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THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

THE LANGUAGE TEACHER 5

JALT is
SIGnificant

JALT'S National
Special Interest Groups
(N-SIGS)

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

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

All contributions to *The 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.

Special Issue:

JALT's National Special Interest Groups

Introduction 2

Official N-SIGs

The JALT N-SIG on Bilingualism 3

Video N-SIG: A Close Up 4

The Global Issues in Language Education JALT N-SIG 5

Petitioning N-SIGs

Japanese as a Second Language (JSL) 6

Team Teaching N-SIG 6

National Special Interest Group on CALL 7

Material Writers N-SIG 7

Features

IATEFL Special Interest Groups by Richard Spoor 11

Linguistic Environments of Bilingual Families in Japan by Masayo Yamamoto 13

Using Schank's MOPS by Donna Tatsuki 17

A Survey of Global Issues by Keiichi Nakabachi 23

日本語学習者の読解過程分析 谷口すみ子

Reading Processes of JSL Learners by Sumiko Taniguchi 31

JALT UnderCover 35

Opinion 43

My Share 47

Chapter Reports 51

Bulletin Board 55

Meetings 57

Positions 65

Introduction

This Special Issue describes the brief history and scope of the established National Special Interest Groups (Bilingualism, Video and Global Issues) and introduces JALT's currently petitioning N-SIGs (JSL, Materials Writers, CALL, Team Teaching and Teacher Training). Special thanks go to **Jim Swan** and **Masayo Yamamoto** who worked for five years to initiate a JALT Executive Committee policy enabling the establishment of N-SIGs. Effective November 4, 1989 the JALT Constitution was amended, with Section 7 recognizing N-SIGs as "groups each of which addresses a specific topic of interest consistent with JALT goals." The By-Laws specify how a "minimum of 50 JALT members in good standing with particular interest in a relevant academic or pedagogical area" may form and maintain an N-SIG.

Each N-SIG has its own newsletter and offers various services to members. Since the 1991 Hiroshima May Fair, conferences featuring the N-SIGs are becoming major annual events, with discounts now planned for N-SIG members at the next N-SIG conference on September 27, 1992 in Osaka. JALT members may join N-SIGs for a full year by submitting ¥1,000 per N-SIG via the postal transfer form attached to the last page of each issue of *The Language Teacher*. Actually, JALT members can now join N-SIGs at the reception desk of any JALT-sponsored conference or chapter meeting.

Guest Editor **Kip Cates** has assembled six feature articles for this issue, fittingly placing the N-SIGs in global perspective. So that we may learn from the pioneer work of organizations with which JALT is affiliated, TESOL and IATEFL executives **Bob Oprandy** and **Richard Spoor** summarize their respective interest networks. Four more feature articles are representative of research in the authors' respective N-SIGs. **Masayo Yamamoto** brings the realism of survey data to bear on the challenge of raising children bilingually in Japan. **Donna Tatsuki** applies discourse analysis to the video medium in comparing the authenticity of available movies and ELT videos. **Keiichi Nakabachi** analyzes how global issues of the environment, peace and humanrights are treated in Mombusho-approved high school English textbooks. **Sumiko Taniguchi's** article in Japanese examines how JSL students with limited vocabulary nevertheless comprehend the gist of Japanese writings in their own field.

Reading this issue you may well find that your professional interests intersect with one or more of the N-SIGs. If so, we warmly encourage you to join now to pursue your interests with like-minded colleagues. Your chapter affiliation has been determined geographically, but now JALT also consists of National Special Interest Groups you can freely select.

Steve McCarty, Kip Cates and David Wood
N-SIG Coordinators

この号は、JALTのN-SIG(National Special Interest Groups)の特集です。N-SIG (エヌ・シグ) は、バイリンガリズム、ビデオ、グローバル・イシューズの3つがすでに結成されており、日本語教育、教材開発、CALL、ティーム・ティーチング、教師養成の5つのグループが結成を申請中です。

JALTにおけるN-SIGは、Jim Swan、山本雅代の両氏の5年間にわたる働きかけの成果として、1989年11月4日に発効したJALT定款修正条項第7条により、「JALTの目的にかなった特定の分野に関心を持つグループ」として認められました。具体的なN-SIGの結成のしかたは、定款規定第6条に述べられています。

各N-SIGはニューズレターを発行し、メンバーにさまざまなサービスを提供しています。1991年に開催されたHiroshima May Fairは、N-SIGに焦点をあてた初めてのコンフェレンスでした。次のコンフェレンスは1992年9月27日に大阪で開催される予定で、N-SIG関連のミニ・コンフェレンスはJALTの年中行事となろうとしています。次回からは、N-SIGメンバーへの参加費の割引が予定されています。

JALT会員は、N-SIGひとつにつき年間1,000円の会費で、どのN-SIGにも参加することができます。会費は*The Language Teacher*に毎号とじこまれている郵便振込用紙を使って、事務局宛に振り込むか、JALTの主催する各種コンフェレンスや支部のミーティングでも支払うことができます。

この特集号のゲスト編集者であるKip Catesは、6つの特集記事を集めました。それぞれTESOLとIATEFLの役員であるBob OprandyとRichard Spoorは各組織の中にできた特定の話題に関心を持つ人たちのネットワークについて紹介しています。あとの4つの記事は、各N-SIGのメンバーによる研究です。Masayo Yamamotoは日本においてバイリンガルの子どもを育てている人たちの実態調査について書いています。Donna Tatsukiは、談話分析の手法を用いて、市販の映画のビデオと英語教育用ビデオとの「本物らしさ」の比較を試みています。Keiichi Nakabachiは、環境、平和、人権などのグローバルな問題が文部省の検定を通った中学・高校の英語の教科書の中でどのように扱われているかを分析しています。谷口すみ子は、外国人留学生が、専門分野の知識を使って日本語のテキストを理解していく過程を記述しています。

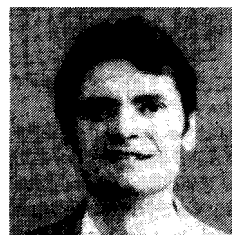
これまでJALT内部の会員の組織は地方ごとの支部に分けられていましたが、N-SIGの誕生によって、そうした地理的制約を離れて、興味・関心を同じくする人たちのグループに自由に参加できるようになりました。既存のN-SIG、または結成を申請中のN-SIGが扱う分野に関心をお持ちの方は、ぜひN-SIGにご参加ください。

Steve McCarty, Kip Cates, and David Wood
N-SIG Coordinators



The JALT N-SIG on Bilingualism: The Bilingual Perspective

by Steve McCarty



Bilingualism is the ostensible goal of second and foreign language education. As such it can provide a fresh perspective on language acquisition, starting from the goal which worldwide research shows is attainable to all. Furthermore, bilingualism stands for linguistic and cultural pluralism in all its varieties. Its methodologies apply multidisciplinary approaches to multilingual and multicultural phenomena. Thus bilingualism is immediately practical yet on the frontiers of theory and research.

History

This JALT N-SIG is by far the oldest in that it stems from the Bilingualism Symposium at JALT '85, forerunner of the now familiar colloquia at each annual conference. The Bilingualism Colloquium conducted by Jim Swan and Masayo Yamamoto has been one of the best attended and received programs at every JALT International Conference since then, providing the impetus to form this and other N-SIGs for year round networking.

Statement of Purpose

This Special Interest Group proposes to (1) encourage bilingualism research projects and the wide dissemination of findings by organizing an extensive network of researchers and willing bilingual subjects, (2) promote awareness of current developments of interest to these overlapping communities, and (3) provide a base for mutual support among the group's members.

JALT members have done pioneering research in the past decade on bilingualism in Japan, the primary focus of this N-SIG. One of the earliest special issues of this magazine was devoted to bilingualism, guest edited by Jim Swan in September 1987. Research by present N-SIG members has shown that Japanese society already contains linguistic and cultural pluralism. Saturday schools and the like have been examined, and successful methods of bilingual upbringing are gradually being discerned. Adults as well as children, by becoming bilingual in Japanese and English even to an extent, have thus far displayed cognitive benefits and other positive effects on thought processes, values and cultural identity.

Members hail from the four major islands of Japan, with newsletters currently sent to the U.S. and England as well. Those with an interest in academic fields encompassed by bilingualism have sufficient reason to join this N-SIG. Others also have families aiming for each member to become as bilingual and bicultural as possible. Both parents and language teachers may wish to exemplify the goal themselves by functioning in more than one international language. The N-SIG can thus be explained to those around us as *Zenkoku Gogaku Kyouiku Gakkai* (or JALT) *Bairingarizumu Kenkyuukai*.

Services to Members

The newsletter Bilingual Japan, presently appearing bi-monthly, contains short articles sharing research findings, teaching methods, book reviews, opinion pieces, and announcements of N-SIG or related events.

Annual JALT International Conference activities include the Bilingualism Colloquium, a fast-paced three hours with about five speakers sharing various research findings and experiments often relevant to bilingual families in Japan; the Annual Business Meeting after the Colloquium, for reconstitution of volunteer roles, open discussion, and suggestion of new endeavors by N-SIG members; the Bilingualism Banquet, an evening roundtable party with whole-group discussion; and N-SIG Hospitality Rooms, a place to meet others with similar interests during the Conference, staffed to handle membership inquiries.

Hosted by David Wood and the Hiroshima Chapter in 1991, and by Beniko Mason and the Osaka Chapter this fall, with JALT-National funding, conferences involving the petitioning and established N-SIGs including Bilingualism are becoming a major annual event.

Special projects include cooperation with other N-SIGs, calling for papers, organizing special publications such as this one, and other projects suggested by members.

Coordination of N-SIGs with other levels of JALT include reporting to and from JALT-National, working with and developing the relationship among the Executive Committee, the Central Office, JALT publications, chapters and N-SIGs.

Volunteer Positions

The Newsletter Editor desktop publishes *Bilingual Japan*, distinguishing opinion from documented research or reportage, and editing for consistent style within a limited space. The Bilingualism Colloquium Coordinators, in consultation with the JALT Conference Committee, arrange and conduct the colloquium program, inviting speakers or accepting proposals. The Treasurer maintains the financial records of the N-SIG, reports annually to JALT-National, advises the N-SIG of funds available, deposits revenues such as dues and the annual grant from JALT, and disburses funds to provide N-SIG services. The Chair coordinates the above components and has overall responsibility without overruling any of the above roles, maintains a file documenting the history of the Bilingualism N-SIG, handles communications as the representative of the N-SIG, and informs the membership of current developments.

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Video N-SIG: A Close Up

by David John Wood



History

After several earlier false starts, a national video network was finally established in 1989. Video is still the largest JALT National Special Interest Group. The Video N-SIG owes its inception to cooperation with TESOL's Video Interest Section, founded by Susan Stempleski, and IATEFL's Video SIG, whose chair, Neil Hargreaves, presented at JALT '91.

Such genuine exchange has also created one of the most internationally focused annual colloquia in recent years, and many of the world's leading video authorities have participated. Our group is proud of its reputation as a trailblazer and mediator. We were responsible for bringing about both the first annual N-SIG conference as well as the national conference N-SIG rooms, traditions which will flourish in future. We are committed to interdisciplinary and inter-SIG cooperation, having already researched video use for Japanese Language Teaching (JLT) and Global Issues.

Statement of Purpose

Video has vast potential for enriching language study and making it more enjoyable and effective. Research into how best to choose from and use the mountain of available materials is our primary goal. Video offers a multilingual and multicultural oasis in what is essentially an otherwise monolingual and monocultural society. Its methodology extends across all disciplines involving the areas of instruction, teacher training, and research. We aim to confront the need for quality communication between specialist and beginner, to provide practical guidance, and to influence video producers to increase the choice, quality, and availability of pedagogically relevant materials.

Research

There are too many important areas of video research to mention in such a brief overview as this, but based on the findings of a series of postal questionnaires conducted by the Video N-SIG since 1989, authentic video has regularly emerged as being a major focus for our members.

Authentic video differs from commercial English Language Teaching (ELT) video, which has been specifically produced for teaching. It includes principally video movies, plus such materials as videotaped TV programs recorded off-air. Perhaps the attraction of authentic video is the tremendous amount of choice such materials offer both in terms of subject matter and the sheer number that are available. Furthermore their value has been enriched by the increasing availability of English captioning. Many teachers also like to develop their own materials, customizing them for use with particular classes, as opposed to merely following a prescribed all-purpose methodology.

While this raises the spectre of copyright, our group has also researched the issue frequently, interviewed copyright authorities, and exerted influence on copyright holders to make suitable materials available for educational development, just as our European and American counterpart groups have.

This is not to dismiss the many other dynamic areas of research interests represented in our group, which range from the implications of linguistics for video, through interactive videodisc, to video camera recording, and so on. Indeed, it is the fusion of such fields that animates our understanding of the video medium and its tremendous scope in language teaching. A prime example in this very issue is the article by Donna Tatsuki which applies a knowledge of linguistics to the evaluation of conversation in authentic versus ELT video,

Services to Members

Through our regular newsletter, *Video Rising*, now in its fourth year of publication, we have been blessed with an abundance of high calibre contributors from every corner of Japan and the globe. The pinnacle of our video research publications to date was the November 1990 *Language Teacher* Video Special Issue, the first of its kind. Its eagerly awaited successor is due in November of 1993.

Video Rising is comprised of 5 sections: 1) Swap Shop, practical tips for video use in the form of lessonplans; 2) ELT Video Reviews, plus other video resources and the attendant literature; 3) Japanese Language Teaching Video, views and reviews; 4) Articles on video related issues such as copyright, audio-visual technology, and research; and 5) News, including a calendar of events/other announcements. Because *Video Rising* is both longer and more frequently published than its TESOL and IATEFL equivalents, it is also a major source of information for many overseas subscribers. Readers interested in contributing to *Video Rising* should contact the coordinator, David Neill, or the relevant section editor.

Projects

While funding is still too scant to permit the many ambitious but vital projects our members have planned, we hope that some manna will fall from heaven in time to bail out our long overdue Video Directory project. To date, a Japanese translation of the TESOL Video data base, a JSL directory, and a compilation of all the excellent *Video Rising* reviews are the three most exciting approaches suggested. JALT 1991 saw the first ever Video Events Room, a success which we hope will one day rise to the dimensions of TESOL's Video Theater, hosting many alternative video presentations.

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The Global Issues in Language Education JALT N-SIG

by Kip A. Cates



The Global Issues in Language Education N-SIG is a unique group open to all JALT members interested in promoting global awareness, international understanding, and the study of world problems and foreign cultures through language education. N-SIG members comprise class- teachers, school directors, Publishers, and textbook writers who share a special interest in global education, a new approach to language teaching which aims at enabling students to effectively acquire and use a foreign language while at the same time empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems. The N-SIG thus has a double commitment to excellence in language education and to "teaching for a better world"-a commitment which involves teaching both grammar and global issues, both language skills and critical thinking skills, both communication strategies and problem-solving strategies.

History

Global Issues in Language Education was officially approved as a JALT N-SIG in June 1991. The idea for the group arose during a workshop entitled "English for Unselfish Purposes" at JALT's 1988 Kobe conference. This led to a first-ever colloquium on global education at JALT's Okayama conference in 1989 and to the May 1990 publication of a special number of *The Language Teacher* on "Global Issues in Language Education."

Statement of Purpose

The official aims are as follows: (1) to promote the integration of global issues, global awareness and social responsibility in foreign language teaching; (2) to promote networking and mutual support among educators dealing with global issues in language teaching; and (3) to promote awareness among language teachers of important developments in global education and the related fields of environmental education, human rights education, peace education, and development education.

Membership Services

An N-SIG member receives the *Global Issues in Language Education Newsletter*, a 25 page quarterly journal packed with the recent news on global education and foreign language teaching. Each issue contains a wealth of information-from suggestions for teaching human rights in language classes to reports on international pen pal programs, from notes on the latest environmental education books to global awareness teaching activities for use in your next class. Regular features include a series of relevant articles from language teaching journals, a round-up of news from international language teaching organizations, profiles of global education groups, global education book reviews, and a networking section where readers can write in to recommend teaching materials on world cultures or get information on recycled paper.

Global Issues members benefit from the N-SIG's networking contacts in Japan and abroad. These range from groups such as Tokyo's ERIC and the Japan Development Education Council to the Japan offices of Friends of the Earth and Amnesty International, from TESOL's Peace Education Sub-Committee to the European LINGUAPAX movement, from the U.S. group Educators for Social Responsibility to the Soviet Educators for Peace Movement, from the Centre for Global Education (York University, U.K.) to the Center for Teaching International Relations (University of Denver, U.S.), and from advocacy groups such as Oxfam and Save the Children to world bodies such as the U.N., UNESCO and UNICEF.

A computerized data bank of members' activities and interests has been set up based on a global education questionnaire. The N-SIG is hoping to organize a resource bank of language teaching lessons dealing with global education themes with the eventual aim of publishing a language teaching activity book on global issues.

The N-SIG promotes the publication of both teaching materials and research papers. Bibliographies have already been compiled for "Global Education" and "Global Issues," with work now underway on resource lists of videos and popular songs which deal with global issues.

Annual JALT conference presentations include a colloquium on global education, a panel discussion on teaching global issues, workshops on designing socially responsible materials, an N-SIG business meeting and a global education materials display at the N-SIG hospitality room. The Global Issues N-SIG also arranges presentations for international conferences such as TESOL, for JALT's regional chapters and for the annual JALT N-SIG conference.

Every year, the Global Issues N-SIG organizes special events. Recent projects include a large-scale EFL book donation to Vietnam, a Japan lecture tour by Soviet EFL Peace educator Dr. Valentina Mitina, and promotion of international events such as Earth Day.

The N-SIG is eager to promote research on global education and language teaching. Recent projects include global issue content analyses of EFL textbooks, surveys of teacher/student attitudes to studying world problems in language classes, and the design of language courses along global education principles.

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Japanese as a Second Language (JSL)

日本語教育全国 SIG

日本語教育全国 SIG は、JALT'90 と JALT'91 で、全国 SIG 結成を検討する会を開き、N-SIG 結成に向けての正式な手続をとることとした。この背景には、JALT メンバーの中での日本語教育への関心の高まりがある。地方レベルでの日本語教育 SIG はすでに、1987 年に東京で、1988 年に仙台で結成され、双方ともに活発な活動をしてきているが、全国各地に、外国人日本語学習者が数多く存在するようになってきたことから、JALT メンバーの中で日本語教育がより広範な関心と呼ぶようになったものと思われる。こうした動きを受けて、国際大会における日本語教育コロキアムの企画、*The Language Teacher* 誌での日本語教育特集など全国レベルでの日本語教育関係の活動もすでに行われていることは、ご存じの方も多いであろう。

日本語教育 SIG には1991年末現在で約60名の参加希望者があり、海外からの申込や問い合わせもきている。JALT のおかれている日本という環境を考えれば、日本語教育に関心を持つメンバーが相当あることは容易に理解できることである。語学教育という大きな枠組みの中で日本語の教育について考える場を持つことは、JALT 自体の幅を広げ、その発展に貢献するものでもあると信じる。

日本語教育全国 SIG の活動目標は、日本語教育に関心を寄せる JALT メンバーの全国的なネットワークの形成と、情報交換の緊密化による学問的・実践的知見の蓄積にある。当面は、1) 会員名簿の作成、2) 各会員の興味や関心、抱える問題などを探るアンケートの実施、3) ニュースレターの発行、4) JALT 大会、ミニ・コンフェレンスなどへの参加、を中心に、メンバー相互の情報交換や研究協力の円滑な進展を支援することに力点を置く。

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Background

Having had two meetings to discuss the possibility of forming a National Special Interest Group at JALT 90 and JALT 91, some forty JALT members involved or interested in the teaching and learning of Japanese as a Second Language (JSL) decided to petition for official recognition as a JALT N-SIG. The first JALT local JSL SIG was formed in Tokyo in 1987, with a second local JSL SIG established in JALT's Sendai chapter in 1988. Both of these SIGs have been actively organizing regular meetings. As the number of JSL learners rapidly increases all over the country, however, the need is now being felt among JALT members interested in JSL to develop a nationwide network which would enable them to share ideas and provide a mutual support system in a wider context.

Statement of Purpose

The JSL N-SIG aims to facilitate the exchange of information among its members and to carry out theoretical and practical research by N-SIG members to form a common resource base of research findings. The JSL N-SIG's short-term objectives are:

- 1) to complete a members list
- 2) to conduct a questionnaire survey as to members' interests and the problems they are facing
- 3) to issue a regular newsletter
- 4) to participate in JALT activities such as the annual conference and local mini-conferences.

N-SIG Contact Persons

JALT members interested in joining this group or in learning more about JSL should contact either the Coordinator or the Treasurer. For SIG external communication, please contact the secretary.

Coordinator: Izumi Saita, Dept. of Liberal Arts, Tohoku University, Kawauchi, Sendai 980 phone 022-222-1800

Treasurer: Sumiko Taniguchi, Foreign Students Education Center, Tokyo Institute of Technology, 2-12-1 Ookayama, Meguro-ku, Tokyo 152.

