining that creative behavior is "building bridges through risk-taking, to go beyond one's personal boundaries," he engaged his class in "trust" games. In one activity, students take turns falling from a table into the arms of waiting classmates. Once they have taken minor physical risks, they will, Klein believes, more willingly transcend psychological boundaries.

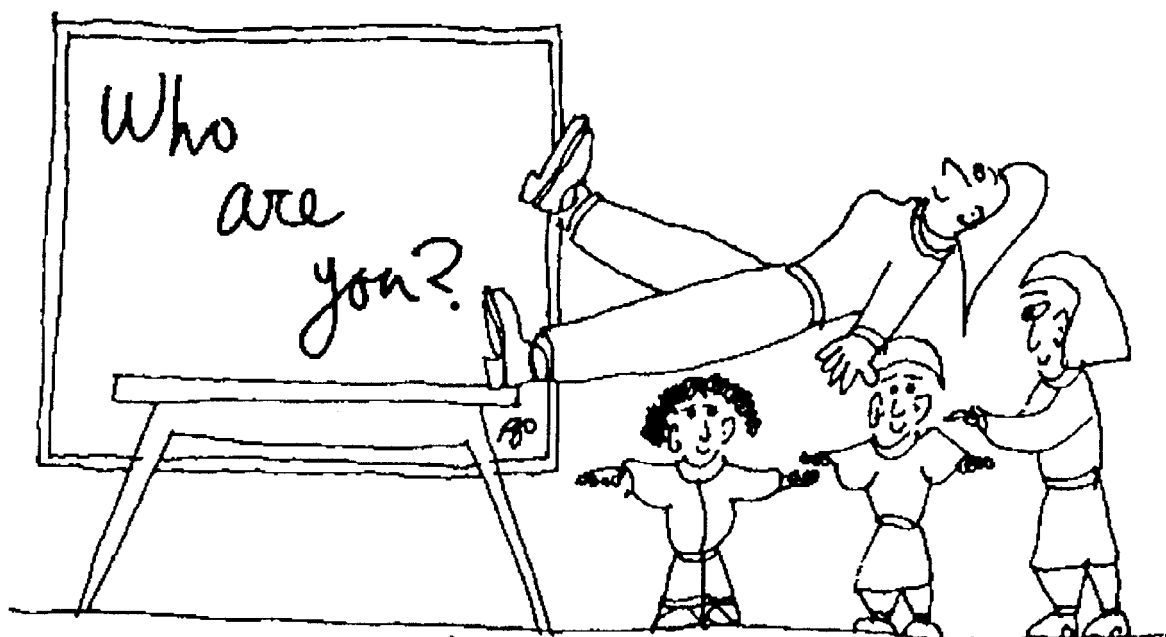
"Who Are You?" is the motto of the first semester, during which students keep journals, writing in them three to five times per week. They are given once-a-week assignments to seek out certain kinds of new and

different experiences and then write about them; for example, "Eat something new"; "Wear something new and come to class wearing it." Other writing exercises explore the difference between *objective*, *subjective*, and *inference* (Write an objective description of your shoe; then write an ad to sell the shoe; then write a short story using the shoe as a main character; metapho (If you were a fruit, what would you be?); and *word association* (I feel __ when I ____). The purpose of these activities is to encourage students to think about themselves and to write about themselves with increasing fluency.

The motto of the second semester is "Keep Writing." Now the students are writing their novels, and the journal is optional. The opening weeks of the semester are devoted to discussion of plot, centering on the heroic journeyquest archetype, a metaphor for self discovery. Students write plot summaries, which Klein checks, then create a chapter each week. Each chapter goes through a first, second, and final draft, and the works-in-progress are shared with the class.

Klein gave JALT participants a handout of paragraphs from his students' novels: examples of beginnings, characterizations, conversations, climaxes, and conclusions. One interesting discovery in these excerpts—besides the high quality of the writing—was the variety of subject matter. Contrary to what one might expect from the first-semester build up, the students did not all write autobiography. Genres and styles included science fiction and fantasy, the poetic and the impressionistic. The results show that Ron Klein's "novel approach" works.

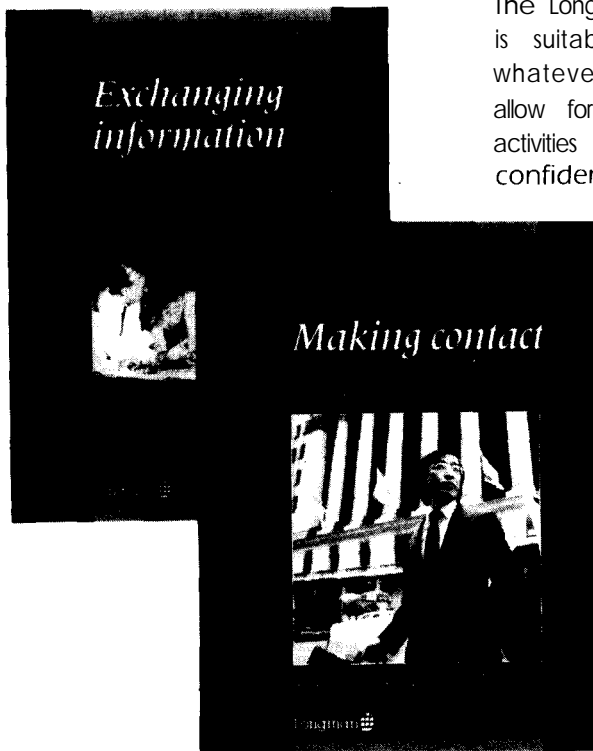
**Reported by Nancy Esther James
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Medical Case Reports in English: A "Case" Study

by Matthew Aaron Taylor

As we heard several times at the JALT Conference, the 90s may be the decade of the autonomous learner. When the group of neurosurgeons/medical students that Matthew Taylor told us about was started in 1987, *learner autonomy* was not the buzz-word it is now in the ELT profession. But this group is an outstanding example of that concept.

A group of physicians at Nagoya City University Hospital decided to conduct their Saturday morning case reports in English instead of in Japanese. Taylor's role was to be not so much that of a teacher as that of an adviser/facilitator, as an older professor presided over the reports. After reports and discussion, Taylor would give comments on English usage, i.e. error, oversight, or inappropriate usage, and ask questions about medical content. This, in turn, would stimulate questions/discussion.

A few reasons why the Case Reports in English were judged to be effective were: 1) There was a gradual decrease in the use of Japanese to virtually none; 2) The doctors felt improvement of performance at medical conferences; 3) There was a reduction of recurring error; 4) The problem of a mixed ability group of learners was minimized; and 5) A broad range of language was generated.

Although Taylor was very enthusiastic about the group, he mentioned that other departments had attempted to imitate it without success. He cautioned us that a unique set of circumstances may be the reason for the group's longevity and vitality. First, participants share the same speciality and goal, in addition to a pre-knowledge of specialized English terminology. Second, a working-learning opportunity is available, and one that resembles a targeted communicative situation. Finally, there is the support of the department head and other department members and a generally good personal rapport among participants and with the teacher/facilitator.

Reported by Martin E. Pauly
Tsukuba College of Technology

Journal Writing with a Purpose

by Margaret A. Scheirman

Purpose was the theme of Margaret A. Scheirman's presentation on the use of journals in ESL and EFL classes. "I have found," she said in her opening remarks, "that

each new teaching situation has naturally elicited a different journal-writing scheme," with purpose and plan being tailored to the size, length, and frequency of the class, the goals of the course, and the proficiency level of the students.

Among her handouts was a blank chart which she encouraged her audience to use, following the example of her own chart filled in with data from five teaching experiences. The headings were teaching situation, target population, their greatest needs as I perceived them, purpose in journal writing, and type of journal used. For example, for "beginning ESL writers" in a "pre-university intensive English program," the needs are "fluency, vocabulary, expansion, skill reinforcement," and the purpose is to "exercise basic language skills." In the journals, of which she included excerpts in her handouts, students write on topics suggested by a photodictionary; for example, "describe an aspect of health care in your country OR write about a time when you were sick." In reading these journals, she makes "limited correction."

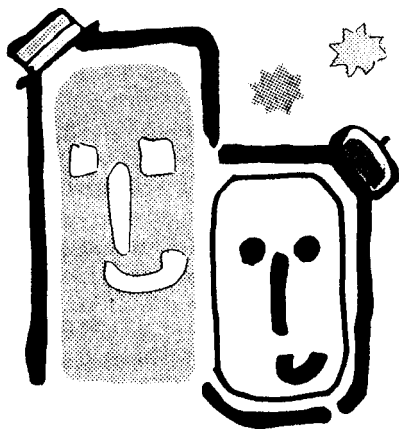
After defining journal as "regular, periodic self-generated writing," Scheirman gave most attention to the dialogue journal. She quoted Joy Kreeft Peyton and Leslec Reed's definition of the dialogue journal as "a conversation between a teacher and an individual student" which is "written and private; takes place regularly and continually" in a bound notebook, and "involves both parties making substantive contributions of more or less equal length" on some topic of mutual interest. In the classes Scheirman is currently teaching-Japanese engineering university freshmen in a general English language course-she requires two journals which she collects on alternate weeks. In Notebook #1 the students write only guided summaries of reading assignments, the purpose being to "demonstrate reading comprehension." Notebook #2, however, is for "free response to readings," and the purpose is for the students "to apply new ideas" and "internalize writing conventions." This notebook is the dialogue journal in which the teacher writes but makes "few overt corrections."

Scheirman cited, among others, the following reasons for student journals, especially dialogue journals: (1) Students can practise "the process by which 'real' writers write," going through the steps of free writing, extensive reading, brainstorming, and revising. (2) "In a discussion-oriented class, journal writing can give students a place and a way to try out vocabulary and sentences privately, on paper. . ." (3) "The teacher can provide continual, non-threatening interaction.. with each student in a very manageable, lasting and efficient way." Thus, instruction can be truly individualized, and students can ask for clarification, voice complaints, or make suggestions privately, "without fear."

Scheirman advised three steps in assigning journals: (1) Determine the purpose of the journals within the overall purpose of the course; (2) devise a format that is convenient for both students and teacher and that will

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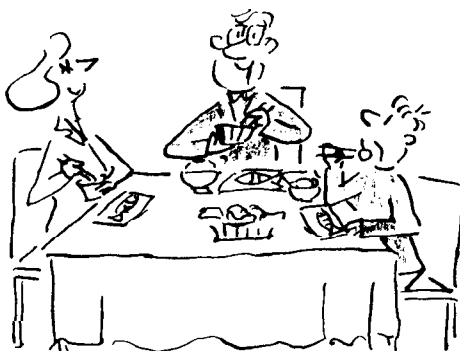
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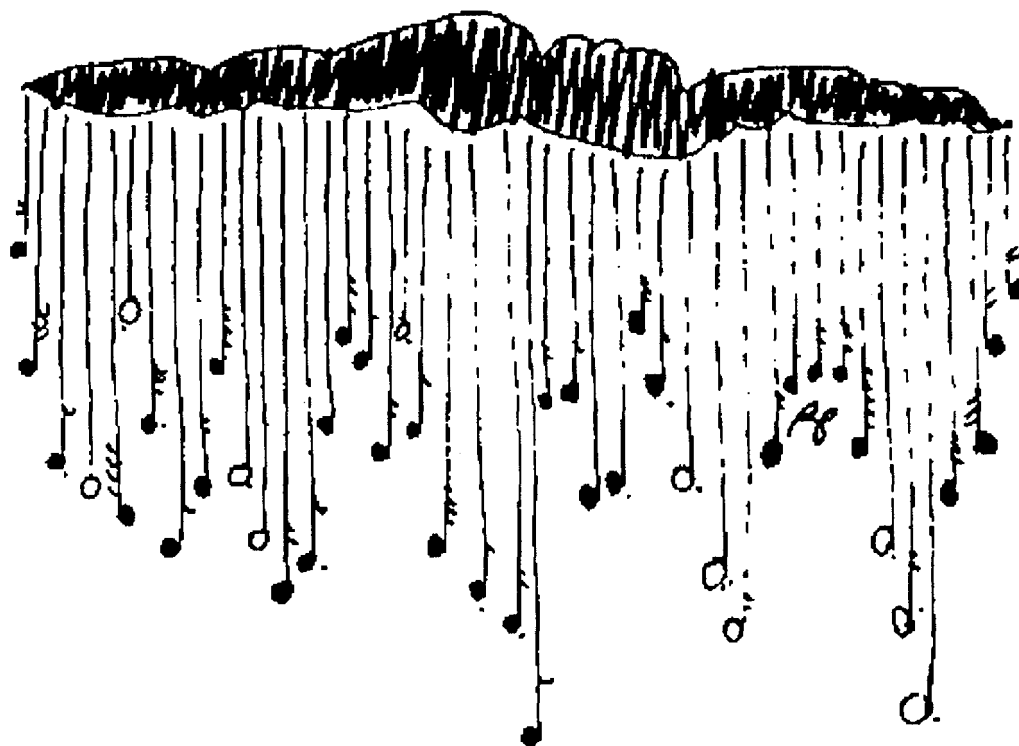
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give the students an end product they can be proud of; and (3) stick with the plan once it is devised: consistency is important!

Reported by Nancy Esther James
Kinjo Gakuin University

World Citizenship Through Song

by Barbara Cooney

Barbara Cooney promised in the summary of her presentation to "demonstrate [her] technique of introducing global issues through songs, with music as a point of departure for a variety of related activities." That is exactly what she did. Cooney teaches English and "World Citizenship" through the use of songs about topics such as acid rain, human success and failure, and world resources.

In her JALT presentation, Cooney played songs and gave the participants in the seminar copies of the worksheets she actually uses with her students. The activities she uses in her lessons are of three general types: listening, reaction/interaction, and dictation. Listening activities include having students complete cloze tests of song lyrics, listen and write down key words from the songs, or rearrange unsequenced lines into the correct sequential order.

In reaction/interaction activities, students have to go beyond mere listening to work together to reconstruct the song, explain meaning, and make variations. Students receive cloze tests with different sets of words. For example some students have only nouns on their worksheets, others only verbs or prepositions, etc. They then have to compare their sheets with other students to fill in the blanks and complete the sheet. Students are also asked about the theme or meaning of the songs and they have to respond with original answers. Using a structure similar to the one used in the song, students can also write poems or songs of their own.

For dictation activities, the students read and write prepared sentences pertaining to the problem or situation broached in the song. The sentences may be of varying types, such as statement of facts about the environment, hopes for changing environmentally destructive practices, and results of human interaction with the world.

Cooney compared and discussed answers for the various activities with the students. She stressed that the students should understand the meaning of the song used in the lesson, so her follow-up activity is dialogue reaction about the meaning of the song. She ends the lesson with options and things to do in response to the problems and situations that were discussed in the lesson. Cooney said that her students have become "inspired and creative" with her regular usage of music to explore global issues. Music may be an international language that we can use to teach English and explore issues.

