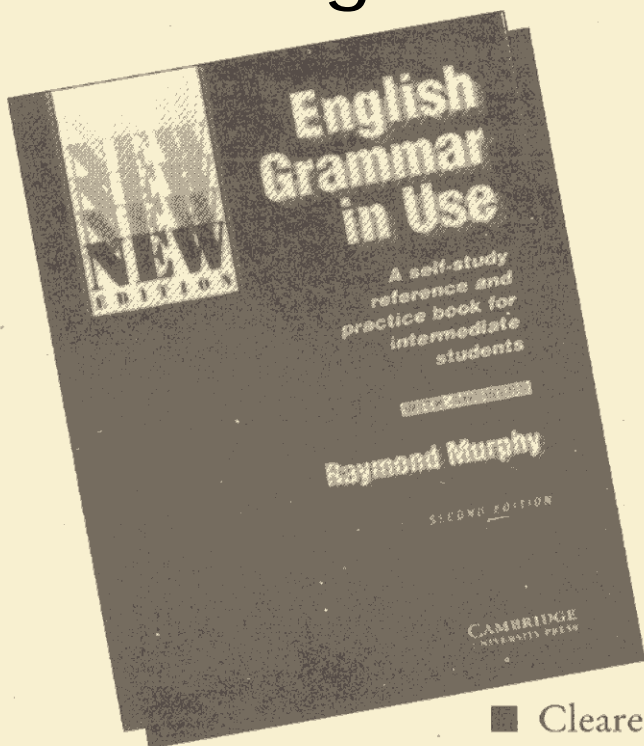# Classroom Research

A distinguished
lecturer was brought
in for a recent seminar on
language research sponsored
by Temple University, Japan, and
the seminar was oversubscribed by
one hundred percent, forcing a
double session. That was convincing
evidence, for me at least, that the
teaching profession is at a turning point,
and was the inspiration for this Special Issue.
Applied linguists, some of whom used to be
classroom teachers so long ago that they
can hardly remember, have been, consciously or
unconsciously, the role models

JALT

THE LANGUAGE TEACHER

special issue: Classroom Research

feature

departments

Introduction

(INTRODUCTION continued from the Cover)
for classroom teachers. Their research has been our research and their concerns have been our concerns even though in many cases we couldn't understand what they were doing or how it concerned us. Part of the turn I see happening involves broadening our base to include education concerns such as curriculum development as well as linguistic concerns. Another part of the turn involves taking control of our own research. If we don't take control of our own research, we will never be masters in our own house.

In this issue **Virginia LoCastro** gives an overview of classroom-centered research and concludes with eight research suggestions. **Donald Freeman** of the School for International Training and the current President of TESOL in an interview with **Steve Comwell** gives a penetrating series of insights into the state of the profession relative to research. Freeman calls for a new understanding of what research is and why that new understanding must occur. **Michael Busch** discusses an exasperating problem for many language teachers in Japan: how to use Japanese libraries to do second language research. Finally, **Dale Griffee and Hiroto Nagata** round out the issue by discussing and illustrating how research can be done.

This editor wishes to acknowledge the critical support of outgoing editor Greta Gorsuch and incoming editor Gene van Troyer. Their insights and tireless help were not only helpful, but necessary to the success of this special issue on research.

Dale T. Griffee
Guest Editor

応用言語学者は、かつて現場の教師であった人も多く、意識されるとされないとにかかわらず、現場の教師のロール・モデルとしての機能を果たしてきた。彼らの研究は、われわれの研究でもあり、多くの場合、彼らが何をしていて、それがわれわれの仕事とどう関係するのかわからないにもかかわらず、彼らの関心事は、われわれの関心事でもあり続けてきた。そして、今、言語教育は、ひとつの転換期を迎えている。教師の関心が、言語学的側面にだけでなく、カリキュラム開発など教育面にも拡がったのに加えて、教師自身が調査・研究に携わることも多くなってきた。テンプル大学が最近主催した、ある高名な学者による言語研究に関するセミナーは、申し込みが定員の2倍を越え、同じセッションを2度行うことになったほどである。自分で調査・研究をしなければ、われわれは自分の職業をマスターしたことにならない。この特集の目的はそこにある。

この特集では、**Virginia LoCastro** が、これまでの授業研究を概観し、今後の調査・研究について8つの示唆をしている。School for International Training の教授であり、TESOLの会長でもある **Donald Freeman** は、**Steve Cornwell** によるインタビューの中で、調査・研究に関連した言語教育の現状について、一連の深い洞察を示しており、調査・研究とは何で、なぜそれが必要なのかについて、新たな理解が求められていると述べている。**Michael Busch** は、日本で働く多くの言語教師にとって大問題である、第二言語研究のための図書館の使い方を論じている。最後に、**Dale T. Griffee** と **Hiroto Nagata** が、各々調査・研究はどのように行えばいいのかを例を挙げながら論じて、この特集を締めくくっている。

前編集者の Greta Gorsuch と現編集者の Gene van Troyer の卓見と惜しみないサポートがなければ、この特集号は成功しなかったであろう。この場を借りて、感謝したい。

ゲスト編集者 : Dale T. Griffee

DynEd Meets the Mac

Macintosh users can now take advantage of the world's finest ELT CD-ROM interactive courseware. *Dynamic English* **is now available for the Macintosh.** *Dynamic English* **for the Mac has been completely re-engineered. These are Mac programs which completely utilize the features of the Mac interface. Throughout 1994, DynEd will be releasing new products on all major platforms. Forthcoming from DynEd this spring:** *Dynamic Japanese,* **the first full color Japanese language interactive CD-Rom courseware. DynEd courseware is available on DOS and DOS/V, FM Towns, NEC and, yes, Macintosh.**

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Teachers Helping Themselves: Classroom Research and Action Research

by Virginia LoCastro
International Christian University

"Teachers as researchers?" Most classroom practitioners, upon seeing or hearing this phrase, will react less than enthusiastically, probably dismissing the idea as something they might like to do some time in the future, but for which they have no time right now. Teachers may also feel less than confident with the notion of "research" as they may believe they lack the training to carry out classroom-centered research (CCR).

These reactions, based on beliefs resulting from stereotypes about "research" and "researchers," are understandable. These beliefs derive from popular generalizations about what research is. There is "Research," with a capital "R," which I use to refer to empirical studies, with control and experimental groups, such as those reported on in journals like the *TESOL Quarterly*. There is also "research," with a small "r," to designate the studies and projects which can be carried out by classroom teachers without training in statistical analysis. Both forms can be viewed as classroom-centered research (CCR).

This overview will, first of all, define classroom-centered research. Secondly, a brief historical survey of classroom research (with the capital R) will show that the initial impetus for CCR came from the fields of second language acquisition (SLA) and the training and development of teachers. This will be followed by a brief introduction to action research. I will focus on the value of research (with the small r) for teachers in Japan, in particular with reference to curriculum renewal and on-going professional development. These are two areas of major interest to junior and senior high school teachers who face the task of implementing the new *Monbusho* Courses of Study for English language education. An argument will be made throughout this article that CCR is a means to empower teachers and make them more effective decision makers about what goes on in their classrooms.

Definition of Classroom-Centered Research
According to Allwright and Bailey (1991), CCR concentrates on classroom interaction---what goes on between and among teachers and students---in order to gain insights and increase our understanding of classroom learning and teaching. Examples include how teachers ask questions and correct errors, what effect the type of task might have on learning, and whether reading aloud or silent reading in class results in more learning.

CCR draws its research methodologies from a variety of social sciencesÑanthropology, interaction analysis---as well as from domains related to linguistics such as discourse analysis and the ethnography of communication. It is unusual to have carefully controlled experiments such as those one finds in psychology, for example. As the main focus of CCR is on classroom interaction, the research seeks data in the form of both verbal and non-verbal behaviors for analysis to describe, explain, and predict the role of formal classroom instruction in language learning.

Data collection can take several forms. Chaudron (1988) outlines four research traditions in CCR: psychometric, interaction analysis, discourse analysis, and ethnographic. Of these, it is the first one, the psychometric tradition, which is the most quantitative, involving statistical analysis of numerical data. The other three approaches are more likely to be within the qualitative paradigm, yet may include the counting of numbers of times the teacher talks, for example, thus providing a quantitative dimension. There are two important points which need to be stated in this context: (1) The research method depends on what is most appropriate for one's research question, and (2) both quantitative and qualitative approaches are needed. Classroom teachers need not be discouraged from the start, thinking that Research requires one to use inferential statistics. A solid ethnography of a classroom may be more appropriate to capture, for example, how learners work in groups to improve their language competence; this is an example of the kind of research, with the small "r," which can be done by classroom practitioners.

History of Classroom-Centered Research
Classroom research is not specific to language teaching, having developed in the 1950s in the United States and Britain in an effort to gain insights into what constitutes effective teaching and then to utilize the findings in teacher training. This function of CCR became generalized to the language classroom, particularly due to the loss of confidence in the early 1970s in the notion that there was one perfect method which would enable all learners to become successful users of a second/foreign language. The audiolingual method and the grammar-translation

approach were compared, and at the end of a two-year trial period, no significant differences were found (see Scherer and Wertheimer, 1964). Applied linguists then began to search for other variables in the language classroom which might have a role in effective language learning, and this led to the logical next step of seeking to describe as accurately as possible just what happens in the classroom.

Focusing on the way language is used in classrooms (see, for example, Lemke, 1989) takes the researcher into the area of second language acquisition (SLA) as well as teacher development. Research based on data collected in classrooms can lead to insights into language acquisition/ learning processes, whereas, from a teacher development perspective, observation and then description of classroom variables is seen as helping pre- and in-service teachers to develop their skills as well as their understanding about the nature of teaching and learning. Description helps the teacher avoid taking a prescriptive perspective on practices.

> "Action research is...seen as being small scale and situational...focused on a particular problem, to try to understand and perhaps solve some concrete problem in...[the]...classroom."

Still another perspective is a sociological one which views the classroom as a microcosm or "socially-constructed event," where the teacher and learners interact as social beings. In this view, aspects of the wider sociocultural context within which the classroom is situated are to be analyzed, and the focus shifts from the teacher to the learner, who is seen as an important contributor and organizer of the learning environment. This perspective takes the researcher into the community and the society as a whole to look at the wider domain in which formal education functions.

While most research projects focus on specific variables (for example, error correction, turn distribution, learner behavior), in fact a multidimensional approach is possible. A study of error correction, for example, requires linguistic analysis of the learners' contributions as well as interaction analysis of teacher-learner behavior.

A more recent focus of CCR (Allwright and Bailey, 1991) is a concern about observational tools and a search for data-collection and analytic tools suitable for teachers. There has been a movement away from engaging outside experts to carry out "Research" in classrooms towards making "research" more accessible to classroom practitioners. In the next section, I will describe an approach to carrying out small research studies, called action research.

Action Research

What is "action research"? How does it differ from CCR? Action research is one form of CCR which is seen as being small scale and situational, that is, fo-

cused on a particular problem, to try to understand and perhaps solve some concrete problem in an individual teacher's classroom. It is defined as "ideas-in-action" and is generally not done by an outside expert, but by actual classroom teachers during normal, everyday activities. It can be carried out by a group of teachers who decide to cooperate, and thus is collaborative, or can be done by one teacher.

Action research tends to be directly linked to achieving results in the classroom setting. The experimental dimension is present: The teacher changes one thing and then observes the effects of the change. This should lead to improvements in practice. The ultimate aim is for action research to become part of the general attitude of the teacher, leading the teacher to become "reflective" or introspective about classroom practices (Nunan, 1989). Such a teacher-as-researcher is constantly reflecting on her/his practices, experimenting, evaluating the effects of the experiment, and then changing her/his practices if the effects are positive.

Action research thus is not research with a capital "R," nor is it done by an expert alone. It focuses on what works best with students in a particular setting. However, this does not mean there is no "theory." The word "theory" tends to distance teachers, yet human beings engage in theorizing every day. One way of looking at theory is to understand it as speculations about cause and effect that are backed by logic. Every time we stop to think about why something has or has not happened, we engage in theory-making. There are expert theories, such as those by scholars like Einstein and Chomsky, and theories of classroom practitioners. An example of a teacher's theory which could form the basis for action research, is that calling on learners by name in class will cause them to participate more.

We can find examples of expert theories in work done on learner strategies; we can read researchers' ideas and theories on learner strategies based on experiments they have carried out. As classroom teachers, and based on experiences as learners ourselves, we also have "theories," called "non-expert" theories, about strategies Japanese learners of English use. We can decide to investigate just what the students do in our own classes. This is what action research is: a focused project we do in our own classrooms, with our own students.

Part of the goal of action research, then, is to make teachers aware of their own theories, which may be unconscious or at least unexamined. It is only awareness which leads us to control our teaching behavior and to possibilities of change.

Nunan (1989) provides a checklist, adapted from Cohen and Manion (1985, pp. 220-221), for action research projects:

1. Identify a problem. It is important that the problem be narrow and focused.
2. Develop a plan to carry out the research, discussing and negotiating with other teachers, advisors, and outside experts.
3. Review at least some of what has already been written about the issue in question.
4. Restate the problem in the form of a hypothesis or research question; discuss the assumptions underlying the research project.
5. Select research procedures, materials, resources, etc.
6. Choose the best way to evaluate your results.
7. Collect data, analyze it, and evaluate your project.
8. Interpret the data and feed the information and insights back into your own teaching and to others, perhaps in the form of a workshop or a written report.

Data Collection and Analysis
Step seven on Nunan's list is a particularly important one: data collection and then analysis of the data. It is important to collect data which will provide the kind of information necessary to obtain useful results. There are different means to obtain a record of what happens in the classroom. Most are qualitative instruments:

(a) direct observational data: audio or video tape classroom behavior; fieldnotes of observers;
(b) self reports in the form of surveys, questionnaires, checklists, diaries or journals, and interviews with teachers and learners.

In addition, quantitative data collection can be carried out. For example, it is possible to count the amount of time it takes for students to respond to the teacher's questions (wait time), the types of questions asked by the teacher vs. the students, the amount of time teachers talk, to give just a few examples. Pre- and post-tests of students' proficiency before and after using a particular set of materials to look for change and progress may be used. It may also be possible to set up more elaborate experimental projects, although it has to be remembered that action research is anchored in what classroom teachers can do essentially on their own.

