昭和五十四年四月二十一日 第三種郵便物認可
第十七巻 第二号 平成五年二月一日発行 (毎月一日発行)

THE LANGUAGE TEACHER 2

全国語学教育学会
VOL. XVII, No. 2 FEBRUARY 1993
THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

Special Issue

TEACHING OTHER *FOREIGN* LANGUAGES

JALT

THE LANGUAGE TEACHER

XV:2 February 1993

Contents

2 Introduction

3 Further Foreign Language Learning in Japan
by Rudolph Reinelt

11 German in Japan: Himeji-Dokkyo
by Wolfgang Nitz

19 Multi-Language Learner Strategies and Curriculum Design
by David McMurray

15 外国人に対する中国語語法教育の要点
謝文慶

27 Abstract: Main Points of Teaching Chinese Grammar to Foreigners
by Wenqing Xie

29 The Korean School System in Japan
by Han Hon Sop

31 Russian Language Education at Kagawa University
by Isamu Yamada

41 A Publishers List of Foreign Language Materials
compiled by Rudolph Reinelt

Departments

My Share

43 Body Music and English
by Gwenellyn Nordquist

49 Debate in the Japanese EFL Classroom
by Paul Gruba

JALT News

51 Results of November, 1992, National Officer Elections

Readers' Views

51 JET Program Objectives
by Kevin Staff

53 JALT Undercover

61 Chapter Reports

65 Of National SIGnificance

67 Meetings

73 Conference Calendar

Positions/Job Information Center

74 Policy on Discrimination

74 JIC/Positions Announcement Form

75 Positions

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

The Language Teacher editors are interested in articles concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. They also welcome book reviews. Please contact the appropriate editor for guidelines, or refer to the January issue of this volume. Employer-placed position announcements are published free of charge; position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that nopositions-wanted announcements be printed.

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

Publications Chair: Carol Rinnert, Ushita Wadeda 2-173, Higashi-ku, Hiroshima 732; 082-223-2615, fax 082-222-7091
Editor: Greta Gorsuch, Korutaju #601, 1452 Oazasuna, Omiyi-shi, Saitama 330; tel/fax 048-688-2446
Assoc. Editor/Bulletin Bd: Gene van Troyer, Gifu Kyoiku Daigaku, 2078 Takakuwa Yanaizu-cho, Hashima-gun, Gifu 501-61; tel/fax (h) 0582-79-4050
My Share: Elizabeth King, English Language Program ICU, Osawa 3-10-2, Mitaka, Tokyo 181; 0426-44-40320(h)
Book Reviews: Tamara Swenson, Osaka Jogakuin Junior College, 2-26-54 Tamatsukuri, Chuo-ku, Osaka 540; 06-761-9371
Publishers' Review Copies Liaison: Sandra Ishikawa, Yamada Nishi 4-6-1-508, Suita, Osaka 56.5
N-SIGs: David John Wood, 2-12-l Ishizaka, Dazaifu, Fukuoka 818-01; 0922-925-3511, fax 092-9244369
Chapter Reports/Meetings: Sonia Sonoko Yoshitake, English Language Program, ICU, Osawa 3-10-2, Mitaka, Tokyo 181; 0422-33-3394, fax 035397-5414
JALT News: Masaki Oda, Dept. of Foreign Languages, Tamagawa University, 6-1-l Tamagawa Gakuen, Machida, Tokyo 194; tel/fax (h) 044-988-4996
Conference Calendar: Masaki Oda (see JALT News above)
Job Information Center/Positions: Mel Melville, 7-5 Konki-cho, Hikone, Shiga 522; fax 0749-24-9540
Japanese-Language Editor: Naoko Aoki, 〒422静岡市大谷836 静岡大学教育部 青木 直子 054-237-1111
Advertising: JALT Central Office
Proofreading: Kathie Era, Russell Hawkins, Hiromi Morikawa, Kevin Ryan, Monty Vierra, Helen Wright, Sonia Sonoko Yoshitake
Cover: Richard Parker
Layout: The Word Works, 55-13-202 Miyagaya, Nishi-ku, Yokohama 220; 0453149324; fax 045-316-4409
***JALT Journal* Editors:** Charles Wordell and Malcolm Benson; send manuscripts/inquiries to M. Benson at Hiroshima Shudo University, 1717 Ohtsuka, Numata-cho, Asaminami-ku, Hiroshima 731-3l.
***JALT Journal* Book Review Editor:** Roger Davies, Nagasaki Prefectural Universitv. 123 Kawashimo, Sasebo-shi, Nagasaki 858; 0956-48-6088
***JALT Journal* 日本語編集：** 野崎 京子 〒603京都市北区上賀茂本山 京都産業大学

JALT Central Office: Shamboru Dai 2 Kawasaki 305, 1-3-17 Kaizuka, Kawasaki-ku, Kawasaki 210; 044-245-9753; fax 044-245-9754

Introduction

In June, 1991, the requirements for foreign languages at the university level were abolished. Before, every student was required to study at least two foreign languages. Many universities provided English as the first of these foreign languages. Now, it is up to the university or the departments to determine the required amount of foreign language learning. The full implications cannot yet be imagined, but everything from dissolution of foreign language departments to almost ideal solutions, such as the creation of foreign language faculties, seem possible. While English is thus effectively saved as a foreign language most likely to be continued to be taught, the new regulation left all students/learners and teachers of other languages in the cold. There are, however, many other languages taught in Japan and in this issue, teachers (including many non-native speakers of English) report in English and Japanese about their language teaching, the various methods they employ, the difficulties they face, and how they motivate their students. **Nadine Battaglia** presents to us many ways of using Cuisenaire rods for various purposes. **Wolfgang Nitz** reviews the German learning situation in Japan. Barbara Menzel tells us that while kennen (knowledge about a language) previously served several functions, konnen (knowledge of / or rather abilities in a language) has to be the goal from now on. **David McMurray** reports on an in-company training course in English and Indonesian along the PLAN, DO, CHECK, ACT cycle. **Han Hon Sop** introduces the Korean school system in Japan and describes its immersion-like approach in the Shikoku Korean Elementary and Junior High School in Matsuyama. **Wenqing Xie,** in an article translated into Japanese by **Tomiko Yuyama,** discusses grammatical aspects which pose special problems for students learning Chinese. **Isamu Yamada** surveyed his Russian classes and found two factors decisive for language learning at Kagawa University: a guiding person and motivation. **Kathleen Yamane** reports on making use of the students' previous linguistic knowledge in her self-developed French curriculum. Finally, **a Publishers' List of Foreign Language Materials** is included. At this time, I would like to take the opportunity to thank the members of JALT Matsuyama for their help in revising and editing the manuscripts for this issue.

Rudolph Reinelt

1992年6月に、文部省による大学設置基準が改定された。従来は、全ての大学生に第二外国語の履修が義務づけられていたが、今後、外国語履修単位数は各大学の決定に任されることになった。これによって英語以外の第二外国語が将来的にどのような扱いを受けるかは明らかではないが、英語以外の外国語教育の先行きを心配する人も少なくない。

この特集号では、現在日本で教えられている英語以外の数多くの言語の教師が、各々の授業について報告する。**Nadine Battaglia** は、フランス語の授業におけるロッドの使用法を数多く紹介している。**Walfgang Nitz** は、日本のドイツ語学習の実情を報告している。**Barbara Menzel** は、ドイツ語教育における言語についての知識から言語能力への焦点の変化を論じ、実践的言語能力の開発を目指したマルチメディア使用の授業方法を紹介している。**David McMurray** は、英語能力の拡大とインドネシア語の学習を同時に目指す、PLAN-DO-CHECK-ACT というサイクルに基づいた企業内教育について報告している。**Han Hon Sop** は、日本における朝鮮学校の制度と、四国朝鮮初中級学校でのイマーション的アプローチを紹介している。**湯山トミ子**の訳による**謝文慶**の論文は、中国語学習者にとって困難な文法上の諸問題と教授法の開発における課題を論じている。**Isamu Yamada** は、香川大学におけるロシア語の授業を調査し、学習の成否を左右する決定的要因として、動機とガイド役の存在を指摘している。**Kathleen Yamane** は、学習者の既有言語知識を活用するフランス語の帰納的教授法とカリキュラムを紹介している。

最後に、各外国語の**教材出版社リスト**を含めた

Rudolf Reinelt, Ehime University

Further Foreign Language Learning in Japan

by Rudolph Reinelt
Ehime University

So far, most articles in *The Language Teacher* have been concerned with the teaching of English and Japanese as a foreign language. Recently, articles about German (Sekiguchi, 1992) and French (Battaglia, 1992) have also been included. The language teaching scene in Japan is, however, much more variegated. This issue attempts to demonstrate this, and give readers an interest in the variety of languages taught, how methods are adapted, and what problems these language have had to face recently, and why they should be kept in the curriculum.

The monks who translated Chinese characters into Japanese and developed calligraphy must have known, that is, learned and very probably been taught these two languages. Later, Portuguese and Dutch served as contact languages for the Japanese. After the forcible openingof thecountry, Dutch and later German were studied as languages of science. In comparison, although English was studied even in the Tokukawa era (as *eigogaku*), its teaching in Japan has a relatively short history.

Foreign language learning starts at 12 years of age for children in Japan. This is late compared with Germany, where English classes start when students are 10. Students usually have to have contact with more than one foreign language.

At the university level in Japan, there has always been second foreign language learning, and now about 500,000 students at any given moment are learning German, which holds second place in terms of numbers of learners. The humanistic world view (studying the world through the study of languages) has been very influential and led to compulsory second foreign language learning in many universities.

The Ministry of Education has no statistics on how many students study which language at a particular point in time and at what levels of the education system. Its Cultural Department (*Bunkacho*) however provided us this information by telephone recently with the following data for 1990 below:

Foreign languages other than English are becoming even more important in this time of internationalization, since English, dominating as it does in Japan, has been degraded to an array of test items to be recalled in university entrance exams. From this point of view, the second foreign languages are a first (and to many people the last) chance to study a really foreign language including its culture, its speakers' views and a whole world outside of the English speaking one.

Second foreign languages are not readily accepted by university students. However, there is at least some motivation to be found for them, partially out of dissatisfaction with English. In an informal survey, we asked 286 Ehime and Matsuyama Universities first year students at the end of their first term about how high they think their motivation was to study languages at different stages in their life. Their answers were plotted on a scale from 0 (no motivation) to 10 (high motivation). Motivation was at 4.20 before entering junior high, an all-time high of 6.30 in junior high, slightly lower at 6.02 in high school, and dropped to a surprising low of 5.02 for university English classes, only to rise to 5.30 for the university German classes.

Recently, however, there has been a lot of justified criticism of the foreign language teaching situation as

(Cont'd on p. 9.)

Senior High School Learners of Languages other than English

Language	Schools*	Learners
Chinese	111	8371
French	109	7918
German	63	3468
Spanish	32	1795
Korean	24	2070
Russian	6	180
Italian	3	72
Portugese	2	45
Total	219	23919

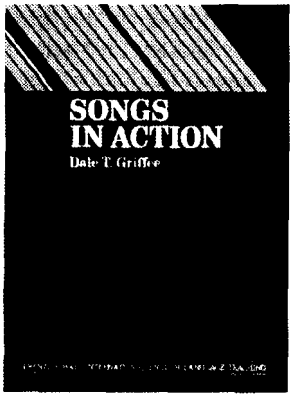
*Some schools provide more than one foreign language other than English!

Language Courses Offered at Universities

Languages	Courses
German	475
French	401
Chinese	282
Russian	144
Spanish	123
Latin	113
Greek	77
Korean	76
Italian	50

Altogether, 47 languages are offered at a total of 110 universities in Japan.

RECIPES for TEACHERS



SONGS IN ACTION

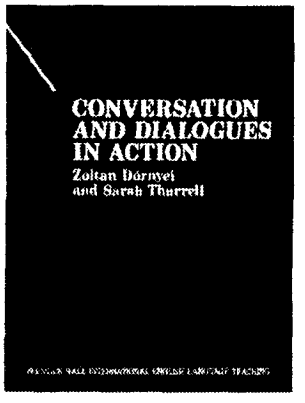
by

Dale T. Griffee

76 exciting activities for using music in class! Covers vocabulary extension, listening develpment and more. Song index included. \2,840

NEW! Written *in* Japan

INACTION



CONVERSATION & DIALOGUES IN ACTION

Brings textbook dialogues to life! More than 36 EFL-oriented activities and ideas to add imagination and creativity to your classes. \3,140

NEW! Now in stock

Prentice Hall Regents of Japan
Jochi Kojimachi Bldg., 3F, 6-1-25 Kojimachi, Chiyoda-ku, Tokyo 102
Tel: 03-3238-1050 Fax: 03-3237-1460
A Paramount Communications Company

Cuisenaire Rods in the L2 Classroom

by Nadine Battaglia
Language Academy

It is not always easy for a language teacher to find a "good teaching method," a method in which the teacher feels very comfortable and, above all, one that works for the students. Experienced teachers have a variety of teaching activities in their repertoire that can be used over and over, but finding and developing such activities is not such a simple process. A given teaching method will usually produce diverse results depending on classroom variables,e.g., the personality of the class, the goals of the students. These variables often lead teachers to stick to safe, traditional exercises. In this article I will discuss how I use the Cuisenaire material, a non-traditional method, and the good results, both linguistic and non-linguistic, that I have observed in my students.

Teaching Environment

I teach in a typical private language school. Though the majority of our students study English, many others study Spanish, French, Chinese, and German. I have been teaching French at this school for 2 years. This term, all of my students are adults, 90% of them women. They attend class once a week for 90 minutes. Most of the students have studied 2 years of French as a second foreign language (English is the first one) in university. For most of them, it is the first time to be taught by a native French teacher.

Their reasons for attending French classes vary: they have always wanted to speak French, they want to be able to read French literature, they are interested in French culture.

Though six levels of French are offered, about half of all French students fall into the beginning category. Many others have an extensive passive knowledge but weak communicative ability. Their writing and reading ability is often one or two levels beyond their speaking ability. Class size is limited to 12, a number that is conducive to maximum participation by all students. All six levels use a curriculum based on traditional methods plus videos, flash cards,games, songs, and French magazines in addition to Cuisenaire rods.

Cuisenaire Material

The Cuisenaire Material consists of many parts, but I, like most language teachers, use only the Cuisenaire rods. The 241 wooden rods come in ten different colors (red, orange, blue, dark green, light green, yellow, brown, white, black and purple) and ten different sizes (ranging from one to ten centimeters). This material was designed by Georges Cuisenaire in 1952 to help children in mathematics, and was included in a new mathematics program that caused quite a stir when first introduced. Later this method was further developed by the mathematician Caleb Gattegno, known among language teachers as the author of *Words in Colour* (1964) and the creator of the "Silent Way."

Actual Classroom Use

The first time we use this material, my surprised students always laugh. It is unusual for them. After all the mundane translation and grammar classes they have sat through, vibrant colors and learning a language must seem like contradictions to them. They first learn the colors which are most useful and important for the exercises. Little by little, I move away from the rods and use exercises or flash-cards.

My first use of the Cuisenaire rods is for the teaching of numbers. The rule is: The small rod (white) equals 1. The red one is 10. The light green one is 100. The yellow one is 1,000. I always keep the same color-number system. In the beginning, only the teacher handles the rods.

I start with two colors (for counting up to 20). After the students have memorized these numbers, I continue to one hundred. The students concentrate on learning the multiples of 10: 30, 40, etc. (Ninety, literally "four-twenty-ten" in French, is a little more difficult in French than in English.). I can teach the numbers with the rods faster because the students learn extremely quickly with this method. Compared with the students who learned the numbers with another method, these students are able to calculate figures very easily. In particular, I have noticed that my level one students who learned calculating with the rods not only remember numbers better than groups that studied with more traditional methods but they can also work with bigger numbers faster. These students tend to be less afraid of tackling more complex numbers and calculations in French. I have found that even if I try to re-teach numbers to students who first learned numbers in French with traditional methods, the students tend to retain a certain anxiety about numbers.

Classroom Activities

Variation 1: The teacher and a volunteer student make a number with the rods on the table and another student tells what number it is.

Variation 2: The same exercise as above but the students have to write the number on a piece of paper.

Variation 3: The teacher says a number and the students make the number with the rods that they have. This exercise can be like a small competition between 2 students or small groups.

Observation Game: Put the rods on the table so that everyone can see them. The students have a few minutes to observe how the rods are arranged. Then, the teacher changes the rods in some way, and the students must tell what happened.

LISTENING TACTICS

Helen Donald / Timothy Kiggell

This course provides active, guided listening practice through:

- ***120 natural dialogues and monologues —*** *business discussions; making arrangements; instructions; advertisements; directions; radio announcements; sports commentaries; presentations; financial reports; news bulletins*
- ***60 new idioms — 5** new idioms per unit*
- ***60 pictures** — listening exercises to reinforce usually the new idioms*
- **12 dictations** — *controlled listening tests*
- 12 ***short stories** — conversation which reinforce the new idioms*

MODERN ENGLISH TEACHER

MET is a lively magazine for teachers worldwide. It keeps teachers in touch:

- **with classroom ideas from teachers worldwide**
- **with publications**
- **with current issues**

AND MORE!

Published four times a year, in January, April, July and October.

1993 RATES: \6000

Please use a postal payment form, available at any post office. Our account number is 東京 4-112177. On the back of the postal form please indicate that you are sending\6000 for a subscription to MET. For subscriptions in Japan, MET is handled my Macmillan LanguageHouse. Magazines will be sent directly from the UK.

Macmillan LanguageHouse

For a free sample copy of _____, please write to:
Macmillan LanguageHouse Ltd., 5-14-7 Hakusan, Bunkyo-Ku, Tokyo 112. Tel: 03-3943-6857 Fax: 03-3943-6863

Name _____

School _____

Address _____

The Mirror: Two students sit face to face. One student makes a figure with her rods and explains what she is doing. The other student cannot see anything. She has to create the same figure by listening to the first student and thinking that she is the mirror:the left side becomes the right and vice-versa. The students are always a little confused in the beginning, but enjoy this activity in the end.

Teaching and Learning Grammar

Several elementary schools in France have adopted a uniform color coding system for the teaching of grammar with Cuisenaire rods. Yellow represents the subject noun group, red the object (unmovable), green the adverbial phrase (movable), and black any other category being studied at that time. Of course you can use any coding system youwant,but itisoftheutmost importancethatyoualwaysuse the same code from day one. It is important to make sure that students understand the basics of this system for grammar, as future teaching will be built upon previously studied material.

For students, the rods make memorization, creation, and information exchange with partners easier. There is no Information on the rods, so students do not concentrate on memorizing letters or words.

Sentence Structure Activities

l. The students are given an assortment of rods and the teacher says a simple sentence several times. Using the rods in front of them, the students have to illustrate the grammatical structure of the sentence. Then they have to write the sentence on the board or in their notebook.

2. The teacher sets up a pattern with a few rods and the students try to make a sentence according to the pattern. The importance of the role of the subject and particularly the verb, which is so different in Japanese, is highlighted in this kind of activity. Whenever I ask students questions in class, I invariably get simple *oui* or *non* answers with little embellishment. However, in this activity students have to create original sentences based on the pattern. I have found that my Japanese students do quite well at this activity.

Parts of Speech

Students have previously learned that a certain color is the code for a certain part of speech, e.g., verb, noun, adjective. The class is divided into two teams. If there is an odd number of students, one student is the teacher. The teacher shows a rod to the class. The first student who says a word that is the same part of speech as the color of the rod wins a point for her team. The winner is the team with the most correct words. Variation: Students also have to make a sentence with the word.

Conjugation

The same kind of exercise but now, each colour corresponds to a verb tense. These exercises come after working in this way. Students do not have to discover the colour of a word or a verbal tense during the activity. It is a practice and review activity. As they have to answer as quickly as possible, they think directly in French.

Prepositions of Location

The teacher arranges two different color rods on a table. The students have to describe the position of the rods, for example: *The red one is in front of the blue one.* This activity with prepositions can be developed into numerous games, including the following: The teacher arranges several rods into a configuration. The students should not be able to see the teacher's configuration. The students are given some rods and have to produce the same arrangement as the teacher's The teacher can give oral instructions to the students followed by questions from the students. Though this activity is at first somewhat difficult for the students, they thoroughly enjoy it. This same activity could be done in pairs as well, once the students have mastered how to do it.

Superlatives and Comparatives

Put a few rods of different size on the table and ask a student to compare them. Which one (of two) is longer? Which one (of three or more) is the longest? The teacher can also ask a variety of questions such as Is the *red* one *longer than* the *blue* one? The role of asking questions should soon be turned over to a student.

The list is not exhaustive but only an idea of which kinds of exercise are possible to do with Cuisenaire rods. I have not used these rods yet in large classes. However; many of the above activities could be done sharing the rods and working in groups.

Observations

For teachers, the rods are a flexible teaching tool. They can be practically anything: a noun, a color, a person, a situation, a part of a sentence, etc. We can create an unlimited number of activities. The rods allow for a great deal of flexibility and creativity on the part of the teacher. Each teacher makes his or her own rules of use. Because the rods are beautiful and colorful, they naturally add a certain zest to the class. Teaching and learning with the rods is fun, so students truly enjoy learning a foreign language with this method.

For students, the rods make memorization, creation, and information exchange with partners easier. There is no information on the rods, so students do not concentrate on memorizing letters or words. Before making a sentence, the students are able to visualize the structure through the rods. Thus, it is easier for them to crate their own sentences. It is a more positive experience for them. Students find it easy to speak French and are more comfortable doing exercises and speaking in

WOW! YOUR STUDENTS

American Window on the World

Level 1-4 Now Available

- ☆ imaginative language work
- ☆ topics relevant to young people
- ☆ ideal length for high school year
- ☆ 6 levels of 30 short lessons
- ☆ low-priced edition (SB = \950)

Quizzes, travel reports, documentary features, interviews, cartoons, game shows, music, songs, comedy . . . in short, a wealth of activities to get your students' attention while systematically presenting and practicing the structures they need.

Clear, Comprehensive and Easy to Use

Oxford University Press

A Tradition of Excellence

To: OXFORD UNIVERSITY PRESS
2-4-8 Kanamecho, Toshima-ku, Tokyo 171
Tel: (03) 5995-3801 Fax:(03) 5995-3919

I am considering American WOW! for adoption.
Please send me an inspection copy of level 1 ☐ level 2 ☐ level 3 ☐

Name: _____
School: _____
Address: _____
(Home/School)
☎ _____

French. Because students speak according to what they see, the students tend to forget to translate from Japanese before speaking in French. They answer very fast and easily, and they are very confident in themselves. It is an encouraging learning process for them. My Japanese students actually appear to be less shy. They exchange ideas with their neighbors with little of the difficulties that I have had teaching Japanese students with more traditional methods.

For those readers who are comparing this method with the traditional method with which they are probably teaching, there is an additional point that students like tremendously about this: There is not any time of surprise or anxiety with new material when I teach a new grammar point. I always start with the same procedure: the use of the rods. As a result the students are confident about new points. I do not think that they see this as a new point, but rather as an addition to previous knowledge.

However, I have also found two potential problems with this method. For some teachers, it is dangerously easy to be too dependent on the rods. Also, students who have already studied French with another method take more time to become accustomed to the rods because they do not immediately see and understand the goal.

Conclusion

It is very easy to use the Cuisenaire rods because control is given to the teacher and then to the students. The rods can represent a day, a season, a number, or a grammatical structure. The only constraints are that you always keep the same color code system, and that you not be dependent on the rods. There are numerous advantages for both teachers and students using these rods. This teaching device is an instrument for memorizing vocabulary or grammatical structures to acquire a grasp of the basic logic of the foreign language. This method should not, however, be seen as a cure-all. It is one method that I have used that works very well teaching French to Japanese students.

Reference

Gattegno, C. (1964). *Words in color*. Reading. Berkshire: Educational Explorers, Ltd.

Further Reading

Bellmare, T. (1967). Le methode Cuisenaire: Gattegno et le developpement de la pensee. *Activities Pedagogiques et Psychlogiques*. Delachaux et Niestle.

Robichaud, C. (1968). *L'eficience des reglettes Cuisinaire.* Delachaux et Niestle.

Nadine Battaglia, French instructor at Language Academy in Maebashi, previously taught French as a Second Language in intensive courses in France.

(Cont'd from p. 3.)

well as of the university system. For one thing, the learning of foreign languages as it is today is not practically oriented, it seems unnecessary at the university level, and takes up valuable time badly needed for students to study their major subjects. All this, and other problems, culminated in the Ministry of Education decision to implement reform of the foreign language curriculum in universities, effective June, 1991.

From now on universities have to come up with new (or new looking) foreign language curricula. In all of these the treatment of foreign languages will play an important role. Questions to be answered include: Which students will be required to take an additional foreign language? What choices will they have? What will the position of foreign languages be within the university system? And, how will the foreign language teacher be redeployed? These problems will have to be addressed in future issues of ***The Language Teacher.***

References

Battaglia, N. (1992). Observations on the teaching of French in a language school in Japan. *The Language Teacher* 16, 17-21.

Sekiguchi, I. (1992). 関口一郎(1992)「慶応義塾大学湘南藤沢キャンパスにおける新しい外国語教育の試み」(A new approach to course design). *The Language Teacher* 16, 11-16.

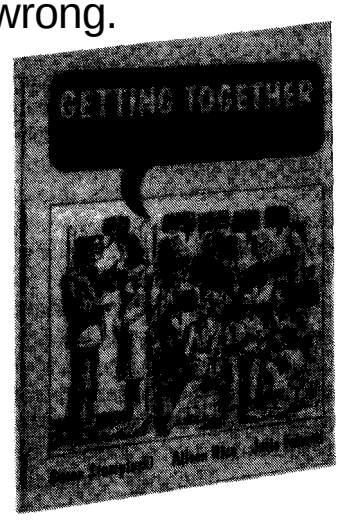
Rudolph Reinelt holds an MA. in linguistics from Dusseldorf University, Germany. He has been teaching German at Ehime and Matsuyama Universities since 1981. With colleagues and the German Cultural Center, he started the first German teacher training seminar in Japan. He has published a intercultural communication and his research interests also include sociolingistics and discourse analysis.

GOOD TEXTS NEVER GO OUT OF STYLE!

This is what teachers tell us:

"Getting Together works." **"Getting Together** really gets my students talking." "The tasks in **Gettin Together** are so interesting." **"Practical English** gives them all the basics." **"Practical English** really teaches them all the grammar they need.

So many teachers can't be wrong.



Practical English

1, 2, and 3, Second Edition

Tim Harris with illustrations by Allan Rowe

Teaches four basic language skills-listening, speaking, reading, writing-with emphasis on oral communication in book 1 and increased attention to reading and writing in books 2 and 3. Inductive in approach; uses a variety of instructional contexts-preliminary oral work, illustrated situations and dialogues, oral exercises or drills, illustrated reading passages with comprehension questions, and review drills, exercises, and grammar frames-to teach each new grammar point.

Practical English 1 Second Edition
ISBN: o-15-570912-7

Practical English 2 Second Edition
ISBN: o-15-570920-8

Practical English 3 Second Edition
ISBN: o-15-570928-3

Split-Volume Editions Available

Getting Together

An ESL Conversation Book

Susan Stempleski, Alison Rice, and Julia Falsetti

A beginning/low intermediate text which can be used as a core text in a conversation course or with another book for grammar/conversation courses, for one or two semesters. Flexibly organized, the fifteen units are self-contained and can be used in any order. The task-oriented, information-sharing activities for pairs and small groups which accompany every unit are hdsed on everyday themes such as "Getting From Here to There," or "Food and Drink." Each unit contains about two hours of classrom activities, including interviews, cultural problems for discussion, map activities, puzzles, brain teasers, and improvisations. Extensively illustrated with drawings, photos, maps, and cartoons.

Paperbound 178 pages
ISBN: O-15-529598-5

HBJ

Harcourt Brace Jovanovich Japan, Inc.
Ichibancho Central Bldg. 22-1, Ichibancho, Chiyoda-ku, Tokyo 102
Tel: 03-3234-3912 ELT Hotline: 03-3328-2527 (Shari Berman).

German in Japan: Himeji-Dokkyo

by Wolfgang Nitz
Himeji-Dokkyo University

The German language has a long and proud tradition in Japan that dates back to the time of the Meiji Restoration, when German replaced Dutch as the scientific language in Japan and spread from medicine to the natural sciences, and then to the humanities. Although German was replaced by English as the language of learning and science in Japan, at present there is still an impressive number of Japanese people learning German.

The following table, which was compiled from information furnished by the Japan Society of German.

Students of German at middle and high schools	4,000
Students of German at vocational high schools	15,000
Students of German through radio and television	400,000
Students of German at the Goethe Institutes	4,500
Students of German at language schools	1,800
Students of German at universities	500,000
Students of German at junior colleges	150,000
Students of German through radio/TV university	1,000
Students majoring in German in 4-year courses	3,000
Students majors in Master and Doctoral courses	300
Total number of students of German in Japan	700,000
University teachers of German	2.800
Japanese with basic a knowledge of German	6,000,000
Japanese with good knowledge of German and living experience in Germany	30,000

(Stuckenschmidt, 1988, pp. 13-19)

If one assumes that only one tenth of the 6,000,000 Japanese with basic knowledge of German deepened their knowledge by further study, that would mean that this number of 600,000 far surpasses the number of Japanese with knowledge of German in its heyday before and during World War II.

