

全国語学教育学会

The Japan Association of Language Teachers

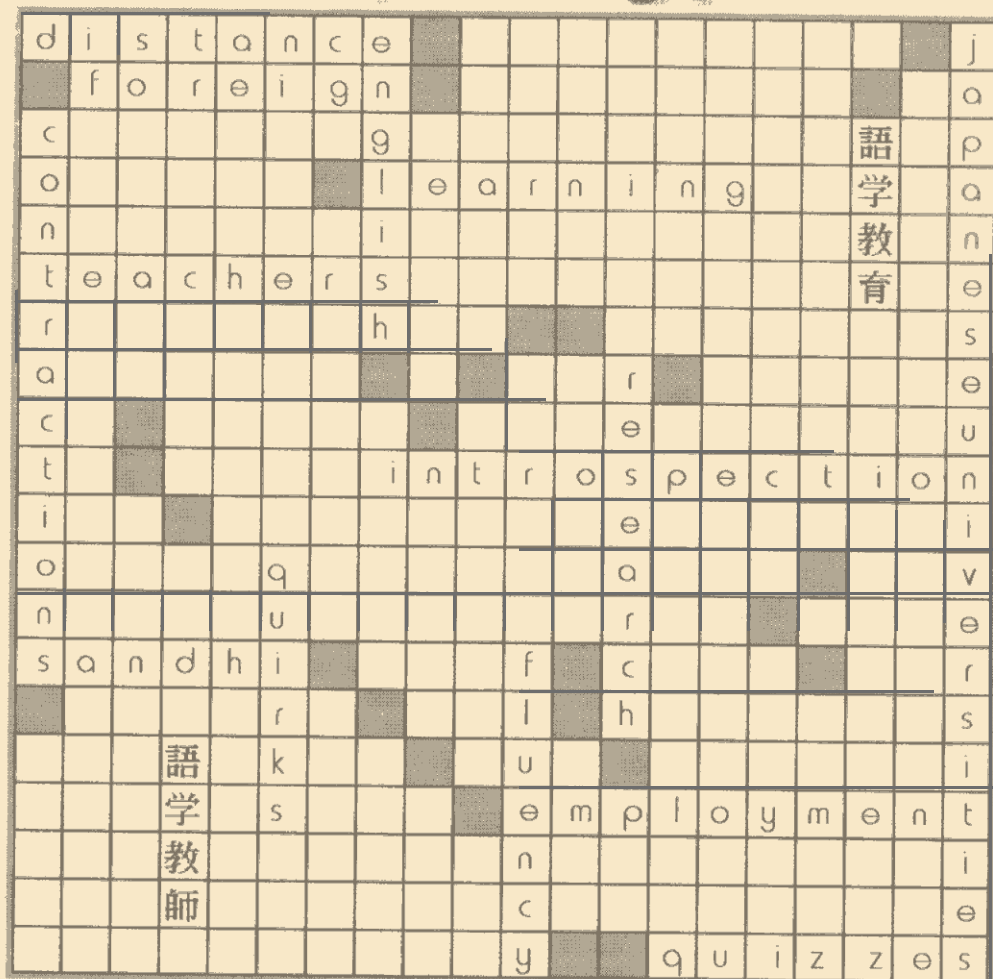
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THE LANGUAGE TEACHER

Volume 18, Number 11

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"Standard Operating Procedure: The Eclectic Language Teacher." It rhymes; it scans. After five issues of *TLT* focused on specific subjects, we now embark on a three-issue season of eclectic articles that, if they can be said to be related at all, are related only through the common thread of language teaching. Language teachers are, by virtue of their teaching circumstances, necessarily eclectic. They cannot avoid it, for no teaching situation is ever exactly like any other, and the language teacher must always be adaptable.

Gillian Kay leads off with an article on how foreign teachers can adapt to the requirements of teaching at Japanese universities, followed by two articles on research topics--**Kazuko Matsumoto's** discussion of a neglected technique, and **Rory Baskin's** helpful advice on how to do research in Japan. **Paul Stapleton** discusses the matter of real as opposed to dictionary described pronunciation. Next, **Damian Lucantonio** applies Genre Theory to teacher training, and rounding out our features, **Brian Bresnihan** and **Barbara Stoops** discuss fluency and the seating arrangement of typical Japanese classrooms.

We also inaugurate a six-part "mini-series" by **Graeme Cane** about the grammatical quirks of English, and **Monty Vierra** offers a list of graduate-level distance learning (or correspondence) programs. This issue our "Opinions & Perspectives" column is heftier than usual, and of particular importance is **Masaki Oda's** reply to **Richard Marshall's** opinion concerning languages, published in our September issue.

Finally, JALT Members' attention is directed to the bilingual **National Officers election platform statements and the ballot** included with this issue. Please read these statements and then use the ballots to **vote!** JALT is here to work for you--your votes are important.

As we said at the beginning, standard operating procedure: the eclectic language teacher. If it doesn't rhyme for you, we still hope you'll scan it.

Gene van Troyer
Editor

The Language Teacher 11月号は、久しぶりに特集ではなく、さまざまな話題の記事を掲載しています。まず **Gillian Kay** が外国人教師は日本の大学教育の要求にどのように適応したらいいかについて書いています。次は日本での研究に関するもので、**松井和子** は日本語で、内観的研究の種類とその長所・欠点を分析しています。**Rory S. Baskin** は日本で研究を行うのに役立つアドバイスを提供しています。4番目は **Paul Stapleton** が辞書に記されている発音と現実の発音の違いについて論じています。また、**Damian Lucantonio** はジャンル理論の教師養成への応用について述べ、**Brian Bresnihan** と **Barbara Stoops** は流暢さと日本の教室に典型的な椅子の並べ方について論じています。さらに、**Graeme Cane** による英文法のねじれについての6回にわたる連載ミニ・シリーズが始まります。そして **Monty Vierra** の作った大学院レベルの遠距離学習または通信教育プログラムのリストもあります。Opinions and Perspectives のコラムでは、**Masaki Oda** が9月号に掲載された **Richard Marshall** の JALT の使用言語についての意見に反論しています。

さらにこの号には全国選出役員選挙立候補者の日英両言語による声明と投票用紙が入っています。JALT が会員のものであり続けるためには皆さんが選挙に参加して下さることがとても重要です。ぜひ投票をお願いします。

Gene van Troyer
抄訳：青木直子

Retraction: In our September issue we published a dissenting view by Kenneth Hartmann about the proposed revised JALT Constitution and Bylaws, which was voted on at the 1994 JALT international conference in Matsuyama. Prefacing that opinion piece was an erroneous statement that said the Tokyo JALT Chapter opposed certain portions of the revised Constitution and Bylaws. This is untrue, and the statement should never have been published. The editor takes full responsibility for this carelessness, and apologizes for the error.

JALT 定款および定款細則の改正案は松山で開催される JALT 国際大会で投票にかけられます。9月号のこの案に反対する Kenneth Hartman による記事を掲載しましたが、その前置きの中で、東京支部が改正第6案の内容に反対しているとは事実ではなく、このステートメントは印刷されるべきではありませんでした。不注意の責任は編集者にあります。間違いをおわびします。

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Informal Expectations of Foreign Teachers in Japanese Universities

by Gillian S. Kay

Toyama Medical and Pharmaceutical University

1. Introduction

In your work as a college teacher, what do you feel you should be doing? What are you expected to be doing? What are you actually doing? Your professional identity as a teacher comes largely from the type of institution, faculty and department in which you are employed, and your position and expected role within them.

Your stated role as an employee-your job description-is the formal reason for you to be employed and valued by your institution. However, how you do your work within and beyond your official duties is influenced both by your own perception of your role, and that of your university. This latter shapes the basic conditions under which you are asked, expected, encouraged and allowed to do your work. These conditions, such as the type of classes you are given to teach, and whether you are given a research budget, provide the framework within which you are able to fulfil your own professional expectations, both in the classroom as an educator, and outside the classroom as a researcher.

To reduce the potential for conflict arising from differences in role perception, and to obtain a greater sense of direction in your work, it is important to:

1.1. Understand how your role as defined by your employment contract is perceived by those who decide your conditions of work, and those you interact with in your college.

1.2. Clarify your own perceptions of your role in the context of the educational structure and aims of the institution in which you work.

Your formal role is defined by the Ministry of Education, Science and Culture in government policy, your contract if you are employed at a national or public university, and official published guidelines (*tsutatsu*) which outline your rights and duties. Your general conditions of work are mainly decided by your college's regulations and practices. For example, your contract may specify you have a right to give your opinion on your own classes, but if you are not invited to attend official meetings, you may have little practical opportunity to do so.

College teachers also have informal roles, deriving from the customs of the institution, and the attitudes of colleagues. This attributed role influences how people react to and interact with you, and what they expect from you. These expectations may be considered equally important to your official

duties. First, I would like to suggest two basic expectations of both Japanese teachers (JTs) and foreign teachers (FTs) in Japanese colleges.

2. Expectations of College Teachers

2.1. *The appearance of education.* A university consists of buildings, teachers, students, and administrative staff, which interact to provide, at least in appearance, a university education. Each university is required to produce, in addition, a variety of official documents which validate its existence as an educational institution. A primary function of a university teacher is to help provide this documentation by having one's name on a published list of academic staff (the FT providing the *katakana* name on the list) and on the class timetable, keeping attendance records, and giving each student a grade at the end of the course.

The students have corresponding functions: to have their name on the list of students names, to be physically present in the right class at the right time (for a minimum number of times), and to get a grade at the end of each course. The staff and students are expected to cooperate in showing that, at least officially, education is taking place. The first function of college teachers is therefore to fulfil "appearances."

For example, the real situation may be that some students are sleeping in a class. But they may be considered to be simply listening to the lecture with their eyes closed. In reality, many members of a class may be absent; but if their names are called out by friends, and the teacher does not notice or question this, officially they may be regarded, and marked, as present.

2.2. *Fitting in and getting along.* One "fits in" by fulfilling expectations. These can include:

2.2.1. Not to publicly acknowledge any contradictions you see in the system.

2.2.2. Not to openly appear to refuse, reject, oppose or complain.

2.2.3. To understand and accept your place within the hierarchy or as an outsider.

2.2.4. To be *senseirashii*-to behave in a manner becoming an educator.

One "gets along" by fulfilling hopes, which may include the following:

2.2.5. Appropriate greetings, and brief, but cheerful contact with those around you.

2.2.6. A friendly and cooperative manner when dealing with administrative staff.

2.2.7. Getting to know colleagues informally—enough contact not to be considered aloof, yet not taking too much of people's time.

2.2.8. Some after hours socialising, although for female staff, there may be fewer opportunities for going out drinking with colleagues.

2.2.9. Showing willingness to be involved with your college, by attending events such as the graduation ceremony.

2.2.10. Keeping a balance between giving and receiving of favours.

2.2.11. Following basic etiquette and being yourself.

3. Expectations of Foreign College Teachers

There may be additional expectations of foreign teachers. These can include:

3.1. *To be complementary to the Japanese staff.* As direct contact and interaction with foreign people by Japanese increases, communicative skills are becoming more necessary. If there is no Japanese member of the department who is able or willing to teach such skills, foreign teachers may be valued for being able to provide this type of instruction.

3.2. *To justify conservatism amongst Japanese teachers of language.* If you are regarded as a teacher of communicative language skills, one of your unofficial functions can be to allow Japanese teachers of language to acknowledge the need for the teaching of such skills, whilst themselves concentrating on more traditional types of instruction, such as translation, if they wish.

3.3. *As a focus for feelings about foreigners.* If you are the only foreigner your colleagues know, they may be glad to have a chance to express their feelings, confirm their preconceptions, or reassess their ideas about foreigners.

3.4. *To allow contact with an alternative lifestyle.* Making friends with a foreign colleague can be one way of vicariously experiencing a way of life which is different and refreshing.

3.5. *As a confidant.* Being outside the system can make you more accessible to those wishing to express feelings not normally accepted by mainstream society. People who have once lived abroad and now find it difficult to fit back in to Japanese society, foreign students who feel that you would empathise with their own feelings of "being different" may find it easier to confide their problems to a foreigner than to Japanese friends.

3.6. *To improve the status of the college.* This may be especially important for private colleges concerned about enrolment, and foreign teachers may be considered useful in advertising the college.

3.7. *To introduce temporary change.* Some colleges like to replace their foreign staff every two or three years. The hiring of a "fresh face" can bring a sense of interest and renewal.

3.8. *To introduce interest and unpredictability.* Relationships in the Japanese university reflect the hierarchical structure of Japanese society as a whole. I would like to compare this to a pack of cards with a king (the president), a queen (vice president), a jack (perhaps the university politician), and other academic staff on a scale from one to ten, according mainly to age. Foreign teachers cannot easily be placed on this scale, especially those in "foreign instructor" positions, who are outside the hierarchical system. Perhaps the nearest card to describe them is the joker. Even though the picture of the joker is that of a jester, the function of the joker is not to entertain, but to introduce an element of unpredictability and interest to the game. According to the game, the joker can bring great advantages, or disadvantages. In some games, of course, the joker has no value at all and is simply a dispensable item in the pack. Potentially, the joker can be a useful catalyst for change in a stagnant situation.

There is one duty of Japanese staff which perhaps should less strictly apply to foreign teachers: The vertical relationships in university life work well because, in time, everyone's turn will come to be at or near the top. Young Japanese staff are expected to work very hard and be obedient to their superiors. Their reward will come as they age, and can expect hard work and compliance from those below them. Young foreign staff may not be in Japan long enough to reap the eventual benefits of age and promotion, especially if they are in a *gaikokujin kyo'shi* (foreign instructor) position, which is non-hierarchical, and does not improve in status over the years. Unlike their Japanese counterparts, foreign teachers might not feel it worth making present sacrifices for future rewards which, in their case, may never come.

4. Differences in Perceptions of Foreign Teachers' Role

A survey on role perceptions of foreign teachers in Japanese universities (Kay, 1991) showed that apart from teaching classes, foreign teachers are also interested in conducting research, teaching academic courses, and taking part in curriculum planning and decision making. However, the Japanese respondents valued them mainly as native speakers of the language—for the advantage this can bring to language education, as a resident resource for general help with English, and for the opportunities for cross-cultural communication and "internationalisation" their presence affords. Those employed as "foreign instructors" may find that their foreignness is more highly valued than their skills as an instructor.

5. Attitudes of Japanese Staff to the Foreign Teacher

Colleagues' expectations of foreign teachers are influenced by their attitudes to them, and this de-

depends to a large part on the colleagues personality and general outlook. Many Japanese teachers welcome the presence of foreign teachers and cooperate with them in trying to provide the best education for the students. Most will agree that foreign teachers can make a unique and positive contribution to English education, and the availability of someone to help with colleagues queries on language may be considered one of the main advantages of having a foreign teacher on the staff.

Others, however, may not feel comfortable with native speakers of the language who use unfamiliar methods of teaching. It is important to recognize, understand and deal with negative attitudes, and find ways of fulfilling or modifying the expectations that arise from them. Some examples and suggestions are outlined below.

5.1. Administration. Some of the administration for foreign teachers, especially "foreign instructors," is different. Even where it is the same, the foreign teacher may not understand or fulfil administrative tasks well because of language difficulties. The goodwill and cooperation of administrative staff can be nurtured by taking the time to find ways of performing administrative tasks adequately. This can be done for example by finding a suitable person to assist you, and keeping records of forms filled in so that you will be better able to deal with them the next time round.

5.2. Academic Status.

5.2.1. As a Teacher: If the FT is employed by virtue of being a native speaker of the language, not as a specialist in an academic field, his or her classes may be seen as having less academic value than those of JTs. Some or all of the FTs classes may be called "conversation" classes, the same term used to describe language classes in commercial language schools. This implies practical skills instruction rather than academic content. The FTs classes may be regarded as supplementary, rather than a part of the core academic curriculum, and some of the FTs classes may be allotted a lower credit than regular classes, or no credits at all. Even within such a framework, the foreign teacher with a professional approach to his or her teaching duties can gain the respect of colleagues. Colleagues whose discipline is not in the field of language or linguistics may find it enlightening to learn that language education is an academic field in its own right. Publishing results of your classroom research, and participating in organisations such as JALT and JACET can help improve your academic status as a member of the teaching staff in your institution.

5.2.2. As a Scholar: One's professional role in any academic discipline is not only to the institution which employs you, but also to the community of scholars in the field. Many foreign teachers in Japanese universities hold at least a masters degree, and feel a personal commitment and desire to do re-

search. However, as instructors of their own native language, the FT may be considered as not requiring any special academic ability or knowledge, nor therefore wanting to pursue academic research. In general, Japanese professors are likely to see themselves as scholars first, and teachers second. The foreign teacher is more likely to be seen by others as a teacher first, and a scholar second. It can be helpful to let others know you are involved in research by submitting a list of your publications to the university's annual research report. Writing a paper for the university's own research bulletin will also be appreciated as a positive contribution to the university's research reputation.

5.2.3. Salary and Free time: Those who consider you to be a low status teacher may feel that your lecturer level salary is too high, especially if you are gaining extra income by teaching private language classes or correcting research papers. It may also be felt by those unfamiliar with communicative language teaching that, as a native speaker of the language, your classes are easier for you to prepare and teach than for your Japanese colleagues. Further, if you are not required to attend meetings, it may be felt that the value and amount of your work does not justify your salary.

5.2.4. As Supportive, Rather Than "Core" Staff:

If you are regarded as a low-status teacher with time on your hands, some colleagues may expect you to assist them with their career rather than follow your own, particularly if you are a woman. While helping colleagues to a certain degree is natural, exploitation may be avoided by showing your colleagues how you prepare your classes, and letting them know of research and professional activities you are engaged in.

5.2.5. Employment Rights: It may be felt that, as a foreigner, you automatically do not have the same employment rights as Japanese staff. If you have a renewable contract which is valid for a fixed term, your employers may mistakenly assume that this validity refers to the period of your employment, rather than to the conditions of your contract, which would naturally become outdated as your salary changes. You may therefore be seen as a "potentially temporary" member of staff rather than a "potentially permanent" teacher.

5.2.6. Your Value: This may encourage the feeling that, in order to be allowed to continue employment, you must do extra, unofficial work to prove your worth. You may also be expected to behave particularly well—a Japanese professor may be excused a dour or impolite temperament, but a foreign teacher on a fixed contract is unlikely to be. A cooperative attitude and pleasant personality may be valued as much as your academic work.

The attitudes of your colleagues, and their expectations of you, depend on many factors, including

KAY, cont'd on p.30.

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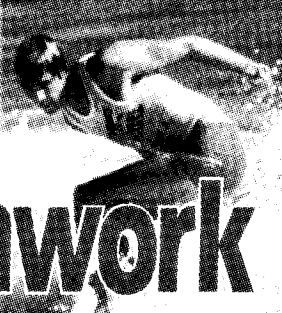
- The grammar includes the most common tenses and also emphasizes phrase-oriented points of grammar such as singular/plural and countable/uncountable contrasts, adverbs, prepositions, comparatives, superlatives, and phrasal verbs.
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Challenges in English

Notice the special sections at the end of the book. Two of them will help you improve and review the lessons. Appendix 1 contains dialogues and Japanese. These are supplementary. The teacher can use them to provide and to record your natural speech. Appendix 2 contains the other sections. Appendix 3 contains the practice with native and non-native speakers. A key to understanding English spoken at a natural speed.



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第二言語研究における内観 学習ストラテジーの研究方法

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1 はじめに

第二言語学習研究において最近最も顕著な成長を見せている分野の一つが、学習者が第二言語の学習あるいは使用において用いる学習ストラテジーに関する研究である (Cohen, 1990; O'Malley & Chamot, 1990; Oxford, 1990, 1992; Oxford & Crookall, 1989; Wenden, 1991; Wenden & Rubin, 1987)。本稿では、第二言語学習に関与する学習ストラテジーを含む精神的プロセスに関する言葉による報告を学習者から引き出す研究方法として新たな注目を集めている内観を取り上げ、内観を用いた第二言語研究の現状をいくつかの観点から分析し、内観的研究の利点および問題点を指摘し、今後の研究への提言を行う。

2 内観的研究方法の種類

(1) 課題の遂行と内観報告の時間的關係

内観とは、内省、自己観察ともいい、意識される経験を含む自己の精神的過程の観察を意味する。内観は同時的なものと回顧的なものに大別され、同時的内観では、被験者が与えられた課題に取り組んでいる間に言葉による報告が行われるのに対し、回顧的内観 (追観) では、実際に課題に基づいている場合には課題の終了後に行われる。したがって、同時的内観では被験者が注意をそそいだ情報と言語化した情報の関係が直接的であるのに対し、追観においては、これら二種の情報観に介在する中間的プロセスのため、間接的であると考えられている (Ericsson & Simon, 1993)。

(2) データ収集の方法

これまでに第二言語学習研究において用いられてきた主な内観的研究方法は、思考を音声化する方法 (例えば Block, 1986; Cavalcanti, 1987; Cumming, 1989; Feldman & Stemmer, 1987; Gerloff, 1987; Grotjahn, 1986; Haastrup, 1987; Hosenfeld, 1976, 1977, 1984; Jones & Tetroe, 1987; Krings, 1987; Raimès, 1985, 1987; Stemmer, 1991)、アンケート法 (例えば Banerjee & Carrell, 1988; Cohen, 1987; Cohen & Apeh, 1981; Cohen & Cavalcanti, 1990; Horwitz, 1987; Kraemer & Zisenwine, 1989; Neu & Scarcella, 1991; Phinney, 1991; Politzer & McGroarty, 1985; Reid, 1987)、インタビュー法 (例えば Abraham & Vann, 1987; Benson, 1989; Christison & Krahnke, 1986; Cohen et al., 1979; Devine, 1988; Gillette, 1987; Holec, 1987; Lennon, 1989; O'Malley et al., 1985; Pearson, 1988; Porte, 1988; Zamel, 1983)、日記を書く方法 (例えば Bailey, 1980, 1983; Brown, 1983, 1985; Ellis, 1989; Grandcolas & Soule-Susbielles, 1986; Jones, 1977; Lowe, 1987; Matsumoto, 1989; Schmidt & Frota, 1986; Schumann, 1980; Schumann & Schumann, 1977) の四種である。これらのうち、思考音声化法は、同時的内観、他の方法は、回顧的内観に基づく報告を得るための研究方法

である (松本, 1993b)。

(3) 内観の目的

第二言語学習に関する内観的研究の目的は、a) 与えられた特定の課題における第二言語使用にかかわるストラテジーを含む学習者の認知的プロセスの研究 (例えば Benson, 1989; Block, 1986; Cavalcanti, 1987; Cumming, 1989; Devine, 1988; Feldman & Stemmer, 1987; Grotjahn, 1986; Haastrup, 1987; Hosenfeld, 1976, 1977, 1984; Jones & Tetroe, 1987; Raimès, 1985, 1987; Stemmer, 1991; Zamel, 1983)、b) 過去の言語学習経験一般に基づいて形成された第二言語学習に関する学習者のメタ認知的知識、つまり言語学習に対する信念、態度、知覚などの研究 (例えば Christison & Krahnke, 1986; Horwitz, 1987; Kraemer & Zisenwine, 1989; Neu & Scarcella, 1991; O'Malley et al., 1985; Pearson, 1988; Porte, 1988; Wenden, 1987)、c) 学習プロセスの心理的・情意的局面を対象とする全体的な探究的研究 (例えば Bailey, 1980; Ellis, 1989; Grandcolas & Soule-Susbielles, 1986; Lennon, 1989; Matsumoto, 1989; Schmidt & Frota, 1986; Schumann & Schumann, 1977) の三種に分類される。(2)に挙げた四種の内観的研究方法のうち、主として思考音声化法はa)、アンケートおよびインタビューはb)、日記を書く方法はc)の目的に関与している。

(4) 学習者の自己報告に対する統制

被験者の言葉による報告の形態および内容に対する統制は、被験者に与えられる指示を通じて、または被験者に与えられる質問のタイプを変化させることによって行われている (例えば closed-type と open-ended type のアンケート使用)。つまり内観を用いた第二言語研究は、最も高度に統制された研究から最も統制度の低い研究に至る連続体のどこかに位置付けられるわけである。

(5) 被験者に対する内観トレーニング

(2)に挙げた四種の内観的研究方法のうち、思考音声化法には、通常、実際のデータ収集セッションの前に、被験者に練習の機会が与えられている (例えば Block, 1986; Cavalcanti, 1987; Cumming, 1989; Feldman & Stemmer, 1987; Hosenfeld, 1976)。被験者に対する内観トレーニングの実施に関しては、賛否両論であるが (Mann, 1982参照)、一般的に、第二言語学習あるいは使用のある特定の局面に焦点を当てることを被験者に強いる高度に統制された研究においては、内観練習の実施は被験者が与えられた指示を正しく理解したかどうかを確認する意味においても有用であると考えられる。一方統制度の低い研究においては、練習問題を与えることにより、データが研究者の望む方向に歪められる可能性があるなど被験者の内観に対する否定的な影響が考えられる。

(6) 内観データの種類と分析方法

被験者の言葉による報告データには、質的なものと量的な

ものの二種類がある。データ分析の方法には、解釈的なものと統計的なものの二種類がある。したがって内観的第二言語研究は、データの種類と分析方法の組み合わせにより、a) 質的データの解釈的分析、b) 質的データの統計的分析、c) 量的データの統計的分析、d) 量的データの解釈的分析の四種の方法論的パラダイムのいずれかに位置づけられる (Faerch & Kasper, 1987)。

(7) 複数の研究方法の併用

現在の内観的第二言語研究における複数の研究方法併用の現状は、a) 同時的内観データと回顧的内観データの併用 (例えば Abraham & Vann, 1987; Cohen & Cavalcanti, 1990; Feldman & Stemmer, 1987; Ilastrup, 1987)、b) 異種の回顧的内観法の併用 (例えば Ehrman & Oxford, 1990; Grillette, 1987; Matsumoto, 1989; Wenden, 1987)、c) 内観的自己報告データと言語運用データ (例えばテストの得点) の併用 (例えば Block, 1986; Cavalcanti, 1987; Ellis, 1989; Politzer & McGroarty, 1985; Raimes, 1985, 1987)、d) 内観データと研究者による観察の併用 (例えば Benson, 1989; Brown, 1983, 1985; O'Malley et. al., 1985; Zamel, 1983) の4種に分類することができる。

(8) 被験者の学習に役立つ度合

被験者の内観的自己報告行為が被験者自身の言語学習にとって役立つ度合は、内観の種類 (同時的か回顧的か) および自己報告の形態 (話し言葉か書き言葉か) によって異なるようである。とりわけ日記を書く方法による内観は、学習者の自己分析、自己評価を促し、自己の学習スタイルやストラテジーに注意を傾けさせることにより、自らの言語学習に対する意識・認識を高揚させる効用があることが、過去の研究によって明らかにされている (Matsumoto, 1987, 1989)。また、他の方法による内観が学習プロセスにおいて役立つ可能性としては、被験者の使用する学習法を複数の選択肢から選択させる統制されたアンケートが、自分の用いたことのない他のストラテジーの存在を認識させ、結果として、使用可能なストラテジーの存在を認識させ、結果として、使用可能なストラテジーの範囲を拡大し、さらに柔軟な姿勢で言語学習に取り組むことを可能にするというようなことが考えられる。

3 内観的研究の利点と問題点

第二言語学習研究における内観的研究方法の使用をめぐっては、現在、賛否両論である。賛成論者 (例えば Allwright & Bailey, 1991; Bailey, 1990; Cohen, 1984; Cohen & Hosenfeld, 1981; Gaies, 1983; Matsumoto, 1987, 1989; O'Malley & Chamot, 1990; Oxford, 1990; Oxford & Crookall, 1989) は、学習者自らが第二言語の使用あるいは学習に関与する認知プロセスを自己観察することが重要かつ有益であることを強調している。彼らの見解は、従来の外観的な観察が学習者の認知プロセスの探究方法としては限界をもっていることと深く関係している。まず第一に、従来の外観的な観察研究は、教室・内活動の物理的局面に焦点を当てるため、通常、研究の対象が、教室内での言葉によるコミュニケーション活動に積極的に参加する学習者に限定され、無口な学習者を対象とすることが困難である。第二に、外観的な観察研究は、研究者が被験

者の言語的・非言語的行動を通じて、その認知プロセスを推し測らざるをえず、実際、学習者のストラテジー使用を含む認知プロセスに関しては満足なデータを提供し得ないことが、過去の研究により実証されるに至っている (例えば O'Malley et. al., 1985)。

一方、内観の使用に反対する認知心理学者、および第二言語研究者は、被験者から内観的自己報告を収集することへの懸念および問題点を指摘している。反対論者が内観の最も基本的な問題として第一に挙げるのは、学習者からの言葉による報告データと実際に認知プロセスが同一であるという保証はないという点である。この点に関して認知心理学者 (例えば Nisbett & Wilson, 1977) は、人に自分自身の精神的プロセスを直接的に観察し、そのプロセスについて正確に報告する能力があるかどうかを疑っている。学習者の言葉による報告は、実際の認知過程「以上」あるいは「以下」であるかもしれないのである。一方、第二言語の研究分野における反対論者 (例えば Seliger, 1983) の見解としては、内観は被験者が知っていると思っていることを意識的に言語化したものであり、したがって実際の認知プロセスを直接的に反映したものとみなすことができないという考えが代表的である。

現在、第二言語研究における内観の使用をめぐって最大の論点となっている言葉による報告の真実性に影響を及ぼすと考えられるのが、以下の要因である。

(1) 思考と報告間の時間的関係

回顧的内観に関与する重要な要因であり、特に、長期記憶からの情報検索をとまなう場合には、被験者の忘却や新しく入力された情報による妨害などにより、結果的に不完全かつ不正確、特に量的に乏しい報告しか得られないことが考えられる。

(2) 課題の特性

特定の課題に基づかない回顧的内観においては、思考と報告間に直接的または特定の関係が確立できないため、結果として得られた報告は、不適切な推測を受けやすくなり、したがって、正確さを欠くことが考えられる (Ericsson & Simon, 1984)。

(3) 認知プロセスの自動化

自動化現象は、認知処理を加速し、情報が短期記憶中に保存されること、したがって言葉によって報告されることを妨害する。結果として得られるのは、実際の認知プロセスを正確に反映することのない不完全なデータである (Ericsson & Simon, 1980)。

(4) 被験者の集中力

被験者の内観への注意集中を妨害する環境的要因や被験者自身の心理状態も不完全かつ不正確なデータの原因となることが考えられる。

(5) 被験者の言語表現能力

たとえば、幼児の被験者から得た報告は常に不完全さを伴うものであり、また成人の言語表現能力にも個人差があることに留意すべきである。第二言語によって内観データを収集する場合には特に考慮すべき要因であろう (Garner, 1988)。

(6) 認知プロセスの変化

同時的内観の主たる問題点としては、思考音声化法自体が実際の認知プロセスを変化させる可能性のあることが挙げら

れる (O'Mally & Chamot, 1990)。また、内観が頻繁な課題の中断や複雑な報告課題を伴う場合には、実際の認知プロセスの変化または崩壊が考えられる。

4 今後の研究への提言

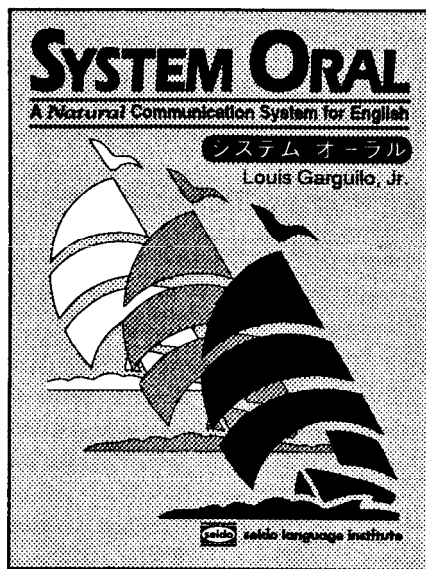
学習者による内観的自己報告を用いた研究は、外観的な観察研究によっては得ることのできない学習者の認知プロセスに関する情報を提供するものとして将来が期待される (例えば Matsumoto, 1993a, 1994a; 松本, 印刷中 a-c)。各種の内観方法それぞれに固有の欠点を埋め合わせるためには、複数の情報源から学習者の精神的データを収集すること、および内観の方法と外観の方法を併用することが重要かつ不可欠である (Matsumoto, 1993b; Weinstein et al., 1988)。また、内観的自己報告データの真实性を高めるために配慮すべきことは、a) 思考と報告の間の時間的ずれの短縮、b) 具体的課題に基づいた内観データの使用、c) 認知的負担の軽い、複雑でない内観課題の使用 (White, 1980) の3点に要約される。また、内観による研究は、認知処理活動に積極的に従事している第二言語使用者である被験者兼学習者を研究の中心に据えていることを鑑み、内観行為自体が被験者の言語学習に役立つか否かを考えることも、今後の研究における重要課題の一つといえるであろう (松本, 1993c, 1994b; Matsumoto, 1994a)。

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Research In Japan

by Rory S. Baskin
Kaisei Gakuen

Introduction

Language teachers and others pursuing research in Japan face many obstacles doing a literature search. The first may be the language barrier at the library. Other obstacles are lack of knowledge about options available in Japan. However, it is essential that an effective search is carried out. Nunan (1992) warns us that without a proper literature search, researchers will not know the relevant background about their research question and may even have problems formulating the question itself. This article addresses how to do a literature search in Japan.

The ERIC Search

The Educational Resources Information Center (ERIC) of the United States Department of Education is the most appropriate place to begin a thorough literature search. ERIC consists of two sections: Resources in Education (RIE), which contains documents; and the Current Index to Journals in Education (CIJE), which contains journals and serial publications. Every citation listed in either file contains an abstract.

