

THE LANGUAGE TEACHER 9

全国語学教育学会

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THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

JALT 93 Conference Issue



How Not to be a Fluent Fool

Language Teaching in Vietnam

Elite Olshtain: An Applied Linguist

Testing Made-for-EFL Videos

Flyth and Fairy Tale in the Classroom

N-SIGs and JALT's Organizational Evolution

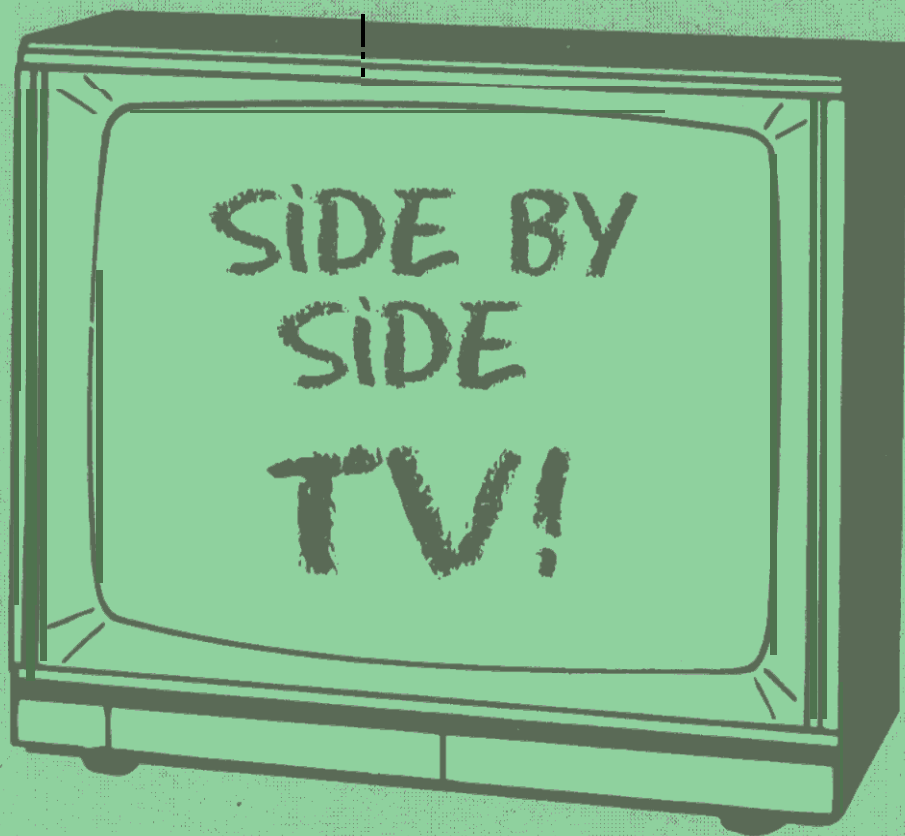
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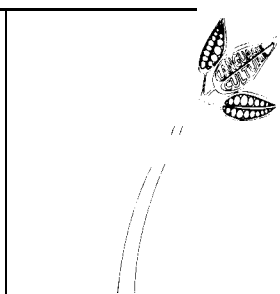
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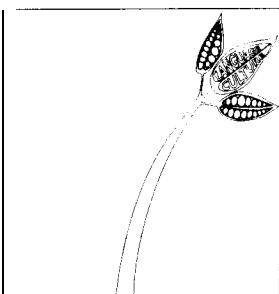


JALT 93 Conference Issue

Although JALT 92 at Kawagoe may seem like only yesterday, JALT 93 at Sonic City, Omiya, is nearly upon us. To prepare you for the four day carnival that is our Annual Conference, we offer you a full palette of four new.

One of our main speakers for JALT 93, **Milton J. Bennett**, writes on his thoughts about cultural fluency for language learners. **Yuko Taniguchi**, in a Japanese-language article, profiles another main speaker, **Elite Olshtain**. Two Vietnamese English teachers, **Tran Van Phuoc** and **Le Thi Huynh Trang**, who will be joining us in Omiya, write about the state of L2 learning in Vietnam. We offer articles from four JALT members who will also be presenting at JALT 93: **Valerie Benson** writes on testing made-for-ELT videos, while **Preston Houser** urges us to explore the use of myths and fairy tales in the language classroom, and gives specific ways of doing so. **Kevin Staff** and **Steve McCarty** present contrastive opinions on N-SIGs and their role in JALT.

Greta J. Gorsuch



JALT93大会特集号

昨年川越で開催されたJALT92が昨日のこのように思い出されますが、早いもので今年も大会が間近に迫って参りました。JALT93は10月8日から11日まで大宮のソニック・シティーにて開催されます。大会の基調講演者の一人の**Milton J. Bennett**は言語を学ぶ

者にとっての文化の持つ意味について述べています。**Yuko Taniguchi**はもう一人の基調講演者の**Elite Olshtain**のプロフィールを紹介しています。ゲストとしてベトナムから来日される**Tran Van Phuoc**と**Le Thi Huynh Trang**はベトナムの英吾教育の実状を論じています。大会での多くの発表者の中かう**Valerie Benson**がELT用ビデオの為に作られたテストを、そして**Preston Houser**は神話やおとぎ話の授業での活用方法こついて書いています。**Kevin Staff**と**Steve McCarty**はJALTのN-SIGのあり方について対照的な見解を述べています。

吉竹ソニア

How Not to Be a Fluent Fool: Understanding the Cultural Dimension of Language

by Milton J. Bennett

The Intercultural Communication Institute

Parts of this article are based on a lengthier discussion of language, thought, and perception in *American Cultural Patterns* (rev. ed.), by Edward T. Stewart and Milton J. Bennett (1991).

Many students (and some teachers) view language only as a communication tool—a method humans use to indicate the objects and ideas of their physical and social world. In this view, languages are sets of words tied together by rules, and learning a foreign or second language is the simple (but tedious) process of substituting words and rules to get the same meaning with a different tool.

This kind of thinking can lead to becoming a “fluent fool.” A fluent fool is someone who speaks a foreign language well but doesn’t understand the social or philosophical context of that language. Such people are likely to get into all sorts of trouble, because both they themselves and others overestimate their ability. They may be invited into complicated social situations where they cannot understand the events deeply enough to avoid giving or taking offense. Eventually, fluent fools may develop negative opinions of the native speakers whose language they understand but whose basic beliefs and values continue to elude them.

To avoid becoming a fluent fool, we need to understand more completely the cultural dimension of language. Language does serve as a tool for communication, but in addition it is a “system of representation” for perception and thinking. This function of language provides us with verbal categories and prototypes that guide our formation of concepts and categorization of objects; it directs how we experience reality.

Language and Experience

A memorable statement of language representing experience appears in Benjamin Whorf’s often-quoted statement: “We dissect nature along lines laid down by our native language. The categories and types that we isolate from the world of phenomena we do not find there because they stare every observer in the face; on the contrary, the world is presented in kaleidoscopic flux of impressions which has to be organized by our minds—and this means largely by the linguistic system in our minds” (Whorf, 1956, p. 213).

In this statement, Whorf advances what has come to be called the “strong form” of the Whorf hypothesis: Language largely determines the way in which we understand our reality. In other writings, Whorf takes the position that language, thought, and perception are interrelated, a position called the “weak hypothesis.”

In either case of the Whorf hypothesis, the implication for language teachers is clear: Language teaching

is also reality teaching. The instruction that foreign and second language teachers provide in linguistic construction necessarily includes guidelines on how to experience reality in a different way.

I was a TESOL instructor on the Micronesian islands of Truk when I first noticed this other dimension of language teaching. My primary school class was doing well in substituting color names in the sentence *I see a _____ ball* in response to pictures of different colored balls. But when I showed them the blue ball, the pattern became garbled. The same thing happened when I showed the green ball. The students could pronounce the words, but they couldn’t recognize the difference between these two colors. Further investigation revealed that native speakers of Trukese have only one word, *araw*, to refer to both blue and green colors. *Araw* is the response to either question, *What color is the sea?* or *What color is the grass?* When I was teaching these students English, I was also teaching them how to experience something (the difference between blue and green) that they did not experience using their own language. (For research on the topic of naming colors, see Kay & Kempton, 1984.)

Language and Classification of Objects

Another example of how various languages direct different experiences of reality is found in how objects and space are represented. American English has only one way to count things (one, two, three, etc.) while Japanese and Trukese each have many different counting systems. In part, these systems classify the physical appearance of objects. For instance, one (long) thing is counted with different words from one (flat) thing or one (round) thing in Trukese. We could imagine that the experience of objects in general is much richer in cultures where language gives meaning to subtle differences in shape. Indeed, Japanese aesthetic appreciation of objects seems more developed than that of Americans, whose English language lacks linguistic structures to represent shapes and perceptual thinking in general.

In addition, both Japanese and Trukese count people with a set of words different from all others used for objects. We might speculate that research on human beings which quantifies behavior “objectively,” so common in western cultures, would not arise as easily in cultures where people were counted distinctly.

In American English, things can be either *here* or *there*, with a colloquial attempt to place them further out *over there*. In the Trukese language, references to objects and people must be accompanied by a “location marker” that specifies their position relative to both the

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speaker and listener. A pen for instance, must be called this (close to me but away from you) pen, this (midway between us) pen, that (away from both of us but in sight) pen, or that (out of sight of both of us) pen. Again, we may assume that Trukese people experience "richer" space than do Americans, whose language does not provide so many spatial boundary markers and for whom space is therefore more abstract.

Language in Social Relations

The experimental evidence available clearly supports a Whorf effect in social perception. People's perceptions of social events and situations, social relations, roles, and even their own behavior are distinctively in keeping with the different conceptual structures of their language (Fisher, 1972, p. 99).

Perhaps the simplest and best known examples are linguistic differences in "status markers." Thai, Japanese, and some other Asian languages have elaborate systems of second-person singular ("you") words that indicate the status of the speaker relative to the listener. In Thai, there are also variable forms of "I" to indicate relative status. Thus, I (relatively lower in status) may be speaking to you (somewhat higher in status) or to you (much higher in status), using a different form of "I" and "you" in each case.

It seems apparent that cultures with languages which demand recognition of relative status in every direct address will encourage more acute experience of status difference than does American culture, where English provides only one form of "you." European culture, most of whose languages have two forms of "you," indicating both status distinction and familiarity, may represent the middle range of this dimension. Europeans are more overtly attentive to status than are Americans, but Europeans are no match for Asians in this regard.

Language Structure as a Model for Thinking

Thus far we have used semantic examples to examine the influence of language on thought. To complete the case for the Whorf effect, we should briefly consider the impact of the syntactic structure of language on thinking. Two aspects of linguistics, forms of verb tense and subject/predicate structure, yield evidence of cultural representation in thought.

The Trukese language lacks an elaborate future tense, and Trukese people may be observed living more in the present than planning for the future. For instance, arrangements for future events such as meeting or boat trips are always tentative, when they are made at all. While it may be an overstatement to say that the lack of a future tense dictates present-orientation, Whorf (1956) made a similar observation about the Hopis, whose language also lacks a future tense. The Hopi people use statements of intentions to refer to "future" events, and Hopi behavior, like Trukese, displays qualities of present-orientation. Americans, using English with its far more developed future tense toward the near future, stress planning and project the

future in making decisions.

Speakers of English are also forced by the subject/verb/object syntactic form to constantly represent causality. When there is a predicate in the language but no subject, the structure of English requires that the speaker assume one. The word *it* often suffices for the missing subject, as in, *it happened one night*. The implication is that "happenings" do not simply occur on their own (as they can in Japanese, for instance); there is something ("it") behind them.

"In its conception of action and events, English is an actor-action-result model, and tends to suggest that perception of this universe and what happens in it. The actor-action-result pattern is very useful for conceptualizing mechanics, business and much of science. It suggests the question 'What caused that?' or 'What effect will this have on the end result?'" (Fisher, 1972, p. 120).

We can conclude that an imposing array of assumptions, values, and linguistic features of English predispose Americans to interpret events in the world as lineal chains of causes and effects. In contrast, other languages (such as Chinese) predispose their speakers towards perceiving complementary relationships.

Fluency without Foolishness

To avoid turning out fluent fools, language teachers can be more deliberate in helping students learn to experience reality in a new way. Using a "culture-contrast" approach may be useful in this regard, including the following steps:

1. Inform students about how their native language is related to basic values, beliefs, thought patterns, and social action in their own cultures. This may be easier to do with Japanese students than with others, since descriptions of Japanese culture already are couched in terms of linguistic concepts (e.g. *tatemai*, or *wa*);
2. Comparative language/culture patterns to those of the new language/culture. Look especially for concepts and structures in the new language that do not exist in the native language, since they provide keys to shifting experience along lines provided by the acquired language;
3. Assess achievement not just in terms of vocabulary and grammar, but also test the pragmatic dimensions of culturally appropriate social judgment and decision making. Case studies or critical incidents accompanied by various possible actions can be useful in assessing a student's ability to shift his or her frame of reference towards that of the new language.

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Language Teaching in Vietnam

by Tran Van Phuoc and Le Thi Huynh Trang
Hue College of Teacher Education

This article introduces the situation of foreign language teaching in Vietnam. After a brief description of the history and objectives of language education in the country, we explain the current status of foreign language learning and the chief obstacles facing language teachers in Vietnam today.

History

Up until the end of the 19th century, the teaching and learning of foreign languages in Vietnam were restricted to classical Chinese and aimed at producing administrators, governors, and educators for a feudal society. The teaching of Western languages began with the arrival of the French in 1884, when French was made compulsory in all schools throughout the country (Brick & Louie, 1984, p. 8). From 1936 onwards, English was also taught as a foreign language at private schools in major cities.

After the French withdrawal in 1954 and the subsequent division of the country into North and South Vietnam, the governments of both regions made changes in their educational systems. In the north, the "First Educational Reform" of 1956 ended the teaching of French and English at secondary schools while further reforms in 1960 replaced French with Vietnamese as the means of instruction in colleges and universities. Chinese and Russian became the two foreign languages taught at secondary schools in Hanoi and other major cities. English and French were not reintroduced into secondary schools until 1971.

During this time, the government also began to pay attention to the educational needs of the mountain regions where 53 ethnic minorities, who make up more than 10% of the population, live and work, speaking a variety of languages. Specialized committees worked out writing systems for the most important of these languages so that school children could study their mother tongues as they were learning *Kinh* (Vietnamese), the language of national communication. However, the quality of learning and teaching was not high due to economic difficulties and scattered population distribution (Nguyen, 1975, p. 187).

In the south, despite political antagonism toward France, French patterns of education were retained together with French teachers and a French school system maintained by the French Cultural Mission which accommodated 30,000 Vietnamese children of rich families (Fall, 1967, p. 313). In addition, through U.S. involvement in the Vietnam War, American influence in education was very prominent for the 20 years after 1954. As a result, the teaching of English and French flourished as these were needed in almost every sphere of life (Hammer, 1970, p. 231). These were taught together with Vietnamese at all levels of education, both public and

private. Due to South Vietnam's relations with America's allies, Japanese, Chinese (Taiwanese) and German were also taught in certain universities. As for teaching methods, the Grammar-Translation method was popular in the north, and the Direct method or Audiovisual methods in the south.

Since the reunification of Vietnam in 1975, increased technological and cultural relations between Vietnam and other countries have increased public awareness of the importance of foreign languages. This led to the compulsory study of foreign languages at the secondary level and to a 1979 Ministry of Education circular which stated: "...Foreign languages must be considered as important as Literature and Mathematics. From 1986 on, foreign languages will be an obligatory subject for school leavers in their State examinations." At this time, Departments of Foreign Languages were established at key universities and teacher education colleges.

Due to changes in Vietnam's political relations with the U.S.S.R. and the West, Russian and English became the most popular foreign languages and were made compulsory in schools, colleges, and universities. Jonathan Trench, a UNESCO consultant, noted this in his report: "There is enormous enthusiasm for learning English in Vietnam on the part of learners and the government attaches great importance to English language teaching. The number learning Russian are greater than for English, but English is making great strides and has pushed French into -third place -, a poor third place" (Trench, 1983, p. 8).

French, Japanese, and German remained important languages in specialized colleges for trade affairs and banking while the study of Chinese was limited to research institutes. Since 1989, due to political changes in the former Soviet Union and new developments in Vietnam's economic policy, English has become the most popular foreign language in Vietnam.

Objectives Of Foreign Language Education

Vietnam's national policy on foreign language education as set out by the Ministry of Education centers on the following two objectives: "Foreign language teaching should provide schoolchildren with basic knowledge of foreign languages for the purpose of communication and as a key to science and technology..." and "Teaching foreign languages to students of LSP (Languages for Specific Purposes) should provide them with an adequate knowledge of their field of study usable for their work later" (Political Bureau, 1979, p. 10).

The State of Foreign Language Education in Vietnam

At present, the teaching and learning of foreign languages is flourishing in Vietnam. This is a result of

Vietnam's growing diplomatic relations with other countries, its need to gain access to the world's science and technology, and commercial pressures brought on by the new economic policies of the *doi moi* (renovation) program. While language teaching in Vietnam in the 1990s seems better and more promising than it was in the 1950s, 1960s, and 1970s, it is also more challenging in some respects.

The Ministry of Education and Training has made foreign languages a compulsory subject in schools from Grade 6 to Grade 12, in higher education and in State exams. College-level Departments of Foreign Languages have also been permitted to open their programs and teach foreign languages to learners of all ages and social strata. As a result, the number of foreign language learners has increased dramatically. This has also brought about organizational problems of dealing with classes having a variety of learners of different ages and needs.

The choice of foreign languages to learn has also become more flexible. Measured by Vietnamese learners' new motivation and interests, the most-studied languages at present in order of popularity are: English, French, Japanese, German, Chinese, and Russian. Unfortunately, there is a great lack of competent teachers of English and other languages, although colleges have tried to solve this problem by inviting foreign teachers and volunteers from such countries as the U.S., Australia, and France.

The planned Japanese Department of Hue College of Teacher Education provides a good example of the challenges in developing competent teaching staff. At present, the College has four departments—English, Russian, French and Chinese. To prepare for the future teaching of Japanese as a foreign language, the college has just sent a number of first-year students to Ho Chi Minh City and Hanoi to learn Japanese. It is hoped that, when they graduate in five years, they will return to Hue to become the College's teachers of Japanese.

The Ministry of Education has held many workshops and conferences on language teaching methodology with the aid of the French government, Australian government, and the British Council. As a result, the communicative approach to language teaching and textbooks has been introduced with some good results. However, its effect has been limited. A number of teachers have also been sent overseas to France, Australia, the U.K., Russia, and China for post-graduate courses. These have been chiefly teachers from colleges in Hanoi and other large cities. Any improvements they have made on their return to Vietnam have thus been limited and local. Most school teachers have had no opportunity to be trained abroad.

There have been some improvements in learning facilities at the college level thanks to international organizations which have contributed audio cassettes, recording equipment, and textbooks. The Book Donation Program organized by JALT's Global Issues Special Interest Group, for example, resulted in the donation of over

1,000 used language textbooks and teaching materials to Vietnam by JALT members, publishers, and other language educators in Japan. Yet, secondary schools have no finances to buy such facilities, and the supply from the Ministry is often insufficient and late.

Generally, though, despite efforts by individual teachers and valuable assistance from international organizations, the foreign language learning objectives set by the Ministry have not been successfully fulfilled. The weaknesses in school foreign language teaching (particularly English) criticized by Trench ten years ago remain almost the same:

Certain features in English Language Teaching in Vietnam are so striking that I feel I should anticipate my full report in order to bring them to the attention of all those responsible for ELT in Vietnam as a matter of great urgency. (Trench, 1983, p. 1)

The cause seems to be poor teaching methods and poor materials. Wherever I went, I saw classrooms whose physical layout militated against the communicative use of English. I found old-fashioned coursebooks that taught the students about the language instead of teaching the language. I found teaching that emphasized not the practical uses of English or the skills of listening, speaking, reading and writing, but an abstract knowledge. Teachers did not try to foster fluency and effective, even if incorrect, communication. They did not even accept correct English, unless it was the particular words the exercise demanded. (Trench, 1983, p. 9)

Challenges Facing Language Teachers In Vietnam

Vietnam faces a number of challenges in the teaching and learning of foreign languages. These can be divided into the five areas of linguistic, cultural, psychological, methodological, and educational challenges.

Linguistic: Vietnamese foreign language learners find it difficult to learn the inflectional changes, unfamiliar vocabulary, and new cultural associations of Western and other languages. As a result, grammatical errors and vocabulary problems prevent learners from communicating naturally in foreign languages. As the Vietnamese writing system is alphabetic using the Latin alphabet, learners encounter additional difficulties with the writing systems of languages such as Japanese and Russian as well as with the complicated pronunciation of English.

Cultural: Another obstacle concerns the cultural role of teachers in Vietnam. According to tradition, teachers are accorded high respect reflecting Vietnamese people's reverence for learning and knowledge. This cultural tradition supports a teacher-centred approach to foreign language education marked by the following characteristics:

1. the teacher is the centre of the class and talks most of the time while students are required to listen and remember what the teacher says;

2. the teacher treats students as a group rather than as individuals with different needs and abilities;
3. the task of the teacher is to pass on knowledge while the students' task is to learn what is taught and prepare for examinations.

This tradition leads to passive and dependent learner attitudes, suppresses students' initiative, discourages informal teacher-student communication, and makes both teachers and students anxious to avoid errors. It therefore works to reduce language learning effectiveness.

Psychological: Several psychological factors also cause Vietnamese learners great difficulty in learning foreign languages. Vietnamese people, particularly females, are by nature shy and timid; they speak only when asked to. Silence is thus one obstacle in communication. Another obstacle is the fear of making mistakes, which can be viewed as a threat to the learner's ego.

A number of special problems exist for older adult learners who were taught by traditional methods. Their typical learning style is the cognitive style involving rule analysis, deductive thinking, and practice of language forms within a teacher-centred class. For them, language practice activities which give no new "knowledge" from the teacher are not "serious learning" and so waste time. Teachers are expected to correct all mistakes, and learning is thought to be impossible without the teacher's guidance. Such learners find it hard to learn a foreign language without a formal knowledge of the grammatical system and feel bewildered when having to repeat or produce utterances without seeing the written form or understanding the underlying grammar rule.

Methodological: Interest in the communicative approach to language teaching is growing in Vietnam. Yet, without a proper understanding of communicative principles and methods, teachers' attempts to apply this in their teaching are often unsuccessful. Although the effective selection of methods should be based on learner needs, for example, most Vietnamese language teachers have no information about their students' needs and have never analysed these. Furthermore, in attempting to develop learners' abilities to communicate, teachers tend to focus less on grammar and translation, and more on having students speak in class so that grammar can be implicitly acquired. This, however, has resulted in a number of problems: course materials often fail to meet the course objectives; the approach, methods and techniques do not always suit the learners because they are psychologically offensive or inappropriate to student learning styles; the materials and methods are not always effective due to lack of classroom equipment or qualified teachers; and the physical classroom setting does not suit communicative activities such as games and role plays. In addition, communicative techniques for teaching large classes have not yet been introduced to Vietnamese schools.

Educational: Due to economic difficulties and low investment in education, secondary schools in Vietnam still are not equipped with basic learning facilities. This prevents the effective implementation of new methods and techniques. No school has tape recorders for teaching, let alone film, video or other modern equipment. Even books are in short supply, with pupils at most schools in the countryside forced to share textbooks. The quality of texts is also a problem with many books being unattractive, poor in paper quality and full of typographical mistakes. Beautiful books written by foreign authors, meanwhile, are very expensive and sold chiefly in cities. Very simple teaching aids are occasionally made and used by teachers, usually when visitors come to observe the class. Most of these are pictures illustrating the content of the textbook.

The number of pupils in each class varies from fifty-five to sixty. With classroom desks set in rows, teachers find it difficult to organize pair or group work. While state examinations have served to motivate learners and raise teachers' awareness of innovative teaching techniques, they still do not evaluate communicative language use. And, although college and school teachers have cooperated to apply new techniques from colleges into schools, there is still a gap between teaching colleges (theory) and schools (practice).

Conclusion

In this short article, we have attempted to outline the current state of foreign language education and the chief challenges facing foreign language teachers in Vietnam. We would like to invite JALT members to contribute possible solutions or suggestions to improve language learning in our country. We believe that the efforts of our government and teachers to introduce advances in foreign language education into Vietnam can be realized with the cooperation of international language teaching organizations through initiatives such as book donations, volunteer teachers, teacher training workshops, and the sharing of ideas at international conferences.

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The TLT Editor would like to thank Kip Cates for the contributions he has made towards the publishing of this article.



JAPAN TOUR 1993

CAROLYN GRAHAM



Carolyn Graham specializes in the use of music, storytelling and movement in language learning and is the originator of Jazz Chanting which uses the rhythms of American jazz to teach the rhythms and intonations of spoken American English. Her ideas and teaching techniques are widely used in children's and adult's classes alike.

Author of Jazz Chants and song-writer for Let's Go.

Don't miss her presentations:

FUKUOKA October 21 (Thurs) 10:30 - 12:30 pm

Location: Tenjin Core Building 5F 092-721-7755

'Let's Move, Let's Chant, Let's Sing'

Address: 1-11-11 Tenjin, Chuou-Ku, Fukuoka

NAGOYA October 22 (Fri) 10:00 - 12:00 pm

Location: Nagoya YMCA Hall 052-961-7707

'Making the Most of Rhythm and Movement for Learning'

Address: 2-3 Shinsakae-machi, Naka-Ku, Nagoya

TOKYO TEL BOOKFAIR October 23 - 24

Location: Ochanomizu Square Building 03-5995-3801

(Oxford University Press)

"What is a Grammarchant?" Saturday

'let's Go, Let's Chant, Let's Sing' Sunday

SENDAI October 27 (Wed) 9:30 - 11:30 am

Location: Sendai International Center 022-265-2211

'Let's Move, Let's Chant, Let's Sing'

Address: Aobayama, Aoba-Ku, Sendai

KOBE October 29 (Fri) 15:30 - 17:30 pm

Location: Kobe YMCA 078-241-7204

'Making the Most of Rhythm and Movement for Learning'

Address: 2-7-15 Kana-cho, Chuo-Ku Kobe

OSAKA October 30 (Sat) 13:00 - 18:00 pm

This event is co-sponsored by Oxford University Press, Prentice Hall Regents and the Osaka YMCA. (Osaka Abeno YMCA: 06-779-8361)

Carolyn Graham: 13:00 - 15:00 'Let's Move, Let's Chant, Let's Sing'

Reception: 15:00 - 16:00

Steven Molinsky: 16:00 - 18:00

Address: 9-52 Minami Kawabori-cho, Tennoji-Ku, Osaka

TOKYO October 31 (Sun) Time to be announced

Location: Yomiuri Shinbun Auditorium 9th Floor 03-3242-1111

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JAPAN TOUR 1993

Kathleen Graves



Kathleen Graves is a well known speaker in Japan, having visited regularly to give workshops and teacher training seminars. A Faculty Member of the School for International Training (SIT), she has been the featured speaker at conferences in Japan, Spain and the USA.

