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THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

THE LANGUAGE TEACHER 4

What's in a Task?

Creating Student Evaluation of Instruction Forms

The Foreign Language Teacher: The 21st Century's Blacksmith?

Teaching EFL to Blind Children

T. V. Using Self-Directed Learning for JSL Classes

The Country Club Composition Class

First Day Activities: Problems And Alternatives

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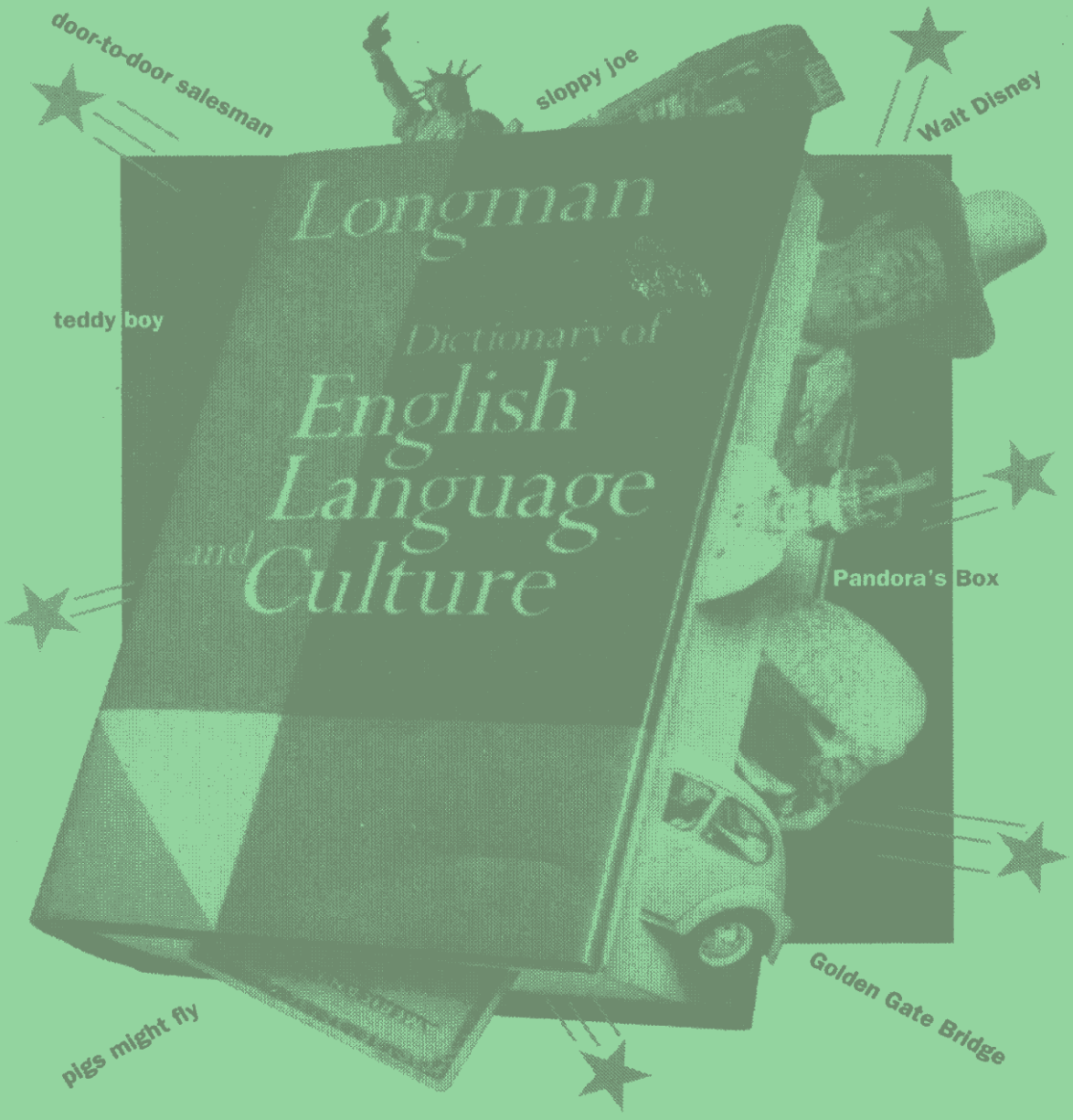

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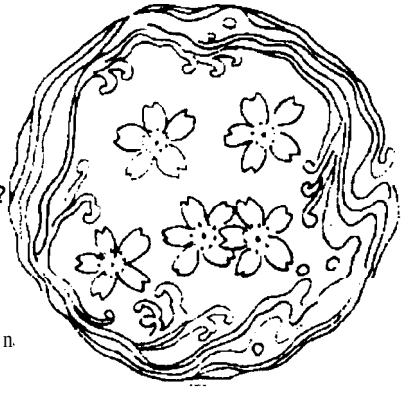
THE LANGUAGE TEACHER

XVII:4 April 1993

Contents



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

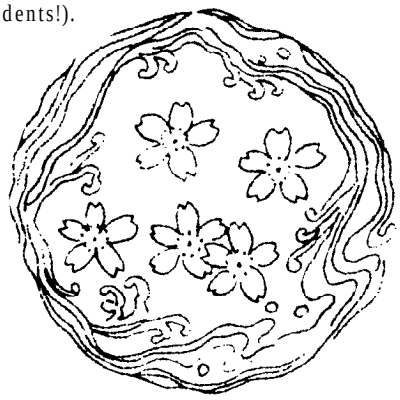
The Language Teacher editors are interested in articles concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. They also welcome book reviews. Please contact the appropriate editor for guidelines, or refer to the January issue of this volume. Employer-placed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

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

Introduction

This month, we're offering a regular content issue as well as the yearly JALT News Supplement. While the publication of JALT news is one of the main purposes of TLT, we're also very much in the business of providing readers with a healthy monthly offering of pedagogically oriented articles, teaching tips and opinion pieces focused on education and our role as foreign language teachers. Also this month, we're inaugurating monthly publication of Japanese-language abstracts for all English-language articles appearing in TLT as a service to our Japanese-language readers. Many thanks to **Hiromi Morikawa** and **Catherine Morikawa** for their help in getting this important service started. This month we offer classroom-oriented articles. **Stewart Hartley** provides teachers with a framework both theoretical and practical to determine exactly what we are asking our students to do when we ask them to perform a language-learning task. **Brian Bresnihan** offers innovative suggestions on getting students to process information imparted in class syllabi communicatively. In a rare offering from a contributor in Taiwan, **Yu-hsi Wu** reports on how blind children are taught and motivated to learn English at his elementary schoo1. **Suzanne Yonesaka** writes on how to create forms that invite useful student feedback on classroom instruction. For those teachers interested in classroom-based suggestions for composition projects, **Gabriel Yardley** reports on a writing project he has used successfully at his university. Our Japanese-language offering, by **Mari Nishitani,** contains fresh ideas for using TV in a self-directed learning program in JSL classrooms. Finally, **Paul Stapleton** speculates on the plight of foreign language teachers in a world where machine translation is widely accessible to ordinary members of society (our students!).

Greta J. Gorsuch



The Language Teacher 4月号は、例年、JALT News特集号でしたが、今年から、JALT Newsを別冊としました。JALT Newsを通じて、JALTの運営について会員の皆さんに知っていただくことは、*The Language Teacher*の存在理由の一つですが、それと同時に、教育そのものについての情報を定期的に提供することも、私たちの仕事です。JALT Newsを別冊とすることで、4月号にも通常通りの数の記事を掲載することができるようになりました。さらに、この号から、すべての主要な英語記事に日本語の要旨をつけることにしました。従来から日本語記事には英語の要旨をつけていましたが、最近は、英語以外の言語を教えている会員も増えてきており、日本語の要旨も役に立つのではないかと考えました。日本語要旨の執筆は、**森川博己、森川キャロリン**のお二人にご協力いただいています。

この号の記事は、教室活動が中心です。**Stewart Hartley**の記事は、言語学習のためのタスクとは何かを厳密に定義するための理論的、実践的な枠組みを提供してくれます。**Brian Bresnihan**は、学生にクラスのシラバスをよりよく理解してもらうための方法を述べています。**Yu-hsi Wu**の記事は、視覚障害を持った小学生への英語教育についての報告です。**Suzanne Yonesaka**は、学生から授業についてのフィードバックを得るための質問用紙の作り方について書いています。**Gabriel Yardley**は、作文のプロジェクトについて報告しています。**西谷まり**の日本語記事は、テレビ番組を利用した自律的日本語学習について書いています。今月のOpinionは、**Paul Stapleton**が、将来、機械翻訳が普及した時に、外国語の教師はどうなるのかを考察しています。

What's in a Task?

by Stewart Hartley
Tokyo Gakugei University

As the preoccupation of English language teaching has moved away from questions of a purely linguistic nature and as focus shifts from the teacher to the learner, it seems appropriate to examine more closely what we ask our learners to do in our classes. The present-day stress in communicative language teaching on the importance of the information-gap activity, pair work and the role of the group, new approaches to syllabus design and developments in learner training suggest that we examine the role of the interpersonal skills we expect our students to employ.

Task Defined

Recent work on learner training (Wenden, 1991) and task design (Nunan, 1989) has focused attention on the concept of tusk in language teaching. Wenden in particular has drawn attention to the importance of *task knowledge* in facilitating effective language learning. However, the term *tusk* is used in various ways in the literature. Wenden sees the term as having two distinct meanings: "(1) it refers to the set of procedures learners implement to leam...(and)... (2) those specific procedures or skills learners must acquire in order to deal with a particular linguistic or communicative need." (Wenden, 1991, p. 163)

As opposed to Wenden's procedural view, Nunan sees a task as something learners actually perform: ". a piece of meaning-focused work involving learnersin comprehending, producing and/or interacting in the target language . . . ." (Nunan, 1989, p.11).

Under both these definitions the focus of attention has remained primarily linguistic and focused on the individual learner. As a result, task knowledge remains limited to linguistic matters. For Wenden (1991, p. 44), the knowledge learners need is described in terms of a series of sub-steps such as "work on intonation and pronunciation" and the cognitive/linguistic steps required for a cloze completion exercise. Nunan (1985; 1989, p. 92) adopts a somewhat wider perspective insofar as he distinguishes *mode* and *environment*. The former refers to individual or group work, the latter to where the task is performed, in a classroom or within the wider community. However, attention remains focussed on cognitive/linguistic processes such as attending and recognising, making sense, hypothesizing, and generalising. Writers concerned with task difficulty such as Brindley (cited in Nunan, 1989, p. 109), Candlin and Nunan (1987), and Prabhu (1987) limit themselves to what goes on within the head of the individual learner, and make few references to factors such **as** the social skills required for cooperative learning to be effective.

Other Aspects of a Task

Noticing that my students experienced difficulties in completing tasks for which I believed them to be linguistically and cognitively well-equipped, I turned my attention to non-linguistic considerations and decided to look at tasks in rather broader terms including what learners are asked to do interpersonally.

I tried to combine insights from Wenden and Nunan by taking a task (in Nunan's terms) and working through all the procedures required for successful completion of the task. Through observation and feedback I hoped to gain some understanding of what students need to be able to do to perform those specific classroom tasks widely referred to in popular course books as transfer activities, communicative activities, free practice stages, and follow ups. Tasks may range from simple one-line information exchanges to complex and lengthy simulations.

Nunan (1989, p. 11) analyses tasks in the form of six components, as shown below. This model suggests that all tasks are goal-related, that they have some form of input (this may be verbal or non-verbal), that there is some form of activity, and that tasks involve teacher/learner roles within a given spatial/temporal setting. However, as any activity in the language class will of necessity include roles, settings, activities and goals, and as activities will almost always involve some form of input at some stage, Nunan's characterization of tasks seems of little value for our purposes here.

An Alternative Definition of Task

To move on from Nunan, I prefer to describe a task as that phase of a learning unit where the primary focus is on meaning and not on form, where the goal is the successful completion of the activity and not the error-free manipulation of language, where the input is subsidiary to the task, and where exchanges are initiated by the learners and not by the teacher.

I was interested in looking at what students actually need to be able to do when faced with the type of task described in the previous paragraph. When I set out to analyse the tasks I set my students, I was confronted with the problem of which aspects of the task to look at and what level of linguistic specificity to focus on. Lists of skills, both macro- and micro-, exist in abundance (see,

for example, Munby, 1978, for an extensive list of language skills. Those required in reading are reprinted in Grellet, l981, pp. 4-5.)

While we may quibble over inclusiveness and category errors in taxonomies such as Munby's, most would agree that they can provide reasonably comprehensive lists of skills. However, simple possession of the skills is insufficient. They must be used appropriately, they must be used without the intervention of massive conscious thought-they must be used efficiently. Also, when looking at a relatively large-scale activity, the degree of specificity needs to be appropriate to the metalinguistic sophistication of the students, who have to understand any linguistic metalanguage used.

More important for my purposes are those other types of skills we require our students to employ. Our students need to be able to cooperate harmoniously, to seek out missing information actively, and to tolerate ambiguities in the input at certain stages. Unlike the taxonomies described above, these are non-linguistic, or at least are not specific to language or language learning. I was interested in looking at this wider range of skills as I suspected that some of the difficulties students experience are in part non-linguistic and in part involve integrating pre-existing skills into new procedural structures.

Task Analysis

I devised a Task Analysis Grid (right) to help myself and my students examine the nature of the tasks we work through in the classroom.

This prototype grid was adapted for actual classroom use according to student level and to the nature of the specific task at hand in order to elicit feedback on the tasks as we worked on them. Tasks vary in the different types of input they are derived from, the different types of goals to be met and the different procedures, strategies and interpersonal skills students may need.

Overall gives an estimation of the perceived difficulty of the whole activity. ***Vocabulary*** and ***structure*** provide specific analyses of the target language the activity was designed to develop. ***Text input*** is used to collect information on factors such as text length and density, and speed and clarity of utterance. ***Specific features*** provides a place to focus on micro-skills such as recognising the referents of anaphors (the words referred to by backward-pointing reference markers) and scanning for specific information in reading-derived activities, and discriminating allophonic variants (for example, the [p] sounds in the words ***pot, top*** and ***spot*** are all demonstrably different but do not effect any change in meaning) and reductions of unstressed vowels in listening-derived activities. ***Task*** is where the non-purely-linguistic components of what they have done are articulated. Under this heading we find such procedures as: finding a partner, maintaining and managing conversations, checking understanding, asking for clarification, reporting back, and reaching a consensus.

After spending some time outlining the grid and its rationale using the OHP, I ask the students to work through a task as defined above and then complete the grid on a handout which I collect at the end of the lesson. Initially I analysed the Task section in front of the class to provide a model of how to proceed. However, my students now complete this themselves after small group discussions, producing useful and interesting insights out of their immediate experience. By focussing students' attention onto aspects of the task they may not have considered to be important, they have the opportunity to gain greater insight into themselves as learners. The results of the analyses are made available, both whole-class on an OHP, and as individual data. The completed grids are returned to the students so they can collate them with other learning materials such as notes, copies of reading passages and tapescripts where appropriate, and keep a record of their own progress from lesson to lesson.

I ask the students to reflect on what they have written and to consider ways in which they can improve their skills. If, for example, a student has found difficulty in finding a partner, then that particular sub-skill can be the student's focus for the following task. The next stage will be to work on individual&d strategies for dealing with specific areas of concern as revealed by the analysis.

Conclusion

Task Analysis has proved useful to myself and my students in a number of ways. It has facilitated task

(Cont'd on p. 37.)

	easy ◄		average		difficult ►
	1	2	3	4	5
Overall					
vocabulary					
structure					
text input : reading, listening, visual, etc					
specific features					
Task (components listed)					

First Day Activities: Problems and Alternatives

by Brian D. Bresnihan
Kobe Shouka Daigaku

Business as Usual and Problems down the Road

It's the first day of class for the new term. Time to have the students introduce themselves to you and their classmates, and to pass out the class syllabus, or maybe a short questionnaire to find out a little about each of your new students and where they're coming from. Let the writing sample wait until tomorrow. Today the students should feel relaxed and comfortable and get to know each other a little. Of course, they also need to find out what the course will be like and what will be expected of them.

The class period goes smoothly. You all sit in a circle and introduce yourselves to the group. Everyone is able to say at least a few sentences. Then you pass out the syllabus and the students read it silently while you go over the important points orally: homework and attendance requirements, required materials (textbooks, notebooks, pencils), and the necessity of expending effort. No one asks any questions. The students have ten minutes at the end of the period to fill in the questionnaire. Plenty of time. Yes, the class has gone well. Or has it?

Four weeks later, it already looks like a few of the students may not pass your course. You schedule a private conference for each of them. During these conferences, you find out that none of them knows the limit on absences in order to be eligible to pass, or knows that one third of their grade will be based on their homework. You refer them to their syllabus and give them the names of a few of the better students in class and suggest that they ask them for help with assignments that are too difficult. To your surprise, they don't recognize most of the names.

Does this sound familiar? I've heard this kind of scenario from many teachers over the years and I've experienced it in my own classes. I have also heard many complaints from students about not knowing what is expected of them and not having the chance to get to know their classmates. So I began to wonder what was really happening on that first day of class.

A Student Responds

One answer came from an undergraduate remedial writing student of mine in the form of an essay about something that had happened about three years before (Katsume, 1989). The topic the student had chosen to write about was: 'Describe a time when you were afraid to speak."

> I am often told to shut my mouth when I stay with my friends. I love to talk to somebody and I speak out almost my opinion I have, so they call me a chatter box. However, I am sometimes afraid to speak. The most terrible thing happened when I introduced myself in front of classroom as a new student of (name of the school). I have never been afraid to speak like that. . . In the first class, usually a teacher introduces himself or herself to students and then tells about our schedules for the semester. Next is introduction by students each other. I hated it. I have never been the student who gives one's introduction first. Most students started from their name and address. I listened to these students who introduced earlier than I and I began to make some sentences while they were talking. I practiced it in my mind with my heart beating with excitement. My turn was drawing near. For me, it was not a time when I was relaxingly listening to them, and trying to know them, although it was the time to do so. At last it was my turn. Everybody was silent and teacher looked at me. I stood up and opened my mouth. I started from my name, my home town, and my hobbies. That was a typical introduction. When I finished introducing myself, the teacher asked me one question, which I don't remember, and of course, I had to answer. However, I had not figured it out before and I couldn't answer. Everybody stared at me an so I got confused. I didn't understand what she said. I looked at her face and she said some words. Maybe she changed words so that I could understand easily. Still did I not understand, but I said, "Yes," in spite of the question. The teacher nodded and I sat down my seat. I think my face was red, but I pretended to have a cool face. When my turn was over, I calmed down and felt better. I could listen to the next person nodding like a teacher.. . . (Katsume, 1989)

So much for the idea that the first class was relaxing and comfortable. The same goes for students getting to know each other. Obviously having students introduce themselves to the group on the first day may not be the best way for students to get to know each other or to lower their affective filters (Dulay & Burt, 1977; Krashen, 1982).

A Teacher Investigates

The other problem, of students not knowing what is in their syllabus, I assumed must have something to do with the students being unable to make connections with what they read. I know a syllabus is not exciting, but they know as well as I that it is important for them to understand and remember what is in it in order to do well in the course. Maybe they cannot understand it because of the lexical, syntactical, formatting, formal schemata, content schemata, and/or metacognitive knowledge skills required for comprehension. (See Grabe, 1991, for a concise discussion of these.) Maybe they are not sufficiently

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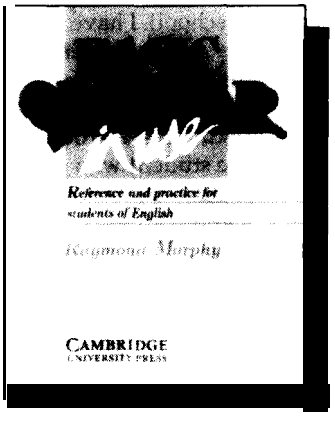
Grammar in American English



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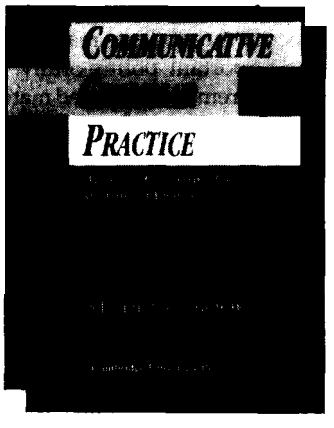

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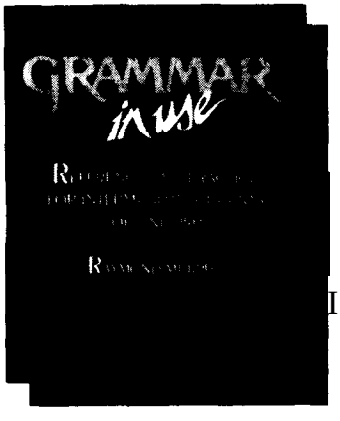

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interacting with it mentally, having incomplete images while reading and therefore not building adequate items, nexuses, and networks necessary to recall the information later on (Stevick, 1986).

So, I decided to analyze what had been going on in my and others' classes and to try to come up with some alternatives. Describing in general terms what had been happening was fairly simple. When one student introduces or presents her/himself to the class, everyone else is attending to the oral language if they are listening, which is questionable. When the students read the syllabus, they are attending to the written language, and attending to oral language if you are explaining any of it. Referring to the "Use" column along with the "Source/Target" and "Medium" columns in Fanselow's FOCUS system for classifying communications* (Fanselow 1977, 1987), I began thinking of a number of other things the students could be doing besides just attending if I structured my activities and materials a bit differently. Though I will only discuss activities related to the syllabus due to space limitations, I have come up with an equal number of alternatives to the individual introductions.

And Comes up with Alternatives

How about reproducing the language in a different medium and presenting information that is remembered? Well, for a dictation or a read-and-look-up or a strip story exercise the syllabus is rather long with a lot of details, long sentences, and tables. I'd better simplify it and organize it into a number of small, manageable pieces, let's say nine pieces for dictation and eighteen for read-and-look-up and strip story. Also, I'll have the students work in small groups rather than as a whole class, let's say groups of three for dictation and read-and-look-up and groups of six for strip story .

For dictation, rather than me or just one student reading the syllabus aloud, I'll have each student dictate a small part of it to her or his group while the others write it down. Also, I won't give each person a copy of what she or he will dictate. Instead, I'll tape the pieces of the syllabus one after another on the wall or blackboard. The students who aredictating will need to walk to the text, read it, remember part of it, and return to their groups to tell the others what to write. They can return to the text as often as they wish. Each student will dictate three different pieces of the syllabus. Afterward, I'll have the groups exchange papers and read and correct them (Davis& Rinvolucri, 1988, havelotsof ideas for dictations.).

For read-and-look-up, I'll number the pieces of text from one to eighteen and separate the pieces into three piles as if I were dealing cards one at a time to three people. Then I'll glue all six pieces from each pile to a different sheet of paper retaining the original order. In class, I'll give each student in a group a different third of the pieces. Then I'll explain (and demonstrate) that the studentsareto tell (not read aloud to) eachother the information on their papers in the order the pieces are numbered. They may read the papers as often as they want and for as long as they want, but they may not speak while they are looking at their papers (For more about read-and-look-up, see West, 1960; and see Morgan & Rinvolucri, 1983, for an example.).

For the strip story, I'll separate the eighteen pieces of text into thirds (the first six pieces from the rest, and then the second six pieces from the last six). In class, I'll give each student in a group one of the first six pieces. Then I'll explain that they need to memorize their piece and give it to me. Next I'll tell them to each tell their group what they remember and for the group to put the six pieces in a reasonable sequence. This procedure will be repeated with the other two sets of six pieces (Stevick, 1982, and Wright, Betteridge, & Buckby, 1984, describe a few of this sort of exercise.).

Well, I'd rather have the students relate to the syllabus alone or in pairs and infer things about it. How about **a** cloze or a C-passage ? A cloze has words deleted in the text randomly, in a fix&-ratio, sequential order, rationally, or in some non-random way for a specific purpose (like checking vocabulary) and then replaced by blanks. A C-passage has the second half of every other word in the text deleted and replaced by blanks. In both cases, the students should read the entire text once before filling in any blanks. Afterward, they can trade papers or compare answers with other classmates.

