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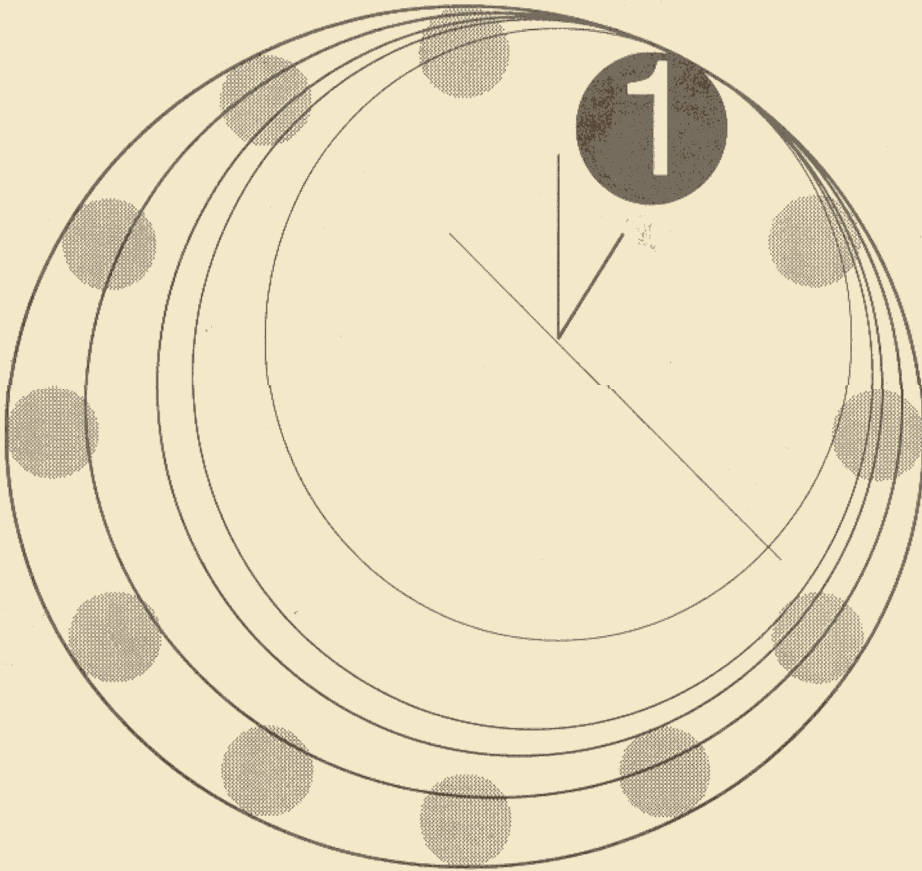
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The Japan Association of Language Teachers

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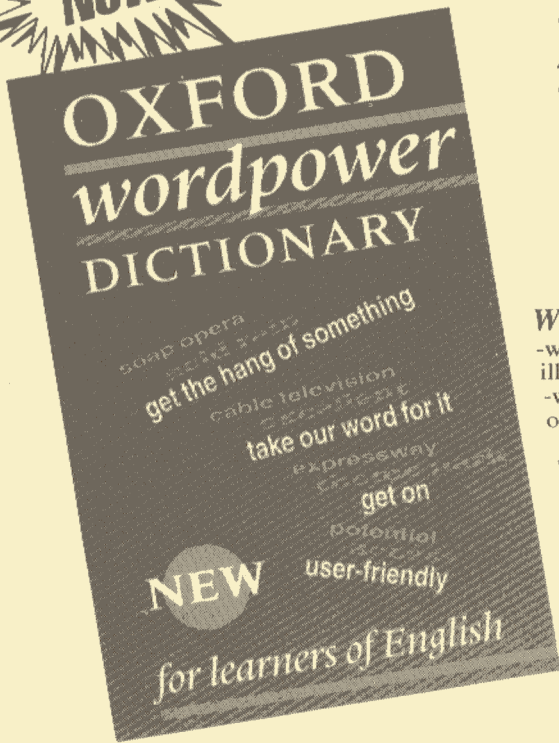
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Volume 18, Number 1

January 1994

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The Language Teacher is the monthly publication of the Japan Association of Language Teachers (Zenkoku Gogaku Kyoiku Gakkai), a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. JALT welcomes members of any nationality, regardless of the language taught. The editors welcome articles and book reviews on all aspects of language teaching, particularly with relevance to Japan. Contact the appropriate editor for guidelines. Employer-placed position announcements are published free of charge, but publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Committee that no positions-wanted announcements will be printed. All contributions to *The Language Teacher* must be typed, double-spaced on A4 paper, and sent to the appropriate editor. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to the authors.

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Last year we noted in our January issue the tremendous changes that language teaching in Japan has undergone, and remarked upon the down side—that for those teachers employed at colleges, universities, and *semmon gakko*, the demographics of Japan do not bode well. The demographic slide with its shrinking pool of students, coupled to the recessionary economic slump, is already affecting tertiary institutions, with smaller student-starved schools closing their doors and discharging teaching staff—in some cases with headmasters absconding with tuitions and teacher salaries. To compound the problem, never before have so many qualified teachers beaten a path to Japan to seize whatever opportunities are available, thus perhaps for the first time creating a local glut of talent unimaginable just 10 years ago. Increasingly faculty in untenured positions are finding themselves at risk. As we stated last January, “The best way for teachers to thrive during these times is to seek opportunities for professional development.” We continue to encourage teachers to contribute actively to the L2 profession, either by presenting at JALT meetings and conferences, or by publishing in *TLT*, the *JALT Journal*, or one of the many N-SIG newsletters.

In this issue we start the new year with varied offerings. **Richard Goold**, **Chris Madeley** and **Nigel Carter** present the third and final part of their examination of the *Monbusho's* new guidelines in oral communications in junior and senior high schools. **H. Jathar Salij** writes on a task-based “art and communication” course he devised to foster listening comprehension skills. **Katie Gray** offers an article on the importance of grammatical error awareness in Japanese EFL learners, and **S. Kathleen Kitao** and **Kenji Kitao** provide a report on last year's World Communications Association conference in South Africa. In our “Opinions & Perspectives” column, **Charles Jannuzzi** addresses some of the problems that exist in the *Monbusho's* JET Program and suggests possible solutions, while in a Japanese language feature, **Sonia Yoshitake** interviews **Mark Petersen** of Meiji University on transfer of skill problems encountered by English-speakers learning Japanese.

I would like to take this opportunity to thank **Carol Rinnert**, the outgoing Publications Board Chair, and especially outgoing Editor **Greta Gorsuch**, for all the help, patience and encouragement they have given me during my year of training as Associate Editor. I look forward to working with **Lyneve Rappell**, our new Assistant Editor, and hope the next year will be as exciting for her as the past one has been for me.

Gene van Troyer

あけましておめでと 4 ございます。

1994年の始まりとなるこの号には、さまざまな話題の記事を集めました。Richard Goold, Nigel Carter, Christopher Madely による 文部省新指導要領における 中学校 高等学校のオーラル・コミュニケーション 3 本の扱いの検討は、3 回にわたる連載の最終回です。H. Jathar Salij は、聞き取り能力を伸ばすために彼自身が考えた、タスク中心のアートとコミュニケーションを扱うコースについて書いています。Katie Gray は、日本人の英語学習者が文法的誤りを意識化することの重要性を主張しています。S. Kathleen Kitao と Kenji Kitao は、昨年、南アフリカで行われた世界コミュニケーション 3 学会の大会について報告しています。“Opinions & Perspectives” 欄では、Charles Jannuzzi が、JET プログラムの問題点を論じ、その解決法を提案しています。日本語記事は、吉竹ソニアによる明治大学のマーク・ピーターセン氏へのインタビューで、英語を母語とする日本語学習者と日本語を母語とする英語学習者が会合、二つの言語と文化の違いに起因する困難点が話題にされています。

先月号にも書きましたが、1 月から Carol Rinnert に代わり、Greta Gorsuch が出版委員会委員長となりました。さらに Gene van Troyer が編集者となり、アシスタント編集者として、Lyneve Rappell がスタッフに加わりました。JALT は、日本人会員のより積極的な参加を求めようと努力を続けていますが、*The Language Teacher* も、日本語話者のみなさんの投稿が、日本語記事、革題記事と、もに、さらに増えることを期待しています。今年も、よろしく願いたします。

日本語編集者：青木直子



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The New Monbusho Guidelines: Part Three

by Richard Goold, Nigel Carter & Christopher Madeley
Tokyo Bunka Gakuen

Introduction

This is our final article on the *Monbusho* guidelines to the new oral communication courses to be introduced in senior high schools in April 1994 (see Goold, Madeley and Carter, 1993; and Carter, Gould and Madeley, 1993). The three courses are Oral Communication A, B, and C. In this series of articles we refer to the courses as OCA, OCB, and OCC. In two previous issues we have discussed OCA (an informal speaking course) and OCC (a formal speaking course). In this article we will discuss OCB and suggest ways in which the different courses can be integrated to promote an effective teaching program in senior high schools.

Oral Communications-B

The general aim of OCB is to “develop aural comprehension of a speaker’s intentions, etc., and to nurture a positive attitude towards communication”¹

Although the emphasis in this section of the guidelines is on listening--- “Aural comprehension of a speaker’s Intentions, etc., is linked to aural comprehension of a partner’s intentions, etc. in Oral Communication A the focus here is mainly on listening activities”²- the role of students in OCB as “speakers” (distinguished, for reasons that do not become clear, from their role in OCA as “partners”) is considered important. The guidelines state that, “Speaking activities entailed by this guideline cannot be ignored if listening activities are to be lively.”³ Further emphasis is placed upon the importance of seeking clarification when listening content is unclear; questioning speakers to establish the important points of what has been said; giving opinions; and agreeing or disagreeing with what has been said: “The activities of questioning partners about unclear or doubtful parts, repeating and confirming what partners have said and, especially, what are thought to be the important parts of what has been said, are included in the meaning of listening activities. Further, the point here is that guidance is necessary in the way that agreement, disagreement and one’s own opinions are stated.”⁴ Several examples are given, in English, of language that can be used to initiate or express these ends, e.g.:

I beg your pardon?	I don’t think so.
You want to do what?	I agree.
Do you mean.. ?	I don’t agree. ⁵
I think so too.	

One might therefore draw the conclusion that this section of the guidelines has as much to do with

speaking as listening. It should also be noted that the terms “speaker ” (話し手)” and “partner (相手)” do not seem to be distinguished in any meaningful way in the detailing of the guidelines to OCB, the term “partner” appearing frequently and apparently interchangeably with the term “speaker.”

A second conclusion one might come to is that there is no clear line to be drawn between the aims of OCB and those of OCA and OCC. Expressing agreement and disagreement has as much to do with the discussion component of OCC as it has with OCB. And “how to react appropriately with facial expressions and body language to what has been heard”⁶ would seem to be equally if not more relevant to OCA, when partners are talking about their emotions, thoughts, and feelings of the moment.

Where the guidelines to OCB specifically address listening as a classroom activity, they focus on the need to grasp the gist of what is listened to. Listening materials may be “actual speech, reading aloud, lectures, recordings and broadcasts, etc.”⁷ As the guidelines admit, the intention of the speaker’s utterances cannot be directly questioned or clarified when the listening material used is a text read aloud, or a recording or broadcast made by a person who is not present. “For example, reading aloud, broadcasts and so on are listening activities where the content has to be grasped through listening alone.”⁸ On the other hand, “Explanations, speeches and so on are activities during which, and at the end of which, questions can be asked to confirm things.”⁹

The “Lively” Focus of OCB

Teaching OCB, as opposed to OCA and OCC, may have to be focused on recordings or broadcasts if it is to be taught differently to these other courses. If the emphasis is really to be on listening, the requirement is for teachers to provide recordings or broadcasts that students can listen to, and worksheets that will test their comprehension of what they have heard.

Exercises such as the following, used to prepare students for the listening section of the TOEFL, are good examples of what teachers can offer students in this respect: listening for minimal pairs, listening to pairs, checking the sentence, checking for meaning, checking intonation, identifying the correct homonym, checking for nouns versus verbs, etc. The list is not endless, but it is extensive enough to give variation to a listening course that takes place over a school year. The point is whether the guidelines to OCB really mean that the course should be implemented in such a manner as this. Teachers who do implement it will have to face this question, and they

will have to ask themselves whether implementing OCB in such a way is going to make their classes interesting and motivating for students.

If activities in OCB are to be “lively,” as the guidelines recommend, a topic-based approach to teaching it might be considered. Here it might be helpful to imagine a best-case scenario, such as the following: students plan a roster for the term and form and change groups according to it on a lesson to lesson basis. Each group discusses and selects a topic for the next lesson and appoints a “speaker,” whose task is to prepare the topic in the form of a listening presentation. This may be a text to be read aloud or a recording, selected from commercially released materials or created by “speakers” themselves. “Speakers” are also expected to fully understand the material and be prepared to talk about it. During the target lesson the topic is presented by the “speaker,” who then fields questions about it from the rest of the group and clarifies points for them. The topic is then discussed by the whole group.

A classroom that functioned like this would have, among other desirable characteristics, a high sense of motivation. Students who are free to choose their own groups are more likely to have convergent interests than students who are appointed to groups by teachers, the topics they choose are more likely to reflect their interests than teacher-chosen ones, and more students are likely to participate in listening and speaking activities than in lessons conducted under teacher-controlled conditions, whether on a group or whole-class scale.

Best-Case Scenarios and Reality

One of the fundamental problems L2 teachers face is how to balance the need for class motivation with that of instruction and practice of the language in the stages before students have acquired a productive competence of their own. In the above scenario the teacher would seem to have little to do other than perhaps walk around the classroom, take a few notes, answer students' questions and spend a few minutes at the end of the class on feedback. But quite apart from practical difficulties that would likely occur regarding the availability of texts, recordings and cassette players for class use, and disorganization caused by student absences or lack of preparation time, even a best-case scenario like this poses questions as to how classes would progress in terms of the level of difficulty of the topics and students' productive range and fluency.

In spite of the many reservations teachers would justifiably have about setting out to teach OCB in this way, few would probably deny that as a goal it would be worth aiming at.

As a preparatory approach, teachers could choose to read the first part of a text aloud or play the first part of a recording to the whole class. Students would then complete a worksheet with the focus on

comprehension questions like, “What does the speaker mean by...?“, choosing an answer from a number of alternatives printed on the worksheet. When students have completed this, working in pairs, they might compare their answers, using language perhaps previously presented on the blackboard, such as:

Does s/he mean...?
Do you think s/he means...?
Do you agree?
I don't agree

Teachers might then conduct a class check. After that they might allot students to groups and choose a “speaker” for each group. Speakers are either given a copy of the second part of the text to read aloud to their groups, or they listen to the second part of the tape with the rest of the class. Speakers are given a list of clarifications-for example, the definition of a lexical item. After listening to the second part of the text or tape, students in their groups take it in turns to question their speaker, using a pack of cue cards-“What does s/he mean by...?” etc.-which teachers have supplied and which correspond to the list of clarified items.

Classes could proceed in this way until sufficient practice has been built up in the use of language deemed necessary to questioning, clarifying, agreeing and disagreeing. Subsequent lessons then might begin to approach the scenario outlined above, expanding into freer question work, more spontaneous turn-taking and the elimination of cue cards, lists of clarified items and teacher supplied texts.

The success of such an approach to teaching OCB would have to be measured in terms of a progression towards the scenario envisaged earlier, and this would be the product of increasing student involvement in the preparation of classroom activities and lessening dependence on teacher-prepared materials. Initially, much would depend on teachers choosing texts or recordings that are interesting to students, and providing clarification's that will be informative as well as intelligible to them. Listening materials would have to be tuned to these needs if a basic level of motivation is to be sustained at this stage.

Integrating the Courses

The overlap between OCB and the other two courses offers a large area of freedom in which teachers can develop the courses in senior high school. The approach to teaching OCB outlined above would, if it were successful, seem to fulfill the main listening and speaking aims of OCB, as it would the discussion aim of OCC and partner talk about aspects of everyday life in OCA, since there is no reason why a topic could not be about, for example, “Family Health” or “What to say on the telephone” with subsequent student discussion about their own families or what they would say on the telephone.

The principle upon which the courses have been divided is not made clear by the guidelines, but a general case could be made for saying that OCA is about chatting; OCB about informal discussion based on listening materials; and OCC about formal discussion, speeches and debate. It is probably quite legitimate to regard all these speaking activities as different and distinct. It would be hard to deny, for example, that a good chatter might be an awful debater, or that someone good at discussion in informal meetings might clam up during formal ones; but it would be equally hard to deny that, without a fundamental fluency in a language, any of them could be undertaken successfully. The guidelines seem to take this fluency for granted much of the time. Instead of addressing the problem of how to promote fluency, they refer to "situations" and "purposes" to be established by teachers in the classroom, so that, for example, "talking spontaneously" to partners or "discussion" among speakers can then ensue, very much as if a play in a theatre will spontaneously occur once the stage has been equipped and lit.

Classroom speaking activities designed to promote fluency, as teachers know, are not the same as those activities normally undertaken by fluent speakers. In no section of the guideline is a single instance given of a classroom speaking activity, an omission which does not help allay the suspicion that the way the courses have been divided has very little to do with what really happens in the communicative language classroom.

It might be that the way the courses have been divided owes as much to expedience as to anything else. As one of them is to be compulsory for one year of a senior high school student's life, then obviously the courses cannot be designed to be developed over the three years of senior high school. Students in the same year group will opt to take their compulsory course in different years, so each course must be a self-contained one-year package that can be repeated annually. There will be students who will want to study oral English progressively through their three years of senior high school, so this makes having three oral communication courses a necessity, if students are not to repeat a course.

Communicative Necessities: Recommendations

However the courses are eventually brought to life, they ought to be communicative in the sense that they engage students' experience and knowledge. A classroom is not necessarily, or even usually, the best kind of place for this, especially in Japan. Whereas it is, to an extent, fun and novel for twelve and thirteen

year olds in junior high school to learn English through listening and speaking activities, in senior high school, learning by any method has often lost its tinsel. Classroom activities increasingly have to focus on the outside world that concerns students of this age if they are to be successful. Students' experience diversifies as they grow up and becomes less communicable in a public setting like the classroom, which as a place of learning many senior high school students intuit to be unrealistic. Teachers therefore have to orientate lessons towards topics in the outside world that stimulate students. The guidelines

as a whole might have been more on target if they had aimed at what interests students in senior high school, rather than categories of speaking into which students and teachers should fit themselves.

In practice, it will probably not make much difference whether students study communicative English under the banner of OCA or OCR. A selection of listening and speaking tasks will have to be made for

each course to keep classes varied and to avoid student boredom. There do not seem to be any good reasons for categorizing materials to be used exclusively either for OCA or OCB. Under the direction of competent language teachers, the development of these courses may follow very similar paths.

When the courses come into effect in 1994, our recommendation would be to introduce just one course in each of the three year groups in senior high school - either OCA or OCB. As we have seen, there is no reason why OCB should not focus on the everyday world of the students too, if students and teachers want it to. No one should feel constrained to avoid the everyday world because it is an explicit feature of OCA. The advantage of students having direct information to offer from their own lives should not be forgotten in the context of trying to encourage lively classroom speaking activities.

Conclusions

In conclusion to these articles, we would like to make some general comments about the guidelines and their Implications for the future of English language education in Japan.

The first point is that changing the situation in the senior high school will largely be ineffective if the system of grammar-translation teaching is not also tackled in the junior high school. Given practice in spoken English within meaningful classroom settings, from their first year in junior high school

"... Changing the situation in the senior high school will largely be ineffective if the system of grammar-translation is not also tackled in the junior high school.."

up, by the time students reach their last year in senior high school, a course like OCC may well be a reliable and relevant one to offer.

The second point is that, unless students receive a term-end oral test of English instead of a paper test, much of what they do---or are supposed to do---during communicative English classes will go untested. No proper assessment of their development will be arrived at, and what is perhaps more important, no proper assessment of the effectiveness of the new courses will be arrived at.

The final point is that, unless universities and colleges include an oral testing component in their English entrance exams, the usefulness of the oral courses in high schools will be severely limited. Students who will be required to study one of the courses for one year of their senior high school life will not be inclined to spend one or two more years studying them, if they must continue to pass grammar-based tests to go on to higher education. They will opt, as they tend to do now, for the grammar-based courses in high school.

Richard Goold works at Tokyo Bunka Gakuen Junior and Senior High School under contract to the British Council, Tokyo. Christopher Madeley and Nigel Carter completed their contracts at this school in April 1993.

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高等学校学習指導要領解説 外国語編 英語編 Published by the Monbusho in 1989 (平成元年12月). Printed by 教育出版株式会社
 Pages 32-48 refer to the new Oral Communication courses.
 Goold, R., Madeley, C., and Carter, N. (1993). The new Monbusho guidelines, part one. *The Language Teacher*, 17(6), 3-5.
 Carter, N., Goold, R., and Madeley, C. (1993). The new Monbusho guidelines, part two. *The Language Teacher*, 17(11), 3-7, 39.

Notes

All quotations are taken from our own translation of the guidelines. At the time of writing we know of no other translation.

1. Page 38
話し手の意向などを聞き取る能力を養うとともに、積極的にコミュニケーションを図ろうとする態度を育てる。
2. Page 38
「話し手の意向などを聞き取る」とあって…「オーラル・コミュニケーションA」の「…相手の意向などを聞き取る」に通じるものであるが、主として聞くことの言語活動に焦点をあてている。
3. Page 40
これは、話すことの言語活動とすることもできるが、聞き取る活動を活発にするためには、欠かせない指導事項である。
4. Page 41
不明な箇所や疑問の箇所などを相手に質問したり、相手の言ったことで特に大切だと思われる箇所を繰り返して確認したりするような活動を含むものである。ここでは、さらに、「賛否など」の自分の意見などを述べる方法についても指導することが必要であることを示している。
5. Page 41
6. Page 41
…聞いた事柄に対して、表情、動作、言葉などによって適切な反応ができるように指導することを意味している。
7. Page 39
…実際の話や講演、録音、放送などを通じて話されたり読まれたりする場合のことである。
8. Page 42
聞くことの言語活動においては、聞くだけで内容をとらえなければならない場合、例えば、朗読、放送などのようなものと、…
9. Page 42
…聞いている最中や聞いた後に確認を行うことができる場合、例えば、説明、スピーチなどのようなものがある。



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Art and Communication: Learning to Listen the Artistic Way

H. Jathar Salij
Konan University

What Is Art and Communication?

"Art and Communication" is a studio art course offering instruction in beginning drawing, using different techniques, tools, and media in black-and-white and color. To facilitate understanding of key vocabulary and directives, the course included training in listening comprehension skills development.

Color was added because it offered students a variety of conceptual applications. Since color can "serve as a vehicle for expressing personal emotions and feelings..." (Ocvirk, 1990, p. 134), its use was thought to have a stimulating effect on the students' artistic output as well as a relaxing influence with respect to their attitude toward the use of English as the language of instruction.

Art and Communication was developed for beginning students of English at Edmonds Community College, Japan, as part of its intensive English language program. It was regularly offered from Spring 1991 until Winter Quarter, 1992.

Art and Communication could be classified as a task-oriented language course. However, in an actual task-oriented course, "goals are...referenced against the sort of things which learners want to do with the language outside the classroom" (Nunan, 1991, p. 285) whereas the goal for Art and Communication students was to work with the language inside the classroom.

If it is true that in Japanese school settings, "...every child...receives instruction in drawing and painting..." (White, 1987, p. 81), Art and Communication provided a familiar setting to its students. The main difference between the two was that in Art and Communication the language of instruction was English. This proved also to be the main obstacle to the improvement of artistic skills as students could hardly understand spoken English, if at all.

Art and Communication may not be suitable for teachers who do not have a background in studio art. However, along the same lines, similar courses with a different content area and/or language can be designed to suit a teacher's area of interest or specialization.

Objectives

The chief objective of Art and Communication was the improvement in artistic output through the development of L2 listening comprehension skills. As for the latter, the aim was twofold: 1) to facilitate understanding of key art vocabulary relevant to assignments through guided vocabulary research

with the aid of the dictionary, and 2) to sharpen listening skills with respect to directives in which the vocabulary was embedded.

Listening Comprehension Skills Development

Murphy (1991, p. 56) describes listening comprehension as an "interactive, interpretative process in which listeners engage in a dynamic construction of meaning." In Art and Communication, this process of interaction and interpretation entailed the explanation and demonstration of key vocabulary by the instructor and the understanding of directives, in which the key vocabulary was embedded, by the students who gave meaning to it by applying it artistically.

Instruction in this course used to be based loosely on the idea that, if students were exposed to and worked directly with English on a daily basis, it would be "good for their English." However, the mental processes at work between the basic understanding of the meaning of a word and its ultimate practical application in pictorial art were more complex than the mere repetition of key words could produce in terms of positive results. Added to this was student difficulty in understanding spoken English in general, so that they usually missed the point of the directives.

Questions on concepts were an important part of classroom interaction, but because the focus was on listening skills, students were not required to give oral feedback in the L2. If they were unable to answer questions in English, they could do so in Japanese, as long as there was evidence that they had understood the question.

Guided Vocabulary Research

Before this research became part of the course, the majority of the students usually neither understood nor remembered key words---or conceptual words---when asked what they meant, even after the words had just been explained. This repeated itself daily, and improvement in their art work did not occur, or did so slowly. However, some students---most probably those with "creative talent"---did make progress despite their lack of understanding. Thus, the most important goal in listening comprehension skills development was to facilitate full understanding of key words. By "full understanding" is meant knowledge of all the necessary steps from basic meaning to pictorial application.

Before explaining the pictorial implications of key words, I wrote them on the blackboard, had students repeat them chorally and write them in their notebooks. Subsequently I instructed them to find the Japanese equivalents in the English-Japanese dictionary. This allowed them to identify the words in the context of their own cultural background and aided them in getting a clearer idea of their intrinsic meanings. Upon verifying their Japanese version against mine, they wrote theirs behind the English word. In this manner, they put a key vocabulary list together which functioned as a reference guide throughout the course. Without knowledge of the key words in the L1, they could not be expected to apply them creatively on paper.

Once students knew what the words meant in the L1, they could understand the L2 version better, but it did not mean that they were also able to apply them correctly. What this approach essentially intended to achieve was creating a base to work from, which made subsequent explanations relatively less complicated and saved classroom time.

In contrast to "conceptual" words, students usually quickly understood "objective" words, i.e. those pertaining to objects used for modeling, tools, media, etc. If necessary, objects could be shown and their use demonstrated. For example, if students needed to use the x-acto knife, it generally required only a brief demonstration of what they were expected to do.

Sheen (1993, p. 16) states that "learning words initially in isolation by means of definition and translation equivalents is more effective than an inductive approach."

I agree with Sheen's position, as learning through definition and translation was more successful than through "induction" or "absorption." This was not only true for Art and Communication, but also for other language classes. No matter how often repeated and explained, L2 conceptual words remained next to meaningless to most of the students so that they could not make the connection between them and what they were supposed to do with their content. The use of the English-Japanese dictionary proved to be an invaluable aid to the understanding of the meaning of conceptual words.