Teacher Trainer and co-author of East West.
Don't miss her presentations:

SAPPORO JALT **October 3 (Sun) 13:30 - 15:30 pm**

Location: Sapporo Kokusai Plaza 011-211-3670

"Promoting Motivation in the Classroom"

Address: Sapporo MN Bldg. 5F, Kita 1 Nishi 3, Sapporo

OKINAWA **October 4 (Mon) 17:30 - 19:30 pm**

Location: Ryukyu University (Contact Prof. Yamauchi 09889-5-2221)

"Promoting Motivation in the Classroom"

Address: Kyoyo Dept., Bldg. 2, Rm. 1, Ryukyu University

FUKUOKA **October 5 (Tues) 17:30 - 19:30 pm**

Location: Tenjin Core Building 5F 092-721-7755

"Activate your Students: How to Change your Students from Passive to Active Learners"

Address: I-I I-I 1 Tenjin, Chuou-Ku, Fukuoka

OSAKA **October 6 (Wed) 17:00 - 19:00 pm**

Location: Osaka Tosabori YMCA 06-441-0892

"What Teachers Want and What Students Expect: Bridging the Gap"

Address: I-5-6 Tosabori, Nishi-Ku, Osaka

NAGOYA **October 7 (Thurs) 17:30 - 19:30 pm**

Location: Nagoya YMCA (Co-sponsor) 052-331-3116

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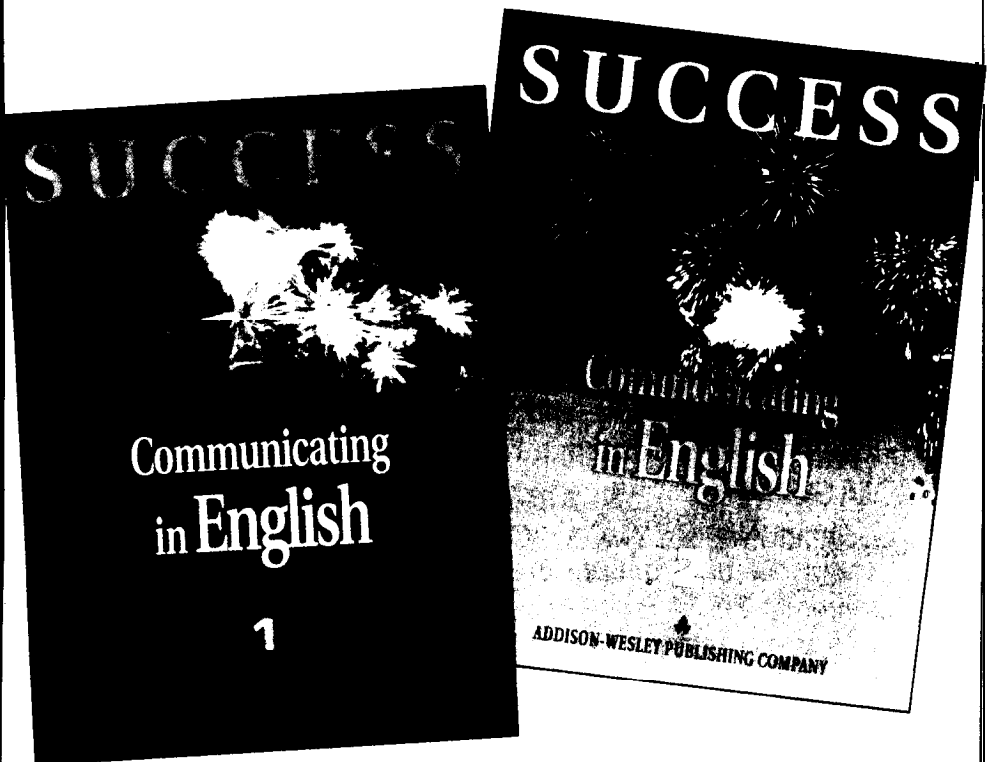
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異文化間の言語の接点を求めて：

応用言語学者エリート・オルシュタインの横顔

谷口裕子

エリート・オルシュタイン (Elite Olshtain) は大宮ソニック・シティで行われる JALT93国際大会で、招待講演者の一人として基調講演を行う。オルシュタインはイスラエルを拠点に、北米やヨーロッパでも多くの論文を発表し、各国の学者との共同研究を行うなど、応用言語学の分野において幅広く研究活動を行っている。日本でも、応用言語学や語学教育に携わる者なら、彼女の名前を耳にすることも少なくないであろう。

オルシュタインは自らを「応用言語学者」といつているが、博士の専門分野を1つあげて下さいという問いに対する答は人によってさまざまと思う。フリーダ・デュビンの共著 *Course Design* (1986) を読んだ人なら、オルシュタインはカリキュラムやシラバス・デザインの専門家というであろう。また、“Happy Hebrish: Mixing and Switching in American Israeli Family Interactions” (1989) ならバイリンガリズム、“Is Second Language Attrition the Reversal of Second Language Acquisition?” (1989) なら第二言語喪失が、彼女の専門だというであろう。さらに、一連の発話行為についての論文を読んだり、運よく研究発表を聞いた人なら、疑いなくオルシュタインはこの分野の第一人者であると言うだろう。

(Olshtain 1983, Olshtain & Cohen 1989, Olshtain & Blum Kulka 1985, Olshtain & Weinbach 1987など) 彼女の最新の論文は、この春 *TESOL Quarterly* 誌上で発表された“The Production of Speech Acts by EFL Learners” (1993) であるが、これを読んだ人なら、この研究こそ言語産出や言語処理の研究に新たな1ページを加えるものとして高く評価することであろう。

オルシュタインの研究分野は実に多岐にわたり、それぞれの分野で重要な位置づけがなされている。加えて、彼女は教材開発や教師養成にも積極的である。ここでその研究業績をすべて紹介することは不可能なので、先駆者として発話行為の研究を確立させた最初の論文と、それを発話産出過程の研究へと発展させた最新の論文、そして日本でも最近出版された EFL 教材を紹介したい。

オルシュタインが発話行為の研究で草分け的存在となった最初の研究論文は、1981年に応用言語学専門誌 *Language Learning* に掲載された“Developing a measure of sociolinguistics competence: The case of apology”である。この研究の背景には、Hymes (1967) や Canale & Swain (1980) などによる総合的なコミュニケーションを行うのに必要な伝達能力に関する理論がある。これらの理論は、第二言語の発達研究にも影響を与え、研究の対象がそれまでのように文法規則や語彙の知識だけでなく、談話能力や方略能力などへも広がった。

こういった流れのなかで、この論文は、社会文化的能力に注目し、第二言語学習者の社会文化能力の評価を試みたものである。社会文化的とは、会話の規則を適切に使い、ある状

況で文化的に受け入れられるような反応し、文脈に合った適切な表現を選べる能力のことである。オルシュタインの論文で特筆すべきことは、発話行為を記述することに焦点を置いたことによって、社会文化的な言語行動を明らかにすることを可能にしたことである。この論文では、「詫び」という発話行為が扱われている。その理由は、「詫び」は、「依頼」や「拒否」などの他の発話行為に比べて、感情的に負うところがあるので、実験で発話行為を取り出すとき他の発話行為よりもより自然な反応が得られるということである。

実験はイスラエルで行われた。被験者は大学生で、英語母語話者 (E1)、ヘブライ語母語話者 (H1) とヘブライ語母語の英語学習者 (E2) の3グループに分けられた。E1とH1は、英語とヘブライ語のインフォーマントとして、E2は第二言語学習者の反応を得るためである。実験手段として、談話補充テストを口頭で行なった。これは、詫びなくてはならない8つの状況を書いた役割カードを用意し、被験者がそれを読んだから、それぞれの状況を順不同で、実験者とロール・プレイを行うというもので、被験者の発話はテープに録音された。役割カードに示された状況の1例は以下の通りである。

あなたは会社で上司との大事な会議をすっかり忘れて、1時間後、上司に謝りの電話をかけます。問題は、あなたがこのように会議を忘れたのが2回目だということです。上司との電話はつながっていて、上司があなたに質問しています。

上 司： 何があったんだ。

あなた： _____

(Cohen & Olshtain 1981: 筆者訳)

このようにして集めた英語とヘブライ語からなるデータや、Fraser (1979) の詫びの定式に照らし合わせ、英語とヘブライ語の母語話者のそれぞれの発話行為と学習者のそれとを比べた。ここでの「詫び」を意味する主な定式は、「詫びの表現」(例えば、ごめんなさい)、「責任の認知」(例えば、私が悪かった)、「償いの提示」(例えば、私に拾わせて)、「差し控えの約束」(例えば、もうしないから)である。

結果として明かになったのは以下のようなことである。

(1) ある状況でヘブライ語母語話者 (H1) とヘブライ語母語の英語学習者 (E2) は、英語母語話者 (E1) ほど頻繁に詫びの定式を使わなかった。この学習者の「逸脱」は、母語による負の転移であると考えられる。(2) 別の状況では、H1とE1がほぼ同じ頻度である定式を使っているのに、E2はそれほど使っていない。これは学習者の熟達度に問題があると考えられる。(3) ある状況では、E2はH2より、E1と同様の反応を示した。これは、E2が母語の負の転移をうまく避けていることを示している。

この論文の着目した発話行為の具現化は、その後、社会文化的立場から第二言語習得をとらえた新しい研究領域となった。実験方法も明確であったため、不平、拒否、依頼など多くの発話行為の研究が、オルシュタインのみならず他の研究

者によっても続けられた。(Beebe & Takahashi 1989, Kasper 1989, Olshtain & Cohen 1989, Beebe, Takahashi & Uliss-Weltz 1990, etc.)

次に紹介する論文“The Production of Speech Acts by EFL Learners”は上記の論文の約10年後のこの春、アンドリュウ・コーエンとの共著で発表された。この研究はその間に進められた発話行為研究に、産出の過程という見方に加え、新たな研究分野を開拓する可能性を示唆している。

現在、発話行為の研究は特定の状況で現れた発話行為の方略を詳細に記述することが中心に行われている。例えば、ある状況では「申し訳ございません」と詫げる方略が適切かも知れないし、別の状況では深刻に受けとめて「弁償させていただきます」という償いを提示する方略をとる必要があるなどということである。また、さまざまなレベルの第二言語学習者が母語話者の示した発話行為の基準にどの程度近づいているのかを解明する研究もなされている。(Cohen, Olshtain & Rosenstein 1986, Blum-Kulka, House-Edmondson & Kasper 1989, etc.) しかし、この論文が指摘するように、発話行為の発話産出過程の記述はなされていない。これがこの論文の動機となっている。

ここでは、第二言語学習者の発話行為の産出過程を明らかにするため Bachman (1990) が提唱した Communicative Language Ability の構成要素である方略能力の枠組みを応用した。Bachman の方略能力とは、単にある言語領域で欠けているものを補う以上のもので、ゴールの設定、計画、遂行の三成分から成り立っている。オルシュタインは、学習者が話者としてどのように伝達のゴールを設定し、自分の言語知識の中から関係する事項を検索して、その使用を計画し、発話を遂行するのかを記述することを研究目標とした。

経験的に発話行為の産出過程を分析するための実験手段は、前述の1981年のものをさらに発展させたものである。被実験者は、上級レベルの英語学習者15人であり(内訳はヘブライ語の母語話者11人と、ヘブライ語がほぼ母語に近くフランス語、ポルトガル語、スペイン語、アラビア語を母語とする話者それぞれ4人)、まず、6つ(詫び2、不平2、依頼2)の状況を書いた談話補充テストを1度に2つずつ渡し、口頭で英語が母語である試験官とロール・プレイを行った。そして2つテストを終えるたびに、すぐビデオを再生し、写し出された反応を見ながら別の試験官が被験者にその過程を思い出すようヘブライ語で質問をした。

この実験で集められたデータは次の観点から分析された。

(1) 産出過程でどれぐらい発話の目的が設定され、計画されているのか、(2) 発話の計画(ここでは目的の設定を含む)と遂行のための思考に使われた言語はどれか (L1, L2, L3)、(3) 言語形式を検索し、取りだし、選択するのに、どのような方略を使っているのか、(4) どの程度、文法と発音に注意を向けているのか、(5) 発話を産出する際の方略には、どのような異なるスタイルがあるのか。

その結果、次のような発話産出の過程が明らかにされた。発話を遂行する際、被験者がどの単語や文法構造を発話に使うのかを事前に計画していたのは与えられた状況の約3割にすぎない。また、発話を事前に計画している場合も、二カ国語もしくは三カ国語で考えて遂行することが多い。さらに、

発話行為で使う言語形式を検索し、取り出し、選ぶための方略をいろいろと使い、文法と発音にはあまり注意が向けられていない。また、被験者のスタイルには、metacognizer (自分の発話の正確さを常に意識し産出する人)、avoider (適切な言いかたが分からない場合、その話題を避ける人)、そして pragmatist (その場で必要な言い回しに近い、別の解決策を見つかる人) の三種類がある。

さらに、実験方法のこれからの課題と言語教育への応用にも言及がなされている。この研究は発話行為を取り出し、学習者の発話の過程を研究対象とした。これにより発話研究および発話の産出過程研究に新たな方向性をもたらしたものと見える。

最後にオルシュタイン博士の出版した教材の中で最新の *The Junior Files • File 1: English for Today and Tomorrow* を紹介したい。このテキストは中級の生徒を対象とした英語総合教材である。この本の厚み(246ページ)からも推測できるだろうが、リーディング教材が充実しており、また視覚効果をねらったイラストがふんだんに描かれている。クラスにおけるグループ・インターアクションが可能で、想像力を刺激するアクティビティーが豊富だ。もちろん文法説明、英作文も含まれている。

オルシュタインの研究が広範囲にわたるため、本稿ではほんの一部しか紹介できなかったのが残念である。豊富な例や図表を駆使したプレゼンテーションは実に楽しく、かつ分かりやすいことで知られており、JALT93が今から楽しみである。

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Testing Made-for-ELT Videos

by Valerie A. Benson
Suzugamine Women's College

I would like to consider how practicing language teachers might test a class which has used a made-for-ELT instructional video, such as *Mystery Tour* (Viney & Viney, 1988) as the major source of input. At the theoretical level, what are the principles involved? And at the practical level, how might teachers set about evaluating students who have used video materials?

There is now quite an extensive typology of teaching videos (see Bevan, 1986; Strange & Strange, 1991), but the common thread in all types, of course, is the visual nature of the medium. There are also many books on the market suggesting applications of video, and pointing out its advantages (e.g., Allan, 1986; Lonergan, 1984; Stempleski & Tomalin, 1990). However, there has been no suggestion at the theoretical level that a video course is in any sense "different." The assumption, presumably, is that a video course is simply making use of alternative materials, and that while new teaching procedures may be necessary, the course remains essentially the same as a "textbook" course.

Although video certainly falls under the everyday heading of "materials," I would like to suggest that once video is introduced into a classroom it will act not only as the "major source of input," but will in fact dominate the classroom completely. It has a number of characteristics which, taken together, reveal that a significant shift away from the "textbook" standard has taken place.

Characteristics of the Video Course

Let me outline what a video course actually does, and from there draw out its characteristics. Firstly, a video course is typically offered in two parts: the visual material itself, and an accompanying course- or workbook. When used in the classroom, the visual material plus the course-book create a context, and together demonstrate the use of specific elements of the language in that context. Secondly, through careful scripting and professional production (together with good teaching!), the video course contrives to offer the student a syllabus of language learning in which the mastery of certain required competencies is seen as both desirable and possible.

The characteristics of any kind of video-using course provide the keys to the appropriate test structure. These characteristics may be summarized in the following seven points:

1. The visual media activates alternative learning styles. A video course employs the visual medium in addition to aural and analytical input of the teacher's choosing. Visual aspects of any filmed sequence include physical components such as size, shapes, colors, sounds, weather conditions, landscape, architecture,

and so forth, as well as mental attributes of the actors such as happiness, love, dislike, suspicion, and so on. Much of this is captured in the word description. Two examples of tests which activate description are: (a) ask the student to describe in an oral interview what led up to a certain situation, or (b) ask the student to describe the same thing in writing. Asking students to describe places or events seen on the video appeals to some whose learning styles may not be in the traditional mold. *What to think of when creating tests: Testing can exploit the visual side generally, and in particular can test "what students see."*

2. Both decoding and schematizing are enhanced. Both decoding and schematizing are aided by video because of the assistance provided by visual images. Decoding and schematizing, two vital and complementary aspects of the understanding of another language, particularly in the early stages, are provided with a context (see number 1 above), or what Altman calls the "*lingua franca* of images." The visual side, therefore, is able to serve as a "perpetual advance organizer" (1990, p. 12), allowing for schematizing to proceed, which in turn facilitates decoding. In a test the students can, for example, be asked to complete forms (e.g., biodata) about characters seen, or to give short answers to oral or written questions. *What to think of when creating tests: High levels of comprehension can be expected; further, students can be tested on future as well as past events in the plot.*

3. Video has a discursive nature. Altman has also discussed video's "strongly discursive nature" (1990, p. 13). By this is meant the enormous array of sociolinguistic markers available from every speech situation: contexts of time and place, speaker addressee, subject, purpose, code, channel, and so forth. These discursive features are evident to the student, who will relate many of them to familiar frameworks from the L1. One test technique here is to use translation; another is to switch off the sound and ask for suitable dialogue to be supplied. *What to think of when creating tests: The context-utterance relationship can be tested, for example politeness, appropriateness, and alternative ways of expressing the same thing.*

4. Video allows access to nonverbal languages. Altman draws attention to "the vicious circle" (1990, p. 14) in which the student, not understanding incoming language, has no ability to predict what may be coming next. But the visual aspect allows the student access to the other nonverbal "languages": gestural, kinesic, haptic (tactile), proxemic, and so forth. For example, an identical conversation (in lexical and syntactic terms) may occur between two people sitting opposite one

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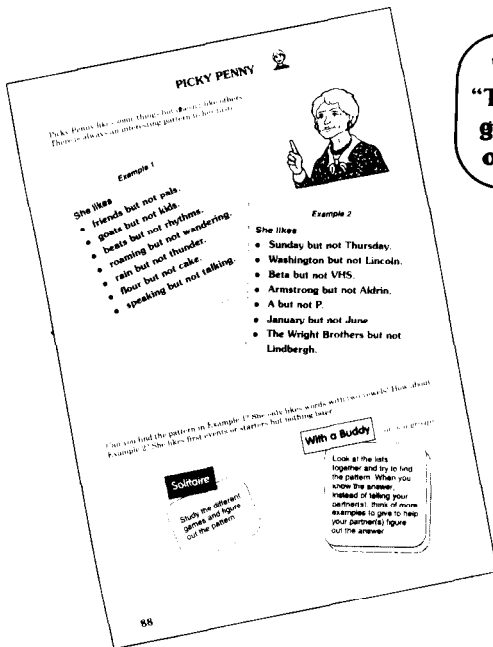


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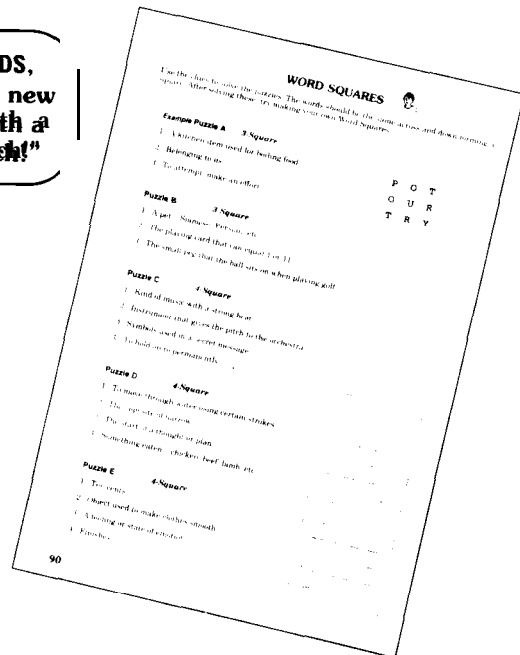
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another in a railway carriage, or between two people snuggling close together on a sofa in a darkened room. To force students to pay attention to nonverbal language, questions such as, (sound off) "What sort of conversation are they having?" (A serious discussion/ a passing chat/ an informal debate/ etc.) can be asked. *What to think of when creating tests: Tkc role of nonverbal communication can be tested.*

5. Video lowers the affective filter. The use of video in the classroom creates an atmosphere in which a lower affective filter (Krashen, 1982) appears to operate. The result is that students are willing to copy the video model and practice pronunciation, stress, and intonation relatively freely. Further, for higher-level students, the visual depiction of vocabulary items shortens teacher explanation time. Oral testing is very much to the fore here, and it can take the form of the students reading the dialogue, or role-playing it, or reading aloud from a similar (but not identical) script. *What to think of when creating tests: High levels of oral performance can be expected/demanded, especially when these involve material modeled directly on the video.*

6. Video allows access to the target culture. Even the shortest and most contrived video shows both (a) visible aspects of the target culture (scenery, buildings, colors, movement, emotions, etc.) and (b) "invisible" aspects such as the use of time and space. For example, routines-particularly those involving transactional and interactional communication (Richards, 1990)-are analyzable in cultural terms. Students can be tested on scenes and locations, on their ability to identify "unusual" aspects of the culture, and on contrastive elements in the target culture. *What to think of when creating tests: Cultural representations can be tested.*

7. Material seen on video is readily retained. This intuitive hypothesis is well supported by observed classroom interactions, where students are noticeably confident about identifying and recalling details seen on the video. It can be tested in some traditional ways such as matching words and pictures, completing half a dialogue, and correct identification (e.g., who ordered what on a menu); in addition, students can be asked to recall word stress, verbs used, and who said what. Sentence correction ("That's not what she said!") is another technique, and can be in either oral or paper and pencil modes. *What to think of when creating tests: Video courses encourage attention to linguistic detail (both semantic and lexical), which can be tested in a variety of forms. There is a considerable backwash effect in listening comprehension*

Test Construction

The above characteristics provide guidelines for syllabus description and test construction. With these guidelines in mind, the teacher will presumably set out a list of objectives (statements ". describing what a learner will be able to do as a result of instruction ." Nunan, 1988, p. 158). For example, characteristic seven ("material seen

on video is readily retained") might lead the teacher to construct the following objective (Fig. 1), which focuses on accurate listening comprehension:

- Listening Specific Objective:** When listening to native-speaker exchanges students will be able to identify the main topics under discussion.
- Task:** Identify the main topics discussed.
- Conditions:** After watching the exchange on video.
- Standard:** 75% of the main points should be correctly identified.

Figure 1. A listening objective for characteristic seven, "Material seen on video is readily retained"

Objectives greatly facilitate both the teaching and testing of any course (Nunan, 1988, pp. 54-75), providing a class agenda, and, despite their forbidding appearance, giving an opportunity for all the students to reach the targets.

As an example of how one section of a video course test might look, see Figure 2, a test for the objective shown above (Figure 1).

You are now going to see Episode 2, Section 21. Watch it carefully, and then answer the following questions.

- 1. Was it mentioned?**
 - (a) A fire in a clothes shop. Y N
 - (b) David went to the shop himself. Y N
 - (c) David had a very successful morning. Y N
- 2. Were these words used by these people?**
 - (a) Nina: Did you say "bubbles"? Y N
 - (b) David: Three cans of petrol? Y N
 - (c) Nina: You are silly. Y N

Figure 2. A test of short-term retention

The idea of testing cultural objectives (characteristic six, "Video allows access to the target culture.") is likely to be new to many teachers. Let us therefore, look at one example of how they might be tested.

Did you notice?

1. Make cultural judgments:
 - (a) David says, "Excuse me, a pint of bitter and an orange juice" to the waitress.
This is **polite/rude** behavior in England.
 - (b) David carries the drinks out to Nina.
This is **usual/unusual** behavior in England.
 - (c) David says to Nina, "Great, you look terrific."
It is **surprising/ not surprising** for a single man to say this to a woman he is not married to.

Figure 3. Testing cultural objectives



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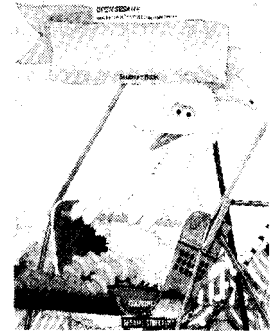
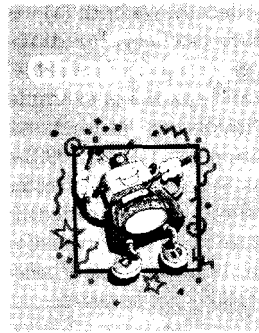
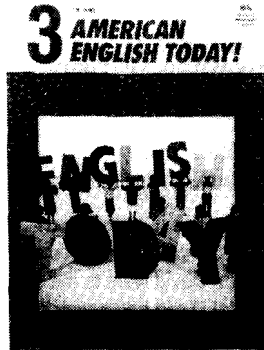
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While objectives and tests can be created directly for all the seven characteristics listed previously, in practice it may be more helpful to divide video test types into two: either oral or written.

Video Test Types

Many test types are available to the teacher of a video course, and a partial listing is given below. To start with, oral tests are likely to be seen as an essential part of the test, and might account for up to 50 percent of the marks.

Oral Test Types

- Retelling the story (primarily Characteristic #1)
- Oral production based on a frame from the video (#1)
- Repetition of sentence/dialogue (#5)
- Reading the dialogue (? in pairs, etc.) (#5)
- Role-play of the dialogue (#5)
- Reading aloud from a parallel script (#5)

Written Tests

Here the variety is rather greater:

- Summary with clozed blanks (#1)
- Describe (in writing) what happened (#1)
- Arrange pictures (stills from the video) in order (#1)
- What does the conversation refer to? (#1)
- Matching exercises of various kinds (#2)
- Forms, etc. to be completed from the video (#2)
- Brief answers to questions (#2)
- Multiple choice questions (#2)
- Transcoding information from video to another medium (#2)
- Representing the material in writing (#2)
- What colloquialisms/idioms were used? (#2)
- (sound off) Express same ideas in different words (#3)
- Was it polite? (#3)
- Translation of the script into Japanese (#3)
- (sound off) What kind of conversation is it? (#4)
- (sound off) What is A's attitude towards B? (#4)
- Reporting speech (Reported Speech lesson) (#5)
- Sentence transformation (#5)
- Write a short description of a person or place (#6)
- What "unusual" cultural aspects did you notice? (#6)
- Identify locations (#6)
- Contrastive cultural aspects (#6)
- Match words and pictures (#7)
- Who ordered what (menu)? (#7)
- Who said it? (#7)
- Which facts were mentioned? (#7)
- What verbs were used? (#7)
- What word was stressed? (#7)
- Sentence correction: "That's not what was said!" (#7)
- Transcriptions with cloze blanks (#7)
- True/false questions (either details or main ideas) (#7)
- Half dialogue to be completed (#7)

Creating a test from the above list would involve selecting oral and written types according to the individual teaching situation. This would form the basis of a satisfactory test for a video course.

Conclusion

In attempting to create an appropriate test for a video class, some basic principles should be followed. These are as follows:

1. Recognize *the different nature of the learning experience* for the students. In this paper seven characteristics of a video course have been outlined, and doubtless others remain to be articulated.
2. Have the *purpose of the test* clear in your mind. What kind of test is it (achievement, diagnostic, or proficiency)? What types of competencies are to be evaluated (productive or receptive)? What decisions are going to be made based on the results you will obtain?
3. The test will be *based on the course objectives*, and should reflect the teaching situation as closely as possible. The concepts "receptive" and "productive" maybe very useful when thinking about setting up your test.
4. Video material is difficult to work with, *and is equally difficult to test*, particularly as little or no help is available from the published materials. Prepare the course and tests carefully before you begin.
5. *Video material is heavily cultural*. This aspect should be tested, both in its own right and for its backwash effect.
6. *Video material is more dynamic than textbook material*, with the result that different test-construction techniques must be employed. Unfortunately, no one-and-for-all pattern is evident at this point, and considerable further research is necessary.

Note

1. Mystery Tour (Viney & Viney, 1988)

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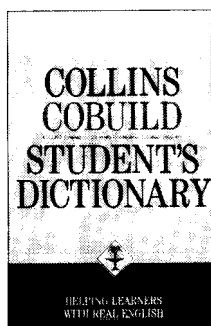
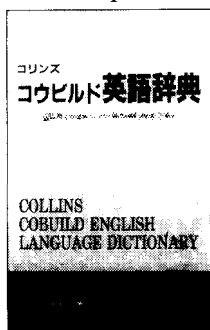
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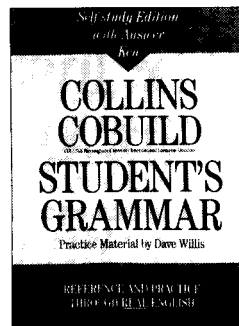
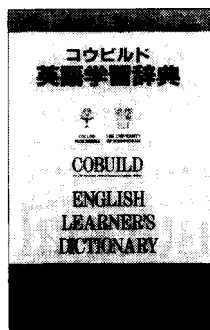


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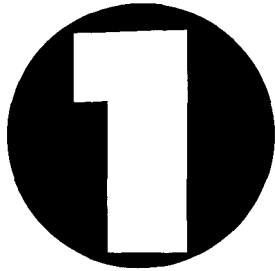
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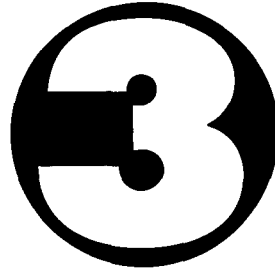
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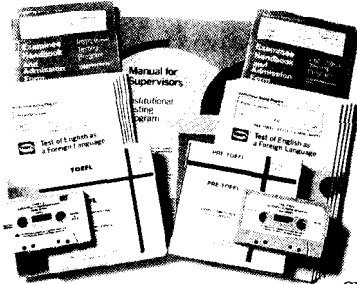


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Myth and Fairy Tale in the Language Classroom

by **Preston L. Houser**
Kyoto Institute of Technology

I often ask my students why they study English. One answer they give is that it's like looking through a window into another world, into another way of thinking, or into another culture. And they're right, it is. It's also like looking into a magic mirror. I feel that it is important to ground the fundamentals of foreign language learning in that part of the student which is itself fundamental, in this case our shared mythical, oral tradition; and that such a grounding can provide the student with a basis for self-education. To attain this goal, we must first, like Little Red Riding Hood making her way to grandmother's house, do two things: enter the wilderness and break the rules; escort our students into the uncharted, unchartable territory of myth, and converse with the unknown. In this essay I have divided the use of myth and fairy tale in the language classroom into three fundamental areas: engagement, application, and interpretation.

Engagement

Naturally, we want to give our students a new outlook towards foreign language learning-as well as make our classes interesting and novel-but we must not overlook or discount learning skills which students bring to class with them. We as teachers should ask ourselves this question: What skills have our students brought with them that they can utilize to educate themselves; what student energy can the teacher grasp and flip, *jujitsu*-style, into a new classroom energy? I maintain that the storehouse of mythological sources in a young person of university age is substantial and worth the effort of unlocking and putting to use in the language classroom.

Psychologically, myths and fairy tales are considered to be the bridge which connects and validates knowledge and experience. Bruno Bettelheim in his landmark work on fairy tales *The Uses of Enchantment* observed that a child will attach importance to a fairy tale because it affirms the psychological and experiential dilemmas that the child confronts but has no way of otherwise articulating (1975, pp. 6-9). Myths and fairy tales show a youngster how to live, how to make moral choices, and how to come to terms with life itself. Students possess a battery of emotions and experiences-those associated with otherwise vague concepts such as love, justice, hate, mercy, etc. Students have been engaged with these experiences from a young age, and have understood them mostly through the oral literature of fairy tales and myths. This is the source to tap.

Imagine this conversation which I continually have in my classes:

Me: "Hanako, is the Big Bad Wolf a boy or a girl?"
Hanako: "Definitely a boy. No question about it. Absolutely."
Me: "But why? What evidence do we have from the story?"
Hanako: "He eats Little Red Riding Hood and Grandmother."
Me: "Yes, but.. .girl wolves have to eat too, don't they?"
Hanako: "Definitely a boy."
Me: "Yes, but.. .how do you know for sure?"
Hanako: "Well, he has hair on his face."
Me: "Okay. Fair enough."

Hanako-san definitely knows what she knows. She is engaged with an oral tradition which includes-and respects-her personal perspective; at the same time she is involved culturally with the larger community, be it the family, peer group, community, country, or planet.

