

全国語学教育学会

VOL. XVII, No. 6 JUNE 1993

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

# THE LANGUAGE TEACHER ⑥

*The New Mombusho Guidelines*  
Conducting  
Effective Pre-Departure  
Orientations for Japanese Students

An Enlightened Grammar-Translation Method: What Is It?

SELECTING TEXTBOOKS: A CHECKLIST

Teaching Students About the Media by Becoming It  
Search for the Teaching of Japanese as Education

*Selective Editing*

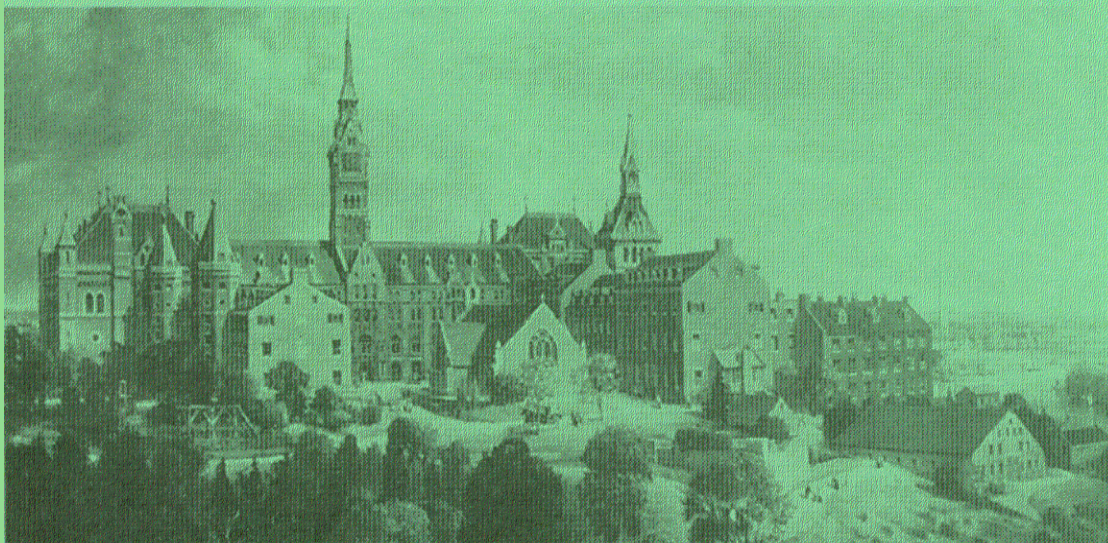
JALT

Building bridges of understanding across world cultures

# Georgetown University

The School of Languages and Linguistics

## **TESL Certificate Program in Tokyo**



### Invitation Summary

Term: July 25 August 13 3 weeks  
(Opening Ceremony: July 25)

• Qualifications:

- 1) English Teachers, college students (juniors and seniors)
- 2) TOEFL score of 520 or better for non-native English speakers

• **Tuition & Fee** : Enrollment fee ¥20,000  
Tuition ¥278,000

• **Maximum Enrollment**: 120 students  
(30 for each course)

• Application Deadline:

May 31 (first recruitment)  
July 12 (second recruitment)

### Course

July 26 (Mon)~ August 13 (Fri)

#### Morning (9:15 ~ 12:00)

- English Phonology  
(Professor Charles Kreidler)
- Methods of TEFL  
(Professor Carol J. Kreidler)
- EFL Materials Preparation  
(Professor Anna Uhl Chamot)
- Cross-Cultural Communication  
(Professor Nadine O'Connor Di Vito)

#### Afternoon (1:00 ~ 3:45)

- Language Acquisition  
(Professor Heidi Byrnes)
- General Linguistics  
(Professor Hector Campos)
- English Morphology and Syntax  
(Professor Richard Lutz)
- Introduction to Sociolinguistics  
(Professor Ralph W. Fasold)

**KAWAIJUKU**

Call for Free Brochures  
and More Information

INTERNATIONAL EDUCATION CENTER Ms. Yamamoto)  
5-2-13 SENDAGAYA, SHIBUYA-KU TOKYO, JAPAN 151  
TEL: 03-3350-7681 FAX: 03-3226-4585

---

# THE LANGUAGE TEACHER

---

XVII:6

June 1993

---

## Contents

- 2 Introduction
- 3 The New Monbusho Guidelines  
by Richard Goold, Christopher Madeley, and Nigel Carter
- 7 Conducting Effective Pre-Departure Orientations for Japanese Students Going to Study Abroad  
by Barbara Johnston
- 13 An EGTM: What Is It?  
by Ron Sheen
- 19 教育としての日本語教育の探求—識字教育の経験に学ぶ  
野本弘幸  
Towards Teaching Japanese as Education, by Nomoto Hiroyuki
- 21 Selective Editing  
by Reed Venrick
- 25 Teaching Students About the Media by Becoming It  
by Saya Woods

### JALT News

- 29 Nominations & Elections Committee

### JALT 93

- 29 Pre-Conference Workshops

### Opinion

- 31 Teaching Other Foreign Languages  
by Nelson Einwaechter

### Selecting Textbooks

- 33 A Checklist-Part 1  
by Duncan Dixon

### Abstracts

### My Share

- 37 Classroom Management: Creating Motivation by Use of a Clear Grading System  
by Tetsuro Fujii
- 39 Teaching Communicative Strategies to Develop Communicative Competence  
by Charles Browne

- 43 JALT Undercover
- 49 Chapter Reports
- 53 Bulletin Board
- 55 Of National Significance
- 57 Meetings
- 61 Conference Calendar
- 62 Job Information Center/Positions

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

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

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



**Publications Chair:** Carol Rinnert,  
Ushita Waseda 2-17-3, Higashi-  
ku, Hiroshima 732; 082-223-2615,  
fax 082-222-7091

**Editor:** Greta Gorsuch, Korutaju  
#601, 1452 Oazasuna, Omiya-shi,  
Saitama 330; tel/fax 048-688-2446

**Assoc Editor/Bulletin Bd.:** Gene  
van Troyer, Gifu Kyoiku  
Daigaku, 2078 Takakuwa  
Yanaizu-cho, Hashima-gun, Gifu  
501-61; tel/fax (h) 058-79-4050

**My Share:** Elizabeth King, English  
Language Program, ICIJ, Osawa  
3-10-2, Mitaka, Tokyo 181; 0426-  
44-4032 (h)

**Book Reviews:** Tamara Swenson,  
Osaka Jogakuin Junior College, 2-  
26-54 Tamatsukuri, Chuo-ku,  
Osaka 540; 06-761-9371

**Publishers' Review Copies Liaison:**  
Sandra Ishikawa, Yamada Nishi  
4-6-1-508 Suita, Osaka 565

**N-SIGs:** David John Wood, 2-12-1  
Ishizaka, Dazaifu, Fukuoka 818-  
01; 0922-925-3511, fax 092-924-  
4369

**Chapter Reports/Meetings:** Sonia  
Sonoko Yoshitake, English  
Language Program, ICU, Osawa  
3-10-2, Mitaka, Tokyo 181; 0422-  
33-3394, fax 03-5397-5414

**JALT News:** Masaki Oda, Dept. of  
Foreign Languages, Tamagawa  
University, 6-1-1 Tamagawa  
Gakuen, Machida, Tokyo 194;  
tel/fax (h) 044-988-4996

**Conference Calendar:** Masaki Oda  
(see JALT News above)

**Job Information Center/Positions:**  
Mel Melville, 7-5 Konki-cho,  
Hikone, Shiga 522; fax 0749-24  
9540

**Japanese-Language Editor:** Naoko  
Aoki, 〒422 静岡市大谷836

静岡大学教育部

青木 直子 054-237-1111

**Advertising:** JALT Central Office

**Proofreading:** Kathie Era, Russell  
Hawkins, Hiromi Morikawa,  
Adrienne Nicosia, Kevin Ryan,  
Monty Vierra, Sonia Sonoko  
Yoshitake

**Cover:** Richard Parker

**Layout:** The Word Works, 55-13-202  
Miyagaya, Nishi-ku, Yokohama  
220; 045-314-9324; fax 045-316-  
4409

**JALT Journal Editors:** Charles  
Wordell and Malcolm Benson;  
send manuscripts/inquiries to M.  
Benson at Hiroshima Shudo  
University, 1717 Ohtsuka,  
Numata-cho, Asaminami-ku,  
Hiroshima 731-31.

**JALT Journal Book Review Editor:**  
Roger Davies, Ehime U., English  
Dept., Col. of Education, 3  
Bunbyo-cho, Matsuyama, Ehime  
790

**JALT Journal 日本語編集:**

野崎 京子

〒603 京都市北区上賀茂本山

京都産業大学

**JALT Central Office:** Glorious  
Tokyo 301, 2-32-10 Nishi-Nippon,  
Arakawa-ku, Tokyo 116;  
03-3802-7121 fax 03-3802-7122

*The Language Teacher* XVII: 6

2

# Introduction

Things are going well for *The Language Teacher*. Because of our commitment to increasing the amount of content in *TLT*, *TLT4* was published as two issues: a regular content-filled issue and an annual JALT News supplement. Our once large backlog of fine manuscripts has been reduced to a manageable level, and now we are in a position to publish manuscripts four to six months following acceptance. I would like to urge readers to submit manuscripts concerning the teaching and learning of languages, both as general submissions and as submissions to My Share. For specific guidelines, please consult the January issue of *The Language Teacher*.

This month we have a varied and timely offering. **Richard Goold**, **Christopher Madely**, and **Nigel Carter** describe and comment on the *Monbusho* guidelines for Oral English in senior high schools, due to take effect in April, 1994. In time for teachers preparing study tours abroad for Japanese students, **Barbara Johnston** outlines an effective pre-departure program. **Ron Sheen** proposes an "Enlightened Grammar Translation" approach as effective for the formal language learning situations common in Japan. In our Japanese-language offering, **Hiroyuki Nomoto** makes connections between his teaching of immigrants in Japan to the work of Paolo Freire. For teachers of writing, **Reed Venrick** offers specific ideas on selective editing, and in addition has included a detailed error analysis sheet for use by our readers. Finally, **Saya Woods** describes in concrete terms how students in a junior college setting can create their own newspaper and thus discover their own motivations for learning English.

Greta J. Gorsuch

*The Language Teacher* は、4月号慣例の JALT News を別冊にできたおかげで、以前に投稿いただいていた記事の多くを掲載することができました。掲載待ちの記事が減って、英語記事の場合、今後は、原稿の採用を決定して4か月から半年のうちに出版できる見通しです。日本語もだいたいそれと同じようなペースで掲載していく予定です。

この号には、時を得たさまざまな話題の記事が掲載されています。Richard Goold、Christopher Madeley、Nigel Carter は、1994年4月から実施されるオーラル・コミュニケーションに関する新しい文部省高等学校学習指導要領を解説しています。

Barbara Johnston は、海外語学研修ツアーに行く日本人学生のための出発前の準備プログラムを紹介しています。Ron Sheen は、「啓発的文法訳読法」が日本の学校英語教育に効果的であると主張しています。日本語の記事では、野元弘幸が、ハロロ・フレイレン考えを応用した外国人労働者への日本語教育について論じています。Reed Venrick は、作文教育における選択的編集法について述べ、すぐに使える詳細な誤用分析シートを提供してくれています。最後に Saya Woods は、短大生の新聞作成過程を具体的に記述し、それがどのように英語学習への動機づけとなったかを述べています。

5月から日本語のアシスタント編集者として、實平雅夫さんが *The Language Teacher* の制作をお手伝いくださっています。日本語での投稿やお知らせが増えてきて、日本語編集者はオーバーワーク気味でしたが、これでかなり楽になります。一般記事、My Share など、日本語での投稿をお待ちしています。投稿要領は、*The Language Teacher* 1月号をご参照ください。

青木 直子

# The New Monbusho Guidelines

by Richard Goold, Christopher Madeley, and Nigel Carter



In April, 1994 new *Monbusho* guidelines for teaching English in public senior high schools will come into effect. Under the present guidelines first-year senior high school students are required to study a general English course called English I. In the second and third years all the English courses are elective. They are English II, a general English course; English IIB, a reading course; English IIC, a course in English composition; and English IIA, a conversation course. In 1994, English IIB and English IIC will be called "Reading" and "Writing" respectively, and English IIA will be replaced by three "Oral Communication" courses, called "A," "B," and "C." These three courses will be taught from the first through the third year of senior high school, and students will be required to study one of them for one of their three years in senior high school.

In order to complete a senior high school course of study a student must earn eighty credits or more—one credit is thirty-five class hours and one class hour is fifty minutes. Credits for required subjects are included in the total. From 1994, credits for English I will be four, English II four, Reading four, Writing four, and there will be two credits for each of the Oral Communication courses. In accordance with existing regulation in Japan, individual schools organize their own curriculum. In practice, this means the number of English language courses and class hours taught will vary from school to school.

We have translated the three sections of the guidelines that refer specifically to Oral Communication. At the time of writing we know of no other English translation of the guidelines. All quotations are made from our own translations. Our source is *The Guidelines for Study in the Senior High School* (Ministry of Education, Science and Culture, 1989). Where we have quoted this in our translation, we have annotated the source pages by number, which can be referred to along with the Japanese text in the Notes section. In addition we shall refer to the courses in Oral Communication throughout as "OCA," "OCB," and "OCC."

To begin with, if we summarize each section of the guidelines, a first impression may be had of what the courses aim to do as a whole and how they are conceived to be different in terms of content and student-teacher interaction in the classroom.

## The Guidelines

OCA aims to develop the listening and speaking skills of partners in everyday situations. The focus is on speaking: "Here, the purpose is especially to try to encourage positive oral communication."<sup>1</sup> The term "partner" is stressed and differentiated from the term "speaker." Partners enjoy informal relations and express their thoughts and feelings to each other. They are expected to express themselves simply, spontaneously and appro-

priately, and to make assumptions about what is meant when partners are unclear, rather than insisting on clarification. There should be a balance between listening and speaking activities in the classroom. Suitable materials from the junior and senior high schools should be put to use, and vocabulary should be chosen from approved vocabulary in junior high school, the five hundred words in English I, and the five hundred new words in English II.

*The Guidelines for Study in the Junior High School—Foreign Languages*, published by the Monbusho in July, 1989, lists, on pages 64–69, 507 compulsory words to be taught in junior high school. A total of 1000 words are actually targeted for study in junior high schools. Textbooks currently in use in junior high schools, such as the *Sunshine English Course* (Sato & Sato, 1989) and *Horizon New Course* (Ota, Ito & Kusababe, 1989) series, contain comprehensive lists of vocabulary which include the compulsory items. In the senior high schools there is no compulsory vocabulary. Textbooks such as the *Pioneer English* (Snowdon, Hirukawa & Yodonawa, 1993) series should be consulted for representative word lists presently in use.

OCB aims to develop aural comprehension of a speaker's intentions, feelings, and thoughts. The focus is on listening: "... the focus is mainly on listening activities. ..." <sup>2</sup> Sources for listening activities may include direct speech, reading aloud, lectures, broadcasts, and recordings. Importance is given to grasping gist and outline, and listeners are expected to question and seek clarification when a speaker is unclear. Listeners are also expected to understand a speaker's facial expressions and body language and to respond appropriately. Teaching material should be carefully graded according to the level of difficulty. Teaching materials should be chosen from the same sources as those mentioned in the summary to OCA. Preparation for activities should be done in class. The pre-teaching of formal language and communication codes is also expected, when appropriate.

OCC aims to develop formal thinking and speaking abilities. Four kinds are listed: recitation, speeches, discussion, and debate. These are related to three kinds of possible content, referred to as "problems": factual problems, problems of values, and policy problems. Identifying the main points of a problem, integrating them into a coherent statement, and expressing this to an audience are stressed. Feelings and emotions, as well as thoughts, should be included. Materials to be used are the same as those mentioned in OCA. Detail is provided about debating, speeches, and the stages of discussion.

## OCA

Perhaps of most interest to native-speaker teachers of English will be the guidelines to OCA, as these seem to

correspond to what many of us are employed to do in Japan-teach English Conversation. This term is not used in the guidelines to OCA, but the main aim is stated as "...learning to use the skills of listening to and speaking English in personal, everyday situations at home, in school, and in society, and to express oneself simply and promptly."<sup>3</sup> In order to do this, the guidelines state that "It is desirable to be guided by the purpose and situation of the talk in the choice of appropriate language."<sup>4</sup>

Like the term "English Conversation", these statements do not inform us in any detail of what is to be taught and obviously cover a wide range of possibilities. The words "situation" and "purpose" recur frequently in tandem throughout the guidelines and would seem to indicate that the approach to teaching envisaged in OCA is the "situational" one. Two concrete examples are given in OCA, in English, of a situation and purpose which might support this view. They are quoted here:

A: "My mother is ill in bed."

B: "I'm sorry to hear that. Is there anything I can do?"

A: "Not now. *Thank you just the same.*"<sup>5</sup>

The italicized parts are, according to the guidelines, expressions of feeling. The "situation" would seem to be two friends talking, one of whom is feeling sad because his or her mother is ill. The "purpose" would seem to be offering one's condolences and help in English, and refusing offers of help in English.

The second situation is introduced by the guidelines as follows: "It is important to set the scene for real encounters and to take the initiative in thinking about topics and techniques to practice them. For example, when meeting someone for the first time, what kind of appropriate language is there for this situation—in simple English, what should you say on the phone to someone, etc.? An example of a telephone conversation follows."<sup>6</sup> And here it is:

A: "Hello."

B: "Hello. This is Taro. May I speak to Jane?"

A: "She's out. I'm sorry."

B: "I'll call again soon."<sup>7</sup>

The "situational" approach to teaching English communicatively may not be as popular now as it once was. Doubts have been raised about the soundness of its pedagogical foundations. It is debatable whether a dynamic activity like human communication can be entirely broken down into situations that can be practiced in the classroom, and the usefulness of much situational language presented in textbooks can be questioned. Dealing successfully with everyday situations often requires little in the way of speaking skill. In a supermarket people don't need to ask how much things are, and for travellers abroad a tourist phrase book will be adequate for many of the situations they find themselves in.

Putting these considerations aside, it is noteworthy that the guidelines offer no practical advice on how to teach "situational" English. Though reference is made to material in use in junior and senior high schools, no

connection is made with how it might be used in teaching OCA. A number of possibilities do present themselves, and they are worth looking at.

There is a wide selection of textbooks, and audio and audio-visual material available in Japan that can serve the needs of teachers implementing the OCA guidelines in 1994. Situations can be presented and practiced through a variety of written texts, taped conversations, and videos, in addition to worksheets, drawings on the blackboard, mime, and other forms of expression that teachers are resourceful enough to produce. A lesson might begin with students watching a short video sequence and doing a true or false exercise to test their comprehension of it. Teachers might then highlight the target language "function" for the lesson and drill it. Students might then do a written exercise—a gap fill for example—to practice the new language for grammatical, syntactic, or other purposes. They then might work with a partner, reproducing the situation in the video orally, or creating a similar one of their own. Finally, they might do a role play of the situation.

If this sounds all too familiar to many readers it would, in most Japanese high school classrooms, perhaps, be extremely strange. "Situations" lend themselves to rehearsals and role plays when they are in classrooms and these can be stimulating for students who usually only have a passive role in class. But for several reasons we have found practicing "situational" English in this way doesn't work in the long run. At a fundamental level, when formulaic English can be practiced—*How are you? I'm fine. How are you?*—using role plays and rehearsing lines of script may be justifiable. It becomes less so as students are required to think about the language and talk to others in it. Teaching by role play and rehearsal more often than not requires students to memorize, or seems to intimidate them into memorizing, chunks of language. Role plays, perhaps, come back into their own when students are advanced enough to create their own scripts. This is not the case in senior high school, and time can be spent preparing students for a role play that may not be very useful in the first place. Teachers also have to consider how effectively they can monitor on their own up to 40 students engaged in role plays and rehearsals.

Instead of role plays, teachers might like to consider interview-type activities in which students decide on an everyday topic to ask a partner about—say, television programs. Students might be prompted to make a list of written questions first, which teachers can check, before the speaking activity begins. Approaches of this kind, where some degree of preparation for speaking activities is undertaken by students, would seem inevitable given the elementary speaking skills of most of them. Using model conversations in textbooks for this purpose might be attractive to Japanese teachers. Choral repetition of texts with the teacher as role model and choral reading are staples of English teaching in high schools here. Pair work reading of prepared dialogues involves only a modification of this teaching methodology and, no doubt, will be useful to Japanese teachers of OCA. The danger

is, perhaps, that OCA classes will come to resemble standard English classes in Japanese high schools, where repeating and reading aloud are lesson accomplishments rather than preparatory stages towards the fulfillment of the guidelines' aims. The writers of the guidelines seem to recognize such a danger. They say, "...rather than partners speaking about prepared topics...it is important that they communicate their thoughts, feelings and opinions etc. of the moment to each other."<sup>8</sup>

A certain conflict of purpose may be apparent here. While teachers are required to set the scene for classroom action, in other words prepare students for classroom activities, the guidelines also seem to be suggesting a sort of conversational free-for-all. Perhaps the unstated point the guidelines are making here is that the more spontaneous and fluent speaking practice becomes, the better. Unfortunately, the guidelines do not make any concrete reference to classroom activities that might encourage greater spontaneity and fluency.

In our teaching situation we recently obtained permission to observe our Japanese colleagues teaching English. Between us, we observed six different teachers over six fifty-minute periods. The relevance of that experience to this article is that none of the teachers had any idea of what to do with the audio tapes they perfunctorily played in classes. They were switched on like station announcements and signalled the approach of the next stage of the lesson, which began when teachers switched their tapes off. The classes we observed, some three hundred minutes of them as a whole, contained less than one minute of speaking pair work, which took place in just one class. All the classes we observed had, according to existing guidelines, some listening and speaking objectives.

The trap into which native speaker teachers might fall, in considering what the guidelines to OCA mean, and how they might be implemented, is that OCA classes should somehow come to resemble the communicative English classes that we are used to teaching. It is perhaps more realistic to believe that, as suggested earlier in this article, the reading aloud and repeating methodology will survive the transition to the "communicative" classroom in Japanese high schools. Pages of "situational" dialogues, such as those presented in these guidelines, do, after all, lend themselves to just such an approach, and Japanese teachers and students will feel comfortable with it.

## Conclusion

The way in which the guidelines to OCA are implemented may depend not only on what Japanese teachers and students feel comfortable with but also on the sense of direction the guidelines can give teachers. A critical reading of them raises issues relevant to teachers of communicative English in Japan, and we have tried to present a few of them here. There are others we have not mentioned. For example, how relevant are the everyday situations of Japanese high school students to the everyday situations they might encounter in English-speaking

countries? Do the guidelines consider these foreign situations? Are they intended to? Have the guidelines realistically considered the English-language needs of Japanese citizens who will visit or reside in English-speaking countries? What will motivate Japanese high school students to talk spontaneously about their everyday experiences in English in a Japanese high school classroom? Why don't the guidelines focus on everyday situations that require speaking skills, such as making telephone calls? Are the two examples of situations given in the guidelines meant to suggest that the idea of a situation should be limited to personal talk between friends? How is a personal, everyday situation to be defined so that instruction and practice can be relevant to students individually?

The guidelines provoke these questions but do not seem to offer any answers. Perhaps it is not their function to do so. If that is true, teachers who go into classes accustomed to having answers may find it difficult to teach OCA if they are required to.

In upcoming issues of *The Language Teacher* we shall consider in more detail the guidelines to OCB and OCC, suggest ways in which they might be implemented, and discuss, within the stated objectives of the guidelines for Oral Communication as a whole, how the courses could be integrated to produce an effective oral communication study program for senior high school students.

## References

- Monbusho (The Ministry of Education, Science and Culture). (1989). *The guidelines to study in the junior high school-foreign languages*. Tokyo: Kairyudo Publishing Company.
- Monbusho (The Ministry of Education, Science and Culture). (1989). *The guidelines for study in the senior high school*. Tokyo: Kairyudo Publishing Company.
- Ota, A., Ito, K., & Kusakabe, T. (1989). *New horizon English course 1, 2 and 3*. Tokyo: Shoseki.
- Sato, T. & Sato, H. (1989). *Sunshine English course 1, 2 and 3*. Tokyo: Kairyudo Publishing Company.
- Snowdon, P., Hirukawa, H. & Yodonawa, K. (1993). *Pioneer English 1*. Tokyo: Kaitakusha.

## Notes

1. 高等学校学習指導要領解説 外国語編 英語編 Published by the Monbusho in 1989 (平成元年12月). Printed by 教育出版株式会社. Pages 32-48 refer to the new Oral Communication courses.
1. Page 33: ただここでは、特に口頭で積極的にコミュニケーションを行っていかうとする態度の育成を目指している。
2. Page 38: ...主として聞くことの言語活動に焦点をあてている。
3. Page 32: すなわち、易しい表現で間に合うような、身近な学校生活、家庭生活及び社会生活の場面で英語を用いて聞いたり話したりすることができるようになることをねらいとしている。
4. Page 34: ...その話し合いが行われている場面にふさわしい、また、話す目的に合った表現を指導することが望ましい。
5. Page 36:
6. Page 36: 例えば、初対面の人と話す場面でふさわしい表現はどのようなものがあるか、平易な表現を使って電話でどのように話せばよいかなど実際に遭遇する場面を設定し、話題を想定して工夫して指導することが大切である。次の電話での会話もその一例となろう。
7. Page 37.
8. Page 34: ...準備をしたり、あらかじめまとめておいたりしたものを話すというよりは、そのときどきの自分の考え、意見、気持ちなど、自分の心にあるものを目の前にある相手に伝えることに重点がある。

Right from the start.....

# Friends with English

Carol Skinner

Get your young students speaking and writing simple words and phrases in English with these two colorful coursebooks. Particularly suitable for children from seven years of age, the exciting circus theme and variety of - - - - and activities will provide hours of classroom fun.

- ★ Plenty of listening and speaking practice
- ★ Emphasis on alphabet work
- ★ Letter formation as taught in Japan
- ★ Easy to teach, even in large classes
- ★ Chants and Songs, recorded on two Cassettes

## - Components -

Books 1 and 2 (40pp each book)  
Teacher's Book  
Cassettes 1 and 2

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

**LONGMAN ELT**  
The Japan Specialists

Please send me sample material from  
FRIENDS WITH ENGLISH

Name \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

Tel: \_\_\_\_\_



# Conducting Effective Pre-Departure Orientations for Japanese Students Going to Study Abroad

by **Barbara Johnston**  
Tokai Women's College

With the high demand for learning English in Japan, many schools and colleges have exchange programs with schools in English-speaking countries. Each year, thousands of Japanese students study abroad for periods ranging from a few weeks to one year. It is common practice in Japanese schools to have a group leader accompany the students from Japan. Although programs vary, there is important orientation to be done before students leave Japan. Thorough preparation will benefit everyone involved, regardless of the host country, the duration, the group size, or the type of schools involved. During the orientation, the leader can greatly influence the students and do much towards the success of the program. This paper deals with what should be included in the orientation, with the aim of helping group leaders have a positive experience abroad with a minimal amount of problems. This paper is based on the author's experience of leading two groups of Japanese college students (one for six months and one for three months) to study at a language school in Cambridge, England.

The aim of the orientation is to alleviate any stress and anxiety that may be experienced by Japanese students visiting a foreign country for the first time. Culture shock and unrealistic expectations can lead to frustration and disappointment and these factors can be addressed and discussed prior to departure. The group leader should consider including the following areas during the orientation period.

## **Getting Acquainted with the Group and Group Dynamics**

The first step of the orientation is to facilitate the group in becoming comfortable with the leader and each other. During the first session, ice-breakers and games are effective ways to promote good group dynamics and help the leader and the students become acquainted with one another. For example, to memorize names during the first session, I use a game (sometimes known as "Round Robin") in which the students sit in a circle. Each student states her name and something she likes. This continues around the circle, and each student repeats the information of all preceding students.

To learn more about the students, I have the students interview each other in pairs, then tell the group about their partner. Another common warm-up activity is "Find Someone Who..." (Klippel, 1984) which allows the students to mingle and exchange information. For

this activity the leader prepares a list of 10-15 items such as, "Find Someone Who... has been abroad; likes rock music; has a birthday in March," etc. The leader should choose activities that are non-threatening, reveal something of the students' personalities, and above all, are enjoyable. Among the wide variety of resource books available, Maley & Duff (1982) and Moskowitz (1978) are two others in which I have found effective warm-up activities.

