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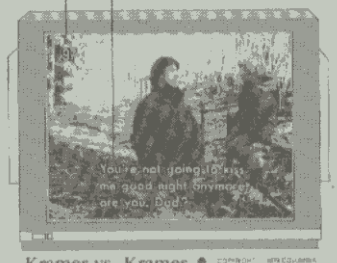

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The Language Teacher editors are interested in articles concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. They also welcome book reviews. Please contact the appropriate editor for guidelines.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

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All contributions to *The Language Teacher* must be received by no later than the 19tb 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.

Message for Readers and Contributors

This issue of The Language Teacher *is the first "open" issue since January. In the last year and a half, the number of submissions has risen to the point where the turnover time for articles is now between six months and a year, or sometimes longer. For the benefit of both readers and contributors, the editors are working actively on ways to print more content articles each month, in anticipation that writers will keep those manuscripts coming in!*

The articles in this issue cover a wide variety of topics, most of *them rather practical in orientation. First,* ***Charles Jannuzi*** *gives a detailed explanation* of *how to teach English vowel sounds systematically to Japanese students, using the English spelling system as an aid, rather than seeing its irregularities as a hindrance. Second,* ***Junko Inoue*** *discusses ways to overcome cross-cultural communication problems in high school classrooms where native English speakers are team teaching with Japanese teachers* of *English. Third,* ***Keiichi Koide*** *reports, in Japanese, the results* of *a* three-year *study on determining the readability level of Japanese as a second language texts on the basis of cloze test scores.* ***Jannese Hughes*** *then presents an overview* of *what is* known *about reading in a first language, relating it to what teachers of reading in a second language need to know about the reading process. Next,* ***Junko Kobayashi*** *offers practical ways to teach Japanese students to write effective, unified, well-supported paragraphs in English. Finally,* ***Larry Cisar*** *and* ***Steve McGuire,*** *in separate articles, explain how to plug into Bulletin Board Services and other kinds of electronic networking in Japan, and present some of the advantages for language teachers in doing so.*

Carol Rinnert

この号は. . .

1月号以来、初めての特集記事のない号になりました。この一年半ほど、投稿の数が増え、原稿をいただいてから記事が掲載されるまでに、半年から一年、あるいはそれ以上、お待ちいただかなくてはならないという状況になっています。日本語記事も、英語ほどではありませんが、投稿が増え、月に一本というペースですと、やはり半年以上は、お待ちいただかなくてはなりません。編集委員会では、投稿がこのペースで続くことを期待して、毎号より多くの記事を掲載できるよう、方法を模索中です。

さて、この号では、実践的な性格の記事を中心に、幅広い話題が扱われています。まず、Charles Jannuzi は、英語の母音をスペリングのシステムを利用して、日本人の学生に体系的に教える方法を詳細に解説しています。次に、Junko Inoue は、中学・高校で英語ネイティブと日本人の教師がティーム・ティーチングをする際に起きる異文化コミュニケーション上の問題を克服する方法について論じています。三番めの記事は日本語で、小出慶一が、第二言語としての日本語のリーダビリティとクローズ・テストの得点の関係について報告しています。また、Jannese Hughes は、第一言語での読解についての諸研究を概観し、それを第二言語での読みのプロセスに関連づけています。さらに、Junko Kobayashi は、日本人の学生に、効果的にまとまった説得力のあるパラグラフを英語で書くことを教えるための実践的な方法を紹介しています。最後に Larry Cisar と Steve McGuire が、それぞれ別の記事の中で、Bulletin Board Services など、日本におけるコンピュータ・ネットワークに加入する方法を説明し、語学教師にとってどのようなメリットがあるかを述べています。

Systematically Teaching the Vowels of English: A Spelling Pattern Approach

by Charles E. Jannuzi
JET Programme AET

Introduction

One way by which Spoken Japanese and Spoken English subsist as meaningful yet mutually unintelligible codes is through their sound systems. Due to native language transfer and linguistic naivete, Japanese EFL beginners seem to have inordinate difficulty with the sound system of English. And, as the writing system of English is both complex and based on the sound system of English, beginners have related problems in learning to decode it for sound.

A quick contrastive analysis of Japanese and English does help teachers to predict many of the problem sounds encountered in beginning classes. Although phoneme counts vary, English clearly has more unitary sounds than does Japanese. This difference in sound totals helps us to account for the rather large set of problem sounds most Japanese beginners encounter: a large group of consonant sounds and most of the English vowel system. Of the problem consonant sounds, the sound contrasts in the following words seem to be the most troublesome: *sin/shin/thin; tip/chip; fat/hat; bat/vat; wine/vine; late/rate/date; rug/run/rum/rung;* and *sees/seeds/siege.* And of course, because Japanese lacks them, the rather frequent consonant clusters (at both the beginning and the end of syllables) also cause serious problems. The almost total mismatch of vowel systems result from the difference between the small set of Japanese vowels sounds relative to the very large set of English ones.

English spoken with syllable-timing and the five vowels of Japanese is almost unintelligible.

Although fluent speakers of a language have redundant strategies to help determine the meaning of a spoken utterance, foreign language beginners operate with tremendous deficits in grammar and vocabulary. Therefore, it is imperative that they learn to perceive and to produce a sufficient number of English sounds in order to understand and be understood.

Starting from the differences in the distinct sounds that are the building blocks of English and Japanese, the sounds systems diverge still further: As stated, English is notable for its frequent and complex consonants clusters, while Japanese lacks such clusters. The consonants and consonant clusters of English often close syllables; Japanese syllables tend to remain open, unless closed by the nasal /N/ (perceivable as /n/ or /m/) or the checked sound /Q/ (which creates the so-called double consonants of Japanese).

If we continue our contrast into the vowel systems, in addition to the difference in the total number of vowels, we see 'other profound differences at work: Japanese vowels comprise a relatively small, stable set of sounds. By way of contrast, the relatively more numerous vowels (monophthongs, dipthongs, and triphthongs), depending upon their context, illustrate three important linguistic processes at work-alternation, reduction, and assimilation. (For readers with a low level of tolerance for technical terms, I urge patience, as these terms will all be illustrated and explained later.)

Each language's vowel system is very much a part of the respective language's speech rhythm and timing. Overall, Japanese is a syllable-timed language (though a more precise term is *mora-timed.* Spoken Japanese is usually given fairly even stress. Vowels are either short (one heat) or long (two beats). On the other hand, English is predominantly a stress-timed language. Depending upon the level of stress a syllable receives and other factors, English vowels have at least three types: (1) strongly stressed and of long duration; (2) strongly stressed and of short duration; (3) unstressed (dulled, relaxed, reduced, neutralized) and of very short duration.

Because of the complexity and dynamism of the English vowels, all too often they remain a complete mystery for Japanese EFL students. Experience with beginners has taught me that, while students can mangle quite a few consonant sounds and still be understood, English spoken with syllable-timing and the five vowels of Japanese is almost unintelligible.

In many ways,vowel sounds are the most important sounds. The Japanese astutely call them *boin,* which means mother sounds. Vowels are indeed the mother sounds of a language, for they form the nucleus of a spoken syllable. In the case of the English vowel system, the vowels and their alternations, reductions and assimilations are absolutely essential to speaking and understanding the language. If Japanese EFL students persist in trying to use the five vowels of Japanese (and many do!), then they will never get a feel for the timing and rhythm of English and will never be able to bring their English up to speed. Furthermore, much of their independent vocabulary study will be rendered useless because the pronunciations which they have rehearsed diverge too far from native ones.

Finding a remedy for the problem of the vowels is no easy task. A traditional approach to teaching the vowels of English might use a series of vowels contrasts, emphasizing neighboring sounds as a function of con-

Japanese junior high school students are already literate in Japanese and so they are used to learning a language visually.

trasting tongue position (from the front of the mouth to the back) and of contrasting jaw position (mouth open, mouth closed). Such an approach fails for many Japanese EFL students for at least three reasons: (1) it fails to take into consideration the cognitive level of junior high school students, who do not consciously know how even their native vowels are made and care not one whit for the wonders of the human vocal tract; (2) it further fails to match students' cognitive level because it fails to provide clear, consistent visual reinforcement for the contrasts being taught (students may successfully parrot the sounds being modelled but have absolutely no idea how the sounds are spelled and in the reading class fall back on their Japanese vowels); and (3) such an approach trivializes the vowels by showing them to be (in the minds of Japanese EFL students) niggling contrasts, such as the vowels in the minimal pairs, eat/it and pull/pool.

An alternative for teaching the vowels of English to beginners is a spelling pattern approach. Its benefits are considerable: (1) it teaches first the ten most important vowel sounds as a clear contrast between a simple vowel (monophthong) and a compound (diphthong); (2) it better prepares Japanese students for the difficult alternation of stressed long and stressed short vowels (e.g. *nation/national);* (3) it makes the orthography of English more convertible to sounds by showing generally how the important vowel contrasts are distinguished in the spelling-an absolute must for the beginning reading class as well as for effective independent study; (4) it provides visual reinforcement (the orthography) for students when they learn the vowel sounds-important because Japanese junior high school students are already literate in Japanese and so they are used to learning a language visually. Let us look at what a teacher needs to know in order to teach vowels of English using a spelling pattern approach.

The Alphabet Vowels of English

There are five full-time vowels letters in the English alphabet <a, e, i , o, u> (the letter <y> is used in vowel patterns but also represents the semi-vowel /j/, as in yes). The first step in the spelling pattern approach is to teach how five letters <a, e, i, o, u> are regularly used to stand for the ten most useful vowels of English--the so-called "alphabet vowels", the five "short" and five "long" vowels. The most basic spelling pattern that captures the ten "alphabet" vowels is charted below:

Table 1. The Short and Long Vowels

Short Vowels (Monophthong, Simple Vowel, Pure Vowel)		
<a>	/&/	*can, cap, tap, man, rat*
<e>	/e/:	*pet, met, pen ten, when*
<i>	/i/:	*sit, kit, rip, Tim, dim*
<o>	/A/:	*not, mop, pop, rob, lob*
<u>	/V/:	*cut, mutt, tub, cub, rub*
Long Vowels (Diphthong)		
<a>	/ei/:	*cane, cape, tape, mane, rate*
<e>	/i:/:	*Pete, mete*
<i>	/ai/:	*site, kite, ripe, time, dime*
<o>	/ou/:	*note, mope, pope, robe, lobe*
<u>	/u:/:	*rube tube*
	/ju:/:	*cute, mute tube cube*

The basic pattern illustrated above should be visually obvious but it can be stated as such: the absence or presence of a mute (silent) letter <-e> at the end of such one-syllable words marks the internal vowel as either "short" (simple) or "long" (diphthongal). The mute <-e>, which today indicates a "long" internal vowel, is actually the written remnant of a lost, unstressed vowel sound; this sound can still be in some two-syllable words where an /r/, /l/, or /n/ sound closes the final syllable: e.g. *meter/metre, table, ripen.* The diacritics < > and < > are the breve and the macron, respectively; these marks have been used traditionally to mark "short" and "long" vowels for native speakers and are still in use in native-language dictionaries.

English orthography can be extremely complex and often irregular in the ways that it represents the vowel sounds. The complexity of the spelling does serve a useful purpose. Consider how it helps to differentiate visually such sound-alike words (homophones) as no/ *know/Noh, so/sow/sew, feet /feat, meat/meet/mete.*

The next step in presenting the vowels and their spellings is to review the alphabet vowels while introducing alternative spelling patterns. These alternative patterns center on the long vowels; and some are, in fact, more useful and common than the basic pattern in Table 1 (above). Table 2 (below) illustrates the most useful of these alternative patterns.

Obviously not all of these patterns are as useful as others. Teachers should use their own discretion in teaching them to beginners. If a spelling pattern in the above table is illustrated with mostly rare words, then that is a good indication that the pattern is also a rare one. However, any of the above patterns, if they occur in the student's vocabulary, can be usefully pointed out to the students. Rare words also *serve* a useful purpose in testing phonics skills, as they will not have been learned as sight words.

Table 2. The "Long",Vowels-Alternative Patterns

<a> /ei/:	
<V+C+-e>:	*ate, hate, tape, shape, bathe*
<-ay>:	*say, day, way, pay, may*
<ei, eig, eigh>:	*vein, rein, reign, eight, freight*
<ai>:	*rain, pain, main, paid, maid*
<e> /i:/:	
<V+C+-e>:	*mete, meter, Pete, complete, complete*
<ee>:	*see, feel, seem, sleep, seen*
<ea>:	*sea, each, reach, teach, meat*
<-e>:	*he, she, we, be*
<ei>:	**receive,** *receipt,* **deceive, deceit, conceive**
<ie>:	*relieJ, grief, thief, belief, believe*
<i> /ai/:	
<V t C + -e>:	*fine, time, wine, mine, kite*
<ig, igh>:	*sip, high, night, right, fight,*
<i t nd>:	*kind, find, mind, blind, grind*
<y>:	*my, why type tycoon, typhoon*
<o> /ou/:	
<V t Ct -e>:	*home, hope, phone, bone, rose*
<oa>:	*boat, soap, loan, coat, goat*
<ow>:	*know, grow, glow, slow, blow*
<oe>:	*Joe, toe, foe, doe, floe*
<u> /u/ and/or /ju:/:	
<V t C+ -e>:	*tune tube rude crude, dune*
<oo>:	*too soon moon, boot, bloom*
<-ew>:	*new, knew, few, grew, flew*
<ue>:	*blue, glue, Tuesday, true, due*
<ou>:	*you, group, soo, troupe, coup*

(Note: V=vowel, C=consonant, -e=mute letter <e>)

The next step in teaching the ten "alphabet" vowels and their spellings is to show students the most useful pattern for polysyllabic words. Contrast the pronunciations and spellings of the following word pairs: *latter/later, bitter/biter, bonny/bony.* Doubled consonant letters in the middle of such words do not stand for doubled consonant sounds (be careful of Japanese students who, because they know *romaji,* attempt to double the English sounds). Rather, the doubled letters (a graphemecalled ageminate) mark the preceding vowel as one of the short vowels. Examples number in the thousands, so the pattern is well worth teaching: *battle, better, bitter, bottle, butter,* etc. Perhaps the longest example is the American place name, *Mississippi.*

The Other Vowels

There are, of course, more vowels than the ten discussed above. After the ten alphabet vowels and their most basic patterns have been mastered (at the very least, students should beveryfamiliar with them), studentsareready tolearntheothervowelsoundsand their patterns. Table 3 (below) chartsthese sounds and their most common spellings:

Table 3. The Other Vowels

/u/:	
<u>:	**put, push,** pull, **full, bush**
<oo>:	**book, cook look** took *good*

(Note: contrast this sound and **its spellings with /u:/ and /V/ above.)**

/au/:	
<ou>:	*out, mouth, south, loud, shout*
<ow>:	*now, how, ww, brown, crowd*

(Note: contrast with **the sound /ou/ and its spellings above.)**

/oi/:	
<oy>:	*boy, coy, toy, joy, soybean*
<oi>:	*oil, boil, soil, coin, join*
/e:/ or /a:/ or /a:/:	
<al>:	*talk, walk, chalk, calm, stalk*
<au, augh>:	*taut, nautical, caught, taught, naat*
<ough>:	*ought, sought, fought, boot, brought*
<aw>:	*law, saw, draw raw, awful*

Vowel Alternations

One of the benefits of learning the ten alphabet vowels as corresponding pairs (e.g. the short <a> /Q/ and the long <a> /ei/) is that it prepares students for the rather difficult strong vowel alternations of English. Table 4 (below) illustrates a very common vowel alteration pattern between stressed "short" and stressed "long" vowels:

Table 4. Short and Long Alternations

With stressed short vowel	With stressed long vowel
national /nQSenel/	*nation* /neišen/
natural /naetSerel/	*nature* /netSer/
medical /metrekel/	*meter* /mi:ter/
mineral /minerel/	*mine* /main/
typical /tipikel/	*type* /taip/
conical /kanekel/	*cone* /koun/
duchess /dVtSes/	*duke* /du:k/

This pattern applies across thousands of words in English; therefore, it is well worth teaching to Japanese students, for the concept-while perfectly natural to a native English speaker-is totally alien to them. This patterned alternation of short and long vowels is the result of the stress-timing of English. Perhaps the best way to grasp why it is so is through an example: a one-syllable word like cone takes about as much time to say as its three-syllable counterpart *conical.* Getting a feel for such alternations is an important part of learning the difficult stress-timing of English. Also, if the concept seems too baffling, one can point out that, while English is difficult because of its vowel alternations, Japanese is no less so for its consonant alternations.

Vowel Reduction

Another way by which English vowels alternate is vowel reduction. That is, across related word forms, a vowel that is stressed one time may reduce to an unstressed vowel another time. The rule has it that any

vowel of English, if it receives the weakest stress, reduces to the *schwa,* /a/. Actually, this is an oversimplification, as not all reduced vowels are perceptible as /a/. The vowel sounds /i, I, i:/, for example, may have reduced forms that are not /a/. A better rule is that any vowel of English, if it receives the weakest stress alternates with a weaker form, often an /a/ sound, but not always.

Vowel reduction is one way by which English achieves its stress-timing. Typically, the vowels that occur in one-syllable structure (grammar, relational) words are unstressed and give English its stress-timing. However, English is a polysyllabic langage; content (lexical) words vary from one to many syllables. Therefore, some of the vowels in these polysyllabic words must also reduce in order for English to be stress-timed.

Vowel reduction-the alternation of weak and strong vowels-creates a major problem with English orthography: the spelling does not really recognize weak vowels. This is no problem for native speakers, who will have internalized the patterns long before learning to read; but for EFL students, vowel reduction presents both pronunciation and spelling problems. English that is spoken without the correct stress is often unintelligible, and students must have a feel for where to place strong and weak stress before they can master English spelling and how to decode it for sound. Perhaps we can understand vowel reduction better if we look at some examples:

Table 5. **Vowel Reduction**

3-4 Syllables	4-5 Syllables
photograph **/ fou t@ g&f/**	***photography*** **/fe tog r@ fi:/**
biology /bai Al @ dgi:	***biological*** **/bai @ ladg e k@l/**
ecology /i kAl @ dgi:/	**ecological /ek @ ladg - e k@l/**
telegraph **/tel @ gr&f/**	***telegraphy*** **/t@- leg r@ fi:/**
(' marks primary stress)	

Vowel Assimilations

The Japanese vowels-like the vowels of the Romance languagesform a relatively small and stable group of sounds. On the other hand, English vowels-like the vowels of other Germanic languages--form a relatively large and interactive group of sounds. Like the vowel alternations, many of the vowel assimilations of English are difficult for Japanese students to grasp.

One very interesting type of vowel assimilation in English actually involves a sound that we do not normally think of as a vowel-/r/, as in rice, barren, and car. When the /r/ sound closes a syllable, it often changes the quality of the vowel preceding it. The effect is especially dramatic with some dialects of English-perhaps most notably the American Midland dialects, in which a whole set of complex, distinctive set of vowel sounds is formed. (In British Received Pronunciation, the sound /r/ after a vowel typically reduces to /a/. However, some British dialects haveassimilated r-vowels whilesome American dialects follow the pattern of Received Pronunciation, reducing the /r/ to /a/).

Assimilated "r-vowels" present both pronunciation and spelling problems for Japanese students. They are difficult to pronounce because prior mastery of both the vowels and the problematic /r/ sound (Japanese lacks both continuous /l/ and /r/ sounds) is necessary. And it is upon the "r-vowels" that a spelling pattern approach exhausts itself: the "r-vowels" are rather numerous and their spelling patterns even more so. To make matters worse, "r-vowels" can reduce, and the proper spelling for this reduced "r-vowel" (/a/) is one of the true "spelling demons" of English (e.g. *liar/meter/elixir /rumor/murmur/martyr*)

The "r-vowels" can be taught gradually, either as sight words or by analogy. If a certain pattern is minor, then perhaps it is best not to worry about it and to let students learn words that fall under the pattern case-by-case as sight words. Still, some "r-vowel" patterns can be extended by analogy to many words and should be taught. For example, if the students' vocabulary included the word *cur,* the pattern <ar> for the "r-vowel" /a:r/ can be presented with others examples: *far, farm, park, hard,* etc. The same goes for /0:r/, as in for/war, /our/, as in more/oar/four,[2]/uer/ and /or /ju@r/, as in poor/your/sure, /@:r/or/Zr/,as in hurt/shirt/her, /e@r/ or /E@r/,as in care/chair/wear/where, and /i@r/, as in *beer/ear/here.* But be careful; limit yourself to one pattern per lesson or confusion may result.

Practice Activities

Of course pronunciation and spelling practice is by no means the mainstay of English teaching. Yet an ability with the English sound system and an ability to decode the corresponding orthography are skills that enable progress in other areas, especially in the beginning reading class and in self-study outside the classroom. Spelling bees and spelling tests are traditional activities for practicing and testing skills. Too often, however, teachers forget the spelling practice should coordinate with listening perception practice. If students are applying phonic skills and previously learned spelling patterns, then they should be able to spell new words when heard and pronounce new words when read. Thus an incorrect spelling that *is* plausible because it fits a pattern should berecognized bytheteacherasa success,notanerror;the same can be said for plausible pronunciations.

Notes

1. Japanese has both phonemic and morphophonemic alternations of consonants. Phonemic alternations are exemplified in the rows of syllables taught to JSL students, e.g. sa-shi-su-se-so, ta-chi-tsu-te-to, za-ji-zu-ze-zo, da-ji-zu-de-do. Morphophonemic alternations occur when certain roots are combined with others, e.g. kana/hiragana, toki/toki-doki, hyaku/sambyaku/roppyaku. Morphophonemic alternations can even carry a difference in emphasis; compare the word yahari (nevertheless) with its more emphatic variant yappari.
2. Editor's note: Some English speakers, most notably a majority of native speakers from North America who grew up west of the Mississippi River, do not maintain any distinction between the /:r/ and /our/ sounds listed here. .

(Cont'd on p. 19.)

Team-Teaching As Cross-Cultural Communication

by Junko Inoue
Kodaira High School

Introduction

Native English speakers (NESs) were introduced in all Tokyo metropolitan high schools in 1988. Now each first year class of these high schools must have one hour with an NES every week. The Tokyo Board of Education felt that the presence of an NES would motivate students to communicate with people from different cultures. As it happens, however, there is evidence that students avoid speaking with NESs and exhibit even greater ethnocentric traits than before.

Why does the presence of an NES in the classroom not always have the desired effect? This paper will discuss some reasons for students' reluctance to communicate with an NES by interpreting two characteristic phenomena in the team teaching arrangement of the Tokyo team teaching program. These are: 1) The students' general avoidance of participation, and 2) using English only in the classroom.

Students' attitudes, motivation, and ability vary from school to school, and from student to student. The discussion in this paper will be about team teaching in an average high school, where students are accustomed to the teacher's dominant role in the classroom. Usually, these students are not motivated to study English.

The Team Teaching Program in Tokyo

The team teaching program of Tokyo metropolitan high schools is different from the Japan Exchange Teaching Program (JET), which was introduced bu the Ministries of Foreign Affairs, Home Affairs, and Education. The Tokyo Board of Education hires NESs in Japan, while the Ministries employ them in their own countries. As a result, many of the NESs in the Tokyo program are spouses of people who already have jobs in Japan, while those in the JET program are mostly young people who came to Japan in order to teach Japanese students.

students avoid speaking with NESs and exhibit even greater ethnocentric traits than before

The Tokyo Board of Education does not demand any specific qualification, such as educational background, Japanese speaking ability, or teaching experience, of the applicants for the team teaching program. Teaching at metropolitan high schools could be a lucrative sideline for teachers, but may not be enough to support the families of teachers because they are paid only for the hours they actually teach. They are not paid for class preparation time, time taken in discussion with their Japanese colleagues, travel expenses, or housing. Three NESs I have worked with were all spouses of soldiers or civilians who lived on a U.S. air base. They did not have to pay for housing, nor did they have to learn Japanese unless they wanted to. In fact, two of my partner NESs would not learn the minimum Japanese necessary to communicate with our students. The Tokyo Board of Education does not provide any orientation or training for NESs. Therefore, each Japanese teacher of English (JTE) is expected to give orientation or initial "training" for NESs who do not have any experience or theoretical background in TESOL.

