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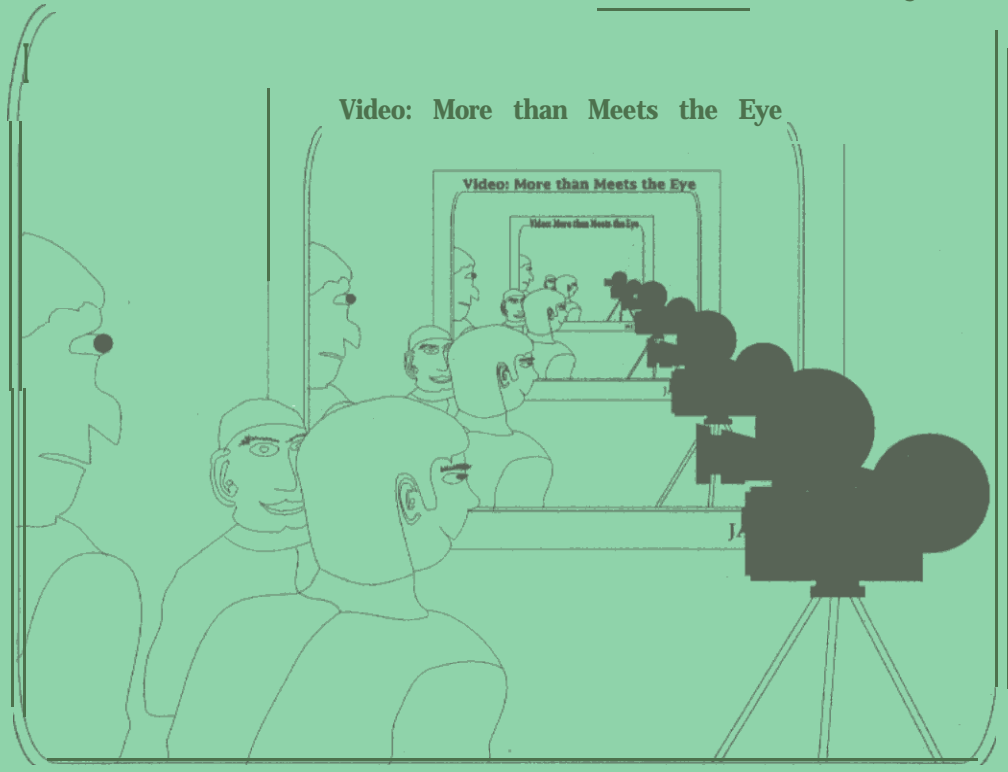
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THE LANGUAGE TEACHER 10

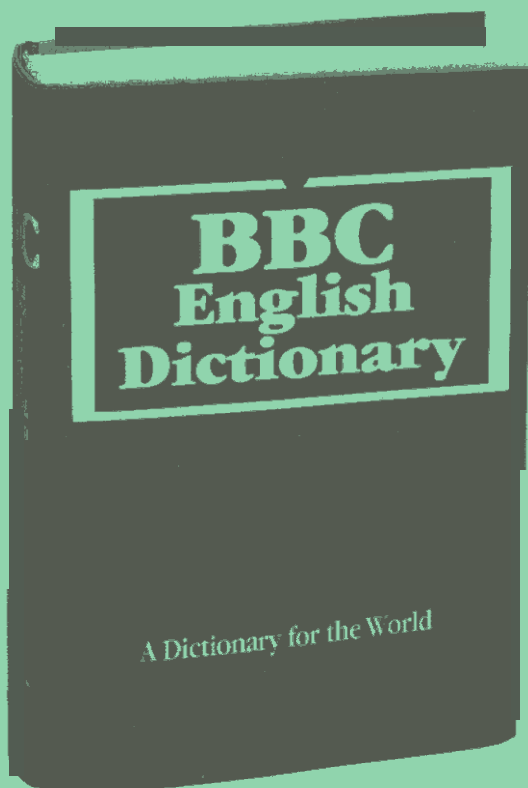
Video: More than Meets the Eye



JALT

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THE LANGUAGE TEACHER

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October 1993

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The Language Teacher is the monthly publication of the Japan Association of Language Teachers (*Zenkoku Gogaku Kyōiku 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.

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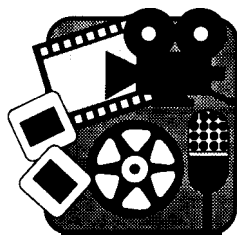
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Video Special Issue

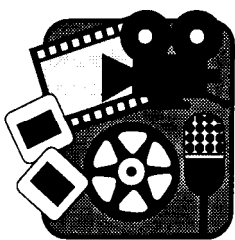
Traditionally, video has been seen as a window through which the outside world can enter the classroom. This was the position taken for the first Video Special Issue (November, 1989). However, windows do more than bring light into a classroom; they provide the opportunity to look inside for the benefit of both teacher and student

reflection. The second Video Special Issue draws on both perspectives.

Video can make a permanent record of classroom interaction which is more complete than audio tape alone and more accurate than relying on live observation checklists. In this light, **John Fanselow** proposes a non-threatening alternative to traditional classroom observation. Video also enhances student reflections on language and culture. **Ken Rose** draws our attention to the value of video as an interactional database for sociolinguistic consciousness-raising tasks. **Eiko Kato** teaches her students to use advanced computer technology to edit the student video excerpts that form the basis of a "video penpal" relationship in the U.S. **Donna Tatsuki** cautions, however, that technology is seductive. Too often it is technology rather than pedagogy that drives innovation. **David Neill** wittily re-examines the copyright controversy and **Chris Bragoli** shares his experiences with the uses of Closed Captioning in the classroom.

I want to take this opportunity to thank Greta Gorsuch for her patient help with the preparation of these articles. Thanks also are due to Naoko Aoki in her role as Japanese language editor. I am grateful to Sayoko Yamashita for kindly consenting to translate the English abstracts into Japanese.

Donna Hurst Tatsuki



ビデオ特集号

今月号は英語教育におけるビデオの可能性と利用方法についての特集号です。ビデオを使うと、外の世界を教室の中に簡単に取り込むことができます。また、授業をビデオに収めることによって、教師および学習者が授業を検証することも可能になりました。John Fanselow は、

ビデオによる授業参観は、先生同士が参観しあう場合よりも自然な授業風景を観察することができるかと論じています。Kenneth R. Rose は、文化に対する意識を高めるためにデータ・ベースとしてビデオを活用することを提案しています。加藤映子は、アメリカのペンパルへ手紙を書くのにコンピュータ・テクノロジーを使った指導方法を紹介しています。Donna H. Tatsuki は、十分注意してテクノロジーを取り入れるべきではないかと書いています。David Neill は、ビデオの著作権の問題を面白く取り扱っています。Christopher J. Bragoli は、字幕スーパーを隠して授業に使う方法を紹介しています。

吉竹ソニア抄訳

Smile, You're on Candid Camera¹

by John Fanselow
Columbia University

When I used to watch a program called Candid Camera on television, I sometimes felt sorry for the people who were being filmed because they were captured on video in unguarded moments after something rather strange had just happened. I remember one sequence in which each person who tried to open a door saw the door fall down in front of them as soon as they touched the door handle. As soon as the incident was over, a voice would announce to each person holding a door handle, or caught in some other seemingly embarrassing situation, "Smile, you're on Candid Camera." Most did! In fact, most people laughed, perhaps out of relief, realizing that a joke had been played on them.

One reason some of us who teach are at first reluctant to video tape ourselves might be that we unconsciously fear that something embarrassing will happen that will be captured on the tape. In our minds, we might wonder "Wouldn't we look stupid if the door handle came off!" But the people who did not know they were being video taped on Candid Camera never had time to wonder about feeling stupid since they were not told they were being video taped until after the incident was over.

Two possible lessons useful to those who want to explore their teaching might be learned from those who were video taped on Candid Camera. One lesson is that most viewers were completely sympathetic to those taped in seemingly embarrassing situations. Each viewer seemed to identify with the person on the tape. "Gee, that could happen to me," and "I would probably act in a similar way." Another lesson is that those who had been taped seemed unconcerned about however they reacted. They simply seemed to realize that they reacted the way they did, without any pretense or planning. Their reactions were spontaneous and genuine; there were no correct or incorrect ways to act.

If you are keen on trying to understand your teaching and see the degree to which what you do is in tune with what you want to do, seeing and hearing your classes is imperative. And, if you have been putting off audio or video taping your classes for fear of what you might discover, consider the lessons from those who were taped on Candid Camera, and other programs of this nature. One, there is no need to judge what we do, either positively or negatively. And, two, there are no absolutely right ways or absolutely wrong ways to do most things we do.

Suspending judgment and moving beyond absolutes (i.e., stop thinking of practices as good/bad or right/wrong) can allow us to begin to see our teaching differently, and thus free us to alter the proportion of different activities we do and generate new activities which we had not previously tried. In the following paragraphs, I will outline some steps that I have found useful in understanding my teaching and seeing the

extent to which some practices are in and out of tune with my beliefs.

Using Video for Reflection

First, you have to make a video tape. To both take pressure off of you and to provide more useful information, place the video camera on a tripod or a desk facing one group of students in the class. The resulting tape will show the same group of students during the entire lesson so that you can compare their reactions, responses and attention during the entire course of the lesson. By focusing on the students, you can study the effect of what you do rather than simply what you do. Your voice will be loud enough so that even though your face and body are never seen on the video tape, you can see the various effects your teaching practices have had on a small number of students in your class. Over time, you could point the camera at different clusters of students so that you can see how different individuals act in relationship to different practices you use.

After you make the tape, resist the temptation to watch the entire tape from beginning to end. If you do this first, it is likely that you will make judgments (in the form of labels like "boring" or "exciting") and absolute statements (such as "Their faces look like they are confused by the question" or "Calling on students makes them reluctant to speak") about what was good/bad and right/wrong. An alternative way to use the tape is to fast forward for some amount of time and then look at the part of the lesson where you stop. As you look at the segment which you have in fact randomly selected, write down what you say and the students say. In order to transcribe even a few exchanges, you will have to stop the tape every few seconds and rewind occasionally to re-listen to what is being said.

After a dozen lines have been transcribed-about six exchanges-replay the segment again and add some notes to the transcripts which reflect your interpretation of how the students and you were acting. "At this point, each student moved forward in his desk so they seemed to be very interested" or "Their faces look as if they are confused by my question." Your interpretive notes will of course contain some judgments, and perhaps even a few one dimensional, absolute statements. But the judgments and interpretations made after you first transcribe are different from initial judgments and interpretations in two ways. First, they are made after you have changed some of the spoken and visual information into language by transcribing the lines and writing your comments. Second, the purpose of judgments and one dimensional interpretations is different, as I will explain next.

The usual conversations between teachers and observers contain a number of judgments and one dimen-

sional interpretations which are stated as final and complete. The class was exciting; the way you had the students define the words in pairs showed how engaged students can become; calling on students makes them reluctant to speak. If we simply accept our impressions as we write them, it is unlikely that we will be able to learn anything new from our viewing of tapes of our teaching. But if we use these initial impressions as a starting point rather than as an ending point, we might see some new features of our teaching practices or those of others we observe.

Steps to Follow

Here are some steps that I go through in order to make use of my initial judgments and one dimensional interpretations and yet not be trapped by them. First, I divide a piece of paper into two, either by folding it or drawing a line down the middle, vertically. Then, I

Figure 1
Looking at Initial Judgments

	Your Judgment	Opposite
Step 1--> Initial judgment	Exciting	Boring, uninteresting, lacking in challenge
Step 2--> Examples		
Step 3--> Characteristics		

teristics of each type of activity so that we are able to describe them to each other. The exciting activities could turn out to be centered on topics related to the experience of the students rather than to language for its own sake or instances of students speaking to each other rather than to the entire class or to the teacher. The characteristics that seem to fit must be generated by those looking at the tape; there is no set of prescribed characteristics that you are asked to apply.

After at least two characteristics of say, exciting activities are noted, then, two characteristics of what are judged to be boring activities have to be noted. If we want to increase the frequency of, say, exciting activities in our next class, we simply have to change the activities we wrote in the boring column so that they have the features of the exciting activities.

The same steps need to be followed with the one dimensional interpretations. After writing a comment such as "Their faces look like they are confused by the question" on the top of the left column, you need to

Figure 2
Looking at One-Dimensional Interpretations

	Your one-dimensional interpretation	Opposite
Step 1--> Initial interpretation	Their faces look like they are confused by the question.	Their faces look like they understand the question.
Step 2--> Examples		
Step 3--> Characteristics		

write down my initial judgment on the top of the left column of the paper. I ask a partner to suggest a word that is the exact opposite of the one I put down. For example, if I use the word exciting, my partner might suggest the words boring, uninteresting, lacking in challenge as opposites. I then write their words at the top of the right column. Together, we then look at the transcript and find examples of communications by either the teacher or students that fit in either the right or left column. If we cannot find any to fit in the right column from the transcript, we replay the video tape until we find a few examples.

After we have examples of what we each consider to be exciting and boring activities, we try to list charac-

teristics of each type of activity so that we are able to describe them to each other. In this case, "Their faces look like they understand the question" would be an example of an opposite comment. With your partner, you then need to write communications from the video tape that you think are in tune with the interpretation on the top of both the right and left columns. As before, if no examples can be found from the transcribed segment, you can replay the video to find some examples from other segments of the lesson.

As soon as you have a few examples in each column, you need to write down other characteristics of the

examples. For example, the questions they seem to understand might be in their own language in contrast to questions in the target language. Also, the questions might be about the meaning of the directions of how to do an activity rather than about the language they are learning. Also, the questions they seem to understand might be those that are frequently used in class on a regular basis, or some that they have read in their textbooks and are familiar with.

What We Can Learn

Each time we write a column for a title that is the exact opposite of the original title, we are forcing ourselves to realize that whatever judgment or interpretation we made applied to only some of what we saw. Each time we write down other characteristics of the judgments and one dimensional interpretations we made, we realize that every communication has multiple characteristics, not just the one we originally noticed. Writing opposite judgments and interpretations also alerts us to the fact that others might well have a totally different perspective from us. Though it seems obvious that different people have different perspectives, writing down different perspectives and trying to fit examples from our teaching into a different perspective has the potential for enabling us to see what we might take for granted. Furthermore, if we write the titles for the columns as well as the examples and multiple characteristics, we will see that items we think fit in the left column might be considered examples that belong in the right column to our colleagues. Consequently, we begin to see something different in our teaching practices as well as those of our colleagues.

After the preceding steps are followed a number of times, a different level of perception can be reached by switching the titles in the columns. By copying the title we first put on top of the left column on to the top of the right column and copying the title we first put on top of the right column on to the left column, we are perhaps able to realize more concretely and strongly that what we perceive is not reality but our initial perception of reality, filtered by our values and beliefs. By trying to match examples we considered exciting with a label such as boring, we have to deliberately and consciously reexamine our beliefs and the characteristics of teaching practices which we think match our beliefs.

The steps just listed lead to analysis. Here are some characteristics of the conversations that will emerge from following the steps. Comments will begin to be more descriptive and specific-less judgmental and general. Multiple characteristics of teaching practices, students and materials will replace single characteristics of these phenomena. The type of single causation so prevalent in our lives-if we smile more, students will be happy-will be replaced by comments which show that there are multiple causes for many consequences in our class. Maybe when we smile we also tend to move around more, ask more questions and give more

feedback. In short, a combination of characteristics will start to be seen in relationship to various consequences rather than single characteristics. We will realize that waiting a little more for student responses and moving away from a student and showing appreciation might together increase the rate and loudness of student responses more than changing textbooks or totally altering the type of questions we ask. Though we will of course continue to make judgments and interpretations, the purpose of these judgments and interpretations will be to explore.

Small Time Investment

A key characteristic of this type of analysis is that it should not take a lot of time. Since only one short segment of a lesson is analyzed simply to see some new characteristics to change, a fifteen minute discussion, perhaps over lunch or during a break, provides enough time to start the analysis. Spending fifteen minutes twice a week for one term adds up to a lot of time but each single analysis takes little time. If one considers that a purpose of the analysis is to plan a change in our teaching, part of the time used to analyze becomes planning time. But the planning is based on segments of what was actually done in our teaching, not on our narration from memory or our mental images. This planning is intended to change something of what we do so that we can compare practices over time and thus gain more control over our teaching. Also, since we must compare our beliefs with our practices in this type of analysis, our planning is likely to become more in tune with our beliefs, goals and widened perception of the capabilities of our students and ourselves.

If we can keep in mind the unselfconscious freedom of those who were video taped for *Candid Camera*, it is likely that we will be able to see new things about our students and our teaching practices. If we think in terms of right and wrong, however, we are unlikely to be able to understand what we do any better nor to see things we have not seen before. Using judgments to explore rather than to praise or condemn can be surprisingly exciting but the only way to discover this is to pretend you have been on *Candid Camera*.

Note

| An expanded version of these suggestions was published in the *TESOL Quarterly* in an article called "Let's See: Contrasting Conversations about Teaching" (Volume 22, Number 1, March, 1988.) That article was reprinted in *Second Language Teacher Education*, edited by Jack Richards and David Nunan and published by Cambridge University Press in 1990. The steps in both this piece and the *TESOL Quarterly* article have been expanded in two more recent publications: *Contrasting Conversations* (Longman, 1992) and *Try the Opposite* (Published in Japanese by Simul Press, 1992), both by the author. The December, 1992 issue of *The Language Teacher* was devoted to Second Language Teacher Education and has a number of articles related to the points in this piece as well as extensive references to information on teacher preparation of second and foreign language teachers.



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Sociolinguistic Consciousness-raising Through Video

by Kenneth R. Rose
Kwansei Gakuin University

The prevalent approach to teaching sociolinguistic competence is primarily deductive, that is, learners are generally told how something is done (e.g., how to apologize or ask for directions), and then they practice doing it. Sociolinguistic consciousness-raising takes a more inductive approach. Simply put, the aim of sociolinguistic consciousness-raising is to make learners aware of how language use is affected by social contexts. This is where video comes in: It represents an ideal medium for introducing sociolinguistic issues into the classroom because it provides language used in rich, recoverable contexts which can be exploited in consciousness-raising activities.

To introduce sociolinguistic issues into Japanese classrooms, it's not a bad idea to start with something in Japanese. One of my favorite scenes for this purpose comes from Juzo Itami's *Tampopo*. After Goro (a truck driver) and Pishkin (a contractor) have nearly beaten each other to death and determined (falsely, of course) that Goro has no romantic interest in Tampopo (the ramen-cooking heroine), the two proceed to introduce themselves to one another. Pishkin takes the lead with "Ore Pishkin da," and Goro replies in kind with "Goro da." Those familiar with Japanese know that this is rather rough language, but it is quite appropriate for the context, that is, truck drivers and contractors are expected to talk to each other this way.

As a first step, students could view this scene and complete any of the numerous possible active-viewing tasks. For example, students could view the segment with the sound off and then describe the characters, places, and actions that they see, write a few lines of dialogue to guess what the characters have said, then watch the segment again with the sound on to check their predictions. Alternatively, students could listen only to the soundtrack and complete the same kind of basic description of people, places, and actions. (For more ideas of video tasks, see Stempleski & Tomalin, 1990, or Cooper, Lavery & Rinvoluceri, 1991).

After students have become familiar with the segment, they could be asked this question: What if Goro had responded to Pishkin with "Watakushi no namae wa Goro de gozaimasu?" The answer is immediately obvious to anyone familiar with Japanese: The language would be totally inappropriate for the context because it is much too polite. Truck drivers and contractors are not expected to talk to each other this way. In fact, just considering this option usually produces a round of laughs from Japanese students, which is evidence of the fact that this is not the kind of language they expect to hear from people like Goro.

This leads into a discussion of why people talk the way they do in any context. For starters, students could be asked why they laughed when it was suggested that Goro use such polite speech. This will bring their sociolinguistic competence to the surface, which can then be further exploited. Along these lines, I have asked students just who does speak so politely, and when. No one uses such polite speech all of the time, but most everyone uses polite speech some of the time. Students are quick to realize this, so it is not difficult for them to see that all of us vary our speech according to whom we are talking with, and where and when the interaction takes place.

After having introduced the issue of language variation in context, one could again use video to do some sociolinguistic analysis in the classroom. This could be accomplished by focusing on a given language function, such as requests. Using a little bit of insight from sociolinguistic research on requests (anyone interested in following up on more details of sociolinguistic research and its relevance to TESOL could begin with Wolfson, 1989), students could be taught, for example, that there are at least three possible levels of directness in requests: direct (e.g., *Give me your notes*), conventionally indirect (e.g., *Can I borrow your notes*), and hint (e.g., *I missed class yesterday*). They could then view five or six video segments which contain requests, label each for level of directness, and then speculate as to why the requests were made that way. This would require more detailed discussion of the context, for example, how well the people involved know each other (often called social distance), or what the relative social status of the people involved is (often called social dominance). All of this would lead to an increased awareness of how language is shaped by social context.

Conducting sociolinguistic analyses in the classroom with video also presents a good opportunity to explore other sociolinguistic issues. For example, there is a common perception that English speakers are more direct than Japanese speakers. Again using the example of requests, students could view segments containing requests which either support or refute this perception. The following excerpt from the American sitcom *Seinfeld* offers some excellent material for discussion of requests and directness, as well as comic relief. In this scene, Seinfeld's friend George has gone to the airport to pick him up, but George is having trouble locating the right gate. Staring up at a TV monitor announcing departures, George is flanked on his right side by an older woman, and on his left by an older man, both also looking at the monitor.

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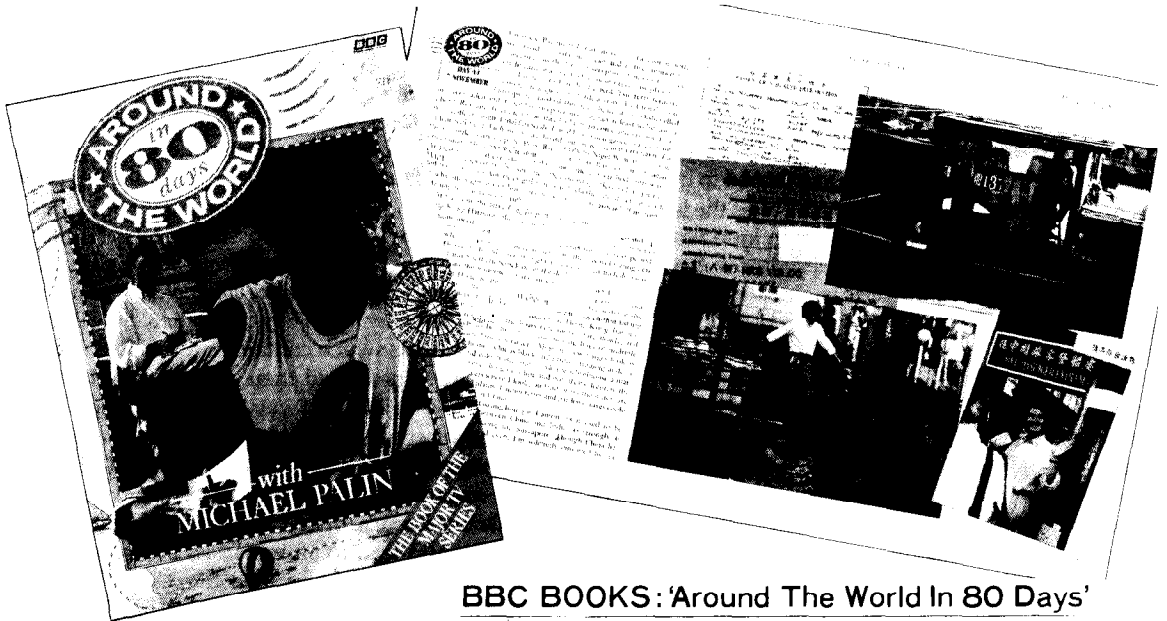


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George: It's all departures. I see nothing but departures! [To woman on right] Do you know where the arrivals are?
Woman: [Looks at George, turns, and walks off.]
George: [To man on left] Excuse me, sir, do you have the time?
Man: There's a clock over there [pointing].
George: Where?
Man: [Pointing again] There.
George: [Looking at man's wrist] But you have a watch on.
Man: Right by the escalator.
George: Why don't you just look at your watch?
Man: I told you-it's right over there [points again].
George: [Grabbing man's arm] Let me see the watch!
Man: Hey! What are you, some kind of nut? [Walks off]
George: You know, we're living in a society!

Needless to say, there are many ways this scene could be exploited in the classroom. After completing any number of active-viewing tasks such as those mentioned above, students could analyze the requests made by George for level of directness, and participate in a discussion on the use of hints (e.g., *Do you have the*

time?). Possible angles include why a particular request qualifies as a hint, exactly what George's intentions were in this scene, why he expected them to be obvious to his hearers, and why his requests failed to produce the desired effects. It might also be instructive to discuss how this scene would have played itself out at a Japanese airport. There are no doubt other tasks and activities which could be constructed based on this segment which would promote sociolinguistic consciousness-raising.

In sum, then, consciousness-raising activities are a fruitful way of addressing sociolinguistic competence in Japanese English classes, and video represents an excellent medium for constructing such activities. Although this paper has offered only a few examples, it is hoped that the potential value of video in consciousness-raising activities has been made clear.

