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# THE LANGUAGE TEACHER

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## Cooperative Learning

Cooperative learning (CL) is a method of instruction which many people consider to be new to the field of education. However, it is a tried and true method long used outside the ESL/EFL fields. It has been only in the last two decades that CL has made inroads into the foreign language classroom. As you shall see in this special issue, students in a CL classroom are, in general, more highly motivated and interact more constructively than in a typical teacher-fronted class.

In the first article, **Roger and David Johnson** discuss the background of CL and the major elements which they consider to be necessary to enjoy a successful cooperative curriculum—how it creates a feeling of “social interdependence” as opposed to promoting competition; the various types of CL environments; and the five essential elements for successfully carrying out a CL lesson.

Next, in a Japanese language article, **Will Flaman** explores the value of the cooperative learning approach for Japanese classrooms. Ideas for maximizing the use of CL with Japanese students are offered.

Cooperative learning can be exploited in many ways, and the next three articles by **Spencer** and

(cont'd on p. 2)

共同学習(CL)は英語教育以外の領域で長年にわたって試され使われてきた教授法であり、外国語教育に応用されるようになったのはこの20年ほどのことである。一般的にいて共同学習を使った外国語の授業では、教師中心の授業より、学生の動機づけが高まり、学生の間で建設的なやりとりが行われる傾向にある。

巻頭の記事は、**Roger Johnson** と **David Johnson** のもので、CLの背景と、共同学習のカリキュラムを成功させるために必要な要素について論じている。次の記事は**William Flaman** が日本語で書いたもので、日本における共同学習の意義を探り、その利点を最大限に利用するためのアイデアが示されている。次の3つの記事は、共同学習のさまざまなテクニックを扱っている。**Spencer Kagan** と **Miguel Kagan** は、“structure” と呼ばれるテクニックを紹介している。これは、決まったシラバスや教材があるときに、それに合わせた共同学習の授業を作るための方法である。**Yael Sharan** は、教師の提示した問題を学生が独力で解決する Group Investigation というテクニックについて詳しく述べている。

**Elizabeth Coelho** の記事は、教材をいくつかに分けて、タスクを完成させるには、それぞれの学生が自分の持っている方法を他の学生に教え

(p. 2に続く)

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# THE LANGUAGE TEACHER

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(cont'd from cover)

**Miguel Kagan, Yael Sharan, and Elizabeth Coelho** discuss various techniques they have extensively researched and written about. The Kagans illustrate techniques which they call "Structures." These can be considered as building blocks to be combined or used singly to produce lessons which are specifically designed to fit the syllabus and material being studied. Yael Sharan's article on Group Investigation details a technique in which the teacher presents the class with a problem, and leaves it up to the students to make all the relevant decisions about how to solve the problem. The students then generate the questions to be investigated, organize the investigation, and finally present the material in the form of a written paper or oral presentation. Coelho's article discusses "Jigsaw," a technique in which the students are presented with material which has been divided and parceled out such that each student has unique information which must be shared with the others in order to complete the task.

The next article, by **Steve McGuire**, discusses the use of CL in Japan, providing a hands-on description of how commercially available materials may be adapted to fit CL. McGuire gives a detailed account of how the *TALK* series of conversation cards were adapted and used in his classes at a Japanese university.

The final article is an interview with Roger and David Johnson conducted by **David Kluge**. In this article, Kluge and the Johnsons discuss issues which are important to CL today, and provide interesting insights into the future of CL.

For those who are interested in investigating cooperative learning further, there is an annotated bibliography by David Kluge and **Christopher Jon Poel**. They have designed the bibliography to make it easy for all teachers, from those who have never heard of CL to those who have used it extensively, to find resources which will further their knowledge and provide lesson ideas for a successful cooperative learning environment.

Cooperative learning is not just a simple method which is used over and over in the classroom, boring students and teachers alike. Instead, it is a rich variation of techniques which have proven successful in FL classrooms. We hope you enjoy this issue and learn as much about the potential of cooperative learning as we did in putting it all together.

**Christopher Jon Poel, Robert M. Homan & William F. Flaman**  
-Guest Editors

なければならないというジグソーというテクニックについて論じている。さらに、**Steve McGuire** は、日本におけるCLの役割を論じ、市販の教材TALKの会話カードを大学における共同学習の授業でどのように利用したかを述べている。最後の記事は**David Kluge** による Roger Johnson と David Johnson へのインタビューである。ここでは今日の共同学習にとって重要な問題が論じられ、共同学習の未来に興味深い洞察が示されている。また、共同学習についてさらに知りたいと考える読者のために、David Kluge と **Christopher Jon Poel** による文献解題も用意した。共同学習を初めて知った人から、すでにさまざまな機会に共同学習を使ってきた人まで、共同学習について知り、共同学習の授業を成功させるためのアイディアを得るための助けとなるはずである。

共同学習は、教室で何度も繰り返し使うと教師も学生もあきってしまうような単純な教授法ではない。共同学習にはさまざまなテクニックのバリエーションがあり、それらは外国語の授業で使われ、成功を収めてきた。私たちは、この特集号を編集するなかで、共同学習の可能性について多くを学んだ。読者の皆さんがこの号を気に入り、私たちと同じように共同学習について多くを学ぶことができれば、幸いである。

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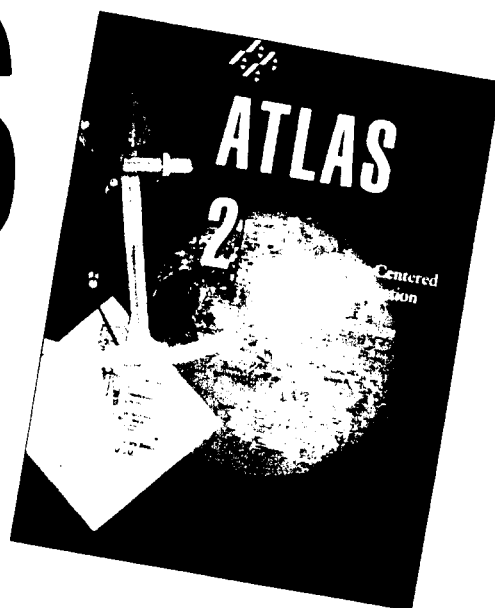
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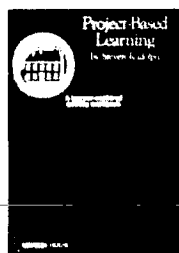
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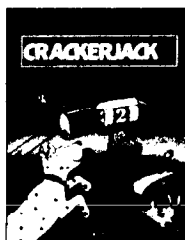
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# Cooperative Learning in Second Language Classes

by David W. Johnson & Roger T. Johnson  
*University of Minnesota*

To learn a second language, students must (a) learn the vocabulary and grammar of the language; (b) master the skills of speaking, reading, and writing the language; and (c) develop the attitudes that promote the use of the language when opportunities to do so arise. The way in which the second language is taught directly affects whether these goals are achieved. Cooperative learning is essential to teaching a second language successfully. In this article the nature of cooperative learning is described, the essential elements that determine its effectiveness are discussed, and the research on which the use of cooperative learning is based is outlined.

## Social Interdependence and Learning

An essential instructional skill that all teachers need is knowing how and when to structure students' learning goals competitively, individualistically, and cooperatively. By structuring positive, negative, or no interdependence, teachers can influence the pattern of interaction among students and the instructional outcomes that result (Deutsch, 1962; Johnson & Johnson, 1989). Teachers may structure academic lessons so that students are:

1. In a win-lose struggle to see who is best. When teachers structure lessons **competitively**, students work against each other to achieve a goal that only one or a few students can attain. Students' goal achievements are negatively correlated; when one student achieves his or her goal, all others with whom he or she is competitively linked fail to achieve their goals. Teachers give students the goal of completing assignments faster and more accurately than their classmates.
2. Learning individually on their own without interacting with classmates. When teachers structure lessons **individualistically**, students work by themselves to accomplish learning goals unrelated to those of their classmates. Teachers give students the goal of completing the assignments correctly to reach a preset criteria of excellence and evaluate students' efforts on a fixed set of standards.
3. Working together cooperatively to accomplish shared learning goals. When teachers structure lessons **cooperatively**, teachers assign students to small groups and give them two responsibilities—to learn the assigned material and to make sure that the other members of the group also master the assignment. Students' goal achievements are positively correlated; students perceive that they can reach their learning goals if and only if the other students in the learning group

also reach their goals. Thus, students seek outcomes that are beneficial to all those with whom they are cooperatively linked (Johnson, Johnson, & Holubec, 1993).

## Cooperative Learning

Of the three ways of structuring lessons, cooperation is by far the most powerful and the least utilized in most classrooms. The ways cooperative learning may be used include formal cooperative learning, informal cooperative learning, cooperative base groups, cooperative scripts, and academic controversy.

**Formal cooperative learning** is students working together, for one class period to several weeks, to achieve shared learning goals and jointly complete specific tasks and assignments. For example, decision making or problem solving, completing a curriculum unit, writing a report, conducting a survey or experiment, reading a chapter or reference book, learning vocabulary, or answering questions at the end of the chapter (Johnson, Johnson, & Holubec, 1992; 1993). Any course requirement or assignment may be reformulated to be cooperative. In formal cooperative learning groups, teachers:

1. *Specify the objectives for the lesson.* In every lesson there should be an academic objective specifying the concepts and strategies to be learned and a social skills objective specifying the interpersonal or small group skill to be used and mastered during the lesson.
2. *Make a number of pre-instructional decisions.* A teacher has to decide on the size of groups, the method of assigning students to groups, the roles students will be assigned, the materials needed to conduct the lesson, and the way the room will be arranged.
3. *Explain the task and the positive interdependence.* A teacher clearly defines the assignment, teaches the required concepts and strategies, specifies the positive interdependence and individual accountability, gives the criteria for success, and explains the expected social skills to be engaged in.
4. *Monitor students' learning and intervene within the groups to provide task assistance or to increase students' interpersonal and group skills.* A teacher systematically observes and collects data on each group as it works. When it is needed, the teacher intervenes to assist students in completing the task accurately and in working together effectively.
5. *Evaluate students' learning and helping students process how well their groups functioned.* Students' learning is carefully assessed and their perfor-

mances are evaluated. Members of the learning groups then process how effectively they have been working together.

**Informal cooperative learning** consists of having students work together to achieve a joint learning goal in temporary ad-hoc groups that last from a few minutes to one class period (Johnson, Johnson, & Holubec, 1992; Johnson, Johnson, & Smith, 1991). During a lecture, demonstration, or film they can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process the material being taught, and provide closure to an instructional session. During direct teaching, the instructional challenge for the teacher is to ensure that students do the intellectual work of organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures. Informal cooperative learning groups are often organized so that students engage in three-to-five minute focused discussions before and after a lecture and two-to-three minute turn-to-your-partner discussions interspersed throughout a lecture.

**Cooperative base groups** are long-term heterogeneous cooperative learning groups with stable membership (Johnson, Johnson, & Holubec, 1992; Johnson, Johnson, & Smith, 1991). *The purposes of the base group are to give the support, help, encouragement, and assistance each member needs to make academic progress (attend class, complete all assignments, learn) and develop cognitively and socially in healthy ways.* Base groups meet daily in elementary school and twice a week in secondary school (or whenever the class meets). They are permanent (lasting from one to several years) and provide the long-term caring peer relationships necessary to influence members consistently to work hard in school. They formally meet to discuss the academic progress of each member, provide help and assistance to each other, and verify that each member is completing assignments and progressing satisfactorily through the academic program. Base groups may also be responsible for letting absent group members know what went on in class when they miss a session. Informally, members interact every day within and between classes, discussing assignments, and helping each other with homework. The use of base groups tends to improve attendance, personalize the work required and the school experience, and improve the quality and quantity of learning. The larger the class or school and the more complex and difficult the subject matter, the more important it is to have base groups. Base groups are also helpful in structuring homerooms and when a teacher meets with a number of advisees.

**Cooperative learning scripts** are standard cooperative procedures for conducting generic repetitive lessons and managing classroom routines (Johnson & Johnson, 1994a; Johnson, Johnson, & Holubec, 1993). They are used to organize course routines and generic lessons that repeat over and over again. These repetitive cooperative lessons provide a base on which the cooperative classroom may be built. Some examples are checking homework, preparing for and reviewing a test, drill-review of facts and events, reading of text books and reference materials, writing reports and essays, giving presentations, learning vocabulary, learning concepts, doing projects such as surveys, and problem-solving. Each of these instructional activities may be done cooperatively and, once planned and conducted several times, will become automatic activities in the classroom. They may also be used in combination to form an overall lesson.

When students work together in cooperative groups, they will often disagree and argue with each other. Using intellectual conflicts for instructional purposes is one of the most dynamic and involving, yet least used teaching strategies. **Academic controversy** exists when one student's ideas, information, conclusions, theories, and opinions are incompatible with those of another, and the two seek to reach an agreement (Johnson & Johnson, 1992). Teachers structure academic controversies by choosing an important intellectual issue, assigning students to groups of four, dividing the group into two pairs, and assigning one pair the pro position and the other pair a con position. The teacher then follows the five step controversy procedure of (a) preparing the best case possible for their assigned position; (b) persuasively presenting the best case possible for their position to the opposing pair; (c) having an open discussion in which the two sides argue forcefully and persuasively for their position while subjecting the opposing position to critical analysis; (d) reversing perspectives; and (e) dropping all advocacy to come to an agreement as to their best reasoned judgment about the issue.

The **routine-use level of teacher competence** is the ability to structure cooperative learning situations automatically without conscious thought or planning. Any lesson in any subject area with any set of curriculum materials may be reflexively structured to be cooperative as an automatic habit pattern. Cooperative learning can then be used long-term with fidelity.

### **Essential Elements of Cooperative Learning**

There is far more to cooperative learning than seating students together. Simply placing students in groups and telling them to work together does not in and of itself result in cooperative efforts. There are many ways in which group efforts may go wrong. There can be competition at close quarters or individualistic efforts with talking. Much of our research

over the past 30 years has focused on identifying what makes cooperation work, so that teachers may know how to plan lessons and activities so that the productivity of their students is maximized (Johnson & Johnson, 1989). In order to ensure that productive cooperation occurs among students, teachers need to structure five essential elements into each lesson.

First, the heart of cooperative learning is **positive interdependence**. Students must believe that they sink or swim together. Within every cooperative lesson, positive goal interdependence must be established through mutual learning goals (learn the assigned material and make sure that all members of your group learn the assigned material). To strengthen positive interdependence, joint rewards (if all members of your group score 90 percent correct or better on the test, each will receive 5 bonus points), divided resources (giving each group member a part of the total information required to complete an assignment), and complementary roles (reader, checker, encourager, elaborator) may also be used.

The second element is **individual accountability**. The purpose of cooperative learning groups is to make each member a stronger individual in his or her own right. Students learn together so that they can subsequently perform more highly as individuals. To ensure that each member is strengthened, students are held individually accountable to do (and feel personally responsible for) their share of the work. The performance of each individual student is assessed and the results given back to the group and the individual. It is important that the group knows who needs more assistance, support, and encouragement in completing the assignment. It is also important that group members know that they cannot "hitch-hike" on the work of others. Common ways to structure individual accountability include (a) giving an individual test to each student and (b) randomly selecting one student's product to represent the entire group.

The third essential element is **face-to-face promotive interaction**. Once a teacher establishes positive interdependence, he or she must ensure that students interact to help each other accomplish the task and promote each other's success. Students are expected to discuss what they are learning, explain to each other how to solve the assigned problems or complete the assignments, and provide each other with help, assistance, support, and encouragement. Silent students are uninvolved students who are not contributing to the learning of others as well as themselves. Promoting each other's success results in both higher achievement and in getting to know each other on a personal as well as a professional level.

The fourth element is **social skills**. Contributing to the success of a cooperative effort requires interpersonal and small group skills. Placing socially unskilled individuals in a group and telling them to cooperate does not guarantee that they will be able to

do so effectively. Persons must be taught the social skills for high quality collaboration and be motivated to use them. Leadership, decision-making, trust-building, communication, and conflict-management skills have to be taught just as purposefully and precisely as academic skills. Procedures and strategies for teaching students social skills may be found in Johnson (1990, 1993), Johnson and F. Johnson (1994), and Johnson, Johnson, and Holubec (1993).

The fifth element is **group processing**. Group processing occurs when groups discuss how well they are achieving their goals and maintaining effective working relationships among members. Teachers need to provide students with the time and the procedures for discussing how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change. Such processing (a) enables learning groups to improve continuously the quality of member's learning, (b) facilitates the learning of collaborative skills, (c) ensures that members receive feedback on their participation, and (d) enables learning groups to focus on group maintenance (Johnson, Johnson, & Holubec, 1993).

With a thorough mastery of the essential elements of cooperation, lessons can be tailored by the teachers to their instructional needs, circumstances, subject areas, and students. In addition, teachers can then diagnose the problems some students may have in working together and intervene to increase the effectiveness of the student learning groups.

### Outcomes of Cooperative Learning

Learning together to complete assignments can have profound effects. A great deal of research has been conducted comparing the relative effects of cooperative, competitive, and individualistic efforts on instructional outcomes. During the past 95 years over 550 experimental and 100 correlational studies have been conducted by a wide variety of researchers in different decades with different age subjects, in different subject areas, and in different settings (see Johnson & Johnson, 1989, for a detailed listing and discussion of the studies). While numerous instructional outcomes have been studied, they can be classified into three categories. First, cooperative learning promotes greater effort to achieve (includes achievement, retention, higher-level reasoning, process gain, intrinsic motivation, achievement motivation, transfer) than do competitive or individualistic learning. The more conceptual the task, the more problem solving required, and the more creative the answers need to be, the greater the superiority of cooperative over competitive and individualistic learning. Second, cooperative learning experiences promote more positive relationships among students than do competitive and individual-



istic learning experiences. Cooperative learning is especially needed when students are heterogeneous in terms of ethnicity, gender, culture, and achievement. In addition, cooperative experiences result in greater social support, both academically and personally. Third, cooperative learning experiences result in greater psychological adjustment, self-esteem, and social competence than do competitive and individualistic learning. Each of the outcomes of cooperation (efforts to achieve, quality of relationships, and psychological health) influences the others and, therefore, they are likely to be found together.

### Cooperative Learning in Second Language Classes

Cooperative learning is uniquely suited for second language courses. Cooperative learning improves the (a) learning and retention of the vocabulary and grammatical rules of the language, (b) the language skills of speaking, reading, and writing, and (c) the acquisition of attitudes necessary for using the language in "real world" situations. In cooperative learning groups, students assist each other in learning the language, and monitor, correct, and encourage the use of the skills. The attitudes that motivate students to use the language are more likely to be acquired when students study cooperatively rather than competitively or individualistically. For these and many other reasons, cooperative learning is uniquely suited for teaching students a second language.

### The Cooperative School

The issue of cooperation among students is part of a larger issue of the organizational structure of schools. Schools need to change from a mass-production organizational structure to a high-performance, cooperative team-based organizational structure (see Johnson & Johnson, 1994b). The new organizational structure is generally known as "*the cooperative school*." In a cooperative school, students work primarily in cooperative learning groups, teachers and building staff work in cooperative teams, and district administrators work in cooperative teams. Each level of cooperative teams supports and enhances the other levels. Just as the heart of the classroom is cooperative learning, the heart of the school is the collegial teaching team. **Collegial teaching teams** are small cooperative groups whose purpose is to increase teachers' instructional expertise and success in using cooperative learning. In collegial teaching teams, faculty provide each other with the help, assistance, support, and encouragement each member needs to gain as high a level of expertise in using cooperative learning procedures as possible.

### Summary

Our "Learning Together" method of cooperative learning has resulted from over 25 years of reviewing and synthesizing the results of the previous

research, formulating a series of theoretical models, conducting a systematic program of research to validate our theorizing, devising a series of cooperative teaming procedures for teachers (and administrators), and developing a network of school districts throughout North America and the world that is engaged in long-term efforts to implement cooperative procedures in the classroom and school. We train teachers to use *formal cooperative learning* for standard lessons; *informal cooperative learning* for quick assignments that last for only a few minutes; *cooperative base groups* for long-term relationships that give the support, help, encouragement, and assistance each member needs to make academic progress; *cooperative learning scripts* for conducting generic repetitive lessons and managing classroom routines; and *academic controversies* for ensuring that students intellectually challenge each other. All types of cooperative learning require the careful structuring of positive interdependence, individual accountability, face-to-face promotive interaction, social skills, and group processing. Teachers use the essential components to tailor cooperative learning specifically for their circumstances, students, and needs. The quality and quantity of the research is so strong and so consistent that cooperative learning can be used with some confidence at every grade level, in every subject area, and with any task to increase effort to achieve, positive interpersonal relationships, and psychological health. Cooperative learning is uniquely suited for second language courses because of its powerful impact on teaching language content and skills, as well as the positive attitudes needed to use and practice a second language in real world situations.

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# 日本における共同学習の手引き

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## 1 はじめに

日本で教える言語教師は、共同学習 (Cooperative Learning) を使っているかという質問をされたら、当惑するかもしれない。なぜなら、学生たちはきわめて自然にペアやグループで学んでいるからだ。これは共同学習ではないのだろうか。実際、授業中の試行錯誤から、共同学習の要素を偶然発見し、使っている教師も多い。しかし、共同学習の諸要素をすべて一緒に使ったときの利点や、研究結果が示す共同学習の妥当性は、日本ではまだよく知られていない。本稿では共同学習とは何かを紹介し、その日本における可能性を論じたい。

## 2 共同学習とは何か

共同学習の定義は研究者や実践家によってさまざまだが、その本質はきわめて単純である。学生たちは、学習目標を達成するために、助けあひながら、小グループで作業をする。そして、この肯定的な相互依存関係を促進するために、クラスの仲間全員が達成感を味わえる報酬システムを作る。つまり、一人の学生の成功を同じグループの他の学生の成功と直接的につなげるのである。これは、伝統的な教師中心の教育がしばしば、学生たちがクラスの中でまったく助けあわず、特に相対評価が行われる場合などには、他の学生の失敗するのを喜ぶことさえある競争的な雰囲気を作り出すのに比べると対照的である。

David W. Johnson と Roger T. Johnson はこの特集号の記事の中で、共同学習を完全に授業に取り入れるには次の五つの、関連しているが独立した要素を含めなくてはならないといっている。1) 肯定的相互依存: 学生は共通の学習目標を設定し、互いに助けあふ。この関係を促進するために、グループに対して報酬を与えたり、グループの中のそれぞれのメンバーに独自の役割を割り振ったりする。2) 個人の責任: 学生は一人一人単独で評価されるので、自分の役割は責任をもって果たさなければならないことを学ぶ。これは、一人一人の進歩についてグループにフィードバックしたり、個別にテストをしたりすることで実現される。個人の責任を強調するための効果的手段の一つは、グループのなかの一人の学生の成績をグループ全体の成績とすることである。3) 学生同士のやり取り: 肯定的な独立をしていても、学生同士のやり取りは自然には起こらないかも知れない。言語学習においては結果と同じように過程も大切であるから、学生に目標言語で話し合いをすることを奨励しなくてはならない。黙っている学生は話し合いに貢献していないのだから、他の学生より学習をしていないということになる。4) 社会的スキル: 学生はグループ・ワークを成功させるためのストラテジーを学ばなくてはならない。協力してタスクをするようにと指示するだけでは、学生がうまく活動できるという保証はない。他のメンバーを助け、励ますこととともに、うまくコミュニケーションを進める方法を学ぶことも、学習内容とともに授業の一部

に組み込まれていなくてはならない。5) グループの形成: さらに学生は、グループとしての目標達成の効率を分析する時間と練習の機会を与えられる必要がある。そうすることによって、グループの学習を管理する能力は向上していく。さらに、グループ・ダイナミックスと対人関係が改善していくかどうかに対して注意を払うことも忘れてはならない。Johnson & Johnson (この号の記事参照) によると、このプロセスは、a) 学習グループに、各メンバーの学習の質を向上させる力を与え、b) 協力の仕方を学ぶのを容易にし、c) メンバーが自分の参加についてフィードバックを確実に得られるようにし、d) 学習グループがグループの関係の維持に焦点を当てることを可能にする。

## 3 共同学習の利点

現場の教師は、学生の実生活のニーズにあっている、学生たちの注意を引き、真剣に取り組んでもらえ、新しい教材を効果的に吸収する助けとなると同時に楽しめる授業案を常に求めているといえる。共同学習は、こうした目的を果たすことができる。その理由の一つは、共同学習がゲームの要素を多く持っているからだといえよう。共同学習では、学習活動の目標が明確で、個人の能力を向上させる機会とそれに対する報酬があり、チームのメンバーから認められ、賞賛を得られる。

共同学習のもう一つの利点は、クラスでの積極的な参加の時間が増えることである。タスクに費やす時間 (Time on Task を略して TOT) は、あらゆる科目の達成度と直接的相関が認められている (Kagan, 1992)。特に大学のように一年に40時間ほどしか授業がないような場合には、TOT の高さが重要になる。ロール・プレイの準備など目標を速く達成したグループに報酬を用意することで、TOT は大幅に増加する。教師中心の授業形態では、30人のクラスでは一人当りの発言時間が平均30秒にしかすぎない (Long & Porter, 1985, p. 208) のを考えると、画期的なことである。

さらに、共同学習は、学習者中心の教育と学習ストラテジーの訓練という、現在、言語教育で注目されている二つの関連した流れにもあっている。前者は、学習者は自分に関係があると考える学習活動に注意を向けるものだと言う事実を認める (Nunan, 1988)。つまり、学習者は自分の生活にとって意味のある情報に耳を傾けるのである。共同学習は、グループの目標達成に個人の努力が不可欠であるようにできているので、タスクに社会的重要性が生まれる。

学習者ストラテジーの訓練 (Wenden & Rubin, 1987) は、学習者が自分の言語学習を管理する方法を理解するのを助ける。共同学習の授業に含まれるグループの形成過程は、グループとして、また個人として、自分たちの学習の進行状況がどうなっているかに学習者の注意を向けさせる。また同時にそれは、学習の仕方を学ぶ手引きともなる。

日本では、学生は「班」を作って学習することに慣れているから、共同学習を授業に導入するのに、それほど複雑な準備はいらない。学習内容を大幅に変えたり、特別の教材を作ったりしなくても、多くの教師がすでに行っているグループ・ワークを効果的に使うことによって、学生の達成度は大きく高めることができる。共同学習は、日本における言語教育に適しているといえよう。

#### 4 東と西の共同学習の評価

共同学習は日本とはかなり異なる文脈で生まれ、育ってきた。共同学習は、多様なマイノリティの共存する教室で生徒の自己イメージを高めるためにはどうしたらいいかについての社会科学的研究に、刺激されて考え出された(Kagan, 1986; Sharan, 1980)。日本の教室の同質性が高いからといって、共同学習の可能性が弱くなるわけではないが、共同学習のテクニックから得られる結果について、考え方を考える必要があるだろう。結果のうち、言語の習得などは、文化によって異なるものではないが、個を育てるという面などは、日本における外国語の授業においてこそ最も望まれることである。

日本人の学生は、幼稚園以来仲間と頼るように訓練されている(Condon, 1992)。小さい時からタスクと一緒にやるように訓練されているので、日本の教室に共同学習を導入するのは極めて自然なように思える。しかし、2で述べた共同学習の五つの要素は自動的に転移するわけではない。共同学習が育てようとする社会的スキルの一部である、グループで円滑にやり取りをすることなどは日本の学生はすでに習慣として持っている。したがって、共同学習が最も力を発揮するのは、グループ・スキルを育てることではなく、個人の自主性を育てることであるかもしれない。グループによる励ましと支援、そして効果的で成功することを目的とした練習が、学生を外国語の授業で、個人として発言するという最終的な目標を達成するのを助けるであろう。

教師は、学生一人一人の能力を育てようとして、もともと学生に備わっているグループ志向を無視したり、禁止したりしてしまうこともある。共同学習は学生に、全員の前で、あるいはテストで、教材を再生することを求める前に、教材を充分マスターする機会を作る。学生に、グループからの支援なしで一人でタスクを行うことを要求するかわりに、グループの中で力を伸ばすことを求めるのである。

もう一つ、日本における共同学習の利点は、失敗や誤りの訂正ではなく、成功に焦点をおくということであろう。共同学習は、まだ準備ができていないのにみんなの前で発言するという、つらい、自滅的な、勝つか負けるかという状況を避ける。(時にはこれはいずれにしても負けるという状況でもありうる。うまくできれば、仲間からとがめられ、うまくできなければ、失敗したということになるからである) 共同学習は、グループのメンバー全員が、みんながうまくやれるように望んでいる状況を作り出すことによって、学生の中に話そうとする真の動機を作り出す。

#### 5 日本における共同学習の実践のために

共同学習は、外国語の授業を教師にとっても学生にとって

も楽しくし、達成度を高める可能性を持っている。4で述べたように、日本の学生にとって、共同学習はまったく新しい経験ではないが、学生は協力して効率よく目標を達成するスキルを自動的に身につけられるわけではない。共同学習の授業を定義する諸要素を、適切に授業に組み入れる必要がある。ここでは、共同学習を円滑に導入する方法のいくつかを紹介する。

まず、チームを作る。グループをチームと呼ぶのは、協力の必要性和同時にゲーム感覚を強調するためである。次に、共同学習をかんたんに紹介する日本語のプリントを配布する。このプリントは、共同学習とは何であり、学生一人一人がチームの成功に貢献することがいかに大切であるか、どのように学生一人一人だけでなくグループも評価するのかを説明してある。学習状況をチェックするリストを契約書として使ってもいい。チェックリストは、学生が事前に、たとえば今日の授業では50%/75%/100%英語を使うなどというように、どのくらいの努力をするかを自分で決めるものである。チェックリストの価値は、学生が自分で決定をすることによって、自分の学習に責任を持つというところにある。事前に目標設定をしておけば、各単元の終わりには、自分の設定した目標をどの程度実現できたかを学生が自己評価することもできる。

共同学習の活動では、グループをどう編成するかも重要な問題である。たとえば、到達度の高い学生と低い学生のバランスを保たなければならない。到達度の低い学生ばかりのグループを作ってしまうと、そのグループがタスクを完成できず、チームの得点なり、賞品なり何の報酬も得られないことにもなりかねない。こうなると、学生たちはやる気をなくし、タスクに参加しなくなってしまう。さらに、到達度のバランスのとれたグループでは、学生が互いに教えあう環境を作ることができる。

最後に、チームへの帰属感を育てることも、特に共同学習の活動を使い始めた初期の段階では忘れてはならない。学習共同体を作り出す努力は時間の無駄にはならない。それは外国語教育の目標の一つであるとともに、後のチーム活動を円滑に行う下準備となり、長い目で見ればより大きい進歩につながるからである。

#### 6 おわりに

共同学習は、多くの教科、さまざまな環境で、その有効性を示してきた。言語教育にとっての利点も明らかである。学生同士のやり取りが増え、より楽しい学習環境が得られ、個人的競争に起因するストレスや否定的感情が軽減される。さらに、共同学習によって得られる学力は、競争によるものに劣るということではなく、むしろより高い結果となることが研究により明らかになっている(Slavin, 1980)。共同学習は、今後、言語教育の中で重要性を増していくことであろう。日本において共同学習の果たす役割がどのくらい大きいものになるかはまだ未知数であるが、テクニックのひとつとして使われるにしても、授業案作りとカリキュラム・デザインの基礎となる哲学として受け入れられるにしても、無視できない貴重なリソースであることは間違いない。

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#### Will it be useful for my needs?

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username: cddemo

password cddemo

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/pub/cobuild\_direct\_userguide.ps

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# The Structural Approach: New Tools for Teachers

by Spencer Kagan & Miguel Kagan  
*Kagan Cooperative Learning*

## Introduction

The basic premise of the structural approach to cooperative learning is that there is a strong relation between what students do and what students learn. That is, interactions in the classroom have a profound effect on the social, cognitive, and academic development of students. The construction and acquisition of knowledge, the development of language and cognition, and the development of social skills are largely a function of the situations in which students interact. In fact, students learn more from what they do than from what they are told.

For this reason, a major direction of the structural approach has been to distinguish and label classroom interaction sequences and to analyze them in terms of their effects on the students. In this way we provide teachers with the tools necessary to direct the interaction of students to produce a range of learning outcomes. We have found it relatively easy for teachers and students to learn social interaction sequences, called *structures*. Because these structures have different learning outcomes, the teacher who knows and uses a range of structures can efficiently produce specific academic, cognitive, and social outcomes among students.