I'd still like the students to work alone or in pairs, but I want them to characterize information, something like they do at the end of dictation, strip story, cloze, and C-passage. Then let's try a noise exercise. Instead of deleting words from the text beforehand, nonsense words or phrases are added. The exercise requires the students to locate this information that is somehow inappropriate for the text, and maybe circle. it. Again, the students should read through the whole text once before anything is marked. Another way to change the text beforehand is to make a number of grammatical mistakes. Then the students will be told to edit the text. I might want to tell them how many errors there are after five or ten minutes and to tell them what kind of errors were made. Or maybe I'll tell the students just to read through the text first and to label the information that they like, don't like, or don't understand with a "☺," a "☹," and a "?," respectively (For examples of these three exercises and cloze, look through Ingram & King, 1988; Ray & Nardiello, 1986; Shoemaker, 1985, 1989; Suzuki, Rost, & Baxer, 1987.).

In the context that the above activities have been discussed here, as classroom exercises not as tests, Fanselow, 1987, has many insightful ideas and comments. Check the index! I am sure you can find many more examples of each of these as classroom activities elsewhere considering the tremendous amounts of language teaching materials published each year. If you want know more about those activities above which are often used as tests, their histories, developments, controversies, validations, etc., you can begin investigating with Oller, 1975, 1979; Stansfield, 1985; Jonz,

1990; Klein-Braley 1985; Grotjahn, 1987; Gaies, 1987. For a short, concise discussion of dictation, cloze, and C-test, see Hughes, 1989.

Results?

While using these exercises with my classes, I observe tremendous differences from past first day classes. Instead of me doing all the presenting, the students do most of it, and not only in the form of telling each other information they remember, but also in the form of comments and questions, lots of questions to each other and to me (more directed to me with the more vocal exercises). They also smile and laugh a lot more and speak a lot more with their classmates. Then, when I pass out the original syllabus near the end of the period, they seem to read it much more carefully and yet more quickly, and they make additional comments and ask additional questions. Later in the term, they seem to know more about the class requirements and each other than before, also. In addition, as I use many of these activities throughout the term, the students begin their classwork the first day.

Note

1. In FOCUS, the "Source / Target" is the coding of who or what is communicating to whom or what; the "Medium" is, also as expected, what medium is used in the communication; the "Use" is how the medium is used to take in or to communicate the content.

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TLT Policy Statement on Anonymous Manuscripts and Correspondence

Recently the editors of *The Language Teacher* received an anonymous manuscript that pointedly criticized a presentation at the 1992 JALT Conference at Kawagoe. That the manuscript was anonymous was unfortunate, because it took the presenter to task for a number of unsubstantiated claims and for offering questionable advice to the presentation attendees. The criticisms were well considered, rational, and could have been useful to our readers, but because the manuscript and accompanying letter were anonymous we cannot even consider it for publication.

The editors of *The Language Teacher* welcome the submission of manuscripts concerning reader reactions to the contents of TLT or other JALT activities as they pertain to professional development. However, all such contributions must bear the names, addresses and phone numbers (where possible) of the contributors. As a rule we will not publish letters or manuscripts designated "Name Withheld by Request" unless the authors can offer us compelling reasons for doing otherwise, and with which we concur.

The Language Teacher is a professional, teacher-oriented publication dedicated to the advancement of second language education both in Japan and internationally. We expect our authors to be professionally prepared to stand by their opinions and criticisms by attaching their names to them. In cases where we decide not to publish such material, the names of the authors will be held in the strictest confidence.

Greta J. Gorsuch, Editor
Gene van Troyer, Associate Editor

テレビ番組を利用した自律的日本語学習

西谷まり
国際学友会日本語学校

I．はじめに

日本語教育の現場では近年学習者の多様化が進んでいる。日本語学習には、留学生、ビジネスマン、難民、帰国者などの集団があり、留学生にも文科系、理工系の区別があり…というように細分化していってみてもきりがない。人間は一人一人違うのだという視点が必要なのである。

また、日本における日本語学習者は成人がほとんどであるという点も見逃してはならない。子供と大人では日本語学習に対するニーズも、適した方法も異なる。Hargreaves(1980)は成人への識字教育の研究のなかで、子供と大人では、ニーズ、関心、知識に違いがある、と述べている。また、Carroll他（1975）は同じく成人への識字教育の研究において、成人の学習者が識字に対する意欲をもち続けることができるための条件として、教師と学習者が同僚意識を持つことをあげている。さらに成人の学習グループの環境は、多様であるという特徴がある。学童のグループは、たいてい同年齢であるが、成人のグループは、若い人から高齢者まで年齢層もさまざまなら、仕事の種類もまちまちである。グループの構成員が均質でないということは、いい面と悪い面の両面がある。一つの物事に対して、多面的なアプローチが可能になったり、各人のもっている多様な経験を分かちあえたりするのがいい面とすれば、悪い面は語学学習において、学習者のレベルが違いすぎて焦点をあわせにくい、学習の効率が悪いなどの点があげられよう。

このような多様性を持つ成人日本語学習者にとって、有効な学習方法として、筆者は自律学習を提案したい。今回は、学習者の日本語のコミュニケーション能力を向上させるために具体的な方法として、日常的に放送しているテレビ番組を利用して自律学習をすすめる方策を考えた。

II．自律学習とはなにか？

Oddi（1986）によれば「伝統的に自律学習は、自己学習の過程の一つと考えられてきた。学習者が目標を設定し、計画をたて、それを実行し、結果を評価する学習過程を遂行する能力に焦点をあわせる学習方法」と定義することができる。

波多野(1980)は、学習事態を二つのタイプに分けている。一つは、学習者が追随を要求される事態、もう一つは学習者が選択可能性を与えられ、自分なりの学習計画を作りあげ、それを遂行していく事態である。前者は、教師の指示に従って決められたことを忠実に行うものであり、プログラム学習はこのタイプの徹底したものであるといえよう。伝統的な日本語教室の授業風景もこのタイプに属する。学習内容は、教師の責任において構造化されている。よい教師が常に存在するならば、このタイプに適した学習者にとっては、効率の良い学習が行われるであろう。後者のタイプは、オープンスペースの学習や、プロジェクトワークなどを思い浮べればよいだろう。後者のタイプに適した学習者では、学習意欲が増すだろうが、学習効率に関しては前者のタイプに及ばないという報告もあるようだ。しかし、日本語教育の場合、多くの学習者は、故国でさまざまな学習を経験してきた成人である。また日本あるいは故国に帰って日本語学習を継続していくことを考えれば、常に良き教師がいて、手とり足とり学習を導いてくれるという状況は考えられない。となれば、学習者が選択可能性を与えられ、自分なりの学習計画を作りあげ、それを遂行していく事態こそ成人の日本語学習にとってふさわしい学習事態ではないだろうか。さらに、外国語習得のスピードや、認知スタイル、学習ストラテジーの相違といった学習者個人の特性の違いによって、学習方法を選択できるのは、自律学習の利点であろう。言語学習には、学び方、調べ方の習得や応用力、推理力の育成が重要であることを考えると、自律学習が継続的な日本語学習にとって、有効な方法であることが予想できる。

III．自律学習の段階

Grow（1991）によれば、教育過程の最終目標は自律的な生涯学習者を作りだすことであるという。そして依存と無力さが学習されうるように、自律も学習することができるし、教わることができるとされる。自律学習には、それに適した学習内容や、レベルが存在するのかどうかという点について、Growは、どのレベルの教育にも有効な概念であると述べている。ここに自律学習の4段階のモデルをあげてみよう。

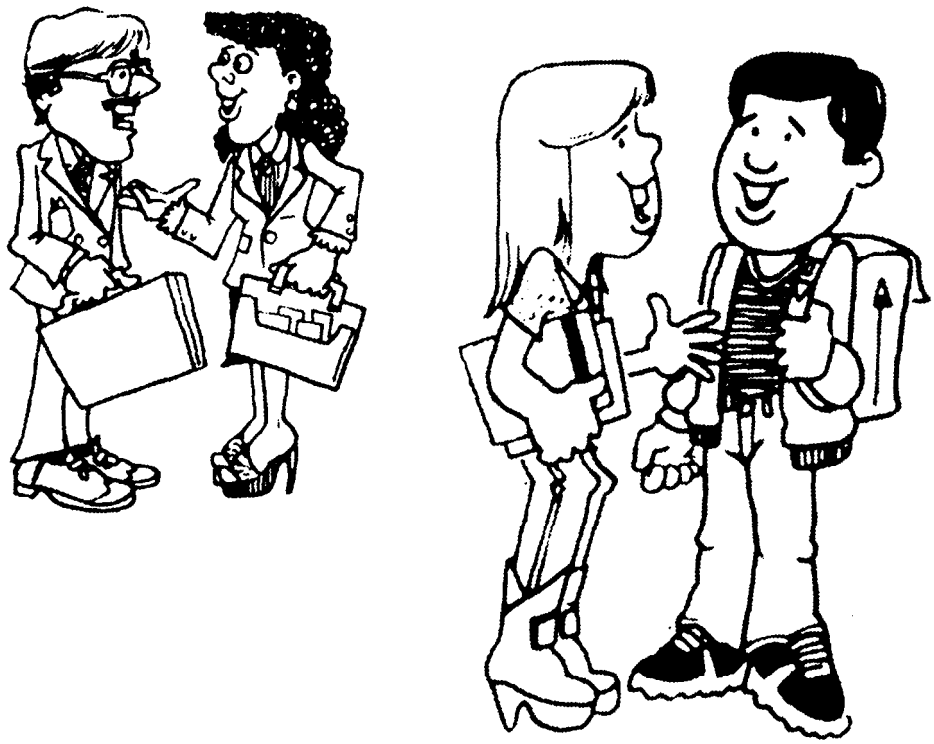
①第1段階：学習者は、教師に依存しているので、なにを、いつ、どの様に学習するかを、権威をもった教師が指し示してやらなければならない。学習は、教師を中心にすすめられる。この段階の例としては、スポーツ、演劇、音楽のコーチ、単語のスペリングドリルなどがあげられる。しかし、それだけでなく、他のどの段階の学習者も、新しいトピックに取り組む時は、一時的にこの段階を経験する。

②第2段階：学習者は、自分の学習することの目的がわかれば、与えられた教材に喜んで、自信をもって取り組むが、それ以上に進むことはできない。いわゆる学校における「良い生徒」というのは、この段階の学習者である。前段階と異なり、コミュニケーションは双方向であり、職場のトレーニングプログラム、教師主導の議論、インタラクティブなコンピュータードリルなどがこの段階に適している。母親が子供に話し方を教えることも、この段階の例としてあげられる。

③第3段階：学習者は、技術と知識を持っていて、自分自身の教育に参加しているということを意識している。しかし、より深い自己意識を開発し、もっと自信を深め、他者と交わって、他者から学びたいと考えている。教師は、山に登るためのツール、メソッド、テクニック、それに経験を解釈する方法を学習者に提供すればよい。この段階では、教師は学習者と同じ立場でグループプロジェクトに参加する。

④第4段階：学習者は、エキスパートの助けを得て、ある

SIDE BY SIDE



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いはまったく独力で目標と基準を設定する。独立しているということイコール孤立していることではない。教師の役割は科目を教授することではなく、学習者が学習する能力を開発することである。例としては、実習生、論文作成、教師が招待されて加わる議論、学生新聞や、創作活動等があげられよう。

重要なことは、このモデルの各段階は1、2、3、4の順番に直線的にならべられるものではなく、現実的の学習においては、インタラクティブで非直線的なものであるという点である。つまり、第1段階から第3段階にとんだり、第4段階から第3段階にもどったりといった、柔軟な対応こそが、このモデルの効果的利用方法なのである。

Ⅳ．放送利用学習

多くの人は、暇な時間の多くをテレビを見て過ごしている。また「テレビを見ることに年令制限や社会的容認の必要はない」(Carroll & Chall 1975) といわれるように、幅広い年代の人が、テレビ番組を利用できることが魅力である。筆者は定住者が継続して日本語を学習していくにあたって、マスメディア、特にテレビ番組を有効に利用できないかと考えた。

テレビ放送を利用した学習には、どのような利点があるだろうか。まず家にいたままでできる。次に金のかからない経済的方法である。また、日頃接している媒体であることから、気楽に学習できるという点もあげられる。反対に欠点として一般的に考えられるのは、受け身の学習に陥りやすい、時間の制約を受ける、一人でやるので長続きしないなどである。しかし、ここでは教師による指導のもとでテレビを利用して学習することを考えているので、欠点として考えられている孤独さや、独善性などはあまり大きな問題ではないだろう。また、時間の制約に関しては、ビデオ録画の機械を利用することによって、解消できるだろう。

テレビ番組を利用した学習の形態としては、第一に学校や学習会の場で番組を視聴するか、個人が家庭で視聴するかという問題、第二に視聴番組が教育放送番組であるかそうでないかという問題、第三に放送中の番組をまるごと視聴するかビデオ録画を視聴するかという区別がある。これまでも、日本語教育のなかでテレビ番組を素材にすることはあった。しかし、それは教師が録画した番組を利用するという形を取ることが殆どであった。教師が録画した番組をあらかじめ分析し、事前指導を行った後で、学習者が教室でその番組を視聴する。ビデオ教材の利用と同様である。ここで、筆者が提案するのはそのような方法ではなく、学習者が各家庭で番組を視聴することをベースにすすめられる学習である。

現在、日本語教育番組は「NHK プラクティカル日本語講座」ただ一つである。この番組は一週間に1回の30分番組で、土曜日に放送したものを日曜日に再放送している。1回の学習項目は盛りだくさんで、初級の学習者が独習するのに適しているとは思われない。そこで、一般の番組を視聴することになるが、一般の番組を家庭で視聴して、日本語を学習することに関する研究は、現在のところほとんど進んでいないようである。筆者が見つけた唯一の例は、春原 (1992) の技術研修生に対する試みである。春原は、研修センターを出て職場で研修中の研修生にアンケートを実施した。そのなかで、テレビに関する項目がいくつかある。「学習者、まわりの日本人がどんなテレビ番組を見ているか」「どんな番組がわかるようになりたいか」について、10人程度の答えを得ている。また、春原はタイ人学習者の要望に従って、ニュースを録音して語彙リストと簡単な教材をつけて送付している。その内容は、「相撲」のニュースに関しては、固有名詞「貴花田」や基礎語彙「横綱」「待った」の説明と、「今日は貴花田は勝ったかをニュースで聞いて、まわりの日本人に確認する」などの活動案である。

Ⅴ．段階的テレビ利用学習試案

この試案は家庭でテレビ番組を視聴することを基本にしている。学習者が自律的に学習を進めるという方法をとりたいが、一足飛びに自律学習に向かうのは無理があるので、段階的自律学習を採用する。また、コミュニケーション能力の向上のためには、テレビからの一方的働きかけでは学習者は常に受信するのみで、効果があがらないだろう。そこで、テレビ番組内容を職場や近所づきあいで話題にする、日本語教室で学習者同士、または教師とのコミュニケーションに利用するなど、学習者からの発信を重視するプログラムを考えることにした。(☆は例)

第1段階：教師が学習者に見せる番組を選択し、教育的な番組を見てもらう。その際、、市販のテキストまたは教師作成のビューイングガイドを渡す。番組を家庭で視聴してもらい、次の学習会で視聴内容、特に語彙や表現といった日本語学習項目について、教師の指導と質疑応答を行う。

☆「NHK プラクティカル日本語講座」の視聴

☆中国人学習者に「中国語講座」を視聴してもらい、番組の意図とは逆に日本語を勉強してもらう。

第2段階：新聞のテレビ番組表の読み方を解説する。教師が学習目標を提示して、学習者といっしょに視聴するテレビ番組を選択する。この段階でも、市販のテキストまたは教師作成のビューイングガイドを渡す。このガイドは、職場などの日本人とのコミュニケーションを必要とするような項目も入れておく。番組を家庭で視聴してもらい、次の学習会で日本語学習項目の指導、質疑応答を行うほか、視聴内容について学習者同士で話し合う。

☆「天気予報」の視聴

ガイド：

①語彙の説明（教室で説明）

晴時々曇り、晴のち雨、ところにより…、降水確率

②テレビを見て答える

明日の天気は？降水確率は？注意報は？

③職場の同僚に聞く

天気予報を見ましたか？今夜の天気はどうなりますか？

☆現在話題のニュース「PKO」

ガイド：

①語彙の説明（教室で説明）

自衛隊、憲法、国連、カンボジア、PKO、自民党

②テレビを見て答える

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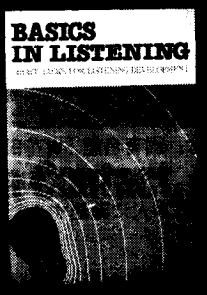

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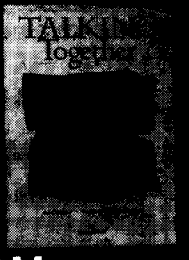

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③職場の同僚に聞く

PKOって「　」のことですか？どう思いますか？

第3段階：学習者が教師の助言を参考にして、自己の学習目標にあわせて、視聴番組を選択し、家庭で視聴する。自分で必要だと思ったら、市販のテキストを購入することも自由である。視聴記録をつけてもらう。（内容、質問、感想など）次の学習会で、各人の視聴記録を発表し、内容について学習者同士で話し合う。疑問点は、なるべく学習者同士、または職場の日本人に聞く、自分で調べるなどの方法で解決し、それができない場合は教師が手助けする。

☆現在話題のニュース「PKO」

わからない言葉の調べ方→職場の同僚に聞く、辞書で調べる、図書館の利用

☆ドラマ

職場や近所の日本人に聞く（どんなドラマがおもしろいか？これからどうなると思う？自分の見たドラマのストーリーでわからなかったところの解説をたのむ）

第4段階：学習者が自己の学習目標にあわせて、視聴番組を選択し、家庭で視聴する。または、学習グループの仲間で話し合って、視聴番組を選択する。もちろん、市販のテキストを購入することも自由である。視聴記録は継続してつける。次の学習会で、各人の視聴記録を発表し、内容について学習者同士で話し合うほか、新聞の投書欄に意見を投稿したり、視聴記録をもとに、文集を作成したり、外部に向けて発信作業をも進める。

VI．おわりに—自己目標の設定と学習の評価

テレビ番組を利用した自律学習を進めるにあたって、次の二つのことが重要である。一つは、学習をはじめるにあたって、学習者が自己目標を設定すること、もう一つは学習の評価をきちんと行うことである。自己目標の設定には、学習の方向や見通しを明確にするうえでも、また学習の内容を具体化、イメージ化し、学習内容を計画的に効果的にするうえでも効果がある。自律学習の第3、第4段階はもちろんだが、たとえ第1段階の学習であっても、教師の助言のもとに自己の学習目標をたてることが必要である。

次に大切なことは、学習の評価である。目標をたてっぱなしでは、目標をたてた意味がない。評価には、学習を始める前に学習者の予備知識や興味など学習に影響を持つ要因を知るために行う診断的評価と、学習の進行途上で学習者の理解度を知り、学習方法の微調整をし、学習の効果をあげるために行う形成的評価、事後に行う総括的評価がある。ここで特に問題になるのは診断的評価と形成的評価である。学習者の年齢、日本語学習歴といった基礎的データとともに、テレビ番組に関する視聴実態や希望を知る必要がある。診断的評価に基づいて自律学習の段階を決定し、自己目標を決め、学習をスタートする。そして、学習がある程度進んだ時点で、適切な学習が行われているかを検討する。検討項目は、選択したテレビ番組の内容、程度が学習者にとって適当か、自律学習の段階が妥当であるかどうか、教師の役割がうまく機能しているか、学習者の自己目標は達成されつつあるか、といった点である。この形成的評価の結果、もし不都合な点が見つかれば、計画を調整することになる。視聴番組の変更という大幅な手直しが必要な場合もあるかもしれないし、ビューイングガイドを改良する、といった微調整ですむこともあるだろう。

テレビ番組を利用した自律学習は、成人の日本語学習者、特に定住難民や仕事の合間に日本語を学習しているビジネスマンにとっては、効果的であると思われる。今後は、事例研究を積み重ねて、さらに研究を深めていく必要があるだろう。

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Teaching English as a Foreign Language to Blind Children: A Progress Report

by Yu-hsi Wu
National Tsing Hua University

In Taiwan English language classes do not begin until junior high school. To the researcher, twelve years of age may seem quite late for blind children to begin learning a new language. Foreign language learning is not easy work, and it is even more difficult for blind children. One way to help compensate for their blindness is to introduce the new language at a younger age. An ideal approach for teaching English to blind children is to have them "grow up" with the language, that is, to allow these young children to get used to this very functional instrument as early as possible.

In the United States and Britain, visually handicapped children learn their first Language, English, with the assistance of language-learning devices, such as Optacon (optical to tactile converter: to transform print into letter configurationsby usingvibratingreeds that are read tactilely), Versabraille (a computer-like system which transforms print into Braille and Braille into print), Versapoint (Braille printer used with Versabraille), Navigator (computer with Braille display system), etc. English can also be learned and taught as a foreign language with the aid of. these devices (Wan, 1989). When blind children have learned the basic sound system of English, they can start to use these devices to speed up their learning.

In this context, we are working on an experimental English teaching project with Taichung Hueiming School and Home for Blind Children. The experiment started in September 1991 and will continue for three years. The subjects are a class of fourth grade school children, and they are taught English by one of the school's English teachers, Janet Ke, three hours a week for the first year, and four to five hours a week during the second and third years. The weekly teaching hour arrangement is compatible with a mainstearm three year junior high school in Taiwan.

Teaching Objectives

For the first year, the teaching is focused on sound discrimination and basic pronunciation. When children become successful in these two skills, they are given opportunities to train themselves with fundamental listening comprehension exercises. Foreign language teachers for the blind generally agree that starting from listening and pronunciation training is essential (de Herrera, 1984; Nikolic, 1987; Hong, 1987).

During the first teaching year children must be led to understand the value of English language learning to their futures. Motivation is vital for all foreign or second language learners, especially for the blind. Without vision, learners are unable to perceive meaningful cultural aspects, such as signs, movies. and pictures, which are believed to be correlated with learning motivation (Hong, 1987).

In the very beginning, students' learning motivation must be firmly established. One way to do this is to inform thestudents and their parentsof the importance of English to their future academic work and economic independence through lectures given in class, and through a regularly published school journal *(Hueming Quarterly)* distributed to the parents. In addition, parents are interviewed one-to-one over the telephone. Another way is to introduce to the children popular English children's songs and stories through audio recordings and explanations in Chinese of the songs and stories, before formally beginning English language instruction.

By the end of the first year, it is hoped the students will possess basic listening comprehension and pronunciation skills, and that they will also display a high interest in learning the target language.

By the end of the second year, it is hoped the students will be able to grasp the main content of stories from cassette tapes, and that they will also understand and answer the teacher's questions from these stories. Basic Braille will be introduced in the second semester of the year, and, by the end of the year, it is projected that

Janet Ke (the teacher), Yu-hsi Wu.(the author), and the children of the class.

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students will be competent in reading phrases and sentences in Braille.

There are two primary objectives for the third year: (1) that students will be able to read and write with Braille, and (2) be able to use standard language learning assistance equipment, such as Versabraille and Versapoint.

By the end of the third year, it is hoped that students will be able to read with both uncontracted and contracted Braille. In addition, they should be able to write simple things with Braille, such as teacher-dictated words, phrases, and sentences. Devices such as Optacon, Navigator, and Versabraille systems will be introduced during the year, and it is hoped that students will enjoy using them to facilitate their learning. They will use these devices to listen, to read, and to write.

Furthermore, by the end of the year, the subject matter will enable the students to appreciate elementary English teaching programs on the radio and to ask and answer questions relating to their schoolwork or daily lives. At this point, it is hoped these students will be capable of retelling the main content of stories that they have heard or read, and, in addition to their own textbooks, they will enjoy reading children's stories from England and America. to enrich their writing, the students will beencouraged and assisted by the teacher to become pen pals with other blind children, from both Taiwan and foreign countries.

Method

We used the Oral Approach (Situational Language Teaching) to prepare our teaching syllabi, and the Natural Approach to guide our classroom management and teaching activity. The Oral Approach is a grammar-based method in which principles of grammatical and lexical gradation are used, and teaching points are presented and practiced through actual situations. The Natural Approach emphasizes the natural learning sequence of the language, the use of the spoken language, and the use of objects and actions in teaching the meanings of words and grammatical structures (Richards & Rogers, 1986).

Using two applied linguistic methods in one teaching project is not uncommon, and our selection of teaching methods is based upon a foreign language teaching rationale: Teaching syllabi must be clear and well organized, and learning processes must be relaxing and enjoyable.

Materials

Our materials for teaching sound discrimination and listening comprehension are: (1) cassette tapes made and compiled by the researcher and the classroom teacher; (2) selected children's story cassette tapes purchased from the local market; and (3) selected children's "talking books" purchased from the United States and Britain.

