昭和五十四年四月二十一日 第三種郵便物認可
第十六巻 第八号 平成四年八月一日発行（毎月一日発行）

THE 全国語学教育学会
VOL. XVI, No. 8 AUGUST 1992
THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

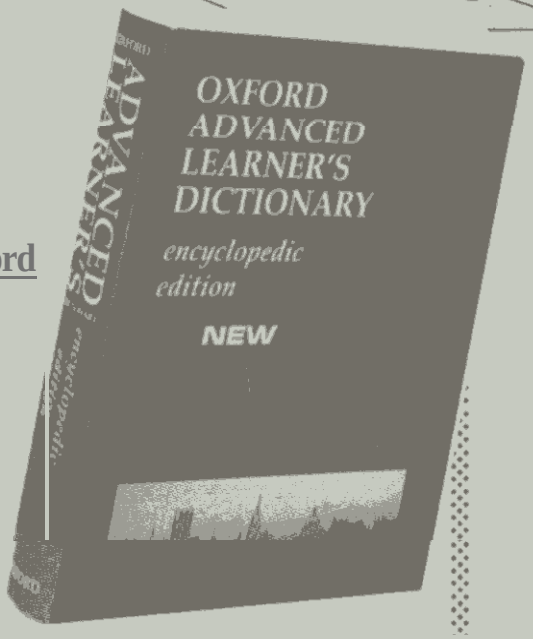
THE LANGUAGE TEACHER 8

Pre-Conference Workshop Previews

JALT

THE WORLD'S FIRST ENCYCLOPEDIC LEARNER'S DICTIONARY

NEW !



Based on the best-selling **OALD, the Oxford Advanced Learner's Dictionary Encyclopedic Edition** contains over 4,500 encyclopedic entries and over 90 specially commissioned articles on aspects of British and American life.

Encyclopedic information includes:
people, places, politics and current affairs, literature, science and geography, the Arts, religion, linguistics, sports . . .
along with maps for every country and hundreds of illustrations.

A Breakthrough in Student Reverence Material.

For further information, please contact *Anthony Brophy* or *John Moore* at the number below.

"A Tradition of Excellence"

Oxford University Press

English Language Teaching Division

2-4-8 Kanamecho Toshima-ku. Tokyo 17
Telephone: (03) 5995-3801
telefax. (03) 5995-3919

THE LANGUAGE TEACHER

XVI:8 August 1992

Publications Chair/Editor: Carol Rinnert, Ushita Waseda 2-17-3, Higashi-ku, Hiroshima 732; 082-223-2615, Fax 082-222-7091
Assoc. Editor/Bulletin Bd. Announcements: Greta Gorsuch, Korutaju #601, 1452 Oazasuna, Omiya shi, Saitama-ken 330; 048-688-2446
Book Reviews: Tamara Swenson, Osaka Jogakuin Junior College, 2-26-54 Tamatsukuri, Chuo-ku, Osaka 540; 06-761-9371
Reviews Coordinator: Sandra Ishikawa, Yamada Nishi 4-6-1-508, Suita, Osaka 565
My Share: Elizabeth King, English Language Program, ICU, Osawa 3-10-2, Mitaka, Tokyo 181; 0426-44-4032 (h)
Chapter Reports/Meeting Announcements: Sonia Sonoko Yoshitake, English Language Program, ICU, Osawa 3-10-2, Mitaka, Tokyo 181; 0422-33-3394, Fax 03-5397-5414
Job Information Center/Positions: Charles Adamson, Shizuoka Rikoka Daigaku, 2200-2 Toyosawa, Fukuroi-shi, Shizuoka-ken 437, 0538-45-0185 (o), 0538-23-7939 (h), Fax 0538-45-0110
Japanese-Language Editor: Naoko Aoki
〒422 静岡市大谷836 静岡大学教育学部
青木 直子 054-237-1111
Advertising: JALT Central Office
Proofreading: Kathie Era, Russell Hawkins, Hiromi Morikawa, Helen Wright, Sonia Sonoko Yoshitake
Cover: Kotaro Kato
Inputting: Elizabeth Crompton
Typesetting/Layout: The Word Works, 55-13-202 Miyagaya, Nishi-ku, Yokohama 220; 045-314-9324, Fax: 045-316-4409
***JALT Journal* Editors:** Charles Wordell and Malcolm Benson; send manuscripts/inquiries to M. Benson at Hiroshima Shudo University, 1717 Ohtsuka, Numata-cho, Asaminami-ku, Hiroshima 731-31.
***JALT Journal* Book Review Editor:** Roger Davies, Nagasaki Prefectural University, 123 Kawashimo, Sasebo-shi, Nagasaki 858; 0956-48-6088
JALT Journal 日本語編集：野崎 京子
〒603 京都市北区上賀茂本山 京都産業大学
JALT Central Office: Shamboru Dai 2 Kawasaki 305, 1-317 Kaizuka, Kawasaki-ku, Kawasaki 210; 044-245-9753; Fax 044-245-9754

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

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

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

Special Issue: Preconference Workshop Previews

Features

JALT News

My Share

Readers's Views

Introduction

On Friday, November 20, just a day before the JALT92 national conference in Kawagoe, ten all-day pre-conference workshops will be offered. The pre-conference workshops provide a unique opportunity for teachers to work in an area of interest to them guided by known international figures in language teaching, removed from the hustle and bustle of the national conference.

Attending a pre-conference workshop is an excellent opportunity to make personal contact with the workshop presenters, as well as with fellow participants who share professional interests. This issue presents eight articles intended to inform prospective participants of the contents of the pre-conference workshops. Jean Aitchison, sponsored by Longman Publishers, explains the mental processes involved in aural word recognition. Adrian Doff, sponsored by Cambridge University Press, discusses the use of classroom-based open-ended training tasks in teacher development and training. Sponsored by Heinemann Publishers, Colin Granger outlines a set of techniques originally developed for business that, when used in the language classroom, has positive effects on enhancing the class community. Lance Knowles, sponsored by DynEd, explores the role and potential for computers in the language classroom, concentrating on the three design principles of language sequencing, interactivity, and learner control. David Paul, also sponsored by Heinemann Publishers, discusses eight principles necessary for active foreign language learning among elementary school age children. Michael Rost, sponsored by Longman Publishers, targets a little discussed but ever present aspect of teacher development-our communication with our teaching colleagues and with ourselves as teachers. Peter Viney, sponsored by Oxford University Press, touches on a perennial subject in language teaching, discussing several issues involved in the use of video in the language classroom. Finally, David Willis, sponsored by the British Council, proposes and describes a language instruction syllabus that begins with words and moves on to phrases and language patterns. The two remaining pre-conference workshop presenters, Barry Tomalin (sponsored by Meynard Publishers) and Geoffrey Leech (sponsored by Thomson Publishers), do not have articles in this issue but will be presenting, so be alert to announcements made in the September conference issue of *The Language Teacher*.

Included in this issue is **an** article describing the Job Information Center, a yearly feature of the national conference. Also included in this issue is one Japanese language article: Fumiya Hirataka writes on developing a task-based JSL reading syllabus.

Greta Gorsuch
Associate Editor

この号は…

JALT92国際大会の前日である11月20日金曜日に行われる大会前ワークショップの特集です。大会前ワークショップは、慌ただしい大会期間中を避けて、参加者各自が興味を持つ分野について国際的な専門家の指導を受けられる貴重な機会であり、これらの専門家や同じワークショップに参加した関心を同じくする人々と個人的に知り合える機会でもあります。この号では、準備されているワークショップ10件のうち、8件の内容について発表者自身が紹介しています。**Jean Aitchison** (Longman)は、音声的に語を認知する心理的過程を解説しています。**Adrian Doff** (CUP)は、教師教育における教室を基盤にした非制限的タスクを論じています。**Colin Granger** (Heinemann)は、ビジネスの分野で開発され、言語教育にも有効な、クラスをコミュニティとしてまとめるテクニックを紹介しています。**Lance Knowles**(DynEd)は、言語教育におけるコンピュータの役割と可能性を、学習項目の配列、インターアクション、学習者によるコントロールの3つの点に焦点をあてて検討しています。**David Paul** (Heinemann)は、小学生が能動的に外国語を学習するための8つの原則を論じています。**Micheal Rost** (Longman)は、教師自身の内的対話、同僚との対話という、常に存在しているものの話題になることの少ない要素を取り上げています。**Peter Viney** (OUP)は、言語教育におけるビデオの使用に関するいくつかの問題に触れています。**David Willis** (British Council)は、単語から始めて句や文型へと進むシラバスを提案しています。この号には紹介がありませんが、大会前ワークショップでは、この他に **Barry Tomalin** と ***Geoffrey Leech*** がプレゼンテーションをする予定です。9月号の大会特集にご注目ください。

この号には他に、国際大会の慣例である Job Information Center についての記事と、**平高史也**による日本語教育における読解のタスク・シラバスに関する日本語の記事があります。

On Understanding Words

by Jean Aitchison

Understanding words is hard work. Teachers need to be aware of the complex processes involved in order to realize the strain which language comprehension imposes on learners.

People often assume that a hearer behaves somewhat like a tape-recorder, passively registering another person's speech. But this is a fallacy. The hearer is involved in an active, highly complex process which can be divided into two main stages: first, recognizing the word which has been spoken, and second, grasping its meaning.

Recognizing Words

Word recognition is a remarkable feat for two main reasons. People talk too fast for the human ear to hear the details. In addition, there is no fixed sound wave pattern for each sound. Word recognition, therefore, involves imposing expectations on to a sketchy outline. A hearer is in a similar situation to someone trying to complete a partially-solved crossword puzzle: a few pieces of a word are likely to be in place, but the rest has to be guessed with the help of knowledge of the language and the surrounding context.

Experiments with single words have shown that English speaking hearers seek in their minds for the nearest plausible English word,cvcn though they could not possibly have heard this. Take the *blanket* experiment: subjects were asked to wear headphones, and *lanket* was played into one ear a fraction of a second before *banket* was relayed into the other. They therefore were exposed to a sequence **lbanket.* But when quizzed, they reported hearing *blanket.*

The *eel* experiment shows the importance of context. An indistinct sound followed by the sequence *eel* was presented to listeners in a variety of settings. In *The ?eel was on the shoe,* listeners "heard" *heel.* They heard *meal* when *The ?eel was on the table, wheel* when *The ?eel was on the axle,* and *peel* when *The ?eel was on the orange.* These, then, are a sample of the experiments which show that hearers use a variety of clues to actively reconstruct the words they "hear."

But how do hearers match the outline they have heard against the possible words in their mental lexicon? Recent theories suggest that hearers subconsciously contemplate a large number of words, and then suppress those they do not want. For example, experiments have shown that a sequence such as rose appears to trigger both the flower, and the verb as in *he rose to his feet,* as well as other similar words such as *prose, pose* or maybe even *nose.* Recognizing words therefore is not just a question of finding the word required; it also involves discarding those which are not needed. But the complexities of word recognition seem mild compared with the difficulties involved in grasping the meaning.

Grasping the Meaning

For at least two thousand years, scholars have believed that it is possible to define words accurately by listing a word's essential properties. For example, a bird could be regarded as a winged feathered vertebrate with two legs. This is sometimes known as the checklist viewpoint, since one can theoretically check off the essential properties one by one.

But this causes problems. For the vast majority of vocabulary, checklists are difficult or impossible to assemble. Many words have fuzzy edges. There is no hard and fast line between bowls, cups, and vases; they merge into one another. Other words involve the "family resemblance" problem. Games are like members of a family: every game has some feature in common with some other game but there is no one definition that links them all.

Faced with such problems, the checklist viewpoint seems untenable as a way in which humans understand the meaning of words. In the mid-1970s, a radical new approach sprang from psychology: prototype theory.

In 1975, Eleanor Rosch, a psychologist at the University of California at Berkeley showed that humans do not normally use checklists. Instead, they grasp word meaning by paying attention to the most typical example, in her words, the prototype. Take birds. According to Americans, robins are prototypical birds, canaries are slightly less good, parrots are ranked lower, and cmusand penguins are ranked lowest of all. All of these are birds, but some are "better" birds than others. The results of this famous experiment were confirmed by other experiments. They suggest that when humans grasp the meaning of a word, they automatically activate their subconscious ranking system.

But prototype theory is not totally straightforward. On closer examination, it raises a number of interesting questions, as well as a whole set of problems.

In particular, it raises questionsabout how prototypes are acquired, such as how quickly do learners discover whether borderline items arc just bad examples, or are outside the category? How soon do they realize, for example, that a penguin is a bad example of a bird, but a bat, even though it can fly, is not a bird at all?

Quizzes circulated to 11 to 14-year-old native English-speaking children and to fluent non-native English-speaking adults showed that the children gradually moved closer to the adult viewpoint. But adult non-native speakers differed somewhat from the chil-

dren. Although they were all fluent speakers, many of them teachers of English, they were subconsciously influenced by their native language. For example, over 20% denied that a goose was a bird, claiming that instead it was a fowl. In addition, their prototypes and ranking system differed, even though they were mostly unaware of differences, and were surprised when these were pointed out.

However, these differing rankings raise the following serious questions. On what factors is the selection of a prototype "normally" based? Within a culture, there is sufficient agreement on choice of prototype for the phenomenon to be taken seriously. Yet it is hard to see thebasisof prototypes: frequency, appearance, and function are all important, but none is critical. For example, many British English speakers regard blackbirds as prototypical birds, even though sparrows are more numerous, and more commonly seen.

Truly grasping the meaning [of words] involves understanding the mental models of a culture

Furthermore, it is unclear how to arrange the features of a prototype in order of importance. Clearly feathers and ability to fly are important for birds, but what about possession of a beak, nest-building, or stick-like legs?

Context provides another difficulty. It is possible to elicit the notion of a prototypical *boot,* usually regarded as fairly heavy leather shoe that laces up. But if a context is provided such as gardening, skiing, or sailing, then the nature of this boot changes considerably.

These difficulties show that prototype theory, while solving some problems, raises others of its own; in particular, what exactly do prototypes represent? In recent years, these problems have led to a reluctance to speak of straightforward prototypes, and a tendency to replace the term *prototype* with the notion of *prototype* effects. In short, prototype effects, rather than prototypes, are real, but what is causing them?

Children learning about prototypes have shown the importance of clusters of properties. That is, children learn to recognize a combination of feathers, wings, beak, flying ability, as representing a bird. But these clusters can be interpreted in different ways.

One viewpoint suggests that prototypes represent a person's naive beliefs about the world. People handle the world by building mental models which incorporate their assumptions about its nature and workings. Prototypes are just such models, and like all naive beliefs, they are varied and inconsistent. This viewpoint also seems to be supported by mental models which go beyond the "real" world, and beyond single words.

A *week* provides a lucid example of a prototype which extends beyond the "real" world. In England, most people have a mental image of a prototypical *week,* which consists of five working days labeled Monday, Tuesday, Wednesday, Thursday, Friday, followed by two days off, Saturday and Sunday. They maintain this model, even if it might not correspond to their own week.

Such mental models are not just passive pictures. They can have an active effect on life. In particular, they can get handed down from generation to generation, and reinforce cultural norms. But they are often subconscious, and hard toidentify. According toonc theory, they can sometimes be recognized by considering metaphors. In English, an emotion such as anger is often envisaged as the heat of liquid in a container, as shown by metaphorical phrases such as *John's blood boiled* and *Pamela seethed with rage.* Since containers under pressure are liable to burst, then so does anger erupt: *Dan blew up, Marigold exploded with fury.* This may lead people to assume that it is normal to erupt, if placed under pressure.

Such examples show the potential power of mental models. Understanding words, therefore, is not just a case of sorting out the meaning of individual lexical items: truly grasping the meaning involves understanding the mental models of a culture.

Understanding words is a more complex process than many people realize, but it is important to know what might be going on in people's minds in order to teach language effectively.

This article is based on a chapter "Understanding Words" to be published in Language and Understanding *edited by Gillian Brown et. al. (Oxford: Oxford University Press), and on information contained in Jean Aitchison's book* 'Words in the Mind *(Oxford: Basil Blackwell 1987).*

Beginning in July, The Language *Teacher* has had a new postal *(furikae*)form for memberships and other financial transactions. The changes on the form reflect several changes in services, including an increase in membership fees for IATEFL, discontinuation of subscriptions for several publications, and a request by TESOL that their memberships no longer be processed by JALT. As announced in the May issue of *TLT,* p. 53, TESOL memberships should be initiated and renewed by contacting TESOL directly: 1600 CameronStreet,Suite 300, Alexandria, Virginia 223 14-275 1, USA, phone: 703-836-0774 fax: 703-836-7864 (VISA and Mastercard accepted).

Teacher Training: Bridging the Gap

by Adrian Doff

What happens to new ideas?

Over the past two decades, there has been no shortage of new ideas in English language teaching. These ideas range from the theoretical- new insights into the acquisition process, new views of the teacher's role, new ideas about the relationship between grammar, function,and lcxis-to practical classroom techniques and activities. They have been readily absorbed and adapted by some teachers, usually teachers working under relatively privileged circumstances: native speakers (or near-native speakers), often teaching small classes of motivated adults, with freedom to experiment and time to adapt and create materials. Such teachers usually have ready access to new ideas and also have the experience and expertise to absorb them easily and put them into practice. Unfortunately, there are many other teachers (the vast majority in the profession) who operate under very different circumstances: non-native or native speakers teaching large, often unmotivated classes, working within a fixed syllabus with very little time or freedom to experiment. Such teachers not only have less access to *new* ideas, but it is much more difficult for them to adapt these new ideas to their own teaching.

This is, I believe, a crucial problem in teacher training, for as trainers we often find ourselves trying to introduce innovation in the classroom, in other words, trying to help teachers absorb and apply the wealth of new ideas that emanate from the privileged powerhouses of ELT: universities, language schools in Britain, the USA, and Australia, and high status language institutes through out the world.The attempt to transfer these ideas to the circumstances under which most teachers work is often an unsuccessful one, leading to frustration on the part of both trainers and teachers. Frequently, either teachers reject new ideas as being unsuitable for their classes, or they appear to accept them but fail to apply them successfully in their own teaching and soon fall back on the safer methods that they arc used to.

Appropriate techniques

Why is this? It may, of course, be that many of the ideas that are regularly applied in small adult classes arc simply not appropriate for a school class of 30 (or more) reluctant teenagers. But the point is perhaps not that it is impossible to adapt new ideas to teachingindifficult circumstances, but rather that it becomes more difficult to use creative, learner-centered techniques the more difficult the circumstances under which teachers operate.

A good example of this is the use of simultaneous pairwork, which is so commonplace in most smal! adult classes that it no longer seems innovative, but is still viewed with suspicion by many teachers working in large school classes. Clearly, this a technique that is very easy to use in a small class of motivated Icarners. The teacher can give a simple instruction to start the activity, can easily monitor what leamersaredoing (even help if necessary), can easily see when to stop, and can easily get feedback to find out what happened. In a large, less disciplined class, each of these stages will require much more elaborate and skilful classroom management if students are to do what they are supposed to do. Otherwise theactivity is likely to fail in the important sense that the class will feel that efficient learning has not been taking place.

Management Problems

To make such activities succeed, then, the teacher has to make a large number of conscious or unconscious decisions: what instructions to give, when and how to monitor what students are doing, when and how to intervene, how to maintain discipline, when to use English, when to correct errors, and so on. If we expect teachers to adopt unfamiliar ideas and techniques in their teaching and use them successfully, it is clearly not enough merely to describe, demonstrate, and "practice" them in a training session, since many of the management problems involved in using the activity in class will simply not become apparent in the training session. The training session could, in fact, be regarded as exactly the kind of small class of motivated adults in which creative teaching techniques nearly always succeed without difficulty. Demonstration, rationale, and practice are of course important elements in teacher training, but it is also necessary to find ways of predicting and focusing on the management problems involved in actually using an activity in class, and of helping to prepare teachers to take the decisions that will make the activity work when they try it out in their own classes.

It is . . . necessary to find ways . . . of helping to prepare teachers to take the decisions that will make the activity work when they try it out in their own classes.

Open-ended Training Tasks

One way of focusing on management problems is through workshop activities in the training session itself, which may take the form of open-ended discussion tasks in which teachers imagine a class of students and discuss a hypothetical course of action. An example relating to pairwork might be the following, using an example of an actual pairwork activity: In this pairwork activity, your students tend to slip into Japanese instead of using English. Which of these is a good solution?

- Stop the activity when you hear Japanese and insist on students using English.
- Give more careful instructions, and demonstrate the activity first.
- Give more language preparation, so that the task is easier to do in English.
- Let them use Japanese, but go through the activity in English afterwards.

Any other solution?

An alternative (or additional) way to deal with management decisions is through actual trialling of new ideas in class, followed by feedback in a later training session. This is of course only feasible if trainees have regular contact with a class during the training period. Continuing the example of using English in pairwork activities, teachers might be asked to tryout a pair-work activity in the privacy of their own class (perhaps with a discreet observer, or even without any observation), and to consider a number of questions concerning possible management problems, which might then form the basis of discussion in the following training session, e.g.

Did most students use English? How could you tell?

Did any students slip into Japanese? If so, why do you think that happened?

What did you do about it? Was it a good solution?

Giving Teachers Responsibility

These two ways of focusing on management problems have a number of features in common.

First, they confront actual problems involved in classroom management, rather than dealing with what is supposed to happen or with the trainer's experience of what happens. In this way teachers are less likely to feel that they are somehow failing **to match** up to a set standard of teaching behavior that they are supposed to emulate.

Second, they do not seek to provide a single "correct" answer, but rather encourage teachers to find solutions that are right for them. In questions of classroom management, there is hardly ever a single "right" way of doing things which can somehow be transmitted to teachers and followed as a set procedure. A class is, among other things, a relationship between the teacher and the students and among the students themselves; what succeeds in that class depends on the unique nature of that relationship, and on the personalities of the teacher and the students, as well as on the particular conditions of the classroom.

Third, they encourage teachers to share problems and use the training session as an opportunity to cooperate in finding solutions. It is easy for teachers to feel isolated and insecure, and training techniques such as micro-teaching and lesson observation can often reinforce this feeling. Working together on a problem-solving task encourages a sense that difficulties **can** be shared, as well as generating ideas and discussion. The trainer's role here becomes that of experienced adviser rather than "expert," and this allows the teachers as a group to take responsibility for finding their own solutions.

Finally, because of the open-ended nature of the questions, they encourage teachers toconsider not only what decisions to take (a question of efficiency) but also why those decisions are the best ones (a question underlying rationale). This helps teachers to operate in a reasoned way, rather than blindly following a set of procedures imposed from outside.

These features, taken together, add up to an approach to teacher training which focuses on the practicalities of the classroom, but which at the same time allows teachers to develop their own insights and intuitions about teaching and learning. Allowing teachers this freedom and responsibility is not only desirable-it is perhaps essential as the only way to bridge the gap between the circumstances under which new ideas are generated and the very different circumstances under which most teachers actually operate.

Call for Papers for *TLT* Special Issues

Video in Language Teaching, scheduled for October, 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.

