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全国語学教育学会

VOL. XVI, No. 4 APRIL 1992

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

# THE LANGUAGE TEACHER ④

*JALT News*

JALT

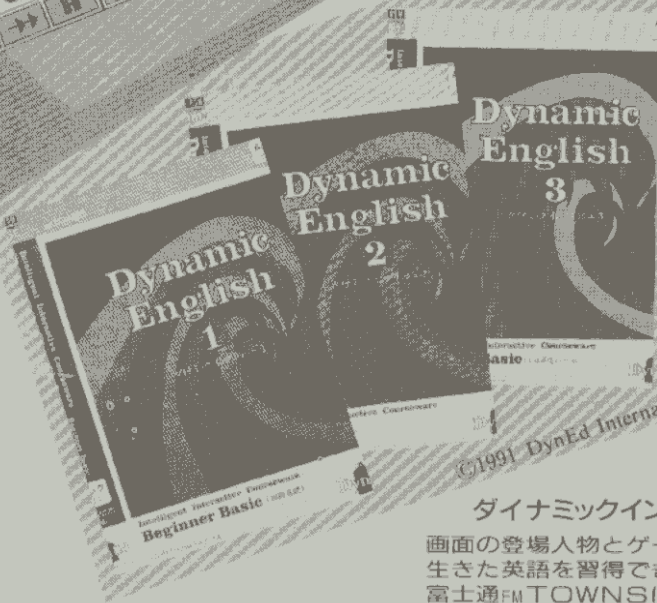
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# THE LANGUAGE TEACHER

XVI:4

April 1992

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

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

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

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

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

**Chapter Reports/Meeting Announcements:** Sonia  
Sonoko Yoshitake, English Language Program,  
ICU, Osawa 3-10-2, Mitaka, Tokyo 181; 0422-33-  
3294. Fax 03-5397-5414

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

**Japanese-Language Editor:** Naoko Aoki  
〒122 静岡市大谷836 静岡大学教育学部

青木 由子 054-237-1111

**Advertising:** JALT Central Office

**Proofreading:** Katie Era, Russell Hawkins, Hiromi  
Morikawa, Helen Wright, Sonia Sonoko Yoshitake  
**Cover:** Kotaro Kato

**Inputting:** Elizabeth Crompton

**Typesetting/Layout:** The Word Works, 55-13-202  
Miyagaya, Nishi-ku, Yokohama 220; 045-314-9324,  
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**JALT Journal Editors:** Charles Wordell and Malcolm  
Benson; send manuscripts/inquiries to M Benson at  
Hiroshima Shudo University, 1717 Ohtsuka,  
Numata-cho, Asaminami-ku, Hiroshima 731-31.

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

**JALT Journal 日本語編集:** 野崎 京子

〒603 京都市北区上賀茂本山 京都産業大学

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

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

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

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

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## Introduction

It is a privilege to be able to address you as the new JALT President. The demands placed on anyone in a leadership role are many and varied not unlike those we face in our day to day work as teachers. The need for planning and time management is crucial to getting the job done.

JALT over the last few years has grown very rapidly into an internationally respected association of language professionals. Its publications now reach a worldwide audience, it's international conference is a must for renowned presenters in the field of EFL/ESL. This success however comes at a price.

To maintain the organisation and see it grow makes claims upon dedicated volunteers to give more of their time and energy. In order to meet the challenge it is necessary to reorganise. Change, when forced, is never accepted easily. I hope therefore that as JALT's officers, both national and local, seek to move the organisation into a new and equally exciting phase of its development, both tolerance and support will be there.

The theme of this year's national conference is "Teacher to Teacher." In the same way that we motivate one another in the teacher's room, at chapter meetings, and at conference presentations, I look to you, the individual member, as the organisation's source of motivation, enthusiasm and strength in getting the job done.

This issue is dedicated to all of those who strive to further the development of the EFL/ESL profession.

**Philip Crompton**

---

## JALT National Officers, 1992

### National Officers

#### President (1992-93)

Philip Crompton, Riaru Pia #101  
1-8-10 Kyomachi, Kawasaki-ku, Kawasaki-shi 210.  
Phone/Fax: (H) 044-355-6051.

#### Vice President (1991-92)

Shigeo Imamura, Himeji Dokkyo University  
7-2-1 Kamiohno, Himeji-shi, Hyogo-ken 670.  
Phone: (W) 0792-23-0962; Fax (W) 0792-85-0352.

#### Treasurer (1992-93)

Aleda Krause, Park Ageo Niban-kan #123  
3-148 Kashiwaza, Ageo-shi, Saitama-ken 362.  
Phone/fax: (H) 0487-76-0392.

#### Recording Secretary (1992)

Steve Mason 1-1-11419 Takasu-cho, Nishinomiya  
Hyogo 663. Phone: (H) 0798-49-4071.

#### Program Chair (1991-92)

Carl Adams, Kawagoe Village 3-306  
894-2 Kozutsumi, Kawagoe-shi, Saitama 350.  
Phone: (H) 0492-31-8634 (W) 0492-32-3111 Ext. 341  
Fax: 0492-32-7477.

#### Membership Chair (1992-93)

Setsuko Toyama, 1-20-21 Nishiosaki, Sanjo  
Niigata 955.  
Phone: 0256-38-2003 Fax: 0256-38-0127.

#### Public Relations Chair (1992-93)

Masaki Oda, Dept. of Foreign Languages  
Tamagawa University  
6-1-1 Tamagawa Gakuin, Machida, Tokyo.  
Phone: 0427-28-3271.

### Appointed Officers, Committee Chairs, and JALT Journal Editors

#### Business Manager

Christopher M. Knott, Chris English Masters, Okura  
Katsura Bldg., 3F, 2-3 Arisugawa-cho, Kawashima,  
Nishikyo-ku, Kyoto 615.  
Phone: (W) 075-392-2291; Fax: (W) 075-392-2591.

#### Financial Steering Committee Chair

Barry O'Sullivan, #303 Yoshihara Mansion  
9-10 Nodaya-cho 2-chome, Okayama 700.  
Phone/fax: (H) 0862-31-4102.

#### Chapter Treasurer Liaison

Bonnie Yoneda, 470 Misasagi-cho, Nara 631.  
Phone: 0742-44-6036.

#### NSIG Liaison

David John Wood, 2-12-1 Ishizaka, Daizufu  
Fukuoka 818-01. Phone: 092-25-3511

#### Nominations and Elections Committee Chair

Denise Vaughn, #205 New Shiba Heights  
2-5-5 Shiba-machi, Saidaiji, Nara 631.  
Phone: 0742-49-2443.

#### Publications Board Chair

Carol Rinnert, Ushita Waseda 2-17-3  
Higashi-ku, Hiroshima 732.  
Phone: (H) 082-223-2615; Fax: 082-222-7091.

#### Journal Co-editors

Charles B. Wordell, 10-10 Minami Matsumoto  
Yokkaichi-shi, Mie-ken 510.  
Phone/fax: (H) 0593-21-6181.  
Malcolm J. Benson, 4-13-17 Kannodai  
Saeki-ku, Hiroshima 731-51.  
Phone: (H) 0829-24-2362; (W) 082-848-2121 Ext. 213.

# Officer Reports for 1991

## President

Greetings! I am not so sure how I ended up with the title of Immediate Past President, but here I am. I was elected Vice President for 1991-1992. Due to the sudden resignation of the then President (Deborah Foreman-Takano) in July, 1991, I was made President, or Acting President, whichever suits your interpretation of Roberts's *Rules of Order*. With the election of the new President for 1992-1993, I was given the present title. I also carry the title of Vice President for the remainder of this year.

One thing I learned since becoming a national officer is that there is still a lot we all need to learn about our organization. Because of its rapid growth in membership, JALT must make some adjustments to meet its present and future needs. We may even need to revise our Constitution. Please do not feel that all this is left up to the national officers or chapter presidents. We expect active participation by all members of the organization.

Now that a new academic year has started, I wish you much success and satisfaction in your professional endeavors.

Shigeo Imamura

## Treasurer

This is my last report as treasurer. In the four years that I have held the position it has given me moments of both great delight and great anguish. When I took the position I didn't imagine that I was also having to take on the almost full-time position of book-keeper. JALT had also lost over ¥2,000,000 by having all of its savings in a checking account in the United States, a position I quickly rectified.

I am now leaving the position with JALT having ¥18,000,000 in MMCs (Money Market Certificate) deposits and, after having paid chapter grants for 1992, over ¥8,000,000 in its current account. JALT has never been as financially healthy as it is now.

In achieving this I would like to thank Barry O'Sullivan who has been the chair of the Financial Steering Committee for the last two years. Barry has worked hard on putting together JALT's annual budgets, as well as helping the organization move forward by realistic financial planning. Last year a new budget was passed which should go a long way to helping nearly all chapters through increased financial support. This fulfills my election promise of some four years ago.

Keeping the chapters informed was Aleda Krause who has been a consistently hard worker for JALT. Thanks are owed to both these people for all their work.

At the annual business meeting last year I called for an

audit, something I had asked for when I first took the role of treasurer. I hope that the help of professional financial advice will further strengthen JALT in years to come.

May I take a few more lines to thank the person that we should all be grateful too, me more than most, and that is my wife, Elizabeth. Finding the volume of work too much for me and the Central Office not wanting to take on the burden, she came to my rescue. When JALT went through a financial crisis a couple of years ago it was Elizabeth who pulled it through. She has been helping me handle all financial transactions with few thanks. From one person who knows of all the work you put in-THANK YOU.

To all the members, I would like to let you know that Aleda Krause has now taken over as Treasurer and I trust that you will give her the support she needs in trying to handle financial matters for this large organization. Succeeding her as Chapter Treasurer Liaison is Bonnie Yoneda who did a marvellous job as JALT '91 Conference Treasurer. Best wishes Aleda, and welcome onboard Bonnie.

Philip Crompton

## Recording Secretary

JALT is at an administrative watershed. In recent years, JALT has experienced fundamental and profound changes that are likely to be fully understood and appreciated only much later. Some of the changes are the consequence of accelerated growth and sheer size. Other significant factors include leadership orientation and personal management style. The Recording Secretary is simultaneously observer and recorder of as well as participant in the changes being wrought. I came to the post in January 1991 full of energy and commitment, but retired after 13 months with 11 months remaining in a two-year term.

Looking back over my time in office, and asking myself what I would say if I were limited to a single observation, I'd say that the job is too much to be sustained on a volunteer basis by one person, considering present arrangements and requirements. This observation is based on a lifetime of volunteer work, JALT certainly not being my first, nor the last. I'm sure my observation about work load holds true for other national posts as well. It may be a natural feature of the kind of growth JALT has seen in recent years. The membership and the organization must come to grips with this soon, or the initiative for dealing with it purposefully may, quite simply, be forfeited to mere expediency.

Finally, I'd like to thank the chapter officers who generously offered their assistance and who sustained help I'm sure will mitigate the paperwork burden for

future Recording Secretaries and those in JALT whose professionalism is always instructive and inspirational and my wife, who is not even a JALT member, for her patience and help with the paper mountain. The vitality and solid sense of the average JALTers I meet are a constant, eloquent reminder that these average members are the strength and *raison d'être* of any such organization. For these reasons, I look forward to returning to work, bottom up at the chapter level.

**Dan LaBranche**

## Membership Chair

1991 was a transitional year for organization with the moving of the JALT central office from Kyoto to Kawasaki. The JALT National Special Interest Group on Global Issues was accepted as a National SIG in June to join the other National SIGs on Bilingualism and Video. The numerous developing areas of interest towards forming National SIGs include Teaching Japanese to Speakers of Other Languages, Teacher Training, Team Teaching, English for Academic Purposes, Poster Session, CALL, and English for Special Purposes.

I did not promote formation of a new chapter because of the computer problems in our new central office. However, spontaneous voices were heard from several areas such as Akita, Koriyama, and Miyazaki. I am happy to report that Akita will be our 37th chapter soon.

Since membership operations are centralized at the JALT office, my main duty has been responding to letters of inquiry and teachers seeking jobs in Japan from all over the world. More letters than ever came.

Finally, I would like to thank all JALT members who supported me during my three and a half years as National Membership Chairperson, especially Kobe Chapter members. I am looking forward to continuing to serve on the JALT Publications Board for *The Language Teacher* and serving as JALT alternate representative at TESOL '92 in Vancouver.

**Sonia Sonoko Yoshitake**

## National Program Chair

My first year as the National Program Chair has been spent attending to the annual JALT conferences, assisting and reviewing local chapter programs, and helping make policy decisions on the EXCOMM. Many of the changes recommended by my predecessor, Virginia LoCastro, helped improve the quality of the JALT '91 Conference in Kobe, especially in regards to restricting the number of presentations, events, invited speakers and limiting the conference size. Yet, even with these attempts to streamline the conference, JALT '91, as reported in the last issue of TLT, was not only successful but our largest attended conference to date;

Presently the JALT '92 Program and Site Committees

are busy preparing for the 18th Annual JALT Conference to be held in Tokyo from November 20th to 23rd. With the conference theme, "Teacher to Teacher" and such renowned invited speakers as Earl Stevick, Diane Larsen-Freeman and Henry Widdowson, another large conference can be expected.

As to programs, conference deadlines were moved up two months this year and it is hoped that a JALT Calendar of Events can be realized which will give some overall coordination to the various JALT programs, meetings, bookfairs and events that take place annually. At present chapters make individual plans for the year with little regard to what national or other local chapters are doing. With 36 chapters and an increase in N-SIGs, JALT is a large organization that requires more overall coordination which will allow the various programs to complement rather than to compete against each other.

In the past year I sent out two letters and some new forms to program chairs which should help streamline the chore of putting together a database for JALT programs. I've received many positive responses (including an increase in monthly reports) from the various chapter program chairs, however, some chapter chairs have remained silent. Let's all hope for some overall improvements in '92.

**Carl Adams**

## Public Relations Chair

Publicity for JALT activities in 1991 was carried out again with success through magazines, journals, newspapers, and newsletters including our own *The Language Teacher*. Most publicity was handled by the JALT Central Office and by chapter publicity chair and by conference committee staff.

Regarding the JALT '91 Conference, the highlight of the year, my heartfelt thanks go to Mr. Jeri Strain, Conference Program Chair, and other committee members for their great work on JALT '91 publicity, both in English and Japanese. Koehn Meigi-endorsements of governmental support were granted for JALT '91 from a number of Kansai, Chugoku, and Kyushu prefectures and city governments. I would also like to express my special thanks to Shigeo Imamura, Vice President, for his able assistance.

After getting approval at the Executive Committee Meeting in June, I revised the JALT bilingual brochures and copies were consequently mailed or handed out to chapter officers. These brochures are quite handy and useful for introducing JALT to non-members. The remaining brochures are stored in the Central Office in Kawasaki for future use.

On December 7-8 two other representatives, Masaki Oda of Tokyo Chapter and Yukie Kayano of Omiya Chapter, and I attended the 1991 Kaizenkon Conference in Nakano, Tokyo to discuss current topics in

foreign language education in Japan. We didn't submit any proposals, but we exchanged ideas with the representatives of other academic organizations such as JACET, LLA, JASTEC, *Shin-Eiken*, GDM, and ELEC and helped with the organization.

During my third term I found it very difficult to fulfill my duties satisfactorily because of increased personal and academic commitments. Last June I formally announced my intention to resign at the end of 1991. However, I am happy to announce that my successor, Masaki Oda of Tokyo Chapter, who is a very capable professional, will serve as a leader of national JALT. I am sure there won't be any problems concerning publicity under his leadership.

Finally, I apologize to the membership for my inability to complete my term, but resignation was the only alternative.

**Kazunori Nozawa**

### **General Manager/Business Manager**

In 1991 my responsibilities within JALT changed from General Manager to Business Manager mainly due to the relocation of the Central Office from Kyoto to the Tokyo area. While General Manager, in charge of the Central Office and its staff during the first four months of 1991 while it was in Kyoto, I was faced with a severe shortage in staff with the departure of former Central Office Manager Yumi Nakamura to the end of 1990 and Administrative Assistants Hitomi Shinko and Yuko Miyakubo at the end of March 1991. All three, who gave much of their time and an incredible amount of their energy to JALT, left for other career opportunities. Their hard work is sincerely appreciated. Their departures left Yuko Nakayama, the newest staff member, as the only staff member in Kyoto. I, unfortunately due to my work commitments, could not spend more of my time working in the Central Office. The National Officers decided to form a special committee to look into the Central Office situation. The findings of this committee decided to move the Central Office to the Kanto area, with the provision that an office manager could be found there and an office space costing no more than JALT was paying in Kyoto could also be secured. In April, after Elizabeth Crompton accepted the position of Office Manager, the Central Office was moved to temporary quarters in Kawasaki. It was later relocated to a permanent office space near Kawasaki Station. The move to Kanto has had many benefits for JALT including the saving of money in office expenses and the convenience of the office's accessibility to Tokyo, where a majority of JALT's members and associate members are located. I would like to express my apologies to any JALT members, other organizations and individuals who might have been inconvenienced by the relocation of the Central Office.

With the office move completed, it was decided that the position of General Manager, created in 1990 by the

Executive Committee, was no longer necessary since it became impossible for me to oversee the Central Office. However, I continued to perform my other responsibilities, that consisted mainly of liaising with the Associate Members and the Associate Member Representative to the Executive Committee and Conference Committee and dealing in business matters that concern JALT and the annual conference, under the title of Business Manager.

As Business Manager, I busied myself with working on the publisher's display and other details of JALT'91 and formulating and ratifying an agreement and set of policies for JALT's 104 Associate Members. I would like to thank the over 60 associate members who participated, displayed, presented, sponsored events and provided promotional items at JALT'91, the largest and most successful conference in the history of JALT. JALT '91 also saw the beginning of associate membership sponsorship of the featured pre-conference workshop speakers. Thanks to our associate members, not only were conference participants able to view the largest display of teaching materials ever at a JALT conference, they were able to hear such great names such as David Nunan, Barry Tomalin, Jack Richards, Kathleen Graves, Colin Granger, Douglas H. Brown, Darcy Adrian-Valiance and Ritsuko Nakata. I would also like to thank last year's Associate Member Representative, Steve Maginn from Cambridge University Press, for all his input and ideas that helped formulate the Associate Member Agreement and Policies and contribute to the success of the conference.

**Christopher M. Knott**

### **Central Office Manager**

We were able to save JALT around Y2 million in costs with the move of the Central Office from Kyoto to Kawasaki in April of last year. When I was asked to take the position of Central Office Manager by Barry O'Sullivan, little did I know what was involved in the day to day running. I soon found out that it is not an easy task and often a thankless one.

We suffered of course a very big setback when the computer program, which had been used in the JALT office for many years, decided to break down two weeks before JALT '91. For two months we struggled along, after which time a temporary database was made up. In all that time, work piled up but thanks to the help of my two staff, Yuko Nakayama and Sachiko Nemoto, the Business Manager, Chris Knott, the Past Treasurer and now President, Philip Crompton, and others we pulled through and managed to pre-register everyone!

There are many things I shall miss as I take my leave of JALT, one being the friends that I have made from within the organization. I wish my successor well and hope that all of you will help to make the JALT Central Office's job as smooth as you can make it.

**Elizabeth Crompton**

## JALT National & Local Elections for 1993

### Election Procedure

Nominations are being sought for both JALT national officers and local chapter elections, following procedures compatible with Article IV of the Bylaws of the Constitution.

#### National Elections

The positions of Vice President, Treasurer and Program Chair are open for nominations. JALT members are encouraged to contact any member of the Nominations and Elections Committee to nominate candidates. Members may cut out or copy the nomination form provided here and mail it to one of the committee members listed. Nominations will also be accepted by phone.

According to the Bylaws, it is the chapters who actually nominate members for national office. The Nominations and Elections Committee gather the names and obtain the consent of each nominee in order to present a list of those willing to stand for office to the chapters. A final list will be presented to the Executive Committee at its June meeting. Changes in the Executive Committee meetings dates necessitate doing much of this by mail, so be sure to send in nominations as early as possible. As set forth in the Bylaws, voting for national officers will be by ballot in November, with results reported in the January 1993 edition of *The Language Teacher*.

#### Local Chapter Elections

Local chapter elections are carried out according to the procedures in each chapter's constitution. However, JALT members may make recommendations to the Nominations and Elections Committee. The NEC will then pass them to the chapters. Each chapter should solicit nominations and inform its members of election procedures, either through a direct mailing or through *The Language Teacher*.

### JALT Nominations Form

**DIRECTIONS:** Please suggest the names of people whom you believe to be well suited for any of the positions below. There is no need to fill in every position. Please do not hesitate to nominate yourself. The national Nominations and Elections Committee will contact all persons nominated for national office to determine their willingness to run. Mail or give your nomination to any of the members of the Nominations and Elections Committee listed below by April 30.

#### National Officers

Vice President \_\_\_\_\_

Recording Secretary \_\_\_\_\_

Program Chair \_\_\_\_\_

#### Chapter Officers

(Please include chapter, office and name of person)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Nominations and Elections Committee Members 1992:

Chair, Denise Vaughn, New Shiba Heights 205, Shibamachi 2-5-5 Saidaiji, Nara-shi 631 H: 0742-49-2443  
 Brendon Lyons, 4-7-13 Shijimizuka, Hamamatsu-shi 432 H: 0534-54-4649, W: 0534546376  
 Russell Clark, Usui Mansion 4F, Uenomachi 30-2, Hachioji-shi 192 H: 0426-46-5011 W: 0426-46-5854  
 Dale Griffee, Korutaju #601, 1452 Oazasuna, Omiya-shi 330 H: 048-688-2446 W: 048-781-0031

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| <b>Myth 3</b> "Must be on National Insurance"  | Far cheaper alternatives are available! |

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



## Call for Research Grant Applications

Every year, in order to encourage the professional development of its membership, JALT offers funding for research projects relating to language teaching and learning.