Application

How can a teacher best make use of myths and fairy tales? I want to address two points here: classroom organization and student involvement. But first I think we need to define our terms. There is no need to limit the material to strictly myths or fairy tales. Legends (Sir Gawain, King Arthur, the Grail legends), fables (Aesop), folk songs ("John Henry," "Pretty Boy Floyd"), religious myth ("Noah's Ark," "The Mahabharata") all qualify as classroom material. Except in rare cases, I avoid storybooks or activities which tend to encourage passivity among the students; all work is to be done actively and verbally.

I usually begin by telling a story to the entire class. ("Little Red Riding Hood," one of the most powerful units of cultural information on the planet, is a good place to start.) I try to involve the students in the telling of the story by having them fill in details ("What's in the basket?"), by challenging them as to proper transition points in the narrative ("Does Little Red Riding Hood pick the flowers before or after she meets the wolf? why?"), and by clarifying variable conclusions ("Does the wolf actually die? How? What happens to the Hunter?").

Next, I divide the students into groups. Their assignment: To tell a story as a group. They must first choose a story they all know ("Urashimataro," "Kintaro," and "Momotaro" are favorites, as are "Cinderella" and "Sleeping Beauty"). Then they must do two things: Put the narrative events in sequence ("get the story straight"), and decide how they're

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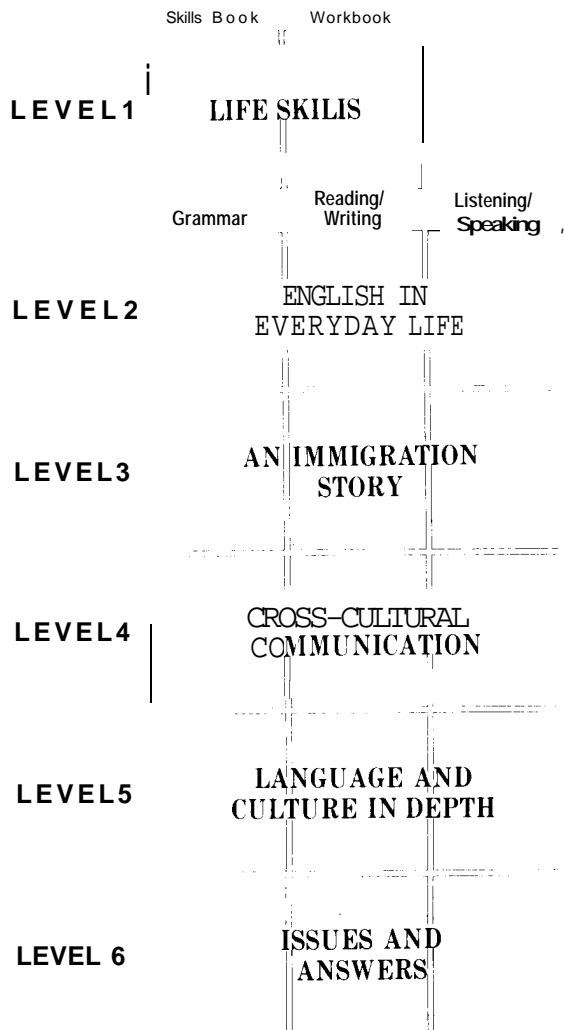
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going to tell the story. As the groups are organizing themselves, I offer some presentation options: a simple rotating narration (wherein the role of narrator is simply passed from one student to the next), character narration (stationary narration but the students have assumed character roles), or the acting out of a dramatic presentation.

A few lessons later I ask students to tell a story individually, sometimes with preparation, sometimes extemporaneously. I emphasize that the important part is continuity, not grammar or pronunciation—literary skills over mechanical skills. (An option open to all students: The same story may be retold many times. Slower students improve listening skills as they “learn” from classmates in preparation of their own assignment.) A diverse repertoire rapidly emerges as dull stories are discarded and more interesting ones are rediscovered.

As the students begin to tell their stories, the first few recitals tend to be rather stiff. Don’t despair—with repetition the storytellers become more graceful and fluid. Polishing and maintenance are the name of the game. These activities can take a couple of class periods or the whole semester depending on individual circumstances.

Freedom From Having to Opine Publicly

By bringing myths and fairy tales into play in the language classroom we are dealing with an oral and social tradition (common to all cultures) in which the individual personality may be absorbed into the larger group. In other words, students are at once liberated from the pressure to opine publicly. The mask which is assumed when telling a story graciously covers and protects the ego; one becomes lost in the larger ocean of humanity. What a rare treat! (Not to say you can’t have an opinion about the Big Bad Wolf or the Wicked Step-Mother, but it’s elective.) Just as the student is liberated from the need to have an opinion, the teacher is also freed from the need to teach in the established sense. The teacher’s role as a guide to the story now allows the story itself to become the teacher; authority is transferred from the teacher to the ancients (which is by no means always academically advantageous, but can often have very rewarding results, especially in the arts).

Circle Seating: A Neolithic Firepit?

A physical manifestation of this dissolving relationship between student and teacher is often evident in seating arrangements. When first telling a story to or with the students I usually maintain the face to face positioning of the teacher at the head of the class with the students seated, facing the teacher. As we divide into groups I insist that students sit in circles. Perhaps in imitation of the ancient neolithic firepit, a circular seating arrangement involves students and teacher in a more non-threatening way.

In using myths and fairy tales in the classroom, the teacher can serve as a guide in another way. I’ve often found that many students, after having chosen a story like “Cinderella” or “The Three Little Pigs,” need and

appreciate the small verbal signposts that each story may have in English. For example: Not by the hair of my chinny-chin-chin! or *Then I’ll huff and I’ll puff and I’ll blow your house down!* or *Mirror, mirror on the wall. Who’s the fairest of them all?* or *Grandmother, what big . . . teeth you have?*

Follow-up exercises or homework might include the following: making a list of morals (if possible) of each story heard in class; telling the story to a younger, or older, family member; better still, asking an older member of the family who is separated by at least a generation to share a story, which is then remembered by the student and brought to class. Thus the network of oral tradition is compounded.

Interpretation

Now the fun, as well as the most perilous, part. At one point in his illustrious career Sigmund Freud allegedly made the following comment: “My dear, there are times when a cigar is just a cigar.” We have much to be grateful to Dr. Freud for, yet here he made a reckless “slip.” He neglected to say specifically when those times were. In the world of myth and fairy tale, nothing should be taken at face value; everything is a symbol for something else (usually that which is otherwise unspeakable—like how to find a husband—as in “Little Red Riding Hood”). Any evidence of the supernatural—metamorphoses, talking animals, time travel, magic beings offering advice or rescue—alerts us to the symbolic possibilities of the narrative. Two points need to be considered here: mythical interpretation is not a dependable system, and more importantly, the need for restraint when discussing possible interpretations with a class.

At this juncture, a crucial and ironic factor which we need to bear in mind is that semiotics, the science of signs and symbols, resists systemization. As Heinrich Zimmer, the great Indianologist, wrote: “Psychology throws an X-ray on the symbolic images of the folk tradition, bringing vital structural elements to light that were formerly in darkness. The only difficulty is that the interpretation of the disclosed forms cannot be reduced to a dependable system” (1957, p. 1). This means that literally “anything goes” in terms of interpreting what a story means. (Whether or not an interpretation stands up to group scrutiny and gains popular acceptance is another matter.)

To take an example: As Erich Fromm pointed out, Little Red Riding Hood is generally interpreted as a tale of sexual initiation and female maturation (1957, pp. 235-240). The red clothing and wine as an archetypal and generational blood bond between mother and daughter, mother and grandmother; the wolf’s animal passions contrasted with the hunter’s human (read: moral) protectiveness; sex as consumption—all contribute to a psychological understanding of the tale. But, we need to use caution here. While this kind of interpretation is undoubtedly useful (and enchanting) in scholarly research, to over-explain a story to a child or a student who is unprepared to understand such symbolic readings of a fairy tale betrays the innocence

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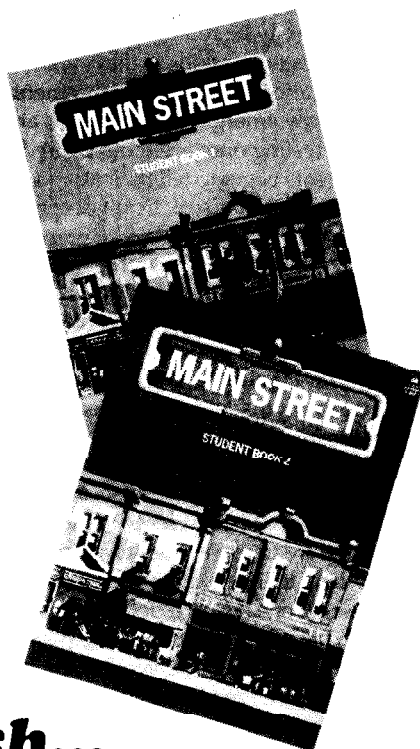
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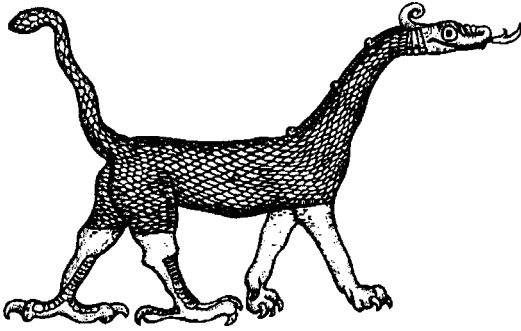
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which went into its acceptance. Bruno Bettelheim, although directing his comments to parents, is most vehement on this point:

...this knowledge [symbolic interpretation] is best kept to oneself. The young child's most important experiences and reactions are largely subconscious, and should remain so until he reaches a much more mature age and understanding. It is always intrusive to interpret a person's unconscious thoughts, to make conscious what he wishes to keep preconscious. [...] Adult interpretations, as correct as they may be, rob the child of the opportunity to feel that he, on his own, through repeated hearing and ruminating about the story, has coped successfully with a difficult situation. (1975, pp. 18-19)

What Dr. Bettelheim has to say to parents is also applicable to teachers. I have on occasion discussed possible interpretations with a small advanced class, but carefully. For example, on the board we have put a fairy tale into two-dimensional form: character grouping by age, gender, or morality; map making of the journey or events; or comparing narrative patterns between myths and fairy tales.

Conclusion

It is a cliché to say the true sign of a "classic" is that it offers something new to the reader each time it is reread. What has changed and matured over time is not the text of course, but the individual. We are all at different levels of experience and expertise, but this should not deter the teacher from using and experimenting with myths and fairy tales in the classroom.

Now, the teacher naturally asks: "How prepared is prepared?" The good news is myths and fairy tales are an inexhaustible source of material; the bad news is that a lifetime is not enough to get to know them all. As Heinrich Zimmer optimistically put it: "We can never exhaust the depths [of myth and its meaning]-f that we can be certain; but then neither can anyone else" (1957, p. 5). In fact, preparing to use myths and fairy tales in the classroom may require some pleasurable preparation on the teacher's part: brushing up on some

local (Japanese, Okinawan, and Ainu) stories; becoming reacquainted with more familiar ones (Grimm & Grimm, 1982; Andersen, 1984); exploring some Western "standards" like the Greek and Roman; or reviving and transplanting Native American myths. I can recommend Robert Graves's Greek collections (1955) (as well as his scholarship). Books on myth by Joseph Campbell (1949, 1968) are another good place to begin. In short, the teacher begins where he or she happens to be as concerns specific myths and fairy tales; it is astonishing what you will learn from your students.

In conclusion, I hope that by considering the functional components (engagement, application, and interpretation) of myths and fairy tales teachers can feel more at ease with their function in the language learning classroom. We can offer our students a window through which they can more clearly recognize themselves both as individuals and as a part of the larger cultural community—a process which does not end once we leave the classroom.

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Note: *Gods, Demons and Others* by R.K. Narayan is an adaptation of "The Mahabharata" and "The Ramayana." *Songs of Gods, Songs of Humans* by D. L. Phillippi is a book of Ainu myths.



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2.1 Conversation

Norio visits Greg's home at
Listen // Repeat // Listen
Greg Here we are. This is
Norio It looks nice.
Greg Thanks. Dad's home.
Mrs.W I'm home! Mom!
Norio Nice to meet you.
Greg And that's my sister.
Norio Hello, Monica.
Mrs.W Say hello to Norio.
Greg Not yet, I guess.
Norio Yes, I see. Oh, hi.
Greg Well, there she is.
Norio Mrs. Webster, hi.
Mrs.W Oh! That was nice.

Phrases for fluency

Substitution. Practice the substitution.
What's that?
this What's this?
these What're these?
those What're those?
that What's that?

13.3 "Someone threw the rubbish out."

Examples. Listen // Repeat

- | | |
|----------------------------------|-------------------------------|
| A Someone threw out the rubbish. | A Someone put away his tools. |
| B Yes, Scott did. | B Yes, Mr. Bruster did. |
| A Why did he throw it out? | A Why did he put them away? |
| B I don't know. | B I don't know. |

Continue making questions. Look at page 69.

- | | |
|--|------------------------------|
| Sean switched on the light. | — Why did he switch it on? |
| Sean woke up his roommate. | — Why did he wake him up? |
| Mrs. Ruiz turned on the gas. | — Why did she turn it on? |
| Mrs. Ruiz heated up soup. | — Why did she heat it up? |
| Terril gave up French. | — Why did she give it up? |
| Terril took up English. | — Why did she take it up? |
| Scott cleaned up the yard. | — Why did he clean it up? |
| Mrs. Wong looked up the price. | — Why did she look it up? |
| Mr. Starns tried on a suit. | — Why did he try one on? |
| Mr. Bartley took back a new pair of shoes. | — Why did he take them back? |
| Mr. Bartley got back his money. | — Why did he get it back? |
| Mrs. Webb called up Alice. | — Why did she call her up? |
| Mrs. Webb put off an appointment. | — Why did she put it off? |

13.4 "Cross out your name."

Look at page 70 and make phrases:

- | | |
|--------------------------------------|--|
| 1. cross out — cross out your name | 9. turn off — turn off the gas |
| 2. put out — put out that cigarette | 10. take off — take off your tie |
| 3. throw out — throw out the garbage | 11. switch off — switch off the light |
| 4. knock out — knock out Rocky | 12. put off — put off your appointment |
| 5. put on — put on your slippers | 13. wake up — wake up the kids |
| 6. try on — try on a new hat | 14. give up — give up smoking |
| 7. turn on — turn on the gas | 15. look up — look up these words |
| 8. switch on — switch on the TV | 16. call up — call up the teacher |
| | 17. clean up — clean up the kitchen |

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N-SIGs and JALT's Organizational Evolution

by Kevin Staff

JALT Osaka Chapter President

The growth of JALT over the past eighteen years is paralleled by overall development in the language teaching field. Like most evolutionary developments, it can be interpreted as a response to a need.

JALT began as a small group of teachers seeking guidance to new methods and to a bewildering assortment of new ideas in the mid-1970s. It has grown to a 3,500 member organization at the same time that the second and foreign language education field has managed to digest some of the new ideas of the past two decades and derive from them special approaches and technologies suitable to specific teaching situations.

One recent response to these new and somewhat more sophisticated needs is the development of National Special Interest Groups (N-SIGs) within JALT, comprised of individuals who desire more focused attention to their specific concerns and closer interaction with those who share them. These N-SIGs have shown their vitality, serving as a rich source of presenters for JALT's local, national, and international meetings as well as providing new services for those members who have less interest in local chapter activities.

Few oppose this natural evolution, but it has caused some "growing pains" for the organization. JALT's leadership is very much concerned with determining a fair and proper role for the N-SIGs, with allocating them the money they need to operate effectively, and giving them their due representation within the national organization.

Discussion of a proper role for the N-SIGs is very much related to the issue of constitutional reform. These issues together are important to every JALT member, as they will affect the way the organization functions in the future as well as the benefits and services JALT will provide to members. These are, inevitably, political issues in the sense that they involve decisions about the allocation of money and authority, but they are being dealt with in good faith, and all JALT members can and should participate in the discussion.

To provide a framework for this discussion, we can consider the concept of N-SIG and chapter organization in terms of three main factors: (1) meeting the needs of the membership, (2) facilitating the flow and dissemination of information, and (3) minimizing costs and administrative burdens.

Meeting the Needs of the Membership

This is both the reason for the organization's existence and the reason why various chapters and N-SIGs within JALT function somewhat differently from each other. There are rules and guidelines in the constitution and bylaws for membership requirements, frequency of meetings, and other procedural matters. In fact, however, some chapters can be active and others barely

functional as regional subdivisions of the organization. Chapters in large urban areas are not necessarily any more active than those in more isolated areas, and in fact the opposite is often as not the case.

The N-SIGs emerged at a time when chapter meeting participation was in decline overall. Some chapters continue to have enthusiastic participation, serving an important social and professional support function. However, the observation of a participant at the 1992 N-SIG Conference final panel, that chapter members may have little in common other than geographical proximity, might indeed be the prevailing view in some of JALT's largest chapters.

As leader of the Osaka Chapter, direct offspring of the Kansai Association of Language Teachers (KALT), home of several of JALT's founders, and now one of its larger and more moribund subdivisions, I receive and solicit plenty of advice on the subject of how JALT should evolve in the future. Common among old-timers is a sense of wistfulness for the good old days, when members were eager for any sort of professional contact with other language teachers, coupled with incredulosity at the thought that today's much larger organization is still trying to do things the same way two decades later. In evolutionary terms, JALT's present structure is a dinosaur.

My own view is that chapters should be as active as their members wish them to be. The majority of Osaka's members seem content to receive publications, attend the annual conference, and participate in N-SIG activities, and I don't really have a problem with the attitude among this unruly collection. My job as I see it is to make sense of the situation, to be available and responsive to those who wish to express their views, and to represent their interests at the national level-not to implore them to attend chapter meetings.

The N-SIGs seem to have emerged as a response to a need within chapters like mine, and I welcome them. They have provided a source of presenters for some of our meetings, saving us money by referring local talent. They have provided a means of re-vitalizing JALT without requiring members to be present at meetings on their only day off. They have brought me in contact with chapter members who care a lot about JALT, but little about chapter activities.

Facilitating the Flow and Dissemination of Information

In this area, the N-SIGs have their weaknesses. A structure based solely on special interests results in neighbors who don't talk to each other-a common enough situation in Japan but nonetheless deplorable for the opportunities missed. Through N-SIG/local chapter cooperation, however, JALT can provide membership services that a larger organization like TESOL can only dream about.

The chapter is the place where the lateral relationships so crucial to a dynamic organization are nurtured and developed. I think of my own chapter as a sort of swap

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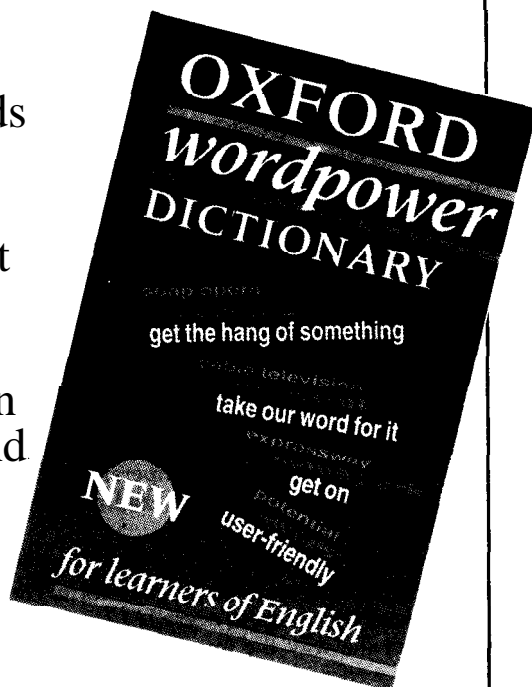
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meet for language teachers, where people who seem to share only geographical proximity are often surprised at the useful things they can find.

The combination of N-SIGs communicating with chapters, chapters responsive to their members' concerns, and a system of publications that keeps all groups aware of each others activities provides an optimal environment for effective communication in an organization that is evolving in size and complexity.

Minimizing Costs and Administrative Burdens

The newsletter-based N-SIGs are, by their nature, quite cost-effective. Indeed, their ability to function despite unpredictable responses to their requests for funding illustrates this. By serving as a source of presenters for many JALT functions, N-SIGs can also help the organization reduce its costs and workload. Certainly, there is still a place for general interest presentations and for a periodic splurge that brings a prominent speaker to a local chapter as a special treat. However, I feel that the solution to most of JALT's current administrative problems is simplicity itself: Make the local chapter a more responsive and inviting place for the average member by encouraging local chapter/N-SIG cooperation at the local level.

In cooperation with local N-SIG members, the chapter can be the place where prospective national conference presenters or authors of journal articles get their start. It can be a supportive place where they get feedback on the ideas they wish to expound upon. It can be the "swap meet" where people from the same area sort through what there is to offer, discuss their common concerns, and realize perhaps that they are a community after all.

N-SIGs evolved as a response to a need in the evolution of JALT. They provide in-depth, newsletter-based coverage of topics of interest to those who participate in them. They may eventually provide a more efficient means of vetting conference proposals as well, as TESOL's Interest Sections long have done. TESOL can only envy our ability to organize regionally, by chapters, but the growth of the N-SIGs has demonstrated that, for many members, regional organization by itself is not enough. Without imitating any other organization, we seem to have found our own way to re-vitalize.

As the issue of constitutional and administrative reform moves from discussion in committee to discussion in a public forum, I hope that the inevitably political issues of money and representation can be dealt with amicably through good faith and good communication. This being an opinion article, I'll also express the hope that it can be done without the unnecessary raising of membership dues. We have the opportunity here to develop into an enviable model of a professional organization. Let's strive for that; nothing more and nothing less.



What N-SIGs mean for JALT

by Steve McCarty

**Bilingualism N-SIG Coordinator
Kagawa JALT Chapter President**

National Special Interest Groups are discovering a greater mission for JALT in Japan and the language teaching world. But what are N-SIGs, where did they come from to suddenly top a thousand members, and where are they leading JALT? The N-SIGs are reviewed in this article as a natural development for a large language teaching organization in an age of specialized networking. N-SIGs reflect the aspirations of JALT members to exchange information with those of like interests, to overcome the distance separating colleagues, to professionalize their profession and advance their fields year-round. Thus the progress of N-SIGs toward greater integration into the organization is unequivocally in JALT's best interests.

What N-SIGs Signify

First of all let us clearly understand what this acronym with a dash stands for. "National" here does not imply any central administration but simply that N-SIG networks are nationwide in scope. "Special interest" has nothing to do with political special interests but refers to specialized academic or pedagogical topics of interest to JALT members. "Groups" are subsets of the JALT membership aspiring to learn more about their shared interests.

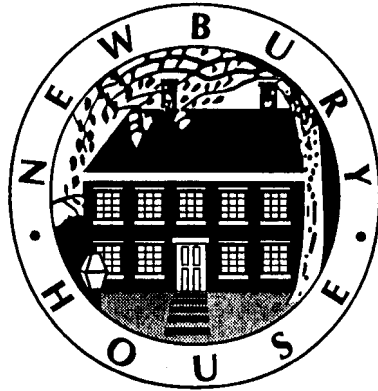
How JALT's N-SIGs Originated

The organization of members around topics of interest began with the earliest colloquia at annual JALT international conferences and with special issues of this magazine. For example, the Bilingualism Colloquium started at JALT 85, and a special issue of *The Language Teacher* followed in November, 1987. To turn such periodic activities into a year-round process, groups formed and issued occasional newsletters with their own resources several years before becoming official.

JALT is affiliated with TESOL and IATEFL, which have Interest Sections and Special Interest Groups integral to their respective organizations. JALT members familiar with TESOL and IATEFL aimed to bring similar benefits to our members. A letter of rationale for N-SIGs from then-Video representative David Wood to the JALT Executive Committee in 1989 may have been a key, because Constitutional provisions enabling N-SIGs were legislated that year. For further details see the May, 1992 Special Issue of *The Language Teacher* on JALT's N-SIGs.

In TESOL and IATEFL, SIG representatives can officially assemble, vote on matters affecting them at the executive board, and so forth, while general members choose at least one SIG affiliation as an automatic membership privilege. In that sense, N-SIGs still await a full-fledged role in JALT through further Constitutional provisions.

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As of 1993 nine groups have emerged as official JALT N-SIGs. Each met rigorous requirements such as the support of at least 50 JALT members, even while they could offer only a vision of future services to members. Their Statement of Purpose then approved by the JALT Executive Committee, each established N-SIG began to receive in particular a yearly grant of ¥50,000. The nine groups, with their year of formation, are: Video (1990), Bilingualism (1990), Global Issues in Language Education (1991), Japanese as a Second Language (1992), Team Teaching (1993), College and University Educators (1993), Computer Assisted Language Learning (1993), Materials Writers (1993), and Teacher Education (1993).

How N-SIGs Reveal and Expand JALT's Mission

In the above nine areas the mission of JALT is being articulated more clearly than ever before. The N-SIGs make it more manifest that JALT serves to improve language education at all levels primarily by providing a forum for foreign and second language teaching concerns relevant to Japan.

The N-SIGs infuse JALT with a greater mission by revealing the broad and sometimes surprising areas JALT can encompass. For example, Japanese as a Second Language shows that JSL teachers are a natural constituency of JALT who can help fulfill JALT's mission. Team Teaching opens a pipeline to thousands of Assistant Language Teachers and Japanese Teachers of English by promoting scholarly exchanges between JALT and mainstream organizations concerned with secondary school education. Teacher Education will reflect well on JALT as it articulates a central purpose of JALT participation, which is teacher development.

N-SIG Coordinators are regularly asked by prospective members, "Do I have to join JALT to join an N-SIG?" We say "yes" and they do join. Each N-SIG specialization attracts new members who can benefit from JALT participation while contributing to the organization overall. JALT chapters also benefit as each new member is assigned to the nearest chapter.

In addition to the thematic solidarity engendered within each N-SIG, cooperation among the N-SIGs is constantly increasing. The aim of improving language teaching in Japan provides just enough overlap to link the N-SIGs into a coherent movement.

There is much cross-participation among the N-SIGs and collaboration on technology, translation, and publications, broadening each other's horizons. As N-SIG members thus gain both specialized knowledge and a wider perspective on language teaching, the quality of JALT as a whole improves in terms of expertise and services provided.

N-SIG Activities in JALT

The nine N-SIGs each publish newsletters almost doubling the total information circulating in JALT. Large quarterly issues are typical, while *Bilingual Japan* is bimonthly. Moreover, almost every month the

N-SIG Liaison produces a newsletter for the many across-the-board N-SIG concerns.

The Global Issues N-SIG reports international recognition for their newsletters and activities. For example, Alan Maley suggested in the December, 1992 issue of *Practical English Teaching* that IATEFL emulate JALT's Global Issues N-SIG.

Coordinators of established and forming N-SIGs have guest edited or planned a significant number of special issues in *The Language Teacher*, such as the May, 1992 N-SIG issue: An anthology *Focus on N-SIGs*, introducing the research groups and related proceedings of the 1993 Kobe Spring Conference, is planned to be made available at JALT 93.

N-SIGs have forged contacts with many other educational organizations in Japan as well as overseas. N-SIGs form links with organizations similar in topic, leading for one thing to cross-participation by their members in JALT. Team Teaching has officially represented JALT to AJET, while teaming up with former Education Ministry official Minoru Wada to edit a research monograph forthcoming from Kenkyusha, as well as an activity book and a descriptive anthology on teaching at secondary schools in local communities.

The Language Laboratory Association of Japan has approached the N-SIGs about forming ties with JALT, particularly through the CALL N-SIG which is also involved in educational technology. In such ways the N-SIGs aim to cosponsor conferences and desktop-published proceedings with other language organizations.

N-SIGs are active at the annual JALT conference. N-SIGs sponsor a number of symposia and presentations, while networking constantly in the N-SIG hospitality room and getting together, for instance at the Bilingualism Party. A recent surge in regional conferences is also drawing N-SIG-sponsored displays and presentations from Hokkaido to southwestern Japan. Furthermore, JALT chapters can and do call upon the N-SIGs to recommend speakers from their national networks who live near the area of regular chapter meetings.

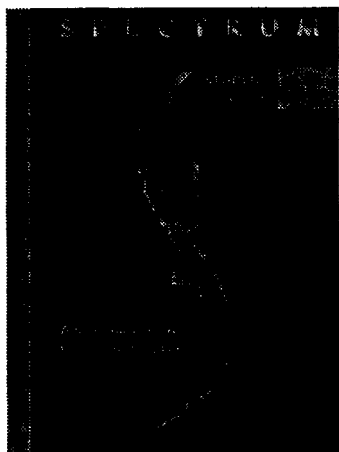
Thus with external links domestically and internationally, while working with all other branches of JALT, the N-SIGs are leading JALT to greater overall success and recognition in the language teaching world.

The Shape of N-SIGs to Come

Some sizable language teaching constituencies in JALT are not yet organized into N-SIGs. Teaching English to Children would be one N-SIG that could make a difference nationwide in terms of children's language acquisition. Teachers at conversation schools and companies could form a Communicative Competence N-SIG that would also attract those interested in Strategic Interaction, Intercultural Training, and testing of proficiency in international communication.

Other potential N-SIGs would also be beneficial to advance the field or awareness involved, with a few caveats. N-SIGs require a great amount of written communication and other work by an active committee. The topic needs to

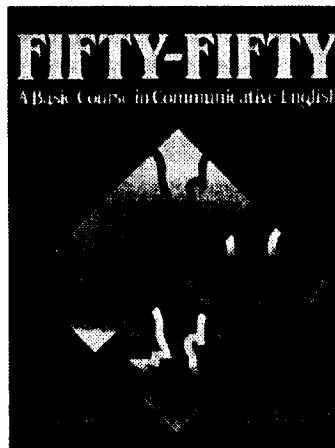
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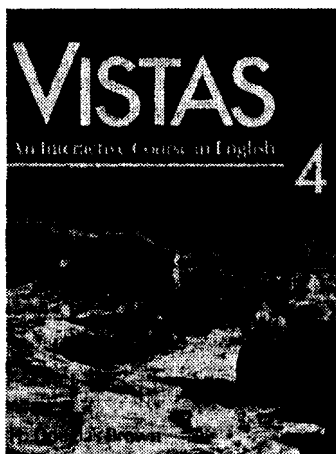
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be sufficiently broad and attractive to sustain the interest of enough members. For an N-SIG on, say, Second Language Acquisition Research to work would depend on the vision and dedication of more than one organizer.

