

第十七卷 第一号 平成五年一月一日発行(毎月)

昭和五十四年四月二十一日 第三種郵便物認可

THE

全国語学教育学会

VOL. XVII, No. 1 JANUARY 1993

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

LANGUAGE

TEACHER 1



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THE LANGUAGE TEACHER

XV:1

January 1993

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

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

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

Introduction

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The profession of language teaching in Japan has undergone tremendous change in recent times-never before have language teachers been so challenged while enjoying so many professional opportunities. There is a down side-for those teachers who are teaching at colleges, universities and *semmon gakkos*, the demographics of Japan do not bode well. The number of college-age men and women will continually decrease from this year, and schools will be competing harder for a shrinking pool of students. Recent changes in *Mombusho* policy add spice and confusion to the situation. The best way for teachers to thrive during these times is to seek opportunities for professional development. This can be done through contributing actively to the teaching profession, either by presenting at JALT meetings and conferences, or by publishing in *TLT*, the *JALT Journal*, or one of the many N-SIG newsletters. I would like to extend an invitation to those teachers who would like to contribute to *TLT*, and especially to encourage submissions to our monthly **My Share** column, which we plan to expand.

In our current issue, we have a varied offering to start out the new year. **Maidy Kiji** and **Yasuharu Kiji** write on improving vocabulary retention in students through content-based instruction, offering convincing empirical evidence of the effectiveness of their methods. **Richard Goold**, **Chris Madeley** and **Nigel Carter** present practical, classroom-based ideas on assessing students in junior and senior high schools. **Gregory Jember** writes on the idea of using *katakana* to help students improve their pronunciation, providing specific examples of how this can be done. In a Japanese language feature, **Sonia Yoshitake** interviews **Jarmilla Tamyikova** of Palackay University in the former Czechoslovakia on the conditions of EEL teaching in that country. In our final Japanese-Language feature, **Masao Sanehira** examines the possibility of applying the classification of teacher questions in Stevick (1982, *Teaching and Learning Foreign Languages*. Cambridge: Cambridge University Press.) to classroom interaction analysis.

I would like to take this opportunity to thank **Carol Rinnert**, the outgoing Editor of *TLT*, for all the help and encouragement she has given me during my year of training as Associate Editor. I greatly look forward to working with **Gene van Troyer**, our new Associate Editor, and hope the next year will as exciting for him as the past one has been for me.

Greta Gorsuch

明けましておめでとうございます。

1993年は、JALTの出版委員会にとっても、ある意味で新しい年になりました。1991年の1月号から *The Language Teacher* を編集してきた **Carol Rinnert** が、1992年12月号をもって、編集者を引退したのです。今後も出版委員長としての仕事は続けますが、とりあえず、編集者としての仕事に対して、心からご苦労様でしたといいたしたいと思います。Carolの後を引き継いだ **Greta Gorsuch** と、新しく associate editor となった **Gene van Troyer** にとって、この仕事が有意義なものとなるように願っています。

さて、今月号には、さまざまな話題の記事を集めました。**Maidy Kiji** と **Yasuharu Kiji** は、内容を中心とした授業で学生の語彙の記憶を改善する方法について、実証的なデータを挙げながら書いています。**Richard Goold**, **Chris Madeley**, **Nigel Carter** は、中学・高校の生徒を授業をベースに評価する実践的な方法を紹介しています。**Stewart Hartley** は、教室での話すタスクについて、先行研究の定義を検討し、構造化された学習者からのフィードバックに基づいて、タスクを分析する枠組みを提案しています。また、**Gregory Jember** は、カタカナを使って、学生が発音を直す手助けをする方法について、具体的な例を挙げながら書いています。日本語の記事では、**吉竹ソニア** がチェコのパレッキエー大学のヤルミラ・タルニコヴァ氏に、チェコでの英語教育の現状について、インタビューしています。さらに、**實平雅夫** は、ステイーヴィック (1986) に記述されている教師の質問の分類法を、日本語教育における教授法や授業の分析に応用することを試んでいます。

日本語編集者 青木直子

Using Content-Based Instruction to Improve Vocabulary Retention

by Maily Kiji, Konan Women's University and Yasuharu Kiji, Baika Women's College

This article describes the experiences of two EFL teachers in Japan in their investigation of whether or not learners in a content-based anthropology course retain vocabulary at higher levels than learners in a non-content-based English language course. The experiences of these teachers will be placed in the context of current content-based learning theory and methodology, and specific descriptions of how content-based lessons were designed will be included.

Content-based instruction is the "integration of particular content with language teaching aims." (Brinton, Snow and Bingham-Wesche, 1989, p. 2). It allows for the teaching of subject matter such as geography, history or political science, and second language skills. We have chosen to focus on the teaching and retention of vocabulary using anthropology as the content material. We are interested in the viability of this methodology, and thus have decided to teach both a content-based course and a regular English course to groups of students of our choosing. We intend to determine whether the content-based methodology will yield a better result in vocabulary retention.

The rationale for this methodology, according to Brinton, Snow and Bingham-Wesche, includes five points: 1. focus on language forms and functions that will best serve the learner; 2. use informational content perceived as relevant by the learner to increased motivation; 3. build on the previous experience of the learner; 4. teach through contextualized use rather than on fragmented examples of correct sentence level usage; and 5. accomplish comprehension with the help of cues from situational and verbal contexts. This last argument stems from the "input" hypothesis of Krashen (in Brinton, 1989, p. 3): "A necessary condition for successful language acquisition is that the 'input' must be understood by the learner."

The techniques used in this methodology include a slower paced lecture format, the use of realia, pre-learning exercises, use of authentic texts, and the integrated teaching of the four traditional language skills. Content is used as the point of departure. Thus, language is used as the medium or vehicle, and not the object of instruction. There are three models of content-based instruction: theme based, sheltered, and adjunct. Theme based study revolves around thematic modules, sheltered study is a course taught apart from the regular language course, and adjunct study is a program where general language skills are dealt with in addition to content-specific language skills.

We chose to develop a shelter course and to present it to twenty eight female first year students at Shukugawa Gakuin Junior College. The material used

in the sheltered course details early agriculture in Peru. I (Maily Kiji) have both B.A. and M.A. degrees in Latin American Studies specializing in literature, anthropology, and education. Thus I qualify as a content specialist as well as a language teacher (M.A. in TESOL). Therefore, the material chosen for the content lesson was familiar to me and easy to adapt. For the regular English lesson descriptive material about Peru, Chile, Argentina and Brazil was chosen. These readings were suitable for "general knowledge passages." Some of the vocabulary in the content material was specialized; however, most of it was on a similar level of difficulty to material presented in our regular English course.

The level of difficulty was determined by a vocabulary pre-test taken from a Japanese vocabulary book adapted from *Vocabulary Exercises* by Ernst Klett (1990). Twenty words were selected from each set of readings, one set used in the content course and the other used in the regular English course. The content material was a passage describing early agriculture in Peru. The regular English reading was comprised of descriptive travel passages. The students were then divided into an "upper group" (A)---high intermediate level, and a "lower group" (B)---low intermediate level by the results of the vocabulary pre-test taken from Ernst Klett (1990).

The Experiment

Students receiving the content-based lesson underwent a four-step process. First, the content-based lesson included pre-teaching of the vocabulary which may affect an increase in prominence of a word later met in reading by learners, as suggested by Omanson et. al. (in Nation & Coady, 1988, p. 100). The students listened to an explanation of each of the twenty vocabulary words given in context. The text of the reading material was condensed and each word was presented within a sentence. Two synonyms were additionally provided. I wrote the words and synonyms on the blackboard. Students were told to write down both the words and their synonyms in their notebooks. This step took approximately ten minutes. Second, the students were handed copies of the text of the content material. They read the material while listening to a taped version twice. The material was taped with slow, careful enunciation of each word, and appropriate pauses and emphasis where necessary. This took an additional fifteen minutes. Third, the students were shown pictures of Peru and Peruvian handicrafts during a ten minute period. Fourth, the students' papers were put out of sight and a twenty minute vocabulary matching test was administered for the twenty words.

One week later a regular English lesson was given to

both students in the content-based course and the students in the regular English course. The material used was descriptive reading paragraphs of travel information which discussed climate, language, and tourist sites in Peru, Chile, Argentina, and Brazil taken from Kitao & Kitao (1990). The vocabulary was briefly given along with synonyms on the board, although students were not asked to take any notes. Then the students read the passages and listened to the lecture on the tape for fifteen minutes. Following this they received a twenty word vocabulary matching test which was again timed for twenty minutes.

Sixteen days later, the content vocabulary test was administered a second time. The regular English vocabulary test was also repeated in sixteen days' time. Thus results could be tallied to determine if the content-based methodology proved to be more successful in the retention rate during the 16 day interval. We expected the rate of retention to increase for the content-based lesson, as opposed to the regular English lesson.

Results and Discussion

The results of the means, standard deviations and t-tests of group A (upper group) are shown in Tables 1 and 2. The former table presents the results of the vocabulary test given on the day of the lesson, and the latter presents the results of sixteen days later.

Table 1 showed that a statistically significant difference existed between "with content-based" and "without content-based" at the .05 probability level. According to the results, the effect of content-based language instruction was detected from the beginning. Table 2 shows the results of the vocabulary test of sixteen days later, and the mean of "with content-based" instruction is much greater than the mean of "without content-based" instruction. The t-test showed that a significant difference also existed between "with content-based" and "without content-based" at the .01 probability level. This indicates that content-based language instruction is more effective for vocabulary retention over the passage of time.

In the following tables, n means the number of students; Ms is the means referring to with content-based and without content-based vocabulary matching tests of twenty points each; SDs means standard deviation and NS means no significance.

Table 1

Ms, SDs and T-test of Group A (Upper class)
(The result on the day of the lesson)

Group A	n	Ms	SDs
With Content Based			
Language Instruction	17	13.647	2.869
Without Content Based			
Language Instruction	17	11.529	1.974

With vs Without Content Based $t=2.433$ ($p<.05$)

Table 2

Ms, SDs and T-test of Group A (Upper class)
(The result 16 days later)

Group A	n	Ms	SDs
With Content Based			
Language Instruction	17	11.059	2.235
Without Content Based			
Language Instruction	17	8.470	2.523

With Content Based vs Without Content Based $t=3.071$ ($p<.01$)

The results of the means, standard deviation and the t-tests of group B (lower class) are shown in Table 3 and 4. The former table presents the results of the vocabulary test given on the day of the lesson, while the latter presents the results of sixteen days later Table 3 shows that there is no statistical difference between "with content-based" and "without content-based," although the difference of the means is 0.909. In Table 4, no statistical difference exists between "with content-based" and "without content-based."

Table 3

Ms, SDs and T-test of Group B (Lower class)
(The result on the day of the lesson)

Group B	n	Ms	SDs
With Content Based			
Language Instruction	11	6.182	1.946
Without Content Based			
Language Instruction	11	5.273	1.420

With vs Without Content Based $t=1.194$ (NS)

Table 4

Ms, SDs and T-test of Group B (Lower class)
(The result 16 days later)

Group B	n	Ms	SDs
With Content Based			
Language Instruction	11	4.727	1.656
Without Content Based			
Language Instruction	11	4.091	2.314

With vs Without Content Based $t=0.707$ (NS)

Figure 1 shows the rate of retention calculated from the difference between the means of "with content-based" and "without content-based" for the vocabulary test administered on the day of the lesson and sixteen days later. This indicates that the mean of "with content-based" for Group A is 13.647 and for sixteen days later the mean is 11.059. Thus, the rate of retention decreased only 18.97%. On the contrary, the mean of "without content-based" is 11.529 for the day of the lesson and 8.471 for sixteen days later. The rate of retention decreased 26.53%. This suggests that content-based instruction does have a positive effect on retention.

Figure 1
Rate of Memory Retention (Group A)

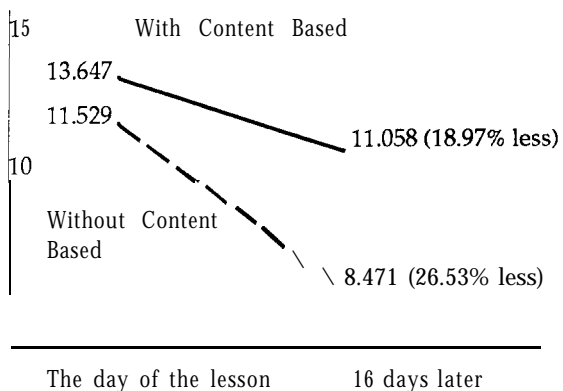
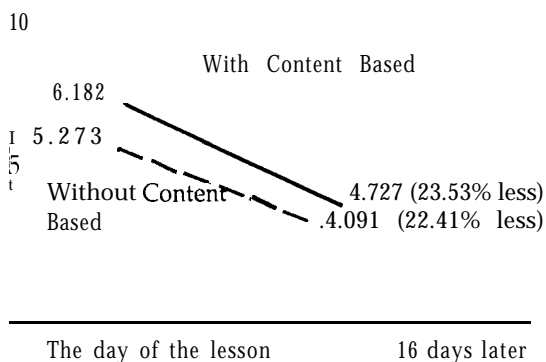


Figure 2 shows the rate of retention of Group B calculated from the difference between the means of "with content-based" for the day of the lesson and sixteen days later. The mean of "with content-based" for the day of the lesson was 6.182 and the mean of sixteen days later was 4.727. The rate of retention decreased by 23.53%. The mean of "without content-based" for the day of the lesson was 5.273 and the mean if sixteen days later was 4.091. The rate of retention was 22.41%.

Figure 2
Rate of Memory Retention (Group B)



The reason for Group B's less significant benefit from content-based instruction is suggested by Brinton et al. (1989). According to Brinton et al., the sheltered form of content-based instruction appears to be more effective with higher intermediate students. The students in Group Bare on a low intermediate level. They were not able to achieve the results of Group A, which was comprised of high intermediate students.

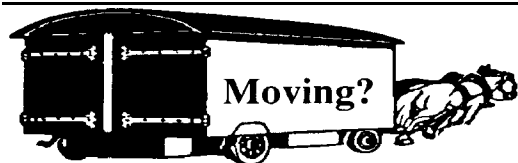
Conclusion

We have seen through this experiment that content-based instruction has merits as a viable methodology. However, content-based language instruction is not undertaken by many teachers who do not have content backgrounds. It requires a restructuring and shaping of a designed curriculum to fit the needs of the students as well as aims for linguistic competence.

We are certain that content-based instruction will increase in English classrooms in Japan during this decade. We hope someday to teach an entire course in content-based instruction for Japanese EFL students. The results we have experienced thus far and previous results from projects elsewhere, have convinced us of the positive effects of content-based language instruction.

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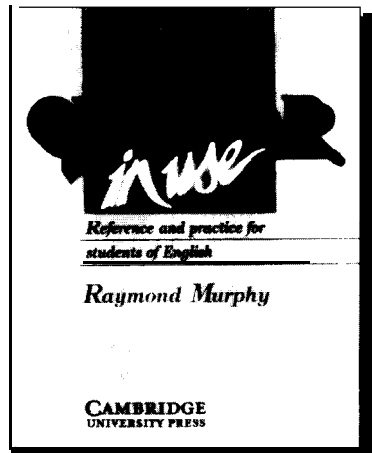
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Assessing Students in Junior and Senior High School

by **Richard Goold, Chris Madeley and Nigel Carter**

Tokyo Bunka Gakuen Junior and Senior high Schools

Though some native speaker teachers of English in Japanese junior and senior high schools find themselves involved in the term-end formal tests that students are required to take, most probably do not. Those who work alongside Japanese colleagues in the classroom may feel redundant when testing time approaches and lessons are spent coaching students in preparation for their tests. Involved or not, native speaker teachers may well wonder what these tests have to do with their function in the classroom as teachers of communicative competence in their language.

In this article we explore alternatives to tests that require written answers and suggest in passing that the native speaker/Japanese teacher team is an arrangement exploitable during test time as well as lesson time.

Choosing a Test

Most language teachers are aware that there are a number of ways to design a test of students' listening and speaking abilities in L2. When choosing a test it is important to take into account the type of teaching material used in the classroom, the kinds of activities the students have practised, the level of the students, the number of students to be tested and the place, and timing and duration of the test. When testing of students is done by their regular teacher during scheduled lesson periods, it is also necessary to consider how students are to be occupied and supervised.

At our school we introduced oral testing in the junior and senior high school in the summer term of the 1991/2 school year to replace term-end written tests. We decided to interview students individually about themselves, their families and the videos they had watched in class. We described in the January, 1992, issue of *The Language Teacher* how we have used videos as our main teaching resource in classes now for over three years and have centred classroom activities on the students themselves. So, our decision did not entail any radical alteration of our teaching materials or methods.

A straightforward interview in which students are asked questions about their own lives and experiences has two important merits as a testing technique: students are asked to talk about what they presumably know best, and to communicate information basic to the establishment of relationships in the real world. The test is not complicated for the student by a lack of factual knowledge, and it is relevant to reality outside the classroom.

On the minus side, as students' language ability progresses, it becomes increasingly difficult to use interviews of this type to their comprehension of and

ability to use language that is no longer simple. While the questions "How old are you?" "Where do you come from?" or "What did you do on Sunday?" fit smoothly into personal interviews with students, questions like "What were you doing while your sister was sleeping?" do not.

Techniques for testing higher language use, such as retelling stories, information gap tests and describing pictures obviously have their strengths, although they may no longer be strictly tests of listening and speaking, in that reading skill, memorization skills and even skills of spatial perception often enter into them. Further, classroom preparation time for them might be regarded as disproportional to the usefulness of the language required to accomplish them. If teachers decide to give their students pictures to describe as their test, or part of their test, class time will have to be spent on describing pictures. Whether this is justifiable use of class time both in terms of language acquisition and motivation of students is a question teachers have to consider.

In general, we believe tests should evolve from the content of lessons and the activities students have practiced, and not be seen as targets at which lessons are aimed. We have found that the videos we use in the classroom provide a highly suitable context for extending interviews with students into those areas of language testing that require some factual basis other than students' personal experience outside the classroom. Characters and narrative can be exploited to test students' ability to understand and answer questions in the third person and about "what happened," without demands on students to memorize fresh facts.

Where, When, How and How Long

The place and seating arrangement of a test are important considerations. An unused classroom or meeting room that is bright, well ventilated and quiet is ideal. Summer humidity and heat or winter stuffiness can take the edge off both teachers' and students' performances. Noisy plumbing in winter can drown an interview.

Sitting at a right angle to students during a test is better than sitting opposite them. Eye contact can be made when desired from this position and students are less likely to feel confronted.

The timing of tests may depend upon the availability of a room in which to hold them. We conduct our tests during the three week period before students sit for their end-of-term written exams. When scheduling tests the duration of individual tests should be taken into account-testing first and second year junior high school students may take anywhere between three and

five minutes, and third year students between four and six minutes--and allowance should be made for school holidays and interruptions like fire drills, which may occur during the testing period.

Before testing begins, teachers may also have to arrange for somebody to supervise their classes while they are interviewing and to prepare materials suitable for students to work on without teacher guidance, if the supervising teacher is not familiar with the content and method of regular lessons.

Teachers also have to make sure students know the arrangements for leaving the classroom and attending their tests. Confusion about this can result in a loss of valuable time.

Questions

By the end of the first year of junior high school students are expected to be able to answer any of a range of ten questions, such as *When is your birthday? What's your telephone number? What time is it now?* Students are also expected to be able to answer ten question types such as *Do you like... What time do you... How do you spell... ,* which have been built up over the three terms from a base of about seven questions and three question types.

By the end of the second year, students are able to answer simple questions about what they do, did, are going to do, and usually do. The range of questions and question types has grown to about thirty.

In the third year, students' progress is measured by their ability to respond to question-form variation, such as *Are you still 14? When were you fifteen?*, an increased number of question types, such as *Is there... Would you like... Have you ever... ,* and quite demanding questions about the video, such as *Why did the minibus stop? Where did they go on Saturday morning? What was Nicholas doing while they were in the garden?*

Would you like... Have you ever... , and quite demanding questions about the video, such as *Why did the minibus stop? Where did they go on Saturday morning? What was Nicholas doing while they were in the garden?*

Question Technique

As students progress questioning technique becomes more important. At a very elementary level, questions are few, their wording is more or less conventionally fixed and it does not particularly matter in what order they are asked. *How old are you? How tall are you? Where do you live?* are questions that cannot really be signalled in advance, and students aren't likely to answer them ambiguously, leaving assessors in doubt as to whether they have really been understood.

Whereas *What time did you get up on Sunday?* (Eleven o'clock) *Do you usually get up at eleven o'clock?* (Yes, I do), leaves open the possibility that the student understood the second question to refer to Sunday as well. If the point is to test the student's understanding of *usually*, a better sequence of questions might be *What time did you get up on Sunday?* (Eleven o'clock) *What time did you get up today?* (Seven o'clock) *Do you usually get up at eleven o'clock or seven o'clock?*

As the range of test questions increases, linking them through linguistic themes, such as *What's the time now?*

What time do you... , chronological connectedness, for example getting up, going to school, studying, and topic relatedness, such as shopping and buying generates strings of questions that students are more easily able to follow and answer than ones that require students to suddenly change the focus of their thoughts. Asking *What time do you get up?* followed by *What did you do on Sunday?* requires a chronological shift in a student's train of thought that *What time do you get up? How do you come to school? Do you like studying?* does not. Asking *How old are you?* followed by *What is there in your room?* can floor even very good students. Care has to be taken to topicalize such questions, such as *Where do you live? How many rooms are there in your home? Do you have your own room? What is there in your room?*

When all the linking elements are woven together a typical question string might be: *What's the time, now? What time did you get up on Sunday? What did you do on Sunday? (Shopping) What did you buy? (Book) How much was it? Do you like reading?*

Assessing Students

While assessing students teachers are influenced by a variety of factors: Students' response time, response appropriateness, linguistic accuracy, length, volume, informativeness, originality, factual accuracy (when relevant), and the personalities of students, if they are known to teachers. In what way these factors influence an assessment depends to some extent on the level of difficulty of a question. Students who take their time over answering *How old are you?* will not be able to redeem themselves with an unusually informative or original answer. On the other hand, thinking time spent on a difficult question that produces an appropriate, accurate and informative answer is time well spent. How students perceive their role in the interview in relation to these factors is also worth considering. Some students may answer most or all of their questions promptly and appropriately but with only a limited degree of linguistic accuracy because these are aspects of speaking they have placed a greater value on. Other students take pains to produce linguistically accurate answers at the cost of promptness.

Although it is only an impression teachers are left with at the end of an interview, we have found that attention paid to the above factors and to questioning technique produces assessments that are fair and reliable.

Preparing Students

Preparation of students for tests can be started in class two or three lessons before the tests begin. With students who are doing them for the first time it is especially important that they understand what is going to happen and how they will be graded. Activities during these classes concentrate on reviewing what the students have done in the term or terms preceding the test. These may take the form of students interviewing each other in pairs using prepared questions on their worksheets, or with second and third year students questions they make up

themselves. It is a good idea for teachers to record interviews on cassettes so that these can be used in class as preparation material for future tests. Students may listen to an interview and note the answers on their worksheets. Or they may identify some of the questions asked from a list on their worksheets and then use the list to interview each other.

Students can be shown how they will be graded by an example like the following written on the blackboard or printed on their worksheets.

Question: Have you ever been to America?

Answer:

Grade 5 Yes, I have. I went last year. How about you?

4 Yes, I have.

3 ?????? Yes, I have.

2 ?????? Yes.

1 ???????????

Students may also be given two such questions on their worksheets with the answers mixed up. They then sort the answers out into their correct rows under the two question headings. They can also grade each other in interviews between teacher and student or two students, one with a list of questions, at the front of the class.

Senior High School

In the senior high school, students follow the same pattern of testing as in the junior high school. Senior high school classes are not compulsory in our teaching situation and students who opt for them in their second and third years may have had little or no exposure to spoken English inside or outside the classroom. A handful of students may have lived abroad and have achieved fluency or near fluency in the language. Others may attend commercial languageschools in the evenings or at weekends. This means there is a much wider distribution of abilities in senior high

classes than lower down in the school. In addition to this, students focus more on the outside world, have a wider general knowledge and have begun to formulate goals in life. Consequently, teachers have to be more flexible in their approach to interviews. In some cases, prepared questions can be thrown out of the window altogether. In others, as much care has to be taken as with junior high school students, perhaps more.

Teachers may feel that senior high school students in the final term of their second and third years will benefit more from a speaking test that takes the form of a free talk or interview conducted independently of the teacher. Students choose their own partners and topics, and are given a period of time to prepare, which may or may not include classroom time. This approach gives students an opportunity to reveal language that may

not have been apparent during lessons or teacher-led interviews, and may be more motivating for students of this age, especially those who have attained some degree of fluency in the language, than answering teachers' questions the third time round in a year. It is not always possible for teachers to think up new questions to ask students whom, on a personal level, they may know very little about.

Objections

One of the objections sometimes raised against interviews as tests is that they are not quantifiable and therefore not objective. In answer to this we would say that they could be quantified (marks could be given on a percentage basis in accordance with an agreed schema of "correct" answers) but that the objectivity of such a system would itself be questionable. We believe that in following the procedures for interviewing outlined here, tests of this kind are as objective as any other.

Another objection is that students whose turn comes later have an advantage over others because they can find out the questions asked. In our experience this does not happen, as students are too busy answering questions during an interview to memorize them. Even if it does happen, no student is asked the same, fixed set of questions, so the benefit of knowing what someone else has been asked is minimal. Students who revise

their lesson worksheets before a test will know what questions to expect anyway.

Yet another typical objection is that different teachers assess students differently. This is true, but not consistently so among teachers who are experienced and share common teaching goals. Tapes of interviews can be used for check-in assessments and, in border line cases, or in the rare cases when there is a clear difference of opinion between teachers, it is a student's performance in class which decides the issue.