Following are details and guidelines on application procedures:

1. Title: JALT Grants for Research in Language Teaching and Learning.
2. Use of Funds: Funds will be granted for supplies, printing, postage, transportation and part-time help, but not as wages for the applicant.
3. Application Procedures: Applicants are requested ~ to submit one following items.
  - a) An outline of the proposed project.
  - b) A search, which should be as exhaustive as is feasible, of the relevant literature in order to illustrate the necessity and uniqueness of the proposed project.
  - c) A list of previous publications and professional experience related to the project, which would give evidence of the fact that the proposer is, in fact, capable of carrying out the proposal. A proposal, for example, for a series of video tapes by someone with no experience with video equipment would not be approved.
  - d) A budget for the project, as detailed and accurate as can be estimated in advance. If a lesser amount could also be accepted, this should be explained. Partial funding of a project is possible.

- e) A cover letter with the name, contact address and phone number of the applicant, and the title of the project. Submit all other documentation in triplicate with NO NAMES, but with the title of the project on each page.

Each application will be reviewed by a committee of at least three people, who will submit their recommendations to the Executive Committee for a final decision. The committee's criteria include the following:

- 1 Is the applicant qualified to carry out the proposed project?
2. Is the project unique?
- 3 Is the applicant familiar with relevant literature?
- 4: Does the project appear necessary, i.e., does it fill an existing gap in knowledge?
- 5, Would the results be useful to others?
- 6 Is the project well designed?
7. Does the amount requested seem in accord with what is proposed?

All awardees will be required to submit quarterly reports in addition to reporting final results of their work by a specified date. The final report may be in the form of an article for possible publication in *The Language Teacher* or the *JALT Journal*.

The application deadline for this fiscal year is Sept. 15, 1992. Mail proposals with all enclosures to:

Philip Crompton, c/o JALT Central Office, Shamboru Dai 2 Kawasaki #305, 1-3-17 Kaizuka, Kawasaki-ku, Kawasaki-shi, JAPAN 210.

### The Constitution of The Japan Association of Language Teachers

(Revised November 4, 1989)

#### I. NAME

The name of the organization shall be The Japan Association of Language Teachers, and in Japanese, Zenkoku Gogaku Kyoiku Gakkai, hereinafter referred to as JALT.

#### II. PURPOSE

JALT is a not-for-profit organization whose primary purpose is to promote more effective language teaching and learning. The organization shall foster research, hold an annual international language teaching/learning conference, publish a newsletter and a journal, and carry on other activities which will further this purpose.

#### III. MEMBERSHIP

Voting membership shall be open to those interested in language teaching and learning. Non-voting membership

shall be open to institutions and commercial organizations. The membership year shall be from January 1 through December 31.

#### IV. ANNUAL MEETING

JALT shall hold an annual meeting in conjunction with its language teaching conference. Those members of the organization present at the Annual Meeting shall constitute a quorum.

#### V. OFFICERS AND ELECTIONS

1. The officers of JALT shall be the President, the Vice President, the Treasurer, the Recording Secretary, the Program Chair, the Membership Chair, and the Public Relations Chair. The term of office shall be for two years, or until their successors are elected, with the President, Treasurer and

Membership Chair being elected in odd-numbered years to begin service in even-numbered years, and the Vice President, Program Chair, Recording Secretary and Public Relations Chair being elected in even-numbered years to begin service in odd-numbered years.

2. The Executive Committee shall consist of the officers, the immediate past president, and one representative from each chapter. Officers or chapters may exercise their voting rights by proxy.

3. At Executive Committee meetings, two-thirds of the officers and a majority of chapter representatives shall constitute a quorum. Officers or chairs of committees may not simultaneously represent by vote a local chapter at the meetings.

## VI. CHAPTERS AND AFFILIATES

Chapters are regional subdivisions of JALT. Affiliates are regional groups which are seeking chapter status.

## VII. NATIONAL SPECIAL INTEREST GROUPS (N-SIGS)

National Special Interest Groups are groups each of which addresses a specific topic of interest consistent with JALT goals. They are open to JALT members in good standing.

## VIII. AMENDMENTS

Amendments to this Constitution shall be prepared by at least five members of the Executive Committee or submitted in a petition to the President. Such a petition must be signed by at least 2 percent of the members in good standing. Any such proposed amendments shall be distributed to the members before the Annual Meeting. To become effective, the proposed amendments must be approved by two-thirds of the members voting at the Annual Meeting.

## The Bylaws of the Constitution of The Japan Association of Language Teachers

(Revised November 4, 1989)

### I. MEMBERSHIP AND DUES

1. Privileges: Members shall receive the newsletter, the journal and all announcements of the organization.

2. Categories: Membership shall be available in the following categories upon payment of the appropriate annual dues:

- i) Individual, joint, group and student, upon application to the nearest chapter.
- ii) Overseas and associate, upon application to the Executive Committee.

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

4. Newsletter: ¥1,800 of annual dues shall be applied to a subscription to *The Language Teacher*.

### II. DUTIES AND OFFICERS

1. President: The President shall have general responsi-

bility for coordinating the activities of the Executive Committee and for directing and publicizing the affairs of the organization. He/She shall preside at the Executive Committee meetings and the Annual Meeting. The President, with the approval of the Executive Committee, shall have the power to appoint the heads of standing committees.

2. Vice President: The Vice President shall preside at meetings in the absence of the President and share the duties and the responsibilities of the presidency. In the absence of both the President and Vice President, another member of the Committee, appointed by the President, shall chair the meeting.

3. Treasurer: The Treasurer shall keep all financial records, collect and disburse all funds of the organization, and present an account of the financial status of the organization at the Annual Meeting.

4. Recording Secretary: The Recording Secretary shall be responsible for recording the minutes of the Executive Committee and JALT meetings and for keeping the chapters informed of the activities of the national organization. He/She shall maintain a file of all correspondence on behalf of the organization, as well as a record of the undertaking of the association. He/She shall maintain the permanent records of the organization.

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

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

7. Public Relations Chair: The Public Relations Chair shall be responsible for coordinating all JALT publicity, promoting relations with educational organizations, media and industry, and acting as liaison with associate members.

### III. THE EXECUTIVE SECRETARY

The Executive Committee shall appoint an Executive Secretary who shall assist the officers in the administrative aspects of their duties. He/She shall be an ex-officio, non-voting member of the Executive Committee and shall serve for a period of time to be determined by the Executive committee.

### IV. NOMINATIONS AND ELECTIONS

1. Each chapter shall nominate members in good standing for office and shall submit a slate of not more than one nominee for each office to the Nominations and Elections Committee. The Committee shall obtain the consent of each nominee and present a list of those willing to stand for office to the Executive Committee. The Executive Committee, upon reviewing the list of nominees, may propose adjustments and/or additions, but not deletions. The Nominations and Elections Committee shall prepare relevant biographical information about each nominee to be submitted to the members along with the election ballot.

2. Voting for officers shall be preferential as described in No. 44 of *Robert's Rules of Order, Newly Revised*. One ballot listing all nominees for each office and including space for write-in candidates shall be mailed to each member in good standing in time for the member to return the ballot to the Nominations and Elections Committee before November 20 each year. The President shall appoint tellers who shall count the ballots and report the results of the election in the

following January issue of *The Language Teacher*.

3. A Nominations and Elections Committee shall be selected each year at the Annual Meeting from among the current chapter leadership. The Committee shall establish the nomination and election procedures and supervise all aspects of the process.

## V. CHAPTERS AND AFFILIATES

1. Regional groups with at least 25 members may apply to the Executive Committee to become chapters by adopting an appropriate constitution and by paying the prescribed share of the annual dues.

2. Regional groups with at least ten members may apply to the Executive Committee to become affiliates.

3. The Executive Committee shall consider the impact on existing chapters before granting chapter or affiliate status to applying organizations.

4. Chapters shall be entitled to a lump sum grant annually plus an amount to be determined formulaically by the chapter's distance from Tokyo and Osaka. These shall be determined by the Executive Committee and require a four-fifths vote for approval or modification. Affiliates shall be entitled to half the above amounts.

## VI. NATIONAL SPECIAL INTEREST GROUPS (N-SIGS)

1. A minimum of 50 JALT members in good standing with particular interest in a relevant academic or pedagogical area may, upon fulfillment of the following requirements, petition the Executive Committee to be recognized as a National Special Interest Group (N-SIG).

(a) Each group must have a clear, detailed Statement of Purpose, which also indicates how it is significantly different from other existing or petitioning N-SIGs.

(b) Each group must have a Coordinator and a Treasurer. They may have other leaders as necessary.

2. The Executive Committee shall consider relevance to JALT goals and impact on existing N-SIGs and Chapters before recognizing a group as a JALT N-SIG.

3. JALT members shall pay a supplemental fee for each N-SIG membership.

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

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

## VII. AMENDMENTS

Amendments to these Bylaws may be proposed in the same manner as amendments to the Constitution. To become effective, the proposed amendments must be approved by a majority of the members voting at the Annual Meeting. Alternately, these Bylaws may be amended by a four-fifths vote of the Executive Committee.

## VIII. PARLIAMENTARY AUTHORITY

The rules contained in *Robert's Rules of Order, Newly Revised*, shall govern the organization in all cases not covered by the Constitution and the Bylaws.

## 全国語学教育学会定款

(平成元年11月4日改訂)

### ■ 名称

本会の名称は全国語学教育学会 英語名を Japan Association of Language Teachers (JALT) とする。

### □ 目的

JALTは、その主要な目的をより効果的な言語教授と言語学習を促進する非営利団体である。本会は、研究を促進し、語学教育年次国際大会、ニュースレター及び紀要の発行、その他、目的にそった種々の活動を実施する。

### ■ 会員

語学教育の研究 訓練に関心のある者は、投票権を持つ会員になれる。投票権のない会員は、機関及び商業団体とする。会員の期間は、1月1日から12月31日までの1年とする。

### □ 年次総会

JALTは、年次国際大会の際に、年次総会を開催する。年次総会の定足数は、特に定めない。

### ■ 役員及び選挙

1. JALTの役員は、会長、副会長、会計、書記、プログラム、メンバーシップ、広報の7委員とする。役員任期は2年又は後任者が選出されるまでとする。会長、会計、及びメンバーシップ委員は、奇数年に選出され、偶数年から任期が始まる。また、副会長、プログラム委員、書記、及び広報委員は偶数年に選出され、奇数年に任期が始まるものとする。

2. 執行委員会は、役員、前会長、各支部の代表1名とする。役員および各支部の代表は委任状により投票をすることができる。

3. 執行委員会においては、役員3分の2と支部代表の過半数をもって定足数とする。役員は、会合において支部代表の代理として投票することはできない。

### ■ 支部及び準支部

支部は、JALTの地区組織である。準支部とは、将来支部になることを希望する地区グループである。

■ ナショナル・スペシャル・インタレストグループ  
ナショナル・スペシャル・インタレスト・グループ (N-SIG) は、JALTの目的にかなった特定の分野に関心を持つグループである。JALT会費を納入した会員が参加できる。

### □ 規約改正

本定款の改正は、執行委員会の少なくとも5名の役員提案によるか、会長に対する請願として提出される。かかる請願は、会員の最低2%の人数による署名がなければならない。その改正提案は、年次総会前に会員に配布されなければならない。その改正提案が有効となるには、年次総会において、会員の有効投票の3分の2により承認されなければならない。

## 全国語学教育学会定款規定

(平成元年11月4日改訂)

### ■ 会員及び会費

1. 特典： 会員は、本会のJALT Journal、The Language Teacherその他あらゆる刊行物を入手できる。

2. 分類： 規定の年会費を納入することにより、次の通り会員を分類する。



i) 個人会員、共同会員、団体会員及び学生会員は、最寄りの支部に申請

ii) 海外、及び賛助会員は執行委員会に申請

3. 会費： 2(i)の年会費及びJALTと支部への会費分別は、執行委員会により提案され、年次総会において、出席会員の過半数の賛成か、或は委員会の5分の4の賛成により承認される。2(ii)の年会費は、執行委員会で決定される。

4. The Language Teacher: 年会費のうち1800円は、The Language Teacherの購読料とする。

## ■ 役員の仕事

1. 会長： 会長は、執行委員会の活動を総括し、本会の事業を指導し公表する一般的な責任を有する。会長は、総ての執行委員会及び年次総会を主宰する。会長は執行委員会の承認により、常任委員の任命権を有する。

2. 副会長： 副会長は、会長不在の際に会議を主宰し、会長と、任務と責任を分担する。会長及び副会長が不在の際は、会長の指名により、他の執行委員が会議を主宰する。

3. 会計： 会計は、総ての経理記録を保有し、本会の資金収支と分配、年次総会において本会の財務状況の報告を提出する。

4. 書記： 書記は、執行委員会及びJALT年次総会の議事録をとり、本会の活動について、地区支部に報告する。書記委員は、本会に代り総ての通信を整理し、本会の事業記録を整理する。

5. プログラム委員： プログラム委員は、地区支部のために特別プログラム及び研究会を計画する責任を有し、また年次総会の準備を監督する。

6. メンバースhip(会員担当)委員： 会員担当委員は、新支部設立のため、積極的に活動し、会員の獲得のために、特別に報告活動をすると共に各地区支部を支援する。

7. 広報委員： 広報委員は、JALTの発表を統合し、教育団体、報道機関、産業界との友好関係を促進し、賛助会員との仲介をする。

## ■ 事務局長

執行委員会は、執行委員の任務を、運営面から支援する事務局長を任命する。事務局長は、執行委員経験者で、執行委員会での投票権を有しない。また執行委員会により任期が決定される。

## ■ 指名及び選挙

1. 各支部は、会員の中から役員を指名し、各役職に対し1名を指名リストを制作して選挙管理委員会に提出する。選挙管理委員会は、各指名候補者の同意をとりつけ役職名立候補者リストを執行委員会に提出する。執行委員会は、指名リストを検討し調整或は追加をする。但し削除はしない。選挙管理委員会は、各指名候補者の略歴をつけ投票用紙と共に会員に配布する。

2. 役員投票は、ロバート議事規則・改訂版の第44項に基づいて行われる。投票用紙には、各役職に対する総ての指名候補者を列記し、追加候補者名を記入するために余白を残したものを、11月20日以前に投票用紙が選挙管理委員会に返送される時間を見込んで、各会員に郵送される。会長は、投票用紙の開票係を任命し、開票係は投票数を計算し、翌年のThe Language Teacher1月号で結果を報告する。

3. 選挙管理委員会は毎年、年次総会において支部長の中から選出される。

4. 選挙管理委員会は指名及び選挙に関わる手続きを制定し、その手続きのすべてを監督指揮する。

## ■ 支部及び準支部

1. 25名以上の会員を有する地区グループは、適切な定款を作り、年会費を支払い、支部になることを執行委員会に申請することができる。1

2. 10名以上の会員を有する地区グループは、執行委員会に準支部の申請ができる。

3. 執行委員会は、申請団体に支部或は準支部の資格を付与するにあたり、既存支部への影響を考慮するものとする。

4. 支部は、年間ある一定額と、東京と大阪からの距離に基づく計算式により決定された額を、受取る権利を有する。これらの額は、執行委員会で決定され、その決定及び修正に執行委員会の5分の4の賛成を必要とする。準支部は、以上の額の半分を受取る権利を有する。

## ■ ナショナル・スペシャル・インタレスト・グループ (N-SIG)

1. 学術および教授法に関する特定の分野に関心を持つ50名以上のJALT会員のグループは、次に示す要件をみたせば、執行委員会にナショナル・スペシャル・インタレスト・グループ(N-SIG)として承認されるよう申請することができる。

(a) 各グループは、既存の、あるいは申請中のN-SIGとの違いを示し、かつ明確にして具体的な行動目標を記した文書を提出する。

(b) 各グループはコーディネーターと財務担当者を指名する。グループは必要に応じて他のリーダーを指名することもできる。

2. 執行委員会は新しいJALT N-SIGを承認するにあたって、JALTの目的との関連と既存のN-SIGへの影響を考慮する。

3. 各N-SIGのメンバーはそのための追加会費を支払う。

4. 各N-SIGは年毎に一定額の補助金を受け取る。補助金の額は執行委員会メンバーの5分の4の賛成によって決定あるいは変更される。補助金のうち各暦年の終わりに使用されていない分はJALT本部に返却される。

5. 各N-SIGは執行委員会に出席して発言することができるが、投票権はない。

## ■ 規約改正

この内規の改正は、定款改正と同様の手続きを経て提案される。改正提案は年次総会に於て、出席会員の過半数の賛成により、承認され発効する。又は、本内規は、執行委員会の5分の4の賛成により改正される。

## ■ 適用法規

本定款及び内規に示されないあらゆる事項については、ロバート議事規則・改訂版の規定に従い決定される。

## General Information About JALT

**Meetings** — JALT chapter members, regular, joint, group or student, have the right to attend the meetings of any chapter at member rates (most meetings are free to members).

**Voting** — All regular, joint, group and student members can vote in national elections and in their local chapter. Each individual with a joint or group membership has one vote.

**Publications** — JALT members receive the monthly publication *The Language Teacher* and the semi-annual JALT Journal. Joint memberships receive only one copy of each publication, while group memberships receive one copy per every five members or fraction thereof.

**Local and National Executive Committee Meetings** - JALT members are encouraged to attend and participate in all committee meetings. Voting is restricted, however, to the elected members.

**Minutes of JALT ExCom Meetings and the JENL** — Copies of the minutes of all JALT Executive Committee meetings and the monthly JENL (JALT Executive Newsletter) are available in each chapter for the inspection and use of the members. The JENL is the organ through which the national officers and their chapter counterparts exchange information on programming and JALT administrative policy and procedures.

**Membership List** - It is JALT policy not to publish a fully detailed membership directory for general distribution as experience has shown that such lists are abused by non-member commercial concerns. Use of the mailing list (and computer labels) is the exclusive right of our associate members and recognized mailing list brokerages. Members who have a legitimate need for a mail survey of attitudes of teachers towards working conditions, for example may obtain an abbreviated list through the JALT office. Members who do not wish to have their mailing labels provided to JALT associate members should inform the JALT Central Office.

**Associate Membership** — Associate memberships are granted to those who have a product or service of potential value to the larger membership. Our associate members are an invaluable source of support, not only through dues but also through their advertisements in our publications. Let's support our associate members!

**Moving Overseas?** — Your chapter membership can be converted into an overseas membership (sea mail) merely by sending the JALT office your new address along with your old address label. If you wish to have your newsletter sent airmail, please use the furikae (money transfer form) included in every issue of *The Language Teacher* to pay the postal charges.



## Associate Members' Privileges

**Categories** — There are three categories of associate member, (1) Presenting, (2) Display and (3) Supporting. Each category carries different privileges.

**Display Privileges** — All categories may display at any JALT meeting at the chapter level. Only those in categories (1) & (2) may do so at the national level, this includes the international conference, which attracts more than 2,400 people annually. Charges are kept to a minimum but will vary according to circumstances such as availability and cost.

**Annual Conference** — Display space is normally over 1200 sq.m at the sponsoring site. Category (1) & (2) members may pre-register two of their representatives free of charge and may also participate in the conference by giving publisher demonstrations or lectures on their material, by sponsoring travel to Japan by their authors and/or editors to participate in the conference, by donating various items (e.g. bags, memo pads, pens imprinted with the company's names and slogan) to be given free to conference participants, or by sponsoring events (e.g. coffee hours, cocktail hours and other social events).

**Local Chapter Meetings** - JALT's 36 chapters hold 200 or more meetings annually. Attendance varies from 25 to 100 or more. All associate members may display at any of these, providing that prior arrangements are made with the local chapter's executive committee. Two representatives of each associate member may attend any chapter meeting at the member rate.

**JALT Mailing Directory**- Associate members may receive, for a minimal charge, a copy of the membership list.

Mailing labels for the entire membership are available at a nominal price of ¥15 per label, plus postage. Labels for a particular chapter or interest group are available at ¥20 per label.

Labels are furnished with the understanding that they will be used only with items that bear the associate member's (requester's) name and return address.

**Lecture Tours** - JALT will cooperate in arranging lecture tours to the various chapters whenever an associate member has an author or editor visiting Japan. Expenses for meeting room rental and advertising must be borne by the associate member. The meetings must be free of charge to both JALT members and non-members. Speaker transportation and hotel costs are also to be borne by the associate member.

**Publications** - Each associate member receives two copies of each publication distributed to the general membership, including *The Language Teacher* and the semi-annual *JALT Journal*.