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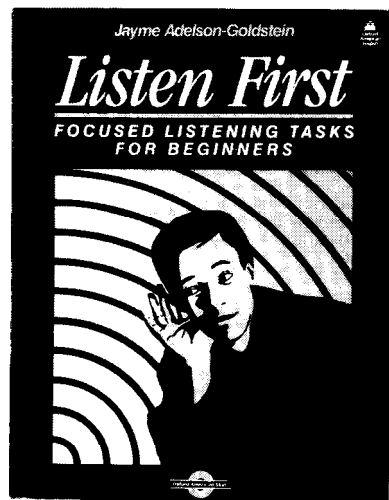
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ORILLAS Sister Class Project と英語学習

加藤 映子

大阪女学院短期大学

I. はじめに

1991年度より、ニューヨーク市立大学ブルックリン校（以下CUNY）の教育学部3、4年生と、大阪女学院短期大学の筆者のゼミの2年生との間で、ORILLAS Sister Class Projectを実施してきた。このプロジェクトは文化理解をお互いの目的として行われており、大阪女学院の英語科の学生にとっては英語学習の一端ともなっている。日本で英語を学ぶ学生は、英語をコミュニケーションの手段として使う機会に恵まれることが少ない。英語圏のことばの背景にある文化を実際に体験することもむずかしい。Sister Class Projectでは、教室の外にコミュニケーションをとる相手を持ち、異文化体験をすることが可能である。このプロジェクトを行う上で、コンピュータを利用してはいる。通常、コンピュータはCAIドリルやワープロとして英作文に使用されているが、1992年度の学生は創造力を駆使して日本の文化や社会を紹介する英語のビデオをコンピュータで作成した。このプロジェクトは文化理解と英語学習という2つの研究目的を持つが、本稿では主にSister Class Projectおよびコンピュータを使った英語のビデオ作成の試みを紹介したい。

II. Sister Class Project 概要

1) ORILLAS: Orilla a Orilla (From Shore to Shore)

カリフォルニア大学サンディエゴ校のコンピュータ・ネットワークに所属していたメキシコ、プエルトリコ、カリフォルニア及びニュー・イングランドの教師が、バイリンガル教育のセクションを作るためにORILLAS(Orilla a Orilla: From Shore to Shore)を発足させたのは1985年である。このORILLASは、遠く離れた2つのクラスをコンピュータ・ネットワーク上で結び、Sister Classの交流を可能にする。学習者の母語とESLの読み書き能力を高めること、語学学習、自己尊重、人間関係のスキル向上などを目的にプログラムを進めている。ORILLASは学習者1対1のペンハル交流ではなく、クラス対クラスが交流を持つこと、Sister Classの各教師が共通の学習プロジェクトを考えチーム・ティーチングを行うことを方針とし(Cummins, 1989; Cummins and Sayers, 1990; DeVillar and Faltis, 1991)、プロセスと学習者中心の学習原則のもと、学習者が協力しあってそれぞれの住んでいる地域についてのカルチャー・パッケージ(地図や写真等)と作文をコンピュータ・ネットワークで交換している。

このORILLASに大学生のレベルのSister Classとして、CUNY教育学部のTarr教授の多文化教育のクラスと、筆者のクラスが所属している。Tarr教授と筆者は、BITNET(注)を使ってカリキュラムを検討し、各クラスの状況を報告しあい、学生の作文をこの通信システムで送付している。アメリカと日本の大学の学期が違うので、日本の学生は前期にCUNYと交換するカルチャー・パッケージの準備を行い、後

期には各クラスで同じテーマに基づくディスカッションを行い、意見交換を行うことを決めた。

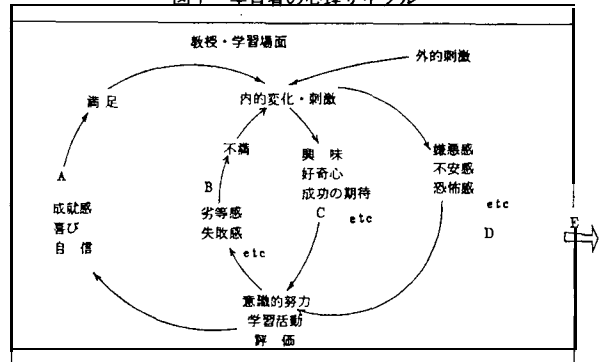
2) 目的

一般に、興味、意欲、動機づけなどが英語学習の重要な推進力といわれている。CUNYとのSister Class Projectおよびコンピュータでのビデオ作成が英語学習者にどのような効果や影響を与えるかを探ることが、このプロジェクトの研究目的である。三浦(1978)は、図1のような学習者の心理サイクルを提示し、英語の学習意欲を高めるためには、最も好ましいA→C→Aのサイクルを持続させる必要があると述べている。また、動機づけには学習者の興味の重視、目的の自覚、成就感、学習結果の知識、賞罰、協力と競争という方法があげられる。Sister Classやコンピュータネットワーク通信を用いた教育の研究では、通信相手とのコミュニケーション時に意識的に自分たちの意図する点を明確に伝えようとするなど、学習者のWritingに変化が見られた(Cohen and Riel, 1990)、学習者が真のコミュニケーションの相手を持つことでWritingを有意義なものとして捉え始めた(Freedman, 1989)、コンピュータ通信による場面設定が日本の大学生に目的意識をもって英語を学ぶという環境を与える(三宅・杉本, 1985)など、学習者がSister Classやコンピュータ通信の相手から受ける学習効果が、多くの研究者によって報告されている(Sayers, 1989; 三宅・杉本, 1990; 三宅他, 1989; ニューマン, 1985)。

3) クラス形態

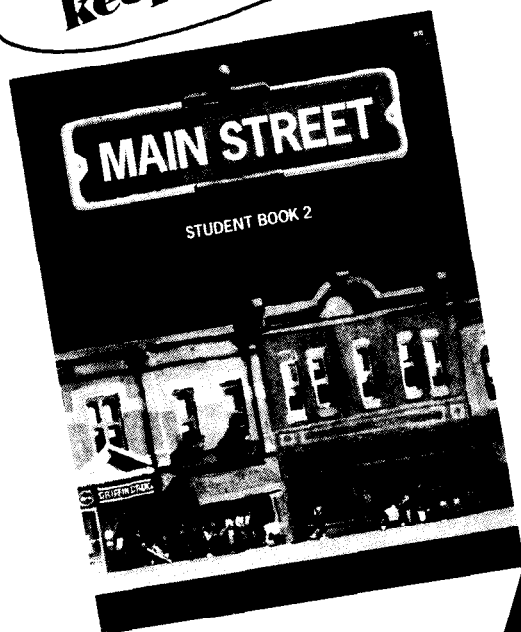
大阪女学院ではゼミ1時間(50分授業、週1回)を必修科目として行っている。このゼミは英語学力別クラス編成ではなく、TOEFLで430点から545点程度の幅広い英語力の学生でクラスが形成される。授業は講義形式ではなく、Sister Class Projectの課題をプロセスを踏みながら、学生が個人またはグループ発表を行う演習形式である。文化についての新

図1 学習者の心理サイクル

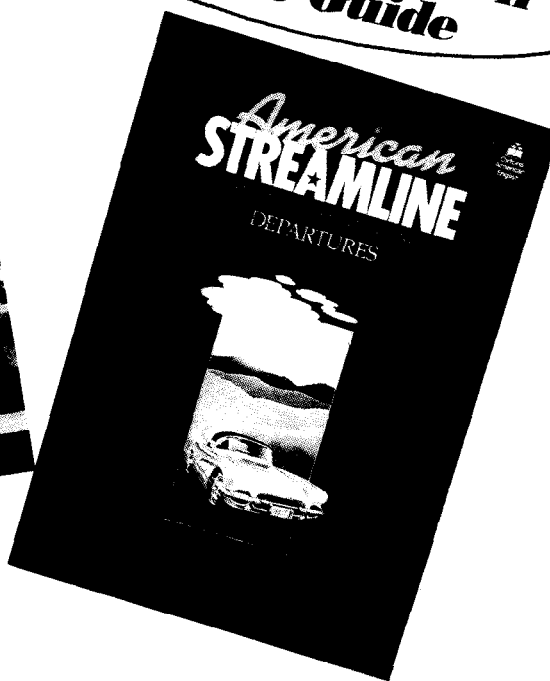


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しい知識を教えたり、英語力を伸ばすための授業を行うのではなく、学生の培ってきた文化知識と学んできた英語能力を発揮することが期待されている。

4) カルチャー・パッケージの交換

Sister Class 間で交換するカルチャー・パッケージは、以下の3点であるが、最後の QuickTime ビデオは大阪女学院側からのみ送るものである。

- ・自己紹介：写真と自己紹介の文章を CUNY へ郵送する。
- ・文化物：日本の文化を表す文化物を各学生が選び、その説明を加え CUNY へ郵送する。説明は、そのものが持つ意味を CUNY の学生へ伝えることを意図する。1992年度の学生が選んだ文化物は、送付可能物が、ふるしき、せんす、そろばん、こいのぼり、千羽鶴、竹とんぼ、はんこ、筆ペン、はちまき、てるてるぼうず、テレホンカード、うちわ、風鈴、おみくじ、おてだま。これらは説明文とともに郵送した。送付不可能物のきもの、たたみ、こたつは、説明文にイラストや写真を添えて郵送した。
- ・QuickTime を使ったビデオ：前述の文化物は物であるが、これは日本の文化や社会を紹介する5分間のビデオである。4-5名のグループで企画、ビデオ撮影、編集、BGM と英語のナレーションを入れるという制作作業を進めていく。1991年度の学生はラッシュアワー、大阪、京都、奈良の文化、大阪女学院の学校紹介をテーマに取り組んだ。このビデオ編集は従来のビデオ編集機で行ったが、1992年度の学生は、大阪、京

都、神道、高校生活、銭湯、塾をテーマにマッキントッシュコンピュータ上でビデオ編集を行った。映像が完成した段階で英語のナレーションを入れる。このナレーションはまず説明文を英語で書き、その文章を練習、録音し映像に加える。

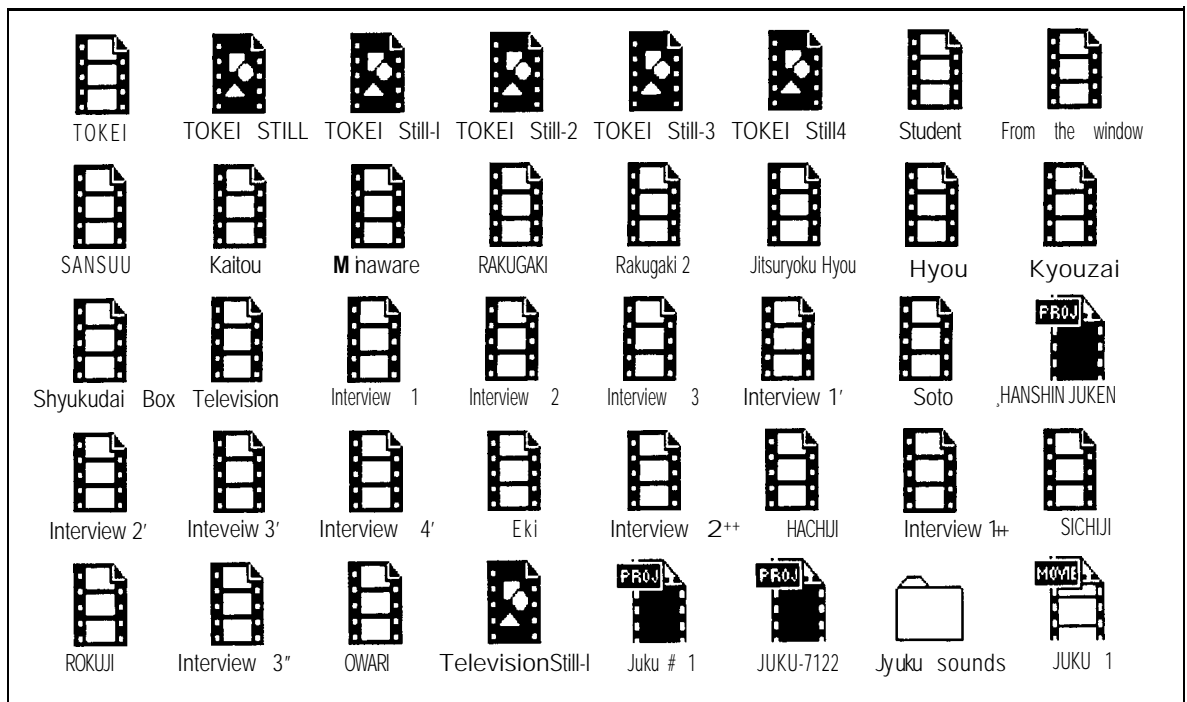
1 年次に履修の英作文や発音学で学んだ力が要求される。このようにして作成されたビデオを、日本文化や社会を紹介してきたのか、英語がアメリカの大学生に通じたのかという観点で、Sister Classmates に評価してもらうことになる。

III. QuickTime Movie (以下 QTV) 作成手順

QuickTime は1991年末にアップルコンピュータからリリースされた映像と音声をコンピュータ上で扱うための基盤となる技術である。今までコンピュータでは扱いにくかった動画を取り込み、音声をその動画につけ自由自在にビデオを作成できる機能であり、現在ではすべての Macintosh に組み込まれて販売されているほか、他社へのライセンス供与も進行中である。

学生は、各グループでテーマを検討し、なぜそのテーマが日本の文化や社会を紹介するために意義があるのかをクラスで発表する。他グループはそのテーマに対し、アドバイスや提案を行う。例えば、銭湯をテーマにしたグループには、銭湯の歴史を説明してはどうかといった意見が出された。企画が煮詰まった時点で、8ミリビデオカメラを携え撮影に出かける。半日あるいは1日撮影にかかるグループもある。ビデオ撮

図 2 Film Clips



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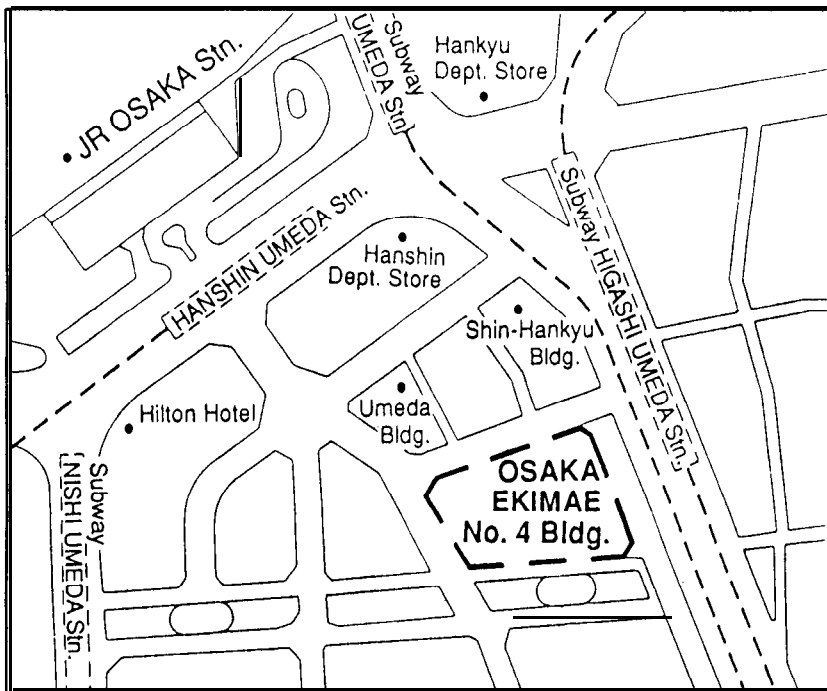
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影終了後、クラスでそのビデオを発表し他グループのコメントを受ける。そのコメントに応じてもう一度撮影するグループもある。撮影した映像はビデオカメラから画像入力ボードを経てコンピュータのハードディスク上に入力される。その映像の必要部分のみを保存していくと、図2のような細切れに分割された Film Clip ができあがる。図3の映像編集ソフト Adobe Premiere の Construction Window の Videoトラック A または B 上に先に作られた Film Clip を順番に入力していく。この Construction Window に入力された Film Clip は簡単に挿入、消去できる。従来の編集機では、映像の順番を視覚で確認できず、頭の中で映像を呼び起こさなければならなかった。また、素人が編集プロセスをやり直すことは不可能に近かった。QuickTime は再編集を簡単にできる利点を持つ。学生は、他のグループのコメントを受け、映像編集を改良していくことができる。例えば、あるグループのビデオに対して、最後の場面をもう少し工夫しエンディングをしめればよいとアドバイスがあった。これに応じて、ビデオの構成を変えることはたやすいことである。Construction Window の Super 上には文字入力ができ、Audio の A に英語のナレーション、B に BGM を入力できる。ほとんどの学生がコンピュータを使用するのは初めてであったが、2時間

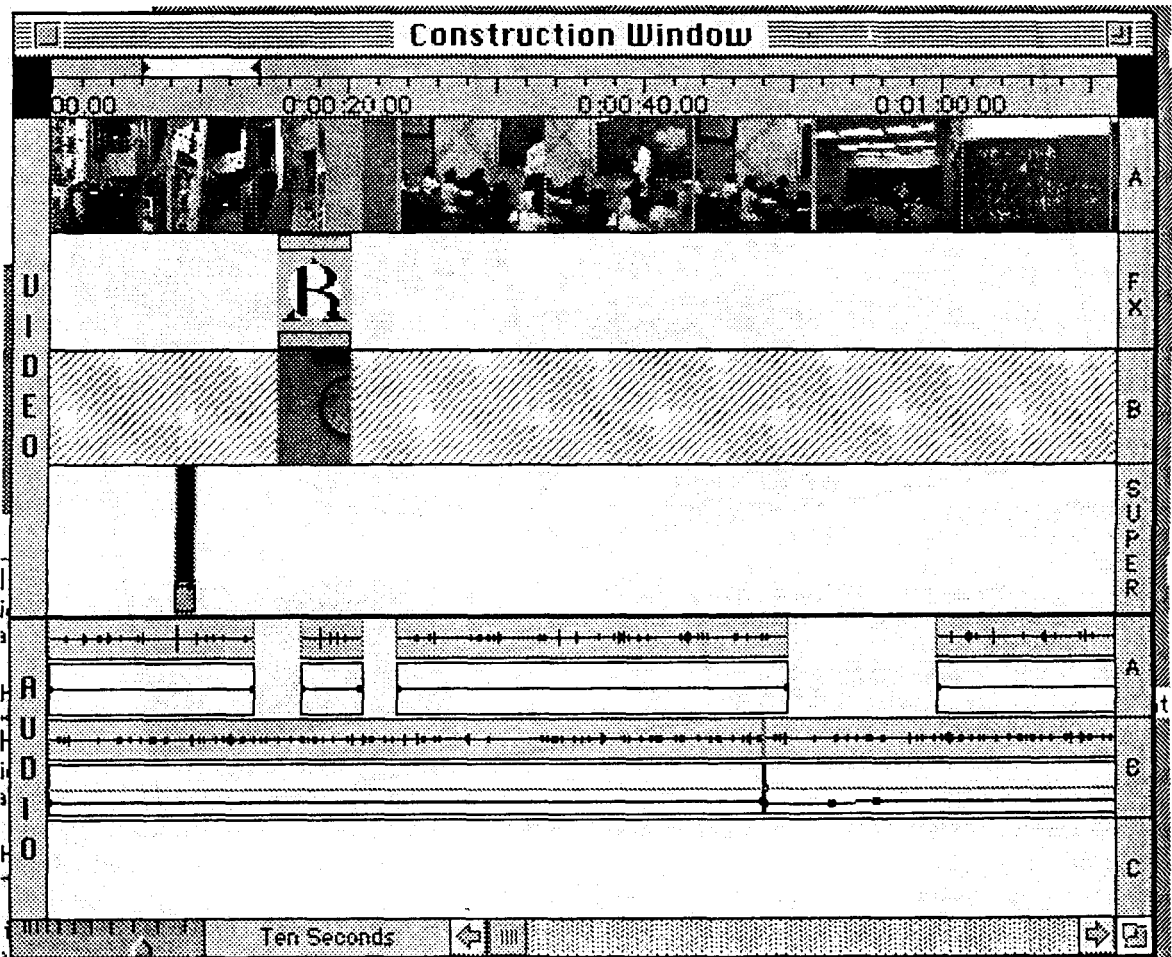
の指導でこの QuickTime の使用法をマスターした。

各グループが5分のビデオを作成するのに費やした時間は20時間から25時間程度であった。5月下旬から開始した作業が完成したのはすでに夏休みに入った7月下旬。夏休みまでのゼミの授業時間数10時間をはるかに上回る時間を QTV 作成のための課外作業に費やした学生たちは、QTV が完成に近づくにつれて取り組む意欲が増し、完成時の満足度は大変高いものであった。筆者がこのプロジェクトに関わった時間は、各グループへの QuickTime の操作方法指導に各グループ2時間(6グループで12時間)および QTV 作成最終段階の英語のナレーションの録音やコンピュータ上へ音声を取り込む指導に各グループ3時間(6グループで18時間)であった。コンピュータ指導にかなりの時間を要したわけだが、これは QTV 作成機能をもつコンピュータが1台のみであったため、数台のコンピュータがあれば一斉指導ができ解決する問題である。

IV. CUNY の学生による QTV の評価結果

前述の学生が制作した QTV は、5つの項目(ナレーションの内容、発音、文法、語法、日本文化及び社会の理解度)に関して、Stern(1983)に使用されている Likert の5段階評価

図3 Adobe Premiere Construction Window

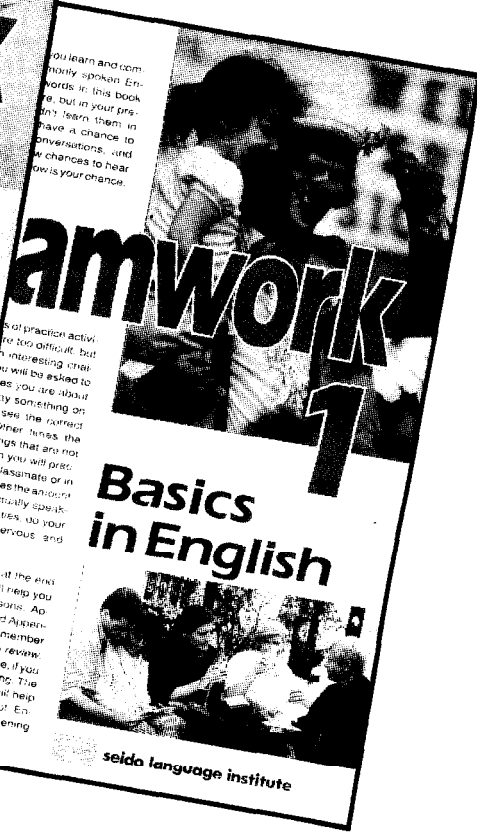
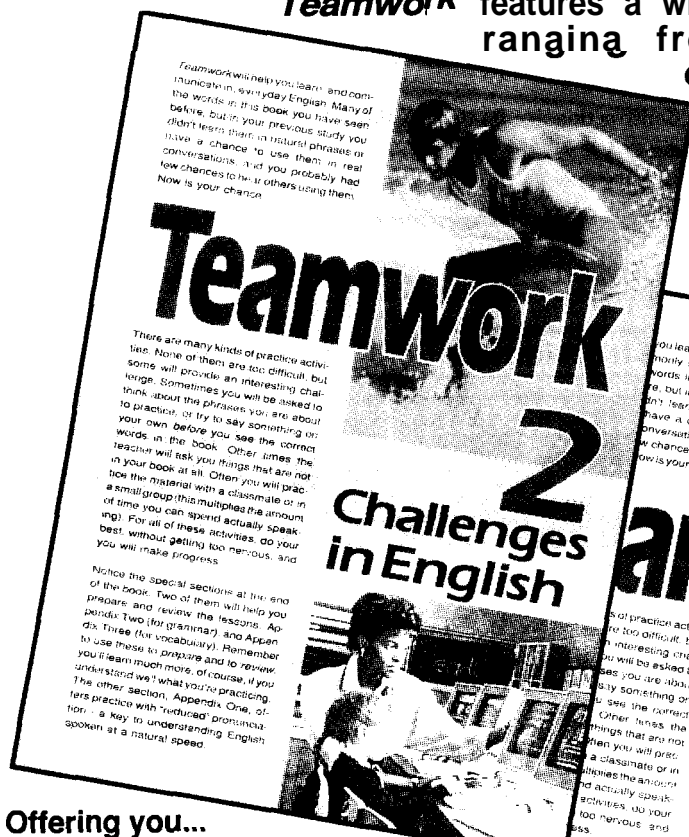


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を用いた評価を、CUNYの41名の学生にお願いした。その結果は、表1が示すように、文化や社会を理解してもらう役割は果しているが、他の項目に比べ英語の発音に関しては評価が低いというものであった。

表1 CUNYの学生による Quick Time Movie 評価結果

	内容	発音	文法	語法	文化 伝達度	平均
Osaka	3.71	3.38	3.38	3.46	3.60	3.51
Juku	4.31	4.25	4.39	4.15	4.17	4.25
Furoya	3.43	2.41	3.15	3.27	3.67	3.18
Gakko	3.75	3.17	3.30	3.49	3.71	3.48
Shinto	3.46	2.72	3.02	3.31	3.63	3.22
Kyoto	4.07	3.07	3.24	3.41	3.80	3.52
平均	3.89	3.23	3.45	3.53	3.79	3.53

V. 考察

CUNYでのSister Class Projectにおいて、三浦(1978)の示す英語学習意欲を高めるサイクルのC、興味と好奇心の要因は、学生が交流を持つCUNYの学生である。その興味や好奇心が意識的努力、学習活動に結びつく。例えば、日本側の学生が送った自己紹介文は名前、年齢、趣味程度の1段落のかたまりなものであった。しかし、その後、彼らが受け取ったCUNYからの自己紹介文は一人分がA4ダブルスペースで2ページにわたる、全自分をおかせる80ページにも及んだ。講義の授業でこの分量を1週間で読んでできなさいという一聴然とする学生たちだが、自ら進んで読みたいと申し出てきた。中には相手について知りたいという興味や好奇心が働いている。内容もCUNYの学生の民族的ルーツ、家族、アメリカ文化、音楽のこと、自分の得意なことを、なぜ学んでいるのかなど詳しく書かれていた。この自己紹介文から、アメリカと日本が多民族国家であることや、移民者が多いことや、家族意識の日本との違いなどアメリカの文化を学ぶことができた。一期を経て、後期にSister ClassmatesとなるCUNYの学生に届けようという自己紹介文を書かなくてはならぬ。1回目はかかるか多い分量の英文を書き、内容も、個人的な事柄に感情をこめて書くなど変化が見られた。これはSister Classmatesが自己紹介文の見本を示してくれたのおかげではないかと思う。

QTV作成でも同じような効果が見られた。まず、コンピュータでビデオ作成という新しいサイクルのDを使用することが三浦の示すC、興味、好奇心を産み出した。作成過程において努力をした作品に日本のクラスメイトからの評価をもらい、自信や喜びが芽生え、満足感を味わった。次にCUNYの学生から送られる評価を受けるかという期待を持った。返ってきたコメントは「6本のビデオは大変、勉強になった。よく考えている。音楽もよかった。やむを得ない仕事だったならうが、作品はとてもよくできていた」などと、ナレーターのはたかでは、発音の練習が必要だ。あるいは、何を言っているかわからないことがあった」という発音に対する厳しい評価であった。しかし、その否定的なコメントでさえ学習者により刺激を与えた。CUNYからのコメントに感想文を書かせたが、ほとんどの学生から一度英語のナレーション

をやり直したいと書いていた。ある学生は次のような感想文を書いた。「Movieを作る時一番気になっていたのは、アフレコでした。発音や表現がきちんと通じるのかしらと。そして思った通り厳しいコメントもありました。言葉の問題がやはり生じるのだなあと思いました。学校内でnativeの先生方と話すときには、身振りもできるし、その状況にいますので、相手も私たちのひどい英語をなんとか理解してくれるのですが、Movieの中では彼等にはあまり聞き慣れない日本の文化に関する単語が出てくるので通じにくいのかなあと思いました」

また、発音の面だけでなく、「興味深いシーンがたくさんありとても楽しく拝見したが、そのシーンの背景にある制作者の感情やそのシーンをなぜ挿入したのかという説明がほしい。例えば、高校生活を紹介したビデオでなぜ制服があるのか、なぜ遠方から時間をかけて高校に通うのか、学校の規則をどう思っているのか、などである」という指摘に応じて、自分たちの意見や感情を加えたナレーションにしたいと意欲的な感想もあった。ビデオ作成中に教師が注意や訂正を与えるのではなく、交流相手からの評価が学習者に与える影響は大変強い。

英語は正しく発音しなければ通じないという、通常の英語の授業ではジェスチャーなどでカバーされて見過ごしがちな点を、このSister Classビデオ・プロジェクトを通して実感した学生たちであった。文書だけの通信ではわからない発音への指摘を受けることができたのも、ビデオというメディアを使ったおかげであり、学習者がもう一度やり直したいと自発的に意欲を起したのはSister Classmatesのおかげである。自分たちの作文や作品に対し評価やコメントがSister Classmatesから届くということが、刺激・興味・学習活動・評価・成就感というサイクルを回転させている。コンピュータを使うということでも同じような効果が見受けられた。この学習意欲をどう保持し英語力向上につなげることができるかを見るには、1年間という学習期間では限界がある。また、アメリカと日本の学期が違ったために、プロジェクトを行える期間が短いという問題点もある。しかし、今回のプロジェクトにおいて学習者の示した態度のおかげで、いかに学習に対する動機づけが大切かを再認識できた。学習者に興味や意識的努力を促すように今後の英語の授業の中で工夫をしていきたい。

(注) 大学間のコンピュータ・ネットワーク通信システム。筆者は、京都大学大規模計算機センターを利用している。

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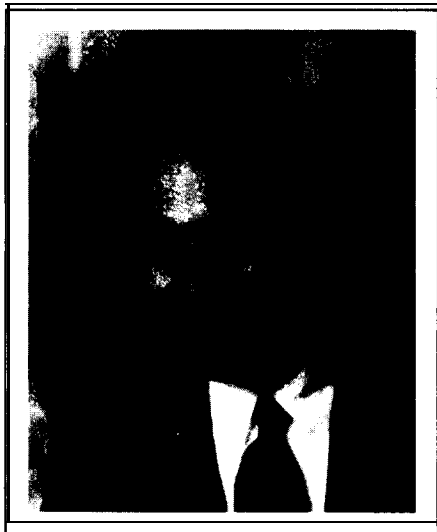
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(KATO cont'd on p. 33.)

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Interactive Video and Hypermedia: Where's the Beef?

by Donna Hurst Tatsuki
Kwansei Gakuin University

A few years back a hamburger commercial featured an elderly woman peering at a minuscule patty of meat between two halves of bun and asking, "Where's the beef?" She was pointing out the gap between what the hamburger chain had lead her to expect and what she appeared to be getting. That notorious question caught the attention of the public and came to be used in wider contexts with the meaning, "Where's the evidence to support the claims?"

Underwood (1984) observed that "...the language teaching profession has always shown a curious weakness for leaping on bandwagons, whether they involved the very latest and most 'scientific' teaching method or simply the newest technological gadget..." (p. 33). A case in point was the rush by schools to invest in language labs during the 1960s without clear ideas about how to use them. The manufacturers concerned themselves with the development of (profitable) hardware, while neglecting (unprofitable) software. Eventually the novelty began to wear off, and teachers began to question the effectiveness of language labs. Studies began confirming their fears that all that expensive machinery, as it was currently being employed, had no effect on achievement (Smith, 1970) or in some cases a negative effect (Keating, 1963). Thirty years later, is history repeating itself?