Team Teaching N-SIG: A Call for Members

by Antony Cominos

Work towards the formation of a Team Teaching N-SIG began when a group of team teaching enthusiasts got together at the 1991 Kobe JALT Conference. Briefly, our charter is as follows: to work as an instigator/focal point/clearing house for research into team teaching and JET-Program-related issues; to encourage the professional development of all people engaged in the work of team teaching; to provide practical and theoretical guidance that will support professional development and improve team teaching; to strive for the realization of working conditions in junior and senior high schools in which professional development and improved team teaching can best take place.

On the research side, one focus of our activities is to open up more opportunities for the dissemination of research into team-teaching-related issues. A logical extension of this role is to assist our members to find avenues through which to publish their work. A number of activities are in the planning stages. The most advanced of these are the special JET Program issue of *The Language Teacher* to be published in October, 1992, and a Team Teaching Colloquium scheduled for this year's Tokyo JALT Conference in November. Our N-SIG will also be represented by a speaker at the September N-SIG Conference in Osaka.

Any JALT members wishing to join the Team Teaching N-SIG please send your name, address, phone number, chapter affiliation and Y1000 one year membership fee (to take effect from the date of official recognition by JALT) to: Antony Cominos, Osaka University of Foreign Studies, 8-1-1 Aomadani-Higashi, Mino-shi, Osaka. 562. Payment in the form of unused ¥100 postage stamps is acceptable. All questions/requests for further information regarding the Team Teaching N-SIG should be directed to Antony Cominos (Coordinator) or Silke Gatemann (Treasurer), Yaei Higashi High School, Yaei 3-1-9, Sagami-hara-shi, Kanagawa-ken. Anyone who would like to contribute to the administrative functions of the N-SIG would be particularly welcome.

National Special Interest Group on CALL (Computer Assisted Language Learning)

Background

A growing number of language teachers are working with computers in the foreign language classroom and exploring the potential of Computer Assisted Language Learning (CALL). Interest in this area within JALT was already sufficient in 1985 to warrant a special newsletter issue on CAI (Computer-Assisted Instruction) while a glance at recent national conference programs reveals a variety of presentations ranging from computer-assisted composition to computer grammar games. Although CALL in Japan is still in the beginning stages, the formation of a CALL JALT N-SIG would allow interested JALT member to share ideas and information as well as conduct research in this important new area of language education.

Statement of Purpose

This proposed Special Interest Group proposes to (1) encourage CALL research projects and to disseminate widely the findings by organizing an extensive network of teachers, researchers, and willing CALL subjects, (2) promote awareness of current developments of interest to both teachers and researchers, and (3) provide mutual support among the group's members. Within the budget constraints, the means proposed for attaining these goals are:

1. To maintain a database for teachers and researchers of interest in cooperating with each other
2. To establish a regular newsletter devoted to the above concerns
3. To establish a colloquium or a workshop on CAI/CALL to be held at the annual JALT International Conference
4. To organize regional conferences or workshops on CAI/CALL
5. To fund worthy research projects.

N-SIG Contact Person

The annual membership fee for this group will be collected once the N-SIG is officially recognized by JALT. For further information please contact:

Prof Karunori Nozawa, Language Center, Toyohashi University of Technology, 1-1 Hibarigaoka, Tempaku-cho, Toyohashi-shi, Aichi-ken 441 phone 0532-47-0111 (W) fax 0532-48-8565 (W)

Material Writers N-SIG

by Jim Swan

Twenty-five JALT members deposited ¥1000 and signed up at JALT '91 to petition for the formation of an N-SIG devoted to Materials Writing. Most of them agreed with the tentative Statement of Purpose below, although two members requested amendments -one to mention practical help in getting published, the other to mention advice regarding copyright. Until these amendments receive formal approval by the petitioning members, though, our tentative Statement of Purpose is as follows:

Statement of Purpose

By helping interested JALT members keep pace with the rapidly accumulating research data and evolving theoretical constructs of language reaching and learning, the establishment of a JALT National Special Interest Group for Materials Writers would be of great benefit to JALT members hoping to translate fresh teaching ideas into useful classroom materials.

We propose this N-SIG as a mutual assistance network to help each other achieve continually rising standards of professionalism in the creation of language teaching and learning materials in all media, both traditional and visionary.

Within budgetary constraints, we propose to meet these needs in the following ways:

- *by publishing a regular newsletter;
- . by sponsoring events at the annual JALT conference;
- . by organizing regional mini-conferences; and
- *by participating in similar events organized jointly with other N-SIGs

There are now many published materials writers based in Japan and undoubtedly many other teachers with fresh new ideas for teaching materials who have not yet had their ideas realized in print. It is our belief that all of us would benefit from an association such as this Materials Writers N-SIG could provide. For further information, interested JALT members should contact:

Jim Swan, Aoyama 8-122, Nara, 630. Phone: 0742-26-3498; FAX: 0742-41-0650.

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Interest Sections: A Major Artery of TESOL's Lifeblood

by Bob Oprandy

The pulse of the TESOL organization can be felt in many different places. The more than 70 affiliates (including JALT), the Central Office in Washington, D.C., the Executive Board (including JALT's longstanding member Tom Robb), the standing committees, and the serial and occasional other publications all provide perspectives on the activities of TESOL. All who are involved in such endeavors are committed to the organization's "Mission Statement": "...to strengthen the effective teaching and learning of English around the world while respecting individuals' language rights." Another extremely active artery through which much of the lifeblood of the organization flows, and one which is playing a stronger than ever role in meeting this mission, is that of the Interest Sections (ISs).



A Brief History of TESOL's Interest Sections

Still called Special Interest Groups (SIGs) in most of TESOL's affiliates, ISs provide individual members with a mechanism by which they can focus in on their specific professional concerns and locate others among TESOL's more than 20,000 members with similar such interests. The number of ISs has grown from the original seven, which were born in 1974 (eight years after TESOL became a permanent association), to the sixteen which exist at the time of writing (two new proposals are currently under review). It is interesting that the latest IS in TESOL, *Video*, is one of the first three of JALT's SIGs. This is indicative of the changing nature that can characterize ISs given the particular interests at specific times of ESOL (English to Speakers of Other Languages) teachers, teacher educators, administrators, curriculum and materials designers, and researchers. While only one of the sixteen ISs has been dissolved, four others have had name changes and one of those changed its name twice. The list below gives a snapshot of the history of TESOL ISs as well as a synopsis of their present goals. One must keep in mind, of course, that the IS leaders who wrote such goals have been for the most part from the U.S.

1974:

Applied Linguistics "looks at language as a communicative system from both theoretical and practical perspectives, applies research and theory to real world contexts, and explores implications for the enhancement of language learning and communication."

ESL in Adult Education (now *Adult Education*) "serves the interests of adult students in ESL programs, their teachers, and administrators" by trying "to bring

together knowledge, precepts and skills of two distinct, but compatible areas: adult education and ESL" to meet challenges such as "multi-level and multi-lingual classes; irregular attendance of working adult students; continuous intake and exit of students; students with widely differing educational, social, cultural, and economic backgrounds and ages; lack of materials, resources and equipment; low social status in the educational establishment; and an uninformed public."

ESL for U.S. Residents (see 1977 below)

English for Foreign Students in English-Speaking Countries (now *Intensive English Programs*) "deals with methodology, curriculum design, materials development, placement, evaluation, and research relevant to the teaching of English, primarily to non-native English speaking foreign students in academic preparatory programs."

Teaching English Abroad (changed to *Teaching English Internationally* and later to *English as a Foreign Language*) "facilitates idea exchanges on global and specific EFL/ESL issues, brings together professionals who have had/intend to have EFL/ESL experiences in different countries, provides an international network for teaching positions and professional interests worldwide, and encourages Standing Committees and other ISs to address relevant international concerns."

Standard English as a Second Dialect (dissolved in 1989)

1977:

ESL for U.S. Residents split into three sections:

ESOL in Elementary Schools (now *ESOL in Elementary Education*) aims in addition to several other goals, "to foster recognition of ESOL as an academic discipline in elementary education; to document the manner in which children are being educated; to serve as a vehicle of communication for ESOL educators in elementary education: . . .to advocate the training and certification of ESOL elementary education" among many other objectives.

ESL in Secondary Schools aims to "ensure that secondary ESL students develop the linguistic, cultural, and cognitive skills necessary for success in an English-speaking context by facilitating the exchange of information and expertise among secondary teachers and administrators."

ESL in Higher Education aims, in addition to several other goals, "to promote recognition of ESL as an established academic discipline; to promote professional standards and practices among ESL profes-

sionals in higher education; to improve professional standing and employment conditions for ESL professionals in higher education; . . . to promote research pertinent to ESL in higher education....; to survey the membership to determine needs, problems and projects specific to ESL in higher education; to provide a unified voice for ESL in higher education...."

1983:

Research "emphasizes the importance of research in TESOL, by promoting and disseminating research findings, as well as integrating research and classroom practice and promoting awareness of ethical issues involved in research."

Refugee Concerns aims "to address the specific language and cultural needs of the entire refugee family group, including learners of all ages, by bringing together educators interested in refugee work, by providing fora for discussion, and by disseminating information."

Teacher Education has established, among other goals, "to encourage more formal networking for teacher educators; . . . to promote innovation in programs of teacher education by encouraging the consideration of alternative models of pre-service and in-service teachers education; to provide assistance, upon request, to interested faculties and institutions of higher education that wish to identify and promote higher standards of performance."

1984:

Computer-Assisted Language Learning "exists to work toward a definition of issues and standards in CALL, to facilitate communication and exchange among CALL-IS members, to contribute to the computer-orientation of other members of TESOL, and to foster research into the role of CALL in language learning."

Program Administration "provides a forum for strengthening managerial and leadership skills" needed by program administrators to work on budgets, recruitment, training, evaluation of program effectiveness, etc.

1986:

Materials Writers "is open to TESOL members who are published writers and to other members who are interested in producing ESL or EWFL materials" and "serves as a forum to exchange professional, non-commercial issues and concerns that relate to the writing, editing, and production of instructional materials."

1987:

Teaching English to Deaf Students aims "to provide information and resources to TESOL members who may encounter deaf students in their classes, to provide TESOL with information regarding the similarities and differences between teaching English to deaf students and teaching English to hearing students of all ages, to serve as a forum for discussion of common

concerns in methodology, materials and research, and to promote consideration of deafness as a linguistic and cultural circumstance as opposed to a medical condition."

1989:

Video aims "to serve as a way of exchanging knowledge about developments in video production and use, encouraging sound experimentation with video-related technologies in language teaching."

The brief history of the development of ISs and some of their goal statements above point to the variety of members' interests that TESOL serves. There is a set of guidelines that prospective IS initiators must follow in order for TESOL to accept and then provide budgetary and convention-related support (e.g. rooms and presentation and meeting slots at the yearly convention) for the activities such groups require. Once established, the ISs pump a great deal of lifeblood through the organization as a whole.

The Important Position of the Interest Sections in TESOL and the SIGs in TESOL's Affiliates

At the annual convention, each of the sixteen ISs holds its annual business meeting as well as a three-hour academic session and informal discussion sessions. Also, proposals for presentations at the convention are refereed by readers representing all of the ISs. Members of ISs, usually with the support of their IS leaders, have also drafted resolutions on social, economic, political, educational and other issues of import to the profession. Interest section members at the IS business meetings can also suggest nominees at the TESOL Convention for the TESOL Executive Board and Nominating Committee. Interest Section newsletter editors keep busy during the year gathering and drafting copy for the IS newsletters. By indicating their primary and secondary ISs upon joining or renewing membership in TESOL, all members can receive the newsletters of two chosen ISs during the year.

In addition to the above-mentioned traditional ways that ISs have contributed to and played major roles in TESOL, there are some newer, perhaps more substantive roles IS leaders are playing in order to carry out TESOL's mission. In the last two years the Executive Board has provided monetary support for ISs to carry out grant projects. Interest section leaders have evaluated proposals submitted by an IS member (or members), working in concert with the leaders of their particular IS(s), to work on such long-term projects that go well beyond the boundaries of merely convention-connected concerns. One such project recently completed by the Video IS, for example, is an annotated bibliography of videos for use with ESOL students.

Another sign of the increasing role that ISs are playing in TESOL is that last November IS leaders gathered in Chevy Chase, Maryland, U.S.A. for a

(Cont'd on p. 12.)

IATEFL Special Interest Groups

by Richard Spoor

The Development of IATEFL Special Interest Groups (SIGs)

The earliest references to Special Interest Groups within the context of IATEFL's development appear in the minutes of committee meetings held under Peter Streven's Chairmanship in 1984. Suggestions for two groups had been received: *The Teaching of Juniors* and *The Administration of EFL*. By 1985, Peter felt that there was general support for specialist groups, and a procedure for encouraging ideas for specialist groups was requested. *Teaching Young Children* and *Teacher Training* were reported as set up, *Business English* was in the pipeline, and there was a *MUESLI* SIG programme (for Computer Assisted Language Learning) at the 1986 IATEFL conference in Brighton.

In 1986, Gill Sturtridge agreed to be the coordinator/contact person for all the groups, and guidelines were being prepared to be sent out. By 1987, aid had been made available to new SIGs in the form of a start-up grant. They would then be viewed as self-supporting. At this point, under Ron White's chairmanship, the *Phonology* group had 2.5 members; *Learner Independence*, 60; *Business English*, 68; *Young Learners*, 36; *Testing*, 47; and *Teacher Development*, coordinated by Adrian Underhill, 172.

1988 saw the first SIG Symposium at Avery Hill, near London. Day One featured separate SIG activities; Day Two, joint SIG activities. Contrary to the main IATEFL conference, screening or tracking was felt to be a key distinguishing element. The emphasis was to be on quality and specialisation. The SIG Symposium then became an annual event expanding to include 12 Special Interest Group programmes. Currently, these 12 SIGs are: *Business English* (BE), *ELT Management* (ELTM), *Learner Independence* (LI), *Literature* (LIT), *MUESLI* (CALL), *Phonology* (Phon), *Research* (R), *Teacher Development* (TD), *Teacher Trainers* (TT), *Testing* (Test), *Video* (Vid), and *Young Learners* (YL).

All 12 groups participated in the SIG/ALL Conference in April 1992 at Herriot-Watt University near Edinburgh, where teachers of English as a foreign language (EFL) and teachers of other foreign languages (FL) came together to share their expertise for the first time. Total IATEFL SIG membership is now well into the thousands.

The Make-Up of a SIG

Each Special Interest Group has its own distinctive character. Decision making is very much the responsibility of its own membership. This reflects a history within IATEFL, which has emphasised 'bottom-up' development.

As a general rule of thumb, however, such SIG has an inner and an outer circle committee. The inner circle

typically comprises a coordinator, a newsletter editor (perhaps rotated), an events coordinator and a treasurer. The responsibilities of the outer circle is much more flexible and responsive to individual initiatives. All the SIGs are represented by the SIG Representative on the main IATEFL Committee.

The SIGs are committed to personal and professional development, the exchange of ideas, and the networking of expertise. SIGNETS (SIG networks) now exist in a number of countries outside the U.K., hosting their own conferences and encouraging the development of teacher support groups within those countries. To support such activities, the IATEFL SIGs have produced a number of "How to..." documents: How to 1 start a SIG/SIGNET, 2 produce a newsletter, 3 organize a one-day workshop, 4 organize an international conference.

Individual SIG Activities

The activities of IATEFL's SIGs have been, quite candidly, too numerous to mention. U.K. workshops, however, have included: Person-centred approaches (TD), Getting Started with Action Research (TD), Cross-Cultural Communication (BE), Teacher Training for Business English (BE), Peer Observation and Feedback (TT), Trainer Days (TT), Management of Change (ELTM), Motivation and Group Decision Making (ELTM), Teacher Training in CALL (MUESLI), The Bulletin Board (MUESLI), Stories and Story Telling (LIT), Literature and Other Media (LIT), Self-Access Centres (LI), Children's Literature (YL), International Colloquium on Testing (Test), and Pronunciation Days (Phon).

In addition to these British initiatives, IATEFL SIGs have been active in other parts of the world. A number of international SIG events outside the U.K. have been hosted by prestigious organisations in Germany, France, Italy and Portugal. SIGs have also cooperated over joint ventures. *Phonology*, *Literature* and *Young Learners*, for example, have produced an IATEFL publication entitled "Rhymes and Rhythm" with an accompanying audio cassette. Individual editions of SIG newsletters have been edited on a rotating basis: "Teacher Development in Poland" and "Teacher Training in Italy," for example. There have also been SIG Jobshops at conferences and symposia. Finally, to keep members up to date with SIG activities, there is a regular SIG News Section in each IATEFL Newsletter.

The Future

The health of any SIG depends on time and energy given voluntarily. The benefits are obvious, however, for the individual teacher and for what, for want of a better word, we call "the profession." Membership

and involvement can only support any movement towards further professionalisation.

Richard Spoor, IATEFL SIG Representative, can be contacted at the following address: Eurocentre Lee Green, 21 Meadowcourt Road, Lee, London SE3 9EU, U.K.

(Cont'd from p. 10.)

weekend-long retreat. A full four months prior to the annual convention, IS leaders were allowed the time to work on one of four well-organized working groups, all of which were supplied with plenty of background materials prior to the retreat. The groups looked at issues related to governance, publications, socio-political concerns, and professional development. The groups not only brainstormed but also defined lists full of action items and timelines for carrying out such actions over the next couple of years. Examples of just a few such items that may be of particular interest to JALT members are the following: collaborate with TESOL affiliates and affiliate ISs or SIGs to identify and meet local professional development needs; provide professional development activities outside of the annual

convention, such as distance learning, more summer institutes (including more outside North America), institutes and workshops connected to affiliate conferences; develop electronic information system databases; address concerns related to the internationalization of TESOL.

The IS leadership is now working to establish ongoing committees within the IS structure of TESOL to continue to work on the goals and action items that the four groups at the retreat came up with and have been following up on since November. The above-mentioned action items and numerous others will provide an agenda not only for the ISs but for all of TESOL and will necessitate the involvement of many more members acting upon issues of central importance to them and the profession. Thus the capillaries branching off the IS artery of TESOL will be strengthened and lengthened. While the artery of the ISs is strong and has a great deal of potential power to continue to transform TESOL, it continually needs the fresh blood of interested, participative members of the organization running through it.

Bob Oprandy is a member of the TESOL Executive Board and of the TESOL Interest Section Coordinating Committee.

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Linguistic Environments of Bilingual Families in Japan

by Masayo Yamamoto
Ashiya University

Biased information and/or lack of information often causes misconceptions, which are abundant in laymen's views of bilingualism. Among those commonly found, for example, are: (1) once people acquire two languages, they will always be bilingual; (2) children born of mixed parentage will become bilingual naturally; (3) fluent bilinguals are proficient in every way in both languages; (4) a bilingual's language proficiencies in both languages must be equal to those of monolinguals of each language; and (5) bilingual children are destined to suffer "anomie," or identity crisis (Yamamoto, 1991b).

In this article, I would like to investigate one of these misconceptions, namely number two listed above, mainly with the support of data collected in a survey I conducted in 1990 in an attempt to unveil the linguistic environments of mixed parentage families in Japan. I would also like to refer to some of the results from a previous survey conducted in 1985, which I have already discussed in detail in other papers (Yamamoto, 1987, 1991a, 1991c).

Languages Used as a Means of Communication Among Family Members

Do children of mixed parentage become bilingual naturally? If the answer to this question were affirmative, it would mean that every child of mixed parentage would become bilingual unless she or he purposely refused to be so.

One of the most crucial and necessary conditions for children to become bilingual is obviously that they are placed in an environment where they will be exposed to two languages. As many people would assume, a home of mixed parentage is one of the most likely places where two languages are constantly supplied to children.

In order to find out whether this assumption reflects reality or not, I conducted in 1985 and 1990 surveys investigating the linguistic environments of mixed parentage families in Japan.

Findings of the 1985 Survey

The subject families of the 1985 survey (hereafter referred to as "the first survey") are those where one of the parents' mother tongue is Japanese (NsJ) and the other English (NsE). The survey revealed some interesting, even surprising findings: (1) in communication between themselves, there are more parents who use only one language, either Japanese or English, than those who use both languages; (2) while many NsE-parents try to speak English to their children, not many

children reply in English to them; and (3) children in Japan show a strong tendency to use Japanese in communication with their siblings (Yamamoto, 1987; 1991a).

Findings of the 1990 Survey

The 1990 survey (hereafter referred to as "the second survey"), which was a revised version of the first survey, also disclosed similar findings, with only slight differences statistically. This survey involved 58 non-Japanese subjects (NsX), seven of whose mother tongues were other than English: German (2), Finnish (1), Flemish (1), French (1), Persian (1), and Portuguese (1).

Language Use Between Parents

As was the case in the first survey, the second survey revealed that couples who communicate between themselves predominantly in one language overwhelmingly outnumber those who use two.

The results from the second survey in Table 1 show the languages used by each partner.