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

— The Editors

## JALT Associate Members

(As of 1<sup>th</sup> March 1992)

### **ADDISON-WESLEY PUB. JAPAN LTD.**

1-2-2 Sarugakucho  
Chiyoda-ku, Tokyo 101  
03-3291-4581 Mr. Kiyoshi Koga

### **ALC PRESS, INC.**

2-54-12 Eifuku,  
Suginami-ku, Tokyo 168  
03-3323-1040

Ms. Yuko Sakamoto

### **ANA STANTON SCHOOL**

Yotsuya School, 2-7 5-bancho  
Chiyoda-ku, Tokyo 102  
03-3234-2510 Mr. Bill Benfield

### **APPLE COMPUTER JAPAN INC.**

25 Mori Bldg. 23F  
1-4-30 Roppongi, Minato-ku  
Tokyo 106

**03-5562-6000**

### **ASANO BOOK SHOP**

Hayato-cho, Showa-ku  
Nagoya 466  
**052-833-8460 Fax: 052-833-1 286**  
Ms. Yoko Asano

### **AYUSA INTERNATIONAL**

Marinx Tower 7F, 1-9-1 1 Kaigan  
Minato-ku, Tokyo 105  
03-3434-0631 Mr. Sekido

### **B & CI CO., LTD.**

Hill Crest Hirakawa-cho, 1 F  
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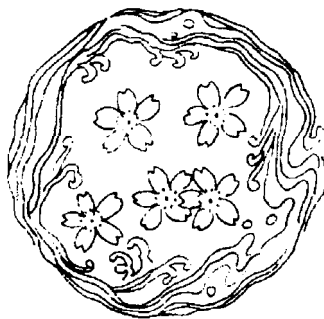
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**Newsletter:** Mary L. Burkitt, Haushon Sawada 202, 3-4-12 Hanazono-cho, Kitakami-shi, Iwate 024; 0197-64-2316

## NAGANO

No report received by press time.

## NAGASAKI

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**Recording Secretary:** Katsunobu Shiina, 5-3 Higashiyamate-machi, Nagasaki-shi 852; 0958-61-5356

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**Membership:** Sumiko Funakawa, 3-61 Kyodomari-cho, Nagasaki 851-22; 0958-50-2003

**Publicity:** Satoru Nagai, 7-39 Erimachi, Nagasaki 852; 095844-1697

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**Publicity:** Ryoko Katsuda, 159 Jobu 1-chome, Komaki-shi, Aichi 485; 0568732288

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**Programs:** Mary Goebel Noguchi, 56-19 Yamashina, Kusauchi, Tanabe-cho, Tsuzuki-gun, Kyoto 610-03; 07746-36002

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**Programs:** Michiko Umeyama, 141 Matsumidai, Niigata-shi, Niigata 950-21; 025-267-2904

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**Publicity Co-chair:** Ian Megill, Apple Gaigo Kanko College, 2-13-4, Sasaguchi, Niigata 950

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**Recording Secretary:** Jane Sutter, Kishimoto Apt. D, 2-12-3 Izumizaki, Nahashi, Okinawa 900; 098-855-2481

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## OSAKA

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**Recording Secretary:** Tomoo Mizuide, 1-13-11-1225 Hachihonmatsu, Taihaku-ku, Sendai, Miyagi 982; 022-246-0859

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**Programs:** Keith Adams, Town Heights #102, 11-9 Yamanotera 2-chome, Izumi-ku, Sendai 981-31; 022-374-6464

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**Programs:** Noboru Yamada, 4-15-2 Osu, Fujieda-shi 426; 0546-35-2195

**Publicity:** Yoshihisa Sakakibara, 100-1 Kitanumagami, Shizuoka-shi 420; 0542-62-9655

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## SUWA

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**Recording Secretary:** Michio Onuma, 747 Nishino Kaidamura, Kiso-gun, Nagano 397-03; 0264423395

**Programs:** Mary Aruga, 4656 Osachi, Okaya-shi, Nagano 394; 0266-27-3894

**Publicity:** Shigeru Kobayashi, Sanko English School, 189-5 Daimon, Shimosuwa-machi, Nagano 393; 0266-28-7938

**Facilities:** Tami Kaneko, 6094 Konami, Suwa-shi, Nagano 392-01; 0266-53-7707

**Newsletter:** Shizuo Tabata, #17, 9779 Nakaminowa, Minowa-machi, Kamiina-gun, Nagano 399-46; 0265-79-0418

## TOKUSHJMA

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**Recording Secretary:** Susan Tennant, Tokushima Bunri University, Yamashiro-cho, Tokushima 770; 0886-55-8365

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**Hospitality:** Sanako Abe, 369-1 Yano, Kofuku-cho, Tokushima 77931; 0886423921

## TOKYO

**President:** Don Modesto, Toyo High School, 1-4 Misaki-cho, Chiyoda-ku, Tokyo 101; 03-3291-3824 (W) Fax: 03-3291-3827

**Treasurer:** Barry Mateer, 3000 Noborito, Tama-ku, Kawasaki, Kanagawa 214; 044-933-8588

**Programs:** William Flaman, 2-4-6 Mukogaoka, Bunkyo-ku, Tokyo 113; 03-3816-6834

**Membership:** Satomi Kuwabara, Daini Speranza #205, 4-661-1 Isehara, Isehara-shi, Kanagawa 259-11; 0463-91-1698

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**Publicity:** Takashi Miura, 182-7 Nishi-arata, Oiwa-cho, Toyohashi 44131; 0532-41-0740

**Social:** Masae Kato, 15-51 Aza Higashino, Ishimaki Honmachi, Toyohashi-shi 441-11; 0532-88-3497

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**Programs/Facilities:** Timothy Lane, Leibens Heim 2-206, 4-14-5 Myojin-cho, Hachioji-shi, Tokyo 192; 0426-48-7084

**Publicity:** Yumiko Kiguchi, Yamasaki High School, 9-1453-1 Yamasaki-cho, Machida-shi, Tokyo 194-01; 0427-23-8795

## YAMAGATA

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## 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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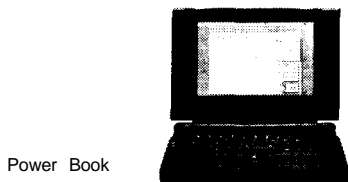
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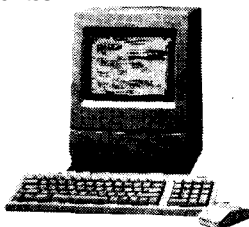
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## Update on JALT 92

Tokyo will host the 18th Annual JALT Conference on Language Teaching/Learning under the theme of "Teacher to Teacher" from November 20 to 23, 1992. This year's conference will have a wide variety of Colloquia, Roundtable Discussions, Poster Sessions, and Pre-Conference Workshops in addition to the regularly scheduled presentations.

### Be-Conference Workshops

To allow more in-depth, practical training in areas of concern to language teachers, several workshops on a variety of topics will be offered on Friday, November 20th. Workshops of three hours, led by prominent speakers provided by JALT's Associate Members, will be limited to 25 participants. There will be morning and afternoon sessions. Participants will have the opportunity for small-group, hands-on experience with specific activities. The Pre-Conference Workshops are being organized by Denise Vaughan, New Shiba Heights 205, Shiba-machi 2-5-5, Saidaiji, Nara 631.

### Plenary Speakers

JALT has invited three well-known linguists, noted for their interest and experience in teacher training, as the Plenary Speakers for 1992. Earl W. Stevick is the author of *Memory, Meaning and Method, A Way and Ways, Humanism in Language Teaching, and Success With Foreign Languages*. For many years, he taught at the Foreign Service Institute in Washington. Dianne Larsen-Freeman is a former editor of *Language Learning*, and taught at UCLA before moving to the School for International Training in Brattleboro, Vermont. She co-authored *The Grammar Book* with Marianne Celce-Murcia. Henry Widdowson, jointly sponsored by the British Council and JALT, is known for his work on aspects of teaching language for communication. His books include *Language Teaching as Communication, Learning Purpose and Language Use* and *Aspects of Language Teaching*. He was with the British Council in Sri Lanka and Bangladesh, and lectured in linguistics at the University of Edinburgh. He is currently Professor of Education at the University of London.

### Keep Informed

The complete list of speakers and information concerning colloquia, roundtables and social events will follow. Refer to this column to keep informed of the latest developments.

Jane Hoelker



## JALT92 国際大会

第18回 JALT 国際大会は教師から教師へというテーマで1992年11月21日から23日まで東京で開催されます。今大会も通常の発表に加え、バラエティーに富んだコロキウム、ラウンドテーブル、ポスターセッション、大会前のワークショップ等を企画しています。

### 大会前のワークショップ

11月20日金曜日の大会前のワークショップでは、語学教師のために、より内容の濃い実践的な教授法の紹介を多岐に渡り行います。JALT 賛助会員の後援によるこの大会前のワークショップは、著名な講演者により午前と午後の各3時間、定員25名の小人数で行います。大会前のワークショップは、Denise Vaughan が企画しています。

631 奈良県西大寺市芝町 2 5 5 ニュー芝 ハイツ 205  
Denise Vaughan

### 招待講演者

1992年 JALT 国際大会では、語学教師の養成に国際的な実績を持つ3名の方々を招待いたしました。Earl W. Stevick 氏は、*Memory, Meaning and Method, A Way and Ways, Humanism in Language Teaching, Success With Foreign Languages* 等の著者であり、ワシントン D.C. の米国國務省外交官研究所での長年に渡る教授経験を持っておられます。

Dianne Larsen Freeman 氏は *Language Learning* 誌の前編集長で、カリフォルニア大学ロサンゼルス校を経て、現在はバーモント州、Brattleboro の School for International Training で教えておられます。また、Marianne Celce-Murcia 氏と共著の *The Grammar Book* があります。Henry Widdowson 氏はコミュニケーションのための言語教育研究の第一人者の一人であり、*Teaching Language as Communication, Learning Purpose and Language Use, Aspects of Language Teaching* などの著書があります。ブリティッシュ・カウンシルを通じスリランカとバングラデシュで教えた後、エジンバラ大学を経て、現在はロンドン大学教育学部教授です。Widdowson 氏の今回の来日はブリティッシュ・カウンシルとの共同後援です。

詳しい講演者のリスト、コロキウム、ラウンドテーブル、親睦行事等については追ってお知らせいたします。



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**Tokyo JALT's Spring Conference:**  
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 17 May 1991

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**Yoshida**

Writer, editor, and host of NHK's English *Conversation I*. **Yoshida Kensaku** (Sophia U.) discusses the issue of *International English* in "Bridging Cross-Cultural Communication Gaps."

Asserting that cross-cultural understanding involves more than just language form, he will address this from the point of view of acculturation and schema theory.

**J.D. Brown**, visiting professor at Temple U. Japan and author of *Understanding Research in Second Language Learning* (Cambridge), will report on a study he conducted to determine what English vocabulary is difficult for Japanese students. The study took into account such things as Latin versus Germanic origins, content versus function, frequency, appearance on the Mombusho list of 500 essential words, and existence as loan words from English to Japanese.

**Kumiko Fujimura-Fanselow** (Toyo Eiwa Women's U.) will moderate a panel examining several issues in Japanese education—such as rigidity, over-regulation of



**Fujimura-Fanselow**

students, emphasis on exam-centered teaching, rote-learning, critical thinking, and government regulation—and ask, how can/ought an awareness and understanding of these issues inform the

language teacher? Members of the panel are **Wayne Pounds**, **Tsuruta Yoko**, and **Denise Vaughn**.

**Hisatake Jimbo**, writer and editor for *Kiso Eigo* (NHK) and professor at Waseda U. will discuss "An Attempt at an Integrated Syllabus."

**Want innovative ways to get your students talking?**

**Dale Griffiee**, author of *Conversation Directions* and frequent JALT speaker, and **Greta Gorsuch** (Kanto Junior College) will be conducting a workshop on "Speaking Tasks."

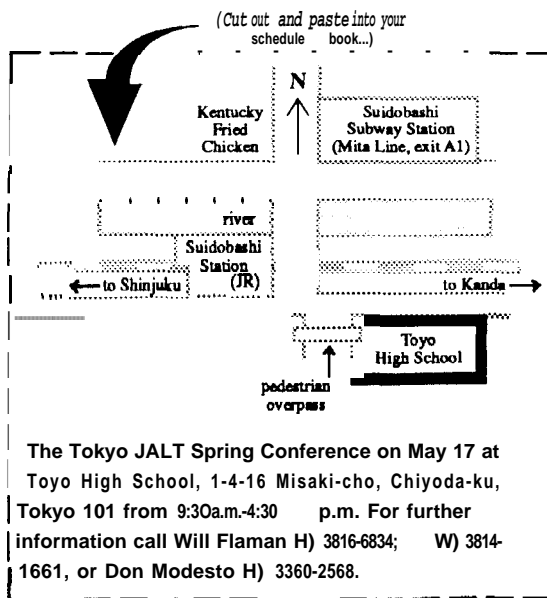
Popular speaker, author, and teacher-trainer **John Fanselow** (Columbia U.) will present "Try the Opposite."

In "A Ring of Truth: Authenticity at Pre-intermediate Level," **Christopher Jones**, IATEFL Newsletter editor and author, argues that, for lower levels, it is more important for materials to have a *ring of truth* than to be 100% authentic and he will explore a variety of ways this can be achieved.



**Jones**

Don't miss this year's Spring Conference. Bring a friend. Bring two. See you there!





# 日本語教育のためのカラとノデ： 「相手支持」か「自分支持」か

鶴田庸子

東洋英和女学院大学

## 0. はじめに

用法の複雑な表現がある場合、純粋な言語学者の立場では、その用法をできるかぎり精密に記述することが最大の目標となるだろう。しかし、語学教師の立場では、その記述の簡潔性も考慮しなければならない。いくら精密で正確な記述でも、長大だったり複雑すぎたりしては、学習者が覚えたり使ったりできないからである。しかし、同時に、用法のうちでコミュニケーション上の重大問題に結びつく点は、重視する必要がある。つまり、教育のための用法記述は、円滑なコミュニケーションに必要な項目は漏らすことがなく、しかも、簡潔なものでなければならない。

本稿では、複雑な用法をもった表現であるカラとノデの使い分けに日本語教育の立場からはどう取り組んだらよいかについての提言を試みる。まず、カラとノデの用法のうち、日本語学習者にどうしても知らせるべき重要な点と、さほど重要でない点とを区別し、次に、その重要な点をできるだけ簡潔な形で示す方法を考察する。

なお、本稿は、東京方言の話しことばを考察の対象とする。話しことばで多く現れるノデは、ノデのくだけた話しことばでの文体上のバリエーションであるとみなし、ノデとノデとの間に意味上の違いはないという立場をとる。

## 1. 従来の日本語教育での扱いの問題点

まず、教室でしばしば起こると思われる、次の発話を見ていただきたい〔注1〕。

(1) (教師：明日の試験は146ページから147ページの16行めまでです。)

学習者：メモでできませんでしたから、もう一度言っていただけますか。

(2) (教師：今日の1時間めの授業、休んだんですか。)

学習者：寝坊しましたから、2時間めから来ました。

(1)や(2)を言われた教師は、カチンとくるはずである。いっぽう、小スピーチの前置き次のような発話では、

(3) いい映画を見ましたから、ちょっとお話しします。

(4) いい映画を見ましたので、ちょっとお話しします。

(3)と(4)は、全く同じとは言えないが、どちらも不快感を与えないだろう。以上から、カラとノデでは、用法に違いがあることと、その違いのなかには、知らない相手と不快感を与えてしまう点とそうでない点があることが分かる。円滑なコミュニケーションを目的とした日本語教育においては、不快感を与える可能性のある点を優先して教え、そうでない点は、(特に初級では)重視しなくてもかまわないだろう。

近年「コミュニケーション型日本語教育」を謳う初級教科書が増えているが、カラとノデに関して、相手を不快にする用法を十分に説明しているものは、筆者の知るかぎり見あたら

ない。この点に関するかぎり、伝統的な文型主義的教科書での扱い方と違いがないようである〔注2〕。両者を含めたこれまでの教科書の記述で多く見られるのは次の2点である。

① カラとノデは似ているが、依頼、指示、勧誘などともに使われるのは、カラが多く、ノデはあまり使われないとして、次のような例文をあげる。

(5) 時間がないから、急いでください。

② ノデはカラと似ているが、カラより丁寧で、あらたまった場面ではより多く使われるとして、次のような例文をあげる。

(6) 来客の予定がごさいますので、わたくしはこれで失礼いたします。

しかし、飲食店で客が(5)を言ったとしたら、どうだろう。店員が受ける印象を、何人かの人に想像してもらったところ、カチンとくると答えた人がほとんどだった。記述①には、このようなカチンとくる可能性のある文を無条件に学習者に与えているという点以外に、もう1つ問題がある。それは、カラだけが依頼、指示とともに使われるのではなく、現実には、

(7) 時間がないので、急いでください。

のように、ノデもよく使われるという点である。つまり、記述①は現実の使い分けを正確に伝えていないことになる。

いっぽう、例文(6)は学生に奨励してまずいものではないが、記述②には、次のような問題がある。記述②を読んだ学習者は、「ノデはカラに比べてあらたまった表現らしい。では、カラは目上の人に向かって使わないほうがいいだろう」と思うだろうが、現実には、目上の人に向かって、

(8) 私がやりますから、先生は座ってらしてください。

のように、カラを使うことはよくある。したがって、記述②も現実の使い分けを正確に伝えていないことになる。

発話(1)と(2)は、平均的な文型主義的記述①と②を与えられた学習者では、教師と「あらたまった」関係でなくなった段階で当然出てきてしまう。教えられたとおりにしているのであるから、(1)や(2)を言うとき、学習者は自分が相手に不快感を与えているなどとは思わない。学習者は、自分の全く意図しない意味あいを相手に伝えてしまっているのである。

カラとノデに関するコミュニケーション能力を養うとは、すでに明らかのように、発話(1)や(2)が相手を不快にすることを知り、また逆に(1)や(2)を聞いたときに、相手が何かの理由で悪感情を伝えようとしていることを理解できるようにさせることである。それを可能にする、簡潔な記述とはどのようなものかを以下で検討する。

## II. カラとノデとの重要な違い

多くの教科書の記述①と②の歴史的背景には、カラとノデ

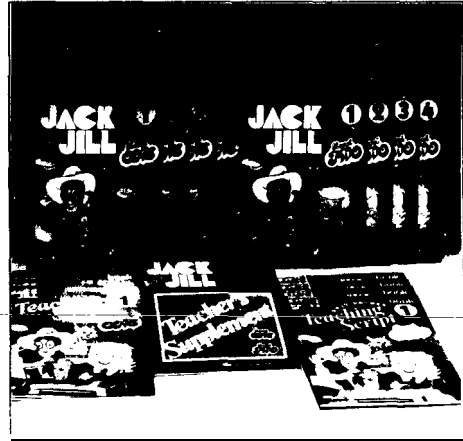
# Seido Materials for Children

## ● ENGLISH WITH JACK & JILL

English with JACK & JILL is ideally suited for Japanese children starting to learn English at an early age. The content of the course and the techniques used in its presentation are the result of much trial and error in the classroom. The material underwent a continual revision until the editors were satisfied that a very effective series of lessons, with real appeal to children, had been produced.

The series is based on a "spiral approach": the material taught gives continuous practice in the simplest patterns of spoken English. The things a child would want to say are practiced again and again, laying the foundations for good language habits.

Frequent changes of activity, games, coloring, etc., help to maintain interest and teach English while playing. The four skills—hearing, speaking, reading and writing—are taught in this order. Each level begins at zero, while the material in Level Two is introduced faster and goes much further than in Level One.



### LIST OF MATERIALS

- Teacher's Supplement ● Card Set (360 cards + Phonics Tape)
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- Level 1 . . . . .Workbook Set (Workbooks 1-4)

## ● PLAY ENGLISH



PLAY ENGLISH is a Workbook & Card Set (plus a phonics tape) designed to TEACH while playing. A new approach to teaching children, using versatile cards to teach full lessons of practical English in a much more enjoyable way than any textbook. It can be used as a supplement or as main course material. In these 43 lessons, teachers will find many novel ways of doing what they thought only a textbook and blackboard could do.

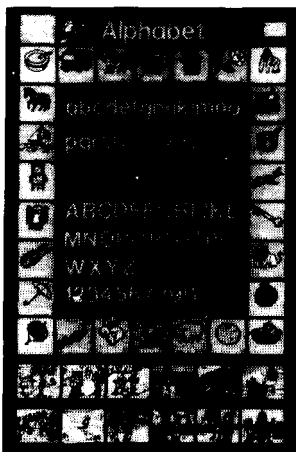
### LIST OF MATERIALS

- Workbook & Card Set (360 cards + Workbook + Phonics tape)
- Teaching Manual ● Workbook

## ● POSTERS (ACTUAL SIZE: 90X60cm.)

**Alphabet Poster:** Contains many full-color pictures illustrating the 26 letters, the four seasons and the months of the year. With this poster both lower case and capital letters can be taught, as well as numbers and the days of week.

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## ● SONG TAPE

These tapes were made as an aid to teaching English. The guiding principle is that children's learning activities should be fun. The songs have the additional pedagogical advantage that, by learning them, the students can get a fuller sense of English pronunciation and rhythm.