Reported by Marcia A. Baris

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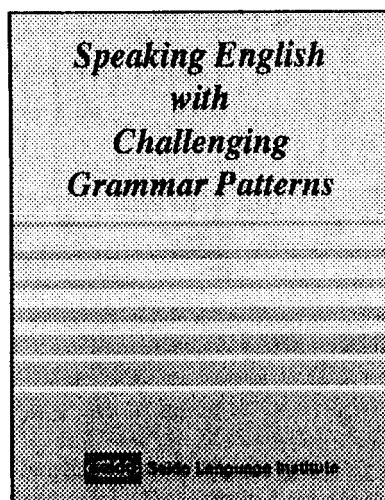


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Behind the Scenes

Theories of Teaching and L2 Teacher Education

by Jack Richards

Richards examined three conceptions of teaching—science-research, theory-philosophy, and art-craft—and their influence on L2 teacher training.

The science-research conception is supported by experimentation and empirical research. Principles of teaching and learning derived from research in various fields (e.g. psychology, language acquisition) on a variety of topics such as motivation and memory may be applied to teaching. The audio-lingual approach of the 1960s for example, arose from behaviorist psychology; and the more recent trend towards “learner training” has been influenced by second language acquisition research.

A second aspect of this approach is the “tested model” of teaching. Here, researchers observe teachers in the classroom for a specific purpose, such as the teacher’s use of questions. As a result, a specific teaching behavior is recommended, and a training model is developed to instruct teachers. A third aspect of this is “doing what effective teachers do,” where successful teachers are identified and observed, and examples of good practice are isolated and described.

The theory-philosophy conception uses logical arguments, rather than research or experimentation, as its driving force. It is based on beliefs about what ought to work and what ought to be done in the classroom. Examples are communicative language teaching, the Silent Way, the Natural Approach, Global Issues in Education, and the teacher as action researcher. Here a teaching model develops from a set of principles or values which are held to be sound and justifiable.

The art-craft conception differs in that teaching is seen to be dependent on the skills and personality of the teacher. Teacher decision making is important: teachers analyze their particular situations, choose from a range of options open to them from their own knowledge, and apply what they decide best suits the situation. Richards cited the work of John Fanselow in connection with art-craft teaching.

Each of the above makes different claims for what teaching is about and what makes a good teacher, and places different demands on the teacher. Science-research expects that the teacher will understand the learning principles involved and develop tasks and activities based on these principles. In theory-philosophy, the teacher needs to understand the relevant theory; select syllabi, materials, and teaching ap-

proaches based on the theory/values; and monitor teaching practice so that it conforms with the relevant theory/values. In art-craft the teacher is expected to be resourceful and creative, to treat each teaching situation as unique, to be able to identify the particular characteristics of each situation, to try out different teaching strategies, and to develop his or her own personal approach.

Research suggests that the new or inexperienced teacher is better served by following an established model of teaching and may encounter difficulties using an art-craft approach. Richards pointed out that knowledge and experience of the models examined can inform the decision making of more experienced teachers responding to their own specific teaching situations.

Reported by Antoinette Meehan
University of Oxford

Delegacy of Local Examinations (Japan)

Finding Out About Ourselves and Mining Your Textbooks

by John Fanselow

“Listen very carefully.” “Today we’ll do a very exciting lesson.” “Excellent.” “Today we’ll do a very stupid lesson.” “Whenever (in reading aloud this passage) I say the word I, listen for the word that comes right after it. Write it down.”

Participants began “Finding Out About Ourselves” by listing these under the headings *boring* and *less boring* (and spin-off categories, such as *unnecessary*, *less unnecessary*, *unhelpful*, *helpful*), and through discussion came to appreciate that, although most of us favor intriguing activities over dull ones, there can be value even in “what you think you would never do.” After all, “Listen carefully,” is real language use and illustrates adverb formation and placement. “Listen for the word after ‘I’” helps teach subject-verb agreement. Its simplicity helps build confidence, and it gives a reason to listen carefully without being told, “Listen carefully.” And can one dispute the value of learning to listen for specifics?

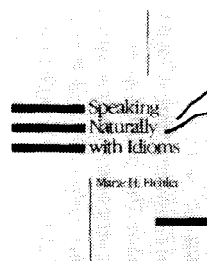
“Yes!” asserts Fanselow. When others have a viewpoint, and we listen without attending to their supporting arguments, we listen merely to see if it agrees with ours. This focusing on the specific deprives us of the opportunity to refine our own views and theirs—

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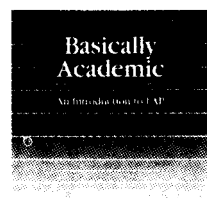
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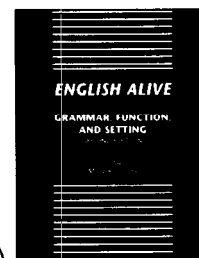
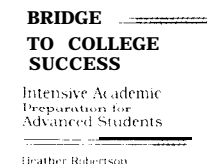


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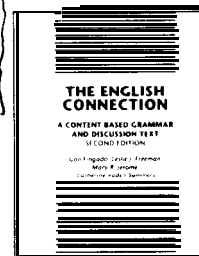


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through interactive challenge.

A "boring" dialogue is not necessarily seen as boring by learners. Rather, it can be a base upon which to build further understanding. Those elements or aspects not initially grasped are a plus; the learner gains through the process of achieving eventual comprehension. Above all, the "boring" is of value when juxtaposed with the "less boring."

Teachers should show enthusiasm, insist many, yet enthusiastic teacher demeanor "takes space," can be frightening to learners and exhausting for the teacher, may make students fearful of hurting the teacher's feelings, and may inadvertently overemphasize some points.

If having reflected on all this, you know for sure that you value the interesting over the boring and are ready to "mine" your textbook, to "soup it up" for yourself and your students as no author can, first write a 10-line retirement speech in praise of a favorite teacher you once had. Set it aside.

Now think of two activities which you and your students both like. Pin down just why you like them and try to apply these characteristics to some other activity, perhaps a textbook dialogue with "dippy" lines.

To force students to memorize a dialogue, provide a "microphone" to hold in one hand and a "cigarette" in the other, leaving no hands left to hold a book. Have them pretend they stutter or are angry/drunk/ecstatic. Give them examples of "street language" to contrast with "classroom language." As a listening task have them choose between samples of each. Giving numbers of letters or words as hints, set out a rich selection of responses to "May I ask you a question?" Practice these in a variety of emotional states. If *Oh, sure/yep/if it's quick/certainly/O.K./not right now* done as cooperative/secuctive/blase/brusque/depressed speaker is too much input, spread it out over several sessions.

To encourage fluency in reading, tell students: Cross out all or at least 10 of the words you don't understand. Next, fill in the blanks you've created." (Demonstrate this with the students' LI.) As an alternative, tell students to fill in five of the ten blanks and ignore the others. A partially completed task may suffice to put across the point that unknown vocabulary need not hamper effective reading.

All language teaching is an experiment, Fanselow insists. We don't know what we are doing, so we should play with our teaching. In diagnosing, we are all too ready to assume there's one problem, but it is wise to posit multiple problems. If students' don't understand directions, must we rephrase? Consider giving no directions, as there are multiple reasons why people don't pay attention to what they read.

If, says Fanselow, you can tell him truthfully that in your "retirement speech" you actually cited a particular classroom activity that you remembered your dear

old teacher for, he "will faint." Yet finding out about ourselves as teachers means finding out not only what we value, but also how these values inform what we do on the activity level, as it is through the activities we choose, arrange, present, monitor, reflect upon, refine, and restructure that our students come to know and value what they learn. The activities in turn inform the values in an ongoing interplay. These values can and will change depending on context, Fanselow maintains.

His stated purpose is not to improve teaching, but to understand it. To this end, we should be aware of our personal values and make them explicit, the more faithfully to be able to translate them into action in the classroom. In praise of a mentor of Fanselow's, someone wrote: "...would never translate but would give us clues..... In demonstrating the thought processes in trying to figure out the answer, he illustrated the curiosity he thought was central to learning."

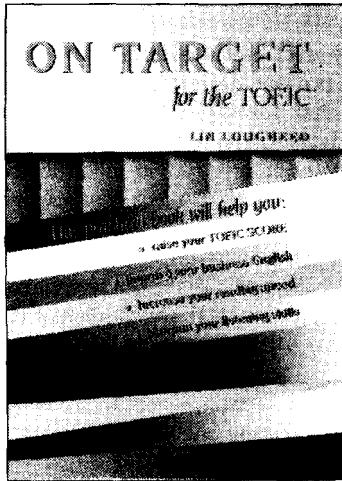
**Reported by Jack L. Yohay
Seifu Gakuen, Osaka**

Reading and Evaluating Language Teaching Research

by S. Kathleen Kitao

With the constant increase in the number of journals concerned with language teaching, the number of published articles of questionable validity has likewise been increasing. As those who have done much research on language teaching can attest, it is a particularly difficult area in which to identify, much less adequately control, all of the variables that enter into research design, and to carry a research project through to completion. For teachers reading research reports, this presentation provided valuable guidelines for evaluating their validity.

The session was formatted as a workshop. In the first half, Kitao gave a brief presentation, a kind of stripped down course on the principles of research design, oriented toward the consumers of research, teachers. Although this presentation was essentially concerned with quantitative research, in which a large quantity of data from a relatively large number of test subjects is treated using statistical procedures, many of the concepts covered are also applicable to qualitative research. The presentation did not deal with hypothesis formation itself, but rather with concepts and procedures for doing the actual research. The different types of variables and variance, and various kinds of threats to validity were defined and discussed, including subject grouping, time and people related effects,



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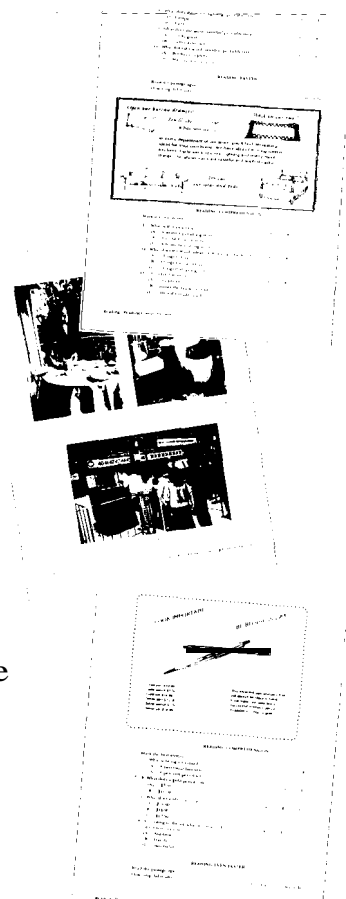
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measurement issues (validity and reliability), and issues of research format (including discussion of inherently faulty designs).

In the second half, the audience divided into small groups, each of which evaluated one of several brief research reports. These evaluations were done on the basis of the criteria outlined in the first half and were guided by several questions posed to clarify the assumptions and procedures on which the research was based, detect flaws in the research and explain how they may have effected the results, and lead to suggestions for redesign of the study in question. Finally, each group gave a summary of its evaluation.

Because a large percentage of the English teachers in Japan have little knowledge of research design (and perhaps many of those who have do not read research articles as critically as they might), this presentation is highly recommended for repetition at JALT chapter meetings.

Reported by Del Matthews
Hiroshima College of Foreign Languages

Maley then explained many of the factors which lead to overload. Professionally, teachers have put themselves in an environment where they face too many tasks which are often poorly defined, have long hours, large classes, and little variety in what they do. Teachers also have to cope with constant change, are overexposed to a small number of colleagues, and suffer from information overload, especially in dealing with the excess of published material. On a personal level, there is never enough money, too little free time, too much noise, restricted growth, and moral dilemmas. Teachers are also overexposed to students, suffer from peer and family pressures, and at times receive hostility and indifference from employers and colleagues. As a result of all of these pressures, one takes on too much and tends to feel indispensable. Also, teachers are afraid of being compared, they procrastinate, they tend to suffer from low self-esteem, and they feel the need to prove themselves by placing excessive and unrealistic demands and expectations on themselves. The result of even some of these pressures on one's physical and psychological well-being can lead to disaster, from mild irritation to bad dreams, severe depression, and feelings of utter helplessness.

In the second part of the presentation, the Tao, a way of looking at things which is sensible and comforting, was introduced. It was not presented here in a religious sense. Maley related the concepts of Taoism to

The Tao of Language Teaching

by Alan Maley

Alan Maley began his presentation by explaining that he would not discuss teaching in the narrow sense of the word because there was already enough of that at the conference. Instead he emphasized the preconditions for teaching.

Maley divided his talk into two parts: stress from our professional lives, and the Tao. In language teaching education, the primary focus is on training the teacher how and what to teach. Maley emphasized that although this is important, teachers neglect the most fundamental aspect of their professional development: themselves. "We're the only thing we've got and if we don't care for ourselves, we can't care for others." Teachers are prone to suffer from many pressures, but we need to be aware of the pressures faced each day and to remember that stress will lead to distress if we neglect ourselves.



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the stress factors which he had previously discussed. When looking at Taoism one should examine several of its key concepts such as polarity (because the good often defines the bad) and non-action or silence. One needs to go with the flow, have relative forgetfulness of one's being, and depend on intuition rather than information.

Maley's basic premise is that human beings, especially educators, must cooperate with life. We must not let stress overwhelm us. The ideas in this presentation certainly were not new, but they are ones which we often lose sight of. Reminding ourselves that we, as teachers, are not gods, but human, is important.

**Reported by Kathie Era
International Christian University**

10 Qualities of a Good Lesson: The Student's View

by D'Arcy Adrian-Valiance

As language teachers, we generally think a lesson is successful if our students use the language correctly, and if both we and our students come away with a genuine sense of accomplishment. D'Arcy Adrian-Valiance decided to find out what students thought.

As the result of an informal survey of about 800 students at a mixed nationality English language school in Britain, Adrian-Valiance found there was wide agreement among students as to what constituted a "good lesson." From their responses, he compiled a list of the most frequently named items and used student quotes to illustrate them. After going over them with the participation of the audience, he tried to show how these qualities could be achieved in every classroom.

The most frequently mentioned characteristic of a good lesson was that the class atmosphere was good. By this, students meant that there was good rapport between the teacher and students, and among themselves.

Related to this was the need for a teacher to have a friendly attitude towards the student and to enjoy the job of teaching. In such a class, the teacher was responsive to individuals as individuals, communicating with them directly.

A good lesson also meant that students had plenty of speaking practice and that the teacher helped them to improve their listening ability. Students wanted to be able to understand the teacher's directions and explanations. They also wanted to learn language that they knew to be useful. Finally, a good lesson had an "interesting" content. It was challenging without be-

ing overwhelming.

Once these qualities of a good lesson were set out, Adrian-Valiance discussed what he thought were some of the best ways for a teacher to bring about such a lesson. Paramount, he said, was for teachers genuinely to love teaching the language to the students they have. Teachers who really love their work are organized and come to their classes prepared to teach.

One of the best ways to communicate with individual students, Adrian-Valiance said, was for teachers to know their students. Where possible, he said, teachers should memorize their students' names. In some classes, teachers have their students affix a picture to a card on which students also write their names and some of their interests. Teachers can add their own comments to the cards during the course.