Toward an Optimum Role for the N-SIGs in JALT

It is not a matter of whether but how to integrate the N-SIGs into the organization so they achieve their potential while other branches of JALT continue to flourish. The JALT Constitution provides for the establishment and maintenance of N-SIGs without indicating their status as a branch of the organization. The role of N-SIGs has not been formalized, even while the N-SIGs increasingly take on academic and organizational tasks which advance the purposes of JALT. The N-SIGs cannot vote on matters affecting them at the Executive Committee (ExCom), have no funding for chairs to assemble, and so on. Thus one of the tasks of the new Constitutional Reform Committee is to suggest possible roles for the N-SIGs in JALT to be voted upon by the general membership in the future.

In JALT, members are represented through their chapters but could benefit from another conduit to the national organization via their N-SIGs. To better serve JALT members the N-SIGs therefore urge that at least one N-SIG representative be mandated a voting member among nearly 50 on the ExCom.

N-SIG officers are like any other representatives of JALT who volunteer their time and energy but are strained by unreimbursed expenses. To do their specialized work for JALT the N-SIGs need support equivalent to that accorded other branches of the organization. As to articulating precisely what aspects of JALT's mission N-SIGs would be responsible and accountable for, the N-SIGs need the subsidized right of assembly in order to reach an informed consensus on their optimum role in JALT. The N-SIGs make only modest requests for organizational support and equitable treatment. The N-SIGs welcome the issue of their rightful place in JALT to be treated not from a partisan viewpoint but objectively in terms of JALT's overall best interests.

Conclusion

JALT Chapter representatives across Japan have reported that members lack organizational information, particularly in Japanese, and do not know what the N-SIGs are. This article has therefore attempted mainly to convey the significance of N-SIG participation. N-SIGs are helping fulfill JALT's original mission to provide a forum open to those interested in L2 education at all levels. Like JALT chapters the N-SIGs bring people together for personal as well as professional fulfillment, creating new bonds along with new understandings. JALT members are therefore invited to join the N-SIGs in realizing a greater mission for JALT.

Sources and Acknowledgments

Many specifics cited above were drawn from 1992 reports by N-SIG chairs who agreed to voluntarily

submit annual reports to JALT National by analogy with chapter requirements. Thanks also to N-SIG Liaison David Wood for many of the ideas and plans disclosed here.



Taniguchi, cont'd from p. 14.

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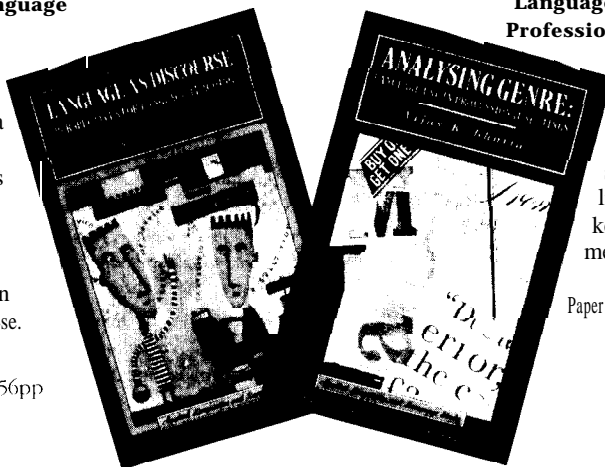
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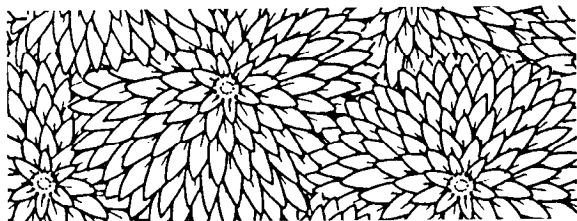
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How Not to Be a Fluent Fool : Understanding the Cultural Dimension of Language

by Milton J. Bennet

言語教師と学習者に対し、言語から文化的要素を取り去ることによりもたらされる影響について警告が発せられる。言語におけるコミュニケーションのための道具性だけを強調した場合の弊害は、目標言語を上手に操ることはできても、その社会的側面の理解が欠落した学習者を作ってしまう、と著者は指摘する。

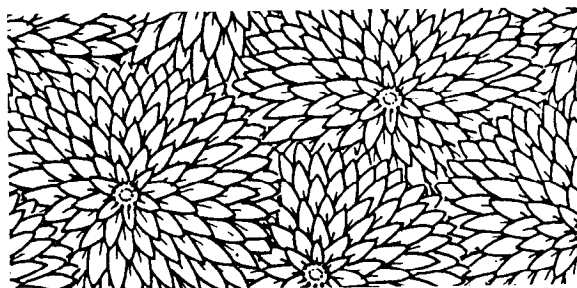
著者は、思考・言語・認知がどのように関連するのかという点について、言語により異なる、概念の表現方法の違いを比較することで示そうとする。言語が文化的認知をどのように反映するのかを示すために検討されるのは、対象の分類方法、話者についての社会的立場の設定、時間・因果律の概念化、の三つである。例えば、タイ語を学んでいる英語話者は、主語・目的語として使用される場合の代名詞のレベル的な相違を意識しないと、タイ人を不快な気持ちにさせる危険性がある。他に挙げられている例は、英語の文に出現する原因・結果関係は、そのような文形式を用いない言語の話者に対しては明確に提示されなければならない、というものである。以上のような目標言語の文化的側面に注目させることで、流暢だが失礼なことを言ってしまう学習者の製造を差し止められることが提案される。



Language Teaching in Vietnam

by Tran Van Phuoc & Le Thi Huynh Trang

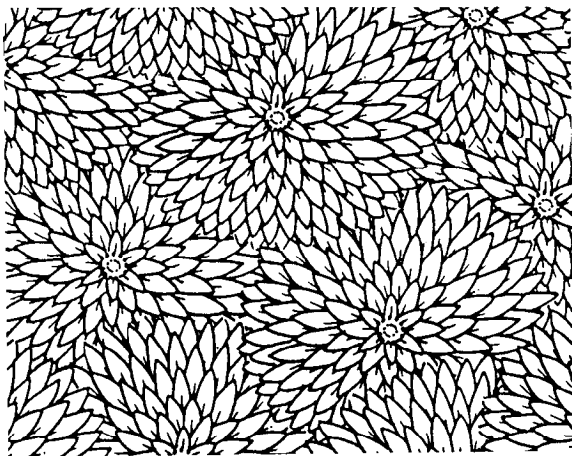
まず、ベトナムの言語教育の歴史を概観する意味で、古典中国語の伝統的教育、フランス語およびロシア語教育の隆盛と凋落、少数民族に対するベトナム語教育、最近の英語人気取り上げられる。次に、ベトナム教育省の外国語教育政策と、その実施内容が示される。最後に、ベトナムの外国語教師が直面している問題に関して、個々の領域ごとに言及される。それらは、①言語学的問題、②文化的問題、③心理的問題、④教授法の問題、⑤教育上の問題、の五つである。



Testing Made-for-ELT Video

by Valerie Benson

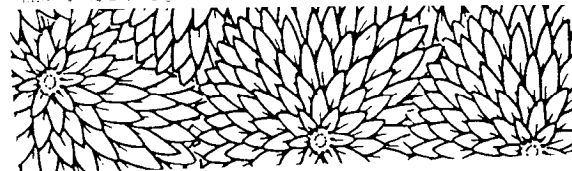
Mystery Tour (Viney & Viney, 1988) のような ELT 用ビデオを主教材として使用したクラスを教師はどのようにテストすべきか、という点について議論される。著者は、ビデオを取り入れたコース特有の七つの学習的側面を挙げ、それぞれに関して、テスト作成時に留意すべきガイドラインを提供しながら、適切なテスト目標の構築方法について触れる。目標の一例として示されるのは、ビデオの会話を見た後に、そこで話されている事柄の中心的な話題を理解する能力である。論文末尾に、口頭および筆記テスト用の質問項目のリストが付される。それらはすべて、ビデオ・コースにおける上記の七つの側面と関連したものである。



Myth and Fairy Tale in the Language Classroom

by Preston Houser

人は幼少の頃から、おとぎ話や神話を聞いたり読んだりすることを通して、物語に関する非常に洗練された能力を養う。このような能力を外国語学習の場で用いることは可能であり、それは望ましいことでもある。本論文では、おとぎ話と神話をクラスで用いる際の三つの要素、導入・実践・解釈について検討される。導入では、「おとぎ話と神話は、なぜ ESL の学生に適切な題材なのか」という問いかけと、その解答を試みられる。実践では、おとぎ話と神話を個人ないしグループに用いる際の実践的な教室技術が見直される。解釈では、おとぎ話と神話の象徴的な構造が考察される。そこでは、「象徴的読み」の場合に教師が説明をしすぎる危険性が説かれ、おとぎ話ないしは神話の心理学的意義を描写しながら、教師が自分からする説明を控え、物語自身に語らせることの必要性が示唆される。



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Elite Olshtain, An Applied Linguist

by Yuko Taniguchi

This article introduces Olshtain's work in cross-sectional pragmatics and her recently published series of EFL textbooks. With the paper titled "Developing a Measure of Sociolinguistic Competence: The Case of Apology," which Olshtain co-authored with Andrew Cohen and published in *Language Learning* in 1981, she started a new field of study in second language learners' sociolinguistic competence. What was unique in their approach was their attempt to measure learners' sociolinguistic competence in cross-cultural communication by focusing on one speech act: apology. As well as stimulating other researchers working in this field, Olshtain herself has published many papers on the topic since then, which include the most recent one, "The Production of Speech Acts by EFL Learners," co-authored with Cohen and published in *TESOL Quarterly* in 1993. This paper explores the mental processes in learners who try to produce speech acts in a second language. Finally the author briefly describes *The Junior Files File One: English for Today and Tomorrow*, Olshtain's series of comprehensive EFL textbooks for intermediate learners.

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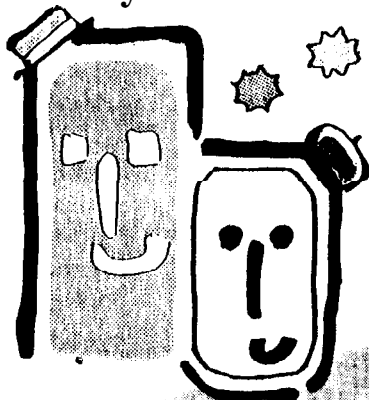
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Each spring JALT sends representatives to the TESOL Convention in North America and the IATEFL Conference in Europe. (The TESOL Convention will be held in Baltimore between March 8-14, 1994; the IATEFL Conference will be in Brighton, April 6-9, 1994.) Please suggest the names of any JALT members you know-including yourself-who might be interested in attending TESOL or IATEFL as a JALT representative. Nominations and supporting materials (resume and letter of intent) must be received by the NEC before December 1, 1993. Representatives will be expected to attend various meetings at their conference and to submit a written report to JALT after returning to Japan. A financial subsidy is also available to help cover expenses. To place nominations or for further information please contact one of the following NEC members:

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Russell Clark
tel: 0123-42-0801
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JALT Fukui New Officers List

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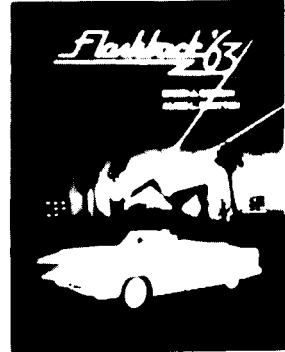
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"First, Julie and Nobu's introductions... interest&... me. I was surprised at their large and levelheaded dream(s)."

"I loved the music at the shop in Harajuku... It made me laugh."

"I also learned the way of (the) Heimlich Maneuver. Someday when someone is choking, I'm going to try it."

"(The) 1963 Fun Quiz (p85) is most interesting. I consult(ed) a biographical dictionary or my mother helped me."

"It is very clear and beautiful. As it includes many pictures. I can understand many things easily."

Julie came to like Nobu. And Nobu came to like Julie. . .I'm so glad to read this page, because I like Nobu and Julie."

"About *A Night On the Town* . . .Nobu guide(s) Julie to several place(s). I think Nobu brings Julie to the same place(s) where we often go. I am interested in it."

"I was interested in... (the) difference of custom(s)... Julie was surprised by taking shoes off (in a dressing room). I thought that this is a matter of course."

"Many things changed in (the) 60s. And I think that there were many dreams. 'I have a dream...,' said Martin Luther King... But, just now, can you say that? . . .Today people have no mind, spirit, soul. But 60s people (did)..."

"I think that one of this textbook's interesting point(s) is logic puzzle(s)... One answer is the key to get the other answers. I took pains to find the key answer, (and) when I find (found) it, I can (could) easily solve the logic puzzle. I felt really well... painful but pleasant homework."

"*Vocabulary* was very useful."

"Above all, since Nobu and Julie are of the same generation and they are the hero and the heroine, I felt them close to me."

"In conclusion, thanks to Nobu, I made up my mind I should learn foreign language more seriously, so I will listen to English conversation programs at (on) TV or radio when I finish the finals."

"I could learn the Heimlich Maneuver, old songs, old money, jokes and riddles, as well as English in Flashback '63... Thank you, Flashback '63..."

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"To study English like this changed me."

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JALT 93 Main Speakers



Elite Olshtain has been the Head of the School of Education, Tel Aviv University since 1990. She received her MA in Linguistics from the University of California at Los Angeles in 1964 and subsequently became a well-known textbook writer, teacher trainer and consultant for various EFL institutions in Israel. Olshtain received her Ph.D. in Applied Linguistics from UCLA in 1979. Upon her return to Tel Aviv University, she established a new MA program in TEFL and also served as the Head of the Department of Teacher Education. She has done research and published numerous articles in the areas of language attrition and speechacts. Her books include (all co-authored with Fraida Dubin): *By All Means: Reading Improvement Strategies for ESOL* (Addison-Wesley, 1990), *Facilitating Language Learning A Guidebook for English Language Teaching* (McGraw Hill, 1977) and

Course Design: Developing Programs and Materials for Language Learning (Cambridge University Press, 1986). Olshtain is currently preparing a new book, *Discourse Analysis and the Teaching of Grammar* (Oxford University Press) in collaboration with Marianne Celce-Murcia.

Plenary: Can Discourse Analysis Help the Language Teacher?

Lecture: Reading Comprehension and the Foreign Language Learner

Lecture: Teaching Grammar in the Communicative Era



Janet Bennett, Department of Education, Portland State University, and **Milton Bennett**, Associate Professor of University Studies at PSU, began their careers as Peace Corps volunteers in Micronesia. They later obtained Ph.D. degrees in Intercultural Communication from the University of Minnesota, Minneapolis, and have since been influential as academics and consultants in the development of theory and training methods in intercultural communication. Milton Bennett established the graduate program in intercultural communication at PSU and Janet Bennett created the liberal arts program at Marylhurst College. In 1986,



they founded The Intercultural Communication Institute in Portland and continue to serve as co-directors. Currently, they are involved in designing diversity programs for multicultural university campuses and for corporations with multicultural workforces. Both have published several articles on intercultural theory and training, and Milton Bennett is the co-author (with Ed Stewart) of the revised edition of *American Cultural Patterns* (Intercultural Press, 1991). They are both recent recipients of the Senior Interculturalist Award from the International Society for Intercultural Education, Training and Research.

Janet Bennett

Plenary: On Being Different: Living on the Margins of Two Cultures

Milton Bennett

Plenary: I'll See It When I Believe It: Linguistics and Cultural Relativity

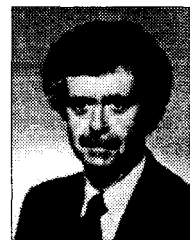
joint Presentations

Lecture: Cultural Marginality: Identity Issues in Intercultural Education

Lecture: Developing Intercultural Sensitivity in the Language Classroom

JALT 93 Special Guest Speaker

John Condon is a professor in the Department of Communication at the University of New Mexico and is currently visiting as Professor of International Communication and Linguistics at International Christian University in Tokyo. In addition, Condon has taught at the Center for Advancing Intercultural Communication, Northwestern University, the University of Guam, Kivukoni College in Tanzania, and the Stanford Institute for Intercultural Communication. His publications include *Semantics and Communication* (with Fathi Yousef; Macmillan, 1975), *With Respect to the Japanese: A Guide for Americans* (Intercultural Press, 1985), and *Good Neighbors: Communicating With the Mexicans* (Intercultural Press, 1985).



Lecture: Where Communication Takes Place

Lecture: Language and Cultural Values

Lecture: But That's Another Story

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JALT 93 Featured Speakers

H. Douglas Brown, internationally known author and lecturer, is Professor of English at San Francisco State University and Director of the American Language Institute.

Gwyneth Fox is Editorial Director of Cobuild, University of Birmingham. She has taught Applied Linguistics and EFL in Britain, Italy, and Luxembourg.

Kathleen Graves, School for International Training, has worked with teachers in methods, curriculum and program development worldwide. She is co-author of the *East West* series (Oxford University Press).

Marc Helgesen, Miyagi Gakuin, Sendai, has taught in Japan eleven years. He is co-author of *Listening Skills - Intermediate* (Cambridge) and *English Firsthand* (Lingual House).

Ritsuko Nakata, teacher and teacher trainer, is chairperson of AETC (Association of English Teachers of Children). She has published numerous texts on teaching English.

David Nunan is Associate Professor of Linguistics at Macquarie University. He has published extensively in curriculum, classroom-research and methodology, and is on the TESOL Executive Committee.

Robert O'Neill is a well-known ELT author. He has taught and lectured all over the world and has been a speaker at several previous JALT conventions. He is author of *The Lost Secret*.

Della Summers is in charge of dictionaries and corpus development at Longman. She is the originator of the *Longman Language Activator*.

Michael Wallace is Senior Lecturer at Moray House Institute of Education, Scotland. He has published *Training Foreign Language Teachers: A Reflective Approach* (Cambridge University Press, 1991) and *Study Skills in English*.



JALT 93 Presentation Schedule by Content Area

Saturday, October 9

Activities/Games

Golden, Steven D. Photocopying -The Legal Route
 Wasbro, Jill, et al. Whole Language and Phonics
 Uchida, Helene Children's Games Guaranteed to Work
 Yashiro, K., et al. Critical Incident Exercises
 Akagi, Yayoi, et al. Intercultural Training Activity: World Citizen Quiz
 Koustaff, Lesley Dynamic Dialogues
 Yamane, K., et al. Activities For Teaching French in Japan
 Kelly, Curtis *The Snoop Detective School Conversation Book*

Administration

Kawano, Madoka 10 Ways of Student Evaluation

Applied Linguistics

Nakamura, Yuji Assessment of Oral Proficiency in English
 Hinkelman, Don Learning Styles: Adjusting to Student Differences

Bi-Multiculturalism

Tanaka, Akihiko A Foreigner Working With *Gaijin*

Business/ESP

Pilbeam, A., et al. Intercultural Communication Skills For Business
 Tomalin, Barry International Business English at a Low Level
 Pilbeam, Adrian A Course For Effective International Communication

CAI/CALL

Maass, Jerry Multimedia For Education?

Aramaki, M., et al. Interactive Multimedia Courseware

Children

Paul, David Motivating Japanese Children Through Phonics
 Speers, Shelagh *Let's Go: Techniques For Your Kids' Classes*

Content-based/EAP

Smith, Sandra J. An International Issues Project

Course Tests/Books

Gray, David Critiques on Critical Thinking
 Sandiford, Helen Five-Minute Activities
 Brown, H. Douglas *Vistas: Interactive Language Learning in Practice*
 Berman, Shari J. *Big Chants, The Series*
 Rost, Michael *Real Time English- Classroom Time For Communication*

Goldblatt, Deborah Preparation For the TOEFL Test
 Helgesen, Marc *English Firsthand Users' Session: It's Your Course*

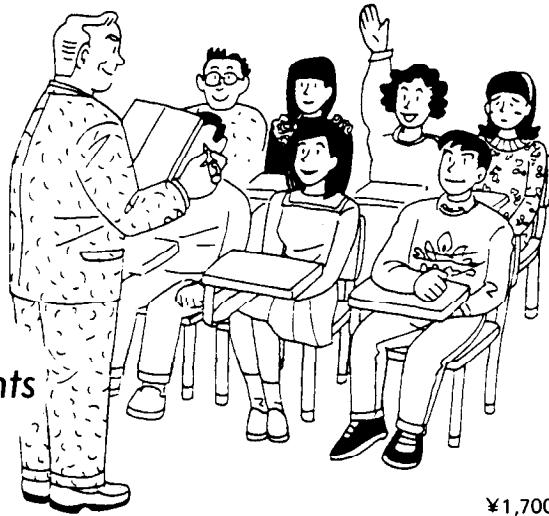
Sheftall, Bucky Classroom Motivation for Japanese Teachers
 Boardway, D., et al. Teaching English With Cultural Connotations

Culture

Vaipae, Sharon Put Theory to Work in Cross-Cultural Communication
 Gitter, Sarah Bamga: A Cross-Cultural Simulation Game
 Schmitt, Norbert A Capsule History of the English Language
 Ryan, Stephan M. Good Teacher, Good Student: A Cross-Cultural Study

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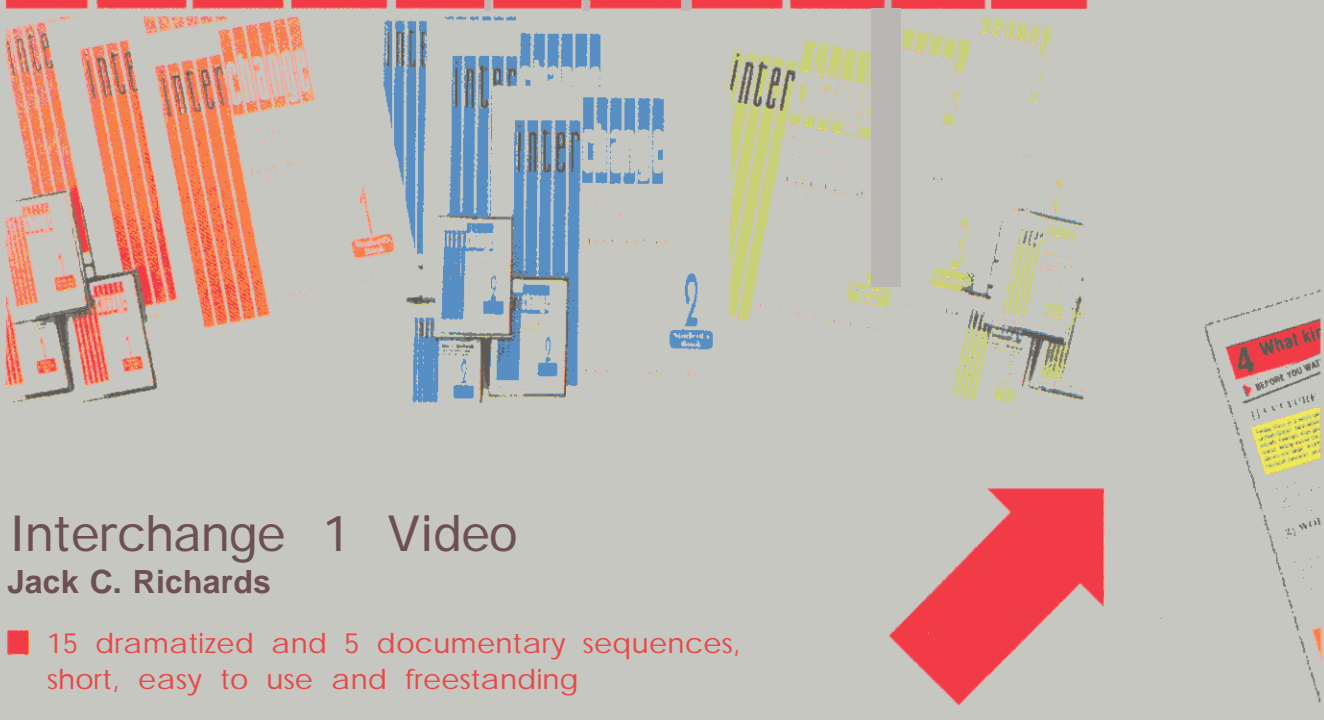
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AT JALT '93

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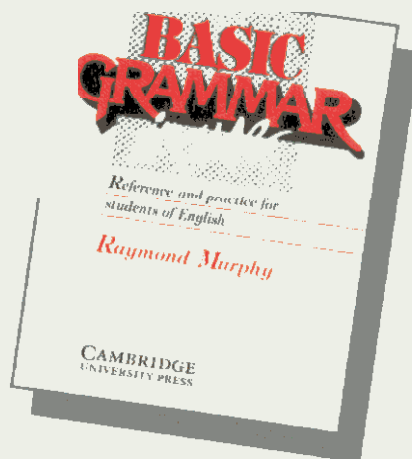
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Benson, M., et al.	Teaching the Culture Class	Graves, Kathleen	Culture in a Capsule For Zero Level Students
Hopkins, D., et al.	Intercultural Classroom Activities	Lucas, Esther	Teaching International Understanding Through EFL
King, Elizabeth	The Context of Our Lives: Designing a Home Class	Elliot, Margaret	Native Handicrafts as a Conversation Facilitator
Walsh, Daniel	Opening a Second Culture Classroom	Methodology	
Kiji, Maily L.	The Teaching of Direct and Indirect Language	Dixon, Duncan	Student-Produced Poster Presentations
Conduit, Anne Murray	Language, Culture and Intercultural Communication	Kitao, Kenji	Instruction For Active Reading
Rosen, Steve	The Culture of EFL	Simmons, Thomas Lee	Guided Reading and Evaluation
Kobayashi, Kunihiko	Designing an Intercultural Syllabus	Lyons, Brendan	The Rules of the Game: Sports, Language & Culture
O'Neill, Robert	Mining <i>The Lost Secret</i> For Cultural Gems	Zenuk-Nishide, L., et al	Holding a "Model United Nations" in English
Dunham, Rodney A.	Tolerance in Communication: Theory and Application	Organizational (Meetings)	
McGovern, Sean, et al.	Classroom Expectations: Behavior & Pedagogy	Wood, David John	N-SIG Representatives Annual Business Meeting
Sasaki, Catherine	Japanese College Student Behavior in EFL Classes	Cates, Kip A.	Global Issues N-SIG Annual Business Meeting
Maley, Alan	What's Cultural About Literature?	Kay, Gillan S.	College & Univ Educators N-SIG Annual Business Meeting
Smith, Craig	A Study in Pragmatics: Classroom-Created Materials	Tatsuki, Donna	Video N-SIG Annual Business Meeting
Curriculum Design		McCarty, Steven A.	Bilingualism N-SIG Annual Business Meeting
Helgesen, Marc	A Model of Support: Activities That Work&Why	Professionalism	
Nunan, David	Using Task-Based Instruction in the EFL Classroom	Lewitt, Philip Jay	Getting a Job in Japan: A Job Info Center Workshop
Howden, J., et al.	Introducing Intercultural Communication Courses	Pronunciation/Phonology	
Discourse Analysis		Lane, Timothy K.	Sound Development: Worried About Pronunciation?
Grieele, Dale	Textbook and Authentic Dialogues - Any Differences?	Gilbert, Judy	The Key to <i>Clear Speech</i>
Four Skills		Reading	
Nicosia, Adrienne B	Facilitating EFL Students' Reading Discussion	Harrington, David	Read 25 Novels in 1 Year, Impossible! No, Possible.
Bacon, Catherine	Speak Easy	Gatton, William	<i>SRA Reading Laboratories.</i> The Library in a Box
Grammar		Research	
Lee, David	Grammar Dimensions: Form, Meaning and Use	Kameyama, K., et al.	Systematic Observation and Student-Teachers
Issues in Education		Redfield, Rube	What College Students Think About Language Learning
Huu, Nguyen The, et al.	Language Teaching in Viet Nam	Schools/Programs Abroad	
Rose, K. R., et al.	Heterogeneity Amid Homogeneity: Returnees in Japan	Gray, Ruth M.	Homestay: Prepare for Success
JSL		Iwakiri, M., et al.	Effects of a Study Abroad Program
Smith, R. C., et al.	Easy Japanese? <i>No, Japanese Language and People</i>	Sociolinguistics	
Hughes Parry, T., et al.	Japanese: Learner to Learner	Bommann, Gregory M.	American Sincerity vs. Japanese Politeness
Takagi, Hiroko	A Study of Teaching Kanji to Non-Kanji Students	Teacher Training	
Hayashi, Brenda	Japanese Acquisition and Maintenance in Micronesia	Comwell, Steve	Observation Models: What Can They Really Show Us?
Language Acquisition		Homan, R. M., et al.	A New Look at Tasks: Cooperative Language Learning
Dure-Biondi, D., et al.	Active Learning Strategies in Japan	Couzens, Gerald C.	Student Centred Task Based Plan Development
Fowler, Kelly	The Reality of Fossilization	Wallace, Michael J.	Self-Appraisal for EFL Teachers
Hawkinson, Anni	Creating a "Learning Culture" in the EFL Classroom	Wright, Lani, et al.	School for International Training Program Options
Adams, Carl R.	Breaking Down Barriers	Testing/Evaluation	
Callaghan, P., et al.	Alternative Learning Strategies	Guba, Paul	A Test of Communicative Proficiency
Listening		Narahashi, Yoko	<i>Between Us</i>
Onoda, Sakae	Using Video to Integrate Listening and Writing	Visgatis, B., et al.	University Entrance Exams: Fact and Fiction
Moore, John	Listen to the World: Developing Listening Skills	Brook, Peter	The Washback Effect of Examinations
Materials Design		Allison, Lyle E.	Oral Interview Assessment Within a Cultural Context
Evans, Bruce	Developing Video Lessons and Video Swap Shop	Video/AV Aids	
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Wood, David John Cinex Video Movies: Language and Culture in Action
 Brophy, Anthony A Window on the World: Video
 Tomalin, Barry Focus On Video