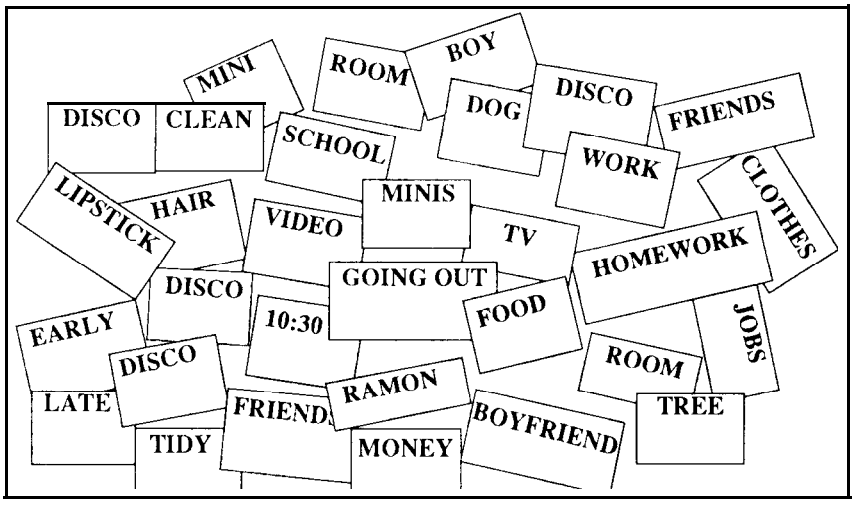
Classroom Research, scheduled for February 1994. Those interested in contributing should contact Dale T. Griffee, Koruteju #601, 1452 Oazasuna, Omiya-shi 330, Saitama-ken. Tel/Fax: 048-688-2446.

Motivating with the Metaplan

by Colin Granger

Metaplan techniques were originally developed in the business world with the aim of encouraging lower management to take a more active role in decision making. I first found out about these techniques when I was teaching a class of adult students in Britain a few summers ago. I'd asked the students to prepare individual talks in which they would introduce the rest of the group to some unfamiliar topic. A German businessman in the group chose to show us how metaplan techniques could be used to gather and examine ideas on any given topic. I think everyone in the group was highly impressed with the activities we found ourselves taking part in, and I imagine a number of people in the group began to think of how we could apply metaplan techniques to our own jobs.

The best way to find out about any technique and appreciate how effective it can be is to try it out for yourself. This will be the business of my workshop, but, in the meantime, here is a description of how a metaplan activity worked in one of my English classes.



These words were produced during a *metaplan activity* I did with a class of 16-year-old Spanish secondary school students. I'd asked them to write down one word (or two in the case of a phrasal verb) which summarised something they often argued about with their parents. I'd written a word too (no one is allowed to remain outside a metaplan activity): in my case concerning something I argued with my parents about when I was the same age as my students. We'd written these words on pieces of paper without discussing them or showing them to anybody else in the group and we then handed them face down to two *helpers* (two volunteer students). The helpers knew exactly what to do because they'd watched other students playing this role in metaplan activities in previouslessons. They first collected the words and then began to rapidly stick them with adhesive tape onto the whiteboard at the front of the classroom. The wrole group watched the words go up silently.

What everyone admitted to doing afterwards was first watching out for our own word to be placed on the board. Then we began looling at the other words displayed there, comparing and contrasting them with our own. Perhaps we spotted that somebody else had written an identical word: "Hey, that's what I wrote! I wonder who had the same idea as me?" we perhaps thought. Perhaps the students saw a word which more closely corresponded to a problem they were having with their parents than the word they'd actually written: "That's true. I often argue with my parents about homework!" Perhaps we saw a word that puzzled us and we would start to try to work out its possible relationship with the topic: "Why should someone argue with their parents about a tree?"

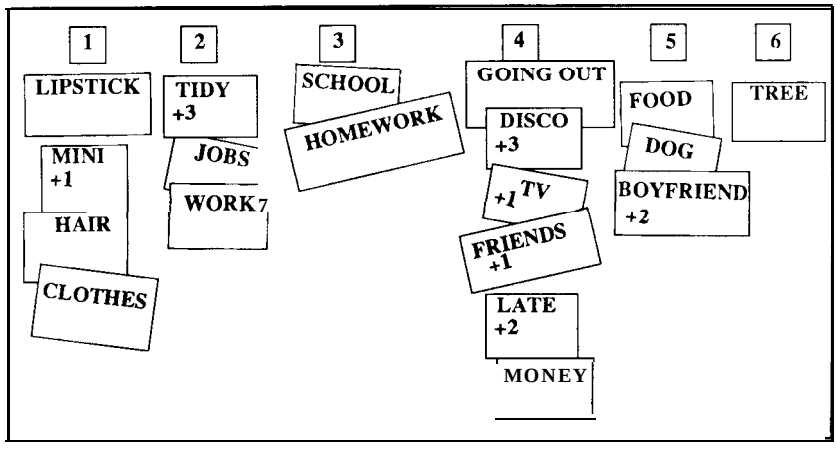
Have a look at the word for yourself for a few moments. Can you guess the problem that lies behind each word for a 16-year-old and his or her parents?

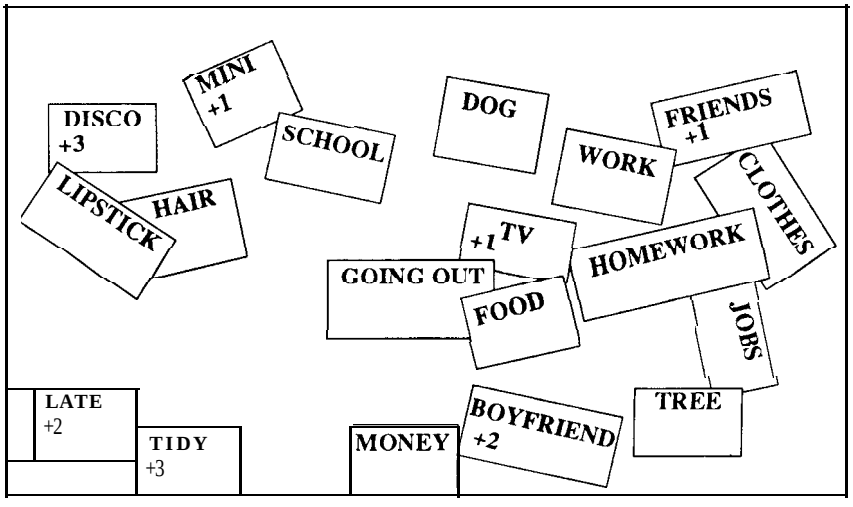
After they displayed all the words on the board, the helpers checked that the words were legible to everyone in the room. If people did have a problem reading a word, the helpers would trace over the letters with a thick marker pen to make it clearer.

The board was a mess! It was crammed full with words and the only way we, with the assistance of the helpers, could tidy it was to first create some space. So we pointed out to the helpers duplicate words which could be safely removed from the board without losing any of the ideas represented there. Someone pointed out that there were four *discos* on the board. 'Which *disco* do you want to keep?" asked a helper and a group majority decided that they wanted the one written in the biggest, neatest capitals to remain on the board. As the helpers removed the duplicate words, they kept a tally

of the words they'd taken away by writing the total next to the remaining word, e.g. "DISCO + 3." This was important. Words like disco were "heavier" than ideas represented by just a single word on the board: they represented the problems of more than one student in the group and we needed to remember that.

After making space by taking away duplicate *words,* we then concentrated on taking away words we were sure represented the same problem. Someone suggested: "*Mini* and *minis.*" "Which one do you want to keep?" asked a helper. "*Mini* ," came back the answer. There was no argument about most of the suggestions. *Clean* and *tidy* were generally recognised as being about the same thing, i.e. "Keeping our room tidy." And likewise, *late, 10, 30,* and *early* were all about how late students in the group could stay out. But though it was decided by the group that *Ramon , boyfriend ,* and *boy* represented the same problem, the class didn't agree that *friends* were the same as *boyfriend,* and so, after a show of hands, both words remained on the board. After this process of creating space, the board looked like this:





We could than use this space to tidy up the board and create order by putting together similar ideas. Again the helpers coordinated this by first asking for suggestions and then, after making sure that a group majority were agreeable, placing the two words together on the board. We started first with the easy pairs. Everyone agreed that *disco* and *going out* was a good pair, as were *mini* and *lipstick* . Whenever there was a dispute, simple questions linking the words with the topic usually clarified things: "What's the problem with *tidy* ?"-"Keeping our rooms tidy." "What's the problem with room?-"The same, keeping our rooms tidy." *Tidy* and *room* were therefore put together as being compatible ideas. After we had run out of good pairs, we then linked other words to these pairs to form category groups. *Hair* and *clothes* could join *lipstick* and *mini* to form an "appearance" group; *boyfriend* was linked, humorously, with *dog* and *food* as "things people wanted but couldn't have." At the end of this process of "tidying" and categorising, the board looked like this:

Finally we "weighed" the category areas by counting the words in each column. We discovered that "going out" (column 4) represented the biggest problem area for the group as a whole with a "score" of 13, followed by "household chores" (column 2) and "appearance" (columnl) both with 5. The "mystery" section (column@ hadonlyonewordinit, but this was easily the most interesting and popular word in that it was so interesting to try to guess what possible problem someone could have with their parents about a tree. I then called a halt to the metaplan activity and began to use the teaching material I had been "warming up": a recording of a conversation between a group of British teenagers where they discuss the kind of things they argue with their parents about.

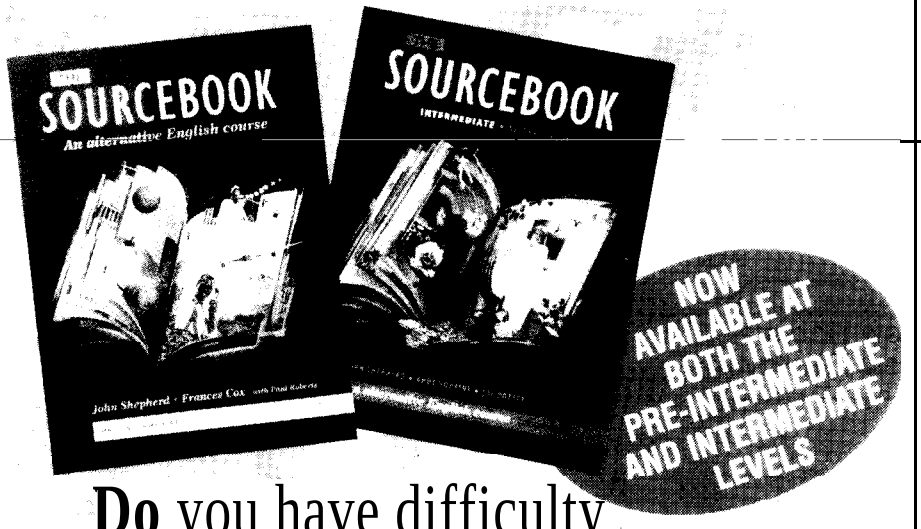
I felt that metaplan activity had succeeded as a warm up activity in that *all* the students in the class listened intently to the recording I played them. They all seemed motivated to find out whether the problems of the British teenagers were the same as their own individual problems and those of the rest of the group. They listened because the metaplan techniques led them to think hard

about the topic. They'd expressed their own personal problems and discovered which were the biggest problems of the class as a whole. They'd perhaps reconsidered what their own problems really were in light of this. They'd been encouraged to see things from different points of view and try to guess what problems lay behind such words as *food, dog,* and *money.* And they'd done all this without having to expose themselves on what could be a sensitive issue. Their personal problem had been represented on the board at all stages of the metaplan, but they had never had to say 'That belongs to me."

This anonymity is the key to why metaplan activities work so well in the classroom. Part of the fascination of the metaplan is to watch your word being moved around the board and interpreted by the rest of the group. My own word *TV* happened to end up in the wrong column, but no one in the group apart from me knew this. My problem with TV and my parents was not that I wanted to watch more TV than they would allow (theinterpretation of the group), but that I wanted *them* to watch less TV. In a metaplan activity, once a word has been handed to the helper and displayed on the board or wall, it no longer belongs to the person who wrote it but to the group as a whole. If I'd been allowed to say about TV, "I wrote that, and it means..." the fun and the interest of guessing would have stopped immediately. *Tree* was the most popular of all the ideas that came out of the session (the students spoke about it for days afterwards) just because we *couldn't* solve the mystery to our complete satisfaction.

Call for Papers

The most innovative approach to course materials for a decade.



Do you have difficulty choosing the right course book for your classes?

The Sourcebook offers you a time-saving alternative: the resources, flexibility and freedom to create a course for the specific needs and interests of your students.

The Sourcebook combines the benefits of **three** books in **one convenient package:**

- Integrated skills section, with 10 topic-based units
- Vocabulary section, which explores related words and phrases
- Grammar section, to give students the structural and functional items they need

All of the sections are extensively cross-referenced, giving you the freedom to select the best alternatives for your own class. Additional usage suggestions and sample lesson plans are offered in the Teachers Books.

LONGMAN ELT
The Japan Specialists

To: Longman ELT, Gyokuroen Building,
1-1 3-1 9 Sekiguchi, Bunkyo-ku, Tokyo 112.
Tel: 03 3266 0404 Fax: 03 3266 0326

Please send me more information about:

❑ THE SOURCEBOOK PRE-INTERMEDIATE

❑ THE SOURCEBOOK INTERMEDIATE

Name ____

School ____

Address ____

____ Tel: ____

New Tools for Teaching: CALL in the Language Classroom

by Lance Knowles

This workshop explores the role of the computer in language learning and, in particular, the educational potential of multimedia computers now available in Japan. It will focus on the practical and pedagogical concerns of teachers who would like to incorporate CALL (Computer Assisted Language Learning) into their classrooms. No knowledge of computers or computer terminology is required.

First WC will examine examples of state-of-the-art CALL lessons which combine speech, text, and visual support to provide a full range of language input and activity. Thr examples will be from CALL courses currently used in Japan, including courses designed to teach listening comprehension to basic level students and cross-cultural skills to intermediate level business people.

In groups, participants will go through several types of lessons to see how friendly CALL is and how each lesson type conncts to well-established language learning approaches. The point will be stressed that technology need not interfere with the teachers' task, anymore than a VCR, tape recorder, or language laboratory. In fact, the most important design consideration is that the technology is a tool that should be transparcnt to both the teacher and the student. Content and skill acquisition should remain the center of attention.

While going through each lesson, we will examine the design principles--such as language scqucncing, interactivity, and learner control-and relate them to the language teaching approaches chosen by the author.

On the basis of these principles, workshop participants will critique the lessons and discuss how classroom activities or other supporting materials might be designed to facilitate the USC of such lessons. Working in groups, participants will develop and compare sample activities, worksheets, and lesson plans.

Used in this way, a CALL lesson can be a tool to preview and support traditional textbooks and classroom activities. It isn't necessary to coordinate lessons co closely that the CALL lesson and the classroom activity are mirror immages. The teacher and class needn't be a slave to the CALL lesson, and the CALL lesson needn't, and shouldn't, be slave to the classroom. It is enough to see them as related activities which reinforce and extend each other. CALL lessons can, for example, give students a chance to develop and practice their listening comprehension skill while at the same time reviewing or previewing basic grammatical structures and important vocabulary that may be the focus of classroom activities. This can be a way of using one textbook to supplement another, as when a CALL lesson is based on a textbook not used in the classroom itself.

One technique linking the CALL lesson with classroom activities is to design worksheets that students can use while going through a lesson. The worksheets can focus the students attention on points within the CALL lesson which the teacher has chosen for review or serve as a preview for classroom work. Using worksheets, teachers can design quizzes or classroom activities that provide a link between the CALL practice time and classroom time.

Another strength of CALL is the ability to provide students with an alternatevicw of the target language. For many students, language learning has become tedious and boring. Rather than cogitate, or passively listen, students begin to acquire important elements of the target language as they perform listening tasks which physically involve them in much the same way as the Total Physical Response approach.

When processing information in the target language, students tend to forget that they are learning a language if the input is comprehensible. They are immersed. Hence, stress levels decline and students move toward a state of positive alertness. As students are engaged in the lesson, their success or lack thereof is monitored by the computer. The language input and listening tasks are then adjusted so that students operate within a range and at a pace which can vary according to their level and learning style. This removes much of the frustration and tedium which has characterized language learning. This is only true if CALL lessons are scheduled for an appropriate amount of time and frequently enough to carry momentum from one session to another. Too much of anything can become tedious and boring; yet regular practice is necessary for the acquisition of any skill.

Another concern of teachers is how to monitor self-directed students. Record keeping is therefore an important point to consider when selecting a CALL course. In one example, a students' study history is kept and can bc accessed in a variety of ways. Students whose records indicate that they are having difficulty with a lesson can be given individual attention. This can result in a more humane approach to language learning because the teacher can be more responsive to an individual student without disrupting the work of others.

Some of the other points we hope to explore are:

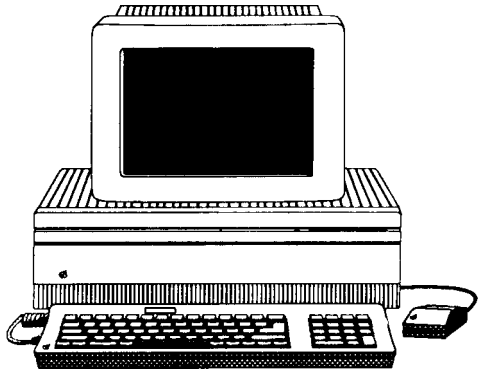
Role of the teacher: There arc some who fear that CALL is a threat to teachers or is inhumane because it lacks the element of face to face communication. We will examine these issues with respect to the teaching of two skills: listening comprehension to basic level students; and cross-cultural communication skills to intermediate level business people. We will explore how CALL lessons can make better use of the teacher and provide students with effective ways to practice the skills they need to acquire.

Role of the classroom and LL: Some kinds of activities are appropriate for the classroom, for example, role plays, discussions, and presentations. However, when activities require repetition, practice, and concentration, they need to be individualized to some extent in order to maintain student interest. This is a particular strength of well-designed CALL materials.

In the area of listening comprehension in particular, the classroom has not been a satisfactory setting. Teacher talk is seldom a good model, and students' listening to each other does little to prepare students for the real world.

The language laboratory also suffers as drills and exercises are either too mechanical or lack sufficient support to insure at least a minimum level of comprehension. It is not realistic for a single teacher to monitor thirty to forty students at once.

Content and Level: Some subjects and skills are more appropriate for computer assistance than others. In language learning, for example, listening plays a more important role at the beginner stage than at the advanced stage. The ratio of listening to speaking is highest at the beginner level. As every language learner has painfully learned, one cannot repeat a sentence unless one is able to hold it in one's short term memory. To do this, students need to chunk the input in units of increasing length. This requires practice, repetition and perseverance.



CALL lessons designed to assist the beginner in this way are of particular importance. The result is students who are better prepared to participate in classroom activities and who have a more positive attitude to language learning.

Learning Styles: All students don't learn in the same way. Some students are more field independent than other students. This can work against their language learning, because they tend to be too detail oriented, thereby missing contextual content which is an integral part of communication. Some types of CALL lessons work to encourage the development of more field dependency, and in this way influence the learning style of the student.

Hardware: There are many competing systems currently on the market. We will briefly summarize the strengths and weaknesses of the major contenders and provide recent market trends that will influence future development of CALL titles and purchases of hardware. In particular we will look at the market trends of DOS, Macs, and the FM TOWNS. We will also define the important terms.

Example Lessons

The following will be demonstrated and discussed:

1. Interactive presentation of language in context with comprehension checks. High quality prerecorded audio, together with color visuals, provides comprehensible input. The level of the language input and listening tasks varies with each student.
2. Question practice allowing students to formulate basic questions in context by pointing to visual icons. Whatever the word order, the lesson provides a caretaker response similar to a parent providing feedback.
3. Dictations allowing for more focused listening practice. Basic grammatical points are built in as the student learns that listening is also editing: a knowledge of grammar aids listening.
4. A Vocabulary Matrix providing students with the opportunity to explore new items which are grouped together in sets such as seasons, weather, etc. At the same time, comprehension activities allow for practice and review of basic structures.
5. Simulations allowing students to make choices that influence the communication. We will USC a full motion video extract and focus on language functions such as requests, suggestions, and disagreement.

Conclusion

Though the development of CALL threatens some, I feel that teachers will be reassured that technical problems and computer illiteracy needn't stand in their way. For CALL to be successful, it must be seen as a friend that can be controlled and monitored by the teacher. As a practical tool, CALL has the potential to emerge as a great addition to the language learning classroom, but only after the initial threshold of fear is crossed. For teachers to cross that threshold, experiencing well-designed courseware that is pedagogically effective and economically viable is necessary. Only then will they accept it as a tool for their classroom.

Training Japanese Children to be Active Learners

by David Paul

We have all seen the symptoms: the students wait to be asked questions rather than volunteer suggestions, and then either have to refer to their friends or their textbooks before giving answers, or just give an unadventurous *"wakarimasen."* Of course I am referring to the widespread malaise of "passive learning."

Students in Japan generally start to learn English at the beginning of junior high school with positivity and curiosity; but after one or two years, most of them become passive learners. They will have received a lot of knowledge and information, but the more they received the less they needed to find out for themselves. The more they were "taught," the less actively they needed to learn. Attempts to attack this problem at the junior high school level are likely to be an uphill struggle. Individual battles can be won, but we are unlikely to win the war in the near future.

Far more can be achieved with children who start to learn English when they are at elementary school. We can train these children to be active learners before they enter junior high school. If we can encourage and strengthen their natural curiosity and if we can build their confidence, we will go a long way towards ensuring that they will have an active approach to learning English which is strong enough to stay with them throughout junior and senior high school.

Here are eight principles which I personally try to bear in mind when teaching elementary school children and which you may also find helpful:

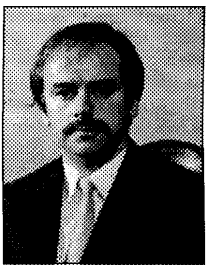
Maximize the involvement of the children

The children should feel fully involved at every stage of a lesson. There is no need for any dry or mechanical practice. All repetition and pattern practice can be put intogames. The children should feel relaxed and should not feel that they are "studying."

This does not mean that we play without direction. If the children only learn for one or two hours a week, there is no time for that. Our course needs a very clear direction, but the children should not feel that we are pushing them in this direction. We can achieve this by taking time to arouse their curiosity in new words and patterns before helping them discover them.

It is particularly important not to divide lessons into "studying" parts and "fun" parts;otherwise the children will come to see learning as boring by comparison with games and songs. This means that games should not be played for their own sake, and particularly not used as bribes to keep a class under control. If games and learning are fully integrated, the children's involvement in the learning process will be deeper and their natural andency to learn actively will be strengthened.

Avoid activities where the children are following the teacher



Any activity where the teacher keeps the initiative encourages dependency and passive learning. It is essential for the children to feel that they are learning for themselves, not simply responding to the teacher. Methods such as copying and repetition after the teacher weaken the desire of the children to learn for themselves.

This point even applies to Total Physical Response. TPR is particularly effective with kindergarten children and with older children in cultures where passive learning is not a big problem. It also has its place in any course for Japanese elementary school children because of the extent to which it makes the children feel involved. However, if TPR plays too central a role in our approach, it can undermine our attempts to train the children to become active learners. Instead of relying too much on TPR, we can set up games where the children are fully involved and moving around a lot but which are less teacher centered.