Conclusion

As a test, we have found that interviewing students provides clear and relevant feedback on what they and we have accomplished. It is also an opportunity to talk to students individually and get to know more about them. In the junior high school, it gives classroom speaking activities a purpose where one may not have been apparent to students of this age before, and contributes significantly to their motivation in class.

Richard Goold, Chris Madeley and Nigel Carter teach at Tokyo Bunka Gakuen Junior and Senior High Schools under contract from the British Council Cambridge English School.

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日本語教育における教授者の発問構造に関する一考察： スティービックによる学習者中心のアプローチを中心として

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1. はじめに

日本語教育において、コミュニカティブ・アプローチ（青木，1991；岡崎・岡崎，1990；畠，1989）および学習者中心のアプローチ（*The Language Teacher*, 1991）が注目されている。その中で、従来からあった教授法、例えば直接法なども含めて、メソッドに関わりなく教師の教授活動を分析する視点を持つ必要はないか。日本語教育にも授業分析に関する研究が出てきたが（金田一他，1992；谷口，1991；文野，1991）、ここでは教授活動の主たる部分を占める発問という行為を整理してみたい。

水谷信子によると、直接法で会話を教えた場合、教師の発語量は控え目にみても総発話量の約50%が普通とされる（水谷，1988：102）。（以下、吉本（1988）に従い、教師の発言を「発問」、学習者の発言を「発話」と呼ぶ）学習者の発話力を育てるという観点に立てば、この教師の発問の問題は考察に値する。教師が発問量を必要最小限に押さえ、その質を高めれば、それだけ学習者の発話の量と質も高まると予想されるからである。

吉本は、発問系列の構想について、学習者の心にかかる具体的な発問、すなわち学習内容への思考やイメージを刺激するもの、の重要性を指摘している。まず、教案における発問は、より確かな認識・イメージの発展をつくりだし、つまりきき予想するものであり、授業展開の中で生かされる。授業における発問は、対立・分化を予想するものによって学習者一人ひとりの認識・表現能力を発達させる。そして、からみ合い・きりかえしを予想するものによって、発問・発話が教師対学習者から学習者対学習者という関係においてなされていく（吉本，1988：67-87）。

吉本は、発問の原則について、教育学の立場からこのように述べている。本稿では、日本語教育においてもこの立場に立ち、日本語教育の授業を分析したい。

「日本語教育独自の完成された教授法はまだなく、英語教授法の模倣の域を脱してはいないが、指導する方法にあまり差異はないとも言える」（日本語教育学会，1982：619）との観点は、今日に至っても大きくは変わっていない。コミュニカティブ・アプローチはこの代表的な例であろう。この立場から、スティービック（Stevick, Earl W.）の英語を中心とした教育理論を検討した上で、授業分析を行う。

2. 発問の種類

発問には、①深く探査する形の発問（以下探査発問と略す）、②指示対話、③価値明確化、④理解度を見る発問4種類が挙げられている（スティービック，1986：166-170）。

表1：直接法の学習段階と発問の種類

指導段階	探査発問	指示対話	価値明確化	理解度を見る発問
基礎練習	○			
模倣対話練習				
模擬対話練習	○	○	○	
創造的対話練習	○	○	○	○
実際の対話練習	○	○	○	○

1 探査発問

アメリカの教育学者であるベイヤー（Beyer, Barry K.）は、探査発問について5つの形式を述べている。①説明を求める探査発問（学習者の発言、あるいは発言の中で用いた語句をより明確化する発問）。例えば、「（学習者の発言をとらえて）それはどういう意味ですか」という形をとる。②問題を特定する探査発問（様々な問題点の中の1つを取り上げ、学習者の発言を求める発問）。例えば、物語の登場人物の義務について「どんな義務がありますか」という形をとる。③2つの問題を取り上げる探査発問（2つの発言の間に矛盾が生じた場合、そのうちの1つを選択させる発問）。例えば、権利と義務が問題になっている場面で「どちらが大切ですか」という形をとる。④役割交代の探査発問（与えられた状況の他の側面を理解させるための発問）。例えば、物語の登場人物Aについて「Aの両親の立場から考えると、Aはどうしたらいいでしょうか」という形をとる。⑤普遍的な結果を求める探査

表2：F-Nアプローチの学習段階と発問の種類

指導段階	探査発問	指示対話	価値明確化	理解度を見る発問
反復練習	○			
主題場面練習	○	○		
経験関連練習	○	○	○	○
基本練習	○	○		
理解解釈練習	○			
自由練習	○	○	○	○

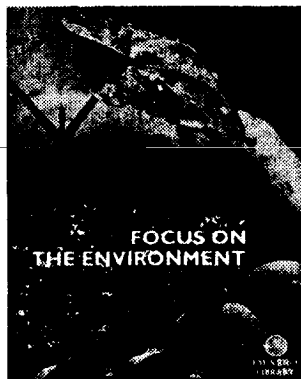
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発問（学習者の発言が他の状況下で及ぼす影響を考えさせる発問）。例えば、医師は患者に真実を伝えるべきだという文脈に関して「どんな場合でも、医師は患者に真実を伝えるべきでしょうか」という形をとる（Beyer, 1976:198）。

②指示対話

教師が、例えば、「S1さん、S2さんに、今日あなたは何時に起きましたか、ときいてください」と発問し、学習者に導きさせることである（スティーブック、1986:166-167）。

③価値明確化

教師の発問の対象は、学習者（および教師）の感情・好み・考えである（前掲書:167-169）。

④理解度を見る発問

価値明確化練習の原理を適用して、簡単に組織的な言語構造と、学習者の感情・判断・好みとを、結び付ける発問である。例えば、「(物語の登場人物名)さんのどういところが好きですか」「もし、あなたがそこに住んでいたら、どうしますか」という形をとる（前掲書:169-170）。

3. 発問の形式

発問は、求める答の形（文法形式）と、既習の学習内容との関係から決定される。

求める答の形として、1 yes-no 疑問、2 選択疑問、3 wh 疑問（前掲書:164）が考えられる。

既習の学習内容との関係、つまり、回答に必要な資料がどこにあるかは、次の3つに分かれる。与えられた教材(状況)に、1 情報と語句を含む、2 情報を含むが、語句を含まない、3 情報を含まない（前掲書:164）。

発問の難易度は、形式と内容ともに①から③の順に難しくなるが、内容についての記憶を確かめる場合に限りて言えば、選択疑問の方が yes-no 疑問より易い場合がある。そして、学習者の興味の有無が関わってくると、文法形式の難易度は関係なくなる。さらに、答の文法形式にも選択の余地がある。例えば、教材中に「マリーは10才」とある場合、「マリーは10才ですか」に対し、「はい」「ええ」「うん」「そうです」「そのとおりです」「はい、彼女は10才です」「10才だよ」などの答がある。どの形式を選ぶかは、学習者の学習目的に基づく（前掲書:165-166）。

上記2・3は、学習内容に従って2の発問の種類を決定し、求める答の形を考慮して3の発問の形式を決定することになる。

4. 発問の機能・内容・条件

発問の果たす機能は、①活気に満ちた安定したリズムの学習活動を行えること、②ユーモアを注入できること、③教室内に相互信頼や仲間意識の雰囲気築くことができること、④学習者が発することができない語彙・文型・文法を教師が与えることができること、⑤個人的情報なので、学習者の高い注意力が得られること、である（前掲書:163-170）。

発問の内容とは、「学習者に何を言うことを期待するか、または求めるか」（前掲書:60）である。内容としてその情報は、①事実として正しいか、②全体的な状況の一部か、③だけれども同じようによく知っているか、④要約や敷衍ができる

か、⑤即座に満足（楽しみ、成就、競合など）が感じられるか、⑥話す価値のあるものか、が問われる。

発問には、①速度、②指名の順序、③声の調子・大きさ、④態度の4条件を考慮すべきである。①から③に関しては、リズムの原理が大切である。リズムの原理とは、指導の各段階が明確に区分されていて、学習者にもよく分かるような順序で行われ、規則的な間隔をおいて繰り返されるか、ということである。そのリズムを維持するために1つの指導技術に関して考えられる幾つかの面を組み合わせることによって、その組み合わせの数が足し算ではなく掛け算の数になり、それによって多くの手段と柔軟性が生まれる（前掲書:71-92）。④については、「[質問に対して間違わずに正しい応答ができるかどうか見てみよう]といった態度」（前掲書:163）を避け、「教授者がすでに情報を持っていることを両者が知っていても、表情や態度によって、教授者が学習者にもその応答にも、本当に興味を持っているのだと示すこと」（前掲書:163）とされている。

5. 日本語教育への応用

上述の枠組みを日本語教育で行われている教授法の分析に取り入れてみたい。

①直接法への応用（対話から会話へ）

木村は、「対話」とは、それぞれ目的意識を持つ二人のあいだに交互に行われる口頭の言語行為であって、意志・情報・情緒の伝達・交換のために行われるもの、またその話を言う」（木村、1982:80）と定義付ける。ここでいう「対話」とは、教授方略としてのやりとりのことであり、現実のコミュニケーション上の目的がある会話とは異なる。したがって、対話の中での教師の質問は1で述べた発問と考えることができる。

以下、木村の指導段階を述べる。

第一に、基礎練習として、発音練習・文型練習（置き換え、転換・延長・展開・合成など）・反応練習（例：ある物や絵を示して、T「重いですか」 S（持ってみて）「重いです」または「軽いです」）・聞き取り練習（文を聞かせて、事実と合致しているかどうか言わせる）を行う。第二に、問答練習として、模倣対話練習（教科書の対話をそのまま、教師と学習者または学習者と学習者との間でやりとりする）・模倣対話練習（教科書の対話の文型を使って、類似の対話を行う）・創造的対話練習（教科書の対話の内容に関連して、文型や語句にとらわれずに対話を行う）を行う。第三に、実際の対話練習として、学習者・教師の身辺のこと、学校の授業・行事、社会的なニュース、学習者の母国と日本との対比、世相の批判、日本文化、専門分野のことなどを話題に取り上げ、形式よりも内容の点でかみ合う対話（学習者の撮影した写真・スライドなどについて、発問する）を行う（前掲書:81-89）。

スティーブックと木村の分類との関係をまとめたものが表1である。

②コミュニケーション・アプローチへの応用

ここでは、フィノキアロー（Finocchiaro, Mary）とブラムフィット（Brumfit, Christopher）が、F-N アプローチで可能性としてあげている「考えられる指導案」を分析する。

表3：直接法による授業の発問の分析

やりとり	分析内容
T1：2つ意見ができました。まず、S1さんの意見は、「いろんな話」の話の内容が書いてない。それからS2さんの意見はえー「出会い」について具体的なことが書いてない。その2つの意見です。 (S1うなずく。誰も挙手しない)	発問 遅い 声大 探査 普通 中
S3：省略した文は1つだけ。 T2：1つだけ。どちらかです。 S3：1つだけ。	探査 速い 小
T3：うん、1つだけ。で、S1さんの意見に賛成の人。 (S4,S5、挙手。S1はもじもじしている。)	探査 速い 中
T4：S1さんは、どうしますか。 S1：間違えています。 T5：どうして。 S1：渥美さんの出会いのことです。 T6：ん、どうしてですか。 S1：「いろんなこと」という言葉を使っても、具体的には何も書いてありません。 (S1、S3、S6が同時に発話しようとする。発話していないS7に向ける)	探査 普通 小 探査 遅い 中 探査 遅い 小

やりとり	分析内容
T7：そうですね。これは、具体的なことについて書いてありません。「いろんな話」については、その6行目のところから書いてあります。ん、だから、これは、S2さんの意見でいいですね。ん、まず、その「きっかけ」ですけども、これは山田さんという人の書いた文章の内容がありますが、みんなだったら、どんなことを考えますか。「きっかけ」、S7さん、山田さんというのは何をやる人ですか。 (「きっかけ」と板書)	普通 大 理解 遅い 度左 中 を見る
S7：あのう映画の監督です。 T8：そうですね。映画の監督さんですね。それから、S8さん、渥美さんというのは、どんな人ですか。 S8：渥美さんは、映画の映画に主演している…… (S8、言葉をさがしている)	探査 普通 大 探査 速い 中
T9：何と言います。 S8：俳優。 T10：そうですね。俳優さんですね。ん、で、この2人の関係です。いいですか。ね、普通、どうしてでしょうか。映画監督と、俳優の人が出会うきっかけ、機会というのは、どんなことが考えられますか。ちとちと、隣の人と話してみてください。いいですか。S7さんとS6さん話し合ってみてください。これは、S3さん、S5さん、それから、S4、S1、S8さんは3人で、それから、S2さんとS9さん。 (どちらの隣か分かるように指示する)	探査 速い 中 速い 大 価値 遅い 明確 中 化 普通 大

一つの簡単な対話文と複数のミニ・ダイアログの提示後、第三に、教師のモデルの後について反復練習をする。第二に、対話文の主題や場面に関連した発問 (yes-no 疑問、選択疑問、Wh-疑問) (主題場面練習と略す)、第三に、対話文の主題を中心とした学習者の個人的な経験に関連した発問 (経験関連練習と略す)、第四に、対話文の中の基本的な伝達表現や、その対話の機能を例示する文構造を取り上げての練習 (基本練習と略す)、第五に、口頭で理解や解釈を表す (理解解釈練習と略す)、第六に、制限されたものから自由なコミュニケーション活動に移ることである (自由練習と略す) (フィンキアーロ・プログラムフィット, 1987: 133-134)。

スティーパービックと、フィンキアーロ・プログラムフィットの分類との関係をまとめたものが表2である。

以上のように、学習段階別の発問構造のパターンを分析することにより、文法項目の観点から行われる直接法、あるいは、伝達の目的に焦点を置く F-N アプローチ、という異なる教授法の具体的な違いを知る手がかりが得られる。

6. 授業分析

直接法による授業の具体例を見てみよう。表3の授業では、

「日本語教科書上級 I」(早稲田大学日本語教育研究センター)の第13課「少年寅さんは落っこちた」の取組上はられている。教科書の下記の部分で省略部分がどこなのかを問題にしている授業である。読解のクラスで、学生数は9名である

「男はつらいよ」という映画をつくる具体的なきっかけになったのは渥美さんとの出会いです。渥美さんは、三日くらいにわたって、旅館の部屋でどろどろしながら、いろんな話をしてくれました。(おぼろの話の内容が、「寅さん」という映画の原型になっていると思うんですけど、それは主として彼の少年時代の思い出話でした。

教師の発問は、全部で10ある（教師は1人であるが、便宜上、T 1からT10としてある）。そのやりとりを検討してみよう。

T 7・T10以外は探査発問であり、T 1・T 4は2つの問題を取り上げる探査発問であり、他の6つは説明を求める探査発問である。上級の読解であることを考えれば、指示対話が見られないのは当然であろう。指導段階としては、木村による創造的対話練習を行っていると言えよう。しかし、説明を求める探査発問が多いということは、事実として正しいか、あるいはだれもが同じようによく知っているか、を学習者に求めていることになる。学習者一人ひとりの認識・表現能力を伸ばそうとはしているが、そこにとどまり、発問—発話が学習者対学習者の形になっていない。例えば、T 7はS 3・S 6の発話をささぎる形で行われており、なぜそう考えるのか、すなわち、解釈の過程を発話する可能性をつみとっている。

リズムについては、下線部が速さ、その下が声の大きさである。T 1・T 7・T10のように1つの発問のなかに、話の速さや声の大きさの変化が見られるものと、発問と発話を全体として見た場合にとらえられるものがある。それは、発問の種類や学習者の反応とも密接に関係している。例えば、T 7・T10のように、学習者の思考やイメージを刺激する発問では、ゆっくりと普通の声であるのに対して、T 2・T 3・T 9のように、学習者の発言を明確にする発問では速くなっている。また、T 5・T 6のように、学習者の言い足りない部分を考えさせる発問ではゆっくりになっている。

このように、2から3で述べたような枠組みの中で発問を分析することは、日本語教育においても教師が自分の授業を内省するのに有効ではないか。さらに、ここでは扱わなかったが、発問の形式や内容についても検討を加えれば、授業をさらに深くとらえることができるであろう。

7. まとめ

本稿では、スティービックの学習者中心のアプローチに基いてを順に考察した。

発問の構造化にあたっては、学習者中心の日本語教育という観点から、以下のことに注意し、効率のよい発問を行う必要があるだろう。

①必要な語句やイメージを学習者が利用できるようにしておくこと。②学習活動の全体的な構造を明確にしておくこと。③教師の適切な援助。④教師が、上述の理論だけでなく、他の理論・実践を理解し、自分のクラスに適した方法を発展させること。⑤学習者の人格を尊重すること。⑥学習者と教師、学習者と学習者、そして教師と教師の間の相互作用を重視し、例えば、学校ならば、その学校全体の雰囲気や学習に適したものにしておくこと。

ともすれば、教師は日頃授業をこなしていくことに追われ、口頭活動の中でも発問に対する意識は、経験を積めば積むほど薄れていくようである。したがって、その重要性にかんがみても、教師は、授業分析を通して得られる結果を発問構造にフィードバックするべきである。と同時に、常に自らの言

語運用を内省しつづける存在でなければならない。

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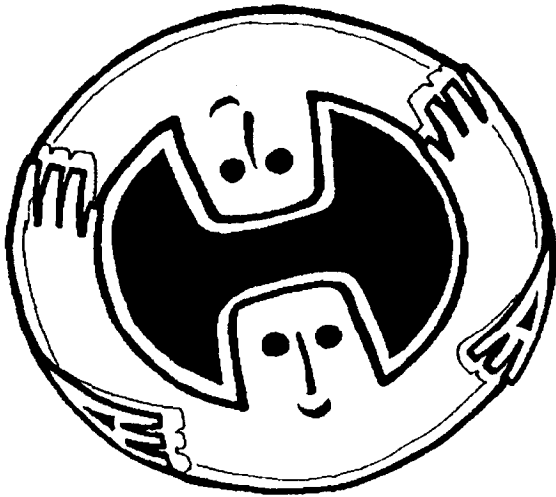
A Study of Teacher Question Structure in JSL Classrooms

by Masao Sanehira, Kobe YMCA

In the present paper the author applies the classification of teacher questions described in *Teaching and Learning Languages* by Earl W. Stevick, published by Cambridge University Press in 1982, to classroom interaction analysis in JSL classrooms. Sanehira provides examples of analysis, and claims that the system serves two functions: 1) clarifying differences in global structure of lessons following different methods by comparing question types used in each stage of teaching in a single framework, and 2) discovering patterns of teacher-student interaction by analyzing each teacher question according to type, form, content, and paralinguistic features.

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パレッキー大学のヤルミラ・タルニコバ先生に聞く

吉竹ソニア
国際基督教大学

東ヨーロッパでは、自由化後、英語教育への需要が、非常に高まっている。1992年夏にチェコスロバキアを訪れた吉竹ソニアが、パレッキー大学のヤルミラ・タルニコバ氏に、チェコスロバキアの英語教育の現状についてインタビューした。これは、1992年12月号に英語で掲載された TESOL Summer Institute'92 報告の続編である。



吉竹(Y)：アジアからはるはるまいりまいたので、まずこの国で「チェコスロバキア」の英語教育の現状につきましてお話しを聞かせていただけますか。

タルニコバ(T)：この国の大半の学校は公立です。1989年のベルベド革命までは学校は全部公立でした。私立の学校ができてきたのは革命以後のことなのです。学習内容もそれまではすべて国によって定められていました。特に政治的事項については、その解釈もいろいろに国家によってチェックがされていました。英語に関してのチェックは特に厳しくされました。英語を媒体にして西洋の思想や文化が入ってくることを政府が恐れたのです。その間は英語の教科書すらなかなか採り入れられず、手に入らなくて、チェコスロバキアで出版された検閲をうけたものでしたので、全くオーセンティックな内容は期待できませんでした。ラジオを聞くことで英語の勉強をするしかなかった、そういう時代でした。どうですか、それが今では完全に自由に教材も使えますし、指導方法も学校に自由が与えられています。

Y：それで現在英語はどうでしょうか。人気があるのでしょうか。

T：はい、今まさに英語のブームが巻き起こっているといえると思います。多くの小学校でもなるべく3年生から英語の授業を取り入れようとしています。ところが英語の授業をするための教室はさることながら、教材もまがまが不足しています。とりわけ英語の教師が全くたりません。仕方なく、いろいろなバックグラウンドの教師がかき集められて、英語を教えているのが現状なのです。チェコスロバキアにはロシア語の教師はたくさんいます。ロシア語の教師は少なくとも語学の教師としてのトレーニングは受けていますので、これからは英語も教えていけるようになってもらおうとしています。しかしそのためには、まず彼らに英語の力をつけてもらわなければならないわけですから、容易なことではありません。

Y：英語のネイティブの先生を招くわけにはいかないんですか。

T：はい、どんどん呼びたいのですが、財政的な問題や深刻な住宅不足の現状ではむずかしいのです。しかし、アメリカは平和部隊およびフルブライト・プログラムを通してポーランドの EFL の先生を送りこんでくださっています。イギリスも、総領事館が資料館の建設に動きだしています。資料館を通して若いチェコスロバキアの英語の教師を応援して

くださるようになっていきます。

Y：我々は JALT という組織を約15年前につくりまして、定期的に語学教師に意見交換の場を提供していますが、そういう学会はないのでしょうか。

T：アメリカやイギリスのバックアップで小中学校の教師のためにワークショップが開かれています。大学では同中の英語関係分野の学者が集まって開催する学会があります。英語教授法、英語学、英文学にわたる論文の発表やディスカッションを行っています。

Y：英語教育の分野ではどんなことが取りあげられているのでしょうか。今 JALT ではコミュニカティブ・アプローチを学校の授業にどのように取り入れるかなどがよく取りあげられるテーマなのですが。

T：同じですね。この国でも実用英語の必要性が叫ばれています。オーセンティックな文脈の中で英語を教えるほうが望ましいですから。学生のモチベーションにとっても、そのほうがいいですからね。

Y：グラマー・トランスレーション・メソッドからコミュニカティブ・アプローチに変わることで抵抗のようなものはありませんでしたか。とくに大学は学問をするところなので英語を話したり聞き取ったりするトレーニングは不適当ではないかという議論です。

T：チェコスロバキアでは、誰もが最近の大変化を歓迎しています。ネイティブの先生もコミュニカティブ・アプローチで教えられるので。

Y：英語は何年生から始めるのですか。

T：なるべく早いほうがいいのですが、さっきお話ししましたような障害がいろいろありますので、なかなか理想どおりにはいきません。ですから、小学校では普通オプションになっています。つまり英語の教師がいたら英語の授業ができますが、いない小学校では英語の教師が見つかるまでできないのです。しかし6年生になってもできない場合は、将来英語の教師になる予定の優秀な大学生を派遣します。これは派遣される大学生にとってもとてもいい経験になりますので、大学側も奨励している制度です。

Y：中等教育はどうなのですか。確か5年間でしたね。

T：中等教育では65-70%の学校で英語の授業をしています。学校によってはロシア語またはフランス語の授業をしている所もあります。

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Y: 大学に入るのに入試はあるのでしょうか。大学で英語の専攻を希望する学生は多いのでしょうか。

T: はい。特に最近では大学で英語を学びたい学生が増えまして、競争率も年々高くなってきています。なにしろ教室も先生も数が足りない状態ですので、これ以上希望者が増えても、それに対応が追いつきません。

Y: どれぐらいの競争率なのでしょう。

T: 約6-7倍です。入試に失敗した学生は、予備校で1年勉強して受け直します。外国へ英語の勉強へ行つて来て、また受け直すケースもあるようです。

Y: 英語はやはり就職などに有利なのでしょう。それとも若者は英語をマスターして西の文化や技術を学ぼうとしているのでしょうか。または英語圏へ旅行したいということなのでしょうか。

T: 大きく分けて二種類の学生がいると思います。実利主義の学生にとっては英語は就職に欠かせない武器でしょう。市場経済の仲間入りをしていくためにも英語は絶対欠かせませんから。また、観光業界の発展のためにも英語は不可欠です。そして、いろいろな分野の学問を深めようとしている学生にとっては、アメリカやイギリスへ留学するための奨学金を手に入れるために英語がどうしても必要です。アメリカへ留学した学生がよく手紙で、スロバキアで十分に英語を身につけてから行ったので、アメリカですぐに自分の専門の学問ができたよ、喜んで帰ってきます。そういう話を聞くとよかったです。

Y: 西の大学との姉妹校提携のようなことも進めておられるのですか。

T: はい。多くの私立大学ではアメリカやイギリスの大学と姉妹校提携を結んでいっているようです。交換留学制度などを設けています。こちらへ来る交換留学生は、東ヨーロッパの歴史、文化、およびスラブ語を学びます。

Y: どちらの側の留学生にとってもいい経験になりますね。この国の親は皆、これからの子供には英語を、と思っているのでしょうか。

T: そうだと思います。それで最近では大学への進学も英語科へと願う親が多くなってきています。しかし、大学では英語を学問として扱いますので、英語史はもちろんのこと、英文学なども勉強します。その辺をよく把握していない親もいます。それで学生には入試の時に、その辺をよく説明するようにしています。