All materials for teaching pronunciation and elementary oral skills were made and compiled by the researcher and the teacher. Dialogues for higher level exercises are based upon the structures and words that the students have learned from their previous reading and listening classes.

For teaching reading skills, materials were selected in the following order: (1) from locally available junior high school Braille textbooks; (2) from children's Braille readers printed in the United States and Britain; and (3) from teacher-made materials for the practice of reading.

No particular materials are needed for teaching writing. Primary writing exercises can be dispensed through dictation. Higher level writing exercises such as sentence construction, sentence combination, and short paragraph organization are directed by the teacher based upon her awareness of students' general English competency.

Student Evaluation

By the end of each school year, student achievement will be evaluated using two types of comparisons:

(1) Intraschool comparisons: between the experimental class and another junior high class of the same school.

(2) Interschool comparisons: (a) between the experimental class and a junior high class of another school for the blind, and (b) between the experimental class and a junior high class of a nearby ordinary school.

The instruments for these comparisons are proficiency tests prepared by the researcher and the teacher to evaluate all four language skills: listening, speaking, reading, and writing.

The purpose of these comparisons is to measure the progress of the experiment and to find room for improvement. In addition to language achievement comparisons, surveys will be conducted each year to gain insight into the students' learning motivations and parents' attitudes toward this experimental project.

Conclusion

The purpose of this study is to establish a pilot project of teaching English as a foreign language to blind elementary school children in Taiwan. After three years of experimental teaching, the subjects' proficiency in all four language skills will be compared with that of blind and sighted junior high school students.

It is hoped that the subjects' listening and speaking skills will be superior, and that their reading and writing skills will be comparable.

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Creating Student Evaluation of Instruction Forms

by Suzanne Yonesaka
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Many years ago when I started teaching English at the university level in Japan, I assumed that some day my supervisor would suddenly burst into the classroom to observe me at work The thought terrified yet comforted me: as a beginning teacher, I was hoping for some direction. Of course, I was left completely alone, with more privacy in the classroom than I had in my own apartment. Fortunately, colleagues have been an invaluable source of feedback. Yet, even here, lacking a well-developed feedback system such as in-house training programs or peer-observation, we are left with quick chats in the faculty room.

Student feedback is valuable but unquantifiable: Students who offer praise or criticism do not necessarily represent the silent majority. To remedy this, some instructors give questionnaires at the end of the year asking questions such as "Did you enjoy this class?" But one inherent problem is that we may unconsciously avoid asking about our own weak points. For example, an instructor who doesn't state the goals of each class wouldn't think to ask "Were goals clearly stated?" A bigger problem is that, with nothing to measure the student response against, it is difficult to say what that response actually signifies. The instructor is unable to see trends or to compare responses across the curriculum.

Student Evaluation of Instruction

One way to get quantifiable student feedback is by using a departmental student evaluation of instruction form. These questionnaires are currently used by over half of the private and public colleges and universities in the United States, and have been the subject of intense research for the past fifty years (Tracey, 1985). Unfortunately, the issue of student ratings has received very little attention in Japan.

Student evaluations of teaching effectiveness can be very threatening to instructors who feel they are simply popularity contests. Some teachers fear they will be evaluated according to superficial criteria such as their gender or voice quality. Others fear that students will rate certain subjects or certain class formats higher or lower than others, regardless of teaching quality. These fears that something else besides teaching performance is being rated question the internal validity of student evaluations. For this reason, much of the research into student ratings has been concerned with isolating and testing for factors that might contaminate ratings.

There is not room here to discuss these factors (for a detailed discussion of the validity of student ratings, see Yonesaka, 1992). However, it has been established that even though students are participants in a complex social event, they are able to disentangle themselves enough to give an honest, unbiased evaluation. All in all,

> . . . it is well-documented that teaching quality is the single major factor in student ratings... Students generally agree greatly in their ratings of a given class and their ratings correlate with various other measures of teaching effectiveness — including alumni ratings (which ask students to rate their instructors several years after graduation) and measures of student learning. (Tracey, 1985, p. 3)

Construction of Student Evaluation of Instruction Forms

Many educational centers and universities in North America have developed a variety of forms that consciously or unconsciously reflect underlying beliefs on the nature of learning and teaching languages. Whenever possible, it is best to use an existing instrument, even if it has to be slightly modified, because it has the advantage of previous trials. However, lacking an appropriate questionnaire, what are some guidelines for constructing an original form?

1. Verbalize personal beliefs on the nature of language learning and teaching. Rather than working with a hidden agenda, it is better to openly acknowledge the beliefs that will be driving the questionnaire. This is especially important if the questionnaire is being written by a committee. Discussion could be generated by brainstorming lists of the characteristics of 'The Good Language Teacher," for example.

2. Verbalize the purpose of the questionnaire. Will the resulting data be used in tenure or promotional decisions? Or is the purpose of this questionnaire strictly to help instructors improve their teaching? Who will have access to the data, other instructors? Administrators? Students? The general public?

3. Choose an appropriate questionnaire format. Some highly-structured, comprehensive-type questionnaires solicit feedback on specific teaching skills and behaviors such as organization, pacing, methods, and materials. Others ask a small number of rather broad questions, such as 'What changes would you recommend?" Format choice will depend partly on the purpose and partly on ease of data correlation.

4. Become familiar with the range of possible questions by examining as many sample questionnaires as possible. All questionnaires gather data about the course (name of instructor, etc.) and the student (major, etc.). Student opinions are generally elicited in three areas: instructor behavior, learner outcomes, and course components. (Table 1).

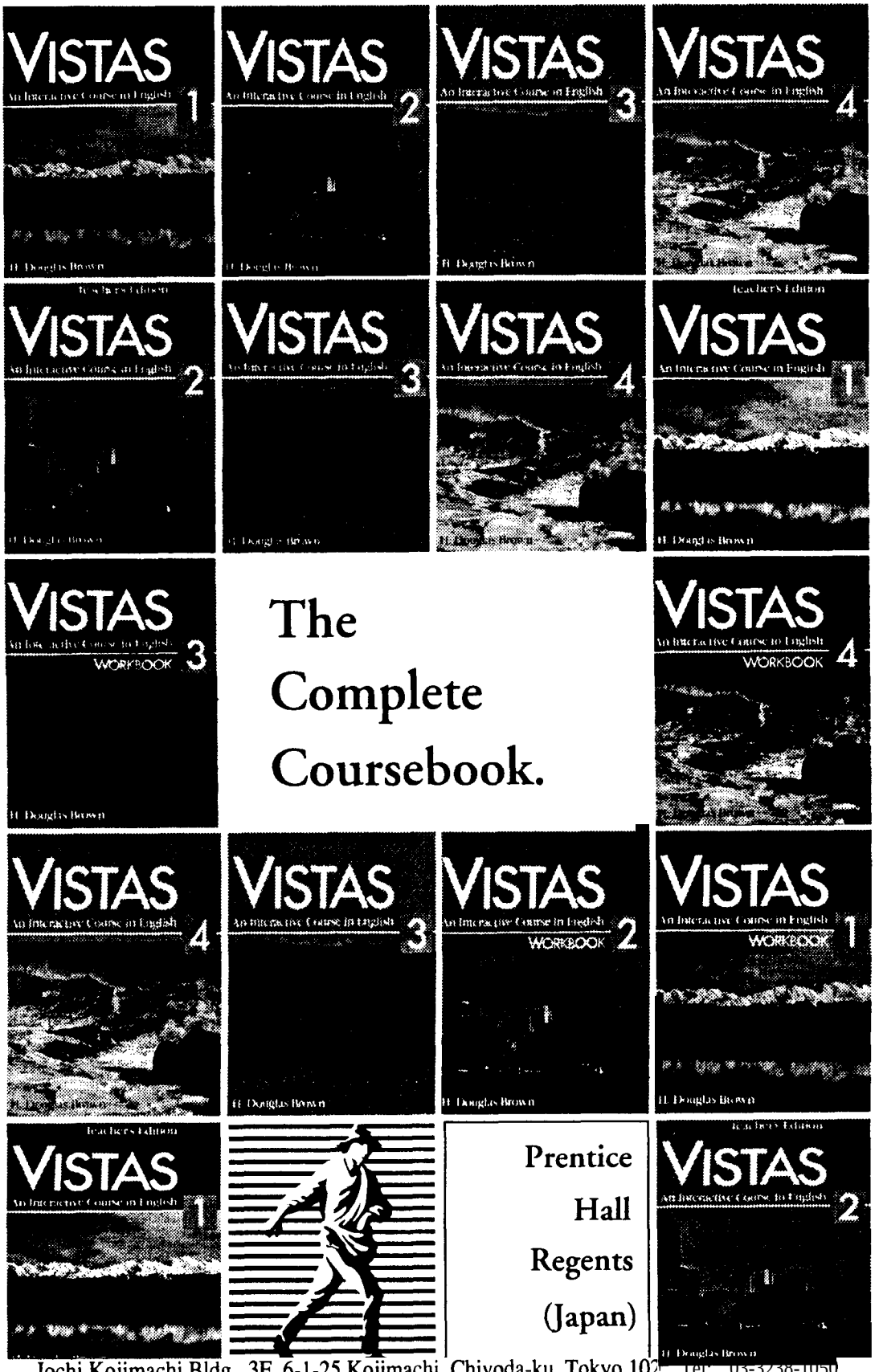

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Table 1.
Categorization of Characteristics of Effective Instruction. *

Instructor Behaviors	Learner Outcomes	Course Components
knowledge of subject matter	knowledge and skills	course applicability
enthusiasm, dynamism	interests and curiosity	written assignments
communication skill	self-concept	reading assignments
difficulty, loading, pace	social skills and attitudes	textbook
feedback	vocational skills	examinations and grading
interaction	attitudes	media
rapport		teaching assistant
flexibility		laboratory assignments
		recitation section

*Characteristics drawn from Hildebrand, Kulik, Scissons, Seibert, Sheffield, and Wotruba & Wright. Note. From "Design and Use of Student Evaluation Instruments in Instructional Development" by R. A. Schwier, 1982, *Journal of Instructional Deuelopment, 5*(4), p.31.

5. Begin writing the questions. The thorniest problem facing writers of student rating forms is that "instructor effectiveness" seems so amorphous. Yet research shows that certain constructs — "stimulation of interest; clarity and understandability; knowledge of the subject matter; preparation for and organization of the course; enthusiasm for the subject matter and for teaching" (Suchner, 1985, p. 7 -are consistently measurable and are predictive of students' overall evaluation of teaching effectiveness. It would be wise to investigate classroom behavior or instructor characteristics that seem to reflect these constructs.

However, since the Japanese classroom tends to be more teacher-fronted than in the West, these constructs may be reflected in slightly different characteristics. One way to get at these differences might be to use a double scale for each characteristic: one question asks about the extent to which it is displayed by the instructor, and the second question asks about its desirability. For example,

la.How clearly did the instructor state the goals for each lesson?

b. How important do you think it is that the goals for each lesson be clearly stated?

In this way, it may eventually be possible to define the characteristics of effective teaching in a Japanese context.

6. Check the questions for item construction. No matter what format has been chosen, the same rules for writing proficiency tests — measure only one trait with each item; be specific and objective — also apply to evaluation instruments. When constructing rating scales, it is important to defineeach anchor point. "The user should not have to guess at the difference between a 'three' and a 'four' on a five-point scale" (Schwier, 1982, p. 31).

7. Evaluate the questions for applicability. Certain questions may not be applicable across the curriculum. For example, "organization of lectures" may-apply to literature classes but not to conversation classes. Some universities in North America have adopted a "cafeteria approach" where instructors choose items applicable to their classes from a large item bank. However, one problem with this approach is that instructors may tend to choose items that make them look as good as possible. One way to get around this is a modified cafeteria approach:

A department may decide that there are four or five areas on which faculty members should be evaluated.. . . A list of behavioral statements for each of these areas could be developed with regard to different class formatsand needs.. . Each professor in that department would then be free to select the statements he or she thought most suitable as long **as** he or she picked something from each of these areas. (Pulich, 1984, p.92)

This approach offers flexibility without. losing the overall proportion of item types.

8. Translate the questionnaire. Whether the work up until now **was** done in Japanese or in English, at the end there should exist two versions: the Japaneseversion that will actually be administered and the English version to enable non-Japanese-speaking instructors to participate. Another possibility is **a** bilingual questionnaire.

9. Pilot and refine the questionnaire. The questionnaire should be piloted in a variety of classroom formats, for example, a large lecture class, a small conversation class, and a medium-sized listening comprehension class taught in the language lab. This will help identify any unclear or inappropriate instructions or questions, and determine how much time is needed to complete the questionnaire.

Administration of Student Evaluation of Instruction Forms

No matter how painstakingly the questionnaires **are** written, they must be administered very carefully if they are to produce meaningful results.

In order to reduce instructor-imposed bias, great care must be taken to use standardized administrative procedures.

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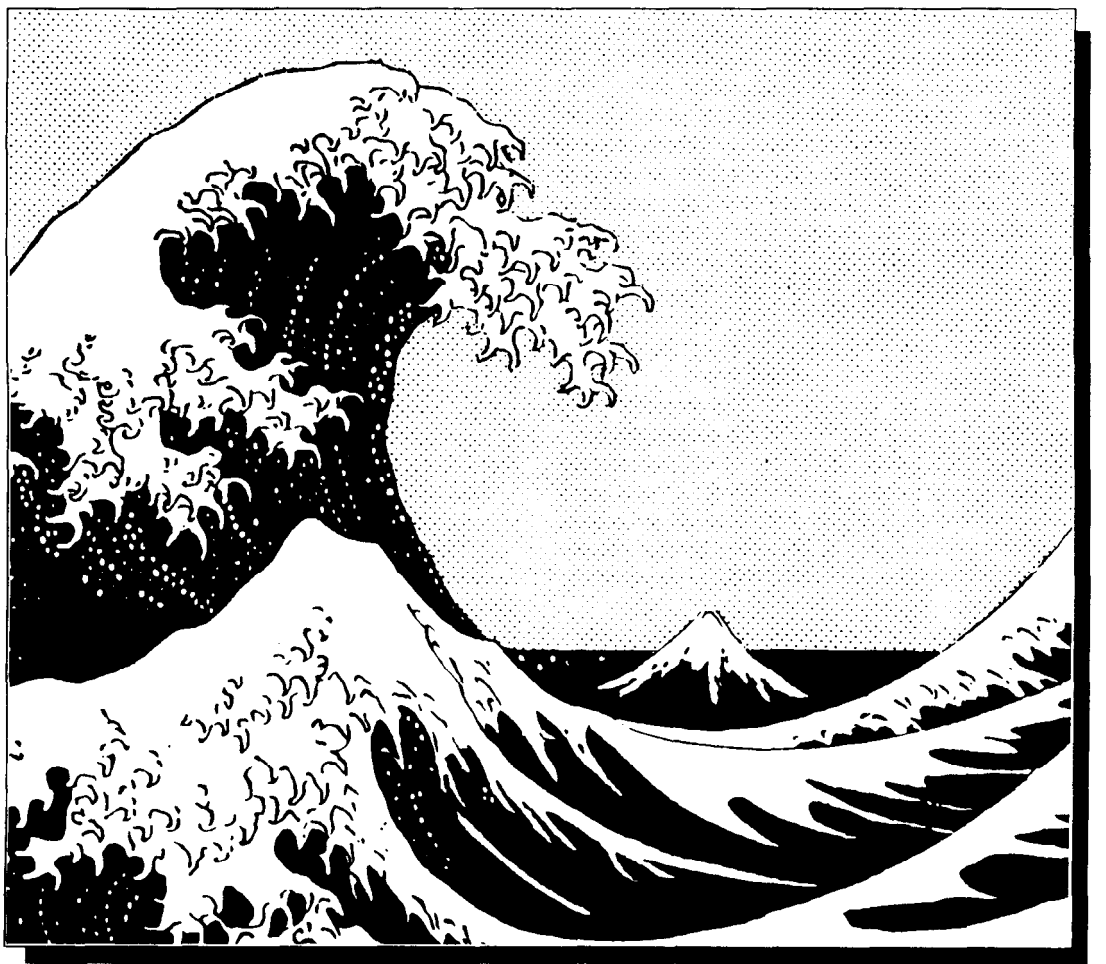

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In the United States, the forms are usually administered by students, but in Japan, given the reluctance of students to be singled out of the group, a non-teaching staff member might do this. In any case, from start to finish, the instructor should be out of the room. It should also be announced that results will not be reported to the instructors until grades have been filed. Students must feel free to respond without thoughts of retaliation by or reward from the instructor.

It is for this reason that most researchers insist that forms be filled out anonymously. However, Pulich (1984) notes that one disadvantage of student anonymity is that "the student has no accountability for his or her remarks . . . . Performance evaluators outside academia have to identify themselves. The students as performance evaluators should be no different." (p.94)

One way to reconcile the conflicting needs of validity and accountability is to help students take responsibility for their answers not by identifying themselves but by training them to evaluate teaching performance. As in any other type of data-gathering procedure, the participants need to be thoroughly prepared. They need to know what questions they will be asked to respond to, and they need to be able to clarify any questions they have about the questionnaire beforehand. This is especially important for Japanese university students, who have probably never completed such a questionnaire before.

Training could occur several times throughout the year, when instructors would freely administer the questionnaires for ongoing assessment purposes. To make these student-rating practice sessions more palatable to the Japanese faculty, they could be presented as a lead-in activity to hansei.. "[In Japan], when an entire class engages in hansei together, the class examines its interaction, goals, and methods, and then develops a plan of action for changing things" (White, 1987, p. 32). The evaluation form-hansei cycle would culminate in the end-of-the-year evaluation.

This system would have several benefits. Students would be trained to use the evaluation form. They would learn to critically observe the teaching process and perhaps become more involved in their own learning. They would benefit as instructors improved their teaching. It has also been found (Abbott, R. D., Wulff, D. H., Nyquist, J. D., Ropp, V. A., & Hess, C. W., 1990) that students are more satisfied with the rating process itself when it is conducted at midterm and when there is an extended instructor reaction.

Interpreting the Results

According to L' Hommedieu, Menges, and Brinko (1990), the data from student ratings is generally compiled in three ways. The first is to computean aggregate score from all the items on the questionnaire. For example, a 25-item questionnaire using a 5-point Likert scale would give the ideal instructor a rating of 100. One problem with this method is that it assumes that the questionnaire is perfectly balanced and weighted. Another is that the result gives no information on strong and weak points.

With the second method, item-by-item analysis, reliability becomes an issue. And it is important to remember that "a host of questionnaire items does not consti · tute a theory of instruction. Individual item analysis has often led to a recitation of results, rather than thoughtful conclusions." (L'Hommedieu, 1990, p. 237)

The best alternative is to identify a few dimensions of teaching, Student-Rating Forms such as those listed above in "Begin Writing the Questions," and to include several items to measure each. This will produce reliable composite scores for each factor.

After compiling the data, it should be norm-referenced. This means that an individual's score on a particular dimension is compared with the scores of all instructors on that dimension, even if different items were used to measure it, as with the cafeteria approach. Since "most teachers obtain ratings that are above the middle ranking point" (Schwier, 1982, p. 33), if the results are not norm-referenced, instructors with a raw score of 72 points, for example, might not realize that they are actually relatively poorly-ranked at the 45th percentile. On the other hand, norm-referenced data automatically places half of the responses in the lower 50th percentile, even if all of the instructors are outstanding. The instructors need to know exactly what the data means — and what it does not .

Finally, researchers stress that when interpreting the results of the questionnaire, instructors should always compare the results with other data sources such as peer-appraisal and self-evaluation.

The final step is to evaluate the questionnaire itself, at which point, EEL staff will probably need to rely on statisticians in other departments for help in establishing reliability and validity estimates.

Utilizing the Data

If student ratings are to be used mainly for teaching improvement, then a support system must already be in place even before the questionnaires are administered. There is nothing more discouraging than being told that a certain behavior is ineffective without being offered an alternative behavior pattern.

One such system might be the pairing up of instructors who scored low in a given area with teachers who received high ratings in that area. For example, if Instructor A was ranked poorly in the area of feedback, she can be paired up with Instructor B who was rated highly in that area. After observation of one of Instructor B's classes for feedback, and some discussion, Instructor A will have a clearer idea of her goals. At the same time, Instructor B might be paired up with Instructor C to improve his examinations, and so on. Instructors will not only get immediate, pertinent input, but will have their own strengths recognized and utilized.

This is only one possibility. The point is that for student ratings to have any meaning, the data must be used. If the results are simply filed away, then nothing

has been achieved. The initiation of evaluation of teaching questionnaires implies the installment of some sort of professional development program.

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Many thanks to all of you who responded to survey and have provided valuable feedback to the editors of *The Language Teacher,* Thanks also to the following publishers, who generously donated teacher's resource and reference titles as prizes for respondents: Harper Collins, Cambridge University Press, Oxford University Press, Prentice Hall Regents of Japan, Heinle and Heinle, Thomas Nelson, Heinemann International, and Longman ELT.

The Country Club Composition Class:

A Writing Project for University English Majors

by Gabriel A. J. Yardley
Nanzan University

This project was set as an assignment to English Majors in a junior year writing class which met weekly for ninety minutes. It was hoped that as a task, it would not only revise and consolidate what was being learned in the course, but that it would further serve as some preparation for the research paper which is required of all English Language majors in their senior year. In essence, this was to be a mini-research paper comprising an introduction, four to five chapters (each 450-500 words long), a conclusion, and a bibliography.

Students were required to form project groups of four or five members and to discuss what country they would be interested in researching and writing about, a stipulation being that students could not write about the USA, Canada, Great Britain, Australia, or New Zealand, countries which many students lived in or visited as part of their formal education.

Once the country was agreed upon, each student in that project group was required to select one aspect of the country in which there was a general interest in investigating, and they were to be responsible for researching and producing a chapter on a particular topic related to the country selected. One group, in writing about Indian culture, decided to focus on a religious theme and examine how aspects of agriculture, food, and marriage were influenced by Hinduism. Another group was to write about Shamanism in Korea, concentrating on aspects of ancestor worship and related religious observances. A comparison of the Japanese and Swedish welfare systems, and aspects of Buddhism in Thailand were among other topics selected for research.

In addition, all were to collaborate in the writing of an introduction and a conclusion to the project, and in producing a bibliography of materials used and cited in the project. Thus, in a period of about three months, students were to select a country, research, and write about a related topic of interest, the final draft being due two weeks after the recommencing of classes following the Christmas break.

Preliminary Activities

As mentioned earlier, students were requested not to choose certain English Ll countries for this project. It was thought that there had already been much exposure to these "fashionable" cultures and therefore it was intended that by asking them to choose countries that were not in the English language spotlight, their cultural horizons would be broadened beyond the thoughts of the *ryugakusei* (student abroad) delights that had awaited a good many in the class. In addition, because of their lack of real familiarity with many of countries beyond the usual stereotypical tidbits on offer (for example, Spain: the land'of bullfights, flamenco, and passionately ardent romance; France: Louis Vuitton, Yves St. Laurent, and the Eiffel Tower; and Italy: Venice, Gucci, and ardently passionate romance). It was thought that this would be a more challenging test of their research skills than if an English Ll country had been the area for research. Of course, it may be argued that it would be interesting for those students who had lived in these countries to able to make use of this experience and their knowledge in contributing to a research paper on that country. If it could be arranged, a teacher might like to group together those students who had lived for a period in the same country and have them collaborate on a particular research paper.[1]

During the initial stages, students were given some thirty minutes of class time in two periods to first brainstorm and then develop their generalisations and discuss a tentative outline of the project. As the first month progressed, the outline was to become more specific and less general as further refining, and, in some cases, redefining of the proposed area of research took place.

Once a specific country and an aspect for research had been settled on, students were each requested to draft a letter in English, business-style format, to the appropriate section of that country's embassy or tourist information bureau in Tokyo requesting any information that might be relevant to their project groups. All members of the group collaborated in the rewriting of the letter, one per group, which was again checked by the instructor and then mailed. Almost all received replies. Despite the fact that in several cases only very general tourist information or material that was not particularlyrelevant was received bystudents,it should not really be seen as an ineffective exercise. The main point was not really the hope that students would receive swathes of useful facts and data, but that this activity would revise and consolidate business letter writing skills which had been introduced in the previous semester.[2]

Research Activities

Students were provided with back copies of *The Economist*, *Newsweek*, and *Time* magazines and encouraged to read the tables of contents and check any articles that sounded relevant, thereby emphasizing the importance and relevance of skimming and scanning skills. Some students did find articlesofvalue, and while many did not, this nevertheless served to highlight the importance of rapid-reading techniques, and the need to be able to distinguish between relevant and

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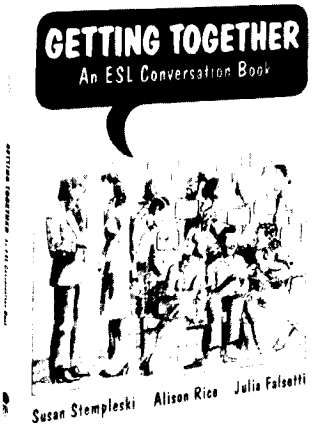

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non-relevant data. With some students it had the effect of helping them narrow down their topic for research, while others it prompted into changing it altogether. Some were to incorporate articles from the magazines (and the newspaper, *The Japan Times*) into their particular chapters, yet the principal source of research material proved to be the university library. Students were also encouraged to use the resources of the Nagoya lnternational Center library.