We think of these structures as tools in a teacher's toolbox. When it is time to build learning experiences, teachers in the structural approach pull from their toolbox the appropriate structure or set of structures to create the predetermined learning outcomes. Mastery in the use of structures includes an understanding and manipulation of the elements of structures, as well as an understanding of how to combine structures to create the sequences of activities we know as lessons. Knowledge of a range of structures empowers teachers to provide richer learning experiences for their students.

## Why Use Different Structures?

Cooperative learning structures are quite in contrast to traditional classroom structures. Let's take a common objective to see how. We want to ask our students some comprehension questions about a story they just read. Traditionally, we would use Whole-Class Question-Answer: (1) the teacher asks a question; (2) students who wish to respond raise their hands; (3) the teacher calls on one student; (4) the student attempts to state the correct answer; (5) the teacher responds to the student's attempt.

Whole-Class Question-Answer, however, is but one possible way to structure comprehension ques-

tions. A teacher versed in many structures might instead use the cooperative structure, Numbered Heads Together: (1) In teams of four, students number off so that in each team there is a 1, 2, 3, and 4; (2) the teacher asks the question; (3) the teacher tells the students to "put their heads together" to discuss the topic and to make sure everyone knows the answer or has something to share; (4) the teacher randomly calls a number (1, 2, 3, or 4) and the students with that number responds.

There is a dramatic difference in outcomes if a teacher chooses Numbered Heads Together rather than Whole-Class Question-Answer. After the question is asked, in each team all students actively discuss the question. Students who know the answer or have something to share are motivated to share with teammates because they know they may not be called on, but one of their teammates will be. Teammates who didn't understand the question, don't know the answer, or don't have anything to share are motivated to listen intently because they know that their number might be called and they will be held accountable for sharing what the team discussed. In other words, in Numbered Heads Together, all students are active participants.

In Whole-Class Question-Answer, only the motivated need participate; the only interaction among students is competitive. Students compete for the attention and praise of the teacher. There is negative interdependence among students: as one student is called on, the others lose their chance to be called on and a failure to give the desired response increases the chances for other students to receive attention and praise. Students learn that another student's failure increases their own chance for recognition and they begin to hope for the failure of their classmates, creating peer norms against achievement.

In Numbered Heads Together, not only are all the students actively involved, but their interaction is cooperative. Positive interdependence is built in. If any student knows the answer, the ability of each student to answer is increased. Individual accountability also is built into the structure because all the helping is confined to the heads-together step. Students know that once a number is called, there is no more helping; each student is on his or her own.

By comparing a cooperative structure to a traditional competitive structure, we see the advantage of the cooperative structure. The structural approach to cooperative learning provides numerous structures, each effective for reaching different classroom objec-

Table 1: Whole-Class Question-Answer vs. Numbered Heads Together

Structure	Steps	Characteristics
<b>Whole-Class Question-Answer</b>	<ol style="list-style-type: none"> <li>1. Teacher asks a question.</li> <li>2. Students raise hands.</li> <li>3. Teacher selects a student.</li> <li>4. Student answers.</li> <li>5. Teacher responds to answer.</li> </ol>	<ul style="list-style-type: none"> <li>• Unequal participation</li> <li>• Not all participate</li> <li>• One person in the class talking at a time</li> </ul>
<b>Numbered Heads Together</b>	<ol style="list-style-type: none"> <li>1. Students number off.</li> <li>2. Teacher asks a question.</li> <li>3. Students discuss question.</li> <li>4. Students respond when number called.</li> </ol>	<ul style="list-style-type: none"> <li>• Equal participation</li> <li>• All participate</li> <li>• Individual accountability</li> <li>• Students discuss questions simultaneously</li> </ul>

tives. For example, the simultaneous interaction during Numbered Heads Together is quite in contrast to the sequential interaction in Whole-Class Question-Answer; rather than one student responding, when a question is posed, all students interact (see Table 1).

#### Domain of Usefulness

Different cooperative structures are better for some outcomes than others. Let's contrast Team Discussion and Three-Step Interview. Let's say the objective is for each student to share his/her reaction to a poem. The teacher simply could have the teammates in each team discuss the poem, that is use of the structure Team Discussion. But since this teacher is fluent in the structural approach she knows that each structure has its domain of usefulness, and that Team Discussion is not the best structure for the job. She knows that there are many structures to choose from, and for her objective a Three-Step Interview would work better than a Team Discussion. Let's examine why.

#### The structure

Team Discussion is composed of two steps: (1) The teacher tells the class what they are to discuss in teams; (2) students discuss the topic in teams. (In the example, teammates discuss the poem.)

Three-Step Interview is a structure composed of three steps: (1) Individuals interview partners; students split into two pairs within the team of four, and in each pair there is one interviewer and one interviewee; (2) the interviewee and interviewer in each pair switch roles and repeat the first step; (3) the team does a Roundrobin in which each member shares with teammates something she learned from her partner. In this case, students interview each other on their reaction to the poem, and share with the team his/her partner's reaction.

Let's compare the two structures to see why the teacher chose Three-Step Interview. In a Team Discussion, there is no individual accountability; students do not have to share what they have heard. Because they know they will not be held accountable for what they have heard, students may not listen to

Table 2: Team Discussion vs. Three-Step Interview

Structure	Steps	Characteristics
<b>Team Discussion</b>	<ol style="list-style-type: none"> <li>1. Teacher introduces a topic.</li> <li>2. Students discuss the topic in teams.</li> </ol>	<ul style="list-style-type: none"> <li>• Unequal participation</li> <li>• Not all participate</li> <li>--No individual accountability</li> <li>- 1/4 of class talking at a time</li> <li>• Off-task talk</li> </ul>
<b>Three-Step Interview</b>	<ol style="list-style-type: none"> <li>1. Individuals interview partners.</li> <li>2. Individuals interview partners. (Students reverse roles.)</li> <li>3. In turn, each student shares something with their team (Roundrobin).</li> </ol>	<ul style="list-style-type: none"> <li>• Equal participation</li> <li>• All participate</li> <li>-- Individual accountability</li> <li>-- 1/2 of class talking at a time</li> </ul>

Table 3: Overview of Selected Structures

Structure	Brief Descriptions	Functions	
		Academic	Social
<b>Three-Step Interview</b>	<b>Teambuilding</b>		
	Students interview each other in pairs, first one way, then the other. Students each share with the group information they learned in the interview.	Sharing personal information such as hypotheses, reactions to a poem, conclusions from a unit.	<i>Participation; listening.</i>
<b>Comers</b>	<b>Classbuilding</b>		
	Each student moves to a corner of the room representing a teacher-determined alternative. Students discuss within comers, then listen to and paraphrase ideas from other comers.	Seeing alternative hypotheses, values, or problem-solving approaches.	<i>Knowing and respecting different points of view; meeting classmates.</i>
<b>Match Mine</b>	<b>Communication Building</b>		
	Students attempt to match the arrangement of objects on a grid of another student using oral communication only.	Vocabulary development	<i>Communication skills; role-taking ability.</i>
<b>Numbered Heads Together</b>	<b>Mastery: Practice &amp; Review</b>		
	The teacher asks a question, students consult to make sure everyone knows the answer, then one student is called upon to answer.	Review; checking for comprehension; knowledge; comprehension.	<i>Tutoring.</i>
<b>Think-Pair-Share</b>	<b>Concept Development</b>		
	Students think to themselves on a topic provided by the teacher; they pair up with another student to discuss it. They then share with the class their thoughts.	Generating and revising hypotheses; inductive reasoning; deductive reasoning; application.	<i>Participation; involvement.</i>
<b>Roundtable</b>	<b>Info Exchange: Within Teams</b>		
	Each student in turn writes one answer as a paper and pencil are passed around the group. With Simultaneous Roundtable, more than one paper is used at once.	Assessing prior knowledge; practicing skills; recalling information; creating cooperative art.	<i>Teambuilding; participation of all.</i>
<b>Blackboard Sham</b>	<b>Info Exchange: Between Teams</b>		
	A student from each team goes to the board and writes an opinion, solves a problem, or shares other information. Usually there is a predetermined place at the board for each team to record its answers.	Sharing information; contrasting divergent opinions or problem-solving strategies.	<i>Classbuilding; participation of eight times as many as the traditional class.</i>



each other and may get off-task. In some teams all the individuals may be talking while none are listening. In Team Discussion, there may be very unequal participation; one student may do most or even all of the talking. Further, at any one moment, if one person at a time is speaking, only one-fourth of the class is involved in language production.

In contrast, in a Three-Step Interview, each person must produce and receive language about equally. Also, there is individual accountability for listening; in the last step each student is held accountable for sharing what he or she has heard in the interview.

Further, for the first two steps, students interact in pairs, so one-half rather than one-fourth of the class is involved in language production at any one time, doubling the amount of active participation (see Table 2).

If the objectives of the teacher in this case are developing language and listening skills as well as promoting equal participation, a Three-Step Interview is better suited than a Team Discussion. However, it won't always be better to do a Three-Step Interview than a Team Discussion. If the scenario had been different and the teacher's objective was to get the group to think together, brainstorm, or reach consensus, a Team Discussion would have been the better of the two structures.

Thus, the choice of one structure over another can have profoundly different outcomes. The appropriate structure is chosen according to the objective at hand. As we use structures, we learn their domains of usefulness. Becoming aware of the effects of different structures, we as teachers can intelligently choose appropriate structures and design lessons which efficiently reach our objectives.

The most important considerations when determining the domain of usefulness of a structure are:

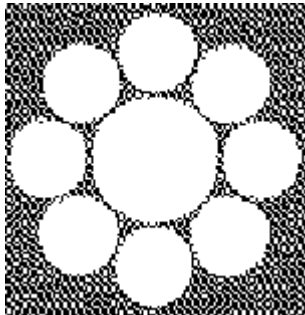
1. What kind of cognitive development does it foster?
2. What kind of social development does it foster?
3. Where in a lesson plan does it best fit?
4. What kind of curriculum does it best deliver?

There are dozens of structures and variations on structures. This variety of structures is necessary because there are so many objectives in a classroom, and each structure is more efficient at reaching some objectives than others. In the structural approach, structures are categorized by their primary function. In the basic book on the structural approach, *Cooperative Learning* by Spencer Kagan (1993) close to 100 structures are identified. An extensive chapter on each of the following types of structures is provided: Classbuilding, Teambuilding, Communication Building, Information Sharing, Mastery, and Higher Level Thinking. Many structures are multi-functional and

can be used for a range of outcomes. A list of sample structures and their functions is provided in Table 3.

### Teacher Training

Training in the structural approach to cooperative learning has evolved over the years. We presently divide training into five levels, each of which is presented in a week-long institute. Institutes are conducted across the United States and Canada. Most trainees take only one institute a year, some take two. Because the institutes build on the knowledge and skills of prior institutes, they have prerequisites. [Editors' note: Teachers interested in receiving more information on Kagan's training institutes are invited to write to Kagan Cooperative Learning at the address found in the Annotated Bibliography.]



### Benefits for Students and Teachers

The structural approach offers a number of benefits to students. Embedded in each structure are specific learning potentials. For example, in a Three-Step Interview, students learn interviewing skills while they learn the content. During 4-S Brainstorming, students acquire a model of generative cognitive activity while generating ideas related to their content. Students report a love for the structures in part because of the variety they afford, and in part because the structures afford students a relatively equal opportunity for all to become active participants in their language development and construction of knowledge.

Teachers report the structural approach makes implementation easy. They don't need to worry about how to implement abstract principles because the basic principles are built into the concrete structures. Further, the structures become an objective curriculum for teachers: Teachers know which structures they have learned, and which they have not. They know that without a great deal of effort at any time they can add an appropriate new structure to meet their teaching objectives.

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## Tim Falla

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Location: Kokusei Junior College (North entrance)

Address: Minami 4 Nishi 17, Sapporo, 064

Contact: Torkil Christensen (0 1 1-737-7409); Ken Hartman (0 1 1-584-4854)

### SENDAI JALT October 25 (Tues) 7:00 - 8:30 pm

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Address: 3-27-5 Asahigaoka, Aoba-ku, Sendai

Contact: Kazuko Honma (022-273-1082) Chris Huston-Seki (022-273-8345)

### NAGOYA October 26 (Wed) 6:00 - 7:30 pm

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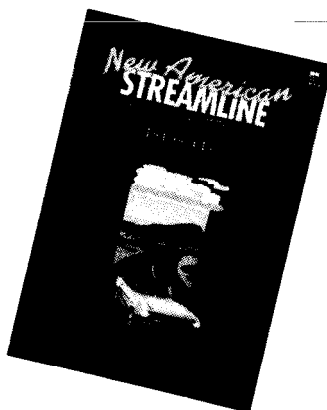
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# Group Investigation and Second Language Learners

by Yael Sharan  
*Israel Educational Television Center*

How do you know when you're in a cooperative classroom? You'll see students clustered in pairs and in small groups, conducting discussions about some aspect of their school work. Two, three, or four students face each other, exchange ideas and information, and help one another with their work. This is in marked contrast to the traditional classroom, where the teacher is often engaged in the "business of emceeing" (Moffett & Wagner, 1983) and feels obligated to do most of the talking. Obviously, the amount of time available for oral interaction among students is dramatically increased in the cooperative classroom (Coelho, 1992; Sharan & Sharan, 1992).

If the cooperative classroom you're observing is engaged in learning English as a second language, you'll notice that students have ample opportunities to practice talking in small groups. In no way is this idle talk. Cooperative tasks set many different purposes for talking: students talk about what they are studying, ask one another for clarification, offer explanations, share factual knowledge and feelings, relate to one another's ideas, and otherwise use language in a meaningful context.

Generally teachers initiate cooperative learning by tightly structuring the interaction among group members. With time and practice, as students and teachers grow more skilled, they adopt more diverse and complex cooperative procedures that expand the opportunities for genuine interaction among students.

One such procedure is Group Investigation. When teachers add Group Investigation to their repertoire, they offer their students the opportunity to use all the communication and social skills developed in more structured cooperative learning methods while investigating a topic of their choice.

## What is Group Investigation?

A Group Investigation project begins when the teacher presents the class with a challenging, multi-faceted problem, and invites the students to plan how to find out what is entailed in solving the problem. The class then follows a basic outline of six stages:

1. The class breaks the general problem down into subtopics. Students form research groups based on the subtopic of their choice.
2. Groups plan their investigation. They plan what they will study, what resources they will use,

- and how to divide the work among themselves.
3. Groups carry out their plans. They locate information from a variety of sources, organize and record the data, report their findings to their groupmates, discuss and analyze their combined findings, determine if they need more information, and interpret and integrate their findings.
4. Groups plan their presentations to the class. Presentations are both instructive and appealing, and are conducted in a variety of ways.
5. Groups make their presentations. After each presentation the "audience" evaluates the clarity, appeal, and relevance of the presentation.
6. The teacher and the students evaluate the Group Investigation project. Evaluation can take many forms, such as a classwide test to which each group contributes 1 or 2 questions, a joint newspaper or album that represents all groups' findings, or a joint interview of an expert in the general problem.

Throughout the process, the teacher helps groups maintain the social and academic skills that make it possible to investigate a topic in groups (Miel, 1952; Sharan, Y., 1994; Sharan, Y., & Sharan, S., 1992, 1994a, 1994b; Thelen, 1981). In Group Investigation there is a significant shift of responsibility for learning from the teacher to the students. The teacher is no longer the sole organizer of the topic for study. The students take an active part in choosing topics for study, identifying and electing sources of information, and deciding on ways to organize, interpret, and summarize their findings. Group Investigation maximizes opportunities for students to:

- i search for answers in a variety of sources
- i cooperate in planning what and how they will investigate
- i interpret their findings in light of their personal experiences and prior knowledge
- i communicate with their peers in a constant exchange of plans, information, and ideas

At all stages of the investigation, group members discuss their work with one another. During these discussions they clarify, expand, and modify their understanding of the material they study. They help one another, share ideas and information, and work together to achieve their common goal.

### Group Investigation for Second Language Learners

Before introducing Group Investigation teachers have to weigh several factors, with emphasis on the needs of second language learners:

- i The students' ability to plan and study together
- i The problem suitable for investigation
- i Availability of resource material
- i Possible questions for investigation

*Students' ability to plan and study together.* Can the students participate in group discussions? Do they have the vocabulary required for cooperative planning, sharing information, evaluating resources, and so forth? Teachers should design short-term cooperative learning tasks that provide students with the necessary practice in these skills. In order to facilitate their discussions as they carry out these tasks, it is helpful to prepare, with the students, a list of appropriate gambits (Coelho, 1992; Winn-Bell Olsen, 1992), such as: "What did you learn from...?" "Would you explain that, please?" "This point is interesting because..." "Let me tell you what I read about..." The list is extended as the students gain proficiency in this type of conversation.

Observing students as they carry out these tasks provides teachers with the information needed to make two major decisions: (1) How long should the investigation be? One class period? Two periods? A week? (2) How much responsibility should students have for determining the content and process of the investigation? At first, the teacher may provide students with several questions to guide their investigation. In that case, the groups' choice would be limited to deciding how to divide the work among its members. With time and practice groups exercise more choice about what they investigate.

*The problem for inquiry.* The general problem put to the class should be both challenging and stimulating, one that invites genuine inquiry. It is often part of the curriculum, or it may originate in a timely issue. If the teacher chooses to have students conduct a short-term inquiry, the problem will have to be of limited scope, so that students can complete their inquiry in the allotted time. It might also be related to a subject the students are familiar with, such as a particular holiday or rock singer. The general problem may then be: What are the different ways of celebrating this holiday? Or: How have one rock singer's songs changed over the years?

In a class of second language learners the problems should be ones that students have the vocabulary to discuss and read about. It may be helpful to teach students in advance the special terms that they will encounter in their reading.

*Availability of resource material.* The choice of the general problem is closely linked to the availability

of resource material suited to the students' reading ability. If reading material at the suitable level is scarce, other sources may be used, such as experts whom students can interview, films and videos they can view more than once, site visits when appropriate, tapes, and so on.

*Possible questions for investigation.* After the teacher determines the general problem, the length of the investigation, and the availability of resource material, it is the students' turn to formulate the questions that will make up the substance of their investigation. There is no set number of questions that students must ask. If the investigation is to be a limited one, the teacher may ask each group to write down only one or two questions. Students may be invited to work in pairs, in order to help one another formulate their questions.

An effective aid to formulating questions is the "Q-Dial" (Wiederhold, 1991). This is a tagboard dial with "prompts," such as: "Who might?" "What can?" "How might?" "Where would?" Group members take turns spinning the dial. When the dial lands on a prompt, the student writes it down and then thinks of a question that begins with that word-pair. When the teacher feels the class has had sufficient practice with the Q-Dial, he or she may have the class formulate questions on their own, again asking pairs to work together and help one another.

Teachers can design different ways of carrying out the basic guidelines of Group Investigation, so that the students experience the benefits of interaction and investigation at levels of complexity suited to their language abilities.

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# Jigsaw Tasks in the Second Language Classroom

by Elizabeth Coelho  
North York Board of Education

This article discusses the value of cooperative learning in general, and the Jigsaw technique in particular, in the second language classroom. A model for classroom implementation is described.

## The Value of Cooperative Learning in the Second Language Classroom

A primary requirement for second language acquisition is the provision of opportunities for frequent, extended, and purposeful interaction in the target language.

Krashen's "comprehensible input" hypothesis (1982) states that second language acquisition occurs when learners are exposed to large quantities of meaningful input. Among the characteristics of "optimal input" described by Krashen, is a focus on the message rather than the language itself: "the best input is so interesting and relevant that the acquirer may even 'forget' that the message is encoded in a foreign language."

According to Swain (1986), input alone is not sufficient for language acquisition; it is necessary also for learners to have an opportunity to produce "meaningful output." Therefore, opportunities for genuine two-way communication in the target language are essential. When the students in a class represent several levels of proficiency in the target language, peer-mediated learning (through small group work) may be one of the most important ways of providing "comprehensible input" at the required level for each learner, and of providing opportunities for them to produce "comprehensible output."

Long and Porter's survey of recent research on group work in second language classrooms (1985) also provides a strong psycholinguistic rationale for the use of small-group and pair work in the second language program. The survey not only supports the role of comprehensible input and output in second language acquisition, but also demonstrates the value of interlanguage talk between non-native speakers. This finding is especially important, since "common-sense" beliefs often hold that such interaction must be inferior to interaction with native speakers, and that learners will reinforce or compound each other's errors. In fact, learners engaging in interlanguage talk with other second language learners do not acquire or reinforce each other's interlanguage errors; indeed, "the level of accuracy in unsupervised groups has been found to be as high as that in teacher-monitored, lockstep work."

Cooperative group work provides a structure for organizing purposeful, task-oriented communication that provides both comprehensible input and oppor-

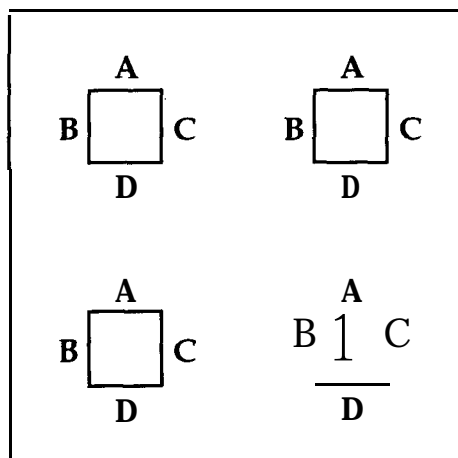
tunities to produce comprehensible output. The task to be completed or the problem to be solved is the students' main focus, but the information-sharing and discussion process assists students in acquiring more of the language and refining their language skills.

## The Value of Jigsaw in the Second Language Classroom

"Information-gap" activities for pairs and small groups are often used to promote talk in the second language classroom. For example, some activities provide one student with information that the other(s) need(s). However, such activities may not provide all participants with equal roles and equal opportunities for oral production. It is necessary, therefore, to design genuine two-way tasks that give all participants information of equal value; the need of all participants to understand the information that others have involves greater use of negotiation strategies to support mutual comprehension (Pica, 1987). The Jigsaw strategy, a cooperative method of organizing the classroom and the learning materials devised by Aronson and colleagues (1978) distributes information of equal importance among group members, who must work together to synthesize the whole, or to solve a problem. This strategy, therefore, is especially appropriate in the second language classroom.

An additional benefit of the Jigsaw technique is that teachers can provide texts or information sources at different levels of difficulty, as described in "Industrial Accident" below. This is especially useful when the learners represent a wide range of proficiency in the target language.

Figure 1: Jigsaw Groups



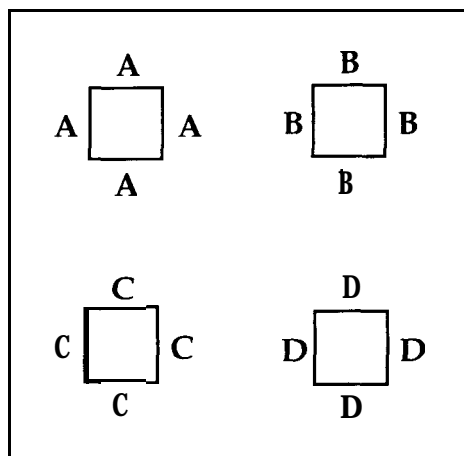
### How to Organize Jigsaw Activities

**Grouping and division of the task:** Groups of four are the most flexible, because students can sometimes work in pairs and then share information with the other pair in the group. Groups larger than four reduce the amount of talk time available to each student, and some of the shy students may find larger groups intimidating. Each group should, as far as possible, represent the range of proficiency in the target language that is represented in the class as a whole.

Figure 1 illustrates the dynamics of Jigsaw groups. In the diagram you see four Jigsaw groups. Each letter represents a different topic or subtopic. All students represented by the same letter or other symbol of identification will receive the same assignment.

Students who are assigned the same topics regroup into expert groups based on their topic. Figure 2 shows what the expert groups look like:

Figure 2: Expert Groups



**Working in the expert groups:** Students work together on their section of the material, complete some comprehension exercises, perhaps take a quiz on their section of the material, and rehearse the material for presentation in their original Jigsaw groups. The teacher circulates from group to group, discussing and checking their responses to the questions, and assisting students to help each other to prepare for the oral presentation.

**Working in the Jigsaw groups:** When all groups feel that they really know their material and are ready to share the information, the students regroup into their Jigsaw groups. Each student tells the other members of the Jigsaw group what he/she knows about the topic.

After students have shared information with each other in the Jigsaw groups, they need direction and motivation for discussion. The teacher can provide a set of questions to guide the discussion. At least

some of the questions should involve inferences and opinions.

After information-sharing and discussion in the Jigsaw groups, the groups have an opportunity to review the material before taking a quiz (they might do a practice quiz together, before taking an individual quiz). The quiz is based on the content and vocabulary of all the readings and the discussion in the Jigsaw groups. Students may be assigned additional written tasks to do in a group or individually.

### Industrial Accident: A Model Jigsaw Unit

What follows is a detailed, sequenced outline of the steps in creating and using Jigsaw units effectively in the second language classroom, using "Industrial Accident" as a model. This is a unit for adolescent and adult learners of English as a Second Language in North America, and is based on details from a newspaper report of an industrial accident (Coelho, 1991; Coelho, Winer, & Winn-Bell Olsen, 1989).

**The texts:** Four statements are written about an industrial accident. The four statements are given by the victim, his supervisor, the union official, and the Safety Engineer. The statements are different in perspective and purpose. For example, the Safety Engineer is anxious to exonerate the company and herself, whereas the union official is very critical of working conditions and safety standards at the plant. The statements are written at different levels of linguistic complexity to accommodate the different levels in the class. Visual support is provided in two diagrams, showing the scene before and after the accident (see pre-reading activities, below).

#### Pre-reading activities:

- In their Jigsaw groups, students discuss questions related to the content of the text, such as: Find out what jobs everyone has/had/would like to have. Share some of the problems you or your friends and relatives have had at work. What do you know about accident insurance on the job? What laws or regulations do you know that relate to working conditions and pay?
- The title "INDUSTRIAL ACCIDENT" is written on the board, and students are asked: *What do you think this Jigsaw unit is going to be about?* All guesses should be accepted, without comment on their accuracy. Accuracy is unimportant. What is important is that students approach a reading task with some prior expectation, which they will confirm or revise as they read the text.
- A transparency of the illustration (Figure 3) is projected, with the instruction: *Look at the diagrams. What do you think happened?* The groups discuss this question for a minute or two; then individual students are selected to report their groups' ideas.

Figure 3: Pre-reading Activity

## Industrial Accident

Diagram 1

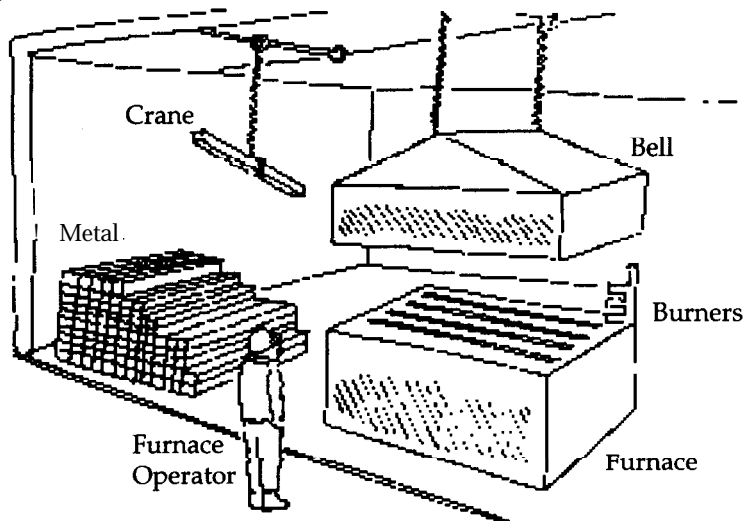
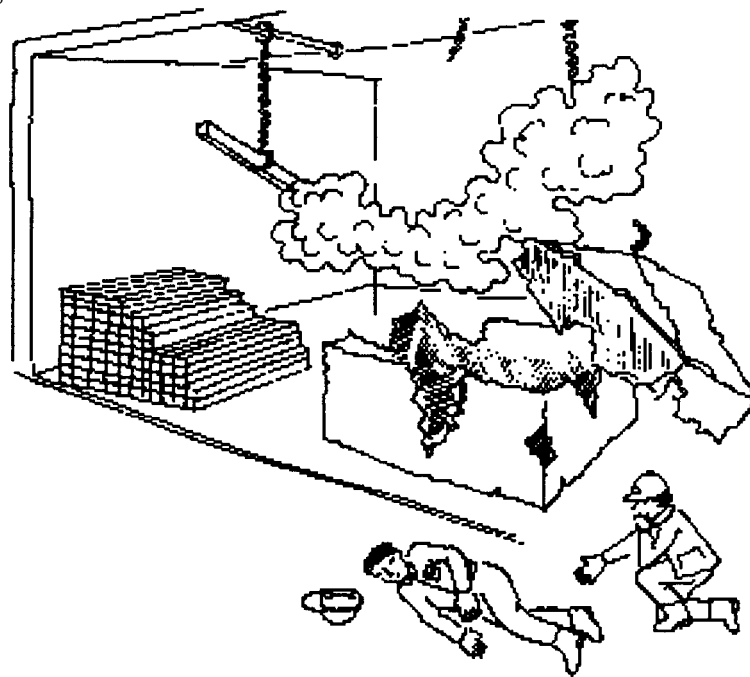


Diagram 2



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- Each group receives a copy of the illustration page, and discusses these questions: *Look at the title — What is this story about? Look at the illustration — What do you think happened?*
- Students regroup in expert groups, as described above. Each group is assigned a different text; each student in the group has an individual copy.



- i The next instruction is: *Read only as far as necessary to find out who is telling the story about the accident*. Students need to know that the really effective reader reads no more than necessary to fulfill a specific purpose. The four introductory paragraphs give almost the same information:

**TEXT A:** *A month ago there was an accident at the Adams Metal Company. The furnace operator, Daniel Vretanos, was hurt in the accident. This is his statement about what happened on the day of the accident.*

**TEXT B:** *A month ago there was an accident at the Adams Metal Company. The furnace operator was seriously injured. The workers' union sent an investigator to find out what happened; this is his statement.*

**TEXT C:** *A month ago there was an accident at the Adams Metal Company. The furnace operator was seriously injured. The company's Safety Engineer investigated the cause of the accident. This is her report.*

**TEXT D:** *A month ago there was an accident at the Adams Metal Company. The furnace operator, Daniel Vretanos, was seriously injured. This is the statement by his supervisor about what happened on the day of the accident.*

- i The teacher writes the names and roles of each person telling the story on the chalkboard, explains the roles, and asks the students: *Do you think all these people will have the same point of view about the accident? What point of view do you think your text will have?*
- i In their groups, students are encouraged to make some guesses about the meanings of unfamiliar words (e.g. *investigated*); they will confirm or revise their guesses as they read the rest of the text.

#### *Guided reading of the text:*

- i Skimming for the main idea: Students now make some guesses about the cause of the accident. Then they skim their texts to find out if their predictions were accurate. The teacher circulates to check that the students in each group are skimming --- reading quickly for the main idea, not stopping over difficult vocabulary or trying to memorize details.
- i Reading for details: This question is on the chalkboard to guide the second reading of the text: *Can you decide from the information in your text who is to blame for the accident?* Students check the details in their texts and discover that they need more information in order to decide this. They will get this later from the other members of their Jigsaw groups.
- i Students work on reading and vocabulary exercises designed to encourage students to refer back to the text, to locate specific information, to

make guesses about word meanings, to develop inferences, and to evaluate the information in the text.

#### *Post-reading:*

- i By now, the students have good comprehension of their material. The teacher has been able to circulate from group to group helping and guiding them through the exercises.
- i When the exercises have been checked and corrected, each expert group makes up four or five comprehension questions on their text. They will use these questions later in the Jigsaw group to check that the group members have understood the main points in the presentation.
- i In their expert groups, students have an opportunity to prepare an oral presentation of the main points. The teacher visits each group to make sure that they have selected the main points and can speak about them without reference to the text.
- i The teacher encourages students to rehearse aloud to each other, and indicates how they can help each other. A strong sense of cooperation and a lot of peer-tutoring on language use should be encouraged.
- i When all the expert groups feel ready to share the information, the class regroups into the Jigsaw groups.
- i Students now take turns telling each other about their texts.
- i The teacher circulates from group to group, emphasizing that they should ask each other questions to make sure all understand the content of each text.
- i As each student finishes a presentation, comprehension questions developed in the expert group are administered to Jigsaw group members.
- i The presenter collects the answers as soon as they are completed, and problems are clarified before the next person makes a presentation.
- i Directed discussion: Students compare the information in the four statements to decide on the probable cause of the accident, and who (if anyone) is to blame. Students report back to the class on their group findings and on the reasoning behind their conclusions. In this unit, there is a strong emphasis on cause-and-result statements. To help learners with them, a list of useful expressions is posted: *because (of)...*, *as a result (of)...*, *so... that...*, etc.
- i Each group also makes recommendations on what the company and its workers should do to

prevent accidents in future. This involves the use of "should," "ought to," "it would be a good idea to.." as well as other ways of making suggestions and recommendations.