Interactive Video (IAV) and hypermedia (HM) are two of the more recent technological gadgets to catch teachers' attention. Interactive Video is the combination of video (usually using laser disk) and computer technologies to offer the learner control to proceed through materials at his own pace and to provide some form of feedback. Hypermedia takes advantage of the computer's ability to store and access tremendous amounts of information. In hypermedia, the learner is able to access and explore information following her own path. Both separately and in combination these technologies hold great potential for language learning.

Many claims have already been made about Interactive Video and Hypermedia by those who are either economically or psychologically invested in it. For instance, it is claimed that Interactive Video produces 56% greater learning gains, a 60% faster learning curve, 25-50% and higher content retention at a 38-70% greater rate compared to live instruction (Knowles, 1992, p. 64). However, what efforts have been made to validate these claims? What is the nature of the evidence that is emerging from studies on the effectiveness of Interactive Video/Hypermedia?

One step to find answers for these questions was to conduct an ERIC (Educational Resources Information Center) search. ERIC is a comprehensive database of journal articles, research reports, and conference proceedings in the field of education. This is supported by an ERIC microfiche collection of those articles that are not readily available in journals. Temple University in Tokyo and Tsukuba University are the only two private universities in Japan that possess a full ERIC collection. The ERIC search that I conducted used the key words "Interactive Video" and "Hypermedia" to elicit 373 documents. The words "Effect*" (to search for effect, effects, effective, effectiveness, etc.), "Compar*" (to search for compare, compares, comparison, comparative, etc.) were later used as aids to pinpoint evaluative/investigative studies.

However, to be thorough, all 373 document abstracts were examined. Journals specializing in technology, such as the *CALICO Journal* (Computer Assisted Language Instruction Consortium) were also consulted in an effort to gather as comprehensive a collection of studies as possible. Altogether 31 abstracts involving some form of critical analysis or comparison study of Interactive Video/Hypermedia were identified, although only 21 full articles represented by the abstracts were available for inspection. The other abstracts (more than 350, in all) described articles that did one or a combination of the following: 1) described the workings of a prototype lesson, 2) made (unsubstantiated) claims about the efficacy of Interactive Video/Hypermedia, 3) projected the possible uses of a particular configuration of hard and software based on the technical capabilities. The remaining paragraphs will summarize the findings and shortcomings of the available studies.

Common Pitfalls

A close examination of these studies revealed some troubling tendencies. First, the sample sizes tended to be small. Although "...there are no hard and fast rules..." (Brown, 1988, p. 113) regarding adequate sample size, the size of the sample will affect the degree to which the results can be said to have meaning beyond the study. In other words, if the number of subjects involved is small, then the ability to generalize the claims to other learners in other situations is weak. For instance in the case of Javetz (1986), who reports significant results, the size of the sample is very small-17 subjects in total (8 treatment, 9 control)-and this smallness of sample is not even hinted at prior to page 47 of the paper. This

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Table 1
Effectiveness/Comparison Studies

Author and date	Question or focus	Outcome
Blanchard, D. (1990)	IAV vs classroom instruction	benefits
Boen, L. (1985)	IAV vs classroom instruction	benefits
Crotty, J. (cited in Chang, 1990)	IAV vs classroom instruction	benefits
Frey, D. (1990)	correlation of learning styles and various HM access formats	inconclusive
Grover, S. (1986)	HM vs linear (only one route through material)	no difference
Higgins, K. (1990)	HM vs lecture (live instruction)	no difference
Hoffer, T. (1992)	Effect of IAV on attitudes/anxiety	inconclusive
Hofmeister, A. (1990)	Effect of HM on reading proficiency through strategy training	no benefits
Javetz, E. (1986)	IAV vs video tape	benefits
Kenny, R. (1991)	IAV delivered graphic organizers on learning style	no difference
Lawrence, I? (1987)	IAV vs classroom instruction	no difference
Marks, M. (cited in Chang, 1990)	value of context clues delivered by IAV	inconclusive
Meskill, C. (1991)	effect of on-line feedback	inconclusive
Morrissey, K. (1990)	Effect of IAV on time spent in a museum exhibit	benefits
Neuman, D (1990)	HM guide to library indices	benefits
Rubens, P. (1991)	HM vs paper (book)	negative effects
Sakurai, T. (1993)	HM vs classroom instruction	negative effects
Schmidt, H. (1989)	HM vs lecture	inconclusive
Schrupp, D., Bush, M., and Mueller, G. (1983)	IAV vs video tape	benefits
Verano, M (cited in Chang, 1990)	IAV vs segmented vs linear video	benefits
Weathers, M. (1987)	IAV vs classroom instruction	no difference

Note. IAV=Interactive Video
HM=Hypermedia

small sample seriously weakens the meaningfulness of her study.

Furthermore, Javetz does not indicate a way to establish the equivalence of the two groups (treatment and control) prior to treatment or how, if at all, the groups differed. Both groups should be equivalent, i.e. no one group should have an advantage in terms of skill or familiarity with the testing material if the researcher wants to make claims about a study's results. Thus we don't really know if Javetz's Interactive Video group really performed better, or if they were just better to begin with. In another study that claimed "...a notable increase in student performance..." (Neuman, 1990, p. 11), there was no control group at all. This leaves the reader with no way of knowing if the treatment made a difference or if the students just got better at doing the test.

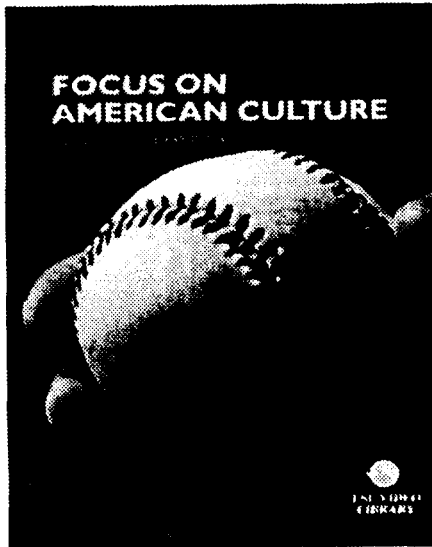
How subjects (usually language learners) are selected for a study is another issue. Meskill (1991, p. 280) "recruited" 34 subjects (16 treatment, 18 control) but does not provide a clear picture of who they are and what

motivated them to be part of the experiment. Since a portion of her study was interest in student's perceived benefits of on-line advice, the use of volunteers may confound the results. This is because volunteers may be higher in motivation, keener in ambition, or stronger in aptitude for the task than non-volunteers. Sometimes just being involved in a study pleases learners so much that "...the results of the investigation are more closely related to this pleasure than to anything that actually occurs in the research..." (Brown, 1988, p. 32).

How variables are operationalized, or defined, is also crucial to the strength of the study. In other words, it is important that a researcher claims to be studying "apples" that the objects really are apples. To illustrate this I will discuss Javetz (1986). Since she makes the strongest claims of all the articles, her study merits the closest scrutiny. Initially her research question is as follows: Does a treatment which includes: 1) the chunking of episodes; 2) advance organizers; and 3) review/reflection suggestions facilitate learners' recall of gist and detail of a video taped interview? However, she later transposes the question to the following: Does an *interactive* video prototype better facilitate learners' recall of gist and detail of a video taped interview than does a *linear* (generic materials) video format?

The problem with the second version of the research question is that she implies that things like chunking, advance organizers and review/reflection are what makes the treatment "interactive." This is not the case. Interactive refers to learner control over the pace and route through the material usually coupled with feedback. Her prototype does not offer learner control-the learner is forced to progress lockstep through the package. Neither does it provide feedback. Therefore it is incorrect to call it interactive, even though it is delivered via computer and laser disk. The study is flawed because Javetz claims to show that an interactive treatment is superior to a linear video treatment while in fact she is testing the use of *advance organizers and focus questions* delivered via computer and laser disk against *nothing* delivered via video tape.

Chapelle and Jamieson (1991) note that this is also a problem in CALL (Computer Assisted Language Learning) studies. "In CALL versus classroom studies, researchers typically investigate whether CALL plus classroom is superior to classroom instruction alone..." (p. 40). Schrupp, Bush, and Mueller (1983) attempted to justify the cost of Interactive Video equipment by evidence of learning gains. However, the same compre-



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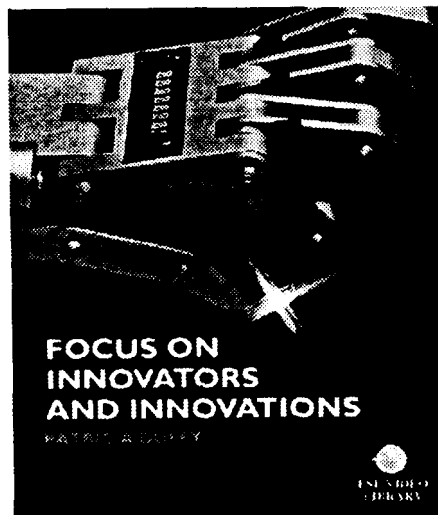
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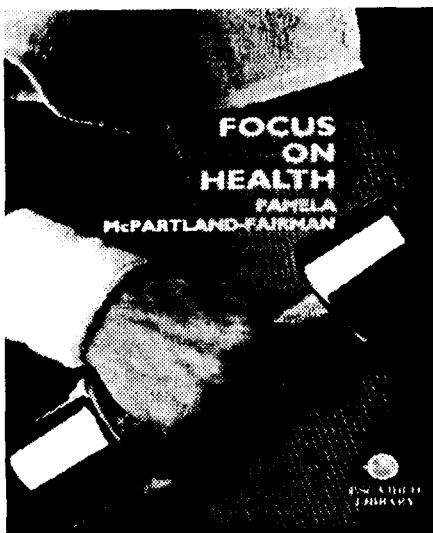
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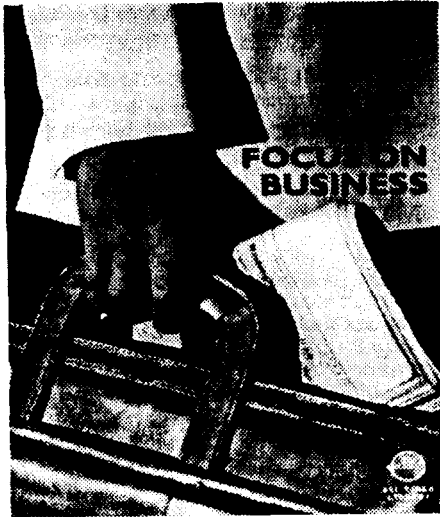
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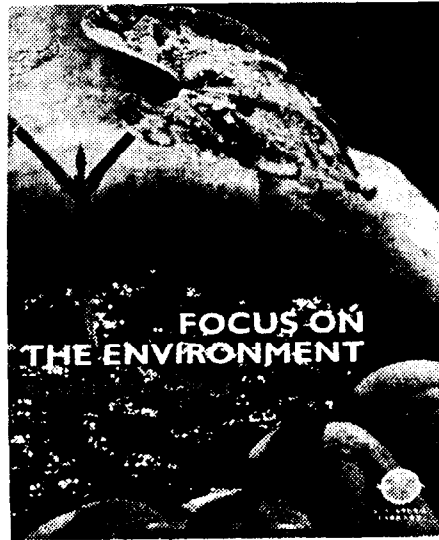
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hension questions that were used for multiple tasks, for unlimited periods of time were reused in the tests that determined learning gains. As Pederson notes "...the experiment was skewed seriously at the outset in favor of the Interactive Video treatment whose students, not surprisingly, performed best..." (1987, p. 105).

So What Should We Do About It?

Dunkel characterizes much of CAI (Computer Assisted Instruction) research as "...either incomplete or flawed..." (1991, p. 20) and warns that "If CAI and CALL (Computer Assisted Language Learning) are to escape an early demise, it is vital that disciplined and valid research efforts into the effectiveness of CAI be advanced and that appropriate research designs be conceived and be carried out..." (p. 24). The same could be said for Interactive Video and Hypermedia. This reiterates the point that it is not the medium that influences learning, it is the message. Comparative studies that focus on the medium are doomed to provide murky and usually uninterpretable results because it is difficult to isolate, manipulate and examine the variables that might make a difference (Pederson, 1987; Clark, 1983). Rather than comparative research to provide evidence that Interactive Video and Hypermedia are effective, basic research into how learners learn language and how specific media affect language learning is needed.

Although it may be impossible for all teachers to conduct basic research, there are some important things they can do. First, they can demand and critically examine research reports from software producers. Second, they can refuse to accept comparative research results that are based on flawed designs. Third, they can encourage appropriate research by offering their students as subjects. Finally, they can keep track of their own observations, insights, and questions as they use video, audio-tape or other, more advanced technologies. This will not only ensure that we get more "meat" with the bun; it will let us know if we want the "burger" at all.

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Textbook vs. Authentic Dialogues: What's the Difference?

by Dale T. Griffiee
Seigakuin University

Recently, there has been interest in the expanding role of authentic materials in second language classrooms. Some researchers (Nunan, 1992) have noted that the language that learners encounter inside a classroom is different from that encountered outside the classroom and others (Bacon & Finnemann, 1990) note that the increasing use of communicative approaches has meant an increasing interest in the use of authentic input.

Various definitions have been used to define authenticity. The consensus seems to be that the term "authentic" refers to text which is native-speaker-like and is used for real communication, although not all researchers are explicit in their definition and many seem to assume that authentic means text used by native speakers. Lee (1981) lists six levels of authenticity (NS to NS, NS to NNS, NNS to NNS, simplified English for special purposes, survival tourist English and the English found in textbooks) and argues that any of these types could be considered authentic if used for successful communication. Mulling (1991) distinguishes between a genuine text (used for real purposes outside of a classroom) and a text authenticated by students (used for real communication either in or out of a classroom). Finally, Rogers & Medley (1988) argue that authenticity should refer to language that is appropriate and natural, rather than limit the definition to NS source or purpose.

Five main arguments for the use of authentic material in the classroom can be identified. First, Kelen (1992) argues for authentic text on the grounds that simplified textbook dialogs are unreal and strip the language of its complexity and context. Second, Lund (1992) says that authentic text clearly demonstrates to students that they can use real world input. Third, Little & Singleton (1988) argue that students must prepare to communicate in the outside world while they are still in the classroom and the use of authentic materials promote this necessary learner autonomy. Fourth, Duquette, Dunnett & Papalia (1987) and Mulling (1991) argue from the view of culture: Students need to see text as being used by real people for real purposes, and only authentic text represents the target language and culture. Finally, Little & Singleton (1988) suggest that recent research indicates that authentic text promotes acquisition.

Despite the many arguments advanced in favor of the use of authentic materials, not many empirical studies have emerged to show what the use of authentic materials contribute to classroom learning. The aim of this paper is to consider that question by examining to what extent the conversational dialog in textbooks correspond to unplanned conversations in structured role plays.

Method

Subjects: Four conversations are examined. Conversation 1 and 3 are by NSs, and conversations 2 and 4 are from current textbooks. The subjects in conversation 1 are two NS American women both in their early 20s, and the subjects in conversation 3 are two NS American men both in their late 40s. For the transcripts of these two dialogs, see Appendix A. The subjects in conversations 2 and 4 are textbook characters depicted by photographs in close proximity to the dialogs in the textbook. In conversation 2 these characters are a man and a woman in their early 20s, presumably British because the tape featured British speakers. In conversation 4 there was no tape with the textbook. A photograph shows two women, one presumably American because the situation takes place in San Francisco, and the other woman presumably Japanese because of her Japanese name. Both women appear to be in their early 20s. For the transcripts of these two dialogs, see Appendix B.

Materials: Dialogs from two textbooks were used in this study. The first was *Fast Forward* (Black, McNorton, Malderez & Parker, 1986) Unit 11 titled "Thinking Back" page 55. Only five of the eight turns in this conversation dialog appear in the textbook itself. The second was from *Task Reading* (Davies, Whitney, Pike-Baky & Blass, 1990) from Unit 3 titled "Direction" page 12.

Procedures: Both sets of NS were given role play instructions. For a discussion of the advantages and disadvantages of open role plays to gather authentic conversations, see Kasper & Dahl (1991, pp. 228-229). *You are participating in an unplanned conversation in a structured role play. The purpose of these role plays is to assist me in my research. Your conversation will be recorded and transcribed. These recordings are for my research only and will not be used for any other purpose, e.g. classroom listening.*

1. *You will be given one side of a roleplay, A or B. You may take as long as you want to read your instructions. There is nothing unusual or hidden in your instructions.*

2. *After you have finished reading your role play instructions, please put the instructions down and proceed. Say whatever you want consistent with the situation in the role play.*

3. *Finish the conversation whenever you feel appropriate but do not prolong it unnecessarily. Try to behave as you really would in a real-life situation.*

The four NS speakers were arbitrarily given role play 1 and role play 2.

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The Longman Language Activator - a powerful new tool for students of English

Interview with Della Summers,
Director of Dictionaries

Shinsuke Suzuki of Longman recently spoke with Della Summers about the publication of *The Longman Language Activator* - the world's first production dictionary.

Suzuki-san: Della, The Longman Language Activator is a completely new type of dictionary. How exactly is it different from other dictionaries?

DS: The *Activator* has been created entirely to help students of English learn and activate new vocabulary. Ordinary dictionaries are used mainly when reading - to find out the meaning of words you don't know - but the *Activator* is a dictionary to aid production. You use it when you want to write or speak English.

SS: Who do you expect to benefit from the book?

DS: Both teachers and students of English. Students from intermediate level and up would benefit from using the book, but perhaps more especially advanced students and university students.

SS: Flicking through the *Activator*, it's obvious that it's not laid out like an ordinary dictionary.

DS: No, that's because when the student is writing - an essay or something - they basically start with an idea, a meaning that they want to express or to write about. So the *Activator* is organized according to the basic meanings, the concepts of English.

SS: So how does that work?

DS: Using written and spoken corpora of English, my lexicographers were able to identify the key meanings of English. We call these Key Words. Things like SAD, HOPE, INTEND, and WALK. Students already know and use these basic words - we know that by checking with our corpus of learners' exam scripts and essays so the *Activator* uses them as the Key Words. The way into the richness of English vocabulary.

SS: I see, so you are pretty sure that all users of the book will be able to access all the information. But what then?

DS: Well, the student will probably know the word WALK, but other words, like **pace**, **creep**, and **sneak**, may be what they really mean, what a native-speaker of English would naturally use in the same context. The aim of the *Activator* is to allow them the means of finding out what the right word or phrase, of course actually is.

SS: How does it do that in fact?

DS: It really is very simple. You look up the Key Word, let's take WALK, as there's no problem about any student knowing that. There's a menu of meanings under WALK. The student reads the menu and selects the one that is closest to the idea they want to 'express'. It could be "to walk proudly", which would give you

the choice of the words **swagger**, **strut**, or **parade**.

SS: And how does the student know which word to use?

DS: The definitions of each word tell them the exact meaning so they can tell which word to use, and each word has a very clear definition written in our 2000-word Defining Vocabulary.

SS: How natural are the words and phrases in the *Activator*? In the past students basing their learning on dictionaries sound very stilted when in conversation.

DS: Our work with the Spoken Corpus, which is the first-ever large-scale corpus of totally natural spoken language, has been a real eye-opener. It has shown us the natural ways of expressing ideas in spoken language as well as written language. We are so pleased with the revelations that we have got out of the Spoken Corpus that we have indicated the words and phrases that are more typical of speech with a symbol of an ear. This is the first time that spoken language has been included in a dictionary on the basis of real recordings of real people. It's fascinating.

"Our work with the Spoken Corpus, which is the first-ever large-scale corpus of totally natural spoken language, has been a real eye-opener.

This is the first time that spoken language has been included in a dictionary on the basis of real recordings of real people. It's fascinating."

SS: Does that mean that there is a lot of informal vocabulary in the book?

DS: No, not really. Obviously if a word or phrase is informal, meaning not suitable to be used in a situation where **you** need to be quite polite, that is indicated in the dictionary. **Stressed out**, for example, under **WORRIED** is clearly marked informal, but equally if a word is formal, like **wish**, which sounds really quite formal to a native-speaker, that has to be marked as well, to warn the student only to use it in formal situations. The normal words would be **want** or **would like**, of course.

SS: I can see that there are a lot of very helpful examples in the book, but what about grammar?

DS: Well, grammar is fundamentally important for language production, of course. We believe grammar is shown particularly clearly in the *Activator*, which gives **you** phrases like **would like sth** to show an ordinary transitive use, but also **would like to do something** to show the use with an infinitive. There are hardly any codes like in other learners' dictionaries. We wanted everything to be easily accessible and crystal-clear.

SS: Well, it looks to me as though you have achieved your objective. I am sure Japanese learners will really appreciate just what a powerful new tool the *Activator* is.

Role play 1

A *This is Monday and you are on your way to work. You get on your train and see your colleague, B. Greet B and ask B how the weekend went.*

B *You are on a train Monday morning going to work when your colleague A greets you and asks you how the weekend went. Tell A about your weekend.*

Role play 2

A *You are having some friends over to your house and you have invited B with whom you work. B agrees but does not know how to get to your house. Tell B how to get to your house.*

B *You have been invited to A's house for dinner with some mutual friends. You would like to attend but you do not know how to get to A's house. Ask A for directions.*

The two NS role plays were recorded, transcribed, and compared with the two textbook conversation dialogs according to ethnographic components of communication (Saville-Troike, p. 138) and linguistic components of discourse

analysis (LoCastro, 1987; McCarthy, 1991; Cook, 1989). See the Appendix B for full transcriptions of the role play conversations.

Results

From Table 1 it can be seen that NS conversations 1 and 3 are significantly longer and have more turns than textbook conversations 2 and 4 perhaps because the text authors did not need longer conversations for their pedagogical purposes. Conversations 1, 2, and 3 have openings and all use contractions. The remaining categories of comparison, however, show significant differences. The textbook conversations have no instances of any tags, back channeling, fillers, overlaps, redundancy, repairs, nonverbal codes or silences. The remainder of this paper will focus on openings, closings, and fillers.

Table 2 shows an analysis of the openings of conversations 1, 2, and 3. In all three conversations the first speaker nominates a subject using a question and the

Table 1 Conversation Analysis

	Conversation 1 NS	Conversation 2 Textbook	Conversation 3 NS	Conversation 4 Textbook
Topic	immediate past weekend events	immediate past weekend events	giving directions	giving directions
Purpose	role play	illustrate past tenses	role play	illustrate directions
Setting	researcher's office	on a bus Monday morning	researcher's office	apartment block
Turns	17	8	28	4
Time	45 seconds	17 seconds	106 seconds	no tape
Opening	Yes	Yes	Yes	No
Contractions	4	3	18	6
Tags	1	none	1	none
Back-channeling	1	none	6	none
Fillers	8	none	21	none
Overlap	1	none	1	none
Redundancy	2	none	1	none
Repair	1	none	1	none
Nonverbal	1 (laughter)	none	1 (laughter)	none
Silence	2	none	4	none
Closing	yes	none	yes	none

Advertisement feature

Real Time English and Prime Time English: the flow of teaching

Interview with author,
Michael Rost

Steve Martin of Longman recently spoke with author Michael Rost about the new two-book series for beginners, *Real Time English* and *Prime Time English*

SM: How did Real Time English and Prime Time English come about?

MR: These books have been developing for some time. Basically, they come out of my own classroom observations in Japan and interviews and conversations with teachers and students over a period of several years.

SM: What kind of things were you observing in classes?

MR: The main things are the tone of the classroom, the rapport between the teachers and students, the level of activity and involvement of the students, and the use of time in the classroom, how effective or ineffective that is. These things are very important to most teachers in making their classes successful.

SM: A lot of teachers in Japan say their students are shy, and that they're reticent about speaking in class, afraid of making mistakes. Is that part of what you observed?

MR: Sure, the tone of a lot of classes is based on that reticence or shyness. They teachers and students both know this, but you can't just make rapport better instantly, you can't just tell the students to relax, to participate more! That doesn't work. You have to demonstrate to them gradually that they can do it, that they can participate successfully. So in *Real Time* and *Prime Time*, you will see a lot of short, achievable activities and tasks.

SM: Looking at Real Time and Prime Time English, I notice that the first section of each unit is called First Trv. It starts having the students work in pairs

MR: Yes, it's extremely important to get into active practice as soon as possible. As you know, most adult Japanese students already have a large store of passive knowledge about vocabulary and grammar due to their background in the Japanese educational system, so additional presentations and such are not the focus. We need to have oral communication activities as soon as possible in each unit.

SM: What kind of communicative activities are there?

MR: There are two basic kinds of communicative activities for pair practice. One is controlled: in which the students are basically saying what's already prepared or scripted for them. The other is more open, based on an information gap or the student's own opinions and ideas. The scripted kind of activity reduces the number of errors the students make and helps the students learn to speak accurately, to get a basic sense of the language. The open kind with

information gaps or opinion gaps, allows the students to make a lot more errors, but most importantly, it allows the students a chance to communicate more fluently and build their confidence.

SM: What about the use of time in conversation classes. I know you've said before that classroom time is often not used very well. Any solutions?

MR: Time use is a basic problem, for me and for any other teacher. First, it's important for us as teachers to realize that planning and monitoring use of class time is part of teaching. If you have, say, 50 students for a one-hour class, you don't have just one hour of instruction - you have 50 hours of instruction! We have to plan a flow of activities for the class. In *Real Time* and *Prime Time English*, each unit has a sequence of short activities - just 5 or 10 minutes each, easy tasks, easy goals, most of them for the students to accomplish in pairs. This way, it's easy for the teachers and students to monitor the use of time. This helps keep the flow - variety and interest and continual activity.

SM: I know you've done a lot of work with listening. Do Real Time and Prime Time include a lot of listening?

"In Real Time and Prime Time English, each unit has a sequence of short activities - just 5 or 10 minutes each, easy tasks, easy goals, most of them for the students to accomplish in pairs.

This helps keep the flow - variety and interest and continual activity. "

MR: Absolutely. Any oral communication course has to be based on listening. And again as with speaking, there are both closed and open styles of listening. The closed style is where we're listening intensively for some exact word or phrase. This is what's called the Easy Listening section in these coursebooks. The more open style is where we're listening for the overall gist. This is done in the Listening Tasks sections. Students need both kinds of practice in order to develop their listening ability.

SM: How about the section called Social Talk? Where did the ideas for this come from?

MR: Social Talk is a section of social situations at the end of each unit. Both this section, and the preceding section called Listening Tasks are very social, very functional. We're trying to get the emphasis away from studying language. We want the students to be able to understand natural social language and use it right away - in real time!

SM: Well, than you. Michael. It sounds as if Real Time and Prime Time English have a lot to offer teachers and students.

MR: That's my hope. I know that working with beginners and false beginners is a very challenging job for teachers. I hope that this course offers some direction and support and some sense of flow to help teachers with their work.

For more information on Real Time English and Prime Time English, please refer to the center pages of this volume.

Table 2 Outline of Conversation Openings

Conversation	Turns	Opening	Followed by
1 NS	2	question to nominate topic S1 <i>how was your weekend</i>	greeting + expected answer + return T2 <i>hi +fine +how was yours</i>
2 textbook	2	greeting + question to nominate topic B1 (1) <i>hi Anne how are you</i> (2) <i>did you have a good weekend</i>	expected answer + answer to topic question A2 <i>great + I went hang gliding yesterday</i>
3 NS	2	framing move + question to nominate topic D1 (1) <i>ok Ken</i> (2) <i>what time the dinner...</i>	expected answer K2 <i>it's going to be about 6:30 tonight</i>

second speaker answers. There seem to be no significant differences between the NS and the textbook conversation opening structure.

Table 3 shows that both closings have four steps and exhibit a similar structure. The closing begins with one of the conversation partners giving a pm-sequence which signals impending closure (Cook, 1989, p. 56; Coulthard, 1985, p. 65). The purpose of this signal is to tell the other partner of a desire to end the conversation while allowing the partner to agree to the ending or to continue the conversation. If the second partner wishes to continue the conversation they may, but if they do not then they proceed to the next step in the closing by stating their agreement to the closing. In the conversations examined in the paper the agreement is stated by the words *ok* and *right*. This suggestion and agreement stage is necessary to avoid abrupt closings which would be considered

rude. After agreement to close is given by the second partner, the third step occurs in which the first partner confirms the closing. The second partner then issues a farewell and the conversation is ended.

The third and last point of analysis is the use of fillers, those small sounds such as *uh* and *ah* that pepper the speech of native speakers. Conversation 1 opens with an adjacency pair first pair part (Coulthard, 1985, p. 69) (S1 *how was your weekend*) which serves to nominate a subject. The response is a hesitation marker or filler, a greeting, another filler, answer and an elliptical return which is the first part of another adjacency pair (T2 *uh hi uh fine how was yours*). This is followed by an answer and a repeat request (S3 *it was great what did you do*).

