THE

LANGUAGE TEACHER❽

JALT 93

Pre-Conference Workshops

Presenters:

Marc Helgesen

Gwyneth Fox

Della Summers

Robert O'Neill

Kathleen Graves

Ritsuko Nakata

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David Nunan

Michael Wallace

LANGUAGE CULTURE

19th International JALT Conference

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Sonic City, Omiya

JALT

Oxford University Press

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THE LANGUAGE TEACHER

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Introduction

This year's theme, "Language and Culture" will be highlighted in the pre-conference workshops offered on October 8, as a preliminary of the JALT 93 international conference in Omiya. These workshops provide participants an opportunity to focus on specific issues with the guidance of renowned international educators before the hectic general conference begins on October 9. This issue of *The Language Teacher* features articles by the nine pre-conference workshop presenters, who are each sponsored by an Associate Member of JALT. **H. Douglas Brown** sponsored by Prentice Hall will discuss the cross-cultural dimensions of learner strategy training. **Gwyneth Fox,** sponsored by Harper Collins, demonstrates how corpus evidence can be useful for teachers. **Kathleen Graves,** sponsored by Oxford University Press, examines the question of what teachers teach when teaching culture. **Ritsuko Nakata,** also sponsored by Oxford, discusses a pragmatic approach to teaching cross cultural communication especially for children. **Marc Helgesen,** sponsored by Cambridge University Press, explores the interrelationships of listening-content, culture, tasks, and strategies in EFL. **David Nunan,** sponsored by Thomson International Publishers, discusses how to develop and evaluate an action plan for classroom research. **Robert O'Neill,** sponsored by Meynard, reexamines the use of narratives as authentic language (text). **Della Summers,** sponsored by Longman, provides insights into vocabulary through authentic corpora. Lastly, **Michael Wallace,** sponsored by the British Council, explores the development of language and cultural awareness in EFL.

Carl Adams, Pre-Conference Workshops Coordinator

JALT93国際大会は、10月9日から11日まで大宮で開催されます。その前日、8日に行われる大会前ワークショップには、大会のテーマ「言語と文化」に関連した9つのワークショップが準備されています。大会前ワークショップは、参加者の皆さんに、慌ただしい大会が始まる前に、国際的に高名な教育の専門家の指導で、特定のテーマについて考える機会を提供します。

今月の *The Language Teacher* は、それぞれ賛助会員の後援を受けた大会前ワークショップのプレゼンターによる記事を特集しました。**H.Douglas Brown** (Prentice Hall) は、学習者ストラテジーのトレーニングにおける交差文化的側面を論じています。**Gwyneth Fox** (Harper Collins) は、教師にとってのコーパスの効用を紹介しています。**Kathleen Graves** (Oxford University Press) は、文化を教えるとは何を教えることなのかを検証しています。**Ritsuko Nakata** (Oxford University Press) は、子どもに異文化コミュニケーションを教えるための語用論的アプローチを論じています。**Marc Helgensen** (Cambridge University Press) は、英語教育における聞き取り教材の内容と、文化、タスク、ストラテジーの相互関係を探究しています。**David Nunan** (Thomson International Publishers) は、授業研究のためのアクション・プランをどう作成し、評価するかを論じています。**Robert O'Neill** (Meynard) は、生教材としてのナラティブの使い方を再検討しています。**Della Summers** (Longman) は、実際の言語使用に基づいたコーパスを通した語彙の洞察について述べています。**Michael Wallace** (British Council) は、英語教育において言語と文化に対する気づきを育てる方法を探究しています。

Carl Adams, Pre-Conference Workshops Coordinator

Some Practical Suggestions for Learner Strategy Training

by H. Douglas Brown
San Francisco State University
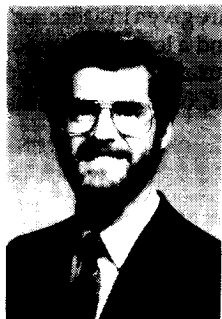
In recent years language teaching methodology has seen a dramatic increase in attention to what I like to call the "strategic investment" that learners can make in their own learning process. The learning of any skill involves a certain degree of "investment" of one's time and effort into the process. **Every complex set of skills is acquired through an investment of considerable observing, focusing, practicing, monitoring, correcting, and redirecting. A language is probably the most complex set of skills one could ever seek to acquire; therefore, an investment is necessary in the form of developing multiple layers of strategies for getting that language into one's brain. And so one develops strategies for perceiving others, and, for singling out relevant elements of language, and all the other necessary behaviors essential for ultimate mastery.

In an era of interactive, intrinsically motivated, learner-centered teaching, learner strategy training (LST) simply cannot be overlooked. Perhaps too often, we language teachers are so consumed with the "delivery" of language to our students that we neglect to spend some effort preparing learners to "receive" the language. In an effort to fill class hours with fascinating material, we might overlook our mission of helping students to "learn how to learn." And students, mostly unaware of the tricks of successful language learning, simply do whatever we tell them to do, with no means to question the wisdom thereof.

Figure 1

Learning Styles Check List

Check one box in each item that best describes you. Boxes A and E would indicate that the sentence is very much like you. Boxes B and D would indicate that the sentence is somewhat descriptive of you. Box C would indicate that you have no inclination one way or another.

A B C D E

1. I don't mind if people laugh at me when I speak.	☐☐☐☐☐	I get embarrassed if people laugh at me when I speak
2. I like to try out new words and structures that I'm not completely sure of.	☐ ☐ ☐ ☐ ☐	I like to use only language that I am certain is correct.
3. I feel very confident in my ability to succeed in learning this language.	☐☐☐☐☐	I feel quite uncertain about my ability to succeed in learning this language.
4. I want to learn this language because of what I can personally gain from it.	☐☐☐☐☐	I am learning this language only because someone else is requiring it.
5. I really enjoy working with other people in groups.	☐☐☐☐☐	I would much rather work alone than with other people.
6. I like to "absorb" language and get the general "gist" of what is said or written.	☐☐☐☐☐	I like to analyze the many details of language and understand exactly what is said or written.
7. If there is an abundance of language to master, I just try to take things one step at a time.	☐☐☐☐☐	I am very annoyed by an abundance of language material presented all at once.
8. I am not overly conscious of myself when I speak.	☐☐☐☐☐	I "monitor" myself very closely and consciously when I speak.
9. When I make mistakes, I try to use them to learn something about the language.	☐☐☐☐☐	When I make a mistake, it annoys me because that's a symbol of how poor my performance is.
10. I find ways to continue learning the language outside of the classroom.	☐☐☐☐☐	I look to the teacher and the classroom activities for everything I need to be successful.

One perplexing issue in LST focuses on the cross-cultural dimensions of a movement whose foundations are the fundamental belief in the paramount importance of autonomous learning-their ability to self-direct, to learn how to learn, to intrinsically engage themselves in the learning process within and beyond the classroom. This issue will receive primary attention in the workshop at JALT 93. Meanwhile, in this paper I would like to make some potentially non-threatening (for teachers and students) practical suggestions for your language classrooms that I hope you will find culturally appropriate within your various contexts. In other words, how can your classroom techniques encourage, build, and sustain effective language learning strategies in your students?

Informal Self-Check Lists

One effective way to instill student awareness of successful styles (as distinguished from strategies) is through an informal self-check list which students fill out and then discuss. Such checklists are usually not formally scored or tallied; rather, they serve as focal points for discovery and discussion.

Figure 1 is an example of a check list that I have used with ESL students (for lower proficiency levels, the vocabulary was simplified). You could adapt the following procedure for use in your classroom:

(1) Hand out checklists to each student and tell them to complete them on their own.
(2) When they finish, put students into groups of four. Their objective is to compare answers, to justify individual responses, and to determine if anyone feels compelled to change their response category after discussion. The ultimate objective is to get students to talk openly about their own traits.
(3) In a whole-class activity, groups can be asked to share any major agreements and disagreements. You should direct this discussion toward some conclusions about the best styles for successful language learning.
(4) Summarize by explaining that no one side is necessarily good or bad, but that (a) if they are too dominant on one side, they may profit from allowing the other side of a continuum to operate, and (b) most learners tend toleantoofarto therightsideofthechart, which is usually not the best learning style.

A similar, but more elaborate check list is found in Oxford's (1990) extensive Strategy Inventory for Language Learning (SILL) covering (in its ESL version) fifty separate strategies in six major categories. The SILL has now been used with learners in a number of different countries including the U.S.A., and has proven to be enlightening to learners as they are exposed, perhaps for the first time, to so many different strategic options.

Impromptu Teacher-Initiated Advice

Another form of getting students to think about strategies is through frequent impromptu reminders of

"rules" for good language learning and encouragement of discussion or clarification. Sometimes the little comments you make here and there have the effect of subtly urging students to take charge of their own destiny by understanding their own styles of learning and capitalizing on their abilities.

A set of successful styles for language learning might be appropriately capsulized in the form of ten rules or "maxims," that apply to most learners most of the time. In Figure 2 below, they are given in a teacher's version (more technical terms) and a learner's version (words and cliches that might be useful for a classroom bulletin board, class discussions, or student journal writing topics).

Figure 2
Maxims for Good Language Learning

Teacher's Version	Learner's Version
1. Lower inhibitions.	Fear not.
2. Encourage risk-taking.	Dive in.
3. Build self-confidence.	Believe in yourself.
4. Develop intrinsic motivation.	Seize the day.
5. Engage in cooperative learning.	Love thy neighbor.
6. Use right-brain processes.	Get the BIG picture.
7. Promote ambiguity tolerance.	Cope with the chaos.
8. Practice intuition.	Go with hunches.
9. Process error feedback.	Make mistakes work FOR you.
10. Set personal goals.	Set your own goals.

Learners can benefit greatly from your daily attention to the many little tricks of the trade that you can pass on to them. Think back to your own language learning experiencesand note what it was that you now attribute your success (or failure!) to, and pass these insights on. Did you use flash cards? Did you practice a lot? Did you see subtitled movies? Read books? Pin rules and words up on your wall? When those appropriate moments present themselves in your class, seize the opportunity to teach your students how to learn .

Teach Strategies Through Interactive Techniques

One way to familiarize your students with a plethora of possible strategies is to promote the ten maxims above through your own classroom techniques-ones that you already utilize, but with a flavor of strategy building. Figure 3 offers some suggestions for creating an atmosphere in your classroom in which students feel comfortable and encouraged to develop their own strategies.

Figure 3
Building Strategic Techniques

1. **Lower inhibitions:** play guessing games and communication games; do role plays and skits; sing songs; use plenty of group work; laugh with your students; have them share their fears in small groups. **2. Encourage risk-taking**: praise students for making sincere efforts to try out language; use fluency exercises where

errors are not corrected at that time; give outside-of-class assignments to speak or write or otherwise fry out the language. **3. Build students' self-confidence:** tell students explicitly (verbally and nonverbally) that you do indeed believe in them; have them make lists of their strengths, of what they know or have accomplished so far in the course. **4. Help them to develop intrinsic motivation:** remind them explicitly about the rewards for learning English; describe (or have students look up) jobs that require English; play down the final examination in favor of helping students to see rewards for themselves beyond the final exam. **5. Promote cooperative learning:** direct students to share their knowledge; play down competition among Students; get your class to think of themselves as a team; do a considerable amount of small group work. **6. Encourage them to use right-brain processing:** use movies and tapes in class; have them read passages rapidly; do skimming exercises; do rapid freewriting; do oral fluency exercises where the object is to get students to talk (or write) a lot without being corrected. **7. Promote ambiguity tolerance:** encourage students to ask you and each other questions when they don't understand something; keep your theoretical explanations very simple and brief; deal with just a few rules at a time; occasionally you can resort to translation into a native language to clarify a word or meaning. **8. Help them use their intuition:** praise students for good guesses; do not **always** give explanations of errors-let **a** correction suffice; correct only selected errors, preferably just those that interfere with learning. **9. Get students to make their mistakes work FOR them:** tape record students oral production and get them to identify errors; let students catch and correct each other's errors; do not always give them the correct form; encourage students to make lists of their common errors and to work on them on their own. **10. Get students to set their own goals:** explicitly encourage or direct students to go beyond the classroom goals; have them make lists of what they will accomplish on their own in a particular week; get students to make specific time commitments at home to study the language; give extra credit work.

One of the best teacher resource books to appear in recent years on the subject of learner strategy training is Oxford's (1990) book recommending many different strategy-building techniques. For example, an information gap listening technique is explained (pp. 109-110) in which students listen to a conversation on a tape and then, in groups, fill in an information grid (with blank spaces for name, profession, address, age, and appearance) for each of four people mentioned in the conversation. Oxford explains that such a task involves direct strategies like practicing, guessing, note-taking, focusing attention, and cooperating with co-learners.

Textbook-Embedded Training

Most of your opportunities for strategy training in the classroom will be "methodological." That is, you will opt for one of the three possible means suggested above. Yet another avenue for strategy training appears in the form of ESL textbooks in which the content itself is the study and utilization of learning strategies. Ellis and Sinclair (1989) get intermediate EFL learners to look systematically at successful learning strategies through readings, check lists, and various techniques in all four skills of listening, speaking, reading, and writing. In one chapter, for example, students are taught what to do when they don't know the word for something. Chamot, O'Malley, and Kupper's (1992) series takes a similar approach. One of their lessons recommends keeping a daily log for one week and checking how many times a student uses any of fourteen different strategies. A grid is provided for easy checking.

A different sort of textbook-embedded means for enlightening students about strategies is through a self-help study guide, several of which are currently available. Such "how to" guides tend to have short, easy-to-understand chapters with information, anecdotes, tips, and exercises that will help learners to use strategies successfully. They can be offered to students as recommended reading over and above their regular course assignments. Examples are Brown (1989), Brown (1991), Rubin and Thompson (1982), and Marshall (1989). Of these four, Brown (1989) has been translated into Japanese (Brown & Yoshida, 1990).

Interactive language teachers must not underestimate the importance of getting students strategically invested in their language learning process. Perhaps the most powerful principle of learning of all kinds is the principle of intrinsic motivation. One of the best ways of getting students intrinsically involved in their language learning is to offer them the opportunity to develop their own set of strategies for success. Having thus invested their time and effort into the learning of English, they can take responsibility for a good deal of their own learning. This, in turn, generates more motivation as they "seize the day."

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THE COMPLETE JAPANESE EXPRESSION GUIDE

by *Mizue* Sasaki

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日本語学習上の難関である慣用表現のなかから，日常的によく用いられる表現303例を集め，それぞれに一ページずつを当てて，対話例，解説，例文という三段構成で理解させようとするもので，自然で流暢な日本語を目指す者には欠かせない。

KANJI POWER
A Workbook for Mastering Japanese Characters
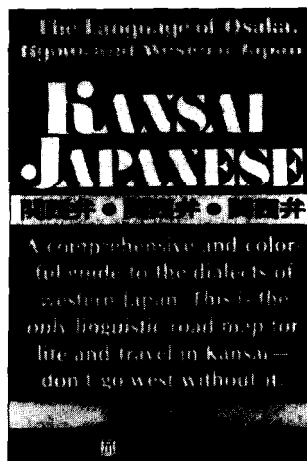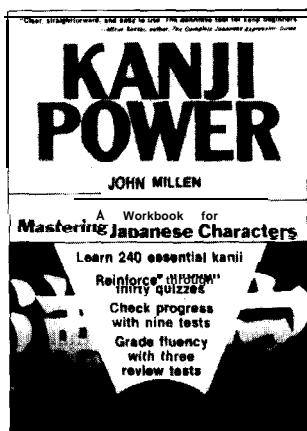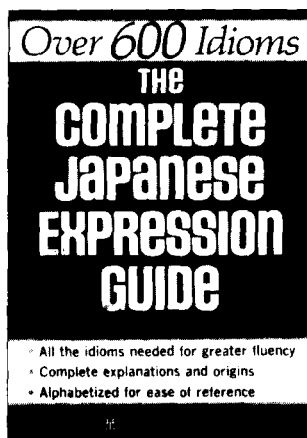## by *John Millen*

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

KANSAI JAPANESE
by *Peter Tse*

B6　152pp　¥980

ますます重要度を増す関西弁を，日常生活表現，丁寧表現，愛情表現，粗雑な表現など，また京都，大阪，広島など地域差にも触れつつ，さまざまな例文を通して学ぶ。各例文にはすべて標準語訳と英訳を付す。

＊価格にはいずれも消費税が含まれています。

Seeing Is Believing: Corpus Evidence Used in Teaching

by Gwyneth Fox

In 1980 a unique collaborative project was set up at Birmingham University in England. Collins Publishers (now Harper Collins Publishers) and the Department of English at the University joined together to form Cobuild, a project which had the research aim of taking a completely new look at the English language and analysing the ways in which it is being used.

The first stage of the research was to collect a large number of modern English texts and put them onto the computer to form a corpus. In the early days, Cobuild had a corpus of 7.3 million words of running text, then 20 million words, and we now have more than 200 million words held on computers in what we call 'The Bank Of English." This sounds like an enormous--almost profligate-amount. But we still do not have enough data to make definitive statements for some of the fairly rare (but still reasonably well-known) words in English, such as *abstemiously, apothegm, cheese-paring, fire-raiser,* and *frilliness.*

We also now hold our data in genre-specific corpora, such as "newspapers," "magazines," "British books," "American books," "spoken," and so on. This gives us the ability to compare how words are used in different situations. And again, to do that, a great deal of data is required.

Once the data has been put onto the computer, it is then sorted into alphabetical order, so that it is possible to see how many times each individual word has been used. It is then put into concordance format, with the contexts in which it was used. At Cobuild we have now spent thousands of hours analysing the language of these concordances, looking at every citation we have for the words *chatty, talkative, garrulous,* and *loquacious,* for example, in order to describe their meanings, how they are used, when they are used, who typically uses them, and so on.

What we are interested in is typicality, not possibility. Almost anything is possible. But onlysomefeatures are typical. And in order to establish typicality, corpus evidence is essential. By looking at hundreds-or thousands-of examples of a word, we find that features force themselves upon our attention--often features that are so common you hardly notice them in everyday communication. The word give provides a perfect example of this.

We all know that give means "hand something to someone" as in *He gave me a copy of his new book.* But much more frequent than this use is the one where give seems to have very little meaning in itself and so needs a following object to explain its use: *give a laugh, give a smile, give a frown, give a shrug, give a look, give a speech, give a lecture, give a hint, give an explanation, give an example*-and I could give many more similar instances! This use is extremely common, but when we looked at the language of textbooks which were popular in the mid 1980s, we found that this use of *give* was not in any of the books, in spite of the fact that you can find it in almost any text or conversation.

This structure is an extremely useful one for learners to acquire. Not only can you say *He gave a lecture yesterday,* but you can modify this into *He gave a good lecture, He gave a really interesting lecture, He gave a dreadfully boring and longwinded* lecture, and so on, building up the noun phrase to give as much additional information as you feel it appropriate to give.

Similar points can be made about many other words. The word *like* is taught almost exclusively as a verb. But by far the most frequent use of like is to say that two or more things are similar in some way: *He looked like Tom Cruise, She's very like her sister, The lake was like a mirror,* and so on. *Thing* is usually taught to mean "object." It does, of course. But it more often shows what you feel about something you are saying: *The funny thing is..., The interesting thing is..., The awful thing is..., The sad thing is....* Again, this is a use that appears in few, if any, course books. And yet the ability to express your opinion, and perhaps to influence your hearer's opinion, is a vital skill.

Does what I have been saying have any significance for teaching? Well, I think it does. It does not mean that we should not teach *give* meaning "hand over" or *like* as a verb or *thing* meaning "object"; but it does mean that we should also teach *give* in its delexical structure and *like* as a preposition and *thing* as a prefacing device-and teach them much earlier in a course than we usually do, simply because these are the uses that students are likely to come across in any reading of or listening to English that they do outside the classroom.

There are other things (that word again!) which you notice as you read the citations of a word. We know already that there are some words-often insulting ones-that are used to refer to women: *bitch, tart, butch, angel,* and so on, and others that are used to refer to men: *macho, hunky, effeminate.* But an examination of a corpus shows that there are other words which seem, for no obvious reason, to be typically used to refer to

one or the other sex. In a corpus of 20 million words of running text, we had 29 examples of the word taciturn (meaning "saying very little and so seeming unfriendly"). Of those 29 examples only three refer to women. Why should this be so? Is there another word that we use instead? (If so, I have not managed to find it.) Also, *taciturn* seems rarely to be used as the only adjective; a man is described as being *reserved and taciturn, gloomy and taciturn, taciturn and unsmiling, taciturn and devoid of curiosity.* Thus, a picture of a person is built up, of which taciturnity (a kind of unfriendly silence) is one vital element. This means that if learners of English want to use *taciturn* in the way that is most typical of English users, they should use it to refer to men, and they should also use it with one or more other adjectives. It would have been difficult, if not impossible, to arrive at that picture of the word simply by thinking about how it is used. You need to see numerous examples of it, to be sure that what you are saying is representative of typical use.

Words do not exist in isolation. And corpus data shows us that it is not possible to slot words into sentences wherever you want. Language consists of "chunks" of words, typically occurring together. This can be very clearly seen by even rapid scanning of data. So one meaning of the word *hail* should be taught as "a hail of something such as bullets or gunfire is a large number of them falling down on you" (or something

like that!) rather than *hail* means "a lot of something" . . . . . It's the whole chunk of language that has meaning, rather than the individual words.

So far I have shown how individual words can be studied using corpus evidence. It is also possible to study grammar, by looking at all the words which behave in a similar way. Again, surprises are in store. Take the area of *that*-clauses.

Most grammar books say that when you have a reported clause starting with that you can put it in or leave it out: *She said that she was tired* or *She said she was tired.* And you can. However, the less extra meaning the verb has, the more likely you are to leave it out. So the statement is true for say or think or know. But verbs which show your attitude to what you are saying, or which show the way in which you say it, are much more likely to have a *that* at the beginning of the clause: *The Prime Minister conceded that a mistake had been made, The girl announced defiantly that she was leaving, He murmured that he loved her.* It is possible to omit *that;* it is much more common to use it.

There are many other grammatical areas which are illuminated by looking at data in large amounts. Some of these, along with individual words, will be explored during the workshop.

Teaching Culture: Knowledge? Skill? Attitude? Awareness?

by Kathleen Graves
School for International Training

What can we teach when we teach culture? To answer that question I'd like to draw on two models, one familiar to practitioners in English language teaching communicative competence, and the other less widely known in our field, linguist James Gee's theory of Discourses1(1990). I feel that an understanding of these two models suggests that in an EFL context a teacher is on firmer and more fruitful ground having students work with their awareness and attitudes, rather than emphasizing skills and knowledge.

Communicative competence, as interpreted by Tarone and Yule (1990) includes "grammatical competence," "sociolinguistic competence," and "strategic competence." They define sociolinguistic competence as allowing "...the language user to select which utterance form, from any number of possible correct forms, is considered appropriate within a language community on a particular interactive occasion..."(p.18). They define strategic competence as "...the ability to 'get one's message across'"(p.19). As they point out, language teachers usually know more about teaching the grammatical dimension of communicative competence, and are less sure and systematic about teaching the sociolinguistic and strategic dimensions. One reason for that is that the grammar can be taught and learned a contextually, as a set of forms and principles, while sociolinguistic competence and strategic competence depend on learners interacting in a context. These competences, by their very nature, have been less susceptible to codification for teaching purposes. Work done to categorize functions, for example, has proved problematic because there is no inherent appropriateness in the utterance itself. Appropriateness is determined by the context.