Give the children space to be interested

We should give the children space to be interested in new language before we present it. For example, when we introduce new vocabulary, instead of getting the children to repeat after us, we can attract the children's attention to an interesting picture of the new animal or object and encourage them to ask us what it is. This is a simple example, but the same principle can be applied to very complex patterns. It should never be necessary to explain or lead too directly. One of our main roles as teachers is to set up situations in which the children feel they are discovering new language for themselves.

Emphasize question forms

If we encourage the children's curiosity in new language, we must also provide them with the tools to express their curiosity. They should learn question forms first and then use these questions to discover answers. For example, the question *What is it?* is the tool for discovering answers like *It's a gorilla* or *It's a panda.*, and the question *What color is it?* is the tool for discovering answers like *It's red* or *If's green.* If the children have a wide range of questions they can use to

obtain the information they are searching for, they are more likely to be active learners. When we emphasize one word statements such as *book* or *cat* or statements such as *It's a desk,* without relating them to questions, we are discouraging active learning.

Build the children's confidence

Active learners need confidence. If we want children to learn actively, we must encourage them to feel that their explorations are likely to be successful. To achieve this, it is essential that they succeed as often as possible in the early stages of learning. The more they succeed, the less they will hesitate to explore.

In countries where passive learning is not such a big problem, it is not necessary to be so careful about grading and sequencing language. But in Japan, the process of confidence building is very delicate, and courses which introduce new language too quickly often turn Japanese children into passive learners.

Let the children learn by trial and error

Active learners make guesses and learn from their mistakes. The children need to spend a lot of time using and manipulating language, not copying model patterns presented by the teacher. The best way of doing this is in games. The children can play and play, and learn by trial and error. If we have sequenced the languagecorrectly, thechildren will makemistakesbut successfully learn the target language before they lose interest in trying.

Minimize input in the early stages of learning

With Japanese children, it is essential to minimizethe input of new language, particularly in the early stages. Approaches which concentrate on the input rather than the output of language ultimately fail in Japan because they do not address the problem of how to discourage passive learning. An American child may well spontaneously speak out actively after receiving a certain amount of input in a new language, but Japanese children will often continue to passively receive language indefinitely. This is not just for cultural reasons, but also because children who learn English in Japan generally do so for only one or two hours a week and have little exposure to English between lessons. Under these circumstances, it takes forever for them to spontaneously produce much language "naturally." They need to be trained to do so.

Avoid memorization

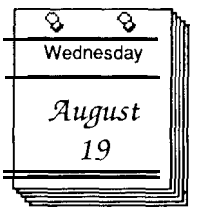
We mdst avoid any techniques which clearly define the boundaries of the children's knowledge. If they make a strong distinction between what they have memorized and what they have not yet memorized, their desire and confidence to explore will bc weak.

Whole-word approaches to reading and writing provide a good illustration of this point. In Japan, children to not see individual English words often enough in their daily lives to acquire the ability to read and write them "naturally," so whole-word approaches depend heavily on memorization, and children who learn in this way are generally reluctant to try to read and write words they have not yet memorized. On the other hand, children who learn by a phonic approach with minimum input of letter combinations are generally fascinated by new words and actively try to discover how to read and write them.

"Teaching" vs "Learning"

If a teacher begins a lesson with explanation, demonstration, repetition after the teacher, or any activity which encourages mimicking or copying, the children fall into the role of those who are being "taught." The more children receive from the teacher, the fewer questions they need to ask, the fewer adventures into the unknown they need to take, and the more they wait to be "taught." In the short term, children can get knowledge from being "taught" and can learn to react to theteacher and even produce fixed patterns fluently *(e.g. Now are you? Fine thank you. And you?),* but the long-term effect on their desire to learn for themselves can be disastrous.

When we are teaching elementary school children, we have the time to look at the long-term effect of our methods. Once the children enter junior high school, they come under the influence of teacher-centered and memorization-dependent approaches; and alternative approaches can have only a limited effect. So, as teachers of elementary school children, we have a responsibility to look at our methods in terms of whether or not they are training our students to have an active approach to learning which will stay with them throughout junior and senior high school.



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,*

Staying Up-To-Date: Sharing Teacher Resources

by Michael Rost

Some Thoughts on Planning

As 1 considered the theme of this year's JALT confercncc, "Teacher to Teacher in Theory and Research," my first thoughts concerned the ways that teacher-to-teacher communication is accomplished. How do teachers communicate with other teachers? How do we communicate our ideas about language teaching, our theories of learning, our understanding of research in language teaching?

My sense is that we don't do this very well. Although we have developed *vehicles* for communication, such as conferences and faculty meetings, we do not often communicate much about core issues, such as how we see our work and how we might do it better. My initial idea was to have a workshop dealing with teacher-to-teacher communication.

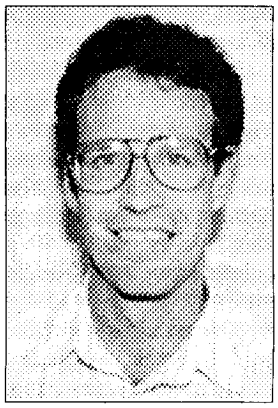
My second thoughts concerned the ways that I, as one individual among many, attempt to keep up with new dcvclopmcnts in theory and research. How *does* one person keep up? Is it even possible? I sometimes pat myself on the back, thinking that I have developed some discipline for reading papers and journals, attending national and international conferences, and doing my own research for others to read. However, I still feel I am able to keep up to speed on only a small number of issues in language learning. I'm sure that others in the field feel this way. So my revised idea was to have a workshop on "keeping up to date."

Why Keep Up Anyway?

The fundamental question was not so much "How to keep up?," but rather, "Why should we try?" It's a provocative and challenging question, but certainly one that is easy to dodge. Concerning the difficulty of keeping up with developments in research and theory, the most frequent "consolations" I hear among colleagues in the field arc the following:

1. "Nothing has really changed-it 's a waste of time to keep up with 'new developments' since there isn't anything new."
2. "The research 'out there' doesn't matter-it's not relevant to my teaching situation."
3. "I can't understand the research anyway-it's hard to distinguish between valid and invalid research."
4. "I don't have the time now-I'm too busy to keep up with what's going on in the field (but someday I will try)."

You may have voiced some of these "consolations" to yourself. I know that I havcat different times. All of these may be effective as excuses for *not* keeping up, but they all prevent us from making some simple attitude changes about the field and how it's developing. And that kind of attitude change could improve our thinking and our teaching.



Not More Prescriptions (I hope)

After I had come up with a possible theme, I began to search for ways to avoid "authoritarianism''-prescriptions for doing more to keep up with theory and research, lists of articles and books and journals to read, of people to meet, of conferences to attend. The key seemed to be in terms of using already identifiable resources-personal and professional resources-and finding ways of tapping those resources that could somehow be generative. Isn't there a way that we can do a great deal of updating ourselves, on our own, without following a set of directives?

If this notion was to be a valid starting point, I began to think further, what current resources will help us keep up-to-date with developments in theory and research? We may have to return to some of the "old" vehicles of our profession-the journals, the books, the organizations, the workshops, the special training classes, the interactions with our collcagues-but in a new way, with a new perspective. The perspective I propose looks at resources as *personal* and *interpersonal.*

1. Personal Resources

Our primary resource in any situation-not only teaching-is our personal experience and awareness: how we act in our day-today lives, how we respond to the people and conditions we encounter every day (such as in our classrooms)-in short, how we interact with the people and ideas that are important to us.

To call personal awareness a resource may seem trite at first glance, but it seems to me that our "professional" approaches to understanding theory and research often are lacking precisely this personal dimension. We often neglect asking personalizing questions about "important" issues: Why are we interested in this? What is my sense about this? How am I reacting to this issue? If we don't ask these kinds of questions, we end up mindlessly accumulating "information." If we do start asking these questions, we begin to shape our

perceptions more mindfully. This is an essential starting point for staying up-to-date.

By utilizing our "inner world" as a mirror for understanding the "outer world," we can find richer meaning in what we encounter and find a truer balance in our efforts to understand. This is a very fuzzy concept unless weapplya practical method for working with it. Something as simple as keeping a regular journal is a useful means of tapping a vital personal resource: an appreciation for the value of ideas.

The Dialog Journal format (developed by lra Progoff) is a powerful tool for tapping our personal resources in order to enrich and enliven our professional lives. In this method, an individual keeps a "daily log" of chronological events, but also, and concurrently, a few more imaginative "dialogue sections" of the journal in which we "interact" with people, events, ideas, and the society around us. The purpose this kind of journal, ironically, is not to analyze, understand, or evaluate people and ideas-but simply to have a dialogue with them: In what way are they important to us?

This method may work for some of us and not for others, but all of us need some way to broaden our capacity to listen to others and to sharpen our interests in ideas we encounter.

2. Interpersonal Resources

Our secondary resource in many situations is our understanding of theexperience of colleagues: How do they view their work? What is important to them? How do they assess the effects of their work? This interpersonal resource is more complex than our personal resource, since we have more people to consult and we also have the responsibility of triangulating what we understand (finding out if we got it right!).

While interpersonal resources around us are very rich, this is an area that goes virtually untapped by many teachers. We often neglect finding out what others are doing, how they are doing it, how they are evaluating their own efforts. Part of the problems is that there are so *many* colleagues, there is so *much* research being published. There are so *many* guides to "help" us, that we can feel overwhelmed. A more significant part of the problem is that we don't know how to view the work of our colleagues: We don't know how to observe their classes, how to engage them in serious talk about teaching or research, how to collaborate with them.

1 believe that what we need to do, on an individual basis first, is find an orientation-not the right organizations, the right teachers, the right etc. We need to know how to look at the work our colleagues aredoing.

Interpersonal resources can be broken down into some clearly identifiable areas: organizations, professional meetings, journals, research reports, and teaching guides. All of these represent avenues for tapping interpersonal resources.

Some of the practical questions relating to these resources are:

*How do I decide what organizations-both within language teaching and outside it-are worth joining? When I join, what can I realistically expect to gain? What can I realistically expect to give?

*When I attend an organizational gathering, what can I expect to learn? How can I remember, apply, or evaluate what I have learned? Who can I ask to help me? Who can I help?

*What kind of journals are there in the field that are interesting and relevant? How do I read an article in a journal? How can I respond to, apply, or evaluate what I read there?

*What kinds of teaching guides are there that can introduce me to new ideas or new ways of thinking? How can I best utilize these guides? Can I make a contribution to a teaching guide?

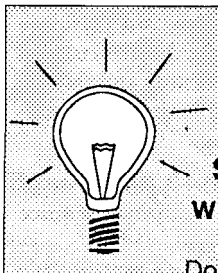
*What kind of theories do I hold and what kind of research is relevant to them? Where can I find this type of research report? How can I read it effectively? What kind of research can I do in my own work that may contribute new ideas in this field?

*What kind of reliable observation techniques can 1 use to understand what is happening in my teaching? How can I share my observations with my colleagues and learn from their observations?

Why a Workshop About This?

The issues of personal and professional development are probably of interest to many of us involved in teaching. And we're all working on these issue *already.* But many of us would like to find new ways to tap into our resources.

A workshop format can provide one forum for participants to offer their own ideas, to find out what others think and what others are *doing* about the issues raised. That's a starting point. From there, we may bc able to distill our experience of "keeping up to date" in this profession into some adoptable approaches.



Share Your Ideas with Us!

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

Not Just a Button Pusher: The Teacher and Video

by Peter Viney

Writing about a workshop in advance is an activity full of paradoxes. Articles are designed to be read, and like the vast majority of text materials, they are designed to be read silently, not out loud to an audience. Workshops arc intended to be events which modify themselves as they proceed. There should be a degree of interaction with the audience which can change the direction and scope of the workshop. On a good day, the presenter may find new insights while actually in the process of talking. This is equally true of a lesson in any language classroom. Between the time of writing this article and the time of the workshop at JALT, I will have spoken on video to many groups of teachers. Hopefully, my ideas will have evolved. Even better, I might even get new and more interesting ideas. All I can do here is to outline some of the concerns which the workshop will address.

When I began teaching English, more than twenty years ago, I used to arrive at work on Tuesday mornings full of cxcitemcnt. It was my turn for the cassette player! I could do all kinds of new and interesting things because I had this wonderful piece of equipment. In those faroff days the cassette player was shared between five teachers, and Tuesday was my day. Video is in a similar state today: We have to plan when to use it; possibly we have to book the equipment in advance. It's all too easy tosecvideoasaspecial treat, perhaps a "Friday afternoon" activity. Teachers may have memories of the use of film and video in their own language learning experiences. They may remember gazing at fifteen or thirty minute programmes, where they sat passively in the dark while the teacher simply kept order and switched the machine on and off. Even if they understood little of what they heard, the whole exercise was often justified as having given "cultural background."

Video can still be a much misused medium. I have heard people explain innovative and intricate techniques for exploiting full-length feature films, without perhaps wondering whether showing such was an effective use of time in the first place. I have seen authentic news broadcasts taken into class as the basis of a discussion lesson, which swiftly dissolved into a tedious vocabulary lesson. The news works when something important is happening. When the Gulf War broke out, ELT students and teachers all over the world tuned to TV channels to find out what was happening. Genuine motivation means that you don't need support materials.

When the news is downright dull though, it's a waste of time using it. I once had a regular Thursday evening slot on the supplementary programme of studies at a language school. I used to use the lunch time news from earlier the same day, and I usually had about thirty minutes in which to review it and prepare my class. If the news was interesting, it was great. But I still shudder at those dull February evenings, when I was struggling to get interest and motivation from news of a European economic summit meeting.

Generally, video needs preparation. Video needs student materials and worksheets. From the teacher's point of view it may seem unnecessarily arduous to spend half the evening preparing worksheets for a news broadcast which can be used only once. This doesn't mean that you should not seek for and use authentic materials. Preparing materials for video is fun. This is just a warning that the process is time-consuming, and should therefore be confined to something you might use more than once.

Teachers usually dislike adopting a passive role in class. They do not want the video to do their teaching for them. In the mid-seventies when video materials tended to use on-screen verbal explanations and summaries and, in some cases, even on-screen drills, teachers reacted against using video. These earlier videos were some sort of confused halfway house between self-study programmes and teaching materials. We don't need videos to give drills, ask questions, summarize grammar in paradigms or list items of vocabulary. The teacher can do this perfectly adequately without electronic assistance. Students come to classes to activate language and in Japan, where students often have a much higher passive vocabulary than an active one, production rather than comprehension is the need. I have been told that people see too much television at homeanyway, and that the last thing they need is to watch more television in language lessons. However, ELT video is not to be confused with simply watching television. As a medium, video can produce more language activation than any alternative means of presentation.

There are factors which have to be right for the particular class. The length of extracts must be controlled, as must the level of difficulty (although students can cope with more "difficult" material on video than they could on cassette). I think we also need to be wary of the casual use of authentic material. In my experience, you need to scan hundreds, if not thou-

sands, of hours of TV material in order to find something suitable. Much so-called "authentic material" is in reality simply *unscripted.* I remember once doing some "authentic" recordings for listening material and being asked to speak about football violence for two minutes. The interviewer then added, "By the way,...try to squeeze in a few conditionals." Too much authentic video material suffers from the same syndrome!

Real TV drama is hardly authentic conversation either. It is more articulate than real life, which is full of ums and ahs and ers. Scriptwriters are trying to tell a story using all the techniques at their disposal to remind the audience of the plot and the relationship between characters. We would have to describe most programmes from American, Australian, or British TV as "materials designed for native speakers" rather than as "authentic dialogue." It is true that "real" sit-corns, such as *Cheers, Taxi, Fawlty Towers,* or *Roseanne,* will be better produced and funnier than prepared materials, and that long running soaps like *Neighbours* or *Home and Away* may be more involving. However, students are aware that they are in a classroom, and they do not necessarily apply the same standards to ELT materials. ELT video materials tend to be compared to ELT books and audio tapes rather than to "real" television. All too often, jokes from real sit-coms have to be explained, and nothing is as unfunny as an explained joke! A further point is, of course, that you are probably breaking copyright laws when broadcasted materials are used in this way. If your school does have a license to use broadcast materials, you may find the British Mr Bean series by Rowan Atkinson useful with adults. It works (as do Chaplin, and Laurel & Hardy) because it is silent. The language comes from the student. (Warning: The humour is often cruder than any ELT publisher permits, although the programmes were shown at a time of day in Britain meant for family viewing.)

When we teach with video, we need to have a full and varied arsenal of exploitation techniques available, and we need to be able to switch techniques to suit the situation and the apparent interest level the material has generated. We will find that the pictures are at least as important as the dialogue, both in conveying a message and in giving us something to react to and talk about. The bulk of the workshop will consist of evaluating these techniques and in demonstrating them. As I said at the beginning, video techniques are best explained with video rather than on paper. I am convinced that video has a continuing and vital role to play in language teaching and learning, and I could not imagine myself teaching without it. After all, listening to cassettes is a very artificial activity. Apart from using telephones, we rarely have to cope with audio-only messages in real life. Why should we expect learners who are operating in a foreign language to be able to cope when the evidence of their eyes is not there to assist them?

Five years ago, teachers often complained that there was only a limited range of material availableon video. This is no longer true. There are specially written video programmes; there are collections of carefully selected authentic materials and news extracts; there are materials for business English and for technical English; there are humorous materials, dramatic materials, and serious materials; there are videos presenting cultural background information (though this was something we had far too much of in the early days of video!); there are modern "silent film" style materials; there are collections of language teaching songs on video. It seems unlikely that there isn't something out there which would suit your teaching programme and which would appeal to your classes.

Corrections and Additions to April, 1992 JALT News Issue of TLT

Chapter Reports

Fukui Chapter Officers

President:	**Takako Watanabe** 6-38 Taneike-cho, Fukui-shi, Fukui 910 Tel: 0776-34-8334 (H)
Program:	**Paul Rovang** 5-7-3 Ninomiya, Fukui-shi, Fukui 910 Tel: 0776-21-0577 (H)
Membership:	**Cheryl Reynolds** **C/O Ogawa,** l-5-7 Oute, Fukui-shi, Fukui 910 Tel: 0776-25-9207 (H) **Koji Morimoto** 2-1105 Undoukouen, Fukui-shi, Fukui 910 Tel: 0776-35-3598 (H)
Publicity:	**Taeko Kawahara** 9-25 Omori, Maruoka-cho, Sakai-gun Fukui 910-02 Tel: 0776-66-7336 (H)
Treasurer:	**Saburo Yoshida** 18-30-l Ishigami, Maruoka-cho Sakai-gun, Fukui 910-02 Tel: 0776-66-3037 (H)
Recording:	**John Quinn** 101 Youkoudai Haitsu, 36145 Fuku-machi, Fukui-shi, Fukui 910 Tel: (076-35-4137 (H)

Hokkaido Chapter

President Stuart Walker's new address:
Home: Sumikawa 5-jo, 13-chome, 12-15
Minami-ku, Sapporo, 005
Tel & Fax: (011)-583-1294

Associate Members

Tokyo Shuppan Service Company-Tel: 03-3262-8271
United Publishers-Tel: 03-3291-4541
Sony Picutres Entertainment not Sony Entertainment Pictures
Ayusa International-Tel: 03-3434-2636
International Resources-Yamatane Ikebukuro Bldg. 5F, l-11-22 Minami-Ikebukuro, Toshima-ku, Tokyo 171, Tel: 03-3982-2931, Ms Kim Kunkle
ANA Stanton School-12-9 Goban-cho, Chiyoda-ku, Tokyo

The Lexical Syllabus

by Dave Willis

Over the last twenty years or so the focus of attention in syllabus specification hasranged over grammatical structures, communicative functions, micro-skills, and discourscrclations. In addition to this, there have been those who argue that we should not offer any *a priori* syllabus specification at all, arguing that syllabus content should be negotia ted as part of the teaching and learning process rather than imposed on learners by teachers and institutions. It seems to me, however, that whatever our methodological bias may be, there is a good deal to be said for specifying in some detail and as accurately as possible what there is to be learned. This inventory may then be used either in the construction of an *a priori* syllabus, or as input to the negotiation of a process syllabus, or as a checklist to see what has been acquired. As teachers we are accountable to learners, parents, principals, ministries of education, and other stake-holders. Even if this were not the case, we need to make (or to negotiate) decisions about how time is to be spent, about what texts arc to be studied, about what language items are to be highlighted, and so on. I find it difficult to see how we are to do this effectively without a specification of actual or potential syllabus content.

I believe that, finally, a syllabus must be specified in terms of language. Attempts to draw up a notional/functional syllabus have also taken this line. They have sought to identify notions and functions at a higher level of abstraction, but in coming down to specifying syllabus content they have clothed their notions and functions in verbal realizations. Indeed of the weaknesses of such syllabuses has been the tenuous relationship between functions and notions on the one hand, and their realizations on the other. It is a daunting enterprise to attempt to identify abstractly the basic communicative units for a target group of learners. Even if this is successfully accomplished, the job is still only half done. The next question is how the language realizes these units. So far, attempts to do this (the most notable being the Council of Europe with the work of Van Ek, Trimm, Wilkins, and others) have relied on the intuitions of the syllabus designers themselves to make this step. Usually the results have been far from convincing.

The advantage of a syllabus specification in notional/functional terms is that it is rooted in meaning. It seeks to identify what learners will want to do and mean in the target language and to go directly for providing them with that capacity. But there is a more direct and more efficient way of achieving this goal. It can be done by starting from language substance rather than from philosophical abstractions. What we need to do is identify the commonest words and phrases in English. This is a job that can be done and has often been done by a computer. The next step is to recognize that the commonest notions and functions in English are those that are expressed by the commonest words and phrases. Instead of beginning with a very abstract specification of meanings and then seeking to clothe these in wordings we can begin with identifying wordings and analyzing them for meanings-altogether a much more accessible task.

The COBUILD research at Birmingham University suggests that:

> The most frequent 700 words of English constitute 70% of English text.
> The most frequent 1500 words constitute 76% of text.
> The most frequent 2500 words constitute 80% of text.

This means that on average 70% of all the text that we read or write or speak or hear is made up of frequent use of only 700 basic words. Learners who have control of those 700 words have gone a long way towards a command of English. They are not the only words the learners need, but they form a necessary basis for any practical command of the language. Certainly up to the 2500 frequency level words are of very high utility. Beyond this, the value begins to fall off rapidly and we need to identify more and more the specific communicative situations in which learners are likely to operate.

The Collins *Cobuild* English course is based on these frequent words. Level 1 covers the first 700 words; Level 2 recycles these and covers the next 800; and Level 3 recycles these and extends the coverage to 2500 by covering the next 1000 words. To identify the words and their uses, researchers worked with a 7.3 million word corpus designed to represent a cross section of the language.

But what does it mean to "cover" a word. Let's look, for example, at the word *way*. This is one of the commonest nouns of English with 7,000 occurrences in the 7.3 million corpus. It has several basic categories of meaning:

1 method, means: *It's a useful way of raising revenue.*
2 manner, style: *He smiled in a superior way.*
3 what happens, what is the case: *We are pleased with the way things are going.*
4 degree, extent, respect: *She's very sweet in lots of ways.*
5 location, movement, direction: *A man asked*

the way to St. Paul's,

6 distance, extent: *I flew the rest of the way to Danang.*

7 time: *National revolution was a long way off.*

It occurs in a large number of fixed phrases: *By the way; by way of; on the way; no way*. It occurs in a number of very common patterns:

N + INF: . ..*the best way to do it* „...
N + of + _ing: *the different ways of cooking fish....*
N + defining clause: . ..*the way you held my hand* . . .