Why does T2 respond with hesitation to the initial opener? S1 initiated the conversation with an adjacency first part which sets up the requirement for an

Table 3 Structure of NS Conversation Closing

	Structure of Conversation Closings			
	First step	Second step	Third step	Fourth step
	pre-closing signal	agreement to close	confirmation	farewell
Conversation 1	T14 <i>well I'll see you later</i>	S15 <i>ok I'll see you at the office</i>	T16 <i>ok alright</i>	S17 <i>bye bye</i>
Conversation 3	K26 <i>ok</i>	D27 <i>right see you there then</i>	K28(1) <i>alright</i>	K28(2) <i>bye</i>
Paraphrased meaning	if you don't mind, I'd like to end our conversation	it's ok with me, I have nothing more to say	in that case, let's end it	consider it ended

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answer. T2 does not respond immediately but inserts a greeting before her answer. As Cook points out (1989, p. 52), pauses have meaning. In this case the meaning is that T2 does not want to answer the adjacency pair first part in the preferred way which would be a direct answer to the question about her weekend, and signals this with hesitation in the form of uh sounds. It should be remembered that the two NS conversations have eight and twenty-one fillers respectively and the two text conversations have none. These little sounds act like the blinking turn lights of the car in front of us that signal direction. In conversation it is signals such as these that tell our conversation partners where we are turning so they can anticipate and move with us.

Discussion

What does the comparison of conversational textbook dialogs with unplanned conversations in structured role plays reveal about the use of authentic material and classroom learning? This study revealed many differences between text dialogues and structured role play dialogues which can be divided into three categories: 1) those that didn't seem to make any difference, 2) those that made some small difference, and 3) those that made a big difference. In the first category are topic, openings, the setting, and the use of contractions. In the second category are the use of tags, back channeling, overlap, redundancy, repair, and nonverbal code. In the third category are fillers and closing. By eliminating natural conversational features from textbook dialogs, learners do not have a chance to see or hear certain pragmatic features such as how to signal not preferred adjacency pair responses, how meaning is negotiated, or turn taking occurs. NS material writers do not include these features for perhaps two reasons. One is that the purpose of a textbook dialog is to illustrate a teaching point and the other is the writers may not be aware of the existence of these features or the important role they play.

Would it be sufficient for classroom teachers to record role play conversations and use them for classroom instruction? I think the answer is no because learners probably could not hear the features, or if they did, learners would not appreciate the role they play in conversation pragmatics. It would be necessary to have the learners notice these features and this would require pedagogical exercises for that purpose. It is also a bit much to ask all classroom teachers to arrange and record the many conversations that would be needed. Materials writers, however, could make use of certain features such as the ones pointed out in this paper by making textbook dialogs available that incorporated and highlighted those features and then provide pedagogical exercises.

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Acknowledgement

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Appendix A

Conversation 1 NS. What did you do last weekend?

Speakers are S and T.

- S1 how was your weekend
- T2 (1) uh hi (2) uh fine (3) how was yours
- S3 (1) it was great (2) what did you do
- T4 oh I went to uh Tokyo to Harajuku
- S5 oh shopping
- T6 yeah I had ta get Christmas presents to send home
- S7 um who did you go with
- T8 with Sally [laughter] (.5) what did you do
- S9 (1) uh (.1) I was a little sick but I went into Tokyo on Sunday (2) I really wanted to do that (3) I went to church and then I went to shop out to lunch and then shopping
- T10 urn what did you get did you get anything
- S11 I bought a walkman
- T12 a walkman oh they're expensive aren't they
- S13 (1) yeah a little expensive (2) everything is more expensive here in Tokyo

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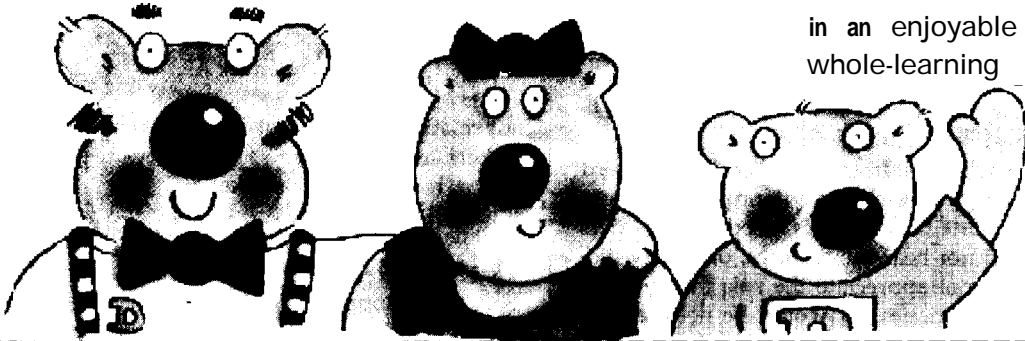


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- T14 well I'll see you later
 S15 ok I'll see you at the office
 T16 ok alright
 S17 bye bye

Conversation 3 NS. Asking for directions. Speakers are K and D.

- D1 (1) ok Ken (2) what time is the dinner you're going to be having for all of us
 K2 (1) uh let's see (2) it's going to be uh about six thirty tonight
 D3 (1) run through the directions again for me (2) I'm not quite sure how to get there
 K4 (1) ok let's see (2) uh you know the Saikyo line right
 D5 right
 K6 ok from Omiya you take it uh two stops to Yono Hon Machi station (2) there's only one exit
 D7 uh huh
 K8 (1) uh (.2.) go out the exit and turn to your right (2) (.1.) there's a road paralleling the tracks so you
 D9 paralleling the tracks yeah
 K10 (1) sorry (2) and uh you walk ah (.2.) on that road ah toward Shinjuku and eventually you'll see on your left hand side uh Lion's Mansion
 D11 right
 K12 (1) and uh, just ring at the buzzer (2) you you can't get in without a key so ring and then I'll uh open the door for you and you can come up (3) it's uh apartment three oh five
 D13 (1) let me write **that** down (2) three oh five
 K14 yeah
 D15 so I should walk back in the direction that the train came from until I find the Lion's Mansion ring the buzzer three oh five and you'll (.1.) let me in
 K16 (1) right that's right (2) if uh you have any trouble just call me
 D17 (1) ok one other question (2) ah some exits have or some train stations have two or three exits uh where is the one at this station
 K18 uh this one uh let me see it's sort of (.1.) well since there's only one. .
 D19 ok
 K20 (1) un it's very easy to find (2) it's right in the middle and you have to go downstairs
 D21 so I should ride the center car of the train
 K22 and get off yeah in the middle of the platform
 D23 (1) yeah and one further question (2) what time do you want us there
 K24 (1) uh six thirty to seven (2) oh and it's BYOB (3) so if you want to bring anything (laughs).
 D25 will do
 K26 ok
 D27 right see you there then
 K28 (1) alright (2) bye

Appendix B

Conversation 2 *Fast Forward* (Black et al, 1985, p. 55)

- What did you do last weekend?
 Bl (1) hi Anne how are you (2) did you have a good weekend
 A2 (1) great (2) I went hang-gliding yesterday
 B3 (1) did you (2) what was it like
 A4 oh it was fantastic
 B5 weren't you frightened
 A6 well I was at first
 B7 I think you're very brave
 A8 Why don't you try it

Conversation 4 *Task Reading* (Davies et al, 1990, p. 12)
 Directions. Speakers are S and M.

- S1 hurry you'll be late
 M2 but I don't know where to go
 S3 (1) don't worry (2) it's not far
 M4 (1) it's easy (2) turn right on grove go straight past foothill and green and you'll see an elementary school on your right then turn left at prospect (3) the college is two blocks down on your left



KATO, *cont'd from p. 11.*

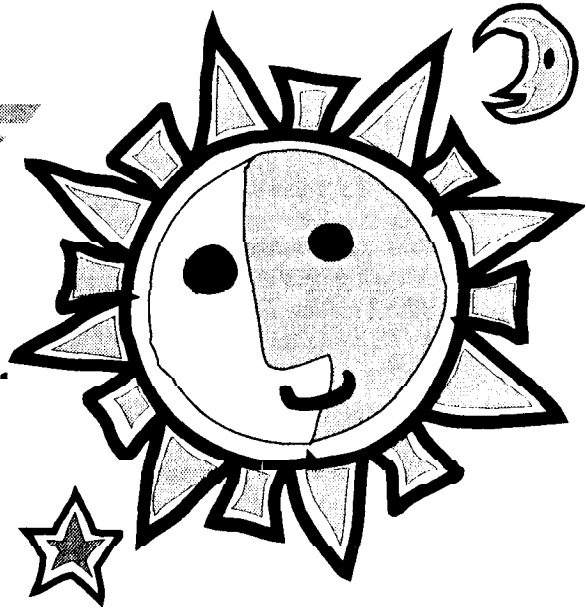
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Why Do Students Cheat on Their Homework? An Informal Investigation

by Stephen M. Ryan
Osaka Institute of Technology

Things That Go Bump in the Classroom

In any classroom there are a number of groundrules about what constitutes acceptable behaviour for both teacher and students. Most of these rules are unspoken (Andersen, 1985, p. 160), unless they are transgressed, and even then they may not be referred to directly. Many teachers like to establish a personal policy about students' behaviour the first time that they meet a class. However, the rules explicitly laid down at that time are usually assumed to be in addition to a general set of rules about classroom behaviour that remain unstated.

When the students and teacher share a common cultural background this situation is relatively unproblematic. However, when the teacher comes from a different culture (and more specifically, a different kind of school system) problems can arise when one party violates the behavioural norms of the other.

Archer (1986, p. 70) has called such problems "culture bumps," and has proposed a series of steps for the teacher to take to defuse the emotion that is often connected with such situations and to try to arrive at an understanding of what has happened which will be helpful if similar situations arise again. Basically, Archer's procedure involves teachers stepping back from the situation to analyze their expectations and reactions as well as those of the students.

In the investigation which follows, I have modified Archer's procedure slightly, but the goal remains the same: To come to a clearer understanding of the assumptions that underlie my students' actions.

My Bump and the Situation

As the title suggests, my culture bump was that many of my students were regularly handing in identical homeworks. This I considered to be "cheating" or, in other words, unacceptable behaviour. I wanted to know what made this kind of behaviour acceptable to the students.

I was teaching a *course* in English Conversation once a week to a high-level class of students at a Japanese university. The 35 students were all Japanese and were just coming to the end of their first year at the university. The classwork for the course consisted almost exclusively of speaking and listening activities, but I made it a habit to assign a brief written homework each week based on the topic of that week's class.

I usually collected the homework at the beginning of each class, responded briefly in writing to the contents of each piece of writing and handed the homework back the following week. I did pursue late homeworks but they were not a great problem.

The specific homework that sparked this investigation involved solving a logical problem and writing a brief paragraph to explain the solution.

What the Students Did and How I Felt

The paragraphs they handed to me were, in many cases, identical. That is not to say there were 35 copies of the same paragraph. I identified 19 individual answers and 6 groups of between 2 and 6 members. The members of each group appeared to have copied their answers word-for-word from one group-member who had, presumably, done the thinking and writing. This was not the first time I had noticed similarities in the homeworks, but the nature of the task this time made the "cheating" particularly obvious.

This made me feel:

- sad that such bright students should do this
- sad that I had not communicated to them that it was the process of writing rather than the correctness of the answer that was important
- hurt that they should think me foolish enough not to notice
- angry that they should try to trick me

but at the same time:

- intrigued to know how the students themselves viewed such behaviour

My Expectations and What I Did

In my own cultural background, completing homework is the responsibility of the individual student. A student sometimes chooses to copy a classmate's work (if a classmate can be persuaded to reveal the fruits of her own labour). On the whole, good students are less likely to do this than weaker ones. They may do it for practical reasons (they cannot do the work themselves, do not have time, etc.), out of laziness, or because they think the reward (a good grade from the teacher or just the absence of a bad one) is not worth the effort involved in completing the assignment themselves.

Whatever their reasons for copying, students are aware that they are doing something wrong. It is thought to be wrong, not only in pedagogic terms but also in moral terms: Cheating is thought to be a reflection of a flawed character. At the university level, it can result in ignominious expulsion from the institution.

After serious consideration, I devised a procedure that would satisfy both my desire to punish the "cheating" students and my curiosity about their perspective. I asked them each to write 10 reasons why it is a bad idea to copy homework and 10 reasons why it is a good

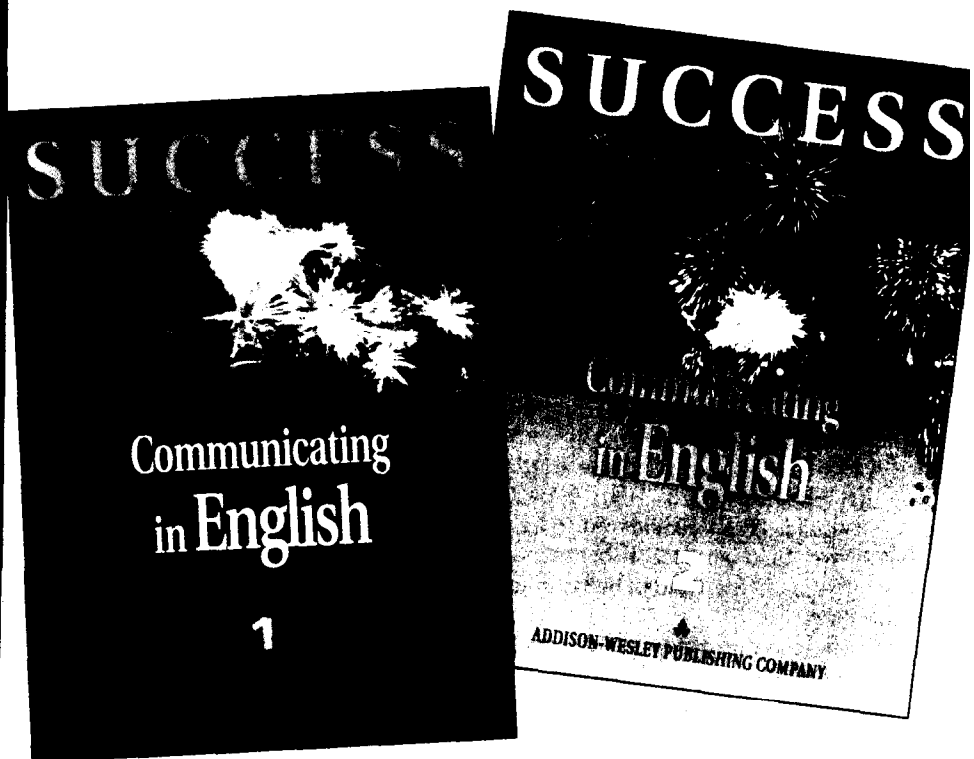
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idea. They had a week to think about and write the assignment, *individually!*

Students' Remorse

The students who wrote comments for me all seemed to agree they had done something wrong. All but one of them expressed this in pedagogic terms: They felt they had missed an opportunity to learn something:

"If I copy my homework every time, my intellect is lower than now... I may be unable to speak English well."

"I am not improving myself in English."

"I can't progress my English at all."

Sixty-nine percent of them said they were worried about the effects of copying on their character:

"I will get into an indolent habit."

"I will lose desire to improve myself."

However, only 25% of the students expressed their remorse in overtly moral terms, equating their action with "stealing," "telling a lie," and "deceiving the God, myself and my parents."

A much larger number (69%) mentioned the trouble they had caused the friends they copied from:

"If I copy it, I give my friend trouble. Or if my friend asks me, 'May I copy your homework?' I'll feel unpleasant."

"To copy my friend's homework is a betrayal for her kindness."

Half of the students also said they did not like to be so dependent on their friends.

Thirty-eight percent of the students were worried about the effects of their behaviour on their relationship with the teacher:

"That behaviour is equal to insulting my teacher."

"Our teacher trusts us to *do* homework. So we must not betray his trust."

In summary, then, students felt that copying was wrong because of:

1. its effects on their learning
2. its effects on their character
3. its social effects

Were They Cheating?

I had imagined that the sets of identical paragraphs I had discovered had been produced by one student's copying the work of another. However, it soon became clear from the students' comments that this was only one of the procedures that had been used. In some cases, students had worked through the problem as a group to produce a group answer. In other cases, a student had produced her own answer but then checked it against her friend's, changing her own answer until they matched.

Students were at such pains to point out that their methodology had not involved simply copying an already completed piece of work, that it seemed they felt that, whereas copying is reprehensible, the other proce-

dures are considerably less so. One student wrote: "I am very sorry. If I only copy someone's homework and I don't understand the homework lesson, I think I don't have any good reasons. But I have some good reasons if some classmates and I cooperate in doing the homework." Another student informed me: "Dividing the work among friends is very common among students from high school to college."

Advantages of "Cheating"

Practical considerations headed the list of reasons offered for choosing to copy homework. All but one of the students mentioned that they wanted to save time. They varied in their claims about what they wanted to do with the time thus saved. Most mentioned leisure, enjoyment or sleep, while others said it would allow them to avoid being late for my class or eating their breakfast too quickly. One student told me it would give her time to do other, more difficult homework assignments.

Sixty-three percent of the students also thought their answers to the assignment would be better if they worked **them** out with a friend or copied them:

"If I copy it, I can write correct answer."

"If I read the other's homework, I know my error."

"Some friends and I can find the best answer by exchanging opinions with each other."

Several students (44%) also mentioned that copying saved them **the** trouble and worry of doing the assignment for themselves:

"We don't have to be anxious about an assignment at home...and we can save our trouble of doing it."

Much more surprising to me than these practical advantages was the number of students (56%) citing social advantages of copying. They claimed that copying homework was a good way to develop social skills, get to know more classmates, make new friends, understand a friend's thoughts better, and build a relationship of trust with a friend:

"I am cooperative if I do homework with some friends."

"We appreciate the value of friends."

"I can catch an opportunity to talk with the friend that I don't have a word with very much."

"I can have a wide circle of friends."

Several students said that studying with friends gave them more interest in studying:

"Studying is not essentially interesting one, but that is very interesting that I study my homework with the friends."

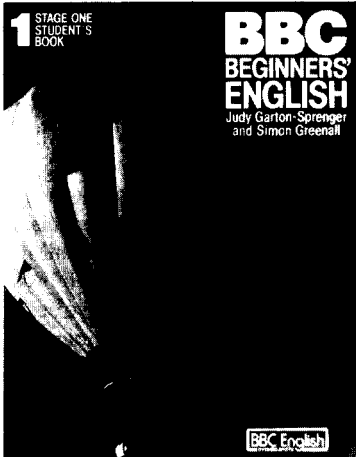
The reasons that students offered for copying, then, fell into two groups:

1. practical advantages
2. social advantages

Reflections

Many of the comments elicited from students by this informal survey surprised me. They helped me to see the problem less as one of discipline, and more as one that

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could be alleviated by more mutual understanding.

I was pleased to find that the students were aware that by copying homework they were cheating themselves out of a chance to learn. However, they obviously do not see such behaviour in the stark moral terms of my culture. Clearly, punishing copying as "immoral" is unfair and probably counterproductive with students who do not see it in moral terms. I resolved to be more practical and less moralistic in dealing with future cases. I also considered explaining this aspect of my cultural background to the students as part of an on-going effort to sensitize them to unseen sources of cultural friction.

The fact that I regarded identical answers as undoubtedly the result of cheating, whereas many of the students felt it quite acceptable to cooperate with friends to produce a group answer, taught me to be wary of jumping to conclusions about my students' behaviour. The fact is that my own culture does regard a group effort handed in under one student's name, and an assignment that has been checked against a classmates answers, to be the products of cheating, but this is clearly not the case for my students. My first reaction was to explain to them that whatever rules applied in other classes, in my class such activities were not acceptable. However, further consideration has caused me to reconsider this position.

The frank comments about saving time and getting better answers by copying a friend's work were what I might have expected from students in my own country, but the responses that outlined the social advantages of copying came as a great surprise. Students seemed to be quite sincere about this. I have been aware for some time that, with out-of-school lives full of part-time jobs and socializing with a small group of friends, modern students have very little time to get to know their classmates. Several have commented that one advantage of an English conversation class is the chance to spend time chatting (in English) with other students. It would seem that getting together to do, check, or copy homework is just an extension of this.

The motivation that they say comes from doing homework with friends also gave me cause for thought. Since many students were already working together on homework and some were even drawing extra motivation from this, why not legitimize the activity and bring it into the open?

The Instructional Advantages of "Cheating"

This idea led me to set up a kind of cooperative learning programme in which, early in the year, students form themselves into groups. Each group is collectively responsible for its members' homework assignments. I note the names of the members of each group and make it clear to them that consulting people who are not members of the group will be considered cheating.

The students report that they are happy with this arrangement, as homework has become a legitimately

social event and thus more enjoyable. I am happy because the "cheating" problem has disappeared and students are doing each assignment much more thoroughly than before, as they not only have to answer questions in English but also evaluate the answers of other students. My initial fear that a strong student in each group would be left with all the work has not been realized; The balance of work seems to be regulated by the dynamics of the group, and those few students who consistently refuse to pull their weight are losing very little as (I suspect) they are the ones who were not doing their own homework under the old system.

Conclusion

The purpose of this paper is not so much to propose a new way of assigning homework as to recommend to other teachers the process of investigation and reflection that led to it. If I had assumed, as my own culture teaches me to, that my students were cheating because they were bad people merely seeking their own convenience, I would not only have done the students an injustice but missed an opportunity to learn something about them that helped me to improve my teaching.

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- Archer, Carol M. (1986) Culture bump and beyond. In J. Vladez (Ed.), *Culture Bound: Bridging the Culture Gap in Language Teaching* (pp. 170-178). Cambridge: Cambridge University Press.

Acknowledgement


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Position Announcement For The Language Teacher



The current Editor of *The Language Teacher* (TLT) is due to step down after producing the December, 1993 issue. Subject to official approval of the Executive Committee in October, the position is to be Taken over by the present Associate Editor in November in preparation for the January, 1994 issue. Volunteers are now being solicited for the position of TLT Assistant Editor, beginning in November, 1993. Applicants should be prepared to open a one or two year commitment as Assistant/Associate Editor, followed by a one to two year commitment as Editor. Those interested in applying should send a resume together with samples of publications, to Carol Rinnert, Publications Board Chair, Ushita Waseda 2- 17-3, Higashi-ku, Hiroshima 732 by October 11, 1993. Or, come to the Publications Table at JALT 93 in Sonic City, Omiya.

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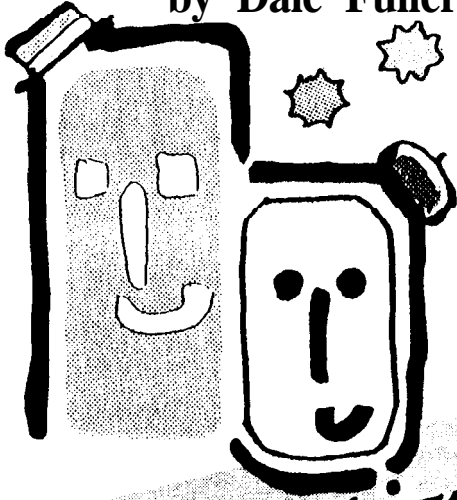
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Running with Both Feet in Cement

by David Neill

I confess. I am hooked on video/television teaching materials. I am a regular user, an average of three tapes a day. It has disrupted my home life, drained me financially, and now copyright law threatens to make me into a criminal. This is how it all happened.

The first time I copied a video was ten years ago when I first came to Japan. After renting and watching a movie I liked, I thought I'd make a copy to watch again later. When I went back to the U.S. for a visit, I rented and copied as many movies as I could thinking that they probably would not come to Japan. It was then that I ran into my first trouble. The rental movies in the States placed a copy guard on the video so they could not be copied. My movie copying days seemed to be over.

At the same time, my mother, who would never intentionally break the law, was copying my favorite TV shows to send to me for my personal use. Thus, the TV "care packages" from my family and rent/copy binges had built up a considerable tape library. Also, video movies for direct purchase began to drop dramatically in price which allowed me to even further expand my video movie library. It became cheaper to buy the recorded tape than to rent and record it—a clever marketing ploy by the movie companies. Once I started buying movie videos it was difficult to stop. My wife complained that I developed a "I must have this movie habit." It was not only eating into the family finances, it was crowding us out of our house.

The situation went from bad to worse thanks to the JALT National Conference 89 at Okayama. I attended the video colloquium and saw the light-video in the classroom as the answer to my prayers. Being a virgin videophile I opted for an EFL purpose-made video that was used as a supplement to a textbook. The students seemed to like it more than the textbook. Video motivated the students in a way the written word did not. I started to read the various teacher resource books dealing with the use of video in the classroom. They had all kinds of ideas for using authentic video. I thought I was set, and I had a lot of recipes and a lot of tapes. I didn't realize that I was on the verge of becoming a "video copyright criminal" (Whitus, 1993, p. 6) and that the movie industry had been fitting me for cement overshoes for years.

It reads like a conspiracy. Teachers (especially foreigners) tend to accumulate video tapes because:

- New movies often arrive in Japan after they are available on video in the States, so kind relatives send them along.
- * Japanese TV is rarely worth watching, so video is a nice alternative.
- The interesting satellite programs are on during

work or sleep hours so they must be taped to be seen.

- Video rental shops encourage tape copying by prominently displaying cheap blank tapes at the check out counter.

These same teachers read books and attend workshops that convince them that video is a valuable teaching resource. By wanting the very best for our students, the video movie marketing companies have us where they want us. Can't you just feel that cool thick cement pouring in? However, the cement gets warmer and our feet get heavier when you blend in a load of copyright law.

Copyright dealing with video, whether it be movies or TV, is still not defined clearly. As a teacher, not a lawyer, my head hurts trying to figure it all out. Briefly, it seems that it is alright to use movies or off-air tapes of TV shows in the classroom if: 1) the purpose and character of the use is for nonprofit educational purposes; 2) the amount and substantiality of the portion used in relation to the copyrighted work as a whole is small; and 3) the use of these materials does not damage the potential market for or value of the copyrighted work. I would like to look at each of these points.

Number one seems straightforward in that we are using the video for educational purposes. The problem it seems to me is the part about nonprofit. At both the university and private language school level where the student pays to study, is this considered nonprofit or profit? My feeling is that if the teacher is not making money from the showing of the video itself, this should be considered nonprofit.

Number two is also straightforward. If a teacher is just playing the whole video as entertainment in the classroom this violates the copyright law. If we use portions of the video to teach specific points, this is acceptable. The question in my mind comes when we use most or all of a movie or TV show to build a course around. I feel that the amount of lesson development done in relation to the viewing time of the video has to be taken into account. Cumulative use of the entire video even when it is broken into three minute bites is also banned, but such use is hardly the same as a one-time complete viewing.

Number three in its own way, supports the use of video in classrooms. Showing the video movie in bits (even extensively) may motivate the student to go out and rent or buy the video to watch on their own. In this way, teachers may actually be encouraging video rentals of movies. Movie companies should be grateful for this but, no, they just keep pouring the cement.