Once data have been collected, then the record of classroom behavior has to be analyzed. This may require that a transcription be prepared in the case of audio or video tapes of lessons. The major analytic tool is the use of observation schedules: lists of categories of classroom behaviors (e.g., asking questions, eliciting responses, praising, explaining) to classify teacher/learner behavior. There are a variety of such observation schedules, the earliest being

Flander's 1970 work, "Interaction Analysis," and then more recent ones such as Fanselow's FOCUS (1987) and the Sinclair and Coulthard (1975) category system. A recent development is the addition of discourse analysis as one of the methodologies for micro analysis, particularly of transcriptions. The analytic tools have become increasingly sophisticated in the effort to provide more appropriate procedures.

The Expert and the Language Teacher
Just where does all this bring us? Can the classroom teacher do serious research? Or isn't it really only the domain of the expert?

There are no easy answers to these questions. This overview itself is cursory and presents only a schema of the territory of classroom research. The bibliography at the end gives some suggestions of where one can start to read in order to secure a deeper understanding of CCR. Not a few experts in applied linguistics and in second language acquisition would argue that small-scale, action research projects cannot be termed "research." Yet others take the point of view that engaging in action research by classroom teachers is useful in developing a reflective, analytic approach to teaching. The main purpose of such research is to provoke thought about what happens in the classroom. Action research projects must, however, stop short of making strong claims about the validity of the results.

Here in Japan, the new Courses of Study from the Ministry of Education have been causing understandable concern among English language teachers. The new curricula are vague and without clear guidelines as to how to implement the revised aims and objectives. In addition to informing themselves through reading in certain fields of applied linguistics, junior and senior high school teachers may find that small action research projects may help them decide how to make the new Courses of Study come alive in their classrooms. This attempt at curriculum renewal can be seen as an opportunity for teachers to play a stronger role once they accept the need to be more actively engaged in the classroom learning environment.

Conclusion
As a tool for professional development, CCR, in the form of small, action research studies, can be very effective. It is through the process of carrying out small studies that the teacher becomes more aware of the classroom as a learning environment, and this awareness empowers the teacher to become a more effective decision maker about what goes on in the classroom. Research, with a small "r," is a way of helping teachers to help themselves.

Here are some examples of action research projects which have been done in Japanese English language classes. These are the kinds of questions which classroom teachers have posed and attempted to answer in the context of English language teaching.

1. If I introduce a greater variety of listening tasks, will the students' listening skills improve?
2. Which results in more learning, the deductive or inductive approach to teaching grammar?
3. Can TOEFL scores be improved by having students do more listening, take more practice tests, or memorize more vocabulary and grammar rules?
4. What can I do to keep disruptive students quiet in class?
5. Where and when can 1 use more English in senior high school language classes?
6. Is there a correlation between the amount of learning going on in my classroom and teacher's questions and students' talking time?
7. Is there a correlation between and among turn-taking, interruptions, and the gender of students in pair work in my class?
8. What strategies do students use when they have to read and find answers to comprehension questions in a limited time?

Action research can help both teachers and learners (they can be involved as well) recognize how fascinating a classroom is, and how complex the process of learning a language.

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Teacher-Research:
An Interview with Donald Freeman

by Steve Cornwell
Language Institute of Japan

SC: *Some readers may know that you taught in Japan from 1977 to 1982, first at the Language Institute of Japan and then at Procter & Gamble Sunhome Co., Ltd. During that period in your career were you interested in research?*

DF: When I was in Japan I wasn't involved in research; if anything I probably held a healthy skepticism about its value. I had the reaction, which is pretty common among teachers, that research had very little to tell me about teaching. It was often interesting and provided intriguing issues to mull over, but I felt that research didn't have a role to play in shaping what I did as a classroom teacher.

SC: *Why do you think teachers feel research isn't relevant?*

DF: When you read most of the research literature, researchers are often asked, "What are the implications of your findings for teaching?" And again and again we are told, "We don't know; that's not what we're looking at. We're looking at the phenomena itself. We're trying to understand, for example, how people acquire pronunciation or how a task-based curriculum leads to certain types of learning while a grammar-based curriculum leads to other types of learning. We are not ready to make the causal leap to talking about implications."

So, when teachers say research isn't very relevant to teaching, in a sense they're playing back what researchers have often said to them: "Our aim is not directly to improve teaching; our aim is to understand phenomena that cluster around teaching and learning."

SC: *How do we make it relevant?*

DF: I don't think research will become relevant to teachers until teachers themselves do it. That does not mean that teachers must learn how to indulge in the canon of research, or how to conduct what I would call high forms of research. For teachers to do research, we must redefine what research is in order to make it sensible and actively a part of teaching.

Teachers cannot simply be treated as delivery vehicles for research findings. We must recognize teachers as decision-making individuals who work in particular ways, for particular reasons. So if we really want to understand teaching and learning in the classroom, we must understand why teachers do what they do, as well as why learners do what *they* do, and how the two things come together.

SC: *Don't you think teachers need to learn how to do traditional forms of research?*

DF: No, not necessarily. While great traditions exist in research, I object to the notion that teachers must assume these traditions in order to generate knowledge. Teachers already know and generate knowledge by their very being and their very practice. What we need to do is to introduce a process which makes that knowledge public and opens it to scrutiny, and that is a process of being disciplined.

SC: *What do you mean by "discipline"?*

DF: By discipline, I mean asking yourself, "How can I examine this phenomenon in such a way that I can say, 1) 'this is *what* I looked at,' 2) 'this is *how* I looked at it,' and 3) 'this is *why* I'm confident of what I found out.'"

> "I had the reaction, which is pretty common among teachers, that research had very little to tell me about teaching."

SC: *You mentioned redefining research earlier; what is your definition of research?*

DF: The definition of research I find most useful in my work is the idea of research being disciplined inquiry. This phrase comes from Lee Shulman (Shulman, 1988), an American educational researcher. Disciplined inquiry is a kind of questioning attitude toward the world which is conducted within a disciplined framework.

For Shulman, "discipline" has two meanings: one is being methodical or doing things in a way that can be examined, and repeated, and the other has to do with fitting into a discipline or field of inquiry. These two meanings of "discipline" converge to define research.

Take the questions we get at my house from one of my daughters who is six, questions like "Why

is sugar sweet?" or "Why do Cheerios (an American breakfast cereal) float in milk?" Those are the beginning of research questions. The thing that makes them researchable is the fact she has a question about something that is compelling in her world, and that generates interest. That's the inquiry part of the definition.

However, the questions "why is sugar sweet," or "why Cheerios float" don't fit within a discipline or recognized domain of investigation as such. They may be questions for the breakfast table, but they're not discipline-based questions. Therefore, Shulman's second meaning of discipline is missing. There is no arena of established inquiry into which these questions fit.

Likewise in teaching, this second discipline is missing. We don't have a "discipline of teaching." Teaching is a vehicle for other subject matters or disciplines, so we talk about "teaching the disciplines" of math, science, or literature. The problem is that the knowledge which makes up the discipline of teaching itself resides in individual teachers. It's not a shared base of knowledge the way you have in sociology, psychology, chemistry, or biophysics. And because the knowledge is not publicly embraced, it's very hard for the questions teachers generate about their classrooms or their practice to fit into a larger realm of inquiry---a larger "discipline of teaching."

SC: _So, right now all we can do is act on the first meaning of discipline---the methodical inquiry---while we develop the second part---the discipline of the field of teaching._

DF: Yes, and the second part will be a by-product of doing the first. But unfortunately we've taken the fact that the discipline or larger frame of knowledge is not recognized, and we have said, "Well then, we can't define teaching as a research." Or we say that teachers can't do it. Or that in order to do it, teachers have to change what they're doing to become researchers, in order to fit into certain, existing conversations like the conversation of second language acquisition or the conversation of curriculum research, or whatever.

So instead of framing questions that you as a teacher want to research, you must make the question into something that fits a "discipline." This is why teachers tend to find research as something that is parallel or subsidiary to the teaching they do, but not part of it. But good teaching has always been based on inquiry. The fundamental inquiry is: What are my students doing? What are they getting from the lesson? What's going on here? How is this working? These inquiries can be pursued in methodical or in non-methodical ways. By pursuing them methodi-

cally, you start moving into research. You engage in an activity which I call teacher-research.

SC: _Well, you started to redefine research. Research, or disciplined inquiry, is a questioning attitude toward the world conducted within a disciplined or methodical framework. Now, how can teachers learn to do research?_

DF: If you're teaching, you are already doing research. Do not look at research as something other than what you do. Research is a certain slant or spin on what you do, but it isn't something different.

SC: _But surely there must be some differences? Are all teachers, by your definition, researchers?_

DF: The major differences between teaching and research are differences of inquiry and discipline, to use the framework we discussed earlier. As a researcher you ask questions and as a teacher you ask questions, and the questions are quite alike. For example, you may want to know why the kids in the back of the class are rowdy, or you may want to know if writing the instructions on the board after giving them orally makes group work go more smoothly or not.

These are all things that arise from your experience teaching. But if you only entertain these questions as you go about your work as a teacher, in my experience, you will probably never really address them. On the other hand, if you want to adopt a research perspective in your practice, simply say, "How can I examine this question in a disciplined way?"

SC: _How do we do disciplined research in our classrooms?_

DF: For instance, let's say you're interested in whether writing instructions on the board makes pair work go more smoothly. You try it in a junior high school class you're teaching. You find that when you just give the directions orally, it takes the students about five minutes to start what they are supposed to do, whereas when you write the directions on the board they usually get started in one to two minutes.

Then I say to you, "Well, how did you find that out?" And you say, "Over a couple of weeks I timed how long it took my students to get to work each time I gave directions one way or the other." Then I might ask you, "Do you think it had anything to do with the fact they might simply be getting used to doing pair work? Maybe it doesn't matter if you write instructions on the board or not?" And you say, "That's true, I hadn't thought about that. But if I go review the times for oral directions, and these times stay about the same---they don't decrease--- then I can be reasonably convinced that it isn't a

> While great traditions exist in research, I object to the notion that teachers must assume these traditions in order to generate knowledge.

matter of habit." And I say, "Why?" You answer, "Because if it were a question of habit, I'd expect that even the lag-time after oral instructions (which is worse than oral plus written) to decrease as the students became habituated."

So now we're having a full-scale research discussion about methodology and whether your data is accurate and your findings are robust. Then I can reply from my experience, and, through our discussion, we begin to establish whether there's any trustworthiness for me in your findings.

SC: *Is that why some teachers will say "I experience X" and others will say "No, it's Y?" It has to do with how the information computes, or the trustworthiness of the information for each teacher?*

DF: Yes, findings are either trustworthy or not trustworthy. That conversation is raised to a different level when one teacher says to the other, "Tell me how you got to that answer?" Then they're into a discussion about the discipline of that inquiry.

In the world, any finding is largely contextual. It's a question of the relationship between the context and the finding. Take medicine for example. No disease exists in a vacuum; it always exists in a human being who has lots of other things going on. Patients may be physically strong or weak. They may be smokers; they may be non-smokers. They may exercise; they may not. All of these contextual factors have an impact on how the disease plays itself out. So even if you take medical knowledge which is research-derived, when it is enacted in the practice of medicine, one has to take into account contextual factors.

The same is obviously very true for teacher knowledge. So it makes a lot of sense that teachers need to assemble their own contextual understandings. The more teachers do that, and the more they make public what it is they know in order to do what they do, the more they enter into questions of validity.

Unless we stop making research something other than teaching, we'll never accomplish this development of a discipline of teaching and we'll never get teaching out of it's role of being a delivery vehicle for other things, rather than a set of understandings in it's own right.

SC: *How do we stop making research something different from teaching?*

DF: Teachers must accept the fact that what they know and the understandings and explanations they generate through their own experience are no less rigorous, no less true, no less valid, and no less interesting than those that are found out through the processes which we normally call "research."

However, I don't want to go on record saying that anybody's impression or hunch about what goes on in a classroom constitutes research. What I will say is that when teachers engage in a particular stance towards their practice, which I would call a stance of disciplined inquiry, then they are engaged in a process of research.

SC: *Are there any obstacles to teachers conducting this type of research?*

DF: I think that the major obstacles to teacher research lies in two places. One lies in the research community beginning to accept a much broader definition of the role that research can play, particularly in the improvement of practice. This will involve the research community becoming more open in their thinking about the essential functions of research, and not being hung up on specific types of procedures and methodology.

The other obstacle lies with the teaching community to declare, "This is something we're capable of, this is something we're interested in, and this is something we've got to do." And teachers have got to become definers of research because the bottom line is, as long as teachers let other people define what is important, they will continue to be the recipients of other people's knowledge. Teachers will continue to have policies made about them and licensing requirements set for them. And they will continue to have their professional lives regulated and dictated by people who are not teachers.

Here the history of the medical community is instructive. That community took control of its own definitions, which was directly linked to taking control of its research functions. During the early part of this century in the United States, (1890-1920), the development of what was called the "John Hopkins model"---4 years of general medical education, followed by internships and residencies in hospitals---was tied to the growth of research in teaching hospitals. Through these actions, the medical community said, "We're going to define what medical knowledge is and therefore what you need to know to be a doctor." (See Starr, 1982.) Until teachers begin to move in the same direction, I think they aren't really going to appreciably change the conditions of their professional lives. So in that sense, teacher-research is really a socio-political agenda to redefine who controls teaching.

SC: *I know you've designed and introduced a course, Research in Language Teaching, for the graduate program at the School for International Training. Why do you feel it is important to introduce graduate students to research? Does it have anything*

> "If you're teaching, you are already doing research. Do not look at research as something other than what you do."

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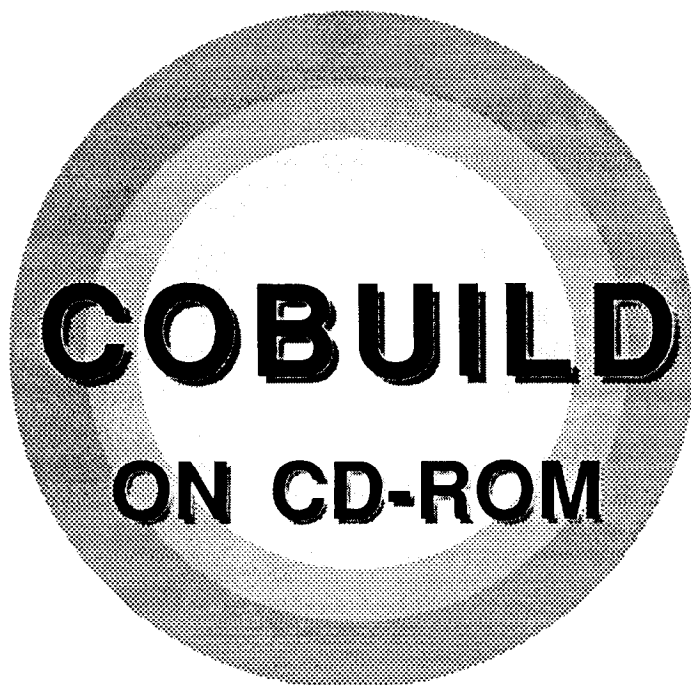
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to do with overcoming the obstacles you just mentioned?