Gee's concept of Discourses goes further in examining the nature of interaction in contexts. He defines Discourses in a variety of ways, as "...ways of being in the world...which integrate words, acts, beliefs, attitudes, social identities, as well as gestures, glances, body positionsand clothes," as a "...sort of 'identity kit' which comes complete with the appropriate costume and instructions on how to act, talk, and often write, so as to take on a particular social role that others will

recognize . ..." as "... ways of displaying membership in a particular social group or social network... ," and as "...'clubs' with (tacit) rules about who is a member and who is not" (pp. 142-143). Thus Discourses encompass both groups and their rules, beliefs and ways of being, and individual membership within a group. Gee points out that we are all members of multiple Discourses, by virtue of our gender, socioeconomic class, profession, and so on.

What do the above concepts have to do with culture? If we accept the post-structural linguists' view that language and culture are inextricably interwoven, then culture is not a separate entity, but is something we are continually enacting in our lives. The idea that there is a "Japanese culture" is misleading and simplistic. Rather, there are a multiplicity of overlapping Discourses which may be viewed as Japanese, by virtue of who their members are. The model of communicative competence is important because it asks us to consider language, and choices made in using language, in contexts of use and interaction, and it asks us to think about how one determines or knows what is appropriate in the context.

The concept of Discourses goes deeper still, in asking us to consider not only the choices we make in using language, but who we are in making those choices, who we exclude, and who we include. "In socially situated language use, one must simultaneously say the 'right' thing, do the 'right' things, and in the saying and doing express the 'right' beliefs, values and attitudes. That is, that language is always spoken (and written, for that matter) out of a particular social identity (or social role), an identity that is a composite of words, actions and (implied) beliefs, values and attitudes" (Gee, p. 140). Thus culture is relative, not absolute; it is our way of talking, being, valuing, and believing within a given context.

Four principles emerge from these two concepts of communicative competence and Discourses which can help us to explore the question: "What can we teach when we teach culture?" 1. Language and culture exist in specific contexts. 2. Language and culture exist in interaction among people. 3. Language and culture are bound up with beliefs, attitudes, and values. 4. Language and culture are not a monolithic entity, but an ever-changing composite.

It is easier to see how this view of culture could inform one's approach to teaching in a context where the L2 is the language spoken outside of the classroom. Whether the students are immigrants seeking mem-

bership in the society of their new country, or students seeking entry into a university, or even students who are in the country for a month of general English, all of them will have the experience of being in contexts in which they can interact in the L2 outside of class. They will experience numerous Discourses, and their beliefs and attitudes may be challenged by those experiences.

The situation for teachers in an EFL situation, such as the one in Japan, is different. In my experience in EFL situations, culture is viewed as an adjunct to language, and is treated as a generic version of the culture of the L2. If addressed at all in the classroom, culture is typically taught as information, which can be stored in the form of knowledge, or practiced as skills. For example, students might be taught that North Americans are informal and that it is culturally appropriate or expected for business and school colleagues to call each other by their first names. Students may be asked to role play a conversation between two Americans, or an American and a non-native speaker, in which they are to use their first names. While such activities may be useful, they keep students at a comfortable distance from the kinds of complex understandings and attitude challenges that the four principles above suggest. For example, the notion that North Americans are informal and so call each other by their first names is a simplistic view of that aspect of culture. There are rules about who can call each other by their first names, and in which situations. The junior colleague does not tell the senior colleague, "Call me Bill." The doctor may call her assistant "Joan," but it is uncommon, at least in front of the patient, for the assistant to call the doctor "Nancy." Each context has its own roles and rules, and because there are so many possible contexts, it is probably futile to even consider teaching all the possibilities.

Paradoxically, it is in the areas of attitude and awareness that the EFL teacher has the most opportunity for "teaching culture." Most students in an EFL situation do not have the opportunity to engage in L2 social contexts outside of the classroom and so have little practice in developing their sociolinguistic competence. They can, however, develop an awareness of what it means to be socioculturally competent in their L1 every day as members of multiple Discourses. Students can learn about their own Discourses, the roles they play and the rules they follow. They can examine the underlying beliefs and values, how one becomes a member (or is denied membership), how one is accorded status or power. In order to understand that they follow rules, a teacher might ask her students to do two role plays The first, in Japanese, in which they are to use first names only, no -san, -chan, or -kun. In the ensuing discussion, students can talk about how comfortable or uncomfortable they felt, both as players and as observers and why. Then students can be asked to do a similar role play in English, and discuss their relative comfort with using their first names.

Native speaker teachers of the L2 and non-native speaker teachers each have different advantages in teaching culture. The Discourse of the classroom in which the teacher is an L2 native speaker is going to be a new one for the students. Both teacher and students can workout the ways of being, saying, and doing that will, in effect, borrow from two cultures. If the teacher is unaware of this possibility, the classroom will be a site of conflict, with two competing Discourses vying for power. If the teacher is aware of this possibility, the students will benefit.

The non-native speaker teacher also has this opportunity, but it is much more difficult because of the powerful pull of the Ll classroom Discourse of which she is a competent member. A Japanese high school teacher of English with 27 years of experience told me that after having spent a year in a Master's program in the U.S., she had finally gotten the courage to teach her classes entirely in English. The non-native speaker teacher has the advantage over the native-speaker because she has an awareness of how the L2 culture looks from the students' point of view and she can also understand what her students expect from the classroom Discourse. She can be a powerful example of what it means to function in an L2 Discourse, to be "interculturally competent" (Baxter, 1983).

A key element in teaching culture is the teacher's own understanding of culture. A teacher who wishes to help her students develop intercultural competence needs to ask herself "What are my own attitudes and beliefs?" "Am I interculturally competent?" "What is the Discourse of my classroom?" It is in exploring questions such as these that a teacher can begin to find answers to the question, "What can I teach when I teach culture?"

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Note

1Always with a capital D to distinguish it from discourse in the rhetorical sense

A Pragmatic Approach to Cross Cultural Communication: The MAT Method

by Ritsuko Nakata

In most English conversation classes, children are taught how to sing songs and play games. However, even after several years of studying, children only know some nouns and the present tense. This is because educators feel that children should be taught only a little at a time. Because many ESL techniques-have b&n used in Japan where classes are held for one hour or less per week, I feel that special EFL techniques are needed so that children can learn to speak, read, and write English in a way that is suited to their educational systemand environment.

Success in getting students to use the language depends on how it is taught. There has to be strict control over the material presented to them so that they can learn to use sentences one at a time while at the same time being exposed to the whole language. With the MAT Method, students get maximum speaking practice time-the equivalent of an intensive lesson of more than four hours per week even in a 50 minute lesson.

MAT stands for MODEL, ACTION, TALK. With the model by the teacher, the students imitate with actions or gestures, even with abstract words, and at the same time speak out. The actions help retention and recall, and speaking out catches correct pronunciation and intonation from the start. It is said that actions are controlled by the right brain and speech by the left (Asher, 1988). By combining movement and action in this way, the MAT Method can be said to utilize the full potential of the brain for language learning.

The MAT Method emphasizes the teaching of how to ask and answer questions, how to give opinions/information/reacting (TELL) and how to communicate with friends (student to student talk), all in a game like atmosphere. These are the things we do when we talk: ask questions, answer them and TELL. If we want our students to be able to talk, we must teach all of these. They will not be able to communicate if they only know how ot answer questions, or only parts of the above. With young learners, I don't think many teachers attempt to have them give their own opinions or react verbally to what is said. However, even in the world of children's speech, they give opinions ('That's a neat bike!") and

react verbally ('Wow!"), in addition to asking questions (ASK) and answering them (ANSWER).

Teaching the language at natural speed is another key feature of the MAT Method. In real life, how often would you hear a salesperson say, "May...I...help...you?" The salesperson would speak in a natural way, "May I help you?" Many teachers slow down their language for their students so that they only ever hear this strange form of speech. The reason their students cannot understand native speakers is that they are not taught the language native speakers speak.

With the MAT Method, language is presented at a natural speed following the natural stress and rhythm of native speaker speech. A tempo or rhythm is established so that the students are able to remember the language much like a song or chant. Everyone repeats together in the beginning so that there is no pressure for shy or slow students. Then, practice is continued until everyone can speak individually. Actions are associated with each word and sentence and questions and answers are practiced in groups so that there is no problem in determining which is the question and which is the answer. When this is done, students are paired and ask each other questions. All material is constantly recycled.

There is always lots of fun involved due to the intensity of each lesson and the emphasis on student-centered activities with the children speaking the majority of the time in games, competitions, and other classroom activities. The systematic steps of the MAT Method allow full speaking time for all the students and gives the student the basic components of conversation: being able to ASK, ANSWER, and TELL. Putting these together lead to TALK. I call these the four goals--goals for each lesson so that the students will always get practice in each skill so that when they get a chance to really use them, they will be able to do so well.

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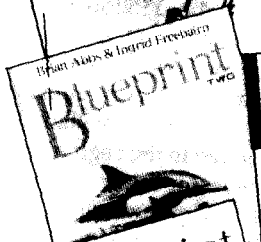Asher, J.J. (1988). *Learning another language through actions: The complete teacher's guidebook.* Los Gatos, CA: Sky Oaks Productions, Inc.

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Creating Active, Effective Listeners

by Marc Helgesen,
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Anyone who's spent more than ten minutes teaching in Japan can attest to the fact that our students find listening one of the most difficult--even painful-aspects of learning English.This article explores why. More importantly, it looks at ways to make learners active, effective listeners.

An obvious reason that students have so much trouble with aural skills is that they've had very little real experience with learning to listen. Although Japanese learners spend hundreds of hours of studying English, most have spent little time with listening. The problem, however, goes beyond the lack of practice. It has to do with *how* our students listen.

Most Japanese students lern English via grammar-translation. They are taught to translate what they read. It is as if English were sort of Japanese in code. Unfortunately, this time-consuming, "word-by-word, sentence-by-sentence" approach leads to slow, inefficient learning. Kitao, Kitao, Nozawa and Yamamoto (1985, p. 127) report that the average Japanese college student reads 50 to 100 words per minute. At first glance, that might not seem bad: 100 words a minute in a foreign language. Reality sinks in, however, when we realize that minimum comprehension speed for English is around 200 words a minute (Eskey & Grabe, 1988, p. 234). If this "puzzle it out" strategy is inefficient for reading, it makes listening nearly impossible. Listening to English a word at a time and hoping to make sense of it simply doesn't work.

Bottom-up vs. Top-down Processing: A Brick Wall Analogy

To understand what our students are going through, consider the 'bottom-up vs. top down processing" distinction proposed by Rumelhart and Ortony (1977) and expanded upon by Chaudron and Richards (1986), and Richards (1990). The distinction is based on the ways learners process and attempt to understand what they read or hear. With bottom-up processing, students start with the component parts: words, grammar and the like. Top-down processing is the opposite. Students start from their background knowledge, either content schemata (general information based on previous learning and life experience) or textual schemata (awareness of the kinds of information used in a given situation) (see Long, 1989).

This is, perhaps, better understood by metaphor. Imagine a brick wall (see Figure 1). If you are standing at the bottom looking at the wall brick by brick, you can easily see the details. It is difficult, however, to get an overall view of the wall. And, if you come to a missing brick (i.e., an unknown word or unfamiliar structure) you're stuck. If, on the other hand, you're sitting on the top of the wall, you can easily see the landscape. However, because of distance, you will miss some details. And, of course, the view is very different.
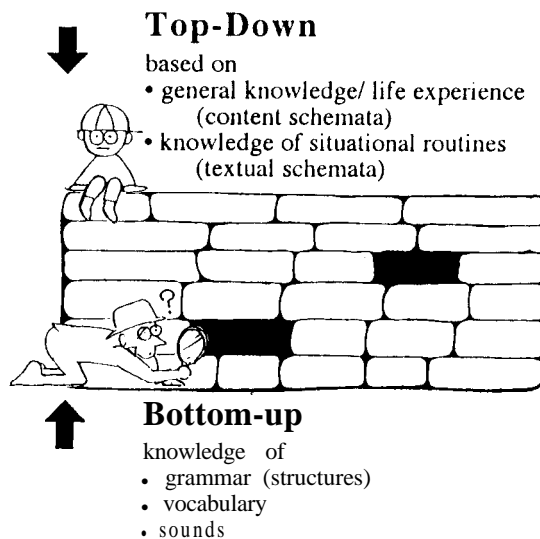
Figure 1. A brick wall analogy for top-down vs. bottom-up processing

Our students, having been trained through grammar-translation, tend to read or listen **a** word at a time. They process English almost exclusively from the bottom-up. It is difficult for us, as native and advanced non-native English users, to experience what learners go through. However, try reading the following *from right to left.*

> word one , slowly English process you When ⬅
> to easy is it ,now doing are you as , time a at
> .word individual each of meaning the catch
> the understand to difficult very is it ,However
> .passage   the of meaning overall

You were probably able to understand the paragraph:

"When you process English slowly, one word at a time, as you are doing now, it is easy to catch the meaning of each individual word. How-

ever, it is very difficult to understand the overall meaning."

However, while reading it is likely you felt the frustration of 'bottom-up" processing; you had to get each individual part before you could make sense of it. This is similar to what our students experience-and they're having to wrestle with the meaning in a foreign language. Their learning background-this bottom-up processing habit--gets in the way of effective listening.

Building on the Learners' Background

While students' transfer of questionable reading habits into a hopeless listening strategy frustrates effective listening, other aspects of their background can help. From their years of English study, they have a relatively large, if passive, vocabulary. They also have a solid receptive knowledge of English grammar. Additionally, we shouldn't neglect their years of life experience; our learners bring with them a wealth of background knowledge on many topics. These three strengths-vocabulary, grammar, and life experience-can be the tools for effective listening.

All too often in English classes, we fail to make use of these tools. Instead, we walk in and say, "Listening." The students freeze. We assign the task and play the tape. Some students understand, but many don't. So we play the tape again. And again. And again. Finally, by piecing together the bits (the bricks), they've got it. The problem is what they got-a two-minute piece of tape they'll never hear again.

The key is warming-up: getting the learners in touch with the grammar, vocabulary and content of what they are about to hear. To make our students successful listeners, we need to activate their schemata and, in the process, activate structures and vocabulary relevant to their task.

Tasks are widely recognized as essential in teaching listening as well as other aspects of language (Nunan, 1989; Rost, 1990). Schemata activation is done through tasks-in this case, pre-listening exercises that precede a regular listening task. One good way is to begin with vocabulary. If, for example, students are going to listen to a taped segment about the environment, they can preview (warm-up) by working in pairs or small groups. We can also activate using content and life experience. A popular listening task, often used to teach sequence markers such as *first, after that, then,* etc., is to have students "overhear" people cooking a new food. To activate learners' receptive knowledge, we can do something as simple as saying, "Work with a partner. Think of a food you know how to make. Tell your partner. Partner, write the steps." Students are working from content and, in the process, using cooking vocabulary and structures (grammar) that will probably be included in the listening task, in this case, imperatives (orders).

At times, structures are the best place to start. If, for example, the students will be listening to invitations or

introductions, they can, in pairs, list patterns they know how to use for the particular function. Alternatively, they can write, in **a** specified time period, everything they know or want to know about a given topic.

All of these pre-listening tasks serve to help the students preview; the learners are getting ready to listen. Even though the preview is really a form of prediction, the point is not whether the students come up with the right answers or not. Rather, by going through the preview process, learners activate their knowledge, both of content and language and move from bottom-up listening (see Figure 2).
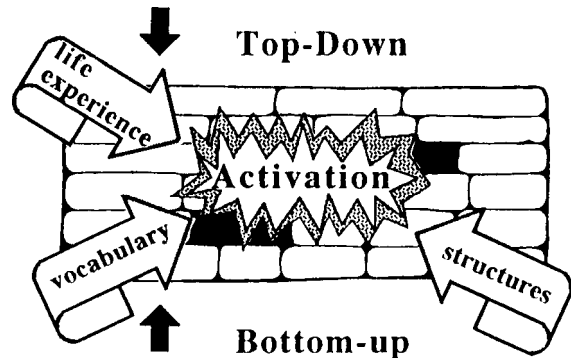
Figure 2. Interactive top-down and bottom-up processing

Listening and Culture

There are at least two areas where culture impacts upon learning. The first is learners' expectations of their role and the role of the teacher. Students are used to being passive in English class. The teacher "provides the knowledge." They write it in their notebooks, learn it, and prepare to be tested on it. While that might be valid in some disciplines, we need to recognize that language learning is a skill. As such it's more similar to learning to play a musical instrument or learning a sport than it is to other subjects at school (Johnson, 1988, p. 89). Listening isn't and can't be passive. It is a very active process with learners predicting, and interacting with what they hear.

A second area in which culture needs to be considered is in learners' understanding of the skill of listening. Students' expectation of a skill and how to practice makes a difference in how much students understand. Before entering university, most English study has been examination preparation. Listening, if it's been done at all, has been limited to literal comprehension. Students see listening as primarily a matter of catching the words-listening for specific information. Yet, if our students are to really understand English, they need a variety of strategies including listening for gist and inferring meaning even when things haven't been stated explicitly. In short, they need to know what they're listening for and why.

Action Research: What, How and Why?

by David Nunan
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What?

Action researchinlanguage education is the systematic investigation of problems, issues, or puzzles in language classrooms by teachers. It is language professionals seeking answers to classroom challenges by collecting and interpreting data from the contexts in which they conduct their daily professional lives. In this piece, I shall describe the different steps in the action research cycle, outline some of the problems which have been experienced by classroom teachers, and describe an inservice program designed to help teachers deal with these problems.

How?

The action research process generally starts when teachers identify something which they find puzzling or problematic. The second step, to identify what is currently happening in the classroom without trying to change anything. This provides an objective record of what is going on. Based on a review of the data yielded by the preliminary investigation, a hypothesis is formed. The next step is the development of some form of intervention or change to existing practice, along with a way of evaluating the effects of this change. The final step is reporting on the outcomes of the interaction, and, if necessary, planning further interventions. An example of the action research cycle is presented in Table 1.

A particular view of knowledge underpins action research. It questions the notion that knowledge is "objective" and asserts that knowledge is contingent upon the time and place in which it is derived. This context-bound attitude places the classroom practitioner in a special relationship to research. If knowledge is tentative and contingent upon context, rather than absolute, then I believe that practitioners, rather than being consumers of other people's research, should adopt a research orientation to their own classrooms.

There is evidence that the teacher-researcher movement is alive and well and gathering strength. However, if the momentum which has gathered is not to falter, and if the teacher-researcher movement is not to become yet another fad, then significant numbers of teachers, graduate students, and others need skills in planning, implementing, and evaluating research (Nunan, 1992).

To reassure those who might feel that I am looking at teacher research through rose-coloured glasses, it is certainly not the case that everything is rosy in the action research garden. The principal problems identified by teachers with whom I have worked in a number of different contexts include the following: lack of time; lack of expertise; lack of ongoing support; fear of being revealed as an incompetent teacher; and fear of producing a public account of their research for a wider (unknown) audience.

Over several years, I have experimented with a number of potential solutions to the problems. If an action research agenda is to succeed, a reasonable number of conditions need to apply which include the following: that someone is "on the ground" to "own" the project; that one or more individuals with training in research methods are available "on tap" to provide assistance and support to teachers, that teachers are given paid release time from faceto-face teaching during the course of their action research; that collaborative focus terms are established so that teachers involved in similar areas of inquiry can sup

Table 1

The Action Research Cycle: A Foreign Language Example

1	Problem Identification	->	A teacher identifies a problem in her classroom, "My students aren't using the target language."
2	Preliminary Investigation	->	What's going on? Recording and observing class over several days.
3	Hypothesis	-->	Teacher uses too much English. The important stuff is done in English.
4	Plan intervention	->	Teacher increases target language use. Teacher uses German for classroom management etc.
5	Outcome	->	Dramatic increase in use of German by students.
6	Reporting	->	Article in teachers' newsletter.

port one another; and that teachers are given adequate training in methods and techniques for identifying issues, collecting data, analysing and interpreting data, and presenting the outcomes of their research.

In attempting to provide teachers with appropriate and adequate support, I have developed an inservice program in which knowledge and skills develop through a judicious mix of workshops and between-workshop tasks. This program is set out below.

Session 1: An introduction to classroom observation and research
  a) A series of reflective activities designed to get teachers thinking about their own teaching style
  b) Reflecting on the teaching of others; teachers examine and critique extracts from a range of classrooms identifying those aspects of the extracts they liked and disliked
  c) Identification of ideological beliefs and attitudes underlying critiques
Between session task: teachers record and reflect on their own teaching

Session 2: An introduction to action research
  a) Teachers report back on the between session task
  b) Introduce issues and methods in action research
  c) Introduce the action research process
Between session task teachers develop a draft action plan

Session 3: Focus groups and action plans
  a) Formation of focus groups and appointment of facilitators

  b) Sharing of draft action plans
  c) Refining questions
Between session task: baselineobservation, focus group meetings, preliminary data collection

Session 4: Analysing Data in which participants develop ways of analysingand making sense of their data
Between session task: ongoing data collection and analysis, focus group meetings

Session 5: Writing up
  a) Participants receive input on presenting their research
  b) Develop draft reporting outlines
Between session task: production of draft reports

Session 6: Refining Reports
Participants receive feedback and discuss reports

Session 7: Evaluation
Participants evaluate the LIPT process and provide feedback on how their involvement changed them

In many ways, the most difficult task for teachers is to provide a public record of their research. In a recent action-based inservice program called the Languages Inservice Program for Teachers (LIPT), the funding authorities were persuaded to provide follow-up funding for the research to be published in the form of booklets, which were sold by the authority concerned. The education officer who was instrumental in securing this funding has reported that other teachers, who

Table 2

How has your teaching changed? Complete the following:

	More	About the same	Less
Since I have been doing action research, I find that when I teach I now...			
1. tend to be directive	1	14	10
2. try to use a greater variety of behaviours	16	6	0
3. praise students	15	10	0
4. criticise students	0	11	13
5. am aware of student's feelings	18	6	0
6. give directions	4	16	5
7. am conscious of nonverbal communication	11	14	0
8. use the target language in class	19	6	0
9. am conscious of nonverbal cues of students	12	12	0
10. try to incorporate student ideas into teaching	20	5	0
11. spend more class time talking myself	1	9	15
12. try to get students working in groups	15	18	0
13. try to get divergent, open-ended student responses	14	10	0
14. distinguish between enthusiasm and lack of order	9	15	0
15. try to get students to participate	18	7	0

were not involved in the project, welcomed the articles from LIPT.

They have found them particularly useful and relevant because they depict the complex circumstances of classroomlifeinan honest and direct way. They have found them a rich source of ideas and valuable for informing their own practice. The warts and all descriptions (including failures and successes), the research techniques used, the analysis of results, and the contextual detail are elements which readers relate to and understand. As such they possess a validity which derives from the detailed narration of classroom ecology. The experiential reports give other practitioners models and ideas for their own practice. They also suggest topics and procedures for classroom investigations in different contexts (Mickan, 1991).

Why?