Sheen's subsequent observation, "...that the learning of individual words would entail the understanding of how a particular word is used in discourse" (p. 16) is equally relevant, although discourse in Art and Communication was not a priority. Individual conceptual words were more easily learned and retained with the help of the

bilingual vocabulary list and applied, not in discourse, but in a pictorial context.

The Application of Concepts

With the application of concepts began the actual work on art projects and other assignments. The expectation was that the better students understood directives and conceptual key vocabulary, the more "accurate" their art work would be. But since one single concept involved so many different steps, there was no guarantee that students could produce an accurate pictorial representation. Besides, accuracy also depended on how, and how well, they understood the directives in which the key words and words related to the activities to be carried out were embedded.

For example, if the concept of *value* was to be taught, it had to be used in a variety of ways in order to make clear to the students how to apply it in their drawing projects.

"Value" is an all-important concept in pictorial art. According to one definition, it is "the relationship of one part or detail to another with respect to lightness or darkness ..." (Ocvirk, 1990, p. 91). Keeping it as simple as possible, I explained "value" to my students as "going from dark to light" or from "light to dark" and demonstrated what this meant with examples of how they were to put it on paper.

This explanation was followed by directives, beginning with, for example, "Now practice values," and followed up by a series of directives telling students how to apply the concept of value. The directives provided information concerning the use of different grades of pencil, ways to hold the pencil, how to apply value with respect to charcoal and color, different kinds of pressure to obtain a darker-- or lighter---value, etc. Considering that these directives, dealing with just one key concept, merely constituted the first step toward a wide application in projects, the full range of what students had to accomplish in terms of language learning and language application was quite extensive.

Concluding Notes

For some students it was undoubtedly more a matter of creative ability that made them do good work than of language skills development. However, "creative ability" or, for that matter, "artistic talent" played no role in the assessment of whether concepts had been understood and the directives followed. Overall, the artwork of most students improved as the course progressed.

Although no oral feedback was required, questions were an integral part of classroom activities. A

"...'Artistic talent' played no role in the assessment of whether concepts had been understood and the directives followed..."

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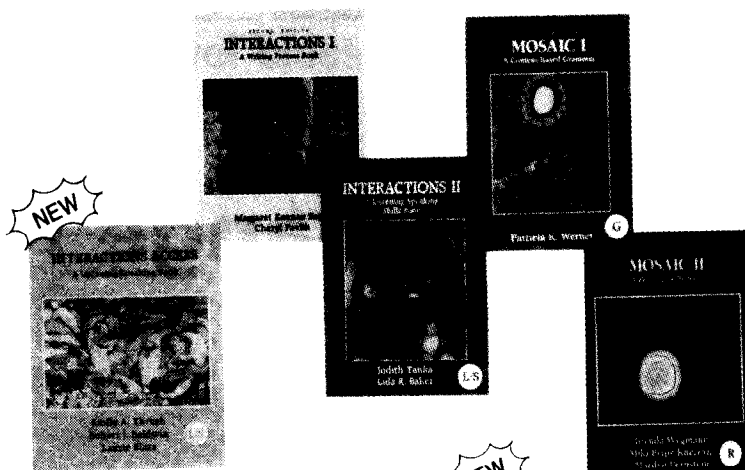
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Error Awareness and the Japanese Learner

Katie Gray
University of Oxford, U.K.

The Japanese Context

Teachers of EFL in Britain could sometimes be accused of cross-cultural imperialism. Fans, and at the same time victims, of the current methodological fashions themselves, inevitably they pass these on to their students. The stress on conversational competence does make a lot of sense for many foreign learners in Britain, but not perhaps for Japanese students who are often going to return to a Japanese academic context, nor for high school and university students in Japan who only get a few hours a week English instruction.

A stress on accurate and fluent written work would seem to be much more appropriate. Before making specific suggestions for exercises to achieve this, I would like to re-examine some current terminology and show how a different approach to grammar teaching---strongly influenced by Rutherford's theories on the usefulness of language awareness or consciousness raising (CR) activities---is slowly bringing grammar teaching back to the classroom.

Fluency and Accuracy

It is still true to say that in the high school run up to the University Entrance Examination, reading and writing (at the gap fill stage) are the skills that are emphasized, thus reflecting the receptive focus of Japanese education. The usual corrections to this imbalance that are suggested concentrate on communicative speaking and listening; but as far as fluency is concerned, it is perhaps more realistic to emphasize written fluency (and unlike oral fluency, written fluency has to be accurate too).

Thus a focus on the writing process, on drafting and redrafting essays and letters, would perhaps better serve the needs/wants/lacks of the Japanese learner, and taking into account the small amount of time per week given up to English Language learning, such an aim is more realizable. For a straightforward account of such an approach see Taniguchi (1990).

In the West, grammar and translation are on the agenda again, but with a difference. And it is grammatical (and sociolinguistic) awareness that is probably more achievable by Japanese learners than conversational competence.

Knowledge "that" and Knowledge "how"

Apart from accuracy and fluency, there is another dichotomous pair of terms that it is helpful to look at: the two cognitive capacities that Rutherford (1987) calls "knowledge that" languages universally behave in a certain way and "knowledge how" to use lan-

guage for its communicative functions. The communicative approach has relied mostly on developing knowledge "how," but this is not enough. In the West there has been a growing dissatisfaction with Communicative Language Teaching (CLT), not least because, in its attempt to leave the structural "accumulated entities" approach behind, it is in danger of throwing out the baby with the bath water. Communicative strategies do have to be taught, although Swan (1985) in his well known critique of CLT, has some very sane things to say about how unnecessary some of this is. Sociolinguistic contrasts between one language community and another also need to be emphasized. But grammatical competence is in danger of being overlooked.

In the Japanese context there is another incidental consequence to the emerging emphasis on conversational/communicative English, and that is the absolute priority accorded to the "native speaker." This ignores the fact that the native speaker, reflecting the fashion in schools all over the English speaking world to neglect metalinguistic and formal grammar teaching, may well have little or no "knowledge that" and therefore will be unable to offer pedagogical grammar, and will be a much less efficient and successful teacher than a Japanese teacher of English, both for explaining and modelling the language.

The Theory

Rutherford (1987), in an implicit attack on the anti-monitor theory, reminds us that:

- a) grammar teaching should be a means not an end to language learning;
- b) in the classroom situation, data that are crucial for the learners' testing of hypotheses should be made available to them in "a somewhat controlled and principled fashion" (p. 18); and
- c) Rutherford proposes asking the learners for a judgment or discrimination of some kind, or giving them a problem solving task of some kind, often based on error analysis. These CR exercises take into account the preference that many learners have for grammatical explanations.

Ellis (1991), in his article on communicative competence in the Japanese context, reminds us in the same way of the usefulness of making explicit the processes of grammaticalization, instead of going for the ambitious goal of actually achieving oral fluency in the classroom. However, he broadens his scope beyond that of Rutherford to include sociolinguistic considerations, too. He suggests that a minimal goal

would consist of "knowledge that," as opposed to control or "knowledge how," of both linguistic and sociolinguistic rules of use. The need then is for "activities that emphasize intellectual understanding rather than automaticity of use" (p. 124), i.e., problem solving and consciousness raising activities, rather than grammar practice.

To sum up then, in Japan there is an awareness that not enough fluency is being taught in schools, while this is what students at all levels and in all instructional settings want. Attempts to remedy the situation include bringing in untrained native speakers and including more communicative activities. Both these solutions seem fraught with problems. Instead I want to explore the usefulness of Rutherford's proposals for consciousness raising. His insistence on making students aware of the process of grammaticalization can be used to help Japanese students notice their mistakes. This then is a first step to developing editing skills, which can make the writing process both fluent and accurate.

CR Exercises

CR exercises are relevant to the Japanese situation as they do not require extensive production, and can wait for the right developmental time in the learner's learning. Here is an example from Rutherford (p. 167), a problem solving task to sharpen awareness of the effects upon the surface form of three interrelated systems: discourse, semantics, and syntax. Despite its apparent simplicity, it can lead to a number of insights into grammaticalization:

Expand 1b and 2b into full sentences:

1. a. On stage appeared a man and a child
1. b. sing - child - song
2. a. Last on the programme were a song and a piano piece
2. b. sing - child - song

The Practice: Error Collection and Error Correction

This is a technique which I have used with Japanese students in Britain and in Japan, at a variety of levels intermediate and above, in school and university settings, based on the idea of CR.

1. *An intermediate writing class in Britain.* For written fluency practice, I asked the students to record their impressions of Britain in a diary which I read weekly, and then wrote a friendly comment on. I did not correct anything in their books, but each week I collected a page of anonymous errors, making sure there were some from each student's work. I had anticipated certain categories of mistakes at the level of the sentence: articles/confusion between nouns and adjectives/certain tense mistakes, where

I expected CR to help with parameter setting. In fact the data collected from the diaries revealed many more idiosyncratic mistakes.

Examples:

- I can't believe such a thing in Japan
- I was very surprise
- I was sleeping until this noon
- At the first time even I couldn't stand the smell

In class we worked through the list of sentences. Errors are often systematic and provide good developmental feedback: sometimes the students found them easy to correct to the extent that they were mistakes rather than errors; sometimes they were easy to correct by the mere fact that I had picked them out. Gradually they became sensitive to certain types of errors, and their diary writing became more accurate.

2. *An error workshop for post-graduate students in Japan.* This time I made a more organized collection of errors from their weekly essays (i.e., written fluency exercises which turned out to be pretty inaccurate). Now I

was able to group the mistakes and focused on a particular category each time: e.g., articles, prepositions (by far the richest area), and passives. The workshop was always very lively, the students clearly enjoying discussing, in English, data provided by them which highlighted syntactic and semantic differences between English and Japanese. Armed with this awareness they could then go back and correct their essays.

Examples:

- In the economical society money plays very important role
- Money is most necessary thing
- Some of us prefer freedom than money
- They didn't care using other's reserves
- We will betrayed by money

In both these classes the technique of error collection and error correction improved the students' self-editing techniques, and therefore their grammatical accuracy. This result was achieved using grammar teaching as a means rather than an end to language learning: The writing task in both cases had focused on the message. The students were motivated to make and test hypotheses about the target language and to receive grammatical explanations from the teacher at a point at which they were ready for it.

Extensions

With both the above sets of learners, I also extended the idea of error collection and correction beyond

"In the West, grammar and translation are on the agenda again...and it is grammatical (and sociolinguistic) awareness that is probably more achievable by Japanese learners than conversational competence."

the level of sentences which, although they came from a discourse context, were to all intents decontextualized. This involved looking at loosely constructed clauses and inaccurately handled linking devices-what McDevitt (1989) graphically calls "spaghetti writing." There are many variables in the possible treatment of mistakes and errors, and the technique can also be widened to include the following examples.

a) An analysis of typical gap fill exercises with an eye to emphasizing the grammatical consequences of lexical choices, i.e.:

Police have _____ to the public to come forward with any information which might help them with their inquiries

A. urged B. claimed C. appealed D. called
(urged the public, called on the public)

b) Judgment and discernment of sociolinguistic features along the line5 indicated by Ellis. I ran a very successful class where we analyzed the difference between British, American, and Japanese versions of polite requests. This time the data were taken from interviews, and the students had to analyze the differences, thus becoming aware of the way in which English speakers rarely use "please" (a common Japanese strategy), but rather begin with an explanation, or an apology.

c) An attempt by students studying English in Japan to identify the syntactic and lexical rules behind a particular and amusing form of written Japanese English, by looking at examples collected from shop fronts, T-shirts, stationery, etc.

Conclusion

None of the above examples are particularly new or revolutionary. Talking about how language works, rather than just practising the language, has always been a popular approach. Basically the justification for such a technique is that it allows for the targeting of mistakes and errors at the appropriate time-useful remedial help for intermediate students at exactly the point at which they need it. Because the material is student generated, it is relevant. Instead of using the red pen to demoralizing effect, the learners are put in a position where they can go back to their work and correct it, without even redrafting. I submit that it is a technique particularly suited to the Japanese context.

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SALIJ, cont'd from p. 10.

small minority of students became more conversant and made a serious effort to answer questions in English. Others answered in Japanese. Whichever language they used, their answers revealed if they had understood the questions.

Most of the students' final projects were artistically quite interesting and, taking into account that they were mere beginners, of relatively high quality. On two occasions, their work was exhibited side by side with that of local artists, faculty, and community members in art shows that I organized for the college.

Whether students' progress in the development of artistic skills was in equal proportion to their improvement in listening comprehension-or vice versa-was hard to tell. In general, if concepts had been applied to their artwork, it probably meant that they had benefited from the language instruction and, as a result, had improved their listening comprehension skills.

Ultimately, the main aspect of Art and Communication was that students enjoyed themselves. 'This no doubt had a positive effect on the L2 learning process, if we consider that we usually learn more easily when we like what we are doing. Conversely, their progress in artistic skills development had, in my opinion, undoubtedly also benefited from improvement in their listening skills in English.

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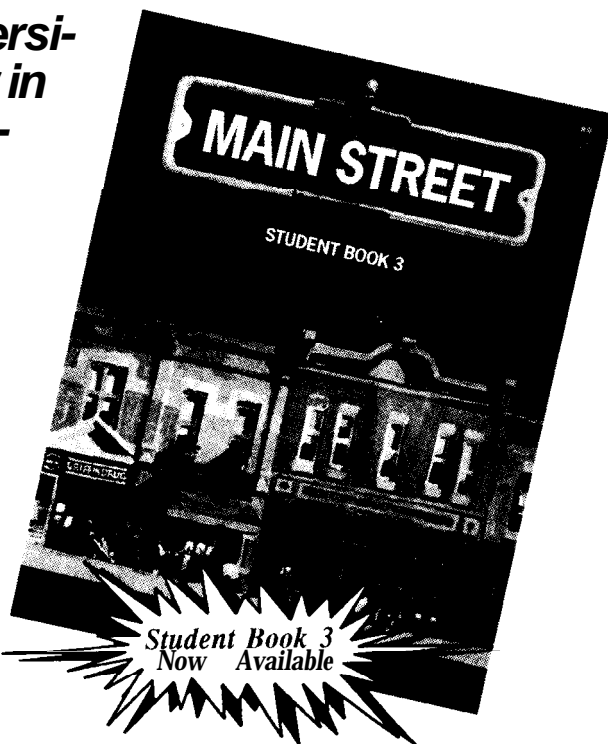


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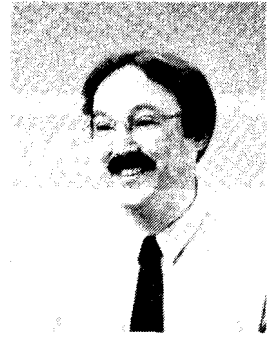


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マーク・ピーターセン氏へのインタビュー

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明治大学政治経済学部助教授のマーク・ピーターセン氏は、英語を母語とする日本語学習者の視点から、日本語と英語の間に横たわる問題に興味を持ち、1988年に出版した『日本人の英語』（岩波新書）はベストセラーになった。続いて1990年に『続 日本人の英語』（岩波新書）も出版したが、これもいまだに大変な反響を呼んでいる。

吉竹 まず『日本人の英語』が出版されるに至ったいきさつからお聞かせいただけますか。

ピーターセン 岩波書店から出ている『科学』という雑誌があるんですが、以前、英語の学術論文の書き方の本を二種類比較して書評を書いてほしいという依頼を受けました。そのころ私は日本人の学者の論文の校正もしていましたので、英語の冠詞の使い方が日本人にはいかに難しいかということを感じていました。それで書評の後は、英語の冠詞の使い方の論理的な説明を、自分のテキストとしてつけ加えさせて頂きました。それから『科学』に英語についての記事を連載することになりました。このシリーズは、高度な内容の研究発表をしても、英語力が理屈がすらすら日本人の学者が対象でした。そして、このシリーズが『日本人の英語』のベースになりました。そういういきさつなので、この本では、日本人が英語で意思の伝達を図る時に大きな障害となっているものを、その深刻さの順番に一つ一つ用例をあげて説明しました。文法の規則の羅列ではなく、用法のベースにある英語のロジックを解説するのが目的でした。

吉竹 その順番というのが、1)冠詞と数、2)前置詞、3)時制4)関係代名詞、5)態、6)transition wordsなのですね。

ピーターセン ええ、岩波新書は『科学』とは読者層が異なりますので、用例は書き直して、高校生以上なら理解できる一般的な用例に変えました。

吉竹 文法書は、とにかく、誰かが数々の規則を決めたかのような錯覚を与えがちです。学生は、文法の規則を完璧に覚えていなければ何もできないという不安に駆られ、英語を書いたり読んだりすることに対して消極的になりがちです。先生の本は、そういう日本人に勇気を与えてくれるように思います。定冠詞でも文法のルールではなく、「一度名詞を'a'のカテゴリーに入れたら、あるグループの中の一つにすぎない存在となる。一度'the'のカテゴリーに入れたら、唯一、特定のアイデンティティを持っている存在となる」というふうに、ロジックから入るのは私も大賛成です。『続 日本人の英語』でもやはり冠詞についての用例を多くあげられていますね。

ピーターセン 『日本人の英語』は、プロダクションのスキルを磨くことが目的でした。『続 日本人の英語』の目的は、

より正確に英語の表現を理解することです。ここからは、同じ岩波書店の雑誌『図書』に1989年から1990年4月まで連載したエッセイと、これも岩波書店の雑誌『世界』1989年2月号に書いた小論を各章の冒頭において、それぞれに文法的な項目をつけ加え、Where are you from? Where do you come from? Where did you come from? のニュアンスの違いなどを、そのベースにある英語のロジックに触れながら解説しました。

吉竹 『続 日本人の英語』の中で、例えば、謙遜表現をいくらすばらしい英語に訳しても、西洋人には美徳どころか悪徳、不誠実と受けとられるなど、習慣の違いにも触れておられますね。

ピーターセン つくづく思うのですが、英語で言えること、英語では言いにくいことその他に、もう一つ英語では言わないことがあるんですね。英語では自分の持ってきたお土産のことを「つまらないもの」という習慣はありません。その通り同じで、日本語では言えないのではなく、言わないこともたくさんあります。自分の身内をほめたたえたりはしないでしょ。

吉竹 先生は、日本文学をご専攻になったということですが、日本語や日本文学との出会いはどういうことだったのでしょうか。

ピーターセン 私はアメリカの大学で、日本文学に出会いました。もちろん英訳されたものしか読めませんでしたか、谷崎潤一郎や川端康成の文学が中心でした。

吉竹 英訳された日本文学でも、感動を与えられるのでしょうか。

ピーターセン 日本語でのオリジナルと英訳のものとは、かなりインパクトが違います。しかし50%でもちやんと伝われば感動するものです。アメリカの学生は、『夏目漱石の『こころ』』など、特に感動します。

吉竹 三島由紀夫は、日本の学生以上にアメリカの学生に人気があるようですね。

ピーターセン 三島文学は、最初から英語に訳されることを意識して書いているので、訳しやすく、内容が英語で伝わりやすいからです。三島由紀夫の美の概念など、英語では大文

字で Beauty とすればぴったりきます。

吉竹 先生が本格的に日本語に取り組もうと決心されたのはどういうきっかけだったのですか。

ピーターセン 大学の教授が口癖のように「日本文学は日本語で読めばもっとおもしろい」というものですから、「それじゃ2年ほど日本語をやってみよう」と思いました。その時は、外国語はすべてフランス語のように、2年くらいやれば小説くらいは読めるようになると、かんたんに考えていました。フランス語と英語は似ていますが、日本語は何から何まで違うということを知らなかったのです。日本語の難しさに気がついた時には、もう日本語の虜になってしまっていて、後戻りできませんでした。たいへん苦勞しましたが、まったく新しい世界との出会いは私にとってとても刺激的な経験でしたので、夢中になりました。修士を取りましてから、29歳の時に初めて来日しました。アメリカ・カナダ11大学連合日本研究センター(当時は麹町にありました。現在はアメリカ・カナダ大学連合日本研究センターという名前になって、横浜にあります)で、一年間、日本語の集中講座を受講しました。これが日本語を母語とする先生との初めての出会いでした。それまでの勉強方法は、いわゆる訳読をコツコツとしていくだけでしたから、言語のプロとのディスカッションができ、とても感動しました。その後、ワシントン大学で博士課程を終えまして、博士論文を書くために一年の予定で再来日しました。そして、英訳されていない日本文学を読んでみて、自分の日本語力の不足を感じました。それで、このままアメリカへ帰って日本語と日本文学の学者として就職するより、やはりもう少し日本に留まることにしたのです。強いていえば自分の人生そのものも近代文学の小説になっていくような気がしましたし、友達もできてきて、日本の生活がおもしろくなってきていました。

吉竹 先生が29歳から本格的に日本語の習得に努力されて、日本語で本を書くまでになられたということは、日本の大学生も、今からでも本気でやれば、十分、英語がマスターできることをですね。

ピーターセン 私は、発音などは若くないので苦勞。でも日本語を書くのもいまだにとても大変です。今も400字詰め原稿用紙一枚書くのに、英語で書く時の10倍の時間がかかります。

吉竹 文法中心の日本の英語教育についてはどうお考えですか。

ピーターセン もちろん、基本的な文法はしっかり学ぶべきです。しかし、一つの言語のすべてを説明しつくしている文法書はありません。ですから、「ifで始まる副詞節では、その主節に未来形を用いない」などと頭から信じてしまうのではなく、英語の文法のベースにあるロジックを考えて、英語を英語として理解できるように訓練するのが望ましいのではないのでしょうか。

吉竹 目標言語を母語とする教師と、学生と母語を共有する教師の役割は、どう違うと思われますか。

ピーターセン 辞書の使い方や基本的な文法など初歩的な事柄は、学生の母語で説明できる教師のほうが効果があるでしょう。日本語にない動詞の完了形は何のためにあるのかなど、教師自身に、自分が学習した時にもそれが不思議だった

という経験があるほうが、的確に学生の疑問に答えられるでしょう。しかし、直感的な要素が求められる段階の事柄になってくると、母語話者の教師が求められるのではないのでしょうか。例えば、前置詞の in と on の区別ですが、バスに乗るのは on で、車に乗るのは in を使うなどというのは、直感的な事柄ですから、母語話者のほうが自信を持って教えられる。Come on in. の on の醸し出す意味などもそうです。ですから両方の教師の指導を受けるのがベストではないかと思いま

吉竹 日本人英語教師の私はそれを聞いて勇気が湧きます。と仰いますのは、母語話者の指導だと、生徒は努力しなくてもフィードバックだけで外国語が身につくと勘違いするような広告が氾濫しているからです。結局のところ、日本の英語教育なら、英語と日本語が両方もきっちりできる教師が理想なのでしょうね。

ピーターセン そうともいえません。日本語がまったくできない、いわゆる“なま”外人でも、学生にとってよい経験になることもあるからです。英語で表現しているのに、なぜ意味が伝わらないのかなどという体験をするチャンスになりますし、頭から日本語を追い払わなければ、英語らしい英語、すなわち日本語を知らない外国人にでも通じる英語は書けないということを学生が悟るかもしれません。もちろん、何年も日本にいて、日本語も日本の文化もまったく理解しない、また、しようもしない外国人教師は問題外ですけども。

吉竹 学生には、やはり機会があれば留学を経験してほしいですが、そのチャンスに恵まれない場合は、どうやって英語をマスターすればいいのでしょうか。

ピーターセン 日本の中で留学と同じような環境を作り出して英語の習得に没頭することです。まず、日常生活の場面の多い映画を選び、目と耳からはいつてくる情報を吸収することです。私の学生に薦めるのは、4ステップ学習方法です。1)映画を見る、2)シナリオを読みながら聞く、3)目を閉じて聞く、4)自分でスムーズに音えるまで音でみる。日本人には、特にリポートするトレーニングが効果的だと思います。私自身が自分の日本語のトレーニングに使ったのは小津安二郎の映画です。この監督は言葉をとてん大事にする方で、日本語のお手本として使うのに理想的です。中でも『東京物語』や『秋刀魚の味』の脚本は特にすばらしいと思います。

吉竹 読んだり書いたりする能力を伸ばすには、何かよい方法がありますか。

ピーターセン 基本的な文法をしっかり習得してから、夢中になれる本をどんどん読むことです。学習のために読むというのでは効果は上がりません。本の内容に興味があって、読み出したらやめられない、つまり内容を知りたいから読むというのが大事なことだと思います。もちろん、さほど英語の必要性を感じない学生もいるでしょうが、社会に出てから英語ができなければ困ることに気づくことも多いようですし、その時にそういうことをしても、遅くないと思います。

吉竹 今日は、有意義なお話をありがとうございました。



The Editor invites well-written, informed opinion and perspective articles from L2 professionals on any subject that is academically or pedagogically related to language teaching. We also invite well-written, informed rebuttals. As a rule, opinion/perspective articles should not exceed 1500 words. Send them to the TLT Editor's address in the Masthead.

The JET Programme and L2 Education: Team Teaching, ALT Professional Development, and Cross-Cultural Exchange

by Charles Jannuzi, Fukui University of Technology (JET Programme AET 1989-1992)

The JET-propelled Programme
Ostensibly, one of the chief purposes of the JET Programme is to place college-educated native speakers of Western languages at Japanese secondary schools in the role of assistant teachers to engage in an educational and cross-cultural endeavor called "team teaching." This policy implies that Assistant Language Teachers (ALT) are to form teams with Japanese L2 teachers (usually English teachers). Moreover, since neither experience nor a qualification in L2 teaching is required of ALTs, it must be assumed that they usually will be the junior partners in teaching pairs while the Japanese teachers will be the senior partners (or mentors).

This policy and its intentions notwithstanding, based on my participation in the programme as an AET (before this designation became "ALT"), and on plentiful anecdotal evidence from other ALTs, the educational and cross-cultural goals of team teaching are all too often subordinated to and subverted by other agendas. That this is happening is evident if we look at the roles asked of ALTs, which keep them on the periphery of L2 teaching in Japanese secondary schools. In fact, some of these roles do not even support or relate to the pedagogical and cross-cultural goals of team teaching.

Five Views of Wonder

Based on my experience, the following is a list of roles that ALTs either have asked or have been asked to fill. Specific comments in italics follow each description:

(1) ALTs should be salaried exchange students; no professional duties are required. ALTs should spend their time studying Japanese, writing letters, reading fiction, and putting in part-time hours while collecting a full-time salary.

However professional this might make Japanese teachers feel vis-a-vis the ALTs, the wisdom in expecting this role of ALTs is elusive. Real exchange students would be much cheaper. And how would Japanese taxpayers feel if they learned that their money was going to pay for foreign ALTs to come to Japan, sit in their schools for half the workday, and do little or nothing for L2 education?

(2) The ALT should be a youthful, energetic camp counselor, an E.S.S baby-sitter, or a speech contest coach or judge.

All of these are important extra duties, and they do support L2 education, but they are not sufficient to replace

the main intended role for ALTs, which is to team teach with Japanese teachers. One reason these limited duties are embraced so enthusiastically by many ALTs is that most of them do come to Japan to do a job, and do not actually like being put into role #1 (above).