While gathering research material was one of the main objectives, it was also intended that students would become more familiar with library use, not just as a encyclopaedic provider of information, but also with regard to how to search for specific material about a particular area of interest using index-cards, computer files, and other sources. Students also came to realize that by checking the bibliography in a slightly relevant work or article, they could find out whether any other material with a more direct bearing on their area of interest was available, and if this was not stocked in the library, an inter-library loan was requested, which was for many, a new experience.

In addition to skimming and scanning, students were encouraged to make source notes on index cards. These would be helpful, not only in compiling the final bibliography, but in providing a synopsis of material examined and information gleaned.

A number of summary and outline writing skills are featured in Cummings and Genzel (1989), and Jolly (1984), and these had formed the basis for instruction in the previous semester.[3] In addition, a speeded-up four minute section of a video film featuring about two minutes of action also proved useful in getting students to focus on the essentials of what an overview is. The speed of the video, of necessity, focused their minds on what appeared to be its most salient features and thus emphasized the notion of brevity and relevance with regard to outlining and summarising.[4]

Putting Pen to Paper

In preparation for a preliminary draft which was to be submitted in the middle of November, students were also introduced to the conventions of quoting sources, and required to observe them in writing up this first draft.[5] These were returned with comments regarding content, structure and style, which were explained and talked over with each group.

Students had already had prior experience in peer-editing, and followed a pattern established in the previous semester. All drafts submitted were returned with numbers written next to questionable writing, and these were entered against a proof-reading checklist based on that in Cummings and Genzel (1989, p. 225), dealing with organization, sentence structure, verbs, and language use.

Comments accompanied the numbers on the checklist, yet these were temporarily screened from the students who were encouraged to read a partner's draft and its corresponding checklist and to try and deduce what was wrong by looking at the relevant heading next to the number. They were not to look at the checklist comments (which explained the nature of the mistakes in detail) until an attempt had been made to think of an explanation as to why a particular piece of writing was in error. The draft was then returned to its writer and the same error-finding process was gone through, with the partner giving the writer clues and the correction that was needed.

When the third drafts of individual chapters were written, two copies were submitted. One was given to the instructor and one to another member of the group who was to be responsible for for proof-reading, ediing it, and making appropriate comments on a checklist next to the relevant headings. These were later compared against those of the instructor.[6]

By the middle of December, as a result of these various forms of editing, the students were beginning to complete second, more sharply focused and cohesive drafts, and the empahsis began to shift to a rewriting and re-working of introductory and concluding paragraphs in individual chapters. The intention was that these would anticipate and reflect the contents of each chapter thus ensuring smooth continuity and an element of cohesion throughout the paper as a whole.[7] In addition, each project group was requested to co-write and submit with their second draft a preface and a conclusion which would complement their paper.

An important part of the peer-editing and revision process was another re-working of the papers to include as many different transitions as appropriately possible thereby revising and reinforcing their use.[8] Many students appear to understand them, yet rarely get beyond using ***then***, ***next,*** and the often misused ***at last.***

During the Christmas vacation, the students went through a third complete draft of the paper, and made revisions which were later commented upon by all members of the group in the first class following the vacation. This final class of the semester was devoted entirely to proof-reading and making last-minute revisions and corrections. The final amended version was then printed by the group and turned in one week later Some two weeks after handing in the projects, students papers were then discussed in a final round of semester tutorials with each of the groups.

Conclusion

The intention behind this research paper was primarily to introduce students, to the various processes involved in writing a short research paper, and to revise, reinforce and enhance these and other writing skills, in preparation for research paper writing in their senior year. Naturally, a project like this might sound smoother in theory than is actually the case, and among the problems encountered were that in some cases the students' choice of a topic had not been pared down enough.

In addition, some students did not fully appreciate the importance of proof-reading and editing, and as a result, well-researched and generally well-presented papers

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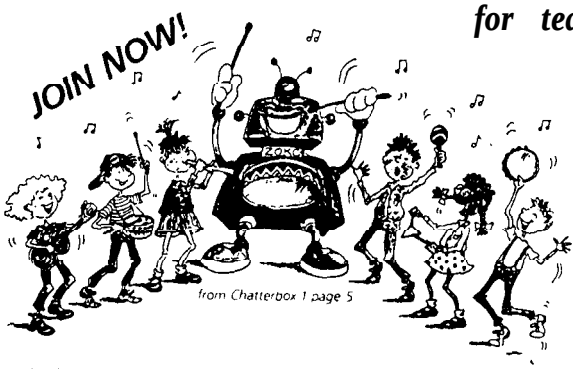

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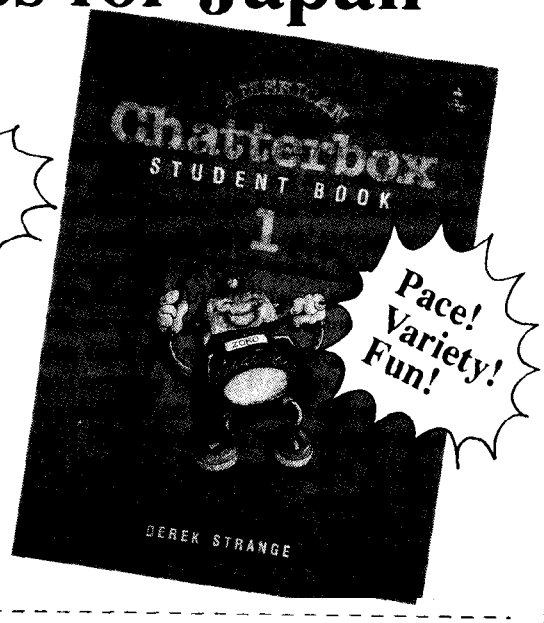

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were let down by unnecessary typos and unforced errors. Depending on the facilities available, in a project like this, some students may well complain that lazy classmates have cried off doing some of the typing because they have no access to a computer or word processor. A few students did seem to rely overmuch on theresearchand writing done by others in their group. If some students repeatedly rely on others who have the word-processing skills that they lack, then they may be given proof-reading tasks and provided with proof-reading checklists similar to those previously mentioned, and given editing duties (looking for typos, spelling mistakes, errors in punctuation, etc.). Little overt plagiarism was in evidence. Despite the aforementioned carelessnesses, most of thegroups submitted beautifully presented papers, and all were interesting to read?

Overall, as well serving as a permanent homework assignment, approximately a third of the composition class time was devoted to project-related tasks throughout these three to four months. As an assignment, it may also be adapted for use with non-English majors; Literature, Economics, and Business majors and students of other faculties where an English writing class is offered may be required to choose more pertinent areas for research according to their subject and area of interest.

As a final comment, it is hoped that despite being a composition class assignment, the project also served to broaden cultural horizons and to inspire interest in matters other than those related solely to the techniques of "writing competently in English," competent writing in English thereby becoming the means to an end and not just the end in itself.[10]

Notes

1 If, as in this case, a high percentage of the class are female students, an instructor might wish to direct their thoughts and research to women's roles in certain cultures or countries.

2 In the previous semester the class had been introduced to the basics of business letter-writing and the varying styles and formats of both American and British English, all of which may be referred to in the texts by Cummings and Genzel (1989), Hollett (1991), Jolly (1984), and Wohl (1985).

3 This particular group of students also met as a reading class and had been asked to turn in occasional assignments which included written summaries and outlines of required reading materials. In the composition class, written and oral summaries of their progress to date were a weekly feature.

4 The James Bond film, Dr. No, and the bedroom scene, not with a delectably voluptuous lady but with an unpalatably monstrous spider, worked rather well as a related activity.

5 Students were introduced to the more usual conventions of parenthetical documentation including MLA and APA forms (McKernan, 1988, pp. 427-446), and expected to follow a recognised norm in the layout of their bibliographies.

6 This checklist had been used regularly during the first semester for all comments on writing, and this procedure was repeated with every piece of writing submitted. This year all students will be using computers to produce their projects and will use them to carry out final spelling checks. Depending on the availability of certain software, it is up to the instructor to decide what use to **let** them make of grammar and spell-checks.

7 In effect, this revised introductory and concluding paragraph writing skills introduced in the first semester, based on guidelines given by McKernan (1988, pp. 223-237). In one paper about Indonesia, the student writer notes in the concluding paragraph to his analysis of a Barong drama from Bali that: "...the concept of a "mother" is dominant in Bali,... [and]...people seem to have a special idea of women,...[there are]...taboo notions when men and women marry. These notions . ..will be discussed in detail in the next chapter."

8 An ample selection of transitions is to be found in McKernan (1985, pp. 166-167), and Sebranek & Meyer (1985, p. 61).

9 It is interesting to note that two out of seven papers were about aspects of life in Korea.

10 A brief summary is given below of some of the main skill areas that were underscored by the project.

research techniques ..... library use
skimming & scanning ..... classification & indexing skills
business letter-writing ..... paragraph writing
introduction & conclusion writing..... summary skills
essay styles ..... (e.g. comparative / causal / descriptive)
transition use ..... parenthetical documentation
peer-editing ..... proof-reading skills
word processing skills

Acknowledgement

I should like to thank Takaomi Kounoki for permission to quote from his chapter, "Analysis of a 'Barong' play in Bali."

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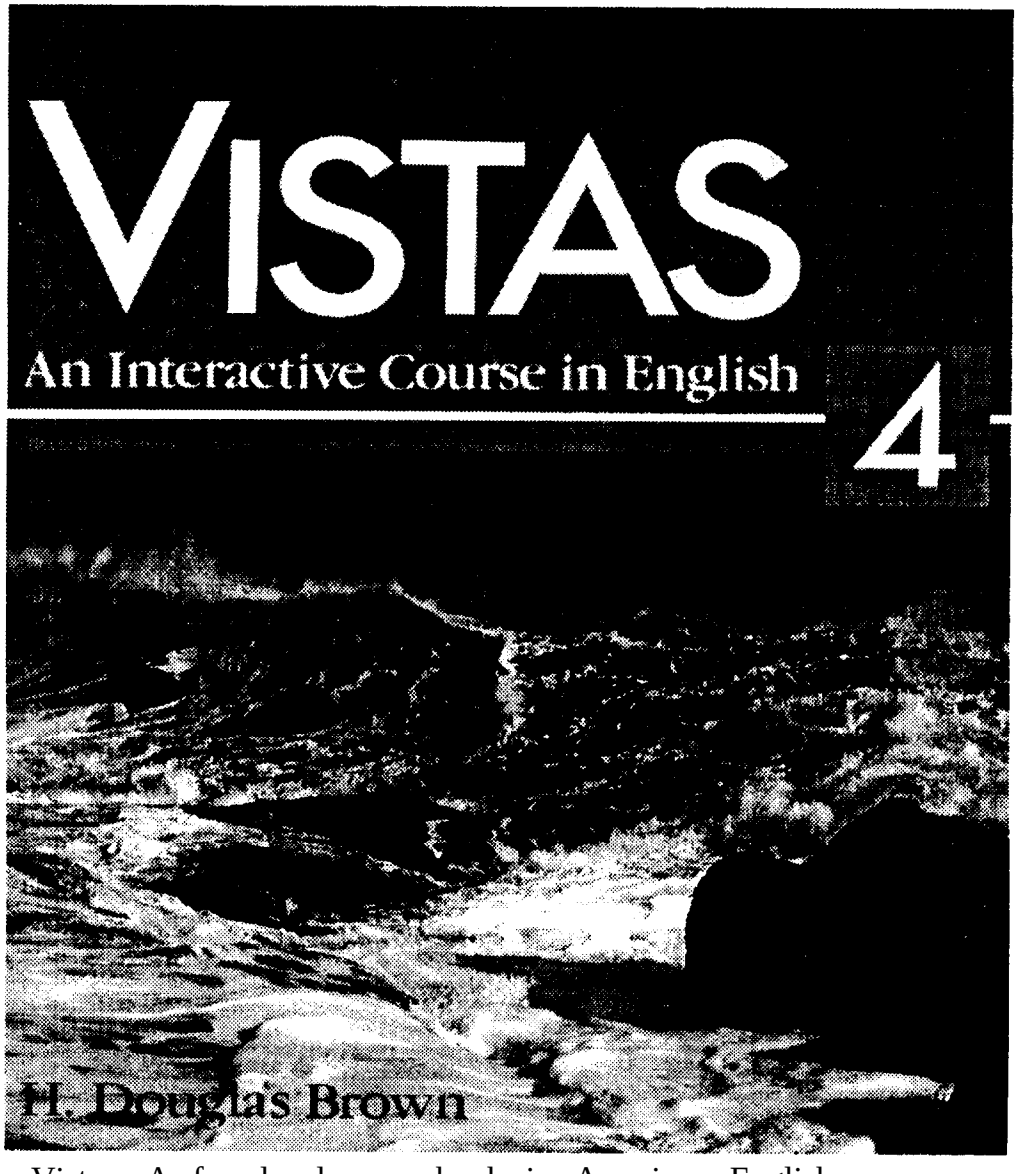

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The Foreign Language Teacher: The 21st Century's Blacksmith?

by Paul Stapleton
Hokkaido University

Earlier this century, the introduction of the automobile spelled the onset of what would become one of the most monumental changes civilization has ever experienced. During the changeover from four-legged to four-wheeled transport, many people were affected as the new technology took hold. Probably, none were as adversely affected as the blacksmith though, who saw the need for his services slowly decline with the rise in the use of cars. For the blacksmith, it wasn't even a question of improving his product or service; for the most part, he was simply made redundant.

It is perhaps a truth of life that as new technologies replace old, the purveyors of the old must either adapt or face the brutal reality of obsolescence and move on to new professions. Given the speed at which technology is advancing, people in all professions would be foolish not to be cognizant of what new trend or gizmo might be lurking around the next corner. Although language teachers may feel relatively secure in this age of internationalization, some clouds can be seen on the not-so-distant horizon.

Machine Translation

The concept of having a machine that could be used to translate from one language to another arose in the U.S. military in the 1950s during the growth of tension with the Soviet Union. Initially, there was heavy government funding into machine translation (MT) but by the early 1970s when results had come nowhere near expectations, most MT projects were abandoned in the LJ. S. (Slocum, 1988). In Europe, Japan, and Canada though, both government and private funding of MT has continued into the present enabling innovations in software coupled with more powerful computers to result in a viable technology.

Presently, dozens of MT software programs are being used commercially around the world. In Japan electronics giants like Sharp, NEC, Fujitsu and Matsushita are marketing software that is applied to translating written material such as computer manuals, technical documents and scientific papers. In Europe, MT is becoming an essential tool for the smooth workings of the European Economic Community. In Canada, government meteorological documents have been translated with the help of MT since the late 1970s.

Limitations

Although the advance in quality of MT systems in the last few years has been impressive, they are still far from matching the versatility or accuracy of a human translator. Note in the above description of present applications, MT is being used for projects that require information dissemination only. Even with the best software available, MT produced translations must be post-edited by human translators in order to make the final copy readable. As a result, there is little demand for literary translation in relation to technical translation (Slocum, 1988). Because the greatest demand for translation has come from areas that require information dissemination, MT software has been designed to focus on accuracy at the expense of style.

In fact, even before the question of style is approached, MT has a whole host of other problems to deal with. For example, it has to be able to translate homographs. A "bridge" can be a structure over a river or a card game; human translators intuitively know which meaning to choose; however to incorporate contextualization into MT software is difficult. Certain differences in grammar between two languages can also be challenging. Since Japanese has no articles, in translating from Japanese to English, MT has to know whether to include an a, a the or nothing at all. Also, Japanese frequently omits the subject from a sentence which poses a particularly difficult problem because MT tries to identify parts of speech including the subjj as its first step in translating.

Still, these types of challenges have been long recognized by MT developers and strategies have evolved to deal with them. For example, *Globalscope* employs a system that determines the meaning of a word by its context within a sentenceor even a paragraph (Slocum, 1988). As MT software makers develop new approaches to computer translation, not only will accuracy improve but language style and naturalness will be tackled, at which point MT will expand beyond technical translation into all fields of language including the literary field.

One of the biggest constraints to using translation software until the present has been the huge amount of memory needed to run the programs. NEC's Pivot, a typical MT program, uses 32 megabytes of memory (present day PC's come with between two and six megabytes) and Pivot takes up 60 megabytes of hard disk space. Although these numbers appear to be well beyond the capabilities of today's PC's, given the recent growth in memory size in computers, these numbers will be pedestrian in years to come.

Voice Recognition

Until this point we've only considered how MT is applied to the written word. However, voice recognition systems that are being developed separately from MT are rapidly finding practical applications. AT&T in the United States has recently replaced many of its telephone operators with computers that can recognize voice commands like collect call (The Economist, 1992). JR in Japan is experimenting with ticket dispensers that can recognize destination names from voice input. Given the savings in labor costs and the increased convenience that voice recognition systems can offer, here is tremendous impetus for companies to improve these systems in order to widen their application.

Accordingly, there is heavy funding into voice recog-

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nition as a big payday awaits any manufacturer that can perfect a system to recognize speech. Once voice recognition reaches an acceptable quality, it can be coupled with MT to make a machine (pocket translator) that translates into a target language after being spoken to.

As with MT, voice recognition systems need to overcome a variety of difficulties. Different accents, verbal pauses (ahh, umm, bad grammar, background noise, the lack of a pause between words, and the meaning attached to certain varieties of stress and intonation, all pose challenges to the developers of these systems. Nevertheless, in the words of Makoto Nagao, the globally recognized guru of MT, ". . .at the beginning of the 21 st century, there will be a machine translation system which understands and conveys very sophisticated meanings and intentions." (Kingscott, 1992)

Any predictions about the impact of a new technology, especially one that will not appear in earnest until several years hence, is speculative to say the least. Still, as I noted at the outset, it is prudent to be aware of the potential difficulties that lie ahead and for that reason I will outline a rather negative scenario for language teachers as MT advances.

In order to assess the impact of MT on language teachers, it is necessary to consider why people want to learn a foreign language. Certainly there are a variety of reasons including the desire to communicate with foreigners (both locally and when traveling), the hope to use a foreign language to improve career possibilities, the ability to read foreign language publications and watch foreign movies, and the need to pass examinations. Others study languages for more esoteric reasons (the challenge or the chance to meet people).

Technology will never dissuade an individual with esoteric reasons from learning a foreign language; however, if a machine can perform a languge task better and faster than a language learner, many will embrace the new technology. Initially, marginal students, those who find it difficult to learn a foreign language, will be attracted by a new product like a pocket translator. Given the choice of studying English for several months in advance of a short holiday overseas, or purchasing a pocket-sized, voice-activated computer that can manage most simple, communicative situations, many learners will opt for the latter. Detractors will argue that people will never become accustomed to interfacing with a machine, but this assertion was often heard when telephone answering machines were first introduced.

Although it is difficult to gauge the impact of pocket translators on the enrollment in adult language classes, it is certainly true that marginal students, who often begin but do not completea course, constitute a significant percentage of adult classes. Any loss of students though will impact on the bottom lines of schools and this will have a direct and negative effect on teachers.

The implications of MT on teachers may be profound. There may well be a drop in the numbers of students wanting to learn a foreign language as pocket translators and MT software become widespread. Fewer students mean fewer teaching positions. Particularly vulnerable are teachers of third languages, i.e., less common languages, where most of the students are clustered at the beginner ieveis and therefore more enticed by an expedient technology.

It bears repeating that although the above scenario cannot be supported by any data and as such is mere speculation, the potential for MT to affect the language teaching profession cannot be overstated. Technology has impacted the language teaching profession in the past. For instance, thelanguage laboratory undoubtedly strengthened the hold of the audio-lingual approach in the 1960s 'The coincidental advent of the tape recorder (with the recognition that speaking is central to effective communication) created a fortuitous juncture of technology and pedagogy." (Stack, 1971)

As anyone who has ever tried knows, learning a foreign languageisdifficult. Throughout history, people have always endeavored to find an easier way to do things. The computer translator is one such example. Like the wheel, the automobile or the calculator, machine translation offers an easier way to do something that is difficult. It is simply human nature to take an easier route to one's goal. Whether we, as teachers, like it or not, computer translators will lay a bigger and bigger role in our lives. As such, the 1990s may mark the peak of foreign language learning.

Whether the foreign language teacher will become the 21st century's blacksmith still remains to be seen. Much of the scenario presented above depends on the quality and user friendliness of MT. If MT can produce translations that are of similar quality to human translators perhaps some or all of the predictions will come to pass. Whatever the outcome, there is little doubt that the whole nature of foreign language teaching will be affected.

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(Cont'd on p. 5.5.)

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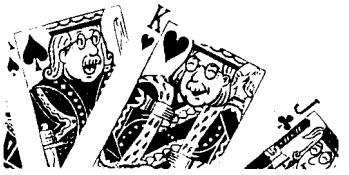

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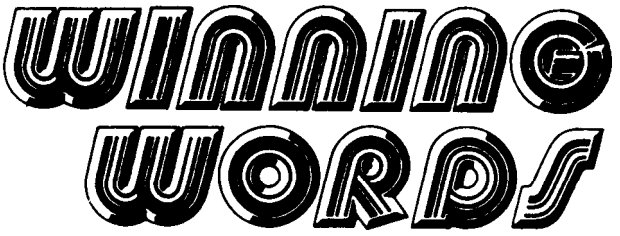

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Abstracts

What's in a Task

by Stewart Hartlley

言語学習のためのタスクに関する議論である。一般に考えられているタスクの定義は、文の形式・構造という言語的要素を基本として、個々の学習者を念頭においたもので、共同学習を効果的なものにするために学習者に求められる社会的な技能といった要素をあまり考慮していない、と本論文の著者は指摘する。そして、これと異なるタスクの定義を示す。著者によれば、もっとも重要視されるべきは、言語の形式ではなく意味であり、言語交渉の中心的な担い手は、教師ではなく学習者である。論文の中でタスクの分析とその使用方法が紹介されるが、この表は、授業で実施されるタスクを教師である著者自身と学習者が評価するために考案されたものである。

First Day Activities

by Brian Bresnihan

大学の英語クラスはどのように開始されるべきであろうか。本論文の著者は、自ら行った学生に対する調査結果から、問題点として次の4つを指摘している。すなわち学生は、①コースのシラバスを理解していない、②クラスでの自己紹介の時間を否定的にとらえている、③クラス仲間と親しくなれないことに不満を感じている、④書面やガイダンスで明確に説明されているにもかかわらず、クラスで自分が何を要求されているのか理解できていない。以上の事柄を踏まえて著者は、英語のクラスで何をすべきか学生自身が考え理解する時間をコースの最初に設定した。以降の授業は、この最初に確認された内容に沿うように作り上げられてゆく。

TV Using Self-directed Learning for JSL Classes

A wide variety of people are studying Japanese. Self-directed learning is suitable for adult learners with different backgrounds and with different goals. Some learners are fast to learn foreign languages, but others are slow. The ways of learning must depend upon each learner's cognitive styles and learning strategies. Self-directed learning leads learners to set goals, develop and implement learning plans, and evaluate results. To improve communication skills in Japanese, I suggest staged self-directed learning by using broadcasting. At the first stage, learners are dependent and learning is teacher-centered. Teachers choose TV programs that are appropriate for learners. At the second stage, learners are interested or interstable. The role of teacher is motivator or guide. Learners choose TV programs with help from teachers. Teachers often prepare viewing guides for learners. At the third stage, learners have skills and knowledge and the role of the teacher is facilitator. Learners are able to choose TV programs and to study by themselves. At the fourth stage, learners become self-directed and the role of teacher is consultant or delegator. At every stage it is important to set goals by learners and evaluate results.

