

# THE

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THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

# LANGUAGE TEACHER

## Election of JALT National Officers

- The New Monbusho Guidelines: Part Two
- The Acculturation of Oral Language Learners and Instructors
- Developing Bottom-up Processing Ability in JSL Listening Comprehension
- Promoting Communication Barriers Through EFL/ESL Course Books
- Creating a Database of ELT References
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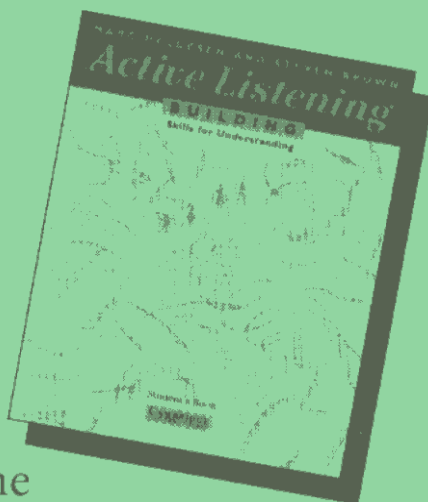
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# THE LANGUAGE TEACHER

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

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Reflecting the dynamism and variety of our readers and contributors, we have a heady selection to offer you this month. **Nigel Carter**, **Richard Goold** and **Christopher Madeley** return to us with the second of three installments on the new Monbusho guidelines for the national high school English curriculum. **David Greene** and **Lawrie Hunter** describe oral language classes as a culture in and of themselves, and describe ways in which the culture of the students and the teachers intersect. In our Japanese language offering, **Noriko Kanda** offers compelling reasons why “bottom-up” processing in listening comprehension is as important as “top-down” processing. Taking a very different approach to teacher support, **Robert James** details ways in which ideas and techniques from teacher resource books can be organized using commercially available database programs. At this time, the Editor would like apologize to Mr. James for the inordinate delay in publishing this fine article. **Trevor Sargent** picks up where he left off from his article in the special issue on Global Issues last May—he describes in detail how language presented in EFL/ESL textbooks can actually promote poor communication skills. In our final feature, **James Dean Brown** examines the Monbusho list of 507 English words taught in junior high schools and presents compelling arguments for changing the way these words are presented to students. In our Opinion column, **Christopher Barnard** suggests ways in which current research can better be adjusted to the realities of classroom teaching.

**Greta J. Gorsuch**

今月の *The Language Teacher* は、読者と書き手のダイナミズムと多様性を反映し、大変豊かな内容になりました。**Nigel Carter** と **Richard Goold**、**Christopher Madeley** の文部省新指導要領に関する記事は、三回にわたる連載の第二回です。**David Greene** と **Lawrie Hunter** は、会話の授業はそれ自体が文化そのものであるとし、教師と生徒の文化がどのように交わりあうかを記述しています。日本語の記事では、**神田紀子** が、聞き取りにおけるボトムアップ処理の重要性を指摘し、トップダウン処理と共にボトムアップ処理の能力をも育てる方法を提案しています。**Robert James** は、市販のデータベース・プログラムを使って、教師用リソース・ブックのアイディアやテクニックを整理する方法を解説しています。**Trevor Sargent** の記事は、5月号のグローバル・イシューズ特集に掲載された記事の続編といえます。ここで **Sargent** は、英語の教科書が提示する言語が、なぜ、かえって下手なコミュニケーション・スキルを奨励することになるかを説明しています。**James Dean Brown** は、文部省による中学校の学習語彙507語のリストを検討し、これらの語を提示する方法を変える必要があると主張しています。Opinion欄では、**Christopher Barnard** が、どうしたら研究を教育現場の現実により合ったものにできるかを示唆しています。

青木直子



# The New *Monbusho* Guidelines, Part Two

by Nigel Carter, Richard Goold and Christopher Madeley

This is the second in a series of three articles detailing the new Ministry of Education (*Monbusho*) guidelines for teaching English in senior high schools. The guidelines, which will come into effect in April, 1994, introduce three new oral communication courses. From April, 1994, senior high school students will study one obligatory English course, English I, in their first year. All other English courses in the senior high school will be elective, including the new oral communication courses, though students must study one of the oral communication courses for one of their three years at senior high school. In this second article we will continue to describe the guidelines and outline how we think they may be implemented.

In the first article of this series (Goold, Madeley & Carter, 1993) we summarized the three oral communication courses that are to be introduced—Oral Communication A (OCA), Oral Communication B (OCB) and Oral Communication C (OCC)—and discussed OCA. OCA is an informal, situation based conversation course. In this article we will discuss the guidelines to OCC, a course in formal spoken English. Our experience is based on working in a private junior and senior high school, team teaching projects in public junior high schools, the Japanese English teaching exchange program, and observation of and discussion with Japanese teachers of English. Quotations are taken from our own translation of the guidelines, *The Guidelines for Study in the Senior High School* (1989).

## OCC Aims

The main aims of OCC are “To arrange and announce one’s ideas, to develop ability in discussion and in general to nurture a positive attitude towards communication.”<sup>1</sup> The first of these aims, “To arrange and announce one’s ideas,” is further described as, “...arranging and expressing what you want to say without omitting important points. Announcing... means getting one’s point across and requesting the understanding of a large number of listeners.”<sup>2</sup> The guidelines list three language activities for the achievement of this aim: recitation, speech-making and debate. As classroom activities, all three would seem to require students to prepare a piece of spoken English that is to be presented to an audience of classmates.

Poems, stories, speeches, and other materials are suggested as sources for recitation classes. There is no description in the guidelines of what preparation for these activities might involve but it seems obvious that memorization of texts would be a significant part of it, as too, one might expect, would training in the skills of spoken delivery. Later on, we will take a closer look at the purpose these activities might serve in the classroom.

The second aim, “to develop ability in discussion,” is a staple of many English courses and a recognized communicative activity. It would seem to be fairly straightforward. The guidelines explain it as, “...advancing by stages through mutual understanding of each other’s thoughts and emotions, coming to a decision on what has been discussed, and resolving problems.”<sup>3</sup>

The third and general aim of instilling a positive attitude towards communication, also found in the guidelines to OCA and OCB, is to be understood in terms of spreading ideas, opinions, and the exchange of information. This raises the question, which the guidelines do not tackle, of what the ideas, opinions, and information might be that are to be the subject of speeches, debates, and discussion. If national and international issues, such as the deployment of Japanese peace keeping personnel abroad or AIDS, are to be issues, they should be included in the syllabi of other school subjects, like social studies. Students are unlikely to develop positive attitudes to analyzing and discussing issues about which they are ill informed. Planning a syllabus to achieve the general aim of OCC might require planning on the level of a school’s general curriculum. The guidelines to OCC do not address this possibility.

## Strategies

The guidelines refer to recitation, speeches, discussion and debate as, “...the representative forms of language activities.”<sup>4</sup> This would seem to imply that language activities have a substantive nature underlying their surface form. With this distinction in mind, the guidelines offer the three following definitions of language activities.

The first is “...arranging the content of what one is saying and effectively expressing the important points”<sup>5</sup> This does not seem to add very much to what is already expressed in the section on aims, “arranging and expressing what you want to say without omitting important points.” Like the definitions that follow, it may be better understood as a strategy for the successful accomplishment of a speaking activity rather than an activity in itself. It could equally refer to any of the so called “representative forms,” none of which could be successfully undertaken without thought and effective expression.

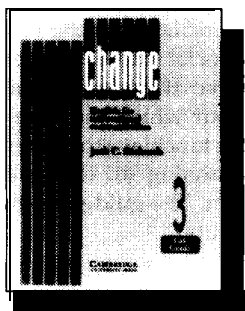
The second definition, “...understanding and appropriately responding to a partner’s intentions,”<sup>6</sup> seems more specifically to refer to discussion. It includes confirming when a point is understood and asking for further information when a meaning is not clear. These are essential elements of a discussion, and any classroom discussion course would have to pre-

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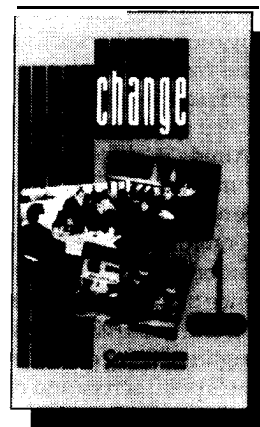
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pare students for them. For example, students who ask *What do you mean?* when in doubt, or *Do you mean that..* when wishing to confirm a point are more likely to follow the mood and aim of the discussion than those who don't. Unfortunately, the guidelines do not explore the strategy of discussion in any depth, and there is no mention of how the language needed for it might be instructed.

The final definition, "...expressing one's thoughts appropriately according to the purpose and situation of the task,"<sup>7</sup> again, is a non-specific strategy that could apply to any of the "representative forms" of language activities. Speakers/listeners should communicate enthusiastically, follow the progression of a speech or line of argument, and, when appropriate, reach a conclusion.

Strategies for learning and performing in a language are a feature of some current research and may often appear self-evident to native speakers. But it is probably true that many students of school age need to know that, for example, in order to make a good speech one has to "arrange one's thoughts." It is not axiomatic to teenagers that making a speech, even if they are doing it in their own language, involves gathering facts and ideas, and expressing them in an arranged way. So it is a pity that these guidelines aimed at Japanese senior high school students, who are given few opportunities to formulate and express their thoughts in the classroom, let alone arrange them, should cloud one of their positive aspects by confusing a language activity with the procedural understanding needed to carry it out.

### Language

A section of the guidelines called "Dealing with Content" (1989, p. 46) lists the following language to be highlighted for use in the OCC courses: "Proposing, questioning, agreeing and disagreeing, asserting and proving."<sup>8</sup> Examples for each are given in English. For instance, *You're right. I agree with you* and *You're wrong. I disagree with you* (1989, p. 47) are examples of language to be used for agreeing or disagreeing. While all the examples given are acceptable formulas that may be used by native speakers of English in formal speaking activities, the guidelines do not indicate how they are to be taught or included in a syllabus for OCC.

Formulaic expressions and sentences uttered in a contextual vacuum, as they are in the guidelines, do not have the potential to promote speaking activities. Their authentic role is to signal changes that occur during formal communication, not to serve as the content of it. As the guidelines are written, they would seem to encourage a continuation of the practice in Japanese high schools of teaching form without content, playing safe with routines of uncontextualized learning that result in students' and teachers' distress with the English language.

As preparation for formal speaking activities, memorization of formulaic expressions plays a role that cannot be discounted. Model phrases and sentences are, when used effectively, signs of transition within a

discourse. But when they are uncontextualized they may hinder if not impede acts of communication. A student who has been taught *I'm sorry, you're wrong. I don't agree with you*, as a set expression for disagreeing, may not be aware that it is sometimes inappropriate to use it. Native speakers of English do, for example, say *I agree but..* intending not to agree.

A major problem of teaching discussion and debate may be balancing the formal requirements of the OCC guidelines with student interest. Informality rather than formality is the key to students' self-expression, and the generation of ideas and spontaneity in the classroom. Without these, formal discussion and debate will be void of meaningful context to students. A formal speaking activity in the classroom cannot be successful if students' vitality is suppressed under a welter of formulaic and memorized jargon. Although a separation of formal and informal speaking activities may seem neat and tidy, it seems to have little relevance to the teaching of OCC.

### Speaking Activities

The speaking activities referred to in the guidelines as "the representative forms of language activities" are described as follows: "[Recitation] demands expressive ability, the ability to move people emotionally and to present special ideas."<sup>9</sup> The purpose of speeches is to "...inform, persuade, entertain and to stir the feelings of listeners."<sup>10</sup> Discussion is "...for the purpose of resolving problems."<sup>11</sup> Debate is "...a form of communication on a subject decided in advance and conducted in a competitive spirit between two opposing sides to justify their claims."<sup>12</sup>

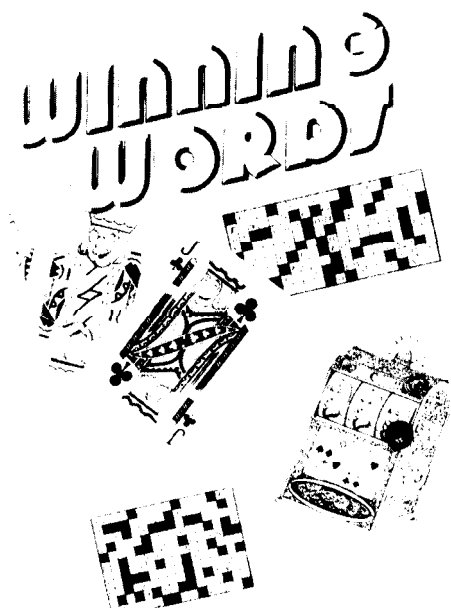
None of these activities are, to our knowledge, features of English classes in Japanese high schools, although recitation is a popular extra-curricular activity. Perhaps the lack of them in classes is significant. Recitation requires singular effort and a feat of memorization. It is not an activity that lends itself to classroom practice. The same could be said of speeches. Discussion and debate are potentially more communicative activities, but the guidelines do not suggest how this potential can be activated in the classroom.

If students are to practice making speeches in the classroom, they will first have to write them; otherwise the activity is no different than recitation. No attention is paid to this in the guidelines, and it could very well be argued that speech-making belongs as much to the writing classroom as one concerned with oral communication.

Exactly how recitation and speeches can be practiced in the communicative classroom is not resolved. The guidelines recommend that discussion classes be conducted in small groups of from five to ten people under the guidance of a teacher, but there is no information about how classes of students making speeches or reciting are to be organized. It is difficult to conceive how such classes could be organized effectively. In any one class period there will only be time for a few students

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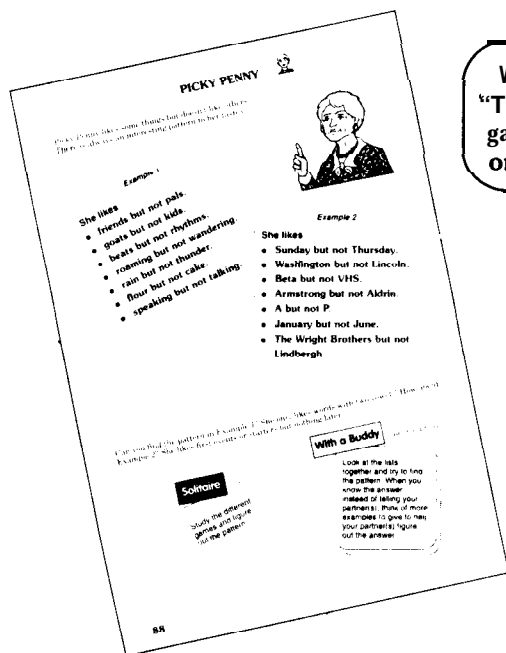


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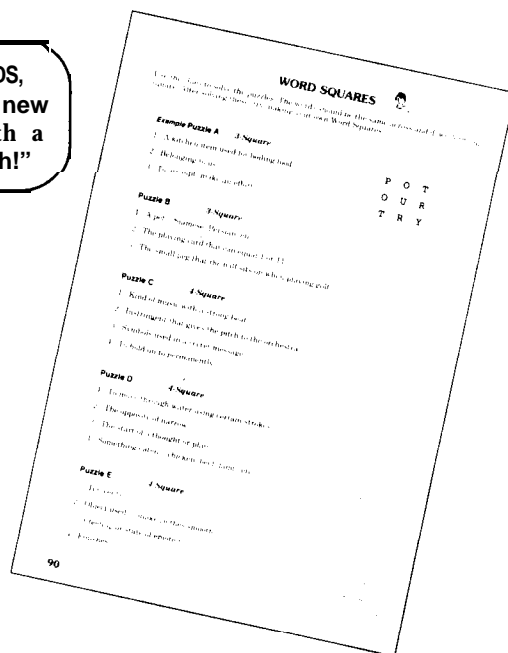
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to perform, and while they are doing this the "audience" will be doing nothing, except perhaps listening, but few teachers would bet on that being a realistic possibility in classes of forty or more teenage students.

Because of the relative complexity of the procedures of debate and, again, the audience/performer nature of it, doubts about its usefulness and purpose in the classroom cannot be brushed aside. It would seem natural, in any case, for students to gain basic skills of and confidence in discussion before attempting something as ambitious as a debate.

### Discussion: A Viable Option

Although discussion is not awarded a special place in the guidelines to OCC, it alone seems to offer the best prospect of lively, communicative English classes. Again, the guidelines do not make specific, practical recommendations that would be of help to teachers in the organization of discussion classes, and cultural factors that are obviously significant to the conduct of them are ignored. For example, it would be considered normal, if not very polite, for nativespeakers of English to interrupt each other during a discussion in order to press their own viewpoints. In Japan such assertiveness would be regarded in a negative light. Students in discussion classes would have to be made aware of conventions like this, and instructed and encouraged to use them. Interruption, asserting one's opinions, and other aspects of discussion would have to be identified and included in a syllabus for OCC.

For successful discussion classes it is not enough to just put students into groups and ask them to discuss a topic-as the guidelines seem to assume. Lessons need to be structured and objectives made clear.

Fundamental to the success of a discussion class is the choice of topic, which should be of interest to the majority of students and, exploitable on the level of their existing language ability. Topics revolving around school life (school rules, clubs, activities, etc.), home life (household chores, TV, family relationships and roles), and the near future (holidays, graduation, college), work especially well, but teachers should also be prepared for topics students may wish to study but know little about-foreign cultures for example.

A teacher-produced list of topics which students have to grade in order of interest, coupled with a space for students' own choices, is a good way to decide on the content of discussion lessons. Topics may be covered over several lessons. In the first lesson teachers may introduce a topic with pictures, a video, a story, a poem, a song, a magazine article, a simple questionnaire, a speaking activity, and so on. To give a concrete example, imagine that the topic chosen is "school rules." Teachers might elicit from the class using mime or pictures a description of their own school days and the rules and punishments.

The next part of the lesson could involve students connecting pictures depicting rules with the relevant lexis distributed in strips around the room. Next, in

order to personalize the lexis, students could make lists of the rules in their current and previous schools. At this stage students could work in pairs or groups helping each other and asking the teacher for help when necessary (students would be able to produce, "No Smoking," but might find it harder to describe dress and hair rules).

The next lesson stage would depend on what target language the teacher wants students to practice. A discussion on school rules could concentrate on comparisons, *This rule is more important than that rule*; opinions, *I think this rule is good because...*; past tense practice, *In my primary school we couldn't...*; or the language of obligation, *We had to wear a uniform*. After topic areas have been decided on, teachers will have to plan a course practicing different structures in a logical manner.

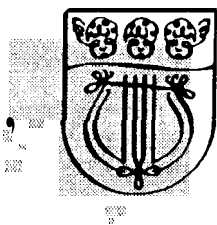
Once a structure to be used in the discussion has been introduced, students can practice it. If teachers of OCC classes recycle previously studied language, practice time can be accompanied by a minimum of instruction. Information gap based activities might be suitable for practice of this kind, done in pairs or groups. The following lesson could begin with a review of structures and lexis before moving on to the discussion itself.

Putting students into groups, as advised by the guidelines, allows teachers to monitor students without disturbing or influencing their discussion. If, when, and how to correct students is not considered by the guidelines. Probably not a good time to do it would be during discussion time itself. Teachers can make opportunities at the end of lessons or during subsequent ones to highlight language error.

Using ideas such as those outlined here, it is possible, despite class size, to have successful discussion classes. As long as students are aware of the aims of these classes and have a stimulus for discussion-problems to solve, ideas to grade or rank-they will probably be committed to an end result. In a discussion on school rules, for example, students could list the best and worst school rules or they could try to make a list of rules for "the perfect school." The end result need not be a consensus of opinion but it should be something students can explain to the class and something the class can understand: *Three students in our group think that... , Maiko doesn't agree. She feels that...* An end result is unlikely to occur if the stages preceding discussion-subject and lexis presentation and the presentation of structures and functions-have not been adequately completed and lexis, structures or functions practiced and preserved. The guidelines to OCC pay little attention to these practical pedagogical issues.

### Conclusion

The guidelines to OCC offer little practical advice to teachers and seem to be unnecessarily inflated with abstractions. Recitation and speeches are rhetorically



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# The Acculturation of Oral Language Learners and Instructors in. EFL

by David Greene, Tokushima Bunri University and Lawrie Hunter, Kochi University

In recent years it is common for Japanese college students to study oral English with instructors whose first language is English. For most students, it is their first experience with oral-based second language learning. As importantly, for many instructors, it is their first experience teaching oral English to students who are learning a foreign language orally for the first time. The students, under the guidance of instructors, are making contact with a new culture: the culture of oral language learning and teaching (OLLT). This article focuses on the oral English programs taught by foreign instructors in the Japanese post-secondary system, and on an acculturation process which we believe is necessary to accommodate the OLLT behaviors and beliefs of both students and instructors.

## OLLT and Acculturation

Is OLLT a culture? If "culture" can be loosely defined as a particular system of actions and assumptions within a social setting, then the oral language learning and teaching which occur within an EFL classroom is a culture. This is not to be confused with another set of actions and assumptions confronting students in EFL, the unknowns related to everyday American (or English) life functions and language functions and collectively referred to as the "culture of the target language." We believe the set of actions and assumptions which define OLLT also constitute a culture. There are actions (wait-time, eye-contact, gesturing...) and assumptions (paired practice is better than individual practice, information-gap tasks are better than rote-memory tasks...) which are particular to the teaching of and learning about oral language.

This OLLT culture must become familiar to and shared by both students and instructors; it must not remain two separate realities. For this to happen, there must be "acculturation," a familiarization and sharing process. Several ESL researchers discuss acculturation although they and their models are often less concerned with OLLT acculturation than with acculturation in the target language and culture. Schumann (1978) and Anderson (1981) discuss how the neglect of acculturation in ESL creates "social distance" and "psychological distance" between learners and target languages. If these social interaction phenomena can impinge on learning in ESL situations, then they must also be significant in EFL situations, the distinction being that in EFL, instructor-learner interactions (OLLT) become the "target language and culture" acted upon. Richards (1986) talks about the importance of "learner roles" and "teacher roles" in ESL classroom acculturation.

In EFL classrooms, the assumptions which are made about such roles, on the part of both instructors and learners, are also determinants of learning and teaching efficacy. The difference in EFL is that instructors are the minority representatives, and it is they, through their classroom leadership roles, who must initiate a process of discovery about learner roles and teacher roles. Sauvignon (1983) emphasizes the importance of classroom culture for "communicative competence." She points out that such a culture is shaped by the attitudes of both students and teachers, and that a climate of trust must be developed within the framework of that classroom culture. She in fact recommends an attitude survey (FLAST) which can be used to enhance instructors' awareness of their own assumptions. This survey might well be adapted for use with foreign English instructors in Japan. Nunan (1989) stresses both student and instructor assumptions about OLLT in the ESL "communicative classroom." Rather than argue for certain learner and instructor strategies, he creates a summary list of possibilities, pointing out that instructors must be familiar with the range of possibilities and decide how best to choose from amongst them. The familiarization he describes would seem to be important in an EFL as well as an ESL communicative classroom.

Although research has provided both a rationale and some conceptual tools for the qualifying and quantifying of classroom acculturation, most of that research has been in ESL: There are few EFL-based models which refer to classroom acculturation. Nonetheless, it seems likely that concepts such as social distance and psychological distance, learner roles and teacher roles, communicative competence and the communicative classroom all impact on oral learning and teaching in EFL situations.

## OLLT: Where Is the Student Coming from?

In strategic terms, if oral language teaching and learning are to be effective in the classroom, instructors must lead the way. Because students are not likely to share or articulate their behaviors and beliefs about OLLT, instructors must discover them. They must learn where their students are coming from. However, beginning foreign instructors are not often aware of the language learning/teaching background from which their students come. They need access to information about students' previous assumptions about OLLT if they are to initiate those students into a more promising oral language learning and teaching culture. This is the necessary first step in the OLLT acculturation process.

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Entry-level students of university oral English classes approach OLLT situations with a fairly consistent set of behaviors and beliefs. This consistency is the result of the homogeneity of the Japanese education system. Curriculums are rigidly set country-wide, objectives are rigorously tested, methods and materials are highly specified. Of course, there will be individual student variation in terms of the degree to which they exhibit particular behaviors or hold particular beliefs. Nevertheless, an attempt to describe Japanese students' OLLT behaviors and beliefs may help the beginning instructor in planning oral language teaching. In Figure 1, we attempt to profile students in terms of the beliefs and behaviors which they have developed toward learning and teaching generally, toward foreign language learning and teaching, and toward foreign instructors. This representation of beginning student behaviors and beliefs is based on our own perceptions as experienced instructors working in entry-level college oral English classes.

In practical terms, this profile describes the behavioral set which instructors might reasonably expect of students on the first day of oral English class. In cognitive terms, it attempts to describe the belief set

which might be background to those student behaviors. There is no attempt to link specific beliefs to specific behaviors as we believe there to be no one-to-one correspondence between the two sets. How students acquire such a set of OLLT behaviors and beliefs is a large issue which we do not wish to address in this article. Here we wish to present the behaviors which can commonly be observed and the beliefs which experience and observation suggest to us in the hope that our descriptions can assist beginning instructors.

## OLLT: Where Is the Instructor Coming from?

Native-speaker college instructors arriving at English teaching positions in Japan bring along their own set of cultural baggage. These instructors are representatives of the "culture of the target language," becoming windows on other worlds for students. As well, instructors bring whole sets of behaviors and beliefs relating to OLLT. However, if instructors are to mesh their beliefs and behaviors about OLLT with students', they must first consider, in metacognitive fashion, their own OLLT-related beliefs and behaviors. Then they can set about finding ways to reveal their beliefs and behaviors to the students.

### Language Learning Behaviors of Students

#### Body Language

- Do not look at Instructor.
- Do not make eye contact with Instructor.
- Do not come close to Instructor.
- Do not approach front of room.
- Do not stand or move unless ordered.
- Do move away from Instructor.
- Do not respond to Instructor body language.

#### Listening

- Do not listen to lecture or instruction in L1 or L2.
- Do not acknowledge basic greetings.
- Do not respond to address by first names.

#### Speaking

- Do not respond to name calls.
- Do respond to rollcalls in L1
- Do not respond to greetings of leave takings.
- Do not speak any English aloud.
- Do not ask for clarification or repetition.

#### Reading

- Do read silently from text.
- Do read aloud from simple text if asked.
- Do read simple text in interrupted fashion.
- Do consult Japanese-to-English dictionaries.

#### Writing

- Do write copied English from blackboard.
- Do extensive over-monitoring of own writing.
- Do not write from dictation.
- Do not write ideas in class in English.
- Do write ideas in L1 first and then transliterate.
- Do write answers to written questions.

### Language Learning Beliefs of Students

#### About Students

- Should not approach an Instructor.
- Should not make eye contact.
- Should study independently.
- Should remain in assigned seats.
- Should not be asked questions.
- Should not be asked for clarification.
- Should not have to listen carefully.
- Should be addressed by last name only.
- Should not be asked to speak.
- Should use polite-level L1 or L2 only.
- Should not expect to be acknowledged by instructor outside classroom.
- Should read silently, not aloud.
- Should read and write English in rote.
- Should correct English grammar.
- Should transliterate from L1 to L2.

#### About Instructors

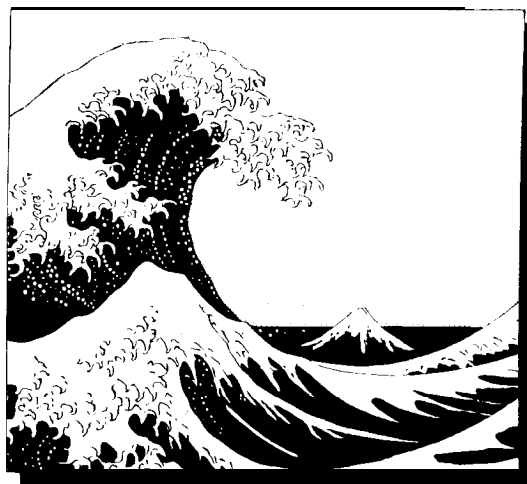
- Should not address individual students.
- Should not acknowledge students outside classroom.
- Should not leave front of room or approach student seats.
- Should not rearrange students.
- Should not check student listening comprehension informally.
- Should lecture while students listen.
- Should teach to the final examination.
- Should read or lecture to the students.
- Should correct student grammar.

**Figure 1.** OLLT behaviors and beliefs of Japanese college/university students entering first oral English classroom with foreign instructors

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## Language Teaching Behaviors of Instructors

Do call the roll.  
 Do call the students by first name.  
 Do afford wait time for student oral responses.  
 Do not speak Japanese to clarify utterance meaning.  
 Do not repeat a question while waiting for a reply  
 Do not speak Japanese to assign tasks.  
 Do not speak Japanese.  
 Do stand close to students when speaking to them.  
 Do not correct student in student's mid-sentence.  
 Do not respond to mid-sentence seeking  
   of feedback by student.  
 Do not give Japanese non-verbal feedback(bowing, nodding).  
 Do not respond to students' Japanese non-verbal signals.  
 Do give weekly assignments.  
 Do assign weekly preparation and practice.  
 Do give weekly tests or evaluations.  
 Do ask students to sit near the front of the class.  
 Do ask students to speak English among themselves.  
 Do ask the students questions.  
 Do ask the students for their opinions.