It is important to develop a friendly, positive atmosphere early in the course so students feel free to discuss any matter with the leader and with each other. Any negative feelings among group members can put a strain on the overall experience and should therefore be dealt with immediately. Should the leader notice any student who does not seem to be actively participating in or accepted by the group, it is necessary for the leader to involve that student as soon as possible. This can be done through group activities in which the alienated student is considered an equal and a valuable team member, and in which the focus is on completing a task enjoyably.

If there is a conflict between students, the leader should be sensitive to it and try not to exacerbate matters by, for example, having two unfriendly students work together against their will. Personal quarrels may not seem serious in themselves; however, in a group-oriented culture like Japan's, they can become paramount for the group. An example of this occurred with my first group when two of the students had an argument over their Christmas travel plans. The entire group split into factions based on their beliefs of who was at fault. The negative feelings eventually dissipated after everyone had successful holidays; however, there needed to be careful planning of group activities prior to that to keep the negative feelings from being disruptive.

In addition to the warm-up activities, the students can fill out a questionnaire (in either English or Japanese, at the leader's discretion) which provides the leader with an idea of their expectations about the program (see the sample form provided). This form should include questions about why the student wants to go abroad and expectations of the experience. This requires the student to reflect on the situation, and it also gives the leader an idea of what to address during subsequent sessions. It is particularly useful to get Japanese students to express themselves in writing, as

**Medieval monks really  
knew how  
to illustrate a book...**

*and so do we!!!*

**The  
IADO PICTURE  
DICTIONARY**

**REVISED EDITION!**

**Coming soon:**  
teacher's edition, workbook  
and more!



**Prentice Hall Regents of Japan**

Jochi Kojimachi Bldg. 3F, 6-1-25 Kojimachi, Chiyoda-ku, Tokyo 102  
Tel: 03-3238-1050 Fax: 03-3237-1460

**A Paramount Communications Company**

they are probably not going to share their thoughts freely in a group discussion.

### **Expectations about the Program**

Discussing the expectations of the students is perhaps the most crucial aspect of the orientation. After the students have had the opportunity to consider their upcoming program individually, it is then helpful to have a group discussion. The purpose of this discussion is to check if their expectations are realistic. I take the information from their questionnaires and make an anonymous list of their concerns/expectations on the blackboard for all to see. Another way to make a list of concerns/expectations is to have the students write each of their concerns on a card, using two colors of cards to represent positive and negative expectations, which can then be displayed in two lists for discussion. This presents the opportunity to discuss a wide range of topics, such as homestays, classes, travel, and communicating with native speakers. Many of the items can be cleared up simply by the leader saying what is or is not realistic. There are bound to be items that are not so easily explained; however, it is helpful and reassuring for the students to know that other students have similar concerns.

During this session, the leader may answer the questions that arise or inform the students that the questions will be dealt with at a later date. In the case of my first group, there were so many concerns expressed about homestays that I chose not to address them, but told the students we would devote the following session exclusively to those matters.

After learning the students' expectations of the program, the leader will have a much clearer idea of what needs to be covered during future sessions. The leader needs to create a syllabus for the orientation program in accordance with the time constraints, yet also remain flexible to accommodate the individual needs of the group.

### **Information about Classes Abroad**

Information about their academic life will also help students avoid disappointment. The leader should find out whether students will be studying in a multinational class or separately in an all-Japanese class, whether they will be graded, whether they will be expected to attend all classes, and whether they will have time to travel.

What is expected of Japanese college students in Japan is different from what is expected of students in western schools; therefore it is beneficial to discuss the importance of class participation, punctuality, and homework. *Haji* (shyness) is a major cultural difference that precludes speaking out and expressing opinions, and may cause difficulty for the students while abroad. Japanese students should be aware that active participation is encouraged in class, and that their reluctance to participate may be misinterpreted as a lack of effort, interest, or understanding.

Students must be encouraged to ask questions when they do not understand something while living in a foreign culture. The leader should constantly check that the students understand all that is said during the orientation and train them to speak out if something is unclear. This can't simply be phrases such as *Excuse me?* *Could you repeat that?* The leader should also give positive reinforcement for anything the students say in English and make them aware that in western schools it is often better to say something incorrectly than to say nothing, and making mistakes is essential to mastering English. It is also useful at this point to discuss how much their English will improve depending on the length of their stay and their effort, again, to avoid unrealistic expectations.

### **Living Situation**

The goal of the homestay preparation is to prevent unhappiness and the desire to change families after arriving. Japanese students generally expect to have a host family with a mother, a father, small children, and a pet. Students must be prepared for other types of households and understand that they may be treated as a family member or simply as a boarder. Among the hosts of my two groups there were single parents (male and female), a single elderly woman, and British citizens who had emigrated from other countries. If students are encouraged to keep an open mind and are aware of the homestay possibilities, much disappointment can be avoided.

The leader should inform the students of all information available regarding living conditions. Will they be doing homestays or living in a dormitory? Alone? With a roommate? If so, Japanese or non-Japanese? What is the cost of room and board? Can they expect to do things with a host family in their free time?

The students should be familiar with the general household customs of the host culture and be sensitive to the host family's habits. This includes understanding the importance of helping with the housework—something that is not always expected of them at home in Japan and therefore needs to be directly addressed by the leader. Helping with the housework not only promotes good relations with the family, but also allows the student more contact with the family and opportunities to speak English. It is particularly important for the student to be helpful if the homestay is free. Upon arrival, they should learn the household rules regarding washing, use of hot water, meal times, quiet times, and so on.

### **General Background/Appreciation of the Host Culture**

The amount of time spent on learning about the host culture will depend largely on the length of the orientation class. Students should at least be familiar with a map of the country and essential facts regarding the climate, food, institutions, and daily life. To draw the students' attention to their present knowledge of the country, the leader can have them draw a map from

memory and brainstorm things they know about the culture. The students can then do research on the country during or outside class. If there is enough time, students can research various aspects of the culture and make presentations and/or posters for the class. If the leader has been to the country before, slides or photographs are useful. This is also the time to discuss customs that are new to the students, such as tipping. Students should realize that their knowledge of and interest in the host culture will be appreciated by others when abroad, as well as enhance their experience.

### Cross-Cultural Observation Skills and Culture Shock

Some general discussion or explanation about culture shock and its various phases should be covered in the predeparture orientation. This includes what culture shock is, why people experience it, and the ups and downs involved in the experience. The leader should stress the importance of keeping an open and objective attitude when observing another culture. This is not only an opportunity for the students to view another culture, but to acquire a better understanding of their own as well. I found many practical ideas in the materials presented by the Experiment in International Living for their group leaders (1984).

Homesickness is one symptom of culture shock and a perfectly natural aspect of any overseas program.

However, there are healthy limits to it. Students should be encouraged to keep active while abroad and at the same time take care of their health. The leader should discuss jet lag before going abroad to help avoid health problems caused by lack of sleep or poor eating habits. The students will feel stronger emotionally if they are physically well.

### Miscellaneous Details

This is the opportunity to discuss what to bring, safety while abroad, home-school rules, and to address other unanswered questions. Regarding what to bring, the students must know passport and visa requirements, how much money they will need, what type of clothing and gifts to bring, luggage restrictions, and if they will need an international student identification card for discount prices. It is a good idea for students to bring some photographs of their family and life in Japan, as well as some traditional clothing if space permits.

Home-school rules regarding travel and driving should be clearly stated before going. If the students will be using bicycles, then bicycle safety needs to be taught. It is highly advisable that students not be permitted to travel alone and that they always inform the leader and the host family when going away from the home area. Students should know what to do in case of



## GET YOUR HANDS ON A MACINTOSH!!



### *Best JALT-CATENA Education Program*

Through the JALT-CATENA Education Program, any JALT member can purchase Apple Computer products at special prices from CATENA.

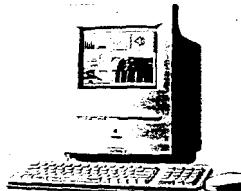
■ 25% discount from the standard retail price for the Color Classic, LC III, PowerBook 165c, PowerBook 180, Centris 610, 650 and Quadra 800s.

■ 30% discount from the standard retail price for the PowerBook Duo and other models.

In addition, for every purchase, CATENA Corporation will give JALT a 2.5 or 3% commission, which go directly into the Yoshitsugu Komiya Scholarship Fund, administered by the Executive Committee.

Simple & Best, Macintosh!!

PowerBook 165c



Color Classic

## CATENA CORP.

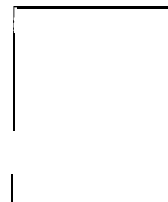
2-10-24, SHIOMI, KOTO-KU, TOKYO, 13:

For more information please call Toll Free 0120-332255

The Apple name and log., arc registered trademarks of Apple Computer Inc. Macintosh is a trademark of Apple Computer, Inc.

## Sample Questionnaire (to be given in English or Japanese)

Name:  
Address:  
photo  
Phone number:



### Personal Information

1. What are your interests/hobbies?
2. Describe your family.
3. Why do you want to study abroad?

### Expectations about the Program

1. What do you expect your English class in (program site) to be like?
2. What do you hope to learn in (duration of program)?
3. What is your image of the school?
4. What kind of friends do you hope to make?
5. How will you improve your English?
6. What kind of host family do you expect to have?
7. What kind of host family do you want to have?
8. What do you hope to do after class and on the weekends?
9. With whom do you expect to spend your free time? (e.g. foreign classmates, Japanese friends, teachers, host family, etc.)
10. What would you like to do in this preparation class?

### Travel

1. Have you ever been to a foreign country?
2. Have you ever been away from your family for (duration of program)?
3. Have you ever traveled without your family in Japan?
4. Where would you like to travel while in (host country)?
5. Would you like to travel alone, in a small group or with a tour group in your free time?
6. Do you enjoy trying different foods?

### Health

1. Do you have allergies?
2. Do you have any illness or special medical condition I should know about?
3. Do you get sick often? (e.g. colds, stomachaches, etc.)
4. Are you taking any medication?

theft, passport loss, or illness, and to carry emergency contact numbers when traveling.

### Conclusion

It has been my experience that most problems occur when the students have unrealistic expectations and their fears have not been properly addressed prior to departure. But if the above areas are dealt with and the group leader conveys enthusiasm and confidence throughout, an excursion abroad should prove a positive experience for all concerned.

### References

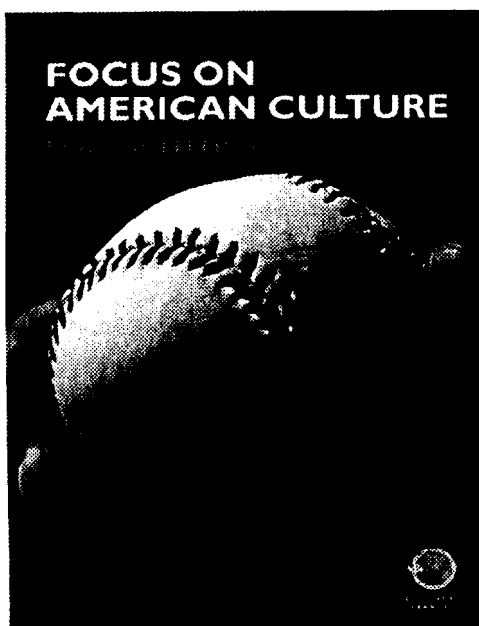
- Fantini, A. (Ed.), (1984). *Cross-cultural orientation: A guide for leaders and educators*. Brattleboro, VT: The Experiment Press.
- Klippel, F. (1984). *Keep talking*. Cambridge: Cambridge University Press.
- Maley, A. & Duff, A. (1982). *Drama techniques in language learning*. Cambridge: Cambridge University Press.
- Moskowitz, G. (1978). *Caring and sharing in the foreign language class: A sourcebook on humanistic techniques*. Rowley, MA: Newbury House.

Note: Cross-Cultural Orientation: A Guide for Leaders and Educators, can be obtained through The Experiment in International Living, Brattleboro, Vermont, 05301, U.S.A.



# *The News is out!*

## *NEW VIDEO!!*



*\*12 AUTHENTIC NEWS  
STORIES FROM ABC NEWS*

*\*AMERICAN ENGLISH*

*\*CURRENT TOPICS*

*\*VIDEO PACKAGE . . .*

**¥ 12,900!**

### Focus on

# **AMERICAN CULTURE**

It's the next best thing to being there!

#### **OTHER TITLES IN THE FOCUS ON SERIES:**

*Environment, Business, Health, Innovators & Innovations*

For a sample video or other information, please contact



#### **Prentice Hall Regents of Japan**

Jochi Kojimachi Bldg. 3F, 6-1-25 Kojimachi, Chiyoda-ku, Tokyo 102  
Tel: 03-3238- 1050 Fax: 03-3237- 1460

**A Paramount Communications Company**

# An EGTM: What Is It?

by Ron Sheen  
Tottori University

The grammar translation method (GTM) has become something of a dirty word in recent decades largely because it has been stereotyped by the excesses of the method (Howatt, 1984). This is particularly so in Japan where the version known as *yakudoku* (Hino, 1988) has dominated the educational scene. Such stereotyping has resulted in prejudicial conclusions which ignore the potential for adaptation that a GTM provides. It will be argued here that what I shall call an enlightened grammar translation method (EGTM)<sup>1</sup> offers a viable means for Japanese schools to reconcile the need to meet the requirements of an extremely formal examination system and the demands of Mombusho for change in the form of a more oral orientation.

## General Considerations

Before going into the details of an EGTM, I should clarify the position I take on a fundamental theoretical issue which concerns the nature of formal foreign language learning (FFLL). An underlying premise of contemporary communicative methodology is based on an important degree of equivalence between first and foreign language acquisition. It is, therefore, assumed that if one allows students to experience appropriate comprehensible input, they will, to a degree, internalize the grammar and lexis by means of a creative construction process, just as they do in the L1. I find such an argument unconvincing because of several fundamental differences between the available evidence of the two processes, the most important of which are: (a) the general lack of success of L2 learners as compared to the almost total success of L1 learners, (b) the necessity for instruction in FFLL compared to its redundancy in the learning of an L1, and (c) the presence of fossilization in L2 learning as opposed to its absence in the learning of an L1 (for a detailed discussion of this position, see Bley-Vroman, 1988). Given these differences, the more plausible option would be to consider formal foreign language learning as belonging to the domain of general cognitive mechanisms, a position termed by Bley-Vroman (1988, p. 55), the "Fundamental Difference Hypothesis." From such a stance, one would regard FFLL as one would the learning of any other new skill. This is not to deny, however, the fact that naturalistic acquisition of an L2 can take place given appropriate circumstances. It is simply argued here that the typical Japanese classroom and the associated educational needs provide a situation which is far from appropriate thereby rendering inapt a communicative methodology based on the premise of naturalistic acquisition.

On this basis, I assume that the essentials of FFLL entail the understanding of the underlying principles

of a foreign language, and the committing to memory of its forms and the practicing of the combining of those forms according to those principles to produce some degree of fluency in the four skills. Furthermore, I take the position that given the limited contact hours and class sizes in most FELL, acquisition in the Krashen sense of the term (Krashen, 1987) in any meaningful way cannot take place. These considerations combined with factors related to the Japanese school system lead me to suggest that an EGTM is a desirable method to develop in Japanese schools.

## The Method

As far as the underlying principles of an EGTM are concerned, of primary importance is the assumption that it is desirable to understand the form and meaning of structures and words before using them, and that this necessary understanding can often best be achieved by means of explanation and translation. However, other effective strategies for achieving these ends are by no means out of the question, for an EGTM is eclectic. Nevertheless, as explanation in the L1 and translation are essentials of the method, teachers need to have a working knowledge of Japanese.<sup>2</sup>

The principle of understanding language preceding its use is, of course, contrary to practice in functional and communicative methods in which a new form is presented as part of a text and is often not taught explicitly. I am not aware of any research which demonstrates that this is the most effective method. Nevertheless, for decades now, teachers' training colleges have indoctrinated new teachers with this approach. Furthermore, it is reflected in the vast majority of course textbooks.

Related to the principle of understanding language preceding its use is initially emphasizing oral use of the language. There are two reasons for this. First, there is the need to overcome students' reticence to speak in class, and second, because of the non-phonetic English spelling system, it is better that the pronunciation of forms be learned before the written form in order to prevent the latter having a nefarious effect on pronunciation (see Hawkins, 1971, for support for this).

This initial oral introduction is of great importance in an EGTM for it constitutes a radical departure from the GTM practised in Japan in which English is taught with students seldom having the opportunity to speak creatively in class.<sup>3</sup> However, given the *Mombusho* initiative (see Mombusho, 1983) requiring a more oral approach, any methodological reform must comply with this need.

In addition to oral language introduction, exemplification and practice of new forms, general classroom

# Keynote



Keynote is a unique language course for beginning students. Keynote offers a balanced approach to developing speaking and listening ability, using a variety of formats. The stimulating blend of activities encourages students to become involved in classroom learning.

## A NEW CONCEPT ... Motivating, Involving, Challenging

ASSOCIATE  
L. W. MANEY

### LINGUAL HOUSE

Please send me a free inspection copy of Keynote.

Name: \_\_\_\_\_

School: \_\_\_\_\_

Tel: \_\_\_\_\_

Please write or fax to: Lingual House-Longman ELT,  
Gyokuroen Building, 1-13-19 Sekiguchi,  
Bunkyo-ku, Tokyo 112

Tokyo Office

Tel: 03-3266-0404

Fax: 03-3266-0326

Osaka Office

Tel: 06-205-6790

Fax: 06-205-6754

communication and, ultimately, simple explanation would be ideally in English.

### Teaching the Present Progressive and Simple Present

As a means of providing substance for discussion, I will take the teaching of the present progressive (PP) in English and will assume that the students have already learned the simple present (SP).

The most accessible meaning of the PP is that of indicating ongoing action. It lends itself initially to teaching by demonstration using the strategies we are all aware of. With minimal or no explanation, one can quickly reach a point where students are able to use it in simple question and answer situations with pictures producing exchanges such as:

*What is he doing? He is swimming.*

with variation in subjects providing for practice of all the verbal forms.

It is a natural tendency for learners to equate what they have learned with something they see as equivalent in their own language. The obvious equivalent of this particular use of the PP is the *te iru* form in Japanese. The association of the two forms would be made explicit by explanation and translation exercises. This will, however, pose an immediate problem in the mind of the learners. In their learning of the SP by the EGTM, they will have learned that the SP in English is used to express habitual actions such as *I go to school by bicycle*. However, they will also have learned that this is expressed in Japanese by the *te iru* form as in *Gakoo ni jitsusha de itte imasu*. Thus, with the introduction of the PP, they now know that both the PP and the SP can both be equivalent to the *te iru* form, thus creating the classic scenario for producing errors—one form in the L1 having two different equivalents in the L2.

At this point there is a clear need for explanation which will necessarily be in Japanese. However, I envisage course books containing such explanations in Japanese and English in order that teachers who are less than fluent speakers of Japanese might use them. They would help the students to understand that whereas in Japanese the *te iru* form is used both for ongoing and habitual actions, English uses the PP for the former and the SP for the latter. There would then follow oral practice entailing differentiation of the two uses in English. This might take the form of question and answer exchanges such as the following:

*What is she doing at the moment? She is cleaning the house.*

*What do you do every Sunday morning? I clean my room.*

and the use of pictures presenting both ongoing and habitual actions, and inviting students to both ask and answer questions about them. Consolidation would then be provided in the form of written exercises including gapped sentences and translation in both directions.

At this point, it would be appropriate to bring in those particular *te iru* uses which require an SP in

English but which refer neither to habitual action nor to ongoing action. They are *motte imasu* (possess), *oboete imasu* (remember), *shitte imasu* (know), and *sunde imasu* (live). They are exceptions to the rule but have a high functional load. Students must, therefore, become familiar with their English equivalents.

Later in the syllabus, another meaning of the PP would be introduced: the prospective future in such utterances as *I'm going to play tennis tomorrow*. The expression of future time poses a problem for Japanese speakers for they do not have a function-specific form, using instead the SP as in *Ashita, tennis o shimasu* or expressing it lexically with *tsumori*. They, therefore, have to learn forms which they cannot easily relate to their own forms. In the present GTM and, for that matter, in many non-GTM courses, the simple future with *will* is the first one to be introduced. I disagree with this strategy as in the situations encountered in the classroom, at least, the going to form has a greater functional load. Furthermore, because the future with *will* is taught first, many students can never escape its influence. They, therefore, frequently use *will* instead of a progressive form.

The introduction of the *going to* form presents no real problem in terms of meaning. It lends itself initially to oral exemplification as in *Tomorrow, I'm going to play shogi*. Once the meaning is clear, one can pass quite naturally to questions such as, *What are you going to do?* which most students find reasonably easy for they have already learned the appropriate forms of the PP.

In order to make sure that there is complete understanding of this form, there should be explanation in Japanese of its use. Such explanation would stress particularly the fact that the *going to* form is used to express an intention that is already decided upon. This can then be followed by written exercises including translation. It will, of course, be necessary to introduce the future with *will* at a later time when it will be necessary to explain the difference between the grammatical meaning of the two forms.

Somewhat later in the syllabus, it will become necessary to differentiate the use of *going to* and the PP to express future intention as in the pair:

*I'm going to play tennis tomorrow.*

*I'm playing tennis tomorrow.*

The difference is quite subtle. It, therefore, neither lends itself to initial oral exemplification nor to some problem-solving strategy. In an EGTM, the teacher would simply resort to explanation in terms of degrees of certainty. One might render it more accessible to the students by relating it to some Japanese form showing that where one can use *kanarazu* (meaning "certainly" or "surely") in Japanese, the PP is preferable to the going to form? However, at the time of this initial introduction, one would have quite limited aims. One would be quite satisfied if students can learn that both forms may be used to express future intention, leaving active differentiation of meaning to a more advanced level.

At a more advanced stage in the syllabus, one would introduce the third meaning of the PP, that of indicating a temporary situation as in *At the moment I'm living in an apartment be I can't find a house or My son is studying law at Harvard*. This particular meaning should present no real problem for Japanese students as where we use it in English, Japanese uses the *te iru* form. They would, therefore, tend naturally to use the PP. However, although students may use it correctly, it is quite feasible that they do so unwittingly. In many courses, one would be content to leave it at that. However, with more advanced students with more ambitious aims, one would need to explain the reasons why one uses the PP in such situations. It is in such cases that translation of longer texts provides such a useful means of providing practice in making the distinction, for one needs the longer texts to create the necessary contextual and situational information on meaning.

Needless to say, I have given here only the bare outlines of how one would approach the teaching of one particular grammatical form in an EGTM. I assume that it is understood that as in any well thought out syllabus, the introduction of any new form is supported by its USC in the texts for all four skills. Furthermore, in future lessons on other forms, this particular form will be an integral part of texts and will be used in future warm-ups and conversation.

## Vocabulary

An integral part of any method is its approach to the teaching and learning of vocabulary. The introduction of communicative methods has had a striking effect on this particular aspect. It has now become received wisdom that vocabulary should be learned inductively. It is assumed that it should be acquired through reading and listening without conscious attention to the meaning of individual words, and that this is more effective than the use of word lists and translation equivalents. The following statement (Judd, 1978, p. 73) typifies the position: "Words taught in isolation are generally not retained. In addition, in order to grasp the full meaning of a word or phrase students must be aware of the linguistic environment in which the word or phrase appears." McCarthy (1984) reflects this view in offering the following advice. "The habit of viewing words as isolated semantic problems to be resolved by definition is one best discouraged from the start of the beginner course" (p. 16). It is quite remarkable that statements such as these are made in the literature without any empirical support. Nation (1982, p. 22) demonstrates this on the basis of a survey of research into vocabulary teaching and learning. With particular reference to Judd's position, he states: "In fact, we know that 'words in isolation' are retained very well indeed, both in large quantities and over long periods." Support for this is provided in varying degrees by Seibert (1930), Cohen & Aphek (1980), Tucker, Lambert & Rigault (1969), and Sheen (forthcoming) who have shown that learning words initially in isolation by means of definition and translation equivalents is more effective than an

inductive approach.<sup>5</sup>

Based on such support, an EGTM would make systematic USC of word lists with translation equivalents and memorization work. However, it is of crucial importance to note that such learning of individual words would necessarily entail the understanding of how a particular word is used in discourse. It is, therefore, wrong to equate word lists with words in isolation. The general meaning of a particular word is given by means of the list as in a dictionary. However, this is only the first step. There also has to be provision for the teaching of variation in meaning and collocational rules. For example, students may first learn the verb *meet* on the basis of the Japanese equivalent *au*. However, they must also learn that whereas the object of *au* takes *ni*, the object of *meet* takes no preposition. Subsequently, they would learn of those situations where *meet* is not appropriate as an equivalent of *au* as in, for example, those cases where *see* is the correct verb to use.

This approach to learning vocabulary is radically different from the present *yakudoku* (Hino, 1988) in which there is a tendency for students to learn simply one equivalent of a word without understanding its whole range of meanings and its collocational constraints.

## Conclusion

I have argued in this article that given the Japanese examination system, there will continue to be a need for teaching methods which prepare students for such tasks as translation. However, at the same time, Mombusho initiatives make it desirable for schools to place more emphasis on oral skills. I argue that the establishing of an EGTM would allow schools to satisfy these two needs. It would do so by placing an emphasis on oral presentation of new material and oral practice thereof before moving onto written work. Furthermore, a guiding principle of the method would be the understanding of grammatical rules which would be achieved by the use of the whole range of teaching strategies. However, necessarily, these would include explanation of differences between the L1 and L2 and translation. This proposal will be regarded by many as reactionary and constituting a step backwards. I imagine that such people will regard all that has been introduced in the name of functional and communicative methods as progress. I do not, although I would not wish to deny there have been positive contributions from such sources. In fact, I take the view that most innovations are two-edged swords, having both their negative and positive aspects. In another era, GTM was an innovation just as communicative methods are now. Within the constraints imposed by the Japanese educational system, I would suggest that an EGTM is a viable means of combining the positive contributions of both.