- Vocabulary development: Students are given a list of words which appear in some of the texts. Each student in the Jigsaw group has some of the words in the text, and has practiced them in the expert group. Now the students are instructed to explain the words to each other in the Jigsaw group, using contextually-based examples from their texts. This is taken up with the whole class, and a cloze-type vocabulary exercise may follow.

#### Evaluation:

- Quiz: The quiz tests comprehension of the main points in each presentation; it includes an open-ended question based on the group discussion. This component should be marked only for comprehension and reasoning. There may be a cloze passage to test application of new vocabulary. A sentence completion or sentence combining task may test application of cause-and-effect expressions. Students may be required to make recommendations using the patterns practiced in the group discussion.
- Debriefing: If this is the first Jigsaw unit for the class, there should be a discussion and evaluation of the group process. After receiving their individual evaluation marks for the quiz, the Jigsaw groups brainstorm these questions and write a group response:

*How could we improve our group mark on the quiz?*

*How could we make sure that everyone in our group understands each other?*

*What do our best teachers do to explain something or help us to understand?*

*What responsibility do we have as listeners?*

The responses are posted on a chart in the classroom as a reminder to students that these are strategies and attitudes which will be effective in class, and which are valued by the teacher.

**Follow-up activities:** In order to apply this unit to real-life situations, useful real materials include some forms and information booklets for Workers' Compensation and Unemployment Insurance benefits. Students scan the booklets to find specific information which could apply to the case of the injured worker in this Jigsaw unit. They can also practice filling in some of the forms for this worker. In order to do this effectively, they must invent some details about the worker's family life and financial situation: number of dependents, normal weekly wage, etc.

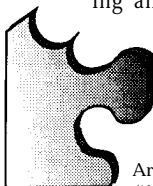
Other writing tasks may include a letter from the employer to the worker, wishing him a speedy recovery (but admitting no responsibility), a letter from his wife to the children's teachers, explaining their absence from school for a few days, a list of safety rules for the factory (using *must*, *may not*, etc.), or a letter from a fellow-employee to the injured workmate, describing events at the factory since the accident (using present perfect tense: *things have changed around here, they have closed the furnace-room, they have repaired the burners*; or, for a more advanced group, some passive constructions: *some changes have been made around here, the furnace-room has been closed*.)

#### Conclusion

Is it really worth the extra effort to organize students into such carefully structured groups? Is it really worth spending so much time researching/adapting/creating material? At first glance, this does look like a lot of work. However, the work can be shared; the best approach is for teachers to work together as a cooperative writing team. The teachers can divide the labor and write one text each, or be responsible for developing one set of a particular kind of exercise.

An important "payoff" for the extra work involved is that the role of the teacher changes significantly, from agent of control and disseminator of all knowledge to that of catalyst and adviser. Contrary to many teachers' fears, the students become more task-oriented in a cooperative learning situation where they have more control over the material and their learning of it. In a well-organized cooperative classroom, students take on a lot of the responsibility for the classroom activities, freeing the teacher to give individual attention where needed. Also, in a well-organized cooperative classroom, everyone (including the teacher) has a lot more fun!

The wealth of evidence that interaction is a key ingredient of language learning, and that cooperative learning is one of the most effective models of teaching and learning in use today, should encourage all language teachers to incorporate cooperative Jigsaw activities as a major component of their curriculum.



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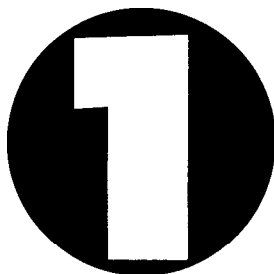
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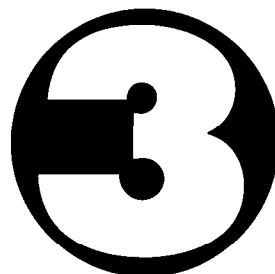
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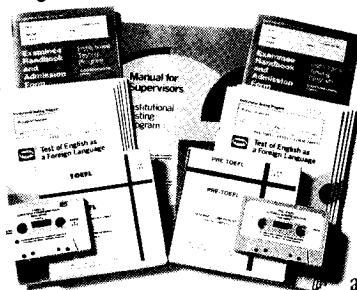


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# Cooperative Learning

## Using Commercially Available Materials

by Steve McGuire  
Nagoya University of Arts

We are all aware of the many obstacles to teaching English effectively in Japan. Among these are large classes that meet relatively infrequently, shy students who are unused to speaking and who are reluctant to do so for fear of making mistakes in front of their peers or, perhaps worse, showing them up, a lack of a curriculum for the various part-time teachers to follow, and low attendance. Teachers are always looking for ways to make the best use of limited class time, and cooperative learning seems to be a good way to get students communicating in English. However, getting from theory to practice can be a difficult step.

In this article, I will discuss my experiences adapting ELT materials available in Japan as cooperative lessons, specifically focusing on each of the five essential elements of cooperative learning, as discussed by Johnson and Johnson earlier in this issue. Although it can be used with any materials, for my first full-scale attempt at using cooperative learning, I chose a relatively new set of activities called *TALK* (Andrews & Junge, 1993). The *TALK* system, while not a perfect fit, seems to lend itself most easily to adaptation to cooperative learning in Japan.

### What is *TALK*?

*TALK* is designed as a self-directed learning system in which students in pairs or small groups perform a variety of communicative language activities based on a series of B5 cards. The cards include Dialog Cards, which provide pictures for students to create stories and dialogues for language practice; Question Cards with questions that match the topics of the Dialog Cards; Character Cards for role plays; Transcription Cards with accompanying cassette tapes; IdeaCue Cards for further free discussion; and Lyric Cards with lyrics for popular songs. Finally, students use Feedback Cards to check each other's mastery of the other cards. Each type of card comes in a variety of ability levels and topics. They can be easily mixed and matched to create coherent lesson plans. Topics range from Health, Travel, and Education to Planet Earth. Also, faculty at Kinjo University has developed evaluation sheets with which students can evaluate themselves and their peers in terms of participation, effort, and performance.

From the start *TALK* seemed ideally suited to a cooperative approach. Some of the concepts of cooperative learning are already present, such as the emphasis on face-to-face interaction and working in

pairs; only a few modifications are necessary to make it a true cooperative learning series.

### The Five Elements of Cooperative Learning and *TALK* *Positive Interdependence*

Perhaps the most important element of cooperative learning is positive interdependence. The lessons must be structured so that a group can only succeed when each individual in a group attains his or her personal goals and helps the others in their group achieve their individual goals. As the Johnsons put it, all students must feel that they "sink or swim together" (McGuire, 1992). The Johnsons identify over a dozen approaches to encouraging positive interdependence, but I will only discuss three of them here: positive *goal* interdependence, positive *resource* interdependence, and positive *identity* interdependence.

In positive goal interdependence, group members work together to reach a group goal rather than an individual goal. This might be achieved by, for example, requiring each member of a group to improve at least five points over a previous score for the group to succeed. Or, once students are comfortable with the idea, the teacher could give bonus points to a group of four that gets a total score of 160 on a 50-point test. This rewards students for helping each other to improve without penalizing them.

Similarly, positive resource interdependence requires students to share materials and information by limiting their access to it. This could be achieved by having one copy of an explanation of a task, or, in the case of *TALK*, one shared Feedback or Character Card.

The type of positive interdependence I especially like to use in Japan is positive identity interdependence, which can be as simple as having the students choose a group name. On the first day of class I randomly put students into groups of four. I have each group choose a group name. Then, each student writes his or her group name, individual name, and student ID number on one piece of paper, which I later use for attendance. Students often come up with creative names such as Monkeys, Sloth, and Yankees. It is best if these groups can stay together for the entire year. But, of course, they can also be broken up for short-term activities as needed. For example, students from different groups working on the same piece of a jigsaw task could master the material together before returning to their base groups.

### *Individual Accountability*

Individual accountability is closely linked with positive interdependence. Even though the students are working as a group, individuals are still held responsible for the material. Not only does this keep them from "riding on someone else's coattails," it also gives more gifted students the chance to shine.

As mentioned earlier, one type of card in the *TALK* system is the Dialog Card. Students look at a set of four related pictures on a card and, at first, simply describe what they see. They then create a story which uses all four pictures. I have them do this in pairs, just as the *TALK* manual suggests. However, I then have them stand up in pairs and tell their story to the other pair in their group, with one student saying the story for pictures one and three, and the second telling the story for pictures two and four. Although students are nervous, they only have to do this for two other people and not the whole class. At the same time, they know that the other pair in their group also has to perform, which relieves some of the pressure. Having them perform and present together creates individual accountability, since they must tell their own parts of the story. An alternative approach is for each student in a pair to tell their story one-to-one to a student from the other pair, and then to switch partners and tell it back. This re-telling gives the listeners a reason for listening.

### *Face to face promotive interaction*

It's difficult for students to feel any group cohesion if they sit far apart or shout at each other across a large table. Therefore, at the beginning of each class, I have students move their chairs into "islands" where they sit together facing their partner in their groups of four. In classrooms with fixed seats where students sit side-by-side in twos or threes, it is difficult to have students sit face-to-face. In this case, one option might be to bring in extra chairs (folding chairs work great), if available, or else to have students stand and face each other for some activities, as I suggested earlier. Although easy to forget, this element of cooperative learning is very important. The success (or failure) of the cooperative activity depends on making sure the students are in their groups, not only mentally but physically as well.

### *Social Skills*

Perhaps the greatest weakness in *TALK*---and something which can easily be overlooked when applying cooperative learning to second language teaching---is the lack of attention to social skills. Students must be taught social skills and given the language necessary to use them, as well as a means for evaluating and tracking their progress. One skill which can be practiced as part of a *TALK* lesson is how to encourage, such as, "Good job," or "Go for it!" Furthermore, even body language, such as showing attentiveness by leaning forward and nodding

can be taught. Another language skill students could practice is clarification requests, in which students ask, "Did you say X," or "Could you repeat that?" After practicing these skills, they can evaluate their success in applying them.

### *Group Processing*

This leads naturally into the final element necessary for a successful cooperative lesson: group processing. The *TALK* system is currently being modified to include the self- and peer evaluation sheets developed at Kinjo University. Students have shown themselves quite able to evaluate and comment on their performance fairly, especially if the teacher stresses that the purpose of the evaluation is not for a grade but to improve performance. These evaluations could be easily modified further to include social skills, how well the group worked as a whole, and whether each group member reached his or her individual goals.

### **Benefits of Cooperative Learning**

Using cooperative groups brings about a number of positive outcomes both for the students and for the teacher. The most important is that the students are using English much more in their groups than they ever could in a traditional teacher-fronted class. This is partly because *TALK* encourages it, but also because they feel less nervous working in smaller groups. There is also greater comfort in knowing they will always be working with the same partners throughout the course.

An additional benefit of adapting any materials to cooperative learning is that, in order for the students to work as independently and successfully as possible, the teacher is required to clearly state the overall goals for the course. The teacher should emphasize that, since the aim of the course is to have the students talking as much as possible, they will have to do most of their interacting with fellow students. While the teacher may not want to refer to the research on second language acquisition and negotiation of meaning, the differences between a traditional teacher-fronted class and a cooperative class can easily be pointed out. In a traditional class of 50, students might interact with the teacher for only one minute in a 90-minute period. In a cooperatively-structured *TALK* class, however, they can potentially speak and interact for almost the entire class. Students come to realize that they can learn from other students and not just the teacher.

While explaining the students' new roles is important, it is critical that the teacher's role also be made clear. Students may regard *TALK* and cooperative learning as some clever new way for the teacher to loaf off while they are doing all the work. The teacher should explain that his or her role is to choose the material to be learned, show the students how to use the materials (in the case of *TALK*, the

cards), answer questions about the content or procedure, and to give the groups feedback on their progress based on their own self-evaluations and on observations made by the teacher during class. The teacher's role is no longer to be the dispenser of all knowledge but to be a facilitator.

Perhaps the greatest benefit I have found in using cooperative groups and *TALK* is that I am interacting much more with the students, and on a more personal level, as I walk around and talk with them in their groups. I can get a much better idea of their progress. At the same time, it is much less overwhelming to deal with twelve groups of four than a mass of fifty students, both on a personal and a classroom level. Even attendance can be easier since it's very easy to see that the Yankees group is missing a member and to ask them who it is. More importantly, students are talking much more, they are showing greater involvement with the materials through more animated discussions and questions to me, and they are spending more time on task.

### Conclusion

Cooperative learning is not a magic method which will make teaching easy and efficient. It takes a lot of work to adapt materials and to adopt a new, perhaps radically different, teaching style. However, in my short experience with cooperative learning, I've felt it to be quite worth the effort.

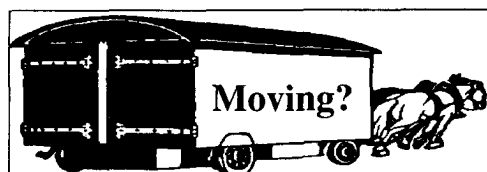
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## *An Interview with Roger and David Johnson*

by David E. Kluge  
Kinjo Gakuin University

On Monday, August 23, I drove to Edina, Minnesota, a suburb of Minneapolis. There I met David and Roger Johnson at David's home, where we talked for three hours about cooperative learning and its future. David Johnson, professor of educational psychology, and Roger Johnson, professor of curriculum and instruction at the University of Minnesota, are well-known researchers, writers, and presenters, and are co-directors of the *Cooperative Learning Center*. Here are parts of that interview:

**TLT:** *I'd like to start out with a short definition of cooperative learning.*

**David:** Officially cooperative learning is the instructional use of small groups to have students work together to maximize their own learning and the learning of their group mates.

**TLT:** *What would you say were the basic elements of cooperative learning?*

**David:** To be cooperative the teacher has to structure five basic elements into the learning situation, or into every learning group. The first is positive interdependence. Students have to believe that it's "we" not "me." They're responsible for each others' learning, and their work isn't finished until everyone in their group has learned and mastered the material. The second is individual accountability. No student gets a free ride, no one just writes down the answers without knowing how to solve the problem. Every student is accountable to their group, to do their fair share of the work and to learn to work hard to learn the material. The third element is promotive interaction. Students need to help each other face-to-face, share, assist, explain, summarize---any way to facilitate or promote each others' learning. The fourth is social skills. A cooperative group---like any team---takes leadership, decision making skills, trust building skills, conflict management skills, and so forth. And the final one is group processing. In order to aggressively and continually improve, a student group needs to track how well they are working together and plan how they could be better tomorrow than they were today.

**TLT:** *Would you say that any so-called groupwork that does not include all five of these elements could not actually be called cooperative learning?*

**Roger:** Yes. We would differentiate between four types of groupings in the classroom. One can be

called a pseudo-group. Students are asked to work together, but they really don't want to, and are resisting and hostile towards the process. Pseudo-groups typically do worse than most individuals would working alone. The second one is what we call the traditional classroom learning group, where students are willing to work together and the teacher seats students together, but gives the group very little structure. These traditional classroom learning groups typically do better than most students in the pseudo-group, though some of the high performance students may be better off alone. The third type is cooperative learning groups. That's where the five basic elements are very carefully and systematically structured into each lesson. Finally, we leave room for an extraordinarily high performance cooperative learning group. Every once in a while a group just kind of goes off the scale and wins the World Series.

**TLT:** *Why adopt cooperative learning?*

**David:** The first reason to use cooperative learning---the primary reason---is a pragmatic one: it works. We've had research on this material since 1897. In that time well over 600 experimental studies and about 150 to 200 correlational studies have been done, and we know a great deal about cooperative versus competitive versus individualistic learning. We have taken this material and reviewed it several times, the most thorough being in the book *Cooperation and Competition*, where we did a series of meta-analyses. On the basis of the meta-analyses, we can say with some certainty that you'll get higher achievement with cooperative learning, greater retention, more frequent use of higher level reasoning strategies, a greater intrinsic motivation to learn, and an overall higher involvement and liking for the instructional situation and the instructional tasks. That's one outcome.

The second is a series of outcomes that involves the domain of interpersonal relationships among the students. Students like each other better when they work in cooperative groups than when they work competitively or individualistically. There is a rare class cohesion, an esprit de corps, that goes across ethnic lines, ability lines, gender lines, and handicap/non-handicap lines. Essentially you just like the people you work with, regardless of differences. Then another part of this is social support. You find greater social support in cooperative learning groups---both personal and academic/professional---than you do in competitive or individualistic situations.



The third group of outcomes we look at concerns psychological health. We can say that students working in cooperative learning groups: (1) are healthier psychologically; and (2) typically have higher self-esteem, are more socially competent, can cope with stress and adversity more skillfully, and so forth.

In the final analysis, these three types of outcomes all interact with each other to achieve better interpersonal relationships and psychological health, so that the more kids work together, the more they like each other. The more they like each other, the harder they work to learn. The more they work together to learn, the more socially competent they become. The more socially competent they are, the more skillful they are at helping each other to learn. So these three types of outcomes form an overall gestalt when they all work together.

**TLT:** *What would you say is the main change in the role of the teacher when cooperative learning is implemented?*

**Roger:** There are several main changes. Certainly one of them is the acknowledgment that it's better if the kids are active---working and talking and interacting with each other---than when the teacher is active.

**David:** I think another way to say that is that the teacher moves from a soloist performer position to orchestra director.

**Roger:** However, it is not quite as simple as moving from soloist to director of the orchestra, which is a practical change. There is a philosophical change that has to occur as well. There's a shift in perspective from teaching to learning, and to say, "O.K., the teaching is only necessary to get the learning started. It's the learning I'm focusing on; it's what the kids walk away with that's important."

**TLT:** *What would you say is the main change in the role of the students?*

**Roger:** [Cooperative learning] is going to require the students to come to class prepared, because you don't want to go into your cooperative group unarmed. It's going to require them to defend their ideas because other people are going to ask questions and seek justification, and maybe even argue another perspective. It's going to require them to think second-level thoughts rather than the superficial first book-answer. It's harder on the student. What the data shows over and over is this positive feeling students have about being challenged and being active in an atmosphere of support and encouragement, rather than one of one-upmanship.

**David:** [You] have to have a double focus as opposed to a single focus. The double focus is on task-work and team-work skills. So while you're learning language there are language skills that you have to focus on---the grammar, syntax, and vocabulary. At the same time you have to focus on the teamwork

skills. Is everybody participating? Is everybody learning? Is everybody pronouncing the words correctly? Are we giving each other good feedback? Are we helping? That's a change of focus that takes students a fair time to learn how to do.

**TLT:** *What other changes do you think need to be made in implementing cooperative learning?*

**David:** We would encourage the teachers to become part of what we call "colleagial" teaching teams. There is a team structure for teachers just as there is a team structure for students.

**Roger:** And the data is equally valid for adults as it is for kids. Furthermore, there is a second powerful step that we discovered a few years ago which says that ... while the teachers are looking at how kids should meet and interact in their classroom, administrators need to look at how teachers are meeting and interacting on their faculty and on their staff.

**TLT:** *In your book Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning, you state that the integrated use of the three goal structure would be effective. [What] would you recommend as a good mix?*

**David:** I think a good mix would be 80% cooperative, 10% competitive, 10% individualistic. But you might change that to 60-20-20 or 60-30-10 depending on the teacher's orientation. The most important thing is that cooperation dominates. That forms the basis for the rest.

**TLT:** *Would time be considered a factor?*

**David:** Yes. I think what the research indicates about time is that there is a sort of U-shaped curve. While the teacher and students are learning the cooperative system, less material is covered, and it's covered more slowly. Once the teacher and students become very good at using cooperative learning, they cover more material faster and in greater depth than they would with the old lecturing format. And many teachers get worried and concerned in their initial slowdown when they and their students are learning the system. But if they stick with it for six months, a year, two years, eventually cooperative learning will prove to be a faster way of teaching.

**Roger:** If you have information that students really need before they engage in serious learning, then you teach it, you lecture it. But it's purposeful to get the students into something that is active, and where they are the actors on the stage.

**David:** Tangentially this relates to one of our favorite emphases in cooperative learning. The purpose of the cooperative group is to make each member a

# An Annotated Bibliography of Cooperative Language Learning

by David E. Kluge, Kinjo Gakuin University  
Christopher Jon Poel, Musashi Institute of Technology

The following annotated bibliography is a concise list of recommended books and articles on cooperative learning (CL). The books are arranged into four categories according to the amount of experience the teacher has with CL. At the end of the bibliographic information for each entry is an indication of the target level of students: elementary school, junior high school, senior high school, junior college/university, general information, or all levels. Finally, a list of newsletters and organizations is provided.

## For Teachers Just Beginning with Cooperative Learning

Dishon, D., & O'Leary, P.W. (1984). *A guidebook for cooperative learning: A technique for creating more effective schools*. Holmes Beach, FL: Learning Publications. 135 pages. An excellent practical book that provides an easy introduction to CL, gives advice on planning your first lesson, and how to implement each of the important elements. The appendix contains many samples of lesson plans and worksheets. Highly recommended. General.

High, J. (1993). *Second language learning through cooperative learning*. San Juan Capistrano, CA: Kagan Cooperative Learning. 130 pages. Applies Kagan's structural approach to EFL/ESL, providing numerous sample lessons and examples. Elementary to senior high school.

Johnson, D.W., Johnson, R.T., Bartlett, J.K., & Johnson, L.M. (1988). *Our cooperative classroom*. Edina, MN: Interaction Book Company. 92 pages. A workbook which guides students to an understanding and appreciation of CL. General.

Johnson, D.W., Johnson, R.T., & Holubec, E.J. (1993). *Cooperation in the classroom* (6th ed.). Edina, MN: Interaction Book Company. 322 pages. A basic textbook for teachers wanting to implement CL in their classroom. Highly recommended. General.

Johnson, D.W., Johnson, R.T., & Smith, K.A. (1991). *Active learning: Cooperation in the college classroom*. Edina, MN: Interaction Book Company. 268 pages. An introduction to CL and practical advice on implementation in post-secondary schools. Junior college and university.

Kagan, S. (1993). *Cooperative learning*. San Juan Capistrano, CA: Kagan Cooperative Learning. 273 pages. Explains basic theory, describes methods, gives advice on how to run teacher training workshops. Provides plenty of worksheets, sample certificates, and materials for classes. General.

McGuire, S. P. (1992). *An application of cooperative learning to teaching English as a foreign language in Japan*. Minneapolis, MN: University of Minnesota. Masters thesis provides an overview of CL, followed by a description of a CL research project

undertaken in Japan. Available from ERIC Document Reproduction Service (ED 354 735). General.

Slavin, R.E. (1990). *Cooperative learning: Theory, research, and practice*. Needham Heights, MA: Allyn and Bacon. 173 pages. Emphasizes the practical, with directions on how to use CL. Teacher comments interjected throughout the book provide useful insights. Elementary to junior high school.

Stone, J.M. (1991). *Cooperative learning and language arts: A multi-structural approach*. San Juan Capistrano, CA: Kagan Cooperative Learning. 151 pages. Aimed at first language classrooms, but abundant examples and lesson plans are largely applicable to EFL classes as well. Elementary to junior high school.

## For Teachers with Some Experience with Cooperative Learning

Bourman, A. (1989). *61 cooperative learning activities: Thinking, writing, and speaking skills*. Portland, MN: J. Weston Walch, Publisher. 137 pages. A variety of CL lesson plans for language classes. Junior high school.

Brandt, R.S. (Ed.) (1991). *Cooperative learning and the collaborative school: Readings from educational leadership*. Alexandria, VA: Association for Supervision and Curriculum Development. 214 pages. A collection of articles from the journal Educational Leadership, discussing and debating important issues in CL. General.

Coelho, E., Winer, L., Winn-Bell Olsen, J. (1989). *All sides of the issue: Activities for cooperative jigsaw groups*. Hayward, CA: Alemany Press. 154 pages. A succinct introduction to CL jigsaw tasks, followed by seven jigsaw activities (duplicatable for student use). General.

Johnson, D.W., Johnson, R.T., & Holubec, E.J. (1987). *Structuring cooperative learning: Lesson plans for teachers*. Edina, MN: Interaction Book Company. 339 pages. Guidelines and lesson plans for a variety of levels and subjects. Elementary to senior high school.

McDonald, P. (1989). *Cooperation at the computer: A handbook for using software with cooperative learning*

groups. Des Plaines, IL: Looking Glass Learning Products. 50 pages. An easy-to-read handbook on using CL with computers. Contains clear advice and many lesson plans for a variety of subjects. Elementary to senior high school.

Wiederhold, C. (1991). *Cooperative learning & critical thinking: The question matrix*. San Juan Capistrano, CA: Kagan Cooperative Learning. 125 pages. An innovative approach to getting students to ask (and eventually answer) questions about the topic of study. Supplemented by a set of cards and spinners. All levels (but especially senior high school to university).

### **For Teachers with Extensive Experience with Cooperative Learning**

Adams, D., Carlson, H., & Hamm, M. (1990). *Cooperative learning and educational media: Collaborating with technology and each other*. Englewood Cliffs, NJ: Educational Technology Publications. 197 pages. One of a small group of books that investigates the marriage of CL and technology, e.g., television, computers, interactive videodiscs, and hypermedia. General.

Johnson, D.W., & Johnson, R.T. (1989). *Leading the cooperative school*. Edina, MN: Interaction Book Company. 245 pages. Goes beyond the cooperative classroom to describe how to create an entire cooperative school. General.

Lyman, L., & Foyle, H.C. (1990). *Cooperative grouping for interactive learning: Students, teachers, and administrators*. Washington, D.C.: National Education Association. 96 pages. A guidebook for creating a cooperative school, with advice and training for students, teachers, and administrators. General.

Nunan, D. (Ed.) (1992). *Collaborative language learning and teaching*. Cambridge: Cambridge University Press. 272 pages. Twelve articles discuss CL from both a learning and teaching perspective. Quite theoretical. General.

Sharan, S., Kussel, P., Hertz-Lazarowitz, R., Bejarano, Y., Raviv, S., & Sharan, Y. (1984). *Cooperative learning in the classroom: Research in desegregated schools*. Laurence Erlbaum. 160 pages. This research report discusses a study of seventh-grade students in Israel, comparing Group Investigation, STAD, and Whole-class instruction. Junior high school.

Sharan, Y. & Sharan, S. (1992). *Expanding cooperative learning through group investigation*. New York: Teachers College, Columbia University. 193 pages. A detailed explanation and manual of an important CL technique for academic inquiry. All levels.

### **For All Teachers Who Want to Use Cooperative Learning**

Cohen, E.G. (1986). *Designing groupwork: Strategies for the heterogeneous classroom*. New York: Teachers College Press. 189 pages. The seminal work on the use

of groupwork in all classrooms, with all age-levels and all subjects. General.

Johnson, D.W., & Johnson, R.T. (1989). *Cooperation and competition: Theory and research*. Edina, MN: Interaction Book Company. 257 pages. A complete discussion of the theory and more than ample research results. General.

Kessler, C. (Ed.). (1992). *Cooperative language learning: A teacher's resource book*. Englewood Cliffs, NJ: Prentice Hall Regents. 257 pages. A helpful handbook that starts out with an introduction to CL. Includes articles on methods, curriculum, teacher training, and in-service training. All levels.

Kohn, A. (1992). *No contest: The case against competition* (Revised Ed.). Boston: Houghton Mifflin. 324 pages. Advances a compelling argument against the use of competition in the classroom through a thorough review of the psychological literature. General.

Totten, S., Sills, T., Digby, A., & Russ, P. (1991). *Cooperative learning: A guide to research*. New York: Garland Publishing. 390 pages. An annotated bibliography of over 800 research articles, books, newsletters, and organizations on CL arranged according to CL strategies and subject areas. Has a detailed index. All levels.

### **Organizations & Newsletters**

Center for Social Organization of Schools, The Johns Hopkins University, Department L88, 3005 N. Charles St., Baltimore, MD 21218. CL research center. Robert Slavin, director.

Cooperation Company, The, P.O. Box 422, Deer Park, CA 94576. Catalog contains CL books, games, videos, cassette tapes, and posters.

Cooperation Unlimited, P.O. Box 68, Portage, MI 49081. Provides workshops on CL. Newsletter contains expert information, advice from teachers, resource lists, and sample lesson plans.

Cooperative Learning Center, University of Minnesota, 202 Patee Hall, 150 Pillsbury Drive, Minneapolis, MN 55455. Research, textbook, and workshop oriented center. A comprehensive newsletter, *Our Link: Cooperative Learning Newsletter*, is available. David and Roger Johnson, Directors.

International Association for the Study of Cooperation in Education (I.A.S.C.E.), 136 Liberty St., Santa Cruz, CA 95060. An organization which studies educational cooperation and sponsors international conferences. I.A.S.C.E. publishes *Cooperative Learning: The Magazine for Cooperation in Education*, a practical magazine with articles from researchers and teachers.

Kagan Cooperative Learning Co., 27134A Paseo Espada #302, San Juan Capistrano, CA 92675. Provides institutes, workshops, and consulting services, as well as publishing books and material on CL. Spencer Kagan, Director.

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## A Burning Issue: The Need to Introduce "Beneficial Backwash" and a Testing Partnership in Japan in the 1990s

by Kevin Stoda, Itoigawa High School, Niigata

As I prepare to retire from my tenure as a Japanese Exchange Teacher (JET) stationed at three high schools on the edge of the Sea of Japan in Niigata-ken, I ponder some of the burning issues of our time and profession. I ask whether the quality of foreign language education is improving in Japan and/or whether it will continue to improve in the coming decade(s). I ask, in turn, what minor and major steps need to be taken at local, prefectural, and national levels to improve the current situation?

Having discussed the matter with colleagues and Japanese Teachers of Language (JTLs) from across the land I have seen signs of hope, change, and renewal along with deep-seated frustration and resignation in most any school. At the high school level frustrations and most activity and resources are fixed upon traditional university entrance exams. As large and diversified as Japan is, we realize that we cannot expect testing to follow teaching, but we are hoping that in the next decade testing will be supportive of good teaching, and where necessary will have a positive influence on bad teaching.

### The Idea of Backwash

Hughes (1989) helps us understand our current situation by making a distinction between two important concepts of testing or test design, namely the concepts of "harmful" and "beneficial backwash." "Harmful backwash" occurs when teaching is good and appropriate but the testing is not. "Beneficial backwash" is when "teaching is poor or inappropriate and . . . testing is able to exert a beneficial influence" (p. 2). Most importantly, he outlines points of consideration in designing tests which should achieve beneficial backwash:

- (1) Test the abilities whose development you want to encourage;
- (2) Sample widely and unpredictably;
- (3) Use direct testing of skills you desire to foster;
- (4) Make testing criteria referenced;
- (5) Base achievement tests on objectives rather than textbook content;
- (6) Ensure test is known and understood by students and teachers; and,
- (7) Provide assistance and training to teachers when replacing longstanding tests.

Other factors, of course, would include the consideration of financial costs or time in implementing a particular test.

In Japan the concept of beneficial backwash in test construction has been noticeably absent from all levels of debate-high school and university. Universities, for their part have not stepped in and lent a hand to high schools by focusing on excellence in all areas of language--speaking, listening, essay writing, culture--rather than only on the mechanical translation and passive reading forms that no longer define the needs of Japan today. In other words, within Japan there exists no apparent working alliance between university professors and instructors at the grass roots level who have been, or should be, instituting a shift in foreign language acquisition through a partnership of testing and teaching.

### Burn the Program!

"Burning Issue" should not be seen here as an overly-dramatic description. Only a year and a half ago, at a prefectural seminar for JETS and JTLs, several participants left their discussions laughing. They had been asked to evaluate the JET Program and Team Teaching, and one member of the group proclaimed: "We were all in agreement. Burn the program and start over!"

"Burn the program!" is no real evaluation; but the frustration behind this one-liner is clear, and continues to be fed by the fact that the tail which is wagging the dog is wagging it in the wrong way: In other words, the exams are still not in line with the vision of Japanese FL education in the 1990s. Since the time of this remark, I have noticed that seminars have become more upbeat and the participants have become increasingly more optimistic about the whole program. This may be the result of the New Curriculum or of perceived successes by JETS and JTLs at their base schools as each year rolls by.