Y: 実用英語を教える専門学校のような機関もあるのでしょうか。

T: はい。これも公立の専門学校と私立の専門学校の二種類あります。学校によってビジネス英語を専門的に教える所、英会話だけ教える所もあります。

Y: 専門学校へはどんな人たちが行くのですか。

T: いろいろな人です。大学入試の準備のために放課後に専門学校へ通う高校生もいますよ。

Y: チェコスロバキアのこれからの英語教育の展望のようなものについてお聞かせください。全国民が英語をマスターすることがやはり目標なのでしょう。

T: 我々には長い歴史がありますから、素晴らしい文化遺

産があります。英語を国際語として全国民が使えるようになることが我々の目標ではありますが、我々の母国語も大切にしたいと思っています。このごろではいろいろなところに英語の単語が使われているのが目立ちます。西のモダンな感じを英語の単語を使うことによって出そうとする傾向がみられます。しかし、我々独自の文化が脅かされるころまではいかない、と信じています。革命後、アメリカのアクション映画などが若者に大きな刺激を与えています。なにしろ生まれて初めて見るのですから、今は無理もないと思っています。これもたぶん一時的なことでしょう。

Y: 国全体がなんだかととても明るい雰囲気を感じますが。

T: 国民はみんな希望に燃えています。若者も、自由競争社会では頑張りがいがありますから、生き生きしてきています。うれしいことです。しかしながら問題は中年層なのです。長年、共産主義の世の中で生きてきましたから無理はないのですが、働く意欲がありません。働いても働かなくても賃金が同じだったのですから、その習慣が身についてしまっているんです。労働力としてはスポイルされてしまっていて、役に立たないということなのです。ですから、なおのことこれからの若者には頑張ってもらいたいものです。

Y: しかし、私のような経済学の素人がみましても、チェコスロバキアがもし二分されましたら、被害を被るのはスロバキアの経済だと思いますが。

T: そうなんです。首都がプラハですから仕事も断然チェコ側に集中しています。それで、今年はずじめて、スロバキアからチェコの大学を受験する学生がかなりの数になりまして、驚いています。パレッキー大学の英語科への受験生も、今年はスロバキアからの学生が10人にもなりました。チェコ側への引越も考える人がいるようで、チェコで、家探しをするスロバキア人も増えています。

Y: チェコスロバキアの英語教育のこれからの課題は何か。

T: 1989年のベルベツト革命まではチェコスロバキア内で出版された教科書しか手に入りませんでしたが、今ではオーセンティックな教材が手に入るわけですから、そのオーセンティックな教材をいかにうまく使って教えるかがこれからの大きな課題です。それから、なるべく多くの英語の教師がイギリスやアメリカで研修できるような制度を確立すべきだと思います。教師が英語社会の中で実際に生活をしたり、学んだら経験があるというのは大切なことだからです。以前はごく限られた人たちしか留学できませんでした。私は幸いにもロシア人がこの国を占領する前に、つまり1968年以前に、イギリスへ夏期留学させていただきました。ほんの短期間だけでしたけれども。英語の教師になってから10年間、何回も何回も書類を文部省に提出しまして、やっとイギリスへ行けたのです。その間、一体どんな基準で選考されているのかも、我々教師には全く知らされませんでしたから、未だになぜ私が選ばれたのかよくわかりません。英語の実力テストのようなものは全くありませんでしたしね。行けた時はとても嬉しかったですよ。

Y: 選考基準もわからず応募し続けたのですか。私には考えられません。

T: チェコスロバキアとイギリスの間で文化交流の条約がありまして、交換教師を送り出さなければならなかったようです。当時のチェコスロバキアは、アメリカとも同じようなカルチュラル・アグリーメントを結んでいましたので、それに基づいて各分野の専門家の交流が要求されていたのです。それでしかたがなく英語の専門家も出さなくてはならなかったのでしょうか。

Y: 1968年以降のソ連の統治下では、その制度は維持されたのですか。

T: とんでもありません。1968年にソ連がチェコスロバキアを占領しましてからは、20年もの間、誰も西側の国へ留学なんかできませんでした。

Y: チェコスロバキアは本当にチェコとスロバキアに二分されるのでしょうか。

T: 私達大学関係者のほとんどは、反対しています。私たちはハーベル大統領を支持しています。ハーベル氏は、ブラスチバで卵をぶつけられた時も「これも民主主義の側面の一つだろう」と言いました。とても尊敬できる知的な人格者です。

Y: タルニコバ先生がチェコとスロバキアに分かれることに反対の立場でいらっしゃることは、日本の出版物に載りましても差し障りありませんでしょうか。

T: もう自由社会になりましたから平気ですよ。名前を隠していただく必要もありません。チェコの大学の先生が大勢スロバキアの大学へ応援に来ていますので、それができなくなったらスロバキアの大学は困ると思います。英語を教える我々は、チェコ人もスロバキア人も同じ目標に向かって頑張っているのですから、分離なんかされたくないです。これからも力を合わせて行かなくてはと、思っています。

* この対談の行なわれた2日後スロバキア議会は独立を決めた。正式には1993年早々に独立することになっている。

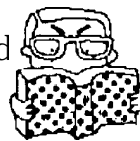
Information for Publishers



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).



Interview with Jarmila Tarnyikova

by Sonia Yoshitake
International Christian University

This interview was conducted on July 15th, 1992 by Sonia Yoshitake, who attended the first session of the TESOL Summer Institute that took place in Bratislava, Czechoslovakia from July 6 to 17, 1992. After the Velvet Revolution of 1989, quick transformation of emphasis in language education from Russian and German to EFL was urgent in order for the former Communist bloc country to join and function in the capitalistic economy. Dr. Jarmila Tarnyikova, CSc., of Palacky University, responding to the interview, described their efforts to transform their educational system and students' reaction to the new attempts, which included the lowering of the starting age of EFL in formal education. She expressed concern over what might happen to the present joint efforts of the Czechs and the Slovaks if the split of the country into two republics should happen. All in all, the most serious problem in Czechoslovakia, especially Slovakia, seems to be the shortage of trained EFL teachers. Please see *TLT-12* of 1992 for the report on the TESOL Summer Institute '92, "At the Crossroads: Teaching English in a world of change and challenge."

Kana in za Kurasuruumu

by Gregory Jember

A current Japanese television show bears the title 『ギミア・ぶれい<』/gimiabureiku/, in which kana are used to represent the casual pronunciation of the English phrase “give me a break.”¹ Most English teachers in Japan, I suspect, probably consider such a use of *kana* to be little more than an amusing linguistic diversion but certainly not an acceptable method for the teaching of pronunciation. After all, the argument usually goes, the 44 segmental phonemes of American English can hardly be adequately represented by a system of graphemes designed to translate the 24 segmental phonemes of Japanese. Furthermore, because the *kana* system is syllabic (“moraic” is technically the more accurate word) rather than alphabetic, it will necessarily introduce a number of intrusive or “epenthetic” vowels in the transcription of English (such as *ku#asu#uumu#* for classroom), and thus lead students to produce decidedly un-English sounding utterances.

Such an argument is certainly valid if we confine ourselves to the transcription of conventional citation forms, such as stand-alone pronunciations. But it loses validity as soon as the object of concern shifts from pre-dynamic language to dynamic speech. As Hieke (1989, pp. 198-99) comments: “Clearly, every time language is converted into running speech, a remarkable metamorphosis takes place, where absorption processes (serving ease of articulation) affect segments and syllables in all sorts of ways.” Reductions of all kinds occur. Not only unaccented vowels, but even whole words may be reduced. Function words, like the auxiliary verb *have* and the preposition *of*, for example, may appear only as the obscure vowel /ɔ/, as in *should have* / S@d@/ and *cup of coffee* / kVp@kofi/. Glides may be introduced between vowels: *two or three* may appear as / tu:@Dri:/ and *tee off* as /ti:j oF/. Certain consonants may disappear entirely: *facts*, for example, may be pronounced / fQks/. A /t/ sound between a stressed and an unstressed vowel will usually be voiced: *attic* becoming / 94Ik/. Finally, and perhaps most importantly, conventional word boundaries are often ignored, so that a phrase like *takes all of it* (/ teIks ʌl ɔv It/ will be pronounced / teIk ʌl ɔv It/. These are but a few examples of the many transformations that occur when language is converted into running speech. What I want to suggest here, however, is that *kana* can be used effectively to represent those transformations and thus help students to master the pronunciation and, by extension, comprehension of dynamic American speech.

It can be said that the tendency in casual American speech is to begin a syllable with a consonant sound, which as a result yields CV canonical forms. What this means is that a good deal of English tends to be spoken

as a series of “open” syllables, that is, syllables having a consonant-vowel configuration. It is precisely this quality which allows *kana* to be used effectively to represent dynamic speech. Let me illustrate what I have in mind with a few examples. I shall give a phrase in English, a citation form transcription in *kana* (a), and then a suggested running speech form in *kana* (b)

- (1) *How are you?*
/ hawa:jə/
(1a) ハウア-ユウ.
/hau:ju:/
(1b) ハ7 -ヤ.
/hawa:ja/
- (2) *Bring it out of the house.*
/ briNItaUt@haUs/
(2a) ブリンドイットアウトオブザハウス.
/buringuittoautoobuzahausu/
(2b) ブリングダウダダハウス
/buruingidaudadahausu/
- (3) *She runs out of it.*
/ Si:rVnzaUtavIt/
(3a) シ-ランズア3トオブイット.
/Siranzuautoobuito/
(3b) シランズアヴィット
/Siranzaudavito/
- (4) *Ed had edited them.*
/ ed@d@d@d@d@/
(4a) エドハドエディテッドゼム.
/edohadoeditdeddozemu/
(4b) エダデデデダム.
/edadedededamu/
- (5) *You know he loves a lot of oil.*
/ j@nowilVvz@40t@vOil/
(5a) ユウノウヒ-ラヴズアロットオブオイル.
/ju:nouhi:ravuzuarottobuoiru/
(5b) ヤノ-イラヴザラ-ダボイル.
/jano:iravzara:faboiru/
- (Hieke and Dunbar, 1985, pp. 4-11)

The running speech form representation (b) significantly reduces the number of both epenthetic vowels and geminated (doubled) consonants produced by the citation form representation (a). In general, however, students hearing the largely inadequate citation form transcription will understand the English meaning but will regard the running speech form as incomprehensible. Nevertheless, it is the running speech form that most students want to be able to understand, and because it is so difficult to comprehend, it is also the form they need to practice.

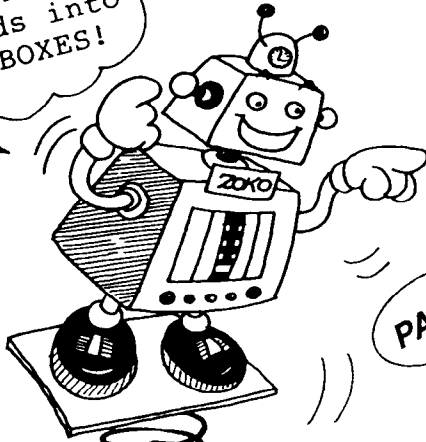
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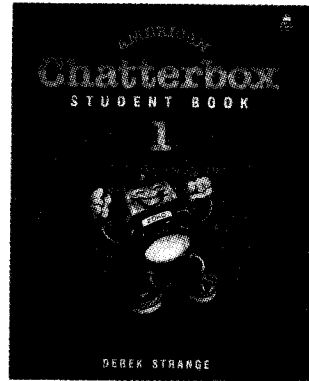
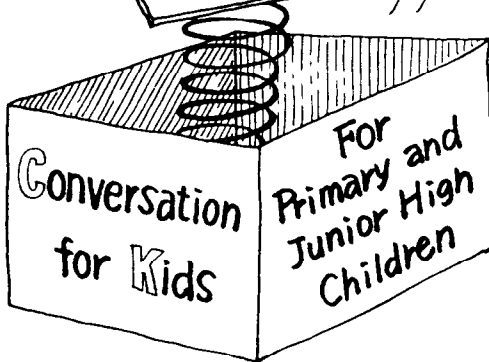
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Resignation of JALT President

Philip Crompton resigned as JALT President on November 21, 1992. We would like to thank him for his service to the organization.

フィリップ・クロムプトンは、1992年11月21日をもって、JALT 会長を辞任しました。会員一同、彼の JALT への貢献に感謝の意を表します。

お知らせ

JALT 93 の発表の申し込み締め切りは、1993 年 2 月 1 日です。お間違いのないよう、ご注意ください。

Call for Papers

JALT 93-Language and Culture

Deadline: February 1, 1993

For further information, contact the JALT Central Office: Shamboru Dai 2 Kawasaki #305, 1-3-17 Kaizuka, Kawasaki-ku, Kawasaki, 210, Japan; Tel: 044-245-9753; Fax: 044-245-9754.

Personnel Changes for *The Language Teacher*

Aside from a new cover color, and a new masthead and table of contents design, we have some changes in personnel to report. Having served both as the Editor of *The Language Teacher* and Publications Board Chair in 1992, Carol Rinnert, will retire from her work as Editor, and will continue as Publications Board Chair. Greta Gorsuch, formerly Associate Editor, will take over her duties as Editor for 1993. Gene van Troyer will take the position of Associate Editor for 1993, at the end of which time he will take over as Editor. Naoko Aoki will continue her work as Japanese Language Editor. Masaki Oda will continue as JALT News Editor and Conference Calendar Editor; David Wood will continue as N-SIG Column Editor.

We would like to extend our thanks to all those who have newly left or joined our staff; and even greater thanks to those who continue to work with us: Kathie Era, Russell Hawkins, Sandra Ishikawa, Elizabeth King, Ruth McCreery, Hiromi Morikawa, Richard Parker, Kevin Ryan, Tamara Swenson, Monty Vierra, Helen Wright, and Sonia Yoshitake.

Guidelines for Submission to JALT Publications

These guidelines should be followed when submitting copy to any JALT publication during 1993.

All English-language copy, regardless of destination, must be typed, double-spaced, on A4-sized paper, with three centimeter margins. Manuscripts should follow the American Psychological Association (APA) style. Materials which do not conform to these guidelines will not be considered. If possible, please submit a disk copy in addition to a paper copy when submitting full-length articles.

All materials in Japanese should follow as closely as possible the format in which they are to appear in *The Language Teacher*. This means, for example, that titles and the author's name should appear in *romaji* in the proper locations. Please refer to the Guidelines for Japanese Articles below for more exact information. Note that all Japanese-language copy must be sent directly to the Japanese Language Editor (address, page 1).

Chapter presentation reports and announcements of meetings or positions must also follow the format in which they are published in *The Language Teacher*. Please read the appropriate sections below. Submissions to these columns should be sent directly to the column editor (names and addresses appear on page 1 of every issue of *The Language Teacher*, but as these editors may change during the year, please check the most recent issue).

The deadline for submission of chapter presentation reports and announcements of positions is the 19th of the month, two months before desired publication. Chapter meeting announcements must be in by the 25th of the month, two months before desired publication. Articles, My Share, JALT Undercover, and Opinion contributions may be submitted at any time.

The editors of *The Language Teacher* and the *JALT Journal* reserve the right to make adjustments in the style of a manuscript to have it conform to the general style of the publication, without necessarily consulting the author. The editors of *The Language Teacher* also reserve the right, due to prior planning and consideration of space, to publish an article in an issue other than the one intended or desired by the author. Where this is considered to be undesirable by authors, they are requested to indicate that when submitting their manuscripts. Those wishing unused manuscripts to be returned should enclose a self-addressed envelope with the proper amount of postage.

The editors regret that, as JALT is a not-for-profit organization, remuneration for, or reprints of, articles cannot be provided to authors.

The Language Teacher will allow printing of its articles by other publications, as long as an acknowledgement is added and *The Language Teacher* has given its consent.

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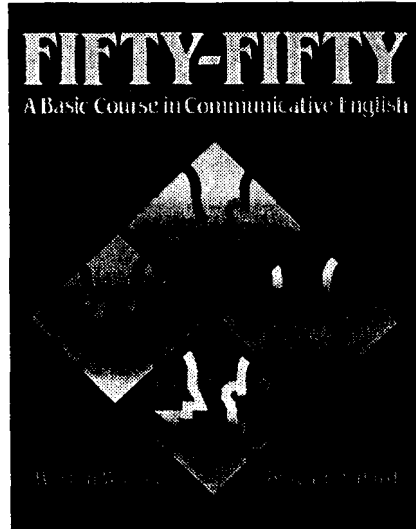
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Articles

The Language Teacher welcomes well-written, well-documented articles of not more than 2,500 words in English, or 20 sheets of *400-ji genko yoshi* in Japanese, concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan.

On manuscripts, which must be typed, double-spaced, on A4-sized paper, provide at least three-centimeter margins at the top and sides, and avoid putting extraneous material there. The author's name and affiliation should appear under the title. Please use sub-headings throughout the article for the convenience of the readers. When citing another work, include the author's name, publication date and page numbers. The list of works cited at the end of the article should be double-spaced and follow APA (American Psychological Association) style. For example, for citing a journal article: Gathercole, S., & Conway, M. (1988). Exploring long-term modality effects: vocalization leads to best retention. *Memory and Cognition* 16 (2). 110-119. You may include a short biographical statement to be published at the end of your article, if you wish. A contact phone number and address should be included at the bottom of the last page or on a separate page.

English-language copy should be sent to the Editor; Japanese-language copy must be sent directly to the Japanese Language Editor.

Book Reviews

The review copies listed in Recently Received each month in *The Language Teacher* are available from the Reviews Coordinator. If you are interested in reviewing a book listed there, write to the Reviews Coordinator requesting a review copy and guidelines for *The Language Teacher* or *JALT Journal* reviews. If you want to review a book not listed in Recently Received, write the Book Review Editors to find out if it's currently under review and to request book review guidelines. You should also contact *The Language Teacher* or *JALT Journal* Book Review Editor to check the suitability of the book (or other matter, e.g. video or computer software) for review. Be sure to include your full mailing address with all correspondence.

Book reviews should be submitted to the *JALT Journal* Book Review Editor or *The Language Teacher* Book Review Editor directly. Book reviews are subject to length and stylistic restrictions, and may be rejected for other editorial reasons. Book reviews are also subject to strict deadlines, usually within two months of receipt of the review copy. Please do not request a book for review if you are not sure you can meet such a deadline. Reviews of inappropriate material may be rejected unread. Reviews solicited by any interested party cannot be accepted.

Interviews

Occasionally *The Language Teacher* publishes interviews with known professionals in the field. If you are

interested in interviewing someone, you are required to consult with the Editors first. Interviews should follow the format of ones recently published in *The Language Teacher*. In terms of style and choice of questions asked during the interview, it is recommended that you read "Interviews, Stand Firm," by Rob Sheen, which appeared in the March, 1992 issue, p. 47. A copy of this article can be provided upon request by the Editor.

Special Issues

The Editors encourage any journalistic-conscious member with expertise in a particular area of language teaching and learning to solicit and guest-edit contributions for a special issue. All ideas for special issues should be discussed with the Editors about a year in advance of desired publication. Two to three months later, an outline should be sent to the Editors containing the title of the issue, the titles of the lead articles and authors' names, and mention of any other material that is to be included in that issue. The Editors reserve the right to request changes in a manuscript in order to have it conform to the general style of the publication or to refuse a manuscript. The deadline for all manuscripts and materials for a special issue is four months preceding the publication date to allow for consultations. However, it would be greatly appreciated if the material could be sent well in advance of this deadline. Prospective guest editors are welcome to send for detailed guidelines.

Opinion Column

This column includes articles of not more than 1,200 words in English, or ten sheets of *400-ji genko yoshi* in Japanese, expressing viewpoints of current concern and interest to professionals in the language-teaching field.

Readers' Views

Responses to articles or other items in *The Language Teacher* are invited. Submissions of not more than 400 words should be sent to the Editor by the 10th of the month two months prior to publication in order to allow time to request a counter-response to appear in the same issue, as appropriate.

Chapter Presentation Reports

The purpose of this section of *The Language Teacher* is, simply, to provide information to the general membership about the programs of the various chapters. Chapter reports on presentations are to be 150-250 words in English, or two to four sheets of *400-ji genko yoshi* in Japanese, using standard expository style, with objective language, vocabulary, and syntax. Japanese versions should avoid the use of non-standard Japanese and Japanese-English phrases and must be sent to the Japanese Language Editor.

The chapter presentation report must: 1) identify the chapter; 2) have a title, usually the title of the presentation; 3) have a byline with the presenter's name and institution/affiliation; 4) include, in the body of the

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report, some indication of the month in which the presentation was given; and 5) conclude with the name of the reporter, along with institution/affiliation, if desired. Please refer to any of the recent chapter presentation reports to check the format.

Please note that a chapter presentation report will not be published if the same or substantially the same presentation has been reported on in *The Language Teacher* within the previous six months.

Reports of chapter or regional mini-conferences may appear in *The Language Teacher* in lieu of a usual chapter report if it conforms to the guidelines for Chapter Presentation Reports.

English copy should be sent to the Chapter Reports Editor. Japanese copy must be sent to the Japanese Language Editor.

My Share Column

This column is your opportunity to share your best activities: those ideas that involve your students and, perhaps, offer insights into language teaching at its best. priority is given to activities useful in a variety of teaching situations, and which reflect principles of progressive language teaching. Any accompanying art work should be in black and white, and either not copyrighted or accompanied by permission in writing to reprint.

Manuscripts should be sent to the My Share Editor. Japanese copy must be sent to the Japanese Language Editor.

Announcements

Meetings, Positions and Bulletin Board: The Language Teacher wishes to do everything possible to help publicize the programs, courses, and other events and services created and organized for the JALT membership, as well as publish position openings. To ensure a prompt flow of information, each chapter is urged to have an articulate, deadline-conscious officer to handle submissions.

Meetings--Announcements for chapter or SIG meetings must follow exactly the format used in every issue, i.e., topic, speaker, date, time, place, fee, and other information in that order, all correctly spelled. If there are two or more topics, number them and number the corresponding speakers (but don't number two speakers if they share the same topic). Below the essential information, a brief objective description of the presentation and speaker is acceptable. Avoid phrases such as "This will be fun for all and you must come." Lengthy descriptions will be edited at the discretion of the Chapter Meeting Announcements Editor. Please see any recent issue of *The Language Teacher* to check the format. Japanese-language meeting announcements must be sent to the Japanese Language Editor, or they may not be published on time.

If there is space available, maps will be printed on request. Preference is given to maps of new locations, or for joint meetings involving members from other

chapters. Ideally, maps should be clear copies in black and white of previously published maps. Essential information should be in romaji. This can be typed and pasted on if it doesn't appear on the original. Whatever lettering you use should be clear. If you have no printed map, draw one with India ink.

The Language Teacher is generally delivered within the first week of each month; if your meeting is to take place during this time, it should be announced in the previous month's issue. The deadline is the 25th of the month two months prior to desired publication. All English-language announcements for meetings should be sent to the Chapter Meeting Announcements Editor; Japanese-language items must be sent to the Japanese Language Editor.

Chapter Mini-Conference Announcements--As a service to members, *The Language Teacher* will print one-half page (B5) announcements for chapter mini-conferences (of at least six hours duration) organized by chapters and N-SIGs without charge. Announcements must be camera-ready copy submitted on B5 paper (one half page); announcements may appear only once. English language announcements should be sent to the Editor; Japanese language announcements should be sent to the Japanese Language Editor.

Job Information Center/Positions--Announcements in the JIS/Positions column should be submitted on the form that will be provided with the column in every issue from this month. Fax or mail it to the JIC/Positions column editor (listed in the masthead) by the 19th of the month, two months before desired publication. Announcements should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination. In the case of this, the reasons should be clearly explained on the job announcement form. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

The Bulletin Board--This column is for publicizing non-JALT conferences, workshops, courses and seminars, as well as calls for papers for these or any other function sponsored wholly or partly by JALT. Concise copy should be submitted in the format used in the column. Editing is at the discretion of the Bulletin Board Announcements Editor.

It should be noted that neither *The Language Teacher* nor the JALT organization guarantees the claims of any advertiser. Items in these columns are published free of charge.

All English-language announcements should be sent to the Bulletin Board Announcements Editor; Japanese-language items must be sent to the Japanese Language Editor.

Announcements will appear only once. Notices of conferences and call for papers can appear once in the Bulletin Board, and then can appear every month in the Conference Calendar column until the month of the

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conference. Separate arrangements for a notice to appear monthly in the Conference Calendar column should be made with the Conference Calendar Editor.

N-SIG Column and Conference Calendar

The *Language Teacher* has two monthly columns specifically for announcing N-SIG news and news about international conferences. Contact the N-SIG Column Editor and the Conference Calendar Editor for submission requirements.

International Conference Reports

If you plan to attend a national conference in the future and are interested in writing a short report (1000 words, or about five pages of double spaced A4 paper) on the conference, contact the Editor.

JALT Journal

The *JALT Journal* welcomes practical and theoretical articles concerned with foreign language teaching and learning in Japanese, Asian and international contexts. Areas of specific interest include the following: curriculum and teaching methods; classroom-centered research; cross-cultural studies; teacher training; language learning and acquisition; and overviews of research and practice in related fields. The Editors encourage submission of full-length articles, short articles and reports, reviews, and comments on earlier *JALT Journal* writings (for the "Point to Point" section). Articles should be written with a general audience of language educators in mind. Statistical techniques and unfamiliar terms should be explained or defined.

Style

JALT Journal uses the *Publication Manual of the American Psychological Association* (available from the Order Department, APA, 12.00 17th St., NW, Washington, D.C.). Consult recent issues of *JALT Journal* or *TESOL Quarterly* for examples of documentation and reference lists. This is a strict requirement. Also, remember to give precise page numbers of cited work in both the text and reference list.

Format

No longer than 20 pages, including reference list, typed on A4 or 8 1/2" x 11" paper, and double-spaced. Writers must supply camera-ready diagrams or figures (if any) before final publication.

Materials to be Submitted

- Two paper copies of the manuscript
- One Mac, IBM PC, or 9801 computer disk version. (The disk will be returned. If the manuscript is not on disk, please send an extra paper copy.)
- Abstract (less than 200 words)
- Japanese translation of title and abstract (if at all possible)
- Running head title (about 5 words)
- Biographical sketch (no more than 50 words)

Evaluation Procedure

Manuscripts are subject to blind review by two readers. The author's name and references that identify the author should appear only on the cover sheet. Evaluation is usually completed within two months.