(3) The ALT should be a "tape player" in the reading class, constantly reading aloud difficult texts and vocabulary to students.

This expectation is the unavoidable result of the prevailing influence of the Reading Method used in secondary L2 teaching in Japan. To a certain extent, it may be a necessary evil, as many Japanese students lack the phonic/word attack skills required for reading an alphabetic language. So long as comprehension is the main goal, this technique is actually recommended by reading experts. However, because the need for reading aloud is rarely if ever explained to ALTs, this duty quickly alienates them. The overuse of this technique is one example of a stultifying failure of the imagination. Instead, why not train ALTs to teach phonics (in an L2 teaching context, this refers to coordinating pronunciation and spelling skills practice) to junior high students, when such instruction would prove most useful? In the senior high school reading class, why not think of a few simple ways to improve pedagogy while using ALTs and their strengths as college-educated, fluent native readers? In other words, why not team teach?

(4) The ALT should be a "conversation" instructor for the students who are willing to speak a foreign language. This role of "Eikaiwa" teacher is to be carried out separate from the normal curriculum (which supposedly emphasizes reading, grammar, vocabulary, and exam-taking techniques) at the expense of speaking and listening).

This could be a valuable contribution to L2 education in Japan. But such courses could be team taught, too. Perhaps they could be taught more effectively with a Japanese teacher. From the perspective of ALT development, those who advocate that the ALT teach separately should adequately address the following concerns: Are most ALTs trained and experienced enough to plan, conduct, and evaluate a conversation course on their own? Do most of them know enough about Japanese schools and students to function as efficient teachers?

Moreover, if it is a myth that the Ministry of Education's syllabus de-emphasizes the importance of speaking, listening, and conversation skills. If it is also a myth that Japanese L2 students (at least English, anyway) are good readers and writers but poor speakers and listeners. In a foreign

language, barring difficulties with writing systems and hearing, good readers tend to be good listeners, good writers, good speakers.

(5) The ALT can best serve as a "professional foreigner," a "cultural ambassador," or a sort of walking, talking "cultural assimilator" made flesh---in short, an "iki-jibiki".

This role seems to lead most quickly to ALT alienation and burnout. ALTs may always feel like outsiders in a group-oriented culture; they may feel like exotic objects of study. Even worse, they may come to feel their presence is the sole cause of all cross-cultural and linguistic misunderstandings in the school or community---a rather heavy burden to place on one individual.

What is more, it is rather difficult to conceive of "Westerners" living isolated amidst large groups of ethnocentric Japanese conveying something other than an extremely limited (or even greatly distorted, possibly parodic) view of their culture(s). Certainly Japanese who draw general conclusions about the "West" based on the observed behavior of ALTs in Japan, do so at their own intellectual peril.

Finding Satisfaction

Some ALTs, through various combinations of individual ability, perseverance, and circumstance, do manage to find professionally challenging and satisfying roles as teachers and promoters of local international exchange---with or without team teaching and the mentoring ALT-Japanese teacher relationship it requires. But many ALTs seem to subsist in a cross-cultural netherworld that does not meet their professional expectations, nor amount to a positive international experience. Many ALTs leave Japan and/or the JET Programme with extremely unfavorable impressions. They may even feel that they played an unpleasant part in an elaborate, expensive, but poorly executed cross-cultural experiment conducted by the Japanese bureaucracy.

The ALTs consigned to unprofessional roles often discuss the JET Programme and team teaching in terms of the impossible: So long as the Japanese teacher's hidebound methods prevail, so long as teaching is circumscribed by the officially approved textbooks and the Ministry of Education's curriculum, so long as the entrance exams provide the only learning goals, too many ALTs feel it is impossible to function as teachers of their native language.

Whither Mission: Impossible?

If the JET Programme and team teaching are to develop and flourish, the ALTs' understanding and experience of their situations must be transformed. What is required is a shift in thinking on the part of ALTs, Japanese teachers, and Japanese students---for example, if ALTs and Japanese teachers were to concede that real team teaching is difficult and problematic, but not impossible. If this were to be admitted, then would-be team teachers could begin to ask

useful questions about their difficult educational and cross-cultural endeavor: How can the ALTs' native speaker status, professional goals, and lack of training and experience be reconciled with the preferred methods, practices, materials, and goals of the Japanese secondary L2 class? How can Japanese teachers, ALTs, and Japanese students set about to construct a cross-cultural, communicative environment that allows for the integration of all language skills and useful cultural content into the classroom?

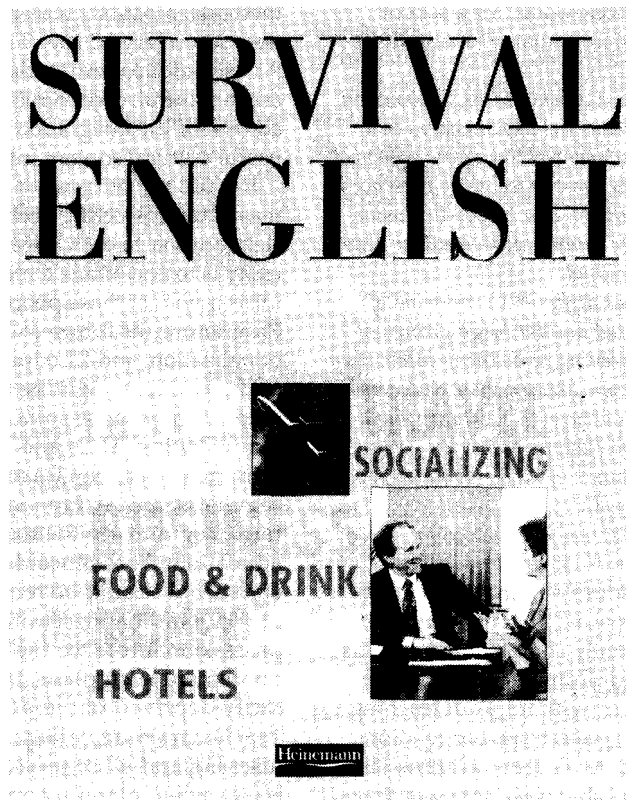
It is not my purpose to prescribe narrowly specific means for answering such questions. There is no one right answer to each question. The purpose of this essay is to encourage a more useful exchange of ideas amongst those people who care about the JET Programme, its future course, team teaching, internationalization, and L2 education in Japan.

However, it might be more responsible and helpful to propose something of a start. Rather than viewing ALTs and team teaching as something that has been forcefully tacked on to the regular program, Japanese teachers and students must begin to see them as integral parts of L2 education. At the local level, this means that every school should be required to write an L2 education plan that necessitates team teaching and a professional role for the ALT. If schools fail to implement such plans, they should be temporarily deprived of the privilege of hosting an ALT. Teacher training colleges must address team teaching and all of its concomitant cross-cultural issues when planning and implementing teacher development programs. Veteran ALTs must have a voice in shaping the continuing development of the JET Programme.

Of course, whether particular ALTs and Japanese teachers can overcome the linguistic, cultural, ideological, and generational barriers that often divide them depends on the collaborative actions of autonomous individuals. It also remains to be seen whether team teaching as an effective, varied, complex and cross-cultural way of L2 instruction will develop successfully within the limitations of the present JET Programme. (For example, ALTs are forced to leave after three years.) If such a successful result were to happen, those who dismiss the importance of the JET Programme would stand chastened: For the first time in the history of L2 teaching, Japan will have produced an instructive model ready for *export* to the rest of the world (for example, the newly democratized countries of Eastern Europe, who are eager to reform their L2 education). More importantly, the JET Programme also might provide a model for other governments and organizations engaged in ambitious (and therefore profoundly problematic) cross-cultural exchange programs that seek a truly internationalized world.



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The New *Monbusho* Guidelines - Part 3

by Richard Goold,
Nigel Carter, and Christopher Madely

1994年4月から日本の高校に導入される、文部省による新しいオーラル・コミュニケーション・コースのための学習指導要領を取り上げるシリーズの第3回、最終回である。1回目は本誌1993年6月号、2回目は同11月号に掲載されている。今回取り上げられるのは、上記指導要領のオーラル・コミュニケーションB(OCB)の部分で、その内容規定にあいまいな所が多いため、指導要領の他の二つの部分との違いを不明瞭なものにしている点が指摘される。新学習指導要領全体を見た場合も、現在の中等教育の第二言語教育カリキュラムに現実的な形でコミュニケーション・ストラテジーを導入することに失敗しているとみなされる。ここでは、新指導要領の他の部分と関連付けながらOCBを実施するためにはどのようなストラテジーを用いなければならないかを示される。結論として、新学習指導要領が大きな効果を発揮するためには、日本の高校で現在行われている文法訳読法の形を少し改め、コミュニケーション重視の学習環境の中で文脈を押さえながらそれを組み込むことの必要性が説かれる。

Art and Communication Learning to Listen the Artistic Way

by H. Jathar Salij

ここでいう「芸術とコミュニケーション」というのは、第二言語の初級の学生を対象とした、芸術関連の実技を行うコースのことである。その中には芸術に関する言語の教育も含まれる。本論文は、1991年春から1992年秋にかけて行われた、あるアメリカ大学日本校での集中英語学習プログラムの紹介である。このコースの目的は、絵の具・クレヨン等の道具を用いながら絵画表現技能を学生に教授する中で、聴解能力のような技能を育成することである。学習項目には、芸術関連語彙の意味把握や実技遂行時の指示の理解も含まれる。語彙学習には英和辞書が用いられ、ことばの基本的・概念的知識の向上が図られる。専門的知識が求められる芸術関連事項について、すべての教師が精通しているわけではないので、「芸術とコミュニケーション」向きでない教師も存在すると言えるが、逆に考えれば、個々の教師の専門や興味に即したコースを創出することが可能である、ということでもある。全体的に見ると、多くの学生がコース期間中に技能が向上しており、学習の総まとめとなるプロジェクトの出来も、たいへい精度の高いものになっているので、芸術的技能の向上に言語学習が積極的に貢献したと言える。一方学生のほうも、実技体験ができたことに強い満足を示しており、このような環境が英語学習に好影響をもたらしたことは間違いない。

Error Awareness and the Japanese Learner

by Katie Gray

学生の書く力について、文をうまくつないで正確に書き表わす方法が検討される。著者は最初に、自分の提言の理論的基盤を説明するが、それはコミュニケーション・アプローチに對立する、「意識高揚」的手法である。そこでは、文の構造的、意味的、談話的事項それぞれの間の繋がりに学生の意識

を向けさせるような一連の練習が組み込まれる。個人学習であるかクラスでの集団学習であるかを問わず、間違いとエラーの存在の有無およびその判断根拠について考える場が与えられ、このやり方を通して学生は、自分の書いたものを自信を持って書き直したり訂正したりできるようになる。

Interview with Mark Petersen

Sonia Yoshitake
International Christian University

Based on his experience in learning Japanese as a foreign language, Mark Petersen published two Iwanami Shinsho books on the linguistic and cultural issues that lie between the two languages of English and Japanese when we try to transfer from one language to the other. The first book called *Nihon no Eigo* became a bestseller, and his second one is widely read as well. Both books were written in Japanese. Petersen continues to write articles, especially book reviews, in major Japanese newspapers and magazines. Yoshitake visited him at Meiji University's Iuzumi Campus and interviewed him in February, 1993.

Report: The 12th Biennial World Communication Association Convention

by S. Kathleen Kitao and Kenji Kitao

隔年に行われる世界コミュニケーション学会の第12回大会が1993年7月に、南アフリカのプレトリアで開催された。この大会では、国際問題と異文化の調和におけるコミュニケーションの重要性が強調され、第二言語教育がすべてのメディアと関係を持つべきだと主張された。また、アバルトヘイト後の南アフリカに生まれつつある民主主義的な組織でのコミュニケーションの質の大切さも指摘された。1995年の第13回大会は、日本での開催が検討されている。

The JET Programme and Foreign Language Education

by Charles Jannuzzi

筆者は、AETとして教えた個人的な体験に基づき、多くのAETやALTが、中学校・高等学校の外国語教育の現場、特にティーム・ティーチングの中で、十分生かされていないと主張する。その結果、中等教育段階でより高い外国語能力を育てようという文部省の意図が実現されていないと筆者は考える。この論文では、JETプログラムが、生徒の外国語運用能力を育て、より前向きの異文化交流を行い、真の国際社会となるという日本の課題を達成するために、より効果的に貢献するための解決策を提案している。

和文要旨作成協力：森川博己、森川キャロリン

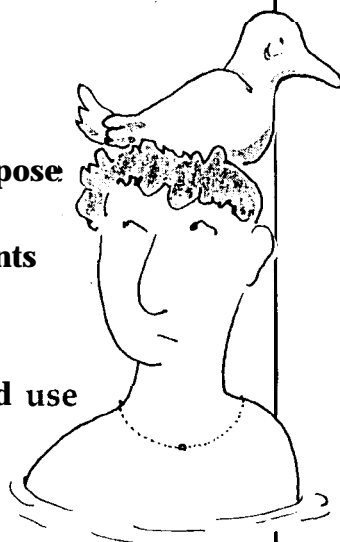
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Foreign Teachers and the Law

One aspect of working in Japan that most deeply affects the lives of foreign teachers is the Japanese legal code as it pertains to the teacher's employment at a variety of public and private institutions. From time to time the editors of *The Language Teacher* encounter material in this area which we feel is of specific, special importance to our readers and which we believe deserves wider circulation. The following appeared in the "Found in Translation" section of *On CUE* (1993,1:2, p. 17), the Newsletter of JALT's College and University Educator's N-SIG.

As the translator notes, "Please be advised that from the standpoint of jurisprudence, the laws written in the Japanese language carry weight in the courts." These laws were translated from the official publication *Roppo Zensho* (1993) by Michael H. Fox.

Special Provisory Law for the Employment of Foreign Faculty in National and Public Universities

Enacted September 1, 1982 (Showa 57), Law #89

(Purpose)

Article 1:

This law is to permit the employment of foreigners as faculty at national and public universities for the purposes of education, the advancement of research, and contribution to international exchange in academia.

(Employment of *Gaikokujin* at national and public universities.)

Article 2:

Clause 1: National and public universities may employ foreigners—those not possessing Japanese nationality—as *kyoju* <professor>, *jokkyoju* <associate professor>, and *koshi* <lecturer>; here on all shall be referred to as *kyoin* <faculty>.

Clause 2: *Kyoin* who are employed in accordance with Clause 1 may not be obstructed from participating in the *kyojukai* <faculty meeting> or other administrative and decision-making bodies of the university for the given reason that they are foreigners.

Clause 3: The employment period of *kyoin* employed in accordance with Clause 1 is to be determined according to the administrative organization of the university.

(Employment of *Gaikokujin* staff under the category of the university as an institution for cooperative utilization.)

Article 3:

Clause 1: Institutions governed by the National University Establishment Law (*Kokuritsu Gakko Setchi Ho*) may employ foreigners as staff to offer advice or answer enquiries to the staff or chiefs of bodies within the institution regarding important matters of administration.

Clause 2: 'The provisions mentioned in Article 2; Clause 3 shall apply to those hired as staff in the preceding clause. In this case, "the administrative organization of the university" mentioned in Article 2 shall be read to mean "those possessing appointive powers according to *Monbusho* law."

(Explanatory Article)

Article 4:

Foreigners pursuing education or research shall not be obstructed from gaining employment according to the contractual terms of the Government Officials Act (*Kokka Komuin Ho*).

ADDENDUM

I these laws shall be enacted from the date of publication.

-The "administrative organization of the university" mentioned in Article 2; Clause 3 shall be assumed for a given period of time to be the *gakucho* <university president> in accordance with the *Hyogikai* <Board of 'Trustees'>.

Translated by Michael H. Fox
Hyogo Women's College

Translator's Notes:

- These laws have been amended since their first introduction in 1982, and their present contents are current from July 1, 1992.
- Regarding Article 3; Clause 7: This clause is rather vague and seems to imply that foreigners may be employed outside the scope of *kyoin*. Our guess is that this probably refers to research institutes attached to the university.
- The phrase "the university as an institution of cooperative utilization" is a translation of *daigaku kyodo riyo kikan*, a proper noun which came into usage in 1989. Some preliminary research indicates that this name represents the 14 different research institutes allowed to national universities.
- The *Monbusho* has also issued some rather abstruse ministerial ordinances which delineate the length and further outline the breadth of employment. More research needs to be done on these ordinances.
- Regarding Article 4: All employees of national and public universities are considered to be

The 12th Biennial Convention of the World Communication Association

by S. Kathleen Kitao and Kenji Kitao

The World Communication Association (WCA) held its 12th biennial convention from July 25-30 at the Human Sciences Research Council (HSRC) in Pretoria, Republic of South Africa. It was attended by more than 200 people from a variety of countries, including the United States, Finland, Japan, South Korea, South Africa, Egypt, Botswana, Zimbabwe and Namibia. Most of the participants were college teachers of communication and related subjects including second-foreign language teaching; mass communication and public relations specialists; journalists; and professional communication consultants.

Sponsors of the conference included the HSRC, the South African Broadcasting Corporation, the University of South Africa, the South Africa Communication Service, the City of Pretoria, and several South African companies.

The opening session of the convention was held on July 26. Nico Stofberg, the Mayor of Pretoria; R. Stumpf, President of the HSRC; Peet C.J. Jordaan, South African Communication Association; and Ronald L. Applebaum, President of the WCA; Sharon Ratcliffe, Speech Communication Association; Ikehide Kawashima, Communication Association of Japan; and Myun Seok Park, WCA-Asia, greeted the participants. A keynote address was delivered by Dave Steward, official spokesman of the Government of the Republic of South Africa.

Papers, workshops, and panels at the conference covered a variety of topics related to communication studies and speech communication in areas of both theory and practice. Papers were on such topics as cinematic images of Africa and apartheid, communication and health services, organizational communication, communication education, mass communication, conflict and communication, intercultural communication, and language and communication. Specifically, papers that were presented included ones on images of Africa in popular film, intercultural adaptation, communication in voter education, satellite communication, multicultural conflict management in South Africa, intergenerational communication, the South African advertising agency and the black consumer, national symbols in South Africa, communication and labor relations, and cultural barriers to communication.

There were workshops on such topics as internal communication in large organizations, improving listening skills, leadership, public speaking, intercultural differences, and communicating across worldviews.

Panel discussion topics included media and politics; the electronic media and unity in South Africa; South African women; and media, democracy and government.

A number of the papers, panels and workshops were on topics related to the political and social situation in South Africa. In addition there were many opportunities to talk informally with South African participants of the conference and to learn about South Africa through these personal contacts.

Many speakers emphasized the importance of communication among the many different racial and ethnic groups in South Africa. The country is at a crossroads today, with negotiations going on to form a future multiracial government with universal suffrage. The ability of individuals in the different ethnic groups to communicate with each other will play an important part in the direction that the country takes. At present, there is often little personal contact between members of different racial or ethnic groups.

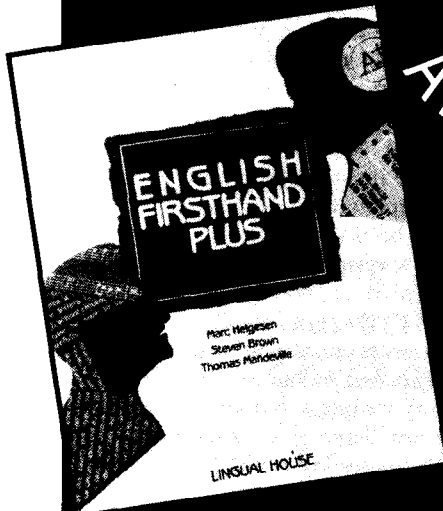
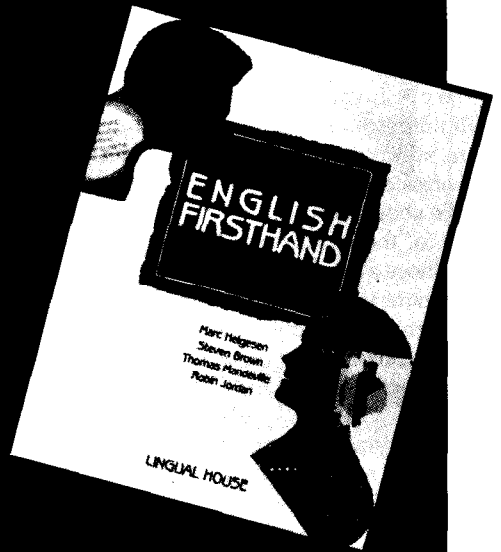
Some of the presentations were related to language teaching. They included a workshop on using a suggestopedic approach to teaching German, and papers on preparing Japanese students to study in the United States and preparing ESL speakers to teach in U.S. universities.

In another workshop, participants carried out the intercultural simulation "BaFa BaFa." Participants were divided into two groups, Alpha and Beta and they were each taught the rules of a simple "culture." Visitors were exchanged between the two cultures, and the visitors reported back to the members of their own culture on what they learned about the other culture. Afterwards, all the participants discussed their experiences and their reactions to their "intercultural" experiences. The purpose of this simulation is to help participants experience intercultural interaction and intercultural conflict and analyze how they can learn about other cultures and react to cultural differences.

In the panel discussion, "Media and Politics in Post-Apartheid South Africa," the panel members discussed the role of the press in South Africa. They emphasized the importance of the "watch-dog" role of the press for the future government, and the importance of respect for freedom of expression on all levels if democracy is to be successful. At present there is no clause guaranteeing freedom of the press included in the new Constitution that is being drafted, and there are many in South Africa who feel that government suppression of criticism by the press is a prerogative of a government. Panel members also discussed the vital role that the press will play in preparing the people, the majority of whom have never voted before, for the election scheduled for April 27, 1994. The press will be responsible for both preparing people for the process of register-

REPORT, cont'd on p. 37.

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The First Step on the Longer Path: Becoming an ESL Teacher. Mary Ashworth. Ontario: Pippin Publishing, 1992. Pp.126

Mary Ashworth's book is one which will appeal to all interested in language teaching: practicing teachers, administrators, people considering entering the profession, or even those just interested in learning a little about language teaching. As the book is primarily for those thinking of entering the profession, not for those already in it, the author strives to ensure the material is comprehensible to those without a background in language teaching. The text is also for those considering ESL rather than EFL, making a few of the activities discussed of less relevance to those interested in EFL. In addition, the focus is K-12 rather than post secondary teaching, so some of the activities may be inappropriate for older students. Finally, although she focuses clearly on the teaching of English, much of what she writes applies to the teaching of any second language.

The ten chapters cover concisely what effective language teachers need to know, exploring the diversity of ESL students and the consequences of the diversity. The text examines the nature of language and how second languages are acquired and taught, discusses the assessment of ESL students, and surveys the major types of ESL programs: bilingual, transitional, etc. The theoretical and practical aspects of teaching the four basic skills of reading, listening, speaking, and writing and the integration of language and content are also covered. Attention is also given to language classroom's place in the larger communities of neighborhood, town, and country. In short, the text touches upon virtually everything language teachers need know.

The book has many strengths and few noticeable weaknesses. Chief among the strengths is clarity, with facts presented simply and clearly, unobscured by unnecessary theory and jargon. Another strength is evenhandedness. Ashworth does not favor one approach, method, or activity over others. She notes them and then enumerates their pluses and minuses. The numerous examples are another strength. Nothing is discussed solely in the abstract. Everything is made concrete through examples. One last strength is the book's style which makes the book easy to read and comprehend.

The book has widespread appeal as the basic principles of teaching second languages are universal. What applies to ESL, for example, also applies to JSL. Children learning Japanese in schools in Japan experience the same problems and difficulties as children learning English in English speaking countries. It is unfortunate the book is not available in

Japanese. K-12 JSL teachers could certainly benefit from reading it and their students would find learning Japanese easier and more pleasant.

Don't hesitate to recommend this fine and very readable book to colleagues, friends, or even strangers. The Professor Emerita from the University of British Columbia merits our praise for having written it.

*Reviewed by Richard J. Marshall
Toyohashi University of Technology*

Past, Present, and Future: A Reading-Writing Text. Joan Young Greg, and Joan Russell. Wadsworth Publishing Co. 1990. Pp. 363.

Recently I have become rather frustrated with my junior college student's inability to write well constructed and thoughtful essays and to read authentic English articles without translating every word. I attempted to correct this problem by explaining to my students the writing techniques that I was taught during my secondary education, but I quickly realized that my simple explanations could never equal the detailed, nuts and bolts exploration of the reading-writing process necessary for good written communication. Luckily, there are books like *Past, Present, and Future: A Reading-Writing Text*.

This book takes students one step at a time through the reading-writing process, giving them plenty of examples of expository writing and opportunities to practice what they learn. Based on eighteen short readings on relatively interesting cultural and historical topics, *Past, Present, and Future: A Reading-Writing Text* provides a wealth of exercises to improve reading comprehension, increase vocabulary, practice composition, and incorporate students' ideas in both writing and classroom discussions. Each chapter contains two readings, surrounded by dozens of activities ranging from multiple-choice vocabulary and grammar exercises to more open ended writing and discussion questions. Most exercises can be done in the book, and pages are perforated, so they can be turned in easily.

Past, Present, and Future would be an ideal text for an intermediate level, college reading or composition course, or for students planning on studying abroad. It would be an adequate tool in preparing them for the sort of reading and writing that will await them in foreign universities and colleges. Unfortunately, I cannot see using this text with any of my students. Very few of them will ever head overseas for further study, and, with the limited amount of time we have, this book is simply too detailed and difficult to be effective.

*Reviewed by Chad Wynne
Assumption Junior College*

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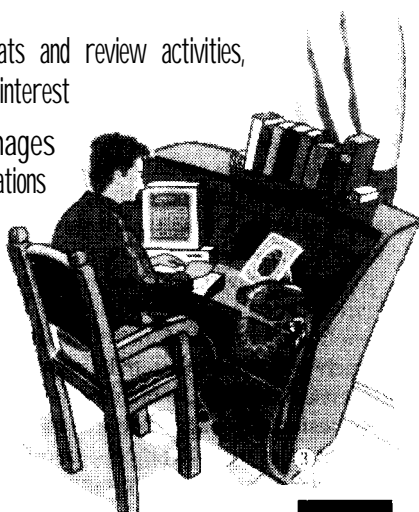
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Communicating with Americans: Functions in English. S. Kathleen Kitao and Kenji Kitao. Tokyo: Eichosha, 1991. Pp. 109.

This book's bright multi-colored cover, a scene of a crowd of people, makes it enticing to pick up and certainly draws the reader to take a look inside. In its introduction, the authors state that this book intends to "help make the transition from knowing about English to being able to communicate in English, particularly with Americans" (p. iii).

The book has eighteen chapters ranging from such necessary speech acts as apologizing and expressing appreciation, to greetings and leave-takings, and expressing congratulations and sympathy.



The book meets its goal by beginning each chapter with a problematic dialogue between a Japanese and an American, in which one or more inappropriate lines cause miscommunication. This dialogue is followed by comprehension questions, analysis questions of the problems in the dialogue and what is expected by the American, then a revised corrected dialogue, an explanation of usage, and more questions.