DF: The course came about for a couple of reasons. The faculty felt that anyone entering the field of teaching needed to be a sophisticated consumer of research, which is probably not a very controversial statement. Even though it may not influence directly what they do, it's important for graduate students and people entering the teaching profession to understand how research is put together, how research is read, and how to understand what is there. However, I think that there is something actually much more fundamental than that. It's important for teachers-to-be to understand how to produce research that is relevant to them and their own practice, how to produce disciplinary knowledge of teaching.

SC: *How can we do that?*

DF: It means redefining the research process as we know it. The research process has largely been grounded in what is known as a positivist paradigm (Shulman, 1986; Chaudron, 1988). The positivist paradigm looks at causal or correlational relationships and tries to establish why things happen. This leads to statements about the generalizability of a finding, about its reliability---all questions that frame validity.

In education generally the positivist paradigm is, I think it's fair to say, somewhat beleaguered. Many people argue that schools, classrooms, and human interactions are far too complicated to understand mainly through causal or correlational matrixes. These people say that in fact you have to look at a much more layered texture, what is sometimes called "thick understandings or descriptions" (Geertz, 1973) of what's going on. These descriptions are not going to explain causes/effects, but they may describe relations or how things fit together. Therefore questions of validity are very different.

The question is no longer how generalizable are these findings; in the words of Elliot Mishler, a researcher at Harvard Medical School, the issue is really how trustworthy are these findings (Mishler, 1990). Do I feel that they have the ring of truth based on my experience? All of which goes back to what I said earlier. I think teachers need to start to define findings that are trustworthy according to their own sense of truth and their own sense of validity. This does not mean that there will not continue to be a role for research outside the classroom; there most definitely will. However I think there will be an increasing role for research which springs from teachers' questions and understandings and practices, research which is done by teachers because

there are issues that one cannot have access to as an outsider. If you really want to understand the complexities of teaching and learning, you have to in some way be part of it.

This is why I think there is a difference which is important to make between classroom research, teacher-as-researcher, and teacher-research.

I'd define "classroom research" as research about a classroom, with no statement made about *who* does it.

"Teacher-as-researcher" is a statement about the teacher assuming a researcher's role, within her classroom. Sometimes in general education, this involves pairs of teachers and researchers collaborating such as Cazden and Mehan (1979), or Maggie Brown Cassidy and me (1992). These collaborations are very useful because there are two sets of eyes examining what is going on in the classroom.

"Teacher-research" is yet another incarnation of that relationship; it is the one I'm interested in. Teacher-research is when teachers start to redefine research as a function of their normal lives in the classroom; I think it is a critical step in transforming education from a practice of implementation to a practice of understanding learning.

As a teacher, questions are there when you watch what's going on in the classroom. To nudge these questions over into the realm of teacher-research you need some skill on how to be methodical and you need a community, a sense of collaboration and interaction with other people. Teaching has been called an "egg-carton profession" (Lortie, 1975) where each teacher goes into her own room and closes the door and that's it. The conversations in the teachers' room are about what you're going to do over the weekend or whether the xerox machine is working; they're not generally about the learning and teaching that goes on in your classroom. This forestalls inquiry into teaching. The social organization of teaching has to be rethought if we are going to foster inquiry in schools and make understanding, rather than implementation, the foundation of teaching.

SC: *In teaching you may start with a question and work on explaining it, and come up with more questions. Take, for instance, your example of oral vs. written instructions in the junior high class. So then you might restructure your approach. It may take many adjustments of your questions before you get an answer and you're ready to present your findings.*

DF: Yes, that's right. I'd like to make a distinction here between inquiry and questions. Many times, as a teacher---and as a human being---you start with an

> "... as long as teachers let others ... define what is important, they will continue to be the recipients of other people's knowledge ... and ... to have their professional lives regulated...by ...[non]... teachers É"

inquiry which isn't always articulated in your own mind. It does not yet exist in the form of a question; it could just be something that bothers or puzzles you.

Dick Allwright (1991) talks about puzzles in teaching which I think is a very good metaphor. The minute you talk about problems-as many who write about action research in our field tend to focus on-you talk about examining weaknesses and finding solutions to make them right. But the role of research is not to answer "questions," the role of research is to develop explanations about things, and that's somewhat different.

When I talk about inquiry, or Dick Allwright talks about puzzles, we're talking about what engages you as a teacher, what you think is going on in your teaching. Out of that may flow a question which refines the inquiry. Then, as you go through that process and you start to assemble information to develop an explanation or a response to that question, it's going to generate other questions. So inquiry is the state of being engaged in teaching; questions may or may **not** flow from it.

Eventually, you need to make public the inquiry. In process writing, we talk about publishing. But publishing isn't simply creating a written copy that others can read; it starts all the way back after you've written your sloppy copy or discovery draft. You get together with a partner and you read it aloud; that act of voicing your text is publishing. I think we need a concept akin to publishing that we can use within the framework of teacher-research, a time when teachers voice their findings and enter into conversations about them.

SC: So are we talking about writing an article or presenting at a conference?

DF: No, it is not necessarily going to a conference and making a presentation. It may be a study group of teachers getting together over pizza and beer every Thursday evening to talk about inquiries that are going on in their teaching. There's a well-known group in Boston, "The secondary schools study group," that has met for years in just this way (MacDonald, 1992). They have followed different types of inquiries; for a long time their vehicle was writing vignettes of something that had happened in class. They'd come in, read and talk about their vignettes, about what went on and why they thought it had happened. Now I'd argue that the methodicalness here lies in writing and sharing the vignettes. It is a process which allows for challenge, for examination, and for conversation.

For teacher-research to really bloom, teachers have to feel free to develop their own genres for expressing and publishing what they find. Those genres can be coffee klatches, or beer meetings, or writing poetry. They're going to be far broader than the traditional research articles that you find in the *TESOL Quarterly* or the *JALT*

Journal. Only in this way can we fully engage in understanding learning through teaching and in conveying those understandings to fellow teachers.

I would like to thank May Scholl for her helpful comments on this article.

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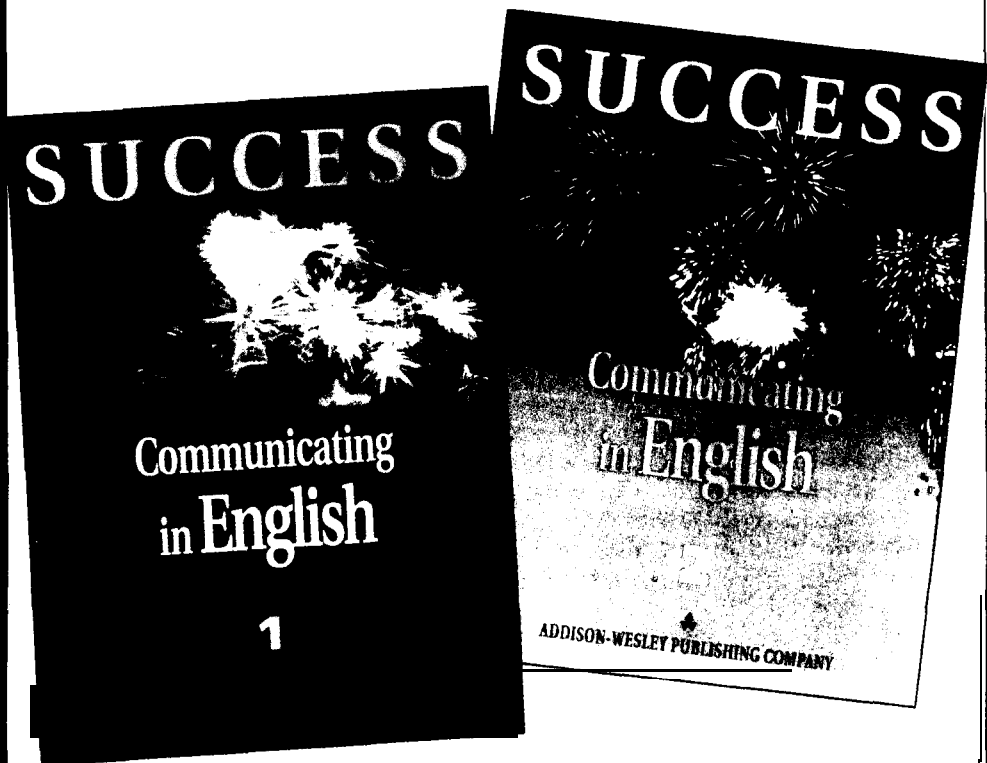
Using Japanese Libraries to Do Second Language Research

by Michael Busch
Kanda University of International Studies

Using Japanese libraries to do second language (SL) research is difficult, but not impossible. Researchers with time and patience can find the journal articles, books, conference presentations, book reviews, and other resources necessary to investigate a wide range of topics related to second language acquisition. Time and patience, however, are key.

Overcoming Barriers: Japanese University Library Policies and Practices

There are many barriers to using Japanese university libraries which must be overcome before conducting research. The first problem is access privileges. In general, Japanese university libraries are closed to outsid researchers. Only those with a school affiliation or, in many cases, the department itself are allowed access to the main library and departmental reading rooms. Nevertheless, researchers from other schools can obtain permission to use another university's library by going to their home school librarian and requesting a *shokaijo* or letter of introduction. The letter must give the visiting scholar's name, school affiliation, area of interest, purpose, and the date of the visit. Researchers intending to visit another school's library must plan in advance and know exactly what they are looking for. (In practice, once inside the library it is possible to move around freely.) Another way to gain access is to ask a faculty member of the school to provide a letter of reference. If it is not possible to obtain a letter of introduction or reference, appeal to the head librarian directly.

Another barrier to conducting research is locating SL-related materials on campus. A university's main collection is usually oriented toward undergraduates, so the collection will typically contain books and journals for general undergraduate use (Takayama, 1988). Research journals, such as *Language Learning* or the *Journal of Educational Psychology*, are kept away from the main collection. Individual university departments, particularly at older schools such as the University of Tokyo, will maintain specialized collections relevant to their particular field. Thus, in practice, a department of education or linguistics will each have its own collection in a separate building. This practice is especially true of university departments related to education, psychol-ogy, and linguistics.

Lending policies differ from school to school but, like access privileges, borrowing privileges are usually difficult to obtain. There are two ways to circumvent this barrier: using the school's copying service or going through interlibrary loan (ILL). Both means of obtaining information have their inherent problems. The use of copying services is widely available, but it requires specific knowledge of the materials as well as costly copying fees. Many times a journal article does not contain the expected information or is not what its title advertised. In effect, using copying services is buying something sight unseen. Unless you are sure of the material's contents, copying services are not recommended.

The ILL system of university libraries is a recent phenomenon and many libraries still do not participate in ILL. A computerized ILL system is currently being developed by the Ministry of Education to be used by universities and research centers and will become more extensive in the near future. The cost of using ILL varies according to individual library charges and postal rates. The average time to receive an ILL book is 4-6 weeks. ILL, however, is perhaps the most viable option for researchers living in rural areas of Japan. ILL services are also available through overseas libraries through the assistance of a researcher's home library.

Resources for SL Research at Japanese Libraries

Numerous resources related to second language acquisition are available in Japan. While a complete list is beyond the scope of this article, a brief description will be provided of the more ubiquitous sources.

Because second language acquisition is a relatively new discipline, changes in the field happen quickly. Consequently, the most current SL journals are a primary source of information. The five major journals of the SL field, *Studies in Second Language Acquisition, Applied Linguistics, Language Learning, Second Language Research*, and *TESOL Quarterly* are widely available (as are others), but scattered among different libraries. Researchers need to consult their home school librarian who can consult with library directories that list the location of particular journals.

Even if a university library has only a small collection of SL serials, they are likely to carry abstracting journals and indices which publish abstracts of articles put out by hundreds of differ-

ent journals. Of particular relevance to second language acquisition are *Second Language Abstracts, Second Language Instruction and Acquisition, Linguistics and Language Behavior Abstracts,* and *Educational Resources Information Center (ERIC).* Researchers can use these sources to keep up with the field or investigate special topics. Abstracting journals are also obtainable by mail at a cost similar to other journals or through Japanese bookstores such as Maruzen or Kinokuniya. Recently, abstracting journals and indices have been put on CD-ROM for use by library patrons.

SL-related books, like journals, are also scattered throughout the Japanese library system. Because each library has its own unique collection, researchers will have to visit individual libraries to find what they need. However, the size and uniqueness of the Japanese EFL market means many current SL-related books can be found at large Japanese bookstores which, in some cases, carry a publishing company's entire line of SL -related books.

Two unconventional sources for locating information that can facilitate library research involves networking. University professors in Japan traditionally maintain large private libraries and then provide materials to their students and colleagues (Takayama, 1988). Researchers would do well by getting to know those academics involved in their area of interest, and asking who might have a particular journal or book.

Using a computer modem for professional networking is a norm among academia around the world. SL researchers can communicate with fellow researchers located anywhere in the world and discuss issues, ask questions, or discover new references. A main advantage to using modems is the inexpensive cost of sending messages both domestically and abroad. One forum for contacting others in the SL field is TESL-L, a computer bulletin board located in New York City. TESL-L, sponsored by the International English Language Institute of Hunter College, is composed of 1400 members from 48 countries. TESL-L participants are working ESL teachers and academics who communicate via computer modems on just about every topic concerning second language acquisition. The best aspect of TESL-L is that it is free to use. (To join TESL-L send the message ÒSub TESL-L <first name last name> to *listserv@cunyvm.bitnet* or *listserv@cunyvm.cuny.edu.* McGuire (1992) provides information about electronic bulletin boards in Japan.

> "One forum for contacting others in the SL field is TESL-L, a computer bulletin board ... sponsored by the International English Language Institute of Hunter College ... The best aspect of TESL-L is that it is free to use."