The most economical way to utilize ERIC is to find an American university in Japan which either has the database on CD Rom or is able to access it by satellite. American universities often have a wide range of resources and have professional librarians to advise you. A librarian at Texas A & M informed me that I could use a database service such as Dialogue, which is available through the Maruzen Media Center, to access ERIC. There are two offices of the Maruzen Media Center, one in Tokyo and one in Osaka.

Maruzen Masis Center
Maruzen Scientific Information Service
2-3-10 Nihonbashi, Chuo-ku, Tokyo 103
Tel: 03-3271-6068
Fax: 03-3271-6082

Maruzen Masis Center
Maruzen Scientific Information Service
Maruzen Osaka Branch
3-3-2 Hakuro-cho, Chuo-ku, Osaka 541
Tel: 06-251-2693
Fax: 06-251-2660

For one search there is a ¥10,000 service charge plus the normal ERIC fees. I conducted phone conversations in Japanese and sent faxes in English. All services listed here are able to respond to communication by fax or letter in English. I sent the Tokyo Maruzen Masis Center a fax describing what I

wanted to research, and they sent me lists of relevant descriptors. Next, I faxed back the descriptors which fit my research. Maruzen then faxed me how many citations there were for those descriptors.

For example, I could select the descriptors ESL/EFL, Japan, University, and Diaries. If these descriptors provided too many citations, then I could use more descriptors to narrow the search. If there were too few citations, I could use fewer descriptors. I had the option of either receiving the citations by fax or waiting about a week longer and receiving hard copy. About a week later, I received my citations at a cost of approximately 13,500 yen. About a dozen seemed relevant and I decided to order them. The services listed below offer the materials at different prices.

Ordering Documents and Journal Articles

There are a number of choices for ordering documents and journal articles. They can be ordered through the Maruzen Masis Center Document Delivery Service at the above addresses, but it is cheaper to order them directly from the U.S. The ERIC Document Reproduction Service (EDRS) sent me the order forms. EDRS, however, sells only the documents which are listed in RIE, available in either microfiche or hard copy. Prices are reasonable. Paper copy costs \$3.30 for each 25 pages or fraction thereof. Microfiche costs \$1.18 for the first 480 pages or fraction thereof. Each additional 96 pages or fraction thereof costs \$.25.

EDRS
Cincinnati Bell Information Systems (CBIS)
Federal Inc.
7420 Fullerton Road Suite 110
Springfield, Virginia 22153-2852
Tel: 703-440-1400
Fax: 703-440-1408

I also needed several journal articles and tried to order them from a journal article reprint service, the UMI (University Microfilms Incorporated) Article Clearinghouse. Their prices are also reasonable, but they will only mail copies of articles in the United States, not to Japan.

UMI
300 North Zeeb Road
Ann Arbor, Michigan 48106
Tel: 313-761-4700
Fax: 313-973-7007

UMI has an exclusive distributor in Japan who has three different addresses at two different companies

in Osaka and Tokyo. One of them, Taiyo Keiei Kanri, wrote me and explained that they were the parent company of Sun Media, the UMI distributor in Japan. Price lists appeared to be higher than Maruzen's. Faxes sent to them need to be written very clearly. They interpreted an inquiry I sent as an order. They can be reached at:

Taiyo Keiei Kanri Company Ltd.
3-10-3 Honcho, Nakano-ku, Tokyo 164
Tel: 03-3374-0311
Fax: 03-3374-0180

Sun Media
Kashiwagi Biru
1-30-30 Kitashinjuku, Shinjuku-ku, Tokyo 169
Tel: 03-5371-8541
Fax: 03-5371-3750

Sun Media
RISE 88
1-1-10 Honjohigashi, Kita-ku, Osaka-shi 531
Tel: 06-371-1161
Fax: Oh-371 -7356

University libraries provide a number of more economical alternatives. The *Gakujutsu Zashi Sogo Mokuroku*, a set of reference books which lists Western periodicals in Japanese university libraries, is published by Obunhen every five years. Every Japanese university library should have a set, because it lists what university library has what journals, and universities can order copies for a cost of between ten and forty yen a page plus postage. I recently ordered three articles for a total of 38 pages, which came from two different libraries at a cost of ¥1272.

If your periodical is not listed in the *Mokuroku*, you may be able to find it in *Ulrich International Periodicals Directory*. *Ulrich's* is published by R.R. Bowker Co., which also publishes *Books In Print*. *Ulrich* is in most university libraries, and lists periodicals alphabetically and by subject and states where they are available.

University libraries are accessible to the public, although using them might require an introduction. The librarian at my school said that public libraries in some prefectures such as Fukushima and Kanagawa will issue a library card for entrance at any university in the prefecture. Some universities such as Tsukuba University will admit anyone over 18. In other places, an introduction from a public library or a teacher at the university may suffice. The librarian also said that one should be able to purchase articles, search for books with NACSIS (see below), and use interlibrary loan (see below), although one cannot remove the books from the library. Public libraries are also able to search for materials utilizing the national library system.

Finding Books

ERIC citations will also lead to books which can be purchased or borrowed. New books can be ordered from:

Shinko Tsusho Co. Ltd.
1-7-1 Wakaba, Shinjuku-ku, Tokyo 160
Tel: 03-3353-1751
Fax: 03-3353-2205

Shinko will ship books with an invoice, and you can pay for them at your bank. They discount the books 10%. Books already in Japan arrive in about two weeks; those coming from overseas might take several months. Although Shinko Tsusho is convenient, it is often more economical to order directly from overseas. Some books are sold at competitive prices in Japan, while others are marked up as high as 300%. I order some books from:

Delta Systems Co., Inc.
1400 Miller Parkway
McHenry, IL 60050-7030
U.S.A.
Tel: 815-363-3582
Fax: 815-363-2948

Out-of-print books can be ordered from:

Hoshio Bookshelf
1290 Hoshio, Nanmokumura, Kanra-gun,
Gunma-ken
Tel: 0274-87-2385
Fax: 0274-87-3128

Hoshio will search for the book for you. If and when they locate it, they will telephone you, describe the book's condition, and tell you the price. You then decide if you want the book. Hoshio recently found a copy of Kelley's *25 Centuries of Language Teaching* which cost me 14,000 yen.

Using University Libraries

Another option is to borrow the book from a university library. Many universities, some high schools, and research centers subscribe to the National Center for Science Information Systems database (NACSIS). The database is a listing of books, periodicals, and documents in Japanese university libraries. NACSIS is reasonably priced. It costs 30 yen each time you log on. Books may be borrowed on interlibrary loan for one to three weeks. My school subscribed to NACSIS in 1993, and I immediately did a search for ten books and articles. NACSIS located nine, but the tenth was out of print. I received seven of the nine sources within two weeks. The remaining two sources took several weeks longer as the librarian had to contact a number of libraries.

I received a bill for postage which ranged from ¥1,100 to ¥1,400 per book. One library also billed me for an ¥800 protective pouch that they used with a \$9.00 book. Almost all libraries that loan materials expect to be reimbursed for postage. The institution that I am employed at also expected me to pay postage to have books returned. Now I look up the cita

BASKIN, cont'd on p. 110

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The Bank of English, the world's largest database of modern English, celebrates the addition of its 200 millionth word by announcing a new on-line service known as *CobuildDirect*. Using the Internet network, linguists, teachers, translators and students can now access a 20 million word component of the Bank.

“The Bank has always been available for linguistic study for those who could visit us in the UK, but there was also enormous interest from overseas, particularly from Japan. *CobuildDirect* now makes this unique resource available to virtually anybody, anywhere who has access to a computer,” said Gwyneth Fox, Editorial Director at COBUILD.

Cobuild*Direct*

INFORMATION SHEET

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What is Cobuild*Direct*?

It is an on-line service for accessing a corpus of modern English language text, written and spoken. An annual subscription gives you access to our corpus retrieval software to generate concordances, collocations, wordlists, etc. from the Bank of English.

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- frequency lists derived from this corpus;
- other lexical data derived from our dictionaries and other reference works.

What do I need to access this service?

Our computer system is accessible via the global Internet using "telnet" or "FTP" connections.

Can I download data?

Results generated from the retrieval software - concordances, collocations, grammatical constructions, etc - may be downloaded via FTP to the user's local system. Downloading of raw text data is not permitted.

Can several people use the userids?

The connect time (and data transfers) are monitored for each userid. If you don't plan to make extensive use of the on-line corpus yourself, you may share a subscription by registering with us the names of any additional people who will use your allocated userid.

What if I don't have Internet access?

Those who don't have Internet access (or for people who want only modest amounts of simple concordance or collocation data) can register for Cobuild*Direct* Mail Service. Simply e-mail the search you wish to make, and a file of results will be e-mailed back to you. Please note that there are restrictions on the size of the file. You will be invoiced quarterly.

Will it be useful for my needs?

A free trial facility is available via "telnet" connection to IP address 193.112.240.76

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password: cddemo

A simple User Guide for the retrieval program can be downloaded via anonymous FTP from the same IP address in the PostScriptTM file:

/pub/cobuild_direct_userguide.ps

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The Sandhi of English: Teaching Contractions in the Classroom

by Paul Stapleton
Hokkaido University

A common concern expressed by many students is that despite years of learning English, they still have difficulty understanding even the simplest conversation between native speakers of English. As a result, watching English language movies or conversing naturally with native speakers becomes an onerous task. Although there is no magic solution to this problem, at least one approach that can be used to overcome the lack of comprehension in listening and naturalness in speaking is to teach some of the more common sandhi forms used in English.

Sandhi is a Sanskrit word used by grammarians to mean *placing together*. In language teaching, sandhi refers to the way the pronunciation of a word(s) changes according to its environment. For example, the -ed ending in English can be pronounced /t/, /d/ or /Id/ depending on the preceding phoneme. Most students are either aware of this or through natural assimilation pronounce these forms correctly. Many of the sandhi contractions that exist in English though, are not taught nor are they used by students. The reduction of *to* in *going to* (*gonna*), *want to* (*wanna*), *got to* (*gotta*), *have to* (*hafta*), *has to* (*hasta*) and *use to* (*usta*), etc. just to cite one example, is very common in conversational English. In fact elision, which is the rule-governed omission of sound segments, and *assimilation*, which is the process where one phoneme affects a neighboring phoneme, occur in everyone's speech and should not be treated as bad speech (Yule, 1985). However, few text books treat these types of contractions as legitimate forms that students need (*Clear Speech* and *Whaddaya Say?* being notable exceptions). Prator and Robinett (1985) claim that sandhi forms are used even by the most educated speakers, and learners should become familiar with these forms if they wish full competence in English.

In order to better understand the mechanics of pronunciation change plus their syntactic and semantic implications, I will take a closer look at some of the *to* reduction forms mentioned above. In addition, at the end of this paper, I have included a communicative exercise designed to give students experience in using several common reduced forms found in spoken English.

Pronunciation Basics

In the above examples of *to* reduction, there are a variety of forces at work to bring about the resulting sounds. For example, in the cases of *gonna* and

wanna, the *t* sound disappears completely. In the other examples, the *t* sound remains but in the case of *gotta* the *t* is pronounced as a flap *d*, while *hasta*, *hafta*, and *usta* retain the regular *t* sound. In all cases, these changes are not arbitrary, but governed by phonological rules.

Among the five contracted forms above, *hasta*, *hafta* and *usta* are the easiest to explain. Before going any further though, it should be noted that these spellings are simply popularized from literature (Prator & Robinett). The final *a* sound on all the *to* reduction samples examined here is *schwa* (@). Two steps take place in order to reduce the three forms in question into the resulting contracted form. First, the *to* changes to *t@*. According to English phonological rules, as a particle, *to* is unstressed which means that the vowel sound is reduced to schwa. In the next step, the *s* sound in *hasta* and *usta* and the *f* sound in *hafta* changes from being voiced to being unvoiced, e.g., *hazta* becomes *hasta*. Here, the lack of voicing in the *t* assimilates itself onto the *z* sound in *hasta* and *usta* and the *v* sound in *hafta* (Wise, 1957). Thus the contraction of *hasta*, *hafta* and *usta* is the result of a two step process: the reduction of the vowel in *to* to schwa and the assimilation of the lack of voicing in *t* to the phoneme before it.

The reduction of *want to* to *wanna* is also a two-step process. The first step is the same as above where the vowel in *to* is reduced to schwa. In the second step, the disappearing *t* sound is accounted for by a rule that is particularly prominent in American English. When *t* is preceded by an *n* in a stressed syllable, the *t* is often not pronounced when the following syllable is unstressed, e.g., *Toronto*, *advantage*, etc.

In the case of *gonna*, a combination of processes seem to be taking place (Prator & Robinett, 1985). The reduction of the vowel sound in *to* to schwa is apparent. The reason behind the disappearing *t* though is not as obvious. The word *going* first has to be reduced to *goɪn'*, where *-ing* is reduced to /ɪn/, a common contraction done to verbs ending in *-ing*. The resulting intermediary form is /goɪn t@/. The *t* here, however, as in the case of *wanna*, disappears because it follows *n* in a stressed syllable. The final change that occurs is the reduction of the vowel *o* to schwa because of *gonna*'s frequent use in unstressed positions. Thus the resulting sound is /g@n@/.

Finally, in the case of *gotta*, two rules are working to make the change from *got to*. First, the vowel in

the *to* is reduced to schwa. The *t* sound in *gotta* though, is governed by yet another phonological rule. When *t* has vowel sounds on both sides of it with stress on the first syllable, e.g., *butter*, *water*, etc., *t* is pronounced like a flap *d*.

Mechanisms of Syntax

While the pronunciation of the infinitival to appears to be governed by clear rules when it is adjoined to various verbs, the syntactic rules are far from clear. In the case of all of the above contractions, there are instances when *to* is not contracted (Aoun & Lightfoot, 1984). For example, none of the following forms can be contracted:

I don't need or want to hear about it.

I'm going to school.

This is what we used to open it.

What does she have to say.

What have you got to eat.

A long running debate (see *Linguistic Inquiry*) has attempted to account for *in* linguistic terms, why to can be contracted in some cases but not others.

One explanation is that the contraction of *to* is blocked by empty *nodes* or *traces* that occur as a result of WH-MOVEMENT (Lightfoot, 1976; Radford, 1984). For example, in the sentence,

(1) Who might you want to win?

It is not possible to contract *want to* to *wanna*. Prior to WH-MOVEMENT (and NP ALJX inversion of *you* and *might*) though, the sentence would have been,

(2) You might want who to win?

In this sentence, it appears obvious that the *to* cannot be contracted because of the word *who* between *want* and *to*. According to trace theory, in sentence (1) after WH-MOVEMENT, a trace remains between the *want* and the *to* where the *who* was. This trace prevents any contraction.

This simplified explanation is based on trace theory, first proposed by Chomsky, which states that a moved constituent leaves behind in the position out of which it moved, an empty node trace of itself (Radford, 1984). Unfortunately, trace theory cannot completely account for why contraction is prevented in some cases (Postal & Pullum, 1982).

Semantics

A much easier way of distinguishing when *to* can be contracted and when it cannot, is to consider the meaning of the sentence in which it appears. In the case of *gonna*, the meaning is always *intention*. Therefore, *gonna* is always followed by a verb. Contrast the following two sentences:

(3) I'm *gonna* study.

(4) I'm going to school.

In the first sentence, contraction to *gonna* is possible because *going to* is followed by a verb and the meaning of *going to* shows intention. In (2), *going to* is not followed by a verb nor does the meaning relate to intention; rather, it relates to *destination*.

Other contractions above can be explained in a similar way. Consider the following chart adapted from Prator and Robinett:

(5) I've <i>gotta</i> study	requirement
(6) What have you got to eat?	availability
(7) I <i>hafta</i> study	requirement
(8) What do you have to eat?	availability
(9) She <i>hasfa</i> study.	requirement
(10) This is all she has to eat.	availability
(11) I <i>usta</i> study German.	past habit
(12) A pen was used to write this.	utilization
(13) I don't <i>wanna</i> eat this.	desire
(14) Who do you want to come?	desire

In the above examples (5) through (12), contraction of the second sentence in each pair is blocked. It is clear though, that there is a difference in meaning between the contracted and full forms of each pair. Thus, explaining to students when, and when not to use the contracted form, is much simplified compared with explaining syntactic rules. However, in the case of *want to*, it is more difficult to use meaning to distinguish between the forms that can be contracted and those that cannot. This is because in both contracted and uncontracted forms, *want to* retains a similar meaning.

Application in the Classroom

Although it is not necessary or advisable to discuss all of these mechanics of contractions when teaching students, it is worthwhile to teach and practice these contractions. To this end, below is an activity that gives students not just pronunciation practice of some of the more common sandhi contractions, but also natural communicative practice using the forms. Note that some contractions (equally rule-governed) not discussed in this paper are also included.

In Part A below, students are introduced to some of the more common sandhi contractions and given a chance to practice their pronunciation through choral repetition. At this time it is important for the teacher to point out some of the finer points of usage. For example *gonna* is used in the place of *going to* only when an intention is meant, i.e., when it is followed by a verb. *Hafta* replaces *have to* only in the sense of necessity. *Usta* replaces *used to* only when it refers to a former habit, and so on.

In Part B and C, students have a chance to use these forms in a natural way responding truthfully according to their own experience. Note that the activity includes different questions for student A and student B so that an information gap is established between pairs of students.

One exercise of this nature is insufficient to get students using sandhi contractions in a natural manner; indeed, it may not be desirable to hear such natural forms together with the less than fluent language spoken by many L2 students. Nevertheless, it does give students an awareness of the usefulness of these forms and should enhance listening comprehension.

Student A

Part A

Practice saying the following contractions out loud.

going to = gonna did you = didja
want to = wanna kind of = kinda
used to = usta what are you = whaddaya
have to = hafta what do you = whaddaya
do you = ja

Part B

Ask your partner the following questions. Be sure to contract the underlined forms. Your partner should answer the questions truthfully with a full sentence using a contraction if possible. Student B should not look at his/her paper while doing this exercise.

Example: A: What are you going to do tomorrow?

B: I'm going to play tennis.

1. Did you study English this week?
2. What kind of tempura do you like the best?
3. Do you want to have lunch together sometime?
4. What do you like to watch on TV?
5. Where are you going to travel on your next holiday?

Part C

Practice saying the following contractions out loud.

should have = shoulda shouldn't have = shouldna

Read the following sentence to you partner. S/he will give you some past advice using a contraction. Student B should not look at his/her paper while doing this exercise.

Example: A: I got completely wet in the rain yesterday.

B: You shoulda taken* your umbrella

1. I was late for class today.
2. I gained ten kilos last year.
3. My feet got wet in the rain.
4. I lost ¥20,000 in Las Vegas.
5. I had a headache today after drinking sake last night.

* Remember to use the past participle of the verb

Student B

Part A

Practice saying the following contractions out loud.

going to = gonna did you = didja
want to = wanna kind of = kinda

used to = usta what are you = whaddaya
have to = hafta what do you = whaddaya
do you = ja

Part B

Ask your partner the following questions. Be sure to contract the underlined forms. Your partner should answer the questions truthfully with a full sentence using a contraction if possible. Student A should not look at his/her paper while doing this exercise.

Example: A: What are you going to do tomorrow?

B: I'm going to play tennis.

1. What do you want to do this weekend?
2. Do you have to do any work after this class?
3. What kind of sushi do you like?
4. Where did you go for your last holiday?
5. What are you going to eat for dinner tonight?

Part C

Practice saying the following contractions out loud.

Should have = shoulda shouldn't = shouldna

Read the following sentence to your partner. S/he will give you some past advice using a contraction. Student A should not look at his/her paper while doing this exercise.

Example: A: I got completely wet in the rain yesterday.

B: You shoulda taken* your umbrella

1. I got in a car accident after drinking ten beers.
2. I broke my leg while skiing in Hokkaido.
3. I lost ¥10,000 at the race track.
4. I got a sore throat after going to karaoke.
5. I got sick after eating a whole pizza.

* Remember to use the past participle of the verb.

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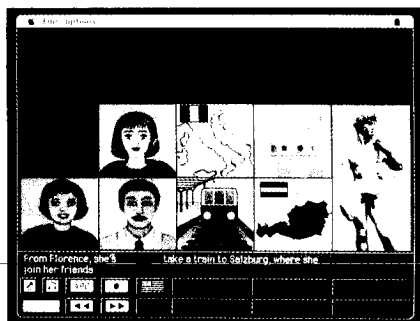
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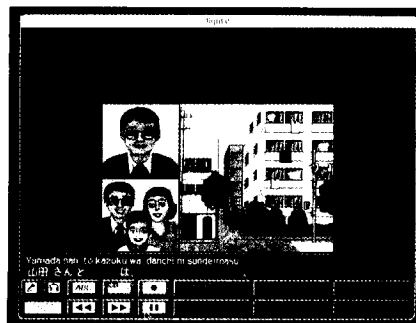
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Training with Genre: Using Letters to the Editor

by Damian Lucantonio

Teacher Training Program, *The Japan Times*

Introduction

Using the newspaper in the classroom is widely recognized as an important area of communicative language teaching. The following is an account of an EFL teacher training workshop at pre-service level in which participants draw on the influences of Genre Theory (Martin, 1985) from Systemic Linguistics (Halliday, 1985) to examine how letters to the editor can be used effectively in the classroom. Firstly, the workshop is designed to provide trainee EFL teachers with useful teaching techniques involving authentic materials. For this purpose, letters to the editor represent a popular public forum for expressing opinions concerning a variety of so&-cultural issues. Secondly, it is designed to show trainee teachers how students of English can benefit by an understanding of text structure in relation to the teaching of reading and writing. Recently, issues such as these have emerged as important considerations in the design of both pre-service and post-service teacher training programs.

Rationale

The relationship between applied linguistic theory and classroom practice has often been a source of conjecture. However, in the 1990's the place of discourse analysis in language teaching and teacher training appears to be playing an increasing role (Olshtain, 1993). Furthermore, there has been growing interest in the application of Genre Theory (Martin, 1985), from Systemic Linguistics (Halliday, 1985), to TESOL teacher training and teacher inservicing. In Australia, for example, the work of Martin (1985), Painter and Martin (1986), and Martin (1989) with teachers in the NSW Department of Education, the Adult Migrant English Service, and the Literacy and Education Research Network, is extremely influential. Such a theory stresses the role of culture in the appropriate use of language. It offers valuable insights into language teaching by viewing language through a social-semiotic perspective—that is, meanings derived through society and culture (Halliday, 1985). The role of the context and of the text in the meaning system are of major importance. These are made explicit to the teacher through an understanding of text or generic structure, as well as the register variables of Field, Mode and Tenor, that determine appropriacy in language use (Halliday & Hassan, 1985).

Furthermore, Genre Theory acknowledges the role of language use and social purpose. Just as people speak for different purposes, so too do they write for different reasons. Thus, training teachers

in techniques to make students aware of the culturally-specific role of text organization in spoken and written language would not only appear to be important in developing skills of discourse competence, but also of communicative competence in general (Canale & Swain, 1983). Martin's (1985) definition of Genre as a staged (structured), goal-oriented (purposeful), social activity has proven to be useful in showing teachers that texts are structured in such a way so as to achieve their particular social purposes. For example, through an analysis of generic structure, it can be seen that the purpose of a general newspaper report is to describe factual events, whereas the purpose of a letter to the editor is to argue in support of a particular point of view. Consequently, the structure of the two texts tends to differ in order to achieve these different goals.

The potential applications of this theory of language to teacher training would appear to be significant. Not only is an insight into the workings of authentic language provided, but also a pedagogical framework can be developed for designing teaching materials based on the analyses of texts. Such classroom materials can activate language learning strategies (Widdowson, 1978) by enabling students to access information from spoken or written texts by focussing on generic structure. Consequently, the broad aim of the workshop is to explore the potential applications of Genre Theory to teacher training techniques, through the use of letters to the editor.

The Workshop

The two hour workshop is divided into two sections. Section 1 deals with analyzing for generic or text structure, in order to highlight how the language has been organized to achieve its purpose. Section 2 deals with developing classroom teaching materials based on the text analyses. For this purpose, graphic outline or box diagram activities have been chosen.

The following represents a step-by-step procedure of the workshop.

Section 1: Analyzing For Generic Structure:

1. Participants discuss the purpose of letters to the editor, as apart from other newspaper genres such as factual reports and classified advertisements.

2. Trainer describes a possible text structure for letters to the editor in response to an analysis of authentic models (NB: Symbol Key: ^ = followed by; i = reversible order; Reasons = arguments; Examples = supporting arguments or supporting evidence).

Background InformationMain Point
^Reasons (For/Against)
^Examples
^

Conclusion

3. In groups, participants analyze a selected letter to the editor, "Prejudice From One's Own," for its generic structure, using the above structure as a model and marking off the start and finish of each generic stage (see Appendix 1).

4. Each group discusses their analyses, comparing, contrasting and justifying the various analyses.

5. In groups, participants match paraphrased sentences to appropriate sections of the text to further recognize the main ideas of each generic stage.

Section 2: Developing Classroom Teaching Materials: Graphic Outline (Box Diagram) Activities:

1. Trainer introduces samples of graphic outline activities and discusses their use in the following two areas:

A. Recognizing main ideas and specific information. For example, the main points expressed by the writer in the letter to the editor.

B. Recognizing the generic structure of the text, which is organized to reflect its purpose. For example, identifying the opinion presented, the arguments given in support of the proposition, and the conclusions that have been drawn.

2. In groups, participants draw a box for each main generic stage that they have identified in their analyses of the letter, with links to indicate the coherence of ideas in the text.

3. Participants add functional labels to each box to indicate the role each is playing in the development of the text. For example, Background Information, Reasons, Conclusion, and so on.

4. Participants add student instructions to their graphic outline activity, that indicate how the task is to be done.

5. Each group exchanges its activity and completes a graphic outline task designed by another group (see Appendix 2).

6. General discussion regarding the design of each group's graphic outline activity.

7. General discussion regarding the level of complexity of the activity (that is, for Intermediate level students), and how it can be adapted up in complexity for more advanced students and down for lower level students.

8. General discussion regarding other pedagogical activities that could either precede or follow the graphic outline activity in a whole, complete lesson.

9. General discussion regarding the use of graphic outline activities as a guide for writing letters to the editor.

Conclusion

The workshop described here uses letters to the editor to represent a challenging approach to teacher training that involves the application of genre theory. While text structure approaches have been criticized as being too formulaic and prescriptive, it must be stressed that the "formula" is in response to the text structure, which appears to be culturally specific (Halliday & Hassan, 1985), and does not necessarily precede it. Hence it is a description of the role that language is playing in the text and how it has been organized by the writer. This can vary greatly depending on how well the text has been written or how the text has been interpreted by the reader. As language is used to achieve a particular purpose, such as presenting an opinion in a letter to the editor, then teachers are challenged to make the structure of the text more explicit so that it can be more accessible for their students to understand through their classroom activities.

Moreover, teachers do not have to be so-called "experts" to analyze for generic structure. Just as interpretations of texts can vary from person to person, so too can analyses. Attention focuses on "more or less appropriate" rather than an absolute "right or wrong". This is based on certain compulsory and optional elements that are present in any text (Martin, 1985). In a letter to the editor, compulsory elements would seem to include the background information, main point(s), reasons/arguments and the conclusion. The optional elements could include such things as examples or supporting evidence, that may further elaborate on the reasons. The challenge, then, is to make explicit for learners the knowledge and understanding that their teachers have of the text. Through pedagogical tasks based on their analyses, students can have access to what it is their teachers already know about the letter to the editor and other texts in general.

Finally, by using teacher training techniques such as these based on text analyses, genre versus process-oriented debates in teacher education are not seen to be mutually exclusive. It can be argued that Genre Theory has a major role to play in describing what kind of language is appropriate in different contexts (Halliday, 1985; Martin, 1985). However, process-oriented approaches are more concerned with pedagogical activities and tasks that relate to how the learning takes place (Widdowson, 1978). Hence, a compromise and a marriage can exist between the two approaches, using both linguistic principles and pedagogical practices in teacher training.

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Damian Lucantonio has an MA in TESOL from the University of Sydney, Australia. He has been involved in TESOL since 1980 as a teacher, curriculum designer, teacher trainer and Director of Studies, and has worked in TESOL situations in high schools, universities and English language colleges in Australia, Japan and Indonesia.

Appendix 1 Analyzing for Generic Structure

Prejudice from one's own

The other day I applied for a position which was advertised in a certain paper and I passed the initial interview. At my second interview I was sent around to another section which required a bilingual assistant as personnel automatically assumed that I wrote perfect Japanese by appearance, name, and nationality alone. Later I heard from other sources that there was an unspoken agreement in personnel that the position I applied for was reserved for "genuine *gaijin*" only since it would require communicating with all the foreigners in this particular office, and since I am a Japanese national, I was not qualified.

I am constantly reminded of the value of "face" whenever I am with my foreign friends. If I visit a museum with them and despite the fact that I am speaking fluent English, I am always handed a pamphlet written in Japanese, and if I demand an English version, I am always met with the surprised rejoinder of "Are you sure you want one in English?"

Perhaps toward Nikkei, the attitude is changing and the "departure from the belief that once born Japanese, one is always Japanese" (Oct. 13) is actually taking place, especially if he/she holds a passport validifying the authenticity of his/her "gaijinness." But what do returnees do? English language schools often unashamedly pay us one-third the salary of a *gaijin* although we are native English speakers.

Admittedly reverse discrimination exists in all countries. A friend recently sent me a clipping from the New York Times entitled "No Whites Need Apply?" In short, three outstanding men, a black, white, and Hispanic, were listed for the job of chancellor for a particular board. For personal reasons the Hispanic and black withdrew, leaving the white man available, but for inexplicable, ambiguous reasons the candidacy was suddenly reopened.

Despite the knowledge that similar situations occur elsewhere, I always find it especially demoralizing when I am discriminated against in my own country for being a "Japanese."

— Main point

— Background information

I

— Reason 1 (for)

Example

--- Reason (against)

--- Example

I

--- Reason 2 (for)

--- Reason 3 (for)

— Example

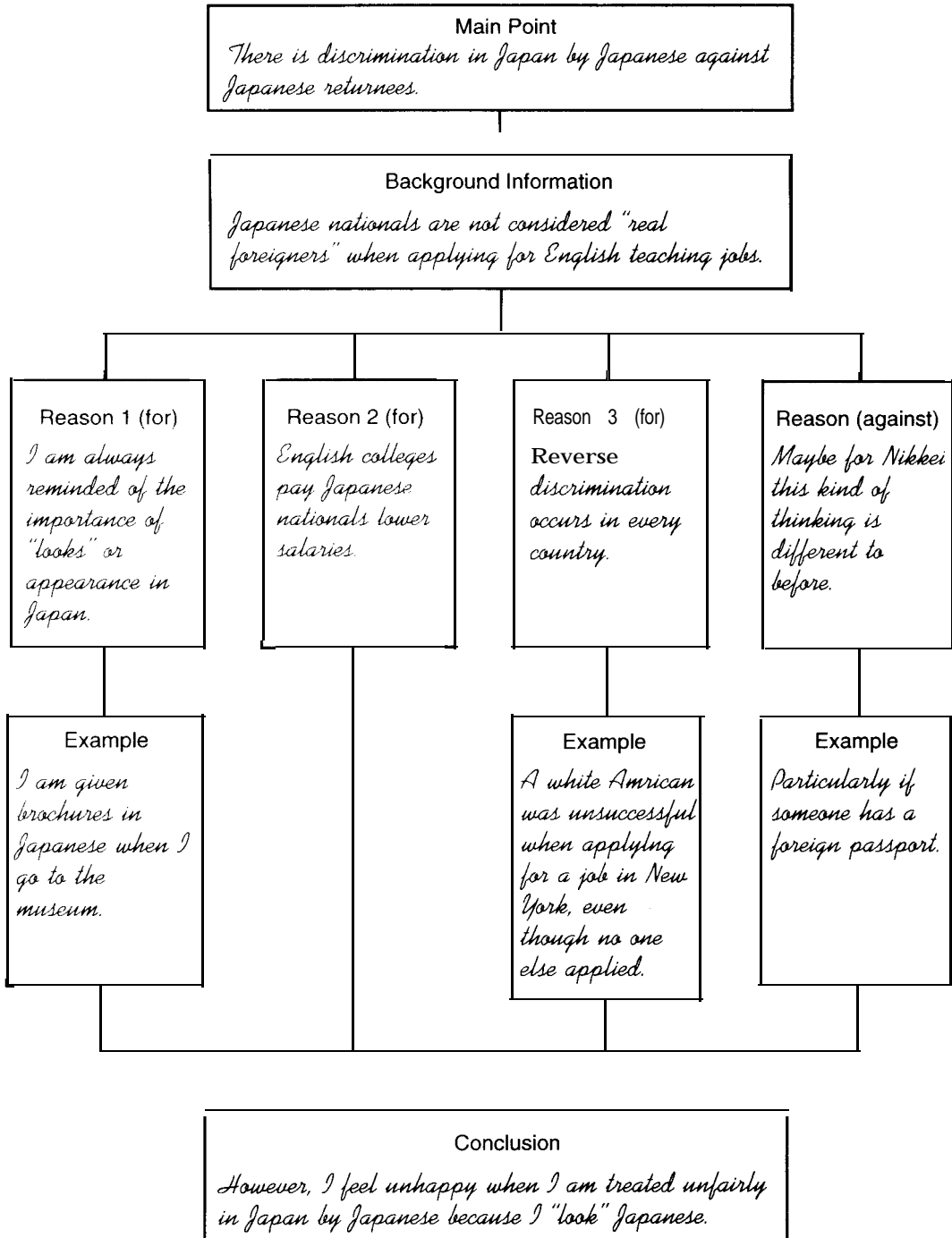
— Conclusion

Mariko Oka
Tokyo

Appendix 2

Completed Graphic Outline Activity

Refer to the letter to the editor and fill in the missing information in the boxes below.
Try to use your own words.