## Language Teaching Beliefs of Instructors

Should encourage weekly study.  
 Should encourage eye contact for oral communication.  
 Should encourage English body language.  
 Should encourage listener clarification in mid-conversation  
 Should encourage listening to instructor discourse.  
 Should encourage the notion that "You can do it."  
 Should emphasize the value of learning.  
 Should emphasize communication over error avoidance.  
 Should emphasize cooperative learning.  
 Should emphasize partnered or teamed learning.  
 Should emphasize communication tasks in English.  
 Should discourage limiting of study to semester-end study.  
 Should discourage mixed English and Japanese  
   utterances.  
 Should discourage Japanese pronunciation of English words.  
 Should discourage student reversion to Japanese  
   in mid-sentence.  
 Should discourage listener clarification of meaning  
   of meaning in mid-sentence.  
 Should de-emphasize grades.  
 Should de-emphasize grammar.

**Figure 2.** OLLT behaviors and beliefs of beginning instructors teaching oral English at Japanese colleges and universities

Mechanisms have already been developed which enable instructors to assess classroom behaviors and beliefs. Fanselow (1987, 1992) sets out a descriptive observation system (FOCUS) for exploring how both language instructors and language students communicate in classrooms. Fanselow intends that instructors reflect on the culture of their classrooms, thereby discovering alternatives to behaviors and beliefs which impede learning and teaching. Wesimilarlyintend that beginning instructors in EFL settings should consider their OLLT behaviors or beliefs: the second step in the OLLT acculturation process.

This general outline may be of use for the instructors' self-examinations. Perhaps not all of the behaviors and beliefs listed will be part of a particular instructor's profile, but they are indicative of the range of possibilities. As such, they are intended to stimulate instructors to make personal assessments of where they are coming from in OLLT.

This profile of instructor behaviors and beliefs related to OLLT, like the preceding student profile, is not intended tobecomprehensiveordefinitive. Rather, itis intended to provide a framework which instructors new to the Japanese college oral English classroom can use to inventory their OLLT behaviors and beliefs. Further, the instructor profile is intended to be held side by side with the learner profile, for the purpose of examining the central issues which arise when instructors and learners come together to create their own culture of oral language learning and teaching.

## OLLT Students and Instructors: The Twain Must Meet

Once instructors have analyzed their own behaviors

and beliefs regarding OLLT, they must compare their personal profiles with those of their students. Instructor and student awareness of their respective OLLT behaviors and beliefs takes place gradually as each side becomes acquainted with the other's notion of classroom procedure. Instructor behaviors or beliefs about OLLT which contrast sharply with those of students can become barriers in the acculturation process turning the conversation, communication, and dialogue tasks, which driveoral languagelearning and teaching, into dysfunctional exercises or unhappy experiences for both instructors and students. Therefore, such instructor behaviors and beliefs must be re-evaluated in the light of student views of OLLT. Instructors must decide 1. whether to favor their own behaviors and beliefs, or those of the students, or 2. whether to seek compromises which recognize both instructors' and students' behaviors and beliefs. This assimilation-or-accommodation process is the third step in the OLLT acculturation process. In Figure 3, we have listed some pairs of possible conflicting behaviors and beliefs.

This list is only partial, but it highlights some of the conflicts in the OLLT behaviors and beliefs of instructors and students. Sometimes theconflict is transparent and immediate, especially when it occurs between two demonstrated behaviors (thecallingofstudentsbyfirst name versus the lack of student response to calling by first name). Sometimes the conflict takes time to become apparent, especially when it is between two internalized beliefs with hard-to-interpret manifestations (the instructor belief that listening to instructor lecture should be encouraged versus the student belief that listening to lecture is not important, only the final

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Instructor OLLT Behavior/Belief		Student OLLT Behavior/Belief
Do call the students by first name.	↔	Do not respond to first names.
Do not speak Japanese to assign tasks.	↔	(Instructors) Should speak Japanese to explain.
Should encourage eye contact.	↔	Do not make eye contact with Instructor.
Should de-emphasize grammar instruction.	↔	(Instructors) Should correct student grammar.
Do afford wait time for responses.	↔	(Students) Should not be asked to speak.
Should de-emphasize grades.	↔	(Instructors) Should teach to the final exam.
Should encourage English body language.	↔	Do not respond to English body language.
Should encourage listening to Instructor.	↔	(Students) Should not have to listen carefully.
Do ask students to sit near the front.	↔	Do not come close to Instructor.
Should emphasize cooperative learning.	↔	(Instructor) Should lecture while Students listen.
Do ask students to speak aloud.	↔	(Students) Should not be asked to speak.

**Figure 3** Partial list of conflicting behaviors/beliefs of instructors and students new to Japanese college oral English

exam is). But, regardless of when or how the conflict is exhibited, it is the instructor who must initiate the conflict resolution process through assimilation or accommodation. We would like to discuss three hypothetical examples of conflict resolution.

### Example 1: Circumstances favor Student belief over Instructor behavior.

<i>Instructor Behavior:</i>	Do not speak Japanese to assign tasks.
versus	
<i>Student Belief</i>	(Instructors) should speak Japanese to assign tasks.

Beginning instructors almost never speak Japanese to assign tasks in their oral English classes. This may be a behavior born of circumstance (they cannot speak any Japanese) or a behavior born of OLLT belief (classroom management language should be in English). Students, on the other hand, have long been accustomed to English courses delivered by Japanese instructors in the Japanese language. They resist a change in the language of delivery, notwithstanding the fact that the instructor is an English native-speaker. A conflict arises and instructors must deal with it. They may very quickly come to realize that even mundane instructions and assignments take excessively long to communicate in English, or that the English instructional language confuses and frustrates students and ruins in-class activities and assignments. Therefore, instructors will often accept the students' beliefs and change their behavior in the interests of class harmony, improved communication of instructions, and time management. Those instructors who can speak Japanese will turn to the Japanese language to assign tasks (sometimes overlaying the Japanese with English). Those instructors who cannot speak Japanese will very quickly learn some key words and phrases to insert into their repertoire of English commands and instructions.

### Example 2: Circumstances favor Instructor belief over Student behavior.

<i>Instructor Belief:</i>	Should encourage English body language
versus	
<i>Student Behavior:</i>	(Students) do not respond to English body language.

As target culture representatives, instructors wish to teach body language while participating in the OLLT culture. Students, on the other hand, have no experience with such body language, and do not naturally put the body language together with the spoken language practised in oral English classes. At best, they will use Japanese body language, which often makes the communication strange by English target language standards (for example, pointing to their own noses when they say "Me?" in English), and at worst, they will remain stiff and impassive while practising English language conversation. In such a conflict, instructors will often persist in presenting English body language as part of English oral language, demonstrating the gestures, postures, and actions which accompany spoken English. Students will, with time and practice, come to understand and accept the importance of body language.

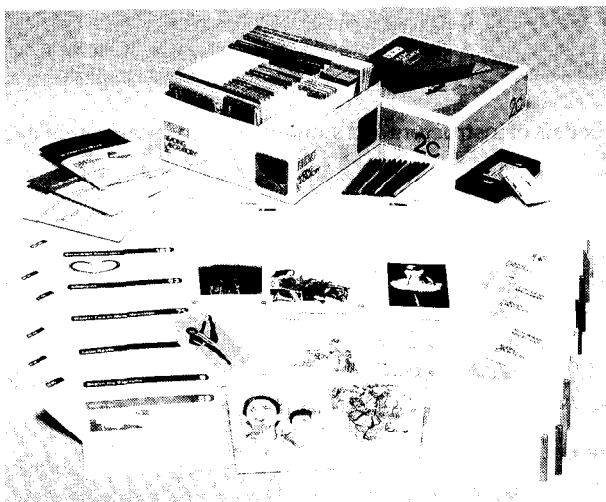
### Example 3: Circumstances favor a compromise of Instructor behavior and Student belief.

<i>Instructor Behavior:</i>	Do ask students to speak aloud.
versus	
<i>Student Belief:</i>	(Students) Should not be asked to speak aloud.

One OLLT behavior/belief conflict, which is pivotal to the success of oral English classes, arises over the requirement to speak aloud. From the viewpoint of instructors, speaking aloud seems essential to the learning of English as well as being, by definition, the purpose of oral classes. From the viewpoint of students, speaking aloud runs counter to all their previous

GREENE & HUNTER, cont'd on p. 47.

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# ボトムアップ処理を重視した聴解指導 縮約形・音変化に焦点をあてて

神田 紀子

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## I. はじめに

佐伯 (1982) によると、我々の言語理解は、抽象的なレベル (top) から具体的なレベル (down) へ一方向に処理を進めるのではなく、具体的なデータから得られる情報をも絶えず利用しながら処理を進めているとされている。トップダウン (仮説駆動) 法とボトムアップ (データ駆動) 法を併用しながら言語理解を行っているというのである。言語理解とは、言語知識だけでなく、背景知識、内容に関する知識など、いわゆるスキーマを活用した能動的な処理作業であるという考え方は外国語教育にも大きな影響を与えており、聴解の指導にあたってはスキーマの活性化をうながすべきだという主張が見られる (Anderson & Lynch, 1988; Rost, 1991)。

コミュニケーション能力養成に重きを置く傾向の中で、聴解教育ではタスクリスニングが指導法として注目され (Ur, 1984)、日本語教育においてもさまざまな教材が開発されてきている。あらかじめ聞く目的を与え、目的達成に必要なところを選択して聞き、他の部分は聞き飛ばすように指導するのである。母語話者の聞き取りにより近い行動をとらせるということである。この指導法は、一つわからない部分にぶつかるとあとは何も聞けなくなってしまう学習者や、始めから終わりまで全部聞かなくては行けないと思っている学習者を作らないためにも、初級段階から取り入れるべきよい方法である。しかし、外国語学習者と母語話者には決定的に違う点がある。母語話者は注意して聞こうと思えば大部分聞き取れるが、学習者は聞こうと思って聞いても聞き取れないということがある。聞き取れない部分が多ければ重要なところかそうでないかを識別することが困難になる。学習者に場面や文脈からの予測を促し、トップダウン処理能力を高める指導を行うことは大事であるが、一方でボトムアップ処理能力を強化することも忘れてはならないだろう。聴解能力養成のためには二つの方向からの聞き取り訓練が必要であるということは、音声聞き取りと内容聞き取り (竹蓋, 1988)、こまか聞き取りとおおまか聞き取り (土岐, 1988)、などの用語でこれまでも主張されているが、両方向からの指導をいかに実現させるかが聴解指導の課題だということになる。

学習者がに注意を集中させて聞こうと思って聞き取れない原因はいろいろ考えられる。短い部分に限った場合、その語彙・表現を知らない、文法、文型を知らない、文脈からの予想がつかないなどはもちろん大きな原因である。しかしそれらがわかっていても聞き取れないということが学習者には起こる。これは、話し言葉の中でおこる音変化のために、音声連続を自分の頭の中にある語句に結びつけられないことによると考えられる。土岐 (1988) にも示されているが、話し言葉の中には、いわゆる縮約形、あるいはさまざまな音変化が

母語話者である我々の思う以上に存在し、これが学習者の聞き取りを困難にしているのである。したがって外国語教育では、ボトムアップ処理能力を高めるための指導項目としてこれらを整理する必要がある。小稿では初・中級で問題となる縮約形・音変化に焦点をあて、ボトムアップの指導を考える。

## II. 縮約形、音変化の項目と学習者の問題点

### 1. 初級学習者の場合

縮約形・音変化の定義については斎藤 (1991) の試みがあるが詳しい議論は別の機会に譲り、ここでは発話のスピードに関係なく形が定まったものを縮約形とよぶ。「ーくては」が「ーくちゃ」に変わるなどがその例である。一方、音変化とは、スピード、ぞんざいな発音などの理由で生じる臨時的なもので、「〜と思う」が「〜トモウ」に変わるなどがその例である。

学習者に縮約形、音変化を指導するためには、まず基となる規範を学習させなければならない。そのあとで初級・中級・上級と進むに従って、この規範からどの程度かい離れたものをシラバス化し学習させるかを考えなければならない。

はじめて日本語に接する学習者には、まず規範の学習として、日本語の音節を理解し識別させる。学習者の母語にない音、あるいは日本語では区別しない音など、母語との違いを認識させる。次に連音節単位を識別させる。促音、撥音、長音の特殊音節、無声化母語、が行鼻濁音、「ん」の異音などが項目になる。

文単位になると、自然なスピードであれば、特にぞんざいに発音されたものでなくても、さまざまな異音、音の同化、弱化などの現象があらわれ、聞き取りの障害になる。既習の語彙、文法で作られた短文をテープに録音し、学習を開始して間もない初級の学習者にひらがなでディクテーションさせた結果を見てみると、次のような誤答例が観察される。

あたまはいたくありません。

→あたまはいたかありません。 (26人中7人)

どうぞよろしくおねがいします。

→どうぞよろしくおねがいします。 (26人中5人)

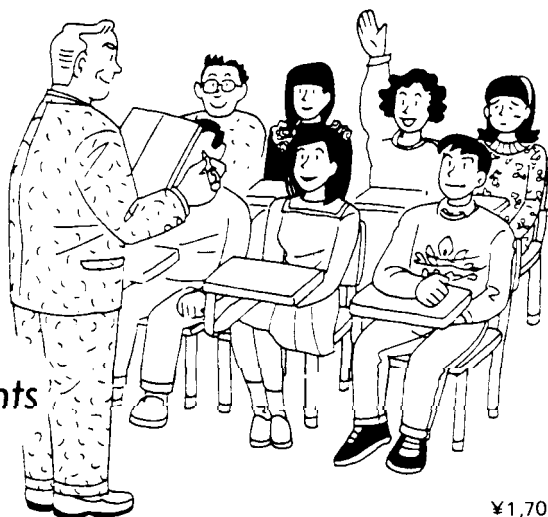
「いたくありません」の「く」と「よろしくおねがいします」の「く」は後続する母語の影響で、逆行的同化を起こし、それぞれ「か」「こ」に近い音で発音されている。学習者がこのように答えるのも無理はない。規範的に発音したつもりでも不自然でないふつうのスピードで発音すればこのような音変化が生じるのである。同じデータから、音変化の例と学習者の誤答例をあげる。

### 1 先行語末音との同化

アリスさん [arisan] → ありさん

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- 2 先行語末音と助詞との同化、あるいは弱化  
このくすりをのみみせんか。[kusɽjo] → くすりよ  
う
- 3 先行語末と語頭の母音の同化、あるいは母音の脱落  
これはおぼえておいたほうがいいですよ。  
[-teɔta] → おぼえた
- 4 長音の短音化  
まるぜんまでは行けるようになりました。  
[ikeruijɽni] → いけるよに

いずれも学習者の頭の中の個々に記憶されている「を」「おいた」などとは違って聞こえていると思われる。連続音になり同化、弱化するために認識できなくなるのである。これらの音変化の現象を意識的に学習者に示し、時に発音させ、耳を訓練することがまず必要である。

## 2. 中級学習者の場合

実際のテレビ、ラジオ等から生の発話を録音し、縮約形・音変化に注目して聞いてみると、規範的に発音された初級教材テープとの違いに驚く。現実の発話と規範とのかい離は大きい。現実の談話が聞き取れる力をつけるには橋渡しの中級段階が必要である。中級教材例として『現代日本語コース中級Ⅰ、Ⅱ（名古屋大学出版会）』の中の聞く練習（以下『中級』と呼ぶ）を取り上げる。

この教材は実際に駅、デパート、病院の受付など現実の場面で録音し、あるいは日本人同士その話題で自由に話してもらって録音し、長さ、語彙表現に多少の手を加えて、適当なまとまりのあるスクリプトにしたものである。録音は声優と教師が行い、場面情報として有効な雑音なども加えた。できるだけ生に近いものをねらって音声的には各場面の特徴を残し、自然な調音、スピードになっている。したがって縮約形・音変化なども生に非常に近い状態で現れている。この『中級』を教材にした授業での学習者の聞き取りの観察から指導上注意すべき点を考えてみることにする。

### a) 縮約形について

縮約形が含まれている部分をディクテーションさせたものの誤答例をあげる。

- ほうりこんでったみたい → ほうりこんでみたい  
→ ほうりこんでなみたい
- やんなくったっていいじゃないか → 行ったいいじゃない  
→ なくたいじゃない
- 2階が広間になってんだよ → 広い売店だよ  
→ 広間になったんだよ

縮約形は知らなければ聞き取れない。しかし辞書などにもないものが多いから、予め導入するべきである。縮約形のタイプは限られているので、習得しにくいことはないと思われる。「ている」が「てる」、「ておく」が「とく」に変化することをおぼえるのはわずかしくない。しかし、これらの基本的な形が「見てた人」「言っ」といて「言」などと活用された形になると理解しにくくなる。「食べてて」「食べてって」の違いなどがわからないのもこのためである。活用した形は個々指導項目にする必要がある。

『中級』に現れている縮約形のタイプと例を、網羅的ではないが、あげる。

てしまふ：通っちゃえばだいじょうぶなんだけどね

- ている：わかってても 見てた人もいるんでしょ  
ておく：バンバンさんに言っといてくれる  
ていく：ほうりこんでったみたい「出でった人  
ては：みんなに言わなくちゃおすれちゃ困るよ  
では：びっくりして使えないんじゃ役に立たないよ  
それは：そりゃそうだよ  
ければ：出なきゃいけないから  
の：んならんでんでんじゃここんとここあんときは  
ら行音：どっちに向かってんの／広間になつてんだよ  
と：って思う 渡してって  
という：っていう、というのは：てのは  
ても：京都じゃなくなつてであるでしょ  
どこか：どっか、ところ：ここ、それで：そいで、  
いやだ：やだ、だろろ：だろ、ほんとう：ほんと

### b) 音変化について

学習者の頭の中にある語彙・表現の音と実際に話されている音連続が違うため促えきれないものが多くなる。網羅的ではないが、『中級』に見られる音変化のうち、学習者がディクテーションの中で誤解をしたり書きとれなかったりするものの例を挙げる。

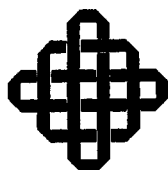
- 母音の脱落 先行語末の母音と後続語頭の母音が同じ場合脱落しやすい。  
と思った [tomot:a] → と持った  
式をおやりにになったら [ʃikiojaɾinnatara]  
→ 式親にいったら
- 母音の同化 先行語末母音と後続語頭の母音が同化することがある。  
書いてあつて [kaiteat:e]  
→ 書いたつて
- 母音化 だ・な・ら行など歯茎音、「わ」は母音化しやすい。  
ら行音 気になりますか [kinnaimaska]  
はらだみえこ [ha:damieko]  
「わ」 かかもとせんせいが  
[kamotosense:ŋa]
- 撥音化 「に」「の」はな行音の前で撥音化しやすい。  
「に」 やることになっている  
[jaɾukotonnat:eru]
- 拗音化 [i]と後続母音がむすびつくと[j]が入ることがある。  
目をかえさせたい [cjoakesasetai]  
→ 水解させたい、費用がさせたい  
半母音 ご利用階数 [gorjo:kaisu]  
りゆうがない [rju:ŋanai]
- 拗音の清音化 はしゅつじょ [haʃtsuʒo]  
びじゅつかん [biʃtskan]

### c) 教材例

『中級』の教材第1課「ゼミの時間と教室の変更」を例として縮約形・音変化を見る。

- 山田：いつ決まったんですか。  
中山：この間ゼミが終ってから。  
山田：あ、わたしちょっとはやく出たから。バンバンさんと。  
中山：そうか、じゃバンバンさんも知らないな。連絡しなくちゃ。

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山田：あ、そうですね。

中山：じゃあ、アリスさん。パンパンさんに言っといてくれる。

アリス：はい。

これは会話の最後の部分である。この前に25発話がある。山田はあしたのゼミのレポーターにあたっているが準備ができていなくて困っていることを言う。中山はゼミは来週になったからまだ時間があるだろうと言う。山田が知らなかったので、中山が時間と教室の変更を教える。ここでのタスクは「この会話のあとでアリスさんであるあなたは何をしますか」というものである。従って時間と教室の変更が聞き取れること、最後に自分に向けられた言葉を理解することがタスクである。

「言っといてくれる」は「ビールを買っておきます」というような文型しか勉強していない中級になりたての学習者には「とってくる」などと聞こえ、意味化できない。トップダウン処理能力の高い学習者は、「パンパンに」何かしなければいけないということがわかり、「変更がある」という既知情報と聞き取れた「パンパンも知らない」という情報から「パンパンに変更を伝えるのだ」と推測するかもしれないが、「いっといてくれる」「しなくちゃ」の部分のわからないためにボトムアップ処理ができず、意味が曖昧になり自信が持てないということになる。

### III. 縮約形・音変化の指導

聴解の授業では知らない語彙や聞き取りにくい部分があっても文脈から予測、類推して聞くようにトップダウン処理能力を指導することは重要なことである。しかし類推せよと言って縮約形や音変化の部分は何回も聞かせるのは能率的ではない。教材の内容を聞く前にあらかじめ取り出して練習し、耳を慣らしておくべきであって、いきなり聞かせて「何回聞いても聞き取れない」と気を落とさせるのはよくない。

授業手順としては、まず、聴解教材を聞く前に予習項目としてこの教材に出てくる縮約形・音変化を取り出し、説明を与える。例は既習の簡単な語句や、その縮約形あるいは音変化がよく現れる語句で、さらにその聴解教材に出てくる語句に提示する。授業では予備練習<sup>④</sup>としてこれらを聞かせ、音声言語を通してもとの形と意味が理解できるように訓練する。これは短文のディクテーションや穴埋め問題などの形式で行う。予備練習として聞かせるものは、音変化、イントネーションなど、もとの教材の音声的特徴を保持したものでなくてはならない。認識を強めるために聞くだけでなく、形やくずれた音を学習者に発音させるなどの作業をする。そして予備練習でボトムアップ処理能力を強化した後、タスク達成のための聞き取り、全体的な内容聞き取りを行う。復習として穴埋め形式のこまかい聞き取りを行い、聞き逃した部分、聞けているかチェックできなかったこまかい部分についても確認する。

ボトムアップ処理能力を高めるための細かい聞き取り練習は、それ自体で独立した教材で行うより、内容聞き取りの聴解教材と結び付けて行うほうが、音変化なども自然な形で場面、話題と共に提示でき、効果的だと思われる。

### IV. おわりに

縮約形、音変化は、あらたまった場合、くだけた場合、男女差、年齢差、地域差など、*speaker variation* によっても現れ方が違う。また話者の感情によっても特徴的な音変化が起こる。上級学習者はもとの形がわかるだけでなく、縮約形、音変化が持つ、これらの差による発話のニュアンスの違いも学習し、理解する必要がある。上級教材で扱われるべき要素になると思われる。

学習者の聞き取りを困難にしている原因はさまざまである。内容について前提となる背景知識が欠けている、談話構造が予測できない、語彙・表現・構文を知らない、省略、言い間違え、くりかえし、フィラー等話し言葉特有のさまざまな現象がとらえられない等、多くの原因が考えられる。本稿で取り上げた縮約形と音変化、さらにアクセント、ポーズ、イントネーションなども聴解を困難にする大きな要因である。

従来音声教育というと、主に話す技能の教育のための規範として行われてきた。理解のためにもミニマルペアの聞き分けなど規範的なものを対象にしたものが多く、音変化を扱った教材は『講義を聞く技術』（産業能率大学出版部）、『発音・聴解』（荒竹出版）などに見られるが、まだ数は少ない。音変化、縮約形、イントネーションなどを含んだ「理解のための音声教育」が、意識的になされるべきである。そのためには、さまざまな音声現象をくわしく観察し、それをもとに指導項目をシラバス化することが聴解指導の大きな課題になる。

注 予備練習はこの他にも、もちろんトップダウン処理能力を強化するためのものも必要である。予習項目として教材の問題に、ハインの語彙知識、背景知識を与える。授業では予備練習として、話題について話し合うことによって関連知識を活性化し、予測、推測能力の強化をはかる。

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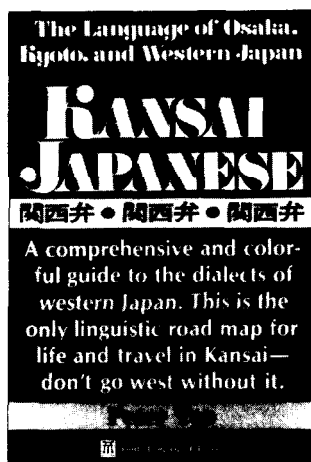
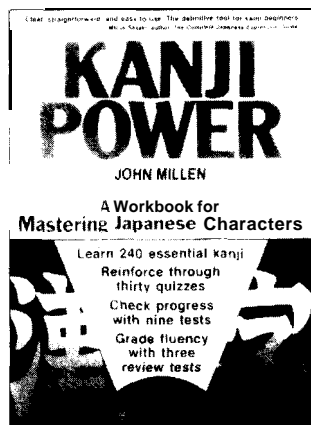
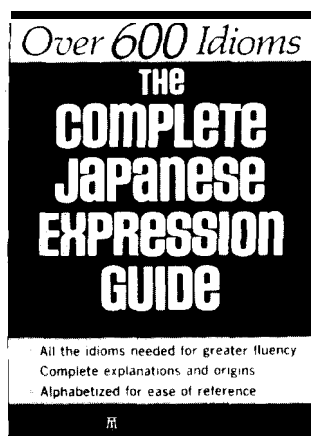
常用漢字1945個のうち、従来小学校一、二年生で学ぶものとされた 240 字について、その音訓、主要熟語、起源を示し、さらに書き方練習のスペースを用意し、節目毎に自己診断のためのクイズなども配しながら、最重要漢字の徹底修得を図る。

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# Creating a Database of ELT References

by Robert James  
Joshi Seigakuin Junior College

In recent years there has been an explosion in the amount and variety of teaching material available to English teachers. A surprisingly high proportion of it is very good. But, for myself, I seem to have reached the limit of how many ideas I can carry around in my head. For every new idea I come across and incorporate into my teaching, I seem to forget or abandon something that was already there.

So how can we best keep track of all these ideas, which are, after all, the stock-in-trade of the language teacher? I was struck by this problem last summer vacation when I bought some new resource books and reread some old ones. I felt that the chances of my remembering even good ideas for more than a couple of months were pretty slim. So, in an effort to retain more of the stuff, I began making notes in my word processor. However, what started out as a single file soon became half a dozen, and updating them became increasingly troublesome. I therefore decided to transfer all the information to a database program. Database programs are specifically designed to store and manipulate large, unwieldy amounts of data.

Here I will describe how I went about building and organizing a database of references to teaching ideas. I should emphasize that the database was not of the teaching material itself, i.e., the pictures, flashcards, realia, information sheets and what have you, but only the *reference* to a page or section in a book on my bookshelf or elsewhere that contained the material.

## What Is a Database?

First, a word about computerized databases. These days virtually any large corpus of information is graced with the term database. In computing terms the crucial characteristic is that the information is structured. The paradigmatic example of a database structure is a telephone directory. Each entry in a telephone directory contains certain items of information about an individual: last name, street address, zip code, dialing number, etc. In database terminology, this is a record. Although each entry in the directory is different, all entries contain the same set of items (name, address, phone number, etc); these items are the database fields. The number and type of fields is fixed, but the number of records may increase or decrease as entries are added or removed.

A database program is software designed to create and manipulate a file of information structured into fields and records. Such programs derive their usefulness from their ability to find, sort and manipulate the information in various ways.

As with a telephone directory, a database Structure should reflect the information to be stored. Each field

should hold a certain type, or category, of information. To store my ELT references, I needed to come up with a set of fields into which I could type information about the activities I thought were worth remembering. To do this, I needed to think about how to classify teaching materials.

## Classifying Teaching Materials

A good way of getting ideas for classifying teaching materials is to look at the way materials writers organize their material, especially in the indices found in resource books for teachers.

Two similar and fairly comprehensive ways of classifying classroom activities can be found in two books in the *Handbooks for Language Teachers* series published by Cambridge University Press. One is *Keep Talking* by Friederike Klippel; the other is *Games for Language Learning* by Wright, Betteridge & Buckby.

At the back of each book is a table of information for easy reference to the full description of the activities. Each activity is described in term of the following categories:

Wright et al.	Klippel
1. Number	1. Number
2. Name	2. Name
3. Materials	3. Materials
4. Time	4. Time
5. Organization	5. Organization
6. Page	6. Page
7. Skills	7. Aims/tasks
8. Control	
9. Level	
10. Preparation	

Wright, Betteridge & Buckby's table lists 101 activities (not counting variations). In database terminology, their database table contains 101 records, with each record made up of 10 fields (the categories listed above).