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FAX 0797(31)3448

の違いの定説とされている永野賢(1952)の議論があると考えられる。永野は、カラは後件に対する理由や根拠を主観的に説明するのに対して、ノデは因果関係を客観的に述べる表現であるとし、この違いをもって説明できるカラとノデのさまざまな用法の違いを挙げている。

その「さまざまな用法の違い」のなかから、教科書は、①かつ／または②を取りあげたわけだが、じつは、もっと重要な点があった。永野は、断る理由にカラを使うと、「主観的な理由を押し付け、根拠を強調し、言わばたゞみかけるような印象を相手に與え…かどが立つ」と言っているのである(p. 485)。円滑なコミュニケーションの能力養成を目指すのであれば、教科書はこの点をこそ取りあげるべきであった。

しかし、永野自身、主観的・客観的という両表現の特性の違いと各表現の使用条件との関係について、これ以上議論を進めてはいない。そこで、この重要な点をさらに検討して、日本語教育に活用できるものにする必要がある。

**遠慮との関係** まず、次の2つの発話を見ていただきたい。指導教官の研究室で、教官が学生と自分のためにお茶をいれようとして立ち上がったところで、学生が、

(8) 私がやりますから、先生は座ってらしてください。  
と言ったとする。いっぽう、ホテルの客室に客室清掃係員が入って来て、その部屋の宿泊客に、

(9) ここ掃除しますので、むこうに座っていただけますか。  
と言ったとする。ここで、(8)と(9)のカラとノデを入れ替えた発話を考えてみよう。

(8) 私がやりますので、先生は座ってらしてください。  
(9) ここ掃除しますから、むこうに座っていただけますか。  
(8)には「敬愛する先生にそんなことをさせるわけにはいきません」という温かい気持ちがあり、(8)にはあらたまった感じがあって、感じは違うが、どちらも不快感は与えない。いっぽう、ホテルで、チェックアウトの日でもないのに係員に(9)を言われたら、腹立ちを感じる人が多いだろう。(9)なら腹立ちは少ない。すなわち、(8)(8)(9)は快適な発話だが、(9)は不快な発話であると言える。言い換えれば、カラは、場面(8)では快適な発話となるが、場面(9)では不快な発話となる。ところで、不快な発話も悪感情の伝達には有用だ。円滑なコミュニケーションを妨げるのは、相手にも自分にも悪感情がないのに、(8)のカラを不快と感じ、(とりわけ)(9)のようにカラを使ってしまう事態である。そこで、ここからは、友好的な感情の伝達を目的とするコミュニケーションに限って話を進め、その目的に照らしてカラが不適切となるのはどんな場面なのかを考えていく。

(9)のカラが不適切なことで、永野の指摘した、根拠を強調するというカラの性質とは、どう関連するのだろうか。根拠の強調という点に関するカラの性質の特徴は、

[Xカラ、Y]は「私はYを遠慮せずに言う。Yを遠慮なく言ってよいと考える根拠はXである」という気持ちを表す。つまり、カラは、何かを遠慮しないで言うことの正当性を支える根拠を表す

と公式化することができるだろう。研究室で「先生」に、働かずに座ってくれと勧めるのに遠慮は不要だが、ホテル

で係員が客に移ってくれと頼むのには遠慮が必要である。言い換えれば、研究室の場面は、「座ってくれ」と遠慮なく言うことが適切な場面であるのに対して、ホテルの場面は、「移ってくれ」と遠慮なく言うことが不適切な場面である。そのために、研究室の場面ではカラが適切だが、ホテルの場面ではカラが不適切なのである。(9)は、「私は移れと遠慮なく主張する。これは正当な権利に基いている。部屋を掃除する間、客は邪魔にならない場所に移るべきなのだ!」と言っているために不適切なのである。つまり、

カラは、遠慮の要らない場面では適切だが、遠慮が必要な場面では、不適切である

そこで、次に明らかにしなくてはならないのは、遠慮する場面とはどういう条件をもった場面なのかという点である。それが明らかになれば、そういう条件のときにはカラの使用に注意を払うようにと、学習者に指針を与えることができる。

**いつ遠慮するか** もう一度(8)と(9)を見ていただきたい。

(8) 私がやりますから、先生は座ってらしてください。  
(9) ここ掃除しますので、むこうに座っていただけますか。  
Yの内容は、(8)でも(9)でも、相手にある行為を要求するものだが、両者には大きな違いがある。(8)では「座ることを要求するが、あなたのために思っただけの要求だ」と言っているが、(9)では「移ることを要求するが、私のための要求だ」と言っている。(8)のような「あなたのため」の発話内容を「相手支持」の内容、(9)のような「私のため」のものを「自分支持」の内容と呼ぼう。「相手支持」という名称は「相手に同意」を連想させがちだが、ここで使う「支持」は必ずしも「同意」を意味しない。(8)は、相手がお茶をいれようとしているときに、その意図に反する(座る)行為を促すものであって、「同意」とは正反対の性質をもつ。また、自信喪失で「私はバカだ」などと言っている相手に、「いいや、あなたはバカなんかじゃない」と言うのも、「相手支持」の反論である。いっぽう、反論と無関係の場面での「誘い」「助力の申し出」「褒め」などの発話の内容も「相手支持」である。つまり、「相手支持」とは、反論であってもなくても「(その場面で)相手を喜ばせ、かつ／または、自分を犠牲にする性質」を意味する。「自分支持」は「(その場面で)自分を喜ばせ、かつ／または、相手を犠牲にしたり怒らせたりする性質」を意味する。「命令」「相手の非難」「相手に影響する自分の過失の叙述」「許可の請求」「自慢」などの発話が「自分支持」の内容をもつ[注3]。

すると、(8)(8)(9)が適切で、(9)が不適切な発話であることから、Yの内容が「相手支持」のときはカラが適切だが、「自分支持」のときはカラが不適切であることが分かる。

ところで、「相手支持」か「自分支持」かは、2値的な要素ではなく、「全面的に相手支持」から「全面的に自分支持」まで、連続的な程度が存在し得るタイプの要素である。例えば、部下にあるデータをコンピューターに入力するように言った上司が、より緊急に必要なことが発生して、

(10) それは置いて、こっちのデータやってくれる?  
と言ったとする。(10)も「自分支持」の要求の内容だが、そ



# Grammar from Cambridge ELT

## Communicative Grammar Practice

Activities for intermediate students of English

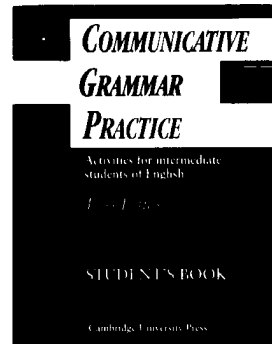
Leo Jones

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

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Reference and practice for intermediate students of English

Raymond Murphy with Roann Altman

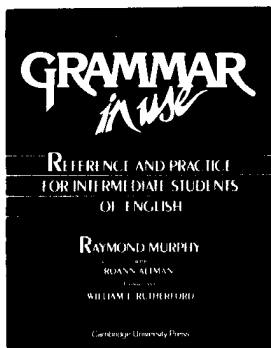
Consultant: William E. Rutherford

'I highly recommend this book to *teachers in Japan because of the clarity of the explanations and the aptness of the exercises.*'

The Language Teacher

### Grammar in Use

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れが相手の職務である点が(9)と違う。(10)は、「自分支持」でも(9)に比べて「相手支持」寄りに位置する内容と言える。

ここまではYの内容だけを考慮してきたが、次にYの内容に対するXの内容の関係を見てみよう。(10)と同じ場面で、

(10) それは私がやるから、こっちやってくれる？

(10') こっちのほうが急ぎなので、こっちやってくれる？

と言ったとする。(10)のカラは適切だが、(10')にカラを使った場合を想定すると、不適切とする人が多い。この違いは、Xの内容の違いで説明することができる。(10)のXは、「あなただけでなく私も犠牲を払う」という「相手支持」の内容だが、(10')のXはそうではない。つまり、(10)は、「自分支持」の要求(Y)をする場面で、「相手支持」の内容(X)を添えることによって、発話全体の内容を(10')に比べて、ずっと「相手支持」寄りにしているのである。これに対して、(9)(10)を見ると分かるように、Xの内容が「相手支持」でないときは、カラが不適切になる。以上の、連続的な性格と、Yの内容へのXの内容のかかわりを加味してこの要素をまとめると、次のようになる。

発話全体の内容が「相手支持」であればあるほどカラは適切で、「自分支持」であればあるほど、不適切である

そして、これをカラの性質と重ね合わせると、

発話全体の内容が「相手支持」であればあるほど言うのに遠慮不要で、「自分支持」であればあるほど要遠慮

ということになる。これは私たちの常識と一致する。

**それ以外の要素** しかし、遠慮する場面かどうかには、「発話内容の性質」の他にもう1つの要素が絡んでいる。発話(11)は、ある人について、「まだその場に残っているだろうか」と懸念した相手への返事と想像していただきたい。

(11) 明りがついていますから、彼まだいますよ、きっと。

ここで、相手が親しい人であれば(11)を言うが、もっとあらたまりを要求される場面、例えば、社長の「部長の××くんはまだ部屋にいるかね」に答えるというような場面では、

(11') ハァ、明りがついておりますので、まだいらっしやると存じます。

と言う可能性がある。つまり、遠慮する場面かどうかには、場面の「あらたまり度」も関係があることが分かる。この要素も2値的ではなく、「非常にくだけた」から「非常にあらたまった」まで、連続的な程度をもっている。その程度は、相手が社会的地位が高い、初対面であるなど、相手との関係だけによるのではない。ふだんは親しい相手に対しても、結婚式などの「よそゆきの席」ではあらたまった話し方をする(席)。また、相手は親しい人であっても、そばで社長が聞いていればあらたまる必要がある(第3者)。このように、「あらたまり」の程度は、「相手」「席」「第3者」の組み合わせで決まると考えられる。そして、

場面があらたまっていればいるほどカラは不適切である

ことが分かる。

ところで、教科書の記述②「ノアのほうが丁寧で、あらたまった場面で多く使われる」には、一見問題がないようにみ

える。しかし、次のような発話を見ると、この記述に問題があることが明らかになる。

例えば、(11')と同じ社長が相手であっても、大至急部長と話す必要のある緊急の状況だと想定すると、返事は、

(11'') 明りがついておりますから、まだいらっしやると存じます。

となるかもしれない。(11')と(11'')を比べると、「安心してください。私の言うことには証拠があります」と太鼓判を押す感じは、カラを使った(11'')のほうが強い。たとえ相手が社長であっても、おろおろしていれば(11')を言って力づけることもあるだろう。つまり、ふつうならあらたまる関係の相手に対しても、状況によっては、あらたまることより太鼓判を押して力づけることが優先されることがあるのだ。

**いくつかの要素が絡んでいるのか** さて、(11')の場面と(11'')の場面との間の「状況の違い」とは、明確に言うとは、何なのだろうか。(11')も(11'')も、「部長はまだいる」と言っているのだが、(11'')の場面はそれを言うことが相手のためになる場面なのに対して、(11')の場面はそうでない場面である。つまり、(11'')は、「部長はまだいる」という内容が「相手支持」となる場面で、(11')はそうでないと言える。すなわち、ここで「状況の違い」と呼んだものは、先に見た、内容が「相手指示」であるかどうかの違いにほかならない。したがって、この2つの要素だけで、(8)から(11'')までの発話の適切・不適切をすべて説明できると言ってよい。

Yを遠慮なく言えるかどうかは、「発話内容が相手支持か自分支持か」と「場面がくだけているかあらたまっているか」の2つの要素で決まる

したがって、カラの適切さも、この2要素で決まると言える。

**カラの使用が不適切な場面** 次に、カラが不適切な場面とこの2要素との関係を検討しよう。冒頭でみた、

(2) 寝坊しましたから、2時間めから来ました。

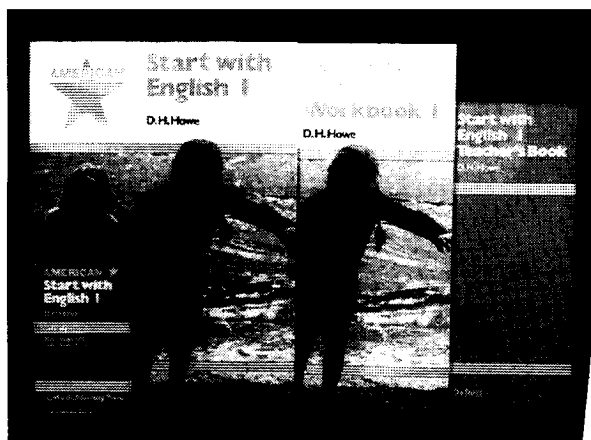
の発話内容は、Yは、学生としての義務を怠ったという「自分支持」、Xも、相手にとって「言い訳にならない」もので「自分支持」、全体として「全面的に自分支持」に位置するものである。このような(相手に影響する自分の過失に「言い訳にならない理由」を言う)内容の発話の場合、非常にくだけた場面(例えば、子供相手の家庭内の発話)ならカラが適切となるだろうか。この問いに、いかにくだけた場面でも不適切との答えが圧倒的に多かった。これは、内容が「極端に自分支持」で、場面のくだけた程度に関係なく要遠慮で、したがって、カラが不適切となる領域なのだと考えられる。これと対称関係をなすように、「極端にあらたまった」場面では、発話内容が「全面的に相手支持」であっても、カラが不適切となる領域があるようである(これの例として挙げられたのは、宮中晩餐会に招かれて、天皇を相手に話すという場面だった。ここでは、いかに「相手支持」の内容でもカラを使わないと言う人が一全員ではなかったが一圧倒的に多かった)。以上を図に示すと、図1のようになる。

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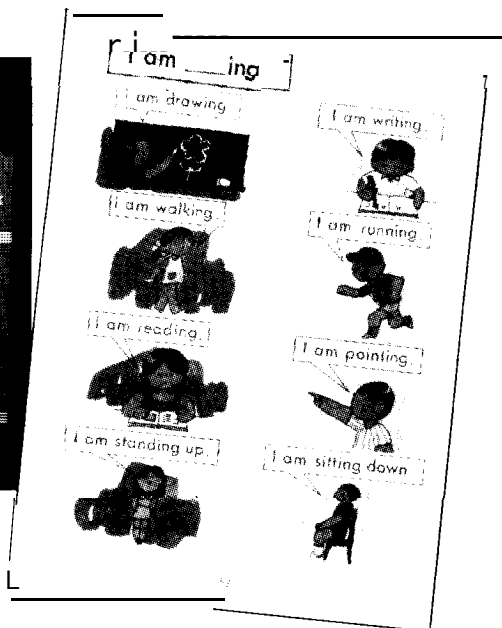
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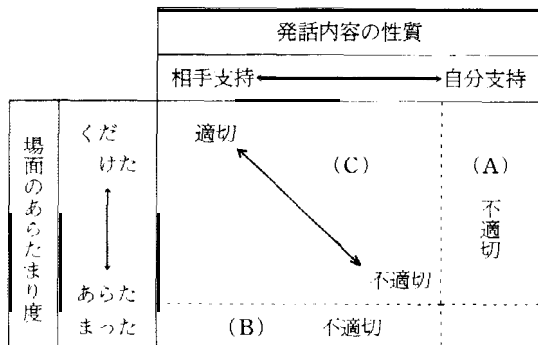
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図1 カラの適切さと発話場面との関係



発話内容が「極端に自分支持」のときは、場面の性質にかかわらず、カラは不適切である(A)。また、場面が「極端にあらたまっている」ときには、発話内容の性質にかかわらず、カラは不適切である(B)。それ以外の場面(C)では、2要素がそれぞれどのあたりに位置するかによって、カラが適切か不適切かが決まる。例えば、(11<sup>7)</sup>では、発話の性質は「相手支持」寄り、場面は「あらたまっている」寄りだが、その相対的な度合いは前者のほうが強かったために、遠慮不要と判断され、カラが選ばれたのだと考えられる。

ところで、指導教官がお茶をいれるのを制する場面では、発話内容が「相手支持」であることは明らかだが、学生がカラ(8)とノデ(8<sup>7)</sup>のどちらを選ぶかは、一概に予測できない。その学生が、あらたまり度の要素をどのあたりに位置づけるかは、教官とどの程度うちとけているか、両者がどのような性格の人物か、また、どの程度くつろいだ「席」で、どんな第3者がいるかなどによって決まるからである。(C)の領域で重要なのは、発話の内容がこれこれ、あらたまり度がこの程度のときはカラが適切、などと目盛りを与えて教えることはできないということである。人間が体験し得る発話内容と場面のあらたまり度の組み合わせをすべて挙げることは不可能だし、2つの要素の程度の判断には個人差があるからである。ここでは、決定に関与するのはこの2要素だということをお伝えされるのみである。2要素の組み合わせとカラ・ノデの選択との関係は、学習者自身が多くの経験から体得し、自分の個性で決定する性質のものである。

図1の領域(C)と(A)(B)を分ける点線の位置についても似たことが言える。場面のくだけ度に無関係にカラが不適切となるほど「極端に自分支持」な発話内容とはどの範囲か、に関する意見には個人差がある。(2)については、いかにくだけた場面でもカラは不適切とした人がほとんどだった。しかし、同じく「全面自分支持」の(1)(メモできませんでしたから、もう一度言っていただけますか。)については、相手が幼児ならカラも適切とする人が半数で、場面のくだけ度に無関係にカラは不適切とする人が筆者を含めて半数いた。また、健康維持に水泳をやっていると聞いた人が「でも、毎日泳ぐのは難しいでしょう？」と問われての答え、

(12) うちの庭にプールがありますから、毎日泳げます。

(12)は、Yは「自慢」で「自分支持」、Xも「相手支持」でないためYの「自分支持」の程度を下げず、「全面支持」である。(12)でも、場面がくだけていればカラが適切とする人数

と、どんなにくだけていても(冗談でないかぎり)不適切とする人数が拮抗した(ここでも筆者は後者に属した)。つまり、著者を含めた半数の人にとっては、(2)だけでなく(1)と(12)も領域(A)に含まれるのである。

(2)のような「自分の失敗の理由を言う」場面を領域(A)に入れることには問題がなさそうである。しかし、これらに加えて、(1)のような、「一方的に相手を犠牲にする依頼」と(12)のような「臆面もない自慢」も(A)に含めるかどうかは意見の分かれるところということになる。学習者の発話が、筆者のような、いわば、「不寛容な」日本人に不快感を与えないようにという意味での「安全性」を重視するならば、これも含めるのがよいだろう。いっぽう、学習者が耳にする日本人の発話を「寛容に」受け止めるようにという意味での「安全性」を重視するならば、領域(A)には(2)のような場面のみを含めておくのがよいだろう。同様に、(C)と(B)の境界についても個人差があり、自分は宮中晩餐会で天皇に向かってカラを使えると言う人もいるだろう。このように、「適切さ」の判断には、文法的正しきの判断と違って、個人差がつきものである。そのため、文法の指導では、白か黒かを明確にする規則を与えることができるが、「適切さ」の指導では、緩やかなガイドラインを与えることしかできない。

しかし、カラを使うのが適切か不適切かを決めるには、その場面の2つの要素にだけ注目すればよいという情報は、学習者にとって十分に簡潔で有用なものであると考える。

### III. まとめ

[Xカラ、Y]と[Xノデ、Y]の用法の違いのうち、相手に不快感を与える可能性のある違いを説明するには、Yを遠慮せずに言うという、カラの性質に注目する必要がある。実際の使い分けは、カラのこの性質に、Yを遠慮なく言うことが適切な場面かどうかを決める要素として、発話内容の問題と、場面のあらたまり度の問題とが、次のようにかかわっているとすることで説明がつく。

- 1) [Xカラ、Y]は「私はYを遠慮せずに言う。Yを遠慮なく言ってよいと考える根拠はXである」という気持ちを表す。つまり、カラは、何かを遠慮しないで言うことの正当性を支える根拠を表す。
- 2) したがって、カラが適切なのは、Yを遠慮なく言うのが適切なときだけである。
- 3) Yを遠慮なく言うのが適切かどうかは「その場面での(XとYの総和としての)発話全体の内容の性質」と「場面のあらたまり度」の2要素で決まる。
- 4) 発話全体の内容が「自分支持」であればあるほど、そして、場面が「あらたまって」いけばあるほど、Yを遠慮なく言うのが不適切になり、したがってカラが不適切となる。

### IV. おわりに

以上、カラとノデの用法のうち、日本語のコミュニケーション能力養成の目的に照らして最も重要な点を、簡潔に示す記述とはどんなものかを検討した。最も重要な点とは、すなわ

(Cont'd on p. 35.)



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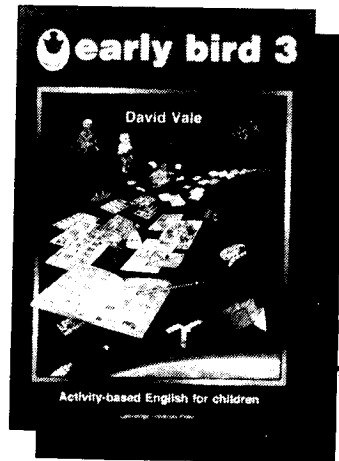
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## Getting Your Class to Rock and Roll

by Mark Zeid

Perhaps the title of this session should have been: "Getting Students to Participate by Using Music" as opposed to the idea that the music was from the '60s. But whatever the title, the ideas presented were practical, doable and sure to awaken some response in students.

Taking from one to six weeks in 15- to 20-minute chunks of time, the idea is to develop skills by using music. The teacher must first decide on the goals of using the music and keep these in mind while designing the activities. The choice of music should be "American," well-known e.g. songs from musicals, movies, Christmas, *Karaoke*, and above all something that the teacher has the energy to do.

For his first choice, Zeid chose "Hello Dolly" and demonstrated six short activities.

1. Playing the song up to four times while the students do a cloze exercise in which the missing words are listed on the board or the paper. Papers should be collected when the exercise is finished.

2. A sequencing exercise in which the words of the song are cut into strips or sections and the students, working in groups, arrange the strips in order while the song is playing. When finished, the cloze exercise is returned to make corrections.

3. Showing the video if available and/or explaining the words and background of the song.

4. Choral reading by groups, rows or individuals with attention paid to pronunciation, diction and contractions. If the song doesn't appeal to the students, stop here.

5. Choral reading with TPR. Teach large, appropriate gestures to go with the song, i.e. for "Hello Dolly," pointing to oneself or others at names, nouns or pronouns.

6. TPR with the music and if the students start to move to the music then teach them a simple line dance.

For his second demonstration Zeid used "The Twelve Days of Christmas." He said it makes a wonderful filler between examinations and holidays in December and works well with all age groups.