Appropriate speaking and listening practice can be achieved by teachers tailoring their general exercises to the needs and abilities of individual students. A teacher might ask a reluctant student a simple yes-no question, while posing an open ended question on the same material to an advanced student, even in the same class.

In short, our students have their own criteria about what constitutes a good lesson, and it is crucial to our work as teachers to understand these criteria. To the extent we meet their criteria, we can also meet our pedagogical criteria of imparting knowledge and skill in using English.

**Reported by Monty Viera
Westgate Academy**

Towards Creating Intrinsically Motivating EFL Tests

by H. Douglas Brown

Brown characterized the concept of motivation in relation to learning in two forms: *extrinsic* or external motivation, where the desire to learn stems from the anticipation of a reward from an external source upon the successful completion of a task; and *intrinsic* or internal motivation, where the task or activity itself is rewarding, since it brings out a sense of competence or self determination without the need for an external reward (such as where the learner is permitted to choose, to explore and discover, to develop personal potential, skills and talents, and to experience enjoyment in the process of learning).

Brown pointed out that many standardized tests, multiple choice tests in particular, are unmotivating since they generally lack the qualities described above, which could make them more intrinsically motivat-

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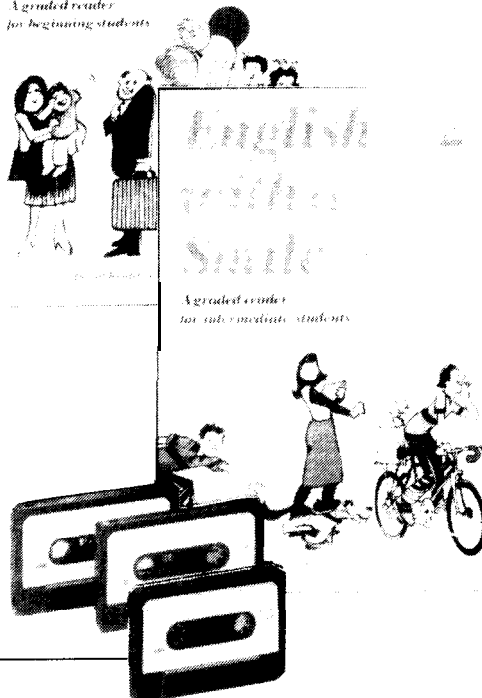
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ing, and are, in contrast, frequently long, difficult, artificial and decontextualized, tricky or unfair, and create anxiety. In addition, such tests may focus on certain types of intelligence (i.e. linguistic, logical and mathematical skills), to the exclusion of other recognized abilities such as spatial, musical, kinesthetic and inter/intrapersonal skills.

Brown acknowledged the difficulties in large scale testing of trying to reconcile the limitations of financial and human resources with the desire to do something more motivating than machine-graded multiple choice tests, but he contended that tests should enable all learners to show what they can do and should be constructed with the aim of eliciting "best performance" from all learners.

Intrinsically motivating tests can be described as those which strive for authenticity, contextualization, and a clear link to learner needs for the language. They should offer face validity, provide feedback for both teachers and learners, and ensure a positive washback effect on teaching and learning in general.

Brown then gave instances of intrinsically motivating tests which classroom teachers could use: tests or test items produced by the learners themselves, techniques of self assessment or peer assessment by students, performance (tests which focus on the demonstration of specific skills, such as the use of oral interviews for the testing of speaking), and detailed evaluation reports by teachers (rather than number or letter grades, as in the testing of writing). There is also a need for students to be well prepared for tests by the teaching of test taking techniques and strategies which would help to reduce anxiety.

Reported by Antoinette Meehan
University of Oxford
Delegacy of Local Examinations (Japan)

に、テストを内発的に動機づける意義と有効性を指摘した。

以下の a、b は、内発的動機づけ理論をテストに応用した一教師の実践例として紹介されたものであるが、学生の参加と自己評価を考慮に入れたテストの姿を示す好例である。

- a. テスト項目と内容の決定に学生の考えを反映させる。
 - ・ 学生がペアで、過去に学習した項目を自由に挙げあう。
 - ・ 四人グループになり、上で出てきた項目を再検討する。
 - ・ グループごとの検討結果をクラス全員に配付し、再度ペアになって、個々の項目に相応しい問題を作成する。
 - ・ 以上の内容を参考に、教師が実際のテスト問題を作成。
- b. テストの随所で、自己評価の機会を学生に与える。
 - ・ 受験前に、自分の実力から予想される成績と、試験準備に費やした努力を考慮した成績を自己申告させる。
 - ・ 目標言語によるインタビューを学生同士でやらせ、自己採点させる。後ほど、録音内容を教師が採点する。
 - ・ 正式のテスト結果を知らせる前に、何点とれていると思うか、学生に自己申告させる。

最終的には問題作成と評価を教師が行うのであるが、上記のようなやり方が学生の受験態度を積極的にし、成績や評価を納得して受け入れられるようにしている点、興味深い。

テストに関わる別の事柄では、知能にも言及がなされた。従来、言語的能力、論理・数学的能力が知能とされてきたが、最近では、対人能力、自己内省能力等もこれに含める考えがあり、幅広い能力を測るために、知能テストの形式・内容を見直す動きがあるという。同様のことは言語能力テストにも該当し、言語能力を多角的に見るには多肢選択だけでは不十分で、インタビュー、論述形式等を併用する必要性が説かれた。

まとめとして、テストのプロセス全体を学生にとって内発的なものにする原理が示された。それは、①テストの形式と内容が、測るべき能力や既習事項を測っている、と受験者に感じられること、②現代語の母語話者が普通に考えて答えられるような、自然な文脈での問題であること、③学習事項の定着のために、誤答理由をテスト返却時に熟考する習慣をつけること、④テスト形式・内容の一部を事前に周知することで不安を除き、準備勉強を十分にさせて能力を最大限発揮させること、の四つである。なお、発表者は③が最も重要であると指摘した。

森川博己

国際教育振興会日本語研修所

Marika Hirakawa
Hirakawa

Toward Creating Intrinsically Motivating EFL Tests

by H. Douglas Brown

学生の多面的な言語能力を引き出し測定するためのテストについて、理論・実践の両面にわたる紹介がなされた。

まず、演題にも入っている「動機づけ」であるが、これは、「内発的動機づけ」(知的満足の追及等、行動の目標が行動そのもの)と「外発的動機づけ」(報酬を得ること等、行動の目標が行動以外のもの)に大別される。発表者は、「ある知的作業に報酬を与える場合とそうでない場合で、後者の方が被験者の満足度が高く成績も良かった」というデシの実験を根拠



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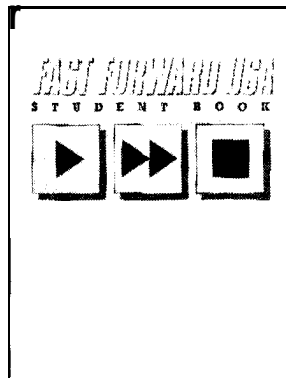
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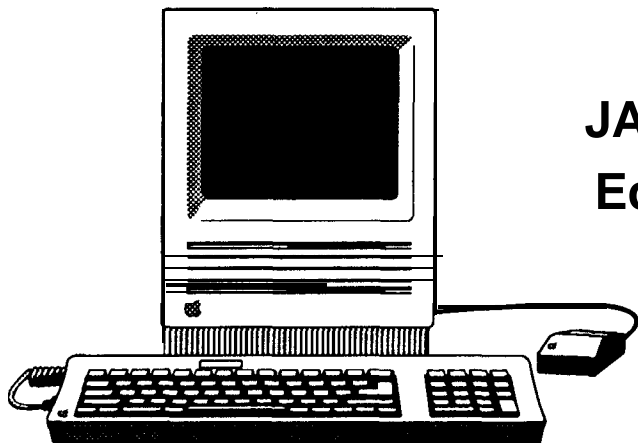
Reading in Japanese (Colloquium)

このコロキアムのテーマは、読解を理論面、実践面から考え、読解力とは何か、それを養成するためには何ができるかを考えるとされており、4人の発表者がそれぞれ、読み手、テキスト、教授法を研究する立場から見解を述べた。

第一発表者の **谷口すみ子氏** は、言語的知識は少ないが内容に関する知識のある読み手がテキストにどう取り組むかを分析するために、理工学系大学院研究留学生に、科学雑誌の記事の大意をとるというタスクを設定し、予測を立てつつ読むトップダウン的読みを促す授業を行い、その過程のプロトコル分析を行った。従来、言語知識が少ない場合は、逐語的な読みをするため、背景知識がうまく使えないといわれてきたが、学生は文章構成についての予測までしていたというおもしろい結果が示された。谷口氏は、読解力とは背景知識か

ら整合性のある解釈を作り出し、テキストと照合して判断する能力ではないかとし、教育への応用として、自分の読解過程を内省する機会を授業に組み込み、テキストと読み手の間の相互作用だけでなく、読み手どうしの相互作用も学習の促進に役立てる可能性を指摘した。背景知識から整合性のある解釈を組み立て、それをテキストと照合する各自の方法を学習者どうしが比較することで、自発性が増し、それによって読みの内的な過程に変化が生まれれば、学習ストラテジーの指導、学習観の変容への助力などにもつながるのではないだろうか。

次に、**小出慶一氏** は、テキストの難易度について、クローズ法による測定と、難語率及びテキストの1文の平均長に注目した readability 判定という2つの視点からの分析報告を行った。独自の基準に基づく readability 判定を行ったテキストを使って、4つのレベルのテキストを作成し、それぞれ

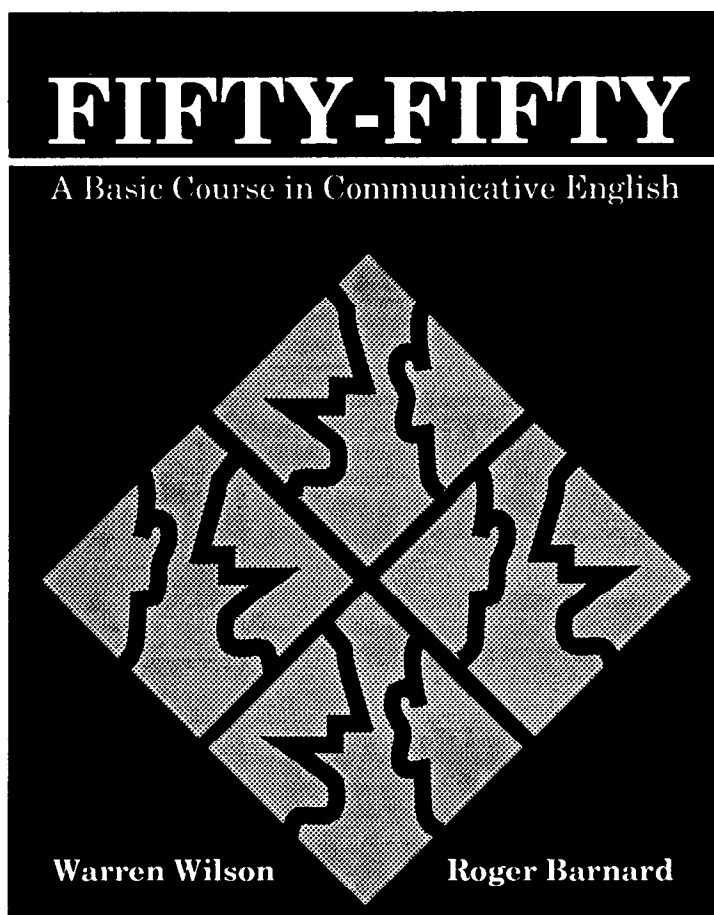


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のレベルについて2〜4つのクローズテストを50人前後の留学生に行ったところ、各テストとも α 係数0.9以上と信頼性も高く、また得点順位に関しても各テスト間の相関が0.8前後と非常に安定した結果を得たという。また、学習段階に対応する難易度のテキストが与えられた場合、そのテキストを使ったクローズ・テストでは、テスト得点がほぼ60%前後になったという。今後、この安定性の要因を分析することで、テキストの難易度判定の他にもクローズ法の応用の可能性が期待できるのではないだろうか。

3番目の発表者、尾崎明人氏は、現在行われている読解教育に欠けているものを補う方法として、セルフアクセス的な教材を提案した。氏は、現在ふつうに行われている読解の授業は、予習を前提にして成り立っており、学習者は、予習の段階ですでにテキストと相互作用を持ち、解釈を作り出す過程を経ているということを指摘し、学習者個々の興味、関心、能力など様々な要因を考えたセルフアクセスの教材を導入することも可能なのではないかと提言した。尾崎氏は同時に教師の教授行動とそれに対する学習者の評価の研究を進めなくては読解教育は語れないと主張した。最近の日本語教育では学習者中心主義が注目されているが、セルフアクセスの教材を使えば、当然、従来の授業形態の中では考えつかなかったような教師の役割、学習者との関わり方も見えてくるだろう。セルフアクセスは、学習に関する選択を学習者に委ねる部分が多いだけに、初期の段階での教師の関わり方、動機づけの問題は大きく、それらの部分に教師の果たす役割が大きいと考えられるのではないだろうか。

最後の平高史也氏の発表は、読書行動から考えるシラバスの作成を扱った。平高氏は、予備教育を終えた学部留学生の読解に焦点を当て、目的を持った読みの指導という観点から、シラバス・デザインの柱になる要素として、社会的コンテキスト、本自体のコンテキスト、学習者がある場面でテキストを読むスキルの3つを挙げた。平高氏はこれらの要素を、本の購入という具体的な例を挙げて解説した。氏は、読書行動は学習者自身が設定するタスクであるという。日常的な読みは問題解決のためにしていることが多いわけで、平高氏の主張は、言語的側面からの読みとは異なった、目的に応じた理解のしかた、処理水準設定の重要性に気づかせてくれた。

このコロキウムは、読解を、読み手、テキスト、教室へと全体的に見渡し、学習者から見た読解とは何か、教師はそれをどのように捉えるか、それに対して教師に何ができるかを示す一貫性のある構成であった。

杉村和枝
産能短期大学

Sugimura Kazuo

The Language Teacher は、このコロキウムの各発表者によるフォローアップ記事を、1992年5月号から4回にわたって掲載する予定です。

Video Projections for the 90s (Colloquium)

As the crowds at the Kobe Conference Centre poured into the Colloquium on Video, the casual observer may well have imagined him- or herself at the scene of the rugby World Cup final, taking place the same day in London. The main difference here was that the participants from England and Australia were playing on the same team, ready to tackle together a number of important video issues.

Alan Maley, substituting for the absent Richard Cooper left back in Britain, got the ball moving. He scored some quick points as he demonstrated how one of the most effective uses of video was for students to make their own. This often involved making "storyboards" - visual sketches of each cut of a film - a process in which a lot of language would be generated as students worked together to form a consensus.

Furthermore, a dull grammar exercise from a coursebook, such as the present progressive, could be brought to life by filming the students miming the action as they spoke.