Tables such as these can serve as a guide to or at least an indication of the categories that might be useful to teachers. The final choice of categories, however, remains the prerogative of the database user, and should reflect the kinds of information that he or she is interested in.

The kind of information that I was interested in was not so very different from that in the two texts mentioned above. I needed, first of all, information to identify any idea I was interested in. So I established a *name* field to hold the name of the activity, a *source* field holding a reference to a text on my bookshelf, and a *page* field to hold the page or activity number. I also estab-

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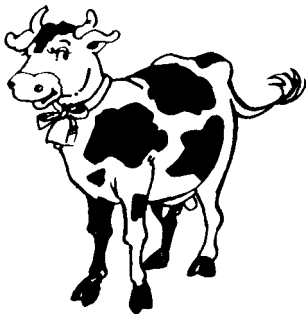
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**Figure 1.** The Field Definition Screen

lished fields to hold information about the type of activity, the type of interaction involved, and what (if any) handouts, etc were required. I established a further three fields to hold linguistic information about each activity: a *language* (grammar) field, a *function* field, and a *topic* field, and four further fields to hold information about courses that I teach: *course*, *year*, *semester*, *lesson*. In these latter fields I could note any courses or classes for which the activities might be useful. Finally, I established two fields to contain descriptive information about each activity, such as how to use an activity in the classroom. These last two fields I named *procedures/tasks* and *extensions/comments*.

These categories serve two purposes. Firstly, they contain information that the program needs to find and sort the records; and secondly, they serve, like the indices referred to earlier, as a condensed description of each activity.

## Setting up a Database File

There are three basic steps in working with a database. The detailed procedures for each one will vary depending on the software being used, but the aim at each stage is fairly straightforward.

## Stage 1: Field Definitions

Having sketched out a rough idea of the categories I needed, my first task was to tell the program to create a new database file, and define a set of fields: Defining fields is usually just a matter of typing in unique names

for each field, and specifying whether the information to go in the field will be text, numbers, or other kinds of data (e.g., dates, calculations, even pictures). Figure 1 is the definition screen from my program?

## Stage 2: Data Entry

The next stage is to type information into the fields. This is the most tedious part of the process and also the most susceptible to error. Programs often contain commands to ease the task. Some allow you to restrict the information allowed in certain

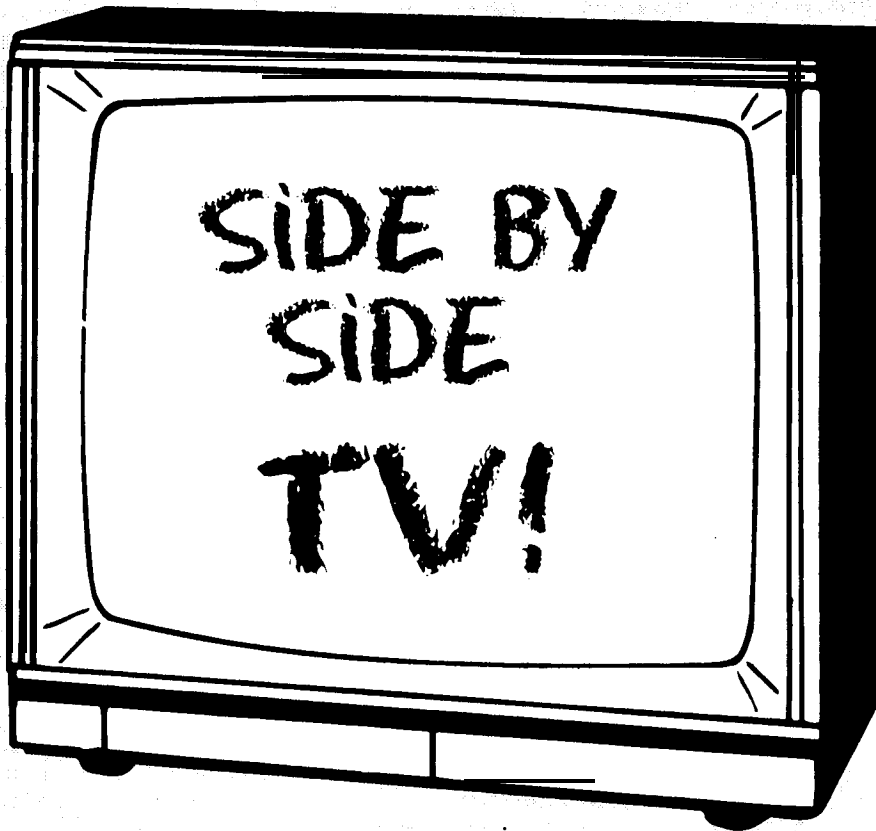
fields; some let you copy information from one record to another, to avoid retyping. Some let you change the order and location of fields on the screen. But in the end there is no way to avoid a lot of inputting. The tedium can be alleviated somewhat by the knowledge that, if you have put some thought into your database design, you won't ever have to type in the information again.

Figure 2 shows a data entry screen. (The reference is to an activity in *Dictation* by Davis & Rinvoluci.) Note that fields can be left empty if they are not relevant to a particular record.

**Figure 2.** The Data Input Screen

I discovered that it is useful to begin the inputting stage by typing in references to a wide range of materials, rather than (say) just roleplays or just grammar points. This serves as a test of the adequacy of the categories at an early stage in the inputting. Then, if the field definitions have to be changed, there is less retyp-

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**Figure 3.** The Find Screen

ing to do. Also, I found it useful to go back to some early records after typing in 20 or so to see if the descriptions still made sense. It has to be possible to get a good idea of what the activity entails just by scanning the information in the record. If this can't be done, then it suggests that some crucial information is missing, and the field definitions probably need changing.

### Stage 3: Finding and Sorting

Once the information has been typed into the fields it can then be manipulated. The two main tools for doing this are the program's Find and Sort commands. The two operations are distinct. Finding is a process of selection; sorting a process of ordering. Typically, finding precedes sorting. For example, we might tell the program to find all the information-gap references in the database and then to sort them by level from elementary to intermediate.

Simply put, the Find operation is a matter of telling the program where to look (the relevant fields), and what to look for. Figure 3 shows the program's Find screen. The program is being asked to find all the second year role play activities in the database. At the left of the screen, a set of "tools" can be seen (the mathematical symbols), which allows the user to construct more sophisticated Find "requests."

### Final Stage: Report Generation

Database programs need to be told how to present the data that are requested to the computer's screen or printer. The most basic type of report is a columnar report, with fields going across the page and records down the page. The tables of activities in the two books referred to earlier are columnar reports. Programs usually have commands allowing the user to design reports in a variety of formats.

I was particularly interested in supplementing my second-year composition class course book, so an early report I generated was a list of activities for that

course. From a total of 134 records, the program pulled out 30 which had been tagged as being useful for writing classes. From the 13 fields I had defined, I was able to tell the program to produce a columnar report showing only the 5 fields I needed at that particular time: the activity's name, type, source (book), page, and any associated procedures. With a printout of this report I was then able to sit down with my course book and assign supplementary activities to some of the units in the text.

### Advantages of Database Reports

The reports I can generate from the database have two significant advantages over word processor documents. Firstly, the program's ability to "hide" the fields of information that I am not interested in at any particular time means that my reports can be much shorter and to the point than a word processor document would have been (the report referred to above consisted of only two A4 sides). And secondly, since any view of the information in a database is logically separate from the information itself, I can create any number of different reports based on the same information to suit different purposes.

### Uses of a Database

Here are a few ways in which a database of ELT ideas could be exploited:

1. For someone using a course book, activities could be pulled out based on linguistic criteria, such as grammar or functions, and assigned to particular units of the text.
2. For fluency-based classes, activity type could be the basis of a find and sort, and the activities could be ordered to ensure a good mixture throughout the course.
3. If a teacher began teaching a new course, it would be a simple matter to use new combinations of criteria to draw up a new report for the course.
4. A school could maintain the database for the benefit of all the teachers, and individual teachers could add their own ideas and references.

### Conclusion

Most database programs would allow a user to design a database similar to the one I have described here. And the same principles would apply to other database projects, such as databases of listening activities, warmers, grammar points, even references to academic or methodology articles.

JAMES, cont'd on p. 39.

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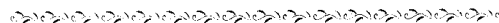


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# Promoting Communication Barriers Through EFL/ESL Course Books

by Trevor Sargent  
Tottori University

One possible goal of EFL instruction is to help learners become as native-like in the target language as their individual limitations will allow. Being able to speak native-like, however, does not inevitably lead to becoming proficient at communicating. Talking and communicating are not necessarily the same thing. According to two communication skills instructors, "...on the personal level we talk more and more and communicate less and less..." (Hoffman & Graivier, 1983, p. 215). This is not to say that language ability has nothing to do with communication. Of course, some degree of competence in the target language is essential. However, this competence in the language can be employed in ways which enhance communication, or in ways which inhibit communication. Language itself is a two edged sword. In fact, a cognitive therapist discussing communication problems between couples notes that in some instances, "Far from promoting clarification and understanding, words become weapons" (Beck, 1988, p. 69). Thus, there is no guarantee that proficiency in English will automatically translate into proficiency in communication.

There are a variety of courses and books for native English speakers on communication skills, which testifies to the fact that being proficient in these skills does not follow naturally from the acquisition of English as a first language. Indeed, such proficiency is usually learned much later. There are courses on communication for couples, parents and children, women, youth, teachers, leaders, businessmen, etc. In all cases, however, communication is seen in terms of building and maintaining a relationship. Effective communication will generally facilitate closer human relationships. Thus, strained relationships can provide information about how certain ways of speaking inhibit effective communication.

Just as there are ways of communicating which bring us closer to others, there are other ways of communicating which distance us from others. For example, it has been shown that parents, when trying to elicit cooperation from their children, often resort to blaming and accusing, name-calling, threatening, commanding, lecturing and moralizing, giving warnings, making martyrdom statements, making comparisons between children, using sarcasm, and prophesying (Faber

and Mazlish, 1980). While these may bring about short-term compliance, they do little to ensure long-term cooperation, often with side-effects that damage the relationship. Unfortunately, while effective communication skills are usually not automatically acquired, native speakers seem to routinely acquire the ability to practice such counterproductive methods of communicating.

If EFL/ESL learners intend to use English for communicative purposes, then it seems reasonable and pragmatic for their teachers to take advantage of this wealth of knowledge on effective communication among native speakers of English. Unfortunately, it seems that some EFL/ESL course book writers offer little assistance. In fact they often compound the problem by writing into their books functions which are counterproductive to communication. Teachers, then, armed with sufficient knowledge of effective communication skills, can critically examine texts for such problems and design ways of getting around them.

## Offering Unsolicited Advice

This article does not intend to provide a comprehensive review of such materials, nor a comprehensive review of effective communication skills. Instead it will focus in the main on one particularly problematic function-offering advice. It will be shown how a representative sample of course books treat this particular subject, illustrating how it promotes a barrier to communication, while suggesting how effective communication proponents might deal with the same issue. This will be followed by a discussion of the possible dangers of some other potentially problematic functions.

On recently published course book entitled, *Getting Ahead* (Jones-Macziola & White, 1993) describes itself on the front cover as "A communication skills course for Business English." On p. 42, there is this exercise designed to help learners give advice:



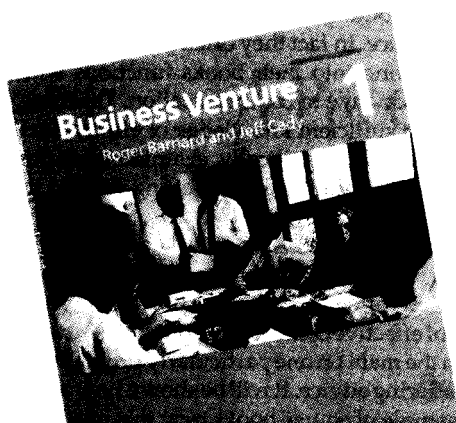
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|--|--|
| 1. It takes me an hour to get to work.     | A. You should stop smoking.                  |
| 2. I've got a terrible cough!              | B. Take up a hobby.                          |
| 3. I don't feel very fit.                  | C. Why don't you cycle?                      |
| 4. I'm often at the office until 8:00 p.m. | D. You should go home from work at 5:00      |
| 5. I never see my family.                  | E. Go for a walk at lunchtime.               |
| 6. I can't stop thinking about work.       | F. Don't spend very evening with colleagues. |

Learners are directed to "match the problem to a suitable response." The matching is not difficult. However, none of the responses seem at all "suitable" from an

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effective communication standpoint, unless the following are everyday occurrences:

A: *I've got a terrible cough.*

B: *You should stop smoking.*

A: *Hey, that's a greaf idea! Why didn't I think of that? Gee, thanks.*

(From that moment on, A, with this new found enlightenment never touches another cigarette for the rest of his/her life!)

or:

A: *I'm often at the office until 8:00 p.m.*

B: *You should go home at 5:00 p.m.*

A: *Yeah. That's it! I never would have thought of that. You're a genius. How can I ever repay you?*

or:

A: *I never see my family.*

B: *Don't spend every evening with colleagues.*

A: *Of course. Gee, I was wondering why I never see them. You know, I just never made the connection. Great, I'll do just that. Thanks a lot.*

The point is that none of the responses are suitable because none of the advice will ever be heeded. It won't be heeded not only because it lacks imagination; rather, and more importantly, simply because it is advice. Unsolicited advice is virtually never heeded. Thus, offering it is almost always a complete waste of time. In fact, as we will see, it is worse than a waste of time, because it will most likely inhibit communication more than simply nodding and saying nothing!

Of course, the exercise above is designed to practice certain linguistic structures. Yet, given that this text describes itself as a "communication skills course," equal consideration must have been given to the functions which provide the context for these structures. However, communication skills specialists are virtually unanimous in their denunciation of using unsolicited advice as a way of helping others with their problems. Such advice conveys the message that, "You are unable to decide what is best for you by yourself and so I am giving you a solution." This implies that I know what is best for you and you don't, and therefore I see myself as superior to you. In the above examples, it seems that the advisor is also suggesting that, "To me the solution is simple and obvious, but you are so incredibly stupid-you must be or you would have solved this by yourself without coming to me-let me spell it out for you...." This is why unsolicited advice is so unwelcome and usually resisted. Indeed, it usually stops effective communication in its tracks.

It could be argued that such an exercise is really quite harmless, and EFL/ESL learners will be mature enough to see it simply as a language exercise and not take it too seriously. However, if we foster that attitude, we can be sure that none of the lesson will be taken seriously. Indeed, hopefully learners will take all aspects of the

lesson seriously-the language as well as the context. After all, "Communication is more than an exercise in information; it assumes a role which is equivalent, if **not** identical, to other sociological categories, such as structure and culture" (Brittan, 1973, p. 83).

## Listening Taken for Granted

Now, what might effective communication proponents propose in such a situation? Beck (1988), commenting on his work with helping couples overcome misunderstandings, states the obvious when he notes that, "Good communication involves more than getting your own ideas across; it also means understanding what is being said by the other person" (p. 73). He goes on to point out how important listening is to ensure that communication is complete. Hoffman and Graivier (1983) confirm the value of listening by suggesting that it is the most important communication tool and that good listeners are actually quite rare. Faber and Mazlish (1980) urge parents to resist the compulsion to begin offering suggestions and advice, or asking questions when children are trying to explain a problem. Rather, they recommend hearing the children out, noting that this alone often helps children discover their own solutions to their problems.

Gordon (1974), while outlining his Teacher Effectiveness Training course, offers four ways of facilitating communication in situations when someone else is having a problem:

- 1) Passive listening (silence)
- 2) Acknowledgement responses ("Uh huh," "I see," etc.)
- 3) Door openers, invitations to talk ("Oh really? Tell me more about that.")
- 4) Active listening (feedback, paraphrasing)

Thus, it seems that rather than offering advice, "suitable" responses would offer the person with the problem a chance to talk about it in more detail and at greater length. For example:

A: *I've got a terrible cough!*

B: *Yes, I've heard you coughing a lot lately.*  
or, *Sore throat, huh?*

A: (detects that B is interested or at least prepared to listen and begins to explain more)

or:

A: *I'm often at the office until 8.00 pm.*

B: *You seem to have a lot of work to do.*  
or, *Wow, until 8.00?*

A: (again, notes that B is concerned or at least offering the floor to A, who will most likely expand on the problem)

EFL/ESL texts seem to take listening for granted. The focus of many course books is on "getting the message across" without any emphasis on teaching ways of confirming that one has gotten another's mes-

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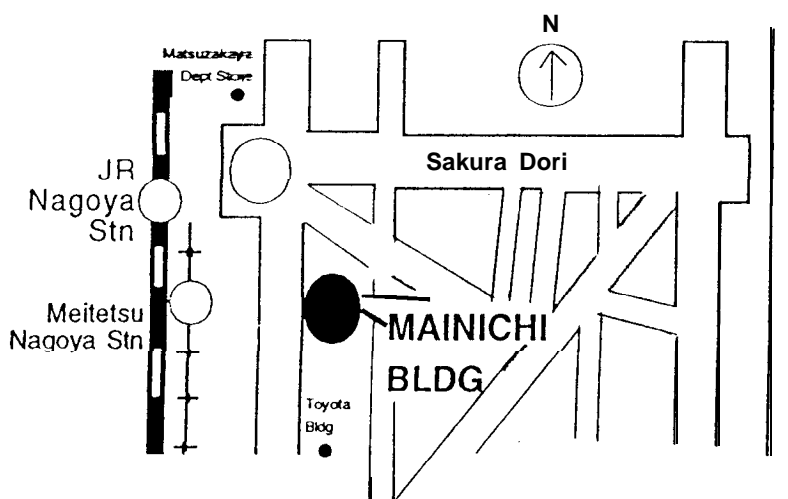
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sage, or on how to check that the other has accurately gotten one's own message. In fact, I have found only one such course book—The *Culture Puzzle* (Levine, Baxter & McNulty, 1987)—which offers such instruction in the context of teaching language and culture together. However, it would seem that this particular skill, while definitely a product of Western culture, is not confined to culture; it also plays an important role in communication in general, hopefully at least one goal of every EFL/ESL course book.

Listening in EFL/ESL seems to be confined to listening in order to comprehend something in the target language. Without denying the importance of this, it is clearly also appropriate, if not necessary, to teach the kind of listening skills that are necessary in a communicative setting. There is, of course, always the possibility that a language learner will be overwhelmed if he or she encourages others to talk at greater length and in more detail on some subject. This "problem" is not solved by closing the door to communication by the useless act of offering advice—unless one wants to deliberately terminate the relationship. In fact, the above situation can be highly productive for the language learner who has enough skill to offer feedback on what he or she has understood, or knows how to ask clarifying questions as Levine et al. (1987) demonstrate.

## Other Textbooks, Other Communication Barriers

Advocating the idea of teaching EFL/ESL learners to give advice is not confined to *Getting Ahead*, as these following examples show. In *Interchange 1* (Richards, 1990, p. 75), there is this conversation, designed to demonstrate imperatives:

- Joan: *Hi! How are you?*  
 Craig: *Oh, not so good.*  
 Joan: *Gee, what's the matter?*  
 Craig: *I have a terrible cold.*  
 Joan: *Really? That's too bad! Have you taken anything for it?*  
 Craig: *No, not yet.*  
 Joan: *Well, do you know what you should do? Chop up some garlic and cook it in chicken stock. Then drink a cup every half hour. It really works!*  
 Craig: *Ugh!*

Obviously Joan has succeeded in making Craig feel even worse than he felt before. Is this really the way to help EFL/ESL learners get along in the target language culture?

In *The Heinemann English Grammar* (Beaumont & Granger, 1989, p.75), learners are asked to match problems with advice in order to practice using *should*, *ought to*, *had better*, *be supposed to*, *shall*, like this:

- I'm bored with my job.*  
*Perhaps you/look for another job.*

If there was any possibility of the bored person reflecting on the situation more deeply, to look at the issues involved here, it has been neatly nipped in the bud by

our erstwhile advisor whose flippant response effectively says, "I don't want to hear about it," or if they are co-workers could even be interpreted to mean, "I would be very happy if you quit so I wouldn't have to see you any more."

In the exercise following this one, learners are encouraged to become even more incorrigible friends:

- You think your friend works too hard. You tell him/her.*  
*(You \_\_ not work \_\_ so hard.) (You \_\_ relax \_\_ more.)*

Now the advice is not only unsolicited, it is offered without even an introduction! If there are some people who you don't like but who obviously like you, this is an excellent way of cooling them off—simply begin a conversation by telling them to do all the things that you think they should.

In *Communication Grammar Practice* (Jones, 1992, p. 25), learners are once again urged to offer their unsolicited advice thus:

- Suppose another friend is thinking of doing these things.*  
*What advice would you give?*

- swimming from France to England*  
*taking up hang gliding*  
*writing an autobiography*  
*getting married*  
*etc.*

In the follow-up exercise, perhaps because the author senses the kind of resistance that is common with advice, learners are shown how to turn down advice by saying: *That's easier said than done, because...* or *That's a good idea, but...* which is an invitation to enter into the excellent anti-communication yes... but game creating even more opportunities for learners to engage their mouths in speaking English while destroying a relationship.

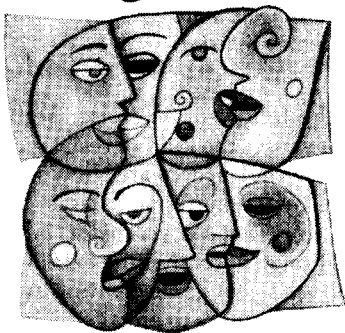
In *Talking Together* (McLean, 1993, p. 65), there is a conversation which is intended to present the usage of *must/have to/have got to/should*, which goes:

- A: *I must call the doctor.*  
 B: *Why? What's the matter?*  
 A: *I have got to lose some weight*  
 B: *You have to stop eating so much (many) ice cream.*  
 A: *I know. I should not eat so many (much) sweets.*

The advice offered here is of course nothing that A has not already thought of, and risks eliciting one or all of the reactions noted above. It is unlikely the relationship has been strengthened, and in all likelihood, A will not be disclosing other personal problems to B in the future. In a class where I used this text recently, I explained how I found giving advice inappropriate in the context and rewrote the last three lines like this:

- A: *I've got to lose some weight.*  
 B: *Is that so?*  
 A: *Yes, I have to stop eating so much (many) ice cream.*  
*Yes, I shouldn't eat so many (much) sweets.*

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# TALKING TOGETHER



### An Alternative

Course book writers, almost without fail, seem to present the structures shown above in terms of giving advice. I believe nativespeakers are far moresensitive than these course books suggest. I only know a few people (who I therefore actively avoid) that are seemingly addicted to the habit of expounding *you should* . . . *you've got to* . . . *don't* . . . etc. at the slightest provocation. Although it is impossible to confirm this without the benefits of a usage study, I think we usually use such structures in the first and third persons, *I should* . . . *she should* . . . etc. This view is at least partially supported by the recently published *BBC English Dictionary* (1992) which is based on an analysis of actual English usage. Thereal-world examples given for using *should* for advice are, *If you have anything really confidential I should install a safe* . . . *I shouldn't bother to copy these down* (p. 1076). While you is implied here, the softer *I* is used in the sense of *If I were you, I*.

Of course, another way to deal with the problem is simply to alter the situation so that the advice is clearly solicited. I would venture, though, that this is a less satisfactory solution as I think that soliciting advice on personal issues is rare outside families and a very small circle of close friends. And even here, the indirect *If I were you I...* mode is much more likely to be used than the direct *You should...* form. Again, it is difficult to substantiate this without a usage study. However, it does seem there is a real danger of misleading learners by offering a false impression of what is culturally appropriate in most English-speaking societies.

### More Communication Problems

Along with advice, Gordon (1974), also offers eleven other ineffective ways of communicating with someone who has a problem: 1. ordering, commanding, directing; 2. warning, threatening; 3. moralizing, preaching, giving "shoulds and oughts"; 4. advising, offering solutions or suggestions; 5. teaching, lecturing, giving logical arguments; 6. judging, criticizing, disagreeing, blaming; 7. praising, agreeing, giving positive evaluations; 8. name-calling, stereotyping, ridiculing; 9. interpreting, analyzing, diagnosing; 10. reassuring, sympathizing, consoling, supporting; 11. questioning, probing, interrogating, cross-examining; and 12. with darling, distracting, being sarcastic, humoring, diverting.

This list shows that there are other dangers to consider as well. For example, the over use of questioning can easily create an interrogative atmosphere. Beck (1988) notes that "Sometimes the way a question is phrased may choke off a conversation. *Why* questions are frequently conversation stoppers because they seem to have an accusatory tone" (p. 226). Gordon (1974) points out that questions often narrow down conversations to providing only answers to specific questions which can be the result of mere curiosity on the questioner's part, leading to one-sided conversations. Courtroom dynamics testify to this by showing how lawyers use questions to get witnesses to talk,

who in turn often try to reveal as little as possible. Obviously this is not conducive to open conversation. Rather, it has been shown that discreet self-disclosure tends to send the message that "I feel comfortable talking to you," encouraging others to reciprocate and discuss themselves as well. This often precludes the necessity of questioning.

Likewise, praising in the form of complimenting has its dangers. When phrased as an absolute statement, *That's a lovely dress*, it runs the risk of implying that, "I (along with God), with my ability to perceive all truth from the absolute, universal, standpoint do solemnly pronounce the indisputable fact that your dress is lovely." The point can be made more personally and thus more personably and therefore more effectively, by claiming full responsibility for the compliment, *I like your dress, I think that's a lovely dress*, without the risk of appearing superior. Of course we usually assume that that is what people mean when they offer absolute-type compliments.

In hierarchical relationships, however, the difference becomes significantly more important. Imagine if a student says to a professor, *That was a fine lecture you gave today*. While the professor might smile sweetly and say *thank you* on the outside, on the inside he might also be thinking, sarcastically, "Well I'm glad I met with your approval. I wonder if he's a spy sent by the administration to evaluate my lectures." Had the student simply said, *I really enjoyed your lecture today*, probably a more accurate representation of the situation, the professor would not have been left with such an equivocal feeling about what the student really thought and felt. The student's communication would have been more successful, because the possibility of the professor misinterpreting the comment would have been significantly reduced. It's also more likely that the professor would have felt inclined to find out what it was that the student liked, leading to a potentially useful discussion for the student.

### One Direction Textbook Writers Can Take

In conclusion, it should be stated that there are those who think that the English presented to EFL/ESL learners should reflect the way native speakers interact with all their attendant prejudices and problems. In order to understand native speakers, this is of course quite reasonable. However, it seems rather perverse to encourage EFL/ESL learners to imitate their poorer communicators in the English speaking world rather than the better communicators. This is not made any less true given that the better communicators have probably engaged in some conscious learning activities in order to improve their communicative abilities. Indeed the very fact that a body of knowledge on effective communication skills exists in an educational format for native speakers surely facilitates EFL/ESL teachers and course bookwriters exploiting this material for the benefit of learners.

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Some practice activities are too difficult, but interesting. You will be asked to say something on your own. Other times the teacher will ask you things that are not in the book at all. Often you will practice the material with a classmate or in a small group. This multiplies the amount of time you can spend actually speaking. For all of these activities, do your best, without getting too nervous, and you will make progress.

Appendix One, Appendix Two, and Appendix Three will help you prepare and review the lessons. Appendix Two (for grammar), and Appendix Three (for vocabulary). Remember to use these to prepare and to review. You'll learn much more, of course, if you understand well what you're practicing. The other section, Appendix One, offers practice with reduced pronunciation. It's a key to understanding English spoken at a natural speed.

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*Trevor Sargent teaches EFL at Tottori University and is an authorized Effectiveness Training instructor.*

JAMES, cont'd from p. 27.

As is probably clear from this article, database programs are a bit more trouble than word processors. Their advantages do not become apparent until you are working with more information than can be fit on a few sheets of paper. On the other hand, no word processor can match even a simple database program's ability to quickly and easily manipulate large amounts of information in a variety of ways.

If you consider building a database along the same lines as the one described here, the following program features will come in handy:

1. The ability to add or remove fields at any time, without having to re-define the database and consequently retype everything.
2. Flexible field sizes. Some older programs use fixed size fields. This is both wasteful and limiting. Newer programs provide fields that can accommodate both large and small entries.
3. A variety of report formats. Some older programs only allow columnar reports.
4. A user-friendly interface (means of control). Programs which allow you to choose from sets of options rather than making you actually type in the commands are generally regarded as easier to use.
5. Can automate repetitive tasks. This is a great time-saver and also reduces the chances of error. Automated tasks are known as macros or scripts.

## Note

1. All screen shots are taken from *Filemaker II* by Claris Corporation. Versions available for both the Apple Macintosh and IBM compatibles running under Windows 3. (A Japanese version is also available for Macintosh.)