Table 1: The Languages Used By Each Partner

[NsX — NsJ]				
X - X	24	(41.4%)		
J - J	15	(25.9%)	[67.3%]	monolingual use
J - X	1	(1.7%)	[1.7%]	
B - B	7	(12.1%)		
B - X	6	(10.3%)		bilingual use
B - J		(6.9%)		(by at least one
J + L3 - J	1	(1.7%)	[31.0%]	spouse)

N=58

X = mother tongue of NsX

J = Japanese, the mother tongue of NsJ

B = X and J

L3 = a third language, which is not the mother tongue of either partner

According to these data, approximately two thirds of the couples communicate with each other monolingually rather than bilingually. A similar pattern of language use has also been reported in other studies (Kokusai kekkon-wo kangaeru-kai, 1987; Lyon, 1991). Further, the second survey revealed that 15 of the 39 monolingual couples use Japanese. The tendency

seems stronger when the mother tongue of the non-Japanese spouse is other than English (five out of seven couples).

Language Use Between Parents and Children (four years old or older)

The first survey revealed that the languages used between NsE-parents and their children showed a large directional discrepancy, which is quite different from the language usage pattern found between NsJ-parents and their children.

According to the respondents in the first survey, slightly less than two thirds of the parents communicate with their children in their mother tongues. However, while more than two thirds of the children respond in Japanese to their NsJ-parents, only slightly less than one third of the children use English with their NsE-parents.

The second survey **also** indicated a similar communication pattern between parents (P) and children (C) as shown in Table 2, below:

Table 2: The Communication Pattern Between Parents and Children

Languages Used Between P — C				
[NsX -C]		[NsJ -C]		
13	(56.5%)	X-X	2	(8.7%)
3	(13.0%)	X-B	2	(8.7%)
1	(4.3%)	X-J	0	(0%)
<hr/>				
0	(0%)	B-B	3	(13.0%)
0	(0%)	B-X	1	(4.3%)
3	(13.0%)	B-J	2	(8.7%)
<hr/>				
3	(13.0%)	J-J	13	(56.5%)
0	(0%)	J-B	0	(0%)
0	(0%)	J-X	0	(0%)
<hr/>				
N=23		N =23		

While nearly two thirds of the NsX-parents (73.8%) speak to their children in X, only slightly over half of the children (56.5%) communicate in X with their NsX-parents. This directional discrepancy shows that, in spite of the intentions and expectations of NsX-parents who speak X to their children, some children seem to either prefer to use Japanese, or, due to their limited or lack of productive proficiency in X, have no choice but to speak Japanese to their NsX-parents.

This does not, however, necessarily mean that all these children are Japanese monolinguals. Since some NsX-parents keep speaking in X to their Japanese-speaking children, these children must be able to comprehend X to a certain degree at least. These children may be categorized as "receptive bilinguals," defined

as people who can comprehend two languages, but are not necessarily able to produce in both.

Language Use Among Siblings (four years old or older)

The results from both the first and the second surveys suggest that Japanese seems to be the most frequently used language among siblings. The first survey revealed that in 19 out of 24 families (79.2%) Japanese predominated among the children, while in only three families (12.5%) English predominated.

The second survey also informs us that Japanese was a prime means of communication among siblings.

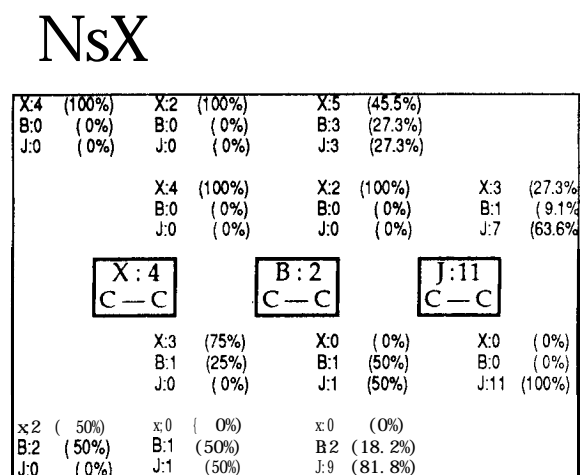
Table 3: The Languages Used Among Siblings

[C - C]		
X	4	(23.5%)
B	2	(11.8%)
J	11	(64.7%)

N=17

When looking into the information on the languages spoken between children and parents and those used among siblings (Table 3), an interesting relationship is disclosed.

Figure 1: Language Interaction Between Parents and Children Contrasted With Language Interaction Between Siblings



Children who use X with their siblings tend to speak X with their NsX-parents. All the NsX-parents of those children speak predominantly X to them. Those children also tend to speak in X rather than Japanese to their NsJ-parents, who themselves seem to prefer X rather than their own mother tongue, Japanese, in communication with their children. When the patterns of language use between the NsX- and NsJ-parents of those children are also considered (NsX -NsJ = X-X:3, B-B:1), it appears that the overall linguistic environment of the families is predominantly X, though not necessarily exclusively so.

Conversely, siblings who use Japanese among themselves are also apt to speak in Japanese to their NsX-parents (63.6%). These NsX-parents also frequently (27.3%) speak Japanese to them, although it is not their mother tongue. Those who speak predominantly in X are less than a half of the total (45.5%). Communication is also often carried through Japanese between NsX- and NsJ-parents of those children (NsX - NsJ = X-X: 4, B-X:1, J-J: 6). With Japanese used as the primary vehicle of communication between NsJ-parents and those children, these families seem to have a more Japanese-centered linguistic environment.

Implications of These Findings

Due to the limited sample size of these two surveys, whatever conclusions may be drawn from the findings should be considered not definitive, but only suggestive. With this caution in mind, let us look at a summary of the findings from the second survey:

- a. Communication between NsX- and NsJ-parents is more often carried on monolingually than bilingually.
- b. Children do not necessarily respond in X to their NsX-parents speaking in X.
- c. Japanese is a frequently used language among siblings.
- d. Siblings who use Japanese among themselves also tend to speak in Japanese with their NsX-parents. That is, the overall linguistic environment is more Japanese-oriented in the families of these children.

These findings show that children of mixed parentage are not necessarily placed in bilingual environments and constantly exposed to two languages at home. What we may reasonably infer from these findings is that children born of mixed parentage will not necessarily become bilingual naturally-in other words, these findings indicate that we can view the popular assumption with skepticism.

Although it is probably undeniable that "[t]he family is where . . . the most deep-seated forms of bilingualism are acquired" (Siguan & Mackey, 1987, p. 40), simply having parents of different mother tongues does not guarantee children bilingualism. If they do become bilingual, it is because they attain constant and mean-

ingful exposure to two languages, not only through active and intentional interaction among family members at home, but also through their holistic linguistic experiences in the wider society, such as playing with friends, watching TV, and schooling, all of which are among variables found to be significantly correlated to the improvement of migrant children's L2 proficiency (Rohr-Sendlmeier, 1990).

Since in Japan bilingualism is not a main issue, actually not even an issue of any kind, at least yet, it is more likely that lack of information is responsible for whatever misconceptions people may hold. In order to eliminate these misconceptions, we need more information. &fore these misconceptions lead to "bigoted" views, further creating in Japanese society a climate of discrimination against bilingualism (and, in consequence, producing political controversy over bilingual/minority groups, as has been the case in many societies all around the world), we need to collect as much empirical data as possible—data from cross-sectional research and longitudinal case studies on bilingualism—and analyze it through our unbiased eyes, which is by no means an easy task.

Note

- 1 A comprehensive table laying out the possible combinations of language skills of receptive as well as productive bilinguals (i.e., those who are able to comprehend and produce in two languages) can be found in Baetens Beardsmore (1982).

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Using Schank's MOPs to Evaluate Pedagogical Materials: Commercial Movies Versus ELT Videos

by Donna Tatsuki

Kansai Gakuin University

Evaluating and selecting video materials for use in language teaching is a confusing enterprise. On one hand, language teachers have been encouraged to use ELT videos rather than movies for teaching because 1) language is controlled for difficulty and idiosyncrasies, 2) excerpts are of manageable length for classroom use, 3) print back-up material is available, 4) movies are excessively redundant, and 5) it is impossible to integrate movies with a syllabus (Viney, 1990). Critics of ELT videos, on the other hand, allege that second rate actors, second rate sets and poor scripts in ELT productions do not hold the interest of learners. Further, they claim that ELT videos contain language which is stilted and unnatural. Beyond these largely subjective criticisms, however, there is little hard evidence that "authentic" materials such as commercial movies are either superior or inferior as models of conversational discourse.

Conversations are the central context in which people use language (Geis, 1988). They are central to the way people successfully acquire their first language and likely influence the acquisition of subsequent languages. The degree of success while participating in conversation is a factor often used in assessing a second language learner's overall communicative competence. Thus it is incumbent upon teachers to provide learners with the best possible models of successful conversation-models that match as closely as possible successful conversations in the real world. This means that models of conversation should resemble genuine conversation in terms of structure and content.

Conversation is structured both linearly and hierarchically. At the highest hierarchical level of discourse, conversations can be divided into three phases: initiation, continuation, and execution (Edmondson, 1981); greeting routines can be seen to be somehow linked to parting routines by continuance phase members. In addition, these macrostructures contain topics or speech events that relate to exchanges such as turns and adjacency pairs. Turns and adjacency pairs are built with speech acts, which in turn are composed of phrases containing words. Until recently, research into conversational structures has studied linear relationships: 1) *within* speech events, such as closings (Schegloff & Sacks, 1973), complaints (Giddens, 1981; Schaefer, 1982), and compliments (Manes & Wolfson, 1981); 2) *within* exchanges, e.g. adjacency pairs (Sacks, 1984), topic initiating (Button & Casey, 1984), turn sequences (Sachs,

Schegloff, & Jefferson, 1974), interchanges (Goffman, 1971), and initiation-response-feedback (Sinclair & Coulthard, 1975); and 3) at the level of parsing in lexical and topical coherence (Brown & Yule, 1983) and frequent, fixed expressions (Sorhus, 1975). These studies provide insights into ritualized portions of interaction, but they do not explain how conversation participants travel from the beginning to the end of a complete interaction, or how routines are sequenced within initiation, continuation, and execution phases.

When people enter a restaurant or visit the dentist, they rely on their prior experiences of these (or similar) events to efficiently deal with necessary interactions. Schank describes these knowledge sources as scripts (Schank & Abelson, 1977). Scripts contain information about stereotypical sequences of events and contain default values-i.e. facts that can be assumed without explicit mention. Schank later refined his hypothesis to state that scripts are assembled from smaller structural units called MOPs (Memory Organization Packets) on the premise that many scripts have features, or scenes, in common; e.g. a visit to the doctor resembles in many ways a visit to a dentist (Gamham, 1988). Scripts contain only "those specific actions that detail the general actions involved in the scene" (Kellerman, Broetzman, Lim, & Kitao, 1989, p. 30). In turn, these scenes represent individual memory units within a MOP, and MOPs organize scene goals to achieve an even higher order goal. Thus, both a visit to a lawyer MOP and an interaction with a stranger MOP could access one generalized "introduction" scene from memory. A generalized scene is an amalgam of information from several scenes in several episodes. The generalized scene which still contains context-dependent information can be refined into universal scenes containing no context-dependent information. These universal scenes governed by universal MOPs may be customized for use in many different MOPs, thus providing a "dynamic means of generating contingent sequences of routines" (Kellerman, 1989, p. 31) while limiting the number of knowledge structures in memory. In this new formulation, therefore, scenes contain both cross-situational and situation-specific actions grouped in such a way as to accomplish that scene's goal.

A two-part study conducted by Kellerman, Broetzman, Lim, & Kitao (1989) explored a conversation MOP. They chose informal initial conversations (conversations between people meeting for the first

time) as their discourse domain because: 1) they are “typically the basis of the development of our permanent social relationships” (p. 32), 2) the scenes in this MOP would likely be shared by other members of the same culture, and 3) many scenes in this MOP would appear in conversations with other goals, settings, and relational constraints. In part one, 49 topic-centered categories emerged from a self report survey. This data represented idealized versions of initial conversations. Those topics shared by at least 20% of the respondents became components of an initial conversation MOP. Part two of the study identified “scenes” (based on the verbal action categories determined in part one) in actual conversations between people meeting for the first time. The mean ranks of categories in the survey were found to have a positive significant correlation ($r = .79$, $p < .001$) to the scenes generated by actual discourse in part two. One conclusion among other conclusions gleaned from this data set was that scenes are weakly ordered and that there is a “good correspondence between the MOP and discourse structure” (Kellerman, 1989, p. 57).

The Kellerman study raised some interesting questions in relation to second language acquisition. If there is a positive correlation between the occurrence of scenes in unrehearsed discourse and in idealized descriptions of initial conversations, is this also the case with materials which language teachers use to exemplify this kind of discourse, such as commercial movies and ELT videos? Movies and other artistic data display “communicative patterns which...embody some kind of normative idealization and portray types of people (e.g. according to social class) in terms of stereotypical use of language” (Saville-Troike, 1983, p. 117). If this is so, how does the discourse structure of these video materials and ELT videos correlate to the idealized MOP as described by Kellerman?

A pilot study (Tatsuki, forthcoming) examined topic sequence and topic choice in ELT and commercial movie videos replicating part two of the Kellerman et al. (1989) study. The results of that study indicated that commercial movies correlated more closely to the sequence and variety of topics in the Kellerman et al. study than did ELT video. However, the sample size of ELT videos was small. The present study attempts to redress that imbalance by increasing the number of ELT videos in the study to parity in number with commercial movies.

Methodology

In keeping with the main research questions, pre-recorded video materials such as commercial videos and ELT videos were used as sample sources of initial conversations. This contrasted with Kellerman’s use of discourse produced in an experimental room. The conversations studied were selected by the researcher from the commercial movies and ELT videos available in the “media cafeteria” at Kwansei Gakuin University (see Appendix). A total of 40 dyads in 40 excerpts was

compiled on a mastervideo tape. Of these segments, 20 were ELT prepared conversations and 20 were commercial movies. Thirty dyads were male-female; three were female-female; and seven were male-male.

Two judges were trained in the pilot study to code scenes. Because the level of inter-rater agreement (Spearman Rank Order Correlation) was high ($r = .81$, $p < .001$), one coder coded scenes in the present expanded study. Scenes refer to sets of utterances on the same topic or with the same instrumental goal. To name these scenes, the coder used the categories of verbal actions generated by part one of the Kellerman et al. study for reference. An index card was used for each scene to record the following: 1) the excerpt source (indicated by a number), 2) the category of the scene, 3) the rank of the scene within the excerpt, and 4) the total number of scenes in the excerpt. In cases where the dyads returned to a topic a second or third time, the coder was instructed to record only the first occurrence of the topic, as order was of primary interest. In segments where three or more people were present, the coder was to collect scenes generated by a specified dyad within that group. In many cases the other people knew one or both of the members of the specified dyad and therefore their talk could not be counted as initial conversation.

Results

Forty discrete scenes were observed in the combined video samples of discourse. This means that only nine of Kellerman’s own forty-nine scene categories never appeared: weather, social relations, television, sports, politics, religion, movies, music, and exchange of contact information. As was found in the Kellerman study, scenes in the present study are topic centered and follow the linear categories of initiation, continuation, and execution established by Edmondson (1981). For a more detailed description of topic choice frequency in video materials refer to Tatsuki (in press).

	ELT Videos		Commercial Movies
High	00000000 5430	10 9	0000000 3
Mid		8 7 6	239 1477 6
LOW	50 0 7 7 2	5 4 3 2 1 0 -1 -2 -3 -4	007 0

Figure 1. Stem Leaf Plot of Spearman Correlations with Initial Conversation MOP for ELT Videos and Commercial Movies.

In terms of scene sequences, ELT videos are skewed (skewness is -1.84, kurtosis is 3.40) towards a higher Spearman rank order correlation with Kellerman's MOP than are commercial movies (skewness is -0.88, kurtosis is -0.38). The top 50% of ELT videos range between a correlation of 0.94 ($p < .01$) and 1.0 while the top 50% of commercial movies range between 0.82, ($p < .01$) and 1.0. Because of the high skewness towards 1.0 in both distributions, a statistical test of mean correlation differences was inappropriate. Therefore an exploratory descriptive comparison (Tukey, 1977) will be presented below.

A stem and leaf plot (figure 1) was used to show the distribution of the video materials examined. On the commercial movie side of the plot, there are three discernable groups. The majority of commercial movies fell in the very high and mid ranges, with a small, discrete collection in the low range. On the ELT video side there are only two groups: one extremely high and one very low. What is interesting here is that there are no mid-range ELT videos. This indicates that although ELT videos have a greater tendency towards a high correlation with Kellerman's MOPs, they are also in greater danger of a low correlation than movies are. In the words of the old school rhyme, when ELT videos are good, they are very, very good and when they are bad, they are horrid.

Discussion

What can be derived from this data analysis must be treated with caution because the sample size is small. In the case of the ELT videos sampled, initial conversations are either highly prototypical or atypical, with nothing in between. This dichotomy makes selection and evaluation of ELT video fairly simple; an initial gut reaction may be enough. It must be emphasized, however, that choosing movies as models of interaction is a much more hazardous enterprise than choosing ELT videos. Although movie scripts generally follow the structural conventions of authentic cognitive scripts they occasionally introduce items in an unusual order to entertain the viewer. That is, however, a perfectly acceptable practice in movies; movies are allowed the license to reject banality, while in real life people go to great lengths to be ordinary (Sacks, 1984). Initial interactions in movies have the potential to fall anywhere on a MOP typically continuum from highly typical to atypical, and thus reliance on a subjective evaluation for movies may be misleading.

The common element of the low MOP correlation conversations was the presence of more than two speakers. The methodology followed by this study specified that where there were more than two speakers only one target dyad would be examined and recorded. In most cases the non-target speakers were old acquaintances with one of the target speakers and would not in any case qualify for the study. What this meant in terms of the MOP is that many of the topics that were expected actually occurred but could not be attributed to a study

relevant speaker. For instance, if two old friends meet and one introduces a new friend to the other, the initial "greeting," "introduction" and "where from" topics may be taken care of without the new friend even once opening his mouth. Hence his first utterance could well be something considered a continuance or termination topic. Therefore, the initial conversation MOP is a very robust organizer, robust enough even for old acquaintances to follow for the sake of a new friend.

Another insight afforded by this methodology-related finding concerns complexity of input. It is generally agreed that conversations with more than two participants are more difficult to understand. Ur states that it is hard "to disentangle the thread of discourse, identify the different voices and cope with frequent overlaps" (1984, p. 23). Multiple participant conversations are said to contain environmental distractions (Watson & Smeltzer, 1984), and crosstalk increases the complexity of the material (Anderson & Lynch, 1988). Thus, conversations with more than two participants are not well served by the existing methodology and do not serve learners well as models of initial conversation.

Implications for Pedagogy

Implications for language teaching can be formulated from MOP research in general and this study in particular. One implication is that MOPs are generated by studies such as these can be used as tools to evaluate the pedagogical materials as models of conversation, whether they be video, audio tapes, or textbook dialogues. Teachers are advised to look for the following when evaluating ELT videos for possible use as models of initial conversational discourse: 1) interactions which are complete rather than disjointed fragments; 2) topic choices and sequences that reflect the conventions of the target discourse community; and 3) conversations with no more than two participants. Although commercial movies are a richer source of topic variety, this enrichment comes at a cost; the interactional sequence may be less typical and thus less predictable for L2 learners.

This study provides some evidence that MOPs can describe some common structural components of thought and talk. Basic to MOPs are universal scenes which contain no context dependent information. These scenes are the building blocks used by MOPs and are customized on a contingency basis. Intentions, situations/contexts and socio-cultural conventions are realized by weighted slots in MOPs, which in turn are arranged by other MOPs to realize higher order goals. This provides a dynamic means to deal with the contingent nature of conversations; they are flexible enough to tolerate and produce unique utterances while being cognitively efficient. People belonging to a particular culture share cultural MOPs. Replications of the Kellerman study within the many cultures using English need to be done before a definitive picture of a universally prototypical initial conversation MOP in

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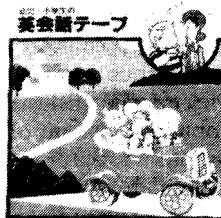
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English may be established. Similarly, replications of this study using other languages would help to pinpoint the nature of the cross-cultural mismatches learners experience. The challenge to second language learners and teachers will be to identify and deal with these cultural mismatches between L1 and L2 MOPs. In so doing, they will have discovered a powerful learning tool linking thought with talk.