Teaching English as a Foreign Language to Blind Children

by Yu-hsi Wu

本論文は、台湾の年少視覚障害者向け英語教育に関する予備的研究の報告である。台湾での英語教育は中学から開始されるが、視覚障害者の場合は早ければ早いほど格段に高い成果が期待できる、と本論文の著者は考えている。研究対象は、ある台湾の視覚障害者教育施設の小学4年生である。最初の段階では、音の聞き分け、聞き取り内容の理解確認、発音について教えられる。研究は1991年9月に開始され、3年間にわたり継続の予定である。本論文では、研究結果についてではなく、仮説と実施手続きおよびその基準だけが検討されている。

Creating Student Evaluation of Instruction Forms

by Suzanne Yonesaka

教師の授業内容に対する学生による評価表は、現在のところ日本の大学では用いられていない。本論文では、学生による授業評価を学部レベルで実施する際の、目的の設定から用いるべき書式の決定に至る9つのステップが、効果的な教え方に関するリストとともに具体的に示される。また、評価のためのアンケート実施方法とその解釈、および結果の利用方法についても言及される。

The Country Club Composition Class

by Gabriel Yardley

南山大学の英語専攻の学生（3年生）に対する書き方指導についての紹介。学生は4、5人共同で、ある一つの国に関する調査報告書をまとめる作業を課せられる。報告書は、導入部、結論、参考文献一覧を共同で執筆し、個々の章をそれぞれの学生が執筆する。この共同作業の目的は、4年生で書くことになる研究論文の準備として、短い研究論文の執筆の際に要求される一連の作業過程を経験させることにある。本論文では次のような作業がとり上げられている。a)調査項目の選択と絞り込み、b）調査に必要な技術、c）書き方に関する技能（要約すること、編集、ワープロでの清書）。

The Foreign Language Teacher: The 21st Century's Blacksmith?

by Paul Stapleton

技術が進歩すると必ず何らかの影響が現れるが、多くの人はそれを予知できない。例えば、自動車の出現で人々の生活が便利になった一方で、鍛冶屋は職を奪われてしまった。彼らの仕事は馬車と深い関わりを持っていたのだが、それがもはや交通手段として用をなさなくなったからである。さて、ことばの機械翻訳の場合は、外国語教師にどのような影響を及ぼすであろうか。音声認識をはじめとする最近の機械翻訳

(Cont'd on p. 37.)

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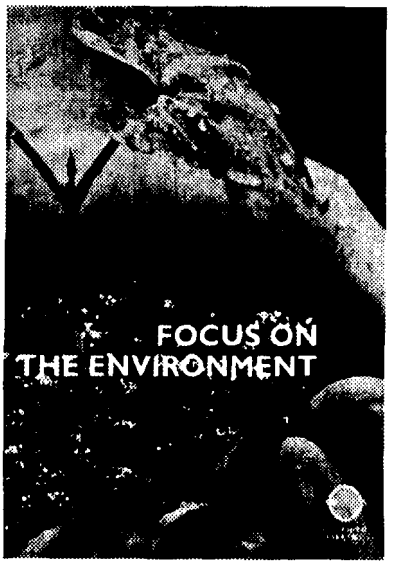

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JALT 93 Annual Conference

Omiya will host JALT's 19th annual conference on Language Teaching/Learning this year from October 8-11, 1993 with the theme "Language and Culture." In addition to the regularly scheduled presentations, there will be a wide variety of Colloquia, Poster Sessions, and Roundtable Discussions.

Pre-Conference Workshops

To allow more in-depth, practical training in areas of concern to language teachers, workshops on a variety of topics will be offered on Friday, October 8. Prominent speakers provided by JALT's Associate Members will lead the three-hour morning and afternoon sessions. Workshops will be limited to 40 participants.

Plenary Speakers

JALT has invited four prominent scholars, noted for interest and experience in the fields of linguistics and cross-cultural studies. Sir Randolph Quirk is known to many teachers as the Past President of the British Academy. He is co-author of *A Comprehensive Grammar* of *the English Language* and *A University Grammar* of *English*. Elite Olshtain is Dean of the School of Education at Tel Aviv University and noted for her work in cross cultural pragmatics. She is co-author of Course *Design: Developing Programs and Materials for Language Learning*. Milton and Janet Bennett are co-directors of the Intercultural Communications Institute in Portland, Oregon and frequent presenters in the field of cross-cultural communications.

JALT 93 Information

Regular conference updates will appear in this column and a JALT 93 supplement containing conference registration materials, hotel information and postal transfer forms will accompany the July issue of *The Language Teacher*.

JALT 93 国際大会

第19回 JALT 国際大会は「言語と文化」というテーマで、1993年10月 8 日(金)から11日(月)まで大宮で開催いたします。今大会も通常の発表に加え、バラエティーに富んだコロキア、ラウンドテーブル・ディスカッション、ポスター・セッションなどを企画しています。

大会前ワークショップ

大会前のワークショップは、JALT 賛助会員の後援で10月 8 日(金)に計画されています。言語教師にとって興味深い様々な話題で、著名な講演者が、より詳細で実践的なワークショップを行います。各ワークショップは、午前あるいは午後の 3 時間で、定員は40名です。

招待講演者

1993年 JALT 国際大会では、言語と異文化研究に国際的実績のある次の方々を招待いたしました。**Sir Randolph Quirk** は、ブリティッシュ・アカデミーの前会長として知られ、著書に *Contemporary Grammar of English Language*、*A University Grammar of English* などがあります。**Elite Olshtain** 氏は、イスラエルのテルアビブ大学教育学部長で、異文化間語用論の研究で有名であり、著書には *Course Design: Developing Programs and Materials for Language Learning* (Fraida Dubinとの共著) があります。**Milton Bennet**、**Janet Bennet** の両博士は、オレゴン州ポートランドの Intercultural Communication Institute のディレクターをつとめられ、異文化間コミュニケーションについての講演を数多く行っていらっしゃいます。

さらに詳しい JALT93についての情報は、今後の *The Language Teacher* をご覧ください。 7 月号の大会用別冊では、参加登録、ホテルの予約などについて詳しくお知らせします。

(Cont'd from p. 4.)

design by allowing me to see more precisely what the students will have to do to complete the task. It has enhanced my students' awareness of their individual linguistic strengths and weaknesses so that they can adapt their learning accordingly. It has allowed students to discover for themselves the individual procedures required for effective taskcompletion and hence focuson those non-linguistic, interpersonal skills needed for effectivecommunication in all spheresof activity. The goal of enhancing our learners' self-knowledge is worthy of our attention as educators in general, and it does seem to help our students become better language learners.

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(Cont'd from p. 35.)

技術の進歩は、外国語教師を無用な存在にしてしまうのであろうか。本論文の著者は、現在の外国語学習者の多くは将来、外国旅行に携帯翻訳機を携行するようになるので、教師の数、とくに第三外国語（あまり学習が盛んでない外国語）の教師の数が減少すると予測する。

（和文要旨作成協力者：森川博己）

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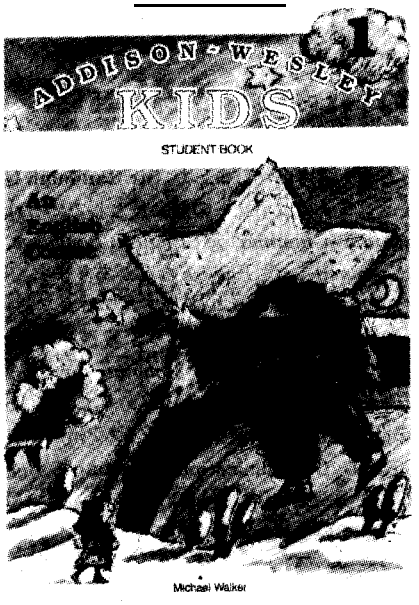

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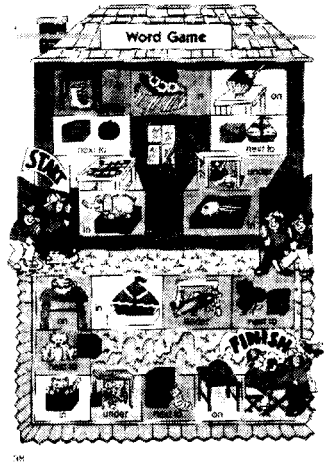

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Let Your Fingers Do the Talking

by Barry Mateer

Does it seem as if you are doing most of the "communicating" in your junior or senior high conversation lessons? Some teachers might seriously ask what else one could realistically expect from large-group, once-a-week classes. One answer to that question might be that students could expect engaging and well-paced lessons that are worth staying awake for, and teachers could expect consistent, purposeful interaction on the part of the students. The question, then, is how one can go about creating and fulfilling such expectations. Perhaps too often we look for activities or games as a short term solution. But that is similar to treating the symptoms of a recurring illness, while not bothering to address the cause of the condition nor focusing on preventing a relapse.

A Three-Component Management Scheme

If most students are not communicating to some degree in English during the lesson, then something is drastically wrong; something is missing. In my case, what was missing was a classroom management scheme which provided both the students and myself the structure and support that we needed to be successful -even as units, topics and activities changed. Management refers not only to the teacher's management of the students, but also the students' ability to manage themselves and their learning, and even the students' "management" of the teacher and the teaching. What is evolving in my junior high classes of 25 to 45 students is a management scheme consisting of the following three components:

* the use of formulaic sentences by the students
* the use of finger signals by the teacher to indicate linguistic tasks which students should focus on
* the use of peer-collaboration and co-production of output

Formulaic sentences

I don't understand.
Please say it again.
What does ___ mean in English?
May I speak in Japanese?
May I explain my idea to them in Japanese?
Please give us a hint.
What should we do?

I found the concept of using finger signals a worthwhile one to explore, as there are some significant benefits. If a teacher merely indicates that an error has been made, students are often at a loss as to where to begin searching for a possible repair; was it in the area of pronunciation, grammar, or word use? Finger signals narrow the range of possible options and increase the chances for the successful completion of the task, especially if good guessing is encouraged. Another advantage of signals, which serve as a visual request for a response, is that there is no "interference in the airways." The sentence that the students are being asked to reflect on is the one that is still hanging in the air, unencumbered by teacher talk.

The finger signals might strike some as disruptive and intrusive to the flow of communication. I will accept that observation, but ask only that theinterruption be viewed from another angle as well. Much of the information exchange that goes on in a junior high classroom in English tends to be completed in one or two sentences. Students should be allowed to complete their ideas before the signal is used'.' When the signal is given at the end of a student utterance, it does cut off the normal response of the person who was ready to speak next. I choose to see this not so much as an interruption as a shift in task. Once that specific task has been completed, we often do a "take two" in which we recreate the interchange so that responses can be made to someone's answer or question or statement. If we accept accuracy as one of our goals and if we assume that accuracy demands close inspection of small amounts of "text," then the use of finger signals is a way to slow down the "text," allowing the students to focus and reflect on the language and its use. Writing is another way to slow down the "text," but I use it as a second line of offense. Only when the "search and identify the error" mission cannot be accomplished through listening to the spoken word will we fall back to writing the utterance on the board, a medium that the students are much more practiced in and comfortable with.

Interestingly enough, the signals not only allow me to slow down the text, but also give me a new sense of freedom to explore speed of delivery and more complex vocabulary and grammar. For even if students don't ask for clarification or make other requests related to managing their comprehension, I can always fall back on the finger signals to initiate comprehension checks. The chance of getting caught off-guard by a comprehension check is enough of a threat to the more engaged students, who begin to develop a pride in being able to monitor their own comprehension and manage their own learning.

During the first lesson, a bilingual handout containing the most frequently needed formulaic sentences is given to the students and contextualized practice begins. Such practice spirals throughout the course, since using even these few sentences accurately and appropriatelyisa demanding task. The students' responsibility is to comprehend not only what is said, but also the situation which precipitated the utterance and the logical implications of the utterance. My responsibility is to give students consistent and clear feedback which allows them to evaluate for themselves how effectively they are carrying out their responsibility to monitor their own comprehension and to manage their learning. The process for such effective feedback can be initiated by the use of finger signals, which gives the teacher the means for scores of on-the-spot comprehension checks each lesson.

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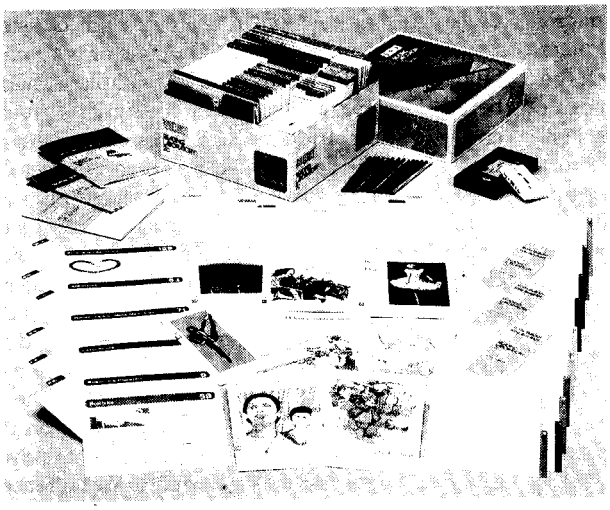

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Finger Signals

The teacher uses a finger signal or gesture to indicate one of the specific tasks listed below. The range of signals might include: thumb up, the "peace sign," a loose fist, and a fluttering gesture.

1. Please repeat what was just said.
2. Give the meaning in Japanese of what was just said in English.
3. There was a grammatical error in what was just said. Please identify the error for yourself and then express that idea without errors.
4. There was a pronunciation error in what was just said. On deciding which word was least correctly pronounced, please say that word.
5. There was a syllabification error (katakana English). Please try to say that word morecorrectly.
6. Please explain the situation behind, and the intended meaning of, what was just said.
7. A word was used inappropriately. Please say the sentence so that the intended meaning or nuance is expressed more clearly.

The signals can be viewed as a focusing device; a search-and-identify request that students respond to either by speaking at the moment or raising their hands. If students are asked to raise their hands, then the teacher can give less speedy students a chance to come up with their own response. It also allows the teacher a chance to select a student who has not yet had a chance to contribute during that lesson. The finger signal is usually accompanied by a low whistle. Such an auditory signal alerts students who are not watching the teacher that a task has been set and that they should respond to the finger signal. With minimal practice, both students and teacher can use and respond to the signals as effortlessly as those who use any other sign language.

Though I would like all students to take on the responsibility of managing their own learning and to give me feed back, I realize that it is a formidable task for them to face alone. Considering the size of the class, their lack of experience in communication-based classrooms and the low level of comprehension of some students, it seems that I need to assume a lot of the responsibility for "interrupting" the lesson and monitoring their comprehension; at least in the early stages of the course. The finger signals not only act as a device for initiating comprehension checks, but they are also a catalyst for burden-sharing and the redistribution of responsibility within the classroom for learning and teaching.

Peer collaboration

Students sit in pairs or groups of three. The message that I want to put across to the students is that an individual student is not expected to comprehend immediately everything that is said or done; but with the peer group asking for and sharing information and insights, more often than not, they can figure it out for themselves without having to be taught directly by the teacher. And along the same lines, with peer collaboration they will be able to express more of their ideas in English than they, or the teacher, might have thought possible.

The concept of collaboration is fostered and encouraged through the use of the formulaic sentences such as "Please give us a hint." or "What does —— mean?" Taking the example of asking for the meaning of an English word in Japanese, I do not answer this question even if it is directed towards me. Students who can provide that information are encouraged to do so, because sharing of information is a natural thing to do. It becomes my responsibility to provide such information and support only if they can not co-produce it among themselves. Students regularly surprise themselves as to how much knowledge and insight there is collectively within their group - even at the first year junior high level.

The general rule is that the students who produce errors are not requested or expected to correct themselves, unless it is done before the teacher uses a finger signal. Other than the signal, I try not to intervene in the initial repair attempts. Students should have been listening to what was said, but if they need to have the utterance repeated, then they should direct that request to the student who spoke in the first place.

Students who have an idea as to how to repair the error have options from which to choose. They may repeat the utterance with the needed repairs or, if necessary, they may ask permission to explain their idea in Japanese. The role that I am exploring for myself is that of chief negotiator. I might turn down such a request to speak in Japanese if I considerthe individual or the class in general is capable of expressing their idea without having to rely on Japanese. Of course, if it is a word that they don't know the meaning of in English, they can ask the class for help. If no other member of the group can provide the meaning, I will try to do so.

At times, permission toexplain their idea in Japanese is given. If the explanation offered is on target, I might follow up with a request of my own, saying that I didn't understand what was said, and asking if someone would please try to make me understand in English. The task before them now is to make me understand their idea; whether it is through an explanation in English, through examples or through the use of gestures. As in a quiz show, mistakes are not encouraged, but the more misses there are, the higher the audience expectation becomes. If, after the initial attempts, the students are at a genuine loss, they then might ask me for hints as to how to go about the task.

Even when such a scheme for the management of classroom interaction is in place and functioning reasonably smoothly, there are still many instances of "communication breakdown." Even more distressing is when there is a communication impasse in which I feel thegroupingeneralisnot eventryingtoplaybythe established rules of the game and it seems as if they are trying to force me back into my role of having the major responsibility for a smooth lesson. At times when such breakdowns occur, I try to focus our attention on

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becoming aware of where the breakdown might have occurred. The search runs through four different concepts: understanding, attitude, behavior, and skills. Here is an example of what we might consider when student use of formulaic sentences in the classroom is not proceeding well:

UNDERSTANDING: Do you understand the goals and reasons for using formulaic sentences consistently in class? Do you understand my expectations of you regarding the use of formulaic sentences? Is there something unreasonable or unfair about the expectations?

ATTITUDE: Are you developing an attitude, a mind set, which is consistent with the understandings that you have acquired or are trying to acquire?

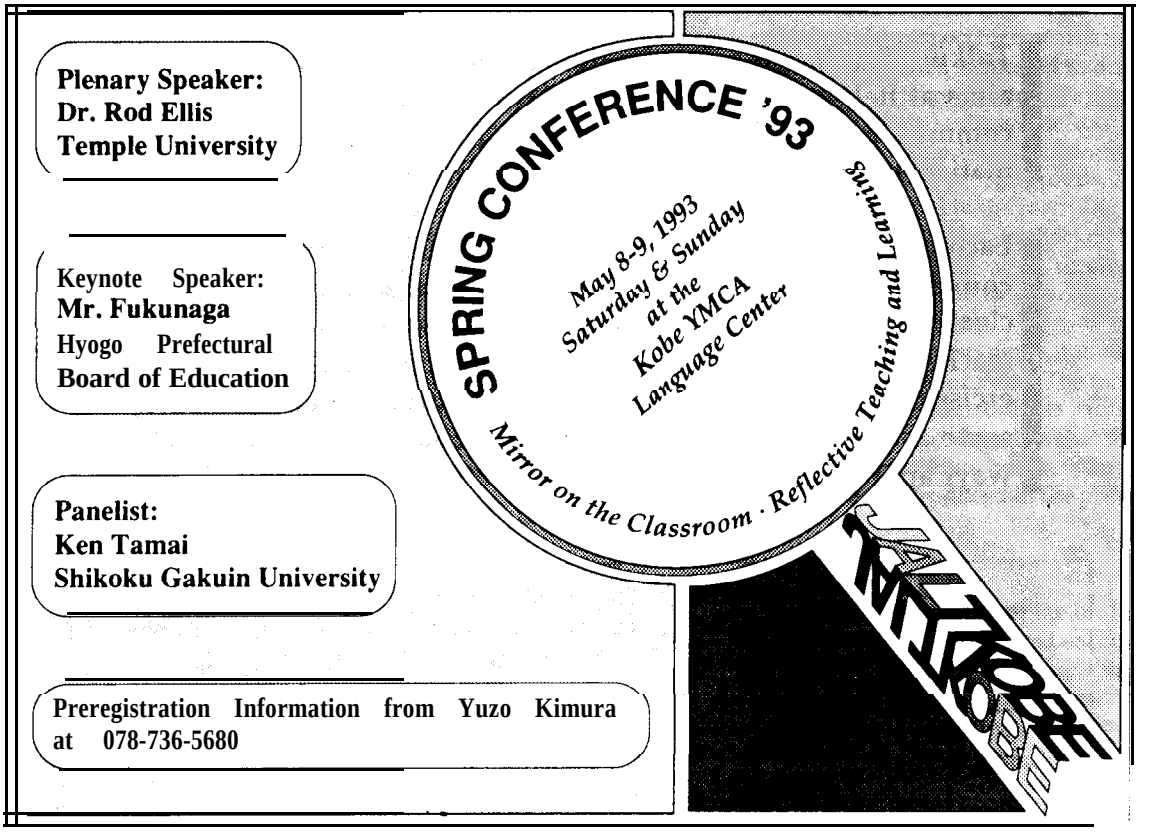
BEHAVIOR: Are you displaying classroom behavior which reflects your understanding of the goals of communication within our classroom and which reflects your attitude concerning these goals?

SKILLS: Are you practicing skills that are needed for communicating effectively, both newly introduced skills and more familiar skills?

All too often, there are breakdowns in which the students are not directly involved. At these times I also run through the four concepts while reflecting on the lesson or course that did not seem successful. What are my UNDERSTANDINGS of the goals for myself as a teacher and for my students and for the course? What are the ATTITUDES that I need to develop towards teaching, teaching my students and teaching the course? What are the attitudes that I want the students to develop concerning communication in English within my classroom? What BEHAVIORS do I wish myself to display and model within the classroom, and are the behaviors that I expect from my students reasonable given the circumstances? What SKILLS do I need to personally work on to insure more effective teaching and learning within my classroom? What skills should the students have to insure their success in communicating in the classroom and how can we go about focusing on them?

Without doubt, the use of formulaic sentences, finger signals and peer collaboration has increased the opportunities for me to become aware of and to reflect on what is and is not happening in my classroom, in terms of both learning and teaching. The management scheme also allows the students and myself to share a clearer understanding of the goals of our lessons. It has allowed us to co-produce successful lessons, while at the same time letting us explore the boundaries of what is possible in large-group, communication-based, classrooms.

Barry Mateer teaches at Nikon University's Buzan Junior High School.



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Listening 1. Adrian Doff and Carolyn Becket. Cambridge: Cambridge University Press, 1991. Pp. 64. \1,530. Cassette \3,270.
Listening 2. Adrian Doff and Carolyn Becket. Cambridge: Cambridge University Press, 1991. Pp. 72. \1,530. Cassettes (2) \6,540.

Listening 1 and 2 are part of the Cambridge Skills for Fluency series of supplemental texts. Other texts in the series focus on speaking, reading, and writing. Ultimately each will consist of four levels, from pre-intermediate through advanced. At present, only the first three levels are available. ***Listening 1 and 2*** are intended for use with either young adult or adult pre-intermediate and intermediate learners.

Both texts consist of 20 two-page units. Each unit is constructed around a distinct topic. Some of the topics in ***Listening 1*** are: Computer Dating, Spiders, National Customs, and Holidays. Embarrassing Moments, Intruders, Superstitions, and War Zones are examples of topics found in ***Listening 2.*** None of the topics requires instructors to provide extensive background information. Most adult learners possess sufficient general knowledge to handle the topics with relative ease. However, a few topics, such as panhandling in Unit 2 of ***Listening 2,*** may require instructors to provide some information in order to make them comprehensible to Japanese learners. While some topics may not appeal to all learners, most will. Unlike the topics in many language texts they are not aimed at a specific age group. Whether students are university studentsor middle-aged, they will find the topics interesting; the reviewer's students have.

The listening tasks are well designed and consistent with current theory. Learners are required to focus on content rather than form. Predicting the direction of discourse or conversations and inferring information about speakers and situations receive particular emphasis. Grasping the main point and listening for detailsalso receive attention. Learners are also required to respond intellectually and emotionally to what they hear, and must be prepared to compare and defend their views with those expressed by speakers on the tapes.

In addition, each unit also contains pre-and post-listening exercises. These exercises, designed to focus learners on the topic and to help them consolidate what they have learned, take various forms. Some require written responses, others require learners to exchange information or opinions with other class members. Still others simply require learners to consider or think about a problem, statement or question silently. In the reviewer's classes these exercises proved far more difficult and time consuming than the actual listening exercises. Some learners simply lacked the oral or written skills needed to complete them. But this is not a serious problem as these exercises could be omitted without adverse consequences.

The quality of the tapes complements the texts. The sound is clear and undistorted. The language is natural, neither stilted nor forced in any way. No doubt this is due to the authors' decision to use unscripted material: excerpts from both authentic interviews and actors' improvisations. In addition, the tapes include a wide variety of native and non-native speakers of English. Hence these texts are particularly suited for use in Japan.

A major problem for university and college instructors in Japan is finding texts which can be covered during the course of an academic year. Most texts require more time to complete than the approximately 35 hours of contact time available. There is no such problem with ***Listening 1 and 2***, however. As a unit can be easily covered in the usual 90-minute class, either ***Listening 1 or 2*** can be covered during an academic year with time to spare.