Restrictions

Papers sent to *JALT Journal* should not have been previously published, nor should they be under consideration for publication elsewhere. We regret that paper manuscripts cannot be returned.

Address for Manuscripts and Inquiries

See page 1 of the most recent issue of *The Language Teacher* for the Editor's address.

日本語記事の投稿要項

Guidelines for Japanese Articles

The Language Teacher は、外国語教育に関連する、あらゆる話題の記事の投稿を歓迎します。JALT の会員でない方でも結構です。原稿は、ワープロ、原稿用紙への手書きに関わりなく、Meetings 欄以外は、1行27字、横書きでお願いします。1頁の行数は、特に指定しませんが、行間はなるべく広めにとりください。また、MS DOS 使用のワープロ・ソフトまたは Macintosh をご使用の場合、フロッピーも一緒にお送り頂けると助かります。5 インチ、3.5 インチを開いています。

記事の締切は、掲載をご希望になる号の発行月の2カ月前の19日必着です。(Meetings 欄は25日) ただし、スペース等の都合でご希望にそいかねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿頂いた記事の一部を、著者に無断で変更したり、削除したりすることがあります。また、*The Language Teacher* は、著者校正は行っておりません。こちらも併せてお含みおきください。

原稿には、連絡先の住所と電話番号のメモをおつけください。投稿原稿の返却をご希望の方は、返信用の封筒に必要な金額の切手を貼り、投稿時にお送りください。

JALT は非営利団体ですので、原稿料の支払い、抜き刷りの用意はできませんが、投稿記事の掲載された号を1部ずつ著者にお送りしています。

日本語原稿は、記事の種類に関わりなく、すべて日本語編集者へお送りください。記事の種類は、次の通りです。

論文

原稿用紙20枚以内。題名の下に、著者名と所属機関を明記してください。章、説に分け、それぞれ見出しをつけてください。*The Language Teacher* は APA (American Psychological Association) のスタイルに従っています。日本語記事の注、参考文献、引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のパツ

Tokyo Chapter February Mini-Conference

Troubleshooting the Language Teaching Workplace

February 14, 1993 (Sun.)

Bunkyo Women's College

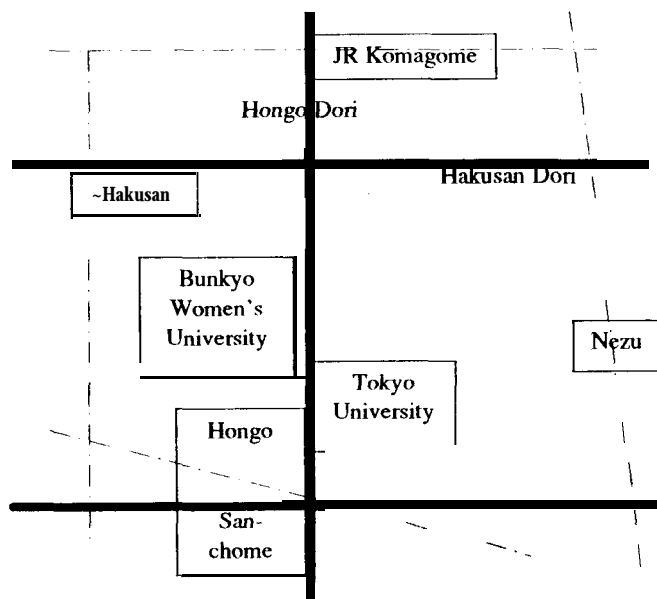
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A workshop/conference to disseminate information on topics such as foreign and Japanese administrators, contracts and work conditions in the major language teaching situations, employee expectations, program development, resume writing and career moves into and out of language teaching

Tokyo JALT has contacted speakers and specialists in this area, but a few times remain open for presentations. Contact Will Flaman (wk 03-5684-4817 fax -4417, hm 03-3816-6834) to participate. Check the February Bulletin section for further information.

**Space will be provided for exchange of
employment information.**

Bunkyo Women's University is located on Hongo Dori, 3 minutes south of Hakusan Dori, approximately 15 minutes walk from either Maunouchi line Hongo Sanchoime station, from Mita line Hakusan station or from Chiyoda line Nezu station. From JR Yamanote line Komagome station, take bus #51 or #43 for 15 minutes to Bunkyo Joshi Daigaku stop.



クナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

英語のタイトル、著者と、その所属機関の名前のローマ字表記、200から400語程度の英文要旨を、別紙にお書きください。

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My Share

学習活動に関する実践的なアイデアの報告をのせるコラムです。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可のあるものをお願いします。

別紙に、英語のタイトル、著者名、所属機関名のローマ字表記、200語程度の英文要旨をお書きください。

JALT UnderCover

書評です。1.5枚以内の短いものと5、6枚の長いものの2種類あります。短いものは、簡単な紹介程度とお考えください。長いものは、その本の長所と短所を指摘した責任ある批評を目的とします。書評は、原則として、その本の書かれている言語で書くことになっています。日本語の本は、Recently Received の欄にはあまりできませんので、書評を書かれる場合は、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Reviews Coordinator、または日本語編集者にお問い合わせください。

JALT から書評用の本をお送りした場合は、本をうけとってから2カ月後が原稿の締切となります。

インタビュー

「有名人」へのインタビュー記事です。インタビューをなさる場合は、事前に編集者にご相談ください。どのような質問を、どのようなスタイルでするかに関しては、*The Language Teacher* 1992年3月号に掲載された、Ron Sheen の“Interviewers, Stand Firm.” (p.47) を参考になさってください。この記事のコピー、または日本語の要約が必要でしたら、お送りしますので、編集者までご連絡ください。原稿の形式は、過去に *The Language Teacher* に掲載されたインタビューと同じをお願いします。

特集号

The Language Teacher は、年数回、特定のテーマをもった記事を集めた特集号を組んでいます。1年程度先までの特集号のテーマが、毎月掲載されていますので、それに合わせた記事の投稿も歓迎いたします。テーマが英語で書いてあっても、日本語の記事でもかまいません。投稿のご予定がありましたら、日本語編集者までお早めにお知らせください。ゲスト・エディターとの連絡・調整を致します。

特集記事は、その特集を企画した人がゲスト・エディターとして編集をします。特集号の企画も歓迎します。出版を希

望する時期の、約1年前までに、編集者にご相談ください。その後、2、3カ月のうちに主要記事のタイトルと著者名、そのほかの記事について、概要をご提出いただけます。全ての特集記事の締切は、出版の3カ月前の月の1日です。*The Language Teacher* の編集者は、原稿の書き直しをお願いしたり、不採用の決定をすることもあります。何か適当なテーマがありましたら、詳しいガイドラインを差し上げますので、編集者まで、ご連絡ください。

Opinion

現在話題となっている事柄への意見、問題提起などを掲載するコラムです。長さは、原稿用紙10枚以内。形式その他は、論文と同じ要領をお願いします。

Readers' Views

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は発行月の2か月前の10日です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に、両方の意見を掲載します。

Chapter Presentation Report

地方支部の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に、支部名、発表の題名、発表者名と所属機関名を明記し、本文中に発表がいつ行われたかがわかる表現を含めてください。また、文末に報告執筆者名と所属機関名をお書きください。

同じ内容の発表が複数の支部で行われ、過去6ヶ月以内に、その報告が *The Language Teacher* に掲載されている場合は、新たな報告を掲載することはできません。また、SIG (Special Interest Group) の会合の報告も掲載することはできません。各支部、あるいは地方のミニ・コンフェレンスの報告は、支部の会合の報告と同じ要領で、掲載することができます。

Meetings

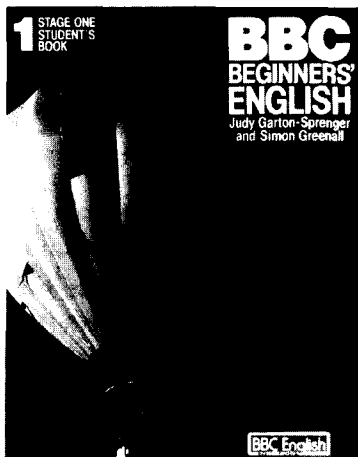
支部やSIGの会合のお知らせです。原稿の始めに支部名、SIG名を明記し、発表のテーマ、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。形式は *The Language Teacher* のバックナンバーをご参照になり、できるだけそれに近いレイアウトで原稿を作成してください。1行の文字数は、19字です。

The Language Teacher の発送は、毎月第1週になります。この時期に会合を予定されている場合は、1カ月前の号への掲載をおすすめします。

ひとつの会合について、日本語と英語でお知らせを載せることはできません。どちらかひとつの言語をお選びください。

地方支部、またはN-SIG主催の6時間以上にわたるミニ・コンフェレンスは、1つの催しにつき1回に限り、半ページ分の広告を無料で掲載することができます。ただし、即印刷可能なB5判の版下を用意して下さい。

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お知らせの掲載は、一つの催しにつき一回とさせていただきますが、その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar の編集担当者にお申し出ください。

Job Information Center/Positions

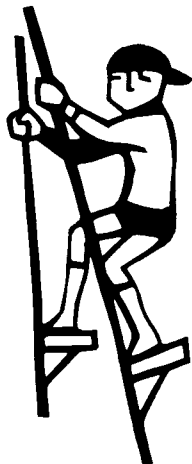
求人欄です。職務内容、雇用形態、応募資格、応募書類、応募締切、書類の提出、及び、問い合わせ先を、同コラムの次頁にある用紙に簡潔に書いて、お送りください。*The Language Teacher* は、性別、年齢、人種、出身国に関する条件のある求人広告は、原則として掲載いたしません。詳しくは、求人用紙上の規定をごらんください。

International Conference Reports

The Language Teacher は毎年3月号と4月号に、JALT 国際大会での発表の報告を掲載しています。詳しい投稿規定は、大会時に配布しています。

N-SIG Column と Conference Calendar

The Language Teacher には、この他に N-SIG Column と Conference Calendar というコラムがあります。これらの欄にお知らせを掲載なさりたい時は、各欄の編集者にお問い合わせください。



(Cont'd from p. 21.)

The system is obviously not perfect, but it does have certain methodological advantages. Given a phrase written in English, students invariably resort to stand-alone pronunciations, which greatly reduces speed of articulation, thereby eliminating the phonological processes which occasion the transformations characteristic of dynamic speech. With *kana*, students can read and produce a phrase *rapidly*, at the rate of authentic speech. Although one might expect college students to be able to read standard phonetic transcription, the fact is they read it just as slowly, if not *more* slowly, than written English and not significantly more accurately. Furthermore, at lower levels of instruction and in nonacademic situations, phonetic transcription is simply not a practicable option.

One could argue that it would be better to avoid the problems entirely and do exercises orally without written prompting. But students frequently struggle to remember even short phrases, and in such instances fail to pay heed to the prosodic contours—the patterns of pitch, stress, juncture and rhythm—which are so very important in dynamic speech. A *kana* transcription eliminated this problem and allows teachers to devote more time to prosody. Syllabic stresses and intonation contours can be indicated by what ever symbols the teacher deems appropriate, though I would suggest that simplicity is desirable. The less technical the better.

Kana transcriptions can be used to supplement any classroom text, and native English speakers who are not confident of their ability to prepare such transcriptions themselves will surely be able to find a Japanese speaker to assist them—a golden opportunity for those engaged in team teaching! Although *kana* transcriptions are admittedly imperfect, they can nevertheless be a valuable tool in helping students to understand and reproduce dynamic speech. In my own classes, I have found that students respond very favorably to this technique, which allows them to produce utterances of near native speaker fluency. Since casual style is so easy, especially for Japanese students, to produce, it helps to increase student motivation and build confidence as one moves on to the significantly more difficult matter of comprehension. Of course, some sentences and phrases lend themselves to *kana* transcription more readily than others. Here the teacher will have to decide whether transcription is appropriate. One thing is certain, it is sufficiently accurate to be extremely useful. Beyond that, it's a lot of fun.

Note

1 Actually, it would be better to transcribe the phrase (ギミヤ・ぶれい) /gimijabureiku/ to indicate the off-glide linking the front vowel with the initial vowel of the following syllable.

References

- Hieke, A. E. (1989) Spoken language phonotactics: implications for the ESL/EFL classroom in speech production and perception. *Language Sciences*. II (2), 197-213.
 Hieke, A. E. and Dunbar, R. W. (1985) *Building fluency in English: Authentic speech*. Englewood Cliffs, N.J.: Prentice Hall.

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PHR奨学金

プレントイスホール・リージェンツ（ジャパン）では、毎年JALT会員一名に対し、TESOL大会参加奨励・財政支援のための奨学金15万円を授与します。日本人、在日外国人共々、より多くのJALT会員がTESOL関連行事に関わっていくことを奨励し、日本国外にJALTの存在をアピールしていくことが、プレントイスホール・リージェンツ及びJALTの願いであり、本奨学金制度の目的であります。

本奨学金の対象者

1. JALT会費をこれまで滞りなく納めており、予定される TESOL大会期日までのJALT会費納入が済んでいる者
2. 日本における語学教育に関する、実践、研究などで活躍している者
3. TESOL大会参加に際し、他の団体、教育機関、又はJALTからの財政支援を受けない者
4. TESOL大会における活動において、JALTの代表を率先してつとめられる者（JALT行事についての基礎知識は有益）
5. 奨学生は、帰国後、TESOL大会及びその体験についてのレポート執筆（英語、日本語どちらでも可）を義務づけられ、そのレポートはJALT出版物に掲載される。

申込書はJALT事務局にございますので、ご請求ください。

JALT事務局：210 神奈川県川崎市川崎区貝塚1-3-17 シャンボール第二川崎305号
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申込締め切り：1993年1月25日

* 選考の結果は、1993年2月1日までに、本人宛、通知します。

PHR Scholarship

Prentice Hall Regents (Japan) is sponsoring a scholarship of ¥1150,000 to one JALT member each year to help offset that member's expenses to attend the TESOL Convention. It is Prentice Hall Regents' and JALT's desire to get more JALT members, both Japanese nationals and native speakers, involved in TESOL related events and to increase the visibility of JALT outside of Japan.

1. The recipient must be a JALT member in good standing, with his/her dues paid up through the time in which the TESOL Convention will take place.
2. The recipient must be active in language teaching, research or other aspects of the field in Japan.
3. The recipient cannot be financially supported by another institution or JALT itself.
4. The recipient should be willing to represent JALT in a semi-official capacity. Basic knowledge of JALT affairs is helpful.
5. The recipient must submit a report on the convention and his/her experiences upon return to Japan. This report will be printed in a JALT publication, and can be in either English or Japanese.

Applications are available from the Central Office upon request:

JALT Central Office

Shamboru Dai-2 Kawasaki #305

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Kawasaki-shi, Kanagawa 210 Japan

Tel: (044) 245-9753 Fax: (044) 245-9754

The deadline for submission is January 25, 1993.

Applicants will be informed of the results of the selection committee by February 1, 1993.

TESOL '93

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The Twelfth Annual *The Language Teacher* Index

The twelfth annual index gives information needed to find feature articles, interviews, conference reports, My Share articles, opinions, and book reviews that were published in the twelve issues of *The Language Teacher* in 1992. A sample entry is:

Grammar in Action Again: Awareness Activities for Language Learning (Expanded edition). Christine Frank & Mario Rinvoluceri. rev. Kelly Ann Rambis. XVI: 1; 47.

This is an entry for a book review. It gives the title of the book (*Grammar in Action...*), the authors (Christine Frank & Mario Rinvoluceri), the reviewer (Kelly Ann Rambis) and where it is located: volume XVI (1992), number 1 (January), page 47.

Feature Articles by Subject Matter

Bilingualism

Linguistic Environments of Bilingual Families in Japan. Masayo Yamamoto. XVI: 5; 13-15. (correction of figure in XVI: 6; 22)

Computers

BBS and EFL. Lawrence J. Cisar. XVI: 6; 23-24, 27.

Electronic Networking in Japan. Steve McGuire. XVI: 6; 25-27.

New Tools for Teaching: CALL in the Language Classroom. Lance Knowles. XVI: 8; 11-12.

Course Design

The Lexical Syllabus. Dave Willis. XVI: 8; 19-20.

A New Approach to Designing a University Foreign Language Course. Ichiro Sekiguchi. XVI: 1; 11-15.

English Sound-Spelling System

Systematically Teaching the Vowels of English: A Spelling Pattern Approach. Charles E. Jannuzi. XVI: 6; 3-6; 19.

Teaching Phonics to Japanese Students. Susan Goya. XVI: 2; 33-34.

Global Issues

A Survey of Global Issues in Japanese High School English Textbooks. Keiichi Nakabachi. XVI: 5; 23-29.

Japanese as a Second Language

Cloze Test Scores and Readability. Keiichi Koide. XVI: 6; 11-15.

Reading Outside JSL Classrooms. Fumiya Hirataka. XVI: 8; 21-23, 53.

Reading Processes of JSL Learners. Sumiko Taniguchi. XVI: 5; 31.

Reorganizing Classroom Interaction in JSL Reading Classes. Akito Ozaki. XVI: 7; 25-27.

The Thorny Expressions *kara* and *node*. Yoko Tsuruta. XVI: 4; 23-29, 35.

Word-Pro Japanese. Christopher H. Nelson. XVI: 1; 17-19.

JET Program

(See *Team Teaching*)

N-SIGs

The Global Issues in Language Education JALT N-SIG.

Kip A. Cates. XVI: 5; 5.

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(Cont'd on p. 45.)

1992 Tokyo JALT/SIETAR Japan International Communications Conference

Acting on the interests indicated by a survey of its membership conducted last year, Tokyo JALT sponsored a one day intercultural communications conference in conjunction with SIETAR Japan on 18 April at Aoyama Gakuin in Tokyo. SIETAR-The Society for Intercultural Education, Training, and Research-is an international organization with a group of about 250 in Japan. SIETAR Japan usually has two meetings per month which are, as yet, held only in Tokyo. Although Tokyo JALT's 1991 Spring conference featured several SIETAR presenters and many JALT members are also members of SIETAR, the April conference was the first jointly sponsored event between the two organizations and it proved immensely popular-over 160 people attended the eight workshops and one panel discussion offered during the day.

All of the workshops at the conference dealt with facets of intercultural communication but Intercultural Awareness Training in Japanese Classrooms by Yuko Iwata spoke right to the point of intersection of the two sponsoring organizations. Iwata first sketched some communication problems in EFL classrooms in Japan from both the native speaking teachers' (NS) and the Japanese students' points of view. Examples included the Japanese students' reluctance to speak English and the teacher trying to "force" the student to stand out, respectively. This was followed by "interactive culture assimilators" in which the workshop participants read critical incidents which had four different choices claiming to resolve or understand the incident. Teams of participants would then choose and discuss the "more right" choice.

The culture assimilators (CA) proved valuable in helping the workshop participants deepen their understanding of the dynamics of the EFL classroom and should improve teaching skills. A variation on discussing critical incidents is also to role-play them. Iwata pointed out that both Japanese and NS teachers can conduct the CAs with the language used dependent on the proficiency of the participants. Giving CAs to EFL classes will help Japanese students increase their intercultural awareness, establish a new frame of reference for more effective interaction with their NS teachers, and advance their motivation for learning communicative English/intercultural communication.

Barnga, a simulation published only a year ago, was facilitated by Bill Gay and his assistant, Noel Houck, both of Temple University Japan. In an introductory discussion, we learned that *Barnga* is an experimental rather than cognitive learning activity. It's not really a "game," although it is a fun way to enable people to learn about what happens in intercultural exchanges.

Barnga simulated the kinds of things that happen to people when they go into other peoples' homes, change



schools, move to other countries, transfer to new companies, get married, move into new communities, etc. Conflicts, both external and internal, occur when people assume that things are going to be "the same as they were" in the new situation. We discovered the sneaky nature of four "cultural" assumptions. Actually, there's no "right" or "wrong" for things to be done-no one set of "correct" rules. Debriefed participants soon realized the value of being non-judgmental, of expecting change, of being observant and sensitive. We learned that a healthy tolerance of ambiguity is a must for avoiding unnecessary and unpleasant conflict.

For teacher in foreign settings, intercultural trainers, exchange students, and "overseas" business people, simulations like *Burnga* offer a tremendous opportunity to prepare for what is to come or to come to grips with what is going on. *Burnga* might also be an effective way of enabling typical university students to live out different roles and in the process gain important insights into the personal "internationalization" process.

For further information about SIETAR activities, call 03-3580-0286 (Don Modesto).

Reported by
Don Modesto, Sherry Reniker,
and Thomas O'Kelly

Editors' Note: For more information on Burngu, contact Intercultural Press, Inc., P.O. Box 7000, Yarmouth, ME 04096, U.S.A.; tel (207) 846-5168; fax (207)846-5181.

A Reminder

When submitting chapter reports, please follow the guidelines in the January, 1993, *The Language Teacher*.

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

Thanks!

-The Editors

A Response to "A Note on Discrimination and Jobs"

by **Thom Simmons**
Japan College of Foreign Languages

Whence, Whither and Why?

The October, 1992, issue of *The Language Teacher* carries a statement (from a person or persons identified only as "The JIC") on page 95 referring to the Job Information Center/Placement page. This statement should be responded to formally. The statement is titled "A Note on Discrimination and Jobs." It is without any explanatory preamble and begins by defining two positions ambiguously labeled "reformer" and "crusader," but it is clear that the authors are creating two polarized categories; "reformer" with which the authors identify and "crusader" which receives very negative characteristics and historical attributes. It is the sort of statement which seems to start in the middle of an address and evinces very little effort to compose, but would require a lengthy effort to answer comprehensively, because of the many points which are mentioned with little or no definition. This response is an informed attempt at calling attention to some of the problems "The JIC" statement presents to those of us who are teaching here in Japan. To understand this response, the article should be read and referred to.

A Directive Without Discussion

We, the readers, are told in unequivocal terms by "The JIC" that teachers must be "reformers." Readers cannot disagree with the stated position or we will be branded "crusaders," in which case we are "dogmatic, rigid and use coercion rather than persuasion." In an attempt to assure us that their perspective is politically correct, the authors make the following assertion: "We are against discriminatory practices; nonetheless, we intend to publish ads basically as we receive them." It is difficult to see how this is against discriminatory practices. We are then given a list of reasons as to why the current practice will be continued; some reasons are stated and some are implied.

A Service to Whom?

The first clearly stated motive offered to support this policy is that the JIC/Positions page (in which ads are placed for employment opportunities in teaching) is described as a service to JALT membership, but not to employers. In the author's statement, employers are invited to place discriminatory ads without fear of rejection, to look foolish and to get less qualified applicants who are in turn invited (by implication) to work for discriminatory employers. Is this a service to JALT members? Does this serve JALT's objectives of promoting effective teaching and learning?

Why Bother to Fight It?

We are told that virtually all ads in *The Language Teacher* are discriminatory by nature, that discrimination is built into the employers' rules, and that national universities enforce laws that make discrimination acceptable. The implication is that discrimination is a common practice and the authors wish to impress upon us the futility of taking issue with it. However, specifically defined categories of discrimination on the part of any employer are expressly prohibited by article 14 of the Constitution and articles 3 & 4 of the Labour Standards Laws, to name three examples. Is this an endorsement of the denial of the rights delineated by the laws in Japan? How else would anyone reasonably take this assertion?

Issues Better Left to Serious Discourse

There are further problems with "The JIC's" undefined and broad generalities—not all distinctions/discriminations made by employers are discriminatory in the sense that they are not bigoted attempts to create ill will and injure, simply because asking for native speakers may be reasonable given that there is an absence of adequate tests to accurately determine native speaker competency. This important issue is very controversial and must surely be dealt with in another manner than that presented so cursorily on page 95 of *The Language Teacher*.

An Inexorable, but Necessary Process

Moreover, violation of the laws by others is certainly no excuse to look the other way or openly deride those who do violate the rights provided by mandate while allowing them full public expression in a trusted professional newsletter. Injurious discrimination pervades all human societies and its elimination is an inexorable, but necessary process. Furthermore, if the national universities take advantage of existing legal discrimination, that certainly does not justify their actions—if injustice is committed, it benefits few and injures a great many.

A Little More Compassion, Please

The stress and financial instability produced by short term contracts, lower pay, and other complications resulting from injurious discrimination are merely described by "The JIC" as "unpleasantness." This cannot be countenanced, because these are not merely unpleasant. This is further indication that the view expressed here is not corroborated with the situation that many find they are illegally forced to live with. The statement that "...foreigners are often paid more than Japanese..." is also unsupported and does not reflect the findings of any current authoritative study available.

Excluded from Professional Participation

The "onerous and endless meetings" from which "The JIC" says foreigners are excused are often the very meetings that are part of the making of policy. Exclusion from these meetings means the foreigners are

locked out of the decisions that are at the heart of the education process.

Teachers Are an Important Source for Improvement in Education

A great many of the current opinions concerning advances in education regard the teacher in the classroom as an invaluable authority to evaluate the needs of the students and their ability to learn within the parameters of the institutional curriculum, as well as the objectives and processes of the delineated syllabuses. With this in mind, we should consider the difficulty presented by "The JIC's" statement which is clearly at odds with the opinions of those who express the desirability of having classroom teachers be involved in the decision making process. This contradiction requires much more discussion than given here, but it is nevertheless an important point to state openly at this time.

An Unfortunate Assertion

The most unfortunate part of "A Note on Discrimination" is the second to the last paragraph. In this paragraph, we, the readers, are told that in Japan, foreigners are only foreigners and can expect nothing more. Foreigners can ask for equal rights and treatment and work toward these goals diligently, but in the final analysis they have a choice to become citizens or leave Japan. Does this imply that citizenship is some kind of special position that confers basic human rights denied to People who are not citizens? This statement is singularly devoid of any legal content here in Japan-the laws in this country embody some of the most advanced concepts of basic human rights. It is not enough to justify this assertion by the observation that the laws are abused-everyone in Japan has recourse to the law whether they are Japanese citizens or not.