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MONBUBHO, cont'd from p. 7

described in a few sentences. No justification for including them in a program of oral communication is given, and nothing is said about how to teach them. Closer attention is, at first sight, paid to discussion and debate, but in the end all that readers of these guidelines receive for their pains is a list of English sentences and phrases. These seem to conform to some blueprint for discussion and debate locked away in a *Monbusho* desk. With the exception of discussion, the classroom activities recommended by the guidelines to OCC appear a bizarre choice, if a move away from memorization, translation, and multiple choice exercises is desired. It is difficult to imagine how the guidelines can result in anything more than cosmetic change in the senior high school English classroom.

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## Notes

1. 自分の考えなどを整理して発表したり、話し合う能力を養うとともに、積極的にコミュニケーションを図ろうとする態度を育てる。p. 43
2. …話そうとする内容を整理して、大事なことを落とさないように話すことであるが、「発表」の用語が示すとおり、多数の相手に広く知らせて理解を求めることに重点をおいている。p. 43
3. 「話し合う」活動は、考えや感情などを相互理解する段階から一歩進んで、討論などを通して物事を決めたり、問題解決などを旨とするものである。p. 43
4. 「オーラル・コミュニケーションC」の言語活動の代表的な形式としては、レシテーション、スピーチ、ディスカッション、ディベートが考えられる。p. 46
5. ア. 伝えようとする内容を整理し、大事なことを効果的に話すこと。p. 44
6. イ. 相手の意向などを理解し、適切に応ずること。p. 44
7. ウ. 話し合いの場面や目的に応じ、自分の考えなどを積極的に表現すること。p. 45
8. ア. 提案 イ. 質問 ウ. 賛成及び反対 エ. 主張 オ. 論証 p. 46
9. …特別な思考、感情移入、表現力を要する重要なコミュニケーションの形式である。p. 47
10. ア. 聞き手に知らせ、理解させるスピーチ  
 イ. 聞き手を説得するスピーチ  
 ウ. 聞き手に感動を与えるスピーチ  
 エ. 聞き手を楽しませるスピーチ p. 47
11. …一定の問題を解決する目的で、… p. 47
12. …与えられた論題について、賛成側と反対側が…自分の立場の正当性を主張しあう競争型のコミュニケーションの形式である。p. 48

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# Grammatical and Semantic Relationships in the *Monbusho* List of 507 English Words

by James Dean Brown  
University of Hawaii at Manoa

For years, *Monbusho* (the Ministry of Education) has published a list of approximately 500 English words that are "absolute essentials" for students to know at the end of their English studies in junior high schools in Japan. According to Hattori (1992), an early 1958 version contained 520 words; a revision in 1969 had 610 words, and a 1977 version included 490 words. The latest version of the *Monbusho* vocabulary list, which officially took effect in April 1993, was first published in 1989 (*Monbusho*, 1989) as a simple alphabetical listing of 507 words as shown in Table 1.

Such an alphabetical listing gives the impression that the 507 single words can be learned like so many kanji--and perhaps they can. However, such a presentation ignores the fact that there are grammatical and semantic relationships among the words that could be used to help students learn them. This article will explore these grammatical and semantic relationships with the goal of reorganizing and presenting the *Monbusho* 507 list in ways that will make it a more useful tool for both teachers and students.

## Grammatical Relationships

The grammatical functions of words in English sentences are often expressed as parts of speech. Here, the grammatical relationships among the *Monbusho* words will be explored by presenting the percentages of words that fall into each part-of-speech category and displaying them in parts-of-speech groupings so that the relationships among them will be clear. Then the discussion will turn to issues raised by the fact that some words function as multiple parts of speech.

**Parts of speech.** For this analysis, the *Monbusho* 507 words were each labeled using the single part of speech that Francis & Kucera (1982) listed as the most commonly used form. Note that for simplicity of description, quantifiers have been included in the more traditional adjective category and qualifiers have been lumped with adverbs. Table 2 (adapted from Brown, 1993) indicates that nouns account for nearly 30% of the words in the *Monbusho* list, followed closely by verbs (about 21%), and adjectives (nearly 12%). The other parts of speech in the *Monbusho* 507 list each account for less than 10% each.

**Table 1:** *Monbusho* List of 507 Words for Junior High Students in Japan

a	come	Friday	life	pencil	star	wall
about	cook	friend	light	people	stall	want
across	cool	from	like	picture	station	warm
after	could	fruit	listen	plane	stay	wash
afternoon	country	game	little	play	still	watch
again	cry	garden	live	please	stop	water
ago	cup	get	long	poor	store	way
all	cut	girl	look	popular	story	we
already	dark	give	lose	pretty	street	Wednesday
also	daughter	glad	love	put	strong	week
always	day	glass	lunch	question	student	welcome
am	dear	go	make	quickly	study	well
among	December	good	man	rain	such	what
an	desk	goodbye	many	read	summer	when
and	dictionary	great	March	ready	sun	where
animal	different	green	may	really	Sunday	which
another	dinner	ground	May	red	sure	white
answer	do	grow	ma	remember	swim	who
any	does	hair	mean	rice	table	whose
anyone	door	half	meat	rich	take	why
anything	down	hand	milk	ride	talk	will
April	draw	happy	mine	right	tall	wind
are	drink	hard	minute	rise	teach	window
arrive	dive	has	Monday	river	teacher	winter
as	during	have	money	room	tell	with
ask	each	ha	month	run	ten	without
at	ear	head	moon	sad	tenth	woman
August	early	hear	more	same	than	wonderful
aunt	easy	help	morning	Saturday	thank	word
away	eat	her	most	say	that	work
back	eight	here	mother	school	the	world
bad	eighteen	hers	mountain	sea	their	worry
be	eight	high	mouth	season	them	would
beautiful	eighty	hill	much	second	then	write
because	either	him	music	see	there	wrong
become	eleven	his	must	sell	these	yard
before	eleventh	holiday	my	send	they	year
begin	English	home	name	September	think	yellow
between	enjoy	hope	near	seven	third	yes
big	enough	hour	need	seventeen	thirteen	yesterday
bird	evening	house	never	seventh	thirty	yet
black	ever	how	new	seventy	this	you
blue	every	how	news	shall	those	young
boat	everyone	hundred	next	she	thousand	your
book	everything	I	nice	shop	three	yours
both	excuse	idea	night	short	through	
box	eve	if	nine	should	Thursday	
boy	face	Important	nineteen	shout	time	
bread	fall	in	ninety	show	to	
break	family	interesting	ninth	sic	today	
breakfast	famous	into	no	since	together	
bring	far	introduce	noon	sing	tomorrow	
brother	farm	invite	rose	sister	too	
build	fast	is	not	sit	town	
building	father	it	notebook	six	tree	
bus	February	January	nothing	sixteen	try	
busy	feel	Japan	November	sixth	Tuesday	
but	few	Japanese	now	sixty	turn	
by	fifteen	July	October	skv	twelfth	
by	fifth	June	of	sleep	twelve	
call	fifty	just	Off	slowly	twenty	
can	find	keep	often	small	two	
car	fine	kind	old	smile	uncle	
card	finish	kitchen	on	snow	under	
carry	first	know	once	\$0	understand	
catch	fish	lake	one	some	until	
chair	five	language	only	someone	up	
child	flower	large	open	something	us	
city	fly	last	or	sometimes	use	
class	food	late	other	\$0"	useful	
clean	toot	learn	our	soon	usually	
close	for	leave	ours	sorry	vacation	
cloud	forget	left	out	speak	very	
club	forty	lend	over	spend	village	
cold	four	let	paper	sport	visit	
colleague	fourteen	letter	park	spring	wait	
	fourth	library	pen	stand	walk	

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Table 2: *Monbusho* 507 Parts of Speech  
(Adapted from Brown, 1993)

Part of speech	<i>Monbusho</i> Words	
	Number	Percent
Adjective	60	11.6
Adverb	47	9.3
Article	3	0.6
Conjunction	12	2.4
Determiner	15	3.0
Modal	8	1.6
Noun	150	29.6
Number	41	6.0
Preposition	20	3.9
Pronoun	29	5.7
Proper Noun	13	2.6
Verb	106	20.9
Other	3	0.6
Total	507	100.0

Table 3 presents a reorganized listing of the *Monbusho* 507 words after they have been categorized by parts of speech. Such a list is potentially useful to teachers because it illustrates the grammatical relationships that exist among words in the list. However, this list may also be deceptive in its simplicity because many words in English perform a variety of grammatical functions.

**Multiple functions.** Some variation in grammatical functions is fairly predictable. For instance, it is common in English for a word to function both as a noun and verb. Consider the word *answer*, which can function as a noun (e.g., Who has the *answer*?) or as a verb (e.g., Who can *answer*?). Further consider the fact that eight of the thirty *Monbusho* words that begin with the letter *b* are commonly used as both nouns and verbs (at least in my dialect of English): *boat*, *book*, *box*, *break*, *breakfast*, *build* and *buy*.

Some words may even serve as three or more different parts of speech in different situations. Consider just the first of the eight example words listed in the preceding paragraph: *buck*. This single word can function as four different parts of speech: adjective, adverb, noun, and verb (Francis & Kucera, 1982). Nonetheless, all of these functions of the word are contained in a single lexical entry in the alphabetical *Monbusho* 507 list.

It turns out that 251 (or 49.5 percent) of the words in the *Monbusho* 507 list perform two or more grammatical functions according to Francis & Kucera (1982). Those 251 words are the ones with asterisks in Table 3. Hence, unlike the *Monbusho* alphabetical list, the list in Table 3 not only shows some of the grammatical relationships among words, but also warns which ones perform multiple grammatical functions.

Table 3: *Monbusho* 507 Word List Organized by Parts of Speech

Adjective	Adverb	Determiner	Noun(Cont.)	Noun(Cont.)	Preposition	Verb	Verb (call.)
all	again	another	gaem	Sunday	about	am	Shout
bad	ago	any	garden*	sun*	across*	are	show*
beautiful	already	each	girl	table	after*	arrive	sing
big	also	few	glass	teacher	among	ask	sit
black*	always*	f a s t	ground	Thursday	at	be	sleep*
blue*	away	many	hair	tree	between*	become	smile
both	back	much	hand	today	by*	begin	speak
busy*	down*	other*	head	tomorrow	during	break	spend
cold	enough*	same	hill	town	for*	bring	stand
dark*	ever	some*	holiday	tree	from	build	stall
dear*	far*	these	home*	Tuesday	into	buy*	stay*
different	last	this	hour	uncle	in	call	stop*
early	here	those	house*	vacation	near	carry	swim
easy*	how*	what	idea	village	of	catch	take*
English	just	which	kind	wall	on*	clean*	talk
every	more*		kitchen	water	over*	close*	teach
famous	most*	Modal	lake	way	through*	come	tell
fine*	never	can*	language	Wednesday	under*	cook	thank
glad	next	could	letter	week	without	cool	think
good	not	may	library	window	with	cry*	ty*
great*	now	must	lie	wind*		cut	turn*
green*	no*	shall	light*	winter*	Pronoun	does	understand
half	on	should	bve*	woman	anyone	do	use*
happy	often	will	truth	word	anything	draw*	visit
hard	once*	would	man*	work	everyone	click	wait
high	only		milk	world	everything	drive*	walk
hot		Noun	mine*		he	eat	van*
important	pretty*	afternoon	minute*	year	her	enjoy	wash
interesting	quickly	animal	Monday	yesterday	hers	fall	watch
Japanese	really	money	him		him	feel	welcome*
large*	slowly	aunt	month	Number	his	find	worry*
late*	sometimes	bird	moon*	eight		fish	write
left	soon	boat	morning	eighteen	it	fly*	
little*	so*	book	mother*	eight	me	forget	Other
long*	still	box*	mountain	eighty	my	get	goodbye*
new	then*	boy*	mouth	even	nothing*	give*	there*
nice*	together	bread	music	evening	our	go*	to*
old	too	breakfast*	name*	fifteen	ours	grow	
poor	up*	brother	news	fifth	she	has	
popular	usually	building	night	fifty	someone	have	
ready	very*	bus	noon	first	something	hear	
red	well	car	nose*	five*	their	help	
rich	when	card	notebook	forty	them	hope*	
right	where	chair	paper*	fourteen	they	introduce	
sad	why*	child		fourth	is	intile*	
short	yes	city	pencil	four*	ve	IS	
sick	yet	class*	pen*	hundred*	who	keep*	
snail		cloud	people	nine	whose	know	
sorry	Article	club*	picture*	nineteen	you	learn	
strong*	a*	colleg	plane*	ninety	your	leave*	
such*	an	color*	question*	ninth	yours	lend	
sure*	the	country	rain*	one*		let	
tall		cup*	rice	second	Prop.noun	lie*	
useful	Conjunction	daughter	river	seven		listen	
warm*	and	day	room*	seventeen	August	live*	
white*	as*	desk	Saturday	seventh	December	look	
wonderful	because*	dictionary	school*	seventy	February	lose	
wrong*	before*	dinner	sea	six	January	make*	
yellow*	but	door	season*	sixteen	Japan	mean*	
young*	either*	ear	shop*	sixth	July	meet	
	i	evening	sister	sky*	June	need	
	or	excuse*	sky	tenth	March	open*	
	since*	eye*	snow*	ten*	May	play*	
	than*	face*	son	third	November	please*	
	that	family	sport*	thirteen	October	put	
	until	farm*	spring*	thirty	September	read	
		father*	star*	thousand		remember	
		fish	station*	three		ride	
		flower*	store*	twelfth		rise*	
		food	story	twelve		run*	
		foot	street	twenty		say*	
		Fifty	student	two*		SW*	
		friend	study			sell	
		fruit	summer			send	

\* Words with asterisks can function as one or more additional parts of speech.

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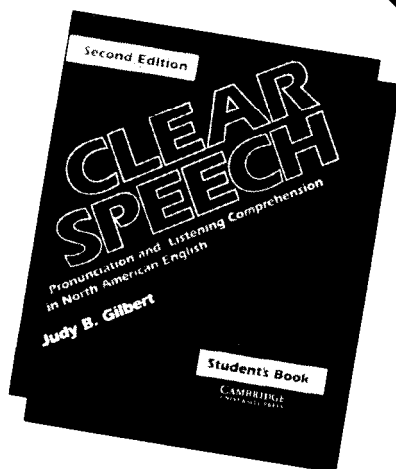
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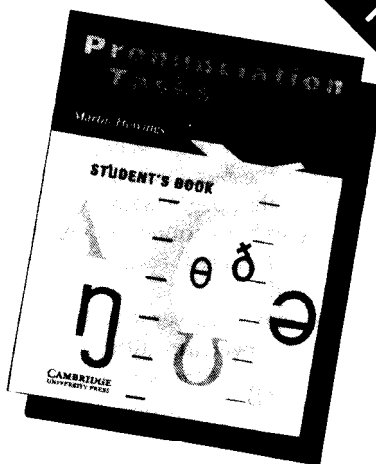
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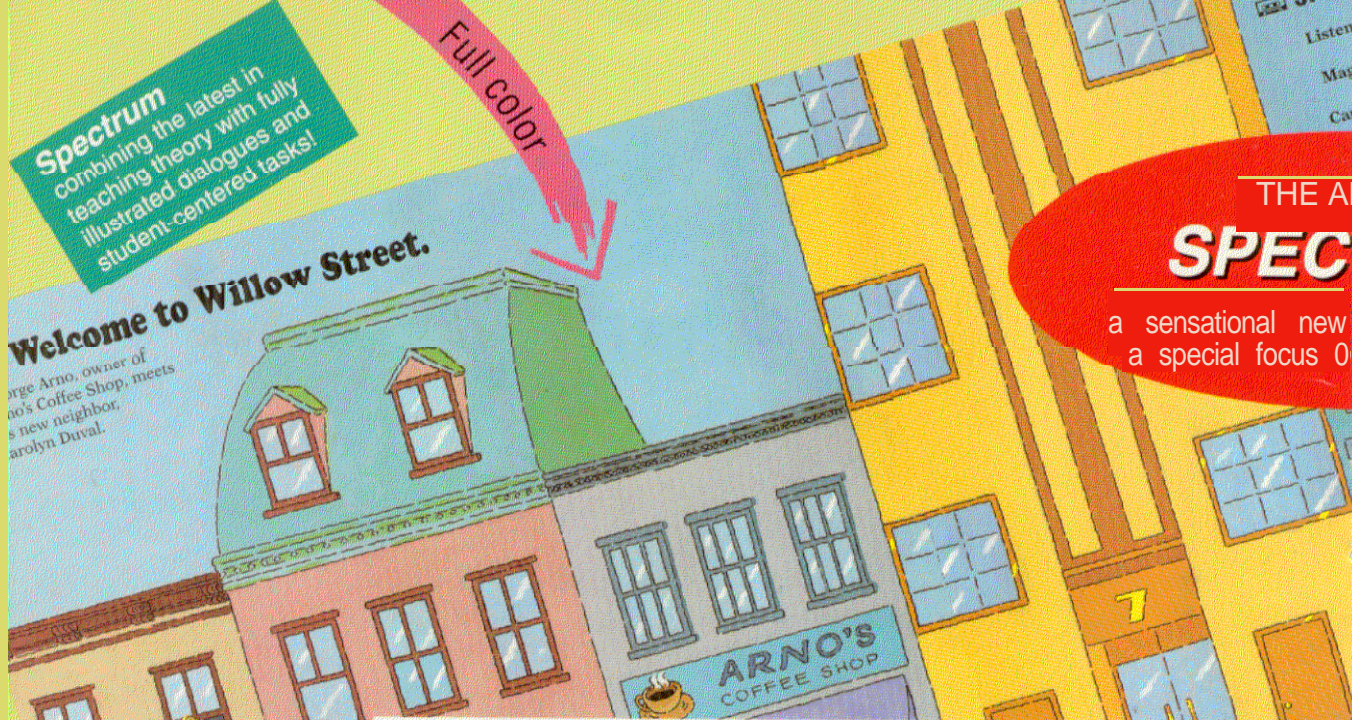
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Welcome to Willow Street.

George Arno, owner of  
Arno's Coffee Shop, meets  
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## 45. That's a nice dress!

CLOTHING AND PERSONAL BELONGINGS • COLOR

Themat

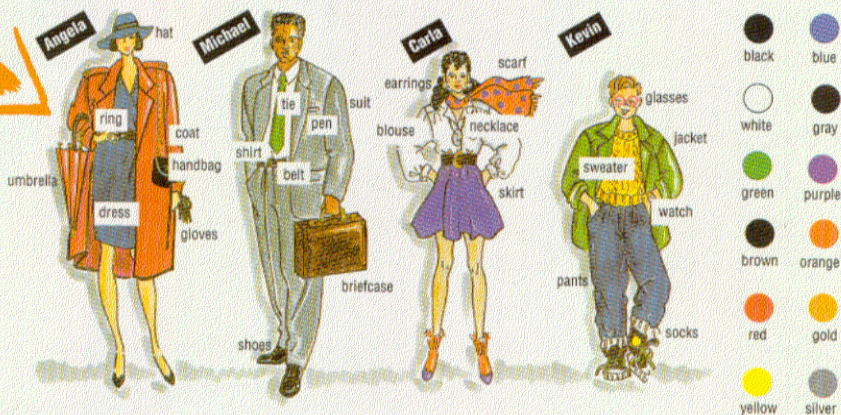


- 1 ▶ Look at the picture. Match the questions and answers.  
▶ Listen to check your work.

1. What color is Angela's dress? a. They're black.
2. What color are her gloves? b. It's blue.
3. What color is Michael's suit? c. They're brown.
4. What color are his shoes? d. It's gray.

Angela's dress → her dress  
Michael's suit → his suit

- 2 ▶ Ask and answer questions about the people in the picture.



- 3 ▶ Describe someone in your class. The other students will guess the person.

- A His pants are blue. His shirt is yellow and white.  
And his shoes are brown.  
B Is it Nick?  
A Yes, it is. (No, it isn't. It's John.)



- 4 ▶ Listen to the descriptions of the people in the picture. Who is it?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

COMPLIMENT SOMEONE



- 5 ▶ The four people above are having conversations. Listen and complete their conversations.

1. Kevin That's a nice \_\_\_\_\_. You look good in \_\_\_\_\_.  
Angela Thank you.
2. Michael Those are beautiful \_\_\_\_\_.  
Carla Thanks. They were a gift.

Singular	Plural
That's a nice hat. It was a gift.	Those are nice gloves. They were a gift.

- ▶ Compliment each of your classmates on a personal belonging or item of clothing.

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Interactive

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## Chapter preview

## PREVIEW

### FUNCTIONS/THEMES

Talk about jobs and occupations

Talk about your job

Talk about where you live

Exchange personal information

### LANGUAGE

Laura is an accountant.  
She works in an office.  
Accountants work in offices.

What do you do?  
I'm a doctor.  
Where do you work?  
I work at Memorial Hospital.

Do you live around here?  
Do you live in an apartment/a house?  
Where do you live?  
On Maple Street / At 25 Maple Street / On the second floor / In apartment 2B.

Are you married?

No, I'm single.

### FORMS

Formulaic use of simple present, articles a and an, plurals of nouns

Simple present with questions, statements, questions, short answers

Prepositions in, on, and at

Preview the conversations.

Integration of topics, functions & grammar

## 27. When are you going to go to Montreal?

TALK ABOUT FUTURE PLANS • THE FUTURE WITH GOING TO • TALK ABOUT THE SEASONS AND THE WEATHER

- 1 Look at the three travel brochures below. Then listen to three radio ads. Write the name of the city each radio ad describes.

First radio ad: \_\_\_\_\_  
Second radio ad: \_\_\_\_\_  
Third radio ad: \_\_\_\_\_



Real-life tasks



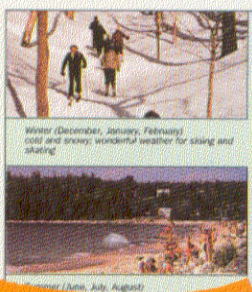
They're bowing.  
They're shaking hands.  
They're hugging.

Pair work

- 2 Listen to the conversation.  
Practice the conversation with a partner.  
Imagine you're going to go to Montreal. Work with a partner and act out a similar conversation. Talk about a different season.

- A So, what did you decide? When are you going to go to Montreal?  
B (Probably) in the winter.  
A What's the weather like in the winter?  
B It's cold and snowy, so I'm going to go skiing.

It's...			
cold	cloudy	awful	
cool	windy	terrible	
warm	sunny	nice	
hot	humid	beautiful	



Winter (December, January, February)  
cold and snowy; wonderful weather for skiing and skating



Summer (June, July, August)



Spring (March, April, May)  
windy and cool; perfect for sightseeing



Fall (September, October, November)  
warm to cool weather; a great time for hiking and bike riding

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## Semantic Relationships

Though they cite no research in support of their beliefs, Gairns & Redman (1986, pp. 31-32) argue that:

In language learning and teaching, sense relations are of paramount importance. In the classroom, grouping items together will help to give coherence to the lesson. As a means of presentation and testing, these relationships are extremely valuable, and can provide a useful framework for the learner to understand semantic boundaries.

**Table 4:** Monbusho507 Function Words Organized by Parts of Speech and Grammatical Subcategories

Article	Determiner	Modal	Preposition	Other
a*	<b>Singular</b>	Present	<b>Direction</b>	<b>goodbye*</b>
an	another	can*	from	to*
the	each	may	into	there*
	this	must*	through	
<b>Conjunction</b>	<b>Plural</b>	shall	Position	
Coordinate	these	will	across*	
and	those	<b>Past</b>	among	
but	<b>SingPur</b>	could	at	
either*	any*	should	between*	
or	<b>some*</b>	would	by*	
<b>Subordinate</b>	<b>WH Detr.</b>		in*	
as*	what*		near*	
because*	which		on*	
before*	<b>Post-Position</b>		over*	
if	few		under*	
since*	last*		<b>Relationship</b>	
than*	many*		about*	
that*	much*		for*	
until*	other*		of	
	same		without	
			with*	
			<b>Time</b>	
			after*	
			during	

\*Words with asterisks can function as one or more additional parts of speech.

As shown in Table 4, such semantic categorizations may not be necessary or appropriate for function words (article, conjunctions, determiners, modals, and prepositions) because the parts of speech with some additional grammatical subcategorization can provide sufficient organization for teaching purposes. However, content words like adjectives, adverbs, nouns, and verbs may beneficially be further classified into semantic groupings as shown in Table 5. Still other content word types (particularly pronouns and numbers) may more profitably be grouped into the grammatical subcategories shown in the same table.

## Discussion

This article has briefly explored the grammatical and semantic relationships among the *Monbusho* 507 words. However, this research

**Table 5:** *Monbusho* 507 Content Words Organized by Parts of Speech and Semantic Grammatical Subcategories

Adjective	Adverb	Noun	Noun (Cont.)	Noun (Cont.)	Number	Verb	Verb (Cont.)
Age	Degree	<b>Body Part</b>	Relatives	Days of week	<b>Ordinal</b>	Auxiliary	<b>School</b>
new	enough	adult	first	Monday	first	does	ask
old	more*	hand	brother	Tuesday	second	do	draw*
young*	most	eye	child	Wednesday	third	has	learn
Color	pretty*	face*	daughter	Thursday	fourth	have	listen
black	really	mouth*	family	<b>Friday</b>	fifth	Copula	mean*
blue*	so*	nose*	lather*	Saturday	<b>sixth</b>	am	read
dark*	too	ear	mother*	Sunday	seventh	are	teach
green*	very*	hair	<b>sister</b>	Relative Days	eighth	be	think
red	<b>Frequency</b>	head	son	yesterday	ninth		understand
white*	always*	Eating	uncle	today	tenth*	Creating	
yellow*	ever	bread	People	tomorrow	eleventh	become	Senses
<b>Direction</b>	never	fish*	people	Seasons	twelfth	begin	cool
left	no*	food	woman	season*		build	feel
right	often	fruit	<b>man*</b>	spring*		grow	hear
Feelings	once*	<b>milk*</b>	girl	summer	<b>Nominal</b>	make*	look
easy	sometimes	rice	boy*	winter	anon	start	see*
glad	usually		friend*	Time Units	anything	try*	watch*
happy	<b>Manner</b>	breakfast	student	time*	everyone	Emotion	Shopping
hard*	fast*	dinner	teacher	minute*	everything	cry*	buy*
sad	quickly	lunch*	<b>StroAdvs</b>	hour	nothing*	hope*	sell
sorry	slowly	kitchen	answer*	day	someone	like*	spend
<b>Human Trait</b>	together	cup*	color*	week	something	need	<b>Social</b>
busy*	well*	glass	excuse*	month	<b>Object</b>	smile*	arrive
famous	<b>Place</b>	<b>Astronomy</b>	game*	year	him	help*	help*
interesting	far*	moon*	idea	holiday	me	worry*	introduce
poor	here	star*	question*	vacation*	them	<b>Housework</b>	invite*
popular	<b>Time</b>	sun*	study	Transport	u s	clean*	
rich*	again	HumanGeog	work*	boat	Possessive	cook	live*
sick	ago	city	<b>SchoolWriting</b>	bus	her	wash*	meet*
<b>Nationality</b>	already*	country	language	car	hers	Leisure	please*
English*	next*	farm*	letter*	plane*	his	drink	thank
Japanese	now	mine*	news	station*	my	drive*	visit*
<b>Phys Trait</b>	soon	street	story		our	eat	welcome*
beautiful	still*	town	word	Number	ours	enjoy	Stillness
different	yet*	village	<b>SchoolPlaces</b>	one*	their	fly	finish
high*	then*	world	class*	two*	whose	play*	sit
strong*	<b>Mid-pos.</b>	<b>PhysGeog</b>	room*	three	your	ride*	sleep*
Quality	also	hill	club*	four*	yours	run*	stand
such*	just*	lake	library	five*	<b>Subject</b>	sing	stay*
sure*	not	mountain	building	six	he	<b>swim*</b>	stop*
<b>Size</b>	only*	river	college	seven	I	walk	wan
big	<b>Particle</b>	sea	school*	eight	at	Motion	Thinking
large*	away	Weather	School Subjects	nine	she	bring	forget
little*	back*	sky	music	ten*	they	carry	know
long*	down*	cloud*	<b>sport*</b>	eleven	we	catch	remember
short	off*	rain*	SchoolThigs	twelve	who	close*	Vocalizing
small*	out*	snow*	book	thirteen	your	come	call
tall	up*	wind	box*	fourteen		fall*	<b>say*</b>
<b>Temperature</b>	yes	<b>Hbre</b>	card	fifteen	Proper Noun	go*	shout*
cold	WH Adverb	door	chair	sixteen	Special	leave*	speak
hot	how*	home*	desk	seventeen	Japan	open*	talk*
warm*	when	house*	dictionary	eighteen	Months	put	tall
<b>Time</b>	where	window	light	nineteen	January	rise*	
early	why*	yard	notebook	twenty	February	turn*	
<b>late*</b>		Park	paper*	thirty*	March	Things We	
ready		animal	pencil	forty	April	Do with	
<b>Value</b>		bird	<b>pen*</b>	fifty	May	<b>Possessions</b>	
bad		flower*	picture*	sixty*	June	break	
dear*		garden*	table	seventy*	July	cut	
line*		ground	<b>Shopping</b>	eighty	August	find	
good		park	shop*	ninety	September	get	
great*		tree	store*	hundred	October	<b>get*</b>	
important		wall	money	thousand	November	keep*	
nice*		way	kind		December	lend	
useful		<b>Relations</b>	<b>TiredDay</b>			lose	
wonderful	Ye	love*	morning			send	
wrong*	love*	name*	noon			show*	
<b>Pre-quant.</b>			afternoon			take*	
all			evening			use*	
both			night				
every							
half							

\*Words with asterisks can function as one or more additional parts of speech.