1. Sequencing or matching gifts with the days. Children who can't read can identify and order pictures. Older students can copy the song from the board.

2. TPR Activity using gestures or holding up pictures as the tape is played.

Among the practical suggestions and tips given were the use of flashcards, having younger children respond by physically moving to a picture or card, making up different words for a song and having those who perform pick their successor. Other songs and gestures were also given. Zeid has a unique method of assigning

roles by using a deck of cards and some of his "card tricks" can be applied to many classroom situations. Perhaps this could be the subject of another presentation next year.

The following were given as sources of songs and musical games for children: *Kitty Cat*, a monthly magazine produced by the Aruku Publishing Company, Tokyo, and *Wee Sing*, a series of tapes by Pamela C. Beall and Susan H. Nipp (Price, Stern, & Sloan, Los Angeles).

Reported by Elizabeth Crittenden

## Needs Analysis and Program Design in Business

by Betsy Yoshioka and Adrian Pilbeam

Unlike many students in school, company employees studying English often have specific reasons for doing so, but these reasons are not often clear to teachers or even to the students themselves. In-company teacher trainer Betsy Yoshioka emphasized that the most important thing in designing a communicative syllabus is to determine what students' needs are.

This could be done by following potential participants to see how they used English in their work, by conducting detailed interviews, by reviewing job descriptions, or by using fairly extensive questionnaires. Although questionnaires are the most widely used, they are often used in combination with one or more of the other methods.

To give members of the audience experience with designing questionnaires, Yoshioka asked the members to come up with a list of specific points they thought should be brought out. For example: Why is English being studied? How is it to be used, and with whom, where, and when? Using these guiding questions, audience members worked on questionnaires of their own.

After such surveys are carried out, Yoshioka said, students should be grouped according to their needs. The needs of the students would then set the stage for a definition of learning objectives. These could range from general notions and specific situations to activities and functions. They could also specify what the learner can or should be able to do by the end of a course.

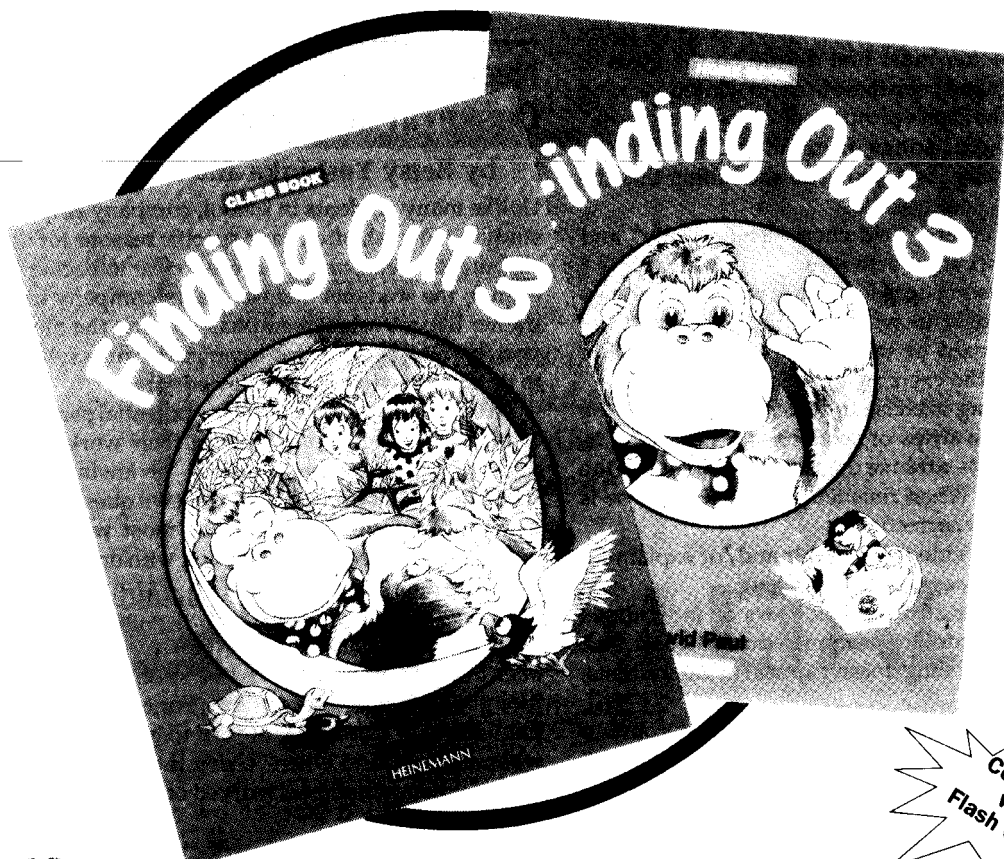
Yoshioka concluded her part of the presentation by discussing course planning. This is where the details come in—working out parameters (number of students, time, and facilities), gathering information on the subject to be taught, setting up student profiles (both present and target), writing up course objectives, and preparing the actual syllabus.

To discuss syllabus design, co-presenter and fellow teacher trainer Adrian Pilbeam showed how larger

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by David Paul

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syllabus elements could be divided into ever smaller units. One example he gave was training secretaries in the use of English.

He took just one of the main duties of many secretaries, handling phone calls, and followed it each step of the way in a complete syllabus. The macro-skill of handling calls could be broken down into several micro-skills, such as taking and leaving messages.

Breaking it down further would lead to particular language functions, such as offering to take a message. This in turn would determine the structures to be taught, from the use of modals to set phrases and so on through levels of appropriateness, general terminology needed, and sample expressions that are likely to be used. Pilbeam then demonstrated how such detailed planning would fit into a day-to-day course timetable.

*Reported by Monty Vierra  
Westgate Academy*

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## Conversation: What It Is and How to Teach It

**by Marianne Celce-Murcia**

This presentation raised a question that argues against a basic premise of the communicative language teaching approach that is fashionable today.

Using data from conversational analysis studies by sociologists, Celce-Murcia argues that *conversation* is not the same as *speaking* or *communication*, and that it does not follow the same rules as other types of speech exchanges. This is because the function of conversation is primarily "interactional," or social, rather than "transactional," or communicative. As such, conversation requires only a limited vocabulary. The information is not dense and there is little subordination. There is heavy use of high-frequency words and much repetition, and grammar is less important relative to fluency and intonation. Additionally, the non-verbal aspects of conversation, which are often culturally determined, are very important. This is why telephone conversation tends to be more difficult than face-to-face conversation.

To demonstrate this hypothesis, Celce-Murcia presented analyses of some conversations, both to explicate the rules and forms used, and to show that a surprisingly small portion of many conversations (particularly on the telephone) may be devoted to the actual exchange of information. These analyses, in which she defined that terminology used by conversation analysts, illustrated the importance of each participant in a conversation being familiar with the interactional conventions of the language. She also gave illustrations from personal experience of how people, quite fluent in a second language in other respects, often have difficulties sus-

taining (or sometimes ending) conversations due to lack of training or experience with these culturally determined rules.

Her prescription was simple and straightforward: that foreign/second language teachers must understand the limitations of the "communicative revolution," select and use texts that use authentic conversations (preferably supplemented by tapes and scripts), and repair textbook conversations that do not follow the rules. Also suggested were use of taped conversations of native speakers, cartoons and comic books, English language movies, and class use of scenarios where native examples and student performances can be compared. In short, students should be exposed to conversations that are real or realistic, and learn the dynamics of conversation from them rather than the sanitized and idealized forms, shorn of cultural context, that too often appear in ESL materials.

*Reported by Del Matthews  
Hiroshima College of Foreign Languages*

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## Teacher Training: Essentials for Quality Control

**by Patrick Colabucci**

Over the years in Japan, a sore point in the teaching of English as a foreign language has been that many people hired have had little or no training in either education or EFL. In fact, some people are hired because they have backgrounds in business and industry, rather than in education or EFL. Patrick Colabucci, a corporate teacher trainer, discussed the need for such training and he described a program that helps meet that need.

Given financial and operational constraints, any company teacher training program can still be effective if it concentrates on the skills and knowledge that teacher trainers need. These can then be broken down into short-term needs and longer term ones. The short-term needs are met in eight or nine sessions held over a five to eight week period, during which novice teachers spend some of their time leading classes.

The first need may come as a surprise to those not in the business community: making teachers aware of an organization's policies and approaches to English teaching.

The second is lesson planning. According to Colabucci, many people are good at "teaching the book, not the students." Proper planning helps novice teachers organize their materials and visualize what will happen in the classroom; proper classroom management and text use come as a result, he said. New teachers then plan out lessons and demonstrate them to the teacher trainer for review.

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teachers take on classes. In fact, only after they have been teaching do they go to observe other teachers, which seems to invert common teacher training practice. Colabucci said the reason for this was to heighten the new teacher's awareness of what goes on in the classroom.

Training in specific areas continues while each new teacher is working. These areas include error correction and giving students feedback, aural comprehension, guiding role plays and simulations, teaching vocabulary and using supplementary materials, such as video.

By the end of the training sessions, new teachers have already had several weeks of classroom experience. They are themselves then observed. The teacher trainers organize pre-observation consultations, do the observations, then carry out a follow-up consultation.

After the initial training period, new teachers must attend monthly training meetings that deal with additional pedagogical and practical needs that the new teachers have. In addition, each new teacher is encouraged to do further study, to complete writing projects, and to lead monthly sessions. The encouragement comes in a tangible way, through a "monthly skills allowance" that can build to a raise in salary.

For various reasons, companies have not always sought trained language teachers to work for them. But more and more companies are realizing the importance of having native speakers who have the skill to teach English as well as business savvy. For more and more companies, simply being a native speaker is no longer a justification for someone to walk into the classroom. Both consultants and in-house managers are beginning to address this problem with training programs of their own.

Reported by Monty Vierra  
Westgate Academy

(Con'd from p. 29.)

ち、学習者が対人関係を損なうような発話を行うのを防ぐために、どうしても教えなければならない点である。

本稿が提案する記述の基本は、永野(1952)によってすでに暗示的に言及されている。現在広く使われている初級教科書の記述が永野の分析を基礎にしていること、そして、コミュニケーション教育の重要性が言われて久しいことを考えると、この検討が今日までなされなかったことが不思議な気さえする。このこと自体、日本語教育において、表現の用法の指導をコミュニケーション能力養成と結びつけて考えようという姿勢が依然として弱いことを示しているように思う。本稿が、表現の用法の指導をそうした姿勢で見直そうという動きにわずかでも貢献するものとなれば、さいわいである。

【注1】本稿では、発話と文・例文とを次のように区別する。発話はある特定の場面で言われたものを指し、文、例文は場面との関係を考えない抽象的なものを指す。

【注2】『日本語初歩文法説明』(北海道大学日本語研究会 1988)には、自分の行為の言い訳にはノドを使ったほうがよいとの記述がある(pp. 170-172)。初級教科書以外では、An Introduction to Advanced Spoken Japanese (アメリカカナダ大学連合日本研究センター 1987. p. 281)や『基礎日本語文法』(益岡隆志ほか 1989. p. 171.)に、カウには、自分の理由を押し付ける感じがあるために、使うのが不適当となる場面があるとの記述がある。しかし、いずれも、相手を不快にする用法の部分的な記述にとどまっている。

【注3】発話の叙述内容が、話し手自身と相手のそれぞれに利益を与える、あるいは、犠牲を強いるものかどうかということと、その発話が相手に快適感を与えるか、不快感を与えるかということとの関係に関して、理論的な議論を展開したものとしては、リーチ(1983)がある(第5章)。

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服部四郎ほか(編). (1979). 『日本の言語学』 大修館書店  
Leech, G. (1983). *The Principles of Pragmatics*. London: Longman. (邦訳『語用論の原理』紀伊國屋書店.)

## How Should a Language Teacher Approach the Thorny Expressions *Kara* and *Node* ?

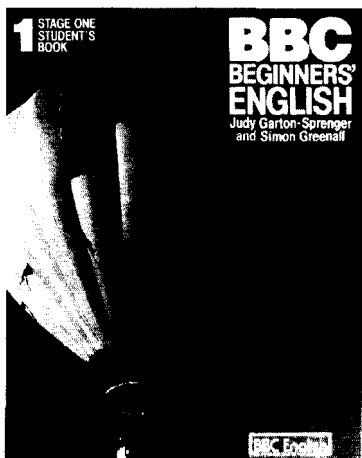
Yoko Tsuruta  
Toyo Eiwa Women's University

The aim of this article is two-fold: a) to argue how the description of the usage of an expression for the purpose of teaching the language as a foreign/second language should be different from that for purely theoretical purposes, and b) to propose, as an example, such a description of the distinction in usage between two Japanese connectors: *kara* and *node*, both of which are used to give a reason or explanation but whose distinctions have not been adequately treated in textbooks.

A description of the usage of an expression for the purpose of teaching needs to be both usable and useful. It needs to be simple and explicit so that learners can easily deal with it. At the same time such a description also needs to provide learners with sufficient information so that they can be aware of situations where the use of the expression would offend the hearer.

*Kara* gives strong support to justify the speaker's claim and, therefore, can offend the hearer if used inappropriately. Whether or not the use of *kara* is appropriate is determined by two features: 1) the degree to which the content of the utterance is hearer-supportive, and 2) the degree to which the situation of the utterance is informal.

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## Turn the Sound Off! Using Video in the ELT Classroom

by Dale Bay

Video tape has become an increasingly popular medium for use in ELT classrooms. Unlike texts or even audio tape, video makes it possible to incorporate visual and kinesthetic elements of communication in a classroom situation. A simple paradigm of how we may choose to use video could include these non-verbal elements:

### Visual

Overview activities

i) observing for gist

ii) describing

----- a) events -----

b) scenes

c) scenarios

Watching the video **with the sound off** provides opportunities for students to observe important elements of non-verbal behaviour. Observing for gist permits whole conversations to be seen in real time. If the commonly asserted claim that 90% of human communication is non-verbal is even partially true, then video can be used to bring this point home-as much to the teacher (usually the arbiter of culture in the classroom) as to the student.

Successful language learners must be social anthropologists to some extent. Still pictures may be used to introduce cultural icons or stereotypes which can give observers important insights,

Try this right now: Describe what the situation is in the situation comedy of your choice. Say *Fawlty Towers*, *Three's Company* or reaching back in history, *Get Smart*. What elements would you expect to see in a typical gangster movie-*The Godfather* or *Gangster*? How are these elements combined in *The Sting* or the *Pink Panther* movies? What are the elements of a typical Samurai movie? How do you tell the good guys from the bad guys? An accurate knowledge of stereotypes is a necessary communications skill in any culture because the common ground must be accessible to all.

### Kinesthetic

Modelling or acting activities

i) role modelling

a) faithfully modelling the scene e.g. kinesthetic gist

b) varying roles e.g. "What if we changed the scene to + suggestion."

ii) behaviour modelling

a) performing a very small action with great fidelity

b) varying that action once it is mastered

Based on the concepts outlined above, students can model scenes in order to increase the breadth

of their communication from listening and speaking to doing. Not every non-verbal communication has an accompanying speaking part but every speaking part has an appropriate action. Watch people speaking on the phone; they still bow, nod, shake their heads, etc., even when the visual aspect of the communication is stripped out.

### Let's get practical

Most teachers probably start out using video by running the tape and asking questions, typically Wh- and time-related questions such as "What happened next?" Students are typically and understandably overwhelmed. They are asked to observe in a variety of modes-visual, auditory and kinesthetic-but to filter their experience and respond to a textbook-like Q and A approach. At best, this is simply an unimaginative use "I a complex medium.

### Gist

Run the tape for a **scene** without the sound of course, **then have the class without pre-discussion** come up with a dialogue for what they imagine the scene to be about. Resist the tendency to let them write out a script unless you want your class in communications to turn into a writing class. Expect some wailing and gnashing of teeth at first and let them do it their way. Correct body language but leave the English alone. This is a wonderful opportunity for them to get an idea of what works, how and why. At the very least, being up and moving around is less boring than being parked in front of their texts-it may even shake up the idea that they need to rely on the text for input and the teacher for constant micro-correction. This facilitates independence.

### Behaviour Modelling

If there is a criticism of communicative methods that has real validity in the ELT classroom, it is the fact that teachers-with the best of intentions-try to liven up the class by doing something different. Different tends to be more a reaction away from the traditional texts, etc. rather than towards any specific goal. In short, we must be careful not to fall into the trap of demanding output before input.

In this context, memorizing small scenes has real validity. There is a scene in *The Graduate* set in a bar, where Dustin Hoffman is, quite ineffectively, trying to get the waiter's attention. As the waiter rushes past, in this crowded bar, Mrs. Robinson, without looking up, tells the waiter firmly but clearly that she'd like a scotch and water. Yes ma'am. The scene only runs ten seconds or so. How many Japanese students can identify with the feeling of being unable to make a request effectively while abroad? These vignettes are very do-able. It's easy to set one up and unlike gist exercises-which I

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(Cont'd on p. 45.)

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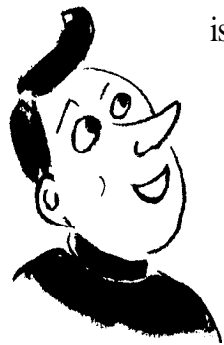
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**Our World.** David Peaty. Tokyo and London: Eichosha-Longman Books. 1990. Pp. 86. ¥1,400. Listening tapes (2) available separately, ¥4,120.

*Our World* serves well as the text for either conversation or reading classes, and I believe that it could be used by non-native as well as native English-speaking instructors. The textbook assumes a high degree of language competency on the part of both teacher and student - the high intermediate level, the author tells us in his introduction (iii). The non-native English instructor should not be scared away, however, because the combination here of interesting content with a large variety of conversation-based exercises takes much of the pressure off the instructor to create and control every aspect of the instructor-student interaction. Native and non-native instructors benefit alike from the presence of two supplementary volumes: *Our World Teacher's Guide*, which provides detailed instructions on how to use the text, additional information about the subject of each lesson, answers to the exercises, transcripts for the listening sections, and is included at no extra charge by the publisher with all textbook orders; and *Our World Notes*, annotated by Motokiyo Fujii, supplies Japanese vocabulary and background notes for each unit and is packaged together with each copy of *Our World*.

The eighteen units of *Our World*, easily enough material for a full school year in the Japanese university system, are based on a specific theme. The heart of the first section of each unit is its reading selection, and these sections are organized so as to make the student aware of different reading skills and their uses. Each unit prepares for its reading selection with two discussion components, the first centering on a photograph and the second supplying provocative data. Both parts are followed by a series of questions and are related in some way to the content of the main reading text. In total the photograph, data, and questions serve to set the broad context within which the student will then read the "Reading" section, but now with the ability provided by this prior knowledge to guess at the meaning of the harder to understand parts of the selection. The reading selection comprises a "Pre-reading" activity introducing the theme of the text, the reading passage itself, and, depending on the unit, either seven or eight activities centered on the text. These activities can either be instructor-led or serve as the basis of pair or small-group work. The first three of these activities are organized around reading approaches: "What's it about" around skimming for gist; "Looking for details" around scanning for specific information; and "Careful reading" for close study. "Vocabulary" and "Reference," the next two activities, focus the student more closely on component elements of the text. "Your interpretation" builds then on these latter two by asking the student to supply explanation within this context of certain other words and phrases found in the text. In

some units, "Your interpretation" is replaced by "Critical reading," an activity that forces the student to search for bias on the author's part, in particular in statements that offer opinions or speculation as fact. "In brief" and "Your ideas" ask the students both to summarize in their own words what they have read and to expand on that to state their own thoughts about related topics. "Sentence insertion" then asks the student to go back into the text to find a logically suitable place to insert a new sentence given there.

The text is accompanied by a taped listening section usually in interview format, using both English and American, male and female speakers. As with the reading selection, effort is made to prepare the readers for what they will hear, first in a "Pre-listening" statement of the general subject matter and some questions to anticipate the issues discussed, and then in a "Key words" section, which specifies the major vocabulary items that will appear during the course of the interview. "Questions" and "Discussion" activities then provide the framework for instructor-led or pair-centered conversation.

Were we only to consider format and the language-teaching theory that has been incorporated, perhaps Peaty's text would be no better than many others now available in the huge Japanese market, but where he particularly excels is in finding interesting, informative, and at times humorously off-beat content around which to center his language-learning exercises. As Peaty says in his introduction to the Teacher's Guide that accompanies *Our World*, "[a]ttention is focused on content rather than form," though form is certainly not ignored. Even a partial list of unit titles will suffice to demonstrate that the subjects taken up range from the seemingly strange and marvelous ("Treasure," "Aliens," "Strange Phenomena") to the personally and socially aware ("Megaprojects," "Endangered Species," "The Vanishing Forests," "The Homeless," "What We Eat," etc.). Content is perhaps the strongest element of this methodologically sound text.

*Our World* can be used as a four-skills text. In the Teacher's Guide, Peaty provides detailed instructions on how to use the text to focus on the skills of reading, writing, listening, and speaking. Though the standard Japanese university class schedule does not lend itself easily to the intensive language training that a well-rounded four-skills class ideally would be, I have found that an instructor can expand the restrictive time constraints of a class centered on *Our World* relatively easily. For example, the writing component of the book is its weakest in terms of the drills provided within the text itself; however, I have found the text works especially well when complemented by homework activity that has the student read selectively in newspapers, both English and Japanese, and keep a newspaper journal consisting of the pasted-in article, a vocabulary list, and a short summary of the content. As a final written project for the course, the students then write an essay on one of

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the issues in which they have become interested through this reading. What students learn on their own through this reading and writing should serve positively, and certainly has in my classes, to enlarge and make more fertile the contexts within which the students read each succeeding lesson. It should also be emphasized, however, that *Our World* can also be used for only one or two of the skills, depending on the time and equipment constraints under which the instructor must work. The reading-related texts and exercises alone are well worth the cost of the book.