### Sources of Problems and Solutions

The reality is that around the globe "tests" do exist and are being used to measure listening and communicative skills. Maruyama (1992) has advocated the adoption and development of exams such as the TOEIC (Test of English for International Communication) which is already used by some Japanese companies to measure and ensure the communicative competency of their employees. For those who do not like the idea of testing students under pressure at all, the SOLOM (Student Oral Language Observation Matrix) might be a reasonable alternative and one which JETS could play a key role in

introducing, once they are trained in the methodology (Brittain, 1991).

Such measurements cannot be introduced overnight; nonetheless, the vision of eventual introduction of these and other changes in foreign language education should be kept in mind as we approach the 21st Century. Hughes holds up the example of those educators who wrote letters and criticized the TOEFL or Test of English as a Foreign Language for decades. The designers of the TOEFL claimed often that it was impossible to test the writing ability of thousands of student candidates from around the globe through composition or essay. Finally, TOEFL introduced a supplementary writing test in 1986 in which candidates must write for 30 minutes. Now many universities in many nations require this supplementary exam of their incoming foreign students. With this example of persistence by educators, we too may justly expect that "beneficial backwash" be eventually taken seriously in all facets of Japanese university entrance exams.

The source of the problems with FL education and instruction in Japan are partially the result of what educators and cultural anthropologists (Karp & Thornberg, 1992) have labeled *institutional constraints*—such as mandated curricula, texts, and grouping practices based primarily on standardized test scores. In other words, *the organization and culture of the schools* is shaping the educational success of each student much more than individual proficiency or teaching expertise.

### Undercutting the JETs

On a micro-level much of what an individual JET does in his/her team teaching endeavors is not being built upon or is not being fully integrated into most of each local high school's curricula because of the absence of the beneficial backwash in testing. Individual schools across the nation are currently preparing to implement the new Course of Study (curriculum) with little or no input from JETs. This is not unlike the large publishing houses in Japan who write or develop textbooks—and only then turn to native speakers to proof-read their material. This in turn is reflected by an aversion to authentic foreign language material in the textbooks and the JTLs' lesson plans. When will this aspect of closing off the "regular" Japanese classroom to the outside world end? Clearly both the Ministry of Education's policies and prevailing standardized tests by the nation's universities have had a role in this.

At most prefectural seminars I have attended, we high school JETs have been encouraged to aid in teaching reading and preparing students for exams. However, in practice, many JETs are seldom asked to do so in ways that resemble what they have been encouraged to undertake at such seminars. Nor do

most team taught lessons remotely resemble students' regular classroom experience. One of the main sources of these conditions has been the lack of accountability at local, prefectural, national, and university levels for students' communicative ability—outside of reading and a little writing. This could well change with the advent of the new curriculum in high schools starting in 1994, and through the eventual introduction of "backwash" criteria in exam development.

### For the Record

We should not underestimate what has been happening over the years since the advent of the JET Program:

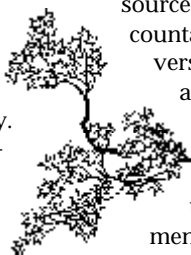
- (1) Many JTLs now have a much more positive attitude towards team teaching;
- (2) Many students have been enjoying "communicative JET oriented visits" and no longer view English as a dead language or an academic subject;
- (3) Some teachers are using more and more authentic English in the classroom—even when JETs are not present; and,
- (4) A few even teach reading strategies rather than grammar translation, etc.

On the other hand, far too many JTLs and their classes do not reflect a change towards more communicative foreign language instruction. Further, far too many new JTLs are leaving the university without having learned to teach reading and learning strategies, nor how to implement communicative teaching in their new classrooms on a regular basis in all of the various skill areas. Improved courses in testing theory offered by universities to undergraduates would be another way the universities could improve their role in partnership with JTLs and JETs.

### Conclusion

"Communicative classrooms" as defined by the Education Ministry are a place where students are provided "the opportunities to try out their English in a communicative situation." Due to the test driven education tradition in Japan, the likely prerequisite(s) for achieving more communicatively competent students are (1) the use of tests that measure all of the major skill areas related to a "communicative classroom," and/or (2) an increase in the value of classroom participation to something around 50% of the students' grades, while decreasing class sizes radically (Brumby & Wada, 1990).

I prefer increasing both the value of classroom participation and using internationally standardized exams to measure competence regularly. This would return control of education to the instructors in individual classes to some degree. However, the development, the introduction, and the use of com-



municative oriented tests is probably the easier goal to achieve. According to a *Monbusho* representative at a most recent Mid-Year conference, some 40 universities will already be having "listening tests" as part of their exams as of January 1994. Let us hope that the criteria of beneficial backwash will play an ever-growing role in evaluating such exams as long as Japan remains a test-driven society.

Meanwhile, JETs and JTLs should be trained more thoroughly in testing theory, in the implementation of tests or student performance evaluation, and, of course, in the evaluation of tests themselves. When tests with beneficial backwash are in use, even the *jukus* will mobilize behind them. In this same way, the textbook companies and parents in Japan can see clearly where FL education in Japan is going, and they may orient themselves accordingly in supportive roles.

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INTERVIEW, con'td from p. 31.

stronger individual in their own life, and classroom learning should follow the pattern of ***you learn it in a group, you perform it alone***. And the purpose of the group is to make sure all students achieve their maximum level so they can do well on their own

either in a later job situation or testing situation.

**TLT:** *H. Douglas Brown, in his book Principles of Language Learning and Teaching has recommended that the teacher be eclectic in teaching methodology rather than sticking dogmatically to one method. Do you recommend this for cooperative learning?*

**David:** In cooperative learning, rather than using an eclectic [approach]---a little bit of Johnsons, a little bit of Sharan, a little bit of Johns Hopkins, etc.---we would advocate a conceptual understanding versus direct, being an engineer rather than a technician. Sooner or later a teacher should come to a conceptual understanding of cooperative learning---the five basic elements, the teacher's role, and so forth---as opposed to being a technician and just knowing step one, step two, step three of a technique or a structure or a procedure. We think of teachers as engineers who understand cooperative learning well enough to change it, modify it, and solve problems in implementing it, as opposed to technicians who just know how to run the machine, but really don't understand how it works or what's inside.

**TLT:** *Where do you see cooperative learning going in the future?*

**David:** I think the future for cooperative learning is very bright because of the research, and the research and theory are still growing. Whenever you ask what works in our field, cooperative learning tops the list. Of all the instructional procedures we have, cooperative learning is the one that we can be most sure of working. The danger is that it will become a fad and many people will do it poorly, and then say it doesn't work. Or that many people will try it, saying, "Instead of three years of training, let's take three days." Then those poorly trained teachers will do it poorly, become discouraged, and drop it. That's the danger.

**Roger:** It *could* slip away like lots of other good ideas that have come through education, but we're going to stay with it. The one thing that will probably sustain it is the research. Cooperative learning is an idea that has enormous research support and, beyond that, rational support. It makes sense to put kids, as they learn, into the kinds of environments they're going to have to live in---in their families, at their jobs, and in their neighborhoods. But it's at the stage where it's being talked about a lot, but not being used well or extensively. I see it still as a very, very rational, good idea that is in jeopardy. We're going to have to stay with this idea long enough so that it gets past the talked-about stage and into the implementation stage.

**TLT:** *Thank you very much for a marathon interview.*

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## In the Beginning...

by William Harshbarger

*Greetings to JALT members from Bill Harshbarger, Pretender to the title of Founder of JALT.*

I'm not sure how many of you are aware of the origins of JALT, which go back to the early 1970s. Even in those pre-historic times there were an estimated 10,000 foreign English teachers in Japan.

I was Director of the Language Institute of Japan (LIOJ) and had the naive notion of sponsoring a TESOL-like annual conference of ESL teachers in Japan. We advertised a four-day conference in all the English-language newspapers, including a call for papers, and waited for the hundreds of responses we were sure would pour in. Twelve eventually arrived.

Luckily, the Japanese director of the foundation which operated LIOJ took pity on my naivete and suggested that I invite the 12 to come to LIOJ at our expense for two days and talk over the possibility of organizing something for the coming year.

Among those who accepted this invitation were Tom Pendergast and Sharon Bode, both of whom worked in the Kansai region. They were so enthusiastic about promoting more professional communication among ESL teachers in Japan that they went back and formed KALT, the Kansai Association of Language Teachers. This regional organization prospered and eventually interest in other regions reached the point where KALT became JALT.

At that point, it seemed important for JALT to be recognized by TESOL as an affiliate. Unfortunately, TESOL was reluctant to recognize JALT because a more established group, AFTJ (Association of Foreign Teachers in Japan) had been in existence for many years before JALT was formed. It appeared that AFTJ, while certainly of long standing, was more of a social group for long-term foreign residents of Japan who taught English than a professional language teaching organization.

A plot was hatched to infiltrate AFTJ with the intent of gaining enough influence to merge it with JALT and then reapply for TESOL affiliate status. I even became the recording secretary of AFTJ for a year, but our hearts weren't really set on leading such a coup. Eventually, TESOL recognized JALT as the most appropriate organization in Japan and it soon became the largest international affiliate of TESOL.

So, 1994 represents the 20th anniversary of the first meeting of what was to become one of the largest and most successful organizations of ESL teachers in the world. I sincerely hope that JALT will continue to prosper and serve the English teaching community of Japan over the next 20 years.

*Bill Harshbarger is currently the Director of English as a Second Language Programs, University of Washington.*

## Birthday Messages

JALT's twenty years of excellence in improving English education in Japan, and the great people involved, gives us the right to be proud to call ourselves teachers. It is my sincere hope that we are all here to celebrate JALT's golden birthday.

*Steve Mason*

Recording Secretary 1992

&

I joined just in time for the 3rd Annual Conference in Nagoya in 1976 and was elected to the national committee in 1977. I would like to congratulate JALT on its wonderful growth.

*Kohei Takubo*

Recording Secretary 1979; Public Relations 1980-86

&

Congratulations to all concerned. Little did we members of the first JALT Executive Committee think that we were starting something this big or this good.

*Charles Adamson*

Recording Secretary 1977-78

&

Congratulations on JALT's 20th Anniversary! I'm proud to have played a role in its growth and development. May JALT continue to grow and develop over the next 20 years.

*Kazunori Nozawa*

Program Chair 1981-82

Public Relations Chair 1987-91

&

Congratulations JALT on your 20th birthday. I look forward to JALT's productive collaboration with *Monbusho*, IATEFL, TESOL, and its affiliates as a mature organization.

*Sonia Sonoko Yoshitake*

Membership Chair 1989-91

TLT Chapter Reports Editor 1991-93

&

JALT is a fun organization with a great potential. I wish JALT will further expand its role to improve the quality of English education in Japan.

*Tatsuya Komatsu*

Vice President 1985-90

President 1987

Happy 20th to JALT as an organization and congratulations to the individuals who have made it successful!

*Rita Silver*  
Recording Secretary 1989-90



From the moment I joined, JALT has positively challenged and richly rewarded me. Congratulations, thanks and many more active years.

*Jan Visscher*  
Recording Secretary 1983-84



Congratulations to JALT for 20 years of growth in the number of chapters, accessibility to language teachers, and helping language teachers become more professional.

*Kenji Kitao*  
Program Chair 1980; Vice President 1981-84



As the only Japanese national to serve JALT as president, except for the short period Mr. Tatsuya Komatsu was in that capacity, I would like to see a more balanced Japanese/non-Japanese mixture of JALT officers.

*Shigeo Imamura*  
President 1990, 1991-92; Vice President 1990, 1991



Having the conference in Matsuyama should remind us of the great contributions made to JALT by the small chapters. Best wishes from Three Rivers TESOL.

*Steve Brown*  
Program Chair 1985-86  
Current President of Three Rivers TESOL



I've been married for 18 years. I guess I can never beat you on the number of candles, huh! Love.

*Setsuko Toyama*  
Membership Chair 1992-93

&

Dozens of volunteers contribute countless hours to make JALT a world class organization. A heartfelt thank-you to all of those people, past, present, and future.

*Shari Berman*  
Program Chair 1983-84



JALT is now a full-fledged academic organization that should serve Language Teaching by becoming a catalyst to increase the speed of innovation and implementation. With best wishes,

*Munetsugu Uruno*  
Membership Chair 1983



Congratulations on the first 20 years! JALT has matured over the years and brought increasing professionalism to language teaching in Japan. Many thanks & continued success!

*Linda J. Viswat*  
Program Chair 1989-90



JALT had three chapters when I joined in 1977. Today, with 37 chapters and ten N-SIGs, it leads the Pacific Rim in international cooperation. Congratulations!

*David A. Hough*  
Program Chair 1979, Recording Secretary 1985-88



May future years-reflecting our original intentions-see more Japanese involved in national leadership and more interest in workshops in teaching-learning methodologies/strategies.

*Tom Pendergast*  
Executive Secretary 1978; President 1979



May our next two decades bring us ever closer to our original and eternal goals: excellence in learning, acquiring and teaching language, culture and communication.

*Aleda Krause*  
Treasurer 1982-85, 1992-93



6番目か7番目の支部として東北支部が生まれ、京都に事務局がやっと持てるようになり会員数が1000人を超えたのを喜んだ頃のことを思うと、夢のようです。

1981-82年 会員担当委員長  
高橋紘子



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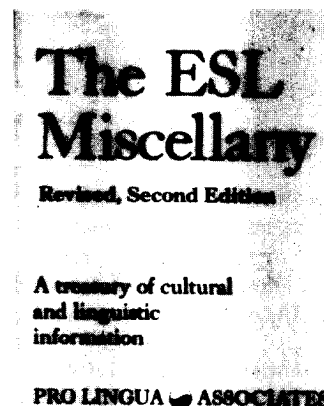
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## Flowing from the Headwaters: Three JALT Presidents Speak Out

by Atsuko Ushimaru  
Obirin University

The following is an interview with three of the JALT Presidents on the history and future of JALT, including the accomplishments and difficulties that it has experienced. The interviewees' involvement in JALT is as follows:

**Tom Pendergast** was the first Executive Secretary and President of both Kansai KALT and JALT, from 1976-1978. At the time he left office, there were four chapters and just under 1,000 members. He is currently Professor in and Chairman of the English Department at International Buddhist University in Osaka.

**Deborah Foreman-Takano** (Doshisha University) was president of the Hiroshima chapter for three years (1984-1986), Editor in chief of *The Language Teacher* for three years (1985-1987), and National President for three years (1988-1991).

**David McMurray** (Aiko Gakuen and Ehime National University) is 1993-1995 National President and Past President of Matsuyama, the site of this year's 20th anniversary international conference. After his term he hopes to form a special interest group serving business and administration teachers and students.

Their responses to all of the interviewer's questions have been arranged so as to maintain a chronological perspective. Due to the fact that the interview was conducted through the mail, however, certain transitional conventions may be lacking.

**Atsuko Ushimaru (AU):** *JALT has grown tremendously in terms of membership. But besides its size, how has the organization changed over the years since its earliest days?*

**Tom Pendergast (TP):** While I was intensely involved with JALT over its first three years, I have not been acutely aware of its workings more recently. JALT began as KALT (the Kansai Association of Language Teachers), with about 50 members by the time we decided that it was an organization with staying power. By the time I left office, I believe that the organization, which had grown to include KALT2 (Kanto), TALT (Tokai = Nagoya), and HALT (Hiroshima), numbered about 950. This was in 1978.

At that time, people were interested more in methodologies like the Silent Way and C-L/CLL (Community Language Learning), and we held a number of all-day workshops lasting from two to six days, in some cases in a live-in (i.e., overnight) facility. This led to a sense of shared purpose and cohesion among

the members. Meetings were held because we wanted to learn, not because somebody had decided that we had to have a meeting a month. We also were interested in getting at least a taste of other languages, learning methodology through actually studying a language in that methodology—thereby putting ourselves in the position of our students. In this way, we did Hindi, Chinese, French, German, Tagalog, Cantonese, Danish, Japanese, etc. Two of the first three seminal meetings featured presentations of methodology in Hindi and Chinese.

This was before the publishers had begun to play an important role in JALT. Consequently, there were almost no publishers' presentations.

People were hungry to know what was being done elsewhere—especially in Kansai, where schools tended to be smaller than in, say, Tokyo, and it was a pleasure to get together with others and discuss problems and interests. There was a social feeling about the meetings and workshops.

**Deborah Foreman-Takano (DFT):** Speaking for the period of time when I was active in various administrative positions in JALT, I found the organization having at last to deal seriously with its burgeoning size. Many techniques that were successful in administering it since it began were inefficient or unsuitable as the membership increased. People were especially concerned with maintaining good communication within and among the various subgroups, and it was this concern, I believe, that precipitated a great many of the innovations made.

**David McMurray (DM):** I am sorry to differ with your opinion so soon in our interview, Atsuko. JALT has not grown tremendously in terms of membership. Since about the same time Debi left the presidency we have been ever so slowly increasing from about 3,500 to our present 3,798 members. We only have 81 overseas members. Back in 1979 after Tom was President we had a thousand members; we then reached out to over 200 new teachers each year for 10 years until we hit the present slowdown. I wonder why, after 19 international conferences, we do not have 8,000 members.

I think we are ready for another surge in membership growth: 4,000 by the end of this year and then another 400 in 1995. Our current officers have to guard against being too complacent about our size—JALT is the third largest association of its kind in the world—and challenge themselves to think of new

ways to bring JALT to more teachers and places. More teachers means more ideas and more opportunities to improve the way they teach and gives JALT more power to lead teaching in Japan and abroad.

The greatest changes have been an increase in services and in funding. In 1979 when we began the *JALT Journal* we were spending less than 7 million yen, held an international conference for 600, held 8 meetings a month and had just begun to affiliate with TESOL. This year JALT will host a conference for over 2,500 attendees from 14 countries, and a dozen regional and mini-conferences (the size of past national conferences), publish 12 quality issues of *The Language Teachers*, two *JALT Journals*, dozens of newsletters from 10 N-SIGs, host 38 meetings each month from Okinawa to Sapporo, support several research and student scholars, maintain partnerships with TESOL International, California, Korea, Thailand and IATEFL as well as AJET (Association for Japan Exchange and Teaching) in Japan and serve the Japan Science Council and spend some 100 million yen on members. That is tremendous growth.

**AU:** *JALT is unique in that its membership includes teachers at various levels and also that it is half Japanese and half non-Japanese (with major posts occupied by the latter). Has it always been this way? How has this makeup worked out?*

**TP:** As far as the "levels" are concerned, there were more people at the beginning in the language schools, and fewer in universities. Most of the early leaders of the organization came from places like the National LL School, LIOJ, Mobil Sekiyu, Kyoto and Hiroshima YMCAs, Kawaijuku in Nagoya, etc. Frankly, our impression at that time was that the university teachers were not much interested, perhaps because they were too "comfortable" with their sinecures. Later, as JALT became more prominent, some came forward who felt that a JALT leadership position would look good on a resume, and so politics entered the picture.

JALT has not been a staggering success in working with the Japanese establishment. Not to say that this is entirely JALT's fault. The educational goal of many non-Japanese members remains communicative proficiency in language. Willy-nilly, the goal of most Japanese members (at least in the school system) has to be test results.

This is a very complicated issue, and I will simply say two things:

One is that there is a deep-rooted mythology in Japan that one has to be a native speaker of a language to help someone else to "really" learn that language. This is a misapprehension. Some of the best language teachers I have ever seen worked with languages which were not their own native ones. One such is our recent TESOL President, who was (maybe still is...) one of the best French teachers

(using the Silent Way) that I have seen. Another is Aleda Krause, an excellent German teacher, using TPR. However, many Japanese are unwilling to believe that they can "compete" with "native speakers," and it takes a lot of work to allay this concern. One of the ways that we used to deal with this was by having workshops in methodology which focused on participants learning a real "shock" language like Mandarin Chinese or Hindi, which put everyone on an equal footing.

The other is that JALT has always used English as its official language and Robert's Rules as its handbook. This puts many in the organization at a distinct disadvantage. Creating a level playing field requires commitment, training, and continuity... for success.

**DFT:** As far as I am concerned, the Chugoku, later Hiroshima, chapter (JALT's fourth chapter, in which I was involved) was an example of an ideal relationship between the Japanese and non-Japanese members of the organization. They pulled their weight together and benefitted together.

This has not been the case in the organization as a whole. While I was president, a major aim of mine was to bring even more multiculturally oriented Japanese members into active participation, and encourage truly bilingual people to serve in positions that would aid JALT's contribution to Japanese society. Unfortunately I found a mood among some in the organization that did not consider this a particularly high priority. Active and capable Japanese members were looked upon by some as, for instance, being convenient for translations when necessary, or being good as "connections" in the furthering of their own agendas. Since the end of my tenure, this situation has seemed in some ways to continue. (The fact that flipping a coin is now included in the national Bylaws as any sort of method at all for deciding the results of national officer elections is a succinct comment on, among other things, the underlying tendency of the organization toward Westernness, even when it is unnecessary and of no particular benefit.)

However, since academically (as opposed to purely administratively) oriented segments such as

### Historical Factoid

*The Language Teacher* has not always been known by its present name. From 1976-78 it was the *KALT* (Kansai Association of Language Teachers) *Newsletter*, and the *JALT Newsletter* through 1984. *TLT* was adopted as the official name 10 years ago, along with an active policy of encouraging Japan-based teachers to research and write about FL teaching in Japan.



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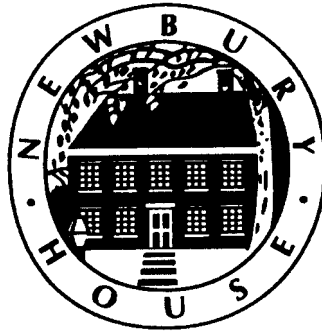
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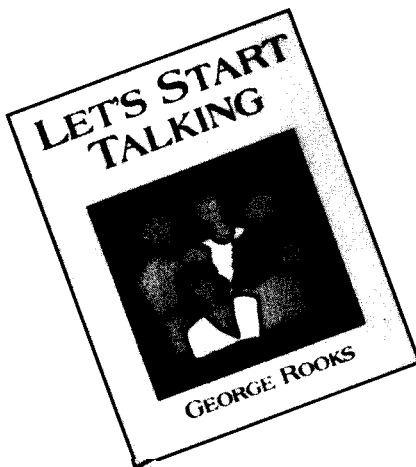
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### Historical Factoid

The first article reprinted from a JALT publication was "Hot Rods," by Larry Cisar (*KALT Newsletter*, August 1978), which was picked up by *TESOL Newsletter*. The most recent article to be reprinted was "Teaching EFL to Blind Children," by Yu-hsi Wu (*TLT* 17:4:93), which appeared in *The Educator* (Perkins School for the Visually Impaired, Spring 1994).

the National Special Interest Groups have increased, members of all language backgrounds and circumstances have more opportunities to participate relatively free of internal political considerations. If JALT is fortunate, this will attract more bilingual and bicultural people, who can find involvement a personal and professional asset.

**DM:** JALT is unique in that it has 3,798

dedicated, professional teachers who want to improve the teaching and learning profession. You count whether or not they are Japanese and what level they may currently be teaching at. I concentrate on members' needs and goals. Tom came to one of our Executive Committee meetings and remarked on the low number of Japanese among a packed 70 member room (there used to be 7 officers at similar meetings when he was President). We did not use Robert's Rules and a lot of work was accomplished.

It takes 300 officers to run JALT now. You can count a lot of Japanese names among them. In the Chapter and N-SIG Constitutions we specifically say officers' duties---President, Program, Treasurer, etc.---are not ranked in order of importance. What is the definition of major posts? Shigeo Imamura our Past President, the President of Matsuyama University and Kimiyo Tanaka are our co-chairs of this year's conference; Yuzo Kimura is looking after open nominations and elections; we have 10 members on a domestic affairs committee dealing with the Japan Science Council, Koen Meigi from Monbusho and our Shadan Hojin Status; and Atsuko, I understand you are representing N-SIGs at our next Executive Committee meeting.

I will not side-step your question though, culture, nationalities and languages are important. JALT is organized in Japan. Our members teach Japanese, German, French, Chinese, Korean, and Spanish as well as English. We have a lot of members who speak only English, many who can get by in a second language and fewer who are fully bilingual or multilingual. We have to keep a balance among the needs and goals of these members and try to assist them to communicate with each other if they want to. What hurts is when members use their ability in a language to block out others from participating. JALT is a language organization after all, and we should be doing our utmost to communicate in every means

possible. If we want members from JACET, LLA, CALA, and other teaching organizations that operate in the Japanese language to also join JALT we have to be more accessible. Making JALT accessible so far has meant increasing the number of articles, presentations, and meetings in Japanese. JALT is open to anyone interested in improving the profession; we hold democratic elections for most positions.

**AU:** *How has language education in Japan influenced JALT? And in turn, how has JALT influenced language education in Japan?*

**TP:** Not much either way, I am afraid, from my perspective (in all fairness, I do not know much of what has happened recently). On the whole, establishment language education and (presumably JALT's aim) communicative language education are largely incompatible. It is clearly apparent that you can "pass" English examinations made in Japan by Japanese for Japanese without knowing much English in the normal sense. It is just as clear that you can understand, speak, and read English fairly well and not do well on these exams. If most Japanese (read PTAs, Boards of Education, the students themselves) have to make a choice, there is no choice. Their future depends on how well they do on the exams.

**DFT:** With regard to the first of your two questions, the diversity of the JALT membership within the field of language education means that insofar as JALT's actions are professionally motivated, they will be dictated by those considerations. JALT's influence on language education here, however, will be commensurate with its willingness to adapt itself appropriately in a given situation to the fact that it is operating in Japan. "Appropriately," of course, is the operative word.

**DM:** Not many of our members are public high school teachers --- a place where English teaching is taken very seriously in Japan. The latest *Monbusho* changes in curriculum towards communication may encourage high school teachers to turn to JALT to discuss how to implement the needed changes. Children's classes will gain popularity and one day may be part of the public school program. JALT has been hosting some meetings, but could do more for these students. Our university and college professor members are able to try out any theory and technique in their classrooms; but only after their students have been through six years of instruction with less flexible teachers. JALT's Eikaiwa teachers have been hurt by cut-backs in the economy that have restricted the numbers of company employees but not the numbers of students requiring language for travel.

JALT participates in *Monbusho* by electing officers to represent education policy in the Japan Science Council. JALT's Team Teaching Special Interest

Group---over two hundred strong---shares classroom research and techniques with team teachers in Japan. Unfortunately because many assistant high school teachers have only one to three years to learn how to teach while on the job, and often cannot implement varied teaching techniques, JALT has not been able to help them truly improve their students' communicative ability. JALT has the expertise in teaching oral communication, but has not really been approached by teachers who now need the skill. Many high school teachers know we are here, but cannot or do not seem to want to receive assistance. This may change as more universities change their entrance examinations to test listening and communicative language ability.

**AU:** *What difficulties has JALT experienced in the past, and how were they solved and with what results, both in the short term and in the long term?*

**TP:** In the beginning, publicity and meeting venues. Solved by getting in touch with media and visiting well-located, inexpensive public or private facilities.

Maintaining meeting quality. By only holding a meeting when at least several people say "We've gotta have *this presentation!*," and not because some publisher puts their authors on a "roadshow" or because "What're we gonna do for next month's meeting?" If that is a problem, the chapter is moribund or already dead.

Publishing a substantial newsletter once a month. Many (myself included) did not believe this could be sustained. One person, David Bycina, did and he went out and did it. And---*mirabile dictu*---it has been sustained (even expanded) to this day. Shows the force of one individual strong enough to light a fire that stays lit!

**DFT:** In my view, JALT has a tendency to be self-absorbed in organizational and administrative concerns, and thus is its own worst enemy. Its problems in these areas have evolved from the interactions of various degrees of ego investment and tunnel vision, which are pretty standard occupational hazards in such volunteer positions. I do not see much chance of this abating; the recent focus is that everyone should take a conscious, "what's-in-it-for-me" attitude when offering to serve JALT as an officer or committee member. Now I do not deny that there definitely are benefits involved in working for JALT, but I submit that the best of them result when you are actually volunteering for the sake of helping the organization, and not volunteering in order to promote yourself or to have something snazzy to put on your resume.

**DM:** Tom and Debi went through the turbulent times. It must have been challenging to attend heated debates on whether The Silent Way and each succeeding new idea was the answer to replace all

former approaches. JALT's administrative and political struggles about how our growing association should be improving language learning must have been exasperating. JALT spent much more of our members' money than it took in from 1987 to 1989. JALT almost did not have a site for an international conference in 1992, and

suffered from several resignations. Change is a threat and an opportunity.

We have been back on our feet for two years. Our challenge today is to try and include everyone and every good idea. To keep our members' funds secure we have completed two full-scale professional audits; last year we moved into a larger office that is run by an efficient staff; this year we are renewing our constitution to include the National Special Interest Groups in decision-making; we strategically plan where JALT should be headed for the next 2 years and plan conferences 5 years ahead. Open communication has been the key to keeping JALT friendly, accessible to many, professionally run, and administratively sound.

**AU:** *What is the philosophy with which JALT was originally founded? Do its activities today still reflect it or not? And is that good or bad?*

**TP:** The basic philosophy was for all members to explore better ways of teaching and learning languages. The emphasis was not on the native speaker as role model (read "tape recorder" or entertainer... or *martian*), but as someone who could HELP a learner learn BECAUSE he KNEW something the learner did not, i.e., HOW TO LEARN A LANGUAGE. The purpose of our workshops was to provide the know-how. We hoped that Japan would become more of a multi-lingual society, that the schools would begin to offer other languages than English, and that educators would begin to appreciate that learning another language through discovery procedures does something positive to the mind that no amount of memorizing will ever do.

**DM:** In 1975 there was an informal gathering of several teachers interested in sharing stories and problems about their classes. They discussed how to form a language association that would allow them to get together regularly. A few months ago, 25 JALT National Officers met in the basement of a colleague's in Utsunomiya and did the same thing.

### Historical Factoid

In its 18 years of publication, The Language Teacher (and its predecessors) has had only four male editors-in-chief: David Bycina, Chip Harmon (joint with Pam Harmon), Rob Orme (joint with Lesley Holmes), and Gene van Troyer.

# Introducing...



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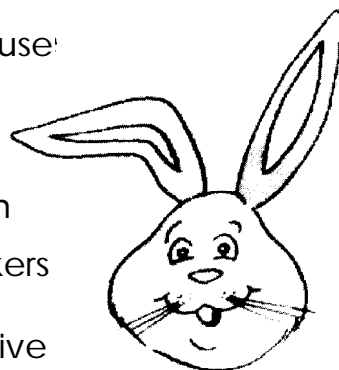
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### Historical Factoid

One former editor of *The Language Teacher*---Deborah Takano-Foreman---went on to become a president of JALT. All former editors have gone on to volunteer their service to JALT in many different capacities.

This time we discussed the value of classroom research, focussed on puzzles instead of problems and how to renew and energize JALT so we could keep on exchanging ideas and techniques.

What was bad about the first meeting in 1975 is

that we only wanted to stay abreast of new developments; what is good about our recent meeting is that we decided to lead and create the new developments. Language teaching is a maturing profession. We are interested in curriculum development, classroom research, video, computer assisted learning, teacher training and a host of other topics we did not know about when JALT was formed. JALT has money, qualified members, thousands of teachers with secure jobs and access to a million students, the ability to support researchers and connect classroom researchers, several levels of publications, conferences and forums that it takes to lead our teaching profession.

**AU:** *What are some of the most important issues (not necessarily problems) facing JALT today, and how can they be approached?*

**TP:** (a) The current President seems to be doing a fine job, but JALT leadership seems to have had some rough times in the past. Is this a structural problem, or simply one of personalities? Could something be done to safeguard against it?

(b) How to interface better with the host country/establishment. This involves first understanding the issues, then discussing them, and finding if there is common ground. In fact, there may *not* be, in regard to the establishment. However, there are a lot of Japanese teachers in non-establishment schools who might benefit from JALT support, but who feels uncomfortable because they think they are competing with native speakers. Somebody should let them know that some of the worst teachers ever seen anywhere are native speakers.

(c) How to deal with growth. Bigger is not necessarily better. My own impression is that JALT could use some consolidation.

(d) How to resolve the tension between SIGs and Chapters.

**DFT:** To address this question and the previous one together: JALT was founded for pretty typical reasons: like-minded individuals who wanted a professional network to get to know each other and share

ideas. Obviously it is still functioning this way, at least on some levels; but things are more complicated. Lately it has tended quite a bit toward self-congratulation, at least in print; this is at best superfluous and at worst derisory. It seems to me that the worth of a large academic organization (and JALT does call itself a "gakkai") will pretty much speak for itself.