## References

- Bley-Vroman, 11. (1988) What is the logical problem of foreign language learning? In S.M. Gass & J. Schachter (Eds.), *Linguistic*



# 教育としての日本語教育の探求

## ——識字教育の経験に学ぶ——

野元弘幸

名古屋大学大学院教育学研究科院生

### 1 はじめに

1980年代後半以降、日本で働き生活する外国人が急増し、彼らの持つ日本語学習の要求にどう応えるかが国際交流活動や社会教育の重要な課題として自覚されつつある。しかし残念なことにそこですめられている日本語教育は、一般に教育としての位置付けが弱く、しばしば日本語に関する知識の伝達に終始するという技術主義的傾向さえ持つ。

そこで本稿では、1960年代以降、アジア、アフリカ、ラテンアメリカのいわゆる「第三世界」を中心に展開されている質の高い識字教育の実践に学びながら、改めて日本語教育を、学習者の人格の完成とより人間的で豊かな生活の実現にかかわる教育行為へと再生するための議論を提起したい。

そのためにまず、今日の世界における識字教育および成人教育の理論的・実践的到達点を表していると思われる「ベルセボリス宣言」と「ユネスコの『学習権』宣言」に注目し分析する。そして、それらの宣言をはじめ、現代世界の識字教育実践に大きな影響を与えているパウロ・フレイレの識字教育の方法を分析・整理し、最後に、それらの分析をもとに教育としての日本語教育の課題、とりわけ在日外国人に対する日本語教育の課題と日本語教師に求められる資質について論究する。

### 2 「ベルセボリス宣言」と「ユネスコの『学習権』宣言」

1975年にイランのベルセボリスで開かれた「国際識字シンポジウム」は、非識字を大きな社会問題として抱える「第三世界」諸国の代表が主に参加し、識字教育のあり方について討議した。そこでの討議の成果として採択されたのが「ベルセボリス宣言」である。

「ベルセボリス宣言」が注目されるのは、まず、「識字を読み書き算の技能（スキル）を学ぶプロセスとしてののみ考えてはならず、識字は、人間の解放と人間の全面的発達に寄与するものでなくてはならない。」(International Symposium for Literacy, 1975, p.5) と識字の目的を確認した点である。「第三世界」諸国、特にアフリカ諸国の独立と民族解放運動の高まりから、国連は1960年代の10年を「国連開発の10年」と定め、「第三世界」の経済開発に取り組んだが、その際「開発」の一つの大きな障害となっているのが非識字であると認識し、「開発」の必要条件としての非識字の克服を重要な課題として位置付けた。しかし、専ら読み書きの技能の習得に重点をおいていたそこでの識字教育は、結果的には「第三世界」の「低開発」と非人間的な社会状況の改善に大きな役割を果たすことはできなかった。その反省のうえに「ベルセボリス宣言」は、読み書きの技能の習得は人間の解放や人間の発達と切り離してはならないと宣言したのである。

識字教育に中立な識字教育はなく、本質的に政治的行為である、と確認したのもまたこの「ベルセボリス宣言」の貴重

な成果であった。宣言は「識字教育は教育一般と同様に政治的行為であり、中立ではない。というのは、識字という仕事は社会変革のために社会の現実のペールを剥ぐ行為か、現在の社会を維持するために社会の現実を覆い隠す行為のいずれかであるからだ。」(ibid. p. 6) と述べ、識字教育には「無意識のうちに既存の秩序に個人を同化し疎外してしまう」

(ibid. p. 6) のもと、「批判的意識と創造的な想像力を育て、すべての人が彼の運命に影響を与えるあらゆる決定に責任を有する個として社会参加するのを助ける」(ibid. p. 6) のものがあり、後者こそが真の識字教育であると確認したのである。

「ベルセボリス宣言」に表明されたもう一つの重要な成果は、非識字者こそが識字過程の主体でなくてはならず、識字教育には非識字者の参加が不可欠であることを確認したことである。これまでの識字教育の経験から「非識字者が基本的な欲求を満たすために読み書きを学ぶ必要を感じるとき、また自分たちが住む地域の決定に参加する必要を感じるときに、とくに識字の能力をよく身につける」(ibid. p. 6) ことを指摘し、参加が識字教育の過程に不可欠であり、目的でもあることを確認した。

一方、ユネスコ「学習権」宣言は、今日、「学ぶこと」(「学習」)がわたしたちの生活に必要な不可欠であること、またそのための学習権の保障が緊急の課題となっていることを確認し、全世界に訴えたものである。その冒頭の一部を紹介すると次のようである。

学習権を承認するか否かは、人類にとって、これまでもまして重要な課題となっている。

学習権とは、

読み書きの権利であり、  
問い続け、深く考える権利であり、  
想像し、創造する権利であり、  
自分自身の世界を読み取り、歴史をつづる権利であり、  
あらゆる教育の手だてを得る権利であり、  
個人的・集団の力を発達させる権利である。

成人教育パリ会議は、この権利の重要性を再確認する。

(第4回ユネスコ国際成人教育会議, 1985p.36)

この「学習権」宣言が特に注目されるのは、学習とは何かを極めて原則的・構造的に提示した点にあった。

「学習権」宣言は、学習するとはまず読み書きを学ぶことであるが、それは単に読み書きの技術を習得することを意味するのではなく、生活や労働をめぐる諸問題について問い続け、深く考えること、新たな文化や生活を創造し、想像すること、世界を批判的に認識し、変革の実践にかかわることを可能にするものでなくてはならない。そして、そうした学習を保障するための、あらゆる教育の手段へのアクセスが学習



# GUIDED READERS

Z

*In a class of their own*

Z

➔ *Nine new titles for '93*

A

➔ **All** *Beginner Level  
titles in full color*

M

➔ *Photocopiable  
worksheet for each  
title, FREE!*

W

➔ *New Teacher's Guide  
available FREE!*

Z

I

Get your 1993 catalogue now!

W

H

**HEINEMANN**

For further information:

Shin Nichibo Bldg., 1-2-1 Sarugaku-cho, Chiyoda-ku, Tokyo 101  
Tel: (03) 3294-0791 Fax: (03) 3294-0792

とは不可分であることを確認し、さらに学習が個人とともに集団的にすすめられなくてはならないことを確認したのである。

宣言が、読み書きを学ぶ権利を学習権の中核に据え、学習権を人間の生存にとって不可欠な基本的権利であると確認した点も注目される。宣言は世界の人々が「食糧の生産やその他の基本的人間の欲求が満たされることを望むならば」

(ibid. p.37)、「より健康な生活を営もうとするなら」(ibid. p.37)、「もし戦争を避けようとするなら」(ibid. p.37)、学習権を持つことが不可欠であると述べる。それはまさに現代世界において、読み書きを学ぶことの重要性を、言い換えれば識字教育や語学教育の重要性を確認するものでもあった。

### 3 パウロ・フレイレの識字教育の方法

これらの宣言に表明されている識字教育の理論の成果が一個一個に得られたものでないことは言うまでもない。戦後のアジア、アフリカ、ラテンアメリカの民族解放運動の高まりや、アメリカの公民権運動に象徴される先進諸国におけるマイノリティや障害者等の解放運動のなかで培われてきたものである。そのなかでもとりわけ意義深いのが、ブラジルの教育学者パウロ・フレイレの理論と実践であった。

パウロ・フレイレは、1960年代はじめ、ブラジル東北部の民衆文化運動にかかわりながら、わずか40時間で読み書きの習得を可能にする方法を考案したことで、主に「第三世界」で識字教育にかかわる人々の注目を集めた人物である。また同時に、著書『被抑圧者の教育学』(フレイレ, 1979)で、被抑圧者の解放のための教育論を展開し、「第三世界」はもろのこのこと、先進諸国のマイノリティの解放運動や教育全体に大きな影響を与えたことで知られる。

パウロ・フレイレの方法の特徴は、まず、読み書きの学習を「意識化」(変革の実践を伴う批判的意識の獲得)の過程として位置付けたことである。(フレイレ, 1982)

40時間という短時間に識字能力を身に付ける方法を考案し、識字教育の専門家として世界的に注目を集めたフレイレの次の言葉は彼の方法を象徴している。

「初めっからぼくは、機械的な文字の教育なんかには関心がなかった。ぼくの関心は、現実世界の読み取りと結びついた文字の習得にあった。文字の教育というのは、ぼくにとっては、労働者がいかに現実を読み取ることができるか、つまり、そのためにどう教えるかにかかっている問題なんだ。『あるいは、なんというのには、ぼくはほとんど関心がなかった。ぼくにとって重要だったのは、農民や労働者が読み取ることができないでいる現実をかれらが理解すること—つまり、自分たちがなんであるかをかれらが理解することだった。そして文字を読むということがぼくにとってはまた、現実を再読することを意味している。現実の再読は、現実を『書き直すこと』と一緒に進めなければならない。それはつまり、現実を変革するということだった。』(楠原, 1991, pp.137-138)

この言葉に表明されているように、フレイレは機械的な文字の読み書きにはまったく関心を寄せなかった。関心は、非識字者である農民や労働者が批判的に世界を認識し、変革の

実践を通じて文化や政治の主体になる過程—すなわち「意識化」としての識字教育にあった。

フレイレの識字教育方法の特徴の二つめは、非識字者を識字過程の主体として位置付け、彼らを認識の主体として尊重することにある。それは具体的に、学習者自身の生活経験や言語世界、文化を重視し、そこを学習・教育の出発点とする方法にあらわれる。

識字ワーカーはまず、識字教育を必要としている人々が住む地域に入りこみ、彼らと日常的に接するなかで、彼らが抱える課題、生活経験、文化、世界認識の固有の方法、固有の表現のし方、語り口などを可能な限り調べ、彼らの言語世界を把握することから始める。フレイレは学習者である非識字者は、教師とは異なった生活経験、言語世界、世界認識の方法を持ち、したがって彼らは教師が語りかける前にすでに語ることでできる何かをもっており、彼らのことばにまず耳を傾けることから教育の過程が始まると考える。(Gadotti, 1989.)

したがって、識字教育の過程で用いられることは(フレイレは「生成語」と名付ける)も、彼らの言語世界から抽出される政治的、文化的、言語学的に意味のあることばで、教師が「外」から持ち込むことばや、彼らの生活経験と関連のないことばではない。

ことばを選ぶ過程で特徴的なのは、それらのことばの選び方である。フレイレの方法では音素の豊かさだけではなく、彼らの生活や生活の課題に深く関連した社会的に重要性を持つことばが選ばれる。例えば、リオ・デ・ジャネイロの貧民街(ファベラ)での識字教室では、「ファベラ」「雨」「土地」「食物」「仕事」「賃金」などが選ばれた。(Brandao, 1981.)

フレイレの特徴の三つめは、識字教育で用いられるそれらの「生成語」に関連して設けられるテーマ(「生成テーマ」)についての「討論」を重視し、識字教育過程に不可欠のものとして位置付けた点である。「討論」は単なる意見の交換ではなく、非識字者が共通して抱える諸問題を対象化し、集団的にそれらの諸問題の解決にかかわるように非識字者を導く過程であり、識字ワーカーが「討論」を指導するという重要な役割を果たす。そうした「討論」が「生成語」を心理的に支え、識字能力の獲得をより早める。

例えば、「賃金」という生成語に対して、1) 労働の価値と報酬、2) 賃金の目的: 労働者と家族の扶養、3) 労働時間、法との関連、4) 最低賃金と公正な賃金、5) 週休、休日、一ヵ月有給休暇等のテーマで討論がなされる。(Gadotti, 1989.)

### 4 日本語教育の課題と日本語教師に求められる資質

以上のような今日の識字教育の成果に学びつつ、今改めて在日外国人を対象とした日本語教育の課題と日本語教師に求められる資質について考察するならば、まず第一に、日本語教育の目的を単なる日本語技能の教授ではなく、人間の解放を目指す教育として位置づけることが重要である。とりわけ対象が、非常に厳しい労働条件や生活環境のなかで生きる外国人労働者の場合、日本語教育は彼らの生活や文化の質の向上や人間らしい生活の実現に寄与するものでなくてはならない。

かつて教室で五十音のそれぞれを頭文字に使ったことばを連想法で自由に記述してもらったとき、「て」で「てくび」を

連想した生徒がいた。その理由を尋ねたところ、作中に労災にあい、手首の手術をうけりハビリに通っているが、悪質な人材派遣業者に「残業中のけがは労災がない」とだまされ、労災保険の適用をうけていないことがわかった。そのときあらためて、日本語を教えることの意味を考えさせられたのである。日本語を学ぶ彼らが自らの生活や文化の質の向上をどれだけ実現できるのか。そこでこそ日本語教育の質が問われるのではなかろうか。

第二に、日本語教育の主体は教師ではなく、学習者であることを確認しながら実践することが重要である。教師中心主義か生徒中心主義かと問われるならば、教育は徹底して生徒中心主義でなくてはならないであろう。勝田守一が「学習のないところに教育はない」(勝田, 1964, p.149) し、「教育は学習の指導だと言いかえることもできる」と言うように (ibid, p.150)、教育は学習なしにはあり得ないし、学習は学習の主体なしにはあり得ないからである。しかし、それは教師は何もせず生徒をなすがままに任せよと言うのではない。教師は学習の主体としての生徒のあるがままを受け入れて、そこを出発点にすすめられる学習に、生徒よりも豊かな経験と知識を持つ者として積極的に介入することが求められるのである。

したがって、第三に、日本語教育は学習者の生活経験や文化を把握するところから始めなくてはならない。とりわけ、その言語世界を知り、そこを基盤に学習をはじめることが不可欠である。

外国人労働者は、彼らが労働の場で接する日本語は、銀行や郵便局、スーパーなどで日頃接する日本語や教室で教師から聴く日本語とはかなり違っている、としばしば指摘する。たとえば工場で彼らが接する日本人の多くは、一人称として「おれ」を使い、「わたし」と口にするのは少ない。また、彼らは「君」付けで呼ばれるという。

五十音のそれぞれを頭文字に使った言葉を連想法で自由に記述してもらったときも、「つ」は「つめたい」、「き」は「きびしい」、「よ」は「よし」など、予想しないことが多く見られた。その時、実は彼らがどのような言語世界の中で生きているかを知っているようで知らないのではないかという思いがした。

第四に、日本語教育には参加と対話が不可欠である。参加はプログラム作成の段階から授業を終えての評価の段階まで一貫して必要であり、対話も同様である。

プログラムを作成する際も、学習主体がどのような言語世界で生き、どのような課題を抱えて生活しているかを彼らとともに把握することから始めなくてはならない。そこでは彼らの参加が求められる。したがって、対象が外国人であるならば、特にまったく日本語を理解できない場合は、対象の外国人の母語を介してのコミュニケーションは不可欠であろう。

日本語教室の数だけプログラムがあり、教材もある。しかし、それらのプログラムや教材の作成や、教材の選択に学習者である外国人がかかわることはきわめて少ないように思われる。もし、彼らの参加を求め、彼らとともに創りあげるならば、より質の高いものができることは間違いない。

第五に日本語教育には日本語や日本文化についての知識だけではなく国際理解が不可欠である。彼らはなぜ日本にいるのか、そしてなぜわたしたちの前にいるのか、彼らにとって

日本語の学習がどういう意味をもつか。これらのことに関心をもち、理解を深めることなしには日本語教育はあり得ないであろう。

例えば、日本語教室に集まる外国人は当然日本語を学びに来ていると考えられるが、必ずしもそれだけの理由で来ているのではない。日本で孤立して生活している外国人が、同じ出身国の友人や日本人の友人をつくるために、また日本人の先生に悩み事を相談するために日本語教室を訪れることもある。

また、国際理解には、単に諸外国の事情に詳しいだけではなく、差別や偏見に対する鋭い人権感覚を持つことも重要であろう。現在、日本には「不法」滞在外国人が多くいるが、彼らの人間としての基本的権利である学習権は、合法・不法にかかわることなく保障されるべきで、日本語教師は「不法」滞在外国人の人権としての日本語教育にもかかわっていかなくてはならないであろう。

## 5 おわりに

現在、世界にはアジア、アフリカ、ラテンアメリカ地域を中心に約9億の非識字者が存在し、彼らの多くは文字社会の中で情報から疎外され、政治参加や経済的自立の機会を奪われた状態にある。そうした非人間的な状況から非識字者を解放するために、国連は1990年を国際識字年と定め、非識字の克服に本格的に取り組み始めた。

日本国内においても、日本政府が「日本では、識字問題は完全に解決済みである」(元木, 1990, p.7.) という前提のもとに1955年以来識字率の調査さえ実施していない状況のなかで、読み書きに不自由する日本人(とくに被差別部落出身者に多い)や外国人(とくに在日朝鮮・韓国人に多い)が存在してきた。そして現在、それに加えて1980年代後半から急増している外国人労働者の多くが日本語の読み書きができずに仕事場や日常生活で困難に直面している。こうした共通の現状認識のもとに、社会教育関係の諸団体が、識字の問題を単に「第三世界」の問題としてのみ捉えることなく、日本国内の識字の問題にも注目してより積極的に問題の解決に取り組み始めた。

このように日本語教育や識字教育がますます重要となりつつある現在、改めて日本語教育は何のためにあるのか、と問い直すことも重要であろう。

## 参考文献

- Brandao, C.R. (1981). *O que é método Paulo Freire*. São Paulo: Editora Brasiliense.
- Gadotti, M. (1989). *Convite a leitura de Paulo Freire*. São Paulo: Editora Scipione.
- International Symposium for Literacy. (1975). International Symposium for Literacy: Declaration of Persepolis. *Convergence*, 13 (4), pp.5-7. (邦訳: 日本社会教育学会編 (1990). 『国際識字10年と日本の識字問題』東洋館出版, pp.185-189. 所収)
- 勝田守一 (1973). 『人間の科学としての教育学——勝田守一著作集 6』国土社.

(Cont'd on p. 47.)

# Selective Editing



by Reed Venrick  
Sophia University

Over the past decade, research has indicated that extensive written error correction on ESL writing is ineffective (Semke, 1984; Zamel, 1985). Students may not read or understand an instructor's remarks, and in some cases may simply look for the grade and ignore the instructor's comments (Burkland & Grimm, 1986).

Despite the reasons not to correct, however, ESL composition instructors continue to labor over writing assignments for various reasons, including that many students, sure of the presence of errors in the writing, feel neglected when an assignment is returned that is relatively unmarked. Of course, in addition to proving the instructor's existence, correction also justifies the instructor's job (Leki, 1990).

This article, acknowledging that many writing instructors will make corrections, focuses on error correction for out of class writing assignments, and suggests a method to cut the workload of a writing instructor, as well as to increase ESL writers' awareness of weak areas. I call this method "selective editing."

## Selective Editing

Over the semesters, I've classified the chief learner errors, which I list in the matrix appearing at the end of this article. I make no claim to making a complete list of learner errors, only the key ones according to my experience. To emphasize major errors and to keep the procedure convenient, I also keep this matrix to one page for each student per semester. As can be seen, this list includes the most general errors, such as "assigned task," to the most local, such as "articles." Putting error categories vertically to the left, I list the semester's weeks horizontally across the top (2 through 14, assuming that the first papers will be turned in during the second week).

While reading the first assignment, I mark everything I think needs to be noted and make a check for every error in the corresponding category. I do this to determine where the errors group. During the subsequent conferencing, I discuss with students the matrix and categories and show students where the main problems exist in their writing and how they can be solved. One reason to involve learners in the editing process is that student writers too often have no idea of where the writing can improve. Selective editing, then, helps both the instructor and students focus on key errors.

However, during the following weeks when students turn in papers, I, avoiding marking errors in general, underline just one category of error to mark under each section of the matrix, and give back the papers, letting students take the responsibility of rewriting. Students are required each week to both correct the previous errors as well as work on a new writing assignment.

For an essay, my normal procedure is to mark one category from each of the six sections. In the first section

under "Writing context," "assigned task" simply refers to whether the student wrote the composition as assigned; did the student actually write a cause/effect paper and not just a narrative? For the Japanese learner, within the "Essay organization" group, my experience shows that the greatest quantity of checks will fall under either the "thesis-unity" or the "support of thesis" category; for "Paragraphs," most categories are consistently marked, especially "development;" for "Sentences," "S/V agreement" and "run-on sentences;" for "Words," "articles" and "plural/singular;" and for "Mechanics," "commas."

## A Student Example

What follows is a student (TOEFL score 382) paragraph taken from a journal entry and my notations at the places of the errors. In this example I'm focusing on the "Words" section in regards to articles.

Sweden is (def. article) most wonderful country in the world. Because in Sweden are many nice place and good a (extra indef. article) law. I think Sweden is (def. article) most peaceful country and one of (def. article) most developed country in the world. For example, they must pay many tax. The tax is the highest in the world, but in (def. article) future, (def. article) government gives them many thing. For example, (indef. article) house and a guarantee of their old age. Now "Japan is very developing" people said, and Japanese think so too. But (indef. article) real developing country is a country that there isn't uneasiness for our old age." I think. For that reason Japan is underdeveloped. Anything else, in Sweden, animal also is guaranteed by government like a (extra article) people. Real, Sweden is (def. article) most developed country in the world. (Kato, 1989)

In the above example, I've concentrated only on the "Words" category and noted the ten places of missing articles or extra articles or incorrectly used ones. Accordingly, I jot "10" into the matrix box. Instead of concentrating on the articles, however, I might have concentrated on singular/plurals, and noted the seven places in the text where the problem exists. Incidentally, for the above student example, I also checked the matrix for "sentence coherence" under "Paragraphs," checked "fragments" under "Sentences," and checked "commas" under "Mechanics."

## Selective Editing is Flexible but Focused

The theory behind selective editing encourages the instructor to avoid the trap of wasting time by trying to correct everything. On the other hand, the theory does not go to the opposite extreme by stating that nothing should be corrected.



# Teamwork 1

## Basics in English

Team**work**

**TAPE SET**  
FOR SCHOOL USE

**Basics**  
**In English**

 seido language institute

**TAPES**  
**ARE NOW**  
**AVAILABLE**  
(INCLUDING TESTS)

PRICE (with tax) ¥25,000

The School Tape Set  
(for lab or classroom use)  
contains 6 cassettes plus the  
full (84 page) recording script and  
50 test sheets for each of the tests  
after lessons 10 and 20.



seido language institute

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

**COUPON**

**TEAMWORK-1**

1993 - K

By using a matrix, the instructor keeps not only a weekly record but sees where the student needs to grow the most. With advanced students, the instructor can choose one category from every section to work on. The instructor may, with an elementary student, choose to pick out only one category from one section, as I did with the student paragraph example about Sweden.

Selective editing can focus on whatever the instructor believes is most important in improving a student writer's work. Furthermore, after applying the selective editing process, if the student's work does not improve in weak areas, then the instructor has the option to repeat the same concentration, as well as pointing the student toward specific exercises designed to strengthen the writer's skill.

## Conclusion

The quandary of writing correction! With no specific correction, the student may perceive the instructor as apathetic; if the instructor corrects too much, the student may feel demoralized and unmotivated to improve. Moreover, trying to correct everything may shut out any productive focus for even the most ambitious student by failing to make clear what the key problems are—the student can't see the trees for the chopped-down forest, so to speak. Selective editing, then, denying the efficacy of a shotgun approach to writing correction, believes a focused aim has a greater chance of making positive changes within the context of a process writing approach.

In this paper, then, I've suggested a method of noting writing errors that can be effective in building ESL students awareness of weak areas, as well as suggesting a more reliable system than one where the instructor is either a passive reader or a zealous corrector. I also believe that, although it may not be generally beneficial to explain pedagogy to students, with selective editing, the student understands the principle behind the correction. Selective editing works across different proficiency levels because it can be applied to many tasks. Selective editing is not only wide-able to include any problem the instructor feels important enough to correct, but also deep-able to focus the learner's attention on one problem.

## References

- Burkland, J. & Grimm, N. (1986). Motivating through responding. *Journal of Teaching Writing*, 5, 237-247.
- Kato, M. (1989). Unpublished manuscript, University of South Florida, International Language Institute, Tampa.
- Leki, I. (1990). Coaching from the margins: Issues in written response. In B. Kroll (Ed.), *Second language writing* (pp. 57-66). Cambridge: Cambridge University Press.
- Semke, H. D. (1984). The effects of the red pen. *Foreign Language Annals*, 17, 195-202.
- Zamel, Vivian (1985). Responding to student writing. *TESOL Quarterly* 19, 79-101.

Category	Week													
	2	3	4	5	6	7	8	9	10	11	12	13	14	
<b>Writing context</b>														
A. assigned task														
B. audience														
C. outline														
D. purpose														
<b>Essay organization</b>														
A. conclusion														
B. introduction														
C. progression														
D. support of thesis														
E. thesis-unity														
F. transitions														
<b>Paragraphs</b>														
A. arrangement														
B. development														
C. sent. coherence														
D. topic sent.-unity														
<b>Sentences</b>														
A. ambiguity														
B. dangling mod.														
C. conciseness														
D. emphasis														
E. fragment														
F. passive/active														
G. run-on														
H. sent. combine														
I. s/v agree.														
J. vary style														
<b>Words</b>														
A. articles														
B. missing word														
C. part of speech														
D. plural/sing.														
E. pronouns														
F. redundancy														
G. verb form/tense														
H. word choice														
I. unneeded word														
<b>Mechanics/Punct.</b>														
A. abbrev.														
B. apostrophe														
C. capitals														
D. colon														
E. comma														
F. numbers														
G. quotation														
H. semi-colon														

Free  
Japanese  
Teacher's Notes

# Why is **STREAMLINE** The Most Popular Course in Japan?



YES NO

- ☒ ☐ Easy to Use
- ☒ ☐ Humor that students understand
- ☒ ☐ Great visuals, conversations and exercises
- ☒ ☐ Students see progress
- ☒ ☐ Fully supported (video, lang lab, test, etc.)
- ☒ ☐ American and British versions
- ☒ ☐ Split editions for shorter courses
- ☒ ☐ Japanese Teacher's Notes (free)

## AMERICAN STREAMLINE



**Oxford  
University  
Press**

A Tradition of  
Excellence

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

**I am considering Streamline for adoption.**

Please send me more information:

**Streamline Departures** ☐ **Connections** ☐ **Directions** ☐

American edition / British edition

**Streamline Sample Video:**

**A Weekend Away** ☐ **A Week by the Sea** ☐

Name: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

(Home/School)



# Teaching Students About the Media by Becoming It



by Saya Woods

Sanyo Junior Women's College

In the language teaching profession it has become increasingly popular, indeed beneficial to the overall goal of language acquisition, for instructors to use the media as a tool for teaching writing, vocabulary, "current English," world events, and a host of other subjects. It cannot be disputed that the newspaper is an effective tool in the language classroom for many reasons. But the question arises: How can we motivate students to take a keener interest in the media and appreciate the many benefits it offers to their acquisition of language? The answer to this question is that for students to remain interested in the benefits to language learning offered through the media, they must also be able to see tangible evidence of the benefits it gives them.

A simple answer is to publish your own newspaper. One of the more compelling reasons for doing so is that the medium and format are easily recognizable. Newspapers are, indeed, the most widely read medium in the world, in any language.

By publishing their own paper students then have a vested interest in newspapers as a whole, from the content to the steps involved in putting it into print. The most obvious benefit in terms of ESL learning is the expansion of their skills in writing and story development. For students attending a current English course, it will be found that through utilizing current and popular "buzz words" effectively in their writing they will then be able to firmly understand and use those words and phrases more fluently in their everyday vocabulary.

In addition, students also learn a host of other practical skills. These are skills that they may not otherwise have the opportunity to learn, which they can take with them into their futures in the workplace and for their own general knowledge. These include photography, typing, organizational skills through page layout (both computerized and manual), graphic design, advertising, decision making, time management, cooperation, and responsibility, to name just a few.

The formation of a newspaper can be implemented for many different types of language classes where writing, speaking, reading, and media study seminars are taught. Particularly with a composition or media class, but with the others mentioned above too, these classes can be transformed or adjusted to include a newspaper as an integral part of the language learning process.

This should not, however, imply that producing a newspaper is simple. In fact, there is an enormous amount of work involved, particularly in the beginning stages. But having once committed yourself to the task, the rewards of having done so are well worth the

trouble—both for yourself, and, more importantly, for your students.

## Responsibility

It is important to give full responsibility to the students for all aspects of creating the newspaper from start to finish. The production of the paper must be organized as a total team effort. Under these conditions, chances are they will work harder to meet deadlines and produce a newspaper for publication and distribution that they can take a special amount of joy and pride in. Individual students who want to avoid the wrath of classmates, readily accept the responsibility to have their first drafts, rewrites, typesetting, and page layout done on time. To be late in any phase of production means that the newspaper may not reach the student population as promised. Therefore it becomes very important to everyone concerned, not just the teacher alone, that work is completed according to the timetable set forth, or it jeopardizes the integrity of the entire newspaper staff.

## Goals

Publishing a newspaper gives the class a clearly defined goal to achieve. In a typical class you are sometimes left with the impression that for some of the students there is very little reason to study, other than good marks and satisfying the teacher's demands. Having a newspaper to write for and the ensuing process of getting it published gives the students an objective to fulfill. The goal then is to write something interesting and relevant and make it look good because it is going to be published for distribution to students outside of class where many peers will read the stories.

## Motivation

A primary concern for any class is one of motivation. What can be done to get the students excited about the work they are doing? Producing a newspaper is an ideal vehicle for creating that eagerness to generate the best work possible within various skills levels. Constructing a newspaper gives the students the incentive to do well because, as mentioned previously, the work they do will be seen and judged by others. Additionally, nobody wants to be embarrassed by writing boring stories or stories that are difficult for others to understand. If your aspiring reporters are to go through the considerable effort of writing a story well, they will naturally want their readers to enjoy what they've written. Therefore,

publication of their work offers students the incentive to be creative, write something that is significant, and give it a captivating presentation.

As well, it is a natural characteristic that people have a desire to share their achievements with others. In an ordinary classroom setting, who sees the students' work but the student who does the work and the instructor who corrects it? It is not very often that anyone outside of a composition class reads what young scribes work so hard to produce. Nor is there much understanding of what goes on behind the doors of any other class. Working on a newspaper satisfies this natural desire to share with others experiences, interests, and abilities.

### Self-Esteem

When students take pride in their work, they are surely compelled to continue composing and to reach for their highest potential. By the time their work appears in print, their stories, presumably, are well written, and students will have gained a sense of accomplishment from the finished product. Not only do their stories read well, but look great on display in a newspaper format. Seeing their names in print and being told by friends that their story was enjoyable are the rewards for a job well done.

