

ISSN 0289-7938

THE

LANGUAGE

TEACHER

¥750

全国語学教育学会

The Japan Association of Language Teachers

VOLUME 18, NUMBER 12

DECEMBER 1994

*Language Teachers and  
Copyright Infringement*

*Why They Break The Law*

JALT

**NEW!**

# COMMUNICATE

DAVID PAUL

**The beginner's course with  
the extra dimension!**

**6 easy steps to COMMUNICATE...**

- ★ Student-initiated presentation
- \* Vocabulary development
- \* Consolidation through picture-prompts
- \* Language extension
- \* Communication activities  
(including ready-made photocopiable materials !)
- \* Review exercises

**Heinemann**  
ENGLISH LANGUAGE TEACHING  
In touch with Japan

---

Shin Nichibo Bldg, 1-2-1 Sarugakucho, Chiyoda-ku, Tokyo 101  
Phone: 03-3294-0791 Fax: 03-3294-0792

---

---

# THE LANGUAGE TEACHER

---

---

Volume 18, Number 12

December, 1994

## feature

- 4 Between a Rock and a Hard Place: Teachers, Publishers and Copyright © Infringement  
by *David Dycus*
- 10 Ten Myths About the Japanese Language  
by *David Ludden*
- 14 サイレント・ウェイ・レポート  
今野 裕一  
Learning English "The Silent Way": A Learner's Perspective, by Yu *ichi Konno*
- 20 Student Generated Projects: Drama  
by *Stephen J. Davies*
- 24 Away From The Traditional Conversation Class  
by *Wai-king Tsang and Matilda Wong*
- 29 In Sight-Out of Mind: Discovering Out-&Awareness Communication Strategies  
by *Joseph Shaules and Haruko Katsura*

## series

- 35 The Quirks of English Usage (2): You're Always Whistling that Awful Tune. Please Be Quiet!  
by *Graeme Cane*

## special

- 36 Back to Basics: A Checklist of What Good Foreign Language Teachers Have Always Done  
by *Patrick Blanche*

## departments

### Opinions & Perspectives

- 40 Learning English as a Hobby: Challenges for Teachers  
by *Hiromi Nohara*

### Readers' Views

- 42 External Degrees Programs, by *Monty Vierra*  
Innovation and Entrance Exams: The Future is Now, by *Tim Murphy*
- 45 Bilingual Abstracts

### JALT Undercover

- 51 The Book of Goal Sheets: Dialogs in Action.  
The Book of Goal Sheets: Talk Longer, Talk More.
- 52 Thinking on paper:
- 55 Mikan.
- 59 Recently Received

### My Share

- 61 East Meets West: A Haiku Olympiad  
by *John Birk and David Zmijewski*
- 62 Environmental Quiz  
by *Paul Stapleton*
- 65 It's Fun to Fib  
by *Peter Gray*
- 69 JALT News
- 71 Bulletin Board
- 73 Of National Significance
- 77 Chapter Reports
- 81 Chapter Meetings
- 87 Conference Calendar
- Ad Index
- 89 JIC /Positions
- 93 TLT Annual Index

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

All materials in this publication are copyright © 1994 by their respective authors.

**Publications Chair:** Greta Gorsuch,  
Korutaju #601, 1452 Oazasuna,  
Omiya-shi, Saitama 330;  
tel/fax 048-688-2446

**Editor:** Gene van Troyer, Gifu  
Kyoiku Daigaku, 2078 Takakuwa  
Yanaizu-cho, Hashima-gun, Gifu  
501-61; tel/fax (h) 058-279-4050

**Assoc. Editor/Bulletin Bd.:** Lyneve  
Rappell, Idei Kopo 7, Komanyu  
480-4, Utsunomiya 320;  
tel/fax 0286-47-0989

**My Share:** Barry Mateer, 1-12-5-101  
Shukugawara, Tama-ku, Kawasaki,  
Kanagawa 214; 044-933-8588;  
fax: 044-935-3685

**Book Reviews:** Tony Cominos, Kobe  
Gakuin Women's Jr. College, 2-3-3  
Niahiyama-cho, Nagata-ku, Kobe  
653; 078-691-4046 (w); fax 4292

**Publishers' Review Copies Liaison:**  
Tom Trimmingham, Aomori 1400,  
Nagano-shi, Nagano 380;  
tel/fax: 0262-23-2628

**N-SIGs:** Steve McCarty, 3717-33  
Nii Kokubunji, Kagawa 769-01;  
087-49-8041(w); fax 087-49-5252

**Chapter Reports:** Torkil Christensen,  
Hokuen Bunkyo 403, Kita 7-jo,  
Nishi 6-cho, Chuo-ku, Sapporo  
060; 011-737-7409 (h); fax 3680 (h)

**Chapter Announcements:** Catherine  
Sasaki, 17%39 Nameri, Nagazumi-  
cho, Sunto-gun, Shizuoka 411;  
tel/fax 0559X-8753

**JALT News:** Dennis Woolbright  
1-3-5 Ibori, Kokura-Kita,  
Kitakyushu 803; fax 093-592-5391

**Conference Calendar:** Masaki Oda  
Dept. of Foreign Languages,  
Tamagawa University, 6-1-1  
Tamagawa Gakuen, Machida,  
Tokyo 194; tel/fax (h) 0423-36-2757

**Job Information Center/Positions:**  
Mel Melville, 7-5 Konki-cho,  
Hikone, Shiga 522; fax 0749-249540

**TLT/JALT Journal**

**Japanese-Language Editor:**  
青木直子 〒422 静岡市大谷836  
静岡大学教育学部 054-237-1111

**Japanese-Language Assoc. Editor:**  
實平雅夫 〒657 神戸市灘区鶴甲  
1-2-1 神戸大学留学生センター  
078-803-0042

**Advertising:** JALT Central Office  
Proofreading: Laura MacGregor,  
Nicholas Miller, Himmi Morikawa,  
Adrienne Nicosia, Sonia Yoshitake

**Layout:** The Word Works, 55-13-202  
Miyagaya, Nishi-ku, Yokohama  
220; 0453149324; fax 045-316-4409

**JALT Journal**

**Editor:** Tamara Swenson  
**Associate Editor:** Sandra Fotos

**Send manuscripts to:** Tamara  
Swenson, JALT Journal Editor,  
Osaka Jogakuin Junior College,  
2-26-54 Tamatsukuri, Chuo-ku,  
Osaka 540; 06-761-9371

**Book Review Editor:** Roger Davies,  
Ehime U. College of Education,  
3 Bunkyo-cho, Matsuyama, Ehime  
790; 0899-24-7111, ext. 3344

**Printing:** Koshinsha Co., Ltd., Osaka  
**Cover:** Gene van Troyer

**JALT Central Office:** Glorious  
Tokyo 301.2-32-10 Nishi-Nippori  
Arakawa-ku, Tokyo 116;  
03-3802-7121, fax 03-3802-7122

*The Language Teacher* 18:12

Fritjof Capra, in *The Tao of Physics*, wrote that "the structures and phenomena we observe in nature are nothing but creations of our measuring and categorizing minds" (p. 266), and the psychologist William James, in *Essays in Radical Empiricism and A Pluralistic Universe*, explained that it is "the immediate flux of life which furnishes the material to our later reflection with its conceptual categories" (p. 50).

I think this describes if not defines the abstracted side of the language teacher's lot in life: to be faced with an ever-changing, dynamic and eclectic (pluralistic) human reality, a kind of Chaos out of which they must extract some kind of Order. Hence we engage in applied classroom research, "teacher research" as Donald Freeman and others put it in our February and September issues—a continuing professional Conversation about how we can improve ourselves to better serve our students and the language communities within which we pluralistically live.

This issue of *The Language Teacher* is no less pluralistic than the given nature of our teaching environments. Each article represents a measurement, a conceptual categorization drawn from the immediate flux of life and submitted to our later, professional reflection. There is something in each of them that we can learn from, something to benefit all of us.

Finally, I would be remiss if I did not note, in this final issue of 1994, that with our January 1995 issue JALT will have a new name: The Japan Association for Language Teaching. This is, again, a new measurement of the immediate flux of life, a new conceptual category that reflects the evolving nature of JALT. Season's Greetings to all, and to all a very good New Year!

-Gene van Troyer  
Editor

フリチョフ・カブラは『タオ自然学』の中で「われわれが観測する構造と現象は、測定・分類する心の産物にすぎない」(p. 300)と述べている。心理学者のウィリアム・ジェームスは『根本的経験論』の中で「われわれが事後の内省に用いる材料に概念的範疇を与えるのは、直観的生命の流れである」(原著p. 50)と述べている。

刻々と変化するダイナミックで多元的な人間のリアリティに直面するのは言語教師の仕事の一側面であると思う。われわれは一種のカオスの中から何らかの規則を導き出さなくてはならない。ドン・フリーマンらが論じる教師による研究は、われわれがよりよく自分の学生と言語コミュニティの役にたてるようになるための継続的な職業的会話である。

この号もわれわれの教育環境におとらず多元的である。それぞれの記事が、それぞれの直観的生命の流れから抽出され、後の職業的内省のために提供された測定や概念的範疇を提示している。どの記事にもわれわれ一人一人が学ぶべき何かがある。

*The Language Teacher* も今年最後の号になりました。来年からJALTはThe Japan Association for Language Teachingと名称を変更します。ここにもJALTの発展を反映した新しい概念的範疇を見ることが出来ます。よい年をお迎ください。

Gene van Troyer (抄訳: 青木直子)

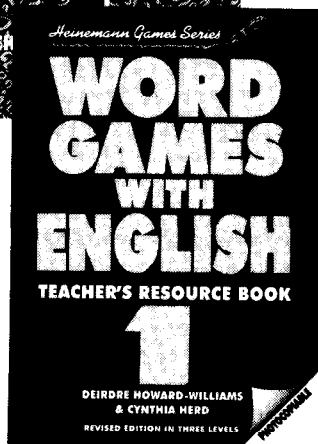
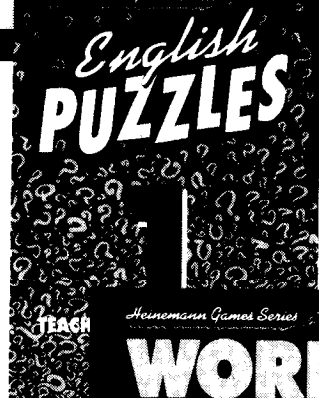
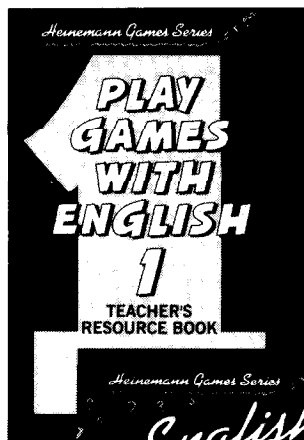
現日本語編集者は、この号をもって引退させていただきます。「*The Language Teacher* に毎月日本語の記事を」を方針に仕事を始めて4年間、皆さんのご理解とご協力、どうもありがとうございました。次号からは實平雅夫が日本語編集者の仕事を引き継ぎ、江口英子がアシスタント編集者となります。これまで同様のご支援をお願いします。

青木直子

**Erratum and Retraction:** The editor apologizes to **Edmonds Community College**, Kobe Campus. In Monty Vierra's article, "Graduate Study in Japan" (November, 1994, p. 35), it was erroneously stated that EdCC's Kobe campus had closed. This is not true. EdCC is in full operation. We regret the inconvenience this mistake has caused EdCC, and direct interested readers to contact them at tel: 078-592-2020; fax: 594-7024 for further confirmation.

# Photocopiables? Photocopiables!

9 books at 3 levels with over 1,000 activities



## Japan's #1 Teacher's Resource Series

### Flexible

for warm-up, practice or  
review

### User-friendly

clear indexes and language  
charts for easy access

### Durable

heavy-duty paper and  
spiral-binding for  
extensive use

### Different

a variety of imaginative  
activities for a break  
from the textbook.

## 7 more titles coming this Spring!

# Heinemann

ENGLISH LANGUAGE TEACHING

In touch with Japan

# Between a Rock and a Hard Place: Teachers, Publishers and Copyright © Infringement

by David Dycus  
Aichi Shukutoku Junior College, Nagoya

## Introduction

Recently many publishing houses have banded together to form the Copyright Protection Campaign to educate teachers, schools, and companies about intellectual copyrights and illegal copying. Their position is simple: **Copying materials is illegal.** Those who make illicit copies are depriving the authors and publishers of the money they rightfully deserve. As one publisher's representative put it, "...[F]ew teachers seem to realize that photocopying is wrong. I think it's a problem of education---moral education" (The Daily Yomiuri, Jan. 21, 1993).

At first glance this argument seems reasonable. But a deeper look shows there is more to the problem than that. Many factors are responsible for copying, and publishers themselves, while providing a valuable service, also contribute to the problem in different ways. Why do teachers resort to illegal copying? To answer this, two related questions must be asked. First, Why are textbooks so predominant in TESL and TEFL? Second, What effect do they have on teaching and materials development?

Most points about copying raised in this paper, including the business and administrative aspects of language teaching, relate to these last two questions. I will try to answer them by combining a brief literature survey with insights from my experience as a teacher and teacher trainer. My goal is to develop a clearer (and fairer) understanding of the reasons behind illegal copying, as well as to offer reasonable solutions to the problem. The discussion will be confined to the small-scale copying, for educational purposes, of a few pages at a time from textbooks. This is the type of copying I believe is most commonly done. I will not deal with the clearly unjustifiable practice of pirating copyright materials for profit.

## Pedagogical and Ideological Reasons for Copying

In a recent article, Richards (1993) discusses a simple but often overlooked question: Why do teachers use textbooks? Since the reasons for illegal copying are directly tied to reasons for using and not using textbooks, his insights are important to understanding the problem of copying. Richards states that

---

"Their position is simple: **Copying materials is illegal.** Those who make illicit copies are depriving the authors and publishers of the money they rightfully deserve."

---

commercially produced textbooks are the dominant type of teaching material, and identifies two main reasons for this.

First, there are *practical factors*, such as time and cost benefits to teachers and administration. Buying textbooks frees schools from making materials and training staff in materials development. *Ideological factors*, such as dominant theories and pedagogical models in language teaching, also play an important role. Richards claims that the general interests and assumptions of teachers, theorists, and publishers combine to promote the dominance of commercial textbooks. Teachers, it is claimed, have little time to keep up with theoretical developments in language education, and textbooks provide them a bridge between theory and practice. Also, many people believe materials based on scientific research and presented in a methodically developed syllabus are superior to those produced by teachers. This, in turn, leads to the *reification* of textbooks, the "unjustifiable attribution of qualities of excellence, authority and validity to published books" (Richards, 1993, p. 6). This can be especially true of the attitude of non-native teachers and administrators towards textbooks.

These ideological factors are behind a great deal of copying. First, reification leads some administrators to force books on teachers that, for pedagogical or personal reasons, they are not inclined to use. Second, teaching approaches such as the Grammar Translation Method and the Audio-Lingual Method are still used in Japan. Many native English speakers consider these methods hopelessly outdated and resist using materials based on them. For these reasons, some instructors minimize their use of assigned texts or abandon their books completely. Either way, extra material is needed, and the photocopier provides a ready way to fill that need.

On the other hand, relatively recent humanistic approaches may encourage illicit copying for completely different reasons. Learner centered approaches, such as Cooperative Language Learning (Kessler, 1992), demand adaptable teaching techniques and materials selection based on the assessment of student abilities, interests and needs

(McDonnell, 1992; Olsen & Kagan, 1992). Few textbooks offer the flexibility and rich content demanded by such approaches. Conscientious instructors, therefore, must seek materials from other sources, many of them copyrighted. They may well wrestle with this ethical dilemma, but, with students' needs posing the more immediate problem, publishers' rights usually come second.

### **Personal Reasons for Copying**

One thing that even the most inexperienced teachers are sensitive to is boredom in the classroom. Adding variety to lessons is a common reason given to justify using outside materials. Less acknowledged, but equally important, is the boost that a change of pace also gives the instructor. Two well-established supplementary materials writers put it this way:

As teachers, we need to use innovative, stimulating exercises for our own pleasure and renewal as much as for our students' benefit. To ask students to do mediocre, shallow, barely communicative exercises, once is boring; to repeat this year after year is soul-destroying for the teacher (Morgan & Rinvoluceri, 1987, p. 7).

Textbooks can even make a person feel less like a teacher. Since many individuals teaching in Japan learn their craft on-the-job, administrators try to "teacher-proof" their programs as a way of "protecting" students. Textbook writers and publishers may themselves design their books to be as teacher-proof as possible (Richards, 1993).

This is sometimes due to the theory of language learning on which the book is based. For example, Richards says that instructional materials play a primary role in Communicative Language Teaching, but the literature devoted to it often regards teachers primarily "...as consumers of materials produced and validated by others..." (emphasis added) (Richards, 1993, p. 5). When methods, administrators, and textbooks conspire to keep teachers marching in step with their demands, instructors can merely become a means of presenting material. The effects can be demoralizing. Forcing teachers to rely heavily or exclusively on textbooks and discouraging individual initiative can lead to *deskilling*. Deskilling includes reduction of both the role of teachers and the quality of their decision-making and pedagogical reasoning (Richards, 1993, pp. 7-8). It can lead teachers to question the significance of their contribution to learning, regardless of the quality of the textbook itself.

---

"Textbooks can even make a person feel less like a teacher. Since many individuals teaching in Japan learn their craft on-the-job, administrators try to 'teacher-proof' their programs as a way of 'protecting' students."

---

By simply following the syllabus and presenting the material in a "good book," some instructors feel that they aren't "doing" anything. They do not feel validated as teachers. Brumfit (1979) feels that, by implying that they can resolve teachers' problems, even the best textbooks take initiative away from teachers. Breaking away from the text by choosing and using outside materials is a way of showing that the instructor, and not just the book, is doing the teaching.

### **Administrative Causes**

As mentioned above, coping with an inadequate textbook assigned by school management is a common cause of copying. In my experience, Japanese administrators tend to overestimate both student ability and the interest level of the materials they select. A result is that assigned books are often difficult and boring. Teachers feel obliged to stop using these texts, and to fill the gap they rush to the copier.

Another way administrators put the cart before the horse is by asking instructors to choose a text before meeting the students. While it may be logical in terms of maintaining smooth running delivery schedules, this policy makes no sense in educational terms. Also, teachers are often forced to decide on books with only the class name as a vague guide to student level. Because of a lack of uniform standards, terms like "pre-intermediate," "intermediate" and "advanced" are often poor indicators of true student ability. This problem is compounded by the publishers themselves, who do not seem to share the same standards for determining the content and difficulty of books for a given level.

### **Publishers' Faults**

Although the publishers would not like to admit it, textbooks (even good ones) have negative points. Richards names *lack of focus on student needs* and *lack of local content* as problem points. Lack of focus on student needs is basically the result of commercial concerns. Publishing is, after all, a business, so one goal is

to produce books for the widest possible audience (Brumfit, 1979; Dubin and Olshtain, 1986). This results in lack of local content because publishers try to develop books that appeal to a "culturally heterogeneous and geographically diverse" audience (Richards, 1993, p. 6). This results in books with very similar content, which must be supplemented to meet local needs. Also, since lessons in textbooks are similar, it's easy to "cut and paste" from different books to put together a lesson that is both motivating for students and satisfying for teachers.

Keeping up with changes in English teaching theory and practice is an important problem for publishers. They must decide how to allocate their time, money and resources profitably to follow teaching trends and stay ahead of their competitors. Business concerns can outweigh educational considerations, leading to unfortunate compromises. Richards summarizes the problem in this way:

If an abstract concept like that of a notional syllabus can be applied to the production of textbooks, publishers have everything to gain by making such concepts comprehensible and widely known. The terms "notional/functional" and "communicative" sell. Many an underpaid academic has consequently succumbed to attractive offers to lightly work over an audiolingual or structural course so that it can be published in a new edition bearing a notional/functional or communicative label (Richards, 1985, p. 38).

While the marketing of old material in shiny new packages may lure teachers or schools to place orders, the sheen wears off quickly. As old problems re-emerge, so does the old solution, copying.

Another problem concerns the amount of material textbooks contain. Books made for the overseas market do not always lend themselves well to the normal number of hours spent in a typical Japanese classroom. This is especially true of academic reading textbooks. Many only have 12 to 15 chapters, with each chapter providing roughly enough material for one 90 minute lesson. Unfortunately, the average college reading class meets at least 24 times a year. What to do for the next 12 weeks? The copying machine provides an easy answer.

### Solutions

While there are several reasons for copying, there are many things that both teachers and publishers can do to reduce instructors' reliance on the copying machine. Teachers wishing to protect publishers' rights can ask students to purchase more than one textbook for a class. A likely combination would be a main text and a supplementary book of games and activities, or perhaps one for vocabulary development or discussion.

However, because of the extra cost involved, students may resist buying extra books. I once had students flatly refuse to purchase a second book. They felt that, having bought one book already for about 2,300 yen, they had spent enough. Since then I have asked my students how much they think is reasonable for them to spend on books for a single conversation class. As a rule, they feel that a book or combination of books costing over 3000 yen is rather expensive, and that prices over 4000 yen are unreasonable. A way of avoiding this problem is to purchase class sets of books. This protects the rights of publishers and authors, allows teachers to use various materials legally, and reduces costs to students.

At school, teachers should consider making better use of the materials at hand: chalk and the blackboard, pen and paper. Though the blackboard is more time-consuming to use and less elegant than photocopied handouts, it's legal. And while copies of published material may be attractive, it is no sin to make reproductions of handwritten dialogs and activities to distribute in class. Those wanting polished handouts can use word processors to get professional-looking results. An added advantage to using a word processor is that work can be saved to disk and then reworked later as the need arises.

Although defensible ideological and pedagogical factors underlie some copying, certainly not all copying is justifiable. Teachers should reflect on their reasons for using copied material, and consider alternatives. People copying for mere convenience or to compensate for bad planning need to rethink their strategy. Are there options other than copying? Many resource books are available that offer stimulating ideas and activities that, with proper planning, a teacher can adapt to any class. The copying machine should never become an excuse for poor lesson planning or bad time and resources management.

Publishers, too, can help reduce illegal copying by becoming more sensitive to teachers' needs and to the demands of the local market. Developments in the last few years show that they are doing exactly that. Many have begun to offer materials made for the Japanese market. And while textbooks sometimes used to be marketed without any pre-publication testing or evaluation (Brumfit, 1979), the major publishers now screen their books. In addition, publishing houses are producing more supplementary books which allow teachers to make legal copies of activities for classroom use (e.g., Claire, 1990; Coelho et al., 1989; Olsen, 1984; Palmer, et al., 1988; Rinvoluceri, 1984; Takahashi & Frauman-Prickel, 1990; Ur, 1988). While much of the credit for this trend goes to small publishing houses, the larger ones are offering more along these lines. Teachers and schools should purchase these books to encourage continued publications of this type.

Also, publishers need to be more aggressive in educating the public about copyright laws. Although most people know that restrictions on copying exist, few know the details. Laws about the use of videotaped television programs and movies used for educational purposes are confusing, for example (Neill, 1993). Just saying copying is wrong is not enough. Laws differ from country to country, and teachers from outside Japan may wrongly assume that the rules they are familiar with are the same here. Publishers should consider purchasing a small regularly appearing advertising section in journals to present information about copyright restrictions.

Finally, publishers should loosen restrictions on limited copying for educational purposes. The ELT Publishers In Japan Anti-Piracy Campaign flier, sent



out last year, states: "Unauthorized copying of any kind is dishonest and illegal" (emphasis in original). The wording indicates an inflexible attitude ("copying of any kind"), especially considering the unrealistic requirement of getting written permission from the publisher before making copies. It is not surprising, then, that some teachers take an equally rigid stance towards copyright laws, agreeing with Brumfit (1979) that "copyright laws are anti-educational" (p. 30). If publishers hope to win over teachers, they will need to make compromises that include loosening, not tightening, copyright restrictions.

### Conclusion

Illegal copying of textbooks, cassette tapes, and videotapes is a widespread problem in Japan. While it is easy to simply blame "unethical" and "irresponsible" teachers for it, the real reasons are far more complex. Legitimate personal and educational goals and processes place the needs of teachers in direct conflict with the rights of publishers. Compromise is necessary for instructors to meet teaching demands to the best of their ability without infringing on authors' and publishers' rights. Until some understanding is reached, teachers will continue to be stuck between a rock and a hard place.

**Acknowledgements:** *I would like to thank Bev Curren and Daniel Dunkley for their insightful comments on an earlier version of this paper. The opinions that appear here are purely my own*

### References

- Brumfit, C. (1979). Seven last slogans. *Modern English Teacher*, 7(0), 30.
- Claire, E. (1990). *ESL teacher's holiday activities kit*. West Nyack, N.Y.: The Center for Applied Research in Education.
- Coelho, E., Winer, L., & Olsen, J. W.B. (1989). *All sides of the issue*. Hayward, CA: Alemany Press.
- Dubin, F., & Olshtain, E. (1986). *Course design: Developing programs & materials for language learners*. Cambridge: Cambridge University Press.
- Kessler, C. (1992). *Cooperative language learning: A teacher's resource book*. Englewood Cliffs, N.J.: Prentice Hall Regents.
- McDonnell, W. (1992). *The role of the teacher in the cooperative learning classroom*. In *Cooperative Language Learning: A Teacher's Resource Book*. Englewood Cliffs, N.J.: Prentice Hall Regents.
- Morgan, J., & Rinvolucri, M. (1987). *Vocabulary*. Oxford: Oxford University Press.
- Neill, D. (1993). *Copyright: Running with both feet in cement*. *The Language Teacher*, 17(1), 43.
- Olsen, R., & Kagan, S. (1992). *About cooperative learning*. In *Cooperative Language Learning: A Teacher's Resource Book*. Englewood Cliffs, N.J.: Prentice Hall Regents.
- Olsen, J. W.B. (1984). *Look again pictures for life skills and language - development*. Hayward, Ca.: Alemany Press.
- Palmer, AS., Rodgers, T.S., & Olsen, J. W.B. (1988). *Back and forth: Pair activities for language learning*. Hayward, Ca.: Alemany Press.
- Richards, J.C. (1985). *The context of language teaching*. Cambridge: Cambridge University Press.
- Richards, J.C. (1993). *Beyond the textbook: The role of commercial materials in language teaching*. *RELC Journal*, 24(1).
- Rinvolucri, M. (1984). *Grammar games*. Cambridge: Cambridge University Press.
- Takahashi, N., & Frauman-Prickel M. (1985). *Action English pictures*. Englewood Cliffs, NJ: Alemany Press.
- The Daily Yomiuri. (Jan. 21, 1993). Teachers may photocopy their way to trouble, 9.
- Ur, P. (1988). *Grammar practice activities: A practical guide for teachers*. Cambridge: Cambridge University Press.

Nagasaki Chapter's  
Annual

# RAINBOW SEMINAR: EXCELLENCE IN ORAL LANGUAGE TEACHING

Featuring: Minoru Wada and David McMurray

May 27-28

Shikimi Heights Conference Center

Reserve your exhibit space today

Now accepting presentations -see Call for Papers in this issue's Bulletin Board

For more information and advance ticket sales call Brian at (0958) 20-5713

世界最大の現代英語コーパス



**BANK***of***ENGLISH**

— 2 億 語 達 成 ! —

## **Cobuild*Direct***

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

### インターネット・オンライン・サービス開始

#### **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.

#### **What data is available?**

The materials available by subscription include:

- on-line access to a 20 million word general corpus of modern (post-1975) English, from magazines, books, newspapers, ephemera, and 2 million words of transcribed speech. The corpus has been fully annotated with word-class tags.
- 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

username: cddemo

password: cddemo

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

/pub/cobuild-direct-userguide.ps

## SUBSCRIPTIONS & FURTHER INFORMATION

DAVID GRAY

HarperCollins Japan

1-2-1 Sarugakucho, Chiyoda-ku, Tokyo 101

Tel: (81) 3-3291-6343 Fax: (81) 3-3294-8284



COBUILD - Collins Birmingham University International Language Database  
A division of HarperCollins Publishers

# Ten Myths About the Japanese Language

by David Ludden

## Introduction

Japanese has a reputation for being a difficult language to learn, and has even been given the epithet "The Devil's Tongue." The written language is probably the most complicated and difficult writing system presently in use in the world. But the spoken language does not deserve the notoriety it gets. Since Japanese is not an Indo-European language, it does naturally take more time for English speakers to learn than does a language like French or German, as less of the mother tongue transfers to the second language. But in the end, all languages require a great amount of time and effort to learn, and Japanese not inordinately so.

There are two basic reasons for the misconception that Japanese is especially difficult to learn. The first is that Japanese teachers tell their students that it is. And since they know no better, the students believe them. But if presented in the right way, Japanese grammar is not difficult to learn, as the rules have few inconsistencies to them. The second reason why people think Japanese is difficult is because there are so many books on the market which claim that the purchaser can learn Japanese instantly, in thirty hours, in thirty days, or even though he is too busy to study it. One buys the book, maybe even reads it, but still finds he cannot speak Japanese (let alone read it!), and so comes to the conclusion that Japanese is simply unlearnable. It is not, of course, unlearnable, although many myths to the contrary abound. Let us examine ten of these myths.

### 1. *The Japanese language is difficult even for the Japanese people to learn, and virtually impossible for other people.*

The difficulty of a language can be assessed in two ways. An objective approach compares the language in question with the general features of all other languages. A subjective approach compares the language in question with the features of one's own mother tongue. From the objective point of view, it is obvious that Japanese is no more difficult to learn than any other language. If it were, we would find that Japanese children were slower in developing language skills than are children from other cultures. In actuality what we find, however, is that around the world no matter what the language, children develop linguistically at the same rate on average

(see, for example, Baron, 1992, pp. 44-45). Of course, from the subjective point of view, since Japanese is an unrelated language, it should be more difficult for speakers of English to learn than say French or German. Languages closely related to the mother tongue are easier to learn because more features of the mother tongue transfer to the second language (Brown, 1980, pp. 84-87)

---

"From the objective point of view, it is obvious that Japanese is no more difficult to learn than any other language. If it were, we would find that Japanese children were slower in developing language skills than are children from other cultures."

---

### 2. *Japanese vocabulary is extraordinarily large and idiomatic.*

Every language has a vast vocabulary, and native speakers never learn more than a small fraction of it. We learn words as we need them, and we are constantly encountering new words even in our own native language. When we do, we guess the meaning from context, and this is the strategy which second language learners need to adopt when encountering new words in the language they are studying. Of course, at the beginning, a certain amount of vocabulary must simply be memorized. As for idioms, again all languages are rich in idiomatic expression, although we are not usually aware of most idioms in our mother tongue. There is no reason to believe Japanese is more idiomatic than other languages.

### 3. *Japanese grammar is complex and irregular.*

Japanese grammar is neither particularly complex nor particularly irregular. In fact, it has a high degree of internal consistency; that is, its rules have few exceptions. Word order, for instance, is much more regular in Japanese than in English. Verb conjugations, while more complex, are far more regular in Japanese than in English. Japanese has only two radically irregular verbs and probably no more than a dozen minor irregular forms among all the rest of the verbs in the language. English has scores of irregular verbs. Furthermore, the lack of articles, pronouns, singular-plural distinction, and subject-verb and adjective-noun concords all make Japanese easier, not more difficult, to master, since there are fewer rules to learn and fewer declensions to memorize.

### 4. *Both ga and wa serve as subject markers, and the difference in their usage is very subtle and difficult to explain.*

This piece of misinformation is one of the greatest travesties of Japanese language education. *Ga* is the

one and only subject marker in Japanese. The function of *wa* is to mark the topic of the sentence. The difference between subject and topic is not that easy for English speakers to grasp since English makes no overt distinction between them. The subject-predicate and topic-statement structures of sentences often overlap in both English and Japanese, but Japanese makes an overt distinction between the two.

One way the topic is used is to focus the negative onto a particular phrase within a clause. Consider this example with the subject marker *ga* and the negative-focusing *wa*:

- (1) Touhu ga oisii. Nattou wa oisikunai.  
*Tofu tastes good. Natto doesn't taste good.*

It looks like we have an alternation between *ga* and *wa*, with *ga* in the affirmative and *wa* in the negative. But look what happens when we use the direct object marker *o*:

- (2) Touhu o tabeta. Nattou wa tabenakatta.  
*I ate tofu. I didn't eat natto.*

Now it looks like *wa* also alternates with *o*. But look what happens when we use the direct object marker *ni*:

- (3) Tanaka-san ni iimasita. Yamada-san ni wa iimasen desita.  
*I told Mr. Tanaka. I didn't tell Mr. Yamada.*

Here we see that *wa* follows *ni*. Likewise with all the other case markers.

- (4) Basu de ikeru. Densya de wa ikenai.  
*You can go by bus. You can't go by train.*
- (5) Kyouto e itta. Nara wa ikanakatta.  
*I went to Kyoto. I didn't go to Nara.*

And so on. The basic pattern is case marker followed by topic marker. However, in the instance of *\*ga wa* and *\*o wa*, the case marker is dropped. Other topic markers such as *mo* and *sae* follow the same pattern.

Furthermore, topic markers can be attached to other parts of speech besides nouns, for example, with adjectives:

- (6) Osoku wa nai n' da kedo, hayaku mo nai.  
*We're not late, but we're not early, either.*

Or with infinitives:

- (7) Nani mo mie wa sinai.  
*I can't see anything.*

Or with gerunds:

- (8) Tabete wa ikenai.  
*Don't eat it! (Literally, "Eating it is not OK.")*

The concept of topic is complex, but if it is presented systematically, it can be acquired without undue pain.

Now, on to the next myth.

5. *Japanese, as opposed to English and other languages, has formal and informal levels of speech.*

All languages have formal and informal levels of speech. This is known technically as register. Consider the following pairs of English conversations:

- (9.1) A: Hello, Mr. Smith. How are you?  
 B: Fine, thank you. And you?
- (9.2) A: Hi, John. How's it going?  
 B: Not bad. And you?
- (10.1) A: Would you like a cup of coffee?  
 B: Yes, please.
- (10.2) A: Want a cup of coffee?  
 B: Sure.

The first of each pair is formal, the second informal. In English, some expressions are considered formal and others not, but there is no clear pattern distinguishing the levels. In this respect Japanese is more straightforward than English in that it has one particular verb, *masu*, which is regularly attached at the ends of sentences to indicate that the speaker considers the situation formal.

6. *Japanese verbs have formal and informal conjugations. They have no such thing. True, nearly all Japanese textbooks and grammars give conjugations like this:*

	<b>formal</b>	<b>informal</b>
(11)	<b>present</b>	<b>nomimasu</b>
	<b>past</b>	<b>nomimasita</b>
		<b>nomu</b>
		<b>nonda</b>

But this analysis is neither complete nor is it the best way to present verb conjugations to students of the language.

Actually, *masu* itself is a verb, with no meaning translatable in English, but with the function of indicating that the speaker considers the situation formal. It is conjugated like any verb with a stem ending in *s*, with the exception that the negative is *masen* rather than *\*masanai*, and the tentative future is *masyou* rather than *masou*. *Masu* attaches to what Western linguists of Japanese (as, for example, Bloch, 1970; Chew, 1973; and Martin, 1988) refer to as the infinitive form of the verb. This is the same form that is usually referred to as the "pre-*masu*" form in Japanese grammars and textbooks. But what we have here is not just a quibbling over terms. Japanese infinitives play the same role as their English counterparts---they are used to make compound predicates. Consider:

- (12) *tabe-tai*                    *I want to eat.*  
*tabe-yasui*                 *easy to eat*  
*tabe-nikui*                  *hard to eat*  
*tabe-ni kimasita*         *I came (in order) to eat.*  
*tabe-hazimeyou*         *Let's begin to eat.*

Of course the use of infinitives between the two languages does not correspond all the time. But for

two unrelated languages, the degree of correspondence is remarkable. *Masu* combines with the infinitives of other verbs to form compound predicates indicating formality. Hence, we have not parallel formal and informal conjugations, but rather one conjugation for all verbs.

7. *Still, it makes sense to learn the masu forms first, since you can use the formal language in any situation, but you can't always use the informal language.*

A Western colleague in Japan laments that when she is out on the playground with her own children and tries to talk with the Japanese children there they don't understand her. She has a rudimentary speaking ability in Japanese, but only knows how to use verbs in their *masu* forms. Small children, however, do not generally use or understand *masu* forms. But even in polite adult conversation, *masu* typically is used only with the last verb of each independent clause, while dependent and relative clauses almost never take *masu*. Even in formal speech, the English sentence

(13.1) *The student who came to talk to me yesterday came to talk to me again today.*

is usually rendered

(13.2) Kinou hanasi ni kita gakusei  
ga kyou mo hanasi ni  
kimasita.

and not

(13.3) \*Kinou hanasi ni kimasita  
gakusei ga kyou mo hanasi ni  
kimasita.