**Reviewed by Charles Fox**  
**Ritsumeikan University**

**Investigating Cultural Studies in Foreign Language Teaching.** Michael Byram and Veronica Esarte-Sarries. Clevedon, Philadelphia: Multilingual Matters Ltd. 1991. Pp. 219.

Look at the title again. Carefully. Does the book: a) cover how well cultural studies of language teaching are done? b) cover how culture is taught in language classes? c) see what kind of cultural studies taught in language classes are investigative? d) investigate cultural bias of studies of language teaching?

If you chose "b" you would be correct. The ambiguity of the title leads one to check the Table of Contents. Hopes for a formal scientific study wane as the number of chapter titles with referent quotes rises. Part of the title is even put into quotes in the first chapter ("Introducing 'cultural studies' in Foreign Language Teaching") showing the need to define terms. Other titles include "'The people might be a bit queer': Attitudes Toward French People" and "'You sit down and get your books out': Views on Learning French."

Hopes rise with the title of the second chapter, "Empirical Investigations in Cultural Studies." Here we have the meat of the book. Chapters 3-9 are mostly anecdotal. The authors define the role of the student as ethnographer, generalize that to teachers, and then apply that to cultural studies done in connection with language teaching.

The second shock comes with the Introduction. This present volume is one of four books. *Cultural Studies in Foreign Language Education* is "a collection of essays on the philosophy of language teaching." *Mediating Language and Cultures* "[a]rose out of an international symposium in Durham" to give a European context for the development of language and culture classes. It includes surveys, theoretical articles, and empirical research program accounts. *Cultural Studies and Language Learning* investigates the widely held assumption that language teaching has a positive effect on cultural attitudes. It is a full scientific account of the Durham Project which was made possible by an Economic and Social Research Council grant.

The book currently under review was written to

"bridge the gap between research and teaching (curriculum development)." As a bridge without foundations, the prime reaction to the first cursory reading was one of frustration and of not getting the whole story. The first two chapters are the most widely applicable. Chapter One is "not a simple research report" but a "descant to the underlying tune of the report" whatever that means. It is a "book for teachers as recipients, who might be encouraged by reading it to develop further theory and practice in their own right." The attitude that teachers cannot, or do not want to, read empirical research indicates the researchers' view of the quality of staff. This is a government funded project.

The researchers postulate that tourism, migration and open frontiers have changed language teaching. The pre-tourism language teaching was basically an experience between different educational fields, using reading and writing. The new language teaching sees the "Learner as Ethnographer" where the student learns language and culture as a whole. There is both cognitive analysis and affective response, with a view to wean students away from the ethnocentric view.

Chapter Two briefly covers the empirical research. This research has two purposes: to confirm the hypothesis that language learning broadens students' horizons, and to make an account of methodologies and their effects on learners. Page 23 reveals that "Statistical analysis requires precise definitions" but that "...the investigation is dealing with factors and relationships which are not precisely definable in advance, and where the investigation is indeed seeking to clarify definitions, the above [statistical] means to generalizability are not appropriate." So much for empirical data.

The next six chapters are primarily anecdotal, undigested but edited. Three of them deal with: a) Attitudes toward French People, b) Views on Learning French, c) Two Topics in Cultural Studies (food and geography).

More useful areas are covered in subsequent chapters. The researchers extrapolate from their data that there are four approaches to teaching language classes. The Academic approach is more or less classic. The Survival approach stands out for cultural content, integrated personal experience and information, its use of cultural artifacts, the classroom decor, and finally, its flexibility. The Language Enjoyment approach contains little planned cultural content. The Language Skills approach is explained last.

The final two chapters, "The Textbook" and "Language Learners Abroad" deal with issues related to the teaching methodologies inside and factors outside of class.

If you are a teacher of a foreign language in England, this book would help somewhat by giving you stories of other teachers in a similar situation. The lack of hard presentation of the research and the over-dependence

# VISTAS

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on anecdote limits the use of this book outside of England. One of the other books in the series might be more helpful.

**Reviewed by Kevin Ryan  
Showa Women's University**

**26 Steps: Controlled Composition for Intermediate and Advanced Language Development.** Linda Ann Kunz. Hayward: Alemany Press. 1988. Pp. 56 (student book, Pp. 9 (teacher's manual).

I first became acquainted with 26 Steps in the late 70s during a language teaching seminar conducted by Language Innovations, Inc. (LINC), the now defunct group which originally published it. What impressed me about LINC was their dedication to good teaching, without being beholden to dogma, whether from the traditional or "new methods" camp.

The original version has been used by teachers in our program, with varying degrees of success reported. Looking at the 1988 version, I note that the format is essentially unchanged, although some passages have been revised for the sake of clarity as well as to bring them up to date. Instructions for the student are in most cases more explicit, clearly the result of monitoring student progress using the earlier edition.

Essentially, students perform a number of changes on the passages, one at a time, so as to become increasingly proficient in proofreading, sentence combining and vocabulary usage. Moreover, students are made aware of the relationship of grammar to meaning. A change of one parameter often requires other changes, such as when all the sentences starting with "they" are changed to start with "she," necessitating that the verb endings in the present tense, for example, be modified to keep agreement between subject and verb.

If it all sounds too mechanical for some, keep in mind that the author makes a distinction between controlled composition and free or creative writing. In fact, most of my students seemed to enjoy the security provided by the controlled writing activity, an important by-product of which was a great deal of security and comfort with writing in general.

On the other hand, teachers should be cautioned not to expect controlled writing to lead to increased proficiency in self expression, or even organization and paragraph development. Clearly that is beyond the scope of 26 Steps. Unfortunately, many teachers or programs tend to look at creative writing as the next step, sequentially, after the type of activity offered by 26 Steps. To my mind that is a mistake; the two types of writing can (and probably should) co-exist. I would urge people who try 26 Steps not to hold their students back from creative writing, since it is the urge to say something that is ultimately important if we want to encourage the enjoyment of writing. This urge cannot

and should not be suppressed until mechanical perfection is attained. To use 26 Steps this way places demands on the book that cannot be delivered. In fact, the author suggests that students be allowed to use the controlled compositions as models for their own compositions with the caveat that students not be penalized for errors that they have not dealt with in the steps so far covered. All in all, a book with a great deal to offer.

**Reviewed by Paul Arenson  
International Education Center, Tokyo**

## Recently Received

### For Students

- Adamson, D. (1989). *International hotel English*. New York: Prentice Hall. Sequel to *Hotel English*; companion to Keane: *International restaurant English*.
- Adamson, D. (1991). *Starting English for business* (student's book, demo tape). New York: Prentice Hall.
- Bagley, D. (1991). *The freedom trap*. Collins English Library level 5 reader. London: Collins ELT.
- Bassano, S. & Christison, M. (1992). *Drawing out: Creative, personalized, whole language activities*; revised edition (student's book). Englewood Cliffs: Prentice Hall Regents. (jhs, hs, jrcoll, coll, adult)
- Forrester, A. & Savage, A. (1991). *Take 2* (student's book). London: Collins ELT.
- Keane, L. (1990). *International restaurant English: Communicating with the international traveller*. New York: Prentice Hall Regents. companion to Adamson: *International hotel English*.
- Kitao, K. & Kitao, K. (1991). *TOEIC eibunpo (jo, ge)* (extensive Japanese notes). Tokyo: Unicorn.
- Martin, A. & Hill, R. (1991). *Modern Poetry*. London: Cassell.
- O'Connor, F. (1991). *English, Inc.: Functional English for Japanese business people* (student's book; demo tape). Hemel Hempstead: Prentice Hall International.



### Information for Publishers

Because *The Language Teacher* requires reviewers to use materials in class, no classroom materials which are inadequate for classroom use will be listed. Furthermore, only new books will be listed for review.

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



# Getting started is what it's all about.. .

First Steps in Listening and Progress in Listening

Michael Rost and Nobuhiro Kumai

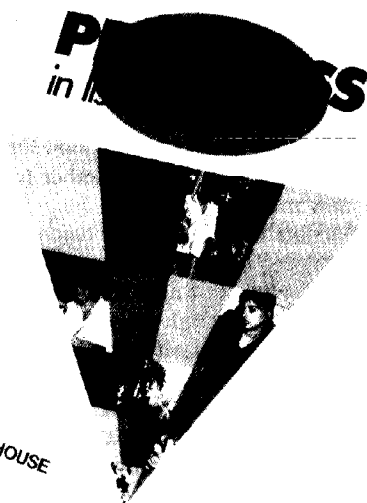
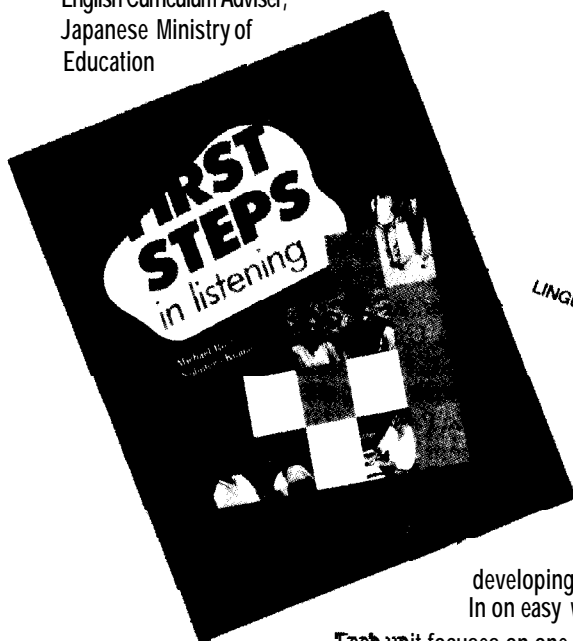
Consulting Author: Munetsugu Uruno, Ibaraki High School

Consulting Editor: Minoru Wada

English Curriculum Adviser,

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- Romanoff, M. (1991). *Language and study skills for learners of English*. Englewood Cliffs: Prentice Hall Regents.
- Seibcl, C. & Hodge, R. (1991). *Building English structures: A communicative course in English*. Englewood Cliffs: Prentice Hall Regents.
- Short, D., Seufert-Bosco, M., & Crognet, A. (1991). *Of the people: U.S. history*. Englewood Cliff?: Prentice Hall Regents.
- Short, D., Seufert-Bosco, M., & Grognet, A. (1992). *By the people, for the people: U.S. government and citizenship*. Englewood Cliffs: Prentice Hall Regents. New York: Newbury House.
- Stevenson, R. (1990). *Treasure island*. Collins English Library level 3 reader. London: Collins ELT.
- Swindells, A. (1991). *Nelson Mandela*. Collins English Library level 3 reader. London: Collins ELT.
- Woolrich, C. (1991). *Rear window*. Collins English Library level 4 reader. London: Collins ELT.
- For Teachers**
- Dixon, C. & Ncsscl, D. (1992). *Meaning making: Directed Tending & thinking activities for second language students*. Englewood Cliffs: Alemany Press/Prentice Hall Regents.
- Nunan, D. & Burton, J. (Coords) (1990). *Study skills for further education: Minimum social proficiency: A curriculum framework for adult second language learners*. Sydney: The National Center for English Language Teaching and Research. (aid to curric. devel.)
- Peyton, J. & Staton, J. (1991). *Writing our lives: Reflections on dialogue journal writing with adults learning English*. Englewood Cliffs: Prentice Hall Regents.
- Rost, M. (1991). *Listening in action: Activities for developing listening in language teaching*. Hemel Hempstead: Prentice Hall International.

personally dislike in the ELT classroom-you don't run the risk of getting bogged down in a mass of detail, thus missing the point of the exercise. Teach them lots of scenes, then give them the chance to put them together during their own real life movie-watching as part of a discovery process.

Does it work? When I first came to Japan, I wondered why I couldn't get a seat on the train when there was three-quarters of a space and all it would take was a small shift by the other passengers. (Nasty racists, I groused.) My technique if you can call it that, was to stand in front of the space with what I took to be an expectant look. No response. So on the train one day I asked myself, "How do the Japanese do it?" Five stations later, I had the answer! Walk up to the space and without slowing down make a bit of a bow-just duck your chin quickly--and make a small chop in front of your upper body and keep on going. The space will be there before your bottom hits the seat!

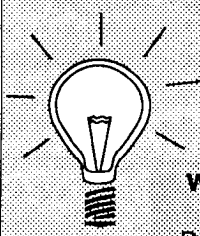
Used with discipline and imagination, video can bring English to life.

### Further Reading

- Allwright, D. (1988). *Observation in the Language Classroom*. Harlow: Longman.
- Brown, G., & Yule, G. (1983). *Teaching the Spoken Language: An approach based on the analysis of conversational English*. Cambridge: Cambridge University Press.
- Lankton, S. (1980). *Practical Magic: A translation of basic neuro-linguistic programming into clinical psychotherapy*. Cupertino, CA: Publications.
- Nunan, D. (1989). *Understanding Language Classrooms: A guide for teacher-initiated action*. Hempsstead: Prentice Hall.
- Ur, F., (1984). *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.

*The Language Teacher* welcomes well-written reviews of other appropriate materials not listed above (including video, CALL, etc.) but please contact the Book Review Editor in advance for guidelines. Well-written, professional responses of 150 words or less are also welcome. It is *The Language Teacher* policy to request that reviews of classroom teaching materials be based on in-class use. All requests for review copies for *TLT* reviews should be addressed to the Reviews Coordinator.

*JALT Journal* welcomes in-depth reviews of a substantial and scholarly nature with a minimum length of 1,000 words. All requests for reviewcopiesand writers' guidelines should be addressed to the *JALT Journal* Book Review Editor. Those wishing to review anything not on the list should check with the Book Review Editor about appropriateness and whether it is currently being reviewed.



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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).



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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.

written and its enforcement in everyday life.

**Reported by Bill Casey**

CHIBA

## Assessing Oral Skills

by Steve Gershon

Steve Gershon of Tokai University demonstrated the "telling" logic of oral assessment to the January meeting's participants.

Testing is at its best an imperfect system of measuring students' language abilities and its weaknesses become even more apparent when students in a conversation class are evaluated with written tests. Oral testing can help to overcome some of these limitations, but one is immediately faced by the logistics of how to test large classes in a reasonable amount of time.

Based on the types of interactions/output each teacher can expect from a class, Gershon proposes a system of codes to be used in noting students' performance on a daily/weekly basis. Each notation can be regarded as a single-item test and collated along with results from more comprehensive speaking tests.

Gershon urged teachers to keep in mind that although oral assessment is never totally objective, if done in a manner which is fair and motivating for students and which is not overly cumbersome for the teacher it can provide valuable information for an overall picture of students' speaking abilities.

**Reported by Bill Casey**

## Labor Standards for Language Teachers

by Thom Simmons

Members at the February meeting who may have considered the topic of workers' rights an issue best left to union halls, came away with a new perspective on teaching in Japan. Thom Simmons, Kanto Teachers' Union Federation head and advocate for the National Union of General Workers, condemned the pervasive disregard of Japanese labor law at many schools and boldly called on teachers to stand up for themselves when treated unjustly.

"Teachers are so reluctant to admit that they are often treated like commodities-bought and subsequently tossed out when no longer needed." During the presentation, a number of school contracts were examined and found to be in direct violation of articles in the Japanese constitution.

Not all schools follow the pattern of exploitation illustrated by these contracts and Simmons is not naive enough to believe that some teachers will not also take advantage of their employers. But more often than not, it is the schools through unstated "regulations," psychological intimidation, threats of dismissal, sexual and racial discrimination, and a host of other unfair practices that demonstrate the inconsistency between the law as it is

FUKUI

## Motivating Students

by Koji Igawa

How to motivate students was the theme of the December presentation by Koji Igawa of the Osaka YWCA. Igawa showed us some useful ways to motivate students using popular media such as video and music. He stressed the need for short-term reward systems to encourage day-to-day motivation, so students really feel they are making progress toward their long-term goals.

Of particular interest during the presentation was a discussion among participants concerning their personal motivation for learning a foreign language. Everyone identified high school teachers as a significant influence--both positive and negative--on their own motivation. Igawa pointed out that as teachers we must show interest in our subject and students before we can expect our students to be motivated.

**Reported by Sarah Jane Gould**

HOKKAIDO

## Team Teaching and Activities

by Laura MacGregor

Team teaching has been under fire from many sectors since it was conceived several years ago and the January meeting heard some lively discussion as Laura MacGregor described positive and negative points of the AET in the classroom.

1. An AET can answer questions about pronunciation and usage.
2. An AET represents a different culture.
3. AETs can present different concepts in teaching and learning.
4. A change in routine can make classes more interesting.

Negative points discussed were:

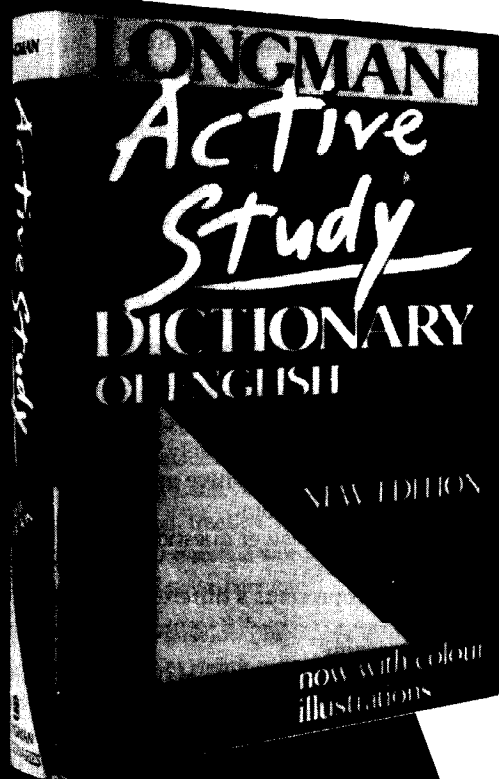
1. Japanese teachers have more work when the AET visits.
2. Classes after the AET leaves are boring.
3. Students have trouble understanding a native speaker.
4. Suitable materials are hard to find.

The second part of the presentation dealt with various games which can be easily adapted for use with differing levels of learner abilities. MacGregor demonstrated how to teach the textbook without using the textbook, selective listening activities, a jigsaw story and how to use songs in a cloze activity.

The meeting concluded by asking the teachers this question, "Which one of these activities will you try in your lesson tomorrow?"

**Reported by Lorraine Miller-Nara**

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KOBE

## Getting Your Students to Read

by Vaughan Jones

Vaughan Jones, Japan Manager of Heinemann International, started February's meeting by asking his audience to consider reasons justifying the use of graded readers in the ELT classroom. Reasons included the increase in learners' vocabulary and familiarity with grammatical structures, the gain in knowledge about diverse cultures, the flexibility of readers as a learning tool, the student autonomy they encourage, the variety which readers can provide within the syllabus, and the students' sense of achievement in finishing a graded reader.

The speaker then discussed the criteria for choosing graded readers and emphasized the need to provide students with books which interest them and which also correspond to their present linguistic level. After outlining means of matching students with the appropriate level of reader, he described a number of pre- and post-reading classroom activities. He concluded by extolling the beneficial effects of extensive reading for second language acquisition and urged his audience to consider adopting some form of extensive reading in their teaching situations as a way to provide students with a valuable source of language input.

**Reported by Michael Skelton**

KYOTO

## Reading and Background Knowledge

by S. Kathleen Kitao

In January, Kathleen Kitao began her presentation with a brief overview of how recent studies dispute the traditional view of reading as unidirectional and passive, and showed how current researchers are demonstrating that readers actively use higher level skills.

Kitao outlined some of the implications of schema theory on choosing materials and designing pre-reading activities, and the need to actively teach the organization of English writing so that students can learn where to look for structural clues and how to make predictions.

In small groups, we looked at samples from currently used texts and discussed what background information Japanese students may need to know in order to be most successful.

Participants left with practical ideas for next week's lessons as well as up to date information on research findings and current theory.

**Reported by Alton Cole**

### A Reminder

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

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

Thanks!

—The Editors

NAGOYA

## Games for Adult Learners

by Beth Gottlieb

## Dynamic Learning in the Dramatic Classroom

by David E. Kluge

In January, Beth Gottlieb of Trident School of Languages presented a number of useful ideas and got her audience involved in games for adult learners of English. In February, David Kluge of Kinjo Gakuen University demonstrated that dynamic learning in the classroom can take on a variety of dramatic guises, i.e., role play, Total Physical Response, theatre, etc. Both Gottlieb and Kluge stressed that student involvement was the key to successful use of these ideas.

**Reported by Kelly Ann Rambis**

SHIZUOKA

## Roundtable Discussion on College Teaching

At the January meeting teachers working in colleges and universities met to discuss their ideas and goals for the upcoming academic year. Two major themes which emerged from the discussion were: how to enhance listening comprehension skills and how to foster student responsibility.

Suggestions for improving listening skills included asking the students to watch NHKTV news in Japanese prior to working with NHK's "Today's Japan" news in English, using Self Access Pair Learning and the use of mini-lectures which are delivered first in Japanese and then in English.

Greg Jewell explained his plan for the students to set long-term and class goals. This led to a discussion of how to develop a sense of responsibility in our students. It was suggested that non-linguistic goals such as developing individual responsibility, developing skills in working together, and developing respect for others be made explicit course goals. It was further suggested that developing such responsibilities in the students requires that we as teachers must take a close look at our own practices and reexamine ourselves as responsible educators.