Listening 1 and 2 are both interesting and pedagogically sound. The tapes are of the highest quality. The texts themselves are attractively packaged. The only quibble is that the learner's books contain tapescripts of the recorded material. It has been the reviewer's experience that tapescripts are simply too tempting for some learners. It might have been better to have included them in a separate instructor's book. Nevertheless, ***Listening 1 and 2*** are among the best listening texts currently available.

Reviewed by Richard J. Marshall
Toyohashi University of Technology

Reading 1. Simon Greenall and Diana Pye. Cambridge: Cambridge University Press. 1991. Pp. 88.
Reading 2. Simon Greenall and Diana Pye. Cambridge: Cambridge University Press. 1991. Pp. 90.

These two books are part of the new Cambridge Skills for Fluency series, which is made up of four books for each of the four basic skills, ranging from pre- to upper intermediate. Utilizing authentic texts only, and incorporating virtually all of the newest approaches to reading, the series is as innovative and thoughtful as one would expect from the authors of the excellent and widely used ***BBC Beginners English*** series (Sprenger and Greenall, 1986). The rationale behind the imaginative selection of texts, activities and teacher guidelines is the belief that "reading in the mother tongue is such an enjoyable activity that it would seem desirable to recreate this enjoyment when the student starts to read in the foreign language" (p. 84). This can be done, the authors argue by attempting to "recreate the motivation" for reading "that the reader would normally experience in real life" (p. 84).

Given the decline of reading by native speakers in most of the industrialized world, this is indeed a tall order. To meet it the authors have gone to considerable lengths to select stimulating, diverse and contemporary materials and to design tasks which utilize the most

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effective of the those that have recently become popular among reading specialists. These include extracting the main idea, text organization, inferring, predicting, dealing with unfamiliar words, reading for specific information, linking ideas and in *Reading* 2 evaluating and reacting to the text. Finally, a fairly explicit effort has been made to deal with a variety of social issues, with both texts including chapters dealing with sexist language and negative stereotypes of women.

My initial delight at the thoughtful and intelligent structure of the book, while basically unchanged, is tempered to a considerable degree by its very British approach to both text selection and, to a lesser degree, task design. Indeed the book mirrors the thinking and attitudes of a rather specific group of modern educationalists, with a peculiarly British approach towards language teaching and learning. In addition, the language, illustrations and photographs found in the texts, activities and questions, reflect a uniquely British approach readily evident to other native speakers. In the acknowledgments, the authors thank the staff of institutions that have tested the materials used in the two books. Virtually all of these are in western Europe, and I am quite sure that most of these materials and tasks worked well in European academies and language schools. My own experience as a British teacher working in a wide range of universities and schools in Japan, however, make me fairly certain that they would be much less successful here. What for example would most Japanese make of an exercise in *Reading 1* in which students have to predict how Woody Allen would answer a questionnaire based on a short but difficult personality profile? Indeed many of the passages are full of quite difficult language and culturally specific concepts that might work with French or Italian students, but would probably baffle most college age students in Japan.

Despite these reservations, there are enough appropriate and challenging texts, that when combined with the broad and thoughtful range of tasks and activities, make the book a reasonable choice for someone who already has a few years of experience teaching reading in a Japanese university, and experience to thoughtfully edit out, adapt or supplement some of the perhaps over ambitious or inappropriate texts and exercises.

Reviewed by Michael Furmanovsky
Doshisha Women's College and Kansai University of Foreign Studies.

References

Sprenger, Judy Carton and Simon Greenall. (1986). ***BBC Beginners English Stage 1 and 2***. London: BBC English by Radio and Television.

Speaking 1. Joanne Collie and Stephen Slater. Cambridge: Cambridge University Press, 1991. Pp. 74. Cassette.

Speaking 2. Joanne Collie and Stephen Slater. Cambridge: Cambridge University Press, 1991. Pp. 90. Cassette.

These are two volumes representing the first of two levels of speaking texts in the Cambridge Skills for Fluency edited by Adrian Doff. Presented as "a series of supplementary materials covering the skills of listening, speaking, reading and writing; each skill is developed at four levels, from pre-intermediate through to upper-intermediate. . . . The Speaking books aim to develop oral fluency by focusing on topics that are personally relevant to students and which encourage students to draw on their own life experience, feelings and cultural knowledge" (inside front cover). Both books begin with "Contents" featuring the titles and thematic focuses of the 20 units; a "Map of the book" in which each unit is further described by 'Themes/ Vocabulary areas," "Areas of communication" (i.e. functions), and "Learner activities"; and "Acknowledgments." Each unit contains a variety of learner-centered activities to stimulate discussion, some involving a taped audio stimulus. There are interesting black and white illustrations which invite discussion as well. The tasks in each unit are, as advertised, supplementary activities, and there is no reason teachers or learners should use them in the order presented. They really can be selected as desired with no adverse consequences. At the back of each book is a "Key" to a few exercises with correct answers, such as the factual answer to a question students were asked to speculate about; a "Tapescript"; notes "To the teacher" explaining the role of "the teacher as bridge" between learners and themes, target language, and each other. These volumes contain ingredients, not recipes.

We tried many of these activities and a few complete units with lower- and intermediate-level intensive EAP university classes. Most worked quite well, some surprisingly so. One activity which had unexpected good results was a guided fantasy in which the students listened to taped instructions asking them to think of a special day in their childhood and imagine that they could go back to that day and take a photo. The students seemed to really enjoy this activity, asking for the tape to be repeated, and the pair discussions which followed where they described the imagined photo to a partner were very detailed for lower level students.

It's not necessary to purchase the tape to use the book. Some of the taped segments are monologues which could be read. In addition, not all the units have taped activities and even those which do could be excluded since the book has such a flexible format. However, the tapes are well done. The voices sound natural, including plenty of hesitations and pauses to

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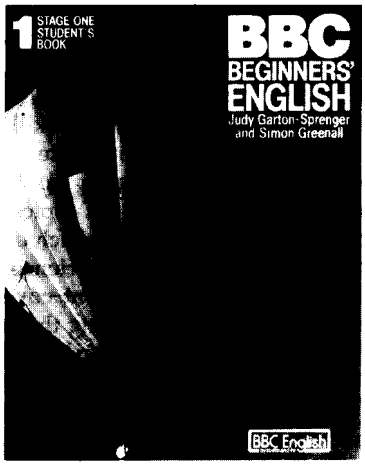

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aid processing. There are a variety of native accents, not only American and British. One slight, though pedagogically insignificant, irritation for American teachers is that the American voices sometimes say British things, e.g. talking about "the loo" on an airplane or being "on a tennis holiday" (Speaking 2, 3:3, 6:1). However, there are no serious problems with the materials. We encourage all conversation or speaking instructors looking for a good source of supplementary activities to consider these teacher-friendly books.

Reviewed by Mary Grove and Ron Grove
Temple University, Japan

Writing 1 & 2. Andrew Littlejohn. Cambridge University Press, 1991. 82 pp. each.

Like the answers to the questions, the teachers' introductions for these books come at the back-perhaps in the vain hope that students won't find them until the end of the course. The wording in both is similar: "*Writing 1* is intended for students with an elementary knowledge of English who maybe studying in language institutes or in the upper classes of secondary schools. "*Writing 2* says the same except for "lower-intermediate" instead of "elementary." The two basic aims of the two books are identical: "firstly, to develop general language proficiency through writing; and, secondly, to develop the skill of writing itself." (*Writing 2*, p. 78)

The first of those aims is clear to see in the texts themselves. Drawings, photographs, charts, interview scripts and so on make them look, at first sight, more like conversation books than composition books. Then you notice that each exercise requires students physically to write down lists, opinions, interview questions, for the topic in hand. Much of the required writing is full sentences: only single words or lists of words in relevant situations, such as form-filling or recipe-writing. In this way, students consolidate their conversation skills through their own memos and other written prompts. Whether this will attract those teachers in Japan who are concerned that theirconversation studentsrelytoomuch on writing things down and too little on spontaneous expression is another matter, but this approach certainly is a good way to point out the relevance of writing over a wide range of functions and what the "Map of the book" at the front calls "Aspects of writing."

The second aim is achieved by a simple trick that may amaze the conventional exercise-writers of Japan: there are no fill the blank to complete the sentence exercises, and very few choose a, b, or c type exercises, which, as the author quite rightly points out work against developing fluency in writing. Thus, in the Answer Key, most answers are only "Possible answers." For the student, this is a good, simple introduction to the principle that language can be generated according to personal experience; for the teacher, it provides an easy opportunityto interact with each student individually. The instructions to the exercises are so worded that the bookscould also be used for self-access, an extra benefit of this being that they are also useful prompts for teachers who may be inexperienced and/or so overworked that they have little time for preparation.

As far as use in Japan is concerned, under present circumstances it is probably language institutes rather than secondary schools that could use these books. Although with the coming reforms in Ministry syllabuses we can hope that such texts with a solidly dynamic approach to written expression will find more and more favour. Indeed, with their business letters, greetings cards, c.v.'s and so on, Littlejohn's books contain more useful and relevant information than some of the shamefully elementary texts that are so popular among university teachers in this country. The fact that neither book goes beyond writing a single paragraph, with a maximum of about 50 words in single-clause sentences, should discourage teachers at university level from choosingthem-but who knows? As each book has 20 units of three or four pages what could be better for a Japanese academic year?

Reviewed by Paul Snowden
Waseda University

Increase Your Vocabulary. Colin Lacey, John Mahood, Jonathan Trench, and Edward Vanderpump. Oxford: Oxford University Press, 1990. Pp. 64.

Increase Your Vocabulary is a slender companion book designed for use with the *Oxford Advanced Learners Dictionary* (OALD), as a self study and/or teacher text. The usual argument against such texts is that they are, of course, limited in use to only one other dictionary. In order to test this, in an anecdotal way, I gave Increase *Your Vocabulary* to two students engaged in self study, one of whom uses the OALD and the other a Random House dictionary. I asked each of them to try the exercises in the text and to report any problems.

I had expected that pronunciation would be the first problem, but both students used an English-Japanese dictionary to check their pronunciation so dialectal differences, from a students perspective vanished. My next concern was spelling, but again since both students are advanced level they were aware of British and American spelling differences. Also more significantly their regular teachers, to their credit didn't see spelling differences as mistakes.

Both students liked the introduction which offers a variety of exercises concerned with how to think about words. For example, it asks students to decide what areas of vocabulary they want to concentrate on and what they think is the best way to record new vocabulary. This good little book offers a process of thinking about lexis rather than being a book of exercises in words.

The student using the *OALD* found the exercise vocabulary challenging. Having worked through the

instructional vocabulary she found the exercises themselves interesting and varied. The student using the Random House dictionary was impressed by what she discovered as differences in British and American usage. She said that she had broadened her approach to vocabulary. Roth students found the text useful and engaging and certainly not limited to the companion.

For teachers interested in the addition of a lexical component, this is a very good resource text upon which vocabulary skills, such as inferring meaning, selection and recording of vocabulary and more, can be developed with any good dictionary. In what is, I think, a relatively scant field this small text makes a large contribution as a necessary resource and addition to the teacher's library.

Reviewed by Jeff Platt
Kobe City University of Foreign Studies

Teach English in Japan. Charles Wordell and Greta Gorsuch (Eds.). Tokyo: The Japan Times, Ltd., 1992. Pp. 212. \1500.

Teach English in Japan is an updated, more concise version of *A Guide to Teaching English in Japan* which was also edited by Charles Wordell (1985). For those not familiar with the predecessor, the newest book is primarily written for those who are considering coming to Japan to teach. The cover supports this by announcing: "YES, you can get work teaching in Japan."

Many of the 22 articles, however, may be of interest to those who are already teaching here. Among these are articles which address specific teaching techniques such as speaking tasks, listening tasks, using video, dealing with a fixed curriculum, textbooks, and large classes.

For those considering a change of scene, there are also articles which offer valuable tips on how to secure a position in the various types of schools in Japan. Advice is also given on how to cope with the problems one's likely to encounter at those specific schools. For the most part the advice seems reasonable, however, this reviewer found some of it objectionable. In the article on conversation schools, Bruce Wiggins, in reference to meeting the terms of one's contract, says: ". . . tell [the school] what they'd like to hear; give them a good, acceptable reason rather than a real, unacceptable reason. When in Rome . . ." (p. 24). This does not sound like a very professional attitude in any country.

Some poor editing ruined an otherwise insightful article on Senmon Gakko (vocational schools). Bruce Wiggin's biography, which mistakenly runs into the text, also contradicts the one preceding the article on conversation schools. A typographical error repeated in several places must certainly cause a flood of resumes to flow into the thousands of Senmon Gakko across Japan: "Starting hourly salaries should be at least 43,000 per hour" (p. 195).

All in all, despite the minor glitches, *Teach* English in *Japan* is must reading for those considering coming to Japan to teach. It is also a useful reference of teaching techniques for novice teachers already here, and it's a good guide to the different schools for those who are considering a change.

Reviewed by Nelson Einwaechter
Yasuda Women's University

Reference

Wordell, C. (Ed.). (1985). *A guide to teaching English in Japan.* Tokyo: The Japan Times, Ltd.

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 April 30.

FOR STUDENTS

*Brown, H. (1992). *Vistas: An interactive course in English* (texts: 1, 2, 3, 4). Englewood Cliffs, N. J.: Prentice-Hall, Inc.

*Collie, J. & Slater, S. (1992). *Speaking: 3* (text: tape). Cambridge: Cambridge University press.

*Greenall, S. & Pye, D. (1992). *Reading: 3* (text). Cambridge: Cambridge University press.

*Lebauer, R & Scarcella. R (1993). *Reactions: Multicultural reading-based writing modules.* Englewood Cliffs, N.J.: Regents/Prentice-Hall.

*O'Connell, S. (1992). *Cambridge First Certificate: Listening and speaking* (text; teacher's book; 2 tapes). Cambridge: Cambridge University Press.

*O'Sullivan, D; Swan, M. & Walter, C. (1992). *The new Cambridge English course: Intermediate* (text; Practice book with key; test book; teacher's book; 3 class tapes; student's tape). Cambridge: Cambridge University Press.

*Pereira, J. & O'Reilly, E. (1992). *Four seasons: Creative composition: A creative composition course for students in Japan* (Vol. 1 & Vol. 2; can be reviewed together or separately). Kyoto: City Press.

Azar, B. (1993). *Chartbook: A reference grammar: Understanding and using English grammar.* Englewood Cliffs, N. J.: Prentice Hall Regents.

!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 publishers Ltd.

!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 publishers Ltd.

!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 publishers Ltd.

!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: Maanillan Publishers Ltd.

!Webster, D. & Bailey, D. (1991). *Start English with Potamus and friends: Smiler's book; Doctors and Dentitsts* (picture book, play book, Teacher's book, tape; consolidation level; American English for children). London: Macmillan publishers Ltd.

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

FOR TEACHERS

Cureton, R (1992). *Rhythmic phrasing in English verse.* London: Longman.

Dornyei, Z. & Thurrell, S. (1992). *Conversation and dialogues in action.* Language Teaching Methodology Series. Hemel Hempstead, U. K.: Prentice Hall International.

Chapter Reports

HIROSHIMA

Classroom-Based Language Testing

by James Dean Brown

Hiroshima Chapter members heard J. D. Brown discuss the importance of classroom-based language testing at their February meeting. Brown pointed out that teachers need to ask what they want to test, the materials taught in the classroom or material that might be on a global standardized test. Brown recommended that teachers test in a practical sense, utilizing pre-testing and post-testing in classroom-based language testing. While pre-test scorestend to be low, post-test scores are usually higher, and in between these two points, 'learning" takes place.

To measure this learning, teachers should determine the purpose of a test and invest time and energy to create it. Classroom-based language testing should be fair to students; teachers should write tests based on what is taught in the classroom. Suggested guidelines for item format tests, with a check-list of ten questions for the teacher to answer when preparing a test, were provided.

The afternoon ended with our taking a humorous ESL/EFL Teacher Certification Test. Everyone passed.

Reported by Suzanne Ledeboer

HOKKAIDO

How do Students Study & Learn to Use English?

by Pete Quilly, Torkil Christensen, et al.

Why don't teachers ask students who succeed in learning English what worked best for them? In January a panel of four Japanese college students shared their experiences, each different, speaking in English in front of English teachers. Each shared the methods that had worked best in their lives: reading popular novels, writing, speaking to a foreign neighbor, watching foreign films. They responded to questions from their own experience in a way that challenged participants to rethink their basic assumptions about language teaching.

Many common themes emerged. Individual teachers were important for their motivation. Teachers should give students deep interest in English or put them in touch with English speaking culture in some way. Although students tend to keep silent in class, teachers should recognize that Japanese grammar and conversation style are different from English and overcome these obstacles through empathy with their students and finding ways of teaching that touch the students' lives.

Reported by Bob Getting

KAGOSHIMA

Book Fair

In January the 5th annual Book Fair was held. Much to the surprise of all, the place was packed. We had decided to enlist the aid of the local bookstore, and the following publishers were also represented: Oxford, with a huge display, Seido, and Prentice Hall Regents. Longman sent its representative from Osaka along with its books. The best part was the local bookstore, Shunendo, which displayed the many English books they sell.

Getting to Know You

The informal February meeting took place at Big Ben'; those attending did share the ideas that worked and those that did not. The use of rhythm and songs seemed a good way to enlist the continuing attention of a class. One said drills become boring but music and rhythm make them interesting. Another said that just asking questions seemed to work. Everyone enjoyed the food and left with a better understanding of one another and with some good ideas.

Reported by A. Barbara O'Donohue

KOBE

Writing and Peer Correction

by Tamura Swenson

Tamura Swenson opened the January meeting with a discussion of research into the effectiveness of peer correction and conferencing in the writing classroom. She then discussed the findings of a study she co-researched in Japan which mirrored earlier findings. Both studies support the use of peer correction and conferencing in the EFL classroom. The second half of the presentation outlined ways to implement peer correction and feedback in the classroom while using process writing techniques.

Reported by Fran Kirkham

MORIOKA

Problem Pot

by Izumi Suzuki

At the January meeting, we tried to return to the roots of JALT by exchanging ideas and discussing issues concerning the teaching of English as a Foreign Language. Members shared activities that worked in the classroom and activities to avoid. After a brief evaluation of these activities, Izumi Suzuki stressed the value of students expressing their opinions in class and the importance of questioning the students with "Why?" He reasoned that if students can answer the 'Why" in relation to their lessons, then they have reached the highest comprehension skills. After discussion, the group concluded that, by analyzing existing language games we can adapt skills that can be used to fit almost any grammar pattern.

Reported by Christine Hayashida

NAGOYA

Teaching Communicatively for the Exams

by Sumako Hayashi et al.

Nagoya Chapter's January meeting was an interactive mini-conference, co-sponsored by Nanzan University's Graduate School of English Education and coordinated by Tim Murphey.

Using six presuppositions to guide the conference, the presenters illustrated new activities which make studying English more interactive/interesting/fun, reduce teacher work, and increase teacher enjoyment. Later, the

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psycholinguistic principle of reformulation was used to allowparticipants to make the material/activities their own as they talked about them.

A book display was provided by Asano Bookstore.

Reported by Kelly Ann Rambis

NIIGATA

Classroom Techniques

by Hiroyuki Watanabe

While many Japanese teachers of English agree with the idea of Communicative Language Teaching (CLT), they are sometimes at a loss as to how to incorporate the idea into daily teaching situations. At the January meeting, Hiroyuki Watanabe introduced his views on CLT and teaching techniques. With videos and worksheets, the presenter showed how those techniques were used in his classes, often referring to the funny but heart-warming episodes, which suggested a lot. His presentation made us more aware of the need for CLT in Japan's secondary schools.

Reported by Kazuhiko Kobayashi

OKINAWA

Annual Book Fair

In January, a large turn-out of 130 people attended the 1st Annual Book Fair, which was held at Okinawa Christian Junior College. Exhibits were provided by Cambridge, Heinemann, Longman, Oxford, Prentice Hall Regents, Seido Language Institute, and Yohan Bookstore.

Representatives from publishers gave one-hour presentations on a variety of topics: Steve Martin (Longman), Robert Habbick (Oxford), David Fisher (Cambridge), and Steve Golden (Prentice Hall Regents). A lottery of teaching and resource materials was also popular.

Reported by Jane Sutter

SENDAI

Activities To Keep Them Motivated

by Vaughan Jones

At the January meeting, Vaughan Jones diagrammed the high level of motivation that occurs at the beginning of a class, the low level of motivation that follows, and then the second high in motivation that occurs sometime during the middle of the class. He then discussed motivation killers and enhancers. Killers included teacher-talk such as 'Today, we are going to.. ." and "Open your books to page.. ." Jones then presented eight motivating activities. One of the activities was for dialogue reading. While we read a dialogue from *American Generation,* Jones wrote adverbs on the board. When Vaughn wrote "slowly" on the board, our speed decreased. When he wrote "happily," our dialogue became fun. When he wrote "angily," our voices became angry. The tedium of the task was forgotten. One motivation killer Jones stressed was the teacher's explanation of the activity. He told us not to tell the students why they would be doing a particular activity until after it was completed.

Reported by Irene S. Shirley

SHIZUOKA

Teaching Children to be Effective Learners

by David Paul

In our January meeting, David Paul discussed ways to change simple activities into meaningful learning exercises. He maintained that virtually any learning goal can be turned into an activity that arouses children's curiosity and interest. Games are not merely tidbits to enliven a class, they are the heart of a lesson. Language learning occurs when students use the language to accomplish a task rather than when they focus on the language in an academic sense. He argued against separating games from other classroom activities because this suggests that language learning is not fun

He added that approaches which are appropriate for ESL settings may not be successful in EFL environments. Since most Japanese children study English only once a week, reviewing is essential. Reviewing should occur in a game-like manner rather than through traditional drilling because it is essential for language learning activities to maintain spontaneity.

Reported by Tim Newfields

(Note *A similar report waqs submitted later by Kyoto Chapter's* Alton Cole concerning Woods presentation there.)

Special Announcement Concerning Chapter Announcements and Chapter Reports for the June issue of *The Language Teacher*

Sonia Yoshitake, the Chapter Announcement and Chapter Report Editor, will be out of town to attend the TESOL Conference in Atlanta and will not be available to handle chapter announcements and chapter reports for the June issue of ***The Language Teacher***. Chapter announcements (deadline: April 25) and chapter reports (deadline: April 20) for the June issue should be sent to Gene van Troyer. Address: Gene van Troyer, Gifu University for Education and Languages, 2078 Takakuwa, Yanaizu-cho, Hashima-gun, Gifu 501-61; (h) tel/fax: 0582-79-4050.

TOKUSHIMA

Teaching Japanese College Students

by Susan Tennant and David Greene

At the December and January meetings presentations were given by Susan Tennant and David Greene. The presenters demonstrated techniques for encouraging Japanese students to speak using comic strips in the classroom. Both presentations were practical, focused on the realities of the classroom situation in Japanese colleges.

Reported by Susan Tennant

UTSUNOMIYA

Learning About Ourselves and the World

by Kazuya Asakawa

At the January meeting Kazuya Asakawa presented individual, pair, and small group activities that involved the whole group in active learning.

The first activity got individuals up and moving to different corners of the room, depending on their opinions on controversial statements made by Asakawa. The activity led to participants discussing their opinions on statements such as, "Boys should not cry in public."

We learned an interesting variation to the well-known "Desert Island" activity, in which students discuss and decide upon the items they would take to such a place. We ranked them in order of importance, using a "diamond grid," and then we were asked to apply this ranking to the context of everyday life.

Reported by Jim Johnson

WEST TOKYO

A Practical Guide to Building and Using a Picture File

by Doug Buckeridge and Chuck Anderson

In January, Doug Buckeridgeand Chuck Anderson gave a hands-on workshop about picture cards. Participants were encouraged to think more creatively in their approach to the use of pictures in the classroom.

Anderson gave practical advice to teachers about gathering pictures from a variety of free and easily obtainable sources and filing them in an accessible way. Buckeridge then went on to explain how activity cards can be used to support the picture file. This was followed by the workshop section of imaginative and motivating activities that can be used with various levels of a students. Picture cards were used to demonstrate structural, functional, lexical, narration and discussion activities.

Reported by Yumiko Kiguchi

(Cont'd from p. 33.)

Vasconcellos, M. (1989). Long term data for an MT policy. Literary and Linguistic Computing, 4 (3), pp. 203-213.

Acknowledgment

I would like to thank Miori Kubo and Mihoko Sugawara as well as Hironori Okubo and the staff at NC showroom in Sapporo for their kind assistance in the writing of this paper.