In professional development terms, we need to ask what differences, if any, involvement in action research makes to the professional practices of teachers. In the LIPT, we subjected our project to continuous monitoring and evaluation. At the conclusion of the project, we asked our teachers how their teaching had changed as a result of their involvement in the project. This is what they reported.

In conclusion, I have asserted that that the adoption of an action research orientation can be justified in professional development terms and research terms. Despite the bureaucratic difficultiesand obstacles which areplaced in the way of teachers, theelitism of a certain cadre of researchers (some of whom were once classroom teachers themselves!), and the suspicion which is sometimes directed at academics who are trying to promoteacloserrelationshipbetweentheory,research, and practice, there is evidence that, in some places at least, things are beginning to change. At JALT 93 I look forward to hearing from other teachers and researchers who have experimented with classroom observation, action research, and reflective teaching, and trust that their ideas resonate with those I have presented here.

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The Conspiracy Of Narrative

by Robert O'Neill
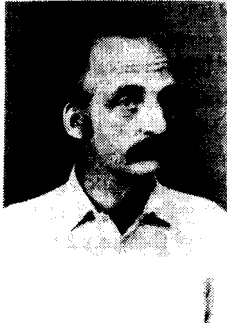
One of my purposes is to explore the qualities and uses of certain kinds of narratives which I will **call** "conspiracies." Another purpose is to show how "input"--especially in the form of specially written or adapted narrative text-can lead to "output." As we will see, this involves both the kind of text we use and what we do with it. This will lead to yet another issue--that of "authenticity" and what we mean by it.

Let me begin with an example of the kind of text I have in mind and the questions about it that are central to my purpose. It is designed for adult students at an intermediate level.

'So. what is it that you're asking for?" Benson asked.
George looked away. He had always felt uneasy in the same room with Benson. He took a deep breath and then looked at Benson again. He could feel his heart pounding.
"I've . . I've already told you. I can't live on my salary any more."
Benson looked at his watch.
"I'm sorry. As you know, the company is going through a difficult time. It's out of the question."
"But all I need is..."
"I said it's out of the question," Benson said sharply. He looked at this watch again.
"And now, if you'll excuse me..."

1. Describe the room you think the dialogue takes place in.
2. What do you think Benson looks like? Try to describe him to someone else.
3. What do you think happened or was said before the text begins?
4. What do you think happened or was said after the text ends?
5. George talked about this later in the evening. Who do you think he talked to?
6. Say some of the things you think George said later that evening.

The Power of Narrative

I've been told that dialogues are better than narratives for language teaching purposesbecause dialogues are examples of spoken language and narrative texts are not. This ignores some of the things we do when we make sense of dialogue in real life, just as it ignores the fact that narrative often contains dialogue within it.

The text I have just used gives us a great deal more information about gesture, setting, and even the past history of the characters than we would normally get from dialogue alone. We constantly use this kind of information in real life to interpret dialogue. Written dialogue on a page does not convey this kind of information. Even skillfully written, acted, and recorded dialogue cannot convey gesture. Another advantage of narrative is that it can tell us not only what people say but what they try not to say. In real life we frequently use language not only to express our feelings but to conceal them-and this purpose is just as important as the more obvious communicative goals we fondly associate with language teaching today.

From Input to Output

But now consider the questions about the text. They may strike you as unusual because there is no "one right answer." This is intentional. The questions are deliberately framed to elicit a wide variety of possible responses. They can also lead to a number of activities in class. One obvious example is role-play.

A:You are George. You are not happy with Benson's answer. You see him the next day. You have decided you will leave the company unless you get more money.
B: You are Benson. You were worried about the company's finances when you saw George yesterday. You think George is a good worker and would be sorry to lose him.

The Conspiracy Of Three Elements

I believe that there are three elements in these narratives that conspire together, first to hook us as readers or listeners and to draw us into the story, then to draw us deeper into the structure of the story itself, and finally to involve us moredeeplyin the language of the story. These three elements are "surface interest," "structural interest," and "language involvement." I say that they "conspire" because they usually work almost secretly, below the surface of our consciousness. Each of these elements is worth examining in more depth.

Surface Interest. Good texts "hook" us in the first few sentences, long before we get below their surface. Something about the characters or setting, or perhaps the theme of the story, makes us want to read or listen in order to find out what is going to happen next.

Structural Interest. As we read or listen we are drawn more deeply into the narrative structure of the story. For example, in longer narratives, we are reminded of or look back at earlier parts of the narrative. This is "retro-focus." At the same time the story develops strong expectations in us of what is going to happen next. This is forward focus. In the case of the very short narratives I have in mind, students become engaged in speculating about and inventing a narrative past (What do you think happened before?) and a narrative future (What do you think is going to happen?).

Language Involvement. At one level learners are involved receptively as readers or listeners with the language of the text. At another level, they are involved actively, when they give their own versions of the narrative past and narrative future or when they develop and expand details of the story (Describe the room Benson and George were in. What do you think Benson looked like?).

The "Iceberg Factor"

Good narratives are like icebergs. Seven eighths of them lie below the surface of your attention. You do not have to struggle with those seven eighths consciously in order to make sense of the text. In the case of the foreign learner, this means that seven eighths of the language should be comprehensible almost immediately, without a struggle

It can be difficult to find narratives that meet this requirement, especially for classes below intermediate level. There are two possible solutions. One is to write them yourself, if you feel you have the necessary skill. The second is to take passages from stories or other material written for native-speakers and to simplify them if necessary. I have occasionally used fragments from the excellent "readers" or EFL novelettes published by Longman, Oxford University Press, and Heinemann.

Krashen (1982) has argued that reading or listening to something in a foreign language cannot be enriching if we understand it without any difficulty, and you do not have to accept all his theory to see his point. In the kinds of narratives I have in mind, "i+l" is the last eighth of the iceberg-the part the students have to focus on as language and which they may have difficulty in interpreting correctly. Sometimes this element of language involvement or raising of language awareness can take the form of exercises based on the text. For example, it might be a vocabulary exercise like this.

Which of these words do you think describes the way George felt when he was talking to Benson?

bored interested tense fascinated relaxed

Now explain why you would not use four of the words above to describe George's feelings.

It could also be an exercise which draws the learner more deeply into language structure as part of meaning.

Study the three sentences below. Which action happened first in each sentence? How do you know?
1. When Mary saw George later that afternoon, he had left the office and was running down the street.
2. When Mary saw George, she left the office and ran down the street.
3. When Benson saw George and Mary together, he was just about to leave the office and run down the street.

Even if students think they already "know" the tense structures here, the exercise of explaining the meaning of these three examples and the sequence in which things occur can be enriching. In other words, language enrichment can also be the result of engagement with "simple" language on an affective or interpretive level. This, of course, is one of the lessons poetry teaches us, but it can also be a feature of good prose.

What Do We Mean by "Authentic"?

It is sometimes argued that we should use only authentic materials for language teaching. "Authentic" here means "designed for a native-speaker audience."

I am skeptical of this narrow definition of "authentic." Suppose you are involved romantically with someone from another country who does not understand English perfectly, and when emotional problems or dilemmas arise you try to explain to that person how you feel in language he or she will understand. Does your language become less authentic because you adapt or simplify it somewhat so that your meaning is clear? Or does it perhaps become even more "authentic"-at least for the person you are trying to communicate with, if you succeed in explaining your feelings clearly and without misrepresenting them? Good writers of "authentic" materials always adapt what they write to the level and needs of the readers. Good speakers adjust what they are saying so that they will be clearly understood by the people they are talking to or conversing with. Any definition of "authentic" which ignores this is intellectually bankrupt. As Henry Widdowson (1983, p. 30) has pointed out, the term "authentic" ". ..can be used, quite legitimately, to refer to the communicative activity of the language user, to the engagement of interpretative procedures for making sense, even if these procedures are operating on and with textual data which are not authentic in the first place."

Let me finish by making clear some of the things I am not trying to say. I am not trying to say that the kinds of conspiracies I have illustrated here should be the only kind of materials we use. Like everything else, they, too, have their limitations. However, they also have great strengths.

Insights Into Vocabulary Through Authentic Corpora

by Della Summers
Longman U.K.

In many ways, it was the famous 18th-century lexicographer, Samuel Johnson, who began the corpus revolution. Johnson decided that the only reputable way to compile dictionaries was to base them not only on the dictionary writer's intuitions about words, but on "real language," which in those days meant handwritten slips, with a paragraph showing the word in context, copied from the works of important writers such as Shakespeare, Milton, and Spenser.

Lexicographers still scour through newspapers and books today, but usually only when they are researching an infrequent type of language, particularly new words. For example, we recently used this technique to find examples of words that embody the cultural allusions of the language, such as glass *ceiling* (the invisible barrier that prevents women and minorities from reaching the top of their industry or profession), *Ivy League,* and *preppy.*

Corpora that aim to represent the whole of the language, or the general language, must contain a very wide variety of text types to ensure that the insights gained from them are reliable. The two corpora that I have been involved in designing both aspire to being balanced or representative. They are the 30-million word Longman Lancaster Corpus of written English, and the British National Corpus (still under development). In our terms, a balanced corpus has to reflect a wide range of written material from all subject fields, include different media, such as newspapers and ephemera (letters, advertising material, etc.) as well as books, and cover technical language and scientific material as well as fiction and more general texts.

Whilst the British National Corpus contains only British English, the Longman Lancaster is 40% American English. This is useful in comparing the usage of words like *homely, elevator/lift, cookie/biscuit* and *mean/ cheap,* when differences between American and British English become apparent. For example, in British English *homely* means "ordinary; comfortable, as in a homely room," whereas in American English the corpus shows us that *homely* can mean something different to Americans, from corpus examples such as *She was not homely, nor particularly pretty,* where it means "plain-looking; not good-looking."

If someone has been less than generous with money, Americans might say *Don't be so cheap;* a British person, or person who has learnt British English, would probably say *Don't be so mean.* Again the corpus provides us with solid evidence of this difference.

Students' Written Language Production

Over several years, we have gathered together a corpus of learners' writing, kindly supplied to us by teachers from over 70 countries, including Japan. This is now about 2 million words. The corpus is coded according to the level of the student, from Advanced down to Elementary. The material enables us to gain real insights not only into the mistakes that students make but also, and in many ways we think this is more valuable, into the words and patterns that students at different levels are able to handle correctly.

One of the findings that we have gleaned from the corpus is evidence that students, particularly Japanese and Korean students, sometimes use words that are more formal than the context requires. An example of this is the quite frequent use of a word like *moreover.* We can compare this statistically with the Longman Lancaster Corpus of native-speaker writing. We can see that *moreover* in the native-speaker corpus is mainly restricted to technical writing, rather than being used in general books and newspapers. The word is usually used to introduce an additional point in a closely-reasoned argument, not in general speech.

This is an important piece of information for students, who tend to think that a more formal sounding word is the best word. Teachers may find it difficult to convince students that in fact the best word to join two points or facts in simple narrative is and-or simply nothing at all. *And* is used a massive 33,000 times per million words of naturally occurring written text, but *moreover* is found only 53 times per million words. Solid data and statistics that demonstrate that native-speakers of English do not use such formal words as moreover in general writing may go some way to persuading students that and is usually the safest choice in their own writing!

By analysing the frequencies of words found in the corpus, and by discovering what type of language words are typically used in, and in which meanings, we hope to provide adequate information for students and teachers of English to use the word that is "right" or appropriate depending on the context and to whom they are speaking or writing. In other words, to help them express the precise meaning that they intend to convey.

Insights Into Spoken English Through Corpus Study

An extremely exciting development for those of us who enjoy studying the language in great detail is the new Spoken Corpus that we are creating as part of the British National Corpus. The British National Corpus is a corpus of 100 million words, of which 10 million will be spoken. This is a collaborative venture supported by the British government and involving Oxford University Press, Chambers, Lancaster University, Oxford University Computing Service, and the British Library as well as Longman. The written part is being collected by OUP and Chambers, with contributions from the Longman Lancaster Corpus. As noted above, the design of the written component is very similar to that of the Longman Lancaster Corpus.

The spoken material is in two categories. The first is what we call "demographic," which means that it is spontaneous, natural speech, mainly conversations, recorded by 150 volunteers selected according to demographic principles of age, gender, region, and socioeconomic class. The volunteers carried Walkman recorders around with them and recorded all their own speech and that of those around them in their homes, at work, in shops, in their cars, and so on. This has provided over 700 hours of highquality recordings that have already been transcribed and entered into a computer. This is the first time that such a large body of spontaneous natural language has been collected. It will, like the rest of the British National Corpus, be processed at Lancaster University in order to assign word-class "tags" by computer to each of the words to enable further study of grammatical and linguistic kind.

The second part is what we call "context-governed," which means that it is gathered according to the context in which the speech takes place. There are four categories within the context governed part of the corpus, Educational/Informative, Business, Public/Institutional, and Leisure. The category Educational/Informative, for example, covers dialogues (conversations) from classroom interaction and tutorials and monologues from lectures, news commentaries, etc.; the Leisure category covers dialogues from broadcast chat shows, phone-ins, club meetings, etc., and monologues are represented by sports commentaries, after-dinner speeches, and so on. There will be 2,000 speakers represented in the Spoken Corpus in all.

But what do we discover about spoken language through studying such a corpus? We can discover differences between spoken and written language. For example, there are around 200,000 individual words, like *get, getting, buy, bought, sacroiliac, Rottweiler, New York,* and *Tokyo* in the 30-million words of the Longman Lancaster Corpus. There are only about 30,000 equivalent word forms in the BNC Spoken Corpus which seems to imply that the word stock of the written language is more than six times bigger than the spoken. The Learners' Corpus, by comparison, contains around 5,000 individual word forms.

Corpora allow you to study the realities of the language-how words are used, rather than how you guess they are used. We have studied the word think, particularly the phrase I think, in the Spoken Corpus. When we look at the uses of I think in the written corpus, we can see, or have our intuitive guess confirmed, that this is a phrase used almost entirely in speech. In the written corpus, I think is used only in chatty newspaper articles or in reported speech from novels or in speeches in plays. The phrase is used to introduce your opinion, or just what you think, about something. But some subtle differences in pragmatic force are discernible in the Spoken Corpus, based as it is on truly natural, authentic speech. In one of the conversations, for example, a mother telling her 3-year-old child not to do something does not say baldly *Don't do that!.* Instead she says *I think you will get wet if you do that.* (They are changing the water in the goldfish tank!)

It is this type of insight which we will be hoping to find with hands-on use of some of the corpora at the JALT Pre-Conference Seminar.

Looking at a corpus confirms much that we know about the language, and thus confirms that we are right to teach it. It also gives us surprises, some relevant for teaching and some not. It gives us interesting grammatical or syntactic information that we would otherwise not think of. It gives us frequency information-about words, senses of words, grammatical structures. All in all, it builds up a picture of how native speakers typically use the language. This allows us at Cobuild to prepare materials for learners which reflect these typical usages and which hopefully will help learners to come ever nearer to their goal of using the language as native speakers do.

In the workshop, corpus data will be presented, so that participants will have the chance of finding out for themselves whether what they think they know about how people use the language is actually the case. Are there any other verbs that behave likegive? If so, should we revise our ideas about teaching them in any way? What about words with similar meanings, such as talkative, *chatty,* loquacious and *garrulous?* And *absolutely, completely, totally, entirely, utterly.* Are they all used in the same way? The evidence for these and many other features of language will be examined in the course of the workshop.

Exploring the Development of Language and Cultural Awareness

by Mike Wallace
Moray House

The whole area of the study of **a** foreign language and culture is of such daunting richness and complexity that as a teacher one wonders where to begin. For some of us the starting point may well be a matter of personal enthusiasm or interest or specialist expertise, so it could vary from an interest in contemporary popular music to a study of a particular area of language or literature that interests us such as word formation, perhaps, or the works of a particular author. More often, however, we work within some kind of framework, most usually a syllabus in which topics are laid out for treatment according to certain organisational principles. If we are lucky, this may be designed by ourselves, but for most of us it is a "given."

Within that syllabus, we have to deal with a series of topics or texts. In courses on British or American cultural studies the topics may be wide-ranging-the political system, social classes, recreation and entertainment, or perhaps more concrete-Parliament, the Senate, the English Pub. In the general category of "language study," there may be a sequence of topics like the noun phrase, the verb phrase, cohesion etc. In the general category of "literature," the sequence may be organised according to literary movements or periods, individual authors, themes, or perhaps an anthology of individual texts.

Categorical Framework

Usually, syllabuses or a personal choice of topics provide us with the "What?" (What are we going to teach?). They may not provide us with the "How" (the method that we are going to use). In this paper, I would like to propose what might be called a "categorical framework" for an approach to the teaching of topics in this area. The framework is very broadly based, of course, since I am trying to make it fit areas of study which are in some respects quite disparate (see Figure 1).

The framework is essentially triadic, in that the content area is divided into three areas, and each of the three areas into three levels of awareness--this process is all from the learner's perspective. From the teacher's perspective the process is similarly organised into three teaching strategies.

Content Areas

The threefold division of content areas is of "language," "culture" and 'literature." In one sense, of course, everything is "culture," but language is easily separable as an analysable objectivity in its own right. Literature, among all the manifestations of culture,

occupies a unique position because of the fact that it is an interface between language and culture. Notice that the article has been chosen carefully here-it is not the interface between language and culture, because language and culture interact in many ways, e.g. the language of social greetings, the language of social groups (jargon and register), and so on.

One of the special qualities of literature is that within it, language can be consciously used to interpret culture and vice-versa. Having said all that, it will readily be admitted that this is also a division of convenience since these categories correspond to established discipline areas among teachers in terms of language, literature and cultural studies.

Learning Process

The learning process is conceived in terms of three levels of understanding. The first level is common to all three content areas. This is the empirical level. This involves some kind of direct or substitute experiential awareness of the subject-matter focus. This is the kind of understanding which is available to, say, a student of the British political system who has visited Westminster and sat through a political debate from a place in the Visitor's Gallery; or to a reader of Wordsworth's "Daffodils" who has walked through a field of wild daffodils in the Lake District. There may also be substitute experience, e.g. watching videotaped proceedings of Parliament, looking at photographs of the Lake District with daffodils in bloom. Empirical understanding is most effective when it can be direct and straightforward, i.e. not mediated through the experience of others. So, for example, watching a film which featured a scene depicting a parliamentary debate would yield some empirical understanding, but would be distorted to some extent by the director's interpretation.

The importance of empirical understanding will vary according to the text. A text on the development of Parliamentary democracy in Britain would be perfectly comprehensible without empirical experience of the current Parliamentary process (to say nothing of the Parliamentary process of the 19th century!). In some language texts (e.g. assuming familiarity with a particular piece of machinery) and literature texts (as in the example of the "Daffodils" previously mentioned), the
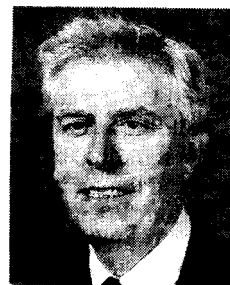
absence of empirical knowledge can be a real barrier to understanding. In such cases, definition or explanation may not be enough. What may be required is a much fuller knowledge of perhaps (in the case of the machine) a tactile or (in the case of the daffodils) an aesthetic or emotional kind.

Of its nature, empirical understanding is the most difficult and expensive kind of understanding for the learner to acquire. This is a problem which we shall return to in the discussion of the teaching process later in this article.

Literal Understanding

Building an empirical understanding we have literal understanding, by which we mean the ability to comprehend the surface meaning of the text. It answers the question "What is actually going on or being described here?" The readers or listeners should be able to picture in their own minds the substance of the text, or (in a more abstract text) be able to explain the gist of the text. Literal understanding will, of course, be coloured by empirical understanding as when the Elizabethan audience of Shakespeare's plays imagined the Roman world of Caesar or Mark Antony in terms of their own empirical experience, for example, in terms of dress conventions. Nevertheless, in spite of the enormous time gap, there is a sense in which they "got it right" in terms of the physical events.

Organisational, Contextual and Aesthetic Understanding

At the third level, the categories fragment according to the content area, but it must be noted that the categories are not mutually exclusive--they continue to interact in many fascinating ways. Let us quickly look it them in turn.

Language-Organisational Beyond the literal understanding of language lie the various kinds of organisation which underpin and facilitate this understanding. This organisation has been described and labelled in terms of grammatical organisation (e.g. noun phrase, verb phrase), discourse organisation (e.g. coherence, cohesion) and lexical organisation (e.g. lexical sets, collocation).

Culture-Contextual Literal understanding of a text is also affected by the understanding of the cultural context in which the text is embedded. Thus, to use again an example previously used, just as the Elizabethan understanding of Roman events was affected by empirical solecisms (such as assuming that Roman senators dressed like Elizabethan courtiers), so their *interpretation* of these events was to some extent shaped by their own Elizabethan world view (an issue first explored by Tillyard, 1943). Looking at the issue synchronically instead of diachronically, the same process can be seen today when those operating within one culture interpret texts within another culture.

Literature-Aesthetic Finally, with special reference to literature texts, literal understanding does not by any means necessarily imply aesthetic appreciation, although literal understanding is a usual (but probably not in every case necessary) prerequisite for aesthetic appreciation. Appreciation of a literary text requires organisational and contextual understanding, but in addition a sensitivity to aesthetic effect.

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Conclusion

Many of these ideas-top-down vs. bottom-up processing, activation, strategies and the like-are to some degree metaphors as opposed to specific models. As useful as they can be, we need to remember listening is actually very complex. In listening for gist or inference, a student may, for example, get the clues from catching a couple of specific bits of information. Of course learners need practice listening. But they need more; they need to learn *how* to listen. They need different types of listening strategies and tasks. They need to learn to preview. Our students need exposure to it all. When we give them that, we've created active, more efficient listeners.