Let's take a closer look at how German is studied in presentday Japan. The Dokkyo Universities in Soka and Himeji are offsprings of the Dokkyo-Gakuen which was founded as a school by the Society for German Studies with the intention of importing German knowledge into Japan. Here is the schedule for the first two years of study for German majors at Dokkyo University in Soka:

Subject	Classes per Week	Number of Teachers
First Year		
Grammar	2	1
Reading	2	2
LL (Language Lab)	1	1
Second Year		
Sentence practice	1	1
Reading	3	3
Conversation	1	1

1 class: 90 minutes (Yamanaka, 1982)

Students who study German as a major at Himeji-Dokkyo University have in their first year five 90-minute classes of German per week: two classes of German grammar, one reading class, one class of LL, and one class of German conversation with a native German speaking teacher. In addition, they have two classes of English, two classes of sports; one practical and one theoretical, and two lectures about German politics and German culture. They also have to attend classes and lectures in general education, where they may choose among the humanities, natural sciences, social sciences and general education. In addition, classes are also offered in computer programming.

Second year students also have five periods of German instruction per week: two reading classes, German grammar, LL, and writing. In addition, they may attend lectures in the history of literature, the history of languageand generaleducationinthestudiumgenerule.

Third year students have no more lessons in German grammar or LL, but instead they have listening and stylistic exercises, and three periods of reading per week. In addition to the obligatory seminar, they have to choose five lectures out of nine, covering fields such as German culture, German philosophy, German literature (either history or individual authors), German history, German politics, Linguistics, the history of the German language and so on. They have two obligatory lectures of German history or politics and may also study Business German. From the field of general education, third year students have to choose from lectures concerning International Relations, language, culture and communication. In addition to all of this they must also attend English and computer classes.

The burden of the fourth-year-students is much lighter, since many of them are already job-hunting or have to repeat courses for which they did not obtain credit in the third year. Fourth-year-students have a seminar, two classes of German reading and one class of English. The students therefore devote the first two years of their studies to the study of the German language and the third and fourth year to subject related courses including seminars and lectures. The number of students is 50 at Himeji per year (as compared to 200 in Soka) and the faculty of German at Himeji Dokkyo University consists of eight full-time faculty who are specialists in German history and philosophy.

After graduating from the four-year course, there is also the opportunity to enter the Master's degree course which leads to a Master of Arts degree. One of the faculty members is a native German, who also takes part in the German language instruction. Students attending his classes are encouraged to communicate in German, and instruction takes place in German only from the very beginning.

(Cont'd on p. 17.)

BUSINESS CORRESPONDENCE

Letters, Faxes, and Memos

Lin Lougheed

Business Correspondence is designed to help office workers use English in the workplace. Students learn to interact with written stimuli, responding to information contained in newspaper ads, phone messages, and handwritten notes to generate checklists, purchase orders, letters, faxes, and memos of their own.

- Extensive guided practice in understanding and preparing office correspondence gives students experience and self-confidence.
- Exercises on grammar, mechanics, and business style form an integral part of each unit.
- *Common Business Expressions* and *Good Business Notes* provide practical hints and reminders on business practice and etiquette.
- *Test Yourself* feature encourages students to integrate their new skills by creating their own correspondence.
- Complete Answer Key permits students to use *Business Correspondence* in a self-study context.

Addison-Wesley
Publishers Japan,Ltd.

l-2-2 Sarugaku-cho, Chiyoda-ku, Tokyo 101
TEL 03(3291)4581 FAX 03(3291)4592

Vom "Kennen" zum "Konnen": Learning German in a Japanese University

by Barbara Menzel
Saint Katarina Gakuen

In Japan, about 500,000 students (more than 50% of all freshmen and sophomores) study German as a second foreign language during their two years of kyoyo-bu, or general education studies. In spite of this quite impressive figure, critical voices of students, professors and administrators have created a lively discussion on the future of second foreign language learning and on necessary curricular and methodological alterations.

In contrast to English, German is not compulsory, and students usually have a choice between German, French, Spanish, and Chinese for their second foreign language. Other factors like fewer study hours and the "international language" significance factor determine a different set of learning and teaching conditions for German than for English. Whereas English is the major language for international communication, a direct utilization of the German acquired at university is not at hand, thus labeling the study of German as a part of a humanitarian general education. The conveyance of a traditional image of European culture being the main purpose, actual language learning is of secondary importance, and the students are left to memorize another textbook of facts they are not really interested in.

An advantage, on the other hand, lies in the fact that the German language seems to be more "foreign" to Japanese students than English, which-in its *katakana* version-is widely embodied into Japanese every day life. Problems of error fossilization are especially obvious in pronunciation and spelling, but also in the province of vocabulary, when the *katakana* word differs from the English original. These kinds of inference errors are much less frequent in the German language classroom, and as language and thinking are closely related, students might be more apt to recognize the foreign language German as a transmitter of a foreign culture and of different values as well.

This article will focus on the specifics of German as a second foreign language proceeding from the institutional conditions of Japanese universities and the history of teaching German in Japan. The emerging concepts of *kennen* vs. *konnen* will then be explained, deducing some ideas for the *kyoyo-bu* curriculum of German.

The Role of the University in Japan

Only 30 years have passed since Japan, now the most important international creditor, itself received developmental aid from the World Bank. This enormous economic effort was only possible because Japan gave priority to the development of high-tech industries, whose success is based upon an effective, economically utilizable educational system. The university's task is to provide the country with young people who are capable and willing to occupy any suitable position in the national economic force. The course of studies is of minor importance, since new employees get special training in their firms anyway. The university (and especially the *kyoyo-bu*) is rather a place for wide-range liberal education (for almost 50% of the population), than for professional training and intellectual inspiration. This situation explains, at least partly, why Japanese students do not seem to take their studies too seriously; after the highest hurdle, the entrance exam, has been cleared, they automatically become part of an almost nepotistic net of relationships, ensuring that after graduation they will get a job where most of them do not really need what they have studied at university.

What, then, initiates the demand for curriculum innovation in such a perfectly functioning system? It is the obvious speech and wordlessness of the Japanese when encountering a foreigner, which does not fit into the self-image of an industrialized, modern society.

The University Language Classroom

Some shortcomings of Japanese foreign language instruction become obvious upon entering the classroom: The students start learning the language at a very late point in time, and large classes along with few lessons minimize the individual student's opportunity for controlled practice. Classroom activities are basically teacher-centered, students lean back and-more or less enthusiastically-watch the teacher's performance on stage. This learning attitude, however, does not mean that Japanese students really are that flock of silent sheep they appear to be. Twelve years of school experience have conditioned their learning habits as much as students of any other country have been influenced by their school socialization. Awareness of these different educational backgrounds is necessary especially for foreign lecturers in order to judge student performance without bias and to avoid frustrations.

Repetitive and mechanical memorization is the stony path for Japanese children to learn the thousands of Chinese characters in their mother language, and it continues throughout their entire school lives, recital of memorized facts being the basis for a host of tests and exams to pass until they enter university. This kind of learning style is not very prone to elicit inquiring and independent thinking among students, and the focus on formal qualifications rather than on special knowledge directs their interest more towards points and grades than towards the subject itself.

‘The thoughts and insights of leading English language educators in Japan’

For language teachers already at Japanese universities:

☆ guidance on effetive language teaching

☆ cultural insights into the social context of the university

☆ advice on matters such as dealing with administrators and obtaining promotions

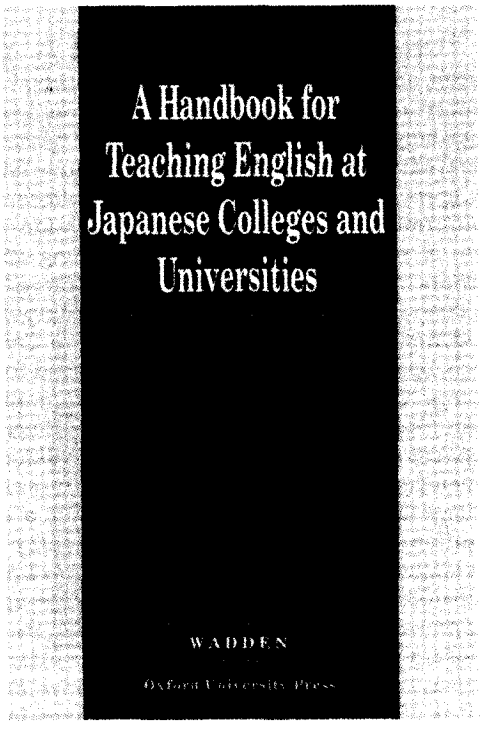
☆ information on attituds and learning styles of Japanese students

For job seekers both inside and outside Japan:

☆ crucial information on types of positions available and practical job hunting strategies

☆a detailed account of what employment at Japanese universities truly involves from hiring practices to wage scales and course loads to curriculum design

☆ the only complete English listing of universities and junior colleges in Japan



‘unique’ ‘insightful’ ‘invaluable’

Compiled by Paul Wadden with contributions from:

John Fanselow, Ann Chenoweth, Eloise Pearson, Richard Evanoff, Kyoko Norma Nozaki, Marc Helgeson, Jack Richards, Julian Bamford, Stewart Wachs, Mark Willis, Fred Anderson, Sean McGovern, Thomas Robb, Thomas Clayton, Richard Day, Charles Wordell, Curtis Kelly, Nobuhiro Adachi, Otohiko Okugawa and Alan Brady

All royalties go to Amnesty International.

Oxford University Press

English Language Teaching Division
2-4-8 Kanamecho, Toshima-lcu, Tokyo 171
Telephone: (03)5995-3801
Telefax: (03)5995-3919

“A Tradition of Excellence”

In the university language classroom, teachers are therefore encountered by a group of young people with a common though diffuse interest in learning German, but without any learning strategies other than memorization. Successful language acquisition, however, is a highly individualized process based on intrinsic motivation and active participation on behalf of the students. Personal initiative and a self-responsible learning attitude as basic prerequisites consequently become major teaching goals of the kyoyo-bu foreign language class.

Why do Students Decide to Study German as their Second Foreign Language?

Although the majority of university students choose German as their second foreign language, the criteria for this decision are not very distinct. The fact that German has traditionally played an important role in Japan's higher education certainly has its impact, but the students usually do not consider it likely that they will use the language after graduation. In a survey among 44 sophomores at Matsuyama University, most students (82%) argued that after having studied English, German seemed to be the easiest choice, whereas only 7% mentioned an interest in Germany from previous personal study. Looking for the least among three or four evils is the message here. On the other hand, the above-mentioned survey also showed an obvious correlation between a positive German image and high grades. If the German class is able to arouse students' interest in the country and its people, goes the reasoning, language acquisition will be more successful as well.

A Brief History of German Language Teaching and Learning in Japan

The present discussion on the curriculum alteration is influenced by the traditional goals and functions of German language instruction in Japanese universities. During the Meiji era, Japan needed German science and technology for the modernization of the country, and the information was transferred by detailed word-for-word translations from German books. The main goal was the applicability of the new knowledge to Japanese needs rather than the study of a foreign culture, thus generating the grammar-translation method as the most effective way of information processing.

From the Taisho era up until the end of World War II the purpose of German studies shifted towards an aesthetic, function&e and unhistoric concept of humanistic education. The typical subjects of instruction were classical literature and philosophical texts. These books were deciphered with the grammar translation method as well, and since their ideas were considered universal cultural concepts, the need to convey a special German element could be eliminated. On the contrary, the direct translation facilitated the Japanization of foreign concepts and ideas and their absorption into the culture.

These two main functions of German studies (knowledge transfer and humanistic education) did not include any need for active command of the language. Students studied grammar rules in order to be able to identify the interrelation between the parts of a sentence, and consulted their dictionaries for the meaning of the words. For the effective translation of texts, they had to acquire knowledge about the language (k*ennen*) but not the language itself.

After World War II the declining significance of German science and the dominant role of English as the language of international communication changed the position of German in Japan. As an encounter with a foreign society and culture, studying German became part of the general education curriculum, at the same time providing Japanese students with an opportunity to consciously realize their own cultural identity through contrast. To reinforce these purposes, universities have increasingly hired native speakers, who to some extent function as personified culture shocks in familiar surroundings. Besides teaching spoken language, they offer their students ararechance to practice how to deal with foreigners; an important function in a country which is one of the leading industrial nations, but where *gaijin* still attract groups of onlookers upon their mere appearance.

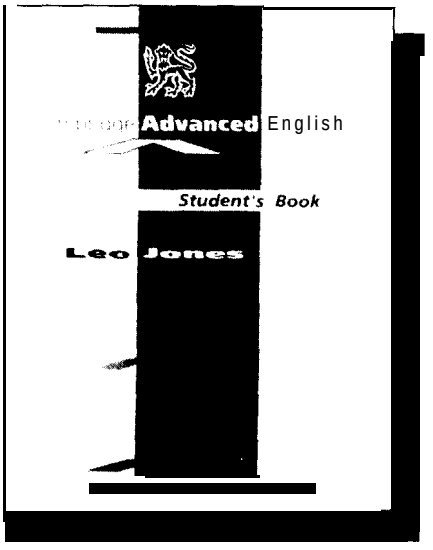
Memorizing grammar rules and a word-for-word translation of the classics, however, do not raise students' interest in the people and the culture of a foreign country, so the methods of teaching German have to change along with the altered purpose as well. The spoken language as a means of human expression is an important prerequisite for cultural understanding and should therefore be conscientiously studied in a way that enables the students to actively use it for communication purposes (as limited as these might be). Basic social values and rules are often expressed in simple everyday-life-situations (e.g. in the way people greet each other), and it is much easier to understand these cultural differences when students can experience them by actually using the language *(konnen).*

The level of language command that students can achieve is of course limited by the small amount of classes, so the instruction has to concentrate on selected focal points which should be studied intensively, instead of "doing it all" within 50 to 75 lessons. The following is a suggestion of how to organize a two year *kyoyo-bu* German curriculum using the *konnen* concept.

Derivations for the *Kyoyo-bu* German Language Curriculum

The comprehensive goal of the main teaching objectives-situational language proficiency and information about the country and the people (*Landeskunde*)- is to amuse substantial interest in Germanyin a generation of Japanese students who automatically identify "foreigner" with "American," and "foreign language" with "English." Since Japanese everyday life offers little opportunity to transfer textbook German into reality, as much of the foreign atmosphere as possible should be brought into the classroom not only through

CAMBRIDGE ELT: the professional choice



Cambridge Advanced English

Leo Jones

Cambridge Advanced English is a new course specially designed to meet the needs of learners at post-First Certificate level.

Cambridge Advanced English

provides helpful and interesting grammar revision and extension

integrates skills with an emphasis on real world tasks

develops vocabulary systematically in word study sections

Cambridge First Certificate Examination Practice 2 Self-Study Edition

University of Cambridge Local Examinations Syndicate and Louise Hashemi

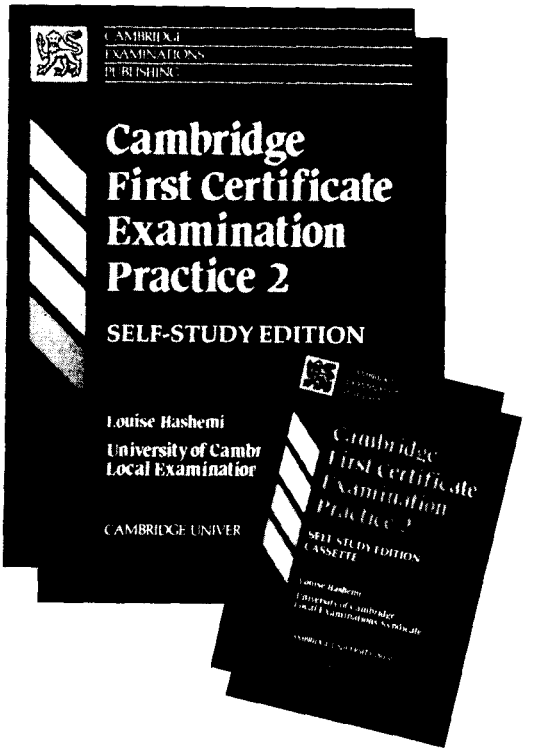
This edition offers:

an introduction which explains the contents of the exam's five papers

hints on how to study effectively and independently for the exam

an answer key with model Paper 2 composition plans and the tapescripts for the Paper 4 listening

an individual section on Paper 5: The Interview, which contains a model interview



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

CAMBRIDGE UNIVERSITY PRESS

teacher demonstrations, pictures, videos, and the like, but also through dialog exercises and role plays which enable the students to experience their own foreign language capability.

During the first year the main focus should be on oral communicative competence in easy situations, e.g. as in a cafe or a restaurant, at a bus station, or at the doctor's. The grammar structures needed to correctly master these tasks should be explained and practiced along the way, but the sequences should be determined by speech intentions and not by grammar progression. At this stage the *Landeskunde* information is mostly embedded in everyday situations; the way people talk to each other, for example, reveals a lot about social hierarchies and relationships, and especially Japanese students find appropriate tipping in a "German" restaurant with real money and a "real" waiter quite difficult when they actually have to do it. Compared to lecture-style instruction, this concept takes up a lot of time "just" for practice, but the time would be well spent because the students will overcome their inhibitions to speak in a foreign language, and expand their ideas about a country 15,000 kilometers away.

The second year more emphasis should be put on the written language. If the concept has so far been successful, the students should now be interested in more profound information and motivated to study more complex language structures that go along with more detailed texts. The level of difficulty should progress slowly, though, and the teacher should always try to center the lesson around the students' active participation; a difficult task because the "theater-goer-attitude"'described previously is more likely to be evoked when working with written texts.

In general, the language class has to elucidate that the words themselves constitute a part of the foreign culture, and that the language is a means of communication among people and not an end in itself. In order to verbally organize the foreignness especially in the beginners' class, it would be best to speak only German, although this might cause more irritation than understanding in the beginning. When texts and concepts get more abstract and complicated later on, the teacher should consider using Japanese for special explanations or extra *Landeskunde* information, but should avoid direct translation and insist on German as the main classroom language.

Outlook: The Future of German Language Learning in Japanese Universities

In terms of foreign language acquisition Japan is far behind other industrialized countries where (except in the U.S.A.) children have to learn two foreign languages until they graduate from high school. This is especially problematic for a country whose economy is so dependent on export markets as the Japanese are, and where the over-emphasis of English creates communication gaps in regions with other mother tongues such as Eastern Europe (including Russia), South America, and North Africa. Considering this situation, the present "reform" plans to reduce the second foreign language in the university curriculum are puzzling, contradicting the large scale campaign for internationalization. If the universities want to not only prepare young people to fit into their position in Japanese society but also promote internationalization and intercultural communication, they have to expand foreign language learning rather than reduce it. This implies, however, that adequate training and method innovation enable the teachers to conduct language classes, where students do not-after two years-shut their German text books forever, relieved that they have overcome another obstacle.

Barbara Menzel, 1st and 2nd Staatsexamen from Oldenburg University (Germany), 1990-92 lecturer for German as a foreign language at Matsuyama University; since 1992 English teacher at Saint Katarina Gakuen in Matsuyama and Hojo.

(Cont'd from p. 11.)

During the seminars and lectures for the students of the third and fourth year, the students learn how to compile a scientific paper, including quotations and bibliography, as this is required not only for homework but for their final graduation essay as well. Each year in Febuary a group of students goes to Germany to attend a four week course at the Goethe Institute. This group consists usually of 25 second-year students. Therefore about one half of all the German majors at Himeji Dokkyo University have the experience of living in a German environment where they get first-hand experience of a language spoken by more than 115 million people, a language, that will, without doubt, become more and more important in the business field.

Presently German is chosen by most Japanese students as a second foreign language. If second foreign languages become an elective, many students will probably not take a second foreign language, choosing to study only English. This may lead to great harm for Japan as a country that depends so much on foreign trade. With the world drifting in the direction of three distinct trading blocs and with German being the leading language in one of them (Europe), there may come a time when Japanese educators realize that making a second foreign language an elective was a grave mistake. But by that time it will be too late for a reversal of direction, because a whole generation of scholars of German will have to be trained. Now is the time to expand the teaching of German in Japan in highschools as well as in universities, not reduce it.

References

Stuckenschmidt, D. (1988). Quantitat: Ammerkungen zur Japanischen aus statistischer sicht. In W. Brenn & G. Dillman (Eds.), ***Deutxh als Fremdsprache und Germanstick in Japan*** (pp. 13-19). Bonn: DAAD Dokumente & Materialien.

Yamanaka, Y. (1982). Das unterrichtssystem an der Dokkyo-Universitat fir studenten, die Deutsch aIs hauptfach haben. Dokkyo Daigaku Doitsugaku-Kenkyu.

The system that gets people talking

MODERN ENGLISH
CYCLE ONE

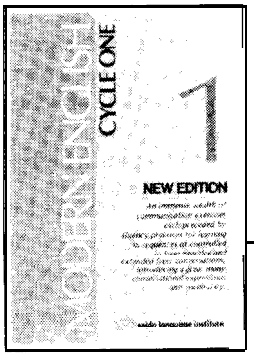
Modern English, Cycle One offers communication-centered lessons that teach students to use English structures both correctly and creatively.

Exercises come in sequences of controlled-to-freer practice, followed by freer conversations appropriate for each level.

Teachers will easily tailor the approach to their own teaching situation by choosing from dozens of classroom procedures. This is supplemented by ***Teacher's Guides*** with ideas for each lesson and a thorough ***General Introduction.*** Worksheets of the Listening Comprehension practice focus attention, enhance concentration, and help with problem vocabulary. Other features: more Business English; more visual aids; new and imaginative ways to use Dialogue and Narrative material.

日本語と英語の違いを科学的に分析した日本人のためだけの教材です。

- ●無理なく確実に英会話の基礎を固める
- ●英語の総合力（聞く・話す・読む・書く）をレベルアップ
- ●日常の生活をとりあげ具体的に学習するチャートブック
- ●巻末に文法事項・用法の説明があります。



PRICE LIST

- Textbook (Books1 -10) ''' @¥1,100-1,500
- Charts & Pictures ..... \ 1,,200
- TeachersGuide(E!mksl -10)...@\ 618-700
- Practica Tapes (Books 1 -10) ''''''@ \7.210
- Lab Set (Books1 ~10) . . . . . @\18,540

LEVEL

Elementary	Books 1 – 3
Pre-Intermediate	Books 4 ~ 6
Intermediate	Books 7 —9
Advanced	Getting Results (Book1 0)

seido **seido language institute**

12-6 Funado-cho, Ashiya-shi, Hyogo 659,Japan
-TEL. 0797-31-3452 • FAX.0797-31-3448

COUPON SEIDO 93-B

Multi-Language Learner Strategies and Curriculum Design

by David McMurray
Aiko Gakuen

"You have to know languages when you go to sell something. But when you buy everyone does what he must to understand you." (Marquez, 1989, p. 189)

Selling to world markets motivates many Japanese corporations to provide foreign language training for their employees. International joint ventures are found on every continent. The Japanese coordinating these projects often speak not only English but the host language as well.

This article presents a language case study of a Japanese chemical corporation's joint-venture project in Indonesia. The language training started one year prior to planned relocation to West Java in early 1993. It reveals the practical aspects of how Japanese and Korean learners selected preferred learning strategies and developed a quality controlled curriculum to optimize acquisition of Bahasa Indonesian, English and training skills.

Research Methodology

A longitudinal research design was selected to profile and study a team of sixteen learners over a six-month period. Individuals on the team ranged in age from 22 to 42 and their work included electrical engineering, mechanics, production and management. The Japaneseand Korean members studied Bahasa Indonesia and English as foreign languages in Japan. The Indonesians studied English in Indonesia. At a later stage of the project (that is not presented in this paper) they would study Japanese as an interlanguage in Japan.

Budget

The budget for eight Indonesian and English teachers and materials exceeded 30,000,000 yen, and 10,000 person-hours of in- class study during regular working hours. This enormous amount of time and money was directly invested into language learning. This attests to the importance that multi-languages (L2 and L3) have upon the success of theentire international joint venture.

Plan: Objectives, Language and Existing Research

The Japanese corporation's objective was to set up and operate a chemical plant using Indonesian labor and to train Indonesians to operate it on an autonomous basis within two years. The Japanese management would provide the training and technology transfer. Products would be sold in Indonesia and abroad. Another objective of the project was to prevent social conflicts which could hinder production and sales. The name of the joint-venture is IT: Indonesia Tepthalic Acid Plant. The name of the language project is-also IT: Indonesian Training.

There are over 300 languages spoken in Indonesia. The most common are Javanese, Balinese, and Bahasa Indonesian. The IT plant is located in Merak, West Java, an area where Javanese and Bahasa Indonesia are spoken. Bahasa Indonesia is a literary dialect and government updated version of Malay; the lingua franca in S.E. Asia. Along with 800 other languages. Bahasa Indonesian belongs to the Malayo-Polynesian branch of Austronesian languages. This family covers half the globe from Madagascar to the East Pacific Islands. Culturally, Java is a pot-pourri of Hindu, Islam and Javanese folk. The selected target foreign language, Bahasa Indonesian was chosen because it is the official language; the religion, Islam because of its popularity and effect on work schedules for prayer; and the culture, Javanese because of the host community.

Bahasa Indonesian would be used to decrease the cross-cultural conflicts that occur in international joint-ventures. Japanese corporations have had difficulties with strikes and riots in Jakarta. Bahasa Indonesian would be used to comfort employees, and to make welcome and motivational speeches. Japanese and Korean employees required survival Indonesian for traveling, shopping, and speaking to house staff. English would be used as the language of instruction and training at the plant. Many of the Indonesian workers were educated at Gandung Institute of Technology, a university with a reputation of being the oldest and finest in Java, as well as having the most outspoken and activist students. Imperative forms of grammar would be concentrated upon and the conditional tense was targeted as the minimum level of competence required.

Before initiating the language training portion of the project, the learners and teachers considered how people learn languages best: Is it by repetition, by comprehension or by the linkage of new material to previously known material? (Hunt, 1982, p.29) The Silent Way, Comprehension ("The Natural Approach"), and Communicative Approaches were studied to determine which could optimize learning Bahasa Indonesian and English at the same time.

Do: Finding Solutions and Determining Strategy

Once the planning stage was completed the team had a better understanding of what learning management skills they required. All of the members had studied English for six years in high school and some had been taught in university or on the job. They had tried different approaches and many knew the basics of English but none were advanced speakers. They used this L2 learning experience to come up with a strategy to optimize learning L3 and to improving L2. The next

NOW Available LEVEL 2

LET'S GO

The new, children's course
for Japan by RITSUKO NAKATA
workbooks by STEVE WILKINSON
songs by CAROLYN GRAHAM

stimulating, motivating, lively

*Carefully controlled grammatical syllabus

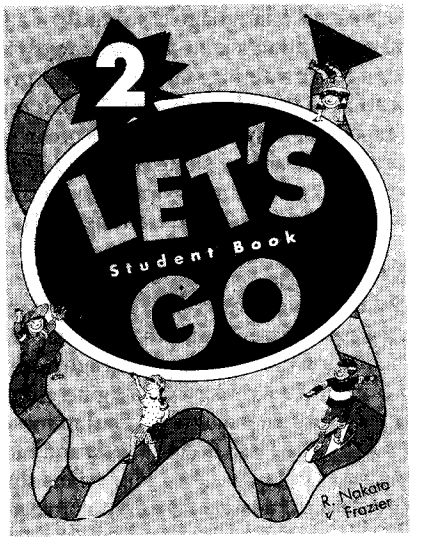
*Functional dialogues

*Alphabet and phonics work

*Active listening practice

★ Frequent recycling of vocabulary and structures

*Songs, chants, movement and FUN!



systematic, practical, innovative

LET'S TALK +
LET'S MOVE +
LET'S LEARN = LET'S GO

Oxford University Press

A Tradition of Excellence

To: OXFORD UNIVERSITY PRESS
2-4-8 Kanamecho, Toshima-ku, Tokyo 171
Tel: (03) 5995-3801 *Fax: (03)* 5995-3919

I am considering LET'S GO for adoption.

Please send me an inspection copy of level 1 Student Book. 1
level 2 Student Book. 1

Name: _____

School: _____

Address: _____
(Home/School)

☎ _____

step was therefore to select a language learning approach, and then to analyze their own profiles and design a tailor made curriculum.

The students were introduced to three approaches: Silent Way, Comprehension and Communicative. Learners were initially attracted to the theory of the Silent Way. Some teachers use the approach to design 3-step courses of first teaching by presenting new materials, then testing via quizzes to make sure that learners understood them and finally getting out of the way to give students control of their learning (Stevick, 1981, p.56). However, the color symbols, rods and silent teachers did not appeal to the team.

The learners selected the Comprehension Approach as an optimum method to learn Bahasa Indonesian. Therefore, because the construction of sentences is simple and speaking is not tonal, listening before speakingto native speakers would give them time to absorb the basics of the new language. Listening skills had to be high, but conversation could be intermediate. When the Japanese workers shop in the market or buy services, the host Indonesians would do what they could to assist communication. Phonological and syntactical drills were considered so boring that the learners hoped to absorb these unconsciously while focusing on the Bahasa Indonesian lexicon.