Global Awareness

The Passe-Partout educational theatre company presents "Women and the World-a Focus on Africa," the Passe-Partout annual tour in Japan, 17th May to 11 th June 1993. 70-minute workshops for up to 300 students; preparatory and follow-up materials. Fee: \120,000. Contact: Cambridge University Press Tokyo (Fax: 03-3219-8417) or Passe-Partout in England (Fax: 44-71-284-2454

Association of Canadian Teachers in Japan Annual Conference

The ACJT Annual Conference will be held May 30, 1993 at the Canadian Embassy In Tokyo. Presentations will include topics ranging from current issues in education for both Canada and Japan to financial planning and publishers displays. For registration, please fax: Association of Canadian Teachers in Japan, c/o Setagaya Village, 03-3749-2640.

CCTS Dr. Dean Barnlund Memorial Seminars in Intercultural Communication April 1993

Trainers for this program are Dr. Charles W. Gay, TESOL professor at Temple University (Japan), and Margaret Pusch, president and co-founder of the Intercultural Press. "Cross-Cultural Training Methodologies & Language Learning, " April 24 & 25 (Sat. & Sun.), 9:30 a. m. – 5:00 p. m., Temple University, Tokyo (Takada-no-baba); 25 participants. Fee is \39,000. For further information, call or write CCTS, 1231-4-401 Kamiasao, Asao-ku, Kawasaki-shi. Tel: 044-969-0069; Fax: 044-989-1474.

Call for Papers

National Conference on Computers & Composition

Sponsored by JALT CALL N-SIG & JALT Nagoya; Kinjo Gakuin University, Nagoya, September 14-15, 1993. Send three typed A4 copies of the proposals on the topic of computers in the composition class to David Kluge, Kinjo Gakuin University, 2-1723 Omori, Moriyama-ku, Nagoya 463, Fax: 052-799-2089. Proposals should include these two separate pages, on both hard copy and floppy disc (Mac or MS-DOS):

Page 1: 150 word max proposal description, with name, address, and phone (fax if you have one), title of the presentation (up to 10 words), Workshop (3 hours), Mini-workshop (1 hour), Demonstration (1 hour), or Paper (1 hour) designation, language (English or Japanese), computer Level of audience (beginner, intermediate-advanced), type of computer (if needed): NEC, Fujitsu, Mac, IBM, software (if needed, and whether you can provide it); audio-visual equipment needed.

Page 2: Description for Handbook (30-50 words in English, in English and Japanese for presentations in Japanese), intended level of computer user (beginner, intermediate-advanced), computer to be used (if relevant) and 2 descriptor words for the index; biodata (20-30 words in English).

Cal! For Papers

5th Annual Tokyo JALT Spring Conference

Toyo High School, Suidobashi (Tokyo), May 16, 1993 (Sunday). Please send proposals for 60-minute presentations on teaching EFL or JSL either in English or Japanese.

(cont'd on p. 6.5.)

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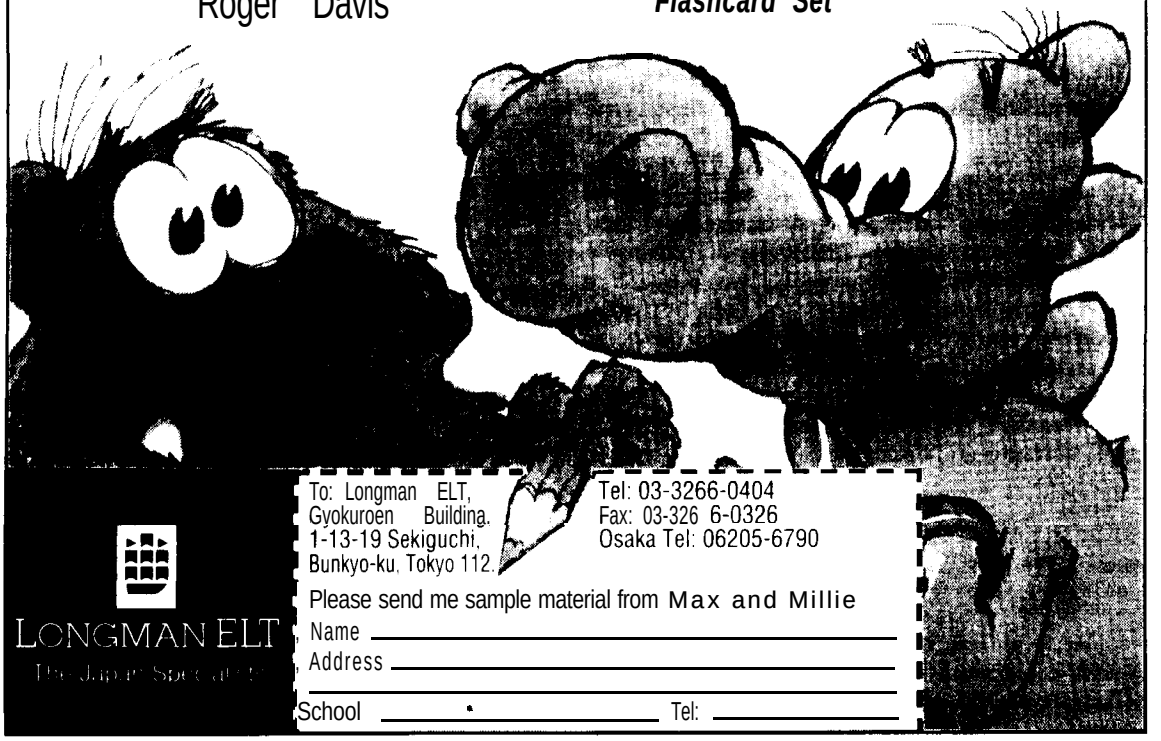

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JALT's National Special Interest Groups Double

At the Executive Committee Meeting of 1993, four new N-SIGs were approved. In the five years since the N-SIG mechanism began this is the largest expansion. The addition of the College and University Education, Computer Assisted Language Learning, Materials Writers and Team Teaching groups brings the N-SIGs' total to eight (the original four being Bilingualism, Japanese as a Second Language, Global Issues in Language Education and Video). It also doubles the potential of the contribution such groups offer in services to members, and national networking in professional areas. On behalf of the new groups and the still forming English for Academic Purposes and Teacher Education groups, we thank all those whose support continues to allow our successful growth. Profiles of the four new N-SIGs follow. JALT members in Kansai can enjoy face-to-face networking with representatives from all the groups at the Kobe Spring Conference (May 8th, 9th).

College and University Education (CUE)

Coordinator: Gillian Kay, Toyama Med. & Pharmaceutical University, English Department, 2630 Sugitani, Toyama City 930-01.

This group formed to facilitate networking amongst language teachers at colleges and universities in Japan. CUE provides a forum for exchanging information and opinion. Our newsletter, *On Cue*, aims to include news, views, reviews, summaries' of members published, ongoing research projects, and helpful vocabulary and articles on aspects of college and university language teaching. We are also creating a database of members institutions and research interests. As well as contributing to JALT national conferences, we hope to organize our own CUE N-SIG mini-conferences in the future.

The first edition of JALT CUE N-SIG's Newsletter is now available. The *On Cue* Editor is Sharon Vaipae. All relevant articles welcomed, Faculty of Education, Niigata University, 2-8050 Ikarashi, Niigata 950-21. Tel: 025-262-7226 (w) .

CALL

Coordinator: Kazunori Nozawa, Toyohashi University of Technology, l-l Hibarigaoka, Tempaku-cho, Toyohashi-shi, Aichi-ken 441. Tel: 0532-47-0111, Ext.414. Fax:0532-48-8565. Nifty:HDC01602.

The Computer Assisted Language Learning Group is approaching the hundred member mark. JALT CALL N-SIG's primary purposes are to promote research, disseminate informationand provide mutual support. To accomplish these, they are establishing a database of contacts and materials, publishing a quality newsletter, presenting at JALT conferences, organizing regional mini-conferences and funding worthy projects. Our CALL Newsletter contains articles related to teaching and reports on conferences past (FLEAT II) and upcoming events. Bibliographies and reviews round out the issues. Send any CALL copy to: Editor Robert C. Shaw, Texas A & M University Koriyama, l-20-22, Moto-machi, Koriyama-shi 963, Tel: 0249-39-5976, Ext. 340; Fax: 35-5755.

Materials Writers

Coordinator: James Swan, Aoyama S-122, Nara 630.

As a mutual support network for those interested in teaching materials many of our 75 plus charter members have volunteered for the nuts-and-bolts work that any such organization requires. Members range from unpublished writers looking for information on how to start to some of the best Japan-based materials writers willing to share their expertise. We also include reputed language teaching researchers and representatives of major publishing companies. Our group will focus on bringing together members to continually improve the quality of materials available in Japan. We do not limit ourselves to any particular medium and can provide links with other N-SIGs and the JALT membership in general. Teachers of any discipline have a means of expression in our group. Join via central office or direct to: Dale Griffee, Korutaju #601, 1452 Oazasuna, Omiya-shi, Saitama 330. As for all N-SIGs, confirm your membership by sending address label information plus phone, fax and E-mail numbers if you have them.

Team Teaching

Coordinator: Antony Cominos, 1112 Sunvale Asagirioka, Higashino l-5, Akashi, Hyogo-ken 673. Tel/Fax: (h) 078-914-0052.

Team Teaching is playing a vital role in the foreign language education of Japanese children. Our goals are to instigate research into team teaching issues, encourage professional development of team teachers and provide a focus in JALT for discussion of L2 education in Japanese secondary schools. Our projects include regular newsletters, a definitive study of team teaching (Kenyusha 1994), the special Team Teaching issue of The Language Teacher (TLT 11, 1992), organizing colloquia for JALT conferences and papers for mini-conferences. Our Team Teaching Bulletin appears in February, June and October. The most recent Id-page issue includes N-SIG news, reports of past conferences and forthcoming abstracts, research notes and features. Contributions are welcomed, and should be sent to the coordinator.

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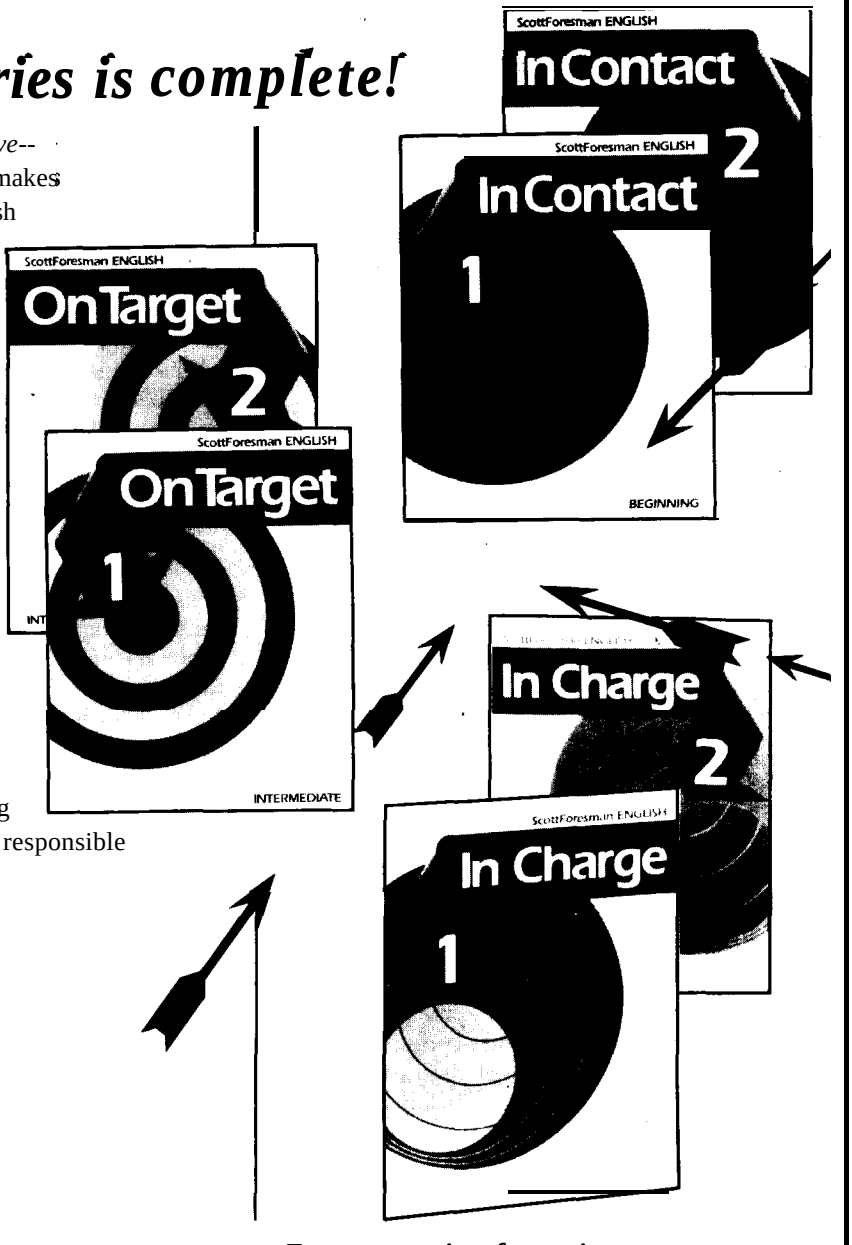

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Meetings

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

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

AKITA

Topic: Intercultural Communication
Spkr: Shuna Neilson
Date: Sunday, April 18
Time: 1:30-3:30 p. m.
Place: Sun Life Building, Akita City
Fee: Members free; non-members \800
Info: Tomoko Nishiyama, 0188-86-5525 or 4218

The presenter will discuss areas of possible misunderstanding between Japanese and Westerners.

Suna Neilson teaches at Seirei Women's Junior College.

CHIBA

Topic: Using Video in the Language Classroom
Spkrs: Sally Cavanough and Susan Miller
Date: Sunday, April 11
Time: 1:30-3:30 p. m. (Two 45-minute presentations)
Place: Chiba Chuo Community Center
Fee: Members free; non-members \1000
Info: Paul Gruba, 043-274-7113

Romancing the Classroom: Folktales from many cultures share similar elements: romance, courage, revenge. Focusing on romance as a theme, classroom teachers can integrate a variety of innovativeactivities to stimulate learning and discussion. This presentation will explore video as away to present folktales in a practical framework.

Sally Cavanough is an EFL materials writer for Selnate Publishing, Tokyo.

Student Video Productions: Videos created by students are the focus of this presentation, including an explanation of the project, pros and cons of using video and ways to improve students productions. Along with a hands-on demonstration of video equipment, a sample viewing of student-produced videotapes will be featured.

Susan Miller teaches at Nihon Taiiku Daigaku, Tokyo.

FUKUI

Topic: My Practical Approach in Making Team-teaching Successful
Spkr: Machiko Mori
Date: Sunday, April 18
Time: 2:00-4:00 p. m.
Place: International Exchange Center (Kenminkaikan)
Fee: Members free; non-members \700
Info: Takako Watanabe, 0776-34-8334
Paul Roving, 0776-21-0577

Team-teaching is the place of "International Encounter" between AET, JTE, and students, thus "Intercultural Competence" is a crucial factor in making team-teaching successful. The presenter will discuss team-teaching from the perspective of "Intercultural Communication" and give some practical advice for success. She will then focus on her teaching method/techniques and the positive influence she has found on her students in their learning English by showing a video from her high school class.

FUKUOKA

Topic The Video "Listening-Viewing" Diary
Spkr: Michael Furmanovsky
Date: Sunday, April 25
Time: 2:00-5:00 p. m.
Place: Iwataya Community College, Tenjin Center Bldg.
Fee: Members free; non-members \1000
Info: Lesley Koustaff, 092-714-7717

This presentation is based on a 'Listening-viewing" video diary developed by the presenter. The diary; itself an outgrowth of Barbara Fujiwara's "Listening Diary" project, attempts to combine the increasingly diverse and creative use of authentic video in the Japanese university "conversation" class with recent trends in EFL diary writing, and the more traditional content based uses of audio visual material, as used in the social science classroom.

Michael Furmanovsky teaches at Doshisha Women's College and Ryukoku University.

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

GUNMA

Leo Yoffe, 0273-52-6750
Hisatake Jimbo, 0274-62-0376

HAMAMATSU

Topic: Integration of Music, Rhythm, and Jazz Chants in the Communicative English Classroom
Spkr: Peter Wanner
Date: Sunday, April 18
Time: 2:00-5:00 p. m. (Note time change!)
Place: Create Hamamatsu (next to Enshu Hospital)
Fee: Members free; non-members \1000
Info: Brendan Lyons, 053-454-4649
Mami Yamamoto, 053-885-3806

Music plays an important role, facilitating a close match between the thought process and languages. The presenter will suggest ways to integrate music through chants in the classroom routine of regular conversations to maximize the effectiveness of listening and speaking based on the theoretical aspects of the Communicative Approach.

Peter Wanner teachesat Kyushu Junior College of Kinki University.

HIMEJI

Yasutoshi Kaneda. 0792-89-0855

HIROSHIMA

Topic: Teaching About World Culture Through English
Spkr: Dana Brown
Date: Sunday, April 18
Time: 1 :00-4:00 p. m.
Place: To be announced
Fee: Free
Info: Ruth Maschmeier, 082-878-8111 (w), 082-872-1779 (h)

The Ministry of Education will implement a self study course for senior students in commercial, industrial, agricultural and homeeconomics high schools, *Kadaikenkyu,* which will provide teachers with the chance to design their own courses. The workshop will deal with designing an International Studies Course including various planning strategies.

Dana Brown works at Hiroshima Commercial High School.

HOKKAIDO

Topic: Content Based Classes: Towards More Reflective Learning
Spkr: Tim Grose
Date: Sunday, April 25
Time: 1:30-4:00 p. m. (Doors open at 1:00)
Place: Kaderu 2.7 Bldg (North 2 West 7)
Fee: Members and students free; others \1000.

Info: Ken Hartmann, 01 l-584-7588

Until recently, most textbooks have focused on form and methods rather than content. Attempts to deal with "serious issues" have often been tokenistic and superficial. Some believe that complex issues are beyond the reach of elementary language learners. We will explore the criteria for teaching content based classes.

Tim Grose works for Sapporo Gakuin University.

IBARAKI

Topic: Are Tests Fair?
Spkr: John Shillow
Date: Sunday, April 11
Time: 2:00-4:30 p. m.
Place: Mito Shimin Kaikan
Fee: Members free; non-members \500
Info: Martin E. Pauly, 0298-58-9523
Michiko Komatsuzaki, 0292-54-7203

All teachers try to write good language tests for their students, but despite all the time and effort put into their construction, there may still be problems that teachers have not considered that can affect how fair a test is. This presentation will present a number of theoretical issues and practical points that ought to be considered when constructing language tests to make them as fair as possible.

John Shillaw is an associate professor at Tsukuba University.

KAGAWA

Topic: Can your kids talk in English?
Spkr: Ritsuko Nakata
Date: Sunday, April 11
Time: 1:30-4:30 p. m.
Place: Takamatsu Shimin Bunka Center (0878-33-7722)
Fee: Members free; non-members \1000
Info: Harumi Yamashita, 0878-67-4362

This workshop will focus on: flashcards; songs; the Let's Go series; using the MAT Method to teach vocabulary, sentences, and basic phonics for reading and pronunciation.

Ritsuko Nakata is a teacher trainer and authored a series of books for children titled Let's Go based on her own teaching methodology called the MAT Method.

KAGOSHIMA

Topic: Suprasegmentals in ESL Instruction: Substance and Technology
Spkr: Janet Anderson-Hsieh
Date: Sunday, April 11
Time: 1:30-4:00 p. m.
Place: I Center Building
Fee: Members free; non-members \600
Info: A. Barbara O'Donohue, 0992-53-2677

Anderson-Hsiehwilldiscussmethodsof stress, rhythm, and intonation while using an electronic instrument for this English prosody which provides instant visual feedback on a video screen. All foreign students at Iowa State University are required to use this with the teacher in order to prepare them to teach American undergraduate students in a classroom scene.

Janet Anderson-Hsieh is an associate professor of English at Iowa State University.

KANAZAWA

Topic: What is a "Successful" Conversation Class?
Spkrs: Junko Yamanaka and Andrea Carlson
Date: Sunday, April 18
Time: 2:00-4:00 p. m.
Place: Ishikawaken Shakai Kyoiku Center, Honda-machi, next to MRO
Fee: Members free; non-members \600
Info: Neil Hargreaves, 0762-80-3448
Mikiko Oshigami, 0764-29-5890

The goal of a conversation class is that the students are able to "talk to communicate."Thepresenterswilldescribe ten important components, talk about why they are important and will present concrete ways of making them part of the conversation class. The components of the 'successful" conversation class apply to large and small classes of all levels. By incorporating them into the conversation class, the teacher increases the chances that the students will be able to talk to communicate.

Junko Yamanaka is Academic Director at Trident School of Languages.

Andrea Carlson is an instructor at Trident School of Languages.

KOBE

Topic: Using Background Knowledge in the Teaching of Reading
Spkr: S. Kathleen Kitao
Date: Sunday, April 11
Time: 1:30-4:30 p. m.
Place: Kobe YMCA Language Center
Fee: Members free; non-members \1000
Info: Fran Kirkham, 078-882-2596

This presentation will include a discussion of schema theory and of the way in which background knowledge-content knowledge and knowledge of rhetorical organization-is used in comprehension. Suggestions will be made for exercises that make use of the principles of schema theory. The presentation will conclude with a hands-on section in which participants discuss how these principles can be applied to using existing reading materials in the classroom.

S. Kathleen Kitao is an associate professor at Doshisha Women's College and author of *Reading, Schema Theory and Second Language Learners.*

KYOTO

Topic: Listen Up!
Spkr: Barton Armstrong
Date: Sunday, April 25
Time: 1:30-4:00 p. m.
Place: British Council Kyoto, 75 Nishimachi, Kita Shirakawa, Sakyo-ku
Fee: Members free; non-members \500
Info: Kyoko Nozaki, 075-71 l-3972
Michael Wolf, 0775-65-8847

How can we help our students improve their listening proficiency? This workshop draws attention to the difficulties involved in processing spoken messages and discusses key features of a systematic program. Tasks designed for various approaches, skills, strategies and responses will be demonstrated.

Barton Armstrong is currently ELT Consultant and Marketing Representative for Heinemann in Japan.

MATSUYAMA

Topic: Theatre and Drama in Education
Spkr: Huw Tyler
Date: Sunday, April 18
Time: 2:00-4:30 p. m.
Place: Shinonome High School, Memorial Hall 4F
Fee: Members free; non-members \1000
Info: Yuko Hamada, 0899-77-3029
Ron Murphy, 0899-22-7166

The presentation will give participants an opportunity to experience drama techniques, including mime and movement exercises, oral exercises and improvisations before looking at ways of exploring a scripted play.

Huw Tyler teaches at Tokai U Fukuoka Junior College.

MORIOKA
Jeff Aden, 0 196-23-4699

NAGANO
Richard Uehara, 0262-86-4441

NAGASAKI
Topic: Practical Teaching Ideas: Listening and Note-Taking
Spkr: Michael Hermanovsky
Date: Saturday, April 24
Time: 1:30-5:00 p. m.
Place: Nagasaki University, Suisan Gakubu
Fee: Members free; non-members \1000
Info: Brian Moss, 0958-20-5713

Listening is often cited as a chief difficulty by Japanese students.

The "Listening Diary" was developed by Barbara Fujiwara. The presenter, Fujiwara's colleague, extended the project to include video and a unique "note-taking" sheet. Hermanovsky will present his new "Listening-Viewing Diary" and its useful results.

Michael Hermanovsky works at Doshisha Women's Junior College.

NAGOYA
Topic: Videos in the Classroom: What Do University Students Really Prefer?
Spkr: Rich Porter
Date: Sunday, April 25
Time: 12:30-4:00 p. m.
Place: Mikokoro Center, Naka-ku
Fee: Members free; non-members \1000
Info: Helen Saito, 052-936-6493
Ryoko Katsuda, 0568-73-2288

This presentation will show a variety of uses of video, including music and movies. In addition, the presenter will show unusual uses of the camcorder. Finally the presenter will correlate these uses with feedback data from the students.

Rich Porter teaches English at Kinjo Gakuin University, Mie University and at Nagoya Municipal Women's Junior College.

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

NIIGATA
Topic: Classroom-CenteredLanguage Testing
Spkr: Dr. J. D. Brown
Date: Sunday, April 4
Time: 1 :00-4:00 p. m.
Place: Niigata International Friendship Center. Kami Okawa-mae dori
Fee: Members free; non-members \1000
Info: Donna Fujimoto, 0254-43-6413
Michiko Umeyama, 025-267-2904

This talk is designed to help teachers write more effective classroom-centered tests. Initially, classroom tests are discussed in terms of how they are fundamentally different from "standardized tests and in terms of the kinds of useful information that classroom teachers can derive from them. Production of dassroom tests is covered through examination of three sets of item-writing guidelines each of which will be provided to participants: 1) a set of general guidelines, 2) a set for producing receptfve-response test items and 3) a set for writing productive-response items.