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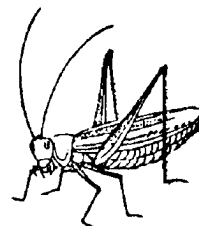
ガテバ博士によるサジェストペディアの
初級イタリア語コースを受けてみて（2）

中村　功

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　この記事は、7月号のサジェストペディア特集に掲載した「ガテバ博士によるサジェストペディアの初級イタリア語コースを受けてみて(1)」の続きである。エバリナ・ガテバは、サジェストペディアの創始者であるゲオルギ・ロザノフの共同研究者で、言語学者であり声楽家でもある。筆者の中村功氏は、1992年の秋にオーストリアで4週間、約60時間にわたって行われたこのコースで、初心者としてイタリア語を学んだ。2回にわたって連載したこの記事は、中村氏がその時の経験を振り返って書いたものであるが、その誕生から現在まで、大きく変化しつづけてきたサジェストペディアの最新の授業の実際が詳細に記述されている貴重な資料である。7月号に掲載した(1)では、コースの概要と授業前のレディネス調査およびプレ・テスト、教室環境、3段階ひとまとまりとして構成される授業のうち、イントロダクションとコンサート・セッションの2段階について報告されていた。(2)は、3つめの段階であるエラボレーションと、コース最終段階での修了テスト、演芸会、ロザノフの解説などについて述べている。

（3）エラボレーション

　エラボレーションは練習の部分である。イントロダクションとコンサートによって提示されたものを、今度は様々なアクティヴィティを通じて、実際に運用できるようにしていくのである。サジェストペディアのイタリア語コースではこのエラボレーションに最も多くの時間が費やされた。

　初めの方の章では教師主導型の教室活動が多く見られたが、学習者の言語運用能力が高まってくるにつれて、学習者が自分の言いたいことを自由に発話するようになっていき、コース後半では学習者主導型の活動も多く見られるようになった。

　エラボレーションでは以下に述べるような教室活動が見られたが、私が今までに他の教授法で外国語を学んだ経験と比べると、そのアクティヴィティは多彩で変化に富んでいる。そして、多くの教具・教材が用いられ、目まぐるしく活動内容がかわり、テンポも展開も早い。しかし、それらが個々ばらばらに存在しているというわけではなく、何らかの形で他のものと有機的に結びついているのである。

　①教師の後についてテキストを読む。②学習者がダイアローグを訳す。③ダイアローグの登場人物を割り振っての役割別読み。④役を表す小道具（服、ネクタイ、帽子、かつら、装身具、職業を示す小道具等）を身につけ、ドラマ活動をする。⑤特定の表現語句を用いての対話練習。教師対学生、学生対学生で。初期の段階では、チェーン・ドリルも用いられた。⑥文法・文型練習。これは、文字カード・ゲームなど、ゲーム活動を通じて行われることが多かった。初期の段階では、教師と共に皆で動詞の活用形を壁に配置されている活用表を見ながら手の大きな振りを入れて唱えていく活動もおり込まれた。⑦歌とダンス。これは頻繁に行われた。皆で簡単な楽器を演奏しながら歌うこともある。歌は、イタリア民謡（ガテバ博士のギター伴奏がつく）と、学習項目（文法など）と密接に結びついた博士によるオリジナル・ソングが用いられた。ダンスは、皆で手をつなぎ歌を歌いながら行うことが多かったが、歌詞の中で重要な項目があった場合には、そこに動作上のアクセントを入れることがある。また、テキストの

ダイアローグの中にも、歌われる形になっているものがあった。時には学習者に好きな歌を歌わせることもあるが、その時には学習者の個性や積極性が存分に引き出されるようである。⑧絵の創作。創作された絵は部屋に飾られる。⑨エクササイズ。体を動かしながら数字を唱える。体を思いきり緊張させた後、脱力する。体を動かしながら深呼吸を行う。⑩関連語彙・表現を学ぶ。絵、写真、模型、文字カードなどを用いて。⑪与えられたテーマについて話を作ってきて、発表する。

　⑪は章が一段落するたびごとに行われた。話を家で作ってきて、次の日に発表する。発表は何日かに分けて行われることもあった。トピックやシチュエイションのモデルおよび言語素材はテキスト中に存在しているので、それを参考に話が作れる。

　この様な想像力を活用しての創造的活動は、学習者の多くを活き活きとさせるようだ。発表の際には、個人個人の発表の合間に他のゲーム活動が差し込まれることが多かった。

　課題の例をあげると、1）1章では、人物や動物などの写真・絵が多数提供され、学習者はその中から好きなものを自由に選び、それらを組み合わせることで自分の（架空の）家族・親戚を紹介するという活動が行われた。2）猫の絵を選び、その猫の物語を作る。3）風景画・風景写真を用いて、今までの旅行の中で印象的だったもの（架空のでよい）を語る。4）人形・縫いぐるみ・模型・その他を選んで、その組み合わせで、友人（選んだ縫いぐるみなど）とした冒険物語を作る。5)擬人化された動物の絵カードを数枚選ぶ。そのカードには単語が書かれており、その単語を利用して、その動物たちが織りなす物語を作る。

　以上であるが、話を作る際には、できるだけ簡潔でしかも魅力的なものを作るよう求められた。私はできるだけ面白い話を披露してやろうと、毎回、かなりの時間をかけて話をこしらえた。そして、それを皆の前で発表することは、達成感を味わえると同時に、大いなる自信につながっていく。私の場合も、この作業が自分のイタリア語の運用能力を高めるの

に一役買っていたように思う。

⑫自由会話。教師の「何か新しいニュースはない？」という問いがきっかけとなる。⑬読解練習。章ごとに読解教材の部分がある。この読解練習は、媒介語に訳すのがその主な作業であるが、これにより今まで学んだものが整理・統合された。また、読解用のプリントも配られた。⑭文法解説。これは章の最後に行われる。テキスト中の GRAMMATICA の部分を用いて、文法を演繹的に説明する。チャートも使用された。⑮今までに述べてきたもの以外にも様々な教室活動が行われたが、比較的小道具を用いてのゲーム活動が多かった。輪投げや目をつぶって障害物の間をぬって歩くなど言語的なものを焦点にしない場合もある。その場合には、他のアクティヴィティの間に差し込まれることが多かった。

以上の例からもわかるように、授業がいつも座りっぱなしで行われるなどということはあり得ず、絶えず立ったり座ったり、あるいは教室内を移動したりしての授業であった。

3．修了テスト

修了テストは、コース終了の前日に授業の中で行われ、コース終了日にテスト結果が皆の前で発表された。テストはプレ・テストで用いられたものと同じものが使用された。他の学習者は文章を8割以上訳すことができたようだが、私はイタリア語を英語に訳すのがうまくいかず、6割ぐらいのできであった。

4．演芸会

コースの最終日には演芸会（劇）とパーティーが行われた。演芸会は、学習者が幾つかのグループに分かれ、テキスト中のあるシーンを、役をふり、グループごとに演じていくのである。登場人物を表す服や小道具を自由に選んで、身につける。テキストは見ずに行う。ストーリーは脚色してよい。実際、演じる者の創意工夫によって話が変わったり、即興的にセリフが加えられるなど、とても楽しい演芸会となった。

5．コース最後に行われたロザノフ博士の解説

コース終了時にロザノフ博士から次のような説明があった。①コース終了時よりも、日にちが経過した方がイタリア語の運用能力は高まっている。②コース終了後、6か月以内であれば、復習をすることによってイタリア語の能力を維持することができる。しかし、それ以降となると、かなり落ちてくる。もし2年間何もしなければ、そのほとんどを忘れる。③復習は、授業で用いたイタリア語のテキストを、雑誌でも眺めるようにさーっと目を通すようにするのが良く、部分だけを取り出して反復練習するのは好ましくない。④もしサジェストペディア以外のイタリア語のコースを受けるのであれば、文法のクラスではなく、会話のクラスを取ること。また、子供向けの本や歌などを使うのも良い。

以上であるが、私がコースを受けてから、はや6か月がたとうとしている。私もそろそろ本腰を入れて、復習をしなければならない。

III．感想

今回のイタリア語のコースを受けてみて感じたことを幾つか述べてみたい。

1）サジェストペディアのイタリア語のコースは、その多彩で変化に富んだアクティヴィティと、自分が取り組んだ創造的な活動の量と質、その情報量の多さの故、コース全体の時間が実際よりも長く感じられた。また、自分の個性を存分に発揮できる時間を持てたという印象がある。

2）クラスの他のメンバーとも、授業中、様々な教室活動を通じて互いに交流する機会が十分に与えられるので、すぐ仲良しになる。授業は「みんなで一緒にやっていく」という感じである。

3）多種多様なアクティヴィティを授業の中に取り入れることによって、学習者のエネルギーを絶えず引き上げ、飽きを起こさせないようにしている。これは、コースの初めの段階で言語能力のおぼつかなさから生じるフラストレーションや緊張、劣等感などを解消するのにも、かなり役立っているように思われる。

筆者はガテバ博士により数年前に行われたイタリア語の授業の模様を何度かビデオで見たことがあるが、この点では、今回のコースの方がより巧妙になっているように感じられた。4）博士は学習者のそれほど流暢ではない発話を、常に肯定的に承認し、学習者がどんどん話を続けることができるように、絶えず鼓舞するような形で学習者の発話をさりげなく繰り返すという方法をよく用いていたが、その対応の仕方・態度は言語教師として大いに見習いたいものである。

5）また、サジェストペディアで言うところの Suggestion やサジェストペディアの原則・手段がどのように授業の中で生かされ、統合されているのか、身をもって体験することができた。これは大きな収穫であったと思っている。

さて、肝心の筆者のイタリア語の運用能力の方であるが、コースが半分過ぎたあたりから、今まで多量に提示されてきたものが自分の中で有機的なつながりを持ち始め、少しずつ自分の言葉として語ることが出来るようになってきたと感じた。ものによっては、イタリア語が意識の表層にふわっと湧き出てくるといった感じである。しかし、授業で学んだイタリア語を自由自在に駆使して頭に浮かんだ事をスラスラと言えるというレベルにまでは達していない。また、授業中、時々ガテバ博士や他の学習者が話していることがさっぱりわからなくなることがあった。

この原因を自分なりに考えてみたのだが、やはり何と言っても与えられた訳が母語によるものではなかったことに最大の原因があるのではないかと思っている。そして、この事はロザノフ博士からも指摘があったところである。

実はコースを受ける前は、イタリア語と同時に英語も学べる、これは一石二鳥だと感じていた。しかし、肝心の英語の訳がかなり難しかったために、私では歯が立たないところがかなりあった。これは、コンサート・セッションで情報を吸収する際には明らかに不利となろう。もし対訳が英語ではなく、日本語で与えられていたならば、おそらく今述べたような事もほとんどなく、私のイタリア語の能力ももっと高いレベルにまで達していたのではないかと思う。ただし、イタリア語を日本語に訳すにあたっては、その語順の違いから、当

Selecting Textbooks A Checklist-Part 3

by Duncan Dixon

Tokoha Gakuen University, Shizuoka

This is part three of a checklist I use to remind myself of the important elements to look for when choosing textbooks. In this part, I will consider other resources, such as video and audio tapes, that come with text books. Part one dealt with students and the approach, design, and procedure of the textbook in question. Part two looked at the claims publishers and authors make for their texts.

Other Resources

Teacher's Book

a. Is the teacher's book necessary to understand the text?

b. Does it contain the pages of the student book for ease of use?

Audio Tape

a. Are the tapes realistic?
Do they sound authentic?
Do they have pauses, *umms, ahs,* false starts, examples of discourse repair *(Sorry, I didn't catch what you said.),* etc.?
Are listening tasks varied and interesting?

b. Is there a variety of accents of both native and non-native speakers?

c. Is the language at a level consistent with the text and appropriate for my students?

d. Can I (the teacher) do the tasks after one listening without referring to the answer key?
Is there an answer key and transcripts of the tapes for students who study on their own?

e. Is the recording level loud enough to be heard?
Are all voices recorded at the same level?

f. Can I use the text without the tapes?

g. Is there a student cassette tape?

Video Tape[1]

a. A variety of scenes with clear detail?

b. Clear voices recorded at a high sound level?

c. Times of the video clips clearly keyed to the exercises in the book?

d. Desirability or possibility of using the text without the video?

Workbook

a. How would a workbook fit into the course?

b. Is it worth the extra cost?

Cost/Durability

a. Strong binding? Sewn? Glued?

b. Printed on recycled paper?

One final note: Publishers have been working hard recently to produce textbooks appropriate to the Japa-nese market. However, if you still can't find a text that suits your needs, perhaps it's time to consider writing your own material.

Note

1. Buying a video to go with a text is a major investment which requires careful consideration. For more detailed information on what to look for when choosing a video, see Madeley, Goold and Carter (1992).

References

Madeley C., Goold, R., & Carter, N. (1992). Selecting and supplementing ELT videos for junior and senior high schools. *The Language* Teacher *16 (1),* 3-5.

Teachers who have missed a section of the checklist and who would like a copy of the complete list can write to meat: Tokoha Gakuen University, 1000 Sena, Shizuoka-shi, Shizuoka 420. Please include a stamped, self-addressed envelope.

然、何らかの配慮・工夫が必要となろう。

　ちなみに、コース終了後すぐに、ニューヨーク大学でイタリア語の ACTFL/OPI のテストを受けた。結果は、Intermediate Low であった。

　最後に、オーストリアでガテバ博士によるイタリア語のコースを受けることで、私のサジェストペディアに対する印象がそれまでのものとはかなり違ったものになったという事も付け加えておきたい。サジェストペディアによる外国語コースは、非常に緻密に計算されているコースであるとの印象を持った。そして、一部の言語教育関係者が持っている「サジェストペディアは、リラックスして楽しく授業をする」だけの教授法であるというイメージは全くの誤解であるということが実感できた。

Ⅳ．結びにかえて

　現在、私はコースが終了してからも、なお、イタリアを身近に感じ、イタリア語の勉強を続けたいという強い欲求を持っている。これは、それまでの私の外国語学習体験の中ではなかった事である。聞くところによると、サジェストペディアによる中上級レベルのイタリア語コースも実際に存在するとのこと。可能ならば、是非受けてみたいものである。

　同時に、日本においても様々なサジェストペディアのコースが実現される日が早く来ることを望むものである。

EPER: A Valuable Resource
for Extensive Reading

by Julian Bamford and Roberta A. Welch
Bunkyo University, Toyo Women's College

Extensive reading-having students read lots of books, often out of class-has been attracting growing attention in Japan for over a decade. Nearly every year, presentations on extensive reading at the JALT national conference draw enthusiastic audiences. Foreign publishers, also reflecting teacher interest, continually market new titles and series of graded readers. Lots of us, it appears, want to get our students hooked on books.

We also need guidance on how to go about it. Perennial questions include, "What level of books are suitable for my students?" "Which books are the most popular?" "How many books should students read?" "How do 1 know if students understand the books?" "When should students move up a level?" "How can I find out if my reading program is effective?"

All these questions can be answered through EPER, the Edinburgh Project on Extensive Reading. That the Institute for Applied Language Studies of the University of Edinburgh has had this project since 1981 is a scandalously well-kept secret, at least in Japan. Perhaps it is the non-profit nature of the enterprise that makes them so restrained in promoting their wares.

Apart from doing research, EPER (pronounce it "eeper") aims to encourage extensive reading as a way of learning English by providing information and materials to administrators and teachers who want to design their own programs.

Materials and Services

EPER certainly has the tools for the job, starting with an up-to-date booklist database of over 2500 graded readers, including many that are out of print but may still be in classroom libraries around the world. Each title is (a) placed in one of 8 difficulty levels, (b) given a 1-5 point quality rating, and (c) recommended or otherwise as a class reader or library book. The database also includes information such as the number of words in each book, the recommended age of reader (Primary/Secondary/Adult), the genre, and indications of certain controversial issues (for example, sex, violence, and religion).

EPER has also developed student placement tests (modified cloze) keyed to the 8 difficulty levels, and a new progress test, specifically of extensive reading, that allows administrators to measure the success of their programs (Cloze tests, while fine for placement, measure only progress in general proficiency, not extensive reading per se.).

Additionally, EPER has produced activity cards for individual books to support the reading process and to check comprehension, teacher's guides for class readers, and a handbook for teachers and administrators.

The 175-page handbook is called *The EPER Guide to Organizing Programmes of Extensive Reading.* Its main focus (covered in Part 2 of the book) is on the practical requirements for setting up and running an institution-wide extensive reading program on the secondary school level. EPER has been involved in such programs in several countries, including Tanzania and Hong Kong.

Teachers at the post-secondary level will also find that the guide provides answers to many of the questions mentioned earlier. Part 1 of the guide gives the rationale for including extensive reading in the language teaching syllabus, Part 3, "Classroom Management," discusses the role of the teacher in organizing library reading and using class readers. Part 4, "Using EPER," describes its materials and services. The cost of the handbook is £l0 (£l2 including shipping. At the time of writing, the exchange rate is £l=\185, so this is about \2200).

EPER also offers a useful library classification service to teachers and schools that already have some books but are not sure of their levels and/or quality. Send EPER an alphabetized list of your graded readers (title and series) and they will return the list with a level and quality rating for each book. If you haven't kept track of the popularity of the books in your library, here is a way to confidently weed out poorer titles. The cost of this short-cut to a state-of-the-art library is 10p/\20 per title.

Availability

The above-mentioned EPER materials and services (handbook and library classification service excepted) are currently available only as part of a consultancy package that involves buying class readers and/or library books through EPER. This is an economic reality: EPER needs a source of revenue in order to develop its materials and services. It wasn't always this way, however. In 1990, for example, the booklist, tests, activity cards and teacher's guides could be purchased separately by any teacher or school.

Currently, what EPER can offer is a labor-saving service to institutions wishing to begin or upgrade an extensive reading program. After receiving your order for the number of books you need, placement tests can be supplied as necessary for assessing exactly which level(s) of books match your students. Books are then selected by EPER and sturdily packaged as a class reader book box (40 copies of one title) or library book box (40 different titles). Each library book comes with a plastic cover and an activity card, and is color-coded by level. Class reader bookboxes also contain a teacher's guide with full lesson plans.

Prices depend on book level, but a class reader box costs about £125, including air freight (\23,125 at current exchange rates, or \580 per book), and a library box about £l87 (\34,595/\870 per book). By comparison, equivalent graded readers sell for \600-\700 each here in Japan. But considering the "value added" in
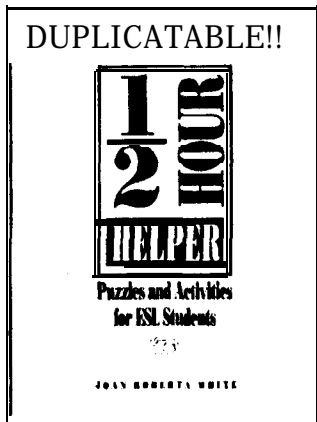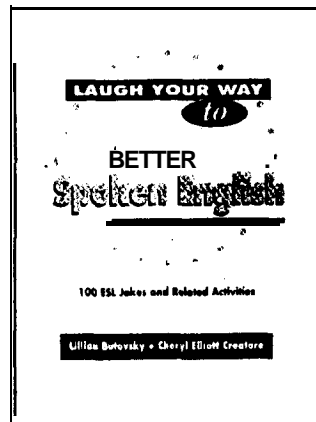
Three Areas for Reducing Teacher Workload

by Momoko Adachii

An old classmate of mine at a reunion last summer was complaining about the amount of work teachers have: preparing for classes, correcting students' work, making exams, grading, home room activities, teachers' meetings, club activities, etc. He teaches English at a public high school in Osaka. I have the impression that most high school teachers feel the same way. So I decided to survey them and find ways to reduce their workload.

I gave questionnaires to 20 'full time high school teachers and interviewed a good number of them personally. I presented my data at a local JALT meeting in January and got more data from the participants there (eighteen respondents). The list of suggestions accompanying this article are the results of their feedback. I do not mean to say that they are applicable to all teachers' situations, and few may need some adjustments. There are three general categories of suggestions that you may find helpful. They are using students (items l-5), recycling information and material (items 6-7), and managing your time (items 8-11).

Using Students

By using your students you can make your classroom livelier. You not only reduce your work but also make your students feel involved. When students contribute material to class, they feel they are a part of the educational process. One of my friend's students once brought her an easy newspaper interview with a popular foreign rock singer. She made copies for everyone and to her surprise, almost everyone was wide awake and showed a great interest. She realized how motivating such material is. Teaching well-motivated students is always less stressful and more enjoyable, as you know.

Another way to involve students makes use of pair work. Usually even the most shy student feels comfortable in pair work and is willing to participate. Some teachers are afraid that pair-checking, item three, would encourage cheating. As a matter fact, cheating this way leads to learning for both parties. Item five, "reformulation," recycles information, After doing this, you can ask a couple of pairs to tell the rest what they discussed. Then students will listen more carefully during their pair work.

Recycling Information and Material

The advantages of the repeated use of the same material are that memory is reinforced and that a student can learn a different point of view with a different partner, in addition to the reduction of work on the teacher's part. Item six encourages you to be open-minded and share whatever you can with other teachers. This is time-saving, as well as helpful with human relations. Teachers can learn a lot from each other just as students do through pair work.

Managing Your Time

People who don't manage their time are likely to think that everything is important and that they have to "do it all now." This creates stress. When you do manage your time, you are relaxed and have more free time. It is also important to learn how to say "no" politely. You can postpone answering by asking for time to think about things, for example.

Teachers who work too hard get tired and tend to feel unhappy over trifling matters. This can make you irritable and less efficient. To avoid getting overloaded, practice the three basic principles: use students, recycle information and material, and manage your time. Then you can give your best energy to your students and really enjoy teaching.

Eleven Ways to Reduce Teacher Work

1. Let the students help you with routine work such as passing out material, giving back homework, erasing the board, etc.
2. Let students write things on the board for you. For example, you can ask one or two of them to write difficult passages from the textbook that needs explanation.
3.* Make pairs and let them check each other's answers on homework, exercises, composition, dictation, etc. They learn a lot by seeing others' work.
4. Ask them to bring you materials in English that they are interested in. You can select those that might be good to use in class.
5. Instead of you repeating, ask students to tell each other what was done and learned at the end of the class.
6.* When you make handouts or find good materials, exchange them with other teachers.
7.* Use the same material more than once in different ways, recycling information. For example, a questionnaire used in pairs can be used with new pairs and partners can tell what they learned from their first partner.
8.* Be organized. For example, things you know you want to use every year, place in a file that is labeled and easily found.
9. Do two things at one time. For example, play tapes (of listening comprehension, or songs, etc.) you might want to use in class while doing some light work, or while driving, etc. At occasionally boring staff meetings you can plan your classes in your head.
10. Practice time management principles: prioritize, decide what is urgent and what is not, chunk (divide into small pieces) a big project.
11. Learn to say "no."

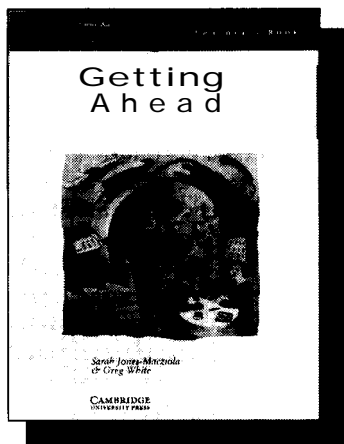*most popular among teachers surveyed

Please post in your staff room.

❧

TESOL 93: "Designing Our World"

TESOL is an international non-profit organization of TESL/TEFL professionals which was formed in 1966 and has since grown into a huge organization of 22,600 members. TESOL 93, held April 12-17, in Atlanta was attended by three official representatives from JALT: Sonia Yoshitake, Kelly Ann Rambis and Shuichi Yonezawa.

Opening Plenary

The Opening Ceremony took place in the Hilton Grand Ball room, presided by Mary Lou McCloskey, the Conference Chair. Andrew Young, U.S. Ambassador to the U.N. during the Carter administration, delivered the keynote speech addressing the theme of this year's TESOL conference, "Designing Our World." He pointed out that instead of a "melting pot," America had become a "stew" and emphasized that for the peaceful coexistence of human beings with different identities, awareness and appreciation of diversity are essential. All three of us sat in the audience and were impressed at Young's understanding of, in Yonezawa's words, sociolinguistic and sociocultural perspectives in the global age.

Affiliate Leaders' Workshop

TESOL has established worldwide affiliation with 78 organizations, including 53 U.S. based affiliates. Nine affiliates have membership of over 1000, and JALT is the second biggest of the 25 non-U.S. based affiliates. Affiliate representatives were welcomed officially at the Affiliate Leaders' Workshop that lasted all day. After brief greetings and introductions by the TESOL President Mary Hines, First Vice President Donald Freeman and Second Vice President Mary Lou McCloskey, the affiliate leaders broke up into two groups.