The easily readable explanations of usage mentioned above are the biggest benefit of this book. Additionally, as speech acts, for example, are often overlooked by teachers, the book demonstrates why these items are important by showing students and teachers the miscommunications that may occur. However, I question whether giving an incorrect dialogue to begin with is the best approach. Isn't it possible that because the incorrect dialogue begins the chapter the students are more likely to remember the phrases in it rather than the correct ones later in the chapter? My point is that many books begin chapters with a dialogue, usually a correct one. Each of the Kitao's chapters begins with an Incorrect dialogue simply entitled "Dialogue." If this text is to be used, it should be made clear to the students that the language in the first dialogue in each chapter is not acceptable in order to avoid confusion.

Other benefits are the cartoons found in each chapter, which deal with the item being covered, and the short, focused chapters, which may keep the students interested. On page 10 there is a wonderful culture note on titles used to address people. However there is only one such section of these culture notes. It is likely that learners would appreciate more throughout the course of the book.

Overall, I recommend this book, but I believe it is best used as a supplement rather than a primary text. What the book offers outweighs what it lacks; the items covered are often overlooked by other texts.

*Reviewed by Shawn Clankie
Kansai Gaidai University*

Reactions - Multicultural Reading-Based Writing Modules. Roni Lebauer and Robin Scarcella. Englewood Cliffs, NJ: Regents/Prentice Hall, 1993. Pp. 356.

Reactions provides a comprehensive approach to teaching reading and writing based on the theory that "reading is necessary for improvement in writing...[and]...reading and writing skills should be connected and taught in a realistic context" (p. vii). This high intermediate/advanced textbook has two aims; first, building vocabulary through reading and second, refining academic writing skills. With these two goals in mind, the two authors have compiled a 356-page text divided into three modules, each containing thematically grouped readings and writing exercises. Each module is composed of four or five units with each unit following the same arrangement: first, there are journal topics; second, an authentic reading; third, reading comprehension questions and extensive vocabulary exercises; fourth, writing activities; and finally, supplemental related readings.

Module 1 deals with the many aspects of learning an additional language. Unit 1A contains a touching story of a father's illiteracy and Unit 1B has a personal childhood story of a Chinese immigrant to the U.S. Unit 1C touches on the difficulties of learning to write in English, and Unit 1D discusses successful language learning.

Module 2, five units, provides five readings related to college and high school education in the U.S. Units 2A and B contain readings detailing the pressures of beginning and finishing college. Unit 2C outlines America's expectations of higher education and Unit 2D deals with some of the possible negative results of attending preparatory school.

Module 3 consists of four units dealing with stereotypes and prejudices. Unit 3A points out some of the positive and negative effects of stereotypes, Unit 3B contains a story of prejudice in the days of slavery. The reading in Unit 3C is a personal essay relating the story of an African-American woman's experience with stereotypes and finally, Unit 3D looks at the portrayal of Asians in film.

The second aim of this text is to continue developing and refining academic writing skills. Students read models, identify the point of view of the authors, and respond to the characters or ideas in their own writing. In addition, there are many related journal topics allowing students to use the vocabulary in context and express feelings and opinions. A great deal of time is also devoted to peer editing and self-editing giving the student extensive opportunity to learn the critical evaluation skills necessary to edit their own writing. There are innumerable paragraph and essay models, in addition to a writing checklist, to aid in the editing process. There are also brainstorming and organizational activities, as well as

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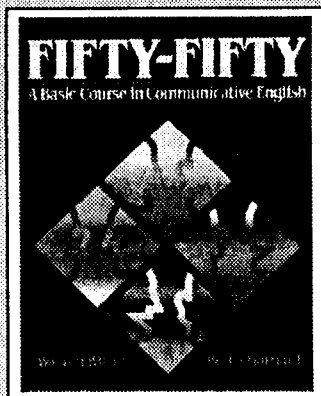
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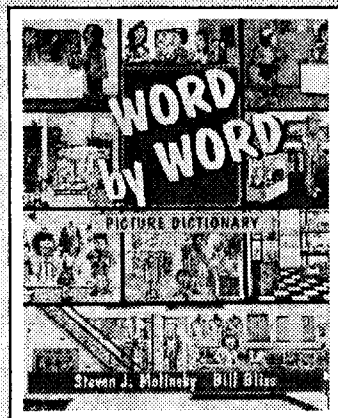


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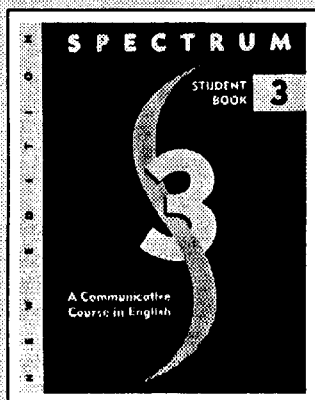
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discussion questions. The authors include exercises for many grammar points and slang that often trouble EFL/ESL students.

The strengths of this text are the variety of readings on a personal level that students can relate and respond to, the array of vocabulary that is recycled throughout the text in the writing models and exercises, and the detail with which this text deals with academic writing and the use of models and exercises to refine writing skills.

If you are looking for a text for the high intermediate/advanced student that covers both reading and writing very well, this may be the one.

Reviewed by Mary Ellison

ESOL Case Studies: The Real World of L2 Teaching and Administration. Ted Plaister. Englewood Cliffs, N.J.: Regents/Prentice Hall, 1993. Pp. 94.

This collection of 53 conflicts and concerns expressed as case studies in the field of second language teaching are based upon the author's professional experiences or concerns reported to the author. The cases are listed under two categories: Part One, Curriculum and Pedagogical Concerns, and Part Two, Administrative and Personnel Concerns. Within these two broad categories, Part One is further divided according to skills (Reading, Writing, Listening Comprehension), issues of linguistic concern (Vocabulary, English for Specific Purposes), and issues of pedagogical concern (Adult Education, Training and Education, Tutoring). In Part Two's administrative concerns, the topics are "Complex personnel problems," "Working with Nonprofessional Supervisors," and "Making Management Decisions." Each section starts with the author's summary, followed by a case study, and is concluded by a set of discussion questions. Most of the cases used here were part of the training in the English Teaching practicum at the University of Hawaii.

ESOL Case Studies is fresh and real. Included are the author's and his colleagues' personal experiences in situations that many of us have faced in our day-to-day teaching. As someone who was educated in both Japan and the States, and is currently involved with teaching ESOL at Japanese universities, and training experienced teachers of foreign languages, the author's examples sound so real that I can attach my own locations and names to his case studies. The author's sense of humor also lightens what otherwise might be a dry approach. For example, in three case studies, he named his personalities Larry Clodd, Kitty Koffin, and Ralph Riteous as paradigms for the lazy colleague, the chain smoker, and the religious zealot.

Another strength of this collection is the topical and geographical balance. Plaister concerns himself with a range of topics varying from language teach-

ing to personal issues such as hygiene. He also addresses ESOL issues around the world. He cites cases from Peace Corps teachers, English teachers in Asia and Africa, programs for migrant workers and a regular college English program in the U.S.A. To give some examples for readers in Japan, there are six cases where the situation is described as "in Japan." There are also mythical locations, such as the People's Republic of Kochen, that might just as well be in Japan.

This collection offers a variety of resources for many who are involved with teacher training or development. Plaister suggests class discussion, home assignments or role play. The book would also be beneficial as materials for cross-cultural training of language teachers, or any kind of in-service sessions in the field. Since the discussion is not provided with any solutions, it has broader use for many types of teacher training/development.

Further, the strength in this kind of collection is the fact that it is presented within the framework of a reflective approach to language teaching. The nature of the conflicts and concerns highlighted in these case studies are often the result of a lack of appropriate professional training among the teaching staff and administration. For the cases in Part One, when the conflicts concern teacher(s), it appears that in almost all the cases the concern covered is where the language teaching practice is out-dated. In the area of reading, for example, the given situation is that the headmaster insists that reading aloud is a good practice for language learning (Case 1), or reading is taught by looking up words in a dictionary (Case 5). By providing open-ended situations, this book can make a bridge between up-dated issues in second language teaching and your own teaching experiences. In Wallace's terms, this is a linkage between the readers' "experienced knowledge" and "received knowledge" (Wallace, 1991, p. 49). Some cases studies are, on the other hand, presented in the form of advice seeking. For example, in one situation the reader is given the role of an English teacher in Japan. "At a social function you meet a young university student who asks if you can give private lessons. You say you are too busy. He then asks you how he can improve his English." Then questions for the reader, such as "What would you suggest this student do?" follow.

ESOL Case Studies, however, would be a stronger resource if it had some added focus, such as suggested reading of several books or articles. As much as open questions provide wider discussions, it risks being useful only for those who are up-to-date in the field, and not so useful for those who have little training. Thus providing guidelines for reading materials, for an example, would compensate for this lack of direction. At the same time, the author could also have cited more research in this collection. The only citation in the whole book is a study done by the author.

In summary, *ESOL Case Studies* is an excellent resource for focusing our thoughts, reflecting on our teaching, and shaping our language learning, as we have shifted away from a knowledge-transmitted approach in the field of language learning.

Reviewed by *Yuriko K. Kite*
Canadian Academy

References

Wallace, M. J. (1991). *Training foreign language teachers. A reflective approach*. Cambridge: Cambridge University Press.

Mystery Tales. Francis Radice. London: MacMillan Publishers, 1991. Pp. 32.

Royal Court Hotel. Patty Key and Stephen Kirby. London: MacMillan Publishers, 1991. Pp. 45.

Although both of these books are at Level 2: Lower Intermediate in the *MacMillan Bookshelf Series*, the *Royal Court Hotel's* two stories are five times as long, with a much larger cast of characters, than any of the four stories found in *Mystery Tales*. The level of these books seems more suitable for post-secondary students if the goal is for students to read them freely and easily.

The British usage, particularly of idioms, may cause some extra confusion to students here. The alphabetically ordered glossary in the back gives some brief definitions, although the usage examples do nothing more than repeat the phrase from the story, which may not be the most help.

The two tales in *Royal Court Hotel* concern a kidnapping and a robbery, and involve the same cast of hotel employees in both. The introduction gives a thumbnail sketch of each employee, but includes much more information than is ever needed or used in the stories. Unless students are directed to read or listen for the broad outline of the stories, I think they might become bogged down trying to understand all the extra information provided.

Mystery Tales might have better been titled "Ghost Tales," as all of the selections involve ghostly apparitions. Students found these "scary" and "frightening," just what ghost stories should be! Once more, stories with five or six characters are more difficult for the students to follow.

Each book contains some basic comprehension questions in an "Exercise" section. These are almost all "Wh" questions, with only two (out of sixteen) in *Mystery Tales* requiring students to speculate on more open questions. This is the weakest section of both books, and I did find one factual error.

The accompanying tapes are read at a slightly slower than normal speed, with very clear diction, and attempt to distinguish characters by changes in voice tone and accent. Without explanation, the class distinctions (marked by accents) of the characters in *Royal Court Hotel* will not be recognized by most Japanese students, although this should not prevent

them from enjoying the stories. The reader's voice is of the type commonly heard in BBC radio and television programs. It may take Japanese students extra time and effort to become familiar with the spoken language, but I think it is valuable for students to be exposed to a wide variety of English speakers, particularly as they become more advanced.

This series may be one that schools may want to investigate for library or Language Laboratory use in a supplementary or self-study program.

Reviewed by *Alton Cole*
Ritsumikan Jr. & Sr. High School

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

For Students

**Nihongo o tanoshiku yomu hon* (chu kyu) (1991). Tokyo: Sanno Tanki Daigaku Kokusai Koryu Senta.

**Nihongo o tanoshiku yomu hon* (chu jo kyu) (1993). Tokyo: Sanno Tanki Daigaku Kokusai Koryu Senta.

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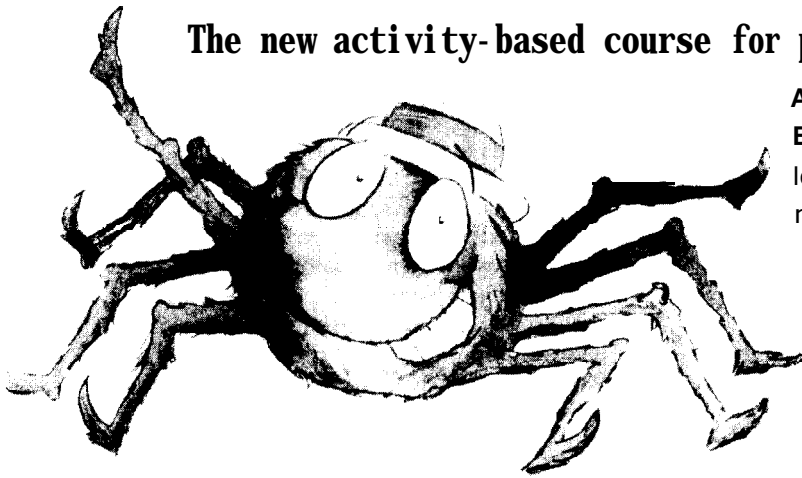
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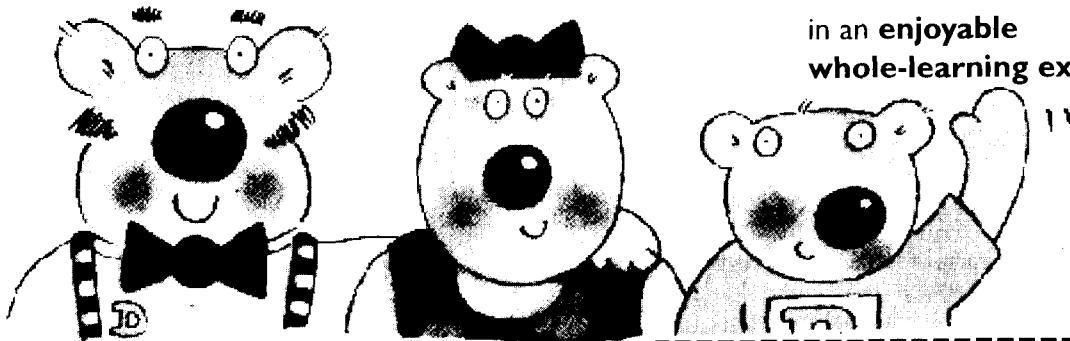


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FOUND, cont'd from p.25.

government employees (*komuin*). To work for the government, one must be a Japanese citizen. The purpose of Clause 4 is to circumvent this law.

Editor's Notes:

- n Labor Standards Law in Japan generally recognizes only two kinds of legal contract in this category of employment: one year contracts and permanent employment contracts. For national and public universities, this Special Provisory Law appears to circumvent LSL by allowing fixed term contracts of longer than one year (Article 2; Clause 3).
- n These laws affect only national and public (prefectural and municipal) colleges and universities. *Monbusho*-authorized private institutions, primary and secondary schools, and tertiary institutions such as *juku* <cram schools>, *senmon gakko* <technical schools>, *yobiko* <prep schools>, and *eikaiwa gakko* <private language schools> fall outside the scope of The Special Provisory Law.

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REPORT, cont'd from p. 27.

ing and voting as well as educating them on the issues of the election.

In another panel discussion, "South African Women: Communication in the Contemporary Family," white and black South African women discussed their experiences and the roles that they expect that women will play in the future of South Africa. It was emphasized by the speakers 'that respect for democracy, and the free exchange of opinions that it involves, must start with respect for individuals within family life.

In the evenings, conference participants attended various receptions sponsored by local organizations. A mayoral reception was held at the State Theater on July 26. There were also receptions sponsored by the South African Broadcasting Corporation in Johannesburg and the University of South Africa in Pretoria. During the conference, participants had opportunities to tour a diamond mine, a gold mine, the cities of Pretoria and Johannesburg, a black township near Pretoria, and a cheetah farm .

Following the conference, many of the overpass participants went on a post-conference tour that included Kruger National Park, a major game reserve; Zululand; and the coastal city of Durban.

The situation in South Africa is very complex. There are four major ethnic groups---Whites, Indians, Coloreds (people of combined Black, White and/or Malay descent), and Blacks. Eleven major languages are spoken including Afrikaans (a variation of Dutch) and English, the two official languages, and nine major tribal languages.

Though they make up more than seventy percent of the population, Blacks have never voted in national elections. The first national election in which Blacks will be able to participate is scheduled for April 27, 1994. In the meantime, as was emphasized in the media and government panel discussion, a major effort is necessary to educate people on both the issues on which they will be voting, and the procedures for registering and voting.

There is a great need for communication among the racial and ethnic groups in South Africa, which was one of the reasons for the great interest in a conference on the subject of communication. This conference was a great benefit to overseas participants, both in assisting them in understanding the situation in South Africa, and in allowing them to meet and talk with South Africans personally.

The 13th biennial WCA convention will be held in the summer of 1995, but the site has not yet been chosen. The possibility of holding the next conference in Japan is being discussed.



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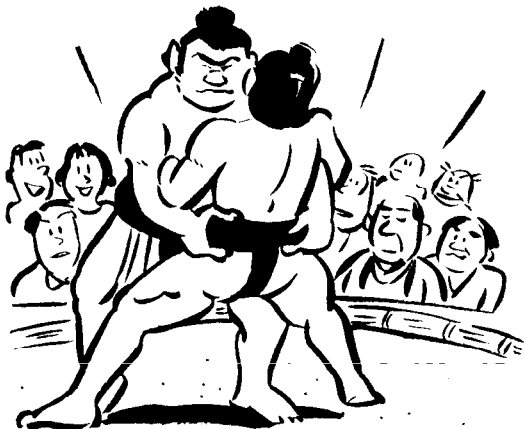
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Farewell!

Elizabeth King, who edited this department for nearly three years and helped to develop more than 40 activity-oriented articles, has decided the time has come to step aside and pursue other career goals. The editors have greatly appreciated her hard work and quality contribution to TLT's editorial goals. She will be missed, and we wish her the best of success. From this issue on, TLT has a new "My Share" editor, Barry Mateer, who has been consulting with Elizabeth to assure a smooth transition and continuity in the quality of this department's contents.

EAP Fieldtrips

by Wendy L. Bowcher

The activity outlined lies within the field of English for Academic Purposes and in particular the subject area of geography. Academic skills such as observation, description, analysis and interpretation of data, are essential to the successful study of geography. These skills can be covered in the language classroom using a variety of techniques and teaching materials. However, the classroom places certain limitations on what can be done. For students to fully develop the language and general skills of geography, it is effective and highly motivational for students to go "out into the field"-to observe, describe, define, analyse and interpret data firsthand. The following outline is of one such activity, a field trip to Jogashima, on the Miura Peninsula. For teachers working in the Tokyo area and teaching a content unit on geography or the social sciences, this trip would prove enjoyable, manageable, and educationally effective. The following ideas may be adapted by teachers in other areas. The field trip has been used with intermediate students, but could easily be adapted for more advanced students or for post-beginners.

Pre-Fieldtrip

Ideally, the students should be studying, or have studied, the topics of earthquakes, volcanoes, erosion, coastal landforms, and pollution or environmental studies. These topics lend themselves to the development of the language skills associated with the rhetorical styles of description, process, and cause-and-effect.

Before embarking on the fieldtrip, classroom activities should introduce the appropriate

geographical concepts, vocabulary and language structures in addition to preparing the students for the trip itself by explaining what tasks are required and what to expect on the day. These activities could include a cause and effect essay based on topics such as erosion, the effects of pollution, or the effects of natural disasters such as earthquakes or volcanoes; group discussions and presentations based on these same topics; vocabulary quizzes, reading exercises, and listening for gist and comprehension.

A copy of the aims of the fieldtrip should be given along with general information about the trip. An example is provided below:

Jogashima Fieldtrip - Information Sheet

AIMS

1. To observe and record the effects of previous volcanic and earthquake activity
2. To observe and record the effects of erosion, including coastal landforms.
3. To observe and record the varieties of and the effects of pollution.

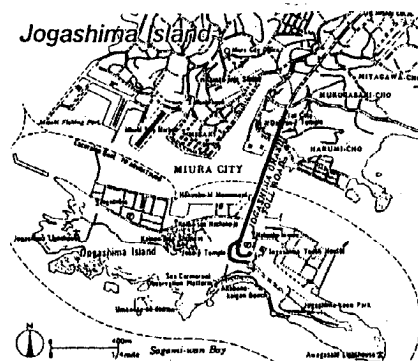
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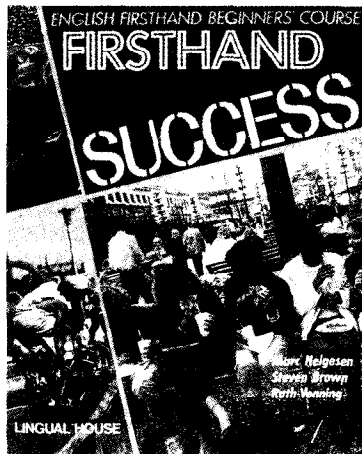
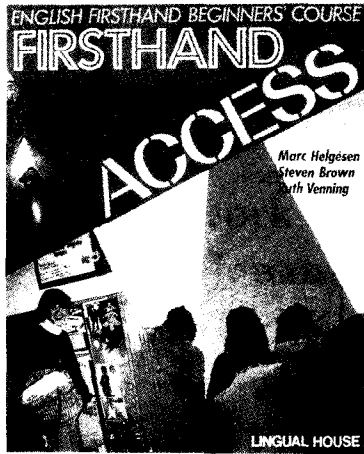
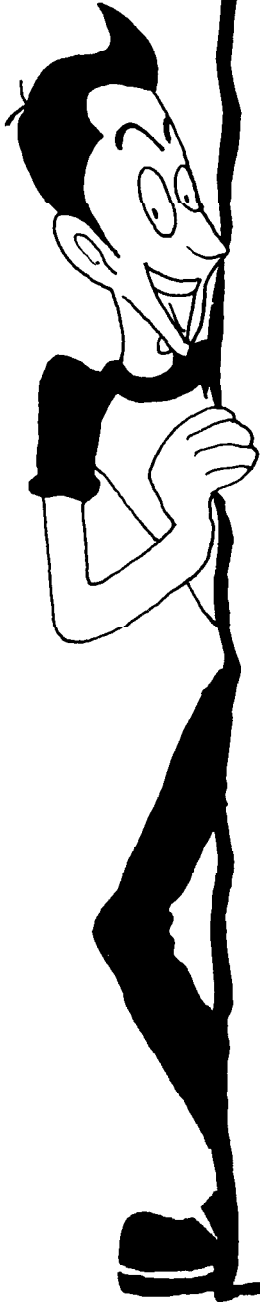
Place: Jogashima Island on the Miura Peninsula

How to get there: Travel by train from Shinagawa Station to Misaki-guchi Station on the Keihin Kyuko Line. (about 1 hour 25 minutes, ¥730). Travel by bus to Jogashima (about 30 minutes ¥230).

Arrangements: Meet at the entrance to the Keihin-Kyuko train line no later than 9:00 am. Please bring your own lunch as we will be having lunch on the beach and there are no shops close by. Please wear walking shoes and bring wet weather gear in case of rain. Please bring pencils, erasers, spare paper, a clipboard for writing on.

The fieldtrip will finish around 3pm.





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During the Fieldtrip

During the fieldtrip, the students are provided with ample opportunity to converse with each other and with the teachers on a variety of topics in a relaxed atmosphere, thus developing and reinforcing their social and general language skills. While listening to short lectures and explanations of geographical features, the students make notes and complete written tasks on worksheets. The activities focus on the aims of the trip and the relevant geographical concepts, vocabulary, and language structures. In carrying out the written tasks, such as notetaking and recording data from observations, and labelling and identifying features on their field sketches, the students are reinforcing the language of the subject in an authentic context. To extend the activities, the students could make a video of the fieldtrip and use this later during the feedback sessions in class to orally explain the things they saw and did.

Worksheets

The right-hand column gives examples of worksheets designed for use on the fieldtrip. They should be A4 size with plenty of space for students to record any information they gather on the day.

Post-Fieldtrip

There are a number of classroom activities that can follow the trip. These include group discussion and feedback of the results, writing a report, writing a journal entry, and a poster session or presentation session.

Group Discussion and Feedback of Results

First, students form groups of three to four students and compare their data. At this time they can fill in any missing information, exchange information, and carry out peer editing of their worksheets. This is followed by a teacher-led discussion where the language and content covered before and during the fieldtrip is consolidated. The discussion should answer any questions the students have, provide any further information or explanation and clarify any further points related to the trip.

Writing the Report

The report is a piece of academic writing and should be based on the format of a scientific report as outlined below:

Aims - The purpose of the fieldtrip

Procedure-Where it took place, what was done, and how it was done

Results - What was found out

Conclusions - What can be inferred from the results

The writing of a report is explained by the teacher and parts of the report are modelled on the board. An easy way of illustrating the difference between

results and conclusions is to point out that the sketches and the descriptions from the worksheets go into the results section while the explanations go into the conclusion section. In the report, students are individually synthesising the data from their worksheet into a written report. It needs to be ex-

<p>Activity One - Environmental Aspects Throughout this fieldtrip, list the kinds of pollution, damage or changes that people have made to this coastal environment.</p> <table border="1"> <thead> <tr> <th>What kind?</th> <th>Where is it?</th> <th>Why?</th> </tr> </thead> <tbody> <tr> <td colspan="3">POLLUTION</td> </tr> <tr> <td colspan="3">DAMAGE</td> </tr> <tr> <td colspan="3">CHANGES</td> </tr> <tr> <td colspan="3" style="text-align: center;">1.</td> </tr> </tbody> </table>	What kind?	Where is it?	Why?	POLLUTION			DAMAGE			CHANGES			1.		
What kind?	Where is it?	Why?													
POLLUTION															
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<p>Activity Two - Jogashima Island Look carefully at the rock formations you can see on the coastline and on which you are standing. Listen to the teacher's mini-lecture. Answer the following questions.</p> <p>1. Describe the rock formation</p> <p>Colour</p> <p>Shape</p> <p>Surface</p> <p>Location</p> <p>2. Why are these rocks where they are and have the shape that they have.</p> <p>3. Sketch some of the rocks</p> <p style="text-align: center;">2.</p>															
<p>Activity Three - Erosion/ Weathering/ Deposition Listen to the teacher's explanation and answer the following questions.</p> <p>1 Describe the sand. Why is it black?</p> <p>2. Describe the rock formations. Try to explain the process by which they have developed small hollows in them.</p> <p>Reminder... Have you been noting down the human effects on the environment? Don't forget Activity One!</p> <p style="text-align: center;">3.</p>															
<p>Activity 4 Coastal Landforms (Coastal Arch) Do a full fieldsketch of this coastal landform and underneath it explain the process by which it was formed.</p>															

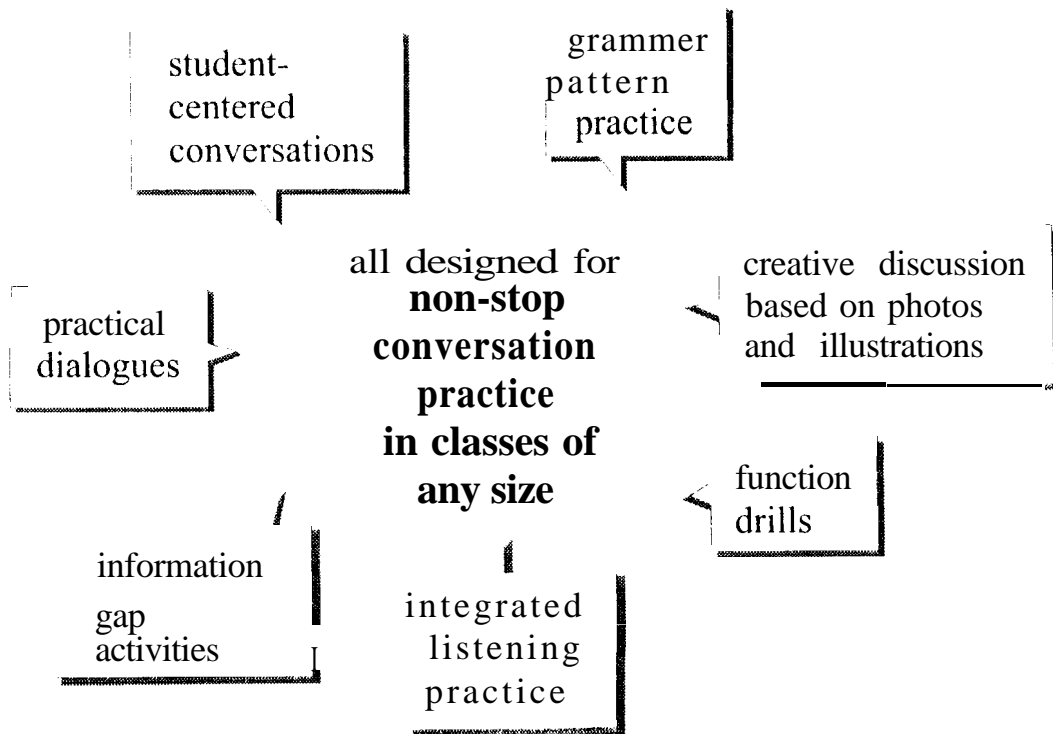
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plained that each section of the report requires certain language structures. For example, the procedure requires transitions such as first, next, finally; the results section requires labelling and explanation of graphs, tables, diagrams, and sketches; and the conclusion section requires students to use language of inference, e.g., "From this we can conclude that ..." "This can be explained in the following way"

Journals

In the journal entry, the students are encouraged to write about what they learnt on the fieldtrip, their impressions, and their suggestions on how the fieldtrip could have been improved. The journals can thus provide not just an opportunity for the students to express, in written form, their personal feelings about the trip, but also a useful evaluative tool for teachers for the planning of future fieldtrips.