### Getting Down To It-Equipment

Having outlined the major benefits of producing a newspaper, you then face the daunting task of incorporating it into your regular class. The budget available to you will largely determine whether you are able to produce a full-scale newspaper printed professionally or a simpler version produced on your school's photocopier. In either case, there are certain tools in the newspaper industry that are important to use. These tools and their uses are inventoried as follows:

**A camera and black and white film.** Of course it is possible to use photos from your students' own cameras, but they will invariably be using color film. This is not always a problem, but in many cases the contrasts between the colors are not strong enough to convert well into black and white. Take for example a person standing in front of a tree. In the color photo it is very clear that the person's hair is black and the tree is green. However, when that photo is transferred to black and white, what you will see is a person with a very large beehive hairdo!

Another good point to consider is that if all the photos to be used in the newspaper are on one (or two or three) rolls, at least you know where they are. You won't be stranded on the final production day asking someone, "Did you remember to bring your picture in?" This situation, in a crunch, can leave an embarrassing large hole on your page.

**A hand-held tape recorder for conducting interviews.** This will avoid your reporters forgetting key points and ensures accuracy. Be sure that your students understand that it is a cardinal sin to misquote.

**Computers, desktop publishing (DTP) and word processing software.** Aldus Pagemaker 3 or higher is excellent for this project. Though it may be difficult initially for the instructor (trust me), the Japanese version is preferable if the production phase is to be the responsibility of the students. It should go without saying, if the students can read the menu items and directions they will be able to perform their work much faster. When the paper approaches its final stages of production the element of speed becomes very important. The menus are almost identical to the English version so you will not be completely in the dark as to how to run the program. Be sure that the word processing software you choose will be accepted for import into the DTP program.

**A light table with grid lines** is indispensable when creating artwork and advertisement-like copy such as congratulatory displays or cartoons. For manual page lay-out you absolutely must have a light table to insure copy is placed perfectly straight and for ease of visibility through two or more layers of paper.

**Page flats.** If you have no access to computers, or have neither the time nor desire to devote to mechanized page lay-out, page flats are pages made to the exact size of the newspaper you wish to have, be that B-4, pony, broadsheet, etc.. They have non-reproducible blue lines on them that serve as guides for columns and banner placement. If you are doing manual page setups, page flats are essential. They can be purchased and made to order at any print shop, and their cost is reasonable.

**Utility knives, rulers and glue** are needed for cutting the articles into strips after typesetting and placing them onto page flats. Be sure that the knives are always razor sharp to avoid ragged gray lines in printing. Pritt glue sticks work well when used sparingly to avoid glue blob bumps and moisture wrinkles that may cause shadows in printing or photocopying.

### A Few Tips To Get Started

For a newspaper to be an effective part of the class, it must be presented as an ongoing task. Each aspect of the paper/s production must be executed in tandem with the class's actual goal, be that writing, speaking, etc.

One of your first tasks is to go straight to the source. Open up a newspaper and make up a scrapbook of all the things you find appealing and interesting in a newspaper. This can be used as your ideas file for things to attempt in your own paper. If you've had little or no experience yourself with producing a newspaper, and for your students especially, this job is one that should, ideally, be worked on together in class. This immediately gives the students a voice, the power to decide, what will be in their newspaper.

Some of the things to look for when collecting materials for your scrapbook are: headlines-type styles, all caps, upper and/or lower case combinations, stacked, kickers, flush left or right; treatment of cutlines (captions&placement under or beside pictures; good



pictures versus bad pictures; a variety of articles for story ideas; methods of separating stories--boxes and lines; banner styles used for sections as in letters to the editor, sports, fashion, etc.; advertisements--good and bad; classifieds; and most important, lead and closing paragraphs. This will entail perusal of several newspapers in order to study differing formats and to effectively choose what styles are suitable and attractive for your own creation.

### How News Stories Differ

There are a few essential differences between writing for the news and other forms of writing which are worth mentioning.

Stories should be clear, concise, and to the point, without frills or flowery language. To that end, the first rule for any journalism student is: give every story a KISS meaning: Keep It Simple, Stupid! This rule is especially applicable to ESL students who tend to open their dictionaries and choose the word with the most letters. Your students must remember to always bear in mind who their audience is. Presumably the newspaper is for the students, not the faculty. If their readers cannot understand an article, they will pay little attention to the story and will most likely discontinue reading it.

Paragraphs, especially the lead, should contain 25 to 30 words or less; and they should contain a maximum of four sentences. Readability is the first priority here. Visually, short paragraphs help to break up a sea of gray type on the page. Though a paragraph may not look so long on a regular sheet of paper, condensed into the narrow columns of a newspaper they double their size.

From an editorial perspective, short paragraphs make

it easier to edit stories for length and clarity. Students will also find it simpler to rewrite incomprehensible sentences or to simply throw out sentences that say nothing.

### Is It Worth It?

Without a doubt, implementing a newspaper within the framework of your regular class is no small feat. There are many adjustments to be made in your teaching approach. In the first stages of training your students to perform the tasks involved in reporting and publishing a newspaper, a lot of time must be devoted, and indeed, some of your class time will be sacrificed throughout the year in the production phases.

The rewards, however, of dedicating yourself and the young minds at your disposal to this assignment are well worth the effort. The enthusiasm and motivation generated in the process of producing a newspaper is of immeasurable value. Absenteeism is decreased and motivation is increased because the students themselves become so immersed in and proud of the work they are doing. Additionally, with hands-on experience, the students learn and retain that knowledge at a greater rate. At the end of the year your students leave with a lasting reminder of what they accomplished in school. After all, their by-lines are right there in black and white.

*Saya Woods is a former editor of her community's newspaper in Canada and now teaches a newspaper seminar course at Sanyo Junior Women's College. Please call the author for tips or a workshop demonstration that she will be happy to do either at your school or at your chapter's meeting. She can be contacted at: 1-1 4-1 Hirai, Okayama-shi 703 or by phone at (086) 272-6254, extension 621.*

Consider contributing a manuscript to *The Language Teacher*. Topics currently desired: learner strategies, development of self-access programs, teacher corrections in the classroom and in composition, ways of teaching grammar, classroom management strategies, how high school and junior high school teachers can cope with changing *Monbusho* directives, how college and universities are responding to changing *Monbusho* directives, textbook analysis. Please contact: Greta Gorsuch, Editor, *The Language Teacher*, #601 Korutaju, 1452 Oazasuna, Omiya, Saitama 330,

# THE LANGUAGE TEACHER

**CAMBRIDGE** ELT: the professional choice

# Cambridge Preparation for the **TOEFL®** Test

NEW

Jolene Gear

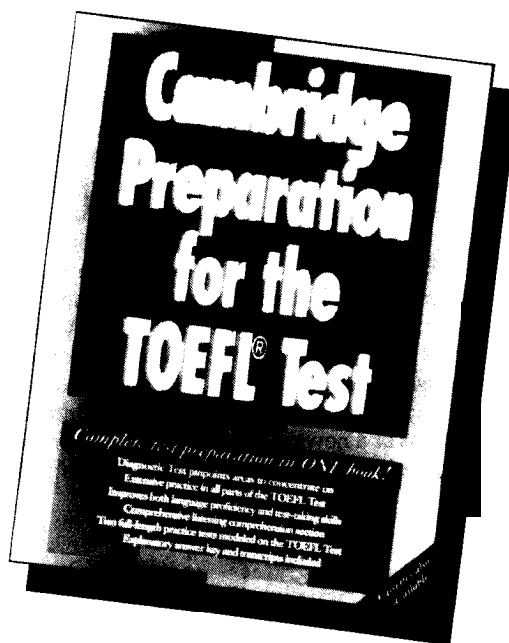
A comprehensive test preparation course that not only helps learners acquire the skills they need to succeed in the TOEFL Test, but also provides the language foundation needed to score well.

The book features:

- information about the TOEFL Test
- a diagnostic test
- test-taking strategies
- two complete practice tests
- explanatory answer keys

The accompanying recordings use a variety of North American accents – just as on the TOEFL Test.

Ideal for both classroom and self-study use.



TOEFL is a registered trademark of Educational Testing Service. Cambridge University Press is solely responsible for the contents of this book and is in no way connected with Educational Testing Service.

✂-----  
If you would like to receive a sample of any of the above titles please return this form to:

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

Name \_\_\_\_\_

School \_\_\_\_\_

School Address \_\_\_\_\_

Town \_\_\_\_\_

Post Code \_\_\_\_\_ Tel No \_\_\_\_\_

**CAMBRIDGE**  
UNIVERSITY PRESS

## Nominations & Elections Committee

Nominations are now being accepted for the following National Officer positions: President, Treasurer, Membership Chair.

Nominations can be made by any member of JALT in good standing and should be directed to the Chairman of the Nominations & Election committee no later than Thursday, September 9, 1993. This cutoff date is needed to allow the NEC time to assemble relevant biographical information for each nominee in time to meet TLT deadlines for the November issue and for the printing, distribution, and return of ballots by the November 20 deadline specified by the JALT constitution.

Nominations should be printed clearly on a postcard with the name of the nominee and the position for which s/he is being nominated. Please print your own name, chapter, and telephone number on the same card for verification purposes. It is recommended that you contact the person you wish to nominate to make sure that s/he is willing to run for the office in question. This would save time for the NEC, who are obliged to contact each nominee whose name they receive.

NEC Chairman: Brendan Lyons  
4-7-13 Shijimizuka  
Hamamatsu-shi 432

## Gary Wood

The Hamamatsu Chapter has learned with sadness of the death of its former President, Gary Wood, in Portland, Oregon, on April 9. Gary was instrumental in the formation of our chapter in 1981 and was Chapter President for two years, 1985-86. Almost single-handedly he brought the JALT Annual Conference to Hamamatsu in 1986. After his return to the U.S.A. with his family in 1987, Gary still kept in touch with his many friends and colleagues in JALT. He will be missed by all of us who knew him.

**Brendan Lyons**  
**Hamamatsu Chapter President**

*The sadness of the Hamamatsu Chapter is shared by the Editor, who attended her first meeting of JALT at the Hamamatsu Chapter in 1985 with Mr. Wood presiding.*

# JALT 93

## Pre-Conference Workshops

As in previous years, JALT has scheduled a number of publishers workshops featuring well-known figures in the language teaching field for the day prior to the annual conference. On Friday, October 8th from 9:30-12:30 and 2:00-5:00, the following nine workshops will be held at Sonic City in Omiya. The registration fee is ¥4,000.

昨年同様に JALT 賛助会員後援の著名な講演者による大会前ワークショップを企画しております。次の9つのワークショップが10月8日(金)9時30分より12時30分までと2時より5時まで大宮ソニックシティで行われます。参加登録料金は¥4000です。

参加登録方法は、*The Language Teacher* 7月号の大会用別冊をご覧ください。

**Dr. Michael J. Wallace**, "Exploring the Development of Language and Cultural Awareness"  
**Marc Helgesen**, "Listening - Content, Culture, Tasks

and Strategies"  
**Gwyneth Fox**, "Seeing is Believing: Corpus Evidence Used in Teaching"  
**Della Summers**, "Insights into Vocabulary through Authentic Copora"  
**Robert O'Neill**, "The Conspiracy of Narrative"  
**Kathleen Graves**, "Teaching Culture: Knowledge? Skill? Attitude? Awareness?"  
**Ritsuko Nakata**, "A Pragmatic Approach to Cross Cultural Communication: The MAT Method"  
**H. Douglas Brown**, "Cross-Cultural Dimensions of Learner Strategy Training"  
**David Nunan**, "Developing an Action Plan for Classroom Research"

Further details along with registration materials will be included with the July issue of *The Language Teacher*.



# ScottForesman English

*Brings English to Life!*

In Contact, ~~levels~~ 1 and 2

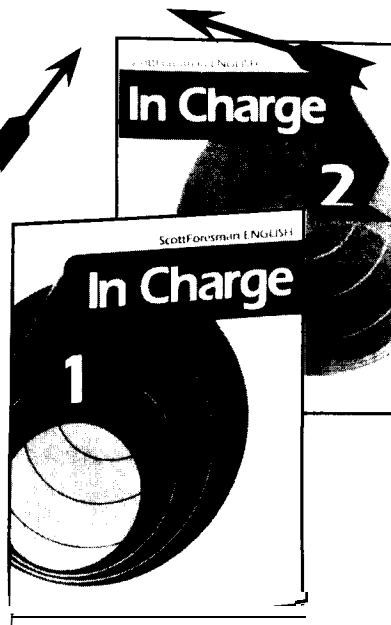
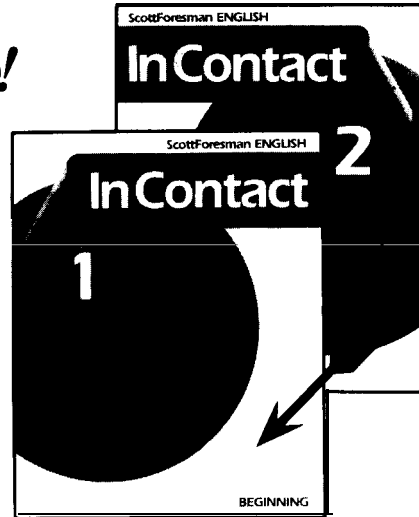
On Target, ~~levels~~ 1 and 2

In Charge, Levels 1 and 2

## *Now the series is complete!*

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

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



***For more information contact:***



**ScottForesman**

**A Division of HarperCollinsPublishers**

David Gray

HarperCollins Publishers

1-2- I Sarugaku-cho, Chiyoda-ku, Tokyo 101

Phone: 03-3294-8288/3291-6343

Fax: 03-3294-8284

## Teaching Other Foreign Languages

by Nelson Einwaechter  
Yasuda Women's University

### Not Only English and Japanese

JALT is an organization that "welcomes members of any nationality, regardless of the language taught." It was, therefore, about time for it to devote more coverage to languages other than English and Japanese. The special issue, Teaching Other Foreign Languages (February, 1993), goes a long way to rectifying this oversight, but there is still room for improvement.

### Show Us These Books

First, unlike past special issues, where the advertising usually reflected the contents, there were no ads promoting books and references for the other foreign languages mentioned. There was, however, a publishers' list of foreign language materials (p. 41). Unfortunately, these materials are not as readily available as the extensiveness of the list might suggest. Many of these international publishers either have divisions outside of Japan which handle other languages or are agents for other publishers. When I used to teach French, Japan Regents Publishers supplied me with materials from Hachette (a leading French publisher), but it usually took much longer to obtain these compared to EFL materials because many of my choices were not stocked in Tokyo and had to be shipped from Paris. As a matter of fact, Mary Glasgow Publications (French, German, Italian, and Spanish), represented by David English House, was the only publisher I found at the JALT 92 national conference in Kawagoe that displayed more than just a couple of foreign language books and materials. There were also surprisingly few books devoted to the teaching and learning of Japanese as a second language (JSL) at the conference.

### Three Kinds of Publishers

Foreign language instructors in Japan are confronted, just as I was when I taught French at a local *senmon gakko*, with choosing from one of three different publishers:

1. publishers whose materials are entirely written in the target language;
2. publishers whose materials are written in the target language and English; and
3. publishers whose materials are written in the target language and Japanese.

A variety of factors may guide one's choice, ranging from teaching philosophy to the motivational level of the students. If a teacher chooses the first option, the students may be overwhelmed, realizing the painful differences between being a false beginner in English and a true beginner in the other foreign language they're studying. The second choice may make it easier for a non-native teacher of that language, but is it fair

for students to have to juggle three languages at the same time? Finally, the third option may depend on the instructor's fluency in Japanese.

Furthermore, one must weigh the advantages/disadvantages, just as Kathy Yamane encountered (1993, p.37), of the *katakana-glossed* pronunciation charts. Access to these publishers is limited due to lack of catalogs and inspection copies as well as lengthy shipping delays. This results in fewer choices and less time for the L3 teacher, who may therefore be required to make a decision without thoroughly thinking of the consequences.

### Some Suggestions

The point of this letter is to raise awareness of the problems faced by teachers and learners of L3 in Japan. I would like to make a few suggestions to improve the current situation. First of all, L3 instructors need to organize themselves, as they did for the special issue, and share information. The possibility of forming an N-SIG has been mentioned, but nothing concrete, as far as I know, has happened.

Publishers should display more of their other language materials at national conventions. Perhaps JALT can try to attract associate members who have not joined in the belief that this organization is only one for English teachers. Problems brought up by Rudolph Reinelt (1993, p. 9) should be addressed in future issues of TLT. Finally, JALT should back up Barbara Menzel (1993, p. 17) and Wolfgang Nitz's (1993, p. 17) call for the Monbusko and Japanese universities to expand foreign language learning rather than reduce it.

### References

- Menzel, B. (1993). Vom "kennen" zum "konnen": Learning German in a Japanese university. *The Language Teacher*, 17 (2), 13-17.  
Nitz, W. (1993). German in Japan: Himeji-Dokkyo. *The Language Teacher*, 17 (2), 11-17.  
Reinelt, R. (1993). Further foreign language learning in Japan. *The Language Teacher*, 17(2), 3-9.  
Reinelt, R. (1993). A publishers' list of foreign language materials. *The Language Teacher*, 17 (2), 41.  
Yamane, K. (1993). Beating those bonjour blues. *The Language Teacher*, 17 (2), 37-40.

## Moving?

To keep The Language Teacher coming, inform the JALT Central Office (Glorious Tokyo 301,2-32-10 Nishi-Nippori, Arakawa-ku, Tokyo 116) of your new address,

**Agents required**  
for study programmes in London  
只今、Link英国留学センターでは、代理店を募集しております!!  
~留学希望の方をご紹介下さい!~



Link Eikoku Ryugaku Centre  
Horiki Bldg 2F 283  
Gyoutokuekimae  
Ichikawa-shi Chiba ken

☎ 0473 (56) 5256

FAX0473(56)9011

# SHANE

## ENGLISH SCHOOL

# LONDON

We are located in Mayfair renowned for being the most fashionable part of the capital. South Molton Street is pedestrianised, giving a calm and safe atmosphere: perfect conditions for learning!

We have group lessons, private one-to-one lessons, examination courses and business courses.

We can help you whatever your requirements are.

### 夏の2大ツアー参加者募集中!

- サマースタディーツアー (ロンドンスクール)

対象: 17才以上  
期間: 7月24日(土) ~ 8月22日(日)  
料金: ¥499,000

- サマーキャンプ in Kent (英国)

対象: 9才~17才  
期間: 7月31日(日) ~ 8月22日(日)  
料金: Y439,000 14才~17才  
Y459,000 9才~14才

(申込締切: 各ツアー共6月15日迄です)

# HAPPY HOUSE

Saxoncourt  
ELT 

A fun new  
course for  
9 - 12 year olds.

by Mark Perkins & Richard Simpson  
Illustrations by William Herz

"Trinity College London recommends the Happy House series for use in the teaching of English to Young Learners. Teachers will find the series to be helpful in the preparation of candidates for the early grades of Trinity Examinations in Spoken English (ESOL)"

## Selecting Textbooks: A Checklist-Part 1

by Duncan Dixon  
Tokoha Gakuen University, Shizuoka

Teachers are often required to select their own textbooks, or are at least asked to give their opinions about texts under consideration. Here is the first part of a three-part checklist I use to help me approach the selection of texts in a systematic manner, and to remind myself of the important elements to look for when selecting texts. Part two will examine claims textbook authors and publishers make about their books, and part three will consider other resources that come with textbooks.

Initially I consider who my students will be and the approach, design, and procedure of the textbook in question.<sup>1</sup>

### Students

- a. age
- b. English level
- c. past language-learning experience
- d. interests
- e. expectations from the course

### Approach

- a. What is the approach to language-teaching of the authors of the text?
- b. What is their stated or implied theory of the nature of language and language learning?
  - A collection of grammatical structures to be mastered?
  - A group of functions and notions to be mastered? (Finocchiaro & Brumfit, 1983)
  - Interaction to establish and maintain human relationships?

### Design

- a. objectives of the text
- b. the syllabus covered
- c. types of learning and teaching activities
- d. learner and teacher roles
- e. role of the textbook itself in the classroom

### Procedures

- a. What classroom procedures does the text require, that is, what will actually happen in the classroom if I use this text?
- b. Is the text's design and the procedures required by this design ones with which Japanese students will be comfortable?
- c. Are the differences in approach taken by the text an important factor in learning about the target culture?

### Course Objectives

- a. Does the text contain useful interesting: topics? grammar? functions? situations?
- b. Can I fit the text into my course or will I have to

design my course around the text?

- c. What skills are covered? reading? writing? speaking listening? vocabulary? pronunciation?
- d. Do the skills presented match those I want to cover in my course?

### Notes

I am using the terminology of Richards & Rodgers (1986). The purpose here is not to give detailed descriptions of the various approaches and methods in language teaching. For a more detailed explanation of these terms, refer to their book *Approaches and Methods in Language Teaching*.

### References

- Finocchiaro, M., & Brumfit, C. (1983). *The functional-notional approach: From theory to practice*. New York: Oxford University Press.
- Richards, J.C. & Rodgers, T.S. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.

### Guidelines for Submissions to The Language Teacher

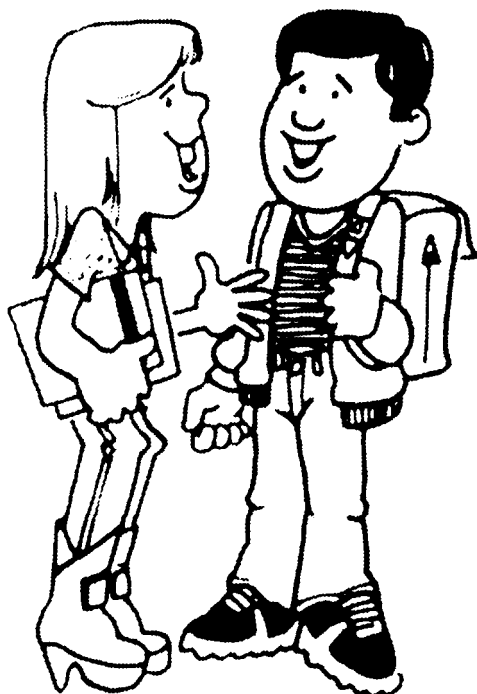
*The Language Teacher* welcomes well-written, well-documented articles of not more than 2,500 words in English or 20 400-ji *genko yoshi* in Japanese, concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan.

On manuscripts, which must be typed, double-spaced, on A4 sized paper, provide at least three centimeter margins at the top and sides, and avoid putting extraneous material there. The author's name and affiliation should appear under the title. Please use subheadings throughout the article for the convenience of the readers. When citing another work, include the author's name, publication date, and page numbers. The list of works cited at the end of the article should be double spaced and follow APA (American Psychological Association) style. For example, for journal articles: Gathercole, S. & Conway, M. (1988). Exploring long-term modality effects: Vocalization leads to best retention. *Memory and Cognition* 16(2), 110-119.

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

Interviews: Occasionally *The Language Teacher* publishes interviews with internationally known professionals in the field. If you are interested in interviewing someone, it is required you consult with the Editors first. Interviews should follow the format of ones recently published in *The Language Teacher*; please select three or four quotations from the interview, type them on a separate page, and submit them with the manuscript. It is also recommended that you read "Interviewers, Stand Firm," by Ron Sheen, which appeared in the March, 1992, issue of *The Language Teacher*, page 47. Therein are some valuable suggestions in terms of interview content and tone.

# SIDE BY SIDE



that coursebook that still has  
**JAPAN TALKING!**



**Prentice Hall Regents of Japan**

Jochi Kojimachi Bldg. 3F, 6-1-25 Kojimachi, Chiyoda-ku, Tokyo 102

Tel: 03-3238-1050

Fax: 033237-14GO

**A Paramount Communications Company**



## Teaching Students about the Media by Becoming It by Saya Woods

新聞、ラジオといったメディアが言語を学習する際の有益な材料であることは、多くの教師が認めることである。問題は、このメディアを言語学習の道具として用いる場合、どのようにすれば最も効果的に学習意欲を引き出すことができるか、という点にある。一つの方法は、学習者に新聞作りをさせることである。新聞作成という作業をとおして学習者は、文章表現力を身につけ、世の中の事情に明るくなり、語彙力も増す。本論文では、一定の期間に新聞作成作業をうまく遂行するための具体的なガイドラインが示される。また、新聞発行に際してどのような設備が必要かということも示される。

## Selective Editing

by Reed Venrick

ここ10年間の研究で、作文の誤りを細かく訂正することは言語の学習者にとって意味がないことがわかっている。にもかかわらず教師は、今まで同様のやり方を改めようとしめない。本論文では、著者考案の限定的な誤り訂正の方法が提案される。なお、この方法固有の術語を理解し使用することが学習者に求められる。著者のシステムに基づく学習者の作文例、教師による訂正例、そして、作文コースにおける学習の進歩が見えるようになっている成績表が示される。

## Conducting Effective Pre-Departure Orientations for Japanese Students Going to Study Abroad

by Barbara Johnston

毎年多くの日本人学生が、海外のさまざまな英語学習プログラムに参加している。渡航前オリエンテーションの充実にかかっている。本論文の著者は、海外学習プログラムの参加者が互いに親しくなるために、ゲームその他の活動をする、学習プログラムから学習者が何を期待しているかを知るために何回かアンケートやディスカッションを試みる、カルチャー・ショックに関して討論したり説明の機会を持つことを奨励している。また、異文化観察力を身につけられるように、Experiment in International Living という団体が開発した活動を採用することの必要性が強調される。

## The New Mombusho Guidelines

by Richard Goold, Christopher Madeley and Nigel Carter

1994年4月から公立高校の英語授業に文部省の新学習指導要領が適用される。その内容と問題点について3回シリーズで取り上げるが、その第1回が本編である。ここでは、新オーラル・コミュニケーション A (OCA) コースに関し、授業担当教師が知っておくべきコースの目的が議論される。積極的なオーラル・コミュニケーションを奨励しようとする OCA 作成者の目的や意図は正しいが、それが高校で実施される場合に問題がある、と著者は考える。つまり、ガイドラインに示されたダイアログを取り上げるときに、教師がコミュニケーションカティブな活動をしないで、学生に文をコーラスで繰り返して

言わせたり、覚えさせることを中心とした作業で授業を終えてしまうことが予想されるからである。「積極的なオーラル・コミュニケーション」の教え方に関する具体的手順がガイドラインに示されていないことが、このような危惧を生む理由である。

## An EGTM: What Is It?

by Ron Sheen

この数十年、とくに日本において、文法訳読法は陳腐で不人気なものになってしまった。しかし、修正を施せば現代の言語学習に適合可能な潜在的なよい面を文法訳読法は持っているだけに、これは残念なことである。一方、日本で行われる外国語学習の多くは、授業時間数の少ない形式的言語学習の形態をとっているため、クラッシュンが言う意味における言語習得（理解可能なインプット）が見られない。このようなことを踏まえて著者は、翻訳と説明をとおして学習者が言語構造の形式と意味を学ぶことができる「啓発的」文法訳読法 (EGTM) が外国語教室で使用されるべきだと唱える。そのため教師には、ある程度の第一言語（日本で学習する場合には日本語）の運用能力が要求される。文法訳読法が「啓発的」であるためには、まず言語の話しことば的要素を書きことば的要素に優先させることで学習者の発話を促進し、書かれたことばを見て発音を学習する際に生じるマイナス面を拭いさることが求められる（英語に関して言えば、綴りと発音の間には統一性がない）。理解の助けとして、英語の現在進行形と現在形の EGTM を使った教え方が紹介され、論文の最後に、語彙教育に関するコメントが付される。

和文要旨作成協力：森川博己、森川キャロリン

## Towards Teaching Japanese as Education

by Hiroyuki Nomoto

Based on his experience in working with immigrant workers in Japan, the author claims that the teaching of Japanese as a second language should be an educational act in that its fundamental objective is to help learners to develop and to pursue a better life as human beings. After describing the Declaration of Persepolis adopted at the International Symposium for Literacy in Iran in 1975. The UNESCO Declaration of the Rights to Learn and Paulo Freire's work in literacy which greatly influenced them, the author proposes the following principles for teaching JSL: 1) Teaching JSL should be viewed as an educational act for human liberation. 2) Learners should be the subject of pedagogical processes. 3) Teaching should be based on learners' daily experiences and cultural background. 4) Learners' participation in pedagogical processes and dialogues between teachers and learners are indispensable. 5) Teachers should have a full understanding of international issues and a keen awareness of human rights. The author concludes that learning JSL is a human right of immigrant workers, legal or illegal, in Japan.