Both the formal and informal forms must be learned in tandem. Or rather, what must be learned is the basic conjugation of Japanese verbs, plus the proper usage of *masu*.

8. *The Japanese language is vague.*

There is nothing at all inherently vague about the Japanese language. News reportage and academic writing, for example, are just as lucid in Japanese as they are in any other language. There is however in Japan a certain cultural value placed on vagueness, especially in literature and among those who play politics. It is a kind of game---games are played in all cultures---and some members are more adept at the game than others. But when Japanese want to be direct, their language is a fully adequate medium. A good example is the famous writer Yasushi Inoue, whose prose is crisp, clear and straightforward (and to some people, very un-Japanese).

9. *Because Japanese usually omits pronouns, referents are often unclear.*

Japanese omits both subjects and objects when they are clear from context. But the rules for determining subjects and objects are the same in Japanese as in English. And English pronouns are prone to vagueness as well. Who exactly do *he* and *him* refer to in the following English sentence?

(14) John called Jim a fool and he hit him.

Strictly speaking, *he* refers to John and *him* to Jim, but the context suggests that it is the reverse. We would have to ask the speaker of this sentence for clarification. So the use of pronouns does not necessarily help make the language clearer. On the other hand, Japanese achieves the same level of clarity without the use of pronouns; hence it is more economical than English.

10. *Watasi, anata and kare are the first, second and third person pronouns respectively in Japanese.*

Actually, there is no category of pronoun in Japanese. The first person singular in English is always *I* or *me*, no matter who the speaker is. But *watasi* is only one of many ways to express the first person, the most common, of course, being to simply leave it unexpressed. True, many languages differentiate formal and informal second person pronouns, such as French *tu* and *vous*, German *du* and *Sie*, and Chinese *ni* and *nin*. But Japanese "pronouns" are much greater in number, and are usually derived from nominal expressions with meanings such as self, this way, over there, master, servant, this person, that person, and so on. Also, *I* always refers to the speaker, *you* to the listener. But Japanese "pronouns" do not always work this way. For example, an adult woman may ask a small boy his age in the following manner:

(15) Boku wa ikutu?

Now *boku* usually refers to the speaker, but a woman would probably never refer to herself as *boku*. However, *boku* is the typical way that small boys refer to themselves. So *boku*, which is usually translated *I*, actually must be translated *you* in this case.

### Conclusion

As Japan becomes a more and more important nation in the world, so do its culture and language become more important. When Japanese was stud-

---

"A Western colleague in Japan laments that when she is out on the playground with her own children and tries to talk with the Japanese children there they don't understand her. She has a rudimentary speaking ability in Japanese, but only knows how to use verbs in their *masu* forms."

---

# Sing it!

The **FUN** way  
.....to learn English

**ALL NEW!!**

SING IT! LEARN ENGLISH THROUGH SONG is a six-level series, arranged from elementary to advanced, to help you learn English more quickly and with more enjoyment.

The eighty songs-popular, folk, international favorites-have been carefully selected for their singability and their learning value. Each song has several pages of learning ideas and fill-in exercises. Each text/workbook has its own cassette with complete lyrics recorded in clear, upbeat sing-along style.

- Level 1: As Tears Go By. etc.
- Level 2: I Want to Hold Your Hand. etc.
- Level 3: Imagine. etc.
- Level 4: We Are the World. etc.
- Level 5: Stand by Me. etc.
- Level 6: Don't Worry, Be Happy. etc.



McGraw-Hill Publishing, Co., Japan, Ltd.  
(77 Bldg.) 14-11, 4-chome, Ginza, Chuo-ku, Tokyo, 104  
TEL: (03) 3542-8821 FAX: (03) 3542-8826

# サイレント・ウェイ・レポート

今野裕一

この記事は、最近になって英語の学習を始めた現代美術を専門とする雑誌の編集者が、自らの学習の動機、学習スタイル、学習の過程などについての内省を記したものである。外国語の教師ではない純粋な学習者による率直な記述は、われわれ教師に多くのことを教えてくれる。

## 1回目と2回目の授業

カラー・チャートが明るく見えた。裸眼の3Dで、初めて目にピントがきたような感じだ。やれるかもしれない。ちょっとした確信がある。それが自分を少しだけ楽にしてくれた。

2度目に大阪の語学文化協会を訪れて、サウンド・カラー・チャートを前にした時の気分だ。意外だった。むしろ逆のことが起きるのではないかと思っていた。語学大嫌い人間の私は、何かやれそうではあると思っているサイレント・ウェイに、まだまだ気おくれもしているだろうし、なにより英語を学習することを怖れている。逃げたい気持ちもある。実際、語学文化協会に向かう足取りはそんなに軽いものではなかった。1回目の授業が終わったときに、別に復習をしなくても良いと言われたので、本当に何もしないままだった。チャートの前に坐ったら、きつと重苦しい気分になるだろうなと思っていた。それが、意外にもさほどのプレッシャーを感じなかった。とても不思議だった。

子供の頃から、記憶に関することすべてが嫌いだった。カードは「セブンブリッジ」も「ナポレオン」も「七並べ」だって得意だが、「神経衰弱」は絶対にやらない。負けるから。数人でやって、1セットしか取れなかったことがある。記憶するという行為に対してコンプレックスがある。記憶を前にと硬直するのだ。なぜか迷路ゲームも苦手。学校での成績も世界史と英語は良い成績をとったことはない。(記憶の勉強だと思っていたから) 語学は、不得意、大嫌い。それで押し通してきた。私は41歳を越えた。この齢まで語学から逃げ歩いてきたのだ。

私は、20代の中頃、まったくの素人で小さな出版社をはじめた。雑誌を創刊した。雑誌は、コンテンポラリー・アートなどの先端の芸術を扱っている。もちろん取材は日本の作家だけではないから語学は必須だ。それでも語学はまったく無視してきた。今回、サイレント・ウェイを紹介してくれた青木直子は、10代の時からの友人だが、雑誌の取材で、通訳や翻訳をしてもらったりで、語学ではとことん世話になり、迷惑をかけてきた。いつかインターナショナルな芸術誌を作りたいと口では言ってきた。その度に、青木直子は、いろいろな英語学習法を教えて励ましてくれた。でも、ちょっとやっでは止めてしまった。一生、語学とは縁がないのだろうと、どこかで開き直っていたのだろう。

十数年やってきた自分の雑誌に一つの限界が訪れた。薄々わかっていたのだが、大きなパラダイムシフトが日本に起きて、啓蒙、教養の時代が終了し、何かを執行し、はじめることが

望まれるようになったのだ。たとえば、アートの環境が悪い。それは教育の悪さに問題がある。そこまでの指摘は誰でもできるようになった。では、悪い教育をどうするのか、そのことに対して自分は何をするのか。そうしたことが問われるようになっていくのだ。メディアは現在を生きているので、当然、時代にあわせて変化しなくてはならない。間は、省略して語るが、その変化に自分が対応し、メディアを再生するのにどうしても語学の修得が必要だ。そう強く思う瞬間があった。

青木直子にいつものように相談した。長いこと語学の学習法について研究実践している青木直子が、「最近、もうこれしかないという教育法に出会った」と以前言っていたことを思い出したからだ。そして紹介してくれたのがサイレント・ウェイだった。他人と一緒に嫌、家庭教師状態にして、という私の相変わらずのわがままを、青木直子と今回、先生をしてもらうことになったアラード房子さんが、調整して受け入れてくれた。そこでサイレント・ウェイの個人教授という特殊な状況が実現した。サイレント・ウェイが、集団学習に適しているのは良く分かっているのだが、どうしても特殊な方法でないと気が向かないという私の悪い性格を受けてくれて、どうにか個人教授で教えてくれることになった。

1度目は2日間で6時間をこなし、1回目の授業はアツという間に終わった。夢中だったからだろう。色チャートを、本当に覚えられないので呆れてしまった。終わって、どうだったかと、アラードさんに聞かれて、チャートの色をまったく覚えられない自分が情けなく、それに付き合ってもらうのは大変ですねと答えた。気にすることはなし、サイレント・ウェイは忘れてくれて良いのだとアラードさんが言うので、まあ、どうせ覚えられないのだから、そういうことにして、覚えられないことを気にしないことにした。

サイレント・ウェイのシステムはどうやら、無理に覚えることをあまり良いこととしていささうだ。無意識にきちんとインプットされた状態を作るのだから、どれが無意識が覚えて、覚えていないか、先生に分かったほうが良いのだろう。抵抗するのはやめておくことにした。いやあ、それにしても覚えが悪い。さっきやったのをすぐ忘れてしまう。アラードさんは、私分かっている色を使って、記憶を辿りながら分からなくなった色の音を思いださせてくれる。単色は「ア」(強く発音するほうのア)、複合色は、アイの音が私の脳にすでに入っているのだから、それを使ってくれる。組み合わせでアイム(I'm)というのはできる。だからmの色は覚えている。



たとえばPの色を忘れた時、mamaと指してくれてpapaを指してくれてp音を回復してくれる。なるほどね、あの左のはしの色はPだったな。でも正確に言えば、Pを発音した音がそこに入っているという感覚で、チャートを見ながらアルファベットは浮かんでこない。語学は、自分を表現することが第一だ。I'mという言葉が最初に入ってくるのは象徴的だ。

サイレント・ウェイは良くできているなあと感じる。でも、アラードさんの教え方も相当に巧いんだろうなあとも思う。このシステムは、教師の力量と人格が重要な要素をしまっている。教師を量産できないシステムだなあと余計なことを心配する。1回目の授業を終えて、語学を獲得するには私にはもうこの方法しか残されていないだろうと、確信した……確信はするのだが、果たして語学苦手の私が、これで英語を身に付けることができるのだろうかという、自分の能力に対する疑いの方は、むくむくと頭をもたげてくる。こんなすばらしいシステムでも駄目ということもある。それほど酷い自分の語学の過去。でも、まあいいや、やるだけやってみよう。

'three'の発音が上手じゃないので、構文の中に出てくるたびごとと行ってよいほどに直される。少しでも変だと、発音の基礎へ戻ってチェックする。'three'とか'there'とか、とにかくthは全然ダメだ。もちろん、直されることに違和感も不快感もない。うるさいようだけと出るたびに直さないと、とすまなそうに言いながら「語ごととチェックして矯正してくれるアラードさんの気遣いのほうが大変そうだ。

発音できるようになったわけではないので、大きなことは言えないが、学校英語で注意しなさい、日本人は苦手よと言われているようなRの発音のほうがかむしろどうにかなる。LとかNの舌の使い方とか、2つの「イ」の使い分けの方がずっと難しい。これには、結構、目から鱗状態だった。最も苦手なのは、弱音のアの音だ。これには、全然、解決策がなくて困っている。唇を動かさずに発音するなんて。動きを急に止めるのは本当に難しい。息を吸ったら良いんだろうか。

### 3回目の授業

前回、2種類の赤の色にわりあてられている「イ」の発音を直されて、結局、巧く発音できなかった。アラードさんも諦めてしまった感じだ。今回、授業の中ほどで、再びその区別をチェックされた。できないのがわかっているのに、ありゃ、きたな、と思って緊張する。「イ、イー」発音する。あれっ？この間よりもはるかに良い調子で、発音できているじゃないか。ちゃんと区別がつく！ 完全ではないが、まったくでなかった短いイの発音を延ばせるようになってきている。びっくり！ いったいどうしたことだろう。私はシステムに甘えて本当に何も復習せずに来ているのに。アラードさん、よし、よしという顔でうなづいている。

そんなことがあって、さらにサイレント・ウェイに身を任せに行くことに安心感を覚えた。授業の間のコーヒープレイク

で、英語を他で聞いたりして、何か変化がありましたかと質問されて、いやあ、英語を他でまったく聞いていないので今のところ全然、と答えて、少し不安が頭をよぎった。私は、サイレント・ウェイにまかせっきりで、まったく他の英語のインプットをしていないけれど、普通は自主的にいろいろやるものなのかな…。復習しなくても良いと言われてノータンキに何もしないのは私だけ？ 効果があがっていないのかなあ、普通なら、英語の会話が少し聞けるようになるのかの変化が起きるのだろうか。学習法に対する信頼と確信はあるのだが、変化の実感がゼロなので、本当に英語が使えるようになるのだろうかという不安はまだまだある。

突然、自分でラッドを組んで、自分でその状態を表現することを求められた。あまりに身を任せていたので、簡単な自主的作業にも一瞬、戸惑った。どうしたらよいだろう。なかなか巧く作業に入っていけなかった。その後のコーヒープレイクで、その時の自分の状態を話した。突然、作業に主体性を求められてとまどったと。そう話して意識化した後は、うまく気持ちが切りかえられるようになった。言葉というのは、自分の意志で話さなくちゃ。たとえ練習問題でも主体的に話さないと、と自分に言い聞かせたりもした。

私は、今のところ、東京から1ヶ月に1回大阪に来て、2日間の授業を受けている。2回目からは、初日3時間、2日目5時間をこなしている。3回目は、1日目を予定よりも1時間延ばすことにははじめたのだが、快調にこなしていたにもかかわらず、残り、2時間のところで、なぜか今日は最後まで集中できるかなあという不安が持ち上がってきた。驚いたことに最後の1時間に入るところで、アラードさんが「やっぱり今日はここまでにしましょう」と言って授業を打ち切ってくれた。こちらの調子の悪さを見抜いてくれたのだろうか。サイレント・ウェイは、先生と生徒のコミュニケーションをベースにしているから、先生が生徒の状態を掴むということが大切なポイントとなっている。アラード房子さんは、そういう意味でもすごく優秀な先生だなあと思いつくと思った。(生徒が先生をこんな風に観察しているのはとんでもないことだけど)

ちょこっとメモをしたり、授業全体をテープに取ったりはしているが、復習はなーんにもしていない。その場の積み上げでなんとかしてやろうと思っている。昔は、一といっても小学校とか、中学校とかの時代のことだが一そうじゃなかった。その場でやらないで、家に帰って予習、復習して恥をかかないようにするというタイプだった。その傾向は今でも抜けていない。しかし、その場でやらないと成立しない仕事や、現場で即答して、それがあっていなければならないという修羅場もこなしたので、少しずつ現場主義にはなっている。しかし、まだまだ裏でいろいろ仕入れて、現場で他人を出し抜こうとする。でも今回の授業は、なるべくそうしないでやっというところだ。

何か他にしていますか？とアラードさんに聞かれたので、「な

～んにも」と答えた。でもこれは、他にも何かすると良いということを遠回しに言われたのかとも思って、修得に良いことがあったらやり方を教えてくださいと聞いてみた。今野さんは、学び方を分かっているから、何をやっても大丈夫ですから、映画の英語を聞くとかいろいろしてみてくださいと言われた。何でも良いと言われても…ちょっと当惑した。何をしたらよいだろう。

アラードさんに良い生徒だと言われて嬉しかったけれど、本当に私はよい生徒なんだろうか。自分で言うのも変だが、抵抗しないでサイレント・ウェイに溶け込んでいるのが良いと言われる所以だろう。私は、何か新しいことに向かったときに、そのシステムを見抜いたり、それを知ることからはじめる。というか、システムに異常な好奇心がある。たとえば、3年前に見はじめた歌舞伎にしても、舞台を楽しむ以上に、どうやって歌舞伎ができていくのか、これまでになってきたのかということの理解に気持ちが動く。見始めて1年半で歌舞伎の舞台をプロデュースしたり、三階さんと呼ばれる主役の役者を支える専門業の人たちの特集を雑誌でしたりして、実地に歌舞伎のシステムを体に入れようとしてきた。仕組みと理屈が分からないと気持ちが悪くてしかたがない。理屈はいいから、飲み込んでしまえというのは、まったくの苦手だ。理屈っぽいと言うか、とにかくそういう性格をしているのだ。今回、システムについて質問しても良いというお許しがあったこともサイレント・ウェイをやろうという動機の一つである。

サイレント・ウェイは、身を任せたいほうが良いシステムであると理解している。だから身を任せている。私はもともと素直なわけではなくて、むしろ逆だ。今回は、意志の力で身を任せているわけで、自然にしてそうになっているわけではない。この辺が私のちょっと変わった、洒落臭いところだ。自分を理にかなった最短の方法に当てはめて動くのが好きなので、何かやるときはそのたびごとにやり方を変える。サイレント・ウェイに、自然に身を任せているなら本当に良い生徒なのだろうが、意志で身を任せているのだから、疑似的な良い生徒だ。私の特殊なスタンスが、サイレント・ウェイでどのようなマイナスをもたらすのか、今は、ちょっと分からない。でも、私は、こういう風にしかできないのでこのままやっていく他ない。どこかで壁に突き当たるかもしれない。まあその時は、その時。あとは野となれ山となれ。今から、くよくよ考えていても仕方がない、そう思っている。

#### 4 回目の授業

予習、復習をしないことを原則にしているのだから、基本的には何もしていないのだが、大阪に向かう新幹線の中で、もらったカラー・チャートを眺めた。この色は、えーっと。あれっ、覚えてないぞ。2つとか、3つとかしか完璧じゃない。どうしよう。おろおろしているうちに大阪についてしまったので、気分は組板の鯉状態になって、教室に入った。で、はじめたのだが、それ程、チャートで不自由しない。気がついたのだが、アラードさんが、色に対してある決まったしぐさをし

ていて、その体の感じで、発音がでてくるのだ。別に、そのしぐさ自体をしてくれなくとも、そのしぐさに入る前のちょっとした動き、表情で、以前にその色にあてはまる音を回復してくれたときの、体の動きを思いだして、音がでてくるのだ。色、体、表情、行為の記憶、そうしたものが、発音とくっついているのだ。面白い！

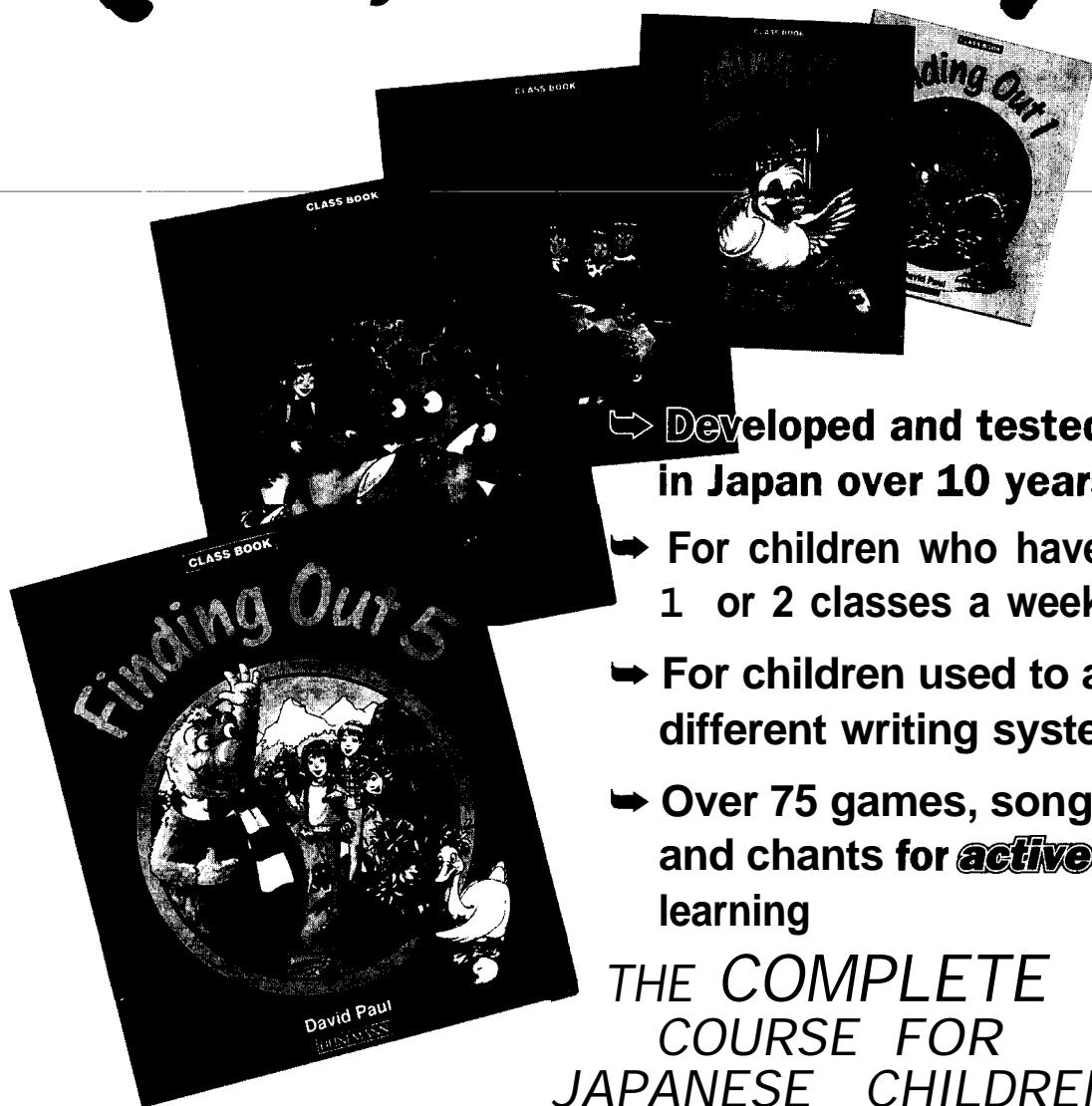
発音とくっついた体の動きのことを考えていて、またまた気づいたのだ!! あたりまえだが、サイレント・ウェイは、先生は言葉の発音をしてくれない、沈黙の教授法なのだ。生徒である私が、正しい発音の方に向かって行けるように、身振りで誘導してくれるのだ。そして私がかたま巧く発音できると、身振りでそれだ! と意識させてくれる。もっと言えば、先生、生徒と言ったけれど、その関係もなくてワークショップをシェアする経験のより多い人と、少ない人との共同作業ということなのだろう。その共同作業で大切なのは、意識すること、アウェアネスであり、自分が発音できたネイティブの音を、「出た」、そしてこれがそれだと意識することである。そのアウェアネスによってステージがあがっていくのだ。

私にとってアウェアネスは非常に親しみやすく、重要な概念である。というのは、自分がいまいるラウンドである美術、とくにコンテンポラリー・アートと言われているジャンルでは、作家が仕事をするときにこのアウェアネスが不可欠だからだ。現代美術は作家が意志をもって作る、アーティフィシャルなものである。アートは人工的なものだということが常識なのだが、日本では意外にもアートが「心のままに」とか「情動を反映して」という人間の「自然に」ということを大切にしたい所産であるとされている。たしかにアートには「自然に」とか「気分」とかも反映されるのだが、基本的には知覚する意志の力によって作品を作る。だから、作る前に、作る意志のありか、作るためのディーテール、素材、見せ方などのあらゆる要素について意識によって検討し、さらに意志そのものを純粋に抽出し、その抽出された意志とそれらの要素との距離を意識化することが必要になってくる。覚醒して意識することができないと作品は成立しないのだ。現代美術は、いま、見えないものをどう形にするかということと、形に至る過程というものを大切にしている。形になった見えるものがすべてではないのだ。できること、できないこと、見えるもの、見えないもの、見えるようになった部分、そうした細部についての知覚化、つまりアウェアネスが作業として必要になっている。若い作家によく言うことは、「作家として力を発揮していくには、早く、意志と行為のアウェアネスを身につけることだ。」ということだ。

サイレント・ウェイで分かるのは、アウェアネス。分からないのは、プレゼンスである。青木直子にもアラードさんにも質問したけれど、いま一つ、ぴっとした理解に至らない。アウェアネスがあること、あるところ、ということに関係して

# Finding Out

by David Paul



- ⇒ Developed and tested in Japan over 10 years
- ⇒ For children who have 1 or 2 classes a week
- ⇒ For children used to a different writing system
- ⇒ Over 75 games, songs and chants for **active** learning

THE COMPLETE  
COURSE FOR  
JAPANESE CHILDREN

**NEW!**

## FINDING OUT FAXLINE

Send your comments and questions to the author, David Paul :

03-3294-0792

**Heinemann**  
ENGLISH LANGUAGE TEACHING

In touch with Japan

**COMING**

**COMING**

**COBUILD  
ENGLISH  
DICTIONARY**



**COBUILD**

Collins Birmingham University International Language Database  
*A division of HarperCollins Publishers*

**Send this coupon to:**

DAVID GRAY  
HarperCollins Japan  
1-2-1 Sarugakucho, Chiyoda-ku, Tokyo 101  
Tel: (81) 3-3291-6343 Fax: (81) 3-3294-8284

**SOON**

**SOON**

**2<sup>nd</sup>**  
**EDITION**

---

Please send me more information about  
**COBUILD English Dictionary 2nd edition.**

Name: \_\_\_\_\_

Dept./School: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

# Student Generated Projects: Drama

by Stephen J. Davies  
Toyama College of Foreign Languages

## Introduction

Much has been written about the practical benefits of drama as a way of developing language skills; see Dougill (1987), Maley & Duff (1978) and Wessels (1987). Both dramatic activities, which may be defined as the skits, role plays, mimes and improvisations that teachers use to help achieve some of the communicative ideals of their textbooks, and drama, the rehearsing and performing of plays, provide opportunities to use the target language creatively and emphasize the role of the learner as active participant rather than passive recipient.

Drama, specifically the writing, rehearsing, and performing of a play as a long-term project, is the subject of this article. It consists firstly of a summary of the main stages that my students and I have gone through from our first ideas through to the final performance of the drama; and secondly of a commentary on how their target language competence may have increased. Finally I have referred to some of the pedagogical theory of Malamah-Thomas (1987), Porter-Ladousse (1987), Stevick (1980) and Widdowson (1979; 1984) to try and further contextualize my ideas.

## The Story

To succeed the drama needs to have a recognizable plot and satisfactory conclusion; without these the audience will be confused and unable to understand what is happening. At this early stage I divide my class of seventeen students into four groups and ask each group to brainstorm for ideas. Then one member from each group writes a short summary of her group's ideas on the board for all the class members to see, and collectively we discuss each group's ideas. Sometimes an idea shows a lot of promise but there may be no clear way of writing an ending; alternatively a story may seem workable at first but may involve too many scene changes, require too many props and costumes or present other technical difficulties.

Here is a simple checklist of things to be considered:

1. How long is the story?  
(The final performance will probably have to fit into an agreed time slot. The longer the story, the greater the demand on the audience's attention.)

2. Does it have a good ending?  
(The ending should tie the various threads of the story together and should provide a satisfactory conclusion.)
3. Is it understandable?  
(How much of the story's meaning depends on language and how much on action?)
4. Will it involve all of the students?  
(All of the students should feel that they are making a worthwhile contribution even if they only have minor parts. If they don't think that their roles are important they will be hard to motivate during rehearsals).

Clearly this first stage of story writing involves a large amount of discussion and interaction in the target language and focuses, not on the formal properties of language, but on communication and meaning. As Wessels (1987) comments:

Most of the language acquired during a drama project will probably stem not from the actual play itself, but from the discussions surrounding the production and the rehearsals (p. 12).

## Writing the Script

Writing a script can take a lot of time. In *Drama Activities For Language Learning* (Dougill, 1987)

Dougill writes:

Not many teachers have the time, inclination and ingenuity to make up their own script. One possible solution is for the group as a whole to work on the creation of a script, an undertaking that is less daunting than it may appear (p. 101).

Rather than having all the students write the script, I prefer to get them to choose a sub-group of about six or seven to work together; the remaining students can start creating any necessary props.

Of course this depends on the length of the script; with longer scripts, small groups can each develop sections independently. When the script is finished, I correct any grammatical errors, make photocopies and then give each student a copy. With a typed script in hand there is already a sense that something has been achieved and, after parts have been decided, the students can start learning their lines.

---

"Of course, this depends upon the length of the script; with longer scripts small groups can develop sections independently."

---

The script writing stage complements story creation by concentrating on writing as a productive skill. The focus is on accurate, natural and comprehensible English, generated in the first instance by the students themselves. When they have a copy of the corrected script they are able to begin memorizing fully contextualized vocabulary and structure. As they become more confident with it so their motivation increases and, hopefully, so does their motivation with respect to acquiring the target language.

### **Allocation of Parts**

My approach is to allow the students complete freedom in deciding their own parts. Of course this may be frustrating in that some of the better actresses or actors may choose minor roles for themselves; but it's important to remember that rehearsing for the performance is very time consuming and that the students often have other commitments both in, and outside school. Some of them will also need to look after lighting and sound effects. Would the students prefer to choose a person or persons to prepare tapes and have sole responsibility for lighting and sound effects during the performance, or would they feel more comfortable if some of the performers with minor roles took charge of special effects? If some students are given this work and are not required to act, it may lead to some resentment if they are not expected to attend rehearsals and, when rehearsals are taking place during class time, there may not be enough for them to do. It all depends on how many sound and lighting effects are required and how essential they are to the success of the performance. For a fuller discussion of allocation of parts and related issues see Wessels (1987).

### **Rehearsals**

Adequate rehearsal time is crucial if the final performance is to be successful. Rehearsing makes big demands on everybody's time; because of this it's essential that all the actresses and actors turn up on time for scheduled rehearsals so that nobody is left waiting around to get started. To begin with I usually organize small group rehearsals; sometimes different groups rehearse separate parts of the drama simultaneously, at other times one group practises in front of the remaining students who function as a mini audience. Afterwards the non-acting students can provide critical feedback. As the date of the actual performance gets nearer, attention can be concentrated on full length rehearsals when the drama can be acted through from beginning to end with a minimum number of pauses.

Time can also be usefully spent going over impor-

tant performing techniques with the students. These include making sure that they face the audience when they deliver their lines, checking that they do not unintentionally block each other from the audience, that they use all of the stage when performing and that they come to the front of the stage to speak whenever possible. Every movement should be rehearsed both to give the students confidence and also to avoid any unwanted surprises on the night of the performance.

During rehearsals the students have opportunities to use the target language in meaningful contexts; they can develop a sensitivity toward language appropriacy and further their sociolinguistic competence; the emphasis is on the meaning of language rather than purely on structure, in contrast with the isolated verbal content of some structure-based grammar texts.

Secondly through using intonation, which is, of course, important for conveying feeling in

English, they may begin to perceive that, mood and feeling also influence the grammatical form of what we say. (Maley & Duff, 1978, p. 11). In a sense, while rehearsing, the students temporarily reverse the usual learning process; they begin with meaning defined in terms of feelings and situations and then move on to focus on language form. It is also worth remembering that using a new language involves taking risks:

Students need the occasional chance to take risks in the language, to try out new ways of combining words, and of course, to find out where the gaps are in their knowledge. Drama activities give students an opportunity to strike a balance between fluency and accuracy (Maley & Duff, 1978, p. 14).

Rehearsals provide ideal opportunities for linguistic risk taking in non-threatening contexts.

### **The Performance**

Performing in front of an audience is a nerve-wracking experience for everyone. In addition to all the usual anxieties, the students will be speaking in English in front of a lot of people, depending, of course, on the size of the audience. But if everything has been well-rehearsed it should be possible to keep nerves under control. Having someone, probably the teacher, sit near to the stage to prompt if necessary is also a good idea. Lastly it's worth remembering that the onlookers are not likely to be critical or hostile; they just want to enjoy themselves!

---

"Performing in front of an audience is a nerve-wracking experience for everyone...[b]ut if everything has been well rehearsed it should be possible to keep nerves under control."

---

### Pedagogical Theory

The structured nature of much language teaching has been noted by many researchers, including Widdowson (1979). The tendency has been to idealize language and present it in the form of sentences, and language teachers have traditionally concerned themselves with the problems of correct sentence formation and sets of techniques for teaching correct sentences. However real language exchanges often have a random, unpredictable component:

Actual language use is not like this at all. It is rather a series of problems that have to be solved on the spot by reference to a knowledge of linguistic systems and communicative schemata. This knowledge does not provide ready-made solutions which are simply selected from storage and fitted in. But language courses have generally been based on the assumption that it does. (Widdowson, 1984, p. 239).

Drama gives students opportunities to experiment with language and to familiarize themselves with language register and appropriacy of message in given social situations; cultural contexts, as well as linguistic items are involved. Drama then complements more structured language teaching, with its inevitable idealization, and helps learners toward fluency. For further discussion of the importance of dramatic activities see Porter-Ladousse (1987).

Drama is an interactive process; as such it involves certain risks. Stevick (1980) asserts that "The preservation of self-image is the first law of psychological survival" (p. 7). The potential for negative experience is referred to by Malamah-Thomas (1987):

Interaction is a two-way process. It can proceed harmoniously..... or it can be fraught with tensions. It can be a positive state, where the interactants feel that something worthwhile is being achieved as a result of the interaction or it can be a negative one. Every interaction has the potential for co-operation or conflict. (p. 8).

The teacher should both be aware of the potential for negative experiences and should try always to encourage students to work in an atmosphere that is as non-threatening as possible. Inevitably in moving away from the comfort zone of more familiar classroom procedures there will be possible risks; but there are real advantages both linguistically and psychologically. To illustrate here are two comments from students in response to the question; Why do you like or dislike drama?

I like drama. The audience enjoyed our drama and I felt happy. (Yuko)

I think co-operation is very important to make drama. Team work is a very important thing for Japanese culture. (Emi)

### Conclusion

To conclude, my main aim has been to provide a practical description of how a play may be written and successfully performed. I have also commented on how writing, rehearsing and performing may assist in the on-going process of language learning and how, to some extent at least, a student-centred project like this allows individual learner initiatives to lead to more effective learning. As well as the linguistic gains, learners can benefit substantially from the interaction and co-operation that are fundamental to the success of such a project, although I have mentioned the danger of negative experiences. Drama is not just another class subject; it involves a philosophy that influences every aspect of student interaction and learning.

### References

- Dougill, J. (1987). *Drama activities for language learning*. Oxford: Oxford University Press.  
Malamah Thomas, A. (1987). *Classroom interaction*. Cambridge: Cambridge University Press.  
Maley, A. & Duff, A. (1978). *Drama techniques in language learning*. Cambridge: Cambridge University Press.  
Porter-Ladousse, G. (1987). *Role play*. Oxford: Oxford University Press.  
Stevick, E.W. (1980). *Teaching languages: A way and ways*. Massachusetts: Newbury House.  
Wessels, C. (1987). *Drama*. Oxford: Oxford University Press.  
Widdowson, H.G. (1979). *Explorations in applied linguistics*. Oxford: Oxford University Press.  
Widdowson, H.G. (1984). *Explorations in applied linguistics 2*. Oxford: Oxford University Press.

Stephen Davies has taught EFL in England and Japan. He was an AET in Kanazawa from 1988 to 1991. He currently teaches English and Drama at Toyama College of Foreign Languages.

---

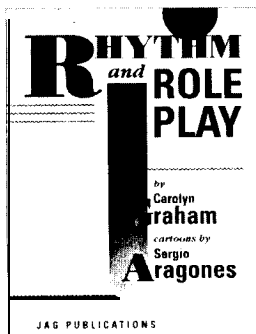


KONNO, cont'd from p. 16.

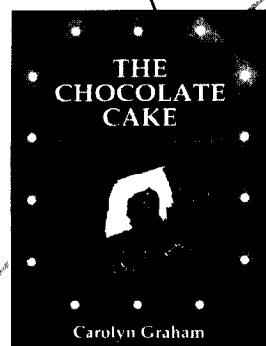
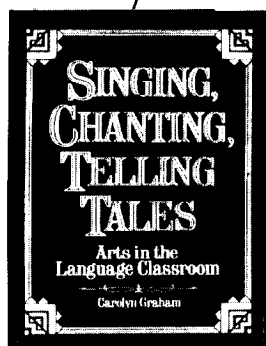
いと、私は解釈しているが、それがどう効力をもっているのか、どう機能するのか分からない。大きな宿題だ。語学を学びながら、少しでも分かっていると楽しいなと思っているが、そんなに簡単な概念ではなさそうだ。4回目のプラクティスはスムーズに終了した。まだ、自分がやっていけそうだという実感はない。テレビの英会話教室を聴いても、別に以前と変わらず、何も聞こえてこない。でも、まあ、焦ることもないか。来るときが来たら、きっとなにかの変化があるだろう。



# THE CAROLYN GRAHAM CORNER COVERS ALL THE BASES!



You'll find everything  
you need at the  
**CAROLYN GRAHAM  
CORNER**  
at Harcourt Brace



**HARCOURT  
BRACE**

Harcourt Brace Japan, Inc.

Ichibancho Central Bldg. 22-1 Ichibancho, Chiyoda-ku, Tokyo 102

Tel: 03-3234-3912 ELT Hotline: 03-3328-2527 (Shari Berman)

# Away From The Traditional Conversation Class

by Wai-king Tsang & Matilda Wong  
City Polytechnic of Hong Kong

## Introduction

In a traditional conversation class, practices usually consist of highly dramatic conversation, prepared talk and scripted dialogues prepared by the teacher, with a focus on the mastery of formal linguistic skills. The teacher is a dominating participant in the practice to stimulate responses from the learner. Errors are corrected by the teacher during the practice or after it. Feedback, if any, merely comes from the teacher alone. This emphasis on formal aspects and the teacher's role as the sole source of input and feedback is often insufficient to promote genuine learning.