A key component of the IT project was quality control.

The Communicative Approach was a natural choice for the English program. The Communicative Approach generally covered: communicative competence, determining communication needs (topics), meaningful realistic conversation, and a curriculum-wide approach that include sociolinguistic and interethnic communication skills (Canale, 1983). The approach also covered total self-direction, monitoring of acquisition and evaluating what has been acquired (Holec, 1981, p. 9).

The choice of two different approaches to learn two different languages hedged the risk of selecting only one, possibly less effective approach. The goal of the project was efficient acquisition by an optimum approach chosen for a particular language and learner.

Learner Profile

The 16 team members varied in age, personality and L2 capability. Early in the project their different personalities were labeled according to four traits: "analytical," "driver," "sociable," and "creative." In one of the behavior tests, learners had to select 12 words. Typical words for a driver were: results-oriented, efficient, and pushy; sociable descriptors were: talkative, friendly, colorful, and active; analytical descriptors were: precise, punctual, pragmatic, and quiet; and creative descriptors were: new, discover, intuitive, and forgetful. Choosing a greater number of words from any one group provided the learner with an indication of a set of traits. There was a correlation between job, preferred learning strategy and behavior.

To see the correlation, take the example of a 29 year old Waseda University graduate, an inspection analyst. He had a field-independent personality; preferring the classroom, books and concise explanations of grammar. He consciously and methodically acquired L2 and did the same for L3. A 45 year old project manager chose driver and sociable behavior descriptors. He had a high level of confidence despite a low initial level of measured L2 and L3 competency. In his training he showed tremendous success in subconsciously acquiring grammar and improving overall communication skills in both L2 and L3.

The Communicative Approach led learners towards selecting topics that were content based, concrete and usable in the workplace. Some were "here and now" topics such as company tours, living abroad, and foreign investment. The following content based topics would be used to learn English and later be used for training: quality control, environmental protection occupational training, safety, and chemical processes. Materials included videos and custom-made texts with grammar suited to the learner's competency level. Learners made and listened to presentations, negotiated, solved case studies, and selected or designed lessons to their liking. The target teacher to student speaking ratio was 30/70.

In contrast, the Comprehension Approach led learners to select materials with long vocabulary lists for describing people and places, and talking about motivating, purchasing, maintaining health, understanding culture and living daily life in Indonesian. Learning Bahasa Indonesian with the Comprehension Approach required lots of pictures, authentic materials and slide photos of Indonesia. The Indonesian Tourist Office in Tokyo and the teachers' custom-made materials were very helpful. The students were highly motivated to learn L3; they remembered the boring aspects of their L2 studies in high school and they decided not to repeat the same mistake. The target teacher to student speaking ratio was 50/50.

Understanding the five native speakers of Bahasa Indonesian was emphasized. Therefore Control Communication became an important part of the program. For example, students learned the basic Indonesian vocabulary for talking about language. The Indonesian word ***berati*** means in English means. New words were introduced with the phrase: ***berati dalam bahasa.***

Kalimat lima was said rather than ***sentence five*** or ***go ban*** in Japanese when giving instructions. Minimal Japanese was used in beginning classes. English was rarely used. The L3 class size was set at 8 learners. All members were beginners, so grouping was done by personality and preferred study technique. Analytical and driver type learners were placed in one group and sociable and creative type learners in another. Learners attended group classes for 1.5 hours, 4 days a week for

a total of 6 hours per week. The classes were held in the afternoons during working hours.

The L2 class size was limited to 4 to maximize hours of speaking. Learners attended group classes for 1.5 hours, 3 times a week, and private classes twice a week for a total of 5.5 hours per week. The learners were grouped according to composite test scores for speaking, listening, writing, and reading. The classes were held in the morning during working hours.

When learners were not in formal classes they were studying or writing IT plan operations manuals. A large part of study time was spent developing and memorizing the lexicon of Bahasa Indonesian words.

Check: Quality Control and Problems with the IT Project

A key component of the IT project was quality control. Most Japanese corporations use the W. Edwards Deming cycle of Quality Control: Plan, Do, Check, Act (Gabor, 1990, p. 72). Some language schools have adopted it to their own use as : Plan, Do, Check, ATTACK.

The Deming Cycle focuses on the customer. It links consumer research and production development in a continuous cycle of testing and improvement. If used properly, Deming's methods can predict how a process will function in the future, thereby making it possible to avoid quality problems before they occur. This Quality Control Cycle was perfect for designing and monitoring the learning process described here. The method enabled us to recognize if a problem was the result of an isolated glitch in an otherwise sound approach or the result of deep-rooted systematic problems in learning.

Planning involved surveying learners, setting objectives and defining learner satisfaction. Short and long-term plans are developed. Doing involves identifying areas to improve, selecting strategies and coming up with creative solutions to problems identified in the planning process. The Checking stage follows a standardized testing procedure to which all learners and programs are subjected. An analysis is made of the root causes for communicative difficulties, not just symptoms. Acting is the using of language in real situations. It leads to the reviewing and revising of the initial plans and strategic decisions. The cycle then begins again. The Plan, Do, Check, Act cycle was used in matrix fashion to organize every one hour session, two week topics and the entire six month curriculum.

Little synergywasachieved by simultaneously learning English and Bahasa Indonesian. We did not risk experimenting whether using English to explain L3 was more efficient. There was not very much mixing of the two languages. During structures and tape-recorded testing there was very little trace of borrowing language. The major impact of Ll was upon pronunciation of L2 and L3. L2 accent did not affect L3.

Act: Revision of Plans

During the third quarter of the program learners extensively self-assessed themselves and underwent testing. The objective was to verify they were learning successfully and to fine tune the program. We did not wait until the end of the program to test. Goals were then reset and learningapproachesre-evaluated. All students considered themselves successful. Many achieved their goals for grammar level and quantity of new word acquisition. Their self-assessments and text scores showed measured progress. Within four months, 12 learners could regularly use the conditional tense, give training workshops and guide company tours in L2 and L3.

Conclusion

Learners found it easier to learn L3 than L2. They felt less anxious, better organized and focused on goals. They could also filter what was required from what was redundant.

Multi-language learners were able to consider first-hand what worked and did not work when they previously studied L2 and applied this knowledge to learning L3 and even improving their L2. The learners learned how to learn. They didn't wait to be taught as they had in high school or technical training school. Helping multi-language learners to discover their own best way to learn is more useful for their long-term development.

There did not appear to be one best language learning approach. Different approaches fit different learner needs and different languages. The Communicative Approach was excellent for English training. The Comprehension Approach worked well for Bahasa Indonesian and for understanding Javanese culture. Different learner strategies can be designed using theseapproaches, and made to fit with learner traits and competency level.

This case study found that the business of selling, survival language, teamwork and career success were compelling reasons to learn more than two languages. Applying multi-language learning to business needs like employee training and reduction of cross-cultural conflicts lead to the success of international projects.

References

Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. Richards & R Schmidt (Eds.), ***Language and communication*** (pp. 2-27). London and New York: Longman.

Gabor, A. (1990). ***The man who discovered quality***. Toronto: Random House of Canada.

Holec, H. (1981). In H.B. Altman & CV. James (Eds.), ***Autonomy and foreign language learning.*** London: Oxford/Pergamon Press.

Hunt, M. (1982). ***The universe within: A new science.*** New York: Simon and Schuster.

Marquez, G. (1989). ***Love in a time of cholera***. London: Penguin.

Stevick, E. (1980). ***Teaching languages*** Massachusetts: Newbury House.

Wenden, A. & Rubin, J. (1987). ***Learner strategies in language learning*** New York: Prentice Hall.

Winitz, H. (1981). ***The comprehension approach to foreign language instruction.*** Massachusetts: Newbury House.

David McMurray graduated with an MBA from Laval University in Quebec, Canada. He has been Director in a University of Toronto associated hospital and research center, teacher in corporations and high schools in Taiwan and Japan, and is now President of the JALT chapter in Matsuyama.

外国人に対する中国語語法教育の要点

中華人民共和国　南開大学　謝文慶
（愛媛大学　湯山トミ子訳）

外国人は中国語に対する言語感覚がないか、あってもごくわずかなため、学習過程で、ひとこと話すたびに語法理論による指導が必要になる[訳注1]。そのため、外国人に中国語を教授する場合は、どうしても語法を講義しなければならない。しかし、なにを、どれだけ、どのように講義すれば、最良の効果が得られるかについては、深く検討すべき問題である。私は、中国で二十余年間、中国語を母国語とする大学生に、中国語の講義を担当してきた。この教科で、なにを、どのように教えるかについては、すでに熟知している。ところが、日本に来てから二年間、中国語を外国語として学ぶ大学生に教えてみて、たいへん骨がおれるのを感じた。この二年間の教育活動で深く体得したことは、ともに中国語の授業であり、語法を教授するものでありながら、外国の学生に教える場合は、教育の目的、内容、方法、教材の選択、いずれをとっても、本国の学生に教える場合とは異なっていることである。私はこの教科を新しい課目として、すべてにわたって再考し、二年間の教育で、多少の経験を積んだ。以下、これによって知りえた若干の体験について語ってみることにしたい。

1．外国人に対する中国語語法教育の目的

外国の学生に中国語の語法を教える場合と本国の学生に教える場合では、目的が異なる。本国の学生に教える目的は、中国語の語法体系を正しく科学的に認識させること、すなわち中国語の語法事実についての感性的認識を理性的認識に高めるためである。これにより、理解力と表現力を含めた言語の運用能力を向上させる一方、将来中国語を教え、科学的な研究活動に従事するためのしっかりした基礎づくりができる。

外国の学生の場合は、事情が大いに異なる。彼らの大多数は、中国語を専門科目として学習するのではなく、一種の道具として、比較的短期間に、中国語の運用技術を習得し、学習ないし交際面で活用することを望んでいる。このため、中国語を教える過程で、我々がある程度必要な語法知識を教授する目的は、中国語の語法知識を杖として、彼らが比較的有効に中国語の語法構造と語法現象について認識し、それによって中国語の運用技術を向上させるのを助けるためである。

2．外国人に対する中国語語法教育の内容

教育目的は、教育内容によって決定される。学習者に、比較的短期間に、中国語を運用する技術をマスターさせるためには、効果的に中国語の作文法を習得させ、学習過程でぶつかる難題を解決することからはじめ、論ずるべき事と論じない事、詳しく論ずる事と大雑把に論じる事、重点を置く事と一般的に論じる事とを確定しなければならない。具体的に言えば、以下の三項目について講義すべきである。

(1)中国語の語法概要

ここで講義するのは、学習者が中国語を分析するための基本概念と順序、すなわち語法の単位〔語法を構成する要素〕、単語の分類、文成分、及び単文の構造分析である。

これらの内容を講義することにより、学生に中国語語法の概要、特徴を理解させ、中国語の語句の一般構造を分析する能力を養い、それによって中国語の語法法則に基づいて正確に作文できるようにさせる。

(2)一部の虚詞〔実際上の意義をもたず、文を構成する機能のみをもつ語〕の使用

ここで講義するのは、外国人学生が作文する際に、しばしば生ずるいくつかの虚詞の間違った意味と用法である。ここでの内容は、文構成上の虚詞の役割と外国人学生がそれを学習する際の具体的な状況によって決定される。

虚詞と実詞〔実際的な意義をもつ語〕を比較すれば、数は虚詞のほうが実詞よりずっと少ないが、言語それじたいにおいては、きわめて重要な位置を占めている。とりわけ、中国語は厳密な意味での形態変化がなく、虚詞がさまざまな語法的役割を担っている。言語学者の倪海曙はかつて、「言語を学ぶ場合、実詞は習得しやすいが、虚詞は習得しにくい。つまり建築で、煉瓦や木、石はならべやすいが、モルタルは使いにくいのと同じである。しかし虚詞がなかったり、使い方が正しくなければ、文、特に長文と複文をつくれず、全文の構成に問題が生ずる」と述べている（注1）。

虚詞は、中国人学生が中国語を学習する場合にも難題となっているから、外国の学生にとっては、なおさら難しい。彼らが表現する場合、虚詞を使うべき場所に使わないのではなく、使うべきでないところに使ってしまう。また甲の虚詞を使うべきところに乙の虚詞を使うのではなく、虚詞を置く位置を間違えるのである。このような実例は、枚挙にいとまない。例えば、以下のようなものである。

1．他的字写得可漂亮〔彼の書く字は実に美しい〕。

この文での「可」〔実に、とても〕は副詞で、強調を示し、感嘆文に用いる時には、文末に語気助詞の「了」を加えるべきである。この文は「他的字写得可漂亮了」とすべきである。

2．因为他今天感冒了，所以不能来上课，因此要我给他请假〔彼は今日風邪をひいているので、授業に出られないから、だから私に欠席願いを頼んだ〕。

中国語、特に口語の場合、複文ではしばしば接続詞を用いず、分割される単文自体の内容だけで、単文間の関係が示される。この文における「因为……所以」〔～なので、それゆえ～〕、「因此」〔だから〕などの接続詞は、すべて削除してしまうのが良い。でなければ、かえってくどくなってしまう。

3．我记得他是在北京还是在上海出生的〔私の記憶では彼は北京か上海生まれだったと思う〕。

「还是」と「或者」〔～か、それとも〕は、ともに選択関係

HEINLE & HEINLE

Grammar Dimensions:

Form, Meaning, and Use

Diane Larsen-Freeman, Series Director
Marianne Celce-Murcia, Series Consultant

Book 1, *Victoria Badalamenti, Carolyn Stanchina*
Book 2, *Heidi Riggenbach, Virginia Samuda*
Book 3, *Stephen Thewlis*
Book 4, *Jan Frodesen, Jan Eyring*

Grammar Dimensions is a four-level articulated series designed to help ESL/EFL students use grammatical structures accurately, meaningfully, and appropriately. It systematically addresses the form(syntax), meaning(semantics), and use(pragmatics) of each structure to allow learners to concentrate on the dimensions that prove to be the biggest challenge to communication.

Features:

* **A communicative task opens each unit** so that students encounter each structure in a meaningful context. Student performance on the task can be diagnosed n order to difine their learning challenges.
- **Self-contained units** allow for maximum flexibility in creating a syllabus that best meets student or curricular needs.
- **Abundant exercises** systematically address each of the three dimensions and provide opportunities to engage students in meaningful communication.
- **Difficult grammatical structures are recycled** throughout the scope and sequence of the series.
- **Communicative activities appear at the end of each unit** to allow for personalization and self-expression using the grammatical structure. These activities allow students to practice grammar and communication in tandem.

Components in this series include:

Book 1 Student Text :	**O-8384-3968-3**	**Book 3 Student Text :**	**0-8384-3970-5**
Instructor's Manual :	**O-8384-41 27-O**	**Instructor's Manual :**	**O-8384-41 29-7**
Workbook :	**0-8384-5144-6**	**Workbook :**	**0-8384-5146-2**
	(Available in 1994)		**(Available in 1994)**
Book 2 Student Text :	**0-8384-3969-1**	**Book 4 Student Text :**	**O-8384-3971-3**
Instructor's Manual :	**0-8384-4128-9**	**Instructor's Manual :**	**0-8384-4130-O**
Workbook :	**0-8384-5145-4**	**Workbook :**	**0-8384-5147-0**
	(Available in 1994)		**(Available in 1994)**

For further information, please contact with:

Thomson Publishing Japan
Nemoto Bldg. 6F 1-7-11 Hirakawa-cho, Chiyoda-ku, Tokyo 102
TEL(03)3221-1385/1386 FAX(03)3237-1459

を示す接続詞であるが、「还是」が疑問の語気をもち、疑問文に使われるのに対して、「或者」は疑問文には使えず、平叙文にのみ使える。この文は肯定を示す平叙文であり、「还是」は使えないから、「或者」に改めるべきである。

4．我不知道把这本书应该还给谁？〔私はこの本を誰に返すべきか知らない〕

中国語の「把」〔動作、作用の対象を動詞の前に置くために用いる〕の文中に、助動詞があれば、「把」の前に置くべきであって、「把」の後ろに置くことはできない。この文の「应该」は助動詞であるから、「把这本书」の前でなければならない。

ある人の統計によると、一部の外国人学生の場合、間違いのある文章全体の65%は、虚詞の使い方が不適切であった。このことからも分かるように、虚詞の意義と用法を習得することは、外国人学生が中国語をマスターできるかどうかの鍵である。

3 文の類型

この部分で論ずるのは、主として単文の文型であるが、多少複文の類型を講義してもよい。これらを学ぶことで、学習者に全体を総覧させ、中国語の文章の構文の主要な内容を、要領よく概括して習得させることができる。

以上の二項目を講義する場合、すべて均等にやるのではなく、中国語の特徴と難題となる点を考慮し、一部の虚詞の用法に重点を置いて講義すべきであると思う。

くりかえせば、どの内容を講義するにも重点をきわだてるよう注意し、どの部分を詳しく講義し、どの部分を簡略にするかを確定して、一面だけをなぞったり、すべてをつぶさに点もれなくするようなことは避けなければならない。

例を挙げて言えば、最初の概略で実詞を講義する時には、助数詞に重点を置くべきである。中国語の助数詞は非常に豊富で、たいへん特色があり、名詞に対する適用性が異なり、名詞を区分けし、類別する役割を備えている。正しく助数詞を使用することは、中国人にとってなんの問題もないが、こうした語法現象に触れたことのない外国人にとっては非常に難しいものである。それゆえ、中国語の助数詞の類別、及びその使用法則については、比較的詳細に教えなければならない。単文の構造を講義する時には、学生に基本的な枠組みを把握させ、その基礎に立って語順の問題に重点を置くべきである。言語学者の呂叔湘は『汉语语法分析问题』のなかで、「中国語の語法範疇は、主として、大小の言語の単位〔言語を構成する要素〕が結合しあう順序と構成で表現される」と指摘している(注2)。これからわかるように、語順は中国語においては重要な語法手段である。言語単位の組合せの順序の違いは、異なった、あるいはまったく同じではない意義を生み出し、異なった言葉、あるいは文を作りだすことになる。たとえば、「他都懂什么」〔彼が分かっていることはなにか？〕と「他什么都懂」〔彼はなんでも分かっている〕の二つの意味はまったく異なる。前者の「什么」〔なに〕は、具体的実質的な意味を示し、回答を求めている。後者の「什么」〔なんでも〕は任意のものを示し、回答を求めていない。また「客人来了」〔お客さんがみえた〕と「来客人了」〔来客だ〕の意味はまったく異なり、前者の「客人」は既定であるが、後者の「客人」は不定である。これらは外国人にとっては、たいへん習得しにくい。とりわけ複数ある「定語」〔形容詞的修飾語〕、「状語」〔副詞的修飾語〕の配列順序は、外国人にとってはいっそう頭が痛くなるものである。我々は、「这是我的一件新的羊皮大衣」〔これは私の一着の新しい羊革のオーバーである〕とすらすらにでるが、外国人はしばしば複数ある修飾語の順序をならべまちがえる。中国語では、このように内容の異なる「定語」を複数重ねていく配列順序は、一般には以下のようになる。①所属関係あるいは時間、地点を示す名詞や代名詞、②数量詞、③形容詞、④被修飾語にもっとも近いものは所属関係を示す名詞ではない。たとえば上述した例文は、「这是新的一件羊皮我的大衣」〔これは新しい一着の羊革の私のオーバーである〕あるいは「这是一件新的羊皮我的大衣」〔これは一着の新しい羊革の私のオーバーである〕、「这是我的新的羊皮一件大衣」〔これは私の新しい羊革の一着のオーバーである〕はいずれも中国語の習慣にあわない。このため、我々は外国の学生が中国語を学ぶ場合のこうした難題を、我々の講義の重点とすべきである。

3．外国人に対する中国語語法教育の方法

どのようにして中国語の語法を生き生きと講義し、かつ言語を実際に使用する際にきわだった効果を挙げられるかは、外国人に対する中国語の語学教育において、長年にわたって解決していない問題である。外国人に対する語法教育は、中国語を外国語として講義する技術的な課程であるから、比較的短期間に、実用的な効果を得るには、外国語の教授と学習の法則を深く検討しなければならない。二年間の教育経験から、私は、中国語の語法教育における四つの原則をまとめた。

(1)外国人に対する中国語の語法教育は、技術的な課程であり、ただ静態分析をするだけではなく、かならず綿密な講義をして、たくさん練習し、講義と練習を結合しなければならない。教育内容の需要に基づいて、講義してから練習してもよいし、練習してから講義をしてもよいが、とにかくたくさん練習し、実践することである。

(2)学習の目的は運用するためである。しかも正しく、上手く用いなければならない以上、学生に中国語の構造法則を習得させるだけでなく、中国語を運用する法則を習得させねばならない。それゆえ、語法教育は文章をとりあつかうだけでなく、実際の言語環境における言葉の具体的状況と連係させ、作文練習と結びつけなければならない。

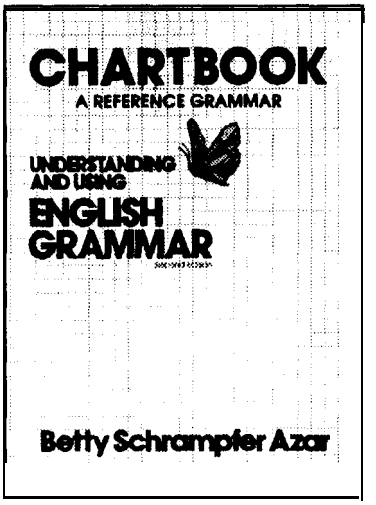
(3)文型は大量の感性的材料のなかで自然に総括されていくべきで、文型の配列は易しいものから難しいものへと、順をおって一歩一歩進めなければならない。このようにすれば、学生が中国語の知識を感性的認識段階から理性的認識段階へと高めるのに便利である。

(4)語法分析の実例は明快でなければならない。できるだけ難しい単語が出てこないようにし、教室で新出単語の解釈に多くの時間と精力を費やし、教育効果に影響を及ぼさないようにする。文を分析する際にも、新出単語と文型がくりかえされる率を増やし、学生の記憶力を強化すべきである。文の分析方法、使用する符号は簡明にし、学生が一目瞭然に文の構造を分かるようにする必要がある。

最後に、私は目下外国人に語法を教授するうえで、さし迫っ

Grammar Made Easy

NEW from the "Goddess of Grammar"



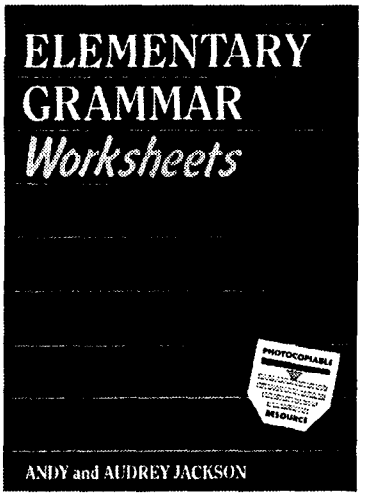
Betty Azar's ***Chart Book***

The complete reference grammar EFL teachers and students have been waiting for.! Understandable and clear...ideal for the classroom or self-study.

...and PHR's newest PHOTOCOPIABLE resource

Elementary Grammar Worksheets

68 basic grammar practice pages with key grammar points, exercises and optional listening tasks. Accompanying cassette available.



Prentice Hall Regents of Japan
Jochi Kojimachi Bldg., 3F, 6-I-25 Kojimachi, Chiyoda-ku, Tokyo 102
Tel: 03-3238-1050 Fax: 03-3237-1460
A Paramount Communications Company

て解決を要する問題について、語っておきたいと思う。

一つは、教材不足で、とりわけ外国人学生の使用に適した、社交的な機能を重視しながら語法体系も軽視しない中級の教材が不足している。教育の需要を満たすためにこうした教材ができるだけ早く現れることを希望する。二つには、外国人が中国語を学ぶ場合に使える中国語の語法体系を制定することが必要である。目下、中国語の語法には、さまざまな体系がある。どの体系にもそれぞれ長所があるが、同時にいくつかの解決しがたい問題もある。今、どの体系が外国人の中国語学習に便利であるかは言いがたい。それゆえ、外国人に対する中国語教育の実情を起点とし、どのようにすれば外国人の中国語学習に有利となるかを考慮し、科学性、実用性、受入れやすさの原則に従い、この面での研究を進めていくべきである。三つには、目下、たくさんの中国語辞典があるが、外国人の中国語学習に照準をあわせた語法辞典が不足している。外国人が中国語を学習するうえでの難題に焦点をあて、記述が詳細で、難しい内容をやさしく表現し、あわせて教師の教育の参考にもなる、外国人学生の学習用の実用的な中国語の語法辞典が編纂されることを希望する。

原注

1) 倪海曙が王自強『現代汉语语法虚词用法小词典』（上海辞書出版社、1984年12月）のために記した「序」第三項。

2) 吕叔湘『汉语语法分析问题』65頁、商務印書館、1979年6月。

訳注

1］中国語においては、音声言語である口語に関する文法通則を一般に「語法」とし、記録言語である文言文の文法通則を「文法」として区別している。

参考文献

①馬真『简明实用汉语语法』北京大学出版社、1981年９月。
②王自強『现代汉语虚词用法小词典』上海辞書出版社、1984年12月。
③陸倹明・馬真『现代汉语虚词散论』北京大学出版社、1985年５月。
④李臨定『现代汉语句型』商務印書館、1986年４月。
⑤郭徳潤『汉语常见句型的用法』新華出版社、1981年６月。
⑥宋玉柱『现代汉语特殊句式』山西教育出版社、1991年10月。
⑦劉月華・潘文娯・故韓『实用现代汉语语法』外語教学与研究出版社、1983年４月。
⑧郭先珍『现代汉语量词手册』中国和平出版社、1987年４月。

〔訳者付記〕文中〔　〕内の日本語訳、及び注記はすべて訳者による。

著者紹介：1936年生まれ。南海大学（中華人民共和国天津市）漢語教育センター助教授。1990年４月より1992年３月まで、愛媛県松山市の松山大学で外国人教師として中国語を担当した。主要著書は、現代汉语知识丛书『同義词』（湖北教育出版社、1982年）、同『反義词』（湖北教育出版社、1982年）、『編輯实用汉语』（黒龍江教育出版社、1988年）。

Main Points of Teaching Chinese Grammar to Foreigners

by Wenquig Xie

What to teach, when and how effectively is a grave problem for Chinese grammar instructors. Wenquig Xie, reporting on his teaching experience in Matsuyama, addresses three areas: the goals, content and ways of teaching Chinese. Since students learn Chinese only for a short time, the goal of teaching grammar is that the learners recognize Chinese grammar structure effectively and enhance their practical abilities to use Chinese. Concerning content, Xie elaborates on three points: the study of the general structure of phrases, common mistakes made by students, and a survey of sentence types. Concerning ways of teaching, Xie suggests three things: a combination of careful teaching and much practice, a linkage between grammar and concrete situations in the language, a careful progression, and much repetition.

JALT '92 Associate Members' Lottery Winners

The Associate Members of JALT wish to congratulate the following JALT'92 participants for winning the Associate Members' Lottery:

Amy L. Absher	1st prize	(\50,000)
Kim Schroeder	2nd prize	(\30,000)
Yukiko Shirota	3rd prize	(\20,000)
Jeanne Martinez	4th prize	(\10,000)
Greg O"Dowd	4th prize	
James Chambers	4th prize	
Linda Jeffries	4th prize	
Rory Stuart Baskin	4th prize	

Thanks to all who took lime to particlpate In the Lottery. The information that you provided will help the Associate Members give you the best service we can.

The Korean School System in Japan

by Han Hon Sop
Shikoku Korean Elementary and Junior High School

In this article I wish to explain the Korean language education program at the Shikoku Korean Elementary and Junior High School in Matsuyama, one of the schools for foreigners living in Japan. I will also mention briefly the difficulties of learning Korean.

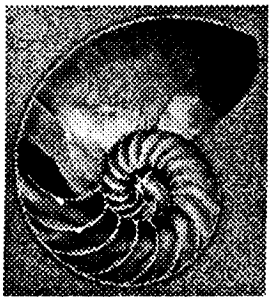
Our school provides an education with a Korean character for second and third generation Korean children born in Japan. Therefore we teach three languages: Korean as a mother tongue, Japanese as a second language and English as a foreign language.

All over Japan, there are 96 Korean schools, most of them concentrated in Osaka (14), Tokyo (13), Aichi (9), and Hyogo (7) prefectures, and the rest spread all over Japan. The following school types provide an education with a Korean character: 2 kindergartens, 28 elementary schools, 49 combined elementary and junior high schools, 2 junior high schools, 3 combined junior high and senior high schools, 4 high schools, 1 university and 3 schools providing all levels of education. Altogether there are 81 elementary schools, 56 junior high schools, and 12 senior high schools in Japan where the Korean language is taught as a subject.[1]

At the Shikoku, as well as in all other Korean schools, Korean is taught the following number of classes 45 minutes per week:

year	ell	el2	el3	el4	el5	el6	jhl	jh2	jh3
hours	9	9	8	7	7	7	7	6	6

In only the first half year of elementary school, use of Japanese is interwoven into the classes. However, from the second half of the first year on until finished junior high school, classes are held only in Korean.