LANGUAGE INSTITUTE OF JAPAN

# SUMMER WORKSHOP '93

25TH ANNUAL INTERNATIONAL SUMMER WORKSHOP  
FOR TEACHERS OF ENGLISH

August 8 (Sun) -14 (Sat) 1993

---

FEATURED PRESENTERS:

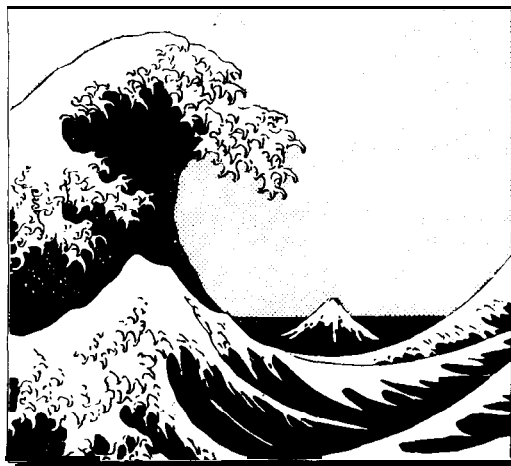
---

<b>Steven Epstein</b>	SWEROAD, Laos
<b>Victoria Kimbrough</b>	The New School for Social Research, U.S.A.
<b>Alan Maley</b>	The Bell Institute, U.K.
<b>Alex Sharma</b>	Concordia University, Canada
<b>Shinichiro Yoshida</b>	International Education Resource and Information Center (ERIC), Japan

## CROSS CURRENTS

AN INTERNATIONAL JOURNAL OF  
LANGUAGE TEACHING AND  
INTERCULTURAL COMMUNICATION

*\*IALT members discount and subscription.  
Use the postal order form in the Language Teacher.*



For further information concerning both Cross Currents and the Workshop, please contact:

# LIQJ

LANGUAGE INSTITUTE OF JAPAN

4-14-1 Shiroyama, Odawara, Kanagawa 250  
Tel. 0465-23-1677 Fax. 0465-23-1688

## Classroom Management: Creating Motivation by Use of a Clear Grading System

by Tetsuro Fujii

Do you know college teachers who complain about their students' attitude? Or, have you found difficulty, not with what to teach, but with how to teach an unwieldy class? This paper will focus on seven problems of classroom management and suggest teaching and grading techniques to solve them.

### I. Problems

In college classes, language teachers face several problems, whatever the skill they teach. There are four problem areas all instructors need to deal with.

1. Large classes: With more than forty students in a class, it is challenging to communicate individually or directly with each student.
2. Student motivation: Many students are not English majors. Except for a few very motivated students, most of them are in the class not because they are eager to study English, but simply because they have to be there. English is an obligatory subject for first and second year students. Furthermore, since some of the students have been forced to study English to pass entrance examinations, they do not even like English. Therefore, many students are less than eager to participate, and are frequently absent from class.
3. Seating position: When students try to sit in the back of the class. The front row tends to remain empty.
4. Tardiness: If the class is held during the first or second period, some students come to class late. This is quite distracting to the rest of the class.

Students, on the other hand, are concerned with the following issues:

1. Examinations: Usually there are two big exams in a year: one is the mid-term and the other is the final. Since most of the grades depend on the exams, students are intimidated having to study several subjects intensively in a short period of time.
2. Ambiguity of the grading system: It is not easy for students to tell why they got a certain grade. A teacher might use a percentage chart to present a breakdown of the grading system such as the following:

Class performance .....	15%
Attendance .....	10%
Homework .....	15%
Mid-term exam .....	25%
Final exam . . . . .	35%
Total .....	100%

However, it is still difficult for the students to know exactly how much of their effort equals 15%, or what 10% means. If a grading system is not clear, there is a margin of error between the students' expectation and the teachers' grading. Grades are a mystery for students.

3. The minus points system: There is a big gap between the teacher's evaluation of exams versus classroom ac-

tivities. When students make mistakes in class, the teacher will not grade them down. Generally, language teachers advise their students not to be afraid of making mistakes. However, on examinations, students' mistakes count. They get 100 points maximum, so all they can do is lose points. In other words, their ability is evaluated by how many mistakes they do not make on the exam. Since they must take a lot of exams, they are trained in how not to lose points rather than how to gain points. The outcome is that students develop an aversion to making mistakes.

The following techniques were developed in my own college class, a reading class of forty non-English-major multilevel freshmen, but it can be adapted to other levels and skill areas to overcome the above problems.

### II. Solutions

First, the teacher tells the students that there are no large exams: no mid-term or final exams. Instead, the students' grades totally depend on their effort in class.

In that case, how can the teacher objectively measure the students' effort? What is a fair way to evaluate class performance? When the students finish reading passages from a text, the teacher asks comprehension questions. If students know the answer, they raise their hands. The teacher calls on one of them. The student who volunteers the answer gets 3 points. The answer may be wrong, but there is no penalty. Students can even be awarded one point if the answer is close. In the case of opinion questions like "What do you think..." or "What is your idea..." the students are given points. This encourages them to try no matter what response they offer. Japanese students in large classes can begin to express their opinions. The teacher tells the student how many points are earned each time. Since the students never lose their points, all they can do is accumulate points. There is no losing, only gaining. The teacher keeps track of the points accumulated in a score book.

Students can raise their hands as many times as they want in a class until they have accumulated 3 points. However, in order to give everybody a fair chance to answer, those students who have already answered and received 3 points have to wait for the signal, "Are there any repeaters who can answer this difficult question?" When the students' answers are correct again, they are given an extra point. Why can't the teacher give 3 points or even more? Because if high-level students receive too many points in one class period, they may not find the class challenging and will not come to the next class. After 3 points are given for the first correct answer, only 1 point is given as an extra point. Except when the teacher asks an extremely difficult question, the points may be raised to 3 or more as a bonus to encourage students.

What does the teacher do if a lot of students raise their hands at the same time for an easy question? The teacher should call on the students from the very front row, so the closer the students sit to the front of the class, the faster they can get points. Students who come to class late have to sit in the back. Therefore, all students, including low-level students, are informed that there are two sure ways

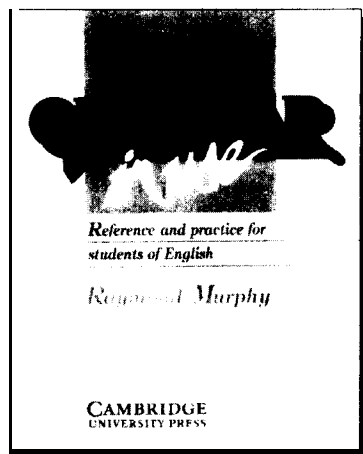
# Basic Grammar in Use

Reference and practice for students of English

Raymond Murphy

*Basic Grammar in Use* is a unique combination of reference grammar and practice book for high-beginner to low-intermediate level learners. This American English edition of *Essential Grammar in Use* focuses on the fundamental structures of English grammar normally taught in basic or introductory courses.

The easy-to-use layout follows the successful model of the intermediate-level *Grammar in Use*, new structures with examples appear on the left-hand page, and exercises to check understanding on the right.



- Each of the 106 units deals with a particular grammar point.
- Appendices deal with phrasal verbs, spelling and irregular verbs.
- Units can be used in any order.
- Can be used as a class text, reference book or for self-study.
- Separate answer key for individual use, self-study, and as a handy reference for teachers.

-----✂-----  
If you would like to see a sample copy of *Basic Grammar in Use* please return this form to:

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

Name \_\_\_\_\_

School \_\_\_\_\_

School Address \_\_\_\_\_

Town \_\_\_\_\_

Post Code \_\_\_\_\_ Tel No \_\_\_\_\_

**CAMBRIDGE**  
UNIVERSITY PRESS

to accumulate points: one is to come to class very early and sit in the front of the class; the other is to study, in advance, the comprehension questions in the text.

### III. Adjustment:

This technique always works well in my class. There are no vacant seats at the front of the class, and few students are late or absent from class. Every student willingly answers comprehension questions. Some students even complain that they want to answer more.

To satisfy some of the students' needs and to break the routine, the teacher sometimes gives written forms of all comprehension questions before the students read the passage. After the students write their answers on the sheets, all the papers are collected, shuffled and redelivered to the students. Each student corrects another's answers. For the grading, the teacher writes on the blackboard the converted score chart as follows:

No. of correct answers	Converted points
16-20	6
10-15	3
5-9	1
0-4	0

The students write the converted score on the sheet. The teacher collects the sheets and copies the converted points in the score book. At this point, it is very important that the teacher tell the students the gravity of the importance of class participation. In other words, in usual classes students get 3 points if they give the correct answer to only one question. On the other hand, in a written task, to get the same 3 points, a student needs to answer 10 to 15 questions correctly. Six points means 6 correct answers in oral or 16 to 20 correct answers in written form. In this way, the scoring and grading system is very clear to the students. Since students can keep track of points, they know where they are, and where they are going; they know exactly how many points they have accumulated and how many more points they need.

### Comment

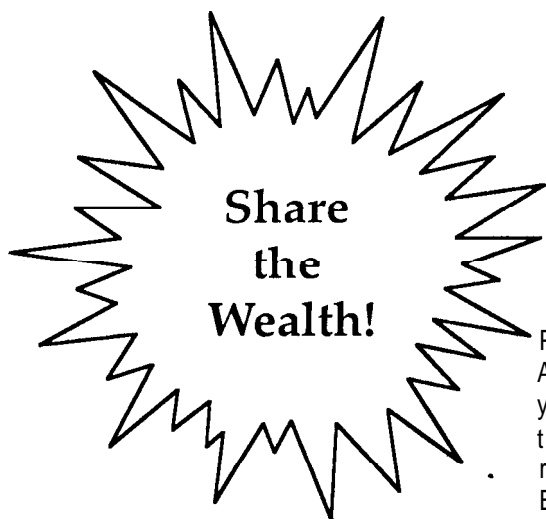
Is it possible that these techniques will threaten students? Maybe, but which is more intimidating for students to hear: "There are two major exams in a year, and if you get than 60 points in either of them, you will fail this class," or "any student can pass this class who makes enough effort to get more than 60 points in a year."? Usually it is better to give smaller tests many times than to give one or two huge exams. Once the students get used to the system, they actually become involved with each lesson as they enjoy gaining the points.

*Tetsuro Fujii is a lecturer at Tamagawa University and also teaches at Tokyo YMCA College of English.*

## Teaching Communicative Strategies to Develop Communicative Competence

by Charles Browne

It is widely noted by native speakers of English who have taught at Japanese high schools that students generally lack the ability to communicate in English even though they have had at least six years (at 3-6 hours per week) of formal study. One factor seems to be that the English education system in Japan places such emphasis on accuracy and the rote memorization of grammatical forms (said to help students pass the college entrance examinations), that students have little experience in applying their knowledge to situations where they are required to use language in meaningful ways. In terms of Canale and Swain's (1980) communicative competence model, sociolinguistic competence, discourse competence, and strategic competence are almost entirely ignored in favor of efforts to try to "teach" students grammatical competence. Most English classes in Japanese junior and senior high schools are conducted in Japanese in a teacher-centered lecture format, with students spending most of their class time writing down and memorizing the teacher's explanation of difficult grammar points. One result of the passive role of students in the classroom seems to be a lack of development over time in most students' interlanguage. Many frustrated teachers have pointed out that there is little or no discernible improvement in the students' ability to interact in English over their entire six-year course of formal English study.



Please contribute to "My Share": 1000 words (6 pages of A4, double spaced, one sided) on a single technique that you have used, or a successful lesson plan. Your description should be precise enough so that the reader can replicate what you do. Contact: Elizabeth King, My Share Editor, ICU, Osawa 3-10-2, Mitaka, Tokyo 181

# *Heinemann Games Series*



**Japan's Number 1  
Games Book  
is Now...**



**BIGGER!**

(A4 Size, 3 levels)



**BETTER!**

(Fully revised,  
hundreds of games)

**PHOTOCOPIABLE !**

(Legally...!)

**LEVEL 1 AT YOUR  
BOOKSTORE NOW!**

**HEINEMANN**

The focus of this article is on the development of the student's strategic competence in English through the introduction and practice of communication strategies (CS). Strategic competence helps learners make up for linguistic deficiencies. Selinker (1972) points out that in many communicative situations, second language learners are able to use their restricted interlanguage to transcend its limitations. I have found that an emphasis on strategic competence, "an ability to employ strategies of language use to compensate for breakdowns in communication to reach a communicative goal" (Richards, Platt & Platt, 1992) is especially appropriate in Japanese high schools and colleges, since students already have a tremendous amount of passive linguistic knowledge.

The introduction of strategies of language use is the key to helping students to tap into this knowledge. Tarone (1980) defines CS as the "mutual attempts of two interlocutors to agree on meaning in situations where the requisite meaning structures do not seem to be shared." Although Japanese students have little classroom experience in using English for communication, the introduction of communicative strategies there gives students the tools they need to begin communicating in English.

The aim of this approach, though, is not to introduce CS as isolated teaching points, since this would not guarantee that students would use them. Indeed, if CS were taught as the Monbusho-approved textbooks are often taught, many teachers would begin with a long, detailed explanation of communicative strategies (probably in Japanese), and at best, follow up with a pattern practice drill. Recent SLA research suggests that for students "to engage in the kinds of interaction believed to activate the acquisition process, classroom activities must be structured to provide a context whereby learners not only talk to their interlocutors, but negotiate meaning with them as well" (Pica 1993).

A more effective way, then, would be to introduce a new CS in the context of an activity that intentionally leads to communication breakdowns, since that would require the student to use the new strategy to repair the communication and complete the interaction. By overtly teaching strategies which help students to deal with communication breakdowns, and then purposely introducing classroom activities that cause breakdowns, teachers enable them to tap into their latent linguistic knowledge and use it to interact in English. Once students lose their fear and begin to interact through the negotiation of meaning, there will be a corresponding movement in the development of the student's communicative ability.

Below are several examples of strategies that I have found to be helpful in enabling Japanese students to interact more effectively:

Strategy 1. Getting the teacher (or another student) to explain something that has not been understood.

Strategy 2. Defining in other words an unknown vocabulary word.

Strategy 3. Using fillers or hesitation to gain time to think of an answer.

Strategy 4 Avoiding a topic or question you don't want

to talk about.

Strategy 5. Asking for repetition.

In a typical lesson, students are presented with a CS, and several accompanying expressions and phrases. I find that it is often useful to begin with a quick warm-up such as briefly demonstrating the strategy with a student, or relating an interesting anecdote about when such a strategy came in handy, or even showing a video clip that demonstrates the strategy in use. After the warm-up, students are broken into pairs and given an information gap activity which is designed to cause a breakdown in communication. Students are told that the purpose of the exercise is to help them to be able to use a special strategy to overcome difficulties which occur when they speak in English. They are asked to try their best to use the new CS rather than Japanese when they encounter miscommunications.

It is interesting to see the smiles on students' faces as they successfully overcome a potential communication breakdown, maybe for the first time, without relying on their teacher, their dictionary, or Japanese. In light of Monbusho's new emphasis on communicative competence among junior and senior high school English students, and the teacher-centered, accuracy focused teaching which predominates English teaching today, helping students to acquire language which will lead to the development of their strategic competence in English seems an effective step toward an English classroom which is more student-centered and communicative.

Finally, since communicative ability is variable and transitional in nature, and it is not possible to guarantee that all learners will acquire the new language at the same pace, opportunities for students to use the new strategies and language should also be incorporated in as many future classes as possible. One such practice that teachers could adopt to give students more opportunities to use these communication strategies is to occasionally modify their teacher-talk in such a way that communication breakdowns are purposely created. Simple techniques such as using lexis at a higher level than the students' current level or understanding, or by giving spoken input that is either too fast or too soft for the class to comprehend will encourage students to negotiate meaning and repair communication on a regular basis.

Canale M., & M. Swain (1980). Theoretical bases of communicative approaches. In A. Spolsky & H. Widdowson (Eds.) *Applied Linguistics*.

Pica, T. Karagy, R. & Falodun, J. (in press). Choosing and using tasks for second language research and instruction. In S. Gass & G. Crooks (Eds.) *Task-Based Learning in a Second Language*. London: Multilingual Matters.

Richards, J., Platt, J. & Platt, H. (1992). *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman.

Selinker, L. (1972). Interlanguage. *IRAL* 20, 209-231.

Tarone, E. (1980). Communication strategies, foreigner talk, and repair in interlanguage. *Language Learning* 30, 417-431.

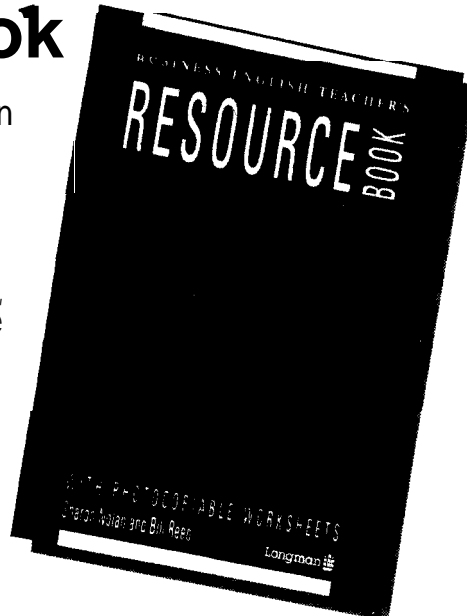
*Charles Browne has been involved with teaching, teacher training, and curriculum development at Japanese junior and senior high schools, colleges and conversation schools for eight years.*

**NEW**  
titles for the  
business English  
classroom

# Business English Teacher's Resourcebook

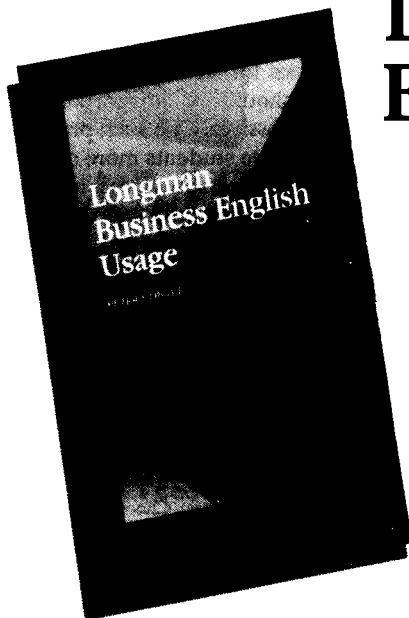
Bill Reed and Sharon Nolan

- Practical guidance to help you meet the needs of business and professional people in a wide range of teaching situations
- Treats your course participants as your main resource, allowing them to be experts in their field and you to be an expert in yours
- Elementary to advanced levels
- Suitable for mixed background groups
- Photocopiable worksheets
- Additional notes for one-to-one teaching



## Longman Business English Usage

Peter Strutt



- For all intermediate-advanced level students who need to project a professional image through the accurate use of English
- 130 entries including grammatical structures and key business vocabulary, focusing on the most commonly confused words
- Examples taken from a wide range of business fields
- Practice material following each entry
- Ideal for quick reference or more detailed study
- Includes answer key, for self-study

For further information about Business English from Longman ELT please contact:  
Longman ELT, Gyokuroen Building, 1-13-19 Sekiguchi, Bunkyo-ku, Tokyo 112;  
Tel: 03 3266 0404; Fax: 03 3266 0326, Osaka Tel: 06205 6790

*We're putting English to work*

**LONGMAN ELT**





**Teaching and Learning Vocabulary.** I. S. P. Nation. Newbury House Publishers, 1990. Pp. 275.

Should vocabulary be taught? How many words does a second language learner need? What are those words and how should they be chosen? What is involved in learning a word? How do we assess the size of our students' vocabulary? What vocabulary is needed to understand spoken English? to speak, read, and write English? What strategies for learning vocabulary are best to teach our students? *Teaching and Learning Vocabulary* by I. S. P. Nation is a timely and very readable book that responds to these and other frequently-asked questions about vocabulary. It is based on the extensive body of research and classroom experience reported in the literature between 1891 and 1990, with approximately 900 references from the fields of linguistics, psychology, and education.

Nation's basic premise is that teaching and learning vocabulary are best accomplished through the use of a "systematic, principled approach." Two parallel concepts form the crux of this approach. The first stems from inquiry into vocabulary's statistical nature, which according to Nation, forms the basis for the development of guidelines useful in teaching and learning vocabulary. In particular, it distinguishes the two or three thousand high-frequency words, which have wide ranges and merit a great deal of focus, from the several hundred-thousand low-frequency words, which have relatively narrow application, and require the learning and use of specific strategies such as mnemonic techniques, word parts, or guessing from context.

The second concept derives from research into the steps learners go through in acquiring new vocabulary. An analysis of this process forms the basis for the development of learning tasks that can make teaching vocabulary more efficient and effective. It places particular emphasis on the "learning burden" of a word—the relative burden a particular word places on the learner's processing capacity in terms of its form, grammatical patterns, collocations, function, meaning, and associations.

Nation draws on these two concepts throughout the book's twelve chapters, employing information on variations in word frequency in the development of appropriate learning tasks. Chapters typically contain "application" exercises designed to relate the material presented in each chapter to frequently-occurring classroom situations. Thus, while the text is designed primarily for teachers of ESL/EFL, the principles it sets forth can be applied to the study of any language. Moreover, while this work is quite comprehensive in scope, Nation has endeavored to keep technical jargon to a minimum so that the widest possible audience could be reached, especially those readers who are not native English speakers.

Chapters 1 through 5 form the foundation and rationale for Nation's approach, and provide insights into

the statistical, linguistic, and cognitive aspects of vocabulary learning and teaching. In order to determine how many words a second language learner needs, and how to choose the vocabulary to be taught, frequency lists and word counts are examined. Drawing upon numerous studies, Nation shows that a vocabulary of just 2000 high-frequency words accounts for 87% of the running words in a text. These words deserve a good deal of attention because they have the widest range; they occur frequently in almost every kind of text, and cover a variety of different topics.

Nation also discusses the various aspects involved in learning a word including a detailed examination of the factors that make learning difficult. Among these factors are the learners' background knowledge, the degree of correspondence between the learners' native language and English, the word's grammatical function, whether the word will be learned receptively or productively, and poorly-organized learning or teaching.

Communication theory and concept formation as they relate to the teaching of meaning are also explored. Nation makes a distinction between the uses of a word and the concept that word conveys, noting that examples of meaning are different from a word's concept, and numerous examples must be given before the concept is acquired. His discussion of meaning also includes several ways of providing definitions for words, which include definition by demonstration, definition by abstraction, contextual definitions, and definition by translation.

Chapters 6 through 9 deal specifically with the skills of listening, speaking, reading, and writing. Nation introduces a wealth of vocabulary-building activities, including grids, lines, clusters, controlled activities, form-focused activities, pair activities, collocation activities, repetitive activities, paraphrase activities, one-more-sentence activities, semantic mapping, dictionary use, and discussion charts. The information contained in these chapters alone would make the book worth having. However, the activities are much more useful when the teacher understands and applies the principles presented in the earlier chapters.

The remaining three chapters, 10 through 12, are devoted to learner strategies, simplification of reading material, and directions in current research on vocabulary learning. The information presented in these chapters is particularly useful in dealing with the large number of low-frequency words, because learners may meet many of them only once in a 2000-word passage.

In Chapter 10, Nation introduces several techniques for teaching strategies such as guessing words in context, using mnemonic devices, or using prefixes, roots, and suffixes. Chapter 11 sets forth the rationale and guidelines for simplifying reading material. Nation states here that the fundamental purpose of simplification is to reduce, remove, or control the number of low-frequency words in a passage, so that learners can focus more of their attention on learning only a limited

number of unknown words at a time. Chapter 12 briefly summarizes current research on vocabulary learning in the areas of vocabulary learning goals, organizing vocabulary learning, vocabulary and reading, and quality of vocabulary teaching.

In addition to twelve chapters and an extensive bibliography, the book includes eight appendixes: Appendix 1 contains words from the most frequent 2000 headwords that are not likely to be known by learners. The words are sorted according to grammatical function. Appendix 2 is A *University Word List* comprising an additional 800 high-frequency words. These are grouped according to frequency and range. The words from these two appendixes account for 95% of the running words in a text. Appendix 3 contains passages with words of various frequency omitted. Appendix 4 is an example of a passage containing nonsense words, the meaning of which must be guessed from the context. Appendix 5 presents procedures for examining the vocabulary of a textbook. Appendix 6, *Conjunction Relationships*, is a table of conjunctions and their meanings. Appendix 7 contains an assortment of stimulating vocabulary puzzles.

Appendix 8 is an extremely useful vocabulary level test developed by Nation. It has five sections ranging from the 2000-to the 10,000-word level. The test can be used to determine the approximate size of learners' vocabularies, and how best to help them with their vocabulary learning. Nation includes information on how the test was made, how to use the test, and how to score it.

Those who read this book and put into practice the principles it sets forth will be well rewarded for their efforts. "Vocabulary" will cease to be that oft-neglected component of instruction that will "somehow take care of itself," and will become an exciting, dynamic part of the learners' curriculum.

**Reviewed by Kenneth E. Herbert  
Nichi-Bei Gaigo Gakuin, Fukui**

**The College Handbook of Creative Writing.** Robert DeMaria. San Diego: Harcourt Brace Jovanovich, 1991. Pp. 359. ¥3,520.

Robert DeMaria has prepared *The College Handbook of Creative Writing* as a guide for fiction writers. Targeted readers are students and potential writers wishing to advance their skill in writing novels, short stories, poetry or other works of fiction. The book is intended to be used in writing classes as a supplement or in independent study.

The book consists of 14 chapters in all with an introduction, a glossary and an index and can be broken into three parts. The author describes the first part, Chapters 1-4, as "fundamental elements," covering theme, setting, characters and plot. The second part, Chapters 5-11, deals with basic techniques for handling point of view, tone, description, dialogue, time and imagery.

The final chapters cover language structure and writing as a career.

The introduction and Chapter 14 outline that the author makes a distinction between fiction writing and nonfiction writing and describe his philosophy on writing. Each chapter in the first and second parts begin with finely detailed definitions and descriptions which include short examples that exemplify the chapter topic. This is followed by one or two longer examples as short stories or poems from the masters of literature that strongly emphasize the element under study. The chapter ends with a set of exercises, consisting usually of three or four discussion questions and specific writing tasks that incorporate the element under study. The chapters are not graded, since the book is designed to be used as a handbook.

As this handbook is written for native speakers it is not well suited to EFL students in Japan as a writing manual or text for a number of reasons. In terms of writing, most of our students will more likely find themselves focusing on the more practical aspects of writing that are more in demand in Japanese society, such as technical or journalistic writing, than creative writing as described in the handbook. Secondly, the handbook is written at such a high level that few of my science-oriented university students have advanced high enough for the kind of English that is required for this handbook. No conceptual drawings, graphs or pictures have been included to help with the level of difficulty.

Despite the difficult level, advanced students specializing in literature will undoubtedly find the handbook quite useful. Many passages even read more like a handbook for literary analysis than a guide to writing; for example, one section heading in Chapter 5: Point of View says, "You must never assume that the speaker of a...story is the author." DeMaria makes the task of literary analysis interesting, clarifies the concepts and gives his manual an air of authority with the inclusion of expertly selected examples from the most skilled masters of English literature. It is also quite complete in covering the fundamental topics of literary analysis.

Despite being designed for native speakers and the lack of conceptual aids, teachers of advanced English literature may want to take advantage of the completeness and authority of this manual and offer it as a supplement to their classes.

**Reviewed by Timothy C. Page  
Science University of Tokyo, Noda Campus**

**Mixed Ability Classes.** Luke Prodromou. London and Basingstroke: Macmillan Publishers Ltd., 1992. Pp. 163.

This book approaches the teaching of mixed ability classes in a very positive way. In the author's own words: "The implicit principle behind this whole book has been to highlight how one can avoid setting one's students up to fail, in order to empower them to suc-

ceed" (p. 148). The tone is set from the beginning by three success stories of people about whom expectations were initially very low to illustrate the influence of negative and positive attitudes shared by teachers, learners and others involved in the learning process.

A second point the author makes is that: "All classes are, of course, mixed ability" (p. 7). So although this book is aimed primarily at teachers of classes of "more acute mixed ability" (p. 7), such as large high school or university classes, most of the advice is applicable to all teaching situations. The example language activities, however, range from beginner to upper intermediate level only.