Human Rights Exist in Spite of Their Abuse

These laws, which are certainly abused and ignored quite openly by many employers (amongst others), nevertheless are laws which must, as in any other society, be persistently asserted to prevent their abuse and denigration by people who are less concerned about the rights of others. The Position of "The JIC" contravenes accepted legal precepts and it is unfortunate that this cynical statement has been placed in *The Language Teacher*.

Reconciliation, Not Alienation

This writer is of the opinion that "The JIC" statement is not one of reconciliation with reality, but actually promotes alienation. This statement of policy and its rationale should be openly addressed by the JALT membership. It is hoped that such statements will be scrutinized more closely in the future to reflect both mandated human rights and the goals of JALT.



Terminating a Class

by Dale Bay
Keio Junior College of Nursing

There will be times when you may feel that you are losing the group. In Japan, students are most likely to "vote with their feet" and simply quit, rather than complain to either you or the office. Knowing this, schools take declining attendance very seriously. The same applies to your private classes, of course. Unless a good level of rapport has been established, your students are very unlikely to tell you directly that something is bothering them. If you are in a conversation lounge situation or have "floating" classes and never see the same group twice, then the only clue you will ever have is what you see and hear in that single class. Pay close attention to comments such as "This topic isn't interesting," which may be a code phrase for "I don't like this class." Is the "topic" the problem, or is it something else?

As a teacher-trainer, two complaints I hear repeatedly from students are "We never get a chance to speak!" and "Our teacher talks for the whole class!" Remember, too, that the class may be a social unit assembled for the purpose of study. Don't expect the students necessarily to know each other at first. Besides teaching them English, you must take care of their psychological and social needs. Part of your job is to keep your customers (the students) motivated and satisfied.

The Writing on the Wall

Formal courses have official starting and finishing dates, so you will know exactly when these milestones will be reached. If a problem develops in-between, the usual way to get rid of a teacher is to sweep the problems under the rug until the end of the term, and simply not renew the contract. Teachers are rarely "fired" outright, except for gross misconduct (e.g., persistent lateness, or not showing up at all).

With private classes on the other hand, knowing when to exit can be difficult. There are two things you must learn to do. First, you must be able to get the message across tactfully but clearly when you want to discontinue the class. One way is to say that you have to work for your sponsoring organization during the time the class usually meets. There's no need to say the class is progressing poorly or that you're just tired of teaching it. Second, you must be able to "read" the class to know if they want it to terminate.

I expect my private classes to pay at the beginning of the class cycle-one to six months in advance. If payday comes and the usual envelope isn't forthcoming, this could well be the time to discuss problems or to conclude the class. The students may look rather solemn and subdued, and hesitate to look at you squarely. You are expected to "take the hint" as well as the initiative. Ask your students if there is anything they would like to discuss. Phrase all your questions so that they can reply

either “yes“ or “no.” “Is anything the matter?” “Is it difficult to continue this class?” (“Difficult” here is a code word for impossible.) “Is today the last class?” Of course the desire to end the class may be mutual. In either case, your attitude should be one of regret and resignation. *Shikata-ga nai* (It can't be helped).

A Graceful Exit

Every class, formal or private, will eventually come to an end. Ending a class properly is one of the skills which mark you as a professional. Regardless of the type of class, you will be expected to make a formal closing speech. My typical speech runs along these lines:

“All of you have been studying English for many years. During that time you have met many teachers. Each of those teachers has tried to help you in some way. You have also used many text books and learned many English expressions. In this class I have tried to help you to use your English as much as possible. In your next English class, I hope that you will continue to try and use the English you have learned here. You may have made some friends among your classmates as well, so I hope you will all keep in touch. Good luck, and remember that learning English is possible if you continue to work step-by-step.”

In Japan, this is a formal occasion, and you are expected to behave appropriately. You may be the only one to speak, or a class representative may ask to speak on behalf of the class. You maybe given a card or small gift. Accept it politely and formally, using both hands. The closing ceremony is not the time or place for “Awshucks,” type modesty. If the last class takes place in your classroom, reserve the final five or ten minutes of the lesson for the closing. In smaller, private classes, you might have each student, in turn, make a closing comment. This is their chance to express feelings about the class. After they are done, sum up and make your closing speech.

Obligations to Third Parties

English classes don't start in a vacuum. If you responded to an advertisement, then your obligations end with the job. If you were introduced to the school or private class, terminating a class can be much more complicated. In Japan, the person who makes introductions-the “go between”-plays an important role. The relationship between the go-between and the class may well continue long after you have left. You have a clear responsibility to leave in a way that does not damage that relationship, just as you should keep the go-between informed of what is happening in the class. You should definitely contact him or her when it is obvious that the class will end, if only to express your gratitude for having been introduced. Even if the class was not a roaring success, these cultural niceties must be observed. Your good reputation and that of your go-between depend on your attention to details such as these.

Points to Remember

Teachers are expected to establish and maintain effective communication with their classes. Classes may end

according to schedule or by choice. Students are unlikely to express negative feelings directly. Thus teachers need to be especially perceptive in watching for tell-tale signs, such as falling attendance. The teacher must take the initiative in confirming that a class wants to terminate. A teacher who has been introduced by a go-between should ensure that the relationship between the class and that person is not damaged by the teacher's actions. Go-betweens should be kept informed of the class situation. The final class should end on a formal, positive note.

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Opinion

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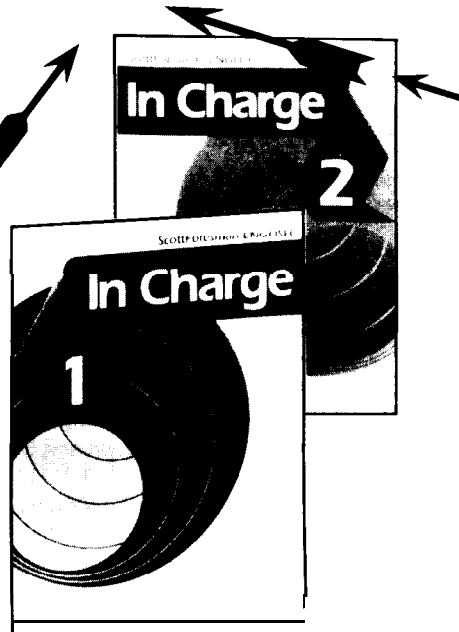
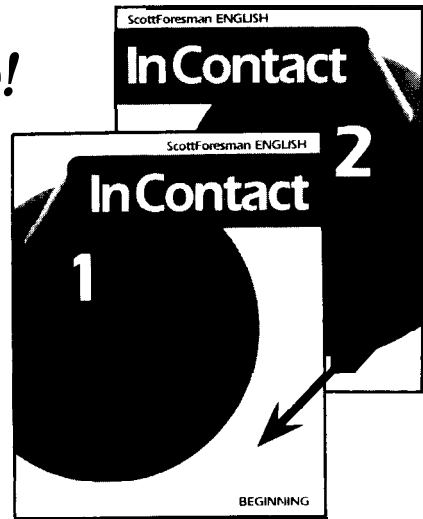
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My Share

Content in the Classroom: Approaching the Media

by Steven Gershon

Introduction

Like many college level teachers of English conversation, I spend a good deal of classroom time developing the functional and conversational management skills which my students undoubtedly lack. However, I also try as often as possible to inject some relevant content into the lessons, as I think that students at all levels need, and want, interesting topics to talk about in order to expand vocabulary, widen general knowledge and maintain motivation.

The Media is one topic area that is included in many conversation courses, and for good reason. It seems to be inherently interesting as it certainly affects all of us to some degree; it is also somewhat familiar territory to students as most of them do indeed read newspapers, watch T.V., listen to the radio and face a continual onslaught of advertising. Moreover, for a teacher, the Media is pedagogically and linguistically rich in that it offers a wealth of useful, 'real' language and a variety of activity types easily adaptable in the classroom to different proficiency levels.

Media Awareness: Defining and Categorizing

In starting out, it is useful to have a working definition of "the Media." This can be elicited from students in different ways depending on class level. I ask my low-intermediate level students to brainstorm (in pairs or small groups) a list of key words associated with the Media. From this list (e.g. 'information,' 'news,' 'television,' 'advertising,' 'communication') and a few I've added myself, we come up with a working definition. A general one, like "all the means of communication that reach a large number of people" serves well.

We then list different types of Media (newspapers,

magazines, books, television, radio) in order to categorize them into:

Print media and Sound Media

I intentionally avoid the somewhat ambiguous term "Visual Media," which can include both television and magazines.

It is also useful at this point to have students, especially at lower levels, brainstorm a list of appropriate verbs to attach to the different Media types. With this combined list of verbs (read, look at, watch, listen to) and Media types, the students can then each make up a sentence about themselves.

Of course, the higher the level, the greater number of terms might be included in the sentence: "I watch T.V. every day and read a newspaper once or twice a week." In the form of a team game the sentences can be written one by one on the board to see which team can finish first with no mistakes.

Media and Lifestyle: A Questionnaire

Once a working definition is established, along with the simple dichotomy of Print/Sound Media I ask students to think about their own lifestyle with regard to their "Media habits." To do this I like to use a simple questionnaire as it provides both solid practice in question forms and interest in finding out about everyone's habits and preferences.

After some preliminary vocabulary work concerning types of programs (News, Drama, Variety, Documentary), students pair up and ask each other the questions on the following survey. At the intermediate level, I expect the students to be able to form accurate questions from the survey topics on their own. However, depending on available time, I might have students initially compose the appropriate question forms before beginning the activity. Neither individually or as a whole-class brainstorming session. With lower level students, I include question prompts on the paper: e.g. "Hours per week" (How many hours per week . . . ?).

Media and Lifestyle Survey

Radio: Listening Habits

Hours per week _____ Usual Time _____ Usual Place _____

Favorite Station or Program _____

Why? _____

Television: Watching Habits

Hours per week _____ Usual Time(s) _____

Favorite Types of Program _____

Favorite Program:

Title _____ Day _____ Time _____ Channel _____

Types you never watch _____

How do you usually decide what to watch?

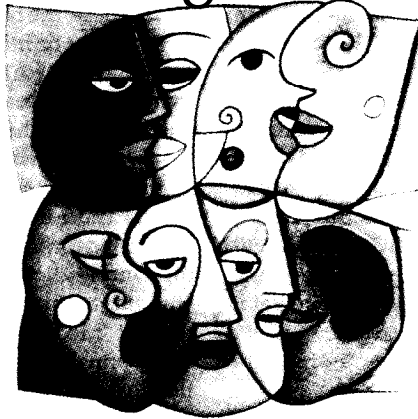
Read T.V. Guide _____% Flip through channels _____%

What would you like to change about Japanese television?

A

B

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Newspaper Survey	
1. How often do you read the newspaper? _____	
2. Where and when do you usually read the newspaper? Place _____ Time of day _____	
3. How long do you usually spend reading the newspaper? In one sitting _____ In a week _____	
4. Which sections of the newspaper do you: always read _____ sometimes read _____ never read _____	
5. Do you (or does your family) subscribe to a newspaper? YES/NO	
6. Which newspaper(s) do you usually read? _____ Why? _____	
7. Do you ever read English language newspapers? YES/NO	

Newspaper Profile	
Newspaper Name _____	Date _____
Number of Pages _____	Price _____
Slogan _____	
Index location _____	
Contents (Sections) _____	
Largest Section _____ pages	Smallest section _____ pages
Front Page: Total number of articles _____	
National/Local news _____ International news _____	
Average length of articles (No. of paragraphs) _____	
Whole paper: % of space taken by:	
News articles _____ Pictures/Photos _____ Advertising - % _____	
General comments _____	

As this is a survey, a logical follow-up activity is to collate the answers in order to make some class generalizations. I divide the pairs into small groups to share information and report back to the class while I write the group averages on the board in chart form. We then see what kind of general statements we can make.

Print Media: Newspaper Profile

Using a similar type of questionnaire focusing on newspaper reading habits, I lead into a "Profile" of English language newspapers in Japan. Once again, students pair up and ask each other the Survey questions. To add context to the activity, it can easily be set up as a role play with one student a "Media Researcher" who telephones the other to ask the questions. In this way the "Interviewee" would not look at the paper while answering; both students could thus practice telephone gambits in speaking to a stranger.

Having once again divided into small groups for a collating and reporting-back session, the students are then ready to look at a newspaper in order to complete a "Newspaper Profile." I give each group a different English language newspaper (*Japan Times*, *Daily Yomiuri*, *Mainichi Daily*,) and one "Profile" task sheet. Before beginning, we go over a few terms on the task sheet (e.g. 'Slogan,' 'Index') to make sure there are no

problems. The groups then have about 3040 minutes to complete the "Profile."

As each group reports back to the class about their particular paper so that everyone will learn something about all of the newspapers. I also try to make sure that each group includes a general comment about their paper which might include overall impressions of the paper's language difficulty, layout or any other notable feature that struck the group.

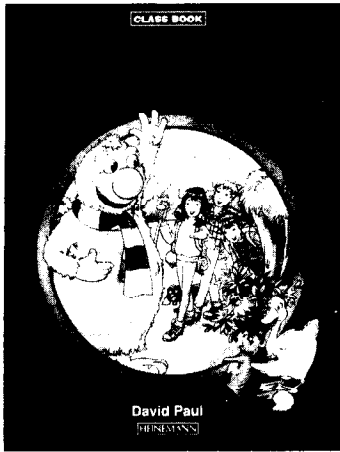
Conclusion

As individual lessons, these Media-based activities serve mainly to introduce the topic, heighten Media awareness and encourage an active interest. As part of a larger unit of study, they can also help to smooth the path toward a closer look into several different facets of the Media: newspaper headlines, the structure of newspaper articles, picture/photo captions and advertising. However it is approached, the Media can provide not only a lively source of language learning activities, but also a wealth of useful, relevant, 'real world' content in the classroom.

Steven Gershon is an Assistant Professor at Obirin University, Machida.

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by David Paul



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HEINEMANN Right from the start!

**"In the Picture":
Ideas for Using Picture Cards in Class**

by Douglas Buckeridge

Introduction

In his introduction to *Recipes for Tired Teachers*, Christopher Sion speaks of a "change of pace" as being one of the most important functions of the activities in his book.

Indeed the notion of change or variety is a key one in foreign language teaching and learning. It is in fact a requirement affecting our selection of topics and activities as well as the pace and focus of lessons and the way in which we present, exploit, and practise given language items.

Bearing this in mind, I would like introduce the "picture card" as a resource, outline what it is and some of its uses, and consider how the teacher can use it to help provide change and variety in a lesson.

Picture Cards

Picture cards are pictures of people, buildings, food items, and other objects taken from magazines and travel brochures, glued onto cardboard backings, and possibly laminated to preserve them longer. They may be of varying sizes, depending on how the teacher intends to use them. A4 size is preferable if the teacher plans to hold the cards up in front of the whole class, while smaller cards could serve equally well for group or pairwork activities.

Cards should be separated into categories and filed, with each category labelled clearly. Pictures can be colour-coded (for example, blue dots could be affixed to the back of pictures denoting HOBBIES and yellow dots to those in the SPORTS category) to make it easier for teachers to return them to their appropriate sections in the file after use.

The pictures themselves can be used in a variety of ways. As a supplementary resource, they provide an alternative to, or an extension of, the textbook. They can be used to exploit grammar (to demonstrate the present continuous, count vs. non-count nouns, or prepositions), functions (describing people, talking about the weather, talking about likes and dislikes), vocabulary (jobs, colours, household objects) and narration (imagining a dialogue between two people in a picture, or combining several unrelated pictures into a logical story.)

The Activity Card File

Building up an accompanying file of cards describing activities using the pictures will help to maximize the use of the picture card file.

Teachers should type out their ideas on small index cards describing the activity they have used according to the following format:

- 1) the structure/function/lexical area/narration topic printed at the top
- 2) the category of the card to be used
- 3) a brief explanation of the activity

The cards can be kept in 3"x5" case file boxes (one for structures, others for functions or other main topic areas, and organized by labelled dividers into past tenses/present tenses/modals, adverbs, etc.). An index card along the lines of those used in Jill Hadfield's 'Communication Games series, containing an alphabetical list of structures, functions, and other categories can be kept at the front of each box with a dot beside the structures for which an activity exists. Thus ideas for using the picture cards become accessible to all teachers. Having outlined a filing system, let me now give you some practical examples of the cards themselves, which I hope you'll find useful for your lessons.

These activities provide a variety of possibilities for ways in which the picture cards can be used to focus students' attention. Students can discuss the pictures, make notes on them, use them for guessing games, use them in tandem with charts and compare them. Pictures can be fixed on the board (making that the focus of attention), on the walls around the classroom, placed face-down on tables and sometimes carried around the classroom by the students. Students can move around the class in pairs, mingle more generally, or sit down and discuss their pictures.

The activities and language items presented here are intended for several levels: beginner, intermediate, high intermediate, and even as advanced review activities.

Card 1 (Elementary)

Structure: Comparison of Adjectives

Picture Type: Any

Activity: Tape or display pairs of pictures around the classroom and have the students compare the objects in the paired pictures. Almost any kind of picture will do; e.g., gorilla/cat could be compared as:

"The gorilla's more dangerous than the cat."
"The cat's smaller than the gorilla."

Card 2 (Elementary)

Function: Likes & Dislikes

Picture Type: Any

Activity: Practise accurately expressing degrees of liking and disliking. Each student is given a picture card and makes a likes/dislikes card.

- Love
- Like very much
- Like
- O.K.
- Don't like very much
- Don't like
- Can't stand

Students move around the class, show their pictures to other students, and ask "Do you like, . . .?"

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Other students answer, 'Yes, I love it/them.' "It/they is/are O.K." etc. The student who is asking puts a check in the appropriate section on his "likes/dislikes" card. After speaking to as many other people as possible, students form groups and decide how popular the various topics are.

Card 3 (Intermediate)

Function: Asking for and Giving Opinions
Picture Type: Any pictures about which opinions can readily be made

Activity: Put the students in groups and give each group 7 or 8 cards, placed face-down in a circle on the table. A student spins a pencil, picks up the card it points to when it stops, and asks the group, "What do you think of...?" "How do you feel about...?" etc. Then the group discusses and gives their opinions about the subject in the picture.

Card 4 (Intermediate)

Structure: Prepositions (Position of things in a picture)

Picture Type: Outdoor Scenes

Activity: To give students extra practice in using the following prepositional expressions when describing the position of objects in a picture: "in the centre," "in the foreground/background," "at the top/bottom," "in the right/left-hand corner," etc. Pictures are taped on the walls around the class. In pairs, students walk around the room and choose a picture to talk about. They try to make as many sentences about the picture as they can, using the prepositional phrases. When they can't think of any more sentences, they move on to another picture. (This activity provides good preparation for "spot-the-difference" activities.)

Card 5 (Higher Intermediate)

Structure: Will do vs. Will be doing vs. Will have done

Picture type: People

Activity: Tape or display around 15 pictures on the board. Pick a future time, e.g. 4 p.m. next Sunday. Each student secretly chooses one of the people in the pictures and makes a note of:

- 1) where that person will be
- 2) what he'll/she'll be doing
- 3) what he'll/she'll have done by that time next Sunday. Next students form groups of 5-7 people and read out their notes. Others in the group have to guess which picture and person they are referring to.

Card 6 (Higher intermediate)

Structure: 3rd Conditional

Picture type: Famous Places

Activity: Pairs of students are given a picture card of a famous place. In their pairs, the students talk about/make notes about what they could/would have done if they had gone to that place last year.

Next, the pairs split up and form groups with 3 or 4 different students. Each person tells what he/she would have or could have done in that place; the other students must guess the place.

For a wider perspective on how teachers use picture cards, I would like to refer briefly to a survey carried out among ten of my colleagues at Athenee-Francais, to determine how teachers use and feel about using picture cards in their classes. The survey was in the form of a questionnaire, requiring response to the following four questions:


1. How often do you use picture cards in class?
2. What categories of pictures do you usually use?
3. What kind of language (lexis, functions, grammar, narration) do you usually exploit with picture cards?
4. What are the advantages of using picture cards in class?

The responses revealed that pictures are only used 3-4 times on average during a term of 70 50-minute lessons. However, it is hoped that emphasis on developing the activity file would increase use of the picture cards. Cards in the People category were by far the most frequently used, though other categories mentioned included Sports, Houses/Buildings, Clothing, Nature, Furniture, Transportation, Hobbies, and art. Teachers also mentioned using them for games and creative writing. In responses to question 4, teachers listed such advantages as "focus for narration," "stimulating imagination and communication," "adding to the variety of activities," and "easing the intimidation factor." These comments are significant in that they suggest that picture cards can not only provide focus and variety, but perhaps provide support in helping to reduce intimidation, and consequently facilitate communication.

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Douglas Buckeridge teaches at Athenee-Francais, Tokyo.



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).

ティームワーク

Teamwork 1

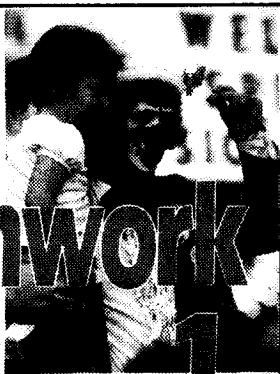
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Teamwork

There are many kinds of practice activities. None of them are too difficult, but some will provide an interesting challenge. Sometimes you will be asked to think about the phrases you are about to practice, or try to say something on your own before you see the correct words in the book. Other times the teacher will ask you things that are not in your book at all. Often you will practice the material with a classmate or in a small group (this multiplies the amount of time you can spend actually speaking). For all of these activities, do your best without getting too nervous, and you will make progress.

Notice the special sections at the end of the book. Two of them will help you prepare and review the lessons: Appendix Two (for grammar), and Appendix Three (for vocabulary). Remember to use these to prepare and to review; you'll learn much more, of course, if you understand what you're practicing. The other section, Appendix One, will help you understand the "rhythm" of English, which is important for listening and for natural pronunciation.



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TEAMWORK
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JALT UnderCover

Business Communication, Second Edition. Deborah C. Andrews and Williams D. Andrews. New York: Macmillan, 1992. Pp. 618.

People in Business. Michael Kleindl and David Pickles. Longman, 1992. Pp. 80.

Starting English for Business. Donald Adamson. Prentice Hall International, 1991. Pp. 191.

English Inc.: Functional English for Japanese Business People. Fredrick H. O'Connor. Prentice Hall International, 1991. Pp. 116.

Business Objectives. Vicki Hollett. Oxford University Press, 1991. Pp. 174.

Although the TEFL textbook market bristles with books about "Business English," none of them seem quite appropriate for university students like mine—freshman and sophomore business majors who don't yet have any real experience in the business world. Most texts are written for students in graduate programs or for working professionals, and many of the activities in them are difficult or impossible for undergraduates to perform. They can't, of course, tell their partner what their position in the company is, as so many books suggest in Chapter 1; most can't even imagine what company they might work for, or what position they would like to have.

Still, ever hopeful that a perfect book has appeared, I reviewed recent arrivals to *The Language Teacher*, trying one chapter from each in my International Business English seminar classes and then asking students to vote on which text, if any, would be suitable for the course.

One book had to be ruled out immediately. At 618 pages and 1.4 kilograms, *Business Communication* is not the sort of text Japanese students would be willing to buy and carry for long hours on the trains—let alone actually read! It's meant for American university students to use in a business course, and just looking at it reminded me how much more reading is expected of college students in the US than in Japan. Could it be useful as a teacher's reference source book? Perhaps. Most of the text covers various forms of business writing, with three chapters devoted to listening and talking, two to resumes and job interviews in the US, and two to special cases like creating corporate annual reports. Much attention is given to computers and electronic communication, so, for example, the pre-writing activity called "brainstorming" in other texts gets labeled "data-dumping" here. Many of the instructions are just common sense; for example, the Guidelines for Letter Writing (three pages) are: Be Honest, Value the Reader's Time, Use the Reader's Code, and Consider the Reader's Self-Interest. But there are also some useful summaries of format norms and lots of specific full-page examples of good/bad business letters, memos, and reports, as well as many illustrations that might become a rich source of material for the business classroom. Still, my students would

clearly need weeks to get through even one chapter, and so our class work focussed instead on the other four books, each of which looked like a possible text.

We began with *People in Business*, a listening/speaking text which the publisher calls Intermediate in level. With six units, each in two parts, this thin book would be suitable for a one-semester college course. The concept is attractive: each unit presents an interview with a foreigner who does business in Japan. The informants work for a variety of companies, including Warburg Securities, Dow Jones, Gadelius Metallurgy, and Pacific Edge Trade Group Japan. Some talk mostly about their work; others discuss cultural issues in living overseas. Our class studied Unit 2, an interview with Paula Jinbo, Marketing Manager, ALC Press. As we had studied marketing for several weeks and the company's magazines were on sale in the campus bookstore, this seemed like a good choice. However, there were some difficulties. In section I, none of the discussion activities were usable, as they were all written for people working already in business and involved questions like, "How does your company advertise?" and "When do you think you'll be promoted?" The listening section was divided sensibly into pre-listening vocabulary work and then listening for main points, details, and specific words and expressions as three separate tasks. My students found each of these listening sections very difficult, partly because Ms. Jinbo speaks quickly in a soft voice, but also because several of the Main Point questions were very tricky. Perhaps the biggest source of difficulty, however, was that my students couldn't understand Ms. Jinbo's job very well. She helps overseas clients market their schools in Japan—an unfamiliar concept here, where schools, until recently, have had plenty of applicants.