In contrast, the present conversation program reported here aimed at avoiding the counter-productive aspects of a traditional conversation class. With such an aim, two decisions thus had to be made: (1) what should be learnt, i.e., whether native spoken level should be the target; and (2) error treatment, i.e., how, when, and by whom errors should be corrected.

To make the first decision, Brown and Yule (1983) would suggest:

the foreign student should not be corrected if he produces partial sentences, incomplete phrases, of the sort produced by native speakers ... he should realise that speakers of this foreign language talk like human beings, like he talks in his native language (p. 21).

Considering the second decision, errors can be seen as a positive illustration of learners' attempts at internalizing the target language (Rodriguez & White 1983). Nevertheless errors need to be treated in some way, if they are not always corrected. Correction during a conversation may interrupt and distract the participants (Murphy 1986). To resolve the dilemma, Murphy (1986) makes a distinction between errors of fluency and errors of accuracy. Errors of fluency have to be corrected at the time of speaking, either by the speaker, - who repeats or rephrases himself -, or by the hearer---who asks for repetition or clarification, or confirms what was heard; while errors of accuracy in grammar, vocabulary, and pronunciation may be corrected later.

In a conversation class, when a practice is over, an error of accuracy may have slipped the teacher's memory, or the feedback on a faintly remembered error may fail to motivate the learner. Added to this problem is the fact that feedback on body language loses its relevance in the absence of the visual stimulus. Information may often be missed when a conversation is over as "we speak with our vocal organs,

but we converse with our entire body" (Abercrombie 1986, as cited in Pennycook 1985, p. 261). To capture the currency of errors, feedback on gestures and on paralinguistics, or on any feature worthy of praise and further comment, video-recording is an effective solution (Kelly 1985).

Having examined the decisions on target level and error treatment related to the present conversational English program, let us now focus more closely on the program itself. The main characteristics of the program included:

1. using conversation starters to trigger realistic communication;
2. brainstorming vocabulary with the learner to add a source of input;
3. video-taping learners' conversation practices in the absence of the teacher to minimize threat and maximize learner participation; and
4. reviewing tapes for intensive self and peer feedback, involving the learner actively in the learning process.

## Design of the Present Conversation Program: Objectives

A successful conversationalist does not only master formal linguistic skills, but is also prepared to operationalize the dynamics of conversation by adjusting his volume, building in pauses, surviving overlaps, avoiding communication breakdown, making way for backtracking, optimizing the use of a full range of body language and choosing appropriate styles of language. Through presentation, practice and review, the students in the present conversational English program therefore aimed at:

1. operationalizing the dynamics of conversation as mentioned above;
2. distinguishing between various styles (formal/informal; strong/neutral/weak; complete/tentative) of language forms in carrying out functions of:
  - i initiating and terminating a conversation,
  - i asking for repetition,
  - i checking and showing understanding,
  - i confirming what is heard and asking for clarification,
  - i eliciting opinions and suggestions,
  - i giving opinions and suggestions,
  - i agreeing and disagreeing,
  - i giving and taking turns,
  - i filling gaps;
3. building up vocabulary necessary for conversations through brainstorming and teacher prompts;

- and
4. using appropriate conversational microskills and vocabulary to:
    - i initiate a conversation given a conversation starter;
    - i maintain a conversation on a given starter, or develop other topics around or away from the starter; and
    - i terminate a conversation.

### The Participants

The seven participants in the present program were all Hong Kong Cantonese speakers who are learners of English as an auxiliary language<sup>1</sup>. They were recommended to the English Foundation Program of the City Polytechnic of Hong Kong in Year One, and were students from the Faculties of Humanities and Social Sciences; Business; and Science and Technology. After taking general English for two terms, they were assigned to take this conversation class.

### A Typical Lesson

The conversational English program was of fifteen hours' duration, spread over eight weeks. In each lesson, the students were first introduced to the target conversational microskills. This was done through demonstration, audio-visual input, elicitation of interaction expressions from the students, matching appropriate language forms with different language functions, or role plays. Having given adequate practice on the use of the target conversational microskills, the teacher then brought out a conversation starter (for the list of conversation starters used in the program, see Appendix I) and brainstormed with the students a working vocabulary which could possibly evolve from the given starter.

The students then formed two groups and used the given starter for free practice. At the same time, the teacher withdrew to the video laboratory to video tape the students' performance in her absence. From the very beginning, the students knew that their performance would be taped for review.

After the conversation practice, the teacher reviewed the taped conversation with the students and let them fill out a worksheet to keep track of the frequency of appropriate use of the target conversational microskills as well as to make any general remarks on the speakers. In this way, self and peer feedback was ensured. In addition the teacher also wrote on overhead transparencies (OHT) and gave

feedback on the students' performance at the end of the review.

### Effectiveness of the Program: Using Conversation Starters

Given the same starter, different conversation groups developed very different conversations, some closer to the starter, and the others away from it. In general, the students were positive towards using a starter for each practice. In his evaluation, one of the students wrote: "with the starter, we focus to talk." Apart from being a focal point, the starter also offers much flexibility. The students were able to maintain the conversation using different strategies, staying on and exploring the topic fully, or initiating a related topic, or even switching to a topic totally unrelated to the starter.

### Brainstorming Vocabulary

The session on brainstorming vocabulary before the practice was useful to the students. In fact, the students rated an average of 7 on a 10-point scale in the evaluation questionnaire to indicate the effectiveness of the program to build up a working vocabulary in dealing with a variety of everyday topics in conversational English.

### Video-taping Students' Performance in the Teacher's Absence

The students appreciated the taped practice in the absence of the teacher. In their own words, they wrote: "the methodology used - high technical and practical"; "we can give ourselves feedback after watching our performance on the tapes." The advantages of not having the teacher's participation in the practice are also evident in the students' own comments: "practice in the teacher's absence ... free to say ... It is useful, new and fresh experience ... I have improved."

### Self and Peer Feedback

Murphy's (1986, p. 146) comment that "correction does not have to come from the teacher alone, ... it will come just as appropriately (if not more so) from the fellow learners" was confirmed by the students' ability to observe their own or their peer's strengths and weaknesses. In fact, the students possessed self knowledge and were capable of giving fair self and peer feedback, quite independent of the teacher, as predicted in the design of the program. Although they were unable to give useful feedback on pronunciation, vocabulary and grammar accuracy, which certainly presupposes good mastery of the language, the teacher's in-class feedback on

---

"Added to this problem is the fact that body language loses its relevance in the absence of the visual stimulus. Information may often be missed when a conversation is over as we speak with our vocal organs, but we converse with our entire body."

---

OHT's made up for their inadequacy, which in turn is a healthy sign of collaborative and responsible learning.

### In-class Teacher Feedback on OHT's

In each lesson, after the students' conversation practice, the teacher gave feedback on various aspects: vocabulary, grammar/accuracy, pronunciation, microskills, body language, participation and fluency. Obviously, with the aid of video tapes, a more detailed review of the students' performance was made possible, and more systematic feedback on the various aspects of performance could also be given. On the whole, the teacher focused more on vocabulary, grammar and pronunciation areas in which the students needed guidance, specific comment or "correction," than on participation and fluency, areas in which the students themselves were able to observe the strengths and weaknesses while reviewing the tapes.

Overall, the students were able to make use of vocabulary learnt in the brainstorming session, but on the other hand, as the conversation evolved, the students felt the need for more specific vocabulary to express themselves and showed limited word power, so the teacher made a number of suggestions on vocabulary on OHT's. Here, as suggested by Ludwig's (1982) work on error analysis, the teacher specifically dealt with vocabulary errors in the use of logical and linguistic connectors which hinder communication.

In terms of grammar/accuracy, the teacher focused on global errors, for example, wrong use of expression which might damage the effectiveness of communication. She also dealt with literal translation from Cantonese. For instance, in one of the conversation practices, a student said: "If a week have no meat to eat ..." (which is exactly the way of expression in his L1), when he should have said: "If you don't have meat for a week ... ." In addition, the teacher highlighted the common errors caused by Cantonese influence. A notable example is "listen music" instead of the correct form "listen to music." Or, in a short conversational exchange, the student answered "yes" to mean "no" as in:

- You don't have any backup?  
--- Yes.

Answering "yes" to mean "it is right" is a common error influenced by Cantonese usage in this kind of question and response<sup>2</sup>. Indeed, the response should have been "No, I don't" to show agreement with the question.

With pronunciation, the teacher focused on a few

common problems faced by local Cantonese speakers, for example, missing medial /r/ ("frriend"), wrong vowel /e/ for /eɪ/ ("game"), wrong consonant /ts/ for /tʃ/ ("cheap"); these variations are accepted locally in "mixed code." The teacher also treated other common errors which are problematic for native speakers, for instance, missing medial /a/ ("clab"), swapping between /r/ and /l/ ("pray, play"; "glass, grass"), substituting /l/ for /n/ ("know"), and the pronunciation of "-ted, -ded, -ed" in past verb forms.

The students' use of conversational microskills throughout the program was satisfactory; they were able to use them appropriately as the program progressed. In the first two lessons, their use of an expression was conscious and occasionally sounded artificial but the end of the program, they not only had expanded their repertoire

of conversational microskills, but were also more at ease integrating them into their conversations.

The teacher also observed the students' use of body language in their conversation practices, because it is important to give feedback to the paralinguistic elements related to conversation. Specifically, it was found that the students were able to maintain eye contact and use different gestures effectively to reveal what words do not.

With regard to participation and fluency, in some practices, when the topic was interesting or familiar, the students shared the conversation more equally, and they tended to be more fluent. As the program progressed, the students were more prepared to switch topics and use gap fillers to fill silences; as a result, their fluency improved.

### Conclusions

The objectives of this conversational English program were generally met. The students were able to build up a working vocabulary to handle everyday conversation, to distinguish between various styles, to initiate, maintain and terminate a conversation making appropriate use of conversational microskills, and to gain confidence in speaking.

Along with these achievements, there are areas in the program which call for future attention:

1. To further strengthen vocabulary and pronunciation.
2. To incorporate listening to sensitize the learner to different accents and varieties of English.

Finally, the pedagogical implications of this conversational English program are relevant in two areas: First, the best way to apply this program in tertiary institutions would be to make it an intensive

---

"Obviously, with the aid of video-tapes, a more detailed review of the students' performance was made possible, and more detailed feedback...could be...given."

---

short course; and second, in secondary schools, this program would be good for selective use at secondary 6 or 7, in a class of twenty to thirty students. Video-taping in a double-session oral class can be carried out in a regular classroom, and role-play or simulation activities can be adapted for use in secondary classes.

Notes

1. In Hong Kong, English is co-official with the Chinese language, and English is a medium of instruction in local secondary schools and tertiary institutions. It therefore cannot be defined as a foreign language. However, English is rarely functional outside the domains of government, education, trade and commerce, and some professions. Its use is severely limited in daily activities and the language cannot be considered a full second language, i.e., as contrasted with other bilingual situations such as in California. Its compartmentalised functions in the territory is characteristic, and its status is appropriately described as that of an auxiliary language, as the term is defined by Luke and Richards (1982).
2. This is also a common error in Japanese usage of English for "yes/no" questions.

References

Brown, G., & Yule, G. (1983). *Teaching the spoken language* Cambridge University Press.  
 Kelly, R. (1985). Video and language learning: An approach to viewing comprehension. *REL*, 16(1), 52-67.  
 Ludwig, I. (1982). Native-speaker judgments of second-language learners' efforts at communication: A review. *Modern Language Journal*, 66, 274-283.  
 Luke, K.K., & Richards, J.C. (1982). English in Hong Kong: Functions

and status. *English World-wide*, 3(1), 47-64.  
 Murphy, D.F. (1986). Communication and correction in the classroom. *ELT Journal*, 40(2), 146-151.  
 Pennycook, A. (1985). Actions speak louder than words: Paralanguage, communication, and education. *TESOL Quarterly*, 19(2), 259-282.  
 Rodriguez, R.J., & White, R.H. (1983). In J. W. Oller, Jr. & P. A. Richard-Amato (Eds.), *Methods that Work* (pp. 246-255). Newbury House Publishers.

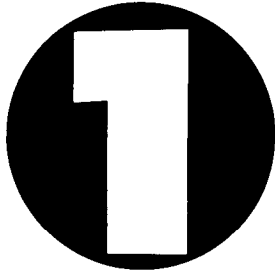
Appendix I

Conversation Starters

1. a. Hong Kong students should be forced to work harder.  
 b. We are just lazy. In fact we do not need more than four hours' sleep a day.
2. a. I didn't sleep well last night  
 b. The test was too difficult.
3. a. The Earth is affected by the Greenhouse Effect.  
 b. Computer viruses can be damaging.
4. a. I am planning to go to Europe this summer.  
 b. Let's have a surprise party to celebrate Peter's birthday.
5. a. Students are too young for romantic love.  
 b. Vegetarians are healthier than people who eat meat.
6. a. I want to change the time for our English class.  
 b. I really enjoy Karaoke.

# The Language Teacher

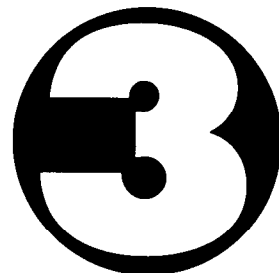




YOU GIVE IT.



THEY TAKE IT.

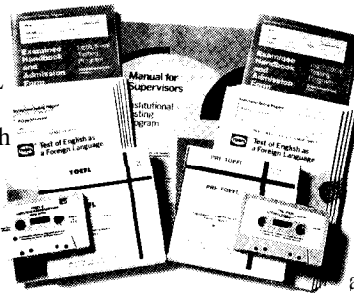


WE SCORE IT.

## The Institutional Testing Program: It's As Easy As One, Two, Three.

Is the Institutional Testing Program (ITP) helpful in placing students in English or ESL courses at appropriate levels? In evaluating English proficiency at the end of study courses? In providing practice prior to taking the TOEFL® test?

More than 1,200 major institutions think so. Each year, they use ITP to test more than 167,000 students at their own sites, on their own timetables, and at a reasonable cost. The answer sheets are scored at CIEE Japan and the



results are promptly reported to the institutions. Rush scoring service is also available.

The two-level program includes the Level 1 TOEFL test, with actual questions from a previously administered official TOEFL test, and the Level 2 Pre-TOEFL test, which serves as an excellent introduction to the TOEFL experience.

For more information about ITP and the complete family of official TOEFL materials, return the coupon today.

Please send me information about the Institutional Testing Program and other TOEFL programs.

Name \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_

Detach and mail to:  
Council on Int'l Educational Exchange  
TOEFL Department  
Hirakawa-cho Kaisaka Bldg. 1F  
1-6-8 Hirakawa-cho, Chiyoda-ku  
Tokyo 102 Japan  
Telephone: 03-3239-1924  
Fax: 03-3222-1925

JALT/94-95

# TOEFL

OFFICIAL TOEFL PROGRAMS FROM  
EDUCATIONAL TESTING SERVICE



EDUCATIONAL TESTING SERVICE, ETS, the ETS logo, TOEFL, and the TOEFL logo are registered trademarks of Educational Testing Service. ©1994 Educational Testing Service.

# *In Sight---Out of Mind: Discovering Out-of-Awareness Communication Strategies*

by Joseph Shaules, *ALEC Gaigogakuin*  
and Haruko Katsura, *Hokkai Gakuen University*

*We may choose to write or not to write, to speak or not to speak, but we cannot choose not to behave, and if we are observed, we cannot choose not to communicate.*

---Leger Brosnahan

## **Introduction: Hidden Barriers**

As language teachers we are concerned by the difficulty that many of our advanced students have interacting comfortably with native speakers. Students tell us that they are stuck in their learning, or are "not sure what to say" even during relatively "simple" interactions with English speakers. Native speakers report that while these learners are highly competent in many areas, their spoken English and social skills often have a degree of "unnaturalness." With exceptions, the students themselves—Even those with excellent listening skills, vocabulary and grammar knowledge—often report feeling uncomfortable when speaking with native speakers. Hayashi's report echoes closely comments heard from many of our students:

Japanese... with an advanced proficiency in English pointed out that they often feel out of tune, awkward, and left out when interacting among a group of American speakers. I myself experienced arhythmicity when I participated in seminar class discussions that consisted predominately of American students (Hayashi, 1988, p. 285).

Often, both the "unnaturalness" reported by native speakers, and the discomfort reported by the students themselves are rooted in cultural differences in unconscious communication strategies and styles of social interaction.

In this paper, we consider how culture acts as a framework for social interaction, and how the sociolinguistic expectations that form it are, for the most part, out of the everyday awareness of most speakers. We believe that the distinction between cultural patterns and communication strategies which are "out-of-awareness" and "in-awareness" needs to be

included in language teaching and learning. We present an overview of how cultural learning and teaching has been viewed, and suggest a modified approach.

## **Unconscious Cultural Frameworks**

Any interaction between two people of the same culture takes place within and is governed by a cultural milieu of values, norms, world view, interactional patterns and expectations, all acquired while growing up (Damen, 1987, p. 140). During enculturation, these expectations are learned "without the knowledge that they are being learned at all, or that there are patterns or rules governing them" (Hall, 1959, pp. 70-71). These patterns act as the "rules" by which any society interprets reality and interacts. They function smoothly as long as the participants share the same expectations. These "rules" encompass everything from the fairly obvious, such as the proper forms of address, or explicit behavioral norms ("it's wrong to steal," for example), to much more subtle rules, like when it is appropriate to make eye contact, or how far away to stand when introducing oneself, etc.

The functional approach of recent years, in which students are taught how to extend invitations, turn down requests, disagree, etc., has rightly recognized the importance of communication strategies, or functions. It has been widely recognized that language is more than simply grammatical structure plus vocabulary. Communication takes place between real people within a context of expectations about what it is appropriate to say or do (Maley & Duff, 1982, p. 8). Language use is a reflection of what we want to

accomplish in any given interaction.

In our experience, contextual appropriateness is exactly what advanced learners struggle most with. Learning the surface forms of a particular "function" is insufficient, because real-life interactions are highly contextualized and rely on many situational and non-verbal cues, all of which are tied into a governing milieu of cultural norms, values and

---

**"These patterns act as the 'rules' by which any society interprets reality and interacts. They function smoothly as long as the participants share the same expectations."**

---

expectations. For students to correctly interpret the intention of native speakers, as well as to be able to behave appropriately, linguistic and functional skills must be integrated with an understanding of this underlying framework. In other words, not only must a learner know a variety of ways to express something, but also how those utterances fit into the bigger picture of social relationships and cultural values. Consider the differences implied by the different ways one might offer someone a drink at a party: "How 'bout a beer?" "Would you like a beer?" "Have a beer!" "Would a beer do?" "We've got beer." "Can I get you a beer?" "You need a beer!" "Get this woman a beer!" A learner needs not only a grammatically correct phrase, but also an intuitive understanding of how each of these fits into the social and interactional context of what is considered rude or friendly.

Seen this way, it is understandable that Japanese EFL students should struggle when coping with cultural and communication differences. In addition, there are also subtle yet powerful culturally-based differences in non-verbal communication: proxemics (use of space), kinesics (body language) and suprasegmentals (stress and intonation) (Damen, 1987, pp. 161-164); and differences in interactional patterns, such as turn-taking, use of silence, etc. The choice of when to give an opinion or how to accept a compliment are examples of value-based differences which also form part of this framework of communication expectations. Any difference that has not been mastered contributes to upset the delicate flow of conversation between a language learner and a native speaker.

### "Out-of-Awareness" or "In"?

Educators and communication specialists have a responsibility to help learners understand and function in this alien cultural milieu. Unfortunately, even being able to function smoothly in an English-speaking culture doesn't guarantee that a teacher is aware of these conventions and expectations. As Edward Hall (1977) states: "It is possible to live life with no knowledge of physiology, speak a language well without knowing linguistics... (and) grow up in a culture with little or no knowledge of the basic laws that make it work or differentiate it from all other cultures" (pp. 105-106). This is especially true of much non-verbal communication. This creates problems because so much information is conveyed between people by other than verbal codes (c.f. Damen, 1987, p. 157).

For this reason questions about "out-of-awareness" cultural patterns are notoriously difficult to articulate. For example: What are the rules governing "first naming" in English? How is stress and intonation used in English to show not only meaning, but emotion? How does native-English speaker use of eye-contact differ from that of Japanese? Use of

silence? Patterns of self introduction? In this sense, Japanese teachers of English often have the advantage of having acquired cultural skills in a more explicit or in-awareness way. Native speaking teachers may have very accurate cultural intuitions, but struggle when trying to explain them in concrete terms (the "cause that's the way we do it" syndrome) or contrast them with those of their students.

We believe that most students and many teachers underestimate the importance of these elements of communication precisely because they are unconscious. In order to overcome this, we believe it is necessary to modify the way that cultural teaching, and the teaching of language functions, has been approached. We propose that an important distinction be made between elements of culture and communication which Hall describes as "out-of-awareness" and "in-awareness," and feel that most teaching has concentrated on the most superficial, or conscious elements of communication, and thus is frequently of limited value in terms of helping students to come to grips with the nonverbal information coming to them and being projected by them every minute of their lives.

### What is Cultural Teaching?

Since the 1960s the difference between the artistic achievements of a society and the way that people live and interact has been recognized as legitimate categories for two approaches to culture (Stern, 1992, p. 210). These two approaches are commonly known as "capital C culture" and "small c culture." Beyond this though, definitions of culture, and goals for cultural teaching disintegrate into a multitude of lists and abstractions.

Seelye (1984) refuses to define culture, calling it "a broad concept that embraces all aspects of the life of man" (p. 26), while Norstrand (1978) proposes a scheme referred to as the Emergent Model which lists six different headings, or frameworks for cultural observations. These broad categories however, imply an intellectual approach which is not conducive to helping students with the real life differences in communication styles. Various authors have, however, developed sets of goals for cultural teaching. Seelye (1984) describes seven primarily cognitive, but to some degree skill-oriented goals, while Vallette (1977) creates five different cultural teaching categories, which imply an "informational and analytic approach to cultural teaching" (Stern, 1992, p. 213). Hammerly (1982) has also developed a list of ten cultural teaching goals.

Stern (1992) points out that these lists, "in spite of differences in terminology and emphasis... stress, above all, the cognitive goals of culture learning...[and that]...on the whole... the behavioral aspect, socio-cultural proficiency, receives far less attention than linguistic proficiency in the approach to language" (p.214).



In the end, cultural learning has been primarily analytic and intellectual, and has been almost completely divorced from the functional level of language teaching. Even with the behavioral goals described by many authors there are difficulties. One of Hammerly's (1982) goals is "knowledge of how to behave in common situations." This seems to imply a formulaic understanding of interaction, as though knowing how to say good-bye or ask someone to a party were simply a matter of using a few memorized phrases. English teachers in Japan who have had to suffer through repeated inappropriate use of formulaic phrases by their students ("Fine, thank you. And you?") know that it is not so simple. As we have seen, any single interaction is affected by a wide variety of factors such as setting, role and status, mood, attitude and feeling, and shared knowledge (Maley & Duff, 1982, pp. 10-11).

Frequently, cultural goals and lists also seem to imply that the target and base culture are fundamentally similar, with the student needing primarily to "understand the differences." This may be misleading in the context of English language learning in Japan. While the Westernization of Japan may have brought about many similarities in dress and physical environment, Japanese interact with each other based on a cultural framework which is very different from that of Western countries. Under these circumstances, out-of-awareness elements of interaction become that much more difficult to detect, since they take place in a "Westernized" physical environment.

We believe that the missing element in most cultural goals is a recognition and understanding that different elements of culture exist at different levels of awareness. A military salute is an explicit, consciously used non-verbal communicative gesture, while raising one's eyebrows to show confusion is just as culturally specific, just as communicative, but much more out of everyday awareness. This can be said of any of the elements of the cultural approaches or goals that we have looked at.

Values and norms can also be seen as existing on a continuum of being relatively in-awareness or out-of-awareness. In American culture for example, the value that "democracy is good" is widely articulated, while the idea that "change is good," is also important (Stewart & Bennet, 1991). The difference is that the American orientation toward action and change is much less talked about, and therefore, presumably less likely to be recognized by an American when interpreting behavior. Any interaction, when in-

spected closely, can be seen to include out-of-awareness elements. Finding these, and bringing them to our own and students' attention becomes an important challenge in English education.

#### **In the Classroom**

An understanding that many cultural differences exist out of awareness allows language teachers and trainers to include an added dimension to their instruction. Students practicing self-introductions who are asked to notice how far apart they stand when doing so, or asked how much eye contact one should make when introducing themselves in English, are starting the process of bringing unconscious elements of communication to the conscious level. The teacher who challenges students to do this is necessarily involved in the ongoing cultural research of becoming more aware.

Advanced language learners, including Japanese teachers of English, may find that unconscious behavior or attitudes are preventing their communication in English from being more comfortable. Native instructors may find that they are less aware of their own culture and communication strategies than they

had thought. In either case, the process of bringing these elements into awareness benefits both the students and the teachers, and creates a powerful tool in planning lessons and making decisions in class.

#### **Conclusion**

The acceptance that culture influences us in subtle yet concrete ways which we are not aware of has broad implications for many different areas of language teaching, and leads us to several conclusions which can help us be better educators and communicators:

-One does not "understand" a culture, even one's own. One may function perfectly within a culture, but this is different from being consciously aware of the

rules and expectations that are being followed (or broken).

-Language learning implies a process of becoming aware not only of the target culture and communication strategies but equally importantly, those of one's own culture. This increases cultural awareness and decreases ethnocentrism because it shows us that the way we experience the world is culturally based.

-In terms of unconscious elements of communication, a teacher or educator can not be the "ex-

---

**"Since the 1960's the difference between the artistic achievements of a society, and the way that people live and interact has been recognized as legitimate categories for two approaches to culture (Stern, 1992, p. 210). These two approaches are commonly known as 'capital C culture' and 'small c culture'."**

---

pert" or "knower" in the traditional sense of the word. The teacher can sharpen his or her own observation skills, and challenge students to do the same.

-The best teaching comes about when the teacher is also a learner, willing to join in the learning process. Communication skills cannot be taught as a series of "right answers" but rather as a never ending process of increased knowledge, skills and awareness.

#### Further Reading

There is very little written in the language learning literature on the process of bringing elements of our environment into conscious awareness. Colantuono (1982) has written on the experiential learning cycle, a model of how learning can be approached as a process of increased awareness through the four stages of Experience, Reflection, Hypothesizing, and Testing. We have found the experiential cycle to be a useful starting point for designing classroom activities.

Hall (1959) coined the phrase "out-of-awareness" and developed his own theory of culture as communication. *The Silent Language* is devoted to understanding, among other things, the ways in which out-of-awareness culture shapes our lives. Schumann's (1976) writings on acculturation are informative for those interested in how cultural distance effects language acquisition. Brosnahan (1990) has written a book on the differences in non-verbal communication between Japanese and English, and Damen (1987) gives an outstanding overview both of non-verbal communication in particular, and cultural learning in general. For an overview of the history of cultural teaching see Stem (1992). An informative and exhaustive examination of American cultural patterns can be found in Stewart & Bennet (1991).

#### References

- Brosnahan, L. (1990). *Japanese and English gesture: Contrastive nonverbal communication*, Tokyo, Japan: Taishukan Publishing Co.
- Colantuono, S. I. (1982). In L. C. Porter & B. Mohr (Eds.), *Reading book for human relations training*. NTL Institute.
- Damen, L. (1987). *Cultural learning: The fifth dimension in the language learning classroom*. Reading, Massachusetts: Addison-Wesley.
- Hall, E. T. (1959). *The silent language*. New York, New York: Fawcett World Library.
- Hall, E. T. (1977). *Beyond culture*. Garden City, New York: Anchor Press/Doubleday.
- Hammerly (1982). *Synthesis in second language teaching*. Blaine, Washington: Second Language Publications.
- Hayashi, R. (1988). *Simultaneous talk: From the perspective of floor management of English and Japanese speakers*. *World Englishes*, 7.
- Maley, A., & Duff, A. (1982). *Drama techniques in language learning*. Cambridge: Cambridge University Press.
- Norstrand, H. L. (1978). "The "emergent model" applied to contemporary France". *Contemporary French Civilization*, 2, 277-94.

- Seelye, H. N. (1984). *Teaching culture*. Lincolnwood, Ill.: National Textbook Company.
- Stem, H. H. (1992). In P. Allen & B. Harley (Eds.), *Issues and options in language teaching*. Oxford: University Press.
- Stewart, E. C., & Bennet, M. J. (1991). *American cultural patterns, A cross-cultural perspective*. Yarmouth, Maine: Intercultural Press Inc.

**Joseph Shaules** has worked for ten years in Mexico and Japan as a language instructor, teacher trainer and school director. **Haruko Katsura** is currently teaching at Hokkai Gakuen University in Hokkaido.

(Note: The authors are in the process of refining teaching activities aimed at out-of-awareness elements of communication, particularly differences in discourse style, use of stress and intonation, body language and use of space and silence. Interested readers are encouraged to contact them at: Joseph Shaules, ALEC School of Languages, Tokyo. Tel. 03-3400-4515, FAX 03-3400-4390. Haruko Katsura, Hokkai Gakuen University, Sapporo, Hokkaido. Tel. 011-841-1161, Fax. 011-572-9763.)



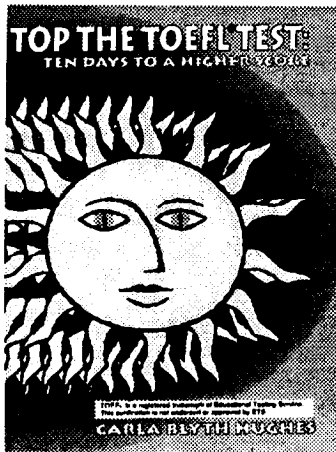
#### LUDDEN, cont'd from p. 12.

ied more out of curiosity or personal interest, its "mystique" was no doubt a plus--"I mastered this obscure and mystical language." But nowadays many people chose to study Japanese not out of the allure of the mystical but out of the necessity of business. It is high time we cut out the bunk about Japanese being mystical, unique or inscrutable. Japanese is a language just like any other language, neither easier nor more difficult to learn than any other, and should be treated as such.

#### References

- Baron, N.S. (1992). *Growing up with language*. Reading, Massachusetts: Addison-Wesley.
- Bloch, B. (1970). *On Japanese*. New Haven, Connecticut: Yale University Press.
- Brown, H. D. (1980). *Principles of language learning and teaching*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.
- Chew, I. (1973). *A transformation analysis of modern colloquial Japanese*. The Hague: Mouton.
- Martin, S. (1988). *A reference grammar of Japanese*. Tokyo: Tuttle Books.

**NEW!**



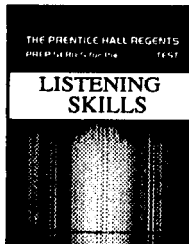
## **TOP THE TOEFL: TEN DAYS TO A HIGHER SCORE**

- ☞ **USER FRIENDLY:** No JARGON OR CONFUSING GRAMMATICAL TERMS
- ☞ **PROVIDES A SELF STUDY PLAN THAT'S EASY TO FOLLOW**
- ☞ **OFFERS SPECIFIC STRATEGIES FOR MANAGING TIME DURING THE TEST**
- ☞ **HINTS FOR EXPANDING PASSIVE VOCABULARY INSTANTLY AND EFFORTLESSLY**

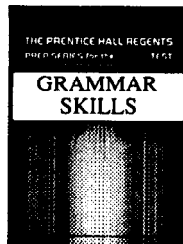
# **TOP THE TOEFL!**

**WITH PRENTICE HALL TOEFL PREP BOOKS**

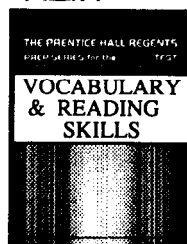
**NEW!**



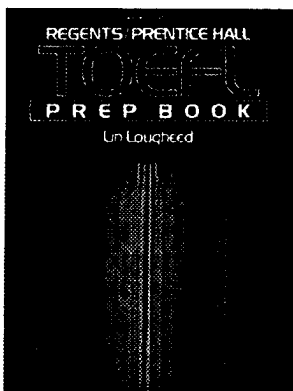
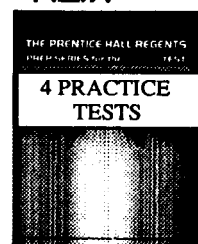
**NEW!**



**NEW!**



**NEW!**



## **PREP SERIES FOR THE TOEFL TEST & THE PHR TOEFL PREP BOOK**

- ☞ **THE MOST COMPREHENSIVE TOEFL PREP COURSE ON THE MARKET**
- ☞ **AVAILABLE IN ONE COMPREHENSIVE VOLUME OR AS A FOUR BOOK SERIES**
- ☞ **INCLUDES 4 PRACTICE TESTS, PLUS SPECIFIC PRACTICE FOR GRAMMAR LISTENING AND VOCABULARY/READING**



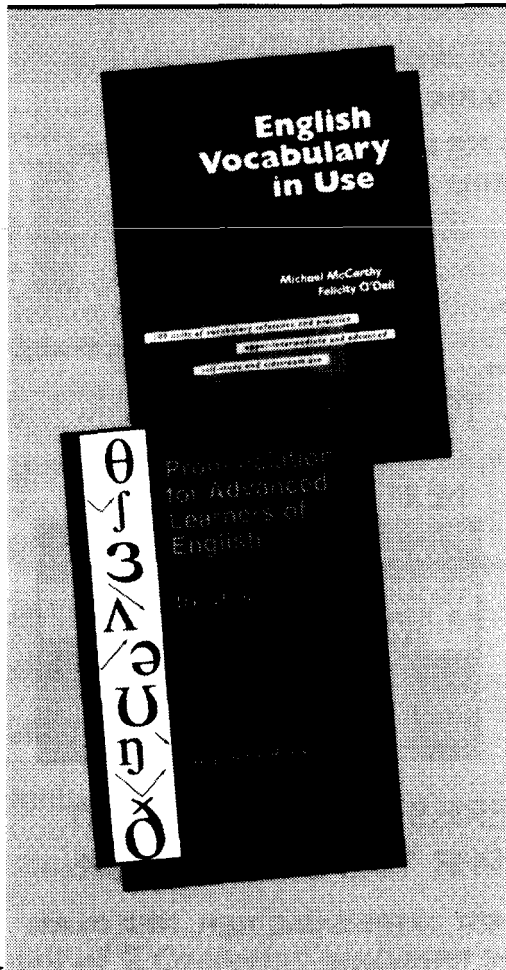
**PRENTICE HALL REGENTS JAPAN**

**NSH SHINJUKU KF BLDG. 602, 8-14-24 NSH SHINJUKU, SHINJUKU KU,**

**TOKYO 160 TEL: 03-3366-9002 FAX: 9009**

# CAMBRIDGE

## ELT



# NEW

## English Vocabulary in Use

Michael McCarthy  
and Felicity O'Dell

This unique vocabulary book for upper-intermediate to advanced learners of English is primarily designed as a self-study reference and practice book, but can also be used for classroom work.

## Pronunciation for Advanced Learners of English

David Brazil

This pronunciation package for advanced learners examines the sound system of English within the context of connected speech. It provides users with an accessible combination of theory and practice and is suitable for both class use and directed self-access.



I would like to receive further information about **English Vocabulary in Use/Pronunciation for Advanced Learners of English**. (Please delete as necessary.)

Name \_\_\_\_\_

School/Institution \_\_\_\_\_

School Address \_\_\_\_\_

\_\_\_\_\_

Post Code \_\_\_\_\_ Tel No \_\_\_\_\_



**CAMBRIDGE**  
UNIVERSITY PRESS

Cambridge University Press,  
c/o United Publishers Services Ltd,  
Kenkyu-sha Building,

9, Kanda Surugadai 2-chome, Chiyoda-ku, Tokyo 101  
TEL: (03) 3295-5875 FAX: (03) 3219-8417

Kansai office PHONE/FAX: (078) 822-0994

# The Quirks of English Usage (2): You're Always Whistling that Awful Tune. Please Be Quiet!

by Graeme Cane  
Kumamoto University

Becoming aware of some of the intricacies of English usage may help us better understand not only how the language operates but also how to do a better job of teaching it to our students. This article, the second in the series, examines four more usage problems for readers' consideration.

1. Look at the use of *have got* in the following sentences and explain why (d), (h), (j), (l) and (m) are not acceptable.

- Emi has very short hair.
- Emi has got very short hair.
- Emi had very short hair when she was a child.
- \*Emi had got very short hair when she was a child.
- I have a pet monkey.
- I've got a pet monkey.
- I had a pet monkey when I lived in Borneo.
- \*I had got a pet monkey when I lived in Borneo.
- I usually have eggs for breakfast.
- \*I usually have got eggs for breakfast.
- What time do you have breakfast?
- \*What time have you breakfast?
- \*What time have you got breakfast?