According to the conference handbook, author Robert O'Neill was a man who needed no introduction, and he was therefore not introduced. Most teachers who wanted to use a good story in class, he said, would be inclined to go for a movie rather than a textbook, the only problem being that movies were usually too difficult for lower level students. Moreover, many movies were based on the assumption that language was not very important: the women took their clothes off; the men shot each other. For a video to be effective, it had to contain "authentic" language, authentic being defined as language which could be understood despite the limitations of the audience. Quoting Krashen, he argued that the language in a good video should be somewhat above the current lexical and grammatical level of achievement of the learner. A good video should also possess the "power of narrative" to drive it forward, and the audience should be able to understand about 80% of what they heard. Support materials, such as the book to accompany the video, should make explicit what is implicit in the interaction between characters in the video and be available as an "open resource" to be used by the students.

Bill Stanford went straight onto the offensive by disputing the cliché that "you have to learn to crawl before you can walk." Video, he said, is a complex, information-rich medium, so to involve the learners we should start with complex, rather than simple, activities. One way to do this was through drama; another, by designing support materials which were above the learners' level of imagination and rich in "linguistic impact."

Barry Tomalin of the BBC asserted that video is the most active and dynamic medium for teaching En-



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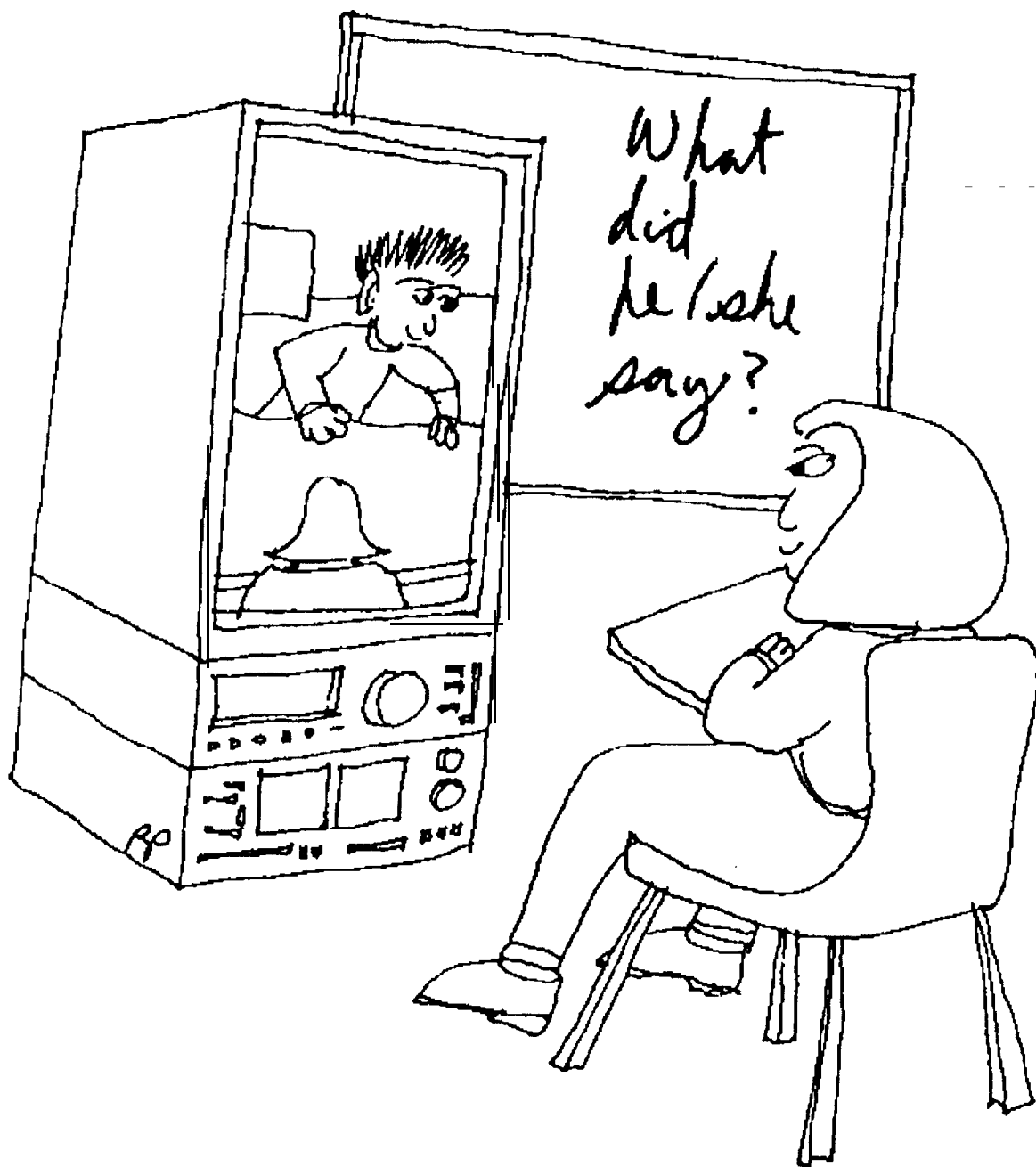
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Conference Reports

lish communicatively, allowing the learners to use their own perception and express it. He demonstrated this by showing a clip from a teacher-training video. First, the students listened to the sound only, choosing adjectives they thought would describe the hidden character speaking; next, they compared notes with other students; finally, they watched the clip to confirm their projections. This also served to emphasize the importance of a problem solving (information gap) approach to allow the students to engage themselves with the video, rather than just being forced to

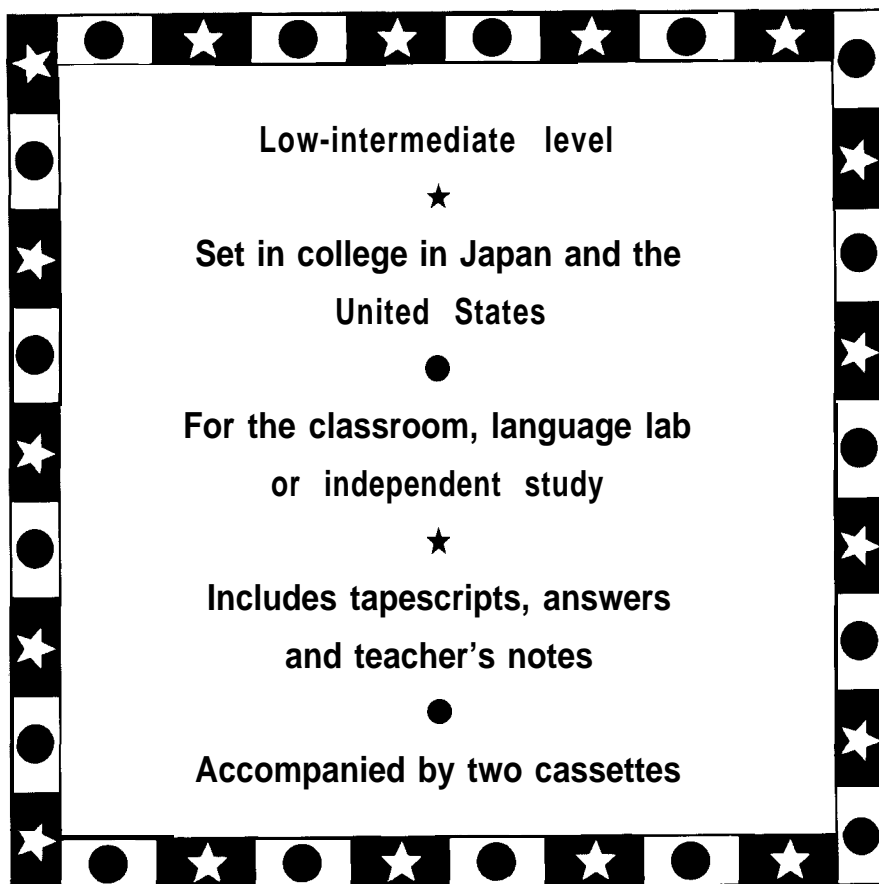
fill in "dull dog" worksheets.

Tomalin went on to say that CNN and BBC World News were now reaching all corners of the globe by satellite, providing teachers and learners with an excellent source of authentic material. On a global scale, only about a third of English teaching was now done in school — the rest was done by "self access distance learning," with video playing an increasingly important role. New video courses hitting the market did all the teaching without support materials; in Mexico, for example, nearly all English teaching was done through



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TV. Elsewhere, companies were using videos with exercises on computer.

David Wood, founder of JALT's own Video Special Interest Group (N-SIG), spoke last to force some important points home. Using video movies to teach English was a rich reality, he said. According to a survey he had conducted amongst his own students, an overwhelming majority preferred using video movies to texts, because a story became more understandable if it could be seen. Although this did not establish whether video movies were suitable for use in class, it nevertheless proved their popularity. Copyright, however, was still a headache: public showing, non theatrical use, and editing were all ways in which teachers were infringing on the law. The only solution, he said, was to interact with the movie distributors to jointly develop teaching materials which could be used by everybody. He added that he has great respect for the ESL videos in existence, and choosing video movies was not intended as a snub.

As the session moved into question time, the problem of the high price of ESL videos was raised. Barry Tomalin defended well, saying that ESL videos have to recoup their productions costs through sales alone.

The end was only a dropkick away when a spectator confronted Tomalin on the subject of copyright. Tomalin maintained that copyright exists to protect the individual rights of those concerned in the movie making process, and that for teachers to use "off-air" clips without permission was morally reprehensible. The spectator however, citing a new system in Britain where a licence can be purchased to allow educators to use off-air clips legally, felt that Tomalin should have been penalised for going over the top. At this point moderator Jan Visscher, who controlled the proceedings competently, stepped in to advise them to continue their discussion over a cup of coffee.

Reported by Christopher J. Bragoli
Sanno University

Company Training Programs: Improving the Quality

by Andrew Vaughan

According to Andrew Vaughan, an in-company teacher trainer, there are four main factors that influence a company English program: (1) the company and the people to be taught, (2) the administration of the program, (3) the instructors involved, and (4) the educational approach taken. All of these exercise an influence on each other to a greater or lesser degree, but all interact

when the actual lesson is being carried out.

Planning depends on how these factors work together. Vaughan said that two points were paramount in planning. First, from student placement to the start of the course, there should be at least a two-month lead time for any new course.

Second, everything depends on how well the needs analysis is done—long before any course planning is done. Without an accurate needs analysis, a course will not be well planned, and therefore both managers and the students should be questioned about what purposes they will need to use English for. For example, what skills do the students (who are usually white-but sometimes blue-collar workers) need on the job? What skills will they need to do presentations? Who will read the letters and reports that students are asked to write?

Any serious program of language instruction, he added, should receive equal weight with company meetings; otherwise, any meeting at all will serve as a reason not to attend class. To avoid this problem, he said, the best time to hold classes was in the morning, during working hours, after the first meetings of the day. In this way attendance would always be high, and the goals of the program could then be met. Of course, Vaughan admitted that this could not always be achieved, but emphasized that it was worth striving for.

Reported by Monty Vierra
Westgate Academy

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.

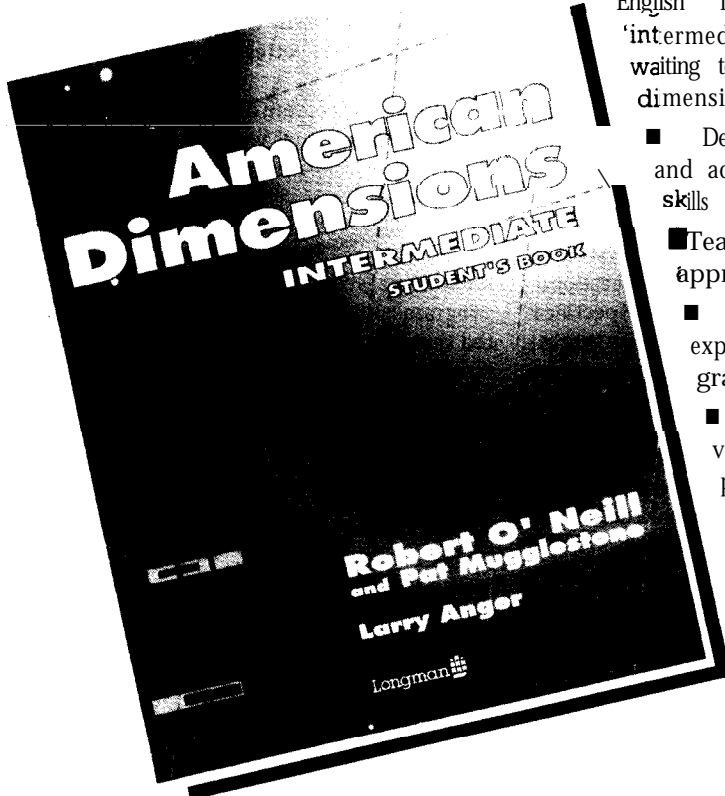
A reminder—

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In the Community

Non-Japanese FL Teachers in Japanese Universities

by Barry Natusch

Perhaps Barry Natusch hadn't anticipated a packed house at his presentation. A good supply of both hand-outs and available seats ran out quickly, but participants remained to gain an hour's worth of useful information for both job-seekers and current staff members on the institution called "the Japanese university."

The presentation outlined the basic roles, goals, and organization of the University system, discussed future challenges that Japanese universities face, and assessed ways in which Japanese universities and non-Japanese faculty can mutually benefit each other.

Natusch began by comparing the university system in Japan with the "lean production" system of car dealership, which serves as an intermediary between the maker and the customer by providing an informative database. In like manner, the university seeks to provide high status companies with high level employees, with an emphasis on smoothly assisting students through the educational process and into professional employment.

In addressing the question, "What is the nature of FL teaching in Japan?," Natusch reported on the current state of affairs by looking at a 1985 criticism by Hansen, which painted a rather negative picture of attitudes toward English language study in Japanese universities, and comparing it with current trends, which reflect greater awareness and more positive attitudes toward curriculum and testing, and the positive influence of Japanese teachers returning from abroad with higher academic degrees. Referring to a section of the handout which translated key terms regarding faculty titles and university functions, Natusch provided many useful tips on which university events are regarded as important, as well as other cultural and social information which is crucial to smooth relations between foreign and Japanese staff.

An analysis of current influences led to speculations regarding probable future changes: more content courses taught in English, more study abroad, and more recognition of credits earned abroad were predicted. More qualified (and more highly qualified) native speakers will be needed.

The final question, "What can the Japanese University do for teachers and vice versa?," was answered with a number of practical suggestions which took into account both Japanese and non-Japanese cultural viewpoints. Non-Japanese FL teachers were advised to

improve their Japanese, to become "socialized"—to adapt their behavior to the norm, to "attend everything," and to listen (including using faculty meetings for listening comprehension practice), to observe who talks to whom, to be aware of faculty factions, to keep all written communications, and to organize them in an annual file. He recommended serving actively on committees, offering to be a go-between for sister organizations, and becoming a researcher of some sort.

The best commendation for this informative presentation was that it was refreshingly devoid of the arrogance or cultural bias that often underlie such advice sharing sessions. Participants could come away with the fresh feeling that Japanese universities and non-Japanese FL teachers really could be of mutual benefit to one another.