J. D. Brown, a member of the graduate faculty of the Department of ESL, University of Hawaii at Manoa, is currently visiting professor at Temple University Japan.

OKAYAMA
Fukiko Numoto, 0862536648

OKINAWA
Topic: How To Teach Debate In The Classroom Part 2: Demonstration Debate
Spkr: Lyle Allison
Date: Sunday, April 25
Time: 2:00-4:00 p. m.
Place: Okinawa Christian Junior College
Fee: Free
Info: Jane Sutter, 098-855-2481

This special workshop will focus on the preparation and development of debate in theclassroom. There will be a demonstration of a partial debate using students.

Dr. Allison is a professor at the Okinawa Christian Junior College.

OMIYA
Topic: Developing Fluency Through Public Speaking
Spkr: Tracy Hartwick
Date: Sunday, April 18
Time: 1:30-4:30 p. m.
Place: Omiya YMCA
Fee: Members free; non-members \1000
Info: Michael Sorey, 048-266-8343

This workshop will focus on a variety of public speaking activities and topics. These public speaking techniques not only help students develop their presentation skills, but also aid them in the development of their fluency.

Tracy Hartwick teaches at Keio University.

OSAKA
Topic: Problems of Entrance Exam English
Spkr: Kazuaki Uekawa
Date: Sunday, April 18
Time: 2:00-4:30 p. m.
Place: Bentencho YMCA (Near paradiso swimming pool, the tallest building easily visible from Bentencho JR or Subway Stations.)
Fee: Members free; non-members \1000
Info: Masako Watanabe, 06-672-5584

What is this thing called juken eigo, the not-so-common style of Japanese-English taught in secondary schools? It functions as an important part of the college admissions process rather than as a means of language education. Teachers live with it, and students are the recipients of it.

After a short presentation, teachers will discuss, in small groups, ways of dealing with the shortcomings of entrance exam English. A final panel discussion will bring together teachers familiar with the problem and possible solutions.

Kazuaki Uekawa is a teacher at Osaka's Bceki High School.

SENDAI
Topic: Sharing cultures, sharing themselves
Spkr: Steve Martin
Date: Sunday, April 25
Time: 1:00-4:00 p. m.
Place: 141 Bldg. (near Mitsukoshi on Ichibancho)
Fee: Free
Info: Takashi Seki, 022-278-8271
Irene Shirley, 022-243-5676

Culture is a popular word these days; however it is often undefined or misunderstood. One aspect of culture is artifacts. These can be interesting and motivating topics. When we use them in our classrooms, we also need to remember that culture is a two-way street. Students shoukl learn to explain, and to share, "things Japanese." While artifacts are useful, cultural awareness and teaphing needs to go a step farther. We need to explore the "why" of culture: shares values, beliefs and behavior.

In'this activity-based workshop, participants will engage in exercises that explore culture at both the 'artifact" and "values" level.

There will also be a raffle of Longman & Lingual House books.

Steve Martin is Sales Manager for Longman/Lingual House books.

SHIZUOKA

Topic: Integration of Music, Rhythm, and Jazz Chants in the Communicative English Classroom
Spkr: Peter Wanner
Date: Sunday, April 18
Time: 10:00 a. m.-12:00 p. m.
Place: Shizuoka Kyooiku Kaikan (From Shizuoka Station north exit, go up Miyuki Doori, then turn right on Kita Kaido)
Fee: Members free; non-members \500
Info: Greg Jewell, 0559-67-4490

See Hamamatsu Chapter Announcement.

SUWA

Mary Aruga, 0266-27-3894

TOKUSHIMA

Sachie Nishida, 0886324737

TOKYO

Topic: Tokyo JALT's 5thAnnual Spring Conference

See the Conference Calendar.

TOYOHASHI

Topic: Testing Alternatives for the Classroom Teacher
Spkr: Paul Grube
Date: Sunday, April 18
Time: Aichi University, Kinenkaikan
Fee: Members free; non-members \1000
Info: Kazunori Nozawa, 0532-25-6578

Inhibited by the difficulty of developing multiple-choice tests, many classroom teachers seek alternative methods of assessment. Evaluation techniques that are easy to construct and useful to students are discussed for each of the four skills.

Paul Gruba works at Kanda University of Foreign Studies.

UTSUNOMIYA

Topic: How to Encourage the Use of Japanese in the English Classroom
Spkr: Robert Weschler
Date: Sunday , April 18
Time: 2:00-4:00 p. m.
Place: Utsunomiya Sogo Community Center
Fee: Members free; non-members \1000
Info: Jim Johnson, 0286-34-6986
Michiko Kunitomo, 0286-61-8759

"Students should speak only English." In this workshop, we'll try out some activities to take full advantage of this supposed obstacle to learning . for anyone from Japanese English teachers to native speakers fresh off the boat.

Robert Weschler is an assistant professor at Kyoritsu Women's University.

WEST TOKYO

Topic: Textbook and Authentic Dialogues -Any Differences?
Spkr: Dale Griffee
Date: Saturday, April 17
Time: 3:00-6:00 p. m.
Place: Hachioji Shimin Kaikan (Use either Keio Hachioji or JR Hachioji Sta. and take #91, 92 or93 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)

What differences are there between textbook dialogs and authentic, native speakerdialogs and is it significantwhich type we use as teaching models? The purpose of this workshop is to answer these questions by inviting participants to engage in the analysis of culturally authentic dialogs and those found in textbooks.

Dale Griffee is assistant professor at Seigakuin University and author of Songs *In Action* (Prentice Hall) and More *Hearsay* (Addison Wesley).

東京・日本語教育部会

春季ミニコンファランス・プログラム
「日系ブラジル人労働者のための日本語教材」中西家栄子（獨協大学）「日本語教育における読解の理論と実践」河内山昌子（筑波大学大学院）ほか、発表者調整中
日　時：5月16日(日) 9：00-16：30
場　所：東洋大学付属東洋高校
JR・地下鉄水道橋下車徒歩1分
料　金：JALT 会員 1500円 非会員 2500円
連絡先：鈴木洋巳 ☎ 0425-73-4187 (H)
☎ 03-3244-4251 (W)

YAMAGATA

Topic: Foreign Language Acquisition and Instruction in Terms of International Relations, Part II
Spkr: Harrison M. Holland
Date: Sunday, April 25
Time: 1:30-4:00 p. m.
Place: Yamagata Kajo Public Hall (Yamagata-shi, Shironishi-machi, 2 chome)
Fee: Members and first visitors free; non-members \500
Info: Fumio Sugawara, 0238-85-2468 (h), 0238-84-I 660 (w)

Dr. Harrison M. Holland is an advisor for the Yamagata prefectural government and a visiting professor at Tohoku University of Art & Design.

YAMAGUCHI

Topic: How to use Games and Activities
Spkr: Helene Jarmol Uchida
Date: Sunday, April 18
Time: 1:00-4:00 p. m.
Place: Ube Seishonen Kaikan
Fee: Members free; non-members \1000
Info: Yayoi Akagi, 0836-65-4256
En Takeyama. 0836-31-4373

Activities and games that initiate and motivate students to take the great leap and interact with their peers in English are the theme of Uchida's presentation. Most learners think that winning is the goal, but all who listen, speak, and think in English as the games are played are the real winners. The teacher coordinates the games as the students take the lead and play them. Exciting and sometimes humorous activities will add spice to your present curriculum.

Helene Jarmol Uchida is Director of the Little American English School and advisor to the Little America Book Store.

YOKOHAMA

Topic: Extensive Reading &Visual Signals for Jr./Sr. High Schools
Spkr: Barry Mateer
Date: Sunday, April 11
Time: 2:00-4:45 p. m.
Place: Yokohama Kaiko Kinen Kaikan (near JR Kannai Station)
Fee: Members free; non-members \1000
Info: Ron Thornton, 0467-31-2797
Shizuko Marutani, 045-824-9459

The presenter will demonstrate in a workshop format materials and methods she has developed and discuss approaches and techniques for adaptation and development of existing and new materials and ideas.

Conference Calendar

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

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, USA
Contact: TESOL, 1600 Cameron St., Suite 300
Alexandria, VA 22314 USA
Tel: +I-703-836-0774. Fax: +1-703-836-7864

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

Name: **RELC Regional Seminar on Language for Speclfk Purposes: Problems and Prospects**
Date: April 1421, 1993
Place: Singapore
Contact: Attn: Seminar Secretariat
SEAMEO Regional Language Centre
30 Orange Grove Rd., Singapore 1025
Tel: +65-737-9044, Fax: +65-734-2753

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

Name: **Tokyo JALT May MM-Conference**
Date: May 16, 1993
Place: Toyo High School, Suidobashi, Tokyo, Japan
Deadline for Abstracts: April 15, 1993
Contact: Will Flaman, Bunkyo Women's Junior College
1-19-1 Mukogaoka, Bunkyo-ku, Tokyo 113
Tel: 03-5684-4817 (h) 03-3816-6834 (w)

Name: **IATEFL BESIG (Business English Special Interest Group) Conference**
Date: May 28-30, 1993
Place: Budapest, Hungary
Contact: Ildiko Polyak
Kulkereskedelmi Foiskola. Angol nyelvi tanszek
1097 Budapest, Ecseri ut 3, Hungary

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, USA
Contact: NAFSA Conference and Meetings, NAFSA
1875 Connecticut Ave., NW, Suite 1000
Washington, DC 20009-5728 USA
Tel. +1-202-462-481 1, Fax. +1-202-667-3419

Name: **Shizuoka JALT Symposium 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 Newfiilds (in English) Tel: 0543-48-6613

Name: **23rd Communication Association of Japan Convention**
Date: June 25-26, 1993
Place: Kitakyushu
Contact: Prof. James R. Bowers., C. A. J.
Meiji University, Office 258, Izumi Campus
I-9 Eifuku 1 -chome, Suginami-ku, Tokyo 168
Tel: 03-5330-I 322, Fax: 03-5330-I 202
E-mail. ABOOOI 1@JPNMU11 .BITNET

Name: **Fifth International Conference on Minority Languages**
Date: July 5-7, 1993
Place: University of Wales College of Cardiff, Cardiff, Wales
Contact: Jayne Mathias, Secretary 5ICML
Department of Welsh
University of Wales College of Cardfff
Cardlff CF1 3XW, Wales, UK

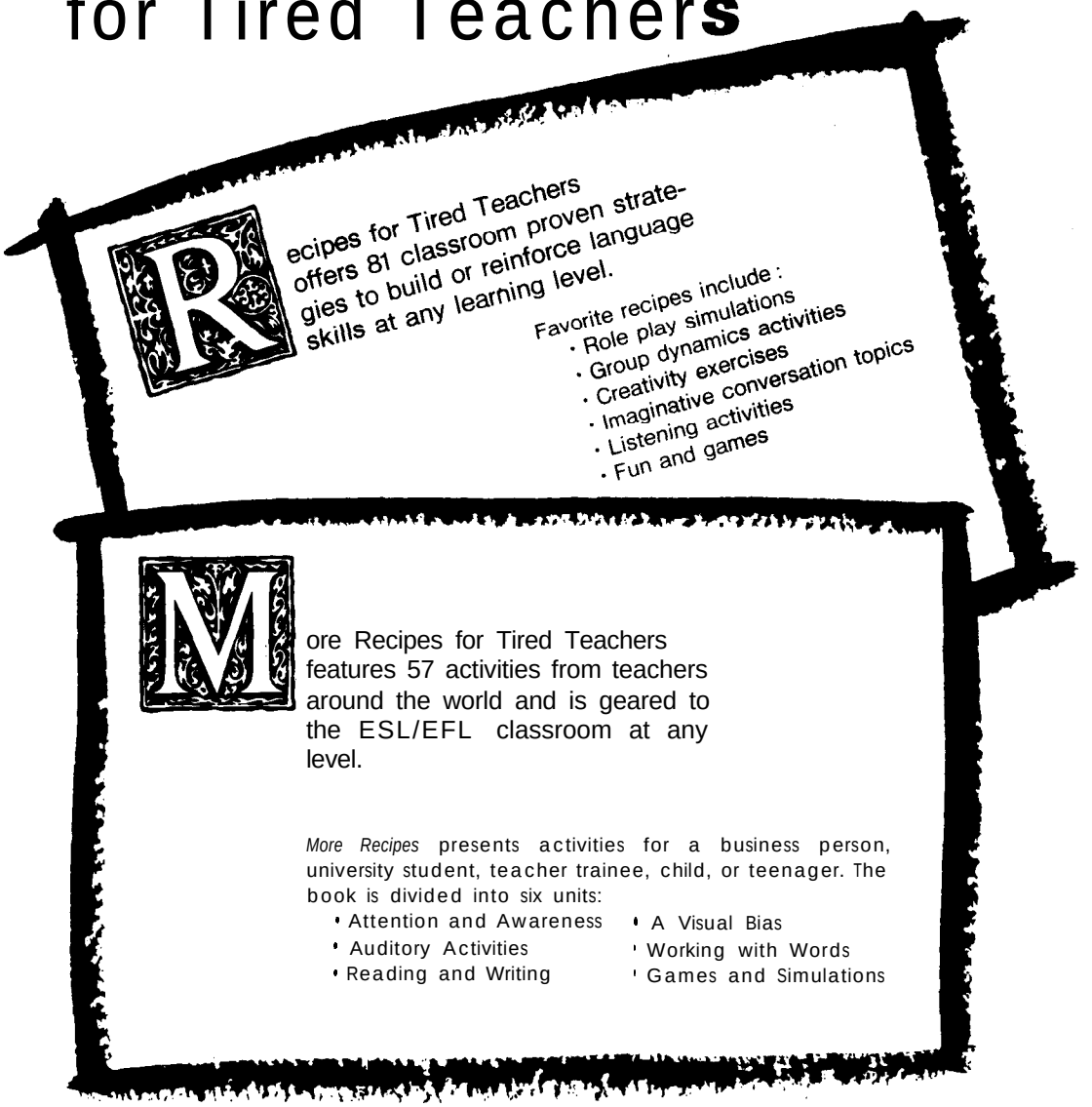
Name: **4th International Pragmatics Conference**
Theme: Cognition and Communication in an Intercultural Context
Date: July 25-30, 1993
Place: Kobe, Japan
Contact: Prof. Kansei Sugiyama, Dept. of English
Kobe City University of Foreign Studies
9-I Gakuen higashi-machi, Nishi-ku, Kobe 651-21
Tel: 078-794-8179,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

Name: **Fourth Annual International Whole Language Umbrella 1993 Conference**
Date: August 5-8, 1993
Place: Winnipeg Convention Centre, Manitoba, Canada
Contact: Val Mowez. Whole Language Umbrella
#6-846 Marion St.
Winnipeg, Manitoba, R2J OK4 Canada
Tel: +1-204-237-5214, Fax: 1-204-237-3426
or Yoko Watanabe, Ikuei Jr. College
1666-1 Kyome-machi, Takasaki, 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-I 5, 1993
Place: Free University, Amsterdam, The Netherlands
Contact: Johan Matter, Vrije Universitiet, Faculteitder Letteren
Postbus 7161
NL-1007 MC Amsterdam, The Netherlands
Tel: +31-020-5483075

Name: **5th EARLI (European Association for Research on Learning and instruction)**
Date: August 31-September 5, 1993

Recipes & More Recipes for Tired Teachers



Recipes for Tired Teachers offers 81 classroom proven strategies to build or reinforce language skills at any learning level.

Favorite recipes include:
- Role play simulations
- Group dynamics activities
- Creativity exercises
- Imaginative conversation topics
- Listening activities
- Fun and games

More Recipes for Tired Teachers features 57 activities from teachers around the world and is geared to the ESL/EFL classroom at any level.

More Recipes presents activities for a business person, university student, teacher trainee, child, or teenager. The book is divided into six units:

- Attention and Awareness
- Auditory Activities
- Reading and Writing
- A Visual Bias
- Working with Words
- Games and Simulations

Addison-Wesley
Publishers Japan, Ltd.
1-2-2 Sarugaku-cho, Chiyoda-ku, Tokyo 101
TEL 03 (3291) 4581 FAX 03 (3291) 4592

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

Name: **Communication in the Workplace: Culture, Language and Organisatlonal Change**
Date: September 1-4, 1993
Place: Sydney Hilton, Sydney, Australia
Contact: P. 0. Box 721, Leichhardt, NSW 2040 Australia
Fax. +61-2-330-3914

Name: **The 32nd JACET Annual Convention**
Date: September 8-10, 1993
Place: Tohoku Gakuin University, Izumi Campus, Sendai
Contact: JACET, l-2 Kagurazaka, Shinjuku-ku, Tokyo 162
Tel: 03-3268-9686

Name. National **Conference on Computers and Composition (JALT CALL N-SIG Nagoya Chapter)**
Date: September 14-15, 1993
Place: Kinjo Gakuin University, Nagoya
Theme: Computers and Composition
Deadline for Contributions: May 31, 1993
Contact: David Kluge, Kinjo Gakuin University
2-1723 Oomori, Moriyama-ku, Nagoya 463
Fax: 052-799-2089

Name: **International Symposium on Language** Teaching Methodology
Date: October 4-l 4, 1993
Place: Beijing and Hohhot. Inner Mongolia, People's Republic of China
Contact: Dr. Stephen J. Gaies
TESOL Program
University of Northern Iowa
Cedar Falls, IA 50614-0502 USA

(Contd from p. 55.)

Please submit two copies of your abstract to Masaki Oda, Dept. of Foreign Languages, Tamagawa University, 6-l -1 Tamagawa-Gakuen, Machida, Tokyo 194. (Follow the format described in our ad on page 67.) Toyo HS is near Suidobashi Station (JR or Mita Subway Line). Contact: Will Flaman (h) Tel/Fax: 03-3816-6834; (w) Tel/Fax: 03-5684-4817.

Hong Kong Papers in Linguistics and Language Learning
Call for Papers

HKP publishes work in general linguistics, teaching methodology, curriculum development, testing and evaluation, educational technology, CALL, language planning, and bilingual education. Contributions of articles, short articles and reports, brief accounts of research projects, and work-in-progress are all welcome, and may be submitted in manuscript or on computer diskette. For information: Liz Nakhoul, editor, Hong *Kong* Papers, The English Centre, University of Hong Kong, 7th Floor, K.K. Leung Building, Pokfulam Road, Hong Kong. Tel: +852-859-2009; fax: +852-548-0487.

Correction

Unfortunately, in our January, 1993, article *"Kana in za Kurasuruumu"* (Vol. XVIII, No. 1, pp. 21 & 33), some of the phonetic information was incorrectly expressed.

On p. 21 in the second paragraph, the line
"*should have* /S@d@/ and *cup of coffee* /kVp@kofi/"
should read
"*should have* / S@d@/ and *cup of coffee* / kVp@kQfi/."
The line
"may appear as / tu;w@-Tri;/ and *tee off* as /ti:j Dfi/"
should read
"may appear as / tu;w@-Tri;/ and fee off as /ti:j Qf/."
The lines
"*it* (/ telks, Al, @v, At/) will be pronounced / telk. sQ l@, vIt/. These arc but a few examples of the"
should read
"it (/ teIks, Ql, @v, It/) will be pronounced / teIk, sQ, l@, vIt/. These are but a few examples of the."

In the examples of katakana English, example 2b should read ブリンギダウダダハウス; example 3b should read シランザウアヴィト; example 5 should read / janovilluvzalareavoil,/ and example 5b should read / jano:iravzara:daboiru/

It should also be noted that the reference given (Hieke & Dunbar, 1985, pp. 4-11) for the five example sentences is only valid for examples 2, 3, 4, & 5. The author composed example 1 and all katakana transcriptions himself. The editors regret any inconvenience these errors have caused.

-Job Information Center/Positions-

差別に関する
The Language Teacher／
Job Information Centerの方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positionsコラムの求人広告は、原則として、性別、年令、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

TLT/Job Information Center
Policy on Discrimination

We oppose 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 counterproductive to locating the best qualified person for a position.

Please use the form below, and fax it lo 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 / Pat--time (circle one)（専任／非常勤の別）

Qualifications（応募資格）:

Duties（職務内容）:

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

Application Materials Requested（提出書類）:

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

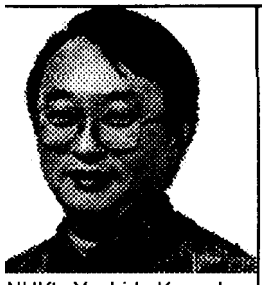
Other Requirements（その他の条件）:

Please send all announcements for this column to Harold Melville, 7-5 Konkl-cho. Hlkone, Shlga 522; fax 0749-24-9540, Announcements must be received by the 19th of the month, two months before publlcafion. The form provided in the January, 1993, TLT musl be used.

(TOKYO) The Bunkyo Education Center, Bunkyo Women's College, located near Tokyo University, is looking for one or two native speakers of English to teach part-time from six to eight, optional, 90-minute college level classes for students in the English major program at Bunkyo Women's College. Probable teaching days will be Monday, Wednesday and Thursday with the possibility of additional teaching days opening up after student enrollment is complete. Classes begin May 6, 1993. Competitive salary, pleasant environment and excellent facilities including use of the television studio. Consideration will be given to applicants with graduate training in TEFL and, preferably, experience teaching college women. Successful candidates may also be considered for regular college classes. For more information contact: Will Flaman, (Phone/Fax) 03-5684-4817.

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

（東京） 慶應義塾大学経済学部専任教員（職名は業績・職歴により決定する）。応募資格：大学経済学部で英語を教える能力を有すること。給与：慶應義塾給与規程による。採用期日：1994年4月1日。提出書類：願書（所定用紙）、履歴書（写真貼付）、健康診断書、主要著書または論文1篇とそのレジュメ（各3部）。問い合わせ：〒108 東京都港区三田2-15-45 慶應義塾大学経済学部長秘書係。応募の締切：1993年4月30日。



NHK's Yoshida Kensaku: 1992 Spring Conference.

—Announcing —

CALL FOR PAPERS

Tokyo JALT's 5th Annual Spring Conference

Toyo High School, Suidobashi
May 16, 1993 from 9:00-4:30

John Fanselow: 1991/92 Spring Conference.

Submit your proposal today to give a 60 minute presentation at Tokyo's Spring Conference. Abstracts should be 50-100 words in English or 2-4000 characters in Japanese. Send two copies of your presentation abstract--one will be only the abstract (no name, etc.), the other will be labeled with the following information-

In the upper left corner of the paper	**In the upper right corner of the paper**
Name, Address, Contact Phone Institution	Title, Content Area (e.g. listening) Equipment Needed

In addition, include a short description of your presentation and a one sentence biography on the paper which has your name on it.

SEND BY APRIL 20 to: Oda Masaki, Tokyo JALT Vetting Committee
Dept. of Foreign Languages, Tamagawa University
6-1-1 Tamagawa Gakuen, Machida, Tokyo 194.

For further information, call Will Flaman (h) 03-5684-4817, Fax 03-5684-4417

MEMBERSHIP INFORMATION

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

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

Meetings and Conferences--The **JALT International Conference on Language Teaching/Learning** attracts some 2,666 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, F'ukui, F'ukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Kagawa, Kagoshima, Kanazawa, Kobe, Kyoto, Matsuyama, Morioka, Nagano, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shizuoka, Suwa, Tokushima, Tokyo, Toyohashi, Utsunomiya, West Tokyo, Yamagata, Yamaguchi, Yokohama.

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

Awards for Research Grants and Development -Awarded annually. Applications must be made to the JALT President by September 3. Awards are announced at the annual conference.

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

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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）

研究助成会：詳細はJALT事務局まで。

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

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

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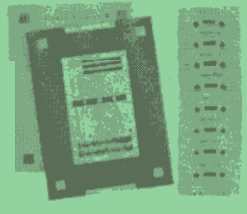

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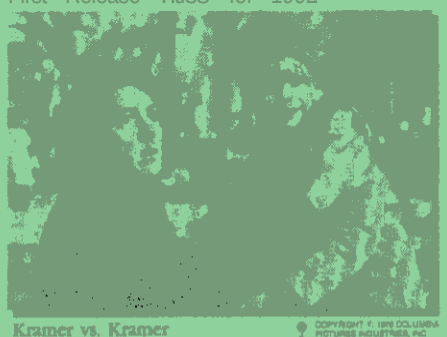

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