2. Either *which* or *that* can be used in the following sentences:

- It's not something *that* worries me very much.
- It's not something *which* worries me very much.
- The book *that* you borrowed last week belongs to my brother.
- The book *which* you borrowed last week belongs to my brother.

Now read sentences e-h. Why is it not possible to use *that* in these sentences?

- The Great Gatsby**, *which* was written in 1925, is probably Fitzgerald's best novel.
- \***The Great Gatsby**, *that* was written in 1925, is probably Fitzgerald's best novel.
- The team from Hiroshima scored two goals in the first five minutes, *which* delighted their fans.
- \*The team from Hiroshima scored two goals in the first five minutes, *that* delighted their fans.

3. *Much* collocates with the verb *like* in many contexts, as is seen in the following list of examples:

- I don't like him much.
- Do you like him much?
- I like him very much.
- I don't like him very much.

However, the following collocation is unacceptable:

- \*I like him much.

Why is (e) unacceptable? Is *like* the only verb which has this type of collocational relationship with *much*?

4. Grammar books tell us that adverbs of frequency are used with the present simple/habitual but not with the present progressive.

- I always wear a tie to the office.  
\*I am always wearing a tie to the office.  
She never arrives late.  
\*She is never arriving late.  
Do you often go camping?  
\*Are you often going camping?

Why, therefore, would most English speakers consider the following sentences to be acceptable?

- She's always doing things like that.
- He's always singing that dreadful song.
- My friends are always laughing at me.

### Suggested Explanations for 1 - 4 Above

1. When *have* occurs as a head verb meaning to possess, it can generally be combined with *got* in the present tense but not usually in the past.

- He has a yellow Rolls Royce.  
He has got a yellow Rolls Royce.  
He had a yellow Rolls Royce two years ago.  
\*He had got a yellow Rolls Royce two years ago.

We should also note that there is a group of idiomatic expressions using *have* where *got* cannot be used. Included in this group are: to have breakfast/lunch/dinner, to have a bath, to have a rest, to have a look, to have trouble, to have an accident etc.

- We had lunch at 12 o'clock.  
\*We had got lunch at 12 o'clock.

# Back to Basics: A Checklist of What Good Foreign Language Teachers Have Always Done

by Patrick Blanche  
Kochi University

The theme of the 1994 JALT Conference was "back-to-basics." That is good, and I would like to add that the selection of this theme was not made a minute too soon.

Those of us who have been teaching a foreign language for a long time know all too well that few professional fields are as prone as ours to the movement of the moment. Even as I write, some textbook authors, publishers and schools are getting very rich. Yet I don't see today's American, Asian or even European students learning/acquiring a foreign language *substantially* better or faster than their predecessors were 25 years ago. Of course, it must be granted that our field has moved--that, on balance, we have made *some* progress. But it still takes, and will continue to take a lot of hard, tedious work and stubborn perseverance to master a language other than one's own. And when it comes to teaching foreign languages, there are things which I do not believe will ever change. In fact, a person who was regarded as a very good instructor two decades ago would almost certainly be a competent one today. Thus the question I will try to answer is, what was such a person doing that we should still be doing?

It is not my part to tell colleagues, many of whom are far more skilled in the art and science of teaching than I am, what to do in their classrooms. However, I think now is a good time to share with them some of the notes I have taken over the years--since 1966, to be exact.

A lot of the following "tips" originally came from video feedback sessions, whether I had been observing other teachers or been observed myself. I have somewhat arbitrarily divided them into four categories, depending on the instructional area that is mainly concerned: organization, speech, presence and style, or techniques. So here is what, in my view, you and the rest of us should be doing, with or without the help of Politzer, Gattegno, Asher, Stevick and Krashen (to name only a few of our past gurus).

## Organization

(Attention to organization is always very important)

- i Plan a step-by-step procedure for each activity

you try--your directions will be clearer!

- i State your objectives for a class period at the beginning. Write them on the blackboard.
- i Begin each class with something (a warm-up activity, so to speak) that allows for stragglers.
- i Before moving on to a new topic, do a quick run-through review of the last thing covered.
- i Tie up the lesson at the end. Make the class a cohesive work unit with some kind of conclusion or summary at the end.
- i Establish a pattern of students raising their hands when they get lost, need additional explanations or don't understand a particular word or expression.

---

"...I don't see today's American, Asian or even European students learning/acquiring a foreign language substantially better or faster than their predecessors were 25 years ago."

---

## Speech

(This section applies mostly to native speakers)  
Use a natural rhythm and intonation as you speak.

- i Speak at a natural speed.
- i Vary your intonation, use emphasis--avoid monotone.
- i Avoid letting your voice trail off.
- i Keep in mind that some fill-in-the blank activities tend to distort intonation.
- i Better to speak too loudly than too softly!

## Presence/Style

- i Be energetic. Your energy is communicated to the class. So is your enthusiasm.
- i Let your face be animated.
- i Eye contact is important.
- i The use of mime and the use of your hands are encouraged.
- i Use humor.
- i Try not to use too many pause fillers (well..., er..., let's see..., mmm...) and verbal tricks such as "uh" or "OK."
- i Consider: whether to stand, sit, or sit on desk. Standing suggests energy but is more dominant. Sitting is more informal but limits your vision and use of the blackboard. Sitting on the desk may be a compromise.
- i Vary the pace of the class period.
- i Be prepared to make creative changes while the class is in progress, if necessary.

- i Occasionally repeat a lesson format a second time. It will go more smoothly and give you a sense of accomplishment.
- i When there is a wide range of abilities in the class, it is alright to talk about it. Verbally recognize to the group that not everything you do will be of equal interest to all class members---it's simply not possible.
- i Become as familiar as possible with student names and use them.
- i Give praise to students.
- i Ask the class if they want to be corrected when they make grammar or pronunciation mistakes (if your lesson's focus is not on grammar or pronunciation).
- i Learn to be comfortable with silence as students work out an answer.

### **Techniques**

#### *Increasing student talk time*

- i Don't spend too large a percentage of the class period in *your* talking.
- i When one student asks a question, use this as an opportunity to have other students supply the answer.
- i Have students restate (summarize) important points made by the instructor.
- i Let the students give you synonyms.
- i Elicit rules from the class.
- i Have the class read aloud the instructions for exercises.
- i Have a student repeat your question. When giving instructions, have a student repeat them (e.g. page numbers to turn to, activity directions).
- i Have one student take care of the introduction of a new student (that is, the student asks, "Where are you from," etc.).
- i Students in pairs for some activities means the quiet ones talk also.
- i Students should be called to the front of the room to lead some activities.

#### *Use of chorus*

- i Chorus work gives students opportunities to speak *and* self-correct.
- i Have students repeat new vocabulary as a chorus---three or four times.
- i After a pronunciation error by an individual have the entire class repeat the (cluster of) word(s) as a chorus.
- i Have the entire class repeat a sentence constructed by one student.
- i When using a chorus, make sure that correct pronunciation was what the students heard last before they repeat. So, you utter the sentence again between choral repetitions. This can be omitted if an individual has, in fact, pronounced the sentence or word correctly already.

- i Let the whole group spell aloud in unison. For instance, you can have them spell to you as you write on the blackboard.

#### *Use of the blackboard*

- i A foreign language teacher should use the blackboard extensively.
- i A student can be used as scribe.
- i New vocabulary words that come up during the period can be written on the blackboard.
- i Have students go to the blackboard sometimes. When they do, you can have one of them correct another's work before you go through and do a final correction.
- i Write complex directions on the blackboard.
- i Put key words on the blackboard.
- i Experiment with having students taking notes on the blackboard, on a lecture, for example, for group work later.
- i Using the blackboard draws eyes up. Handouts may pull heads down.

#### *Teaching vocabulary*

- i With new vocabulary, have someone use the word(s) in a sentence. Then class repeats.
- i After 2-3 words taught, have students turn to each other and say one sentence using new words.
- i Allow time for vocabulary questions.
- i Use synonyms as you speak.
- i When a student seems to be using a word incorrectly, but you're not sure what the confusion is, have him/her put it into a sentence.
- i Review vocabulary from past class sessions.
- i Organize words by part of speech, or in other ways. For instance, take a list of verbs. Then change all of them into nouns. Or start with nouns and then study the plurals of all of them.
- i When teaching a vocabulary word that's a noun, use the article with it.
- i Develop a series of hand signals, so that students can let you know when they want a definition.

#### *Miscellaneous*

- i The importance of having the students move around should be stressed---to the blackboard, for example.
- i When forming small groups, put one strong student in each group to lessen the possibility of the group making errors together and letting these errors go uncorrected.
- i Spend some time working with students individually.
- i As far as possible, have your students engage in self-monitoring activities.
- i Have class members raise their hands if they hear a mistake in intonation (or whatever).
- i Have an individual student self-correct once it

has been indicated that he or she made an error.

\*After asking a question, wait a few seconds—perhaps count to 10 (or 20 in Japan!) in your head. This gives time for students to formulate answers [see Presence/Style].

- Simplify your question if the first version gets no response.
- When students don't know an answer, or can't remember it, try hinting. For instance, "the word begins with an 'r'."
- Periodically call for questions.
- Call on students by name to draw the quiet ones out.
- When answering student questions, use examples.
- Put students' names in your examples. This creates more interest.
- The closer the sentence, story or example you use to the students' own experiences, the more interested they will be.
- Be sure to vary the pace of the class period [see Presence/Style].
- If activities take too long, put a time limit on them.

- Try turning over the teaching role to brighter or more advanced students.
- Experiment with tape-recording a discussion. This way you can save going over grammar or pronunciation until after the conversation has taken place.
- Maintain a concern with pronunciation even when doing grammar, vocabulary, etc.
- When beginning, or giving instructions for, a new written exercise, give an oral model of what you want the students to do in writing.
- When dividing students into pairs, keep same-language learners separate, if possible (in Japan, this would apply mostly to teachers of Japanese as a second or foreign language).

As you can see, I haven't said anything new. But this was my point: Let's not forget what good foreign language teachers have always known (often times intuitively) and practiced with skill.

At any rate, I hope the few time-honored suggestions listed above are timely and will help some readers. I wish I had followed them more consistently myself....

## JALT からのお知らせ

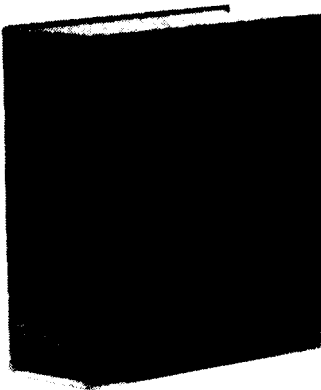
# GET YOUR BINDERS FOR *The Language Teacher* NOW!

Each binder keeps a full year's set in perfect condition.

*The Language Teacher* 特製ファイルは 1月号から12月号の年間12号分をつづることができます。

特製ファイルを購入したい方は、綴込みの郵便振替用紙を使って、JALT事務局までご送金下さい。

To order yours, use the postal furikae found in this issue listing the number of binders desired in the large memo space.



	Number/ 冊数	Price each/ 単価
Price incl. shipping	1	¥ 960
料金 (郵送料込み)	2—4	¥ 900/ea
	5+	¥870/ea



# CAMBRIDGE

## ELT



## New Cambridge English Course 1 and 2 Video

Desmond Thomas  
with Catherine Walter  
and Michael Swan

Now available in two levels, *The New Cambridge English Course Video* combines documentary and dramatized sequence which review the language syllabus of the course and expand on its themes.

## Interchange 1 Video

Jack C. Richards

- 15 dramatized and 5 documentary sequences - short, easy to use and freestanding
- filmed in the United States, the Video covers a wide range of situations and topics
- provides the basis for a short conversation course
- accompanied by a full color Video Activity Book and Teacher's Guide

I would like to receive a sample of *NCEC Video 1/ Video 2/ Interchange 1 Video*.

Name \_\_\_\_\_

School/Institution \_\_\_\_\_

School Address \_\_\_\_\_

Post Code: \_\_\_\_\_ Tel No. \_\_\_\_\_



**CAMBRIDGE  
UNIVERSITY PRESS**

Cambridge University Press,  
c/o United Publishers Services Ltd,  
Kenkyu-sha Building,  
9, Kanda Surugadai 2-chome, Chiyoda-ku, Tokyo 100.  
TEL: (03) 3295-5875 FAX: (03) 3219-8417  
Kansai office PHONE/FAX: (078) 822-0994

# Opinions & Perspectives

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

## Learning English as a Hobby: Challenges for Teachers

by Hiromi Nohara, Kansai Gaikokugo College

People decide to study foreign languages for a variety of reasons. In Japan, where high English proficiency can be a big advantage for a business person, a great number of people devote huge amounts of money and time to the mastery of English. The goal, for many learners, is clearly defined: It may be to get 600 on the TOEFL, 800 on the TOEIC, or *ikkyu* on the EIKEN.

### Fuzzy Learners

My interest in this article is not these "clearly defined learners," but rather those whom I call "fuzzy learners." I define "fuzzy learners" as those without any specific goal. These learners study English as a hobby. It is not always easy to distinguish these learners from clearly defined learners right away, because fuzzy learners also spend a great amount of money and time on English classes. They also may state the same reasons to study English as those given by clearly defined learners. Fuzzy learners, however, may not prepare very carefully for class because they do not have a strong desire to achieve a goal.

It is important for an instructor not to be frustrated or disappointed when fuzzy learners do not study as seriously as she or he expects. If an instructor gets upset about the students' attitudes, the students may sense this and hence will not enjoy the class. What fuzzy learners expect above all is a warm and enjoyable class atmosphere. In light of this, a friendly simple conversation may delight them more than a well-planned, challenging "i+" (Krashen, 1982) lesson.

### What We Know

As an English teacher in Japan, you already know, that Japanese students usually do not express their feelings and opinions clearly in class. Especially in test preparation classes, for example, where the role of the instructor as a knowledge provider is expected, most students think passivity is the right behavior. This "politeness" often causes difficult situations, especially for non-Japanese instructors. Although it is important for a teacher to know what is happening in class, it is not always easy to do so,

even for instructors like myself who share the same cultural background with the students. As Steward (1972, p. 18) states, the diversity of thinking patterns among people in the same culture should not be overlooked. Early in my career, I sometimes found it difficult to understand why some of my students did not do their homework even when they knew the importance of it. The students' reluctance to clarify the points they did not understand also puzzled me. I wondered why they just sat at their desks quietly, without seeking my help.

I once had a chance to hear an honest and surprising confession from one of my students. The student told me that she studied English to forget about her future. Being an office worker, the student explained that she did not have any hope for her career future. She was not interested in getting married. She said she was always scared of her future, and learning

English was something to keep herself busy and prevent her from facing the fear.

This student's honest comment helped me understand that she and I have very different attitudes toward learning. English is just one of the things she studies including the tea-ceremony and how to put on a kimono. Although the student of course wants to master English, she does not want to struggle very hard. A hobby is something you do to make yourself happy and excited but not to make yourself suffer or struggle.

### What You Won't Learn in a TESL Program

Of course we cannot characterize all fuzzy learners based on what this one student said, and further research will be needed if we are to understand these learners more completely. Although a great number of studies (e.g., Tinkham, 1989; Triandis, 1990; Hyland, 1994) have examined Japanese students' learning styles, very little is reported about fuzzy learners' attitudes. However, this student's comments give us, as English instructors, essential things to consider—something we would never learn in a TESL program. Only after I heard her comment did I start to realize that there were some students in my

---

**"It is important for an instructor not to be frustrated or disappointed when fuzzy learners do not study as seriously as she or he expects.. .the students may sense this and hence will not enjoy the class."**

---

classes who studied English seeking an "oasis" in their unexciting daily lives.

When we have fuzzy learners in our classes, we need to have new approaches toward them, to know they do not have a specific learning goal. Even if they set a goal, it may not mean they try hard to reach it. It seems like they are running a marathon without a finish line. They want to enjoy the process. We also need to know that it is more important for these students to have a good time in class than it is for clearly defined students. The instructor has to make it a priority to let the students have fun in class.

### Challenging Activities

Thus, the instructors' challenge is to find activities that are enjoyable without sacrificing instructional value. Almost paradoxically, the feeling that one is actually learning something can contribute to a fuzzy learner's enjoyment of the class. According to my experiences, it is essential that the students feel that they can communicate in English in class, even if their output is grammatically wrong, or does not even make sense. The students tend to be discouraged or upset by having their utterances corrected too often. Instructors need to be careful how they correct the students' mistakes; however, give some gentle guidance: Even fuzzy learners may discover improving their English can be pleasurable.

Fuzzy learners are likely to disregard advice that is given too directly. I recommend to my students, based on my own learning experiences, watching one video in English several times until they understand it without reading the Japanese subtitles. I also recommend reading any kind of English novels or magazines they like without using a dictionary so that they can practice speed reading and inferring the meanings of unfamiliar words. Although watching the same video repeatedly may not sound very interesting, I believe it is effective for students of an intermediate level and above. Selecting a favorite movie, a student can be more interested in the activity. Students are able to listen to authentic speech by watching videos, and the storyline provides a basis for classroom discussion.

### The Dictionary

Reading without a dictionary is also an important exercise for Japanese students who were always taught in school to rely on dictionaries. They are taught only bottom-up processing---understanding each word, with little emphasis on wholistic understanding of the text. Reading and using a dictionary are synonymous for a lot of Japanese students. The most successful reading requires both top-down---using knowledge outside the text---and bottom-up processing (Carrell, 1988, p. 101). What most Japanese English learners need to learn is how to read without translating each word into Japanese. Reading then becomes a pleasure rather than a pain.

Such advice has caused annoyed expressions on some students' faces, which puzzled me at first because it is the kind of advice I would have appreciated as a student. However, now I understand the reason for the annoyed expressions. By giving advice to the fuzzy learners, I was putting too much pressure on them. Such instruction must take place subtly and gently.

Instructors need to understand that fuzzy learners learn English for reasons which we, as language learners ourselves, may never have thought of. Some of us may not be satisfied to have students who study English for fun. Some teachers have told me they feel they are "babysitters," not "teachers." However, fuzzy learners are still students who need professional help to study English, and it is our challenge to let the students see learning English as fun, and something more.

Although passive learners and fuzzy learners are not peculiar to Japan, there seem to be more of them in this country than in other countries. It usually takes time for new teachers to understand why the students do not take advantage of the class despite paying so much to study English. The new native-English-speaking teachers' preconceptions, and their culture shock in the new environment (e.g., Naotsuka & Sakamoto, 1981, 1982; Hasegawa, 1991) make it hard for them to adjust to fuzzy learners. It is important that new non-Japanese teachers in training know about these learners and prepare for accommodating them. It is also important that teachers with some teaching experience in Japan have chances to share their in-class problems and cooperate with other instructors to come up with solutions.

*I would like to express my great appreciation to Bruce Jensen for his help in reading the drafts of this article and giving me thoughtful input. He helped me organize my thoughts and gave me a lot of ideas to improve this article.*

### References

- Carrell, P. L. (1988). Some causes of text-boundedness and schema interference in ESL reading. In P. Carrell, J. Devine & D. Eskey (Eds.), *Interactive approaches to second language reading*. New York: Cambridge University Press.
- Hasegawa, K. (1991). *Karucha-shokku daizensen* [The front line of culture shock]. Tokyo: Cosmo no hon.
- Hyland, K. (1994). The learning styles of Japanese students. *JALT Journal*, 16, 55-74.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.
- Nakatsuka, R., & Sakamoto, N. (1981). *Mutual understanding of different cultures*. Osaka: Science Education Institute of Osaka Prefecture.
- Nakatsuka, R., & Sakamoto, N. (1982). *Polite fictions*. Tokyo: Kinseido.
- Stewart, E. C. (1972). *American cultural patterns: A cross cultural perspective*. Yarmouth, Maine: Intercultural Press.
- Tinkham, T. (1989). Rote learning, attitudes, and abilities: A comparison of Japanese and American students. *TESOL Quarterly*, 23, 695-698.
- Triandis, C. H. (1990). Theoretical concepts that are applicable to the analysis of ethnocentrism. *Applied cross-cultural psychology*. Newbury Park, CA: Sage.

## External Degrees Programs

Unfortunately, because of deadlines and production schedules, I was unable to include the following information in "Graduate Study in Japan" (TLT 18:11, November), but I thought readers might be interested in knowing about it.

Macquarie University in Australia also offers distance-mode postgraduate degrees. Entirely through off-campus coursework, it is possible to complete a postgraduate diploma in Language and Literacy, which in turn may be applied to a full MA in Applied Linguistics. Macquarie also offers an external MA Honours program that can be coupled with entry to their Ph.D. in Applied Linguistics, but some time is required to be spent in residence at the

Sydney, Australia, campus:

Centre for External Studies  
Macquarie University  
Sydney, NSW 2109  
Australia

I hope that readers found my article informative. As I said last month, external degree programs provide a viable continuing education option for "teacher-students" in Japan, allowing them to develop professionally without disrupting their teaching careers.

Monty Vierra  
Kang Ning English School  
Taiwan

## Innovation and Entrance Exams: The Future is Now

Many readers who know the traditional character of entrance exams in Japan might suppose that the two ideas in the title have nothing to do with each other—innovation and entrance exams, indeed. They have been for many years oxymoronic. However, recent developments indicate that while many universities are remaining stagnant on the issue, others are considering following the leads of Tokyo University (Todai), Sophia, and many national universities. The innovation, adding listening comprehension to the university entrance exams, may seem small to some readers, but the impact on English education in Japan may be big. Let's look at the scenario.

*Monbusho* (the Ministry of Education) stated that in 1994 high schools had to choose to teach one or several of the following courses: a) debate, b) listening comprehension, c) oral communication. In order to conform to this, the Testing Center (*Daigaku Nyushi Center*), which produces the exams for the 95 national universities and a growing number of civic and private schools, will almost certainly add listening comprehension to their exams—since they are obliged to test what has supposedly been taught. Private universities in order to keep up are expected to add a listening section to their own exams shortly thereafter. One colleague at a national university has already been asked to be on a committee to report to *Monbusho* how the entrance exams should change in light of the new courses. Even those on the present entrance exam committee at my private university have been asked for advice as how the exams should be changed in 1997 (the first year the students following the new curriculum will take university entrance exams).

However, some private schools are anticipating this already and getting a jump on the rest. By doing so they are also getting a higher grade of student and building a reputation as innovators and leaders. While many universities will wait until the Testing Center changes, these progressive universities are moving ahead of the crowd with better programs now. Progressive school systems are also taking the lead: public high schools in Aichi will have a listening component to their high school entrance exams starting in 1996 (*Chunichi Newspaper*, May 18, 94). One might ask how many universities will simply be left behind in these innovations and die a slow dinosaurial death.

Let's back up a second and ask, "Why a listening section?" It has been well documented that a listening test is an excellent general test of other language skills, including grammar, vocabulary, and communicative competence and that it correlates well with reading and writing ability.

But more than simply having better exams, adding a short section of listening will probably change the way high school teachers teach English. The dominant mode of teaching English in high schools has been a lecture in Japanese about English grammar with the translation of vocabulary. Oral English has been almost non-existent in the classroom. English has been taught the same way the dead language Latin is taught. Schools could easily adopt one or more of *Monbusho's* new course titles but still continue with their same old teaching style. However, when the entrance exams include a listening component, it will powerfully alter the way schools and jukus teach.

With listening incorporated into the entrance exams, high school teachers will feel responsible for preparing students for it and give greater emphasis to listening and interactive learning. This "back-wash" effect will help students grasp English as a living vibrant language and get them excited about learning, rather than having interest in English killed through six years of meaningless non-participation. Several textbook publishers have already come out with listening materials targeting the junior and senior high schools.

Some universities are afraid of losing exam applicants if they add a listening component all at once. Thus, some have proposed adding a listening section incrementally in small amounts: 5% in 1996, 10% in 1996, 15% in 1997, and 20% in 1998. This will also allow high schools and jukus to make the

changes gradually and themselves learn about teaching useful English.

A few universities are seeing the writing on the wall and are getting a jump on the rest as they hurry to include listening comprehension in their exams. Parents, high school educators and private jukus concerned about ensuring their children's futures will be targeting these universities and at the same time giving their children an education they can really use.

(N.B. The information in this piece is my evaluation of the situation, not fact, and some of my information may be dated and inaccurate by the time this letter appears. As one reader put it, even it isn't all true, it's still a rumor worth spreading.)

Tim Murphy  
Assoc. Professor, Nanzan University

## Coming in the January Issue of *The Language Teacher*

Our first issue of 1995 greets the New Year with a host of interesting articles Christine Pearson Casanave writes about the value of student journals, and Lawrie Hunter shows us how ad-libbing can be a FL objective Mary Ann Decker focuses upon integrative testing, while Masami Y. Radda discusses a communicative grammar curriculum; and Christopher H. Nelson says, "Play it again, Sensei!" in his article on movies Graeme Cone returns with #3 in his series about quirky English, and finally, in his opinion piece, Dominic W. Cogan observes that nothing succeeds like failure in a culture clash The staff of TLT bids you all good tidings for the holiday season, and we look forward to being with you next year

### Looking for Connections?

JALT is an active, dynamic academic organization representing some of the most highly trained, professional language teachers to be found in Japan. JALT is dedicated to improving and sustaining professional excellence in language teaching, and maintains numerous contacts and affiliations with like-minded organizations throughout Japan as well as internationally. Additionally JALT is a member of the Japan Science Council, a special advisory body to the Prime Minister. If you are interested in exploring the possibility of forging an affiliation with us, contact us at:

**Domestic Affairs Committee**  
c/o JALT Central Office  
Glorious Tokyo #301  
2-32-10 Nishinippori  
Arakawa-ku, Tokyo 116  
Tel: 03-3802-7121; fax: -7122

We want to know if you have something to contribute to our efforts, and if there's anything we can do to contribute to yours.

-Affiliated with AJET, TESOL Incorporated  
and IATEFL-

### 日本国内のコンタクト先を お探しではありませんか？

JALTは活動的でダイナミックな学術団体で、総理大臣の特別諮問機関である日本学術会議の登録団体です。数多くの高度に訓練されたプロの言語教師を会員としてもち、言語教育の質の向上と維持のために貢献しています。アメリカに本部をもつ社団法人TESOL (Teachers of English to Speakers of Other Languages Inc.) およびイギリスに本部をもつIATEFL (International Association of Teachers of English as a Foreign Language) の加盟団体であり、私たちと同じ目的をもつ国内・国外の諸団体とさかんに交流しています。日本国内の諸団体への入会などをお考えの方は、JALTがお手伝いをいたします。以下にご連絡ください。

〒116 東京都荒川区西日暮里2-32-10  
グローリアス東京301

JALT事務局気付 ☐ nmf@B&  
TEL: 03-3802-7121 FAX: 03-3802-7122

# New CD-ROM From DynEd

## Announcing the Version 5 Release

### Dynamic English

### Dynamic Business English



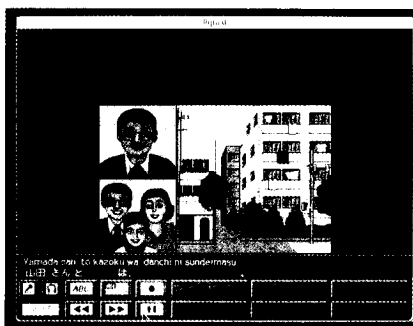
- Japan's most successful Multimedia ELT series have just been upgraded
- New High Resolution Graphics for greater eye-appeal
- Voice Record, Repeat, Translation, Pause and Speed Control Functions
- Fully supported by networkable Courseware Management System (CMS)

## Dynamic Japanese

20% JALT 20th Anniversary  
Discount Available Now

### Level One available now

- supports Macintosh and DOS
- fully bilingual in Japanese and English
- mouse only operation
- text support builds from romaji and kana to basic kanji
- voice recording function to practice pronunciation and intonation
- a rich variety of learning tasks



for more information contact:

  
JAPAN

DynEd Japan K.K.  
151 Tokyo, Shibuya-ku,  
1-11-9 Sendagaya, Maison Bouquet 4A

(tel) 03-3478-2448 (fax) 03-3478-2598

## Between a Rock and a Hard Place: Teachers, Publishers and Copyright © Infringement

by David Dycus

最近多くの出版社が歩調を合わせ、教師や学校あるいは会社に対して著作権保護のキャンペーンを展開している。これは、知的著作権を守り、不法コピーを締め出すための運動であり、その主張は教材のコピーは法に触れるというわかりやすいもので、違法にコピーを行っている者は、著作者および出版社が本来受領すべき金品を横取りしている、というものである。ある出版社の代表は、「無断コピーが悪いことだと理解している教師はほとんどいない。これは、教育、すなわち道德教育の問題だ」と述べている。この議論は一見合理的に聞こえるが、より深く問題を探ると、別の側面が浮かび上がってくる。コピー問題には多くの要因が絡んでおり、出版社自身、有益なサービスを提供する一方で、この問題を助長している面もある。本稿は、不正コピーがなくなる理由に関する、より明瞭で公正な考え方を紹介するなかで、多数の納得が得られる解決策を提案するものである。

## Ten Myths about the Japanese Language

by David Ludden

「悪魔のこぼし」という名声にもかかわらず、もはや日本語は他の言語と比べてそれほど学習困難な言語ではなくなりつつある。日本語の文法は、代名詞、冠詞、複数形が存在せず、呼応関係も複雑ではないので、あまり記憶するのに困難を伴わないが、言語としては高度な内的一貫性を保っている。よく言われる、日本語が明確さを欠き曖昧だという主張は、日本語に固有の性質を説明したのではなく、曖昧に話すことが日本社会のある種の人々の間で尊重されている事実の反映にすぎない。一般に教えるのが難しいとされる「は/が」の区別や敬語についても、それが格別に難しいものとして教授されることが望ましい。強調されるべきは、例外ではなく一般的な規則、他の言語との相違点ではなく共通点なのである。

## Learning English “The Silent Way”: A Learner’s Perspective

by Yuichi Konno

The author is the editor of a contemporary art magazine who always felt that language learning was not something for him. He relied on translators and interpreters for his international projects, but he recently decided to learn English for his career development and started taking private lessons in The Silent Way. In this article he reflects on his learning style—both past and present—and describes his learning process, as well as his feelings and thoughts about the lessons and the teacher.

## Student Generated Projects: Drama

by Stephen J. Davies

ドラマ、とりわけ長期的なプロジェクトの一環としての台本作り、リハーサル、上演という一連の過程が本稿の主題である。まず、筆者と学生たちが関わった劇の企画から上演に至る主要な段階の要約が示される。次に、学習目標である言語の能力がどのように向上していったかが説明される。最後に、これらと教育的に関連するものとして、Malamah-Thomas, Porter-Ladousse, StevickそしてWiddowsonの理論が紹介され、それらと筆者の考えとの交差点が示される。

## Away from the Traditional Conversation Class

by Wai-King Tsang and Matilda Wong

高校卒業以上の7人の広東人が学ぶ英語の会話クラスで、学生たちの会話（教師同席せず）がビデオに収録され、それをきっかけに授業が進められた。このコースでは、学生からのインプットを引き出すためにブレンストーミングが行われ、また学生の参加を最大限にする意味から、学生自身あるいは学生同士のフィードバックが奨励された。そして、このやり方を通して学生は、マイクロスキルが向上し、学習した語彙が積極的に使え、自信をもってなめらかに日常会話が話せるようになった。

## In Sight—Out of Mind: Discovering Out-of-Awareness Communication Strategies

by Joseph Shaules and Haruko Katsura

コミュニケーションの潜在的要素が検討され、英語・日本語間の「意識のおよばない領域」(Out-of-Awareness)の違いが日本の上級英語学習者にとって大きな障害となっている点が指摘される。ここでは、コミュニケーション機能が、ほとんど無意識の文化的枠組みの中で生起するものとしてとらえられる。そして、この枠組みを日常的な活動の中で気づかせる過程が言語の学習や教育の重要な要素であることが議論される。

## The Quirks of English Usage (2)

by Graeme Cane

英語の難問・奇問シリーズの2回目。今回は、教師が日ごろあまり難しいと意識せずに見逃している文法項目が取り上げられる。それらは、1) have got の用法、2) 関係節の中のwhich とthat の関係、3) “I like him much.” のような文がなぜ認められないかという問題、4) always を伴う現在進行形の用法、の四つである。多くの例を検討する中で、それぞれについて適切な使用規則を自分で見つけだすように読者は導かれる。

## Back to Basics: A Checklist of What Good FL Teachers Have always Done

by Patrick Blanche

この数十年間にわたり外国語教育の理論と教授法は進歩してきたが、こういった時代の変化に影響されずに、実践のたびに成功をおさめ、今後も教師が実践してゆくとされるある種の事柄が存在する。このような教授活動は、はやりの教え方と調和しない傾向が強い。ここでは、筆者独自の観点からまとめられた、上手な語学教師が実践している活動の広範なチェックリストが示される。

## Learning English as a Hobby: Challenges for Teachers

by Hiromi Nohara

明確な学習目的を持たない学生への対処の仕方を示す論考である。映画や読書と同じように趣味としてことばを学ぶ学生がいる。この種の学生にとっては、英語の学習も気晴らしか気分転換の対象でしかない。それゆえ、学習目標の定まった学生に対するのとは異なったアプローチが要求される。「特定の学習目標の達成のために何をすればよいか」ということではなく、「いかにクラスを楽しませつつ学習を促進させるか」という点が問題となるのである。

和文要旨作成協力：森川博己・森川キャロリン



SERIES, cont'd from p. 35

With these expressions, the interrogative is generally formed using do/ does/ did + have:

- Do you usually have dinner at 7 p.m.?
- \*Have you usually dinner at 7 p.m.?
- Did you have an accident?
- \*Had you an accident?

2. *That* and *which* can both be used in restrictive relative clauses (i.e. clauses in which the information given in the relative clause is needed to identify a particular noun phrase). However, *which* (not *that*) is generally preferred in non-restrictive relative clauses (i.e. clauses in which the information given in the relative clause is not essential for noun phrase identification).

**Restrictive relative clause:** The guitar *which/that* Eric made has a beautiful tone.

**Non-restrictive relative clause:** Ice cream, *which* (not *that*) is enjoyed by people everywhere today, was first made in Italy.

Both *that* and *which* can often be omitted in restrictive clauses:

Where's the typewriter (*which/that*) you bought?

*Which* (but not *that*) is also used in sentences such as:

- Mary loves wrestling, *which* I find surprising.
- \*Mary loves wrestling, *that* I find surprising.

Here the subordinate clause points back not to a single noun phrase (wrestling) but to the whole previous clause (Mary loves wrestling).

3. As the following examples demonstrate, the collocational relationship between *much* and *like* in Section 3 above is not unique but applies to many other verbs. When *much* is used as an adverb in declarative sentences, it is generally accompanied by another adverb such as *so* or *very*. In interrogative or negative sentences, however, *much* can be used as an adverb on its own.

- \*I miss her much.
- Do you miss her much?
- I don't miss her much.
- I miss her very much.
- \*I regret that decision much.
- \*Thank you much.
- \*I love you much.
- I love you so much.
- We didn't enjoy the party much.
- \*We enjoyed the party much.

4. Compare the following two sentences:

- a. Naoko always reads for half an hour before going to sleep.
- b. You're always reading! Why don't you go out and get some fresh air?

Sentence (a) in which *always* is used with the present tense is a factual statement about a habitual action. In sentence (b), however, the unusual combination of *always* with the present progressive indicates some emotional attitude (such as annoyance or amusement) on the part of the speaker in making the statement. The meaning implied by the speaker in (b) above and (c) below seems to be "you never stop reading/whistling and I don't like it."

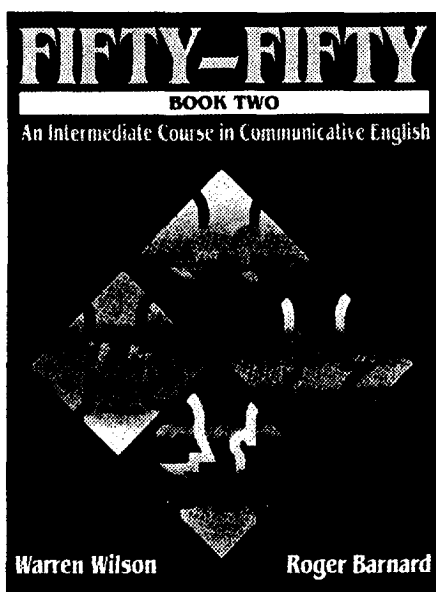
- c. You're always whistling that awful tune.  
Please be quiet!