A lot of classes in the Tokyo program are mainly taught by NESs who expect the JTEs to act as a translator and a class controller. The following two points are important for classes to be successful: that there is equal participation of both NESs and JETs, and that there is discussion between them before, and after class (Maybin, 1989; Sturman, 1989). These two points are, however, the most difficult things to carry out in the current team teaching arrangement of Tokyo metropolitan high schools, where NESs are paid only for the exact hours they actually teach. Expectations, willingness, experience, ability, and theoretical background vary from JTE to JTE, and from NES to NES. For these reasons it is difficult for NESs and JTEs to talk things over fully.

What Happens in the Classroom

A short description of a typical class is as follows: When my first class was silent, my NES partner went on with her explanation to the class. She had been given complete freedom to do anything in her class before I began teaching with her. The students seemed patient. I, the JTE. did not know what I wasexpected to do. I had not had time to talk about our first lesson with the NES, who came to school exactlyon time. I was standing at the back of the classroom when she suddenly pointed at me and said "Translate." I was astonished at being ordered around, and cried in my mind, "I am not a translator!" In spite of myself, however, I translated her speech. When, during the class, the NES came across a student who tried hard to get her point across in Japanese with gestures, the NES simply turned to me and said, "Please translate."

The students became noisy, and did not try to understand the NES, nor did they respond when the NES told them to repeat, or asked questions. I knew I was expected to control them and make them pay attention to her, but I simply could not do it when I was not there as

the teacher of the class. In the next class, 1 prepared a name chart, and asked the NES to call the students' names. She tried once and the students seemed motivated to listen to her. She refused to do it the next time because she said it was difficult for her to pronounce the Japanese names. Instead, she walked to students, while they were busy studying at their desks, put her hand on the student's desk, and asked questions. I had to follow her in order to translate.

Why Students Avoid Participation

Possible explanations for the students' avoidance of participation with NESs are as follows:

1) Fear of making mistakes

By avoiding participation, students cannot make any mistakes. Communication in English forces them to take some risks. In order to understand the NES, students have to endure the situation of not understanding, until they can find the answer through hypothesis testing in their minds. They do not have time to check in their dictionaries. They have to depend on themselves if they are to understand the NES. Students may make mistakes, or sound funny in front of 50 other students, if they are to speak up.

2) Threat to Ethnic Identity

Foreign language learning can be a threat to one's ethnic identity. Using English forces the students to stop using their own native language, and to begin adopting a way of thinking like that of English speaking People's. For example, it may be very difficult for beginners to use only one word I a11 the time to indicate themselves, for there are many words that stand for I in Japanese, which they choose from according to their relationship with their interlocutors.

Students are required to make an attitudinal switch when speaking English. They may lose their identity while trying to express themselves in English, unless they have already acquired an absolute identity, which will not be destroyed even in different cultures (Sakamoto, 1985). This is possibly another reason why students seem so passive in our classrooms. They may be protecting themselves from identity loss.

3) Unnaturalness

Another possible reason for students' avoidance of participation is the unnaturalness of using English. Personal, one-to-one communication in English, which students are learning as a goal in such classes, is different from 1-person-to-50-persons communication in the classroom, where students may feel peer pressure. Even if the class is broken into pairs or groups, it is still difficult to get students to use English without devising certain activities. It is not necessary, nor is it seen as natural to use English among students who share the same native language.

Communication Only in English in Cross-Cultural Settings

Team teaching with an NES changes the classroom into a cross-cultural communication setting. What does English language dominance, with a JTE in the role of translator, in these cross-cultural teaching settings mean to the Japanese students of average high schools, where students are not usually motivated to study English? Somepossibleinterpretationsbasedon students' avoidance as shown above are as follows:

How can it be possible to teach cross-cultural communication, if both team teachers refuse to learn different view points from different cultures themselves?

I) Cultural inequality

To keep speaking only English in the classroom could mean a resulting cultural inequality between the NES and the students. It also means that the NES *is* superior to the JTE. Students often say, 'Why do we have to study English? We are Japanese. We speak Japanese all right." They are correct. Most of them will not be in trouble if they do not use English in Japanese society. That does not, however, mean that they do not have to understand different cultures. Acquiring cross-cultural perspectives through foreign language learning is of some help to students in this respect. However, how can it be possible to teach cross-cultural communication, if both team teachers refuse to learn different view points from different cultures themselves? Students may feel the NESs effort to communicate only in English as a unilateral imposition of the NESs own culture. If it is too threatening to their ethnic identity, students may become frustrated, lose confidence, become *aggressive,* and escape from cross-cultural settings into ethnocentrism (Sakamoto, 19%). Thus, speaking only English in cross-cultural teaching settings could discourage unmotivated students from learning English.

2) *Divergence*

English language dominance in the classroom could also mean the NESs unwillingness to positively communicate with the students, which can be termed divergence. Language skills and communicative competence are similar, but not quite the same. We can communicate using eye contact only, for example. We can even refuse to communicate by using language. Communication will be made easier if both the speaker and the listener want to communicate. When both parties want to communicate they will converge, trying hard to overcome miscommunications.

Students who share the same native language expect the teacher to use their own native language. It is difficult for me to keep speaking English in front of the students because 1 feel as though I am pushing them

away from me. I feel as if I am trying to be different from the students, and am refusing to communicate with them. Similarly, if an NES keeps speaking English only, or does not get involved in the struggle to understand by using all means of communication possible, she is imposing the whole responsibility for comprehension on the students. The student listener will not be motivated to communicate, if the speaker does not want to. Refusing to call the students' names, or asking a JTE to translate all the time could be interpreted as the NES's unwillingness to communicate with the students, no matter what the real intention is.

3) Teachers' fear of making mistakes

An NES's reluctance to use other means of communication could mean that she is afraid of making mistakes. Foreign language acquisition requires risk taking. There always is the possibility of being wrong. If an NES takes some risks and succeeds, students will see the teacher's enjoyment of learning. Seeing the teacher have this feeling of accomplishment may become a strong factor in the students' acquiring the confidence necessary to take risks themselves. It is important for the teachers to encourage students to take some risks in learning English. Even if teachers keep saying that it is okay to make mistakes, students will not be relaxed enough to try it the teachers themselves avoid taking risks in trying to communicate in a foreign language. It is not easy to be seen as "funnv" in front of 50 students but even calling the students' names can motivate them to speak up. isn't it worth trying, if teachers really want to teach h English to Japanese high school students?

4) Dictatorship

It is not easy for beginners to keep concentrating on English for a whole class hour. If an NES wants to keep speaking in English, and refuses to use other means in communicating directly with the students, translation by a JTE cannot be avoided. This means a JTE is the only one in the classroom that understands both the NES and the students. When1 tried hard to help the NES, students spoke *ill* of me, saying that I was showing off my English ability. This could have been avoided if the NES had tried harder to communicate directly with the students.

Conclusion

I have been trying in this paper to interpret different messages the same behavior conveys. It is sometimes difficult to accept these messages, if they are different from our own intentions. It is necessary, however, for teachers to be flexible enough to try to make interpretations from multiple perspectives in order to be conscious of their own preconceptions before teaching students. "Teachers, both native English and Japanese, need to come to terms with their own biases before they can affect the attitudes of their students" (Eagle, 1989, p.15).

The presence of an NES turns the classroom into a cross-cultural setting. What is most needed here is not English fluency, but cross-cultural communicative competence of both teachers. JTEs do not have to be fluent English speakers, nor do NESs have to be specialists in TESOL in these teaching settings, if everyone involved wishes to communicate with each other by any means, and at the same time each respects the other's culture. If both team teachers are not afraid of making mistakes in front of the students, the students too can learn some communicative confidence. Here, "not only non-native speakers, but also native speakers should be taught to interact effectively with one another in multinational communication" (Nakayama, 1989, p.33).

NESs may be hired to make up for the assumed inefficiency of JTEs' speaking proficiency. JTEs may be expected to make up for NESs' difficulty in communicating with Japanese students, their lack of theoretical background, or their inexperience in teaching a large class in a different culture. Such role sharing will not be succcssful in teaching unmotivated students, if each of the teamteachers lacks cross-cultural perspective. NESs may be furious if they teach with a JTE who uses them as tape recorders. NESs may push the students into ethnocentrism if they impose their own culture without being aware of their own preconceptions

Neither of the team teachers can substitute for each other, if one of them lacks cross-cultural perspective in teac hing English. What has been lacking in traditional English education in Japan is not necessarily JTEs' speakin ability, or knowledge of various teaching approaches different from the grammar translation method, but cross-cultural or sociolinguistic perspectives towards the target language. If the NES also lacks these perspectives, the situation of the English class will not change even in team teaching settings. In order that team teaching arrangements work well, not onlly the JTE but also the NES should be equally qualified as a teacher of cross-cultural communication.

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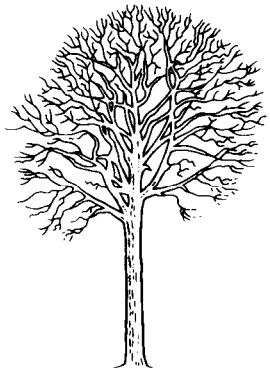

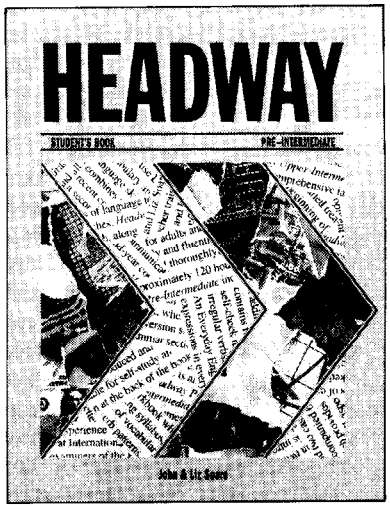

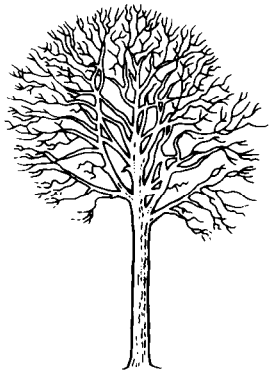

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クローズ・テストの得点とテキストの難易判定

小出　慶一
群馬県立女子大学

I．本稿の目的

言語学習のための読み素材を選ぶ時、それが適度な難しさであるかどうかは重要なポイントである。読みの目的によって難易の程度は異なるにしても、選ぶ時に考えることの一つは学習者にとって適当な難しさかということであろう。

ところで、これまでに、テキストの難易判定の方法として提案された代表的な方法は次の2つである。一つは、いわゆるリーダビリティ公式に代表されるもので、テキスト中の形態の特徴を定量的に調べて難易を判定しようとするもの。もう一つは、クローズ・テストの結果によって難易を判定しようとするものである（Oller1979）。

日本語についての試みもいくつかあり、森岡1958などではテキストの形態の特徴と難易の関係について一定の基準が提案されているが、実用性には乏しいようである。

一方クローズ法については、芝1957があるが、これはクローズ法適用の妥当性検討が主たる目的で、テキストの難易の指標作りそのものを問題にはしていない。その後のクローズ法の応用研究を見ても、リーダビリティ判定への応用を目的とした研究は管見する限りではないようである。

この稿の目的は、これまで試みられていないクローズ法による難易判定の可能性を検討することである。クローズ・テストの結果によってテキストの難易を判断することができるか、できるとすれば結果と難易の間にどのような関係があるか、またクローズ・テスト結果に影響するテキスト中の要素は何かを検討することである。クローズ・テストによる方法を選択する理由は、簡便であること、また読み手を媒介としている点で、読みという認知行動の実際をより反映していると考えるからである。

ここで、検証する仮説は次の3つである。

仮説Ⅰ　語彙の難度などの異なるテキストによるクローズ・テストは異なる結果を示すが、テスト間の相関、順位相関は高い。

仮説Ⅱ　クローズ得点とテキストの形態的特徴の間には一定の関係があり、中でも未学習語彙の割合（難語率）と文の長さが難易を左右する主たる要素である。

仮説Ⅲ　テキストの性質（ここでは、仮説Ⅱで挙げた2つの要素の分布）と学習者のレベル毎に見たクローズ得点との間には一定の関係がある。

仮説Ⅰの成立は、テストを使った議論の前提であるが、またKlein-Braley1983がクローズ研究の一課題として挙げているものである。仮説Ⅱは、近年の多くの研究がリーダビリティを左右する主たる要素として未学習語の割合、1文の平均長の2つの要素を指摘しているが（阪本1977）、この見解をクローズ法によって検証することを目的としており、クローズ得点の性質を探るものである。また仮説Ⅲは、この稿がもっとも関心を持つものであり、これまで行われなかった試みである。

II．方法

1．テストの実施

テストは1年間の日本語集中教育コースで学ぶ外国人学習者を被験者として、学習開始後3か月からほぼ2月おきに、4回のテストを行った。1回のテストは2つないし3つのクローズ・テストを含み、通算10コのテストを行った。

2．被験者

被験者は、大学等への進学希望者で、回によって人数は若干増減するが、140人前後である。母語別では、中国語、韓国語話者がほとんどで、また、学習期間は3か月程度から1年半の間にあった。

3．クローズ単位、クローズ箇所の設定（削除方法）

クローズ単位は、"字"とした。字を単位とした理由は、語を単位とした場合、語という単位認定にかなりの議論が必要となること、また、語単位とすると単位の大きさがまちまちになり日本語学習初期段階の学習者には解答作業が大きな負担となると考えたことなどによる。

削除方法は、いわゆる毎n番目削除法（ここでは、n＝7）を採り、第2文の第1文字目から7字ごとにクローズ箇所を設けた（芝1957）。

4．採点法

採点は、原文と一致するもののみを正解とする正語法によった。ただし、一音の漢字はひらがなで書いたものも正解とし、漢字の間違いのうち明らかに正解の漢字を意図しているもの、ひらがなを書くべきところにカタカナを書いたもの、あるいはその逆のケースも正解とした。

表1　テキストの性質（テスト名1-1は1回目の1番であることを示す）

テスト名	テキストの総字数	クローズ箇所数	1文の平均字数	異なり語を含む文節の割合%	二千語水準以下の文節割合%	三千五百語水準以下文節割合%	五千語水準以下の文節割合%	五千語水準以上の文節割合%	漢字含有率%	テキストタイプ
1-1	355	48	23.7	63.9	90.7	8.2	—	1.0	22.3	物語
1-2	389	52	27.8	68.8	74.7	15.0	10.2		23.9	ルポ
1-3	381	49	47.6	59.1	76.7	15.9	3.3	4.2	15.5	論説
2-1	425	56	22.4	69.8	83.6	10.3	2.6	4.3	19.3	物語
2-2	424	58	38.5	70.2	72.7	19.8	5.8	1.7	21.6	論説
2 3	541	61	41.6	83.2	52.4	25.8	8.9	12.9	28.7	随筆
3-1	476	62	25.1	76.8	68.8	20.8	4.2	6.3	29.2	ルポ
3-2	410	52	41	64.6	70.8	17.7	7.1	4.4	18.5	論説
4-1	413	54	24.3	68.0	79.5	16.4	3.3	0.8	19.1	物語
4-2	507	65	33.8	73.6	81.8	12.2	2.7	4.1	22.3	ルポ

5．クローズ箇所の数、テスト時間

1テキストにつき、クローズ箇所は50前後、テスト時間は15分程度に設定した。15分という時間は、ほとんどの解答者にとって見直す余裕のある時間だったと思われる。

6．クローズ・テストに用いたテキストと調整

テキストは、経験的に被験者の学習レベルに近いと思われるものを選び、かつ難易の調整が必要な場合は、原文の主旨を変えない範囲で最小限の書換えを行った。また、テキストは完結性があることを条件とし、さらに同一回のテキストについては、テキストタイプ、難易が異なるように配慮した。各テキストの調整後のデータを表1にまとめた。語彙水準の設定と資料についてはIV－2の説明を参照されたい。また、最後にテキスト例を挙げた。

III．分析I　テストの信頼性・テキストの難易差

1．クローズ・テストの信頼性

テストの正答率などは表2に示した通りである。α係数は、テスト項目の等質性、内的整合性を示すものとされるもので、通常0.8以上の値が要求されると言われるが（海保1985）、ここでは十分高い値が得られた。

表2　テスト結果

テスト名	正答数の平均(%)	標準偏差	α係数	受験者数
1 1	36.5(76.0)	7.71	0.911	129
1 2	31.2(60)	10.68	0.937	129
1 3	26.8(54.7)	11.72	0.952	129
2 1	33.0(58.9)	10.05	0.922	124
2 2	33.9(58.4)	9.66	0.920	124
2 3	23.2(38.0)	10.79	0.939	124
3 1	31.2(50.3)	10.49	0.929	144
3 2	29.0(55.8)	8.11	0.893	129
4 1	35.3(65.4)	9.06	0.921	153
4 2	33.2(51.1)	11.79	0.932	153

2．テキストの難易差

また、各クローズがそれぞれ異なる難易を示しているかどうかをみるために、同一回のテスト間の母平均の差についての検討を行ったが、その結果、すべて1％水準で有意な差があり、それぞれのテストが異なる難易水準にあったと解釈できる。ここでは、クローズ得点の違いは、テキストの性質の違い、特に難易の違いを表すものと解釈しているが、この解釈に立てば、クローズ法はテキストの難易の異なりを敏感に反映するテスト法であったと言えるだろう。

3．テスト間の相関

また、同じ回に施行されたテスト間の相関関係は、0.75から0.90（1％水準で有意）の範囲にあった。また、同一回のテスト間の順位相関係数は0.82から0.90（1％水準で有意）の間に入り、非常に高い相関を示しており、この点でもクローズ・テストが安定した結果を示すことがわかる。

4．仮説Iについて

以上の結果は、今回の方法によれば、仮説Iが成立することを示す。つまり、語彙分布などについてテキスト間の異なりはあっても、テスト間の相関は高いのである。このことは、クローズ得点がテキストの性質を敏感に反映することを示していると言えるだろう。

IV．被験者のレベル分け

1．クローズ間の性質を比較するための基準

次の問題は、テスト間の得点の差の意味を考えることである。その際、それぞれのテストを比較するための基準を設定する必要があるが、ここでは、その基準を被験者の日本語レベルに求めることにした。

2．被験者のレベル分け

被験者のレベル分けは、以下の基準によって作成したテストの得点によった。

(1)出題の基準

レベルは、日本語能力試験認定基準（日本国際教育協会・国際交流基金）を参考に、A～Dの4段階に分けた。その内容は語彙と文法・文型によって記述した。語彙、文法・文型の各段階の項目リストは国立国語研究所1984、外国人の日本語能力に関する調査研究協力者会議1982をもとに作成した。学習時間と語彙数の関係を示せば、表3のようになる。

表3　被験者のレベル分けの基準（学習時間と語彙数）

被験者のレベル	学習時間	語彙数
レベルA	300時間以下	2000語以下
B	300～450時間	3500語以下
C	450～600時間	5000語以下
D	600時間以上	5000語以上

(2)テストの種類

上記のリストに基づいて、語彙・文法・聴解の問題を作成した。問題数は合計で130～150題であった。

(3)テストの実施

(2)のテストは、クローズ・テストと並行して、各テスト回毎に行った。ここでは紙数の関係もあって、これらのテストデータの詳細を示すことはできないが、α係数は聴解は0.75であったが、他のテストはほぼ0.85前後であった。

(4)レベルの認定基準

レベルの認定は、各テスト間の同一レベル問題毎に得点を合計した上で%換算し、55%～65%の被験者をそのレベルの被験者とした。つまりレベルCのテストについて70%の正答

率ならばその被験者はレベルD、55%ならばレベルC、50%ならばレベルB以下ということになる。

この55～65%という数字は、基準準拠テストの分割点をめぐる議論の中での下限がほぼ70%程度であること（橋本重治1981）、また日本語能力試験の認定基準が65%～70%であることを参考に設定した。今回のレベル分けテストが能力試験に近い性格を持つことから、70%前後という数字よりやや低めに、60±5%程度に設定するのが妥当であると考えた。

3．被験者レベルとクローズ得点

(%)を示したものが表4である。ただし、これらの数字は±1～6%程度の誤差があり、テスト2－2のレベルBのみは有意な結果ではないことをお断りしておく。

表4　被験者レベルとクローズ得点

被験者レベル / テスト	レベルA	レベルB	レベルC	レベルD
1－1	67.2%	83.9%	92.6%	95.2%
1－2	49.9	66.2	82.4	85.8
1－3	40.8	53.8	78.2	82
2－1	44.4	60.4	77.8	85.7
2－2	46.4	59.7*	74.3	79.6
2－3	25.7	34.0	52.4	64.2
3－1	34.9	51.8	61.2	74.8
3－2	38.8	48.0	59.7	73.3
4－1	45.0	61.1	78.8	81.9
4－2	29.8	46.2	65.7	69.41

V．分析2　クローズ得点を説明するもの

1．重回帰分析の結果から

次に、各レベル毎の得点を説明する変数を求めるために、表1と表4の数字を使って、重回帰分析を試みた。その結果、レベルAとレベルBの得点は、各水準の語彙の割合を説明変数とした場合、有意な結果が得られた（自由度修正済み重相関係数はそれぞれ0.83、0.90）。語彙の重みに対して、文の長さは、20分の1程度の重みしか示さず、異なり語の割合等はさらに小さい値だった。

また、レベルCとレベルDの得点に関しても、有意ではなかったが、語彙を変数とした分析で、重相関係数等が高くなり（同0.82、0.83）、他の要素の重みが小さい点でも同様であった。

2．因子分析の結果から

また、因子分析を行った結果でも、第1因子の寄与率は95.1%で、第2因子以下は極めて小さく、クローズ・テストの測定対象が1次元的であることが示された。ここで、この第1因子を語彙能力と仮定すれば、上の重回帰分析の結果とも一致する。ただし第1因子の負荷量はレベルが上がるに

表5　因子分析の結果

	固有値	寄与率	累　積
第1因子	3.8036	95.1%	95.1%
第2因子	0.0695	1.7%	96.8%
第3因子	0.0005	0.0%	96.8%

従って小さくなる傾向が見られ、レベルが上がると語彙能力以外の要素の影響が強くなってくる可能性もある。重回帰分析で上位レベルが有意にならなかった理由も、学習段階が上がるに従って語彙以外の因子の影響が強くなるためという可能性もある。が、ここでのデータからは即断はできない。

表6　バリマックス回転後の因子負荷量

	第1因子	第2因子	第3因子
レベルA	0.8267	−0.5444	−0.0073
レベルB	0.7729	−0.6176	0.0133
レベルC	0.5740	−0.7883	0.0035
レベルD	0.6851	−0.7029	0.0164

3．仮説IIについて

ここでの分析からは、少なくとも5000語水準前後までのテキストに関しては、仮説IIの予想とはいくぶん異なる結果になった。つまり、語彙に基づく因子がクローズ得点のほとんどを説明しており、文の長さも影響はあるが、あまり大きなものではないのである。語彙は、1文の平均長よりも重要な要素である（阪本1977）という指摘があるが、少なくとも語彙水準の低いテキストでは、語彙が圧倒的な重みを持っていると言えよう。