Vocabulary

Hamatani, Eloise Pearson Vocabulary and Reading: Can Teachers Help?
 Candlin, Christopher N. Dictionaries, Culture and the Language Learner

Sunday, October 10

Activities/Games

Berman, S. J., et al. **Writing Words** Solo or Duet Games & Activities
 O'Neil, Robert The Uses and Abuses of Teacher-Talk
 Toyama, Setsuko Multi-Cultural Activities For Japanese Children
 Jones, Vaughan Motivating With *American Generation* 1, 2, 3, & 4
 Asakawa, Kazuya Learning About Myself, Others and the World
 Nakata, Riisuko Teaching Speaking to Teach Reading: *MAT Phonics*
 Modesto, Don J. Qualifying Activities
 Macintyre, Duncan Major League English
 Ledebauer, S., et al. In the Beginning and Towards the End
 Bush, L., et al. Goal Achievement Through Task-Based Learning
 Baldwin, Ainslie *Dialogs in Action*
 Bengler, Mark Expanding Textbooks: Activities Beyond the Page

Administration

Welch, Mike Everything You Wanted to Know About SACS

Applied Linguistics

Iwai, C., et al. Pragmatic Souvenirs
 Lambert, Nicholas Dialogue Transcripts as Learning Materials

Bi-Multiculturalism

Laskey, Gregory Japanese Acculturation Abroad and Return Home
 Barfield, A., et al. Bridge Over the River Kowai
 Yamamoto, M., et al. Colloquium on Bilingualism
 Swan, James The Atticus Finch Method: Reading Without Stress
 Kamada, Laurel Teaching a Bilingual Baby to Read, Pt. 2 (15-26 mo)
 Morsbach, H., et al. Bilingualism Inside Couple Relationships
 Belew, William C. Educating Bilingual Children in the Country

Business/ESP

Lee, Anthony M. Low-Level Business Intensives For Specific Needs
 Kiggell, Timothy Teaching Business English: Problems and Solutions
 Maginn, Steven Getting *Ahead*- Low-Level Business English
 Pilbeam, Adrian What Makes a Good Business English Course?
 Armstrong, Barton *Survival English* For Professional People

CAICALL

Min, Byoungchul Innovation of a Computer Assisted Instruction
 Nozawa, K., et al. CALL: Focusing on Curricula
 Zipperer, Ira C. Computers as Supplements in Language Learning
 Britto, Francis *Readmaster*: A CAI Tool For Teaching Reading
 Kluge, David A Helper For the Computer Composition Classroom

Children

Paul, David Using *Finding Out* to Develop Active Learning

Davis, Roger *Max and Millie*. Ideas For the Very Young
 Harrington, David Bombs, Flyswatters and Pin *Pon Bu* in Your Class

Content-based/EAP

Irons, Paul Media Works in the Classroom
 Yonezawa, Shuichi How Does Global Education Really Affect SLA?
 Imai, J., et al. Content-Based Curriculum: Theme-Based and ESP
 Yoshitake, S., et al. Listening to Lectures: Overcoming Cultural Gaps

Course Texts/Books

Ziolowski, Steve Tired of Detours, Back Routes and Dead Ends?
 Rost, Michael **Keynote**- Teaching Communication Strategies
 Berman S. J., et al. Conversation Classes: Giving and Getting the Most
 Wiggan, Barbara A *Spectrum* of Ideas For Teaching Beginners

Culture

Davis, Randall S. Oops: Are Our Students Catching On?
 Asai, Akiko Teaching Intercultural Communication in EFL Class
 Aoki, Junko Designing a Curriculum of "Contrastive Culture"
 Mooradian, M. A. Caught in the Act: Video Prints
 Edwards, Cynthia Schema, Culture, and Video Tape
 Kelly, C., et al. The Culture Additive
 Fanselow, J., et al. Stereotypes: Rich Stimulus For Classroom Interaction
 Cornwell, S., et al. Using Native Culture to Teach the Target Language
 Hosoda, Y., et al. Cultural-Bound Expectations In Reading - Two studies
 Taylor, Andrew The Cultural Content of Learner Dictionaries
 Alexandrovich, A. R. Actualizing Intercultural Aspects of Global Issues
 Fujioka, R. Ken Cross-Cultural Orientation
 Garrott, June Rose Cultural Consciousness Raising

Curriculum Design

Frazier, C., et al. *Minutes for English*

Discourse Analysis

Shea, David P. Conversation: Culture Under Construction

Four Skills

Nunan, David Creating a Learner-Centered Classroom
 Fontaine, Donald Tailor-Made Activities to Foster Group Dynamics
 Fisher, David Developing Fluency Across the Four Skills
 Bacon, Catherine English Public Speaking

Grammar

Jennings, H. T., et al. Grammar Without Tears
 Thomas, A. G. The Futures: Understanding/Teaching Future Tenses"
 Summers, Della Corpora, Computers and Students
 Fox, Gwyneth Grammar From a Corpus

Issues in Education

Anderson, Thomas C. Bridging the Gap: Teaching Japanese Students
 Staff, Kevin Implementing Environmentally-Friendly Activities

JSL

Inaba, Midori "TV News Project" for JSL Intermediate Students
 Taniguchi, S., et al. Introducing Cultural Aspects in Teaching Materials
 Tanimichi, M., et al. Language Teaching For High School Exchange Program
 Sato, Emiko Activities Between JSL Learners and Japanese

JET/AET

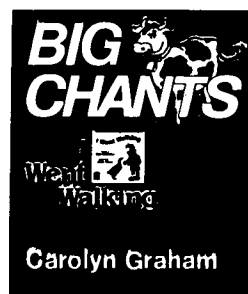
Smith, Richard C. Dealing With Lack of Response: Lessons From JTES
 Cominos, A., et al. Team Teaching Colloquium

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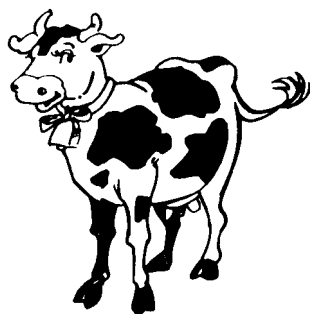
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 Juppe, Robert Policy and Team Teaching
 Iizuka, Shoko Successful Team Teaching Activities

Jr/Sr High School

Habbick, Robert Culture + Techniques = High School Motivation
 Beebe, Jacqueline D. Seven Successful English Conversationalists

Language Acquisition

Lee, David Addressing the Needs of individual Learning styles
 Fotos, Sandra F. A Close Look at Task Talk
 Robson, Gordon Classroom Participation and Proficiency

Learner Training

Evans, Bruce Developing Discourse Strategies in L2 Learners
 ONeill, R., et al. Video and Multimedia: Intersections
 Visgatis, B., et al. Management Styles and Motivation

Listening

Kumai, Nobuhiro *Progress in Listening.* How to Teach Listening
 Helgesen, Marc *Active Listening.* Building Skills for Understanding
 Onoda, Sakae Teaching Listening Strategies

Literature

Yates, Pamyla Intercultural Approaches to Teaching Literature
 Houser, Preston Introducing Shakespeare to Japanese Students

Materials Design

Miller-Nara, Lorraine BASIC English Use in Intensive Courses in Russia
 ODowd, G., et al. Global Issues in the Foreign Language Classroom
 Okada, Junko GLOBE System: Generating Activities For Global Issues
 Bradley, William S. Sequencing Choices in Global Issues Content
 Kimura, Midori Illegal Foreign Workers in Japan
 Takenaka, Kumiko Using Commercial Movies to Teach Global Issues

Methodology

McElroy, J., et al. Design of TOEFL Prep Class and Research Findings
 Gallagher, Christopher Personalizing Students' Writing Through the Use of Diaries
 Schneider, Dennis E. Methods of Teaching Extensive Reading
 Liza Isa, Noor Authentic Task-Based Activities For the Classroom
 Katsura, H., et al. Pair Teaching in University Conversation Courses

Music/Drama

Koustaff, Lesley Making Dialogues Work For You

Organizational (Meetings)

Chambers, J., et al. Constitutional Reform
 Rinnert, Carol Publications Board Meeting
 Modesto, Don JALT Training: How to Run Productive Meetings

Professionalism

Yao, Lorraine Koch EFUESL Networking Newsletter #3
 Frazier, Catherine Sharing Experiences Teaching Japanese EFL Abroad

Psycho-/Neuro-linguistics

Oda, Masaki What Does L3 Production Tell Us About a Bilingual?

Reading

Schmitt, Diane Using Text Structure to Facilitate Comprehension
 Jones, Vaughan Graded Readers: Get Your Students Hooked on Books
 Sargent, Trevor Information Mapping: From Reading to Thinking
 Hill, David R. Organizing a Programme of Extensive Reading

Research

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

Schools/Programs Abroad

Gray, R., et al. Developing Effective Overseas Study Programs

So&linguistics

Rose, Kenneth R. Language and Culture: Moving Beyond Stereotypes
 Kawate-Mierzejewski, Megumi Compliments in Cross-Cultural Perspective
 Tomalin, Barry How Spoken English is Changing
 Doi, Toshiyuki *Gaikokujin Rodosha Muke Nihongo Kyokasho no Bunseki*

Teacher Training

Cornwall, Tim I Don't Speak Too Fast, You Listen Too Slow!
 Graves, N., et al. What Are You Going to Use That For!
 Heltsley, April Effectiveness Training in the Japanese Classroom
 Candlin, Christopher Professional Development in Teacher Appraisal
 Johnson, F. C., et al. Curriculum Renewal and Professional Development
 Hasegawa, M., et al. Hands-On Professional Development
 Mont, M., et al. Setting Up Professional Development Mechanisms
 Harison, Ian Professional Development in Curriculum Renewal
 Nunan, David Models/Approaches to Professional Development
 Dias, Joseph V. Language Teacher Education For College Freshman

Testing/Evaluation

Barnard, R., et al. Speaking Tests: Why, How, and Other Questions
 Wadden, P., et al. An Analysis of TOEFL Content and Question Types
 Smith, Geoffrey Practical Language Testing

Video/AV Aids

Sagliano, Michael Situation Comedy Video: Communication and Culture
 Haywood, John Integrating Video With Class Text
 Miller, Susan L. Student-Produced Videos - Pros and Cons
 Hargreaves, Neil Remote Control: Student-Centered Video Activities
 Richards, Jack C. *Interchange: The Course and the Video*
 Benson, V. A., et al. Evaluation in the Video Class
 Kusuya, Bev Hollywood and the EFL Culture Classroom

Vocabulary

Foley, Kathleen S. Vocabulary Activities for Cross-Cultural Awareness

Monday, October 11

Activities/Games

Golden, Steven D. Pairwork Beyond Dialogues
 Cline, B., et al. English Language Fairs: Implementation, Evaluation

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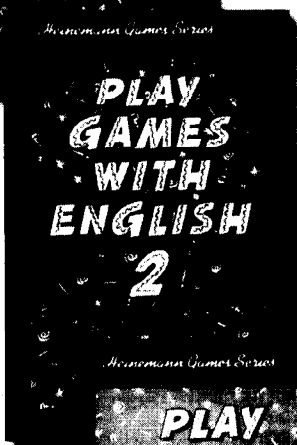
<p>Hayashi, Shinichi</p> <p>Bi-Multiculturalism</p> <p>Graves, Kathleen</p> <p>Business/ESP</p> <p>Wright, G., et al.</p> <p>CAICALL</p> <p>Dias, Joseph V.</p> <p>Lally, Theresa</p> <p>Children</p> <p>Jones, Vaughan</p> <p>Paul, David</p> <p>Simpson, R., et al</p> <p>Content-based/EAP</p> <p>Laprade, Richard</p> <p>Course Texts/Books</p> <p>Fuller, D., et al.</p> <p>Moore, John</p> <p>Culture</p> <p>Yonezawa, Shuichi, et al.</p> <p>Kelly, Curtis</p> <p>Aline, David</p> <p>Eagle, S., et al.</p> <p>Kawaguchi, Ellen</p> <p>Ihata, Anne</p> <p>Matsumura, Jun</p> <p>Bay, Dale</p> <p>Kiggell, Timothy</p> <p>Aramaki, Motofumi</p> <p>Kusuya, B., et al.</p> <p>Gossman, Daniel</p> <p>Davidson, Bruce W.</p> <p>Curriculum Design</p> <p>Mooradian, Mary Ann</p> <p>Peaty, David</p> <p>Yates, P., et al.</p> <p>Issues in Education</p> <p>Cates, K. A., et al.</p> <p>Cates, Kip A.</p> <p>Maley, Alan</p> <p>Yoshimura, Mineko Y.</p> <p>Durante, Donn Miguel</p> <p>Asakawa, Kazuya</p> <p>Oda, M., et al.</p>	<p><i>Nihongo Kyoiku ni Okeru Koseteki Gurupu Enkaunta no Oyorei</i></p> <p>The Second Language Self: An Exploration</p> <p>Cross-Cultural Training at Kobe Steel</p> <p>Process Writing on a Computer-Based Word Processor</p> <p>Writing With Computers: Practical Teaching Methods</p> <p>Telling Stories to Very Young Children</p> <p>Games Which Work With Japanese Children</p> <p>Happy House: A Communicative Course For Children</p> <p>Preparing Graduate Students: Conference Papers</p> <p>Discovering People and Cultures Through English</p> <p>Turn Your Kids Into Chatterboxes</p> <p>Material Development For Culture Learning in TESOL</p> <p>Japanese and Americans: Lines and Dots</p> <p>Culture in Interactive Reading Exercises: A Change</p> <p>Culture & Content Based Teaching Modules</p> <p>Children's Games in Cross-Cultural Perspective</p> <p>A Teaching Module On Food</p> <p>Culture Shock: Case Study Approach</p> <p>Content-Based Instruction at <i>Denenchofu Futaba Gakuen</i></p> <p>From Cultural Information to Language Practice</p> <p>Intercultural Communication Programs and EFL</p> <p>Helping Students to Talk About Culture</p> <p>Assumptions and Expectations</p> <p>Humor as a Cultural Puzzle</p> <p>French Drama Projects: Beyond Grammar-Translation</p> <p>Essential Components of an EFL Reading Program</p> <p>Adopting a Focal Skills Curriculum</p> <p>Language, Culture and Global Education</p> <p>Global Education and Cultural Awareness</p> <p>Global Issues in ELT</p> <p>Global Education in Children's EFL</p> <p>International Understanding and the JET Programme</p> <p>Peace Education in English Teaching in Japan</p> <p>Japanese Educational Policy and Teaching EFL</p>	<p>JSL</p> <p>Noguchi, Mary Sisk</p> <p>JET/AET</p> <p>Kahny, J., et al.</p> <p>Griffee, Dale</p> <p>Jr/Sr High School</p> <p>Endo, Takako</p> <p>Belew, William</p> <p>Fanselow, John</p> <p>Chikayama, M., et al.</p> <p>Learner Training</p> <p>Hemmi, Chantalle</p> <p>Listening</p> <p>Foley, Chris</p> <p>Literature</p> <p>Houser, Preston</p> <p>Hale, James W.</p> <p>Methodology</p> <p>Gerling, Reuben M.</p> <p>Organizational (Meetings)</p> <p>Takahashi, Hiroko</p> <p>Cominos, Antony</p> <p>Pronunciation/Phonology</p> <p>Bacon, Catherine</p> <p>Reading</p> <p>Trinidad, T., et al.</p> <p>Research</p> <p>Fox, Gwyneth</p> <p>Teacher Training</p> <p>Cornwall, Tim</p> <p>Newman, Colin</p> <p>Smith, Geoffrey</p> <p>Brown, H. Douglas</p> <p>Aline, David</p> <p>Video/AV Aids</p> <p>Neil, D., et al.</p> <p>Tomalin, Barry</p> <p>Knowles, Lance</p> <p>O'Neill, Robert</p> <p>Rose, Kenneth R.</p> <p>Vocabulary</p> <p>Brophy, Anthony</p> <p>Summers, Della</p> <p>Exploring Approaches to <i>Kanji</i> Learning</p> <p>Team Teaching in Thailand</p> <p>Songs For Team Teaching: Theoretical Justification</p> <p>Teaching School Textbooks Communicatively</p> <p>English Conversation for Large Classes 40 or More</p> <p>1990 <i>Monbucho</i> Course of Study: Senior High schools</p> <p>Toward Cultural Competence for Jr/Sr High Homestay</p> <p>Guided Self-Study For Intermediate Learners</p> <p>Creative Listening and Thinking Activities</p> <p>Textual Intercourse: Little Red Riding Hood</p> <p>Teaching Fiiion Communicatively</p> <p>Projects for the Language Classroom</p> <p>JSL N-SIG Annual Business Meeting</p> <p>Team Teaching N-SIG Annual Business Meeting</p> <p>Towards Acceptable Pronunciation</p> <p>SISCA: Towards Self-Directed Learning</p> <p>Why Bother With Evidence: I Speak English, Don't I?</p> <p>English For The "Living Dead</p> <p>Retirement</p> <p>Teacher Training-A Fresh Approach to Course Design</p> <p>Adapting and Evaluating Interactive Techniques</p> <p>A Teacher's Diary Study For Pedagogic Discovery</p> <p>Video: A Window on Culture</p> <p>Intercultural Learning in Europe</p> <p>Rashomon in the Classroom</p> <p>Culture with a small c</p> <p>How to Use Authentic Video in the Classroom</p> <p>Vocabulary: Merging Language and Culture</p> <p>Introducing The <i>Longman Language Activator</i></p>
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大会参加登録受け付けと大会ハンドブック受け渡しは、10月8日(金)午後5時よりソニック・シティー地下一階でできます。大会前ワークショップに参加される方は、ワークショップ会場(9階)でハンドブックを受け取れます。

ビジネス・ミーティングは、10月10日(日)午後6時より7時30分まで大ホールで行います。

ファイナル・パネルは、10月11日(月)午後3時より4時30分まで小ホールで行います。

大会会場の JALT の電話番号は、10月8日(金)午後12時より11日(日)4時まで048-647-4168です。JALT の用件でソニック・シティーに電話されるのは避けてください。

大会会場の関係上、保育室は設置できません。ご了承ください。

7月20日現在、JALT93は、以下の団体(後援名義を申請中)で、埼玉県教育委員会、大宮市教育委員会、川越市教育委員会、東京都教育委員会、千葉県教育委員会、長野県教育委員会。

大宮への交通手段には、いろいろな方法があります。成田から JR 大宮駅までバスが、京成スカイライナーで上野、または JR で東京に出ることもできます。羽田からは、エクスプレスで浜松町に出て山の手線で JR 上野に出ます。上野より高崎線・宇都宮線・京浜東北線で、池袋より埼京線で約30分です。新幹線で盛岡・新潟から、在来線でも長野からのがあります。JR 大宮西口を出るとソニック・シティーが前方に見えます。歩いて3分です。受付は、ソニック・シティー地下一階です。

大会中は、カンファレンス・デイリーを毎日発行します。インフォメーションを出したい方は、9月15日(木)までに〒344-01 埼玉県北葛飾郡庄和町新宿新田337-64 菅野幸枝まで英語または日本語で送ってください。大会中のインフォメーションは、大会本部事務局702号室へ前日の午後3時までにご持参ください。

JALT 事務局は、10月7日(木)より13日(木)まで休みます。ご了承ください。

Conference Updates

There are always several last minute announcements before things get started. Here is some important information that will make the upcoming JALT 93 Conference easier for all.

Registration will begin at 5:00 on Friday, October 8 in the basement of Sonic City. Distribution of Conference Handbooks and Conference bags will begin then. Those who attend a Pre-conference Workshop may pick up their handbooks on the 9th floor.

The JALT Business meeting will be on Sunday, October 10 from 6:00 to 7:30 in the Large Hall.

The Final Panel will be on Monday, October 11, from 3:00 to 4:30 in the Small Hall.

The telephone number for JALT at the Conference is 048-647-4168. This is good from 12:00 Friday, October 8 until 4:00, Monday, October 11. Please do not try to call JALT by using the number for Sonic City listed in the phone book.

Due to inadequate facilities, the JALT 93 Committee regrets that there are no official facilities for child care.

JALT is requesting the official approval from the Boards of Education of: Saitama Prefecture, Omiya City, Kawagoe City, Tokyo Metropolitan Government, Chiba Prefecture, and Nagano Prefecture.

To get to Omiya from Narita Airport, take either the JR or Keisei trains into central Tokyo. From Ueno JR station, Omiya is roughly 30 minutes on the Takasaki, Utsunomiya or Keihin-Tohoku Lines. From Haneda Airport, take the monorail to Hamamatsucho, change to the JR line and take one of the above-mentioned trains from Ueno or the Saikyo line from Ikebukuro. From Niigata and Morioka, take the Shinkansen.

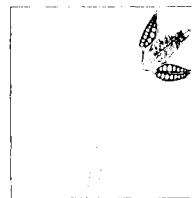
From Omiya JR station, the Sonic City Conference site is only a threeminutewalk. Leave the station by the west exit, go down to the street level and walk straight ahead. Conference registration is in the basement.

We intend to have the **Conference Daily** again this year. If you have a general announcement, please send it to Yukie Kayano, 337-64 Shinshikushinden, Showa, Kitakatsushika, Saitama 344-01 by Wednesday, September 15. For things that come up during the conference, please inform the Central Operations Room (702) before 3:00 for insertion in the next day's Conference Daily. Material must be in English or Japanese.

The JALT Central Office will be closed from Thursday, October 7 through Wednesday, October 13. We regret the inconvenience.



See you in Omiya!

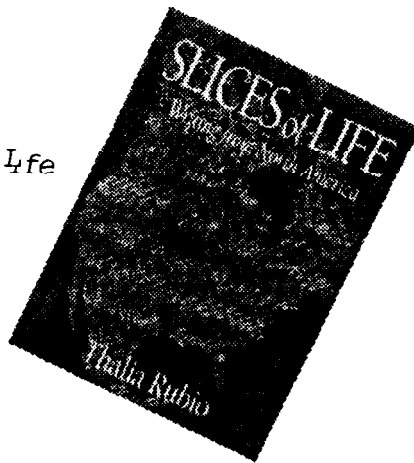


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Turn On - Tune In - Teach

by Tony Skevington

One of the perennial questions in teaching listening is whether or not to use authentic listening materials. The arguments for and against their use are numerous, and one which is often put against using them is the difficulty in finding or making good materials. However, if you do decide to use authentic listening texts I would like to suggest a very accessible and cheap source of such materials: FEN radio.

FEN: Variety and Authenticity

FEN (the Far East Network), part of the U.S. Armed Forces Radio and Television Service (AFRTS), broadcasts in selected areas of Japan for the U.S. armed forces and their families—"serving those who serve in Japan," as one of their continuity slogans often reminds listeners. FEN's AM/FM radio broadcasts can be received in Misawa (Aomori), the Tokyo/Yokohama region, Iwakuni (Southwestern Honshu), Sasebo (Kyushu), and Okinawa (where there is also a 24-hour open broadcast television station, channel 6 on Japanese sets). Because it is aimed at a wide range of native speakers it offers programs whose language covers the whole gamut of modern American English. During the day the programs feature pop music of various kinds accompanied by DJ talk, with frequent breaks for news bulletins and public service announcements. In the evenings and weekends there are programs covering religion, in-depth news analysis, radio drama, sports, and comedy.

As well as a wide range of content material, FEN also offers examples of most types of American English ranging from standard usage to Black American English in some D.J. talk and even 1940s gangster idioms in the evening radio dramas.

Using FEN in the Classroom

How can we use this inexhaustible supply of material in our classes? There are three broad categories of use: a) "micro-listening" (intensive) and speech work, b) "macro-listening" (extensive), i.e. comprehension, and c) cross-cultural studies.

By "micro-listening" I mean listening to a short text in order to work on stress, intonation, and the paralinguistic features of utterances. Many examples of exercises and tasks to set for this kind of work (and also on comprehension) can be found in the two books by Penny Ur and Mary Underwood listed at the end of this article.

FEN material can be used for listening comprehension at all levels, depending on the difficulty of the text. The public service and continuity announcements are often at a vocabulary and structural level that can be understood by elementary learners, while the D.J. talk and news reports can be used with intermediate and advanced students.

For the study of contemporary U.S. culture, FEN offers a wealth of material. Of course the station is

aimed at a rather conservative and mainstream sector of American society (people connected with the military), and most programs do reflect this in their rather bland view of the U.S. However, in a program such as "All Things Considered" (syndicated from National Public Radio) some of the uglier (and it should also be said more "intellectual") sides of the contemporary U.S. are focused on. Some of the very short public service announcements offer an insight into the everyday concerns of Americans which could be used in cross-cultural classes. In a recent survey over a few days' listening there were announcements on drinking and driving, getting a higher education, learning Japanese, fighting depression, and filing your income tax.

Conclusion

As mentioned earlier, you can find plenty of suggestions on how to use your recordings in Penny Ur and others, but I would like to add just a few *dos* and *don'ts*:

1. Be sure you make a recording which is clearly audible to the whole class.
2. Try to use content that will be of interest and use to your particular students.
3. Recordings should not be too long—depending on the difficulty and the tasks you wish to set.
4. Use content and tasks to suit the level of your class.
5. Encourage students to listen on their own by setting them homework assignments based on FEN programmes.
6. Finally, there is a lot of music and humour (sometimes unintentional) on FEN. Use it to lighten up your classes!

Note: FEN broadcasting frequencies can be found in *The Japan Times* and other newspapers. To allay the fears of those readers concerned about violating copyright law, please be assured that the author contacted FEN and learned that as long as he didn't try to sell tapes of FEN broadcasts, he was not violating any laws.

References

- Ur, P. (1984). *Teaching listening comprehension*. Cambridge: Cambridge University Press.
Underwood, M. (1984). *Teaching listening*. New York: Longman

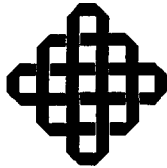
Tony Skevington teaches in the Junior College Department at Ueno Gakuen.



Please contribute to "My Share": 1000 words (6 pages of A4, double spaced, one sided) on a single technique that you have used, or a successful lesson plan. Your description should be precise

enough so that the reader can replicate what you do. Contact: Elizabeth King, My Share Editor, ICU, Osawa 3-10-2, Mitaka. Tokyo 181.

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Fun Interactive Homework

by Sumako Hayashi and Tim Murphey

Part I: Reformulation, by Sumako Hayashi

What is an effective way of learning? I would like you to consider an experiment on reformulation reported by Miyahata (1992). She wanted to know what her eight-year-old son had done and learned at school. She asked him what he had learned that day. At first the boy couldn't tell his mother anything about school. Each day she continued to ask him patiently and he eventually began to tell her more and more. Finally he began talking about his classes even without her asking him. She reports that he has become happier and more clear about what he is learning in school.

Miyahata concludes that reformulation helps learners get clear and stable ideas about what they are learning. Her report reflects the universal importance of interaction in learning.

What would happen if teachers applied this method to language learning outside the classroom; that is, if we gave students "fun, interactive homework?" These ideas for fun interactive homework are designed to help students to learn English through interaction with others outside the class.

An Easy First Step

One such assignment that I tried in a second year high school class is based on TPR. In the class I asked a few students to perform as I directed. *Stand up. Point to the door. Walk to the door and open it.* All my students, including those who are usually reticent, understood and performed the actions. Almost all the students watched with interest as their classmates performed the actions. After that I told the class to do the same lesson for homework with their families and to report in writing how it went.

About 70% of the students liked this homework. The following are their comments, translated from Japanese:

"I was glad to make myself understood in English. I hope you will sometimes give us more homework of this type."

"This homework was much easier and better. I was eager to do the homework."

"This homework was fun because I could enjoy doing it with my sister."

"Unlike the usual home-

work such as exercises in the text book, this homework was easy to understand. I found it important to learn how to pronounce English words as well as to spell them correctly."

As you can see from the student comments, most of them enjoy learning English in an interactive way. One problem I found was that students who are not used to "doing" learning will hesitate to participate in interactive learning. It is important that teachers establish a good rapport with students so they will relax during the first stages of learning.

Miyahata's report and the comments of my students show the importance of getting students involved in experiential learning. Since we are social beings, we cannot neglect the interactive process of learning, especially in language, the purpose of which is to communicate. Students can learn the language more naturally and deeply through interaction than through solitary work.

Part II, by Tim Murphey

There are two ways that I know if students have really learned something. One is if they can generalize the "learning" to actual behavior outside the class in other situations. The second is if they can teach it to others, which in turn encourages this generalization. In fact, I suspect that what they get in class is usually only a shadow in the brain. They learn it when they apply it, or teach it, outside of class. That is when it really comes alive and lights up like a light bulb.

So the question is, how can we make more mothers like Miyahata? Or how can students find people that they can reformulate to in a comfortable, low-risk, fun environment? Actually, I believe that many mothers of elementary school students are already doing this, and this in fact may be one of the reasons for Japan's high international rating in comparative exam results (Stevenson, 1992).

However, as children grow older, less attention may be paid to the process. Perhaps teachers could lend a helping hand by assigning more fun interactive homework as Hayashi suggests.

I've had good success myself having students telephone each other (Murphey, 1992), teach songs, and retell stories to

Steps to generating fun interactive homework

Step 1. List things students are learning in class and their normal homework.

Step 2. Ask the following questions and brainstorm the answers: In general, how can students take what they are learning in class and use it in an interactive way with others outside?