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JOAN CORLISS BARTEL

When I first came to the United States, I was struck by the size and scope of the American newspaper industry. It was a new world for me, and I was eager to learn more about it.

The first thing I noticed was the sheer volume of news. There were so many stories, so many different perspectives. It was overwhelming at first, but I soon realized that this was the strength of the American press. It provided a comprehensive view of the world, and it was a privilege to be a part of it.

As I delved deeper into the industry, I discovered the intricate web of relationships that held it together. From the editors to the reporters, everyone had a role to play. It was a complex system, but one that I came to appreciate for its dedication to the public good.

One of the most interesting aspects of the American newspaper was its commitment to the truth. No matter how difficult or controversial the story, the press was determined to get it right. This was a noble tradition that I admired deeply.

Over time, I learned that the American newspaper was not just a source of news, but a platform for debate and discussion. It was a place where different voices could be heard, and where the public could engage with the issues of the day. This was a truly democratic institution, and it was a source of pride for me to be associated with it.

The American newspaper was a reflection of the American spirit. It was bold, it was curious, and it was dedicated to the pursuit of knowledge. It was a source of inspiration for me, and it was a privilege to be a part of it.

As I look back on my time in the American newspaper industry, I am filled with a sense of accomplishment and pride. I have learned so much, and I have grown so much. It was a journey that I will never forget, and it was a journey that I am proud to have taken.

When I first came to the United States, I was struck by the size and scope of the American newspaper industry. It was a new world for me, and I was eager to learn more about it.

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has several limitations that must be recognized. First, decisions about which grammatical and semantic categories to use in Tables 4 and 5 were sometimes difficult and arbitrary. Second, no attempt was made to address the additional issues of different meanings within each part of speech (see West, 1953) or multiple pronunciations for some words (for example, *wind* as a noun versus *wind* as a verb).

Nevertheless, I hope that the grammatical and semantic classifications which were provided here will help teachers to further analyze and understand the *Monbusho* list. More importantly, I hope that this article will help them to organize their lessons, find appropriate materials, and teach the vocabulary that, right or wrong, all Japanese students of English are expected to know by the time they leave junior high school.



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## Conclusion

The intent of this article has not been a detailed analysis of OLLT since each classroom situation is somewhat unique. Instead, we have presented a generalized overview of OLLT culture and of our own OLLT acculturation process. The profiles outlined here typify the OLLT behaviors and beliefs of beginning Japanese students and beginning native-speaker English instructors in college-level oral English classes; the conflicts described are common to oral language classrooms; and the resolutions discussed illustrate possible solutions to common conflicts.

We hope this article will be of interest to three different EFL groups in Japan. First, it may assist beginning native-speaker English teachers in their cultural adaptation to Japan and professional planning for OLLT. Second, it may provide native-speaker English educators with a framework for collegial discussion of EFL oral language learning and teaching methodology. Third, it may challenge Japanese English instructors to think about some of the important issues in EFL oral language learning and teaching. The structures, processes and models described here are not intended to be definitive, but rather to stimulate focussed discussion and consideration of instructor-student behavior-and-belief conflicts in the realm of oral language learning and teaching.

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GREENE & HUNTER, cont'd from p. 15

teaching and learning experiences. Such strongly opposed beliefs and behaviors will require some compromise in the positions of both instructors and students. Instructors will likely have to alter their presentations, their practice methods, their in-class assignments, and their evaluations, in order to be sensitive to the emotional strain on students required to speak aloud. Students will have to develop a sense of trust in instructors and be willing to take initial plunges into speaking aloud. Astute instructors will conduct oral exercises which move students gradually from circumstances of minimal public exposure to situations of more public display.

The above three cases represent a wide range of conflicts which can arise in the oral English classroom. When instructors sense conflicts, they have three options: accept student behaviors or beliefs, persist in their own behaviors or beliefs, or strive for an accommodation between their own behaviors and beliefs and those of the students.

*David Greene taught junior and senior high school English in Alberta, Canada for 15 years, and then five years ago he began teaching ESL and EFL. He is currently working as a visiting professor at Tokushima Bunri University in Japan. Lawrie Hunter has taught mathematics and ESL/EFL in Canada, Australia, Papua New Guinea and Japan. At the present he is associate professor of intercultural communication at Kochi University.*

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## Classroom Research and the Classroom Compact

by Christopher Barnard

As a student in Temple University's Doctor of Education programme here in Japan, I do a considerable amount of reading. Nothing figures as much in this reading as research reports on second language classrooms. What happens in classrooms? What do teachers do there? And what about students? What facilitates classroom learning of a second language? Should teachers correct students, and if so when and how? Is it a good thing for students to practise together in pairs? If so, is information gapping better than other types of pair practice? What is the best way to correct students' compositions? And so on.

Pick up a current issue of, say, the *TESOL Quarterly*, the *Modern Language Journal*, or the *JALT Journal*, and you will find these points discussed again and again. There will be all kinds of experimental designs, many of them carefully thought out and implemented. The care taken in randomization, setting up of control groups, administration of pre-tests and post-tests, and data collection and analysis is often admirable.

But sometimes we can more clearly focus on what is happening in our own field by momentarily stepping out of it and looking at another, but not unrelated, field. Before developing the argument of this article, I would like to introduce, by way of analogy, an example from the field of physical education.

Consider the case of a physical education instructor who wants to find out which of two exercise programmes (programme A and programme B) builds up greater stamina in his students. He might carry out an experiment with all the proper scientific controls. Let us say that he divides his students on a random basis into those following programme A and those following programme B. He could then give both groups a stamina test at the beginning of the programme, and another test at the end. Based on an analysis of these results, he might come to a conclusion as to whether there is any difference in the effectiveness of the two types of programmes, and if so how great that difference is.

But surely any normally alert and properly skeptical person would accept the findings of this little experiment only if the instructor assured us that his students attended his class on a regular basis and made genuine attempts to follow the exercise programme? In reporting his findings the instructor would be duty-bound to tell us if a group of students had been goofing off at the back of the gym. Or, we would certainly be dubious about his findings if we found out the instructor himself had not been putting much effort into planning and carrying out the physical education lessons.

In short, before we could judge the value of his conclusions regarding the effectiveness of the different exercise programmes, we should certainly want to

know if a "classroom compact" had been established and honoured. By classroom compact I refer to the agreement, usually tacit, by the teacher that he will make reasonable efforts to teach, and by the students that they will make reasonable efforts to learn, and that both parties will more or less cooperate with each other in the joint instructional endeavour for as long as that endeavour lasts.

In any research journal in the field of second language acquisition and classroom research, you can read reports on all kinds of experiments, but rarely will you find any mention of whether the classroom compact was established and honoured. Did the students attend the classes on a regular basis? Did they do their homework? Did they actually behave in such a way that would suggest that they really wanted to learn? Or were they in the classroom simply because they had to be? Did the teacher take the time to prepare his lessons?

When reading these research reports, you will frequently notice that the number of students who took the post-test is smaller than the number of students who took the pre-test. This is attributed to normal attrition over time. But rarely will you find mention of how many students attended the lessons between the pre- and post-tests. However, you can be pretty confident that the number of students who came for the pre- and post-tests is greater than the number of students who attended the regular lessons, in which such and such a teaching method was being tried out. After all, at the beginning of a course most students are present, while at the end of a course the cunning teacher-researcher can get his students into the classroom by linking the post-test to final grades.

Is it not too much for teachers to ask that, in reporting research findings, information be given regarding the honouring of the classroom compact? Results from an exercise programme in which there has been a general goofing off cannot be compared to those from a programme in which almost all the participants made sincere and strenuous efforts. If the compact has not been honoured, this in itself might be an interesting finding, but it should not be the background against which research on teaching methods, particularly research which seeks to establish the effectiveness, or otherwise, of such methods, is presented and discussed. Wouldn't the truly honest researcher say, "I spent a lot of time and money setting up and carrying out what I think is a wonderful experiment, which I am sure would have proved that teaching method A is more effective than method B; unfortunately I have no confidence in my findings, because in the case of the students who were taught by method B, I have reasonable grounds for believing the classroom compact was not honoured"? Wouldn't we expect our physical education instructor to do this? Why don't we demand the same in second language research?

When I read a report on a certain research project in the *JALT Journal* I am sure I do the same as many other teachers: I try to "get behind" the article and make a

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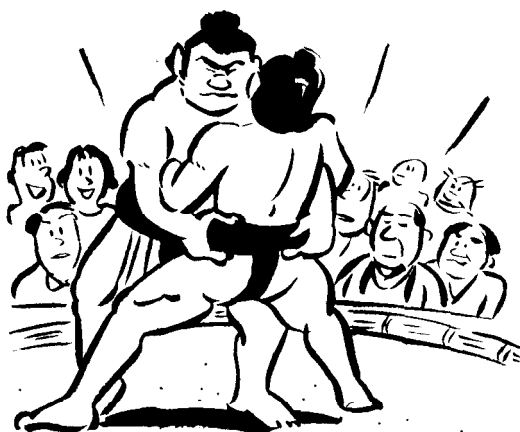
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judgment regarding the teaching and learning situation depicted in the article. Do I know the author? What is his affiliation? Where did he do this research? I am familiar with education in Japan and can pick up hints: "freshmen at a two-year junior college;" "economics majors at a national university;" "English literature majors at a private women's university;" "students at a vocational school."

In my experience, these expressions tell very different stories. I make my own subjective judgment as to whether the teaching compact is likely to have been honoured in these different situations, because only in this light are the findings interpretable. But why should I have to do this? And what about readers who have no knowledge of the Japanese education system? Research carried out in Japan is reported internationally. Are classroom compacts as likely to be honoured in Japan as in, say, Germany? Or in fact, are such compacts different in nature depending on the country or culture? Is it helpful to report research about Japanese *daigakusei* in such a way as to allow a German researcher to think the findings may be relevant to his own *Studenten*?

I venture to say that, unless the types of questions raised above are answered and we stop ignoring the importance of the classroom compact, research findings will, for the most part, be worthless, or at best of minimal interest.

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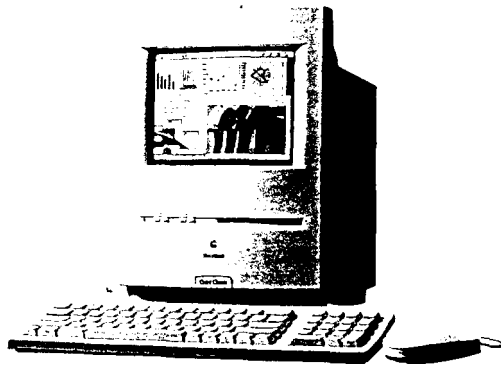
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## The New Monbusho Guidelines

by Nigel Carter, Richard Gould and  
Christopher Madeley

英語教育関連の文部省の新学習指導要領に関する第2弾目の本論文では、高校で教えられる改まった場面での英語、とくに、レシテーション、スピーチ、ディスカッションおよびディベートの英語が取り上げられ、それらを授業に組み込むことの有効性が説かれるとともに、現在の高校での英語の教え方をどのように変更する必要があるのか、が示される。とりわけディスカッションについて細かい議論がなされ、教室での指導手順が提案される。また、学習指導要領そのものを引用しながら、本論文の議論の要点が示されるとともに、いくつかの重要な点で学習指導要領に欠陥があることが提示される。

## The Acculturation of Oral Language Learners and Instructors

by David Greene and Lawrie Hunter

話しことばの学習・教授（以下、OLLT）は、一つの文化、つまり、教室で起こる事柄に関する信念と行動の総体である。英語の母語話者が日本の大学レベルで初めて英語を外国語として教える場合、教師と学生の信念と行動の総体はしばしば衝突し、双方に混乱と苦痛をもたらす。本論文では、三段階の文化変容のプロセスが示唆される。それは、OLLTに関連した、学生・教師それぞれの信念と行動の中身を明確にすること、その中で教師・学生間にどんな葛藤が存在するかを明確にすること、そして、両者に満足のゆく解決策を探ることである。このような過程を経ることが、効果的な教授・学習に必要であり、有益であると著者は考える。

## Developing Bottom-up Processing Ability in JSL Listening Comprehension

by Noriko Kanda

Based on the findings of recent research in the process of comprehension, the author claims that bottom-up processing ability is as important as top-down processing in second language learners' listening comprehension. Kanda presents extensive examples of errors in intermediate JSL learners' diction seemingly caused by mishearings of reduced forms and allophonic variations in connected speech and suggests the possibility of these mishearings interfering with comprehension. Finally she proposes an integrated way of listening practice to develop both bottom-up and top-down processing.

## Creating a Database of ELT References

by Robert James

多種多様の教師用リソース・ブックが存在するため、教師はそれらに翻弄され困惑している、と言える。本論文の著者自身、リソース・ブックから新しい教え方を学ぶたびに、古い教え方を忘れてしまう、と感じている。可能な限りの教え方のアイデアを常に掌握しておくためには、それらを保存・整理するための商業ベースのデータベースを使用することが望ましい。著者は本論文で、教え方のリストをコンピュータに整理して登録・入力する方法を、一般に入手の容易なデータベース・ソフト

Filemaker II に基づいて説明する。また、3冊の教師用リソース・ブックのアイデアの自分なりの整理方法を示すことで、コンピュータに自信がない人への具体的な支援を与えている。

## Promoting Communication Barriers Through EFL/ESL Course Books

by Trevor Sargent

話すこととコミュニケーションとは異なる。話すことは、コミュニケーションの促進・妨害の両用に作用する。英語の母語話者は、効果的なコミュニケーションの方法について教わるという経験を頻繁にする。そして、この事実自体が、ことばを知っていることと、上手にコミュニケーションできることとの相違を示している。EFL/ESLの教科書には、コミュニケーション能力の育成を提唱していながら、コミュニケーションとは正反対の、英語という言語の理解に役立つだけの練習を収めた本が多い。本論文では、何冊かの教科書の練習問題を検討し、それらがいかなる点でコミュニケーションと本質的に異なるのか、説明を施す。

## Grammatical and Semantic Relationships in the Monbusho List of 507 English Words

by James Dean Brown

文部省は1993年の春、日本の中学生が3年間に習得すべき英語の最重要語彙として、507の単語リストを発表した。リストがアルファベット順になっていることから、漢字を頭から覚えてゆくのと同じ要領で英単語は学習される、という印象を与える。しかし、このような発表の仕方は、語彙学習の実際を無視するものと言わなければならない。なぜなら、語彙相互の間には文法的、意味的なつながりがあり、それを理解することが学習を容易にするからである。本論文は、文部省発表の507の単語の文法的、意味的な関係に注目し、教師・学生の双方にとって有益なリストになるよう再編成する試みである。

## Classroom Research and the Classroom Compact

by Christopher Barnard

応用言語学の博士課程の学生として著者は、*TESOL Quarterly*, *Modern Language Journal* といった定期刊行物をはじめ、膨大な量の研究論文に目を通さなければならなかった。前者のような定期刊行物には広範囲のトピックが掲載されているが、それらの大部分は慎重に読まれるべきだと著者は指摘する。それは、掲載されている研究が、「教室のきまり」（classroom compact）に従っているかどうか明示していないからである。「教室のきまり」ということばで著者が意味しているのは、通常の教室環境で順守されるべきルールや当然予想される事柄、つまり、教える際に教師が、普通考えられる程度の努力を行うこと（十分な準備をしたり、教えるにふさわしい資格を備えること）を承諾しているかどうか、同じく、学ぶ際に学生が、普通考えられる程度の努力を行うこと（あまり欠席をせず、クラス以外の時間にも勉強すること）を承諾しているかどうかということ、である。ところが、ほとんどの研究者は、研究対象である学生の出席状況や、出席率によるクラス変更の問題について言及していない。著者は、教室における教授・学習の現実と「教室のきまり」が言語学の研究の中で説明されない限り研究結果は意味がない、と考えている。

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## Election of National Officers for 1994-1995

The JALT Constitution and its Bylaws determine the officer positions, the terms of office, the times of elections, and, to a certain extent, the methods by which nominations and elections are to be conducted. This year's elections are being conducted in accordance with both the Constitution (revised November 22, 1992) and the Bylaws (revised June 21, 1992) as published in the JALT News Supplement of *The Language Teacher* in April.

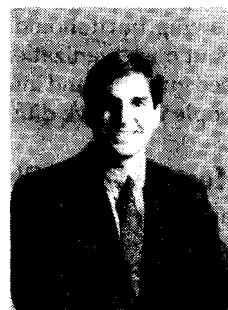
As set forth in Article V of the Constitution, the President, Treasurer, and Membership Chair are to be elected in odd-numbered years to serve in even-numbered years. Their term of office is "for two years, or until their successors are elected."

As determined by Article IV of the Bylaws, "One ballot listing all nominees for each office, and including space for write-in candidates, shall be mailed to each member in good standing in time for the member to return the ballot to the Nominations and Elections Committee before November 20 each year." This year, one ballot will be included in the envelope in which the November issue of *The Language Teacher* is mailed (this issue). Joint and group members will be mailed ballots separate from *The Language Teacher*, according to the most recent membership records in the JALT Central Office. The Central Office will not have extra ballots available for JALT local chapters and individuals.

Article IV also specifies that nominees must be "members in good standing...[who are] willing to stand for office." At the time of preparation of this issue of *The Language Teacher*, the candidates introduced here were the total of those nominated who fulfilled these requirements.

### President — David McMurray

David McMurray is the 1993 National President of JALT, Past President of Matsuyama Chapter, on the Southwest Regional Conference Committee, and has served as National Audit Chair, published in *TLT* and presented at JALT 92. He teaches at Aiko High School and Matsuyama University and taught company classes in Shikoku, Taiwan and Canada; holds an M.B.A. from Laval University, and was director of a University Hospital, Research Institute, Rotary Club, Civil Service Bank and Cancer Society.



#### *Statement of Purpose*

JALT is working. Your National Officers, Chapter and N-SIG representatives, Central Office, Conference and Publications Boards are active and working together at committee and Executive meetings. We are staying on budget, having fun and holding efficient meetings. This was promised to you in my 1993 Statement of Purpose. The keys to success this year were simple: open communication, training and friendly invitations to members to join the 60 member JALT National team that assists over 400 JALT officers run JALT.

For the first time in quite a while JALT has a full slate of officers, a fully staffed and smooth running Central Office, completed a professional audit, awarded scholarships for research and overseas conferences, officer training, strengthened relations with AJET, IATEFL and other domestic and international teachers organizations, run over a dozen mini and regional conferences and had the opportunity to invite an N-SIG officer to vote on the National and Executive Committees.

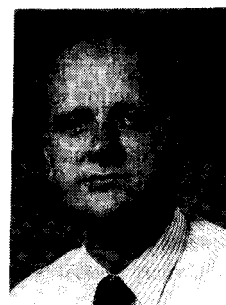
Expect a lot more from JALT in 1994 and 1995. JALT will continue to be renewed and energized and projects started this year will gain momentum. JALT 94's theme "Back to Basics" will form our administrative strategy to maintain a healthy budget, quality conferences and publications and focus on membership growth and chapter organization at the same time as supporting N-SIGs, planning on a 2-year cycle, developing Asian Teacher Association relations and JALT scholarships. Help me to keep our JALT team excited about working to provide you with the best language conferences, publications, meetings, N-SIGs and language association in Japan and perhaps the world.

### Treasurer — Steve Sayle

Steve Sayle currently teaches business communication to engineers in Kashima (good luck Antlers!). After his Ph.D. and a research fellowship at University he became a computer consultant and trainer. He then obtained ESL teaching qualifications in Britain and taught in Canada before coming to Japan.

#### *Statement of Purpose*

The position of National Treasurer brings the holder into contact with many important issues. The role of the National Treasurer should be to provide an efficient service while co-ordinating and balancing a secure financial position for JALT. I am very fortunate to



have a large number of individuals and groups who can provide me with guidance in this work.

After my experiences assisting in the JALT Central Office, I know that the next two years will be an exciting time for JALT. I am sure that developing a spirit of teamwork and shared responsibility within the Treasury functions will provide a path to the future. The most important thing for me is contact with different opinions in JALT. Please talk to me at any time during the conference or by mail if you feel there are important issues that I should consider. Thank You.

## Membership — Beniko Mason

Beniko Mason (B.A. in German from Dokkyo University, teaching certificate in German and M.A. in TESOL from Colorado State University) is a full-time lecturer at International Buddhist University in Osaka. Her main interest has been the Extensive Reading Approach to teach reading, and she has presented her work at JALT, JACET and TESOL conventions since 1986.

She has been a member of JALT since 1982 and has held positions as recording secretary, social chair, program chair and president (1992) of Osaka chapter. At the national level, she has been appointed to be the Domestic Chair (1993), and elected to be the NEC Chair (1994). She was the Social Chair at JALT 91 in Kobe.



### Statement of Purpose

JALT has become a top level professional organization for language teachers in recent years. The membership is growing, but it should grow even more at the local chapter level and also overseas by letting the world know more about our organization. The expertise of JALT's members should be shared with the many other teachers who need guidance and information in their work. At the same time we should grow even more mature by having new people who have different ideas and talents join JALT.

## Membership Chair — Laura MacGregor (Koarai)

Laura MacGregor is the President of JALT Hokkaido. She has held the positions of Chapter Recording Secretary and Program Chair. Formerly an AET on the JET Program, she now teaches at Seishu Junior College in Sapporo. She holds an M.A. in music and is currently working on an M.A. in Human Resource Development from Azusa Pacific University.



### Statement of Purpose

Setsuko Toyama, our outgoing Membership Chair, has done an outstanding job in all of her roles, particularly in helping form new chapters and N-SIGs. With this new lateral growth in place, I would now like to focus on helping chapters maintain their current membership levels (by eliminating the "Black Hole" info which expired members sometimes fall), and to set and achieve goals for new membership growth.

Yes, numbers are important; chapters need members to survive. In order to flourish as an active organization, however, chapters need to communicate with their members, find out what their needs are and provide meetings and activities to fulfill those needs. That's what an organization is all about: communication, growth and development. I am prepared to commit myself to the challenges that the position of National Membership Chair pose. I would welcome the chance to work together with other National Officers and local chapters toward the continued growth, improvement and professionalism of JALT.

## Deadlines for All Manuscripts for January and February, 1994 Issues of *The Language Teacher*

Because our printer is taking a holiday during New Year's, our production schedule must be moved up five days for the January and February, 1994 issues. The deadline for receipt of all materials for the January issue is November 14, 1993 and the deadline for the February issue is December 14. The deadline for receipt of Chapter Announcements for the January issue is November 19 and for the February issue it is December 19.

### お知らせ

年末・年始の制作スケジュールの都合上、**The Language Teacher** 94年1月号と2月号の原稿締め切りを、それぞれ11月14日、12月14日と、通常より5日間、早めさせていただきます。ご協力をお願いいたします。

The Language Teacher編集者一同

### 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 accomodate all submissions, we anticipate three or four mailings to each reader.

We are looking for people with a broad understanding 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 complete the following form in English/romanji and mail it or fax it to the Reading Committee Coordinator by *December 10, 1993. Please do not send resumes.*

Kelly Ann Rambis

Nagoya City University, College of General Education, Mizuho-ku, Nagoya 467

Fax: (052) 882-3075

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#### JALT 94 Proposal Reader Information

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In which language(s) can you read and evaluate proposals? \_\_\_\_\_

What is your current teaching situation? \_\_\_\_\_

What is the kind and extent of experience you have had in JALT (member, local officer, N-SIG member (which N-SIG?), conference attender, presenter, etc.?) \_\_\_\_\_

Do you have experience in reading proposals? Yes/No (If yes, for what conference \_\_\_\_\_ ?)

If you serve as a Conference Reader, you will be receiving anonymous conference proposals to evaluate. However, you may come across a proposal that you recognize as being written by someone you know. In this case, do you agree to return the proposal to the Reading Committee Chair with an explanation why the proposal cannot be evaluated by you? Yes/No

Are there any dates between February 1 and March 31, 1994, when you would not be available to read? If so, please explain.

## Open Positions for JALT 94 Conference Publications

1. The Pre-Conference Planning Committee will accept bids on the contract for the work of Proposal Inputter for the 94 Conference. Submit application and resume (detailing especially computer experience and knowledge of File Maker Pro® and Macintosh computers) with the bid.

2. Bids for the contract of Inputter and Layout Person for the Conference Handbook, All for Papers and Supplement are being accepted. Submit an application letter and resume as state in 1. above.

3. Application letters and resumes are being accepted for the position of Conference Publications Editor for the 95 conference. The Conference Publications Editor is an appointed national officer position and is unpaid. The CPE oversees the Conference Inputter and Layout Person, and is responsible for the production of the *Handbook*, the *Call for Papers*, the *Supplement*, the articles related to the Featured Speaker Workshop issue of *TLT*, the Conference-related articles for *TLT* 9 and the *Conference Daily*. The 95 CPE will work with the 94 CPE as an assistant on the Matsuyama Conference and will assume full responsibilities in 95. Information inquiries, application letters, resumes and bids (when required) to Jane Hoelker, Chairperson of the PCPC, #908-2 Sumiyoshidai, 12-chome, Higashinada-ku, Kobe 658, 078-822-1065 (phone/fax on 24 hours).

## 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; we have not received any information yet concerning dates and the location of the IATEFL Conference.) 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: 054-454-4649  
fax: 053-453-4719

### Beniko Mason

tel: 0798-49-4071  
fax: 0729-56-6011

### Russell Clark

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# In Memoriam

## Bernard Choseed

1921-1993

On August 11, 1993, Georgetown University Emeritus Professor of Linguistics Bernard Choseed died of blood poisoning in a Tokyo hospital, after having collapsed and lain comatose in his hotel room for more than 30 hours before friends discovered him.

Bernie Choseed was born in Philadelphia, where he also earned his B.Sc. at Temple University. Next he studied Japanese at the University of Michigan and served as an interpreter in China, Burma, and India during World War II. Afterwards he went on to obtain both his M.A. and Ph.D. in Russian from Columbia University. He began teaching in Georgetown University's School of Languages and Linguistics in 1953, where he was first the director of the ESL department before moving to the Russian department. He retired in 1986, after which he relocated to Japan to assume a full professorship at Gifu University for Education and Languages in 1987. He left GUEL in late 1992 for health reasons.

Bernie was an active contributor to ESOL development in Japan from 1975 until his death. From 1975 he started coming to Japan for teacher training programs, and gave lectures at Sophia University; took part in ELEC (English Language Education Council) Ministry of Education seminars for high school language teachers and m-service training for teachers at Georgetown University's Tokyo branch, as well as at the Lado International College and other schools; gave presentations at JACET conferences and at both local and national JALT conferences, and more. Prior to 1975 he had been involved in actively promoting and arranging numerous exchange programs for Soviet teachers of English, both in the U.S.A. and U.S.S.R. These are just a few of the basic facts about Bernie Choseed. The list of his academic accomplishments and professional honors is 12 pages long, just through 1977. Impressive-but it tells you very little about the man himself.

Bernie loved Japan and took it seriously on its own terms; he enjoyed living here and coped well with being a foreigner both in society and on a university faculty. While at GUEL he began a study of Japanese English and produced a slide show demonstrating not the usual "funny Japanese-English" (Janglish or Japlish, as some call it), but a legitimate alternative Japanese dialect of English that he saw developing. It had been his hope to describe the psychological process involved in the formation of this dialect.

For Bernie teaching was not just a job, or even a profession: it was a way of life. He lived through all the main movements of ESOL teaching and was open to all them, always anxious to grow, expand his ideas, and keep abreast of new developments. He was always ready to reassess his thinking and to try new approaches in teaching his language students and teacher trainees. For Bernie, no one is good enough or old enough not to need to go on learning; and there is nothing or no one without something that can be appreciated.

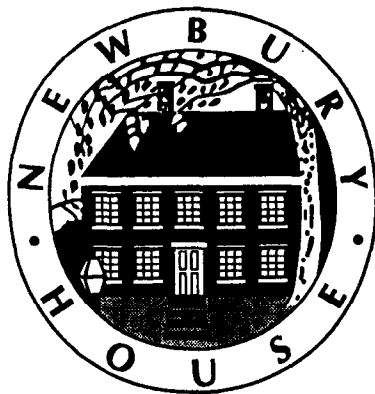
As a Jew who grew up speaking Yiddish, Bernie was fascinated by the development and transnational character of the language. He worked to promote the teaching and appreciation of Yiddish in Birobijan, the Jewish Autonomous Region in Siberian Russia; and in Japan, he delivered lectures on Yiddish to Japanese scholars and wrote about Japan's WWII enclave of Yiddish-speaking Jewish refugees from the European Holocaust.