Japanese Librarians

According to Takayama (1988), Japanese librarians have little or no training in library science and are viewed by the school as clerical help rather than full-fledged professionals. Librarians are expected to maintain collections; helping a researcher is secondary. Researchers should not anticipate a free flow of information about the home library's services or a high degree of knowledge about SL resources. Communication and persistence are imperative to finding out information. Nevertheless, librarians are very familiar with their own collections and are willing to help when asked.

Not in One Place

Ultimately, researchers need time and patience to be effective. Those looking for one library in Japan with extensive holdings of SL-related materials will be disappointed. It is necessary to visit more than one library in order to locate both journals and other sources of information. Yet, taken as a whole, Japanese university libraries contain as much information pertaining to second language acquisition as many of their overseas counterparts. The key is to build a network of resources. Get to know your librarian, discover what libraries have, gain access, and develop lines of communication with others in the field.

Perhaps the library situation in Japan is best summed up by a Japanese university professor who was asked where to find the best collection of SL related materials. His reply was simply, "In one place?"
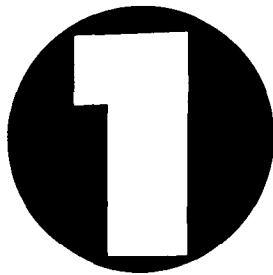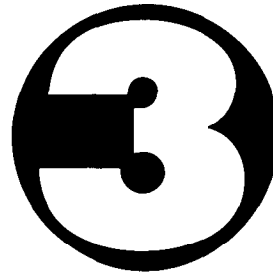
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Michael Busch *has an MA in English as a Second Language from the University of Hawaii at Manoa.*

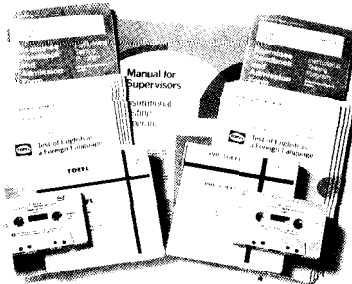**YOU GIVE IT.** **THEY TAKE IT.** **WE SCORE IT.**

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The Art of Language Research

by Dale T. Griffee
Seigakuin University

The trend toward second language teachers initiating and executing their own research, especially classroom-centered research, is growing. This trend, however, might challenge and perplex classroom teachers who lack training in research methods. The purpose of this paper is to address teachers who consider themselves unprepared for the task of research but who are intrigued about the possibility of using research to investigate their teaching situation, or who want to base their teaching practice on more than personal opinions and past experience. Five stages, or processes, will be examined. These are getting the idea, checking the background, doing the research, writing the report and publishing the results.

This article will draw on a recent research project, "Student Originated Goals and Objectives" or SOGO (Griffee, 1993) to explain and illustrate the five stages. By combining examples and insights from an authentic piece of classroom-oriented research with a research paradigm, it is hoped that a classroom teacher can use the results to examine his or her own classroom with a view towards generating a simple, practical, yet theoretically-grounded research product.

Getting the Idea

For teachers new to research, getting the idea can be a major problem. Where does a research idea come from? Most research begins with a simple idea which might be noticing something or wondering why something is the case. I will suggest two general ways one might find a research idea. One way is to slow down and pay attention to what is happening to you, to your teaching, to your class and to your students. Robert Persig (1974, p. 280) writes about this process with reference to a motorcycle and its maintenance, but we could apply his advice to teaching as well. He says:

> Just live with it for awhile. Watch it the way you watch a line when fishing and before long, as sure as you live, you'll get a little nibble, a little fact asking in a timid, humble way if you're interested in it. That's the way the world keeps on happening. Be interested in it.

The point is not so much, I think, to decide to be interested in something new and exotic, as to slow down, reflect and allow yourself to become interested in some aspect of what you are doing and experiencing now. Another way to get a research idea is to pay attention to the areas of pain and frustration in your teaching. The Student Originated Goals and Objectives pilot project mentioned earlier came about as a result

of my experience of pain combined with a faculty meeting which forced me to slow down. First I will explain the source of the pain and then I will explain the event which caused me to slow down.

My pain came from students in my university classes who were unresponsive. Their unresponsiveness seemed to me linked to how they were sitting. When I asked my first and second year university students to sit in rows, they all sat at the extreme back of a long, narrow room where I could barely see them. When I asked them to sit in a large square arrangement near the front of the room, the group was too large spatially for me to control. When I asked them to sit in small groups, they chatted freely in L1 about who knows what. Now matter how I asked them to sit, they would move and ignore me and the lesson. I couldn't stand the idea of their going back to the "sitting in the back of the lecture hall mode," but small group work wasn't doing the job either. I wanted them to continue working in small groups, but their assignment would have to be clearer and more relevant to them. Clearly, I was in pedagogical pain.

Slowing down came at a teacher's meeting that I didn't especially want to attend. A senior administrative official was reading a paper on curriculum goals. I was a captive audience and couldn't escape. All I could do was sit, feel sorry for myself, and wish that I were somewhere else doing something productive such as solving my teaching problems. The official read his paper and I stared at the wall. He concluded his paper by saying that students would benefit most if they accepted the institutional goals as their own. Something about his remarks struck me, and as I sat there I began to reflect on whether it would be possible for students to articulate their own goals. If I were to assign them to come up with their own goals for the class, they would have a concrete assignment that would demand their full attention. This also addressed my concerns that my students required relevant materials. My research idea was born from a union of wondering what to do with student groups and wondering if students could make their own goals. I was motivated by the pain of failed classes and intrigued by a statement which caused me to wonder about the types of goals present in a classroom.

Pain and intrigue, however, are not enough. A research idea has to be focused by putting it in the form of a question which then can be answered. Since I was at the beginning stage and interested in exploring the idea, I decided that my two research questions for the SOGO study would simply be: 1) Can Japanese

students studying in Japan articulate their own learning goals for a university level, general conversation course; and 2) What steps and procedures are helpful or necessary in student goal setting?

Checking the Background

After a research question has been formed, you must check the background. Investigating the background of an idea, sometimes called a "literature search" or a "literature review," means finding out who has written on the subject and what they said. How does a new researcher check the background of an idea, especially if the researcher lives far from a convenient library? (See Busch, 1994 this issue). Let's imagine a teacher in a small town where there is no library and no bookstore. For the purposes of this article, let's call this teacher Sue. Sue belongs to JALT and therefore receives both the *JALT Journal* and *The Language Teacher,* but since Sue joined JALT a few months ago, she has only one issue of the journal and four back issues of *TLT.* Recently Sue has become interested in learner training and learner strategies. She would like to learn more about these areas, incorporate some learner training in her classes and then write an article for *TLT* before she tries her hand at a more research-oriented journal article. Following are four concrete actions Sue can take to find the background material she wants.

First, Sue can attend the next national JALT conference and plan to spend some time in the publisher's display area. Every national JALT conference provides an extensive publisher's display area staffed by publisher's reps. These reps are willing and often able to help you find reference material. Second, Sue should join an international teaching organization such as IATEFL (International Association of Teachers of English as a Foreign Language) which is U.K.-based, or TESOL (Teachers of English to Speakers of Other Languages) which is U.S.-based. (For information on IATEFL see the back of your last *TLT,* and for information on TESOL see Davis, 1983, p. 40). Sue is now ready to go to an international conference and visit libraries in the country in which it is being held. At one TESOL conference, I discovered the Educational Resources Information Center (ERIC) which was doing free computer searches and was able to increase my reference list.

Third, as a JALT member, from time to time Sue receives catalogs from publishers. These catalogs prominently display textbooks. Sue may think that textbooks are the sole content of the catalogs. Not so. She can collect these catalogs and study them because, in addition to textbooks, they also list all the teacher reference books published by the company.

Fourth, when attending a JALT chapter meeting or a national conference, Sue should plan to network. Networking means finding and meeting professional colleagues who share similar circumstances and interests for the purpose of collaboration. This is where your research question comes in handy. You have to know your question to be able to judge which presentations to attend to search for fellow networkers. Not everybody you approach will be able or willing to help you, but some will be able to give you general advice and concrete help.

Doing the Research

This is the empirical part of the research. It is not necessary for Sue to have a background in statistics, but it might be helpful for her to measure or count something.

In the pilot study of SOGO, I created an exercise with five questions about goals and objectives. I gave this exercise to two of my university classes. By good luck, a group of high school students from British Columbia, Canada were on campus for a few weeks to study Japanese language and culture, and I gave them the same exercise. One of the questions I asked both my students and the B.C. high school boys was, "What are your goals for this course?" By counting the various types of answers both groups gave, I was able point out that both NS (native speakers) and NNS (non-native speakers) tend to give the same kind of answers to that question, namely, answers that are vague and general. That conclusion suggests that my students have trouble with stating their goals not because they are Japanese, but rather that both NS and NNS need specific training in goal formation.

This data provided the partial basis for an answer to one of my research questions. It also provided the basis for a discussion of the issues and possible avenues for future research on SOGO.

> "For teachers new to research, getting the idea can be a major problem. Where does a research idea come from? Most research begins with a simple idea which might be noticing something or wondering why something is the case."

Writing the Report

Writing your research has two aspects the researcher must pay attention to: *genre* and *process.* Genre refers to types of writing. A play is one genre and a novel is another. A research article is also a genre with its own form and rules. The SOGO study is a research article and follows those rules whereas this article is not a research report and is not following those rules.

There are two ways to become familiar with the research article as a type of writing. One way, "the slow soak method," is to extensively read the research literature in the area that interests you and, as

you read, to notice how the report is written. Another way is to read what others have written about how to write a research report. Three books that have helped me are *Understanding Research in Second Language Learning* (Brown, 1988), *Genre Analysis* (Swales, 1990) and the *Publications Manual of the American Psychological Association, 3rd rd,* (1983) also known as the "APA manual." Brown is helpful because in chapter five he describes the sections of a research paper. Swales is helpful for the same reasons, especially for a detailed analysis on page 137 of how to write the introduction of your paper. Both TESOL and JALT require the use of APA style when submitting manuscripts for publication consider-ation, and the APA manual can be very helpful. In addition to answering questions about reference citation forms, you are shown how to do more obscure things such as formatting tables and figures.

Process refers to the idea that a written report is a product that comes about as the result of a process. A research report, as is true with any piece of writing, usually involves several drafts. Drafts come about as a result of conversations and feedback from friends and colleagues. These friends, as well as the persons who decide to accept or reject papers for a journal, can all be referred to as editors. You can't expect your editor-friends to know as much about your subject as you, but you can expect that they can point out what is unclear to them as readers.

As a result of doing your research, you may learn something of interest about yourself. It is helpful, for example, to discover whether you are a holistic or a serial writer. Holistic writers mull things over in their heads for a time and then sit down and produce a nearly finished product. Serial writers, on the other hand, produce a rough draft which is revised several times. I am decidedly a serial writer, and the SOGO report is now at draft six. (Needless to say, I am a computer and word processor fan.)

Conclusion: Publishing the Results

Publishing is part of the research process. Publishing your research means you are no longer content to sit on the sidelines but that you have decided to participate in the on-going conversation among teachers interested in your area. There are two ways of publishing your research results: verbal and written. These two ways are, of course, not mutually exclusive. Verbal reports or reading your paper can be done for school committees, teacher's meetings, or conferences. The SOGO study was read to a group of teachers at my school who promptly tore it up, thereby suggesting some areas of improvement and, of course, another draft.

Publishing your research in written form is usually done in academic journals such as the *JALT Journal,* but *The Language Teacher* also accepts short empirical, data driven articles (see Griffee, 1993). Currently JALT is forming national special interest groups (N-SIGS), most of which are starting their own newsletters, such as the Material-Writers SIG. New publications are usually looking for articles, and a new researcher would do well to look into these possibilities.

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How to Look More Closely at Interaction in Your Own Classrooms

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Introduction

Suppose you were assigned to a new class, where you happened to have totally different learners: one, an out-going, active participant, and the other, an introverted, reticent eavesdropper. Your intuition as a teacher would immediately tell you that the go-getter would prove to be a better learner. But to your dismay, the latter student got far better scores in the achievement test at the end of the first semester. Now you wonder if the overt active participation demonstrated by the out-going learner was really a good indictor of learning, or whether the achievement test you gave was a failure. So, you begin looking more closely at these two learners in the second semester, attempting to see if your intuitive assessment was correct this time, or if other answers can better explain what you are witnessing.

This is exactly what researchers do when they start carrying out their investigations. Both researchers and teachers are similar in that they have problems for which they want an answer or answers, and they try hard to make clear the processes involved in classroom interaction to solve those problems. If there is any difference between teachers and researchers, it is in the ways they go about solving their problems and what they do with the results. Researchers always try to be systematic and make their findings public, whereas teachers are usually more intuitive and do not bother to write up their findings for public perusal. In this paper, I will explain how teachers can start looking more closely at interaction in their own classrooms.

Where do Research Questions Come From?

Turning back to our two learners with different participation patterns, a general question would be something like, "What is the relationship between students' active participation and their achievement?"

In this case, the general question came from our daily work---our own experience. General questions can also arise from reading such books as *Understanding Second Language Acquisition* (Ellis, 1985) and *Introduction to Second Language Acquisition Research* (Long & Larsen-Freeman, 1990), and other people's research, which can also work as a catalyst to formulate general questions. Prestigious journals such as *ELT Journal, SYSTEM, TESOL Quarterly, Studies in Second Language Acquisition, Language Learning,* and *Applied Linguistics* are perhaps the foremost sources for novice researchers to turn to, in the order I presented, to see what other people are interested in and how they conducted their studies.

Narrowing the General Questions Down

Once we formulate our general questions, the next step is to narrow them down to researchable questions or hypotheses. This requires tighter definition of the concepts and terms. Take our general questions, "What is the relationship between students' active participation and their achievement?" for instance. What do we mean by the term "active participation"? Does it mean the student raises her hand very often, or does it mean she talks a lot in class, or does it mean she cooperates with her pair or group members in classroom activities? What about "achievement"? Does it refer to the scores the student gets on the test you gave, or is it going to be the gain score in her "general language proficiency" measured by a test like TOEFL?

What we should bear in mind here is that these types of definitions can vary from person to person, and we can never be sure we all share the same notions. Therefore we must clarify what we mean by our terms at the outset. Defining terms is important to make certain that our readers understand the terms we use. Defining terms is also important for our own sakes to make clear what kind of data we must collect. Let us assume we define our term "active participation" as "frequent hand-raising." Clearly what we will have to collect is the data on frequency (number of times hand-raising behavior occurs).