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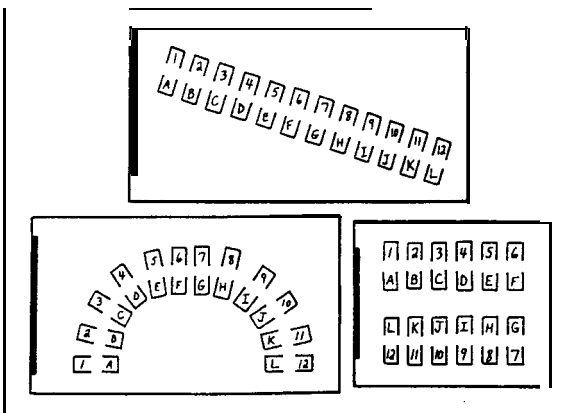
by Brian Bresnihan and Barbara Stoops
Kobe Shouka Daigaku

Introduction

One of the most difficult problems in teaching a foreign language abroad is finding ways to help students increase their skill and confidence in oral fluency. Of course, they can speak with you, but in a typical large class each student might speak only once or twice in an entire period, which is clearly not enough. This paper describes and explores two methods that encourage Japanese students to speak in English, with special attention to the details of classroom management, those many small steps that make all the difference in whether an activity succeeds or fails.

The Speaking Line

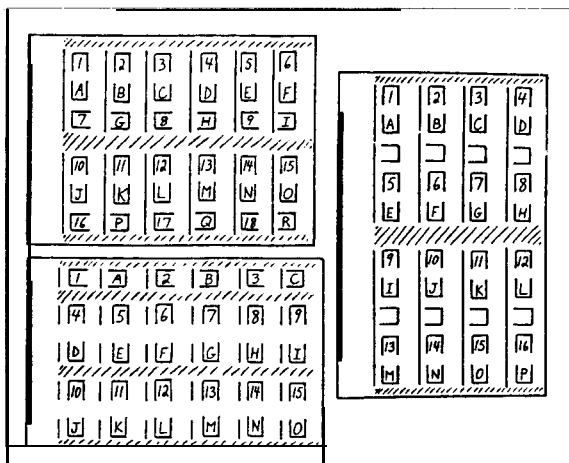
Leaving aside the possibility of having your students all speaking aloud to themselves at the same time, the way to give all of your students the most opportunities to speak per class is to have them talk in pairs. Of course, the difficulty with this is that if you just tell your, let's say, 50 students to talk in pairs, it is hard to tell what they are saying or even what language they are speaking. It also is not very easy for them to maintain their discipline and speak only in English if they have another language in common. They may also be tempted to spend much of their time reading from their textbook or looking up words in their dictionaries. Organizing the seating arrangement of the pairs into a Speaking Line and requiring your students to put all of their materials away and to look at and speak directly to each other begins to clear up these difficulties. This is a very simple yet very effective way to encourage your students to speak in the target language.



The Basics

First, have your students put all of their materials away. Then, have them rearrange the furniture. If you are lucky enough to have movable chairs and tables in your room, ask your students to move the tables out of the way and line up the chairs in two rows facing each other. You can draw a sketch on the board if you like.

If your classrooms do not have movable furniture (mine don't always either), use the sketches below as hints to what arrangements might be good for your classrooms. The most important point is to create clear aisles (shaded below) within which you can easily move around the room.



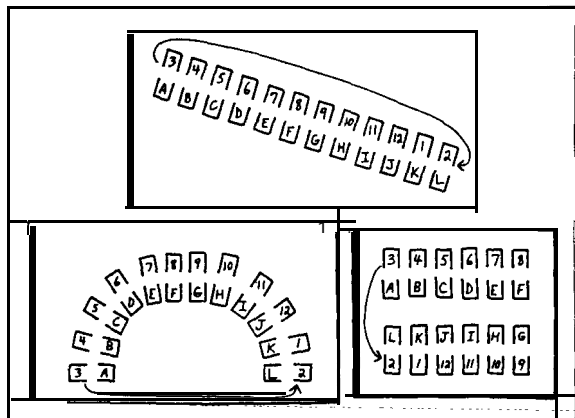
So, 1 and A are a pair, 2 and B, 3 and C, etc. With an odd number of students there will be one triple.

Explain to your students that they are not allowed to talk to anyone else except their partners—not the person on their left, or their right, nor people diagonally across from them. They can only speak with the person directly in front of them. Then tell them the topic (or whatever it is that you want them to talk about), and to begin.

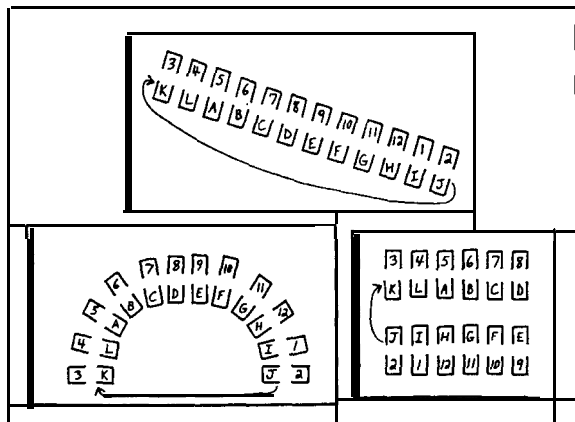
You may need to encourage your students to start and to remind some of them to remain in English the first few times you do this. However, it does not take long for most students to catch on and to enjoy it.

When you think it is time for them to stop, a few claps, a short whistle, a loud "OK, that's enough," or a flickering of the lights will get their attention. Then it is time to change partners. The student or two or three students at the beginning of one row stand up

and move to the back of the row while the rest of students in the row move forward. Then everyone has a new partner.



Then tell them to repeat what they were doing or whatever the next assignment is. This shifting of the partners can be done many times. So all students can stretch their legs, have the other row rotate in the opposite direction; i.e., have the student or two or three students at the end of the other row stand up and move to the front of the row while the rest of students in the row move backward.



Other Considerations

If your classroom has enough space, you may have the option of keeping pairs packed tightly together, very close to each other, or generously spread out with a few meters between them. We suggest trying both ways and observing the results. And if you seem to prefer one way, try the other every so often just for a change to see how more and less interference from other pairs talking affect different students' speaking and listening.

You may also have the option of spacing partners different distances from each other. Again, we suggest trying a few different ways. Some students may try to keep their chairs a bit too far apart from their partners for a conversation to take place. There will be a lot of noise from so many people talking at the

same time. You will probably need to move some students closer to their partners in the beginning. They will feel comfortable soon after they start talking. Putting partners on different sides of the room is another choice, and I suppose you can imagine what that would be like.

So far we have indicated that the partners are speaking face-to-face. There is also the possibility of the partners sitting back-to-back. It may seem to be an odd way to talk with someone, but it forces the students to talk louder and to communicate without seeing each other or each other's facial expressions or gestures. Sometimes they may need to do this, like when talking on the telephone.

Of course, they can also sit front-to-back. This allows one member of each pair to see the gestures or actions of the other that result from what has been said, but not vice versa. This may not be so uncommon in the near future with emerging technology, like visual telephones.

Extras

When Brian was initially introduced to the Speaking Line, Robert "Bob" Oprandy recommended that partners be given two minutes to converse on a topic per pairing and that each topic be repeated for a few pairings. Sometimes we have students talk for much longer periods of time before switching partners, even for over ten minutes. If you are not really interested in keeping track of the time, you will find that it is not very difficult to tell when the students need to change partners. Also, we usually have them repeat a topic with two or three partners.

A more structured activity which works well using the Speaking Line is the Fluency Workshop, or the 4/3/2 technique, developed by Keith Maurice (1983). In this activity the students have four minutes to speak about a topic to their partners. Then they listen to their partners talk for four minutes. Next they change partners and repeat the above for three minutes each. Finally, they repeat it again with new partners for two minutes each. Barbara was first introduced to an adapted form of the Fluency Workshop in which one student does all three speaking turns without doing any listening in between. When this method was studied by Arevart and Nation (1991) (and prior to that by Nation (1989) in a smaller study), they found that students spoke faster and with fewer hesitations in their two-minute (last) turn than in their four-minute (first) turn. The Fluency Workshop in both of these forms has students making short speeches or telling stories to their partners rather than having students participate in a conversation, as Bob suggested.

If you would like to encourage the listeners to listen carefully when speakers and listeners have been assigned roles, have partners stand up one at a time after every few pairings and have the listeners give a short summary of what the last speakers told

them. Speakers stand, too, to emphasize that both people are responsible for the summary, to make the listeners a little more comfortable while summarizing, and to be readily available if the listeners need help. Keep the number of pairings before summarizing variable to encourage your students to do their best with each partner. This could also be done after students have participated in conversations.

The Conversation Game

Although working in pairs allows the maximum amount of speaking time per person in a class, there are times you might want your students to speak in groups. Also, many students say they prefer to speak in small groups rather than pairs. The problem is that in a non-English speaking country most of the students will probably speak the native language of that country and will find it very difficult to remain in the target language. Even while in a Speaking Line, some students may quickly translate to explain a word or phrase that their partner does not immediately understand. The Conversation Game is an excellent way to get around this difficulty.

The Rules

In the Conversation Game the teacher should provide a large quantity of game markers. These could be poker chips, buttons, beads, individually wrapped candies, or sea shells collected on a beach after a big storm. (The Craft Department at Tokyu Hands has a good selection of such markers. "*Ohajiki*" are another good choice. You can usually find them in the toys or games sections of large supermarkets.) Seat students around small tables in groups of 4 or 5 each and give a pile of about 40 or 50 markers to each group.

After the students have the topic to speak about, the game rules are simple: "Whenever you say something in English, take one of the game markers. It doesn't matter whether you talk for a short time or a long time; in either case you get one marker. But, whenever you say even one word in Japanese, you must return one marker to the pile. In the end, the number of markers you have collected will be your total score."

When the conversations slow down or when the allotted time is up, you can reshuffle the groups and perhaps switch to a new topic as well. Before students move to a new group, they should return all of their markers to the pile so each new group can begin. Therefore, they need to record their scores on a piece of paper, something they also might need to do earlier if they use up all of the markers before time runs out and need to restart themselves.

Options

Some students may be tempted to "cheat" a bit by saying "Oh" or "Yes" a lot in order to collect markers and boost their scores. If this happens, you can

modify the rules to require that students say at least three consecutive words or a sentence to gain a marker. True "cheating" is, in fact, quite rare as the students generally make a real effort to be sure everyone has a chance to speak and to gain points. (Some teachers may want to contrast this with the more competitive conversational strategies used in the West, playing tapes of native English speakers arguing a point as an example, and teaching strategies for disagreeing, interrupting, preventing interruption, asking for clarification, and maintaining conversational control.)

On the other hand, once students get used to the habit of monitoring their use of English and Japanese and the amount they are talking and not talking, they tend to stop picking up markers after their turns. This is certainly a good thing, that they can continue to converse in English without using the markers to closely monitor it. However, it still seems to be helpful to have the markers there in piles just as a reminder.

Although assigning conversation topics yourself saves time, another choice is to have your students come up with the topics. Here is one way that we enjoy having the students do this. Have pairs of students very quickly brainstorm topics and write one per pair on the board. No doubles are allowed. After each pair has written a choice on the board, read each aloud to the students so they have a chance to consider them all. Then have all the students come up to the board again and mark the one they wish to speak about. The majority wins and is the first topic to be discussed.

Teacher Roles

While the students are busy in their Speaking Line or with their Conversation Game, the activities the teacher can engage in are numerous and varied. The simplest, but not necessarily the least useful, thing to do is to stroll up and down the aisles or around the groups and listen to what your students are saying. This also leaves you free to enforce the rules, if necessary, and to answer any questions. In addition, you can break into conversations to ask questions, add information, or help with explanations if you like.

The teacher can also collect information, such as unusual vocabulary items, errors or mistakes of any kind, well formed sentences or replies, communication break downs, students' opinions, or diversions from the assigned talk or topic. These could be dealt with at the moment they occur orally with the student(s) involved, or a short note could be written on a slip of paper and handed to the student(s). If you think the whole class might benefit from something, you could take notes while you are listening and go over them with the class as a whole afterward. You can collect this information while standing, but it might be more comfortable to sit in a chair. One with wheels is nice or leave a few in each aisle

or between groups. As mentioned earlier, particularly with the Speaking Line the classroom will be noisy so you may need to get pretty close to pairs to hear well. You can sit very close to the back of a student's chair yet not disturb the pair. Even if your students do notice you at first, soon they will not.

Another alternative is to join the Speaking Line or the Conversation Game groups and participate the same way your students are. Of course, at times you may need to get up to do other things, like monitor the activity, but you will also have the opportunity to speak with some of your students one-on-one or in small groups even if you need to cut it a little short.

Conclusion

Both the Speaking Line and the Conversation Game can be used for a variety of activities, but it is important to make a firm rule that work must be entirely oral and in the target language. Besides free conversations or speeches, Speaking Line partners and Conversation Game groups can summarize and discuss article they have read, essays they have written (without holding them so there will be no temptation to read from their papers), or audio or video tapes that they have listened to or seen. They can also carry out brainstorming tasks to prepare for a writing assignment or a classroom debate. Of course, this sort of activity can be done in normal pair or group work structures as well, but in a Speaking Line or a Conversation Game group students must use their own words and give their own ideas (or their memory of material they have read or heard) rather than just repeat words or ideas from a book.

In Speaking Line activities, some teachers may want to violate this rule of having no written materials with very beginning level classes, where students may need a structured worksheet or question list to follow. In this case, we would recommend that the students use the read-and-look-up technique as a bridge to future purely oral work. (Using read-and-look-up, the students should first read through the material. Then, whenever they are speaking, they must be looking at their partner and their material must be turned over. Students may look at their written material as often as they wish, but they cannot look at it while they are speaking. See Fanselow (1987) and West (1960) for more details.) Caveat: One problem with using written materials with the Conversation Game is that it is very cumbersome to deal with the materials and the markers together. Therefore, if your students need written materials in hand, we recommend using the Speaking Line.

A special feature of the Conversation Game that sets it apart from most fluency work in foreign language classes is that students are discouraged from ever using their mother tongue to clarify confusion or lack of comprehension. In a Conversation Game speakers must try to negotiate meaning entirely in

the target language because they are penalized if they use their native language. This makes the activity more difficult for them than the Speaking Line, but it pushes them more to develop strategies needed to communicate successfully with native speakers of the target language.

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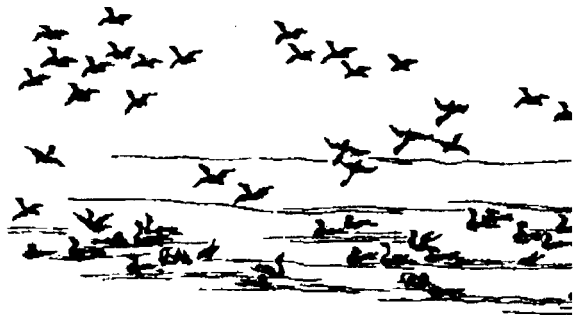
KAY, cont'd from p. 6.

their personality, your personality, their experience of other foreigners and knowledge of foreign culture, and your understanding of Japanese culture. Your Japanese colleagues may enjoy your company, resent your presence in their midst, become your friend, be amused or intrigued by you, feel they should keep you in line or feel protective towards you. Since indifference is unlikely, foreign teachers must be prepared to encounter both positive and negative attitudes, and to work at fostering the former, and understanding and dealing with the latter. This presents a worthwhile challenge for the foreign teacher to make a unique contribution which is positive and fulfilling in both personal and professional terms.

Note:

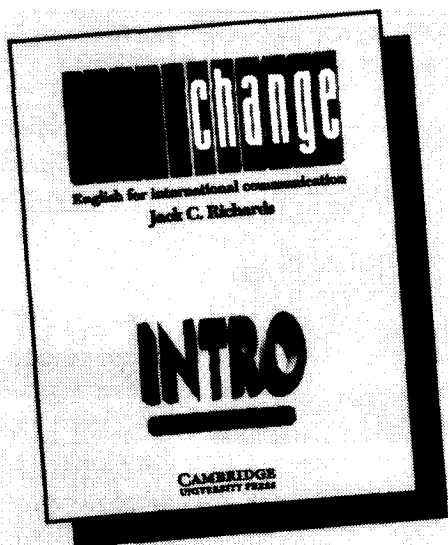
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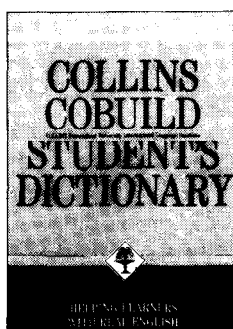
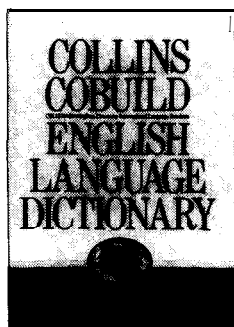
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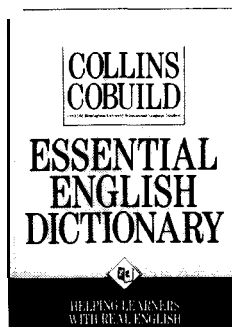
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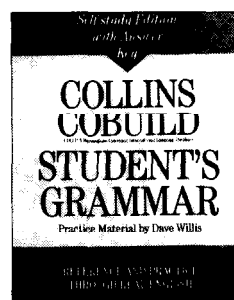


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The Quirks of English Usage (I): “You Can Leave in a Taxi or You Can Leave in a Huff...”

by Graeme Cane
Kumamoto University

EFL/ESL teacher training courses tend to deal with grammar either by exploring the complexities of syntactic theory or by looking at the basic structures of English grammar and the best ways of teaching them in the classroom. Providing practical information about the oddities of English usage does not, however, usually form part of such courses and, as a result, many teachers of English (both native and non-native speakers) may be much less informed about practical usage than they realize.

The idea behind this series is simply to try to create a little more awareness of how English actually works by investigating some of its grammatical quirks. Once we are more conscious of exactly how and why the language functions as it does in specific contexts, we should be able to do a better job of teaching it to learners.

While all EFL/ESL teachers are undoubtedly aware of the basic uses of, for example, *there* is and *there are* in existential sentences, they may not be able to explain why, in the following group of eight sentences, all the sentences are considered to be grammatically acceptable except 6 and 8:

1. There is a book on the desk.
2. A book is on the desk.
3. There are two wallets in the drawer.
4. Two wallets are in the drawer.
5. There was a bad accident in Osaka last night.
6. *A bad accident was in Osaka last night.
7. There are four windows in this room.
8. *Four windows are in this room.

The format for investigating English usage in this series will generally be based on the method of procedure followed here. In the four sections below, the reader should first look at the examples provided and then try to explain the linguistic rules or tendencies operating in each case.

1. Why is the normal subject-verb word order reversed in sentences such as :

v s

Here comes John

There goes my best friend.

but not in :

s v s v

Here he comes; There she goes.

2. Adjectives generally precede the nouns they modify in English such as in :

a new car; a strange experience

but not in :

We met someone new.

I saw something very strange last night.

Why is this?

3. *Highly* and *utterly* are two adverbs of degree which both mean something similar to very.

- (a) highly intelligent = very intelligent
- (b) utterly miserable = very miserable
- (c) I found that film highly entertaining. (=very entertaining)
- (d) I found that film utterly boring. (=very boring)

Utterly and *highly* both seem to be equivalent to very or completely but, if we switch the two adverbs in (a) to (d), the phrases become very odd. Why is this?

- (e) utterly intelligent
- (f) highly miserable
- (g) I found that film utterly entertaining.
- (h) I found that film highly boring.

4. Most English speakers would consider (a) and (b) below to be acceptable sentences.

- (a) She made up her mind and then she put on her make-up.
- (b) She decided what to do and then she made up her face.

While the meaning of (a) and (b) is very similar to the meaning of (c) and (d) below, speakers of English tend to find (c) and (d) less acceptable than (a) and (b). Why is this?

- (c) She made up her mind and then she made up her face.
- (d) She made up her mind and her face.

Sentences (e), (f) and (g) use similar constructions to the one used in (d) above. Do you find the sentences acceptable or unacceptable? Explain why.

- (e) She arrived in a temper and a blue Toyota.
- (f) He broke his promise and a large Ming vase.
- (g) Tom kept a cool head and a dog called Rover.

Suggested Explanations for 1-4 Above:

1. When certain adverbs of place or direction such as *here*, *there*, *up*, *down*, *away*, *off* etc. appear as the first

word in a sentence, it is usually necessary to change the normal subject-verb word order of the following noun and verb phrases.

A V S
Here / come / the police.
Away / goes / the first runner.
Down / came / the rain.

This unusual V-S order tends to give added focus to the subject of the sentence. When a pronoun occurs as the subject in such sentences, however, the normal **SV** order is retained.

A S V
Here / they / come. (NOT *Here come they.)
Away / he / goes. (NOT *Away goes he.)
Down / it / came. (NOT *Down came it.)

2. When using adjectives to modify the indefinite pronouns *something*, *someone*, *somebody*, *nothing*, *anything*, *anyone* etc., it is necessary to place the adjective or adjective phrase after the pronoun.

That concert was something special.
(NOT 'a special something)
She wants to marry someone famous.
(NOT *a famous someone)
He never has anything nice to say.
(NOT *a nice anything)
There's nothing better.
(NOT *a better nothing)

3. While both *highly* and *utterly* are equivalent to *very* or *completely* in many contexts, there is a difference between the two adverbs in terms of collocation. *Highly* tends to be used with words suggesting good qualities, while *utterly* is generally used with words indicating bad qualities.

Highly skilled, highly interesting
Utterly depressing, utterly worthless.

If we switch the adverbs, the collocations become unacceptable or, at least, questionable:

? Utterly skilled
? Highly worthless

Having said this, language is, of course, never completely predictable and often contains exceptions to the general rules. The collocation *highly irate*, for example, does not follow the tendency outlined above.

4. The constructions which occur in (e), (f) and (g) in this section are all examples of what is known as **sylllepsis** or **zeugma** in which a word (usually a verb) is followed by two or more other words which commonly collocate with it but in different ways. The use of *keep*, for example, in the expression to *keep a cool head* is semantically distinct from its use in *to keep a dog*.

Some writers use the term **sylllepsis** to indicate an acceptable linking of words where no grammatical rules are broken, and the term **zeugma** to indicate a grammatically incorrect linking as in the following example :

Andrew is as tall if not taller than Patrick.

The above sentence is **grammatically incorrect** because **Andrew is as tall than Patrick* is unacceptable. In this case, we should change the sentence to *Andrew is as tall as, if not taller than, Patrick*.

Because no syntactic rules are broken in (e), (f) and (g) in section 4, these sentences can be judged to be acceptable examples of sylllepsis. However, the humorous effects often produced indicate that sylllepsis should be avoided in formal writing.

The Marx Brothers regularly used the device for humorous effect in their films. In *Duck Soup* (1933), for instance, Groucho Marx tells Margaret Dumont : *You can leave in a taxi or you can leave in a huff. If that's too soon, you can leave in a minute and a huff.*

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Graduate Study in Japan

by Monty Vierra
Kang Ning English School, Taiwan

Many first-time EFL teachers in Japan, coming with only a four-year degree, find their appetites whetted, and they return home at the end of their one-year contract determined to study for a TESOL certificate or advanced degree. There are Japanese teachers of English who likewise go abroad during the summer or for a year or more to pursue further academic training.

However, a number of programs now available in Japan make it possible for a teacher to stay on the job and complete advanced courses, ranging from a certificate in teaching EFL all the way to a master's degree recognized by fellow teachers. While some of these programs may be completed part-time through traditional university courses, others may be done via "distance learning."

Kanto and Kansai

Coursework leading to a certificate in teaching English as a foreign language is presently available in Tokyo and Kobe. Called the RSA Certificate, the programs are sponsored by the British Council. Both programs require regular attendance, and the hours are sometimes set on the weekend. For further information, please contact:

The Assistant Director
The British Council
Cambridge English School
2 Kagurazaka 1-chome
Shinjuku-ku, Tokyo 162
Tel: 03-3235-8011

Language Resources
Taiyo Bldg. 6F
1-2 Kitanagasa-dori, 5-chome
Chuo-ku, Kobe 650
Tel: 078-382-0394

To complete an MA in TESOL, there are at present three American universities offering classes, but mainly in the Tokyo area. All three say that their programs are accredited.

Columbia University Teachers College
c/o Simul Academy
1-5-17 Roppongi
Minato-ku, Tokyo 108
Tel: 03-3582-9841

Georgetown University
c/o Kawaijuku (Attn: Ms. Yamamoto)
International Education Center
5-2-13 Sendagaya,
Shibuya-ku, Tokyo 151
Tel: 03-3350-7681

Temple University Japan
TESOL Program Director
3-35-2 Takadanobaba
Shinjuku-ku, Tokyo 169
Tel: 03-5330-6288

Other Regions

Outside the Kanto and Kansai metropolitan regions, there are fewer choices. For several years the Vermont-based School for International Training held classes at the Kobe branch of Edmonds Community College, but that program had moved when this article was written to the Hiroshima Institute of Technology, Numata Campus, following the closure of Edmonds' Kobe campus. For the latest information on this program, it is best to contact Ms. Anni Hawkinson at the SIT office in Tokyo.

The School for International Training
Gyoen Heights 206
1-6 Naito-cho, Shinjuku-ku
Tokyo 160

Starting September, 1994, the University of Birmingham will launch a new two-year "distance learning" program leading to an MA in TEFL. Combining correspondence courses with three-week intensive summer seminars in Hiroshima and Kyoto, the university is planning to have tutors in various parts of the country to help students. In addition to regular courses, students will be required to write a master's thesis, or dissertation as it is called in the British system. Hosting Birmingham University in Hiroshima will be David English House, where those interested can write or call.

University of Birmingham MA TEFL/TESL
David English House
Polesta Building
7-5 Nakamachi, Naka-ku
Hiroshima-shi 730
Tel: 082-244-2633

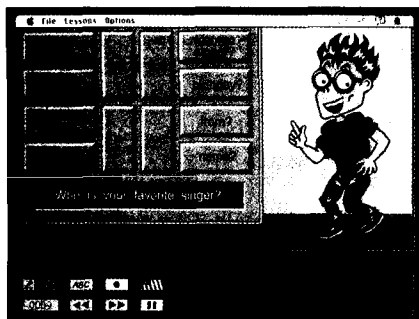
External Degrees

Another program, offered by Surrey University in the UK, is a complete distance learning degree; all coursework is done by correspondence. Moreover, it is open to teachers in any part of Japan-and to teachers outside Japan, as well. So far as I know, it is the only program of its kind.

Like Birmingham's degree, Surrey's requires a written dissertation for the MA. If the student elects not to write the paper, though, Surrey offers a post-graduate diploma upon satisfactory completion of the core courses.

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Guildford, Surrey GU2 5XH, England
UK
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These schools and their programs are only part of the full range of studies that motivated "teacher-students" have the opportunity to join in. Those that do not advertise in *The Language Teacher* often put notices in the *Japan Times* or other English-language newspapers serving Japan. As the notion of distance learning gains wider awareness and acceptance, new programs are likely to spring up. Shopping around is good advice in this rapidly growing field.²

Acknowledgments

The following people contributed to this article: Nelson Einwaechter, Hiroshima JALT; Paul Stapleton, Hokkaido JALT; The British Council, Tokyo. An earlier version of this article appeared in on *CUE*, Issue 2, 1993, the newsletter of JALT's College and University Educators N-SIG.

Notes

1. "Accreditation" is the system used in the United States to make sure that colleges and universities meet certain standards. This system is not run by the government, but by regional associations, made up of the member colleges and universities. With accreditation generally goes wider acceptance of a student's work. This article only deals with accredited or state-run programs, but does not thereby Pass judgment in any way on the suitability of other training courses.

2. An excellent source for information on legitimate (and not so legitimate) programs and schools worldwide is Bear's *Guide to Earning Non-Traditional College Degrees*, 11th edition, by John Bear. ISBN: 0-89815-248-8

Monty Vierra taught English for five years in Japan before moving to Taiwan. He completed an external MA (Humanities) through California State University, Dominguez Hills. He plans to enroll in the Surrey University external TESOL program next year. Presently he is teaching in Taiwan.

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Against Linguicism: A Reply to Richard Marshall

by Masaki Oda, Tamagawa University

Richard Marshall's article on JALT's language policy in the September 1994 issue of *The Language Teacher* (pp. 26-27) makes a number of arguments to legitimize English monolingualism in JALT. However, some of his arguments only exhibit his "linguicist" ideology, and the reasoning that he provides is based on stereotypes without careful examination of the facts. As one of the former officers who advocated a bilingual "working-language" policy, I would like to address his arguments. The term "linguicist" in my reply is defined as a person who practices "ideologies and structures which are used to legitimate, effectuate and reproduce an unequal division of power and resources between groups which are defined on the basis of language" (Skutnabb-Kangas, 1988, p. 13).

In its 20-year history, English has served as JALT's primary working language. This is understandable, because most of those who played active roles in the founding of JALT were native speakers of English. In addition, JALT was originally an organization of EFL teachers. This has made the use of English, the common language across the membership, legitimate.

Now, JALT's membership is far more diverse. Marshall states "[m]any Japanese teachers join JALT because English is the de facto working language and provides them opportunities to practice and improve their English" (p. 26). However, we have many language teachers who have nothing to do with English, e.g., those teaching languages other than English to Japanese students, or those JSL teachers teaching Indochinese refugees. Moreover, communication with local communities has become more crucial than ever as the organization has grown: JALT needs their support for its activities, for example, *koen-meigi*, or financial assistance for annual conferences.

Despite such changes, a large part of JALT still operates monolingually in English, though "nowhere in [JALT's] constitution or bylaws can we find such a rule" (Oda, 1994, p. 5). In fact, this severely restricts non-English speakers' participation in JALT activities. In a sense, this could even be a form of discrimination.

The "working language" clause in the proposed Bylaws is our attempt to make certain that none of us, most of whom are language teachers, is discriminated against based on language background. It was hoped that the membership would realize the importance of both languages, English and Japanese, for JALT. Marshall also partly admits the importance of the Japanese language and says:

...there is a role for Japanese in JALT. Relations with the three levels of government, tax authorities, banks, convention centers, universities, etc. must, by necessity, be conducted in Japanese. However, this does not imply that JALT's internal affairs should also be conducted in Japanese (p. 27).

In order for JALT to function as a professional organization in Japan, the Japanese language is necessary in many contexts of both its internal and external affairs. Internally, English monolingualism severely restricts participation of non-English speaking members. Most JALT organizational meetings are conducted entirely in English without any formal justification. As a result, non-English speakers have serious disadvantages to begin with. No matter how good an English teacher you are, it is almost impossible for a non-native speaker of English to cope as well as native English speakers.

A good example is the annual business meeting at JALT 92 in Kawagoe. When an N-SIG-related motion was made, some verbally active members started to argue over the wording of the motion in English, using up most of the time so that neither discussion of the wording in Japanese, nor a sufficient explanation of what was going on was possible. As a result, many non-English speaking members were not sure about what they were voting for. To make the matter worse, they did not even know how to ask for clarification, because they had to follow a parliamentary procedure that was not standard in this country.

Another example is that English monolingualism in JALT is causing an unfair job distribution to officers who are competent only in English. At present, there is no language-related restriction for running for any JALT position provided that one is a JALT member in good standing. In fact, Marshall states that Japanese becoming a prerequisite for holding an office would be the most serious negative consequence of the working language clause (p. 27). He states several reasons to convince the readers that JALT should not become bilingual. However, there is a serious flaw in his logic. He first states that "[o]ffices would be unable to perform their duties if they weren't bilingual" (p. 27). I believe that there is nothing wrong with this. A high level of proficiency in Japanese is crucial for some of the positions, in as much as JALT claims to be a Japan-based organization. And if a monolingual English speaking person holds such a position, many of his/her tasks go to other officers (or even general

members), on an ad-hoc basis, who are proficient in Japanese. These people are expected to perform such extra tasks without being recognized.

If Marshall's reasoning is valid, then what would he say about a monolingual Japanese-speaking member running for the National Recording Secretary position, which at present requires a high level of proficiency in English? He would apparently treat the Japanese members differently. Elsewhere in the article, he suggests that JALT should encourage Japanese members to participate by helping "them to raise their English to the necessary level" (p. 27). He says that English speakers deserve to be monolingual, but Japanese speakers must learn English, even in their own country. This double-standard is a reflection of his "linguistic" ideology (for a detailed account of the issue, see Philipson, 1992).

Marshall seems to worry about Japanese becoming a working language because it would alienate monolingual English speaking members (p. 26). But insistence on English would alienate many non-English speaking members as well. However, he also states, "if [Japanese speaking members] wanted to use Japanese, there are Japanese organizations they can join" (p. 26). This shows that he is against situations in which English speakers are alienated but, at the same time, supports the idea of alienating Japanese speakers. I can hardly accept this logic as a language teaching professional.

Marshall's remarks about JALT publications and presentations are also very discouraging. On publications, he states that, "In Japan, Japanese publications are generally evaluated more highly than JALT's publications" (p. 26), without giving any supporting details. To my knowledge, JALT is the only professional organization that publishes a monthly magazine of 80-90 pages, and a biannual journal. Moreover, all of the work is done by JALT members who are language teachers like Marshall himself. Careless remarks like his can only hurt the organization.

Regarding conference presentations, he states, "Presenting at JACET carries more prestige than presenting at JALT" (p. 26). I believe it would be difficult to compare the two organizations, because "the pedagogical concerns of JALT are not the concerns of JACET," as Marshall himself states. (p. 26).

It is not clear what Marshall means by "prestige"; however, I argue that both publications and conference presentations are JALT's great strength. In addition,

the fact that JALT is one of the few organizations of language teachers affiliated with The **Japan Science Council** makes the Japanese educational community recognize the quality of our publications and presentations. From the foregoing, it is apparent that Marshall's arguments against the working language clause are far from valid. His arguments are mostly derived from his "linguistic" ideology and supported by his stereotypes about the issue. In addition, I would strongly recommend that he learn more about JALT. Despite several small problems, JALT has been functioning for the past 20 years. I believe this is an outcome of cooperation between Japanese and non-Japanese members, something we can all be proud of.