Ironically, perhaps, with his love for Asia and his sudden death here, Bernie reminds a little of the Trappist monk, Thomas Merton, an elucidator of Asian philosophy, who 25 years ago died in his room of electrocution while at a conference of Buddhist and Christian monks in Thailand. When Bernie Choseed died, he was in Japan doing what he had loved: participating in teacher and in-service training programs and helping to develop the current and next generation of language teachers in Japan.

His *Washington Post* obituary observed in its last line that, "He leaves no immediate survivors." That is not entirely true: his influence lives on in the memories of the many people he knew and taught, in the many places he visited. Many of them are going to miss him very much.

**Dorothy A. Peditke and Jack L. Yohay**

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## Preparing Japanese Students for Overseas Travel

by Eugene Trabich

### Introduction

Returning to Japan last year I met a Japanese college girl who'd had ten 10,000 yen bills stolen from her hotel room in Mexico City. She hadn't reported the theft. This is an appalling but common story among the 12.3 million Japanese who are expected to travel overseas this year. The con men of the world have caught on to the fact that Japanese carry large amounts of cash and are trusting and non-confrontational. In response to this victimization the Japanese Foreign Ministry has prepared a safety manual and an instructional video. The Japanese Consulate in my hometown, New York City, has issued a similar safety (*bohan*) manual as has the JTB office. A "Safety Guide for Families Abroad" is selling fast in Tokyo. These materials, of course, are all in Japanese. I believe, however, that as English teachers we can make vital contributions to lower the susceptibility of our students to the array of scams and con men who look to Japanese tourists for quick cash. I have been developing materials, working for several months with the NHK producer of "Easy Targets" and a New York City Crime Prevention Specialist police detective. In my lessons I attempt to complement the warnings in the manuals and address the deep causes of vulnerability. The lessons use paper and pencil tests, pairwork, and group roleplays.

### Travelers' Checks

Japanese people know they should buy travelers' checks but too often don't. They are unfamiliar with checks and thus uncomfortable with the language surrounding their usage. I walk them through their first checks step by step teaching phrases like, "Will you accept a travelers' check?" and "Who should I make the check out to?" They get a sheet with ten make-believe checks on it to create a complete simulation of their dream trip overseas. They begin at the bank, buying travelers' checks, and signing them once in front of their partner banker. They must keep a careful account of the serial numbers on a separate purchaser's record. In pairs they choose the cities, hotels, sights and souvenirs they will spend their money on. I suggest store and hotel names and model more of the vocabulary for check cashing, like "Do you have any picture ID?" I teach them to make checks cashed in banks payable to "Cash." In rotating pairs they get to spend and receive lots of money. The procedure soon becomes routine. They ask the clerk if they accept travelers' cheques, show their

identification, and ask who they should make the checks payable to. I make them countersign the checks in pen in front of each other.

Without warning, I collect the papers with the checks to make the point that their records should be separate and up to date. I also put them through the procedure for recovering lost checks. Although there are telephone numbers in the U.S. to report lost checks in Japanese, I make them do it in English, since they are often required to report thefts to hotel and police officials. I warn them about leaving their passports and money in their hotel rooms and purses (body pouches and hotel safes being preferable). As I watch my students struggle with check basics I think about the roomful of helpless and bewildered tourists at the Japanese Consulate on Park Avenue. A police detective told me a Japanese passport sells for \$3,000 on the black market in New York.

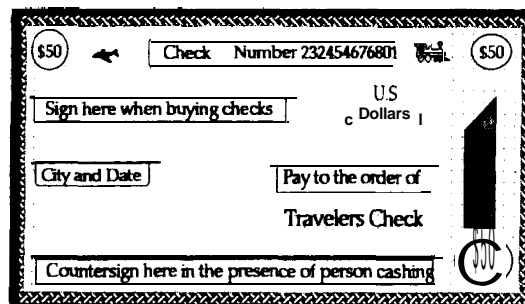
### Playing Con Men

I begin the roleplays with a taxi ride. Taxi drivers use a variety of basic cons including bill switching, meter rigging and extra charges for bags and passengers. In groups of three or four, one student plays the taxi driver and the others take a ride. The taxi driver, realistically, is not a native speaker of English. My students enjoy playing this role since they are encouraged to use choppy English ("You boys from Japan? I love Japan. Japan people very rich. I have Sony Walkman..."). I tell the taxi drivers that they are very poor and happy to get some rich Japanese tourists in their cabs. They need the money more than the Japanese, I tell them. The Japanese tourists are warned that cab drivers routinely try to overcharge them. I tell them that the trip from the airport should cost about 15 dollars. I also give them real American money to pay with. At first, I give the passengers a twenty and the driver a one to pull the switch. After being paid, the driver holds up the one dollar bill and says, "You gave me a one!" The Japanese who handed him the twenty protests, "I gave you a twenty!" Another passenger backs him up, "Yes, I saw him give you a twenty. What

are you trying to pull? Cut the crap." My students really immerse themselves in this role play and the room fills with loud English arguments. I then go around and ask each group how much they paid. Amazingly, some of my students still pay more than they should. Con men count on the docile, non-assertive nature of the Japanese.

This exercise increases assertiveness.

Another roleplay takes place in a hotel room. A few students are sitting around their room and there is a knock at the door (we knock on the desks.) A man outside wants to get in. His role is to use any method he can to get in. He ties yelling "Room Service," "Fire," and "Hotel Security." The students check with each other, "Did you



order anything from Room Service?" They call the desk and ask if the hotel has sent anyone to their room. Sometimes, despite my warnings, they open the door.

## Conclusion

Used to living in a safe country, Japanese overseas travelers are easy targets for the many con men in the world. The Foreign Ministry, NHK, and local consulates are trying to teach Japanese how to protect themselves overseas. As English teachers we are well positioned to help in this effort.

*Eugene Trabich is an instructor at Kanazawa Institute of Technology.*

## Get Them Talking

by Thomas Anderson

Most teachers would agree that a vital part of English language learning is communicative practice in situations that as closely as possible resemble the "real thing." This can be a problem in the EFL environment of Japan where opportunities for practice are usually limited. It is with this in mind that we have used the following three activities successfully in our conversation classes.

### Chit Chat

The teacher who originated this activity designed a ten-minute period of free conversation in English at the beginning of each class. The purpose of Chit-Chat is to help students feel more comfortable speaking English to each other and to encourage them to speak English outside the classroom. This activity is loosely organized in her classes, the only requirement being that students form groups and begin speaking English with each other at the beginning of the class.

We have found that, especially with lower-level students, a more structured approach works better. At the beginning of class three (or more) chit-chat groups are formed. This can be done by the "1-2-3" method or by appointing "bosses" and having students join their groups voluntarily. Taped background music serves as the signal to begin and end the talking activity. The only "rule" for this activity is that students who speak Japanese must contribute ten yen to the class party fund. The teacher moves from group to group monitoring for Japanese usage and contributing to the conversations as a participant.

The beauty of this activity is that it is good for several purposes. It serves to settle students down and focus their thinking on-and in!-English. It builds upon itself. Students may feel uncomfortable at first and there may be long periods of awkward silence, but little by little, as they realize that they are able to communicate

with one another in English, their excitement and fluency build up. Finally, the activity can build a group feeling in the class and increase students' self-esteem.

## Speaking Journals

For this activity, students need a C-60 or C-90 cassette tape. Once a week, students are given a topic such as "A Book That I Enjoyed," or "My Sunday." They are to make a three or four minute impromptu speech onto the tape. At the end of the week, the teacher has the students exchange tapes with each other. The students are then given two assignments. First, they must listen to the new tape and record a three or four minute response onto it. Second, on a sheet of paper, they must write their name and the name of the student whose tape they are listening to. They are then to answer two questions given by the teacher. For the "Book I Enjoyed" topic, for example, the questions could be; 1. What was the name of her book? 2. Why did she enjoy it? The "tape paper" serves as a monitoring device. Students cannot answer the questions without listening to the tape and they cannot answer them if the tape assignment has not been completed. Some teachers like to collect the tape once or twice per semester to check how students are doing or add their own personal touch.

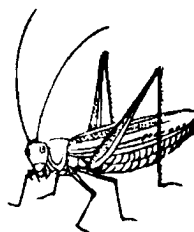
## Phrase of the Day

At our school, a "Phrase of the Day" list, consisting of idiomatic or colloquial terms such as "Let's get the ball rolling," "a broken heart," or "mental block" is prepared to cover most of the classes during the term. The Conversation Coordinator posts signs with the "POTD" in many locations. Many different activities, including Bingo, Pictionary, and Hangman are possible to reinforce the POTD.

A favorite activity for students is the "POTD Drama." First students copy the POTD into their notebooks and are given a brief explanation or definition by the teacher. Second, students work in pairs or small groups (which can be varied by having students sit in different places each class period) to create a short drama using the POTD. Finally student groups perform for the class. Students enjoy this activity very much, especially when they are able to use several POTDs in their drama.

These three activities are useful for several reasons. They are all fluency-based: students do not concern themselves with the "grammar demon" when they are doing them. All these activities involve natural two-way communication. They are fun and they serve to build student self-confidence. Finally, these are all activities that students can "own" for themselves, as opposed to something that is imposed from above.

*Thomas C. Anderson is an instructor at Tokyo Foreign Language College.*





**Vistas: An Interactive Course in English 1.** H. Douglas Brown. Englewood Cliffs: Prentice Hall Regents, 1992. Pp. 138. 5 audio cassettes.

**Vistas: An Interactive Course in English 1, Teacher's Edition.** H. Douglas Brown. Englewood Cliffs: Prentice Hall Regents, 1992. Pp. 145.

**Vistas: An Interactive Course in English Workbook 1.** H. Douglas Brown. Englewood Cliffs: Prentice Hall Regents, 1992. Pp. 76.

**Vistas: An Interactive Course in English 2.** H. Douglas Brown. Englewood Cliffs: Prentice Hall Regents, 1992. Pp. 133. 5 audio cassettes.

**Vistas: An Interactive Course in English 2, Teacher's Edition.** H. Douglas Brown. Englewood Cliffs: Prentice Hall Regents, 1992. Pp. 131.

**Vistas: An Interactive Course in English Workbook 2.** H. Douglas Brown. Englewood Cliffs: Prentice Hall Regents, 1992. Pp. 76.

**Vistas: An Interactive Course in English 3.** H. Douglas Brown. Englewood Cliffs: Prentice Hall Regents, 1992. Pp. 138. 5 audio cassettes.

**Vistas: An Interactive Course in English 3, Teacher's Edition.** H. Douglas Brown. Englewood Cliffs: Prentice Hall Regents, 1992. Pp. 135.

**Vistas: An Interactive Course in English Workbook 3.** H. Douglas Brown. Englewood Cliffs: Prentice Hall Regents, 1992. Pp. 76.

**Vistas: An Interactive Course in English 4.** H. Douglas Brown. Englewood Cliffs: Prentice Hall Regents, 1992. Pp. 148. 5 audio cassettes.

**Vistas: An Interactive Course in English 4, Teacher's Edition.** H. Douglas Brown. Englewood Cliffs: Prentice Hall Regents, 1992. Pp. 145.

**Vistas: An Interactive Course in English Workbook 4.** H. Douglas Brown. Englewood Cliffs: Prentice Hall Regents, 1992. Pp. 76.

*Vistas* is a four-level multi-skill textbook series consisting of 16 parts: a student book, a teacher's edition, workbook and audio program for each level. As project director, Brown coordinated the work of 14 writers to produce a clear, well-organized and teacher-friendly series making it an attractive textbook choice.

A problem with the series, however, is that it was designed for the ultimate beginner of high school age or older studying in an ESL environment. Japanese learners in this age range tend to be false beginners since they already possess basic grammar knowledge and a somewhat extensive vocabulary. Also some of the topics and activities in *Vistas* seem inappropriate for Japanese high school and college students. Despite these drawbacks, *Vistas* still could be considered for a Japanese classroom because it satisfies a primary goal of endowing students with "the fluency they need to

use English in unrehearsed situations outside the classroom" (1, Teacher's Edition, p. viii), an objective which seems to be universal amongst Japanese learners.

Each component in *Vistas* is color-coded by level, even the audio cassettes come in corresponding hues, and systematically follows the same format as other counterparts at different levels. For example, the 10 units found in every student book are divided into three separate lessons. The first two lessons in every unit generally begin either with a conversation which is simultaneously read and listened to on cassette. Each conversation is followed by six or seven different types of exercises, which include general comprehension questions, listening cloze exercises, roleplays, and task-based activities. The third lesson sometimes starts out with a brief reading passage, instead of a conversation, which is accompanied by general comprehension and vocabulary questions. Each unit ends with a summary of the grammar, vocabulary and communication functions covered in the unit. For teachers who are using more than one level in this series, inter-level consistency is a blessing which makes transition from one level to the next relatively easy.

All student books conclude with tapescripts for the listening comprehension exercises. Student books 2, 3 and 4 also include a list of irregular verbs. Since student books 3 and 4 are at a more advanced level, a list of common two-word verbs, divided into separable and inseparable two-word verbs, is also provided.

Like the student books, the teacher's editions are meticulous and easy to use. For example, in the table of contents the first page of each unit conveniently appears right next to the unit number, which is framed in the level color. Also the actual grammatical forms used in each unit, rather than the grammatical terms, are highlighted (e.g., 'because', 'so that', 'in order to' appear in bold-faced type instead of the term 'adverbial clauses showing purpose or reason'). This may seem insignificant, but it reflects the author's feelings that students need to know how to "do things with the language they are learning-to use the natural functions of language in familiar meaningful contexts" (1, Teacher's Edition p. viii) rather than concern themselves with metalinguistic grammatical terminology.

Every page in the student's book is replicated in the teacher's edition. The page numbers are the same so that teachers can quickly refer students to the corresponding page. Whenever teachers open up their books, they will find that one page mirrors the students' page, and the opposite page, shaded in grey, has tapescripts for any listening exercises that might appear on the students' page, framed answer keys and teaching suggestions.

The teaching guidelines are detailed and clearly explained. For example, in one of the pre-lesson activities, there are two in every lesson, the guidelines instruct teachers to encourage students to bring photos to class to prepare them for the topic (family). Teachers are told to hold up the photographs while talking about

the people in the pictures and to write what they say on the board. Experienced teachers may not need such detailed instructions, however, novice instructors may find the guidelines helpful.

The two main activities are varied and quite practical. For example, after listening to a conversation while reading captions to accompanying illustrations in their books, students are asked to close their texts and tell the teacher what they can remember about one of the pictures, practicing reading and listening recall.

Teachers will also find the expansion exercises, which appear only in the teacher's editions, enhance students' language skills. For example, in Unit 5, Book 4, students learn that elliptical expressions can make a conversation more casual, and, more importantly, that shared information can be omitted since the speaker assumes that the listener understands the context (e.g., "Now what (can you tell me) about the Jackson report?" "I'd be glad to (teach her the ropes)," Book 4, p. 57).

Like the expansion exercises, the pronunciation exercises do not appear in the students' books. When teachers cover pronunciation in class, students have to give all their attention to the instructor since there are no explanations, rules or diagrams to refer to in their own texts. This helps students exercise their aural comprehension skills instead of depending heavily on textbooks.

The students are also encouraged to further practice their skills by engaging in pair/group work activities throughout the series. Teachers supply the correct language model, then take on the role of facilitator, monitoring and intervening when students confront a problem. *Vistas* helps reduce comprehension problems by reminding teachers to check whether or not instructions have been fully understood.

Since this series alone would satisfy about sixty class meetings of fifty minutes each, most teachers might be inclined to exclude the optional workbooks. However, if teachers would like to increase the students' contact hours, then the workbooks are indispensable. Although the workbooks are not as colorful as the student books, they do offer a variety of exercises, such as crossword puzzles and scrambled word exercises, that focus on grammar and vocabulary. Unlike the student books, the workbooks contain answer keys.

The accompanying cassettes, five per level, are labeled both by unit numbers and specific pages covered. Although the conversations use a variety of native speakers and are recorded at natural speed they do not seem authentic due to an absence of repetitions, pauses, white noise, reduced speech, ellipses and regional accents. This is not a major drawback, however, since *Vistas* was designed for ultimate beginners who might be overwhelmed by truly authentic conversations.

Since *Vistas* was also written for high school age or older students some of the topics such as "marriage," "the use of common machines," and "going back to school" would probably not be relevant to Japanese high school students. This weakness occurs probably because

*Vistas* was field tested in the United States and in mostly Spanish-speaking societies in several foreign countries.

In addition, some of the listening and speaking activities may not work well in Japan or in other EFL situations. For example, in one of the activities, students are asked to share information about their native countries. This is fine with an ethnically diverse class, but it may not work well with a homogenous population.

Also a number of the exercises for developing reading and writing skills may not be useful for Japanese students since they are tailored for students who need to acquire survival skills. For example, in one of the tasks, students are asked to look at a charge account application and then answer multiple-choice questions, such as "What is an individual account? What is a joint account?" (Book 2, p. 35). *Vistas* does address more academically-oriented reading and writing skills (e.g., inferring, scanning, writing an argumentative composition) in Books 3 and 4.

The grammar and vocabulary covered in *Vistas* would not be very demanding for most Japanese students. The grammar sections begin in Book 1 with very rudimentary grammar, (e.g., subject pronouns), then progress to slightly more difficult grammatical notions (e.g., verbs not ending in -ing in Book 2, "may" and "can" in Book 3) and then to somewhat more difficult grammar in Book 4 (e.g., simple and present continuous). The vocabulary starts out in Book 1 with rudimentary words (e.g., ordinal numbers, greetings, colors, occupations, family members) and then introduces more difficult terms in the following levels (e.g., volunteer, mansion, establish, reside in Book 4). Since the majority of Japanese who have graduated from high school will probably already possess much of this vocabulary and grammatical knowledge, they might view *Vistas* simply as a review.

Despite a number of problems, *Vistas* provides varied and numerous activities and exercises that can help students build their communicative fluency. However, teachers must decide if they have the time and energy to adapt this series to their EFL high school or college classrooms.

**Reviewed by Ruby K. Asahina**

**Teaching ESL Writing.** Joy M. Reid. Englewood Cliffs, N.J.: Regents/Prentice Hall, 1993. Pp. 354.

Joy M. Reid's book *Teaching ESL Writing* was born out of the initial difficulties her daughter had while teaching ESL composition as a graduate student. The intended audience of the text is quite narrow, inexperienced teachers of ESL composition and ESL teachers-in-training taking graduate level courses in ESL composition. Reid focuses particularly on teachers who will be teaching ESL/EFL writing to students who plan to study at a university in the United States. However, despite this narrow intended audience, the book has much to offer to composition teachers in Japan.

*Teaching ESL Writing* is clearly organized with a detailed table of contents and index. The text's ten chapters are divided into three themes. Each chapter gives a clear, concise presentation of the issues being discussed and Reid offers an even-handed evaluation of the strengths and weaknesses of various approaches to teaching composition. At the end of each chapter are discussion questions and writing assignments to help readers fully consider the issues raised in the chapter.

The first section is historical/theoretical and its two chapters give an overview of the history of teaching composition to native and non-native speakers of English. Reid gives a good outline, but does not go into great detail in either chapter. However, by listing numerous books and articles for further reading, she gives readers who want to pursue a topic ample guidance.

The second section looks at curricular and pedagogical issues in ESL writing. The focus of Chapter 3, "Pedagogical Issues in ESL Writing," is the difficulties teachers and students encounter when their cultural expectations are not met in the composition classroom. For example, international students often have clear expectations of how a teacher should behave in the classroom; however, these expectations may not be met by their western teacher. Reid also encourages teachers to consider behavioral expectations they have of students. She further examines how rhetorical contrasts between English and the students' native languages are a further source of cross-cultural classroom misunderstanding. Chapter 4, "Curriculum and Syllabus Design," discusses needs assessments, curriculum statements and syllabus design. Reid includes multiple examples of curricula and syllabi from American university ESL programs giving a useful blend of theory and practice to this chapter.

The final section gives advice on the actual teaching of ESL writing. Chapter 5, "Blind Random: The First Weeks," is designed to guide the beginning teacher through the uncertainties of the first few weeks of a writing class by describing typical difficulties teachers face. Chapter 6, "Collaborative and Cross-Cultural Activities," looks at a variety of classroom activities, grouping schemes and cross-cultural activities. Chapter 7, "English for Academic Purposes (EAP) and Integrated Skills Activities," discusses ways teachers can bring into the classroom authentic activities that develop a wide range of language skills in order to enable students to develop the abilities they need for academic courses. In chapter 8, "Responding to Student Writing," Reid emphasizes the importance of separating giving feedback on writing from grading writing. Particularly useful are her descriptions and cautions about group work, peer review and alternative audience activities. Chapter 9, "Evaluating Student Writing," examines how errors are a part of learning and includes sections on revision and portfolio assessment. Reid also includes a number of grading scales which can help teachers evaluate writing. Chapter 10, "Teaching ESL Writing: Becoming a Professional," encourages all ESL writing teachers to embark on a

program of self-evaluation and self-development in order to promote a greater sense of professionalism in ESL writing pedagogy, both as viewed from inside and outside the discipline.

The book ends with three appendices that provide a number of valuable and interesting surveys and inventories. Appendix 1 has two personality surveys. The first, a "Type A / Type B Personality Inventory," was interesting, but disappointing. There was no key attached to score the inventory or to explain what personality type has to do with writing skills or how it affects student performance in the classroom. The second survey, an "Environmental Writing Inventory," quizzes writers on the physical settings and tools they prefer when writing.

Appendix 2 contains two surveys, a learning style survey for students and a teaching style survey for teachers. Both are accompanied by explanations offering students and teachers an opportunity to use metacognition to examine what they do in the classroom and what they expect to happen in the classroom.

Appendix 3 is a detailed set of teacher observation sheets consisting of peer exchange and self-observation sheets. These are formulated to allow teachers to evaluate what they do in their own classroom or have a colleague observe and report on what happened in the classroom.

Other valuable resources included are: a glossary of specialist words and acronyms, forty-five pages of works cited, and an annotated bibliography of 77 current and /or seminal articles and books on writing. One significant omission is the lack of addresses for the journals listed in the "Teaching ESL Writing: Becoming a Professional" section.

Reid's work is a welcome recent addition to the growing field of reference works on the subject of teaching writing to non-native speakers of English. The writing is clear but academic and will be challenging for readers with no background in teaching writing. However, for those who persevere, it offers much valuable information.

**Reviewed by Duncan Dixon  
Tokoha Gakuen University**

**Reading in the Composition Classroom: Second Language Perspectives.** Joan G. Carson and Ilona Leki (eds.). Heinle & Heinle Publishers, 1993. Pp. 342

Communicative language use is often analyzed in terms of the initiative required (i.e. perceptive vs. productive skills) and the means by which a message is communicated (i.e. aural-oral vs. visual modes). Hence, listening and reading are lumped together as cognitively perceptive skills; speaking and writing as cognitively productive ones. But listening and speaking are associated because both involve the use of the spoken language whereas reading and writing depend upon the written language.

Certain exciting and important trends in the language arts and ELT emphasize the social nature of all language use, the alliance of all language skills, and the need for all skills to be integrated in the language classroom. These trends go under the various labels of "LAC (Language Across the Curriculum)," "content teaching," "whole language" approaches to literacy, "ESP (English for Specific/Special Purposes)," "EAP (English for Academic Purposes)," and practical applications of "schema theory."

This book is a collection of essays covering such concerns as the desirability of rethinking the purposes of reading, the need for understanding the commonality of reading and writing in an academic environment, and the benefits of integrating reading more coherently and purposefully into the ESL composition class.

While some of the essays do inform about new approaches to integrating reading activities with writing processes, too much space is spent rehearsing and recapitulating pseudo-theories about language use and discourse communities. Furthermore, because this book itself is the product of a very limited discourse community, instructors of ESL composition at American colleges and universities, its applications to EFL are problematic.

For those in need of a book to bring them up to date on important developments in how college composition is being researched and taught to ESL students in the US., this book should prove valuable. For most EFL instructors in Japan, however, this book is probably of passing interest.

**Reviewed by Charles E. Jannuzzi**  
**Fukui University of Technology**

**Modern English: A Practical Reference Guide** (2nd ed). Marcella Frank. Englewood Cliffs, NJ: Prentice Hall 1993. Pp.402.

It's good to welcome the long-awaited second edition of Frank's popular advanced-level English reference grammar for the non-native learner. Unlike the rather grabbed and crowded appearance of the older work, the large-sized new edition provides more white space and a more open, readable look. The basic presentation of material is the same as in the first edition. The first eight chapters describe the grammar of the basic parts of speech: nouns, pronouns, verbs, auxiliaries, adjectives, articles, and adverbs. The following chapter examines prepositions and prepositional phrases, and the next conjunctions and compounding. The remainder of the text—in my opinion, the part of the book that has always been most valuable to learners—examines complex sentences. There are chapters on adverbial, adjective, and noun clauses. After these are three fascinating chapters on participle, gerund, and infinitive phrases. The book concludes with chapters on absolute constructions, abstract noun phrases, and finally appositive noun and adjective phrases. At the end of the

book, there are appendices on punctuation, spelling, irregular verb forms, and a brief glossary relating grammatical terminology such as *adjunct* and *disjunct*, used primarily by British writers, to that used in this text, and last of all an index.

The changes in the second edition of the book are in the details. The wording in explanations has often been changed, and there are new examples and cross-references. Still a teacher who has been using the first edition for decades could switch to the new edition with little more than changing the page numbers in assignments.

In this country, a natural "home" for this text would be, say, in a second- or third-year university English course, where it could be used to review the fundamentals of English grammar and to introduce more sophisticated language patterns. I personally cannot imagine teaching it without using at least one of the associated workbooks that Prentice Hall publishes for *Modern English*. I should also emphasize that this is a "reference grammar," and it is not designed to be a course book. It is unlikely that this would be a useful text for younger, lower-level classes. As good as this text is, there is always the danger that instructors who use it will force their students to "learn English" by memorizing grammar rules and exceptions to those rules.

**Reviewed by Bruce Horton**  
**Kanda University of International Studies**

## 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 November 30. Contact: Publishers' Review Copies Liaison (address p. 2).

### For Students

- \*Folse, K. (1993). *Intermediate reading practices: Building reading & vocabulary skills: Revised edition*. Ann Arbor: The University of Michigan Press.
- \*Collie, J., & Slater, S. (1993). *Listening 3* (text, tapes). Cambridge: Cambridge University Press.
- \*Collie, J., & Slater, S. (1993). *Short stories for creative language classrooms* (upper-interm, adv; text, tape). Cambridge: Cambridge University Press.
- \*Littlejohn, A. (1993). *Writing 3*. Cambridge: Cambridge University Press.
- \*Murphy, R. (1993). *Basic grammar in use: Reference and practice for students of English* (beg, low interm; class/self study text/reference; text, answer key; N Amer Eng). Cambridge: Cambridge University Press.
- \*Revell, R., & Sweeney, S. (1993). *In print: Reading business English* (interm, upper interm; self-study; with key). Cambridge: Cambridge University Press.
- \*Swan, M., & Walter, C. (1993). *The new Cambridge English course 4* (upper interm; student's text, tape; practice book; practice

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# Chapter Reports

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**OMIYA**

## Practical Techniques for Kid's Classes

**by Anthony Brophy**

The July workshop featured a range of practical classroom management techniques, together with ideas for getting kids on their feet and practicing conversations, grammar and vocabulary in class. In the later half of the workshop, Anthony Brophy shared ideas about how to develop reading skills and invited participants to analyze the phonics alphabet into three categories of sound for teaching purposes.

**Reported by Michael Sorey**

**OSAKA**

## An Introduction to Computer-Assisted Language Learning

**by Tom Pendergast**

In September we gained hands-on experience with Apple and IBM-compatible software at Didasko, a center administered by Tom Pendergast. After a brief introduction to computer language learning, participants worked with different programs in pairs and small groups. Finally, Pendergast answered questions about software and hardware available for language learning.

**Reported by Kevin Staff**

**SUWA**

## Practical Ideas for Using Picture Cards

**by Chuck Anderson**

How often have we dreamed of having the pictures we need for our classes at our fingertips, but given up thinking, ". . . there is not enough time?" How often have we found a beautiful picture, but felt unsure how to use it? At our September meeting, Chuck Anderson showed us not only how easy it is to quickly assemble a picture file, but he also shared over twenty ideas on how to utilize one. Among the activities he showed were how to use pamphlets, magazines, and advertisements to create cards for warm-up, structure, function, and vocabulary skills. Anderson noted that cards can be used to develop speaking, listening, and writing skills. Moreover, he indicated that cards can be used for children as well as advanced learners. Many activities using cards do not take much time and can easily be adapted to spice up a class.