- in English, Japanese, or both?
- with someone: a parent, brother or sister, classmate
- directly in person, or on the phone, or in writing?

Can they explain something to someone?

Can they teach something to someone?

Can they do some actions with someone?

Can they ask some interview questions?

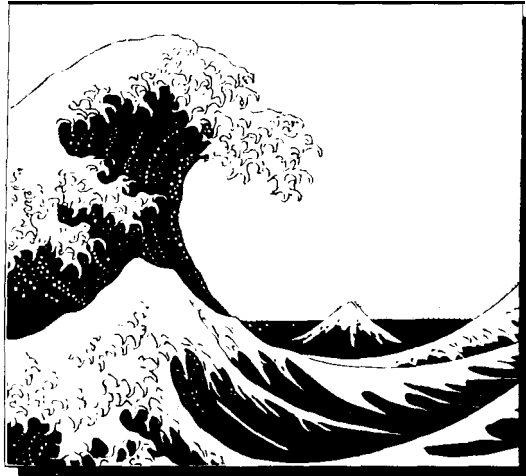
Can they use their own personal knowledge?

Step 3. Do it! Share you successes with other teachers. Reformulate! The ones that don't work were-necessary to find the ones that do!

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Keynote. Michael Rost and Anne McGannon. Lingual House, 1993. Pp.90.

This slim, table text for false beginners is so engrossing I even missed my stop while perusing it on the train one morning. Since that memorable day I've been using *Keynote* with two conversation classes of first year college freshmen.

Topically organized, rather than grammatically or functionally, the book is divided into 9 paired units, for a total of 18 units. Each pair is linked by a common theme, so that there are 9 distinct topics. There is coherence within the pairs, to allow for item recycling, but between pairs there is no fuzzy overlap of topics. The lead units of the pair (Units 1,3,5, etc.) introduce the theme and focus more on listening skills. They are longer than the follow-up units, which focus more on pair and group activities to encourage speaking and offer both expansion and reinforcement of material covered.

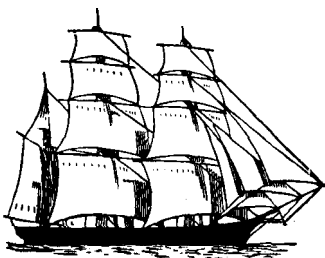
For a conversation class *Keynote* is engrossing because, for a beginner's text, it includes more reflective topics than most. Topics such as the meaning of culture, awareness of second language acquisition, and advances for the future are challenging, but brought down to a level the beginning student can handle. Usually these more thought-provoking topics are either introduced in higher level texts, or, if introduced in beginner's books, lack the careful sequencing and integration needed to equip students to handle more abstract topics. In *Keynote* the progression from concrete to abstract is gradual. Topics are introduced through a variety of native speaker models prior to discussions, and students are carefully guided through semi-controlled frameworks for expressing their opinions. In a sentence, the material is stimulating but also comprehensible and accessible to beginning students. As one student commented, "I like (*Keynote*) because you can learn not only English language, but also how to tell your opinion to your partner." Indeed, the themes seem to reach out to the students inviting them to think.

Even the units on everyday topics are refreshingly different. For example, Unit 15 opening with a city map suggests the functions taught will be "asking for and giving directions," but we are pleasantly surprised to discover that the statements about locations are naturally woven into six vignettes taken from authentic conversations about weekend activities and plans. With starters like "Did you do anything last Sunday?" (p. 62), "What did you do after work last night?" (p. 62), and "What's new with you?" (p. 63) students practice locating places, not as an isolated function, but in a natural context. For those with "function fatigue" you'll be pleased to know that *Keynote* is full of such new slants. Unit 11, titled "What Do You Do?" starts off with not one, but a variety of six different ways to initiate a conversation when meeting

people, again all excerpted from realistic conversations, from "Hello. Are you traveling on business?" (p. 46) to "Hi. How's it going?" (p. 47), depending on whether you meet on an airplane or in class.

The varied format of the lead units creates a prism effect on the theme, which sustains student interest and allows for coherence to the topic and essential reinforcement. Beginning with Conversation, all six sections include samples of real, not construed, conversational English. I was impressed with the natural content of the taped conversations and the selection of material, but they were slower than natural speed and often without the reductions, although in the Skill Builders section both sound and grammar reductions are specifically treated. Social World provides students with task-based listening, including expressions which are sure to be used, as in Unit 9, which reviews language functions, "I was wondering - is it okay if I borrow your car?" (p. 40) and "Jane, wait a second. I want to ask you something..." (p. 40). As mentioned, Skill Builders usually hones students listening for reductions, inference ability and predicting responses. However some of these sections were too long for one sitting, and had to be broken up. In addition, because tapescripts are included in the student text, I found it advantageous to have students replace the tape recorder during the Skill Builders section, Next, Personal World provides students with very real models for expressing their own opinions, as they work with this more personal dimension of the theme. Conversation Strategies, the last section of each lead unit, introduces two conversation strategies. Unit 5, for example, introduces how to ask for clarification and check for confirmation. Students first hear the strategies, then are given pair-work practice in semi-controlled dialogues. Another chance to use the strategies is in the follow-up unit, but my students needed more extensive practice with these important gambits.

The follow-up units (Units 2, 4, 6, etc.) are labeled "Let's Talk"; however, they don't provide as much speaking practice as one might hope for. They are divided into three sections, beginning with a pair-work interview relating to the theme of the lead unit. The task-based framework successfully guides the students along without being inhibiting. The second section, called "The Quiz," is meant to be a pair or small group activity but because the students have the same information it sometimes degenerated into a reading. The third section is simply labeled "Activity." It includes enjoyable pair or group work on an aspect of the theme, but doesn't guarantee much student interaction. We see this in the "Activity" section of Unit 4. A challenging stress test is conducted as an interview with a partner. While it is an enjoyable activity, not enough student generated answers can be given because it's a yes/no test. The same is true basically, of Unit 8's "Activity," which is a color test to reveal personality traits. It is fun



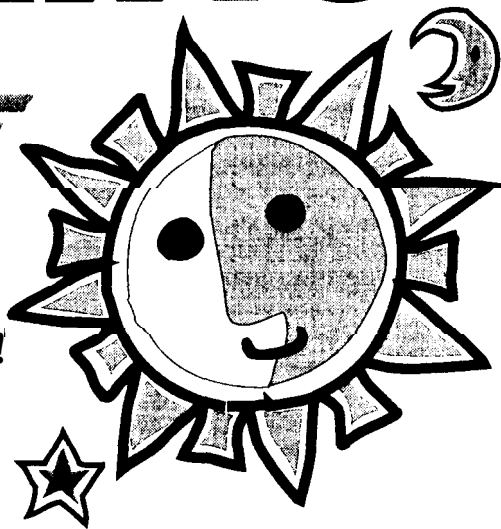
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by Bucky Sheftall

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and students gain much from the richness of the vocabulary, but in a passive way.

Keynote is much stronger in the lead units than it is in the follow-up units. More conversation practice is needed in these "Let's Talk" units. Jigsaw speaking activities and roleplays are two ways to expand the speaking activities.

The text is accompanied by a helpful, comprehensive teacher's manual and three audio cassettes, but does not include tests or review units. The introduction states that the material can be covered in about thirty class periods, but I found I could spend a lot more time with this book, with supplemental speaking activities easily complementing the themes.

Keynote's unique features, integrated pair units, the combination of functional and reflective topics, conversation strategies and its strong, discourse-based active-listening component, give it a wide lead over its competitors. The variety of lively games and activities certainly are engrossing, but most important, it is a book that facilitates learning.

**Reviewed by Alice Svendsen
Jumonji Junior College, Saitama**

Conversation and Dialogues in Action. Zoltan Dornyei and Sarah Thurrell. Prentice Hall, 1992. Pp. 160.

Conversation and Dialogues in Action is one of the texts in the *In Action* series of teacher reference books by Prentice Hall. In the preface, general editor Chris Candlin calls it the classic book of the *In Action* of the series because "...it rediscovers and revitalises a traditional classroom activity, and structures it for classroom use" (p. vii). The traditional classroom activity Candlin refers to is the use of dialogues and revitalization refers to the use of the insights of discourse analysis as applied to dialogues.

Does this text, in fact, revitalize the use of dialogues and, if so, how? Dialogues are frequently used by material writers to introduce language points in a conversational context. The major problem with dialogues is usually little direction given in textbooks except instructions such as, "now have a conversation like this" which is more an admission of ignorance than guidance. This text does revitalize the teaching of dialogues by taking components of discourse analysis such as openings, turn-taking, interrupting, topic shifting and adjacency pairs and using classroom activities to introduce and practice those skills. For example, the purpose of activity number six, Jumbled Dialogue (p. 22), is to develop awareness of conversational analysis. This activity, which I tried in low level university classes, is actually several activities in one. Take a dialogue and cut it into strips. The task for students is to reassemble the dialogue. In puzzling together the strips, students spend time trying to understand how the parts of the conversation fit. After numbering the strips, they compare theirs with other groups and finally listen to the tape if the dialogue is from a textbook. For more advanced students, additional lines can be inserted or students can explain how they decided on the conversation construction.

There are at least three weaknesses in this text. One is pedagogical, a second is organizational and a third is cultural. The pedagogical weakness of this text for Asian countries such as Japan and Korea is that it is European based, which means that many of the activities were designed and tested on a higher level of student than teachers in Japan usually teach. This leads directly to the organizational weakness: Index C (p. 157) lists activities by language proficiency level, but does not give either the activity number or a page number. This is a critical omission because if you want to find the activities most appropriate for low level students, you can find them here. You can't, however, locate them in a quick and prompt manner. I was forced to go through each exercise and decide for myself which ones I could use in my low level classes, then I made a personal index. The cultural weakness is that some activities, for example activity number 3 titled "Sorry to Interrupt" (p. 13), are not culturally appropriate to Japanese discourse patterns. The typical Japanese conversation pattern is to let one partner speak for a long time with the other partner giving back-channel signals and then switch. This style has been referred to as a "bowling" style in which one completes a series of actions as opposed to a more Western style of back and fourth interaction which has been referred to as "ping-pong" style. Teaching a ping-pong discourse style to speakers schooled in a bowling style is going against the grain.

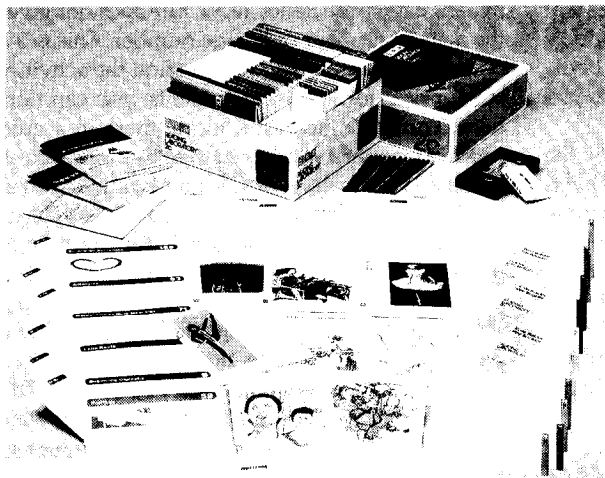
Should you buy this book? To answer that question you might consider my Maxim for Buying Teacher Reference Books which states that if you get even one idea that you actually incorporate into your teaching, that idea is worth the price of the book. Also consider the Correlation Corollary which states that the real price of any teacher reference book is inversely related to the amount of time and effort required to read, understand and incorporate its suggestions and insights. In other words, even though these activities are formatted in a teacher friendly way and are related to current theory and practice, it requires time and effort to locate the activities that fit your classes and additional time and effort to prepare and incorporate the activities into classroom teaching. If you suspect the answer to the Maxim is "yes" and are prepared to pay the price demanded by the Correlation Corollary, then buy the book.

Reviewed by Dale Griffiee

Applied Linguistics English Language Teaching. Roger Bowers and Christopher Brumfit (eds.). McMillan Publishers Limited, 1991. Pp. 131.

This book is a collection of some of the papers originally presented at a symposium in Budapest in 1989, the event being an initiative of the English Language Promotion Unit of the British Council in collaboration with BBC English. It was designed to offer participants an overall perspective on current British theory and practice in Applied Linguistics and English Language Teaching.

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I read the book not only, I confess, to obtain such an overall perspective, but also with the hope that I might find it bristling with fresh insights and viewpoints that I could apply in a classroom. I obtained the

overall perspective, but I found stimulating ideas in only five of the eleven papers.

The topics treated include modality, the design of teacher education programs for non-native speakers, socio-cultural dimensions of language use, phonology, lexis, curriculum design, classroom practice, the use of textbooks, grammar in the classroom, properties of spoken discourse, and the state of the art in Applied Linguistics. Of these, it was the first five that I found rewarding.

In the paper on modal verbs, the author makes the point that while attempts to distill single meanings for the English modals have failed or produced excessively vague results, there is a danger in coming up with too many meanings for a single modal verb, as does *The Longman Dictionary of Contemporary English* (1990). It cites eleven different senses of CAN, which are criticised in this paper for being so various that learners confronted with it might be excused for thinking that the meaning of CAN appears incoherent. The author deals with the basic modal oppositions of epistemic vs. root, and necessity vs. possibility, and with the issues of subjectivity and non-factuality. For a full treatment of the topic, I recommend *Modality and the English Modals* (Palmer, 1990).

In the paper on teacher education, four illuminating studies are presented of non-native English teachers who did not benefit from the programs they attended. The discussion of their problems would be helpful for anyone involved in such programs.

The paper on socio-cultural dimensions of language use deals with aspects of language use which account for many of the difficulties in comprehension experienced by even advanced students.

Interesting issues relevant to teaching strategy were raised in the articles on phonology and lexis.

However, the rest of the book disappointed me, and the style in one or two of the articles infuriated me.

The book is not specifically directed to classroom teachers, but if the book is in the library, some chapters could be worth looking through.

**Reviewed by Derek M. Webster
Himeji Gakuin Women's College**

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Word Power: Strategies for Acquiring English Vocabulary. Alan Cunningsworth and Philippa Ferst. London: Macmillan, 1992. Pp. 124. ¥2360. (Without answer key, pp. 114. ¥2270.)

Word Power is a methodically-produced text aimed at intermediate-level students. The authors define it as a practice book specifically designed as a source of teaching/learning material for vocabulary development up to Cambridge First Certificate Level. The underlying "strategies" referred to in the subtitle are explained in the students' Introduction as looking for word relations of form (e.g. *gold, golden*), meaning (e.g. *gold, silver, metal*) and collocation (e.g. *gold ring, gold coin, gold medal*). Each of the 12 units has its own loose theme (advertising, entertainment, food, etc.), based around several short excerpts of interesting, authentic text from the U.K. and the U.S.A. The accompanying exercises then focus on selected vocabulary items, which we are assured do not stray beyond Hindmarsh's list of 4470 words considered necessary for the First Certificate. The exercises include: sentence completion (word list provided); placing words in groups; matching vocabulary items to their meanings; searching the text for antonyms or synonyms; exploring collocations; and exploring the meanings of phrasal verbs and their non-phrasal equivalents. A short glossary is provided to explain these and other terms.

Student trials in preparation for this review produced no complaints about the content or difficulty of the exercises. Unfortunately, *Word Power* suffers from problems of style and layout. This was summed up by one senior student: the instructions are more difficult than the exercises. One reason is that much of it reads like a teacher-talk transcript (e.g. p. 53: "When you have finished, complete..."), and there is much room for improvement in the wording of many of the explanations and exercises (e.g. p. 72: replace "the male sex" with "men"). Superfluous instructions and narrative could be cut by more than half and brief instructions could be clarified by more model answers (e.g. the first row of tables filled in).

In addition to verbosity, there are lapses in clarity in assigning general tasks or specific exercise questions and in indicating the appropriate text. Two examples follow. Firstly, near the top of the left-hand column on p. 64, the phrase "in the passage below" refers to two passages in the right-hand column. Secondly, Exercise 170np. 66 has 7 sentences containing a word in italics next to a blank space, both of which are apparently meant to be replaced by a phrasal verb: 'look + preposition(s)'. The question, "Which combination [of prepositions] is best in the sentences below?" suggests that the student is being asked to fill in the blank spaces with prepositions. The next instruction, "Replace the word in italics..." appears to be a separate exercise but is not. No model answers are given to clarify this, and students with versions lacking the answer key cannot check. Rather than producing a version with no answer key (requiring two versions of some pages, such as p. 4), time and resources might have

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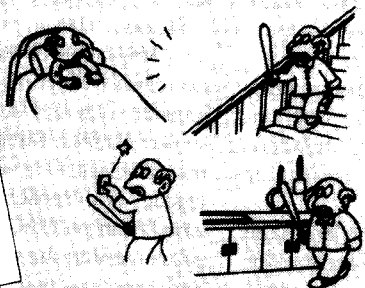


Michael Rost and Nohuhiro Kumai
Consulting author: Munetsugu Uruno
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been better spent on livening up the layout or adding more colour. It is most frustrating to be referred to an answer key that is not there (e.g. pp. 20, 24).

In reviewing *Word Power*, I compared it briefly with a similar text aimed at a slightly different level (lower intermediate) with a slightly different approach: *Vocabulary Builder 2* (Seal, 1988). Although colours are not used (*Word Power* uses shades of orange for most text excerpts and word lists) *Vocabulary Builder* is much more clearly laid out and concisely written. *Word Power* begins with an introduction of more than two sides of waffle, including some ridiculously long sentences: daunting to any would-be user and comparing poorly with *Vocabulary Builder's* clear, one-page explanation of the book's objective, level, layout and each type of exercise. Perhaps significantly, there are no acknowledgments with regard to colleagues who might have read or tested earlier drafts of *Word Power*.

To summarize, *Word Power* is a useful source of easily digestible chunks of authentic written English. It more or less fulfills its aim as a vocabulary builder geared to intermediate level. In its present form, however, its verbosity and lapses of clarity in the supporting exercises make it hard going for students to use unsupervised.

Reviewed by Ian G. Gleadall
Ohu University, Koriyama

Reference

Seal, B. (1988). *Vocabulary builder 2*. Harlow: Longman.

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

For Students

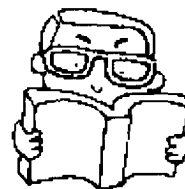
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N.J.: Regents/Prentice Hall.

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For Teachers

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My Share, cont'd from p. 57

family members and friends. To encourage teachers to experiment with interactive homework, some easy steps are suggested below (see box). See this as your own fun interactive homework for this month. Go ahead, take a risk!

Finally, notice that as a teacher-in-training, Hayashi was actually doing her own fun interactive homework by taking the risk to try out TPR and fun homework in her classes. Experiential learning starts with teachers. How can we ask our students to take risks speaking English outside the classroom if the model they have before them doesn't take risks, and show that mistakes are merely ways that we learn? Think about it, how would your students react to some fun interactive homework this week?

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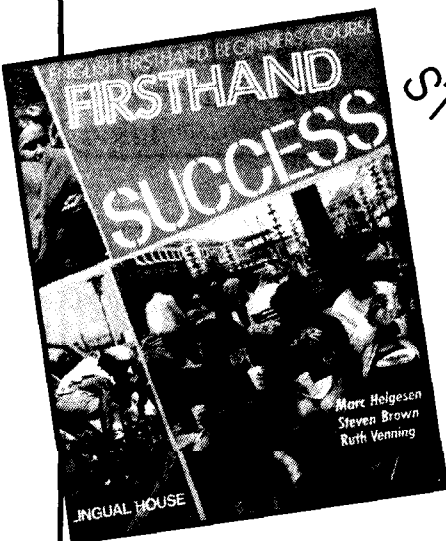
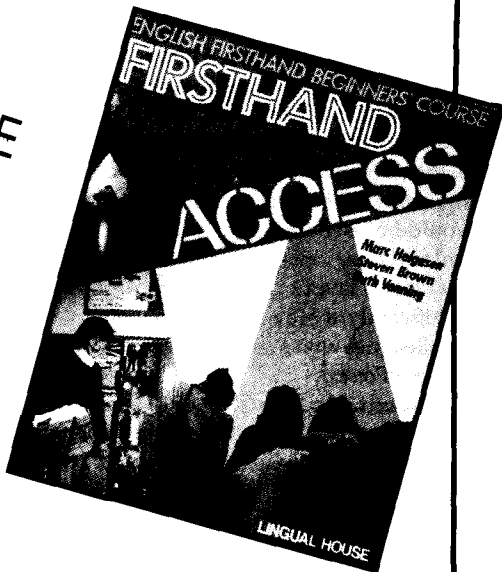
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Tim Murphey teaches in the Nanzan Graduate School of English Education, Nagoya, where Sumako Hayashi is a graduate student. Kimiko Miyahata was a student of his in 1992.



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Chapter Reports

HAMAMATSU

Sen Nishiyama

"The Earlier the Better"

In June Sen Nishiyama began by sharing some of his early childhood experiences in Japan and the United States. His comments underscored two things: the importance of establishing an environment in which ample exposure to the target language is available, and the significance of fostering an eagerness to learn. Remark- ing on the ability of children to acquire their native language with ease, Nishiyama contends that any per- son can also acquire a second language readily with ample exposure and the right attitude. The reason so few Japanese master a foreign language is, he asserts, due to the way languages are usually taught in Japan, which he described as "grammatically correct, but unnatural." He added, "Most so-called English lessons are conducted in Japanese...over the course of six years students real exposure to English is perhaps three months." To allevi- ate this, he suggested that Japanese foreign language teachers study abroad for an extended period. He also recommended that children become exposed to English as early as possible. He felt that most learners would acquire an "almost instinctive" sense of any language on the basis of extensive contextually relevant input. For- mal classrooms, as he sees it, should primarily focus on vocabulary instruction.

Nishiyama likened the process of studying a foreign language to learning a new sport and cautioned against viewing it as an exclusively mental pursuit. The value of repetition, of encouragement, and of contextually relevant input was noted. He concluded by discussing the art of interpreting, which he emphasized that any person with concentration, a proper attitude, and bilin- gual proficiency was capable of.

Reported by Tim Newfields

HIROSHIMA

Rowena Santiago

Computers in the Classroom

With computer and assistants provided by the Apple Center, Rowena Santiago led the group on a tour of the latest technological trends in the classroom at our June meeting. She divided currently available software into two categories: software that teaches, and software tools which perform non-instructional jobs.

Using "Peter Rabbit" and "Kanji Master" programs, Santiago demonstrated a generic teaching strategy to prepare, present, practice, and perform new material. Both programs give students immediate feedback, are individualized, provide efficient record keeping, and increase motivation. Other software programs which offer these features were also discussed.

Santiago divided computer tools into three cate- gories: (1) productivity tools such as word processing programs, (2) authoring tools which aid students in paragraph and essaywriting, and (3) multi-media tools such as the latest CD-ROMs.

Santiago stressed that computers are patient, tire- less, and non-judgmental, but that they do not make teachers obsolete. What they can do is free teachers for other activities. However, itiscrucial that teachers beat least as computer literate as their students.

Reported by Suzanne Ledebor

John K. Michalik and Robert Kirby

Minding Your Money in Japan

The July meeting in Hiroshima featured financial advi- sor and permanent resident of Japan, John K. Michalik, who discussed the Japanese systems of health insurance and pension and the alternatives available for foreign residents of Japan. A major area Michalik covered was how to withdraw from the national health insurance and pension programs. The options available to foreigners who want to establish control of their own retirement funds were then discussed by Robert Kirby.

Reported by Suzanne Ledebor

HOKKAIDO

Spring Conference and Book Fair

The 10th Annual JALT Hokkaido Spring Conference, held on May 22-23, featured presentations by a wide variety of local and nationally based speakers, including keynote addresses on both days by Anni Hawkinson, director of the School for International Training's MAT- Japan Program. On Saturday, Hawkinson led the group in experiencing and analyzing three approaches to learn- ing: a traditional lecture based approach; an activity based approach, with the teacher directing students; and an interactive approach. This was followed by a discus- sion of the pros and cons of each approach.

On Sunday, after explaining the differences between classroom activities and a learning process, Hawkinson had participants brainstorm a long list of qualities of an effective learner. Following a simulated class in Swahili, involving various methods of instruction, participants analyzed the lesson to see which methods helped learn- ers become more effective.

Hokkaido based speakers included Brad Steel, Jonathan John, Carol Browning, Don Hinkleman, Laura MacGregor, Lorraine Miller-Nara, Stewart Walker, Yukie Ueno, Richard Kizzar, Hideaki Suganuma, Mary Virgil, and Mamoru Nishimura.

Presentations were also given by authors Marc Helgesen and David Paul. A Computer Interest Room was staffed by members who demonstrated educational software and gave short presentations. An N-SIG table offered members the chance to join in one of JALT's ten special interest groups.





More than 300 people came to 26 presentations and displays by 18 publishers. Thanks to the presenters, publishers, and the volunteers from Hokkaido JALT's membership, the conference was a huge success.

Reported by Bob Gettings

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Amanda Gaunt and Ocean Inglin
Global Education in Your Classroom

Our June meeting began with a brief description of the arguments supporting and opposing global education in language teaching.

The presenters followed this with an explanation of a content based approach to global education. We examined a variety of materials such as music and film which had a "global" content and discussed how to craft them into sound, task-oriented language lessons.

This was followed by a hands on workshop designing global activities to mesh with traditional language texts. What connections to global themes could we make from a traditional high school or conversational English text? First, we identified global connections in selections from three texts. Following this, we brainstormed methods and activities which we could use to apply these connections in the classroom.

Time was short and the presentation ended with a brief but lively discussion of a Frierean problem-solving approach to global issues. Five steps were outlined: (1) listen to the students and see what is important to them, (2) represent one thing back to them as a "code" (picture, video, story, dialog, etc.), (3) analyze the issue, (4) have students describe the issue, define problems, and apply it to their own lives, and (5) take some action related to the issue. Inglin demonstrated the process by describing a lesson he developed with his university class focusing on cars and driving as a hobby.

Reported by Bob Gettings

KAGOSHIMA **Peg Orleans**
Composition Warm-Ups

What to do with the beginning of class while the teacher is taking attendance seems to keep many teachers in a quandary, but with "composition warm ups" the task can be solved. With this introduction, the speaker introduced many interesting ways for teachers to conduct their classes. She noted that structured activities have two advantages over traditional grammar-translation type activities: (1) they encourage students to work in the target language, and (2) they are fun. She then demonstrated sixteen warm up activities that can be used in a variety of classes.

Reported by A. Barbara O'Donohue

MATSUYAMA **Paul Shimizu**
**Are you Getting the Most
Out of Your Computer?**

In our June meeting, Paul Shimizu systematically introduced ways to make the best use of a computer for teaching English or any other language. By using pictures, spoken words, cartoon and video clips, computers can work well in checking vocabulary or listening

comprehension, or in motivating students to activate their speaking comprehension.

Shimizu gave practical instructions on creating learning materials on the computer, then engaged all participants in a computer oriented game of bingo. Finally, one teacher was tested by multiple choice questions on "home-made" cartoon slips. Shimizu's presentation gave us insights into the possibilities of a computer-generated lesson. It was interesting to know that, as a result of the computer software now available, one can purchase packs of playing cards for teaching different items like verbs, prepositions, sentence structure and vocabulary.

Reported by Gabriele Christ

NAGANO **Tetsuya Kojima**
**Ape Language Research and
Its Human Application**

In June Tetsuya Kojima demonstrated how language learning could be accelerated by rewarding students with banana slices. Humor aside, the presenter did suggest that apes can enable handicapped youngsters to communicate more effectively with those around them. Kojima then presented evidence how primates can assist autistic, retarded, or speech-handicapped persons. Noting the differences between human and ape language, Kojima remarked that human language differs from the language of other primates markedly in complexity. He then emphasized that language learning is optimal when begun at an early age. The presentation was enlivened with fascinating videotapes of the speaker's research with primates and with other noted primate authorities. Quite a primal presentation!

Reported by Rebecca Marck

NAGASAKI **Dale Goble**
Learning From Learners' Errors

In May, Dale Goble, a veteran Fukuoka college teacher, introduced himself to us as "someone who has been attempting to correct errors in Japan for twenty years—mostly his own." He brought to Nagasaki honest reflections on his teaching/learning experiences. For example, while participating in the School for International Training Master of Arts of Teaching Program, he learned that when a teacher corrects a student, it only proves that the teacher knows the answer. The message he wished to convey was that, while error correction has its place in teaching, what is most needed is an awareness of the teacher's part as to when error correction is most appropriate and, consequently, most effective. His impressive 16-page handout of favorite quotes from academics and numerous popular cartoons, along with his usage of video and song helped provide a self-help guide to reflect on one's own teaching style.

Reported by Brian Moss

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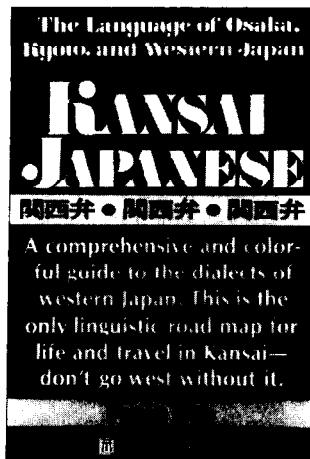
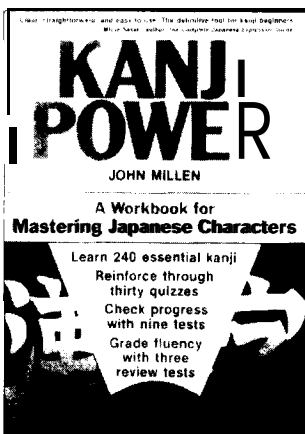
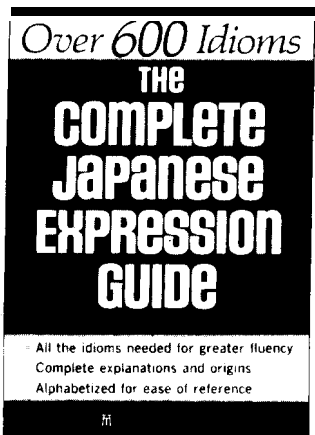
常用漢字1945個のうち、従来小学校一、二年生で学ぶものとされた240字について、その音訓、主要熟語、起源を示し、さらに書き方練習のスペースを用意し、節目毎に自己診断のためのクイズなども配しながら、最重要漢字の徹底修得を図る。

KANSAI JAPANESE

by Peter Tse

B6 152 pp ¥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。



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NAGOYA

Thom Simmons

Professionalism and the Work Environment

Are teachers key components in the educational environment or are they textbook implementers with interchangeable parts? Thom Simmons, president of the Kanto Teacher's Union Federation and National Union of General Workers advocate, delivered an impassioned and informative overview of the current state of affairs on June 27.