Reported by Elizabeth King
International Christian University

Japanese Universities: An In-Depth Look (Colloquium)

Full-time university positions are widely sought and difficult to secure. Pay is good, course loads are reasonable, vacations are generous, but this, explained moderator Paul Wadden of International Christian University, is just one side of the story. One 90-minute class, meeting once a week, interrupted by vacations, is obviously not ideal for language learning. And as there is little coordination between teachers and within departments, an unusual level of frustration can result. This colloquium was held in an attempt to look beneath the surface of the Japanese university.

"Why are Japanese college students so complacent in their English studies?" asked Curtis Kelly of Heian Women's College. Japanese life, from infancy to old age, is marked by extreme external control. Yet between the almost military rigors of secondary school and the tremendous pressures of work in a Japanese company, lies a curious four-year gap, a time of relative freedom: college days. What value does the university have for its students? Going to university gives them a chance to play. This play is not meaningless amusement, but rather the experimentation and experience that allows Japanese to complete a deferred maturation.

Unlike egocentric Western cultures, in Japan the social self is developed first, and often at the expense of the individual self. Until college, Japanese youths are

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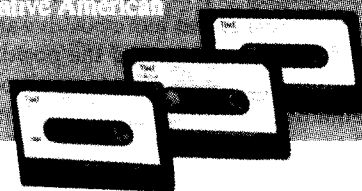
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immersed in social codes and develop certain required values, such as obedience and conformity. At university, they are finally free to pursue their own paths to individual maturity through clubs, through friendships and part-time jobs, and, occasionally, through study. Only by recognizing this hidden role of the Japanese university can we become the teachers who changed our students' lives.

"Do you ever wish your students would talk to you more?" asked Fred Anderson of Fukuoka University of Education. If you ask your students why they want to learn English, most will say that they want to speak with foreigners. Yet you, a foreign teacher, are in the same room with them and they won't speak with you! Why? American and Japanese students employ fundamentally different patterns of interaction as a result of their respective cultural backgrounds.

In America, teachers expect students to be one-to-one conversation partners with them. This dyadic pattern originates in the mother/child relationship and continues throughout the child's schooling. In college, students ask questions, even argue with instructors. In Japan, there are two main patterns of interaction. At the lower levels of schooling, we find a pattern of "co-operative group work." Language is used to promote consensus. After a student answers a teacher's question, other students make comments, thus modifying the answer before it reaches the teacher for evaluation. In high school and college, students become passive recipients of the teacher's knowledge. But this pattern, though different from the group cooperative style, shares with it an important feature: in neither style is the teacher a major conversational partner.

Therefore, university teachers who wish to elicit talk must either: 1) try to cater to the learning style of the students, or 2) try to convert the students to the teacher's style. In either case, the teacher, employing explicit instructions, must build the bridges which allow students to walk between cultures.

Charles Wordell of Nanzan University does not claim to be well adapted to Japan, but does claim to know what it would be like to be well adapted. If you avoid in-class drunkenness, sex with students, drug abuse, and long, unexplained absences, you will probably survive at a Japanese university. You must however, accept the fact that you probably won't make much of a change in your department. Given these constraints, personal relations are the key to success at a Japanese university. Keep yourself informed. It is your responsibility to discretely gather the information relevant to you, preferably from several sources. And when you find a complicated form in your mailbox, don't always ask the same person to explain it. You will need more than one friend. But remember: every time a favor is granted, a debt is incurred. Be prepared to exchange favors. Go out drinking with your colleagues. Give gifts to the office staff (cookies, semi-pornographic postcards, etc.). Keep the lines of communication open.

Although you cannot rely on your university to stimulate and challenge you, once you create your own challenges, knowing people will make it possible to meet your challenges.

Ann Chenoweth, of International Christian University, discussed launching a career as a university teacher. Most colleges require their applicants to hold an M.A., be published, and have a commitment to staying in Japan. Typically, a full-time teacher's responsibilities include six classes a week, plus committee work (which can at times outweigh the teaching load). Most positions however, are part-time, offering less pay, fewer benefits, but also fewer responsibilities. Part-time work can serve as a stepping stone to a full-time position.

Extend your range of professional contacts by joining organizations such as JALT and JACET. Give presentations to increase your visibility. Apply for positions advertised in *The Language Teacher*, *JACET Newsletter*, or *The English Journal*. Your CV should include a personal section (research interests, hobbies), and your age. List professional memberships. Attach a handsome passport size photo. Be prepared to verify everything you write on your CV. When interviewed, demonstrate your ability to be a good "team player." After finding a position, continue to build your career by publishing, presenting, networking. Be patient. Don't try to remake the system overnight. A position at a Japanese university can lead to a rewarding career.

Essays by all panelists appear in the forthcoming *Handbook for Teaching at Japanese Colleges and Universities*, Oxford University Press, edited by Paul Wadden.

Reported by Gregory M. Bommann
Kibi International University

Conflict Resolution in School (Roundtable Discussion)

The discord and conflict between administrators and teachers, or simply the rumors thereof, made this roundtable discussion especially pertinent to the lives of many educators in Japan. The panel comprised experienced teachers who have made significant gains in the field of conflict resolution and wish to alert other teachers to the responsibility of acknowledging the existence of problems and constructively dealing with them. Furthermore, the panel made it clear to the audience that professional, knowledgeable members of various teachers' unions and legal societies are ready, willing, and able to help deal with those problems.

Thom Simmons, President of Kanto Teachers' Union Federation, Advocate of the National Union of General Workers, and Instructor at Nihon Gaigo Semmon

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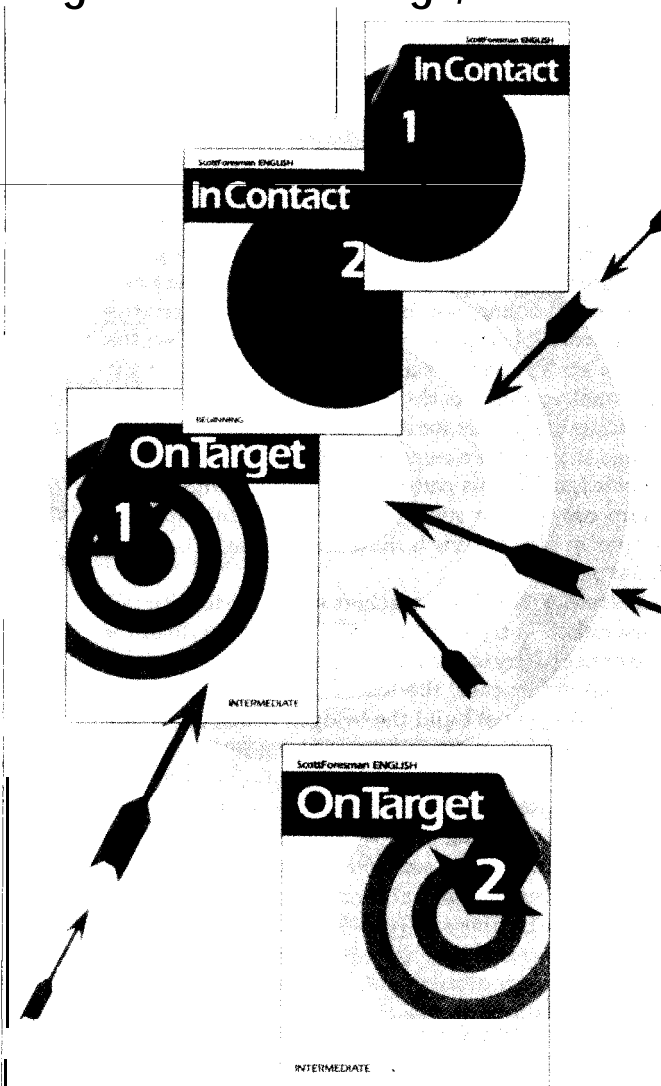
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Gakuen, opened the discussion by stating that the complexities of the teaching environment are such that few teachers are well informed, and that the objective of this roundtable discussion was "... to formally announce to teachers... what has been taking place for a long time and will continue for years to come, and to invite members of this profession to become involved at some level in the implementation of constructive alternatives to the current state of affairs."

Simmons explained that certain basic considerations which should be regarded as properly due to an employee include being regularly and promptly paid, being insured, and having preparation time. These considerations establish the very foundation of an environment in which teachers are able to devote 100% of their time and effort to dealing with the abilities of their students and to addressing the objectives which students have come to achieve. When minor irritations or blatant conflict disrupt this foundation, teachers are no longer in a position to concentrate their efforts on the purpose of their employment. Simmons stated that in such situations "... the teacher is hamstrung, the students are shortchanged, and the entire endeavor is reduced to nothing more than a grotesque travesty. The students' time and money are wasted and their potential is compromised... Dedicated, educated, and necessary teachers leave the profession. In extreme cases... people leave Japan with the worst possible conception." Only by personally becoming aware of the factors involved in the employment system can teachers break the shackles of contention and strife which threaten to detract their attention from their students. Simmons emphasized that teachers must not be complacent in allowing the status quo to hinder progress for others whose conditions are substandard, nor must they adopt or encourage others to adopt the "victim mentality" of being taken advantage of and/or compromised.

Ken Noda, Government Liaison Officer for Kanto Teachers' Union Federation, Labour Advocate, Publicity Chairman, ECC Teacher, and President of the ECC Teachers' Union, elucidated a few basic legal points upon which all legally binding contracts with Japanese employers must be based. Several questions were entertained by Noda, one of which dealt with the role of the Immigration Office in issuing work visas to foreigners coming to Japan. After many comments from the audience, it was generally concluded that immigration officials have no authority in deciding the terms of a contractual agreement between a foreign teacher and a Japanese employer. However, the Immigration Department is legally obligated to reject any application for a work visa if the minimum salary requirement (¥250,000 per month) has not been met in the terms of the contract.

Noda encouraged members of the audience to familiarize themselves with the Labor Standards Law as well as the location of the Labor Standards Office in

their area. The emphasis of Noda's address was that teachers must know the basic legal tenets required by the Japanese government in order to avoid being browbeaten or cowed by unscrupulous employers.

Following Noda's exhortation for teachers to become aware, Paul Arensen, Vice President of Kanto Teachers' Union Federation, Community Resource Associate, Instructor and Coordinator at the International Education Center, and Member of the IEC Employees' Union, spoke about the problems and misconceptions which had been encountered by people who were unaware or unwilling to seek constructive resolutions. One interesting comment fielded by Arensen was made by a teacher concerned about his Japanese contract and the English translation version he had been given. According to the claimant, some vital information had not been included in the English translation version, coming to light only upon his decision to resign. After consideration of the problem, the panel asked this teacher to stay after the meeting in order to discuss steps toward negotiation and conflict resolution. Members of the audience were again encouraged by the panel to become informed and investigate the conditions of their employment. Furthermore, teachers were invited to send the Japanese and English versions of their contracts to the panel if they were unsure of the accuracy of the translation or the legality of the contents.

Ben Watanabe, President of the National Union of General Workers, was scheduled to sit on the panel but was unable to attend the discussion.

As the discussion wound down, members of the audience were asked to complete a survey on working conditions, with the explanation that the anonymous responses would be demographically analyzed to facilitate research on teachers' working environments relative to the 1947 Labor Standards Law, and the effect upon teachers and the field of education.

Many members of the audience expressed their desire for more public forums dealing with conflict resolution and contract obligations. The panel agreed that there was indeed a need for the dissemination of this type of information and agreed to participate in future JALT conferences and chapter meetings.

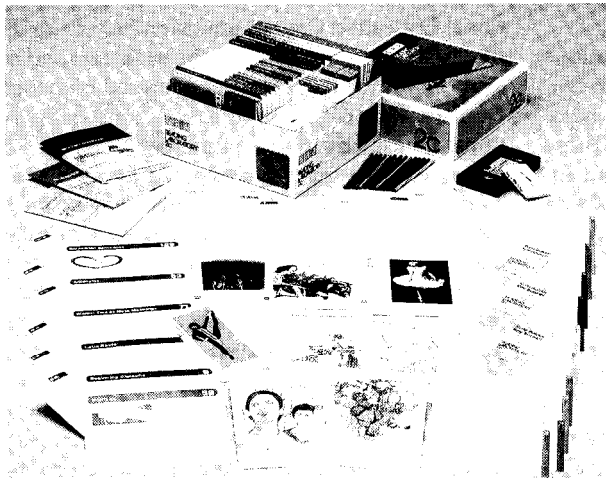
Reported by Kelly Ann Rambis
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Language and Peace

by Anita Wenden

For those who were fortunate enough to hear Anita Wenden's plenary address on learning strategies, or

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hear her speak at the Colloquium on Global Issues in the Language Classroom, her lecture, "Language and Peace," provided the comprehensive theoretical justification for the view that language teachers have a responsibility to teach students how language works, and how to be autonomous in their own learning. In this lecture, Wenden began with defining and challenging basic myths about peace and violence, and presented the idea that these myths (such as "it is human nature to be violent," or "some conflicts cannot be solved peaceably") become institutionalized in policy and structured in everyday language.

Her lecture quickly shifted to the way language works, and Wenden succinctly reviewed assumptions developed by critical theory and sociolinguistics over the past few decades, and gave examples of how war, peace and race are represented in language.

The general points of her lecture are as follows. She argued that all language is ideological and carries belief systems. The language of war, race and prejudice, as well as the language of peace is carried in types of discourse ("a series of texts about a social event or situation"). Her examples included the *discourse of deterrence*, the *discourse of ideology groups* and the *discourse of the Gulf War*. In Gulf War discourse, she demonstrated how violent technology became humanized as "smart bombs" and "vulnerable targets" while in contrast, acts of violence were depersonalized with technical or figurative description such as "servicing the targets" and "flying sorties."

Looking at language from a second angle, Wenden used Tim Van Dijk's (1987) discourse analysis research in the Netherlands to demonstrate that race prejudice becomes structured in everyday discourse.

In addition to semantic and narrative forms of value in discourse, Wenden proceeded to show the importance of conflicting communication styles. Here again she covered a wide scope of research which demonstrated the culture-specific relativity of attitudes towards conflict and resolution. Her catalog of differing communication styles included the differing attitudes towards face

between Arab and Israeli cultures; conflicting characterizations of negotiation style between Egyptian and Israeli delegations; and more broadly, the styles of arguments presented at the United Nations Conference on the Law of the Sea by "first," "second," and "third" world nations. From this latter example, she cited research that characterized "modes of reasoning" for "first world" countries as "pragmatic and legalistic," whereas "second world" countries argued by repeating principles. The arguments of "third world" countries during proceedings of this conference tended to rely on emotional issues, comparative justice, and heavy use of imagery. While the analysis Wenden makes is more intricate than what can be detailed here, her basic point is that any consideration of ideology and value making in language must include

an understanding of how communication styles differ from culture to culture.