Poster Sessions/Oral Presentations

Students make up posters using their field sketches or photographs. These, along with a video are used to orally present what the students have done and

learned during their fieldtrip. These visual aids can be used as posters in the classroom or on the school notice board as motivational displays for the students involved in the course and as a way of informing other students or school personnel of what the class has done.

Conclusion

Going outside the classroom with clear educational aims can produce success in a variety of language and social skills. The activity outlined here can be adapted to other content areas, such as art history (visits to galleries); psychology: (conducting surveys); history (museum visits or walking tours); economics and business (visiting factories or local businesses); environmental science (conducting surveys, collecting data, or visiting landfill sites.) This activity has not only proved to be highly motivating, but it is also a very clear indicator of the value of thinking, teaching, and learning beyond the classroom context.

Wendy Bowcher teaches in the English Language Program at Obirin University, Machida.

Practice With A Purpose

by Eleanor Kelly and Joanie Gilbert

Do you need a successful activity for large classes that not only reinforces specific grammar structures and useful expressions but also keeps the students' motivation and interest high? If yes, consider the following lesson. Although the activity works well at any time during the academic year, here it is designed for use as a first-day activity.

Preparation

The materials needed for this activity are: envelopes (one per student), 10 x 10 cm. pieces of different colored paper (one of each color per student), and clear plastic bags (five per class).

The Lesson

Preteach the following expressions and encourage the students to use them during the lesson:

Would you please repeat your questions?
Could you speak a little slower?
What does _____ mean?

Warm-up by asking the students what they would like to know about you, the teacher. With some prompting, guiding and examples, the students begin to respond with questions such as "What's your name?", "Where do you live?", "Where are you from?", "What do you do in your free time?", "Who is your favorite actor?" Remind the students to be careful when asking the questions. They need to maintain a friendly, interested

tone and avoid sounding as if they are conducting a police interrogation.

The teacher records appropriate questions on the board and adds some if needed. Then the teacher has the students ask the teacher the questions. The teacher should answer in complete sentences, writing each personal answer on the board next to the matching question.

Next the teacher distributes the colored paper, one of each of the five colors to each student. Ask the students to write their own answers to each of the questions written on the board - one answer on each piece with all students using the same color for the same question. Make sure the answers are written in complete sentences (e.g., on the green paper, "My name is Mayumi Sato.") It's best if the teacher circulates around the room making sure the directions have been understood and assisting students that might need further clarification. After the students finish, ask them to put their papers in the appropriate plastic bags-one bag for each color.

The teacher next passes the bags around and each student takes one of each color. If students get their own answers, ask them to put them back and take another one. The teacher also gives each student an envelope on which the student writes his or her name. The teacher explains that the envelope is a kind of "mailbox." The students should stand up and

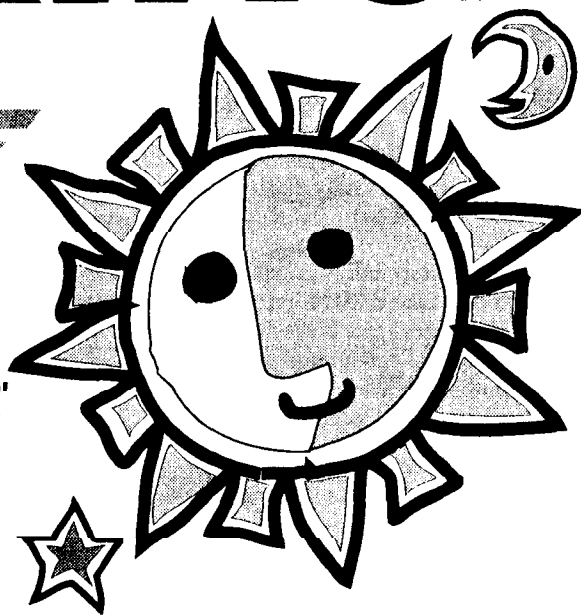
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All news pertaining to official JALT organizational activities should be sent to the JALT News editor at the address listed in the Masthead. Deadline for submission is the 19th of the month. All copy is subject to editing for length, style, and clarity.

1993 National Officers' Election Results

The results are in for the National Officers' Election for 1993. A total of 247 ballots had been received by the closing date of November 20, 1993. The vote went as follows:

President:	David McMurray	228
	Write-in votes	6
	No vote	13
Treasurer:	Steve Sayle	226
	Write-in votes	3
	No vote	18
Membership:	Laura MacGregor	130
	Beniko Mason	99
	Invalid ballots	11
	Write-in votes	1
	No vote	6

The Nominations & Elections Committee of JALT declares that David McMurray, Steve Sayle, and Laura MacGregor have been duly elected to the officer positions designated above. Term of office will be for two years commencing on January 1, 1994 and expiring December 31, 1995.

Brendan Lyons, NEC Chairman
Kelly Ann Rambis, NEC Member

Manuscript Guidelines for JALT Publications

These guidelines must be followed when submitting copy to any JALT publication during 1994.

All English-language copy, regardless of destination, must be typed, double-spaced, on A4-sized paper, with three centimeter margins. Manuscripts should follow the American Psychological Association (APA) style. Materials which do not conform to these guidelines will **not** be considered. Please do not send disk copies of articles with initial submissions. When a full-length article has been accepted for publication, the editor will request a disk copy if the author is able to provide one.

All materials in Japanese should follow as closely as possible the format in which they are to appear in *The Language Teacher*. This means, for example, that titles and the author's name should appear in romaji in the proper locations. Please refer to the Guidelines for Japanese Articles below for more exact information. Note that all Japanese-language copy must be sent directly to the Japanese Language Editor (address in the Masthead).

Chapter presentation reports and announcements of meetings or positions must also follow the format in which they are published in *TLT*. Please read the appropriate sections below. Submissions to these departments should be sent directly to the department editor (names and addresses appear in the Masthead of every issue of *TLT*, but as these editors may change during the year, please check the most recent issue).

The deadline for submission of chapter presentation reports and announcements of positions is the 19th of the month, two months before desired publication. Chapter meeting announcements must be in by the 25th of the month, two months before desired publication. Articles, "My Share," "JALT Undercover," and "Opinions & Perspectives" contributions may be submitted at any time.

The editors of *TLT* and the *JALT Journal* reserve the right to make adjustments in the style of a manuscript to have it conform to the general style of the publication, without necessarily consulting the author. The editors of *TLT* also reserve the right, due to prior planning and consideration of space, to publish an article in an issue other than the one intended or desired by the author. Where this is considered to be undesirable by authors, they are requested to so indicate when submitting their manuscripts. Those wishing unused manuscripts to be returned should enclose a self-addressed envelope with the proper amount of postage.

The editors regret that, as JALT is a not-for-profit organization, remuneration for, or reprints of, articles cannot be provided to authors.

TLT will allow printing of its articles by other publications, as long as an acknowledgement is added and *The Language Teacher* has given its consent.

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Articles

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

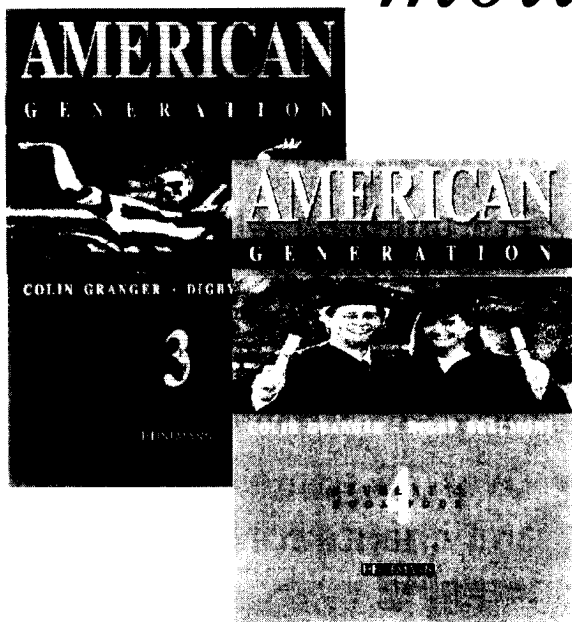
On manuscripts, which must be typed, double-spaced, on A4-sized paper, provide at least three-centimeter margins at the top and sides, and avoid putting extraneous material there. The author's name and affiliation should appear under the title. Please use sub-headings throughout the article for the convenience of the readers. When citing another work, include the author's name, publication date and page numbers. The list of works cited at the end of the article should be double-spaced and follow

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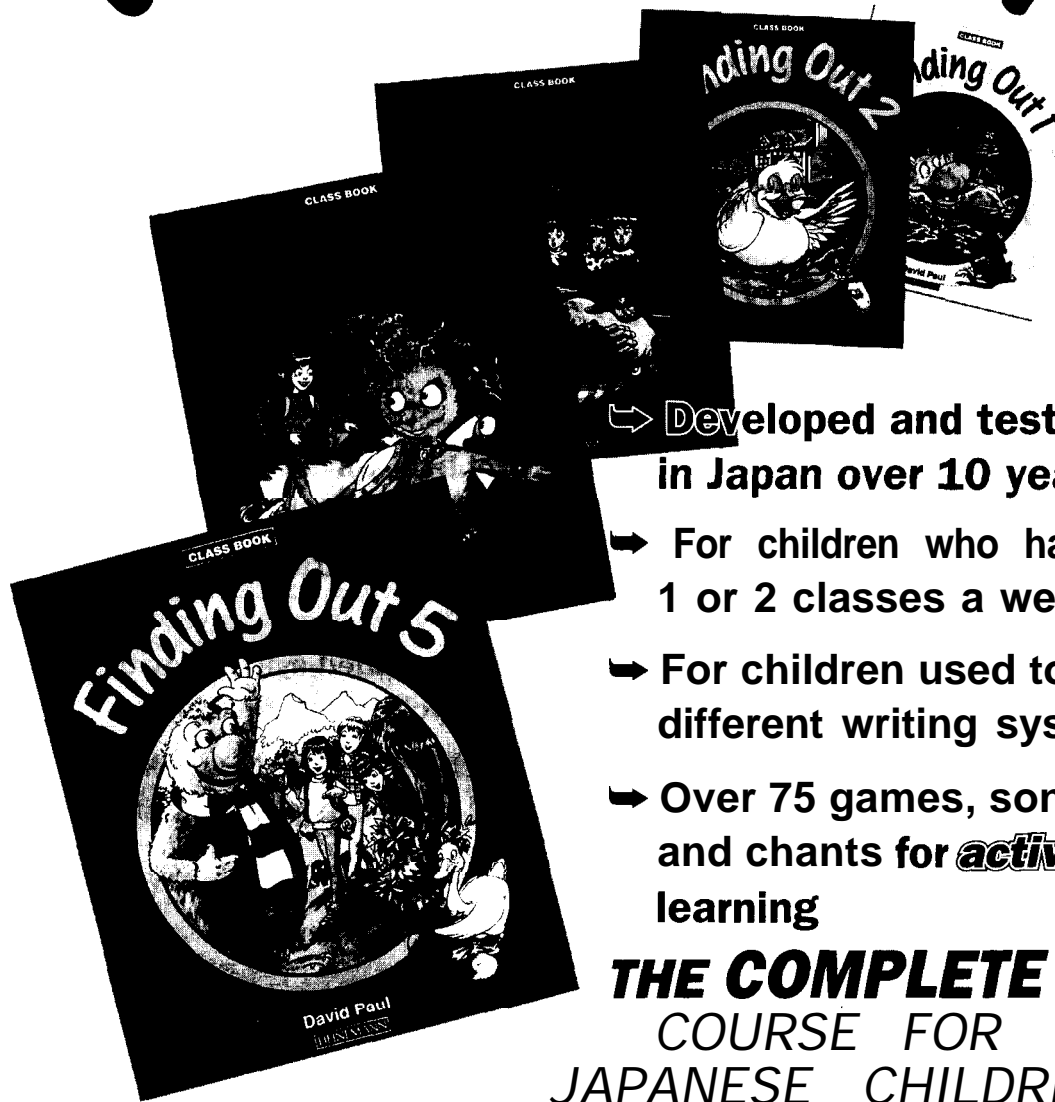
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ENGLISH LANGUAGE TEACHING

In touch with Japan

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by David Paul



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ENGLISH LANGUAGE TEACHING

In touch with Japan

APA (American Psychological Association) style. For example, for citing a journal article, follow the model Gathercole, S., & Conway, M. (1988). Exploring long-term modality effects: Vocalization leads to best retention. *Memory and Cognition* 16 (2), 110-119. You may include a short biographical statement to be published at the end of your article, if you wish. A contact phone number and address should be included at the bottom of the last page or on a separate page.

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

Book Reviews

The review copies listed in Recently Received each month in *TLT* are available from the Reviews Coordinator. If you are interested in reviewing a book listed there, write to the Reviews Coordinator requesting a review copy and guidelines for *TLT* or *JALT Journal* reviews. If you want to review a book not listed in Recently Received, write the Book Review Editors to find out if it's currently under review and to request book review guidelines. You should also contact the *TLT* or *JALT Journal* Book Review Editor to check the suitability of the book (or other matter, e.g. video or computer software) for review. Be sure to include your full mailing address with all correspondence.

Book reviews should be submitted to the *JALT Journal* Book Review Editor or *TLT* Book Review Editor directly. Book reviews are subject to length and stylistic restrictions, and may be rejected for other editorial reasons. Book reviews are also subject to strict deadlines, usually within two months of receipt of the review copy. Please do not request a book for review if you are not sure you can meet such a deadline. Reviews of inappropriate material may be rejected unread. Reviews solicited by any interested party cannot be accepted.

Interviews

Occasionally *TLT* publishes interviews with known professionals in the field. If you are interested in interviewing someone, you are required to consult with the Editors first. Interviews should follow the format of ones recently published in *TLT*. In terms of style and choice of questions asked during the interview, it is recommended that you read "Interviewers, Stand Firm," by Ron Sheen, which appeared in the March, 1992 issue, p. 47. A copy of this article can be provided upon request by the Editor.

Special Issues

The Editors encourage any editorially-conscious member with expertise in a particular area of language teaching and learning to solicit and guest-edit contributions for a special issue. All ideas for special issues should be discussed with the Editors about a year in advance of desired publication. Two to three months later, an outline should be sent to the Editors

containing the title of the issue, the titles of the lead articles and authors' names, and mention of any other material that is to be included in that issue. The Editors reserve the right to request changes in a manuscript in order to have it conform to the general style of the publication or to refuse a manuscript. The deadline for all manuscripts and materials for a special issue is four months preceding the publication date to allow for consultations. However, it would be greatly appreciated if the material could be sent well in advance of this deadline. Prospective guest editors are welcome to send for detailed guidelines.

Opinions & Perspectives Department

This department includes articles of not more than 1,200 words in English, or ten sheets of 400-*ji genko yoshi* in Japanese, expressing viewpoints of current concern and interest to professionals in the language-teaching field.

Readers' Views

This is a correspondence column. Responses to articles or other items in *TLT* are invited. Submissions of not more than 400 words should be sent to the Editor by the 10th of the month two months prior to publication in order to allow time to request a counter-response to appear in the same issue, as appropriate. All correspondence must be signed and bear the address of the sender. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the editor knows who the correspondent is.

Chapter Presentation Reports

The purpose of this section of *TLT* is to provide information to the general membership about the programs of the various chapters. Chapter reports on presentations are to be 150-250 words in English, or two to four sheets of 400-*ji genko yoshi* in Japanese, using standard expository style, with objective language, vocabulary, and syntax. Japanese versions should avoid the use of non-standard Japanese and Japanese-English phrases and must be sent to the Japanese Language Editor.

JALT News Please note that a chapter presentation report will not be published if the same or substantially the same presentation has been reported on in *TLT* within the previous six months.

Reports of chapter or regional mini-conferences may appear in *TLT* in lieu of a usual chapter report if it conforms to the guidelines for Chapter Presentation Reports.

English copy should be sent to the Chapter Reports Editor. Japanese copy must be sent to the Japanese Language Editor.

My Share Department

This department is your opportunity to share your

Seido Materials for Children

● ENGLISH WITH JACK & JILL

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.

Frequent changes of activity, games, coloring, etc., help to maintain interest and teach English while playing. The four skills—hearing, speaking, reading and writing—are taught in this order. Each level begins at zero, while the material in Level Two is introduced faster and goes much further than in Level One.



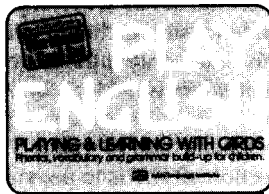
LIST OF MATERIALS

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

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

n 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 Taps)

● Teaching Manual n Workbook



● POSTERS (ACTUAL SIZE: 90X60cm.)

Alphabet Poster: Contains many full-color pictures illustrating the 26 letters, the four seasons and the months of the year. With this poster both lower case and capital letters can be taught, as well as numbers and the days of week.

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.



seido language institute
12-6 Funado-cho, Ashiya-shi, Hyogo 659, Japan



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FAX.0797(31)3448

best activities: those ideas that involve your students and, perhaps, offer insights into language teaching at its best. Priority is given to activities useful in a variety of teaching situations, and which reflect principles of progressive language teaching. Any accompanying artwork should be in black and white, and either not copyrighted or accompanied by permission in writing to reprint.

Manuscripts should be sent to the "My Share Editor." Japanese copy must be sent to the Japanese Language Editor.

Announcements:

Meetings, Positions and Bulletin Board

TLT wishes to do everything possible to help publicize the programs, courses, and other events and services created and organized for the JALT membership, as well as publish position openings. To ensure a prompt flow of information, each chapter is urged to have an articulate, deadline conscious officer to handle submissions.

Meetings--Announcements for chapter or SIG meetings must follow exactly the format used in every issue, i.e., topic, speaker, date, time, place, fee, and other information in that order, all correctly spelled. If there are two or more topics, number them and number the corresponding speakers (but don't number two speakers if they share the same topic). Below the essential information, a brief objective description of the presentation and speaker is acceptable. Avoid phrases such as "This will be fun for all and you must come." Lengthy descriptions will be edited at the discretion of the Chapter Meeting Announcements Editor. Please see any recent issue of *TLT* to check the format. Japanese-language meeting announcements must be sent to the Japanese Language Editor, or they may not be published on time.

If there is space available, maps will be printed on request. Preference is given to maps of new locations, or for joint meetings involving members from other chapters. Ideally, maps should be clear copies in black and white of previously published maps. Essential information should be in *romaji*. This can be typed and pasted on if it doesn't appear on the original. Whatever lettering you use should be clear. If you have no printed map, draw one with India ink.

TLT is generally delivered within the first week of each month; if your meeting is to take place during this time, it should be announced in the previous month's issue. The deadline is the 25th of the month two months prior to desired publication. All English-language announcements for meetings should be sent to the Chapter Meeting Announcements Editor; Japanese-language items must be sent to the Japanese Language Editor.

Chapter Mini-Conference Announcements--As a service to members, *TLT* will print one-half page (B5) announcements for chapter mini-conferences (of at least six hours duration) organized by chapters and

N-SIGs without charge. Announcements must be camera ready copy submitted on B5 paper (one half page); announcements may appear only once. English language announcements should be sent to the Editor; Japanese language announcements should be sent to the Japanese Editor.

Job Information Center/Positions--Announcements in the JIC/Positions department should be submitted on the form that is provided with the announcements in every issue. Fax or mail it to the JIC/Positions editor (listed in the masthead) by the 19th of the month, two months before desired publication. Announcements should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency" rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination. In the case of this, the reasons should be clearly explained on the job announcement form. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

The Bulletin Board--This column is for publicizing non-JALT conferences, workshops, courses and seminars, as well as calls for papers for these or any other function sponsored wholly or partially by JALT. Concise copy should be submitted in the format used in the column. Editing is at the discretion of the Bulletin Board Announcements Editor.

It should be noted that neither *The Language Teacher* nor the JALT organization guarantees the claims of any advertiser. Items in these departments are published free of charge.

All English-language announcements should be sent to the Bulletin Board Announcements Editor; Japanese-language items must be sent to the Japanese Language Editor.

Announcements will appear only once. Notices of conferences and calls for papers can appear once in the Bulletin Board, and then can appear every month in the Conference Calendar column until the month of the conference. Separate arrangements for a notice to appear monthly in the Conference Calendar column should be made with the Conference Calendar Editor.

N-SIG Column and Conference Calendar

TLT has two monthly columns specifically for announcing N-SIG news and news about international conferences. Contact the N-SIG Column Editor and the Conference Calendar Editor for submission requirements.

International Conference Reports

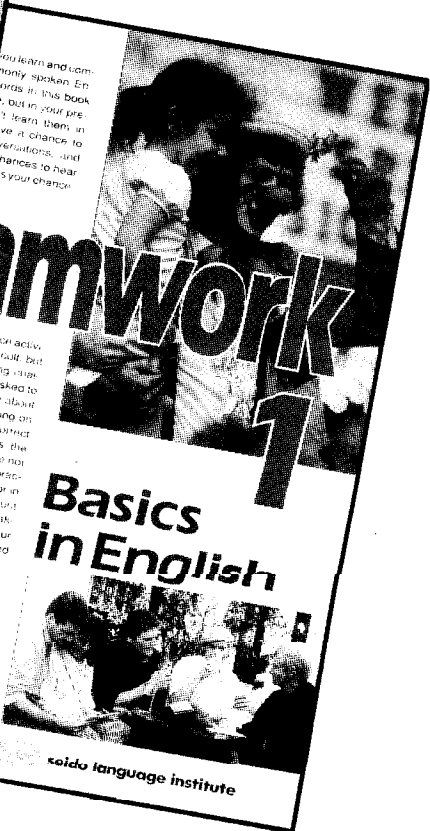
If you plan to attend an international conference in the future and are interested in writing a short report (1000 words, or about five pages of double spaced A4 paper) on the conference, contact the Editor.

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JALT Journal

The *JALT Journal* welcomes practical and theoretical articles concerned with foreign language teaching and learning in Japanese, Asian, and international contexts. Areas of specific interest include the following: curriculum and teaching methods; classroom centered research; cross-cultural studies; teacher training; language learning and acquisition; and overviews of research and practice in related fields. The Editors encourage submission of full-length articles, short articles and reports, reviews, and comments on earlier *JALT Journal* writings (for the "Point to Point" section). Articles should be written with a general audience of language educators in mind. Statistical techniques and unfamiliar terms should be explained or defined.

Style

JALT Journal uses the *Publication Manual of the American Psychological Association* (available from the Order Department, APA, 1200 17th St., NW, Washington, D.C.). Consult recent issues of *JALT Journal* or *TESOL Quarterly* for examples of documentation and reference lists. **This is a strict requirement.** Also, remember to give precise page numbers of cited work in both the text and reference list.

Format

No longer than 20 pages, including reference list, typed on A4 or 8 1/2" x 11" paper, and double-spaced. **This is a strict requirement.** Writers must supply camera-ready diagrams or figures (if any) before final publication. (**Research Forum:** 1,200 words.)

Materials to be Submitted

- Two paper copies of the manuscript
- One Macintosh, IBM PC, or 9801 computer disk version. (The disk will be returned. If the manuscript is not on disk, please send an extra paper copy.)
- Abstract (less than 200 words)
- Japanese translation of title and abstract if possible
- Running head title (about 5 words)
- Biographical sketch(es) (no more than 50 words)

Evaluation Procedure

Manuscripts are subject to blind review by two readers. "The author's name and references that identify the author should appear only on the cover sheet. Evaluation is usually completed within two months.

Restrictions

Papers sent to *JALT Journal* should not have been previously published, nor should they be under consideration for publication elsewhere. We regret that paper manuscripts cannot be returned.

Address for Manuscripts and Inquiries

See the Masthead of the most recent issue of *The Language Teacher* for the Editor's address.