VI．分析3　レベル毎のクローズ得点とテキストの性質

次に、被験者レベル毎のクローズ得点とテキストの性質の関係を検討するために、表1と表4を見てみる。

1．例えば、1－1のテストを見ると、2000語水準以下の語彙が90%以上を占めており、その時、レベルAの被験者のクローズ得点は67%である。1－2では、3500語水準以下の語彙がほぼ90%であり、その時、3500語水準に対応する被験者レベルBの被験者のクローズ得点は66%である。

つまり、被験者レベルに対応する語彙水準までで、テキスト中の語彙を90%以上カバーしている時、その被験者の得点は65%前後になることが予想される。

2．しかし、1－3を見ると、3500語水準までで92.5%の語彙をカバーしているので、レベルBで65%前後の得点が予想されるが、レベルBでは53.8%とやや低い得点になっている。これは、文の長さが影響していると考えられる。1－3の1文平均長は47.6字である。

また、同様の語彙分布でありながら、得点に異なりのあるテキスト、例えば、1－3と2－1、4－1と4－2などを比較すると、文の長さが長くなると（ここではほぼ35字／文を越えると）一つ上のレベルに近づく（必ずしも上のレベルになるとは言えないが）傾向が見られる。

3．1、2をまとめると次のようになる。1文の平均長が短い時（例えば20字台）は、文の長さの影響はあまりなく、語彙の分布が90%を越える水準の難易となる。そして、その時当該レベルの学習者のクローズ得点は65%前後になる。しかし、1文の平均長が35字／文を越えると上のレベルに近づく。

4．以上のことから、仮説III（テキストの性質と学習者のレベル毎のクローズ得点の間には何らかの関係があること）の成立は予想できる。つまり、リーダビリティ公式による難易の判定はクローズ法による判定と同じような結論を導く可能性があるということであるが、ここまでの結果からは、5000語水準前後までのテキストに関しても、統一的で決定的な説明の方法は得られなかったとするのが妥当であろう。

5．また、クローズ得点が65%前後の時、そのテキストの90%前後の語彙が既知であることから、そのテキストはそれほど難しいと感じられるものではないという予想が成り立つが、ボトム・アップ処理にさほど困難を感じないはずだという以上のことは言えない。

Ⅶ．まとめ

以上をまとめると次のようになるだろう。

1．クローズ法（クローズ単位：1字，削除法：毎7字おき）は、識別力が高く、順序に関しても安定した結果を示す。

2．語彙数5000語前後までのテキストを使った場合、クローズ得点に最も影響する要素は、語彙の難易度である。そして、同様の語彙分析を示す時には一文の平均長が影響力を持つ。

この結果から考えると、クローズ法はかなり低いレベルの能力を反映しているということになり(Jonz1990)、特に初級レベルでは、教材の選定・作成に関して語彙への配慮が重要であることになる。

3．テキストの性質（語彙分布、1文の平均長）と学習者のレベル毎のクローズ得点の間に、一定の関係が予想できる。そして、1文の平均長が短い時（例えば20字台）は、文の長さの影響はあまりなく、語彙の分布が90%を越える水準の難易となる（例えば2000～3500語までで全語彙の90%を占めるならば、そのテキストはレベルCの学習者に適当)。その時当該レベルの学習者のクローズ得点は65%前後になる。しかし、1文の平均長が35字／文を越えると上のレベルに近づく。

4．従って、クローズ得点65%を一応の目安とし、1文の平均長を計算することによって、だいたいの難易を知ることができるということになるが、あくまでも目安以上のものではない。

Ⅷ．問題点と今後の課題

以上の検討は、非常に限られた範囲のものである。さまざまな問題はあるが、以下に主なものを挙げる。

1．方法に関しての問題

(1)ここでは、2つの既成のリストをもとに作業用リストを作成し、さまざまな作業の基準としたが、このリストの妥当性がなければ、ここでの論議は成立しない。語彙リストに関してのより厳密な論議が必要となろう。

(2)また、ここでは語彙→文法→聴解の3種のテストを行ったが、クローズ得点が語彙にその多くを負っているという結論は主として語彙・文法による基準で作られたテストによるレベル分けをしたためとも考えられる。循環論法にならないためには、異なるテスト方法によるレベル分けとの比較をする必要もあると考えられる。

2．結果の解釈に関して

(1)目安として、65%前後のクローズ得点のテキストは、その得点の学習者にとって、さほど困難ではないはずだと予想したが、教材として使用した際の反応など、実際に使用した場合の検証が必要である。

(2)学習者の能力の幅が広い場合は、α係数、相関係数とも高い数字になるが、同一レベル内での得点の安定性については問題がないとは言えない。例えば、テスト1の1～3について相関を見ると、レベルBの学習者では0.54から0.71、レベルAの学習者では0.51から0.62の範囲になった。つまり、能力の幅の狭い被験者群に対しては、少数のクローズ・テスト結果だけで、被験者個々の能力順位を予測することは危険だということであろう。

3．今後の検討課題

(1)ここで取り上げたテキストは5000語水準前後までであるが、それ以上の語彙レベルのものに関しては、クローズ得点を説明する変数としては、語彙の比重が小さくなる可能性もある。また、1文長の長いものについての検討が、他の変数の存在を示す可能性もある。テキストの性質の異なるものに関する検討が必要である。

(2)同様に、被験者の能力幅が比較的狭かったのではないかと思われるが、より高い能力の被験者による検討も必要である。

(3)ここでのクローズ単位の設定は字を単位とした。その結果として、クローズ法が語彙（能力）に敏感であるという傾向が示された可能性もある。つまり、単位を“語”とした時には、文脈に敏感だという結果が出る可能性もあるわけで、クローズが何を測っているかについて論をなすとすれば、語を単位とするクローズでの検証が必要となるだろう。

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テキスト例 (上のテキスト番号1-1のもの)

林さんの家には、男の赤ん坊がいる。その赤ん坊は（ ）と2か月で1（ ）になる。半年ぐ（ ）いのころは、だ（ ）にでもニコニ（ ）していたのだ（ ）、最近知らない（ ）を見ると、すぐ（ ）泣き出すよう（ ）なった。特に、男（ ）人が苦手らしい。めがねをかけ（ ）いると、もっと（ ）い。かならず泣（ ）出してしまう。（ ）ととい、林さん（ ）奥さんは、買い（ ）に行く時、山田（ ）んの家に赤ん（ ）をあずけた。山（ ）さんの家には、（ ）主人もいた。ご（ ）人はめがねを（ ）けていたので、（ ）ん坊は、ご主人（ ）顔を見るとす（ ）に泣き出した。（ ）ーワー泣いて、（ ）かなか泣きや（ ）なかった。おも（ ）ゃをやっても（ ）レビのまんが（ ）見せてもだめ（ ）った。山田さん（ ）奥さんもご主（ ）も困ったが、ど（ ）することもで（ ）なかった。しば（ ）くして、林さん（ ）奥さんが帰っ（ ）きた。赤ん坊は、（ ）母さんの顔を（ ）るとすぐに泣（ ）やんだ。それか（ ）は、林さんの奥（ ）んは、買い物に（ ）く時も赤ん坊（ ）つれていくようになった。

(藤田1988より)

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Cloze Test Scores and Readability

by Keiichi Koide
Gumma Prefectural Women's College

This article examines the possibility of using cloze test scores to judge readability of texts for JSL learners. Based on preceding research in readability formula and cloze tests both in ESL and Japanese as L1, the author tested three hypotheses: 1) texts that differ in their formal features show different test results, but the correlation between the tests is high; 2) cloze test scores reflect formal features of a text, especially the rate of unknown words and the average number of characters per sentence; 3) learners at a given level of proficiency would get a certain range of scores on a cloze test with certain formal features. Four groups of cloze tests, each consisting of two or three texts, were administered over a period of three years to a total of 153 JSL learners who had studied Japanese for 3-18 months. Those learners also took a proficiency test in vocabulary, structure and listening based on published lexical and structural syllabuses. The analyses of the formal features of the texts and the test results showed: 1) the tests in each group were significantly different and the correlation coefficient in the group fell in the range of 0.75-0.90, which was also statistically significant; 2) according to multiple regression analysis, vocabulary accounted for the majority of the variance, especially at the elementary level of proficiency; 3) learners scored approximately 65% on a cloze test when more than 90% of the vocabulary in the text was on or under their proficiency level and the average number of characters per sentence was under approximately 35. Finally the author points out the need for further research on the validity of the syllabuses which this research is based on, the correlation with other aspects of learners' proficiency, test results of more advanced learners with more advanced texts, different readability criteria for different purposes (to get information, or to impart language learning, for example), and the character-r-word issue in cloze tests in Japanese.

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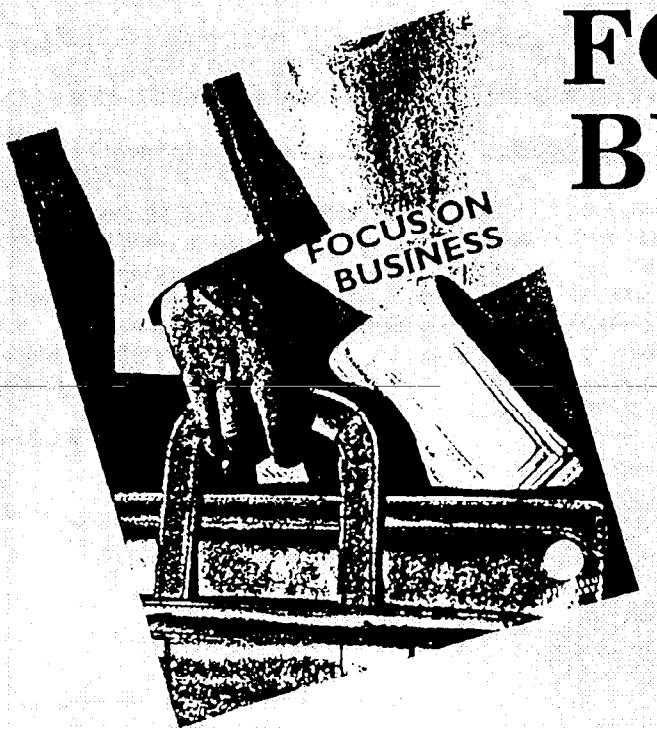

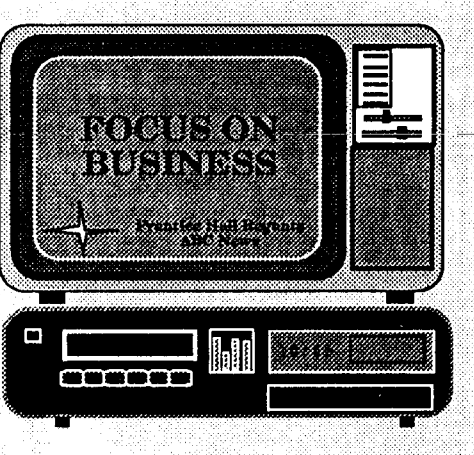

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Reading in L1 and L2: Reading is Understanding Meaning

by Jannese Hughes
Hiroshima University

Is reading deciphering print or understanding content? Early research into reading failure focussed on deciphering the print, and it was this that was seen to be the source of reading problems. In order to remediate reading disability it was thought that if basic letter recognition was "fixed up," then this skill would extend to word recognition, and thus reading would take care of itself. More recent research has shown that while the problem does first manifest itself at the stage of letter recognition, reading deficiency is a failure of comprehension of meaning (Goodman, 1979). Here we are talking about a deficit in information processing in the brain (cognitive processing deficit) which occurs at a level which is higher than just attending to print.

The understanding of a word uses the same processing as the understanding of long strings of words, which is what we are doing when we read continuous text, such as newspaper articles. However, if readers are clogging up their memory processing capacity with individual words then they will be hard pressed to keep whole sentence information alive in memory long enough to make sense of it. This is the problem faced by poor readers, and by unskilled and novice readers. Research into the involvement of cognitive processing deficit in comprehensive failure has been supported by two other areas of research.

One is where comparisons have been made between listening comprehension and reading comprehension skills (Sticht & James, 1984), where it was found that poor readers are also poor comprehenders when listening. Rubin (1980) writes that reading comprehension is the same as listening comprehension, with the additional component of decoding. Both written and oral language share the same underlying structures.

The second area of reading research has made comparisons between various languages. So far the conclusions point to the fact that the reading process is the same regardless of language, and regardless of script (Hung & Tzeng, 1981; Stevenson, Siegler, Lucker, Hsu & Kitamura, 1982; Geva & Siegel, 1991). It was long considered by reading researchers that the spelling of English, which seems highly irregular to all but a few scholarly people, was the true source of trouble. Many attempts were made to standardize the sound/symbol relationships, and some people even suggested changingtoasyllablesystemof writing the English language.

Theories abounded that syllable scripts like Hebrew and logographic scripts like Chinese were easier for poor English readers to acquire. But there are assuredly poor readers in Israel, Japan, China and Korea, just as we know there are in English speaking countries, and in countries such as Germany and France where there are more regular sound/print correspondences in the writing system.

Information Processes and Reading

We should now look **at** the cognitive processes involved in reading, and that should help us to understand how, in spite of language or script, reading is reading.

The two most important features of this cognitive processing are working memory ("short term memory' is sometimes preferred, but, definitionally it's a little different from the working memory described here) and long term memo y (LTM). Working memory acts as temporary storage for words or word strings, until meaning can be extracted cognitively, and a type of summarized version is put into LTM for further use either in the immediate or very distant future. New information goes into the LTM via the working memory where it has been altered for storage. This information will be stored and reconstituted according to the processing needs of working memory. Working memory is conscious memory and we are aware of its workings, but unfortunately it is a memory of limited capacity (about seven chunks of information at one time) and of short duration (about 30 seconds). Unless it is quickly processed and sent to LTM, information in working memory is soon displaced by new incoming informationor lost becauseof decay. There are ways to overcome these problems but this memory still remains a bottleneck.

The LTM workings are unconscious, and this presents some problems for research. However, it is a place where unlimited quantities of information can be stored until the individual's death. It would seem that information stored there is not really forgotten (Hulse, Egeth & Deese, l980), but that the cues through which the information is retrieved get reassigned to other information in storage (what you forgot is that you filed *bike* information under *wheel* rather then under *B*).

A major problem posed for researchers by LTM is that as a storage place, it is an immensely complex network of interconnected information. For understanding of the external world, a basic knowledge network must be set up and new knowledge woven into the existing fabric. The more knowledge stored, the easier it is to integrate new knowledge. An example of this is the relative ease with which an English speaker acquires French vocabulary because it is in many cases very similar. In the same way, it is easier for a Chinese

speaker to acquire those Japanese words which are derived from Chinese.

Language Competence and Reading

Usually we come to reading at about the age of five, by which time the LTM network for oral language is in place, and the written word can be connected into the child's stored spoken language. Reading, unlike speaking, is the result of formal instruction, and certainly for the majority of English speaking children, it does not occur before five.

The reading process is an interactive process between individual and text. It has been called a "psycholinguistic guessing game." It is not a matter of deciphering characters, but of stringing characters together to make meaningful words and word strings. This is the process which occurs in working memory, described earlier.

As an example of this, take the process which is the very basis for understanding text, deriving a word's meaning. Each letter and its sound properties are identified, and are then put into the correct sequence so that the word they make can be recognized. To do this the word must be associated with its already stored version in LTM. If it is a new word which is not yet in the storage system, then it will be filed but connected to already established background knowledge of the external world. For example, if the new word is *wildcat* then associations with something catlike and something wild would be made, and this would remain until, at a later date, more experience with the word in different contexts would refine its definition, and strengthen as well as increase the interconnections with other stored information.

This process is typical of beginning reading, and it is clear that new word identification must take a great deal of space in working memory. It must be remembered that the individual has room only for about seven chunks of information in working memory. If each letter represents one chunk, only one or two words can be processed at the same time. By the time the individual has finally got to the end of a six word sentence, the beginning of the sentence may well have been lost from the memory system. The problem compounds as the amount of text to be comprehended increases.

Overcoming the Bottleneck

There are ways to overcome this bottleneck. One is to increase the contents of each chunk. We are still restricted to about seven units of information, but each unit can be quite rich. Practice in recognizing letters swiftly and automatically allows for letter .clusters (syllables and, later, words) to be recognized immediately (LaBerge & Samuels, 1874). If chunks comprise words or even phrases, rather than single letters, then working memory can process whole sentences at a time. This allows for meaning to be extracted and leaves space for integration of meaning from one sentence or paragraph to the next. It allows for the brain to deal with these higher processes of comprehension.

The second way to overcome working memory congestion is to encode whole words directly into LTM. This occurs after a word is so well practised and so familiar to the reader, that it is recognized entirely by its shape. Of course the word still comes back to working memory for integration into a sentence, but the initial recognition process iseliminated and working memory is freed for processing more information (Daneman & Carpenter, 1980). It was thought that whole word recognition was a feature of the reading of logographs, such as Chinese characters.

More recent research is showing that Chinese readers of logographs do so by way of working memory, just as readers of alphabets do. Direct accessing of words into LTM is the result of familiarity and overlearning of patterns of words, which allows for automatic recognition processing. Jt would seem that while word recognition latencies of English words change according to word length, Chinese readers' latencies may change according to the number of strokes per character. Furthermore, as in the case of more frequently used English words, frequently used Chinese words are also recognized quickly and directly processed into LTM.

Requisites for Understanding Text

The rule of the two memory systems has been explained, but there is more to reading then memory processing systems. The role of the knowledge that the reader brings to reading is extremely important (Anderson & Pearson, 1988). There are various kinds of knowledge, all stored in LTM. First, there is the reader's knowledge of his own language. This knowledge of words and structures helps him **or** her guess or anticipate what is coming out of the print. Second, there is the reader's knowledge of the world. Familiarity with the subject matter of a text helps predictability and, therefore, comprehension. This kind of processing is called top-down processing as opposed to bottom-up processing, which is deciphering letters and words.

Processing needs will change according to the difficulty of the text being read. When we talk of text difficulty, we may be referring to text in which the subject matter is novel, for example, an explanation of the rules of an unusual game. We may be referring to a situation where concepts are new, or there is a large quantity of unknown words, for example, a legal text. In either case, readers who are otherwise competent with everyday reading will find themselves working at a reading level lower than normal. They regress toward beginning reader levels. They will load their working memories with simpler chunks of information. Instead of processing whole words, they will process them in small portions. There will be less direct processing of key content words, and reduced working memory efficiency will interfere with integrating information.

Before comprehension of difficult text can occur, the reader will need to modify and add to LTM content.

This is what occurs when a competent reader of L1 comes to read L2. If the reader's L1 is English and the L2 text is also written in Roman alphabet, then text difficulty will most likely not be the result of deciphering characters of the alphabet, but rather the sound/letter correspondences, new clusters of letters, and familiarity with accented letters as in French (bottom/up processing capabilities). If the reader's L1 is English and the L2 text is written in another script, such as Hebrew or Japanese, then the initial bottleneck in working memory will probably be the deciphering of the characters. Therefore, the level of processing print will regress to the very basic level where readers began their L1 reading instruction.

Other sources of difficulty will be the amount of L2 languageand cultural knowledgestored in the reader's LTM. According to Clarke (1979), language competence places a "ceiling" on L2 reading capability. Even a good L1 reader's well developed skills cannot be put into operation because of this overriding ceiling effect which prevents the effective transfer of L1 reading skills to L2. In addition to this are the effects of the knowledge of the world which readers bring with them to the text. A reader may be able to comprehend the grammar structures and the vocabulary of the text, but still not have the cultural information necessary to understand the writer's meaning (Hinds, 1983).

Implications for L2 Teachers

Regardless of language, reading would seem to involve the same cognitive processes and not be script dependent. Teachers of L2 should be aware of the following considerations:

(1) Working memory is a memory of limited capacity, and since most information is initially passed through it, its inefficiency will be abottleneckto the higher comprehension processes.
(2) Automaticity, which develops from constant processing practice and overlearning, is desirable for direct LTM processing, and for developing greater working memory efficiency.
(3) Incomplete knowledge of L2 will produce a ceiling effect on comprehension processes, and the transfer of reading skills from L1 to L2 will only partially occur.
(4) Text difficulty, as in Ll, is the result of unfamiliar vocabulary, structures and topic knowledge. This will cause readers to process text at a much more basic level than they normally would in L1, which will affect their overall comprehension of the text.

In conclusion, there are several ways that L2 teachers, in their selection of reading materials, can facilitate reading:

Advance organizers such as discussion of the writer's purpose, an explanation of vocabulary or the readings of logographs, and a proposed reading plan (such as reading for gist) are helpful in directing the reader's attention.

Reading materials should not be chosen where there are too many unknowns that will stop the flow of comprehension. Initial texts should have schemata that fit into the readers' knowledge of the world.

Beginner readers of L2 need text that is much the same structurally as that used by beginner readers in Ll-short sentences, repetitious words and phrases, not too many unknowns, and illustrations.

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Jannese E. Hughes has trained as a teacher of foreign languages and has further qualifications in educational psyckology, specifically cognitive processing. She has worked within the school system both in the classroom and in teacher development, and she has taught methodology in teacher education at a tertiary level. She is on leave from the N.S.N. (Australia) Department of School Education and has been doing research in educational psychology at Hiroshima University.

Cont'd. from p. 6.

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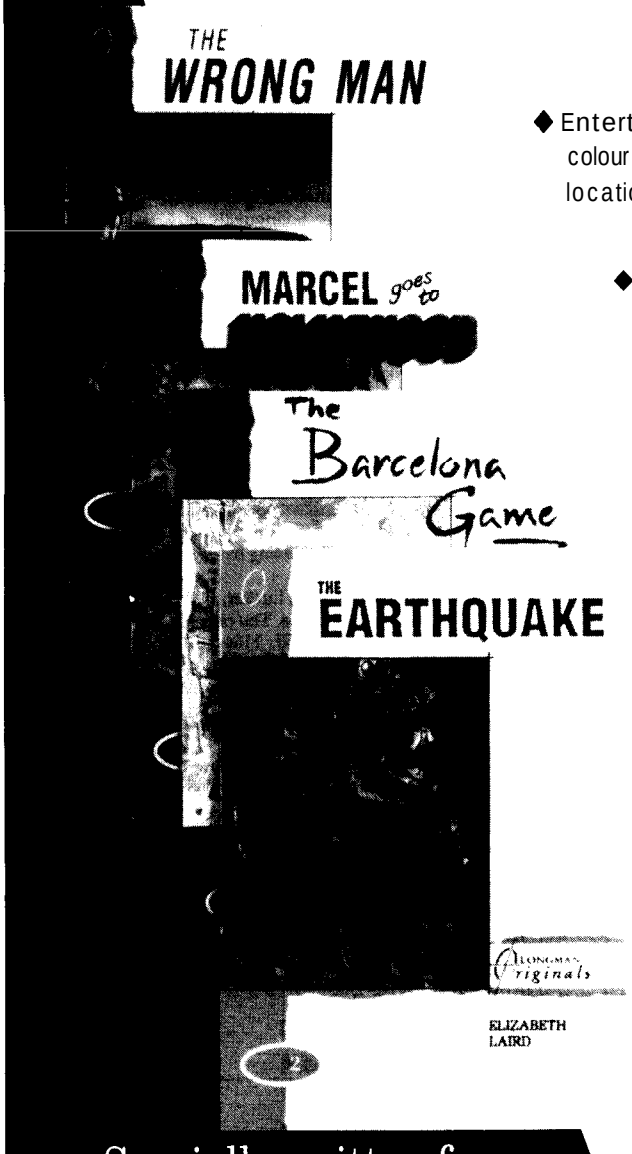

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LONGMAN ELT

Helping Japanese Students Write Good Paragraphs

by Junko Kobayashi

The importance of the paragraph in creative composition has often been discussed. For example, Hasegawa (1979) pointed out that a study of the paragraph is almost a study of composition, and that anyone who can write a good paragraph can write a good paper. However, few Japanese students can write good paragraphs, even when they are provided with models showing that a paragraph consists of a topic sentence, supporting sentences, and a concluding sentence. With regard to the location of a topic sentence, it is effective for Japanese students also to be told that at first, they should pretend that the topic sentence alwaysbegins the paragraph, as Sullivan (1984) pointed out. It is with the second step, writing supporting sentences, that Japanese students have particular difficulty. In this paper, I would like to suggest ways of helping Japanese students to write good paragraphs, focusing on supporting sentences.