The fact that the word way is so common means that learners are unlikely to get very far without needing to encode or interpret the meanings it realizes in English. The fact that it has such a rich grammar means that it can be used to highlight some of the commonest clause patterns in the language. The most frequent words in the language inevitably intersect with the commonest grammatical patterns and provide the most frequent instances of those patterns.

A detailed analysis of the common words helps us put traditional pedagogic grammars in perspective. It is salutary to discover that more than half the occurrences of the word any are not in negative or interrogative but in affirmative clauses:

Report to the police station any questionable telephone calls.

Any place I hang my hat is home.

The word *would,* as any pedagogic grammar will tell you, is common in conditional sentences:

It would surprise me very much if sterling strengthened.

Here, of course, it refers to a hypothetical event. What most pedagogic grammars do not tell us is that *would* with this hypothetical meaning occurs six times as often without if as it does in conditional clauses:

1 think The Tempest would make a wonderful film.

This brief report would best be understood by a listener who had ....

This suggests that if students learn the word *would* they should have no trouble in creating the so-called second conditional for themselves. It suggests to me that the second conditional is not, therefore, worth teaching for itself, but it may be worth teaching a way of illustrating the commonest use of the commonest modal-would.

The specification of the lexical syllabus is, therefore, highly systematic and involves taking words as a starting point and moving to phrases and patterns in the language which can be treated systematically. One point needs to be stressed. In identifying these words and patterns, it is essential to work with authentic text. Similarly, in exemplifying them for learners, it is essential to work with authentic text. This is a very difficult but not impossible task, even at the beginner level. It is a necessary task because we have no right to redefine the language for pedagogic purposes. If it is real English they need to learn, then it is real English they need to experience, not English which illustrates misguided rules about some and any and which ignores the most frequent use of the most frequent modal.

In addition to the speakers mentioned in the previous articles, Barry Tomalin will give a workshop entitled "Cross Cultural Communication-Tips and Techniques," and Geoffrey Leech will hold a workshop on "Communicative Grammar Education for Teachers: The Data Driven Approach."

The ten pre-conference workshops give you an opportunity to spend either a morning or an afternoon, or both, working with experts in the field of your choice.

読書行動から考えるシラバス：学部留学生に対して

平高史也
慶應義塾大学

1. 読書行動とは

学部留学生に対する読解教育は、多くの場合、教師が与えた教材を教室で一緒に読むという形で進められる。しかし、こうした授業は初級段階ならともかく、学部レベルでは不十分であると言わざるをえない。それは、この種の教育には読みのauthenticityへの配慮が欠けているからである。読みのauthenticityとは、学習者の読みが教室を離れた現実場面での読みにどの程度近いかということである。学部では、学生の読むという行動そのものが教室内に限られたものではなく、キャンパス内外にさまざまな形で存在している。また、予備教育の段階とは違って、学習者自身に、自分からすすんで図書をさがして読むだけの関心と意欲がなければ、真の意味で「読む」という行為にまでは発展しないといっても過言ではあるまい。したがって、自分の関心のある領域、必要に迫られて読まなければならない領域の文献へのアクセスまでが、学部留学生の読書行動の守備範囲に入ってくる。また、読み取った資料をもとに、レポートを書いたり、ゼミで発表したりということはごく普通に行われることである。このように、「読む」という行為はなんらかの目的や課題と結びついており、テキストと対峙するだけの狭い意味での講読という行為だけで完結していることのほうがむしろ少ない。それだけ、学習者の読みの範囲は広がりがある。したがって、学部留学生に対する読解の授業について考えるときには、文献へのアクセス＋文献の講読＋文献についての報告＋ディスカッションへの取り込みなど、いわゆる従来の講読だけではなく、周辺の行動やそこで求められる技能まで含めたとらえかたをしたほうがよい。それによってもう一つのauthenticityである教材のauthenticity(武井1991)までもが確保されることになる[1]。

「読解」というと読解だけに限ったとらえ方をすることが多いが、ここでは、以上述べたような広い領域を設定してそれを「読書行動」と名づけて論を進めることにする。岡崎・長友(1989：43)は「スキルシラバスによる読解指導」の「全体像を提出して行く第一歩として『第二言語としての日本語の読解行動モデル』を」提起している。本稿と概念は違うが、同じ方向を目指しているものと言えよう。

2. 読書行動を規定する3つの要素

さて、読解を読書行動という視点から設定すると、読解とは学習者と周辺環境との相互作用という見方もできよう。そうした社会的な相互作用としての読解はもう少し細かく見ると、1)あるテキストを 2)現実の社会で求められる特定の目的をもって読む 3)読み方]であり、それを教えるのが読解の授業ということになろう。この定義を、本稿のテーマである読解の授業のシラバスを考える際の出発点とすると、ここから読書行動を規定する次の3つの成分が導かれる。

1) あるテキスト⇒テクスト
2) 現実の社会で求められる特定の目的⇒読書行動場面
3) 読み方⇒スキル

すなわち、学習者、とりわけ学部留学生は、ある読書行動場面で特定のスキル(たいていは複数のスキル)をもってあるテクストに対峙するわけである。

3. シラバスとは

読解のシラバス作成に際しても上の3つの成分が軸になるが、ここでシラバスとは何かを明らかにしておこう。もちろん、これは膨大なテーマであり、本稿で語り尽くせるものではないが、ここでの議論に関する範囲についての限度は必要であると思われる。

Nunan(1988：5)はsyllabusとmethodologyとを次のように区別している。

syllabus：selection and grading of content：what
methodology：selection of learning tasks and activities：how

上のような分類にもとづいてNunanはsyllabusをwhatの側面に限定しているが、両者の区別は必ずしも明確ではないし、methodologyまで含めた広い意味に解釈する立場もありえよう。Nunan自身、同じ著書で(Nunan1988：26)syllabus designの要素として次の3つをあげている。

a) linguistic perspective：どんな言語的要素を教えるか
b) learner perspective：学習者がその言語的要素を使って何をしたいか
c) learning perspective：言語に関する問題に刺激を与え、その解決へと促すのはどんな活動か

a)は読書行動を規定する3つの成分のうちのテクスト、b)は特定の目的にそれぞれ対応するが、c)はmethodologyの構成要素であるtaskであり、activityである。つまり、シラバスをデザインする際にはmethodologyの側面も考慮する立場もあるわけである。ここではそうした立場に立ち、実際の教室作業でのタスクも考慮に入れ、methodologyの側面まで含めた広い意味でシラバスという語を用いることにする。

4. 読書行動から考えるシラバス

さて、ここでは、2、3.で述べたテクスト、読書行動場面、スキル、タスクを軸にして学部留学生に対する読解教育のシラバス案を提示する(表1)。このシラバスは読書行動場面から出発し、それに対応するテクスト、スキル、タスクをあてはめるという形で構成されている。スキルの欄の番号[2]は表2のスキル・リストのそれで、Munby(1978)から読解に関わるものを抽出し、小出(1990)を参照して手を入れたものである。

教室作業をより明確にするために、表1の読書行動場面のうち3.購入の項を細かく見たのが表3である。表3では、テクスト

表1　読書行動から考えたシラバス

読書行動場面	テクスト	スキル	タスク
1. 情報収集（読みたい本を探す）	カタログ 新聞広告 「これから出る本」	1,2,3,4,10 15,17,18, 19	新聞広告やカタログを見て読みたい本を探す
2. 予約（注文、予約票の記入）	予約票	（書き方、話し方のスキル）	予約票の記入 店員との短い会話
3. 購入（立ち読みの技術）	表紙 帯 解説、紹介文 目次 前書き 本文（一部）	⇒表3	表紙と帯の照合 目次からの内容把握 前書きの文章型を手がかりにした理解
4. 検索	カード 端末機器の画面表示 本の背表紙	1,2,3,10, 17,18,19	端末機器への入力 本探し
5. 調査・資料収集	参考図書、事典、文献表、索引	1～20	同一テーマ（項目）について異なる記事を収集比較
6. 貸出・返却		（話し方のスキル）	図書館員との短い会話
7. 読解（従来の読解）	文献	1～20	ジグソー・リーディング 要約
8. ハンドアウト・発表用メモの作成	ハンドアウト 発表用メモ	（書き方のスキル）	ハンドアウトの穴埋め
9. 発表	ハンドアウト 発表用メモ	21 （話し方のスキル）	同じテクストについての発表 学習者の関心のある図書についての発表

表1)と(2)とに分かれているが、テクスト(1)は実際に教材として使われるもの、テクスト(2)はテクスト(1)の構成要素とでも言うべきもので、多くの場合、テクスト(1)に含まれる情報のうち、学習者(読者)の理解に関わるテクストの構造に関連している。筆者は、初級段階における「文型」に対応するものとして、中級段階では学習者の理解や表現の養成に役立つ「文章型」を設定するべきだと考えているが、その文章型がこのテクスト(2)の根幹をなす。ここでは、文章型に詳しく立ち入るスペースはないが、文章型とは、文と文との間の関係ではなく、より大きいレベル、つまり、段落と段落、あるいは複数段落からなる意味的まとまりの間にも一定の関係を認めることができるという認識の上に立って得られるものである。段落間、複数段落からなる意味的まとまりの間の一定の関係がテクスト全体に広がり、そこにある型が認められる場合は少なくない。その典型的な例が本の前書きであろう。前書きは、本を購入する際にすばやくその本の全体像をつかむのには便利だが、そのときわたしたちは前書き全体を丹念に読むというよりは、あらかじめ頭の中に入っている前書きの構造(文章型)にしたがって、必要な部分だけを読んでいるのではなかろうか。そういう構造を学習者にも教えられれば、彼らの読みの能力の向上につながるものと思われる。

表3　読書行動場面：本の購入

テクスト(1)	テクスト(2)	スキル	タスク
表紙・帯	著者名、題、出版社名、宣伝文	1,2,3,4,8, 9,10,15,17 18,20	表紙と帯との照合
紹介文	作品や著者の紹介の型	3,4,10,14, 15,16,17 18,19	同じ作家の複数の短編集の紹介文で各短編集の性格を知る
目次	章の立て方 番号づけ	3,4,5,15, 17,19	同一テーマを扱った本十数冊から自分の関心にあったものを選ぶ
前書き	文章型	2～19	文章型に即したタスク・シート
本文（一部）	文章型	2～20	文章型に即したタスク・シート

5. シラバスから見た教室作業の可能性

ここでは、表3からいくつかの項目をとりあげ、読書行動から考えたシラバスが実際の教室作業とどのように結びついていくかを、表紙と帯、前書きを使った場合の作業を例にして述べる。

表2　文章理解にかかわる主なスキル

1. 文字および文字列の認知
2. 未知の語彙項目の意味や用法の推測
3. 明示情報の理解
4. 非明示情報の理解
5. 概念的意味の理解
6. 文の伝達的価値（＝機能）の理解
7. 一文中の要素間の関係の理解
8. 語彙的結束性を表す手段による同一テクスト内の諸要素間の関係についての理解
9. 文法的結束性を表す手段による同一テクスト内の諸要素間の関係についての理解
10. テクスト外からの解釈
11. ディスコースの展開を示す標識の認知
12. 主要見解・支持見解の識別
13. 理解のモニタリング
14. 要約のための顕著な論点の抽出
15. 重要な論点の抽出
16. 重要な論点の吸収、要約との関連づけ
17. 参照
18. あらすじ読み
19. 探し読み
20. 図表で示された情報の言語化
21. 情報の中継

図1

図2

表3のもとになる読書行動場面は本の購入の場面である。普通、わたしたちが書店で本を買うときには、ごく短い時間のうちに、その本は買ってゆっくり読むべきものか、それとも書店での立ち読みで済ませるかを決めている。その決定の手がかりになるのは、本文だけではない。表紙や帯、帯の紹介文や目次、前書きなどというテクストも、購入するかしないかの決定には大きくかかわっている。表紙に出ている作者名になじみがあるものであれば、既存の知識が活用されて、同じ作者の書いたものと今までに読んだことのある本についてのイメージや印象が喚起され、それが購入を決める際の大きな情報になるにちがいない。また、書名や表紙に興味をひかれて、その本を手にとってみた、なるといった、わたしたちがしばしば体験している事柄は、教室作業ではシミュレーションとして扱うことができる。たとえば、図1の「最後の子供たち」という本の表紙を帯をはずして与えると、学習者はタイトルの字面からはもちろんだが、写真やデザイン、色などからより多くの情報を得ることになる。この例では、子供の顔の下にある原爆のきのこ雲の写真や裏表紙のハト、木陰のだれもいないベンチなどから、「最後の」という言葉の意味がかなり限定されてくる。人類の滅亡さえ予感させる原爆のきのこ雲と平和の象徴としてのハトは、国籍や母語によらない、かなり普遍的な性格をもっていよう。さらに、次の瞬間に表紙の帯に目をやり、そこに書かれた紹介文に目を通すと、表表紙の下にはこう書かれている。

ヨーロッパに"核"が落ちた日。少年が見たそれから。このさみしさをあなたはどう読む。

さらに、裏表紙と背表紙の下には次のような文章がある。

ごく平凡な五人家族が、車で旅行している最中に、核戦争が始まった。西ドイツの小さな町、シェーベンボルンの祖父母の家にたどりついてからの四年間、生き残った人々はどのように暮らさなければならなかったのか。十三歳の少年の目を通して淡々と描いた衝撃的な小説。

地上から核兵器をなくすために

いずれの紹介文もそれほど難しい文章ではなく、この本を手にした人は流し読みでその内容を把握できるだろう。したがって、教室作業でもこれらの文章を熟読するのではなく、一度読むだけにとどめ、むしろ、これらの短い文章から、この本にはどんなことが書かれているかを推測させ、その推測にもとづいて、この本の中を見たいか、見たくないか、それはなぜかを問う程度にとどめる。これは、ある一冊の本を教材とした場合の作業だが、同じような内容を扱った本を何冊も用意し、帯を表紙からはずしてバラバラにし、どの帯がどの表紙と組み合わされるのかを考えさせるようなゲームもできよう。この場合も帯の紹介文を精読するのではなく、短い標語のような表現と表紙のデザインから醸し出すイメージとのマッチングが重要なポイントである。

表紙や帯、目次を見てより深い興味をおぼえた場合、わたしたちはよく前書きや本の一部に目を通す。前者を例にして述べると、多くの前書きには一定の文章型を認めることができる。それはほぼ次のような流れにまとめられる(図3)。

この構成を知っていると、前書きを全部細かく読む必要はなくなる。その本がどういうことを主題としているかをすばやくとらえるなら、本書は」で始まる段落を探せばよい。教室作業ではこうした典型的な文章型の認められる前書きを題材

(Cont'd on p.53.)

Reading Outside JSL Classrooms: A Reading Syllabus for Overseas Students at Japanese Universities

by Fumiya Hirataka, Keio University at Fujisawa Campus

A widely used JSL teaching practice in reading is one where the teacher selects a text and all the students are expected to read it in class. What is actually required of overseas students in their course of study is, however, more complex than simply reading an assigned text. The students have to be able to find relevant literature, read it, and make useex than simply reading an assigned text. The students have make use of the information for other academic activities such as writing reports and participating in classroom discussions. Based on an analysis of university JSL students' reading activities outside the classroom, the author proposes a syllabus which covers the four aspects of reading: reading events, texts, skills, and tasks. Focusing on the task of buying a book, Hirataka suggests some possible classroom activities to develop skills in getting information from book covers and promotional cover supplements.

IT'S HERE!!!

LADO

PICTURE DICTIONARY

- **114 full color pictures illustrate areas ranging from Self and Family to Community, Travel, Sports, Holidays, and World Geography.**
- **More than 2,800 carefully chosen words grouped in context.**
- **An essential vocabulary-enriching tool for all ages.**

Now in Japan!

PHR
PRENTICE HALL REGENTS

PrenticeHallRegents of Japan

Jochl Kojimachi Bldg , 3F. 6-l-25 Kojimachi, Chiyoda-ku. Tokyo 102, JAPAN
Telephone: (03) 3238-1050 Fax. (03) 3237-1460

A PARAMOUNT COMMUNICATIONS COMPANY

Job Information Center

What Is It?

The JALT Job Information Center (JIC) is a place at the yearly national conference where you can go to look for a job or hire someone for a job. Since most people who go to the JALT conference arc English teachers, most of the jobs involve the teaching of English, but there is no reason why some other jobs might not appear. Various possibilities might be languages other than English, copy editor, translator, or perhaps even something more unusual.

The JIC also offers information and advice on continuing professional education and earning advanced degrees in your field, and a chance to network with other job-seekers.

Looking for a Job at the JIC

If you are looking for a job there are a number of things which you can do to make the process easier on yourself. The most obvious is to bring along several copies of a carefully prepared resume, even if you think you don't need a job. Every year people are caught without resumes because they thought they "weren't looking." If the job you have been looking for all your life appears on the job board, it's nice to be prepared.

Another way to get a step ahead is by doing some fact-finding concerning the places you might be interested in working. The JALT chapter located nearest the employer you arc checking into may be able to provide some information. There arc a limited number of great jobs in Japan and a multitude of underpaid, exhausting, and generally awful jobs. Caveat emptor: it's up to you to know the difference. Since the "plum" jobs are usually at well-known institutions and their staff are generally approachable, approach them and ask them to tell you about the basic features of the school (or whatever it is). What kind of hours will you be working? How experienced are teachers that work there? What kind of benefits do teachers get in terms of wages, vacations, health insurance, Japancselanguage instruction, chance for advancement, leave of absence for study, etc. If the place you are calling is open and confident, they will be happy to provide the names of some of the teachers that work there.

Staff can tell you things which soon distinguish a quality employer from a place to avoid. One of the most obvious signs of a poorly run school is that employee turnover is high. Sometimes the entire staff leaves in less than a year. How long have teachers been working there? Why do people leave? What are the classes like to teach? What are the qualities needed to get a job there? If it's too easy to get in the door, be nervous. A good school does not hire just anyone. It's easy to find out about the best and the worst schools; theothers will take some digging. Sometimes a good position is a well-kept secret, and you will have to gain the trust of those in power in order to find out about it. These are a few of the basic questions; add your own, and if you don't get the answers you want, look elsewhere.

For Job-Seekers at the Conference

The first thing you will need to do is register at the Red Tape Center in the JIC area by filling out a short form. No money is required if you are registered at the conference. You will be assigned your own personal number; then scan the job board for jobs that may be of interest. If you locate an interesting post, get an application from the JIC desk, fill it in, staple it to your beautifully prepared resume and hand it to the friendly JIC staff, who will place your application in the employer's file to be collected. Next you wait... if the employer is interviewing at the conference site (that is indicated on the job posting at the bottom) you should get a response within an hour or so, though some employers arc slower than that. If you are selected for an interview, your number will be posted and you will be able to find out the time and location at the desk. The rest is up to you.

For Employers

Employers have a less difficult task than job-seekers in finding employees, since prospective candidates will arrive at the door, resumes in hand. This is particularly true for an advertised job with an employer known to be responsible and fair. If you are an employer with an open position, there are a number of options available to fill it. The easiest is to ask employees if they know any suitable candidates. The result is that the person asked will tell their closest friend, who may or may not be the most qualified person for the job. This seems to be one of the most common methods of finding new staff in Japan.

The next method is advertising. Advertising can be directed at the general population in the hope that someone appropriate will notice, i.e. newspapers, or specifically directed at the professional teaching population. It is possible to advertise free of charge in *The Language Teacher*, for example. The problem is that publication takes time and you will need to announce a position months in advance of when it is to be filled.

One of the best ways is to post a position at the Job Information Center. There is a nominal fee for employers to use certain services beyond a simple posting; there also may be a timing factor-but if the conference is held at a time that will allow the hiring of staff for vacancies at your school or company, it should be a priority. Why? First, the conference attracts over two thousand professional language teachers from all over Japan, and from other countries as well. This means

that many of the highest caliber candidates will be in one place at one time. It makes good sense to announce an available position in the midst of such a crowd.

Generally, it's possible to collect several applications with appended resumes, study them over a cup of coffee or two, and select the best candidates for interviewing. Large companies and language schools have been finding that looking for new staff at the conference saves a lot of time. Smaller companies with good positions are able to meet and convince prospective employees of very high caliber to join them.

American universities in Japan have successfully recruited teachers at the JIC, and Japanese universities are just beginning to discover that there is no better way to find top-level, experienced, credentialed, capable language teachers than through the JIC service.

If you are interested in using the resources and services of the JIC, you should contact the main office of JALT in order to get the required forms, if you plan to use services beyond just the posting of job ads. The JIC will also accept job postings at the conference site, though we would much prefer employers to take care of any necessary formalities before the conference starts.

The Resume Bank

For the duration of the conference only, the JIC will open an informal "Resume Bank" into which anyone looking for a job can put a resume. These files will be open to anyone who wants to browse through them in search of a likely candidate for a new colleague or an "iffy" job opening which can't be advertised.

If you are not willing to have anyone in the world read your resume, then please do not use the Resume Bank! If you do want to use it, simply bring your resume to the JIC and put it in the appropriate marked box file. Remember to write your hotel name and room number on it, so people can reach you during the conference.

Please note that the JIC will neither take messages nor arrange appointments nor provide any other service concerning the Resume Bank, nor is there any charge for using it. At the end of the conference the resumes will be discarded.

AdNet (the Advice & Networking Center)

In order to expand the network and the sharing of job and education information, the JIC also operates AdNct, our acronym for the Advice & Networking Center. AdNet provides a physical space to sit down and relax at the JIC, to get advice from JIC professionals on resumes and other matters, and to exchange information with other job-seekers.

Open Hours at the Conference

The JIC will be open on Saturday and Sunday from 9:30 AM. - 5:30 PM., and on Monday from 9:30 AM. - 2:30 PM.

Job interviews can be scheduled from Saturday 1:00 PM. -Monday 1:00 PM.

JALT 92

The speakers being featured this year will give the following lectures and presentations at the JALT 92 conference.

Jean Aitchison: "On Understanding Words" and "Birds, Bees and Switches"

Adrian Doff: "From the Training Course to the Classroom: Bridging the Gap" and "Control and Communication-Are They Compatible?"

Colin Granger: "Motivating With the Metaplan" and "Seven Problem Areas of English Grammar"

Lance Knowles: "New Tools for Teaching: CALL in the Classroom" and "CALL: The Challenge to Education"

Geoffrey Leech: "Communicative Grammar Education for Teachers: The Data Driven Approach" and "Computer Text Corpora in Language Education"

David Paul: "Teaching Japanese Children Effectively' and "Games and Songs Which Work With Japanese Children"

Michael Rost: "Staying Up-To-Date: Sharing Teacher Resources" and "Lessons for Teachers in Language Learning Research"

BarryTomalin: "Cross Cultural Communication-Tips and Techniques" and "Doing Business-Teaching Business: The Link"

Peter Viney: "Not Just a Button Pusher: The Teacher and Video" and "Teacher Independence and Learner Independence"

Dave Willis: "A Lexical Approach to Syllabus Design" and "Five Ways of Looking at Grammar"

In addition, the above speakers will be giving presentations and workshops on a variety of other topics.