日本語記事の投稿要領 Guidelines for Japanese Articles

The Language Teacher は、外国語教育に関連する、あらゆる話題の記事の投稿を歓迎します。JALTの会員でない方でも結構です。原稿は、ワープロ、原稿用紙への手書きに関わりなく、Meetings欄以外は、1行27字、横書きでお願いします。1頁の行数は、特に指定しませんが、行間はなるべく広めにとりください。また、MS DOS 使用のワープロソフトまたはMacintoshをご使用の場合、原稿採用後にフロッピーをお送り頂けると助かります。5インチ、3.5インチを問いません。

記事の締切は、掲載をご希望になる号の発行月の2カ月前の19日必着です。(Meetings欄は25日) ただし、スペース等の都合でご希望にそいかねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿頂いた記事の一部を、著者に無断で変更したり、削除したりすることがあります。また、*The Language Teacher* は、著者校正は行っておりません。こちらも併せてお含みおきください。

原稿には、連絡先の住所と電話番号のメモをおつけください。投稿原稿の返却をご希望の方は、返信用の封筒に必要な金額の切手を貼り、投稿時にお送りください。

JALTは非営利団体ですので、原稿料の支払い、抜き刷りの用意はできませんが、投稿記事の掲載された号を1部ずつ著者にお送りしています。記事を他の出版物に転載する場合は、事前に許可をおとりになり、*The Language Teacher* からの転載である旨を明記してください。

日本語原稿は、記事の種類に関わりなく、すべて日本語編集者へお送りください。記事の種類は、次の通りです。

論文

原稿用紙20枚以内。題名の下に、著者名と所属機関を明記してください。章、節に分け、それぞれ見出しをつけてください。*The Language Teacher* は、APA (American Psychological Association) のスタイルに従っています。日本語記事の注、参考文献、引用などの書き方もこれに準じた形式をお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

英語のタイトル、著者と、その所属機関の名前のローマ字表記、200から400語程度の英文要旨を、別紙にお書きください。

図表は、本文の中には入れず、別紙にし、本文の挿入箇所印をつけてください。フロッピーをお送り頂く場合は、別文書をお願いします。

My Share

学習活動に関する実践的なアイデアの報告をのせるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教

育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可のあるものをお願いします。

別紙に、英語のタイトル、著者名、所属機関名のローマ字表記、200語程度の英文要旨をお書きください。

JALT UnderCover

書評です。1.5枚以内の短いものと5、6枚の長いものの2種類あります。短いものは、簡単な紹介程度とお考えください。長いものは、その本の長所と短所を指摘した責任ある批評を目的とします。書評は、原則として、その本の書かれている言語で書くことになっています。日本語の本は、Recently Receivedの欄にはあまりでませんので、書評を書かれる場合は、重複を避け、*The Language Teacher*に掲載するにふさわしい本であるかどうかを確認するため、事前にReviews Coordinator、または日本語編集者にお問い合わせください。なお対象となる本の関係者や著者から依頼を受けた人による書評は受けつけられませんので、ご了承ください。JALTから書評用の本をお送りした場合は、本をらひらってから2カ月後が原稿の締切となります。

インタビュー

有名人へのインタビュー記事です。インタビューをなさる場合は、事前に編集者にご相談ください。どのような質問を、どのようなスタイルでするかに関しては、*The Language Teacher* 1992年3月号に掲載された、Ron Sheenの“Interviewers, Stand Firm.” (p.47) を参考になさってください。この記事のコピー、または日本語の要約が必要でしたら、お送りしますので、編集者までご連絡ください。原稿の形式は、過去に*The Language Teacher*に掲載されたインタビューと同じをお願いします。

特集号

The Language Teacher は、年数回、特定のテーマをもちいた記事を集めた特集号を組んでいます。1年程度先までの特集号のテーマが、毎月掲載されていますので、それに合わせた記事の投稿も歓迎いたします。テーマが英語で書いてあっても、日本語の記事でもかまいません。投稿のご予定がありましたら、日本語編集者までお早めにお知らせください。ゲスト・コディーターとの連絡・調整を致します。

特集記事は、その特集を企画した人がゲスト・コディーターとして編集をします。特集号の企画も歓迎します。出版を希望する時期の、約1年前までに、編集者にご相談ください。その後、2、3カ月のうちに、主要記事のタイトルと著者名、そのほかの記事について、概要をご提出いただけます。全ての特集記事の締切は、出版の3カ月前の月の1日です。*The Language Teacher* の編集者は、原稿の書き直しをお願いしたり、不採用の決定をすることもあります。何か適当なテーマがありましたら、詳しいガイドラインを差し上げますので、編集者まで、ご連絡ください。

Opinions & Perspectives

現在話題となっている事柄への意見、問題提起などを掲載

するコラムです。長さは、原稿用紙10枚以内。形式その他は、論文と同じ要領をお願いします。

Reader's Views

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は発行月の2カ月前の10日です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に、両方の意見を掲載します。

Chapter Presentation Report

地方支部の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に、支部名、発表の題名、発表者名と所属機関名を明記し、本文中に発表がいつ行われたかがわかる表現を含めてください。また、文末に報告執筆者名と所属機関名をお書きください。

同じ内容の発表が複数の支部で行われ、過去6ヶ月以内に、その報告が*The Language Teacher* に掲載されている場合は、新たな報告を掲載することはできません。また、SIG (Special Interest Group) の会合の報告も掲載することはできません。各支部、あるいは地方のミッド・コンフェレンスの報告は、支部の会合の報告と同じ要領で、掲載することができます。

Meetings

支部やSIGの会合のお知らせです。原稿の始めに支部名、SIG名を明記し、発表のテーマ、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号を簡潔書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。形式は、*The Language Teacher* のバックカバーを参照になり、できるだけそれに近いレイアウトで原稿を作成してください。1行の文字数は、19字です。

The Language Teacher の発送は、毎月第1週になります。この時期に会合を予定されている場合は、1カ月前の号への掲載をおすすめします。

ひとつの会合について、日本語と英語でお知らせを載せることはできません。どちらかひとつの言語をお選びください。

地方支部、またはN-SIG主催の6時間以上にかかるミッド・コンフェレンスは、1つの催しにつき1回に限り、半ページ分のお知らせを無料で掲載することができます。ただし、即印刷可能なB5判の版下を用意してください。

Bulletin Board

JALT以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。

JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher*、及びJALTは、この欄の広告の内容を保証することはできません。

お知らせの掲載は、一つの催しにつき一回とさせていただきますが、その後、Conference Calendar欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Confer-

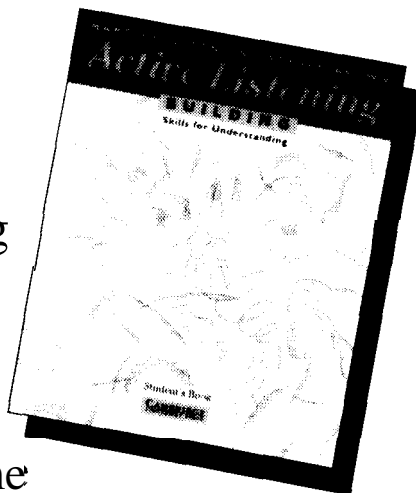
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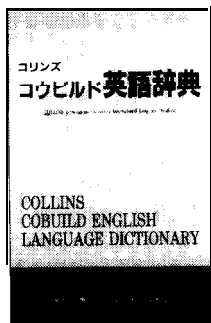
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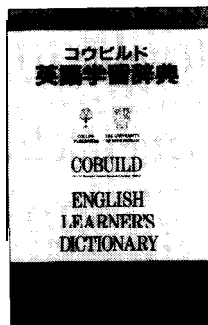
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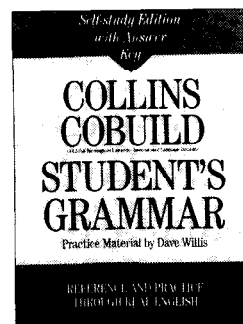
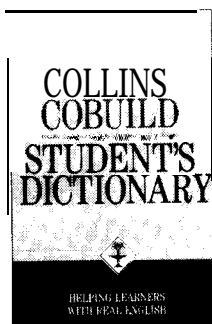


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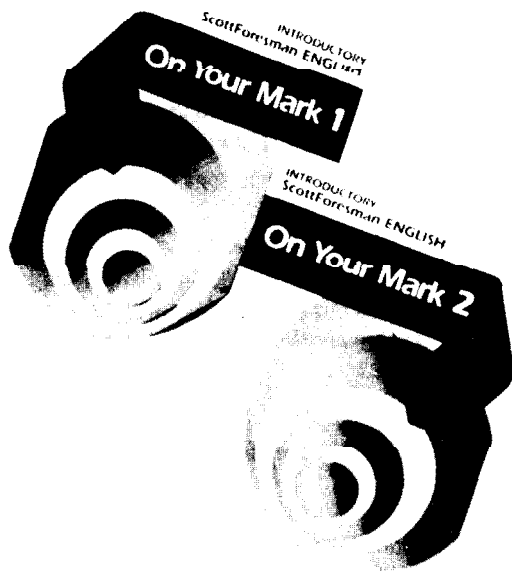
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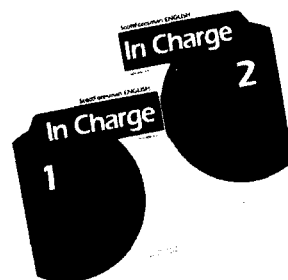
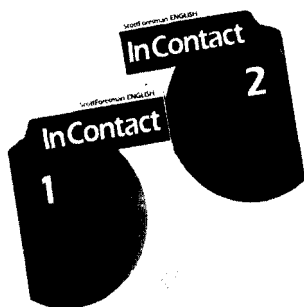
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International Conference Reports

言語教育に関連する学会の国際大会に参加する予定の方で、その報告を執筆したい方は、編集者までご相談ください。長さは、400字詰め原稿用紙8枚程度です。

N-SIG Column と Conference Calendar

The Language Teacher には、この他に N-SIG Column と Conference Calendar というコラムがあります。これらの欄にお知らせを掲載なさりたい時は、各欄の編集者にお問い合わせください。

Personnel Changes for The Language Teacher

Aside from a new cover color and a new logo, we have some changes in personnel to report. Having served as the Editor of *The Language Teacher* for 1993, Greta Gorsuch is retiring and will continue as Publications Board Chair. Gene van Troyer, formerly Associate Editor, will take over her duties as Editor for 1994; and Lyneve Rappell will take the position of Assistant Editor. Naoko Aoki will continue as *TLT's* Japanese language editor, and Masaki Oda will be staying on as JALT News editor and Conference Calendar editor. Steve McCarty will replace David Wood as the Of National Significance department editor. Also joining our editorial team is Barry Mateer as the new editor of the My Share department, taking over for Elizabeth King; and Cathy Sasaki as our new Chapter Meeting Announcements editor. Joining us as proofreaders are Nicholas Miller and Laura McGregor; and as translators are Hiromi Morikawa and Tomoko van Troyer.

We would like to extend our thanks to all those who have newly left or joined our staff; and even greater thanks to those who continue work with us: Adrienne Nicosia, Brad Visgatis, Sandra Ishikawa, Masao Sanchira, Ruth McCreery, Hiromi Morikawa, Richard Parkrr, Kevin Ryan, Tamara Swenson, Harold Melville, Tim Newfields, and Sonia Yoshitake.

MY SHARE, cont'd from p.42.

circulate to find the owners of each piece of paper and “deliver” it to their “mailbox.” For example, if student A has a paper that says “I’m from Naka-ku, Yokohama,” that student should ask another student “Where are you from?” If the answer matches the information on the paper, the student who asked the question can “deliver” it to the student who answered. If the answer doesn’t match, the student who asked the question should respond with a comment such as, “Oh, really?“, and give their own information before moving on to another student. The teacher should move around the classroom assisting with intonation, pronunciation, other problems, or simply listening. By the end of the activity, each student has had an opportunity to practice the questions and responses several times.

Everyone is focused on and involved in the task because they want to “deliver” all of their papers as quickly as possible. After all the papers have been delivered to their rightful owners, students can sit down. Of course, no one wants to be last! The first three students to finish write their names on the board. Finally, the students introduce themselves to the whole class or to a small group if the class is very large, using the papers as cues. It’s best if they try not to read, but some students may feel more secure having the papers in front of them to refer to. At the end of the class the teacher can collect the envelopes and use the information as reference information on the new students. This activity can be used to practice useful expressions or an endless number of grammar structures such as verb tenses, prepositions, adjectives, if-clauses, and wh-questions. We have found that the students really enjoy this activity and get better and faster each time it is used.

Joanie Gilbert and Eleanor Kelly both teach at Musashino Women's College and other universities in the Tokyo area.



Teacher to Teacher: Call for Questions

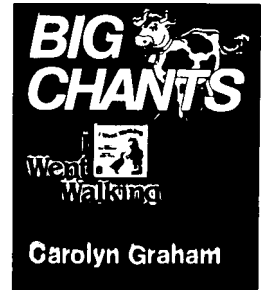
The Editors of *The Language Teacher* are inaugurating a new column designed to put teachers in communication with one another over common pedagogical concerns. We would like to ask you, our readers, to send us questions you want answered by other teachers. Examples might be, “How can I create effective pair work activities?” or “What are some ways I can get students to create their own learning goals?” We will publish questions you submit to us and invite 400-word responses from our readership. Please submit your questions to Gene van Troyer, *TLT* Editor (address on p. 1).

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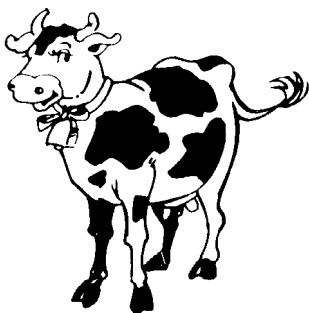
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The Thirteenth Annual Index for The Language Teacher

This thirteenth annual index gives information needed to find feature articles, interviews, conference reports, My Share articles, opinions, book reviews, and other items that were published in the twelve issues of *The Language Teacher* in 1993. A sample entry is:

Drawing Out: Personalized, Whole Language Activities. S. Bassano & M. Christison (Eds.). rev. Jeff Platt. XVII:1; 56-57.

This is an entry for a book review. It gives the title of the book (*Drawing Out...*), the authors (S. Bassano & M. Christison), the reviewer (Jeff Platt), and where it is located: volume XVII (1993), number 1 (January), pages 56-57.

Feature Articles by Subject Matter

Action Research

Action Research: What, How and Why? David Nunan. XVII:1;15-18.

Classroom Methodology

The Effects of Suggestopedic Training in a Senior High School Classroom. Mami Nishi. XVII:7; 19-22, 29.

An EGTM: What Is It? Ron Sheen. XVII:6; 13-16, 48.

An Invitation to Suggestopedia. Kazuhiko Hagiwara. XVII:7; 7-12.

Myth and Fairy Tale in the Classroom. Preston Houser. XVII:9;23-27.

Report on E. Gateva's Suggestopedic Italian Course: Part One. Isao Nakamura. XVII:7; 23-25.

Report on E. Gateva's Suggestopedic Italian Course: Part Two. Isao Nakamura. XVII:8; 25-27.

What Suggestopedia Has to Offer. Barbara Fujiwara. XVII:7; 13-17.

Computers

Creating a Database of ELT References. Rob James. XVII:11; 13-15, 39.

Content-Based Instruction

Global Issues in a Content-Based Curriculum. Tamara Swenson & Bill Cline. XVII:5; 27, 40.

Using Content-Based Instruction to Improve Vocabulary Retention. Maily Kiji & Yasuharu Kiji. XVII:1; 3-5.

Culture

Conducting Effective Pre-Departure Orientations for Japanese Students Going to Study Abroad. Barbara Johnston. XVII:6;7-11.

Exploring the Development of Language and Cultural Awareness. Mike Wallace. XVII:8; 23-24.

How Not to Be a Fluent Fool: Exploring the Cultural Dimension of Language. Milton J. Bennett. XVII:9; 3-5.

Teaching Culture: Knowledge? Skill? Attitude? Awareness? Kathleen Graves. XVII:8; 9-10.

Curriculum

Multi-Language Learner Strategies and Curriculum Design. David McMurray. XVII:2; 19-22.

The New *Monbusho* Guidelines. Richard Goold, Christopher Madeley & Nigel Carter. XVII:6; 3-5.

The New *Monbusho* Guidelines, Part Two. Nigel Carter, Richard Goold & Christopher Madeley. XVII:11; 3-5, 39.

EFL in Other Countries

Language Teaching in Vietnam. Tran Van Phuoc & Le Thi Huynh Trang. XVII:9; 7-9.

Teaching EFL to Blind Children. Yu-hsi Wu. XVII:4; 15-17.

ELT Professional Publications

Publications Around the World. Roger Davies. XVII:10; 40-41.

Global Issues

An Annotated Bibliography of Global Education Resource Books. Kip Cates. XVII:5; 17-23.

LINGUAPAX, Language Teaching and Global Education. Kip Cates. XVII:5; 3-4.

Overseas Tours to Research Social Issues: Language Learning Through Experiential Education. Don Hinkelman. XVII:5;5-10.

Grammar Instruction

Teaching Perfective Forms Using Cuisenaire Rods. Leslie Koustaff. XVII:12; 23-27, 39.

JALT 93 Main Speaker Profile

Elite Olshtain, An Applied Linguist. Yuko Taniguchi. XVII:9; 13-14, 35.

Japanese as a Second Language

Developing Bottom-up Processing Ability in JSL Listening Comprehension. Noriko Kanda. XVII:11; 17-21.

Report of a One-Semester Global Education Program. Kiyoko Sueda & Nobuko Sakamai. XVII:5; 29-33.

A Study of Teacher Question Structure in JSL Classrooms. Masao Sanehira. XVII:1; 11-15.

Towards Teaching Japanese as Education. Hiroyuki Nomoto. XVII:6; 17-20, 47.

TV Using Self-Directed Learning for JSL Students. Mari Nishitani. XVII:4; 9-13.

Learner Training

Some Practical Suggestions for Learner Strategy Training. H. Douglas Brown. XVII:8; 3-5.

Lexicography

Insights Into Vocabulary Through Authentic Corpora. Della Summers. XVII:8; 21-22.

Seeing is Believing: Corpus Evidence Used in Teaching. Gwyneth Fox. XVII:8; 7-8, 22.

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Creating Active, Effective Listeners. Marc Helgesen. XVII:8; 13-14.

Program Evaluation

Creating Student Evaluation of Instruction Forms. Suzanne Yonesaka. XVII:4; 19-24.

Pronunciation

Kana in za Kurasuruumu. Gregory Jember. XVII:1; 21, 33.

- (Correction of chart in XVII:4; 65)
- Reading**
 The Conspiracy of Narrative. Robert O'Neill. XVII:8; 19-20.
 EPER: A Valuable Resource for Extensive Reading. Julian Bamford & Roberta Welch. XVII:8; 29, 39.
- Roles of Teachers and Students**
 The Acculturation of Oral Language Learners and Instructors in EFL. David Greene & Lawrie Hunter. XVII: 11; 6-9, 47.
- Conflict Resolution in the Communicative Classroom.**
 Trevor Sargent. XVII:5; 25-26.
- First Day Activities: Problems and Solutions.** Brian Bresnihan. XVII:4; 5-8.
- Three Areas for Reducing Teacher Workload.** Momoko Adachi. XVII:8; 31.
- What's in a Task?** Stewart Hartley. XVII:4; 3-4, 37.
- Towards Proficiency as a Writing Class Teacher.** John Kemp. XVII:12; 29-33, 43.
- Why Do Students Cheat on Their Homework? An Informal Investigation.** Stephen Ryan. XVII:10; 35-39.
- Speaking**
 Student Recordings: Their Uses in the EFL Classroom. Tony Skevington. XVII:12; 9-15, 19.
 TANDEM or How to Encourage Foreign Language Practice Outside the Classroom. Helen Kraemer. XVII:12; 3-8.
- Student Projects**
 Simulating News Shows: A Group Project Using Videos. Eri Karimata. XVII:12; 17-19.
- Teaching Students About the Media by Becoming It.** Saya Woods. XVII:6; 25-27.
- Teaching Children**
 A Pragmatic Approach to Cross Cultural Communication: The MAT Method. Ritsuko Nakata. XVII:8; 11.
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- Teaching Other Foreign Languages**
 Beating Those Bonjour Blues. Kathleen Yamane. XVII:2; 37-40.
 Cuisenaire Rods in the L2 Classroom. Nadine Battaglia. XVII:2; 5-9.
 Further Foreign Language Learning in Japan. Rudolph Reinelt. XVII:2; 3.
 German in Japan: Himeji-Dokkyo. Wolfgang Nitz. XVII:2; 11,17.
 The Korean School System in Japan. Han Hon Sop. XVII:2; 29.
 Main Points of Teaching Chinese Grammar to Foreigners. Wenqing Xie (trans. Tomiko Yuyama). XVII:2; 23-27.
 A Publishers' List of Foreign Language Materials. Rudolph Reinelt. XVII:2; 41.
 Russian Language Education at Kagawa University. Isamu Yamada. XVII:2; 31-35.
 Vom "Kennen" zum "Konnen": Learning German in a Japanese University. Barbara Menzel. XVII:2; 13-17.
- Testing/Assessment**
 Assessing Students in Junior and Senior High School. Richard Goold, Chris Madeley & Nigel Carter. XVII:1; 79.
 Testing Made-for ELT Videos. Valerie Benson. XVII:9; 15-19.

ANNOUNCING

Tokyo JALT's February Conference

LANGUAGE TEACHING TRENDS IN JAPAN

At Bunkyo Women's College Sunday, Feb. 20th, 1994 9:30-16:45

Speakers : 若林 俊輔 (東京外国語大学) 知的好奇心を満足させる英語教育。

Dr. Graham Law (Waseda Univ.) : university influence on secondary education.

小泉 仁 (文部省) 最近出版された文部省検定教科書について。

Marc Helgesen with practical ideas for teaching large classes.

根岸 雅史 (東京外国語大学) オーラル・3 ミュニケーションの評価について。

Paul Wadden (KU) on trends in college language teaching.

Robert Juppe (Monbusho) on recent educational reforms.

PLUS : Presentations on topics including teaching children, team teaching, practical ideas for junior and senior high school classes, use of new media, and teaching trends in Japan.

PLUS : Displays by major publishers - choose your texts for the year!

Fees : ¥1,000 (JALT members/students) / ¥2,000 (others), at the door.

Plus : Saturday (Feb. 19th) afternoon workshops organized with AJET. Featured speaker : Dale Bay (Daily Yomiuri columnist). For details, see next month's Language Teacher.

Location : Bunkyo Gakuen (Bunkyo Women's College) is on Hongo Dori, approx. 15 minutes' walk from : Hakusan (Toei Mita line), Nezu (Chiyoda line), or Hongo San-ohome (Marunouchi line) stations.

For Info Call : Will Flaman 03-3816-6834 or Richard Smith 03-3916-9091

Textbooks

- Selecting Textbooks: A Checklist-Part 1. Duncan Dixon. XVII:6; 33.
Selecting Textbooks: A Checklist-Part 2. Duncan Dixon. XVII:7; 29.
Selecting Textbooks: A Checklist-Part 3. Duncan Dixon. XVII:8; 27.
Promoting Communication Barriers Through ESL/EFL Coursebooks. Trevor Sargent. XVII:11; 16-20.
Textbook vs. Authentic Dialogues: What's the Difference? Dale Griffiee. XVII:10; 25-33.

Video

- Interactive Video and Hypermedia: Where's the Beef? Donna Hurst Tatsuki. XVII:10; 19-24.
Smile, You're on Candid Camera. John Fanselow. XVII:10;

- 3-5.
Sociolinguistic Consciousness-raising Through Video. Kenneth Rose. XVII:10; 7-9.
What Students Can Learn from ORILLAS Sister Class Project. Eiko Kato. XVII:10; 11-17, 33.
Vocabulary
Grammatical and Semantic Relationships in the *Monbusho* List of 507 Words. James Dean Brown. XVII:11; 41-47.
Writing
The Country Club Composition Class. Gabriel Yardley. XVII:4; 25-29.
Selective Editing. Reed Venrick. XVII:6; 21-23.