Because abstract explanations are more difficult for students to understand than concrete ones, it is recommended that teachers give students examples of common problems by writing the students' own paragraphs on the blackboard or giving out copies of the paragraphs, and then proceeding to improve the paragraphs with the students' participation. During the first stage, it is not a good idea to ask students 'What is wrong with this paragraph?" because it maybe difficult to elicit accurate answers. Therefore, it is more efficient for teachers to explain the problems, and then encourage students to express their opinions during the next stage of improving the paragraphs. As students get used to the concept of a paragraph, teachers can let students find the problems on their own.

When I compared compositions of Japanese students with those of English native speakers in Japan, I found a number of differences between the two groups. The topic of the composition was 'What cultural aspects of Japan do you like?" Although English native speakers were able to write clear, well-defined paragraphs, Japanese students had various problems. When I analyzed the problems, I found that the problems could be categorizcd into five groups.

The first problem was lack of unity. One paragraph written by a Japanese student stated: "Japanese people are verycooperativein working with others, and I like it. It has made Japan a rich country. If we don't work very hard, Japan will be a poor country because Japan doesn't have natural resources. But the important thing is that Japanese people must have their own ideas." This paragraph has many themes, and the focus is not clear. A good paragraph must deal with only one basic idea or one aspect of an idea (Williams, 19781. Therefore, in this case, the theme should be narrowed down to "the Japanese cooperative attitude." Next, explanations should be given so as to illustrate the kinds of situations in which Japanese people are cooperative. At this point, if a teacher asks his/her students, 'Why do you think that Japanese people are cooperative?," they will most likely give such answers as, "Japanese people are willing to work overtime and complete their tasks" and "In the workplace Japanese people have achieved some purposes which onlyonepersoncould neverdo."Eveniftheanswersare not complete, the teacher should recognize the ideas and organize them on the blackboard, while at the same time developing them. One model answer would be: "Japanese are very cooperative in working with others, and I like it. For example, if a company decides to work on a new project, each member is willing to work overtime and cooperate with other members on the project even at the sacrifice of himself/herself. This cooperative attitude has brought about multiple benefits, and has enabled Japan to achieve some purposes which one person would never be able to do on his/her own. I attribute Japan's economic success to this cooperative attitude."

The second problem is a lack of specificity. One Japanese student wrote: "I like Japanese skills. Japanese products are very nice, especially electronic machines. Although Westerners often criticize Japanese for copying Western products, Japanese improve on them, and Japanese products are better." Japanese prefer spotted logic and appreciate connotations of implied words (Toyama, 1973; 19831, so Japanese readers enjoy various connotations. However, English speakers prefer linear logic and regard ambiguityasan enemy of logic (Toyama, 1973; 19831, so in English more specific points are required. In other words, the point of how Japanese products are better should be clarified. At this point, if a teacher asks, 'Why do you think that Japanese products are better?," his/her students may respond "Electronic calculators are miniaturized and convenient," or "The products seldom break." The teacher should combine them: "I like Japanese workmanship. Japanese are particularly good at performing miniature tasks. Take electronic calculators, for instance. Although Westerners invented electronic calculators, Japanese improved on them, and the completed products are better because they are miniaturized and they seldom break. I think that Japanese nimble fingers are wonderful."

The third problem is failure to describe adequately the characteristics peculiar to the topic under consideration. For example: "I like Japanese literature, especially *haiku.* When Japanese write *haiku,* they bring up things which have much to do with nature. Many Japanese enjoy them

and are moved deeply." When English speakers read this paragraph, they will argue back that in Western countries also, there are many poems which deal with nature. Therefore, the writer should explain the unique qualities of haiku. If a teacher asks, "What are the characteristics of haiku?," his/her students will give an answer like, "Readers can enjoy many hidden meanings in the words." However, this answer is not enough, so more specific questions are necessary such as, "How many syllables does haiku have?" After eliciting the answers from the students, the teacher should organize them, for example as follows: "I like Japanese literature, especially haiku. Although there are many patterns of poetry around the world, Japanese haiku is particular. It has many implications in spite of a very compact verse form of 17 syllables. A writer puts many thoughts in it and readers can enjoy many hidden meanings in the words."

The fourth problem is changing one's viewpoint. For example: "I like Japanese indirect expressions, but most foreigners may not like it. Although they force Japanese people to use direct expressions, they should study Japanese culture before forcing Japanese people." Although the assigned question is "my favorite Japanese cultural aspects," the above answer has more to do with "Japanese cultural aspects seen from the viewpoint of foreigners." Therefore, theviewpoint should bechanged from "foreigners" to '1."

Also, explanations are necessary such as, what kinds of indirect expressions the student likes and why he/she likes them. If a teacher asks, 'What indirect expressions do you like?", his/her students are apt to give a general answer like, "I like indirect expressions by which Japanese can communicate without hurting others." If the teacher asks, "Give me a specific example," then they tend to give an incomplete answer like, 'When a friend gives a presentation." If the teacher specifies the theme, "Suppose what your friend said was inconsistent. What would you say to your friend?," his/her students will answer, for example, "I would raisegood points, and tell him/her that I wanted to hear more about only those points." The more specific the questions the teacher asks, the easier it is for his/her students to answer.

The teacher should then organize all by putting the following model on the board: "I like Japanese indirect expressions. Japanese people consider the other person's feelings, and refrain from expressing themselves directly. For example, when a friend gives a presentation, a Japanese person would say, Your main theme was interesting, so I wanted to hear more about only the main theme,' instead of saying, 'What you said was inconsistent.' I highly value such indirect expressions because Japanese can tell the other person what they want to say without hurting his/her feelings."

The fifth problem is using personal reasons. "I like the Japanese high sense of elegance, *furyu.* I enjoy seasonal changes to my heart's content. I appreciate thebeauty of cherry blossoms in spring, the sound of a wind bell in summer, autumn tints in fall, and the beauty of snow world in winter." The question is "Japanese cultural aspects," so the answer should be generalized. A teacher should encourage students to change the subject in the supporting sentences from "I" to "Japanese people." One model answer would be: "I like the Japanese high sense of elegance furyu. Japanese people enjoy seasonal changes to their hearts' content. When cherry blossoms come out in spring, people go out to see the beauty of the flowers. When hot summer comes, people hang up a wind bell, and feel cool while hearing the bell ring by breeze. In fall, people appreciate autumn tints, and are lost in sentimentalism while seeing falling leaves. In winter, people enjoy snow world. I think that Japanese people have an especially refined sensitivity to each season."

As the above examples show, Japanese students have a great deal of difficulty writing good paragraphs in English. Even if Japanese students read many good essays written by English speakers, many students are unable to apply what they have learned to their own paragraph writing. Therefore, analyzing students' own paragraphs and giving detailed comments on them can be very effective.

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Junko Kobayashi teaches at Osaka University of Foreign Studies and at Himeji Dokkyo University.

Errata: The editors regret that the following figure was incorrectly reproduced on page 13 of TLT5.

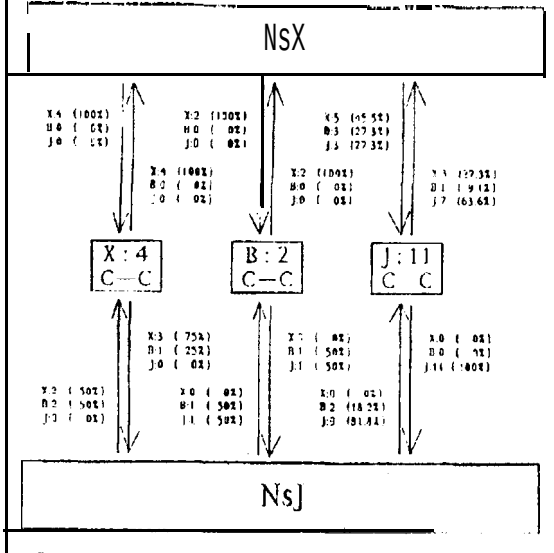

Figure 1: Language Interaction Between Parents and Children Contrasted With Language Interaction Between Siblings

BBS and EFL

by Lawrence J. Cisar

Kanto Gakuen University

Some of the biggest worries for ESL/EEL teachers deal with getting real material for their students. Lying virtually untapped in Japan is a vast resource of written material with immediate applications for the EEL classroom. It is a resource that provides students and teachers with untold opportunities for real communication. What is this cornucopia? It's BBSs. What are BBSs?

A BBS (pronounced be-be-es) is a computer based Bulletin Board Service, where you can post messages for all those interested in reading them. A BBS is a place where you can read messages posted by others. And it is much more. A BBS is an electronic mail service where you can quickly and efficiently post private letters to others, and at a much cheaper rate than the local post office. A BBS is a library of computer programs. Depending upon the BBS, it is also a free library of noncommercial software.

For the Teacher

A BBS can do many things for a teacher. How do you feel about students being able to read natural English as is used today? How do you feel about having your students read non-professional but well-written articles about what is currently happening in the world? How do you feel about having articles, often from various political camps and different age brackets, that discuss the same subject from different viewpoints? All of these materials are available to the teacher who downloads (accesses files using a modem) material from a BBS. To give a practical example, I downloaded two sets of files about drugs from Polyglot (which, unfortunately, is no longer in existence). I asked the authors if I could use the material in my classes. Having received enthusiastic support from the authors, I edited the material and added questions to make a reading assignment for my students. While the class found the English difficult, they found the material to be much more real than anything they had read in their textbooks. Even though they had to work hard to understand it, the material was worthwhile.

Any teacher who has access to any computer can download material from a BBS. With a little courtesy, permission can be obtained from the authors of postings to use the postings in class. In addition, teachers can compose and post a response to the material that they used.

But that is not the limit of what the BBS can do for the teacher. The range of software and reviews of material that are available to any user of a BBS is remarkable. It is important to distinguish between three categories of software. There is "public domain" software which means that the author has turned the rights to use a program over to anybody who wants to use it. Public domain is free, and so is sometimes called "freeware."

The next category is called "shareware." Shareware means that anybody can download-and use--the software. If you find that the softwareis something you continue to use and find of value, you send the author a certain amount of money-specified in the computer documentation-and become a registered user of the product. Shareware allows you to try out a lot of good software before you buy. "Commercialware" is the stuff you have to pay for before you can use it. Wordstar is an example of commercialware. It is a money-up-front operation, which means you are in violation of international law if you intentionally use it without purchasing it.

When you download software, as when you buy it, you need to make sure that you have a version that is compatible with your hardware. Most BBSs will have special sections for software based on the machines it will work on.

The Student

To make good use of a BBS, the student needs to have a computer. The most common type for students to have in Japan will be an NEC 9800 series computer. This is perfectly reliable for communicating with any of the BBSs that are available. On many BBSs the participants are not going to put up with communicating with students-especially EEL students. However, the list that appears later includes several BBSs run by studentsfrom,orconnected with, theinternational schools in Tokyo. While the language can quickly get abusive, in that typical high school language is used, the users tend to try to help the nonnative users of English.

So what can the student do? She or he can ask questions and attempt to respond to others' opinions and questions. The students write their messages offline and upload them after correcting them. I have seen several students make great progress in their language ability doing this. What is more important for some students, if they have an ability in a particular area, not necessarily technical, and are willing to share their ideas, all sins against English are forgiven and much advice-constructive advice-is given. Students should not be overly apologetic but should be willing and honest enough to state both their expertise and their limitations.

Accessing a BBS

Now comes the question of how to get on a BBS. Several areas need to be considered: *equipment*-hardware and software; *ability*; and *confidence*. First you must own a computer and a modem. Which computer and which modem do not matter as long as they work together and the modem runs at 1200 baud or higher. *Baud* refers to the transfer rate. At 1200 baud, you can

just read the messages as they go down the screen. The next step up is 2400 baud, which is twice as fast as 1200. The highest rate generally available is 9600, which is four times faster than 2400.

In addition, you need communication software. For those who have IBM based personal computers, I recommend TELIX software, which is a shareware package. Whatever software you get, RTFM (Read The Fact-filled Manual). Most important is to know how to capture text, so you have a record of what flashes across your screen. Also learn how to use ASCII text with your software. ASCII means straight typing without anything fancy like underlining or italics. Most word processing programs can produce it, but will not unless you tell it specifically that you want ASCII.

Any time you sign on to a new BBS, you need to find out the rules. After registering (answering the questions directed at someone who has not signed on to that particular BBS before), you are often given instructions about how to download the manual for working with that BBS. This is the most important document to get and save, as it tells you all the basic information you need to know about how to become a good user of the BBS. While there are many types of software being used by BBS operators, the most common are WWIV, Wildcat, and QBBS. The other BBSs will probably use commands similar to one of these. If you take time to read the beginner's or user's documentation, you will understand how to perform most basic operations. You will not be fast until you have practised-and you will not be expected to be fast at first.

One important question that is asked by many at the beginning is if you support ANSI. If you have a MAC/Apple, answer "NO" to this question, as you will otherwise have a strange screen, and your messages will look funny to others. But keep up with current information, as you may eventually get this feature.

You need to have only a little computer ability to make use of a BBS. Most people I have talked to think that they do not have the ability to run a modem. That is wrong. Most of the work you have to do involves turning on the computer and running the software. You really don't need to know anything beyond that.

Developing confidence is not difficult; you only need to practise a little. You can't hurt the other computer! To practise with WWIV software, I suggest that you first sign on to one of the school boards listed below. For QBBS software, try any of the Fidonet extensions mentioned below. For Wildcat software, you are limited to P&A and JIX, again listed below. I would suggest you gain a little confidence with one or two of the others before you tackle them as, although the people can be very helpful, they are fast moving boards.

BBS List

In this last section, I will list some of the major BBSs. Included will be cost (if any), general hours it is available, type of software used, telephone number, maximum baud rate, and a brief description. The "BNl" refers to a modem setting explained in your software manual. Most use only English, with occasional materials from other languages.

First, the commercial BBSs. There are the ones that give you limited access until you pay the membership fee, or are run by a company. The most prominent among these is *TPC* (Tokyo Personal Computer Users Group). While you can sign on without paying as a limited member, full membership is \10,000 initiation, plus \10,000 a year. The software being used is WildCat. It is available 24 hours a day at 03-5411-4393. The baud rate is 300/1200/2400/9600 BN1. This board is one of the older ones in Tokyo. It is basically a help board for those needing information about their computers, but this is changing quickly as the new Mailreader allows discussions to be carried on cheaply.

Tarzan BBS is commercial in that it is run out of a company office. It is free. The software is WWIV at 300/1200/2400/9600 BN1. It is available 24 hours a day at 03-3813-1169, although it is occasionally down for company business. Aliases are allowed and the talk is free ranging.

Janis II is run by MRT, which is a computer sales shop. Although it is free, if you use it a lot, you might want to give the shop some business. The software is not one of the usual ones and is difficult to use, but it is netted with some BBSs in the United States. It is available 24 hours a day at 03-3255-8856, with a baud rate of up to 9600 BNl .

Now the private BBSs. These are run by individuals who freely give of their time and equipment. They make no money by running a BBS, and most will gladly accept any financial contributions you wish to make.

P&A is probably the leading technical BBS in the Tokyo area. They welcome new people who are willing to share well thought out ideas. This is not a board to practice English on, but it is a great place to have discussions. Tons of software are available for downloading, but try to upload (post material) too. It is available 24 hours a day at 042.5-46-9143, with a baud rate of up to 9600 BN1. It is recommended that you use the Mailreader available on the board.

Fidonet is a group of BBSs that extend around the world. The software is extremely easy to use, with lots of online help. It is available 24 hours a day at 0471-85 1088 BNl. The software used is QBBS. For people who want a Tokyo number, call 03-3355-4395. The conversations range over a wide variety of topics, although they can be difficult to follow as each message seems to be addressed to a particular person. Japanese can be used. There is a lot of software available for downloading.

TFA (The First Amendment) is at times the most controversial BBS in Tokyo, as the conversations are freewheeling. The policy of the board is stated in The First Amendment to the U.S. Constitution. It is available 24 hours a day at 03-5702-6996. Insults are freely exchanged, as people sign on under almost any name that they want to. Out and out grossness is not toler-

(Cont'd on p. 27.)

Electronic Networking in Japan

by Steve McGuire

Introduction

One of the problems foreign teachers sometimes face in Japan is the feeling of being here all alone, especially those in small language schools in remote areas. The bi-annual national JALT conferences and the local JALT meetings help alleviate this feeling, of course, but what about those a long distance away from any other foreign language teacher (or any other foreigner, for that matter) who can't afford or arrange time to attend a conference? And what do those who can attend do the rest of the year? And what if there is no local chapter of JALT?

There are many ways to stay connected with each other. The postal service is pretty fast, the phone is faster (although expensive), and for emergencies one can always fax something, but I would like to suggest an even faster, less expensive, more efficient way to say in touch: electronic mail.

What is electronic mail? Electronic mail is a method whereby one can either send a message instantaneously and privately to anyone with an electronic mailbox, or even the same message to a group of people at the same time. This message can be sent anytime, night or day. When your addressee next calls the system, he or she will get a note saying that a message is waiting. It's as easy as that.

Another method of communicating by electronic mail is to send a message to a public electronic bulletin board, called a "forum." Just like a real bulletin board, the messages are electronically "pinned up" for anyone who is interested. They can then post a public response to your message. Bulletin boards are public clearing houses of messages. Each message on the bulletin board has a short description to let users decide whether they're interested in reading it in its entirety or not. If a message looks interesting, the member can then ask for the complete message, and then respond to it if he or she likes.

The computerphobes among you are probably already sniffing suspiciously at this article with the feeling that you might have to be highly computer literate to take advantage of this. It's true that it does require some use of a computer or a word processor with some added features, but it isn't difficult to "get connected."

Where Can I Get My Own Electronic Mailbox

There are a number of systems in Japan to which many of you may already have some sort of access. Many larger colleges are hooked into *BITNET,* which links colleges across the world, and which is often free to its users (although users are actually limited to those affiliated with the colleges). There are a couple of services which are very expensive to access from Japan (one I use in the United States costs about $50/hour). The problem with these systems is not everyone can get access to them or can afford to.

However, there is already a relatively cheap system already available throughout Japan that allows English access: *NiftyServe. NiftyServe* has electronic mail capability, and also a number of forums (the bulletin boards I mentioned earlier) which those with almost any brand of computer and some additional hardware can access. *Nifty* also has a number of local phone numbers across Japan (the manual lists 37 major cities, and new phone numbers are still being added) which means that users can usually dial a local phone number to call the system. I live just outside Nagoya and so pay N'lT about 20 yen per three minutes of calling time plus 10 yen per minute for access time to *Nifty* itself.

Current *Nifty* is trying to encourage users to subscribe to the English section of the service, and so at the moment signing on is free. The advantage of establishing a place for English teachers to network on NiftyServe is that it is available now and is accessible across Japan. A person in Fukuoka can leave a message at any time for a person in Osaka for the cost of a local telephone call and the charge for the time using the system, which can be very small.

Users of Electronic Forums

We have just established a special section for English teachers on the *EXPAT* Forum on the English side of *NiftyServe* which we've called *ETiC,* short for English Teachers in Conference. Whether *ETiC* continues to grow depends on the number of people who access, and how much they contribute. I envision it as a place where teachers can come and brainstorm ideas if they like, where they can talk about problems they're having either in adapting to Japan or to their schools, or in adapting their materials to Japan. As *NiftyServe* users get more technologically savvy, perhaps sample lesson plans, short essays, or even sample computer programs could be sent to the file section for others to access if they want.

The advantage of using a computer forum is that messages can be seen and commented on by many people at once rather than one at a time as you would have with the electronic or regular mail. Also, messages are posted instantly, much faster than the lag time for a JALT *Language Teacher* or *Journal* article.

There are other forums available: in *EXPAT* there's a section devoted to helping people figure out *NiftyServe.* Once you're on line you're very well supported by the System Operator *(sysop*) and other users, who call in ('log on") using a variety of computers ranging from IBM compatibles and Macintoshes, to Japanese NECs.

One interesting feature of *EXPAT* is the "translators' conference room," where professional translators talk about the trials of working in Japan. Translators use the conference room to get suggestions on how to translate words from or to Japanese. As some teachers

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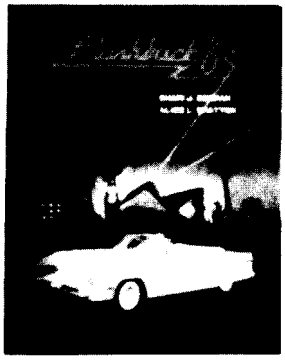

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If you only look at one new text this year, make it Flashback 63

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supplement their income with translating, this could be a very useful resource.

One other conference room in *EXPAT* I'11 mention is the "Living in Japan" section where the ins and outs and ups and downs of living in Japan can be discussed. Sometimes all people can offer is 'Yeah, I've been there too," but it helps! So, the English as a Second Language subsection *(ETiC)* can become a year round mini-JALT conference where ideas can flow at will, and at random.

I've used electronic mail for many purposes while I've been in Japan. When I was first suffering from the shock of teaching in Japan (120 students in a composition class? 40 students in a speaking/listening class?), I was able to keep in contact with my academic advisor back in the United States, who often had good suggestions on how to deal with the situations, or at least offered valuable moral support. Since she's also my thesis advisor, I've been able to continue my progress towards completing my degree, even 6,000 miles away. I send her assignment outlines over e-mail, and we exchange messages back and forth about my thesis and assignments.

Now a perfectly valid question is 'What's thehurry?" No hurry, really, but once you've been spoiled by the immediacy of e-mail, it's very hard to go back to what's affectionately referred to as "snail mail" (regular mail).

Getting On-line

Unfortunately, this may be the stumbling block to getting on-line for those people who feel "computer illiterate" and not up to the task, taking this first step. However, many teachers may already have everything they need to access *NiftyServe,* or may need only one or two additional components to be able to do so.

If you or your school owns a computer, then half the battle is won. You will need a modem, a piece of equipment that converts the signals from your computer to send over the phone line and interprets the signal you receive from the NiftyServe computer. Many newer word processors in Japan have the capability to add a modem, and almost all computers have the capability as well.

You'll need some kind of software to communicate with *Nifty,* such as TELIX or PROCOM 1.1. The most basic kinds of software allow you to send and receive messages, but the more elaborate ones allow you to send and receive longer, more specialized electronic "packets," known as files (which in *ETiC* might be sample lesson plans or even short articles). Many modems come with free communications software that will be sophisticated enough to get started with.

Finally, you'll need a sign-on packet from *NiftyServe* that gives you your ID Code and your password. For a limited time, users can call Chris Williams at 052-805-3034 or me at 05617-3-2774 for free sign-on packets. NiftyServe also has a toll-free number, 0120-220-1200.

Here's your complete shopping list:

1. A computer or a word processor, with a modem.
2. Communications software (which often comes with modems when you buy them).
3. The *NiftyServe* sign-on packet which contains your personal identification number, also serving as your electronic mailing address.

Now what?