Call for Motions for the JALT Annual Business Meeting

The agenda is being prepared for the Annual JALT Business Meeting, to be held at the JALT 92 International Conference at Tokyo International University in Kawagoe, Saitama. If you have items that you would like to be considered by being included on the agenda, please send them by August 20th to the JALT National Recording Secretary, Steve Mason at 1-1-11-419 Takasucho, Nishinomiya-shi, Hyogo-ken 663. You may fax them by the above date to 06-833-1543. Voice calls are accepted at 0798-49-4071.

Announcement from National Membership Chair

We are very happy to officially welcome Akita Chapter as our 37th chapter as of June 21st, 1992.

President: **Mike Sagliano**
66-A Aza Higuchi
Yuwa-machi, Arawa
Akita-ken 010-13
Tel: (0188) 87-2569

Facilities: **Dave Ragan**
B-102 194-6
Aza Okutsubakidai
Tsubakigawa
Yuwa-machi, Akita-ken 010-12
Tel: (0188) 86-3695

Membership: **Michael Philson**
56G Nukazuka
Yuwa-machi
Akita-ken 010-12
Tel: (0188) 86-4286

Newsletter: **Christopher Bauer**
D-204 194-6
Aza Okutsubakidai
Tsubakigawa
Yuwa-machi, Akita-ken 010-12
Tel: (0188) 86-3799

Program: **Marie Fellbaum**
B-101 194-6
Aza Okutsubakidai
Tsubakigawa
Yuwa-machi, Akita-ken 010-12
Tel: (0188) 86-3694
Yoko Kataoka
13-22 Hodono-Suwa-cho
Akita-ken 010
Tel: (0188) 644894

Publicity: **Tim Kelly**
66-B Aza Toyokuchi
Arawa Yuwa-machi
Kawabe-gun, Akita-ken
010-13
Tel: (0188) 87-2572

Recording Secretary: **Ken Murao**
9-15 Yutakacho
Odate City 017
Tel: (0186) 43- 0139

Treasurer: **Nigel Moore**
Ushijima Nishi
4 Chome 17-3
Yasui Apt. A 010
Tel: (0188) 39-7409

In this issue two contributors offer ideas for breaking the ice, with a new class or simply with a new lesson.

Hot Tips for Warming Them Up

by Greg Keaney

Interesting and enjoyable warm-up activities are some of the most valuable pieces of equipment in any language teacher's toolbox.

All language classes should begin with some form of warm-up activity; care needs to be taken, however, that warmer and lesson proper are appropriately matched. It would be inadvisable, for instance; to USC a hyperactive drama game to lead into an intensive reading lesson.

Detailed below are four of the more versatile and unusual of the many warmer activities that exist. These short openers can be used to put students "in the mood" for the language lesson that will follow, and also to encourage group interaction and remove student inhibitions.

All have been used with a widevariety of classes and a large range of lesson types.

1. Instructions Hunt:

With a little planning, this warmer can be successfully matched with almost any lesson. Each student receives a piece of paper with one detail of the instructions for the main lesson to follow. By asking every classmate what his or her instruction is, and copying down the information given, students can find out the complete list of instructions. The order of the details can be given or incorporated as a part of the task.

Thus:

Sl: Which instruction do you have?
S2: Number 2. It says, "Arrange the events in chronological order." Which one do you have?
Sl: Number 1. It says, "Look at the events on page 46 of your textbook."
S3: Which number..
etc.

2. Chair Swap:

This is a very energetic warmer that is extremely effective as a mixer. Explain to the students that you will read a list of instructions. If a given instruction applies to them they will have to swap places. After you have called out several instructions and students understand the activity, seat yourself in one of the students'chairs. The slowest-moving student will have no place to sit and will then have to take your role, calling out the next instruction.

Thus:

T: People wearing green socks, swap chairs.
T: People who watched the news last night, swap chairs.
T: People who like Karaoke, swap chairs. (teacher sits in student's seat)
Sl: People wearing white shirts, swap chairs. (S1 joins the scramble for a seat)
S2: People who have two brothers, swap chairs.
etc.

Instructions that apply to everyone in the room add to the fun and mayhem.

3. Merry-Go-Round:

This is another mixer, and a great one for getting students to find out about other class members. Have students stand facing each other in two concentric circles. Play music and have the circles move in opposite directions. When the music stops, students have to ask the person opposite them questions about a certain topic. The topic can be one related to personal interests (hobbies, job, family, etc.), one that revises previous lesson material, or one that links with the work to follow.

4. Talking Triangles:

Give each student a piece of paper cut to the shape of an equilateral triangle. Students should write their name in the center of the triangle. At the apex of the triangle students should write an important date in their life. In the left corner they should write something they feel is pleasant or enjoyable, in the right corner something they feel is unpleasant or bad.

When students have finished, collect the triangles and shuffle them. Give a triangle to each student and have them find the person whose name is in the center of it and discuss what's written on the triangle. The triangles can be redistributed several times.

These warm-up games are only a small selection of the many available. While academic arguments rage over theories of language acquisition, learning devices, curriculum strategies and the adaptation of technology to the classroom, those of us at the chalkface can readily improve our classes' performance by "warming them up."

References

Keaney, G. (1990). Games People Play. EA Journal Vol. 8 (1) p. 84-88.
Waynryb, R. (1989). Warming Up to Warmers. *TEA News*, Vol. 7 (2) p. 38.

Greg Keaney is a Coordinator at University of *Rio Grande*

Handling the "First-Class Blues"

by Thomas C. Anderson

Teachers in Japan face a number of demands and challenges. They are expected to individualize their classes and give students tasks that involve real communication. In addition, they are challenged to create an atmosphere in their classroom which is supportive and has a "group feeling"-an essential element in a society such as Japan.

It is obvious that, if teachers are to meet these challenges and foster student learning, what is done at the beginning of the term is very important, and perhaps even critical, to classroom success. If teachers truly want to create a classroom in which their students are learning to communicate in English, the proper types of activities must be chosen from the very beginning. It was with this challenge in mind, and with a desire to avoid such stale and tiring activities as "self-introductions" and teacher monologues, that the following two activities were developed and piloted in various EFL and ESL classes meeting for the first time.

Activity 1: Teacher on the Hot Seat

Students in Japan have a natural curiosity about foreigners in general and their teacher in particular. Students also feel much more comfortable asking questions about their teacher at the beginning of a term than in talking about themselves to a group of unknown peers.

To begin this activity, the class is divided into small groups of five or six students. A leader and secretary are appointed by the teacher (a practical time-saving device!). The teacher gives the students their task: come up with at least ten (and the more the better!) questions for the teacher. Students are encouraged to be as creative as possible. If necessary, the teacher can discuss English question words and forms (such as Who, What, What_____do you like?) with the students. During this brainstorming phase, the teacher moves around the classroom monitoring group activity, answering student questions, and encouraging groups to be creative and imaginative.

Following the group brainstorming, there is a sharing time in which the groups take turns reading their questions one at a time. The teacher writes them on the blackboard correcting grammar without comment where necessary, and the students write down the questions in their notebooks.

After a list of twenty or more questions has been compiled, the teacher answers the questions and the students make answer notes in their notebooks. To maintain interest, have the students sit in their groups. After every fifth question, have them close their notebooks, take a piece of scrap paper, and answer a short quiz of one or two questions, such as "How many sisters do I have?", or "Where do I live?", selecting from the five previously-discussed questions. Give praise to groups achieving a high score and encourage lower-achieving groups to make more of an effort with the next set of questions. By doing this, individual students do not feel singled out or embarrassed.

It is important to point out to students that they are not obligated to answer every question that is put to them. The teacher can model expressions such as "No comment", or "I'd rather not answer that question", and point out that these expressions are a useful way of dealing with questions that may be too personal or embarrassing.

Activity 2: Interview and Introduce a New Friend to the Class

This activity builds nicely on the first one. Grammatical and linguistic knowledge can be applied in a new situation and the teacher has a chance to monitor and note student difficulties.

Students are divided into pairs (on a male/female basis with students they have not previously worked with, for example). The first task for the pair is to interview one another and find out as much information as possible. The teacher should encourage students to make short notes and not to worry about writing the answers as complete sentences. If necessary, question words and forms can bc reviewed.

Next, each pair in turn comes to the front of the classroom. The student pairs introduce each other to the class. (The teacher may want to review expressions such as "Let me introduce. ." or 'This is. . ." and the shift from first to third person before the students begin their introductions. Students may refer to their notes but may not read their answers. The other students are to make notes, and, after three or four pairs are introduced, a short quiz with questions such as "How many people are there in Tomoko's family?" and "What is Akira's hobby?" may be given to maintain interest. Perhaps as a wind-up activity, a list of common class items (such as age, hobbies, home location, birthplace, career plans, etc.) could be prepared and used in future information gap activities.

Both these activities are well worth the time and effort involved. They meet the demands placed on teachers and are student-centered, involving real communication. Most important, they serve to break the ice at the beginning of the term and build up a spirit of group unity in the class.

Thomas C. Anderson is an instructor at Temple University Japan.

Research Grants

JALT offers grants for research in language teaching. For details, contact the Central Office.

Readers are invited to submit responses to articles or other items in *The Language Teacher.* Submissions of not more than 250 words should be sent to the editors by the 15th of the month two months prior to publication.

In reply to Zafar N. Syed's "Critical Evaluation of Language Schools in Japan" (Feb., '92)

Paul McLean
Shizuoka-ken

I feel Syed-san's feature, though extensive, tended to gloss over a few important points and overlook others.

Students' lack of progress

Obviously, more exposure to the L2 is needed than a weekly class provides. Given that for many, their only real usage of English outside the classroom is often on an overseas vacation of just a few days, or on a fleeting business trip abroad, the motivation for attendance would seem mainly social, hardly likely to engender serious study. Sporadic appearances in class are often combined with a complete lack of study between times. These students then sink or swim at the teacher's discretion. Any attempt to keep them afloat usually impedes the progress of regular comers. Teachers' efforts at "successfully managing (their) learning environment" are therefore potentially thwarted. Considering their main aim is to maintain and encourage business and that students may withdraw at short notice, satisfying reliable, interested students would seem paramount.

Teachers' working environments

Those who survive in this field inevitably learn to accommodate the status quo or the "relatively stress-free" working environment will not only evade them, but their very job security may be under scrutiny. Many colleges require a 'pass-them-all' system of examining. Students who fail are allowed a second chance, and if still below par, may pay to pass. These same employers profess to offer 'conversational' English classes and then proceed to place between 30 and 60 students in each. It's easy to see the difficulties teachers face trying to fulfill TEFL ideals.

Whilst student contact hours may be only 20-22 hours weekly, preparation and travel time are often considerable, perhaps doubling this figure. These hours often entail split-shifts, often over a 12 hour spread.

Teachers' goals

The "increasing of the (students') awareness of cultural/social issues by incorporating a more global perspective," seems somewhat ambitious. With a large percentage of students still at beginner+ or lower intermediate levels, any involvement in such discussions will be very limited. Perhaps Syed-san enjoys the company of relatively-fluent speakers in class, broad-minded, out-spoken individuals. This is hardly the norm though, with students' loathing at becoming involved in any sensitive discussion, be it political or social in nature, often rendering a 'conversational'class as tedious as pulling teeth.

Conclusion

Whilst the effectiveness of English language schools is questionable, their viability is not. Students create the demand, language schools attempt to meet it. (Note the quite recent advent of 'conversation' classes in the back of limousines in Tokyo). If entertainment-value is a prerequisite, schools could be said to becatering well. As some perennial, upper-intermediate students have openly stated to me, "to understand is gold, to speak is silver." You can lead a horse to water. . .

The Language Teacher

1992 Calendar

August	Pre-Conference Worshops
September	JALT 92 Conference Issue (Cisar)
October	Open
November	The JET Program *(Antony Cominos)*
December	Teacher Education *(Gebhard & Fanselow)*

UNIVERSITY OF CAMBRIDGE

SECOND SUMMER INSTITUTE IN ENGLISH
AND APPLIED LINGUISTICS

SECOND LANGUAGE ACQUISITION: PERFORMANCE AND COMPETENCE

19 – 30 July 1993

Academic Director: Gillian Brown

Contributors include:

Vivian Cook
Sir John Lyons
Paul Meara
Philip Riley
Jacquelyn Schachter
Larry Selinker
Noel Sharkey
Elana Shohamy

For information and application forms, contact:
University of Cambridge Board of Continuing Education,
Madingley Hall, Madingley, Cambridge CB3 8AQ, England
Fax: +44 954 210677 Tel: +44 954 210636

Literature on Language: An Anthology. Christopher Brumfit (Ed.). Macmillan Publishers, 1991. Pp. 85.

This story book is a collection of long quotes and extracts from more or less famous people throughout history. The people themselves are not linguistic experts, but in this book we share their reflections from their diaries, letters and writings.

The anthology is a series of fascinating insights to language acquisition, literary experience, linguistic insight and linguistic prejudice. Some of the authors include Camus, who said "A novel is never anything but a philosophy out into images" (p. 54), Aristotle, Gandhi, the Vicomte de Chateaubriand, Simone de Beauvoir, Virgina Woolf, and a real surprise in St. Augustine. Many of the passages are rarely known and are a delight to discover. At the end of the book there are excellent biographies as well.

The MEP Monographs, a product of Macmillan, are distributed as a "series of handbooks for teachers," either for practical classroom ideas, or, as is the case here, about ideas of current interest in teaching, aimed to provoke new ideas and encourage experiment. The new wave of Literature-Language studies is definitely an area of current interest.

The only practical application of this collection of passages has been in the form of recitations to the accompaniment of music at conferences, as Brumfit tells us in the introductory note. After reading it, 1 still cannot see any other way it can be used as a teaching resource. But obviously I'm not supposed to.

Maxim Gorky makes several appearances in this book: "Tell me, my friend, how it all comes about. A man looks at these commas and hyphens and they turn into words and I recognize them, they're our living words! . . If these were pictures then I could understand. But here it seems that the thoughts themselves are printed on the page-how do they do it?" (p. 49). If anything, nearly all of the passages elucidate the mystery and difficulty of language acquisition and have the quality of reassuring us that it can be done even in a muddled way.

Initially, I could not see this small book's clear relation to English language teaching, but found it relevant to the mood of an ESL teacher after a hard day's work, seeking solace, purpose and inspiration.

I wrote in my own diary when I finished reading this book: "an immensely satisfying read" and "a treasure." As a teacher, I think you should be greedy and read it for your own interest and pleasure.

Reviewed by Jann Debenham
Phillips University Japan

Teaching English as a Second or Foreign Language, 2nd Edition. Ed. Marianne Celce-Murcia. Los Angeles: Newbury House 1991. Pp. 516.

This second edition of *Teaching English as a Second or Foreign Language* was edited by Marianne Celce-Murcia for the same reasons she and the late Lois McIntosh edited the first edition in 1979, to provide a synoptic introduction to the field of teaching English to speakers of a foreign language. This book meets this objective by covering all the areas considered important to successful language instruction with enough depth to be useful for people who already have some teaching experience. It is not, however, so heavily laden with the jargon of the field as to bewilder a newcomer to the language teaching profession. As an introduction this book will prove useful to the novice, but should serve equally as well as a resource for those who have been teaching for quite some time.

For those that own a copy of this book's first edition, the purchase of the second edition is well warranted. Although the section titles are the same, all but two of the authors are different. Consequently, with the exception of the chapters revised for this edition by Celce-Murcia and Prator, the remaining thirty chapters were written especially for this book. The content of the new material reflects the changes that have occurred in the field over the past thirteen years.

An entirely new section to this book deals with the current trend towards an integrated approach to language teaching. First, Marguerite Ann Snow discusses content based language instruction where the language courses' materials are drawn from topics or themes selected because of the students' interest or need, or from the material used in other content courses which the students are currently studying. Then Susan Stern deals with an integrated approach to the use of literature in an ESL/EFL course to further develop all four of the basic language skills. The section ends with Janet L. Eyring discussing the experiential approach to language learning and stresses that this approach does more than just provide the learner with natural experiences for language acquisition, but also fosterseffective learning strategies.

In addition to the section mentioned above, chapters dealing with English for Specific Purposes (ESP), English for Science and Technology (EST), and Computer-Assisted Language Learning (CALL) provide the reader with historical background and ideas for practical application of these approaches to language teaching.

The last chapter of the book, "Keeping Up to Date as an ESL Professional" by JoAnn Crandall should be of interest to anyone in the ESL/EFL profession because of its encyclopedic list of professional organizations, publications, and publishers. Ms. Crandall also offers suggestions on how to stay abreast of the field by becoming involved in current research, attending seminars, and writing book reviews for publishers.

The 516 pages of this 32 chapter book were written by a total of 36 authors. A biographical statement of each of the authors appears in a section following the introduction. The book is divided into five sections: "Teaching Methodology," "Language Skills" (listening, speaking, reading, etc.), "Integrated Approaches," "Focus on the Learner," and "Skills for Teachers." It was written to be used as a textbook for an ESL/EFL methods course, so each chapter ends with a set of discussion questions and a suggested reading list. Although many of the chapters deal more with ESL than EFL, much of what was written with the ESL classroom in mind can be adapted and used in an EFL classroom.

For the newcomer to ESL/EFL, this book is indispensable. While it is easy to find a myriad of books dealing exclusively with methods, approaches, and language skills, etc. there seems to be a scarcity of books that deal comprehensively with all the basics of language instruction. This book not only provides the reader with the necessary theoretical background information to be a successful ESL/EFL instructor, but also gives much in the way of practical suggestions on how to incorporate each chapter's subject matter into one's classroom and teaching practice.

Reading this book in its entirety is no easy task. Yet, despite the fact that it was written as an ESL/EFL introductory course textbook, it is a worthwhile task for anyone who is teaching English to speakers of a foreign language. This book will be a valuable addition to anyone's ESL/EFL library.

Reviewed by Arthur Bingham
JALT, Niigata chapter

Waribashi and Disappearing Rainforests. Amanda Griesbach. Sanyusha, 1990. Pp. 39. \400.
133 Ways to Save the Earth. Hilary Sagar. Sanyusha, 1990. Pp 39. \400.
The Garbage Crisis in Japan. Amanda Griesbach. Sanyusha, 1990. Pp. 39. \400.
The Green World. Stephen Rabley. Macmillan, 1989. Pp. 32. \880.
Heal the Earth. Denny Sargent. Dawn Press, 1991. Pp 92. \2,000.
Picturecology. High Moon. Kyoto: Japan Environmental Exchange, 1990 Pp. 47. \800.

A new generation of books has recently been published in Japan which are either intended for environmental teaching in Japanese EFL classrooms or that can be easily adapted for this purpose. Three such publications, titled *Waribashi and Disappearing Rainforests, 133 Ways to Saw the Earth,* and *The Garbage Crisis in Japan* were designed for summer school courses and their format follows that of English textbooks used in high schools throughout Japan.

The first text is divided into three main sections: "Wasteful Waribashi," "The Plight of the Penan" (the native forest people of Sarawak from where Japan imports much of its tropical wood), and "Disappearing Rainforests." Using photographs, diagrams and maps, along with the Japanese translation of key words and phrases on each page, *Waribashi and Disappearing Rainforests* presents the main aspects of this issue in a comprehensive way, while using a format and language level familiar to high school students and teachers. Each chapter concludes with a comprehension page utilizing standard fill-in-the-blanks, true or false, or full sentence questions and answers.

133 Ways to Save the Earth is adapted from two American publications and follows the same format to present eight short chapters on such issues as energy, food and water, transportation and toxins. The first half of each chapter introduces the topic using a short dialogue between a Japanese teacher or student and a native English speaker and then follows up with some related data before concluding with a number of "personal solutions" to the specific problem. Each chapter also incorporates a humourous, yet critical, "Fuji Santaro" comic strip, a vocabulary list with Japanese translations and matching word with definition or fill-in-the-blank exercises.

The Garbage Crisis *in Japan* begins with an exchangeof letters between two friends, a Canadian and a Japanese, about the garbage situation in their respective countries. This first chapter, titled "What a Mess," is one of six which present various aspects of, and solutions to, the burgeoning garbage problem under the headings "If Everyone Does it," "Waste not Wanted," and "The Three R's - Reduce, Reuse and Recycle." This text again follows the same format as the previous two, using fill in-the-blanks and comprehension exercises while providing a Japanese translation of new words and phrases on each page.

These three texts place an emphasis on exchanges between native English speakers and Japanese and address the everyday manifestation of some of the environmental problems surrounding us today, both in Japan and in other countries. They can thus be easily utilized by native English speakers since all invite comparisons on the similarities and differences between our respective cultures in respect to the attitudes, responses to these issues, as well as to their perceived importance in our daily lives. Some ideas proposed for doing this are to have students write their own dialogue or compose a letter to an imaginary friend in another country stating some of the environmental problems they see around them, make a list or orally report on their personal solutions, or keep a diary of some of the disposable items or ways they use energy in their daily life.

For teachers who wish to get away from the standard text and exercise format, *The Green World* presents the global environmental crisis in a glossy and upbeat fashion. Beginning with a "Planet Report" which states "The Earth is our home, but much of it is dirty or dying," the Dossier groups the subjects into five main sections: Land, Energy, Health, Wildlife and Pollution.

Each concern is then addressed in very clear short paragraphs, with sub-headings such as 'What is . . . (e.g. acid rain)?" "Why is it happening?" "What will it do?" and "How can we stop it?" interspersed amongst an array of interesting facts and photographs.

The language level is rated as lower-intermediate, and the publishers state on the cover that they have designed the book as "a starting point for discussion, argument and dissension through reading and conversation." In my second-year high school classes, I used the array of photographs as a stimulus for encouraging students to describe what they could actually see, before continuing to tell what issues they thought the picture related to and where and when they had seen anything similar. I also asked them to bring to class any related information they found so that we could update, refute, or compare them with the data presented in *The Green World.* However, this text can be utilized with any age group and, with its youthful magazine format, will definitely engage the students' interest without overwhelming those who are considering the issues for the first time.

Heal the Earth is a less glossy but no less exciting text to use with intermediate or higher level students due to its emphasis on active student involvement rather than passive reading of lengthy texts. For this reason it is a personal favouritc and I have used it successfully with all of my first-year non-English major university students as the basis for my environmental issues class, supplementing the text with articles and photographs from various newspapers.

The book's twenty chapters are all four, A4 size pages and address most of the common environmental issues we hear about today, as well as some less discussed topics, such as "Organic Farming," "Planting Trees," "Dangers at Home," and 'The Gaia Theory." Each chapter begins with three or four quotations from such varied sources as Talking Heads, T.S. Eliot, a slum worker in Manila, and the Dalai Lama. These are followed by a short reading before going on to the main body of the chapter, at least ten exercises and activities which vary from the conventional match-up, true or false and fill-in-the-blanks exercises, to more original activities such as crosswords, un-scramble the letters and questionnaires. Each chapter also incorporates readings from a variety of sources, writing activities, speaking activities, out-of-class activities, and a number of simple but enjoyable games.