Generally the book seems designed for readers who have a basic knowledge of TEFL theory and some teaching experience. I recommend that groups or pairs of teachers work through it together so that full use can be made of the many activities encouraging teachers to reflect on and discuss their own experience and ideas.

It could be a useful book for second or third year participants on the JET Programme as aspects of current TEFL theory and practice are presented. However, the ideal situation would be to have a more experienced tutor to guide relative newcomers to the field through the book, especially for the final activity. This involves sequencing the stages of a lesson. The author gives only a very brief explanation of the alternative possibilities, which could be confusing for less experienced teachers as the approach suggested throughout most of the book is Presentation-Practice-Production while other possibilities, such as the 'Deep-end' approach, are mentioned only in passing. In fact, there seems to be a regrettable inconsistency in the fact that the author appears to recommend strongly the 'Deep-end' approach for mixed ability classes in the entry in the glossary, whereas most examples in the main body of the book are based on the P-P-P approach.

For those who wish to use this book as a stepping stone to further study, there are useful suggested reading lists at the end of each chapter and a comprehensive bibliography at the end. Also, there is the above-mentioned glossary of TEFL jargon. Although many explanations are clear and concise, references to theories such as those of Krashen and Chomsky are not very informative to those without prior knowledge of these topics.

There is a clear progression throughout the book from discussion of the roles and responsibilities of the learner and the teacher in the learning process to specific ways in which to adapt standard ELT activities for greater success with mixed ability classes. There is also progression from the more teacher-controlled 'safe' activity type such as closed exercises to more adventurous student-centered open-ended, 'communicative' and drama exercises.

Many of the suggestions may seem obvious to the more experienced teacher, yet this book provides many opportunities to reflect on and rethink our strategies and techniques. I found the tips on classroom manage-

ment in Chapter 2 particularly useful as I teach both very small and very large classes of students.

Perhaps the most relevant aspects in the context of Japanese language education are those related to the differences between teaching and testing in Chapters 3 and 5 as the philosophy underlying this book runs counter to many classroom situations in Japan. The author maintains that if competition is eliminated in the language classroom and an atmosphere of cooperation encouraged, then the opportunities for all learners to work to their maximum potential will be increased. The responsibility lies ultimately with teachers to "bring out the underlying strength in each and every one of their students, by building up their own confidence and professional skills" (p.28).

**Reviewed by Amanda Gillis-Furutaka**  
**Kyoto Sangyo University**

**A Way With Words 1.** Stuart Redman and Robert Ellis. Cambridge: Cambridge University Press, 1989. Pp. 106. Teacher's Book Pp. 154. Cassette.

**A Way With Words 2.** Stuart Redman and Robert Ellis. Cambridge: Cambridge University Press, 1989. Pp. 106. Teacher's Book Pp. 154. Cassette.

Books 1 and 2 in this series are based on the question, "How can I learn more vocabulary?" The exercises in the texts are based on two main assumptions about vocabulary learning: that vocabulary is not just a matter of learning single words, and vocabulary items form related sets of words which occur in conversation and in text. The texts teach students strategies for developing vocabulary so that they will see more opportunities for vocabulary expansion, and encourage self-reliance by demonstrating the full advantages of dictionaries, context in readings and mother-tongue world knowledge. The student text contains a huge variety of exercise types catering to many different learning styles, such as problem-solving, grouping, situations, ordering, grammar as well as a self-study section in each unit.

The selection of new vocabulary is based on published word lists, such as *The Cambridge English Lexicon*, the *General Service List of English Words*, the *Cambridge English Course Book* and the *Collins COBUILD English Course*, as well as the experiences of the authors and their colleagues.

A basic difference between Book 1 and Book 2 is that in the second text the emphasis shifts from topic-based units to the inclusion of linguistically-oriented units with emphasis on features such as collocation, compounding and affixation in order to allow development of a fuller understanding of what comprises vocabulary and enable the learner to take fuller control of their own learning. It allows for students to find strategies which will enhance their retention, storage and retrieval of new items.

The teacher's notes section gives a quick theoretical guide to the main premises of vocabulary acquisition, that is grouping, forming meaningful groupings and word associations, not just learning from word lists without context.

Students starting Book 1 liked trying memory experiments and word associations as well as vocabulary networks. They made notes and conversations took unexpected turns.

The first unit of Book 2, "Studying Vocabulary" started with the students trying a crossword puzzle. The consensus was that it was very difficult but challenging. They tried making their own, which takes surprisingly little time to explain but quite some time to finish. Students were allowed to work in groups and they were very active, producing "feline, domesticated carnivore" for CAT. After they were shown the advantages of using their own ideas more realistic definitions were formed. It was not done in one class but was an addition to other activities. The many types of exercises offered can be readily adapted to virtually any topic based text and, of course, need not occupy long periods of time.

The first cassette exercise in Book 2 is about dictionaries, with six excerpts given in the student's book. This listening exercise accompanied by a single page containing the examples, provided enormous amounts of vocabulary, great promotion of listening skills, and a large variety of reading and writing exercises. This became the basis of an entire unit based on the dictionary. It was started slowly and added to incrementally over a long period of time to allow for students' adjustment in the use of this all important resource book.

In dwelling on the beginning units of Books 1 and 2 I don't want to convey the impression that the texts diminish in utility or variety later on, because they do not. The first sections set the skills and strategies forward in accessible tasks and suggest a variety of presentations for the teacher who wants to use them.

The teacher's books supply an answer key and offers options for plans and supplements based on clearly stated theoretical assumptions about vocabulary skills.

The texts reviewed here can have a profound influence as resource material. There are thousands of titles in the study of language acquisition, methodologies, applications and perspectives but too few about 'the word.' These texts are as welcomed as they are needed.

**Reviewed by Jeff Platt**  
**Kobe City University of Foreign Studies**

**Black River.** Maria M. Owen and Kelly O'Hara. Harcourt Brace Jovanovich, 1991. Pp. 27. ¥450.

**Dream Machine.** Sandra McCandless Simons. Harcourt Brace Jovanovich, 1991. Pp. 27. ¥450.

**Emerald Plane.** Maria M. Owen. Harcourt Brace Jovanovich, 1991. Pp. 27. ¥450.

**The Girl With No Name.** Sandra McCandless Simons. Harcourt Brace Jovanovich, 1991. Pp. 26. ¥450.

**Kidnapped: Soccer Star.** Maria M. Owen. Harcourt Brace Jovanovich, 1991. Pp. 27. ¥450.

**Night Ride.** Sandra McCandless Simons. Harcourt Brace Jovanovich, 1991. Pp. 27. ¥450.

**Space Colony 47.** Sandra Simons and Jeanne Duprau. Harcourt Brace Jovanovich, 1991. Pp. 28. ¥450.

**Train Wreck.** Sandra McCandless Simons. Harcourt Brace Jovanovich, 1991. Pp. 27. ¥450.

These eight new readers from Harcourt Brace Jovanovich were classroom tested as part of a semester long reading class in a first-year college EFL program. In the extensive reading portion of the class, 24 students in three levels were given an opportunity to read and evaluate each of the books over three weeks. Student evaluation included the following items: level of difficulty (vocabulary, English and general story each on a seven point scale), interest (five point scale), like/dislike (five point scale), was the story too long or too short (five point scale), how long did it take to read, and did the pictures help understanding (five point scale).

While a vast majority of the 105 responses received were in the middle category, there was still an adequate number of differing responses to be useful.

While the vocabulary is listed as 1 st level, 600 words, for all books, my students felt that *Dream*, *Space* and *Emerald* were harder than average while *Train*, *Night* and *Girl* were easier.

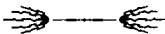
Also, although the books are to include only basic structures, the students reported that the English in *Emerald* was harder than most of the readers while *Girl* and *Night* were easier than the rest.

*Dream* was considered to be the most difficult story to understand over all, with *Girl* and *Night* being easier than the rest.

When my students were asked if they felt the story was too long, too short or OK, the average scores for *Black*, *Dream*, *Kidnapped*, *Space* and *Emerald* indicated they felt these were a little too long, while *Girl* and *Train* were a little short. This subjective perception on the students part was accurate; an approximate word count indicated the following lengths:

Black-3120 Dream-3130 Emerald-3100 *Girl*-2200 Kidnapped-2700 Night-2630 Space-3060 Train-2290

Also, the students were asked to report the approximate time to finish each reader. *Emerald* was completed the quickest, averaging 60 minutes to read, followed by *Black* (64), *Kidnapped* (65), *Night* (65), *Train* (66), *Dream* (69), *Girl* (75) and *Space* taking about 85 minutes. *Girl*, the second shortest story, was interestingly the one reported



to take the second longest to read.

Generally, the students thought the pictures aided understanding; there were only a few negative responses. Pictures seemed to help with *Train*, more than with *Emerald*, *Girl*, *Dream* or *Kidnapped*.

Students were asked if the story was interesting or boring, on a five point scale. The male students scores did range over the full five points, however no female student gave a score of 'very interesting' or 'very boring.' The male students had all positive or OK ratings for *Girl*, *Kidnapped* and *Train*. *Emerald* was mostly positive while *Dream* was mostly negative. *Black* had only boring, very boring and OK ratings. With the female students, there was one negative rating for *Emerald*. and no positive ones. *Space*, *Dream*, *Black* and *Night* had mixed ratings with the female students. The female students did have an overwhelmingly positive response to both *Girl* and *Train*.

As far as popularity, the male students had a larger number of positive responses to *Girl* and *Train*; *Black* had a few positive and no negative responses. *Emerald*, *Night* and *Kidnapped* had mixed result with the male students, while *Space* was negative and *Dream* extremely negative. The female students expressed a like for *Girl*, which had only neutral or positive ratings, while *Night* and *Train* had several positive ratings compared with only one negative rating. *Black* and *Emerald* had neutral and negative ratings.

Overall, the readers seemed to be fairly easy to understand, and did generally have simple vocabulary, although *Space* did use some technical terms. While my favorites were the two science fiction books, *Space* and *Dream*, they were not as popular with the students, especially the boys.

While each book in the collection may not be equal, if you are in need of a few readers for your young adult classes, there are several to choose from. For a class of boys only, *Emerald* as a more difficult selection and *Girl*, *Kidnapped* and *Train* as easier choices, would be popular. For a class of girls, *Dream* and *Space* would be good as difficult selections while *Girl*, *Train* and *Night* as easier, popular selections. For mixed classes, however, only *Girl* and *Train* seem to be popular with both groups.

**Reviewed by Nicholas E. Miller  
JALT Utsunomiya**

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

### FOR STUDENTS

- \*Berish, L. & Thibadeau, S. (1993). *Canadian concepts 1* (text, teacher's manual, tape; for ESL stdts in Canada). Scarborough, Ontario: Prentice Hall Canada Inc.
- \*Berish, L. & Thibadeau, S. (1993). *Canadian concepts 2* (text, teacher's manual, tape; for ESL stdts in Canada). Scarborough, Ontario: Prentice Hall Canada Inc.
- \*Frank, M. (1993). *Modern English: A practical reference guide* (advanced). Englewood Cliffs, N.J.: Regents/Prentice Hall.
- \*Graham, C. (1992). *The chocolate cake: Songs and poems for children* (text, tape). Englewood Cliffs, N.J.: Regents/Prentice Hall.
- \*Levine, D. & Adelman, M. (1993). *Beyond language: Cross-cultural communication*: 2nd ed. (rdg, conv, U.S. cult). Englewood Cliffs, N.J.: Regents/Prentice Hall.
- \*Rubio, T. (1993). *Slices of life: Writing from North America* (rdg, disc, wrtg). Englewood Cliffs, N.J.: Regent/Prentice Hall.
- \*Sneyd, M. (1992). *International banking and finance* (text, tape; rdg authentic texts). Hemel Hempstead, UK: Prentice Hall International.
- Arden, M. & Dowling, B. (1993). *Business concepts: For English practice* (2nd ed) (high interm to adv). Boston: Heinle & Heinle Publishers.
- Berman, S. & Bratton, A. (1993). *Winning words* (false beg/low interm activities). Tokyo: Harcourt Brace Japan, Inc.
- Blanton, L. (1993). *Composition practice: Book 3* (2nd ed). Boston: Heinle & Heinle Publishers.
- Brown, H. (1992). *Vistas: An interactive course in English* (level 1: student's book, workbook, teacher's book, 5 tapes. Englewood Cliffs, N. J.: Prentice Hall Regents.
- Bruce, K., Parrish, B. & Wood, A. (1992). *Business review: Revision and extension for intermediate level students* (text, tape). Harlow, England: Longman.
- Dauer, R. (1993). *Accurate English: A complete course in pronunciation* (educated N. Amer. accent). Englewood Cliffs, N. J.: Regents/Prentice Hall.
- Downing, A. & Locke, P. (1992). *A university course in English grammar*. Hemel Hempstead, UK: Prentice Hall International.
- Davy, K. & Johnston, O. (1993). *Touchdown 3* (text, tape, workbook, teacher's book). Harlow, England: Longman.
- Eckstut, S. (1993). *In the real world: Activities for oral and written communication* (high beginner). Boston: Heinle & Heinle Publishers.
- Ellis, M. & O'Driscoll, N. (1992). *Giving presentations* (business English; class/self study; text, tape). Harlow, England: Longman.
- Fellag, L. (1993). *Life, language & literature* (advanced). Boston: Heinle & Heinle Publishers.
- Fragiadakis, H. (1993). *All clear! Idioms in context* (2nd ed) (interm to adv). Boston: Heinle & Heinle Publishers.
- Gregg, J. (1993). *Communication and culture: A reading-writing text* (4th ed) (academic prep). Boston: Heinle & Heinle Publishers.
- Gregg, J. (1990). *Past, present and future: A reading-writing text* (3rd ed) (beg to interm). Boston: Heinle & Heinle Publishers.
- Helgesen, M., Parker, A. & McClure, K. (1993). *Talking together* (introductory ESL/EFL; text, 2 tapes). Harlow, England: Longman (Lingual House).
- Harrington, K. (1993). *America: Past and present: Vol. 1: The exploration of a continent* (2nd ed) (interm to adv cultural hist of US). Boston: Heinle & Heinle Publishers.
- Lipscombe, S. & Davis, R. (1992). *Max and Millie's Playbook* (texts 1 & 2; song tape; teacher's books 1 & 2; flashcards; for very young children). Harlow, England: Longman.
- Markstein, L. & Hirasawa, L. (1993). *Expanding reading skills: intermediate 2* (2nd ed) (high interm). Boston: Heinle & Heinle Publishers.
- McClosky, M. & Stack, L. (1993). *Voices in literature* (book 1; lit + ESOL; hardback). Boston: Heinle & Heinle Publishers.

(Cont'd from p. 20)

楠原彰. (1991). 『南と北の子どもたち』 亜紀書房.

第4回ユネスコ国際成人教育会議. (1985). 『第4回ユネスコ国際成人教育会議『学習権』』 『国民教育』 68. pp.36-38.

フレイレ,パウロ. (1979). 『被抑圧者の教育学』 亜紀書房.

-----, (1982). 『伝達か対話か』 亜紀書房.

元木健. (1990). 『国際識字年と日本の識字問題』 日本社会教育学会編 (1990) pp.2-18.

- McKay, I. (1993). *Beginning interactive grammar*. Boston: Heinle & Heinle Publishers.
- Porter, P. & Grant, M. (1992). *Communicating effectively in English: oral communication for non-native speakers* (2nd ed) (college or intensive). Boston: Heinle & Heinle Publishers.
- Rentz, M. (1992). *The reader's journal: Authentic readings for writers*. Englewood Cliffs, N. J.: Regents/Prentice Hall.
- Rost, M. McGannon, A. (1993). *Keynote Communication in the real world* (text, teacher's book, 3 tapes; beg & low interm adults). Harlow, England: Longman (Lingual House).
- Smith, L. & Mare, N. (1993). *Insights for today: A high beginning reading skills text*. Boston: Heinle & Heinle Publishers.
- Spring-Wallace, J. (1993). *English for corporate communications: Cases in international business* (teaches both basic business concepts and communication skills). Englewood Cliffs, N. J.: Regents/Prentice Hall.
- Strutt, P. (1992). *Longman business English usage* (text/reference; class/self study). Harlow, England: Longman.
- Woods, E. & McLeod, N. (1992). *Using basic English grammar: Form and function: A reference and practice book with answers* (pre-interm to interm). Hemel Hempstead, UK: Prentice Hall.
- Zanger, V. (1993). *Face to face Communication, culture and collaboration* (2nd ed) (high interm). Boston: Heinle & Heinle Publishers.
- !Brown, H. (1992). *Vistas: An interactive course in English* (texts: 2, 3, 4). Englewood Cliffs, N. J.: Prentice-Hall, Inc.
- !Collie, J. & Slater, S. (1992). *Speaking: 3* (text: tape).
- !Greenall, S. & Pye, D. (1992). *Reading: 3* (text). Cambridge: Cambridge University Press.
- !Lebauer, R. & Scarella, 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.

## FOR TEACHERS

- \*Reid, J. (1993). *Teaching ESL writing*. Englewood Cliffs, N.J.: Regents/Prentice Hall.
- Carson, J. & Leki, I. (1993). *Reading in the second language classroom: Second language perspectives*. Boston: Heinle & Heinle Publishers.
- Cole, L. & Robinson, T. (1992). *Teaching the first certificate in English: Photocopy masters: A resource pack for teachers of English* (for Cambridge First Certificate examination). Hemel Hempstead, UK: Prentice Hall.
- Edge, J. (1992). *Cooperative development: Professional self-development through cooperation with colleagues*. Harlow, England: Longman.
- Graham, C. (1992). *Singing, chanting, telling tales: Arts in the language classroom* (how to write/perform). Englewood Cliffs, N. J.: Prentice Hall Regents.
- Nolan, S. & Reed, B. (1992). *Business English teacher's resource book: With photocopyable worksheets*. Harlow, England: Longman.
- Plaister, T. (1993). *ESOL case studies: The real world of L2 teaching and administration*. Englewood Cliffs, N. J.: Regents/Prentice Hall.
- Woodward, T. (1992). *Ways of training: Recipes for teacher training*. Harlow, England: Longman.

(Cont'd from p. 16.)

- perspectives on second language acquisition*, (pp. 41-68). Cambridge: Cambridge University Press.
- Cohen, A.D., & Aphek, E. (1980). Retention of second language vocabulary over time: Investigating the role of mnemonic association. *System*, 8, 221-236.
- Hammerly, H. (1989). French immersion (Does it work?). *The Canadian Modern Language Review*, 45, 567-578.
- Hawkins, L.E. (1971). Immediate versus delayed presentation of foreign language script. *Modern Language Journal*, LV, 280-290.
- Hino, N. (1988). Yakudoku: Japan's dominant tradition in foreign language learning. *JALT Journal*, 10, 45-55.
- Howatt, A.R.P. (1984). *A history of English language teaching*. Oxford: Oxford University Press.
- Judd, E.L. (1978). Vocabulary teaching and TESOL: A need for reevaluation of existing assumptions. *TESOL Quarterly*, 12, 71-76.
- Krashen, S.D. (1978). *Principles and practice in second language acquisition*. Englewood Cliffs, NJ: Prentice Hall International.
- McCarthy, M.J. (1984). A new look at vocabulary in EFL. *Applied Linguistics*, 5, 13-22.
- Mombusho. (1983). *Course of study for lower secondary schools in Japan*. Educational and Cultural Exchange Division UNESCO and International Affairs Department Science and International Affairs Bureau, Ministry of Education, Science and Culture, Government of Japan.
- Nation, I.S.P. (1982). Beginning to learn foreign language vocabulary: A review of the research. *RELJ Journal*, 13, 14-36.
- Sheen, R. (forthcoming) An unrepentant reactionary's proposal for change. *The Language Teacher*.
- Sheen, R. (forthcoming) A comparison of two methods of teaching vocabulary. *JALT Journal*.
- Seibert, L.C. (1930). An experiment on the relative efficiency of studying French vocabulary in associated pairs versus studying French vocabulary in context. *Journal of Educational Psychology*, 21, 297-314.
- Tucker, G.R., Lambert, W.E., & Rigault, A. (1969). Students' acquisition of gender distinctions: A pilot study. *IRAL*, 7, 51-55.

## Footnotes

- 1 I use *enlightened* here in opposition to the current Japanese GTM which is narrowly foccled on examinations without apparently any concern for other needs.
- 2 With the explosion in recent decades of the teaching of English world-wide, it has become the norm for English teachers not to be obliged to know the language of the students they are teaching. This is surely not desirable for a whole range of self-evident reasons.
- 3 In classes I have observed recently in junior high schools,

teachers were certainly trying to introduce more oral work. However, there appears to be a reluctance to encourage students to use the grammar learned to create their own utterances. There remains the overemphasis on choral work and the individual's uttering of sentences already presented in written form.

\*Here are two examples which bring out the use of *kanarazu*:

a) *Watashi wa kanarazu asu iringisu ni shuppatsu shimasu.*

b) *Watashi wa asu igirisu ni shuppatsu shimasu.*

The addition of *kanarazu* in a) makes the action more certain than in b).

5 I suspect that the controversy over vocabulary might well be misplaced. What is perhaps more important, providing one learns a word well, is what one does with it subsequently. Constant use will certainly result in better understanding and retention. Failure to use it will cause attrition.

## Information for Publishers



New classroom texts and materials as well as new teacher resource books are welcomed by *The Language*

*Teacher* for reviews. In the case of classroom texts/materials, reviewers will be testing them in class, so please make sure that a complete set of materials (including text, tape, teacher's manual, as appropriate) is sent.

Publishers should send all review copies of books and other materials to the JALT Reviews Coordinator, Sandra Ishikawa (address on p. 1).



# Chapter Reports

## FUKUOKA

### Teacher Development

by **Bobbie McClain**

At the March meeting, which was attended by local members as well as members from the Hokkaido and Hiroshima chapters, Bobbie McClain led a S-part teacher development workshop. In the first part she proposed that teacher development is a process, and stressed the importance of networking with other teachers by forming into study groups and reading professional journals. She then facilitated the formation of networks between participants with similar teaching issue interests.

During the second part of the workshop, McClain discussed techniques in self-observation through the use of videos and journals. She recommended that teachers keep a daily journal, supplemented by a weekly journal. When using video, she noted that the camera can be focused either on the teacher or the students, and that video viewing time can be kept to a minimum by viewing 30 second intervals at random.

In the last part of the workshop, McClain demonstrated peer observation techniques and the effective use of feedback by allowing participants to critique a 3-minute segment of video taped earlier in the workshop. She then made distinctions between prescriptive and collaborative feedback.

**Reported by Deeann Rigby**

## HOKKAIDO

### Hypertext as a Model for Classroom Applications

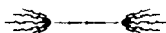
by **Kevin Ryan**

This March we explored with Kevin Ryan the subject of hypertext. The format of the presentation itself being in hypertext, and therefore "non-linear," the audience chose the direction of the presentation.

Continuously throughout the presentation we were given a list of possible topics to explore further. From this list, we voted on a topic which the presenter would then discuss. We repeated this process many times with the result of covering what subjects the audience was interested in and avoiding others. Through this process, hypertext was defined, a bit of its history explained, applications for use in teaching suggested, and we were given directions for developing our own hypertext applications.

The use of hypertext, although apparently in its infancy, was shown to have great potential as a tool for the student-centered classroom.

**Reported by Gordon Wilson**



## HIROSHIMA

### The Green Think-and-Do Book

by **Arlene R. Alexandrovich**

JALT Hiroshima Chapter's March meeting featured a three-hour "intensive workshop on teaching global issues" by Arlene R. Alexandrovich. Participants began the afternoon by completing a short questionnaire on what global issues mean to them. Groups then formed to share one global issue that was most interesting, e.g., energy conversation, refugees, resource distribution, population control, etc.

With a wealth of bibliographic material provided by Alexandrovich, plus the ideas generated, each group completed a four-page draft of a lesson plan based on a single global issue. Participants ended the workshop more aware of how global issues, when presented in the classroom, can spark active learning in our students.

**Reported by Suzanne Ledeboer**

## KAGOSHIMA

At our April meeting, Janet Anderson-Hsieh lectured on the role of suprasegmentals-intonation, stress, and rhythm-in oral communication. According to Anderson-Hsieh, a "stress-timed" language such as English poses special problems for native speakers of "syllable-timed" languages such as Japanese. She demonstrated some techniques for dealing with those problems---such as using aphorisms for which the point is obscured unless the speaker puts stress on the appropriate word.

Anderson-Hsieh also showed how electronic visual feedback is used in teaching suprasegmentals to foreign students at Iowa State University. When students speak, the pitch and intensity of their utterances are immediately displayed on a graph on a video screen.

By comparing the graphs of their own utterances with graphs of native speaker utterances, students get instant feedback on their use of suprasegmentals.

**Reported by James J. Scott**

## NIIGATA

### Using Video in the Classroom

by **Donna Fujimoto**

How can we use video to teach students without buying expensive prepackaged video programs? Donna Fujimoto, the Listening Coordinator for the Intensive English Program at Southern Illinois University in Niigata, offered some interesting ideas for using video as a teaching tool during the Niigata Chapter's February meeting. She showed us several examples of video programs that were produced in English by SIU students. Some were made as part of the orientation to the college, while others were made to teach Japanese culture to foreigners.

Fujimoto demonstrated how video focused the students on their strengths and weaknesses in communi-

# HOORAY FOR ENGLISH! 1~6

*Three cheers  
for a program that works!*



## Student Book Levels 1-6

Ten units each focus on one main topic. Two-page lessons coordinate with Teachers Manual materials

カラフルな絵やポスター、歌、物語を通して、基本的な単語、構文を学びます。

## Teacher's Manual Levels 1-6

Provides complete lesson plans with instructions for presenting each page, positioned opposite the corresponding Student Book page; many other aids

スチューデント・ブックの各ページに、効果的な授業のための指導法が書き込まれています。

楽しいアクティビティがもりだくさんです。

## Workbook Levels 1-6

Additional exercises, plus Evaluation page for each unit

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

## Song Cassettes Levels 1-6

Each cassette provides one English song per unit

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



**ScottForesman**

*A Division of HarperCollinsPublishers*

**For more information con tac t:**

David Gray

HarperCollins Publishers

1-2-1 Sarugaku-cho, Chiyoda-ku, Tokyo 101

Phone: 03-3294-8288/3291-6343

Fax: 03- 3294-8284



cative ability. While some students are often shy in a formal classroom situation, several students seemed to "come alive" in front of the camera. Many of the students would begin to actually practice and study English out of class in preparation for the projects. Also, the students enjoyed being able to "own" their project. Some students from past classes even wanted to return and help in the new video during their free time.

Fujimoto showed us how, with a little imagination on our part as teachers, we can inspire our students to enjoy speaking English through the use of the video in our classrooms.

**Reported by Gregory Hadley**

## OKINAWA

### L2 in North Korea

**by Hoshi Nakamura**

At the March, Hoshin Nakamura shared his experiences on his recent trip to North Korea. On his first trip there, he was worried because of the frightening image the media usually portrays about North Korea. However, after his visits and meeting the people there and being free to examine everyday lifestyles, his impressions about North Korea have changed. Many interesting facts about the history, politics, and education were presented. In addition, Nakamura showed the video he took throughout his trip. Overall this presentation gave the audience a new insight into North Korea and their foreign language education programs.

**Reported by Jane Sutter**

## SHIZUOKA

### T.A.L.K.

**by Johann Jungc**

On March 21st, Johann Jungc presented T.A.L.K., an approach to language learning that he co-developed with Damien Andrews. The acronym means "Talking and Acting Leads to the practical Know-how of speaking and understanding a new language."

To demonstrate, Jungc asked participants to work together as students. Sitting in pairs or small groups, we spoke to each other using cards which serve as the material basis of the approach. There were cards for stimulating open-ended dialogues, questions, role plays, free discussions, self-evaluations, and learning through poetry and song. Other materials included audiocassettes and a book.

Jungc pointed out that most of the materials were designed so that they cannot be used as texts of fixed content and sequence. While fixed texts may lead to a dependency on their formal "perfection," he said, a key aim of a T.A.L.K. lesson is to enable students to continue past the point where the materials are needed.

He also emphasized the importance of letting stu-

dents control their own learning in self-directed groups. Although habits such as frequent use of the mother tongue may need attention by the teacher early on, he said, students have to be trusted to do the work themselves if they are to develop the ability to talk in a foreign language.