At our school, we teach Korean to elementary and junior high school students. In the first year of elementary school, the pupils acquire the ability to read all Korean letters and their combinations, and from the second year on subjects are taught in Korean. By the end of junior high school, the students have acquired a fair amount of the vocabulary of everyday life as well as some technical terms.

The goal of Korean language education is to give the children of Korean residents, born and brought up in Japan, through learning their mother tongue, an education with a Korean character, and to accustom them to Korean culture.

Except for the Japanese and English classes, all other classes in mathematics, science, geography, history, etc., as well as club activities, are held in Korean, thus resembling an immersion program.

From the third year of elementary school, the pupils are fluent in spoken Korean and can read Korean newspapers and magazines adequately. Our pupils, who were born and grew up in Japan (a foreign country for them), will have to live here in Japan in the future. To give our pupils the fundamentals of an education as internationally minded individuals, we especially apply efforts to acquiring both Japanese as a second language and English as a foreign language. English is taught 4 hours a week (as in the Japanese system), one of which is conducted as a conversation class in that language only.

I myself have also been teaching a Korean course locally as Ehime University twice monthly for interested Japanese teachers. I would like to report briefly on this experience.

The main characteristic of the Korean language is that its word order is similar to Japanese and Mongolian, and it belongs to the East Asian (Northeast Asian) language group. The Korean alphabet (also called *Hangul)* consists of 19 consonants and 21 vowel characters, which indicate the sound (as opposed to meaning in Chinese). The make-up of letters consists of independent vowels, and combinations of consonants and vowels. Final consonantscan beattached to all of these. There are 9 word classes: nouns, pronouns, counters, verbs, adjectives, emphatics, suffixes, modals, and particles. Again, nouns, counters, verbs and particles can be subclassified into several types.

NHK teaches Korean as a course in *Hangul* (NHK Educational: Wed. 7:40-8:00 AM, rebroadcast the following Mon. 2:40 PM, Tues. 11:00 PM; and Sat. 7:40-8:00 AM, rebroadcast the following Thurs. 10:40 to 11:00 PM, and Radio NHK2, AM 1512 in western Japan Mon. to Sat. daily 7:20-7:40 AM and rebroadcast 11:00-11:20 PM the same day).

The vocabulary consists of original Korean, Chinese and foreign words. In this respect, it resembles Japanese, although the use of Chinese characters has been abandoned in the North and is very limited in the South.

Note

1 Data available from: 在日本朝鮮人総聯合会中央本部（〒101東京都千代田区富士見2-14-5）刊「総聯中央・各機関所在地リスト」 Chungryun-kakukikanshozaichi-List, published by the Zai Niion Chousenjin **Sourengouka Ichuuou Honbu, Fujimi 2-14-15, Chiyoda-ku, Tokyo, 102.**

Han Hon Sop is the Director of the Board of Education of the Shikoku Korean Elementary and Junior High School, Matsuyama.

Russian Language Education at Kagawa University[1]

by Isamu Yamada
Kagawa University

With the goal of improving Russian language education, we surveyed the Russian language students at Kagawa University in June, 1992. Our questionnaire concentrated on previous surveys at Ritsumeikan and Kansai Universities. We surveyed 1st and 2nd year students, but since second year students well reveal the state of language education at our university, in this paper I will concentrate on these students and report on their learning motivations.

Kagawa University has four departments: Economics, Literature, Pedagogy, and Agriculture. Leaving out the Agriculture faculty, there were students from 3 departments who chose foreign language courses in the second year, and among them students from the Economics and Literature faculties make up over 90%. On the day of the questionnaire, there was an attendance of 67 % percent (45 students). Because of the small number of students, the raw data statisticalvalue of the questionnaire is somewhat lessened.

Positive reasons for studying a foreign language / Attitude to foreign language study	1 FL competency	2 like FL	3 FL fundamental	4 acquire as much as possible	5 employment	6 newspaper	7 thought	8 reading ability	9 travel	10 useful in the future	11 others	total	ratio
Very necessary	9	0	3	5	1	0	6	4	4	3	0	35	0.26
Somewhat necessary	16	5	6	4	5	3	5	4	3	10	13	74	0.54
Almost unnecessary	0	0	0	0	0	0	0	0	0	0	24	24	0.18
Totally unnecessary	0	0	0	0	0	0	0	0	0	0	3	3	0.02
Others	0	0	0	0	0	0	0	0	0	0	0	0	0.00
Total	25	5	9	9	6	3	11	8	7	13	40	136	1.00
Ratio	0.18	0.04	0.07	0.07	04	0.02	0.08	06	0.05	0.10	0.29	1.00	

Table 1.

Null hypothesis (HO)
A and B are independent

Degree of freedom 30
X- value: 99.692784

Results

critical reason for rejecting — adopted interval
significance level at 5% rejected — (0-43.7730)
significance level at 1% rejected — (0-50.8922)

Inthecaseof ouruniversity, withtheexceptionofthe English program, German, French, Chinese, and Russian were new course offerings, and a chance to study Spanish was set up.

Sense and Necessity of Foreign Languages

How do students feel about studying a foreign language? Below are some of the results of our survey. Up to 90% of the students feel that the study of a foreign language is necessary. The highest rated categories were 1,3,4 and 10. The students who felt that the study of a foreign language was absolutely necessary listed categories 1,5 and 7 as their answers. However, in the group who felt that the study of a foreign language was "somewhat necessary," categories 1, 3 and 10 were chosen. We can see a difference between feelings about the foreign language and the reasons for agreeing and disagreeing with language study. The group positive about language studies gives a very academic/subject-like scientific motivation, while in the 2nd group an interest in practical studies was conspicuous.

For the students who were recommended to study the Russian language, let us analyze the material based on the attendance rate, deemed a barometer of the studying rate:

In Table 2, the rows show by whom the students were recommended and in the columns the attendance rate is inserted. Because the raw data are very few, they are not broadly applicable. Nevertheless, we can perceive that almost all students think attendance is very

Attendance / Reasons	1 all	2 more than 2/3	3 more than 1/2	4 less than 1/2	total	ratio
relative	1	1	0	0	2	0.02
middle a high school teacher	1	0	0	0	1	0.01
acquainted foreigner in Japan	0	0	0	0	0	0.00
foreign penfriend	0	0	0	0	0	0.00
information from coop	1	1	0	0	2	0.02
senior student	7	1	1	0	9	0.10
accidentlly	2	0	0	0	2	0.02
others	50	17	5	2	74	0.82
total	62	20	6	2	90	1.00
ratio	0.69	0.22	0.07	0.02	1.00	

Table 2.

Null hypothesis (HO)
A and B are indeoendent

degree of freedom 15
X2 value 4.4916448

Results

critical reason for rejecting — adopted interval
significance level at 5% rejected — (O-24.9958)
significance level at 1% rejected — (o-305779)

ACADEMIC READING?
THE NAME TO REMEMBER IS HBJ

Insights and Ideas

A beginning reader for students of English as a Second Language

Patricia Ackert Students' Book 208pp.

Answerkey Cassette

The Insights and Ideas Listening Taskbook (Shari Berman)
Students' Book Cassette

Concepts and Comments

A high beginning/low intermediate ESL reader

Patricia. Ackert

Students' Book 272pp. Instructor% Manual

Myth Makers

Upper elementary reading skills

J. Kalnitz and K. Reyen Judd

192pp.

In Context

Reading skills for intermediate-advanced students of English as a Second Language

J. Zukowski-Faust, S. Johnston, C. S. Atkinson, and E. Templin

Students' Book 320pp. Instructor's Manual

Between the Lines

Reading skills for intermediate-advanced students of English as a Second Language

J. Zukowski-Faust, S Johnston, and C. S. Atkinson

Students' Book 288pp. Instructor's Manual

The Independent Reader

Skills for building comprehension and vocabulary

Betty Sobel and Lorraine C. Smith

Students' Book 208pp. \1,900 Original Edition with Answer key

Encounters Third Edition

Paul Pimsleur, Donald Berger, and Beverly Pimsleur

An ESL Reader

A compilation of journalistic articles organized progressively according to level of difficulty and addapted to a 1,500-word English vocabulary. Appropriate for use in basic courses as well as at the intermediate level in non-intensive programs.

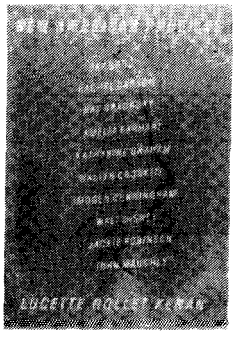
192 pp. Instructor's Manual

Our Global Village

Angela Labarca, and
James M. Hendrickson

A reader with an international emphasis for low-intermediate students. Reading selections have been adapted from a wide variety of sources for their general student interest as well as for their cross-cultural emphasis.

226 pp.



New American Profiles

Lucette Rollet Kenan

A group of ten biographical sketches, all but one written for this book, of contemporary Americans who have made unique and significant contributions to our society. For high-intermediate and advanced ESL students in courses requiring a reading text for one or two semesters, either alone or with a grammar/conversation book. Ten units of four parts each are arranged in order of increasing complexity. Each unit opens with a brief statement about the subject's field of endeavor, followed by a profile.

256 pp. ¥3,250

HBJ

Harcourt Brace Jovanovich Japan, Inc.
Ichibancho Central Bldg. 22-1, Ichibancho, Chiyoda-ku, Tokyo 102
Tel: 03-3234-3912 ELT Hotline: 03-3328-2527 (Shari Berman).

Achievement	11	2	3	4	5	0	0
Homework time	enough	good	more or less	not good	totally unsatified	total	ratio
15min.	0	0	1	10	14	25	0.56
30min.	0	0	1	6	3	9	0.20
60min.	0	1	3	3	1	8	0.18
90min.	1	1	0	1	0	3	0.07
120min.	0	0	0	0	0	0	0.00
120min. plus	0	0	0	0	0	0	0.00
others	0	0	0	0	0	0	0.00
total	1	2	4	20	18	45	1.00
ratio	0.02	0.04	0.09	0.44	0.40	1.00	

Tab1e 3.

Denomination of sample/sample name : Actual state of Russian language students
Grouping A : Preparation R
Grouping B : Study R

Null hypothesis (HO)
A and B are indeoendent

degree of freedom 12
X² value 37.1125

Results

critical reason for rejecting — adopted interval
significance level at 5% rejected — (O-41.0261)
significance level at 1% rejected — (O-26.2170)

Reasons	1	2	3	4	5	6	7	8	9		
Achievement level	Time for preparation and homework	Loss of desire	Class level too high	Doubts about teaching methods	Lost all interest	Too busy with major studies	Too busy with activities	Tired due to long daily commute	others	total	ratio
enough	0	0	0	0	0	0	0	0	4	4	0.02
good	0	0	0	0	0	0	0	0	8	8	0.05
mediocre	0	0	0	0	0	0	0	0	16	16	0.10
not enough	10	10	15	0	0	2	4	0	36	36	0.45
none	8	8	10	1	4	4	7	3	16	16	0.37
total	18	18	18	1	4	6	11	3	80	166	1.00
ratio	0.11	0.11	0.11	0.01	0.02	0.04	0.07	0.02	0.48	1.00	

Table 4.

Denomination of sample/sample name : **Actual** state of Russian language students
Grouping **A** : Reparation R
Grouping B : Study R

Null hypothesis (HO)
A and B are indeoendent

degree of freedom 32
X² value 55.048618

Results

critical reason for rejecting — adopted interval
significance level at 5% rejected — (0-46.1943)
significance level at 1% rejected — (0-53.4858)

important. Foralmost all students the motivation for their choice appears rather unclear.

Asking the students on how much fruit their Russian studies bore, we show evidence of their own study time:

Looking only at Table 3 above, we can see that Russian language study is an onus for the students, and the factors for this have to be studied further. After all, there is the problem that 84% of the students have lost their confidence. Therefore, we must study how the students feel about teaching methods, materials, etc. For now, we can assume that as receivers of education they are not investing enough into study time for foreign languages.

Problem Points in the Study of Russian

From those students who answered that the fact of studying and the self evaluations were not in vain, we have the evidence of Table 4.

We can give 3 reasons why the students think there has been a loss in learning power: categories 3,1 and 2 in that order. In the case of a new foreign language, everything of the foreign language must be taught in a short time, so the students must possess an essential endurance. There is a lot of material, and the weight of this is linked to the loss of study interest. Seen from the students side, there is a self consciousness about a lack of study time.

How then could the Russian language education situation be improved for the group who are conscious that the results of their own Russian studies have not risen?

Concerning students who felt that their own learning success was either not enough, or that their needs were not met, the points to be mended that they concentrated their interest on, were categories 3,2 and 1 in that order. Seen from the teachers' side this means we have to improve our methods rather than to continue giving to the students, without reflection, an overloaded course content that cannot be learned in one year.

Reflecting the boom in Russian language study in recent years, there are more than 80 students in one class. But because they are choosing to take the course, there are only a few responses for column 4 (class size), and the responses for columns 5 and 6 represent what the respondents would like to have as a part of their language course. From this we have to acknowledge the positive side that they want to understand Russia, which had been a closed country until recently, on a much more personal level.

Reason	1	2	3	4	5	6	7	8	0	0
Study	Text-hook	Progress Of class	Own behaviour	Class size	Enough reading and listening	Better use of language laboratory	Time schedule	Other	total	ratio
Enough	0	0	0	1	0	0	0	0	1	0.01
Good	1	0	0	0	0	2	0	0	3	0.02
Mediocre	0	0	0	1	0	0	0	0	1	0.01
Not enough	9	6	11	5	4	1	3	21	60	0.41
None	10	16	13	6	11	2	4	18	80	0.54
Total	21	23	26	12	15	5	7	39	148	1.00
Ratio	0,14	0.16	0.18	0.08	0.10	0.03	0.05	0.26	1.00	

Table 5. Ammendment of Russian Language Education

THEY CAME, THEY THOUGHT, THEY CONQUERED

What is different about ***Flashback '63?***

1 Flashback '63 teaches students syllogistic logic, improving their propensity to become good English speakers. They are not saddled with busy work, they are given exercises that ask them to THINK!

"You told us the book was logical, but I was really surprised to find out that all the information and the characters were all connected. It was interesting."

2 Flashback '63 teaches formal and informal language including expressions found in today's pop culture.

"When I saw *Buck* to the Future III, I saw Michael J. Fox say "Yes!" and pull his arm just like you taught us from Act 3 of the book. I have never had a textbook that taught such current vocabulary. will remember these words!"

3 Flashback '63 goes where no textbook has gone before. Characters argue, criticize/praise one another, speak formally and informally, excuse themselves to go to the bathroom, make mistakes, etc.

"I found it interesting that Nobu and Julie didn't like each other at the beginning of the story, but they grew to respect each other after spending time together."

4 Flashback '63 piques student interest and keeps attendance high

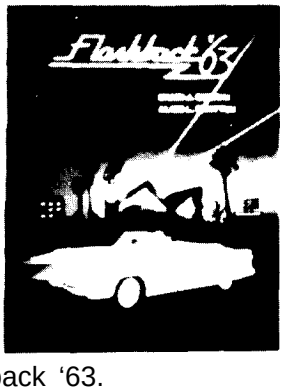
"Our company only had a budget for 25 lessons, but we had only finished Act 10 of Flashback '63. We couldn't stop there, Nobu and Julie had lost the time transporter. We had to have a meeting and make extra classes to finish the story!"

DON'T MISS OUR AUTHORS' POSTER SESSION AT JALT '92

STUDENT FEED BACK GIVES
FLASHBACK '63 TWO THUMS UP

... They were two ordinary young people . . .
... with completely different interests . . .
... who shared an extraordinary adventure . . .
... during a summer they would never forget.

IT'S A LISTENING-SPEAKING TEXT; IT'S AN ADVENTURE STORY
IT'S AN EYE ON THE PAST; IT'S A VISION OF THE FUTURE
IT'S TIMELY; IT'S TIMELESS



If you only look at one new text this season, make it Flashback '63.

HBJ

Harcourt Brace Jovanovich Japan, Inc.
Ichibancho Central Bldg. 22-1, Ichibancho, Chiyoda-ku, Tokyo 102
Tel: 03-3234-3912 ELT Hotline: 03-3328-2527 (Shari Berman).

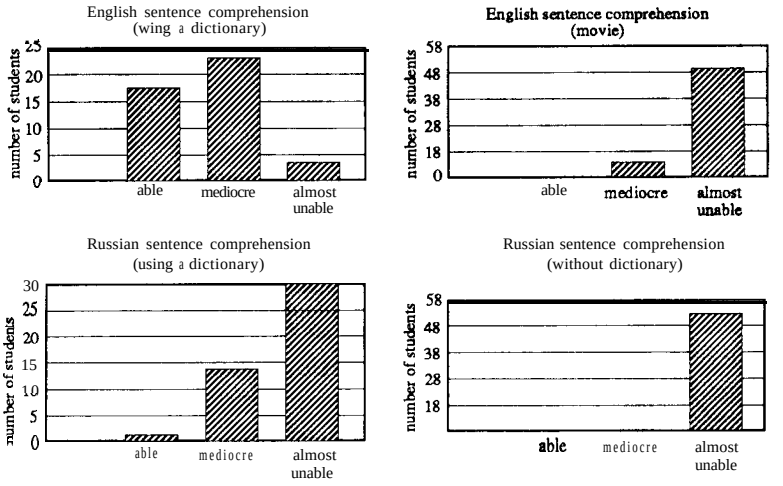


Table 6.

Comparison of Abilities in English and Russian

In this survey, as mentioned above, economics and literature students made up the majority of respondents. In these faculties weight is put on foreign language education, and 8 units are required in each of English and one other foreign language. The charts in Table 6 show the students' self evaluation of their abilities in English and Russian.

Concerning their English abilities, 91% of the students of the economics and literature departments think that they can understand English when using a dictionary. On the other hand, the group who said that their Russian abilities are mediocre, comprised only 14 students. Since it is usually thought that Russian is difficult as a beginners' language, the education so far has shown positive preliminary results. There are, singular and plural altogether, 14 inflexion forms of a Russian noun, and from the ability to find the root forms in a dictionary we can somewhat estimate the degree of the students' learning progress.

Conclusion

In this paper we recognized that even non-native speakers of Russian can, circumstances permitting, quite effectively acquire Russian. We can conclude from this that how to reflect in education the motivation for foreign language studies, and how to make the students want to continue, has always been and continues to be both the question and the goal. Our survey shows, on the side of the teachersespecially, that teaching methods and materials are too far removed from the living language environment.

So far the number of students who choose Russian as a second foreign language at Kagawa university is very low. However, as mentioned above, the numbers of students who feel like studying Russian has increased conspicuously. According to our questionnaire, the lack of study ability is recognized by them, but even so many have not lost the desire to make contact with things Russian. The sooner an improvement of the present teaching situation takes place, the better.

Note

1 This paper is part of ongoing research about Russian as a second or other language, for example in the former Soviet Union (Yamada, 1989), and at Kagawa University. The former research influenced the choice of questions from the Kansai University *(gaikokugo kyouiku)* questionnaire for this paper, which seeks to find relationships between motivation and results.

References

新谷浩雄ら(1983)「外国語教育、学習に関するアンケート調査報告書」関西大学一般教育センター

Shintani, H., Takemoto, M., Nakayama, K., Hirata, W., & Yamada, F. (1982). ***Report on the questionnaire about foreign language education and studies.*** Suita, Osaka: The Research Center on General and Other Education at Kansai University.

山田勇(1989)「ソビエトの民族学校におけるロシア語教育について」「香川大学一般教育研究」第36号. Pp.109-119.

Yamada, I. (1989). About the Russian language education in the schools in **the Soviet** Union. Kagawa University General Research, 36, 109-119.

Isamu Yamada graduated with an MA from Kobe University of Foreign Languages. Presently, he is professor of Russian at Kagawa UniVErsity in Takamatsu. His research interests concern comparative linguistics, especially the grammar of Slavic languages.

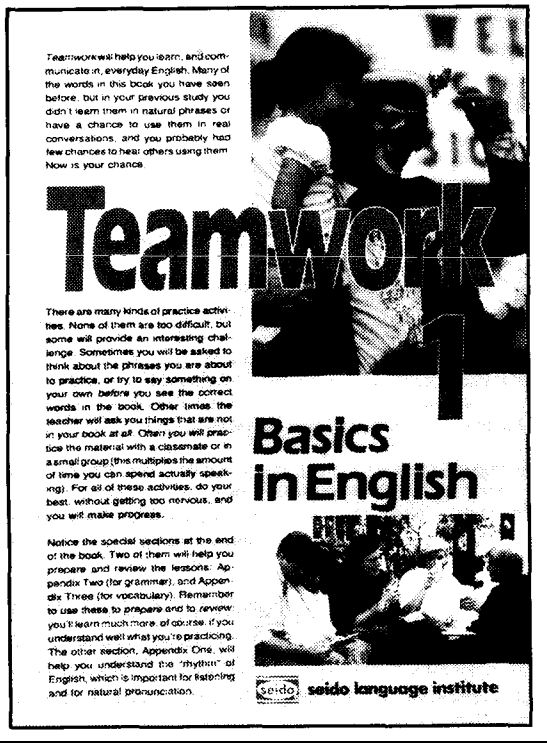
Correction on Special Issue on Video (October, 1993)

Unfortunately, the deadline of February 15 for abstracts for this special issue was incorrectly reported in earlier issues of The Language Teacher. New submissions of abstracts for the issue will no longer be considered by the guest editor. However, manuscripts intended for the special issue which have not already been accepted for the special issue will be considered for general publication in *The Language Teacher,* and contributors are urged to send their manuscripts to Greta Gorsuch (address on p. 2). The editors regret any inconvenience caused by the incorrectly reported deadline.

ティームワーク

Teamwork 1

NEW Basics in English



Wondering how to get your beginners talking? If your groups are anything like the ones we've been working with, perhaps you'd like to see ***Teamwork***. Every activity in this book was used by our Japanese students and then revised and refined until rated highly by the teachers, and by the learners.

- A course for senior high, college, and adult ages.
- Twenty 90-minute lessons; designed for Japanese speakers.
- A wide range of communicative activities, rich in vocabulary, in an attractive and colorful layout.
- Special English to Japanese phrase Glossary.
- Cultural themes and values.
- Extensive Teacher's Guide with suggestions and extras.

Teamwork は、高校生・大学生・一般社会人の初級者のために作られたアメリカ英語の会話コースブックです。文法事項を踏まえた上で、それを実際の会話ですぐ活用できるようコミュニケーション練習のアクティビティがふんだんに採用されています。また、ペアワークやグループワークを効果的に取り入れ、学習者の身近な話題をもとに活発なクラス運営が期待できます。

■コミュニケーション練習のための色々なアクティビティや語彙をフルカラーのイラストと写真を使ってわかり易くレイアウト。■ダイアログとしてさまざまな場面を各レッスンに設定、また、欧米と日本の文化・習慣の違いが指摘されています。■日本語訳・文例の付いた単語リスト、イントネーション練習、文法のモデル構文を巻末に掲載。学習者の予習・復習にも役立ちます。■教師用テキストには教授法の他にアドバイスや追加練習を記載。クラスの時間に合わせた教え方が可能です。

PRICE LIST (with tax)

●Student's book(生徒用テキスト)……¥1,700 ●Teacher's book(教師用テキスト)……¥2,700

seido language institute
12-6 Funado-cho, Ashiya-shi, Hyogo 659 TEL.0797-31-3452・FAX.0797-31-3448

TEAMWORK COUPON

1992・O

Beating those Bonjour Blues

Goals and Methodology in Teaching French as a Second Foreign Language to Low-level Japanese Students

by Kathleen Yamane
Eichi University

Ask and thou shall receive. Well, I asked and I got it: My own French class. There were forty-five freshmen English majors in that first group, straight out of ***juken benkyou*** and thus whizzes at memorization, but not too fond of speaking out in class. They were, I was to learn, the brave ones: More than twice their number had signed up for German across the hall. This surprised me for a women's junior college because where I come from, most girls take French (because it is considered so feminine) and the boys, German. They were quick to inform me that German attracted the numbers because French is HARD. Pressed to elaborate, they explained that French is hard to pronounce.

Along with my French class I was shown a dozen or so recommended beginning level textbooks from which to choose. Each had a map of France on page one, followed by a chart of fancy French handwriting, four pages of ***katakana***-glossed pronunciation and then, the French lessons. They, too, were remarkably standard: culturally neutral dialogues and lengthy, difficult readings; a few translation exercises and all the grammar one could desire, right up to the oh-so-useful ***passe*** simple, for around 800 yen. The prospect of using any of them left me uninspired, partly because I had never bothered to properly learn the ***passe*** simple and partly because they all looked too hard and dreadfully boring.

Nor did school policy make my job any easier. One ninety-minute session per week for a new language is hardly optimal, but there was no getting around that. The students wereallowed ten absences (one-third of the total number of sessions per academic year-which in reality rarely exceed 24) and could still sit the final exam which could be retaken in case of failure. There were complaints about a course description written in English, too much English used in class (first semester) and then too much French (second). All of this was somewhat of a shock to a new college teacher. However, because I am an American and had therefore been naturally slotted as an English conversation teacher, I considered myself fortunate to be teaching French at all.

Ten years and several schools later I am still in the English Department but miraculously, get assigned one or two classes of French for non-majors every year. My current position is at a small, low-level university, offering majors in English, French, Spanish, and theology. My classes tend to attract a mixture of highly motivated English and Spanish majors eager to learn another language and a handful of theology majors who had a disastrous experience with English and must pass French to satisfy the foreign language requirement for graduation. We offer a two year sequence in the second foreign languages, with two three-credit courses at each level. I am most often in charge of the conversation and culture component, while a colleague covers reading and translation. Many English majors take one or two courses as elective, without completing the full sequence. These classes generally attract fewer than 20 students, with a mixture of all grade levels.

Goals for a Second Foreign Language

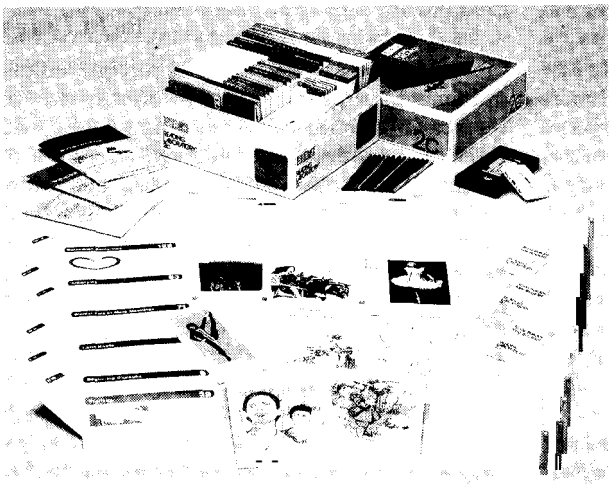
After several frustrating years of trying to get through those lousy textbooks and teaching my students what they were "supposed to know," I set out to establish my own list of working goals for the French class. Rather than basing them on an expected corpus of knowledge, I began focusing on the learners themselves, and in particular, taking into account their background as foreign language learners in Japanese schools. In spite of the wide range of abilities, all of my students have had at least six years of English. No matter how weak their communicative skills might be, the bottom line is that these students are native speakers of Japanese who have gone on to learn a considerable amount of English (and sometimes Spanish), very different languages by any standard.

These students, in fact, have a strong linguistic sophistication whichisrarelyacknowledged.Aprimarygoalin my class is to tap this basic knowledge and to apply it in ways that get the students to view language as a system. The adult language learners we meet in the university classroom have never been asked to step back and get an overview of how language works, but with few exceptions, they are capable of doing so. I aim to reinforce general notions about language at all levels: phonological, morphological, syntactic, and semantic.

My second goal is to help students develop guessing skills. Having come through a strongly test oriented system that stifles any risk taking that might result in an error, the university language student comes to us with an acute phobia of taking chances with the foreign language. This is most obvious with speaking but extends to reading and listening: If they confront even one word they don't know, they freeze in their tracks. My goal is to get them to think and take chances with French, and even in the early stages, to use what they know well.

Because of the strong structural and semantic similarities between English and French, from theveryfirst

SRA : The Library In A Box



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

Each SRA Reading Laboratory Kit contains:

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

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

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

MEYNARD PUBLISHING LTD.

SRA

To: **MEYNARD PUBLISHING LIMITED**

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

Name: _____

School: _____

Address: _____
(School/Home)

Tel: _____

class I give them a large role in using what they already know about language to make predictions about how their new language works. It is tremendously exciting for the students when things begin to click and they are able to fit the pieces of the puzzle together.

My third working goal is to develop the students' awareness of other foreign cultures. This is of vital importance in a country where *gaikoku* has become synonymous with America and foreigner with *eigo no hito.* Teaching a different foreign language provides us with an ideal opportunity to help correct this myopic view of the world. I have found that Japanese students know very little about Francophone Africa, Canada and the Caribbean, but that there is considerable interest.

On Methodology

Having established a list of goals, the next step was to implement certain logistic changes crucial for achieving thesegoals. I had come to understand that students are always going to complain and that administrators are always going to say no, so when you are not playing by the rules, it is infinitely better to just keep your mouth closed about it-and classroom door, too. In order for things to go smoothly there were two essential requirements: (1) get the students to come to class regularly and (2) get them to prepare for class, at least minimally. Eliminating final exams and instituting weekly five minute quizzes or dialogue checks weeded out those not willing to work by the end of the first semester, and encouraged regular output from those who remained. If students are unprepared, class will be sluggish and unproductive. I continued using English as a prime medium of instruction, moving gradually into French. With the aid of Japanese explanations in the textbook the students can certainly handle it, and it serves as a reminder of how much they already know.