The author, an EFL teacher in Japan for more than ten years, has presented a text designed to introduce these sometimes complex issues in a way that encourages students to actively participate in the class through a carefully guided but open format. This excites rather than intimidates students who are usually more familiar with passive learning methods.

Finally, there is the answer to every environmentally concerned "manga" fan's dreams. *Picturecology* is published by the Japanese Environmental Exchange, a volunteer group based in Kyoto. This unique book is filled with witty and ironic cartoons addressing the wastefulness of our modern lifestyle, cleverly drawn by 'High Moon," who is actually Hiroshi Takatsuki, a professor at the Environmental Preservation Centre of Kyoto University.

The language level is somewhat more advanced than the previous publications, mainly because it was not written as a textbook. However, its use as one is clearly obvious considering the widespread fascination with comics prevalent throughout all age groups in Japan.

Picturecology again covers such issues as waste energy, food safety and natureconservation. It also incorporates a number of clear and effective graphs obtained from various Japanese sources showing such statistics as the production of disposable paper products, the number of vending machines (nearly five million), and the contents of household garbage. Each chapter also concludes with at least ten suggestions on "How to Live Lightly on the Earth."

I used this book as a reading and discussion text in adult classes. With younger learners I de-emphasize the text and concentrate on the comics, either asking students to write their own one-liners or bubble dialogues for the pictures or have them draw their own comics after reading the text.

All six of these texts provide essential bridges for teachers who wish to address these important issues and in so doing bring more environmental awareness into Japanese students' lives. By connecting the modern, consumer oriented, disposable lifestyle with the earth's environmental problems they make these issues more understandable while providing effective suggestions for how students can help resolve these problems in their daily life. Since the texts were published in Japan they also provide a familiar base for teaching about these global issues as most of the data, facts, graphs and situations are drawn from Japanese sources and events. What better way to teach students about these global problems than through English. They can not only learn about other worlds and cultures but can also come to know their own world- upon whose preservation all living beings depend.

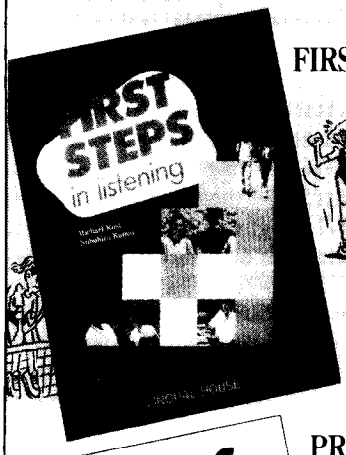
Reviewed by Chris J. Summerville
Tenri University

Dawn Press, P.O. Box 3, Ouda-cho, Uda-gun, Nara-ken 63321
Japan Environmental Exchange, Tomitaya Bldg. 4D, Teramachi-dori, Oikeagaru, Nakagyo-ku, Kyoto 604

Interactive Techniques for the ESL Classroom. Connie L. Shoemaker and F. Floyd Shoemaker. Rowley. Mass.: Newbury House, 1991. Pp.159.

Interactive Techniques for the ESL Classroom provides activities designed for immcdiateclassroomuse. Chapter 1 discusses the basic idea for interactive teaching, or "andragogy." Andragogy emphasizes self-directed learning that is teaching developed by students' needs,

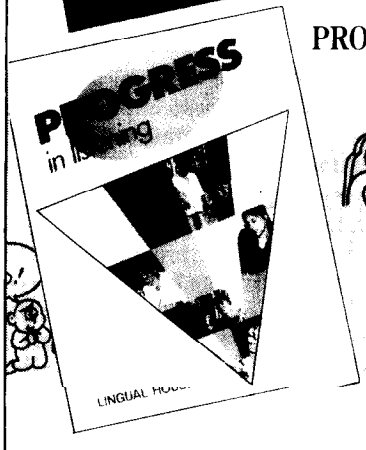
The ideal choice for High School classes



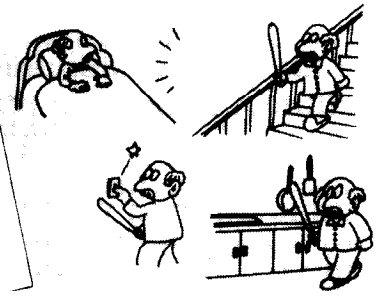
FIRST STEPS IN LISTENING

Michael Rost and Nobuhiro Kumai
Consulting author: Munetsugu Uruno
Consulting editor: Minoru Wada

Designed to meet the requirements of the new Japanese junior and senior high school course of study (Oral communication · B), *First Steps in Listening* and *Progress in Listening* help learners to make an effective and enjoyable start in listening to spoken English.



PROGRESS IN LISTENING



Listen and Interact section

Straightforward structural syllabus

Pairwork and groupwork

Japanese Teacher's Manuals

Both First Steps in Listening and Progress in Listening contain these components:

- Student Book
- 3 Cassettes (45 minutes x 3)
- Teacher's Manual
- Cassette packs – now available

Now there are some real choices to consider.
Ask for your sample copy.

To: Longman ELT, Gyokuroen Building, 1-13-19 Sekiguchi, Bunkyo-ku, Tokyo 112. Tel:0332660404 Fax:03 32660326
Osaka Tel: 06205 6790

Please send me a free inspection copy of

❑ FIRST STEPS IN LISTENING ❑ PROGRESS IN LISTENING

Name _____ School _____

Address _____

_____ Tel: _____

LINGUAL HOUSE
A division of
LONGMAN ELT
The Japan Specialists

in comparison with "pedagogy," which implies traditional, teacher-directed learning.

Interactive techniques weredeveloped by adult trainers and applied to ESL teaching based on the idea that "the assumptions about children as learners may not be valid for adults as learners" (p. 1). Andragogy is an adult training technique introduced by Knowles. According to Knowles (1970), learners are independent; hence teachers are not directors but facilitators who predict and diagnose learners' needs, and guide them to their goals. In interactive techniques, since each learner has different values, feelings, and experience, the learners are independent individuals. Through interacting with other learners in the classroom, they will exchange their ideas and share their personalities with other learners. Then, they will be aware of themselves and responsible for their learning. Interaction makes it possible to teach languages with morenatural, interesting, realistic and relevant atmospheres.

The first through sixth chapters introduce eighty activities that might be applied at all learning levels to promote interaction. They are categorized as warm-ups, mixers, puzzles, competitive games, critical incidents, role plays and simulations. Each activity lists its purpose, English level required, group size, materials needed, and procedures. In the final chapter, the authors suggest how to adapt and create the activities in different situations, emphasizing the interactive aspects. The warm-ups and mixers given in the text continually establish an environment that facilitates interaction. The games help learners 'become better acquainted and to build a feeling of membership in the group" (p. 15). Puzzles are group activities in which learners discuss problems, share ideas and develop solutions (p. 60). Competitive games create a sense of fun and competition, exhilarating natural and purposeful use of language. Critical incidents and role playsaresuitable for high-beginning toadvanced learners. Both of them are strongly related to the "real-life situation" (p. 93). The former ones are the activities which solve problems caused by cultural misunderstanding. In role plays learners act their own roles in a specific situation to solve their problems. Simulations allow the learners to work through an imaginary situation within the whole group.

In my teaching situation, it is often said that the learners always keep quiet and don't express their opinions. This is true. They are not accustomed to expressing opinions. However, I tried a number of the activities in my class and they worked well. I feel this was because learners were given specific situations and roles, so that they had less hesitation and anxiety to speak out and get solutions. In this sense, this book is very helpful for teaching conversational English.

Reviewed by Naoko Ogawa
Tamagawa University; Showa Women's University

References

Knowles, M.. 1970. *The Modern Practice of Adult Education.* New York: Association Press.

Hotline Elementary. Tom Hutchinson. Oxford: Oxford University Press, 1990. Pp. 120. \1900.

Hotline is a recently Published, 4-level general English course aimed at taking teenage students from "false beginner" to "intermediate level." I used the second level "Elementary" course successfully with a first-year university class, although the content would probably be more suited to a slightly lower age group and level, i.e. senior high school. However, at that level one would need to consider whether the course covers the grammar deemed necessary for examination purposes quickly enough.

The author, Tom Hutchinson, evinces a genuine understanding of teenagers' needs and interests. In fact, he engaged a panel of teenagers to advise on the story line and colloquial language used by the characters in the book. In the story, set in England, the characters all attend a local school. They seem a lot more true-to-life than the dull cardboard characters seen in many other course books. The story is interesting and amusing in the way a good soap opera is. Human relationships develop and character weaknesses become apparent. The talk is of cafes, discos, sport, dating, new girls on the block, etc., in natural modern English, such as "I'm fed up with that leisure centre!" The story in each unit is presented first in six colourful photographs with speech bubbles, then underneath in an extended version which is recorded on an accompanying tape. Many of my students, in comments received at the end of term, praised the photographs highly for making the story "easy to understand."

Then comes a series of follow-up exercises on grammar, vocabulary, pronunciation and skills development. Both modern and more traditional methodology is apparent, grammar is prominent, but the approach is not didactic. Rather, students are led to work out grammar rules by themselves, as if solving a problem. Moreover, students are guided towards good learning strategies, units start with a list of learning objectives and finish with a self-checking exercise to see if they were met. This kind of recycling and revision is another major feature of *Hotline* which the author calls "loopback." In fact, one pleasure for me in using this course was to discover all the neat little loops the author has cleverly worked in. Throughout the course students are encouraged to use the language they are learning and to relate it to their own lives, their school, their town, their hopes for the future, etc. This emphasis is reflected especially in the project which comes at the end of every unit. According to the author in his introduction, the benefits of project work are widely recognized in other fields of study, but is a relative newcomer to EFL. In Japan, English appears remote

and irrelevant to many students-just another examination subject, a dead language. But by taking part in a project and actually doing something real and meaningful with the English they have learned, they are more likely to regard English as a real tool for communication.

This is a well-thought-out, carefully produced course. It has not received the fanfare which accompanies many other major courses; but it certainly deserves to become better known.

Reviewed by Kevin M. Ryan
Sugiyama Women's University, Nagoya

Teaching English to Children: From Practice to Principle. Christopher Brumfit, Jayne Moon and Ray Tongue (Eds.). London: Collins ELT, Harper Collins Publishers, 1991, Pp. 309.

In Japan, where early education is considered valuable, many parents send their children to study English at an early age. My youngest student, for example, started at 10 months of age. However, many teachers of English to young learners, whether they are native or non-native speakers of English, may not have any training in primary education. In the introduction to *Teaching English to Children*, Brumfit points out that "...EFL teachers who wish to move from other levels to work with young children will have to reorientate their teaching expectations-at least as great a change as for an experienced primary teacher learning a new language" (viii). It is this "reorientation" which first lead me in search of information on the theories and principles behind teaching English as a foreign language to young children. Any teacher in such a position will appreciate this book, which in particular gives guidance in developing activity-based curricula based on current primary education practices.

The book is divided into two sections. The first, "Things to do and why," contains fourteen papers and the second "Background papers," contains eight. Perhaps recognizing the need for practical information, theeditorshavechosen tocmphasizepracticcand have kept the background to a minimum.

"What ***is*** good primary practice?" is addressed in the first paper by Jean Brewster. Following a discussion on how children learn, as well as current primary education practices, particularly in Britain, Brewster provides a framework for EFL teachers to develop topic-centered learning tasks. The following paper, "Activity-based teaching: Approaches to topic-centered work" by Jackie Holderness offers further practical guidelines. Holdernessexplains that inanappropriatecontext,given a meaningful experience which has a genuine purpose, children will use language to find out about something, share information about something or achieve something. "For most children language is not intrinsically interesting: it is the currency of action" (p. 19).

The papers which follow provide information about using games, drama, literature, diaries, and forming joint projects with target language schools. These papers contain many excellent suggestions and discuss how these have and can be used effectively.

In "Using literature in language teaching," Ludmila Machura describes how she dealt with limited resources when teaching reading to her young students in Poland. Her experiences should inspire any teachers who aren't reading to their classes to do so. Machura also leaves the reader with a list of suggested books to read with young learners. While not comprehensive, teachers who are faced with limited budgets, expensive books, and a lack of familiarity with available titles, will find this list a helpful starting point.

From here the book continues along its way toward the background papers by discussing the practice and principles of interactive approaches, informal interactions, effective use of games, literature, and listening activities, and teaching learning to learn.

The second section of the book, 'Background papers," begins with "A framework for teaching English to young learners" by Marion Williams. Here Williams discusses aspects of applied linguistics and English language teaching and how these can be met by using an activity-or content-based teachingapproach. Other papers concern literacy, bilingualism, child development, and the history of teaching languages to children. This section ends with a paper on second language syllabuses at the primary level.

Generally, I found this book to have many practical suggestions for teaching 8-to 12-year-olds. The paper by Joan Tough, 'Young children learning languages" is especially insightful regarding how children learn their first language and how this can be applied to second language acquisition.

One of the things I had hoped to gain from this book was clearer guidance on the use of the native language while teaching a foreign language. Though there is indirect reference to this by some of the contributors there doesn't seem to be a clear answer. Williams's advice is ". . . if the teacher takes due consideration of the collective wisdom from the fields of second language learning and [my emphasis] primary education, then he/she is at liberty to decide on his/her own methodology" (p.207).

In conclusion, *Teaching English to Children* provides an overview of some of the current practices of teaching to young learners and some of the theories which form a background to these practices. Throughout the book, the writers recognize the difficulty of putting various practices into action. However, teachers who are looking for new and easy solutions won't find them in this book. Brumfit says in conclusion that ". . . teachers have to translate the kinds of discussions offered in this book into real ideas, real preparation, real classroom activities" (p. 309). Certainly, teachers who feel they need more information to help them become more effective primary EFL teachers will find

HEINEMANN

GUIDED READERS

New Editions for '92 ...

- stunning new covers
- larger format
- all Beginner level titles in full color
- high quality paper
- fresh new typeface
- worksheet for each title

NOW AVAILABLE!

Heinemann International
Shin Nichibo Building
1-2-1 Sorugoku-cho Chiyodo-ku,
Tokyo 101
Tel : 03-3294-0791
Fax : 03-3294-0792

something in this book "to aspire to."

Reviewed by Linda Rowe
Northwood Gakuin

English Grammar Word by Word. Sylvia Chalker. Surrey, England: Nelson, 1990. Pp. 448.

English Grammar Word by Word is an innovative dictionary which intends to "approach grammar through vocabulary." Chalker seems to have used two criteria for word selection. One is frequency based on research findings. The other is the degree of complexity in the usage of the words. For example, high frequency words such as "mother," "father," and "church" are omitted since the usage is straightforward. At the same time low frequency words such as "anyhow," "barely," and "first" are included since their usage is complicated.

Grammar is a relationship of dependency and hierarchy and Chalker illustrates grammar by listing the relationships a word can have. For example, the relationship of a verb and its dependents are charted in detail. With the verb "see," her chart shows eight ways that can relate to "see," (l)-(2) Object (3) O+bare infinitive and so on. If you compare "see" with "look," the listing of relationships is quite different. They are (1) 0, (2) at, for, (3) adjective (4) noun etc. Explicit listings such as these arc just what some ESL learners need. Dictionaries usually do not give such information, rather learners have to derive it by skimming through several examples. Such learners may very well know that these two verbs arc "intransitive" and "transitive," but may not necessarily use this information in their writing. The chart is beneficial for those learners. Similar lists are provided for such words as determincrs and pronouns.

Special attention is paid to the style (formal or informal), varieties of English, some American usage is noted, and level of English. Other useful information for learners of ESL are notes on connotation of usage such as ". . . sounds a bit rude." Cross referenced entries are also a nice addition. The glossary of grammatical terms at the end of the book is from the traditional school of grammar, and thus most of the learners may be familiar with them. There are only a few examples at the discourse level, which is a step in the right direction. However, most of the examples are at the sentence level.

This book is a nice addition for teachers and learners of English. Chalkcr's contribution is that shecovcrs the gap left by usual ESL dictionaries. However, the text should bc used along with traditional dictionaries since it has a limited number of entries. Teachers can use this book as a resource book for grammar lessons or for writing. Unlike the huge size of the Oxford *Advanced Learner's Dictionary* (see its review in *The Language Teacher, 16:* (1) 47-49), the book is quite compact (14 x 22 2.5cm.), and learners can keep it at hand as a practical guide.

One can argue about the author's notion of grammar as Chalker states as ". these words (anyhow, barely . .) belong to the 'core' grammar of English" or "many of the most frequently used words. . . often have a lot of grammar." One can also argue her idea constitutes "standard" English. However, these points do not lessen the basic usefulness of her book.

Reviewed by Yuriko K. Kite
Canadian Academy

Ten Steps: Controlled Composition for Beginning and Intermediate Language Development. Gay Brookesand Jean Withrow. Alemany Press, 1988. Pp.66. \1700.

Popular belief has it that there is very little writing or reading material available for low level students. Contrary to this *Ten Steps* can be used in a variety of ways with this population. *Ten Steps* consists of 63 passages, a student record sheet, and 19 different substitution drills. The content vocabulary is suited for high school and college students at the beginner and intermediate levels. It was created solely to be used as a controlled composition text but it lends itself easily to being used as a reader for low level students. In fact, it is useful as a text in all four language skills. It deals with everyday topics such as: cooking, work, computers, hobbies and a whole lot more. It also touches on cultural values like male-female roles, and being on time. It is a text filled with real-life topics that are interesting.

The substitution drills instruct students to write and change each passage from past to present tense and vice versa. There are other exercises such as: present to future, singular to plural and pronoun gender change. The only drawback lies in the explanation of each exercise. Since each student progresses at a different rate it is necessary to explain each exercise separately for individual students as they progress.

I have used this book for the last two years and have found it extremely useful. I have created cloze exercises, reading and listening comprehension exercises for it, used this material as additional work, and sometimes even given it as a quiz. In addition, this textbook can be used as an oral-aural text. All that is necessary is for the teacher to dictate sentences or develop questions to stimulate discussion.

Many students prefer structure and formality in their language class. This text is an excellent source to meet the desires of these students, as well as the resource needs of the teacher.

Finally, the textbook is suitable for use in class or as independent study. It provides the students with a structured exercise plan. All in all, the authors have provided a well-rounded text for low-level students in all four language skills.

Reviewed by Harris Dollinger
City University of New York, Lehman, Hiroshima

(Cont'd on p. 49.)

Cambridge ELT

early bird – the course which puts children first

Level 4 now available

early bird

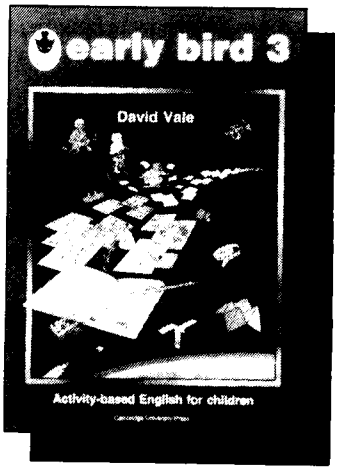
Activity-based English for children

David Vale

early bird enables all children to become successful learners of English.

early bird

- allows children to acquire language naturally
- contains activities that relate to areas of the primary curriculum
- gives children the confidence to speak when they are ready
- treats the learner as an individual
- develops language systematically within an activity-based framework



Components:
Student's Book **Teacher's Book**
Class Cassette **Home Cassette**

Levels 1-5

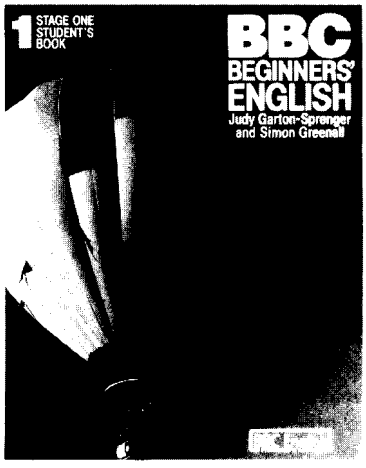
'. . . **The most innovative of all the publications is the** early bird series. Activity based, it is interesting and different, extremely practical and very stimulating and treats the learner as an individual.'

EFL Gazette

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

CAMBRIDGE UNIVERSITY PRESS

CHOOSE THE BEST



BBC BEGINNERS' ENGLISH

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

THE LOST SECRET

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

MEYNARD PUBLISHING LTD.

To: **MEYNARD PUBLISHING LIMITED**
Ogura Bldg. 1-2-5 Nishi-sugamo, Tosima-ku, Tokyo 170
Tel:03-5394-3500 Fax:03-5394-3505

Please send more information :

☐ BBC BEGINNERS' ENGLISH ☐ THE LOST SECRET

Name:

School:

Address: _____
(School/Home)

Tel: _____

FUKUI

Some Aspects of the History of English

by Sadayuki Nakane

In April, Nakane presented an introductory survey of the history of the English language.

In the course of his survey, Nakane addressed a number of interesting problems and developments in English philology. He noted the endeavors of the eighteenth-century grammarians to codify prescriptive rules for English. These attempts at codification encouraged the rejections of such syntactic constructions as the double negative and the split infinitive. He also pointed out the pitfalls of false etymology. He showed why, of all the interrogatives, only *how* begins with the letter <h> and, of the interrogatives beginning with the digraph <wh>, only *who/whom/whose* with the sound [h]. While no practical applications for the EFL classroom were drawn, Nakane suggested that occasional illustrations from the rich history of the language could deepen the learner's interest.

Reported by Paul Rovang

FUKUOKA

Big Books for Young Learners

by Setsuko Toyama

Toyama's topic at the April meeting--Big Books for Young Learners-utilized Addison Wesley's publications. Hers wasn't a standard publisher's spiel because she uses a holistic approach, that is, a listening, speaking, reading, and writing program that builds on children's natural interest and spontaneous input. She also is grounded in teaching Matsuka Phonics.

Her approach builds in complexity. One example is stringing chunks of formulaic expressions together, adding color through modifiers, changes in verb tense, conditional expressions. Her simple rap rhythms are reinforced by a modern metronome, a Sony Drum Part, that beats the time in the background. These raps are effective for giving rhythm, stress and pronunciation practice that is fun.

Reported by Anita Kurashige

Video Captions

by David John Wood

Wood demonstrated the use of video captions in teaching English in the classroom to the May meeting's participants.

The development of captions has been proven to be a valuable aid to help deaf people enjoy and understand movies. Beginning next year it has become a law in the U. S. that all television sets must have the closed caption adapters built into them.

There are problems involved with using movies in the classroom. Most of these problems are tied to copyright laws. Wood summarized the basic rules for using movies from video in the classroom. (1) use video recordings only as part of face-to-face classes, (2) use spontaneously, not repeatedly, videos you record, (3) use limited and not cumulative extracts, (4) ask producers for permission if in doubt as they are likely to permit specialized use, and (5) only use recordings for class purposes. Wood explained how one can use videos effectively while working within these rules.

Wood encouraged teachers to give more input to producers to underline the importance of using movies in the classroom to reduce some of the restrictions which limit the extent we can use movies from video in the classroom.

Reported by Peter Wanner

HIROSHIMA

What Do I Do After I Call the Roll

by Suzanne Ledeboer and Nelson Einwaechter

At the May meeting, Ledeboer demonstrated the way she handles the first part of the first class, by introducing herself with a drawing to elicit questions. She followed this with a demonstration of a number of techniques for calling roll, teaching directions, teaching about gadgets and containers, and reviewing grammar.