A longer, more detailed interview would probably have been easier to understand, but a major weakness of this text is that we are given only very short snatches, generally less than two minutes, from each interview, so we don't learn very much about the people who are talking. Add to this the problem that some informants speak rather incoherently, and it's easy to see why this book is difficult. I'd rank it High/Intermediate/Advanced and use it for an upper level language lab class, or perhaps recommend it for self-study. As for my students' opinions: five liked it best of the books we used "because listening is important" and 17 liked it least, citing it as "too difficult!"

We next tried *Starting English For Business*, a pre-intermediate text aimed at "students who are not yet concerned with the more specialized areas of Business English," i.e., undergraduates. The syllabus of the book is basically grammar-based: Unit 1 covers the present tense; Unit 7 the present continuous; Unit 11 the simple past, etc. But there's a real effort to link the grammatical forms with notions and functions in business. For example, the present continuous is taught in the context of actions now; telephoning; refusing; excusing. Each chapter begins with a listening focus, then moves to con-

trolled practice, which is often suitable for pairs talking or group puzzle-solving and then ends with a simple conversation or presentation activity. There is a Language Reference section in the back for self-study. The book's grammar base makes for some oddities in timing—most noticeably, the unit on Introducing Self and Others is number 26—and may also subliminally discourage those students who have learned to hate grammar study in all its forms. In any case, mine found it OK but not great. Seven liked it best of the four (“easy and useful”) and four like it least (“too easy”).

The last two books we tried, *English, Inc.* and *Business Objectives*, both follow a functional syllabus, which may better answer many students' desire “to be able to talk to foreigners.” *English, Inc.* is written specifically for Japanese business people, and its 10 chapters follow the story of Mr. Rogers' visit to Daiichi Corporation in Japan, which eventually leads to a business agreement. The chapters build in difficulty; in Unit 1 students generate sentences like “You must be Mr. Jackson;” in Unit 8 they're asked to say things like “Given a sole distributorship, we would be willing to devote substantial funds.” Our class tried Unit 2, Social Entertaining, which, as typical for the book, combines several listening passages with functional language practice and structured pair work. In this case, students practiced formal introductions and also ways to order dinner in a restaurant, as well as how to explain Japanese food to a foreign guest, which was the most difficult. A reading passage at the end of each chapter gives extra information about culture gaps. Unit 2's passage gives useful advice about what sort of food your foreign guest might like, such as “skip the squid.”

My students enjoyed the communicative activities, but as a teacher I had some difficulties with the book's layout. First, the small black and white photos are unappealing and sometimes not very clear—a poor base for pre-listening speculation. Second, the complete transcript of the listening passage is printed in the main text, on the same page as the comprehension questions. This, of course, makes the “listening” task a reading task instead. And third, the physical layout of the Pair Practice activities is very confusing and badly done. I had to copy the page and cut it in strips to make it work properly. The students' opinion: Seven liked it best, “conversations about daily life,” and two liked it least, again “too easy.”

But the big favorite for me and the students was *Business Objectives*, which is about the same level as *English, Inc.* but longer and more complex, with a more international focus. The 16 chapters introduce various topics, such as Business Travel, Product Description, and Telephoning, and they can be taught in any order. Many different voices and accents appear in the listening passages. Chapter 6, Socializing, our choice, begins with a tape of an English businessman greeting a visiting Italian colleague and taking him out to dinner. Students listen for main ideas and details and also create their own conversations in pairs. They have a

full-page restaurant menu to study, with color pictures of the different dishes. There is vocabulary work with the names of foods, leading cleverly to disguised grammar practice with articles, called “Offering Things,” then on to functional work, called “Offering Help.” There is structured pair work to find out about your partners' interests, which was a bit too shallow but had lovely pictures, and two quiz-type activities to practice “social chit-chat.” Some of the discussions are best done by business people, not students, but there are always more to choose from. My students loved the bright colors and the variety. Seventeen rated *Business Objectives* best of the four, calling it “interesting” and “useful for my trip overseas” and only one liked it least, again “too easy.” Possible drawbacks are: (1) the many beautiful color illustrations make the book, at ¥2,660, more expensive than most, and (2) some of the language is quite British. For example, the farewell taught is: “I'm off now. Cheerio, then. See you tomorrow.”

None of these books is perfect, of course, and perhaps none can be perfect for a mixed level class like mine, and like most university classes in Japan. But for color and variety, *Business Objectives* stands out in this group.

Reviewed by Barbara Stoops
Kobe University of Commerce

Drawing Out: Personalized, Whole Language Activities. S. Bassano and M. Christison. (Eds.). Englewood Cliffs: Prentice Hall Regents, 1992. Pp. 130.

Drawing Out, as the title states, uses student drawings as the stimulus or focus for language activities. The themes for the six units start with “friends and family,” “all about me,” “then and now,” “people and conversations,” “dreams and plans” and finally “fantasies and inventions.” There is a lot of choice within each unit, making this a useful idea book, easily used as a supplement to a lesson, for 20 or 30 minutes to loosen things up, as something visual to promote oral activities, or something that can be done in a group that is also personal.

In order to fully utilize the text, teachers will need a classroom where B4 or chart paper-sized sheets can be taped to walls, or, in a new room, windows, doors, and blackboard rims, since the first complaint from students was that the space in the text was too small for their drawing. They wanted more space. Large scale became the operating principle. Marker pens in gaudy colors and scissors are the only other necessities.

In the first unit, “Friends and Family,” we tried “my best friend” which some students liked, but we also got “my worst teacher” and “my worst enemy.” Rather than formally writing out sentences or filling in blanks as the text suggests, I had students print in large letters on strips of paper the words that they associated with their drawings. These were then taped on walls. This led to students talking from their seats with written vocabulary cues in front of them. Questions and responses followed with great variety in their length and

language level. The problem of a lack of vocabulary seemed for a time to have been dealt with. Perhaps it sounds as though this all happened quickly, but it did not. It took weeks of doing and making mistakes (mine) before something interesting developed. Over time "my best friend" was joined by "what my friend and I like to do," which turned into map making, "where we go for fun" and "directions." The drawings were displayed for as long as possible and the words eventually moved to a corner and became a word tree.

What I thought might happen with certain topics didn't always occur because someone asked "Can I do this?" It's always good to have some idea of where you think the class is going. What is interesting about the book is the variety of ideas it offers.

Unit 7 is a great hands-on-instruction unit which is clearly and concisely written. In a land where used magazines are in endless supply this is a perfect outlet for recycling and learning. This is where the book should have begun, this is the format it should have adopted but didn't. Still and all, it does get things going.

Reviewed by Jeff Platt
Kobe City University of Foreign Studies

Teaching Tenses. Rosemary Aitken. Nelson, 1992. Pp. 191.

Teaching Tenses is a resource book for experienced and novice, native and non-native teachers alike. It combines a comprehensive analysis of the major tenses, their forms, meanings and functions, with a variety of ideas for presenting and practising tenses and verb patterns.

Seven chapters cover the present, the past, the future, conditionals, modals, the passive and emphatic tenses, tag questions and answers and prepositional and phrasal verbs.

At the beginning of each chapter there are "Points to Ponder," a kind of quiz for teachers to discover what they know and how they might explain certain features of the tense to be discussed.

In the Introduction, Aitken describes a step-by-step approach to teaching tenses which then informs the contents and organization of her book.

First, she advocates careful analysis of the uses, spoken and written forms, sounds and functions of the tense to be taught. Then indicates the importance of sequencing the different forms and functions and selecting which of these to teach, decisions which need to be based on the needs of particular students. Finally, she outlines the need to identify teaching contexts which are real, clear and meaningful and to prepare suitable teaching materials for the classroom. Aitken also recommends that teachers should be aware of the nature and patterns of learner errors so that they can consider and plan for any difficulties students may encounter.

Although it contains ideas for teaching and some photocopyable material, *Teaching Tenses* is not simply a collection of handy hints or instant lessons. Its main

value lies in the way it presents and analyzes tenses and offers solid support for teachers facing the task of teaching tenses or answering questions about them.

Teaching Tenses is an excellent resource and one which would be a good investment for any school or personal library.

Reviewed by Antoinette Meehan
Tourism English Proficiency Test Examinations Officer

Language in Use: A Pre-Intermediate Course. Adrian Doff and Christopher Jones. Cambridge University Press, 1991. Pp. 144.

In the June issue of *The Language Teacher* an advertisement appeared saying the comprehensive course book *Language In Use* is systematic, flexible, clear, and provides opportunities for self-study. This review will evaluate the text in terms of these claims.

Systematic: *Language in Use* has a "dual syllabus" with "grammar units" alternated with "topic units." The authors believe this allows for systematic coverage of what they call "the two major content areas of English," grammar and vocabulary.

The authors make an effort to integrate these two strands. Indeed one wonders why they chose to separate them in the first place. Grammar points inevitably arise when teaching the topic units, and are perhaps more meaningfully studied within the context of a topic than as something apart.

The book would be more sensibly systematic if the authors had chosen either a grammatical or a topic-based syllabus, and organized their book accordingly. Instead they attempted the difficult trick of integrating two different, perhaps incompatible, syllabuses.

Flexibility: The reservations discussed above are, to some extent, obviated by the flexibility of the text. Those teachers who feel that grammar is better studied in context can ignore the grammar activities which are a part of each grammar unit. The authors even suggest this possibility. The teacher will be left with all of the topic units to draw from. However, experience and creativity will be needed in order to pick and choose effectively.

Clarity: The book is admirably clear, thanks to a well organized Teachers' Book in which there are brief explanations of the goals of each unit, and detailed explanations of most of the activities. Alternative ways of presenting an activity are offered; again, however, only an experienced and creative teacher will be able to choose effectively among the alternatives.

Opportunities for Self-Study: The excellent Self-Study Workbook which accompanies the text provides more activities than most teachers would want to use, and more than any but the most zealous student would want to do. The strongest part of the workbook is a series of activities introducing students to English expository writing.

Language in Use, then, suffers from the attempt to organize it in accordance with two different, perhaps

incompatible syllabuses. This won't, however, be a major problem for teachers with the acumen necessary to choose intelligently among the activities offered. For such teachers *Language in Use* might work well. Less experienced teachers may want to look elsewhere.

Reviewed by David Cozy
Shonan International Women's Junior College

Understanding English Paragraphs. S. Kathleen Kitao and Kenji Kitao. Tokyo: Eichosha, 1990. Pp. 133.

Understanding English Paragraphs, written for university level reading/writing classes, is a welcome part of the movement away from translation as the basis for teaching reading and writing. The authors' primary purpose here is to avoid the translation method in favor of teaching organization and to encourage students to express a personal opinion.

Therefore they urge teachers to use the text to teach reading by means of organizational patterns, the ways pieces of information in a passage are related. Students are urged to use an English-to-English dictionary to read each sample paragraph for meaning, without translating every word. This is the primary strength of this book. Students are required to look for the meaning of the whole passage as they read, this is emphasized by the comprehension questions following each selection. The text also requires that students understand the organizational patterns. If a student can answer questions like "how many sentences are in the introduction, in the conclusion, in the discussion?" then the student will understand the basic organization of the paragraph. The book teaches introductions, conclusions, and body of a paragraph by means of model paragraphs with study questions which draw attention to paragraph structure. The paragraphs and the "analysis" questions increase in complexity throughout the book. Chapters two and three, explaining main ideas, topic sentences and transitions, are clear and well-presented.

But this book is not without its limitations. Its first major shortcoming is that it ignores writing as a communicative activity. Students need to feel they have a reason for writing and that they are writing to or for somebody, not just a teacher. In this text both the writing models and the writing assignments, all arranged according to the rhetorical method (narration, description, classification, etc.), make it clear that this is writing done only in the classroom. A teacher who uses this text would be well advised to change an assignment that reads "Write a paragraph about a person you know" to something a student can recognize as real, such as "Your friend is applying to an exchange program in Europe. Her/his application requires a letter from a friend describing her/him. Your friend asks you to write the letter."

The second major shortcoming is that the book ignores writing as a process. We know that students write better if they prepare for the writing task by first talking about the topic, then writing short related as-

signments, and then writing one or more drafts before actually doing the final essay. We also know that students benefit from rewriting and from peer evaluation, but assignments in this text give students one shot at success and then move on to the next rhetorical method.

One cannot fault what this book teaches. Insofar as it encourages teachers to teach reading by means of examining the whole paragraph rather than line-by-line translation, it is a welcome addition to our growing body of ESL writing texts.

Indeed all that it teaches is right and good. But students will be better served when we teach them that writing is meaningful communication and that good writing evolves as a process of discovery of new ideas and new language forms to express those ideas.

Reviewed by Patricia L. Parker
Hiroshima Shudo University

Study Skills for Further Education (Minimum Social Proficiency): A Curriculum Framework for Adult Second Language Learners. D. Nunan and J. Burton. Sydney: The National Centre for English Language Teaching Research, 1990. Pp. 52. (Aus) \$15.95.

This curriculum "Framework" is a resource intended for teachers who are involved in planning their own courses, specifically for preparing migrant second language learners in Australia to enter tertiary institutions. It is not a curriculum itself, but rather a set of questions, considerations, sample materials and suggested procedures designed to give the teacher a structure on which to build when creating a curriculum.

The beauty of this text is its adaptability. This particular framework, clearly designed to be used within Australia, stresses the need for learners to utilise as many authentic materials and resources as possible and for the teacher to be thoroughly aware of the practices of Australian Tertiary Institutions. Even for teachers who are specifically involved with preparing such students these are often difficult requirements to fulfill. However, as the text is designed to be adapted to different situations it is still a valuable resource. Of particular relevance to the Japanese situation is the stress given to the development of active learning and classroom participation skills as well as learner self-evaluation. Skills which, I imagine, are also necessary for students preparing for study in the United States, Great Britain, Canada or New Zealand.

Probably the greatest value in this text, however, lies in the approach the authors have taken towards curriculum planning. *Study Skills* is part of a set of texts which have emerged from a shift away from centralised curriculum planning, to school-based or localised planning within the Adult Migrant Education Programme. The problems that arose in that shift led to the formation of the National Curriculum Project to assist schools and individuals in creating their own curricula. In my experience in Japan, most teachers either have no say at

all in curriculum or total control of what is taught. Too often the latter situation involves teachers who, like myself, have limited training and few guidelines. Following suggestions from this text, my colleagues and I were able to reconsider our evaluation techniques and create a new format that will hopefully give us more effective information for future curriculum development.

While *Study Skills* would be a valuable resource for any teacher involved in preparing students for tertiary study in an English speaking country, I would also recommend that teachers and schools involved in curriculum development take a look at the work of the National Curriculum Project either in the form of selecting a relevant "Framework" from the series or through reading Nunan (1989), which outlines the rationale behind the project.

Reviewed by Lyneve Rappel

References

Nunan, D. (1989). Toward a Collaborative Approach to Curriculum Development: A Case Study. *TESOL Quarterly* 23: 1. p. 9-25.

NCELTR Publications. National Centre for English Language Teaching and Research. Macquarie University, NSW 2109 Australia.

RECENTLY RECEIVED

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

FOR STUDENTS

*Brod, S. & Frnakel, L. (1992). *Crossroads 2* (student's book; teacher's book; 2 tapes). Oxford: Oxford University Press.

*Cunningsworth, A. & Ferst, P. (1992). *Word power: strategies for acquiring English vocabulary* (student's books without/with answer key for class/self study). London: Macmillan Publishers Ltd.

*Geddes, M.; Sturtridge, G. & Been, S. (1991). *Advanced conversation*. London: Macmillan Publishers Ltd.

*Hollet, V. & Baldwin, R. (1992). *The Jericho conspiracy* (student's

book; teacher's book; sample video). Oxford: Oxford University Press.

*Howe, D. (1992). *American English today* (student's books 4, 5, 6; workbooks 4, 5, 6; teacher's books 4, 5, 6; two tapes each for 4, 5, 6; for children). Oxford: Oxford University Press.

*McRae, J. (1992). *Wordsplay* (student's book; teacher's book; 2 tapes). London: Macmillan Publishers Ltd.

*Nakata, R. & Frazier, K. (1992). *Let's go* (student's book; workbook; teacher's book; tape; for children). Oxford: Oxford University Press.

*Oxford advanced learner's dictionary: encyclopedic edition (1992). Oxford: Oxford University Press.

*Oxford learner's pocket dictionary with illustrations (1992). Oxford: Oxford University Press.

*Poole, D. (1992). *Toy box* (student's activity book; teacher's book; tape; for children). Oxford: Oxford University Press.

*Rixon, S. (1992). *Tiptop 3* (student's book; workbook; teacher's book; 2 tapes; for young learners). London: Macmillan Publishers Ltd.

*Seidl, J. (1992). *Grammar one; Grammar two* (student's books; teacher's books; for children). Oxford: Oxford University Press.

*Seidl, J. & McMordie, W. (1992). *Oxford pocket English idioms*. Oxford: Oxford University Press.

*Spratt, M. & Barroso, E. (1991). *Words words words* (for young learners). London: Macmillan Publishers Ltd.

*Swan, M. (1992). *Oxford pocket basic English usage*. Oxford: Oxford University Press.

*Underwood, M. (1991). *American better listening* (student's books 1, 2, 3; teacher's books 1, 2, 3; three tapes each for 1, 2, 3). Oxford: Oxford University Press.

*Viney, P. & Viney, K. (1992). *Grapevine* (activity book 3 which includes teaching notes; sample video). Oxford: Oxford University Press.

GRADED READERS: to be reviewed in sets as listed.

*Macmillan Bookshelf: Elementary level: *The bus* (book & tape); *Crime stories* (book & tape).

*Macmillan Bookshelf: Lower intermediate level: *Mystery tales* (book & tape); *Royal Court Hotel* (book & tape).

*Macmillan Bookshelf: Intermediate level: *Have I Passed?* (book & tape); *Tuesday the tenth* (book & tape).

*Macmillan Bookshelf: Advanced level: *False accusation* (book & tape); *The Offa trial* (book & tape).

*Oxford Bookworms: Level 1: *The coldest place on earth; Under the moon*.

*Oxford Bookworms: Level 3: *The Bronte story; Wyatt's hurricane*.

*Oxford Bookworms: Level 5: *Great expectations; Wuthering heights*.

*Oxford Bookworms: Level 6: *Jane Eyre; Night without end*.

*Oxford Spellbinders: Level 1: *The hairy tree man; I can't see my feet* (both books for children).

*Oxford Spellbinders: Level 2: *The diamond* (for children).

FOR TEACHERS

*Bowers, R. & Brumfit, C. (Eds.) (1991). *Applied linguistics and English language teaching*. Modern English Publications and The British Council. London: Macmillan Publishers Ltd.

*Hill, D. (ed.) (1992). *The state of the art*. The British Council 1991 Bologna Conference. London: Macmillan Publishers Ltd.

*Prodromou, L. (1992). *Mixed ability classes*. Mep Monographs. London: Macmillan Publishers Ltd.

Information for Reviewers

Requests for review copies of items listed in the Recently Received column should be addressed to the JALT Reviews Coordinator, Sandra Ishikawa (address on p. 1).

Inquiries regarding reviews of any other materials should be addressed to the Book Review Editor, Tamara Swenson (address on p. 1).

It is the policy of *The Language Teacher* that no reviews solicited by authors or publishers of the reviewed works will be accepted.

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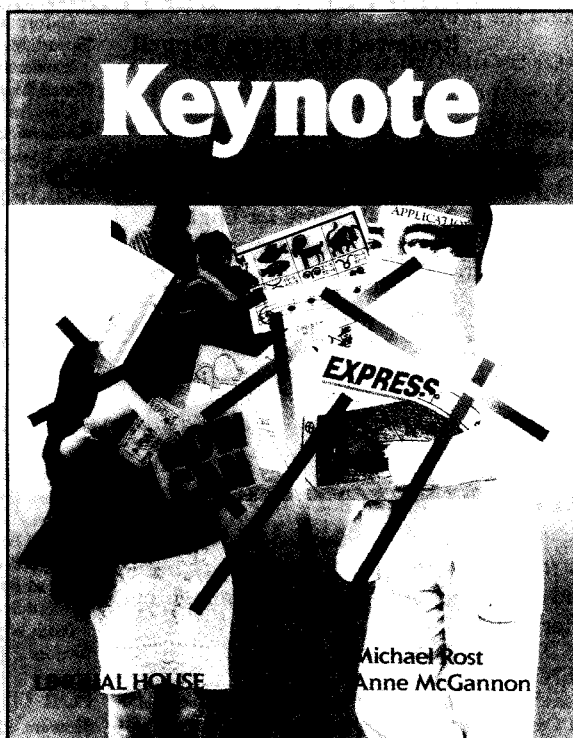
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Chapter Reports

HIROSHIMA

Getting Students to Talk-When the Teacher's Not Around

by Ralph Rose

At the October meeting, Ralph Rose, presented three class projects which fulfill the criterion of communicative teaching activities and which act on the premises he derived from an LI language experiment reported in *Scientific American*. These premises are that basic grammar and structure practice is most valuable for beginners; skill and task rehearsal is more valuable for mid-level speakers; and freedom in accomplishing a task is most valuable to advanced speakers.

The first project was creation of 3-minute cassette tape journals which students make on tape and which the teacher responds to on the same tape. The second was an interview project which requires students to prepare questions and then hold a tape-recorded interview with an English-speaker. The third project is teacher telephoning in which students are required to call the teacher, ask for and receive a message and put the message together to form a whole story or dialogue. At the end Rose asked participants to come up with their own suggestions for ways to get students to communicate outside of class.

Reported by Patricia Parker

MORIOKA

1994 Curriculum Change-Activities to help with the Change

by Masamichi Arai

At the October meeting Masamichi Arai, Iwate Comprehensive Educational Center, discussed the new Course of Study to be implemented in senior high schools in 1994. The new COS covers three areas of communicative competence: the ability to talk in an "everyday environment" to comprehend intent and to express one's own opinions. The COS stresses the need to make students become active learners. The format of several textbooks to appear next year will reflect some of these changes. For example, the left hand page will contain the language information (dialogs, text) and its facing page will have various communication-oriented activities. Grammar and drill exercises will be placed in a separate workbook.

After discussing the changes and their underlying theory, Arai went on to discuss a number of activities based on textbooks which incorporate the new goals. For example, by putting a "magic hat" on a student (thereby making the student the main character in the textbook story) and asking questions, the student is required to use her or his imagination, and to empathize with the character. Other exercises are designed to build "strategic competence" by asking "if you

could not remember the word for elephant, how would you describe it?" The presentation was a useful mixture of theory and practice, as well as news about what's coming in public school English teaching.

Reported by William Clemens

NAGOYA

Poetry for English Language Teaching

by Ann Jenkins

At our October meeting, Jenkins encouraged the participants to address the questions "What is poetry?" and "What poetic devices do you think of?" She then presented literary examples of various poetic devices (e.g., metaphor, stylistic parallelism, anthropomorphism) and encouraged instructors to use poetry from authentic samples of written texts in the classroom for the purpose of teaching language, not literature. In small groups, the participants were led through a few activities and techniques and later discussed potential problems and possible solutions.

Reported by Kelly Ann Rambis

NIIGATA

The Silent Way

by Fusako Allard

At our October meeting, Fusako Allard gave a stimulating demonstration of some of the methods employed by teachers of "The Silent Way."

She began by asking what we already knew or imagined "The Silent Way" of teaching to be. Allard proceeded to simulate a beginning level Japanese language classroom situation using three "students" who had not yet mastered the reading of Japanese *hiragana* characters. She began by pointing to a colored square on a chart and asking a student to offer a sound which he thought it represented. When the student gave a sound which was incorrect, Allard either moved the rod to the colored square which the sound the student made represented or corrected the student silently by encouraging him to imitate the shape of her own mouth. Within a few minutes the students were able to "read" and point out simple Japanese words.

When the next chart, which was identically colored and organized but contained *hiragana* characters in place of the colored squares, was placed in front of the group, the beginning students were able to transfer their "reading" skills to this chart and produce the correct sound for each character.

Although Allard did use spoken English at several points during the demonstration due to time constraints, she kept this to a minimum.

Allard then gave us a brief demonstration of a "Silent Way" lesson in Japanese at the intermediate level. This lesson was centered upon a picture rather than a chart.



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The presentation was concluded by a reiteration of the questions asked during the earlier part of the meeting. It became apparent that we were able to answer these questions and more without there having been any direct explanation from Allard, thereby witnessing firsthand one important aspect of the teaching method known as "The Silent Way."

Reported by Gillian Hall

OMIYA

Exploring Activities and Developing Listening Skills

by **Anthony Brophy**

Anthony Brophy began his talk by demonstrating techniques through which a listening or video exercise could be extended to practice vocabulary, a grammar point, functions or pronunciation.

After the break, the speaker looked at the micro-skills usually associated with listening, such as listening for specific information, gist listening and active listening.

Surveying material to practice listening, he suggested that the area of weakness in current methodology con-

cerns techniques to practice listening for gist of longer texts. He argued that it was possible to teach this kind of listening, and recommended having students concentrate on accented words, the use of discrimination exercises for reduced forms, and encouraging students to always have a set of questions in mind when listening.

Reported by Robert James

SHIZUOKA

GDM による日本語教育 片桐ユズル

10月の会では、京都精華大学の片桐ユズル氏に日本語を学ぶ初心者 of 生徒を対象にした、GDM (Graded Direct Method) と呼ばれる教育方法について講演していただいた。GDM の特徴は、あくまでも生の授業が中心であり、ノートをとらせたり宿題をだしたりせず、授業中に生徒の神経を最大限、集中させるという点である。また、本人のもっとも学びやすい方法を生徒自身が自然に選択できるようにしむけ、生徒に自信を持たせる。実践では、スキットやジェスチャーを交えたり、絵を使ったりして、直接相手に意志を伝えるやり方や、最初から自分の名前をかなで書くために、かなをハターンで練習する方法などについての紹介があった。

ニューフィールズ, T. J.