What I have been developing as a methodology is basically inductive-that is, the students are presented with a set of data in French from which they develop some kind of rule, and then produce samples of their own. It is comparative, in that as part of this procedure we include a discussion of the linguistic feature in question in Japanese and English and occasionally talk about how other languages work. Finally, it is communicative. I want the students to be able to go beyond merely recognizing a new form or producing it on a test. To that end, we do a lot of pair and small group work and a lot of drill work as a class. I feel that if they are not able to perform simple tasks using the structures we have studied, then I have not done my job.

During the first few classes I start by showing them how much they already know. We begin by collectively compiling a list of French cognates on the blackboard *(croissant, cafe au lait, chou creme, escargot, pochette, enquete,* avec...) This leads to a general discussion of foreign borrowings *(gairaigo),* such as what kinds of words are borrowed, semantic gaps and potential pronunciation problems. English is a productive source of 'Japanese vocabulary and students can easily come up with dozens of examples. They might also be asked to provide foreign borrowings from other languages.

Throughout the year I plan similar discussions on other aspects of language such as slang and baby talk, in which the students provide data for Japanese and we do a three-way comparison with English and French, looking for patterns. For example, after listening to *fais dodo* we compile a list of baby talk in the three languages and analyze semantic and phonological features. It is easy for the students to pick out patterns, such as the frequent occurrence of *t,d,m* and *b.* If possible, supplying them with data from other languages to verify this-or even better, having them collect it themselves---teaches them something important about how language works universally.

I then provide them with a list of about fifty pairs of French/English cognates that should be familiar to them. This serves to reinforce the important fact that there is a hefty carry-over of vocabulary between the two languages and to remind them that they have in fact already learned a lot. In pairs or small groups the students look for regular patterns of spelling alternationa (*theater/re, foret/forest, rich/riche...).* This can later be extended to the morecomplex idea of separating out prefixes and suffixes from radicals, as in *rouge/ rougir/rougatre, porter/apporter/emporter.*

We then go on to practice pronunciation with the cognate sheet, again focusing on consistent differences. It is important to establish early on that these regular patterns exist. To look and listen for words that are similar to English greatly increases their word power. They are always thrilled to learn that they won't have to cope with *th* in French. We discuss other English sounds that are problematic for them and I ask them to predict where their difficulties might be with French. When asked to imitate a native English speaker speaking Japanese they are quite adept at identifying our problems.

At this point I try to get them to step back and see the big picture: Each language is a system, composed of a unique set of sounds, some of which will be problematic to native speakers of other languages. They will substitute the closest sound from their own phonological system, thus producing the distinctive accent. Providing them with that knowledge, that simple fact about language, they are ready to relax and work on the problem areas. I tell them it's OK if they can't do it, that they probably will be understood, but that if they really want to sound French...most of them get into it. This kind of generalized discussion of how language works is intrinsically fascinating for students working on their third or fourth language. They have the sophistication to deal with linguistics at this level and, from my experience, benefit from it.

In pairs, I have them translate a reading or dialogue from somewhere in the middle of the textbook-into English. Holes are OK, some Japanese is fine, but I want them to learn to take chances. With few exceptions, they are surprised at how much theyactuallycan figure out. I choose the passage carefully and might be ac-

cused of oversimplifying, but that is justifiable given the importance of establishing confidence and a positive attitude about the new language.

I generally present greetings and introductions in the form of a dialog. This is the first French they are actually using, so there is great enthusiasm. We practice the French handshake, talk about the bise, customs in Japan and English speaking countries. We drill the dialog and they are to memorize it cold for the next class. I insist on eye contact, and no hesitation. Next is the moment of truth: Those who are not acceptable lose their point, hate me and hate French. We build on the dialog with alterations, substitutionsand practice with name cards. Successful oral work is contingent on mastering the dialogs, particularly at the early stages.

Very early on, it becomes apparent to the students that there are many structural features common to both French and English that do not occur in Japanese, such as in/definite noun markers and changes in the verb paradigm. Psychologically, they have been dealing with these fundamentally different linguistic concepts for at least six years. They may hate it, they may make loads of mistakes, but the slot is there. It is simply a matter of stretching to accommodate those features of French that differ from English, such as the gender alternations in nouns. Here I stress the necessity of accepting-in fact, even enjoying-these areas where French and English don't overlap. This serves to highlight those features of the language which are unique to French.

This is my general approach throughout the year. When we get to the passe compose (simple past tense) for example, I provide them with a data sample, usually in the form of a letter, in which they have to identify the new form. In pairs or groups, they are asked to formulate the rule for forming the past tense in French. If they can accurately verbalize that it's composed of two separate parts, avoir oretre plus something that's fine as a first approximation. Formal linguistic labels can be added later. Although this "student as linguist" approach takes considerably more class time than traditional deductive teaching, providing them with the chance to figure out how the system works is much more satisfying and motivational than spelling it out for them and having them memorize it.

I also find that students' retention is much better when they have come up with the rule on their own. We do some fine tuning as a group and then they are back in their pairs and groups making sentences on their own. This frees me up to work with the weaker students. Many students become quite good at predicting the recurring patterns, or motifs in the language. In essence, they are becoming good language learners.

On Materials

Several of the Japanese publishers are now coming out with some very fine texts, which treat French as a real language and are much more interesting to use than the texts available a decade ago. But even with a good textbook, there is an emphasis on speed and by the fourth or fifth chapter you are into very complex grammar and lengthy dialogs. Add to this a lack of realia, and the need for good supplementary materials becomes obvious. There is actually quite a bit available, although not packaged as teaching materials.

Over the years, I have adopted a beg-borrow-and-steal approach. Many British and American French textbooks and readers (junior high through university levels) are full of realia and often offer a more balanced approach to the Francophone world, with photocopiable materials from Canada, the Caribbean and Francophone African countries. French videos and CDs (I recently got a collection of popular chansons at my local *Ninomiya* Musen) have Japanese translations which might be helpful for weak or beginning students. In Quebec last summer I picked up dozens of menus, maps and city guides, all printed in French and Englishand all freebies. There are many French movies and culture specials on Japanese television and for those of you with access to satellite TV, one light *Antenne 2* news story can be used for many listening exercises with a minimal amount of preparation. I have had great luck with stories on drug problems and student strikes in Paris.

As a summer homework assignment I require my students to eat something French, drink something French, watch something French and read something Frenchand then write up their impressions. Weaker students generally read something in translation but I often recommend a short story or novel for the stronger students. I am often impressed by their resourcefulness. With smaller classes, I assign culture reports and oral presentations throughout the year.

Finally, any game or language activity that works for English works for French too. We have had lots of fun with *shiritori,* bingo and a French version of gossip. The French version of Simon Says is called *Jacques a dit.* French does not have to be boring or tedious, in spite of what a cursory glance at the texts might suggest.

Conclusion

Much of what I have expressed here is simply common sense to those of you who have only taught English or only taught outside of Japan. There are admittedly some problems with my system. Most notably, I lose a fair number of students early on. I spend much class time with the slower students, and the stronger ones are getting less of my time. Those students who go on to the second year with a different teacher haven't had everything they "should" have had. However, I am more interested that they can really use what they do know. For most of my students, the class provides a positive language learning experience which serves to tie together what they know about language. And that's precisely what it's all about.

Kathleen Yamane, assistant professor at Eichi university, has an M.A. in linguistics from Cornell University. Her research interests include foreign language pedagogy and semantics.

A Publishers' List of Foreign Language Materials

compiled by Rudolph Reinelt

This list is a condensed version of catalogs from some publishers.

Arabic: Cambridge University Press, Hakusuisha, Oxford University Press (dictionaries).

Chinese: Sanshusha; Kaitakusha, Daisanshobo (Yasashiku Hanasu Series); Hakusuisha (wide variety of courses); Dogakusha, Oxford University Press and Shogakan (dictionaries).

Dutch: Cambridge University Press.

French: Language Services, Regents, Kaitakusha, Harcourt Brace Javanovich (full course with readers, video and grammar, *Nouveau Companions)*, Holt, Rinehart and Winston (full course *Et Vous,* including video), Cambridge University Press (secondary school course), Daisanshobo (full course, textbooks, grammars, Yasashiku Hanasu Series), Asahi (full course, including tests), Hakusuisha (readers and textbooks) Geirin Shobo, Oxford University Press (extensive program for various grades, dictionaries), Addison Wesley (children's materials), David English House.

German: Sanshusha (secondary school course), Daisanshobo (full program), Asahi (readers), Hakusuisha (wide program), Dogakusha (specialist, all levels, dictionaries), Oxford University Press (small but complete courses, a few readers and grammars, also the big *Duden* dictionary), Shogakukan (dictionary), David English House.

Greek: Cambridge University Press, Oxford University Press (dictionaries).

Italian: Sanshusha, Harcourt Brace Javanovich (Ciao course), Cambridge University Press (secondary school course), Daisanshobo (Yasashiku Hanasu Series), Asahi, Hakusuisha (small program), Oxford University Press and Shogakukan (dictionaries), David English House.

Korean: Daisanshobo (Yasashiku Hanasu Series).

Latin: Harcourt Brace Javanovich, Asahi, Hakusuisha (small program), Oxford University Press (dictionaries).

Norwegian: Oxford University Press (dictionaries).

Persian: Cambridge University Press.

Portugese: Geirin Shobo.

Russian: Hakusuisha (course and dictionary), Oxford University Press (dictionary).

Spanish: Sanshusha, Language Services, Regents, Kaitakusha, Holt Rinehart and Winston (full course, including video), Cambridge University Press (secondary school course), Daisanshobo (Yasashiku Hanasu Series), Hakusuisha (introductory course and readers), Geirin Shobo, Oxford University Press (three small courses), Shogakukan (dictionary), David English House.

Other Languages: Serbian, Polish, Czech, Hungarian, Bulgarian available from Hakusuisha. Swedish, Indonesian and other courses available from Cambridge University Press. Oxford University Press (various languages of all areas, especially dictionaries). Taped courses available from Gakken. Many other languages available from Tuttle, Daigakushorin, and Linguaphone.

Publishers' Addresses

Addison Wesley: l-2-2 Sarugaku-cho, Chiyoda-ku, Tokyo, 101, tel. (03) 3291-4581, fax (03) 3291-4592.

Asahi: 3-3-5 Nishi-Kanda, Chiyoda-ku, Tokyo, 101, tel. (03) 3239-0271.

Cambridge University Press: c/o United Publishers Services Ltd., Kenkyu-sha Building, 9, Kanda Surugadai 2-chome, Chiyoda-ku, Tokyo, 101, tel. (03) 3295-5875.

Daigakushorin: 4-7-4 Koshigawa, Bunkyo-ku, Tokyo, 112, tel. (03) 3812-6281.

Daisanshobo: 106, Yagi-cho, Shinjuku-ku, Tokyo, 162, tel. (03)3267-8532, fax (03) 32678606.

David English House: agent for Mary Glasgow Publications, 2F-3F Poleta Biru, 7-5 Nakamachi, Naka-ku, Hiroshima, tel. (082) 244-2633, fax (082) 244-2651.

Dogakusha: l-10-7 Suido, Bunkyo-ku, Tokyo, 112, tel. (03) 3816-7011, fax (03) 38160044.

Gakken: 440-S Kami-Ikedai, Ota-ku, Tokyo, 145, tel. (03) 3579-0731.

Geirin Shobo: 2-6-3 Suido, Bunkyo-ku, Tokyo, 112, tel. (03) 3945-1731.

Hakusuisha: 3-24 Ogawa-cho, Kanda, Chiyoda-ku, Tokyo, 101, tel. (03) 3291-7811.

Harcourt, Brace and Javanovich: see Holt Rinehart and Winston.

Holt, Rinehart and Winston: Harcourt, Brace and Javanovich Japan, Inc., Ichibancho Central Building 22-1, Ichibancho, Chiyoda-ku, Tokyo, 102, tel. (03) 3234-3911, fax (03) 3265-7186.

Kaitakusha: 2-5 Jinbo-cho, Kanda, Chiyoda-ku, Tokyo, 101, tel. (03) 3265-7641.

Language Services: Aoyama Center Building, 3F, 3-B-10 Minami Aoyama, Minato-ku, Tokyo, 107, tel. (03) 3403-3181.

Linguaphone Japan Ltd.: Tameike Meisan Building, 1-12 Akasaka 1-chome, Minato-ku, Tokyo, tel. (03) 3585-3521, fax (03) 3585-7840.

Oxford University Press: Kanamecho, Toshima-ku, Tokyo, 171, tel. (03) 5995-3801/3901/3441, fax (03) 5995-3919.

Prentice Hall Regents: Jouchikojimachi Building, 3F, 6-l-25 Kojimachi, Chiyoda-ku, Tokyo, 102, tel. (03) 3238-1050, fax (03) 3237-1460.

Sanshusha: l-5-3 Shitaya, Taito-ku, Tokyo, 101, tel. (03) 3842-1711, fax (03) 3845-3965.

Shogakukan: 2-3-l Hitotsubashi, Chiyoda-ku, Tokyo, 101, tel. (03) 3230-5311.

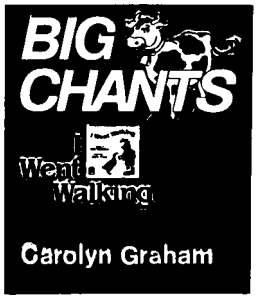
Charles E. Tuttle Company, Inc.: l-2-6 Suido, Bunkyo-ku, Tokyo, 112, tel. (03) 3811-7106/7741.

BIG CHANTS: I Went Walking

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

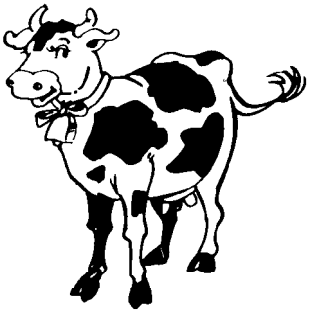
BIG CHANTS, BIG SMILES, GOOD CLASS . . . WOW

BIG BOOK, CASSETTE AND TASK, GREAT DEAL . . . NOW



Carolyn Graham's Big Big Chants I Went Walking is now available in a complete set which includes the big book, activities book, cassette tape and instructor's manual. The unique cassette recording features Ms. Graham's famous voice on Side A and the rhythm of several talented children on Side B. Two of the chants are set to song. Language is carefully recycled and the activities book offers a variety of tasks at different levels.

Multi-level capabilities make this course perfect for young learners' classes today. Returnees and beginners can benefit from the same material thanks to different follow-up tasks. BIG CHANTS gives your students an enjoyable way to practice structure and internalize vocabulary.



Now Available!

- BIG CHANTS PACKAGE: ISBN 15-599813-7 \7,980
  - Big Book
  - Activity Book
  - Cassette
  - Teacher's Guide
- Big Book ISBN 15-599817-X \4,000
- Activity Book ISBN 15-599814-5 \650

HBJ

Harcourt Brace Jovanovich Japan, Inc.
Ichibancho Central Bldg. 22-1, Ichibancho, Chiyoda-ku, Tokyo 102
Tel: 03-3234-3912 ELT Hotline: 03-3328-2527 (Shari Berman)

Body Music and English

by Gwenellyn Nordquist

As one who teaches lower level English conversation classes, I am always looking for ways to help my students relax so they (a) feel comfortable enough to attempt speaking, and (b) feel confident that their English sounds intelligible when they do speak up. Anyone would feel nervous if they thought their second language attempts sounded like gibberish! So, in an effort to draw my high school students' attention away from their own speech for awhile, I have created a sequence of activities based on several rhythmic exercises which dance teachers have used with me. My goals in using these have been to (1) get the students talking without thinking about their own speech, (2) get the language flowing more rapidly and continuously, and (3) attune their ears to the "music" of the English language so they can hear the unique sound of English for themselves.

First, I tell them that we're going to do some crazy things that may not seem to be related to a conversation class. I explain that I like both music and dance, and that most Japanese seem to have a good sense of rhythm, so I'm going to teach them some rhythm games 1 learned from my dance teachers, then show them how theyrelate to their study of English. Then I talk to them about the correlation between languages and music. They both have louds and softs, fasts and slows, sounds and silence, highs and lows. As I call their attention to these similarities I tell them how much fun I have listening to the music of Japanese as I ride on the train, and I give them examples. For louds and softs I might say, ***Nani sun noyo?***; for fasts and slows, ***sumimasen.*** . . . compared to ***su-mi-ma-sen!***; for sounds and silences, Eh-to. . . and for highs and lows, lots of ***so desuka, so desu,*** and ***so***'s. If you're a good mimic at all, they are convinced at this point that a language has its own music; and they are relaxed and ready to play with the music of English.

Next, I tell them that I want to tune their ears and get them thinking about rhythms. To do this, I teach them what I call "Pam's Eights." We clap in cycles of eight beats, and on each succeeding cycle we emphasize the next beat. That means there is one loud beat in each set of eight, like this:

one, two, three, four, five, six, seven, eight
one, ***two***, three, four, five, six, seven, eight
one, two, ***three***, four, five, six, seven, eight
one, two, three, ***four***, five, six, seven, eight
one, two, three, four, ***five***, six, seven, eight
one, two, three, four, five, ***six,*** seven, eight
one, two, three, four, five, six, ***seven***, eight
one, two, three, four, five, six, seven, ***eight***

I set a slow tempo the first time to make sure everyone understands what is expected of them and to let them settle into a rhythmic frame of mind. Then, I run the pattern several times until they can make the transition-***eight, one***-easily. Then I speed up the tempo. This makes a good warm-up pattern and it lets the lazy students know that I intend to pursue this path for awhile, and that it will be obvious if they don't participate.

Next I teach them "Keith's Three-Five-Seven-Nines." In this pattern, new moves are added to old ones as the numbers get bigger. It would be a lot easier to show you than to describe, so-picture this: ***One*** (downbeat) is always a clap. ***Two*** is the right hand (always the right side first) hitting the chest (gently, please). Three is the left hand hitting the chest (at collar bone height). When you put the actions for one, two, and three all together, a ***three*** becomes a clap, right chest, left chest. Got it?

Four is the right hand slapping the front of the upper right leg. ***Five*** is the left hand slapping the front of the upper left leg. That means a five becomes a clap, right chest, left chest, right front leg left front leg. Okay so far?

Six is the right hand slapping the side of the right leg. ***Seven*** is the left hand slapping the side of the left leg. So-a seven becomes **a** clap, right chest, left chest, right front leg, left front leg, right side leg, left side leg. Yeah! You have it! Now, one more cycle addition.

Eight is stomp right foot and ***nine*** is stomp left foot. That means a nine becomes a clap, right chest, left chest, right front leg, left front leg, right side leg, left side leg, right foot, left foot. That's right! Now swing it! Good for you! You're doing Body Music!

I teach them ***threes, fives,*** and maybe ***sevens*** and by then they are ready to stand up. When they have learned nines I make patterns of numbers and ask them to do the sequences. For example, "Do a three-five-***seven-nine."*** "Do a ***three-five-three."*** "Give me a ***three-five-three-seven-three-nine."*** "Can you do a ***nine-three-seven-five?"*** This section can extend until you sense that the students realize they can really do it and are having fun. Their concentration should be really focused; they aren't thinking about their "poor English" at all. Then you're ready to move on.

Still using Keith's exercise, I work on their ability to concentrate on their own production of a rhythm regardless of what others are doing. I divide the students into two groups and, starting at the same time, have one group do ***threes*** while the other group does ***fives***. Then I switch thegroups. When they can do that without losing their concentration (which usually doesn't take long) I ask them to listen for the beat when the two groups come back to one at the same time. That usually takeslonger for them to hear. If they have trouble hearing it, I ask them to turn and watch the other group's hands so they can see when both groups clap at the same time. When they can hear that, 1 make three groups and have them do ***threes,*** fives and sevens, switching the numbers among the groups.

Then I make four groups and have them do ***threes, fives,*** sevens, and ***nines.*** I wait to add a new group until I can hear a clean, distinct beat since all groups should be exactly together even though they have different numbers of beats in their rhythms. The students have really conquered this phase when they can see or hear all four groups coming back to one at the same time!

Japan's favorite conversation book for false-beginners

ALLTALK

David Peaty

- Each book has 72 different activities for pair practice
- Level 1 & 2
- Relevant topics
- Tapes for home and class-use
- Written for Japanese Students!!

When they can do that, I ask them to make a circle somehow around the desks or tables so they can move as well as make the rhythm. Then I go back to *threes* and *fives* only and I ask every other student in the circle to do *threes*. The students in between will do *fives*. This time, though, between their last beat and *one (three* and *one* or *five* and *one*) they should make a one-quarter turn. This means that on the fourth cycle of their *threes* or *fives*, they should be facing the center of the circle again. After we've practiced the turns so they know when to pivot (and to make it challenging and funny) I have the *threes* pivot to the right and the *fives* to the left. This inevitably brings back some mistakes until their concentration increases again. When they can do *threes* and *fives* I add *sevens*, and possibly *nines*.

I let them work with the pivots until either (a) they can do it rather consistently or (b) they begin to get frustrated. Then I begin to bring the voice back into action. I want to keep their attention on their body action and the rhythm, so I use nonsense syllables at first. I let the students continue to stand in the circle, but drop the pivoting and substitute the voice. Going back to *threes* and *fives* only, I have the *threes* say *ho* on the second and third beat so it sounds like (clap-*ho-ho*; clap-*ho-ho)*. Then I ask the fives to say *hey!* when they clap on one. Their pattern sounds like: (Hey-slap-slap-slap-slap; *hey*-slap-slap-slap-slap). When they put the two groups together you hear (the first time) *Hey-ho-ho*. This is guaranteed to bring laughter and they won't think much at all about saying anything except whether they get lost or are on the beat. Their primary attention will be on their movement. As quickly as I can, I add *sevens* saying *he* on *four* and *five* (clap-slap-slap-*he-he*; clap-slap-slap-*he-he*) and *nine* saying *ha* on s*ix* and *seven*; that is, (clap-slap-slap-*ha-ha*-stomp-stomp). That means that on the first round you would listen for *(hey-ho-ho-he-he-ha-ha*). There are lots of giggles and starting over, but if I'm lucky I start to see facial expressions and group "fights" to see who can say their sounds the loudest. I usually leave the students in the circle for all of this, but if they are having difficulty, I break the groups into sections like a choir, so everyone is standing by people who are doing and saying the same thing.

The next step is to substitute real English words for the sounds we've been using. I always have some phrases worked out in advance because this section needs to move along quickly or the students will stop focusing on their movement and start watching themselves speak English. I'll use my phrases as examples here, but feel free to substitute your own for your students since only you know what will be meaningful to them. With everyone doing threes, I have them say *Excuse me,*. . . If you are maintaining three even beats at a moderate tempo, you will fall into an inflection pattern equal to *Excuse me, do you have any __?* The students will mimic the rhythm of the words easily-after all, they are keeping the beat themselves. But, they tend to sound like robots--they have flat intonation-so I point this out to them, imitate their sound production and use my hand to draw "hills and valleys" in the air in front of me as I say the phrase. Then they can "see" the higher pitch I use on the second syllable, i.e. excuse *me*... Then I ask them to add pitch to their rhythm and imitate my way of saying it. That means they are still doing the body music but have overlaid the speaking, so they do think about how they are saying the words, but in relation to what they are doing with their body, not in relation to speaking correct English.

When the students can reproduce the phrase fairly musically at a reasonably fast tempo, I change everyone to *fives*. The phrase I use here is a very friendly-sounding, *Please tell me your name!* Once they have coordinated their speaking with their body movements, I work on the intonation and speed. The "hills and valleys" for this are:

Please
me.
me a
tell your n

If I want to keep working with *fives* I might change to the phrase, "Who will I marry?" (That's a great one for young salarymen and high schoolers!) By hearing more than one phrase with the same rhythm pattern, the students begin to realize that English does have its own music: I didn't just manipulate the first phrase to suit my classroom purpose.

The phrase for *sevens* which I use is: *I'd like to ask you something.* . . The "hills and valleys" are like a long roller coaster hill: u-u-up to *ask* and back d-o-own again. An alternative phrase is *He is my fiend and my pal.* In this one, *he* and *friend* are on the hills and the other words in the valleys with *pal* at the very bottom.

For *nines* I have them say, *What did you say wken he asked you that?* (This is long enough that I often write it out on the board so they can read it.) They have trouble remembering the pronouns without seeing the question because they can't picture a plausible event or the relationship of the two people. I always ask high schoolers to imagine that Mr. Cute has asked Ms. Personality to a movie and we want to find out if she is going with him. It takes them two or three repetitions to speak the sentence as smoothly as they can make the Body Music, but when they have that coordinated the students do begin to concentrate on what they are really saying and confusion drops from their faces when they can picture the *you* and *he* involved. For this sentence, the big hills are on *you* and *asked,* small hills on *what* and *that,* and everything else is in the valleys. An alternative nine-beat sentence is, *Be careful, that driver will hit you!* This intonation pattern is a real roller coaster ride. The hills are on *care, dri-*, and *kit*. The rest of the words and syllables are in the valleys.

At this point I wander around the room and pick up various textbooks the students have from other classes. I open a book and choose a short sentence at random and read it out loud. I ask them to tell me how many beats the sentence has. If they are not sure, I read it

again, trying to keep the intonation and tempo exactly the same as before. I invite them to try it themselves with body music. When they slow it down, stop and start, and use their bodies, they can find the number of beats. (And at some point during this section, we discover *fours* and *sixes* and *eights*, too.) Then, with a little practice, they begin to tell me how many beats without having to experiment with each phrase by themselves.

When their ears hear the beats smoothly I invite them to make up phrases. I start with *threes* and work up to *nines* and take several suggestions for each. Some of the phrases they suggest don't have the number of beats they think they have, but that's okay. Other students hear the correct number or they discover their own mistakes and correct themselves, so I reinforce their efforts by keeping the focus on "good ear training." For example, I say, "Good for you! You could hear the difference!" (This kind of positive reinforcement is a Western habit, I think; I don't hear Japanese teachers praising students for trying but getting the wrong answer. For that reason, I try to praise experimentation and volunteering-whether the answer is correct or not-and the Body Music unit offers lots of opportunities to do so.)

When the students have tried a number of student-generated phrases and sentences, I move them on to the last section of this unit. I go back to Pam's Eights which emphasizes different beats, and I show students how meanings shift when we say exactly the same sentence but emphasize different beats. First, I write the sentence *I don't want to eat this pizza!* on the board. Then we clap Pam's Eights at a moderate tempo while reading the sentence eight times, moving the emphasized word or syllable down the sentence. That sounds like:

I don't want to eat this pizza!
I *don't* want to eat this pizza!
I don't *want* to eat this pizza!
I don't want *to* eat this pizza!
I don't want to *eat* this pizza!
I don't want to eat *this* pizza!
I don't want to eat this *pizza!*
I don't want to eat this pizza!

At this point I go back through and give a bit of context to each one by interpreting the implied meaning. To *I don't* -I add, You *might, maybe, but not me!* To *don't* I add, *I told you that before!* To *I don't want*--I add, *I want a hamburger! I don't want to* -- is not a natural pattern of emphasis so I tell the students this. I further explain that the beat could fall on four in another sentence, but the words in this one don't make it viable. Then to *I don't want to eat* -I add, *I just want to smell it.* To *I don't want to eat this* --I add, *-but I will eat a mushroom and tuna one.* I change *I don't want to eat this piz*-- to I *don't want to eat this pizza!* and say it with gestures and a Mafioso tone of voice like *I don't wanna have to get tough with ya, buddy!* Then I point out that there may be more than one stressed beat in a phrase just as there was often more than one hill between the valleys. Then to *I don't want to eat this piz za!* I add, *I'm full!*

In this way I show the students why I can't always tell them exactly what a printed sentence means when they ask for an explanation. I have shown them that not only do most words have more than one dictionary meaning, but the context, which is expressed more completely with the voice than with the pen, influences the meaning of the whole sentence. I tell them that when I am silently reading something in English I "hear" it in my mind. I don't just understand the meanings of the content word by word by word, I hear ups and downs, highs and lows, fasts and slows, sounds and silences-if the material is well-written. Poorly-written material is hard to "hear." To show them that they already know what I'm talking about, I ask them if they have ever "heard" *haiku* or *tanka* when they read it.

With or without the sidetrack into philosophy of language, I am ready to give the students several other eight-beat sentences to play with. The second one I use is, *If you love me, I will love you.* We run through the cycle of eight two times. The first time is practice. The second time I speed up the tempo and I ask them to listen to each one carefully when they are saying it because I am going to ask a question afterward. They repeat the cycle, then I ask them which emphasized beats felt natural to them. With a little discussion they can usually sort out the most natural patterns from those possible. At that point I can put one or two other sentences on the board (usually one is enough) and without my saying it aloud at all, they can tell me which beats can be emphasized. They may use the Body Music patterns to find the acceptable emphases, but that's okay. Through all of this they haven't given a thought to the fact that they are speaking English even though I have increased my expectations of intonation, emphasis, and rate throughout this whole sequence. Two other sentences which I have used for this final stage are, *Will you take this paper to her?* and *Will he take you to the movie?* If I think the group can do it, I invite them to bring back to the next class a sentence that has two or more meanings or nuances and see if the other students can find which beats can be emphasized.