**NEW!!!**

# **FIFTY-FIFTY**

## **BOOK TWO**



### **An Intermediate Course in Communicative English:**

- 0 Concentrates on listening and speaking**
  - 0 Written in Japan for Japanese students**
  - 0 For low intermediate to intermediate students**
  - 0 Follow-up to the popular *Fifty-Fifty***
- Inspection copies available upon request!**



**Prentice Hall Regents (Japan)**

Nishi-Shinjuku KF Bldg. 602, 8-14-24 Nishi-Shinjuku,  
Shinjuku-ku, Tokyo 160 Tel: 03-3365-9002 Fax: 9009

*We at Prentice Hall Regents*

*wish you*

*A Happy Holiday Season!*







# Tired of textbooks that just fill the time?



Try Flashback '63

Why? See below!

	<b>AND WORKS!</b>	This time finish first with <i>Flashback '63</i>
In a package that Japanese adults can identify with and understand...		That increases overall involvement in English study...
<b>That motivates and maintains strong interest throughout the course...</b>		That augments cross-cultural awareness...
		That illustrates useful, up-to-date, vocabulary...
A text that builds listening skills...	That clarifies the principles of Western logic...	
	A story line and format that appeals to Japanese learners...	
<b>Start</b>	<b>Ready for a textbook that really gets the job done?</b>	

edited by tamara swenson

JALT UnderCover invites reviews of books and other educational materials. However, we do not publish unsolicited reviews. Please contact the reviews editor at the address listed in the Masthead for submission guidelines.

**The Book of Goal Sheets: Dialogs in Action.**

Yoko Matsuka & Ainslie Baldwin. Matsuka Phonics Institute, 1993. Pp. 95, Video.

**The Book of Goal Sheets: Talk Longer, Talk**

**More.** Yoko Matsuka & Ainslie Baldwin. Matsuka Phonics Institute. 1993. Pp. 106, Cassette tape.

No doubt many EFL teachers in Japan ask themselves the question, "Just what is entailed in adapting a communicative approach that fits my students' needs and my teaching style?" After five years teaching English as a general education requirement at the secondary and tertiary levels, I must admit that I still find the problems that arise with communicative approaches rather daunting.

I think it's fair to say that most Japanese FL students are used to an institutional teaching style that requires the teacher to (1) translate English text and vocabulary into Japanese, (2) carry out explicit, detailed analysis of English as a coded artifact, (3) explain and value "western" culture only to the extent that it is different from Japan's and therefore exotic, and (4) motivate students to commit to memory prescribed rules of English grammar and usage. Fully at ease with this expected frame of classroom conduct, students have adapted their learning styles accordingly.

From the perspective of a would-be communicative approach proponent, much of what is missing from this frame of expectations and the type of teaching and learning it entails is a classroom that encourages and rewards teachers and students to use English in order to 1) communicate (i.e. make and negotiate meaning), (2) initiate, maintain, and develop social relations, and (3) constructively collaborate in gaining knowledge about themselves and the world. At a practical level this means that students may be unused to and display intolerance toward tasks that ask them to focus on message, content, meaning, authenticity, fluency, real language use, intuition, personal insight and expression, social relevance, risk-taking, unexpected outcomes, open-ended goals, etc. I am not arguing that Japanese culture lacks the capacity to value such things, nor am I claiming that "western" culture has a monopoly on them. Rather, what I am asserting is that these things are not normally a part of the institutional EFL classroom in Japan.

Aggravating a difficult situation for teachers who want to adapt a communicative approach in Japan is the lack of materials developed with the factors discussed above kept in mind. There are a considerable number of textbooks written specifically for the Japanese market, but either they seem to reinforce

the institutional approach described, or they fill a narrow segment of the market (college-level classes taught by foreign instructors) and often in peculiarly idiosyncratic ways.

*The Book of Goal Sheets* series should help considerably to meet the need for potentially communicative materials suitable for Japanese students of varying levels of language ability, motivation, and cognitive and emotional maturity. Instead of viewing the characteristics typical of Japanese English learners (i.e. their need for teacher-led translation, grammar explanation, etc.) as deficiencies to be overcome, the authors see them as starting points for a classroom in which the focus shifts toward characteristics more often associated with a communicative approach (i.e. pair practice, fluency, self disclosure, social interaction, etc.). For example, the authors have not denied the reassurance that translation provides Japanese students, rather they have eliminated the burden usually placed on teachers by providing fully bilingual texts.

*Dialogs in Action* might well be unique among the plethora of conversation textbooks on the market in that it is the first that I have seen to link non-verbal communication explicitly to the everyday language with which it so often occurs. The large, A4 size, clearly illustrated, bilingual pages invite teachers and students to examine and analyze typical western gestures while practicing the colloquial language of short exchanges. Depending upon the level of students and the teacher's style, the book's chapters can be extended into more communicative, experiential activities pair practice, skit writing and performance, peer evaluation, etc. For students who need more managed, teacher-guided tasks, the book lists at its beginning a number of activities that will help students to extend their learning and acquire greater fluency with the gestures and language. They also seem to help build an atmosphere of trust in the classroom.

I tested this textbook in a "Comparative Cultures" class offered to university English and education majors. Students also did readings and listened to brief lectures about the cultures of English-speaking countries, but *Dialogs* proved valuable in helping me to clearly present and get my students to experience everyday behaviors essential to communicating and maintaining social relations in such societies. The video, which closely parallels the chapters of the book, was very useful when introducing and demonstrating the gestures and language useful as it was rather difficult to do this myself.

*Talk Longer, Talk More* is a conversation text that has been designed to guide and encourage longer exchanges. Each chapter is set up around a particular communicative goal, a theme for an extended con-

versation, such as "explain your attitudes toward keeping fit" (p. 22). In each chapter, the students and teacher complete a brief "brainstorming" exercise; this activates background knowledge and known language. The "questions and comments" section that follows provides gambits that can be used in having a conversation about the topic. The "brainstorming" and "questions and comments" sections together prepare the students to have a real conversation. Advanced student will find this a good time to attempt improvised conversation; more basic level students can safely stick to a text-based, interview style exchange. Next, students report back to the class or group something they have learned about their partner while others ask questions and make comments. Finally, there is a section that calls for students to plan and then share an anecdote about themselves with the class (or group).

I tested *Talk Longer* with an "Advanced conversation" class of university students. Its format and content were amenable to a rather large class of 30 students with quite different abilities and interests. The accompanying tape helped the students drill pronunciation and intonation in a relaxing way (it has soft background music) while conserving my voice. *Talk Longer* would seem to me to be an ideal text for a one-semester conversation course of lower-intermediate to advanced students. Lower levels of students might require more training in the elements of conversation than this text provides.

Both of these texts should be adaptable to a variety of classes at many levels of language, maturity, and motivation. The bilingual presentation really does help students to understand a task's requirements. In addition to their use for college and adult education classes, I also would recommend *Dialogs* for team teaching at the junior or senior high school, while *Talk Longer* would be more appropriate for serious, motivated senior high students. ALTs and JTEs should note that, despite their large A4 size, these are student textbooks and try to persuade their schools to acquire classroom sets. Perhaps, given the restrictions on textbooks at many secondary schools, MPI should consider publishing these books in a photo-copiable, activities book format. Now that communicative components are being implemented, these texts could be very useful to the thousands of ALTs and JTEs struggling to team teach at the secondary level.

Reviewed by Charles Jannuzi  
Fukui University

**Thinking on paper: A writing process workbook with readings, 2nd ed.** Judy Markline, Rose Hawkins, & Bob Isaacson. Holt, Rinehart and Winston, Inc., 1991. Pp. 381. ¥2,900.

*Thinking on Paper* is a paragraph-level composition textbook designed for the "beginning" writer. This

text, as is evident by both the title and the sheer number of pages, is indeed a workbook devoted to the "process approach" in composition. The process approach divides writing into four stages: creating, drafting, revising, and editing. *TOP* provides instruction and student examples for each stage of the writing process and it also contains a variety of readings as well as sentence building and punctuation instruction and exercises. *TOP* is organized into six parts: the introduction, four major parts focused on rhetorical methods, and one part focused on sentence and punctuation skills.

The Introductory Unit is exhaustively devoted to the writing process' four stages of creating a paragraph. Included in this unit are 46 "exercises," ranging from clustering (pre-writing stage), to preparing a rough draft (writing), to rewriting the draft (revision), to, finally, submitting a final copy.

Parts I-IV include rhetorically organized instruction along with topically organized readings. There are eleven writing assignments: ten rhetorical patterns assignments and a final research assignment. The ten patterns included are narration, process, description, definition, compare/contrast, advice, cause and effect, and persuasion. The patterns are reinforced with correlated models, sentence combining exercises, and writing assignments, and, simultaneously, the writing process skills are recycled in each writing assignment. Additionally, the rhetorical patterns and the writing assignments are sequenced so that the assignments become progressively more challenging. Finally, each of the four major parts of *TOP* includes paragraph revision strategies, a unit review, and a wide variety of readings.

While Parts I-IV of *TOP* are tightly organized around the rhetorical patterns, its reading selections are not; still, they are, topically organized, and their breadth and variety is proof that the authors underscore the importance of the reading-writing connection. There are twenty readings, which range from professional and student short stories, essays, and poems to popular songs. Finally, Part Five of the textbook includes more detailed instruction and exercises for simple, compound and complex sentence construction as well as frequently used punctuation.

*Thinking on Paper* is an intricately organized text devoted to the writing process. Its closely sequenced and detailed instruction can provide teachers with a useful tool for leading students through the writing process. However, there are three aspects of the textbook which are problematic.

Ironically, one of its strengths is also one of the problems: its extreme intricacy. For example, the 46 exercises in the Introductory Unit can be overwhelming in both number and in detail; while one teacher may find it a good step-by-step map for helping students negotiate the process of writing a paragraph, another may find the map too complex and the steps too tiresome. I found the text useful, but I

# IMAGINE...

You are going to teach on a remote island

and you can only take one ESL resource book with you. It would have to be the *ESL Miscellany Revised, Second Edition*. It was written for exactly that purpose, to be a useful and unique almanac style reference for the ESL/EFL instructor. "The first edition was excellent; this is more excellent!" Dick Yorkey

In his review in the *NNESTESOL Newsletter*, Dick Yorkey summarizes the purpose of this book as follows: "The book is a compendium of useful and interesting information for ESL teachers. It can be used in three ways:

- 1) as a resource for developing their own materials;
- 2) as a guideline for those who practice eclecticism; and
- 3) as photocopyable handouts for students."

The *ESL Miscellany* contains: **Situations:** basic daily needs, health and safety, etc.

**Topics:** Food, Emotions, etc.

**Communicative functions:** Surviving (beginner), Participating (intermediate),

Part II, **the cultural aspect**, includes checklists of: proverbs, nursery rhymes, major religions, etc.

Part IV, **the metalinguist aspects**, features information on punctuation, spelling, road signs, etc.

Part V introduces **three paralinguistic aspects** of nonverbal

communication: The International Sign Alphabet,

Classroom Gestures and Selected American Gestures,

with accompanying drawings and photographs.

## The ESL Miscellany

Revised, Second Edition

A treasury of cultural and linguistic information

PRO LINGUA ASSOCIATES

**GOOD NEWS: WHEN YOU BUY THE *ESL Miscellany*, YOU CAN REPRODUCE ANY OF ITS 292 PAGES.**

**THIS MEANS, OF COURSE, THAT EXAMINATION COPIES ARE NOT AVAILABLE.**

## Conversation Strategies

New! A collection of 24 activities for partner and small group conversation practice that will develop strategic conversation skills. Making decisions, interrupting, clarifying, using polite forms – an enjoyable, interactive, student-centered approach to sharpening students' skills in the areas they find the most challenging.



Pair and Group Activities for Developing Communicative Competence

**HARCOURT  
BRACE**

**Harcourt Brace Japan, Inc.**

Ichibancho Central Bldg. 22-1 Ichibancho, Chiyoda-ku, Tokyo 102

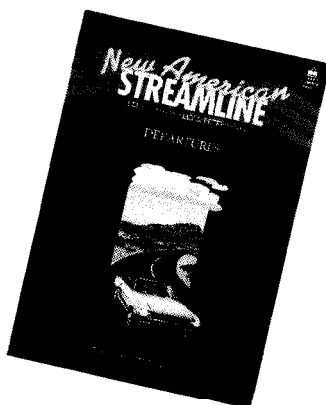
Tel: 03-3234-3912 ELT Hotline: 03-3328-2527 (Shari Berman)

Make New Friends with

## **NEW AMERICAN STREAMLINE DEPARTURES**

The new edition of *American Streamline*

- \* Updated and in full color
- \* Re-written units in each level
- \* New communicative and listening activities
- \* Additional classroom activities
- \* New compact disc recordings



*"We felt we could improve  
American Streamline by  
updating the art, design and  
content, by using full color  
throughout and by offering  
additional classroom activities"*  
Peter Viney (author)

**New American Streamline Connections  
coming January 1995**

To: OXFORD UNIVERSITY PRESS

2-4-8 Kanamecho, Toshima-ku, Tokyo 171  
Tel: (03) 5995-3801 Fax: (03) 5995-3919

Please send me a free inspection copy of  
*New American Streamline Departures*

Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Address: \_\_\_\_\_  
(Home / School) \_\_\_\_\_ Tel: \_\_\_\_\_



had to work hard to keep students properly focused and encouraged amidst the variety of exercises.

The second problem is the textbook's cultural orientation to an American ESL environment. The cultural diversity of the textbook's reading selections is "politically correct," but exciting, and the culturally diverse topics used in both the sentence and punctuation skill exercises do provide excellent contextualization. However, in EFL Japan the diversity of the reading themes and grammar contexts are bewildering. I found that I rarely used the readings and often revised the exercises, supplying contexts more familiar to Japanese students. For example, in the compare and contrast sentence combining exercises, rather than using the context of Merle Haggard and Johnny Cash (two American country western singers), I used Takanohana and Akebono.

These two issues can present several problems for using this textbook in Japan, but they can be easily overcome. The third problem cannot. *TOP* is aimed at "beginner writers," who, even if they cannot write a paragraph, are nevertheless aware of what a paragraph is. However, Japanese students, despite years of English instruction, are almost always pre-beginner writers, barely able to write at the sentence level. Although this text is labeled "International Edition," it, nevertheless, seems to be aimed at ESL writers immersed in an English environment, students who have had much more exposure to reading and writing the English paragraph. Thus, this textbook does not adequately explain the paragraph to the EFL student. For example, in the introductory part of the text's 82 pages only one page deals with the "paragraph," and then only briefly. Immediately engaging the student in invention activities and then having the student write a paragraph, with so little explanation about what is a paragraph, is extremely challenging for a novice writer. While ESL beginning-writers might be able to handle this maze, Japanese EFL composition students will be overwhelmed--so, too, will beginning composition teachers. This problem will not be easily overcome, yet, with care, both beginning and veteran composition teachers can use *Thinking on Paper* successfully by pre-teaching the paragraph and by assuring the students that the numerous writing assignments are not only achievable but also will equip students with the ability to write good English paragraphs.

Finally, an Instructor's Manual is available. It contains an overview of the text, and explanation of teaching methods and techniques, further notes about the eleven writing assignments, and sample assignment schedules and exams. But, be forewarned--it does not contain an answer key for sentence combining or punctuation skill exercises; this "problem" can be avoided by doing them before assigning any to students.

Reviewed by Catherine Bacon  
Osaka Jogakuin Junior College

**Mikan.** Computer Software. Yasuo Hirata, Takashi Atoda, Kazuko Fujii, & Michiko Mishima. Palo Alto: Sentius, 1993. 2 Macintosh disks. User Guide: Pp. 33. ¥18,000.

About ten years ago students of Japanese as a foreign language could find numerous books listing characters, but few books containing substantial reading practice. Today, many books offer such practice. Japanese language learning software currently available parallels the circumstances of ten years ago. While many programs are available, the vast majority are simply lists to be studied on the screen. *Mikan* is different. It provides students with practical reading practice like the printed readers and enhances reading and studying with a number of computer based conveniences. *Mikan* may be far from perfect, but it is the best software available for intermediate students that I have seen advertised, at the store, at conferences, or heard of on any computer network. Perhaps, ten years from now, there will be a large selection of similar software for all Japanese language students. I certainly hope so.

The reading selections in *Mikan* consist of five short stories and an introduction to the Japanese economy. The entertaining short stories by Takashi Atoda range from about 75 to 200 lines covering a variety of topics including earthquake countermeasures and the death of a white collar worker. Each story ends with a surprising twist. I was disappointed that there were not more of them.

The introduction to the Japanese economy is a long text and the topic may not interest many readers. The ease of language learning, however, more than compensates for what can be dull reading. The text contains ten chapters such as understanding the economy and the times, the changing business world, and the Japanese economy in the 21st century. The ten chapters are further divided into 42 sections which consist of 121 files ranging from about 15 to 50 lines.

Given the length of the files, they can be read fairly quickly. This and the variety of material in the text helps to remove some of the dryness from the topic. Since every file is about the economy the vocabulary is repeated continuously so that students tired of rereading a file can go on to the next file. The important vocabulary which was not mastered will reappear and can then be learned again or reinforced. When students do not know the proper reading, the meaning, or the dictionary form they can simply click the mouse and find out. This makes studying so much easier than using printed texts and hunting up words and readings on different pages. Traditional printed books often discourage readers from looking up words due to the inconvenience of using glossaries and dictionaries. The mouse is so simple to use that I found myself checking words I knew to discover additional meanings or confirm prior knowl-

# About the *Teamwork* series

## Book One

### Basics in English

- 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.
- Learners are challenged to think about the language in matching natural collocations, in combining phrases or clauses, etc.
- The acquisition of English is fostered through the learning of many high frequency phrases, put to use in natural ways.
- Quizzes call attention to phrases with colloquial uses unfamiliar to many students.
- Practice in stress and intonation for further improvement on vowels and consonants.

## Book Two

### Challenges in English

- The grammar covers tenses (more briefly) and deals with the **sentence-level**: various clauses, and passives.
- The Conversation of each lesson is given an extension found only on tape and in the Teacher's Guide.
- Short reading passages of general interest and enjoyment are provided in the sections "For your interest."
- An appendix trains the ear for reduced pronunciation typical of fast informal speech.

Teamwork will help you learn and communicate in everyday English. Many of the words in this book you have seen before, but in your previous study you didn't learn them in natural phrases or have a chance to use them in real conversations, and you probably had few chances to hear others using them. Now is your chance.

There are many kinds of practice activities. Some of them are too difficult, but some will provide an interesting challenge. Sometimes you will be asked to think about the phrases you are about to practice or try to say something on your own before you see the correct words in the book. Other times the teacher will ask you things that are not in your book at all. Often you will practice the material with a classmate or in a small group (this multiplies the amount of time you can spend actually speaking). For all of these activities, do your best, without getting too nervous, and you will make progress.

Notice the special sections at the end of the book. Two of them will help you prepare and review the lessons. Appendix 1 will test your reading and speaking. Appendix 2 will test your listening. Appendix 3 will test your writing. Appendix 4 will test your understanding of what you are practicing. The other section, Appendix 5, gives you practice with reduced pronunciation. A key to understanding English spoken at a natural speed.

### ■ Glossary

A unique Phrase Glossary (for each book) with Japanese translations broadens vocabulary command.

### ■ Teacher's Guides

Extensive Teacher's Guides with thorough descriptions of classroom procedures, extra activities, and answer keys are available.

### ■ Tape sets for every book

The *Tape Set for School Use* presents almost all of the exercises in formats which differ from the textbook procedures—a useful tool for classroom variety or for review.

*Conversation Practice* is the title of the student's tape set containing all the Conversations and example exchanges of the lessons. Japanese translations of the Conversations.

**The two books are independent courses. Though Book One will be especially suitable as a first conversation course, it is not intended as a prerequisite to Book Two.**



seido language institute

12 - 6 Funado-cho, Asiya-shi, Hyogo 659, Japan TEL 0797-31-3452 . FAX.0797.31-3448

COUPON

1994-F

edge. There are also very useful notes which provide examples and historical background.

*Mikan* does have its' share of shortcomings. Some times single characters are difficult to click, some words lack definitions or hypernotes, and eyes can easily tire from the print size. Although the-flash cards and personal dictionary look interesting and full of potential, I have used them very little as I prefer to spend my time reading Japanese in context.

Nonetheless, the most recent copy of *Mangajin* sits unread on my couch as I study Japanese my favorite way, using *Mikan*.

Reviewed by Rory S. Bnskin  
Koriyama Women's College Attached High School

『言語学習ストラテジー — 外国語教師が知っておかなければならないこと』レベッカ L. オックスフォード著/穴)「通康・伴紀子訳/凡人社 1994 260ページ 2800円

**Gengo Gakushuu Sutoratejii-Gaikokugo Kyooshiga Shitte okanakereba naranai koto.** Rebecca L. Oxford. translation by Michiyasu Shishido & Noriko Han. Bonjinsha. 1994. pp.260. ¥2,800

## 1. 言語学習ストラテジーの定義と研究の現状

言語学習ストラテジーについて本書の著書オックスフォード氏は、「学習をより易しく、より早く、より楽しく、より自主的に、より効果的に、そして新しい状況に素早く対処するために学習者がとる具体的な行動である」(本書 pp.8-9)と定義しつつ、それが実用段階にあるのではなく、「現在の段階では、実際にストラテジーとは何か、いくつのストラテジーが存在するか、またそれらをどのように定義し、区別し、分類するか、真に科学的に裏づけられた階層ストラテジーを形成することが可能かどうかといった点においてまだ完全な同意は得られていない」(pp.18-19)と注意深く記している。

一方、学習者ストラテジーの研究の流れについてネウストブニー氏は、1) 教室以外の場面だけでの言語習得を目指した self-directed acquisition を主張するもの (Dickinson, Holec)、2) いわゆるコミュニケーションストラテジーの研究 (Tarone, Faerch, Kasper)、3) good learner という概念から出発して、それをさらに広く理論化したもの (Rubin, Chamot, O'Malley, Wenden)、に区分し、オックスフォードの研究はこの3番目に含まれると述べている。(後掲文献 p.7)

## 2. 本書の構成・内容

本書の中味を目次にしたがって示すと、「1章=言語学習ストラテジーとは何か、2章=言語学習のための直接ストラテジー、3章=四言語技能への直接ストラテジーの適用、4章=総合的学習に必要な間接ストラテジー、5章=四言語技能への間接ストラテジーの適用、6章=言語学習ストラテジーの評価と訓練、エピソード=言語学習ストラテジーの将来」となる。直接・間接という用語は、そのストラテジーが言語に直接働きかけるものか否かによる区分である。なお、翻訳の

都合上、一部が割愛されており、その箇所も示されているのであるが、割愛内容とその割愛意図について、もう少し具体的な説明があるほうが親切であろう。各章の要約(本書では割愛)など、たとえ本文と内容が重複するようであっても、それがあったほうが理解を促進し、読みやすい場合がある。

## 3. 本書の対象読者

本書の読者範囲は、著者自身の説明 (pp.VI-VII) によれば、1) 主に中学、高校、大学、成人教育の現場で第二言語や外国語を教える教師、2) 国際ビジネスの世界で教える外国語教師や政府・軍関係の機関、3) 自律学習を目指す外国語教育に携わる教師のテキスト、4) 外国語教師養成コース用の教科書、ということになる。しかし、どちらかというと高校生レベルを教える場合を想定した内容であり、成人を対象とすることが多い日本語教育などに適用する場合には注意が必要となる。

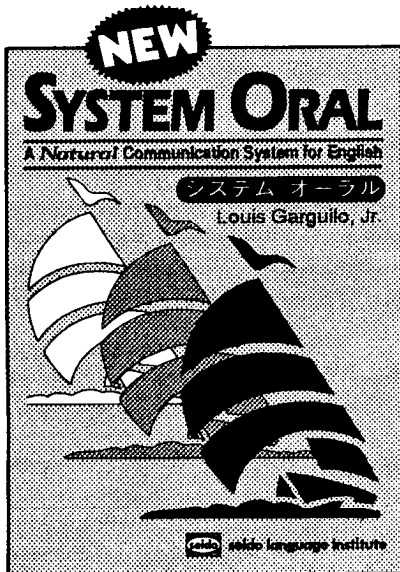
## 4. 本書の特徴と限界

本書は、「学習者とそのストラテジーが注目されて以来、単著として市場に出た最初の専門書(で)……新しいストラテジー分類システムを使って、言語学習ストラテジーの評価と方法を示し、またストラテジー教育のためのモデルを使って、多くのストラテジー訓練の練習を入れている」(p.IV) 点で注目される著作である。この詳細なストラテジー分類システムは、別刷り大判の一覧表になっており、本書を読む際に常に手もとで参照でき便利である。ただし、分類上の問題として、とりあげられているストラテジーのあるものが、学習中の人ならだれでも普通に使用するものとして単に説明されているだけのものなのか、学習者に気づかせ実践させたいストラテジーとして紹介されているのか、両者の切り分けが不鮮明な場合があることや、分類されている個々のストラテジーの内容にオーバーラップが見られる点があげられる。ネウストブニー氏も指摘している(後掲文献 p.9) ように、記憶ストラテジーと認知ストラテジーの違いはさほど明確でないように思える。以上とは別に、全般的に理論的説明に弱さを感じられる。一例をあげると、記憶ストラテジーの中の「繰り返し復習する」を説明した部分 (p.63) は、実践上の重要なヒントを含んでいるが、この活動を説明するために「過剰学習」(p.42) という用語が出てきても、「分散効果」ないしは「分散学習」という用語は登場しない。そのため理論基盤や説明の奥ゆきの深さといった面で物足りなさを感じるのである。著者自身が述べているように、学習ストラテジーが「第二言語や外国語の学習者が自らの学習をコントロールし、向上させるために必要な活動で……レベルの高い自律学習を育て、効果的な学習を行うカギとなる」(p.V) のものであるなら、それを紹介した本書も、読者に自律的な研究・実践を奨励するものとしてふさわしい内容と形式を備えていることが望まれる。改訂版発行の際にこの点が意識されると、さらに内容の充実した本になるであろう。

## \* 引用文献

ネウストブニー, J. V. (1992) 『日本語教育の現場—習得の観点から—』(お茶の水大学人文科学研究科・日本語文化専

# ORAL COMMUNICATION from SEIDO



※ ORAL COMMUNICATION - B

## システム オーラル SYSTEM ORAL

A Natural Communication System for English

- Interesting topics taught through natural discourse
- Various tasks for deepening comprehension
- Listening and speaking levels elevated
- Structured so every student can participate in debate

■ Textbook ..... ¥720  
 ■ Teacher's Manual ..... ¥500

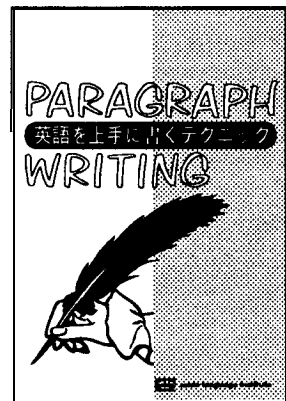
## PARAGRAPH WRITING

英語を上手に書くテクニック

**NEW**

- An introduction to writing beyond the sentence level.
- Twenty Worksheets present different techniques which lead the students to write lengthy paragraphs in English which is not only grammatically correct, but stylistically smooth.
- Tasks are simple, and the semi-controlled formats avoid errors.
- The Teacher's Manual contains sample paragraphs, the answers to the exercises previous to the writing tasks and suggestions on how to teach Paragraph Writing.

■ Textbook ..... ¥500    ■ Teacher's Manual ..... ¥800



## Teamwork

★Book1 – Basics in English  
 ★Book2 – Challenges in English



- A course suitable for senior high.
- Twenty lessons; designed for Japanese speakers.
- A wide range of communicative activities, rich in vocabulary, in an attractive and colorful layout.
- Special English-to-Japanese phrase glossary.
- Cultural themes and values.
- Extensive Teachers Guides with suggestions and extras.

**NEW**

■ Textbook 1 ..... ¥1,700    ■ Textbook 2 ..... ¥1,800  
 ■ Teachers Book 1 ..... ¥2,700    ■ Teacher's Guide 2 (free of charge)



seido language institute

12-6 Funado-cho, Ahiya-shi. Hyogo 659 Japan

TEL.0797-31-3452

FAX.0797-31-3448

COUPON

1994.- T

攻)

注：本文献は1992年11月14日に同名の演題でお茶の水女子大学において行われたネウストブニー教授（当時：モナシュ大学、現：大阪大学）の公開講演録に、後ほど講演者の校正を経て公刊されたプリント版である。

森川博己（国際教育振興会）

Reviewed by Hiromi Morikawa, Kokusai Kyooiku Shinkookai

## 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 December 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.

Byrd, P. & Benson, B. (1994). *Problem! Solution!: A reference for ESL writers* (self-study; high interm/high adv). Boston: Heinle & Heinle.

Deakins, A., Parry, K., & Viscount, R. (1994). *The Tapestry Grammar: A reference for learners of English* (high interm/high adv) Boston: Heinle & Heinle.

Dunkel, P. & Lim, P. (1994). *Intermediate listening comprehension: Understanding and recalling spoken English: Second edition* (text, tapes). Boston: Heinle & Heinle.

Miura, A. & Mc Gloin, N. (1994). *An integrated approach to intermediate Japanese* (text, tapes). Tokyo: The Japan Times.

Comfort, J., Rogerson, P., Stott, T., & Utley, D. (1994). *Speaking effectively: Developing speaking skills for business English* Cambridge: Cambridge University Press (text, tapes).

McCarthy, M. & O'Dell, F. (1994). *English vocabulary in use* (upper-inter & adv). Cambridge: Cambridge University Press.

Roberts, Paul (1994). *Reading and vocabulary* (Cambridge first certificate skills series). Cambridge: Cambridge University Press (text, teacher's book).

Helgesen, M. & Brown, S. (1994). *Active listening- Building Skills for understanding*. Cambridge: Cambridge University Press (text, teacher's book, tape).

Nippon Steel Human Resources & Japan College of Foreign Languages (1994). *Nihon wo Hanasou -Aspects of Japanese Society*. Tokyo: The Japan Times.

Grenough, M. (1993) *Sing it!* San Francisco: McGraw-Hill

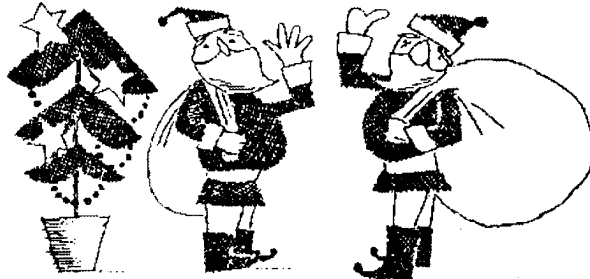
Grenough, M. Matsusaka, I. (1987). *Eigo De Utau*. Tokyo: McGraw-Hill (book, tape).

\*Foll, D. Kelly, A. (1994). *First certificate avenues*. Cambridge: Cambridge University Press (coursebook, teachers, tapes).

### For Teachers

Richards, I. (1994). *Educating second language children* (Cambridge language education series). Cambridge: Cambridge University Press.

\*Foll D. Kelly A. (1994). *Appropriate methodology and social context*. Cambridge: Cambridge University Press.



## Looking for International Connections?

JALT is an active, dynamic academic organization representing some of the most highly trained, professional language teachers to be found in Japan. JALT is dedicated to improving and sustaining professional excellence in language teaching, and maintains numerous international affiliations with like-minded organizations. If you are interested in exploring the possibility of forging such an affiliation, contact us at:

### International Affairs Committee

c/o JALT Central Office

Glorious Tokyo #301

Z-32-10 Nishinippori

Arakawa-ku, Tokyo 116

JAPAN

Tel: 011-81-3-3802-7121; fax: -7122

We want to know if you have something to contribute to our efforts, and if there is anything we can do to contribute to yours.

-Affiliated with TESOL Incorporated and IATEFL-

## 海外でのコンタクト先をお探しではありませんか？

JALTは活動的でダイナミックな学術団体で、数多くの高度に訓練されたプロの言語教師を会員としてもち、言語教育の質の向上と維持のために貢献しています。JALTは、アメリカに本部をもつ社団法人TESOL (Teachers of English to Speakers of Other Languages Inc.) およびイギリスに本部をもつIATEFL (International Association of Teachers of English as a Foreign Language) の加盟団体であり、私たちと同じ目的をもつ海外の諸団体とさかんに交流しています。そうした海外の団体への入会などをお考えの方は、JALTがお手伝いをいたします。以下にご連絡ください。

〒116 東京都荒川区西日暮里2-32-10

グローバルズ東京301

JALT事務局気付 ☐ BEHW1@H&H

TEL: 03-3802-7121 FAX: 03-3802-7122

Tired of detours, back-routes and dead-ends?

## MAIN STREET

A lively new six-level series

### Level 1

For complete beginners &  
high school students

### Level 2 & 3

For false beginners & college level

### Level 4 (NEW)

For intermediate level &  
college level students

- \* Variety to motivate learning
- \* Quizzes, games and fun activities
- \* Personalization and creativity
- \* Role-plays and information gap activities



## "SENSEI-tional"

American English...  
with Compact Discs

To: OXFORD UNIVERSITY PRESS

2-4-8 Kanamecho, Toshima-ku, Tokyo 171  
Tel: (03) 5995-3801 Fax: (03) 5995-3919

Please send me a free inspection copy of:

Main Street Level 1  2  3  4

Name: \_\_\_\_\_

School: \_\_\_\_\_

Address: ? \_\_\_\_\_

(Home / School) \_\_\_\_\_ Tel: \_\_\_\_\_

edited by barry mateer

Share the wealth! We invite articles up to 1000 words (double-spaced on one side of A4 paper) on a single technique you have used, or a successful lesson plan. Readers should be able to replicate your technique or lesson plan. Contact the My Share editor at the address in the Masthead. All copy is subject to editing for length, style, and clarity.

## East Meets West: A Haiku Olympiad

by John Birk and David Zmijewski, Tokai University

One of our more enjoyable, rewarding assignments here at Tokai Junior College in Shizuoka involves our students' interaction with the traditional Japanese form of haiku. In the autumn, when the leaves are transmuting into those brilliant hues that tug perennially at the poetic sentiment, we present to our international communications classes a module involving three class periods. Of all the projects of the academic year, this is one our students approach with special relish. We relish it as well: our "Haiku Olympiad" offers an opportunity not only to move outside into some crisp, beautiful weather but to tap a wealth of pedagogical virtues set amid a context that by its very nature serves to dissolve some of the differences between East and West.

### Format

Our three-class "Haiku Olympiad" involves (1) background, theory, and modeling; (2) a practicum; and (3) peer-group assessment.

In the first meeting, we broach the issue of poetry and of the great English-language heritage of such. Speaking of *Beowulf*, of the Bard's "Can I compare thee to a summer day?," of Keats's enduring odes, or the more quotidian works of Tennyson or Longfellow provides a ready-made segway to the topic of form, rhythm, and meter. We present examples of free verse, the couplet, sextet, sonnet, and so on. Next, onto this discussion we graft the Japanese tradition of poetry, and ultimately focus on Basho and on haiku in both form and content: its customary 5 7 5 syllable scheme and its striking synthesis of nature with idea. We look to several fine examples of the art, and on the blackboard scrawl a few of our own.

The second meeting involves a practicum. On a day of clement weather we escort the students to a nearby park, pens and notebooks in tow. All the inspiring accoutrements of the craft lie before us: beside an imposing wooden shrine a stream meanders lazily into a sedge-rimmed pond teeming with resplendent carp. Fronting the rustic structure is a new-mown grassy expanse, full under the autumn sunlight. Birds dive and pinwheel overhead. The fringing forest is alive with insects. As a backdrop to all rises a rugged, forested hill, while a tad to the east, up against the steel blue sky, Mount Fuji lifts imposingly. If ever a poet needed a purple-prose prompt to the soul, this is it!

Some students discover seats on rocks skirting one edge of the pond. Others settle on fallen logs or sit

down on the grass. Still others wander about alone or in small groups, gauging the land- and pond- and skyscape before finally settling down to compose their two assigned poems. Despite the permanence of such a site, no two years provide the same ambience. This year it was a feisty red rooster nightstepping haughtily over and about the grassy expanse and reigning aggressive rushes at several of our *artises*. Both despite and because of this excitement, our students got down to work. When only a few minutes remained in the period, we assembled them and escorted them back to the campus.