**Reported by Mary Aruga**

**YOKOHAMA**

## Motivating Students and Tired Teachers

**by Don Maybin**

In July Don Maybin showed a variety of techniques for motivating students and ourselves, with an emphasis on enjoyment. He began with a brief summary of the importance of motivation. Citing several studies, he described how motivation is one of the most crucial aspects of the learning process. Next Maybin made a distinction between integrative and instrumental motivation. Then we discussed a variety of warm-up activities and novel ways to mark class attendance. Maybin also demonstrated a sure way to find volunteers. After that we shouted at each other while performing information gap activities.

Rather than adopting a transmission mode of teaching, Maybin adopted an experiential inductive mode. Two points he emphasized were the importance of maintaining time limits on all activities and the value of rewarding students for their efforts. The perennial usefulness of pictures was also highlighted.

Describing himself as "a bit hyper" in the classroom, Maybin says he forced himself to stand to the side of the class in order to refrain from interfering with the students' own production of English. We saw how really difficult it is to stop interfering when the class becomes really fun.

**Reported by Howard Doyle**

## Grammar, Glamour & Motivation

**by Jay W. Bell**

In his presentation in September, Jay Bell emphasized that the best way to learn something is to **do** it and that the best way to learn something is to teach it. He discussed how classroom environment can affect motivation. The importance of student involvement and having students understand why they are studying a particular point was underscored. In the case of grammar, Bell pointed out, students often do not know how and when to use the patterns they mimic. The presenter then led us through a series of exercises. Although the exercises were primarily devoted to grammar, we worked on other language areas as well. For example, picture based stories were useful not only for psychological assessment, but also for examining stereotypes. Bell demonstrated how ball games, card games, question and answer games, and gesture games can be used to enhance student involvement and keep students motivated. One theme which consistently came out of this presentation was the need for content validity: students need to feel that what they are studying is important. Another major point was the need to create a pleasant learning environment in the classroom.

**Reported by Howard Doyle**

# Seido Materials for Children

## ● ENGLISH WITH JACK & JILL

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

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

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



### LIST OF MATERIALS

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

## ● PLAY ENGLISH



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

### LIST OF MATERIALS

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



## ● POSTERS (ACTUAL SIZE: 90X60cm.)

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

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



## ● SONG TAPE

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



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



**セイドー外国語研究所**  
〒659 兵庫県芦屋市船戸町12-6 TEL.0797(31)3462  
FAX.0797(31)3445

## -Call for Papers-

JALT Hokkaido 11th Annual Language Conference, May 21-22, 1994, Sapporo, Japan. The JALT Hokkaido Chapter invites you to submit papers, in English or Japanese, on any aspect of teaching foreign languages in Japan. Presentations will be one-hour long including questions. Abstracts should be no longer than 300 words (English) or 1000 characters (Japanese), with a cover-sheet bearing name, address, paper's title, and bio-data. Deadline: January 15, 1994. Japanese papers should have a brief English summary. Send abstracts and requests for information to: Ken Hartmann, 1-2-3-305 Midori-machi, Makomanai, Minami-ku, Sapporo, Japan, Tel/Fax: 011-584-7588.

### 日本英語教育改善懇談会（改善懇）参加者募集

JALTは毎年12月上旬に開かれる改善懇に6名の代表者を送っていますが、本年度はその一部を会員の中から公募したいと思います。資格はJALT会員で、中学校、高校、大学で現在教えていて、学習指導要領についてある程度の知識を有する方です。なお今年度の主なテーマは、早期外国語教育、外国語教育の多様化、国際理解教育などです。参加費及び交通費はJALTから支給されます。また、参加者にはかんたんなレポートを *The Language Teacher* に書いて頂くことになります。参加希望者は11月15日（月）までに下記にお問い合わせください。

メイソン紅子（国内交流委員長）

TEL 0798 49 4071 FAX 0798-40-8664（自宅）

小田真幸（広報委員長）

TEL 0427 39 8197（勤務先）

TEL/FAX 0423 56 2757（自宅）

### 第8回外国語教育シンポジウム

豊橋技術科学大学語学センターは、11月27日（土）と28日（日）の2日間、地方公務員共済組合保養所「蒲郡荘」で第8回外国語教育シンポジウムを開催します。「語学学習における聴解力—なぜリスニングの習得は難しいのか—」をテーマに講演とパネル討議が行われます。発表者は、27日が、角田忠信（東京医科歯科大学名誉教授）「聴覚による脳の解明—最近の知見」、清水克正（名古屋学院大学教授）「音声研究から見た聞き取りの問題点と指導法」、土岐哲（大阪大学助教授）「日本語学習における聞き取りの問題点と指導法」、28日が、三枝幸夫（早稲田大学教授）「TOEICにおける日本人のリスニング能力」、竹蓋幸生（千葉大学教授）「ヒアリング指導理論の開発と実践的指導、その効果」です。資料代として1,500円をいただきます。問い合わせは、愛知県豊橋市天伯町雲雀ヶ丘1-1 豊橋技術科学大学語学センター 鈴木聖子または野澤和典（電話 0532-47 0111 内線752）まで。

JALT UNDERCOVER con't from p. 66.

book plus key; test book; teacher's manual; class tapes). Cambridge: Cambridge University Press.

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.

### For Teachers

\*Cole, L., & Robinson, T. (1992). *Teaching the First Certificate in English: Photocopiable masters*. A resource pack for teachers of English. Hemel Hempstead, UK: Prentice Hall International.

\*Denison, D. (1993). *English historical syntax*. London: Longman.

\*Jones, C. (ed.) (1993). *Historical linguistics. Problems and perspectives*. London: Longman.

\*Lesser, R., & Milroy, L. (1993). *Linguistics and aphasia: Psycholinguistic and pragmatic aspects of intervention*. London: Longman.

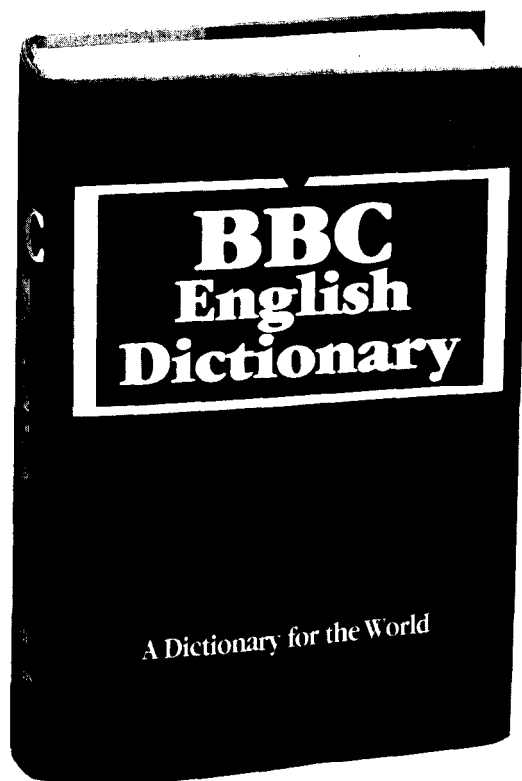
\*Steinberg, D. (1993). *An introduction to psycholinguistics*. London: Longman.

\*Tobin Y. (1993). *Aspect in the English verb*. London: Longman.

## Share the Wealth!

Please contribute to "My Share": 1,000 words (6 pages of A4, double spaced, one sided) on a single technique that you have used or a successful lesson plan. Your description should be precise enough so that the reader can replicate what you do. Contact Elizabeth King, My Share Editor, ICU, Osawa 3-10-2, Mitaka, Tokyo 181

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## N-SIGs Visit Tokyo Sunday, November 21

Climaxing a most active N-SIG program year, the National Special Interest Groups will visit the capital for their final flurry of 1993. Ever since the mid-1980s when forming N-SIG members began organizing international colloquia, and wide-ranging roundtables and specialist workshops, the N-SIGs have been committed to offering more choice, specialization and imaginative alternatives to repeat performance book fair talks and the product promotion largely confined to the same commercial representatives.

Under the guidance of Tokyo JALT, a full day symposium on *Teacher And Learner Development* is scheduled for Sunday November 21, 10-4 p.m. at Showa Joshi Daigaku, which can be reached by going two stops west of Shibuya and exiting south at Sangenjaya. This brings the number of major events programmed regionally or internationally in cooperation with N-SIGs this year to double figures, and includes such successes as those at Nagoya, Omiya, Kobe, Sapporo, and Matsuyama.

However, what distinguishes this conference from others is the spirit that Tokyo JALT and the N-SIGs share in relying on their own resources instead of associate member support, as was the case with the 1993 N-SIG Symposium Proceedings, *Focus on N-SIGs*.

Full details of the Tokyo program appear elsewhere, indicating the emphasis placed on only the most professional teacher and learner development planarists (e.g. Virginia LoCastro, International Christian University; Don Maybin, Language Institute of Japan; Anni Hawkinson, Columbia University; and Karen Love Brock of Waseda University.) All of the N-SIGs are therefore delighted to contribute to this event in the form of a complete range of specialist speakers and a full array of non-profit display materials.

Because of the time that careful selection involves, a complete list of N-SIG speakers has still to be announced in *The Language Teacher*, so the summary below is the most accurate update available at this time:

Speaker	N-SIG
Michael Furmanovsky	Academic/C
Masayo Yamamoto	Bilingualism
Kevin Ryan	Computers/CALL
Carl Adams	College/Univ.
Atsushi Iino	Global Issues in Language Ed.
Harumi Murakami	Japanese as a Second Language
Naoko Aoki	Learner Development
Dale Griffiee	Materials Writers
Barbara Wright	Teacher Education
Richard Smith	Team Teaching
Gordon Liveridge	Video

Invited speakers include such chapter presidents as Will Flaman (Tokyo) and Tim Newfields (Shizuoka),

demonstrating the cooperation that chapters, N-SIGs and prestigious development institutions have been nurturing. All N-SIGs will offer information about the aims and activities of their groups in the form of specialist publications, newsletters, academic displays and so on, as well as encouraging national networking in the diverse areas of expertise on which they were founded.

The Tokyo JALT November Convergence is only ¥1,000 to JALT members for the entire day. The organizers welcome not only those in Tokyo, but everyone outside who has the opportunity to attend one of the crowning events of the year. For more information contact: Tokyo JALT President, Will Flaman, 03-3816-6834, or Tokyo JALT Programs, Richard Smith, 03-3916-9091.

## Report on the National Conference on Computers and Composition

The First National Conference on Computers and Composition was held at Kinjo Gakuin University in Nagoya on September 14-15. The joint effort between Kinjo Gakuin University, JALT Nagoya Chapter, and JALT CALL N-SIG was a success as over 30 presenters came from all over Japan, from Hokkaido, Gunma, Kanto, Chubu, Kansai, Kumamoto, and Fukuoka, as well as a few from overseas from City Polytechnic of Hong Kong, the University of Massachusetts, and the University of Southern Indiana. There were 11 one-hour presentations of papers, 6 one-hour demonstrations, and 4 one-hour mini-workshops on the first day.

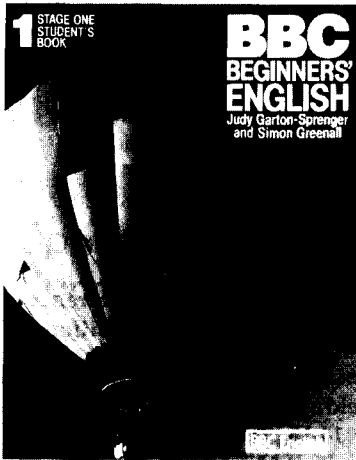
Over 100 people from all over Japan came the first day to hear main speakers, Dr. William Acton and Dr. John Brine, both from Nagoya University of Commerce and Business Administration, talk on the topic "Composition, Culture, and Computers," and to attend the presentations. Welcome comments were made by Conference Chair David Kluge, President Sanuki of Kinjo Gakuin University, JALT Nagoya Chapter President George Sawa, JALT CALL N-SIG President Kazunori Nozawa, and Language Laboratory Association (LLA) President Yoshinobu Niwa.

Two groups created jointly by the Ministry of Education (*Monbusho*) and the Ministry of International Trade and Industry (MITI), designated the Center for Educational Computing (CEC) and the Japan Association for the Promotion of Educational Technology (JAPET), brought 12 software companies to display their wares. The most popular were multimedia displays. Five other companies displayed computerized LLs, educational software, and books on composition and educational technology.

About 100 came the second day to attend 2 one-hour demonstrations and 1 presentation, but the main focus of the day were 6 three-hour workshops.

At the closing ceremony final words came from JALT National President David McMurray and Kinjo Gakuin University's Multimedia Center Director Professor Hitoshi Nakata. Conference Chair David Kluge closed

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the conference with a long list of thank you's to all the people who made the conference a success. Special thanks went to George Sawa and Kazunori Nozawa for the fine cooperation among Kinjo Gakuin University, JALT Nagoya Chapter and JALT CALL N-SIG in planning and creating a successful conference.

## Learner Development N-SIG: Call for Members

Teachers of ESL, JSL and other languages in Japan are doing worthwhile but largely independent practical work in learner training, communication strategies training, language awareness training, self access, project work, study skills and other areas related to the promotion of greater learner autonomy. Research is continuing into learner beliefs, styles and strategies within the Japanese context. To bring together these interests we propose the formation of a broadly-based "Learner Development" N-SIG, whose overall goals might include the following:

- to provide a forum for exploration and dissemination of practical ideas connected with learner development;
- to promote the potential benefits of various kinds of language learner development in Japan;
- to provide a focus for research in the characterization of learning styles, identification of effective learning strategies, etc., with particular emphasis on the Japanese context;
- to develop suggestions and opportunities for language-related self-improvement by teachers themselves.

To make participation possible in either English or Japanese, we want both of these languages to be "official" for Learner Development N-SIG activities. JALT members wishing to participate in the Learner Development N-SIG are invited to send their name, address, phone number, name of JALT chapter and ¥1,000 annual membership fee (to take effect from the date of official recognition by JALT), along with any comments on this statement of purpose, to:

Richard Smith, c/o Tokyo University of Foreign Studies, 4-51-21 Nishigahara, Kita-ku, Tokyo 114.  
Tel/Fax: 03-3916-9091 (h)  
or

Naoko Aoki, c/o Department of Education, Shizuoka University, 836 Oya, Shizuoka 422. Tel/Fax: 054-272-8882 (h)

### 学習者の成長に関する N-SIG に参加しませんか

日本で、日本語教育や英語教育、その他の言語教育に携わっている教師の中には、学習者トレーニング、コミュニケーション・ストラテジー、言語への気づきのトレーニング、セルフ・アクセス、プロジェクト・ワーク、スタディ・スキルなど、学習者の自律を促すための領域を実践的に研究している人も

多いようです。同時に、学習者の信念、学習スタイル、学習ストラテジーについても、日本をフィールドにした研究が行われています。私たちは、これらの研究を結びつけて、広い視野を持った「学習者の成長に関する N-SIG」を作ることを提案します。

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究し、広めるためのフォーラムを作ること
- \* 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
- \* 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
- \* 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。

この N-SIG は日本語ででも英語ででも参加ができるように、日本語と英語の両方を「公用語」としたいと考えています。学習者の成長に関する N-SIG にご参加になりたい方は、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。この N-SIG の目的や活動に関してのコメントも歓迎します。

青木直子 〒422 静岡市大谷836 静岡大学教育学部

TEL & FAX 054-272-8882 (H)

リチャード・スミス

〒114 北区西が原4-51-21 東京外国語大学

TEL 03-3916-9091 (H)

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。

### 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 Hibarigaoka, Tempaku, Toyohashi 141; tel 0532-48-0111; fax -8565. E-Mail IDs: HD 00102 (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.:** Kip Cates, Tottori University, Koyama. Tottori 680; tel 0857-28-0321; fax -3845

**JSL:** Hiroko Takahashi, 2-5-20 Kunimi, Aoba-ku. Sendai 981; tel/fax (h) 022-274-3134

**Materials Writers:** James Swan, Aoyama 8-122. Nara 630; tel (h) 0742-26-3498; fax 41-0650

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

**Video:** Donna Tatsuki, 2-19-18 Danjocho, Nishinomiya, Hyogo 673; tel 0798-51-8242; fax -1988

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

### N-SIGs 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

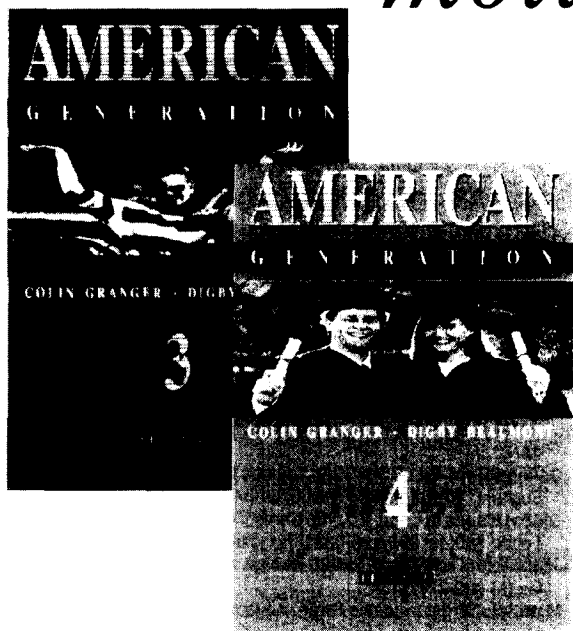
**Learner Development:** Richard Smith, c/o Tokyo University of Foreign Studies, 4-51-21 Nishigahara. Kita-ku, Tokyo 114. Tel./Fax: 03-3916-9091 tel Naoko Aoki, c/o Department of Education, Shizuoka University, 836 Oya, Shizuoka 422. Tel/Fax: 054-272-8882 (h)

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ENGLISH LANGUAGE TEACHING

In touch with Japan

# Meetings

Please send all announcements for this column to Catherine Sasaki (seep. 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.

Notice: For the January issue, announcements must be received by November 19, due to printer's New Year's holiday.

## AKITA

Topic: 1) "Experiences with Learning English in Akita-ken"  
2) "Counter-based language teaching at pre-intermediate levels"

Spkr: 1) Naoko Sato, Obunsha Language Lab  
2) Tomoko Nishiyama, MSU-A

Date: Sunday, November 21 st  
Time: 1:30 - 3:30 pm  
Place: Minnesota State University-Akita, Yuwa-machi

Fee: Members free; non-members ¥800

Info: Tomoko Nishiyama (0188)86-5125 (Office), (0188)86-5100 (ESL Dept. Office), (0188)86-4533 (home)

Mr. Sato will tell how he has developed his English skills over the last 15 years in light of the difficulties as well as the opportunities in learning English in Akita-ken. He will actively encourage audience members to share their own personal experiences with the group.

Ms. Nishiyama will discuss that content-based teaching which is usually considered appropriate for advanced students can help students at lower levels also. She will share with the audience two approaches implemented at MSU-A in the past and present.

## CHIBA

Topic: The Ins and Outs of Project Based Teaching

Spkr: Steve Rudolph

Date: Sunday, November 14th  
Time: 1:30 - 3:30 pm  
Place: Chiba Chuo Community Center

Fee: Members free; non-members ¥1,000

Info: Paul Gruba, (043)273-2962;  
Fax: 043-272-1777

The learner centered classroom becomes a reality when project based teaching methods are applied. Students chose activities from a catalogue, Set

their own goals and even assess themselves! How can you make it work for your students? What about classroom management and grading? What are the benefits of adopting such an approach? The presenter will provide a number of practical guidelines and discuss some of the challenges of project based teaching. Questions from participants will be encouraged.

Steve Rudolph, an MA candidate at Temple University, teaches at Kanda Institute of Foreign Languages, Tokyo.

## FUKUI

Topic: Teaching English as Conversation: How it is different from Teaching Speaking & Listening?

Spkr: Tom Hinton

Date: Sunday, November 21 st  
Time: 2:00 - 4:00 pm  
Place: Fukui International Exchange Center (Fukui Kenmin Kaikan, 6F)

Info: Takako Watanabe, (0776)34-8337  
Charles Jannuzi, (0776)22-8111

Are speaking and listening skills the same as conversation skills? Our speaker insists that there is a distinction to be made and that, moreover, conversation skills can and should be taught. In this presentation, he will explain the distinction and suggest ways in which teachers can adapt existing speaking exercises into conversation ones and create new conversation exercises themselves. Most examples will be taken from materials appropriate to elementary level students.

Tom Hinton has taught in Japan for 8 years and is Director of the British Council Cambridge English School, Kyoto.

## FUKUOKA

Topic: 1) Vocabulary Learning and Teaching of Japanese

Spkr: Sumiko Taniguchi

Date: Sunday, November 7th  
Time: 1:30 - 4:30 pm  
Place: Fukuoka International House (Fukuoka Gakusei Koryu Kaikan)

Fee: Free

Info: L. Dennis Woolbright,  
(093)561-2631

This special program for Japanese teaching will consider the acquisition process of lexicons by JSL students at the basic level, and the methodology of teaching for the acquisition of lexical items. The speaker has been teaching Japanese at Chofu Gakuen Junior College and Tokyo Institute of Technology, and is very active as a researcher and teacher for Japanese as a Second Language. Professor Taniguchi's article include "Interview with Shinichi Ichikawa" in the 1991 August issue of TLT and "Reading Processes of JSL Learners" in the 1992 May issue.

Topic: 2) Composition in the Classroom

Spkr: Paul Wadden

Date: Sunday, November 28th  
Time: 1:30 - 4:30 pm  
Place: Fukuoka Building 9th floor (Next to Tenjin Core Bldg.)



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ENGLISH LANGUAGE TEACHING

In touch with Japan

Fee: Members free; Non-members ¥1,000  
 Info: L. Dennis Woolbright, (093)561-2631

This presentation will explore approaches to writing and other important aspects of the writing process which are important to consider when teaching writing to intermediate and advanced students. Among the subjects to be addressed are (1) volume-oriented writing (journals, assigned topics, letters, free writing), (2) the writing process (pre-writing, composing, and revising), (3) classroom management and error correction, and (4) the role of audience. The talk will aim to give participants an appreciation of the rich variety of options available to the writing instructor as well as some practical guidance on how to orchestrate the writing process within the classroom.

Paul Wadden, editor of *A Handbook for Teaching English at Japanese Colleges and Universities* (Oxford University Press 1993), is curriculum coordinator of the English Language Program of International Christian University in Tokyo.

#### FUKUSHIMA (Petitioning chapter)

Topic: Kickoff Meeting

Part 1 "Qualifying Activities"

Part 2 "How to Run a Productive Meeting"

Spkr: Don Modesto

Date: Sunday, November 14th

Time: 1:30 - 3:30 pm

Place: Koriyama Shimin Bunka Center

Fee: Free

Info: Gary Spry, (0249)23-6950

Our kickoff program offers two presentations. First is a classroom oriented workshop which investigates adapting activities to students' learning needs (as opposed to throwing fun and games at them, which often seems the theme of activities presentations). Using a board game, the *second* presentation is designed to acquaint JALT administrators with such meeting basing as the agenda, procedures, minutes, and the like. It is not limited to JALT volunteers.

Don Modesto has taught EFL at a high school in Tokyo for 11 years. He is Vice-President of JALT.

#### GUNMA

Topic: The Benefits of Making Your Own Text from Scratch

Spkr: Robert Madison

Date: Sunday, December 12th

Time: 2:00 - 4:30 pm

Place: To be announced

Fee: Members free; Non-members

¥1,000; Students ¥500

Info: Leo Yoffe, (0273)52-6750

Hisatake Jimbo, (0274)62-0376

This year the speaker has had the unique opportunity to make and use his own text in his English classes in a private high school, which has given him a grand opportunity to see what is teachable, what is useful, and what is interesting for his students. He would like to share the conclusions he has come to from having done this experiment, as well as consult with and hear criticism from his peers about these conclusions. This presentation will focus on the specific text the speaker has written and theories behind it, as well as a tentative assessment as to how well it has worked so far. Comparison to other popular conversation texts will also be presented, and a discussion concerning the comparative merits and demerits of these texts will be encouraged.

Robert Madison has taught English for almost five years in Japan-four years in high school, and a year plus of long hours in private conversation schools.

#### HAMAMATSU

Topic: Practical ideas for teacher/student activities

Spkr: Steve Martin

Date: Sunday, November 21 st

Time: 1:00 - 4:00 pm

Place: Create (next to Enshu Byoin Mae Station)

Fee: Members free; non-members ¥1,000

Info: Brendan Lyons, (053)454-4649

Mami Yamamoto,

(053)885-3806

Many of our students have grammar & vocabulary knowledge which is far more developed than their speaking skills. Students are sometimes frustrated by their inability to communicate despite their good passive knowledge of language. Teachers are willing to give their students communicative practice but are constrained by the objectives of the exam system. How can we encourage students to overcome their inhibitions and get students involved in functional and communicative activities? This presentation will aim to show practical ideas for teacher to student activities, student to student pairwork and groupwork.

#### HIMEJI

Yasutoshi Kaneda, (0792)89-0855

#### HIROSHIMA

Ruth Maschmeier, (082)878-8111 (w).  
 (082)872-1779 (h)

#### HOKKAIDO

Topic: Encouraging the Use of Waltz Chants

Spkr: Fumio Yamamoto

Date: Sunday, November 21st

Time: 1:30 - 4:00 pm

Place: Kokusai Koryu Plaza 5F, Sapporo MN Bldg

Kita 1 Nishi 3, Sapporo

Fee: Members and students free; others ¥1000

Info: Ken Hartmann, (011)584-7588

One cultural anthropologist points out that our body rhythms, including our cultural rhythms, lie at the foundation of language. The presenter agrees and contends that the study of speech rhythm should be conducted in close relation to that of ethnic music and dance. Based on his research of British and Japanese cultural rhythms, he has developed "waltz chants" which should prove to be an effective learning device for Japanese learners of English.

Fumio Yamamoto is an Associate Professor of English at Himeji Dokkyo University.

#### IBARAKI

Topic: Report on the National Conference

Spkrs: JALT-Ibaraki members

Date: Sunday, November 21 st

Time: 2:00 - 4:30 pm

Place: Mito Kenshu Center-Rm 206

Fee: Members free; Non-members ¥500

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

Michiko Komatsuzaki,

(0292)54-7203

#### KAGAWA

Topic: 1) Foreign Correspondence: a Window to the World

Spkr: Douglas Hosier

Topic: 2) Annual Chapter Business Meeting

Date: Sunday, November 28th

Time: 1:30 - 4:30 pm

Place: Takamatsu Shimin Bunka Center

Fee: Members free; non-members ¥1,000

Info: Harumi Yamashita,

(0878)67-4362

Pen-pal correspondence is recommended as a means of teaching reading and writing, extended to the four skills via the new concept of video-friends.

Douglas Hosier teaches at Sanyo Gakuen Junior College in Okayama.

#### KAGOSHIMA

Topic: Potpourri and International Coursework

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ENGLISH LANGUAGE TEACHING

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**Spkrs:** Members who attended the National Conference  
**Date:** Sunday, November 7th  
**Time:** 1:30 - 4:00 pm  
**Place:** I Center Building  
**Fee:** Members free; non-members ¥500; students ¥400  
**Info:** A. Barbara O'Donohue, (0992)53-5491

For this meeting members who attended the national conference will give reports. A. Barbara O'Donohue will give a short report on the summer workshop for the Development of Intercultural Coursework at Colleges and Universities she attended at the East-West Center.

## KANAZAWA

**Topic:** Practical Techniques for Classroom Communication  
**Spkr:** Anthony Brophy  
**Date:** Sunday, November 21st  
**Time:** 2:00 - 4:00 pm  
**Place:** Ishikawaken Shakai Kyoiku Center, 4F, Honda-machi, Kanazawa  
**Fee:** Members free; non-members ¥600  
**Info:** Neil Hargreaves, (0762)80-3448  
 Mikiko Oshigami, (0764)29-5890

Getting Japanese students to speak out in class can be difficult--especially with large classes of unmotivated students. This talk will offer a variety of practical techniques that encourage realistic communication in the classroom and make learning an enjoyable experience. There will be a display of Oxford University Press teaching materials.

Anthony Brophy has taught in England, Japan and Hong Kong and is currently ELT Consultant with Oxford University Press.

## KOBE

**Topic:** Drama in the Lesson  
**Spkr:** Jack Migdalek  
**Date:** Sunday, November 14th  
**Time:** 1:30 - 4:30 pm  
**Place:** Kobe YMCA Language Center, 4th Floor  
**Fee:** Members free, non-members ¥1,000  
**Info:** Charles McHugh Tel: (078)881-0346; Fax: (078)882-5993

Mr. Migdalek will present a workshop on the use of drama techniques in the English language classroom. The presentation is divided into three parts: a brief talk on the value of applying drama techniques in the English language classroom, a demonstration of several

techniques along with hands-on practical application, and a period for open discussion. During the workshop segment, a short scenario and role-play is demonstrated. An emphasis in the workshop is placed on designing activities which foster comprehension and communicative skills as well as promoting creative skills.

Jack Migdalek, a graduate of Victoria College, Rusden, and has been employed by the Kitakyushu Board of Education as an AET since he came to Japan in July 1991.