Book Reviews

- A Way With Words 1 & 2*. Stuart Redman & Robert Ellis. rev. Jeff Platt. XVII:6; 45-46.
Alternatives: Games, Exercises, and Conversations for the Language Class. Richard & Marjorie Baudains. rev. Ruth Marie Maschmeier. XVII:3; 51-53.
American: Past and Present, Volumes 1, 2 & 3. Katherine Harrington. rev. Michael Furmanovsky. XVII:12; 59-60.
Applied Linguistics English Language Teaching. Roger Bowers & Christopher Brumfit (Eds.). rev. Derek Webster. XVII:9; 63-65.
BBC English Dictionary. John Sinclair (Ed.). rev. Malcolm Benson. XVII:8; 48-49.
Beyond Language: Cross-Cultural Communication (2nd ed). Deena R. Levine & Mara B. Adelman. rev. Roger Davies. XVII:12; 57-58.
Black River. Maria M. Owen & Kelly O'Hara. rev. Nicholas Miller. XVII:6; 46-47.
Business Communication (Second edition). Deborah C. Andrews & William D. Andrews. rev. Barbara Stoops. XVII:1; 55-56.
Business Objectives. Vicki Hollett. rev. Barbara Stoops. XVII:1; 55-56.
Collins COBUILD English Usage. John Sinclair et al. (Eds.). rev. Ron Grove. XVII:8; 47-48.
Communicative Grammar Practice. Leo Jones. rev. William Murdoch. XVII:5; 53-54.
Computer Assisted Language Learning and Testing. Patricia Dunkel. rev. Merritt Aljets. XVII:7; 45-46.
Conversation and Dialogues in Action. Zoltan Dornyei & Sarah Thurrell. rev. Dale Griffiee. XVII:9; 63.
Creating Wholeness Through Art: Global Artistic Creation of the Education Training Process. Evelyn Gateva. rev. Leo Boudreau. XVII:7; 43-45.
Deutsch Oder Was!? eine Einfuehrung ins Fremdsprachenlernen. I. Marui & R. Reinelt. rev. Michael Redfield. XVII:2; 53.
Drawing Out: Personalized, Whole Language Activities. S. Bassano & M. Christison (Eds.). rev. Jeff Platt. XVII:1; 56-57.
Dream Machine. Sandra McCandless Simons. rev. Nicholas Miller. XVII:6; 46-47.
Emerald Plane. Maria M. Owen. rev. Nicholas Miller. XVII:6; 46-47.
English Inc.: Functional English for Japanese Business People. Frederick H. O'Connor. rev. Barbara Stoops. XVII:1; 55-56.
Expanding Reading Skills: Intermediate 2 (2nd ed). Linda Markstein & Louise Hirasawa. rev. Greg Hutton & Paul Miller. XVII:12; 60.
Face to Face: Communication, Culture, Collaboration (2nd ed). Virginia Vogel Zanger. rev. Roger Davies. XVII:12; 57-58.
First Class: English for Tourism Workbook. Michael Duckworth. rev. Karen Fedderholdt. XVII:7; 46-47.
First Class: English for Tourism. Trish Scott & Roger Holt. rev. Karen Fedderholdt. XVII:7; 46-47.
From the Beginning: A First Reader in American History. Judith Bailey. rev. Suzanne Ledebuer. XVII:7; 47-49.
Help Yourself-A Resource Book for English Teachers. The English Department of Tokiwamatsu Gakuen. rev. Alton Cole. XVII:3; 55.
Increase Your Vocabulary. Colin Lacey, John Mahood, Jonathan Trench & Edward Vanderpump. rev. Jeff Platt. XVII:4; 49-50.
Is This Going to Be on the Test? Randall E. Majors. rev. Suzanne Ledebuer. XVII:2; 55-57.
Japanese Labor Law. Kazuo Sugeno (trans. Leo Kanowitz). rev. Monty Vierra. XVII:2; 57-58.
Keynote Michael Rost & Anne McGannon. rev. Alice Svendsen. XVII:9; 61-63.
Kidnapped: Soccer Star. Maria M. Owen. rev. Nicholas Miller. XVII:6; 46-47.
Language in Use: A Pre-intermediate Course. Adrian Doff & Christopher Jones. rev. David Cozy. XVII:1; 57-58.
Let's Go. Ritsuko Nakata & Karen Frazier. rev. Sophie Grig. XVII:10; 67-69.
Listening 1 & 2. Adrian Doff & Carolyn Becket. rev. Richard Marshall. XVII:4; 45.
Listening First. Ann Chenoweth & Eloise Pearson. rev. Trevor Sargent. XVII:3; 55-57.
Literature with a Small "L." John McRae. rev. Michael Skelton. XVII:3; 51-53.
Meaning Making: Directed Reading & Thinking Activities for Second Language Students. Carol Dixon & Denise Nessel. rev. Timothy Newfields. XVII:2; 53-55.
Mixed Ability Classes. Luke Prodromou. rev. Amanda Gillis-Furutaka. XVII:6; 44-45.
Modern English: A Practical Reference Guide (2nd ed). Marcella Frank. rev. Bruce Horton. XVII:11; 66.
More Comics and Conversation. Joan Ashkenas & cartoons by Sergio Aragones. rev. Elizabeth Bigler. XVII:10; 69, 73.
Negotiating. Philip O'Connor, Adrian Pilbeam & Fonia Scott-

- Barrett. rev. Robert West. XVII:5; 54-55.
- Night Ride*. Sandra McCandless Owen. rev. Nicholas Miller. XVII:6; 46-47.
- Oxford Advanced Learner's Dictionary: Encyclopedic Edition*. Jonathan Crowther (Ed.). rev. Kathleen Foley. XVII:8; 49.
- Oxford Pocket Basic English Usage*. Michael Swan. rev. Gregory O'Dowd. XVII:10; 65.
- Peace Through Language Teaching: Papers of the Colloque Linguapax 3*. Albert Raasch (Ed.). rev. Marilyn Higgins. XVII:5; 49.
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- Reading 1 & 2*. Simon Greenall & Diana Pye. rev. Michael Furmanovsky. XVII:4; 45-47.
- Reading for Meaning: An Integrated Approach to Language Learning*. Janet K. Swaffer, Katherine M. Arens & Heidi Byrnes. rev. Maily Lee Kiji. XVII:2; 55.
- Reading in the Composition Classroom: Second Language Perspectives*. Joan Carson & Ilona Leki (Eds.). rev. Charles Januzzi. XVII:11; 65-66.
- Rhythm and Role Play*. Carolyn Graham & Sergio Aragones. rev. Randall Davis. XVII:10; 69.
- Rhythmic Phrasing in English Verse*. Richard D. Cureton. rev. Torkil Christensen. XVII:10; 65-67.
- Slices of Life: Writing From North America*. Thalia Rubio (Ed.). rev. Ron Grove. XVII:12; 60-61.
- Space Colony 47*. Sandra Simons & Jeanne Duprau. rev. Nicholas Miller. XVII:6; 46-47.
- Speaking 1 & 2*. Joanne Collie & Stephen Slater. rev. Mary Grove & Ron Grove. XVII:4; 47-49.
- Starting English for Business*. Donald Adamson. rev. Barbara Stoops. XVII:1; 55-56.
- Study Reading: A Course in Reading Skills for Academic Purposes*. Eric. H. Glendinning & Beverly Holmstrom. rev. Julie Sagliano. XVII:5; 55.
- Study Skills for Further Education (Minimum Social Proficiency): A Curriculum Framework for Adult Second Language Learners*. D. Nunan & J. Burton. rev. Lyneve Rappell. XVII:1; 58-59.
- Study Speaking: A Course in Spoken English for Academic Purposes*. Tony Lynch & Kenneth Anderson. rev. Julie Sagliano. XVII:12;
- Teach English in Japan*. Charles Wordell & Greta Gorsuch (Eds.). rev. Nelson Einwaechter. XVII:4; 50.
- Teaching and Learning Vocabulary*. I.S.P. Nation. rev. Kenneth Herbert. XVII:6; 43-44.
- Teaching ESL Writing*. Joy M. Reid. rev. Duncan Dixon. XVII:11; 64-65.
- Teaching Tenses*. Rosemary Aitken. rev. Antionette Meehan. XVII:1; 57.
- The College Handbook of Creative Writing*. Robert DeMaria. rev. Timothy Page. XVII:6; 44.
- The Girl With No Name*. Sandra McCandless Simons. rev. Nicholas Miller. XVII:6; 46-47.
- The Jericho Conspiracy*. Vicki Hollett & Rick Baldwin. rev. Rob Duncan. XVII:10; 67.
- The Recipe Book: Practical Ideas for the Language Classroom*. Seth Lindstrom. rev. Ruth Marie Maschmeier. XVII:3; 51-53.
- The Return: An English Suggestopedical Textbook*. Evelyn Gateva, Georgi Lozanov & Miroslava Konig. rev. Jennifer Deacon. XVII:7; 43.
- Train Wreck*. Sandra McCandless Simons. rev. Nicholas Miller. XVII:6; 46-47.
- Understanding English Paragraphs*. S. Kathleen Kitao & Kenji Kitao. rev. Patricia Parker. XVII:1; 58.
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12:45	Cambridge Univ. Press	Video Tactics	Helen Sandford
1:35	Meynard	Get Your Kids Buzzing with Buzz	Marc Bengier
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edited by lyneve rappell

Calls-for-Papers? Symposia, conferences or colloquia? Seminars or seeking research possibilities? This is the column for you! Send your announcements to the BB editor at the address or phone/fax number listed in the Masthead. Deadline: the 19th of the month. All copy is subject to editing for length, style, and clarity.

-Call for Papers-

3rd international Conference on Spoken Language Processing

The 3rd International Conference on Spoken Language Processing (ICSLP 94) by both *humans and machines* covering broad aspects of language and speech will be held at the Pacifico Yokohama in Yokohama. Prospective authors are invited to propose papers in any of the following technical areas relevant to Spoken Language: A. Phonetics and phonology; B. prosody of spoken language; C. production/generation of spoken language; D. auditory models for Second Language Processing (SLP); E. perception of spoken language; F. neuropsychology/psycholinguistics of SLP and perception; G. speech synthesis; I. speech coding and transmission; J. speech enhancement, K. automatic spoken language recognition/understanding/interpretation; L. integration of speech and natural language processing; M. analysis/synthesis of discourse and dialogue; N. cognitive models for SLP; O. identification/verification of speaker and language P. neural networks for SLP; Q. stochastic modeling for SLP; R. hardware/systems for SLP; S. assessment and human factors; T databases/standards for SL technology; U hearing/speech impairments and aids; V SL acquisition/learning; W. education for SL; X. SL technology in multimedia environment; Y. applications of SL; Z. others. Submission of an abstract implies a commitment to submit a 4-page camera-ready version of the paper and to present the paper if the abstract is accepted. The working language of the conference is English. Submission of Abstracts: Prepare four copies of a 400-word, 1-page abstract. The abstract should contain the title of the paper, name(s) of the author(s), and should be followed by the code(s) of related technical area(s) (A-Z) listed in the order of preference, and the name, telephone and fax numbers of the author(s) to whom acceptance/rejection forms should be sent. The abstract should be received by February 28, 1994 at the following address either by post or by E-mail to Kazuhiko Kahehi Technical Program Chairman, ICSLP 94, NTT Basic Research Labs, 3-9-1 Midori-cho, Musashino-shi, Tokyo 180 Japan; E-mail: icslp94-submit@tk.elec.waseda.ac.jp (note: E-mail abstracts should be sent in plain text format). Contact the same address for further information.

-Call for Papers-

The Communication Association of Japan 24th Convention, June 25-26, 1994, in Tama City, wants papers on the areas of Communication, Language Teaching, and Linguistics. Presentations will be for 20 minutes including a question/answer session. Send a completed paper by February 24, 1994, or a title and abstract by March 31, 1994. Only completed papers will be considered for

Premier Sessions. Proposals may be submitted in English or Japanese, and accepted papers must be presented in whichever language the proposal is made. For Premier Sessions, three (3) copies of completed papers must be submitted with author identification on a separate sheet, for blind review. English language abstracts must be typewritten, single-spaced on A4 paper, and no longer than 200 words. Papers presented at the conference will be considered for publication in C.A.J. journals. Send proposals to Jim Bowers, C.A.J., Meiji University, Office 258, Izumi Campus, 1-1-Y Eifuku, Suginami-ku, Tokyo 168 Japan; tel: 03-5300-1322.

Integrated Learning

Learn how to learn. Judith DeLozier, one of the founders of Neuro-Linguistic Programming, and Charlie Badenhop, the creator of 'The Arati Method, will teach courses on the Arati Method of Integrated Learning. The method is based on the concepts of NLP, Aikido, and Peak Performance research. Dates: Feb. 19, 20, 26, 27, 1994. Place: In Tokyo. Half-day introductory workshops will be presented in advance. For further information contact: Charlie Badenhop, 03-3336-8138; or John Brodie, 03-3239-0591.

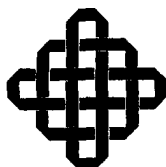
Shikoku Guidebook Available

Language teachers planning for JALT '94 in Matsuyama on Shikoku Island may be interested in ordering the new Shikoku Bilingual Guidebook, by Akiko Takemoto and Steve McCarty. Conference goers can use it to plan their trips and get around Matsuyama, while Associate Members can use it to plan their visits to the three JALT Chapters in Shikoku. Just ask for a *yubin furikae* form at any post office. Transferring ¥1,240, which includes shipping, to account Tokushima (in kanji: ask the postal clerk to write it, if you can't) 7-10300 is all that needs to be done. The receipt with your name and address will be forwarded to Steve McCarty.

-Call for Papers: 1994 JALT Regional Conference-

The 4th JALT Central /East Central Regional Conference (Fukui, Kanazawa, Nagano, and Niigata) will be held June 11-12, 1994 in Fukui City, on the theme "Classroom Practice: Problems and Solutions." The scope of this theme is intentionally wide-ranging, to acknowledge that the language classroom in Japan has its difficulties. Presentations that reflect this reality will therefore be most welcome. Proposals for papers/workshops are invited in such areas as classroom management, testing and evaluation, teacher training and development, and practical

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testing techniques. Please send a 250-word abstract of your proposal to the conference coordinator, Takako Watanabe. **Deadline: February 12.** Indicate title, format (talk, workshop, etc.), and equipment (video, OHP, audio cassette, etc.). If your presentation is commercially sponsored, this must be indicated. Submit proposals or inquires to Takako Watanabe, Fukui JALT President, 6-38 Tanaike-cho, Fukui 910; tel/fax: 0776-34-8334.

Bamlund Intercultural Seminars

Cross-Cultural Training Services (CCTS) will hold the Second Annual Dr. Dean C. Bamlund Memorial Seminar in February and March 1994, in Tokyo and Kyoto. Guest speaker for the Feb. program is Dr. John Condon, Visiting Professor at International Christian University. For the March program guest speakers are Dr. Sheila Ramsey, Visiting Associate Professor at Kanda University of International Studies; and Drs. Milton and Janet Bennet, co-directors of the International Communication Institute in Portland, Oregon (U.S.A.). Seminars will be held on the following dates:

Tokyo: February 12 & 13; March 5, 6, 19, 20, 21

Kyoto: March 26-27

Places: Tokyo-International House of Japan
Kyoto-Niijima Kaikan

Fee: One-day seminar: ¥20,000

Two-day seminar: ¥40,000

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For application or further information, please contact S. Araki, CCTS, 1231-4-402 Kamiasao, Asao-ku, Kawasaki-shi 215; tel: 044-989-0069; fax: 044-989-1474.

English language proposals must be sent to:

Mary Goebel Noguchi, 56-19 Yamashina Kusauchi, Tanabe-cho, Tsuzuki-gun, Kyoto 610-03 Japan
Tel: 07746-3-6002; fax: 07746-3-6003

Japanese language proposals must be sent to:

Masayo Yamamoto, 8-22 Aoyama, Nara 630 Japan
Tel: 0742-26-3498

Proposal Deadline: May 31, 1994. If you have a completed article seeking publication, let us know. We are also interested in book reviews on this subject; and in "My Share" articles on integrating bilingual students into the Japanese English classroom as a positive resource.

-Korea TESOL-

Visiting Korea during January or February? JALT members might be interested in attending KOTESOL meetings during these months in Seoul. Both meetings include a Korean lesson.

January Meeting: Min Ryoung-chul on computer software to teach pronunciation. Date: Saturday, Jan. 15, at 1:00 p.m. Place: Fulbright Commission. Fee: Free.

February meeting: Jazz chants with Yeom Ji-sook. Date: Saturday, Feb. 19, at 1:00 p.m. Place: Fulbright Commission. Fee: Free.

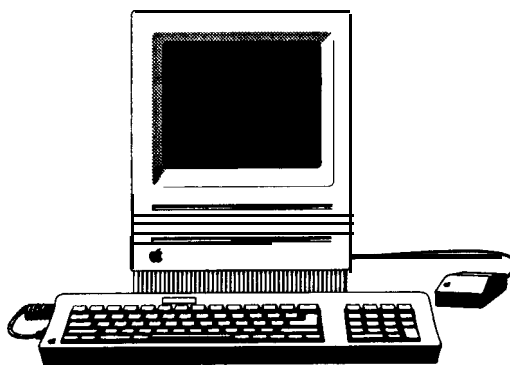
For more information contact Greg Matheson in Seoul, Korea, tel: 82-2-413-2692. We'd love to see you there and exchange tips and experiences.

バイリンガリズム特集号原稿募集

1995年5月号の *The Language Teacher* は「バイリンガリズム特集号」となります。この特集号用として、日本語-英語バイリンガルを主題とした原稿（和文および英文）を募集しています。投稿（和文）御希望の方は、「原稿のタイトル」および「簡単な執筆内容」を、山本雅代（〒630 奈良県青山 8-122 / 電話0742-26-3498）までお知らせ下さい。原稿は執筆要領に従って書いて戴く必要がありますので、必ず御連絡下さい。なお英文で執筆を希望される方は英文による「Call for Papers」を御覧下さい。最終原稿の締め切りは1994年6月末を予定しています。

-Call for Papers-

The May 1995 issue of *The Language Teacher* will publish a Special Issue on Japanese-English Bilingualism, especially as it pertains to Japan. The Special Issue editor invites proposals for articles on this subject in either Japanese or English. English language proposals should be no longer than 400 words; Japanese language proposals should be no longer than one sheet of 400-ji genko yoshi.



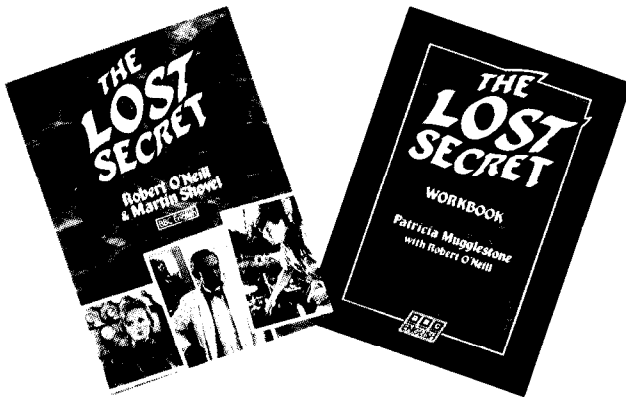
-Help Wanted: New Inputter-

After several years of dedicated service, our inputter, Richard C. Parker, is moving on to other pressing projects. *The Language Teacher* is seeking a replacement. Pay: ¥1000 per double-spaced A4 page. Applicant's must own an Apple Macintosh computer for electronic inputting. Contact the Editor, Gene van Troyer, at his address or phone/fax, listed in the Masthead on page two of this publication.

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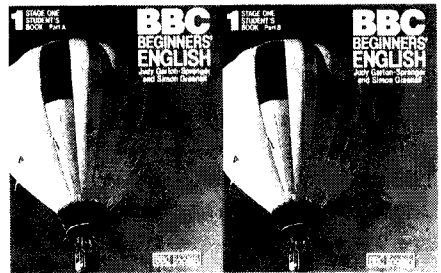


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edited by steve mccarty

Do you have a special interest in some area of L2 teaching, but lack a source of information? Perhaps JALT has an N-SIG made just for you. Contact the column editor at the address in the Masthead. All copy is subject to editing for length, style, and clarity.

Message from the 1994 N-SIG Representative
This is truly a new year, and I wish you a SIGNificant one. JALT's N-SIGs originated in the mid 80's and became official in late 1989. Thus their growth to over a thousand N-SIG members has been a phenomenon of this young decade, the '90s. Serving as the sole Liaison from 1991 through 1993, David Wood worked tirelessly to improve the status of N-SIGs in JALT. He lobbied every branch of the organization to accept that N-SIGs could play a central role in JALT and his efforts exemplify the expression, "Forge consensus, try to make everyone happy, but defend the truth."

As a result, the new N-SIG Representative, elected by the N-SIG Coordinators and appointed as a full voting member of the JALT Executive Committee, can thank David Wood on behalf of JALT. We also appreciate the proposals of Constitutional Reform Committee Chair Jim Chambers, and supporters of the amendments passed at JALT 93. Members are urged to make the effort to see that JALT has a Constitution to articulate a mission and organizational system for this association to best serve language teaching in Japan.

Looking forward, as N-SIG Representative and editor of this column from next month, I aim to seek ways the N-SIGs can serve the best interests of JALT. JALT members can do their part by participating in N-SIGs, where their contributions make a difference.

We were most fortunate to have Atsuko Ushimaru of Obirin University in Tokyo accept nomination as Deputy N-SIG Representative. More introductions and details of the new N-SIG organization will appear in this column from next month. *To yawaradaku and yoroshiku* (be kind to these new contributors to JALT)!

by Steve McCarty

The N-SIG New Year and New Groups

We hope the Year of the Dog will prove the N-SIGs best friend, and in terms of expansion, publications, programs, constitutional reform and so on, all the signs suggest 1994 will be no less successful than 1993. In addition to the two new groups LINGX and ACEE whose membership continues to grow, JALT should be welcoming its 11th official N-SIG as early as the end of this month if **Learner Development's** plans proceed as smoothly as expected. Although the group only began to form from early 1993, its explosive growth to around 50 members in as many weeks has been even more phenomenal than the overall growth of JALT's N-SIGs, who look set to include half of all JALT's regular members within the year.

Learner Development's Petition for ExCom Approval
Learner Development co-chairs, Richard Smith and Naoko Aoki, are hoping to petition JALT's Executive

Committee for approval at this month's or June's session. All JALT members interested in the group are urged to support their efforts; if you have not already joined, please do to ensure their membership passes the minimum 50. Similarly, for those not familiar with the membership process, please use the postal form at the back of any issue of *The Language Teacher* to apply. Please contact either chair.

The N-SIG Publication Horizon

The 10 existing National Special Interest groups achieved new heights of publishing acumen in 1993 through their regular newsletters and special publications, including the proceedings of N-SIG Symposia, as well as the submission of major research studies for national and international publication and distribution. While the current economic climate is not conducive to new projects, as the groups have produced everything so far with little or no financial support, 1994 will continue to see N-SIGs print or be damned.

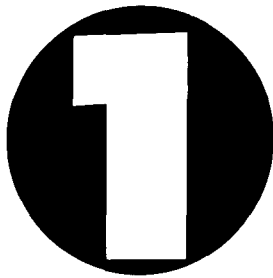
Programs, Conferences and Symposia

Since the mid-Eighties when the first forming groups initiated JALT into specialist colloquia, workshops and non-commercial specialist presentations, the N-SIGs have been establishing a major national and international reputation for the caliber of their programs and the positive energy generated by their face-to-face conference networking. Again with limited financial support, the groups have continued to achieve excellent results, including 1993 with their symposia, their participation in local and regional conferences and their contributions to the annual International conferences. We hope to see not only the continuation of this trend, but also its expansion.

The scope of interests represented can only enrich basic academic services to all JALT members. The groups have specifically asked for a greater role in instituting rigorous standards in conference vetting, as so many presentations there are approved automatically, or are vetted by those with no specific expertise in the specialist fields being proposed. In addition, the N-SIGs hope to introduce fresh speakers from parallel organizations to expand some of JALT's links with the academic world, made possible by the wide range of N-SIG disciplines.

Constitutional Renewal

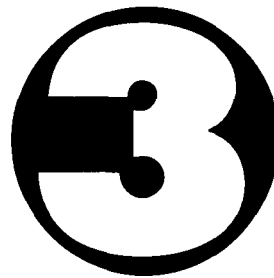
The special committee that arose after the 1992 Annual General Business Meeting to address N-SIG representation within JALT amongst other pressing constitutional issues, took its first step in 1993 by enabling us to receive 1 out of 50 votes at Executive



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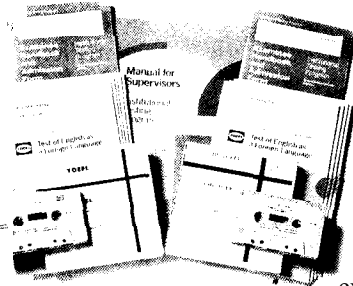


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Committee, where all JALT's major policies and budgets are decided. The N-SIGs hope that the work this committee has begun will be completed in time for 1995, which means that the October 1994 AGBM is the effective deadline for deciding representation for N-SIGs. Currently, the N-SIG resource base is weak because no representative has been able to vote at JALT's Policy Board. This means that the scope of N-SIG activities is severely curtailed. This state must continue until the committee, with the support of the general JALT membership at Matsuyama, successfully overhauls the current representational imbalances.

What Makes N-SIGs Special?

These summaries of the Groups' activities give an idea of what they contribute to JALT. JALT thrives through its many chapters and will continue to do so, but to add a further dimension of professionalism within JALT, the N-SIGs are also necessary and part and parcel of JALT's overall future. This increasing cooperation between chapters and N-SIGs, manifest in the many joint ventures they have been able to offer JALT's membership, augurs well for 1994 and beyond. Further cooperation at every level and with every sector of JALT is the key for future success. Readers who have not yet had the chance to look into them are invited to contact any or all of their coordinators and

to get more involved in year long professional networking activities that will enhance every member's special interests in language teaching.

JALT's N-SIG COORDINATORS

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

CALL: Kazunori Nozawa, Toyohashi University of Technology, 1-1 Hibarigaoka, Tempaku, Toyohashi 141; tel 0532-46-0111; fax -8565 E-Mail IDs: HD, CO1602 (NIFTYserve); HTG25470 (PC-VAN)

College/Univ. Ed.: Gillian Kay, Toyama Ikeyakka University, 2630 Sugitani Toyama 930-01; tel/fax: 0764-41-1614

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 961; tel/fax (h) 022-274-3134

Materials Writers: James Swan, Aoyama 8-122, Nara 630; tel (h) 0742-26-3496; 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, 2-19-16 Danjo-cho, Nishinomiya, Hyogo 673; tel 0798-51-8242; fax-1988

Teacher Ed: Jan Visscher, 3-17-14 Sumiyoshi, Higashi-machi, Higashi-nada, Kobe 656; tel (h) 078-822-6786

N-SIGs 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

Learner Development: Richard Smith, c/o Tokyo University of Foreign Studies, 4-51-21 Nishigahara, Kita-ku, Tokyo 114 Tel./Fax: 03-3916-9091 (h) Naoko Aoki, c/o Department of Education, Shizuoka University, 836 Oia Shizuoka 422 Tel./Fax, 054-272-8882 (h)

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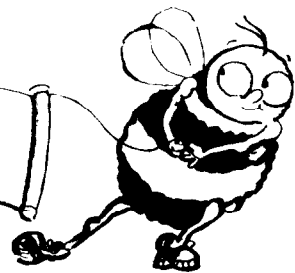
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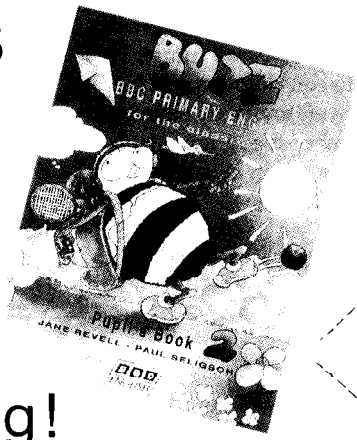
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edited by tim newfields

Chapter Reports are limited to no more than 200 words in length. For specific guidelines contact the Chapter Reports editor at the address listed in the Masthead. Deadline: the 19th of the month. All copy is subject to editing for length, style, and clarity.

Akita

Games and Activities

by John Moore

The September meeting in Akita featured John Moore from Oxford University Press. He discussed and demonstrated games and activities for language learning which were originally for children, but could easily be adapted for adults. The games and activities were developed effectively from simple materials such as the card game "concentration," a world map, and chants. The audience participated in the activities, and then discussed ways of expanding them.

Reported by Tomoko Nishiyatna

(1) Better Relationships between Teachers and Students

by Hidenori Hiruta

(2) Mind-Mapping

by Dave Ragan

The October meeting had two speakers. Hidenori Hiruta shared some interesting questions raised by famous teachers about education. Dave Ragan introduced some basic mind-mapping techniques which can be used for classroom teaching as well as organizing and expanding students' ideas. The participants practiced some mind-mapping techniques with vocabulary and reading materials.

Reported by Tomoko Nishiyama

Global Issues N-SIG: Kobe, Kyoto, Nara, & Osaka The Vietnamese Context of EFL Teaching and Research

by Tran van Phuoc and Le thi Huynh Trang
Yoshitsugu Komiya Scholarship Fund Recipients

This presentation in October started with a brief introduction to Vietnamese culture and the history of foreign language use in the country, focusing on the last 150 years. With this background, Tran van Phuoc then discussed the current state of language teaching and how many universities have recently established foreign language centers for community education in Vietnam. Policies now encourage the learning and use of English by a wide segment of the population. Recent educational policies are substantially more flexible than in the past.

The presenters then described the challenges of teaching ELF in Vietnam, outlining some of the linguistic, cultural, psychological, and educational

difficulties teachers face. They described the serious shortage of materials educators cope with and how organizations such as the Global Issues N-SIG are helping to fill the gap.

After this, the speakers offered a brief overview of EFL research in Vietnam. They noted that Vietnamese scholars have traditionally focused on contrastive analysis, but since 1990 more work has been done on cross-cultural analysis.

The evening ended with a lively question and answer session, and the audience was very appreciative of the opportunity to learn more about one of Japan's Pacific Rim neighbors.

Reported by Alton Cole

Kyoto

Confidence Building Fun-filled Activities

by Helen Jarmol Uchida

In this fast paced October demonstration, Helen Uchida showed how she uses and adapts commercially available games for her EFL classes. She believes that students should be active in their use of English, and that English should be experienced without lengthy explanations. As she introduces a game or activity, she prefers to help the children play it, and then figure out the rules as they go, rather than giving many instructions. For very young children, she suggests using both music for content and to help set the tone and organize the class, and stresses students' taking responsibility for materials and for themselves. Throughout the demonstration, Uchida stressed the need for teachers to be well organized before the class begins in order to be able to focus on observing the students' use of language and working directly with them during the class time.