The final meeting proves one of the high points of the year. Several days after the field trip, we ask the students to turn in their gems. We type the poems up and xerox them so that each student will have a complete collection of the class's work. The day of reckoning involves more than a usual formality: we gather the students in a large lecture hall replete with podium and mike. After an introductory reminder of the purpose of this assembly-as a forum for both reading and assessing-we invite each student to the front to read out loud both poems, slowly and with carefully rehearsed pronunciation. After all the students have done so, each finishing to applause, we distribute ballots. The students rank the very best of the poems they have heard, designating one as first, second, and third place. We collect the ballots and, while students enjoy a break, tabulate the results. We reassemble and with due fanfare announce the winners-third, second, and finally first place-as we bestow a certificate of excellence and an elaborately engraved and ponderously heavy medallion-a bronze, a silver, and ultimate a gold-to our three winners. We snap photos of the students with medals and certificates poised proudly, both to enshrine these winners for posterity and to pass the torch of inspiration on to the participants of next year. Our autumn, 1993, winning poems were as follows:

- |         |  |
|---------|--|
| Bronze: | The sun is shining,<br>The light reflects on the pond,<br>It dazzles my eyes.    |
| Silver: | I see a white bird,<br>Some good event will occur,<br>I believe the legend.      |
| Gold:   | It is a warm day,<br>Pigeons are singing goodbye,<br>You are gone with the wind. |

## Benefits

The virtues of our "Haiku Olympiad" are manifold and scarcely difficult to ascertain. Besides acquainting students with the pursuit of artistic excellence through poetry and the significance of poetry as a transcultural medium of expression, the exercise evokes and synthesizes the "four skills" of language learning—writing, reading, speaking, and listening. As well, students are able to abandon temporarily the drudgery of a classroom for an outdoor sojourn and an auditorium assembly, engage in the highly individual yet collective enterprise of writing and judging, and pronounce English in a semi-formal setting before a group. As well, they come to appreciate first-hand how English can (or cannot) accommodate what is a highly crafted, traditional art form of their own country. In our follow-up class we recap in brief the influence of haiku on modern American verse by citing the work of Pound and Eliot and point out the reverence some others of the more famous English-speaking *literati* have held

toward this Eastern form. In this way, our three-period module calls for the use of a variety of linguistic skills on a stage composed of nature, the imagination, an important element of the student's own cultural heritage, and the Olympic concept of the pursuit of excellence—here embodied in acts of expression forged in a way that all the students seem to thoroughly enjoy.

After having witnessed several classes of students pass in and out of the stadium of our "Haiku Olympiad," we wholeheartedly recommend the use of this module to teachers across Japan. Its variety of skills, its rewards, the enthusiasm it fosters—these easily outweigh the time and effort it requires. In more traditional ESL jargon, its use leaves the world of grammar-translation far behind and plummets students' affective filters to all-time lows. In a word, it is fun.

Faces pondering:

A "Haiku Olympiad"?

Soon broad wreaths of smiles.

## Environmental Quiz

by Paul Stapleton, Hokkaido University

The following activity is a conversation enhancer that can be used at most levels of language ability. This dual-purpose exercise encourages fluency in spoken English by having students express opinions and explain reasons; the second purpose is to raise awareness of how an individual's behavior can affect the environment.

The activity takes the form of a ten-question quiz in which students working in groups must decide which of two choices (A or B) in each question is better for the environment. In the following example (there is a question and answer dialogue that shows students how each interaction is meant to begin. As students are working in groups or three or four, different opinions should arise extending the interaction. Accordingly, teachers may want to teach language strategies for adding new ideas or disagreeing.

Another important function of this activity is to teach correct intonation in *either-or* questions. Note in the example the word *bicycle* receives rising intonation, while the word *car* has falling intonation.

Once groups have discussed their answers to each of the ten questions, the class is brought together again and depending on the classroom-management style of the teacher, a whole-class discussion of the answers may be attempted, or more realistically, group leaders will announce their groups' decision, including a reason, as each question is discussed in turn. The teacher's own responses, which are ideally copied on the back of the quiz paper in keeping with

the environmental theme of the class, are read by students after each question is discussed by the class.

The answers are not meant to be definitive. Students or teachers may, in fact disagree with them, providing a springboard for further discussion.

### Environmental Quiz

In the Quiz below there are ten questions about the environment. Make a group with two or three other students then answer the quiz questions according to the example below. Try to expand each dialogue into a discussion. Questions become more difficult as you get closer to number ten.

Example

A	Criterion	B
bicycle	transportation	car

A: Which do you think is better for the environment, a bicycle or a car?

B: I think a bicycle is better because a car burns gasoline which causes air pollution, but a bicycle uses no fuel at all.

A	Criterion	B
1. elevator	<i>going up/down</i>	stairs
2. cans	<i>beer</i>	bottles
3. fan (electric)	<i>hot days</i>	air conditioner
4. disposable'	<i>chopsticks</i>	plastic
5. shower	<i>bathing</i>	bath



GET YOUR STUDENTS ON THE ...

# RIGHT TRACK

JULIAN EDGE

D'ARCY ADRIAN-VALLANCE

with the new three level  
American-English course  
from Longman

**RIGHT  
TRACK**

- Takes adults and young adult students from beginner to intermediate level
- Fast paced, with Consolidation Units to reinforce learning
- Encourages fluency and accuracy through a combined structural and communicative syllabus
- Learning Choices sections help students become more effective learners
- Over 100 'Choice activities allow teachers the flexibility to adapt the textbook for their classes
- Three levels, complete with full color Student Book, Class Cassettes, Workbook and Teacher's Manual

For further details please contact:  
Longman Japan, Gyokuroen Building 1-13-19 Sekiguchi,  
Bunkyo-ku, Tokyo 112. Tel: 03-3266-0404 Fax: 03-3266-0326

LONGMAN ELT



# Speak Up

Conversation for Cross-Cultural  
Communication

by Beverly Kusuya, Naoko Ozeki

**FINALLY ... a culture-based conversation book!**

**T**his entertaining and thought-provoking course is for beginning to low-intermediate students. Filled with practical themes as well as stimulating issues as topics, **Speak Up** provides practice with vocabulary building, guided conversations, pair work, listening, and group discussion.

A set of 2 Cassettes and a **Teacher's** Guide are also available ***separately.***

<b>Prices (without tax):</b>	
<b>Students' Book</b>	<b>Y1,850</b>
<b>Teacher's Manual</b>	<b>Y1,980</b>
<b>Cassettes (2)</b>	<b>Y6,600</b>

## Speak Up

Conversation for Cross-Cultural Communication

Bev Kusuya  
Naoko Ozeki



LINGUAL HOUSE



LINGUAL HOUSE  
The Japan Specialists

for further information, please contact:  
Longman Japan K.K., Gyokuroen Building,  
1-13-19 Sekiguchi, Bunkyo-ku, Tokyo 112; Tel: 03 3266 0404;  
Fax: 03 3266 0326; Tel: Osaka 06205 6790

- |                             |                             |                         |
|-----------------------------|-----------------------------|-------------------------|
| 6. yellow<br>(incandescent) | <i>lights</i>               | white<br>(florescent)   |
| 7. beef                     | <i>food</i>                 | tofu                    |
| 8. dog                      | <i>pets</i>                 | rabbit                  |
| 9. cotton                   | <i>diapers</i> <sup>2</sup> | disposable <sup>1</sup> |
| 10. short                   | <i>hair</i>                 | long                    |

1. *disposable* means to use only once, eg., *waribashi*, *Pampers*

2. *diapers* are baby's underwear

### Answers

- Using the stairs is better because elevators use electricity which, in Japan, is made by burning oil (25%), gas (23%), coal (10%). Burning these fuels causes air pollution. Nuclear fission (28%) creates dangerous waste. Water power, which is non-polluting but harms rivers, accounts for 12%.
- Bottles are better because they can be reused after being washed. The recycling of cans takes much energy.
- Fans use much less electricity than air conditioners do.
- Plastic chopsticks can be used hundreds of times. Cleaning them only takes a little soap and water. Disposable chopsticks can be used only once. Some people say that only the waste wood is used to make *waribashi* but if this is true, this waste wood could be used to make chipboard which is almost as useful as regular wood for building things like furniture. Trees are living things; they provide oxygen, shade and beauty. To use their wood only once and then throw it away is bad for the environment.
- If more than one person uses the same bath water, then taking a bath is better. If only one person uses the bath water, then a shower is better. Of course, it depends on how long your shower is.
- Most classroom white (florescent) lights use less than half the electricity that a common yellow light does. Yellow (incandescent) lights are hot (using much energy); white lights are only warm.
- In order for cows to produce beef, they must eat grass and corn. The farm land needed to produce a kilogram of meat protein, eg., beef, is over ten times the size of the land needed to produce a kilogram of vegetable protein, eg., soy beans for making tofu. This means that when you eat a hamburger, it takes roughly ten times more energy, eg., tractors, and pollutants, eg., pesticides chemical fertilizers, etc. compared to when you eat *tofu*. Also, trees and nature must be destroyed to make farm land.
- Dogs eat meat which takes much more land, energy, and chemicals compared to rabbit food (vegetables). We must kill another animal which seems against the laws of nature.
- Disposable diapers use a lot of paper and create a lot of waste (mountains of garbage). They are used only once which is wasteful. Cotton diapers use water and electricity when they are washed. Water becomes dirty. Environmentally, both cotton and disposable diapers are about the same.
- This is not a very serious question, but to wash long hair takes more shampoo and hot water; therefore it is worse for the environment.

## It's Fun to Fib

by Peter Gray, Seishu Junior College

### Introduction

Many of the language learning activities I use in my junior college conversation and composition classes have the primary goal of helping students learn to talk or write about themselves and their immediate surroundings. These activities are practical, relevant, and important. But because they also limit what students may talk about, they can lead to feelings of triteness and boredom, especially during a year-long course in which the students and teacher get to know each other fairly well. I have found that many such activities can be expanded, profitably and enjoyably, by adding the condition that students must tell some sort of fib when they speak or write.

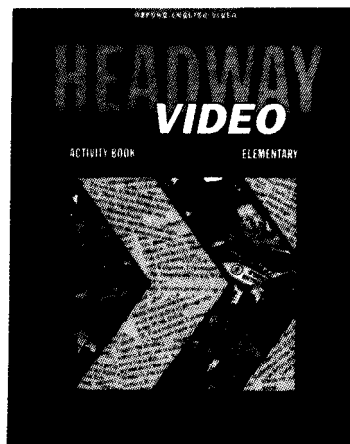
Below are examples of two types of fibbing activities which work well to expand teaching technique that I often use. These expansions do not have to be done in the order in which they appear here.

### Topic-Based Questions

*Basic Technique:* I give the class a topic, such as "my family," and the students ask me questions about that topic. I always request a specific number of questions, (usually five to seven) so the students have a clear goal and know when they are finished. When a student raises her hand and asks a question, I write the first few words of her question on the blackboard for future reference and then answer her

## Headway-The Sophisticated Choice

- \* A balance of accuracy and fluency
- \* Components can be used separately
- \* Four levels, elementary to advanced
- \* A mature and sophisticated approach.



### Headway Elementary

Clear contexts, short manageable readings and listenings, and natural sounding conversations at a level ideal for most false beginner and elementary students in Japan.

### Headway Elementary Video

An innovative mix of documentary, culture and everyday situations to extend your classroom's horizons. *Headway Pre-intermediate* Video coming January 1995

## Making Headway: Talking in Pairs Making Headway: Everyday Listening & Speaking

Both currently available at pre-intermediate & intermediate level, these new short courses related in level to the *Headway* syllabus will get your students talking and discussing together on a wide range of issues. Ideal for college and university students.



### To: OXFORD UNIVERSITY PRESS

2-4-8 Kanamecho, Toshima-ku, Tokyo 171 Tel: (03) 5995-3801 Fax: (03) 5995-3919

Please send me a free inspection copy of: Headway Elementary  Pre-int.

Intermediate  Upper Int.  Adv.  Headway Elementary Video

Making Headway: Talking in Pairs Pre-int.  Intern.

Making Headway: Everyday Listening & Speaking Pre-int.  Intern.

Name: \_\_\_\_\_ Limit - 2 titles

School: \_\_\_\_\_

Address: 〒 \_\_\_\_\_

(Home / School) \_\_\_\_\_ Tel: \_\_\_\_\_

question. We continue until the students have asked me the requested number of questions. The students then do this activity in pairs, each student asking her partner several questions about the given topic. Students may use the question prompts on the blackboard or ask original questions. This procedure takes 15 to 25 minutes, and it works well with a wide variety of topics, especially as a review activity. I never use this activity or one of its variations more than once during a 90 minute class.

**Variation 1:** After a class has done the above activity several times with different topics and the students have become accustomed to the procedure, I return to a topic we have already covered and add the requirement that all answers must be fibs. The first time I do this, I explain the word *fib* by contrasting it to the word *lie*, which most students usually know. Students then ask me questions and I respond with outrageous fibs. Students really like this and generally are more interested in what type of fib I will tell than in the truth about my rather ordinary life. After the students have heard my fibs they try the same thing in pairs.

**Variation 2:** To give this activity a different twist, I sometimes tell my students that when I answer their questions I will tell the truth all but one time. After the students have heard all my answers, they guess which one was a fib. I call this "Find the Fib." After I have demonstrated this procedure, the students try it in groups of four, three students ask several questions of the fourth student and then guess which of her answers was a fib. Students usually find it more difficult than they expect to mix truth and fibs in such a way as to fool their partners.

### Diary Writing

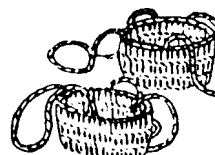
**Basic Technique:** In composition class I often have students keep an "Everyday English Notebook" (EEN). When I give students this assignment for the first time I explain the double meaning of everyday, they should write in their journal every day, and they should write about the everyday (usual) things in their lives. Students are free to write about any topic in this notebook, but most of them keep a diary written in the first person.

**Variation 1:** After students have kept their EEN for half a semester or longer, I ask them to continue the same type of writing about a fictitious character of their own creation. They choose a name, nationality, etc. and write about this person. They are still free to write about anything, but their new character cannot do anything they themselves actually do. This switches their writing to the third person and allows them to write about a wider variety of events.

**Variation 2:** Sometimes when students are writing about themselves in their EENs, I ask them to include one fib on each page of writing. When I read their EENs, I write a small star at the beginning of the sentence on each page which I think contains a fib. When I return their notebooks I have the students check how many times I was able to find their fibs. They write the results on the bottom of their last page of writing. For example, if they write "5/14," it means they wrote 14 pages (and 14 fibs) and I found 5 of their fibs. This exercise confirms to students that I actually read their notebooks, and it makes it necessary for them to reread what they have written. They are pleased when they are able to fool me.

### Conclusion

Asking students to fib is a useful and enjoyable method for expanding many language learning activities which are designed to help students talk or write about themselves. When students know they are fibbing, they often find it easier to talk or write about personal topics (family, friends, habits, etc.) because they are less inhibited by the worry of revealing embarrassing truths about themselves. Asking students to fib helps them use new vocabulary in common language situations which are important but prone to dulling repetition. By fibbing, students also learn how to create humor through exaggeration and how to enjoy such humor. If you look at the teaching techniques you often use, you will probably discover many that can be expanded in these or similar ways.



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

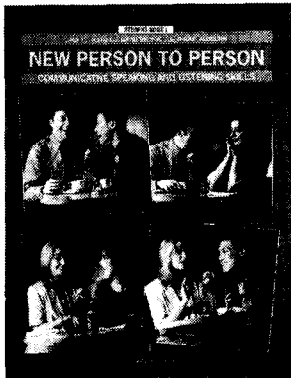
Because our printer is taking a holiday during New Year's, our production schedule must be moved up five days for the January and February, 1995 issue. The deadline for receipt of all materials for the January issue is November 14, 1994, and for the February issue is December 14. We apologize for this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

A Proven Success in a New Format

# NEW PERSON TO PERSON

Communicative Speaking and Listening Activities

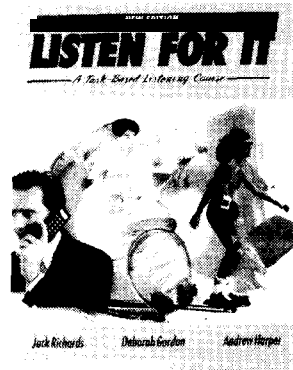


- \* Revised format
- \* Full color throughout
- \* New pairwork activities
- \* New interleaved Teacher's Book

Japan's Favorite Listening Course Just Got Better

# LISTEN FOR IT NEW EDITION

- \* American English
- \* Updated content
- \* Full color design and art
- \* Engaging tasks and activities



To: OXFORD UNIVERSITY PRESS

2-4-8 Kanamecho, Toshima-ku, Tokyo 171

Tel: (03) 5995-3801 Fax: (03) 5995-3919

Please send me a free inspection copy of: *New Person to Person*   
*Listen for It New Edition*

Please send details of Jack Richards' Japan Tour in November

Name: \_\_\_\_\_

School: \_\_\_\_\_

Address: 〒 \_\_\_\_\_

(Home / School) \_\_\_\_\_ Tel: \_\_\_\_\_


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.

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS		THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS	
<b>BALANCE SHEET</b>		<b>LIABILITIES AND FUND BALANCE</b>	
<b>DECEMBER 31, 1993</b>			
<b>ASSETS</b>		<b>CURRENT LIABILITIES:</b>	
<b>CURRENT ASSETS:</b>		Officers/Committees payable	¥ 755,377
Cash on hand and in banks	¥10,950,654	Chapters and N-SIGS payable	2,042,324
Time deposit	40,000,000	Accounts payable - others	969,919
<b>Accounts receivable:</b>		Deferred revenue - membership	15,742,335
Chapters	4,268,500	Employees' withholding tax	212,532
Others	5,448,721		
Prepaid expense	150,051	<b>Total current liabilities</b>	<b>19,722,487</b>
<b>Total current assets</b>	<b>60,817,926</b>		
<b>PROPERTY - At cost:</b>		<b>FUND BALANCE</b>	<b>44,232,194</b>
Office equipment	4,791,410		
Accumulated depreciation	(3,007,988)		
<b>Net property</b>	<b>1,783,422</b>		
<b>RENTAL DEPOSIT</b>	<b>1,353,333</b>		
<b>TOTAL</b>	<b>¥63,954,681</b>	<b>TOTAL</b>	<b>¥63,954,681</b>

Note: Depreciation of property is computed under the straight-line method over six years which is the estimated useful lives of the related assets.

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS	
<b>STATEMENT OF REVENUE AND EXPENSES</b>	
<b>YEAR ENDED DECEMBER 31, 1993</b>	
<b>REVENUE:</b>	
Membership fees	¥29,487,761
Sales and services	2,520,560
Publications	15,809,677
Conference	39,476,521
Other	1,174,888
<b>Total revenue</b>	<b>88,469,407</b>
<b>EXPENSES:</b>	
Grants	15,868,456
Administration	20,293,354
Meetings	3,683,428
Services and fees	3,076,337
Publications	21,000,026
Conference	23,005,004
<b>Total expenses</b>	<b>86,926,605</b>
<b>EXCESS OF REVENUE OVER EXPENSES</b>	<b>1,542,802</b>
<b>FUND BALANCE, BEGINNING OF YEAR</b>	<b>42,689,392</b>
<b>FUND BALANCE, END OF YEAR</b>	<b>¥44,232,194</b>



MS Shibaura Building Telephone (03)3457-7321  
 13-23, Shibaura 4-chome Facsimile (03)3769-8508  
 Minato-ku, Tokyo 106

**INDEPENDENT AUDITORS' REPORT**

To the Audit Committee of  
The Japan Association of Language Teachers:


We have audited the accompanying balance sheet of The Japan Association of Language Teachers ("JALT") as of December 31, 1993, and the related statement of revenue and expenses for the year then ended. These financial statements are the responsibility of the JALT's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Japan Association of Language Teachers as of December 31, 1993, and the results of its operations for the year then ended in conformity with accounting principles generally accepted in Japan applied on a consistent basis.

*Deloitte Touche Tohmatsu*

April 22, 1994



**-Advertisers-**

Interested in Advertising in  
JALT Publications?

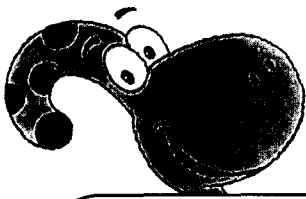
The *Language Teacher* and *JALT Journal* have a limited number of advertising pages open to non-Associate Members. If you would like to place advertisements relevant to the concerns of language teachers in our pages, please contact the JALT Central Office for our ad rates and other information at:

Business Manager  
c/o JALT Central Office  
Glorious Tokyo #301  
2-32-10 Nishinippori  
Arakawa-ku, Tokyo 116  
Tel: 03-3802-7121; fax: -7122

JALT's monthly and bi-annual publications are read by one of the largest groups of foreign language teaching professionals in Japan.  
**We can help you reach them.**

**The Language Teacher**  
**原稿募集**

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



# Gogo Loves English

By Ken Methold, Paul FitzGerald, Mary McIntosh

## Get Going with Gogo !



***An exciting, new activity-based course for young learners of American English. Children have fun with games and songs, following the adventures of the mischievous Gogo and his friends, Tony and Jenny. And it's on video!***

***The emphasis of Gogo Loves English is on communication skills. Grammar and vocabulary are carefully controlled to give children a comfortable start with English. The alphabet work and phonics are especially designed for children who need an introduction to the Roman alphabet.***

**Easy to teach. Exciting to study.**  
**It's everything children want from an English course !**

Each of the six levels includes:  
Students' Book, Workbook, Teacher's Book,  
cassette and VIDEO

LONGMAN ELT



*for further information, please contact.*

Longman ELT, Longman Japan K.K., Gyokuroen Building,  
1-13-19 Sekiguchi, Bunkyo-ku, Tokyo 112; Tel: 03 32660404;  
Fax: 03 3266 0326; Tel: Osaka 06205 6790



## edited by lyneve rappell

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

### Announcement

Video and Computer Software Fair, **SoftFare '94**, on Sunday, December 11, in Nagoya at Fukiage Hall (a five minute walk from Fukiage subway station on the Sakuradori Line). There will be commercial exhibitors and teachers displaying the software they have developed, 10:00-5:00. JALT members ¥1,000. If you want to display, contact: Albert Dudley, Kinjo Gakuin University, 2-1723 Omori, Moriyama-ku, Nagoya 463. Fax (052)799-2089.

### Announcement

*The Proceedings of the National Conference on Computers and Composition* is now available. There are 22 articles arranged in 8 chapters with a 16 page bibliography and an index. This 265 page book is good for beginners in CALL as well as those more advanced. ¥2,900 (¥2,400+¥500 for shipping) payment should be made through postal transfer to account number 00870-8-128583 under the name CCC.

### Materials for Sale

Two sets of English Silent Way Classroom Charts (20 charts): Set #1 (like new)-¥15,000; Set #2 (a bit worn)-¥7,500. Wall pictures (set of 10- classroom size): ¥1,500. Wall Picture work sheets (set of ten): ¥400. Box of coloured rods: ¥2,700. Silent Way Books and related publications- all half price or best offer. Collapsible metal pointers (new): ¥300. TPR Student Kit Kitchen Set (13 sets available). Each:¥750. TPR (for learning Japanese) *Akushiyon De Gaku Shiuu Suru Nihongo*, by Bertha S. Cook & Atsuko Morse: ¥2,000. Other teaching materials at assorted prices. Contact: Shanti and Subhan Schenker, on (0774) 33-6165, or fax (0774) 33-3904.

### Call for Papers

The JALT Hokkaido **12th Annual Language Conference and Book Fair** will be held in Sapporo, on May 20-21, 1995. The Hokkaido Chapter invites you to submit abstracts, in English or Japanese, on any aspect of teaching foreign languages in Japan. Presentation blocks will be one hour and any special equipment needs should be specified. Abstracts should be no longer than 300 words (English) or 1,000 characters (Japanese), with a cover sheet bearing your name, address, phone/fax contact, title, and biodata. Japanese papers should have a brief English summary. The deadline for abstracts is **January 31, 1995**. If at all possible, please prepare abstracts, in DOS or MAC format, on a floppy disk and forward to: JALT Hokkaido, 1-2-3-305 Midorimachi, Makomanai, Minami-ku, Sapporo, Japan 005.

### Call for Papers

JALT Nagasaki Chapter will be holding the annual Nagasaki Rainbow Seminar on May 27 & 28, 1995. We are requesting papers for the theme, **Excellence in Oral Language Teaching** for ESL and JSL. Proposals for 1 -hour presentations in English or Japanese should include the title and a 1 page description, along with a short biography of the presenter. Please indicate whether audio-visual equipment will be needed. Mail or fax to: JALT Nagasaki, Sara Apedaile, 2-5-11 Tateyama Machi, Nagasaki 850, Tel/Fax (0958) 20-5713 by **Tuesday, January 31, 1995**. Abstracts prepared on floppy disk in DOS or MAC format are welcome.

### Call for Contributors

Contributors are being sought for the third in a series of books being designed by the JALT Team Teaching N-SIG for commercial publication. This book will contain ready made, practical activities designed for JTEs and ALTs working together in Japanese Jr. and Sr. high schools. Submissions should focus on communicative activities which outline explicit roles for JTEs and ALTs in a team teaching situation and are linked to the new Courses of Study and materials prescribed in Mombusho approved textbooks. **Deadline for submissions: March 31, 1995**. Anyone interested in contributing should first send a ¥130 stamped, self-addressed, A4 sized envelope to: Antony Cominos, Kobe Gakuin Women's Jr. College, 2-3-3 Nishiyama-cho, Nagata-ku, Kobe-shi, Hyogo-ken. 653. All individual contributions to be screened before a decision on publication can be made. Editors: Minoru Wada and Antony Cominos.

### Announcement

TESOL Institute will be holding sessions on **Peace Education** from July 2-28, 1995 at Saint Michael's College, Vermont. Course topics include peace education, materials development, ESL/EFL writing workshop, integrated ESL and content workshop, culture and language in the classroom, content-based language instruction, English grammar, reading in a second language, and interactive teaching methods. For details telephone: (802)654-2700, fax: (802)654-2595, e-mail: Tesol@SMCVT.EDU.

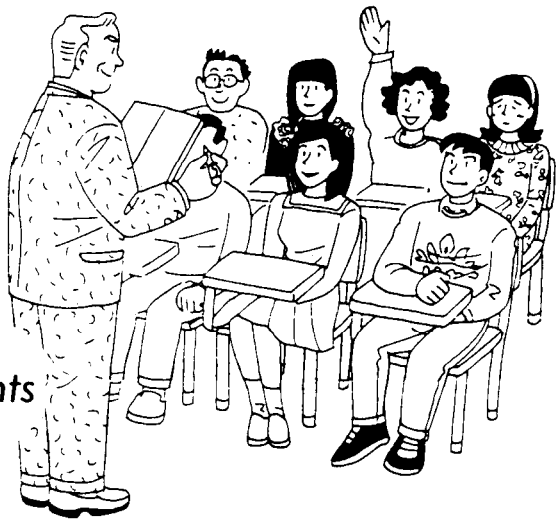
### Announcement

From July 12-21, 1995, the Program on Education and Training at the East-West Center will offer a workshop for college and university faculty who wish to develop courses in **intercultural and international topics**. The general areas within which courses can be developed are the behavioural sciences, social sciences, language and culture, and international management. Housing is avail-

3rd Edition Available Now!!

# ENGLISH ON TARGET

Spoken English for  
Japanese College Students



by ALAN JACKSON,  
RON ST. PIERRE,  
TOSHIKIMI TAKAGI  
and KATRINA WATTS

Teacher's Manual  
Student's Book Cassette  
available



- The only English conversation textbook designed specifically for Japanese College Students
- Extensive Teacher's Manual and Listening Cassette available
- Wide variety of presentation and practice formats
- Test taught with Japanese college freshmen for over five years
- Works with, not against, Japanese disposition
- Cross-cultural materials
- Integration of progress testing with teaching
- Appropriate for small or large classes, slow learners and more proficient students
- Language taught chosen for usefulness, intrinsic interest and variety



McGraw-Hill Publishing, Co., Japan, Ltd.

(77 Bldg.) 14-11, 4-chome, Ginza, Chuo-ku, Tokyo, 104  
TEL: (03) 3542-8821 FAX: (03) 3542-8826

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.

## JALT is More SIGNificant

With the new JALT Constitution passed at the 1994 Annual Meeting, from next month we can expect an improved organization for educator development. The N-SIGs fully supported the proposed Constitution that appeared in the September TLT, in which the Constitutional Reform Committee recommended N-SIG representation equivalent to that of Chapters. But to achieve harmony among divergent viewpoints, to ensure passage of the Constitution for the sake of JALT as a whole, we accepted a compromise amendment. Instead of one N-SIG Representative, the new JALT Executive Board is to include three voting N-SIG Representatives.

## "N-SIGs" in Japanese

The Japanese version of the new Constitution is the official one in this country, and we have arrived at a translation of "N-SIG(s)" that seems both clearly understandable and congruent with the academic and pedagogical mission of the N-SIGs. This has been difficult because a direct translation of terms like "interest" is not possible. In fact, a continuing problem will be for native speakers of English as well to understand what is meant and not meant by "N-SIGs."

In any case the N-SIGs as a whole are rendered as *Bunyabetsu Kenkyu Bukai*, and the individual N-SIGs are named *Naninani Kenkyu Bukai*. This assures the educational community that the N-SIGs are research groups within the JALT *Gakkai* or learned society.

## Individual N-SIG Annual Meetings

During the Conference every N-SIG held its own organizational meeting. Many N-SIGs adopted their first Constitutions, making commitments to standards of service to JALT members. Elections were also held for 1995 officers. Most Coordinators are continuing from 1994, and we welcome new N-SIG Chairs Morio Hamada for JSL, Thorn Simmons for CUE, and Bobbie McClain for Video, while thanking outgoing Chairs Hiroko Takahashi, Gillian Kay and David Neill.

## The N-SIG Reps' Meeting

On the morning after the new Constitution was adopted, the N-SIGs moved quickly to elect their three 1995 N-SIG Representatives. First a system was established to have one Rep for each of three N-SIG blocs. Language/Culture includes Bilingualism, JSL and Global Issues, plus Other Language Educators when they become an established N-SIG. **Teaching** includes Learner Development, Teacher

Education, CUE and Team Teaching, which last is changing its name to cover junior and senior high school education. **Technology/Materials** includes Video, Materials Writers and CALL.

Next, an election procedure was established to cover any eventuality in advance. It was agreed that current and incoming officers of N-SIGs were eligible, then the National N-SIG Rep declared himself thus ineligible. The same three are expected to attend JALT national executive meetings, but other N-SIG Chairs were willing to substitute when needed.

One in each bloc (see above, underlined) accepted nomination, so the three 1995 N-SIG Representatives are Bill Belew (Bilingualism Chair), Richard Smith (LD Co-Chair), and Steve McGuire (CALL Telecommunications Chair). They will delegate duties and handle quick communications within their blocs while representing overall N-SIG concerns to other branches of JALT.

## N-SIG Membership Procedures

Among 20 attending the N-SIG Reps' Meeting, JALT Central Office Manager Junko Fujio was present to exchange views on processing N-SIG memberships. Because of data base limitations, and to ensure member satisfaction, it was agreed that N-SIG membership fees would be sent back to members with less than six months remaining before their JALT dues expire. However, if members in that situation extend their JALT dues a year at the same time, their N-SIG dues will be accepted. Again, if members' dues are to expire in, say, April, they are encouraged to renew any time before then, as their JALT memberships will extend to the following April.

## The Big Picture of JALT

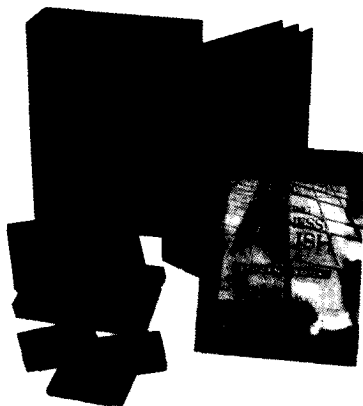
A thousand hours of responsibilities since JALT '93, then mission accomplished at JALT 94: JALT has three N-SIG Reps as well as the further support of other officers operating national educational networks, so this branch of JALT is in good hands. Here then is a farewell message concerning yet transcending the N-SIGs.

When someone once proposed founding a JALT Chapter, he heard that "There aren't enough foreigners in Matsuyama to start a Chapter." Well, the rest is history, as people who attended JALT 94 now know.

Even in 1983 he felt there was an insidious assumption behind the above quotation. He saw the big picture of JALT as bringing Japanese and non-Japanese educators together by using both English and Japanese in Chapter meetings and postcard announcements. Trying to serve the community, asking what it needed

# NEW FROM BBC ENGLISH

## Starting Business English



**Starting Business English** is a video course designed for people working in an International environment who have little or no prior knowledge of the English language. It provides key business phrases for real business problems and will help the learner to:

- perform everyday business activities in English quickly and efficiently;*
- develop written and spoken business communication skills;*
- represent their organization with confidence in any English-speaking environment.*

### Topics Covered Are:

- |   |                                     |
|---|-------------------------------------|
| -introducing yourself                   | -presenting a product               |
| -using the telephone                    | -entertaining visitors              |
| -making appointments                    | -business letters                   |
| -receiving visitors                     | -negotiating prices                 |
| -rescheduling plans                     | -negotiating delivery               |
| -analysing your competition             | -concluding a deal                  |
| -making travel arrangements             | -describing your company's products |
| -complaining about products or services | ~ explaining how something works    |

The classroom pack contains 2 video cassettes, (total 2 hours 40 minutes) 3 audio cassettes, Student's book and Teacher's Guide.

Please send me more information on SBE.



**MEYNARD**  
PUBLISHING, LTD

Name \_\_\_\_\_

Ogura Bldg. 3F  
1-2-5 Nishi-sugamo,  
Toshima-ku,  
Tokyo 170  
Tel : 03-5394-3500  
Fax : 03-5394-3505

Address. \_\_\_\_\_

Home School

Tel. \_\_\_\_\_ Fax. \_\_\_\_\_

## Meynard Publishing

from JALT, led to providing in-service training for secondary schoolteachers. This led to native speakers of Japanese like Shig Imamura with much to contribute to JALT leadership.

It became clear that the organization itself was a means of teacher development, that active participation in JALT resulted in professional development. Now we have N-SIGs such as Teacher Education, but there is an even greater reward of getting involved in the profession and the community, which could perhaps be called "educator development."

The Constitutional mandate of N-SIGs is academic and pedagogical, which can protect both the N-SIGs and JALT as a whole by indicating what kinds of interests are helpful or harmful to the organization. For defining the N-SIGs and JALT as purely educational or not has actual consequences such as how JALT activities are evaluated by institutions in Japanese society. The mission of the N-SIGs to foster research, language learning and learning about language provides needed criteria to evaluate the claims for forming a new N-SIG or for an established N-SIG to go in a certain direction. There have increasingly been proposals for N-SIGs or activities thereof which appear to exclude Japanese members or call JALT's overall mission into question.

Other branches of JALT also need to clarify their goals and proceed from principles to procedures to personnel for the task. Future troubles could be prevented by upholding the academic standards and ethics of the worldwide community of scholars. Our mission is not to be taken for granted or surrendered lightly, but rather something central that calls for self-restraint in asserting partisan or personal interests.

Most JALT officers are happy with the new Constitution, but native speakers of Japanese are still underrepresented and held back if only by their own perceptions of JALT. Let it be their turn to have their aspirations for JALT on the agenda, such as to correct our Japanese name to *Nihon Gengo Kyoiku Gakkai*. Their good sense is needed, not just in supportive roles. When the Presidents of Korea TESOL and Thai TESOL were introduced at JALT 94, it had far more impact than before because they were both natives of their countries.

To summarize the above principles, the big picture of JALT includes serving the community, bringing Japanese and non-Japanese educators together, clarifying our mission and goals, applying academic standards and ethics to JALT administration, all the while becoming more bilingual and bicultural ourselves.

Finally, a word about my replacement, Jim Swan. Jim was TLT's book review editor in the mid-80s, and one of the first to propose that JALT have national SIGs. With Masayo Yamamoto he founded the Bilingualism Colloquium 10 years ago, and went on to found the Materials Writers N-SIG, which he now chairs. We are confident that he will edit this department with high standards.

Farewell for now and best wishes in organizing JALT members for educator development.

---Steve McCarty

### 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: 052-798-6467; fax: 052-799-2089

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

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

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

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

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

**Team Teaching:** Antony Cominos, Kobe Gakuin Women's College, 2-3-3 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

---

### BULLETIN BOARD, cont'd from p. 71.

able on the East-West Center Campus. For more information write to: Dr Richard Brislin, East-West Center, Program on Education and Training, Honolulu, Hawaii, 96848. Tel: (808) 944-7644. Fax: (808)944-7070.

## Announcement

From July 31 to August 4, 1995 the East-West Center in Honolulu, Hawaii will be holding **The Fourth Annual Workshop for the Development of Expertise in Cultural Diversity**. Cross-cultural trainers are invited to interact with the creators of nine new training modules aimed at audiences including international business people, health care workers, counsellors, mediators, and employees in culturally diverse workplaces; dealing with areas like ethnic identity, workplace diversity, leadership, the effectiveness of various training methods, ethnic issues, re-entry, and the importance of empathy. People attending the workshop will work with the modules, and learn to use them in their own programs. Housing is available at the East-West center. For more information contact: Dr. Richard Brislin, East-West Center, Program on Education and Training, Honolulu, Hawaii, 96848. Tel: (808)944-7644; Fax: (808)944-7070.