**Reported by Greg Jewell**

## YOKOHAMA

### Adapting Board and Word Games for the Classroom

**by Darlene Whetstone**

At Yokohama JALT's March meeting Darlene Whetstone showed us some of the ways in which she does her job. Chiefly she tries to make her students enjoy and achieve their projected study goals. She employs a lot of energy to make her lessons work because she uses games, and almost any kind of game can be used in a language class.

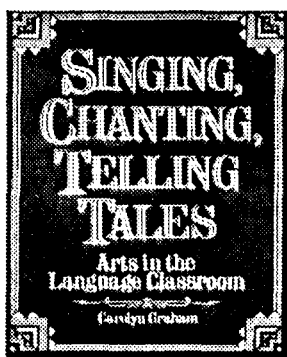
Many of these were information gap activities. Board games, grid games, go-around-and-ask-about-66-questions-games, letter-word vocabulary games and simple party guessing games all were explored. Teachers can have their pet activities books, and Whetstone showed us hers. She clearly had lifted some activities out of TV game shows into the FL classroom. This was imagination at work. In making pictures from verbal stimulation, on paper or in child's play dough, students young and old may enjoy and benefit from these and many other non-standard classroom activities.

**Reported by Howard Doyle**

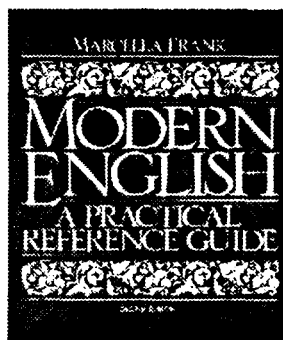
## Riot Act

Manuscripts submitted to the Chapter Report and Meetings sections must follow the guidelines printed in the January, 1993, issue of *The Language Teacher*: In particular, handwritten manuscripts will not be accepted. If you have specific questions about acceptable format, please contact the Chapter Reports/Meetings Editor.

# *Teacher reference titles from **PHR***

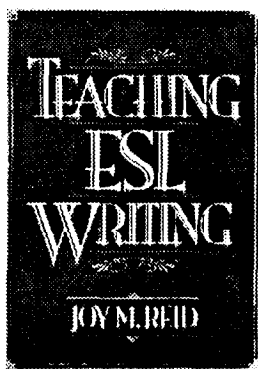


Singing, Chanting, Telling Tales  
(Carolyn Graham)

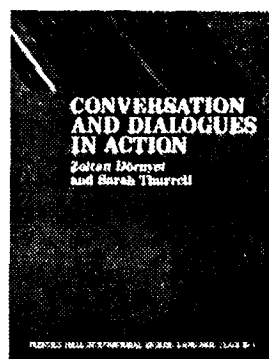


Modern English:  
A Practical Reference Guide  
(Marcella Frank)

## New for '93!



Teaching ESL Writing  
(Joy M. Reid)



Conv. & Dialogues in Action  
(Dornyei and Thurrell)



**Prentice Hall Regents of Japan**

Jochi Kojimachi Bldg., 3F, 6-1-25 Kojimachi, Chiyoda-ku. Tokyo 102

Tel: 03-3238-1050

Fax: 03-3237-1460

A Paramount Communications Company

## NLP in Education

The Neuro-Linguistic Programming Association of Japan will hold a workshop on NLP in Education on June 19th (Sat. 2-6 p.m.) and 20th (Sun. 9 a.m.-3 p.m.) at Obirin University in Machida, Tokyo.

Fee: ¥8000 for one day, ¥13,000 for both days; and a ¥3000 party on Sat. evening. The program on Sat. will feature beginners' and non-beginners' tracks, while the Sun. program will be suitable for all.

For information and registration, contact Atsuko Ushimaru at 0426-63-8769 (h), 0427-97-2661 (w), Fax: 0427-97-1887.

a 959-26, Tel: 0254-43-6413 (h), 0254-43-6205 (w).

## Japan Writing Project:

### 1993 Summer Institute

The National Writing Project, now in its 20th year, is an international consortium of teachers who teach about ways to improve the teaching of English. CUNY Lehman Hiroshima College is the site of the Japan Writing Project. The 1993 summer institute is designed to give participants extended opportunities to improve the teaching of English in Japan, and to join this international network of teachers.

Date: 7-30-93 to 8-10-93, 9 a.m.-3 p.m. daily, except Sundays.

cost: ¥50,000.

For more information & application forms: Prof. Denise Patmon, JWP Director, CUNY Lehman Hiroshima College, Chiyoda-cho, Yamagata-gun, Hiroshima 731 - 15. Tel: 082-672-6000, Fax: 082-672-6688.

## Academic Proofreading Service

Are you an English L1 or Japanese reader of *The Language Teacher* who would like to publish articles in English, but feel unsure of your academic writing style? I would be happy to proofread, free of charge, first drafts of articles written by English L1 and Japanese, and suggest possible amendments. I am a Ph.D. candidate working on a dissertation about comparative rhetorical

styles in English academic writing by English L1 and Japanese speakers. For details contact: Anne McDonald, Hijiya Women's College, 1-1, 4-chome, Ushita Shinmachi, Higashi-ku, Hiroshima 732, Tel: 082-229-0121 (w), 082-227-2389 (h).

## Risk-taking in language learning

Nanzan University, Nagoya, will host mini-presentations on "Risk-Taking in Language Learning: Interactive Activities in English Classes," June 30, 6-9 P.M.. The 30-minute presentations will be given by graduate students in Nanzan University's Graduate School of English Education, with breaks for participant reformation and coffee. Free of charge. For more information, contact coordinator Tim Murphey, Nanzan University Faculty of Foreign Languages, 18 Yamato-cho, Nagoya 466, tel: 052-832-3111, fax: 833-6985, or Bitnet MURPHEY @ JPN CUN10

## Scholars Who Have Researched

### University Entrance Examinations Sought

The Editor of *The Language Teacher* would like to hear from any scholar, Japanese or non-Japanese, who has done quantitative or qualitative research on entrance examinations given at Japanese colleges and universities. All communications will be held in the strictest confidence.

## JALT Regional Conference in Niigata

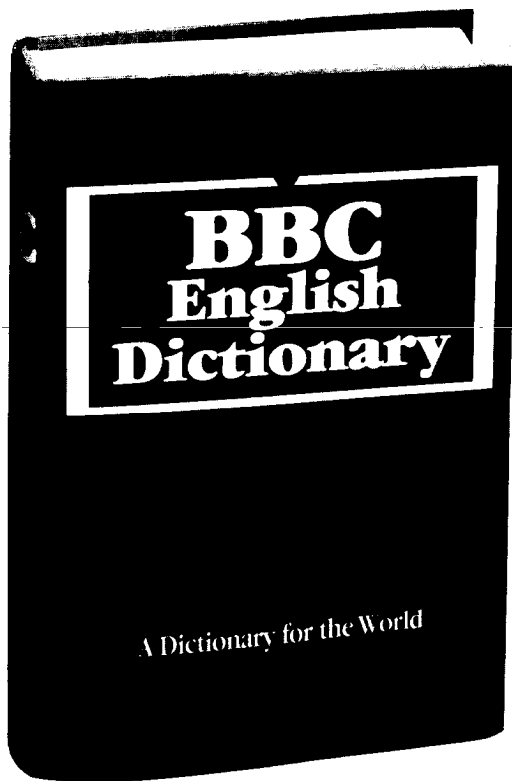
The Niigata chapter of JALT will host a regional conference July 10-11 (Sat./Sun.), on the theme "Methods that Work? Ways to Teach Language." Site of the conference is Southern Illinois University. Carbondale-Niigata campus, in Nakajo-machi, (30 minutes by train from Niigata-shi). For more information, contact Donna Fujimoto, SIU Nagahashi Res. C-12, Nakajo-machi Kitakanbara, Niigat

## It's glorious!

The JALT Central Office has moved. The new address is

Glorious Tokyo 301  
2-32-10 Nishi-Nippori  
Arakawa-ku, Tokyo 116  
Tel. 03-3802-7121  
Fax 03-3802-7122

# THE FIRST DICTIONARY BASED ON SPOKEN ENGLISH



**A UNIQUE NEW DICTIONARY  
NEW SENSES, NEW MEANINGS, NEW WORDS**

*FOR MORE INFORMATION CONTACT EXCLUSIVE IMPORTER:*

**M**  
**MEYNARD**  
**PUBLISHING**  
**LTD.**

**To: MEYNARD PUBLISHING LIMITED**

Ogura Bldg. 1-2-5 Nishi-sugamo, Toshima-ku, Tokyo 170

Tel:03-5394-3500 Fax:03-5394-3505

**BBC ENGLISH DICTIONARY**

**Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Address:** \_\_\_\_\_  
(School/Home)

**Tel:** \_\_\_\_\_

## N-SIG Newsletters

Space considerations and publications policies prevent comprehensive listings of N-SIG newsletter contents and article reprints. However, because many potential N-SIG members are keen to know more about what the groups are publishing, brief overviews of some 1993 issues follow. Ensure you receive future issues from N-SIGs capturing your interest by using the postal transfer form at the back to apply for membership.

**Bilingual Japan (JALT Bilingualism N-SIG):** A lead article, "The Place of the N-SIGs in JALT," reprinted in part or whole in most other N-SIG newsletters, discusses where the N-SIGs stand within JALT, and their potential future contribution. The regular columns in *Bilingual Japan* include articles on raising children bilingually, reports on current research, book reviews, letters and news items from around Japan. Supplementary to the 18 pages is a comprehensive two-page listing of books and articles offered for loan among members of Bilingualism N-SIG. The editor for 1993 is: Stephen Ryan, 735 Yanagi Biru 402, 1-28-11 Sakae-machi, Takatsuki, Osaka 569. Fax: 06-957-2137 (Submissions on Mac/MS Word compatible)

*Please note: clearly label with editor's name what you send to N-SIGs.*

**CALLing Japan (Computer Assisted Language Learning):** A 12 page spring bulletin features an article previewing the subject of CALL's September National Conference on "Computers in the Composition Class" (see May's TLT column for details). In addition to full-length reviews about CALL-related presentations at JALT 92, there is also: an "IBM Corner," information on electronic bulletin board services; book reviews: a full index of a wide range of computer dedicated journals: plus forthcoming CALL conference information from around the planet. "CALLing Japan" editor is: Bob Shaw, Texas A & M University, Koriyama 1-20-22 Motomachi, Koriyama-shi, Fukushima-ken, 963. Fax: 0249-35-5755

**On CUE (College & University Educators):** This first issue from a new N-SIG is accordingly made up mainly of background information on the group, organizational notices and so on. There is a substantial report on the February 1993 Tokyo JALT Mini-Conference, as it had many implications for CUE. A data-base questionnaire for college/university teachers is enclosed. Plans for columns include: "Q's and A's"; "CUE in the Classroom" (to share teaching ideas); "CUE in the Future" (upcoming events); and "CUE-Tips" (work-related insights and information). Send your news to: Editor Sharon Vaipae, Niigata University Faculty of Education, 8050 Ikarashi, Ni-No-Cho, Niigata-shi, 950-21. Fax: 0252634898

**Japanese as a Second Language Newsletter:** The 5th issue of JALT's JSL N-SIG contains information about related conferences in Japanese, a preview of the proposed JSL colloquium for JALT 93 in Omiya, announcements from Tokyo and Sendai JSL sections, a Japanese translation of the main points of the article on "The Place of the N-SIGs in JALT," and a two page article in English on JSL from the learner's viewpoint. The JSL Newsletter Editor is Sachiko Tanaka, Sophia University of Foreign Studies, 7-1 Kioi-cho, Chiyoda-ku, Tokyo 102.

**Team Teaching Bulletin (Team Teaching N-SIG):** Another full-length, 24 page newsletter, is a wealth of news and announcements about team teaching. Feature articles include

an analysis of the goals of JALT, JET and TEFL, thoughts on developing students' global awareness, plus a discussion of private versus public high school classes. Indicative of the Team Teaching N-SIG's promotion of research is the "Research in Progress" section, balanced by a section devoted to teaching idea exchange. Coordinator/Editor Antony Cominos, 1112 Sunvale Asagirioka, Higashino-cho, I-5 Akashi-shi, Hyogo-ken 673. Fax: 078-914-0052

**Materials Writers N-SIG Newsletter:** The very first issue of the newly formed Materials Writers N-SIG is a 10 page bulletin of announcements and features, including articles on customizing textbooks using a data base system, on using text and visuals in an original way to handle reading comprehension, and material writing for video and listening classes. Submit original ideas for material writing or any relevant news and information to Editor Curtis Kelly, 5-81-1 Nanpeitai, Tatatsuki-shi, Osaka 569.

**Global Issues in Language Education Network Newsletter:** The 10th 24 page long issue is packed with useful information concerning global issues. The lead article, "The Ecological Campus," sets out to show how making one's school a model of ecologically sound policy can be the perfect teaching tool. Another feature is a profile section based on N-SIG interviews of educators who can inspire others to incorporate a global perspective into their own teaching. Detailed reviews of the latest related publications, synopses of journals and a practical report on teaching global content through video round out another major contribution to language education via an **awareness** of world problems. This issue also contains a related questionnaire on environmental language teaching. Editor and Global Issues Coordinator: Kip A. Cates, Tottori University Koyama, Tottori City, 680. Fax: 0857-28-6343

**Video Rising (Video N-SIG):** This 20 plus page newsletter enters its 5th year of publication as ever in controversial fashion. A critical JALT92 report on commercial video presentations is featured next to replies from the presenters in question. There is an exclusive report on Keio's 1st Video Symposium, an Interactive Video Resource list, reviews of software, and the excellent Swap Shop collection of ready to use video lesson plans. Submissions/information to/from Supervising Editor David Neill, 1033 Ushiroji, Tomo, Fukuyama-shi, 720-02. Fax: 0849-82-3800

## N-SIGs at JALT 93

While it may still seem a long way off, with this year's annual conference in Omiya a month earlier than usual and the deadline for proposals long past, many preparations for JALT 93 have already been set. The N-SIGs have been contributing greatly to JALT annual conferences even since before their official formation through colloquia, displays and organizational meetings. This year their contribution has increased greatly as the number of groups doubled in January. Below is an outline of their plans for JALT 93.

**N-SIG Hospitality Room:** The N-SIGs owe deep appreciation to the conference organizers; for the last few years, they have allowed us an area to centralize our operations. The N-SIGs rarely have the chance to meet, and hospitality space is vital to creating continuity. Because this year's event is at a conference center, rooms are limited. Nonetheless, the organizers are doing their best to arrange an N-SIG Hospitality Room in the basement area. With so many groups this year, it will only be possible to

offer limited displays, but complimentary newsletters, face-to-face networking in many specialized fields, plus the opportunity to join the group or groups of your choice should all be on offer at Omiya for anyone interested.

**N-SIG Business Meetings:** Every N-SIG conducts annual business meetings at JALT conferences to review activities over the past year and make crucial plans. While program clashes and the hectic rush of events like JALT93 may make it difficult for members and others wishing to find out about a group, everyone is urged to attend. Not only do these meetings help JALT members share critical information and ideas, very important decisions affecting an entire year's activities have to be made. These may be about the leadership of the group, volunteers needed to manage an N-SIG's operations, or exciting program and publication chances only available to attendees.

**N-SIG Colloquia:** One of the main features at JALT conferences in recent years has been the wealth of top-class colloquia often arranged by N-SIGs. This year the growth of groups has expanded N-SIG programming horizons beyond previous expectations. Thus in addition to the regular annual colloquia arranged by long-standing groups like Video and Bilingualism, and the N-SIGs formed prior to 1993, such as JSL and Global Issues, some of the most recently recognized groups are also proposing major events at JALT93. Team Teaching N-SIG has submitted a colloquia featuring Japanese and foreign speakers representing AJET, Monbusho and universities. Detailed information about these and other groups' colloquia will follow when the conference committee completes screening.

**N-SIG Sponsored Presentations & Related talks:** Last year, the N-SIGs won official approval to arrange shorter talks by nominating one speaker per group, just as chapters may. Following the success of those given at JALT 92, several more have been proposed for Omiya, including both sponsored presenters from N-SIGs established by 1992, like "Critical Incident Exercises" (Bilingualism) and others from the newly approved groups, such as "Songs for Team Teaching." In addition, there are dozens of other workshops and presentations which relate to the areas of interest represented by every N-SIG, and tie in with the theme of the 1993 conference, "Language and Culture." Most groups will also continue discussing areas of interest both in the hospitality room, and at the numerous social occasions at JALT's 19th Annual International Conference on Language Teaching and Learning from October 8-11. Complete information will follow later in the conference handbook. Extra information about individual groups is to be found in the conference daily news page, and in the conference special issues of each N-SIG's newsletter.

### The Forming N-SIGs

With eight groups already formed and funded, it is all too easy to forget how hard-pressed forming N-SIGs are in their build up to seeking the approval of JALT's Executive Committee to become established. The annual conference is the only time they may have to meet and plan their petition. The two groups who have already been at the formation stage for two to three years, English for Academic Purposes plus the Teacher Education groups, need as much pre-conference support as JALT members interested in those areas can afford.

**Teacher Education:** The still forming TE-SIG is now getting close to the magic number of members needed to

qualify for recognition. A call has gone out to all those who had indicated their intention to officially join up to contribute to the group's newsletter, tentatively entitled *Teacher Talking to Teacher*, or *The TTT*. To put the first issue together, more contributions are still needed. If you are involved in teacher training, either as a trainer or a trainee, or in teacher development, let TE-SIG know by sending your reports, comments or questions. Those who haven't applied for membership yet, send a postcard to the coordinator to receive an application form, provisional statement of purposes and other information. Join now and develop your teaching with TE-SIG: Jan Visscher, 3-1 7-14 Sumiyoshi Higashi-machi, Higashi Nada-ku, Kobe 658.

**English for Academic Purposes:** EAP too is slowly amassing members, but still urgently seeks the support of all JALT members involved in preparing Japanese students for study abroad. The members of EAP plan to share teaching materials and other resources needed to help in the study abroad experience. Ideas are welcomed from all interested, especially on how to expand the EAP mandate to cater to the widest number of JALT members possible. The coordinator remains the same, but the contact address changed earlier this year. Those wishing to apply can do so director/via postal form: Suzanne Ledebor, 3-15-1 Sendamachi, Hiroshima-shi. Fax: 082-249-2321

### N-SIGs and Constitutional Reform

At JALT 92, a majority of JALT members voted to give N-SIGs representational rights on JALT's Executive Committee. Unfortunately, however, constitutional reform requires a two thirds majority, so the N-SIGs' request was narrowly defeated. When asked again this year, coordinators of both formed and forming N-SIGs were still convinced that representation should be a top priority, as ExCom decides how JALT uses its funds, and N-SIGs have had major cash flow problems partly because they never had any power to vote on issues that concern them.

**The Constitutional Reform Committee:** While the N-SIGs missed out in 1992, there has been a continued movement to help them by overhauling JALT's constitution completely, as it contains many areas that need clarifying and rewriting. To this end, a special committee was set up early this year to look into the issue carefully. The N-SIGs are indebted to this committee for including several members who are familiar with the make up and needs of the N-SIGs. While we realize this is a long term project, as quick change may only cause more problems, the N-SIGs hope that all JALT members, and especially the approximate 1,000 who belong to an N-SIG, will devote time to thinking how JALT should change and to expressing their views to the coordinating committee of whichever group you belong.

**What Every JALT N-SIG Member Can Do:** While a committee exists to decide the fate of JALT's constitution, as a membership organization, every member should play an active part in JALT's decision making if we are to fulfill our democratic ideals. The subject was raised last year, and many people began to discuss it but this year's conference in Omiya represents a much better opportunity to deepen our discussions, and make the results more beneficial. Please take the time, therefore, at JALT 93, or by letter or phone at other times, to find out more about the possible changes now being discussed and to let your N-SIG committee know which you prefer.

# 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

Tomoko Nishiyama, 0188-86-5525 or 0188-86-4218

## CHIBA

Paul Gruba, 043-274-7113

## FUKUI

Topic: Practical Workshop on Video in the Classroom

Spkr: Neil Hargreaves

Date: Sunday, June 13

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

Place: International Exchange Center (Kenmin Kaikan 6F)

Fee: Members free; non-members ¥700

Info: Takako Watanabe, 0776-34-8337

Paul Roving, 0776-21-0577

This workshop will emphasize practical ideas for using video effectively in the classroom. Participants will receive copies of "off-the-peg" worksheets, to give inexperienced teachers useful tips on using authentic video.

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

## FUKUOKA

Topic: "The role of Speech Communication in a Changing Japan" (Communication Association of Japan 23rd Annual Convention)

Date: June 25-26

Time: Fri. 1:30-5:00 p.m.; Sat. 10:00 a.m.-5:00 p.m.

Place: Seinan Jo Gakuin Tanki Daigaku, Kokura Kita-Kyushu (Bus 28 from Kokura Sta. or taxi)

Fee: ¥2000

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

Fukuoka JALT members are invited to take part in this convention with over 30 presentations, about half of which will be in English, including: A SCA Debate Team coach; the first Japanese born official USA Presidential interpreter; the

new High School English Curriculum's Oral Communication Courses A, B, & C; Japanese Negotiations; & much more. This program is approved by the Fukuoka Board of Education, so public school teachers can attend & take the day off.

## FUKUSHIMA (Petitioning chapter)

Zafar Syed, 0249-32-0806

## GUNMA

Leo Yoffe, 0273-52-6750

Hisatake Jimbo, 0274-62-0376

## HAMAMATSU

Topic: The Earlier the Better

Spkr: Sen Nishiyama

Date: Sunday, June 20

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

Place: Forte Building 7F (Next to Hamamatsu Bus Terminal)

Fee: JALT/HICE Members free; non-members ¥1000

Info: Brendan Lyons, 053-454-4649  
Mami Yamamoto, 0538-85-3806

The teaching of English in Japan could be greatly expedited by parents who expose their very young children to English through the use of video & sound tapes. Children from the age of about two pick up the meaning of language through sound patterns & then start mimicking the sounds to form their own expressions of meaning. The experience of numerous individuals underscores the value of this early training which could result in easing the task of English teachers in schools.

Sen Nishiyama has been active in promoting English language learning in this country for the past forty years.

## HIMEJI

Yasutoshi Kaneda, 0792-89-0855

## HIROSHIMA

Topic: Computers in the Classroom

Spkr: Dr. Rowena Santiago

Date: Sunday, June 20

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

Place: David English House (Near ANA Hotel)

Fee: Members free; non-members ¥1000

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

Dr. Santiago will talk about using computers as a tool & as a tutor in the classroom. The presentation will cover the most recent technology using Macintosh computers.

Dr. Santiago has her Ed.D. in Instructional Technology from The U. of Georgia.

She has taught for two years at CSU-San Bernardino.

There will be time for hands on practice with the Macintosh computers courtesy of the Apple Center Hiroshima.

## HOKKAIDO

Topic: Make the Global Connection in Your Classroom

Spkrs: Amanda Gaunt & Ocean Inglin

Date: Sunday, June 20

Time: 1:30-4:00 p.m. (doors open at 1:00)

Place: Kaderu 2.7 Bldg (North 2 West 7) Room 1020

Fee: Members & students free; others ¥1000

Info: Ken Hartmann, 011-584-7588  
What is global education? Will global education work in my setting? What are some practical applications of global education? These are some of the questions which will be answered in this workshop. Three different approaches to global education will be examined: content-based ; textbook ; & a Freirean problem-posing.

Amanda Gaunt & Ocean Inglin are instructors at Sapporo Gakuin U., & have been experimenting with different ways to teach global issues in the language classroom.

## IBARAKI

Topic: Pop Songs: True Colors (Using music in the classroom)

Spkr: Dale T. Griffee

Date: Sunday, June 13

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

Place: Mito Shimin Kaikan (room 206)

Fee: Members free; non-members ¥500

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

The presentation will show how to make a lesson plan using a typical commercial popular song. The Cyndi Lauper song True Colors will be used as an example. Time permitting, other types of music exercises will be demonstrated, e.g., musical memories & sound experiments. All exercises will be from the presenter's book *Songs In Action*, Prentice Hall, 1992.

Mr. Griffee is an Assistant Professor at Seigakuin U..

## KAGAWA

Topic: JET Programme Policy & Team Teaching

Spkr: Antony Cominos

Date: Sunday, July 4

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

Place: Takamatsu Shimin Bunka Center  
 Fee: Members free; non-members ¥1000  
 Info: Harumi Yamashita, 0878-67-4362

This presentation will outline research in progress into the development of the JET Programme policy & will preview *Studies in Team Teaching*, to be published by Kenkyusha in early 1994, a collection of research-based investigations organized by the Team Teaching N-SIG.

Antony Cominos is Coordinator of the JALT Team Teaching N-SIG.

## KAGOSHIMA

June Meeting

Topic: Composition Warm-ups

Spkr: Peg Orleans

Date: Sunday, June 6

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

Place: Junshin Junior Col., 4- 22-1, Toso, Kagoshima (please call for directions)

Fee: Members free; non-members ¥1000, students ¥500

Info: A. Barbara O'Donohue, 0992-53-2677

Carl Mantzel, 0995-43-1344

Ms. Orleans is a lecturer at Kyushu Institute of Technology, with publications in *English Forum*, *The Language Teacher*, & other journals. Her presentation is centered around "warm-ups" for the composition class, to get students to write without translating. The group is encouraged to participate in this task oriented presentation.

July Meeting

Topic: Effects of a Study Abroad Program

Spkrs: Michiyo Iwakire, Chizuko Fujita, & Sachiko Ikeda

Date: Sunday, July 4

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

Place: I Bldg. - International Building

Fee: Members free; non-members ¥600, students ¥500

Info: A. Barbara O'Donohue, 0992-53-2677

Do study abroad programs help students to increase their knowledge of the target language in order to use it more effectively? The three speakers are involved in this type of program at their school, & through objective tests & questionnaires will attempt to analyze the cross cultural experience i.

The results presented show the effects of the program on cultural awareness, personal development, & lan-

guage improvement on students. This talk will be conducted in English.

## KANAZAWA

Topic: Text Stylistics

Spkr: Stephen Davies

Date: Sunday, June 20

Time: 12:30-1:50 (sandwich party)  
 2:00-4:00 p.m. (presentation)

Place: Ishikawa Shakai Kyoiku Center, 4F

Fee: Members free; non-members ¥600

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

Mr. Davies' presentation will demonstrate how techniques of linguistic analysis may be applied to literary texts.

Stephen Davies teaches at the Toyama Col. of Foreign Languages.

## KOBE

Topic: "Cooksai" Classes

Spkr: Don Maybin

Date: Sunday, June 13

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

Place: Kobe YMCA Language Center, 4F

Fee: Members free; non-members ¥1000

Info: Fran Kirkham, 078-882-2596

The presenter will show how to stimulate interest in other cultures & develop the traditional language learning skill areas through an often overlooked language acquisition device-the stomach! After identifying potential pitfalls (costs, tastes, fire hazards), the audience will join in a classroom-style demonstration which includes a variety of presentation techniques. This will be followed by a discussion of how to adapt these techniques to other classroom contexts, age groups & levels. Prepare to pick up some new teaching ideas-& recipes.

Don Maybin is director of the Language Institute of Japan, Odawara.

## KYOTO

Kyoko Nozaki, 075-71 1-3972

Michael Wolf, 0775-65-8847

## MATSUYAMA

Topic: Are You Getting the Most Out of Your Computer?

Spkr: Paul Shimizu

Date: Sunday, June 20

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

Place: Shinonome High School, Memorial Hall (Kinenkan), 4F

Fee: Members free; non-members ¥1000

Info: Yuko Hamada, 0899-77-3029  
 Ron Murphy, 0899-22-7166

This software which will be demonstrated is produced by INTERCOM, LTD for the Apple Macintosh computer & will not yet work on other types. The presentation will consist of three parts: 1) The computer as a classroom resource controlled by the teacher; 2) The computer as a resource for producing hard copy materials; & 3) The computer as a classroom resource used interactively by a student or group of students. The emphasis will be on the computer as a resource which, when used properly, can give students another focus & which will add a new dimension to both the students & teacher's classroom experience.

Mr. Shimizu has been teaching since 1972 & developing software since 1988.