Reported by Alton Cole

Nagoya

Silencing the Silence: A Workshop in Communication Strategies

by Greg Jewell

At our November meeting Greg Jewell first pointed out that the two basic aims of communication (maintaining/enhancing social relations and accomplishing tasks) are in conflict with the conversation classroom. He then showed how teachers could help students become more effective communicators through communication strategies training. The strategies he mentioned included ways of eliciting language

CHAPTER REPORTS, con't on p. 81.

Chapter Meetings

edited by cathy sasaki

Up-coming events in your locale? Send your chapter meetings announcements to the editor at the address listed in the Masthead. Contact the editor for guidelines. Deadline: the 25th of the month. All copy is subject to editing for length, style, and clarity.

- Akita**
Tomoko Nishiyama, 0188-86-5125;
0188-86-4533 (h)
- Chiba**
Topic: TBA
Spkr: TBA
Date: Sunday, January 16
Time: 1:30-3:30 p.m.
Place: Chiba Chuo Community Center, Room 66
Fee: Members free; non-members ¥1000
Info: Gordon Sites, 043-244-7128
Is being a better teacher one of your new year's resolutions? Then begin your 1994 commitment toward professional development by attending our first chapter meeting and lecture of the new year. Topic and speaker to be announced. Chiba chapter members will soon be sent notices. All other interested parties are invited to contact Gordon Sites for more information.
- Fukui**
Topic: Study Abroad Programs: Turning an "Accidental Tourist" into a Successful Overseas Student
Spkr: Molly Martell
Date: Sunday, January 16
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-M 11
The presentation will address concerns pertinent to establishing overseas programs. The speaker will cover the following topics: program goals, ways the foreign educator can take an active part in preparation, making the program accessible to students, incorporating study abroad into the school curriculum, and the crucial issues of safety and student counseling.
Molly Martell is the Western Japan foreign staff representative for ISA (International Student Advisors).
- Fukuoka**
Topic: 14th Annual Kyushu Book Fair
Spkrs: Eight publishers
Date: Sunday, January 30
Time: 10:00 a.m.-5:00 p.m.
- Place:** Fukuoka Building, 9F, Tenjin 1-11-17, Fukuoka (Next to Tenjin Core Bldg.)
Fee: Free
Info: Lesley Koustaff, 092-822-5910
This is the biggest Kyushu Book Fair so far! Sixteen Associate Members will be on hand to demonstrate and introduce a gamut of materials for all ages and class sizes, as well as for CALL. There will be coffee and frequent book lotteries.
- Fukushima (Petitioning chapter)**
Gary Spry, 0294-23-6950
- Gunma**
Leo Yoffe, 0273-52-6750
Hisatake Jimbo, 0274-62-0376
- Hamamatsu**
Brendan Lyons, 053-454-4649
- Himeji**
Yasutoshi Kaneda, 0792-89-0855
- Hiroshima**
Topic: Hiroshima Language-Teaching Book Fair
Spkrs: Authors
Date: Sunday, January 23
Time: 10:00 a.m.-4:00 p.m.
Place: David English House, Polesta Bldg. 3F, 7-5 Nakamachi, Naka-ku, Hiroshima-shi 730 (near ANA Hotel)
Fee: Free
Info: Nelson Emwaechter, 082-878-8111 (weekdays except Tuesday)
The biggest book fair of its kind in the Chugoku region will feature special presentations by authors, major publishers and distributors showing their best teaching materials, computer displays, JALT's N-SIGs, the Hiroshima Asian Games Organizing Committee (actively involved in the field of Asian languages), prize drawings throughout the day, and refreshments. Look for materials not regularly stocked in Hiroshima bookstores, including "third languages" and other subjects you requested in our 1993 survey.
- Hokkaido**
Topic: Oral Testing
Spkrs: Peter Gray, Don Hinkelman, Russell Clark
Date: Sunday, January 23
- Time:** 1:30-4:00 p.m.
Place: Kaderu 2.7 Bldg. (North 2 West 7) Room 710
Fee: Members and students free; others ¥1000
Info: Ken Hartmann, 011-584-7588
This session will be of interest to those who are already aware of, or are anxious about, the need to test spoken English. The presenters will describe and demonstrate oral testing methods which they have used or developed. Aspects of testing theory will be incorporated and discussed in a final panel.
Peter Gray teaches at Seishu Women's Junior College, Don Hinkelman teaches at Hokkaido University of Education, and Russell Clark teaches at Heidelberg College Japan.
- Ibaraki**
Martin E. Pauly, 0298-58-9523
Michiko Komatsuzaki, 0292-54-7203
- Kagawa**
Harumi Yamashita, 0878-67-4362
- Kagoshima**
A. Barbara O'Donohue, 0992-53-5491
- Kanazawa**
Topic: Teaching Content-Based Classes
Spkr: Scott Olinger
Date: Sunday, January 16
Time: 2:00-4:00 p.m.
Place: Ishikawaken Shakai Kyoiku Center, 4th Floor (next to MRO, Honda-machi)
Fee: Members free; Non-members ¥600
Info: Neil Hargreaves, 0762-80-3448
Mikiko Oshigami, 0764-29-5890
In this presentation (re-scheduled from September 1993), the speaker will explore how to "develop the student's ability to express opinions on matters of political and social importance" through various 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 is currently working at Hokuriku University in the Foreign Language Department.
- Kobe**
Topic: Systematic Pronunciation

Improvement
 Spkr: Steven Mills
 Date: Sunday, January 9
 Time: 1:30-4:30p.m.
 Place: Kobe YMCA Language Center, 4F(078-241-7205)
 Fee: Members free; non-members ¥1000
 Info: Charles McHugh, 078-881-0346; Fax 078-882-5993
 Nihei Nagaki, 078-593-7998

Steven Mills will present a lecture-workshop on the basis of the new pronunciation method called "The Contrastive-Conversation Pronunciation Method." The lecture includes identifying the pronunciation problem areas and an explanation of student-generated, student-centered listening and speaking pronunciation practice. Participants are encouraged to bring portable tape recorders and blank tapes for recording during the workshop.

Steven Mills teaches writing at Edmonds Community College in Kobe.

Kyoto

Topic: Communication in Motion
 Spkr: Julia Dean
 Date: Sunday, January 23
 Time: 1:30-4:00p.m.
 Place: British Council Kyoto, 75 Nishimachi, Kita Shirakawa, Sakyo-ku
 Fee: Members free; non-members ¥500
 Info: Kyoko Nozaki, 075-711-3972
 Michael Wolf, 0775-65-8847

Julia Dean will share how she has utilized the arts of mime and drama as successful and vital aids in teaching ESL and EFL. The workshop will include illustrated remarks by the speaker, opportunities for the participants to explore a variety of techniques for building more real communicative elements into their classes, and conclude with a question and answer session.

Julia Dean is currently a visiting professor at Doshisha Women's College.

Matsuyama

Topic 1: Developing Skills and Competencies for Oral Communication
 Spkr: Steve Corcoran
 Time: 1:00-2:00p.m.
 Topic 2: Concrete, Reflective, Abstract, Active: What is your style?
 Spkr: Jane Hoelker
 Time: 2:15-5:00p.m.
 Date: Sunday, January 23
 Place: Shinonome High School, Memorial Hall, 4F

Fee: Members free; non-members ¥1000
 Info: Ron Murphy, 0899-22-7166
 In oral skills development, there is an essential role for the teacher in helping the learner to help themselves. The strategies and priorities for the teacher, as well as the learner in relation to oral proficiency, will be explored.

Steve Corcoran is an Associate Professor in the field of English Language Education.

In this workshop, participants will engage in group activities related to David A. Kolb's work in learning styles. The presentation will conclude with a discussion of implications for the classroom, organizations and committees, and especially in the field of education.

Jane Hoelker is now teaching in Kansai area universities and colleges.

Morioka

Izumi Suzuki, 0196-37-5469

Nagano

Richard Uehara, 0262-86-4441

Nagasaki

Topic: Useful, Effective Listening Strategies
 Spkr: Marc Helgesen
 Date: Saturday, January 29
 Time: 2:30-6:00p.m.
 Place: Suisan Gakubu (Fisheries), Nagasaki University
 Fee: Members free; non-members ¥1000
 Info: Brian Moss, 0958-20-5713
 Satoru Nagai, 0958-44-1697

After exploring the nature of listening and strategies for skill development, how culture affects student listening ability will be considered. Finally, participants will learn how to create their own effective listening tasks.

Marc Helgesen, Miyagi Gakuin, Sendai, has taught in Japan eleven years.

Nagoya

Helen Saito, 052-936-6493
 Ryoko Katsuda, 0568-73-2288

Nara

Masami Sugita, 0742-47-4121
 Bonnie Yoneda, 0742-44-6036

Niigata

Topic: Two Research Reports on Reading
 Spkrs: Katsuko Fujii and Tomoe

Wakui
 Date: Saturday, January 22
 Time: 2:00-5:00p.m.
 Place: Takada Kitashiro Sr. High School
 Fee: Members free; non-members ¥1000
 Info: Michiko Umeyama, 025-267-2904

Donna Fujimoto, 0254-43-6413

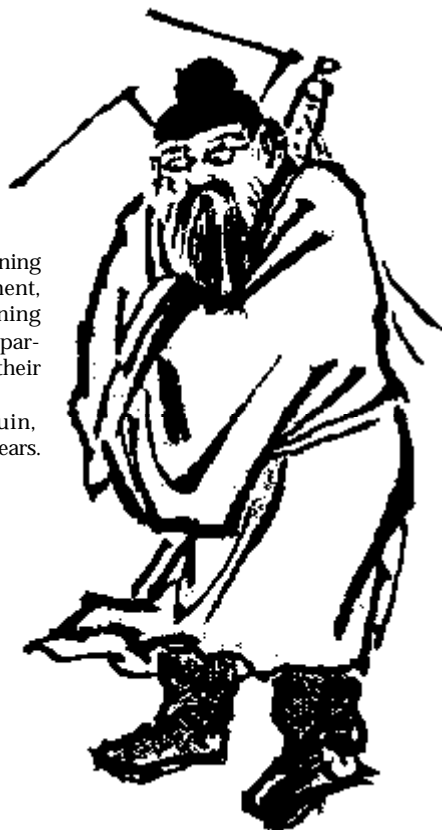
This presentation concerns motivation and self-expression at different stages of reading. The speakers will report on the challenges they faced, the research they conducted and their findings. A discussion involving all participants will follow.

Afterwards, the 2nd Annual JALT Niigata Ski Trip and party will be held in Myoko. For reservations and information, please contact the people listed above.

Katsuko Fujii teaches at Takada Kitashiro High School in Joetsu. Tomoe Wakui teaches at Tochio High School.

Okayama

Topic: Back to Basics; Presentation, Practice, and Production
 Spkr: Steve Martin



Chapter Meetings

Date: Saturday, January 22
Time: 2:40-4:30p.m.
Place: Shujitsu High School Okayama
Fee: Free
Info: HirokoSasakura, 086-222-7118
This workshop will focus on ways of making clear presentations of new language, showing how controlled practice exercises and careful teacher control in the early stages can lead to relatively error free production in the later stages of the lesson. Attention will be focused on the use of short exercises to improve accuracy and confidence.

Steve Martin works for Longman/Lingual House and has taught in Japan for over 10 years.

Okinawa

Topic: Update on Interpretation in Okinawa

Spkr: Thomas Yerks

Date: Sunday, January 23

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

Place: Okinawa Christian Junior College

Fee: Members free; non-members ¥500

Info: JaneSutter, 098-855-2481

Interpretation and translation are growing areas in Okinawa. This presentation will explain what is now available in these areas, from training programs through employment opportunities. In addition, special techniques for learning English will be provided.

Thomas Yerks teaches at the Okinawa Language Center.

Omiya

MichaelSorey, 048-266-8343

Osaka

Topic: Motivating Teachers

Spkrs: Clive Lovelock and Jan Visscher

Date: Sunday, January 16

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

Place: Benten-cho YMCA

Fee: Members free; non-members ¥1000

Info: MasakoWatanabe, 06-672-5584 (h)

JackYohay, 06-771-5757 (w)

The presenters hope to show that training and self-development can be mutually enhancing and complementary. They will focus, mostly through demonstration and task work, on language awareness, objectives, and feedback as areas that can be enriched by training and thus become more meaningful and effective as vehicles for teacher development.

Clive Lovelock, Tezukayama Gakuin University, introduced RSA teacher training to Japan. Jan Visscher, Kwansai Gakuin University, is founder and coordinator of the Teacher Education SIG.

Sendai

Topic: The Art of Conversation

Spkr: Michelle Macomber

Date: Sunday, January 30

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

Place: 141 Building, 5F

Fee: Members free; non-members ¥1000

Info: IreneS. Shirley, 022-264-6411 (w)

Tired of students not speaking in class? This is a presentation of ideas and activities to get your students talking. The activities, which can be used at any level, are designed to help students get over the fear of making mistakes and help them begin to enjoy using their English. All of the activities have been tested in the classroom.

Michelle Macomber is a teacher at the Academy of Conversational English in Sendai.

Shizuoka

Topic: Pairwork Beyond Dialogues

Spkr: Steve Golden

Date: Sunday, January 16

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

Place: Shizuoka Kyouiku Kaikan, 5F (near the Kitakaido "Mr. Donuts")

Fee: Free

Info: TimNewfields, 0543-48-6613

This presentation will help you motivate your students with pairwork and group activities that really get them moving. The speaker will share games and tips for bringing out even the shyest students, as well as ideas for cutting down teacher talking time.

Steve Golden is currently the ELT Marketing Specialist for Prentice Hall Regents (Japan).

Suwa

Mary Aruga, 0266-27-3894

Tokushima

Topic: Teaching EFL Reading Communicatively at the Junior and Senior High School

Spkr: Charles Jannuzi

Date: Sunday, January 30

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

Place: Bunka-no-mori 21 seikikan, 1F mini-theater

Fee: Members free; non-members ¥1000, students ¥700

Info: KazuyoNakahira, 0886-22-6566

Based on recent trends in teaching reading in the U.S., the speaker will introduce and demonstrate new techniques that can be used to make the reading class more social, interactive, and communicative. This presentation will be useful to those looking for ways to teach intensive reading and vocabulary, or do team-teaching with official textbooks. Participants will receive a generous handout illustrating classroom adaptations of the ideas presented.

Charles Jannuzi is an English instructor at the Fukui University of Technology.

Tokyo

Topic: Language Teaching Trends in Japan

Spkrs: Japanese and non-Japanese

Date: Sunday, February 20

Time: 9:30a.m.-4:45p.m.

Place: Bunkyo Women's College

Fee: JALT members ¥1000; non-members ¥2000

Info: RichardSmith, 03-3916-9091 (h)

WillFlaman, 03-3816-6834 (h)

This Tokyo chapter conference will focus on language teaching in junior and senior high schools, and universities. There will be displays by major publishers. A special workshop organized with AJET will be held on Saturday afternoon, February 19.

Toyoohashi

KazunoriNozawa, 0532-25-6578

Utsunomiya

JimJohnson, 0286-34-6986

MichikoKunitomo, 0286-61-8759

West Tokyo

YumikoKiguchi, 0427-92-2891 (w), 0427-23-8795 (h)

Yamagata

FumioSugawara, 0238-84-2468 (h), 0238-84-1660 (w)

Yamaguchi

YayoiAkagi, 0836-65-4256

EriTakeyama, 0836-31-4373

Yokohama

RonThornton, 0467-31-2797 evenings
ShizukoMarutani, 045-824-9459

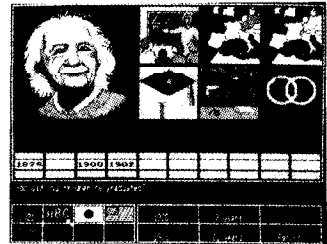


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Conference Calendar

edited by masaki oda

SIETAR Japan

Date: March 2-3, 1994
Place: International Conference Hall, Waseda U., Tokyo
Contact: SIETAR Japan
Tel: 03-3580-0286; Fax: 03-3581-5608

American Association for Applied Linguistics 1994 Annual Meeting

Date: March 5-8, 1994
Place: Baltimore, MD, U.S.A.
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 8-14, 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

Second International Conference on English for Professional Communication

Date: March 28-30, 1994
Place: City Polytechnic of Hong Kong
Contact: Dept. of English
City Polytechnic of Hong Kong
83 Tat Chee Avenue
Kowloon, Hong Kong
Fax: +852-788-8894
E-mail: ENCORINA@CPHKVX.BITNET

International Language Conference Hamburg 1994 (jointly organized by the FMF and F.I.P.L.V.)

Date: March 28-30, 1994
Place: Hamburg Conference Centre, Germany
Contact: Mr. Hugo Stiller
Fuchsberg 6
21217 Seevetal, Germany

International Association for World Englishes (IAWE) 1994

Annual Meeting
Date: March 31-April 2, 1994
Place: University of Illinois, Urbana, Illinois, U.S.A.
Contact: Prof. Eyamba Bokamba, Dept. of Linguistics
4088 Foreign Languages 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
Contact: CATESOL '94
Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020, U.S.A.

IRAAL (Irish Assn. of Applied Linguistics) Conference '94

Date: June 24-25, 1994
Place: Dublin, Ireland
Theme: Language, Education and Society in a Changing World
Contact: Tina Hickey, Conference '94
ITE, 31 Fitzwilliam Place
Dublin 2, Ireland

The SIETAR International Congress

Date: June 75-19, 1994
Place: Ottawa, Canada
Theme: Interculturalists: Coming of Age
Contact: SIETAR International Congress XX-1994
116 Promenade du Portage
Hull, Quebec KIA OG4, Canada
Fax: +1-819-994-0888
E-mail: andre.champagne@devcan.ca

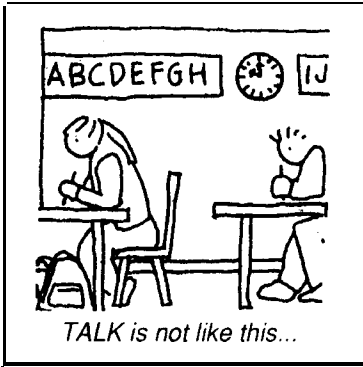
An International Conference on Immigration, Language Acquisition and Patterns of Social Integration

Date: June 29-30, 1994
Place: Jerusalem, Israel
Contact: Prof. Elite Olshtain
The NCJW Research Institute for Innovation in Education, School of Education
The Hebrew University of Jerusalem
Jerusalem 91905, Israel
Fax: 972-2-882174 or 322545
E-mail: Elite@HUJIVMS

SLRF'94 (Second Language Research Forum)

Date: October 6-9, 1994
Place: McGill and Concordia Universities, Montreal, Cdnnda
Theme: Perspectives on Input in Second Language Acquisition
Contact: Joe Pater
SLRF '94 Co-chair
E-mail: B(GB2@musicb.mcgill.ca





I magine a party, a restaurant, or any kind of informal gathering.

What happens?

Everyone is talking at the same time in small groups. It's normal. We don't even think about it. This situation transferred into a class is the...

TALK

Learning System

How Does TALK Work?

1 The Students Are Organized In Small Groups.

TALK works if students are organized in small groups and have a hand in their own learning process. By becoming responsible for themselves and other group members, students can develop a positive interdependence. This in turn will help them to become more responsible learners.

Organizing students into self-directed small groups breaks the vicious circle of competition and sets in motion a positive circle of cooperation.

2 The Teacher Becomes the Facilitator In the Class.

One of the main functions of the TALK teacher is to help create a learning environment that stimulates the inherent learning abilities in each student. In a 'TALK class, the teacher is freed from being the motivator, policeman and overall authority figure in the classroom. Once freed, he or she can use the same energy to help students individually when they need help.

3 The TALK TOOLS Can Be Customized.

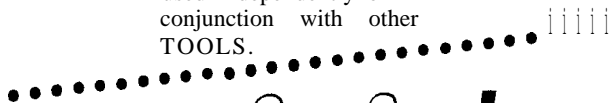
Choice is an important part of our life. The TALK TOOLS are small, easily digestible building blocks and can be arranged in any way to fit students' and teachers' needs. The learning materials are specifically created to assist and encourage students to talk without the help of the learning materials.

Each TALK TOOL can be used independently or in conjunction with other TOOLS.

4 The Learning Process Itself Becomes the Real Fun and Excitement.

TALK allows students to run their own learning process, to make mistakes and learn ways to correct them. It provides them with appropriate tools and practical know-how to help them practice talking in the target language. Slowly, the learning process itself becomes the real fun and excitement. As a result, learning the language becomes self-rewarding.

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edited by harold melville

TLT's editors and the JIC staff encourage all prospective employers to use this free service to help them locate the most qualified language teachers in Japan. See our form on the facing page, or consult a previous issue for the form. Photocopy it, fill it out, and send it to the listed address or phone/fax number. All copy is subject to editing for length, style, and clarity.

(Hyogo-Ken) Procter & Gamble Far East, inc. in Akashi-shi (near Kobe) is looking for a full-time Language Specialist. Qualifications: EFL/ESL qualifications, experienced in material design required. Training in technical and or business English preferred. Two years experience in Japan and at least one year experience training in a business or ESP setting. Computer competency helpful (Macintosh/IBM available). Duties: Plan and teach English classes, design ESP materials, edit documents. 40 hours/week, no weekends. Salary & Benefits: Salary based on academic background and experience (Approximately ¥4,000,000/year including bonus). Package includes housing and visa sponsorship. Application Materials: Resume and telephone number (must be received no later than January 29, 1994). No photos please. Deadline: January 30, 1994. Contact: Ms. C. Browne, Procter & Gamble Far East, Inc., Akashi Plant, 6 Minami-futami, Futami-cho, Akashi-shi, Hyogo-ken 674. P&C will contact qualified applicants for an initial telephone interview. Please indicate the best time for telephone contact.

(Sapporo) The Sapporo University Women's Junior College Division English Department announces a position for a full-time English instructor beginning April 1, 1994. Qualifications: Applicants must be native speakers of English with an M.A. in TESL/TEFL, applied linguistics or related field. EFL teaching experience preferred. Ability to communicate in Japanese. Under 35 years of age (Public university requirement). Duties: Teaching English courses in Oral English, English Composition, English Reading, etc., research in academic field, and administrative duties. Salary & Benefits: Salary based on Japanese wage scale. Three-year contract, renewable. Application Materials: Detailed resume with recent photograph, list of publications, and copies of publications, copy of degree, and two letters of recommendation. Deadline: Monday, January 31, 1994. Contact: Ms. Naoko Morita, 3-1, 3-7 Nishioka, Toyohira-ku, Sapporo 062. Tel: 011-852-1181; Fax: 011-856-8228.

(Tokyo) Bunkyo Women's College, located near Tokyo University, is looking for several native proficiency speakers of English to teach part-time conversation classes from April 1994. Qualifications: M.A. in TEFL and preferably with demonstrated experience teaching college women. Duties: teach three to eight classes per week. All candidates may be considered for classes at the adjunct Language Education Center at Bunkyo Women's College. Contract: one-year, renewable. Applications Materials: Cover letter, resume, recent photograph, and days available. Deadline: February 15, 1994. Contact: Yoichi Toma, Dean, English Department, Bunkyo Gakuen, 19-1 Mukogaoka, 1-chome, Bunkyo-ku, Tokyo 113. Fax: 03-56844417.

(Vermont, U.S.A.) Saint Michael's College in Colchester, Vermont, is seeking applicants for the position of Dean, Center for International Programs. Qualifications: Doctorate in TESL or related field. Five years direct administration experience in ESL/ESL programs. Duties & Responsibilities: The Dean of CIP is responsible for development of all aspects of international education at the college, provides leadership for all CIP programs, including the intensive English program and undergraduate preparation program, a

graduate program in Teaching English as a Second/Foreign Language and related grants and contract programs. The Dean establishes policy, recruits and provides leadership for faculty and staff, manages fiscal resources, oversees services to students, develops relationships with foreign universities and other international organizations and coordinates marketing and student recruitment. Salary & Benefits: Salary starting at \$40,000. More details available through the Office of Human Resources. Application Materials: Send resume, supporting documents and three letters of recommendation. Contact: Office of Human Resources, Saint Michael's College, Winooski Park, Colchester, VT 05439, U.S.A. Tel: tl-X02-6.X 2533; Fax: tl-802-655.4079.



We regret that the December issue carried an announcement for a position at Nagoya Business College that had already been filled. Due to deadlines, we were unable to pull the ad when so requested by NBC.

CHAPTER REPORTS, cont'd from p.71.

information, checking comprehension, requesting clarification, modifying input, and overcoming vocabulary gaps. Jewell indicated that teachers should help teachers see the usefulness of communication strategies, then integrate them into their lessons.

Reported by Kelly Ann Rambis

Tokushima

Communicating Teaching Techniques

by Steven Golden

In September Steve Golden of Prentice Hall Regents led a participatory workshop illustrating innovative ways to revitalize our English lessons by using a range of readily available resources.

Golden began by comparing the teaching tools we use to the gear a mountain climber uses to tackle various challenges. After a lively warm-up game, he described some specific ways to enhance students' curiosity and make language learning more fun. Using a dialog with pictures, Golden asked the participants to imagine the scene---why were the people in the picture gathered and what were they saying? In small groups we tried to write a dialog for the picture. Other activities involved the use of picture dictionaries and authentic video clips. Students reconstructed stories from selected pictures and dialogs from selected video strips. The workshop reminded us that there are many creative ways to use the teaching materials around us.

Reported by Jo Wallin



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

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

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Policy on Discrimination

We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, International law. a. human good sense.

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

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

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

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Application Materials Requested (提出書類):	
Contact Name, Address, & Tel/Fax (連絡先の住所、電話/Fax 番号、担当者名):	
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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, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Kagawa, Kagoshima, Kanazawa, Kobe, Kyoto, Matsuyama, Morioka, Nagano, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shizuoka, Suwa, Tokushima, Tokyo, Toyohashi, Utsunomiya, West Tokyo, Yamagata, Yamaguchi, Yokohama.

N-SIGs Video, Bilingualism, English for Academic Purposes (forming), Global Issues in Language Education, Learner Development (forming), 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

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JALT—全国語学教育学会について

JALTは、語学教育のために、最新の言語理論に基づき、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1,000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別会があります。

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に限られます。5名毎に、JALTの出版物が1部配布されますが、端数は切上げます。学生会員(¥4,000)：学生証のコピーを添えてお申し込み下さい。(大学生に限ります) 賛助会員：JALTの活動をご支援下さる企業や法人の方々には賛助会員としてご入会いただけます。(申込方法、及び特典などの詳細については事務局までお問い合わせ下さい)

入会申し込み：縦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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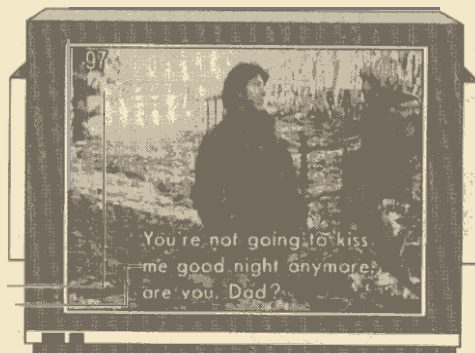
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