As previously mentioned, definitions of terms can vary from one person to another. This means that if definitions we give to our terms are our own, very few people would agree with us. Although it is perfectly all right to have our own definitions, it is a good idea to go and look at an overview book such as *Second Language Classrooms* (Chaudron, 1988), and see what has been done in which area, and examine in what way people set about doing their research and how they defined their concepts and terms.

How specifically our terms (and therefore, our research questions) should be defined depends on the nature of our research. If it is data-driven and interpretative, involving discovery or description of the patterns or relationships found in classroom interactions, research questions can be as general as "What is the relationship between the students' active participation viewed in the light of their hand-raising behavior and their achievement test scores?"

However, if we intend to conduct confirmatory type research, which is usually theory- or hypothesis-driven, research questions should be narrowly focused so we can investigate the targeted features systematically. Therefore, our sample question must be further narrowed down to more specific research question(s), or hypothesis(ses), such as:

The more frequently a student raises her hand, the higher scores she will get in the XYZ achievement test.

Collecting Data

Once we define our terms and narrow our general questions down to more specific research questions or hypotheses, and select a specific design for our research consistent with the focus of our study, a decision about data collection procedures becomes our practical problem, and feasibility becomes our imminent and foremost concern. For example, returning to our "active participation" project, suppose we decided to count our students' hand-raising behavior, and for that purpose, installing some video cameras to record the entire lesson(s) became a necessity. They should also be hidden from view because cameras are intrusive, and their mere existence might change students' behavior. Is it feasible logistically and/or financially?

Problems of feasibility can also arise from the nature of the subjects we have (students who are available for our study). For instance, if our students are shy, quiet Japanese adolescents or adult learners who are not in the habit of raising their hands, our definition of "active participation" as "frequent hand-raising" might be problematic.

In both cases (instruments and subjects), we will have to either think of other ways to collect data or go back to the original definitions or research questions/hypotheses again and reformulate them. So, with our introverted, reticent Japanese students, we change our definition of "active participation" into a reference to "the number of times they produce some meaningful utterances in group work." In order to investigate this, we put a tape recorder in each group, record their activities, transcribe the tapes, identify each student's utterances, count the number of "meaningful utterances," and compare that information with their test scores. We have, then, in a way, successfully reformulated our definitions to make our study feasible.

Of course, whether or not this definition is valid is another problem. Both the definition of the feature(s) we intend to measure and the selection of behaviors which are indicative of the feature(s) usually depend on current theories of language and language learning. Inevitably, these involve complex and controversial issues, which will have direct implications for what will be considered valid data. Further discussion is beyond the scope of this article, but one thing should be clear. That is, "consistent definition of concepts and terms, and appropriate selection of

their indicative behavior" determines the quality of the data, and thus, of our research.

Planning Well Ahead

Once we start collecting data, and we discover that something was wrong halfway through, our study can suffer irreparable damage. Suppose we conducted a research survey, but laboring under the pressure of work and a tight schedule, absent-mindedly forgot to put a Male/Female column in the questionnaire. Depending on the nature of that survey (e.g., if, for example, the purpose of it was to investigate Male/Female preferences toward British or American English), we will not only have to abandon the data, but our precious time and effort will have gone down the drain. Instruments, be they tests, observations, survey questionnaires, interviews, or diaries, should also be well thought out and planned, and most importantly, pilot-tested. *Validity* (Does our instrument measure what it is supposed to measure?) and *reliability* (Does our instrument produce consistent and accurate results?) are the most important criteria for assuring the quality of data collection procedures, which in turn decides the quality of our research.

For a further discussion of validity and reliability, readers are referred to *Second Language Research Methods* (Seliger & Shohamy, 1989).

Analyzing Data

Selection of a specific analysis technique depends mainly on the nature of research questions, research design, and data types. In other words, certain types of data lend themselves to certain types of analysis procedures. The book mentioned in the previous section, as well as *Understanding Research in Second Language Learning* (Brown, 1988) will prove helpful.

Here, let me turn to my own small study conducted early this year, and explain how I carried it out following the steps thus far delineated.

Background of the Study and Research Question

It has been accepted now that "comprehensible input" is necessary, though not sufficient, for language acquisition. Several ways of making our output comprehensible to our students have been suggested: through "contextualization and simplification" (cf. Krashen, 1985), and "interactional modifications" (cf. Long, 1983).

As a teacher-cum-researcher, I have long wondered if teaching how to use interactional modifications (i.e., clarification requests, confirmation checks, comprehension checks, self-repetitions, and other-repetitions), and providing opportunities to actually use them with encouragement by the teacher, have any effect on learners' output. Therefore, this general research question of mine derives from both theoretical and pedagogical considerations. Since I was interested to see what possibly gradual changes

might take place in the learners' output, I set out to do a longitudinal study by posing a more specific research question:

What kind of effect does providing both direct instruction on the use of incomprehension signals (specifically clarification requests and confirmation checks) and opportunities to actually use them with encouragement by the teacher in jig-saw pair practice activities over a six-month period have on learners' output in terms of number of pushdowns (i.e., the number of negotiations) (Varonis & Gass, 1985), overall grammaticality (Pica & Doughty, 1985), and incomprehension signals and subsequent reformulations (Pica, 1992)?

Here, as you can see, I have narrowed down my definitions of what I mean by "incomprehension signals," "opportunities to use them" and "features of interest in the learners' output" by borrowing definitions from previous research.

Subjects and Data Collection

A total of 24 Japanese EFL learners (age 25 - 28, employees of Panasonic) participated in the study. Their English abilities, based on TOEIC results (Test of English in International Communication), ranged from 350 to 450, resulting in their being enrolled in two randomly assigned twice-a-week elementary level classes (12 members in each class), and these two classes became my control and experimental groups. For six months, in both classes, an abundant amount of information-gap and jig-saw activities were used. The only differences between the two classes were that, in the experimental class, direct instructions and reminders on the use of incomprehension signals (explanations of what they are and how they are used) were provided before each class activity and whenever it was felt feasible and appropriate, whereas, in the control class, no direct instruction nor encouragement to use these signals was made. Data were collected five times during this six-month period in actual classroom meetings: first, at the beginning of the first class, to see if there was any difference between the two classes; second, in the third class meeting, to see if there were any immediate effects; third, two months later (in the 16th class); fourth, four months later (in the 32nd class); and finally, at the end of the study (in the 48th class). On each occasion, student pairs were randomly formed and were asked to sit face to face (as in their classroom activities) with a tape recorder by their side and talk about assigned topics (e.g., "My hometown," "My childhood days," "My first love," "My most unforgettable experience," and "My most unforgettable person or thing").

Data Analysis

The first ten minutes of all recorded data were transcribed and analyzed in terms of number of push-downs, overall grammaticality, and types of incomprehension signals and their subsequent reformulated productions. The result I am reporting here is from data collected two months after the study began, analyzed in the light of overall grammaticality. Table 1 below shows the difference in overall grammaticality between the two groups. (Grammaticality is defined, following Pica and Doughty (1985), as the proportion of grammatical (error-free) c-units out of the total number of c-units. A c-unit was defined as "a word, phrase, or sentence that in some way contributes pragmatic or semantic meaning to a conversation" (Duff, 1986, p. 153).)

Table 1. The total number of c-units, grammatical c-units, and grammaticality

	Grammatical c-units	Total c-units	Grammaticality (Grammatical c-units/Totalc-units)
Control group			
Pair-1	16	54	
Pair-2	14	60	
Pair-3	23	56	
Pair-4	15	45	
Pair-5	14	57	
Pair-6	22	51	104/323=32%
Experimental group			
Pair-1	34	59	
Pair-2	42	54	
Pair-3	39	57	
Pair-4	41	56	
Pair-5	39	48	
Pair-6	36	71	231/345=67%

Due primarily to the small sample size, it may be unwise to suggest that this result can be ascribed to the two-month period of provision of direct instructions and opportunities to use incomprehension signals (e.g., Pardon? / What do you mean by that? / ... Is that what you mean? / etc.), plus encouragement by the teacher. However, it appears that the experimental group subjects began to produce more grammatical utterances, a phenomena not evident in either the first data collected before the treatment or in the second data collected in the third class meeting.

Act of God: Mortality

As a researcher, I would have been on cloud nine if I had had the good luck to keep these two groups intact. As fortune would have it, just before the fourth data collection, about half the experimental group's students were suddenly transferred because the economic "bubble burst," and two others dropped out by the end of the study, leaving only six members in the experimental class.

TALK is not like this...
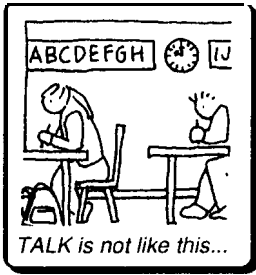
Imagine a party, a restaurant, or any kind of informal gathering. **What happens?** **Everyone is talking at the same time in small groups.** It's normal. We don't even think about it. This situation transferred into a class is the...

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How Does TALK Work?

1 The Students Are Organized In Small Groups.

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

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

2 The Teacher Becomes the Facilitator In the Class.

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

3 The TALK TOOLS Can Be Customized.

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

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

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

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

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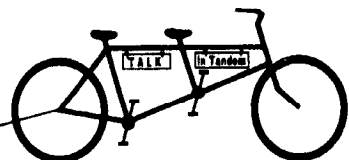
日本人大学院生の文章推敲過程

衣川隆生
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1. はじめに

大学や大学院で学ぶ学生にとって、レポートや論文を書く行為は重要な活動の一つである。レポートや論文を書くときには、情報を正確に伝え、適切に意見を読み手に伝えることが要求される。その要求を満たすため、文章産出過程では、伝えたい情報や意見とそれを伝える表現との間のずれを調整する推敲行為が繰り返し現れる。では、学生はどのようにして、自分が書いた文章を推敲しているのだろうか。

Hayes and Flower (1980) は、英語を母語とする大学生が、どのように文章を書き上げているかを発話思考法を用いて分析し、その過程をモデル化している。そのモデルでは、文章産出の過程は「プラニング」「文章化」「読み返し」の3つの下位過程に分類され、さらに「読み返し」は「評価」と「修正」の下位過程に分類されている。この「読み返し」が「推敲」に相当すると考えられる。しかし、彼らのモデルでは、書いた文章をどのような基準で「評価」し、それをどのように「修正」するかについては言及されていない。Hayes, Flower, Schriver, Stratman, and Carey (1987) は Hayes and Flower (1980) のモデルを改良し、推敲過程をモデル化している。この推敲過程のモデルは精密なものであり、説明的な妥当性も持つものである。また、内田 (1989) は、日本人の小学生が、自分が書いた文章をどのように推敲しているかを発話思考法を用いて分析し、文章産出過程が解決策の探索→生成→評価からなる一種の問題解決過程であることを示唆している。しかし、これらの研究は、それぞれ英語話者による実験者の用意した文章の推敲、小学生による自由作文の推敲を対象としているため、日本語を母語とする大学生や大学院生が自分の書いた文章を推敲する過程がこれと同様のものかどうかは明らかではない。

そこで、本稿では、日本語を母語とする大学生が自分の書いた文章を推敲するときに、どのような基準にもとづいて書いた文章を評価し、どのような方法で伝えたい内容と表現との間のズレを調整するかを検討することにする。本稿の目的は、あくまでも日本人大学院生の推敲過程を明らかにすることにあるが、これを明らかにすることにより、大学レベルの作文指導法だけではなく、留学生の作文指導法を検討するうえでも多くの示唆を与えることができると考える。

2. 推敲過程の仮定モデル

一般に推敲の過程のような思考操作中心の過程を推定するには、資料を解釈する妥当なモデルを考えることが有力な方法である（安西・内田, 1981）。本研究でもその方法をとり、まず、先行研究をもとに推敲過程の仮定モデルを設定した。これを図で表すと図1のようになる。

推敲は、書いたものを読み返しているときに、表現意図と表現形式との間にズレを感じることから始まる（Hayes et al, 1987; 内田, 1989）。ズレを感じるためには、そこに何らかの評価の基準が存在するはずである。その基準にもとづいて

図1　推敲過程モデル
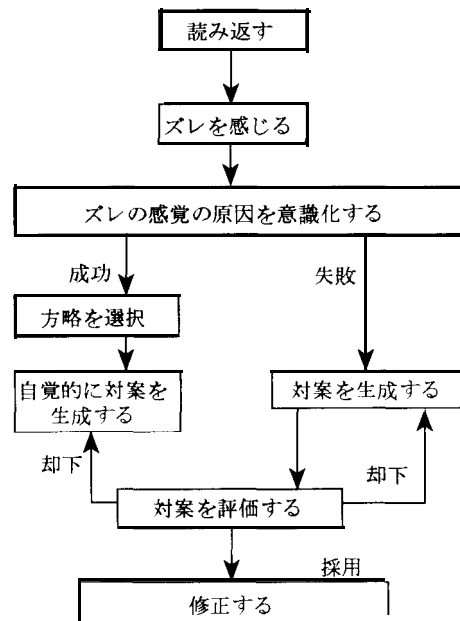
書いたものを評価し、基準に合わない場合にはズレを感じるのであろう。この評価の基準を本稿では「推敲の基準」と呼ぶことにする。「推敲の基準」には「内容の基準」「読み手の基準」「正確さの基準」などが考えられる。

次の段階は「ズレの感覚の原因を意識化する（内田, 1989）」段階である。つまり、ズレの感覚が、どのような推敲の基準にもとづいて生じたのかを意識しようとする段階である。表記の間違いなどの場合は、ズレの感覚の原因は把握しやすいが、実際の改定案ができるまでその原因が把握できない場合もある。この差は推敲の基準が意識できるものか、そうでないかによって生じる。

ズレの感覚の原因が把握できた場合には、自覚的、分析的にその原因を解消するような方法を考える。この方法を、本稿では「推敲の方略」と呼ぶ。この段階は「方略を選択する」段階である（Hayes et al, 1987）。さらに、その方略を使って「自覚的に対案を生成する」段階が来る。

ズレの感覚の原因が把握できない場合には「何だかおかしいな」という感じを持ちつつ、対案を考える。これは「おかしいな」という感覚が解消されるような対案を考え出すまで再帰的に繰り返される。

次の段階は、対案を原案と比較し「対案を評価する」段階である。対案がズレの感覚を解消する場合には、その対案が採用され、原案が「修正される」。ズレの感覚が残る場合にはもう一度対案の生成の段階へ戻る。