The purpose of defining the working language policy is not to alienate English speaking members. It works both ways. It was rather aimed at recognizing the importance of the two languages in running an organization in Japan. I have seen many of my former English-speaking fellow officers, who had not realized the importance of the Japanese language until they were elected, struggle with their organizational responsibilities. The working language clause could prevent this kind of situation. Consequently, it would help us to avoid losing many competent officers who would be more suited for positions in which proficiency in the second language will not undermine their talents.

Finally, I strongly believe that we, as language teachers, must be the ones who act against any forms of racism, including linguisticism. JALT has a diversity in its membership, including English and Japanese speakers. We must take this advantage and learn more about each other's cultures without insisting only on one's own.

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A Reply to Kazuhiko Iino

by Colin Toms, Fukuoka University

Introduction

In writing *An Overview of Motivation and Attitudes in Language Learning* (TLT, 18: 7, July 1994), Kazuhiko

Iino has elected to delve into an area of great importance to language learning. His own recognition of this is evidenced by his choosing to quote Corder's now

famous dictum in the opening paragraph. It is indeed axiomatic that motivation is fundamental to learning a second language. Yet that recognition in itself does not go far enough: The interplay of factors that underpin motivation is a complex one, and, as one of Iino's principal sources acknowledges, "... when considering the motivation to learn a language, this complexity must be realized" (Gardner, 1985, p. 56).

In choosing to reply therefore, I would wish to expand upon Iino's overview because of the following: his cursory treatment of attitudes (by his own admission, a "crucial component"), his view of the relationship between orientation and motivation, his overall desire to categorise complex affective factors into neat, contrasting pairs (while ignoring still others) and the lack of practical proposals contained within his conclusion.

Attitudes

Citing research performed by Gardner, Iino perceives a clear dichotomy in attitude types:

From the analysis of the results of the research, attitudes could be finally classified two ways: attitudes towards learning language and attitudes towards the other-language community (p. 4).

Contrast the above with the following, culled from Gardner and MacIntyre in 1993, which speaks of,

... attitudes towards the instructor, the class, the textbooks, the language laboratory, etc. (p. 2).

The very fact that the authors terminate their list with "etc." attests to a plurality of attitudes which goes beyond the simple distinction advanced by Iino. Not only does Gardner and MacIntyre's statement hint at a plurality, it equally implies a category of attitudes which are different *in kind* to those proposed by Iino. For his simple polarisation carries with it the suggestion of ossification, that is, of attitudes which are pre-set and resistant to change. Conversely, the attitudes listed by Gardner and MacIntyre appear to be quite the opposite: In perceiving language learning as a *process* in itself, they are directly amenable to influence by the teacher and the classroom experience.

Allwright and Bailey (1991) examine the selfsame area under the more idiosyncratic heading of "receptivity." They elaborate seven areas of receptivity, namely, receptivity to the teacher as a person; to fellow learners; to the teacher's way of teaching; to course content; to teaching materials; to being a successful language learner; and to the idea of communicating with others (pp. 160-164). The uniting factor here is permeability: the suggestion that attitudes can be dynamic and thus, influenced. Moreover we note the inclusion of elements which spotlight the learner *qua* learner: someone who is personally involved in language learning on a social, interactive basis. And that not just with the teacher, but with other learners

also. This in itself denotes a potential for change fundamentally at odds with the stasis implied by Iino's strict distinction. (Ways in which the teacher might research receptivity in the classroom are proffered by the authors, pp. 165-167).

Orientation and Motivation

Iino is correct in his categorisation of two basic orientations (the Integrative and the Instrumental), and in his attribution of these to Gardner and Lambert in 1959. Yet he is remiss in that while hinting at further orientation types with the statement "there are two types of orientation *in general*" (p. 5, my italics) and reporting that "many studies focused on it have been done" (*ibid.*), he declines to furnish us with details. Indeed Gardner and Lambert had themselves hinted at further orientation types, prompting a significant study by Clement and Kruidenier (1983). Briefly, (the interested reader is referred to the source material for greater detail), a corpus of 871 Canadian high school students, divided into sub-groups according to ethnicity, target language and learning milieu, were polled as to their reasons for learning a second language.

While aninstrumental orientation emerged as common to all groups, an integrative orientation (as strictly defined by Gardner and Lambert) did not. More importantly, three further orientations: travel, friendship (significantly, *without* reference to eventual identification with the TL group) and the acquisition of knowledge, emerged as common to all. Further orientations pertaining to various subsets of the corpus were noted, not least of which was a desire among the dominant language speakers (i.e., speakers of English) to learn the second language as a means of maintaining that dominant position. The authors conclude:

Previous studies...seem to have assumed, a priori, the universality and exhaustiveness of integrative and instrumental orientations... These results, however, suggest that the emergence of orientations is, to a large extent, determined by "who learns what in what milieu" (p. 288).

Iino extrapolates his position on orientations to state that "there are two kinds of motivation" (p. 6), one accruing to each. Now if, as Clement and Kruidenier assert, orientation types are potentially infinite, does motivation equally become a limitless series of hybrids?

The answer to that question is, mercifully, somewhat more straightforward; indeed it appears soon after an extract (Ellis, 1985, p. 119) quoted by Iino in his own article:

Motivation that is dependent on the learner's learning goal is far less amenable to influence by

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the teacher than motivation that derives from a sense of academic or communicative success. In the case of the latter, motivation can be developed by careful selection of learning tasks both to achieve the right level of complexity to create opportunities for success and to foster intrinsic interest (ibid., p. 119).

Towards a Practical Solution

The first step in offering useful advice is therefore a recommendation that the teacher recognise the limits of what she can do. Assuming that the "learner's learning goal" is pre-set (and thus accords with the concept of "orientation") the teacher's ability to accurately identify any one of a plethora of orientation types is, effectively, of little practical value. Yet recognising, (as lino does, p. h), that our concern for motivation enhancement is better exercised on a day-to-day, in-class basis, it is not then sufficient to close with the sweeping statement:

teachers must strive to make their classes interesting and be technically adept at ways of inspiring students to learn (op. cit., p. 6).

Such prescription, coupled with an implicit view of language teaching as wholly transmissive, offers little to ensure that any real gains in student motivation levels will be made.

Rather, it appears to the present author, the way forward is to balance all the factors which have bearing on the learner's success in the classroom. While we as teachers may be able to do little to re-orient the learner, we can do much in terms of fostering positive attitudes. Moreover, in tailoring material for our classes, we might equally take into account factors such as the age, personality, capabilities, previous knowledge and potential for informal learning (extrinsic to the formal learning which takes place in our own classrooms) of our learners (elements of Spolsky's model which lino chooses not to

address). Indeed, careful evaluation of the above might lead us to a situation where learners *themselves* determine the course of learning (via a task-based or process syllabus) rather than being ministered to by a "technically adept" teacher.

Conclusion

In summation, the words of Peter Skehan (1989), neatly encapsulate much of what has been said:

Since *all* the possible determinants of motivation are plausible, the goal should be not to ignore any of the motivational sources but to assess their *relative* impact (p. 71, italics in the original).

This goal, I would maintain, can be reached by attempting to raise the consciousness of both teachers and learners, rather than through vainly striving to "make classes interesting," that is, by developing an awareness of language learning as an ongoing (cognitive and affective) process in which both teacher and learner have responsibility for what takes place in class. (There will of course be degrees to which this is feasible *in situ*: Recognition of "relative impact" is, perhaps, one area in which the teacher should be "adept"). Only then might we arrive at the "intrinsic interest" through which the classroom experience can truly be said to foster motivation and enhance attitudes.

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JTEs Making High School English More Meaningful

by Fukuji Maruyama, Okazaki Senior High School

It was nearing dusk. We were on our way to Boreal, a skiing resort northeast of San Francisco, with six people crammed into the small car. Meg, my 8 year-old daughter, was getting bored with the long drive and was anxious to know how long she would have to sit on my lap. "How much longer?" first entered her vocabulary at that time. She instantly took to the expression and began asking the question to Tom,

the driver, every five minutes until at last we arrived. Meg is 12 now, and she has had practically no opportunities to use the expression, but it is still clearly retained in her memory. The impact of those three words (though she did not know whether they were words or a phrase) was that strong.

When young children develop the vocabulary of their mother tongue, they choose to learn words

necessary for survival. Their priority is their immediate needs. On the other hand, in second language acquisition (SLA), learners' needs are usually much weaker; and this is one of the greatest problems in the Japanese high school English teaching situation. Japanese society recently has been trying to internationalize at a rapid pace, yet still remains a relatively closed society. The fact is that the overwhelming majority of the people are able to make do without being able to communicate in English. Compared to other Asian peoples such as Filipinos or Chinese, Japanese feel less need to speak English. As a result, it seems that the immediate goal for many H.S. learners is to pass university entrance examinations rather than to actually be able to communicate in English. In reality teachers are more to blame because many accept the same goal as valid, on the pretext that it is to their students' benefit. It may not seem easy to them to have the students experience meaningful situations in the classroom, but it is (see Onoda, 1994; Stoda, 1994).

Being More Meaningful

Perhaps concentrating on what we can rather than can't do will help. We Japanese teachers of English (JTEs) can seek ways to make our daily class activities more meaningful.

One solution is to incorporate communication activities into syllabus design, as is now promoted in the *Monbusho's* new Oral Communications plan. The activities should be interesting and challenging enough for students to put their inhibitions aside, for adolescent students are often quite self-conscious and take too seriously what others think about them—a tendency especially strong in Japan.

Quite a few students think they would rather say nothing than make an irrelevant response or give a perceived embarrassing wrong answer. In order to reduce this self-consciousness, it might be effective to have them talk in pairs or small groups about their every day lives. Sometimes it is more meaningful than textbook "role-playing" that might sometimes be remote from their real interests.

An Anecdote

Let's take, for example, a lesson from the textbook my students use. In one class, after the usual warm-up greetings, I had students listen to the tape and repeat it:

- Ann:** What are your interests, Masao?
Masao: I like eating and sleeping.
Ann: Oh, come on, Masao. You must be interesting in something more creative.
Masao: I was just joking. Writing music is my main interest.

- Ann:** What kind of music do you write?
Masao: Pop music. I've written the music for about twenty songs so far.
Ann: That's great!

After this I gave the students true-or-false comprehension questions. I called on a student whom I knew was interested in horse-racing:

- Teacher:** What are your interests?
Student: Horse race.
Teacher: Horse-racing! Do you have any favorite horses?
Student: . . . (*Not understanding*)
Teacher: The names of the horses you like.
Student: Rice Shower, Vega, and Secrenon Sheriff.
(Here there were cries of admiration from his peers)
Teacher: Have you ever bet any money on horse racing?
Student: . . . (*Doesn't understand "bet"*)
Teacher: "Bet" means "**kakeru**" in Japanese.
(All students laugh)
Student: No.

Shin'ya (the student) is actually poorer in English than the other students, but since he was familiar with the subject, he was able to overcome his shyness and, moreover, impress his peers with his special knowledge. Later he told me that he instantly memorized the verb "bet."

I then gave my students three minutes to memorize the dialog and had them role-play it. It seemed that they—especially Shin'ya—were more enthusiastic than usual. They may have associated the material with their own interests.

Meaningless Activities

In order to retain newly acquired knowledge in long-term memory, students must be able to find meaning in the material they are presented with (Reed, 1938; Stevick, 1976). Out-of-context word lists take much longer to remember than vocabulary in context. Comprehension of the material is more beneficial to memory retention than mere repetition of the material. The teacher's duty is, therefore, to connect the content of the text with the students' interests and to expand on it as much as possible.

My school is reputed to be one of the most academically oriented high schools in Aichi Prefecture, but every time I teach seniors I realize, to my dismay, that they cannot speak or write basic English after studying it for five years. This, I believe, is because they have been engaged in rote memorization through meaningless activities. Teachers are to blame for this. In the first place linguistic competence is directly related to com-

municative competence. If students are able to communicate well, their linguistic ability will increase more naturally (Allwright, 1977). Quite a few JTEs ignore this; and quite the contrary, they hold the belief that by increasing communicative activities in their classes, they will hinder the reading and writing abilities their students need to pass exams. Some even insist that in order to enable students to pass university entrance exams they should get rid of communicative activities. This is absurd!

How Far to Go?

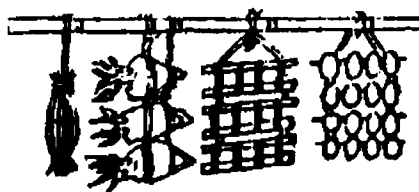
A month ago the eleven JTEs at my school discussed what composition textbook we should choose for our second-year students in the coming year, and a few of them selected as a candidate a book that has no audio tapes as a teaching aid. Their rationale was that the book featured extensive translation exercises geared to entrance exams. I was aware of another textbook that incorporated a lot of listening comprehension exercises, and argued that improving students' listening skills would be conducive to improving their writing skills. Eventually we decided to use the textbook that incorporated listening skills.

We still have a long way to go before the Japanese H.S. English situation is changed. It is up to

active teachers rather than educational authorities or university academia to determine whether the situation will be improved or not, and the speed at which it will occur. In the back of my mind I keep hearing my daughter Meg asking, "How much longer?" And I reply hopefully, "We're getting there."

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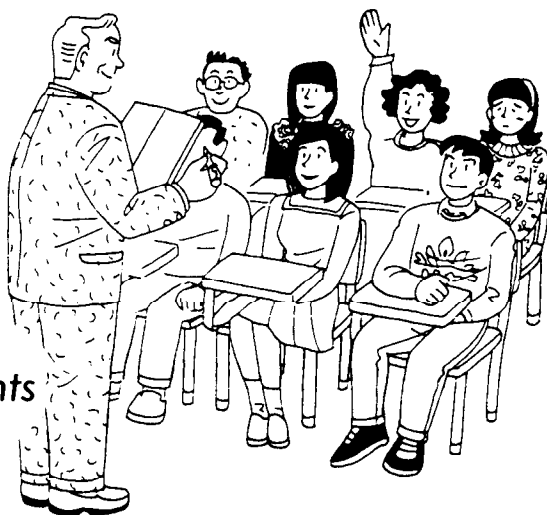
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Informal Expectations of Foreign Teachers in Japanese Universities

by Gillian Kay

日本の大学で教える際の問題点が取り上げられる。日本の大学で教えるために来日する外国人教師のほとんどは、自分の考えていたことと、雇用される大学の方針とのずれに悩むことになる。本稿では、典型的な日本の大学の外国人教師の役割について、公式・非公式の両面から議論される。また、多くの教師が置かれている教育環境、そこでの大学側とのきしみを最少限に食い止めるための細やかな注意点にも触れられ、外国人教師が大学の事務職員や日本人同僚と問題を起こさずに仕事を進めるための実践的対処法が教示される。

Introspection in Second Language Research

by Kazuko Matsumoto

As recent years have seen increasing attention being paid by second language (L2) researchers to learner strategies, renewed respect for introspection has arisen as a vital methodology for obtaining insights from learners. Verbal reports can be classified into two types, concurrent and retrospective, on the basis of Ericsson's and Simon's (1993) model of information processing. The four major verbal-report techniques currently being used in L2 research are thinking aloud, questionnaires, interviews, and diary keeping. While what has primarily motivated the recent employment of introspective techniques in L2 research is the limited use of extrospective observational research for investigating mental processes, concerns have also been raised about introspection, the most basic one being the questioned veridicality of verbal reports with actual cognitive processing. Suggestions that have been made to enhance the veridicality of verbal reports include the following: (a) use of task-based information; (b) use of a less complicated verbalization task; and (c) reduction of processing-reporting time intervals. Although ample care is always needed to obtain valid mentalistic data, it is expected that introspective data from L2 learners-as-L2-performers actively engaged in L2 learning will continue to provide us with useful information concerning the inner workings of the mind that is unobtainable from extrospective observational studies.

Research in Japan

by Rory S. Baskin

日本でリサーチを行おうとする語学教師たちは、文献検索の段階で多くの問題に直面する。その原因として、日本語に堪能でないと図書館が利用しにくいとか、日本での文献検索

の方法に無知であることが考えられる。しかし、状況のいかにかわからず、必要な文献がスムーズに探せることは本質的に重要な事柄である。そうでないと、研究課題に関連した基本的な知識にもれが出たり、課題設定そのものに困難をきたす恐れがあるからである。本稿では、日本での文献検索の方法と、研究者にとって必須の情報を提供している団体や機関の名称および所在地が示される。

The Sandhi of English

by Paul Stapleton

Sandhiというのは、語の続き具合によって言葉がどのように音変化するか、ということを説明するための用語である。'going to' と 'want to' が変型した 'gonna' 'wanna' のような縮約形は、言語を成り立たせている音韻論的、構文論的、意味論的な規則から派生する。本稿では 'to' の縮約形規則の簡単な説明と、コミュニケーションの形を意識したその練習方法が示される。

Training with Genre: Using Letters to the Editor

by Damian Lucantonio

新聞を授業で使うことは、CLTの重要な手法として広く認められている。本稿で取り上げられるのは非現職者対象のEFL教師養成ワークショップで、参加者はSystematic Linguistics (Halliday, 1985) の影響を受けたジャンル理論(Martin, 1985)を参考にして、新聞の投稿欄をクラスで利用する場合にどのようなやり方が効果的か、という点が検討される。ワークショップではまず、オーセンティックな教材を使用する際に役立つ技法が示される。次に、読み書きの指導上、テキストの構成に関する理解が学習者にもたらす利益について紹介される。ここで触れられる種類の問題は、非現職・現職双方の教師養成プログラムにおいて、最近重要性が高まりつつある。

Providing Fluency in the Foreign Language Classroom

by Brian Bresnihan and Barbara Stoops

海外での外国語教育の最大の課題の一つは、学習していることばを学生にできるだけ使わせ、話すことに自信を持たせることにある。教師が学生の相手をするにも限度があり、大きいクラスの場合、1時間の授業で個々の学生が話せる機会は1回ないし2回ぐらいで、とても十分とは言えない。本稿では、日本人学生が英語をたくさん話すための二つのやり方が紹介される。その際、言語活動の成功のかぎを握る授業運営のあり方について、詳細に説明される。また、日本の学校で教える際に問題となる教室の物理的な制約についても、実践的な助言がなされる。

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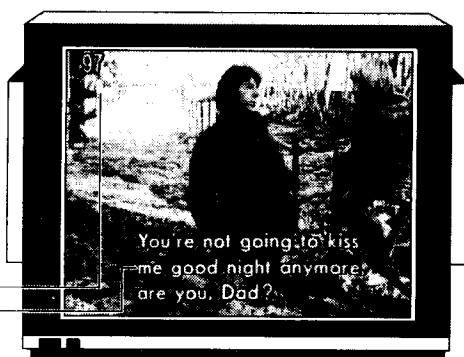
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The Quirks of English Usage (1)

by Graeme Cane

英文法の難問・奇問についてどのように説明すればよいかを解説する6回シリーズの初回である。取り上げられるのは、EFL/ESLの教師が遭遇する、英文法の中的首尾一貫しない事例である。毎回の構成は、問題となる文法事項の内容、具体例、練習問題、説明上の解決策という形をとり、2回目は12月号に掲載される。

Graduate Study in Japan

by Monty Vierra

日本および諸外国における言語教師の資格の専門性が強調されるにともない、その需要を満たす必要上、おびただしい数の教師養成プログラムが開設されている。本稿では、そういったサービスの一形態である遠距離学習プログラムについて、いくつかの実施団体に関する情報が提供される。

ここまで7本の和文要旨作成協力：
森川博巳・森川キャロリン

Against Linguicism: A Response to Marshall

by Masaki Oda

この記事では9月号のRichard Marshall氏の記事“Whither the Languages of JALT”に対する反論が述べられている。筆者はMarshallのJALTにおける二言語併用に対する反論は単に英語話者のJALT内での意志決定における言語面での優位性が保護されさえすれば「他はいつでも良い」というもので、論理性、説得力に著しく欠けると述べ、更にこれは日本の「語学」教育の団体であるはずのJALT会員に英語という特定の言語だけを強要するものであり、人種差別の一種である言語差別(“Linguicism”)にもあたると非難している。また、筆者はJALTの活動目的とその二言語併用を求める趣旨にたいするMarshallの認識不足を指摘し、二言語併用は「英語」を「日本語」に置き換えることではなく、二言語が必要とされる役職等に一言語しかできない者が就き、その結果JALTの運営に支障をきたすことを事前に食い止めるためであると述べ、さらに、われわれ言語教育者こそが真つ先にすすんで言語差別に反対していかなければならないと主張している。

和文要旨作成協力：小田眞幸

A Reply to Kazuhiko Iino

by Colin Toms

この小論は、言語学習における態度と動機付けに焦点を合わせながら、TLT 1994年7月号に掲載された同テーマのKazuhiko Iino氏の記事に対する返答とすることを意図する。方向付けおよび動機付けは、共に単純な二重性として考察されるべきという考えを回避しながら、両者のタイプにおいて、より多くの情報を提供しようと試みる。言語学習は、あ

らゆる点で協同進行として考えられる。それゆえ、教師と生徒は同様に影響し合う。この試みは、現役教師に実戦的価値のあると思われる結論を導き出そうとする。

和文要旨作成協力：Goto Naoko

JETs Making High School English More Meaningful

by Fukuji Maruyama

子どもは、生活上の必要から語彙や言語技能を獲得してゆく。この場合、必要性ということが最優先される。一方、第2言語習得の場合には、学習する言語に対する学習者の必要性がずっと低いのが普通である。ここに、日本の中等教育における英語教育の非常に大きな問題点がある。ほとんどの日本人生徒は英語を話す必要を感じていないし、彼らの緊急の課題は、大学入試に合格することにある。この点については、その目標を生徒に有益なものとして容認している教師のほうこそ非難されるべきかもしれない。以上の解決策の一つとして、学習する英語を生徒にとってもっと意味のあるものにするのが指摘され、その具体的方法が示される。

和文要旨作成協力：森川博巳・森川キャロリン

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Oxford Wordpower Dictionary. Oxford, 1993. Pp. 746. ¥1,840 paperback.

My first reaction to this dictionary was that it is nicely laid out with some generally helpful illustrations and that it appears to be dependable, but in fact there are some *potential* problems when using it.

There are several features that I liked - the pronunciation aid at the bottom of each page; the verbs and collocations; usage notes; useful cross-references; the notation of 'important words,' the appendices giving irregular verb forms, abbreviations, common proper names, and so on. The 'study pages' section has some helpful exercises on how to use the dictionary; tips on keeping vocabulary records and a section on affixes (although the entries do not deal well with the extremely important generative effects of word parts - an essential part of developing a learner's word power).

Probably the most important functions of any dictionary are the accessibility of meanings in a way that helps the learner approximate an initial meaning, and the presentation of definitions and examples that extend the exposure to the item being studied. This dictionary has some problems in this regard.

My many years of exposure to contextualized entries in the *COBUILD* dictionary series may account for me being left unimpressed with the Wordpower style of entry. For example, *saunter* - to walk without hurrying, and *derisory* - so small that it is ridiculous or does not deserve to be considered, would be so much better if given a subject. Do animals or people *saunter*? Just exactly what kind of thing can be said to be *derisory*? A subject could tell us. From a learner's perspective, many of the entries can be potentially misleading and unhelpful primarily due to the lack of a good context for the definitions.

More problems appear in the examples. Many add nothing to the receptive generative word meaning and are simply a waste of space e.g. *He's Jewish*.

Other problems stem from the use of 'opposites.' For example, *rich* is listed under one entry as *not poor*, leaving a learner to wonder if in English the concept of *rich* includes or excludes the people in the middle who are comfortably off. The 'opposite' of *thick* is given as *thin* with its example being the ice was *six inches thick*. This could lead a learner to believe the 'opposite' was one *inch thin*. The true 'opposites' are of course *not rich*, and *not thick*. This 'opposites' view also adds to the learner's load of having to learn the words and keep these so called 'opposites' distinct, but if learned unpaired would not impose an additional load on the learner (Higa, 1963; Tinkham, 1993).

More problems surface because some different words are given the same definition. *Horrible* and *horrific* are both said to be 'causing fear or shock,' which doesn't help a learner distinguish between them.

This dictionary has many good points, but the *potential* for confusion rather than assistance to a learner to increase her word power effectively and with minimal misdirection leaves me reluctant to whole-heartedly recommend it.

Reviewed by Rob Waring
Notre Dame Seishin Women's University

References

- Collins *COBUILD English Language Dictionary*. (1987). William Collins Sons & Co.
Higa, M. (1963). Interference effects of intralist word relationships in verbal learning. *Journal of Verbal Learning and Verbal Behavior* 2, 170-175.
Tinkham, T. (1993). The effect of semantic clustering on the learning of second language vocabulary. *System* 21, 3, 371-380.

Samantha: A Soap Opera for Students of English as a Second Language. Meryl Robin Becker. University of Michigan Press, 1993. Pp. 312.

As the title indicates, *Samantha* is a soap opera for students of English as a second language. A teacher's manual, including an answer key, is available. In the introduction to the teacher's manual, the author states the rationale for the book: "Clearly, to judge by movies, television, best-selling books, and soap operas, people in general are interested in love stories. Second-language learners are no different. Wouldn't they be intrigued to be practicing reading and vocabulary by reading a continuing soap opera?"

I am using *Samantha* with advanced-level adult students, and they find it intriguing. It consists of twenty exciting episodes. Prior to the reading of each episode, lessons prepare students for the vocabulary and idioms contained therein. The plot and characters provoke discussion among students. In other words, *Samantha* promotes English conversation.

Each chapter is sealed. By tearing along a perforated line, you literally "tear open" the next chapter! This is a novel idea, I'd never seen this type of book before. Not being able to look ahead adds suspense to the story.

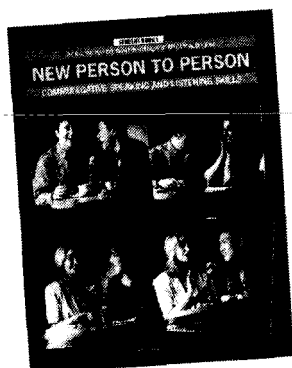
To give you a feeling for the story, I'll quote from the first episode: "Bradley was troubled. He couldn't concentrate on his work. All he could think of was Gloria, Gloria - her face, her hair.... If only he was married to her rather than to Samantha" (p. 8).

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Don't miss author Professor Jack C. Richards' Japan tour in November, with seminars in Tokyo (23), Fukuoka (24), Nagoya (25), Kanazawa (26) and Osaka (27). For further details contact Oxford University Press.

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your students enjoy a love story? Do you want an ongoing, interesting topic for discussion? If you replied, "yes," to any of these questions, then *Samantha* might be for you!

*Reviewed by Rob Duncan
Aso Iizuka Hospital*

Writing Clearly: Responding to ESL compositions. Linda Bates, Janet Lane, & Ellen Lange. Boston, MA: Heinle & Heinle Publishers, 1993. Pp. 163.

Writing clearly is a highly practical source book for ESL writing instructors designed to be used either as a companion to *Writing clearly: An editing guide* or as a stand-alone resource manual. It is divided into two parts. Part One has five chapters: Chapter 1 is an introduction which explains how students learn a foreign language and why response to sentence-level error is important. Chapter 2 stresses the importance of responding to content, and offers suggestions about how, when and where such response should take place. Chapter 3 "Responding Systematically to Sentence-Level Errors" counsels selectivity in marking errors and gives guidance on deciding how and when the teacher might respond to errors and who else could respond to errors. Chapter 4 gives advice on how to combine responses to content and sentences in an end comment. Chapter 5 underlines the practical nature of the book by reproducing 8 thematically varied sample papers drawn from students at various institutions and levels of competence. The sample papers have been marked and the rationale behind the marking is explained.

Part 2 explains how instructors can help students learn to do error analysis by determining their most serious and frequent errors, deciding which sentence errors to work on first, developing problem-solving strategies for working on these errors and finally becoming independent self-monitors of their errors. They give each student an "Error Awareness Sheet" in which students note their more serious global errors, less serious local errors and other errors. This systematic approach to error analysis offers serious students a first-rate way of understanding and correcting their errors.

The text concludes with an appendix which describes how to establish institutional grading standards, and a bibliography containing a list of works cited and a categorized bibliography for readers who would like to explore further aspects of responding to ESL composition. While the focus of the book is primarily practical, the authors clearly indicate throughout, the theoretical foundations of their practices.

The authors correctly recognize that response to writing cannot be dealt with in isolation from the

way a course is designed. Because the focus is on the ESL writing programme the authors use, there is little attempt to examine other approaches to responding to ESL/EFL composition. This is not particularly a draw-back, but teachers who are interested in a broader look at ESL assessment would do well to read chapters 8 and 9 in *Teaching ESL writing* (Reid, 1993).

Written in simple, clear English and well laid-out, *Writing clearly: Responding to ESL compositions* is an ideal text for an inexperienced EFL/ESL teacher, a teacher whose first language is not English or an experienced teacher looking for a fresh approach to evaluating compositions.

*Reviewed by Duncan Dixon
Tokoha Gakuen University, Shizuoka*

Reference

Reid, J.M. (1993). *Teaching ESL writing*. Regents/Prentice Hall.

The Metropolitan Daily News: Understanding American Newspapers. Joan Corliss Bartel. Regents/Prentice Hall, 1994. Pp. 200.

This was exactly the book I was looking for to teach my short course in newspaper reading. The text is divided into two parts: one about newspapers, the second about different subject areas.

The five units of the first part present a history of newspapers in America, what's in them, how they are put together, the grammar and expressions of headlines, lead sentences and what you can understand from them, and how to read for information. Each lesson in the first part starts with "pre-reading questions" for discussion. These are followed by informative paragraphs, adequately illustrated with examples from real newspapers. Next are exercises on newspaper grammar and vocabulary and on the content of the information given. Finally, there are activities using local newspapers to compare them with what is described in the text. The activities require reading, discussion and writing, and end with a focus on "Intercultural Issues."

The three units of the second part present sample articles from international, national and business news reports, with vocabulary practice and content questions to check information obtained. Appendices at the end of the book provide notes on parts of the content paragraphs; a minimum Newspaper Literacy List with the most common vocabulary items; an index of both article content and principles presented; and the Answer Keys to the exercises in Part Two.