## KYOTO

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

## MATSUYAMA

**Topic:** Cookies, Stories, Songs, and Chants-Whole Language Activities for Japanese Students  
**Spkr:** Setsuko Toyama  
**Date:** Sunday, November 28th  
**Time:** 2:00 - 4:30 pm  
**Place:** Shinonome High School Memorial Hall (Kinenkan) 4F  
**Fee:** Free  
**Info:** Ron Murphy, (0899)22-7166

The workshop will introduce (1) various activities based on *The Gingerbread Man* from the Addison-Wesley Big Book Program with controlled text for EFL Students, and (2) procedures to make your own chants for the Japanese students to practice and acquire natural pronunciation and intonation. Most of the activities presented are applicable to "older children" in high schools up. Participants are encouraged to bring their students or children.

Setsuko Toyama, the JALT National Membership Chair, has been teaching children for 10 years.

## MORIOKA

Izumi Suzuki, (0196)37-5469

## NAGANO

Richard Uehara, (0262)86-4441

## NAGASAKI

**Topic:** Variety and Process in Teaching Writing: Approaches to the Composition Class  
**Spkr:** Paul Wadden  
**Date:** Saturday, November 27th  
**Time:** 2:30 - 6:00 pm  
**Place:** Suisan Gakubu (Fisheries), Nagasaki University  
**Fee:** Members free; non-members ¥1,000  
**Info:** Brian Moss, (0958)20-5713

Satoru Nagai, (0958)44-1697  
 See Fukuoka announcement

## NAGOYA

**Topic:** Silencing the Silence: A Workshop in Communication Strategies  
**Spkr:** Greg Jewell  
**Date:** Sunday, November 7th  
**Time:** 12:30 - 4:00 pm  
**Place:** Mikokoro Center, Naka-ku, Nagoya  
**Fee:** Members free; non-members ¥1,000  
**Info:** Helen Saito, (052)936-6493  
 Ryoko Katsuda, (0568)73-2288

This workshop will show how teachers can help students to become more effective communicators and language learners through communication strategies training. The training approach begins with tasks which demonstrate the usefulness of the strategies, followed by the integration of the strategies into language lessons. The strategies include ways of getting language information, checking comprehension, requesting clarification and modification of input, and ways of overcoming vocabulary gaps in mid-conversation.

Greg Jewell teaches at the Numazu Campus of Tokai University. His research interest is learning strategies.

## NARA

**Topic:** Training Japanese Children to be Active Learners  
**Spkr:** David Paul  
**Date:** Sunday, November 14th  
**Time:** 1:00 - 4:00 pm  
**Place:** Saidaiji YMCA annex  
**Fee:** Members free; non-members ¥1,000  
**Info:** Masami Sugita, (0742)47-4121  
 Bonnie Yoneda, (0742)44-6036

Japanese students generally begin learning English with enthusiasm and curiosity, but often become passive learners who wait to receive knowledge from their teachers and who find it difficult to produce English spontaneously. During this workshop we will examine how this tendency can be avoided by training children to be active learners who are interested in finding out about English for themselves. The workshop includes many examples of games which develop active learning.

David Paul is a specialist in child psychology and education.

## NIIGATA

**Topic:** 1) Teacher Training and Teacher Education: What's the

# Conversation Class? Culture Class?



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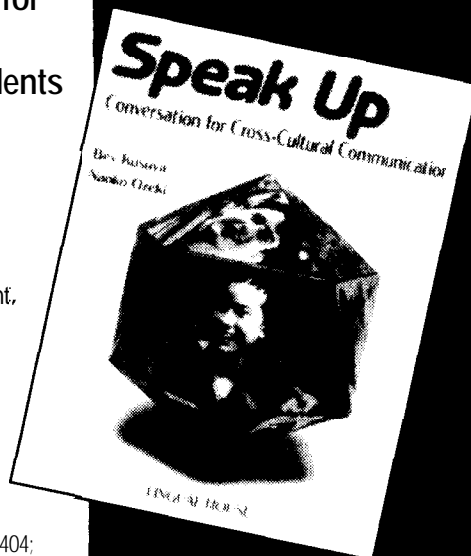
# Speak Up

## Conversation for Cross-Cultural Communication

Beverly Kusuya - Naoko Ozeki

**Hear the authors speak at JALT'93**

Presentation: Helping students to talk about culture.  
Monday 11 October,  
2.00-2.45 pm, Room 802



**LINGUAL HOUSE**  
The Japan Specialists

Difference?

Spkr: Anni Hawkinson

Date: Sunday, November 14th

Time: 1:00 - 4:00 pm

Place: Niigata International Friendship Center (Kokusai Yuko Kaikan), Kami Okawa-mae dori, Tel: (025)225-2777

Fee: Members free; non-members ¥1,000

Info: Michiko Umeyama, (025)267-2904

Donna Fujimoto, (0254)43-6413

In this workshop we will examine the teaching-learning process through the lens of teacher education. Specifically, we will examine different ways in which people may be taught to be teachers, and the implications of these different types of educative process for the development of the individual. The workshop will be participatory in nature.

Anni Hawkinson is the director of the School for International Training, Master of Arts in Teaching Program, Japan.

Topic: 2) Niigata Special JALT Workshop Sector Analysis

Spkr: Mineko Yoshimura

Date: Saturday, November 20th

Time: 2:00 - 5:00 pm

Place: Southern Illinois University, Niigata, Nakajo-machi

Fee: Members free; non-members ¥1,000

Info: Michiko Umeyama  
(025)267-2904

Donna Fujimoto  
(0254)43-6413

According to Sector Analysis there are only 7 basic sentence patterns in English which students must master. This approach is well-suited for Japanese students because it is based on clear-cut and systematic rules which can easily be acquired. This workshop will be especially helpful to instructors of writing and grammar.

Ms. Mineko Yoshimura is the founder of Globe International Teachers' Circle, a group which produces a detailed curriculum for a children's English program based on global issues.

## OKAYAMA

Topic: Resource Centers: An Overcoat Clothed in A New Wrinkle

Spkr: Paula Francis

Date: Saturday, November 20th

Time: 2:40 - 4:00 pm

Place: Shujitsu High School, Yuminacho, Okayama

Fee: Members and students free; non-members ¥1,000

Info: Hiroko Sasakura, (086)222-7118

If you have ever had any experience with learning centers, or even if you haven't, this presentation is meant for you. Coming to the field of foreign language education is an idea that began as an elementary education concept and expanded during the high-tech phase of education to universities and colleges. It is now expanding to include all levels of second language learning. This presentation will take a look at what such a center can offer. Lets explore suggestions on methods, materials, activities, and equipment that can be utilized in such a center.

Paula Francis is currently teaching at Sanyo Gakuen Junior College and has an MA from Monterey Institute of International Studies in TESOL.

## OKINAWA

Jane Sutter, (098)855-2481

## OMIYA

Michael Sorey, (048)266-8343

## OSAKA

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

Jack Yohay, (06)775-0594 (w)

## SENDAI

Topic: JALT 93 Conference Reports

Spkr: Local Chapter Members

Date: Sunday, November 7th

Time: 1:00 - 4:00 pm

Place: 141 Building, 5th Floor

Fee: Members free; non-members ¥1,000

Info: Irene S. Shirley  
(022)264-6411 (w)

Tadashi Seki  
(022)278-8721 (h)

Local chapter members will give summaries of various workshops and presentations from the JALT Conference in Omiya.

## SHIZUOKA

Topic: Is Team Teaching Just a Bag of Tricks?

Spkr: Steve Brivati

Date: Sunday, November 21st

Time: 2:00 - 4:00 pm

Place: Shizuoka Kyoiku Kaikan

Fee: Members free; non-members ¥500

Info: Steve Brown, (0543)48-8292

A look at planning a lesson and up-to-date activities based on "functional methodology." Plus a surprising demonstration of how classroom management can make or break Team Teaching.

Steve Brivati has been teaching junior and senior high school students for over three years in Shizuoka prefecture.

## SUWA

Topic: Appreciating Mistakes, Belief Systems and Proactive Learning

Spkr: Tim Murphey

Date: Sunday, November 14th

Time: 1:30 - 4:30 pm

Place: To be announced

Fee: Members free; non-members ¥1,000

Info: Mary Aruga, (0266)27-3894

This will be a practical demonstration of activities that teachers can use to develop positive learning strategies and beliefs among their students. It will also be fun.

Dr. Tim Murphey is an Associate Professor at Nanzan University, a Neurolinguistic Programming trainer, and the author of *Teaching One to One* (Longman, 1991) and *Music and Song* (Oxford University Press, 1992).

## TOKUSHIMA

Topic: International Haiku for Students of English

Spkr: David McMurray

Date: Tuesday, November 23rd (national holiday)

Time: 1:30 - 3:30 pm

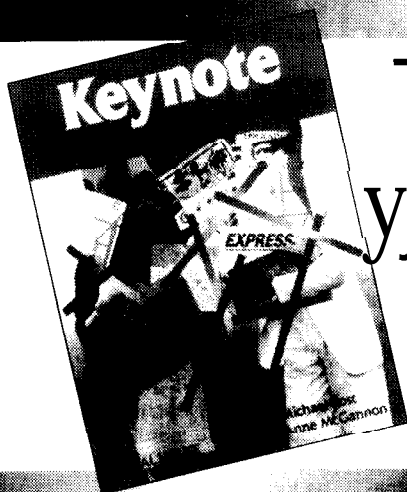
Place: Seishounen Center 5F Shichoukaku-shitsu

Fee: Members free; non-members ¥1,000, students ¥700

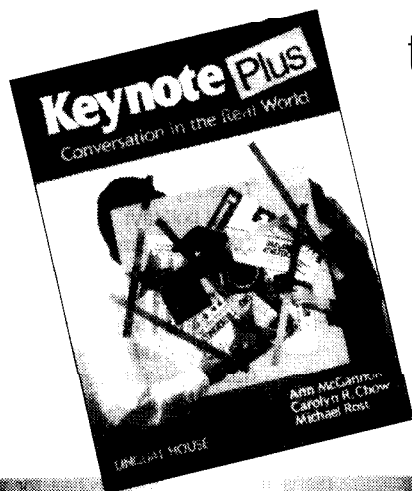
Infr: Kazuyo Nakahira,  
(0886)22-6566

This workshop introduces you to the shortest poem in the world, gives you lesson plans and warm up activities for your class tomorrow and many leave you with a lasting memory of a precious moment. International *haiku*, seven verse *tanka* and linked verse *renku* can be used to learn pronunciation, conversation and composition in the classroom. Students frustrated by grammar, but eager to share their feelings, are motivated by how a few nouns and verbs can express so much. Join us for a pleasant afternoon of creating artistic language and sharing interesting experiences.

David McMurray, Past president of Matsuyama and 1993 National President will also share ideas on how to build Chapter membership, boost a budget, keep administration to a minimum, communicate to a maximum and explain how to plan and run a successful regional conference.



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Meet author Michael Rost at JALT'93.  
Presentation: Keynote -teaching communication strategies,  
Sunday 10 October, 1.00 - 1.45 pm, Room 902



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**LINGUAL HOUSE**  
The Japan Specialists

## TOKYO

### Topic:

Tokyo JALT November Conference on "Teacher and Learner Development" (with a special focus on the N-SIGs).

### Main Spkrs

Virginia LoCastro (ICU) on language awareness training; Anni Hawkinson (MAT-Japan School for International Training) on teacher education.

### Featured Spkrs

Don Maybin (LIIOJ) on communication strategies training; Karen Love Brock (Waseda Univ.) on learner training; Tim Newfields (Tokai Univ.) on learning Japanese; Will Flaman (Bunkyo Women's Col.) on memory training

### N-SIG Spkrs:

Masayo Yamamoto (Bilingualism); Carl Adams (College and University Educators); Kevin Ryan (Computer Assisted Language Learning); Atsushi Iino (Global Issues); Harumi Murakami (Japanese as a Second Language); Naoko Aoki (Learner Development, forming); Dale Griffie (Materials Writers); Barbara Wright (Teacher Education); Richard Smith (Team Teaching); Gordon Liversidge (Video)

Date: Sunday, November 21st

Time: 10:00 am - 4:30 pm

Place: Showa Women's University, near Sangenjaya station, 5 minutes walk from Sangenjaya Station on the Shin-Tamagawa Line, two stops west of Suibuya. (Go out the South Exit, taking the stairs of the left hand side. Walk straight along the right hand side of the road, parallel to the expressway. The campus is on the right, after a pedestrian overpass.)

Fee: Members ¥1,000; non-members ¥2,000

Info: Richard Smith,  
Tel/Fax: (03)3916-9091 (h);  
(03)3917-6111 (w)

This is the last Tokyo chapter conference of the year. Take advantage of this opportunity to learn about learner development, and develop yourself as a teacher in a friendly atmosphere via the JALT National Special Interest Group presentations and a party afterwards. Come, and bring your friends!

## JALT東京支部ミニ・コンフェランス

11月21日(日)午前10時から午後4時半まで、昭和女子大学(新玉川線三軒茶屋駅下車徒歩5分)で東京支部ミニ・コンフェランスを開催します。テーマは「教師と学習者の成長」で、Virginia LoCastro(国際基督教大学)、Anni Hawkinson(MAT-Japan, School for Int'l

Training)、Don Maybin(LIOJ)、Karen Love Brock(早稲田大学)による特別講演に加えて、バイリンガリズム、グローバル・イシューズ、日本語教育、CALL、チーム・ティーチングの各N-SIGによる研究発表が行われます。また、東京支部日本語教育部会による研究発表も同時に行われます。会費は、JALT会員が1,000円、非会員が2,000円です。問い合わせは、Will Flaman(文京女子短期大学 TEL 03-5684-4817)またはRichard Smith(東京外国語大学 TEL 03-3917-6111)まで。

## TOYOHASHI

Topic: JALT 93 Conference Reports

Spkr: Local Chapter members

Date: Sunday, November 21 st

Time: Call for information

Place: Aichi University, Kinen Kaikan (2F)

Infor: Kazunori Nozawa, (0532)25-6578

## UTSUNOMIYA

Topic: Team Teaching, An Alternative Approach to Teaching English

Spkr: Peter Kinch

Date: Sunday, November 21st

Time: 2:00 - 4:00 pm

Place: Utsunomiya Sogo Community Center (next to the Bunka Kaikan)

Info: Jim Johnson, (0286)34-6986  
Michiko Kunitomo, (0286)61-8759

Team Teaching is not a new form of teaching English, but it is often a misunderstood one. What exactly is team teaching and can it be useful in your classes? When done properly, team teaching can be a very effective way of bringing the language off the page and making it alive for your students. This presentation will show you many forms of team teaching-both effective and ineffective, from the theoretical point of view and in practice.

## WEST TOKYO

Topic: Acquisition and Learning of Grammar

Spkr: Steve Martin

Date: Saturday, November 27th

Time: 3:00 - 6:00 pm

Place: Hachioji Shimin Kaikan (Use either Keio Hachioji or JR Hachioji Stn. and take 91, 92 or 93 bus.)

Fee: Members free, non-members ¥1,000

Info: Yumiko Kiguchi (0427)92-2891  
(w), (0427)23-8795 (h)

This presentation will show how gram-

mar can be taught in a more communicative and functional way using real life situations that students can easily relate to and feel motivated by. This presentation will be sponsored by Longman ELT.

## YAMAGATA

Topic: Enjoyable English from Kids to Adults

Spkr: Keiko Abe

Date: Sunday, November 21st

Time: 10:00 am - 12:30 pm

Place: Yamagata-ken Kyoiku Kaikan (Tel: (0236)32-5111)

Yamagata-shi, Konomi-cho, 12-37

Fee: Members free; non-members ¥500

Info: Fumio Sugawara, (0238)85-2468 (h), (0238)14-1660 (w)

The presenter will demonstrate how to make English acquisition enjoyable for both kids and adults.

Keiko Abe is the president of CALA Workshop and an instructor at Kantogakuin Junior College.

## YAMAGUCHI

Yayoi Akagi, (0836)65-4256

Eri Takeyama, (0836)31-4373

## YOKOHAMA

Topic: Listening-Content, Culture, Tasks and Strategies

Spkr: Marc Helgesen

Date: Sunday, November 14th

Time: 2:00 - 4:45 pm

Place: Kaiko Kinen Kaikan (near JR Kannai Stn.)

Fee: Members free; non-members ¥1,000

Info: Ron Thornton, (0467)31-2797 (h)  
Shizuko Marutani, (045)824-9459

After exploring the nature of listening and strategies for skill development, the presenter will consider how the learners' culture affects their ability to listen. Highlighted will be: student expectation of their role in learning, student expectations of the skill and how to practice it, and the role of background knowledge. Finally, participants will create listening tasks based on prepared and authentic listening samples as well as written texts.

Marc Helgesen is a Japan-based author of textbooks who has presented extensively throughout East Asia.

## New Chapter Announcements

editor: Catherine Sasaki, 177-39 Nameri, Nagaizumi-cho, Sunto-gun, Shizuoka 411; tel/fax 0559-86-8753

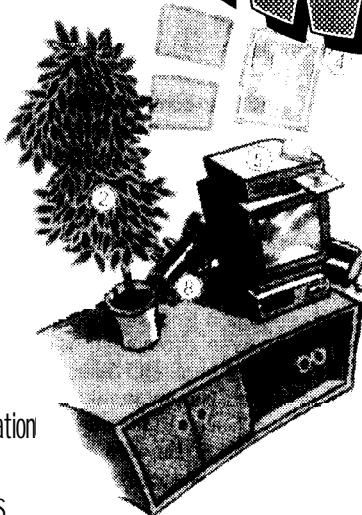
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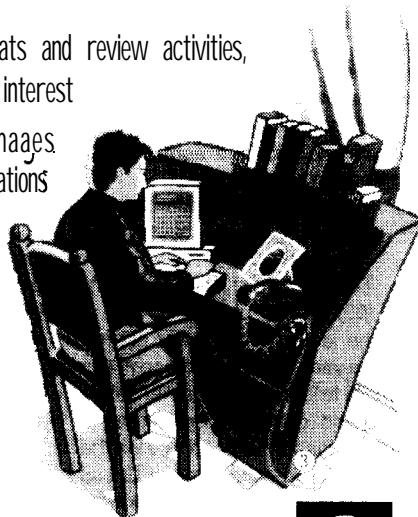
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# LONGMAN ELT

# 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: 0427-26-3271 (w). Tel/fax: 0423-56-2757 (h). two months in advance of desired date of publication.

## **The 18th Annual Boston University Conference on Language Development**

**Date:** January 7-8, 1994

**Place:** Boston, MA, USA

**Theme:** First and Second Language Acquisition

**Contact:** Boston U. Conference on Language Development  
138 Mountfort Street  
Boston, MA 02215 USA  
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

**Contact:** Prapa Vittayarungrangsri  
Dept. of Foreign Languages  
Faculty of Science  
Mahidol University, 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, USA

**Contact:** AAAL 1994 Program Committee  
P.O. Box 24083  
Oklahoma City, OK 73124 USA

## **Teachers of English to Speakers of Other Languages (TESOL) The 28th Annual Convention and Exposition**

**Date:** March 8-14, 1994

**Place:** Baltimore, MD, USA

**Contact:** TESOL Central Office  
1600 Cameron Street, Suite 300  
Alexandria, VA 22314-2751 USA  
Tel: +1-703-836-0774; Fax: +1-703-836-7864

## **Second International Conference on English for Profes- sional Communication**

**Date:** March 28-30, 1994

**Place:** City Polytechnic of Hong Kong

**Deadline for Abstracts:** December 31, 1993

**Contact:** Dept. of English  
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:** University of Illinois, Urbana, Illinois, USA

**Contact:** Prof. Eyamba Bokamba  
Dept. of Linguistics  
4088 Foreign Language Bldg.  
707 South Mathews Ave.  
Urbana, IL 61801, USA  
Fax: +1-217-244-3050

## **1994 CATESOL State Conference**

**Date:** April 14-17, 1994

**Place:** San Diego Concourse and Doubletree Hotel and  
Radisson Hotel Harbor View

**Contact:** CATESOL '94  
Grossmont College  
8800 Grossmont College Drive  
El Cajon, CA 92020 USA

## **IRAAL (Irish Assn. of Applied Linguistics) Conference '94**

**Date:** June 24-25, 1994

**Place:** Dublin, Ireland

**Theme:** Language, Education and Society in a Changing  
World

**Contact:** Tina Hickey, Conference '94  
ITE, 31 Fitzwilliam Place,  
Dublin 2, Ireland

## **An International Conference on Immigration, Language Acquisition and Patterns of Social Integration**

**Date:** June 29-30, 1994

**Place:** Jerusalem, Israel

**Contact:** Prof. Elite Olshtain  
The NCJW Research Institute for Innovation in  
Education  
School of Education  
The Hebrew University of Jerusalem  
Jerusalem 91905, Israel  
Fax: 972-2-882174 or 322545  
E-mail: Elite@HUJIVMS

## **SLRF '94 (Second Language Research Forum)**

**Date:** October 8-9, 1994

**Place:** McGill and Concordia Universities, Montreal, Canada

**Theme:** Perspectives on Input in Second Language Acqui-  
sition

**Deadline for Abstracts:** January 1994 (Date to be announced)

**Contact:** Joe Pater, SLRF '94 Co-Chair  
E-mail: BGB2@musicb.mcgill.ca

## **The Third "Language International" Conference**

**Date:** June 9-11, 1995

**Place:** Elsinore, Denmark

**Theme:** Teaching Translation and Interpreting:  
New Horizons

**Deadline of Abstracts:** December 1, 1994

**Contact:** Cay Dollerup  
Center for Translation and Lexicography  
Department of English, University of Copenhagen  
Njalsgade 96  
DK-2300 Copenhagen S, Denmark  
Fax: +45-32-96-3777

**Note:** For the January issue, ALL  
copy (except chapter announcements)  
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# —Job Information Center/Positions—

Please send all announcements for this column to Harold Melville, 7-5 Konki-cho, Hikone, Shiga 522; fax 0749.24-9540, Announcements must be received by the 19th of the month, two months before publication. The form provided in the January, 1993, *TLT* must be used.

(KOBE) Konan Women's University announces a part-time position for a Teacher of English beginning in April, 1994. Qualifications: Native Speaker competency. MA in TEFL or similar. Working visa. Duties: EFL classes. May include discussion/oral or written composition. Salary & Benefits: Standard part-time rates according to age, qualifications or experience. Application Materials: Resume. Two references. Recent photograph. Any other relevant information. Deadline: November 20, 1993. Contact: Christopher Powell, Department of English Language, Konan Women's University, 6-2-23 Morikita-machi, Higashinabaku. Kobe 658. Fax: 078-412-7117.

(KYOTO-FU) Doshisha International High School announces a part-time position for a Teacher of English beginning in April, 1994. Qualifications: Certifiable Bachelor's Degree. Junior & Senior High School Prefectural English Teaching License. Native speaker proficiency in English. Duties: Teaching English, grades 7-12. Special classes in English as well as regular classes in both English and Japanese. Six-day (Monday-Saturday) school week. (Note: Half of DIHS students returnees with varying degrees of proficiency in English, for whom we have a special curriculum.) Salary & Benefits: Example: 10 hours/week would be ¥120,000 (pre-tax). Yearly three month bonus in three installments. Commuting allowance. No health insurance covered. Application Materials: Resume with photo. Certificate of Graduation. Junior & Senior High School Prefectural Teaching License. Deadline: December 1, 1993. Contact: English Department, Doshisha International High School, Tatara, Tanabe-cho, Tsuzuki-gun, Kyoto, Japan 610-03. Tel: 0774658911. Fax: 07746-5-8990.

(KYOTO-SHI) Kyoto Nishi High School has an opening for a Full-time EFL teacher beginning April 1, 1994. Qualifications: Native speaker ability. Graduate degree/diploma. TEFL. Teacher Training or equivalent experience. Duties: Teach Writing, Listening and Speaking in a Content-based Program. 13 45-minute classes/five day week. Plan curriculum, develop materials and evaluate. Salary & Benefits: ¥265,000-340,000/month. Bonus [4 months in the first year, 5 months in second, 6 months in third (ceiling)]. Minimum Two-year contract. Travel, housing and research allowance. Application Materials: Re-

sume. Two references. Deadline: December 1, 1993. Contact: Lori Zenuk-Nishide, Kyoto Nishi High School, 37 Naemachi, Yamanouchi, Ukyo-ku. Kyoto, Japan 615. Tel: 075-321-0712. Fax: 075-322-7733.

(NAGOYA) Nagoya Business College seeks a full-time English Instructor. Qualifications: Native English speaker. University graduate, preferably qualified in TEFL/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 & 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.

(VERMONT, USA) Saint Michael's College in Colchester, Vermont is seeking applicants for the position of Dean, Center for International Programs. Qualifications: Doctorate in TESL or related field. Five years direct administrative experience in ESL/TESL programs. Duties & Responsibilities: The Dean of CIP is responsible for development of all aspects of international education at the college, provides leadership for all CIP programs, including intensive English program, and undergraduate preparation program, a graduate program in Teaching English as a Second/Foreign Language and related grants and contract programs. The Dean establishes policy, recruits and provides leadership for faculty and staff, manages fiscal resources, oversees services to students, develops relationships with foreign universities and other international organizations and coordinates marketing and student recruitment. Salary & Benefits: Salary starting at \$40,000. More details available through the Office of Human Resources. Application Materials: Send resume, supporting documents and three letters of recommendation. Contact: Office of Human Resources, Saint Michael's College, Winooski Park, Colchester, VT 05439 USA. Tel: +1-802-654-2533. Fax: +1-802-655-4079.

*The TLT Editor regrets that, due to space constraints, the bilingual JIC/Positions Announcement Form could not appear. It will appear again in December issue.*

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## 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 4,006. 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** (LJOJ).

**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 1,000m<sup>2</sup>, 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** (¥4,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*, or by sending a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or on pounds (on a 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 Nippori, 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。大学生に限りです。賛助会員 - JALTの活動をご支援下さる企業や法人の方々には賛助会員としてご入会いただけます。申込方法、及び特典などの詳細については事務局までお問い合わせ下さい。

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

**JALT事務局**：〒116 東京都荒川区西日暮里2-32-10 グロリアス東京301

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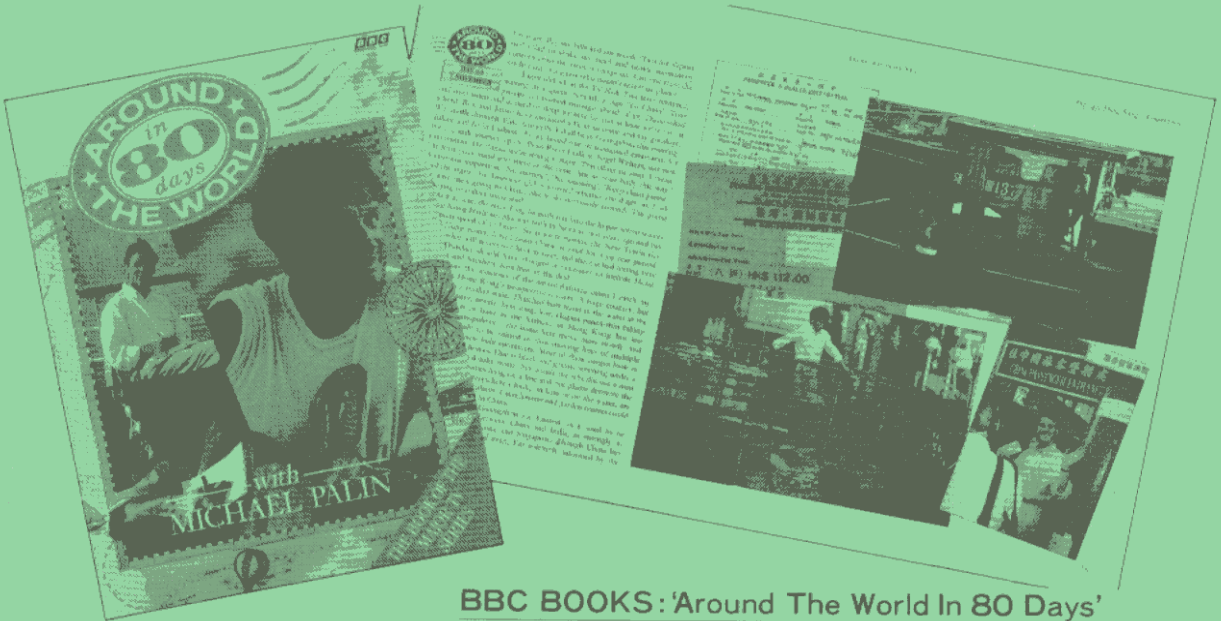
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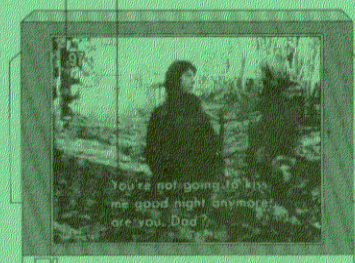
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### First Release Titles for 1992



Kramer vs. Kramer

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The Karate Kid

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