Yoshitake attended the session on "Regional Development," chaired by Linda Tobash, to explore ways affiliates of a region can get together for joint activities, and the session on "Developing Interest Sections in Affiliates," chaired by Tom Robb, at which Yoshitake was asked to report on JALT's N-SIGs. A JALT member is free to join all eight N-SIGs if the member wishes to, while TESOL allows members to join only three of their 17 interest sections upon joining the organization. Also in TESOL, conference abstracts are vetted in these Interest Sections.

In the session on "Twinning," chaired by Lars-Ake Kall, Yoshitake introduced the CATESOL-JALT partnership with Sharon Seymour, who also referred to their developing partnership with UruTESOL. Liz England of MiTESOL announced their launching a new partnership with ATECR (Association of Teachers of English of Czech Republic). The leader of ATECR, Jana Dvorakova, the Moscow Affiliate leader, Natalia Bochorishvily and Croatia TESOL leader, Jasna Jemersic, whom TESOL invited, were among the participants.

From the session on "How to Lobby Effectively," Rambis reports that formulating lobbying strategies, educating others outside the field of TESOL, raising the political awareness of affiliates, and practical "how-to" tips were discussed.

Affiliate Newsletter Editors' Workshop

On behalf of Carol Rinnert and Greta Gorsuch, Yoshitake attended the Affiliate Newsletter Editors' Workshop. A surprising number of newsletter editors were familiar with JALT's monthly magazine. Some commented that *The Language Teacher* was almost a journal because, on the average, newsletters of other affiliates had 10 to 20 pages in volume. Ven TESOL Newsletter and IsraTESOL Newsletter had 32 pages and 36 pages respectively but they were not published on monthly basis.

A draft of the TESOL Affiliate Newsletter Manual compiled by Phil Roth of InTESOL was passed, to solicit participation in writing sections of the manual. Dorothy Messerschmidt of CaTESOL, Jo Ann Miller of MexTESOL and Marjorie Terdal of OrTESOL shared their editing experience with the participants.

JALT -CATESOL Annual Business Meeting

Rambis represented JALT at the annual JALT-CATESOL business luncheon and reports that with regard to exchanging of speakers, we should promote it by allowing each other to register at the conference as a "member" to avoid heavier fees of a "non-member." Concerning JALT-CATESOL reception expenses, it was decided that CATESOL would pay in full and sent the receipt to JALT's Executive Board for approval of assuming 33% of the payment. Twinning with UruTESOL was another topic of discussion at this luncheon.

Prentice Hall Regents Reception

Yonezawa, the winner of the first PHR Japan scholarship, attended the reception accompanied by Rambis. Among the hosts were Nancy Baxer, Tina Carner and Steve Golden from the Tokyo office. Yonezawa wants to thank those who made efforts to organize the first PHR Japan scholarship to TESOL.

Plenaries

The JALT representatives could not find time to attend any presentations, but we attended some of the plenaries to search for candidates to the future JALT conferences. Yonezawa attended Adam Nadasdy's plenary on "Pronunciation and Tradition in TESOL." He reports that the talk by the versatile linguist was instructive and enjoyable. Mark Clarke who spoke on "The Teaching Act: Tracing Threads and Making Connections," will write a feature article for the special issue on Lesson Planning to appear in the June, 1994 issue of *The Language Teacher.*

Interest Section Council Meeting
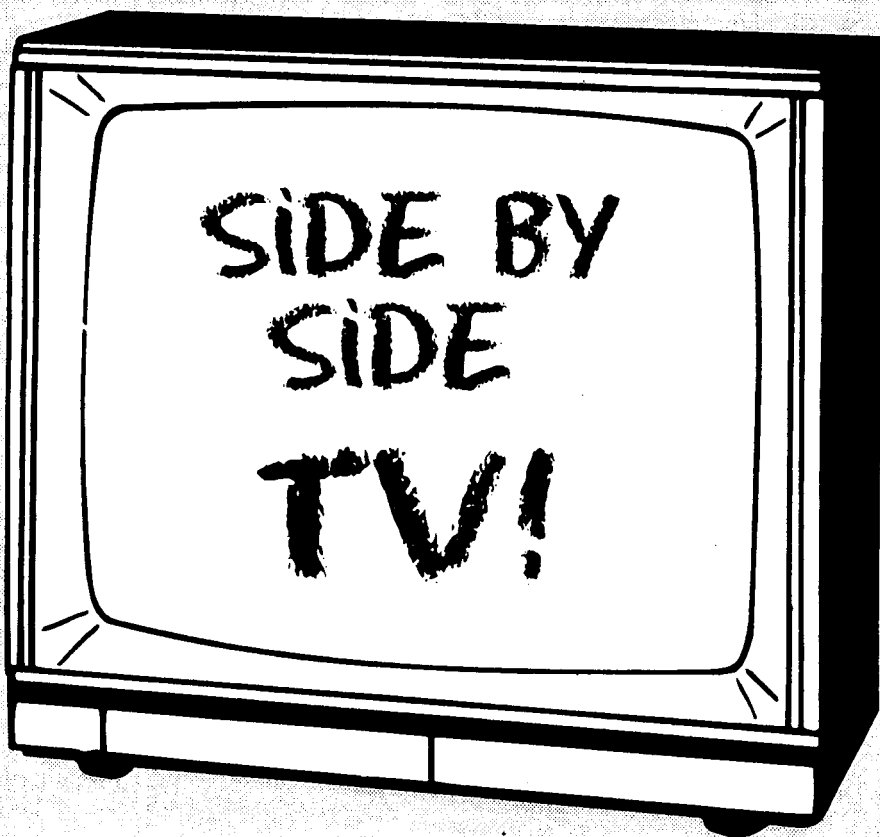
————Bilingual Abstracts————

Some Practical Suggestions for Learner Strategy Training
by H.Douglas Brown

どのようなスキルの学習でも、学習者は時間と努力を「投資」しなくてはならない。言語学習のような複雑なスキルの習得には、観察し、練習し、モニターし、訂正し、方向を定め直すという形で、かなりの投資が必要となる。筆者は、学習者中心の教育の時代には、学習者ストラテジーの訓練により、学習者に学習の仕方を教えることが大切であると主張する。ここでは、学習者が自分の学習方法の傾向を考える道具としてのチェック・リスト、教師が学習者にアドバイスとして伝える上手な言語学習の原則のリスト、ストラテジーを育てるための教室活動の例、学習者トレーニングを目的とした教科書が紹介されている。

Seeing is Believing: Corpus Evidence Used in Teaching
by Gwyneth Fox

バーミンガム大学とハーパー・コリンズ出版社が共同開発した2億8800万語のコーパスを教育上使用する際のアウトラインが示される。英語の銀行とでも言うべきコーパスにおいては、それぞれのことばの意味、用法（どのように、どういうことばと一緒に用いられるか）、どんな人が使うのかが明示され、英語教師にとっては極めて便利なものである。重要なことは、個々の英語のことばが孤立して存在しているのではなく、通常、一定のことばと共に使用されるということを学習者が学べる点である。

Teaching Culture: Knowledge? Skill? Attitude? Awareness?
by Kathleen Graves

筆者は、**Tarone & Yule** (1990) のコミュニケーション能力のモデルと **Gee** (1990) による Discourse の概念をもとに、言語と文化に関する4つの原則を提示する。それらは、言語と文化が、1）具体的な文脈の中に存在する、2）人々の相互交渉の中に存在する、3）信念、態度、価値観と密接な関係をもっている、4）形の決まった単一のものではなく、常に変化する複合体である、というものである。筆者は、第二言語と外国語との環境の違いを指摘した上で、外国語教育でこそ、異文化の教育には、知識やスキルより態度や気づきを扱うことが重要であると主張する。そして、生徒の異文化能力を育てるには、教師自身が、自分の態度や信念、異文化能力を振り返り、自らの教室の中の文化を検討するところから始めるべきであると提案している。

A Pragmatic Approach to Cross Cultural Communication: The MAT Method

by Ritsuko Nakata

児童英語教育の一手法、MAT（Model-Action-Talk）メソッドの紹介で、教師のモデルを児童がジェスチャーを交えながらリピートすることの重要性が強調される。この手法は、記憶の保持を強め、脳の左右の半球の潜在能力を最大限に発揮させようとするものである。他の手法は「話す」能力を高めるという点でMATに劣ると筆者は指摘する。通常の場合に児童は、質問したり答えたりする形で教師と対話することのみを教わる。しかし、MATメソッドでは、それに加えて学習者が自分の意見を表明すること、クラスの他の学習者とコミュニケーションを図ることが求められる。さらに、筆者は、教師が普通のスピードで話すこと、いろいろなゲームや競争を組み入れることで、児童を飽きさせずに話す機会を最大限に与えることを重視する。

Creating Active Effective Listeners
by Marc Helgensen

多くの日本人英語学習者は、聞き取りを苦手とする。筆者はこの原因を、文法翻訳法で英語を学んだ学習者が、逐語訳の習慣を聞き取りに持ち込んでいるためであると考える。しかし、彼らは比較的多くの英語の語彙を知っており、人生経験も持っている。プレ・リスニングの活動を通して、そうした知識を活性化することによって、聞き取りは容易になる。受け身でいることになれた学習者には、ことばの学習は、スキルの学習であり、楽器やスポーツの練習に似たものであることを理解してもらうことも大切である。さらに、目的に合わせて、何を聞くかを決めるストラテジーも学習者には必要である。筆者は、結論として、聞き取りの力を伸ばすには、練習はもちろん必要だが、それに加えて、聞き方を学ばなくてはならないとしている。

Action Research: What, how and why?
by David Nunan

言語教育におけるアクション・リサーチとは、授業で出会った問題や疑問を、教師自身が日々の仕事の中からデータを集め、それを解釈することによって、体系的に調査することである。その背後には、知識は客観的、絶対的なものではなく、それが得られた時と場所に付随するものであるという考え方がある。ここでは、アクション・リサーチの方法がいくつか紹介され、アクション・リサーチを行う教師へのサポートとして計画されたワークショップの概要と、その参加者がワークショップの後では自分の授業がどう変わったと捉えているかが報告されている。

The Conspiracy of Narrative
by Robert O'Neill

会話に対するナラティブの、言語学習クラスにおける長所が議論される。ジェスチャー、状況、登場人物の経歴、感情といった、単なる会話教材では示せないものに関するずっと多くの情報が、ナラティブで表現できることが短いテキスト

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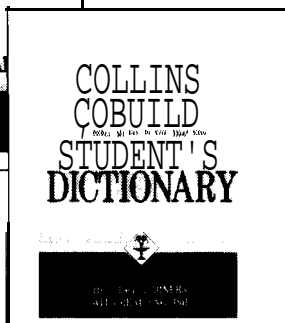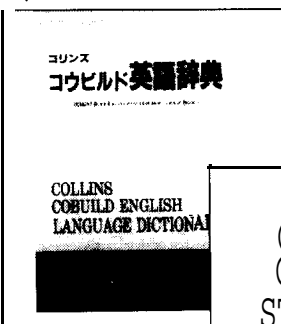
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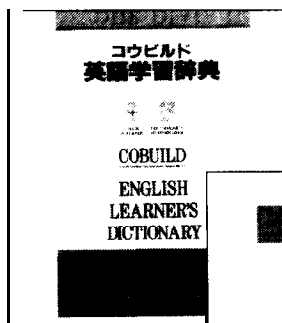
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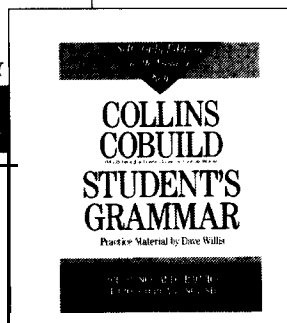Hardcover 0 00 *375021 3*
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で示される。ナラティブでは多量の情報が提供できるので、クラスでの話し合いやロールプレイがずっと興味深いものになる。筆者によれば、よいナラティブのテキストの場合、読者が注目している表面に現れた事柄（氷山の一角）の下に、内容の8分の7が隠れており、学習効果を高めるには、この8分の7が学習者にとって理解可能なものである必要がある。しかし、生教材でこの必要を満たすことは困難であり、学習者向けに教材を加工することを筆者は提案する。

Insights into Vocabulary Through Authentic Corpora

by Della Summers

最近、英語の全貌を示そうとするコーパス（言語的資料の集大成）の試みがふたつ見られる。ロングマン・ランカスターの書きことばとしての英語コーパス3800万語（全体の48％は米語）と英国国定コーパス（イギリス英語のみからなる）がそれである。このようなコーパスによって、英語に関するバラエティーに富んだ洞察が得られる。例えば、前者を見れば、and の方が moreover よりもずっと使用頻度が高いことがわかる。つまり、英語を母語とする者は、あまり形式ばらない表現 and の方を書きことばとして多用しており、より形式ばった形 moreover を学習者が必ずしも用いなくてよいということである。ワークショップでは、話しことばとしての英語の新しいコーパスも示される。

Exploring the Development of Language and Cultural Awareness

by Mike Wallace

外国語および外国文化の研究は、どの分野も非常に内容が豊かで複雑である。このような科目を教えるにあたって、どのようにそれを始めるべきか困難を感じる教師もいることであろう。ここでは、一つの手法として「カテゴリー化手法」（Categorical Framework）が提案される。この手法では、教師が学習者に情報を示したり伝えたりする一方、学習者は、経験的レベル（直接体験的な気づき）、文字を介しての理解のレベル、構成的（言語）・文脈的（文化）・審美的（文学）レベルで学習する。詳細は、大会前のセミナーで示される。

和文要旨作成協力：森川博己・森川キャロリン

Report on Dr. E. Gateva's Suggestopedic Italian Course: Part Two

by Isao Nakamura

The first part of this article in the July, 1993 issue, outlined the writer's experience as a learner in an intensive month-long Italian course for beginners taught by Dr. E. Gateva, director of Suggestopedic training, and discussed the introduction and concert sessions, the first two parts of a Suggestopedic

lesson. In this second part of the article, the writer reportson the elaboration, the third part of a Suggestopedic lesson; the post test; the last day performance; advice for further study given by Dr. Lozanov; and his overall impressions of the course. The writer describes and explains some of the elaboration activities and comments on them. He summarizes his impressions of the course by saying that the numerous varied activities, the quality and quantity of his own creative language activities, and the large amount of information he received made him feel that the total number of contact hours was much larger than it actually was. The writer discovered that Suggestopedia was not just enjoyable and relaxed learning but a minutely calculated learning approach. Concerning the results of the course, he reports that the voluminous materials began to relate to each other from the middle of the course and that he was able to gradually express himself in Italian. After the course, he took the ACTFL Oral Proficiency Interview at New York University and received the result, "Intermediate Low." He believes, however, that he could have learned Italian much better if he had been given the text translation in Japanese rather than English during the concert sessions. He concludes that the experience yielded him a rich harvest, particularly because he still has a strong wish to continue his Italian language study, which he did not feel after his other language learning experiences.

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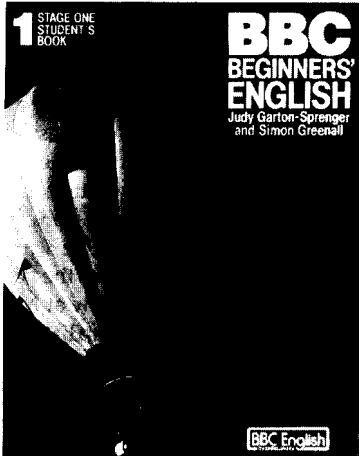
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JALT News

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 & Elections 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

Nominations for 1994 TESOL and IATEFL Representatives

Each spring JALT sends representatives to the TESOL Convention in North America and the IATEFL Conference in Europe. (The TESOL Convention will be held in Baltimore between March 8-14, 1994; we have not received any information yet concerning dates and the location of the IATEFL Conference.) Please suggest the names of any JALT members you know-including yourself-who might be interested inattending TESOL or IATEFL as a JALT representative. Nominations and supporting materials (resume and letter of intent) must be received by the NEC before December 1, 1993. Representatives will be expected to attend various meetings at their conference and to submit a written report to JALT after returning to Japan. A financial subsidy is also available to help cover expenses. To place nominations or for further information please contact one of the following NEC members:

Brendan Lyons (Chair)
tel: 053-454-4649
fax: 053-453-4719

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

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

Linda Kadota
tel: 0899-79-6531
fax: 0899-34-9055 .

April JALT News Errata

Niigata Chapter
President: Donna Fujimoto, fax: 0254-43-6206
Membership Chair: Adrian Cohen, Matsumidai 4-63 Koopo Friendly 102, Niigata, 950-21, phone: 025-230-7236
Akiko Honda is no longer Membership Chair.

訂　正

*The Language Teacher*1993年6月号目次の野本弘幸さんは、野元弘幸さんの間違いでした。お詫びして、訂正します。　　　　　　　　日本語編集者

Position Announcement for
The Language Teacher

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

Neither am I arguing that we should never use dialogues. I am suggesting that, because of their artifice, narratives can sometimes offer more of the information we use to interpret language in real life than dialogues do. Good, well written dialogues will always be very useful in language classes. However the apparent naturalness of language they bring to teaching and learning should not blind us to the things they do far less well than narrative text.

References

Krashen, S. (1982). *Principles and practice in second language acquisition.* Oxford: Pergamon.
Widdowson, H. H. (1983). *Learning purpose and language use.* Oxford: Oxford University Press.

JALT 93

Main and featured speakers this year will give the following lectures and presentations at the JALT 93 conference.

Elite Olshtain: "Teaching Grammar in the Communicative Era"

Milton Bennett: "Cultural Marginality: Identity Issues in International Education"

Janet Bennett: "On being different: Living on the Margins of Two Cultures"

John Condon: "Where Communication Takes Place"

Michael J. Wallace: "Self-Appraisal for EFL Teachers"

Marc Helgesen: "A Model of Support: Activities That Work & Why'

Gwyneth Fox: "Using the Dictionary in Class: The COBUILD Case"

Della Summers: "Corpora, Computers and Students"

Robert O'Neill: 'The Uses and Abuses of Teacher-Talk"

Kathleen Graves:"The Second Language Self: An Exploration"

Ritsuko Nakata: 'Teaching Speaking to Teach Reading"

H. Douglas Brown: "Adapting and Evaluating Interactive Techniques"

David Nunan: " Creating a Learner-Centered Classroom"

In addition, the above speakers will be giving presentations and workshops on a variety of other topics.

Summer Address for Bulletin Board Editor

Gene van Troyer, the Associate Editor/Bulletin Board Editor, can be reached at the following address/phone number until the end of September: Gene van Troyer, c/o Tomoko Oshiro, Miyagi 3-5-6, Urasoe-shi, Okinawa 901-21, tel/fax: 098-875-2294. All Bulletin Board Announcements to be placed in the September and October issues are to be sent to him there.

論文校正サービス

英語の論文を書こうとする際、学術的な英語の文体に自信がないということはありませんか。私は、英語話者と日本語話者の書いた英語の学術論文の修辞学的文体を比較研究するPh. D.論文を書いており、英語話者の方でも 日本語話者の方でも、無料で論文の校正をしてさしあげたいと思っています。詳しくは、以下にご連絡ください。　アン・マクドナルド
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Teacher to Teacher: Call for Questions

The Editors of The Language Teacher are inaugurating a new column designed to put teachers in communication with one another over common pedagogical concerns. We would like to ask you, our readers, to send us questions you want answered by other teachers. Examples might be, "How can I create effective pair work activities?" or 'What are some ways I can get students to create their own learning goals?" We will publish questions you submit to us and invite 400 word responses from our general readership. Please submit your questions to Greta Gorsuch, TLT Editor (address on p. 2).

Correction of JALT 93 Hotel Code Numbers

The hotel codenumbers listed in the JALT93 Pre-Conference News Supplement are incorrect. The correct codes areas listed in the chart that accompanies the hotel postal furikae form in the back. The correct codes are:

MaRoad Inn Omiya	1
Pioland Hotel (Omiya)	2
Plaza Hotel Urawa	3
Ikebukuro Center City Hotel	4
Richmond Hotel Mejiro	5
Shinjuku Washington Hotel	6

Please also note that the rate of \8,500 for the Pioland Hotel is approximate, as the exact rate was not known at the time the supplement went to press.

JALT 93　ホテル・コードの訂正

The Language Teacher 1993年 7月 号 別 冊 の JALT 93 Pre-Conference News 11ページに記載されている ホテル・コードが間違っています。正しいコードは郵便振替用紙の横についている表の通りです。

マロウドイン大宮	1
パイオランドホテル（大宮）	2
プラザホテル浦和	3
池袋センターシティ ホテル	4
リッチモンドホテル目白	5
新宿ワシントンホテル	6

なお、パイオランドホテルの料金は¥8,500となっていますが、多少変更される可能性がありますので、ご注意願います。

My Share

This month two writers suggest a variety of creative ways to make best use of the final minutes of class (ed.).

Before the Bell

by Randall Davis

Having been a student myself, I know that there is always a feeling of anticipation to leave the class during the waning minutes. Students can be seen shuffling their books, putting on their coats, and chatting with fellow students about the day's lunch menu. Yet, these last few moments during the class period can be the most productive to tie the whole lesson together. Here are a few quick and easy five-minute games that I have found effective to wrap up my lessons.

Odd Man Out
Purpose: To help students aurally recognize and group words according to theme.
Preparation: Divide the students up into small groups. Tell them that you will read a list of four words (for example: doctor, architect, office, lawyer). They must find the word that does not belong. In this case, the word office is not an occupation, so students should choose this word. The first team to identify the "odd" word wins a point. Other ways of making this game more difficult include making groups of adjectives, verbs (with different tenses) or other parts of speech.

Up to Bat
Purpose: To review any material including vocabulary words, cultural questions, or grammar.
Preparation: The teacher should prepare a list of thirty review questions. These might include vocabulary, cultural questions, or any material the teacher wishes to review. Draw a picture of a baseball field on the board and prepare markers (pieces of sticky paper) to mark the bases.
How to play: Divide the class into two groups. Each team then chooses their lineup. Flip a coin to see which team is "up to bat" first. The teacher is the pitcher for both teams. The teacher then "pitches" a question to a student. If the student answers correctly, the student moves to first base, and the teacher marks this move on the board. If the student cannot answer the question, it is counted as a strike. After three outs, the other team comes up to bat. The number of innings is decided beforehand.
Options: The teacher can assign each question a "hit" value. Easy questions are singles. More difficult questions are triples and homers.

Categories (adaptation of a traditional spelling game)
Purpose: To review general categories of words.
Preparation: Made a grid on a piece of paper (see example below.) Select word categories that students are most familiar with (jobs, sports, articles of clothing, places, etc.) The number of categories depends upon student needs, time, and the teacher. Write the names of the categories at the top of the paper, but leave the letter and item columns empty (the blanks have been filled in as an example below. Make copies for each group of five students.

Each team should sit in a row one behind the other from the front of the class to the back. The teacher gives the first student in the row a copy of the grid. To start the game, the teacher writes a letter on the board, and the first student copies the letter in the first vertical column of the grid. The student can fill in any word starting with the same letter under any one of the column headings. Once the student writes in a word, the paper is passed back to the next student in the row. If a student is unable to come up with an appropriate word, he or she should put an "X" through one of the boxes. The first team to fill in the grid wins the game. Teams receive one point for each word correctly spelled. No points are given for an "X." A bonus of three points is given for the team that finishes first.