**Reported by Stewart Hartley**

TOKYO

## How to Get More From Our Students and Financial Planning Ideas

by Tim Cornwall

In the first part of a two-theme presentation, Tim Cornwall delivered 23 points for drawing out students at the January meeting. A few of these included warnings about artificial "teacher talk," using a "three sec-

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(Cont'd on p. 51.)

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# Bulletin Board

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.

American Pacific Resources will be offering two-day English conversation seminars in various areas of Japan during the months of September-October, 1992. These seminars are highly activity oriented where teachers will learn by doing. The communicative language teaching (CLT) approach will be used primarily, with a high concentration on speaking and listening activities. Each participant will receive a 200-page activities workbook including original units corresponding to various facets of American culture. For more information please contact: American Pacific Resources, c/o Kay Bryant, 6571 Maplegrove St., Agoura, CA 91301, U.S.A. Fax: 818-706-0989.

## **Intercultural Communications Conference, Tokyo 18 April 1992**

Bring culture into your classroom in exciting and memorable ways! There may be space remaining at the Tokyo JALT/SIETAR Japan Intercultural Communications Conference on 18 April. If you haven't already registered, this may be your last chance to attend this exciting Intercultural Communications Conference. Call SIETAR Japan at **03-3580-0286**. The JALT/SIETAR Intercultural Communications Conference--don't miss it! (For specific presentation descriptions see February's *Language Teacher*.)

## **Extensive Reading Teachers**

**Richard Day** and **Julian Bamford** would like to hear from persons who have put together **extensive reading programs** or **libraries of books** for students to read. They are writing a teachers' handbook on extensive reading and plan to have a section describing existing extensive reading programs. Contact Julian Bamford, Bunkyo University, 1100 Namegaya, Chigasaki-shi, Kanagawa-ken 253: Tel.: 0467-53-2111; fax: 0467-54-5720.

## **Women and the World**

Passe-Partout return to Japan for a four week tour in May 1992 with their new series of productions *Women and the World*.

A cast of women from Africa, Japan, US, and U.K. look at health, wealth and wisdom in their communities. Audiences learning English are helped to take part in the celebration of different cultures through drama, mime and music. The work is in English, interspersed with a little Japanese.

Known for their vigorous and participatory approach, Passe-Partout provide teachers with preparatory materials and follow-up packs. Presentations last 70 minutes, can be given up to three times a day, and are designed for a maximum audience size of 150.

The performance fee is ¥120,000 for senior high schools and ¥150,000 for colleges. Booking can be made by fax: 44-71-490-4186. Tour dates are as follows:

11-17 May, Tokyo area; 18-24 May, Osaka area;  
25-31 May, Osaka area; 1-7 June, Tokyo area.

## **Call for Members**

### **EAP (English for Academic Purposes) N-SIG**

The English for Academic Purposes N-SIG, if successfully formed, will be a network of JALT members who prepare Japanese students for study abroad. This includes students who are transferring to educational institutions abroad and students planning a one year or longer homestay. EAP N-SIG members would share teaching materials, techniques, problems, problem solving strategies, and other information that will help teachers prepare students for the study abroad experience. Teachers wishing to join should send their name, address, telephone number, chapter affiliation, and ¥1,000 for a year's membership (to take effect from the date of official recognition by JALT) to: Suzanne Ledeboer, Hiroshima College of Foreign Languages, 3-12 Senda Machi, 1 Chome, Naka-ku, Hiroshima 730.

(Cont'd from p. 49)

ond rule" for natural speed (not radio-style) English conversation, avoiding the pitfalls of "katakana pronunciation," and developing a teacher's diary to record good news/bad news from our students' lives to be able to take a genuine interest in them.

In the second half of the meeting the speaker, who is also a representative for Banner Overseas Financial Services, gave a general overview of what a financial planning program should consist of. Topics included: choosing the right kind and amount of insurance, the importance of starting early on a pension program (especially for expatriates), tax planning, and investment opportunities overseas.

**Reported by Will Flaman**

## **YOKOHAMA**

### **Stress and Intonation Patterns**

**by Jennifer Turnbull**

The Yokohama meeting in February heard a presentation about phonetics, the broad spectrum of which was covered well by Jennifer Turnbull.

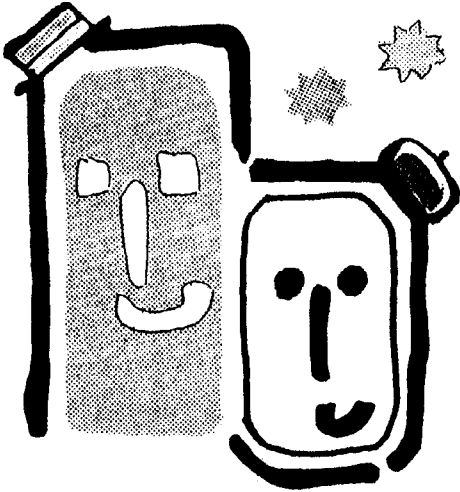
In the first half she talked about stress. Japanese differs from English both in stress on words in sentences, and on sounds in words. Spoken English is likened to music by some Japanese. She recalled for us her own experience learning French in the same manner students here study English. After school she stayed in France where she heard spoken French and began to identify words after getting used to the stresses and tones of that language.

The same was true of her experience in picking up Japanese, she said. Vowel stress, weak vowels, strong and weak stress on information words (nouns, verbs chiefly) and function words (articles, prepositions, auxiliary verbs) are things of which Japanese students should be aware.

**Reported by Howard Doyle**

# CROSSROADS

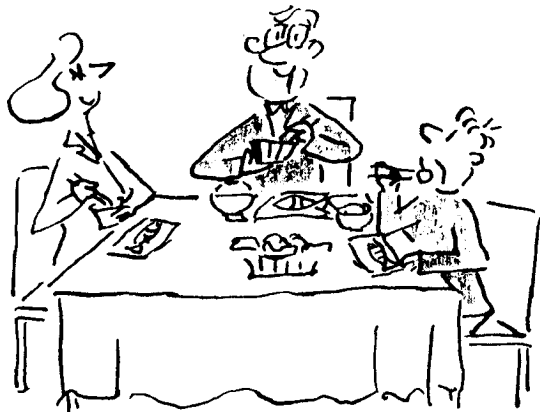
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# Meetings

Please send all announcements for this column to Sonia Sonoko Yoshitake (see p. 1). The announcement should follow the style and format of other announcements in this column. It must be received by the 25th of the month two months before the month of publication.

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

## CHIBA

Topic: Open Forum for Teaching Ideas

Date: Sunday, April 12th

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

This will be an opportunity for members to share ideas for teaching with others, to discuss different methods of instruction, to ask questions or propose solutions. Those attending are encouraged to participate by offering at least one idea that they have either tried or have heard of. Ideas need not be new or innovative and anyone will be welcome to take the floor and demonstrate for the group. As always members are asked to bring unused books of any sort, size or language (Japanese books OK!!) to donate to the chapter book mart. New reference books will be raffled off with proceeds going towards future chapter programs and study grant awards.

## FUKUI

Topic: Some Aspects of the History of English

Speaker: Sadayuki Nakane

Date: Sunday, April 19th

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

Place: International Exchange Center (Kenminkaikan 6F)

Fee: Members free; non-members ¥700

Info: Hiroyuki Kondo 0776-56-0404

This presentation will delineate some interesting features of English as seen from a historico-linguistic viewpoint, beginning with linguistic attitudes that have changed over the centuries and extending to phonological/morphological, syntactic, and semantic changes in the language.

Sadayuki Nakane teaches EFL

courses and lectures on the history of English in the Faculty of Education at Fukui University.

## FUKUOKA

JALT Fukuoka Office, 092-714-7717

## GUNMA

Topic: How to Get Your Class Started: Warm-up Activities

Speaker: Jeff Winchester

Date: Sunday, April 19th

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

Place: Niihima Women's Junior College (Takasaki)

Fee: Members free; non-members ¥1,000

Info: Hisatake Jimbo, 0274-62-0376

In this practical workshop, the presenter will discuss why warm-up activities are important. He will demonstrate several activities and invite participants to share their ideas.

Jeff Winchester is an Assistant Professor at Toho University School of Medicine.

## HAMAMATSU

Topic: Teaching and Learning Japanese

Speaker: Naoko Aoki

Date: Sunday, April 26th

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

Place: CREATE (next to Enshu Byoin Mae Station)

Fee: Members free; non-members ¥1,000

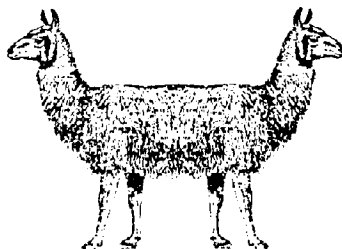
Info: Brendan Lyons 053-454-4649  
Mami Yamamoto,  
053-885-3806

Naoko Aoki discusses the issues previously raised by the participants at JALT Hamamatsu meetings concerning teaching and learning Japanese as a second language (JSL). The presentation will be in English and/or in Japanese depending on the audience.

Naoko Aoki has taught JSL for over ten years and trained both native and non-native teachers of JSL.

## HIMEJI

Akito Ozaki. 0792-93-8484



## HIROSHIMA

Topic: Mind The Brain

Speaker: Helen P.H. Wright

Date: Sunday, April 19th

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

Place: Hiroshima YMCA, Gaigo Gakuin Bldg. #3

Fee: Members free; non-members ¥500

Info: Marie Tsuruda or Kathy McDevitt  
Hiroshima YMCA  
082-228-2269

The aim of this session is to provide an overview of developments in psycholinguistics focusing on the areas of: (i) language acquisition, (ii) language knowledge v. language use, (iii) speech comprehension and production.

Helen Wright is Visiting Foreign Lecturer at Hiroshima University. She previously taught at the Sprachlabor, Free University, Berlin and at the Institute for Applied Language Studies, Edinburgh.

## HOKKAIDO

Topic: Developing Strategic Competence

Speaker: Simon Bayley

Date: Sunday, April 19th

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

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

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

Info: JALT Hokkaido 01 1-584-7588

Beyond the classroom, students constantly come up against the unpredictable. Students should be made aware of the need to develop strategies for dealing with new situations. The presenter will discuss some of the types of task-based activities used in the EFL classroom and practical aspects of communicative competence will be demonstrated.

Simon Bayley is the Director of Studies at ANA Stanton School Sapporo and has taught EFL and ESL in England, Spain, Italy and Japan.

## IBARAKI

Topic: Video in the English Class

Speaker: Marc Benger

Date: Sunday, April 12th

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

Place: Mito Shimin Kaikan (Room 101)

Fee: Members free; non-members ¥500

Info: Martin E. Pauly 0298-64-2594

This presentation will take the form of a workshop. The presenter will

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demonstrate various techniques used to teach both video which has been specially prepared for the classroom and authentic material. Teachers are encouraged to experience these through active participation.

This presentation is of interest to potential users of video as well as those who wish to further develop their video classes.

Marc Benger is an ELT Consultant with Meynard Publishing Limited.

## KAGOSHIMA

Yasuo Teshima, 0992-22-0101 (W)

## KANAZAWA

Topic: Phonics for Japanese Students

Speaker: Yoko Matsuka

Date: Sunday, April 12th

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

Place: Shakyo Center, 4th floor  
Honda machi, Kanazawa  
(next to MRO)

Fee: Members free; non-members ¥600

Info: Masaki Oi 0766-22-8312  
Mary Ann Mooradian  
0762-62-2153

The study of phonics is an important element in learning English pronunciation. This intensive phonics presentation will cover both teaching techniques and materials, and is an ideal introduction for all teachers dealing with students in junior and senior high school, as well as in "juku" classes for younger children.

Yoko Matsuka is the Director of Matsuka Phonics Institute in Tokyo.

## KOBE

Topic: Individual Differences in Second Language Acquisition

Speaker: Rod Ellis

Date: Sunday, April 12th

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

Place: Kobe YMCA Language Center, 4th floor

Fee: Members free; non-members ¥1,000

Info: Jane Hoelker 078-822-1065

This presentation will review research into the role of individual differences in second language learning. It will consider the following factors: 1) language aptitude, 2) learning style, 3) motivation, 4) personality. In each case the methods and instruments used to investigate these factors will be discussed and illustrated, as well as the main research results to date. A discussion regarding some of the ways in

which teachers can take account of individual differences in language learners will follow.

Rod Ellis is currently Professor of Applied Linguistics at Temple University Japan. Previously, he was Head of the Department of English Language Teaching at Ealing College of Higher Education, London. His two latest books are *Instructed Second Language Acquisition* and *Second Language Acquisition and Language Pedagogy*.

## KYOTO

Topic: Learner Training in Listening Strategies

Speaker: Barbara Fujiwara

Date: Sunday, April 26th

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

Place: Kyoto British Council, 75 Nishi-machi, Kita Shirakawa, Sakyo-ku, Kyoto;  
Tel.: 075-791-7151

Fee: Members and students free; non-members ¥500

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

Helping students become self-directed learners is an important teaching challenge, especially for teachers who have limited contact hours with their students. In this workshop, we will address some key questions in learner training, focusing on the skill area of listening. What listening strategies do learners use and which are most helpful? What kinds of learner training programs can we develop? We will examine these questions both experimentally and theoretically, through reflection, listening experience and discussion.

Barbara Fujiwara is a lecturer at Doshisha Women's Junior College.

## MATSUYAMA

Linda Kadota, 0899-79-6531



## MORIOKA

Jeff Aden, 0196-23-4699

## NAGANO

Richard Uehara, 0262-86-4441

## NAGASAKI

Topic: Navigating the Chrysanthemum Maze & Interactive Writing/Speaking

Speaker: Curtis H. Kelly

Date: Saturday, April 18th

Time: 2:30-5:30 p.m.

Place: Room 61-Education Building, Nagasaki University

Fee: Members free; non-members ¥500

Info: Wanda "Swan" Anderson  
0958-46-0084 (days)

In the first talk, the presenter will discuss how many of the problems faced by native speakers teaching in Japan are really just cultural differences. The topics to be addressed include Japanese classroom behavior, the role of the Japanese university and Japanese/English interactional styles. The second presentation will center on writing instruction-theories, methods and issues-relevant to Japan, as well as interactive speaking activities.

Curtis Kelly is Associate Professor of English at Heian Women's College.

## NAGOYA

Topic: Mating Social Issues to Whole Language Learning

Speaker: Frank Rowe and Andrea Carlson

Date: Sunday, April 26th

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

Place: Mikokoro Center, Naka-ku, Nagoya

Fee: Members free; non-members ¥1,000

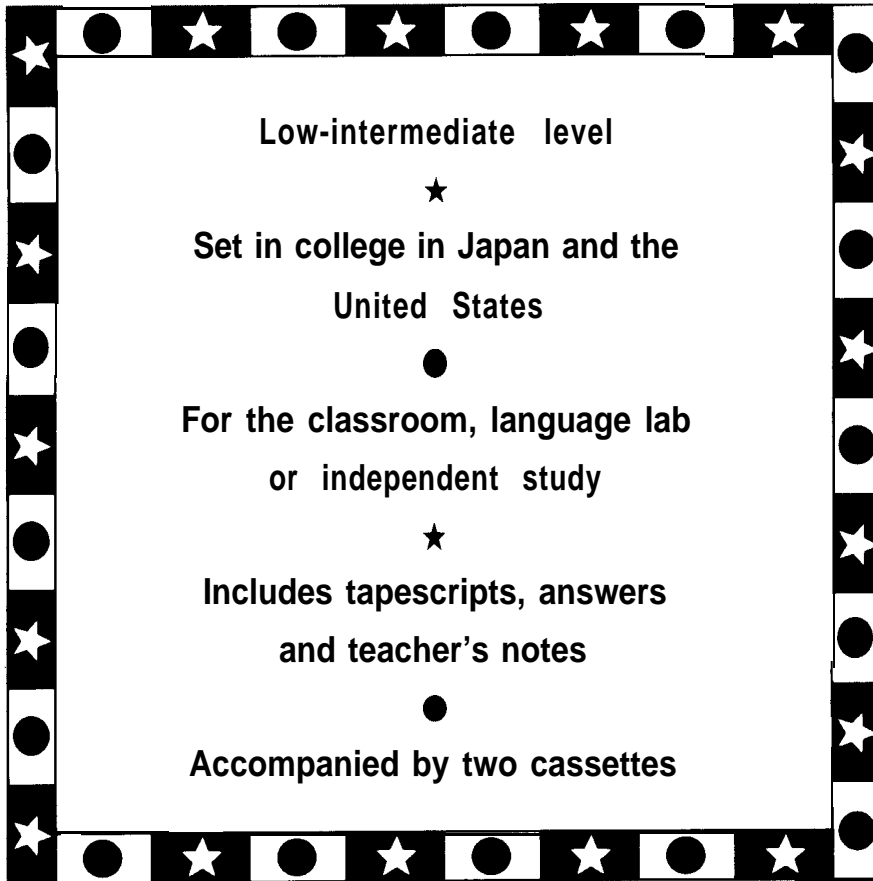
Info: Helen Saito 052-936-6493  
Ryoko Katsuda  
0568-73-2288

Rowe's demonstration will show how to structure a Whole Language Learning classroom in English conversation to include content material. The stress is on allowing the students to choose what to read, listen to, speak or write about. The content material helps them to expand their understanding of the world. Various methods of motivating students-a contract, a personal data sheet, and a quantitative grading system-will be shown.

Carlson will follow up with Trident School's Earth Club activities and community outreach efforts.

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Tel: 03-3294-0791 Fax: 03-3294-0792

# Meetings

Professor Frank Rowe, MA (International Relations), PHD (Higher Education) from University of Southern California, has taught at Gifu Women's University for four years.

Andrea Carlson, MA (Psychology) from University of Oregon, has been teaching at Trident School of Languages for four years. She is also active in the Earth Day (mid-April) activities in Nagoya every year.

## NARA

Denise Vaughn, 0742-49-2443

## NIIGATA

Topic: Getting Your Students to Read

Speaker: Vaughan Jones

Date: Sunday, April 26th

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

Place: International Friendship Center (Kokusai Yuko Kaikan) Kami-Okawa-Mae-Dori, Tel.: 025-225-2777

Fee: Members free; non-members ¥1,000

Info: Michiko Umeyama

025-267-2904

Toru Seki 025-260-1871

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

Vaughan Jones is the Heinemann ELT Manager in Japan.

## OKAYAMA

See Takamatsu chapter meeting.

Date: Saturday, April 25th

Info: Fukiko Numoto

0862-53-6648

## OKINAWA

Ken Odo Weir, 0989-53-0770

## OMIYA

Topic: Strategic Interaction in the Foreign Language Classroom

Speaker: Masaki Oda

Date: Sunday, April 19th

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

Place: Omiya JACK (west of JR Omiya Station, near DOM I and II)

Fee: Members free; non-members ¥1,000

Info: Yukie Kayano 048-746-8238

This presentation demonstrates the use of Strategic Interaction (SI) in foreign language classrooms at various levels. This presentation begins with a discussion of how SI differs from other drama techniques. Then, possible achievements of learners using this technique are discussed with reference to communicative competence. This is followed by the audience trying out some of the SI scenarios in both English and Japanese. The presentation concludes by looking at various applications of SI to different teaching situations.

Masaki Oda, JALT's National Publicity Chair, is an Assistant Professor of EFL/Applied Linguistics at Tamagawa University. He has his PhD in Applied Linguistics from Georgetown University.

## OSAKA

Yoshihisa Ohnishi. 06-354-1826

## SENDAI

Topic: Learner Strategies: From Classroom to Independence

Speaker: Don Maybin

Date: Sunday, April 19th

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 (days)

The presenter will discuss the theoretical aspects of various communication strategies used by learners when speaking a foreign language. He will elicit a variety of learner-centered communication strategy models from the audience and demonstrate how these models can be developed in and outside of the language-learning classroom. Full participation is expected from the audience.

Don Maybin is Director of the Language Institute of Japan in Odawara. He has been teaching in Japan for over ten years.



## SHIZUOKA

Topic: Activities for Teaching French in Japan

Speaker: Nelson Einwaechter

Date: Sunday, April 19th

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

Place: Shizuoka-ken Kyouiku Kaikan (next to Mr. Donuts), Shizuoka City

Fee: Members ¥500; visitors ¥1,000

Info: Greg Jewell 0559-67-4490

As Japan continues on the path towards internationalization, many are finding out that this buzz word is not synonymous with Americanization. Accordingly, more and more Japanese students are choosing to study languages other than, or in addition to, English.

In this workshop, the participants are being asked to take the role of students studying French. It is hoped that by going through the exercises as students, the participants will come away with a better idea of which activities may be right for their students. Although the exercises will be in French, the explanation of each exercise will be in English. The workshop is not just for teachers of French. Indeed, teachers of other languages may also find techniques in this workshop that they can adapt to their own situations.

Nelson Einwaechter is a member of the Hiroshima Chapter.

## SUWA

Mary Aruga, 0266-27-3894

## TAKAMATSU

Topic: Setting Objectives in Developing Lesson Plans

Speaker: Gerald Couzens

Date: Sunday, April 26th

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 presentation will be a lecture-workshop on student-centered, task-based lesson plan development.

Gerald Couzens is Associate Professor of Language Communication and Technology at Miyagi Gakuin College for Women in Sendai with an M.S.Ed. from Oregon State University.

Prof. Couzens will conduct this workshop on Saturday, April 25th at the JALT-Okayama Chapter meeting.