His well researched speech focused on the importance of teachers in the work place and the legal rights and responsibilities of teachers and employers. He is actively involved in researching and protecting these rights.

Simmons reiterated that professional teachers are pivotal in the process, but are often forgotten and/or dismissed as troublemakers. English copies of sections of the Japanese Constitution pertinent to employment were distributed and explained. Simmons remarked that although the Constitution is specific and generous, teachers have an obligation to make sure their rights are upheld. Simmons concluded by stressing that teaching is a profession and that teachers must act like professionals.

Reported by Dawn Yonally

Scott Petersen

Ins and Outs of Classroom Testing

At our July meeting Scott Petersen introduced and reminded us of the traps, problems, and principles of classroom language testing. He emphasized that there were certain things which testing can and cannot do. Those attending his lecture were asked to participate by taking a "test" which prompted their own recognition of various testing shortcomings and pitfalls. After considering teacher expectations of testing as well as the shortcomings of conventional tests, alternative forms of evaluation were considered.

Reported by Kelly Ann Rambis

NIIGATA

Helen Sandiford

Fluency Across the Four Skills

"Sshhhh. . ." Imagine, if you will, the surprise on several dozen teachers' faces when thus instructed, and the mystification late-comers experienced when greeted with a room full of people scribbling busily away in total silence. Helen Sandiford began her June presentation by inviting the audience to write short conversations based on the sentence, "When I was a child, I. ." in pairs. Later, we were instructed to ask additional questions about our partner's experiences aloud. Having had the time to collect our thoughts and focus on the topic, there was no difficulty for us "students" in moving from writing to speech. The speaker noted that students at any level can also do this, provided that the starter sentence is tailored to their level and needs. She then introduced several non-threatening, "success-oriented" activities which provided

students with a wide range of choices. Some activities were focused on fluency, others on accuracy. Each had a clear task, and students could perform them at their own level.

The activities Sandiford shared with us were particularly useful for mixed-ability classes. We enjoyed her activities and the numerous materials she shared with us. The presenter gave us many useful ideas for our classes.

Reported by Robin Nagano

OSAKA

Kevin Staff

TESOL and Other EFL Organizations

At the June meeting, Kevin Staff introduced us to three different organizations for teachers of English and other languages TESOL, IATEFL, and ACTFL. He talked about the sizes and purposes of these organizations, and described their membership and activities in detail. The presentation was informative and helpful.

Reported by Beniko Mason

SHIZUOKA

Symposium on Language and Memory

On June 6 over fifty people attended a symposium designed to explore the relationship between language learning and memory. Kenichi Yumino presented some findings regarding the retrieval processes of long-term memory. Charles Adamson outlined a Neurolinguistic Programming model of memory and language learning, then considered its implications for the classroom. Sumiko Taniguchi discussed the importance of vocabulary networks in learning new words. William Flaman offered an overview of significant brain and memory research conducted over the last fifty years. Fusako Allard emphasized the distinction between "knowing" something and "remembering" it, outlining Gattgno's concepts regarding memory and language learning. Tim Murphey demonstrated how memory could be retained and reactivated through a process of "shadow echoing" and reformulation. He suggested that children are successful language learners because they are willing to take in new information without extensive critical filtering.

The symposium concluded with a panel discussion in which the presenters summarized their views about memory and language learning.

Reported by Tim Newfields

TOKYO

Leo van Lier

Input and Interaction in the Language Classroom

Working with a 15 page handout, Leo van Lier presented ideas about authenticity and language teaching in June. He proposed an original theory of language teaching which he called the "Road to Proficiency"

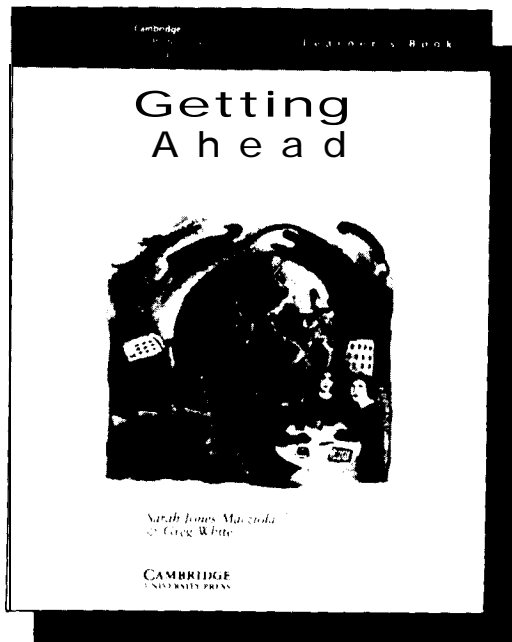
Getting Ahead

A communication skills course for Business English

Sarah Jones-Macziola and Greg White

A new course for students at elementary and pre-intermediate levels who want to improve their English for business and professional purposes. Whilst drawing on the learner's own experience, the course provides activities which give the less experienced learner the opportunity to participate effectively.

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detailing the various steps the learner has to take from initial exposure to achieving proficiency in a second language. Dismissing practice as merely a means for automatizing formulaic utterances, Van Lier maintained that real conversation cannot be planned. He advocated instead the use of role plays in "setting the structure for conversation." Noting that classroom "conversations" are inherently artificial, Van Lier encouraged teachers to leave space in their teaching plans to permit conversations when they do occur.

This presentation (but not this one alone) left me wondering if presenters do not overly flatter teachers about the role of learners. So often the same principles extolled in application to language students are ignored in their very presentation to language teachers. Intent on working through all the pages of the handout he had prepared left Van Lier no time for questions or discussion. And despite his citations of research on the importance of affective factors in learning, one woman felt obliged to apologize for slowing down the presentation. She had been trying to clarify one of his notions that several people had difficulty trying to understand.

Reported by Don Modesto

WEST TOKYO

Teaching English Seminar

Input & Interaction in the Language Classroom

In July the Family Support Center of the Yokota Air Base invited chapter volunteers to conduct a seminar for the teachers on the base who wanted to improve their teaching skills.

Yumiko Kiguchi of Yamasaki Senior High School gave a description of English education in Japanese high schools.

Jeff Winchester of Toho University School of Medicine focused his presentation on the teaching of basic "rules" in teaching listening skills.

Ann Jenkins of Nishi-Tokyo University addressed one of the most difficult problems in teaching English to most Japanese: getting them to speak. She suggested ways to overcome obstacles which inhibit conversation.

According to Eugene Haakenson, an education specialist in the family support center, more and more ESL teachers are needed for the spouses of military personnel whose native tongues are not English, especially young Japanese wives living on the base, to help make things easier for them.

Linda Buffer chaired the meeting which was attended by over thirty teachers.

Reported by Sonia Yoshitake

YOKOHAMA

Ann Jenkins

Poetry in the Language Classroom

Ann Jenkins came to Yokohama in June and brought her poetry workshop with her. She began by defining poetry and quickly moved on to poetic devices. We found how devices such as rhyme, onomatopoeia, ambiguity, metre,

anthropomorphism, rhythm, and neologism occur in many instances of language use. The speaker illustrated this with songs, ads, prose, and even a computer programming manual.

Extending from this, she asked us express our feelings on the hardest thing in the world to do. Consistently comparing our responses, occasionally our differing cultural and literary backgrounds shone through. This caused some remarks and discussion amongst the group. Indeed, one usefulness of poetry is to touch the feelings of the participant(s) and thereby be likely to cause responses, especially spontaneous ones.

We also found how stimulating pictures can be, particularly those from advertising which are often stimulating. In the end we all had a chance to attempt our own poetry all based on the same simple poetic structure. In getting the students to respond and produce their own original language in this way, we found one of our most ideal uses for poetry in the language classroom.

Reported by Howard Doyle

TOKUSHIMA

英語学習日記の効用

奥村 栄子

6月例会では、文理大学の奥村栄子氏による英語学習日記についての発表だった。学習日記をつけることが、英語学習者としての自己認識を高め、自立した学習者となる一助となり得るかどうかが、一年間に渡って調査し、その結果を報告した。

まず、学生の英語学習者としての自己認識を調べるため、6パートに分かれた、かなり詳しいアンケートを実施する。その結果をグラフや、平均値に表し、はっきり数字で示すことで、自分の学習方法を見つめさせる。そして次に、なぜ自分が英語を勉強しているのか、また、どのような英語技能を身につける必要があるのかを英語学習日記に記入する。

普段の学習日記には、大学の授業の要点を書き留めたり、質問を記入したりする。授業中、消極的な学生も、日記の中では比較的質問をぶつけやすいようである。また、夏休みには、自分が行なった自主的な英語活動を、日記につけさせた。

自己を客観的に見つめ直すには、文章化してみることは、かなり効果的であると思われる。学習日記をつけ、教師に提出し、なんらかのコメントをもらうことで、教師と学習者の相互交流も高まった。書くのは大変だったが、自分が見つめられて良かったという、学習者側の感想も発表された。

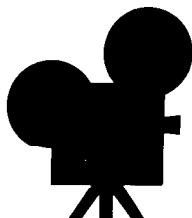
広田 知子



The 19th of the month two months before the month of publication is the FINAL deadline for receipt of all submissions(except chapter meeting announcements, which are due on the 25th) Anything received after the deadline will go into a subsequent issue.

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N-SIGs at JALT 93 — Focus on N-SIGs

Under the direction of Materials Writers N-SIG, all the groups have been combining forces to complete their first ever independent joint publication called *Focus on N-SIG's* specifically timed to be available to JALT members at Omiya in October. This is the definitive 100 page production of the N-SIGs, featuring both newsletter and reference information, plus profiles from each group as well as proceedings articles and reports from N-SIG Symposia. These center on the many presentations that were given at Kobe in May by N-SIG members and feature a special interview with plenary speaker Rod Ellis by **Video N-SIG** entitled *Rod Ellis Through the Looking Glass*.

In addition there is the featured presentation called *Captions in Context* from the First Video Symposium held jointly between **Video N-SIG** and Keio University in January. Altogether there are about twenty articles ranging from a few pages to extended studies like *The Model United Nations Handbook* provided by **Global Issues in Language Education**. All aspects of language education represented by the eleven formed and forming groups are covered. Articles and reports are both practical and theoretical, including items both in and on Japanese language. **Bilingualism** and **Team Teaching N-SIGs** offer special studies, supplemented by papers on **CALL**, **Learner Development** (the newest forming group) and so forth, reflecting the many important developments taking place within JALT.

Some N-SIG members plan to contribute articles extending beyond the already wide scope of the groups to areas like *SLA*, *Teaching Pronunciation*, and *Electronic Mail* from **College and University Educators (CUE)** and so on, indicating the expanding nature of N-SIG concerns. The proceeding are ideal for the many JALT members who want to know more about both N-SIG activities in general and about some of the interesting presentations which they organize around Japan. Copies are available in the N-SIG Hospitality Room throughout the conference. Ensure your copy by visiting the area as early as possible. N-SIG chairs deserve credit for subsidizing this publication out of their limited funds in the absence of other sources of support. N-SIGs are very thankful to JALT's President for including his message.

Colloquia, Roundtable Discussions and Workshops

Colloquia and Roundtable Discussions add extra dimensions to the conference theme. Bilingualism will be giving its ninth colloquia this year. **Video N-SIG** offers for a fifth time a panel of established experts in the field to discuss the medium as a window on culture. JSL looks at cultural aspects of teaching materials in relation to curriculum diversification. Team Teaching and Global Issues in Language Education offer cultural and linguistic insights into their own areas of expertise,

bringing total N-SIG colloquia time to more than 12 hours with 25 colloquists.

Roundtable Discussions and Workshops by N-SIG members are extensive, with double the representation time of the colloquia. A **CALL** workshop, for example, looks at curricula, composition, plus commercial and customized software. Combine the above with dozens of shorter presentations given by group members and it can be seen that a significant section of JALT annual international conferences are of N-SIG origin. For details see group Newsletters, the Conference Handbook and Daily Announcements.

N-SIG Sponsored Presentations and Other Talks

Since 1992, N-SIGs have been allowed to sponsor presentations just as chapters have been for years. The groups have responded to this opportunity energetically, so that the talks treating such N-SIG related areas as **Video**, **JSL**, **Global Issues**, **Team Teaching**, **EAP**, **Bilingualism** and soon now actually exceed any other category. A third of the 15 sponsored presentations alone are on video. These include *Developing Video Lessons* (all interested in offering mini video lesson ideas for this contact Bruce Evans at 06-436-9613) and *TV News Projects for JSL Intermediate Students*. As N-SIGs have limited finances but still offer such events to JALT members, conference participants are encouraged to attend.

A glance at the conference schedules shows the depth of interest of N-SIG members in general in providing talks on subjects not only related to their N-SIG affiliations. This trend is also reflected in the increase in N-SIG members boosting chapter and regional programming now. The groups have created a new focus for regenerating JALT members' interest in networking and self-development.

The N-SIG Hospitality Room

Because of space restrictions, N-SIGs have a single hospitality room. However, it is large and well situated in the basement area close to other key display areas, the Job Information Center and Registration Room. Everyone is invited to visit. N-SIGs will keep representatives available throughout to answer questions, distribute newsletters and provide copies of *Focus on N-SIGs*. As the conference is three days, extra volunteers are asked to help supervise this area.

N-SIG Business Meetings and the Annual General Business Meeting

N-SIGs gather during the conference for individual group business meetings that shape publication, programming and administrative plans for the coming year and offer reports on the preceding year's activities. Every member is asked to attend and volunteer for part of the national networking effort needed to keep N-SIGs operating.

Seido Materials for Children

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

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

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● Teacher's Supplement ● Card Set (360 cards + Phonics Tape)

● Level 1...Workbooks 1-4, Teaching Scripts 1-4, Tape Sets 1-4 ● Level 2...Workbooks

1-4, Teaching Script, Taps Sets 1-4

● Level 1.....Workbook Set (Workbooks 1-4)

● PLAY ENGLISH



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

LIST OF MATERIALS

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

● Teaching Manual ● Workbook



● POSTERS (ACTUAL SIZE 90X60cm.)

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

● SONG TAPE

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



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N-SIG Business Meetings' Days (Rooms) and Times are as follows:

October 9, Saturday:

Global Issues (703) 1-3 p.m.; **CUE** (701) 4-6 p.m.; **Video** (602) 5-6 p.m.; **Bilingualism** (703) 5-6 p.m.

October 11, Monday:

JSL (802) 11-12 a.m.; **Team Teaching** (705) 11-1 p.m.

Those groups who have not announced business meeting schedules yet will do so later via newsletters, the Conference Daily or this column next month. For more information, contact the relevant coordinator.

Regular readers of this column will remember that at JALT 92, the motion for N-SIG voting rights at Executive Committee, which decides major issues like budgeting, won majority but not the two thirds support necessary to change the constitution accordingly. Since then the Constitutional Reform Committee has been looking at the problem. As an interim action, it may propose one vote for N-SIGs (out of a total of 50). While this may seem only a small step forward, it is important if N-SIGs are to be better integrated into JALT. All who can attend the Annual General Business Meeting at 6 p.m. on Sunday, October 10 are asked to support.

Teacher Education

Congratulations to the **Teacher Education** group on becoming JALT's 9th official N-SIG. Executive Committee approval came in June. The aim of the group is to provide a forum for JALT members involved in language teacher training and development, by establishing means for interested individuals to exchange ideas and resources, and formulate research needs. The group also aims to serve those working to fulfill their potential as teachers, plus those responsible for facilitating such development by conducting seminars and workshops.

Coordinator: (Mr.) Jan Visscher (home address) 3-17-14 Sumiyoshi, Higashi-machi, Higashi Nada-ku, Kobe 658; Tel: 078-822-6786

Treasurer: Hung-En Feng 14-17-201 Aoki-cho, Nishinomiya 662

Newsletter Editor: Karyn Ivory, C-1 Flora 8, 10-9-3 Naka-machi, Otori, Sakai City 593; Tel: 0722-63-0546

Learner Development

Interest has been expressed in forming a new group to include such areas as learner training, communication strategy training, language awareness training and so on. The group hopes to create a database, publish a newsletter and create both programming and publishing opportunities for its future members. Details of a meeting at Omiya will be announced. All who wish to join can send name, address, phone number,

chapter name and ¥1,000 annual membership to: Richard Smith, Tokyo University of Foreign Studies, 4-51-21 Nishigahara, Kita-ku, Tokyo 114; Tel: 03-3916-9091.

EAP changing to ACEE

The forming N-SIG, **English for Academic Purposes**, is considering expanding its basis and changing its name to **Academic and Content-based English Education**. A draft statement of purpose is being produced and a decision is planned for Omiya. For further information, contact the acting chair: Suzanne Ledebor, c/o Hiroshima College of Foreign Languages, 3-15-1 Senda-machi, Hiroshima 730; Tel: 082-241-8900, Fax: 082-249-2321.

CALL

A final reminder that the National Computer Conference at Kinjo Gakuin University, Nagoya is September 14-15. A keynote speech on Composition, Culture and Computers will be given by William Acton and John Brine of Nagoya University. There are nearly 30 presentations in all for every level of computer user, including those who have never used one. See last month's column for details. For information contact organizer, David Kluge, Kinjo Gakuin, 2-1723 Omori, Moriyama-ku, Nagoya 463; Fax: 052-799-2089.

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 Hibirigaoka, 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, 2-5-20 Kunimi, Aoba-ku, Sendai 981; tel/fax (h) 022-274-3134

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

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

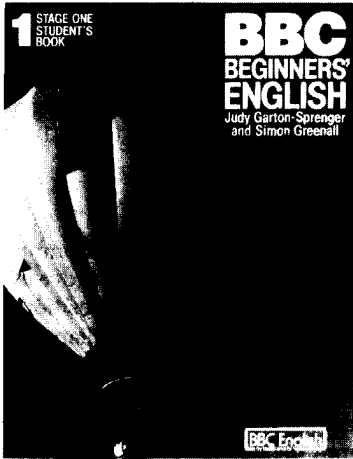
Video: Donna Tatsuki, 2-19-18 Darjo-cho, Nishinomiya, Hyogo 673; tel 0798-51-8242; fax -1988

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 Ledebor, 9-6-203 Parkside YNY, Nakajima-cho, Naka-ku, Hiroshima 730; tel (h) 082-541-2814; fax 249-2321

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Meetings

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

Topic: Games and Activities for Language Learners of all Ages

Spkr: John Moore

Date: Sunday, September 19

Time: 1:30-3:30 p.m.

Place: Sun Life Building, Akita

Fee: Members free; non-members ¥800

Info: Tomoko Nishiyama, 0188-86-5125 (w), 0188-86-5100 (ESL Dept. office), 0188-86-4533 (h)

The speaker will present activities and games of interest for teachers of young learners of English. However, these activities can be quickly and easily adapted for language learners of all ages, including adults.

John Moore is with Oxford University Press in Tokyo.

CHIBA

Paul Gruba, Tel: 043-273-1233; Fax: (043) 272-1777

FUKUI

Topic: Workshop: It's a Question of Motivation

Spkr: Barton Armstrong

Date: Sunday, September 19

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

Place: Fukui International Exchange Center (Fukui Kenmin Kaikan, 6F)

Fee: Free

Info: Takako Watanabe, 0776-34-8334

Charles Jannuzi, 0776-22-8111

If you sometimes say (or think) "My students just aren't motivated." or "How can I get them talking?" then this workshop is for you. As well as providing a round-up of highly motivating activities you can use in your next class, we will examine which factors need to be considered when designing teaching materials for young adult learners in Japan.

Barton Armstrong has taught English in both the US and Japan. As an ELT Consultant for Heinemann in Japan, he has given numerous workshops at JALT Chapters around the country.

FUKUOKA

Topic: Taboos Influencing Vietnamese Learners of English

Spkrs: Mr. Tran van Phuoc, Ms. Le thi Huyuh Trang

Date: Sunday, October 3

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

Place: Kitakyushu International Village Center 1-1-1 Hirano, Yahatahigashi-ku, Kitakyushu Tel: 093-662-0055

Fee: Free! Sponsored by a JALT Conference Scholarship, JALT Global Issues N-SIG, Seinan Jo Gakuin Junior College English Department and The Kitakyushu International Week-Executive Committee

Info: L. Dennis Woolbright, 093-561-2631 Ex. 235

"We are friends of the world" is the overall theme for Kitakyushu's International Week. Starting at 10:00 a.m. Sunday morning, Kip Kates of the JALT Global Issues N-SIG will moderate a symposium including the two visiting Vietnamese scholars plus Dr. Nittin Datar of Bombay India presenting a paper on "Centripetal and centrifugal forces affecting global relations today including Ethnic Cleansing." This event will be held in the new International Conference Center on the second floor for a maximum of 100 participants. Simultaneous interpretation from English to Japanese will be provided.

From 2:00 to 4:00 p.m. The Hailey Family Singers, a black gospel group of six singers from America will bring the world closer together through their dynamic and inspirational music. This free concert will be presented in the brand new Hibiki Hall seating over seven hundred people. Call the Center or Mr. Woolbright for reservations.

FUKUSHIMA (Petitioning chapter)

Gary Spry, 0249-23-6950

GUNMA

Topic: Approaches to Creative Writing in the EFL Classroom

Spkr: Ann Tashi Slater

Date: Sunday, September 26

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

Place: Nodai Niko High School, Takasaki

Fee: Members free; non-members ¥1000

Info: Hisatake Jimbo, 0274-62-0376

Creative writing in English is sometimes thought to be unteachable, particularly to non-native speakers of English. However, it can be taught with inspiring results in the Japanese EFL classroom, especially as a means for students to learn more about themselves and experience English as a real language. In this talk the speaker will discuss how to use poetry, fiction, and essays as jumping-off points for students' own fiction and creative non-fiction. Particular attention will be paid to how to structure the class as a writing workshop and how to encourage students to write from their own experience.

Ann Slater teaches English at Nihon Jyoshi Daigaku as a full-time lecturer. Her recent publication, "There's No Reason to Get Ro-

matic," appears in *American Dragons*, an anthology of short fiction, 1992.

HAMAMATSU

Topic: BARNGA: A Cross-Cultural Simulation Game

Spkr: Sarah Gitter

Date: Sunday, September 19

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

Place: CREATE (next to Enshu Byoin Mae Station)

Fee: Members free; non-members ¥1000

Info: Brendan Lyons, 053-454-4649

Mami Yamamoto, 053-885-3806

Simulation games provide fun and safe environments for experiential learning. In BARNGA, using simple materials, players experience culture shock, and then discuss feelings, coping mechanisms and applications to our real-life experiences. Afterwards, participants will share ideas for using BARNGA and other simulations in a variety of learning situations.

Sarah Gitter teaches at Hamamatsu Junior College.

HIMEJI

Yasutoshi Kaneda, 0792-89-0855

HIROSHIMA

Topic: 1) Language Teachers as Language Learners-Helping ourselves & one another

2) Tips for Troublemakers

Spkrs: 1) Richard Smith, Tokyo University

2) Mark Zeid, Hiroshima Chapter

Date: Sunday, September 5

Time: Smith: 9:30 a.m. Zeid: 11:00 a.m.

Place: Women's Center/Josei Sougo Senta in Honmachi, Matsuyama (Ehime)

Fee: Members ¥1700; non-members ¥2000

Info: D. McMurray, Orange Heights 102

1-2-20 Muromachi, Matsuyama 790

Fax: 0899-31-9561

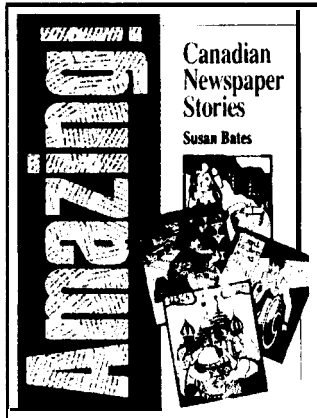
Smith will discuss how improving our own ability in a second language can often provide insights into how we can help our students to become better learners.

Using a common sense approach, Zeid will focus on classroom discipline, the learning environment, and how to achieve proper classroom behavior.

Note: these Hiroshima Chapter presentations will be given as part of the JALT Southwest Regional Conference "Methods & Materials-Help Yourself." Hiroshima will also sponsor the "Global Issues Boutique" with lots of new materials, most from non-commercial sources. Plus: featured speakers Sen Nishiyama, Anni Hawkinson and Don Maybin; 11 publishers' displays and speakers; displays by established and forming National Interest Groups (N-SIGs), AJET and JASL.

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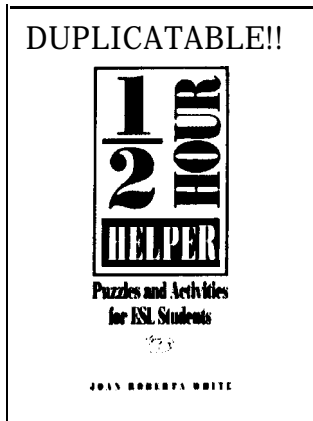
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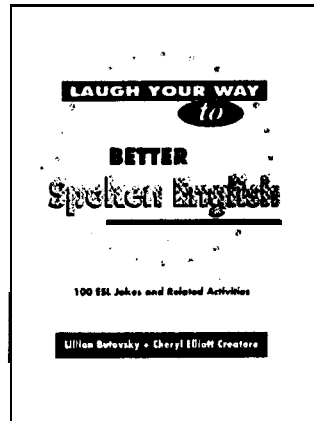
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HOKKAIDO

Topic: Hot Rods Workshop
 Spkr: Lawrence J. Cisar
 Date: Sunday, September 12
 Time: 1:30-4:00 p.m. (doors open at 1:15)
 Place: Kaderu 2.7 Bldg. (North 2 West 7) Room 1020
 Fee: Members and students free; others ¥1000
 Info: Ken Hartmann, 011-584-7588

This workshop will deal with various ways to make Cuisenaire rods work in the speech/conversation class. Seven different techniques will be presented and practiced by the participants in the workshop. These techniques can be used at a variety of levels of proficiency and in different size classes.

Larry Cisar teaches at Kanto Gakuen University.

IBARAKI

Topic: Japanese for Lazy People: Independent Learning
 Spkr: Trevor Hughes Parry
 Date: Sunday, September 19
 Time: 2:00-4:30 p.m.
 Place: Tsukuba Information Center (Next to Nova Hall)
 Fee: Members free; non-members ¥500
 Info: Martin E. Pauly, 0298-58-9523
 Michiko Komatsuzaki, 0292-54-7203

Intended for learners of Japanese frustrated with their lack of progress and unsure as to how to proceed, this presentation offers a number of practical ideas for study independent of teachers and textbooks, utilizing some of the naturally occurring linguistic resources available to those living in Japan.

Participants will be encouraged to (1) discuss ways in which they may unconsciously be "avoiding" the need to learn, (2) realistically list their learning priorities, and (3) reflect on ways in which they might organize their time for independent learning.

Learners will be introduced to and invited to contribute to the newsletter **Learner to Learner**, started as a result of suggestions made at a similar presentation at the JALT national conference in 1992. It is hoped that teachers and prospective teachers of Japanese might also be interested in attending the presentation.

Trevor Hughes Parry, MA (Cantab), P.G.C.E. (London), lecturer at Kanto Gakuen University, is co-author of the *BBC Japanese Language and People* course and one of the editors of **Learner to Learner**.

KAGAWA

Topic: ELT Approaches for Adults and Children
 Spkr: Robert Habbick
 Date: Sunday, September 12
 Time: 1:30-4:30 p.m.

Place: Takamatsu Shimin Bunka Center
 Fee: Members free; non-members ¥1000
 Info: Harumi Yamashita, 0878-67-4362
 This workshop in a "do and remember" format will start with aspects of teaching English to children and then move on to teaching adults. For more rewarding children's classes, matching types of materials with age groups, maintaining both discipline and interest, and why certain games and activities work will be discussed and exemplified. The difficulties of adult classes, different levels together, and other pitfalls will be discussed, and ways to set up effective activities will be presented.

Robert Habbick is the Osaka-based ELT Consultant for Oxford University Press, sponsor of this workshop. Previously he taught at various levels and developed a deep interest in English education in Japan.

KAGOSHIMA

Topic: Pair Work and Video Usage
 Spkr: Kevin Slattery
 Date: Sunday, September 19
 Time: 1:30-4:00 p.m.
 Place: AIMU Bldg. 2F-Kyuden Community Plaza, 1-38 Higashisengoku-cho
 Fee: Free
 Info: A. Barbara O'Donohue, 0992-53-5491

The presenter is the Longman ELT representative from Osaka. He is well versed in the teaching of ESL, especially to children and adults. His audio/visual demonstration will focus on the use of video and pair work. There will be a display of books from Longman at this meeting.

KANAZAWA

Topic: Teaching Content Based Classes
 Spkr: Scott Olinger
 Date: Sunday, September 19
 Time: 2:00-4:00 p.m.
 Place: Ishikawaken Shakai Kyoiku Center, 4F, Honda-machi, Kanazawa (next to HRO)
 Fee: Members free; non-members ¥600
 Info: Neil Hargreaves, 0762-80-3448
 Mikiko Oshigami, 0764-29-5890

This presentation looks at ways of teaching content based courses through EFL. The speaker will explore how to "develop the students ability to express his/her opinion on matters of political and social importance" through a variety of classroom techniques, including "value free" instruction and open ended discussion. How best to make the classroom as close to a "real world" environment will also be considered.