Beep: Act it Out
Purpose: To help students figure out meaning from the context of a conversation.
Preparation: Select vocabulary words that students have already studied.
How to play: Divide the class into groups of five students. Have one student from each group come to the front of the room, and show them a word. Then these students return to the group and use a nonsense word (beep) in place of the chosen one in a short dialogue. For example, if the word is "book" the person might say, "I bring my 'beep" to school everyday. I like to read mystery "beep" at home. I go to the library to find "beeps." The first team to guess the meaning of "beep" wins the point.

Randall Davis received an M.A. in TESL from Brigham Young University. He teaches at Tokyo Gaigo Business Academy in Machida.

	clothing	jobs	sports	names	food
D	dress	doctor	diving	Doug	donut
P	pants	painter	ping-pong	Peter	pizza
B	bathrobe	banker	bowling	Betty	banana
S	shirt	salesman	skiing .	Susan	salad

Out the Door

by Irene S. Shirley

Introduction

During most of the ninety minutes of my first and second year university conversation classes, students concentrate on small group activities. I circulate around the room to listen, observe, and comment to the groups. At the end of a class, I often do a short one-to-one conversation activity (an "Out-the-Door") with each student as the class leaves.

Objectives

An Out-the-Door has two objectives. One is to affirm a part of the day's work. The second is to give me an opportunity to talk and listen to each student.

Topics

When I've finished the class work, I tell the students that they can go, but that as they leave I'd like them to tell me something. For example, on a day that we work on songs, concentrating on lyrics and rhyme schemes, I might ask each student to tell me three words that rhyme. On a day that students have worked in pairs on daily schedules, I'll ask them to tell me something about their partner's schedule. Sometimes, I'll ask a beginning class one of the standard information-gap questions focusing on after-class activities, hobbies, or why study English. I'll sometimes review pronunciation problems such as sink/think. Or, I'll utilize an activity that allows the students to use some imagination. I'll use a chain to review the conditional and ask the first student what she'd do if she had a million yen. I'll then use her answer in a question for the next student. For example, Hiromi said that if she had a million yen, she'd travel to San Francisco. I'll ask the next student what he'd do if he saw Hiromi in San Francisco.

Benefits and Time Constraints

In five minutes, not all the students have an opportunity to speak. I alternate between talking to those who are second or third in line, which precludes a reluctant speaker from being able to avoid a turn because the students don't know who will be eliminated. Even though some students may walk by and eliminate themselves from the process, all the students have the possibility of talking and listening. I find that most students are concentrating on preparation and giving or getting help from their peers rather than on escaping.

An Out-the-Door activity has benefits for both students and teacher. The more articulate students have a moment in which they can use their more fluent English without being held back. For me at the beginning of an academic year, Out-the-Door speeds my recognition of new faces and names. Under normal conditions, students often exit from their classes at a low energy level. This end-of-class activity demands active partici-

pation, and the students leave the classroom feeling more energized and, in some cases, more accomplished. I get extra feedback on their progress. In addition, students seem to feel more relaxed talking with me as they leave rather than being on the spot with their partner *or* small group listening in the class.

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Teaching Pop Songs: Let Your True Colors Shine Through

by Dale T. Griffee

Teachers wanting to use pop songs in the classroom face certain problems such as which song to select and which activities to use. The purpose of this article is to facilitate the use of pop songs in EFL classrooms by presenting four exercises. The pop song "True Colors" was chosen to illustrate the exercises because it has many of the characteristics of a typical pop song: it is three minutes and forty five seconds long, moves in speed from slow to fast, has a dynamic range from loud to very soft and has lyrics that are often hard to catch. In addition, it is easy to obtain and appeals to many students. The exercises in this article can be used with the present song under consideration, "True Colors," but also with other songs that have similar characteristics.

Of the four exercises, one each will be used to pre-teach selected vocabulary, introduce the lyrics, work with the vocabulary, and generate discussion. Naturally, the level of the discussion or even the possibility of a discussion depends on the general ability of the class.

Scrambled Words

Scrambled Words is an exercise that pre-teaches vocabulary from the song lyrics. Make a list of the words you wish to preview and divide it into smaller lists of a few words each. Divide your students into the same number of groups and give each group a different list. For example, if you have 12 words to preview and three groups, group 1 would receive words 1 through 3, group 2 would receive words 4 through 6 and so on. Ask each group to write definitions for all the words on their list any way they can. After a few minutes, give a signal and then pass the lists from one group to another. Continue writing and passing until each group has the list of words they originally started with. As a whole class, go over each word. Even if they fail to provide correct definitions in some cases, each student has a chance to look at each word, and will often be interested in your definitions and comments.

Strip Songs

Hand out the full lyrics cut into strips and ask students to arrange the strips in correct order before listening. Ask students what clues helped them decide how to arrange the strips. Alternatively, give a strip to each student, ask him or her to memorize it and throw it away. Then students arrange themselves in correct order. If this is difficult, play the song to help them.

Vocabulary Association

Vocabulary Association works through word association. Individual words are selected from the song, and students are asked to list additional words they associate with them to form word families. This process helps students remember words in groups rather than as isolated units. A variety of formats is possible. Following is a bubble chart:
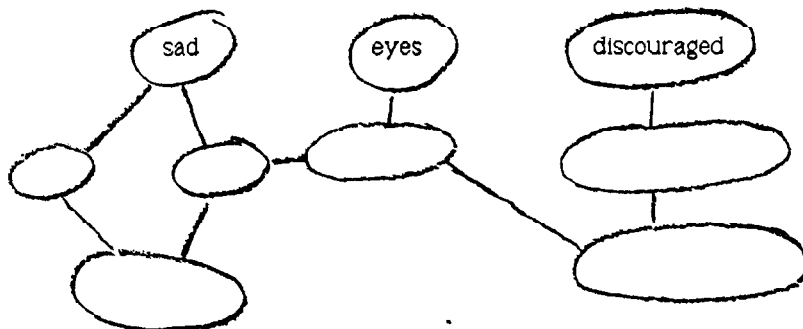
After students have written in words, ask them to compare with other groups or as a whole class activity.

Multiple Choice

Multiple Choice asks students to listen to the song and mark a response. Following are three possible questions with possible answers: Other questions and answers are equally possible. The instructions below are for individual/group/whole class discussion, but other configurations are also possible (work as a whole class only, work only in groups, work individually and report to the class as a whole.)

Instructions: Answer question 1 by checking your best answer. Then join a group who gave the same answer. Discuss why your answer is a good one. Decide on one person to give your answer to the whole class. Then do the same thing for questions 2 and 3.

1. If you heard this song on the radio, would you
   a) turn it off?
   b) listen and try to find out the title?
   c) buy the record or tape?
   d) leave it on as background music?
   e) listen as a way to learn English vocabulary?
   f) sing?

2. What does this song make you think about?
   a) lunch
   b) driving with a friend
   c) the sea
   d) the country
   e) an onsen in the mountains
   f) a train
   g) high school

3. What color does this song remind you of?
   a) blue
   b) green
   c) red
   d) _____
   e) black
   f) white

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Collins COBUILD English Usage. John Sinclair, et al., eds. London: HarperCollins, 1992. Pp. 808. \3,400 (paperback); \4,900 (hardback).

"This Usage Book completes the trio" of products initiated in 1980 by the COBUILD (Collins Birmingham University International Language Database) project, the other two being the *Collins COBUILD English Language Dictionary* (1987) and the *Collins COBUILD English Grammar* (1990) (p. iv), all distributed in Japan by Shubun International. The project has also put out learner's dictionaries and grammars, spin-offs from the *Usage,* and English course books following a "lexical syllabus" (see references).

True to their motto of "helping learners with *real* English," *COBUILD* publications are grounded in the Bank of English, a database by now containing around 200 million words of authentic contemporary printed, written, and spoken text (p. vi). This database lets COBUILD base "its authority on actual examples," rather than on "English that people invent to illustrate a point," which "may be quite misleading" as it "is not part of their real communication" (p. v). "An authoritative reference on how English is actually used today," the *Usage* aims "to help learners of English to use individual words correctly and to choose the right words and structures for the meaning they want to convey" (p. vii).

There are over 2,000 entries (pp. l-808) from "a-an" to "zero." Most are for individual words or easily confused pairs or groups of words; some deal with ranges of words expressing continua (e.g., "happy-sad"); others treat various topics (e.g., "Abbreviations," "Time"; language functions, e.g., "Agreeing and disagreeing"; or points of grammar, e.g., "Conjunctions," "'-ing' forms") (pp. vii-x).

The *Usage* treats a given topic less comprehensively but more comparatively than the *Dictionary* or the *Grammar.* Thus, e.g., the *Dictionary* has (p. 167) an entry "breast /brest/, breasts, breasting, breasted" comprising nine notes with attendant examples and marginal indications of grammar and synonyms. The first note defines breast as a countable noun: "A woman's breasts are the two soft, round pieces of flesh on a woman's chest that can produce milk to feed a baby." A marginal note, "=bosom," indicates a synonym for this definition. The *Usage* entry "breast" (p. 107) begins with this same definition (substituting "her" for the second "a woman's") from the *Dictionary* and proceeds to distinguish breasts from bust ("both breasts together," "especially when.. talking about their size") and bosom ("an old-fashioned or literary word"). The *Usage* highlights distinctions between breast #l and two of its synonyms but does not exhaust the uses of any of them.

All these books are user-friendly and informative. The *Dictionary* announces that it 'tends towards a British variety of English" (p. xx), and this is true for the whole series. Since British English is foreign to me, I appreciate the clarity with which functions and usage are explained, e.g. in "Letter writing" (pp. 355-358) which notes differences between American and British conventions. Japanese students seem to use these materials more productively than most monolingual reference works. Points are effectively illustrated by authentic examples, including some that mention Japan:

"It is Japan's third largest city." ("Comparative and superlative adjectives," p. 142);

"... you can say that a particular building is 'the tallest building in Tokyo'." "Hakodate is the oldest port in Hokkaido." ("in," p. 311);

"I was born on Honshu, the main island." ("on," p. 471).

On the other hand, a "warning" note that could "draw the learner's attention to a potential error or area of confusion" (p. xi) is lacking for many English usage errors common among Japanese-speakers, e.g. substituting "wear" for "clothing," "teach" for "tell," or "almost" for "most," although there are entries for all those words (pp. 44-45, 134, 410, 694, 697-698, 767) .

While I use and recommend the *COBUILD* books, there are some issues I wish the project would address in the future. The *Dictionary* (alone) states policies for the series: "It tries to avoid British uses which are not international. Equally, aspects of American, Canadian, or Australian English which are distinctive to these regions have been left out, but those which are familiar to the international community have been recorded" (p. xx). "... A guide is given to the pronunciation of English words using the International Phonetic Alphabet. The accent represented is Received Pronunciation, or RP for short, which is a special type of Southern British English" (p. xii). Who constitutes *COBUILD's* "international community" and how is its "familiarity" with "regional" uses verified? The Usage claims that "differences between British and American usage are . . . clearly indicated" (p. vii) and thanks "Paul Laurent for checking American usage" (p. iii), but there are plenty of things in the *Usage* which are not part of Americans' normal linguistic repertoire and yet not marked as British. The phrase "a clutch of eggs" occurs in the entry "Groups of things, animals, and people" (p. 281). No Americans whom I have asked about this use of clutch (including a long-time keeper of laying hens) were aware of it at all. (British speakers came up with it, but uncertainly; it may not really be current in the UK either.) The entry "bath-bathe" notes differences in British and American usage, but only gives the RP pronunciation for bath /bɑːθ/ (p. 86), not the American /bæθ/. There is no mention of the stricter American distinction between have as an auxiliary and have as a verb (requiring do- support) under "Auxiliaries" (pp. 77-78), "do" (pp. 196-197), or "have" (pp. 287-289); the Grammar, in "'Yes/no' -questions," notes the omission

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of do in questions where have means "possess" as "slightly formal" (p. 198) but not as more unusual in America than in Britain or Australia. Other grammars, e.g. Quirk et al. (1985, pp. 120, 130-132), locate this difference in usage with greater geographical precision. It should have been relatively simple to record and then analyze the provenance of each entry in the database, but the American books listed in the "Corpus Acknowledgments" (pp. xx-xxii) are given in British editions. British publishers often conform American usage to their own, not even the lure of "local color" dissuading them, e.g., from making a California writer's novel set in Los Angeles read "tyres" or "labour" (Koontz, 1990, p. 10 et passim). I once used the term pinch-hitters metaphorically and found (too late) that a British editor had "corrected" it to a meaningless "pitch-hitters" (Grove, 1983, p. 70). The "international community" may be "unfamiliar" with the baseball term, which is not in the *COBUILD Dictionary,* but the Japanese might not agree that the term belongs only to such "regions" as the US and Canada; the loan-word *pinchi-hitta* appears under another loan-word *pinchi* meaning "crisis" in a prominent Japanese-English dictionary (Ichikawa et al., 1983, p. 1067). No one expects Japanese or Japanese English to be included in English language reference books, but many native varieties of English are nearly absent from the database. The main sources relied on are "The Times and The Sunday Times . . and data provided by the BBC World Service and National Public Radio of Washington" (p. xx). These are sources for models of "good" English, and the decision to target educated native varieties can be defended on many practical grounds, but it reduces the range of registers included in the database.

The *COBUILD* project should widen its scope to include and identify a greater range of regional and social varieties with less censorship at the outset and more critical treatment of the sources. Meanwhile, teachers and learners of English can profitably use the Usage and other existing *COBUILD* products.

Reviewed by Ron Grove
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Unless otherwise noted: Sinclair, J. M., et al., eds. London: Collins, or London: HarperCollins.

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BBC English Dictionary. John Sinclair. ed. London: BBC English & HarperCollins Publishers, 1992. Pp. 1374.

The advent of corpus linguistics has made possible the creation of dictionaries with an ease that would have made a Johnson, a Webster or a Murray envious. While these people may have toiled through lonely nights, the modern lexicographer can now call upon computer technology to create dictionaries to suit all intellectual needs and all pockets (literally and metaphorically). In this case, the *BBC English Dictionary* (hereafter the *BBC)* is a product of the University of Birmingham "Bank of English" corpus of 150 million words. In many ways it shows both the power and limitations of corpus linguistics.

Readers familiar with Collins *COBUILD* dictionary will recognize the close relationship between the two, for example regarding definitions. The COBUILD originallyexcited lexicographers (see Stein, 1989) because of its "analytical" style of defining, reminiscent of some of the earliest English dictionaries. Looking up the verb "kill" we find: "When someone or something kills a person, animal or plant, they cause the person, animal, or plant to die." This contrasts with the terser "definitional" style adopted by most learners' dictionaries

("To cause death or cause to die," Longman's Dictionary *of Contemporary English, 2nd Ed. (LDOCE2),* 1987). Whether or not learners find the analytical style easier than the definitional is still uncertain, but at any rate the BBC uses it.

Also like *COBUILD,* the pronunciation model of the *BBC* represents "the standard accent of British English that is used by World Service news readers: 'Received Pronunciation' or 'RP'" (Introduction, p. xxix). The overly complex pronunciation scheme of *COBUILD,* which had attracted criticism (McArthur, 1989), has been simplified and brought into line with Gimson & Ramsaran's revision of Jones' English Pronouncing Dictionary (14th Ed., 1988). This means that only the most prominent examples of differentiation between U.S. and other pronunciations are recorded; consequently, the U.S. pronunciation of a word like "tuition" is not given. Stress is indicated by the same vowel underlining that was seen in *COBUILD,* with the same cautionary words about the frequent unpredictability of stress in English.

However, the BBC differs from *COBUILD* in that the grammatical explanations contained in the "extra column" in *COBUILD* have been conveniently integrated into the text of the *BBC.* Also, although the actual headword list is the same in both, the example sentences in the *BBC* are often different, and are more extensive than in *COBUILD.* The *BBC* also differs by having approximately 1,000 encyclopedic entries ("people, places and events") whose aim is "to help with the understanding of current affairs" (Introduction, p. xiii). The Editor, Professor John Sinclair, asserts that the dictionary is "really up to date."

This brings us to the crucial question of who exactly the *BBC* is aimed at. For sales purposes the BBC claims it is aimed at "people around the world who want to understand and use modern English" (cover blurb). However, in their Introduction the editors narrow this considerably: "It has been helpful, in compiling the book, to think of a regular listener to the BBC World Service as the kind of user for whom the dictionary is specially intended." This continues: "He or she will be someone with a reasonable standard of English and a developed skill in listening comprehension, interested in world affairs and in the perspectives given by people from different cultures-something of a citizen of the world" (p. xiii).

Unfortunately, this "citizen of the world" label is a nebulous one, and leaves the *BBC* struggling for an identity: Ll dictionary? (No: I'd buy the *COD);* Learner's dictionary? (Nothing like the help offered in *OALD* or *LDOCE2);* Dictionary of current affairs? (No entries for GATT, UNESCO, Yasser Arafat, or Pol Pot); Encyclopedic Dictionary? (No Hirohito, Hitler, Stalin or Nazi). Consequently, it is extremely difficult to see who would buy it in preference to the standard works of those types. In trying to be everything to everybody it may have succeeded in pleasing no one.

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Oxford Advanced Learner's Dictionary: Encyclopedic Edition. Jonathan Crowther, ed. Oxford: Oxford University Press, 1992. Pp. 1081. \8,500 (hardback).

Much of what was written by Einwaechter and Kubo in their January '92 review of the 4th edition of *OALD* in *The Language Teacher* still applies to this new encyclopedic edition. The new *OALD* also includes and warns of taboo words, comes with a small Guide to Using the Dictionary in Japanese, contains 20 pages of appendices, and points out differences between British and American equivalents in spelling and pronunciation, as well as U.S. synonyms of British words.

So what's new? Due to the additional vocabulary (total: 27,000 entries), increased number of illustrations, and over 4,500 encyclopedic entries, the new *OALD* now weighs in at 3 kg (on an inaccurate scale) and measures 23 cm x 27.5 cm x 5 cm. Of particular interest to this reviewer are the 200 usage notes that help the user distinguish meanings of semantically related words and clarify points of grammar. A handy list included in the front of the dictionary.

Additional lists of Articles and Mini-Notes, found throughout the dictionary, represent much of what else is new about *OALD.* The 94 articles on topics ranging from "accent and dialect," "greeting cards," and "youth movements" are included to inform the user about various aspects of British life and institutions and also often contain reference to life in the U.S. The 79 mini-notes comprise short paragraphs on the special connotations their referring entries have for native English speakers. The bias is again towards British usage as the mini-note on moustache exemplifies: "Certain types of moustache have had distinctive associations in Britain.. . ."

Of special note are the 590 illustrations the dictionary contains. These include photographs (e.g., "Allen, Woody"), drawings (e.g., "bonsai"), diagrams (e.g., "car"), and maps for every country in the world.

The major drawback to using OALD is that head words are not syllabified. The writer or typist who wishes to learn or confirm where a word of more than one syllable should be divided will not find the answer here. That may be just as well since the size and weight of this dictionary prohibit its use for a quick referral on something like word division. It has clearly been designed and compiled for serious students of English at the advanced level who desire more than the usual dictionary offers. This new encyclopedic edition certainly delivers.

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Reference

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Oxford Learner's Pocket Dictionary with Illustrations. Oxford University Press, 1992. Pp. 523. \900.

While serving a sentence in prison for burglary, Malcolm X realized that his reading and writing skills were far from adequate. "I saw that the best thing I could do was get hold of a dictionary-to study, to learn some words" (1964, p. 172). To read about the zeal and determination with which Malcolm X doggedly copied each entry into a notebook and how his devotion to learning would lead him to become one of the most provocative and dynamic speakers of his time is to gain a deeper appreciation for the importance and power of words. His story also illustrates the importance of small beginnings. The Oxford *Learner's Pocket Dictionary,* though certainly a lightweight in breadth and depth, has its commendable features.

First, it is brief. With just over 26,000 words and phrases, it is small and compact. This can be a life-saver for students who need to carry a dictionary throughout the day. Second, the definitions are concise and carefully worded so as to be easily understood by the intermediate learner of English. Third, the publishers wisely included numerous example sentences and phrases to help the learner use the word properly. Fourth, this pocket edition contains all of the standard features of more extensive dictionaries: a key to the phonetic symbols, grammatical information, symbols indicating whether an entry is formal or informal, countable or uncountable, typically British *or* American. Happily, it also notes whether the entry is feminine, derogatory or taboo.

There is only one fundamental reservation one might have in commending this dictionary: it is only suitable for intermediate learners of the English language and it is by no means a substitute for a more comprehensive dictionary. Having said that, it is noteworthy that millionsof learners--both nativeand nonnative-have benefited immeasurably by expanding their command of words. As one student of the English language stated, "I suppose it was inevitable that as my word-base broadened, I could for the first time pick up a book and read and now begin to understand what the book was saying. Anyone who has read a great deal can imagine the new world that opened" (X, M & Haley, 1964, pp. 172-173).

Reviewed by Rand J.K. Uehara
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Reference

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Teaching English in Japan. Jerry O'Sullivan. In Print Publishing, Ltd, 1992. Pp. 227.

Teaching English in Japan is arranged into three sections. The first, which deals with how to find a teaching job, is some what cursory in its approach. It sets the scene well enough but does not go veyond this. More detail concerning both the various establishments that hire foreign teachers and the everyday practicalities of actually getting out on the streets and lookingfor work would have been welcome.

The second section is concerned with living in Japan. The information presented here is interesting, lucid and highly readable, and has been gauged at a suitable level of detail. The text is regularly broken into subheadings and does not suffer from the same kind of verbosity as its most obvious competitor, the perennial but dated classic, Jobs in Japan (Wharton, 1991). It has been written in such a way that it can be dipped into at any time to extract useful, self-contained nuggets of information and as such puts many dedicated living guides to shame.

The third section, which goes some depth into the practicalities of teaching English, is accessible, well explained and surprisingly enjoyable to read. Its great strength is that it is entirely geared towards addressing the particular needs of the Japanese. At about a hundred pages, it is the meat of the book and by itself amounts to nothing less than a self-contained teaching manual.

The section kicks off with a well written account of the Japanese educational system and how it churns out adult students who are generally very poor language learners. The author then presents us with a breakdown of a skeleton lesson, from presenting the target language to inducing the students to practise it.

O'Sullivan quite correctly emphasises the importance both of minimising teacher talking time and of conveying instructions to the students effectively. Furthermore, he gives due prominence to the exploitation of closed pair-work as an effective communicative tool and nicely introduces the idea of asking concept questions as a means of checking student comprehension, although a greater range of examples could have been cited with benefit. The issue of correcting mistakes is handled with sensitivity and includes a paragraph on the useful technique of finger correcting. Pronunciation is well covered but the important area of intonation is only given scant treatment.

The chapter on the specific problems Japanese students have is very good: it highlights language they commonly underuse, overuse and confuse, and suggests appropriate remedies in every case. Written to the same high standard is the chapter on teaching grammar and functions, essentially a lucid distillate of the more commonly addressed language items to be found in a dedicated but typically unreadable grammar book. Given the intimidating level of grammatical knowledge that Japanese students frequently demonstrate, this chapter can only serve as a confidence booster to the language teacher whose understanding of grammar is based more on instinct than analysis.