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Appendix

Spearman Correlations of Video Sources to MOP

ELT

A Week by the Sea (2 extracts)	0.17	n.s.
	0.95	***
A Weekend A way	1.00	
Encounters in America (4 extracts)	1.00	
	1.00	
	0.94	**
Living in New York (2 extracts)	0.90	***
	1.00	
Living in Washington (2 extracts)	0.37	n.s.
	0.42	n.s.
People You Meet	0.54	n.s.
Person to Person (3 extracts)	1.00	
	100	
	0.50	n.s.
Video English (2 extracts)	0.00	ns.
	0.40	ns.
Your Life in Your Hands (3 extracts)	0.92	* .05
	0.94	* .05
	1.00	

Commercial Movies

About Last Night	0.71	*
An Officer and a Gentleman	0.76	***
An Unmarried Woman (2 extracts)	0.86	**
	0.46	ns.
Butterflies Are Free	0.66	"
Coupling	1.00	
Crocodile Dundee (2 extracts)	1.00	
	0.93	***
Falling in Love (2 extracts)	1.00	
	0.40	n.s.
Forty Carats	1.00	
Guess Who's Coming to Dinner (3 extracts)	1.00	
	0.40	n.s.
	0.76	**
Hannah and Her Sisters	0.30	n.s.
Just Between Friends	0.82	***
Mask	0.76	**
Kate and Allie	0.81	***
Spring Break	1.00	
Sweet Dreams	1.00	

p < .1
 ** p < .05
 *** p < .01

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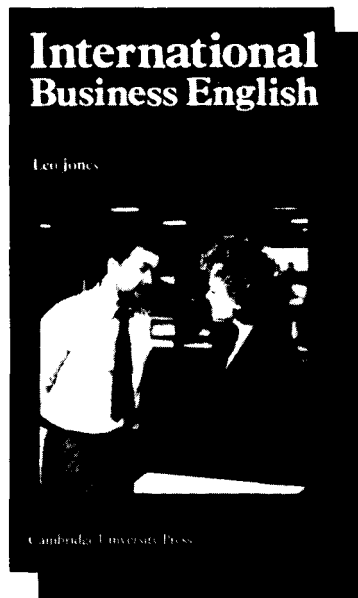
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A Survey of Global Issues in Japanese High School English Textbooks

by Keiichi Nakabachi

Teachers College MA-in-TESOL Program

Given the growing interest within the language teaching profession in content teaching and global education, it is natural that more and more teachers are paying attention to language lesson topics. As yet, however, few studies have looked at the content of language textbooks, and no detailed content analysis has been done of language teaching materials at the high school level.

This article describes a research project which looked at how Japanese high school English textbooks deal with "global issues" or world problems. World problems often seem far away for many of us, yet they are hard to ignore. As global educators often point out "hardly a day goes by without an announcement of terrorist activities, the newest lake poisoned by acid rain, the latest crisis brought on by a volatile energy market, the suffering of displaced and destitute people in refugee camps, or the repression through violent means of people seeking their human rights" (Kniep, 1987, p. 69).

Are any of these global issues dealt with in school English textbooks in Japan? If so, which ones? Why those particular issues? How are they covered? These are some of the questions this project attempted to answer.

The Survey

The survey set out to examine the treatment of global issues in currently used Japanese high school English textbooks. A total of 48 texts approved by the Japanese Ministry of Education (*Monbusho*) were examined. The survey was quantitative and qualitative, examining both the percentage of textbook lessons dealing with world problems and the way in which these issues were handled.

Before going further, let us first clarify the term global issues. In common usage, this refers to world problems such as war or acid rain. A more precise description is given by the American global educator Willard Kniep, who defines these as social problems characterized by five key features: they are transnational in scope, contain a degree of conflict, tend to persist over time, are linked to each other, and require international actions to solve (Kniep, 1987). Global educators usually group global issues into four basic categories: environmental issues, peace and security issues, human rights issues, and development issues. For this survey, however, development issues such as hunger, social inequality and Third World debt were included under the other categories. The

global issues surveyed thus consisted of the following three topic areas: 1) Environmental issues, including topics such as desertification, deforestation, nuclear power, protection of animals, the population explosion, pollution, and the green-house effect; 2) Peace issues, dealing with conflict, violence and war; and 3) Human rights issues, including topics such as poverty, apartheid, women's issues, and minority issues.

Survey Results

The 48 textbooks examined comprised from 10 to 20 lessons each, with each lesson covering one topic. The survey thus covered a total of 752 separate textbook lessons. Table 1 below shows: (1) the number and percent of the 48 textbooks surveyed which contained one or more lessons on global issues, and (2) the number and percent of the 752 textbooks surveyed which dealt with global issue topics.

Table 1
Number (and percent) of Japanese HS English textbooks and Lessons that Contained Selected Global Issue Topics

Global issue Category	Number of textbooks (total=48)	Percent of textbooks	Number of lessons (total=752)	Percent of lessons
1. Environment	30	62.5%	49	6.5%
2. Human Rights	34	70.8%	59	7.8%
3. Peace	26	54.2%	32	4.3%
		TOTAL	140	18.6%

As can be seen from the table, the majority of the 48 textbooks surveyed dealt in some way with environmental, peace, or human rights topics. Surprisingly, 100% of the textbooks included at least one global issue lesson, with roughly 20% of all lessons, about one-fifth, dealing with some global issue topic. This substantial presence indicates the importance textbook writers and the Japanese Ministry of Education now attach to having high school students study about world problems in English classes. Rather than being an option which English teachers debate as "Should we teach global issues or not?" it turns out that global issues are unavoidable in high school English textbooks.

Table 2 shows the individual global issues which appeared most frequently in the 48 textbooks examined. It thus indicates which specific peace, environmental, and human rights topics currently enjoy popularity among textbook writers.

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Table 2

Rank Order of Frequency for Global Issues Appearing in HS English Textbooks (48 textbooks/752 lessons)

Global Issue Category	Rank by Frequency	Specific Topic	Number of Lessons on Topic
1 Environment	1	Protection of animals	19
	2	Desertification	5
	3	Deforestation	3
		Pollution	3
		Energy	3
		Garbage	3
	4	Green-house effect	2
		Population explosion	2
	5	Nuclear power	1
	6	Others	8
2 Human Rights	1	Black People in the USA	14
	2	Women's issues	11
	3	The handicapped	7
	4	Poor people in India	5
	5	Apartheid	4
		The aged	4
	6	Independence of India	3
	7	American Indians	2
3 Peace		Japanese Americans	2
	8	Others	
	1	World War II	29
	2	War in general	2
	3	World War I	1

Environmental Issues

It is noteworthy that the topic of protection of animals was ranked first. Perhaps this reflects a growing social awareness of the international criticism aimed at Japan for the smuggling of animals protected under the Convention on International Trade in Endangered Species (CITES). The animals dealt with in the texts include turtles, whales, birds, dolphins, and so on. It should be noted that some of these are deeply related to traditional Japanese culture. Tortoise shells, for instance, have traditionally been used for making combs and brooches, while whales have been a part of Japanese food culture for centuries.

Only one high school textbook touches upon the topic of nuclear power (*Pioneer II* by Kaitakushan). Though some teachers might feel this issue is too controversial for young people to deal with in the classroom, others would argue that it is an important social issue which students should understand and discuss. It is therefore important to note that *Pioneer II* introduces both pro and con aspects of the issue.

Human Rights Issues

Human rights topics covered range from feminism and apartheid to ethnic minorities, with the American civil rights movement being far and away the most frequent topic dealt with. There is a surprising similarity across textbooks, however, with the kinds of topics

chosen. Of the 14 lessons about African Americans, for example, half are written about Martin Luther King. Of the five lessons on poverty in India, four deal with the story of Mother Theresa. Aside from lessons on American Indians and Japanese Americans, few texts deal with other ethnic minorities.

For other topics, however, the trend is different. More and more textbooks, for example, have come to deal with women's issues (11 out of 48 textbooks, or 23%), although most of these go no further than asserting that women and men are equal. It is also noteworthy that some textbooks deal with the aged and with handicapped people.

Peace Issues

Here textbook coverage is quite straightforward. Ninety percent of the English lessons on peace issues deal with World War II, focusing on the dropping of the atomic bomb on Hiroshima and Nagasaki and emphasizing the tragedy and cruelty of war. One or two textbook lessons, however, go beyond this to discuss Japan's role in starting the war and to describe what Japan did in Asian countries. Only one text (*Raccoon IIB*) mentions the Japanese occupation of Korea and tells the story of how the Korean people were deprived of their Korean names and forced to take Japanese names instead. Interestingly, it seems this story is seldom mentioned in other classes such as social studies.

Discussion

As is often the case with officially approved textbooks, topics which the Ministry of Education considers controversial tend to be avoided. In this final section, I would like to discuss in more detail several problems noted earlier concerning *Monbusho* textbooks and will add a few personal suggestions.

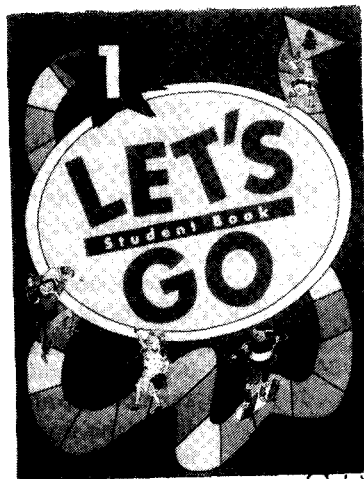
Environmental Issues

Most textbook lessons on the environment omit a discussion of Japan's connection to environmental problems overseas. For the issue of tropical deforestation, for example, the relationship between Japan and South-east Asia cannot be ignored, yet not a page was found in any text which discussed the massive importing of rain forest timber to Japan. The same may be said for endangered animal species. I believe it is meaningless for our language students to have some knowledge of environmental issues unless they also know how their own country is involved. Perhaps language teachers could cooperate with publishers to press for the inclusion of basic facts and statistics in English textbook lessons showing how Japan is involved with environmental problems and what it is doing to solve them.

Human Rights Issues

Why do English textbooks always focus on Martin Luther King when dealing with blacks in America? Why don't they discuss whether the civil rights of blacks have improved in the 30 years since King's time?

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From studying their English texts, some students may conclude that racial discrimination is gone in America. The survey found that topics concerning racial discrimination against minorities other than U.S. blacks and American Indians is missing from English texts. Yet, we know that many other ethnic groups in the U.S. and elsewhere have suffered harsh experiences and it goes without saying that there are many people in the world who are deprived of their human rights. These topics should also be dealt with in textbooks.

Regarding feminist issues, we should positively evaluate the fact that this topic has finally come to be dealt with in language texts. As previously noted, however, textbook lessons on women's issues tend to limit themselves to saying only that women and men are equal and that people should abandon the idea of male superiority. The feminist movement has existed for a long time in Japan and more and more women are now involved in responsible work. Therefore, I would suggest that we now need concrete textbook lessons which describe the role of women in the work force and the unequal treatment they too often receive.

Peace Issues

As noted earlier, our survey found that more than 9% of English lessons on peace issues were written about Hiroshima. It is true that the dropping of the atomic bomb was a terrible tragedy and it is important to emphasize the cruelty and tragedy of war to our students. Yet the most important aspects of World War II are noticeably lacking in Japanese English textbooks: What were the causes of the war? How did it start? What did Japan do in China, Korea, and other Asian countries? To be sure, many thousands of people were killed in Hiroshima and Nagasaki, but it is also true that many millions of people were killed by the war Japan started. For the past ten years, Japanese Prime Ministers have repeatedly declared that Japan would never repeat the mistakes of the last war. Nevertheless, officially authorized textbooks continue to omit Japan's role in Asia during World War II. I believe an objective view of history should be included in English textbooks. When only Hiroshima and Nagasaki are mentioned, Japanese students start believing that Japan was the victim and forget the Japanese aggression which led up to the atomic bomb. We have to look at war not with emotion but with objectivity. It is easy to say "No more Hiroshima!" but more difficult to face our own aggressive past.

Conclusion

The survey described here, though quite modest in scope, does bring out some interesting findings. First, it is clear that *Monbusho*-approved high school English textbooks in Japan do contain many valuable lessons on a variety of important world problems. The scope and treatment of these social issues, however, does seem limited and somewhat stereotyped, though with good supplementary materials all topics could be taught effectively. For reasons of space, a number of interest-

ing survey findings could not be included in this article, though they tend to support the main conclusion noted here. For example, despite the international, multicultural age we live in, over 70% of typical textbook lessons dealt solely with the United States and Europe, often with stereotyped views of the people and their cultures. Readers interested in seeing the complete survey are welcome to contact me.

It should be emphasized that the motivation for this survey was not to criticize government textbooks or impose a narrow view of "political correctness," but rather to take an objective look at current topics included in school English texts and to initiate an honest dialogue among language education professionals about the content of what we teach. Further research and debate on this topic are most welcome, with similar surveys encouraged for mainstream EFL texts. I myself am currently working on a second study comparing the coverage of global issues in school English texts of the 1960s and 1970s with the situation today; future studies will also be required for the new generation of textbooks that will follow adoption of the revised Course of Study in 1994. An indispensable resource for those interested in textbook content analysis, by the way, is the National Textbook Centre in Tokyo, which contains Japanese school texts dating back to the Meiji Period.

I would like to end on a personal note. I have been teaching English at public high school for more than ten years. During this time, I have continually thought about the purpose of teaching English. Teaching English, of course, means teaching communication skills, yet this in itself shouldn't satisfy professional language teachers. Language is more than a means for shopping abroad or for booking a hotel in a foreign land. It is also a means for understanding other peoples, other cultures, and the wider world. As a high school English teacher, therefore, I have two goals: to improve my students' English competence and to make them aware through English classes of important global issues which concern our world.

The potential of language teaching for promoting global awareness has been emphasized by global language teachers such as Hugh Starkey, who claims: "if there is one area of the curriculum that ought to be central to global education it is languages." (Pike & Selby, 1988, p. 239). As we move towards the global era of the 21st century, this responsibility of language teachers to help their students become aware of critical world problems becomes more and more clear. As this survey indicates, global issues are increasingly being dealt with in school textbooks and courses in Japan. What is required now is a systematic, principled approach to dealing with these issues in language classes. For many language teachers, global education represents just such an approach, aiming as it does at helping students develop an honest understanding of social issues, acquire the skills needed to deal with these, and build a concern for world problems which will lead to effective action for the betterment of the human family.

Features

APPENDIX: TEXTBOOKS, PUBLISHERS AND GLOBAL ISSUE LESSON TOPICS

The following 48 textbooks were examined in this survey. Lessons from these dealing with world problems have been listed under the three global issue categories which were surveyed.

TITLE OF TKXTBOOK	PUBLISHER	NVIRONMKNT	HUMAN RIGHTS	FACE
Mainstream 1 Mainstream 11	Zoshindo W	deserts man & nature	M.L.King Molher Teresa	Hiroshima Farewell to Arms
New Century I New Century II crown I	Sanseido 11 1,	green turt le grass lands noise	apartheid	Harp of urma Hiroshima
Crown II	"		sexism (in words)	Hiroshima
crown IIB	"		braille American Indians	Hiroshima
Highroad 10 English 1	"	solar system deserts	brnille sex roles Gandhi	Hiroshima
Highroad to English 11	"	acid rain disappearing wild life	feminism (careers) Helen Keller	Ann Frank war & human instinct
Highroad to English 110	"	external costs	feminism (careers)	
Enjoy English 1 Enjoy English 11	Kyoikushuppan 1	African food crisis	stereotypes Japanese-- Americans	Hiroshima concluding speech of dictator
Why English 1 Why English 11	Gakkotosho 1	natural gas land of no tomorrow		
Greencover English 1	Hitotusbashi	deserts ozone hole		World War II
Greencover English 11	"		M.L. King the aged foreigners in Japan	World War II
New Living English 1	"			human comedy
New Living English 11	"	men & animals		Hiroshima
Milestone 1	Keirinkan	"Come back salmon"	M.L. King	
Milestone 11	"	deforestation		concluding speech of dictator
Milestone 11B	"	population "nature fights back"		Hiroshima
Sunshine 1	Rairyudo	greenhouse effect	black people in America braille Mother Teresa	
Sunshine 11	"	wild geese whales	black people in America	human comedy
Pioneer 1	Kaitakusha			Nagasaki peace maker
Pioneer 11	"	trash nuclear power	black people in America the aged	Anne Frank
Pioneer 11B	"	nature environment my planet		
Internationnl 1	"	birds pollution	Slam in Americ sex roles	

Features

TITLE OF TEXTBOOK	PUBLISHER	ENVIRONMENT	HUMAN RIGHTS	PEACE
International II	"	bird banding	feminism	
Senior Swan I	"	whales	(Women's Lib)	
Senior Swan II	"	vanishing animals	Gandhi	
Atlas I	Sanyusha	coral	Black people	The Sound of Music
		dingos	in America	
Atlas II	"	cranes	the handicapped	Anne Frank
		garbage	Gandhi	nuclear bomb
			foreign workers	Hiroshima
Creative I	Daiichi		apartheid	
	gakusha		discrimination	
Creative II	"	dolphins	Helen Keller	
		deserts	M.L. King	nuclear bomb
Creative IIB	"	plant life	the aged	
		pollution	Japanese--	
		disappearing	Americans	
New Current I	"	wild life		
		garbage	the aged	Muchan (World War II)
New Current II	"		the handicapped	
New Current IIB	"		black people	Hiroshima
The New Age I	Kenkyusha		in America	
The New Age II	"		Mother Teresa	
		birds	M. L. King	human comedy
		turtles	Feminism (careers)	
		population explosion		
Raccoon I	Chikuma		sex roles	
	shobo		apartheid	
Raccoon II	"		feminism	
			Am. Indians	
Raccoon IIB	"		women & careers	
			Koreans (lost names/WWII)	
Practical English I	Ikeda		John Brown	
	shoten		M. L. King	
Practical English II	"		Belgium	
Unicorn I	Buneido	solar system	emancipation	
Unicorn II	"	desertification	M.L. King	The Sound of Music
				human comedy
Unicorn IIB	"		Mother Teresa	Anne Frank

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Pike, G., & Selby, D. (1988). *Global teacher, global learner*. London: Hodder and Stoughton.

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日本語学習者の読解過程分析

谷口すみ子

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昨年11月、JALT'91 国際大会で日本語の読解についてのコロキウムが行われました。このコロキウムの目的は、読解を理論と教育の両面から考え、読解力とは何か、それを養成するためには何ができるかについて検討することです。発表者は4人で、日本語の読解についての理論（読解過程、テキストの難易度）と教育（自律学習、大学での読解教育の実践）の両面から発表を行いました。また、参加者からもたくさん意見が出され、活発な討論が行われました。*The Language Teacher* は、このコロキウムでの発表論文を今号から4冊にわたり連載します。

読解には知識と技能が必要であると言われている。知識の中には、言語的知識、テキスト構造、内容、世界に関する知識が含まれる。本研究は言語的知識は少ないが、内容に関する知識のある学習者の読解過程を観察し、読解力を構成する要素、及び教育への応用について考察を行った。

I. 方法

理工学系の大学院研究留学生を対象に、科学雑誌の記事の文章を取る課題を行ない思考過程を報告してもらった。学習者は日本語の知識の多い者（高レベル）と少ない者（低レベル）の2グループに分かれた。高レベルは日本語の知識の多い者（高レベル）と少ない者（低レベル）の2グループに分かれた。高レベルは日本語の知識の多い者（高レベル）と少ない者（低レベル）の2グループに分かれた。

高レベルは日本語の知識の多い者（高レベル）と少ない者（低レベル）の2グループに分かれた。高レベルは日本語の知識の多い者（高レベル）と少ない者（低レベル）の2グループに分かれた。高レベルは日本語の知識の多い者（高レベル）と少ない者（低レベル）の2グループに分かれた。高レベルは日本語の知識の多い者（高レベル）と少ない者（低レベル）の2グループに分かれた。

テキスト 「生分解性プラスチック」

「ニュートーン」vol.10, No.10, 1990 p12-13. 今世紀のなかばころ、エネルギーの主役が石炭から石油にかわり、石油の副産物を利用する石油化学工業が発達し、プラスチックが新素材として登場してきた。軽くて丈夫でどんな形にでも成形できるという、天然素材にはない特性をプラスチックはもっている。そのため現在では身近な家庭用品や包装材料だけでなく、自動車、航空機、コンピューターなどの先端技術分野にも広く使われている。材料の面からみると、20世紀はプラスチックの時代といわれるくらい、生活と産業の中に基礎素材としてプラスチックが組みこまれている。世界のプラスチック生産量は1989年で約1億トンにもなっている。

しかしその反面、大量に出されるプラスチック廃棄物は、埋めても腐らず、燃やすと高熱や有害ガスが発生するので適正な処理がむづかしく、環境への影響が深刻になってきている。“安定で腐らない”というプラスチックの特徴が逆に災いし、自然界の物質循環に組みこまれないため、自然環境を破壊するだけでなく、野生動物にも危害をおよぼしているのである。

そのため欧米では、5年ほど前からプラスチックに対する批判が高まり、プラスチックの使用を法律で規制する動きが活発化している。夢の新素材として登場してきたプラスチックは、わずか数十年で大きくイメージダウンしてしまった。そこで最近“腐らないプラ