I found this book to be quite thorough for my purposes. The exercises in Part One focus on useful points in newspaper language and format. The lists of typical vocabulary seemed, if anything, a bit too comprehensive. Many of the activities seemed to get

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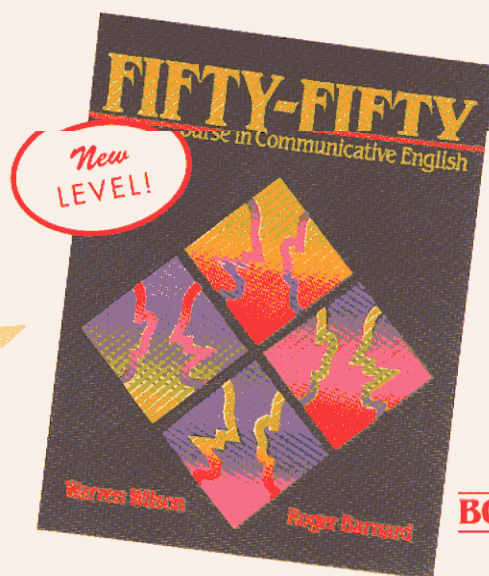
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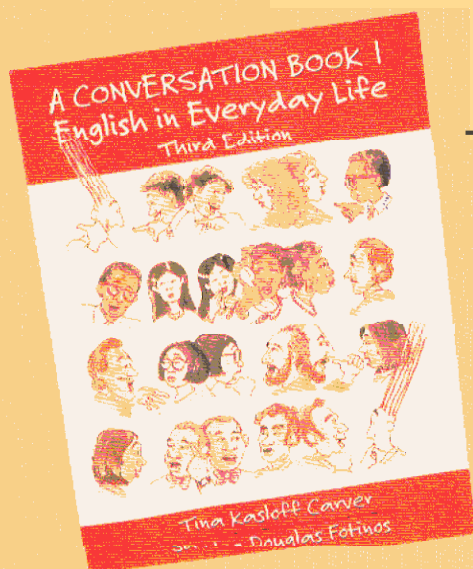


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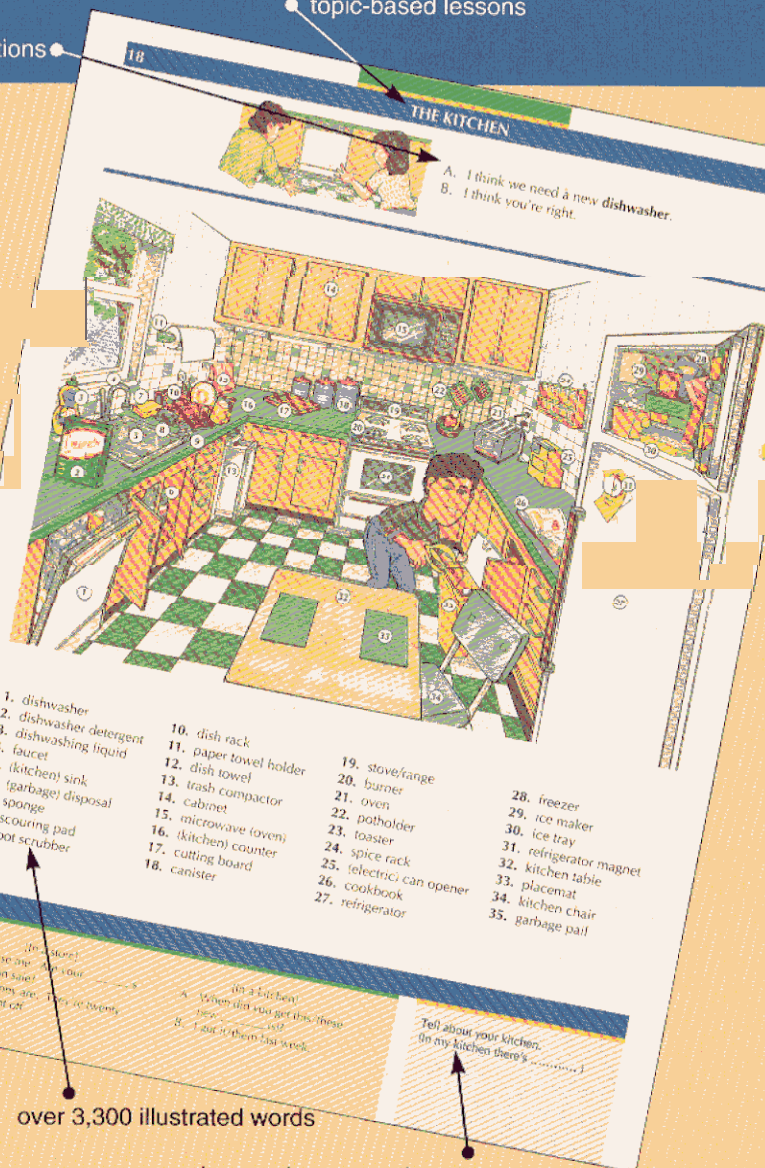
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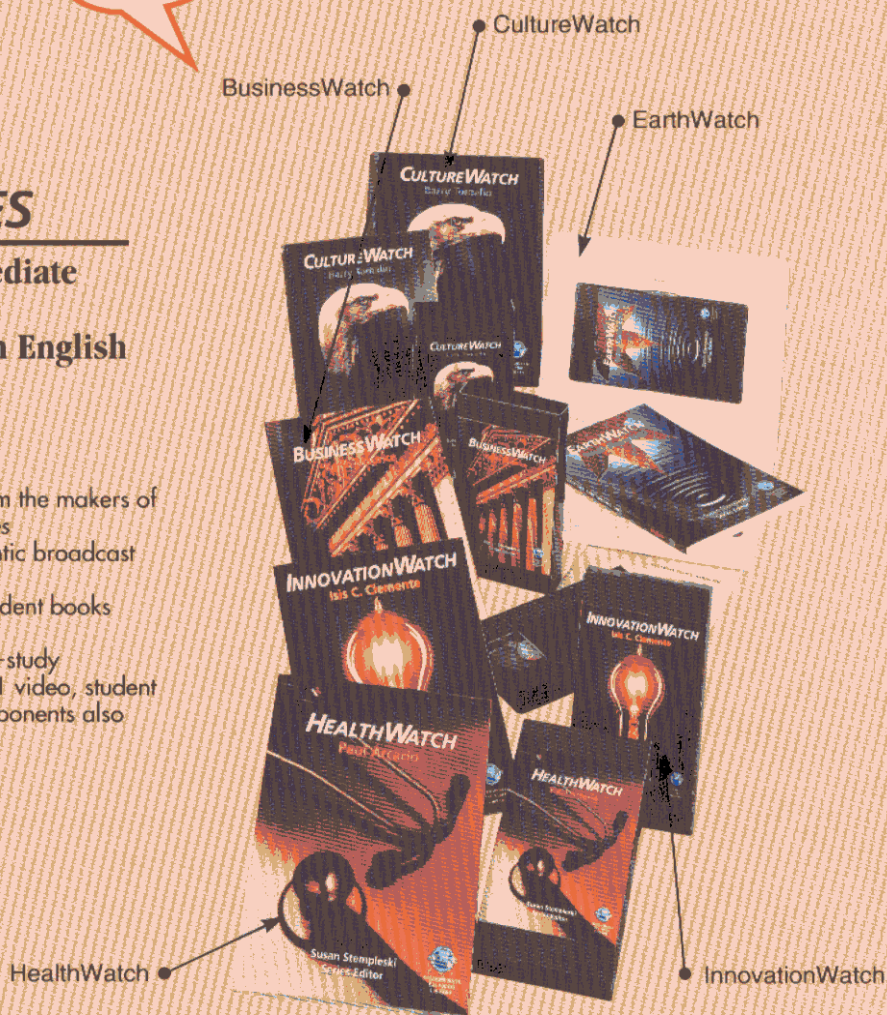
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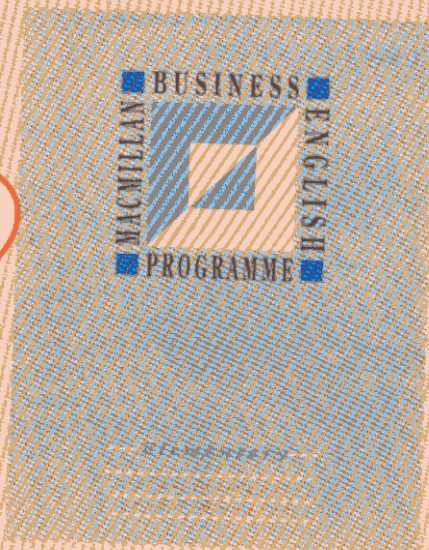
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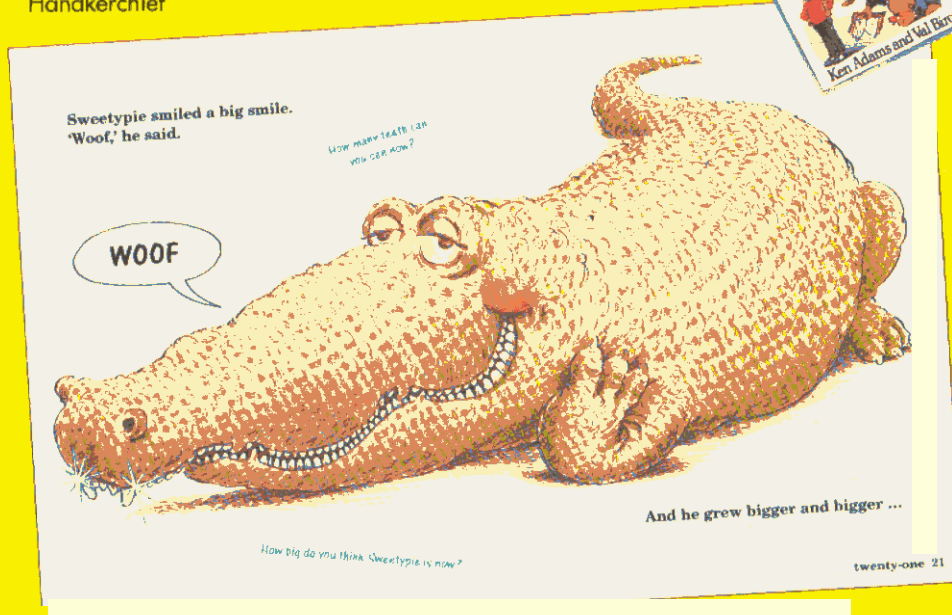
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the student involved in how newspapers "work." Lots of language practice is provided. The sample articles were varied enough to offer plenty of interest to my students. My one regret was that it was restricted to American papers, though I can see that the audience for that might be much larger than a more general coverage. My students at a high or upper-intermediate level got a lot out of the discussions but students at any lower level just couldn't keep up. However, the text might work even at the lower levels if care were taken to keep the group homogeneous in level.

*Reviewed by Dorothy A. Pedtke
Intercultural Communication Program
Kobe Steel Ltd.*

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

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

For Students

- Weidauer, M. (1994). *Modern impressions: Writing in our times* (adv writing). Boston: Heinle & Heinle.
- Smith, L. & Mare, N. (1994). *Concepts for today: A high intermediate reading skills text*. Boston: Heinle & Heinle.
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- !Dunkel, I. & Lim, P. (1994). *Intermediate listening comprehension: Understanding and recalling spoken English*. Second edition (text, tapes). Boston: Heinle & Heinle.
- !Foley, B. (1994). *Listen to me! Beginning listening, speaking & pronunciation* (text, tapes). Boston: Heinle & Heinle.
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- Miura, A. & McGloin, N. (1994). *An integrated approach to intermediate Japanese* (text, tapes). Tokyo: The Japan Times.
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- !Comfort, J., Rogerson, P., Stott, T., & Utley, D. (1994). *Speaking effectively: Developing speaking skills for business English* (text, tapes). Cambridge: Cambridge University Press.
- McCarthy, M. & O'Dell, F. (1994). *English vocabulary in use* (upper-inter & adv). Cambridge: Cambridge University Press.
- Roberts, Paul. *Reading and vocabulary* (1994). (Cambridge first certificate skills series). Cambridge: Cambridge University Press (text, teacher's bk).
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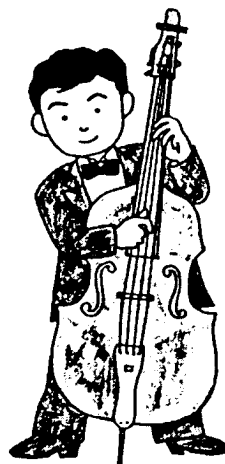
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For Teachers

Richards, J. (1994). *Educating second language children* (Cambridge Language Education Series). Cambridge: Cambridge University Press.

Richards, J. & Lockhart C. (1994). *Reflective teaching in second language classrooms* (Cambridge Language Education Series). Cambridge: Cambridge University Press.

!Wada, M. & Cominos, A. (Eds.) (1994). *Studies in team teaching*. Tokyo: Kenkyusha.



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Easy Essays

by Mark Montaldo, British Council, Tokyo

Working in an academy where I can see students for only two hours a week over an eighteen-week term, I found myself somewhat pressed for time when it came to teaching students writing skills. How would I be able to incorporate that "unfun" activity of essay writing into my syllabus while still leaving plenty of room for the other skills? Below is a suggestion for an approach for students with a high level of communicative competence but with little experience in academic writing.

Rationale

In the past, I have given students in my advanced levels essays to write. The most recent was titled "The death penalty should be abolished in Japan. Discuss." Problems that my students had seemed to be shared by students that my colleagues were teaching. Some problems in writing essays resulted from students not understanding the five stages in writing an essay:

1. Thinking about and understanding the title.
2. Brainstorming and making notes.
3. Organizing the notes.
4. Writing a draft.
5. Writing the final copy.

The Lesson

Stage 1 - Students in pairs discuss the statement, "The death penalty should be abolished," in pairs as a way of introducing the topic.

Stage 2 - The students are given a handout (supplementary sheet one), and are asked to decide whether it is a good essay or not and to give reasons why they think so.

Stage 3a - *Effect* - After eliciting from the students that it is a bad piece of writing, try to elicit from them why this is so. This can be done as a pairwork activity followed by the teacher collating all the answers on the board. If they have difficulty, elicit from them qualities of a good piece of persuasive writing (it should be formal, with lots of examples given, clear and to the point).

Stage 3b - *Reason* - Once these have been elicited, get the students to explain what actually made the writing difficult to understand. If necessary, they can do this as a matching exercise, as in supplementary sheet two.

Stage 3c - *Solution* - The next stage is to elicit from the students possible solutions to the problems elicited in stage 3b. Again, this can be done as a matching exercise given in supplementary sheet two.

Stage 4 - This stage will look at organization. Students make notes from the essay to fill in the table below.

+	-

All arguments in favour of abolishment of the death penalty should go into the + column, while all those against should go into the - column.

Stage 5 - Students should then organize their notes into what they perceive as a logical order, and compare results with their partner.

Stage 6 - Elicit from the students what they have done so far in the lesson. The answer should be along the lines of:

1. Made a checklist.
2. Made notes.
3. Organized notes.

Ask the students that if each of these were stages in writing an essay, what the logical order of use would be. The answer is, of course, 2,3,1. From this, you can elicit the stages in writing an essay.

1. Thinking about and understanding the title.
2. Brainstorming and making notes.
3. Organizing the notes.
4. Writing a draft (using the checklist).
5. Writing the final copy.

Writing - As homework, the students are asked to re-write the essay. Remember to ask them to include copies of their stages two, three and four, as well as the final copy. Set a word limit of 600-750 words.

(Supplementary Sheet One)

Writing

Look at the following essay. Do you think it is a good piece of writing? Why/Why not?

The people who say the death penalty should not be abolished are wrong. Because they think that it is a deterrent they say this. And they believe that people who have killed someone should forfeit the right to

their own lives. It is true that the family of a victim must feel terrible towards the victim.

But should society be based on a foundation of violence?

Is this how a healthy society etc. is created?

There is a worldwide movement to abolish the death penalty. I think that people have the right to life and no one has the right to take it away. We can sympathize with families of victims, but allowing the perpetrator of the crime to be executed for purposes of

revenge undermines the purpose of the legal system.

Many people on death row are happy that they are going to die. It is a cheap way to deal with criminals. But by the end of 1991, over 43% of all countries had abolished the death penalty e.g. Romania, Portugal and so on. It is a cruel and inhuman punishment. It is legalized murder. Figures show that it is imposed disproportionately on the poor and powerless. This is an issue which requires all of us to reflect upon and more discussion is necessary.

(Supplementary Sheet Two)

Effect	Reason	Solution
It makes the writing vague.	Bad organization.	The same ideas should be kept together.
	The lack of an introduction.	They can be used in the introduction.
It makes the writing too informal.	The lack of a conclusive conclusion.	Notes should be carefully and logically organized.
It makes it confusing to understand.	Lack of proper paragraph organization.	They shouldn't be used at all.
	a) Similar ideas in different paragraphs ("There is a worldwide movement to abolish the death penalty" and "by the end of 1991, over 43% of all countries had abolished the death penalty.")	They should be cited in footnotes or in brackets.
	b) Different ideas in the same paragraph.	The third person (It can be argued that...) should be used.
	c) Ideas not explained, discussed and supported.	Different ideas should be in different paragraphs.
	Rhetorical questions with no answers.	They should be used NEARLY ALWAYS in the middle of sentences.
it's bad style.	The use of because/and/but at the beginning of sentences.	Ideas should be explained, discussed and supported.
	The use of etc., e.g., and so on.	They can be used at the end of paragraphs, as a linking device between paragraphs.
	The use of "I think that..."	Its purpose is to define terms, create interest and explain why the issue is going to be written about.
		It should summarize the points and explain how they are related to the point of view being expressed in the essay.

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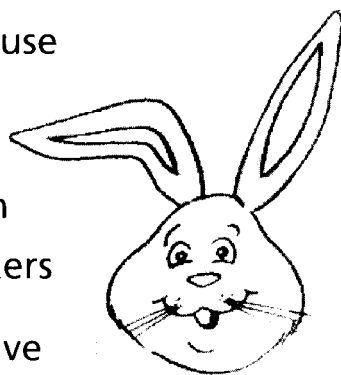
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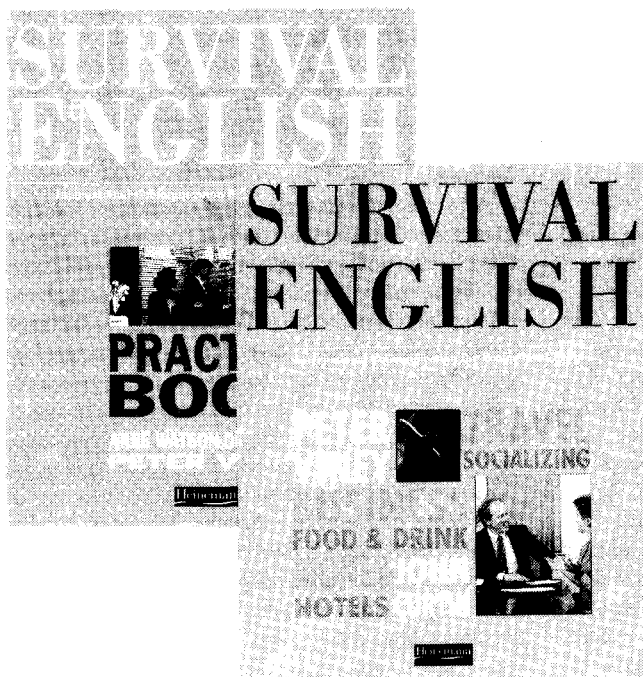
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Write to Speak

by George Stenson
Kanazawa Institute of Technology

In a class of engineering students who had minimal ability and little desire to learn English, I succeeded in having all thirty students speaking English for at least forty-five minutes of a ninety-minute class. They surveyed each other in research groups.

Japanese students have studied reading and writing for six years when they enter college. Naturally, those language skills are more advanced than their speaking ability. I used their more advanced skills to improve their weaker skill.

From Head to Pen

When I first attempted to get the students to ask each other questions, the assignment met with a resounding failure. They hemmed and hawed. They couldn't put three words together. They asked questions they almost learned in junior high school: "Your hometown where?" They knew what they wanted to say but didn't have the English language skills to say it. I put a grammatical structure on the board:

"Have you ever _____?"

The students were asked to write five questions using this structure. With some help and some speedy dictionary work, they did it. Some did it with enthusiasm because they could now ask the questions they *really* wanted to ask. ("Have you ever kissed a foreign girl?" was popular.) I checked their questions for correctness. They then asked their partners all five questions and wrote the answers. At first, a lot of Japanese and grunting were used. Rather than say the questions, Student A would point at a question. Student B would read it silently and translate it aloud. Student A would confirm the translation with a grunt and Student B would answer either in Japanese or grunt a "yes" or "no." Not exactly what I had in mind. So I had a student ask me his questions while shielding the questions so I couldn't see them.

After two classes of the teacher exhorting everyone to speak English, most students were no longer pointing and grunting but actually reading their English questions.

From Pen to Mouth

Once they were comfortable with writing and speaking, we began the weaning process. I'd write a grammatical structure on the board:

"If you were/had _____, what would you do?"

The students again wrote five questions, but instead of asking one person all five questions, they asked three people all five questions and wrote their

answers. For the first person they could look at their questions, but for the next two people they couldn't.

For the first few times it was difficult but, because they had written the questions about something *they* wanted to know, they had an invested interest in trying. (For example: "If you were Dr. Tanaka's son, what would you do?" is not a question I would have used. Dr. Tanaka is their very strict physics teacher.) With practice, several could ask all five questions without resorting to their written questions.

Research Groups

Finally, I had students form "research groups" of five people. Instead of a grammatical structure I wrote topics on the board and asked them to choose one. After choosing one, the group had to write five questions about it, then survey the class and write their answers. After a few practice sessions, most students spoke mostly English most of the time.

Cautions

A caution about the survey portion of the class: be aware of students who gather five students together, read a question in English and immediately translate it into Japanese and then point at individual students for their responses. Also be on the look-out for the student who doesn't make any questions and lets his fellow researchers survey the class. There's one in every class, but soon the other students in the shirker's group get angry at him and *they* make *him* work. Getting the answers (the product) is not the point of the exercise; saying the questions several times (the process) is the point. Students quickly see the product they need to produce and they try to get it done as efficiently and painlessly as possible while ignoring the process, which the teacher thinks is important.

Positive Changes

The students' attitude towards English changed noticeably during the semester. They developed a confidence in their speaking, they increased their vocabulary and, they seemed to enjoy themselves. Plus, by the end of the semester they had a notebook crammed with questions and answers, words, and grammatical structures all in English.

This "Write to Speak" approach could be used in a lower-level class to reinforce grammatical structures, to get the students talking about a topic or to just practice writing. After surveying the class, the students could write a short paper about their research or they could give oral reports. All four of the language skills are practiced.

Quizzes Can Improve Your English Teaching

by Martin Robinson

Quizzes are popular with adults and children all over the world, and a quiz format can be a very effective teaching technique, particularly with beginners. English language teachers might not make enough use of quizzes and games.

Why Use Quizzes in the Classroom?

(1) They are competitive, so the students are usually keen to participate. Since they are enjoyable and interesting they help to liven up the lesson and increase student motivation and learning.

(2) The quizzes are all conducted in English, which means they provide valuable listening practice as well as some speaking or writing. It's a good review activity as the students listen to and use the words and grammar they have been studying. Using language in a meaningful context is a vital step to successful language learning.

(3) Perhaps their biggest advantage is that they make the students think in English! The students have no time to translate and they soon learn to think quickly in English.

(4) Quizzes are easy and quick to prepare. Any teacher can think up 10 questions on whatever topic is being covered in the lesson.

Activity Quizzes

Activity quizzes are a popular game with beginners. Just divide the class into teams and start. If you teach a large class, get the students to do it one row at a time.

A simple spelling quiz activity would be to say to the students:

Please write "Thursday" on the blackboard.

The students run to the board and write the word on the board. The first student who writes it correctly wins a point for his/her team. Then carry on with more words---days of the week or other words that the students have been studying. Make sure the students have enough pieces of chalk and stand out of their way! This run-and-write quiz is more interesting than the traditional spelling test. It's fun and the students are also learning. A quick spelling quiz can wake up even the sleepiest class.

This type of quiz can also be used to get the students to write sentences on the board. It's a kind of fast-paced mini-dictation. The sentence or phrase they write depends on their level and what they have been studying. If you have been teaching food for example, you might tell the students:

Please write "I like hamburgers" on the blackboard.

You can also review and practice grammar points. For example, you can remind the students about the third person:

Please write "My brother studies English" on the blackboard.

It is also a good way to review and practice past tenses:

Please write the past tense of go on the blackboard.

Another popular activity quiz is orders or requests:

Please put a pen in my pocket.

Quizzes about Teachers

Quizzes about teachers (including yourself) are popular and easy to do if you are teaching in a school. For example, you can revise and practice hobbies by asking the class:

What is Mrs. _____'s hobby?

The first student who gives the right answer wins a point for his/her team. Another guessing game quiz is to ask:

When is Mr. _____'s birthday?

This practices numbers as well as months. You can ask about how many children teachers have or how many girlfriends! You can cover time by asking when teachers go to bed or get up on Sundays. You can also borrow some of their belongings to practice whose?"

Remember to check first that the other teachers have no objection to being used in your English lessons!

Whatever the topic---where they live, their ages, heights or weights, their preferences and what they can and cannot do---it's quite easy to think up a quick quiz. It always surprises me just how interested the students are in their teachers.

Other Quizzes

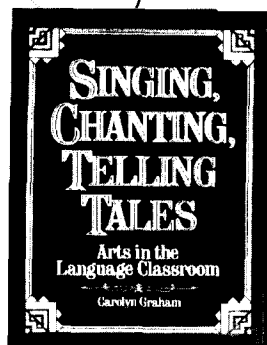
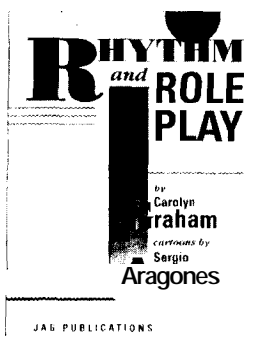
Even if you are not teaching in a school, quizzes about the students themselves are always possible. Students are usually interested in their classmates, so use your knowledge of your students to make up quick quizzes. 'Can _____ swim?' 'Does _____ like natto?' 'r for more advanced students, 'What is _____'s ambition?' or 'What will _____ spend his bonus on?'

Also students at all levels can enjoy a quiz using a textbook passage. Instead of getting the students to write the answers to the reading comprehension questions, why not make teams and ask the questions in a fast-paced quiz style?

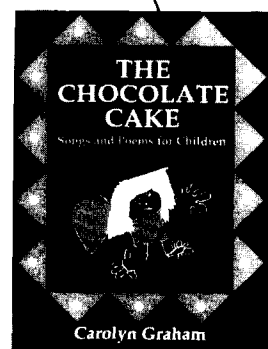
Students can even write their own quiz questions and then ask them to each other. More advanced students can write their own English grammar quiz questions. Grammar can be fun.

ROBINSON, cont'd on p. 79.

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edited by dennis woolbright

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.

Nominations for 1995-1996 JALT National Officers

Vice President	1) Brendan Lyons	2) Minoru Wada	
Program Chair	1) Larry Cisar	2) Jane Hoelker	3) Masaki Oda
Recording Secretary	1) Timothy Newfields		
Public Relations Chair	1) Daniel Gossman	2) Mitsue Tamai-Allen	

Election of National Officers for 1995-1996

The JALT Constitution and its Bylaws determine the officer positions, the terms of office, the time of elections, and, to a certain extent, the methods by which nominations and elections are to be conducted. This year's elections are being conducted in accordance with the current Constitution and the Bylaws (revised October 10, 1993), as published in the JALT News Supplement of *The Language Teacher* in April, 1994.

As set forth in Article V of the Constitutions, the **Vice President, Program Chair, Recording Secretary, and Public Relations Chair** are to be elected in even-numbered years, to begin service in odd-numbered years. Their term of office is "for two years, or until their successors are elected."

However, if the proposed revised Constitution and the Bylaws, which would go into effect on January 1, 1995, is approved at the Annual Business Meeting, Matsuyama, the President, the Vice President, Membership Chair, and Recording Secretary shall be elected in odd-numbered years to begin service in even-numbered years, and the Program Chair, Treasurer, and Public Relations Chair shall be elected in even-numbered years to begin service in odd-numbered years. This means that the term of office for the Vice President and Recording Secretary for this year's Election will be **one year** instead of two years. Also, since the incumbent treasurer's term will finish on December 31, 1995, the NEC shall prepare for an additional election for Treasurer in 1995 to start service on January 1, 1996 and finish on December 31, 1996.

As determined by Article IV of the current Bylaws, "One ballot listing all nominees for each office, and including space for write-in candidates, shall be mailed to each member in good standing in time for the member to return the ballot to the Nominations and Elections Committee before November 20 each year." Like last year, one ballot will be included in the envelope in which the November issue of *The Language Teacher* is mailed (this issue). Joint and group members will be mailed ballots separate from *The Language Teacher*, according to the most recent membership records in the JALT Central Office. The Central Office will not have extra ballots available for JALT local chapters and individuals.

1. Eligibility

Members are eligible to vote if they are currently JALT members in good standing. That is, their 1994 membership has been paid in full by Oct. 31, 1994 and has been recorded by the Central Office.

2. Deadline

Ballots must be received as addressed not later than November 20, 1994. All ballots received after that date will be invalid. It is recommended that ballots be mailed before November 16, 1994.

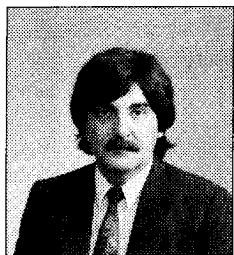
3. Identification

Ballots are counted only if the identification of the voter can be unambiguously determined. Please **print** your **full name** and the name of your **chapter**. Do not write any identifying information or messages anywhere except on the identification stub portion of the ballot. If you need more space for a message or request, you may continue on the instruction stub portion of the ballot. Identification stubs will be removed after membership status has been verified. The face of the ballots will not be seen until all verified identification stubs have been removed. **If a ballot has not been properly identified, it will not be valid.**

Nominations and Elections Committee 1994

Yuzo Kimura	1-1-8 H305 Ichinotani-cho, Suma-ku, Kobe 654; tel/fax: 078-736-5680 (h)
Izumi Suzuki	4-43 A202 Ohyashiki, Motomiya, Morioka-shi, Iwate-ken 020; tel: 0196-35-6414 (h)
Donna Fujimoto	SIU Nagahashi-jutaku C-12, Nakajo-cho, Kitakanbara-gun, Niigata-ken 959-26; tel/fax: 0254-43-6413 (h)

Vice President-Brendan Lyons



Brendan Lyons was born in Dublin and educated in Britain, Germany, and, his native Ireland before attending universities in the United States. He has been teaching at a private high school in Hamamatsu since 1980. A founding member of the Hamamatsu chapter in 1981,

he has been chapter president since 1987. He became active in JALT National affairs during the financial crisis of the late 80s and was elected to the NEC in 1991. After serving as NEC Chair in 1993 he was chosen by the Chapter Reps to represent them at National Officer Meetings in 1994. He has been active on the Constitution Reform Committee and is currently also a member of the Financial Steering Committee. Brendan is married with one child and plays with the best (the only) Irish band in Hamamatsu.

Statement of Purpose

If JALT didn't exist it would have to be invented but the administrative side of the organization has always been of less interest to its members than the services it provides. For this reason few of you may realize that we nearly went under several years ago. A massive effort involving thousands of volunteer man and woman hours has managed since then to restructure the organization to meet the increasingly specific needs of an expanding membership and to lay a solid foundation for the 21st century. A great deal remains to be done.

One of the issues facing us is the need to integrate the parallel development of National Special Interest Groups (N-SIGs) into the overall JALT representative structure. I believe the N-SIGs are here to stay and I strongly support their right to representation under a wider JALT umbrella while maintaining the integrity of locally-based chapters. Equal support goes to the proposed new constitution which has been painstakingly discussed and revised over the last two years. I believe that our financial priorities need to be constantly monitored in order to provide guaranteed funds for new or isolated chapters as well as those in large cities. We need to remain capable of mounting conferences which can attract the best and the brightest of our profession. We need to maintain and improve our publications, provide more research grants for our members and forge closer links with fledgling sister organizations in Korea and Southeast Asia. We need to respond to the greater interest shown in JALT by TESOL, CATESOL, IATEFL and other professional organizations in the West. At home we need to respond to the request of our Japanese colleagues to give their language equal status with

English at business meetings, we need to extend a warmer welcome to JETs and other new arrivals and we need to improve our relations with publishing companies who are just as necessary to us as teachers as we are to them as clients. There are so many "needs" but none of them are beyond our reach.

We are very much a grassroots organization and the minute we disassociate from these roots is the minute we start to go wrong. I believe we have made good solid progress over the last few years but a great deal remains to be done. With your approval I would like to carry on the work we have started.

Vice President-Minoru Wada



Minoru Wada graduated from Tokyo University of Education, majoring in English and American Literature. From 1982 to 1992 he was Senior Curriculum Specialist in Foreign Languages at the Elementary and Secondary Education Bureau of

the Education Ministry (*Monbusho*). He holds an MEd degree in TESOL from Temple University, and since 1992 has been a Professor at Meikai University in Chiba. Having worked to develop the JET Program, he is now an officer of the JALT Team Teaching N-SIG. He has published or co-edited ten books and video courses on English for international understanding.

Statement of Purpose

JALT is based in Japan and can succeed best in a mutually beneficial relationship with the community. The Japan Science Council (*Nihon Gakujutsu Kaigi*), to which JALT belongs, and other public agencies are watching JALT, particularly the profile of national officers, to discern the true nature of JALT as a research organization in Japan. It is beneficial for JALT to communicate with other L2 organizations and contribute to common purposes.

However, JALT has become extremely short-handed both in the above respects and in handling the many everyday necessities in the Japanese language. National officers are needed who can work with the JALT Central Office staff in Tokyo and represent JALT to agencies such as local boards of education in difficult applications for official recognition of JALT programs (*koen meigi*). If JALT leaders could open doors in educational circles, for example, millions of yen could be saved and attendance maximized at the annual international conference by holding it at a metropolitan university.

With my background of national service, publishing, and lecturing to local schoolteachers around the country, I could serve as a bridge between JALT and mainstream Japanese educational circles. To prevent

a situation of foreigner-foreigner and Japanese-Japanese L2 groups, but rather to bring Japanese and non-Japanese together for mutual benefit, I and others would like to see such a balance in the profile of JALT national officers. That is, JALT needs enough native and bilingual leaders both to handle the volunteer workload as well as to represent the present and potential membership.

If elected, I could advise JALT's Executive Board about L2 educational issues in Japan and how to handle them effectively, particularly in relation to administrators of foreign language education. I would try to make Japanese and non-Japanese teachers more aware of how to get along better, while putting in a good word about JALT's potential to those I contact.

Program Chair-Larry Cisar



Larry Cisar (BS of Ed. Miami University, Oxford, OH; MA in TESL, School for International Training, Brattleboro, VT.; Ph.D. in Ed., Newport University, Newport Beach, CA.) has taught in the States, Afghanistan, and for the last 20 years, in Japan. Currently

he is assistant professor in the Law Department of Kanto Gakuen University. The focus of his research is on applying Neuro-Linguistic Programming to language teaching.

Cisar has been active in JALT since the early days, being one of the founders of the Tokyo Chapter where he served as Membership Chair, President, and Programming Chair at various times; he served for two years as the President of JALT-Omiya. In addition, he has written articles for *The Language Teacher* and other publications, given presentations at chapter and national levels, and served on numerous committees.

Statement of Purpose

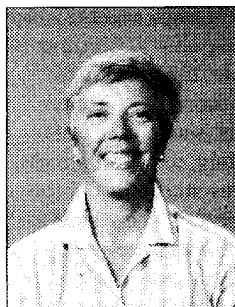
I believe that Programs are a key chamber of the heart of what JALT is trying to accomplish. With the expansion of JALT and the growth of the National Conference, long term planning is needed. This planning needs to be coupled with the needs and desires of the Chapters and N-SIGs. During the year leading up to the conference, the National Program Chair needs to actively coordinate all aspects of the conference. The conference is becoming more complex and more and more coordination is needed. Having been Co-chair for JALT 92 and 93, Conference Editor for JALT 92, Display Co-chair for JALT 90, and on the Planning Committee of LTJ '78, I know the type of leadership that is called for.

But Programming does not end or begin with the National Conference. Each of the chapters and N-SIGs has to be considered, with the National Programming Committee working to help them put on the best possible programs. Currently, there is a database of past presentations. Other organizations in Japan have presentations and these need to be scouted and reported on to the Chapter and N-SIG program chairs. Helping to bring main name speakers to the various areas of interest and regions of Japan is an important function for the National Program Chair.

In addition, it is time for JALT to look back to its basics and consider reinstituting the programs it used to sponsor, such as The Summer Institute and The Business Seminars. This is an area where the Chapters of a region can work closely together with the N-SIGs to provide a balanced program. By occurring at a time difference from the National Conference, those who found the original timing inconvenient will have a chance to attend presentations similar to what they missed. The National Programming Committee under the Program Chair should provide the various types of assistance needed to put these on.