Less encouraging is the author's failure to place enough emphasis on the important technique of eliciting the target language from the students as opposed to presenting it per se. Such an oversight beliesthe fact that many Japanese students often possess an impressive passive vocabulary. On the point of practising the new language, the author seems content to present his readers with a fairly crude framework within which to operate; introducing and detailing the concept of starting with controlled practice and finishing with free practice might have been more appropriate.

In short, the book's strengths are its excellent living and teaching sections. At worst it's an interesting and enjoyable read; at best it provides a lot of useful teaching advice for those new to the Japanese teaching environment. Recommended.

Reviewed b Glen Burden
Ch uo University

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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 August 31. Contact: Publishers' Review Copies Liaison (address p. 2).

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Ralston, M. (1993). *An exchange of girts: A storyteller's handbook* (primary schools). Markham, Ontario: Pippin Publishing Ltd.

Staab, C. (1992). *Oral language for today's classroom* (for l-12; but esp 1-6). Markham, Ontario: Pippin Publishing Ltd.

Walker, B. (1992). *Supporting struggling readers* (for l-6). Markham, Ontario: Pippin Publishing Ltd.

Interest Section Council Meeting

The Affiliate Council and Interest Section Council were created as parallel structures. Yonezawa attended the Interest Section Council Meeting from JALT and reports that Anita Wenden petitioned a new Interest Section on "Special Education: Global, Environmental and Peace Education." Wenden cited JALT's N-SIG on Global Issues. It was, however, voted down. Yonezawa maintains that JALT's unprecedented N-SIG on Global Issues should play a leading role in promoting "Global Issues in TESOL."

Affiliate Journal Editors' Workshop

"Getting Published: Demystifying the Process," one of the two Affiliate Journal Editors' Workshops, was attended by Yoshitake on behalf of Malcom Benson and Charles Wordell. The meeting was presided by Elliot Judd and Sandra Silberstein. After David Bensler, the editor of *The Modern Language Journal* elaborated on the nine steps for preparing manuscripts, the editors present were to stand by the tables along the walls and answer questions about their journals. Comparative information on twenty-four publications, including the *JALT Journal* was distributed to all participants.

Legislative Assembly

All JALT reps attended the Legislative Assembly. Yoshitake was elected as a member of the Nominating Committee from the affiliates. The election was followed by reports from TESOL Executive Board members. A statement of revenues and expenses was distributed New business included amendments to the constitution and by-laws. After content resolutions and courtesy resolutions were passed, newly elected members of the TESOL Executive Board were officially installed. Finally, Beth Witt, the Second Vice-President, invited members to TESOL 94 that will take place in Baltimore, March 8-12, 1994. The upcoming TESOL Summer Institute will be held in San Bernardino, California.

Yoshitake wants to thank David McMurray, Don Modesto, Masaki Oda and Junko Fujio for their support. She is also grateful to Kelly Ann Rambis and Shuichi Yonezawafor their input which helped considerably in compiling this report.

Reported by Sonia Yoshitake
International Christian University

FUKUI

Team Teaching from the Perspective of Intercultural Communication

by Machiko Mori

One of the objectives of the JET Programme is to further internationalisationatthelocallevel.Onewaytoachieve this goal is through team teaching between foreign AETs and Japanese teachers of English. Yet, as anyone who has participated in team teaching knows, it is a very demanding cross-cultural endeavour.

In April, Machiko Mori, an English teacher at Shigaoka S.H.S., gave an interesting presentation about her approach to team teaching. Far from being an idiosyncratic method that would be difficult to dupli-cate elsewhere, hers is a sound, exemplary language programme founded on the pursuit of two interlocking goals: (1) the development of students' competence in EFL; and (2) the development of JTEs', AETs', and students' intercultural awareness and competence. As evidenced from the substance of her lecture and video presentation, Mori and her colleagues and students have done much to achieve these goals. One hopes that the ministries in charge of the JET Programme are able to learn from the insights of teachers like Mori.

Reported by Charles Jannuzi

FUKUOKA

Grammatically Competent, Communicatively Confused

by David Fischer

David Fischer began his presentation in May by pointing out that grammar does not have to be boring and that teachers should, when teaching grammar, consider a vari-ety of activities. He pointed out that grammar can be viewed as a matter of facts, patterns, or communicate choices. An example of a communicative choice involving grammar is the difference between a statement such as "She always loses her keys." and "She is always losing her keys." When dealing with such statements, students should not be be bound by a set of inflexible rules.

Two approaches to grammar were discussed: giving and guiding. An example of 'giving' would be stating an explicit rule, then asking students to adhere to it. An example of 'guiding' would be to let students figure out a specific pattern inductively through a series of creative exercises. Fischer noted that both approachescan be valid, depending the situation and objectives in which one is placed.

Next Fischer considered some of the criteria for successful grammar tasks. He pointed out that tasks must be interesting, specific, and with a clear begin-ningand end. We then experimented with several tasks from commercial texts. Used appropriately, the activi-ties in many texts can help students become both grammatically and communicatively competent.

Reported by Rob Duncan

KYOTO

How Video and E-Mall Can Make Your Classes More Exciting

by Shingo Matsumiya and Yoko Takagi

At our May meeting Shingo Matsumiya demonstrated how his high school uses a multimedia approach to increase motivation and to make language learning come more alive for both teachers and students. He explained how students in his class use various tele-communications devices.

After providing a brief description of her company, Yoko Takagi offered a demonstration in which we spoke with educators in the USA, Thailand, Slovakia, New Zealand, and Tokyo. Details regarding how to implement a telecommunications program in the class-room were then considered.

Reported by Ritsuko T. Wolf

MATSUYAMA

Evaluative Criteria for Small Group Discussion

by Kelly Ann Rambis

Forty members attended a lively presentation by Kelly Ann Rambis on May 15. The speaker noted that small group discussions offer students a chance to practice speaking a foreign language to communicate, rather than merely focus on grammar and vocabulary. To grade her students' oral proficiency consistently and accurately, Rambis designed a matrix with five catego-ries: grammar/lexicon, communicative functions, use of phrases, relevant content, and involvement.

Rambis then showed us how her students progress through a semester. At the beginning of the year, her small group discussions are tightly controlled. As stu-dents gain confidence with vocabulary and phrases and acquire a communication style, they gain control of the discussion and the teacher assigns open tasks.

After evaluating a small group discussion, Rambis gives each student a grading criteria form so that they will become aware of their own progress, strengths, and weaknesses. She pointed out that it takes practice on the teacher's part to become a keen listener and observer when evaluating. She concluded her presen-tation by offering us concrete examples from her own classes.
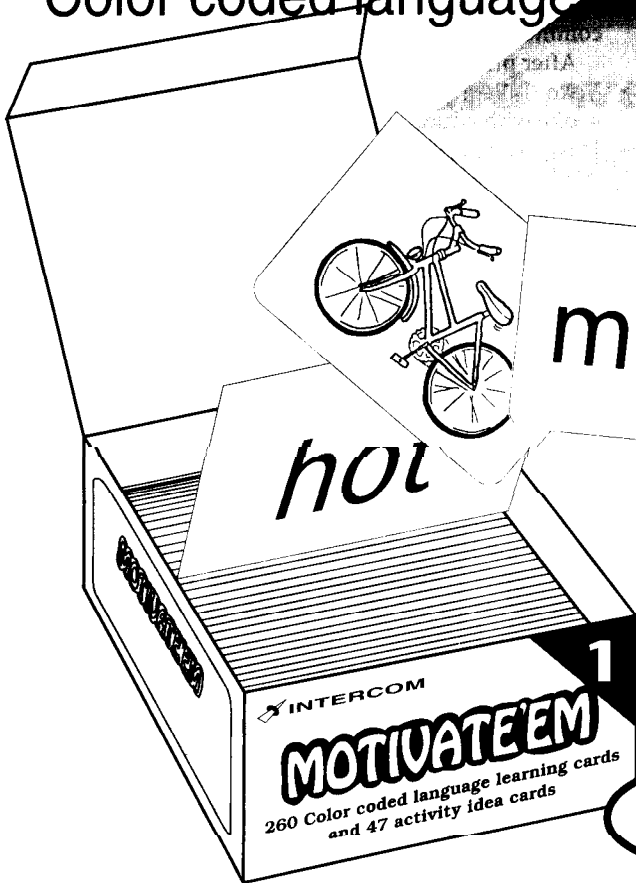
Reported by Danielle McMurray

MORIOKA

A Couple of Winners . . . Plus!

by John Daly

In May John Daly introduced several innovative ideas for working with junior college students. He started by demonstrating an activity in which strips of paper with

Motivate them with
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10 prepositions (Green)
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5 colors (White)
130 corresponding word cards
in the same colors
30 blank cards for your own
use (White)

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1 Verbs are taught naturally, similar to the way children learn language.
2 The activities involve all students and require them to think about what they are doing and challenge them to build creative sentences.
3 These materials cover basic English grammar. Teaching students of English the basic structure of the language makes it easier for them to build and develop their language skills.

Sentence building made easy

PICTURES

The happy ant is dancing on the candy.

| happy | ant | dance | on | candy |

WORDS

---

one or two sentences were passed out to students. Each student then memorized the information on the paper and exchanged it with other students. After this, handouts with false statements were passed out. The students used the information gleaned from their peers to correct the handouts. Daly then demonstrated how this sort of activity can be used for self introductions or simple directions. He also briefly touched upon a number of student centered reading, writing, speaking, and listening activities.

Reported by Ellen Junko Sadao

NIIGATA
Classroom-Based Language Testing

by J.D. Brown

J.D. Brown opened the April session with an insightful presentation on pre-testing language students. Brown demonstrated that many times as teachers we either underestimate or overestimate the abilities of our students. Testing the students at the beginning of the term will help us learn what we need to teach our students.

Brown also shared many of his experiences from teaching in China. He exhorted us to teach real-life, communicative English skills to our students.

Reported by Gregory Hadley

OKINAWA
How to Teach Debate in the Classroom

by Lyle Allison

At our April meeting student debates were featured in this second presentation by Lyle Allison about teaching debate in the classroom. Allison began by discussing a variety of predebate activities. These included a short explanation of the debate process, a description of formal language structures, and practice with cross examining an opponent. Some of Allison's students then demonstrated their rhetorical skills and answered questions from the audience. Finally, we formed teams, chose topics, and stated the first steps towards preparing our own debates.

Reported by Jane Sutter

OMIYA
Materials and Ideas from Japanese Stationery Shops

by Nanci Graves & Sheila Hones

A reading activity can be developed from window envelopes. Students can use sequin colored shapes as prompts for an original story. One can use mimeograph tape to correct written work without marking up a student's paper. These are just three of the many uses of stationery items that came out of this presentation in May.

Graves and Hones opened the presentation with a brief rationale for using stationery items. They noted that such items can help make classes more student-centered and encourage creative thinking.

For the remainder of the program, the presenters shared their ideas on the uses of stationery items. Participants were then placed in groups to brainstorm possible uses of stationery items. As the program progressed, it became clear to the participants that they were doing more than simply brainstorming uses for stationery items. They were also coming up with new ideas for classroom activities and discovering more about their own and their colleagues' teaching situations. Participants left with a price list of stationary items, some new uses for those materials, and some fresh insights into teaching.

Reported by Michael Sorey

OSAKA
"Juken Eigo"

by Kazunori Uekawa

At the April meeting, Kazunori Uekawa described English education in Japan as part of a human engineering process imposed by power-holders. Uekawa noted that English education in Japan does not encourage an international perspective. It is simply one of many subjects used as fodder in the college admission process. As a result, the English taught in schools is excessively complex and mechanical. In most classes, one question always leads to one answer and there is undue focus on grammatical forms. Proficiency in discussion and essay writing, not to mention basic conversational skills, is not fostered by **Juken Eigo.** Uekawa suggested that the most serious impact of **Juken Eigo** was that it enhances passive learning: students become docile drones rather than creative language users.

Some participants, discontent with the lecturer's attitude toward Japanese education, argued that teachers should focus on making the best of the system – which appears unlikely to change. Uekawa concluded by considering ways that teachers might adopt to the rigorous demands of the Japanese educational system.

Reported by Yoshihisa Onishi

SHIZUOKA
BARNGA : A Cross-Cultural Simulation Game

by Sarah Gitter

Sarah Gitter opened our May meeting with a brief introduction to the theories underlying cross-cultural training. She pointed out that simulations provide the participants with a model within which they can practice in a safe and fun manner, while at the same time reflecting aspects of the 'real' world which may be of concern. Simulations may be used to explore global

issues such as racism and attitudes towards development and assistance and personal issues such as one's own experiences of other cultures in addition to aspects of language. Gitter stressed that in a simulation there is little or no formal teaching, but that learning is experiential. BARNGA isacross-cultural simulation, used around the world since its inception in 1984. It would be a shame to let the cat out of the bag' by discussing the content and procedures of the game. It is sufficient to say that the players in Shizuoka had an enjoyable and worthwhile experience, as was revealed by the lengthy and lively discussion which followed the simulation.

Reported by Stewart Hartley

TOKUSHIMA
Activities in the ESL Classroom

by Donald Wade Sturge

Don Sturge started our May meeting by having the participants write their expectations of an ESL class and three options that they wanted to talk about during this class. Not surprisingly, everyone expected that there would be some oral component to the class. Sturge pointed out that if you are going to have a conversation class, you need to have something to talk about, and that as a group the class can select a topic from the participants' written suggestions.

From this point on, he focused on concrete ideas for teaching English in the classroom. He presented various ideas and activities that he has used successfully. He also made a very important point: the most beneficial activities were suggested by experienced teachers.

Some of the activities included were: (1) using pair work in which one person finds out information about another and then introduces that person to theclass; (2) story telling; (3) talking about household items; (4) repeating a well known story in groups; (5) writing postcards to friends; (6) making posters which describe a process or system; (7) video projects; and even (8) grammar activities, such as using verbs in a conversational context.

Sturge's animated explanations and demonstrations were very suggestive and useful.

Reported by Jeff Hollar

UTSUNOMIYA
Language Teaching and Memory: A User's Guide

by Will Flaman

In May Will Flaman began the presentation by getting us to exercise our memories a little: we learned to say a short sentence in Chinese. After this experimental introduction to memory, he introduced a basic model of how human memory works. Some facts about human memory, such as how neurons are thought to operate and the staggering capacity of our memories, were

presented. Flaman then introduced the idea of "giving our students air," a mnemonic metaphor representing "association," "interest," and "repetition." He stressed the importance of these features in teaching.

In the last half of the presentation we saw how the recency and primacy effects work: the beginning and endings of lessons are the most likely parts that are remembered. The middle of the lesson, where the real content of our lessons might lie, is often forgotten. Flaman recommends turning one ninety minute lesson into three mini-lessons, to take advantage of the recency and primacy effects. He also cited research about forgetting which suggests the value of review at regular intervals.

During this presentation we learned many ways in which we could improve our teaching by paying attention to the role of memory in language learning.

Reported by Jim Johnson

YOKOHAMA
Motivating Japanese Students

by Jeff Winchester

In May Jeff Winchester demonstrated a variety of techniques to help students construct their own English dialogues and stay motivated. Winchester first described the types of students one is likely to encounter in class. He then considered the question of how to motivate students exhibiting a variety of goals and classroom behaviors. One solution he proposed is to use dialogues.

The pros and cons of using dialogues were then considered. Although dialogues can offer a chance to reinforce "correct" language patterns, many dialogues are stilted and artificial. Winchester stressed that student-generated dialogues can motivate students and encourage them to participate more actively in class.

The procedure for dialogue use was then described. Winchester recommends that teachers start by announcing a fictional situation. After this, details are elicited and students attempt to create roles. After students generates a tentative dialogue, the teacher then advises, corrects, and modifies the utterances they have created. The students record this into a lesson log book and practise it. This process enables students to create their own materials. It is not only valuable for learning a foreign language, but also an enjoyable activity.

Reported by Howard Doyle

Please note that we have a new Chapter Reports and Chapter Announcements Editor, Tim Newfields.
Please send our reports and announcements to him from this month.
(Address on p. 2.)

LIOJ SUMMER WORKSHOP '93

第25回英語教育者のためのサマーワークショップ

25TH ANNUAL SUMMER INTERNATIONAL WORKSHOP FOR TEACHERS OF ENGLISH

国内外の英語教育者を対象とし、30名におよぶ経験豊かな外国人および日本人英語教育者による60を越す多彩なプログラムのすべてに選択制を採用。様々な実践的教授法、Team Teaching、TEFL学会の最近の理論の紹介など、活発な交流、意見交換を通して、効果的指導法

の習得とコミュニケーション能力の向上を図る教師による教師のためのワークショップです。7日間の合宿期間中の講義、生活の全てを英語オンリーで行なうTotal Immersion Residential方式を取り入れたLIOJならではの国際色豊かな本格的ワークショップです。

講　師　陣		
Steven　Epstein	SWEROAD, Laos
Victoria　Kimbrough	The New School for Social Research, U.S.A.
sumako　Kimizuka	Universii of Southern California, U.S.A.
Alan　Maley	The Bell Institute, U.K.
Mayumi　Mori	森語学教育研究所
David　Paul	広大付属高等・中学校
Carol　Rinnert	広島大学
Alex　Sharma	Concordia University, Canada
Shinichiro　Yoshida	国　際理解教育・資料情報センタ-(ERIC)
Don　Maybin	LIOJ　Director

❖他 LIOJ専任外国人教師17名及び元教師が指導

対　象 英語教育者 (主に中学・高校・語学学校教師)
(外国人英語教育者も参加可:ただし定員あり)

期　間 1993年8月8日(日)~14日(土)(合宿制)

定　員 145名(定員に達し次第締め切り)

125,000円費用

海外招待参加者 アジア諸国からも英語教師を特別参加者として招待。

Daily Schedule

9:00　-　12:00	MORNING CLASSES
13:30　-　15:00	FEATURED　PRESENTATIONS
16:30　-　18:00	LIOJ　FACULTY　PRESENTATIONS
19:00　-　20:30	INTERNATIONAL　PRESENTATIONS

奨学者公募 参加者による自己研究や教授法の発表。(受講料一部免除)

LIOJ

LIOJ事務局
English information available.
〒250 神奈川県小田原市城山4-14-1 アジアセンター2F
LANGUAGE INSTITUTE OF JAPAN　☎0465-23-1677

Of National SIGnificance

Call Conference, Nagoya, Sept. 14-15

The first National Conference on Computersand Composition will take place at Kinjo Gakuin University, Nagoya, from September 14th to 15th, co-sponsored by JALT Nagoya and JALT CALL N-SIG. The conference includes research reports, demonstrations, both full-length and mini-workshops plus presentations and displays, some in English and some in Japanese. The conference will be useful not only for the computer buff, but also for the complete novice looking for hands-on experience, catering for Mac, IBM, NEC and Fujitsu hard and software.

The purpose of the conference is to explore relationships among curricula, composition theories, pedagogy, hardware and software, plus the student and teacher in the classroom. It will provide teachers who have had little or no experience using computers in their classes, but who are interested in using them for composition, an entrance into the world of computers. Additionally, this event will offer a forum for research into the efficacy of and future paths for computer-assisted composition.

A wide range of sessions is anticipated. The first day is tentatively scheduled for presentations and workshops from 9 a.m. to 6 p.m. with a reception to be held immediately thereafter. Day 2 follows the same time frame but with workshops and demonstrations only. While topics to be addressed are still being confirmed, it is hoped that they will include: theories of writing and Computer Assisted Writing: starting computer-assisted writing programs: word processors: authoring: and, evaluation. Registration for both days is \7,000, or \5,000 by August 24. Payment is by postal transfer to PO account Nagoya 7-128583 under the name 'CCC', after which detailed information will be sent, or on-site.

N-SIG Publications

In an age of desktop publishing, everyopportunityfor increasing the amount of information being disseminated among JALT members is being taken by the N-SIGs. Last year, **Video N-SIG** produced a combined 50 pp Bilingual Teacher Training Videotape Directory which they should have available again at the JALT international conference in Autumn. The **Global Issues in Language Education NSIG** has not only created related song and video directories, but is also planning to collect ideas for a Global Issues Activity Book. An annotated bibliography on Global Education Resources also appeared in the May 1993 *The Language Teacher.*

JALT's N-SIGs are also involved in major publishing projects. For example, **Team Teaching N-SIG's** 250 pp book, ***Studies in Team Teaching,*** to be published by Kenkyusha in early 1994, contains sixteen chaptersand includes contributors from both Japan and abroad. It will also incorporate several studies that relate to the other N-SIGs, such as **Materials Writers, Japanese as a Second Language** and **Teacher Education.**

The staple publication of the NSIGs is the newsletter. While groups cannot afford professional production, countless hours of voluntary work compensate for this by ensuring a content that has even received plaudits from abroad. The summer crop of issues includes **Team Teaching,** with special items on classroom communication, dyslexia, conversation and world development. **College and University Educators'** second issue of 'On CUE' carries a report on the chair's visit to the Monbusho, advice about e-mail, information on EFL/ESL studies and distance learning etc. Bilingual Japan' announces a second ***TLT*** special on **Bilingualism** for 1995 and recalls the first in 1987. This takes the number of N-SIG related ***TLT*** Specials produced or planned to over ten. Other groups' newsletters will be the feature of future issues of this column after they become available.

N-SIG Conference Proceedings

The first joint group publication appeared in May 1992 as a TLT N-SIG Special. Since that time, there have been many developments within the N-SIGs, so another joint venture is called for. 1993 brought with it a third annual N-SIG symposium with over 20 N-SIG related presentations, held in conjunction with the Kobe JALT May conference, 'Mirror on the Classroom'. Calls for the publication of conference proceedings are being increasingly heard among JALT members and while the N-SIGs lack the finances needed to produce them, they have more than enough will to try. Accordingly, coordinators have agreed to somehow support production of the N-SIG conference proceedings for distribution at JALT 93 this October, for the benefit of the many JALT members who want to know in detail the full picture of events but could not actually attend.

Plenary Speaker, Dr. Rod Ellis, will be interviewed by Video N-SIG to commemorate this inaugural publication of the N-SIG proceedings. Dr. Ellis, who was interviewed earlier this year in ***ELT Journal,*** gives his thoughts on the conference theme as well as on the National Special Interest Groups. Professor of Applied Linguistics and TESOL Program Director at Temple University, Tokyo, Dr. Ellis was also recently interviewed by ***The Japan Times,*** as 'an outstanding leader in his field'.

While some N-SIG presenters had already committed studies arising out of their Kobe presentations to ***The Language Teacher,*** nearly twenty of the speakers there will be developing their reflections on reflective teaching and learning into substantial articles, both theoretical and practical in nature. Thanks go in particular to **Materials Writers NSIG** whose initiative it was to bring about this publication, and who took on the volunteer task of production. In recognition of a joint effort, N-SIGs offer group profiles under a single cover for the first time.
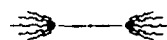
Relations with other groups and JALT

The N-SIGs are becoming one of JALT's standard bearers in creating and developing relations with other organizations. Within Japan, links with Monbusho, AJET, Japanese teaching organizations and so on have been forged by the **JSL, Team Teaching** and other N-SIGs. **Call N-SIG** is in the process of creating links with Japanese 'gakkai' like the LLA (the Language Laboratory Association) in order to enhance programs and open the way for new publication ventures.