以上が一つの部分を推敲するための活動過程の仮定モデルである。次に、そのモデルを検証するための資料を収集し、

その結果をモデルとは別個に分析する。そのあとでモデルと分析結果を突き合わせてモデルを改良していくことにする。

３．資料収集
３－１．被験者
　名古屋大学大学院の日本語表現演習IIを受講している日本人大学院生３名の協力を得た。（以下それぞれ個別に示すときにはH、S、Kの略号を使用する）。

３－２．資料収集の方法
　推敲活動のような思考操作を明らかにする研究方法には「観察法」「内省法」「発話思考法」がある。「観察法」は推敲活動の過程を外的に観察する方法である。この方法によって得られる情報は外的に観察可能な行動だけであり「何を考えているか」というような思考操作は推定できない。

　「内省法」とは、何を考え、どんな行動をしていたかを思い出して言ってもらう方法である。しかし、内省法によって得られる資料は、記憶に残っているものに限られるため、実際に考えていることや、行なっていることを反映しているとは断定できない。そこで、今回の調査では「推敲の基準」に関する情報だけを、内省法によって収集することにし、発話思考法を用いて、推敲活動における思考操作と行動を推定することにした。発話思考法とは、文章を書く過程で頭に浮かんだことや考えていることを、可能なかぎり口に出してもらい、それを録音する方法である。この方法は、文章を書くという行為と考えていることを口に出すという行為を同時に行なうため、被験者への負担が多い。また、独り言を言い続けるというのは、非常に不自然な形でもある。そこで、内田（1989）が発話思考法で資料を収集する時に設定した、被験者が実験者に話しかけるという疑似会話の状況を作り出すことにした。

３－３．資料収集の手続き
A）被験者が日本語表現演習IIの授業で６カ月前に書いた意見文を渡し、それを一度読み返し、内容を思い出してもらった。「日本語表現演習II」は1992年度に名古屋大学大学院文学研究科で開講した「文章論の実践的研究」を目的とした授業である。作文から推敲まで６カ月の期間をおいたのは、時間をおくことにより、客観的な読み手として、自分の文章を読むことができ、より多くの推敲が行なわれると考えたからである。

B）推敲の基準に関する資料を収集するため、被験者に内省報告を課した。被験者に課した質問は「文章の目的」「文章のジャンル」「文章の読み手」に関するものである。

C）実験の方法の説明を行なった。被験者に与えた指示は次の２つである。
　1）音読しながら、「おかしいな」「自分の考えじゃないな」「直したいな」と思う部分があれば、指摘してください。
　2）どう直すかを、私（実験者）に話しかけながら、直してください。

D）発話思考法の例を被験者に示し、方法の確認をした。

E）「それでは始めてください」という合図により、発話思考法を行ないながら、被験者に推敲を始めてもらった。推敲は被験者が終りの合図を出すまでしてもらい、時間制限は設けなかった。

F）推敲終了後、発話の不明瞭な部分や、推敲の理由が不明な部分など、内省報告が必要な場合は、質問を適宜補足した。

４．結果と考察
４－１．推敲の方略
　資料収集の結果、１）発話思考法による発話資料、２）内省報告による発話資料、３）推敲が行なわれた作文、の３種類の資料が得られた。この資料から計３３の推敲活動が観察された。このうち３２の推敲活動では修正が行われ、一つは保留され修正が行われなかった。

　まず、書き手がどのような方法で推敲を行っているかを推定するため、発話資料を分析した。分析は、内田（1989）のプロトコル分析の方法を参考に次の手順で行なった。初めに、発話資料を文字化する（この文字化資料を以下「発話プロトコル」と呼ぶ）。次に、この発話資料を、あるまとまった推敲活動を行なっていると推定される単位で分割する（以下分割した資料を「分割プロトコル」と呼ぶ）。表１に例を示す。そして、それぞれの分割プロトコルでどのような思考操作や行動を行なっているかを推定し、それぞれに方略名をつけた。表１の各分割プロトコルに方略名をつけると表２のようになる。この方法で分析した結果、発話プロトコルは計２２６の分割プロトコルに分割され、計３１種類の方略範疇に分類された。

表１　プロトコル

```
(1)［最近、諸外国においても我が国においても「死ぬ権利」が
問題になっている。安楽死・尊厳死、それに関わる脳死］／(2)
それに関わる脳死って、何でしょうね／(3)安楽死、安楽死、尊
厳死、P、それにかかわる、P、脳死／(4)やっぱ、ちょっと、
これわかりにくいですね。／(5)それに関わる脳死／(6)たぶ
ん、これだめだ／(7)これ読者だったら、わからないだろうな／
(8)たぶん、え～と、何か脳が死んでも、心臓だけが動いている
からといって、ずーっと植物人間にしとくっていうのが、尊厳
死とか、安楽死に反するから、あの脳死だけでも、あの、死と
認めてくれってやつだと思うんだけど／(9)ちょっとわかりにく
いですね／(10)後でちょっと直します／(11)【ペンディング】
```

注
P　　　５秒以上のポーズ、　　［ ］音読している部分
【 】　外的な行動、　　　　　　／　分割プロトコルの境界
かっこ内の数字　分割プロトコルの番号

表２　分割プロトコルと方略

番号	方略
(1)	読み返す
(2)	原案が不適切であると評価する
(3)	原案が不適切である原因を考える
(4)	原案が不適切であると評価する
(5)	原案が不適切である原因を考える
(6)	原案が不適切であると評価する
(7)	原案が不適切である原因を考え出す
(8)	原案の意味を解釈する
(9)	原案が不適切であると評価する
(10)	保留の決定をする
(11)	保留する

　次に分類された方略が、推敲活動のどの段階で使用されているかを、発話資料と推敲が行なわれた文章から推定した。さらに同じ段階で使用されていると推定される方略をグループ化し、それぞれのグループに推敲過程の段階名をつけた。その結果、１１の段階とその他のグループに分類された。表３に推敲段階と推敲方略の一覧を示す。

表3　推敲段階と推敲方略

略号	推敲段階	方　略
SPo	推敲の必要な箇所を探す	読み返す
IPo	推敲の必要な箇所を認識する	原案が不適切であると評価する
ExCa	原案が不適切である原因を検討する	原案が不適切である原因を考える
		原案が不適切である原因を考えるために先を読む
		原案の意味を解釈する
		原案の不適切感が生起する箇所を同定する
		原案の不適切感を回想する
		原案受け入れの理由を回想する
		目標を内省する
ICa	原案が不適切である原因を考え出す	原案が不適切である原因を考えだす
ExMa	不適切感解消のための方法を検討する	対案を考えるために読み返す
		対案を考えるために先を読む
		不適切感を解消するための方法を同定する
		対案を考える
ICp	対案を考え出す	対案を考え出す
		対案の考案に失敗する
EsCp	対案を評価する	対案を評価するために読み返す
		対案が不適切であると評価する
De	意思決定をする	原案を受け入れる
		原案を否定する
		対案を受け入れる
		保留の決定をする
RDe	意思決定の理由づけをする	原案受け入れの理由を考え出す
		原案否定の理由を考え出す
		対案受け入れの理由を考え出す
Ac	行動する	原案を削除する
		保留
		対案を採用案として書く
EsAc	行動を評価する	採用案を評価するために先を読む
Etc	その他	メタ・ステイトメント

　これを仮定モデルと比較すると「読み返す」「推敲の必要な場所を認識する」の段階は、モデルの「読み返す」「ズレを感じる」の段階に対応する。

　「原案が不適切である原因を検討する」「原案が不適切である原因を考え出す」は、モデルの「ズレの感覚の原因を意識化する」に対応する。そして「原案が不適切である原因を検討する」段階では、さまざまな方略を使用して、原因を検討することがわかる。さらに、この段階は推敲過程が先に進まなくなった時に何度も繰り返される。

　「不適切感解消のための方法を検討する」「対案を考え出す」は、モデルの「方略を選択する」「自覚的に対案を生成する」に対応する。

　仮定モデルでは最後に「生成された対案を評価し」「修正する」段階を仮定していたが、実際にはその過程は「対案を評価する」「意思決定をする」「行動する」段階に分かれている。そして任意的な段階ではあるが「意思決定の理由づけをする」「行動を評価する」いう段階もあることが明らかになった。この修正されたモデルを図で示すと図2のようになる。

4－2．推敲過程のスタイル

　次にそれぞれの推敲行為がどのような推敲段階の組み合せでなりたっているかを検討してみた。その結果、推敲過程は大きく分けて2つのスタイルに集約されることがわかった。この2つのスタイルを本稿では「試行錯誤型」と「即断型」と呼ぶことにする。「試行錯誤型」は全33の推敲行為のうちの21の行為で観察された。表4に「試行錯誤型」の流れ

と例を示す。「即断型」は全33の推敲行為のうちの12の行為で観察された。表5に「即断型」の流れと例を示す。

4－3．推敲過程のスタイルと推敲の基準との関係

　では、推敲過程のスタイルの差はどのような原因で生じるのであろうか。

　(H) の「試行錯誤型」と「即断型」との比率は12：9であるが、前半は「試行錯誤型」が中心であり、後半は「即断型」が中心に表れる。そして、そのスタイルの変り目で推敲の基準が確立したことを推測させるようなメタ・ステイトメントがある。

　こう考えてみると、全体に比喩で進んでいるので、全体的な修正が必要とされますよね。そうすると、もっと根本的な、戦略の問題に関わっているような気もしてきましたね。実証的な、これこれこういう天皇の発言があってとか、あるいは、データを使ってとかの方がより説得的になるだろうって気がするんですけれど[注1]。

さらに、推敲終了後、上記のメタ・ステイトメントについて、内省を求めた際、

　そうですね。事実ではないっていうことは、説得する場合には、すごく、マイナスだと思うんですよね。読み取りが、すごく曖昧で多義的であるということよりは、本当に、もう、意味が確定している事実っていうのを、伝えていくような方法というのが、より説得的でしょうし、広い人に受け入れられる可能性もあるのではと思います。

図2　推敲過程モデル

表4　　　　　**試行錯誤型**

$$SPo \rightarrow IPo \rightarrow ExCa \rightarrow ICa \rightarrow ExMa \rightarrow ICp \rightarrow EsCp \rightarrow \left\{ \begin{matrix} RDe \\ De \end{matrix} \right\} \rightarrow Ac \rightarrow (EsAc)$$

↑ 不適切　　↑ 不適切

{ }はどちらが先でもよい
( )はオプション的要素
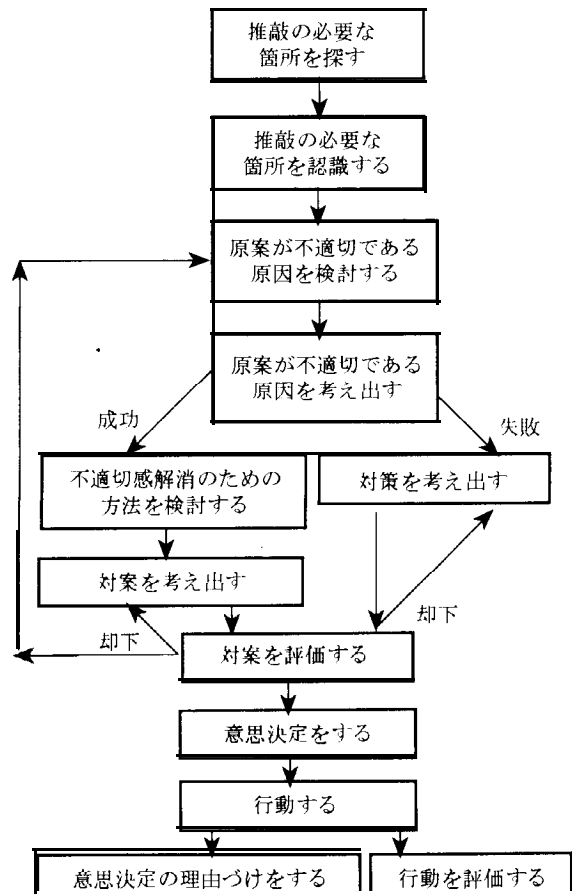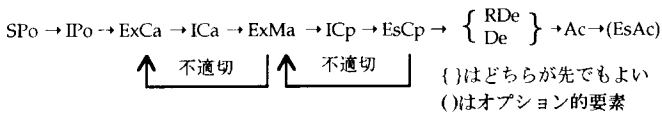
略号	方　　略
SPo	読み返す
IPo	原案が不適切であると評価する
ExCa	原案が不適切である原因を考える
ExCa	原案の意味を解釈する
ExMa	対案を考える
ICp	対案を考え出す
EsCp	対案が不適切であると評価する
ExMa	対案を考える
ExMa	対案を考えるために読み返す
ICp	対案を考え出す
Ac	対案を採用案として書く
ExMa	対案を考える
Ac	対案を採用案として書く
EsAc	採用案を評価するために先を読む

表5　　　　　**即断型**

$$SPo \rightarrow ICp \rightarrow \left\{ \begin{matrix} RDe \\ De \end{matrix} \right\} \rightarrow Ac \rightarrow (EsAc)$$

{ }はどちらが先でもよい
( )はオプション的要素
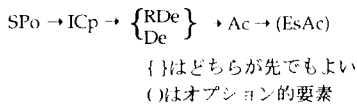
略号	方　　略
SPo	読み返す
ICp	対案を考え出す
De	対案を受け入れる
RDe	原案否定の理由を考え出す
Ac	対案を採用案として書く

という内省報告があった。この推敲の基準は「文章の目的に関する基準」と「文章の種類に関する基準」が複合した基準であると考えられる。（H）の中では「相手を説得するために比喩を避け、事実を伝える」という基準がスタイルの変り目の時点で確立された。このように確立された基準のもとでは対案を考え出すために試行錯誤をすることはなく、比喩表現を避け、その表現を事実を伝える表現に変えることだけに集中することができる。そのため（H）の推敲の後半では「即断型」のスタイルが中心になってきたと考えられる。

　反対に、推敲の基準が確立していない場合には「試行錯誤型」の推敲過程が表れると考えられる。（S）は推敲前の内省報告で文章の種類について次のように述べている。

　　くだけすぎず、硬すぎず、多少の専門的なことは出せれば出したい。（中略）主観的にっていうか、感情に訴えるのと、少しの専門知識みたいなもの。

　そして「死ぬ権利」という題を推敲する時に、専門的な用語を使用するか、硬すぎない、わかりやすい用語を使用するかで試行錯誤している。これは「硬すぎず」という文章の種類の基準と「専門的」という基準の間に矛盾が存在し、それらが衝突しているためだと考えられる。