Einwaechter demonstrated a series of games. One is a game he devised from a Japanese television game show; others were Pictionary for vocabulary work, "the almanac game" for study-abroad students, and "The Ungame," which allows students to "pass" if they choose not to answer.

Both demonstrations offered ways to trick students into learning while they have a good time.

Reported by Patricia Parker

HOKKAIDO

Communicative Competency

by Simon Bayley

Bayley began his April presentation with a brief description of three areas of communicative competency, grammar competence, social-linguistic competence, and strategic competence. After a general discussion, he involved participants in a number of communicative exercises which focused on teaching these skills. Bayley suggested that since students haven't often been given the opportunity to experience situations in which they can deal successfully with breakdown in communication in the classroom, training in strategic competence should be included in the curriculum.

Reported by Bob Gettings

NEW!!

*****Announcing*****:

SCOTT, FORESMAN ENGLISH

Brings English to Life!

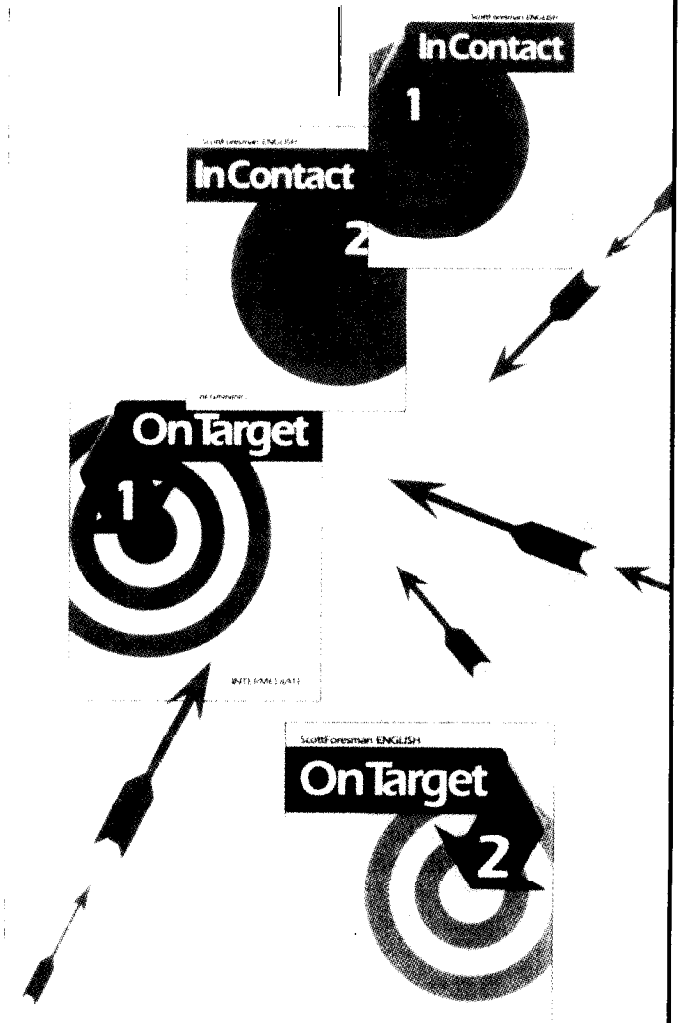
In Contact, Levels 1 and 2

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

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

On Target, Levels 1 and 2

In Charge, Levels 1 and 2



ScottForesman

A Division of HarperCollins*Publishers*

For more information contact:

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

For orders please contact:

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

IBARAKI

Video in the English Class

by Marc Benger

At the April meeting, Marc Benger demonstrated various techniques to effectively use video in the classroom.

The audience was surveyed on the potentials of using video in the classroom. Among the advantages of video: imagery brings reality (cultures and lifestyles) into the classroom, it exposes listeners to different soundsand accents, it motivates students, and it generates speaking. Benger stressed the last point. Drawbacks included: initial cost of equipment, set up time, and gaps during playback when the PAUSE is released. Benger then provided tips on utilizing class time effectively when using video.

Benger ended by stating that video can be an effective tool for teaching natural English once the equipment and software are obtained.

Reported by Lawrence Wetz

KYOTO

Learner Training in Listening Strategies

by Barbara Fujiwara

In April, we began by looking at ourselves as learners, reflecting on and sharing our listening strategies. Fujiwara then introduced the Listening Diary/Homework Assignment. This is intended to encourage listening at home and the development of self motivated and planned study.

After small group discussion, two theoretical learning strategy structures were introduced, and we examined the sample diaries. Generally, participants found that having a theoretical basis made it easier to identify the strategies that students had used and provide appropriate feedback and ideas.

A Resource Bibliography was given for reference and further exploration.

Reported by Alton Cole

A Reminder

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

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

Thanks!

-The Editors

Simulation Games in Second Language Learning

by Dave Hopkins et al.

At the May meeting, members participated in a simulation game, Mayflower to the Moons of Jupiter, in order to learn how simulation can be used in language learning settings ranging from high school classrooms to intensive company sponsored language camps.

Within the simulation a wide variety of tasks and groupings can be used including pair work, small groups reporting to the larger group, and large group discussion. Reading and writing skills are also used and functional language such as questioning for clarification, asking for repetition, and explaining becomes very important.

Debriefing after the simulation is over-stepping out of the simulation and discussing both the process and language learning which occurred-is important. Although preparation for a simulation requires considerable organization by the teacher, the results in terms of increased student involvement and use of language may be well worth the extra time needed initially.

Reported by Alton Cole

NAGOYA

Business Intensives That Work & Cultural Understanding Through Situational Videos A Dual Presentation

by Alice Parker-Dowden and Jeff Egbert

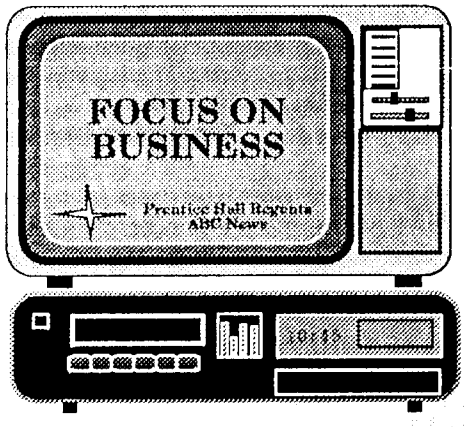
At the May meeting, Parker-Dowden and Egbert focused on their experience in preparing businessmen to use English and feel comfortable doing so while on overseas assignments. Their program is based on cross-cultural understanding designed to teach international business skills as well as Western thinking patterns. Material development and the teaching process of cross-cultural comprehension was exp!ained.

Parker-Dowden spoke about "living," "doing," and "speaking" in English in a Western context, while Egbert placed three actions against the common background of "cultural understanding". Teachers of businessmen, teachers interested in content-based material, and teachers who are developing cultural-understanding curricula would be well-advised to attend their presentation at JALT 92.

Reported by Kelly Ann Rambis

PRENTICE HALL REGENTS OF JAPAN
and ABC NEWS *are proud topresent*
the ABC NEWS VIDEO LIBRARY

FOCUS ON BUSINESS



A NEW VIDEO/TEXT LEARNING PACKAGE DEVELOPED BY LANGUAGE TEACHING PROFESSIONALS FOR ESL/EFL STUDENTS.

NOW AVAILABLE IN JAPAN:

- **VIDEO - Authentic language on broadcast-quality videos, featuring carefully chosen segments from WORLD NEWS TONIGHT, 20/20, PRIME TIME LIVE, NIGHTLINE, and more.**
- **STUDENT-BOOK -A task-based, integrated skills approach to language learning.**
- **INSTRUCTOR'S MANUAL - With answer keys and complete transcripts of video segments.**
- **ALL COMPONENTS are available together in a special package or separately.**

For a sample video or brochure, please contact:

Prentice Hall Regents of Japan

Jochi Kojimachi Bldg., 3F. 6-1-25 Kojimachi, Chiyoda-ku, Tokyo 102, JAPAN
Telephone: (03) 3238.1050 Fax: (03) 3237-1460

PHR
PRENTICDE HALL REGENTS

A PARAMOUNT COMMUNICATIONS COMPANY

NIIGATA

Teaching Japanese in Japan

by Kaoru Yoshioka

At the May meeting Yoshioka focused on teaching Japanese in Japan to speakers of other languages.

Yoshioka began by talking about the different environments where JSL is taught and the objectives of the programs. She went on to explain the "Nihongo nooryoku shiken" which is given once a year. Yoshioka introduced various training facilities available to those interested in teaching Japanese. She also talked about the research that has been done on JSL and the need for more research in the field. The session was concluded with various communicative ideas to use in the JSL classroom. She illustrated how Japanese can be taught using ESL materials.

Reported by Sandra Kimura

SUWA

Third Annual Suwako Charity Walk

On May 17th, with the goals of acquiring firsthand information with which to enrich our classes in regard to the local natural environment and raising awareness of the part WC play in it, JALT-Suwa set off on its third annual walk around Lake Suwa accompanied by Shinshu University Professor of Science, Tokio Okini and four assistants. Following the walk, approximately 80 people attended a forum on the lake. On closing, donations were presented to the Lake Suwa Environment and City-Planning Seminar, a non-political citizens' study group.

Reported by Mary Aruga

YOKOHAMA

Characteristics of Japanese Communication Practices

by Satoshi Ishii

After describing Western linguistic imperialism which is perceived to exist as an orthodoxy in foreign language studies and teaching in Japan, Ishii introduced to us his "3-layer-Structure Concept of Culture." At its core is communication. He said that if we are interested in communicative behavior, we are interested in intercultural, not crosscultural communication.

Then, he discussed the wide acceptance among language teachers of a Eurocentric evaluation of non-Western cultures. Ishii disagrees with this approach.

Ishii also talked about "Japanese world view and personal orientation," "Japanese communication apprehension and self-disclosure," "Japanese interpersonal needs, argumentativeness, and touch avoidance" compared to Americans, based on the results of a survey done in America and Japan.

Reported by Howard Doyle

(Cont'd from p. 41.)

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 itemswill be discarded after August 31.

For Students

*Majors, R. (1992). *"Is this going to be on the test?" and nine other questions that can save your college career* (for freshmen in non-Japanese colleges). Scottsdale, Ariz.: Gorsuch Scarisbrick, Publishers

Blundcll, J. (1992) *Passport to Cambridge PET: Self study pack* (text, 2 tapes). Cambridge: Cambridge University Press.

Kitao, S. & Kitao, K. (1991). *American portrait: Improving reading speed and reading skills.* Tokyo: Asahi Press.

Kitao. S. & Kitao K. (1990). *Understanding English paragraphs: Improving reading and writing skills.* Tokyo: Eichosha Co. Ltd.

!Collie, J. & Slater, S. (1991). *Speaking.* (student books 1 & 2; 2 tapes). Cambridge: Cambndgc 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 reading: A course in reading skills for academic purposes.* Cambridge: Cambridge University Press.

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

!Jones, L. (1992). *Communicative grammar practice* (student's book, teacher's book). Cambridge: Cambridge University Press.

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

For Teachers

*Wordell, C. & Gorsuch, G. (Eds.) (1992). *Teach English in Japan* (general information). Tokyo: The Japan Times.

*English Department of Tokiwamatsu Gakuen. (1991). *Help yourself: A resource book for English teachers.* Tokyo: Kagensha.

Phillipson, R., Kellerman, E., Selinker, L. Smith, M., Swain, M. (Eds.) (1991). *Foreign/second language pedagogy research,* Clevedon, US: Multilingual Matters.

Information for Publishers

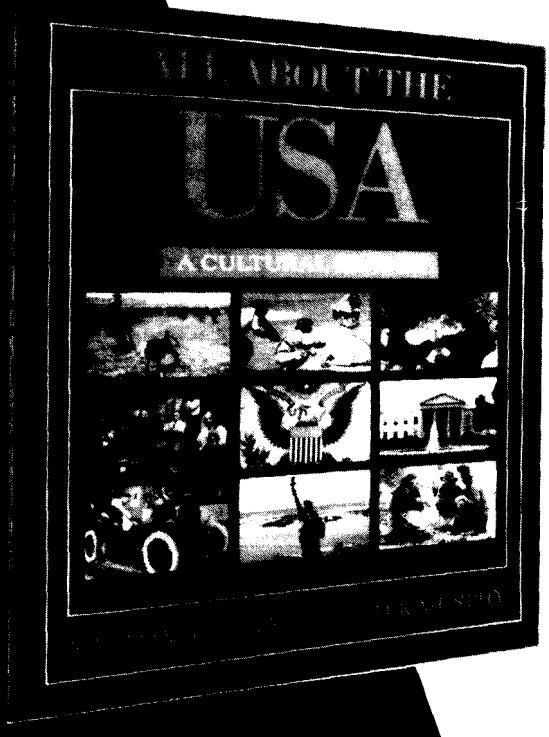
New classroom texts and materials as well as new teacher resource books are welcomed by *The Language Teacher* for reviews. In the case of classroom texts/materials, reviewers will be testing them in class, so please make sure that a complete set of materials (including text, tape, teacher's manual, as appropriate) is sent.

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

ALL ABOUT THE US A

Milada Broukal and Peter Murphy

All About the USA features thirty units on American culture. The book is suitable for senior high school level onwards.



- Each amusingly illustrated unit contains pre-reading and discussion questions to encourage students to engage in cross-cultural exchanges.
- A detachable answer key is included
- Readings on American culture, places and people are supported by activities for vocnbulnry, comprehension, grammar – and more.

For further information please contact Longman ELT, Gyokuroen Bunchuj, 1-13-12 Sekiguchi, Bunkyo-ku, Tokyo 112

LONGMAN ELT

Bilingualism

Bridging languages and cultures from Japan and English speaking countries is not only the concern of this N-SIG but is part of the big picture of JALT. There is therefore room for many more contributors to this intercultural communication. The bilingual perspective is beginning to be recognized in Japan, with N-SIG members called upon to connect foreign language education with its goal. Our newsletter, *Bilingual Japan,* has noted the lack of English sources on bilingualism in Japan; thus one new idea that might be of interest to publishers, editors and potential contributors would be a guide to bilingual child rearing in Japan.

Just as bilingualism has individual and societal levels, this N-SIG also has a mutual support function among many wonderful people. In addition to JALT 92. the networking process will have another axis this year in the Kansai area as we look forward to the day-long N-SIG conference in Osaka on Sunday, September 27th.

Global Issues in Language Education

Global Issues in Language Teaching N-SIG projects include:

(1) A computer directory of mernbcrs' areas of interest, etc. to allow more effective networking.
(2) A teaching guide and handbook featuring practical teaching ideas, activities and ready-to-use materials.
(3) Bibliographies of topical pamphlets, books and videos. A loan system is sought to broaden the resource base.

For more information, refer to page 5 of the May issue of *The Language Teacher* and issue 8 of the *GILE* ncwsletter, also from May, 1992.

Video

The long awaited JALT Video N-SIG Directory, subject to the necessary funding, is finally about to start. Over the next two to three years we hope to compile a directory including some of the following sections:

(1) A Teacher Training Video Section
(2) An English Language Teaching Video Section
(3) A Japanese Language Teaching Video Section
(4) A Taxonomy of Video Techniques Section
(5) A Taxonomy of Video Teaching Theories Section

A feasibility study for Part One is already underway, and, if we receive enough support, we hope to have a pilot version ready for distribution at the N-SIC Hospitality Room at JALT 92. Where possible, we will also attempt to make the sections fully bilingual.

While some members have already volunteered their services, extra volunteers are vital to the success of this scheme and should contact the coordinator.

Language Teaching in Japanese Colleges

There will be an organizational meeting to help form this N-SIG at the end of Gillian Kay's presentation on the role of foreign teachers in Japanese universities at JALT 92 in November.

It is hoped that the formation of this N-SIG will facilitate information exchange and mutual support between those teaching foreign languages at colleges and universities in Japan.

Anyone interested in helping to organize the formation of this N-SIG, or who would like to join but will not be present at JALT 92, please contact Gillian Kay (see N-SIG **contact** information that follows).

Established N-SIGs

Video
Coordinator & N-SIG National Liaison Officer:
David John Wood, 2-12-l Ishizaka, Dazaifu, Fukuoka 818-01
Phone: (W) 092-925-3511; Fax: (W) 092-924-4369

Bilingualism
Steve McCarty, 3717-33 Nii Kokubunji, Kagawa 769-01
Phone: (H) 0878-74-7980; Fax: (H) 0877-49-5252

Global Issues in Language Education
Kip A. Cates, Tottori U., Koyama, Tottori 680
Phone: (W) 0857-28-0321; Fax: (H) 0857-28-3845

Japanese as a Second Language
Izumi Saita, Dept. of Liberal Arts, Tohoku U., Kawauchi, Sendai 980
Phone: (W) 022-222-1800; Fax: (W) 022-221-5207

Forming N-SIGs

Computer Assisted Language Learning
Kazunori Nozawa, Language Center, Toyohashi U. of Technology, 1-1 Hibarigaoka, Tempaku, Toyohashi, Aichi 441
Phone: (W) 0532-47-0111; Fax: 0532-48-8565

Materials Writers
James Swan, Aoyama 8-122, Nara 630
Phone: (H) 0742-26-3498; Fax: 0742-41-0650

Team Teaching
Antony Cominos, 1112 Sunvale Asahigirioka, Higashino l-5, Akashi, Hyogo 673
Phone & Fax: (H) 078-914-0052

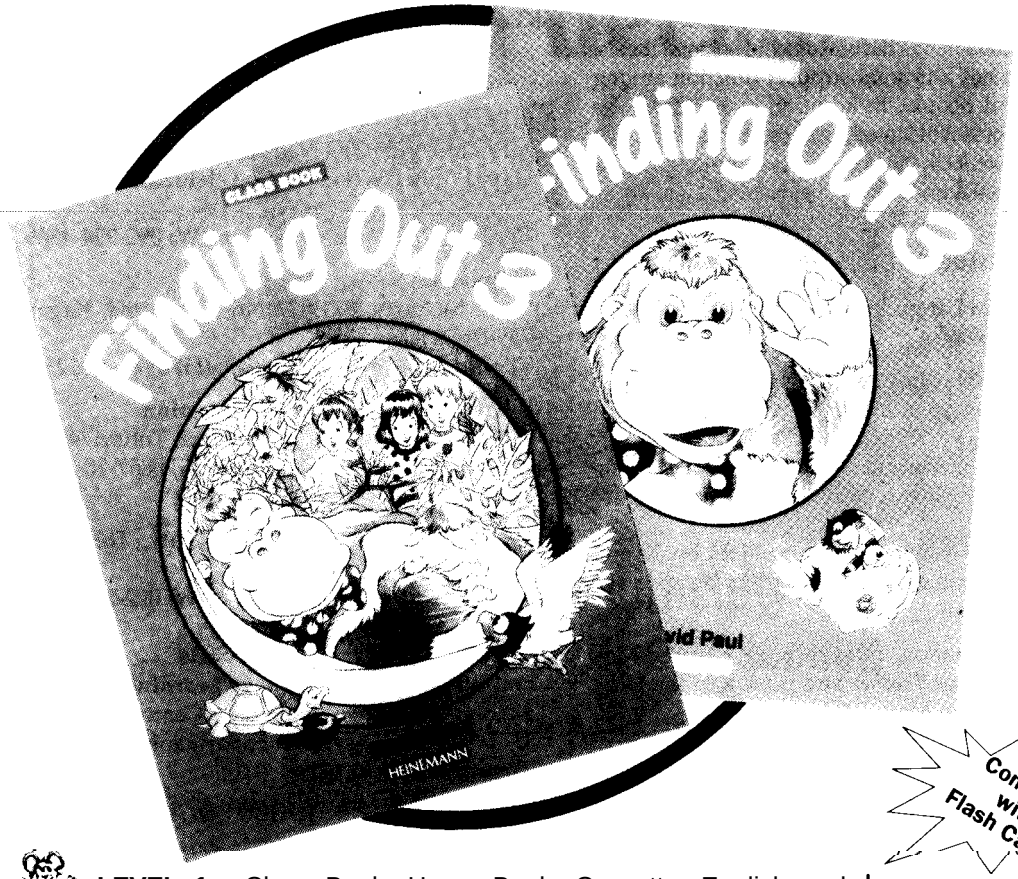
Teacher Education
Jan Visscher, 3-17-14 Sumiyoshi, Higashi-machi, Higashinada-ku, Kobe 658
Phone: (H) 078-822-6786

Language Teaching in Japanese Colleges
Gillian Kay, English Dept., Toyama Ikayakuka U., 2630 Sugitani, Toyama 930-01
Phone:(W) 0764-34-2282 (ext. 2758); Fax: (W) 0764-*344656*

Finding Out

by David Paul

NOW AVAILA **BLE!**



Complete with Flash Cards!

LEVEL 1 : Class Book, Home Book, Cassette, English and Japanese Teacher's Books

LEVEL 2 : Class Book, Home Book, Cassette, Teacher's Book

LEVEL 3: Class Book, Home Book NOW AVAILABLE !

Please send me a free inspection copy of *Finding Out*:

☐ Level 1 ☐ Level 2 ☐ Level 3

Name: _____

School: _____

Address (School ☐ / Home ☐): _____

〒☐☐☐-☐☐ ☎: _____

HEINEMANN INTERNATIONAL

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

Phone: (E-3294-0791 Fax: 03-3294-0792

HEINEMANN

Right from the start!

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

Neuro Linguistic Programming in Education

NLP contains the tools for applying the subjective experience of students and the teacher to the teaching act. The result is accelerated learning. This two day workshop will offer NLP techniques and methods for improving teaching at all levels as well as some of the basic skills. The workshop will feature Tim Murphey (PhD., NLP Master Practitioner) and Charles Adamson (PhD., NLP Practitioner) and others.

When: October 10 (Saturday, 1 p.m. to 6 p.m.)
October 11 (Sunday 10 a.m. to 3 p.m.)
Where: Shizuoka School of Information Technology, 110-11 Miyamae-cho, Shizuoka City, Shizuoka
Fee: \5,000 (both days) : \3,000 (one day)

For more information contact: Dr. Charles Adamson, Shizuoka Institute of Science and Technology, 2200-2 Toyosawa, Fukuroi-shi, Shizuoka-ken, 437. Tel: (w) 0538-45-1085; (h) 0538-23-7939. Fax: 0538-45-0110

第4回外国語CAI研究大会　研究発表の募集

大会日時：1993年2月20日(土)10：00～18：30、2月21日(日)10：00～16：30、場所：同志社大学田辺校舎、主催：スマイル、LLA関西支部、JALT奈良支部、同志社大学CAI研究会（6月17日現在）、発表の内容：理論的研究、実践的な研究、自作のクロアプリや教材の紹介、市販のクロアプリや教材の紹介、市販の機器の紹介、CAI実践報告、機器やソフトの有効な使用方法の紹介など、発表時間：45分（質疑応答の10～15分を含む）応募資格：とくにありません（参加費を支払って大会に参加することが義務です）市販物についての発表は協賛金をいただきます。使用機器：OHP、VTR(VHS)、日立2020、NEC98、マッキントッシュは主催者が準備できます。応募方法：研究発表の応募要領とデータシートと宛名を書いて62円切手をはった返信用封筒同封で以下へお申し込みください。〒610-03 京都府綴喜郡田辺町 同志社大学 北尾研究室 CAI研究会 TEL07746-5-7070、応募締切：9月30日（必着）採用決定：10月末

Kanazawa JALT Regional Conference

The September Regional Conference applies to Kanazawa, Niigata, Nagano, and Fukui JALT Chapters, though members of other chapters, and non-members, are cordially invited to join us.