JALT, especially at the National Level, is a commitment of time and energy. Being elected to office is a solemn promise to the members that, barring totally unforeseen circumstances, the needed time and energy will be there and will be unselfishly forthcoming; that for the next two years, my efforts will be toward doing this office. Running for office and being in office is a promise to the members to live with and in the structure that they have created. It is a promise that I understand and give.

Program Chair-Jane Hoelker



Jane Hoelker received her MA from the University of Wisconsin-Madison. From 1981-83 she taught in the national universities of Rwanda and Mali, Africa, with the Peace Corps. She was Academic Director of ELS International in Pusan in 1985. From 1986 to 1994, she taught in various Japanese universities in the

Kansai area. Currently, she is teaching fulltime at Kanazawa Institute of Technology in Ishikawaken. Her experience with JALT includes Kobe Chapter Program Chair (1991-93), Kobe Conference Site Chair (1991), Kawagoe Conference Program Chair (1992), Kobe Chapter and N-SIG Miniconference (1993), and National Program Chair (1992-94).

Statement of Purpose

Programs are the heart of JALT. The concepts, techniques, and attitudes presented at the local, regional, and international level echo throughout the organization into every educational situation in Japan. This has been my firm belief since 1991 when I began to volunteer for JALT program positions. My commitment to programs and the experience I have actively sought in order to train myself for this area of JALT makes me the most qualified candidate for the position of the 1995-97 National Program Chair.

In my Statement of Purpose published in *The Language Teacher* for the 1991 election, I promised greater communication and coordination between local and national levels. One way to build this was through establishing the Pre-Conference Planning Committee which guarantees conference continuity from year to year by planning the site, main speakers, theme, and logo of the international conference. Currently, a five-year unity of themes is being developed which could guide thought and research within Japan and Asia into the 21st century with the 25th Anniversary Conference in 1999 as JALT's first Pan-Asian Conference.

In 1991 I sought to improve communication with the Chapter Program Chairs through establishing, with ExCom approval, the position of Chapter Program Liaison to complete the Program Database. I also organized a committee of twenty to edit the Chapter Program Chair Handbook and develop a new section on miniconferences. I corresponded with all Chapter Program Chairs in 1993 and 1994 about program procedures and asked for input for the CPC meeting agenda at the fall international conference.

If re-elected, I will follow through on the above activities. In addition, I would like to coordinate a much-needed handbook on how to plan an international conference. Also, I would like to work through two important issues in JALT which affect programs: What status should be granted to N-SIGs and how to distribute funds to N-SIGs and chapters. According to the JALT 94 conference schedule, the various N-SIGs are making a strong contribution to programs by sponsoring seven presentations, seven colloquia and four roundtables. Unfortunately, only four chapters are sponsoring conference presentations. On the other hand, certain chapters are finding it difficult to offer a viable program under the current grant system because they are financially strapped. Other chapters are maintaining a healthy bank balance, but are not offering a consistent program. As NPC I would like to help JALT review these situations and invest its funds in those agencies that can offer a return on the investment by producing viable programs and serving the membership in the best possible way. For the above reasons, I would like to follow through for two more years as your National Program Chair.

Program Chair-Masaki Oda



Masaki Oda is an assistant professor of EFL and linguistics at Tamagawa University. He has an M.A. in TESL from St. Michael's College, and a Ph.D. in Applied Linguistics from Georgetown University where he has also taught Japanese. His experience in JALT includes: Tokyo chapter member-at-large (1991-

present), National Public Relations Chair (1991-1994), member of the Pre-Conference Planning Committee (1993), the editor of JALT News (1992-1994) and Conference Calendar (1992-present) of The Language Teacher, a liaison to *Kaizenkon* and The Japan Science Council (1992-1993). He is also a regional advisor for *TESOL Matters*.

Statement of Purpose

A *Bilingual Perspective* is needed to shatter the stereotype that JALT conferences and other programs only serve English-speaking teachers.

Despite JALT's being "a professional organization dedicated to the improvement of language learning and teaching in Japan," its highest decision-making body has no Japanese-speaking local teachers. This limits access to our valuable resources; consequently, what JALT can contribute to the Japanese educational community is severely restricted.

Some recent policies regarding programs have also been going against our efforts to express JALT's great potential to the Japanese community. I would, therefore, primarily work on the following areas if elected:

- 1) **The International Conference.** This is a once-a-year educational and networking opportunity whose revenues are also crucial to the organization. The proposal made at the ExCom in June 1994 recommended that conference venues rotate among the four main islands. I believe that the conference needs to be held in central locations, possibly at universities. This would not only attract more participants and help JALT financially, but also avoids making a small chapter responsible for conference preparation work. Instead, we need to find a way to support those chapters which are not at central locations to sponsor regional and/or N-SIG conferences.
- 2) **Main Speakers.** For some years, plenary talks have been given only in English by "big-name" scholars invited from overseas. I believe that there are also many qualified speakers in Japan who are more familiar with the particular teaching situations in this country. We also need to consider having at least one plenary talk in Japanese.

3) Presentations. Currently, titles for presentations must be in English. This would discourage the participation of non-English speaking teachers. As we are an organization for "language" teaching professionals, we should encourage the participation of non-English speaking teachers, and presentations in languages other than English and/or on teaching languages other than English.

4) Co-sponsored activities. Some years ago, JALT had various national level programs co-sponsored with other organizations such as JACET. However, we can hardly see them now, except those at chapter level. This area should be worked on further.

The networks I have established with other organizations and the press as PR chair, and knowledge of the teaching context in this country would definitely be an advantage. As Program Chair, I would use my talent and experience to help maximize JALT's potential.

National Recording Secretary

-Timothy Newfields



Tim Newfields is an instructor at Tokai University. He has been a member of JALT for nearly ten years and served as president of his local chapter in 1992-93 and as program chair for the same chapter two years prior to that. Since January he has served as National Recording Secretary and is also active as a chapter recording

secretary. He is a member of seven N-SIGs and many online information forums. Tim has an MA degree in TESOL from the School for International Training.

Statement of Purpose

Q: What qualifications do you have that make you best suited for the position of National Recording Secretary?

A: My main qualification is I am willing to do the work since I care about our organization. A lot of the work of this office is not really glamorous, but it is essential. I have served as National Recording Secretary for almost a year already and fully realize what the job entails. Moreover, I know how to separate my personal opinions about JALT issues from my duties as Recording Secretary. As I see it, the Recording Secretary must be objective in reporting JALT transactions and I will attempt to fulfill my duties in that manner.

Q: If elected, what projects will you take on and complete during your term of office?

A: Most recording secretaries have focussed their energy on producing the JENL. This is just one aspect of the duties of this office. I would like to build a team and focus on upgrading JALT's archives and streamline our records and procedures. Team building is one of my foremost priorities.

Q: Could you please be as specific as possible regarding current issues in JALT?

A: This is an exciting time in our history. I support the efforts of the Publication Board to launch new publications and support full N-SIG representation on the Executive Board. I consider myself both pro-chapter and pro-N-SIG and would like to see both arms of our organization grow stronger. I believe the constitutional reform process we have been engaged in over the last three years is positive and hope that Draft 6C will get the approval which it deserves. There are many other projects I would like to see JALT focus on in the near future. For example, I hope we can develop closer ties with other teaching organizations in Asia and promote greater use of computer networks. I am proud of the achievements of David McMurray's administration and support his effort to generate consensus among the diverse group of language professionals.

Public Relations Chair

-Daniel L. Gossman



Daniel L. Gossman has twenty years of experience in the area of language teaching and intercultural communication training and consulting at all levels. He has worked at private language schools and public institutions, both as teacher and administrator.

He currently works with large and small groups of students at Kanto Gakuen University. In addition to his language teaching background, he has nearly ten years experience in business as a salesman, manager, and consultant. He has been active in JALT since 1977. He holds a Master's Degree in Oriental Studies.

Statement of Purpose

You are members of an organization of active professionals: the Japan Association of Language Teachers. Most of you are concerned with your daily classroom activities. Many of you are involved in research projects. All of you appreciate the chance to exchange ideas with other language teachers. You, as

individuals, and the organization are producing valuable ideas and information that deserve to be ever more widely known throughout the international language teaching profession and to the public. I will make my basic task creating a greater awareness of the goals and activities of JALT and the professional language teachers who make up the membership. To do this, I will work closely with Chapter and N-SIG Publicity Chairs to improve the quality and timeliness of information for *The Language Teacher* and other publications. I will work to:

- make the JALT Annual Conference better known both in Japan and the rest of the world,
- get more coverage for JALT in national and international news media, and,
- gain greater cooperation with other domestic and international language-teaching and language-research oriented organizations.

I will also complete the Publicity Chair handbook and include an adequate job description for the Publicity Chair.

The role of the Publicity Chair is to work closely with all members and officers of JALT to make it a better, and better known, organization. My primary goal will be to communicate information about issues and ideas, plans and purposes, concerns and problems clearly and accurately to and from the members of JALT. My secondary goal will be to inform the public about the goals and activities of the members of JALT, individually and as a group.

My nearly twenty years as a language teacher and administrator, and my ten years experience in business as a manager and consultant have shown me the importance of clear, accurate communication. I will bring this experience to the position of Publicity Chair of JALT.

Public Relations Chair -Mitsue Tamai Allen



Mitsue Tamai Allen received her Master of Arts degree from San Francisco State University in 1981, and was a Visiting Scholar at Harvard University in 1991. She is an Associate Professor at Bunkyo Women's Junior College, where she also directs an English program for small children. A JALT Chapter officer since 1986, she also

belongs to two JALT N-SIGs. She is presently Tokyo Chapter Treasurer and a member of the JALT-National Domestic Affairs Committee.

Statement of Purpose

Despite its size and high-quality-activities, JALT has not had much impact on how English and other languages are taught in Japan. For the past year I have chaired the JALT delegation to the Council for the Improvement of English Education (*Nihon Eigo Kaizen Kondankai* or *Kaizenkon*). This has strengthened my belief that JALT needs to expand its cooperation with other L2 educational groups in Japan as well as abroad. The time has come for JALT to forge strong bonds with related organizations.

JALT is a rarity in Japan for having a membership roughly balanced between Japanese and non-Japanese. To bring together this cosmopolitan variety of nationalities, JALT serves most local areas with Chapter activities while offering National Special Interest Groups (N-SIGs) to unite JALT members nationwide who share similar teaching and research interests. This diversity animates JALT's activities and represents a treasure to members, along with selling points to attract potential members.

Yet unfortunately, not many Japanese teachers of English and other languages know about this unique organization. Even those who do belong may not know the extent of JALT activities they could participate in. As many ardent JALT members realize, there is a shortage of native-speaking Japanese or Japanese-English bilinguals in leadership positions in JALT, especially at the National level. National officers need sufficient bilingual ability to deal with everyday necessities in both languages, particularly in Japanese, because JALT is based in Japan.

If elected, I would work to establish better communication with related organizations domestically and abroad, as well as to advertise JALT activities more extensively to Japanese teachers. The Ministry of Education, administrators and teachers are searching for system-wide reforms to meet the needs of contemporary students for international communication. JALT could become an important member in Japanese educational circles by thus endeavoring to serve the community. I would work to represent hitherto underrepresented JALT members and show the L2 world that JALT is an open forum equally for Japanese and non-Japanese educators.

JALT is
Your Organization:
Please Use the Enclosed
Ballot and Vote!

1994年度全国選出役員選挙

JALTの現行の定款および定款細則(1993年10月改正)に従い、今年度の全国選出役員選挙を実施します。今回の選出予定役員は、「副会長、企画委員長、書記、広報委員長が偶数年に選出され、その任期は奇数年にはじまるものとする」と定款Vに取り決められています。任期は「2年間、あるいは後任役員が選出されるまで」となっています。

今年、定款および定款細則改正案が10月9日に松山で開催される年次総会で承認されますと、この新しい定款および定款細則が1995年1月より発効となります。新定款細則IIIによりますと、「会長、副会長、会員担当委員長、書記は奇数年に選出され、その任期は偶数年に始まるものとする。企画委員長、会計委員長、広報委員長は、偶数年に選出され、その任期は奇数年に始まるものとする」とありますので、この新定款および定款細則が発効になりますと、今年度選出役員のうち、副会長と書記の任期は1年ということになります。また、現在の会計委員長の任期が1995年12月31日をもって終了しますので、1996年1月1日から同年12月31日までの1年間の任期の会計委員長を1995年に追加選挙することになります。

現行の定款細則IVによりますと、「役員ごとに候補者の名前が記載され、その他の候補者が記入できる欄を設けた投票用紙一枚が、投票有権会員が毎年11月20日までに選挙管理委員会へてに返送できるように郵送されなければならない」とあります。昨年度同様、今年度も11月号 *The Language Teacher* の中に投票用紙が、一枚添付されて投票権を持つ会員に郵送されます。JointとGroupの会員には *The Language Teacher* とは別便でJALT事務局から最も最近の会員リストに従って直接郵送されます。したがって、JALT事務局には、投票用紙の余部はありませんのでご注意ください。

投票上の注意

- 1 投票の権利を有する会員は1994年10月31日現在までJALT会費を納入しており、その記録がJALT事務局に保存されている会員のみです。
- 2 投票用紙は11月19日の投函有効期限までに郵送してください。それ以降に投函された投票用紙は全て無効となります。出来るだけ11月16日までに投票を済ませるようにお願いします。
- 3 投票用紙は投票した立候補者の名前がはっきりと判読できる場合に限り有効となります。まず、投票者の名前、支部名を投票用紙の名前、支部名記載欄に必ず明記してください。名前、支部名の記載がない場合は有権者資格を確認できませんので投票用紙は自動的に無効となります。また、この箇所は有権者資格を確認後切り離し、投票者名記載欄のみを集計します。一つの役職につき必ず一名に投票し、出来るだけ全ての役職について投票を行ってください。白紙投票は無効ではありませんが票数には集計されません。複数投票はその役職への投票のみ無効となります。

1994年選挙管理委員会

委員長 木村 裕三 〒654 神戸市須磨区一の谷町1 1 8H305 ☎/FAX : 078-736 5680 (H)
 鈴木 泉 〒020 岩手県盛岡市本宮大屋敷4 43 A202 ☎: 0196 35-6416 (H)
 藤本 ドナ 〒959-26 新潟県北蒲原郡中条町 SIU 長橋住宅C-12 ☎/FAX : 0254 43-6413 (H)

副会長立候補者 2 名

ブレンダン・ライアンズ (副会長立候補者)

経歴

ブレンダン・ライアンズは、ダブリン生まれ、イギリス、ドイツ、アイルランドで教育を受けた後、テキサス大学で東洋語の学士号、ハワイ大学でアジア研究の修士号を取得した。1980年以來、浜松市の私立高等学校の教員を務め、1981年に結成されたJALT浜松支部の創設者の一人となった。1987年以來、同支部の支部長を務めている。80年代後半JALTの財政危機の際に、積極的に全国組織の運営にかかわり始め、1991年には選挙管理委員会の委員に選出された。1993年に同委員会委員長を務めた後、1994年には全国選出役員会での支部代表に選ばれた。家族は妻と子供が一人、浜松で最高の(そして唯一の)アイリッシュ・バンドを組んでいる。

所信表明

仮にJALTが存在しないのであれば作り出されなければならないものではありますが、これまでJALTの運営面は、JALTが提供するサービスに比べればあまり会員の皆さんを惹きつけるものではありませんでした。数年前、このためにJALTが崩壊寸前まで追い込まれたという事実をご存じの方はあまりいらっしゃらないかも知れません。それ以来、数知れないボランティアの人達による並々なぬ努力の甲斐あって、この団体はなんとか再建され、増大する会員からのますます特殊な要求をも満足させ、21世紀のための確固とした基盤を確立してきました。しかし、また手をつけなければならないことが数多く残っています。

直面している課題の一つは、会員数の増大と平行して発展してきた分野別研究部会(N-SIG)をJALT全体の代表機構の中に統合する必要があるということです。私自身はN-SIGにも執行委員会での代表権があるべきだと思いますし、地域

に根ざしている支部の活動を維持しつつも、より広い JALT の機構の下で N-SIG に代表権を与えることに對して全面的に支持を表明します。N-SIG を支部と同等に支持しようという精神は、これまで 3 年間、難しい議論や訂正を重ねてこの度提出された新しい規約に反映されています。大都市にある支部と同様に新設の支部や地方の孤立した支部にも約束されただけの運営資金を供給するために、JALT の資金の優先順位について定期的に監視する必要があると思います。また、優秀な教師にとって魅力ある大会を開催し続けられるように努める必要もあります。出版についてはその刊行を続けると共に、その質を向上させ、会員には研究費を更に多く支給し、韓国や東南アジアの創立間もない同種の学会と親交を結ぶ必要があります。そして、TESOL をはじめ、CATESOL、IATEFL やその他の西欧の学術団体から JALT に向けられている多大な関心に対して対応してゆく必要があります。国内に目を移すと、日本人の会員から寄せられている、運営会議等における日本語の地位を英語と同等に確立するという要求に応じ、JET プログラムやその他のプログラムによって日本に新しくやって来る人々を暖かく迎え入れる必要があります。出版社にとって私たち教師が顧客として必要な存在であるのと同様に、教師である私たちにとって必要な存在である出版社との関係を良くしてゆく必要があります。

このように、「必要」の方は非常にたくさんありますが、そのどれをとっても私たちの解決の手の届く範囲にないのが現状です。

JALT はきわめて大衆団体の性格をもっています。この大衆性から遠ざかるのは JALT が誤った方向に進み始める時なのです。これまでの数年間は確実な前進を遂げてきたと思いますが、しかし、まだまだやらなければならないことがたくさん残っています。皆さんの支持によって手掛け始めた仕事をこれからも続けてゆきたいと考えています。

和田 稔 (副会長立候補者)

経歴

和田稔は東京教育大学(現筑波大学)文学部英文学科を1960年に卒業後、19年間千葉県立の高等学校英語教員として教壇に立った。その後千葉県教育センター研修主事、千葉県教育委員会指導主事を歴任し、1982年より10年間文部省初等中等教育局にて外国語担当教科調査官として勤務した。1988年にテンプル大学より教育学修士号を取得。1992年より明海大学教授。JET プログラム導入に尽力した経験を生かし、JALT ではティーム・ティーチング N-SIG の役員をしている。現在までにティーム・ティーチング、国際理解などに関する著書が共著も含め10冊ある。

所信表明

JALT の拠点は日本であり、したがって、JALT は日本社会と相互に有意義な関係を保つなかで最大の成功を収めることができるのです。JALT も所属している日本学術会議は、日本における研究団体としての本質が JALT に本当にあるのかどうかを確認するために、特に全国選出役員のプロフィールを見つめています。第二言語に関する他の12の学会と連携し、共通の目的に向かって貢献することは JALT にとって有意義なことであり、しかし、このような方面の

問題に対しても、日常の多くの必要事項を日本語で処理してはどうかという問題に対しても、残念ながら JALT はきわめて手薄と言わざるを得ません。全国選出役員には東京の JALT 事務局の職員の方々と共に仕事をする体制が必要で、後援名義の取得のような困難を伴う申請をする際に地方の教育委員会などに対して全国選出役員が JALT を代表する必要もあるのです。仮に JALT の役員が教育界の門戸を開けることができたとすれば、莫大な費用が節約でき、都心の大学を会場にできて年次国際大会の参加者も急増することでしょう。これまでの公務員としての私の経歴と、著書や国内の学校の先生方への講演を通じて得られた経験を生かして、私は JALT と日本の教育界との間の橋渡しの役割を演じることができればと思っております。外国人は外国人同士、日本人は日本人同士でグループを作るという状況を打開し、日本人と日本人以外の方々と双方に相互の利益をもたらすために、私も含めて多くの方々が JALT の全国選出役員の顔ぶれに日本人と日本人以外の役員の適切なバランスを見ることを希望しています。言い換えれば、JALT にはボランティアとしての仕事をこなし、現在および将来の会員数を代表するために十分な数の英語のネイティブの役員と英語・日本語のバイリンガルの役員が必要なのです。

当選いたしましたら、JALT の執行委員会に対して、日本における外国語教育に関する諸問題とそういった諸問題にどのように効果的に対処してゆくかについて、特に外国語教育の行政担当者の観点からの助言を行いたいと思います。そして、日本人と日本人以外の先生方にはいかにしてお互いによくやっていくかを知ってもらうように努力すると共に、外部の方でお会いする方々には JALT の将来性についてよく理解してもらうように説明したいと思います。

企画委員長立候補者 3 名

ローレンス・シーザー (企画委員長立候補者)

経歴

ローレンス・シーザーはマイアミ大学より教育学の学士を取得後、School for International Training より TESOL の教育学修士号を、さらにニューボート大学より教育学博士号を取得した。合衆国、アフガニスタンで教鞭を取った後米国。日本での教育歴は20年に及ぶ。現在、関東学園大学法学部助教授で研究の中心は神経言語プログラミングを言語教育に応用することである。

JALT では東京支部創設に携わり、東京支部において会員担当委員、支部長、企画委員を歴任し、大宮支部においては2年間支部長を歴任した。さらに論文を *The Language Teacher* をはじめその他の出版物に投稿し、支部レベルおよび全国レベルで口頭発表を行い、数多くの委員会で委員を歴任している

所信表明

JALT が遂行しようとしている事柄の中で、私は「企画」が非常に重要な部門であると思います。JALT が発展し年次国際大会の規模が大きくなってくると、長期に及ぶ準備計画が必要となってきます。この準備計画には支部と N-SIG の双方のニーズと要求が結び付けて考えられなければなりません

ん。国際大会までの一年に、企画委員長は精力的に大会のあらゆる面を調整する必要があります。国際大会はますます多種多様になっており、それだけにますます多くの調整が必要となっています。92年および93年の国際大会で大会運営委員、92年の国際大会で大会編集委員、90年の国際大会で展示運営委員、そして、78年の Language Teaching in Japan (現在の国際大会の前身にあたる大会) では組織委員を歴任しておりますので、どのようなリーダーシップが要求されるかは周知しています。

しかしながら、企画は国際大会で始まるものでもまた終わるものでもありません。全国の企画委員会が各支部、各 N-SIG に最良の企画を立てられるよう援助を行うことで、各支部と各 N-SIG とが考慮に入れられなければなりません。現在、過去の口頭発表のデータの蓄積もありますし、日本にある他の学会でも同様の口頭発表が行われており、こういった発表も調査の対象とし、支部や N-SIG の企画委員に報告する必要があります。著名なスピーカーをどのような分野に関心をもつ方々にも紹介し、日本のいろいろな地域へ案内することは企画委員長の仕事と考えます。

それに加えて、今こそ JALT が基本に立ち返り、「夏期講習」とか「ビジネスセミナー」といったような以前にあった企画の再開を考慮する時期であると思います。こういった分野こそ地方の支部が N-SIG と親密に連携してバランスのとれた企画をできる場であるのです。国際大会とは異なる時期に実施することで、国際大会に都合悪く出席できなかった方にも聞けなかった同じ種類の発表に出席する機会が出来るのです。企画委員長が座長となる企画委員会はこういった企画を実現するために必要な様々の援助を提供します。

JALT は特に執行委員会のレベルで時間とエネルギーを費やす仕事です。役職に選ばれるということは、全く予期せぬ状況の場合を除いて、こういった時間とエネルギーが自分にあることを会員の皆さんに約束することです。私の場合、この職に選出されれば、会員の皆様に今後2年間この役職の遂行に向けて努力することを約束します。役職に立候補しその役職に就くということは、会員の皆さんに対し皆さんが創り上げた枠組みとともにその枠組みの中で生きてゆくことを約束することです。私はそれを十分承知していますし、それを公約といたします。

ジェーン・ホーカー (企画委員長立候補者)

経歴

ジェーン・ホーカーはウィスコンシン大学マディソン校より修士号を取得し、1981年から3年間アフリカのルワンダとマリにある国立の大学にて平和部隊の一員として教鞭を取った。1985年には釜山の ESL インターナショナルの学院主任を務め、1986年から1994年にかけて日本の関西地方の幾つかの大学で英語を教えた。現在、石川県金沢工業大学専任講師。JALT では神戸支部企画委員(1991~93)、91年国際大会の大会運営委員長、92年国際大会の大会企画委員長、93年 N-SIG 共催神戸支部年次大会企画委員長を経験した後、現在執行委員会企画委員長を務める。

所信表明

JALT にとって企画は中枢を占めるものです。地域レベル、地方レベル、そして国際レベルで提示された構想や技術、姿勢といったものが、この JALT という団体を通じて日本のあらゆる教育情勢に影響します。これは、私が1991年、JALT の企画委員長の職について以来、ずっと確信していることです。これまでの私の企画に対する取り組みと、企画という分野で自分自身を鍛えようと自ら求めてきた経験によって、私が1995・97年の企画委員長の要職に最適の候補者であると思っています。

1991年の役員選挙に際して *The Language Teacher* に掲載された私の所信表明の中で、私は地方レベルと全国レベルの間の意志の疎通をはかり、より同等の関係を作り上げることが公約しました。こういった公約を実現する一つの方法は、国際大会準備委員会を創設し、この委員会で会場、メインスピーカー、テーマ、ロゴなどを計画することによって、国際大会の開催に継続性を保証するということです。現在のところ、5年間の一貫したテーマが作られつつあり、これによって日本とアジア諸国における思索や研究を、初めての試みである JALT 汎アジア国際大会として1999年に開かれる25周年記念大会とともに、21世紀へと導くことができるのです。1991年、執行委員会会議の承認を受けて、企画のデータ蓄積を完全なものにするために、私は支部企画連絡委員の職を新設し、支部の企画委員とのコミュニケーションの向上に務めてきました。私は、また、支部企画委員ハンドブックを編集し、地方の年次大会に関する項目を新しく追加するために、20名から構成される委員会を作りました。1993年と94年に、企画手続きについて全ての支部企画委員と連絡をとり、国際大会準備委員会の議題に盛り込むための協力を依頼しました。

再選されましたら、これまで述べました活動を継続してゆく所存です。さらに、要望の高い国際大会の準備計画のノウハウについてハンドブックを整えたいと考えています。そして、企画に影響を及ぼす2つの重要な JALT の課題についても取り組んでゆきたいと思います。それは、N-SIG にどのような地位が与えられるべきかということと、N-SIG 及び支部に対してどのように運営資金を配分するかという問題です。94年国際大会のスケジュールによりますと、N-SIG は口頭発表7件、ラウンド・テーブル7件、コロキア4件のスポンサーとなり国際大会の企画に大きく貢献しています。残念ながら支部はわずかに口頭発表4件しかスポンサーになっておりません。他方、支部の中には財政困難に陥っており、現行の運用資金では様々な企画を提供することが困難となっているところもあります。また、財政状態はきわめて良好であっても、きちんとした企画を組んでいない支部もあります。

企画運営委員長として JALT がこういった状況を顧みることに参画し、多様な企画を生み出し、考えられる最良の方法で会員にサービスを提供し、投資還元が期待できるような支部や N-SIG に対して運営資金を投資したいというふうに考えています。以上のような理由から、私は更にもう2年間皆さんの企画委員長としての任務を遂行したいと考えております。

小田 眞幸(おだ まさき)(企画委員長立候補者) 経歴

玉川大学文学部卒業(英語学)、セントマイケルズ大学大学院修士課程(M. A. in TESL)及び、ジョージタウン大学言語学部大学院博士課程(Ph. D.:応用言語学)修了後、ジョージタウン大学講師(日本語)をつとめ、1990年より玉川大学文学部外国語学科専任講師。

JALT では東京支部 member-at-large (1991-現在)、全国広報委員長(1991. 11-1994. 1)を歴任。その他、国際大会の企画準備委員会(PCPC)の一員として招待講演者との折衝に当たったり、日本英語教育改善懇談会(改善懇)及び日本学術会議との連絡担当をつとめた。また、*The Language Teacher* の"JALT News"(1992. 7-1994. 6)と"Conference Calendar"(1992. 7-現在)の編集にも携わっている。さらに、現在 *TESOL Matters* の極東地区アドバイザーである。

所信表明

JALT が外国人のみを対象とした団体であるという偏見は残念ながら我が国の言語教育界に根強く残っています。これを拭い去るにはプログラムの領域においても日英二ヶ国語に堪能な人材が必要です。

JALT は「最新の言語理論に基づくより良い教授法を提供し、日本における語学学習の向上と語学教育の発展を目的とする」学術団体であるはずなのに、その最高意志決定機関には日本の教育事情に精通した日本人が全く含まれていません。従って、言葉の問題から日本国内の教育事情等についての情報収集が十分に出来ず、社会に貢献できる領域が限られてしまっています。そのため、日本の学会としての市民権をまだまだ獲得出来ていないのが現状です。

当然 JALT は努力を重ねてきていますが、近年のプログラムの在り方には、そういった努力に逆行しているものも見受けられます。従って、当選した際に私がまず手掛けたい点は以下の通りです。

1) 国際大会

国際大会は JALT にとっても最も大きい年中行事であり、自己研修やネットワーク作りに絶好な機会であるのみならず、大きな収入源でもあります。6月の執行委員会で今後国際大会を本州、北海道、九州そして四国で順番に開催すべきであるという案が出されました。これは各地を巡回するという一見公平で理想的なプランですが、同時に参加者数の減少、それによる大幅な減収も考えられます。また、大会の準備を小規模な支部が請け負わなければならなくなり支部活動そのものの妨げにもなりかねません。国際大会は大都市圏、できれば大学等の施設で行い、それ以外の地域では地区大会や N-SIG 大会などを開催することを積極的に援助出来るようなシステム確立するべきだと思います。

2) 招待講演者

国際大会の招待講演者は海外から招いた「著名な」人々が殆どで、講演は通常全て英語で行われています。これは悪いことではありませんが、彼らと比べて遜色のない人材が国内にもいるはずで、これから先は、我が国の言語教育事情により詳しいと思われるこのような人材の中から招待講演者の一部を選ぶべきだと思います。また全体講演の一つは日本語で行うことが望ましいと思います。

3) プレゼンテーション

現在、国際大会のプレゼンテーションのタイトルは全て英語でなければなりません。これにより多くの会員が英語以外での発表を断念しています。JALT は「語学」教育の学会です。これからは英語以外、あるいは英語教育以外の発表も積極的に取り入れ、真の「語学」教育の学会にしたいものです。

4) 共催行事

数年前まで JALT は全国レベルで他団体と講演会やセミナーなどを共催しそれなりの成果を上げていました。しかし、今日は一部の支部単位のものを除きこのような行事は殆どありません。日本の語学教育界でリーダーシップをとって行くという観点からも、全国レベルのこういった行事を幾つか開催するべきだと思います。

* * * * *

広報委員長としての2年3ヶ月の間の様々な経験と実績、またその間に築いた他団体、マスコミ、教育委員会関係とのネットワーク、さらに日米両国における英語および日本語の教授経験は JALT の持つ潜在的な力を最大限に引き出すために役立つことと確信しています。投票をよろしく御願います。

書記立候補者 1 名

ティモシー・ニューフィールズ(書記立候補者)

経歴

School for International Training より TESOL の修士号取得。現在東海大学講師。JALT では静岡支部プログラム委員(1990-92)、同支部長(1992-93)を歴任した後、1994年1月より全国書記を務め、現在もその職務にあるとともに、支部でも書記として活動している。現在7つの N-SIG に所属するとともに、多くの通信情報フォーラムのメンバーでもある。

所信表明

書記としての私の資質といえば、まず私が JALT という団体のことを気にかけており、書記の職を自ら喜んで遂行する意志があるということでしょう。この職の仕事は多くがあまり魅力あるものとは言えませんが、しかしなくてはならない重要なものです。私は書記の任務に就いてすでに約1年になろうとしていますが、書記という仕事は何を意味するのか、十分に認識しています。そして何よりも、JALT の諸問題に対する私個人の意見と書記としての私の任務とを、混同せずにいかに分けて考えるかということもわかっています。書記は JALT の議事録を記録するうえで客観的でなければならないと認識していますし、そのよう任務を遂行してゆくよう努力する所存です。

これまで書記の職に就かれた方々の多くが JENL の作成にその殆どの精力を費やして来られましたが、これは書記という職の任務の一つにすぎません。私はチームを作って JALT の公文書の質を向上することに専念し、記録や手続きの合理化を図ってゆきたいと考えております。そのためのチーム作りこそが最も重要と考えていることです。

今、JALT はその史上でも最も活発な時期を迎えています。私は新しい出版物の刊行に向けて出版委員会の尽力を支援するとともに、執行委員会における N-SIG の代表権を全面

的に支持します。私自身は支部と N-SIG の両方に賛同し、JALT の中で双方が発展することを期待しています。これまで3年間に及ぶ規約改正の過程も有意義であると思います。規約草案第6版が承認されることを希望していますし、またこの草案は承認されるに値する草案であると認識しております。今後近い将来に JALT が力を注いでほしい企画がこのほかにもたくさんあります。例えば、アジアにおける他の学会とのより密接な連携を築き、コンピューターによる情報ネットワークの利用を拡充してゆくことは私の希望です。会長のディビッド・マクマリーを中心とする執行部の業績には敬意を払い、語学教育の専門家の多種多様な集まりの中にも意見の一致をみるように彼が払う努力を支援してゆきたいと考えています。

広報委員長立候補者 2 名

ダニエル・ゴスマン（広報委員長立候補者）

経歴

ダニエル・ゴスマンは語学教育ならびに異文化間コミュニケーションの研修とコンサルタントに20年の経験がある。これまでに語学学校や公立学校に英語教師と経営者の両方の立場で勤務してきた。現在は関東学園大学に勤務し、あらゆる規模のクラスで教鞭をとっている。語学教師としての経歴の他に、会社の営業、経営、コンサルタントとして10年近い経験がある。1977年以来 JALT の活動に積極的に携わっており、東洋研究の修士号を保持している。

所信表明

皆さんは JALT という活発な学術団体の会員です。会員のほとんどの方が毎日の授業に関心を払い、多くの方が研究を手掛けていらっしゃると思います。他の先生と意見交換をする機会の大切さも皆さんは十分わかっておられることでしょう。ですから、個人としてもまた学会全体としても、世界の言語教育界を通じて一般の人々にまでこれまで以上に幅広く知ってもらう価値のあるアイデアや情報を日々生み出しておられるのです。私の基本的任務は、JALT の目標と活動、そして、会員を構成している言語教育の専門家の皆さんの目標と活動を広く知らせるという状況を作り出すことだと考えます。そのために、私は JALT の支部の広報担当役員および N-SIG の広報担当役員と密に連絡を取り合い、*The Language Teacher* やその他の刊行物に掲載する情報の質の向上を図るとともに、掲載する情報を時機を得たものにします。具体的には次の項目を公約します。

- ・ JALT 年次国際大会の情報を日本国内および世界各地によりよく知ってもらうよう広報する。
- ・ 国内、海外のマスコミ・メディアで JALT の話題をもっと取り上げてもらう。
- ・ 国内、海外の JALT 以外の語学教育および語学研究の学会とより親密な協力体勢をとる。

広報委員長の役割は JALT の会員及び役員と密接に連携し、JALT をより良くするとともに団体としてさらによく知られたものへと導くことです。私が最も力を入れたいことは、いろいろな論点、考え、計画や意図、そして懸念することや問題点などを正確かつはっきりと JALT の会員から汲み取

り、そして会員に還元していくことです。次に私が重要と考えているのは、JALT の会員の皆さんが個人的であれグループとしてであれ活動として計画していることを一般大衆に知らせることです。

私の20年近い語学教師、そして経営者としての経験と、またコンサルタントとしての10年に及ぶ経験から、はっきりと正確に意志を伝達することがいかに大切であるかということ認識しています。この経験を JALT 広報委員長に役立てたいと考えています。

アレン玉井光江（広報委員長立候補者）

経歴

アレン玉井光江は1981年にサンフランシスコ大学大学院より TEFL/TESL 専攻の修士号を取得、1991年、ハーバード大学大学院に客員研究員として在籍した。現在文京女子短期大学助教授、また同短大付属機関研究所で行なわれている児童英語プログラムの主任である。今まで大宮支部、東京支部の役員を勤め、二つの N-SIG に所属する。現在は東京支部の会計を勤める傍ら、国内渉外委員会のなかの日本英語教育改善懇談会代表を担当する。

所信表明

会員の多さと、質の高い活動にも関わらず、今までのところ JALT は日本の英語教育界に大きな影響を与えてはいけません。11の英語教育団体で構成されている日本英語教育改善懇談会へ JALT からの責任者として1年間参加し、これからは他の教育団体ともしっかりつながりを持つことが重要だと考えるようになりました。

他の学会と比べ、これほど多くの外国人の学者、先生達が参加する学会は JALT のほかに余りありません。その会員の国籍の豊富に加え、国内の隅々までカバーできる支部を拠点とした活動、また、同じ研究目標をもつ研究者どうしの活動である N-SIG の存在はこれからの JALT の将来に大きく貢献するでしょう。

しかしながら、残念なことにこのような多種多様な活動を知らない多くの日本人の英語教師や、JALT に所属していながら活動をしない会員がいるのも事実です。その一つの原因は、多くの心ある JALT 会員が指摘しているように日本語、英語が話せるバイリンガルの役員が不足しているからでしょう。日本にある学会ですから、日本語で処理をしなければいけない手続きなどが多くあります。それらをより迅速に処理するためにもバイリンガルの役員を多く入れるべきだと思います。

もし私が当選しましたら、今以上に他の学会との交流を国の内外に広げ、JALT の活動を多くの日本人の英語教師に伝えたいと思います。文部省指導で行なわれている教育改革に JALT も大きな役割を果たすことができると信じます。



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LONGMAN

ELT



Proposal Readers Needed for JALT 95

About 30 people will be needed from early February to late March 1995 to read proposals for the 1995 JALT Conference in Nagoya. Each proposal will be read by three persons, and each reader will be given approximately *four* working days to evaluate ten to twenty proposals in each mailing. In order to accommodate all submissions, we anticipate three or four mailings to each reader.