Once you're on-line and registered (an automatic process you do the first time you sign on-just answer the questions. The process is also covered quite well in the manual), type "GO EXPAT" to get to the Expat forum. The ESL section, called English Teachers in Conference *(ETiC*) is conference room number 7. Once you're at *EXPAT* just follow the directions and c'mon over to the *ETiC* conference room and say hello! We'll be looking for you there.

(Cont'd from p. 24.)

ated, but everything else is. The software used is WWIV at up to 9600 BNl .

JIX is Osaka's answer to the Tokyo BBS scene. It uses Wildcat at 9600 BNl and is available 24 hours a day at 06-351-6074. It is another great place to exchange ideas and to get into some serious discussions.

Nocturne *BBS* is a very adult (not necessarily mature) oriented board. It is another WWIV board. Find out about the night life of Tokyo. Currently it is not available but it should be up and running by the end of April, with a maximum baud of 2400 BNl. Check the other BBSs around to find out the telephone number.

Gay-Net Japan is a BBS run primarily for and by gays. Although the language is Japanese in most sections, they do have an English section. You do not have to be gay to make use of this BBS, and it can be very educational. The phone number is 03-5377-2721, and the modem runs at 2400 BNl.

This next list consists of the BBSs that are run by schools and students from these schools. If you want to quickly catch up on current English or want to find out what the international youth living in Japan are thinking about, sign on to one or two. The Sysops (systems operators) change about every year as people graduate and families move; so the type of postings change every year and topics get repeated over time.

SMBBS is run by the students at St. Mary's International School. The board is up 24 hours a day, and the modem takes up to 9600 BNl The phone number is 03-3709-3463, with the software being WWIV.

ASIJ is run by students at the American School in Japan. The board is up 24 hours a day, and the modem takes up to 2400 BNl. The phone number is 042233-0381, with the software being WWIV.

French BBS is run by the French school in Tokyo. While English is present, it is a good place to practise your French. It is up 24 hours a day during the months school is in session. The phone number is 03-3261-3549. The baud rate and software used were not listed, so try 1200 BNl the first time and find out.

The Black Dragon BBS is run by a 12 year old student. It is in operation from 5 p.m. to 9 p.m. at 1200 BNl at 03-3499-4356.

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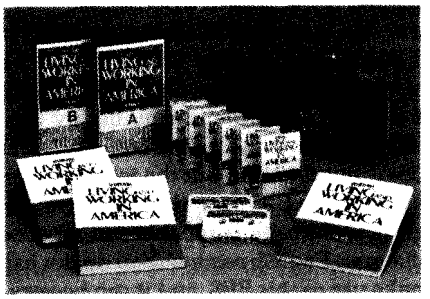

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JALT National Officers Election Report

Here are the official results for the national JALT Election held in November, 1991:

President

Philip Crompton	99 votes
Torkil Christensen	91 votes
Brad Visgatis	29 votes
Write-in Votes	2
Invalidated Ballots	13
Total	234 total votes cast

Treasurer

Aleda Krause	202 votes
Write-in Votes	1
No Vote	22
Total	223

Membership Chairperson

Setsuko Toyama	198 votes
Write-in Votes	3
No Vote	22
Total	223

In this election three individuals ran for the presidency of JALT. According to the by-laws of JALT, a "preferential" ballot must be prepared for voters in elections where there are three or more candidates running for the same office. In a preferential ballot, voters put a "1" by their first choice of candidate, a "2" by their second choice, and a "3" for their third choice for a particular office. (This is done in order to avoid a run-off election. The second preferences of voters cast for lower ranking candidates can be used to determine which of the two highest ranking candidates has over 50% support). In other elections where two people run for the same office, a ballot is to be prepared where voters simply indicate "yes" or "no" next to the names of the candidates. A ballot of the latter type was prepared for the 1991 national JALT elections, and voters simply indicated "yes" or "no" for the three candidates for the presidency.

This oversight was not reported to the Nominations and Elections Committee until shortly after the election. The decision to accept the results of the election or conduct a new election using the preferential ballot was deferred until the first National Executive Committee meeting of the year, January 26, 1992. At this meeting, the then-Nominations and Elections Committee Chair, Dale T. Griffee, moved that the results of the November election be accepted, and that Philip Crompton, with 99 votes, be accepted as the new president. The members of the Executive Committee, comprised of a voting representative from each JALT local chapter plus appointed national officers, approved the motion with 30 votes of "yes," 7 of "no," and 4 abstentions.

Submitted by Dale T. Griffee
Former chairperson
Nominations and Elections Committee

New Deadline for Nominations for JALT National Officers Set

The JALT Election and Nominations procedures were misreported in the April issue of *The Language Teacher* (page 6). In the elections to be held for national officers this November, candidates should be nominated and will be elected for the following offices: Vice President, Recording Secretary, Program Chair, and Public Relations Chair. In the April issue, the office of Public Relations Chair was left out. The deadline for nominations for Public Relations Chair to be received by members of the Nominations and Elections Committee has been pushed back to June 18.

Chair, Denise Vaughn, New Shiba Heights 205, Shibamachi 2-5-5 Saidaiji, Nara-shi, 631 H: 0742-49-2443
Brendon Lyons, 47-13 Shijimizuka, Hamamatsu-shi, 432 H: 0534646376
Russell Clark, Usui Mansion 4F, Uenomachi 30-2, Hachioji-shi, 192 H: 042646-5011, W: 0426-46-5854
Dale Griffee, Korutaju #601, 1452 Oazasuna, Omiya, 330 H: 048-688-2446, W: 048-781-0031

Corrections to Officer Information

publications Relations Chair (1992) (TLT4, p.2)
Masaki Oda
Dept. of Foreign Languages
Tamagawa University
6-1-1 Tamagawa **Gakuen**
Machida, **Tokyo 194**
Tel.: 0427-28-3271 (W)
Fax: 044-988-4996

Tokyo Chapter Officers (p. 19):
Publicity Chair: **Kevin Ryan**
Facility **Chair:** Mitsue **Tamai-Allen**
Member at Large Masaki **Oda**
4441 Miwa-machi #301
Machida, **Tokyo 195**
044-988-4996 (tel./fax)
Membership Co-chair: Yuko Oda's postal code is 195.

JALT-Osaka Chapter Officers

President :
Beniko Mason
l-l-11-419 Takasu-cho
Nishinomiya-shi 663
(0798) 49-4071

Treasurer :
Steven Mason
l-1-11-419 Takasu-cho
Nishinomiya-shi 663
(0798) 494071

Recording Secretary:
Kevin Staff
Kikko Haiku 109
Okayawate 425
Hirakat-shi 573
(0720) 41^1961

Programs:
Yoshiisa Onishi
4-6-39 Tenjinbashi
Kita-ku, Osaka-shi 530
(06) 354-1826

Membership:
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1-2-18 Anryu
Suminoe-ku, Osaka-shi 559
(06) 672-5584

Publicity:
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l-5-1206 Moriyama
Joutou-ku, Osaka-shi
(06) 965-1956

Chapter PR:
Louise Pender
Nakamozu Danchi 12-504
Kanaoka-cho 1445
Sakai-shi
(0722) 583560

Newsletter Liaison:
Greg Kennerly
Matsumoto Mansion 5F 4B
15-8 **Tashiro-cho**
Nishinomiya-shi 662
(0798) 66-5284

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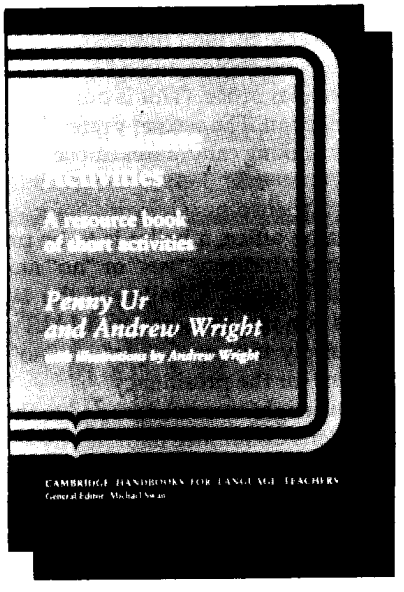

For further information, please contact:
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9 Kanda Surugadai 2-chome, Chiyoda-ku, Tokyo 101
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N-Sigs at JALT 92

JALT now has three official Special Interest Groups and several in the works. Each group plans a number of JALT 92 contributions to share their interests with as many JALT goers as possible. In addition, there are plans to have a SIG hospitality room for several conference activities: short presentations, SIG displays and literature, and membership inquiries. Do try to stop by. Below are just some of the events planned.

The National Global Issues in Language Education SIG is comprised of JALT members interested in promoting global awareness, international understanding, and the study of world problems through language teaching. For JALT 92, it is planning an International Colloquium, a Roundtable on Global Issues Teaching and Research, A Business Meeting, and other activities. (Coordinator: Kip Cates 0857-28-2428, fax 0857-28-6343)

The oldest of the SIGs is the National Video SIG. Again this year it is planning a well rounded program including a colloquium, workshops, and other presentations. This SIG should appeal to anybody who is using video material, either commercial or non-commercial, in their classroom. (Coordinator: David Wood 092-925-3511, fax 092-924-4369)

The other founding SIG of JALT is the National Bilingual SIG. This SIG is designed for those who are involved in bilingual education eitherthrough workor through family life. It will present a varied program of events at JALT 92. This is a topic that appeals to the many JALT people who are involved in an international life in Japan. (Coordinator: Steve McCarty 0878-74-7980, fax 0877-49-5252)

The National Japanese a a Second Language SIG is quickly moving from the formation stage to recognition as an offical SIG. It is designed for those involved and/or interested in Japanese as a Second Language. It is planning to have several presentations at the upcoming conference. (Coordinator: Izumi Saita 022-222-1800 ext. 2679, fax 022-221-5207)

The National Team Teaching SIG is still forming but has already planned out a rich program of activities. At JALT 92 they will hold a Team Teaching Colloquium as well as a Business Meeting. In addition, they are producing a special issue of *The Language Teacher* on the JET Program in October. (Coordinator: Antony Cominos, 078-914-0052)

The National CAI/CALL SIG is another that is in formation. It is planning a Colloquium at the conference along with workshops and a Business Meeting. This SIG is designed for all who are interested in using computers to promotelanguageeducation. (Coordinator: Kazunori Nozawa 0532-47-0111 ext. 414, fax 0532-48-8565

Note: When faxing, please include recipient's full name.

JALTの発展と多様性を反映するSIG

JALTでは現在3つの全国規模の分野別研究グループ（National Special Interest Groups 通称 N-SIG）が組織されています。さらに、いくつかの研究グループがN-SIG設立の方向に向っています。それぞれの各グループは92年度JALT国際大会にて、参加者の皆さんと出来るだけ多くの意見交換が出来るよう、様々な企画をしています。また大会ではN-SIG用のホスピタリティールームが準備され、簡単な研究発表、資料等の展示や、入会の申し込みの問い合わせを行ないます。どうぞお立ち寄りください。それぞれのSIGは以下のような企画をしています。

グローバリズム N-SIG は語学教育を通じ広い視野を養い、国際理解を深め、世界で起きている問題に取り組んで行こうとするJALT会員の研究グループです。今大会で、地球的問題に関する語学教育、及び研究についてのコロキア、ラウンドテーブル、N-SIG総会等を予定しています。（コーディネーター:KipCates 0857-28-2428、Fax 0857 28 6343）

ビデオ N-SIG は、N-SIGの中で最初に設立されたものです。今年度の大会でも内容の濃いコロキア、ワークショップ、そして研究発表を準備しています。ビデオ N SIGは市販のビデオ、またはそれ以外のビデオを教材として授業で使っている方々を対象としています。（コーディネーター：DavidWood 092-925-3511、Fax 092 924-4369）

JALT公認のもう一つは**バイリンガリズム N-SIG**です。このSIGは二ヶ国語教育に、研究や、家庭生活を通じ関わっているJALT会員を対象としています。バイリンガリズム、N-SIGは今大会でバランスのとれた企画を用意しています。（コーディネーター：Steve McCarty 0878 74 7980、Fax 0877 49 5252）

日本語教育 SIG は、現在JALTからの公認に向けて進んでいます。このSIGは日本語を母国語としない人々への日本語教育に関心のあるJALT会員を対象としています。今大会においてはSIGとしての研究発表が計画されています。（コーディネーター：才田 いずみ 022 222 1800、内線2679、Fax 022 221-5207）

ティームティーチングSIGもJALTの公認を待っているところですが、すでに十分活動の行える豊富な内容をそろえています。今大会ではコロキア、及びSIG総会が予定されています。また *The Language Teacher* 10月号にJETプログラムについての特集を準備しています。（コーディネーター：Anthony Cominos 078 914 0052）

CAI/CALL SIG も公認待ちのSIGの一つです。このSIGはコンピューターを用いての語学教育に関心のあるJALT会員が対象です。今大会ではコロキア、ワークショップ、SIG総会を予定しています。（コーディネーター：野澤和典 0532-47-0111内線414、Fax 0532-48-8565）

各SIGにFaxを送る時は、必ずコーディネータ名を明記して下さい。

CLT in the '90s: Method or Dogma?

by William McOmie
Nagasaki University

At the JALT conference in Kobe last November Christopher Brumfit devoted his plenary lecture to the future of communicative language teaching (CLT). In it he argued that its basic assumption that language = *communication* was too simplistic, and too limited a metaphor to be adequate for the coming decade. Thus, the related idea that merely practising communication would lead to mastery of language was also unjustifiable. In this essay, 1 wish to once again call attention to these ideas.

How is it that the assumptions of CLT have become so powerful and influential? The idea that language = communication probably derives in part from the cultural values of countries like the United States, where verbal, interpersonal communication is held in such high esteem. And the notion that practising communication alone leads to mastery of language is well suited to the humanistic, non-interventionist school of educational philosophy that is popular in the U.S. and other countries today. It also makes teaching so much easier, almost effortless. Just sit back, relax and let 'em talk! I suspect as well that it more language teachers had more experience as language students, where they actually succeeded in mastering a foreign language themselves (or failed to), they would know that there's more to it than merely practising communication (and also more to it than merely studying grammar and translating).

To return to the equations wherein language = communication, and therefore, *practising communication = mastery of language* , I would like to attempt another, more comprehensive equation: Language = *a symbolic system for creating and relating meaning, whereby we create our self, identify with it, talk with it, and attempt to discover it, express it, and share it with others* , Or, as a formula: L = Sys (Mcr + Scr + Sid + Sdis + Sex + Cs + Co).

As teachers of language, it is imperative that we have in our minds the clearest and most comprehensive definition of language that we can conceive of. For me, language is first of all a system for the creation and regulation of meaning and secondly for the communication of that meaning. First, comes self-expression, or communication with oneself, or more accurately, with one's idea of oneself, and then, if we are fortunate, communication with another. In this case, self includes all our thoughts and feelings. At the deepest level, we are all isolated and separated by our own unique personalities, histories, experiences, thoughts, and feelings. And we can never communicate all of it to others, much as we may try to. For it is what makes us unique, and we do not even know all of it ourselves. Another way to look at communication with others is as a bonus, an extra reward and a temporary relief from our normal state of isolation. Fortunate are they who can communicate with others; blessed are they who can communicate with themselves.

Of course, communication on a simple, everyday level is not so challenging. I am talking about the deeper levels and layers of the self, and its perceptions and experiences. Then, when others can understand what we mean, it is immensely gratifying. However, when they do not or cannot understand, as often happens, it only underlines the fact that the primary process of communication is internal, wherein we struggle to understand ourselves and the world and thereby give meaning to both.

Wanting to communicate with another should imply that there is something we want to say, not just that the teacher expects it of us. We often focus too much on the mere practice of communication with others and not enough on what is being said, and how meaningful it is to those saying it. We do not need more mindless, superficial, trivial communication for communication's sake. What we need from now on is a deeper, more serious and meaningful, more personal and powerful communication with ourselves and others. As Brumfit argued in his lecture, language is not just a commodity, a kind of money. It is not just verbal goods to be exchanged across information gaps. It is our self-identity, our self-definition and our vehicle for self-expression (although not the only one). Therefore, it should be treated and taught accordingly. If we do not, our students may think that English is primarily a language for the mechanical exchange of personal information, small talk, chit-chat, informal socializing with strangers, and other superficial kinds of exchange. The need is not for mere quantity, but quality, depth of meaning and personal engagement. Otherwise, the more we communicate, the less we understand, and the less it *means*. The point it not communication, but meaning.

As for practice, we find that if students are not actively, mentally involved in it, they do not learn, much less become "perfect." In other words, there must be more to language learning than mere practice. What that *more* is, cannot be determined exactly, except to say that it is a kind of internal mental processing (IMP). It is the nature of this IMP that always accompanies the externally visible practice that determines to a great extent what and how much and how well something is learned. We cannot see it directly, but there are many external clues, if we are attentive to them. What kind of IMP(s) do our students have in them and what influence can we have on them? That is the question that is most crucial to our students' learning.

Most foreign language students never achieve real fluency-because it remains just that: something foreign to themselves. When they can use it to understand or to express something meaningful and important, then they may become motivated to pursue a greater ability in the language. Perhaps that will be the ability to communicate fluently with others, but perhaps it will be a poem, a story, a proverb, an article or essay, a bit of the culture that is personally meaningful and valuable to them, and which expands their own self

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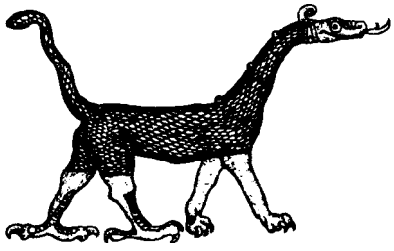
and gives them an invaluable perspective on themselves and their own culture.

CLT has become the prevailing paradigm in language teaching. But if it is based on misleading assumptions about the nature of language and language learning it should not be allowed to become a dogma that says we must communicate with others in order to learn a language, a practice that may overrule our own instincts and invalidate our own experience. CLT must not become a kind of Communicationism, which dictates that language should be taught for communication above all, and by communicating in the target language in the classroom, and which hinders teachers from teaching as they want to, and learners from learning as they need to.

In fact, we know that no one methodology can accommodate all the different needs and purposes, different styles of learning and teaching which exist. Now is the time to rid ourselves of our ideological baggage, tone down the voices of authority drilled into our heads, and do whatever is necessary to help our students to learn whatever it is they need to learn, and without worrying about whether it's ideologically orthodox, or methodologically correct. Do wereallyneed a Methodology at all?

The world is changing so fast. In this era of global communications, perhaps it would be wise to ask ourselves from time to time the almost sacrilegious questions: Communicate what? And for what? Then we may decide to reject communicative extremism in language teaching and learning. We need a balanced, eclectic, and practical but at the same time a serious, ethical, and responsible approach that helps our students to learn, and prepares them for the role of global citizenship.

Down with Communicationism! Long live communication!



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

— The Editors

Thomas P. Nunnelley, 1946-1992

by Bill Gay

Temple University Japan

The members of JALT lost a colleague and friend when Tom Nunnelley passed away on February 9, 1992 in Birmingham, Alabama. Tom had been active in JALT for many years. He served on regular committees and on conference committees, edited an issue of *The Language Teacher,* and made presentations at several conferences.

Tom was Professor of English and Intercultural Communication at Tokai University and taught part time at Waseda University. He served in the U.S. Peace Corps in Korea before coming to Japan, and this was the beginning of many years as an EFL teacher. He loved Kabuki; it was always great to hear his voice on the English language tape at Kabuki-za. He learned classical Japanese dance and took part in recitals sponsored by his dance master. It was fascinating and heartwarming to watch this big gaijin dancing. He taught a seminar in Intercultural Communication at Tokai and often made presentations at conferences about teaching Intercultural Communication. He lived what he taught, a truly intercultural person.

He had finished course work at Temple University Japan for the Ed.D. degree in applied linguistics and had already planned his dissertation topic when he became ill and had to return to the U.S. His professors and fellow students at Temple were among those most saddened by his death.

Approximately150 friends, colleagues, and students attended a memorial service at International House on February 16. It was standing room only, a tribute anyone would expect for such a person as Tom Nunnelley. Sayonara, dear friend. Your friends and colleagues in JALT will not forget your indefatigable sense of humor, your warmth, your good sense, and your wonderful friendship.

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How is at least as important as What

by Brian Bresnihan

What the students are doing

In an information gap activity each student has some information that another student needs to find to complete the task at hand. This information could be, for example, personal information, something on a handout the student has just received, or knowledge the student has gained from doing a homework assignment. The activity requires the students to share and to collect and understand the information by speaking and listening to English.

Most discussion of this type of activity by teachers concerns the purpose, structure, or content of the information or questions being worked with. There are also a number of textbooks on the market based entirely or to a great extent on this idea, such as *English Face* to Face, David Peaty, Cassell, 1986; Great Ideas, Leo Jones and Victoria Kimbrough, Cambridge University Press, 1987; *PAIRallels,* Michael Rost and John Lance, Longman, 1984; and *Storylines,* Priscilla Karant, Newbury House, 1988.

How the students are doing it

I have not heard much talk, however, about how students actually go about sharing and collecting (and often writing down) the information. Here is one way that students in any class can do and enjoy this type of activity and probably benefit from it. A number of colleagues, to whom I have described this procedure, have told me they find it useful. One, Greta Gorsuch, videotaped one of my classes doing it and later named it "Talking Zone" in an article (Working Around Students' Cultural Traits, *The Daily Yomiuri,* January 31, 1991).

1. Draw a sketch on the board of how you want the classroom arranged and tell your students to move the tables, desks, and chairs into that formation. Some examples are below. (If your classroom has furniture that cannot be moved, draw one of the last two arrangements and continue with step 2.)
(Note that the talking zone has no chairs in it; i.e., your students will be standing, not sitting, while they talk.)

2. Tell your students to sit (or stand if there are not enough chairs left after forming the talking zone) at the tables or desks which are labeled T' around the outside of the room, and to take out a pencil.

3. Pass out to your students the chart/questions they will be working with. (If you decide to make this a dictation, you can save the photocopying time and fee.)

Figure 1

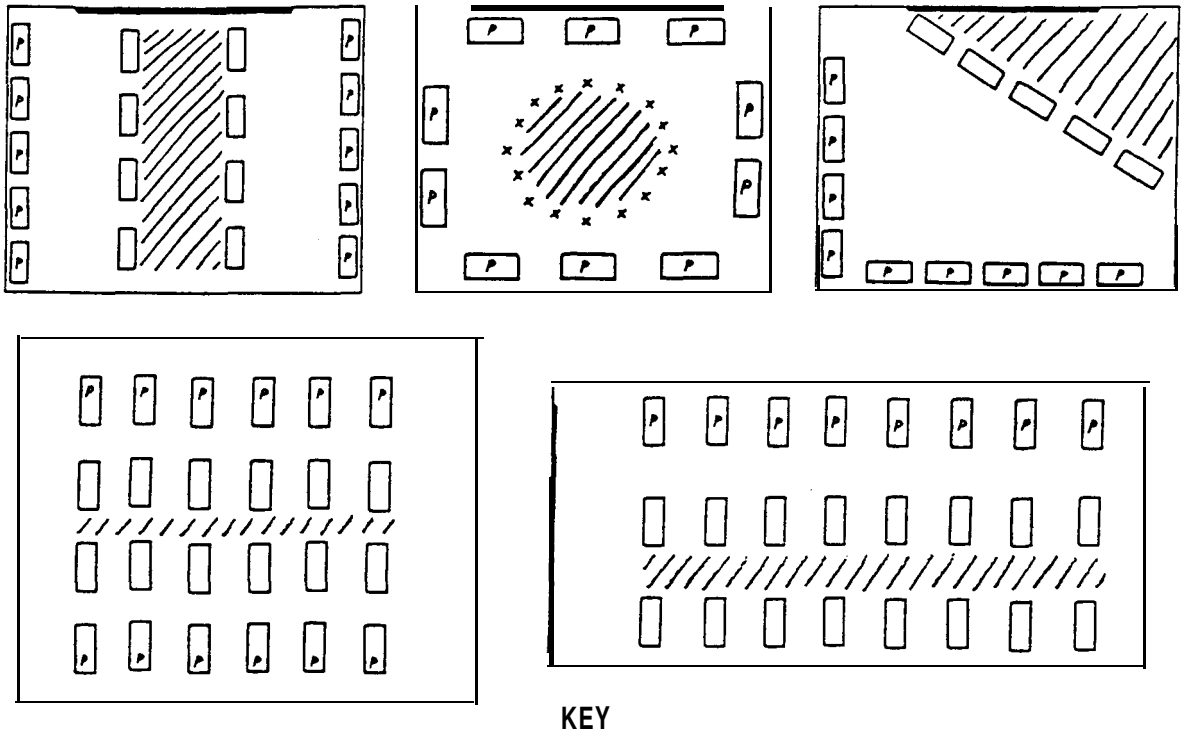

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Figure 2

Question	Your Answer	2 people who answered differently than you	If different, what are their answers	2 people who answered the same as you
Which is your favorite season?		1. 2.	1. 2.	1. 2.
What will you do next weekend?	one thing	1 2.	1. 2	1. 2.
Which do you like to take a vacation at best: the beach, the river or the mountains?		1. 2.	1. 2.	1. 2.
What did you do during summer vacation?	one thing	1. 2.	1. 2.	1. 2.
Where would you like to be livmg when you are 30: in a big city, on a farm, or in a small town?		1. 2.	1. 2.	1. 2.