New from  EYWARD

# MOVABLE TEXT:

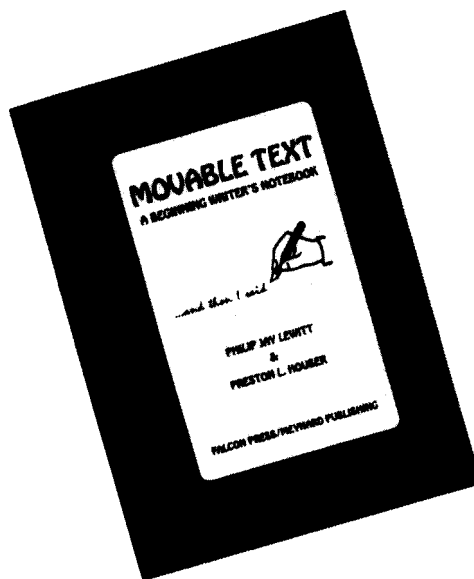
A Beginning Writer's Notebook

*Movable Text: A Beginning Writer's Notebook* is designed as a reference and journal for a student, not as a teaching script for a teacher, though week-by-week sections for both journal and essay writing give a supporting structure that can be expanded, contracted, or changed to meet varied classroom needs.

-Punctuation, as well as "elements of style" and format guidelines occupy an important place in the text.

-Empowers both writing teachers and students with a concern for attitude, style, and personal growth, as well as for mechanics and grammar and organizational skills.

-Contains a section of hints and methodology ideas.



**Written in Japan for Japanese students!**

by: Philip Jay Lewitt  
京都精華大学  
&  
Preston L. Houser  
京都工芸繊維大学

*Movable Text: A Beginning Writer's Notebook* provides a resource from which a Japanese ESL writing student is able to realize fluency, organization, and creativity; where a teacher can devote more time to guiding, and less time to correcting.



**EYWARD**  
PUBLISHING, LTD  
Ogura Bldg. 3F  
1-2-5 Nishi-sugamo,  
Toshima-ku,  
Tokyo 170  
Tel : 03-5394-3500  
Fax : 03-5394-3505

Please send me a free evaluation copy of *Movable Text*.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home School

Tel. \_\_\_\_\_ Fax: \_\_\_\_\_

## Meynard Publishing

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.

## Fukushima

### Error Analysis: Theory & Practice

by Takashi Yoshida

### Use of Drama in the EFL Classroom

by Robert Murphey

After outlining some of the theories and history of error analysis in May, Takashi Yoshida went on to describe the findings of some practical research carried out with his students. We then considered the teaching implications of his research. One point he emphasized was the importance of helping students develop their own self-correcting skills. Yoshida felt the best way to do this was to give students a checklist of common mistakes they could look for.

In June, Robert Murphey described how drama can be used in the EFL classroom. He emphasized that drama **can be** used in classes of any level, but that it isn't a panacea. Drama, Murphy pointed out, requires the development and coordination of many skills such as pronunciation, syllabication, rhythm, and discourse competence. Though these facets are important, meaning is paramount. Another point Murphy made is that drama allows students to work in a relatively safe situation in which errors are allowed and shy students can take refuge behind a mask. Video clips of performances consolidated this presentation.

*Reported by Lynne Parmenter*

## Ibaraki

### The Process of Evaluation

by William Bradley

September's presentation started with a historical overview of the process of educational evaluation. Bradley then focused on evaluation in language teaching. He pointed out that early evaluation sequences began with needs analysis and general goals in order to set behavioral objectives which were evaluated by 'objective' tests ('summative evaluation'). Other work had tried to compare different language teaching methods. However, such research tended to exclude the role of 'subjective' factors and situational variables. The emphasis then widened to include the views of the people involved. This change, Bradley noted, led to participatory evaluation between administrators, curriculum designers, teachers and learners. More recently, evaluation has centered on gathering information from as many sources and in as many ways as possible ('multi-perspective triangulation').

To show what this means in real life, Bradley described a curriculum project at the Kanda Institute of Foreign Languages. With humor and sensitivity, he

portrayed the complexity of such a large project. 'Systematic and formative evaluation' in practice is no easy task, he commented. It involves: agreement on where you have come from ('baseline study'); second, constant monitoring of your information and evaluation goals ('accuracy'); third, using what is learned to maximum practical benefit ('feasibility' and 'utility'); and finally, maintaining rigorous ethical standards ('propriety').

*Reported by Andrew Barfield*

## Kyoto

### Students' Expectations: A Cross Cultural Survey

by Stephen M. Ryan

In September Stephen Ryan described a survey he conducted comparing the expectations that Japanese and Australian students have of the role of the teacher and the role of the student in university education. This gave us a chance to discuss the cultural background of both groups and compare their expectations with our own.

The 220 or so respondents in this survey gave differing opinions as to what constituted a good teacher/student. Ryan noted that Japanese teachers in Australia who do not change their teaching style might tend to appear frivolous, giving too little attention to subject **content**, too concerned with student relations, and too cursory in their explanations. Australian teachers in Japan, on the other hand, may tend to appear too serious, overly concerned with content, and attempting to be impartial rather than develop individual relationships. There were large numbers of similar expectations among Japanese and Australian students regarding what a good student should be. Apart from the obvious group versus individual variations, good students were expected to have a positive attitude toward their subject, be responsible and mature, think for themselves, and express themselves clearly. We all agreed that in cross-cultural classrooms students and teachers need to modify their culturally influenced expectations to achieve healthy and enjoyable relationships.

*Reported by Vicki Barber*

## Omiya

### Can Writing Be Fun?

by Keiko Kikuchi and Midori Kimura

Both Keiko Kikuchi and Midori Kimura answered this question with a positive 'yes' in September. They emphasized how teachers can make their writing

classes more positive by creating an open and supportive atmosphere. The presenters explained some of the problems Japanese students face in writing classes, such as an overemphasis on grammatical accuracy.

Letting students know that they are writing to communicate and that generating ideas comes before grammatical concerns are things Kikuchi considers useful in facilitating writing. Kikuchi helps students develop their ideas through a combination of reading, brainstorming, peer work, and journal writing. While she emphasizes the importance of content writing, she also uses checklists to teach self-correction and self-revising techniques.

Kimura starts with controlled compositions and gradually works toward freer writing. Another aspect of individual work is journal writing. Group work is done through a class presentation once a semester. Kimura said this helps students integrate their listening, writing, reading, and speaking skills. After groups spend several classes selecting a topic and brainstorming, each student is responsible for researching and writing on a different aspect of the topic. During oral evaluations the class participates in the evaluation process.

Both presenters provided examples of student writing and videos of their classes.

*Reported by Joyce Maeda*

**Naa**

### **Contrastive Pragmatics of English and Japanese Offers and Requests**

by Kiel Christianson

In September Kiel Christianson presented his findings on how Japanese learners are sometimes affected by English pragmatics. Specifically, he reviewed changes in responses from subjects who imagined making offers and requests based on three levels of personal closeness: (1) situations in which they felt very close to an addressee, (2) those in which they got along with an addressee, and (3) those in which they did not get along with the addressee. The settings were common social settings such as offering a drink, offering a seat, and requesting the return of a small loan.

After eliciting the audience's responses to several offers and requests given in different voice tones, he compared them with those from the Japanese speakers in his study. Christianson presented a list of ten findings and showed how responses vary according to a given situation. He also showed how stress and pitch can change the meaning of a word. For example, the request "sit down" can be given in an authoritative tone from a boss or a helpful tone from a friend.

After establishing how context shapes language, Christianson stressed the importance of letting students know the context in which any given phrase is spoken so they can avoid saying something which is grammatically acceptable but prag-

matically disastrous. This will also lessen their reliance on L1 pragmatic strategies.

*Reported by Meritt Aljets*

**Sendai**

### **26 Basic Things Any Kids' Teacher Should Know**

by Setsuko Toyama

September's meeting with Setsuko Toyama literally took participants through an A to Z gamut of educational tasks pedagogically interwoven with meaningful activities, songs, books, and pictures. Starting by handing out the alphabet and then leading with a beat, "Give me an A, give me a B, give me a C, give me an ABC" where participants held up their letter respectfully as the group chanted, immediately focused all on the task and set the stage for an active presentation. Following this activity, Toyama went through the rationale of how what may appear to be a simple activity (disguised in a game context or with song) converts into meaningful language learning and retention. The strategy employed and endorsed by Toyama is to develop activities accompanied with rhythm, or songs children know, and use them as vehicles for presenting and practicing basic vocabulary and language patterns. Also stressed was the need to review by manipulating the vocabulary within each activity while everyone was singing along. Seeing there is virtually no feedback for learners once they leave the classroom, a tune with accompanying words will have a better chance of being remembered rather than just talk.

Not all language learning is songs and games though. Entwined with the A to Z activities were methods utilizing large pictures books. Basic language accompanied with pictures sets the foundation. Toyama demonstrated how the basics can be expanded upon by word, tense, and grammar building with additional picture manipulation and individual responses brought forth through rolling a picture dice and catching a ball. Though the presentation was primarily aimed at those teaching children, the philosophy, lesson strategies, ideas, and methods of implementation are in many ways equally applicable to all language teaching across the curriculum at all age levels.

*Reported by Gerald Couzens*

**Shizuoka**

### **Between Us**

Yoko Narahashi

Lyricist, writer and film director Yoko Narahashi addressed our September meeting on the topic of drama techniques in language teaching. Drawing on



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

九鬼 博著, 三修社刊



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 US. colleges, both two-year and four-year as well as selective graduate school 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:

Sanshusha Co.

1-5-34, Shitaya, Taito-ku, Tokyo I 10.

Tel: 03-3842- 1711



Official Representative of  
ELS Language Centers

世田谷留学研究所

S.I.S.A.

SETAGAYA INSTITUTE FOR STUDY ABROAD

Suite 302, Sankei Heights, 2-31-18,

Daizawa, Setagaya-ku, Tokyo 155, Japan

Tel: 03-3419-1009 10a.m.-10p.m.

Fax: 03-3411-6509

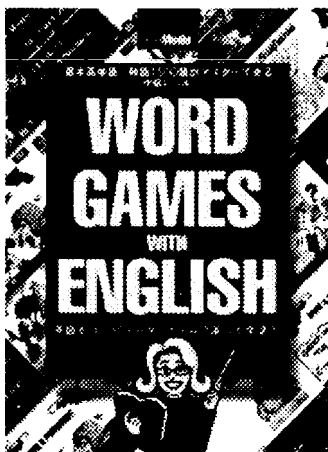
# eigoMedia

Educational Software, Training and Consultation



"The best CALL software I've seen..."  
"Attractive, fun and pedagogically sound..."  
"Far better than the competition..."

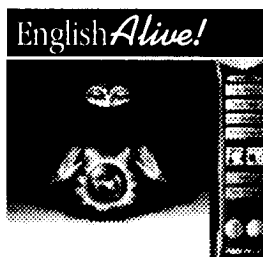
(Just a few of the enthusiastic comments we received from visitors to our booth at JALT Conference.)



Based on the best-selling Heinemann book  
Fully bilingual  
Beautiful original artwork  
Native-speaker sound  
Covers over 1500 words  
Over 40 exciting computer games and puzzles  
Glossary  
TestMode  
Hall of Fame  
Full recycling of vocabulary

Word Games with English. 1500 words. 40 Games. Macintosh Classic or above. ¥4,850

Interviews & Reviews  
Comics & Cartoons  
Slang, Travel & Fun English  
Tests (TOEIC/TOEFL/Eiken)  
12 Issues a Year  
Starts January



# Canon

Reserve your copy today and pay only ¥24,950 for 12 issues!

## Complete CALL Center Solutions

Thinking of setting up a CALL centre? Think of eigoMedia! In partnership with Canon, Japan's premier supplier of Macintosh computers, we can provide all you need to set up a CALL center: hardware, software, networking, training and support all come as part of the package. Call today for more information!

To order or get more information call (03) 3804 6764

## 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.

### AKITA

Nigel Moore, 0188-37-5937; Rebecca Magnuson, 0188-64-1181

### CHIBA

Topic: Annual Business Meeting and Party

Date: Sunday, December 11

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

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

Fee: Free

Info: Joe Fraher, 0474-49-7796  
Jeanette McLean,  
0476464448

Join us for a look back on 1994 as the Chiba JALT officers report on their past work and the current status of the chapter, after which we will enjoy a small end-of-the-year party. All coming are welcome to bring a little food or drink to the festivities.

### FUKUI

Topic: "I'm not interrupting!" - A cross-cultural approach to conversational style differences

Spkr: Kumiko Murata

Date: Sunday, December 11

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

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

Fee: Members free; non-members ¥500

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

It is well known that language learning and teaching cannot be separated from that of culture. The speaker will explore this theme by specifically focusing on the conversational style of both English and Japanese speakers. Participation will be encouraged and the practical implications for language teaching will be discussed.

Kumiko Murata teaches English at Toyama Prefectural University and has written a book on cross-cultural analysis.

### FUKUOKA

Topic: Annual General Meeting/  
Executive Committee Officer

### Elections

Date: Sunday, December 11

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

Place: Fukuoka Building, 9F,  
Tenjin

Fee: Free

Info: Carl Lefebvre, 092-714-1548

Our Chapter has grown to over 150 members this year and is about to host our biggest Bookfair ever. To keep Fukuoka JALT growing and vibrant we need a strong, dedicated executive committee. Please attend this important meeting to elect your officers for 1995. Social to follow.

### FUKUSHIMA

Gary Spry, 0249-38-7917

### GUNMA

Topic: The Influence of Learning Experiences on Teaching

Spkr: Kate Elwood

Date: Sunday, December 11

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

Place: Maebashi Yuai Hotel (1 min. walk from Maebashi Sta. Kita-guchi)

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

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

Native speaker or not, it is always possible to benefit from the experience of being a foreign language instructor. The presenter will demonstrate how her own experience as a language learner affected her teaching philosophy. A business meeting and a Christmas party will follow the presentation. All events will be at the Yuai Hotel.

Kate Elwood is a lecturer for "Yasashii Eikaiwa" on NHK, and an EFL instructor at Komazawa Daigaku.

### HAMAMATSU

Topic: JALT National Officers Meeting & JALT Hamamatsu Christmas Party

Date: Saturday & Sunday, December 3-4

Time: Sat: 1:00-5:00 p.m.; Sun: 9:00 a.m.-noon, 1:00-4:00 p.m.

Place: Create Hamamatsu

Fee: Meetings free to all JALT members; Saturday party: ¥5000/person, ¥9000/couple

Info: Brendan Lyons,

053-454-4649

Tomoko Hoshino,

053-472-2286

Members are welcome to ask questions about the way JALT is being run, meet the national officers, or simply observe this last business meeting of the year.

The Christmas Party will be at Lalith's Sri Lanka Restaurant in Sanarudai from 7:00 p.m. to midnight on December 3. Call for details.

### HIMEJI

Yasutoshi Kaneda, 0792-89-0855

### HIROSHIMA

Topic: Annual Business Meeting and Year-End Pot Luck Party

Date: Sunday, December 11

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

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

Fee: Free; please bring some food to share

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

Following the annual business meeting and elections for the 1995 officers, we will celebrate a successful year with a pot luck bonenkai. Members, non-members and guests are invited to this informal gathering where we can share ideas, discuss ways of improving our chapter and most of all, enjoy ourselves.

### HOKKAIDO

Topic: *Bonenkai* Party and Elections

Date: Saturday, December 10

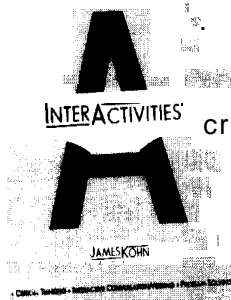
Time: 5:00-9:00 p.m.

Place: Toyohira Kyokai (Toyohira 6-jo 3-chome, 5-15, Toyohira-ku 062; Tel 01 1-811-6838) From Nakajima Koen Sta. walk east across Minami 9-jo bridge. The church is on the left just past the first intersection.

Fee: ¥500/person to cover drinks

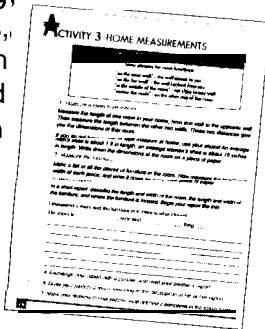
# Let's Give Them Something to Think About

## InterActivities



In order to prepare students for the "real world," today's textbooks need to teach critical thinking skills. InterActivities focuses on conversation and writing while honing critical thinking and problem solving skills.

A student-centered approach allows learners to apply both their knowledge of English and general knowledge to a variety of practical situations. Participants bring specific materials to class and work cooperatively - measuring, classifying, comparing, expressing preferences, making plans, etc. Each InterActivity builds and culminates in an extended writing task. InterActivities encourages communication, develops language and



thinking skills and motivates students to interact with each other in English with confidence.

**Low Intermediate**



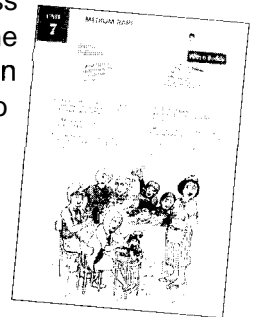
## Winning Words



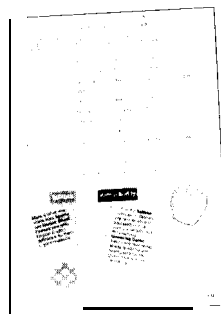
A unique student games text, *Winning Words* features over 75 vocabulary-expanding activities and puzzles. Opportunities for conversation abound and many exercises fortify inferencing and critical thinking skills. Many activities appear in solitary or pair/group

format, suitable for class practice or homework. The flexible format succeeds in large groups down to "one on one" situations.

*Winning Words* is an ideal core conversation text for teachers who like to "do their own thing" or a supplement instructors can implement to increase vocabulary and improve students' "tolerance of ambiguity." Cartoon characters and photographs make *Winning Words* a most enjoyable way to



present and reinforce language. For more flexibility and impact in conversation classes, *Winning Words* is a "knockout games and activity book with a one, two punch!"



**Intermediate**

### Presentation:

*Great Conversation Activities Must Be U.S.E.D.*

Shari J. Berman & Alice L. Bratton

Monday 2:00-2:45 Room 725

**HARCOURT  
BRACE**

Harcourt Brace Japan, Inc.

Ichibancho Central Bldg. 22-1 Ichibancho, Chiyoda-ku, Tokyo 102

Tel: 03-3234-3912 ELT Hotline: 03-3328-2527 (Shari Berman)

and facility expenses  
**Info:** Ken Hartmann, Tel/Fax 011-584-7588

Everyone is invited to this social event. You bring the food and JALT will provide the drinks at this potluck dinner-meeting. The only business of the day will be the election of new officers for 1995 and the ratification of our chapter constitution. Contact Ken Hartmann to reserve a seat and indicate the entree you will bring.

### IBARAKI

**Topic:** Multimedia in the Classroom

**Spkr:** Steve Sayles

**Date:** Sunday, December 18

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

**Place:** Ibaraki Christian College, Omika-cho, Hitachi City

**Fee:** Free

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

Michiko Komatsuzaki, 0292-54-7203

After a presentation on multimedia in the classroom, the speaker will discuss the workings of JALT on the national level. In addition, nominations and election of the Ibaraki Chapter officers will be held.

Steve Sayles is JALT National Treasurer.

### IWATE

**Topic:** Learner-Centered Activities to Motivate Your Class AND Christmas Party!

**Spkr:** John Moore

**Date:** Sunday, December 4

**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

This workshop will focus on a variety of learner-centered activities, how to integrate them within the lesson, and on what to do as follow-up. Participants will gain useful, practical ideas for encouraging interaction and motivate learning.

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

### KAGAWA

Harumi Yamashita, 0878-67-4362

### KAGOSHIMA

Robert Berman, 0995-58-2690

### KANAZAWA

Christmas Party

**Date:** Sunday, December 11

**Time:** 5:00-8:00 p.m.

**Place:** The Washington Hotel, Katamachi 1-10-18, Charles Lounge, 10F

**Fee:** ¥3500, payable at the door

**Info:** Neil Hargreaves,

0762-80-3448

Mikiko Oshigami, 0764-29-5890

Plenty of food and drink, live music from "Rick and Wes", various games and a visit from Father Christmas. Members and non-members welcome to meet each other and the new committee. Bring a little present (around ¥500) for Father Christmas' bag.

### KOBE

**Topic:** Potpourri, Business Meeting and *Bonenkai*

**Spkr:** TBA

**Date:** Sunday, December 11

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

**Place:** Kobe YMCA Language Center, 4F (078-241-7205)

**Fee:** Members free; non-members ¥1000

**Info:** Charles McHugh,

Tel/Fax 078-881-0346

Nihei Nagaki, Tel 078-593-

7998; Fax 078-593-9957

### KOCHI

**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, Japanese and otherwise, 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

**Topic:** Annual Business Meeting

**Date:** Sunday, December 11

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

The annual business meeting, followed by a *bonenkai* /Christmas party, will be held at a restaurant

in Kyoto. New officers will be elected and plans for the new year will be discussed. All are welcome. Call for details.

### MATSUYAMA

**Topic:** Colloquium: Back to Basics Ñ A Reflection of Language Education

**Spkr:** Gregory Gray, moderator

**Date:** Sunday, December 11

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

**Place:** Shinonome High School Memorial Hall 4F

**Fee:** Members free; non-members ¥1000

**Info:** Gregory Gray, 0899-25-7111

This meeting will provide a chance to learn from each other, to reflect on our teaching, and interpret what "Back to the Basics" means. Participants will be voluntarily grouped by their type of school, and a group leader will guide discussion focusing on pragmatic ideas for improving our teaching.

Gregory Gray is Matsuyama Chapter President and faculty member at Matsuyama University.

### NAGANO

Edward Mills, 0262-85-5837

### NAGASAKI

**Topic:** Nagasaki History: The beginnings of language teaching in Japan

**Spkr:** Brian Burke-Gaffney

**Date:** Sunday, December 11

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

**Place:** Shimin Kaikan (opposite Kokaido)

**Fee:** Members free; non-members ¥1000

**Info:** Brian Moss, 0958-20-5713

Motoshi Shinozaki,

0957-25-0214

Nagasaki, Japan's gateway for Western culture from the 17th to the 19th centuries, was the site of the first systematic studies of Dutch, English and French in Japan. The presentation will focus on anecdotes, both remarkable and comical, from this period when Nagasaki was "Japan's only peephole to the outside world."

Brian Burke-Gaffney, a writer and translator, is the co-editor of the annual journal *Crossroads*.

### NAGOYA

**Topic:** SoftFare '94 (see notices elsewhere in this issue)

## Chapter Meetings

---

Date: Sunday, December 11  
Time: 10:00 a.m.-5:00 p.m.  
Place: Fukiage Hall, Nagoya (adjacent to Fukiage Sta., Sakuradori Subway Line)  
Fee: Members ¥1000; non-members ¥2000  
Info: Helen Saito, 052-936-6493  
Ryoko Katsuda,  
0568-73-2288

Come see video and PC software products of some dozen companies, books and workbooks, software in action, plus a couple dozen individual-developed projects, including numerous actual student projects based on HyperCard activities. A great chance to discover what's available, to get advice, to network with others in the same boat as you or a better one.

**Bonenkai** on the same day. For information and reservations, call Helen Saito by December 3.

### NARA

Sachiko Shimomura, 0742-46-4724  
Bonnie Yoneda, 0742-44-6036

### NIIGATA

Topics: 1. Annual Business Meeting & Election of Officers for 1995  
2. Mini-presentations: a) I WANT to write MY Pen Friend b) English Through Imagination: Role-playing Games in English Class  
Spkrs: Thomas Parkison  
Adrian Cohen  
Date: Sunday, December 11  
Time: 3:00-5:00 p.m.  
Place: International Friendship Center  
Fee: Free  
Info: Michiko Umeyama,  
025-267-2904  
Toru Seki, 025-260-1871

Thomas Parkison will provide a brief and practical description of a successful pen pal exchange between Japanese university students and two U.S. schools. Adrian Cohen will explain the nature of role-playing games and demonstrate how they can be used in university elective English classes. There will be a year-end party after the presentations.

Thomas Parkison teaches at Keiwa College. Adrian Cohen teaches at Niigata University.

### OKAYAMA

Topic: Officers Meeting & Christmas-Bonenkai Party  
Date: Sunday, December 4  
Time: 2:00-6:00 p.m.  
Place: Cherie McCown's Residence  
Info: Hiroko Sasakura,  
086-222-7118

The meeting will be about what Okayama JALT accomplished in 1994 and plans for 1995. The party afterwards will be a potluck so bring a dish to share. All are welcome.

### OKINAWA

Topic: 1995 Officer Election; *Bonenkai*  
Date: Sunday, December 4  
Time: 1:00-3:00 p.m.  
Place: (Call for details)  
Fee: Members ¥1000; non-members ¥2000  
Info: Norie Murata, 098-832-8466

### OMIYA

Topic: Warm-ups  
Spkr: Steve Martin  
Date: Sunday, December 11  
Time: 2:00-4:00 p.m.  
Place: YMCA, Kita Urawa  
Fee: Free  
Info: Michael Sorey, 048-266-8343

The chapter will hold its annual business meeting from 12:30-2:00 p.m. Members and non-members are urged to attend. The presentation will focus on warm-ups, games and instant communicative activities that will be appreciated by every teacher as "All Level Winners." Following this, the chapter's annual *bonenkai* will be held at a nearby restaurant.

Steve Martin works for Longman Lingual House.

### OSAKA

Topic 1: Cultural *Jujitsu*: Using Culture to Teach Language (followed by elections and *Bonenkai*)  
Spkr: Robert Habbick  
Date: Sunday, December 11  
Time: 2:00-4:30 p.m. (presentation)  
Place: Benten-cho YMCA  
Fee: Free  
Info: Kimiko Nakamura,  
06-376-3741  
Jack Yohay, 06-771-5757 (w)

This workshop will present some simple and straight-forward techniques and activities, recently developed in the classroom in

Japan, which use the students' culture in order to make them speak and actively participate in the learning process.

Robert Habbick is an English Language Teaching Consultant for Oxford University Press.

Topic 2: Language Awareness and English Teaching  
Spkr: Ronald Carter  
Date: Saturday, December 17  
Time: 2:00-5:00 p.m.  
Place: Temple University, Umeda OS Bldg., 16F

Fee: Free  
Info: Jack Yohay (see above)  
Temple University, 06-363-8490 (especially if interested in the full 12-hour, one credit workshop)

The presentation will address greater reflectiveness in the classroom and cover topics such as grammatical consciousness raising, awareness of spoken/written language differences, the place of critical language awareness in an integrated language and literature teaching program, language-based procedures for learning how to learn.

Ronald Carter is a faculty member of the University of Nottingham.

### SENDAI

Chris Huston, 022-273-8345  
Kazuko Honma, 022-273-1082

### SHIZUOKA

No December meeting.  
Donna Burton, 0542-87-5711; Fax  
0542-84-0863

### SUWA

Mary Aruga, 0266-27-3894

### TOCHIGI

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

### TOKUSHIMA

Kazuyo Nakahira, 0886-24-3156

### TOKYO

No meeting  
Peter Ross, 0423-21-1941 (w)

### TOYOHASHI

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

## TOKUSHIMA

Kazuyo Nakahira, 0886-24-3156

## TOKYO

No meeting

Peter Ross, 0423-21-1941 (w)

## TOYOHASHI

Richard Marshall, 0532-47-0111

Tomoyo Kumamoto, 0532-63-2337

## WEST TOKYO

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

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

## YAMAGATA

Topic: Report on JALT Conference &amp; Business Meeting

Spkr: Douglas Sawyer

Date: Sunday, December 4

Time: Report: 1:30-2:30 p.m.;

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

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

Fee: Free

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

Douglas Sawyer, instructor at American Club, Yamagata, will report on the JALT Annual International Conference which was held in Matsuyama. Following that is a business meeting during which elections for the 1995 officers and a discussion of Yamagata Chapter's 1995 policy will be held. All members are expected to attend the meeting.

## YAMAGUCHI

Yayoi Akagi, 0836-65-4256

Eri Takeyama, 0836-31-4373

## YOKOHAMA

Topic: Learner-Centered Activities to Motivate Your Class

Spkr: John Moore

Date: Sunday, December 11

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

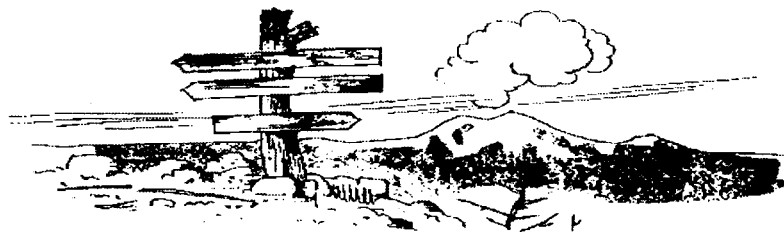
Place: Gino Bunka Kaikan, near JR Kannai Sta.

Fee: Free

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

This workshop focuses on a variety of learner-centered activities, how to integrate them within the lesson, what to do as follow-up. Participants will gain useful, practical ideas for encouraging interaction and motivating learning.

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



## Does Your School Receive JALT Publications?

Special institutional subscriptions are available to schools and libraries interested in receiving JALT Publications. Both *The Language Teacher* and *JALT Journal* can be ordered as a set at the following rates:

Japan: ..... ¥6000

Overseas:

**Surface rate** ..... ¥9500 (£60/US\$95)

**Airmail** ..... ¥11,500 (£74/US\$115)\*

Orders may be placed in Japan through our distributor, Yohan, or by using the postal cash transfer form (*yubin furikae*) at the back of this publication. Overseas subscriptions should be accompanied by a bank draft in the proper yen amount. Receipt of invoices and disbursement forms is acceptable, but subscriptions will not begin until payment has been received. For further information contact the JALT Central Office at the address or phone/fax numbers listed at the bottom of the masthead on p. 2 of this publication.

\*Due to international currency exchange rate fluctuations, prices listed in ¥(yen) are always our official rates.

## JALT出版物の学校向け 特別定期購読料金

JALT出版物、*The Language Teacher*と*JALT Journal*には以下のような学校や図書館向けの特別定期購読料金があります。

国内 年間6,000円

海外 (船便) 年間9,500円

(あるいは60ポンドか95ドル)

海外 (航空便) 年間11,500円

(あるいは74ポンドか115ドル)

この料金で、一年間に発行されるすべての*The Language Teacher*と*JALT Journal*が一冊ずつ送付されます。日本国内からのお申込は、書籍取次業者の洋販を通すか、*The Language Teacher*についている振込用紙をご利用ください。海外からのお申し込みは事務局に送金小切手をお送りください。インボイスや出金伝票でもかまいませんが、定期購読はJALTに購読料の入金があった時点から始まります。詳しくはJALT事務局までお問い合わせください。住所と電話・77 ックス番号はこの号2ページにあります。



# Join the Parade!

## Program highlights include:

- Reviewed by English teachers of Children throughout Asia
- TPR and hands-on activities
- Games, rhymes, songs, and chants
- Pair work and cooperative learning
- Content connections add new dimensions to understanding
- Friendly mascots motivate students and serve as language models

## Parade Components Levels 1-7

Student Text, Teacher's Edition,  
Workbook, Picture Cards,  
Audiocassettes



YES! I'd like to join the Parade.

Please send me more information on this new i-level program.

Name \_\_\_\_\_

Position \_\_\_\_\_

School \_\_\_\_\_

School Address \_\_\_\_\_

\_\_\_\_\_

Phone Number \_\_\_\_\_

Fax Number \_\_\_\_\_

Number of students \_\_\_\_\_

For more information,  
Fax or send the attached  
form today to:

**David Gray**



**Scott Foresman**

*A Division of HarperCollins Publishers*

**1-2-1 Sarugakucho**

**Chiyoda-Ku, Tokyo 101**

**Tel: (81) 3-3291-6343 Japan**

**FAX: (81) 3-3294-8284**



edited by masaki oda

**Second IBC (International Business Communication) Conference**

Date: February 24-25, 1995  
Place: Sumiyoshi Training Center, Kobe  
Contact: Nathalie Bleuze  
Sum&in-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, USA.  
Theme: Linguistics and the Education of Second Language Teachers: Ethnolinguistic, Psycholinguistic and Sociolinguistic Aspects.  
Contact: Carolyn A. Straehe  
Coordinator  
School of Languages and Linguistics  
Georgetown University  
Washington  
DC 20057-1067  
U.S.A.  
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 Meeting**

Date: March 25-28, 1995  
Place: Long Beach, California, U.S.A.  
Contact: AAAL  
7630 West 145th Street

Suite 202  
Apple Valley  
MN 551247553  
U.S.A.  
Fax: +61-2-891-1800

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

Date: March 28-April 1, 1995  
Place: Long Beach, California, U.S.A.  
Theme: Building Futures Together  
Contact: TESOL Central Office  
1600 Cameron Street  
Suite 300  
Alexandria, VA 22314-2751  
U.S.A.  
Fax: +1-703-836-7864

**29th International IATEFL Conference**

Date: April 9-12, 1995  
Place: University of York, UK  
Contact: IATEFL  
3 Kingsdown Chambers  
Whitsable  
Kent, CT5 2DJ  
UK

**Sixth International Conference of the Society for Effective/Affective Learning**

Date: April 21-23, 1995  
Place: Brighton, England

Theme: The Roots of Learning  
Contact: SEAL  
East Manor Farm  
Peppard  
Henley-on-Thames  
Oxon RG9 5LA  
UK

**Second International Conference on World Englishes**

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

**The Nicholas Love Conference at Waseda**

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

**TLT Advertiser Index for December**

**Key:**

**IFC=inside front cover; IBC=inside back cover; OBC=outside back cover**

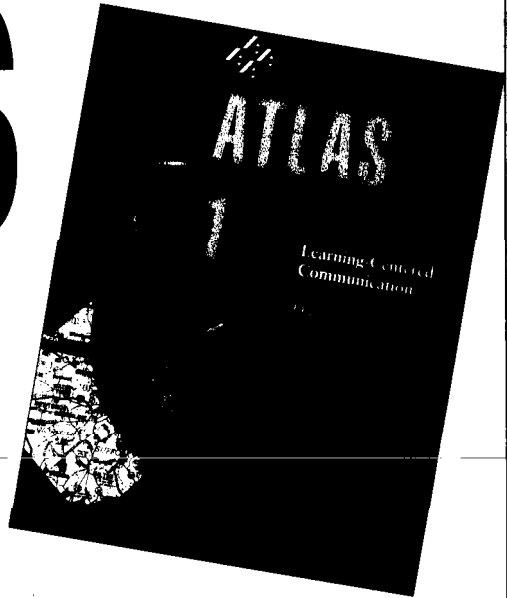
Cambridge University Press	34, 39	longman ELT	63, 64, 70
C.I.E.E (TOEFL IP)	28	McGraw-Hill	13, 73
OynEd Japan	44	Meynord	74, 76
Eito Media	80	Oxford University Press	54, 60, 66, 68
Global Media	IBC	Prentice Hall Regents	33, 47, 48, 49
Harcourt Brace	23, 50, 53, 82	Seido language Institute	56, 58
Harper Collins	8, 9, 18, 19, 86, 91	SISA	79
Heinemann	IFC, 3, 17, 92	Sony Pictures (CINEX)	OBC
International Thomson	88		

NEW

# ATLAS

*Learning-Centered  
Communication*

**David Nunan**



- Task-based methodology
- Learning-centered approach
- Explicit learning goals
- A communicative approach to the teaching of grammar
- Authentic source material
- Integrated task chain sequences
- Explicit focus on learning strategies
- Self-check, self-monitoring tasks



Text: ¥1,980. Workbook: ¥1,250, TM: ¥2,500

**HEINLE & HEINLE**

## **David Nunan's Seminar** (Admission Free)

**PART I: "What is learning-centered communication?"**

**PART II: "ATLAS / Activating Learning-Centered Communication"**

Tokyo - Dec. 3 (Sat.) 2:00- 5:00 p.m. at Yomiuri Shinbun (Otemachi)

Osaka - Dec. 4 (Sun.) 12:00 - 3:00 p.m. at Yomiuri Shinbun (Osaka)

- First-come, first-served bases. Write or fax for a reservation soon.

(We cannot accept reservation over the phone. The invitation will be sent out by Nov. 25.)

I(T)P

**Seminar Reservation Form** (Tokyo,  Osaka)

Name: \_\_\_\_\_ School: \_\_\_\_\_

Address: School / Home \_\_\_\_\_

TEL: \_\_\_\_\_ FAX: \_\_\_\_\_

Please send an inspection copy of  ATLAS 1  ATLAS 2  ATLAS 3

International Thomson Publishing Japan TEL: 03(3221)1385 FAX: 03(3237)1459

Hirakawa-cho Kyowa Bldg., 3F, 2-2-1 Hirakawa-cho, Chiyoda-ku, Tokyo102

edited by harold melville

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

**(HIROSHIMA)** Hiroshima College of Foreign Languages seeks a full-time Instructor of English. Qualifications: B.A. or M.A. in TESOL. Duties: Teach English and/or other subjects. Salary & Benefits: Details provided on request. Application Materials: CV and Certificate acquired in last educational institution. Deadline: January 19, 1995. Contact: Mr. Jun Kumamoto, President, Hiroshima College of Foreign Languages, 3-15-1 Senda-machi, Naka-ku, Hiroshima 730. Tel: 082-241-8900. Fax: 082-249-2321.