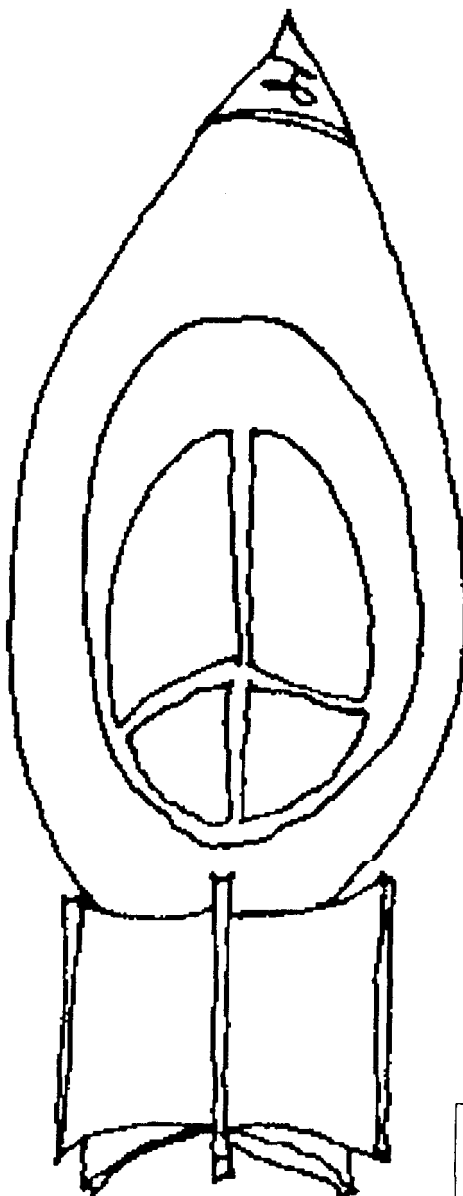
In summary, shared discourse is present in our everyday lives and powerfully contributes to "structured" violence, racism and prejudice. Structured value systems are internalized and reproduced in the unquestioned ideas and statements individuals make, act, or fail to act upon. If we want to try to resist the way language works through and upon us, we must also be aware of how communication styles are used differently by different cultures. As language teachers, we should try to develop materials and curricula that include not only language skill, but which also help to develop resistant readers and autonomous learners. Learner autonomy helps students to achieve practical goals (competence and fluency) and to acquire the critical skill of resisting implicit ideologies present in language.

Minnesota State University-Akita

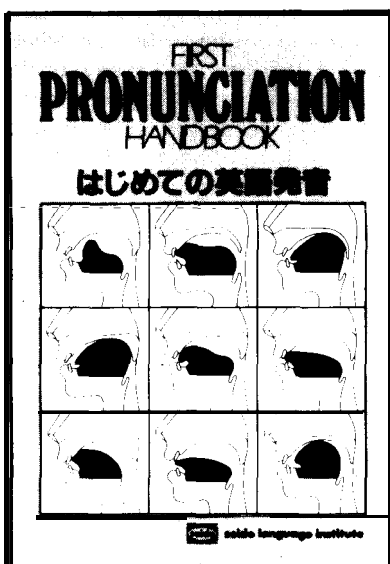
Reference

Van Dijk, T. (1987). *Communicating racism: Ethnic prejudice in thought and talk*. California, U.S.A.: Sage Publications, Inc. Newbury House.

Illustrations for Conference Reports
by Richard C. Parker



A selection of English pronunciation problems for Japanese speakers.

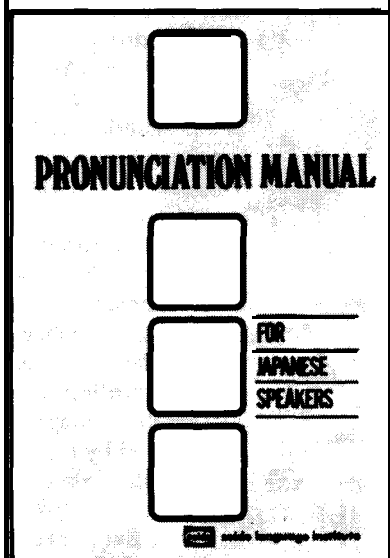


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Election Report

At its January 26, 1992 meeting, the JALT National Executive Committee approved the election of the following national JALT officers:

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Treasurer: Aleda Krause

Membership Chair: Setsuko Toyama

Additional changes included the following:

Immediate Past President: Shigeo Imamura

Vice President: Shigeo Imamura

Recording Secretary: Steven Mason (elected to replace Dan LaBranche, who submitted his resignation).

See the April JALT News issue of *The Language Teacher* for complete lists of all national and chapter JALT officers.

All of the outgoing officers should be commended for their countless hours of hard work on behalf of JALT. At the same time, the incoming officers need the support of the entire JALT membership to meet the challenges inherent in their positions.



Deadline

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

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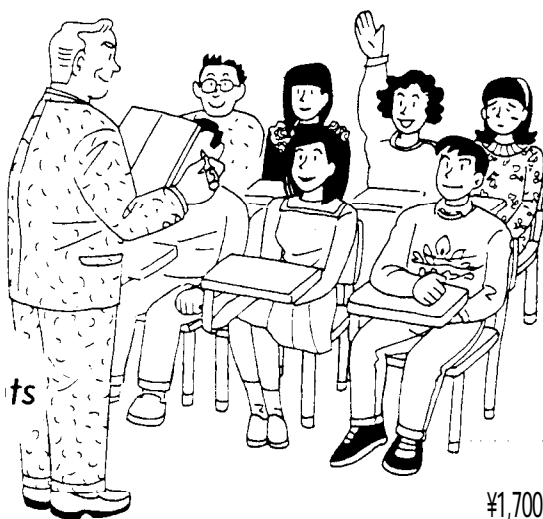
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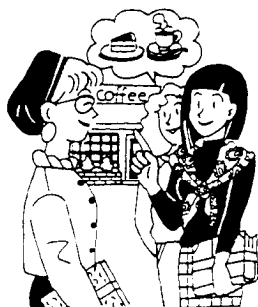
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Interviewers, Stand Firm!

by Ronald Sheen
Tottori National University

Interviews with well-known personalities in the field of language teaching have become a regular feature in *The Language Teacher*. In principle, I welcome them; in reality, I find them a disappointment. They fail to live up to my expectations chiefly because interviewers on the whole appear to afford the pronouncements of the interviewees *ex cathedra* status. They seldom, if ever, pursue a position taken by an interviewee with the searching questions many *TLT* readers would, I am sure, like to ask.

I will support this position by citing illustrative examples from interviews appearing in the Conference Issue of *TLT* for JALT 91.

In the Brumfit interview, the interviewee responds to a question with the following statement, "I think that language teaching is something which will carry on improving itself..." Now the implication of this, I assume, is that language teaching has a built-in constantly self-improving factor. We would, of course, all like to believe this is indeed the case. However, does it, in fact, reflect reality? It is true that we have much improved technological aids and more attractive materials. Nevertheless, a moment's thought would surely cast doubt on the statement, for, if true, it must mean that the language teaching of the distant past must have been in an abysmal state with a virtual zero success rate. This is surely a necessary conclusion from the fact that our present success rates are nothing to write home about. However, a reading of Kelly (1969) and Howatt (1984) indicates that the syndromes of past centuries were remarkably similar to those of the present. My point here is that as Brumfit's statement can by no means be regarded as having axiomatic status, he should have been obliged to support it with empirical evidence. As we would all like to believe that we are involved in a constantly-improving enterprise we would appreciate having the proof thereof. However, it is my impression that empirical support is extremely thin on the ground. In fact, my reading of reports on education in general in the USA, the UK and France indicate it to be in a perilous state. It would be astonishing if foreign language teaching were any exception to this. (For a similar view, see the article by Amory Gethin in the *EFLT Gazette* for September, 1991.)

In her interview, Celce-Murcia discussed prepositions and the error in "I read it on the newspaper." She then went on to maintain that the error was committed for "cultural reasons...because they see the newspaper as a flat, two-dimensional thing; whereas in the U.S. we have papers like the *New York Times* or the *Los Angeles Times* -they are like an enormous book, so we say we read things in the newspaper. In other words, we have different cultural constructs of what a newspaper is." This is really rather doubtful error analysis with an

additional touch of cut-price folk etymology which the interviewer should not have allowed to pass. In the first place, a student such as one of French origin who makes this error is almost certainly doing so because of direct negative transfer of the *sur* in "*Je l'ai lu sur the journal*." The error may, therefore, have a purely linguistic cause. Secondly, the reason we say in English "in the newspaper" is related to developments in prepositions in the history of English. The metaphorical uses of *on* in late Middle and Early Modern English were largely taken over by *of*, *at* and *in*. Thus we find in *Hamlet*, Act II Scene I Line 44, "Read on this book" where, of course, we would now say "in this book" and by subsequent extension "in the newspaper." However, even without this knowledge, surely the most cursory reflection would raise questions concerning the validity of Celce-Murcia's assumption. Even if a newspaper has only two pages, we still use *in*. Furthermore, when the newspapers referred to were nearer to present European sizes, *in* was used. So much for the cultural construct argument. Such statements as this, revealing a tenuous grasp of meaning, should not be left unchallenged. It is, perhaps, the fact that they are not challenged which allowed Celce-Murcia in her JALT 91 plenary to imply that "He wanted to divorce her" is equivalent to "He almost divorced her."

The Wenden interview was largely concerned with global issues and peace education. The interviewer, Jeris Strain, asked all the appropriate questions, giving ample opportunity for Wenden to expound her ideas. The issues here are somewhat like "Mum's apple pie"; of course, we are all for them. However, I would have liked the interviewer to have followed up on a couple of points. In response to the good question, "Is there any proof that peace education actually (a) enhances language learning and (b) fosters global citizenship?," Wenden offered a rather evasive answer when the succinct one would have been "No." I think it important to establish this, for too often with innovations in language teaching, there is an unchallenged assumption that they are desirable and effective. The interviewer also raised a potentially controversial issue in asking the question "Have criteria been developed for socially responsible EFL materials?" Wenden replied in the negative. However, anyone with any experience of political correctness (PC) in the USA might see this issue as the thin end of the wedge. In my view the PC movement began with laudable motives but has resulted in undesirable proscriptions. Peace education and global awareness have similar credentials. The potential dangers ahead should be addressed now and could have been in this interview (cf. Monty Vierra's excellent Opinion in *TLT* 12/91 for the expression of similar reservations).

The Pienemann interview was rather short, particularly given the several tantalising comments which cried out for further exploration. One of these was the statement, "We can also say what the learner will be able to do next."

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This is somewhat resonant of the strong version of the contrastive analysis hypothesis, implying the ability to predict developments in an individual's language learning. If indeed it reflects reality, it is of crucial importance. We all should know about it as soon as possible. Unfortunately, the interviewer does not probe further. The gullible are, therefore, left to savour delights to come; the more wary, not to say cynical, to view it with a somewhat more jaundiced eye.

Finally, there is the case of Hansen-Strain interviewed by Jeris Strain. The content here was mainly informational concerning future research in the field of language attrition and its implications for language teaching. As it was, therefore, devoid of potential controversy, I have no comment on it. Anyway, who am I to come between husband and wife?

I have maintained here that interviewers owe it to the readers of TLT to oblige interviewees to be accountable for the statements they make. In particular, the latter should not be permitted to make claims for their findings without providing both exemplification and empirical support. This will achieve two purposes. It will render the interviews more interesting and prevent the dissemination of misleading generalisations. Of course, it might also reduce the number of candidates for interviews, but you can't have everything. Anyway, who wants to read interviews with interviewees who are not prepared to substantiate their arguments?

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JALT Video NSIG (National Special Interest Group) ESOL Video Materials Directory Project

To assist in the compilation of a directory with a global perspective, the JALT Video N-SIG is seeking information about ELT videos produced exclusively for the Japanese market. If you can help in any way by recommending or reviewing, contact the JALT Video N-SIG Coordinator, David Wood 2-12-1 Ishizaka, Dazaifu, Fukuoka 818-01; Tel. (092) 9253511; Fax (092) 924-4369.

Tokyo May Mini-Conference

Call for Papers. Theme: From Theory to Practice

May 17, 1992 Toyo High School, Suidobashi 9-4:30

Tokyo JALT Executive Committee is soliciting proposals in Japanese or English for presentation at its fourth May Mini-Conference. All sessions are 60 minutes. A proposal on any topic related to language teaching and the theme stated above postmarked by APRIL 5 will be vetted for possible selection. Please send TWO copies of your presentation abstract (50-100 words or 2-400 characters, one WITH name, one WITHOUT) with a photocopy of this form.

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In addition, write a one sentence (short!) description of your presentation and a one sentence biography on the back of this form for the conference program.

SEND BY APRIL 5 to: Masaki Oda, JALT Vetting Committee, Department of Foreign Languages, Tamagawa University, 6-1-1 Tamagawa Gakuen, Machida, Tokyo 194

Gestures

(The following contribution is a "goodbye present" to My Share readers from Louis Levi, former Editor of this column, who will leave Japan this month.)

I assembled this set of illustrations from drawings prepared by first-year students at Waseda University. The drawings have been selected to permit cross-cultural comparisons. They represent four different categories: some are common to Japan and to Anglo-American culture; some are identical in form to gestures in the L.J.K. and the U.S.A. but are apparently different in meaning (No. 10 is one which seems to fall into this group); some are also found in other Asian countries (No. 13, for example, is also common in Malaysia); and some are, in my experience, unique to Japan.

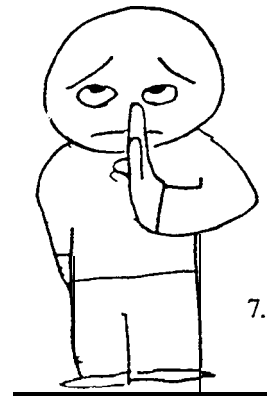
I have put the set to three main uses, although others can easily be imagined: for discussion on the meaning of the gestures, (the lack of clarity in one or two of the

drawings can be turned to advantage), description of the actions represented in the drawings, and for the practise of four specific language areas: parts of the body; locatives ("in front of him," "behind his ear," "on either side of his head"); and the use of the verb have to describe states: e.g. "He has his arms in the air," "He has his hand behind his ear."

The fourth language area is in many ways the most important: the rhetorical desirability of making a simple statement in one clause and adding detail in another clause or sentence rather than of throwing all information pell-mell into a single clause. Student description of No. 2, for example, tends to be, "He is stretching up his fingers on both sides of his head." The analytic approach yields, "He has his hands on either side of his head. His forefingers are pointing up."

Louis Levi has been teaching at Tokyo Women's Christian University since 1981. He previously taught in Nigeria, Malaysia and Israel.

SOME GESTURES USED IN JAPAN





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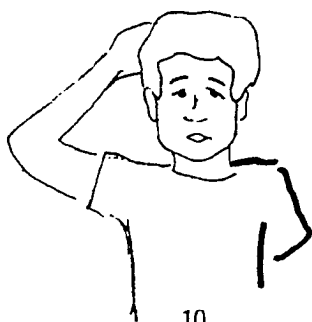
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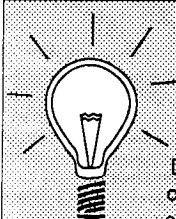
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Share Your Ideas with Us!

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

A Reminder

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

- Double-spaced
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- Same format as in *The Language Teacher*.

Thanks!

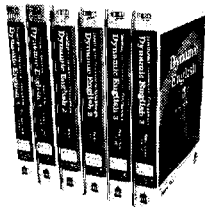
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!Vaughn-Rees, M. (1991). *The London Book*. Macmillan bookshelf level 4. London: Macmillan. (h intermd rdr.)