スチック”にかわって、自然界の物質循環のサイクルを尊重した“腐るプラスチック”である「生分解性プラスチック」の開発が世界中で注目されるようになってきた。

このテキストの特徴は次の2点である。

- ① 背景知識：3要素（Carnell 1983）を備えていること、すなわち「写真や題などから、テキストがある2行間題目（高レベル）となるキーワードがある」3. 読者に馴染みがあること。
- ② 読解の構成が明示されている。読者はまず、読解に必要な語彙（単語、スラッシュ、構文）を理解し、単語、構文の取捨選択、自分の理解のモニター（自己確認）の問題に答えるという形で読解過程を4段階及び単語に展開し、その結果、単語、構文、文法を記録し、使用言語は日本語、英語、母語であった。

II. 結果

学習者間には圧倒的な語彙力、漢字力の差があるにもかかわらず、全員最後まで読み終え文章の大意を取ることができた。日本語力の高い2人は、プラスチックという言葉を聞いた時に思いついたことと実際の記事の内容の一致度が非常に高く、いわば読む前から文章の内容がわかっていた。また、生分解性プラスチックという題を見た時、漢字の知識を正しく使って、先行知識と関連づけるのに成功して内容を正しく理解した。この2人にとってこの記事の読解は、自分の予測が正しいことを確認していく過程であった。

これに対し、言語知識の少ない2人は最初プラスチックについて思いついたことと記事の内容が部分的に一致していたものの、中級の2人ほどではなかった。また、生分解性プラスチックという題については、未知の漢字がまじっていて予測がたてられなかった。しかしこの2人は非常に限られた語彙と漢字しか知らなかったにもかかわらず、読める部分から全体の意味を的確に推測していった。例えば第1段落の中でわかった「エネルギー、石油、化学工業、プラスチック、自動車、コンピューター」という語から次のような意味を構築した。「エネルギーの源として石油が使われるようになり、石油化学工業が発達した。プラスチックは石油から作られる。そのプラスチックは自動車やコンピューターなどいろいろな用途に使われる。」この推論は段落の大意と一致していた。

文章の展開や、接続語からの予測は全員正しく行った。文

章のおおまかな読解は全員できたが、中級学習者が言語的な手がかりをもとに正確な理解や、自分の理解のモニターができたのに対し、初級終了者は言語的な情報を充分利用することができず、細部の正確な理解や自分の理解のモニターは不十分だった。(結果の表参照)

プロトコル結果の例

(注：プロトコルは発話内容を日本語で要約したものである。

学習者の番号はIに示した学習者の紹介に対応する)

1) プラスチックということばをきいて、どんなことを考えますか。

学習者1 家具から自動車にいたるものの基礎材料として用いる材料

この記事で問題になるのはたぶんもっと広い範囲でも利用するための製法とか使用法かもしれない。あるいはプラスチックの処理についてかもしれない。プラスチックは腐敗しないという性質を持っている。

学習者2 エコロジーと公害、プラスチックの利用、プラスチックの種類

プラスチックと聞くと公害のことを考える。他にはプラスチックを作っている工場、大きい会社だ。

学習者3 プラスチックのふたつ、一つ、本のカバー、テレビ・ラジオ、ビデオのケース、箱、台所用品、電気製品、ボート、車体、石鹸箱、ビン、ヨーロッパの容器、商品の容器

学習者4 化学的、テープレコーダー、おさら(好きじゃない)、近代的

2) この記事の題は「生分解性プラスチック」です。どんな意味でしょうか。なぜそう思うかという理由も書いてください。

学習者1 バクテリアのような生物の作用によって分解する性質のプラスチック

理由：分解性は分解する性質を持つを表し、生は生きているということを表すから。

表) 結果

できた、よくできた、少しできた、できなかった

項目	学習者2 フィリピン中級	学習者1 インドネシア中級
未知の単語	2.0%	3.5%
漢字	1.6%	14.4%
所要時間	約90分	約90分
事前知識(生分解性プラスチックについて知っていたか)	○	○
話題からの予測と実際の一致	○	○
題からの予測	○	○
写真からの予測	○	○
文脈予測	○	○
キーワードからの予測	○	○
大意の理解	○	○
段落1	○	○
段落2	○	○
段落3	○	○
全文	○	○
題(生分解性プラスチックの理解)	○	○
理解の助け	○	○

学習者2 bio degradable plasticの話だ。

生=bio 分解=degrade 性=characteristic

学習者3 たぶん、派生物(分の意味はhalf, cut)

プラスチックの将来の使い方(生はcoming futureの意味)

学習者4 わからない

生:life, 分:part, 性:sex

解:わからない。この漢字は多分この言葉の中で大切な漢字だろう。

全体の意味 わからない。

3) 第1段落の要旨(語彙を与える前)

学習者1 石油製品から化学的に作られるプラスチックというものが出現した。プラスチックには天然の素材にない性質がある。そのため、様々な分野の基礎材料として利用される。

学習者2 この段落は後に続く段落の導入の役割を果たしていると思う。後の段落ではプラスチックについてもっと具体的なことが書かれているだろう。この段落は、プラスチックがとても便利なこと、現代生活によく使われることといっただけでも知っているようなこと以外にはあまりたいしたことは述べていない。プラスチックが今世紀を形づくり、特徴づける最大の産物だということにプラスチックを礼賛している段落だ。

学習者3 この段落の要旨はプラスチックが石油からできた製品だということ。それからプラスチックが日常生活で様々なに使われていること、いろいろな用途、コンピュータ、自動車などに使われるようになったこと。1989年には消費量が数トンにのぼることも言っている。

学習者4 石油が石炭にかわってエネルギー源としてもっと使われるようになった。プラスチックは生活でたくさん使われるようになった。(自動車、コンピュータ、家)石油化学工学は重要だ。生産量は1989年に1億トンに上った。

4) 接続語からの予測

第2段落は「しかしその反面」ということばで始まります。この

学習者2 フィリピン中級	学習者3 ブルジェリア初級終了	学習者4 チェコ初級終了
2.0%	19.8%	22.6%
1.6%	54.4%	57.6%
約90分	約90分	約120分
○	×	○
○	△	△
○	×	×
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	×	○
題	先行知識	先行知識
先行知識		写真

段落にはどんなことが書いてあると思いますか。

学習者1 たぶん第2段落には何か応用のことで反対のことが書いてあるんじゃないかと思う。悪いこと、つまり欠点があるということだと思う。

理由: 「しかし」があるから対照的なことがたぶんあると思う。

学習者2 次ののはたぶん、20世紀にプラスチックの使用量がふえてきたので、今プラスチックのごみはどういうふうに dispose すればいいという問題がでてきたということについての話だ。

理由: 題は bio-degradable plastic についてだから。「しかし」と「反面」を読むと、たぶん逆のことが来ると思う。

学習者3 いたるところでプラスチックが使われるようになったので、プラスチックの使用が大幅に増加した。しかし、プラスチックが環境に及ぼす悪影響を忘れてはいけない。従って地球温暖化に関してオゾン層破壊が問題となったように、プラスチックも環境問題によって削減を迫られるかもしれない。

学習者4 プラスチック廃棄物の問題、エネルギー、バクテリアや他の方法によるプラスチックの処理

⑤学習者は大学院生であり、既に母語などで読解の技能を身につけていると思われる。

2. 読解とは、抽出→仮説の設定→仮説の検証→確認というプロセスを経て行われる。例えば、チェコスロバキアの学習者が第1段落の大意をとる過程は次のようであった。

抽出 分かる言葉を取り出す

「エネルギー、石油、化学工業、プラスチック、自動車、コンピュータ」

仮説 分かる言葉をつないで、可能な解釈を作り出す。

「エネルギーの源として石油が使われるようになり、石油化学工業が発達した。プラスチックは石油から作られる。そのプラスチックは自動車やコンピュータなどいろいろな用途に使われる。」

検証 事実と照合する。テキストと照合する。

確認 仮説を支持する。

(もし仮説が間違っていたら、もう一度仮説をたてる)

また、アルジェリアの学習者は読解過程について次のように述べた。「この方法はいいと思う。なぜなら、これは先行知識とともに、どれだけ速く考えられるかを試すからだ。つまりあるアイデアにたどりつくためにキーワード間の関連を見いだす必要がある。唯一の問題は自分の漢字の知識が限られていて、テキストの細かいところまで理解するのが難しいことだ。」これは抽出と仮説の設定について言及しており、また言語的知識がないと仮説の検証がうまくできないことを述べている。

III. 考察

1. 多くの先行研究では、言語知識の少ない学習者は背景知識が活用できず、逐語的に読もうとするという結果が報告されているが(Clarke 1980)、今回の調査では言語知識の少ない学習者も背景知識を効果的に活用し、大意をとるのに成功している。この原因として次のようなことが考えられる。

①背景知識の影響が大きい。(テキストの部分で述べたように Carrell の言う背景知識の3要素が備わっている。)

②テキストの構造が明示的で、手がかりとなる接続語や文章構成に関する知識から文章の展開について予測がたてやすい。(Formal Schema, Carrell 1984)

③読みの課題が大意を取ることで、細部の正確な理解を要求していない。

④テキストの読ませ方として、トップダウン方式を奨励した。

IV. まとめと教育への応用

以上の考察から読解力を構成する要素として次の2点を指摘することができよう。

①背景知識を使って整合性のある解釈を作り出す能力

②自分の解釈をテキストと照合して正しいかどうか判断する能力

また①のためには背景知識が、②のためには言語的知識がそれぞれ重要な役割を果たす。

(Cont'd on p. 42.)

Reading Processes of JSL Learners

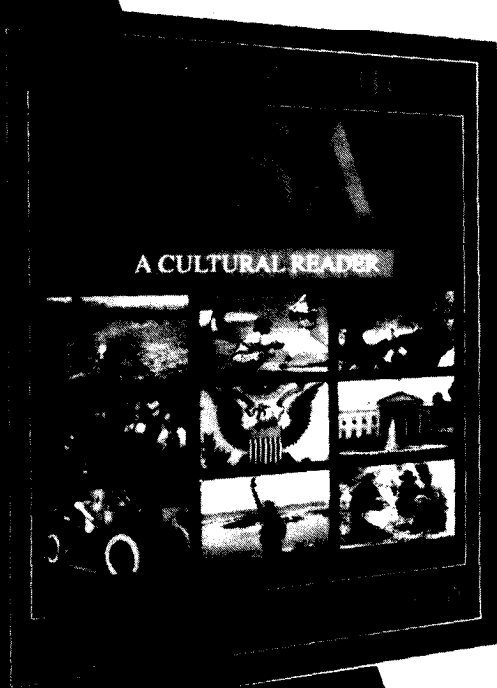
by Sumiko Taniguchi

This paper examines reading processes of overseas graduate students of natural sciences and technology reading an article in a popular scientific magazine. Contrary to the findings of Clarke (1980) that second language readers with limited linguistic knowledge cannot make use of their background knowledge and tend to read word by word, the protocols by the informants in the present study show that even pre-intermediate learners can get the gist of authentic material using their knowledge about the topic. The author points out that the result can be attributed to five factors: 1) the text had three characteristics that facilitated the use of learners' background knowledge (Carrell 1983), 2) the text had an explicit discourse structure that fit into learners' formal schemata (Carrell 1984), 3) the task did not demand detailed and accurate comprehension, 4) the teacher encouraged top-down processing, and 5) the informants already had reading skills in their mother tongues and/or other second languages. Taniguchi concludes that reading ability is the ability to produce an interpretation that is compatible with one's background knowledge and to match the interpretation with the text in order to evaluate its validity. She suggests that introducing reflective activities in learners' own reading processes would help in developing reading ability.

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日本のバイリンガリズム、ジョン・C・マーハ、
八代京子、編著。研究社出版。1991。212頁。2,800円

「日本の国際化」が叫ばれるようになって久しいが、日本人の心の中にある日本は相変わらず海を隔てて他国と接したままのようである。日本と外国との国境が人的にも言語的にも加速度的に流動化している事実を目を開き、単一民族・単一言語国家の幻想から目覚めようではないか。そんなメッセージがひしひしと伝わってくる書である。ある国家に存在する言語の数が多いほど、その国家は文化的に豊かである、との多言語多文化主義に基づき、その意味で日本がいかに豊かであるかを第2章から第8章までトピック別に論じつつ、モザイク状の日本像を描き上げている。

バイリンガリズムを、二つの言語を母語のように操れる、ほんの一握りの人々だけにあてはまる現象ではなく、二つの言語を何らかの形で用いる全ての人をカバーする現象であると捉えることによって、この本を手にするほとんどの読者を当事者にしてしまい、言語学や言語教育に関わる人以外にも分かりやすく話しかけているが、装丁、サイズのとっつきやすさとは対照的に、ちまちまと値の張る一冊となっている感はない。一方、言語学の専門書と見れば、決して高すぎることはないのだが、編著者自身の反省としても述べている通り、用語の定義が曖昧で、論じているというよりおしゃべりしている、との印象を与えてしまう部分がないわけではない。

取り上げられているテーマを章毎に追っていくと、第1章で一般にイメージされる「バイリンガリズム」の定義をこの書なりに見直した後、マスメディアにおける英語、科学分野の国際語、帰国生のバイリンガリズム、ファミリー・バイリンガリズム、在日朝鮮人子女のバイリンガリズム、アイヌ語の復活、移民のバイリンガリズム、と続く。後半へと読み進むに従って、海外で日本人が直面する言葉の問題が日本に住む外国人にもそっくりあてはまるということに新たに気づかされ、日本語が日本人のアイデンティティーを保持するために欠かせないのと同様、在日外国人にとっても母語の保持は非常に大切であることに思い至る。複数の言語が習得できる障い方々に排除し合うものでなく、むしろ相乗効果をもたらす、との研究結果等も踏まえて、国家及び個人における複数の言語、文化の共存を奨励し、おおらかな社会的対応を促すこの書は、多くの人に読まれることにより、編著者の願っている、偏見から解放された、寛容な日本社会の実現に貢献するものと思える。

沢田麻理・ケルン日本文化会館（ドイツ）
Mari Sawada・Japanisches Kulturinstitut

バイリンガル——その実像と問題点——、山本雅代、
大修館書店。1991。175頁。1,700円。

これまで日本語でバイリンガリズムに関わる諸問題を包括的に、初学者にも分かりやすい形で論じたものは皆無とは言わないまでも（例えば、芳賀 純著、『二言語併用の心理』朝倉書店、1979）非常に少なかったように思われる。一つに

は、日本のような社会環境を持った国ではバイリンガリズムが身近な関心事ではなかったからであろう。しかし最近では事情が大きく変わってきた。筆者も「はじめに」で言及しているように、帰国子女のみならず、バイリンガリズム研究の必要性は今後ますますその意義を増してくるものと思われる。本書はそういった需要に答えるような形で、バイリンガルの実態と問題点を分かりやすく解いており、タイムリーな題材を扱った労作である。以下、本書の概要紹介を中心に、評者の感想を些か述べてみたい。

筆者によれば、日本ではバイリンガル／バイリンガリズムに対する誤解や偏見が数多くある。本書の主要目的はそういった誤解を解くことであると思われる。それらの一般的誤解や偏見の例として筆者は以下の5つを挙げている（pp.1-2）。(1)バイリンガルはモノリンガルと比較して各言語の言語能力において劣る。(2)帰属文化が2つに分かれているので自己確立が難しく、精神的に不安である。(3)早いうちから2言語環境で育てるとどちらの言語も満足に習得できなくなるので、まず1つの言語を確立させてから、2つ目の言語に触れさせるのがよい。(4)1人の親が2言語を使用すると子供に混乱が起るので、それぞれの親は少なくとも子供が幼児期にある期間は自分の母語のみを使用すべきである。(5)両親がそれぞれ別の母語を話す家庭に育つ子供は自然にバイリンガルになる。筆者はこれら5つの見解は全てバイリンガリズムについて見識のない人々が勝手に作った誤解であることを、本書全体を通じて実例を提示しながら主張している。

本書は3章構成である。第1章「バイリンガリズムとは何か」では、バイリンガル／バイリンガリズムの複雑な定義について上記の(1)と(2)の誤解に触れながら論じている。ここで筆者が繰り返し述べ強調していることは、バイリンガリズムとは「動的な過程」だという事実である。バイリンガルとは、「比較的不安定であり、また可逆性を持つ状態であり、言語環境におけるさまざまな要因の影響を受け変化する可変的な言語経験である（p.9）」と筆者は述べる。(1)の誤解に対して、筆者はバイリンガルの言語をモノリンガルの言語基準で判断してはいけないと主張する。全ての事象を2言語で同一に経験することなど殆どありえないからである。(2)の誤解について筆者はp.51で、モノリンガルが生まれた時からある1つの文化帰属意識を感じるのと同様に、生まれた時から2つの文化の中に育つバイリンガルが2文化に同等に帰属意識を持つことは別段不思議なことではないとしている。(2)の主張は同時バイリンガルの場合同様、継続バイリンガルについても当てはまるのであるかどうか興味深いところである。

第2章「ケーススタディ」では、上記(3)と(4)の偏見・誤解の反証として、日本語－英語同時バイリンガルのパメラの生後3年間の発話データを基に議論を進めている。評者の関心が言語獲得過程にあるので特にこの章は個人的に関心が深かったが疑問もいくつか生じた。評者は実際にパメラを観察したわけではないし、また、その生データを検討したわけでもない。そういった疑問は知識不足から生じているのかも知れないが、以下、気づいた点を紙幅の許す範囲で述べてみたい。第1点として、筆者はpp.88-90で、Hakuta (1978)によるL1とL2の形態素習得順序の比較を引用しているが、筆者も



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指摘しているように、比較された2つのケースは類似条件で観察されたものではないし、取り上げられている各14個の形態素が同一ではない。また、Hakuta が立てた L1がL2の習得に影響を与えるという仮説では、なぜ「進行形」の習得が早いのか、なぜ「不規則過去形」は「規則過去形」よりも早く習得するのかといった説明ができない。筆者は、Hakuta の仮説は、一方の言語が他方の言語に影響するという意味で、同時バイリンガルの言語習得にも有効だと考えられるとしているが(p.90)、Hakuta の研究からそのような結論を導き出すことは危険ではないだろうか。第2点として、p.91のパメラの生後1年から1年11ヵ月における日本語と英語の習得語彙が品詞別にあげられているが、語彙習得を観察することは大変難しい作業である。筆者も(注21)にその旨を書いておられるが、まず、「習得語彙」とはいかなる基準に基づいたものであるのかということである。筆者はパメラが「自発的に発話した語(p.90)」という基準でデータを分析している。しかし、生理学的に発声機能がまだ整っていない、発話はできないが意味概念は習得している場合も、逆に発話ができるが正しい意味概念が未習得の場合もある。発話は言語知識の使用の一形態にすぎず、言語知識そのものではない。自発的発話データだけから習得順序を云々することは方法を一步間違えると非常に危険である。また筆者は、「日本語では習得語がより多くの品詞に分散している(p.91)」と述べているが、英語の品詞数が6つで、日本語のそれは7つである。この数値は有意差をもつものかどうかという疑問も生ずる。最後に、筆者は社会環境的要因の重要性を強調しておられる。それは勿論バイリンガリズム決定要因として無視できないことであろう。しかし、言語習得には習得者を取り巻く環境変数に左右されないような部分があるはずである。同時バイリンガルの場合も何が核で何が周辺的な要素であるかを考えることはバイリンガルの言語習得過程を研究する場合、もっとも興味深いことであると評者は考える。2章だけに限って言えば、もう少し詳細なパメラのデータが記載されていればありがたいと感じた。しかし、それはこの本全体の執筆主旨に反しているかも知れない。

第3章「日本におけるバイリンガル」では、数は今もって少ないが、日本における潜在バイリンガル集団に属する帰国子女と国際結婚による日本語-英語バイリンガルの問題に焦点を当てている。そして(5)の誤解にアンケート調査結果を通して触れている。アンケートは日本語-英語バイリンガルを取り巻く言語・文化環境、社会問題、そしてバイリンガリズムに対する価値観を調査する目的で行なわれた。今後の日本が置かれる状況を考える時、1つの指針となろう。全体を通して、得ることがとても多い1冊である。本書が試金石となって日本にももっとバイリンガリズム研究者が増えることを望みたい。私個人は、現在10代半ばになっているだろうパメラの言語習得が3歳以降どうなったかということにとっても興味がある。

白畑知彦・静岡大学

Tomohiko Shirahata・Shizuoka University

Video. Richard Cooper, Mike Lavery and Mario Rinvulcri. Oxford: Oxford University Press, 1991. Pp. 112.

This excellent slim volume, one in the O.U.P. Resource Rooks for Teachers series, of which the editor is Alan Maley, will delight the heart of all who have used, or attempted to use, video as a language teaching aid. It assumes a reasonable level of practical intelligence but very little prior knowledge. The sections of the book illustrate its thoroughly practical nature; active viewing, making your own videos, small group video work and videoing a coursebook.

Video literacy combines well with work on a foreign language, and all that is associated with a language, such as gesture and expression, since the relationship between the pictures and the language directs the learner's attention to the pictures in a more immediate way than even the best coursebook. The language work is part of a process that is wider and more interesting than itself, as language learners readily realise.