There is one other troubling aspect of the American copyright law (which is used to define Japanese copyright law) in the area of off-air taping. According to the law a teacher is allowed to tape and keep a program for ten days before erasing it. However, you have up to 35 days to decide to use it in a lesson and then apply to the appropriate parties for permission to use it. This seems to be backwards to me, like putting the cart before the horse. I'm sure all of us feel that if we had 35 days to

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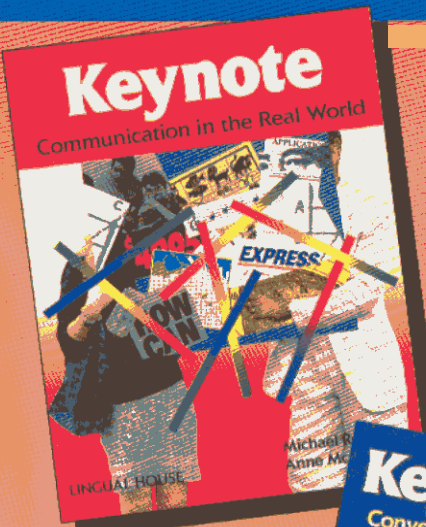
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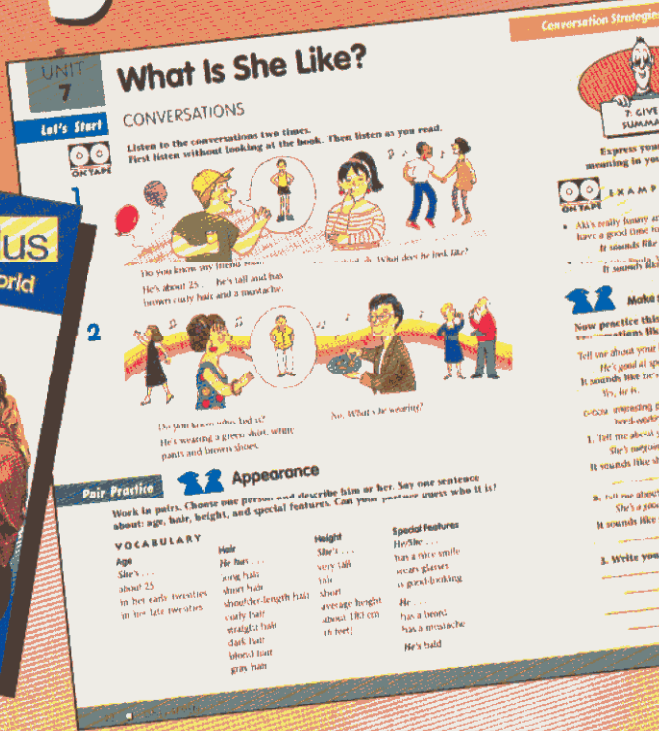
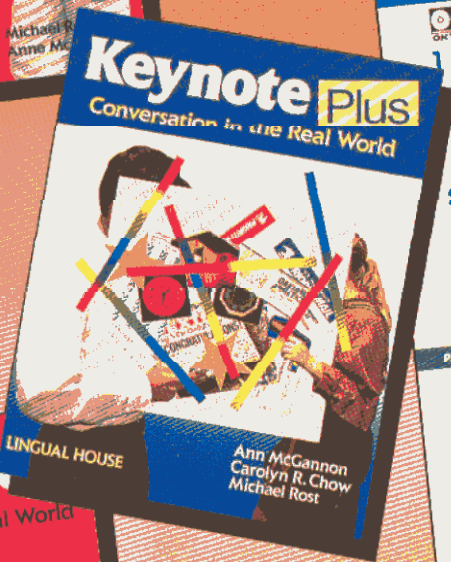
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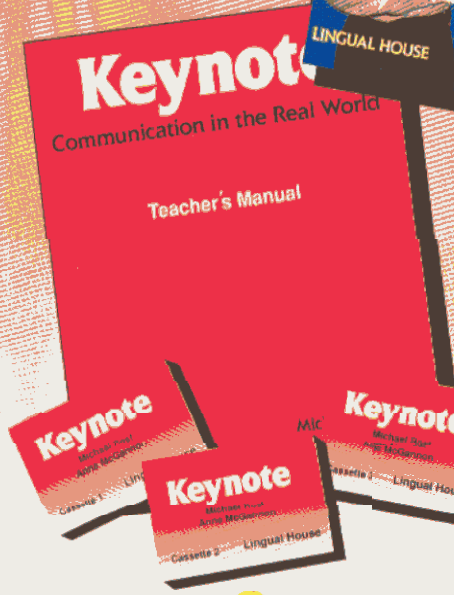
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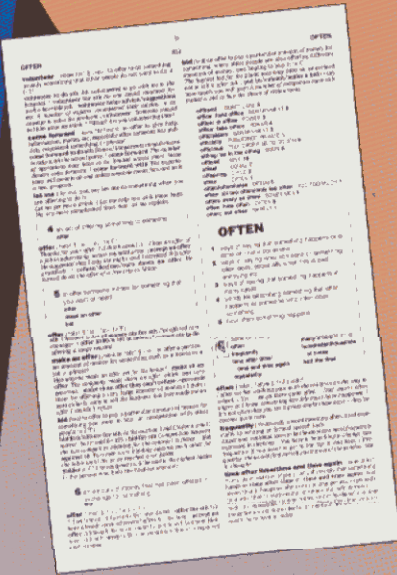
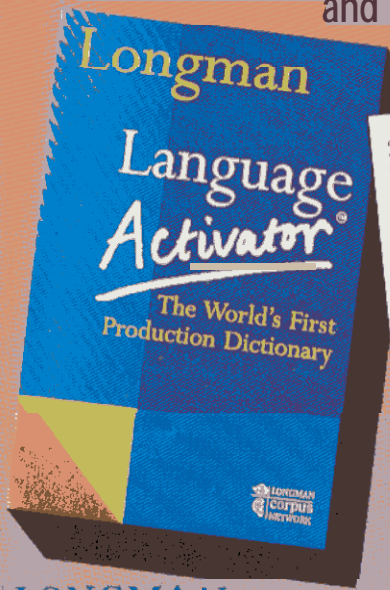


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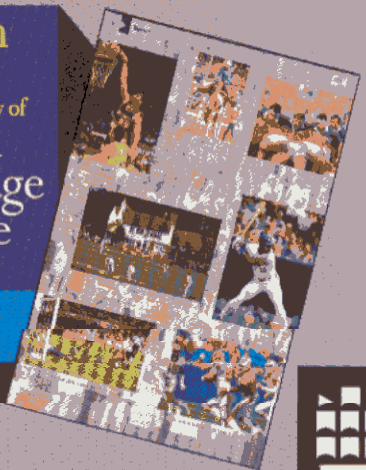
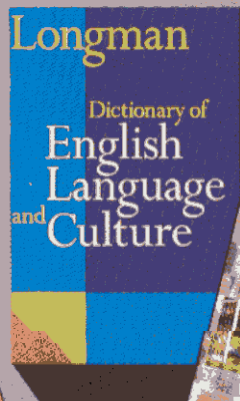


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Della Summers

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Saturday 9 October

Yoko Narahashi Between Us
11.00-11.45 am, Room 807

Michael Rost

Real Time English - classroom time for communication
2.00-2.45 pm, Room 806

Marc Helgesen

English Firsthand user's session: it's your course
4.00-4.45 pm, Room 603

Sunday 10 October

Nobuhiro Kumai

Progress in Listening: how to teach listening
10.00-10.45 am, Room 803

Michael Rost

Keynote - teaching communication strategies
1.00-1.45 pm, Room 902

Della Summers

Corpora, computers and students
4.00-4.45 pm, Room 902

Roger Davies

Max and Millie - ideas for the very young
3.00-3.45 pm, Room ICRB

Monday 11 October

Della Summers

Introducing The Longman
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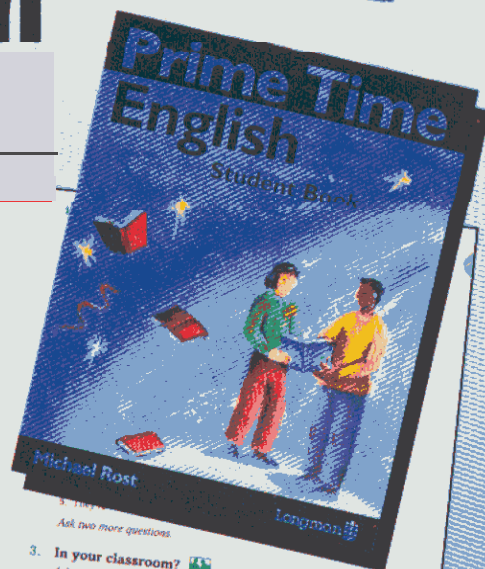


Things in a house

- 1 newspaper
- 2 plant
- 3 letter
- 4 picture
- 5 CD player
- 6 couch
- 7 camera
- 8 toy
- 9 guitar

in the corner
on the right side (of)
on the left side (of)

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Michael Rost

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Yes or No? Where?

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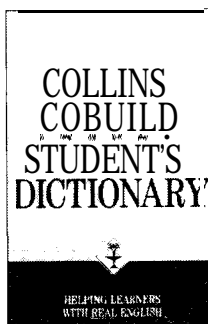
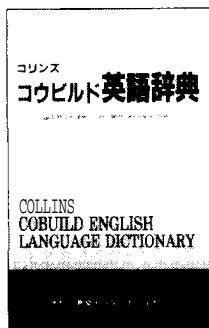
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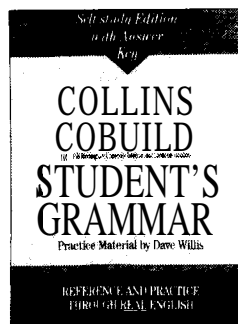
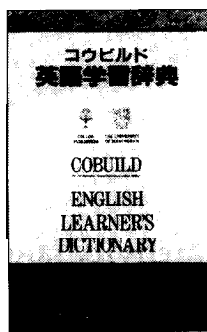


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Report on Annual IATEFL Conference

by Carol Rinnert
JALT Representative to
April, 1993 IATEFL Conference

As JALT's official representative, I attended the 1993 annual IATEFL Conference at the University of Swansea in Wales from April 2 until April 7. Along with alternate representative Danielle McMurray, I attended all the official gatherings, including social events and business meetings. In addition, we each took advantage of the opportunity to participate in a variety of other sessions and presentations to represent JALT as effectively as possible, as well as further our own professional development.

Because the IATEFL Conference (with approximately 1200 participants) was much smaller than the JALT and TESOL Conferences that I was more familiar with, I was impressed by the ease with which personal contacts could be made during this busy, constructive week. In this report, I will focus on aspects of the IATEFL organization and of the conference itself that I feel will be of most interest to JALT members, with particular emphasis on ideas that may be of use to us as we reflect on our own future, as well as our relations with IATEFL.

IATEFL Organization Basic Structure

IATEFL (International Association for the Teaching of English as a Foreign Language) has over 2600 individual members in more than 100 countries. The association is basically organized in terms of 12 Special Interest Groups (SIGs) rather than regional chapters, although IATEFL branches, which apparently exist only outside England, could be considered something like chapters (e.g. Scotland IATEFL). Upon joining IATEFL for the fee of £22, a member designates one primary SIG that he or she belongs to without charge; any other SIG can be joined for an additional fee of £6. Every member receives a copy of the IATEFL newsletter, and each SIG produces its own newsletter, which is sent to members free and offered for sale to non-SIG members. Some of these SIG newsletters address specific topics, for example *Rhymes and Rhythms* (including a 50-page text with cassette tape) produced by the Phonology SIG. The SIGs are self-sufficient in terms of finances—they receive start-up loans and some direct support from IATEFL and collect other revenue from advertisements for their newsletters, sales, conferences, and donations. SIGnets (SIG branches) can be formed in other countries by four or more IATEFL members and any number of non-members.

Branches and Affiliates

IATEFL foreign affiliates and branches are concentrated mainly in Europe, but also include groups of teachers in Africa, North and South America, Asia, and

the Pacific. The branches and affiliates meeting was attended by representatives from more than 25 different countries, and teachers from many others attended the conference. The most recent affiliates are Thailand and Sweden, and the newest branch is the Ukraine.

Recently, a new plan called the DSS (the Differential Subscription Scheme), proposed by Alan Maley and financed through a fund sponsored by a writers, publishers, ELT institutes, and the British Council, has made it possible to subsidize approximately 3,000 new members in 15 branches in countries with currency restrictions and/or difficulties that make the cost of membership without subsidization prohibitive.

The main benefit for affiliates is an institutional link, an agreement to provide a channel of communication within a network with other language teachers. In contrast, the status of branches (which JALT presently has) carries a number of other more tangible benefits: 1. receipt of IATEFL and SIG newsletters, 2. access to a panel of speakers and experienced organizers, 3. receipt of a percentage of the membership fee collected by the branch (currently £4 each for new members, £2 for renewals), and 4. complimentary registration, accommodations, and meals for one branch representative to the international conference each year.

National Administrative Structure

The IATEFL Executive Committee includes elected officers and committee members. The organization is headed by a Chair, who first serves as Vice Chair for one year, then two years as Chair, and one more year as Vice Chair. The next elected Vice Chair then comes in for one year, moving on to Chair for two years and back to Vice Chair for one. This system, which requires a four-year commitment, insures smooth transitions between the two main positions.

Services

Panels of speakers who volunteer to give complimentary presentations at IATEFL meetings and conferences include a 12-page list for the U.K. and Europe and a 3-page list for the rest of the world. Those wishing to receive copies of the lists and/or to volunteer to become panel members should contact me. A recent 31-page publication by IATEFL entitled *Suggestions for Presenters of Talks and Workshops* is available from the IATEFL office. A third booklet, the *SIG Co-ordinators' Guide*, which I have forwarded to David Wood, JALT N-SIG coordinator, is also available from the IATEFL office.

The Conference

The annual conference is longer than JALT and TESOL conferences; the 1993 IATEFL conference lasted for five days (from April 3 through April 7), although the general presentations didn't begin until April 4. The affiliates and branches dinner was held on April 2, and the official affiliates and branches meetings were held on April 3. The new members' meeting and the annual business meeting were scheduled later in the week, but

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not at the same time as any other event. Thus, representatives were able to attend many of the regularly scheduled presentations, rather than having to spend the entire conference in meetings, as is often the case for officers at JALT conferences.

From April 4 through April 7, the overall conference schedule conformed to the following basic timetable: Plenaries and/or individual sessions in the morning from 9:00 until 10:45, with a morning break and exhibition time lasting until noon (11:30 A.M. on the last day). Individual sessions and/or plenaries from noon until 3:00 or 3:30 P.M. An afternoon break of 45 minutes was then followed by late afternoon sessions lasting until between 5:00 and 5:30 on April 4th, 5th, and 6th. The morning and afternoon breaks insured ample time to browse among the publishers' displays. However, a minor annoyance resulted from the fact that sessions were scheduled throughout the entire time when lunch was being served, which meant that participants staying in the dorms (the vast majority of conference goers) who had ordered lunch tickets had to choose between eating lunch and attending scheduled presentations, whereas for 75 minutes in the morning and 45 minutes in the afternoon no sessions were scheduled and lunch was not available. Evening programs included simultaneous "Instant Theatre" (demonstration of a dramatic story-telling

technique) and "Vardre Choir" (famous Welsh singers) on April 3, Dylan Thomas's Under Milk Wood on April 4, the Mayoral Reception and Conference Dinner on April 5, and a story telling session followed (and overlapped) by a disco dance party on April 6.

The 1994 IATEFL conference is scheduled in Brighton, April 6-9, and the 1995 conference will be held in York. The deadline for proposals for the 1994 conference will be October 22.

Future Relations

In meetings with the outgoing and incoming Chairs, as well as the full-time administrator (office manager), the alternate representative and I attempted to allay apparent worries on their part regarding the stability of JALT's administrative structure. We assured them that the current structure is functioning very well and that our present restructuring should make it possible to improve communication with IATEFL in the future.

I am grateful for the opportunity to represent JALT at the annual IATEFL Conference. I hope that the relationship between JALT and IATEFL will continue to develop and bring benefit to both our organizations. Anyone wishing to discuss IATEFL should feel free to contact me (address on page 2 in this issue).



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Smile You're on Candid Camera

by John Fanselow

教師が本当に自分自身の考え方を認識したいと考え、授業が実際に自分の意図した通りに運んだのかどうか知りたいと思ったならば、自分自身の授業を視聴する必要がある。ビデオはそうした目的のためにはうってつけの機器である。ここでは、ビデオ録画の方法、および録画した情報の解釈の仕方が述べられている。教授法を評価することや絶対的な尺度で判断することをひとまずやめてみると（すなわち、良いか悪いか、あるいは正しいか誤りであるかというような判断をしないことによって）、異なった視点から教授法を見ることができるようになり、これまでの活動に改良を加えたり、今まで行っていたことがない活動なども積極的に取り入れることができるようになるであろう。

Sociolinguistic Consciousness-Raising through Video

by Kenneth R. Rose

日本人の英語学習者の異文化コミュニケーションにおける語用論的一考察である。日本人の英語学習者の語用論的能力を伸ばすために、意識的 (consciousness raising) 活動の必要性を説いている。筆者は、後者の語用論的能力に着目し、ビデオを使用した依頼表現の語用論の指導方法について述べている。例として、映画「ベートーベン」「タンポポ」、テレビコメディシリーズ「Seinfeld」が使われている。

Interactive Video and Hypermedia: Where's the Beef?

by Donna H. Tatsuki

語学教師は新しい教授法や技術革新を恐れない。この積極性は語学教師の長所である反面、危険性もはらんでいる。危険性のひとつとして考えられるのは、教師が「最新のメソッド」「最先端のテクノロジー」の時流に乗ることに熱中するあまり、それら技術革新の持つ効能と限界を一步離れたところから厳しい目で検討することを怠ることである。相互作用のビデオ (IAV) とハイパーメディア (HM) は教師の想像力を刺激するそのような最新メディアである。ここでは、IAV と HM に関する主張を最検証し、それらの主張を指示する研究についても言及する。

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Running with both Feet in Cement

by David Neill

著作権による規制は、映画の使用やテレビからの録画を考えている教師を悩ませる。筆者は、例として、レンタルテープと録画使用に魅せられたある教師を取り上げ、教師の立場から著作権について考える。著作権による規制によって語学教師が犯罪者にされてしまうようなことが本当に起こり得るのだろうか。簡単にまとめると、著作権法では、映画やテレ

ビ番組からの録画テープを教室内で使用する場合に限り、次の条件下で認めているのである。1) 使用目的が営利目的以外の教育用である場合。2) 著作権のある作品からの使用部分の量と実質が小さい場合。3) これらの使用が市場や作品の価値に影響を与えない場合。以上3点について注意を払うことが重要であると言える。

A Greater Vision : Teaching with Captioned Video

by Christopher J. Bragoli

ここでは、字幕スーパーの由来と使用目的についての一部の誤解を解くことを目的としている。例として、字幕スーパーが「文化」に関する知識を提供し、アメリカ英語の習得を助ける、ということが挙げられる。筆者はまた、字幕スーパー使用の先行研究についても触れ、字幕スーパーの指導技術とレッスンの例を示している。他のメディアでできない字幕スーパーだけの特長とは、音・映像・活字を最大限に駆使して意味に結び付けていくことができる点であろう。先行研究でも明らかにされているように、字幕スーパーの使用は、学習者に発音や音の違いを気づかせるのみならず、読むことや語彙学習に関しても関心を持たせることに成功している。

ここまでの和文要旨作成協力：山下早代子

Textbook vs. Authentic Dialogues : What's the difference?

by Dale T. Griffiee

テキストブックの二つのダイアログと、同じ話題に関する母語話者同士の自然な会話と、談話分析の観点から検討される。取り上げられる項目は、会話の開始、終結、短縮、付加、バックチャンネル、フィラー、重なり、冗長性、修復、沈黙で、母語話者同士の会話に見られるこれらの要素が、テキストブックのダイアログにはほとんど含まれていないことが示される。特に会話の終結については詳細に分析され、フィラーの幅広い役割についても検討が加えられる。最後に、テキストブックのダイアログの型と機能について議論がなされ、母語話者同士のダイアログに近いものを習得するには、教育的観点から考えられた練習が必要であると結論付けられる。

Why Do Students Cheat on Their Homework?

by Stephen M. Ryan

多数の学生が他人と同じ答えを記した宿題を頻繁に提出する事実に注目した著者は、その理由を調査することにした。自分の学生について観察した結果、この現象がしつけの問題というよりも文化的相違によるものであると著者は結論付ける。彼らが宿題を完成するためにする行為は、著者の国の文化からは全く予想できないものである。著者と学生の双方が理解し納得できる宿題形式はどうあるべきか、著者のアイデアが示される。

以上2点の和文要旨作成協力：森川博己・森川キャロリン

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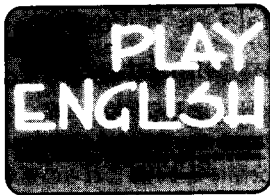
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What Students Learn from an ORILLAS Sister Class Project

by Eiko Kato

This article reports on an ORILLAS sister city project between the City University of New York at Brooklyn (CUNY) and Osaka Jogakuin Junior College. The project started in 1991 with three objectives: cultivation of intercultural understanding, student centered instruction, and English language learning through real communication. As part of their exchange, the Japanese students produced movies to introduce Japanese culture and society using a computer digital movie making program called QuickTime (Apple). Six different groups made a movie covering the following topics: jukus, Kyoto, Osaka, furoyas, highschool life, and Shinto. They filmed what they focused on, edited the films on a Macintosh computer, made English narration, and added BGM for their movies. The English narration of the movies was evaluated by their sister classmates at CUNY. Although the sister classmates enjoyed the movies, they commented that it was sometimes difficult to understand the narration because of heavy Japanese accents. The Japanese students appreciated such honest comments on their English pronunciation and hoped to remake their English narration. The Japanese students were highly motivated to participate

in this project because it was fun to exchange ideas with their sister classmates. It is often said that motivation is an important factor for language learning, and having sister classmates provided the Japanese students with a strong reason for learning English.



OPINION, cont'd from p 43.

evaluate it and start the process of applying for permission we should be allowed to hold on to it until the permission is granted or refused.

These days when I think about using authentic video in the classroom I feel as if the concrete is almost fully hardened around my feet reducing any leeway in the creating of new and exciting lesson plans to stimulate and challenge my students. I sometimes think "Who is going to catch me if I violate the law?" However, being an honest law-abiding teacher, I do not want to break the law-maybe just bend it. But as we all know, hardened concrete does not bend.

Reference

Whitus, J. (1993). The three-step sales pitch, producer to teacher: A review of three video sessions at JALT. *Video Rising*, 5 (1), 6-7.

Editor's Note: *Video Rising* is the newsletter of JALT's Video N-SIG.



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William Shakespeare

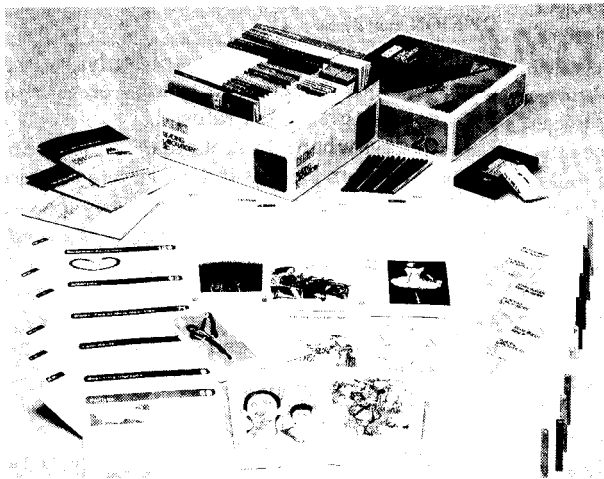
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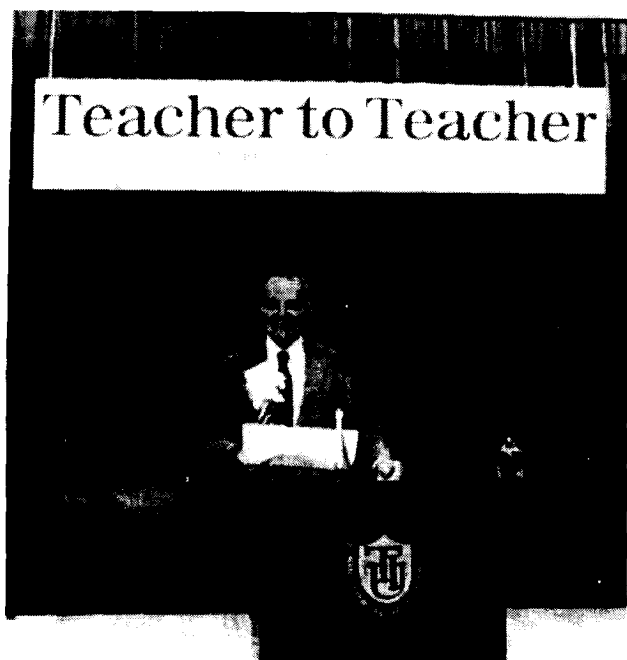
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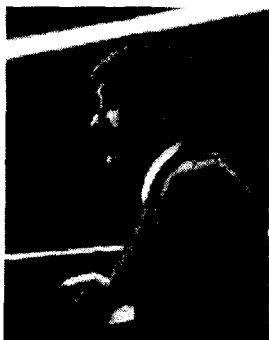
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Confab over lunch.



Main Speaker Earl Stevick.



Carl Adams, Past JALT National Program Chair



Main Speaker Earl Stevick talking with Barbara Fujiwara.

Shig Imamura, Past President of JALT.



The first day: decisions, decisions.



Main Speaker Diane Larsen-Freeman talking with conference participants.

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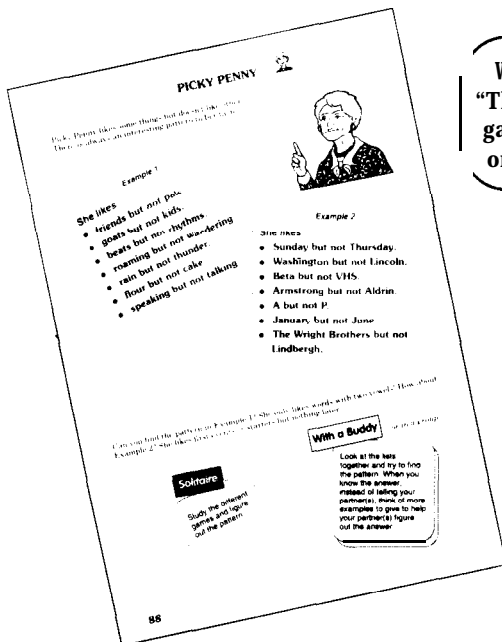
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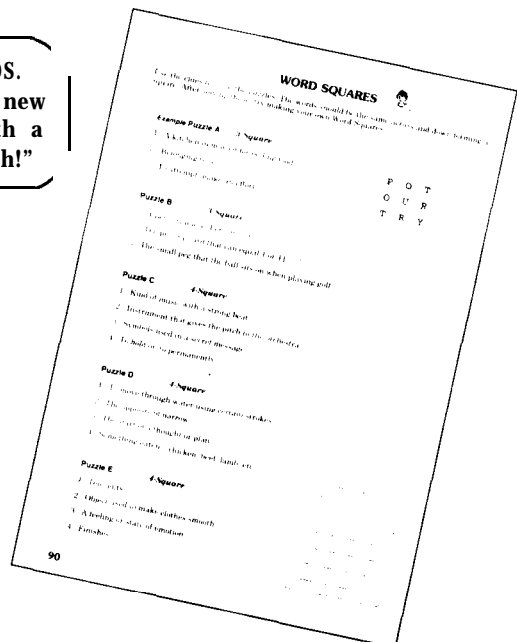
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National Business Meeting Agenda Item
Amendment to the Constitution and Bylaws
Concerning N-SIG Representation
and Voting Rights

(Moved by Jim Chambers, Michiko Kunitomo, Don Modesto, Masaki Oda, Setsuko Toyama, Richard Uehara)

The Constitutional Reform Committee has been soliciting opinions from officers and the general membership concerning the question of N-SIG (National Special Interest Group) representation in JALT's decision making. Under the present constitution and bylaws, N-

SIGs only have a right to voice their opinion at Executive Committee meetings, while JALT local chapters have voting rights. At present there is no clear consensus to radically change N-SIG representation or funding. The question is still being studied. At the June 29th Chapter Representatives meeting, the chapter reps voted to form an ad hoc subcommittee to consider various proposals.

However, there is a general consensus that the status quo is not acceptable. Because the process of rewriting the constitution is slow, it is felt that at a minimum we should move expeditiously to give voting rights in the ExCom to the N-SIG representative, i.e. one vote on behalf of all N-SIGs as an interim step. This involves changing several sections of the constitution and bylaws. The proposed changes are as follows:

Article V (Officers and Elections), Sections 2 and 3 of the Constitution:	
Current	Proposed Change
V.2. The Executive Committee shall consist of the officers, the immediate past president, and one representative from each chapter. Officers or chapters may exercise their voting rights by proxy	V.2. The Executive Committee shall consist of the officers, the immediate past president, the N-SIG representative, and one representative from each chapter. Officers, the N-SIG representative, or chapters may exercise their voting rights by proxy.
Current	Proposed Change
V.3. At Executive Committee meetings, two-thirds of the officers and a majority of chapter representatives shall constitute a quorum. Officers or chairs of committees may not simultaneously represent by vote a local chapter at the meetings.	V.3. At Executive Committee meetings, two-thirds of the officers and a majority of chapter and N-SIG representatives shall constitute a quorum. Officers or chairs of committees may not simultaneously represent by vote a local chapter or the N-SIGs at the meetings.
Bylaws II (Duties and Officers):	
Current	Proposed Change
II.4. Recording Secretary: The Recording Secretary shall be responsible for recording the minutes of the Executive Committee and JALT meetings and for keeping the chapters informed of the activities of the national organization.	II.4. Recording Secretary: The Recording Secretary shall be responsible for recording the minutes of the Executive Committee and JALT meetings and for keeping the chapters and N-SIGs informed of the activities of the national organization.
Bylaws VI (National Special Interest Groups [N-SIGs]):	
Current	Proposed Change
VI.5. Each N-SIG is entitled to representation by voice only on the Executive Committee.	VI.5. N-SIGs shall be represented at the Executive Committee by one N-SIG representative designated by the N-SIGs.