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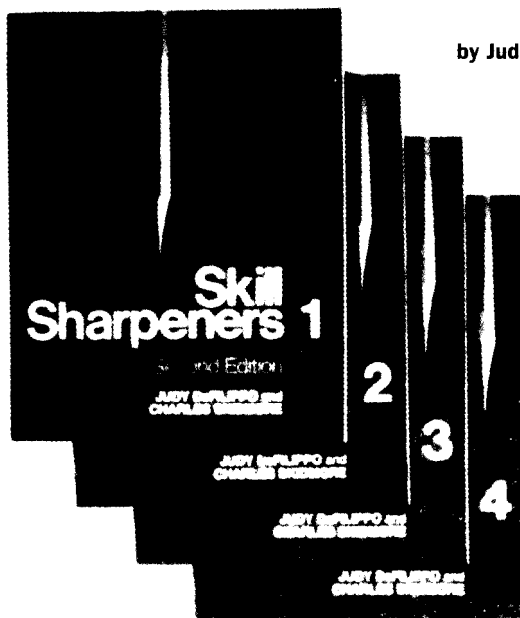
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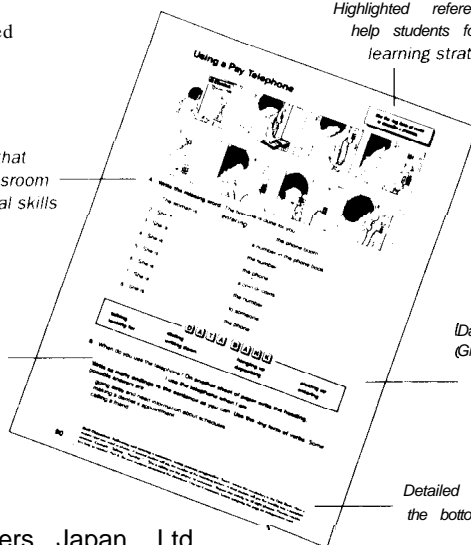
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Chapter Reports

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

NARA

Communication in Motion

by Julia Dean

Julia Dean, a visiting professor at Doshisha Women's College, began her presentation for our December meeting by explaining how she developed her unique approach to language teaching.

Originally employed as a high school physical education teacher with experience in dance, drama and mime, she was asked to help some Japanese exchange students who were unable to keep up with their classes.

Stressing that "movement promotes communication," she encourages students to express themselves with more freedom and confidence. Dean illustrated a number of techniques she uses in her classroom. In creating "human sculptures," students (in this case the audience) were first allowed to put themselves, then each other, in any pose they liked. Then they had to illustrate words like "dark" or "fly." Interpretations vary, of course, adding to breadth of understanding while sparking student creativity. After students get used to the technique, some can be asked to sculpt words or phrases so that others can "read" them.

Dean also explained how she has students act out news items which the "announcer" reports for practice in past tense. Students can also practice describing clothing and then perfect it by putting on a "fashion show" in class (wearing only whatever they came to class in and taking turns serving as the commentator).

Illustrating many of her comments with mime, Dean offered the chapter a wealth of ideas for livelier classes.

Reported by Mary Goebel Noguchi

TOYOHASHI

Teaching English Through Recitation

by Isao Uemichi

At the December meeting, Isao Uemichi introduced TEFL through recitation from a new angle as a means to make students speak English. He uses passages from songs, films, and literary works of art recorded for various purposes in order to enhance students' perception and lessen students' embarrassment in speaking English. Students are encouraged to invent or remake some passages when it is necessary to make up for their vague memory. The fact that his students are becoming positive in speaking English assures that recitation can lead to fruitful activities, if well adapted.

Reported by Tomoyo Kumamoto

Intercultural Communications Conference (SCEFL) Language Teacher for info

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 do IIBC,
2-14-2 Sanno Grand Building 9F, 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 served basis so register early to guarantee your spot.

Morning (10 -12)

Afternoon (1-3)

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/Cates, Conflict Mediation

___ Barnga: A Simulation

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MORE INFORMATION

SIETAR Japan at M-3580-0286 or Don Modesto 03-3360-2568 (JALT) or Yashiro Kyoko 03-3330-6336 (SIETAR).

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TPR

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Period of Contract

Commonly, teachers are offered contracts that stipulate the period of duration in terms of years (one year, two years, three years). Often these contracts specify an employment period of more than one year. 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.

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

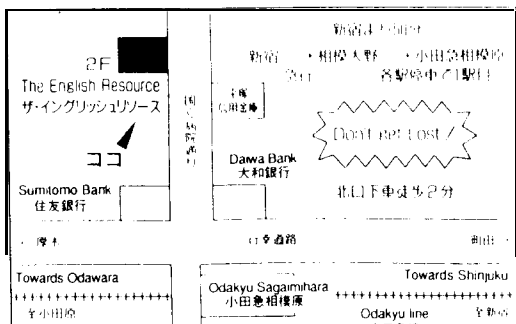
Information provided by Thom Simmons
Kanto Teachers Union Federation
phone/fax: 045-845-8242 (h); fax: 03-3433-0334 (o)

Inspiration



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

A Call for Papers

Tokyo Mini-Conference

Toyo High School, Suidobashi, Tokyo
Sunday, May 17, 1992, 9:00-4:30

Tokyo Chapter's fourth May Mini-Conference theme is "Theory to Practice." We hope to break the 300-participant mark this year. Teaching materials will be on display by most publishers. Major speakers will also be featured. If you are interested in conducting a workshop or demonstration, or presenting a paper, send an abstract of 50-100 words or 200-400 characters with a short biographical statement of 25 words or 50 characters to Masaki Oda, 441-1 Miwa-machi #301, Machida, Tokyo, 195, by April 5. Abstracts describing workshops, demonstrations and papers that directly pertain to the theme "Theory to Practice" will be given preferential consideration. For more information, or to volunteer your help, contact Will Flaman (W) 03-5684-4817 or (H) 03-3816-6834, or Don Modesto (W) 03-32X-3824 or (H) 03-3360-2568.

CCTS 第6回専門家のための

異文化間コミュニケーションセミナー

クロスカルチャー・トレーニング・サービスはサンフランシスコ州立大学教授、ディーン・C・バーンランド博士による専門家のための異文化間コミュニケーション・セミナーを行います。3月7～8日(土・日)東京、プログラムA、14～15日(土・日)京都、プログラムB、19～20日(木・金)東京、プログラムB、21～22日(土・日)東京、プログラムC。会場は、東京が国際文化会館、京都が同志社新島会館、定員は各回25名、時間は9時から5時まで、2日間の参加費は各38,000円です。プログラムのA、B、Cはそれぞれ内容が違います。詳しくは、〒215川崎市麻生区上麻生1231-4 102 CCTS (荒木) ☎044-989-0069 FAX 044-989-1474へ。

第10回サジェストベディア・ワークショップ

産能短期大学は語学教育に携わる方々を対象に、3月25日(木)から27日(金)の3日間、サジェストベディア(教授法)のワークショップを開催します。内容は、サジェストベディア理論の基礎、サジェストベディアによるイタリア語の教授体験(VTR)、サジェストベディアの実際の授業への応用(英語編/日本語編)で、サジェストベディアを知りたい方のための入門編です。講師は、竜崎節子(産能短期大学教授)、浅野紀和(産能短期大学助教授)、時間は各日10時から18時までの計18時間。参加費用は27,000円(学生および日本サジェストベディア学会員は22,000円)。問い合わせは、〒158世田谷区等々力6-39-15 産能短期大学国際交流センター サジェストベディア・ワークショップ係 ☎03-3704-1110へ。

Please do not submit *The Language Teacher* announcements in the form of posters, graphics, charts, or cartoons. Thanks.

— The Editors

日本語教育全国SIG

JALT'91の際に開いた日本語教育全国SIGの結成を検討する会のミーティングには、日本語を教えている人、日本語教育に興味のある人、日本語を勉強している人など、40名近くが参加しました。JALT会員で日本語教育に関心を持つ人たちのネットワーク作りのために、今年こそ、日本語教育全国SIGを正式に発足させ、具体的な活動を始めたいと思いますが、全国SIGとして承認されるためには、50人のメンバーが必要です。参加を希望される方は、*The Language Teacher*に毎号綴じ込まれている振替用紙のJapanese as a Second Languageの欄にチェックをし、年会費1,000円を振り込んでください。詳しいことは、以下のコーディネーターにお問い合わせください。

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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.

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A PARAMOUNT COMMUNICATIONS COMPANY

Meetings

Please send all announcements for this column to Sonia Sonoko Yoshitake (see p. 11). The announcement should follow the style and format of other announcements in

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 (PETITIONING CHAPTER)

Mike Sagliano, 0188-88-5133
Tim Kelly, 0188-86-5100

CHIBA

Topic: Panel discussion-Bilingualism
Date: Sunday, March 8th
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

As the number of "international marriages" increases so do questions of raising children in a bicultural and bilingual environment. What language should the children speak at home? Will children raised as bilinguals become fluent in both languages or will they fail to completely learn either parent's language. Answers to these and similar questions will be discussed by a combined panel of educators and parents who are concerned with the problems of bilingualism.

FUKUI

Topic: To be announced later
Speaker: To be announced later
Date: Sunday, March 15th
Time: 2:00-4:00 P.M.
Place: International Exchange Center (6F)
Fee: Members free; non-members ¥700
Info: Hiroyuki Kondo 0776-56-0404

FUKUOKA

Topic: Team Teaching Potential and Theatre in Education
Speaker: Jack Midgdalek, Elizabeth Semmel, Ellen Barton, et al
Date: Sunday, March 8th
Time: 2:00-5:00 p.m.
Place: Fukuoka Community College, Tenjin Center Bldg., 14F
Fee: Members free; non-members ¥1,000
Info: Lesley Koustaff 092-714-7717

This workshop will explore the potential of drama and theatre as tools in second language instruction from the point of view of two current JET programme teachers. The presentation will include demonstrations of performance material, practical examples of pre- and post-show activities, and discussion of implementation in Japan's school system. Following this, an additional presentation will concentrate on techniques and practice team-teaching information for Japanese or foreign teachers working in the JET or similar format.

Jack Midgdalek and Elizabeth Semmel have been working in Australia's Theatre in Education programme. Ellen Barton has been working in the JET programme for three years.

GUNMA

Hisalake Jimbo, 0274-62-0376

HAMAMATSU

Topic: The "Eikaiwa" Industry
Speaker: Ken Levin
Date: Sunday, March 15th
Time: 1:00-4:00 p.m.
Place: CREATE (next to Enshu Byoin Mae Station)
Fee: Members free; non-members ¥1,000; HICE ¥500
Info: Brendan Lyons 053-454-4649
Mami Yamamoto 053-885-3806

The presenter will set out to explain why most language schools have little concern with the actual teaching of English, how much money is made in the industry and who makes it. Come prepared to argue and join in the fun.

50% discount for non-member Eikaiwa school teachers!! Bring your boss free.

Ken Levin is a freelance journalist and the author of *Freestyle English* and the expose "What's Wrong With Eikaiwa Schools."

HIMEJI

Akito Ozaki, 0792-93-8484

HIROSHIMA

Topic: Teaching Japanese Children Effectively
Speaker: David Paul
Date: Sunday, March 15th
Time: 1:00-4:00 p.m.
Place: Hiroshima YMCA Gaigo Gakuin Bldg. #3
Fee: Members free; non-members ¥1,000
Info: Marie Tsuruda 082-228-2269
Ian Nakamura 0848-48-2876
In this workshop, the speaker will give a brief outline of the Questioning Approach,

a successful approach to teaching English to elementary school children which has been developed in Hiroshima, and demonstrate its practical applications.

David Paul has taught in Hiroshima for the last twelve years and is the owner/Principal of David English House.

IBARAKI

Topic: Getting Students to Talk-The MAT (Model, Action, Talk) Method
Speaker: Ritsuko Nakata
Date: Sunday, March 15th
Time: 2:00-4:30 p.m.
Place: Kijo Plaza-4F. Dai 5 go shitsu (Tsuchiura)
Fee: Members free; non-members ¥500
Info: Martin E. Pauly 0298-64-2594

Ms. Nakata is a teacher and teacher trainer and is chairperson of AETC (the Association of English Teachers of Children). She has published numerous texts on teaching English (including *Oxford's new Let's Go*).

KAGOSHIMA

Yasuo Teshima, 0992-22-0101 (W)

KANAZAWA

Topic: Issues in Bilingualism
Speaker: Emiko Yukawa
Date: Sunday, March 15th
Time: 2:00-4:00 p.m.
Place: Shakyō Center, 4th floor, Honda Machi, Kanazawa (next to MRO)
Fee: Members free; non-members ¥600
Info: Masako Ooi 0766-22-8312
Mary Ann Mooradian 0762-62-2153

This presentation consists of two parts. The first is an introduction to the issues involved in Bilingualism. The second part of the presentation will deal with case studies of children raised as English/Japanese bilinguals at home in Japan.

Emiko Yukawa is an instructor at Toyama Women's College and at Toyama College of Foreign Languages.

KOBE

Topic: Written Errors: Correction or Collection?
Speaker: Katie Gray
Date: Sunday, March 8th
Time: 1:30-4:30 p.m.
Place: Kobe YMCA Language Center, 4th floor
Fee: Members free; non-members ¥1,000
Info: Jane Hoelker 078-822-1065

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(77 Bldg.) 14-11, 4-chome, Ginza, Chuo-ku, Tokyo, 104
TEL: (03) 542-8821 FAX: (03) 542-8826

This talk describes an approach to increasing students' written accuracy and their autonomy by collecting errors from written assignments. This provides the material for a writing class in which the students discuss, analyze and classify the errors.

Katie Gray is Senior Tutor at the Centre for English Language Teaching at the University of Stirling in Scotland. Since July of last year she has been a tutor at the newly founded St. Catherine's College (University of Oxford) Kobe Institute. She has published several articles on syllabus design and learner centered methodologies.

KYOTO

Topic: Choosing Teaching Techniques for Large Classes

Speaker: Tom Hinton

Date: Sunday, March 29th

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

Place: Kyoto British Council, 75 Nishimachi, Kita Shirakawa, Sakyo-ku, Kyoto Tel. 075-791-7151 (see map below)

Fee: Members free; non-members ¥500

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

New communicative methods for use with large classes may be exciting in theory but still fail in your classroom. This workshop examines how teachers in many different teaching situations can judge when a new technique can be introduced to a class. Participants will also have the opportunity to try out six new techniques based on texts selected from Mombusho-approved textbooks. Junior High, High School teachers and AETs are most welcome.

Tom Hinton is Director of The British Council Cambridge English School, Kyoto. He has worked in language schools and

high schools in Kenya, Malaysia, Spain and Japan.

MATSUYAMA

Topic: Increasing Students' Response Rates

Speaker: Robert Habbick

Date: Sunday, March 15th

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

Place: Shinonoma High School Memorial Hall, 4F

Fee: Members free; non-members ¥1,000

Info: Linda Kadota 0899-79-6531

Takami Uemura 0899-31-8686

This workshop will focus on new techniques for increasing students' response rates in dialogue and question situations.