**(HIROSHIMA)** Hiroshima Shudo University seeks a full-time English instructor beginning April, 1995. Qualifications: Native speaker of English; M.A./M.Ed. in ESL/EFL or equivalent in education or experience. Duties: Teach 10 classes of English/week plus office hours (10 hours/week). Salary: ¥4,800,000/year. Benefits: As set by the Rules and Regulations of Hiroshima Shudo University; Transportation cost; Free fully-furnished apartment (utilities not included). Contract: One-year (Renewable twice if agreeable to both parties). Application Materials: CV, copy of BA and MA/MEd. certificates; publications (if any); recent medical exam report; 5-minute tape recording of applicants views on teaching English (including a self-introduction); two letters of recommendation. Contact: Professor Masayuki Ishiguro, Dean, Faculty of Humanities, 1717 Ohtsuka, Numata-cho, Asaminami-ku, Hiroshima 731-31. Tel: 082-848-2121. Fax: 082-848-6051.

**(NAGOYA)** Tokai Senior High School in Nagoya is looking for a part-time teacher of English. Qualifications: M.A. in TEFL/TESL or related field; Native speaker of English; Experience in Japan. Duties: a) Teach twenty 50-minute classes/week; attend staff meetings, participate in curriculum design and teacher training (in place of X class hours/week). b) Teach ten 50-minute classes /week; attend one staff meeting/week; participate in curriculum design and teacher training (in place of one class/week). Salary & Benefits: a) ¥576,000/month; five weeks paid vacation. b) ¥288,000/month; five weeks paid vacation. Deadline: December 20, 1994. Contact: Mr. Naoto Nishimura, Tokai Senior High School, 1-2-35 Tsutsui, Higashi-ku, Nagoya 465. Fax: 052-936-9744. No Telephone inquiries accepted.

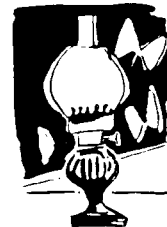
**(SAITAMA)** The Centre for International Education, Chikoji Educational Foundation, Saitama Institute of Technology announces openings for five or more part-time English native-speaker teachers. Qualifications: BA plus teaching certificate plus L2 teaching experience, or MA plus L2 teaching experience. Duties: Teach 90-minute communicative general English and/or Technical English classes to students of Saitama Institute of Technology and/or SIT Computer Science College. (Number of classes negotiable.) Salary & Benefits: ¥40,000/class/month, commuting expenses, one-year

renewable contract. Application Materials: Current CV, list of publications. N.B.: Foreign residents must have applicable visa. Deadline: January 20, 1995. Contact: Professor Seizo Aoyagi, Dept. of Human Sciences, Saitama Institute of Technology, 1690 Fusaiji, Okabe, Ohsato-gun, Saitama-ken 869-02. Tel: 0485-85-2521. Fax: 0485-85-2523.

## CHAPTER REPORTS, cont'd from p. 78.

her experience as a teacher and a director, working with Japanese actors in English, Narahashi introduced a number of techniques from the world of drama which can be beneficial in the language class. She began with a number of relaxation exercises involving breathing and body movement which she uses with actors and language learners and which are designed to free up the body and the mind. She also introduced the notion of an 'actionary,' which is a bodily representation of a language item. Participants worked to develop their own representations of a number of verbs, nouns and adjectives. Narahashi stressed that these are personal and that they should come from the students and not be imposed by the teacher as in this way they are more likely to be remembered. Narahashi ended her presentation by stressing the notion of personalisation through visualization as a prior step to introducing dialogues in the class.

*Reported by Stewart Hartley*



## INDEX, cont'd from p. 95.

### ≡ MISCELLANEOUS ≡

- Birthday Messages. 18:10; 39-40. (JALT history)
- Blanche, Patrick. Back to Basics: A Checklist of What Good FL Teachers have Always Done. 18:12; 36-38.
- Cisar, Larry. A History of JALT (With Commentary). 18:10; 53, 59.
- Harshbarger, William. In the Beginning.. 18: 10; 39. (JALT history)
- Independent Auditors' Report. 18:12; 69.
- Language Teachers and the Law: Special Provisory Law for the Employment of Foreign Faculty in National and Public Universities. trans. by Michael H. Fox. 18:1; 25, 36.
- National Officer Elections Statements. 18:11; 67-77.
- Photo Gallery: JALT Through Two Decades. 18:10; 52, 54, 60. (JALT history)
- Proposed Revised JALT Constitution and Bylaws. 18:9; 37-58. (English & Japanese)

差別に関する  
The Language Teacher/  
Job Information Center の方針

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

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

TLT/Job Information Center  
Policy on Discrimination

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

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

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

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

**JIC/Positions Announcement Form**

City & Prefecture (勤務地):		Deadline (応募の締め切り):	
Name of Institution (機関名):			
Title of Position (職名):		Full-time/Part-time (circle one)(専任/非常勤の別)	
Qualifications (応募資格):			
Duties (職務内容):			
Salary, Benefits, and Other Terms of Contract (給与、社会保険などの契約条件):			
Application Materials Requested (提出書類):			
Contact Name, Address, & Tel/Fax (連絡先の住所、電話/Fax 番号、担当者名):			
Other Requirements (その他の条件):			

# ScottForesman English

Junior High Students to Adults

**NEW**

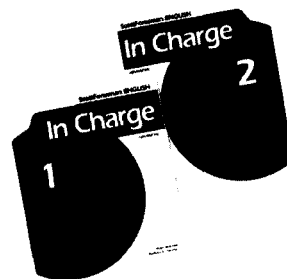
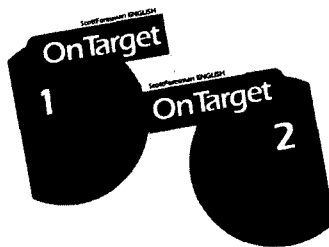
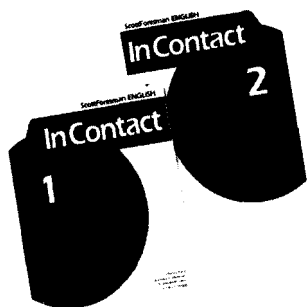
## On Your Mark



Level: Junior high school

Stock in Japan January 1994

In Contact, 1 & 2    On Target, 1 & 2    In Charge, 1 & 2



**For more information contact:**

David Gray  
HarperCollins Publishers  
1-2-1 Sarugakucho  
Chiyoda-Ku  
Tokyo 101, Japan

Tel: 03-3291-6343/6344  
Fax: 03-3294-8284

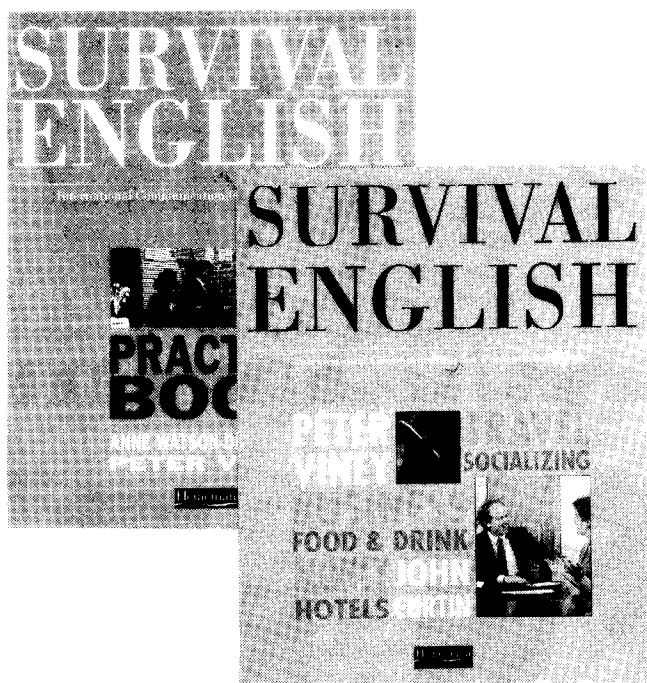


**ScottForesman**

*A Division of HarperCollins Publishers*

# SURVIVAL ENGLISH

*Give them what they need NOW!*



- \* Highly functional language is introduced through carefully designed dialogues and authentic texts
- \* Based on real-life situations relevant to professional people
- \* A unique icon system allows the flexibility to pick and choose topics most suited to your learners' needs
- \* Over 70 lessons; each a simple, single page for clarity



In touch with Japan

For further information, please contact us at :

---

Shin Nichibo Bldg. 6F 1-2-1 Sarugaku-cho, Chiyoda-ku Tokyo 101  
tel. 03-3294-0791 fax. 03-3294-0792

## The Fourteenth Annual Index for *The Language Teacher*

This fourteenth annual index gives information needed to find feature articles, interviews, conference reports, My Share articles, opinions, book reviews, and other items that were published in the twelve issues of *The Language Teacher* in 1994. A sample entry is:

Drawing Out: *Personalized, Whole Language Activities*. S. Bassano & M. Christison (Eds.), rev. Jeff Platt. 18: 56-57.

This is an entry for a book review. It gives the title of the book (*Drawing Out...*), the authors (S. Bassano & M. Christison), the reviewer (Jeff Platt), and where it is located: volume 17 (1993), number 1 (January), pages 56-57.

All Feature Article listings in this index are alphabetically arranged by Author (last, first names) and subject. Book reviews are alphabetically listed by title of book. Interviews are listed by interviewee (last, first names), and all other listings by Author (last, first names). The paranthetical designation "(Japanese)" means that an article was published in the Japanese language.

### FEATURE ARTICLES (BY SUBJECT MATTER/AUTHOR)

#### Bilingualism

Yamamoto, Masayo. Mother Tongue Education: Maintaining and Developing Mother Tongues of Minority Children. 18: 10-12, 25. (Japanese)

#### Children

Shopov, Todor. The Farm: Pre-School Activities. 18: 15.

#### Classroom Methodology

Clarke, Mark A. Stepping Softly: What Constitutes "Teaching" in Communicative Classrooms? 18: 4-5, 17.

Young, Roslyn. What's Behind "The Silent Way"--An Introduction to the Theory, Part 1: How Do We Learn? 18: 27-30.

Young, Roslyn. What's Behind "The Silent Way"--An Introduction to the Theory, Part 2: Subordinating Teaching to Learning. 18: 35-38.

Miller, JoAnn. The Race: A Communicative Activity for Beginners. 18: 12, 38.

#### Computers (CALL)

Polimac-Dobovisek, Karen. A Touch of Technology. 18: 18.

Knowles, Lance. Forward to the Basics. 18: 22-24.

#### Content-Based Instruction

Davidson, Bruce W. Critical Thinking: A Perspective and Prescriptions for Language Teachers. 18: 20-25.

Vanikietti, Kanittha, and Burgess, Robert. Prison or Parole? 18: 10, 34.

#### Culture

Aoki, Junko, and Aoki, Katsuhito. An Alternative Approach to Developing a Curriculum for Comparative Cultural Studies. 18: 5, 21-23. (Japanese)

Beebe, Leslie. The Social Mirror and Linguistic Chameleons. (see Interviews)

Mayer, David R. Ten Japanese English-Learners Syndromes. 18: 12-15, 25.

Shaules, Joseph & Katsura, Haruko. In Sight--Out of Mind: Discovering Out-of-Awareness Communication Strategies. 18: 29-31.

Williams, Craig. Situational Behavior and the EFL Classroom in Japan. 18: 10-11, 31.

#### Curriculum Development

Doyle, Howard. Some Foreign Language Teaching Problems in Japan are not New. 18: 14-18.

Nunan, David. Designing Task-Based Materials. 18: 9-12.

Goold, Richard, Carter, Nigel & Madeley, Christopher. The New *Monbusho* Guidelines, Part Three. 18: 4-7.

#### EFL in Other Countries

An, Chunren. Talking to Oneself. 18: 11.

Chien, Ching-ning. Strengthening English Teaching at East-Asian Universities Through New Reading Strategies. 18: 16-19, 41.

#### Grammar Instruction

Gray, Katie. Error Awareness and the Japanese Learner. 18: 13-15.

Yoshitake, Sonia. Using Sentence-Combining Skills to Bridge the Gap. 18: 6-9, 25. (Japanese)

Cane, Graeme. The Quirks of English Usage (1). 18: 11; 33-34.

Cane, Graeme. The Quirks of English Usage (2). 18: 12; 35, 46.

#### Japanese as a Second Foreign Language

Eguchi, Eiko. A List of Japanese Language Classes. 18: 5, 27-29.

Ludden, David. Ten Myths About the Japanese Language. 18: 10-12, 32.

Petersen, Mark. Transferring Between English & Japanese. (see "Interviews")

#### Lesson Planning

Bondy, Carolina. Vacation Tips. 18: 6; 14.

Jemeric, Jasna. Creative Dialogues. 18: 17.

Maybin, Don, and King, Elizabeth. From Finish to Start: A Backwards Look at Lesson Planning. 18: 24-25.

Santos, Jose. Imagine. 18: 14.

#### Leamer Training

Paul, David. Why Do So Many Language Students Fail to Learn to Communicate? 18: 20-21.

#### Listening Comprehension

Onoda, Sakae. Top-Down Strategies, "Non-Gist" Activities, and Group Work in Listening. 18: 4-9, 25.

Ruzickova, Eva. Self-Access Listening. 18: 6; 19.

Salij, H. Jathar. Art and Communication: Learning to Listen the Artistic Way. 18: 9-10, 15.

#### Methodology

Coelho, Elizabeth. Jigsaw Tasks in the Second Language Classroom. 18: 10; 20-24.

Flaman, William F. Language Teaching and Cooperative Learning in a Japanese Context. 18: 10; 8-9, 29. (Japanese)

Johnson, David W. & Johnson, Roger T. Cooperative Learning in Second Language Classes. 18: 10; 4-7.

Kagan, Spencer & Kagan, Miguel. The Structural Approach: New Tools for Teachers. 18: 10; 12-15.

Kluge, David E. An Interview with Roger and David Johnson. (see Interviews)

Kluge, David E. & Poel, Christopher Jon. An Annotated Bibliography of Cooperative Language Learning. 18: 10; 32-33.

McGuire, Steve. Cooperative Learning Using Commercially Available Materials. 18: 10; 27-29.

Sharan, Yael. Group Investigation and Second Language Learners. 18: 10; 18-19.

#### Motivation

Davis, Randall S. "Say What?": Getting Students to Ask Questions. 18: 12-15.

Duell, Barry. Encouraging Students to Speak Up: One Minute Speeches. 18: 18-20.

Iino, Kazuhiko. An Overview of Motivation and Attitudes in

Language Learning. 18:7; 4-6.  
Stoda, Kevin. An Aggressive "AET Money Contest": Ask Me Three Questions, Please! 18:7; 7-9.

## Profiles

Fujita, Naomi. Profile: Interlanguage from a Sociocultural Perspective: The Works of Leslie Beebe and SLA. 18:9; 17-22.

## Research

Baskin, Rory. Research in Japan. 18:11; 14-15, 110.  
Busch, Michael. Using Japanese Libraries to do Second Language Research. 18:2; 16-17.  
Freeman, Donald. Doing, Knowing, and Telling: Research and What Teachers Know. 18:9; 6-9.  
Freeman, Donald. Teacher Research: An Interview. (see "Interviews")  
Griffiee, Dale T. The Art of Language Research. 18:2; 19-21.  
LoCastro, Virginia. Teachers Helping Themselves: Classroom Research and Action Research. 18:2; 4-7.  
Matsumoto, Kazuko. Introspection in Second Language Research. 18:11; 9-13, 37. (Japanese)  
Nagata, Hiroto. How to Look More Closely at Interaction in Your Own Classrooms. 18:2; 22-24, 33.

## Speaking

Stapleton, Paul. The Sandhi of English. 18:11; 18-20.  
Bresnihan, Brian & Stoops, Barbara. Providing Fluency Practice in the FL Classroom. 18:11; 27-30.  
Tsang, Wai-king & Wong, Matilda. Away from the Traditional Conversation Class. 18:12; 24-27.

## Student Projects

Davies, Stephen J. Student Generated Projects: Drama. 18:12;20-22.

## Teacher Training

Edge, Julian. The Basics of Designing Your Own Teaching. 18:8; 5-6.  
Lucontonio, Damian. Training With Genre: Using Letters to the Editor. 18:11; 22-25.  
Vierra, Monty. Graduate Study in Japan. 18:11; 35, 37.

## Teaching Environment

Hamori-Ota, Virginia. Professional Development and Empowerment for Program Administrators. 18:2; 7-8.  
Kay, Gillian. Informal Expectations of Foreign Teachers in Japanese Universities. 18:11; 4-6, 30.  
Shiozawa Tadashi, Thom Simmons, and Kentaro Noda. Origins and Responses to Conflict in the Teaching Environment. 18:4; 4-8.  
Dycus, David. Between a Rock and a Hard Place: Teachers, Publishers and Copyright Infringement. 18:12; 4-7.

## Theory

Richards, Jack C. Teacher Thinking and Foreign Language Teaching. 18:8; 31-34.

## Video

Furmanovsky, Micheal. The Listening-Viewing Video Diary: Doubling Your Student's Exposure to English. 18:4; 26-28, 49.  
Stempleski, Susan. Video in the ELT Classroom: The Role of the Teacher. 18:8; 27-29, 47.

## Vocabulary

Jannuzi, Charles. Semantic Feature Analysis and Vocabulary Acquisition. 18:4; 30-33.  
McCarthy, Michael. English Idioms in Use. 18:8; 17-18.  
Moon, Rosamund. Basics and Basis: Corpus Evidence and Vocabulary. 18:8; 13, 15.  
Xie, Fuzhi. Vocabulary Self-Collection. 18:6; 11, 15.

## Writing

Kinugawa, Takao. Revising Process in Graduate Students' Writing. 18:2; 26-29. (Japanese)  
Mahmoud, Sameer. Diary: The First Day of Class. 18:9; 21.  
Noguchi, Mary Goebel. Enhancing Student Awareness While Improving Their Compositions. 18:7; 22-25.

## ▽ CONFERENCE REPORTS (other than JALT '93) ▽

Heatherton, Geraldine, & Holden, Bill. Report on the 4th JALT Central/East Central Regional Conference. 18:11; 87, 89.  
Kitao, S. Kathleen, & Kitao, Kenji. The 12th Biennial Convention of the World Communication Association. 18:1; 26, 36.  
Kitao, S. Kathleen, & Kitao, Kenji. The 28th Annual TESOL Convention. 18:6; 29-30.  
Leong, May. The 5th International University of Japan Conference on Language Research in Japan. 18:5; 25.  
Rambis, Kelly Ann. "Sharing Our Stories" at TESOL '94. 18:6; 27-29.

## ▽ BOOK REVIEWS (JALT UnderCover) ▽

### by TITLE, AUTHOR, REVIEWER

*An Exchange of Gifts: A Storyteller's Handbook*. Marion V. Ralston. rev. Michelle D. Larrey. 18:3; 43.  
*Ape that Spoke, The: Language and the Evolution of the Human Mind*. John McCrone. rev. Sandra Ishikawa. 18:7; 42, 55.  
*Basic English Paragraphs: Improving Reading and Writing Skills.S.* Kathleen Kitao & Kenji Kitao. rev. Lyneve Rappell. 18:8; 55, 57.  
*Basic Grammar in Use: Reference and Practice for Students of English*. Raymond Murphy. rev. Kevin Varden. 18:5; 36.  
*Book of Goal Sheets, The: Dialogs in Action*. (Video). Yoko Matsuka & Ainslie Baldwin. rev. Charles Jannuzi. 18:12; 51, 52.  
*Book of Goal Sheets, The: Talk Longer, Talk More*. (Cassette Tape). Yoko Matsuka & Ainslie Baldwin. rev. Charles Jannuzi. 18:12; 51, 52.  
*Business English Teacher's Resource Book: With Photocopiable Worksheets*. Sharon Nolan & Bill Reed. rev. Nicholas E. Miller. 18:2; 42-45.  
*Changing Times--English for Today's Japan*. Dale Fuller & Linda Fuller. rev. Ishbel Galloway. 18:7; 39, 41.  
*Chocolate Cake, The*. Carolyn Graham. rev. Suzanne Bessin. 18:6; 41, 43.  
*Communicating with Americans: Functions in English*. S. Kathleen Kitao & Kenji Kitao. rev. Shawn Clankie. 18:1; 30.  
*Communication and Culture: A Reading-Writing Text, 4th Edition*. Joan Y. Gregg. rev. Emiko Hirose Horton. 18:3; 43.  
*Cooperative Development: Professional Self-Development Through Cooperation with Colleagues*. Julian Edge. rev. Jean Mainland. 18:2; 37-42.  
*Developing Business Contacts*. Nick Brieger & Jeremy Comfort. rev. Greta Gorsuch. 18:8; 59, 60.  
*ESOL Case Studies: The Real World of L2 Teaching and Administration*. Ted Plaister. rev. Yuriko K. Kite. 18:1; 33-34.  
*Events and Trends in American History*. S. Kathleen Kitao & Kenji Kitao. rev. Suzanne Ledeboer. 18:3; 43, 49.  
*First Step on the Longer Path, The: Becoming an ESL Teacher*. Mary Ashworth. rev. Robert J. Marshall. 18:1; 28.  
*Gengogakusha sutoratejii--Gaikokugo kyoushi ga shitte okanakereba naranai koto*. Rebecca L. Oxford. rev. Hiromi Morikawa. 18:12; 59.  
*Get It? Got It! Listening to Others/Speaking for Ourselves*. Mary McVey Gill & Pamela Hartmann. rev. Greta J. Gorsuch. 18:7; 41.  
*Go Ahead, Talk*. Paul Gilbert. rev. Ishbel Galloway. 18:7; 39, 41.  
*Giving Presentations*. Mark Ellis & Nina O'Driscoll. rev. Mary Grove. 18:2; 45.  
*Grammar Dimensions, Book Two: Form, Meaning and Use*. Heidi Rigganbach and Virginia Samuda. rev. Guy Modica. 18:5; 36-37.  
*Half Hour Helper*. Joan Roberta White. rev. Cathleen Curry. 18:6; 43, 44.  
*Hospitality is Here! Hotel English for Japan*. Thomas R. Burns. rev. Ruby K. Asahina. 18:8; 57, 59.  
*In the Real World: Activities for Oral and Written Communication*. Samuela Eckstut. rev. Timothy C. Page. 18:3; 42.  
*Intermediate Reading Practices: Building Reading and Vocabulary Skills*. Keith S. Folse. rev. Patricia Rinera. 18:5; 39, 41.  
*Laugh Your Way to Better Spoken English*. Lillian Butovsky & Cheryl Elliot Creatore. rev. Ian Ruxton. 18:6; 43.  
*Lexical Approach, The: The State of ELT and a Way Forward*. Michael Lewis. rev. Julian Bamford. 18:2; 37.  
*Lexical Phrases and Language Teaching*. James R. Nattinger & Jeannette S. DeCarrico. rev. Woodrow Woodbridge. 18:9; 63.  
*Listening 3: Cambridge Skills for Fluency*. Joanne Collie and Steven Slater. rev. Rob Waring. 18:5; 37.  
*Longman Language Activator*. Longman. rev. Rob Waring. 18:10; 65, 67.  
*Metropolitan Daily News, The: Understanding American Newspapers*.



Joan Corliss Bartel. rev. Dorothy A. Pedke. 18:11; 53.  
*Mikan*. (Computer software.) Yasuo Hirata, Takashi Atoda, Kazuko Fujii, & Michiko Mishima. rev. Rory S. Baskin. 18:12; 55.  
*Mystery Tales and Royal Court Hotel*. Francis Radice; Patty Key & Stephen Kirby. rev. Alton Cole. 18:1; 34.  
*New Horizons English Course 1-3*. Hiroshi Asano, Yuzaburo Shimomura & Tsutomu Makino. rev. Jack Migdalek. 18:9; 64, 67.  
*Oxford Dictionary of Business English for Learners of English*. Alan Tuck, editor. rev. Kevin Varden. 18:10; 67.  
*Oxford Dictionary of Phrasal Verbs* (2nd Edition). A.P. Cowie & R. Makin. rev. Bruce Horton. 18:10; 67, 69.  
*Oxford Wordpower Dictionary*. Oxford, 1993. rev. Rob Waring. 18:11; 51.  
*Past, Present, and Future: A Reading-Writing Text*. Joan Young Greg & Joan Russell. rev. Chad Wynne. 18:1; 28.  
*Pocket Japanese: Quick Access to Everyday Phrases*. Katsuaki Tojo & Fijiko Motohashi. rev. Randall Davis. 18:10; 69, 71.  
*Pronunciation in Action*. Linda Taylor. rev. Ian G. Gleadall. 18:8; 53, 54.  
*Reactions--Multicultural Reading-Based Writing Modules*. Roni Lebauer & Robin Scarcella. rev. Mary Ellison. 18:1; 30, 33.  
*Reflection and Beyond: Expanding Written Communication*. Laurie Blass & Meredith Pike-Baky. rev. Michael Sagliano. 18:8; 57.  
*Samantha: A Soap Opera for Students of ESL*. Meryl Robert Becker. rev. Rob Duncan. 18:11; 51.  
*Short Stories for Creative Language Classrooms*. Joanne Collie & Stephen Slater. rev. Mary Grove. 18:6; 41.  
*Side-by-Side TV 1 & 2*. Steven J. Molinsky & Bill Bliss. rev. Nicholas E. Miller. 18:7; 38.  
*Talk a Lot*. Keith S. Folse. rev. Lyn Melville-Rea. 18:10; 71.  
*Thinking on Paper: A Writing Process Workbook with Readings*. Judy Markline, Rose Hawkins, & Bob Isaacson. rev. Cathrine Bacon. 18:12; 52, 55.  
*Winning Words*. S.J. Berman & A.L. Bratton. rev. Clive S. Langham. 18:3; 41-42.  
*Word Wall, The: Teaching Vocabulary Through Immersion*. Joseph Green. rev. Yuriko K. Kite. 18:3; 41.  
*Word-by-Word Picture Dictionary*. Stephen J. Molinsky & Bill Bliss. rev. Rachel McAlpine. 18:10; 69.  
*Writer's Helper: Prewriting and Revising Software for the Macintosh; User Manuer; Instructor Manuel*. CONDUIT Educational Software, University of Iowa. rev. Merrit Aljets. 18:9; 67-68.  
*Writing Three: Cambridge Skills for Fluency*. Andrew Littlejohn. rev. Michael J. Lynn. 18:5; 39.  
*Writing Clearly: Responding to ESL Compositions*. Linda Bates, Janet Lane, & Ellen Lange. rev. Duncan Dixon. 18:11; 53.

∇ **INTERVIEWS** ∇

Beebe, Leslie. The Social Mirror and Linguistic Chameleons: An Interview. by Gwen Riles.  
 Freeman, Donald. Teacher Research: An Interview. by Steve Cornwell. 18:2; 8-14.  
 Johnson, Roger & Johnson, David. An Interview with Roger and David Johnson. by David E. Kluge. 18:10; 30-31, 37.  
 Petersen, Mark. Transferring Between English & Japanese. by Sonia Yoshitake. 18:1; 18-19. (Japanese)  
 Pendergast, Tom, Foreman-Takano, Deborah & McMurray, David. Flowing from the Headwaters: Three JALT Presidents Speak Out. by Atsuko Ushimaru. 18:10; 43-51, 61.

∇ **MYSHARE** ∇

Baldwin, Ainslie. Changing Pairs: The Ideal Technique for Communication Practice. 18:7; 46-47.  
 Baskin, Rory. Expanding English Through Personal Experience. 18:10; 76, 78.  
 Birk, John & Zmijewski, David. East Meets West: A Haiku Olympiad. 18:12; 61, 62.  
 Bowcher, Wendy L. EAP Fieldtrips. 18:1; 38-42.  
 Busch, Michael. How to Control the Use of Japanese in an EFL Conversation Class. 18:10; 75-76.  
 Cogan, Dominic. Dialogs: How to Keep Them Going. 18:10; 72, 75.

Combs, Jodi. "Naruhodo the World." 18:8; 64, 67.  
 Dale, Joshua. Your Teacher is Starving! A Transition Lesson for the Japanese Classroom. 18:8; 62-64.  
 Fowler, Kelly. Musical Chairs: A First Day Activity. 18:5, 45-46.  
 Furmanovsky, Michael. Exploiting the Student Summer Vacation. 18:5, 42-45.  
 Gray, Peter. It's Fun to Fib. 18:12; 65, 67.  
 Grindstaff, Brad. A KEG for Composition. 18:3; 45-46.  
 Hadley, Gregory. Get Them Talking with the Conversation Tree. 18:7; 44-45.  
 Harris, Keith. Turning Japanese English into English. 18:7; 45-46.  
 Houser, Preston. Making the Most of Vocabulary Cards. 18:4; 51, 53.  
 Kelly, Eleanor, & Gilbert, Joanie. Practice with a Purpose. 18:1; 42, 56.  
 Minor, Daniel, & McClain, Patrick. Attendance and Multiple-Choice Quizzes. 18:4; 50.  
 Montaldo, Mark. Easy Essays. 18:11; 60-61.  
 Nordyke, Susan. The Jigsaw Classroom. 18:2; 46-47.  
 Picken, Jonathan D. PSAs and the Environment. 18:2; 47-51.  
 Robinson, Martin. Quizzes Can Improve Your English Teaching. 18:11; 65, 79.  
 Rowe, Frank A. Pronunciation Practice Made Palatable. 18:9; 72-73.  
 Stapleton, Paul. Environmental Quiz. 18:12; 62, 65.  
 Stenson, George. Write to Speak. 18:11; 64.  
 Wilson, Gordon. Student-Written Love Story Mini-Drama. 18:8; 61-62.  
 Woods, Saya, & Hosier, Doug. Stretching Scrabble(r). 18:3; 46-47.

∇ **OPINIONS & PERSPECTIVES** ∇

Bauer, Christopher. Does the *Monbusho* Listen? 18:4; 34-35.  
 Cornwell, Steve. Cultural Relativism: Pitfall or Tool? 18:8; 40-41.  
 Davidson, Bruce W. The Pitfalls of Cultural Relativism. 18:5, 30-31.  
 Davidson, Bruce W. Pragmatism Cannot Rescue Cultural Relativism. 18:8; 42-43.  
 Hayashi, Sumako. Promoting Interlanguage Talk. 18:6; 32.  
 Honey, John. Impressions of JALT 93. 18:3; 5.  
 Jannuzi, Charles. The JET Programme and L2 Education: Team Teaching, ALT Professional Development, and Cross-Cultural Exchange. 18:1; 20-21.  
 Marshall, Richard J. Whither the Languages of JALT? 18:9; 26-27.  
 Maruyama, Fukuji. JTEs Making High School English More Meaningful. 18:11; 43-45.  
 Nohara, Hiromi. Learning English as a Hobby: Challenges for Teachers. 18:12; 40-41.  
 Oda, Masaki. Against Linguicism: A Reply to Richard Marshall. 18:11; 39-40.  
 Scholefield, Wendy F. A Reply to Christopher Bower: "Does the *Monbusho* Listen?" 18:6; 33-34.  
 Stoda, Kevin. A Burning Issue: The Need to Introduce "Beneficial Backwash" and a Testing Partnership in Japan in the 1990s. 18:10; 35-37.  
 Toms, Colin. Motivation and Attitudes: A Reply to Kazuhiko Iino. 18:11; 40-43.  
 Wadden, Paul. College Curricula and the Foreign Language Teacher: A Forecast for the Late Nineties. 18:7; 32-35.  
 Yamamoto-Wilson, John R. Racial Awareness and the Language Classroom. 18:2; 31-33.

∇ **READERS' VIEWS** ∇

Cisar, Lawrence J. A Response to John Honey's "Impressions of JALT 93." 18:6; 35.  
 Cisar, Lawrence J. JALT: A Phoenix or a Hydra? 18:10; 61.  
 Honey, John. Honey on Cisar. 18:8; 46.  
 Jannuzi, Charles E. In Defense of Bauer. 18:8; 45-46.  
 Murphy, Tim. Innovation and Entrance Exams: the Future is Now. 18:12; 42, 43.  
 Scott, James J. A Reply to Lawrence J. Cisar. 18:8; 46, 47.  
 Vierra, Monty. External Degrees Programs. 18:12; 42.  
 Yamamoto-Wilson, John R. Further comment on "Racial Awareness and the Language Classroom" (see Opinions & Perspectives). 18:4; 53.

## Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 38 JALT chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

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

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

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

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

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

### CENTRAL OFFICE:

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

## JALT(全国語学教育学会)について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。現在、海外も含めて4,000名以上の会員を持ち、TESOL(英語教師協会)の加盟団体、及びIATEFL(国際英語教育学会)の日本支部でもあります。

**出版物**：月刊誌 *The Language Teacher* および年2回発行の *JALT Journal* があります。

**例会と大会**：年次国際大会、支部例会、National Special Interests Groups (N-SIG 主題別部会)の会合があります。

**支部**：現在、全国に38の支部があります。(北海道、盛岡、秋田、仙台、山形、福島、茨城、栃木、群馬、大宮、千葉、東京、西東京、横浜、新潟、金沢、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、奈良、神戸、姫路、岡山、広島、山口、徳島、香川、松山、福岡、長崎、鹿児島、沖縄)

**N-SIG**：ビデオ、バイリンガリズム、グローバル問題、学習者ディベロップメント、日本語教育、コンピュータ利用語学学習、教材開発、語学教師養成、ティーム・ティーチング、大学外国語教育、Other Language Educators (結成準備中)。

**研究助成金**：詳細は、JALT事務局までお問い合わせください。

**会員及び会費**：個人会員(¥7,000)最寄りの支部の会費も含まれています。共同会員：(¥12,000)住居を共にする個人2名が対象です。JALT出版物は1部ずつ送付されます。団体会員(1名¥4,500)勤務先が同一の個人が5名以上が集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* とじ込みの郵便振替用紙をご利用ください。例会での申し込みも受け付けています。

**JALT事務局**：〒116 東京都荒川区西日暮里2-32-10 グロリアス東京 301

TEL 03-3802-7121 FAX 03-3802-7122

# It's Much More Than Just An ELT Material

If you're not satisfied with anything,  
Try a BBC product and you'll find full satisfaction.

## Audiocassettes

**BBC RADIO COLLECTION** will satisfy the ear.  
It has a 40% share in the UK market. Listen and  
enjoy "various" famous titles for daily practice.

## Books

**THE Blue Peter GREEN BOOK** is an excellent  
text for reading, writing and discussion  
on a topical subject, green issues.  
BBC Books will satisfy your mind.

## and Videos

**BBC VIDEO LIBRARY** offers an extensive range of programmes. It has  
promoted the BBC's philosophy "to inform, educate and entertain", by  
providing high-quality programmes to schools, tertiary institutions and libraries.

For further information please contact:

**GLOBALMEDIA SYSTEMS CORP.**

Telephone:03-3433-4375

Facsimile:03-3437-1778

Address:2-5-5, Hamamatsu-cho

Minato-ku. Tokyo 〒105

**GMS**

BBCエンタープライズ社日本総代理店

株式会社グローバルメディア・システムズ(映像営業部)

MEMBER #16

〒105 東京都港区浜松町2-5-5 松井ビル2F TEL 03-3433-4375 FAX 03-3437-1778

# CINEX

CINEMA ENGLISH EXERCISE



## Revolutionary Video Techniques Cinex School Curriculum

★ a dramatically effective teaching tool ★

### CINEX Features:

- 100% accurate English subtitles
- Open caption dialogues  
— need no extra equipment
- Conversations for study at any pace  
— simply freeze-frame
- On-screen time display for easy access

- ★ Convenient Time Code
- ★ Easy to follow English Subtitle



Kramer vs. Kramer

COPYRIGHT © 1979 COLUMBIA PICTURES INDUSTRIES, INC.

### Text Components:

#### For Teachers —

- A comprehensive Teacher's Manual
- English-subtitled CINEX videotape
- Unsubtitled original tape
- Attractive Worksheet Book
- Mini-dictionary Guide



#### For Students —

- English-subtitled CINEX videotape
- Attractive Worksheet Book
- Mini-dictionary Guide



Available Titles: "The Karate Kid" / "Kramer vs. Kramer"

Sony Pictures Entertainment (Japan) Inc.

For further information, contact: GLOBALMEDIA SYSTEMS CORP.

Address: 2-5-5 Hamamatsu-cho Minato-ku, Tokyo 〒105  
Telephone: 03-3433-4375 Facsimile: 03-3437-1778

¥ 750