Scott Olinger has taught in the U.S.A. and for over four years in Japan. He is currently working at Hokuriku University in the Foreign Language Department. There will be no meeting in October.

KOBE

Topic: English Education in Japan Past and Present
 Spkr: Nihei Nagaki
 Date: Sunday, September 12
 Time: 1:30-4:30 p.m.
 Place: Kobe YMCA Language Center, 4F
 Fee: Members free; non-members ¥1000
 Info: Nihei Nagaki, 078-593-7998

The presenter will focus on junior and senior high school English education. There were fundamental changes in the school system in this country in 1948, and the presenter experienced these changes when he was a student.

He will talk about the way he was taught English, and how he has been teaching it since he became an English teacher. He hopes that the participants, especially AETs (or ALTs) will come to know the actual situation most Japanese teachers of English (JTEs) face every day and will discover ways to co-operate with JTEs in teaching communicative language skills. He will also discuss the New Monbusho Guidelines.

Nihei Nagaki, a graduate of Kobe City University of Foreign Studies, has been a junior and senior high school teacher since 1963 in both public and private schools.

October Meeting:

Topic: The Vietnamese Context of EFL Teaching and Research
 See Osaka announcement.

KYOTO

Topic: Videos: Culture, Content & the Classroom
 Spkr: John Haywood
 Date: Sunday, September 26
 Time: 1:30-4:00 p.m.
 Place: British Council Kyoto, 75 Nishi-machi, Kita Shirakawa, Sakyo-ku
 Fee: Free
 Info: Kyoko Nozaki, 075-711-3972
 Michael Wolf, 0775-65-8847

Faced with the task of motivating students as well as exposing them to as much "living English" as possible in an EFL environment, many teachers are increasingly adopting this exciting new classroom media. In this workshop we will examine several issues pertaining to the use of video, such as: why use video and how, keeping it coherent/selecting teaching points, pre-teaching tasks, viewing tasks, and post-viewing tasks and extensions. As a basis for activities, we will use sequences from the forthcoming **Interchange Video**, Level 1 (CUP 1993) which contains both scripted and documentary sequences.

John Haywood is the Kansai ELT representative for Cambridge University Press and has taught video for five years in Japan.

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October Meeting

Topic: The Vietnamese Context of EFL Teaching and Research

See Osaka announcement.

MATSUYAMA

Yuko Hamada, 0899-77-3029

Ron Murphy, 0899-22-7166

MORIOKA

Izumi Suzuki, 0196-37-5469

NAGANO

Richard Uehara, 0262-86-4441

NAGASAKI

Topic: Conversation Matters

Spkr: David Fisher

Date: Sunday, September 26

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

Place: Suisan Gakubu (Fisheries), Nagasaki University

Fee: Free

Info: Brian Moss, 0958-20-5713

Satoru Nagai, 0958-44-1697

In a classroom environment it is often difficult to create a truly communicative atmosphere. Therefore, it is essential to give students the kind of support they need: encouraging them to initiate a conversation and respond naturally, thus becoming more fluent English speakers.

The speaker's numerous activities will demonstrate ways to activate vocabulary and present grammatical structures. He will present motivating, personalized, success-oriented tasks that work with multi-level groups.

David Fisher, a popular speaker at the Fukuoka JALT Book Fair, is ELT Sales Manager for Cambridge University Press in Japan. He has taught English in Singapore, Thailand, the U.K., and Japan.

October Meeting

Topic: Teaching English in Vietnam

Spkrs: Tran van Phuoc & Le thi Huynh Trang

Date: Saturday, October 2

Time: 2:30-6:00 p.m.

Place: Suisan Gakubu (Fisheries), Nagasaki University

Fee: Members free; non-members ¥1000

Info: Brian Moss, 0958-20-5713

Satoru Nagai, 0958-44-1697

We are very fortunate to have two Vietnamese EFL teachers who are visiting Japan to speak at the JALT 93 Conference in Omiya. This presentation will introduce the situation of foreign language teaching in Vietnam. After describing the history and objectives of language education in the country, the presenters will explain the current status of language teachers in Vietnamese schools.

Mr. Tran is Senior Lecturer and Vice-Dean of the Department of English at Hue University of Teacher Education. Ms. Le is also a Senior Lecturer at the same college.

NAGOYA

Topic: National Conference on Computers and Composition

Spkrs: Keynote Dialog: William Acton and John Brine, "Composition, Culture and Computers"

Dates: Tuesday, September 14 and Wednesday, September 15

Place: Kinjo Gakuin University, 2-1723 Omori Moriyamaku, Nagoya, 463

Info: Kelly Ann Rambis, Fax: 052-882-3075 (English only)

Helen Saito, 052-936-6493

Ryoko Katsuda, 0568-73-2288

This conference will explore the relationships among curriculum, composition theory, pedagogy, hardware, software, and the student and teacher in the computer composition classroom. In addition to the keynote dialog, offerings include 7 demonstrations and 12 lecture presentations, plus 3 workshops of one hour and 5 of three hours. The selections provide information and hands-on practice for people at every level of computer literacy from complete beginners to advanced, with emphasis on applications to L2 teaching. There will be plenty of computers available for experimentation, as well as commercial displays of major companies like Apple, IBM, NEC, Fujitsu, Sony, Toshiba and others with hardware and software plus information about computer services such as Nifty-serve. For more information, please see elsewhere in this issue. Circle the dates now for what promises to be a stimulating event close at hand!

October Meeting

Topic: to be announced

Spkr: H. Douglas Brown

Date: Wednesday, October 6: A special meeting!

Time: 6:00-8:30 p.m.

Place: Mikokoro Center, Naka-ku, Nagoya

Fee: Members free; non-members ¥1000

Info: Helen Saito, 052-936-6493

Ryoko Katsuda, 0568-73-2288

We have a rare chance to be with one of the truly famous researchers and course developers in our field. In Japan for the JALT International Conference, the speaker will be making a stopover in Nagoya to meet with us in the quieter, smaller-scale circumstances at the chapter level.

The speaker is well-known for his classic *Principles of Language Learning and Teaching as* well as for his new interactive course in English, *Vistas*. His combination of the theoretical with the nitty-gritty of the classroom world and of real people struggling with a strange language brings rare insights to research and practice. Please watch the *Nagoya Calendar* or the newspapers for his specific topic; it will without a doubt be an evening well-spent.

NARA

Topic: What is the Communicative Approach? The Case of Japanese Language Education in Secondary School in the United States

Spkr: Hiroko Furuyama

Date: Sunday, September 12

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

Place: Saidaiji YMCA Annex

Fee: Members free; non-members ¥1000

Info: Masami Sugita, 0742-47-4121

Bonnie Yoneda, 0742-44-6036

The study of the Japanese language at the secondary level (junior/senior high school) is dramatically growing in the United States. This presentation will give a brief report of these Japanese language classes in American high schools. Through examples of the communicative approach given in Japanese classrooms, the meaning of *communicative approach* will be discussed. The presentation includes the following topics: course design, classroom activities, team teaching, and culture introduction through language.

Hiroko Furuyama has taught English at Ikuei High School in Nara. She obtained a Master's degree from UCLA and is currently working in the Japan Foundation Language Center (in Santa Monica) as an Advisory Lecturer advising schools and institutions regarding their Japanese language programs.

October Meeting

Topic: The Vietnamese Context of EFL Teaching and Research

See Osaka announcement.

NIIGATA

Topic: Breaking Down Barriers

Spkr: Carl Adams

Date: Sunday, September 19

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

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

Fee: Members free; non-members ¥1000

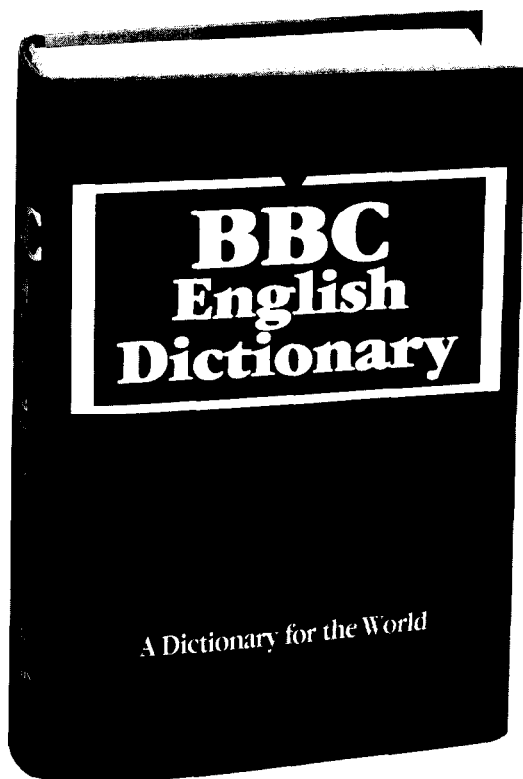
Info: Michiko Umeyama, 025-267-2904

Toru Seki, 025-260-1871

This workshop explores ways of breaking down cultural barriers that prevent Japanese learners from participating or becoming effective language learners in English classes. A variety of short communicative tasks will be demonstrated which encourage even shy, silent students to interact and communicate with each other. Suggestions on ways to create a more communicative style of learning, even in large classes, as well as how to develop and evaluate tasks will be discussed.

Carl Adams, professor of Tokyo International University, has extensive experience teaching in Vietnam, Indonesia and Japan, and is the past National Program Chair of JALT.

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OKAYAMA

Topic: Listen Up!
 Spkr: Barton Armstrong
 Date: Saturday, September 25
 Place: Shujitsu High School, 14-23 Yuminocho, Okayama
 Time: 2:40-4:30 p.m.
 Fee: Members and students free; non-members ¥1000
 Info: Hiroko Sasakura, 086-222-7118

How can we help our students improve their listening proficiency? This workshop discusses key features of a systematic listening program and demonstrates tasks designed for various approaches, skill levels, strategies, and responses

Barton Armstrong is the ELT consultant and marketing representative for Heinemann ELT in Japan. He has taught English in both Japan and the U.S.

OKINAWA

Topic: Evaluation Criteria for Small Group Discussions
 Spkr: Kelly Ann Rambis
 Date: Sunday, September 26
 Time: 2:00-4:00 p.m.
 Place: Okinawa Christian Junior College
 Fee: Members free; non-members ¥500
 Info: Jane Sutter, 098-855-2481

How can teachers of English conversation consistently evaluate the communicative competence of many students every semester? The speaker will present a small group discussion evaluation matrix. This evaluation matrix can assess a student's oral proficiency as well as indicate in which areas there are weaknesses, thus allowing emphasis on improving those shortcomings.

Kelly Ann Rambis is on the faculty of the College of General Education at Nagoya City University.

OMIYA

Michael Sorey, 048-266-8343

OSAKA

Topic: An Introduction to Computer-Assisted Language Learning
 Spkr: Tom Pendergast
 Date: Sunday, September 19
 Time: 2:00-4:30 p.m.
 Place: DIDASKO, Awaza Dai-Ni Central Heights, 6-7-31 Itachibori, Osaka-shi (map provided with July chapter mailing; available on request)
 Fee: Members free; non-members ¥1000
 Info: Masako Watanabe, 06-672-5584

After a short discussion of JALT's beginnings and development, the presenter will introduce some of the elements of CALL, using Apple and IBM-compatible systems. Machines are available for hands-on use, and participants are also encouraged to bring their own laptop

computers. The activities of the CALL N-SIG will also be introduced.

Tom Pendergast was JALT's first president, and is still an active member in the CALL N-SIG. He is a professor at International Buddhist University.

October Meeting

Osaka-Kyoto-Nara-Kobe-Global Issues N-SIG

Topic: The Vietnamese Context of EFL Teaching and Research
 Spkr: Tran van Phuoc and Le thi Huynh Trang
 Date: Wednesday, October 6
 Time: 6:00-8:30 p.m.
 Place: Umeda Gakuen, 230 Chaya-machi, Osaka-shi (near Hankyu Umeda Station: guides available from "Big Man"/Kinokuniya Bookstore entrance to site)
 Fee: Members free; non-members ¥1000
 Info: Masako Watanabe, 06-672-5584 (h) Jack Yohay, 06-775-0594 (w)

The speakers will discuss the context of language teaching in Vietnam, and their own experiences as post-graduate students in TESL at the University of Canberra, Australia, where they are presently enrolled under an Australian foreign aid scholarship.

Participants will also explore ways of encouraging cooperation between language teachers in different countries, including the exchange of teaching materials, authentic materials, and methods.

Both Mr. Tran and Ms. Le are university-level English teachers and teacher trainers, working through the Vietnam Ministry of Education's national teacher development programs. They are graduates of the Hanoi Foreign Language Teacher Training University.

SENDAI

Topic: Setting objectives in developing lesson plans to achieve oral proficiency
 Spkr: Gerald Couzens
 Date: Sunday, September 26
 Time: 1:00-4:00 p.m.
 Place: 141 Building, 5F
 Fee: Members free; non-members ¥1000
 Info: Takashi Seki, 022-278-8271 (h) Irene S. Shirley, 022-264-6411 (w)

Throughout Japan, presenters at the international and local level, peers, colleagues, and journal articles supply a wealth of classroom teaching ideas to achieve oral proficiency. However, effective lesson plan development requires teachers to look at objectives, principles, concepts, and the content value of what they are going to teach.

Participants at this workshop/presentation will take their own ideas, and ones they have heard, and develop a logical, effective lesson plan model for future lesson plan development

applicable to their teaching situation,

Gerald Couzens is teaching general English for academic purposes and conversation to "false beginners" at Miyagi Gakuin Sendai.

SHIZUOKA

Topic: *Japanese: Language and People & Japanese: Self-directed learning*
 Spkr: Richard Smith
 Date: Sunday, September 19
 Time: 2:00-4:00 p.m.
 Place: Shizuoka Kyoiku Kaikan (from Shizuoka Station north exit, go up Miyuki Doori, then turn right on Kita Kaido. It's next to Mr. Donuts)
 Fee: Members free; non-members ¥500
 Info: 0559-67-4490 or 0543-48-6613

The September meeting will be divided into two one-hour sessions:

(1) *Japanese: Language and People*

In this demonstration of material from this BBC course, it will be suggested that Japanese can be made more accessible to the general (non-academic) learner through (i) user-friendly grammatical explanation, (ii) provision of a cultural context for language teaching, (iii) initial emphasis on the spoken language, and (iv) provision of stimulating practice opportunities. (2) *Japanese: Self-directed Learning*

Intended mainly for learners of Japanese frustrated with their lack of progress and unsure as to how to proceed, this workshop offers a number of practical ideas for independent study, utilizing some of the naturally-occurring linguistic resources available to those living in Japan.

Richard Smith (MA in Applied Linguistics, Reading University) is a lecturer at Tokyo University of Foreign Studies. He is co-author of the BBC *Japanese: Language and People beginners'* course and co-founder of *Learner to Learner*, a bi-monthly newsletter for self-directed learners of Japanese.

SUWA

Topic: Picture File
 Spkr: Jack Anderson
 Date: Sunday, September 12
 Time: 2:00-4:30 p.m.
 Place: Restaurant Holz-Hatsushima, Suwa
 Fee: Members free; non-members ¥1000
 Info: Mary Aruga, 0266-27-3894

TOKUSHIMA

Kazuyo Nakahira, 0886-22-6566

TOKYO

No Meeting in September. Tokyo JALT November Conference on "Teacher and Learner Development (with a special focus on the N-SIGs)" will be Sunday, November 21 at Showa Women's University in Sangenjaya.

Info: Will Flaman, tel/fax: 03-3816-6834 (h), 03-5684-4817 (w)

Meetings, cont'd on p. 89.

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Conference Calendar

To place information in this column, contact Masaki Oda, Dept. of Foreign Languages, Tamagawa University, 6-1 -1 Tamagawa Gakuen, Machida, Tokyo, 194, Japan, Tel: 0427-349197 (w), Telfax: 0427-56-2757 (h). two months in advance of desired date of publication

The 32nd JACET Annual Convention

Date: September 8-10, 1993
Place: Tohoku Gakuin U., Izumi Campus
Sendai, Japan
Contact: JACET, 12 Kagurazaka
Shinjuku-ku, Tokyo 162
Tel: 03-3268-9686

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
U. of Adelaide, GPO Box 498
Adelaide, SA 5001, Australia
Tel: +61-8-228-5638
Fax: 161-8-224-0464 (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

Korea TESOL 1993 Fall Conference

Date: October 16-17, 1993
Place: Wongwang University, Iri, Korea
Theme: Narrowing the Gap Between Theory
and Practice
Contact: Carl Dusthimer
Dept. of English Language &
Literature, Haman University
133 O-jung Dong
Dae duk-ku, Taejin, Korea 300-701
Tel: * 82-42-629-7336
Fax: +82-42-625-5874

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. tl-514-948-1231

The 18th Annual Boston University Conference on Language Development

Date: January 7-8, 1994
Place: Boston, MA, U.S.A.
Theme: First & Second Language Acquisition
Contact: Boston U. Conference on Language
Development/ 138 Mountfort Street
Boston, MA 02215, U.S.A.
Tel: +1-617-353-3058
Fax: +1-617-353-6218

THAI TESOL 14th Annual Convention

Date: January 13-15, 1994
Place: Bangkok, Thailand
Theme: Learner-Centered Methodology
Deadline for Proposals: November 1, 1993
Contact: Prapa Vittayarungruang Sri
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, U.S.A.
Deadline for Proposals: September 17, 1993
Contact: AAAL 1994 Program Committee
P.O. Box 24083
Oklahoma City, OK 73124, U.S.A.

Teachers of English to Speakers of Other Languages (TESOL)

The 28th Annual Convention and Exposition

Date: March E-14, 1994
Place: Baltimore, MD, U.S.A.
Contact: TESOL Central Office
1600 Cameron Street, Suite 300
Alexandria, VA 22314-2751, U.S.A.
Tel: +1-703-836-0774
Fax: +1-703-836-7864

International Association for World Englishers (IAWE) 1994 Annual Meeting

Date: March 31-April 2, 1994
Place: U. of Illinois, Urbana, Illinois, U.S.A.
Contact: Prof. Eyamba Bokamba
Dept. of Linguistics
4088 Foreign Language Bldg.
707 South Mathews Ave.
Urbana, IL 61801, U.S.A.
Fax: +1-217-244-3050

1994 CATESOL State Conference

Date: -April 14-17, 1994
Place: San Diego Concourse and Doubletree

Hotel and Radisson Hotel Harbor View

Deadline for proposals: September 30, 1993
Contact: CATESOL '94, Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020, U.S.A.



Meetings, cont'd from p. 87.

Richard Smith, tel/fax: 03-3916-9091(h),
tel: 03-3917-6111 ext. 504 (w)

TOYOHASHI

Topic: Writing Activities and Other Fun Stuff/
Teaching Japanese Culture to Japa-
nese Exchange Students
Spkr: Kevin Miller
Date: Sunday, September 19
Time: 1:30-4:30 p.m.
Place: Aichi University, Kinenkaikan 2F
Fee: Members free; non-members ¥1 000
Info: Kazunori Nozawa, 0532-25-6578
The first half of this dual presentation will be a
demonstration presenting a practical list and
guide to the best writing activities and games
assembled from various sources, as well as
some original ideas that have proved success-
ful in the presenter's writing classes.

The latter half will explain how to develop a
curriculum for preparing exchange students to
discuss various aspects of Japanese culture
when they go abroad.

Kevin Miller is an Academic Director at Tri-
dent School of Languages in Nagoya, where
he teaches, among other subjects, English
Composition and Japanese Culture.

UTSUNOMIYA

Topic: Games & Activities for Kids and Jun-
ior High
Spkr: Steve Martin
Date: Sunday, September 19
Time: 2:00-4:00 p.m.
Place: Utsunomiya Sogo Community Center
Fee: Free
Info: Jim Johnson, 0286-34-6986
Michiko Kunitomo, 0286-61-8759

The first half of this presentation will focus on
the use of songs, games, and cue cards which
can be used in the language classroom for the
teaching of younger children.

The second part will focus on students of
junior high school age. These students are
rapidly acquiring a large passive knowledge of
vocabulary and grammar. How can we activate
our students' grammar and vocabulary skills?
Practical methods of presentation, setting up
of pair work activities, and teacher to student
activities.

Meetings, cont'd on p. 91.

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

(京都) 同志社女子大学短期大学部英米語科。採用職名: 専任講師または助教授。担当科目: 英語、LL 科目および専門科目。応募資格: 修士またはそれと同等以上、応用言語学専攻。応募書類: 履歴書 1 通 (写真添付)、業績表、推薦状 2 通、論文 3 点 (英語論文を含む)、健康診断書。給与: 学校法人同志社の規定に拠る。応募締切日: 10月9日 その他の条件についての問い合わせ、及び連絡先: 〒610-03 京都府綴喜群田辺町興戸 同志社女子大学短期大学部事務室 Tel.07746-5-8541 福田京一。

(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 language 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-months' 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) Nijijima 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, Nijijima Gakuen Women's Junior College, 53 Showa-machi, Takasaki, Gunma 370. Tel: 0273-26-1155; Fax: 0273-24-1444. (Editor's Note: As Nijijima Gakuen is a Christian School, Christian applicants are preferred.)

(HOKKAIDO) Hokkaido Tokai University is looking for a full-time Assistant or Associate Professor. Qualifications: Ph.D. in English (Speech Communication with TESOL certificate). Japanese language ability is preferred. Duties: The candidate should expect to teach six to eight English related classes and seminars, attend faculty and other pedagogical/academic committee meetings. Salary and Benefits: Salary will be commensurate with credentials, experience, and academic background. Application Materials: Application form, resume, and list of publications. Deadline: September 30, 1993. Contact: Chairman, Department of Inter-

tural Communications, Hokkaido Tokai University, 5-1-1-1 Minamisawa, Minami-ku, Sapporo 505. Fax: 011-571-7879.

(KITAKYUSHU) Seinan Jo Women's Junior College has announced openings for two full-time positions beginning April 1, 1994: Assistant Professor and Lecturer, tenured track. Qualifications: Master's Degree, publications, and fluency in English and Japanese. College level teaching experience required. Duties: Six 90-minute classes per week, plus full faculty duties. One position entails teaching English Composition and Intercultural Communication; the other, Business English and computer-related courses. Salary and Benefits: Salary is commensurate with age and experience. Application Materials: Resume in Japanese and English, copies of publications, transcripts, and a copy of diploma. Deadline: October 1, 1993. Contact: Mitsuhiko Hashimoto, Chair, English Department, Seinan Jo Gakuin Tanki Daigaku, 1-3-2 Ibori Kokura, KitaKyushu 803. Tel: 093-561-2631. Fax: 093-581-6501.

(NAGANO-KEN) The Seiko Epson Corporation seeks a full-time ESL instructor beginning November or December 1993. Qualifications: B.A. with a minimum of two years experience or M.A. in TEFL/TESL or other English/communications related field. An understanding of Japanese culture and a desire to live in rural Japan is helpful. Duties: Teaching classes and private lessons in the areas of general, business, and technical English, as well as special projects. Salary and Benefits: Salary commensurate with experience. Benefits include housing assistance, pension/insurance plan, and 14 paid vacation days per year. Application Materials: Resume. Address: 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: October 31, 1993. Contact: Jiro Takai, College of General Education, Nagoya City University, Mizuho-cho, Mizuho-ku, Nagoya 467. Fax: 052-882-3075.

(NAGOYA) Nagoya Business College seeks a full-time English instructor. Qualifications: Native English speaker. University graduate, preferably qualified in TEFL/TESL. Duties: Mon.-Fri., 9:00-5:30, mainly English teaching. Some publicity and administration duties, and rewriting assignments required. Must be able to work closely with a team of Japanese teachers. Salary and Benefits: Salary negotiable, but commensurate with experience and qualifications. One year contract; renewable for three years. Sponsorship and housing available. Application Materials: CV with photograph, copy of diploma, and references. Deadline: September 30, 1993. Contact: H. Sonobe, 3-2-3 Temma, Atsuta-ku, Nagoya 456. Fax: 052-682-7602.

(OSAKA) Heian Jogakuin Tankidaigaku announces a position for a full-time lecturer or associate professor of English starting April 1, 1994. Qualifications: M.A. in Humanities or Human Science; three years teaching experience in a Japanese college or university; fluency in Japanese (sufficient to participate in faculty meetings); publications; native speaker or equivalent; general understanding of Christianity. Recommended: ESL Training; Japanese reading ability; Training in Intercultural Communication or CALL. Duties: Nine hours of English teaching (Spoken English, Freshman English, Sophomore English, others); Four to twelve hours of committee work (in Japanese). Salary and Benefits: Y7 to Y10 million a year (same as Japanese faculty). Application Materials: Resume with photo; List of publications; Essay on "A Suggestion for Teaching English to Japanese" (600 words). References, transcripts, etc. will be requested for second screening. Deadline: October 18, 1993, by registered mail. Contact: Somu, Heian Jogakuin Tankidaigaku, 5-81-1 Nampaidai, Takatsuki, Osaka 569.

(TOKYO) The English Department of Tsuda College, Kodaira-shi, Tokyo, announces a tenure/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 MA. in the field, previous university teaching experience and 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. theses and dissertations may be included); proof of receipt of latest degree from granting institution; two letters of recommendation in the field. Deadline: October 15, 1993. Contact: English Department Office, Tsuda College, 2-1-1 Tsuda-machi, Kodaira-shi, Tokyo 187. Tel: 0423-42-5150; Fax: 0423-41-2444.

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

Meetings, cont'd from p. 89

This presentation will be accompanied by a book display from Longman, who are sponsoring the event.

WEST TOKYO

Topic: Language Attrition
 Spkr: Lynne Hansen-Strain
 Date: Sunday, September 26
 Time: 2:00-5:00 p.m.
 Place: Hachioji Shimin Kaikan (Use either Keio Hachioji or JR Hachioji Stn. and take 91, 92 or 93 bus)
 Fee: Members free; non-members ¥1000
 Info: Yumiko Kiguchi, 0427-92-2891 (w), 0427-23-8795 (h)

This presentation will introduce issues and concerns of a new field of study, language attrition. Initial research findings concerning the maintenance and loss of language will be summarized. Findings will then be shared from a current research project which examines the loss of Japanese in English contexts. Finally, the presentation will consider the applications of attrition studies to language learning and teaching in Japan.

Lynne Hansen-Strain is Professor of Linguistics at Brigham Young

University-Hawaii where she teaches in the BA-TESOL and ELI programs. Her research specialization is in individual and group differences in language acquisition and attrition.

YAMAGATA

Topic: Large Classes: Can you teach communicatively?
 Spkr: Sonia Sonoko Yoshitake
 Date: Sunday, September 5
 Time: 1:30-4:00 p.m.
 Place: Yamagata Kajo Public Hall (Shironishi-machi 2-chome)
 Fee: Members free; non-members ¥500
 Info: Fumio Sugawara, 0238-85-2468 (h), 0238-84-1660 (w)
 Many EFL teachers in Japan stress the importance of introducing students to Western culture. The presenter agrees with this but also advocates using the Japanese school culture students bring with them into EFL classes. She hopes to share her techniques for organizing large classes to enhance students' participation and attendance.

Sonia Yoshitake is Chair of the JALT International Affairs Committee and a member of TESOL's Nominating Committee. She teaches at International Christian University in Tokyo.

Second Meeting

Topic: Organizing study abroad and homestay programs in Japanese schools
 Spkr: David Roady
 Date: Sunday, September 26
 Time: 1:30-4:00 p.m.
 Place: Yamagata Seibu Public Hall (Yamagata-shi, Kagota, 1 chome, 2-23, Tel: 0236-45-1223)
 Fee: Members free; non-members ¥500
 Info: Fumio Sugawara, 0238-85-2468 (h), 0238-84-1660 (w)

Hundreds of Japanese junior high schools, colleges, and other educational organizations have launched overseas programs for their students in the past decades. What steps need to be taken to develop a beneficial program? What bureaucratic problems will you encounter? Answers to these questions as well as suggestions for program curricula will be given.

David Roady works at ISA inc. in Tokyo.

YAMAGUCHI

Yayoi Akagi, 0836-65-4256
 Eri Takeyama, 0836-31-4373

YOKOHAMA

Topic: Grammar, Glamour and Motivation
 Spkr: Jay W. Bell, Jr.
 Date: Sunday, September 12
 Place: Yokohama Kaiko Kinen Kaikan (near JR Kannai Station)
 Fee: Members free; non-members ¥1000
 Info: Ron Thornton, 0467-31-2797 (h)
 Shizuko Marutani, 045-824-9459

Motivating students and keeping them motivated are perhaps the toughest but most important responsibilities of a teacher. The students' learning process and actual EFL acquisition depend on their level of motivation. However, we often do not consider that teachers must first be motivated before students can be expected to be motivated. In the presentation we'll first look at some theories of motivation, then we'll look at the presenter's own "Grammar and Glamour" approach. Throughout the presentation, new and old communication games and activities will be presented. These activities have proven successful for students across the age and ability spectrum. Please bring your own suggestions.

Jay W. Bell, Jr. has been teaching in Japan for nine years. He is the Educational Supervisor at Gakken White House English School, which he helped found over seven years ago.

MEMBERSHIP INFORMATION

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

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

Meetings and Conferences -The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **National Special Interest Groups**, N-SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on Testing and other themes.

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

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

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

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

CENTRAL OFFICE:

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Tel. 03-3802-7121; fax. 03-3802-7122. Furikae Account: Yokohama g-70903, Name: "JALT"

JALT—全国語学教育学会について

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

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

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

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

研究助成会：詳細はJALT事務局まで。

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

入会申し込み：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付けています。

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