Robert Habbick has teacher/teacher-training experience with the JET program and in language schools. He is currently Educational Consultant at Oxford University Press.

MORIOKA

Jeff Aden. 0196-23-4699

NAGANO

Richard Uehara, 0262-86-4441

NAGASAKI

Wanda "Swan" Anderson, 0958-46-0084 (days) or 0958-47-1 137 (eves.)

NAGOYA

Topic: EFUESL Readers' Theater

Speakers: Russell Clark & William Phillips

Date: Sunday, March 22nd

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

Place: Mikokoro Center, Nagoya

Fee: Members free; non-members ¥1,000

Info: Helen Saito 052-936-6493

Ryoko Katsuda 0568-73-2288

This workshop will demonstrate and introduce readers' theater techniques, with JALT members and guests participating in small groups. Texts from modern literature will be adapted to a readers' theater format, and participants will perform scenes during the final hour.

This practical workshop is designed for teachers of HS-aged students or above, with some experience, although novice teachers and teachers of children will also learn a great deal from this presentation.

NARA

Topic: Where Are the Women? Towards a More Inclusive, Gender-Fair Curriculum

Speaker: Tim Bedford

Date: Sunday, March 8th

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

Place: Saidaiji YMCA (0742-44-2207)

Fee: Members free; non-members ¥1,000

Info: Masami Sugita 0742-47-4121

Denise Vaughn 0742-49-2443

This presentation will explore ways that teachers can incorporate gender and women's perspectives into the curriculum. After a brief survey of the philosophy of such a program, its aims and impact, the presenter will share lesson ideas as well as ways to initiate faculty development in this area.

Tim Bedford is currently teaching economics and the theory of knowledge at the International School of the Sacred Heart while also being actively involved in several teacher development projects to create a more inclusive curriculum.

NIIGATA

Topic: Class Management for TEFL

Speaker: Sonia Sonoko Yoshitake

Date: Sunday, March 22nd

Time: 1:00-3:30 p.m.

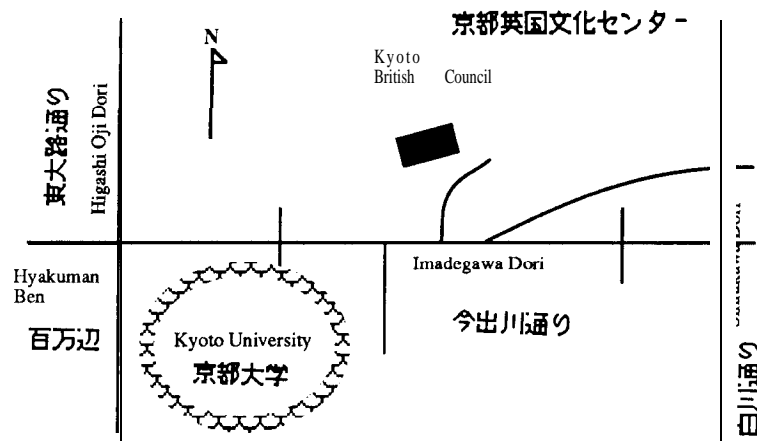
Place: International Friendship Center (Kokusai Yuko Kaikan, Kamiokawamae-dori, tel. 025-225-2777)

Fee: Members free; non-members ¥1,000

Info: Toru Seki 025-260-1871

Michiko Umeyama 025-267-2904

Many EFL teachers stress the importance of introducing Japanese students to Western culture. The presenter agrees with this but also advocates using the six to twelve years of school culture students bring with them to the EFL class. She hopes to share her techniques for organizing large classes to enhance students' attendance and participation.



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

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Meetings

Sonia Yoshitake teaches full-time at ICU. She is on the Publications Board of *The Language Teacher*. She is immediate past National Membership Chair and past President of JALT-Kobe.

OKAYAMA

Fukiko Numoto, 0862-53-6648

OKINAWA

Karen Lupardus. 09869-8-6053

OMIYA

There will be no meeting in March

Topic: Strategic Interaction in Foreign Language Classroom

Speaker: Masaki Oda

Date: Sunday, April 19th

info: Yukie Kayano 048-746-8238

OSAKA

Yoshihisa Ohnishi, 06-354-1828

SAPPORO

Topic: Speaking Tasks Workshop

Speaker: Dale T. Griffiee

Date: Sunday, March 22nd

Time: 2:30-5:00 p.m. (begins one hour later than usual)

Place: Fujin Bunka Center (Odori. West 19) 2F

Fee: Members and students free; non-members ¥1,000

Info: Ken Hartman 011-584-7588

This workshop will present mini-speaking tasks to open a class, demonstrate several major speaking activities, and present guidelines to help new teachers design their own speaking activities. Participants will also "walk through" how a speaking activity is "born." Finally, you will learn how to create good (communicative) speaking activities out of uncommunicative textbooks.

Dale T. Griffiee teaches for Seigakuin

University in Saitama.

SENDAI

Topic: Spying on the Brain

Speaker: Willeta Silva

Date: Sunday, March 22nd

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

Place: 141 Building, 5th floor (near Mitsukoshi on Ichibancho)

Fee: Members free; non-members ¥1,000

Info: Takashi Seki 022-278-8271 (evenings)

Brenda Hayashi 022-279-1311 (day)

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

Willeta Silva works for Tohoku Gakuin University.

SHIZUOKA

Topic: What Prevents Japanese from Speaking English Well?

Speaker: Mitsuko Hosoya

Date: Sunday, March 15th

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

Place: Shizuoka Kyoiku Kaikan, 5F (1-12 Sunpu cho, next to Mr. Donuts-across from the Shin Shizuoka Center)

Fee: Members ¥500; visitors ¥1,000

Info: Tim Newfields 054-248-3913

Yoshihisa Sakakibara 054-262-9655

Ms. Hosoya will analyze psychological and sociological factors affecting the Japanese learner of English and will characterize the typical stages Japanese learners

go through as their English improves.

Mitsuko Hosoya teaches at Teikyo Women's Junior College and Dokkyo University. Aflaieinvitedtogowith thespeaker to a local restaurant for an informal discussion immediately following the program. (Dutch treat)

SUWA

Topic: Video in the English Class

Speaker: Marc Benger

Date: Sunday, March 22nd

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

Place: To be announced (please call the info number below or refer to announcement postcard)

Fee: Members free; non-members ¥500

Info: Mary Aruga 0266-27-3894

This presentation will take the form of a workshop. The presenter will demonstrate various proven techniques used to teach both specially prepared video for classroom use and authentic material. This presentation is of interest to potential users of video as well as to those who wish to further develop their video classes.

Marc Benger is an ELT Consultant with Meynard Publishing Ltd.

TAKAMATSU

Topic: Introduction to Bilingualism

Speaker: Masayo Yamamoto

Date: Sunday, March 15th

Time: 1:30-5:00 p.m.

Place: Takamatsu Shimin Bunka Center, on Route 11 across from Sunday's Sun

Fee: Members free; non-members ¥1,000

Info: Harumi Yamashita 0878-67-4362

The speaker will introduce bilingualism from both theoretical and practical perspectives: (1) key concepts; (2) common misconceptions; (3) bilingualism in Japan;

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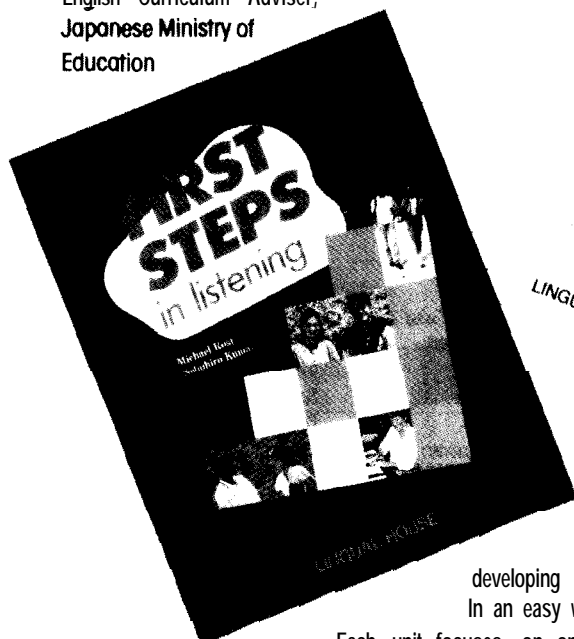
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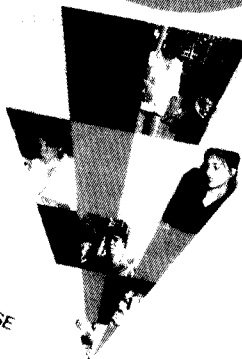
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Meetings

and (4) the language acquisition of bilingual children.

Masayo Yamamoto, Assistant Professor at Ashiya University, has recently authored *Bairingararu* (Taishukan) and collaborated on *Nihon no Bairingarizumu* (Kenkyusha).

TOKUSHIMA

Sachie Nishida, 0886-32-4737

TOKYO

Topic: Cooperative Language Learning-putting the Technique to Task

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

Date: Sunday, March 29th

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

Place: Temple University 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) 03-3816-6834

Don Modesto(W) 03-3291-3824 (H) 03-3360-2568

The presenters will give a workshop presentation of techniques they have developed for their own classrooms-cooperative learning tasks,

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

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

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

TOYOHASHI

Topic: Large Class Management

Speaker: Don J. Modesto

Date: Sunday, March 15th

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

Place: Language Center 2F, Toyohashi University of Technology

Fee: Members free; non-members ¥1,000

Info: Kazunori Nozawa 0532-25-6578

This presentation will address six problem areas of large class management: logistics, student anxiety, goals/expectations, the language of instruction, motivation, and discipline. The presenter will offer

techniques for each area. Participants will then work in groups to evaluate these and offer their own.

Don J. Modesto has taught for seven years in a Japanese high school and is President of Tokyo JALT.

UTSUNOMIYA

James Chambers, 0286-27-1 858

WEST TOKYO

Topic: Dialogs: What Can You Say?

Speaker: Jeff Winchester

Date: Sunday, March 22nd

Time: From 2:30 p.m.

Place: Arizona State University Japan, in Hachioji (use either Keio Hachioji Stn. or JR Hachioji Stn. and walk 15 min. or take #50 or #54 bus from JR Stn. to Owada Mae Stop. Map available on request)

Fee: Members free; non-members ¥1,000

Info: Yumiko Kiguchi (W) 0427-92-2891 (H) 0427-23-8795

Tim Lane 0426-46-5011

Often students and teachers find dialogs in published materials to be boring and artificial. In this presentation Mr. Winchester will demonstrate some ways of making dialogs more real, more fun, and

more "memorable."

Jeff Winchester teaches at Toho University School of Medicine, Tokyo.

YAMAGATA

Fumio Sugawara, 0238-85-2468

YAMAGUCHI

Yayoi Akagi, 0836-65-4256

YOKOHAMA

Topic: Content Curriculum

Speaker: Daniel Clapper

Date: Sunday, March 8th

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

Place: Yokohama Kaiko Kinen Kaikan (near JR Kannai Station)

Fee: Members free; non-members ¥1,000

Info: Ron Thornton 0467-31-2797
Shizuko Marutani 045-824-9459

This is a presentation of a content based curriculum for intensive English-language classes for foreign students at San Jose State University, U.S.A. Theory of content based curriculum and its practical application will be discussed.

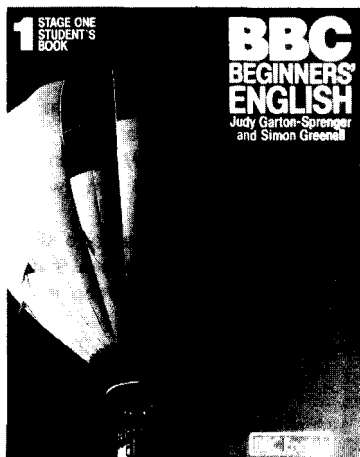
Dan Clapper teaches at Temple University Japan.

All are invited to a local restaurant following the presentation. (Dutch treat)

Special issue of *The Language Teacher* on Other Foreign Languages in Japan

In addition to English and Japanese, a number of other languages are also widely taught in Japan, including Chinese, French, German, Korean, Russian, Spanish, and a few others. For example, many students are required to take these languages as part of their university studies. To present the "other side of foreign language teaching in Japan," a collection of papers on various aspects of the teaching of second or other non-English foreign languages is tentatively planned for February, 1993. Contributions are to be five to seven pages in length (A4, double-spaced) and should be sent to: Rudolf Reinelt, Ehime University, Faculty of General Education, Bunkyo chuo 3, Matsuyama 790, by June 15, 1992.

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The announcement should follow the style and format of previous announcements in the Positions column. It must be received by the 19th of the month, two months before publication.

(FUKUOKA) Full-time English teacher in adults and children classes beginning April, 1992. We are looking for a long-term associate (minimum 1 year). 24 hours/week (1820 hours in class). Monday through Saturday. Salary: Commensurate with education and experience. Send personal resume, photograph and names and addresses of three references no later than March 10th, 1992 to Etsuko Sasaki, Bell American School, 3-4-1, Arato, Chuo-ku, Fukuoka, Japan 810. Tel: 092-781-8811.

(GIFU) Full-time lecturer or associate professor position available from October 1992 for a 30 to about 40 year old native speaker of English who is also fluent in spoken Japanese. Qualifications: MA or PhD in Applied Linguistics, TEFL, Communications, British or American Studies. Three-year renewable contract; salary and benefits standard for Japanese national universities. Send CV, list of publications, and latest three research papers with 100-word resumes to Hiroyuki Matsumoto, Chairman, Dept. of English, Faculty of General Education (Kyoyobu), Gifu University, 1-1 Yanagido, Gifu-shi, 501-11. Application deadline: March 31, 1992.

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

(OSAKA) Research&Development Section of major English instruction company (Nippon Information and Communication Co. Ltd.) seeks a qualified English Language Communication Specialist to design, implement, and evaluate English language and intercultural skills training programs for the workers, engineers, and managers of top Japanese corporations. Requirements: MA in TEFL/TESL and at least two years experience, preferably in a Japanese business setting. Good salary and conditions for right candidate. Position starts May

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(OSAKA) Assistant Personnel Manager is required immediately by Nippon Information and Communication Co. Ltd. Native English speaker with TEFL/TESL teaching and management experience. Applicants with conversational Japanese language ability preferred. Please send resume and cover letter expressing reason for interest to Osamu Sakamoto, N.I.C. Satsuki Building 201, 6-12 1-chome Kyomachibori, Nishi-ku, Osaka 550.

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

Aoyama 8-122, Nara 630
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MEMBERSHIP INFORMATION

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

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

Meetings and Conferences— The **JALT International Conference on Language Teaching / Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **National Special Interest Groups**, N-SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on Testing and other themes.

Chapters — 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. **Joint Memberships** (¥12,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥4,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every live 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.

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JALT—全国語学教育学会について

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

出版物：上記の英文記事を参照。JALT会員、或はIATEFL会員には、割引率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。

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