　また、（S）は最終的には原案を受け入れ、推敲終了後、

文章の種類について次のような内省報告をしている。

　　条文化するかどうかとか、そういうようなことで書けっていわれたら、こんな文章じゃ全然だめですけど、（中略）議論の口火に一般の人向けにぐらいだから、まあ、このぐらいの方が、読みやすいかなって言う。

　このように推敲終了の時点では、前半の内省報告にあった「多少の専門的なことは出せれば出したい」という文章の種類についての基準はなくなっている。これは試行錯誤を行なう過程で、曖昧だった基準が徐々に確立され、その確立された基準にもとづいて、意思決定がなされたことを推測させる。

5．まとめと今後の課題

　以上の考察から、次の諸点が明らかになった。
1）発話プロトコルの分析から最初に仮定した推敲過程モデルが緻密化された。
2）推敲過程には大きく分けて「試行錯誤型」と「即断型」の二つのスタイルがある。推敲の基準が確立されている場合には「即断型」の推敲過程が表れ、確立されていない場合には「試行錯誤型」の推敲過程が表れる。
3）推敲の過程で試行錯誤することによって、推敲の基準が確立されることもあると考えられる。

　大学や大学院で学ぶ日本人学生だけではなく、留学生にとっても、レポートや論文をよりよいものにするための推敲は、重要な活動の一つである。しかし、学部に入学する留学生の多くは、推敲の指導を体系的に受けていない。この原因の一つとして、上級の日本語学習者の推敲に関する研究がほとんど行われていないことが考えられる。本研究は日本語を第一言語とする大学院生の推敲過程を探るために探索的に行なった調査であり、被験者も3名と少ないため、上記の結果が、大学院生の推敲過程の一般的特徴であるとは言えない。また、いくつかの推敲の方略が推定されたが、それらが効率的なものであるのかどうかは検討を加えていない。今後は、どのような方略を使用すればより効率的に推敲できるかに検討を加え、さらに留学生の推敲過程の特徴と問題点を明らかにしていくことにより、留学生の作文教育への応用を考えていきたい。

注

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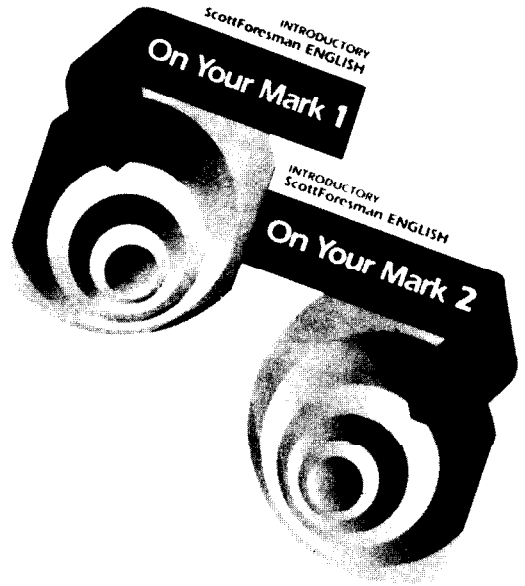
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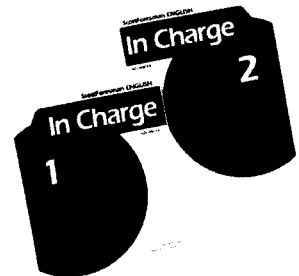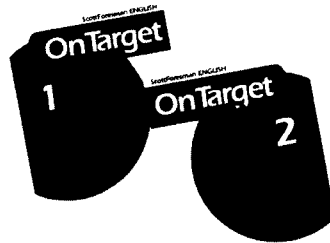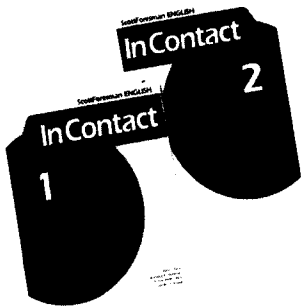
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Racial Awareness and the Language Classroom

by John R. Yamamoto-Wilson, Sophia University

At the 1993 JALT Conference on Language and Culture in Omiya (Tokyo), Janet Bennett of Portland State University spoke eloquently and movingly about the need in this world for people who are able to operate constructively at the interface between different races and cultures. She also illustrated graphically that language teachers are often living and working on that interface, and may have a vital role to play. For many, I think, her message is a challenge rather than a dream. I hope this article will, in some small way, illustrate how that challenge may be met.

Stereotypes and Racial Awareness

The following lesson was given to six classes of first-year Japanese university students who were not majoring in English, but who were required to take "English conversation" lessons. Most of them could best be described as lower-intermediate, though a few were of a higher level. Class sizes ranged from about 30-50 students.

First, students were asked to read as homework a newspaper article in English describing the response of Filipino women living in Japan to a television drama in which the central character was a Filipino woman who had become a prostitute in Japan in order to support her four children. The drama showed her cheating her customers, and showed a Japanese man falling in love with her.

The Filipino Women's Network in Japan organised a petition denouncing the drama as sexist and racist", and presented it to the drama's playwright/director. They also voiced fears that such programmes "implant fixed images" of Filipinos in the minds of Japanese people, and could lead to children with Filipino mothers being bullied at school. One of them said that in the 11 years she had lived in Japan, she had never seen a television programme on Filipino people and society that was positive. The playwright/director responded by writing to the group to tell them that Filipino women had misunderstood the programme contents, and that their protest was inappropriate and had offended him and his staff.

The Assignment and Results

Students were then asked to write as homework two of the following letters:

a) a letter from a Filipino woman to the playwright;
b) a letter from the playwright to the Filipino

Women's Network;
c) a letter from themselves to the playwright; and
d) a letter from themselves to the Filipino Women's Network.

When they brought their homework to class I gave them about 15 minutes to read as many of each other's letters as possible. Then I asked them to work in pairs or small groups with someone whose opinion was radically different from their own and try to influence that person. Opinions varied widely, and lively debates sprang up around the classroom.

The final aim of the lesson was two-fold: ideally to get the students to write letters which were actually intended for posting; or to bring about actual contact with Filipinos in one way or another. One of my students wrote:

> I was often told that Filipinos were not good, or they are not keeping public peace and order. And they say that Filipinos have AIDS. I thought that was right before. But now I have joined the...International Student Exchange Club and communicated with young Filipinos, I am ashamed of thinking so.

Not all schools and universities will have a club such as the one he refers to, but that does not stop students from writing to minority groups in their own country, or even sending letters abroad. In some cases the teacher may be able to bring in a speaker. The same student quoted above also wrote about a young Filipino named Mike:

> I talked with him about the problems between Japan and the Philippines, for example, the problem of trading or destroying nature and so on, all night at the hotel in Hakone. I thought he had a firm idea and belief. His figure broke my image of Filipinos. I found not every Filipino is bad. That experience did me good. I wish all Japanese had a chance to talk with Filipinos. 1 thank him for breaking down a wrong image.

Another important avenue which some students explored was the university library. They felt that the article didn't give enough information, and they wanted to know more. One student wrote after her visit to the library:
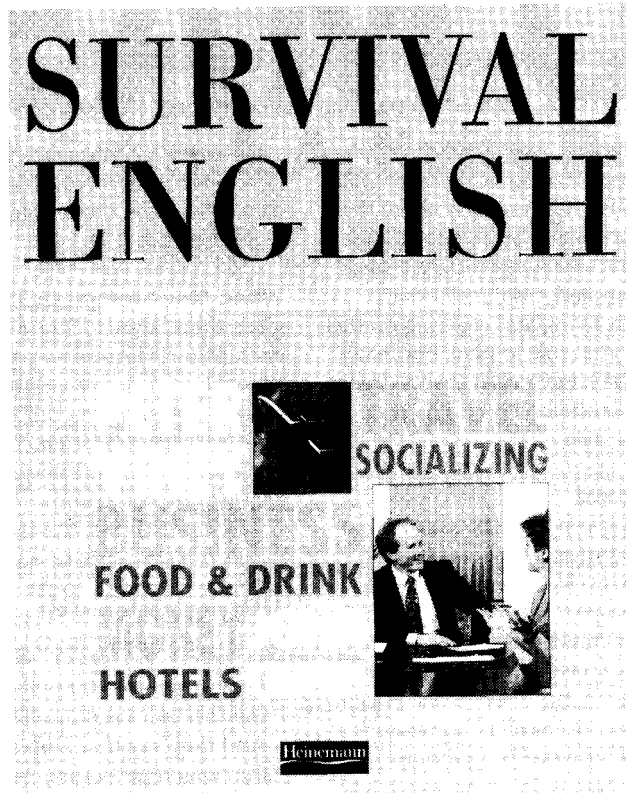
I will tell you about the true state of affairs surrounding Filipino women. Most Filipino women land in Japan and work illegally. If they are discovered, they must be arrested and forced to repatriate. Illegality, in fact, is one of the problems, but a more important fact is hidden behind this problem.

She goes on to explain how young Filipino women are frequently deceived into coming to Japan as waitresses and models, and then are sold into prostitution. She then relates how Yakuza gangs disrupt attempts by the Filipino Women's Network to warn people living in remote villages or depressed urban areas in the Philippines against being "deceived with honeyed words" and lured into going to work in Japan.

In addition to personal experience and academic research, a third avenue of exploration lies in soul-searching. As one student wrote:

It is very sad that the way of making a living is as a prostitute. I don't want to meet a Filipino woman whose husband has disappeared. I don't want to meet poor children who don't have fathers any more. And I don't want to know our unsympathetic, loveless, indecent deed [i.e., in condoning or enforcing prostitution]. We must finish our old relationship. We must make a new world.

The Teacher's Role
At no point during any of this did students turn round and ask me what I thought. Perhaps my point of view was implicit in my choice of the article as a basis for homework and discussion. Nor did I have to make it explicit that the bottom line of my presence in the classroom was still as a language teacher, not as a judge or indocrinator of opinions and values.

However, I was prepared to clarify my position on these points if asked or if I felt it would be helpful. I also gave the students the right to keep their opinion secret if they so wished, but none of them took me up on that. I made a point of thanking a (male) student who championed the playwright's stance against four other (female) students who sided with the Filipino women. In this case, the discussion took the form of a role-play. I do not know if they succeeded in changing his point of view, but I am sure that he emerged more thoughtful and aware of the issues.

Conclusion
All three of the avenues I have illustrated (promoting the use of language as a means of making contact and communicating with others; encouraging students to research a topic and present the results; and providing material which provokes students to make a heartfelt response in the target language) are of accepted value in the language classroom *per se.* I

hope this article will encourage other language teachers to work explicitly on what Janet Bennett termed "the margins between cultures" while at the same time operating within a framework of values intrinsic to their profession.

John R. Yamamoto-Wilson (nee J.R. Wilson) worked for Cambridge Academy of English, Cambridge, UK, before relocating to Japan in April, 1993 to teach.

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Mortality (subjects dropping out) is the most terrifying phenomenon that any longitudinal study is prone to suffer. The only possible countermeasure to protect our research from it is to secure a great number of subjects at the outset.

Finally: Why Investigate Classroom Interaction?
Given the fact that interaction in the target language is the matrix from which acquisition must come, the classroom is certainly the best place for us to start looking for evidence that some learning or acquisition is taking place. This seems to be especially true in EFL situations such as here in Japan, where substantial amounts of input, if there is any, can best be provided in language classrooms.

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Bilingual Abstracts

Teachers Helping Themselves: Classroom Research and Action Research

by Virginia LoCastro

「アクション・リサーチ」と呼ばれる「教室中心の研究 (Classroom-Centered Research)」についてここでは述べる。筆者は、CCRの定義を行い、この分野の概要をさっと説明してから、「アクション・リサーチ」に入る。8つのステップ(特にデータ収集と分析に関する7番目のステップを強調した)のチェックリストがその中に含まれる。最後に、可能性のあるプロジェクトを提案し、「アクション・リサーチ」と「プロとしての語学教師の自己開発」とを結び付ける。

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Teacher-Research: An Interview with Donald Freeman

by Steve Cornwell

多くの教師は「研究」の価値や関連性に疑問を抱いている。しかし、「研究」は教授法に関わる疑問を、統制された方法で検証する教師自身についてのものでもいいのである。そのような「研究」のアプローチから、1）教師が見たもの、2）どうやってそれを見たのか、3）その結果にどうして確信をもつに至ったのか、などが明らかになろう。このような視点で見ていくと、「研究」は研究者のみが行うものではなく、教師自身が毎日の教室の中でできるものであることがわかる。このような研究が花開くには、教師は新しい視点の開発を常に心がける必要がある。そして教授上の疑問点も自由に話し合っていかなければならない。

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Using Japanese Libraries to Do Second Language Research

by Michael Busch

日本で図書館を利用して第二言語研究を行うのは難しいが、不可能ではない。時間と忍耐力があれば、研究者は、第二言語習得に関する広範な課題研究に必要な資料や論文、それに関する図書・学会発表論文・ブックレビューなどを見つけることができる。この「時間」と「忍耐」が肝心なのである。まず研究者は「利用の許可」と「貸出」の恩恵を受けるために、障壁を越えなければならない。図書館間の貸出を利用するとなると、前もって計画をたてておかなければならない。日本でも第二言語教授や学習に関する図書は手に入るが、各地の図書館に散らばっている状態である。適切な資料の所在確認のためにも研究者はネットワークづくりの必要がある。

Research Grants

Small grants to help support research are available from JALT. For details, contact the Central Office.