The section of the book dealing with use of the video camera in the classroom assumes, alas, that classes are small, well-motivated and extremely co-operative, assumptions which may be inappropriate in Japan. However, those fortunate souls who habitually teach small classes or work with a college E.S.S. in English-language drama classes will find *Video* an invaluable resource. *Video* is time-intensive in a way that choral drilling, for example, is not. Even so, language learned through the medium of video is remembered far more readily than language learned in many other ways; a case can be made for using a video camera in a large classroom from time to time.

More probably, however, video in the large classroom is active viewing. *Video* lists 27 activities, some of which are familiar to all who have used video as a teaching aid, some of which are original and innovative. The suggestions for using commercially-rented videos with subtitles in the students' own language are excellent, even if many teachers have "discovered" a number of the techniques described independently. *Empire of the Sun*, *A Handful of Dust*, *Hope and Glory* and *That'll be the Day* are examples of subtitled videos with which teaching, and far more importantly learning, is effective. All, incidentally, are strongly culture-based in ways that specific EFL videos are not and all are good for provoking discussion, serious thought and student writing.

Teachers who like using television advertising as language learning materials will find much in *Video* to interest them; despite what we might imagine, students genuinely enjoy dialogues about quilted diapers, household cleansers and under-stains. Even the vocabulary is ideal: "...whiter than..." "...dry's got to feel better..." and "...hands that do dishes that feel soft as your face." But other teachers and learners may find the beer and car advertising just as stimulating.

The 47 activities listed under "small group video

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work" recommend themselves to smaller classes and E.S.S. groups and will certainly be found enormously useful by many teachers.

Video is an enormously useful how-to book every teacher who uses, or intends to use video in the classroom will find stimulating and useful.

Reviewed by William Corr
Himeji Gakuin Women's College

Interchange: English for International Communication, Book 1. Jack C. Richards, Jonathan Hull and Susan Proctor. Cambridge: Cambridge University Press, 1990. Pp. 134. Student book ¥1,940. Teacher's manual ¥2,640.

Interchange is one of the latest entries in the general course book competition aimed at the Japanese market in universities, semmon gakkos, and language schools. It is a direct competitor to series like East West, which has become used in the last few years. Like many similar texts, it is a three level course. Each level consists of a student text, workbook, tapes and teacher's book. Each level is designed to be taught in 60-90 hours of classroom instruction. According to the teacher's manual *Interchange 1* is for beginners or false beginners and should take them to the low-intermediate level.

There are fifteen units in each book and each unit is divided into twelve sections or exercises. There is a review section after every three units. The illustrations are very well done and well coordinated with the lessons in which they appear. Many of the people in the illustrations are easily identifiable caricatures of well known entertainers; and on page 90, the three authors appear as contestants on a quiz show. Since it is a general course, the book has exercises in the four skill areas of listening, speaking, reading and writing. There are specific pronunciation exercises as well as vocabulary building exercises.

The features mentioned above are standard in most recent textbooks. Interchange departs from common practice, however, in that each unit does not begin with an opening dialogue. Instead there are usually two short conversations in each unit. The format of each lesson is little different and the various exercises are presented in different order from one lesson to the next. This may help to keep student interest up. A unit may open with a vocabulary exercise, a conversation or a section called "Snapshot." This is usually pictorial presentation of information or a topic, often in the form of a graph or chart. The speaking activities are defined as "information-sharing tasks." These are generally less complicated than many of the information gap exercises that many other textbooks depend on for pair work or conversation exercises.

Compared specifically to *East West*, the text mentioned earlier, which I have also used, *Interchange* seems to be aimed at a lower level. In general, the exercises in *Interchange* are shorter and easier, and there are more of

them in each unit. The exercises in *Interchange 1* are also easier to set up, especially in large classes. I have used it in a class of sixty-three students, with good results. In the course of a normal university academic year, I was able to finish 13 of the 15 units in the book. So if you are teaching large, or very large, classes and feel that most textbooks would be too difficult for your students, *Interchange* may be the book for you.

Reviewed by Ronald Mason
Setsunan University

Information for Publishers



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

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

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



Recently Received

For Students

- *Andrews, D. & Andrews, W. (1992). *Business communication: Second edition* (615 pp. text for business communication; not a language textbook; advanced). New York: Macmillan Publishing Co.
- *Feare, R. (1991). *Key to success on the TOEFL: Practice tests* (text, tapes). Oxford: Oxford University Press.
- *Lacey, C. et al. (1990). *Increase your vocabulary* (64 pp. for intermed/adv. self/class study). Oxford: Oxford University Press.
- *Soars, J. & Soars L. (1991). *Headway pre-intermediate* (student's book, workbook, tapes, teacher's book). Oxford: Oxford University Press.
- !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*

Report From the Classroom - 1

Kanda Gaigo Gakuin

In this series, we will be talking with English teachers at several different educational institutions in Japan.

Leslie Kanberg is a supervisor at Kanda Gaigo Gakuin, a foreign language institute in Tokyo with a two-year curriculum. Kanda Gaigo seeks to provide its graduates with the skills they will need to make a contribution to international society.



Leslie Kanberg MA ESL

What special problems do your students face?

Japanese students are very reluctant to do anything that might be perceived as showing off. I think there is also a reliance on traditional ways of learning English that don't always work; relying on rote memorization, for example

What strategies have you developed to cope with these problems?

We want the students to work toward autonomy. They are already familiar with a wide range of learning strategies that they are not aware of. We try to get them to focus on the way they learn, so that they take responsibility for their own development. We also try to help them think about what they want to do with English when they graduate.

How does this work in the classroom?

We try to move students away from a traditional language-learning classroom environment, getting them more actively involved, either in pair work with a partner or in small-group projects. We try to get them involved to the extent that they forget they're learning English.

Do you use a lot of supplementary materials?

Yes we do, and many of our teachers develop their own. We also use *Mini-World*. For the first-year level

that I teach it's perfect, because the language is easily attainable and there are lots of visual cues. Even if students can't understand everything about every article, they can get the main ideas.

The magazine is written the way I like to teach. It doesn't hit students over the head with the fact that their learning English. And I think that's part of the reason our students respond so well.

Would you give me an example of an exercise that you do, using *Mini-World* ?

Sometimes I ask the students to choose a *Mini-World* article and write a three-sentence summary. Then I put the students in groups according to the articles they chose. This gives them an opportunity to compare their summaries and talk about the article. We have a lot of students here at different levels who are using *Mini-World*, and when one of us finds something that works we pass it on to the other teachers.

How do you know whether or not you're making progress toward solving the problems you mentioned earlier?

At the beginning of the course, the students are very shy about making guesses. But I think it's very important to promote guessing. By the end of the term, they are usually much more active and much more involved in class.

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- (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 Jap. 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.
- !Romanoff, M. (1991). *Language and study skills for learners of English*. Englewood Cliffs: Prentice Hall Regents.
- !Seibel, C. & Hodge, R. (1991). *Building English structures: A communicative course in English*. Englewood Cliffs: Prentice Hall Regents.
- !Short, D., Seufert-Bosco, M. & Grognet, A. (1991). *Of the people: U.S. history*. Englewood Cliffs: 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.

Graded Readers (to be reviewed in sets as listed)

- *Collins English Library: level 4. *Barchester Towers*.
- *Edward Arnold Readers Library: level 1. *Christmas Angel: Just like Trisha*.
- *Edward Arnold Readers Library: level 2. *The Elvis mystery: Fortune's fool; The twin chariot; The wild boy*.
- *Edward Arnold Readers Library: level 3. *Byron: Dangerous hero; 1992; The price of friendship; Rough justice*.
- *Edward Arnold Readers Library: level 4. *A very good way of making money; The dragons of Tiananmen Square; The place of the lotus*.
- *Edward Arnold Readers Library: level 5. *Letters for a spy*.
- *Nelson English Readers: level 1. *Who was Nancy?*
- *Nelson English Readers: level 3. *Beautiful; County matters and other stories; The dancing murder; Love*

- takes time; The mysterious mask*.
- *Nelson English Readers: level 5. *Climbing Everest*.
- *Oxford Bookworms: level 2. *The death of Karen Silkwood*.
- *Oxford Bookworms: level 3. *The Bronte story*.
- *Oxford Bookworms: level 4. *The big sleep*.
- *Oxford Bookworms: level 5. *The dead of Jericho; This rough magic*.

For Teachers

- *McRae, J. (1991). *Literature with a small "l"*. London: Macmillan Publishers Ltd.
- !Dixon, C. & Nessel, D. (1992). *Meaning making: Directed reading & 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.

(Cont'd from p. 33.)

それではこのような読解力を養成するためには何をすればよいだろうか。一つの可能性として、自分の読解過程を内省する機会を読解授業に組み込むことを提案したい。(谷口 1991) クラスで学習者がテキストからどのようにして可能な解釈を引き出すかを互いに報告しあうことにより、読者とテキスト間の相互交渉及び、学習者同志の相互交渉が促進されることが期待できるだろう。

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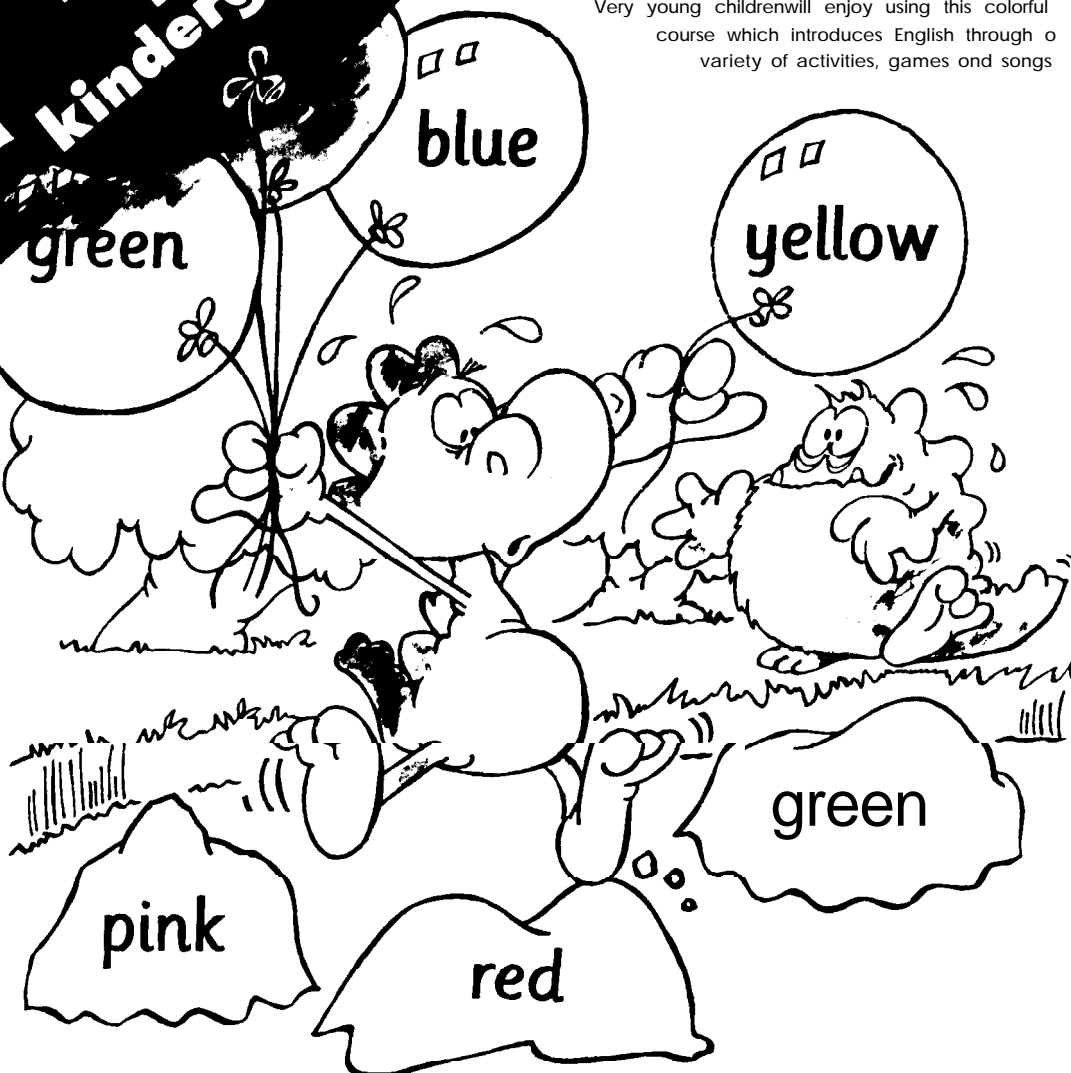
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LONGMAN ELT

Consulting on Global Issues:

A Response

by Michael Higgins

In the Opinion section (pp. 35-36) of the December 1991 issue of *The Language Teacher*, Monty Vierra raised several questions "Concerning Global Issues." His concerns centered around the May 1990 Special Issue of *The Language Teacher* on Global Issues. While raising a few questions about relatively minor points in Cates', Mark's and Bamford's articles, he reserved the bulk of his criticism for my article on consultation entitled "Overcoming Teacher Bias in the Global Classroom" (Higgins, 1990). I offer my apologies if there were points left unclear. However, due to space limitations, sometimes critical points may have been diluted or cut. So I thank him for the opportunity to try to clarify the points he raised.

Seven-Step Procedure

In "Overcoming Teacher Bias....," I listed a seven-step consultative procedure. For ease of reference, I will relist it here, but for greater clarity I will break it into three parts.

Part 1: *Understanding the Issue*

1. Agree on the problem
2. Agree on the principles or policies involved
3. Gather facts and opinions
4. Share ideas for the solution of the problem

Part 2: *Choosing a Solution*

5. Decide on the solution

Part 3: *Putting the Decision into Action*

6. Put the decision into action
7. Review the decision and change it if necessary.

Un-Stacking the Deck

Vierra's first criticism revolves around the false assumption that the teacher chooses the issue (p. 35). In my classes, there are up to 10 different groups operating at the same time at different levels on the same situation-one they have set. At the beginning of the year, they are asked to list what they see as issues of importance or problems which they feel must be solved in order for their future to be what they would like it to be. While I do assign them the task of reading Reischauer's book *The Meaning of Internationalization* (1988) the week before making their list, I also tell them that they are free to list whatever they want, from something as personal as finding the right career direction or as complex as solving world hunger or the looming global environmental disaster. No problem is too big or too small. It is their choice. All of the choices are listed on the board and they vote (I do not have a vote) for the topics they want to discuss. The top six are

chosen. I provide the basic background material and teach them how to use the library (last year 84% either had not yet been to the library or did not know how to access the information therein). Knowledge is power. Knowing how to find knowledge-how to ferret out the information needed-is a very important tool.

If this is "stacking the deck" (Vierra, p. 35) then I am guilty as charged, as are all other teachers who either prepare their own materials or who are dependent on choosing and using books and materials written by other people. The students are not dependent on me for all of their information. In fact, if that is all a group is using, I send them to the library and they are told in no uncertain terms that they must find additional information on the subject.

In Step 1, Vierra raises the point that if the teacher poses the questions in trying to get to the root problem then this is preaching (p. 35). I agree. In my article, I gave examples of problems that my students themselves came up with in relation to the issue of World Hunger. I merely posed the question of "Why?" individually to the groups until they felt that they could go no deeper, and then I let them proceed to the next step. The teacher is an active participant, but as clearly stated in the opening paragraph (Higgins, 1990, p. 31), the teacher must disengage from the position of moral or intellectual superiority and the idea that he or she has the only acceptable answer or point of view. As the students find out in studying the problem they have chosen, there is very often no single root problem; rather a complex web of problems that need to be addressed. This can and does take several weeks to find closure in the final step.

In Step 2, either there was a typographical error in his article or he misread my original text. The group should agree on the principles and *policies* (not *politics*) involved. Principles should be understood as "basic human values," and this is what must be clearly explained to the students, as the Japanese word *genri* more closely resembles "theory" and the word *hongi* is listed as "the true meaning" and *shugi* has the nuance of "a cause; a point; an ism; a doctrine," all of which are different from the idea of "basic human values." When this purely linguistic point is clarified in the minds of students, consultation proceeds much more smoothly. In stating the policies and principles, the students themselves are defining the parameters of the problem under discussion. If they are complete wrong, the teacher can ask the group to explain *how* they think the policies and principles listed are related to the problem as they have defined it. The group can then be asked to discuss it again or to proceed based on their current perceptions.

In the 5th step, Vierra makes the accusation that unanimity of the group in deciding how to solve the problem is the same as the totalitarian dictatorship of "Lenin, Goebbels, Khomeini and... others...." These so-called "global preachers" (p. 35) would not have been capable of withstanding the rigors of true consultation.

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Consultation and dictatorship are very different words-their meanings at opposite ends of the spectrum of communication. Such comparison by Vierra was colorful and passionate, but simply and clearly wrong. The ability to make a unanimous decision depends on the group trusting that the idea for solution that comes out of true consultation is a product of the combined wisdom, experience and understanding of the entire consultative body, which is not the same thing as compromising one's values just to "go along with" the majority. This has the additional effect of removing from each participant the egotistical idea that he or she has the only correct viewpoint or understanding. In practice, if a wrong or unwise decision is made, it can be corrected easily enough in the 7th step if the group makes the decision in unity.

Real Language Learning Equals Empowerment

Vierra asks (p. 35) whether or not making the students use the target language is a "sop to our role as English teachers....?" The fact of the matter is, English is learned in these classes. That is, after all, one of the purposes of teaching English regardless of the method selected by the teacher. My consultative classes are designed to increase vocabulary by at least 500 words over the course of the year. There are plenty of texts that teach the students how to order a drink or invite someone to a party, but until recently there have been very few that taught them the vocabulary needed to understand and express their ideas on the issues on which, as Edwin Reischauer says, their very lives depend (1988, pp. 5 and 13). Consultation teaches them how to share and develop those ideas in non-threatening, supportive groups. Some of my former students, in fact, inform me that they study many subjects with a new "eye" now, and make a conscious habit of converting new information to appropriate English expressions for future discussion opportunities. They are not intellectually or culturally deficient or incapable of learning how to express themselves as asserted by Vierra (p. 35). That strikes me as a not-so-subtle prejudice-a sort of condescending view of the capacity of the Japanese. Our students tend to become what we expect of them. If we expect them to be intellectually inferior, that is what we see. If, on the other hand, we expect them to offer a different perspective, a diverse viewpoint-then that is what we will get. If they are at first incapable of expressing their own ideas freely or, in a Western sense, "logically," these are tools that we can give them. Unless, of course, we are afraid of their empowerment. That is what is at stake in the Global Issues classrooms-empowering the students who are going to be the leaders, the change agents in the 21st century.

Around 500 B.C., the Chinese sage, Confucius, wrote that "learning without thought makes ignorance and thinking without learning is dangerous" (Kobayashi, 1991, p. 9). The last paragraph of my original article speaks of the students learning how to ask the right

kind of questions, how to find out the facts, how to assess the value and meaning of the information received and how to apply their creative and logical reasoning powers toward solving global problems. This is teaching them how to apply critical thinking skills and investigate the truth for themselves.

Working Together

The issues raised by Vierra are important. We must not delude ourselves that they are otherwise. If points were unclear to him, perhaps this will help to clarify them for others as well. I invite reflection. I invite the independent investigation of truth. I invite the critical testing of this consultative method on the issue of Global Issues in the classroom itself. Truth, you see, *is* the objective. Unity in diversity rather than unity in uniformity or the disunity born of a false sense of intellectual or cultural pride is the goal.

Indeed, we teachers who were involved in writing the articles criticized by Vierra are open to discussion (p. 36)-open to any approach to solving the problems of global proportion (as part of "thinking globally and acting locally-another fearful slogan?), teaching our students to communicate and how best to use the English language classroom to accomplish both purposes--despite whatever Vierra's impression (p. 35) may be to the contrary.

The consultative format insures that there will always be other new, as yet unspoken approaches to solving these problems. The students will guarantee that. Should the teacher give his or her own opinion? Why not? The students are interested in what we believe or think about an issue. If we fail to tell them our opinion when asked, then we give them the impression that we have no values as regards that issue, and so then they quickly begin to wonder why they should have any values, and indifference is reinforced. There is no such thing as a "value free" education. If, however, the teacher actively imposes his or her ideas on the students, then he or she would be guilty of "preaching." This is exactly what consultation avoids. It is noted in *Wellspring of Guidance* (1969, p. 96) that "Consultation is no easy skill to learn, requiring as it does the subjugation of all egotism and unruly passions, the cultivation of frankness and freedom of thought as well as courtesy, openness of mind, and wholehearted acquiescence in a majority decision." It takes courage and practice, but it can be learned and is not only practical, but an effective problem-solving skill that improves communication abilities both in the native language and in the target language.

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(Cont'd on p. 49.)