Abroad, the N-SIGs are no less active. The **Global Issues in Language Education N-SIG** is regarded as something of a global leader in its own right by American and European counterpart language organizations, and cooperation is sought on such projects as the activity book mentioned above by TESOL, who also cooperated with Video N-SIG's Teacher Training Video Directory. Reports from both IATEFL and TESOL representatives recently indicated the tremendous mutual interest manifesting itself in the exchange of specialist newsletters, administrative expertise and the appearance of articles by JALT N-SIG members in those organizations' mainline publications.

JALT's N-SIG COORDINATORS

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

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

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

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

JSL: Hiroko Takahashi, 2-S-20 Kunimi, Aoba-ku, Sendai 981; teI/fax (h) 022-274-3134

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

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

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

N-SIG IN THE MAKING

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

The National Conference on Computers and Composition

SPONSORED BY
JALT NAGOYA CHAPTER AND *JALT CALL N-SIG*

Kinjo Gakuin University, Nagoya, Japan
September 14-15, 1993

- **For People Who Have Had No Experience With** Computers **But Are Interested In Learning How Io Use Them**
- **For People Experienced With** *Computers* **Who are Interested in Composifion Applications**
- **For** *People* **at Beginning, Intermediate, and Advanced Computer Levels (Macintosh, IBM, NEC, Fujitsu)**

Table of Conference Fees

Pre-Conference	Registration	(Deadline: August 24, 1993)	
		Two Days	*One Day*
JALT/LLA Members		\5,000	\3,000
Non Members		\6,000	\3,500

	Registration After August 24		
		Two Days	*One Day*
JALT/LLA Members		\7,000	\4,000
Non Members		\8,000	\5,000

Payment can be made only by postal transfer to the postal account Nagoya 7-128583. The account is under the name CCC (Conference on Computers and Composition). More detailed conference information will then be sent to you. You can also pay on-site at Kinjo Gakuin University on the conference days. For More Information Contact: David Kluge, Kinjo Gakuin University, 2-1723 Omori, Moriyama-ku, Nagoya 463 Fax: (052)799-2089.

Please send all announcements for this column to Tim Newfields (see p. 2). The announcement should follow the style and format of other announcements in this column. It must be received by the 25th of the month two months before the month of publication.

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

AKITA
Info: Tomoko Nishiyama, 0188-86-5525 or 4218

CHIBA
No meeting planned for August!
September meeting:
Topic: JALT Chiba Chapter Conference on Language Testing
Spkrs: Various presenters
Date: September 11
Place: Kanda University of International Studies, Chiba
Info: Paul Gruba, Tel:043-273-1233; Fax: 043-272-I 777

FUKUI
Info: Takako Watanabe, 0776-34-8334
Paul Roving, 0776-21-0577

FUKUOKA
No meeting in August!
September meeting:
Topic: 1993 JALT Regional Conference: A Matsuyama, Fukuoka, Hiroshima joint venture
Date: September 5
Place: See Matsuyama's Chapter Announcementforsiteandfeeinfo.
Info: Lesley Koustaff, 092-714-7717
The Fukuoka JALT committee is interested in hearing from anyone who is interestedingoing to Matsuyama. Group discounts are available, so the more people that go, the cheaper it will be. We will be leaving on Saturday, September 4, so please contact Dennis Woolbright (093-561-2631) to arrange meeting places. We look forward to seeing you for a fun-filled, informative weekend.

FUKUSHIMA (Petitioning chapter)
Info: Gary Spry, 0249-23-6950

GUNMA
Info: Leo Yoffe, 0273-25-7290

HAMAMATSU
Info: Brendan Lyons, 053-454-4649
Mami Yamamoto, 0538853806

HIMEJI
Info: Yasutoshi Kaneda, 0792-89-0855

HIROSHIMA
No meeting in August!
September meeting:
Southwest Regional Conference Matsuyama, September 5. No local meeting.
October: International Conference Omiya, October 9-11. No local meeting.
Info: Ruth Maschmeier, 082-878-8111 (w); 082-872-1779 (h)

HOKKAIDO
Info: Ken Hartmann. 01 I-584-7588

IBARAKI
Info: Martin E. Pauly, 0298-58-9523

KAGAWA
Info: Harumi Yamashita, 0878-67-4362

KAGOSHIMA
Info: A. Barbara O'Donohue, 0992-53-2677
Carl Mantzel, 0995-43-1344

KANAZAWA
No August meeting!
Info: Neil Hargreaves, 0762-80-3448
Mi kiko Oshigami, 0764-29-5890

KOBE
Info: Fran Kirkham, 078-882-2596

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

MATSUYAMA
There will be no meeting in August so that Matsuyama Chapter can prepare to invite you to its most exciting event this year.
Topic: JALT Southwest Regional Conference
Methods and Materials-Help Yourself
Sponsored by JALT national and Tokyo and organized with Fukuoka and Hiroshima Chapters
Spkrs: Sen Nishiyama: Simul
Anni Hawkinson: School International Training
Don Maybin: LIOJ
Richard Smith: Tokyo University Foreign Studies
And 16 more top speakers from N-SIGs. Chapters, Associate Members, and Universities.

Date: Saturday, September 4
Time: 5:00-9:00
Place: Tsukasa View Hotel, Dogo

Date: Sunday, September 5
Time: 9:00 a.m. - 5:00 p.m.
Place: Ehime Women's Centre (Ehimeken Josei Sougou Centre)
Fee: Pre-registeredmembers: \1 000 (before August 15)
JALT souvenir cup: \500 (limited number available)
Info: Danielle McMurray, Tel/Fax: 0899-31-9561; Handbook P.R. Kevin Martin, Tel: 0899-34-7583; Registration
Pre-registration forms:
P.O. Box 35, JALT
Matsuyama G.P.0.. Ehime 790
Join us Saturday afternoon at traditional Dogo hot spring followed by a panoramic sunset view of the Seto Inland Sea while dining, swimming and listening to live music.

Plenary speaker Sen Nishiyama will explain how the natural sequence of informationexpressedin Japanese contrasts with that expressed in English.

Three featured speakers will explain how English and Japanese learners can help themselves to learn. Sixteen N-SIG, AM and other invited speakers complete the conference with helpful topics and materials to assist independent learners.

MORIOKA
Info: Izumi Suzuki, 0196-37-5469

NAGANO
Info: Richard Uehara, 0262-86-4441

NAGASAKI
No August meeting!
Info: Brian Moss, 0958-20-5713
Satoru Nagai, 0958-44-1697

NAGOYA
No meeting in August!
However, do remember the National Conference on Computers and Composition on September 14 & 15 at Kinjo Gakuin University in Nagoya. Plan to attend! Sponsored by JALT Nagoya and JALT CALL N-SIG, it will offer talks, demonstrationsandworkshops: Hands-on opportunities in computers and computer-assisted composition training. All of the major systems will be on display, and all levels of computer familiarity from beginner to advanced will be accommodated.

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

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

First Annual JALT Southwest Regional Conference
Date: September 5, 1993
Place: The Women's Center (Josei Sogo Senta), Matsuyama
Theme: Methods and Materials: Help Yourself!
Contact: Kristin Armitage
P.O. Box 35, Central Post Office
Matsuyama, Ehime 790
Tel: 0899-31-7817

The 32nd JACET Annual Convention
Date: September 8-10, 1993
Place: Tohoku Gakuin University, 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 University of International Studies, Chiba, Japan
Contact: Paul Gruba
Kanda University of International Studies
1-4-1 Wakaba, Mihama-ku
Chiba-shi, Chiba-ken 261
Tel: 043-273-1233; Fax: 043-272-1777

National Conference on Computers and Composition (JALT CALL N-SIG Nagoya Chapter)
Date: September 14-I 5, 1993
Place: Kinjo Gakuin University, Nagoya
Theme: Computers and Composition
Contact: David Kluge
Kinjo Gakuin University
2-1723 Oomori
Moriyama-ku, Nagoya 463
Fax: 052-799-2089

English Teachers Association Switzerland Annual General Meeting
Date: September 18, 1993
Place: Rapperswil, St. Gallen, Switzerland

Contact: Ilona Bossart
Lindaustr. 29
9524 Zuzwil
Switzerland

18th Annual ALAA (Applied Linguistics Assn. of Australia) Congress
Date: September 26-29, 1993
Place: University of Adelaide, Adelaide, Australia
Theme: Living with Language: The Classroom-Community Nexus
Contact: John West-Sooby
Dept. of French
University 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. Gaies
TESOL Program
University of Northern Iowa
Cedar Falls, IA 50614-0502 USA

SPEAQ '93
Date: October 20-23, 1993
Place: Sheraton Laval, Laval, Quebec, Canada
Theme: The Communication Challenge
Contact: SPEAQ
7400 boul. Saint-Laurent, bur. 530
Montreal, Quebec H2R 2Y1 Canada
Tel.+1-514-271-3700;Fax.+1-514-948-1231

The 18th Annual Boston University Conference on Language Development
Date: January 7-8, 1994
Place: Boston, MA, USA
Theme: First and Second Language Acquisition
Contact: Boston University Conference on Language Development
138 Mountfort Street
Boston, MA 02215 USA
. Tel:+1-617-353-3058;Fax:+1-617-353-6218

HAI TESOL 14th Annual Convention
Date: January 13-15, 1994
Place: Bangkok, Thailand
Theme: Learner-Centered Methodology
Deadline for Proposals:
November 1, 1993
Contact: Prapa Vittayarungruangsri
Dept of Foreign Languages
Faculty of Science
Mahidol University, Rama 6 Road
Bangkok 10400, Thailand
Tel: +662-246-1377; Fax: +662-247-7050

American Association for Applied Linguistics 1994 Annual Meeting
Date: March 5-8, 1994
Place: Baltimore, MD, USA
Deadline for Proposals:
September 17, 1993
Contact: AAAL 1994 Program Committee
P.O. Box 24083
Oklahoma City, OK 73124 USA

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

International Association for World Englishes (IAWE) 1994 Annual Meeting
Date: March 31 -April 2. 1994
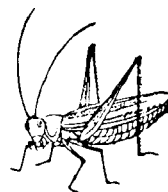Place: University of Illinois, Urbana, Illinois, USA
Contact: Prof. Eyamba Bokamba
Dept. of Linguistics
4088 Foreign Languages Bldg.
707 South Mathews Ave.
Urbana, II 61801, USA
Fax. +1-217-244-3050

August 1993

──Job Information Center/Positions──

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

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

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 19tb of the month, two months before publication.

JIC / Positions Announcement Form

City & Prefecture（勤務地）：

Deadline（応募の締め切り）：

Name of Institution（機関名）：

Title of Position（職名）：

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

Qualifications（応募資格）：

Duties（職務内容）：

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

Application Materials Requested（提出書類）：

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

Other Requirements（その他の条件）：

（鹿児島市）鹿児島純心女子短期大学。職名：教授、助教授または講師。専任。職務内容：英文学およびイギリス文化／米文学およびアメリカ文化／英語学／英語教育。応募資格：修士号以上の学位を有するもので、英語でコミュニケーションができること。提出書類：履歴書と業績書。連絡先：鹿児島市唐湊4-22-1　鹿児島純心女子短期大学英語科　尾本眞人　電話　0992-53-2677　ファックス　0992-54-5247。応募の締め切り：1993年10月2日。採用予定日：1994年4月1日。

(EHIME-KEN) Matsuyama University, Matsuyama, Ehime-ken announces a position for a full-time English Instructor beginning April 1, 1994. Qualifications: Native speaker of English with an M.A. in TEFL. Duties: Teaching six classes of English per week. Knowledge of Japan and/or experience teaching Japanese students would be a plus. Salary & Benefits: Roughly \4,450,000 per year; Airfare to and from Matsuyama; partial payment of Health Insurance; \630,000 Research Fund; and other benefits. Application Materials: Resume; transcripts; and copy of diploma. (These materials will not be returned to the applicants.) Contract: Two-year, non-renewable. Deadline: September 18, 1993. Address: Yukio Takeichi, Registrar, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama, Ehime-ken 790, Japan, Tel: 0899-25-7111. Fax: 0899-23-8920.

(FUKUOKA-KEN) Kyushu Institute of Technology (National University), Kitakyushu-shi, Fukuoka-ken, invites applications for a full-time post as assistant professor or professor of EFL, beginning April 1, 1994. Qualifications: M.A. or equivalent in TEFL. applied linguistics, linguistics and literature; at least one academic paper published; Japanese proficiency preferred. Duties: Six undergraduate/graduate classes per week plus departmental responsibilities. Salary and Benefits: Salary based on Ministry of Education Scale; Annual bonuses; transportation from point of origin; health insurance; housing subsidy; research budget of \500,000 per year; conference travel allowance. Contract renewable every three years. Application Materials: Resume with recent passport-size photo; photocopies of all degrees/diplomas; some representative papers; verifications of past employment; at least one letter of recommendation; 500 word essay on "Why I'd Like to Teach in Japan." Proof of participation in an academic conference a plus. Deadline: September 6, 1993. Contact: Shuzo Yamanaka, Department of Foreign Languages, Faculty of Engineering, Kyushu Institute of Technology, 101 Sensui-cho, Tobata-ku, Kitakyushu-shi 804. Tel: 093-871-1931; Fax: 093-871-3723.

(GUNMA-KEN) Language Academy, Maebashi, Gunma-ken is looking for a full-time French Conversation Instructor beginning either October, 1993 or April 1994, depending on decision of present instructor. Qualifications: Should have a background in teaching French to non-native speakers, Experience teaching and living in Japan is desirable, as is some Japanese ability. Must have either a Japanese or international driver's license. As the staff includes both English and Japanese speakers, some English or Japanese ability is important. Duties: Plan and teach private and group French conversation classes for a maximum of 22 hours per week. All classes follow an established curriculum and use textbooks, but the teacher is free to add conversational or cultural activities. Salary & Benefits: Commensurate with degree and experience. Approximately \260,000 per month plus two-month's bonus (annual: \3,640,000). Semi-furnished apartment provided. Application Materials: Resume listing educational background, teaching experience and any letters of reference (in English or French). Contract: One-year, renewable. Deadline: September 17, 1993. Address: Keith Folse, Educational Director, Language Academy, 3-3-3 Chiyoda, Maebashi, Gunma 371 .Tel: 0272-43-7121; Fax: 0272-23-4683.
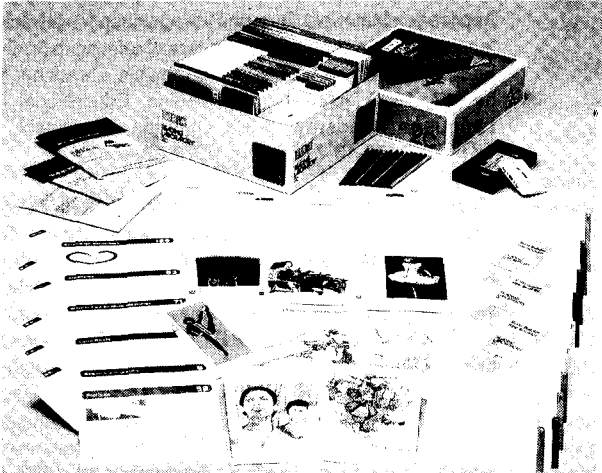
(GUNMA-KEN) Niijima Gakuen Women's Junior College announces a full-time position as Instructor of English. Qualifications: M.A. in TESL or related field; native speaker. Duties: Seven 90-minute conversation and other English classes per week. Additional Duties: Must be willing to serve as a group leader to the United States or England on a four-week program in Feb-Mar. Salary and Benefits: \240,000 per month plus two bonuses per year (\480,000 in June; \720,000 in December); research allowance (\340,000 per year); free housing; other benefits. Application Materials: Resume; curriculum vitae; two letters of reference. Deadline: September 30, 1993. Contact: President Sumio Ogata, Niijima Gakuen Women's Junior College, 53 Showa-machi, Takasaki, Gunma 370. Tel: 0273-26-1155; Fax: 0273-24-1444

(JIC Editor's Note: As Niijima Gakuen is a Christian School, Christian applicants are preferred.)

(NAGANO-KEN) Seiko Epson Corporation is accepting applications for a full-time ESL Instructor position beginning November or December, 1993. Qualifications: B.A. with a minimum of two years teaching experience or M.A. in TEFL/TESL or other English/Communications related field. Understanding of Japanese Culture and a desire to live in rural Japan helpful. Duties: Teaching classes and private lessons in areas of general, business, and technical English as well as other special projects. Salary and Benefits: Salary commensurate with experience; housing assistance; pension/insurance plan; 14 paid personal vacation days. Application Materials: Resume. Deadline: None. Contact: Ms. Karin Tanaka or Mr. Ono, Recruiting Section, Seiko Epson Corp., 3-3-5 Owa, Suwa-shi, Nagano-ken 392. No phone calls please.

(NAGOYA) Nagoya City University announces a position for a full-time Foreign Teacher of English Conversation starting April 1, 1994. Qualifications: Native speaker competence in English; M.A. in a field of Liberal Arts. Duties: Teach six courses of English conversation per semester. Japanese language ability or desire to learn Japanese language a plus. Salary and Benefits: Annual salary of \6,313,320 (1993 figure); One-year contract renewable up to three years, Application Materials: complete CV; copy of certificate of highest degree; two letters of recommendation; 4 to 5 minute taped recording of applicant's views on teaching English, including a self-introduction; list of academic publications with abstracts or one-page summaries; copies of three major academic works. Deadline: September 30, 1993. Contact: Jiro Takai, College of General Education, Nagoya City University, Mizuho-cho. Mizuho-ku, Nagoya 467. Fax: 052-882-3075

(TOKYO) The English Department of Tsuda College, Kodaira-shi, Tokyo, announces a tenure-track opening for a full-time lecturer *(Sennin-koshi)* or associate professor *(Jokyoju)* in American literature and culture. Qualifications: Applicants must be native speakers of English with at least an M.A. in the field, previous university teaching experienceand publications in the field. Duties: Teaching American Literature and culture, English language and participation in routine functions of the department. Salary and Benefits: Details to be discussed at a personal interview. Application Materials: Detailed resume including list of publications and recent photograph; Copies of published books, articles or materials pertaining to the field (M.A. these and dissertations may be included); proof of receipt of latest degree from granting institution; two letters of recommendation in the field. Deadline: Tuesday, August 31, 1993. Contact: English Department Office, Tsuda College, 2-1-1 Tsuda-machi, Kodaira-shi. Tokyo 187, Tel:0423-42-5150; Fax: 0423-41-2444.

(THAILAND) The American University Alumni Language Center (AUA) in Bangkok, Thailand, announces a full-time position for Director of Courses. Qualifications: MATEFL(or closely related field); ten years TEFL classroom and teacher training experience; five years progressively responsible administrative and supervisory experience as manager. Additional recognition in selection process for relevant Southeast Asia work experience, preferably Thailand. Duties: Manage and supervise large, multi-faceted program; more than 80 native English speaker teaching staff; more than 7,000 students per term; annual student enrollment 60,000. Salary and Benefits: Competitive and commensurate with qualifications. Applications Materials: CV. Deadline: ASAP. Contact: Director, American University Alumni Language Center AUA, 179 Rajadamri Road, Bangkok 10330 Thailand; Fax.: 662-254-4338.

(THAILAND) The American University Alumni Language Center(AUA) in Bangkok, Thailand, announcesa full-time position for Academic Supervisor/Materials Developer. Qualifications: MATEFL, (or closely related field); five years TEFL classroom and teacher training experience; previous experience in design, development and implementation of TEFL, curriculum and courses. Additional recognition in selection process for relevant Southeast Asia work experience, preferably Thailand. Duties: Develop "ESP" courses and materials; incorporate supplementary print, audio and video teaching aids and resources into curriculum; in-service training and supervision of teachers. Salary and Benefits: Competitive and commensurate with qualifications. Applications Materials: CV. Deadline: ASAP. Contact: Director, American University Alumni Language Center AUA, 179 Rajadamri Road, Bangkok 10330 Thailand. Fax: 662-254-4338.

(Meetings, cont'd from p. 61.)

Info: David Kluge, Kinjo Gakuin University, 2-1723 Omori, Moriyama-ku, Nagoya463. University fax: 052-799-2089.

NARA
Info: Masami Sugita, 0742-47-4121
Bonnie Yonada, 0742-44-6036

NIIGATA
Info: Donna Fujimoto, 0254-43-6413
Michiko Umeyama, 025-2672904

OKAYAMA
Info: Hiroko Sasakura, 086-222-7118

OKINAWA
Info: Jane Sutter, 098-855-2481

OMIYA
Info: Michael Sorey: 048-266-8343

OSAKA
Info: Masako Watanabe 06-672-5584

SENDAI
Info: Takashi Seki:022-278-8271 (h)
Irene Shirley 022-243-5676, (h)

SHIZUOKA
Info: Greg Jewell, 0559-67-4490

SUWA
Info: Mary Aruga, 0266-27-3894

TOKUSHIMA
Info: Kazuyo Nakahira. 0886-22-6566

TOKYO
No Meeting in August!
Info: Richard Smith, 03-3916-9091
(h); 03-3911-6111 (w)

TOYOHASHI
Info: Kazunori Nozawa, 0532-25-**6578**

UTSUNOMIYA
No meeting in August!

Info: Jim Johnson, 0286-34-6986
Michiko Kunitomo, 028661-8759

WEST TOKYO
No meeting in August!
Info: Yumiko Kiguchi, 0427-23-8795
(h), 0427-92-2891 (w)

YAMAGATA
Info: Fumio Sugawara, 0238-85-2468 (h), 0238-84-I 660 (w)

YAMAGUCHI
Info: Yayoi Akagi, 0836-65-4256
Eri Takeyama, 0836-31-4373

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

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, formedin1976, has an international membership of over 4,000. Tehre 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--JALTpublishes **The Language Teacher,** a monthly magazine of articles and announcements on professional concerns, and the semi-annual **JALT Journal.** Members enjoy substantial discounts on **Cross Currents** (LIOJ).

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

Chapters — Akita, Cbiba, F'ukui, F'ukuoka, Gunma, Hamamatsu, Hiieji, Hiroshima, Hokkaido, lbaraki, Kagawa, Kagoshima, Kanazawa, Kobe, Kyoto, Matsuyama, Morioka, Nagano, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shizuoka, Suwa, Tokushima, Tokyo, Toyohasbi, Utsunomiya, West Tokyo, Yamagata, Yamagucbi, Yokohama.

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

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

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

CENTRAL OFFICE:
Glorious Tokyo 301, 2-32-10 Nishi Nippori, Arakawa-ku, Tokyo 116
Te1.03-3802-7121; fax. 03-3802-7122. Furikae Account: Yokohama 9-70903, Name: "JALT"

JALT一全国語学教育学会について

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

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

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

支部 現在、全国に37支部あります。（北海道、盛岡、秋田、仙台、山形、茨城、宇都宮、群馬、大宮、千葉、東京、西東京、横浜、新潟、金沢、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、奈良、神戸、姫路、岡山、広島、山口、徳島、香川、松山、福岡、長崎、鹿児島、沖縄）

研究助成会：詳細はJALT事務局まで。

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

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

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

CINEX

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- English-subtitled CINEX videotape
- Unsubtitled original tape

For Students—
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- Attractive *Worksheet Book*
- CINEX *Mini-dictionary Guide*

> *Teachers Manual (In three sections)
> ① **Communicative Video Techniques**
>   (A—Z Menu of 100 Techniques & Terms)
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★ Convenient Time Code

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