This is the end of the Body Music unit but only the beginning of its usefulness. I move the group right into a language production activity and ask them to use these musical principles in it. For example, I might ask high school students to bring small stuffed animals or dolls from home. Then in small groups they can plan a short puppet play for the rest of the class. I invite them to do interesting things with their voices (as an actor or actress would) so they can make as much "music" as possible. This kind of simple activity can spin off into more difficult or more precise language contexts and applications, but no matter where curriculum leads me, I can always refer back to the musical elements they have discovered or interrupt a later activity to use a bit of Body Music.

Sometimes students need to m-attune their ears to the musical elements of English. At that point I decide if they

HEINLE & HEINLE / NEWBURY HOUSE

Developing Conversation Skills !

All Talk
Problem Solving for New Students of English
Jann Huizenga and Maria Thomas-Ruzic
This is a high-beginning listening and speaking text for adult and young-adult learners of ESL/EFL. This engaging text uses provocative topics of hign human interest as springboards for decision-making tasks which encourage meaningful oral practice in English.

Speaking Effectively
Strategies for Academic Interaction
Janet Kayfetz and Michaele Smith
High-intermediate to advanced
This new text aims to teach students strategies for speaking in **academic** settings, so that they can interact appropriately. Students learn to predict scenarios based of situation and audience, to modify their speech in reaction to other speakres' responses and when and now to close a conversation.

Can't Stop Talking, 2/e
Discussion Problems for Advanced Beginners and Low Intermediates
George M. Rooks
High-beginning to low-intermediate
Designed to create situations where stuaents do the talking this text offers a proven method for building conversaation skills. Each unit presents a stimulating problem, which the student must solve.

The Non-Stop Discussion Workbook,
Problems for Intermediate and Advanced Students of English, 2/e
George M. Rooks
Intermediate to Advanced
Besigned to create a lively, student-centered classroom where the learners do the talking, this widely used text encourages students to work together to solve stimulating problems. Each problem is introduced through a combination of drawings and text and is accompanied by a straightforward method for solution.

Please send me further information on _____
Name _____
School Name _____
Address _____
Post code _____ Tel: _____

Thomson Publishing Japan, Hirakawacho Nemoto Bldg., 6F,
l-7-11 Hirakawa-cho, Chiyoda-ku, Tokyo, 102 Japan.
Tel: (03)3221-1441 Fax: (03) 3237-1459

need to listen "musically" to my spoken Englis or if they need to go back to the rhythms again to coordinate sound with beat. Other times, the students begin to exert too much effort in speaking so I find a way to use Body Music to reintroduce a playful mood and take their minds off the hard work English represents to them. In both ways, Body Music is a creative way to build student confidence in their ability to realistically produce the sounds of their second language.

Debate in the Japanese EFL Classroom

by Paul Gruba

To be successful, debate should be taught to EFL students in the context of argumentation. Lessons should first present various forms of argumentation through a series of readings, followed by writing assignments, and finally introduce argumentation in the oral form of debate.

To best prepare the students, introduce notions of "rules of argumentation" from both Japanese and Western cultures. Brainstorm a compare/contrast list with the students, first having them discuss it in small groups and then as a whole class. Include such questions as: How do you disagree in Japanese? In English? When is it acceptable to disagree? Is argumentation different from simple disagreement? How? (Argumentation is more formal.) What are some of the "rules for arguments"? The use of a list like this is also a way to gauge your students' levels, both linguistic and emotional.

Having introduced the concept of argumentation through a series of readings, then writings, turn to the debating assignment. The assignment consists of five parts: deciding on a debate topic, conducting research, writing, practicing, and finally, debating the topic. Allow adequate time for the students to complete all these phases-approximately 8 to 10 hours of class. To avoid confusion and reduce anxiety, introduce each part of the assignment as it is needed, after giving a brief overview. Here are the five points:

Deciding on a Topic of Debate

It is best to brainstorm topics of debate with the class as a whole and to generate as many topics as possible. The number of topics will be limited by the size of the class; you will need teams of three to debate each side of a topic, pro and con. Thus, think in terms of six students for each topic. Make sure that topics are clearly controversial-nothing vague here! Reject any topics that are lukewarm: insist on controversy! Having decided the topics, write the "pro"statement for one side and the "con" side for the other clearly on the board. For example:

> We think equal pay for equal work should be a legal and guaranteed right of every woman in this country.
>
> We think equal pay should be neither a legal nor a guaranteed right of every woman in this country.

These written statements will serve as the opening statements for each side in the actual debate.

Research

To fully prepare the students, have them do research on the topic that they have agreed to debate. (Which sounds better: "I think a lot of women get low pay," or "According to the September 7, 1992 issue of the Daily Yomiuri, approximately 50% of women in this country do not receive the same pay as men for the same work"?) In short, research on the facts provides ammunition for any form of argumentation. Otherwise, to defend any idea formally without backing is to play the fool. This phase will also help the students crystallize their ideas.

Writing

Point out the differences between written and oral forms of argumentation. (Writing tends to be more controlled, for example.) Then show what the two forms have in common: an introduction that introduces the main points, a body of three to five main points that include support, and a conclusion that summarizes the points and appeals to a larger audience or to a "higher good"; for example, "...if we do this, the Earth will indeed be a healthier place to raise children." Having the students write out an argument will not only teach them valuable writing skills; it will also force them to get organized. Have them turn in a copy to you the day of the debate and let them keep a copy to use as notes when actually debating.

Practice

Yes, practice makes perfect. The lesson before the actual debate, let them practice with teammates. Encourage the teammates to make critical suggestions to each other. (You may have to introduce what you are looking for-your own criteria for judgment-so that they know what they will be evaluated on.) Let them practice timing, projecting their voices, organizing their notes on small cards and correct posture.

Debate

Finally, the debate. By this time, the students should have a pretty good idea of what to expect if you have prepared well. In one of your brainstorming sessions with students, you should ask them what it means to "win" a debate. Again, are there differences between cultures? Let the students think of a list of points on how we judge winners in arguments. For example, categories here could include preparation, organization, degree of convincing, ideas and, if you like, voice projection. Think in terms of how you as a teacher evaluate compositions. Limit the list to four or five categories, make up a point scale of one to five and provide copies for all those who will not be participating in the debate to judge their colleagues on. Non-

participants should be encouraged to listen closely to the others' debate for both listening skill practice and practice in evaluation. At the end of the debate, you can total the scores given to you from students in order to declare the winning team.

Other useful points:

1) Have the debaters sit face to face across from each other.

2) Each member of the three-member team should have a specific role; one to present the introduction, one to provide the body and one to give the conclusion.

3) Time each presentation and allow no excesses: two minutes for the opening argument, three minutes for the body and two minutes for the conclusion on each side. Four minutes will be allowed at the end of the debate for open discussion.

4) Flip a coin to determine which side will begin the debate.

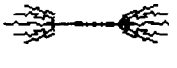
5) Allow two minutes for side A's introduction, stop the student and then allow a two-minute introduction for side B. Continue back and forth like this until each team member from each side has formally presented their points. Allow no discussion until the open discussion at the end.

6) Remember to be fair and strict; that is, don't allow one student to talk for two minutes and another for two and a half. You'll lose a lot of respect from students and the outcome may be distorted. Tell a student to stop, and be clear that you will enforce it. Make this clear before the day of the debate!

7) Announce the winners from tallying the non-participants' score cards as soon as possible after the debate. Keep the score cards so that you can look them over after class to get a good idea of where weaknesses lie.

8) Some advice: Don't allow students' emotions to "get out of hand." Prevent this by insuring they know the presentation is to be formal and that they know "the rules" of argumentation. Remind them of the brainstorming session at the beginning of this assignment. If one student becomes particularly upset, take the student outside of the room so as to remove the "object of conflict." Post-debate group discussion may be necessary to get students back on an equilibrium. (Some topics are quite emotional!)

If you and the students have prepared well for the debates, the exercise should be very successful. I've seen many shy students blossom and become courtroom lawyers during a good debate. Best of luck!



Results of November, 1992 National Officer Elections

In November, 1992, four national officers were elected. Out of a total of 535 ballots cast, David McMurray was elected Vice-President with 374 votes; Barry OSullivan conceded with 118 votes. Jane Hoelker was elected Program Chair with 517 votes. Richard Uehara was elected Recording Secretary with 514 votes and Masaki Oda was elected Public Relations Chair with 515 votes.

JET Program Objectives

by Kevin Staff

The interview with Robert Juppe in the October, 1992, edition of *The Language Teacher* was one of the more revealing insights on the JET program I have read. It seemed at times, however, than as an employee of the Ministry of Education, he wasn't completely free to say what I think most foreign teachers feel.

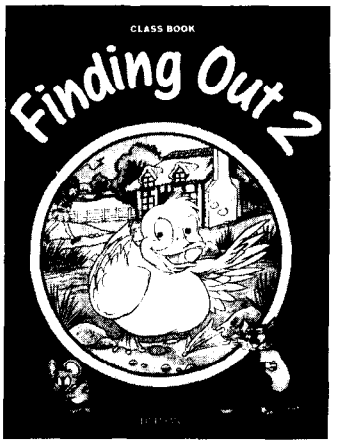
Mr. Juppe is right. "Internationalization" means "humanization": the right of a non-Japanese to ask an intelligible question in the local language and receive an answer in the local language, without a lot of whooping and gagging noises and a giggle as he walks away. It means the right to appear in public without becoming the instant butt of a hundred unfunny jokes. It means hope for the day that being a non-Japanese no longer makes one an instant authority on things international, or an instant friend for those wishing to outrage their parents, "brush up" on English, or show off a foreigner like a performing pet.

Until the Ministry of Education and the public at large come to terms with these unpleasant facts, AETs will continue to be sought after for their exposure/entertainment value much more than for their educational value, and the exposure will do little more than reinforce the narrow-minded but universal notion that a foreigner living in Japan just can't be doing anything of importance.

The prevailing lack of seriousness with which we are regarded reveals much more about Japanese society than most Japanese would like the world to know, and that is the real problem. Meanwhile, non-Japanese who neither juggle nor tap dance will continue to feel frustrated, especially if they haven't yet given up on trying to do their jobs well. Certainly though, no one is arguing that the program has done any harm, and I hope the optimistic note on which the interview closes will be justified by future developments.

Finding Out

by David Paul



The **complete** course for Japanese children

- Developed and tested in Japan over 10 years
- For children who only have 1 or 2 classes a week
- Over 75 games, songs and chants for active learning

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

☐ Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4 ☐ Level 5

Name: _____ School: _____

Address (School ☐ / Home ☐): _____

☐☐☐ - ☐☐ ☎: _____

Heinemann Interriational
Shin Nichibo Bldg., 7F, 1-2-1 Sarugakucho,
Chiyoda-Ku, Tokyo 101
Phone: 03-3294-0791 Fax: 03-3294-0792

HEINEMANN Right from the start!

JALT UnderCover

Deutsch Oder Was!? eine Einfuehrung ins Fremdsprachenlernen. I. Marui and R. Reinelt. Matsuyama: Sofu-sya Verlag, 1990. Pp. 44 . \1,030.

Professors Marui and Reinelt have produced an interesting first-year college-level German as a Foreign Language text. *Deutsch Oder Was!?* is almost unique among foreign language pedagogical materials printed in this country, and among non-EFL materials printed elsewhere, I might add, in that it is neither structure based nor intended to be taught *yaku-doku* (grammar/translation) fashion. If only for this reason it merits the attention of serious foreign language educators in this country.

Deutsch Oder Was!? starts out with well known words of German origin, "Volkswagen," "Bier," "Beethoven." The emphasis is on the familiar. It then goes through names, numbers, family, and self introductions, all with an emphasis on the easy, the everyday, the personal. Sentences are short, graphics are clear, meanings important. And all of this before any formal grammar (Unit IV) is introduced. It is obvious throughout the 11 units that make up the book that the authors want the students to have fun and success with the book and with the language. Most textbooks seem bent on reinforcing the idea that German is hard. *Deutsch Oder Was!?* wants to show that it is interesting and possible.

The typical "College German" textbook published in this country has two authors, a local Japanese universityprofessor and an unknown native German speaker, and features semi-short (two to five page) simplified passages dealing with history, culture, literature or travel, reading comprehension questions, written grammar exercises, and bilingual notes in the form of an appendix. *Deutsch Oder Was!?* also has two authors, both local college professors. The similarity, however, ends there. The text is a practical/functional activities book more than anything else. Students have to draw (right in the text), perform skits, make up skits, and do interviews, introductions, and presentations. Virtually all the activities lead back to the individual student: what do you think, what is your experience, what does your house look like, what did you see, what did you do over vacation, what kind of a Japanese are you? These kinds of activities are becoming more and more common in EFL texts, but are almost unknown in the Japanese "second" foreign language field (German, French, Spanish, Chinese, etc.).

Marui and Reinelt also treat grammar and the sound system in a unique way. They emphasize the latter but pretty much exclude the former. Units IV and VII are grammatical units, but they are the only ones in the book. Grammar is apparently introduced to facilitate the activities, the main thrust of the work. Since language cannot function without grammar, needed inductive and deductive grammatical presentations are made, but not as an end in themselves. This is quite different from the usual "master the basic-grammar first" thinking so predominant in Japanese foreign language education.

Ditto for the sound system. When it is included at all in most texts, it is presented in a formal way, with phonetic symbols, and "place the accent on the correct syllable" type exercises. In Marui and Reinelt the emphasis is rhythm, melody, and fast, naturalistic speech. The only symbols are musical ones, and 'katakana German" is most strongly discouraged. This is another welcome change.

Again contrary to expectations, *Deutsch Oder Was!?* comes with an excellent tape (compiled by K. Uwagawa). Like the text itself, the tape is also fairly unique. For one thing, almost all of the material is repeated twice, by different speakers whose intonation indicates slightly different situations. The accompanying music and sound affects are also well suited and fun to listen to. In addition, almost everything in the textbook proper is also to be found on the tapes. A word of caution, however, is perhaps in order. The tape is entirely in German and therefore a bit difficult for total beginners to use as self study material. My wife, for example, couldn't figure it out at all. Teacher's notes, a definite must for this kind of text, given the lack of true teacher training in Japanese foreign language education, are available from *Praxis*, an official publication from the German Teachers' Association here in Japan. A complete and detailed teacher's edition to the work, however, might even be more useful.

Testing, of course, is another very important part of a total educational program. Since reliance on instructor made exams might not reflect the basic philosophy and thrust of the text, co-author Reinelt has prepared exams to accompany the book. These are available at no cost to instructors using the work. Simply write Professor Reinelt. The present reviewer has not, however, had the opportunity to personally examine these tests and so one can only hope that they are up to the quality of the rest of the program.

In conclusion, I for one find Marui and Reinelt's *Deutsch Oder Was!?* an interesting, entertaining, and highly admirable "introduction to foreign language learning" with German (which happens to be my English translation of the subtitle). It is a shame that no major Japanese publishing house would touch the material. Apparently anything radically new and different has a hard time making it in this conservative educational marketplace. And that might be the highest praise of all; if the "profits are more important than education" boys don't want it, it must really be good.

Reviewed by Michael 'Rube' Redfield

Meaning Making: Directed Reading & Thinking Activities for Second Language Students. Carol Dixon and Denise Nessel. Englewood Cliffs: Alemany Press/ Prentice Hall Regents, 1992. Pp. 121. \4,100.

This text is a practical guide for teachers looking for more information about how to teach reading as a thinking process. The bulk of the book provides infor-

ScottForesman English

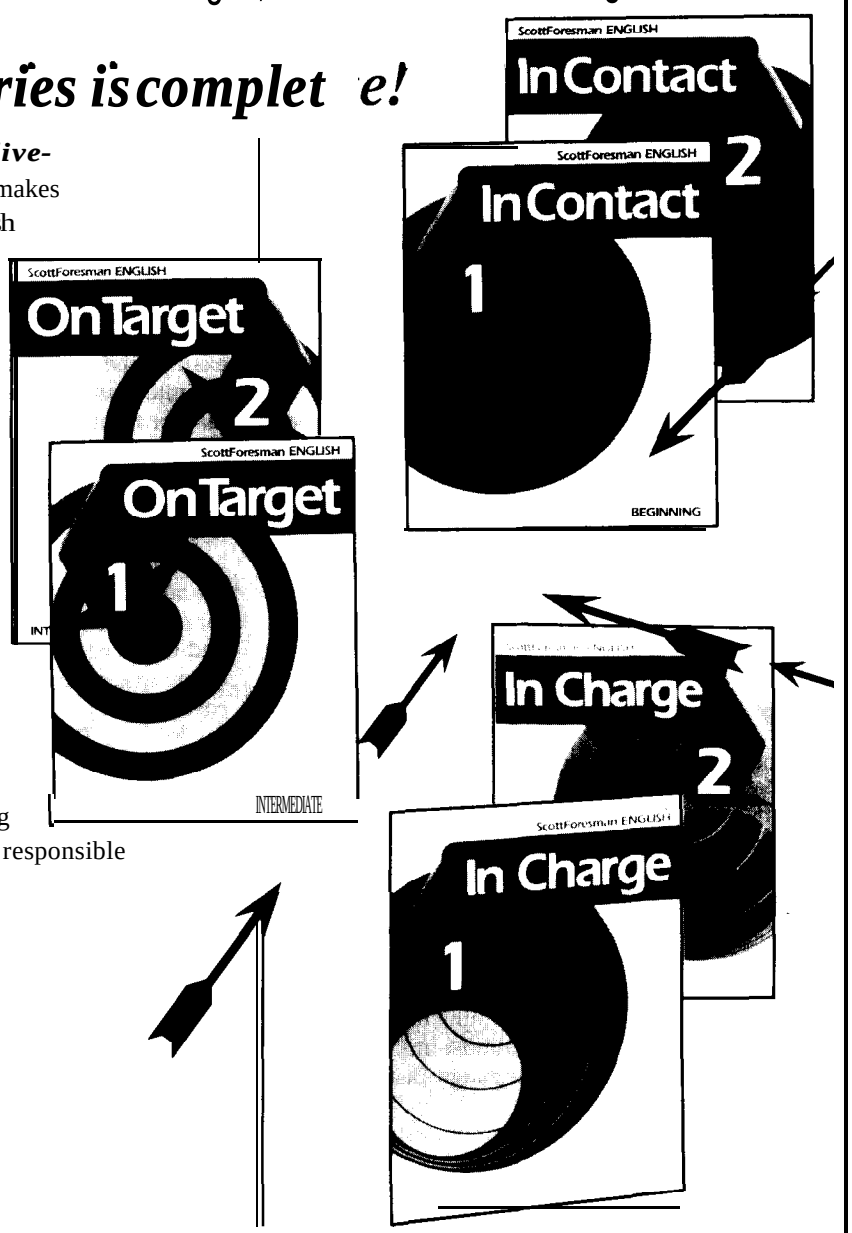
Brings English to Life!

In Contact, Levels 1 and 2 **On Target**, Levels 1 and 2 **In Charge**, Levels 1 and 2

Now the series is complet e!

Active, involving, and ***alive-*** ScottForesman English makes communicating in English a natural.

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



ScottForesman

A Division of HarperCollins***Publishers***

For more information contact:

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

mation about an approach to reading developed by Stauffer (1969, 1975), Davidson and Wilkerson (1988) and the authors (1983) known as ***Directed Reading and Thinking Activities*** (DRTA).

In the first chapter Dixon and Nessel describe their rationale for using the DRTA approach and consider what it takes to construct meaning. They posit that meaning-making can be best viewed as an active process in which readers formulate hypotheses about a topic rather than passively receive it. The capacity of an L2 student to create meaning from a text is, they point out, influenced not only by the text itself, but also by the role a teacher assume s in class and the classroom environment itself.

The authors' approach to narrative texts, which consists of successive stages of predicting, reading, and rethinking, is described in the second chapter. After a teacher primes students with thought-provoking questions, students make conjectures about the material they are about to encounter. A portion of the text is then examined. After this students revise and discuss their predictions based on the information they have been exposed to.

In the next two chapters a wide range of materials compatible with the DRTA approach is considered. The authors demonstrate how picture books, poetry, academic texts, and even television programs can be gainfully adapted to this approach. Although concrete, contextually embedded material is easiest for most ESL students to work with, virtually any material is amenable to DRTA. The use of key words and anticipation guides is discussed in this section.

The fifth chapter illustrates how reading activities can be integrated with other language skills. Practical ideas about how to extend literary experiences through writing, listening, and speaking, and suggestions to help learners gain "ownership" of their ideas are provided.

The final chapter addresses a host of practical inquiries, such as the use of DRTA with large classes, basal readers, and cooperative groups.

The book as a whole presents much useful information for those who teach reading in a content-based, learner centered context. However, two issues merit comment. First, no indication as to how Japanese EFL students might respond to the authors' approach is offered. All examples are from an American ESL context. Second, I felt unsure as to whether to view the book as an exposition of directed reading approaches in general or more narrowly as a description of the authors' favored approach to reading instruction. At times this text seems like a sales pitch for DRTA rather than a balanced discussion of the processes involved in making meaning.

Despite these points, ***Meaning Making*** is an insightful, easy to read text which describes one approach to reading instruction which is worth considering.

Reviewed by Timothy Newfields
Tokai University

References

Davidson, J. and Wilkerson, B. (1988). Directed *Reading-Thinking Activities*. Monroe, N.Y.: Trillium Press.

Dixon, C. and Nessel, D. (1983). *The Langauge Experience Approach to Reading. LEA for ESL.* Hayward, Calif.: Almany Press.' .

Stauffer, R.G. (1969). *Teaching Reading as a Thinking Process.* New York Harper & Row.

Staffer, R.G. (1975). *Directing the Reading-Thinking Process.* New York: Harper & Row.

Reading for Meaning: An Integrated Approach to Language Learning. Janet K. Swaffer, Katherine M. Arens and Heidi Byrnes. Englewood, New Jersey: Prentice Hall Regents, 1991. Pp. 264.

Reading for Meaning argues that students must read and hear about verbally created worlds. "Readers comprehend a text when they construct a mental representation for incoming pieces of verbal information" (p. 22). The authors, to focus on the shift from "reading practice to reading for content" fp. 54), discuss the teaching of interactive reading, the cognitive sequences that are assigned to reader processes and the reader attention that-should be made by the teacher and materials at various points in the reading process.

The text, divided into an introduction, twelvechapters and a conclusion, includes an extensive bibliography and explanatory notes in most of the chapters. The first chapter discusses a new methodology in language learning, an authentic input/language creation paradigm, which includes language created by the speaker as well as language which is normed by the speech community. Language is viewed as a creative process within a social context. Subsequent chapters deal with the problems of the implementation of the new paradigm, practical differences between language learning and reading strategies, and a procedural model for integrative reading.

The chapter entitled "Text Readability and Content Orientation" has sample reading inventories for literature and science, helpful for actually designing a content-based curriculum. The final chapter, "Conceptual Competence and the L2 Curriculum," reiterates the case for the "application of factual knowledge" (p. 233) which reappears throughout the book. The authors try to Integrate reading comprehension and the application of such comprehension in second language instruction. They advocate extensive reading in the intermediate and advanced EFL classrooms.

I feel that this text presents a thorough and innovative treatment of reading skills methodology for the EFL curriculum.

Reviewed by Maidy Lee Kiji
Konan Women's University

Is This Going to Be on the Test? Randall E. Majors. Scottsdale, AZ: Gorsuch Scarisbrick, 1992. Pp. 250.

"Welcome to THE FRESHMAN SEMINAR,. . . an introductory 'survival skills' course" (p. 1(, taught by Professor Randall E. Majors at California State University,

HOORAY FOR ENGLISH! 1~6

Three cheers for a program that works!

Student Book Levels 1-6

Ten units each focus on one main topic. Two-page lessons coordinate with Teacher's Manual mateials.

カラフルな絵やポスター、歌、物語を通して、基本的な単語、構文を学びます。

Teacher's Manual Levels 1-6

Provides complete lesson plans with insttuctions for presenting each page, positioned apposite the corresponding Student Book page, many other ards.

スチューデント・ブックの各ページに、効果的な授業のための指導法が書き込まれています。楽しいアクティビティがもりだくさんです。

Workbook Levels 1-6

Addltronal exercises plus Evaluation page for each unit.

スチューデント・ブックで学んだことを、工作などを通して着実に身につけさせます。

Song Cassettes Levels 1-6

Each cassette provides one Emgjosj song per unit.

1 課に1曲、ポピュラーな曲からオリジナル曲まで、バラエティにとんでいます。

ScottForesman

A Division of HarperCollinsPublishers

For more information contact:

David Gray
HarperCollins Publishers
1-20-1 Saugaku-cho, Chiyoda-ku, Tokyo 101
Phone: 03-3294-8288/3291-6343
Fax: 03-3294-89284

Hayward. In addition to the book's title question, there are "nine other questions that can save your college career" (from the subtitle on the cover), and each is the caption for one of the ten chapters in this text for students in non-Japanese colleges.

The chapters are laid-out in a lecture format, all the pages are perforated, and the margins are wide for taking notes. All begin with a general discussion of the relevant question, then recommend answers, and conclude with the author's summary. Finally, there are three, and occasionally four, homework exercises for students to complete and hand in. These are presented in a step-by-step plan, and guide the students through the process of determining their own answers.

An answer to the title question of Chapter 1, "What Am I Doing Here?" would seem essential before borachingthe remaining nine, which then could be covered in any order. However, the Study Abroad students in my college composition class selected questions 3, 1, 4, and 6 as possibly the most interesting and useful.

Chapter 3, 'What Do I Have to Do to Get an 'A'?" begins with general study guidelines and follows with specifics on how to be an active reader of texts, using the SQ3R method, and how to evaluate a lecture and take notes, using a "T-Note" style. The three homework exercises are a review of personal study habits, practice in highlighting an essay, and critiquing the lecture techniques of an instructor.

Chapter 4, "Is This Going to Be on the Test?" offers general test-taking skills and methods for passing multiple-choice, true-false, matching, and short-answer question tests. Three end-of-chapter exercises require the student to analyze a test from a different class, take a short multiple-choice test, and complete eight short-answer questions. The author has provided solid test-taking advice for four common tests: longer writing assignments are covered in a separate chapter.

Chapter 6, "Why Does Communicating Have to Be so Hard?" shows the student how to analyze a writing assignment and how to improve basic writing skills. Next are concrete ideas for writing answers on essay exams. Since many students are unfamiliar with essay exam jargon, e.g., "compare/contrast," "discuss," "outline," Majors provides a list of common essay test terms, what they mean, and examples of what information should be in the answer. The three exercises require analyzing a writing assignment for a different class, writing and then checking an essay against a 7-pointlist,and preparingandpresentingapublicspeech.

A revised edition of this text might include question 11, 'Why Do I Have to Take Speech Class?" Only three of the twenty pages in Chapter 6 covered public speaking, but this is a minor criticism. Overall, *Is This Going to Be on the Test?* is a useful college prep guide for EAP and/or study abroad students and their teachers.

Reviewed by Suzanne Ledeboer
Hiroshima College of Foreign Languages

Japanese Labor Law. Kazuo Sugeno. Translation. Leo Kanowitz. Seattle: University of Washington Press, 1992. Pp. 714. \12,000.

Japanese labor law applies to all workers in Japan, including teachers. However, many people, foreigners and Japanese alike, are unaware of the law (Labor and Economic Affairs Bureau, 1989, p. 3).

To help meet the need for greater awareness, Leo Kanowitz's translation of Kazuo Sugeno's *Japanese Labor Law* is an invaluable contribution. Sugeno, professor of law at the University of Tokyo and a member of the Tokyo Labor Relations Board, takes the reader from the development of labor law in Japan through its application in hundreds of cases. Sugeno and Kanowitz do so in a prose that is accessible to any careful reader.

The book is divided into four main parts: legal and historical background, labor market law, individual labor relations, and collective labor relations. After giving the historical background and a brief summary of the law in his opening chapter, Sugeno shows in the second chapter how the labor law is grounded in the Japanese Constitution. Moreover, throughout his text he shows how particular labor law provisions are connected to other laws, such as civil law.

The next two chapters deal with the way legal regulation is carried out in Japan and with the particular areas of concern of the law.

Fully half of this work is taken up with a minute examination of the labor laws as they relate to individuals. Still, despite its detail and copious footnoting, the book reads clearly, a credit to author and translator alike.

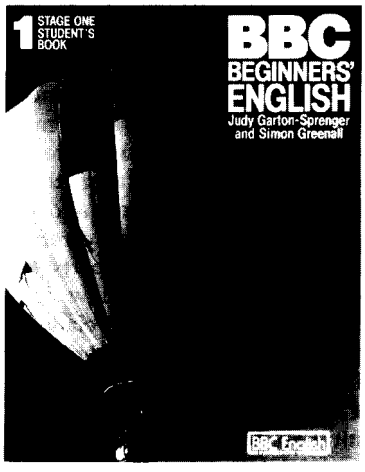
One frequently misunderstood matter that Sugeno has cleared up is the question of the length of the labor contract. Since contracts with longer minimums are sometimes advertised in the media (Simmons, 1992, p. 53), some foreigners have the impression that two- and even three-year contracts must be legal-especially when immigration authorities approve stays of longer than one year.