## MORIOKA

Topic: English Book Fair '93

Spkrs: Publishers

Date: Sunday, June 13

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

Place: Morioka Chuo Kominkan 2F

Fee: Free

Info: Izumi Suzuki, 0196-37-5469  
 Hiromi Sasaki, 0196-38-7579

Seven leading ESUEFL publishers will provide their textbooks, picturebooks, & other materials for display. A specialist bookseller will also be in Morioka.

A mini-presentations on use of materials will be given by Oxford U. Press & others.

## NAGANO

Richard Uehara, 0262-86-4441

## NAGASAKI

Topic: Learning from Learner's Errors

Spkr: Dale Goble

Date: Sunday, June 13

Time: 1:30-5:00 p.m.

Place: Nagasaki U., Suisan Gakubu (Fisheries)

Fee: Members free; non-members ¥1000

Info: Brian Moss, 0958-20-5713  
 Satoru Nagai, 0958-44-1697

In language teaching, the urge to correct students' errors can be overpowering. However, students' errors can also be seen as a natural & inevitable part of learning. Placing undue emphasis on error correction might not always be the best prescription. This presentation will look at students' errors, what may have caused them, & what, if anything can (or should) be done about them. In the workshop portion, participants will have a chance to diagnose an abundance of errors made by Japanese students & suggest ways to instigate a cure.



Dale Goble is an Associate Professor at Chikushi Jogakuen Junior Col., Dazaifu.

## NAGOYA

June Meeting

Topic: Professionalism & the Work Environment

Spkr: Thorn Simmons

Date: Sunday, June 27

Time: 12:30-4:00 p.m.

Place: Mikokoro Center

Fee: Members free; non-members ¥1000

Info: Helen Saito, 052-936-6493

Ryoko Katsuda, 0568-73-2288

Thorn Simmons, the past-president of the Kanto Teachers' Unions' Federation & now its Publicity Legal Officer, will discuss various aspects of Japan's labor laws, professionalism, unions, & the working environment of teachers in Japan. He will attend to both sides of the employee/employer relationship, drawing on his extensive experience in conflict resolution. Time will be offered for questions & discussion.

## July Meeting

Topic: Testing

Spkr: Scott Peterson

Date: Sunday, July 11

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

Scott Peterson teaches English at Meitoku Junior Col. in Nagoya.

## NARA

Masami Sugita, 0742-47-4121

Bonnie Yonada, 0742-44-6036

## NIIGATA

Topic: Fluency Across the Four Skills

Spkr: Helen Sandiford

Date: Sunday, June 20

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

Place: Niigata International Friendship Center (Tel: 025-225-2777)

Fee: Members free; non-members ¥1000

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

This presentation examines various strategies that can help students overcome fear of making mistakes when using a L2, & to achieve positive self images as language learners that can encourage them to become more fluent. It will be shown that fluency relates to all lan-

guage skills, & that it is accessible to low-level learners as well as advanced.

Helen Sandiford works as ELT Consultant for Cambridge U. Press.

## OKAYAMA

Topic: Counseling Language Learning & the Silent Way

Spkr: Leslie Koustaff

Date: Sunday, June 20

Time: 10:00 a.m.-12:00 p.m.

Place: OPIEF

Fee: Members & students free; non-members ¥1000

Info: Hiroko Sasakura, 086-222-7118

This workshop presents CLL & SW in their pure forms. A lesson will be taught using each method, with discussion following on various aspects of each, e.g., error correction, teacher control, etc. It is hoped that the "teacher/students" will be able to incorporate parts of these methods into their present teaching philosophies.

Leslie Koustaff is associate professor at Chikushi Jogakuen U. in Fukuoka.

## OKINAWA

Topic: The Use of Dialogue Journals in Foreign Language Classrooms

Spkr: Maria Latona

Date: Sunday, June 27

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

Place: Okinawa Christian Junior Col.

Fee: Members free; non-members ¥500

Info: Jane Sutter, 098-855-2481

The presenter will explain her method of using dialogue journals, the philosophical reasons behind her method, & how it leads to fluency & greater expression of ideas. This method can be adapted for use at all levels from junior high school through college level & other adults. A demonstration of dialogue journals will be conducted with the audience, so everyone can experience firsthand how it works.

Maria Latona is a visiting professor at the U. of the Ryukyus.

## OMIYA

Topic: Global Issues from the Second Position

Spkr: Atsuko Ushimaru

Date: Sunday, June 13

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

Place: Omiya YMCA

Fee: Members free; non-members ¥1000

Info: Michael Sorey, 048-266-8343

How would you like to teach your students to put themselves in the more vulnerable people's shoes? The ability

to see the world as other people see it & to feel the way they feel is crucial in order for global issues activities to work. This workshop will introduce exercises to foster this ability & some sample classroom activities that the participants can take away & use in their own teaching situations

Atsuko Ushimaru, assistant professor of English at Obirin U., is the Publications Coordinator of the JALT Global Issues in Language Education N-SIG.

## OSAKA

Topic: TESOL & Other EFL Organizations

Spkr: Kevin Staff

Date: Sunday, June 20

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

Place: Bentencho YMCA (visible from Bentencho JR or Subway Stations)

Fee: Members free; non-members ¥1000

Info: Masako Watanabe, 06-672-5584

This will be an introduction to the activities of various international language teaching organizations, particularly TESOL, IATEFL, & ACTFL. Their publications & intended audiences will be outlined, & the activities of the organizations in providing professional development opportunities to members, annual conventions, position papers on sociopolitical concerns, & benefits such as international health insurance plans will be covered.

Kevin Staff is the President of JALT Osaka.

## SENDAI

Topic: Listening: Content, Culture, Tasks & Strategies

Spkr: Marc Helgesen

Date: Sunday, June 27

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

Place: 141 Bldg. 6F (near Mitsukoshi on Ichibancho)

Fee: Members free; non-members ¥1000

Info: Takashi Seki, 022-278-8271 (h)  
Irene Shirley, 022-264-6411 (w)

Listening practice. Of course students need that, but they need more. Learners need strategies—they need to learn how to listen. They need to make use of what they've already learned.

After exploring the nature of listening & strategies for skill development, we will consider how culture affects student listening ability in terms of expectations of role & of the skill itself as well as background knowledge. Finally, partici-

pants will create listening tasks based on prepared & authentic listening samples as well as written texts.

*Marc Helgesen teaches at Miyagi Gakuin Sendai & is principal author of the New English Firsthand series (Lingual House/Longman).*

## SHIZUOKA

Topic: Symposium on Memory & Language Learning

Spkrs: Six invited speakers (see below)

Date: Saturday, June 6

Time: 10:00 a.m. 500 p.m.

Place: Shizuoka Kukushi Kaikan. Shizuoka City (From Shizuoka Station north exit, take Miyuki Doori to one block past Kita Kaido. Turn right, & proceed until you reach the next main street. The Shakai Fukushi Kaikan will be on the right.)

Fee: Members ¥3000; non-members ¥3500

Info: Naoko Aoki (in Japanese), 054-272-8882  
Tim Newfields (in English), 0543-48-66 13

## Program Schedule

10:00-11:00 Registration/refreshments

11:00-12:00 (concurrent) Kenichi

Yumino, *Memory Studies in Cognitive Psychology*; Charles Adamson, *Memory & Language Learning: the NLP model*

12:00-1:30 Lunch

1:30-2:30 (concurrent) Fusako Allard, *Memory Acquisition & the Silent Way*; William Flaman. *Thanks for the Memories (memory processes in language acquisition)*

2:40-3:40 (concurrent) Tim Murphey, *ShadEchoing & Reformulation: KISS principles of retention & activation*; Sumiko Taniguchi, *Second Language Vocabulary Learning: What we don't know*

3:40-4:00 Refreshments

4:00-5:00 Panel discussion

## SUWA

Topic: Training Japanese Children to be Active Learners

Spkr: Vaughan Jones

Date: Sunday, June 13

Time: 2:00-5:00 p.m.

Place: Agatanomori Bunkakaikan, Matsumoto

Fee: Members free; non-members ¥500

Info: Mary Aruga, 0266-27-3894

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

Vaughan Jones is ELT Manager for Heinemann in Japan.

## TOKUSHIMA

Tomoko Hirota, 0886-74-2023

## TOKYO

Topic: Input & Interaction in the Language Classroom

Spkr: Dr. Leo van Lier

Date: Tuesday, June 29

Time: 6:30-9:00 p.m.

Place: Bunkyo Women's Col. (on Hongo Dori, 3 min. north of Tokyo Univ., 3 min. south of Hakusan Dori. Marunochi Line Hongo 3-chome Sta. [turn left on Hongo Dori]: Chiyoda Line Nezu Sta. [walking toward Nezu Shrine]; or Mita Line Hakusan Sta. [uphill on Hakusan Dori to Hongo Dori, then turn right]; 15 min. walk. From JR Yamamoto Line Komagome Sta.. bus #51 or #43 for 15 min. to Bunkyo Joshi Daigaku stop.)

Fee: Members free; non-members ¥1000

Info: Richard Smith, 03-3916-9091 (h); 03-3911-6111 (w)  
Will Flaman Tel/Fax: 03-3816-6834 (h); 03-5684-4817 (w)

Dr. Leo van Lier, Assoc. Prof. of Educational Linguistics at Monterey Inst. of International Studies (TESOL/TFL Program), is visiting Japan as part of Temple U.'s Distinguished Lecturer series. The author of *The Classroom & the Language Teacher* (Longman), he will give a presentation on classroom interaction.

## TOYOHASHI

Topic: Language Awareness Training

Spkr: Virginia LoCastro

Date: Sunday, June 20

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

Place: Aichi U., Kinenkaikan

Fee: Members free; non-members ¥1000

Info: Kazunori Nozawa, 0532-25-6578

Back to basics? A return to teaching grammar? Not quite! This presentation will take participants through a series of awareness training tasks from word to discourse level of language, focusing on lexical, syntactic, & pragmatic aspects of language. Tasks using languages other than English or Japanese add an intercultural dimension to expand the development of language awareness. Participants will be asked to suggest tasks suitable for their own students.

Virginia LoCastro is associate professor at International Christian U.

## UTSUNOMIYA

Topic: Comics in Context

Spkr: Tom Stearns

Date: Sunday, June 20

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

Place: Oyama Chuo Kouminkan (south of Oyama City Hall)

Fee: Members free; non-members ¥1000

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

Besides filling in balloons with appropriate language, there are other ways to approach using cartoons & comics in the language classroom. This workshop will begin with a discussion of how participants have used comics in their own classes. Following that will be a presentation of strategies that have "worked" with teens & adults alike as a springboard for "using" the target language.

Tom Stearns is an instructor at Hakuoh U. & Women's Junior Col. in Oyama.

## WEST TOKYO

Topic: Classroom-Centered Language Testing

Spkr: Dr. James Dean Brown

Date: Saturday, June 27

Time: 2:00-5:00 p.m.

Place: Hachioji Shimin Kaikan (Use either Keio Hachioji or JR Hachioji Sta. & take #91, 92 or 93 bus. Or walk 15 min. from the south exit of JR Stn.)

Fee: Members free; non-members ¥1000

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

This talk is designed to help teachers write more effective classroom-centered language tests. Classroom tests are discussed in terms of how they are different from "standardized" tests & in terms of the useful information teachers can derive from them (diagnostic, progress, achievement information, etc.). Production of classroom tests is covered through

# — Meetings — Conference Calendar

examination of three sets of item writing guidelines: 1) general guidelines, 2) producing receptive-response items, & 3) producing productive-response items.

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

## YAMAGATA

**Topic:** Foreign Language Acquisition & Instruction in Terms of International Diplomatic Relations Part 1

**Spkr:** Harrison M. Holland

**Date:** Sunday, June 13

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

**Place:** Yamagata Kajo Public Hall (Tel: 0236-43-2687)

(Yamashita-shi, Shironishi-machi, 2 chome. 2-1 5)

**Fee:** Members free; non-members ¥500

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

Dr. Harrison M. Holland is an advisor for Yamagata Prefectural Government & also a visiting professor at Tohoku U. of Art & Design.

## YAMAGUCHI

Yayoi Akagi, 0836-65-4256

Eri Takeyama, 0836-31-4373

## YOKOHAMA

**Topic:** Poetry in the Language Classroom

**Spkr:** Ann Jenkins

**Date:** Sunday, June 6

**Time:** 2:00-4:45 p.m.

**Place:** Igrisukan (old British consulate), on the Bluff (near JR Ishikawacho Station)

**Fee:** Members free; non-members ¥1000

**Info:** Ron Thornton, 0467-31-2797  
Shizuko Marutani, 045-824-9459

What is poetry? Poetic devices occur in many kinds of text—songs, advertisements, prose, cartoons. Poetry is an example of language in use—authentic samples of written text. Why not use it? Participants will work through some of the activities & techniques presented. Also discussion of potential problems & their possible solution.

Ann Jenkins is a lecturer in English at the Nishi Tokyo U..

To place information in this column, contact Masaki Oda, Dept. of Foreign Languages, Tamagawa University, 6-1-1 Tamagawa Gakuen, Machida, Tokyo, 194, Japan, Phone: (w) 0427-26-8-3271, (h) tel/fax: 0423-56-2757, two months in advance of desired date of publication.

## 23rd Communication Association of Japan Convention

**Date:** June 25<sup>th</sup> 26, 1993

**Place:** Kitakyushu

**Contact:** Prof. James R/ Bowers, C. A. J. Meiji U., Office 258, Izumi Campus 1-1-9 Eifuku, Suginami-ku, Tokyo 168  
Tel: 03-5330-i 322

**Fax:** 03-5330-1202 **E-mail:**

AB0001 I@JPNMUI 1.BITNET

## Fifth International Conference on Minority Languages

**Date:** July 5-7, 1993

**Place:** U. of Wales Col. of Cardiff, Cardiff, Wales

**Contact:** Jayne Mathias, Secretary 5ICML Department of Welsh U. of Wales Col. of Cardiff Cardiff CF1 3XW, Wales, UK

## JALT Regional Conference in Niigata

**Theme:** Methods that work – Ways to teach language

**Date:** July 10-11, 1993

**Place:** Southern Illinois U. Carbondale--Niigata Campus (in Nakjo-machi, 30 min. by tram from Niigata-shi)

**Contact:** Donna Fujimoto  
SIU Nagahashi Res. C-1 2 Nakajo-machi, Kitakanbara-gun Niigata 959-26

Tel: 0254-43-6413, (h) 0254-43-6205 (w)

## 4th International Pragmatics Conference

**Theme:** Cognition and Communication in an Intercultural Context

**Date:** July 25-30, 1993

**Place:** Kobe, Japan

**Contact:** Prof. Kanzei Sugryama, Dept. of Eng. Kobe City U. of Foreign Studies 9-1 Gakuen Higashi-machi Nishi-ku, Kobe 651-21  
Tel: 078-794-8179  
Fax: 078-792-9020

## 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, #6846 Marion St. Winnipeg, Manitoba, R2J 0K4 Canada  
Tel: +1-204-237-5214  
Fax: 1-204-237-3426  
or Yoko Watanabe, Ikuei Jr. Col. 1666-1 Kyome-machi, Takasaki, Gunma 370, Tel: 0273-52-1981 (w), 0273-228056 (h)

**Name:** International Association of Applied Linguistics (AILA) 10th world Congress

**Theme:** Language in a Multicultural Society

**Date:** August 8-15, 1993

**Place:** Free U., Amsterdam, The Netherlands

**Contact:** Johan Matter  
Vrije Universiteit, Faculteit der Letteren Postbus 7161, NL-1007 MC Amsterdam, The Netherlands  
Tel: +31-020-5483075

## 5th EARLI (European Association for Research on Learning and Instruction)

**Date:** August 31-September 5, 1993

**Place:** Aix-en-Provence, France

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

## Communication in the Workplace: Culture, Language and Organisational Change

**Date:** September 1-4, 1993

**Place:** Sydney Hilton, Sydney, Australia

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

## 32nd JACET Annual Convention

**Date:** September 8-10, 1993

**Place:** Tohoku Gakuin U., Izumi Campus, Sendai, Japan

**Contact:** JACET, 1-2 Kagurazaka Shinjuku-ku, Tokyo 162  
Tel: 03-3268-9686

## JALT Chiba Chapter Mini-Conference on Language Testing

**Date:** Sept. 11, 1993

**Place:** Kanda U. of International Studies, Chiba, Japan

**Deadline for proposals:** July 30, 1993

**Contact:** Paul Gruba  
Kanda U. of International Studies 1-4-i Wakaba, Mihama-ku Chiba-shi, Chiba-ken 261  
Tel: 043-273-1233  
Fax: 043-272-1777

## National Conference on Computers and Composition (JALTCALL N-SIG Nagoya Chapter)

**Date:** September 14-15, 1993

**Place:** Kinjo Gakuin U., Nagoya

**Theme:** Computers and Composition

**Contact:** David Kluge, Kinjo Gakuin U. 2-1723 Oomori, Moriyama-ku, Nagoya 463; Fax: 052-799-2089

(Cont'd on p.63)



# -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、年齢、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が、法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

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

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

## JIC / Positions Announcement Form

City & Prefecture (勤務地):

Deadline (応募の締め切り):

Name of Institution (機関名):

Title of Position (職名):

Full-time / Part-time (circle one) (専任/非常勤の別)

Qualifications (応募資格):

Duties (職務内容):

Salary, Benefits, and Other Terms of Contract (給・給・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):

# Job Information Center/Positions

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

**(IWATE-KEN)** The Iwate University College of Humanities and Social Sciences announces a full-time Foreign Teacher (*Gakokujin Kyoshi*) position beginning April 1, 1994. Qualifications: Native Speaker of English, M.A. preferable, three years or more of research and/or teaching after graduation, more than one publication. Duties teaching English conversation, English composition, Culture of English-speaking countries, advisor for senior student Japanese-English translation, and recording of entrance exam listening test. Salary & Benefits: National University staff scale, mandatory social insurance. Application Materials: CV, List of publications and research, letter(s) of recommendation, medical certificate. Contract: one-year renewable to a maximum of five years. Address: Prof. Isao Miura, College of Humanities and Social Sciences, Iwate University, 3-18-34 Ueda, Morioka-shi, Iwate-ken 020. Tel: 0196-23-5171, Fax: 0196-54-2289.

**(KAGAWA-KEN)** Lingo School in Takamatsu City is looking for a full-time ESL teacher. Qualifications: native speaker competency, B.A. Experience teaching children a plus. Duties: Full-time 1:00-9:00 p.m., five days per week, 25 teaching hours per week, class planning and preparation. Salary & benefits: ¥250-280,000 per month, depending on qualifications; accommodations. Application Materials: CV, copy of diploma, passport-size photo, references. Deadline: June 16, 1993. Address: Kyoto Tominaga, Kamei-cho 1 I-65, Takamatsu-shi. Kagawa-ken 760. Tel: 0878-31-3241, Fax: 0878-31-3244.

**(KAGOSHIMA-KEN)** The College of Liberal Arts, Kagoshima University announces one full-time English teaching position (Associate Professor, Assistant Professor or Instructor) beginning October 1 1993. Qualifications: M.A. or Ph.D. in English Language or Literature, English Teaching, Japanese Language or Literature, Japanese Culture, or Comparative Literature, under age 35 (as of October 1, 1993; National University requirement). Duties: teach six 100-minute English language classes per week. Salary and Benefits: in accordance with Japanese National University staff wage scales; bonuses and allowances as for Japanese staff; travel expenses reimbursed on arrival in Kagoshima. Application materials: detailed CV with photograph, list of publications, copies of three principal publications with abstracts (approx. 500 words), copy of degree certificate, health certificate, and two letters of recommendation. Deadline June 14, 1993 (by registered mail; marked in red "Teaching Position [A]"). Address: Dr. Hideo Tagawa, Dean, College of Liberal Arts, Kagoshima University, Japan. For more information, write or fax: 992-85-8808.

**(OKINAWA-KEN)** The English Department, Okinawa Christian Junior College announces an Assistant Professor or Lecturer position beginning October 1, 1993 (preferable) or April 1, 1994. Qualifications: M.A. in English, Education or related field. Ph.D. and work experience preferred. Duties: Teaching courses in Oral English, English Composition, English Reading, etc.; English Department Administrative duties. Salary & Benefits: two-year contract renewable on negotiation, minimum ¥250,000 per month based on qualifications. Application Materials: CV (include academic career, job experience and other pertinent personal information). Deadline:

August 1, 1993. Address: Ms Keiko Yamazato, Chairperson, English Department, Okinawa Christian Junior College, 777 Onaga, Nishihara-shi, Okinawa-ken 903-01. Tel: 0196-23-51 71, Fax: 0196-54-2289.

**(TOKYO)** International Thomson Publishing Japan announces a full-time position for an ELT Sales Representative. Qualifications: Bilingual (Japanese/English), bi-cultural, self-motivated person with a strategic mind and able to work under pressure, at least two years teaching experience in Japan. Sales & Marketing experience an asset. Duties: Market ELT materials with set goals, customer relations, work under the guidance of the Sales & Marketing Manager. Salary and Benefits negotiable. Application Materials: Resume (J/E), Self-recommendation letter (J/E), and photo. Deadline, June 30, 1993. Address: Managing Director, ITPJ, Hirakawacho Nemoto Bldg. 6F, Hirakawa-cho, Chiyoda-ku, Tokyo 102. Tel: 03-3221-1305, Fax: 03-3227-1459.

(Cont'd from p. 61, Conference Calendar.)

English Teachers Association	Switzerland	Annual General Meeting
Date:	September 18, 1993	
Place:	Rapperswil, St. Gallen, Switzerland	
Contact	Ilona Bossart, Linda Austr. 29, 9524 Zuzwil, Switzerland	

18th Annual ALAA (Applied Linguistics Assn. of Australia) Congress  
 Date: September 26-29, 1993  
 Place: U. of Adelaide, Adelaide, Australia  
 Theme: Living with Language: The Classroom-Community Nexus  
 Contact: John West-Sooby, Dept. of French, U. of Adelaide  
 GPO Box 498, Adelaide, SA 5001, Australia  
 Tel: +61-8-228-5638, Fax: +61-8-224-0464 (Head all faxes: 'Attn: J. West-Sooby, French Dept.')

International Symposium on Language Teaching Methodology  
 Date: October 4-14, 1993  
 Place: Beijing and Hohhot, Inner Mongolia, People's Republic of China  
 Contact: Dr. Stephen J. Gales, TESOL Program, U. of Northern Iowa  
 Cedar Falls, IA 50614-0502 USA

Teachers of English to Speakers of Other Languages (TESOL) The 28th Annual Convention and Exposition  
 Date: March 8-14, 1994  
 Place: Baltimore, MD, USA  
 Deadline for Abstracts: May 15, 1993  
 Contact: TESOL Central Office, 1600 Cameron Street, Suite 300  
 Alexandria, VA 22314-2751 USA  
 Tel: +1-703-836-0774. Fax: +1-703-836-7864

1994 CATESOL State Conference  
 Date: April 14-17, 1994  
 Place: San Diego Concourse, Doubletree Hotel & Radisson Hotel Harbor View  
 Deadline for proposals: Sept. 30, 1993  
 Contact: CATESOL '94, Grossmont Col., 8800 Grossmont College Drive  
 El Cajon, CA 92020 USA

## 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 members 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 2,600 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m<sup>2</sup>, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **National Special Interest Groups**, N-SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on Testing and other themes.

**Chapters** - Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Kagawa, Kagoshima, Kanazawa, Kobe, Kyoto, Matsuyama, Morioka, Nagano, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shizuoka, Suwa, Tokushima, Tokyo, Toyohashi, Utsunomiya, West Tokyo, Yamagata, Yamaguchi, Yokohama.

**N-SIGs** -Video, Bilingualism, 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) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥2,000), available to two individuals sharing the same mailing address, receive only one copy of each publication. **Group Memberships** (¥4,500/person) are available to live or mom people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*, or by sending a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or on pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

### CENTRAL OFFICE:

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

## JALT—全国語学教育学会について

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

**出版物**：上記の英文記事を参照。JALT会員、或はIATEFL会員には、割引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**：殺し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付けています。

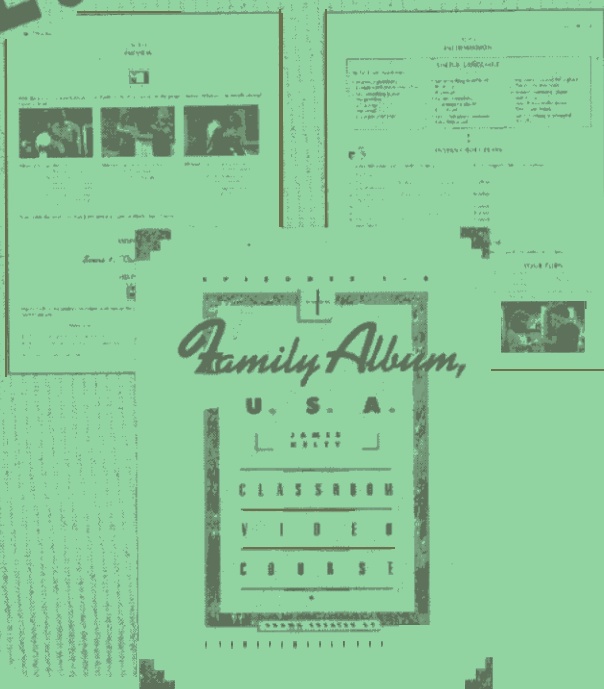
**JALT事務局**：〒116 東京都荒川区西日暮里2-32-10 グロリアス東京301

TEL. 03-3802-7121 FAX. 03-3802-7122

PBS(全米公共放送網)及びNHKで放送された話題の米語最新コース。  
待望のビデオ、Level 1~4 一挙発売!

# Family Album, U . . S . . A

**NOW ON  
SALE!**



## (待 徴)

アメリカの一家族を中心に展開するドラマを軸に、学習を進めます。各エピソード(約23分)は3部構成になっています。クラス学習を想定した構成と補助教材により、ストーリーを追いつながら学習を進めて自然にレベル向上をはかる、マクミラン社の最新プログラムです。

## (価 格)

ビデオ全12巻(エピソード1~26収録、テキスト、指導書付)

¥340,000(税別)

輸入・発売元

**YOHAN**

For further information please contact:

**GLOBALMEDIA SYSTEMS CORP.**

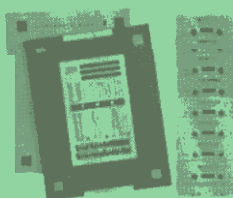
Telephone : 03-3433-4375

Facsimile : 03-3437-1778

Address: Z-5-5, Hamamatsu-cho,  
Minato-ku, Tokyo 〒105

## ADDITIONAL MATERIALS

Students are given an easy way to study each episode in depth at home, in a lab, or at the office.



### Tuning in The USA Radio Series and Listener's Guides

Partnership of the U.S.A. Radio Series is a unique approach to the study of the same American family with new dramas that deepen students' understanding of U.S. life.

- 52 radio programs, 10 minutes each, follow the same language scope and sequence as the television series.
- Complete radio scripts are included, plus answer keys and extensive language notes on vocabulary, grammar, expressions, and pronunciation.
- Complete radio series is available on 8 audiocassettes.
- 2 fully illustrated Listener's Guides, 176 pages each.

**GMS**  
A MEMBER OF  
THE SONY GROUP

BBCエンタープライズ社日本総代理店

株式会社 グローバルメディア・システムズ(映像営業部)

〒105 東京都港区浜松町2-5-5 松井ビル2F TEL 03-3433-4375 FAX 03-3437-1778

# CINEX

CINEMA ENGLISH EXERCISE



Schedule  
for release:  
**FALL  
SEMESTER  
1992**

## CINEX School Curriculum

**FROM BLACKBOARD TO SILVER SCREEN**

**COMMUNICATIVE VIDEO TECHNIQUES**

### CINEX Features:

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

### Text Components:

#### For Teachers—

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

#### For Students—

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

#### \*Teachers Manual (In three sections)

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

★ Convenient Time Code

★ Easy to follow  
English Subtitle



Kramer vs. Kramer

© COPYRIGHT © 1979 COLUMBIA PICTURES INDUSTRIES, INC.

#### First Release Titles for 1992



Kramer vs. Kramer

© COPYRIGHT © 1979 COLUMBIA PICTURES INDUSTRIES, INC.



The Karate Kid

© COPYRIGHT © 1984 COLUMBIA PICTURES INDUSTRIES, INC.

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

**Sony Pictures Entertainment (Japan) Inc.**

¥ 750