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Grammatical Structures and Example Issues

- Parts of speech (esp. nouns, verbs and adjectives): hunger, environmental destruction
Supply words, e.g. "baby" and "lake," and in small groups have students express the images the words suggest in single words, phrases, or short sentences. Have each group make a statement about the overall images the words convey. Then show pictures that capture realities which differ from those which the students are accustomed to (e.g., a starving child, polluted bodies of water). Have students reword their statements according to their impressions of the pictures.
- Passive voice: environmental destruction/protection
First introduce various expressions in the passive voice chosen to increase student awareness of environmental destruction/protection: e.g., "be cut down," "can be recycled." Then send students on a short hunting trip in the classroom (or if permitted, around the campus) for examples. Finally, hold a reporting session in class with the objectives of sharing observations and using the expressions. (If necessary, make a list in advance of examples that may be found.)
- Relative clauses: environment, war and peace
Using data from newspapers and magazines, have

students draw posters/tables/lists/ maps, with such headings as "things that you can return to the store," "areas where rain forests are destroyed," "number of people who lost their houses because of the bombing."

- Comparison: human rights
Have students make innocent, harmless, and unrealistic comparisons about one another concerning neutral issues (sample comparison: "People with red sweaters are smarter than people with blue ones.") Then gradually gear the comparisons toward more serious, sensitive issues, e.g. place of residence, number of brothers and sisters, and languages spoken. Hold a feedback session at the end to examine the feelings of the "discriminated against." Emphasize the absurdity of making comparisons based on superficial differences.¹ (After this activity, subjunctive mood can be introduced in expressions such as "I felt as if I were...")
- Expressions of quantity: recycling
Through a class project such as collecting milk cartons, teach students to use such expressions as "how many milk cartons," "how much recycled paper can be made."

Types of Activities and Issues That Can Be Introduced

- Mock mass media² environmental destruction/protection, hunger
Organize mock news shows featuring reports on a polluted river and/or interviews with people living in the area; arrange the publication of a newsletter, e.g. on the purpose/progress of the class paper-recycling project.
- Small-group brainstorming: nuclear weapons/power plants
Have students identify a problem and its present condition and make suggestions for improvement, including a vision for a better world.
- Strategic interaction³: environmental destruction/protection, nuclear weapons/power plants, hunger
Selecting an issue such as the destruction of tropical rainforests, create scenarios and have students perform such roles as a lumber buyer from Japan, a local resident who needs money, an ecologist from Europe (disinterested third party).⁴
- Letter writing campaign: human rights, rain forests
Have students write letters as a whole class to governments in question or to organizations involved in efforts to solve the problems, such as Amnesty International in the case of prisoners of conscience.

Sources of materials (just a few of 'em)

- Regular classroom texts (even Monbusho textbooks!)
Do act on the topics contained in the textbooks; do not let them slip by merely as materials for linguistic



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study. Issues typically introduced in Monbusho textbooks: WWF, rain forests, acid rain, Mother Theresa. (They are weak on war and peace and on racial problems.)

- United Nations
A rich source of information in the form of books, brochures, and videos. In terms of language, the United Nations materials are more appropriate for advanced learners, unless adapted by the teacher.
- Popular media: movies, songs, video clips
A number of popular movies and songs intended for general entertainment take various aspects of global issues as their themes. Probably more suitable for novices than UN materials.

Major global issues education organizations

In Japan:

JALT Global Issues in Language Education N-SIG
c/o Kip A. Cates, Tottori University, Koyama, Tottori-shi 680 JAPAN

Outside of Japan:⁵

The American Forum for Global Education
45 John Street, Suite 1200, New York, NY 10038
USA

Educators for Social Responsibility
23 Garden Street, Cambridge, MA 02138 USA

The Centre for Global Education
University of York, Heslington, York YO15DD UK

The Center for Teaching International Relations
University of Denver, Denver, CO 80208 USA

Notes

- ¹ This activity was inspired by the TV program *Blue Eyes, Brown Eyes*.
- ² Classroom activities adapting the drama techniques help learners to help one another, and make it easier for the language material to be remembered and applied outside of class (cf., Wessels, C. 1987. *Drama* Oxford University Press).
- ³ "Strategic Interaction" is basically a game played by supportive groups with the aim not necessarily of reaching a decision but of trying various strategies for a more effective discussion. It is therefore helpful as a tool for problem identification in dealing with global issues. (cf., Di Pietro, R. 1987. *Strategic Interaction*: Cambridge University Press).
- ⁴ Ushimaru, A. 1990. Where have all the rain forests gone? *The Language Teacher*, May 1990.
- ⁵ Information by courtesy of JALT Global Issues in Language Education N-SIG.

Atsuko Ushimaru is an assistant professor of English at Obirin University in Tokyo. She is the publications coordinator of JALT Global Issues N-SIG.

Reischauer, E. (1988). *The meaning of internationalization*. Tokyo: Charles E. Tuttle.

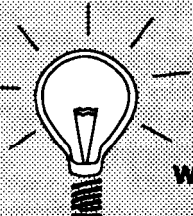
The Universal House of Justice. (1969). *WeSpring of guidance*. Wilxnette: Baha'i Publishing Trust.

Vierra, M. (1991). "Concerning global issues," *The Language Teacher* 15 (12), 35-36.

Michael Higgins has been teaching in Japan for 14 years. He is an Associate Professor of English at Yamaguchi University and is an active participant in the JALT Global Issues N-SIG.

Call for Papers for TLT Video Special Issue

A special issue of *The Language Teacher on Video in Language Teaching* is tentatively scheduled for November, 1993. Papers on any original areas in the field are welcome. Send enquiries or submissions to the Guest Editor: Donna Tatsuki 2-19-18 Danjo-cho Nishinomiya-shi Hyogo663 Fax: 06-401-1 562. Deadline: February 15, 1993.



Share Your Ideas with Us!

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

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、マウントハーモンへの小旅行、アメリカ人各家庭の訪問、ホトマックリハーのクルーズハーバー、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、ウィリアムズパーク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も用意されています。

■プリデバチャー・オリエンテーション・プログラム(ネバダ州立大学日本校担当)

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きました。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もっており、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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Chapter Reports

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

FUKUOKA

Drama in Education and Team Teaching

Jack Migdalek and Elizabeth Semmel from Australia's Theatre in Education Program gave a stunning vignette, *Koala Ninja*, about cultural differences between Australia and Japan which they developed for secondary school students. In the "drama" they included negative feelings which reminded this reviewer of how thoroughly purged of controversy English language materials are in jr. and sr. high schools here. They presented pre- and post-show activities involving the classroom teacher and students not simply as audience, but in drama preparation and post show discussion. They explained how the program works in Australia and they see the possibility for a similar effort in Japan, using the talents of Australia's Theatre in Education graduates now on the JET program. We invite all interested JALT chapters to borrow our Fukuoka video of the presentation with a view to introducing them to education officials and/or sponsors in order for them to appear in your local schools.

Julia Harper, a former JET teacher, now with a junior high school in Saga presented with English teachers from the school who have developed a student-centered conversation time (10+ minutes) as part of their English classes. Their handouts and video of the actual classroom sequences of student led Q&As were very convincing. Their point was that students can carry on in English when given the chance regularly and their film proved it. It was encouraging to view jr. high school students using English for simple but meaningful communication.

Reported by Anita Reetz Kurashige

NARA

Where are the Women?

Towards a More Inclusive,

Gender-Fair Curriculum

by Tim Bedford

The March meeting featured an information-packed, thought-provoking presentation by Tim Bedford who began by engaging the audience in a discussion of how we know what we know, and asking "Who's in control of our sources of knowledge?" He then gave us a quiz that demonstrated that our sources of knowledge for the most part exclude information on women and people from Third World countries—the vast majority of the world's population. He went on to discuss the negative effects of this exclusion on those who are left out as well as on those who are included.

In his ensuing discussion of how to rectify this imbalance, Bedford outlined five phases of curriculum revision and went on to introduce a wide range of books, videos and other materials for use in some of these phases.

Armed with a wealth of information, a large, useful handout and great enthusiasm for his topic, Bedford stimulated a great deal of discussion and thought—as well as a little debate, to make this a very lively meeting of minds.

Reported by Mary Goebel Noguchi

NIIGATA

Developing Fluency with Low-Level Learners

by David Fisher

At the February meeting David Fisher of Cambridge University Press discussed the concept of language fluency and how teachers can provide students with opportunities to develop fluency in the classroom. Whether the exercise is to provide practice in listening, speaking, reading, or writing, Fisher stressed the need for the exercise to be intrinsically interesting to students. He then led the participants through a number of activities designed to motivate students to express their opinions, or talk about themselves and their environment. Fisher wound up the session by demonstrating a sample of exercises from the "Cambridge Skills for Fluency series."

Although all of what was said and done provided the participants with a reminder that we need to give our students the opportunity to develop fluency with inherently engaging exercises, very little was mentioned about how to actually accommodate fluency with low-level learners.

Reported by Arthur Bingham

OSAKA

The Power of Narrative

by Robert O'Neil

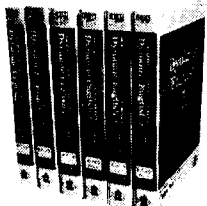
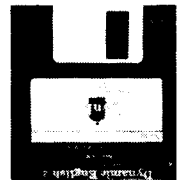
In the February meeting, Robert O'Neil gave a presentation on the use of short, simple narrative structures that the students can use to take about themselves. Among the many hints for a more effective lesson were: students should not try to understand every word; students need exposure to models (e.g. teacher's voice); doing things is important; all teachers should read aloud to the class; students should read aloud; when reading, the teacher should look at the class to establish eye contact; repeat students' words in different words; grammar is a street map, not street knowledge. With a little bit of imagination and common

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問題などの総合的難易度が、学習者の反応に合わせ
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調節することもできます。
- 学習履歴はその都度、学習用フロッピーディスクに
記録されます。

sense we can use simple stories to teach points of grammar and everyday vocabulary.

Reported by Jack Cassidy

SAPPORO

Exploiting Video to the Fullest

by Anne Akamatsu and Stuart Walker

In the February meeting Anne Akamatsu introduced some basic techniques for using video in the English language classroom: silent viewing, sound only, telling the story (retro-prediction), and prediction. Using short clips from a number of different videos she illustrated some practical exercises for reviewing vocabulary and teaching grammar, with a focus on adjectives and reported and direct speech.

Stuart Walker's comments covered issues such as the length of video used, subtitles, the price of EFL video, and choice of materials. Akamatsu emphasized that it is often the task more than the selection of materials which is important in the classroom. She encouraged teachers to experiment with a variety of materials and techniques and to share information with each other.

Reported by Bob Gettings

SENDAI

Uses of Drama in Teaching & Learning English

by Robert Murphy

At the January meeting, members of the Sendai chapter were introduced to the use of drama to enhance foreign language learning. The presenter, Robert Murphy of Fukushima University, showed video clips of highly successful drama presentations given by students at his university. Murphy obviously spends a lot of time with his students, as evidenced by the highly articulate and natural acting of the students. Theoretical justifications for the use of drama and actual practical examples were provided for the audience.

Reported by Brenda Hayashi

SHIZUOKA

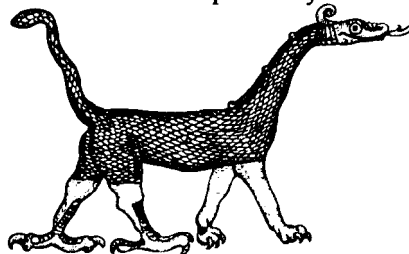
Programs for Teaching Reading & Writing to High School Students

by Ken Kanatani

Do long laborious hours spent by high school teachers of writing to meticulously correct their students' compositions increase the fluency, accuracy, and quality of their students' writing? This was the question that Ken Kanatani of Tokyo Gakugei Daigaku, raised at our February meeting. He shared the results of a writing research project that he and his colleagues undertook. The students were divided into three feedback groups: a "Stamp Group" whose papers were stamped according to the amount they had written, an "Underline Group" where the only correction was underlining the errors, and a "Correction Group" where all the students' errors were corrected. The researchers found that the "Stamp" and "Underline" groups did better in all areas than the "Correction Group." Their findings suggest that the amount of teacher feedback does not necessarily need to be in proportion to that of work given. In fact, both the quantity and quality of writing showed better results with greater exposure and less feedback.

Kanatani also reported on a reading library project undertaken at Yamanashi Eiwa.

Reported by Glenn Young



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

At the request of TESOL the JALT Central Office will stop taking subscriptions for TESOL memberships from 1st June 1992. From that date, JALT members who want to join TESOL or renew their TESOL memberships should contact TESOL directly: 1600 Cameron Street, Suite 300, Alexandria, Virginia 223 14-2751, USA, phone: 703-836-0774 fax: 703-836-7864 (VISA and Mastercard accepted).

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

CCTS

Practical Aspects of Intercultural Training

May, June, July: Tokyo and Osaka

Since 1987, CCTS (CrossCultural Training Services) has provided professional training workshops and seminars for those who are interested in the field of intercultural communication and wish to have an opportunity for theoretical exploration and practical training in this field.

At the invitation of CCTS, three intercultural specialists from the U.S. are giving workshops in Tokyo and Osaka during the months of May, June and July. Our trainers for this summer program are Dr. Sheila Ramsey (former ICU Visiting Professor and independent intercultural consultant, California), Dianne Hofner (independent intercultural consultant, California), and Dr. Zareen Karani Lam (Graduate Program Director, Lesley College, Boston).

"Training for Global Organizational Development"
May 30 and 31 (Sat. and Sun.), Tokyo

Dr. Sheila Ramsey and Dianne Hofner

"Strategies for Intercultural Communication Training"

June 6 and 7 Sat. and Sun.), Osaka

and June 13 and 14 (Sat. and Sun.), Tokyo

Dr. Sheila Ramsey

"International Team Building and Intercultural Communication"

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Dr. Zareen Karani Lam

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Number of participants: approximately 20 people for each session

Fee for each workshop: ¥38,000

For further information: call or write to CCTS, 1231-4-401 Kamiasao, Asao-ku, Kawasaki-shi, 215. Phone: 044-989-0069; fax: 044-989-1474.

Call for Participants

The 2nd Annual Kyoto High School Model United Nations (MUN) will be held this coming November 13 and 14 on the campus of the Kyoto University of Foreign Studies. This two-day event, sponsored by the Kyoto Nishi High School's Course of International and Cultural Studies, will include EEL high school delegations from Kansai area high schools. Last year's MUN agenda item was The Palestinian-Israeli Dilemma. This year's agenda items are World Environmental Issues

and Disarmament.

The MUN is a fun and challenging way for students to learn about the world outside of Japan by playing delegates from countries around the globe. It is also a challenging and rewarding communicative activity for teachers and students. All in English. We are looking for participants. Please call if you desire more information, or if you have any further questions. Contact John Henry or Lori Zenuk-Nishide at Kyoto Nishi High School. Tel.: 0753214712; fax: 075-322-7733.

N-SIG Conference

Osaka, September 27, 1992

Do you want to improve your teaching in your chosen field? What are you interested in doing in your classes in this coming school year? National Special Interest Groups are having a one-day conference to get together with you to give you new information and ideas, and talk about common hopes and interests. Widen your network to get better informed and improve yourselves as professional teachers. You owe it to yourself to get to know people who are interested in the same things as you! This is also a good chance to meet the publishers and find the books you want. Check the date on the calendar now and plan to attend. More information will be announced in the next issue of *TLT*. Beniko Mason, 1-1-11-419 Takasu-cho, Nishinomiya-shi, Hyogo 663. Tel.: 0798-49-4071.

N-SIG (CALL)

会員募集

これまで、レシーターを利用した様々な研究や教育実践の試みがなされ、JALT 国際大会等に発表されてきています。英語や日本語に限らず、外国語教育の中でレシーターをいかに利用しているか、その授業やコースウェアにはどんなものがあるのか等の情報交換をSIG-ニュースレターで行ったり、共同プロジェクトを組んで研究・開発を進めたり、ワークショップを開催してトレーニングの場を提供したりして、語学教育・学習のニーズに答える目的で全国組織のSIGを結成したり準備を進めています。すでに20数名が参加を表明していますが、正式に承認されるには最低50名のメンバーが必要で、今、会員になることを希望する方または詳しい情報が必要なのは以下のレシーターにご連絡下さい。

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Meetings

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

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

AKITA (petitioning chapter)

Mike Sagliano, 0188865133

Tim Kelly, 0188-96-5100

CHIBA

Topic: Communicative Language Teaching — What is it really?

Speaker: Harry "Terry" Jennings

Date: Sunday, May 10th

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

Place: Chiba Chuo Community Center

Fee: Members free; non-members ¥1,000

Info: Bill Casey 0472-55-7489

This workshop will look at communicative language teaching from several perspectives. After a brief discussion of what has been written about it by researchers and linguistics, examples of ways the ideas have been put into practice will be looked at. How have textbook authors responded to the ideas? Finally, focus on the practical application of the ideas to the realities of teaching in Japan will be discussed. What compromises, if any, have to be made to make such a method work for us here? The focus of this workshop will be practical and by its end, each participant should have a new task-based activity ready to use on Monday.

Harry T. Jennings works for Prentice Hall Regents.

FUKUI

Hiroiyuki Kondo, 0776-56-0404

FUKUOKA

Topic: Closed-Caption Video

Speaker: John Fromm

Date: Sunday, May 31 st

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

Place: Iwataya Community College, Tenjin Center Bldg., 14th floor

Fee: Members free; non-members ¥1,000

Info: Lesley Koustaff 092-714-7717

As authentic and EFL-produced video becomes a standard vehicle for teaching language and culture, tele-captioning offers another dimension for exploiting the video medium. While captioning is slow to come to Japan, it is available. The presenter will explain what it involves, how to acquire it and how best to use it. Effective techniques utilizing TV programs and movies will be demonstrated.

John Fromm is the educational director of Tokyo Caption Center.

GUNMA

Topic: Generating Ideas for Writing

Speaker: Mane Shimane

Date: Sunday, May 17th

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

Place: Kyoai Girls' High School (Maebashi)

Fee: Members free; non-members ¥1,000

Info: Hisatake Jimbo 0274-62-0376

The presenter will suggest ways to "bring to the surface" the knowledge students already have and present her ideas on how to use this knowledge in a writing class. She will also present specific ideas for writing assignments.

Marie Shimane is a professor at Yachiyo International University in Chiba.

HAYAMATSU

Topic: Integrative Teaching

Speaker: Charles Adamson

Date: Sunday, May 17th

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

Place: CREATE (Next to Enshu Byoin Mae Station)

Fee: Members free; non-members ¥1,000

Info: Brendon Lyons 053-454-4849

Mami Yamamoto 053-885-3806

The speaker will first discuss some of the problems he has encountered during his 13 years of working with Suggestopedia in Japan. Then he will show how the solutions to these problems, combined with Neuro Linguistic Programming (NLP) models and psycholinguistic theories, lead to a new teaching methodology, Integrative Teaching (IT). IT will be presented in detail so that the audience can experiment for themselves. The speaker will also discuss how IT can be adopted for any text at any level. The audience will

be able to develop a feel for the IT classroom through participating in some representative IT activities suitable for high school or above students.

Charles Adamson, formerly Chief Researcher of the Kawaijuku Institute of Suggestive Accelerative Learning and now Professor of English at Shizuoka Institute of Science and Technology, has been formally trained in both Suggestopedia and NLP.

HIMEJI

Akito Ozaki, 0792-93-8484

HIROSHIMA

Topics: What do I do After I call the Roi?/Games People Play?

Speaker: Suzanne Ledeboer and Nelson F. Einwaechter, Jr.

Date: Sunday, May 17th

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

Place: Hiroshima YMCA, Gaigo Gakuin Bldg. #3

Fee: Members free; non-members ¥1,000

Info: Marie Tsuruda or Kathy McDevitt at the Hiroshima YMCA

082-228-2269

The May meeting will consist of two small workshops.

Suzanne Ledeboer has been teaching at Hiroshima College of Foreign Languages since 1990.

Nelson Einwaechter teaches at Yasuda Women's University. He has been teaching for five years in the Hiroshima area.

IBARAKI

Topic: Classroom Techniques for Developing Oral Skills

Speaker: Don Maybin

Date: Sunday, May 10th

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

Place: Mito Shimin Kaikan (Room 135)

Fee: Members free; non-members ¥500

Info: Martin E. Pauly 0298-64-2594

This workshop contains a survey of practical classroom techniques for use when attempting to modify a learner's pronunciation. Techniques will focus upon development of "macro" ability, such as imitation of overall sentence stress and intonation, as well as "micro" discrimination and production for phonemes. Various areas will be discussed, including the instructor's need to recognize his or her own speech features,

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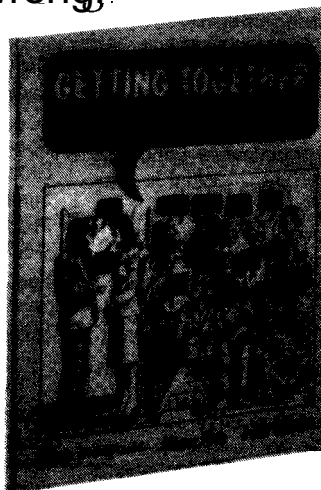
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self-training approaches, imitation priorities, and more. Instructors of all experience levels should find something of interest to add to their bag of teaching tricks and full audience participation is expected.