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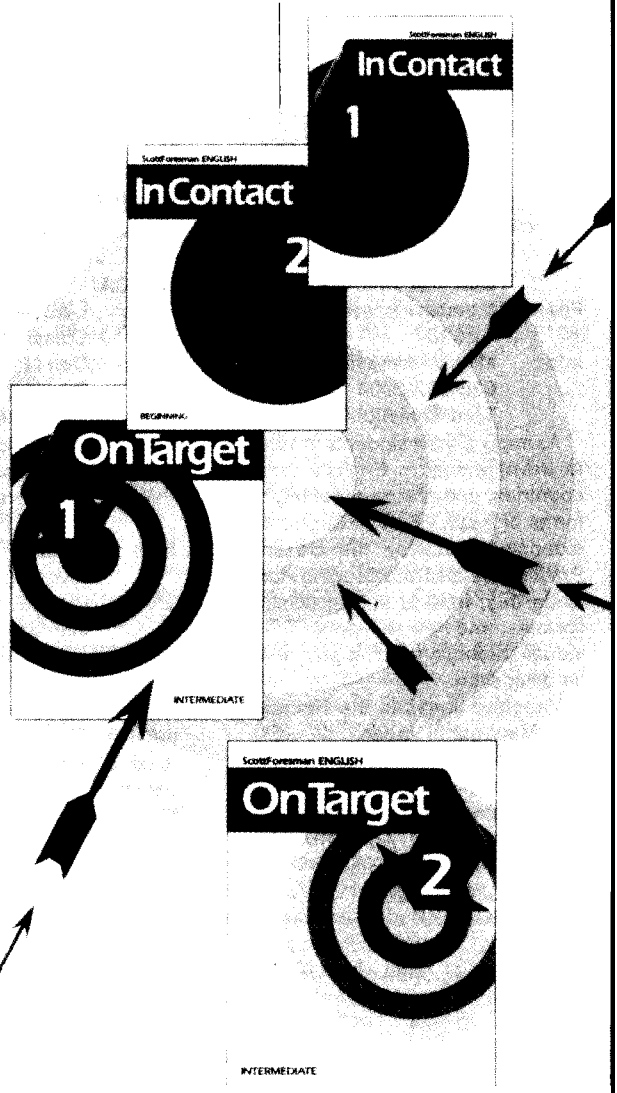
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# Meetings

## TOKUSHIMA

Sachie Nishida, 0886-32-4737

## TOKYO

Topic: Focus on Jr./Sr. High--Teacher Training at The Japan Center for Michigan Universities/Activities and Student Motivation

Speaker: Peter Hoffman (Shiga), Barry Mateer (Tokyo), Yumiko Kiguchi (W. Tokyo)

Date: Sunday, April 26th

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

Place: Temple University Japan (one minute's walk from Shim-Ochiai station on the Seibu-Shinjuku Line-take the local not the express!)

Fee: Members free; non-members ¥1,000

Info: Will Flaman 03-5684-4817 (W) 03-3816-6834 (H)

This program will address a number of issues concerning junior and senior high school teachers. The first half will be an overview of a highly successful teacher training program jointly run by Shiga Prefecture and The Japan Center for Michigan Universities. The presenter will demonstrate techniques taught in the program. The second half will continue with a workshop format. A system will be demonstrated which allows teachers to rapidly get feedback on students' understanding. This idea works especially well with large classes.

Peter Hoffman is Teacher Trainer and Instructor at The Japan Center for Michigan Universities. Barry Mateer has been teaching junior high school for nine years at Nichidai Buzan in Tokyo. Yumiko Kiguchi teaches high school in Machida-shi, Tokyo.

## TOYOHASHI

Topic: The Logic of Group Discussion

Speaker: Robert Bruce Scott

Date: Sunday, April 19th

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

Place: Aichi University, Kinen Kaikan 2F

Fee: Members free; non-members ¥1,000

Info: Kazunori Nozawa  
0532-25-6578

Participants will get experience using flowcharting activities to enhance awareness of group dynamics. These same activities can be adapted for use with groups of language learners to improve their ability to interact con-

structively in the target language. This workshop provides practical applications for critical thinking approaches in second language teaching.

Robert Bruce Scott is a senior lecturer in the Ohio Program for English Language Teaching at Chubu University. He has been teaching in Japan since 1988.

## UTSUNOMIYA

Topic: Cuisinaire Rods Work in the Speech/Conversation Class

Speaker: Lawrence J. Cisar

Date: Sunday, April 19th

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

Place: Utsunomiya Sogo Community Center 0286-36-4071

Fee: Members free; non-members ¥1,000

Info: Tetsuo Nakagawa  
0286-36-7871  
Michiko Kunitomo  
0286-61-8759

This workshop will deal with various ways to make Cuisinaire rods work in the speech/conversation class. Seven different techniques will be presented and practiced by the participants in the workshop. These techniques can be used at a variety of levels of proficiency and in different size classes. The basic activities are: 1. Write a word/symbol, 2. Islamabad, 3. Show your neighborhood, 4. Build an idealcity, 5. Describe your residence, 6. Design a residence for the group, 7. Convey a design.

Lawrence Cisar is an assistant professor at Kanto Gakuen University.

## WEST TOKYO

Tim Lane, 0426-46-5011

## YAMAGATA

Fumio Sugawara, 0238-85-2468

## YAMAGUCHI

Topic: CALL

Speaker: Yukiko Shima

Date: Sunday, April 26th

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

Place: To be announced

Fee: Members free; non-members ¥1,000

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

The speaker is going to introduce the CAI system developed by the Computer Curriculum Corporation of the U.S. After more than 20 years of research, the courseware was developed for both Americans and immigrants. Its revolutionary characteristics are thousands of color graphics and clearly enunciated native-speaker audio. It is so well-programmed that users do not have to worry about manipulating the machine except for touching the mouse and keyboards.

Yukiko Shima teaches at Tokyo Science University Yamaguchi Junior College.

## YOKOHAMA

Topic: Using Pair and Group Work to Generate Classroom Discussion

Speaker: Catherine O'Keefe

Date: Sunday, April 12th

Time: 2:00-4:45 p.m.

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

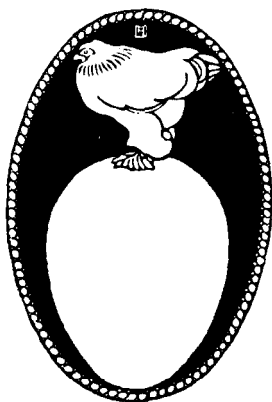
Fee: Members free; non-members ¥1,000

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

Many teachers of English experience frustration when familiar methods fail to work in a Japanese classroom. This workshop will demonstrate techniques which are effective in generating discussion with Japanese students. This workshop will focus on literary materials suitable for the EFL classroom

The presenter has taught in schools and universities in Japan and Europe. This workshop draws upon several aspects of her broad experience and many past presentations in Japan.

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



# ジョージタウン大学 1992年夏期 「英語研修と英語指導法講座」

主催：ジョージタウン大学

米国農務省大学院国際開発研究所 (USDA/GRADUATE SCHOOL)

後援：(米国) 米国教育省、米国広報文化交流局、日本大使館(調整中)

期間：1992年7月27日～8月15日(3週間)

対象：英語教育にたずさわる方すべて(資格は問わない)

内容：●ワシントンDCでの3週間の研修 ●英会話、ディスカッション力を  
中心とした英語研修 ●英語教授法セミナー ●アメリカの政治文化に  
ついての講演と視察、フィールドトリップ ●高校教育の視察  
●米国教育省視察とミーティング

## <概要>

### ■英語研修と英語指導法プログラム(ジョージタウン大学 語学・言語学学部担当)

3週間の集中講座は、ジョージタウン大学での英会話、ディスカッション力を中心とした英語研修と英語教授法セミナーで、クラスでの授業のほか、レクチャーに関連した視察やフィールドトリップも行われます。

大学でのセミナーは、ウィークデイの午前中に毎日4時間・週20時間ずつ行われます。個人指導のセミナー形式がとられており、参加者は15名ずつにクラス配置されます。セミナーには、他大学からの客員教授も招かれ、教育デモンストレーションやワークショップ、質疑応答なども含まれています。午後は、視察やフィールドトリップ、テーマ研修や図書館での学習にあてられます。

英語教授法セミナーは、「文化の交流と指導」、「コンテンツベース指導法、文化を統合した英語教育」、「教材開発と導入」の観点から英語教育の方法についてアプローチします。

### ■カルチャー・オリエンテーション・プログラム(農務省大学院国際開発研究所担当)

ワシントンDCでのオリエンテーション、米国教育省訪問・ミーティング、マウントバーモンへの小旅行、アメリカ人各家庭の訪問、ボトマックリバーのクルーズパーティー、アナポリス訪問、スミソニアン博物館、議会図書館、ホワイトハウス・合衆国議会訪問など、ジョージタウン大学でのセミナープログラムにそって、視察やフィールドトリップなど、専門プログラムをコーディネートします。

〔米国農務省大学院・国際開発研究所(USDA/GS)は、合衆国省庁・機関に所属する政府職員〕  
の特別教育を担当する大学院研究所で、政府の関与する国際教育プログラムにも参加しています〕

### ■自由研修プログラム

週末を利用して、参加者それぞれのテーマにそって、シェナンドマウンテン・スカイラインリッジ、バルティモア、ウィリアムズバーグなどワシントン郊外の建国史探訪や、ニューヨーク、ボストンなどを訪ねる小研修旅行を用意しています。

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参加者に対して、事前にプログラム全体のオリエンテーションと準備についてのスクーリングが行われます。詳細は参加者にお伝えします。

### ■その他、大学でのプログラム

特別講座の開校にあたり入学式および語学・言語学学部/学部長ジェームス・アラティス博士主催のウェルカムレセプションが行われます。

講座参加者には、ジョージタウン大学の正式な学生証が発行され、大学図書館システム、視聴覚設備、レクリエーション施設、学生ラウンジなどを利用することができます。

講座の修了パーティーでは、権威あるジョージタウン大学の特別講座修了書が授与されます。

### ■ジョージタウン大学 語学・言語学学部、語学教育開発センター

アメリカで優れた教育プログラムを実施しているジョージタウン大学語学・言語学学部 語学教育開発センターは、特に多大な熱意をもってこの特別講座を実施しようとしています。

ジョージタウン大学は、1789年に設立され、現在では全米各地から、また世界100ヶ国をこえる国からの留学生をふくめ12000人の学生が学ぶ総合大学です。語学・言語学学部は、1949年以来、アメリカにおける語学教育の最先端をリードし、効果的な語学教育技術や指導法の開発に力を注いできました。大学院課程では、英語指導法における修士号課程と特別講座を実施しています。

語学教育開発センターに関与する教授陣は、25年以上にわたり合衆国政府省庁や国際機関が主催するプログラム参加者に対して、英語教育、アメリカ文化オリエンテーション、アカデミックスキルの教育にたずさわって来ました。また同センターは、各国の英語教育プログラムに深く関わりを持っており、フルブライト委員会や日本地方行政センターなどの特別プログラムも実施しています。

この特別講座では、ジョージタウン大学の教授陣のみならず、地域の中学・高校の英語教育担当者も運営に協力しています。

詳しい資料を御希望の方は下記へ 電話又はハガキでご請求下さい。

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## Positions

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

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**(ASAHIKAWA)** Asahikawa Medical College is seeking a native speaker for the position of full-time English instructor to teach first and second year students from October 1 st, 1992. Duties: teaching a maximum 16 hours a week; assisting in testing and grading; correcting doctors' medical papers. The contract is for a minimum 2 years. Requirements. MA or equivalent; appropriate experience with a variety of levels essential. Salary: ¥3,804,000 minimum plus bonuses assessed by Mombusho according to qualifications and experience. Subsidized accommodation is also available. The college is pleasantly situated in an area of great natural beauty. Applicants should send their CV together with a recent photograph and two recommendations to: Tetsuya Shimizu, President, Asahikawa Medical College, 4-5 Hishikagura, Asahikawa078, Japan. Absolute deadline for receiving applications: May 31, 1992.

**(HIROSHIMA)** The Kure YWCA wants an English teacher from September 1 st, 1992. Applicants should have a college degree and teaching experience. This position is a full-time position with approximately 21 teaching hours a week. Those interested should submit a personal history and two letters of recommendation. For more information call Yoshiko Kawagoe at 0823-21-2414, Kure YWCA, 3-1 Saiwai-cho, Kure, Hiroshima

**(KYOTO)** The Kyoto YMCA English School is seeking applications from native speakers of English for positions in our conversational English courses. One year's English teaching experience required, TEFL and/or teacher training preferred. Full-time position for well-qualified applicant. For further information contact: Eric Bray, Kyoto YWCA English School, Sanjo Yanagi-no-banba. Nakagyo-ku, Kyoto 604; Tel.: 075-255-3287.

**(OSAKA)** Director of Courses and Assistant Director of Courses openings in a new junior high/juku outreach program. Responsibilities for both positions include: teacher selection and training, classroom observation and evaluation, curriculum planning, materials development, model class instruction, and occasional substituting. Requirements: postgraduate study in TEFL,

Applied Linguistics, or Foreign Language Education; two years teaching experience in Japan, professional membership (JALT, TESOL, IATEFL, etc.); Japanese language ability; a career commitment to education; professional references (1). Preferred: junior high EFL teaching experience, presentations, Kansai area residence, long term commitment (3-5 years+). Projected salary: ¥500,000 (¥400,000 for A.D.C.) per month, benefits. Positions to begin as soon as suitable person(s) found. Send resumes to: Kida, Gakurinsha English Network, 3-1-20 Tomatsu-cho, Amagasaki City. Fax: 06-423-2211.

**(TOKYO)** Bunkyo Language Education Center at Bunkyo Women's College, located near Tokyo Daigaku, is looking for one or two native speakers of English to teach part-time from six to eight classes. These are optional, 90-minute conversation classes held during regular college schedule for students in the English major program at Bunkyo Women's College. Probable teaching days will be Monday and Thursday with the possibility of additional teaching days opening up after student enrollment is complete. Classes to begin May 6th. Competitive salary, pleasant environment and excellent facilities, including television studio. Consideration will be given to applicants who have graduate training in TEFL and preferably have experience teaching college women. Successful candidates may also be considered for regular college classes. For more information contact Will Flaman: 03-5684-4817. Resumes may be faxed to 03-5684-4417.

**(TOKYO)** Christian Academy in Japan. Two full-time ESL teachers needed, beginning in April 1992, one for elementary and another for secondary level students. Position requires TEFL/TESL training and experience. The Christian Academy is a K-12 American International Christian school for missionary children located on the western outskirts of Tokyo. Contact the Headmaster at 0424-71-0022.

**(TOKYO)** Huron University Japan seeks qualified instructors for its Intensive English Program beginning May 1992. Instructors should have an MA in TESOL or a related field plus a minimum of two years teaching experience in a university or IEP setting. Applications are also invited for instructors with MA degrees in other fields who have had at least two years' TESOL teaching experience for positions in the IEP and possible instruction of university courses. A few positions may also exist in our Osaka branch. Starting salary is competitive. Please send CV, two letters of recommendation, and transcripts to: The Director, IEP, Huron University Japan, 2-9-8-303 Nagata-cho, Chiyoda-ku, Tokyo 100.



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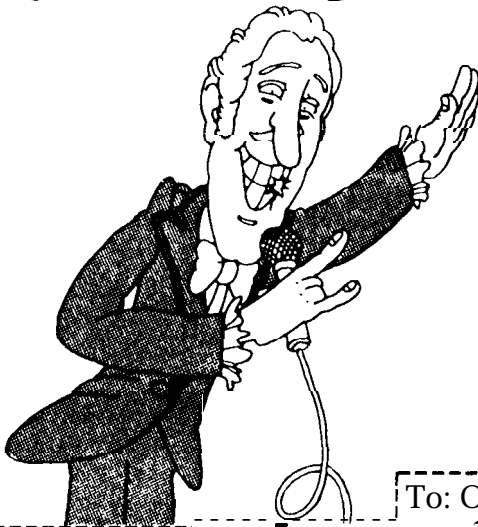
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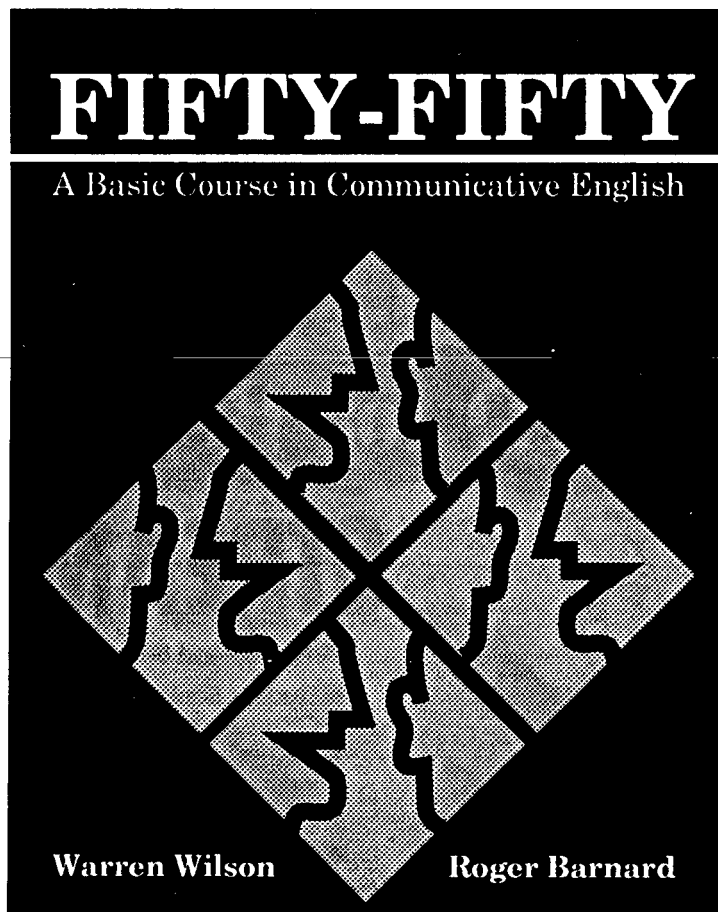
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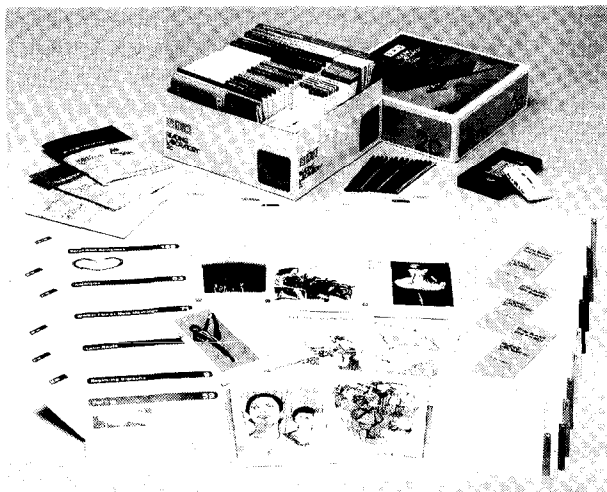
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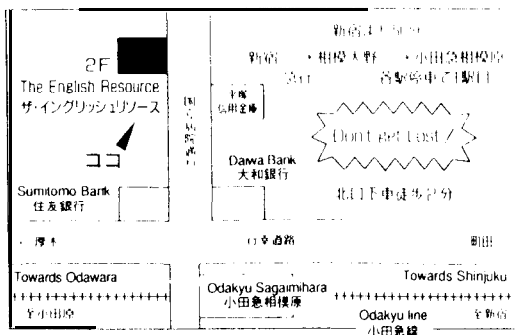
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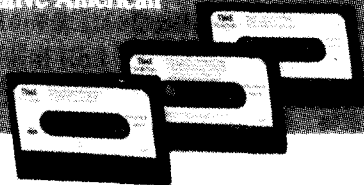
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**Publications** — JALT publishes *The Language Teacher*, a monthly magazine of articles and announcements on professional concerns, and the semi-annual *JALT Journal*. Members enjoy substantial discounts on *Cross Currents* (Language Institute of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

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

**Chapters** — Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Ibaraki, Kagoshima, Kanazawa, Kobe, 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 Membership**(¥12,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥4,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*, or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) to the Central Office.

### CENTRAL OFFICE:

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## JALT—全国語学教育学会について

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

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

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

**支部**：現在、全国に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。

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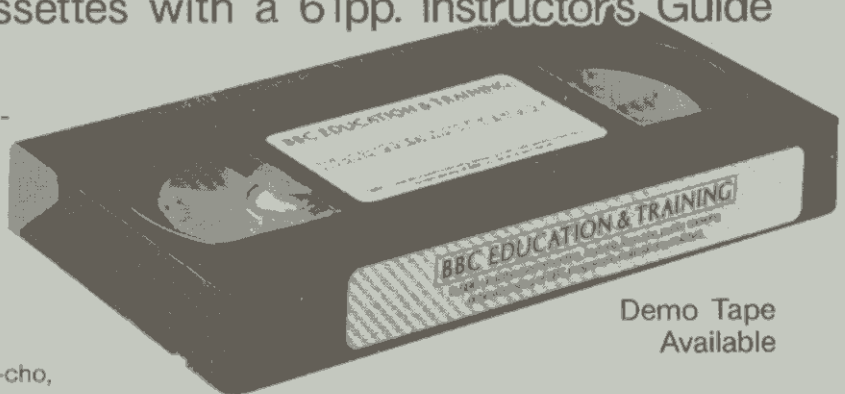
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