If you are using a chart, draw a blank chart on the board first and tell them not to talk and to fill in the column labeled "Your Answer" on their charts. (Having a place for each student to respond to each question before the talking begins almost insures that everybne has read and understood something from every question.)

4. Tell your students to stand up when they are done and to leave their papers and pencils on the desks.

5. When all of your students are standing, tell them that what they need to do next is to fill in the rest of the chart. They need to question their classmates and answer their classmates' questions and write down those names and answers that fit in the chart. However, they must leave their papersand pencilson the desksaround the outside of the room. Also, they can only speak (in English) inside of the talking zone. They cannot talk outside of the talking zone, for example at their desks, and they cannot bring their papers or pencils inside the talking zone. They should not read their classmates' papers. In addition, as they can leave and enter the talking zone as many times as they like, they need to find only one answer at a time.

6. Ask your students if they have any questions and answer those that are asked.

7. Tell your students to move into the talkingzone, to find one classmate to talk to, and to begin. (You may need to hustle them into the talking zone the first few times you try this. For those students who immediately claim not to remember the questions, say the first one aloud a few times and tell them to get started. You may also need to run around a bit, especially at the beginning, to enforce the rules - to talk only in the talking zone, to talk in English, to talk with only one person at a time, not to read others' papers, to leave their papers on their desks. If they forget something a classmate tells them, theyhavetogobackintothetalkingzoneandask again.)

8. The activity is finished whenever you want it to be. This can take a long time if you let it go. A time limit or competition can easily be added to the above.

Variations

The procedure above assumes the students are using a chart something like the one included below. The collected answers need to be characterized (Fanselow, "Beyond Rashomon," ***TESOL Quarterly, 11(l), 1977***; ***Breaking Rules,*** Longman, 1987) into two groups, some of which then require further information to be collected. If you use non-linguistic materials, such as photos or maps, or a different format for the questions, for example not requiring the students to write anything before speaking, or more than one chart at the same time requiring different information to be collected, some changes may need to be made in the procedure.

If you feel your classroom would be too crowded or would become uncontrollable with all of your students walking around and talking in it at the same time, tell your students to get into pairs after completing number

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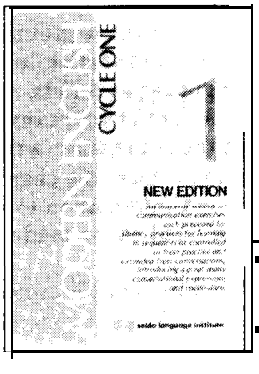

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4 above. Then tell one student in each pair to sit down around the outside of the room with the papers. These students are to fill in both charts with the answers told them by their partners, who obtain the information inside the talking zone (as per number 5 above) and then walk back to tell it to them (the only change in number 5 above). Tell your students to switch roles with their partners halfway through the activity after number 7 above and before number 8.

Why I like this activity

By separating the speaking area from the recording area, students must remember their questions, even if only for a few seconds while they find someone to talk to, and then replay them in their minds in order to ask them. They also may create new questions to obtain the same information as the original questions (instead of "Which is your favorite season?" you may hear "Do you like summer?" or "Do you know someone who likes winter?"), and they may say other things not included on their charts (such as "I'm next," "I'm sorry, what's your name again?" "Hurry up," "Just a moment, " "Really?" "Me, too"). In other words, the activity may become something like a real conversation. On the other hand, they must make decisions about and remember (until they find their papers) what they are told, and replay the useful information in their minds in order to fill in their charts. There is no word-by-word reading aloud or dictation, which is what might easily happen if students were allowed to speak from and record on the charts in the same area.

Other benefits are that, although you have structured the activity, the students are in control of what they are doing and must take the initiative to complete the tasks you have set for them. They are walking (sometimes running) around in the classroom rather than sitting as they usually do. Everyone gets involved and participates once things get going. No one sleeps. More importantly, the students are working at their own pace and at their own level of ability. They can take time to relax, rest, rehearse privately, think about what they are doing, and decide what to do next whenever they feel the need, by remaining at their papers outside of the talking zone. Also, students can speak to whomever they wish whenever they wish and to students whom they may not often get a chance to speak to. In addition, a lot of the pressure which comes from speaking a foreign language, interacting with new people, and being in a classroom disappears about a minute after the first conversation begins. All of this will benefit your students and future classes you hold with them because they will get to know each other better, feel more comfortable with each other, and build a more cohesive and active group.

Corrections to JALT News, April 1992 Issue of *The Language Teacher*

The Constitution of The Japan Association of Language Teachers was misreported in the April issue of The Language Teacher (page seven, item III--"'Membership'"). The clause should read "Voting membership shall be open to those interested in language teaching and learning. Non-voting membership shall be open to institutions and commercial organizations." The final sentence appearing in the Constitution last year, "The membership year shall be from January 1 through December 31." was stricken during the National Conference Business Meeting held last November, 1991.

The telephone number of the Resident of the Yokohama chapter of JALT, Mr. Yoshio Mochimaru, should read: 045-844-5660 (April issue, page 20). The work telephone number of the National Program Chair, Carl Adams, should read: 0492-32-3111, Ext. 336 (April issue, page 2). The address of Heinemann International, an Associate Member was misreported, and should read Shin Nichibo Building, 1-2-1 Sarugaku-cho, Chiyoda-ku, Tokyo, 101 (April issue, page 12). The address of Macmillan Language House, an Associate Member, is 5-14-7 Hakusan, Bunkyo-ku, Tokyo 112, 03-3943-6857, fax: 03-3943-686; the contact person is Ms. Naomi Yasaka. We regret any inconvenience these earlier misprints may have caused.

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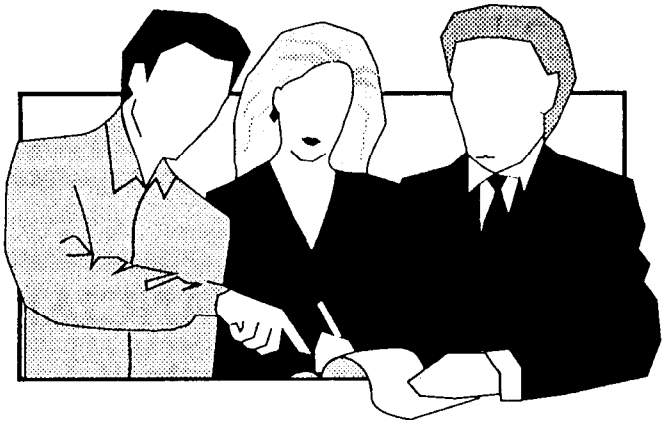

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A Reply to Mr. Sheen

by Lawrence Cisar

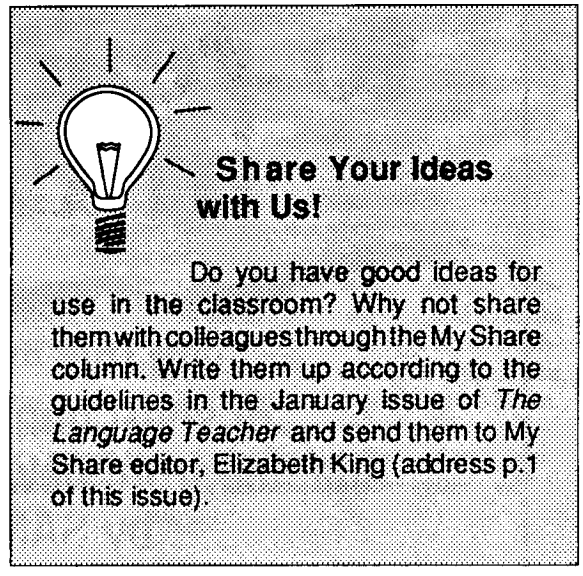
JALT 92 Conference Editor

I have gone over Ronald Sheen's article in the March issue of The Language Teacher (TLT) with great care and find it necessary to respond to him. He centers most of his article around the Conference Issue of the ***TLT.*** I am sorry to say that there are many things that I have to disagree with him on.

First, Sheen wants the interviewers to "pursue a position taken by an interviewee with the searching questions many ***TLT*** readers would.. . like to ask." That is not the function of the Conference Issue. The Conference Issue is designed to whet the appetites of the Conference goers so that they can pursue these areas with the interviewees at the Conference. While the various points Sheen brings forward should be answered at some point, the interview is not the place to do it; the Conference is.

Second, Sheen seems to want the ***TLT*** to approach issues with the depth that is usually reserved for journals. The ***TLT,*** as I see it, is not a journal; it is a newsletter. Its language, its depth, its orientation must [illegible] introduced some good points that need to be pursued; however, I think they are more appropriate for ***JALT Journal.***

I hope that this helps people to better understand what the Conference Issue is about. I hope all will read the Conference Issue, develop ideas and questions about the matters presented, and search for the answers and the exchange of ideas at the Conference.



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Training Foreign Language Teachers: A Reflective Approach. Michael J. Wallace. Cambridge: Cambridge University Press, 1991. Pp. 180. HB \8,460, PB \3,220.

This book is another in the slowly unfolding Cambridge Teacher Training And Development series. The subtitle, "A Reflective Approach," gives an indication of its subject matter: a reflection on the various approaches underlying teacher-development programmes, with stress on the need for the trainer to be self-questioning at all times. This means that there are no suggestions for practical teacher-training techniques-they would be developed by the trainer after the reflection-nd people looking for them could perhaps look at other books in the series.

As Wallace puts it, this reflective approach arises out of the need for a rationale for foreign language teacher education, and has the aims of empowering teachers to manager their own professional development and of enabling them to be effective partners in innovation. Without a rationale, teacher-training courses can become merely an ad hoc grouping of inputs without coherence; and teacher development and innovation are impossible without a motivated, receptive teaching force. This book explores ways to approach teacher education on this basis.

The book is divided into nine chapters, dealing with models of teacher education, the learner, modes of teaching and learning, relating theory and practice, classroom observation, microteaching, supervision, assessment and course design. In each one there is a fairly brief, but mostly very clear exposition of the various approaches previously taken, followed by a statement of the reflective point of view. For example, in Chapter 1, we read about the craft and applied science models of teaching. In the craft model, experienced teachers know how to teach and the trainee will learn by imitation, while in the applied science model, empirical research tells us what good teaching is and trainees need to learn from this research and put it into practice. Wallace suggests that both models are inadequate: the first because it presupposes an unchanging education system and the second because teachers have little respect for researchers, accusing them of being "refugees from the classroom," and because teaching is not an exact science.

At the same time, he suggests that both models have considerable merit. The craft model shows respect for experience, or "experiential knowledge," while the applied science one shows respect for scientific discovery, "received knowledge." So he produces his compromisebetween the two, whichisthereflectivemodel, combining the best elements of the other two models in a conscious, questioning way.

The book continues in this manner, with opposing views expounded, examined and synthesized. (The author is very fond of this thesis, antithesis, synthesis approach). How do we organise the class, for example, a topic discussed in Chapter 3 (Modes of Teaching and Learning in Teacher Education Courses). Wallace clearly sees many advantages in group work, for its encouragement of learnerautonomyand reflection, but he also sees the possible disadvantages, such as the risk that the group will merely pool its ignorance, as well as the usefulness of lectures for getting a lot of information across to a large number of people cheaply. To take another example, how should the supervision of teaching practice be organised, a topic discussed in Chapter 7 (Supervision and Practical Experience). Wallace's sympathy lies with the collaborative, supportive approach, where the trainee is encouraged to speak freely and the trainer is more of a colleague, but he does not overlook the security the more traditional, prescriptive approach can bring, where trainees know what is expected of them.

The point being made is that it is not what we do that is the key, for almost anything can be justified under certain circumstances, except a refusal to think, but why we do it. Wallace's purpose is to raise the trainer's consciousness and so he is always asking questions and refusing to give answers. To this end, the book contains many "Personal Review" boxes, which contain further material for private thought or, preferably, group discussion. These sometimescontain large amountsof interesting data, such as a partial transcript of a lesson, an examiner's assessment sheet for an observed lesson, or a declaration of the aims of a particular teacher-training course. The reader can, of course, skip these sections.

This is a valuable, thoughtful and very readable book, with clear explanations, such as the glossary of teaching modes, pp. 44-47, and an unusual and interesting further reading list. One might question the devotion of a whole chapter to micro-teaching (the bibliography suggests this is an enthusiasm of Wallace's), and the treatment of learning strategies and of ethnographic research is vestigial, which rather unbalances those sections, but these are minor quibbles.

The blurb claims that the book will be of interest to anyone "involved in thinking about the processes by which professional competence is developed and improved." This attempt to persuade all conscientious teachers to part with their money can safely be resisted. This is actually a book for all teachereducators, though parts of it would interest any teacher. It would seem particularly valuable for its gentle suggestion that the rush to innovate can lead merely to a new complacency.

Reviewed by Simon Rosati
Ryukoku University, Kyoto

Vocabulary. Michael McCarthy. Oxford: Oxford University Press, 1990. Pp. 173.

No matter what a language teacher teaches-reading, writing speaking, listening, poetry, pronunciation, English for science or business-vocabulary is apart of it. Often my students have said, "I'd be better at (choose any of the areas above) if I knew more vocabulary." This concern for my students is why I volunteered to

review *Vocabulary*. I realized that although vocabulary was part of the Speaking/Listening and Reading/Writing classes I taught, I really didn't have a systematic approach to what was taught or how it was taught. Thinking back, my approach was a waribashi or disposable chopstick approach. I introduced new vocabulary so that the students could understand the text they were going to listen to or read, or I presented words that they needed to produce English in their speaking and writing. These words were used, but not necessarily reused. Of course, I also tried to teach learner strategies, such as guessing words from context and keeping a vocabulary notebook, as well as expand the vocabulary of my students by introducing or eliciting words in the same "family" and teaching them how words are formed. Despite this, I didn't feel I was doing all I could to help my students learn vocabulary. I wanted to find better methods of teaching vocabulary and thought that *Vocabulary* would suit my purpose.

However, this book was not the "quick fix" ! expected. Its purpose is not to tell one what to do, but rather, as stated by the author in the introduction, "to look at what we do know about the vocabulary of a language like English and to reflect how this has been applied in language teaching." *Vocabulary* is one of a series of books from Oxford University Press, edited by Christopher Candlin and Henry Widdowson. The purpose of the twelve books in this series is "not to provide a set of directives but to guide teachers in the process of critical inquiry and informed practice" (book jacket). The books in this series are grouped into three categories: "Language knowledge," "Modes of behavior" and 'Modes of action." Vocabulary is part of the first group and, similar to the other books in this series, has three sections, each with an explicit purpose.

The first section gives theoretical background. In *Vocabulary*, the author begins with several questions to make the study more manageable. The questions and chapters which follow deal with the composition of vocabulary; relationships between words; and, acquisition, storage and retrieval of words. The last two chapters in the first section examine 'Vocabulary in use" and "Vocabulary as data for learning." In the former, the idea of "core vocabulary," some words more central to the language than others, and "procedural vocabulary," words that are used to talk about other words, are presented, as well as a part on "how vocabulary helps to structure longer stretches of language as coherent discourse" (p. 49). In the chapter, "Vocabulary as data for learning," studies involving large corpuses of words are looked at, and it is explained how questions of frequency, range and lexical density areapplied tothisdata.Questionssuchasthose asked in this chapter need to be taken into consideration when examining word lists for inclusion in a syllabus or planning vocabulary materials.

A feature of the book, and of this series, that, while sometimes frustrating, is generally helpful is the sequence of tasks. Each chapter not only contains sufficient explanations of concepts, but also a series of tasks which allowsreaderstobetterunderstandtheconceptsandtest them against their own knowledge, experience and classroom practice. The frustrating part is that many of the tasks assume that the reader has someone to compare results with. This needn't be an insurmountable obstacle. If the book isn't being used in a class or study group, the tasks are interesting enough that enlisting a colleague's help shouldn't be impossible.

The second section of books in this series connects theory to practice. Chapters 6-10 of *Vocabulary* show how theory has been applied in the development of vocabulary teaching materials and lexical reference works such as dictionaries and thesauruses. The chapters are as follows: "Selecting what to teach," "Organizing vocabulary," Presenting vocabulary in the classroom," 'Teacher and learners" and "Lexical references." Some of these chapter titles seem closer to my original desire for a book telling me what to do. However, these chapters instead help readers understand the criteria and choices involved in vocabulary selection and presentation through explanation and the sequence of tasks mentioned above. The tasks in this section often use extracts from textbooks. Presented in this way, the readers develop the ability to evaluate their own situations with regard to vocabulary syllabuses, course books, and methods.

The last section of *Vocabulary*, like the other books in this series, suggests areas of further exploration. It's the shortest section of the book, but probably the one that involves the most time. There are fifteen tasks in this chapter. They are mini-research projects with one of three main goals: 1) to gather data for vocabulary learning. 2) to observe the behavior of teachers and students related to vocabulary learning and 3) to look at how certain vocabulary materials work in the classroom. Although I did not have time to try many of these, they all seem quite worthwhile and easy to udertake, besides being a good way to get both teachers and students to reflect on vocabulary learning and classroom practices. To give an example, one I'm planning to try has as its aim "to explore individualized vocabulary learning" (p. 156). The only materials needed are one index card per student. The teacher, having passed these out, sets the students the task of recording one new English word per day for ten days. The criteria for selection is that the words 'be personally engaging for them" (p. 156). At the end of the ten-day period, the teacher collects the index cards to see if there are any patterns. Three questions are given to help evaluate the data.

In conclusion, while Michael McCarthy's book *Vocabulary* will not improve your teaching in ten easy lessons, it is thorough in its presentation of the theories about vocabulary and how they have been used in practice. Further, it will give teachers the knowledge and confidence to look critically at syllabuses and materials for vocabulary teaching, as well as inspire them to explore their own classroom practices.

Reviewed by Mary Grove
Temple University, Japan

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Lexis: Academic Vocabulary Study. A. Burgmeier, G. Eldred, and C.B. Zimmerman, Prentice-Hall, 1991. Pp. 199.

The term "academic" may connote to many a serious, product orientation. By contrast, the development of "communicative competence" is largely viewed as a process of ongoing negotiation of .meaning. The authors of this text have attempted to marry the two perspectives for the purpose of vocabulary study, with mixed results.

The authors of this upper-level text have selected approximately 250 words common to a variety of academic fields (e.g., business, psychology, biology) for study through eight thematic chapters. Each chapter begins with a 1500-1800 word reading passage which introduces the words in context. Vocabulary exercises follow which focus on decoding and encoding. Exercises include traditionalactivities such as working with synonyms and blank-filling, as well as less conventional lexical work (for example, analogy, graphic material, and semantic features). Ten words per chapter are examined in more detail through exercises which show the words and their derivations within sentence-level contexts. It is claimed both passive and active vocabulary development activities are introduced, though production appears to be limited. The composition of individual sentences using a particular word is typical of "production"; in addition, there is the occasional embedding of the sentence work in imaginary situations. For instance, one activity asks the students to imagine they are the chairman of a computer company and to compose questions using the term "market" in a variety of its derivations.

The final section of each chapter is 'Using Words in Context," which implies it is expressly intended for productive use of the target lexis. It seems a bit ironic, therefore, that dictation and summary exercises are regular features of this section. The oral activities, which ought to provide the most freely-structured work using the vocabulary, areunfortunately restricted to pair or group discussion questions and writing assignments, ratherthan task or information-gap work.

In my experience, Japanese students find questions which begin "discuss," "compare," or "describe" extremely intimidating. By simple redesign of the format-into the completion of charts and tables, for example-the text would be vastly more accessible. Furthermore, the information density and complexity of the directions to the students for exercise work makes the understanding of many tasks problematic. The provision of a glossary of grammatical and linguistic terms, nevertheless, somewhat alleviates this problem.

Lexis: Academic Vocabulary Study is well-organized and encourages the study of vocabulary in all four skill areas, although predominantly reading and writing. Furthermore, it emphasizes cognitive processing of vocabulary. The themes of each chapter are generally of interest and of practical use to most students, and the authors are to be commended for the application of current theories of acquisition to lexis. The quantity and variety of exercises are sufficient for using this as a core one-year text. Though the activities are usually flexible, no answer key is provided in the student's book, making it impractical for self-study.

Overall, this is a well-grounded text, consistent but not entirely creative in design. Classroom use of this text should lead to a solid understanding of the core lexis. It seems a shame that so many "academic" vocabulary texts lack the inventive playfulness of roleplay, games, or task-based activities which students find really enjoyable.

Reviewed by Nicholas Lambert
Toyo University

Early Bird Activity Based English for Children, Book 1 and 2. David Vale. Cambridge: Cambridge University Press, 1990. Book 1 pp. 47, book 2 pp. 55. Teacher's books pp. 120, 136. Y2,64O. Class cassettes (2), Y3,440 each. Home cassettes (2), Y2660 each.

The *Early Bird* series looks very attractive. The books are glossy, with good illustrations and plenty of color. The series is intended for children from the age of six upwards who are learning English. I looked at the first two levels of the five in this activity based language course. The course takes cross-curricular topics, such as "Ourselves" and "Shape," that are taught in primary schools, and using them teaches English through English. Each level consists of a teacher's book, student's book, class cassette and a home cassette.

The teacher's book is indispensable. Firstly it gives a good theoretical introduction to primary education. Then each unit and its three component lessons are outlined in detail, including transcripts of the class cassette. A student's book is necessary for each student and is useless without the teacher's book as most of the activities are not self-explanatory. Indeed, some of the activities require children to read and write without the prerequisite skills, such as phonic recognition or letter formation, being taught.

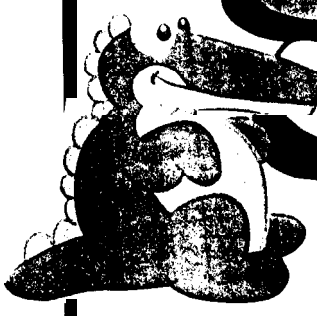
The class cassettes are not essential but I personally enjoyed these. Most of the voices are children's and include both British and American accents. The sound effects and songs are simply great. The home cassettes were almost the same as the class cassettes, and I'm unsure as to their value.