We are looking for people with a broad understanding of language teaching/learning and an understanding of JALT, its mission, and its membership. A reader does not have to have a Ph. D. or even an M.A., but he/she should have the pertinent background knowledge and be familiar with broad content areas so as to competently evaluate proposals which run the gamut from games and practical activities to discourse analysis and theoretical issues. We also wish to maintain a balance of male and female readers, native and non-native English speakers, languages, teaching situations, levels of experience, and geographical areas.

If you would like to volunteer to be a member of the Reading Committee, please complete the following form in English/*romanji* and mail it or fax it to the Reading Committee Coordinator by *December 1, 1993. Please do not send resumes.*

Cynthia Edwards

Yamanote 1-3-1-14, Nishi-ku, Sapporo 063

Fax: 011-611-9239

JALT 95 Proposal Reader Information

Name: _____

Mailing Address: _____

Home Phone: _____ Home Fax: _____

Work Phone: _____ Work Fax: _____

*(Circle where you would prefer to be contacted)

Native Language: _____

Years of Language Teacher Experience: _____

Which language(s) do you teach? _____

In which languages(s) can you read and evaluate proposals? _____

Current teaching situation: _____

What is the type and extent of your experience with JALT (member, local officer, N-SIG member (specify which ones), conference participant, presenter, etc.)

Do you have any proposal reading experience? Yes/No (If yes, specify conference)

If you serve as a Conference Proposal Reader, you will be receiving anonymous conference proposals to evaluate. However, you may recognize a proposal written by someone you know. In this case, do you agree to return the proposal to the Reading Committee

Chair with an explanation why the proposal cannot be evaluated by you? Yes/No

Are there any dates between February 1 and March 31, 1995 when you would *not* be available to read? If so, please explain.

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 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)
Izumi Suzuki; tel: 0196-35-6416 (h); fax: 0196-38-0314 (h)
Donna Fujimoto; tel/fax: 0254-43-6413 (h)

§

ROBINSON, cont'd from p. 65.

Conclusion

Quick quizzes are enjoyable for both students and teachers and give lots of opportunities for humor. They motivate even the least interested students and they are a good communicative language activity. Everyone can join in and even weak students can do well.

Quizzes are easy to prepare and organize---just make teams and start asking the questions. They are flexible, fast-paced, and fun, so why not try some quizzes with your classes and see how they go?

§

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

Call for Papers

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-chome, Chuo-ku, Osaka 541. Tel: (06) 220-5500. Fax: (06)220-5713.

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, I-19-24 Sempukugaoka, Susono-shi, Shizuoka-ken 410-11. For further information: Tel 0559-93-7361, Fax 0559-93-7352.

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dents. **Saturday, November 26, 12:30-16:30.** Professor Tim Murphey's graduating seniors will present 20 minute summary-demonstrations from their senior theses. Topics include meditation, self talk, self hypnosis, speech anxiety, phobia cures, body & self concept, creativity, learned optimism, sports visualization, healthy laughing, and more. Nanzan University L-building Ground floor. Subway to Irinaka and ask. For information, call Murphey at 052-832-3111.

Position Announcement for *The Language Teacher*

The current Editor of *The Language Teacher* (TLT) is due to step down after producing the April, 1995 issue. Subject to official approval by Executive Committee in January, 1995, the position is to be taken over by the present Associate Editor. Applicants are now being solicited for the position of *TLT* Assistant Editor beginning January or February, 1995. Applicants should be prepared to offer a one to two year commitment as Assistant/Associate Editor, followed by a one- to two-year commitment as Editor. The successful applicant should: 1. be a member in good standing of JALT; 2. have at least 5 years of EFL/ESL teaching experience; 3. have a B.A. with a certificate in TESOL or R.S.A., or a higher degree; 4. editorial experience; and 5. be a resident of Japan. Applicants should send a resume, a three to five page statement of vision for *The Language Teacher* and its contributors, and samples of publications to Greta J. Gorsuch, JALT Publications Board Chair, #601 Korutaju, 1452 Oazasuna, Saitama 330 by December 31, 1994. Faxed applications will not be accepted.

Coming in the December Issue of *The Language Teacher*

In our end-of-the-year issue, **David Dycus** discusses the dilemma of copyright infringement and why teachers would risk breaking the law. **David Ludden** examines ten of the many myths about Japanese. **Yuichi Konno** reflects on language learning from a student's point of view. **Stephen J. Davies** writes about a student-generated drama project, and in a contribution from Hong Kong, **Wai-king Tsang** and **Matilda Wong** propose an alternative to the "traditional" conversation class. Rounding out our main features, **Joseph Shaules** and **Haruko Katsura** offer us their considered views on culture and unconscious communication strategies. **Graeme Cane's** series on quirky English grammar continues, and **Patrick Blanche** admonishes us with a checklist of what good teachers have always done, after which **Hiromi Nohara** addresses the matter of students who study English not to actually learn it, but as hobbyists seeking a diversion from the madding crowd-and how teachers should professionally deal with this reality. Sound interesting? We thought so. Come on in and give us a good read!

1

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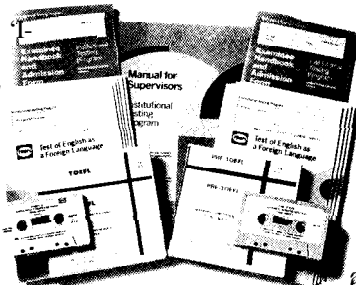
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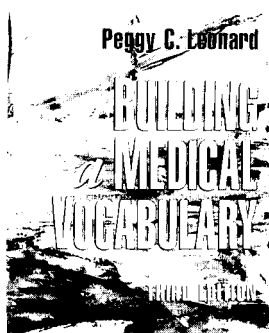
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edited by steve mccarty

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

4th Annual N-SIG Symposium

Knowing a year ago that JALT '94 would be held in southwestern Japan, JALT's National Special Interest Groups planned special events for this autumn in the Kanto and Tokai regions. The N-SIG Symposium is one of two annual national conferences in the JALT budget. Especially those who missed JALT '94, or would like to network further with L2 educators, will join us in thanking the JALT-Tokyo Chapter for hosting the 4th Annual N-SIG Symposium.

Doubling as the Tokyo Chapter's annual fall mini-conference, the theme of this day-long event is "A Greater Vision: Teaching Toward the Future in Japan" (*Yori tagenteki na bijon: mirai e no shiten*). Please note that it will be held on Sunday, November 20th from 9:30, registration beginning at 9 a.m. Thanks to Kevin Ryan the site will be Showa Women's University near Shibuya. See further details from the Tokyo Chapter elsewhere in this magazine, including directions to the site and featured presentations by Professors Takashi Shimaoka (Tsukuba) and John Fanselow (Columbia).

In addition to JALT Associate Member displays of educational materials, each N-SIG will staff a hospitality table to field enquiries and process N-SIG memberships open only to JALT members.

An "N-SIG Roundtable on L2 Research Areas of Interest in Japan" will be moderated by JALT-National N-SIG Representative Steve McCarty. The role of N-SIGs in the JALT organization will first be introduced, with general questions welcome in Japanese or English. Then presenters from each N-SIG will introduce the aims and activities of their interest networks, indicating which topics in the sphere of each N-SIG are attracting the most collaborative research here in Japan. Presentations will be confined to five minutes to ensure time for audience participation.

At this writing the N-SIG Roundtable panelists include those listed below as giving N-SIG-sponsored presentations, except that JSL (Nihongo Kyoiku) will be represented by its Chair, Hiroko Takahashi, and Learner Development by its Co-Chair, Naoko Aoki. Team Teaching will be represented by a local high school teacher, Yumiko Kiguchi. Additional display volunteers, are also to be thanked.

A limited budget deterred some N-SIGs, but still two speakers from Sendai and three from southwestern Japan will participate. N-SIG-sponsored individual presentations are briefly summarized as follows:

Rudolf Reinelt of the LINGX (pronounced "links") forming N-SIG will give an "Introduction

to the World Beyond English." This network brings together teachers of languages other than English and Japanese. Course materials and cultural aspects of various languages will be discussed. Recent developments in multiculturalism in Germany and intercultural courses in Japan will be considered with a view to future prospects.

Keith Adams will speak for the Learner Development N-SIG on "Learning Strategies: Day One." He will present a task-based awareness activity to introduce learner strategy training to university students. He will report on student reactions, then invite participants to share ideas on how strategy training can be integrated into the syllabus of English communication classes.

Bill Casey will represent the Global Issues in Language Education N-SIG with "Global Issues: We're Surrounded!" This workshop will offer ways for educators to promote issues of peace and justice. Foregrounding global content in curriculum, student affairs, trips abroad and tests will be demonstrated, with suggestions on how to get students and teachers involved inside as well as outside the classroom.

Masaki Oda of Bilingualism will speak on "Second Language Teachers: Promoting L2 or Killing L1?" He will introduce the issue of linguistic human rights, a new area in the study of societal multilingualism. After providing a conceptual framework and review of current studies, the presenter will focus on the foreign language teaching profession in Japan. He will discuss conscious and unconscious pitfalls for language teachers, and how such human rights violations might be avoided.

Tim Newfields of College and University Educators will present "Handicapped Awareness Training: A Pilot Project." This workshop will describe such a project conducted at a junior college, demonstrating activities to enhance the participants' awareness of what it is like to be visually, auditorially or physically impaired. The literature on handicapped awareness training will also be cited to show the pedagogical value of experientially-based language learning.

David Neill of the Video N-SIG will show that "Using Movies is Easier than You Think." He will argue that using authentic video in the classroom is no more difficult than finding a movie that appeals to both the students and the teacher. Step-by-step instructions and ideas will be offered on how to adapt a movie for use in the classroom.

The JSL-sponsored presentation by Sukero Ito in Japanese, as translated by the editor of this column, is on "Investigating the role of learning styles in

Japanese language acquisition." Learning styles of foreign students preparing to enter Japanese universities are analysed in terms of personality and cognitive preferences. The relation between learning style and success or failure in acquiring Japanese will be examined with reference to data on individual learning strategy predispositions.

第4回 N-SIG 年次シンポジウム 日本語教育N-SIG後援の発表 「日本語習得と言語学習スタイル」

伊東祐郎 (東京外国語大学留学生日本語教育センター)

発表要約

学部入学前の予備教育段階で日本語を学んでいる留学生を対象に、性格と知覚様式の好みに基づく彼らの学習スタイルを分析した。学習者のもつ様々な学習スタイルと日本語習得の成否との関連について、学習ストラテジー使用傾向のデータも参考にしながら考察する。

CALL Software Fair and Conference Proceedings

The CALL N-SIG, with nearly 200 JALT members at this writing, is unveiling a unique language teaching event for the Tokai region as well as a book published by the N-SIG.

JALT's N-SIG COORDINATORS

Bilingualism. William Belew, 3-11-1 Koya, Sanjo-shi, Niigata 955; tel: 0256-35-3265; fax: -32-7305

CALL: David Kluge, Kinjo Gakuin University, Nankoryo #2, Omori 2-1723, Moriyama-ku, Nagoya 463; tel: 052-790-6467; fax: 052-799-2089

College/Univ. Ed.: Gillian Kay, Toyama Ikayakka University 2630 Sugitani, Toyama 930-01; tel/fax: 0764-41-614

Global Issues in Lang. Ed.: Kip Cates, Tottori University, Koyama, Tottori 660; tel: 0857-28-0321; fax: -3645

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

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

Materials Writers: James Swan, Aoyama 6-122, Nara 630; tel: (h) 0742-26-3498; fax: 41-0650

Team Teaching: Antony Cominos, Kobe Gakuin Women's Jr. College, Z-3-3 Nishiyama-cho, Nagata-ku, Kobe 653; tel: (w) 078-691-4046; fax: -4292

Video: David Neill, Kokusai Honyaku Services, 1033 Ushiroji, 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 Bunkyo-cho, Matsuyama-shi 790; tel (w): 0899-024-7111

Bringing together the Nagoya Chapter and the Video N-SIG, the CALL N-SIG has initiated perhaps the first event of its kind in Japan. "SoftFare '94" is to be a computer and video software fair with individual presentations and commercial exhibitions. Those attending will be able to compare software and videos for possible classroom use, learning from both technical specialists and fellow teachers with similar problems and interests.

SoftFare '94 will be held at Fukiage Hall in Nagoya, a five-minute walk from Fukiage Subway Station on the Sakuradori Line. Please take note that the date has been finalized as Sunday, December 11th, from 10:00 to 5:00; ¥1,000 for JALT members and ¥2,000 for non-members. The sponsors invite you to see how technological innovations could expand your teaching repertoire.

Last September, also in cooperation with the Nagoya Chapter, the CALL N-SIG initiated a two-day conference introducing to Japan a trend that has taken hold abroad in TESOL. Now, *The Proceedings of the National Conference on Computers and Composition* can be ordered by postal transfer to the account 00870-8-128583 named "CCC." Simply ask for a *yubin furikae yoski* form at any post office and prepare ¥2,900, which includes shipping and handling. 22 articles are arranged by topic into eight chapters spanning 265 pages, fully indexed with a 16-page bibliography.

Deadlines for All Manuscripts for the January and February, 1995 Issues of *The Language Teacher*

Because our printer is taking a holiday during New Year's, our production schedule must be moved up five days for the January and February, 1995 issues. The deadline for receipt of all materials for the January issue is November 14, 1994, and for the February issue is December 14. We apologize for this inconvenience.

年末年始の制作スケジュールの都合により *The Language Teacher* 1994年1月号と2月号の原稿の締切を、それぞれ11月14日、12月14日と通常より5日早めさせていただきます。ご迷惑をおかけしますが、よろしくご協力ください。

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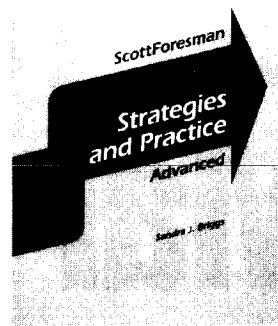
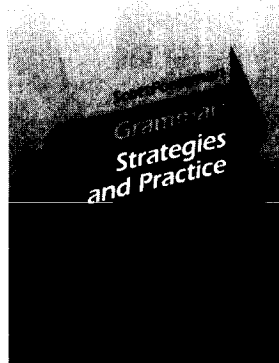
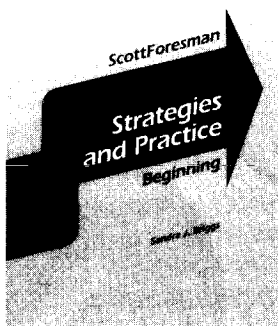
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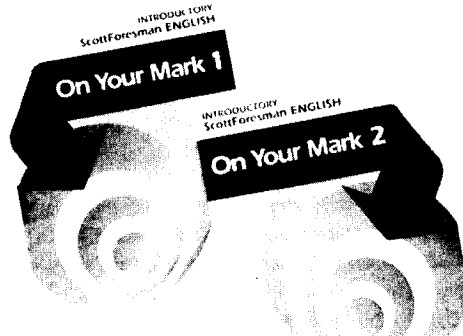


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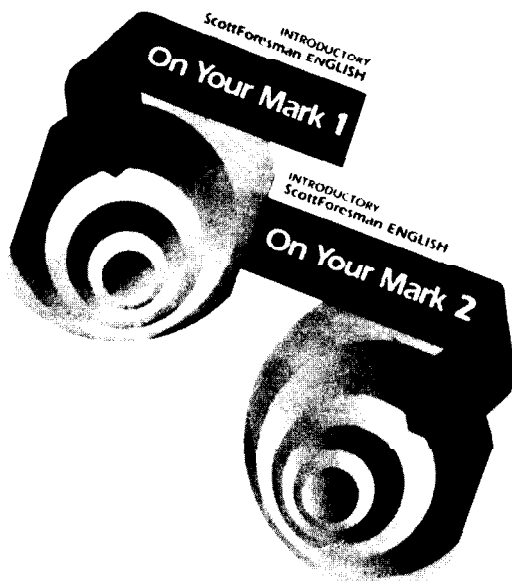
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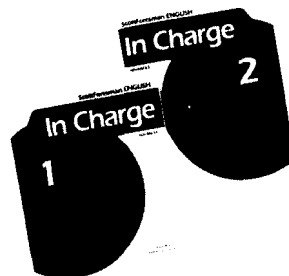
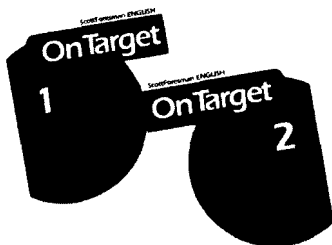
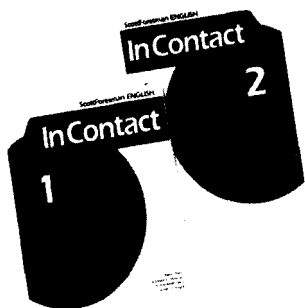
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edited by tim newfields

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

Farewell! Tim Newfields, who has edited this department for about a year and a half, has decided to leave our staff to pursue other professional interests and to serve JALT in other important capacities. During his tenure Tim has helped to improve the quality and relevance of Chapter Reports to our readers, while simultaneously serving as JALT's National Recording Secretary and volunteering in a variety of offices for his local chapter. The editor wishes to extend a heartfelt thanks to Tim for his dedicated service, and we hope for his success in other endeavors. From January 1995 Tim's successor will be Torkil Christensen.

Nagano, Kanazawa, Niigata, Fukui

Report on the 4th JALT Central/ East Central Regional Conference

Eleven presentations pertaining to "Classroom Practice - Problems and Solutions" were offered at this year's conference on June 11-12 in Fukui.

Plenaries

The main speaker, John Fanselow, gave a plenary lecture and workshop, emphasizing that teachers should be aware of their behavior in class, the often unconscious assumptions which motivate it, how it is variously interpreted by students, and a range of methodological options which are available to them. Fanselow pointed out that as soon as we believe we understand a subject, we no longer think critically or creatively; in short, we become so entangled in our assumptions that we fail to see the existence of equally viable alternatives.

Fanselow encouraged teachers to challenge their assumptions about teacher/student roles and language learning. The best way to avoid stasis in class he maintains, is through creativity and change, approaching definitions and the prevailing wisdom about methodology as starting points from which new interpretations can be made. During his workshop, participants were asked to complete a series of tasks without being informed of their relationship to each other or overall purpose. Individuals' reactions to this activity became a springboard for a discussion about the notion and definition of learning tasks. Fanselow stressed that instructors should be wary of accepting definitions or absolutes and suspend their judgment in order to move beyond them and view teaching in a different light. The existence of disagreement, according to Fanselow, provides an opportunity to reassess our position and heighten our awareness of potential alternatives, i.e. rather than asking others "Why?" we should instead perhaps ask ourselves "Why not?"

Fanselow's workshop began with a video produced by David Nunan. After a short introduction, Fanselow underlined the importance of the use of video as a means of self-assessment and raising our awareness of our classroom behaviors. Participants

were asked to observe and comment on the videotape of a teacher's behavior in the class. The ensuing discussion focused on teacher talk, the characteristics of classroom discourse, and the alternatives available to the instructor featured on the video. Most of the comments about the instructor were rather negative, and Fanselow urged participants to look not only for the bad, but for the good, or in his own words, "assume the worse - it's uplifting." If, according to his perspective, we observe ourselves and others dwelling on the negative rather than starting at zero and looking for the positive, the exercise will be discouraging.

While many participants might have wished for a presentation with a deeper discussion of the relationship of theory to classroom practice, Fanselow's reminder that we should "move beyond absolutes" and attempt to review and revitalize our teaching was nevertheless timely, and in some regards, timeless.

Donna Fujimoto also gave a plenary address contrasting transactional and interactional dialogs. She described transactional dialogs as those which are message driven and focus on information, and interactional dialogs as those which have a social purpose. Fujimoto then went on to demonstrate how the theory of interactional analysis can be applied to the classroom. By citing examples from her own teaching situation and data collected from the observations of other teachers in Japan, she showed how the distinction between the transactional and the interactional functions of language can be helpful in communicative classrooms. Fujimoto concluded by reiterating that most materials are too focused on transactional exchanges. These rob students of the opportunity to engage in language for more social purposes.

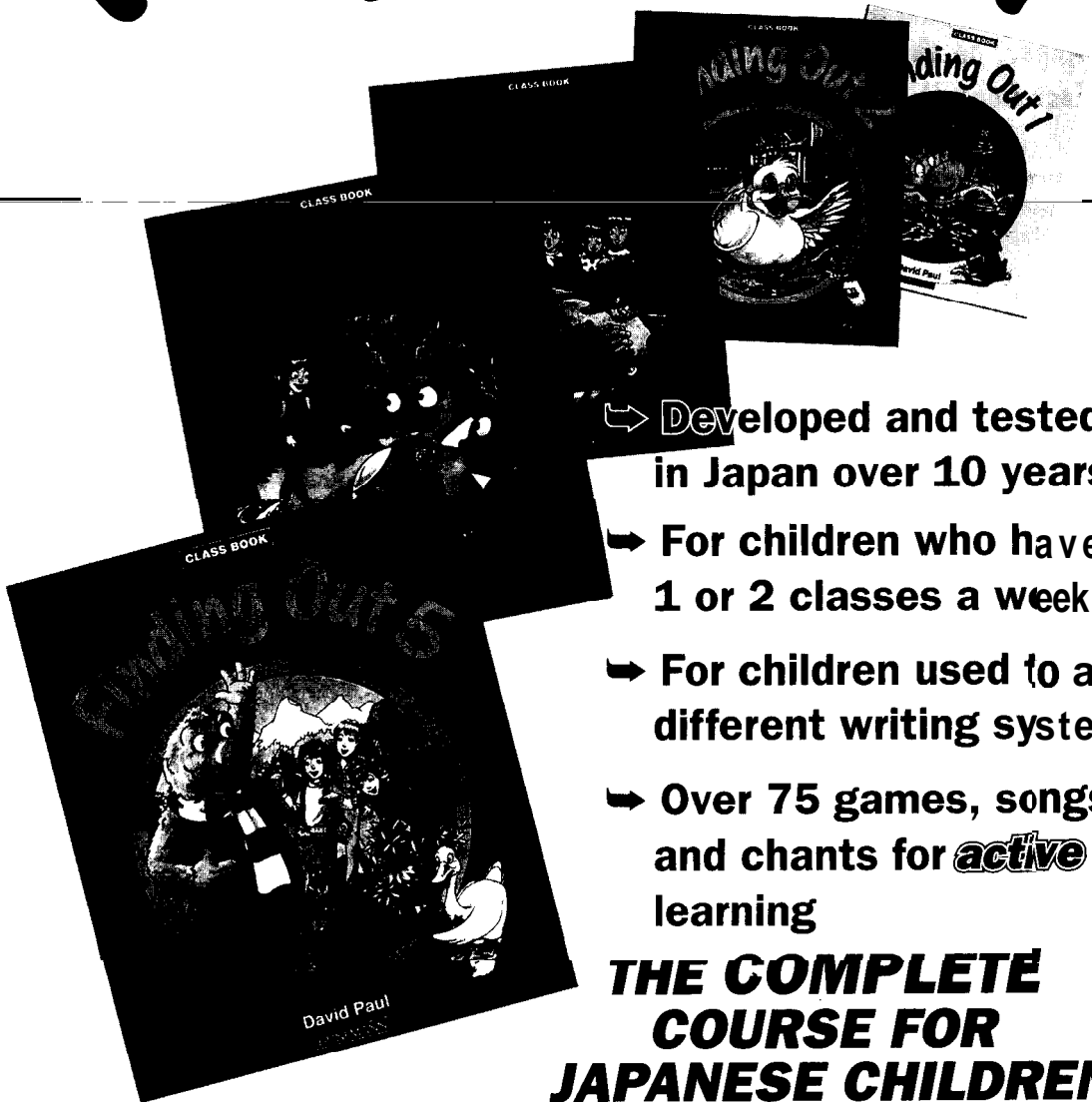
Student-Teacher Relationships

Masami Rodda examined how to deal with unmotivated students, describing how task-based learning and continuous assessment can help develop an effective achievement-oriented class. She also suggested having students evaluate their course content. The use of video feedback in heightening teacher awareness was also highlighted.

Irene Shirley introduced her own experiences in dealing with a class of virtually silent college students. One approach she discussed was the use of

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music and songs as a way of getting students to identify with the foreign language. Suggestions were given for how well-known pop songs could be used as a basis for creating and practicing new dialogs.

Dervil Keohane also discussed student-teacher relations. She underscored the need to develop empathy and rapport with students and stressed the importance of being patient, positive, enthusiastic and consistent.

Testing

Mike Busch and Nick Marshall outlined two discrete methods of oral testing. Busch described his procedure of class evaluation, then asked us to evaluate a group from a video screening. Groups of four students were given an open-ended topic to discuss while the teacher scored each student on a scale based on criteria such as grammar, topic management, vocabulary. Busch pointed out that each teacher should devise their own scales and categories based on their class settings.

Marshall went on to describe an ambitious proficiency test devised by the Kanda University of International Studies. This is a comprehensive and interlinked video-mediated communicative test. It assesses reading, grammar, listening, writing and oral skills. This final component is essentially problem posing and based on a video stimulus. Students are scored on four aspects of performance according to five carefully defined bands. The most noteworthy aspect of the test is its assessment of communicative/interactive skills and strategies, including task achievement.

Classroom Activities

Andrew Thomas demonstrated a variety of quick and easy activities designed to help students think and speak in English. His session was replete with practical ideas on how to motivate students for the "meat" of their lessons.

Another activity-packed session was Alice Lockyer's "Lost for Words: Enhancing Vocabulary Acquisition." Examining the problem of selecting key vocabulary and how to aid students in its recall, Lockyer asked us to be mindful of what students have to go through to acquire a new lexis and demonstrated the process getting the participants to teach each other Spanish. She suggested ways that pictures, mime, TPR, and Cuisenaire rods could be used to promote vocabulary acquisition and urged participants to build up a resource bank.

Eugene Trabisch and George Stenson also demonstrated several activities, games, and questions which drew on the competitive instincts of students. By placing students in competing teams and having them vie for points, we were shown how to transform nearly catatonic students into active ones.

Brainstorming was the focus of Junko Okada's presentation. She proposed a way of generating new

ideas and activities from the range of materials and strategies most teachers employ. Conventional activities were analyzed and classified according to a number of categories: linguistic/non-linguistic, visual/aural, and sources of input. These were then altered slightly to create a number of new activities and ideas for use.

Roundtable Discussion

An interesting feature of the conference was the roundtable panel discussion chaired by Neil Hargreaves. The invited panel was asked to respond to questions from participants dealing with the practical problems of language teaching in Japan. The panel was well represented by Japanese teachers of English who spoke about how the new Ministry of Education guidelines were being implemented in high schools. Significantly, it was pointed out that university and college entrance examinations still largely determine the curriculum. Another issue raised was whether teaching Japanese students the cultural norms and behaviors that go with a foreign language was appropriate. Was a loss of the mother culture involved? While panel and audience differed on this, it provided a thought provoking end to what had been a very varied and at times hectic conference.

Reported by Geraldine Hetherton, Bill Holden, et al.

Hiroshima

Classroom Research on Different Learning Styles

by David McMurray

"What is puzzling you in the classroom?" Having this sort of question in mind is the first step towards classroom research. In May, David McMurray introduced how teachers can conduct classroom inquiries. He touched upon three broad areas: the current debate about whether research and teaching are two separate disciplines or a new single one, his own experience assessing Japanese students, and how to work collaboratively with students on common classroom concerns.

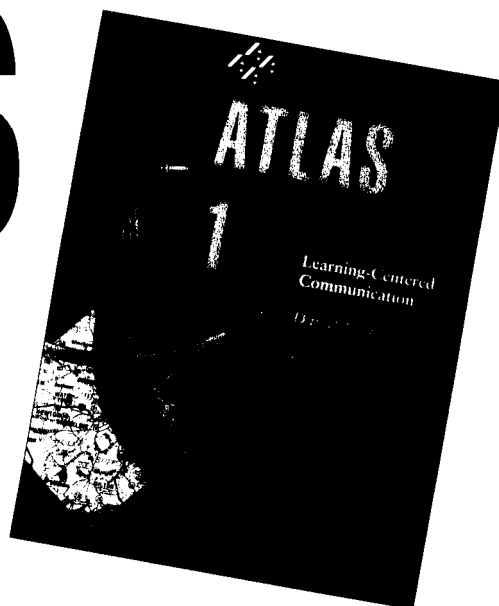
After mentioning issues raised on pages 8-14 of the Feb. '94 issue of the *TLT*, McMurray described how he helped Japanese managers develop their oral skills in order to complete a project in Indonesia. Questions about curriculum content and learning styles were considered. McMurray shared some learning style and personality inventory assessments such as the LSIP developed by David Kolb with the audience. He emphasized that students must discover what learning style they are most comfortable with.

McMurray then asked us to share one question that is puzzling us in our classrooms. From the wealth of stimulating questions generated, we discovered a common desire to enhance our students'

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learning. McMurray left us with a renewed enthusiasm to get more involved in classroom research and JALT.

Reported by Ian Nakamura

Hokkaido

Hypertext and Language Learning in the Computer Age

by Torkil Christensen

In June Torkil Christensen presented hypertext as an alternative and stimulating approach to language instruction. He discussed the history and concept that lie behind hypertext, what it offers and why it seems to present a break with present day language teaching. During the second half of the meeting, he gave a hands-on demonstration of the system.