JALT OKINAWA 1st ANNUAL BOOK FAIR

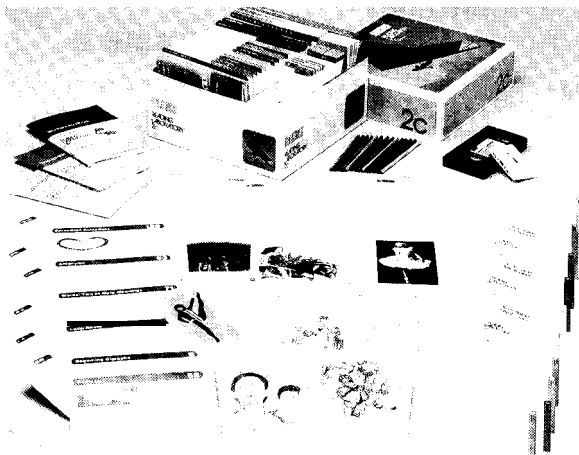
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Call for Papers:

Korea TESOL Fall Conference "Narrowing the Gap Between Theory and Practice"

The following topics are invited for presentation: methods and techniques for preparing students for study abroad; methods for promoting intercultural communication in the EFL classroom; application of linguistic theories to L2 acquisition; CALL (computer assisted language learning) software. Please submit two copies of your abstract (maximum 200 words), one each to the following:

Korea TESOL 1993 Conference Chair
Carl Dustheimer, Dept. of Tourism Interpretation
Kijeon Women's Jr. College
Junghwasan-dong 1 -ga 177-1
Chonju City, Chonbuk 560-701
Tel:(H) 82-652-82-3494; (W) 82-652-80-5225
Fax: 82-653-54-8529

Korea TESOL 1993 Conference Co-Chair
Jeong-Ryeol Kim
Faculty of Liberal Arts and Sciences
Korea Maritime University
Dongsam-dong 1 Penji Yeongdo-ku, Pusan 606-791
Tel: (H) 82-51-241-7118; (W) 82- 51-414-0031-8,
ext. 473; Fax: 82-51-414-2475

Graduate Student Exchange Program

The University of Florida would like to establish a graduate student exchange program with a Japanese university. Japanese graduate students would be given a stipend to teach Japanese to undergraduate students and would either enroll in or audit courses in the Applied Linguistics/TESL Program at the University of Florida for either a semester or an academic year. In exchange, the university would like to send American graduate students to study Japanese and teach English to Japanese undergraduates. For more information, contact Ivy Silverman in Japan at tel/fax (03) 3414-5328, or write to Professor Roger Cole, Chair, Department of Languages and Linguistics, University of South Florida, Tampa, Florida 33620, U.S.A.

Center for English language Party

We are setting up a center for English language poetry at Nagasaki Wesleyan Junior College. Our focus will be English language poetry written in Japan, and we are asking poets and editors to send donations of their books and magazines to be displayed and archived at our

library. Any news of readings, presses, publications and organizations devoted to poetry in Japan would be greatly appreciated. We hope to begin a newsletter and reading series in the future. Please contact: Dr. Jesse Glass, English Department, Nagasaki Wesleyan Junior College, P.O. Box 39, Isahaya, Nagasaki, 854.

サイレントウェイ

日本語教授法研究会のお知らせ

この研究会では、サイレントウェイによる日本語教授法の「授業方法」「教材の使い方」と教授法の土台となる「カレブ・ガチーニョ博士の学習理論」を学ぶことを中心に、語学文化協会(代表:アラード房子)の指導のもとに活動を行っています。開催日は、原則として毎月最終土曜日です。1月30日の第3回研究会は、1時から4時まで、カイ日本語学校(JR山手線新大久保下車、大久保通りを右へ5分)で行います。内容は、以下のような予定です。1)カレブ・ガチーニョ著『赤ん坊の宇宙』(リーベル出版)を読み、内容について話し合う。2)サウンド・カラー・チャート、ワード・チャートの使い方を練習する。3)ガチーニョ博士によるサイレントウェイの授業(英語)のビデオを見る。参加申込と問い合わせは、米内山幸孝(03 3335 1134)まで。申込の締切は1月27日(水)。

1993 The Language Teacher Calendar

February:	Teaching Third Foreign Languages
March:	JALT 92 Conference Presentation Reports
April:	JALT News Supplement
May:	Global Issues
July:	Suggestopedia: The Global-Artistic Approach
August:	Pre-conference Workshop Previews
September:	Conference Issue
October:	Video

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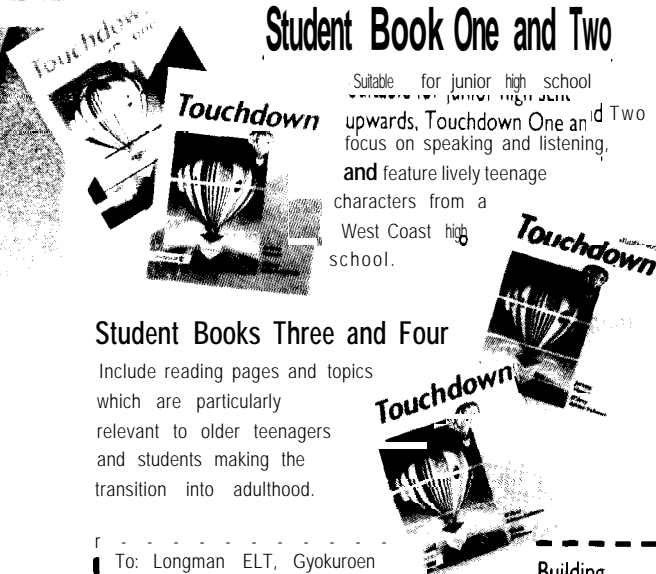
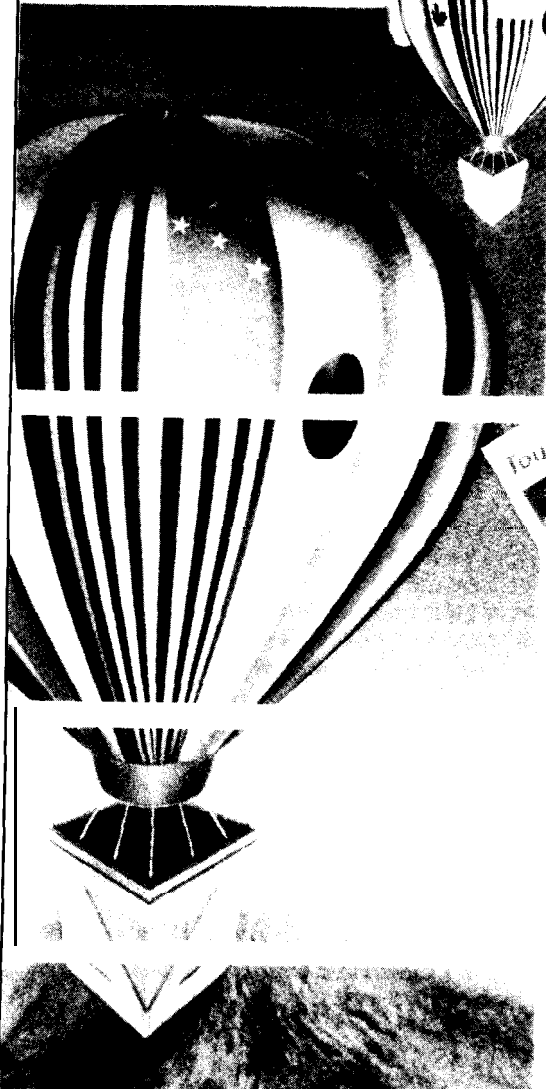
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LONGMAN ELT
The Japan Specialists



Report on the September 27 Conference of Special Interest Groups

by Kevin Staff
JALT Osaka

About 70 participants joined the 20 or so organizers and volunteers for the day, which proved to be an enlightening glimpse into what N-SIG Liaison David Wood called "an important part of JALT's future."

The four recognized NSIGs, Video, Bilingualism, Global Issues, and Japanese as a Second Language, were represented by presenter Donna Tatsuki, Steve McCarty, Atsuko Ushimaru, and Toshi Doi. Two forming SIGs, Team Teaching and Teacher Education, had presentations by Antony Cominos and Jan Visscher. These six, with forming SIGs for Computer-Assisted Language Learning, Material Writers, English for Academic Purposes, and Language Teaching in Japanese Colleges, also set up display tables. The lunch time plenary was a joint presentation by Mr. Wood and JALT Membership Chair Setsuko Toyama.

The final panel discussion, featuring the chairs or coordinators of each recognized or forming SIG, was devoted to exploring ways of promoting networking of members with similar interests at the national level, while at the same time encouraging cooperation between N-SIGs and local JALT chapters. A recurring theme there, and throughout the conference, was the need for today's much larger JALT to seek new vehicles for meeting its original objective: Helping teachers keep abreast of new ideas in areas relevant to them.

The atmosphere of the conference was relaxed and positive, and the words "useful" and "helpful" were frequently heard. I was reminded of TESOL's 1989 Convention, where the desirability of that organization's growing division into Interest Sections (ISs) was debated. It occurred to me at this conference that JALT is rather different from TESOL, and that we seem to be finding our own ways to meet our needs and revitalize our organization.

➡ From the N-SIGs ⬅

The N-SIGs wish all JALT members a Happy and SIGnificant New Year! Details of how to join N-SIGs were in TLT 7 (1992) page 53, but for those new to JALT, membership is ¥1,000 annually payable using the slip at the back or direct to any N-SIG or Chapter officer in cash or *kogawase*. Updated contact information will appear shortly, but general inquiries can be addressed to the N-SIG Liaison Officer: David John Wood 2-12-1 Ishizaki Dazaifu Fukuoka 818-01.

The established and forming groups include:

Bilingualism; Computer Assisted Language Learning; College Language Teaching; English for Academic Purposes; Global Issues in Language Education; Japanese as a Second Language; Materials Writers; Teacher Development, and Video.

Kobe JALT Mini conference May 8-9th 1993

JALT's third Annual N-SIG Event will be hosted by Kobe as part of their Spring Conference "Mirror on the Classroom." In addition to many N-SIG related events, Dr. Rod Ellis will be a featured speaker, and local speakers are welcome to propose any relevant theme. A final panel will feature Dr. Ellis, N-SIG representatives, and the cross-cultural studies specialist Ken Tamai. The Hyogo Prefectural Chairman will deliver the Key-

note Speech. Deadline for proposals is this month (English 100-200 words/Japanese 300-400 *kanji* plus biodata). To: Jane Hoelker 12-2-2 908 Sumiyoshidai Higashinada-ku Kobe 658.

Bilingualism

N-SIG membership opens opportunities to receive vital information as well as to respond to frequent calls for papers. We have slots for one presenter at the May Kobe conference and up to five at the annual Bilingualism Colloquium. The JALT 93 Omiya theme, "Language and Culture" is made to order for this N-SIG, as Bilingualism is a generic term for the study of languages and cultures in contact.

Steve McCarty 3717-33 Nii Kokubunji Kagawa 769-01 (0877-49-5500)

Video

A few copies of the Bilingual Teacher Training Video Directory are still available at ¥1,000 each (to cover production costs) from: Sayoko Yamashita Sakurazutsumi 1-1-7 Musashino-shi Tokyo 180.

JALT 93 Video colloquium proposal deadline is this month. Send any video-related proposal to Moderator David Neil1 at: 1033 Ushiroji Tomo Fukuyama-shi Hiroshima 720-0 (Fax 0849823425)

The Language Teacher



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

Tim Kelly, 0188-96-6100

CHIBA

Bill Casey, 043-255-7489

FUKUI

Hiroyuki Kondo, 0776-56-0404

FUKUOKA

Annual Book Fair

Spkrs: ESL/EFL writers & publishers

Date: Sunday, January 24

Time: 10 a. m. to 5 p. m.

Place: Fukuoka Bldg., 9th Floor, Tenjin

Fee: Free

Info: Lesley Koustaff

Tel: (092) 714-7717

Presentations are scheduled throughout the day and cover the gamut of materials from children to adults, small and large classes, LL and video materials included.

FUKUSHIMA (Petitioning chapter)

Topic: Communicative Approach: Why?

Spkr: Elizabeth Mathews

Date: Sunday, January 17

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

Place: Koriyama Bunka Center

Fee: Members free; non-members ¥250

Info: Zafar Syed, 0249-32-0806

Currently there is, in Japan, a great deal of interest in communicative approaches to language teaching. The presenter hopes to generate discussion on both the merits of communicative approaches and on how participant teachers manage to incorporate communicative principles into their own classes.

GUNMA

Topic: Proposals for Effective Ways of Teaching Listening

Spkr: Kazuhiko Ino

Date: Sunday, January 17

Time: 3:00-4:30 p. m.

Place: Nodai Nikko High School (Takasaki)

Fee: Members free; non-members ¥1000

Info: Leo Yoffe, 0273-52-6750

Hisatake Jimbo 0274-62-0376

Listening comprehension skills seem to play a very important role as a basis for oral communication. In spite of the importance of teaching listening, it has been generally neglected in Japan. The presenter will suggest ways to integrate listening into the classroom routine. The speaker will demonstrate ways to maximize the effectiveness of listening activities based on the theoretical aspects of listening comprehension.

Kazuhiko Ino is an Associate Professor at Gunma College of Technology.

HAMAMATSU

Brendan Lyons, 053-454-4649

Mami Yamamoto, 053-885-3806

HIMEJI

Yasutoshi Kaneda, 0792-89-0855

HIROSHIMA

Topic: The 6th Hiroshima English Language Book Fair

Spkrs: Publishers

Date: Sunday, January 10

Time: 10:00 a. m.-4:00 p. m.

Place: Hiroshima YMCA Bldg. #2, 4F

Fee: Free

Info: Marie Tsuruda, 082-228-2269

Ian Nakamura, 0848-48-2876

Seven leading British and American EFL/ESL publishers and specialist booksellers will be in Hiroshima with their latest books and materials. Many practical presentations on the use of materials will also be offered.

HOKKAIDO

Topic: Turning the Tables: How do students study and learn to use English?

Panel: English students of Hokkaido

Date: Sunday, January 24

Time: 1:20-3:30 p. m.

Place: Kaderu 2.7 Bldg (North 2 West 7)

Fee: Members & students free; others ¥1000.

Info: Torkil Christensen, 011-737-7409

A panel of four successful Japanese learners of English will discuss the factors that led to their ability to communicate in the language. The focus will be on the students' studies and the presentation will be conducted in English.

IBARAKI

Topic: You be the Judge: How to Judge

a Speech Contest

Spkr: Dale Bay

Date: Sunday, January 10

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

Place: Ibaraki Christian College (Omika, Hitachi)

Fee: Members free; non-members ¥500

Info: Martin E. Pauly, 0298-58-9523

Michiko Komatsuzaki, 0292-54-7203

Nearly every English teacher in Japan has had, or will have, the experience of being asked to judge a speech contest. This workshop will focus on practical aspects of judging a contest: criteria, scoring, worksheets, negotiations, handling disputes, and stage etiquette.

Dale Bay is English Education writer for the *Daily Yomiuri* and teaches both secondary and tertiary schools.

KAGAWA

Harumi Yamashita, 0878-67-4362

KAGOSHIMA

Topic: 5th Annual Kagoshima Book Fair

Spkrs: Publisher Representatives

Date: Sunday, January 31

Time: 12:30-5:00 p. m.

Place: Tentative International Bldg.

Fee: Members free; non-members ¥600

Info: A. Barbara O'Donohue, 0992-53-2677 Call for location of fair.

This is every teacher's chance to examine texts for next semester's courses, and to receive expert advice on the most effective ways to utilize a wide variety of resource materials.

KANAZAWA

Topic: Practical Workshop on Video in the Classroom

Spkr: Neil Hargreaves

Date: Sunday, January 17

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

Place: Shakyo Center, Honda-machi, Kanazawa, next to MRO

Fee: Members free; non-members ¥600

Info: Masako Oi, 0766-22-8312

Mary Ann Mooradian, 0762-62-2153

This session will be done in a workshop format, emphasizing practical ideas for using video effectively in the classroom. Hopefully, it will get the New Year started on the right foot.

All participants will receive copies of some "off-the-peg" worksheets, which will give inexperienced teachers some useful tips on using authentic video in

Meetings

class.

Neil Hargreaves, Vice-Principal of ALICE, is the new president of JALT Kanazawa.

KOBE

Topic: Writing and Peer Correction
Spkr: Tamara Swenson
Date: Sunday, January 10
Time: 1:30-4:30 p.m.
Place: Kobe YMCA Language Ctr, 4F
Fee: Members free; non-members ¥1000

Info: Jane Hoelker, 078-822-1065
This presentation will give a brief report on research done on the effectiveness of peer conferencing and peer correction techniques in the Japanese EFL classroom. It will also demonstrate how to implement peer feedback and peer correction techniques in the writing classroom, even with lower learners. All phases of the process will be discussed.

Tamara Swenson teaches at Osaka Jogakuin Junior College

KYOTO

Topic: Training Japanese Children to be Active Learners
Spkr: David Paul
Date: Sunday, January 31
Time: 1:30-4:30 p.m.
Place: British Council Kyoto (Kita Shirakawa, Sakyo-ku)
Fee: Members free; non-members ¥500

Info: Kyoko Nozaki, 075-711-3972
Michael Wolf, 0775-65-8847
This presentation will give a brief outline of the "Questioning Approach", a successful approach to teaching English to elementary school children which has been developed in Japan and which emphasizes the encouragement and strengthening of children's natural curiosity. The aim is to give children enough confidence to be active learners of English right through elementary, junior and senior high school. There will be lots of ideas for games, songs, and communicative activities, and an analysis of how children can learn to read and write through simplified phonics.

David Paul opened the first of five English language schools in Hiroshima in 1982 and these schools now have 3,000 students. He is also the author of *Finding Out* published by Heinemann International.

MATSUYAMA

Topic: Testing the Video Class
Spkr: Valerie Benson
Date: Sunday, January 17

Time: 2:00-4:30 p.m.
Place: Shironome High School, Memorial Hall 4F

Fee: Members free; non-members ¥1000

Info: D. McMurray, 0899-31-9561
Benson begins by examining the principles underlying video materials in language teaching, in an attempt to establish their unique impact on the language class. Seven characteristics are shown, from which it is clear that traditional tests are unlikely to be satisfactory indicators of student achievement. The paper then moves on to consider how best to test such materials, and includes a brief report of one such attempt. Finally, a number of guidelines are offered regarding the creation of tests appropriate for video classes, and some directions for future research in this area of testing are suggested.

Valerie Benson is an Assistant Professor at Suzugamine Women's College, Hiroshima. Her research interests include reading and teaching with video.

MORIOKA

Jeff Aden, 0196-23-4699

NAGANO

Richard Uehara, 0262-86-4441

NAGASAKI

Brian Moss, 0958-20-5713

NAGOYA

Topic: Teaching for the Entrance Exams Communicatively: An Interactive Mini-conference in English

Spkrs: Masayuki Niwa, Kenji Saeki, Sumako Hayashi, Chiaki Sakashita, Momoko Adachi, and Takahiro Fujita

Date: Sunday, January 24
Time: 1:00-5:00 p.m.
Place: Nanzan University, L Bldg., 1F
Fee: Members free; non-members ¥1000

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

This interactive mini-conference will consist of two concurrent sessions with six 30-minute presentations. The speakers will illustrate new activities that have actually been used in their classes to make studying for entrance exams more communicative. These activities include the use of songs, background music, communicative homework, rotating seating, TPR, pair work (even with large classes), and communicative activities that reduce teacher work. In addition

there will be a book display provided by the Asano Book Store.

NARA

Topic: "Once Upon a Time": Storytelling in the Classroom

Spkr: Robert MacLean
Date: Sunday, January 10
Time: 1:00-4:00 p.m.
Place: Saidaiji YMCA
Fee: Members free; Non-members ¥1000

Info: Masami Sugita, 0742-47-4121
Denise Vaughn, 0742-49-2443

Ever noticed how your students ears prick up when you tell a story? The natural human instinct for narrative can be channelled into the classroom as a powerful tool for second language learning, literary analysis and personal growth. This presentation will suggest various ways to approach oral literature, including how to learn, practise and tell a story.

Robert MacLean works for Ritsumeikan University.



NIIGATA

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

OKAYAMA

Fukiko Numoto, 0862-53-6648

OKINAWA

James Ross, 0988-68-4686

OMIYA

Topic: The Long and the Short of It
Spkr: Dale T. Griffiee
Date: January 17
Time: 1:30-4:30 p.m.
Place: Omiya Jack
Fee: Members free; non-members ¥1000

Info: Yukie Kayano, 048-746-8238
Two song lesson plans for junior high school, high school, conversation school or university will be presented. All activities will be from one of the presenter's books.

Dale T. Griffiee is an Assistant Profes-

Meetings

sor at Seigakuin University and author of *Songs in Action* (Prentice Hall) and *More HearSay* (Addison-Wesley).

OSAKA

Yoshihisa Ohnishi, 06-354-1826

SENDAI

Topic: It's a question of motivation
Spkr: Vaughan Jones
Date: Sunday, January 24
Time: 1:00-4:00 p. m.
Place: 141 Bldg., 5F (near Mitsukoshi on Ichibancho)
Fee: Members free; non-members ¥1000
Info: Takashi Seki, 022-278-8271 (h)
Brenda Hayashi, 022-279-1311 (w)

If you sometimes say (or think) "My students just aren't motivated" or "How can I get them talking" then this talk is for you. As well as providing a round up of highly motivating activities teachers can use to stimulate their students' interest, this workshop will examine which factors need to be taken into account when designing teaching materials for adult learner of English in Japan.

Vaughan Jones is the ELT Manager for Heinemann in Japan.

SHIZUOKA

Topic: Training Japanese Children to be Active Learners
Spkr: David Paul
Date: Sunday, January 17
Time: 2:00-4:00 p. m.
Place: Shizuoka Kyoiku Kaikan (From Shizuoka Station north exit, go up Miyuki dori, then turn right on Kita Kaido. It's across from Mr. Donuts.)
Fee: Members free; non-members ¥500
Info: Greg Jewell, 0559-67-4490
See Kyoto Chapter announcement!

SUWA

Topic: Classroom-Based Language Teaching
Spkr: James Dean Brown
Date: Sunday, January 31
Time: 2:00-4:30 p. m.
Place: Agata-no-mori Bunka Kaikan in Matsumoto
Info: Mary Aruga, 0266-27-3894
This talk will center on tests as they are used in language classrooms as opposed to standardized tests. A classroom test review checklist will be presented, and the beneficial effects of good classroom testing will be discussed. A definition of what a test item is and

guidelines for writing various types of test items will also be provided.

J.D. Brown, associate professor of ESL at the University of Hawaii at Manoa, is presently serving as a visiting professor at Temple University Japan.

TOKUSHIMA

Sachie Nishida, 0886-32-4737

TOKYO

Will Flaman, 03-5684-4817 (w)
Don Modesto, 03-3360-2568 (h)

TOYOHASHI

Topic: The Role of Roleplay in the Language Classroom
Spkr: David Kluge
Date: Sunday, January 17
Time: 1:30-4:30 p. m.
Place: Toyohashi University of Technology, Language Center 1F
Fee: Members free; Non-members ¥1000
Info: Kazunori Nozawa, 0532-25-6578

Roleplay is often considered to be a valid and important classroom tool, but the question is how to implement it successfully in the classroom. A general format of how to use roleplay, and a variety of roleplay techniques will be demonstrated

David E. Kluge is a visiting associate professor at Kinjo Gakuin University.

UTSUNOMIYA

Topic: Learning myself, others & world Activities for cooperative learning and global awareness
Spkr: Kazuya Asakawa
Date: Sunday, January 17
Time: 2:00-4:00 p. m.
Place: Utsunomiya Sogo Community Center (0286-27-1858)
Fee: Members free; non-members ¥1000
Info: James Chambers, 0286-27-1858
Michiko Kunitomo, 0286-61-8759

This presentation will introduce some lesson plans, activities and games that can be applied at any level and will raise learners' awareness toward the self and global issues.

Asakawa is an assistant professor at Tokai Gakuen Women's College and author of a high school textbook.

WEST TOKYO

Topic: You be the Judge: How to Judge a Speech Contest
Spkr: Dale Bay
Date: Saturday, January 30

Time: 3:00-6:00 p. m.
Place: Hachioji Shimin Kaikan (from Keio Hachioji or JR Hachioji Stn. take bus 91, 92 or 93 or walk 15 min from the south exit of JR stn.)
Fee: Members free; non-members ¥1000
Info: Yumiko Kiguchi, (h) 0427-23-8795, (w) 0427-92-2891
See Ibaraki Chapter Announcement!

YAMAGATA

Topic: Foreign Language Acquisition and Instruction in Terms of International Relations
Spkr: Harrison M. Holland
Date: Sunday, January 31
Time: 1:30-4:00 p.m.
Place: Yamagata Kajo Public Hall (Yamagata-shi, Shironishimachi)
Fee: Members and first visitors free; Non-members ¥500
Info: Fumio Sugawara, 0238-85-2468
Harrison M. Holland is a visiting professor at Tohoku University of Art & Design. His major is international relations, especially in terms of US-Japan relations.

YAMAGUCHI

Garrett Myers, 0835-24-0734
Eri Takeyama, 0836-31-4373

YOKOHAMA

Topic: How to Get More from Your Students: Practical Teaching Ideas
Spkr: Tim Cornwall
Date: Sunday, January 10
Time: 2:00-4:45 p. m.
Place: Yokohama Kaiko Kinen Kaikan (near JR Kannai Station and Yokohama Stadium)
Fee: Members and first-time visitors free; non-members ¥1000
Info: Ron Thornton, 0467-31-2797
Shizuko Marutani 045-824-9459
The presenter will discuss and demonstrate practical teaching ideas for large and small classes developed upon thirteen years personal experience teaching in Japan.
Tim Cornwall teaches English at Sophia University.