Don Maybin is the Director of LIOJ-Language Institute of Japan, in Odawara.

KAGAWA

Harumi Yamashita, 0878-67-4362

KAGOSHIMA

Yasuo Teshima, 0992-22-0101 (W)

KANAZAWA

Topic: Teaching about the Environment

Speaker: Mark Purvine

Date: Sunday, May 17th

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: Masako Ooi 0766-22-8312
Mary Ann Mooradian 0762-62-2153

A variety of lesson plans and techniques for introducing environmental issues into classes for junior high and high school will be presented. Joint projects with science and social studies teachers will give students a realistic view of what can (and should) be done to protect the environment for future generations.

Mark Purvine is a Social Studies teacher from Oregon (USA), currently doing research with the Toyama Prefectural Government.

KOBE

Jane Hoelker, 078-822-1065

KYOTO

Topic: Simulation Games in Second Language Learning

Speaker: Dave Hopkins et al.

Date: Sunday, May 24th

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

Place: Kyoto British Council 075-791-7151 (see map in TL 3)

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

Info: Kyoko Nozaki 075-71-1-3972

Michael Wolf 0775-65-8847

The use of simulation games in the language classroom will be discussed and the audience will participate in a simulation game devised and used by OPELT staff members in their program

at Chubu University. After the simulation, the discussion will focus on constructing simulations for use in the language classrooms, as well as using commercially prepared simulations.

Dave Hopkins is the director of the OPELT (Ohio University Program for English Language Teaching) Program at the Center for International Programs at Chubu University in Aichi.

MATSUYAMA

Topic: Perspectives on Gender Differences in English Usage

Speaker: Deborah Foreman-Takano

Date: Sunday, May 17th

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

Place: Shinonome High School Kinenkan, 4F

Fee: Members free; non-members ¥1,000

Info: Linda Kadota 0899-79-6531

Takami Uemura 0899-31-8686

Over the past thirty-plus years, studies have been increasing on whether men and women really do use English differently, and if so, how. This presentation will look at some of the interesting questions raised and useful discoveries made.

Deborah Foreman-Takano is an associate professor of Doshisha University, Kyoto.

MORIOKA

Topic: Games that work with Japanese Children

Speaker: Vaughan Jones

Date: Sunday, May 17th

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

Place: Morioka Chuo Kominkan

Fee: Members free; non-members ¥1,000

Info: Jeff Aden 0196-23-4699

This workshop has two main aims: 1. to demonstrate and practice games that work with Japanese children, 2. to demonstrate how to use games most effectively and what to avoid. Particular emphasis will be placed on games with flash cards. All games are taken from Finding Out, the popular children's course written specially for use in Japan.

Vaughan Jones has taught children in France, Spain, and Japan. He is now Heinemann ELT Manager in Japan.

NAGANO

Richard Uehara, 0262-86-4441

NAGASAKI

Wanda "Swan" Anderson, 0958-46-0084

(days) or 0958-47-1 137 (eves.)

NAGOYA

Topics: 1. Business Intensives That Work

2. Cultural Understanding Through Situational Videos

Speakers: Alice Parker, Coordinator of Open Course, Trident School of Languages
Jeff Egbert, Open Courses, Trident School of Languages

Date: Sunday, May 31 st

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

Place: Mirokoro Center, Naka-ku, Nagoya

Fee: Members free; non-members ¥1,000

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

This month, there will be two presentations by the same presenters. The first presentation from 12:30-2:00 p.m. will focus on how preparing managers for overseas assignments is one of the fastest growing and necessary areas of English-language training. Intensive programs of Trident School of Languages are based on cross-cultural understanding designed to teach international business skills and Western thinking patterns.

This presentation would be useful for teachers of business-persons or for teachers interested in content-based material.

The second presentation will be from 2:15 p.m. In this workshop, the use of videos for cultural understanding is demonstrated. Along with cultural comprehension, colloquial language use is practiced with cross-cultural examination and discussion. Material development is explained and the teaching process can be experienced by the participants.

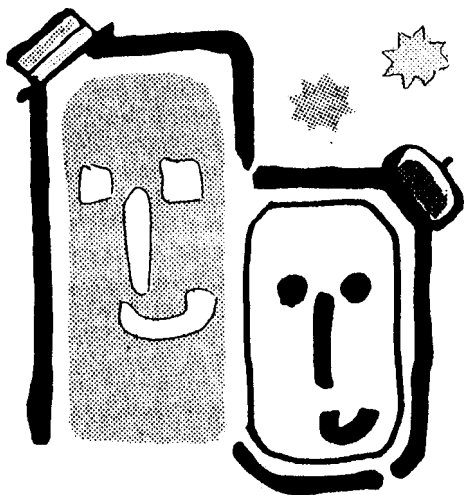
This presentation would be most interesting to teachers of content-based material, or teachers who are developing cultural-understanding curricula. The presenters assume that the audience has been teaching English in Japan for at least six months.

Alice Parker is Coordinator of Open Courses (Adult Education) at Trident School of Languages

Jeff Egbert is an instructor at Trident, teaching and developing Business English, Speech Communication and Cultural Understanding Classes,

CROSSROADS

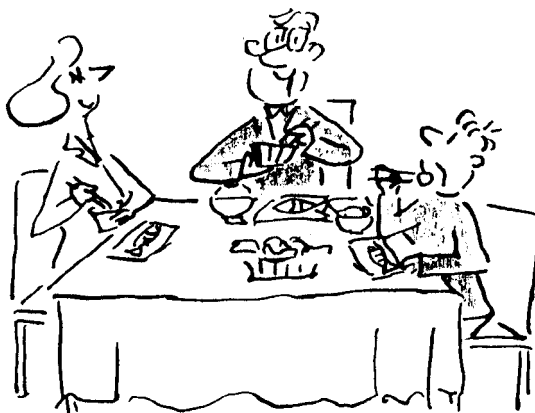
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NARA

Topic: Video Wonders
 Speaker: Bill Gatton
 Date: Sunday, May 10th
 Time: 1:00-4:00 p.m.
 Place: Saidaiji YMCA
 Fee: Members free; non-members ¥1,000
 Info: Denise Vaughn 0742-49-2443
 Masami Sugita 0742-47-4121

We all know that video works wonders, but can we work wonders with video? This presentation looks at both classic and radical uses of the video in ELT. Since most teachers now have some experience with video basics, we will try a few experiments. The theme is bringing vitality into the classroom and we will work both with large class activities as well as small group projects. Techniques for using video cameras in class as well as use of videos themselves will be our focus for an active, hands-on afternoon.

Bill Gatton is the Managing Director of Meynard Publishing.

NIIGATA

Topic: Teaching Japanese in Japan: an overview of the profession
 Speaker: Kaoru Yoshioka
 Date: Sunday, May 10th
 Time: 1:00-3:30 p.m.
 Place: International Friendship Center (Kokusai Yuko Kaikan)
 Fee: Members free; non-members ¥1,000
 Info: Toru Seki 025-260-1 871
 Michiko Umeyama 025-2672904

This talk will cover several general topics concerning teaching Japanese as a second language in Japan in order to introduce the field as it stands now. Topics to be covered include: various teaching environments and student needs, teacher qualifications, teaching materials/techniques used, status of second language research using Japanese, and finally connections with the field of ESUEFL.

Kaoru Yoshioka teaches Japanese at International University of Japan.

OKAYAMA

Fukiko Numoto, 0862-53-6648

OKINAWA

Karen Lupardus, 09889-8-6053

OMIYA

Topic: Helping Learners Create Their Own Goals
 Speaker: Greta Gorsuch
 Date: Sunday, May 31 st
 Time: 1:30-4:30 p.m.
 Place: Omiya JACK 5F
 Fee: Members free; non-members ¥1,000
 Info: Yukie Kayano 048-746-8238

"What are you going to do with your life?" seems to be a question guaranteed to give people fits of frustration. Yet the frustration we feel lacking goals indicates the importance of goals in many aspects of our lives. This is especially true of learning. Helping learners create their own goal through a series of simple in and out of class activities gives learners a chance to create and clarify their learning priorities and find personally effective ways to get what they want.

Greta Gorsuch is an instructor at Kanto Junior College.

OSAKA

Topic: What about me? Catering for the individual needs of pre-intermediate students.
 Speaker: Christopher Jones
 Date: Sunday, May 10th
 Time: 1:00-4:30 p.m.
 Place: Osaka Minami YMCA (Abeno)
 Fee: Members free; non-members ¥500
 Info: Yoshihisa Ohnishi 06-354-1826
 Jack Cassidy 06-965-1956

In Japan we are often confronted by large classes. To what extent is it possible to reconcile the necessity to teach the whole class a 'course' with the needs of the individual students in that class? In this workshop we will look at both syllabus and classroom methodology in an attempt to answer this question.

Christopher Jones is co-author of *Language In Use* (Cambridge), the *Meanings Into Words* series (Cambridge) and *Using computers in the Language Classroom* (Longman). He is currently editor of the */ATEFL Newsletter*.

SAPPORO

Topic: Language Conference and Book Fair
 Speaker: Curtis Kelly (Keynote address)
 Date: Sat.-Sun., May 23-24
 Time: 10:00 a.m.-6:00 p.m.
 Place: Kaderu 2, 7 Bldg. (North 2 West 7) Sapporo

Fee: Members and students free; others ¥1,000
 Info: Ken Hartman 01 1-584-7588

There will be more than 20 presentations on the teaching of culture, children, content, composition and conversation by publisher representatives and local teachers. More than 15 companies will set up book and material displays. Programs are available upon request.

SENDAI

Topic: Simulation and Gaming in the Language Classroom
 Speaker: John F. Mancuso
 Date: Sunday, May 24th
 Time: 1:00-4:00 p.m.
 Place: 141 Building, 5th floor
 Fee: Members free; non-members ¥1,000
 Info: Takeshi Seki 022-278-8271 (evenings)
 Brenda Hayashi 022-279-1311 (day)

Simulation games have a long and varied history in education. It is only recently, however, that the potential for long-term game playing has been recognized and used in ESUEFL classrooms.

This workshop will begin with a discussion of the theory and practice of gaming, and how to set-up a simulation game in a typical language class. Participants will then take part in a simulation game.

John F. Mancuso has taught in North America, Spain, and Saudi Arabia. He is presently a visiting professor at Hitotsubashi University in Tokyo.

SHIZUOKA

Tim Newfields 054-248-3913

SUWA

Mary Aruga, 0266-27-3894

TAKAMATSU

Harumi Yamashita, 0878-67-4362

TOKUSHIMA

Sachie Nishida, 0886-32-4737

TOKYO

Don Modesto, 03-3360-2568

TOYOHASHI

Topic: Games for Adults and High School Students
 Speaker: Beth Gottlieb (Trident School of Languages)
 Date: Sunday, May 17th
 Time: 1:30-4:30 p.m.
 Place: Aichi University, Kinen

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Info: Kazunori Nozawa 0532-25-6578

This presentation is a demonstration of the games which consist of Basic Card Games, Describing People, Directions, The 5 Senses Game, and Games for Dealing with Familiar Vocabulary. Participants will have the opportunity to experience games from the students' perspective.

UTSUNOMIYA

Topic: Exchanging Ideas
Speakers: Chapter members
Date: Sunday, May 17th
Time: 2:00-4:00 p.m.
Place: Utsunomiya Sogo Community Center (0286-36-4071)
Fee: Members free; non-members ¥1,000
Info: James Chambers 0286-27-1858
 Tetsuo Nakagawa 0286-36-7871

There will be discussions on effective ideas or activities of teaching English in the class.

WEST TOKYO
 Tim Lane, 0426-46-5011

YAMAGATA
 Fumio Sugawara, 0238-85-2468

YAMAGUCHI

Topic: Panel Discussion-Intercultural Communication
Speakers: Panelists from the U.S.A., Australia, China, Taiwan, India, Spain, Bangladesh, Paraguay, and Japan
Date: Sunday, May 17th
Time: 1:00-4:00 p.m.
Place: Tobeannounced
Fee: Members free; non-members ¥1,000
Info: Garrett Myers 0835-24-0734
 Eri Takeyama 0836-31-4373

YOKOHAMA

Topic: Characteristics of Japanese Communication Practices
Speaker: Satoshi Ishii
Date: Sunday, May 10th
Time: 2:00-4:45 p.m.

Place: Kaiko Kinen Kaikan, near JR Kannai station
Fee: Members free; non-members ¥1,000
Info: Shizuko Marutani 045-824-9459
 Ron Thornton 0467-31-2797

General characteristics of Japanese communication will be discussed and clarified qualitatively and quantitatively. The analysis will be based on the speaker's Japan-U.S. cross-cultural survey results.

Satoshi Ishii is Professor of English and Communication at Otsuma Women's University and a past president of the Communication Association of Japan. He has published widely in Japanese and English.

An informal get-together will be held at a local restaurant following the presentation.



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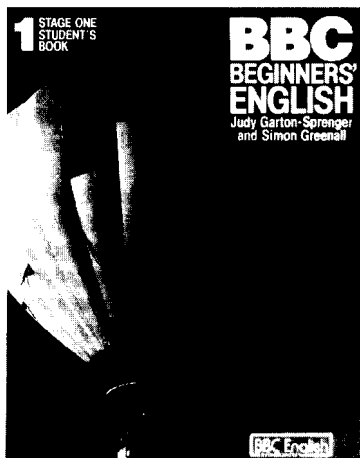
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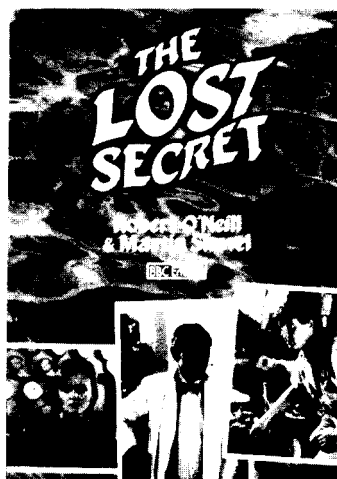


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Positions

Please send all announcements for the Job Information Center/Positions column to Dr. Charles Adamson, Shizuoka Rikoku 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:

(AOYAMA) Aoyama Gakuin University, Department of English, invites applications for a tenure track position as Assistant Professor or Professor in Areas Studies relating to British and/or American Culture, beginning April 1993. Responsibilities include teaching six classes (90 minutes each) per week in the field of specialization and the English language. Applicants must be native speakers of English with a Ph.D. or equivalent, a minimum of three years university teaching experience in the field, and publications. Persons between the ages of thirty-five and the upper forties are encouraged to apply. Familiarity with the Japanese language and culture are desirable. Rank and pay will depend on qualifications. Pay is between ¥6,000,000 and ¥9,600,000 per year. Interested persons should send for an application form which must be completed and returned with recommendations and other materials by June 6, 1992. Address request for the application to: Area Studies Position, Department of English and American Literature, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku. Tokyo 150, Japan. Fax: 81(Japan)-3-3486-8390. E-mail: dsmith@cc.aoyama.ac.jp.

(OSAKA) Matsushita Electric Industrial Co. Ltd.'s Overseas Training Center is currently accepting letters of application for a full-time position in the English Intensive Course, which is held 8 times a year. Position to start in September 1992. Salary: competitive, with sponsorship available. Course schedule affords ample vacation periods for travel, study, as well as additional teaching hours. Requires 2 years' teaching experience, ability to work well on a team, and interest in cross-cultural communication. Send resume, a cover letter stating goals, and 2 letters of recommendation to: Elaine Vod-Reed, Ph.D., Coordinator English Intensive Course, Matsushita Electric Ind. Co. Ltd., 5 Kikugaoka, Minami-machi, Hirakata, Osaka 573, Japan.

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Association of English Teachers in Korea (AETK)

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Theme: Business English - English Business

Anything and everything related to the Teaching of English for Business Purposes, the Administration or Marketing of an English Language Institute, the Recruitment and Evaluation of Teachers, or other related topics will be acceptable. Deadline for submission of abstracts - May 1.

For further information contact:

Robert Faldetta

Dongduck Women's University

23-1, Hawolgokdong

Sungbuk-ku

Seoul, Korea 3 16-7 14

tel 822-706-0462 (h)

fax 822-9 13-073 1

Greg Matheson

111-412 Jukbng Apt,

Chamshil, Songpa-ku

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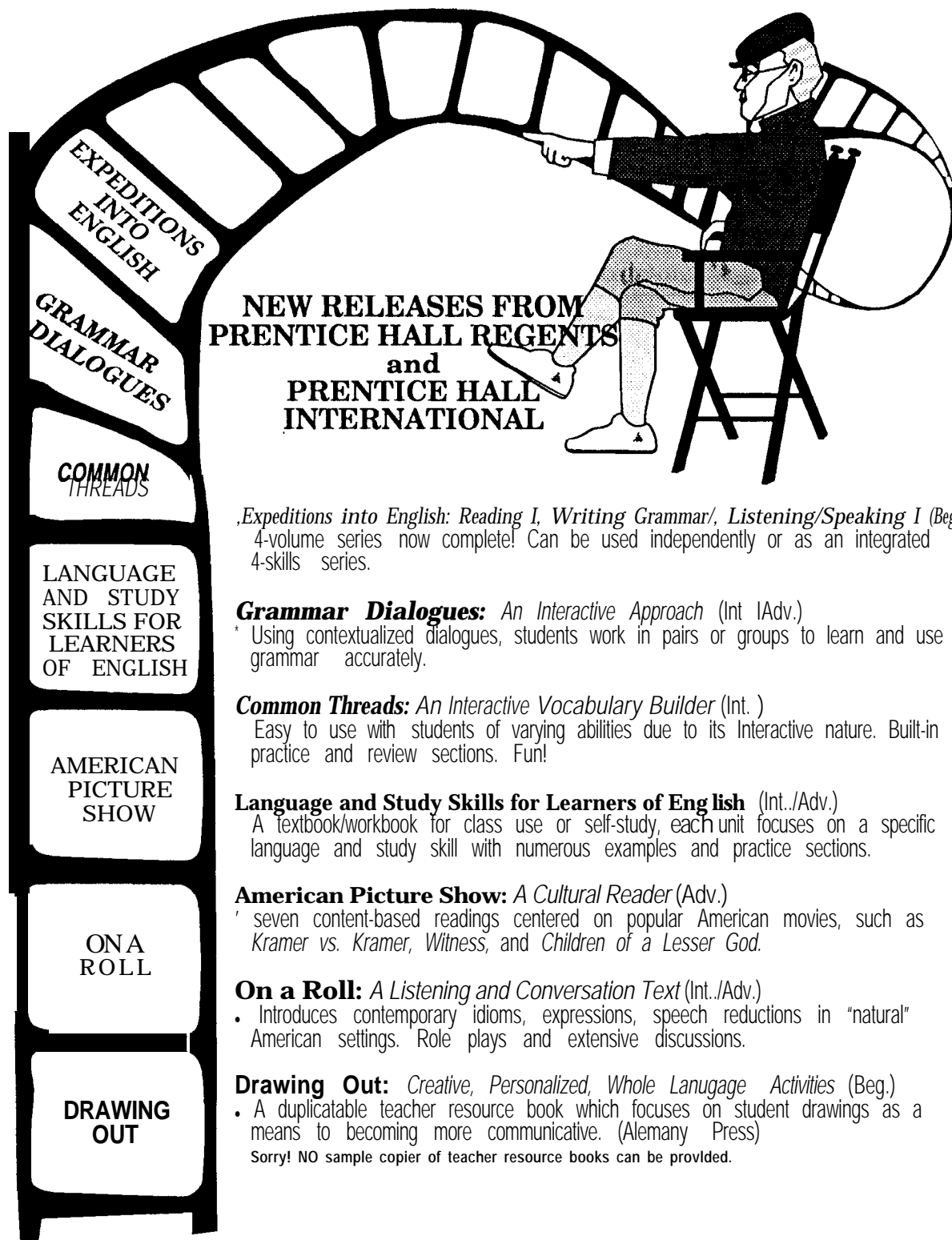
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Deadline

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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JALT—全国語学教育学会について

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

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

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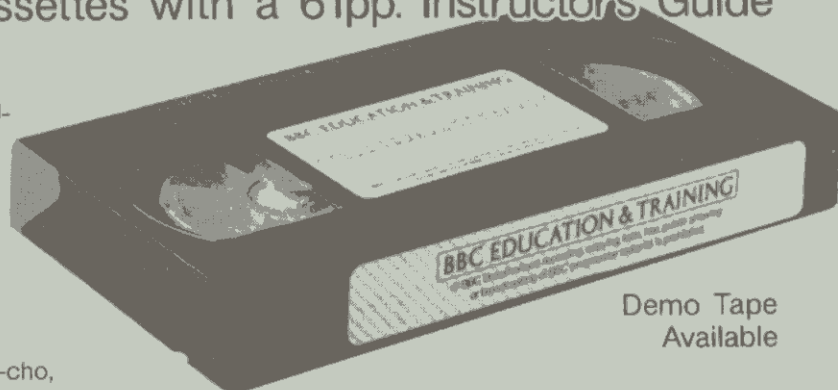
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