I am not saying anything startlingly original when I offer that JALT's greatest strength and greatest weakness are one and the same: its diversity. I have always thought that one of the best ways for JALT to become enriched and enriching professionally would be to shift away from the chapter/regional focus and strongly toward representation through National Special Interest Groups. The regional base was necessary when JALT members were fewer and farther between; but now that the network is in place, I am happy to see it being used for more than its own sake.

**DM:** Every few months, in the north, center and south of Japan we debate current issues facing JALT. These events are known as JALT GREAT DEBATES. They take place in basements, meeting halls and Indian food restaurants. Topics include whether or not we should mentor our members to write better articles for *The Language Teacher* and *JALT Journal* and to make better presentations at conferences. Interestingly compared to the past, we also debate whether JALT is too big; whether too many people are running JALT; whether we should include special interest groups on the Executive Committee and whether we should expand our activities in response to members' requests. We discuss how to make JALT more accessible as well as how to keep our association unique. Bringing together teachers to improve teaching is the key issue. Many of us get side-tracked into worrying too much over what nationality or level of teacher we should bring together. It is time we changed our name to The Japan Association for Language Teaching to emphasize our objective.

**AU:** *What would you say is the most glorious success that JALT has accomplished?*

**TP:** I do not think of a single happening, but let me list a few...

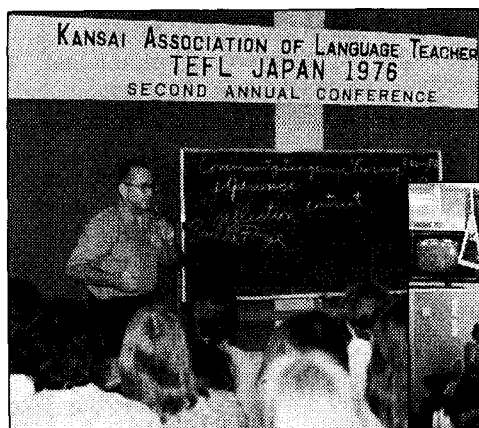
- Coming into and remaining in existence;
- Growing to the extent it has;
- Successfully holding one of the major language conferences **in the world**, and continuing to do this every year;
- Likewise, continuing to produce what is probably the best, and certainly the most ambitious, newsletter in the language teaching world, and doing this **every month**; and
- Doing all of the above with **volunteer labor**.

It is amazing, and always has been.

---

HEADWATERS cont'd on p. 61.

# Photo Gallery: JALT Through Two Decades



Paul LaForge speaking on Community Language Learning at the 2nd Conference in 1976.

## JALT is Conferences.



Annual Business Meeting at the 4th Conference in 1978. Co-sponsored with the College Women's Association. On the dais from left to right, are Charles Adamson, Doug Tomlinson, Tom Robb, and David Bycina.

## At Conferences there are the main speakers.



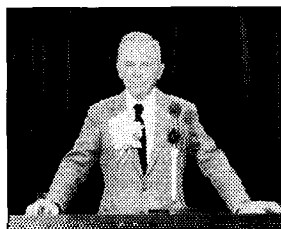
Stephen Krashen speaking at JALT 1984 in Tokyo. Vice-President Kenji Kitao is behind him.

Meiichi Aisa, Chair of the Hamamatsu Board of Education at JALT 1986 in Hamamatsu.



Mary Finocchiaro and Charles Wordell at JALT 1987.

Earl Stevick at JALT 1992.



*There are also many other speakers both on panels and speaking individually.*



Donald Freeman when he was a mere JALT presenter. Circa 1986.

Fusako Allard, well-known as a conference and chapter speaker. Circa 1984.



The final panel of JALT 1988. The three men are (L to R) John Condon, Alan Maley, and Robert O'Neill.



# A History Of JALT (With Commentary)

by Larry Cisar

**1975** A conference was called for LIOJ in Odawara but only a few responded. The few who came began to share information.

**1976** The second conference was held in Osaka. KALT (Kansai Association Of Language Teachers) had been formed earlier in the year. Of the founders, Tom Pendergast was the most active. Sharon Bode was heading back to the States. Bill Harshbarger was doing the same thing.

**1977** (Some of this may have occurred in late 1976). David Bycina, who moved from Osaka to Tokyo, and Doug Tomlinson started KALT (Kanto Association of Language Teachers) and Charles Adamson started TALT (Tokai Association of Language Teachers). A Constitution for JALT was hammered out through letters and phone calls. The third convention was held outside of Nagoya. JALT came into official existence with the passage of the first Constitution and Bylaws. It gained recognition as a TESOL affiliate.

**1977-78** There was a jocular rivalry between the membership chairs of the three chapters as to who could get the most members. JALT was declared the winner.

**1978** JALT cooperated with CWAJ (College Women Association Of Japan) to put on LTIJ '78 (Language Teaching In Japan). This was the first conference to break even. The history of the lousy banquets began with this as the buffet at the Sanno Hotel ran out of food in five minutes.

**1979** JALT began to realize its potential as other areas kept opening up for membership. Even as it grew, many could not believe the extent to which it would grow. Because of this growth, major revisions were made to the Constitution and Bylaws. As the newsletter became monthly, a shift in the fees away from the chapters to the National is experienced. Actually, the need for the shift was recognized but the actual change came in 1980. The chapters had to loan money to the National at a couple of points, but the National is moving toward financial stability.

From 1977 through 1979, people bunked together at the conferences. Many of the rooms had five or six people in them. Having an individual room was a rarity; then again, the act of getting some sleep during a conference was a rarity. All night parties were a norm.

Up to the end of 1979, the emphasis was on introducing new methodologies. There were tremen-

dously popular presentations on The Silent Way, Community Language Learning, and Total Physical Response. The AETC (the Association Of English Teachers to [for] Children) started as a part of JALT but quickly broke away. Chapter meetings of 50 people were common.

At one point in this early history, a prominent Japanese educator suggested that JALT should be for the foreigners in Japan. The Japanese should have their own organization. Quite emphatically, the person was not being racist; he was looking at how people communicate within an organization. His desire was to have an organization that advanced language teaching among the Japanese and made them comfortable. At the same time, he thought that foreigners needed an organization of their own that made them comfortable.

**1980** This marked the beginning of the second five-years of JALT. These were boom years during which there was a constant flow of programs. Business Seminars, Summer Institutes, and the like were a constant. Many of these had their origins in the first five-years, but they seemed to hit their stride in the second and third five-years. At the same time, a more professional attitude began to seep in as JALT both at the local and national levels became cost aware. One person called the 1980 ExCom meetings the "Clicking Meetings" from all the calculators that were being used.

This period could be characterized as the period of the Chapter SIGs. West Kansai, which eventually became Osaka Chapter, had four SIGs going at one time. Kanto (Tokyo) also had a few. The long lasting ones went for about six years and then faded away. The short term ones met twice and folded. One of the longest running ones was the Business SIG in Tokyo. But as companies began to cut back, this one also disappeared.

**1983** The official publication appoints a Japanese Editor. There is an increase in the number of articles in Japanese. Part of this is due to advances in technology that allowed JALT to mix English and Japanese text inexpensively.

**1984** JALT's 10th conference year was not very Orwellian in outlook. The Newsletter changed its name to *The Language Teacher*, but did not change its basic function. The desire to be recognized as a magazine as opposed to a newsletter is recognized, but the function of being the voice of JALT to the membership remains. More of *TLT* was in Japanese. JALT published a special

***Conferences have entertainment, registration, and other things.***



Conference entertainment at JALT 1984.



Registration going smoothly at JALT 86. The man on the far left is Munetsugu Uruno-one-time National Membership Chair.



Volunteers selling sweatshirts at JALT 1990.



Learning Community Language Learning at JALT 1977. Presented by Tom Pendergast (not shown) and Mari Oki. The people are (from the one holding the mike clockwise) Larry Cisar, Linda Boerma Mori, XXX, XXX, Mike Joy, XXX, XXX, and Mari Oki standing.

***JALT is a lot of different presentations and socializing all over Japan.***

Walter Carroll and Terry Brago (right side) speaking with other participants during a break at a Tokyo chapter meeting 1978.



Don Maybin speaking at the Hokkaido Conference "Creating the Active Student," 1985. In the front row, with the long hair is Aji Suunaga.



Mario Rinvuluri presenting at Ibaraki Chapter. Circa 1987. To his right is Munetsugu Uruno. To his left is T'ony Boys. The woman across from Mario is Hisako Sakurai.



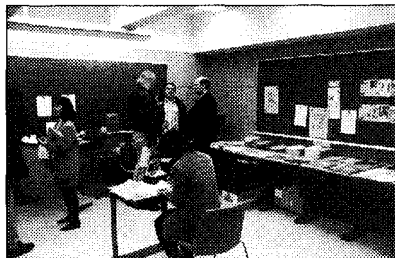
Marc Helgesen presenting at the Fukuoka Chapter. Date Unknown.



People relaxing after the Joint Tokyo/Yokohama meeting. Circa 1991. The man is Mr. Deutch.



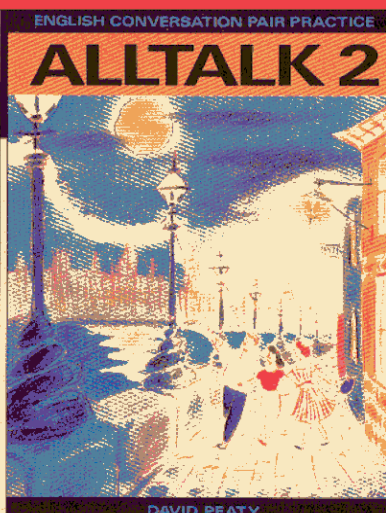
One of the N-SIG rooms at JALT 1992 in Kawagoe. David Wood is in the corner.





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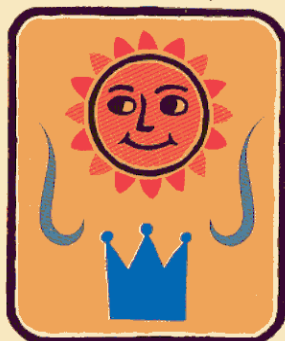


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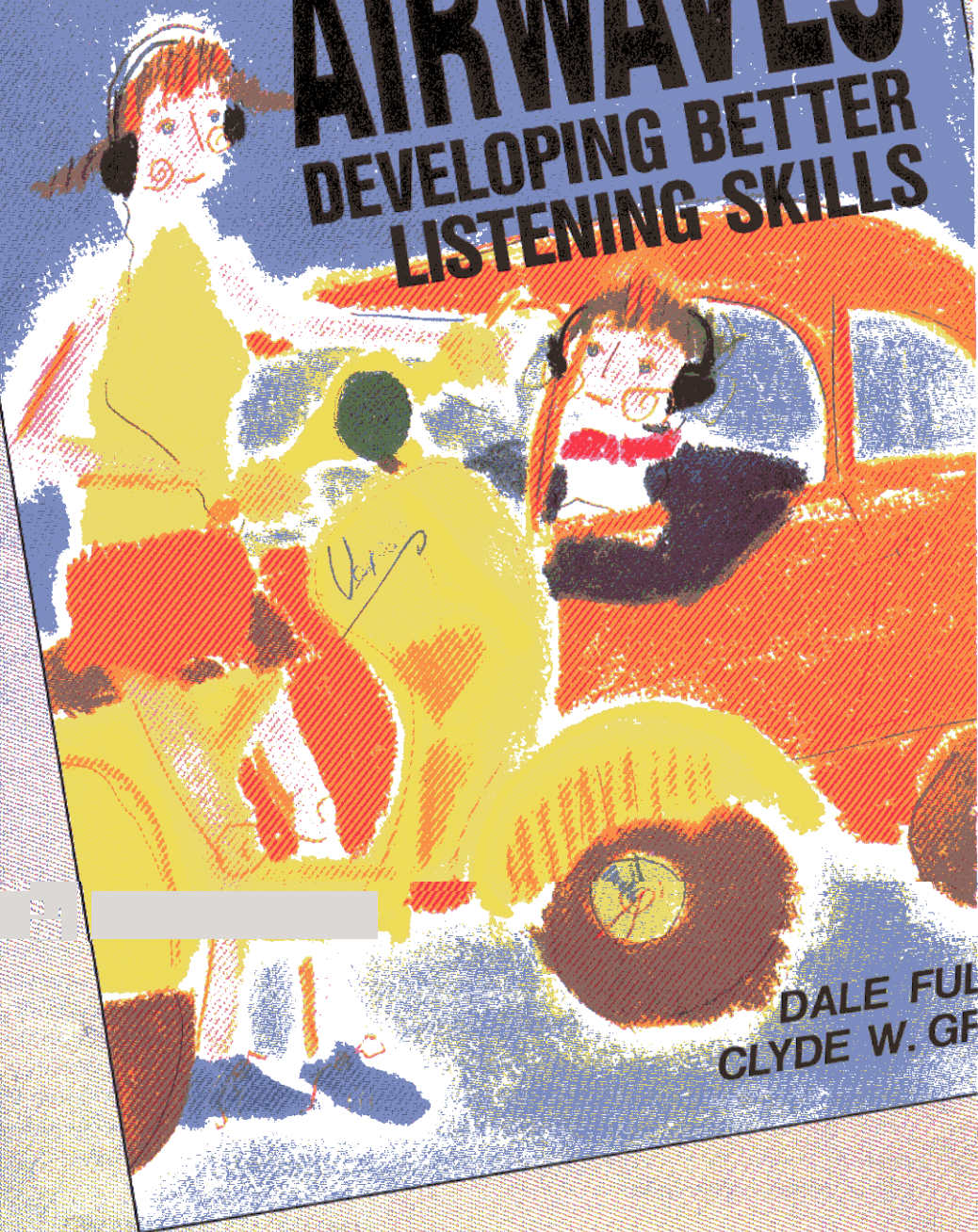


# AIRWAVES

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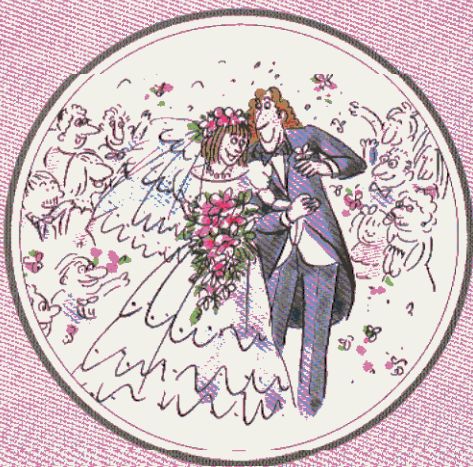


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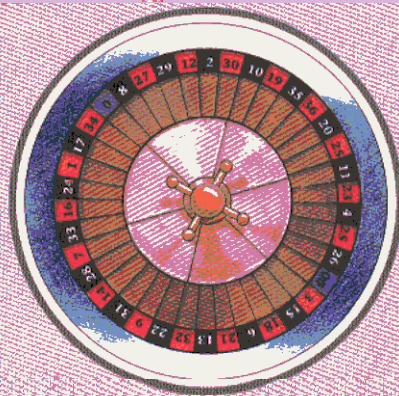


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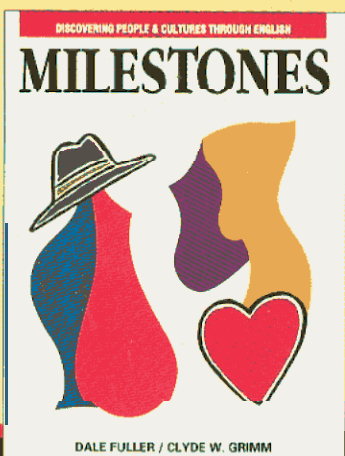


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edition commemorating its first decade years---almost all in Japanese. Well, this publication would carry over to the next year as JALT tried to decide what year it is.

**1985** JALT begins its third five years. A major milestone went unnoticed in this year: For the first time ever, a conference was chaired by a Japanese. It would be eight years before this would be repeated. At this conference the roots of the Bilingual N-SIG were laid. Hamamatsu formed a Multilingual SIG. At the end of this year, there were 20 chapters (although *The Language Teacher* said there were only 19). JALT became an IATEFL branch. The National Election had to be redone because of a mistake in the ballot.

This is also the year in which 14 issues of *The Language Teacher* appeared in a single volume. How did that come about?

Let's take a look at what year this is in JALT. It is the 11th conference. But if the first conference was in year zero, this is the 10th birthday. It is the 10th birthday as the first chapter was formed in 1976. Oh, wait, that means it is the 9th birthday. But JALT was not formed until the 1977 Conference so it is the 8th birthday. But it is the 9th volume according to *The Language Teacher*. But the first volume was two years long so this is year 10. But JALT did not exist until Volume 2, so this must be the 8th birthday. But volume 2, the first volume, would be in year zero so this is the 7th birthday celebration (unless you are European which would make it number 8). The President will sign your Ph.D certificate as you rush out, if you actually understand all of this.

During the early part of this five-year period, there was a tremendous growth in membership and in chapters. The Central Office came to play a more and more critical role in the operation of things related to JALT.

**1987** JALT loses its President to burnout. A risk had been taken on the exchange rate and JALT lost. But at the same time, JALT was doing a lot for people in the States---TESOL memberships. Placing the blame is not something that should be done.

**1989** The Video N-SIG comes into existence. The JALT Constitution is modified to recognize the N-SIGs as being a part of JALT. The Conference at Okayama is the first outside of the mainstream of Tokyo, Osaka, Nagoya (with apologies to Kyoto).

**1990** JALT begins its fourth five-years. A precedent is set with there actually being food left over at the end of a JALT Banquet. This sets a tone to be followed as the banquets gained in popularity and came to be a good social

event. The National Treasurer states that JALT will never use Sonic City again as it is too expensive. Two years later he sends a team to see if JALT can use it for the 1993 Conference.

Although the N-SIGs got their official start in period three, this fourth period was characterized by the rapid growth in both number and size of the N-SIGs. There were many shifts going on in JALT. The Publications Board was shifting its structure during this period as it also adjusted its publications. The relationship between the chapters and the National hit an all time low to bounce back to a strong working relationship. Conferences moved to new highs both in attendance by participants and in displays.

During this period, the mini-conference came into full bloom. Tokyo led in this area but areas all over Japan quickly followed. The format had been around for many years but did not reach its prominence until this period.

**1991** JALT lost its second President to burnout. The National Election at the end of the year was contested and the results were not finalized until January of 1992. The rift between the National and Local levels had deepened. Was anyone trying to communicate?

**1992** JALT hit a low point: No site for the convention until well after all the deadlines. No site committee for the conference. No office staff for the Central Office as the Office Manager quit, the full time assistant quit, and the part time assistant had to go on medical leave. The year of the absent President with the constant questions about the books. Top it off with an Annual Business Meeting that left all with a bad taste. At the end of the year, the conference was a super success (despite the ABM); the new Office Manager and staff were getting control of the office activities; the financial status was shown to be very strong; and JALT was looking forward to a new active President taking the reigns. Is JALT really a Phoenix in disguise?

**1993** The JALT Central Office moved to Arakawa-ku, Tokyo, into a bright, new building. For the first time ever, a Japanese was in charge of editing a major bilingual publication of JALT---the Conference Handbook.

**1994** For the first time ever, the National Conference is to be held off Honshu. JALT moves toward a new Constitution and Bylaws. A new era is getting ready to dawn as the end of the year will mean the end of its fourth half-decade. The new year will hail the opening of the fifth.

## ***JALT is Meetings and they grow in size.***

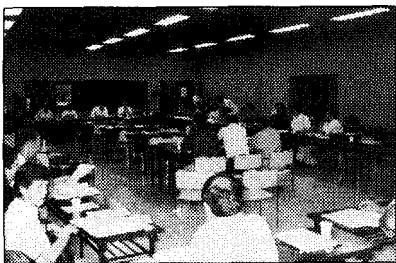


### **A full Excom meeting in 1979.**

From the person standing going clockwise: Larry Cisar (Kanto), Doug Tomlinson (Membership), XXX, Kohei Takubo (Recording Secretary), David Hough (Programs), Tom Robb (Vice President), Tim Lewis (Treasurer), Tom Pendergast (President), XXX.



finishing with Chris Knott (National Business Manager-next to the Chair). Apologies to those who cannot be recognized.



5. The next day was a full day of Executive Committee Meetings with many issues being decided. Compared to the numbers in 1979, the organization has grown tremendously.



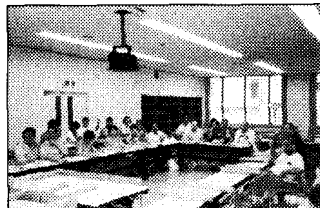
### **1. A full Excom meeting in 1994.**

JALT is no longer the simple organization it was years ago. Many complex meetings go into each National Executive Committee weekend. Here is the Pre-Conference Planning Committee. The man with his back to us is Chris Knott (National Business Manager). Going clockwise, we have Dennis Woolbright (National Public Relations Chair), Jane Hoelker, Chair of the meeting (National Program Chair), Steve Sayle (National Treasurer), Laura MacGregor (National Membership Chair), with head blocked Gene van Troyer (*The Language Teacher* editor), David McMurcay (National President), and Ruth Maschmeier (Conference Program Chair).

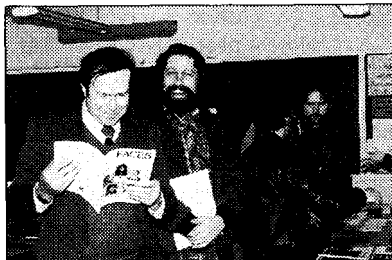


2. That meeting was followed by the meeting of the National Officers in one room, and;

3. the Chapter Representatives in another.



## ***Most of All, JALT is a lot of hardworking people.***



Rube Redfield (center) at JALT 92.



Nancy Hildebrandt Nakanishi, JALT's first Editor, 1978.

## JALT: A Phoenix or a Hydra?

by Larry Cisar

JALT is getting ready for its 20th Annual Conference, where we will again face serious Constitutional problems. Battle lines are being drawn, war faxes exchanged, can(n)ons of words fired. The Annual Battle of the Maniacs (the Annual Business Meeting) is planned to open hostilities on the second full day of presentations.

Preliminary skirmishes will be fought in the preceding day with a battle of religious challenges being fought at the Excommunication Maneuvers (Executive Committee Meeting) in the morning before the main event. As was done at the Battle of Bull Run, observers are expected to be present in large numbers. As with all these wars, there will be a major casualty-JALT. But what will happen?

One scenario has JALT being a Phoenix-like creature: The JALT we have had until recently will die, as

previous JALT's have died. And in the process of dying, it will give birth to a newer, stronger JALT. By fighting out the differences within JALT, we arrive at a new consensus that springs to life in the ashes of the old.

The second scenario is the death of JALT. JALT can be viewed as a multi-headed creature like the Hydra-when you chop off one head, two more appear; but the heads begin competing for the limited life that is in the whole; each begins to think of itself as the one real head with the real brain. The Hydra ends up killing itself.

It is up to the members-all of the members-to determine which scenario will prevail. Whether the Constitution to be discussed and voted upon in Matsuyama passes or does not, JALT can be a Phoenix or a Hydra. Which do you really want?

**HEADWATERS, cont'd from p. 51.)**

**DFT:** JALT's stature, such as it is, among professionals and in Japanese society, is self-evident.

**DM:** I do not think current presidents are satisfied with past glories. You are asking the question a bit too early. We have not reached it yet. This October 7 through 10, when Tom, Debi and most of the former officers and a majority of our by then 4,000 members attend the 20th annual international conference it will be a glorious success. We are going to have a dance at the university, listen to taiko drums, drink champagne to the past and approve a renewed constitution for the future, change our name to The Japan Association for Language Teaching, and debate and discuss teaching issues like we have never done before.

**AU:** *In your opinion, what direction is JALT headed toward? Also, what direction do you think JALT should be headed toward?*

**TP:** JALT seems to me to be TESOLizing, in the sense that it is concerned with growth (numbers, numbers of chapters, income) and pluralization (e.g., the proliferation of interests that diverge from language education in the strictest sense). I suppose that this is natural, given its size, but it should not forget the nagging question that remains of how to help people learn languages more efficiently. I note that one of the newest SIGs is however apparently focusing on just this issue.

**DFT:** The people who know the direction JALT is headed are the people directly involved in its administration, and as you know, that is not a majority of members. I think the majority is content to receive a high quality *Language Teacher* and *Journal*, keep up-to-date on their N-SIG areas and publishers' materials, and attend good regional and international conferences. In addition to providing these things, I think JALT has the responsibility to make itself, and keep itself, a force for change and improvement internationally, relevant to its Japanese base. I hope, and I expect, that it will be able to do this.

**DM:** JALT is going to be the pre-eminent teaching of foreign languages organization. We are going to share our classroom research and techniques with other language associations in Korea, Thailand, Taiwan, India, Nepal, Pakistan, Guam, and elsewhere in Asia. Together we are going to host the first Asian conference on language teaching and learning in 1999. Some of our best teachers are going to be the role models for classroom teachers where languages are taught as foreign languages.

Our strongest members are going to be the keynote speakers at international conferences. JALT members will author the authoritative texts and teaching manuals. JALT will have 5,000 members by 1999. Many will be primary and middle school teachers; others will be teachers of successful high school communicative courses; some will belong to overseas JALT chapters. Their professional association will be helping them to improve language learning and teaching.



# Ever been asked about study abroad opportunities by your Japanese friends or students?



If so, we recommend the following books by Hiroshi Kuki (Henry H. Kuki), M.A. (Univ. of Hawaii at Manoa, Linguistics); Educational Consultant, S.I.S.A. (Setagaya Institute for Study Abroad); (formerly) also lecturer, Waseda University, Tokyo, Japan.

## 1. *Study English in America: Conversation Pieces*

(199 pp., in E/J. ¥2,000) 1993 ed.: Introduction to U.S. college life through 50 dialogues in English with translations, notes and suggestions in Japanese; English tape by William K. Stevenson. et al.. also available (¥2,500).

## 2. *TOEFL-less U.S. Study-Abroad*

(183 pp., in J. ¥1,600) 1990 ed. This handbook presents some 50 U.S. colleges, both two-year and four-year, as well as a few graduate schools that accept the completion of ELS Language Centers in place of the TOEFL.

## 3. *Major Index of U.S. Colleges*

(200 pp., in J. ¥2,200) 1993 ed.: The majors most frequently followed by Japanese students in the United States are explored in the text. The author's own school and college recommendations immediately follow each of these "major" entries.

S.I.S.A. offers study abroad consultation by appointment as well as assistance with study abroad and visa applications. The above books are available at major bookstores throughout Japan and at some Japanese bookstores in the U.S. and other countries. If you cannot locate copies, contact the publisher:

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## Cooperative Learning In Second Language Classes

by David W. Johnson & Roger T. Johnson

第二外国語を学ぶためには、ボキャブラリー、文法、読む・書く・話すの基本的技術、また言語知識の表現に必要なソーシャルスキルを学ぶ必要があると述べられている。コーポラティブラーニングがこれらの修得技術を身につけるのに最善の方法であることを裏付けるために、理想的な環境づくりに不可欠な要素が何であるかを列挙しながら、この学習方法の性質が説明される。筆者は、この章の柱になっているリサーチを概説し、学生、教師、学校側が一体となって協力してやってくる学校、いわゆる“コーポラティブスクール”を基盤にコーポラティブラーニングを取り入れることの正当性を結論として述べている。

和文要旨作成協力： ホームマン 由佳

## Language Teaching and Cooperative Learning in the Japanese Context

by William F. Flaman

Japanese classrooms traditionally have some elements of cooperation among the students, but cooperative learning (CL) needs to be systematically implemented to fully achieve its potential benefits. After explaining Johnson and Johnson's five crucial elements of CL (see their article this issue) and discussing the benefits of CL in general, the author points out that developing individuality without suppressing the traditional group orientation among Japanese students and emphasis upon successful achievement would be desired outcomes of CL in Japanese classrooms, in addition to such universal outcomes as FL acquisition. Finally the author gives some practical ideas for successful introduction of CL.

## The Structural Approach: New Tools for Teachers

by Spencer Kagan & Miguel Kagan

共同学習の授業を計画するための一連の構造について概略してある。特定の種類の言葉のやりとりが特定の学習成果を生み出すという前提のもとに、従来の教授法とCLの構造を比較していく。教師が前に立つて行う授業が社会的、教育的に与える否定的な結果(生徒によって異なる授業参加の割合や競争など)についても忠告している。さらに、与えられた時間に発言する生徒の割合とともに、個人の責任(individual accountability)の観点から違った構造によって出てきた結果について分析している。また、構造が社会性を養っていくことに加え、どんな種類の思考力の発達を促進しているのかという、極めて重要な問題に応じて、構造が考慮されるべきだと指摘している。最後に提示されている表では、幾つか構造を紹介し、外国語教室での利点についてまとめている。

## Group Investigation and Second Language Learners

by Yael Sharan

学習者にコミュニケーションと社会性を養う技術を練習する機会を与える手順について提案している。まず、問題解決において生徒がとる段階は6つあるとして説明する。そして、教師はグループの問題解決の場面を眺めながら、その中で学習者に必要な共同作業の能力があるか、問題が学習者に合っているか、題材が手

に入れやすいか、結果をいかに評価するかなどを考慮しなくてはならないと示唆を加えている。

以上2点と文要旨作成協力： 小河奈保子

## Jigsaw Tasks in the Second Language Classroom

by Elizabeth Coelho

教室で行われるジグソーレッスンの全体像が論じられる。第一部・第二部ではコーポラティブラーニングとジグソーレッスンの基本的理論が、クラッシュ、スウェイン、ロング、ポーターらの説を引用することで述べられる。後半はレッスンの具体的な方法が取り上げられる。まず、授業運営方法が述べられ、それから、いかに一枚の新聞記事がうまくジグソーレッスンに織り込まれていくのかを、次のようなプロセスを踏んで提案している。まず、学生は内容に関する情報を得る。この情報をもとに“斜め読み”の知識で解答できる程度の読解力を見る練習問題が与えられる。その後、ポストリーディングを行い、グループ単位で相互の情報交換のディスカッションをする。情報が学生全体に行き渡って初めて、エバリュエーション(評価)の段階に入り、最後はフォローアップ作業で締めくくることが望ましい。筆者はジグソーレッスンの作成方法も示している。

和文要旨作成協力： ホームマン 由佳

## Cooperative Learning Using Commercially Available Materials

by Steve McGuire

共同学習の方法論を、英語のオーラル・コミュニケーション教授用に最近日本で紹介されたTALKという教材を使い、どのように適用したかを述べている。まず、概略を説明してから、実際に大学の授業でTALKを用いて得た経験を紹介している。特に、CLの授業の5つの要素をどのように組み入れていくかが重要な点であるとする。そして、教師の単に授業をするという役割から facilitator (援助者)としてクラスを運営していく大切さ、生徒と教師の積極的な言葉のやりとり、タスク(課題)への配当時間の増加などのCLの授業の利点についても論じている。

和文要旨作成協力： 小河奈保子

## An Interview with Roger and David Johnson

by David E. Kluge

本稿はデビッド・ジョンソンとロジャー・ジョンソンとのインタビューに基づいている。コーポラティブラーニングの定義とコーポラティブの講義要目に組み込まれる基本事項について述べられ、この学習法が言語学習プログラムに取り入れられるべき理由、その方法も提示されている。次にこのプログラムでの学生と教師の役割の機能が述べられ、まず、学生の役割が重要であり、教師の役割機能は後から付随するものであるとする。また、学生の“学習の曲線”について触れ、学習の初期は習得の度合いが緩やかであるが、いったん方法に慣れれば、学生の教材をこなすスピードは早まり、理解が一層深まり広がるのだと指摘する。最後に、コーポラティブラーニングの将来は非常に明るい、適切な教師の教育がなされなければ、この可能性を秘めた学習法は単なる幻滅に終わってしまうことになるだろう、としている。

和文要旨作成協力： ホームマン 由佳

BILINGUAL ABSTRACTS cont'd on p. 103

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edited by tamara Swenson

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**Longman Language Activator.** Longman, 1993.  
Pp. 1,587. ¥6,200 cased, ¥5,300 paperback.

"This is the book the world has been waiting for," says the blurb-and how right they are. Longman has moved in a radically new direction for learner dictionaries and has produced "the world's first production dictionary." So, how different and radical is it and what *is* a production dictionary anyway?