JOB OPENING



Oxford University Press, ELT Division, announces an opening for a full-time editor based in its Tokyo office. Duties will include researching Japan-specific learning, teaching and market needs as well as developing, coordinating and editing projects with local authors. The position will report to OUP's Far East Editor and candidates should have a solid Japan-teaching background, an MA in TESL or Applied Linguistics (or equivalent), and a good working knowledge of Japanese. Editorial and marketing experience would be an advantage. Salary & benefits are negotiable. Pls send CV with photo to Chris Foley, OUP Tokyo, 2-4-8 Kanamecho, Toshima-ku, Tokyo 171. Interviews will be held in early October in Tokyo.

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SATURDAY, OCTOBER 9

PHOTOCOPYING: THE LEGAL ROUTE..... 10:00 Room 703

(STEVE GOLDEN)

VISTAS: INTERACTIVE LANGUAGE LEARNING IN PRACTICE

(H. DOUGLAS BROWN) 11:00 Room 906

DYNAMIC DIALOGUES 1:00 Room 807

(LESLEY KOUSTAFF)

FOCUS ON VIDEO..... 4:00 Room 602

(BARRY TOMALIN)

SUNDAY, OCTOBER 10

GRAMMAR WITHOUT TEARS 1:00 Room 703

(H.T. JENNINGS & BARBARA WIGGIN)

A SPECTRUM OF IDEAS FOR TEACHING BEGINNERS

(BARBARA WIGGIN & SPECIAL GUEST) 4:00 Room 903

MONDAY, OCTOBER 11

PAIRWORK BEYOND DIALOGUES..... 11:00 Room 703

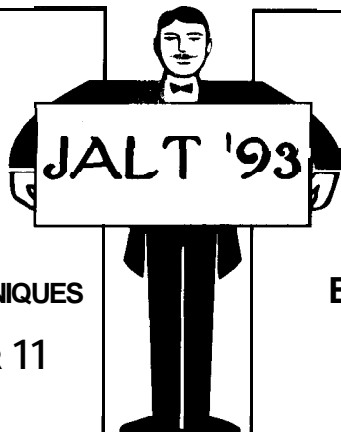
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Proposal Readers Needed for JALT 94

About 30 people will be needed from early February to late March 1994 to read proposals for the 1994 JALT Conference in Matsuyama. Each proposal will be read by three persons, and each reader will be given approximately four working days to evaluate ten to twenty proposals in each mailing. In order to accommodate all submissions, we anticipate three or four mailings to each reader.

We are looking for people with a broad knowledge of language teaching/learning and an understanding of JALT, its mission, and its membership. A reader does not have to have a Ph. D. or even an M.A., but he/she should have the pertinent background knowledge and be familiar with broad content areas so as to competently evaluate proposals which run the gamut from games and practical activities to discourse analysis and theoretical issues. We also wish to maintain a balance of male and female readers, native and non-native English speakers, nationalities, teaching situations, levels of experience, and geographical areas.

If you would like to volunteer to be a member of the Reading Committee, please contact:

Kelly Ann Rambis
Nagoya City University
College of General Education
Mizuho-ku, Nagoya 467, fax: (052)882-3075
(Please do not send resumes.)

Nominations for 1994 TESOL and IATEFL Representatives

Each spring JALT sends representatives to the TESOL Convention in North America and the IATEFL Conference in Europe. (The TESOL Convention will be held in Baltimore between March 8-14, 1994; the IATEFL Conference will be in Brighton, April 6-9, 1994.) Please suggest the names of any JALT members you know including yourself who might be interested in attending TESOL or IATEFL as a JALT representative. Nominations and supporting materials (resume and letter of intent) must be received by the NEC before December 1, 1993. Representatives will be expected to attend various meetings at their conference and to submit a written report to JALT after returning to Japan. A financial subsidy is also available to help cover expenses. To place nominations or for further information please contact one of the following NEC members:

Brendan Lyons (Chair)
tel: 0534544649
fax: 0534534719

Russell Clark
tel: 0123-42-0801
fax: 0123-42-0803

Beniko Mason
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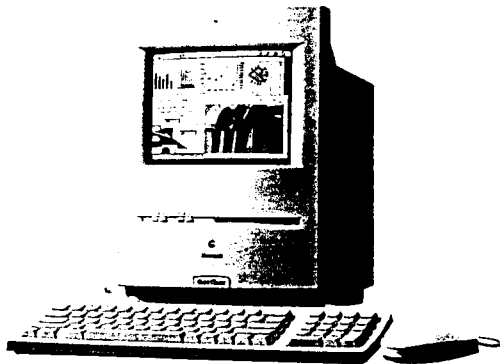
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A Greater Vision: Teaching with Captioned Video

by **Christopher J. Bragoli**
Sanno University

Captions on moving pictures are nothing new. Just ask my great-uncle Riccardo, who was made redundant from his piano playing job at the Brixton Astoria when soundtracks were invented. Captions, however, survived as "subtitles" on foreign movies. In the last few years, TV stations in the U.S.A. have begun captioning an increasing number of productions for the thousands of hearing-impaired Americans who could not otherwise enjoy television. At first, captioned programming was limited so as not to interfere with the viewing pleasure of the majority, not to mention the cost of the service, I heard of one TV channel who showed a naked choir as a cheaper means of bringing music to millions and pleasure to the deaf.

Then, around 1980 and in response to popular demand, a new system was introduced to increase captioning without upsetting the average punter. This system is known as closed captioning, which, unlike normal open captioning, can only be seen with a decoding adapter. These adapters, easily purchased in Japan for around ¥30,000, decode signals transmitted from your video deck to TV, but only work with originally encoded videos.

People often complain that captions do not seem to match the original language. The fact is that captions are not intended to be a word-for-word transcription of the dialogue. If they were, your eyes would soon get sore trying to keep up with the pace, and you'd probably get irritated at seeing how badly some people speak. The captioning is in fact carefully synchronized with the picture as well as adhering to a prescribed reading speed (often as slow as 120 words per minute, instead of the standard 200 wpm). This reduced reading speed lends itself perfectly to foreign language teaching, encouraging comprehension without overwhelming. Although the soundtrack and captions may differ, the essential meaning is always respected, which is more than can be said for subtitles or dubbing.

The other main criticism of captions is that they do not have a positive effect on listening skills. However, Dowe and Price (1983) conducted a study with 500 adult students of 76 native language backgrounds. Their results indicated that all viewers benefited significantly from captioning, even after one viewing. The researchers also reported that captioning enables the learner to acquire more of the "cultural script" and speech patterns of native Americans. Koshinen and Wilson (1987) tested students at an elementary school near Washington and found that captions improved vocabulary, comprehension, oral reading, and, above all, student motivation.

In 1992, I conducted my own experiment- with 40 lower intermediate students, divided into two classes.

Over a ten week period, one group studied a certain video movie, answering comprehension exercises on worksheets, with the aid of captions. The other group (B) studied the same without the aid of captions. In the eleventh week, a test of comprehension questions was given to both groups on a sequence from a completely different movie, without the aid of captions. During the course of these ten weeks, group A had a whale of a time. The captions allowed them to understand and enjoy what they were watching. Group B, however, had great difficulty in concentrating on the task. In most cases, the students got frustrated at not being able to understand much and became despondent and aggressive. The result of the final test: Group A students scored an average of 58%, Group B only 52%. Although this does not prove that captions improve listening comprehension, it would seem that caption use does not make it any worse.

Captioned Video Teaching Techniques

Basically, most techniques involve isolating sequences from longer videos and concentrating on one or more particular skills during each sequence. Carolyn Parks (1988), one of the pioneers of closed captioned television for EFL students in Maryland, lists the following techniques:

1. Listen: (sound only) Students imagine setting, description of characters, situations.
2. Watch and speak: (picture only) Students narrate or write dialogue.
3. Listen and watch: (picture-sound-no caption) Listening comprehension.
4. Watch, listen and read silently (picture-sound-caption) Students try and identify differences between words seen and heard.
5. Watch and read: (picture-no sound-caption) Students read aloud individually or in groups for pronunciation or intonation practice; or teacher reads and students recite along.

Two groups of support activities are suggested as follows:

1. Listening and Reading Activities
 - a. Answer comprehension questions.
 - b. Locate specific words or details, e.g. "Find a word (phrase) which means..." or "Put the following sentences in the correct order" or "Answer true or false to the following..."
 - c. Identify the speaker.
 - d. Predict what will happen next.
 - e. Identify differences between words spoken and those printed on the screen.
2. Speaking and Writing Activities
 - a. Answer comprehension questions.
 - b. Paraphrase the action.
 - c. Read captions aloud.
 - d. Supply the missing words
 - e. Role-play to re-enact story

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A One-off Lesson Using Captioned Video

There is clearly no one, right way of using the medium most effectively. Most teaching methodology presupposes that the students are good and do what they are told. What will work with a small motivated class of English major students at an all-female institution in Kobe may not work with a class of 60 male *judo/kendo* students in Kanagawa. The following lesson is one I have used with just about every level of ability and has never let me down too badly:

1. Select a suitable captioned sequence from a video and pre-teach essential vocabulary.
2. Write the words *Who*, *Where*, *When*, and *What happens* on the board.
3. Show the sequence without captions. Students try to answer the questions.
4. Students in pairs or groups discuss what they saw and pool answers.
5. Students watch again with captions for reinforcement, and answer questions.
6. Teacher circulates to identify areas of greatest difficulty, then shows sequence a third time, pausing the video where necessary or repeating certain segments.

Before using captioned video with a class for the first time, students should be told that the dialogue and printed

captions are not exactly the same. The above lesson can take 60-90 minutes depending on the length of the sequence, which should ideally be 5-10 minutes in length.

The advantage of captioned video over other media is that it offers the maximum number of clues to meaning through sound, picture, and printed words. As research has indicated, it encourages a student to read and acquire vocabulary, as well as improve pronunciation and distinguish between sounds. It is also fun for the students, and they are the ones who are paying our salaries. As supplementary materials, vocabulary lists (with Japanese translations where appropriate), plot summaries, and scripts can be very useful when studying longer sequences or whole movies. Needless to say, whatever captioned video teaching techniques we decide to use should be combined and adjusted to suit the needs and ability of the particular learners. As teachers, we should adjust our methodology to keep pace with new technology, instead of adhering to the same old fashioned and ineffective methods. Using captioned video is like having a wooden yoke attached permanently round your neck. You'll never look back.

References

- Dowe, A. & Price, K. (1983). Effects of captioned television on adult ESL learners. *MATESOL Newsletter*, 12 (2).
- Koshinen, I. S. & Wilson, R. M. (1987). Have you read any good TV lately? *NCI Annual Bulletin*. Richmond, VA: NCI, Inc.
- Parks, C. (1988). Using CC TV to teach ESL. *NCI Annual Bulletin*. Richmond, VA: NCI, Inc.

ANNOUNCING *Tokyo JALT's November Conference*

TEACHER & LEARNER DEVELOPMENT

At Showa Women's University Sunday, Nov. 21, 1993, 10:00am-4:30pm

Program highlights:

- 10:00 - Virginia LoCastro (Intl. Christian Univ.) on language awareness training.
11:30 - Karen Love Brock (Waseda Univ.) introducing ideas for learner training.
1:45 - Anni Hawkinson (MAT-Japan School for Intl. Training) on teacher education.
3:15 - Don Maybin (Language Institute of Japan) on communication strategies training.

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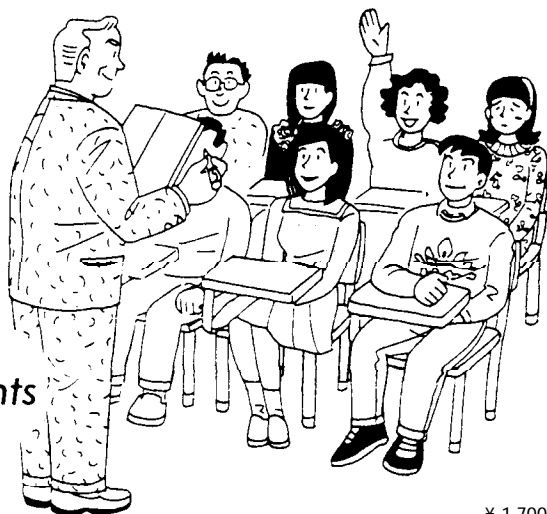
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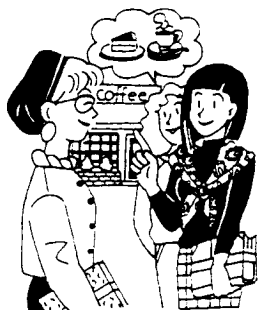


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Oxford Pocket Basic English Usage. Michael Swan. Oxford: Oxford University Press, 1992. Pp. 288.

Michael Swan, the author of the best-selling *Practical English Usage* (1980), has now produced a handy, easy-to-use reference book which may be of interest to both intermediate level students and teachers of English.

As the title suggests, the *Oxford Pocket Basic English Usage* is a practical pocket-sized guide to the way English is used and "common problems in English grammar and usage" (back cover). Swan, however, describes his guide as a "dictionary of problems" (back cover) rather than a miniature version of his previous all-encompassing best-seller. Although small and reasonably light-weight, it still contains a wealth of information. After the introduction, the user will find a listing of 370 entry headings covering a broad range of items covering both spoken and written English. Following this, concise definitions of words and grammatical terms used in explanations are given as well as an easy guide to the phonetic alphabet. A key element of the text is the use of multiple examples rather than wordy explanations; it is this feature in particular that makes the contents more accessible to learners of English.

The 370 major entry headings are arranged in alphabetical order and numbered to facilitate easy referencing. The various points of usage and grammar are explained in short entries under each major heading with examples provided to illustrate both correct forms and common mistakes made by learners. The inclusion of various examples of common errors to contrast with correct forms is a particularly helpful feature of this book. In doing so, the author is careful to present incorrect forms in a manner that assists but does not confuse the user; incorrect forms are placed inside brackets, preceded by the word "NOT" in capitals and struck out. In addition, many entries are cross-referenced. Another notable feature of the entries is the author's use of diagrams and drawings to illustrate meanings; indeed, often times a picture is worth a thousand words and can clarify concepts more quickly for students. Overall, the layout of the contents is reasonable, although the size of the lettering is rather small.

The author states this book is written specifically for intermediate level and above students of English as a foreign language "who would like to know more about English and who want to avoid mistakes" (back cover). As such, it does not try to cover all aspects of usage and grammar but rather concentrates on a range of general items and potential problems. How the items included came to be selected is not discussed. This means that there are items which have not received coverage. Even so, this does not detract from what the book does offer. For students who are really keen, the author has also co-authored an accompanying exercise book, *Basic English Usage: Exercises*.

It is acknowledged in the Introduction that the book describes standard modern British English although some information about American English usage is included.

Distinctions are noted between the two styles in some entries but for the most part are few and far between. The prime coverage occurs in item number 73 (pp. 61-62) which lists examples of some basic differences in vocabulary, grammar, and spelling giving a cursory explanation that they are similar but with differences.

On the whole, this reference guide is quite easy to use and relatively easy to understand, even for intermediate level students, as explanations are for the most part given in ordinary everyday English. Although grammatical terminology is sometimes used, explanations of these can be found in the front of the book. These features especially make this guide particularly attractive to those English teachers whose knowledge of "nuts and bolts" is a little rusty and who are tired of being caught short for an answer to their students' questions about English usage. This book would indeed be a worthwhile addition to the reference library of both students and teachers and is handy enough to carry around without adding too much to one's burden.

Reviewed by Gregory O'Dowd
Kanda Institute of Foreign Languages

References

- Swan, M. (1980). *Practical English usage*. Oxford: Oxford University Press.
Swan M., & J. Seidl. (1986). *Basic English usage: Exercises*. Oxford: Oxford University Press.

Rhythmic Phrasing in English Verse. Richard D. Cureton. London: Longman, 1992. Pp. 467.

This book presents a new theory for rhythmic phrasing of English verse. The audience would seem to be people interested in analyzing poetry, and so perhaps not every language teacher in JALT.

For a language teacher a volume of this sort offers a glimpse of a different field, and here one with a longer tradition than we generally admit to. The review of current approaches to analyzing verse lists no less than fifteen distinct approaches before chapter two where Cureton discusses five myths of verse rhythm.

This second chapter was perhaps the most interesting for me. Cureton finds that despite the fifteen approaches the still limited productivity in the field can be traced to "a number of deep philosophical and methodological difficulties, difficulties that recur...and have prevented the development of a strong theory of English verse rhythm" (p. 78). The five points taken up show that verse rhythm has generally been treated as a less diverse and less complex matter than Cureton claims it to be.

Due to these difficulties there has been little progress, and approaches have proliferated to accommodate the needs of investigators. Here seems to be at least similarities with the situation in language teaching. A proliferation of approaches and ideas subscribed to by small groups of practitioners, approaches that, how-

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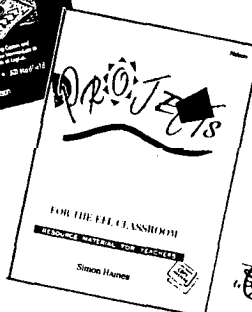
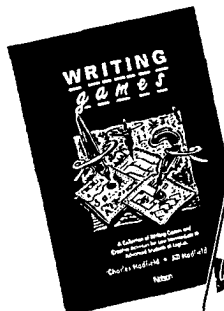
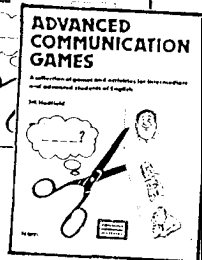
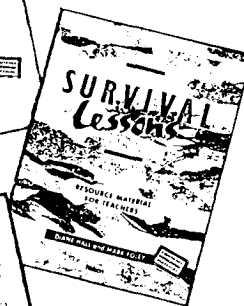
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ever, seem less than universal to teachers other than those most directly involved.

In chapters three to five Cureton develops his theory, and, borrowing from music theory, he establishes a very comprehensive apparatus to analyze verse. The last chapter analyzes a number of different poems and parts of poems to show the versatility and completeness of the theory, and its ability to help us gain a better understanding of the poems.

I would not recommend the volume for teachers desperate for ideas for tomorrow morning's class. Still if needs are less pressing, the approach presented by Cureton seems potentially productive: taking a long hard look at the bases of past and present practices, then importing ideas from allied fields to bring forth a synthesis to provide comprehensive insights into the matter investigated, here verse rhythm.

Finally, if you do not have time for all four hundred and fifty pages, do read chapter two and the implications in chapter six.

**Reviewed by Torkil Christensen
Hokusei Women's Junior College**

The Jericho Conspiracy. Vicki Hollett and Rick Baldwin. Oxford: Oxford University Press, 1992. Pp. 80 (Activity Book), pp. 28 (Video Guide). Activity Book ¥1,980. Video Guide ¥1,100. Videocassette1 (Episodes 1-4) ¥3,000. Video Cassette 2 (Episodes 5-8).

The Jericho Conspiracy, a lower-intermediate level English language teaching video, consists of two thirty-minute video cassettes, an Activity Book, and a Video Guide for teachers. Set in Oxford, this mystery story involves intrigue in big business, politics, and the academic world.

In addition to an interesting plot, *The Jericho Conspiracy* is useful for teaching a wide variety of English functions, including making suggestions, expressing opinions, and making requests. Many nuances of English grammar are dealt with, and the table of contents indicates which grammar points are covered in each unit.

Each page of the Activity Book is attractive, but uncluttered, with photographs to enable students to better understand what is happening in the video. Some of the exercises can be adapted for use with multi-level classes, and a transcript is included at the end of each chapter. Our students found the transcript very helpful.

With interesting characters, an intriguing story line, a fine activity book, and beautiful views of Oxford, one might think that *The Jericho Conspiracy* is the perfect ELT video. Used in the proper situation, *The Jericho Conspiracy* will satisfy a wide range of teacher and student needs. However, if classes have irregular attendance, it might be difficult for students to fully benefit from the mystery story as it unfolds.

For review purposes, we used selections from episodes 1-3. Opinions were elicited from a random sam-

pling of adult students, and they considered it to be high quality study material. For teachers, the video was a great tool to get students discussing ideas and contemporary issues.

The video begins with a brief introduction showing students protesting outside the Arts Centre. The Activity Book suggests that viewers watch the introduction and answer the following questions: "What is an Arts Centre?" "What sort of things happen there?" "What do you think this video will be about?" "Who wants to save the Arts Centre?" "Who wants to close it?" These questions are answered in episode one. The beginning of episode one opens with a provocative one-to-one interview, a creative way of introducing interviewing techniques.

If you have a problem motivating your students, *The Jericho Conspiracy* might be just what you're looking for.

**Reviewed by Rob Duncan
Aso Iizuka Hospital, International Training
Programme**

Let's Go. Ritsuko Nakata and Karen Frazier. Oxford University Press, 1991. Pp 80. Student's Book ¥1,400; Workbook ¥920; Teacher's Book ¥3,000; Cassette ¥3,900

Let's Go is a six-level beginners course for children in American English. It has a mixture of grammar, dialogue, alphabet practice, songs, and chants. Its aim is to encourage classroom interaction in English through question and answer forms, dialogue, pair work, and communicative games. After every two units there is a comprehensive review section, "Let's Review," which helps to reinforce new structures and vocabulary. The *Let's Go* pack consists of a glossy student's book, a workbook, a teacher's book, and a cassette.

The activities are well thought out and divided into sections, "Let's Talk," "Let's Sing," "Let's Learn," "Let's Move," etc. This establishes a regular pattern that young children can get used to and feel comfortable with. In addition the book teaches everything in complete sentences, so children learn communication rather than just a stream of vocabulary. It also includes lots of written words so children learn to recognize the pattern of the words that they are learning.

This is all very well in theory, but in practice I think the book goes a bit too far. For example, considering the alphabet isn't taught until the sixth page, is it really necessary to introduce the differences between the written form of *What is* and *What's* on the first page?

The teacher's book lays out rigorous guidelines starting with, "Introduce yourself to the class in English" and includes in its list of materials, "puppets" with which to demonstrate dialogue. This is okay if you want to follow the authors' instructions rigidly, but can be a little tedious if you already have your own established methods that you want to continue to use with the book.

The pictures are colorful, interesting, and have a good racial mix, thus providing a valuable social lesson for

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Japanese children brought up on American commercials and films of blonde haired, blue eyed Caucasians.

The cassette, although clear and useful for students to hear "native speakers," becomes nauseating for adults very quickly, and began to drive me mad.

In conclusion, *Let's Go* is a reasonably priced, attractively presented textbook for young beginners. As long as you can bear the *twee* voices on the tape and the overuse of the word *Let's* in the headings, it's a useful basic textbook for encouraging classroom interaction and spoken English.

**Reviewed by Sophie Grig
Iizuka Hospital, International Training
Programme**

Rhythm and Role Play. Carolyn Graham and Sergio Aragonés. Studio City, CA: JAG Publications-Harcourt Brace Japan, 1991. Pp. 98.

Carolyn Graham teams up with Sergio Aragonés to create a unique, multi-dimensional book that combines both rhythm and interactive activities. Each unit consists of an uncaptioned sequential cartoon followed by a rhythmic play based on the cartoon which helps reinforce vocabulary, intonation patterns of American English, and current expressions. Each unit also contains questions for pair-work that uses the initial cartoon as a springboard to other related areas of conversation. In addition, each unit also has some writing and pronunciation practice, and includes three types of word puzzles throughout the text.

One of the obvious strengths of this text has been the authors' abilities to recognize that, unlike books which often present linguistic elements out of cultural context, the use of cartoons and comics often describes real world situations in unique and lighthearted ways. More importantly, comic strips reflect the underlying cultural values and stereotypes of society. This kind of visual format may appeal to Japanese learners.

The plays are written in conversational style, and the accompanying tape models the correct pronunciation and intonation. Yet, while everyone would agree that role playing is a useful method of internalizing language structures, the success of this kind of activity is often dependent on not only the make-up of the class, but the teacher as well. With this in mind, teachers should be sensitive to the group of students they are working with. However, one positive feature of this text is that the teacher is not dependent upon the success of the play to carry the class. Teachers can fall back on the other classroom activities for support.

Yet while using cartoons is a novel departure from other texts, the authors' own book does not address how each series of pictures can be used most effectively. The cartoon on the American Indian dance (p. 36) is a case in point. I would suppose that many people are familiar with this traditional dance, but even few North Americans have seen, much less understood the cultural, social, and historical significance behind it.

Additional cultural notes for users not acquainted with these customs would have added more interest and flavor to the class.

It is quite evident that the text has been designed to be used in an ESL setting judging from the kinds of questions found in the units. Questions in the book that focus on differences between countries will not be as useful in classes made up of the same nationality. The question "Do you have a long rainy season in your country?" would not spark too much interest into any Japanese classroom. Variations to the question might.

Taken all together, however, this book has impressed me in its innovative approach in promoting English-language proficiency, but because you can never predict the mood or chemistry of your own class in carrying out the role plays, this book would best serve as supplementary text at just the right teaching moment.

**Reviewed by Randall Davis
Tokyo Gaigo Business Academy**

More Comics and Conversation. Joan Ashkenas Cartoons by Sergio Aragonés. Studio City, CA: JAG Publications-Harcourt Brace Japan, 1991. Pp. 30. ¥2,850

Using comic strips that tell a story with pictures is a useful device for teaching. It can be used in a variety of ways. As a listening exercise for lower levels, students can put a jumbled picture sequence in order as they listen to the story being told. As a speaking exercise for higher levels, students can be asked to tell the story to partners who can't see the pictures themselves. The partner then can be asked to tell the story to a third person. This is a challenging exercise which confirms the listeners' understanding. Comics can be used in many more imaginative ways.

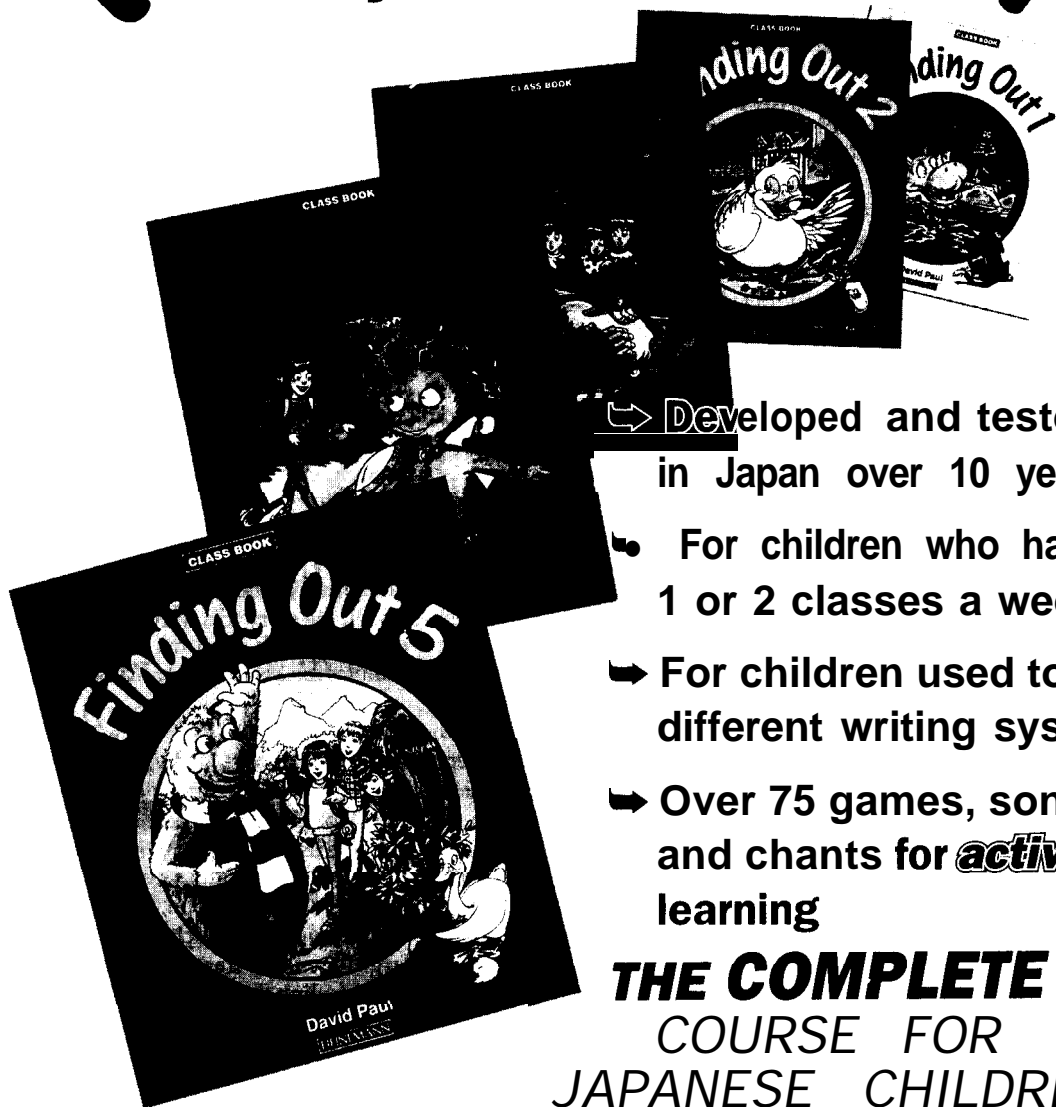
More Comics and Conversation is a book which consists of 22 reproducible comics drawn by Sergio Aragonés (who is best known as an illustrator of the American humor magazine *Mad*). There are a number of humorous comics which can be used in the ways stated above. On the other hand, many of the comics just aren't funny or interesting. With only 22 strips total, only about half of them interesting, you don't get much for your ¥2,850. The strips are so large (one three-frame picture filling an A4 page), you get the feeling the authors are trying to fill a book with not enough material. The presentation of only the comics, with no materials for expansion, seems a bit bare, and it's hard to imagine basing a lesson on it.