Topic: Technology in Education
Speakers (others to be announced):
Donna Fujimoto (Southern Illinois Univ., Niigata)
"Student Video Projects in Language Education"
John Dennis (Hokuriku University)
"Word-Processing Software and English Corn position"
Leslie Tkach (Fukui JALT) will present a workshop
"Practical Applications for Computers"
Date: Sept., 19 and 20, 1992 (Sat. and Sun.)
Time: Sat., 2 p.m. to Sun. 5 p.m.
Place: Shakyo Center, Honda machi Kanazawa (next to MRO). Accommodations nearby.
Fee: Conference, accommodations, and 2 meals will be less than 10,000 yen.
Info: Mary Ann Mooradian 0762-622153

Program Chairs of Niigata, Nagano, and Fukui Chapters will all be able to provide further information
Note: Publishers' displays, equipment, and materials will be available. Kanazawa JALT will arrange a tour and social events. See you in September!

Toward Forming A New JALT Chapter in the Fukushima Area

Topic: Listen Up!
Speaker: Vaughn Jones
Date: Saturday, August 22nd
Time: 1:00-3:30 p.m.
Place: Koriyama Bunka Center
Info: Zafor Syed 0249-32-0806

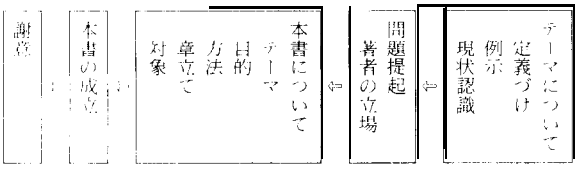
(Cont'd from p. 23.)

にして、まずその文章型を確認させるタスク・シートを与えて構造を把握させた後、その本の主題は何かをつかませる。こうした文章型を中心にすえた読解教育はとりわけ中上級では今後いっそう重要性を増すものと思われる。そのためには、いろいろなタイプの文章を分析していくつかの文章型をつきとめるような研究が求められよう。

6. おわりに

本稿では読解を読書行動と規定し、そこから導かれるシラバスを、学部留学生がキャンパスで出会いそうな場面を例に提示した。また、そのシラバスを教室作業にどう結びつける

図3　前書きの構造



かについて、具体例をいくつか示した。今後は学部留学生のキャンパスにおける読書行動をより緻密に分析する必要があろう。また、5.で述べたような文章型の研究も、学習者の読解能力の育成に資するものとして進めなくてはなるまい。

注

1）読みと教材のauthenticityについては、ドイツ語教員によるIDS16盛岡セミナールでの議論が参考になった。
2）あくまでも、各読書行動場面で求められる主要なスキルを記したもので、表の完全性を追求したものではないことをお断りしておく。表3についても同様である。

参考文献

岡崎敏雄・長友和彦(1989)「スキルシラバスによる読解指導－スキルシラバスとその指導形式－」『留学生日本語教育に関する理論的・実践的研究』 広島大学 pp.43－51.
小出慶一(1990)「スキルとは何か」日本語教師のための第一回SANNO日本語教育セミナー 配布資料
武井隆道(1991) kommunikativ な読解授業の試み」『ドイツ語教育部会会報』40 pp.37－45. 日本独文学会ドイツ語教育部会
Grellet, Françoise (1981) *Developing Reading Skills.* Cambridge Univ. Press.
Munby, John (1978) *Communicative Syllabus Design.* Cambridge Univ. Press.
Nunan, David (1988) *Syllabus Design.* Oxford Univ. Press.

資料

グードルン・パウゼヴァング(1984)『最後の子どもたち』高田ゆみ子訳 小学館.

Cambridge ELT

New for pre-intermediate learners from the authors of *Meanings into Words*

Language in Use

A pre-intermediate course
Adrian Doff and **Christopher Jones**

Language in Use has a range of important features, which will appeal both to teachers and learners at this level.

Systematic coverage of language – The course has a dual syllabus in which topic units alternate with grammar units.

Clarity – The clear design of the syllabus and activities helps students identify what they have learned and where they need more practice.

Self-study opportunities – students can benefit from both interactive classroom lessons and specially designed self-directed learning activities.

Flexibility – The design of the units and the open-ended nature of individual exercises allow great flexibility for the teacher to tailor the material to the needs of the class.

Components
Classroom Book
Self-study Workbook
Self-study Workbook with Answer Key
Teacher's Book
Class Cassette Set
Self-study Cassette Set
Split Editions are also available.

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

CAMBRIDGE UNIVERSITY PRESS

Meetings

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

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

AKITA
Mike Sagliano, 0188-86-5133
Tim Kelly, 0188-96-6100

CHIBA
Bill Casey, 043-255-7489

FUKUI
Takako Watanabe, 0776-34-8334
Taeko Kawahara, 0776-66-7336

FUKUOKA
Fukuoka JALT Chapter will not be hosting a workshop in August. Please call Lesley Koustaff, 092-714-7717, for information about our up-coming Autumn schedule.

GUNMA
Topic: JALT-Gunma 6th Workshop at Kusatsu: Writing in EFL
Spkr: 1. Rhon V. White
2. Participants Presentations
Date: Aug. 22(Sat.), 23(Sun.), 24(Mon.)
Place: Kusatsu Daigaku Seminar House
Fee: \5,000
Room and Board: \6,500
Info: Morijiro Shibayama 0272-63-8522

HAMAMATSU
Brendan Lyons, 053-454-4649
Mami Yamamoto, 053-885-3806

HIMEJI
Yasutoshi Kaneda, 0792-89-0855

HIROSHIMA
Marie Tsuruda
Kathy McDevitt. 082-228-2269

HOKKAIDO
Topic: Annual Summer Picnic
Date: Sunday, August 23
Time: 12:00-5:00 p.m.
Place: Makomanai Park (East entrance)
Fee: Members and guests free
Info: Ken Hartmann 011-584-7588
Everyone is invited to join in for some fun, food, and recreation. Bring plenty to eat and JALT will provide the drinks and softball equipment. Bring a friend along and lets get to know one onother better.

IBARAKI
Martin E. Pauly, 0298-52-9523

KAGAWA
Harumi Yamashita, 0878-67-4362

KAGOSHIMA
Keith Brown, 0994-73-1235

KANAZAWA
Masako Ooi, 0766-22-8312

KOBE
Jane Hoelker, 078-822-1065

KYOTO
Kyoko Nozaki, 075-71 I-3972
Michael Wolf, 075-65-8847

MATSUYAMA
D. f&Murray, 0899-31-9561
Takami Uemura, 0899-31-8686

MORIOKA
Jeff Aden, 0196-23-4699

NAGANO
Richard Uehara, 0262-86-4441

NAGASAKI
William McOmie, 0958-62-4643

NAGOYA
Helen Saito, 052-936-6493
Ryoko Katsuda, 0568-73-2288

NARA
Masami Sugita, 0742-47-4121
Denise Vaughn, 0742-49-2443

NIIGATA
Donna Fujimoto, 0254-43-6413
Michiko Umeyama. 025-267-2904

OKAYAMA
Fukiko Numoto. 0862-53-6648

OKINAWA
James Ross, 0988-68-4686

OMIYA
Yukie Kayano. 048-746-8238

OSAKA
Yoshihisa Ohnishi, 06-354-1826
Jack Cassidy, 06-965-1956

SENDAI
Takashi Seki, 022-278-8271 (evenings)
Brenda Hayashi, 022-277-6205 (days)

SHIZUOKA
Tim Newfields, 054-248-3913

SUWA
Mary Aruga, 0266-27-3894

TOKUSHIMA
Sachie Nishida, 0886-32-4737

TOKYO
No meeting for July/August. Will Flaman 03-3816-6834 , (h) 03-5684-4817 (w)

東京・日本語教育部会
日 時：9月19日(土)午後2時～5時
場 所：早稲田大学総合学術情報センター 国際会議場4階共同研究室7番
1）日本語授業における開発的カウンセリング—カウンセリングの実習と日本語の授業
発表者：齋木ゆかり氏（東海大学）
カウンセリングと外国語教育について紹介し、日本語教育への応用について言及する。はじめにカウンセリングの意味とHumanistic Techniquesについて述べ、次に学習者のbarrier、教師の役割について話し合う。最後に実際の授業例を紹介する。
2）心理学と日本語教育・学習（その1）
発表者：福谷正子氏
心理学を日本語教育・学習との関連で見直す。心理学の立場から得た知識や技術を日本語教育・学習に生かすとはどういうことなのだろうか。今後、シリーズで続けられるこの大きなテーマについて、第一回目の今回は、初歩的であるが、それゆえに基本的である疑問点・問題点を事例などを交えて、参加者と一緒に考え直してみたい。
参加費：会員 無料、非会員 1,000円
問い合わせ：鈴木洋巳 0425 73-4187(H)
03 3244-4251(W)
林 伸一 0488 22-9855(H)
03 5996-5411(W)

TOYOHASHI
Kazunori Nozawa, 0532-25-6578

UTSUNOMIYA
James Chambers, 0286-27-1858
Tetsuo Nakagawa, 0286-36-7871

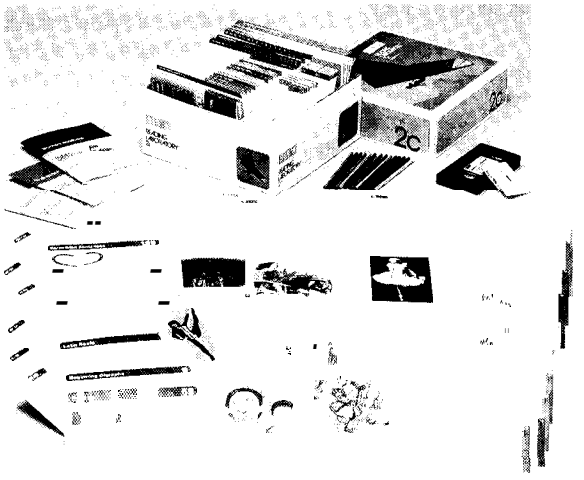
WEST TOKYO
Yumiko Kiguchi, 0427-23-8795

YAMAGATA
Fumio Sugawara, 0238-85-2468

YAMAGUCHI
Garrett Myers, 0835-24-0784
Eri Takeyama, 0836-31-4373

YOKOHAMA
Ron Thornton, 0467-31-2797
Shizuko Marutani, 045-824-9459

SRA : The Library In A Box



Self paced
Self correcting
Reading development
in American English
for all grades
and ages.

Each SRA Reading Laboratory Kit contains:

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

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

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

SRA

MEYNARD
PUBLISHING
LTD.

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

Name:

School:

Address: _____
(School/Home)

Tel: _____

Conference Calendar

Name: **SI'EAQ '92**
Date: October 14-17, 1992
Place: Quebec Hilton, Quebec, Canada
Contact: SPEAQ 600 Fullum, 6e etage
Montreal, PQ H3K 4L1, Canada
Tel: (514) 873-0134
Fax: (514) 864-2294

Name: **Korea TESOL 1992 Fall Conference**
Date: October 24-25, 1992
Place: Taejon, South Korea
Contact: AETK 1992 Conference Chair
Patricia Hunt
English Language and Literature Dept.
Cheju National University, Cheju 690-121
South Korea
Tel: (82) 64-54-2730
Fax: (82) 64-55-6130

Name: **International University of Japan 4th Conference on Second Language Research in Japan**
Date: November 14, 1992
Place: IUJ Tokyo Campus
Deadline for abstracts:
August 15, 1992
Contact: Mitsuko Nakajima, Language Programs
IUJ
Yamato-machi, Minami Uonuma-gun
Niigata-ken, Japan 949-72
Tel: 0257-79-1498
Fax: 0257-79-4441

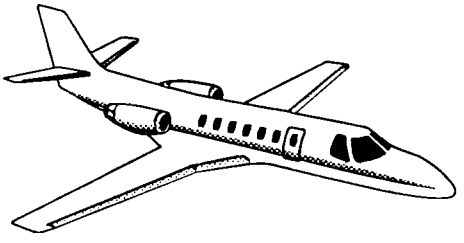
Name: **ETAS (Switzerland) Annual General Meeting**
Date: November 28, 1992
Place: Biel, Switzerland
Contact: Ilona Bossart, Lindaustr 29, 9525 Zuzwil, Switzerland

Name: **International Symposium on the Teaching of French and English as Second Languages**
Date: December 3-5, 1992
Place: The Skyline Hotel, Ottawa, Canada
Contact: Raymond LeBlanc, International Symposium
Second Language Institute, University of Ottawa
Ottawa, K1N 6N5, Canada
Tel: (613) 564-3941
Fax: (613) 564-9969

Name: **Teachers of English to the Speakers of Other Languages (TESOL) 27th Annual Convention and Exposition**
Theme: Designing Our World
Date: April 13-17, 1993
Place: Atlanta Hilton, Atlanta, GA, USA
Contact: TESOL, 1600 Cameroon St., Suite 300
Alexandria, VA 22314, USA
Tel: (703) 836-0774
Fax: (703) 836-7864

Name: **4th International Pragmatic Conference**
Theme: Cognition and Communication in an Intercultural Context
Date: July 25-30, 1993
Place: Kobe, Japan
Deadline for abstracts:
November 1, 1992
Send five copies to; IPrA Secretariat, P. 0. Box 33,
D-2018 Antwerp 11, Belgium
Contact: Prof. Kansei Sugiyama
Dept. of English
Kobe City University of Foreign Studies
9-l Gakuen higashi-machi
Nishi-ku, Kobe 651-21
Tel: 078-794-8179
Fax: 078-792-9020

Name: **International Association of Applied Linguistics (AILA) 10th World Congress**
Theme: Language in a Multicultural Society
Date: August 8-15, 1993
Place: Free University, Amsterdam, The Netherlands
Contact: Johan Matter
Vrije Universitiet, Faculteit der Letteren
Postbus 7161
NL-1007 MC Amsterdam, The Netherlands
Tel: (31) 0205483075



Seido Materials for Children

ENGLISH WITH JACK & JILL

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

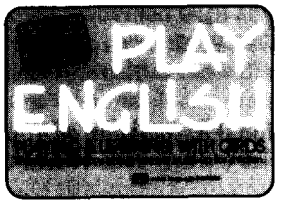
The series is based on a "spiral approach": the material taught gives continuous practice in the simplest patterns of spoken English. The things a child would want to say are practiced again and again, laying the foundations for good language habits.

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

LIST OF MATERIALS

- Teacher's Supplement @Card Set (360 cards + Phonics Tape)
- Level 1 Workbooks 1-4, Teaching Scripts 1-4, Tape Sets 1-4 ●Level 2 Workbooks 1-4. Teaching Script, Tape Sets 1-4
- Level 1 Workbook Set (Workbooks 1-4)

● PLAY ENGLISH



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

LIST OF MATERIALS

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

POSTERS (ACTUAL SIZE: 90X60cm.)

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

Activity Poster: Presents many subjects of convcrsalion and daily activities. A Teaching Script suggests a number of procedures.

● SONG TAPE

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

Seido COUPON JALT(JJ-PE)

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

seido セイドー外国語研究所
〒659 兵庫県芦屋市船戸町12-6 TEL0797(31)3462
FAX.0797(31)3448

Job Information Center/Positions

Please send all announcements for this column to Dr. Charles Adamson, Shizuoka Rikoku Daigaku, 2200-2 Toyosawa. Fukuroi-shi Shizuoka-ken 437. Tel: (W) 0538-45-0185; (H) 0538-23-7939; Fax: 0538-45-0110.

Announcements must be received by the 19th of the month, two months before publication, and should follow the format of previous announcements in the positions column. To be published, an announcement must contain the name and address of the institution, the name of a contact person, and whether the job is full-time or part-time. The editors reserve the right to make minor changes for clarity or consistency.

JALT opposes discriminatory employment practices. However, announcements are being published essentially in the form received to allow readers to avoid wasting time in applying to institutions that would not consider them due to exclusionary policies.

(KANAGAWA) Senshu University is seeking applicants for a full-time EFL teaching position to start in April 1993. Candidates should be native speakers of English and have a Ph.D. in a related area. For further information call 044-911-1253 in Japanese.

(MATSUYAMA) Matsuyama University needs one EFL instructor starting April 1, 1993, to teach freshman and sophomore English. Native speaker of English with an MA in TEFL. Knowledge of Japan and/or experience teaching Japanese students helpful. Six classes/week. Two year, non-renewable contract includes salary (roughly \4,388,700/year), airfare to and from Matsuyama, partial payment of health insurance, \630,000 for research funds, and other benefits. Send resume, transcripts, and copy of diploma to arrive by Sept. 20, 1992, (these will not be returned to the applicants). Address: Yukio Takeichi. Registrar, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790, Japan.

(NAGOYA) A full-time associate instructor position, native English speakers, beginning April 1, 1993. Two year contract; one renewal possible. Minimum teaching load of 14 periods/week plus office hours and participation in program planning. Compensation depends on qualifications. MA in ESL/EFL, English, linguistics, or related field required. Send resume, graduate and undergraduate transcripts, statement of career goals, at least two recommendations including one from a faculty member of most recently attended graduate school, and one from present or most recent employer to Peter Garlid, AI Search Committee, Department of English, Nanzan Junior College, 19 Hayato-cho, Showa-ku, Nagoya 466, by October 1, 1992.

(TOKYO) The Department of English within the Division of Languages at International Christian University Tokyo seeks tenure track assistant or associate professor with specialized interests in two of the following areas: (1) history of English, (2) structure of English, and (3) applied linguistics. Position begins either Sept. 1993 or April 1994 for a three year initial contract. Teaching duties: (1) EFL courses in the English Language Program, (2) English history, English structure or applied linguistics courses in the Division of Languages, and (3) possible appointment to the Graduate School. Other duties: administrative responsibility in the English Language Program, rotated among faculty members, and committee work. Required: PhD in hand; native speaker competence in English, publications, and university teaching experience. Desired: some bilingual competence (preferably English-Japanese); international experience: administrative experience and interests. Benefits: Competitive salary; health and pension plan; research and travel allowance; paid research leave once tenured, transportation and some moving costs for appointee and family. Deadline: Review of candidates begins Nov. 1, 1992, and will continue until positionis filled. For initial screening, please send C.V. and three references' names and addresses (only), and one self-addressed postcard to: English Search Chair, Language Division, International Christian University, 3-10-2 Osawa, Mitaka, Tokyo 181, Japan.

(TOKYO) Sophia University seeks a full-time EFL teacher to start in April 1993. MA in TEFL/TESL or related area is required. Teaching duties only. Salary depends on age, qualifications and experience (e.g., 35 years old; about \4,500,000 per year). One-year contract; one renewal possible. Send c.v., list of publications, letter of recommendation, and recent photo to Prof. Hiroshi Yamamoto, Ippan Gaikokugo Shujishitsu, Sophia University, 7-1, Kioi-cho, Chiyoda-ku, Tokyo 102. Closing date for applications: 15 October 1992.

MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement of language learningandteaching in Japan, a vehicle for the exchange of new ideas andtechniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in l976, has in international membership of over 4,000. There are currently 36 JAL.T chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

Meetings and Conferences-The **JALT International Conference. on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some l,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, lbaraki, Kagawa Kagoshima, Kanazawa, Kobe, Kyoto, Matsuyama, Morioka, Nagano, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shizuoka, Suwa, Tokushima, Tokyo, Toyohashi, Utsunomiya, West Tokyo, Yamagata, Yamaguchi, Yokohama.

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

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

CENTRAL OFFICE:
Shamboru Dai 2 Kawasaki 305, 1-3-17 Kaizuka, Kawasaki-ku, Kawasaki, Kanagawa, Japan 210
Tel.: (044) 2459753 Fax: (044) 245-9754 Furikae Account: Yokohama 9-70903, Name: "JALT"

JALT－全国語学教育学会について

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

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

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

支部：現在、全国に36支部あります。（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。

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

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

BBC EDUCATION & TRAINING

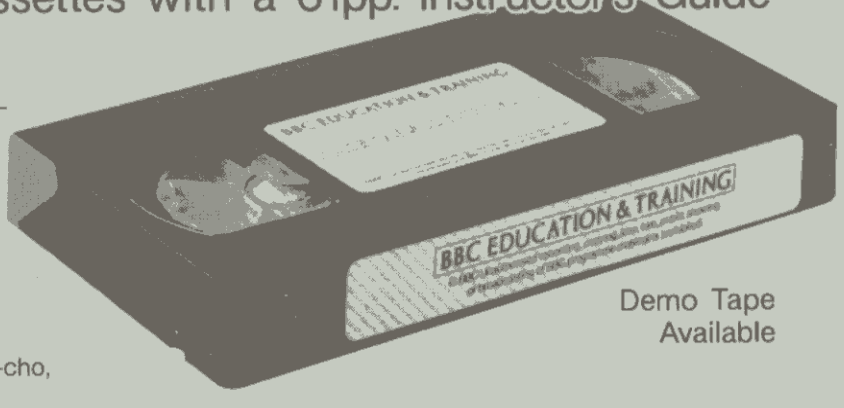
BBC

TRAINING VIDEOS

WORKING WITH ASSERTIVENESS

——言うべきことは言え——

Learn to say the RIGHT thing,
in the RIGHT way
at the RIGHT time,
and increase your personal effectiveness by
WORKING WITH ASSERTIVENESS.
Two Videocassettes with a 61pp. Instructor's Guide



Demo Tape
Available

And Now Two New PEOPLE MANAGEMENT AND COMMUNICATION Programmes are also available.
For further information,
Contact:
Rentacolor Japan Ltd.
Telephone: 03-3433-4375
Facsimile: 03-3435-0253
Address: 1-21-4, Hamamatsu-cho,
Minato-ku, Tokyo 〒105

BBCエンタープライズ社日本総代理店日本レンタカラー株式会社　〒105 東京都港区浜松町1-21-4港ビル　電話 03-3433-4375

第十六巻 第八号 平成四年八月一日発行 〒210 神奈川県川崎市川崎区貝塚一一一七 シャンボール第二川崎三〇五号（毎
昭和五十四年四月二十一日 第三種郵便物認可

CINEX

CINEMA ENGLISH EXERCISE

Schedule for release: FALL SEMESTER 1992

CINEX School Curriculum

FROM BLACKBOARD TO SILVER SCREEN

COMMUNICATIVE VIDEO TECHNIQUES

CINEX Features:

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

Text Components:

For Teachers —

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

For Students —

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

* *Teachers Manual* (In three sections)

① **Communicative Video Techniques**
(A-Z Menu of 100 Techniques & Terms)
② Step by step **Teaching Guide**
③ **Worksheets with Answers**

☆Convenient Time Code
☆Easy to follow English Subtitle

Kramer vs. Kramer

First Release Titles for 1992:

Kramer vs. Kramer

The Karate Kid

Look Who's Talking

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

Sony Pictures Entertainment (Japan) Inc.

¥750