Theoretically I found the course strong and I empathize with its aims. For those with little or no teaching experience, its detailed structure is of great practical merit. I liked the cross-curricular themes and found that children enjoyed many of the activities the course suggests.

However, I found it all a bit overwhelming. It's an all-or-nothing course, which is fine if that's what you want but expensive if it's not. I think the opening units would

Diana Webster and Donna Bailey

SmallWorld



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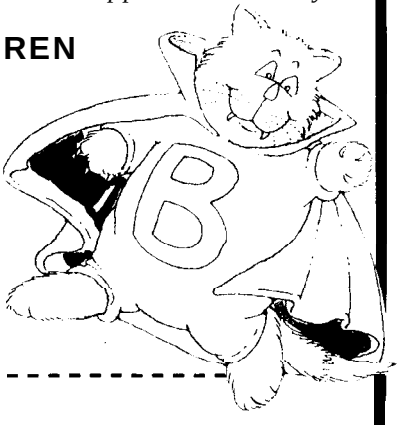

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be impossible for most students to cope with if they had no previous knowledge of English, both in terms of the volume of language used and the pace at which it is introduced. I also found thecourse very prescriptive. If the children don't respond as expected, then there are no alternative or supplementary activities suggested. I feel the course fails to address the different personalities and situations in which English is learned.

In conclusion, if I were in the position of a non-experienced teacher facing a class of twelve to twenty primary school children at least once a week, then this would be an excellent investment. In other positions, I feel there are more accessible, flexible materials on the market.

Reviewed by Karen Riordan
Saga-ken AET

Recently Received

The following items are available for review. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after June 31.

For Students

*Collie, J & Slater, S. (1991). *Speaking* (student books 1 & 2; 2 tapes). Cambridge: Cambridge University Press.

*Doff, A. & Becket, C. (1991). *Listening* (student books 1 & 2; 2 tapes). Cambridge: Cambridge University Press.

*Doff, A. &Jones, C. (1991). *Language in Use: A Pre-intermediate course* (Clsrm bk, tchrs bk, wkbk). Cambridge: Cambridge University Press.

*Glendinning. E. & Holmstrom, B. (1992) *Study Rending: A course in reading skills for academic purposes.* Cambridge: Cambridge University Press.

*Greenall, S. & Pye, D. (1991). *Reading* (student books 1 & 2). Cambridge: Cambridge University Press.

*Jones, L. (1992). *Communicative Grammar Practice* (student's book, teacher's book). Cambridge: Cambridge University Press.

*Kleindl, M. & PIckles, D. (1992). *People in Business* (student's book, tape). (pre-int/int level). London: Longman.

*Littlejohn, A. (1991). *Writing* (student books 1 & 2). Cambridge: Cambridge Uiversity Press.

*Lynch, T. & Anderson, K. (1992). *Study speaking: A course in spoken English for academic purposes.* Cambridge: Cambridge University Press.

Andrews, D. & Andrews, W. (1992). *Business Communication: Second edition* (615p. 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* (64p. 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.

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; Country matins 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 Jericho; This rough magic.*

For Teachers

*Aitken, R (1992). Teaching tenses: Ideas for presenting and practicing tenses in English. Walton-on-Thames: Nelson. (resource)

*Ellis, R (1992). Second language acquisition and language pedagogy Clevedon: Multilingual Matters Ltd.

*Malave, L. & Duquette, G. (eds.) (1991). Language, culture and cognition. Clevedon: Multilingual Matters Ltd.

*Ur, P. & Wnght, A. (1992) Five-minute activities: A resource book of short activities. Cambridge: Cambridge University Press.

*White, R.; Martin, M.; Stimson, M. & Hodge, R. (1991). Management in English language teaching. Cambridge: Cambridge University Press. (how to run a lang. school)

Allwright, D. & Bailey, M. (1991). Focus on the language classroom: An introduction to classroom research for language teachers. Cambridge: Cambridge University Press.

McRae, J. (1991). Literature with a small "l". London: Macmillan Publishers Ltd.

New JALT Publications Personnel

The JALT Publications Board Is pleased to announce the appointment of Dale Bay to the newly created position of Publications Board Business Manager. With a Masters in Public Administration (MPA) degree, his business training emphasized the workings of government agencies and non-profit, volunteer organizations like JALT. A dedicated language teaching professional, he has served as Treasurer and Membership-Secretary for the Association of Canadian Teachers in Japan (ACTJ) and Is currently a member of their Board of Directors. We look forward to his help in the increasInglycomplexjob of managing JALT's publications, with the goal of maintalnlng and improving both their quality and their financial viability.

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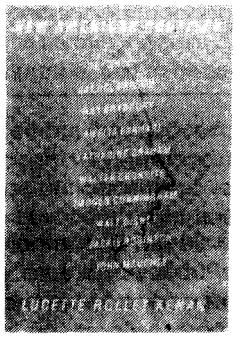

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Chapter Reports

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

HIROSHIMA

Teaching Japanese Children Effectively

by David Paul

At our March meeting, David Paul of David ENGLISH House presented methods for teaching children. His theory is that children learn best when language teaching becomes a part of real life, and therefore he believes game-playing should serve not only for language practice but also for teaching new language concepts.

Examples of games are "races" played with flash cards. Children are in a circle around the table with everyone involved, playing while in fact they are being drilled in the target structure. To introduce a new structure, a teacher might use a tic-tat-toe game in a 4 by 4 grid. Games and songs can also be used to teach reading by phonics. Games should, in other words, in all cases be the teaching instrument.

Reported by Patricia Parker

HOKKAIDO

Developing a TP -based University Text

by Dale Griffee

Dale Griffee gave us some mental exercise focussed on how to develop a TPR - based textbook for use at the university level. One of his goals at this level is to get the students to take over as much of the teaching as possible. Therefore, he recommends assigning one student to be the "reader" in a group of others who will follow his TPR commands.

The following day Griffee demonstrated a model of speaking activities which could be used to create one's own activities or modify textbook exercises. After experiencing several speaking activities designed by Griffee, we broke up into work groups and designed our own speaking activities.

Reported by Bob Gettings

IBARAKI

A Historical Perspective on Language Teaching

by Catherine O'Keefe

Catherine O'Keefe began her presentation by saying that language teachers can't divorce themselves from informal childhood language experiences and the way they were taught. Then small group discussions took place on why modern languages are taught in schools and what was most difficult in learning English as a foreign/second language. As there were participants representing New Zealand, Australia, Finland, Czechoslovakia, the UK, Japan and the USA, the discussions were very interesting. The speaker then discussed different teaching methods and she concluded that the Eclectic Approach is the best.

Reported by Munetsugu Uruno

KOBE

Written Errors: Correction or Collection

by Katie Gray

On March 6th, Katie Gray, Tutor at Oxford University's Kobe Institute, spokeabout how to train students to self edit instead of to rely on teacher correction. She explained that the communicative approach to language learning has had a negative effect on written English and therefore, that the West has now developed some reservations about Krashen. Students know "how," but they do not know "what." They do not know the metalanguage. So, to be 100% anti-monitor is not good.

As a resource, the presenter referred to *Second Language Grammar Learning and Teaching* by William Rutherford (Longman, 1987). Possibly, the language community has emphasized drilling of grammar and not enough thinking about grammar that students have failed to develop control. Students need to learn how to judge, discern and discriminate why a sentence structure or word usage is wrong. They, also, need to learn syntactic consequences, that by choosing one thing, there is a consequence in what second word they choose.

Katie Gray encouraged the participants to try this method which has taught her students *how to* and *to want to* self-correct and, therefore, to write better.

Reported by Jane Hoelker

KYOTO

Teaching Techniques for Large Classes

by Tom Hinton

At the March meeting, Tom Hinton, Director of the Kyoto British Council, presented the concept of the Techniques Syllabus, and related this to some of the difficulties inherent in teaching large classes of very mixed abilities.

One of the reasons an activity may not be successful is because the students are not ready to take on as much responsibility as is required.

Nine dictation techniques were introduced and ranked according to degree of familiarity and comfort for the students. More familiar techniques would be used early in the year, with more difficult techniques being introduced according to each class's level of readiness.

Although teachers often have little or no choice in what, who, when and where we teach, we have much more control over *how* we teach. By using the concept of the Techniques Syllabus and developing a wide repertoire of activities, we can make our classes more interesting for ourselves and our students.

Reported by Alton Cole

NAGASAKI

English Pronunciation Inside Out

by Eamonn O'Dowd

The February meeting featured a presentation by Eamonn O'Dowd on English pronunciation. He began by addressing language as a physical activity and

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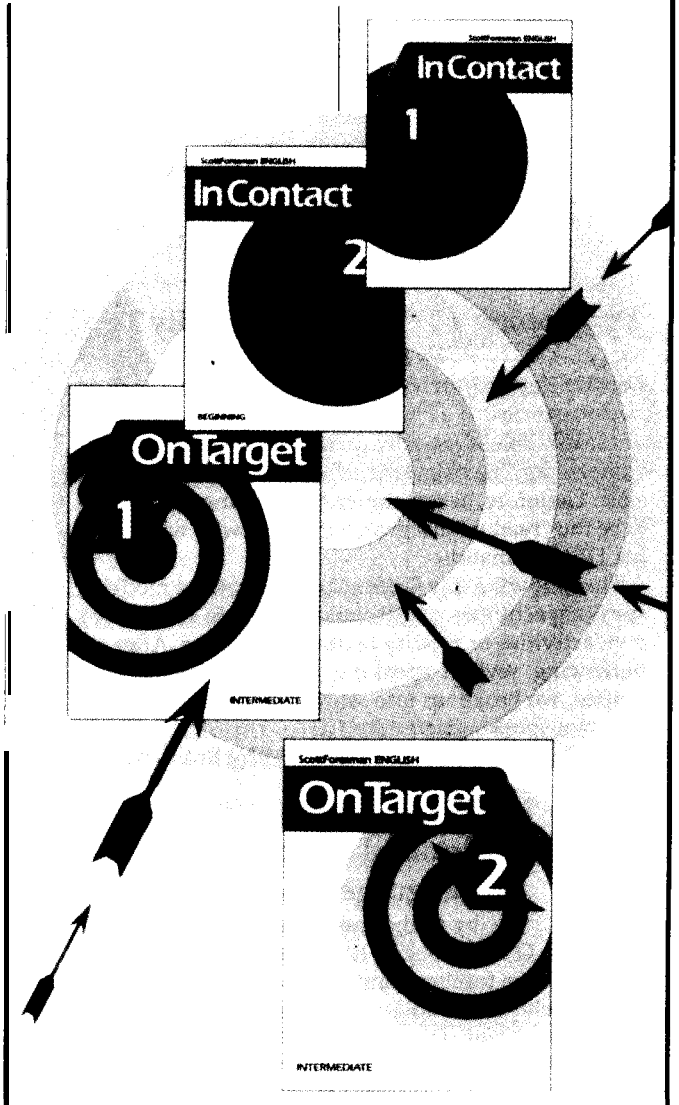

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pronunciation teaching as pronunciation training, wherein the teacher helps students gradually build up their skills through explanation of both the overall and the small points of the language. Good pronunciation is important for oral communication, acceptance by speakers of the target language and self-esteem.

Useful comparisons of vowels and consonants in the Japanese and English language were given, as were all the uses of the English glottal stop. Finally, O'Dowd outlined a 3-stage practice routine for teachers to use in class: 1) teacher imitated speaking practice with explanation and coaching of individual sounds, 2) rehearsed speaking practice (e.g. singing, reading aloud of scripts), and 3) planned and impromptu monologues and discussions.

Reported by Swan Anderson

NAGOYA

EFL/ESL Readers' Theater

by Russell Clark and William Phillips

On March 22nd, Russell Clark and William Phillips introduced readers' theater techniques with a performance from their own adaptation of Dickens' *A* Christmas Carol. These presenters emphasized that they do not use readers' theater as a teaching technique for reading. What they want their performance to aim for is an attempt to develop flexibility in speaking styles and interpretative skills as well as the ability to analyze the literature, discuss meaning, develop roles, and focus on the attitude of communicative intention. It was pointed out that readers' theater provides extensive listening opportunities and is an effective means of teaching culture to upper level students. Furthermore, non-native English teachers, who might otherwise be reluctant to use drama in their classroom, might be attracted to the use of techniques of readers' theater.

Reported by Kelly Ann Rambis

TOKYO

Cooperative Language Learning- Putting the Technique to Task

by Will Flaman, Robert M. Homan, and Christopher J. Poel

For those interested in content based teaching, the presenters at the March meeting presented the benefits and pitfalls of cooperative learning. The presenters explained that cooperative learning may be defined as a content based learning activity in which small groups of students are assigned an instructional task which requires contributions of all group members to complete the assignment.

Will Flaman began by defining and demonstrating some simpler tasks, which are designed to build team unity and train the students in cooperative learning. After Flaman's presentation, Robert Homan and Christopher Poel explained a more complicated technique, called "Cooperative Jigsaw Tasks". Briefly, each class member participates in two small groups, a "home" and "learning" group. The students use the learning group to study information which is unique from the other learning groups. The students then break into the home groups where they present the information which they learned to their partners. After all students have presented their information, there is a follow up activity, such as a quiz or group discussion.

The presenters were careful to note that cooperative learning requires training, patience, and careful planning on the part of the instructors. However, even with the precautions of the presenters, cooperative learning seems to be a useful content based teaching technique.

Reported by Bruce Davidson

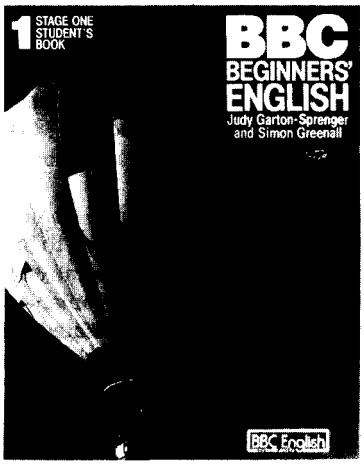
Legal Information for Teachers
Discrimination on the Basis of National Origin

Article 14 of the Japanese Constitution *(Nihon Koku Kemupo* [NKK]; in both English and *Nihongo)* states that "All the people are equal under the law and there shall be no discrimination in political, economic or social status, or family origin." (The prohibitions against peers, peerage and privileges accorded by awards are also contained in this article.) Article 14 (NKK) is expanded upon in article 3 and 4 of the Labor Standards Law under General Provisions *(Rodo Kijunho - Sousoku* [RK-S]). Article 3 (RK-S) prohibits discrimination in wages, hours, and otherworking conditions; "...by reason of the nationality, creed or social status of any worker." Article 4 (RK-S) prohibits discrimination on the basis of gender.

Any questions about the possibility of discriminatory practices should be referred to a Labor Standards Inspection Office *(Rodo Kijun Kantokusho,* under the aegis of the Ministry of Labor *(Rodosho]),* which has the power to enforce labor laws, Labor Centers *(Rodo Senta),* on the other hand, will help arbitrate disputes, but they have no powers of enforcement, Labor centers are local government institutions and will attempt to resolve disputes amicably.

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

CHOOSE THE BEST



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School: _____

Address: _____
(School/Home)

Tel: _____

Bulletin Board

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.

Call for Papers
International University of Japan
Fourth Conference on Second Language Research In Japan
IUJ Tokyo Campus, November 14, 1992

We are soliciting papers on current second language research in Japan. Send by Saturday, August 15 a brief abstract (maximum 300 words in English or 1000 words in Japanese), plus a short biographical statement to Mistuko Nakajima, Language Programs, International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken, Japan, 949-72. Fax: 0257-79-4441. Paperers chosen for presentation will appear in the conference Proceedings. Papers submitted in Japanese should be accompanied by a brief summary in English.

Spanish Language and Culture Courses In Spain

Study Spanish language and culture in Spain. Courses available October 5 -30, November 2-27, December 1-18, all levels. For more information, please contact Alejandro Marcos, Director, Cursos Internacionales de Lengua Y Cultura Espaflolas, Colegic Lorca, Paseo de Carmelitas, 32, 1o 37007 Salamaca, Spain.

English Teachers Association, Switzerland Annual General Meetlng

The annual general meeting of English Teachers Association, Switzerland, will be held November 28,1992 in Biel, Switzerland. Please join us. Formoreinformation, please contat Ioan Bossart, Lindaustr. 29, 9524 Zuzwill, Switzerland.

Call for Papers
Language & Literature
Journal of the Poetics and Linguistics Assoclatlon

Language &Literature is an international journal which brings together recent works of scholars in the field of stylistic analysis, the linguistics analysis of literary texts, and related areas. The journal will be published thrice yearly from June, 1992. Editorial enquiries should be addressed to Dr. Mick Short, *Language & Literature*, Department of Linguistics & Modem Language, University of Lancaster, Bailrigg, Lancaster, LA1 4YT, United Kingdom. Volume One can be obtained free by special offer. Please contact Judy Higgins, LHE, Longman House, Burnt Mill, Harlow, Essex CM20 2JE, United Kingdom.

Summer Refresher Course In TEFL for Overseas Teachers, June 22-July 3 In Surrey, England

The course covers all major areas of TEFL with a special bias to practical language training techniques. For more information on this, and other courses, please contact

Director of Teacher Training, Surrey Language Centre, Sandford House, 39 West Street, Farnham, Surrey, GU9 7DR, tel.: 0252 723494, fax: 0252 733519.

A Reminder

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

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

Thanks! **-The Editors**

AETK (Assoclatlon of English Teachers in Korea)
KATE (Korean Association of Teachers of English)
Korea TESOL 1992, Fall Conference
Call for Papers

The AETK/KATE 1992 Fall TESOL Conference will be held October 24 and 25 in Taejon, South Korea. Papers on the following topics are requested: methods and techniques for helping EFL students communicate in international settings, cross-cultural issues, global issues and peace studies. The deadline for receipt of abstracts is June 27, 1992. Please send one abstract each to:

AETK 1992 Conference Chair
Patricia Hunt
English Language and Literature Dept.
Cheju National University
Cheju City, Cheju 690-121 Korea
Tel.: (W) 064-54-2730, (H) 064-55-1775
Fax: 064656130

KATE 1992 President
Carl Dusthimer
Dept. of Tourism Interpretation
KiJeon Women's Jr. College
Junghwasan-dong l-ga 1,77-l
Chonju City, Chonbuk 560-701 Korea
Tel.:' (W) 0652-w-5223; (H) 0652-84-3342
Fax.: 0652-86-9995

ILC

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SUMMER SEMINAR '92

Teaching Listening & Speaking Skills in the Japanese High School Classroom

Dates: **Monday 27th July - Friday 31st July**
Place: **Iwanami Bldg, Jimbocho, Tokyo**

Seminar Co-ordinators:

BRIAN TOMLINSON
HITOMI MASUHARA

For an application form and further information please contact: Chris Cleary, ILC, Iwanami Jimbocho Bldg 9F, 2- 1 Kanda Jimbocho, Chiyoda-ku, Tokyo 101.
Tel: 03-3264-7464

Name: .....
Address: .....
.....
..... Tel (W) : .....
Tel (H) : .....

Meetings

Please send all announcements for this column to Sonla Sonoko Yoshltake (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)
Tim Kelly, 0188-87-2572

CHIBA

Topic: Chapter Picnic
Date: Sunday, June 14 (rain or shine)
Time: 11:00-3:00 p.m.
Place: Chiba Zoological Park
Fee: \500 admission to park
Info: Bill Casey 0472-55-7489

For the annual picnic everyone will be responsible for bringing their own lunches plus a little to share with others, After lunch, an information gathering game is planned which will both guide participants around the grounds and demonstrate a simple teaching activity for English classes.

FUKUI

Topic: Bilingualism in a theoretical framework
Speaker: Masayo Yamamoto
Date: Sunday, June 21
Time: 2:00-4:00 p.m.
Place: International Exchange Center (Kenminkaikan 6F)
Fee: Members free; non-members \700
Info: Hiroyuki Kondo, 0776-56-0404

The presenterwill introduce basic but crucial knowledge of bilingualism to understand various issues in the field, try to clarify some common misconceptions related to bilingualism anddiscuss bilingualism in Japan. The results of a survey conducted in 1991 on the linguistic environments of "international marriages" will also be reported.

Masayo Yamamoto is an assistant professor at Ashiya University.

FUKUOKA

Topic: Teaching Public Speaking: Getting Ideas
Speaker: Dennis Woolbright
Date: Sunday, June 14
Time: 2:00-5:00 p.m.
Place: Iwataya Community College 14F Tenjin Center Building
Fee: Members free; Non- members \1 000
Info: E. Barton 092-651-1111 (ext) 2402

A speech teacher can help a student withaspeechinmanyways, buttheidea for the speech must be the students. The presenter will discuss ways to help students think of original ideas and develop them into speeches. Then he will examine some examples of students' speeches, from conception to presentation and will illustrate how teachers can facilitate the process.

Dennis Woolbright teachers public speaking and drama at Seinan Women's Jr. College

GUNMA
Hisatake Jimbo, 0274-62-0376

HAMAMATSU

Topic: Communicative Approaches and Public Speaking
Speaker: Tommy Uematsu
Date: Sunday, June 21
Time: 1 :00-4:00 p.m.
Place: CREATE (next to Enshu Byoin Mae Station)
Fee: Members free; non-members \1000
Info: Brendan Lyons 053-454-4649
Mami Yamamoto 053-885-3806

The lecture will deal with some of the basic problems that the Japanese have in mastering oral English, as well as a discussion of ways cultural perceptions can be converted from Japanese into English.

Tommy Uematsu is a prof. at Tamagawa University and owns Tommy Uematsu Language Center.

HIMEJI
Akito Ozaki, 0792-93-8484

HIROSHIMA

Topic: A Plan For All Tongues?
Speaker: Don Maybin
Date: Sunday, June 21
Time: 1 :00-4:00 p.m.
Place: Hiroshima YMCA Gaigo Gakuin Bldg. #3
Fee: Members free; non-members \1000

Is it possible to design generic lesson plans that languages can be 'plugged into? The presenter will demonstrate survival materials using a modified TPR approach tested with learners of several languages. The focus is practical and teachers should leave with new ideas for their own language teaching-and learning!

Don Maybin is Director of the Language Institute of Japan (LIOJ).

HIROSHIMA
Marie Tsuruda, 082-228-2268

HOKKAIDO

Topics: 1. Learning Styles
2. Computer Aided Composition Teaching
Speaker: Don Hinkleman
Date: Sunday, June 21
Time: 1 :00-4:00 p.m.
Place: Kaderu 2.7 Bldg. (North 2 West 7)
Fee: Members and students free; others \1 000
Info: Ken Hartmann 011-584-7588

To investigate learning styles in ESL education, the first presentation will outline theories from educational psychology and recommend ways teachers can adjust their methods to fit all learning styles. The second lecture will show how any teacher can use computers or word processors for more acquisition of writing skills. Several computers and software including optical character recognition (OCR) with grammar checking software will be demonstrated.

Don Hinkleman works for Hokkaido University of Education.

IBARAKI

Topic: Mining Textbooks
Speaker: John Fanselow
Date: Sunday, June 28
Time: 2:00-4:30 p.m.
Place: Tsukuba Information Center (next to Nova Hall in the Center Bldg.)
Fee: Members free; non-members \500
Info: Martin E. Pauly 0298-64-2594

Theworkshop is designed to illustrate ways of making small changes in our textbooks that can alter the level of learner involvement and challenge, and that are not only not burdensome but stimulating.

John Fanselow is a professor at Columbia University Teachers College.