A much better value for your money is a book like Carolyn Graham's *Rhythm and Role Play* (1991), which actually uses some of the identical illustrated stories. The comics can be used for the above purposes, but as a supplement to the more meaty (and enjoyable) rhythmic readings based on the stories. These provide vocabulary and natural speech patterns, in addition to the comics.

Another excellent book which uses comics as a base for

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Chapter Reports

FUKUOKA

"Beep-hop-a-loo" and Motivating Students and Tired Teachers

Don Maybin

In July Don Maybin gave a real "bee-hop-a-looing" presentation and had all the listeners on their feet and singing many times. What might sound like a party was, actually, a thought provoking presentation. Many useful techniques were discussed and practised.

Maybin demonstrated rhythm and beat-based techniques. Some teachers might want to use such techniques, but are uncomfortable in the role of musician and performer. And there hangs the dilemma. Maybin says that, in order to effectively use a technique, a teacher must be comfortable with it. He then offered some hints to help stage-shy teachers. An example he mentioned was doing rhythmic chants from the rear of a class rather than the front.

Maybin then stressed the value of creative seating arrangements and friendly competition. Finally, he gave some good ideas about the use of karaoke in class. Although he didn't have time to finish his karaoke demonstration, he gave some good hints about the use of karaoke in class.

Do you want to motivate your students? Are you a tired teacher? I encourage you, as he encouraged us, to send a self-addressed, pre-stamped return envelope to: Don Maybin, LIO, Odawara, Kanagawa 250, Japan. Request the handout entitled "Motivating Tired Students and Teachers" and be sure to tell him that you got his name from the undersigned reviewer.

Reported by Rob Duncan

KAGOSHIMA

Effects of Study Abroad Program

M. Iwakiri, C. Fujita, and S. Ikeda

At our June meeting three Japanese high school teachers discussed the effects of overseas study on the performance of their students. Iwakiri, Fujita, and Ikeda described a program at their school in which approximately one hundred students spent a five week period studying in Australia at several dozen secondary schools. Conducting pre- and post- tests on their students' listening and reading proficiency, it seems that only modest changes ensued. One change many students did experience, however, was in their attitude towards English. Many felt more keenly aware of the need to learn and pursued their studies with a greater sense of diligence following their return from abroad.

The speakers concluded by stating that international travel may expand the horizons of many students, but that measurable changes in language ability usually take a long time to manifest.

Reported by Barbara O'Donohue

OSAKA

Bilingualism and You

Stephen M. Ryan

In his July overview of bilingualism, Stephen Ryan noted that—strictly or loosely defined—bilingualism subsumes multilingualism and implies biculturalism. No one has equal competency in any two languages, and in fact one may be more adept at a non-native language in a particular content area. Ryan pointed out that bilingualism exists inside societies as well as individuals.

Using frequent anecdotal close-ups of how he and his Japanese spouse employ a one-parent-one-language policy with their four year old, Ryan remarked that others in Japan opt for English in the home, Japanese outside. He also mentioned cases of Japanese who spoke only English at home. The case of a native English speaking mother who limited her child's English input to story reading because of her terminal illness was also mentioned.

Despite unfounded claims that bilingualism implies high or low intelligence, Ryan suggested that bilingualism affords a cognitively richer, more flexible, and arguably more ethical way of looking at things. He noted that bilingual proficiency implies many different things. Even being a bilingual receiving individual—able to understand another language without being expected to produce it—can be a viable goal.

Ryan concluded his presentation by discussing the challenges posed by recent immigrants of various ages and nationalities to Japan. He emphasized that basic interpersonal communicative skills can be acquired automatically in a naturalistic setting, but that cognitive-academic proficiency requires conscious study.

Reported by Jack L. Yohay

SHIZUOKA

Japanese Acculturation Abroad and the Return Home

Gregory Laskey

In July Gregory Laskey began by describing his research on Japanese college students who spent a year or more in America. He then contrasted Oberg's model of cultural adjustment with Lysgaard's U-Curve hypothesis. Laskey felt that Oberg's model was more useful in describing the behavior of Japanese who have lived abroad.

After this, factors which might predict the likelihood of success of those adapting to a host culture were considered. Some of these factors included: (1) proficiency in the target language, (2) prior experiences of living in a multi-cultural society, (3) relatively few monetary concerns, (4) chances to develop extensive relations with members of the host culture, and (5) modest expectations of the host culture.

Laskey then cited Padilla's research on problems ex-

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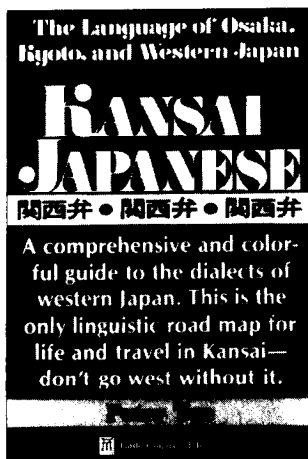
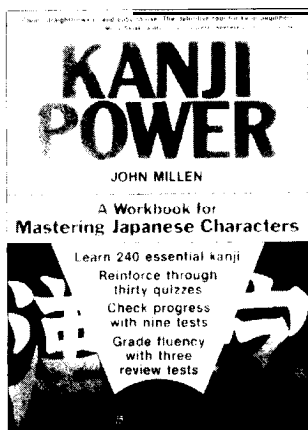
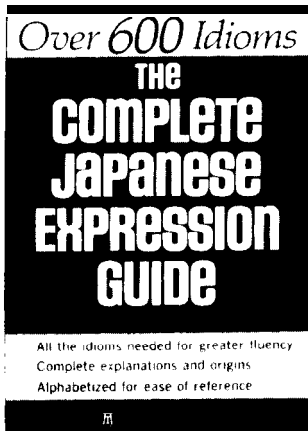
常用漢字1945個のうち、従来小学校一、二年生で学ぶものとされた 240 字について、その音訓、主要熟語、起源を示し、さらに書き方練習のスペースを用意し、節目毎に自己診断のためのクイズなども配しながら、最重要漢字の徹底修得を図る。

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by Peter Tse

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perienced by Japanese abroad. Some of these problems include a loss of self esteem from coping with unfamiliar surroundings. Failures to communicate occur not only from linguistic reasons, but also from differences in social norms. For example, Japanese operating on the basis of *tatemaie* and *honne* may have problems communicating with non-Japanese who value candor.

The processes returnees undergo in readjusting to Japanese society were then considered. Citing research from Pollock, Laskey noted that returnees tend to go through two phases of readjustment: (1) one in which major difficulties and identity problems are experienced, and (2) another in which conditions are smoother, though feelings of ennui persist.

Finally, ways to handle returnees in the classroom were considered. Noting that returnees can be a valuable asset in language classes, Laskey encouraged teachers to draw on their resources without glorifying them.

Reported by Tim Newfields

TOKUSHIMA

Expanding Textbooks: Activities Beyond the Page

Marc Benger

In July Marc Benger showed us how to adapt textbooks to students with varied degrees of language proficiency. Using a page from a textbook as a springboard for his discussion, he had participants formulate questions about a map from the text, then practise their questions in pairs. Participants were asked to generate as many questions as possible within a limited time period. By introducing a slightly competitive element to the exercise, it became more interesting.

After this, Benger demonstrated how textbook materials could be used effectively for beginners as well as advanced students by changing the nature of the tasks in an activity. With Benger's guidance, we came up with many ideas how to employ pictures and text materials in multi-level classes.

Benger concluded by stressing the value of audio tapes in facilitating listening comprehension.

Reported by Sanako Abe

The cover of the July special issue of *The Language Teacher* on Suggestopedia was done by Isshu Fujiwara. The Editor wishes to apologize to him for not reporting this information correctly in the July issue.

UNDERCOVER, Cont'd from p. 69

more structured language learning is *Picture Stories for Basic Communication* (Heyer, 1989). It provides a good series of illustrations which tell a funny story. They are each accompanied by a series of worksheets, including a cloze test, a Q and A section, and a section for retelling the story using key vocabulary words as hints.

Also excellent is *Action English Pictures* (Fraumen-Prickel, 1985), which provides lots of practical situations with 16 detailed, easy to understand illustrations for each A4 format situation. The situations are not necessarily funny, but very useful. These are a few suggestions for books which have much more useful and practical applications for teaching language with comics.

Reviewed by Elizabeth Bigler
JALT Kyoto Chapter

References

- Fraumen-Prickel, M. (1985). *Action English pictures*. Heywood, CA: Allemany Press.
- Graham, C., & Aragonese, S. (1991). *Rhythm and role play*. Studio City, CA: JAG Publications-Harcourt Brace Japan.
- Heyer, S. (1989). *Picture stories for beginning communication*. Englewood Cliffs, NJ: Prentice Hall.

Recently Received

The following items are available for review by JALT members. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final-notice items will be discarded after October 31. Contact: Publishers' Review Copies Liaison (address p. 2).

For Students

- *A practical handbook for international bank tellers (1993). Kita Kyushu: OWLS Co: Ltd.
- *Kitao, K., & Kitao, K. (1993). *American pictures: Improving reading speed and reading skills* Tokyo: Asahi Press.
- *Kitao, K., & Kitao, K. (1992). *Basic English paragraphs: Improving reading and writing skills*. Tokyo: Eichosha.
- *Kitao, K., & Kitao, K. (1991). *Communicating across the Pacific*. Tokyo: Eichosha.
- *Kitao, K., & Kitao, K. (1991). *Communicating with Americans: Functions in English*. Tokyo: Eichosha.
- *Kitao, K., & Kitao, K. (1993). *Developing reading and listening skills: Using English paragraphs (beg)*. Tokyo: Eichosha.
- *Kitao, K., & Kitao, K. (1992). *Events and trends in American history*. Tokyo: Sanshusha.
- *Kitao, K., & Kitao, K. (1993). *Improving reading and listening skills: Using English paragraphs (interm)*. Tokyo: Eichosha.
- *Kitao, K., & Kitao, K. (1993). *Increasing reading and listening skills: Using English paragraphs (adv)*. Tokyo: Eichosha.
- Butovsky, L., & Creatore, C. (1993). *Laugh your way to better spoken English: 100 ESL jokes and related activities (text, tapes)*. Scarborough, Ont.: Prentice Hall Canada.
- !Berry, (1993). *Collins COBUILD English guides 3: Articles*. London: HarperCollins Publishers Ltd.
- !Goodale, M. (1993). *Collins COBUILD phrasal verbs workbook (companion to Collins COBUILD dictionary of phrasal verbs)*. London: HarperCollins Publishers Ltd.
- !Warshawsky, D. et al. (1992). *Spectrum: A communicative course in English: New edition (texts IA, IB; workbook 1, teacher's book 1; 6 tape audio program)*. Englewood Cliffs, N. J.: Prentice Hall Regents.

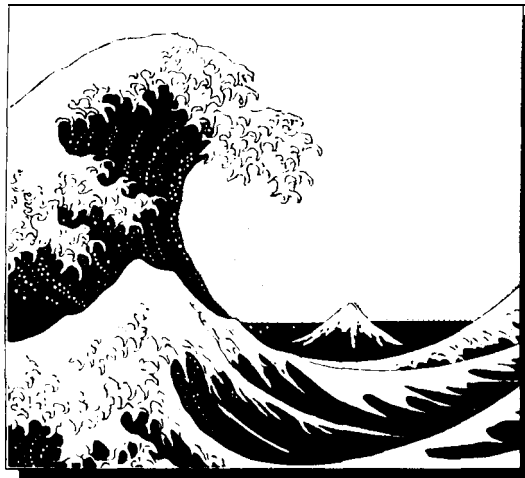
For Teachers

- White, J. (1993). *Half hour helper: Puzzles and activities for ESL students (teacher's resource)*. Scarborough, Ont.: Prentice Hall Canada.

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JALT 93 N-SIG Hospitality Room

N-SIG Center of Operations at JALT 93 is the Hospitality Room in the basement close to other key display areas, the Job Information Center, and the Registration Room. As well as having the N-SIG Symposium Proceedings, *Focus on N-SIG's*, available there, starting from Friday October 9th under the direction of **Materials Writers N-SIG**, who plan to announce details of their business meeting/social, representatives from every group will be at hand to network, accept membership inquiries and explain their groups' activities in detail. Every current and prospective N-SIG member should make at least one trip hereduring the conference to check their membership is up-to-date or membership procedure, as accurate records can only be maintained with everyone's cooperation. Also ensure you receive your group's newsletter and know how to submit N-SIG presentation reports and articles.

JALT-93 N-SIG Business and Related Meetings

Details of these plus colloquia, roundtables, workshops and presentations were in last month's column, but some information has yet to be announced. Forming N-SIG **Learner Development** meets in Room 604 on Monday October 11th, 12-1 p.m. Information about CALL's Business Meeting should be available at the Computer and Curricula workshop (901/Oct. 10th 1-4 p.m.) For details of **Academic and Content-based English Education** (formerly EAP), ask representatives presenting in 707 the same day from 3-5 p.m. For Teacher Education and any other group, find out about their meetings in the Hospitality Room or Conference *Daily*. N-SIGs as national groups face the greatest difficulty of any sector of JALT's operations: a bargain basement budget to maintain a nation-wide networking effort. JALT's Executive estimated N-SIGs would cost JALT just 0.19% of its total expenditure last year. Only sheer endeavor by those volunteering to operate the groups as officers has enabled survival to date. Each group's business meeting then is critical to continued survival. All members, especially those who have yet to volunteer their services, should attend or at least visit the Hospitality Room to find out what they can do to return the energies currently being expended by a few dedicated volunteers.

Other related meetings include an *N-SIGs' Representatives Meeting* (703/Oct. 9th, 11 a.m.-12) to decide a new N-SIG Liaison; *National Executive Committee* (Large Hall, Oct. 10th, 9-11 a.m.) where most major decisions affecting N-SIGs are taken; *Starting a New N-SIG/Chapter* (805, same day, 1-2 p.m.); *JALT's Annual General Business Meeting* (LH, same day, 6 p.m.-) where everyone attending decides whether N-SIGs receive a single vote at ExCom (which controls JALT's budget) or remains voteless; plus a variety of *National Officer Sessions* for Chapter and N-SIG representatives. All JALT meetings are open and everyone interested is encouraged to attend, especially JALT's AGBM which may allow an N-SIG ExCom vote for the first time if two thirds of those present vote in favor.

N-SIG Symposium Proceedings 1993 Focus on N-SIGs

This book-length collection of special studies generated by N-SIG members presenting at the N-SIG Symposium represents the cooperative effort of all 11 formed and forming groups. It extends to the wide variety of subjects connected with N-SIG research interests. Available at JALT 93 to all conference-goers, the proceedings are important reference reading for everyone teaching languages in Japan. Areas covered include Second Language Acquisition, Teacher and Learner Development, Captioned and Authentic Video in EFL, Japanese as Second Language, Pronunciation, Bilingualism, CALL, Global Issues, and Team Teaching. With entries ranging from a few pages to journal length articles, and equal emphasis on both practice and theory, there is something of value for every reader. For those unsure even of what the N-SIGs are or do exactly, an extended introduction gives full details in a series of profiles of each group, information about equivalent groups in

other foreign and Japan-based organizations, plus N-SIG Newsletter Indices as an appendix. As well as articles there are many reports on main events at the Kobe conference, including the N-SIG Roundtable and Final Panel, and an interview with Rod Ellis, the plenary speaker. College and University Educators offer occasional articles and **Materials Writers** produced the whole publication. Without the commercial member support afforded other JALT productions, this volume was produced in the hope of regular members' support.

N-SIG Newsletters

A wet Japanese summer did not hinder the bumper crop of N-SIG newsletters. Issue 11 of the *Global Issues in Language Education Newsletter* has a packed 24 pages of information, featuring related 1992 conference reports with contact information, a full length article on Peace Education from Germany, Alan Maley on Global Issues in ELT, and such regular sections as related language teaching journal article summaries, the profile of a Japan-based Global Issues teacher, book reviews, and research updates. Of particular interest is the news about the Vietnamese EFL Educators invited to talk at Omiya and around Japan.

The second issue of the *Team Teaching Bulletin* is also a full 24 pages. The feature articles include an AJET National Council representative's positive impressions of the prospect of creating closer ties with JALT in light of the excellent work JALT's **Team Teaching** N-SIG is doing. An authority from the Japan Dyslexia Association argues for greater attention being paid to this condition, following research indicating its incidence in much greater than normally admitted. A high school teacher discusses the implications of the Monbusho's Oral Communication component of the new syllabus it has issued. Other entries include reports on an exchange with Thai teachers of English plus a wide range of regular columns.

Video Rising, in its fifth year of publication, carries an editorial that echoes the appeal made both last year and in Kobe for more volunteers from its nearly 200 members to ensure not only the smooth running of N-SIGs, but also their flourishing progress. A comprehensive TESOL 93 video report by a writer from Taiwan is ample substitute for anyone absent, and the regular items like Swap Shop for instant classroom ideas, Reviews for the latest in teaching materials, and JSL Video News are supplemented by a new *Over to You* page.

Bilingual Japan, the most often produced N-SIG newsletter, brought out 2 issues totaling 35 pages over summer. The first of these includes an editorial in favor of making Japanese and English coequally the official languages of JALT plus a full complement of usual columns. The later issue carries an editorial that mulls international expansion of Bilingualism N-SIG plus Part 1 of a series of articles on teaching children to read in a second language.

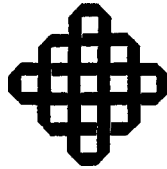
CALLING Japan carries full information on the National Computer Conference held in Nagoya in September, its first all-Japanese news supplement, a newspaper cutting on making English fun to learn with computers, a CALL Austria networking article, a comprehensive DOS Corner, plus a piece on Homemade CALL. The message from JALT **CALL N-SIG** Chair Kazunori Nozawa also mentions the link up with COMSIG, AJET's computer group.

The *JSL Newsletter* includes a number of reports on the N-SIG Symposium both in Japanese and English, reflecting the fact that over 10% of its 200 members are non-Japanese. There is also an extended report of a summer conference held in Shizuoka, plus news from former JSL N-SIG Chair Izumi Saita, now at the Japanese Center of the Australian National University in Canberra.

Finally, JALT **Materials Writers** N-SIG's second newsletter takes an in-depth look at the age-old problems of copyright and censorship, particularly in relation to the controversial issue of how Japan heavily controls the content of its history textbooks.

One other N-SIG newsletter, issued monthly for the last

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year, should also be mentioned here for the sake of completeness. SIGnl, the N-SIGs' parallel newsletter to JENL, JALT's Executive publication, keeps Chairs, who lack any guarantee of ever meeting, as up-to-date as possible on the developments concerning the N-SIGs' situation within JALT. While this is extra work for the N-SIG Liaison, who also edits this column, programs N-SIG Symposia, edits N-SIG Symposium Proceedings, attends and reports to all major administrative meetings, supplicates N-SIG finances, and oversees N-SIG operations at JALT international conferences, it currently serves the indispensable role of facilitating communication in absentia.

Tokyo JALT Teacher & Learner Development November 21st

After combining forces with such JALT chapter as Kobe, Hokkaido, Matsuyama, and Nagoya this year, a new level of cooperation has been reached with the N-SIGs who have actively participated in several memorable programs. Probably the last major joint event in 1993 will be in late November when Tokyo JALT has kindly arranged to include a special focus on the N-SIGs. Special thanks are due Richard Smith, co-chair of the forming N-SIG on **Learner Development** and Tokyo JALT Program Chair, for combining responsibilities to great effect for the benefit of both JALT's N-SIGs and JALT's biggest single chapter to plan what promises to be the crowning session on this year's N-SIG Calendar.

Main speakers at the event include Virginia Locastro, Don Maybin, Anni Hawkinson, and Karen Love Brock, each a recognized expert in their respective fields of language awareness, communication strategies, teacher education, and learner training. Speakers for **CALL** (Kevin Ryan), **Bilingualism** (Masayo Yamamoto), **JSL** (Harumi Murakami), and **Team Teaching** (Richard Smith) N-SIGs, and **Learner Development** (Naoko Aoki) forming N-SIG have already confirmed their participation.

The Sunday 10 a.m.-4:30 p.m. gala event compresses a full conference's worth of displays and presentations into a single-day time frame for only ¥1,000 admission to JALT members. The conference site is Showa Women's University near Sangenjaya station, 5 minutes from Shibuya. Detailed information will appear in next month's column. Inquiries can be made to: Richard Smith, Tokyo University of Foreign Languages, Nishigahara 4-51-21 Kita-ku 114, Tel/Fax: 03-3916-9091.

学習者の成長に関する N-SIG

この N-SIG の基本的な目的は、以下の通りです。

- * 学習者の成長に関する実践的なアイデアを探求し、広めるためのフォーラムを作ること
 - * 特に日本を対象にした、典型的な学習スタイル、効果的な学習ストラテジーなどに関する実証的な研究に焦点を当てること
 - * 日本の言語教育のコミュニティに、学習者の成長がもたらす潜在的な利益に対する理解を広めること
 - * 教師自身の言語能力を改善する機会や、そのためのサジェスションを提供すること
- これらの目的のために、以下のような活動を行います。
- * 教師と研究者の相互協力を可能にするために、データベースを作成する。
 - * 日本語と英語の両方を公用語とし、バイリンガルのニューズレターを発行する。
 - * JALT 大会や支部のミニ・コンフェレンスに学習者の成長に関するコロキアムの提案をだす

- * 支部の例会やミニ・コンフェレンス、N-SIG コンフェレンスに発表者を送る
- * メンバーの研究成果の公刊を支援する。
- * 同様の目的を持った他のグループとネットワークを作り、協力する。

学習者の成長に関する N-SIG に参加なさりたい方は、お名前、住所、電話番号、所属の支部名と 1 年分の会費 1,000 円を以下にお送りください。お送り頂いた会費 1,000 円は、私たちが JALT から正式に N-SIG として認められた時点から 1 年間の会費となります。

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JALT93では、10月11日(月)12時から13時に 604号室で運営についての初会合を開きます。是非、ご出席ください。

日本語 N-SIG

JALT'93では、JSL N-SIG 後援発表「TV News Project for JSL Intermediate Students」を10月10日(日)10:00~10:45 IRA 室で稲葉みどりさんが、同日午後1:00~4:00 603号室で、コロキアム「異文化理解の視点を教材にどう取り入れるか」が、西原鈴子さん、佐藤恵美子さん、香道まやさん、村野良子さんによって行われます。10月11日(月)11:00~12:00 802号室で N-SIG の運営についての会合を開きます。ぜひ、ご出席ください。

JALT's N-SIG COORDINATORS

Bilingualism: Steve McCarty, 3717-33 Nii, Kokubunji. Kagawa 769-01; tel 0877-49-5500; fax -5252

CALL: Kazunori Nozawa, Toyohashi University of Technology, 1-1 Hibiaraoka, Tempaku, Toyohashi 141; tel 0532-48-0111; fax -8565. E-Mail IDs: HD CO1602 (NIFTYserve); HTG25470 (PC-VAN)

College/Univ. Ed.: Gillian Kay, Toyama Ikayakka University, 2630 Sugitani, Toyama 930-01; tel 0764-34-2281; fax -4656

Global Issues in Lang. Ed.: KpCates, Tottori University, Koyama, Tottori 680; tel 0857-28-0321; fax -3845

JSL: Hiroko Takahashi, 2-5-20 Kunimi, Aoba-ku, Sendai 961; tel/fax (h) 022-274-3134

Materials Writers: James Swan, Aoyama E-122, Nara 630; tel: (h) 0742-26-3498; fax 41^0650

Team Teaching: Anthony Cominos, 1112 Sunaka, Asagirioka. Higashino 1-5 Akashi. Hyogo 673; tel/fax (h) 078-914-0052

Video: Donna Tatsuki, 2-19-1 8 Danjo-cho, Nishinomiya, Hyogo 673; tel 0798-51-8242; fax -1968

Teacher Ed.: Jan Visscher, 3-17-14 Sumiyoshi, Higashi-machi, Higashi-nada, Kobe 658; tel (h) 078-822-6786

N-SIG IN THE MAKING

English for Academic Purposes: Suzanne Ledebor, 9-6-203 Parkside YNY, Nakajima-cho, Naka-ku, Hiroshima 730; tel (h) 082-541-2814; fax 249-2321

Editor's note: At the time of printing, information on the forming Learner Development N-SIG was unavailable. More information will be in the next issue.

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ENGLISH LANGUAGE TEACHING

In touch with Japan

Meetings

Please send all announcements for this column to Tim Newfields (see p. 2). 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

Topic: To Be Announced
Spkrs: Mr. Hiruta, Principal Honjo Senior High School
Dave Ragan, instructor MSU-A
Date: Sunday, October 17
Time: 1:30-3:30 p.m.
Place: Sun Life Building, Akita
Fee: Members free; non-members ¥800
Info: Tomoko Nishiyama, 0188-86-5525 (w); 0188-86-5100 (ESL Dept. office); 0188-86-4533 (h)

CHIBA

Paul Gruba, Tel: 043-273-1233; Fax: (043) 272-1 777

FUKUI

Takako Watanabe, 0776-34-8337
Charles Jannuzzi, 0776-22-8111

FUKUOKA

L. Dennis Woolbright, 093-561-2631 Ex. 235

FUKUSHIMA (Petitioning chapter)

Gary Spry, 0249-23-6950

GUNMA

Hisatake Jimbo, 0274-62-0376

HAMAMATSU

Topic: Rules of the Game: Sports, Language and Culture
Spkr: Brendan Lyons
Date: Sunday, October 17
Time: 1:00-4:00 p.m.
Place: CREATE HAMAMATSU (next to Enshu Byoin Mae Station)
Fee: Members free; non-members ¥1000
Info: Brendan Lyons, 053-454-4649
Mami Yamamoto, 0538-85-3806

This presentation makes use of a passionately followed but little known national sport outside its (English-speaking) country of origin with the following ESL objectives: 1) to demonstrate techniques for focusing the attention of large classes; 2) to show different ways of introducing "information for a specific purpose" in the target language; 3) to impart cultural information, directly and indirectly; and 4) to have an enjoyable

and exciting lesson: the "pay-off" comes in the form of video highlights from the 1992 National Final in which newly acquired knowledge can be applied immediately to an understanding and enjoyment of the game.

The methods and techniques of this presentation can be used in small as well as large classes and can be modified to suit different age groups at all levels from high beginner to advanced. Other sports can be used in place of the one I intend to introduce. What IS that sport? That would be giving the game away...

Brendan Lyons has been teaching English at Hamamatsu Umi no Hoshi High School since 1980. He is President of JALT Hamamatsu and current Chair of the NEC.