However, as Sugeno notes, "labor contracts.. . must not be concluded for a period longer than one year" (p. 138), unless the longer term is needed "for completion of a specific project" (p. 389). The purpose is to protect an employee from being held to an unreasonably long-term binding relationship.

This is an important point, for under a one-year agreement, an employer may not normally dismiss a worker without good cause, and an employee may not quit unless there is an unavoidable reason (pp. 389-391, 395410). Violations by either side are subject to legal remedy.

However, sometimes circumstances make it necessary to end a contract before the period of the contract is over. In such instances, employers, for example, must provide either 30 days notice, a month's severance pay, or a combination of the two (p. 397). Employees can give shorter notice, but only if the reason for quitting is an "unavoidable" cause; each instance is

CHOOSE THE BEST



BBC BEGINNERS' ENGLISH

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

THE LOST SECRET

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

To: **MEYNARD PUBLISHING LIMITED**

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

Please send more information :

☐ BBC BEGINNERS' ENGLISH ☐ THE LOST SECRET

MEYNARD PUBLISHING LTD.

Name: _____

School: _____

Adress: _____
(School/Home)

_____ **-Tel:** _____

examined on a case-by-case basis (p. 390).

This section of the book goes a long way to clearing up many murky problems of labor contracts. Other concerns in this part of the book include safety and health, equal treatment for men and women, and the posting of working rules. The final part looks at collective bargaining, the right of workers to join a union, having a representative of the workers speak for them, and so on.

Despite its importance to teachers, the hefty price of this weighty tome may put some people off buying it, at least until it comes out in paperback. However, some university and college libraries may be able to pick it up.

Still, Kazuo Sugeno's *Japanese Labor Law* is indispensable to anyone in a management position who works with foreign teachers or with other employees who can read English. Having such a book to refer to when problems or questions arise should save time, money, and hassle for employer and employee alike.

Reviewed by Monty Vierra

References

Labor and Economics Affairs Bureau. (1969). *Foreign Workers' Handbook.* Tokyo: Tokyo Metropolitan Government Office.

Simmons, T. (1992). Legal information for teachers: Period of contract. *The Language Teacher,* XVI, 2, 53.

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 February 28.

FOR STUDENTS

*Webster, D. & Bailey, D. (1991). *Start English with Potamus and Friends: Lentil's book: Numbers and animals* (picture book, play book, teacher's book, tape; preliminary level; American English for children). London: Macmillan.

*Webster, D. & Bailey, D. (1991). *Start English with Potamus and Friends: Lumpadump's book: Weather and clothes* (picture book, play book, teacher's book, tape; consolidation level; American English for children). London: Macmillan.

*Webster, D. & Bailey, D. (1991). *Start English with Potamus and Friends: Oota's book: Colors and nature* (picture book, play book, teacher's book, tape; preliminary level; American English for children). London: Macmillan.

*Webster, D. & Bailey, D. (1991). *Start English with Potamus and Friends: Potamus's book: People and their jobs* (picture book, play book, teacher's book, tape; consolidation level; American English for children). London: Macmillan.

*Webster, D. & Bailey, D. (1991). *Start English with Potamus and Friends: Smiler's book: Doctors and dentists* (picture book, play book, teacher's book, tape; consolidation level; American English for children). London: Macmillan.

*Webster, D. & Bailey, D. (1991). *Start English with Potamus and Friends: Wonkey-Donkey's book: Shopping and food* (picture book, play book, teacher's book, tape; consolidation level; American English for children). London: Macmillan.

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

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

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

Hollet, V. & Baldwin, R. (1992). *The Jericho conspiracy* (student's book; teacher's book; sample video). Oxford: Oxford University Press.

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

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

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

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

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

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

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

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

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

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

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

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

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

GRADED READERS: to be reviewed in sets as listed.

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

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

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

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

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

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

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

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

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

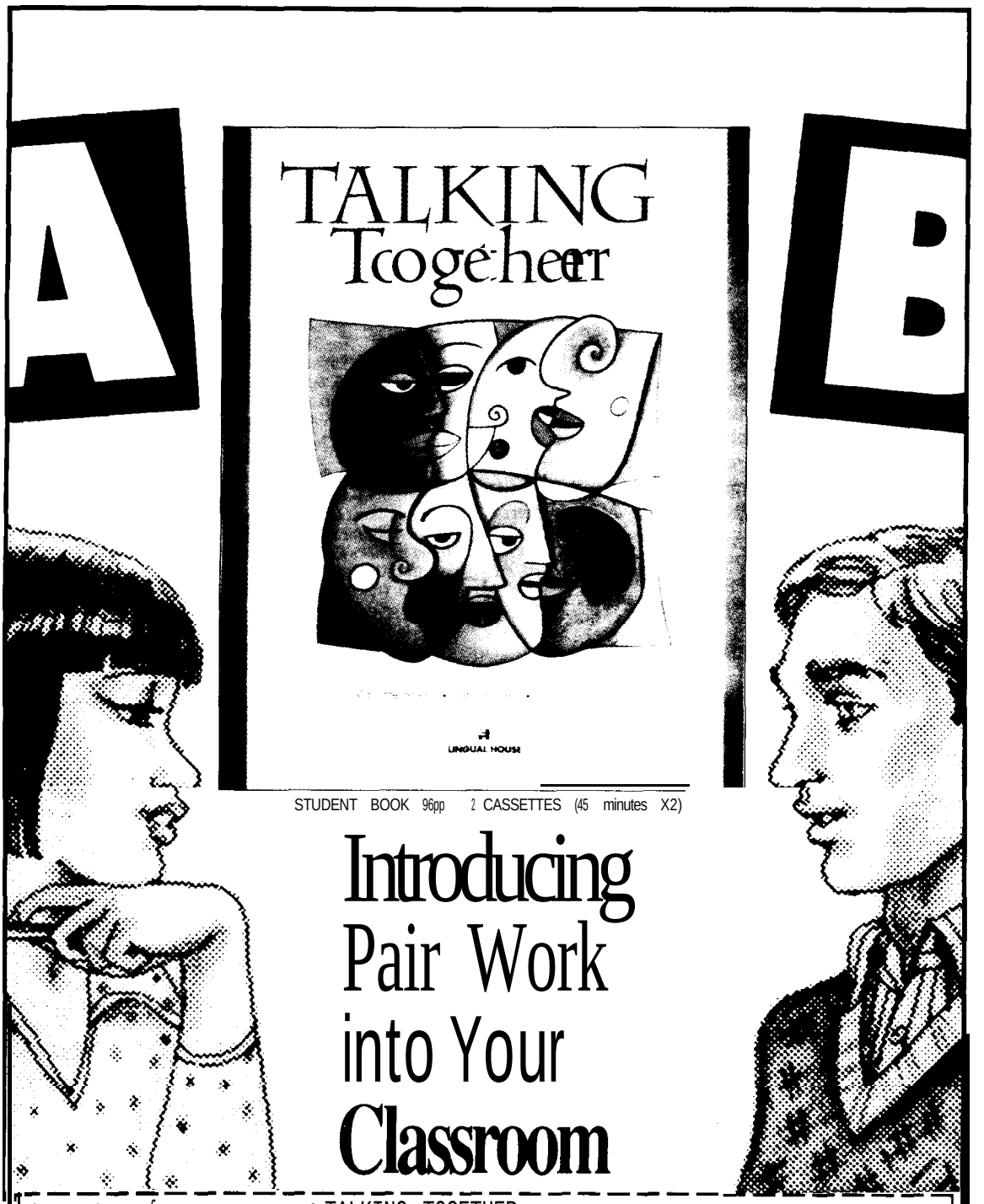
Oxford Spellbinders: Level 2: *The diamond* (for children).

FOR TEACHERS

Bowers, R. & Brumfit, *C.* feds.) *(1991). Applied Linguistics and English language teaching.* Modem English Publications and The British Council. London: Macmillan.

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

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



STUDENT BOOK 96pp 2 CASSETTES (45 minutes X2)

Introducing Pair Work into Your **Classroom**

Please send me a free inspection copy of TALKING TOGETHER.

Name: _____ School: _____ Tel: _____

School Address: _____

Please write or fax to: Lingual House-Longman ELT, Gyokurcen Building, I-13-19 Sekiguchi, Bunkyo-ku, Tokyo 112

TeL: 03-3266-0404 Fax: 03-3266-0326 Osaka: Tel: 06-205-6790

LINGUAL HOUSE. Adivisionof LONGMAN ELT

Chapter Reports

HIROSHIMA

The Reading Journal

by Sandra Williams

At the December meeting, Sandra Williams explained a teaching technique she has used with upper-level classes, the reading journal. The reading journal is a double-entry notebook in which students fold the paper lengthwise in half. On the left side they write what is interesting or important about the reading passage; on the right side they write their comments, including quehions, feelings, and "confusions." Such a journal allows for both content-focused learning and communicative learning. Williams demonstrated by giving the audience a choice of reading passages and then asking them to write journal entries.

Reported by Patricia L. Parker

HOKKAIDO

Managing large Classrooms

by Keith Adams

In October, Keith Adams shared some practical strategies for teachers interested in teaching in large classes using a learnercentered, interactive approach.

Adams began his presentation by sharing experiences he had when he first came to Japan. Used to a culture where students freely talk and volunteer information, and frustrated with the text assigned to his semmongakko class, he searched through a lot of teacher resource texts to find activities that would be just right for his class.

Adams advocates training students to function and feel comfortable in a learnercentered, large class environment. He focused on some practical, "how-to" activities designed for students such as mime, problem-solving tasks, listening activities, and concurrent, multi-activity lessons. In presenting these activities, Adams stressed the practical ways in which he used the activities themselves to progressively train students to move from a relatively teacher-centered to an independent learning environment.

Reported by Bob Gettings

It's a Question of Motivation

by Colin Granger

In November, Colin Granger talked about the necessity of involving and motivating students in the teaching that goes on in the classroom. In general, clear aims, short units, consolidation, recycling and anatmosphere where students have to prove what they learned to the teacher and to themselves were important features of the best lessons.

Based on research done in Europe, he pointed out that the best teachers studied were somehow able to motivate students to become involved in the lesson. Students often come to class with a high level of enthusiasm. Teachers, on the other hand, tend to begin class with de-motivating statements such as "Today we are going to.. . " or "Open your books to page..." These statements may lower students' motivation simply because they are expected. Teachers need to start class with activities that capture students' interest and keep the motivation level high.

Granger stressed the importance of starting by bringing the class together through problem solving or guessing activities which create a strong common interest. He suggested beginning with a short quiz on the topic of the lesson, a drawing on the chalkboard, or guessing games. This approach wiII capture students' attention and they will be eager to begin the lesson because they want to find out if their guesses were right.

Reported by Bob Gettings

KAGOSHIMA

Dialogue techniques That Work

by Robert Habbick

The command was given. "Stand up - find friends - hold hands." With these basic commands, Robert Habbick led the group through several interesting and fun filled techniques to use in a classroom. All of these lead to a student controlled class with positive rewards especially for the group.

First of all it is important to arrange the chairs for the students in a group situation. In another situation pairs were made. For drills students also are in a group.

This was an informative meeting which left one with an old point of view under new make-up. Since Japanese students like group work this fits nicely into the scene especially since this is student centered and not teacher controlled.

Reported by A. Barbara O'Donohue

NAGOYA

Bookfair

A record number of attendees turned out for the December Publishers' Book fair held at Trident School of Languages. Kevin Bergman (Longman), W. Gatton (Meynard), Barton Armstrong (Heinemann), Steve Golden (PHR), Helen Sandiford (Cambridge), and Antony Brophy (Oxford) each presented a one-hour lecture / demonstration. Topics ranged from motivation to communication all the way to fluency.

After a brief business meeting, the chapter officers presided at the well-attended (and delicious!) *bonenkai.*

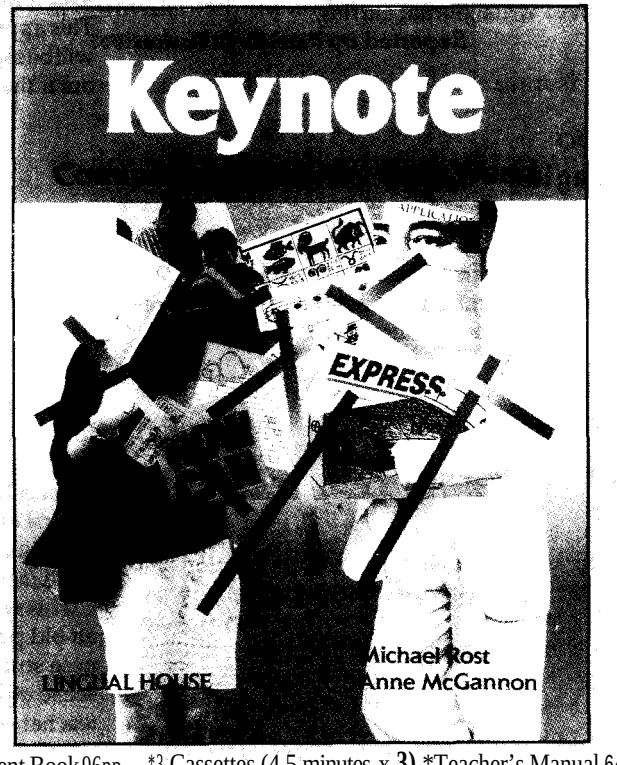
Reported by Kelly Ann Rambis

A New Concept for False Beginners

KeyNote is a unique language course for beginning students ***KeyNote*** offers a balanced approach to developing speaking and listening ability using a variety of format. Each set of two units focuses on an everyday theme and include

- Conversation Repetition
- Pair Work
- Listening Tasks
- Language Skills Practice
- Conversation Strategies
- Quizzes and Games
- Group Interaction Activities

The stimulating blend of activities encourages students to become involved in classroom learning and helps them develop and integrate listening and speaking skills



*Student Book 96pp *3 Cassettes (4.5 minutes x 3) *Teacher's Manual 64pp

MICHAEL ROST **ANNE McGANNON**

ct
LINGUAL HOUSE

A division of
LONGMAN ELT

Please send me a free inspection copy of **KeyNote.**

Name: _____

School: _____ Tel: _____

School Address: _____

Please wnte or tax to: Lingual House-Longman ELT
Gyokuroen Building, 1-13-19 Sekiguchi. Bunkyo-ku, Tokyo 112
Tel: 03-3266-0404 Fax: 01-3266-0326 Osaka: Tel: 06-205-6790

TOKUSHIMA

Suggestopedia

by Setsuki Iki

At the October meeting, Setsuki Iki spoke in Japanese about Suggestopedia. Many psychologists believe that we use only a small portion of our brain's capacity; Suggestology seeks methods of bypassing the barriers which prevent us from learning as effectively as we could. We can develop our mental faculties through reorganizing the learning process. Iki introduced the method to the members and showed videos of the method in use.

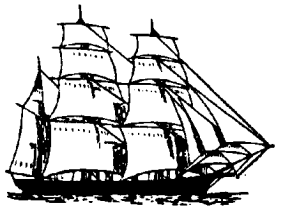
Reported by Susan Tennant

Teaching English Pronunciation

by Shigeo Imamura

At the September meeting, Shigeo Imamura delivered a lecture on teaching English pronunciation. In his opinion, learners should strive for native-like English pronunciation in order for there to be as little interference as possible for the listener. He discussed ways of teaching the sounds, intonation, rhythm and liaisons of spoken English and stressed the importance of reception before production. As an experienced teacher of pronunciation, he had many practical and useful suggestions as to how to teach pronunciation effectively.

Reported by Susan Tennant



Special Issue on Classroom Oriented Research (February, 1994)

Working titles and abstracts are due by April 30, 1993. Contact Dale T. Griffee, #601 Koruteju, 1452 Oazasuna, Omiya, Saitama, 330. tel/fax (048) 688-2446 (h).

Correction

JALT Kobe Spring Conference '93 will be held on May 8-9, 1993, not May 9-10, as was previously reported in the December issue of ***The Language Teacher.***

CCTS 1993 Dr. Dean Barnlund Memorial Seminars in Intercultural Communication

by Dr. Sheila Ramsey, Dr. Milton Bennet, Dr. Janet Bennet and Diane Hofner

Tokyo/Kyoto, February and March 1993

Dr. Dean C. Barnlund, professorof Communication Theory, and Interpersonal and Intercultural Communication at San Francisco State University and a regular guest speaker for CCTS, died last July in San Francisco. Dr. Barnlund had visited Japan every year since 1987 and contributed his time and invaluable resources for those who attended his seminars. The CCTS spring seminars will be named Dr. Barnlund Memorial Seminar to commemorate his great contribution to the field of intercultural communication.

Our guest speakers for spring 1993 will be Dr. Sheila Ramsey, Independent Intercultural Consultant, California; Diane Hofner, Director, Nipporica Associates, Denver, Colorado; and Drs. Milton and Janet Bennet, Co-Directors of Intercultural Communication Institute, Portland, Oregon.

"Intercultural Training for Multicultural Teams"
Feb. 27 & 28 (Sat. & Sun.). Tokyo
by Dr. Sheila Ramsey and Diane Hofner

"Methodologies for Intercultural Training and Teaching"
March 6 & 7 (Sat. & Sun.). Tokyo
March 15 & 16 (Mon. & Tue.). Kyoto
by Dr. Sheila Ramsey

"Teaching Intercultural Communication"
March 27 & 28 (Sat. & Sun.). Tokyo
by Drs. Milton Bennet and Janet Bennet

Locations: Tokyo (Kokusai Bunka Kaikan)
Kyoto (Doshisha Niijima Kaikan)
Time: 9:30a.m. · 6:00p.m.
Two-day Seminar Fee: \39,000
(Each seminar approximately 25 people)

For further information, please call or write to: S. Araki Cross-Cultural Training Services (CCTS), 1231-4-402

Research Grants

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

YOU DON'T HAVE TO SELL YOUR CAR TO AFFORD

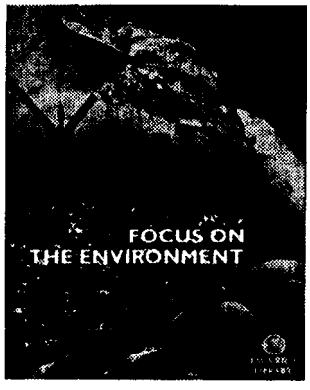
QUALITY VIDEO!

Prentice Hall Regents and ABC News present

The ABC News Video Library

NEW!!!

FOCUS ON BUSINESS



FOCUS ON THE ENVIRONMENT

Authentic, broadcast quality video! !

VIDEO: Each 2 hour video features 12 short segments from current ABC News programs like Prime Time Live, World News Tonight and 20/20.

COMPONENTS: Accompanying task-based student book and instructor's manual with answer keys and complete transcripts.

PRICE: video- \10,500 student book- \2,700 IM- \700
special video package (all components) \12,900 !!

sample video available upon request

Prentice Hall Regents of Japan
Jochi Kojimachi Bldg, 3F, 6-l-25 Kojimachi, Chiyoda-ku, Tokyo 102
Tel: 03-3238- 1050 Fax: 03-3237-1460
A Paramount Communications Company

Of National SIGnificance

N-SIGs at JALT 92

Through our energetic contributions, we were happy to help make JALT92 the best language conference yet held here in Japan. No amount of praise would be too much to show our appreciation to everyone who volunteered.

In addition to colloquia, roundtables, workshops and presentations that the NSIGs were responsible for arranging, our groups were busy networking and displaying via the efficiently run hospitality rooms, as well as attending all major administrative sessions to make our growing significance evident to everyone at the conference. Lively dialog on our future role in JALT's overall organization continued, and we are very grateful to JALT's general membership who showed support in our quest to secure representation in JALT's decision-making process.

While this year's conference has only just finished, the next, or at least the planning for it, has already begun. JALT's N-SIG members are urged to think how they can volunteer to prepare for and help with JALT 93 in Omiya this October. Detailed reports of N-SIG related presentations from JALT 92 will appear both in N-SIG newsletters and The Language Teacher, along with plans for 1993, including sponsored presentations and business meetings.

Membership Reminder

Current N-SIG members wishing to renew and other JALT members who would like to join an N-SIG can use the postal transfer slip at the back of this issue or pay direct to chapter treasurers or N-SIGs of your choice. Where possible pay N-SIG dues (\1,000 one group / one year) at the same time as regular JALT dues. When regular JALT membership finishes, N-SIG memberships finishes officially also.

Congratulations!

Congratulation to the CALL, College and University Education, and Materials Writers groups. All these forming groups have more than fifty members each. They join Team Teaching in having enough members to be eligible for Executive Committee approval as JALT National Special Interest Groups. Congratulations to Donna Tatsuki, new Video N-SIG coordinator and Hiroko Takahashi, the new JSL coordinator for 1993!

JALT Kobe May Conference

This May 8th and 9th weekend event, "Mirror on the Classroom," includes a special roundtable, "Mirror on the N-SIGs." Speakers will explain how all JALT members can find professional outreach in areas of special interest to them. Themes include: "Information and Support Systems," Steve McCarty (Bilingualism); "A World of Education," Kip Cates (Global Issues in Education); and "Reflective Networking Through Video," Donna Tatsuki (Video).

N-SIG Coordinator Contact Information 1993

Bilingualism: Steve McCarty
371733 Nii Kokubunji, Kagawa 769-01
Phone: (w) 0877-49-5500; Fax: (w) 0877496252

Global Issues in Language Education: Kip Cates
Tottori University, Koyama, Tottori 680
Phone: (w) 0857-28-0321; Fax: (w) 0857-28-3845

日本語教育(Japanese as a Second Language):
Hiroko Takahashi
2-5-20 Kunimi, Aoba-ku, Sendai 981

JALT92の折に、1992年度総会を行ない、1993年度の役員を決定しました。新しく、メンバーシップ担当と、ニューズレター編集担当をおくことが認められました。

コーディネーター：高橋紘子 仙台市青葉区国見2-5-20
会計：谷口すみ子 目黒区大岡山2-12-1 東京工業大学留学生教育センター
渉外：青木直子 静岡市大谷836 静岡大学教育学部
メンバーシップ：齋木ゆかり 神奈川県湯河原町宮下698-58
ニューズレター編集：田中幸子 板橋区大谷口1-26-6-103

Video: Donna Tatsuki
2-19-18 Danjo-cho, Nishinomiya, Hyogo 663
Phone: (h) 0798-51-8242; Fax: (h) 0798-51-1988

Forming N-SIG Coordinator Contact Information

College and University Education: Gillian Kay
Toyama Ikayakka University, 2630 Sugitani, Toyama 930-01; Phone: (w) 0764-34-2281; Fax: (w) 0764-34-4656

CALL: Kazunori Nozawa
Toyohashi University of Technology, l-l Hibarigaoka, Tempaku, Toyohashi 441; Phone: (w) 0532-47-0111; Fax: (w) 0532 -48-8565
E-mail IDs: Nifty: HDC01602; PC-VAN: Htg25470

English for Academic Purposes: Suzanne Ledeboer
g-6-203 Parkside YNY, Nakajima, Naka-ku, Hiroshima 730; Phone: (h) 082-541-2814; Fax: (w) 082-249-2321

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

Teacher Education: Jan Visscher
3-l 7-14 Sumiyoshi Higashimachi, Higashinada-ku, Kobe 658; Phone: (h) 078-622-6786

Team Teaching: Antony Cominos
1112 Sunvale Asagirioka Higashino l-5, Akashi , Hyogo 673; Phone/Fax: (h) 078-914-0052

JALT N-SIG Liaison

David Wood, 2-12-1 Ishizaka, Dazaifu, Fukuoka 818-01
Phone: (w) 092-925-3511; Fax: (w) 092-924-4369

Meetings

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

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

AKITA
Tim Kelly: 0188-96-6100

CHIBA
Topic: Techniques for Developing Listening Skills
Spkr: Anthony Brophy
Date: Sunday, February 14
Time: 1:30-3:30 p. m.
Place: Chiba Chuo Community Center
Fee: Members free; non-members \1000
Info: Paul Gruba: 043-274-7113
This demonstration workshop will offer practical ideas for developing listening ability. The first part will examine the listening skills and suggest practical ideas for developing these. The second part will look at ways of exploiting listening activities to develop other areas of language ability.

Anthony Brophy is an ELT consultant with Oxford University Press in Tokyo.

As always members are asked to bring spare books of any sort, size or language (Japanese books OK!) to donate to the chapter book mart. New reference books will be raffled off with proceeds going towards future chapter programs and study grant awards.

(Signed by a current member, this announcement may be used by a non-member for free admission to one JALT presentation during the year.)

FUKUI
Hiroyuki Kondo: 0776-56-0404

FUKUOKA
Topic: Are You Getting the Most Out of Your Computer?
Spkr: Paul Shimizu
Date: Sunday, February 28
Time: 2:00-4:00 p. m.
Place: Iwataya Community College, Tenjin Center Bldg., 14F
Fee: Members free; non-members \1000
Info: Lesley Koustaff: 092-714-7717
Intercom's Paul Shimizu will demonstrate how you can make hard copy English teaching materials to use in the classroom, how you can use the computer in the classroom as a teacher controlled teaching tool, and how you can set up an interactive program for students to use individually or in groups.

FUKUSHIMA (Petitioning chapter)
Zafar Syed: 0249-32-0806

GUNMA
Leo Yoffe: 0273-52-6750
Hisatake Jimbo: 0274-62-0376

HAMAMATSU
Topic: Storytelling and Chanting for Japanese Children
Spkr: Setsuko Toyama
Date: Sunday, February 21
Time: 1:00-4:00p.m.
Place: Create (next to Enshu Hospital)
Fee: Members free; non-members \1000
Info: Brendan Lyons: 053-454-4649
Mami Yamamoto: 053-885-3806
The workshop will introduce: various activities based on the Addison-Wesley Big Book Program with controlled text for EFL students; and procedures to MAKE YOUR OWN CHANTS for the students to practice and aquire natural pronunciation and intonation. Most of the activities presented are applicable to "older children" in high school and up.

Setsuko Toyama, the JALT National Membership Chair, haswritten the Japanese Teacher's Guide for the Addison-Wesley Big Book Program.

HIMEJI
Yasutoshi Kaneda: 0792-89-0855

HIROSHIMA
Topic: Importance of Classroom-based Language Testing
Spkr: James Dean Brown
Date: Sunday, February 14
Time: 1:00-4:00 p.m.
Info: Mane Tsuruda: 082-228-2269
Ian Nakamura: 0848-48-2876

HOKKAIDO
Topic: The Best of the Best Ideas
Spkrs: Robert Wagoner and other members
Date: Sunday, February 21
Time: 1:30-4:00 p. m.
Place: Kaderu 2.7 Bldg (North 2 West 7)
Fee: Members and students free; others \1 000.
Info: Ken Hartmann: 011-584-7588
This meeting will present a smorgasbord of your ideas, tips, and suggestions. The objective is to share with others a lesson plan or someadvice that has been successful in your teaching. If you wish to participate, contact R. Wagoner at 011-852-8107.

IBARAKI
Martin E. Pauly: 0298-52-9523
Michiko Komatsuzaki: 0292-54-7203

KAGAWA
Harumi Yamashita: 0878-67-4362

KAGOSHIMA
Topic: Getting to Know You
Spkrs: General
Date: Sunday, February 13
Time: 530-7:30 p. m.
Place: I Center Building, 2F
Fee: \3000
Info: A. Barbara O'Donohue: 0992-53-2677
Placemightchange. Pleasecall.
This is an informal meeting in which everyone present will share their ideas in teaching that work or those ideas which present problems.

All present will enjoyethnicfoods and a toast.

KANAZAWA
Topic: Look! Talking about Conversation
Spkr: Helen Sandiford
Date: Sunday, February 21
Time: 2:00-4:00 p. m.
Place: Shakyo Center, Honda-machi, Kanazawa. next to MRO
Fee: Members free; non-members \600
Info: Neil Hargreaves: 0762-80-3448
Motivating students to speak in English is not an easy task. This presentation will demonstrate a variety of activities using pictures to stimulate conversation, as well as listening tasks, and creative group and pair work. These activities have been specially designed for teaching large, mixed ability groups,

Helen Sandiford is an EFL Consultant for Cambridge University Press.

KOBE
Topic: Task-Based Activities: Beginner to Advanced
Spkrs: Barbara Wiggin & H. "Terry" Jennings
Date: Sunday, February 14
Time: 1:30-4:30 p.m.
Place: Kobe YMCA Language Center, 4 F
Fee: Members free; non-members waived
Info: Jane Hoelker: 078-822-l 065
This workshop will focus on task-based

EVERYBODY WINS with...