KAGAWA
Harumi Yamashita, 0878-67-4362

KAGOSHIMA
Yasuo Teshima, 0992-22-0101 (W)

KANAZAWA

Topic: Teaching About Human

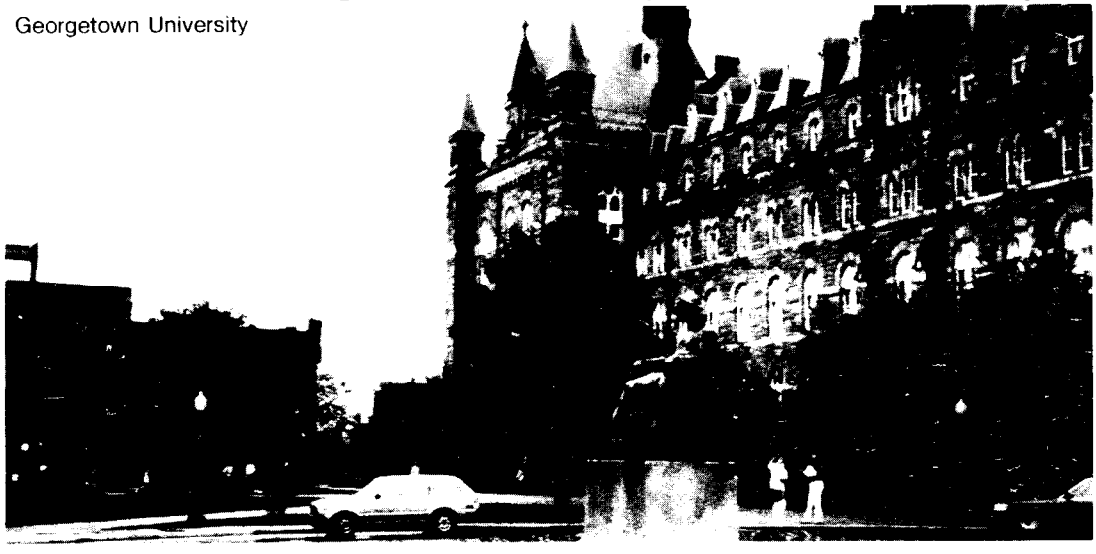
Building bridges of understanding across world cultures

Georgetown University

The School of Languages and Linguistics

TESL Certificate Program in Tokyo

Georgetown University



Invitation Summary

- Term: July 22 August I I 3 weeks
  (Opening Ceremony : July 22)
- Qualifications:
  1) English Teachers, general public and college students (juniors and seniors)
  2) TOEFL score of 520 or better for non-native English speakers
- Tuition & Fee: Enrollment fee ¥ 20,000
  Tuition ¥240,000
- Maximum Enrollment: 120 students
  (30 for each course)
- Application Deadline :
  June 5 (first recruitment)
  July 10 (second recruitment)

Course

July 2 3(Thu) August **1 1** (Tue)

Morning (9: 30– 12:OO)

- Methods of TEFL
  (Professor Alatis)
- Language resting
  (Professor Connor-Linton)
- EFL Materials Preparation
  (Professor Moser)
- General Linguistics
  (Professor Jankowsky)

Afternoon (1: 00 – 3 : 30)

- Language Acquisition
  (Professor Chamot)
- English Morphologv & Syntax
  (Professor Lutz)
- Cross-Cultural Communication
  (Professor O'Connor-IX Vito)
- Introduction to Sociolinguistics
  (Professor Lowenherg)

KAWAIJUKU Call for Free Brochures and More Information

INTERNATIONAL EDUCATION CENTER (Ms.Yamamoto)
5-2-13 SENDAGAYA, SHIBUYA-KU TOKYO, JAPAN 151
TEL: 03-3350-7681 FAX : 03-3226-4585

Rights
Speaker: Randy Matsui
Date: Sunday, June 21
Time: 2:00-4:00 p.m.
Place: Shakyo Center, 4th floor, Honda machi Kanazawa (next to MRO)
Fee: Membersfree;non-members \600
Info: Masako Ooi 0766-22-8312 Mary Ann Mooradian 0762-62-2153

International issues are an important element in foreign language instruction. Randy Matsui will present a variety of ideas for junior high through college-age students and show materials developed by Amnesty International in both English and Japanese (videos too).

Randy Matsui, a member of Amnesty Int'l, was involved with making the Japanese translation of the United Nations sponsored *International Declaration of Human Rights.*

KOBE

Topic, Japan and the United States: Mutual Images
Speaker: Jane Wieman
Date: Sunday, June 14
Time. 1:30-4:30 p.m.
Place Kobe YMCA Language Center, 4th Floor
Fee. Members free; non-members \1000
Info: Jane Hoelker 078-822-1065

This workshop will focus on contemporary perceptions of the United States and Americans by Japan and the Japanese, and vice versa, based on reports in the media and on the participants' own experiences in cross-cultural encounters. The audience will explore the role of unconscious cultural values and stereotypes in forming our perceptions of ourselves and others.

Jane Wieman teaches English at Phillips University, Japan, *in* Uji.

KYOTO

Topic: New Developments in ELT
Speaker: Ronald Carter
Date: Tuesday, June 9
Time: 6:00-7:30 p.m.
Place: Kyodai Kaikan, Sakyo-ku, Kyoto
Fee: Free
Info: Michael Wolf 0775-65-8847

Ronald Carter is a professor of Modern English Language at the University of Nottingham where he served as Director of the new Centre for English Language Education. His most recent visit to Japan was in 1990 as a featured speaker at JALT 90.

MATSUYAMA

Topic: A Word in Time: Development of English Dictionaries
Speaker: Malcom Benson
Date: Sunday, June 21
Time: 2:00-4:30 p.m.
Place: Shinonome High School Kinenkan, 4F
Fee: Members free; non-members \1000
Info: Linda Kadota 0899-79-6531 Takami Uemura 0899-31-8686

This meeting will be in two parts: (a) a general talk on the tradition of English dictionaries, types available, and their potential for the EFL classroom; (b) practical dictionary use in classes. Please bring your favorite dictionary.

Malcom Benson is a Professor at Hiroshima Shudo University and Co-Editor of the *JALT Journal.*

MORIOKA

Topic Empowering the class
Speaker: Sonia Sonoko Yoshitake
Date: Sunday, June 14
Time: 1:30-4:30 p.m.
Place: Morioka Chuo Kominkan
Fee: Members free; non-members \1000
Info: Jeff Aden 0196-23-4699

The presenter will discuss some features of Japanese school culture. Then practical suggestions will be outlined as to how some of these features can be useful tools for teaching and class management.

Sonia Sonoko Yoshitake teaches at ICU in Tokyo.

NAGANO
Richard Uehara, 0262-86-4441

NAGASAKI

Topic: Bilingualism: for teachers and parents
Speakers: Masayo Yamamoto and Jim Swan
Date: Sunday, June 14
Time: 10:00 a.m.-4:00 p.m.
Place: Nagasaki University, Faculty of Education, Rm. 64

Call for Papers for TLT Special Issues

Other Foreign Languages in Japan, scheduled for February, 1993. To present the "other side of foreign language teaching in Japan," the guest editor plans a collection of papers on variousaspects of the teaching of second *or* other non-English foreign languages Contributions (five to seven pages, double-spaced on A4 paper) should be sent to: Rudolf Reinelt, Ehime University, Faculty of General Education, Bunkyou chou 3, Matsuyama 790, by June 15, 1992.

Global Education and Language Teaching, scheduled for May, 1993. The editors welcome all relevant articles on this theme, whether dealing with analysis, research, or pedagogy, or concerning curriculum design, methodology, materials, or evaluation. Those interested should send an abstract or copy of their article by July 1, 1992 to: Kip A. Cates, Tottori University, Tottori, Japan 680 Tel: 0857-28-0321 or 0857-288-2428, Fax: 0857-28-6343.

Video in Language Teaching, scheduled for November, 1993. Papers on *any* original areas in the field are welcome. Send enquiries or submissions to: Donna Tatsuki 2-19-18 Danjo-cho Nishinomiya-shi Hyogo 663 Fax: 06-401-1562. Deadline: February 15, 1993.

Classroom Research, scheduled for February 1994. Those interested in contributing should contact Dale T. Griffee, Koruteju #601, 1452 Oazasuna, Omiya-shi 330, Saitama-ken. Tel/Fax: 048688-2446.

Finding Out

by David Paul

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Phone: 03-3294-0791 Fnx: 03-3294-0792

HEINEMANN

Right from the start!

Fee: Members \500 non-members \1 000
info: William McOmie 0958-47-1111 ext. 2415 (days)

Topics to bediscussed include: 1) key concepts underlying issues in studying bilingualism; 2)common misconceptions regarding bilingualism; 3) bilingualism in Japan; 4) a comparative case study on teaching the presenters' *own* bilingual children how to read in English; 5) group discussions of the concepts and techniques presented in relation to each participants own situation. The morning sessions will cover the first two theoretical topics while the afternoon sessions will address more practical concerns. Families and non-JALT members are encouraged to attend.

Masayo Yamamoto is an assistant professor at Ashiya University. Jim Swan is an assistant professor at Nara University. They are also founding members of the JALT N-SIG on Bilingualism.

NAGOYA

Topic: Teaching Japanese children effectively
Speaker: David Paul
Date: Sunday, June 14
Time: 12:30-4:00 p.m.
Place: Mikokoro Center
Fee: Members free; non-members \1000
Info: Helen Saito 052-936-6493
Ryoko Katsuda 0568-73-*2288*

In this workshop the presenter will give a brief outline of the Questioning Approach, a successful approach to teaching English to elementary school children which has been developed in Japan. There will be ideas for games, songsandcommunicativeactivities,and an analysis of how children learn to read and write through simplified phonics.

David Paul works for Heineman

NARA

Denise Vaughn, 0742-49-2443

NIIGATA

Topic: How Do We Make JET Fly? — A &bate by AETs and JTEs
Debaters: JTEs — Miwako Suzuki and Hiroyuki Nakagawa
AETs — David Williams and Geoffrey Dickens
Moderator: Donna Fujimoto
Date: Sunday, June 28
Time. 1:00-3:30 p.m.
Place: International Friendship Center (Kokusai Yuko Kaikan)
Kami-Okawa-Mae-Dori tel. *025-225-2777*
Info: Michiko Umeyama 025-267-2904
Toru Seki 025-260-1871

It is five years since the JET program has been established. Has the program been successful? Does it need substantial improvement?Two Japanese teachers of English teamedwithtwo AETs will debate the issue. Audience participation welcome.

Miwako Suzuki teaches at Nishi Shibata Sr. High. Hiroyuki Nakagawa teaches at Oeyama Jr. High. David Williams works for the Kyoiku Center. Geoffrey Dickens works for Itakuramachi Jr. High. Donna Fujimoto is a lecturer at Southern Illinois University's Niigata campus.

OKAYAMA

Fukiko Numoto, 0862536648

OKINAWA

Karen Lupardus, 0988986053

OMIYA

Topic: Activities for cooperative learning and global awareness
Speaker: Kazuya Asakawa
Date: Sunday, June 28
Time: 1:30-4:30 p.m.
Place: Omiya YMCA
Fee: Members free; non-members \1000
Info: Yukie Kayano 048-746-8238

"What we were we soon forget, but whatwehaveexperiencedmayremain." This presentation will introduce lesson plans, activities and games, which can be applied to any level, that raise learners awareness toward global issues.

Kazuya Asakawa teaches for Tokai Gakuen Women's College.

OSAKA

Topic: Management and the foreign English teacher in Japan
Speaker: Lynne McNamara
Date: Sunday, June 28
Time: 1 :00-4:30 p.m.
Place: Abeno YMCA
Fee: Members free; non-members \1000
info: Beniko Mason 0798-49-4071

West and East meet again when an English teacher from a western culture is working in a Japanese setting. Expectations about living arrangements, employment conditions, and interpersonal relationships are often different on both sides.

The presenter will identify primary issues and propose solutions. For purposes of a follow-up discussion, administrators and teachers are asked to bring sample case studies. The presenter will facilitate the discussion with the intent of seeking and proposing solutions.

Lynne McNamara is a faculty member of Temple University Japan.

SENDAI

Note! There is no June meeting and an early July one.

Topic: A Bilingual Approach to Literature through Video
Speaker: Robert Kowalczyk
Date: Sunday, July 5
Time: 1 :00-4:00 p.m.
Place: 141 Bldg., 5 Floor (near Mitsukoshi on Ichinacho)
Fee: Members free; non-members \1000
Info: Takashi Seki 022-278-8271 (evenings)
Brenda Hayashi 022-277-6205 (days)

The presenter will show how videos can be used in teaching British and American literature. Characters, plot outline, and excerpts from the literature source are presented through video.

Robert Kowalczyk has been teaching in the Kansai area for about 20 years.

SHIZUOKA

Topic: Global Education Starter Kit
Speaker: Atsuko Ushimaru
Date: Sunday, June 21
Time: 2:00-4:00p.m.-then potluck
Place: Katoh Gakuin (take a bus in front of Seibu Dept. Store-checkwiththedrivertomake sure you have the right bus!)
Fee: Members free; non-members \600
Info: John Maher 0559667090

This workshop is for anyone concerned about global issues-environmental problems such as acid rain or recycling, world problems such as war or hunger, social issues such as racism, sexism or human rights, and concepts such as global awareness, world citizenship and social responsibility-and especially those teachers interested in incorporating global education into their classes (but are not sure how to begin or are a little afraid to take the plunge). After a short introduction and demonstration, the participants will be taken through various situations of "novice-level" global language education and experience using some of the activities

GLOBAL ISSUES IN LANGUAGE EDUCATION ACTIVITIES BOOK

CALL FOR CONTRIBUTIONS

A growing number of language teachers have started to deal with "global issues" in their classes — world problems such as war and hunger, social issues such as the environment and human rights, and concepts such as global awareness, world citizenship and social responsibility. As yet, however, there are no classroom activity books available to assist language teachers in dealing with these global education/peace education themes. The JALT Global Issues in Language Education N-SIG is therefore planning a book of 100 - 200 practical activities developed and in active use by teachers themselves with topics in global issues, specifically aimed for second/foreign language classrooms. The book will cover different levels and skill areas, and will be designed for use in almost any teaching situation.

Each activity will be self-contained, taking up the space of up to two facing pages in the book. All the activities will roughly follow the format below:

1. Title of activity
2. Name of contributor
3. Type of school, level of students and class size
4. Global issue addressed
5. Rationale
6. Language skill areas
7. Length of time required
8. Equipment required
9. Materials to prepare in advance
10. Source of materials
11. Procedures
12. Follow-up suggestions, or how your activity will project to the students' daily lives

Negotiations are already under way regarding publication, though we still welcome expressions of interest from major language education publishers. Although the names of the contributors will be acknowledged in the book, there will be no honoraria: any profit made From the sale of the book (after what the publisher takes) will be donated to one or more organizations working to solve world problems. We are planning on having the entire book printed on recycled paper.

Please send the following to **either of the editors** (addresses below) by **September 1, 1992.**

1. **two copies** of your activity in the format above (as the book will be edited with Microsoft Word on the Macintosh computer, let us know if you have access to this)
2. your full mailing address, work and home phone numbers, and a fax number
3. a self-addressed envelope (if mailing within Japan, please affix a 62-yen stamp)

Editors:

Atsuko Ushimaru
Publications Coordinator
Global Issues in Language Education N-SIG
Obirin University
3758 Tokiwa-machi
Machida-shi, Tokyo 194-02 JAPAN
Tel. 0427-97-2661
Fax. 0427-97-l 887

Kip A. Cates
Executive Coordinator
Global Issues in Language Education N-SIG
Tottori University
Koyama
Tottori 680 JAPAN
Tel. 0857-28-0321
Fax. 0857-28-3845

Sponsored by Chiba JALT Chapter

and managerial tactics.

Atsuko Ushimaru teaches EFL and English teaching methods at Obirin University Tokyo. She is also Publications Coordinator of JALT N-SIG Global Issues in Language Education.

SUWA
Mary Aruga, 0266-27-3894

TAKAMATSU
Harumi Yamashita, 0878-67-4362

TOKUSHIMA
Topic: Teaching Japanese Children Effectively
Speaker: David Paul
Date: Sunday, June 28
Time: 1:30-4:30 p.m.
Place: Yonden Plaza Tokushima, 2F Culture Studio
Fee: Members free; non-members \1000
Info: Sachie Nishida 0886-32-4737

See Nagoya announcement for the abstract of this presentation.

TOKYO
Topic: Labor Standards for Language Teachers
Speaker: Thom Simmons
Date: Sunday, June 28
Time: 2:00-5:00 p.m.
Place: Former Temple University Bldg. (1 minute's walk from Shimo-Ochiai St., Seibu-Shinjuku Line-take the local not the express!)
Fee: Members free; non-members \1000
Info: Will Flaman 0356844817 (w)
Don Modesto 03-3360-3568 (h)

What rights do you have as an employeein Japan? What can schoolsaskan instructor to do under Japanese law and what can teachers expect of their employers? Whether you have complaintsagainst yourschooladministrationornot, ithelpsto know the laws under which all institutions are obliged to operate.

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

TOYOHASHI
Topic; Cross-Cultural Training in the Japanese EFL Classroom
Speaker: Yuko Iwata
Date: Sunday, June 21
Time: 1:30-4:30 p.m.
Place: Aichi U.. Kinen Kaikan 2F
Fee: Members free; non-members \1000
Info: Kazunori Nozawa 0532-25 6578

This workshop will first consider communicationdifficultiesobservedbetween native-English-speaking teachers and Japanese students. Then, how cross-cultural training methods can be used in EFL classes will be demonstrated.

Yuko Iwata is an associate professor of English at Tokai University.

UTSUNOMIYA
James Chambers, 0286-27-1858

WEST TOKYO
Tim Lane, 0426-46-50 11

YAMAGATA
Fumio Sugawara, 0238-85-2468

YAMAGUCHI
Topic: Language Games Anyone Can Play
Speaker: Helene Jarmol Uchida
Date: Sunday, June 14
Time: 1 :00-4:00 p.m.
Place: To be announced
Fee: Free
Info: Garret Myers 0835-24-0734
En Takeyama 0836-31-4373

An all-action look at English language teaching games for all ages from all angles. The presenter will discuss and demonstrate communicative activities for children and other young learners from her teaching experience in Japan, the US. and Europe.

Her session will give us a chance to see some of the materials she can recommend and help supply through Little *America* for your classes.

YOKOHAMA
Topic: 1) Cooperative Language Learning
2) Our Perceptions of *Kokusaiteki* in Japan
Speakers: 1) William Flaman
2) Howard Doyle
Date: Sunday, June 14
Time: 2:00-4:45 p.m.
Place: Yokohama Kaiko Kinen Kaikan (near Kannai Station and Yokohama Stadium)
Fee: Members free; non-members \1000
Info: Ron Thornton 0467-31-2797(h)
Shizuko Marutani 045-824-9459 (h)

This is a program of two separate presentations of approximately equal length. The first presenter will give a workshop of techniques he has developed for his own classroom--cooperative learning tasks. The second presenter will also elicit audience participation to contribute to our perceptions of *kokusaiteki* (internationalism).

William F. Flaman is an instructor of English at Bunkyo Women's College. Howard Doyle teaches at Yokohama Shokadaigaku High School.

May 1993 Special* Issue of The *Language Teacher

"Global Issues in Language Education"

- Call for Papers -

The JALT "Global Issues in Language Education" National Special Interest Group (N-SIG) is planning a special issue of The Language Teacher for May, 1993. The theme of the issue will be "global education and language teaching" with a particular focus on:

- the teaching of world problems in language classes (e.g. war, human rights)
- the teaching of global education skills in language classes (e.g. critical thinking, creative conflict resolution)
- the promotion of international understanding, social responsibility and world citizenship through language education
- the implications for language teaching of work in such fields as enviromnental education, peace education, and developmental education
- the role of language/teaching and teachers in a world facing global problems

The editors of this special issue welcome all relevant articles on this these themes. whether dealing with analysis, research or pedagogy or concerning curriculum design, methodology or evaluation. Those interested should send an abstract or copy of their article by July 1. 1992 to: Kip A. Cates. Tottori University, Tottori, Japan 680. Tel: 0857-28-0321 or 0857-28-2428. Fax: 1857-28-6343.

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(KYOTO) Kyoto Institute of Technology, a national university, is seeking candidates for the position of Professor or Associate Professor. Available from October 1, 1992, or April 1, 1993, on a 3-year contract, possibly renewable. Candidates should have a Master's degree, experience in teaching, and academic publications. Please send CV (by June 30) to Prof. David Sell, Kyoto Institute of Technology, Matsugasaki. Sakyo-ku, Kyoto 606.

(MORIOKA) MEA, a language school in Morioka, is looking for a full-time, native speaking English instructor. BA and some teaching experience necessary. Must be a cheerful person. Sponsorship available. Call Mr. Sakamoto. tel: 0196-54-5949. Kimura Bldg 2F, 5-9 Kaiunbashi-dori, Morioka 020.

(United States) The Department of Linguistics, Ohio University, is seeking applicants for the position of tenure track assistant Professor of Linguistics (contingent upon funding), minimum starting salary $27,000, available Sept. 1, 1992, Jan. 1, 1993 or March 1, 1993. Duties include teaching Japanese: research in language teaching, language acquisition, or related areas; involvement in Study Abroad Program in Japan. Minimum qualifications: Ph.D. in Linguistics or related area and native or near native competence in Japanese language. Women and minorities are strongly encouraged to apply. Send CV, transcripts and three recent letters of recommendation to : Dr. Keiko Koda, Search Committee, Department of Linguistics, Ohio University, Athens, Ohio 45701-2979. Application deadline: July 1, 1992.

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.***

MEMBERSHIP INFORMATION

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

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

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

Chapters — Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Kagawa Kagoshima, Kanazawa, Kobe, Kyoto, Matsuyama, Morioka, Nagano, Nagasaki, Nagoya, Nara, Niita, Okayama, Okinawa, Omiya, Osaka, Sendai, Shizuoka, Suwa, Tokushima, Tokyo, Toyohashi, Utsunomiya, West Tokyo, Yamagata, Yamaguchi, Yokohama

Awards for Research Grants ad Development — Awarded annually. Applications must be made to the **JALT** Resident by September 1. Awards am announced at the annual conference.

Membership — Regular Membership (\7,000) includes membership in the nearest chapter. **Joint Memberships** (\12,000), available to two individuals sharing the same mailing address, recieve only one copy of each JALT publication. Group **Memberships** (\4,500/person) am available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof Applications may be made at any JALT meeting, by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher,* or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) to the Central Office.

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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、割引きの特典がある出版物もあります。

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

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

研究助成会： 詳細は **JALT** 事務局まで。

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

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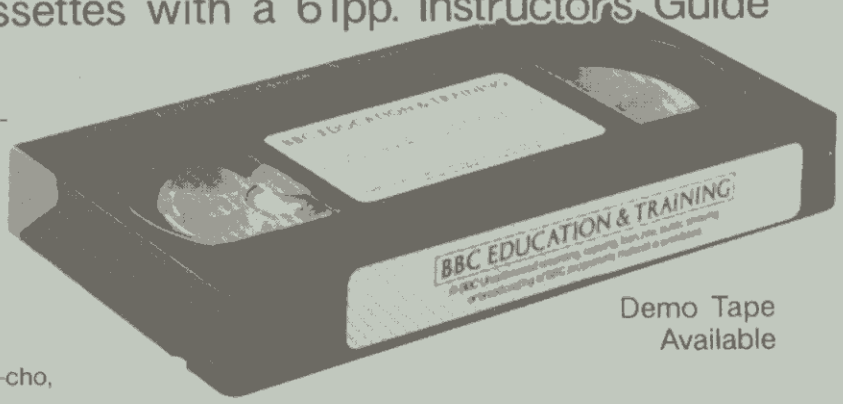

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