A traditional learner dictionary (starting with Samuel Johnson's great work in 1755) assumes one already knows or has met the word either by its spelling or sound and one is searching either for its meaning or other information about it. One is moving from known words to meanings. But what about the other way round? What if you have a concept or idea (a meaning?) in mind but don't know the right word to use. To do this you will need a productive dictionary to move from concepts and ideas to unknown words. A traditional dictionary is of no help because it assumes you already know the word. A thesaurus will only give you a list of synonyms or antonyms, without meanings, explanations or uses. One could always use a bilingual dictionary, but that defeats the purpose of having a learner dictionary. We're stuck. That is until now.

The *Activator* attempts to make the learner active in her search for new words, not just to work with the words she is already familiar with. The basic premise is that you begin your search with a concept in mind. The *Activator* has 1,052 concepts or Key Words from which to start, such as *think*, *smell*, *old*, and *small* (there are cross references to these Key Words if one cannot guess a suitable one). From there, one looks at the sub-categories within one of the Key Words and finally on to the word choice. Some words have purposely been omitted from the text. These include 'concrete' and content words such as *chair*, *sofa*, *settee* and *stool* and were left to the excellent *Longman Lexicon* (1981) of a few years ago.

So how do we find a word we want (and may not know) working from our idea or concept? Imagine we have the concept of *something becoming smaller in size because of the effect of heat drying it out* and want to find the most appropriate verb to use. First, we would think of a headword that has a wide coverage and under which our target word lies. Here, *small* seems appropriate. Under that entry we find that there are seven sub-categories of *small* ranging from *extremely small in size* and *made or designed to be small in size* and *easy to carry* to *to become smaller in size*. The last sub-category looks like ours and under that sub-heading we find the entries *get smaller*, *shrink* and *shrivel/shrivel up*. Reading these entries leads us to "*Shrivel: if something such as a plant or fruit shrivels or*

*shrivels up it becomes smaller because of heat or because it is old.*" Eureka! Notice how we worked from a concept or idea and found our word, something you cannot do in a traditional dictionary.

The full entry gives us its (British) pronunciation, its part of speech and generally excellent examples from both written and spoken English (a drawback of the 1987 COBUILD series). The excellent definitions are restricted to the 2,000 word Longman Defining Vocabulary and are explained in very accessible terms as in the example above.

There are however, some changes I would like to see in the *Activator*. I would like to see more collocations and some antonyms, but at 1,600 odd pages it's already a hefty tome. In addition, I would like to see more help on the way a selection would be used-its grammar so to speak, like that in the Collins COBUILD series. After all, correct word choice is only half of the production of a word, one needs to know when and how to use it too. One can infer use from the examples given, but this can be potentially misleading if used in slightly different contexts. Of course, it would be possible to mis-select words using the *Activator* (especially where collocations are important), but with care one will be right most of the time.

Several types of blocks and headings, bold and capitalized are used in the text and when browsing through the text for the first time, it can leave you confused. I found that the more familiar my students became with the text, the better they became at finding the target word and most times were right first time. In this regard, it would be advisable if learners read the introduction on how to use the *Activator* effectively. The lack of a workbook or exercises for user training such as those in the *Longman Active Study Dictionary* (1991) is an oversight.<sup>1</sup>

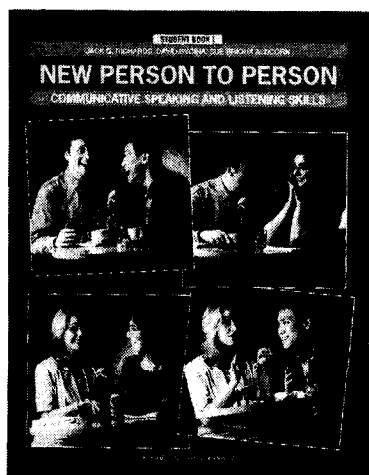
One obvious hindrance to the use of the *Activator* by learners is the need for a core vocabulary from which to work and an ability to categorize and be adventurous in one's search for new words if a line of investigation breaks down. It is here that training could be important. A core 2,000 word vocabulary may not be enough to access the subtleties of word use hidden in the authentic examples. Therefore, the *Activator* is only practical at the 'intermediate' levels and above. Beginners would be hopelessly lost as they would in any advanced learner's dictionary. My first year college students can just cope with it, but felt they needed the support of other references too. Nevertheless, they spent hours enjoyably browsing through it discovering new words. It is a marvelous tool for writers and speakers looking for a more appropriate word choice.

The *Activator* is a tremendous leap forward in learner dictionaries, both for the 'intermediate' and

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above learner and the teacher. It will not (and is not designed to) replace the traditional dictionary, but it can obviate the need for bilingual dictionaries for intermediate level learners as the only productive tool with which to search for new words. It seems destined to be the traditional dictionary's active sister and become an indispensable tool for teachers and students alike. If you don't have a copy, may I suggest that you get one as soon as possible or sooner.

*Reviewed by Rob Waring  
Notre Dame Seishin University, Okayama*

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1. Editor's Note: A workbook has been published, but was not sent for review. Maingey, S., & Tribble, C. (1993). *Longman language activator workbook*. Longman.

**Oxford Dictionary of Business English for Learners of English.** Allene Tuck, Editor. Oxford: Oxford University Press, 1993. Pp. 491. ¥2,200.

This is an attractive all-English dictionary for the intermediate- to advanced-level business person, well-laid out and easy to use. It is slightly smaller than the *JALT Journal* (although much thicker), and weighs in at about 520 grams—no small consideration for someone on the go. Despite its size, it contains a wealth of information. It lists some 4,200 business-related words and phrases, and over 5,500 contextual examples drawn from the British National Corpus. All of the vocabulary that came up during my private lessons with a division head are here (although the Japanese edition should contain a golf supplement!), and very few of the many business terms I looked for on my own are missing.

A major attraction of this dictionary is its readily accessible layout. Each defined word or phrase is highlighted in bold for quick look-up, and a good use of italics and symbols marks specific types of information. The type is small but clear, and each entry is separated with lines.

There are two parts to each entry. The main column lists information on the part of speech, the business field and geographical region if the entry is specific to one, and one or more contextual examples of the word's use. The use of common compounds containing the word is also demonstrated. In addition to the main entry, there is a language column that gives the word's pronunciation, verbal conjugations, plurals and mass/count information for nouns, abbreviations, related entries, synonyms, antonyms, and collocations (words often used with the entry).

Acronyms are also listed, referring the reader to the full entry for a definition, and common derivational terms are given separate entries, as with *environment*, *environmental*, and *environmentalist*. The inside covers and introductory pages contain a pronunciation guide, a list of business areas labeled in the dictionary, a key to entries, and a user's guide. All in all, a lot of information is packed into this dictionary.

Some of my favorite slang is missing—"do lunch" (to conduct business over lunch) and "power suit" (a dark blue suit with a red tie symbolizing ambition). Maybe these are not widespread enough to have made the cut. However, there is a great deal of computer lingo here. All of the common equipment, data entry, and networking terms I have run across are included, with the sole exception of *laptop*.

Is this dictionary worth the ¥2,200 to a business person to supplement other dictionaries that probably define most of these terms? Yes, I think so. The wealth of information packed into each entry, the cross-referencing, and the easy-access layout are well worth the price of admission. Quite frankly, I am jealous. Doesn't anyone sell an all-Japanese dictionary laid out like this at a level we beginning/intermediate Japanese learners can use?

*Reviewed by Kevin Varden  
Meiji Gakuin University*

**Oxford Dictionary Of Phrasal Verbs**, 2nd edition. A.P. Cowie & R. Mackin. Oxford University Press, 1993, Pp. 518. ¥3,200

The first edition of the *Oxford Dictionary of Phrasal Verbs (ODPV)* (1975) was a forerunner of the modern special-purpose English dictionary for the nonnative learner. Like its predecessor, the new *ODPV* (1993) is a genuinely useful reference tool for the intermediate (and even advanced) student of English.

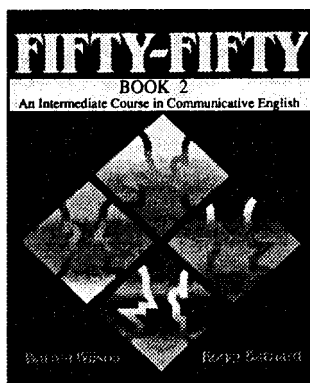
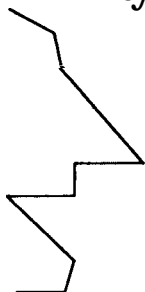
The entries in the *ODPV* are organized in the ordinary but effective alphabetic order of dictionaries. Each entry has a single head term, such as *heap* or *go*. Each headword is followed by subentries, three in the case of *heap* and 167 for *go*. The subentries themselves are frequently subdivided into separate senses. For example, the subentry *go home* is given a literal sense of 'go to the place that one lives' and a metaphoric sense of "die; go to heaven." The entries are accurate and comprehensive.

The *ODPV*'s main strength is the help it gives to students to overcome the incredible difficulties they face trying to use phrasal verbs. Most importantly, each use of a verb is given at least one representative example to illustrate usage. The *ODPV* also employs special grammar codes. For instance, after the phrasal verb *take out*, a code is used to show that the particle is separable and can follow the verb (*Take out the trash*) or the object (*Take the trash out*). The code

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[pass] indicates that the phrasal verb acts as a two-word transitive verb which can be passivized (The trash was taken out). Altogether there are eight codes to indicate such things as whether the phrasal verb is a verb plus a particle ([Vp] *They don't go together*), a verb plus a prepositional phrase ([Vpr] *He has just gone for a walk*), and so on. These codes are explained on the back cover and at more length in a back matter section called "Grammatical Codes and Tables." Another excellent feature of the dictionary is the coding to indicate the normal collocation of verbs. For instance, the code "S" is used to show that the subject of *go to one's head* is often a noun like *strong drink, beer, champagne, success, praise*, and such. The code "O" is used to show that *go over* (in the sense of "to rehearse") is often followed by a prepositional object like *lines, part, scene two, or French homework*. Such grammatical codes cannot guarantee success, but they do go a long way to making it possible for a nonnative to use phrasal verbs confidently and appropriately.

I think the most natural place for the ODPV is at a student's desk at home. However, it could be used as a supplementary text in a course on "English Idioms" or the like. The ODPV certainly ought to be on any "Recommended Reference Books" list that teachers distribute to students.

Reviewed by Bruce Horton  
Kanda University of International Studies

**Word By Word Picture Dictionary.** Steven J. Molinsky & Bill Bliss. New Jersey: Prentice Hall, 1994. p. 138

The main strength of any picture dictionary is that it bypasses the translation process, so that students connect an English word with an image—not with a Japanese word. The main problem is that learning activities associated with such a book are, by definition, bitsy. Its value is limited, because abstract nouns and sophisticated thought processes cannot be presented visually in this way. *Word by Word* is not a true dictionary, nor can it easily be used as a core text book. It assumes that the acquisition of vocabulary is teachable as a discrete cognitive process. Grammatical constructions in the exercises are no more advanced at the end of the book than in the early pages.

But one mustn't blame a herring for not being a king-sized turkey. *Word by Word* is very good for its kind. Most pages give students quick access to at least 30 or 40 words related to a specific topic. Useful dialogue patterns and discussion questions are offered for each topic. The book is colourful, with a consistent, attractive layout.

Ancillary materials apparently include student workbooks for three levels [literacy, beginning and intermediate], a teacher's resource book, an audio

program, wall charts, colour transparencies, vocabulary game cards, a song album, a song book and a testing program. I'm sure the value of the *Word by Word Picture Dictionary* would be enhanced by these extra resources, but unfortunately they were not sent for review.

The Handbook of Vocabulary Teaching Strategies offers 74 techniques. Most are quick tricks—fun, and useful. Fourteen strategies are variations on "I'm thinking of a ..." However, 23 entries begin with ominous instructions like: "Collect a variety of small office supplies and put each one in a small brown lunch-size bag..." or "Write each word from page 22 of the Picture Dictionary on a separate card..." With large classes, this level of preparation seems disproportionate for the learning involved.

However, I think many teachers would appreciate a class set of *Word by Word* for occasional games and exercises with beginner and intermediate EFL and ESL classes.

Reviewed by Rachel McAlpine  
Doshisha Women's College

**Pocket Japanese: Quick Access to Everyday Phrases.** Katsuaki Togo and Fijiko Motohashi. Tokyo: The Japan Times, 1993. Pp. 165

Browse through any bookstore in Japan and you are bound to find a wide array of quick and handy Japanese pocket-size study guides from A to Z. While the basic content of these books is invariably the same, the format of *Pocket Japanese*, based on text by Togo for Japanese learners studying English, makes systematic learning a little easier.

*Pocket Japanese* is divided into two parts. As is usual with these kinds of texts, Part I introduces commonly used life-skill topics such as greeting someone, talking about the weather, shopping, expressing likes and dislikes, and talking on the telephone. The emphasis of the book, however, is Part II which presents sixty-two of the most basic grammar patterns found in everyday conversation (e.g., "How much...", "Please show me...", "Where is...") with sample sentences that help you see some logical framework to this seemingly confusing language. While detailed explanations are useful, the authors of *Pocket Japanese* have introduced these grammar points in a very concise manner with size and convenience in mind. Furthermore, many of the units contain useful one-point culture tips on how and when to use the expression "*Shitsurei shimasu*" is used when parting instead of "*Sayoonara*" when talking to superiors (p. 2). Tips as simple as this will certainly benefit those who want to develop basic cultural sensitivity from the start.

All of the sentences have been written in English and Japanese (with *furigana* the kana reading of the character, above), allowing learners to practice learn-



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ers reading skills. And I was gratified to find a study guide that didn't come apart at the seams after opening it a few times. A reference book like this should be able to bear the wear and tear of daily use.

Finally, the two indices and glossary list items both alphabetically and according to situation and are a definite help especially when you find yourself in a bind and you need a phrase quickly. In the case of asking permission, you can look up "May I ...?" in Index I (phrase index) or you can find the entry "Asking for Permission" in Index II (situation index).

The authors of *Pocket Japanese* have written a handbook that not only puts phrases at your finger tips, but tries to develop some grammatical competence and cultural awareness along the way. While this book is not entirely unique in its approach, it is one worth considering if you don't have a survival Japanese guidebook already.

Reviewed by Randall Davis  
Tokyo Gaigo Business Academy

**Talk a Lot.** Keith S. Folse. The University of Michigan Press, 1993. Pp. 207. Teacher's manual.

Hot off the black and white press, *Talk a Lot* offers exactly what the title suggests: lots of activities to make 'em talk! The 3 big pluses about this new book are: 1. Students speak! 2. Students speak! 3. Students speak!

The book is a collection of information gap activities, crossword puzzles and various quizzes. Student-centred, language building activities are cleverly disguised as fun. However, as the text is actually a workbook, the absence of color may create negative first impressions.

*Talk a Lot's* goal is speaking fluency so grammar and vocabulary are intentionally simple (420-450+ TOEFL). The style is suitable for high school students up.

If your students' goal is speaking fluency, then *Talk a Lot* could help them to achieve that aim in a systematic, effective way. Alternatively, it could be used for supplementary speaking activities alongside a more integrated textbook. Two of the really positive things about *Talk a Lot* are that students increase their vocabulary rapidly and gain fluency in many formulaic expressions. At the same time, transfer of information is the primary goal of most activities so self or peer-correction occurs naturally when one person doesn't understand what the other is trying to say. The six topics that are thoroughly covered are (1) names of people and things, (2) common adjectives, (3) numbers, (4) position, (5) family and (6) clocks and calendars. Within each unit, the exercises gradually become more difficult.

The Teacher's book is helpful for alerting teachers to problems specific to Japan and for suggesting

follow-up activities but is not necessary for use alongside the textbook.

Reviewed by Lyn Melville-Rea  
Takatsuki YMCA

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

Reviewers must test textbooks in the classroom. Publishers should send all materials for review to both for students (text and all peripherals) and for teachers to the above address.

### For Students

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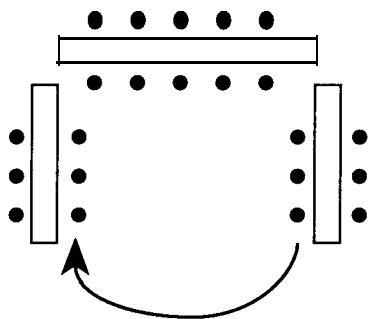
## Dialogs: How to Keep them Going

by Dominic Cogan, Fukui Prefectural University

Have you ever seen your students switch off on their third attempt at a dialog that you thought was lively and appropriate? Most teachers would agree that dialogs are useful in providing learners with meaningful language practice and this usually means practicing the dialog in pairs several times at some stage in the lesson. Teachers assume that if students practice the dialog often enough some of the material will "stick." But repetition usually leads to boredom and students may have little sense of interacting communicatively.

### Changing the Physical Setting

One very simple but effective technique I have used to counteract this problem is to get students to work with a different partner at each attempt at the dialog. I usually have my students in something approximating a horseshoe shape. Having assigned who is "A" and who is "B," I ask all the Bs to stand opposite their partners so that an inner and outer semicircle is formed. After the students have practiced once with their partner, they have to move on to the next partner on their right so that everyone is facing a new partner within seconds and they then repeat the dialog. The procedure is repeated a number of times, the students interacting with a new conversational partner each time they work on the dialog (see diagram).



Students respond well to this technique. Faced with a new partner each time, they learn to adjust to the conversational style and differing language abilities of a variety of personalities. The all too common situation where students work with the same partner each week is avoided, leading to a greater sense of the class working together as a cohesive group.

### Changing the Verbal Setting

Another way to keep the dialog fresh and interesting is to allow for change in the verbal setting by

including dialog variations as in the following dialog excerpt:

- Doctor: Let me have a look at you... Are you getting enough sleep/rest?
- Patient: Well, I usually go to bed around 11:30/eleven o'clock/ 1 a.m. and I get up at about quarter past six/twenty past seven.
- Doctor: What about your diet? Are you eating properly/normally?
- Patient: I usually eat once/three times a day. I often/sometimes go to McDonald's/Kentucky Fried Chicken for lunch.
- Doctor: So much fast food is not very good/healthy for you. You might not be getting enough vitamins/nourishment...

Use of dialog variations allows students to have some creative choice in what they are saying while still providing them with the necessary practice in target structure areas.

### Changing the Psychological Setting

Dialogs can also be kept interesting by altering the identity of the speakers in some significant way. So in a dialog based on asking for and giving directions the students could be told:

*A, you've been driving your car around in circles for the past hour looking for a friend's apartment. You are getting impatient. Ask for directions.*

Or take a restaurant situation. The teacher tells the class:

*B, you are in a hurry. You have to make an important business appointment in 15 minutes. Order your meal.*

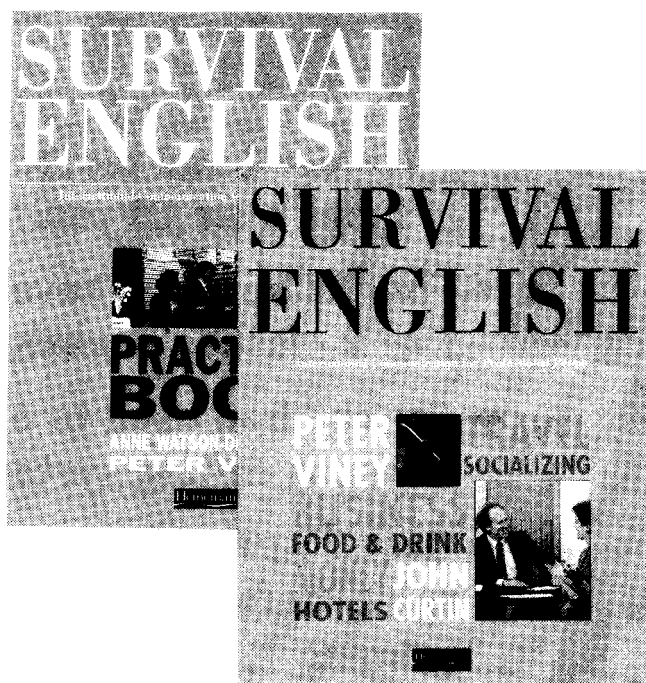
Whatever prompt the teacher provides to alter the psychological setting, it will create a need to alter intonation and stress patterns so that pronunciation work emerges naturally from the already contextualized dialog.

### New Dialogs for Old

Changing the psychological setting of a dialog does not always just involve changes in stress and intonation. The bank robber who is looking for directions to the bank is unlikely to say: "Excuse me for troubling you, but I wonder if you could tell me where I might find the bank," as he presses a gun against the chest of an unfortunate passerby. A cry-

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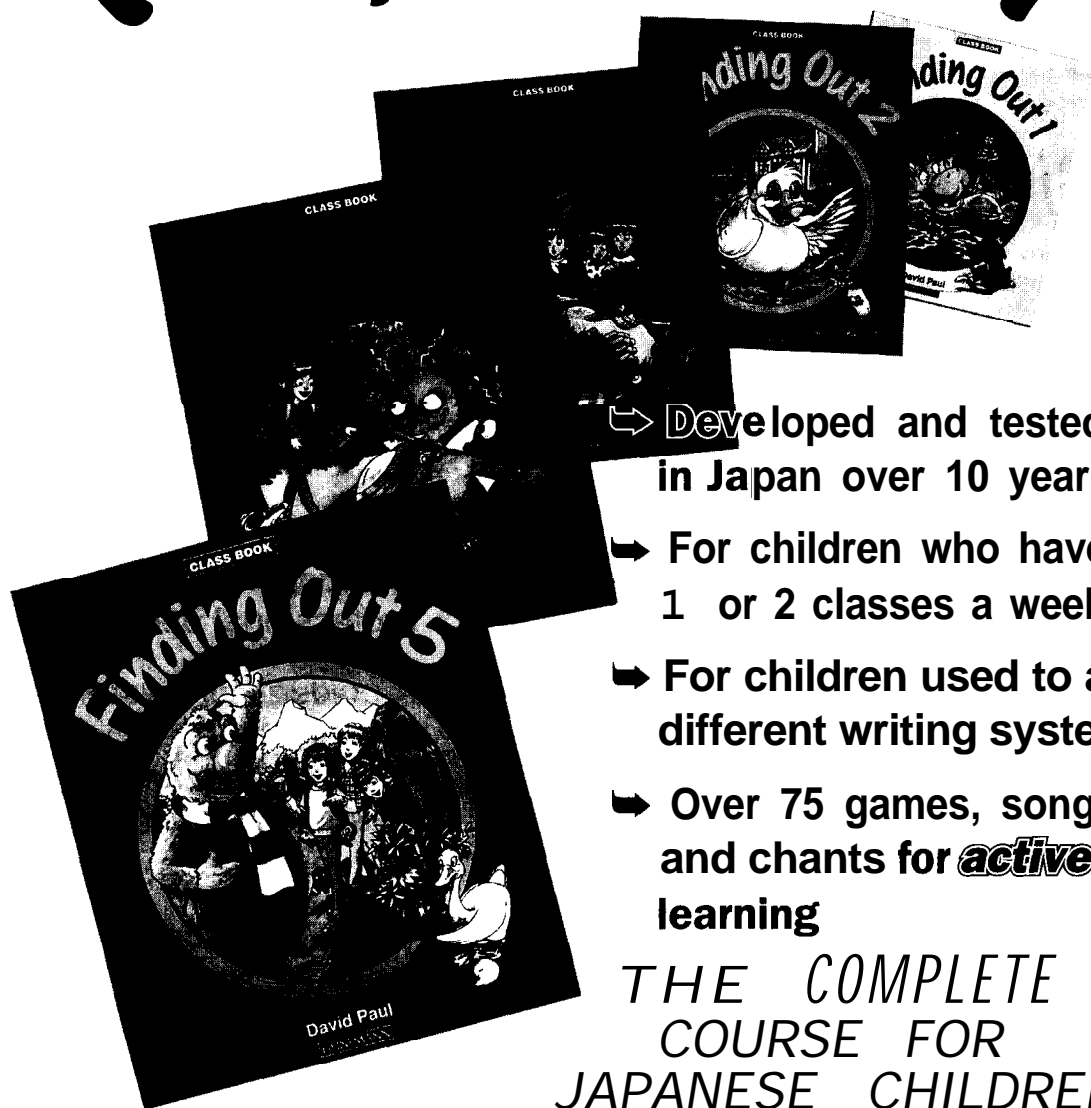
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by David Paul



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tic "Where's the bank mate?," might be more likely.

So a change in the psychological setting can be an opportunity to get students to consider what kind of language is most appropriate or likely in different contexts. Students can be asked to rewrite the original dialog to make it more appropriate to the situation. Different pairs of students can present the dialog to the whole class and the class can be asked to choose what they consider the most realistic or plausible dialog.

Let's take the following extract from a dialog as an example. It was designed to revise a number of structures previously introduced, but, in particular, it focuses on the functions of making polite requests and asking for permission:

H: What would you like to drink, coffee, tea or something stronger?

G: Coffee is just fine. I've got a hangover.

H: Poor you! Please help yourself to the peanuts.

G: Can I turn on your C.D. player?

H: Yeah. Sure. Here's the coffee.

G: Could I have some sugar please?

H: Certainly

G: And can I have some milk too?

H: No problem. Would you like some cake/a sandwich/a biscuit?

G: No thanks. I've just had lunch/dinner. I was

wondering... Is it okay if I borrow your car?

H: My car? What for?

G: Well, I want to go to Osaka for the weekend for a party.

H: But you don't have a license.

G: Oh! Didn't you know? I passed my driving test last week.

H: Really? Well, I'm sorry but I need the car on Saturday. I'm travelling to Toyama/Kyoto/Tokyo/Kanazawa on business.

G: Oh! That's too bad. Now I'm going to miss the party.

H: Well, there's always the train/the bus.

As it stands this extract does not tell us very much about the relationship between the speakers. The teacher could suggest that Greg (for example), doesn't know Helen very well but tries to act friendly in order to get Helen to lend him her car. Or, Greg and Hank are good friends but Hank knows that Greg is a novice driver so he feels uncomfortable lending his car to him. The students practice the dialog with the new information in mind. They are then asked to rewrite the dialog according to the new psychological setting proposed by the teacher.

By following the steps outlined above, it is possible to keep dialogs alive and interesting while acting as a support for students as they gradually move towards their own more creative, personal utterances.

## How to Control the Use of Japanese in an EFL Conversation Class

Michael Busch, *Kanda University of International Studies*

For most Japanese EFL students the "English only" class rule is difficult to follow and for the teacher it requires a clear and workable strategy for enforcement. The following article offers a classroom management strategy for dealing with students who speak Japanese during English class. The strategy is based on behavior modification where desirable behavior is rewarded and errant behavior has negative consequences.

### Procedure

At the beginning of class (preferably on the first day) explain the purpose of the English only class rule. Students should understand that if they want to learn English conversation, they need to speak English during class time, since it is the only opportunity they have to practice. Next, place students into groups of four. Ask them to think of penalties for speaking Japanese during class time. After about five minutes take every group's suggestions and write each one on the chalkboard. The teacher may also add his or her own possible penalties.

Examples generated by my previous students

included standing up for 10 minutes, sitting *seiza* for five minutes, singing a song, kicking the student, paying one hundred yen to the teacher, removing him or herself from class, going outside and shouting in the school courtyard "I can't speak Japanese in class," dancing in front of the class, and saying an English tongue twister.

The teacher should discuss the relative merits of each penalty, taking into account how the penalty will be enforced as well as its impact on individual students. Some penalties, such as hitting students or asking them to leave class, are obviously unacceptable. Others, such as singing a song in front of class, take time and may interfere with the lesson. Cross out unacceptable penalties while giving students a brief reason. In the end, ask students to vote for one penalty from the remaining list.

After the class has decided on a penalty, begin enforcement of the penalty from the next class meeting. At the beginning of the following class period remind students of the English only rule and the new penalty. Also inform students of ground rules about enforcement:

1. The English only rule will begin when the teacher takes attendance and finish when the teacher ends class. (I always end the class with a signal phrase. "Thank you very much. Have a nice day.")
2. The teacher will decide if someone is speaking Japanese.
3. We will try this system for one week, then decide whether to continue.
4. Exceptions to the English only rule are before and after class and when asking for vocabulary help. For example, a student might ask a classmate "How do you say *gambaru* (Do your best!) in English?"

Whenever a student is caught speaking Japanese, repeat the same statement each time. Say something simple and direct like "The rule is English only during class. You're speaking Japanese, so you have to stand up for ten minutes." Try hard never to deviate from your statements. Above all avoid saying the statement with emotion. Try to use a calm voice, straight face and look directly at the student. Moreover, do not let enforcement disrupt the flow of the class lesson or activity.

Teachers should also be flexible and exercise prudent judgment. Sometimes it is better to ignore Japanese if enforcement interrupts the flow of the activity or the teacher wants the class to focus on something. It may be also difficult to determine if students are speaking Japanese when working quietly in small groups. Do not enforce the rule if you are not certain. Ask the student "Are you speaking Japanese?" and take their word for it.

In addition to the class imposed penalty, which gives immediate feedback in the form of mild pun-

ishment, a second strategy, imposed by the teacher, serves to reward students who follow the English only rule. Establish a period of time, perhaps every two to three weeks, when students are awarded a certain number of points for following the English only rule. These points can be added to their course grade and even made a part of the grading system. Students who fail to follow the rule, however, lose points from their grade each time they speak Japanese.

Rewarding students requires a simple reporting system in regard to speaking Japanese. The purpose of a reporting system is to provide students with consistent and regular feedback, thus strengthening the psychological connection between desired behavior (English only) and positive outcome (increased grade points). The report, perhaps a half sheet of paper, should clearly indicate the date of the rule violation and the number of points awarded or removed. Keep track of errant students during class time by using a chart or attendance sheet. Teachers may also use the report to inform students about attendance or participation. In my class, for example, I give each student an "interaction" grade every three weeks which awards points for attendance, English only, and "interaction."

### Conclusion

In closing, successful compliance of the English only rule causes students to develop a strong association between English and the classroom environment. Speaking Japanese will eventually feel odd. However, compliance can only succeed when teachers consistently enforce the rule without becoming overly rigid and then provide both immediate and delayed feedback concerning desirable behaviors.

## Expanding English Through Personal Experience: Show and Tell in the Classroom

by Rory Baskin, *Kaisei Gakuen*

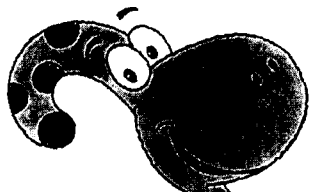
In my classes I use a number of activities that could be viewed as childish, such as jazz chants, tongue twisters, and finger rhymes. These activities relax, entertain, and educate the students. Originally, I was concerned that teenagers and adult students might resent being asked to do such activities. These fears proved groundless as my students learned, laughed, and enjoyed. A popular classroom activity that I remember from my childhood, Show and Tell, is one of the most successful activities in my classroom today.

American kindergartens and the first few years of grade school use Show and Tell as a language activity. Students can practice public speaking using familiar things in their lives. They speak as individuals, but gain group cohesiveness through sharing

their interests. Through Show and Tell they practice speaking for long turns. This is a skill English language students also need to express themselves adequately in the target language. In the classroom students listen intently to Show and Tell to find out about their classmates. They are listening for a purpose, an important characteristic of real life listening. The students also practice asking and answering questions in a meaningful context.

### Classroom Explanation

After writing Show and Tell on the board, I explain that show means to give something for people to look at, and tell means to talk. The students are also told that Show and Tell is a frequent activity in American pre-schools and elementary schools. I



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By Ken Methold, Paul FitzGerald, Mary McIntosh

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Michael Rost      **Basics and Strategies:  
a renewed look at listening**  
**2:00 - 2:45 pm Room 721**

Julian Edge      **Basically, its individuals who learn**  
**3:00 - 3:45 pm Room 852**

Marc Helgesen    **English Firsthand user's session - What's new?**  
**5:00 - 5:45 pm Room 851**

## October 9 (Sun)

Michael Rost      **Real Time Prime Time:  
a new spotlight on beginners**  
**10:00 - 10:45 am Room 852**

Alice Svendsen    A healthy conversation?  
What do you mean?  
10:00 - 10:45 am Room 734

Julian Edge/  
Charles Browne    Right Track: a course book to grow with  
3:30-4:15 pm Room 721

## October 10 (Mon)

Steve Galloway    Touchdown:  
a communication course for teenagers  
10:00 10:45 am Room859

Michael Rost      Communication strategies: can we teach them?  
10:00- 10:45 am Room842

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conclude this segment by sharing a personal Show and Tell experience from my elementary school days. A boy in my class brought his hamster to school in a brown paper bag. He told us his hamster's name, how old he was, what he ate, and the things that he did in his cage. We all petted the hamster and asked questions about him.