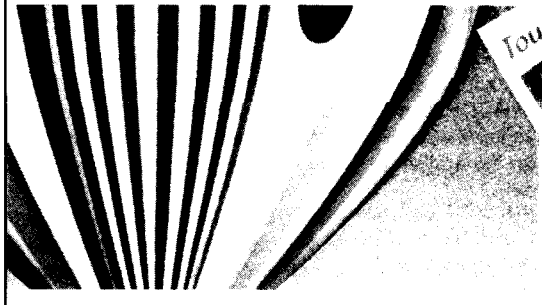
Touchdown

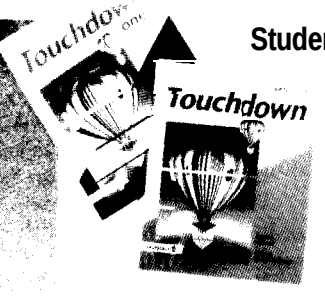
Jeremy Harmer
D'Arcy Adrian-Vallance,
Olivia Johnston

NOW COMPLETE

- True beginner to pre-intermediate stage in four levels
- Communicative and realistic
- Carefully designed grammatical syllabus
- Student Books, Teacher's Manuals, Workbooks and Cassettes available for each level

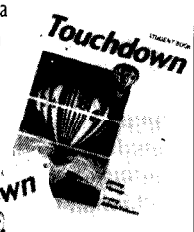
Touchdown activates the grammar and vocabulary that Japanese students study in junior and senior high school through practical and achievable listening and speaking activities.





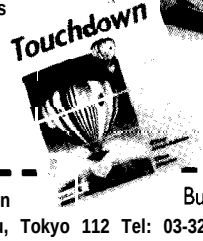
Student Books One and Two

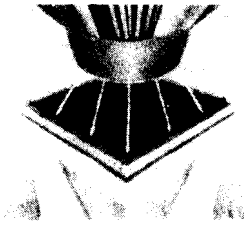
Suitable for junior high school upwards. Touchdown One and Two focus on speaking and listening, and feature lively teenage characters from a West Coast high school.

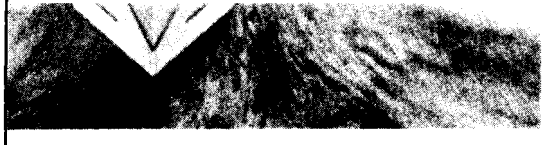


Student Books Three and Four

Include reading pages and topics which are particularly relevant to older teenagers and students making the transition into adulthood.







To: Longman ELT, Gyokuroen Building,
1-13-19 Sekiguchi, Bunkyo-ku, Tokyo 112 Tel: 03-3266-0404
Fax: 03-3266-0326 Osaka Tel: 06205-6790

Please send me sample material from:
Touchdown One and Two ☐ Touchdown Three ond Four ☐

Name _____

Address _____

_____

School _____ Tel: _____

LONGMAN ELT
The Japan Specialists

communicative activities for all levels of students. Methods to be demonstrated will involve TPR, video, games, mysteries, problem-solving and role-play, among others. Brief commentary on underlying methodologies and their application to the Japanese classroom situation will be part of the discussion. Participants will learn about the activities by actually doing them. Come prepared to have fun and win the lottery.

Barbara Wiggin & H. "Terry" Jennings work for Prentice Hall Regents, Japan.

KYOTO

Topic: Global Education Starter Kit
Spkr: Atsuko Ushimaru
Date: Sunday, February 28
Time: 1:30-4:00 p. m.
Place: British Council Kyoto, Nishimachi, Kita Shirakawa
Fee: Members free; non-members \500
Info: Kyoko Nozaki: 075-71 l-3972
Michael Wolf: 0775-65-8847

This workshop is for anyone concerned about global issues, especially those teachers interested in incorporating global education into their classes (but are not sure how to begin or are a little afraid to take the plunge). After a short introduction and demonstration, the participants will be taken through various situations of "novice level" global language education and experience using some of the activities and managerial tactics. Group projects for language classes involving environmental issues will also be introduced

Atsuko Ushimaru teaches EFL and English teaching methods at Obirin University Tokyo.

MATSUYAMA

Topic: Teaching Other Foreign Languages in Japan
Coord: Rudolf Reinelt, Ehime University
Date: Sunday, February 21
Time: 2:00-4:30 p. m.
Place: Shinonome High School, Memorial Hall
Fee: Members free; non-members \1000
Info: David McMurray: 0899-31-9561

Since the Ministry of Education order of June, 1991, second foreign languages are no longer required for university graduation. It will thus be harder for teachers on all levels to motivate the students for a language other than English. On the other hand, these languages become ever more important in the present age of proclaimed internationalization, especially for a country like Japan, which is so dependent on exports to markets all over the world.

We have asked teachers of non-English languages to present their ideas on a panel about what they think of the new changes and how they can/could/will/shall/should/might motivate their students for the languages they teach.

Provisional presenters:
Gilles Pineault, French, Shinonome College, Matsuyama
Gabriele Christ, German, Matsuyama University
Cho Song Ho, Korean, Korean Elementary/Junior High School, Matsuyama
Wang Kun, Chinese, private instructor, Matsuyama

MORIOKA

Jeff Aden: 0196-23-4699

NAGANO

Richard Uehara: 0262-86-4441

NAGASAKI

Topic: Practical Ideas for the Classroom
Spkr: Leslie Koustaff
Date: Sunday, February 21
Time: 1:30~5:00 p. m.
Place: (will be decided soon)
Fee: Members free; non-members \1000
Info: Brian Moss: 0958-20-5713

This will be a practical workshop in proven teaching techniques that motivate, energize and add spice to the Japanese languageclassroom. Whether for small or larger classes, techniques from *The Silent Way, Total Physical Response, Counseling Language Learning,* and task-based learning will be useful for teachers keen to add variety and interest to their lessons.

Leslie Koustaff is an enthusiastic speaker with eight years teaching experience in Japan.

NAGOYA

Topic: Developing Materials to Teach Cross-Cultural Awareness
Spkrs: Timothy S. Warren & Russell Clark
Date: Sunday, February 28
Time: 12:30-4:00 p. m.
Place: Mikokoro Center, Naka-ku, Nagoya
Fee: Member free; non-members \1000
Info: Helen Saito: 052-936-6493
Ryoko Katsuda: 0568-73-2288

This is a non-commercial presentation. The speakers have recently developed and published several EFL curricula which teach cross-cultural awareness in addition to languageand survival skills. They will share some of their experiences as writers and editors. Subjects which will be covered include: research and professional experience as inputs to curricula; negotiations concerning content with clients who commission cross-cultural materials; project specifications; lesson formats, layouts, and illustrations; and activity paradigms for teaching culture.

The presenters are Americans, and most of their work has been aimed at Japanese preparing to work in North American settings. At the end of the session, they will be joined in a panel discussion by Simon Woolrych, who recently authored a British-Japanese cross-cultural course for Time T.I. Communications.

Timothy Warren is an instructor at Meitoku Junior College of Nagoya. Russell Clark is the curriculum supervsor at Time T.I. Communications in Nagoya. Simon Woolrych is an intensive teacher with Time T.I. Communications in Nagoya.

NARA

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

NIIGATA

Topic: Using Games and Pictures to Educate (and Entertain)
Spkr: Ron Runkle
Date: Sunday, February 21
Time: 1:00-3:30 p.m.
Place: International Friendship Center (Kokusai Yuko Kaikan)
Fee: Members free; non-members \1000
Info: Donna Fujimoto: 0254-43-6413
Michiko Umeyama: 025-267-2904

Games and pictures can be used very effectively to stimulate conservation and to engage students in the lesson at hand. The speaker will present games which can be adapted for all levels. A variety of ways to utilize pictures in the classroom will also be demonstrated. Any classroom-whether it'sajuniororseniorhighschoolclassoran adult class-can benefit from these i&as.

Ron Runkle is the Reading Coordinator at Southern Illinois University, Niigata.

OKAYAMA

Fukiko Numoto: 0862-53-6648

OKINAWA

James Ross: 0988-68-4686

AMERICAN

GENERATION

COLIN GRANGER • DIGBY BEAUMONT

The New 4 level course for young adults

- ★ **Problem-solving approach which encourages real communication**
- ★ **Variety of characters, topics and styles**
- ★ **Gently graded syllabus with plenty of recycling and revision**
- ★ **Teacher's Resource Book with clear lead-in, practice and extension ideas**

"The course that really motivates!"

Please send me: American Generation 1 ☐
American Generation 2 ☐

Name: _____

School: _____

Address (School ☐ / Home ☐) _____

Tel: 〒☐☐☐-☐☐

HEINEMANN INTERNATIONAL
Shin Nichibo Bldg., 7F 1-2-1 Sarugakucho,
Chiyoda-Ku, Tokyo 101
Tel: 03-3294-0791 Fax: 03-3294-0792

HEINEMANN

OMIYA
Topic: Video: Integrating the Four Skills-A Practical Workshop
Spkr: Terry Jennings
Date: Sunday, February 21
Time: 1:30-4:30 p. m.
Place: Omiya YMCA
Fee: Members free; non-members free
Info: Michael Sorey: 048-266-8343
This workshop will focus on a variety of practical techniques for the use of video to teach listening, speaking, reading and writing at all levels of English ability. The approach used will be one of integration of skills aimed at teaching the whole language. Participantswill learn the techniques by actually doing them. Come prepared to have fun (and possibly win a video as well!)

Harry T. "Terry" Jennings works for Prentice Hall Regents, Japan.

OSAKA
Yoshihisa Ohnishi: 06-354-1826

SENDAI
Takashi Seki: 022-278-8271 (h)
Brenda Hayashi: 022-279-1311 (w)

SHIZUOKA
Topic: Distance Learning Serves Teachers & Students
Spkr: Monty Vierra
Date: Sunday, February 21
Time: 2:00-4:00 p. m.
Place: Shizuoka Kyoiku Kaikan (From Shizuoka Station north exit, go up Miyuki Dori, then turn right on Kita Kaido.)
Fee: Members free; non-members Y500
Info: Monty Vierra: 0545-62-4237
For teachers who cannot attend professional teaching courses and for students who can't afford to go abroad for four years to study, distance learning courses offer a solution. The purpose of this discussion session is to pinpoint professional and academic needs which both teachers and students have that might be met through accredited correspondence courses. Correspondence course catalogs from colleges and universities will be available for inspection.

Monty Vierra has taken several correspondence courses and is completing an accredited external MA from CSU-Dominguez Hills.

SUWA
Mary Aruga: 0266-27-3894

TOKUSHIMA
Sachie Nishida: 0886-32-4737

TOKYO
Mini-Conference
Title: Trouble Shooting in the Language Workplace
Spkr: Invited guests (see description)
Date: Sunday, February 14
Time: 10:00 a.m.-4:30 p.m.
Place: Bunkyo Women's College (Nezu Stn., Chiyoda Line; Hongo San-chome Stn., Marunouchi tine; Hakusan Stn., Mita Line; Komagome Stn., Yamanote Line; all 10-15 minutes walk except from Komagome; see the January *Language Teacher,* p. 30 for map)
Fee: Free but all participants are requested to cooperate in a comprehensive survey on workplace conditions.
Info: Will Flaman: 03-5684-4817 (w)
Stanley Davis: 03-5689-2489 (h)
This mini-conference will attempt to address the kinds of questions all employees ask about working conditions. Issues such as hiring practices, contracts, and employee/employer expectations will be discussed. Presentations include Thorn Simmons from the Kanto Federated Workers Union and Tim Cornwall from Banner International Financial Services. Individual speakers as well as panels are slated for teaching children, business, junior/senior high school, foreign administrators, college teaching, career moves into and out of teaching, and resume, interview, and job search techniques.

東京・日本語教育部会
発表者とテ-マ:
横林宙世・下村彰子「初級段階におけるファンクショナル・アプロ-チの可能性」
宇佐美まゆみ「会話分析と日本語教育」
丸山敬介・山本一男「ビジネスパ-スンと日本語教師の共同授業の可能性」
河内山晶子「日本語の読解指導」
日 時: 2月14日(日)10:00--17:00
場 所: 文京女子短期大学 (文京区向丘1-19-1)
参加費: 無料
問い合わせ:鈴木洋巳0425-73-4187(H)
林 伸一 048-222-9855 (H)

TOYOHASHI
Kazunori Nozawa: 0532-25-6578

UTSUNOMIYA
Topic: Life-like Listening Practice
Spkr: Jim Johnson
Date: Sunday, February 21
Time: 2:00-4:00 p. m.
Place: Utsunomiya Sogo Community Center
Fee: Members free; non-members \1000
Info: Jim Johnson: 0266346966
Michiko Kunitomo: 0266618759
In this presentation, characteristics of real-life listening will be examined. After discussing how participants conduct listening practice in their own classrooms, various types of listening activities will be introduced in a workshop format.

Jim Johnson hastaught EFL in Japan for six years. He trains teachers in Utsunomiya.

WEST TOKYO
Topic: Ovemorning the Banferi Listening
Spkr: Sakae Onoda
Date: Saturday, February 27
Time: 3:00-6:00 p. m.
Place: Hachioji Shimin Kaikan (Use either Keio Hachioji or JR Hachfoji Stn. and take #91, 92 or 93 bus. Or walk 15 min. from the south exit of JR Stn.)
Fee: Members free; non-members \1000
info: Yumiko Kiguchi: 0427-23-8795 (h), 0427-92-2891 (w)
This demonstration shows how high school students can overcome seemingly challenging material and be motivated to be actively involved in listening tasks. Strategies include various task listening, such as top-down and bottom-up strategies, the use of video, "non-gist" listening, and group work using satellite TV program "Today's Japan." Sakae Onoda teaches at Kasukabe High School in Saitama.

YAMAGATA
Fumio Sugawara: 0238-85-2468

YAMAGUCHI
Garrett Myers: 0835-24-0734
Eri Takeyama: 0836-31-4373

YOKOHAMA
Topic: Techniques for Developing Aural and Oral Skills
Spkr: Don Maybin
Date: Sunday, February 14
Time: 2:00-4:45 p. m.
Place: Kaiko Kinen Kaikan (near JR Kannai Station)
Fee: Members free; non-members \1000
Info: Ron Thornton: 0467-31-2797
Shizuko Marutani: 0456249459

(Cont'd on p. 75.)

Made for YOU!

NEW!

Talking Together

CONVERSATIONAL ACTIVITIES FOR JAPAN

Paul McLean

Talking Together **is a conversational book for beginning students. It aims at helping students to use** ***English grammatically*** **in order to communicate in everyday situations. Thus, the book contains grammatical drills and useful dialogs in American English.**

Each lesson covers one or more grammatical structures, followed by conversational activities. Once the model conversation has been clearly presented in class, it can be read or acted out either between teacher and student or student and student (paired practice). The exercises are intended primarily for conversation practice, but they can serve as well for writing drills. The teacher can use the exercises in ways appropriate for his or her class.

Macmillan LanguageHouse

For a free sample copy of *TALKING TOGETHER,* please write to:
Macmillan LanguageHouse Ltd., 514-7 Hakusan, Bunkyo-Ku, Tokyo 112. Tel: 03-3943-6857 Fax: 03-3943-6863

Name _____

School _____

Address _____

Conference Calendar

To place information in this column contact Masaki Oda, Dept of Foreign Languages, Tamagawa University, 6-1-1 Tamagawa Gakuen, Machida Tokyo, 194, Japan, phone: (w) 0427-28-3271, (h) phone/fax: 0449884996, two months in advance of desired date of publication.

Name: **The Third Conference on Second Language Acquisition-Foreign Language Learning (SLA-FLL III)**
Date: February 26-28, 1993
Place: Purdue University, West Lafayette, IN, U.S.A.
Contact: SLA-FLL III
Purdue University
1359 Stanley Coulter Hall
W. Lafayette, IN 47907-1359 U.S.A.
Tel: +1-317-494-3867
E-mail rbdorfer@mace.cc.purdue.edu

Name: **Georgetown University Roundtable on Language and Linguistics 1993 (GURT 93)**
Theme: Strategic Interaction and Language Acquisition: Theory, Practice, and Research
Date:. March 9-l 3, 1993
Place: Georgetown University Conference Center, Washington, DC, U.S.A.
Contact: James E. Alatis, Chair/Helen E. Karn, Coordinator, School of Languages and Linguistics, Georgetown University
Washington, DC 20057-1067 U.S.A.
Tel:+1-202-687-5726, Fax: +1-202-687-5712
E-mail: gurt@guvax.bitnet (or)
gurt@guvax.georgetown.edu (internet).

Name: **TEAL '93 (British Columbia)**
Date: March 18-20, 1993
Place: Victoria, BC, Canada
Contact: TEAL '93
177-4664 Lougheed Highway
Burnaby, BC, V5C 5T5. Canada

Name: **The 13th Annual Second Language Research Forum (SLRF)**
Theme: Cognitive Perspectives on Second Language Acquisition
Date: March 19-21, 1993
Place: Pittsburgh, PA, U.S.A.
Contact: Marion Delarche & Dawn McCormick
SLRF Conference Co-chairs,
Linguistics Dept.
2816 Cathedral of Learning
University of Pittsburgh
Pittsburgh, PA 15260 U.S.A.
Tel: +1-412-624-5900, Fax: +1-412-624-6130

Name: **CATESOL (California Teachers of English to Speakers of Other Languages)**
Date: March 25-28, 1993
Place: The Doubletree and Marriott Hotels, Monterey, California, U.S.A.
Contact: Barbara Thornbury, Conference Chair
P.O. Box 152
Monterey, CA 93942 U.S.A.
Tel: +1-408-647-1722
or
Christine Pearson Casanave
Keio University, Shonan Fujisawa Campus
5322 Endoh
Fujisawa-shi, Kanagawa 252
Tel: 0466-47-5111 ext. 3433, Fax: 0466-47-5041

Name: **Teachers of English to Speakers of Other Languages (TESOL) 27th Annual Convention and Exposition**
Theme: Designing Our World
Date: April 13-17, 1993
Place: Atlanta Hilton, Atlanta, GA, U.S.A.
Contact: TESOL, 1600 Cameron St., Suite 300
Alexandria, VA 22314, U.S.A.
Tel: +1-703-836-0774, Fax: +1-703-836-7864

Name: **American Assoclatlon for Applled Linguistics (AAAL) Annual Meeting**
Date: April 16-19
Place: Atlanta, GA, U.S.A.
Contact: AAAL 1993 Conference
P.O. Box 24083
Oklahoma City, OK 73124 U.S.A.
Tel: +1-405-843-5113
Internet: jmay@REX.CHB.uohsc.edu

Name: **RELC Regional Seminar on Language for Specific Purposes: Problems and Prospects**
Date: April 19-21
Place: Singapore
Contact: Attn: Seminar Secretariat
SEAMEO Regional Language Centre
30 Orange Grove Rd.
Singapore 1025
Tel: +65-737-9044, Fax: +65-734-2753

Name: **JALT Kobe Chapter and N-SIG Conference'93**
Theme: Mirror on the Classroom: Reflective Teaching and Learning
Date: May 8-9, 1993
Place: Kobe, Japan
Contact: Jane Hoelker
12-2-2-908 Sumiyoshi-dai
Higashinada-ku, Kobe 658

Name: **NAFSA 45th Annual Conference**
Theme: Bridges and Gateways to the Future of International Education
Date: May 30-June 2, 1993
Place: San Francisco, CA, U.S.A.
Contact: NAFSA Conference and Meetings
NAFSA: Association of International Educators
1875 Connecticut Ave., NW, Suite 1000
Washington, DC 20009-5728 U.S.A.
Tel: +1-202-462-4811, Fax: +1-202-667-3419

Name: **Shizuoka JALT Symposlum on Memory and Language Learning**
Date: June 6, 1993
Place: Shakai Fukushi Kaikan, Shizuoka City, Japan
Contact: Naoko Aoki (In Japanese) Tel: 054-272-8882
Tim Newfields (In English) Tel: 0543-48-6613

(Cont'd on p.75.)

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

JALTは、日本国の法規、❑ %%&\ 一般的良識に従い、差別用語と雇用差別に反対L ます。JIC/Positionsコ3 ムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。（例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。）これらの条件が、法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

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

JALT / TLT Job Information Center Policy on Discrimination

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

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

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

JIC / Positions Announcement Form

City & Prefecture (勤務地): Deadline (応募の締め切り):

Name of Institution (機関名):

Title of Position (職名): Full-time / Part-time (circle one) (専任／非常勤の別)

Qualifications (応募資格):

Duties (職務内容):

Salary, Benefits, and Other Terms of Contract (給与、社会保険などの契約条件):

Application Materials Requested (提出書類):

Contact Name, Address, & Tel/Fax (連絡先の住所、電話／Fax 番号、担当者名):

Other Requirements (その他の条件):

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

(ISHIKAWA-KEN) Komatsu Ltd. is looking for a full-time English teacher for its in-house language program at the Awazu & Komatsu Plant Complexes in Komatsu. Position starts in April 1993. Ideal candidate would have curriculum development experience, teaching experience in Japan, and some degree of spoken Japanese ability. We offer a competitive salary and free accommodation. Initial contract will be for 6 months. Please send resume and other relevant documents to: Christopher Covey, 131-2-l 2 Aoji-cho, Komatsu-shi, Ishikawa-ken 923. No phone calls accepted.

(TOKYO) One fixed-term lecturer in American English and American culture sought for the academic years 1994-l 996 beginning April 1, 1994. MA or higher degree (preferably in the TEFUTESOL area). Teaching experience at university level desirable. Age 27-35 (inclusive) as of April 1, 1994. Apply on or before April 30, 1993, to: Director, Institute of Language Teaching, Waseda University, Nishi-Waseda 1-6-1, Shinjuku-ku, Tokyo 169-50. Documents required: 1) curriculum vitae (with recent photo), 2) documents certifying academic degrees obtained and academic record (university/college and thereafter), 3) three letters of recommendation. For details call: 03-3203-4141, ext. 71-5356.

(YAMAGUCHI-KEN) Full-time native English teacher position starting April 1993. Teaching position requires 20-25 hours of teaching per week plus curriculum development assistance. Teaching experience preferred. BA degree required. Patient and sincere attitude toward working with Japanese students of various levels essential. Elementary, JHS and HS programs with some adult classes. Sponsorship and benefits available. One-year contract, renewable: salary negotiable according to experience and background. Pleasant working conditions. Send resume and photo to: Mr. Tetsuya Sakai, NEW WEST, 1-3 Mouricho, Tokuyama-shi, Yamaguchi-ken 745; Tel: 0834-31-6604.

(Contd from p. 73.)

Name: **23rd Communlcatlon Association of Japan Convention**
Date: June 25-26, 1993
Place: Kitakyushu
Deadline for Proposals: February 28
Contact: Prof. James R. Bowers, C. A. J.
Meiji University, Office 258, Izumi Campus
l-9 Eifuku l-chome, Suginami-ku, Tokyo 168
Tel: 03-5330-1322, Fax: 03-5330-1202
E-mail. AB0001 1@JPNMU11 .BITNET

Name: **4th International Pragmatlcs Conference**
Theme: Cognition and Communication in an Intercultural Context
Date: July 25-30, 1993
Place: Kobe, Japan
Contact: Prof. Kansei Sugiyama
Dept. of English
Kobe City University of Foreign Studies
9-1 Gakuen higashi-machi
Nishi-ku, Kobe 651-21
Tel: 078-794-8179
Fax: 078-792-9020

Name: **Fourth Annual International Whole Language Umbrella 1993 Conference**
Date: August 5-8, 1993
Place: Winnipeg Convention Centre, Manitoba, Canada
Contact: Val Mowez, Whole Language Umbrella
#6-846 Marion St.
Winnipeg, Manitoba, R2J OK4 Canada
Tel: +1-204-237-5214, Fax: l-204-237-3426
or
Yoko Watanabe
Ikuei Jr. College
1666-1 Kyome-machi, Takasaki, Gunma 370
Tel: 0273-52-1981 (w), 0273-22-8056 (h)

Name: **International Association of Applied Linguistics (AILA) 10th World Congress**
Theme: Language in a Multicultural Society
Date: August 8-15, 1993
Place: Free University, Amsterdam, The Netherlands
Contact: Johan Matter
Vrije Universitiet, Faculteit der Letteren
Postbus 7161
NL-1007 MC Amsterdam, The Netherlands
Tel: +31-020-5483075

Name: **5th EARLI (European Association for research on Learning and Instruction) Conference**
Date: August 31. September 5. 1993
Place: Aix-en-Provence, France
Contact: 5th EARLI Conference Secretariat
U.F.R. de Psychologie et Sciences de l'Education
Universite de Provence
29 Avenue Robert Schuman
13621 Aix-en-Provence, Cedex, France
Fax: +33-42-20-59-05

Name: **Communication in the Workplace: Culture, Language and Organizational Change**
Date: September l-4, 1993
Place: Sydney Hilton, Sydney, Australia
Contact: P. 0. Box 721
Leichhardt, NSW 2040 Australia
Fax. +61-2-330-3914

(Contd from p. 71.)

This workshop contains a survey of practical classroom techniques for use when attempting to hone students' listening and, ultimately, speaking and pronunciation skills. Techniques will focus upon development of 'macro' (general) comprehension and speech, followed by 'micro' discrimination and production (including speech reductions).

Don Maybin is director of the Language Institute of Japan (LIOJ) in Odawara and writes for Longman Publishers.

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 4,066. Them are currently 37 JALT chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

Meetings and Conferences--The JALT **International Conference on Language Teaching/Learning** attracts some 2,606 participants annually. The program consists of over 300 papers, workshops colloquia and poster sessions, a publishers' exhibition of some 1 ,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **National Special Interest Groups,** N-SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on Testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka Gunma, Hamamatsu, Hieji, Hiroshima, Hokkaido, Ibaraki, Kagawa, Kagoshima, Kanazawa, Kobe, Kkyoto, 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, Global Issues in Language Education, Japanese as a Second Language, (forming) Computer Assisted Language Learning, Materials Writers, Team Teaching.

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

Membership -Regular Membership (\7,000) includes membership in the nearest chapter. **Student Memberships** (\4,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (\12,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. Group **Memberships** (\4,500/person are available to five or mom people employed by the same institution. One copy of each publicationis provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form (*yubin furikae*) found in every issue of The Language Teacher, or by sending a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or on pounds (on a UK. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

CENTRAL OFFICE:
Shamboru Dai 2 Kawasaki 305,1-3-l 7 Kaizuka, Kawasaki-ku, Kawasaki, Kanagawa, Japan 210
Tel.: (044) 245-9753 Fax: (044) 245-9754 Furikae Account: Yokohama g-70903, Name: "JALT"

JALT－全国語学教育学会について

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

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

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

支部 現在、全国に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）

研究助成金：詳細はJALT事務局まで

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

入会申し込み：綴じ込みの郵便振替用紙（11座番号－横浜9－70903、又は京都5－15892、加入者名－JALT）を利用して下さい。例会での申し込みも受けつけています。

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

It's Much More Than Just An ELT Material

If you're not satisfied with anything,
Try a BBC product and you'll find full satisfaction.

Audiocassettes

BBC RADIO COLLECTION will satisfy the ear.
It has a **40%** share in the UK market. Listen and enjoy **"various" famous titles for daily practice**

Books'

TGE Blue Peter GREEN BOOK is an excellent text for reading, writing and discussion on a topical subject, green issues.
BBC Books will satisfy your mind.

and Videos

BBC VIDEO LIBRARY offers an extensive range of programmes. It has promoted the BBC's philosophy "to inform, educate and entertain'; by providing high-quality programmes to schools, tertiary institutions and libraries

For further information please contact:
GLOBALMEDIA SYSTEMSCORP.
Telephone:03-3433-4375
Facsimile:03-3437-1778
Address:2-5-5, Hamamatsu-cho,
Minato-ku, Tokyo 〒105

GMS
A MEMBER OF THE SONY GROUP

BBCエンタープライズ社日本総代理店
株式会社グローバルメディア・システムズ(映像営業部)
〒105 東京都港区浜松町2-5-5松井ビル2F TEL 03-3433-4375 FAX 03-3437-1778

第十七巻 第二号 平成五年二月一日発行 〒210 神奈川県川崎市川崎区貝塚一―三―十七 シャンボール第二川崎三〇五号（毎月一日発行）アリーダ・ク
昭和五十四年四月二十一日 第三種郵便物認可

CINEX

CINEMA ENGLISH EXERCISE

Schedule for release: FALL SEMESTER 1992

CINEX School Curriculum

FROM BLACKBOARD TO SILVER SCREEN

COMMUNICATIVE VIDEO TECHNIQUES

CINEX Features:

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

Text Components:

For Teachers—

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

For Students—

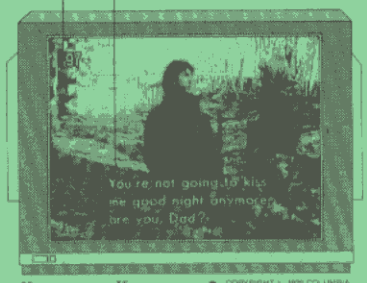
- English-subtitled CINEX videotape
- Attractive *Worksheet Book*
- CINEX *Mini-dictionary Guide*

* Teachers Manual (In three sections)

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

★Convenient Time Code

★ Easy to follow English Subtitle



Kramer vs. Kramer COPYRIGHT © 1979 COLUMBIA PICTURES INDUSTRIES, INC.

First Release Titles for 1992

Kramer vs. Kramer COPYRIGHT © 1979 COLUMBIA PICTURES INDUSTRIES, INC.

The Karate Kid COPYRIGHT © 1984 COLUMBIA PICTURES INDUSTRIES, INC.

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

Sony Pictures Entertainment (Japan) Inc.