Conference Calendar

To place information in this column, contact Masaki Oda, Dept. of Foreign Languages, Tamagawa University, 6-1-1 Tamagawa Gakuen, Machida, Tokyo, 194, Japan, phone: (w) 0427-28-3271, (h) phone/fax: 044-988-4996, two months in advance of desired date of publication.

- Name: **1993 ACTA-ATESOL (NSW) National Conference & 8th Summer School**
Theme: TESOL: Building on Strength
Date: January 17-21, 1993
Place: Sydney, Australia
Contact: Patricia Tart, Australian Convention and Travel Service
GPO Box 2200, Canberra ACT 2601, Australia
Tel: +61-6-257-3299, Fax: +61-6-257-3256
- Name: **The Third Conference on Second Language Acquisition-Foreign Language Learning (SLA-FLLIII)**
Date: February 26-28, 1993
Place: Purdue University, West Lafayette, IN, U.S.A.
Contact: SLA-FLLIII
Purdue University
1359 Stanley Coulter Hall
W. Lafayette, IN 47907-1359 U.S.A.
Tel: +1-317-494-3867
E-mail: rbdorfer@mace.cc.purdue.edu
- Name: **Georgetown University Roundtable on Language and Linguistics 1993 (GURT 93)**
Theme: Strategic Interaction and Language Acquisition: Theory, Practice, and Research
Date: March 9-13, 1993
Place: Georgetown University Conference Center, Washington, D.C., U.S.A.
Contact: James E. Alatis, Chair/Helen E. Karn, Coordinator, School of Languages and Linguistics, Georgetown University
Washington, D.C. 20057-1067, U.S.A.
Tel: +1-202-687-5726 Fax: +1-202-687-5712
E-mail: gurt@guvax.binet (or) gurt@guvax.georgetown.edu (internet).
- Name: **TEAL '93 (British Columbia)**
Date: March 18-20, 1993
Place: Victoria, B.C., Canada
Contact: TEAL '93
177-4664 Lougheed Highway
Burnaby, B.C., V5C 5T5, Canada
- Name: **The 13th Annual Second Language Research Forum (SLRF)**
Theme: Cognitive Perspectives on Second Language Acquisition
Date: March 19-21, 1993
Place: Pittsburgh, PA, U.S.A.
Contact: Marion Delarche & Dawn McCormick
SLRF Conference Co-chairs,
Linguistics Dept.
2816 Cathedral of Learning
University of Pittsburgh
Pittsburgh, PA 15260, U.S.A.
Tel: +1-412-624-5900, Fax: +1-412-624-6130
- Name: **CATESOL (California Teachers of English to Speakers of Other Languages)**
Date: March 25-28, 1993
Place: The Doubletree and Marriott Hotels, Monterey, California, U.S.A.
- Contact: Barbara Thornbury, Conference Chair
P.O. Box 152
Monterey, CA 93942, USA
Tel: +1-408-647-1722
or
Christine Pearson Casanave
Keio University, Shonan Fujisawa Campus
5322 Endoh
Fujisawa-shi, Kanagawa 252
Tel: 0466-47-5111 ext. 3433, Fax: 0466-47-5041
- Name: **Teachers of English to Speakers of Other Languages (TESOL) 27th Annual Convention and Exposition**
Theme: Designing Our World
Date: April 13-17, 1993
Place: Atlanta Hilton, Atlanta, GA, U.S.A.
Contact: TESOL, 1600 Cameron St., Suite 300
Alexandria, VA 22314, U.S.A.
Tel: +1-703-836-0774, Fax: +1-703-836-7864
- Name: **American Association for Applied Linguistics (AAAL) Annual Meeting**
Date: April 16-19, 1993
Place: Atlanta Hilton, Atlanta GA, U.S.A.
Contact: AAAL 1993 Conference
P.O. Box 24083
Oklahoma City, OK, 73124 U.S.A.
Tel: +1-405-843-5113
Internet: jmay@REX.CHB.uohsc.edu
- Name: **REL Regional Seminar on Language for Special Purposes: Problems and Prospects**
Date: April 19-21, 1993
Place: Singapore
Contact: Attn: Seminar Secretariat
SEAMEO Regional Language Centre
30 Orange Grove Rd.
Singapore 1025
Tel: +65-737-9044, Fax: +65-734-2753
- Name: **JALT Kobe Chapter and N-SIG Conference '93**
Theme: Mirror on the Classroom: Reflective Teaching and Learning
Date: May 9-10, 1993
Place: Kobe, Japan
Deadline for Abstracts: January 31, 1993
Contact: Jane Hoelker
12-2-2-908 Sumiyoshi-dai
Higashinada-ku, Kobe 658
- Name: **NAFSA 45th Annual Conference**
Theme: Bridges and Gateways to the Future of International Education
Date: May 30-June 2, 1993
Place: San Francisco, CA, U.S.A.
Contact: NAFSA Conference and Meetings
NAFSA: Association of International Educators
1875 Connecticut Ave., NW, Suite 1000
Washington, DC 20009-5728 U.S.A.
Tel. +1-202-462-4811, Fax. +1-202-667-3419

Conference Calendar

Name: **23rd Communication Association of Japan Convention**

Date: June 25-26, 1993

Place: Kitakyushu

Deadline for Proposals: February 28, 1993; for complete papers Premier Sessions; March 31 for abstracts

Contact: Prof. James R. Bowers, C. A. J.
Meiji University, Office 258, Izumi Campus
1-9 Eifuku 1-chome, Suginami-ku, Tokyo 168
Tel: 03-5330-1322, Fax: 03-5330-1202
E-mail. AB00011@JPNMU11.BITNET

Name: **4th International Pragmatics Conference**

Theme: Cognition and Communication in an Intercultural Context

Date: July 25-30, 1993

Place: Kobe, Japan

Contact: Prof. Kansei Sugiyama

Dept. of English
Kobe City University of Foreign Studies
9-1 Gakuen higashi-machi
Nishi-ku, Kobe 651-21
Tel: 078-794-8179, Fax: 078-792-9020

Name: **Fourth Annual International Whole Language Umbrella 1993 Conference**

Date: August 5-8, 1993

Place: Winnipeg Convention Centre, Manitoba, Canada

Contact: Val Mowez, Whole Language Umbrella

#6-846 Marion St.
Winnipeg, Manitoba, R2J OK4 Canada
Tel: +1-204-237-5214, Fax: 1-204-237-3426
OR

Yoko Watanabe

Ikuei Jr. College

1666-1 Kyome-machi, Takasaki, Gumma 370

Tel: 0273-52-1981 (w), 0273-22-8056 (h)

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 Universiteit, Faculteit der Letteren
Postbus 7161

NL-1007 MC Amsterdam, The Netherlands

Tel: +31-020-5483075

Name: **5th EARLI (European Association for Research on Learning and Instruction) Conference**

Date: August 31-September 5, 1993

Place: Aix-en-Provence, France

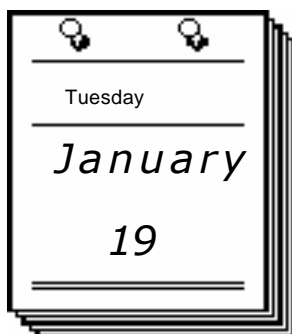
Contact: 5th EARLI Conference Secretariat
U.F.R. de Psychologie et Sciences de l'Éducation
Université de Provence
29 Avenue Robert Schuman
13621 Aix-en-Provence, Cedex, France
Fax: +33-42-20-59-05

Name: **Communication in the Workplace: Culture, Language and Organizational Change**

Date: September 1-4, 1993

Place: Sydney Hilton, Sydney, Australia

Contact: P. O. Box 721
Leichhardt, NSW 2040 Australia
Fax. +61-2-330-3914



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.

**差別に関する JALT,
The Language Teacher,
Job Information Centerの方針**

JALTは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年齢、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が、法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

求人広告掲載をご希望の方は、下記の用紙に必要事項をご記入の上、掲載希望月の2か月前の19日までに当コラム編集者までファックスでお送りください。英語：Harold Melville 075-741-1492 (月、火、土、日) 0749-24-9540 (水、木、金) 日本語：青木直子 054-272-8882

**JALT / TLT Job Information Center
Policy on Discrimination**

Jalt opposes discriminatory language, policies, and employment practices in accordance with Japanese law, International law, and human good sense. Announcements in the JIC / Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for re-writing if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Non-public personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counter productive to locating the best qualified person for a position.

Please use the form below, and fax it to Harold Melville at 075-741-1492 (Sat., Sun., Mon., Tues.) or 0749-24-9540 (Wed., Thurs., Fri.), so that it is received before the 19th of the month, two months before publication.

JIC / Positions Announcement Form	
City & Prefecture (勤務地):	Deadline (応募の締め切り):
Name of Institution (機関名):	
Title of Position (職名):	Full-time / Part-time (circle one) (専任/非常勤の別)
Qualifications (応募資格):	
Duties (職務内容):	
Salary, Benefits, and Other Terms of Contract (給与、社会保険などの契約条件):	
Application Materials Requested (提出書類):	
Contact Name, Address, & Tel/Fax (連絡先の住所、電話/Fax 番号、担当者名):	
Other Requirements (その他の条件):	

Please send all announcements for this column to Harold Melville, 7-5 Konki-cho, Hikone, Shiga 522; fax 0749-24-9540. Announcements must be received by the 19th of the month, two months before publication. The form provided on the next page must be used.

(FUKUI) EPY English School for elementary school pupils has an opening for a native speaker of English to start full-time in Fukui City from April 1993. Minimum requirements: BA in TEFL; previous experience teaching children preferred. Salary: competitive. For further information contact: Shozo Fujii, EPY English School, Tel: 0473-61-9921 (after 10:00 p. m.)

(HYOGO) Amagasaki Municipal Board of Education has full-time position(s) for native English speakers working in junior and senior high school. Five-day work week, Responsibilities: teaching together with Japanese teachers of English; material development; acting as a resource on SLA theory and alternative methodologies; test preparation; and advising English clubs. Requirements: elementary or secondary education training, TESOL, teacher training, material development or working with children. Qualities: some Japanese ability; tolerance and patience; someone who likes and enjoys working with children. Remuneration: competitive salary, health insurance. Send resume to Kanae Kitada, Supervisor of Instruction, Amagasaki Municipal Board of Education, 1-23-1 Higashi Nanamatsu-cho, Amagasaki-shi, Hyogo-ken 660.

(OSAKA) Kawachinagano City Board of Education is seeking a full-time instructor to teach English listening and speaking classes at two junior high schools and to help develop a curriculum for the city's International Awareness Program. Tuesday-Friday (8:20 a.m.-5:05 p.m.) 12-16 classes/week plus a weekly development meeting with other foreign instructors. Solo teaching experience and Japanese conversational ability essential. ¥420,000/month. Position to begin in August 1993.

A Note of Thanks

On behalf of all the staff of *The Language Teacher* I would like to acknowledge the work that has been done by Carol Rinnert, who has just retired as Editor. The enormous amount of painstaking effort that goes into editing, and the responsibility that falls on the Editor's shoulders are easily overlooked, often going unrecognised by the readers who enjoy the final product. During her two years as Editor, she has worked tirelessly, and has been meticulous and conscientious in her unpaid capacity as Editor. She has shown great professionalism and good humour in the daunting tasks she has had to face in the line of her work.

Thank you, Carol, from all of us. It has been a pleasure to work with you.
Helen Wright

The Language Teacher

日本語アシスタント編集者募集

The Language Teacher は、ボランティアとして、日本語記事の編集をお手伝いくださるアシスタントを募集します。この仕事には、第二言語の教育経験、編集業務、または、自分の論文を出版した経験、日本語と英語で仕事のできる語学力が必要です。事務連絡は、ファックスで行いますので、どちらにお住まいでもかまいません。ご希望の方は、履歴書と、ご自分でお書きになった日本語と英語の文章（内容は問いません）を、下記にお送りください。

420 静岡市駒形通1-2-11-507 青木直子

Japanese Language Assistant Editor for *The Language Teacher* Needed

The Language Teacher needs a Japanese language assistant editor. The work requires:

1. teaching experience of a second language;
2. experience in publishing and/or having your paper published in an academic journal; and
3. working proficiency in Japanese and English.

Please send resume and writing samples in both Japanese and English to the Japanese language editor at the following address: Naoko Aoki, 1-2-11507 Komagata-dori, Shizuoka 420.

MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 37 JALT chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

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

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, 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, Yamaychi, Yokohama.

N-SIGs -Video, Bilingualism Global Issues in Language Education, Japanese as a Second Language, (forming) Computer Assisted Language Learning, Materials Writers, Team Teaching.

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. **Student Memberships** (¥4,000) are available to full-time, undergraduate students with proper identification. **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), in dollars (on a U.S. bank), or on pounds (on a UK. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

CENTRAL OFFICE:

Shamboru Dai 2 Kawasaki 305, 1-3-17 Kaizuka, Kawasaki-ku, Kawasaki, Kanagawa, Japan 210
Tel.: (044) 245-9753 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、最新の語理理論に基づき、より良い教授法を学ぶ機会を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。現在、日本全国に1,000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：記の英文記事を参照。JALT会員、或はIATEFL会員には、割引の特典がある出版物もあります。

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

支部：現在、全国に37支部あります。北海道、盛岡、秋田、仙台、山形、茨城、宇都宮、群馬、栃木、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、松江、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) 1戸を共にする個人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。□ (5%OFF ¥1500) 1名) 同一勤務先に勤める個人が5名以上集まる場合には限りなく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。学生会員(¥4,000) 学生証のコピーを添えてお申し込みください。大学生に限ります。賛助会員—JALTの活動を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：縦じ込みの郵便振替用紙(〒114 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、い、ホリ第2川崎305号

TEL.044-245-9753

FAX.044-245-9754



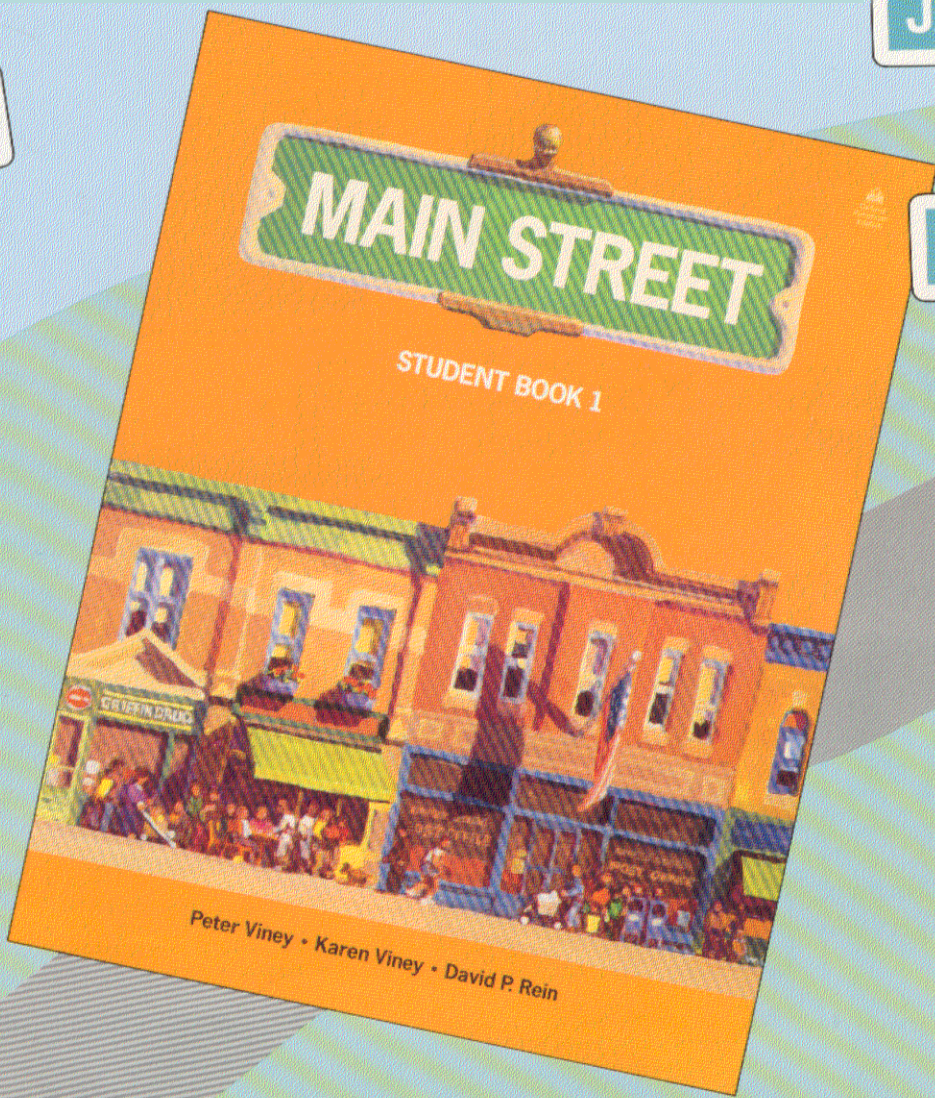
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back routes
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INTRODUCING

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**FOR
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FUN!

Turn the page
for
more information

Making Your Classroom a Better Place

Signs of the Time

MAIN STREET

The opening dialogue provides model vocabulary, grammar and functions and helps students to understand how to do later activities. They're also FUN.

The Presentation Section helps students activate their knowledge, have fun and prepare for the following activities.

The Practice Section develops accuracy of a specific grammar and speaking point.

The Free Practice Section lets students personalize the activity, be creative and still practice the lesson's language points.

The complete 3-page unit 10 (pages are reduced-size).

10 Quiz of the Week



1.
Alex: Good evening, ladies and gentlemen. I'm Alex Beck. Welcome to *Quiz of the Week!* Our first contestant is Andy Miller, from Springfield. Hello, Andy. How are you?
Andy: I'm fine, thanks, Alex.
Alex: Excuse me, Andy. You're in front of me. Stand next to me, please.
Andy: Sorry.
Alex: OK, here's your first question. What's the capital of France?
Andy: Uh...uh...I don't know.
Alex: Think of the song, Andy. "I love Paris in the springtime, I love Paris in the fall."
Andy: Is it Paris?
Alex: Yes, that's right, Andy! And now your second question. Where's Brasilia?
Andy: Uh, I think it's in Brazil.
Alex: Right! And now your third and last question. Who's Michael Jackson?
Andy: He's a singer.
Alex: That's right! Open the doors!

2.
Alex: OK, Andy. Look at the things on the table for ten seconds. Then name all of them in thirty seconds, and they're yours. Ready?
Alex: All right, Andy. What is there on the table?
Andy: Well, there's a picture. It's an oil painting. And there's a camera. And there's a clock. A gold clock.
Alex: Very good. What else is there?
Andy: Uh...uh...
Alex: Is there an oven?
Andy: Yes, there is! There's a microwave oven! And uh... Are there any spoons or forks on the table?
Alex: No, there aren't any spoons or forks, but... Come on, Andy!
Andy: There are some knives!
Alex: That's terrific, Andy. OK, there's just one more thing on the table.
Andy: There's a... Is there a telephone? No, there isn't a telephone. I know! There's a calculator!
Alex: Congratulations, Andy! Come and look at your prizes!

A Games What is there in the picture?

- Student A, look at picture one for thirty seconds. Close your book. Student B, ask Student A, "What is there in the first picture?"
- Student B, look at picture two for thirty seconds. Close your book. Student A, ask Student B, "What is there in the second picture?"

B Is there...?/Are there...?

Ask and answer questions about pictures one and two.

- A:** Is there a gold clock in picture one?
B: Yes, there is.
A: Is there a camera in picture two?
B: No, there isn't.
A: Are there any watches in picture two?
B: No, there aren't.
A: Are there any knives in picture one?
B: Yes, there are.

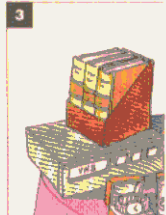
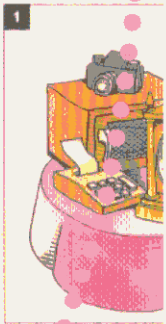
C Write a list.

Look at the three pictures. Write a list of ten things in them.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Talk to another student. Ask and answer questions about your lists.

- Is there a/an _____ on your list?
 Yes, there's a/an _____ on my list.
 No, there isn't a/an _____ on my list.
 Are there any _____ on your list?
 Yes, there are some _____.
 No, there aren't any _____.



A Checkback Unit appears every 10 units and lets students review and check their own progress.

The third page of each unit gives extra practice and provides even more opportunities for personalization and creativity, including role-plays, information gaps and other modern communicative activities.

A Which verb?

- Fill in the blanks with the correct verbs.
- He _____ from France.
a. m b. is c. re
 - _____ you from Canada?
a. Am b. Is c. Are
 - Where _____ they from?
a. am b. is c. are
 - I _____ fine, thanks.
a. m b. is c. re
 - It _____ a camera.
a. m b. is c. re
 - _____ she a teacher?
a. Am b. Is c. Are
 - We _____ police officers.
a. m b. is c. re
 - Yes, I _____.
a. am b. is c. are
 - _____ that a helicopter?
a. Am b. Is c. Are
 - Yes, they _____.
a. am b. is c. are

B Negative sentences

- It's a hamburger. *It isn't a hamburger.*
Make these sentences negative.
- I'm from the United States.
 - These are apples.
 - We're late.
 - That's a calculator.
 - It's a star.
 - He's a teacher.
 - Those are our suitcases.
 - You're right.
 - This is my car.
 - She's from Japan.

C Numbers

- Complete the chart.
- | cardinals | ordinals |
|-----------|----------|
| 1. one | _____ |
| 2. two | _____ |
| 3. _____ | third |
| 4. _____ | fourth |
| 5. five | _____ |
| 6. six | _____ |
| 7. _____ | seventh |
| 8. eight | _____ |
| 9. _____ | ninth |

D What time is it?

1. It's ten-fifty. _____

2. _____

3. _____

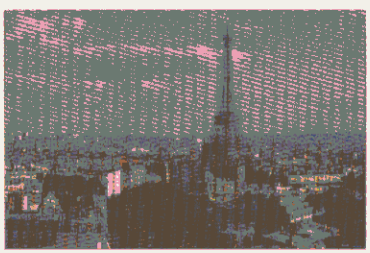
4. _____

5. _____

D A quiz

Student A, cover Student B's questions. Student B, cover Student A's questions. Take turns asking and answering your questions.

A: What's the capital of France?
B: It's Paris.
A: That's right.
B: What color is the Swedish flag?
A: (I think) It's blue and white. (I don't know.)
B: (No, it isn't.) It's blue and yellow.



STUDENT A

1. What's the capital of the United States?
It's Washington, D.C.
2. What nationality is Steven Spielberg?
He's American.
3. Where's Bangkok?
It's in Thailand.
4. What's Janet Jackson's job?
She's a singer.
5. What color is the Italian flag?
It's green, white, and red.

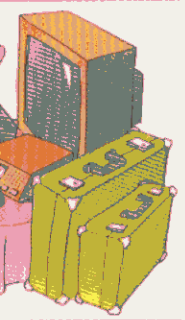
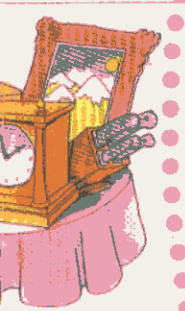
STUDENT B

1. Where's Princess Diana from?
She's from Great Britain.
2. What color is the Japanese flag?
It's red and white.
3. Who's Plácido Domingo?
He's a singer.
4. What's the capital of Mexico?
It's Mexico City.
5. What nationality is Yoko Ono?
She's Japanese.

E Write a quiz.

Write six new questions. Work with a new partner. Take turns asking your quiz questions.

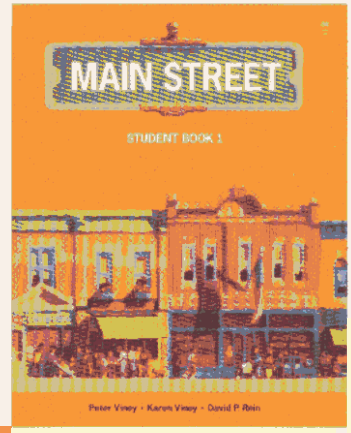
1. What's the capital of _____?
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ABOUT THE AUTHORS

PETER VINEY is well-known as a teacher, teacher-trainer and co-author of GRAPEVINE (on which MAIN STREET is based), STREAMLINE and various Oxford videos and readers, KAREN VINEY is co-author of GRAPEVINE and MAIN STREET. DAVID REIN is well-known as co-author of EAST WEST.



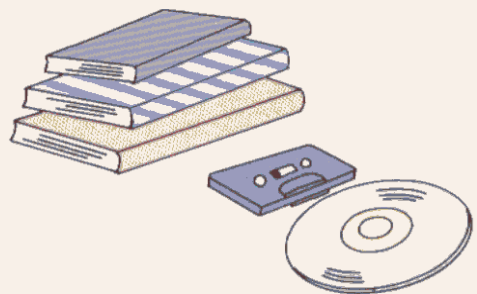
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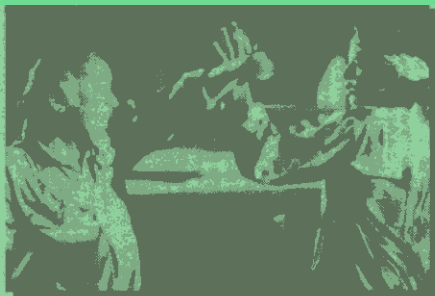
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