### Classroom Demonstration

In this section of the class I tell the students that I will demonstrate Show and Tell using my watch. I take it off and say the following:

"This is my watch. It is a Casio that I bought 12 years ago. I bought it on sale at my university's school store when I was a student. This was in 1982 before I went to Europe. This watch is the only thing I own that I have had with me on all my travels to Europe, Asia, and other places around the world. The band is not original. The original band broke in Mexico in 1983 and I had it fixed there. Then, it broke again and I had it fixed again in Mexico in 1984. Well, it broke for the third time when I was back in the States, in Vermont in 1984, and I bought this band. You can tell it is getting old because the black coating is peeling off and it is rather dirty. The watch is getting old too. Sometimes the light does not work and the alarm is very quiet, but I am very attached to this watch because I have had it for a long time and it has been to many interesting places with me. I guess that's about everything, do you have any questions?"

Sometimes the students ask how much the watch cost, what places I have traveled to, or other questions. If there are no questions, I explain the guidelines to the students for their presentations.

### Student Guidelines

The students are instructed to bring something interesting to show their classmates such as a pet, a watch, a picture, a book, or a musical instrument. The presentations should be from about two to five minutes. They should be spoken, not read aloud. The final part of the presentation will be for the audience to ask questions and the presenter to answer.

### Student Selection

Whenever possible I use volunteers for scheduled future presentation dates. If no one volunteers, candidates are selected from a stack of name cards, or with a variation of "eeny meeny miny mo, catch a tiger by the toe, if he hollers let him go." The first student is "eeny," the second "meeny," and so on. Normally, American children use this to eliminate people or items until there is one remaining. This is too time consuming for the classroom, so whoever is "go" is selected to present their Show and Tell.

### The Presentation

At the beginning of class, I greet the students and ask the presenter to begin. Various presentations of interest have included a kindergarten photograph album, tea ceremony instruments, and batons from rhythmic gymnastics. I am often impressed that the students' quantity and quality of speech are higher than during normal discussion or textbook use. The students appear to be very interested. They listen intently and afterwards ask questions. The high degree of student interest makes Show and Tell an excellent device for the students to practice taking long turns, listening, and asking questions.

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### RECENTLY RECEIVED, cont'd from p. 71.

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### For Teachers

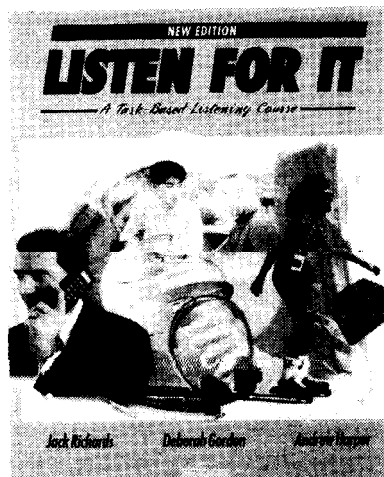
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All news pertaining to official JALT organizational activities should be sent to the JALT News editor at the address listed in the Masthead. Deadline for submission is the 19th of the month. All copy is subject to editing for length, style, and clarity.

### 研究助成金のお知らせ

JALT が日本学術会議の登録団体資格の更新を行ったことは、昨年の年次大会で報告済みですが、それにもない事務局にいくつかの研究助成金の公募要領が届いています。その中で代表的なものを紹介します。詳細については各機関に直接お問い合わせください。

#### 1 文部省科学研究費補助金「研究成果公開發表 (B)」

学会やその部会が主催するシンポジウム、学術講演会で、一般社会人や青少年・小中高生の関心が高いと思われる分野の研究動向・研究内容をわかりやすく普及啓蒙するものに対する援助 (150 万円以内)。例年 5 月に公募。

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Domestic Affairs Committee

### Reviews Editor for the *JALT Journal*

The JALT Publications Board invites applications for the position of Reviews Editor for the *JALT Journal*. A commitment of three to four years will be required.

The qualifications are:

1. Previous editorial experience.
2. An innovative vision for reviews in the *JALT Journal*.
3. A sound background in issues relating to language education, including a Master's Degree in language education or a related discipline.
4. Seven or more years of experience teaching languages, at least four of which have been in Japan, and a current resident of Japan.
5. A member in good standing of JALT.

To apply, mail a curriculum vitae, including a list of publications, and a two to three page statement describing your vision for reviews in the *JALT Journal* to: Greta J. Gorsuch, JALT Publications Board Chair, #601 Koruteju, 1452 Oazasuna, Omiya, Saitama-ken 330. Faxed applications will not be accepted. Application deadline: October 31, 1994.

### Open Positions in JALT

#### Paid Positions:

(1) The Pre-conference Planning Committee will accept bids on the contract for the work of **Proposal Inputter for the 95 Conference**. Submit an application letter and resume. Detail computer experience and knowledge of File Maker Pro and Macintosh computers with the bid.

(2) Bids for the contract of **Inputter and Layout Person for conference publications** are being accepted. These include the Conference Handbook, Call for Papers and Supplement. Submit an application letter and resume as stated in (1) above.

#### Unpaid Position

Applications are being accepted for the position of **Conference Program Chair for JALT 95 in Nagoya**. The Conference Program Chair is responsible for coordination of the conference schedule, supervising the Reading Committee and some related correspondence and publicity. The Conference Program Chair works with the National Program Chair and the Pre-conference Planning Committee. Direct questions or applications to: Jane Hoelker, Chair of the Pre-Conference Planning Committee, KIT General Education, English Program, 7-1 Ogigaoka-Nonoichi, Ishikawa-ken 921 Fax: 0762-94-6701.

### Chapter Reports Editor Wanted for *The Language Teacher*

The JALT Publications Board is seeking a new Chapter Reports Editor for *The Language Teacher*. The successful candidate will have some editorial experience, a strong understanding of JALT chapter presentations and meetings, and will be a member in good standing of JALT. To apply, please send a one page resume and a cover letter to Greta Gorsuch, JALT Publications Board Chair, by October 10.

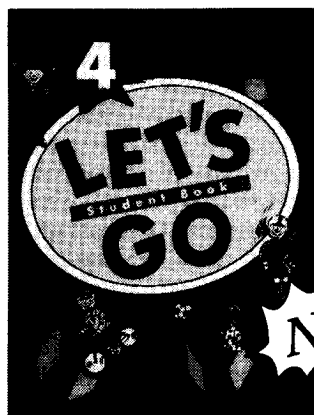
### IATEFL Representatives

Each spring JALT sends representatives to the TESOL Convention in North America and IATEFL Conference in Europe. (The TESOL-Convention will be held in Long Beach, California, March 28 to April 1, 1995; the IATEFL Conference will be held at the University of York, England in April, 1995.) Please suggest the names of any JALT members you know-including yourself-who might be interested in attending TESOL or IATEFL as a JALT representative. The elections will take place at the January

JALT NEWS, cont'd on p. 84.

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### Announcement

The Association of ELT Publishers will be holding the **13th Tokyo English Language Book Fair** on **October 22 & 23** at Ochanomizu Square (Block C), 1-6 Kanda, Surugadai, Chiyoda-ku Tokyo 101. Admission: Free. There will be presentations by teachers and publishers, with guest speaker Kensuke Yoshida of Sophia University, the Author of the Ministry of Education authorized textbooks "Birdland (A)", "Birdland (B)" and the "O/cite kara neru *made*" series. For more details contact: Kazuaki Abe, c/o Oxford University Press, 2-4-8 Kanamecho, Toshima-ku, Tokyo. Tel: (03)5995-3801 Fax: (03) 5995-3919, or, David Gray, c/o Harper Collins Japan, 1-2-1 Sarugaku-cho, Chiyoda-ku, Tokyo. Tel: (03) 3291-6343. Fax: (03)3294-8284.

### Call for Papers

JALT CALL N-SIG, JALT Video N-SIG, and JALT Nagoya Chapter, in conjunction with JALT Associate Members, will be holding a computer and video software fare, **Soft Fare '94**, in Nagoya on December 11 (not November 23 as previously announced). In addition to commercial exhibitors, individual teachers who have developed video or computer software for language learning are invited to exhibit and demonstrate their projects. Submissions should include, name, address, home/ work phone, fax, title of project and a short description of project. Send submissions to Albert Dudley, Kinjo Gakuin University, 2-1723 Omori, Moriyama-ku, Nagoya 463. Fax 052-799-2089. Deadline for submissions is **Monday, October 24**.

### Announcement

JALT Kansai Conference: **Culture and Communication**, sponsored by Kobe, Kyoto, Nara, and Osaka JALT chapters, and endorsed by Tanabe-cho and Seika-cho Boards of Education, will be held at Doshisha University Campus at Tanabe on November 26, 1994 from 9:30-5:15. Highlights will include a variety of presentations, hands-on computer workshop demonstrations, publishers' displays, and lunch for those who preregister. Carol Rinnert is to be the keynote speaker, and other featured speakers are to be Deborah Foreman-Takano, Barbara Fujiwara, and Hitoshi Mabuchi and Haruo Nishinoh. There will be more than 40 presentations. Preregistration fees will be accepted until **October 31, 1994**. JALT Members and students-¥1,500, Non-members-¥2,000. On site registration fees are double and do not include lunch. Please use the postal *yubin furikae* form to transfer your payment to: account name "JALT-NARA", account number 01020-3-82636. For a preliminary program/further information send a stamped, self-addressed envelope to Kenji Kitao, Doshisha University,

Tanabe Campus, Tanabe-cho, Kyoto 610-03, or request through Internet: kkitao@doshisha.ac.jp. For information only contact Bonnie Yoneda 0742-44-6036, or Kenji Kitao, 0774-63-3922.

### Call for Papers

The Tokyo and Osaka International Business Communication (IBC) groups are calling for papers for the second **IBC Conference**, to be held in Kobe on February 24-25, 1995. The conference is open to all language/culture trainers working in business settings. Papers, workshops, presentations and demonstrations related to teaching business, technical and cross-cultural communication skills are welcome. Proposals should include name, affiliation address, telephone and fax numbers, title, time (50-80 minutes), summary of content, and equipment needed. Deadline for proposals is **November 18, 1994**. Send the above to: Nathalie Bleuze, Sumikin-Intercom Inc., 7-28, Kitahama, 4-home, Chuo-ku, Osaka 541. Tel: (06) 220-5500 Fax: (06)220-5713.

### Call for Papers

JALT Southwest Region will sponsor **An International Conference on Language Teaching** in Kokura, Kitakyushu, May 14, 1995. We are requesting papers and poster presentations in English, German, Japanese, or Korean. The theme of the conference is "Sharing the Challenge: What Native and Non-Native Language Teachers Can Learn from Each Other." We are particularly looking for presentations that will provide insights across teaching experiences. Presentations by non-Japanese teachers will be useful to Japanese teachers and vice versa. Presentations will be 45 minutes in length; be sure to allow time for questions. Abstracts of 100-400 words, in English only, should be sent to: George Russell, 3-2-203 Sensui-cho, Tobata-ku, Kitakyushu 804; please indicate equipment needs. Abstracts must be postmarked no later than November 30.

### Call for Papers

JALT Applied Material (JAM) Issue on cooperative learning is calling for papers. This issue of JAM would focus on actual classroom, rather than theoretical possible, use of cooperative learning in Japan. Send a 200-250 word abstract with title (without name) including your actual cooperative learning classroom experience (type of class, type of cooperative activity, and what you want to explore in the paper), and an additional sheet including the proposed title, and contact information (address, home and work phone numbers, fax number or E-mail address) to David Kluge, Kinjo Gakuin University, 2-1723 Omori, Moriyama-ku Nagoya 463, Fax

(052) 799-2089, E-mail TOOOO52@JPNKGU01.BITNET.

Deadline for submissions is: **December 2, 1994.**

## Call for Papers

Shizuoka JALT and the Learner Development N-SIG are jointly hosting a one-day conference on the theme of **Strategies for Learner Autonomy**, to be held in Shizuoka on May 14th, 1995. Presentations may be in either English or Japanese. Abstracts of submissions (200 words in English, 400 ji in Japanese) along with a brief biodata are welcomed. Mac disks are preferred. Deadline for submissions is **December 14, 1994.** Submit abstracts to: Stewart Hartley, 1-19-24 Sempukugaoka, Susono-shi, Shizuoka-ken 410-11. For further information: Tel 0559-93-7361, Fax 0559-93-7352

## Using the Imagination

1993 saw the inauguration of a new publication, *The Journal of the Imagination in Language Learning*, dedicated to the proposition that attempts to acquire a language are significantly enhanced by the presence of an activated imagination. TJILL is published by The Conference on the Role of the Imagination in Second Language Acquisition at Jersey City State College, New Jersey, and copies can be purchased for US\$5.00 from Dr. Clyde Coreil, The Journal of the Imagination, Grossmickle Hall, Rm. 347, Jersey City State College, 2039 Kennedy Blvd., Jersey City, NJ 07305-1597 USA. Volume 2 of TJILL will be published in the fall.

Publisher's note: Since its publication, we have been informed by Cambridge University Press that the article "Describing People" by Jale Colakoglu, which appeared in our edition of June 1994 (pp. 23, 38), was in the main an extract from Ingram and King's book, *From Writing to Composition* (Cambridge University Press, 1988, pp. 92-95).



## The Language Teacher

### 原稿募集

*The Language Teacher* は、日本語教育に関する日本語記事の投稿を募集しています。特に、小・中学校の外国人児童・生徒への日本語教育、日本で働く外国人のための日本語教育など、今日的话题の記事や海外からの投稿を歓迎します。幼稚園から大学、民間の日本語学校、ボランティアで日本語を教える方たちまで、あらゆるタイプの日本語教育に携わる方の投稿をお待ちしています。投稿要領は *The Language Teacher* 1994年1月号の投稿規定をご参照いただくか、日本語編集者までお問い合わせください。(連絡先は2ページにあります)

### JALT NEWS, cont'd from p.81

ExCom Meeting, 1995. Listed below are the conditions for the nominees:

- 1) Nominations and supporting materials (biodata and letter of intent) must be received by the NEC Chair before **December 1, 1994.**
- 2) Nominees for the TESOL/IATEFL must complete all necessary procedures (i.e., registrations for the conference or accommodations) on their own.
- 3) The TESOL/IATEFL representatives must be a member of these associations before participating in the conventions.
- 4) Representatives will be expected to attend various meetings at their conference and to submit a written report to JALT after returning to Japan.

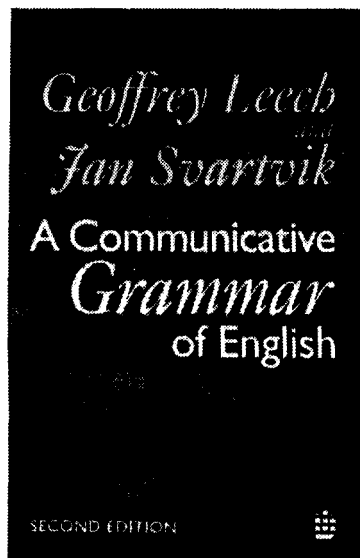
A financial subsidy is available to help cover expenses. To place nominations or for further information, please contact one of the following NEC members:

Yuzo Kimura (Chair); tel/fax: 078-736-5680 (h)  
Donna Fujimoto; tel/fax: 0254-43-6413 (h)  
Izumi Suzuki; tel: 0196356416 (h); fax: -380314 (h)

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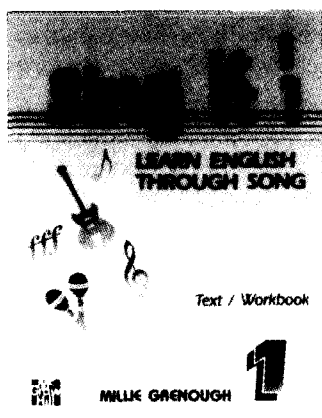
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- Level 6: Don't Worry, Be Happy. etc.



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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.

## N-SIGs at JALT '94

With JALT '94 imminent, the scale of N-SIG contributions can only be hinted at in this space. Seven of 10 N-SIGs are exercising their privilege to sponsor one presentation. Of the group presentations, all 7 colloquia and 7 of 11 roundtables are organized by N-SIGs.

Furthermore, the "My Share Live" teaching materials swap meet is being piloted by Materials Writers and Teacher Education N-SIG officers. The Other Language Educators forming N-SIG is organizing a block of concurrent presentations at Ehime University, this time including JSL in its symposium. We have also heard from independent presenters hoping to launch forming N-SIGs on the momentum of their presentations or roundtable discussions.

There is also the N-SIG Representatives' Meeting for N-SIG Coordinators and those concerned with overall N-SIG matters. Finally, as important as any of the above, each N-SIG has its Annual Meeting where members are invited to learn about the organization and join its active people.

## Membership Reminder

When registering for JALT '94, it is a good idea to join N-SIGs or renew your membership in them, either by ticking off boxes on the form or on-site at conference registration tables. Chapter officers should also be able to process N-SIG memberships at any JALT event. So, visiting the N-SIG Hospitality Room and enquiring with N-SIGs of your choice is only one of many ways to join them.

In any case, please make sure your JALT membership never expires. The habit of many to renew after expiration causes various problems such as being dropped prematurely from N-SIG membership lists. The best time to join N-SIGs is when you join JALT or renew your JALT membership. It is most convenient to extend your JALT membership a year when registering for the international conference.

## N-SIG Representation

For the first time in JALT's history, representatives of every N-SIG participated in the June 18-19 Executive Committee Meeting (ExCom) in Kobe. The Constitutional Reform Committee has been laboring for two years to recommend a new JALT Constitution to the Annual General Business Meeting at JALT '94. N-SIG representation on JALT's policy-making board, on the basis of equality with Chapters, is to be voted upon along with the rest of the proposed Constitution. JALT members are therefore urged to attend

and vote on the many Constitutional amendments.

When it comes to translating the proposed Constitution into Japanese, three of the four principal translators are N-SIG officers: Learner Development Co-Chair Naoko Aoki, JSL Chair Hiroko Takahashi, and Bilingualism Research Coordinator Masayo Yamamoto. Others to be thanked for this exacting job include Emiko Horton, Shigeo Imamura and Masaki Oda.

## JET Program as an Object of Research

*Studies in Team Teaching*, published by Kenkyusha, recently appeared on bookstore shelves. Edited by N-SIG Officers Minoru Wada and Antony Cominos, the 19 contributors seek to improve team teaching in Japan by making it an object of research. That is, the papers are not anecdotal but investigations of key dimensions in the evolution of the JET Program. The Editors were, respectively, an Education Ministry policy maker of the JET Program itself and a researcher of Japan's language education policy.

The next book by this N-SIG team, commissioned by Yamaguchi Shoten, is already in progress.

## An Invitation from JACET

Just as the Team Teaching N-SIG has opened up a conduit to mainstream secondary school teachers, the College and University Educators' N-SIG (CUE) has attracted an overture from the Japan Association of Applied Linguistics (JAAL), a branch of the Japan Association of College English Teachers (JACET). Yasutaka Yano of Waseda University writes in the June 1994 N-SIG newsletter *ON CUE* that JAAL will host the 1999 AILA World Congress on Applied Linguistics. Through the CUE N-SIG, JALT is invited to actively participate as a sister organization to JACET in Japan. We college teachers in JALT are honored by the offer and wish to thank Yasutaka Yano.

## TESOL President Here For Bilingualism Conference

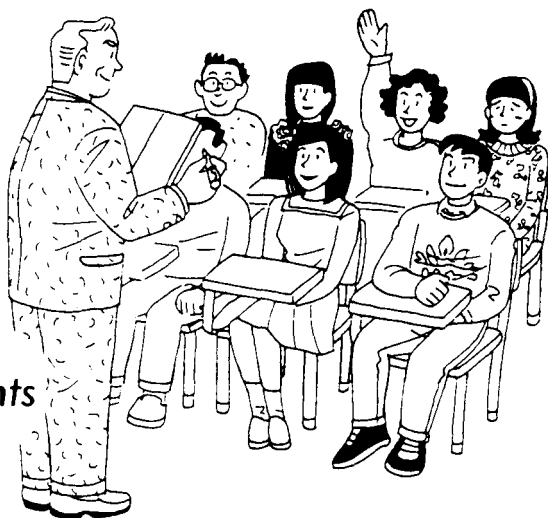
Katoh Gakuen in Shizuoka Prefecture held a three-day conference in July on "Second Language Acquisition Through Content-Based Study." This refers to immersion, an approach to bilingual education, where in this case half or more of the regular school curriculum is taught in English at Katoh Gakuen Elementary School. This accredited school's Immersion Director Michael Bostwick was a Bilingualism (N-SIG) Colloquium presenter at JALT '91 and JALT '93. The quality of speakers for a local conference reflects

NSIG cont'd on p. 90.

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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.

Fukui

## Foreign Teachers and Japanese Students: Talking Across Cultures

by Dominic Cogan

In May Dominic Cogan explored the particular problems facing the foreign teacher in college level English conversation classes. He suggested that there is an inevitable clash of expectations when a foreign teacher steps into a Japanese conversation class because the ideas about what should go on in class differ. Cogan raised the issue of whether teachers or students should adjust their classroom behavior and suggested the need to compromise and meet halfway. Cogan recommends foreign teachers closely observe and build on the classroom discourse patterns of Japanese students. For example, teachers could signpost questions before the whole class and allow students time to think about their answers with a partner. This is particularly useful if questions involve expressing opinions, because students gain sufficient time to think about their response while seeking the extra security of consensus of a partner. Cogan suggested that teachers make their own expectations about classroom behavior explicit in ways such as stating the importance of maintaining eye contact when conversing in English.

*Reported by Charles Potts*

Kobe

## Creative Use of Texts

by Robert O'Neill

In May Robert O'Neill focused his presentation on 'closed' and 'open' texts. He stressed that closed texts are mainly suitable for drawing out factual information and that they cannot be readily extended beyond mechanical language practice of content questions. Open texts, by contrast, tend to give learners the chance to express opinions based on logic and possibility. Although some in the audience questioned whether Japanese could express personal opinions effectively with open texts, the presenter assured those present that Japanese were as good, if not better, than some EFL learners at this.

O'Neill added some interesting sidetracks about the value of grammar learning. He believes there is great value in teaching grammar because it helps students make sense out of the streams of English they encounter. He also suggested that English teachers gain invaluable lessons in empathy by struggling to learn a foreign language.

*Reported by Charles McHugh*

Nagoya

## Pronunciation Practice Made Palatable

by Frank Rowe

## International Guests in the Classroom

by Alicia Rowe

In April Frank Rowe demonstrated his four-step approach to teaching pronunciation based on the text *Pronunciation Contrasts in English* (1987). After reading a series of minimal pairs to the class, Rowe recommended that teachers demonstrate how the tongue and mouth should be positioned to pronounce each sound. Students then gain choral and pair practice with minimal word pair sentences. Rowe suggested that students begin by practicing easy consonant contrasts, then move to more difficult vowel contrasts.

Following this, Alicia Rowe discussed the value of having classroom guests. She pointed out that guest speakers can provide students a chance to listen to and speak with diverse people. Rowe stressed the importance of prepping students before a speaker arrives in class and suggested that teachers help students consider what questions are appropriate. In some cases, the class may need to gain some background knowledge about a guest speaker's topic before the actual visit. Rowe also recommended that the guest speakers receive a list of sample questions to help them prepare for their visit.

*Reported by Susan Nelson*

Osaka

## Competence, Habit, and Routine in Language Learning

by Robert O'Neill

In May Robert O'Neill showed us how and why routine, upon which the now discredited, behavioristic audio lingual method was based, nevertheless contributes greatly to communicative competence, just as do intuition, formal explanation, and informal discovery learning.

"We know too much about language," O'Neill insisted, "to be able to represent it in rules. Much of what we know is subconscious, and necessarily so. How can we say anything if we had to monitor all the phonetic and orthographic details which must be learned in order to be disregarded in our every utterance?" Grammar rules, O'Neill stressed, are at best "creative fictions." Our conscious knowledge of them is bound up with the hundreds, perhaps thousands, of prototexts. These scripts or conversational

routines govern what we say and subtly interact with its grammatical form. Students need to develop a "feel" for using forms spontaneously.

O'Neill demonstrated how the relationship between form and meaning can be explored by considering the difference between sentences such as "My boss is a very kind man," and "My boss was . . ." Rather than formally drill grammatical points, O'Neill felt that it was more valuable to supply relevant frames and prompts and have learners generate their own sentences.

O'Neill also considered the use of short drills in parallel narratives. The value of such exercises, he points out, is to help learners locate words in their appropriate domains. For example, "prosecute," "charge," and "arrest" are commonly found in a legal domain.

Noting that children and beginning learners respond mainly to the limited structures and vocabulary addressed to them and automatically tune out the rest, O'Neill made the point that authenticity resides not so much in learning materials per se as in the process of making sense of them. Beginners may need explanations, even drilling. However, as they progress they can greatly add to their "routines" with the aid of such exercises as O'Neill presented, and thereby grow more competent at exploring their own linguistic territories.

*Reported by Jack Yohay*

Sendai

### Successful Activities

by Helen Sandiford

In July Helen Sandiford presented a workshop on developing classroom oriented activities. The workshop began with a simple activity in which participants outlined a list of factors which determine the appropriacy of a specific task. Factors included the amount of time available, the personalities of the students and teacher, the clarity of the task, and the success-orientation of the students. These criteria were then used to evaluate a host of activities. Although the workshop focused on developing listening and speaking skills, activities designed to enhance reading and writing skills were also featured.

The activities presented throughout the workshop focused on involving the learners and drawing on personal experience. Sandiford stressed the importance of using activities both as warm-ups for listening exercises as well as for reviewing material.

A particularly popular activity was the generation of a linked story from simple pictures presented one at a time. The participants were asked to create a story while focusing on ways of tying their ideas together into a cohesive whole. This activity was a clear, fun, and success-oriented task.

*Reported by Chris Huston*

NSIG, cont'd from p. 87.

the support in theory and research for immersion education in Japan as elsewhere. Simultaneous translation was provided, with speakers including Dr. Rod Ellis of Temple University in Philadelphia, Prof. Hideo Oka of Tokyo University, Don Maybin and Masayo Yamamoto.

TESOL President Fred Genesee of McGill University, Canada, delivered the keynote address, "An Overview of Second Language Immersion Programs." With Genesee leading TESOL, the field of Bilingualism will gain a higher profile in the language teaching world.

### 学習者の自律のためのストラテジー

#### 発表論文募集

JALT 静岡支部と学習者ディベロップメント N-SIG は、1995年5月14日(日曜)日に静岡市で、「学習者の自律のためのストラテジー」をテーマにしたコンファレンスを企画しています。発表は、英語でも日本語でも結構です。発表ご希望の方は、英語なら200語、日本語なら400字の発表要旨と、簡単な略歴を下記へお送りください。Macintosh のディスクをお送りいただくと助かります。応募の締切は、1994年12月14日、宛先は410-11 静岡県裾野市千福が丘1-19-24 スチュアート・ハートレーです。お問い合わせは、電話：0559-93-7361、ファックス：0559-93-7352へ。

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**Video:** David Neill, Kokusai Honvaku Services, 1033 Ushiroi. Tomo. Fukuyama-shi 720-02; tel: 0849-82-3425

**Teacher Education:** Barbara Wright, University of Rio Grande, 1-13-15 Chidori, Ota-ku, Tokyo-146; tel: 03-5700-0690; fax: -0203

#### N-SIGs in the Making

**Other Language Educators:** Rudolf Reinelt, Ehime Daigaku Kyoyobu, 3 Bunkyocho, Matsuyama-shi 790; tel: (w): 0899-024-7111

# INTERACTIONS & MOSAIC

## INTERACTIONS ACCESS

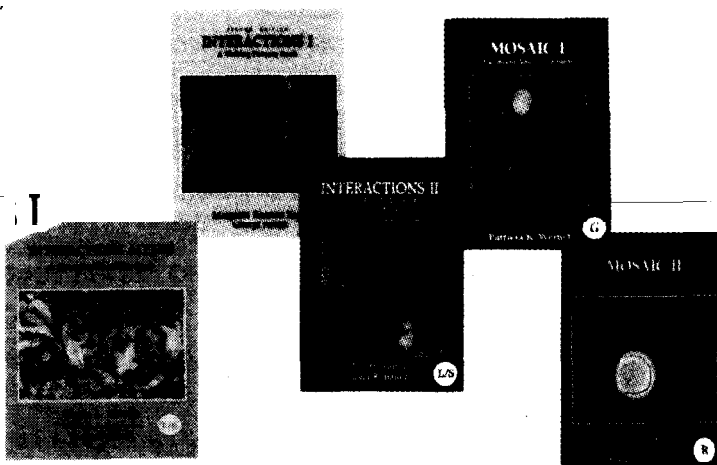
Pre-Beginning/Beginning  
to High-Beginning

- Grammar
- Reading/Writing
- Listening/Speaking

## INTERACTIONS I

High-Beginning to  
Low-Intermediate

- Grammar(2/e)
- Writing(2/e)
- Reading(2/e)
- Listening/Speaking(2/e)
- Speaking Activities



## INTERACTIONS II

Low-Intermediate to Intermediate

- Grammar(2/e)
- Writing(2/e)
- Reading(2/e)
- Listening/Speaking(2/e)
- Speaking Activities

## MOSAIC I

Intermediate to High-Intermediate

- Grammar(2/e)
- Writing(2/e)
- Reading(2/e)
- Listening/Speaking(2/e)

## COMPACT MOSAIC I

Intermediate to high-intermediate

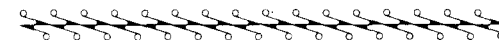
- Grammar

## MOSAIC II

High-Intermediate to Low-Advanced

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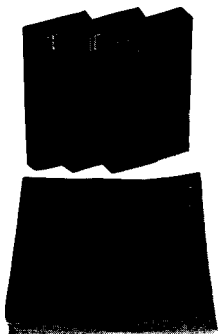
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## edited by cathy sasaki

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.

*Change in Deadlines:* Effective from October, the deadline for Chapter Meeting Announcements will be the 19th of the month, two months prior to the issue in which the announcement is to appear. This means that announcements for the December issue of *TLT* must be received on or before October 19th.

### AKITA

Topic: Video in EFL

Spkr: Mike Unher

Date: Sunday, October 16

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

Place: Joinus, Senshu Meitokucho, Akita (opposite Hirano Art Gallery, Senshu Park)

Fee: Members free; non members ¥750

Info: Nigel Moore, 0188-37-5937  
Dave Ragan, 0188-86-3758 or 86-5138

Mike Unher will look at a number of ways EFL teachers can make and use video-based materials as an integral part of their lesson plans. The presentation should benefit teachers who have rarely, if ever, used video. Those who have used it are urged to come and share their ideas.

Mike Unher is an EFL teacher and materials developer at Iwate University.

### CHIBA

Topic: Chiba Officer's Potpourri

Spkr: Joe Fraher, Jill Ryan, John Wallace, et al.

Date: Sunday, October 16

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

Place: Sen City Bldg., 12F (behind Sogo @ JR Chiba Sta.)

Fee: Members free; non members ¥1000

Info: Joe Fraher, 0474-49-7796  
Gordon Sites, 0432-44-7128

Several of the Chiba JALT officers will present a variety of short talks and workshops on topics as diverse as onomatopoeia in English, Japanese and Spanish, tips and techniques for using movies, and the under appreciated benefits of realia and visuals. More presentations may be added as well.

### FUKUI

Takako Watanabe, 0776-34-8334

Dominic Cogan, 0776-61-4203

### FUKUOKA

Carl Lefebvre, 092-734-4375 (h),

Fax 092-715-0591 (w)

### FUKUSHIMA

Gary Spry, 0249-38-7917

### GUNMA

Topic: Teaching Culture, Developing Fluency and Having Fun in Your Classes

Spkr: Oxford University Press  
ELT Consultant

Date: Sunday, October 30

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

Place: Nodai Niko High School,  
Takasaki

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

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

This workshop will focus on ways to get students to speak out in class, what to emphasize to develop accuracy without making them lose confidence, and how to address cultural issues. Practical techniques and activities that you can put to immediate use in your classes will be offered.

### HAMAMATSU

Topic: The Challenge of Teaching Communicative English in Japan

Spkr: Anni Hawkinson

Date: Sunday, October 16

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

Place: Create Hamamatsu (near Enshu Byoinmae Sta.)

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

Info: Brendan Lyons,  
053-454-4649  
Shiomi Yamamoto,  
053-456-4315

This workshop will explore some of the pedagogical challenges of teaching communicative English in Japan, and explore ways in which they can be met using experiential learning activities. Participants are asked to bring the textbooks they

are currently using, in addition to questions about experiential education.