Computer hypertext, as defined by one author on the subject, is "text composed of blocks of words (or images) linked electronically by multiple paths, chains, or trails in an open-ended, perpetually unfinished text." In short, hypertext is an interactive packet of integrated knowledge. Building on this concept, Christensen has developed a thoughtful hypertext educational system using the Macintosh platform. He demonstrated how putting a series of interconnected lessons on computer gives students greater control and flexibility over the lesson content and allows them to proceed at their own pace, using their own intuitive processes. He showed, for example, how in each vignette of a pre-inputted story students could click on icons to check the meaning of a word, view the word's context in the story, or add the word to a vocabulary drill. The system grows with student input, and provides important positive learning reinforcement by rewarding correct responses with encouraging words or phrases.

Christensen emphasized that hypertext removes students from the restraints imposed in traditional teacher-dominated settings and places them in an environment where they have more control over the learning process.

Concerning areas for possible improvement, Christensen cited the desirability of better graphics, sound, color, and other system support functions. He also said the costs of building an extensive library of interactive compact disks for the system could be prohibitive.

Reported by Bob Palmer

Kagoshima

Reading: The Future

by Jack Kimball

In June, Jack Kimball gave a presentation on future trends in the teaching of reading at the college and university level. He focused on the differences between the pronouncements of the Ministry of Educa-

tion about the importance of communicative activities and the grammar-translation exercises which characterize most classes, arguing that little has been done to implement the Education Ministry's lofty recommendations. Likely reasons for this include the nature of most university entrance examination and teacher ennui. Some practical suggestions Kimball offered were to engage students in the reading process through activities such as pre-reading and brainstorming. He then suggested that English learning should be interactive and urged teachers to play a less significant role in the classroom, acting more as communication facilitators among students.

Reviewed by Robert Berman

Tokyo

The 6th Annual May Conference

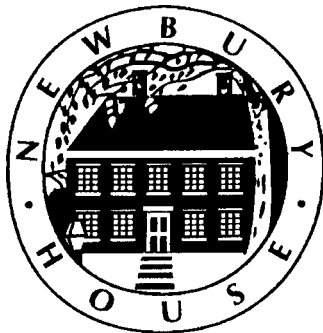
27 presentations on a broad variety of topics were featured at this conference on May 29. Gabriele Kasper, the keynote speaker, examined interlanguage pragmatics from a bilingual perspective. After defining interlanguage pragmatics as the study of how two or more languages are used to communicate in a given situational context, he questioned the appropriateness of monolingual native speakers as a norm for nonnative speakers. Kasper suggested that a bilingual or multilingual norm was a more adequate yardstick in measuring nonnative speakers' pragmatic performance.

In a joint presentation, Marne Ewing and Sandra Eggers showed how communicative activities can be used to increase AIDs awareness among students. They discussed activities which they have used effectively in their classes, including an HIV transmission simulation, an opinion continuum activity, an open-ended role play, and an AIDS word association activity. The activities are designed to be used with all skill levels and encourage students to share their opinions and ideas about AIDS while increasing their understanding of related issues such as homosexuality and discrimination.

Ian Harrison moderated a panel discussion on the development of classroom materials for the Curriculum Renewal Project at the Kanda Institute of Foreign Languages. The most interesting element of this project is its collaborative nature. Theorists, students, graduates, faculty, and administration are all involved. Following needs analyses and goal setting, the process of materials development begins. Theme-based, task-driven materials, resembling text types as much as possible are developed. Units taking 11-15 hours culminate in independent projects and contain tasks involving self assessment and reflection upon the learning process. From the excitement and enthusiasm generated by the presenters and audience, this type of curriculum development is needed and welcome in Japan.

Reported by Martin White

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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 19th 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

Nigel Moore, 0188-375937
Rebecca Magnuson, 0188-641181

CHINA

Topic: Making Dialogues Work for You

Spkr: Lesley Koustaff

Date: Sunday, November 13

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

Lesley Koustaff will demonstrate a variety of techniques that actively involve students in tasks using dialogues to practice the four skills in a fun way. Most activities are geared for teachers with large classes, so class management skills will also be discussed.

Lesley Koustaff taught in Japan for 10 years and now has an editing position with Prentice Hall Regents Japan.

FUKUI

Takako Watanabe, 0776-34-8334
Dominic Cogan, 0776-61-4203

FUKUOKA

Topic: Multimedia ELT: Education in the (CD-ROM) Driver's Seat

Spkr: William Gatton

Date: Sunday, November 13

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

Place: Fukuoka Building, 9F, Tenjin

Fee: Members free; non-members ¥1000

Info: Carl Lefebvre, 092-734-4375
Multimedia has not yet begun to influence our professional lives.

Now is the time, therefore, for teachers to determine the direction developers and publishers should take. The presentation assumes no previous computer experience; the opportunity will be to explore both the theory and practice of multimedia and its application to English

language teaching.

William Gatton, DynEd Japan, has been involved with ELT as a teacher and in publishing since 1979.

FUKUSNIMA

Gary Spry, 0249-38-7917

GUNMA

Topic: Testing Communicative

Competence (tentative)

Spkrs: Kenji Ohtomo and John Shillaw

Date: Sunday, November 13

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

Place: Nodai Niko High School,

Takasaki

Fee: Members free; non-members ¥1,000; students ¥500

Info: Leo Yoffe, 0273-52-6750

Hisatake Jimbo, 0274-62-0376

The speakers will discuss the contemporary theories of testing and their application in the process of English education. Specific steps to evaluate communicative competence, especially oral proficiency, will be described.

Kenji Ohtomo and John Shillaw teach at University of Tsukuba.

HAMAMATSU

No meeting in November.

Brendan Lyons, 053-454-4649

Mami Yamamoto, 053-885-3806

HIMEJI

Yasutoshi Kaneda, 0792-89-0855

HIROSHIMA

Topic: The Use of Pop Songs in the Classroom

Spkr: Dale T. Griffiee

Date: Sunday, November 20

Time: 1:00-2:00 p.m.- teacher-sharing meeting
2:00-4:00 p.m.- main presentation

Place: Hiroshima International Center

Fee: Members free; non-members ¥1000

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

This workshop will examine various types of pop songs and provide examples of exercises. Some exercises will be talked through and explained while others will be experienced by participants. This will be a practical, hands-on workshop for classroom teachers.

Dale T. Griffiee teaches at Segakuin University and is author of *Songs in Action* from Prentice Hall.

HOKKAIDO

Topic 1: Curriculum Renewal - You Can Do It!

Spkr: Ian Harrison

Topic 2: A Curriculum for Kids

Spkr: Jill Sazanami

Date: Sunday, November 13

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

Place: Shakai Hoken Centre, Kita 24 Nishi 6, 2-10 (011-717-2351)

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

Info: Ken Hartmann, Tel/Fax 011-584-7588

There will be two simultaneous presentations. Ian Harrison will present a mixture of lecture and workshop as he describes and discusses the problems involved in effecting change in the classroom. The different stages of curriculum renewal will be illustrated by reference to an ongoing project in Tokyo. Jill Sazanami will provide detailed explanation and demonstration of the integrated build and expand program she has developed for children's classes.

Ian Harrison has directed curriculum renewal and teacher development projects in Africa and the Middle East.

Jill Sazanami has directed her own private language school for children in Sapporo.

IBARAKI

Martin E. Pauly, 0298-58-9523

Michiko Komatsuzaki, 0292-54-7203

IWATE

Topic: Learner Development:

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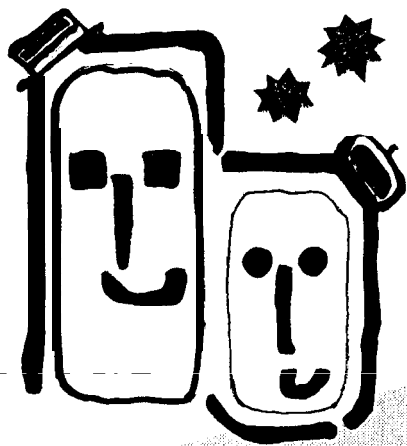
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Starting with the Teacher!
 Spkr: Richard Smith
 Date: Sunday, November 13
 Time: 1:30-4:30 p.m.
 Place: Morioka Chuo Kominkan
 (0196-54-5366)
 Fee: Members free; non-members
 ¥1000
 Info: Akiko Shimizu, 0197-65-
 3636
 Ellen Sadao, 0196-83-3083

The presenter will suggest that teachers can begin to help learners by reflecting on their own approach to learning a second language. The major part of the workshop will be devoted to a series of collaborative activities designed to sensitize participants to their own learning.

Richard Smith, Tokyo University of Foreign Studies, is joint founder and coordinator of the Learner Development SIG.

KAGAWA

Topic: Students' Expectations: A Cross-Cultural Comparison
 Spkr: Stephen M. Ryan
 Date: Sunday, November 13
 Time: 1:30-4:30 p.m.
 Place: Takamatsu Shimin Bunka Center
 Fee: Members free; non-members
 ¥1000
 Info: Harumi Yamashita, 0878-67-4362
 Shizuka Maruura, 0878-34-6801

The presenter will report on several studies which used cross-cultural research techniques to investigate students' classroom expectations in areas such as qualities of a good teacher, qualities of a good student, and fitting punishment. The groups compared were Australian and Japanese university students.

Stephen M. Ryan teaches English at the Osaka Institute of Technology.

KAGOSHIMA

Robert Berman, 0995-58-2690

KANAZAWA

Topic: Child-centered English Education for Ages Three to Five
 Spkr: Sally Newport
 Date: Sunday, November 20
 Time: 2:00-4:00 p.m.
 Place: Shakai Kyoiku Center, 4F
 Fee: Members free; non-members
 ¥600

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

Pre-schoolers learn their native languages naturally, effortlessly. When it comes to learning foreign languages, the question is, "How?" Sally Newport will describe her eight years of teaching English to pre-schoolers, warn of pitfalls, and offer many practical suggestions for success.

Sally Newport, a specialist in Early Childhood Education, has taught English in Japan for ten years.

KOBE

Topic: Tactics to Promote *EIKAIWA* in the Chaotic Classroom
 Spkr: Masami Rodda
 Date: Sunday, November 27
 Time: 1:30-4:30 p.m.
 Place: Kobe YMCA Language Center, 4F (078-241-7205)

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

This talk will address a unique English conversation course designed specifically for novice, low-motivated female college students. This course design includes situational-functional style material writing, learner-centered task design, audio and video equipment use for both the students' reflective learning and assessment of their own communicative skills.

Masami Rodda teaches in the English Department at Ashiya College.

KOCHI (petitioning)

Topic: Use of comic strips in communicative teaching
 Spkr: David Greene
 Date: Saturday, November 12
 Time: 2:30-4:30 p.m.
 Place: Kochi University
 Fee: Members free; non-members
 ¥500
 Info: Lawrie Hunter, 0888-44-8838
 Yoshiko Fujisaki, 0888-44-8215

English comics provide a rich source of communicative language teaching material. The speaker will share his thoughts and experience concerning the selection and various uses of English comic strips as a

teaching tool.

David Greene teaches at Tokushima Bunri Daigaku.

Topics: Teaching Children and Communicative Teaching Methods

Date: Saturday, December 3
 Time: 2:30-4:30 p.m.
 Place: Kochi University
 Fee: Members free; non-members
 ¥500

A number of local educators, both Japanese and non-Japanese, will present various teaching genres with demonstrations. Discussion in small groups will follow. This is the first in a planned series of workshops on these two important topics.

KYOTO

Kyoko Nozaki, 075-711-3972;
 Michael Wolf, 0775-65-8847

MATSUYAMA

Topic: "But That's Another Story"
 Spkr: John Condon
 Date: Sunday, November 20
 Time: 2:30-4:30 p.m.
 Place: Shinonome High School
 Fee: Members free; non-members
 ¥1000
 Info: Gregory Gray, 0899-25-7111 ext. 561

This presentation will contain a progression of topics from single words as classifications (relating to perception, semantic reactions, etc.) through metaphor, certain speech acts, and finally narrative or stories.

John Condon is a visiting scholar at International Christian University, Tokyo and a past featured-speaker at JALT National Conference.

NAGANO

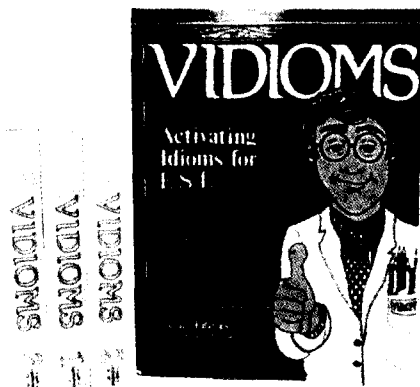
Edward Mills, 0262-85-5837

NAGASAKI

Topic: Living at the Border: The multilingual experience of the Alsace region
 Spkr: Uwe J. Rudolph
 Date: Sunday, November 20
 Time: 1:30-5:00 p.m.
 Place: Shimin Kaikan (opposite Kokaido)
 Fee: Members free; non-members
 ¥1000
 Info: Brian Moss, 0958-20-5713
 Motoshi Shinozaki, 0957-25-0214

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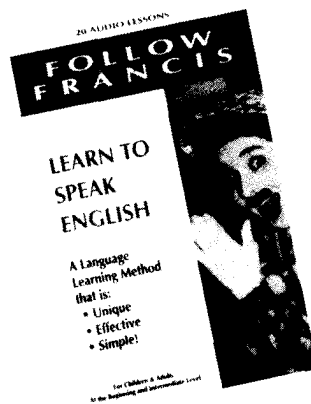
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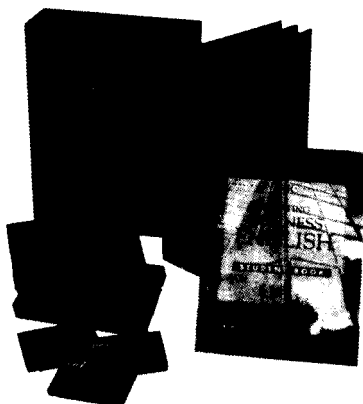
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The talk is about what it is like to live in the Alsatian region of France where three languages are spoken regularly: French, German, and Alsatian (a very strong German dialect). Historical and social factors have created a populace which effortlessly switches languages depending on where the listener is from.

Uwe J. Rudolph is a visiting professor from Luther College in Decorah, Iowa (sister school of Gaigo Tandai).

NAGOYA

Topic: Motivating Japanese Beginners to Communicate
Spkr: David Paul
Date: Sunday, November 27
Time: 1:00-5:00 p.m.
Place: Rooms 2-3-4, 5th fl., Nagoya International Center, 1-47-1 Nagono, Nakamura-ku
Fee: Free (Heinemann will offer prizes)
Info: Helen Saito, 052-936-6493
Ryoko Katsuda, 0568-73-2288

How can we teach structures and functions so Japanese learners can produce them spontaneously in real-life situations? David Paul suggests that by maintaining emotional involvement in the pre-teaching, comprehension and extension of language targets, we can train students to communicate naturally and effectively. Activities to achieve this aim will be demonstrated.

David Paul has authored texts, owns a language school, and administers a British distance-learning program.

NARA

Topic: JALT Kansai Conference: Culture and Communication
Spkr: More than 48 presentations
Date: Saturday, November 26
Time: 9:30 a.m.-5:15 p.m.
Place: Doshisha University, Tanabe Campus, Kyoto (near JR Doshishamae Sta. or Kintetsu Kodo Sta.)
Fee: Members and students ¥3000; non-members ¥4000; On-site registration
Info: Bonnie Yoneda, 0742-44-6036

The keynote speaker is Carol Rinnert and featured speakers are Barbara Fujiwara, Hitoshi Mabuchi,

and Haruo Nishinoh. For a program or 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.

NIIGATA

Topic: Maximize English Speaking in Kids' Classes: Teaching with MAT
Spkr: Ritsuko Nakata
Date: Sunday, November 20
Time: 1:00-3:30 p.m.
Place: New Koshiji (5 min. walk from Niigata Sta. near Hotel Sunroute; 025-245-8271)
Fee: Free
Info: Michiko Umeyama, 025-267-2904
Donna Fujimoto, 0254-43-6413

In this workshop the speaker will demonstrate techniques from the MAT Method. Developed by the speaker herself, this method gives children maximum speaking time in class, encourages development of natural conversation skill and enables systematic development of language within a relatively short time.

Ritsuko Nakata is the Chairperson of AETC and the Executive Director of the IIEEC Teacher Training Center.

OKAYAMA

Hiroko Sasakura, 086-222-7118

OKINAWA

Jane Sutter, 098-855-2481

OMIYA

Michael Sorey, 048-266-8343

OSAKA

Topic: Humanistic Activities: Experiential Learning in the Language Classroom
Spkr: Charles W. Gay
Date: Saturday, November 19
Time: 2:00-5:00 p.m.
Place: Temple University Japan, Umeda OS Bldg. 16F
Fee: Free
Info: Jack Yohay, 06-771-5757 (w) Temple U., 06-363-8490 (particularly if interested in the full 12-hour, one-credit workshop)
Humanistic techniques, affective tasks, and awareness exercises build

rapport among students and teacher and so motivate learners to get involved in speaking the target language. The workshop will be partly theoretical but mainly experiential; those who learn best from cognition, then experience, then reflection will benefit most.

Charles W. Gay is a professor emeritus at Temple University.

November 26 - Kansai JALT Conference: Culture and Communication.

SENDAI

Topic: Japan as Heaven and Japan as Hell: Vogel vs. Wolfren
Spkr: John Morris
Date: Sunday, November 13
Time: 1:00-4:00 p.m.
Place: 141 Building, 5th floor
Fee: Members free; non-members ¥1000
Info: Chris Huston, 022-273-8345
Kazuko Honma, 022-273-1082

Ezra Vogel's book, *Japan as Number One*, and Karel van Wolfren's book, *The Enigma of Japanese Power*, seem to present diametrically opposed views of modern Japan. However, there are actually several points in common. John Morris will discuss the commonalities and differences as well as the sources of these two perspectives.

John Morris teaches Japanese culture at Miyagi Gakuin Women's Junior College in Sendai.

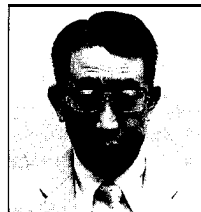
SHIZUOKA

Topic: Sweet Dreams or Nightmares: Motivating your students
Spkr: John Moore
Date: Sunday, November 20
Time: 2:00-4:00 p.m.
Place: Shizuoka Kyoiku Kaikan (Take north exit of Shizuoka Sta. to Kita Kaido, turn right. It's next to Mr. Donut)
Fee: Free
Info: Donna Burton, 0542-87-5711; Fax 0542-84-0863

Large classes of unmotivated and unruly students? With the right combination of interesting topics, varied contexts and effective classroom management techniques, classes can be fun and less stressful for students and teachers alike. John Moore will demonstrate ways to save your voice while implementing a systematic development

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If so, we recommend the following books by Hiroshi Knki (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*

『アメリカ語学留学英会話』

(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 R. Stevenson. et al., also available.

2. *U.S. Colleges With TOEFL Exemption*

『TOEFL免除のアメリカ大学案内』

(242 pp. in J. ¥2,300) 1994 ed. This handbook presents some 50 U.S. colleges, both two-year and four-year, as well as selective graduate schools that accept the completion of ELS Language Centers and certain collegiate English programs in place of the TOEFL.

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

『専攻別, アメリカ留学案内』

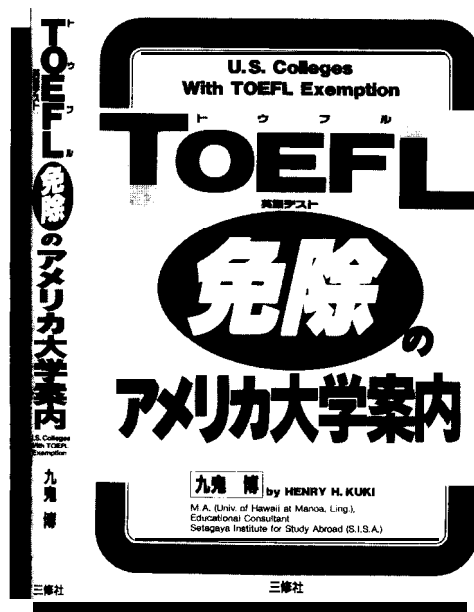
(200 pp., in J. ¥2,200) 1993 ed.: The majors most frequently followed by Japanese students in the United States are explored in the text. The author's own school and college recommendations immediately follow each of these "major" entries.

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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of language skills.

John Moore is currently an English Teaching Consultant with Oxford University Press.

SUWA

Mary Aruga, 0266-27-3894

TOCHIGI

Topic: Learning How to Learn

Spkr: Steve Martin

Date: Sunday, November 6

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

Place: Utsunomiya Higashi Community Centre, next to the new Higashi library (0268-38-5782)

Fee: Free

Info: Mark Davies, 0286-33-0292
Michiko Kunitomo, 0286-61-8759

Students can be led to take responsibility for their own progress by being introduced to strategies which will help them become more efficient learners in their own time. This presentation will show how *learning to learn strategies* can be introduced to students while incorporating communicative speaking, listening, and reading activities.

Steve Martin, presently with Longman Lingual House, has a wide variety of teaching experience in Japan and abroad.

TOKUSHIMA

Kazuayo Nakahira, 0886-24-3156

TOKYO

Topic: Tokyo JALT's November Conference

Spkrs: See display announcement, p. 34

Date: Sunday, November 20

Time: 9:30 a.m.-5:30 p.m. (Registration from 9:00)

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

Fee: Members ¥1000; nonmembers ¥1500

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

Inquire about lunch, speakers, displays, presentations, and other events slated for this conference.

TOYOHASHI

Topic: Don't Give Up Teaching Writing Techniques on the Other Side of the Fence

Spkr: Nobue Maeda

Date: Sunday, November 13

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

Place: Aichi University Kinen Kaikan, No. 1 Kaigishitsu

Fee: Members free; non-members ¥1000

Info: Richard Marshall, 0532-47-0111

Tomoyo Kumamoto, 0532-63-2337

This presentation will explain how to control vocabulary and grammar to achieve level-specific goals, and how to integrate writing with listening and speaking by means of videos and pictures. Ways of teaching basic writing techniques will be demonstrated.

Nobue Maeda teaches at Nagoya Meitoku Junior College.

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

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

YAMAGUCHI

Yayoi Akagi, 0836-65-4256

Eri Takeyama, 0836-31-4373

YOKOHAMA

Topic: Teaching Adult and Young Adult False Beginners

Spkr: David Paul

Date: Sunday, November 13

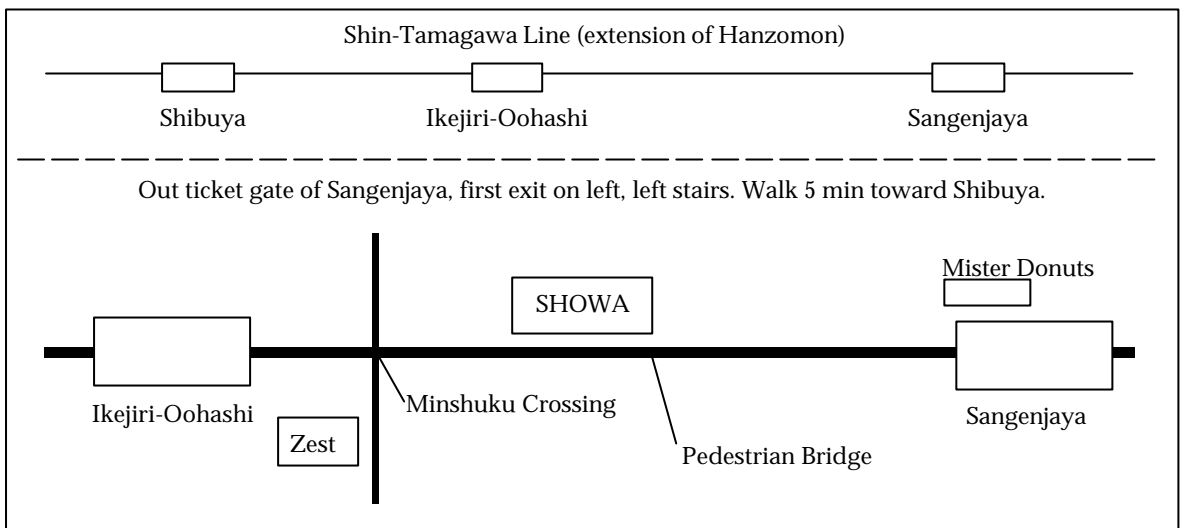
Time: 2:00-4:30 p.m.

Place: Kaiko Kinen Kaikan, near JR Kannai Sta.

Fee: Free

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

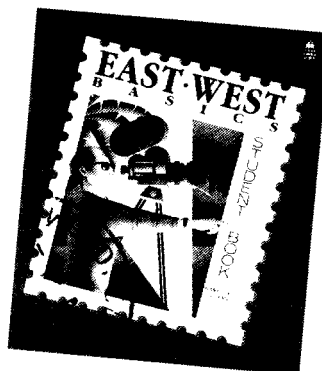
David Paul is a specialist in child psychology and education. He is author of a text for Japanese elementary school children and owner of 14 schools in Hiroshima Prefecture.



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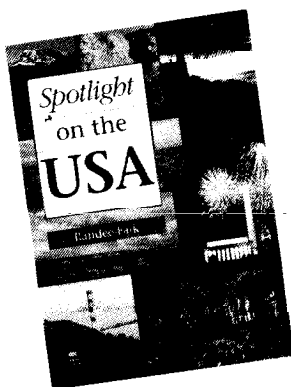
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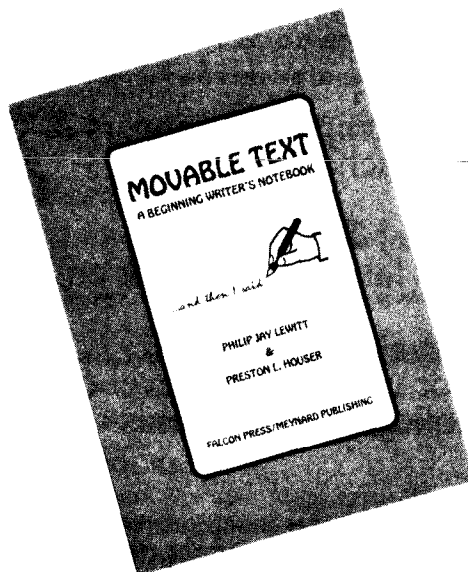
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Date: November 29-30, 1994
Place: Moscow State University,
Moscow, Russia
Contact: Room 621, 1st Building of
the Humanities,
Moscow State University
Moscow 119 899
Russia
Fax: +7-095-939-2070

'94 Video and Computer Software Exhibition

Date: December 11, 1994
Place: Fukiage Hall, Nagoya
Contact: Albort Dudley
Kinjo Gakuin University
2-1723 Omori
Moriyama-ku, Nagoya 463
Fax: 0582-33-3595

Thai TESOL 15th Annual Conven- tion

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

1995 ACTA-ATESOL NSW Na- tional 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

Second IBC (International Busi- ness Communication) Conference

Date: February 24-25, 1995
Place: Sumiyoshi Training Cen-
ter, Kobe
Deadline for Proposals:

November 18, 1994
Contact: Nathalie Bleuze
Sumikin-Intercom, Inc.
7-28 Kitahama, 4-chome,
Chuo-ku, Osaka 541
Tel: 06-220-5500
Fax: 06-220-5713

Georgetown University Roundtable on Languages and Linguistics 1995 (GURT '95)

Date: March 8-11, 1995
Place: Georgetown University,
Washington, DC, U.S.A.
Theme: Linguistics and the Educa-
tion of Second Language
Teachers: Ethnolinguistic,
Psycholinguistic and
Sociolinguistic Aspects.
Contact: Carolyn A. Straehle, Coor-
dinator,
School of Languages and
Linguistics
Georgetown University,
Washington, DC 20057-
1067 USA
Fax: +1-202-687-5712
E-mail:
gurt@guvax(bitnet)or
gurt@guvax.georgetown.
edu (internet)

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 Meet- ing

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 USA
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 22314-2751
U.S.A.
Fax: +1-703-836-7864

29th International IATEFL Confer- ence

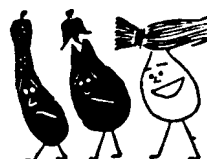
Date: April 9-12, 1995
Place: University of York, En-
gland
Deadline for Proposals:
October 14, 1994
Contact: IATEFL
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England

Second International Conference on World Englishes

Date: May 25-28, 1995
Place: Nagoya International
Center, Nagoya
Deadline for Proposals:
November 30, 1994
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Training
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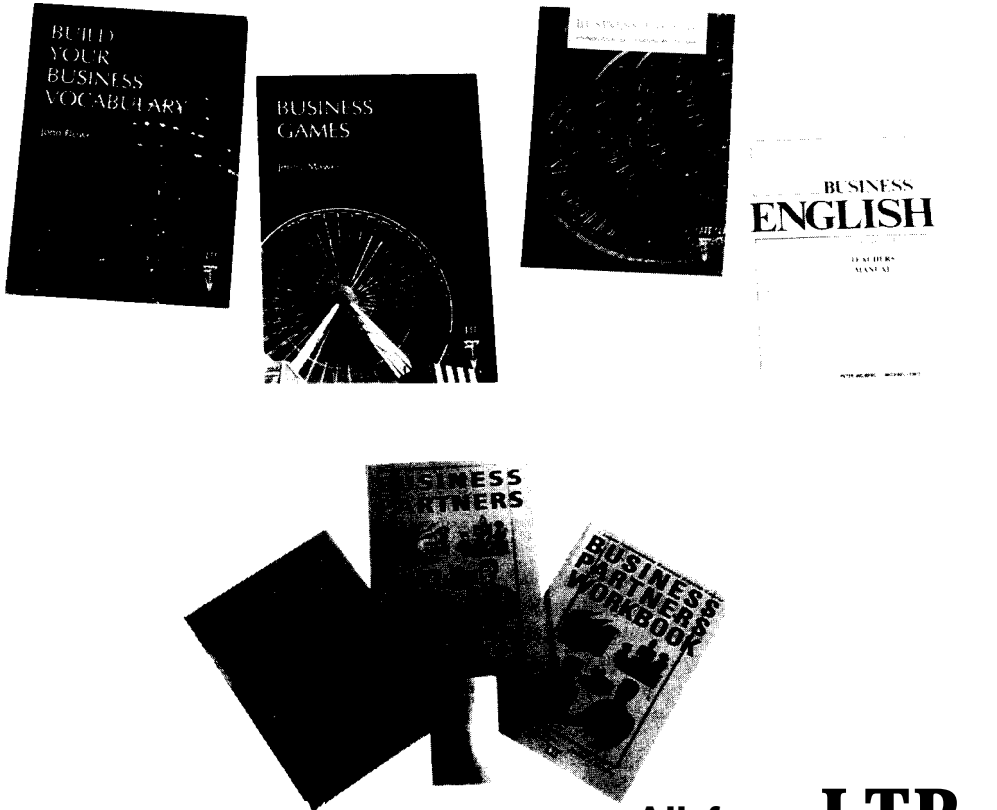
Date: July 20-22, 1995
Place: Waseda University, Tokyo
Contact: Paul Snowden, School of
Political Science and Eco-
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(NIIGATA) Nagaoka University of Technology in Nagaoka City, Niigata Prefecture, announces a full-time position beginning April, 1995 for an associate professor or lecturer for a three-year (renewable) contract. Qualifications: MA or equivalent (Ph.D. preferred), English language teaching fields preferred; three years teaching experience required; degree of proficiency in Japanese sufficient to carry out clerical duties is desirable. Duties: 5-6 ninety-minute classes per week; curriculum design; entrance examination design; various administrative duties; faculty, department, committee meetings. Salary & Benefits: salary based on national university pay scale; partially subsidized housing; full insurance coverage (deducted from pay); travel expenses from overseas. Application Materials: CV with

photo; copies of degree certificates; list of publications; description of research work and/or future research plans (300 words); description of teaching philosophy (300 words); letter(s) of recommendation. Interview (by telephone if not in Japan) will be arranged upon receipt of documents. Please send by registered mail marked "Application for English Position." Deadline: November 30, 1994. Contact: Prof. Kyohei Sakuda, Director of Language Center, Nagaoka University of Technology, 1603-1 Kamitomioka, Nagaoka, Niigata 940-21. Tel: 0258-46-6000, ext. 5131; Fax: 0258-46-6504. email: sakuda@voscc.nagaokaut.ac.jp.

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BASKIN, cont'd from p. 15.

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Conclusion

The literature search is an important part of re-

search. Teachers must know the historical development, recent trends, and current research on their topics before beginning original research. The language teacher in Japan faces language barriers and an unfamiliar library system, but these obstacles are surmountable. If they are not, researchers run the risk of duplicating a study already done or repeating others' mistakes. The researcher may then never meet the goal of research: that of contributing to the knowledge of the field (Merriam, 1988). A persistent and patient teacher, armed with the knowledge of how to utilize the resources in Japan, will be able to do an effective literature search.

References

- Best, J.W., & Kahn, J.V. (1986). *Research in education* (5th ed.). Englewood Cliffs, New Jersey: Prentice-Hall.
Hitchcock, G., & Hughes, D. (1989). *Research and the teacher: A qualitative introduction to school based research*. New York: Routledge.
McMillan, J.H., & Shumacher, S. (1989). *Research in education: A conceptual introduction* (2nd ed.). Glenview, Illinois: Scott, Foresman and Company.
Merriam, S.B. (1988). *Case study research in education: A qualitative approach*. San Francisco: Jossey-Bass Publishers
Nunan, D. (1992). *Research methods in language teaching*. New York: Cambridge University Press.

Rory Baskin teaches at Kaisei Gakuen. His interests include learning strategies and student autonomy.

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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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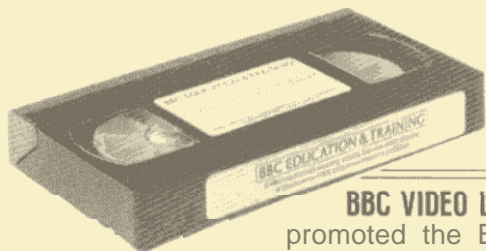


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