HIMEJI

Yasutoshi Kaneda, 0792-89-0855

HIROSHIMA

Ruth Maschmeier, 082-878-8111 (w), 082-872-1 779 (h)

HOKKAIDO

Topic: Promoting Motivation in the Classroom
Spkr: Kathleen Graves
Date: Sunday, October 3
Time: 1:30-4:00 p.m.
Place: Kokusai Korvu Plaza 5F, Sapporo MN Bldg
North 1 West 3, Sapporo
Fee: Members and students free; others ¥1000

Info: Ken Hartmann, 01 1-584-7588
"Mystudents aren't motivated. What can I do?" is a question most teachers have asked at some point in their careers. In this presentation, we will examine four key factors in promoting motivation in the classroom: challenge, initiative, investment, and purpose, and explore ways to apply them in our teaching.

Kathleen Graves is a faculty member of the School for International Training (SIT). She is a co-author of East West, a coursebook written for adults and young adults.

IBARAKI

Martin E. Pauly, 0298-58-9523
Michiko Komatsuzaki, 0292-54-7203

KAGAWA

Harumi Yamashita, 0878-67-4362

KAGOSHIMA

A. Barbara O'Donohue, 0992-53-5491

KANAZAWA

Neil Hargreaves, 0762-80-3448
Mikiko Oshigami, 0764-29-5890

KOBE

Date: Wednesday, October 6: See Osaka announcement.
Info: Nihei Nagaki, 078-593-7998

KYOTO

Date: Wednesday, October 6: See Osaka announcement
Info: Kyoko Nozaki, 075-71 1-3972
Michael Wolf, 0775-65-8847

October Meeting

Topic: Confidence Building Fun-filled Activities

Spkr: Helene Jarmol Uchida

Date: Sunday, October 24

Time: 1:30-4:00 p.m.

Place: British Council Kyoto, 75 Nishimachi, Kita Shirakawa, Sakyo-ku

Fee: Members free; non-members ¥500

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

Fun-filled activities that initiate and motivate students to take the great leap and interact with their peers in English are the theme of the presentation. The teacher simply organizes and coordinates the games, as the students take the lead and play them. Exciting, provocative and sometimes humorous activities will add spice to your present curriculum and also help you and your students enjoy your time together more. English confidence galore!

Helene Jarmol Uchida is Director of Little America English School and Advisor of Little America Book Store.

MATSUYAMA

Topic: Dots and Lines: The Effect of Cultural Difference in the Classroom

Spkrs: Curtis Kelly with Makiko Terachi and Ayumi Kisanuki

Date: Sunday, October 17

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

Place: Shinonome High School, Memorial Hall 4F

Fee: Members free; non-members ¥1,000

Info: Ron Murphy 0899-22-7166

Psychologists have long known that in order to make sense of the world, we force it into conceptual frames. These frames, however, and resulting patterns of behavior, differ across cultures and conflict when we interact.

Curtis Kelly will discuss some of the basic differences between Japanese and Americans-differing perceptual organization of space and time, differing communicative styles, and differing concepts of self-by using lines and dots as models of the respective cultures. To illustrate these differences, he will refer to his own research in intercultural communication, and that of Dean C. Barnlund, Edward T. Hall, Chie Nakane, and John Condom.

With the help of the other presenters he will then explain how these cultural differences cause misunderstandings in the classroom.

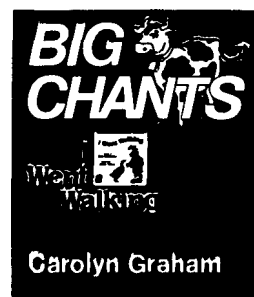
Curtis Kelly is an Associate Professor

BIG CHANTS: I Went Walking

BLACK CAT, GREEN DUCK, PINK PIG . . . COW

BIG CHANTS, BIG SMILES, GOOD CLASS . . . WOW

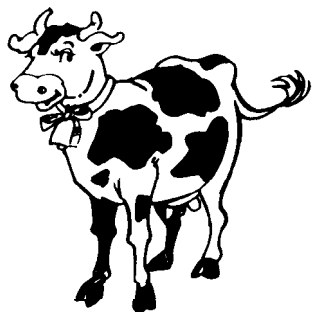
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of English at Heian Women's College. He has co-authored a number of books, including *Significant Scribbles*, *Basics in Writing*, *The Snoop Detective School*, and *Surechigai 100: Nichibei Kotoba Masatsu*.

Makiko Terachi and Ayumi Kisanuki are his research students at Heian.

MORIOKA

Izumi Suzuki, 0196-37-5469

NAGANO

Richard Uehara, 0262-86-4441

NAGASAKI

Topic: Teaching English in Vietnam
Spkrs: Tran van Phuoc & Le thi Huynh Trang

Date: Saturday, October 2

Time: 2:30-6:00 p.m.

Place: Suisan Gakubu (Fisheries), Nagasaki University

Fee: Members free; non-members ¥1000

Info: Brian Moss, 0958-20-5713
Satoru Nagai, 0958-44-1 697

We are very fortunate to have two Vietnamese EFL teachers who are visiting Japan to speak at the JALT 93 Conference in Omiya. This presentation will introduce the situation of foreign language teaching in Vietnam. After describing the history and objectives of language education in the country, the presenters will explain the current status of language teachers in Vietnamese schools.

Mr. Tran is Senior Lecturer and Vice-Dean of the Department of English at Hue University of Teacher Education. Ms. Le is also a Senior Lecturer at the same college.

NAGOYA

Topic: to be announced

Spkr: H. Douglas Brown

Date: Wednesday, October 6: A special meeting!

Time: 6:00-8:30 p.m.

Place: Mikokoro Center, Naka-ku, Nagoya

Fee: Members free; non-members ¥1000

Info: Helen Saito, 052-936-6493

Ryoko Katsuda, 0568-73-2288

We have a rare chance to be with one of the truly famous researchers and course developers in our field. In Japan for the JALT International Conference, the speaker will be making a stopover in Nagoya to meet with us in the quieter, smaller-scale circumstances at the chapter level.

The speaker is well-known for his classic *Principles of Language Learning and Teaching* as well as for his new interactive course in English, *Vistas*. His combination of the theoretical with the nitty-gritty of the classroom world and of real people struggling with a strange

language brings rare insights to research and practice. Please watch the *Nagoya Calendar* or the newspapers for his specific topic; it will without a doubt be an evening well-spent.

NARA

Topic: The Vietnamese Context of EFL Teaching and Research
See Osaka announcement.

NIIGATA

Michiko Umeyama, 025-267-2904

Toru Seki, 025-260-1 871

OKAYAMA

Hiroko Sasakura, 086-222-7118

OKINAWA

Jane Sutter, 098-855-2481

OMIYA

Michael Sorey, 048-266-8343

OSAKA

Osaka-Kyoto-Nara-Kobe-Global Issues N-SIG

Topic: The Vietnamese Context of EFL Teaching and Research

Spkrs: Tranvan Phuoc and Lethi Huvnh Trang

Date: Wednesday, October 6

Time: 6:00-8:00 p.m.

Place: Umeda Gakuen, 2-30 Chayamachi, Osaka-shi (near Hankyu Imeda Station; guides available from "Bia Man"/Kinokuniya Bookstore entrance to site)

Fee: Member free; non-members ¥1000

Info: Masako Watanabe, 06-672-5584 (h)

Jack Yohay, 06-775-0594 (w)

The speakers will discuss the context of language teaching in Vietnam and their own experiences as post-graduate students in TESL at the University of Canberra, Australia, where they are presently enrolled under an Australian foreign aid scholarship.

Participants will also explore ways of encouraging cooperation between language teachers in different countries, including the exchange of teaching materials, authentic materials, and methods.

Both Mr. Tran and Ms. Le are university-level English teachers and teacher trainers, working through the Vietnam Ministry of Education's national teacher development programs. They are graduates of the Hanoi Foreign Language Teacher Training University.

SENDAI

Takashi Seki, 022-278-8271 (h)

Irene S. Shirley, 022-264-6411 (w)

SHIZUOKA

Greg Jewell, 0559-67-4490

SUWA

Mary Aruga, 0266-27-3894

TOKUSHIMA

Kazuyo Nakahira, 0886-22-6566

TOKYO

No Meeting in October: Tokyo JALT November Conference on "Teacher and Learner Development (with a special focus on the N-SIGs)" will be Sunday, November 21.

Info: Will Flaman, tel/fax 03-3816-6834 (h), 03-5684-4817 (w)

Richard Smith, tel/fax: 03-3916-

9091(h); 03-391 1-61 1 l(w); 03-

3917-61 11 ext. 504 (w)

TOYOHASHI

Topic: A Systematic Approach to Learning *A*, *An* and *The*

Spkr: Alan Brender

Date: Sunday, October 17

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

Place: Aichi U., Kinen Kaikan 2F

Fee: Members free; non-members ¥1000

Info: Kazunori Nozawa, 0532-25-6578

A, *An*, and *The* are the most frequently used words in English, yet many Japanese are unable to use these words correctly. To help Japanese students systematically acquire an understanding of English articles, the speaker has developed a chart and a workbook, which are published by McGraw-Hill Japan. The purpose of the presentation is to share with the audience the techniques, the theory, and the effects of his method.

Alan Brender is director of writing at Temple University Japan.

UTSUNOMIYA

Jim Johnson, 0286-34-6986

Michiko Kunitomo, 0286-61-8759

WEST TOKYO

Yumiko Kiguchi, 0427-23-8795 (h);

0427-92-2891 (w)

YAMAGATA

Topic: Foreign Language Acquisition & Instruction in Terms of Communicative English & Cross-Cultural Approach

Spkr: Theodor D. Lang

Date: Sunday, October 31

Time: 1:30-4:00 p.m.

Place: Yamagata Seibu Public Hall (Tel: 0236-45-1 223, Yamagata-shi, Kagota 1-2-23)

Fee: Members free; non-members ¥500

Info: Fumio Sugawara, 0238-85-2468 (h); 0238-84-1660 (w)

Theodor D. Lang is an instructor of English at Yamagata James English School and speaks on the above subject from his own experience.

MEETINGS, cont' on p. 83

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Sony Pictures Entertainment (Japan) inc.

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, Tel: 0427-28-3271 (w). Tel/fax: 0423-56-2757 (h). two months in advance of desired date of publication.

Korea TESOL 1993 Fall Conference

Date: October 16-17, 1993
Place: Wongwang U., Incheon, Korea
Theme: Narrowing the Gap Between Theory & Practice
Contact: Carl Dusthimer
Dept. of English Language & Literature, Hannan U.
133 0-jung Dong
Dae duk-ku, Taejeon
Korea 300-701
Tel: +82-42-629-7336
Fax: +82-42-625-5874

SPEAQ '93

Date: October 20-23, 1993
Place: Sheraton Laval, Laval, Quebec, Canada
Theme: The Communication Challenge
Contact: SPEAQ
7400 boul. Saint-Laurent, bur. 530
Montreal, Quebec H2R 2Y1, Canada
Tel: +1-514-271-3700
Fax: +1-514-948-1231

The 18th Annual Boston U. Conference on Language Development

Date: January 7-8, 1994
Place: Boston, MA, U.S.A.
Theme: First & Second Language Acquisition
Contact: Boston U. Conference on Language Development
138 Mountfort Street
Boston, MA 02215, U.S.A.
Tel: +1-617-353-3058
Fax: +1-617-353-6218

THAI TESOL 14th Annual Convention

Date: January 13-15, 1994
Place: Bangkok, Thailand
Theme: Learner-Centered Methodology
Deadline for Proposals:
November 1, 1993
Contact: Prapa Vittayarungruangsi

Dept. of Foreign Languages
Faculty of Science
Mahidol U., Rama 6 Road
Bangkok 10400, Thailand
Tel: +662-246-1377
Fax: +662-247-7050

American Association for Applied Linguistics 1994 Annual Meeting

Date: March 5-8, 1994
Place: Baltimore, MD, U.S.A.
Contact: AAAL 1994 Program Committee
P.O. Box 24083
Oklahoma City, OK 73124
U.S.A.

Teachers of English to Speakers of Other Languages (TESOL)

The 28th Annual Convention & Exposition

Date: March 8-14, 1994
Place: Baltimore, MD, U.S.A.
Contact: TESOL Central Office
1600 Cameron Street, Suite 300
Alexandria, VA 22314-2751, U.S.A.
Tel: +1-703-836-0774; Fax: +1-703-836-7864

Second International Conference on English for Professional Communication

Date: March 28-30, 1994
Place: City Polytechnic of Hong Kong
83 Tat Chee Avenue
Kowloon, Hong Kong
Fax: +852-788-8894
E-mail: ENCORINA @ CPHKVX.BITNET

International Association for World Englishes (IAWE) 1994 Annual Meeting

Date: March 31 -April 2, 1994
Place: U. of Illinois, Urbana, Illinois, U.S.A.

Contact: Prof. Eyamba Bokamba
Dept. of Linguistics
4088 Foreign Languages Bldg.
707 South Mathews Ave.
Urbana, IL 61801, U.S.A.
Fax: +1-217-244-3050

28th International IATEFL Conference

Date: April 6-9, 1994
Place: Brighton, England
Proposals due: October 22, 1993
Contact: International Association of Teachers of English as a Foreign Language
3 Kingsdown Chambers
Whitstable, Kent, CT5 2DJ, England
Fax: +44-0227-274415

1994 CATESOL State Conference

Date: April 14-17, 1994
Place: San Diego Concourse & Doubletree Hotel & Radisson Hotel Harbor View
Contact: CATESOL '94
Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020, USA

MEETINGS, cont'd from p. 81

YAMAGUCHI

Yayoi Akagi, 0836-65-4256
Eri Takeyama, 0836-31-4373

YOKOHAMA

October: No meeting due to the National Convention being held relatively nearby and on the same weekend as our usual meeting date.
Info: Ron Thornton, 0467-31-2797 (h)
Shizuko Marutani, 045-824-9459

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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

TLT/Job Information Center

Policy on Discrimination

We oppose discriminatory *language, policies, and employment practices* in accordance with Japanese law, international law, and a 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 rewriting 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 counterproductive 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 Konkl-cho, Hlkone, Shiga 522; fax 0749-24-9540. Announcements must be received by the 19th of the month, two months before publication. The form provided in the January, 1993. TLT must be used.

(CHIBA-KEN) Wayo Women's Junior College, Ichikawa-shi, Chiba-ken announces a position for a French Teacher beginning April 1, 1994. Qualifications: Native Speaker, BA plus teaching certificate and L2 experience or MA in related field plus appropriate L2 teaching experience. Duties: Teach two or three classes per week of oral/aural French for beginners (non-majors). Salary and Benefits: Very competitive salary, flexible schedule, pleasant working environment, resource library for L2, serious students, convenient to Tokyo. Application Materials: Curriculum Vitae (in English, please). Deadline: November 1, 1993. Contact: Prof. K. Ogawa, Department of English, Wayo Women's Jr. College, Konodai 2-3-1. Ichikawa-shi, Chiba-ken 272. (No phone calls, please).

(FUKUOKA-KEN) Fukuoka Jo Gakuin, Faculty of English Cultures invites applications for a full-time position (professor or associate professor, depending on qualifications) in American Literature and English Conversation beginning April 1, 1994. Qualifications: Native speaker of English, Ph.D. or M.A. in Literature (preferably American), TESL certificate or comparable experience, scholarly publications or research. Duties: Six 90-minute classes per week in American Literature and English Conversation, research in academic field (presumably Am. Lit.), and administrative duties. Salary and Benefits: Salary based on Japanese wage scale. Three-year contract, renewable. Application Materials: Resume,, list of publications, and copies of publications. Contact: Prof. Takeko Itadura, Chair, Dept. of English Cultures, Fukuoka Jo Gakuin College, 2409-1 Ogori, Ogori-shi. Fukuoka-ken 838-01. Tel: 0942-73-1990. Fax: 0942-73-1996. Applicants are requested to respond by mail or fax.

(HIROSHIMA) The Faculty of Integrated Arts and Sciences of Hiroshima University announces an opening for a full-time Assistant or Associate Professor. Qualifications: M.A. required, Ph.D. preferred. Under 40 years of age (National University requirement). Duties: To teach classes in English, English Conversation. Modern Drama, Film Studies, and/or Popular Culture. Salary and Benefits: commensurate with age, past experience, etc. Application Materials: Letter of application, current CV, copies of transcripts and current publications. Deadline: October 24, 1993. Contact Masashi Yamamoto, Faculty of Integrated Arts and Sciences, Hiroshima University, Kagamiyama 1-4-1, Higashi Hiroshima City. Tel: 0824-24-6353. Fax: 0824-24-0752.

(HYOGO-KEN) The Northwood English Communication Academy is seeking two full-time native English teachers (couple preferred). Qualifications: M.A. in TOEFL (or related field), possess the appropriate visa. Applicants should be dedicated, lively, and enjoy working with children. Duties: Teaching oral communication, reading, and writing skills to children and students (K-12) as well as adults. Six hour working day, including 4-5 teaching hours, totaling 20 hours per week, plus active involvement in a few annual events. Salary and Benefits: ¥300,000 to ¥330,000 per month (depending on degree and experience), partial payment of health insurance, a furnished house, and use of car (driver's license required). Application Materials: Resume (with current photo), copy of degree, and 2-3 letters of

reference. Deadline: November 12, 1993. Contact: Tony Kitabayashi, Northwood English Communication Academy, 415 Kitatatsuno, Tatsuno-shi, Hyogo 679-41. Tel: 0791-62-1418 (10a.m.-3p.m.). Fax: 0791-62-9833.

(KANAGAWA-KEN) Keio Shonan Fujisawa Jr./Sr. High School is accepting applications for a full-time English teaching position. Qualifications: Master's degree in ESL or related field. Japanese language ability required for foreign applicants; Japanese teaching certificate required for Japanese applicants. Deadline: October 15, 1993. Application Materials: resume, transcripts from all post-secondary schools attended, letters of recommendation, and list of publications and research (if any). Contact: Ms. May Harrison or Kyoko Miyazato, 5466 Endo, Fujisawa, Kanagawa, 252. Tel: 0466-47-5111 ext. 2821. Fax: 0466-47-5077.

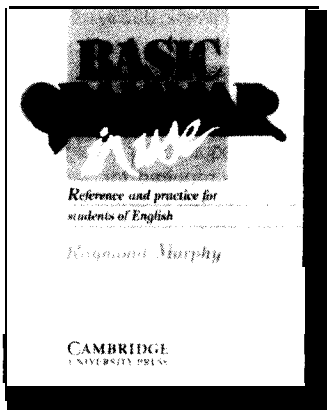
(MIYAZAKI-KEN) Miyazaki Medical College seeks a full-time Foreign Teacher (gaikokujin kyoshi) beginning April 1, 1994. Qualifications: Candidates must be native speakers of English, under 40 years of age (National University requirement), and hold an M.A. or Ph.D. in English, Literature, ESL/EFL, Japanese or Japanese Literature, or Japanese culture. Duties: Six 100 minute English conversation classes per week. Salary and Benefits: Salary based on Japanese National University wage scales; travel expenses to be reimbursed upon arrival in Miyazaki. A one-year contract is renewable up to five years maximum. Application Materials: detailed CV (with photograph), list of publications, copies of three principal publications (with app. 500 word abstracts), copy of degree, health certificate (issued by national or public hospital, or health clinic), and letters of recommendation. Deadline: November 10, 1993. Application materials should be sent by registered mail. Contact: Dr. Kazuo Kinoshita, President, Miyazaki Medical College, 5200 Kiwara, Kiyotake-cho, Miyazaki-gun, Miyazaki-ken, 889-16, Japan. Tel: 0985-85-1224. Fax: 0985-85-3101.

(NAGOYA) Nagoya Business College seeks a full-time English instructor. Qualifications: Native English speaker. University graduate, preferably qualified in TOEFL/TESL. Duties: Mon.-Fri., 9:00-5:30, mainly English teaching. Some publicity and administration duties, and rewriting assignments required. Must be able to work closely with a team of Japanese teachers. Salary and Benefits: Salary negotiable, but commensurate with experience and qualifications. One-year contract; renewable for three years. Sponsorship and housing available. Application Materials: CV with photograph, copy of diploma, and references. Deadline: January 31, 1994. Contact: H. Sonobe, 3-2-3 Temma, Atsuta-ku, Nagoya 456. Fax: 052-682-7602.

(OSAKA-FU) Ohtani Women's University, Tondabayashi, Osaka-fu, is looking for a full-time English Instructor for a two-year contract beginning April 1994. Qualifications: MA in English Literature/Education/or similar, and have suitable experience. Duties: Teach eight lessons/week, attend some meetings, help with ESS club. Salary: Commensurate with qualifications and experience. Application Materials: Resume (signed and dated), recent photo, list of qualifications, com-

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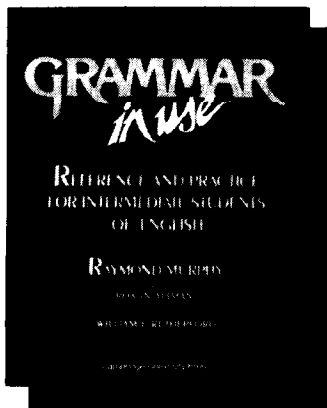
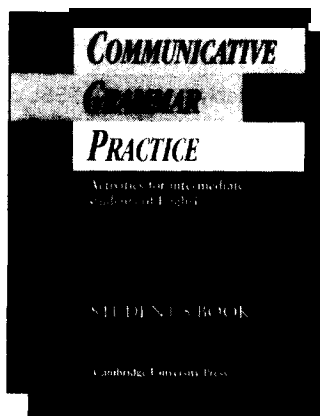
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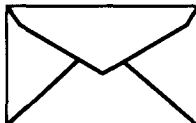
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plete work history, list of publications/presentations, plus names and addresses of two referees. Deadline: October 31, 1993. Contact: Prof. T. O'Brien, 11-20 Fudogaoka-machi, Tondabayashi-shi, Osaka-fu 584. Tel: 0721-35-2074.

(SHIZIJOKE-KEN) Katoh Elementary School (Katoh Gakuen) is looking for a full-time Elementary Immersion Teacher. Qualifications: Elementary school teaching experience. An M.A. or equivalent in TESL, and Japanese speaking ability desirable. Duties: To teach regular elementary school curriculum (math, science, language arts, etc.) in English to Japanese students. Salary and Benefits: ¥4,200,000-¥5,000,000 to start depending on qualifications, plus housing allowance, insurance, and pension. Two-year renewable contract. Application Materials: Resume and cover letter. (Applicants should request an application form.) Contact: Mike Bostwick, Immersion Director, Katoh Gakuen, 1979 Jiyugaoka, Munazu, Shizuoka 410. Tel: 0559-22-0720.

(TOKYO) Musashi University is looking for a part-time English instructor. Qualifications: MA in TESOL or equivalent. Duties: Teach 90-minute oral/writing classes for economics and business administration undergraduates. Number of classes negotiable. Salary and Benefits: Salary commensurate with qualifications and experience. (Ex.: Foreign Resident: minimum of ¥64,000/month for two 90-minute classes/week) Contract: one-year renewable. Application Materials: Resume listing educational background and experience. (These materials will not be returned to the applicant.) Other Requirements: Some Japanese language ability preferred; foreign residents must have applicable visa. Contact: Foreign Language Curriculum Committee, c/o Toru Koizumi, Faculty of Humanities, Musashi University, 1-26-1 Toyotama-kami, Nerima-ku, Tokyo 176. Tel: 03-3991-1191. Fax: 03-3991-5007.



(TOKYO) Sundai ELS Gaigo Gakuin (Senmon Gakko) announces a full-time EFL Instructor position. Qualifications: BA in English (or Education)/2 years experience preferred; experience living in Japan. Duties: Teach 14 classes of 90 minutes/week, plus one 90 minute office hour. Salary and Benefits: ¥3,300,000 annually/one-year contract/6 weeks vacation (must be taken at set times)/¥70,000 monthly housing allowance. Application Materials: Cover letter, resume and recommendations/references. Contact: James Hale, Academic Director, Sundai ELS Language Center, 1-5-8 Kanda, Surugadai, Chiyoda-ku, Tokyo 101. Tel: 03-3233-2311. No faxes; mail only.

(TOKYO) Oxford University Press announces an opening for a full-time field editor. Qualifications: Minimum one-year EFL teaching in Japan, M.A. in TESL, applied linguistics, or equivalent preferred, previous editorial and/or sales experience helpful. Duties: Research language teacher and learner needs in Japan, develop, coordinate, and edit English language teaching titles with local authors. Salary and Benefits: negotiable. Application Materials: CV and references. Contact: Chris Foley, Oxford University Press, 2-4-8 Kawame-cho, Toshima-ku, Tokyo 171. Fax: 03-5995-3919.

(TOKYO) The Tsuda College Department of English Language and Literature is currently seeking one full-time Lecturer (or Assistant Professor, or Associate Professor, depending on qualifications). Qualifications: Ph.D. (preferred) or M.A.

in Speech Communication. English native speaker competency and substantial teaching experience. Knowledge of Japanese language helpful. Duties: Teach classes in "Language and Communication," "Intercultural Communication," "Oral Communication," and other courses to supplement existing faculty program, in addition to ESL classes. Salary and Benefits: The salary is competitive, and regular employee benefits will be provided. Application Materials: A cover letter of application, samples of three publications, a written certificate of receipt of most recent degree, and three letters of reference. Deadline: October 15, 1993. Contact: Prof. Masayuki Nakanishi, Dept. of English Language and Literature, Tsuda College, 2-1 -1 Tsuda-machi, Kodaira-shi, Tokyo 187. Tel: 0423-42-5150.

(TOKYO) Prentice Hall Regents of Japan announces a full-time (40 hours/week) position for an ELT Acquisition Editor. Qualifications: Minimum 2 years experience teaching mainstream EFL in Japan; EFL editing/publishing experience; knowledge of the ELT market, product integrity and what works well in the classroom; good administrative and organizational skills; strong desire to be part of a growing team of professional ELT publishers. Advanced ELT/related degree, experience teaching children, experience meeting deadlines a plus. Duties: Acquisition of appropriate ELT materials for publication to include, but not limited to, market research, identification of detailed specifications, authors, liaison with authors, reviews, manuscript evaluation, liaison with design unit, and signing of contracts; reporting within a large international publishing firm; some domestic and international travel. Salary and Benefits: Salary negotiable; initial two-year contract (probationary period). Further details during interview. Application materials: Detailed CV, letter indicating availability, reasons for applying. Contact: Harry T. Jennings, Director, Prentice Hall Regents of Japan, Jochi Kojimachi Bldg. 3/F, Kojimachi 6-1-25, Chiyoda-ku, Tokyo 102. NO TELEPHONE/FAX APPLICATIONS PERMITTED. Tel: 03-3238-1 050. Fax: 03-3237-1 460.

(KOREA) The Pagoda Foreign Language Institute, located in Seoul, Korea, is currently hiring full-time ESL instructors. Qualifications: M.A. TESOL preferred, or M.A. English Education (will consider candidates with a B.A. in English). Duties: Teach English Conversation classes (50 min.) 5-6 hours per day, 20 days per month (four hours per day guaranteed); specialty classes will be considered, with the possibility of institutional support (advertising, materials, etc.). Salary and Benefits: 13,000 won per contract hour, housing assistance ("key money"), furniture, and 50% health insurance. Application Materials: Resume and copy of face page of passport. Deadline: On-going year-round hiring. Contact: Steve Bagaason, Director, Pagoda Foreign Language Institute, 56-6 Second Street, Jong-Ro, Seoul, Korea 11 0-122. Tel: 822-277-5041. Fax: 822-278-4533.

Research Grants

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

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, Yamaguchi, Yokohama.

N-SIGs — Video, Bilingualism, English for Academic Purposes (forming), Global Issues in Language Education, Japanese as a Second Language, Computer Assisted Language Learning, Materials Writers, Teacher Education, Team Teaching, College and University Educators.

Awards for Research Grants and Development—Awarded annually. Applications must be made to the JALT President by September 3. 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** (¥00/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 U.K. 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:

Glorious Tokyo 301, 2-32-10 Nishi Nippon, Arakawa-ku, Tokyo 116
Tel. 03-3802-7121; fax. 03-3802-7122. Furikae Account: Yokohama 9-70903, Name: JALT

JALT—全国語学教育学会について

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

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

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

支部：現在、全国に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、大宮、千葉、東京、西東京、横浜、新潟、金沢、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、奈良、神戸、姫路、岡山、広島、山口、徳島、香川、松山、福岡、長崎、鹿児島、沖縄)

研究助成会：詳細はJALT事務局まで。

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

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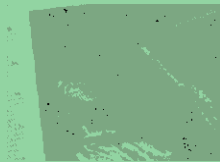
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