Anni Hawkins has been responsible for the establishment and direction of the graduate program at the School for International Training, Japan.

### HIMEJI

Yasutoshi Kaneda, 0792-89-0855

### HIROSHIMA

Topic: JALT 94 Conference Reports

Spkr: Local chapter members

Date: Sunday, October 16

Time: 1:00-2:00 p.m., teacher sharing meeting

2:00-4:00 p.m., conference reports

Place: Hiroshima International Center (Hiroshima Crystal Plaza 6F, near ANA Hotel)

Fee: Members free; non members ¥1000

Info: Elizabeth Smith, 082-282-5311 (w), 082-286-9781 (h)  
Carol Rinnert, 082-239-1374

Local chapter members will give summaries of various workshops and presentations from the JALT Conference in Matsuyama.

### HOKKAIDO

Ken Hartmann, Tel/Fax 011-584-7588

### IBARAKI

Martin E. Pauly, 0298-58-9523

Michiko Komatsuzaki, 0292547203

### IWATE

Akiko Shimizu, 0197-65-3636

Ellen Sadao, 0196-83-3083

### KAGAWA

Harumi Yamashita, 0878-67-4362

### KAGOSHIMA

Shoko Osaka, 0992-64-8192

### KANAEAWA

Neil Hargreaves, 0762-80-3448

Mikiko Oshigami, 0764-29-5890

## K OBE

No meeting scheduled.

Info: Charles McHugh,  
Tel/Fax: 078-881-0346  
Nihei Nagaki, Tel 078-593-  
7998; Fax 078-593-9957

## KYOTO

Topic: Adventure in Critical Thinking

Spkr: Bruce Davidson

Date: Sunday, October 24

Place: Kyoto Kyoiku Bunka Center (see map), 4-13 Kawaharacho, Shogo-in, Sakyo-ku, Tel. 075-771-4221 (Japanese)

Fee: Members free; non members ¥500

Info: Kyoko Nozaki, 075-711-3972  
Michael Wolf, 0775-65-8847  
Michael Furmanovsky, 0798-26-0692

In the belief that thinking is inseparable from language, this presentation will introduce some educational strategies to help students think more deeply. Participants will have hands-on experience with critical thinking classroom approaches, such as assumption identification and Socratic questioning, adapted to the Japanese EFL class.

Bruce Davidson teaches English at Osaka Jogakuin Junior College.

## MATSUYAMA

Topic: JALT International Conference, "Back to Basics"

Plenary Spkrs: Mario

Rinvolutri, Donald Freeman and Leslie Beebe

Date: October 7-10

Place: Matsuyama University

Info: Ruth Vergin, 0899-77-2006  
Kimiyo Tanaka, 0899-53-2218

Workshop speakers include Jack Richards, David Nunan, Lance Knowles, David Paul, Michael McCarthy, Julian Edge, Virginia Hamori-Ota, Rosamund Moon and Susan Stempleski.

## NAGANO

Edward Mills, 0262-85-5837

## NAGASAKI

Topic: Foreign Language Education a la Dutch

Spkr: Yoko Matsuka

Date: Sunday, October 16

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

Place: Shimin Kaikan (opposite Kokaido)

Fee: Members free; non members ¥1000

Info: Brian Moss, 0958-20-5713  
Motoshi Shinozaki, 0957-25-0214

The speaker will discuss the stages of language education in the Netherlands. Subtopics include foreign language education at the primary school level, television usage and how Dutch children realize the importance of foreign language learning without being told.

Yoko Matsuka is director of Matsuka Phonics Institute and an author of teaching books.

## NAGOYA

Topic: Switching on to Video

Spkr: Susan Stempleski

Date: Tuesday, October 4

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

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

See September issue for complete information.

## NARA

Sachiko Shimomura, 0742-46-4724

Bonnie Yoneda, 0742-44-6036

## NIIGATA

Michiko Umeyama, 025-267-2904

Donna Fujimoto, 0254-43-6413

## OKAYAMA

Hiroko Sasakura, 086-222-7118

## OKINAWA

Topic: The Future of International Exchange Programs on Okinawa

Spkr: Kimi Hara

Date: Sunday, October 23

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

Place: Okinawa Christian Junior College, Room 1-1

Fee: Members free; non members ¥500

Info: Jane Sutter, 098-855-2481

The speaker will share her extensive international background and educational experiences and discuss the future trend of international exchange programs on Okinawa.

Kimi Hara is the President of Okinawa Christian Junior College.

## OMIYA

Michael Sorey, 048-266-8343

## OSAKA

Jack Yohay, 06-771-5757

Terukuni Koike, 0723-67-4657

## SENDAI

Topic: Innovative Communicative Activities: The Key to Motivation

Spkr: Tim Falla

Date: Tuesday, October 25

Time: 6:00-7:30 p.m.

Place: Seminar Room, Sendai 141 Bldg.

Fee: Free

Info: Gerald Couzens, 022-279-5282 (h); 022-279-1311 (w)

The speaker will share his ideas for motivating adult and young adult students, demonstrating innovative ideas that combine factual reports on topics of general interest with drama sequences in situational language. Fun, practical ideas to develop effective listening and communication skills will be presented.

Tim Falla is co-author of *New American Streamline* and *Headway Video*.

## SHIZUOKA

Donna Burton, Tel. 0542-87-5711;

Fax 0542-84-0863

## SUWA

Mary Aruga, 0266-27-3894

## TOCHIGI

Topic: Pol Pot's Legacy: A Spade and a Bucket, not a Pen and Paper

Spkr: Peou Hor, Chhun Bora

Date: Wednesday, October 5

Time: 6:15-8:15 p.m.

Place: Tochigi-ken Bunka Center

Fee: Members ¥500; non members ¥1000

Info: Jim Chambers, 0286-27-1858  
Michiko Kunitomo, 0286-61-8759

The speakers will address the destruction of the Cambodian educational system under the Pol Pot regime and recent efforts to rebuild it, including their own efforts to introduce communicative methods into a difficult learning environment.

Peou Hor and Chhun Bora are English teachers from Cambodia





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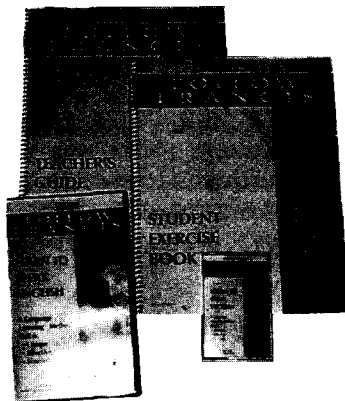
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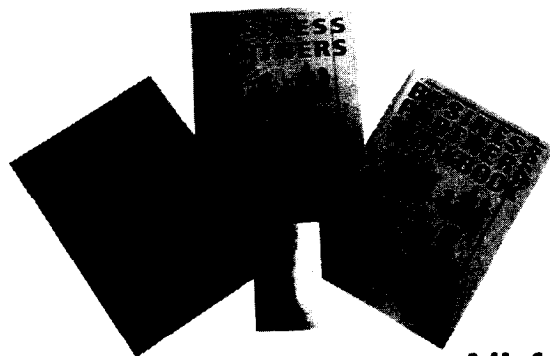
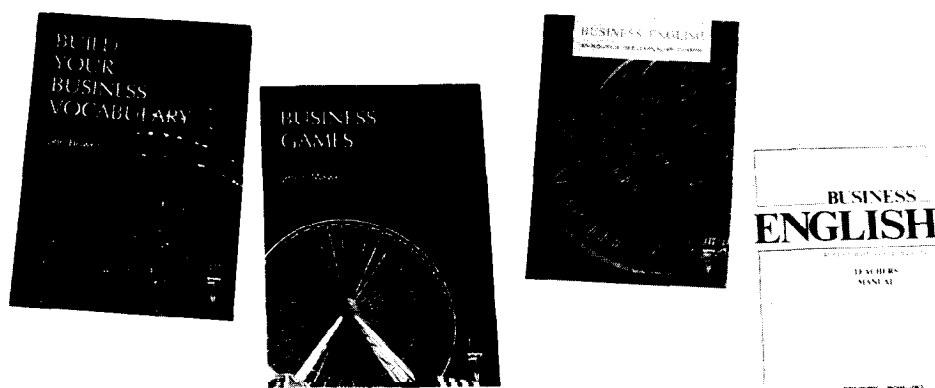
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who have been invited by JALT to participate in this year's annual conference.

#### TOKUSHIMA

Topic: Drama in the Lesson

Spkr: Jack Migdalek

Date: Sunday, October 30

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

Place: Seishonen Center

Fee: Members free; non members ¥1000

Info: Kazuyo Nakahira,  
0886-24-3156

The emphasis of the workshop will be on designing activities which involve and foster comprehension, communicative skills, and creative skills. The workshop will include practical drama-based activities and an open discussion.

Jack Migdalek has worked in the area of theater in education.

#### TOKYO

Topic: Tokyo JALT's November Conference

Date: Sunday, November 20

Place: Showa Women's University  
(7 min. walk from  
Sangenjaya Sta. on Shin-  
Tamagawa Line)

Info: Peter Ross, 0423-21-1941 (w)  
N-SIG coordinators

In addition to plenaries, regular presentations, displays by N-SIGs and publishers are also planned. The conference, "A Greater Vision: Teaching Toward the Future," is sponsored in coordination with N-SIGs.

#### TOYOHASHI

Richard Marshall, 0532-47-0111  
Tomoyo Kumamoto, 0532-63-2337

#### WEST TOKYO

No meetings are scheduled for 1994. West Tokyo Chapter needs assistance from local members willing to serve as volunteer officers, help organize monthly meetings and special presentations. Funds are available. Please help our 130 local chapter members share their ideas, teaching techniques and classroom research, and help to improve language teaching and learning.

Contact Laura MacGregor, JALT National Membership Chair, Tel/  
Fax: 011-614-5753.

#### YAMAGATA

Topic: Current Views of Language Learning and Teaching in Yamagata-Japanese English Teachers and the Effects of the JET Program

Spkr: Anne Murray

Date: Sunday, October 30

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

Place: Yamagata Kajo Kominkan  
(Yamagata-shi, Shironishimachi 2-chome 2-15; Tel  
0236-43-2687)

Fee: Members; non members  
¥500

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

The speaker will report preliminary findings from interviews with Japanese teachers of English in Yamagata prefecture aimed at

assessing their views on language teaching and learning as well as examining changes in teaching methodology since the beginning of the JET Program in 1987.

Anne Murray is a lecturer at Yamagata University.

#### YAMAGUCHI

Yayoi Akagi, 0836-65-4256

Eri Takeyama, 0836-31-4373

#### YOKOHAMA

Topic: Using Video for Active Listening

Spkr: Sakae Onoda

Date: Sunday, October 16

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

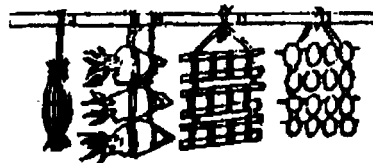
Place: Yokohama Igrisukan (on the Bluff near JR  
Ishikawacho Sta.)

Fee: Members free; non members ¥1000

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

This demonstration will show how high school students can acquire listening skills with the use of video, overcome challenging material and be motivated to be actively involved in listening tasks.

Sakae Onoda teaches at Kasukabe High School.



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## MEYNARD PUBLISHING

edited by masaki oda

## **Third Annual Conference of JASEC (The Japanese Association for Studies in English Communication)**

Date: October 15, 1994  
Place: Kinki University, Higashi-Osaka, Osaka  
Contact: Prof. Akio Fujii, School of Political Science and Economics, Waseda University Shinjuku-ku, Tokyo 169-50  
Tel: 03-3203-4141 Ext. 3415

## **The 19th Annual Boston University Conference on Language Development**

Date: November 4-6, 1994  
Place: Boston, MA, U.S.A.  
Contact: Boston University Conference on Language Development 138 Mountfort Street Boston, MA 02215  
Fax: +1-617-353-6218  
E-mail: langconf@louis-xiv.bu.edu

## **IATEFL First Balkan Conference on "Communicating Cross-Culturally"**

Date: November 12-13, 1994  
Place: School of Philosophy, University of Athens, Greece  
Contact: Dr. Dimitri Tsekouras CATE President and IATEFL Branch Secretary 1 Mavrokordatou Street 106 78, Athens, Greece  
Fax: +30-3600478

## **Thai TESOL 15th Annual Convention**

Date: January 12-14, 1995  
Place: Ambassador Hotel, Bangkok, Thailand  
Theme: Diversity in the Classroom  
Contact: Prapa Vittayarungruangsri First Vice President Dept. of Foreign Languages Faculty of Science, Mahidol U. Rama 6, Bangkok 10400 Thailand  
Fax: +662-2477050  
E-mail: scpvt@mucc.mahidol.ac.th

## **1995 ACTA-ATESOL NSW National Conference**

Date: January 15-19, 1995  
Place: Sydney, Australia

Theme: Language and Literacy: Finding the Balance  
Contact: Patricia Tart, Australian Convention and Travel Services GPO Box 2200 Canberra ACT 2601 Australia  
Fax: +61-6-257-3256

## **Third International Conference on Teacher Education in Second Language Teaching**

Date: March 14, 15, 16, 1995  
Place: City Polytechnic of Hong Kong  
Contact: Prof. Jack C. Richards Dept. of English City Polytechnic of Hong Kong Tat Chee Avenue, Kowloon Tong Kowloon, Hong Kong  
Tel: +852-788-8859  
Fax: +852-788-8894

## **American Association for Applied Linguistics (AAAL) Annual Meeting**

Date: March 25-28, 1995  
Place: Long Beach, California, U.S.A.  
Contact: AAAL 7630 West 145th Street, Suite 202 Apple Valley, MN 55124-7553 U.S.A.  
Fax: +61-2-891-1800

## **The 29th Annual Convention and Exposition of Teachers of English to Speakers of Other Languages (TESOL)**

Date: March 28-April 1, 1995  
Place: Long Beach, California, U.S.A.  
Theme: Building Futures Together  
Contact: TESOL Central Office 1600 Cameron Street, Suite 300 Alexandria, VA 223142751 U.S.A.  
Fax: +1-703-836-7864

## **29th International IATEFL Conference**

Date: April 9-12, 1995  
Place: University of York, England  
Deadline for Proposals: October 14, 1994

Contact: IATEFL 3 Kingsdown Chambers Whiteable Kent, CT5 2DJ England

## **Second International Conference on World Englishes**

Date: May 25-28, 1995  
Place: Nagoya International Center, Nagoya  
Deadline for Proposals: November 30, 1994  
Contact: Larry Smith (IAWE) Program on Education and Training East West Center 1777 East West Road Honolulu, HI 96848, U.S.A.  
Fax: +1-808-944-7070

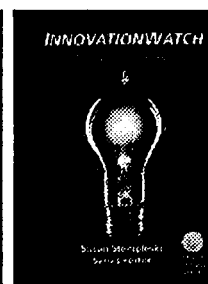
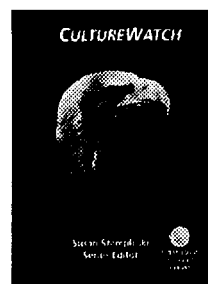
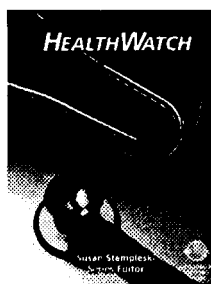
## **The Nicholas Love Conference at Waseda**

Date: July 20-22, 1995  
Place: Waseda University, Tokyo  
Contact: Paul Snowden, School of Political Science and Economics Waseda University, Shinjuku-ku, Tokyo 169-50  
Fax: 03-5286-1215 (Prof. P. Snowden) 03-3951-2710 (Prof. S. Oguro)



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**(Hiroshima-Ken)** The Kure YWCA, Hiroshima Prefecture is looking for a full-time English teacher to start April 1, 1995. Qualifications: College degree and teaching experience. Duties: 22 hours per week. Application Materials: CV and two letters of recommendation. For more information contact: Yoshiko Kawagoe, Kure YWCA, 3-1 Saiwai-cho, Kure, Hiroshima 737. Tel/Fax: 0823-21-2414.

**(Ibaraki-Ken)** Shion Junior College in Hitachi City, Ibaraki-ken has an opening for a full-time English Instructor beginning April 1, 1995. Qualifications: MA or above, preferably in TEFL-related field. Some Japanese ability essential. Duties: Teach English Grammar and Composition, English Reading, etc. Extra-curricular duties include committee work and student guidance. Salary & Benefits: Based on Japanese Civil Service conditions. Application Materials: CV, list of publications, copies or reprints of three publications, one reference, certificate of medical examination. Deadline: October 11, 1994. Contact: Principal's Office, Shion Junior College, 6-11-1 Omika-cho, Hitachi City, Ibaraki-ken 319-12. Tel: 0294-52-3215 (ext. 357). Fax: 0294-52-3343. NB: Please send for full details before submitting application materials.

(鹿児島)鹿児島経済大学。採用予定期日:1995(平成7)年4月1日。職名:講師又は助教授。担当科目:英語・英会話。募集人員:1名。応募資格:すでに上記の職にある者。英語学、英米文学又は英語教育を専攻する博士前期課程(修士課程)修了者で採用時点においてさらに3年以上の研究歴を有する者。これらと同等以上の能力を有すると認められる者。なお、採用時点において三十五歳以下であることが望ましい。提出書類:履歴書(写真貼付)。研究業績一覧(主要著書・論文には○印をつけること)。著書・学術論文(抜刷又はコピーでも可)。推薦書(すでに上記の職にある者は不要)。大学における専任教歴のない者は最終学校の成績証明書又はこれに準ずるもの。保健所又は国公立病院の健康診断書。待遇:本学給与規定による。応募期限:1994(平成6)年10月7日(金)必着。応募宛名:〒891-01 鹿児島市下福元町8850番地 鹿児島経済大学総務課 電話:0992-61-3211(内線1113)。\*備考:応募は郵送に限ります。応募にあたっては、封筒に「英語・英会話教員募集応募書類在中」と朱書きし、書留郵便にて書類をお送り下さい。なお、詳細については上記宛にお問い合わせ下さい。

**(Kanto/Kansai)** American Language School announces full-time English instructor positions. Qualifications: North American Native Speakers; University degree; Prior teaching experience; experience with children & EFL background preferred. Professional Attitude required. Duties: Instruction, Evaluation & Placement of students of all ages. Salary & Benefits: ¥250,000 per month (first year), five weeks paid vacation, training

provided, minimally furnished apartment ¥48,000 per month. Application Materials: Resume, cover letter, copy of diploma, photo, references. Deadline: On-going. Contact: ALS / Attn: Michael Hamlin, Fais Bldg., 2F, 1-6-1 Yotsukaido, Yotsukaido-shi, Chiba-ken 284. Tel: 043-422-0090.

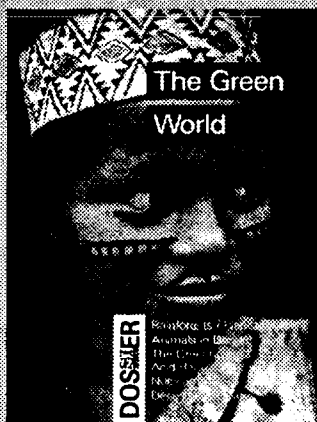
**(Kumamoto-Ken)** The Department of Anglo-American Studies, Faculty of Foreign Languages, Kumamoto Gakuen University announces one full-time Professor position. Qualifications: Strong academic qualifications, good experience, strong publication record in an area of English Linguistics relevant to the Methodology of Teaching English to Speakers of Other Languages. Duties: Teaching courses in Aural English (intermediate I, II; advanced I, II) an English Speech (intermediate, advanced). Salary & Benefits: Excellent salary scale, benefits and allowances, depending on age and experience. Application Materials: Curriculum Vitae (non-returnable) and photograph. Deadline: October 15, 1994. Contact: Dean of Faculty of Foreign Languages, Kumamoto Gakuen University, 2-5-1 Ooe, Kumamoto City, Kumamoto. Tel: 096-364-5161. Fax: 096-363-1289.

**(Nagoya)** Kinjo Gakuin University is seeking a part-time English instructor. Qualifications: Masters degree in TEFL/TESL, Linguistics, English, Education, or related fields. Prior university teaching experience preferred. Duties: Teaching oral English, listening, or writing for English majors and in the general education program. Salary & Benefits: One-year contract; Salary determined by qualifications. Application Materials: Cover letter; Signed & dated CV (including visa status). Deadline: November 30, 1994. Contact: Kazunori Yokota, Chair, Dept. of English, Kinjo Gakuin University, 2-1723 Omori, Moriyama-ku, Nagoya 463. Tel: 052-798-0180. Fax: 052-799-2089.

(札幌)北星学園大学。専攻分野:英語圏諸国の言語・文学・社会等を研究対象とする者。担当科目:1・2年次の英語関連科目(講読、英文法、英作文等)及び専門分野の演習等を担当できる者。職名:講師又は助教授。募集人員:1名。応募資格:1995年4月1日で年齢四十歳未満。大学院博士課程所定の単位取得者(1994年度末見込者を含む)又は修士課程修了後三年以上研究・教育の経験ある者、あるいはこれと同等以上の資格を有する者。採用予定日:1995年4月1日。提出書類:履歴書及び業績歴(同封別紙様式)、著書・論文(主要なものを3点まで)ならびに推薦状、各1部。選考方法:本学教育職員の採用及び昇格の選考に関する規定による。(書類審査の上、面接を行い、1994年12月中旬までに採否の決定を本人宛通知する)待遇:北星学園給与規定で待遇される。募集締切:1994年10月15日(土)までに必着。書類提出先:〒004札幌市厚別区大谷地西2丁目3番1号 北星学園大学文学部長 真田時蔵宛(「応募書類在中」と明記の上、書留にして下さい)\*本学はキリスト教(プロテス

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タント)に精神的基盤をおく大学であり、この点についての理解が望まれる。

**(Shizuoka-Ken)** Katoh Gakuen, Numazu, Shizuoka Prefecture, has an opening for an English immersion teacher/bilingual secondary program coordinator for a bilingual secondary school beginning April, 1995. Qualifications: experience in curriculum development and teacher supervision necessary; Japanese speaking ability and/or MA in TESOL essential; Background in any of the following areas: Computer/Technology, Physical Education, Music, Art, Social Studies, Science. Duties: Teach content-based English classes in their area of specialty to Japanese students and assist in curriculum and program development. Salary & Benefits: Excellent salary scale & benefits depending on age and experience. Deadline: Open. Contact: Mr. Mike Bostwick, Katoh Gakuen, 1979 Jiyugaoka Numazu Shizuoka 410 Tel: 0559-22-0720. Please send for full details before submitting application materials.

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**(Tokyo)** The English Department of Seikei University is looking for a full-time English teacher for a permanent position as Associate Professor or Lecturer. Qualifications: Native speaker of English; MA or higher in TESOL or Applied Linguistics; Competence in conversational Japanese; experience in teaching English at the university level. Duties: Five 90-minute classes/week of TESOL-related seminars and lecture courses, English composition, English conversation, etc.; Attend faculty and committee meetings. Salary & Benefits: Salary scale and promotion rules for permanent Japanese teaching staff will apply. Application Materials: CV (in Japanese & English); Photocopies of diplomas for all degrees; List of publications; One copy each of three relevant published articles; Two letters of recommendation; Photocopy of pages of passport showing date of issue and current visa status; Record of health examination issued within the past three months. Deadline: October 20, 1994. Contact: Prof. Kouko Aono, Chair, English Department, Seikei University, 3-3-1 Kichijoji-kitamachi, Musashino-shi, Tokyo 180. Fax: 0422-37-3875.

Bilingual Abstracts, cont'd from p. 63.

## In the Beginning...

by William Harshbarger

JALT創立時代の話が、ユーモアまじりに語られる。JALTの前身はKALTとKALT2 (Kansai/Kanto Association of Language Teachers) で、これら二つの組織の前には、教師同士が自分の専門性を相互に高めあうための情報交換の場は、ほとんど存在しないも同然という状態であった。

## Flowing from the Headwaters: Three JALT Presidents Speak Out

by Atsuko Ushimaru

JALTの歴史と将来に関する3人の会長へのインタビューをとおして、JALTが成し遂げたことと遭遇した問題が明らかにされる。最初に登場するTom Pendergastは、1976年から1978年まで、Kansai KALTとJALT双方のExecutive Secretaryであり会長であった。彼が辞任した当時、支部は4つであり、会員は1,000名に満たなかった。彼は現在、大阪の国際仏教大学英语部部長である。つぎに登場するDeborah Foreman-Takano (同志社大学)は、1984年から1986年まで広島支部の支部長、1985年から1987年まで*The Language Teacher*の編集長、そして1988年から1991年までJALTの会長を歴任した。最後に登場するDavid McMurray (愛甲学園、愛媛大学)は、1993年から1995年にかけての会長であり、今年第20回国際大会が催される松山支部の前支部長である。彼は任期完了後に、教師と学生間のビジネスと管理に関わるN-SIGの創設を計画している。なお、3人のインタビューは、JALTの歴史的あゆみを意識した構成になっている。

## A Burning Issue: The Need to Introduce "Beneficial Backwash" and a Testing Partnership in Japan in the 1990s

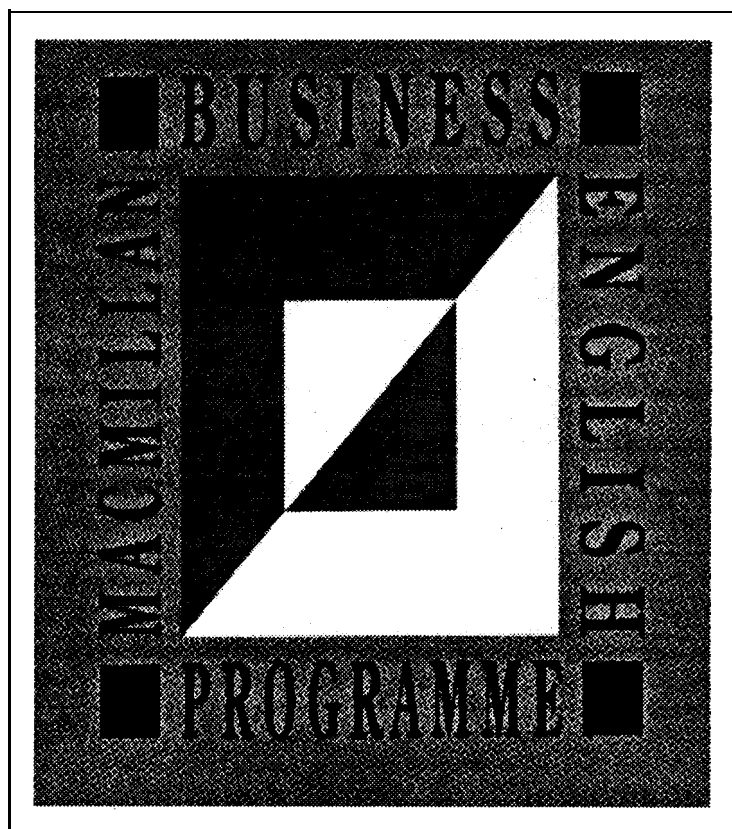
by Kevin Stoda

日本の中等教育における言語テストの問題が議論される。その中で、「有害な結果/有益な結果」という概念が用いられる。前者は、うまく教えたのにまづいテストをした場合に起こる。後者は、教え方はよくなかったかもしれないが、テストをうまく実施したためにプラスの影響を与える場合である。筆者は、学生の言語能力をより正確に測るために、ALT (assistant language teachers)もJTE (Japanese teachers of English)も言語テストのやり方を十分に身につける必要があると指摘する。

以上3点と文要旨作成協力: 森川博巳・森川キャロリン

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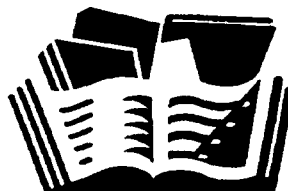
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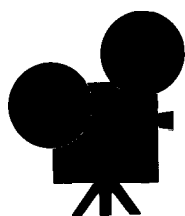
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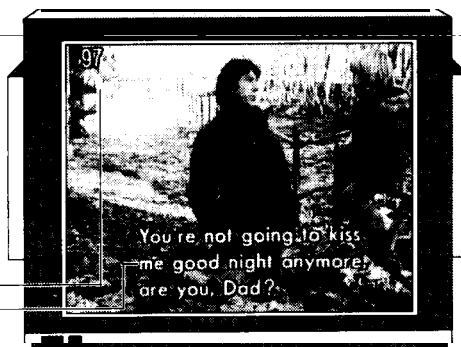
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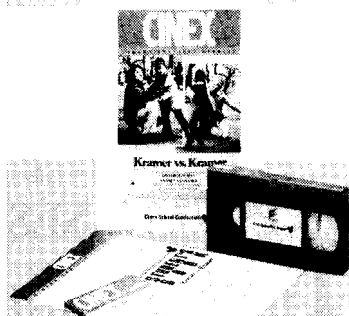
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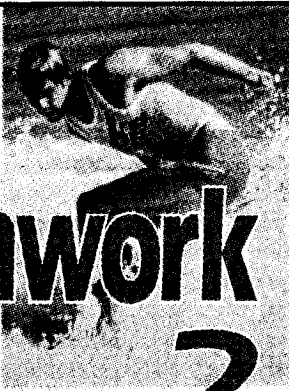
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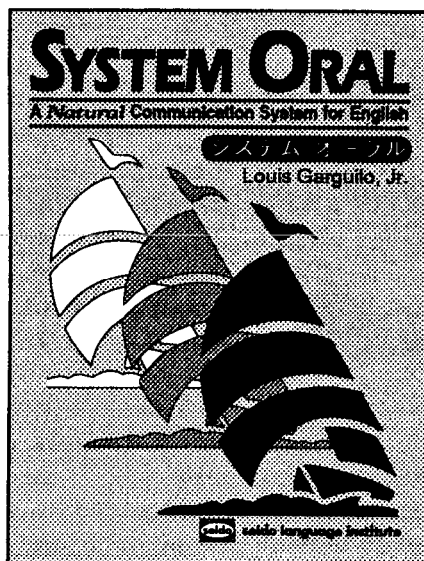
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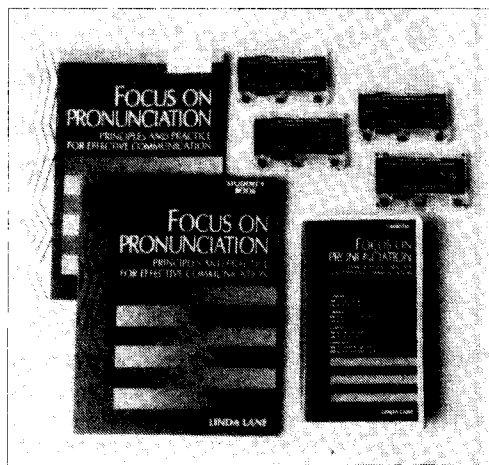
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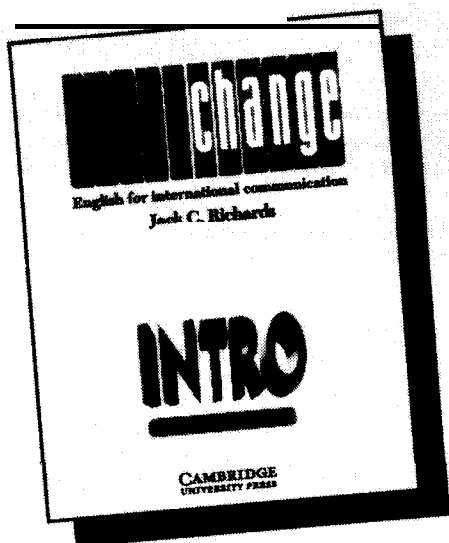
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**Publications** --JALT publishes *The Language Teacher*, a monthly magazine of articles and announcements on professional concerns, and the semi-annual *JALT Journal*.

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N-SIGs — Bilingualism, College and University Educators, Computer Assisted Language Learning, Global Issues in Language Education, Japanese as a Second Language, Learner Development, Materials Writers, Other Language Educators (forming), Teacher Education, Team Teaching, Video. JALT members can join as many N-SIGs as they wish for a fee of ¥1,000 per N-SIG.

**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.

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JALTは最新の言語理論に基づくよりよい教授法を提供し、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、海外も含めて4,000名以上の会員を持ち、TESOL(英語教師協会)の加盟団体、及びIATEFL(国際英語教育学会)の日本支部でもあります。

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