The Art of Language Research

by Dale T. Griffee

ここでは、研究課題のための準備はできていないが、教場を究めるのに「研究」を活用したいと考える教師のために、5つの段階、あるいは過程が検証される。1）アイデアを得る、2）背景を調べる、3）リサーチをする、4）レポートを書く、5）結果を出版する、ことである。最新のリサーチ・プロジェクト「学習者の自発的到達目標と目的(Student Originated Goals and Objectives)」(Griffee, 1993)を参考にして、それぞれの段階の説明および例示を行っている。

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How to Look More Closely at Interaction in Your Own Classrooms

by Hiroto Nagata

最近、アクション・リサーチ（一般的には、「自分のクラス内の問題を解決することを主たる目的とした、教師自身による研究のこと」をさす）の「功罪」がいろいろなところで取り上げられるようになってきている。「功」の部分は、教師自身による研究が、現場である教室からはるかにかけ離れていた教育研究を教師の手に取り戻し、地についたものにしてきたこと。そして「罪」の部分は、調査や分析方法がいわゆる素人仕事であることが多く、研究の「質」に問題があることであった。

そのような事情を踏まえ、本稿の前半では、教師が自分のクラスをより詳しく観察し報告していくにはどうしたらよいのかを、研究計画をたてる際に必要な基本ステップをたどりながら、概観・解説している。問題点の把握、問題の絞りこみ、データ収集、分析など、各々の段階には、そのつど解決していかなければならない事柄があるが、その際に参考になる図書の紹介も適宜加えてある。

後半で著者は、自らの研究の一部を用いながら、前半で解説したステップをもう一度たどり、最後に、その研究が被験者の脱落により、途中でついえてしまうまでの経緯を述べている。

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Revising Process in Graduate Students' Writing

by Takao Kinugawa

This paper reports the results of an investigation into the revision processes by Japanese speaking graduate students, which is a part of a project to study writing instructions to overseas students at Japanese universities. A hypothesized revision process was checked against data collected by a thinking-aloud method. The model refined based on the data has 11 stages with 31 revision strategies. It was also found that the revision process can be classified into two styles; recurring style and quick decision making style. When a writer does not have criteria for the revision, recurring style is observed. Writers with

established criteria use a quick decision making style. Criteria may be established through a revision process in recurring styles. Finally the author suggests the need for further study in effective revision strategies.

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Racial Awareness and the Language Classroom

by John R. Yamamoto-Wilson

ここでは、異文化間の接触領域で積極的に働ける人材の重要性について述べる。筆者は語学教師にはそれが可能であると提唱する。そしてフィリピン人女性に対して日本人が持つ民族的及び人種的意識などを教室でのアプローチで示す。このアプローチは学生に価値観を教えるためではなく、日本とは異なる文化的民族的背景を持つ人々に対する自分達の憶測を評価する方法、あるいは再評価する方法を教えるためのものである。それと同時に、いかに英語をコミュニカティブに使うかも教える。筆者は学生の書いた文例を挙げ、1)このアプローチは成功した、2)憶測をもう一度考えることで、学生は異文化間コミュニケーションがもっと効果的にできるようになる、3)L2教師は、単なる語学学習を越えた意義深いL2教育を行うことができる、こと等を結論とする。

和文要旨作成協力：大城朋子

Crosstalk
Call for Questions

The Editors of *The Language Teacher* are inaugurating a new column designed to put teachers in communication with one another over common pedagogical concerns. We would like to ask you, our readers, to send us questions you want answered by other teachers. Examples might be, "How can I create effective pair work activities?" or "What are some ways I can get students to create their own learning goals?" We will publish questions you submit to us and invite 400-word responses from our readership. Please submit your questions to Gene van Troyer, TLT Editor (addresss on p. 2).

Coming in the March Issue of
The Language Teacher

Language and Culture, our Conference Reports issue for the 19th annual JALT (1993) International Conference held at Sonic City in Omiya, Tokyo: in this issue we'll feature 40+ conference presentation, colloquia and symposia reports focused on the areas of "In the Classroom," "Background: Pedagogical Considerations," and "In the Community." The conference theme was all about intercultural communication and how, as language teachers, we can contribute to it. Reports on presentations by **Elite Olstein, John Condon, Janet Bennett, Michael Bennett,** and many others are included, as well as an overview of the conference by Professor **John Honey.** Here's your chance to read about what you may have missed about life on the intercultural interface.

The Lexical Approach: The State of ELT and a Way Forward. Michael Lewis. Language Teaching Publications, 1993. Pp. 200, £11.95.

It is salutary to realize our profession does not rest on a bedrock of linguistic certainty. In his new book, Michael Lewis demonstrates that English is based on, and should be taught in terms of, words and phrases as much as a verb-centered grammar. This idea which developed in the 1980s through the COBUILD project reached maturity in Nattinger and DeCarrico's 1992 award-winning scholarly study *Lexical Phrases and Language Teaching.* In part, Lewis provides a digested version of that book.

The *Lexical Approach* is certainly an easy read, thanks to Lewis' eschewing most jargon, and his fondness for lists and bite-sized subsections. It is also a rambling, undisciplined book, in sore need of an editor. But mavericks with a singularity of vision can be stimulating and useful. I haven't enjoyed an ELT book this much since Stevick's *Memory, Meaning & Method* (1976) or Diller's *The Language Teaching Controversy* (1978).

Actually, Lewis' book is best described not by its title, *The Lexical Approach,* but by its subtitle, "The State of ELT and a Way Forward" In the former context, the book takes forever to get started, with ground-clearing preparation going on for half the book before the main topic is seriously broached. But in the latter context, reading the book can be like talking shop with a thoughtful and articulate colleague who takes nothing for granted, and invites you to examine long-held assumptions. It is challenging to ponder, for example, whether:

- "The methodological imperative of reducing teacher talking time was misdirected" (p. 195).
- "With caution, increase teacher talking time!" (p. 193).
- "Extensive writing should be delayed as long as possible.. It is.. . bizarre that extensive writing in a foreign language should play anything other than a specialist role in foreign language learning" (p.195).
- "Vastly the most important component of what we think of as 'knowing the grammar' is.. almost impossible to practice using single sentence, written practice"(p. 152).
- "'Grammar practice' which violates the nature of language itself cannot.. develop the student's language skills. This invalidates much of the grammar practice activity of contemporary language teaching"(p. 151).

Concerning the main topic of the book I gained a keener awareness that "language teaching is.. centrally and intrinsically about collocation" (p. 119),

collocation meaning "the way in which words are used together regularly" *(Longman Dictionary of Language Teaching and Applied Linguistics,* p. 62). There are also examples of exercises to "heighten students' awareness" (p. 121) of collocation, but these I found less inspiring.

Being a maverick means you may not get heard. Lewis' book is from a small publisher, and outside the usual distribution channels in Japan. I chanced on my copy in the U.K.. Perhaps you can get hold of one from somewhere for your next holiday.

Reviewed by Julian Bamford
Bunkyo University

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Note: Language Teaching Publication, 35 Church Road, Hove, BN3 2BE, England, U.K.

Cooperative Development: Professional Self-Development Through Cooperation with Colleagues. Julian Edge, Longman, 1992, Pp. 106. \2,510.

Cooperative Development is both an orientation manual and a training guide to the professional self-development, called Cooperative Development, for teachers who are interested in a structured approach to self-development and who have colleagues willing to help them. It could be described as a formalized progression of activities for improving self-awareness, setting goals, and acting on them with the help of one or two nonjudgmental peers. Although Cooperative Development (CD) is primarily directed toward individual teachers working together on self-improvement, it can also be used in pre- and in-service training and in collaborative classroom research, according to the author. Edge refers to CD as a "framework for empowerment" that has been effective in workshops with teachers in Brazil, India, Japan, Pakistan, and Poland, and multinational groups in Britain (p. 1).

The book is carefully organized in five parts, "Introduction," "Exploration," "Discovery," "Action," "Contexts and Sources," followed by a brief "In Conclusion," and "References." Edge addresses readers directly in an informal and friendly style, but

it is clear he takes his subject seriously. He anticipates questions or points of confusion, shares his experiences and opinions, and is painstaking in his explanations of each part of CD, from theory to practice. The inclusion of sample interactions between teachers using CD at the various stages, is particularly helpful for understanding the process.

Part 1, "Introduction," has four chapters that define CD and prepare the reader for the techniques and training activities. Edge makes clear that CD is for use between and among teaching peers who have no interest in judging or changing each other, and so is inappropriate for use by a teaching supervisor or administrator. The basis for CD, he explains, lies in the understanding that it is only through communicating our thoughts clearly to another person that we are able to bring together and make sense of our intellectual learning and experiential knowledge (p. 7). For the purposes of CD, however, everyday conversation is not enough. CD relies on a disciplined exchange between the teacher seeking self-improvement, the Speaker, and the teacher's listening colleague, the Understander. Drawing on the work of Carl Rogers, Edge goes on to explain how the Speaker and Understander must agree to abide by the three principles of respect, empathy, and honesty. It is up to the Speaker to choose what to talk about. The Understander must have "nonjudgmental respect for the Speaker's views" (p. 11), try to empathize with the Speaker's situation and feelings, and be honest in his or her respect and empathy, so as to avoid trying to manipulate the Speaker. Edge introduces a third role, the Observer, who is to help during the CD learning activities by giving analytic feedback to both the Speaker and the Understander.

Part 2, "Exploration," is comprised of the three chapters most central to using CD effectively. Chapter 5, "Attending," and Chapter 6, "Reflecting," teach the Understander how to be an attentive, encouraging listener and how to accurately and nonjudgmentally reflect back the Speaker's comments and ideas. Many of us know these as "counseling" responses, though Edge doesn't use that term, explaining in Chapter 15 that he prefers to avoid the therapeutic or supervisory connotations of "counseling" (p. 93). Practice activities in chapters 5 and 6 range from relatively simple ones that focus on body language, or paralinguistics and proxemics, to intensive group practice with the Speaker, Understander, and Observer. Chapter 7, "Focusing," introduces how, after time spent attending and reflecting, the Understander can bring the Speaker to focus on topics the Speaker has brought up. The chapter includes six activities for practicing and refining techniques, including an intriguing "Role Effectiveness Profile" adapted from a book on business management.

Part 3 of the book, "Discovery," is comprised of the three chapters, 8-10: "Thematising," "Challeng

ing," and "Disclosing," which focus on developing the Understander's skill in detecting possibly related points in what the Speaker talks about and encouraging the Speaker to check for links between them.

Part 4, "Action," with chapters on "Goal-setting," "Trialling," and "Planning," guides the Speaker in making the changes for self-development. Chapter 11, "Goal-setting," includes two activities for the Speaker, with Understander and possibly an Observer, to practice narrowing goals down to a manageable number. These are usually, but not necessarily, classroom goals. In Chapter 12, "Trialling," the Speaker is to carefully talk through his or her steps for reaching a goal, while the Understander is to listen for any points that may have been overlooked. The main purpose is to strengthen the Speaker's flexibility and adaptability in reaching goals. Chapter 13, "Planning," is less than two pages long and is the final stage in the CD process. Planning is described as "the final stage of the interaction, where the administrative arrangements for continuity are made," such as arranging which class the Understander is to observe, or which part of the lesson the Understander is to pay attention to (p. 76). The most important arrangement should be the scheduling of the next meeting between the Speaker and the Understander, so that the CD process can continue in a disciplined, regular way.

Part 5, "Contexts" (Chapter 14) and "Sources" (Chapter 15), is the last major section. In "Contexts" Edge elaborates on how he sees CD as useful in teacher development, classroom research, teacher training, and teacher assessment. He supports his particular interest in CD for classroom research ("Classroom research is teacher development made explicit," p. 81) by including three short articles published since the late 1980s. "Sources" is a thorough, chapter-by-chapter review of the people and sources that Edge drew upon, cited, or adapted material from in the preceding chapters. Sources are discussed with attention to historical development, key terms are defined, and supporting theories are explained as Edge describes their influence on his personal professional development and on the evolution of CD. Complete bibliographic information is given in the References section.

I noticed two weaknesses in the book. The first is that in places I felt Edge was irritatingly over-meticulous in his explanations, belaboring certain points in his determination to make CD as clear as possible. More serious, though, could be the second weakness: Edge does not specifically address the concerns a non-native English-speaker might have about learning CD. Although I think the language level of the book is accessible to non-native English-speaking teachers who read _The Language Teacher_, actually following the procedures and activities may be more of a challenge. Non-native English-speaking teachers unfamiliar with giving "understanding" or "counseling" responses, and who want to learn to do so in

English, might find it most helpful to work with an experienced native English-speaker for a while. The procedures and activities could be translated into whatever language cooperating teachers want to use, if the teachers keep to the guide of addressing each other nonjudgmentally.

As for the method of CD itself, I suspect that many teachers in Japan may find it difficult to use CD as carefully as Edge describes. In many work settings it may be hard to find both a sympathetic, cooperative colleague (or two) to work with and mutually agreeable times to schedule regular meetings. CD might be most easily used among teachers who regularly work together and know each other well, such as in a secondary ESL program, intensive program, company training program, or language school. Independent teachers juggling part-time jobs and college professors, with fewer colleagues to work with, uncoordinated schedules, independent research demands, and various official duties, may find CD more challenging.

Would I recommend this book? Yes-and not just to teachers in the target audience who want to use CD. The ideas behind the development of CD should be of interest to any thoughtful teacher. Chapter 15, "Sources," may alone be worth the price of the book for the rich background discussions and references. Edge writes well and restimulated my interest in areas that I had not thought about since teacher training. Although the CD method might not be practical for, or appealing to, all teachers, the spirit of individual empowerment and the thoughtful discussions of *Cooperative Development* should encourage useful reflection and more supportive working relationships.

Reviewed by Jean Mainland
Nanzan University

Business English Teacher's Resource Book: With Photocopiable Worksheets. Sharon Nolan and Bill Reed. Harlow, England: Longman, 1992. Pp. 137.

With experience teaching business, business English and regular English, *Businrss English* seemed to be a much needed aid. In reality, while it does offer much, it still has a few serious drawbacks.

The book is presented in three basic parts. The first 11 pages are a brief introduction and explanation on how to use the book. The other two parts are the lesson plans and related worksheets.

The 41 units, covering a wide variety of business topics, are general in scope, and organized more along the lines of a business management course, rather than by specific fields, such as accounting, production or marketing. In that, it is a good selec-

tion for an entry level course in business English. The units are organized into five sections: The business world, The organization, Doing the job, Working with people and Self-management.

The worksheets are one or two reproducible handouts with a few words, ideas or concepts to promote discussion and thought.

Suggested English levels are given for each unit. Some are appropriate for elementary through advanced, some from lower or upper intermediate, others advanced only. However, *Business English* requires little business knowledge from the instructor, drawing more upon the real world knowledge, skills and experiences of the students. Still, it would be advisable for the instructor to have some knowledge of the appropriate terminology, especially with lower level students.

One of the main strengths of the text is the first unit, "Needs Analysis. What do You do?" This is conducted in the same manner as every other lesson; ho-wever, it has two very important goals. First, it helps the instructor to identify business and work-related themes of direct concern to the student(s). secondly, it allows an evaluation of language skills. The text offers 41 units of varymg length, with class times of 45, 60 and 90 minutes. So, in a class of, say, 20 hours duration, the instructor can pick the material which suits his/her students' needs and level.

That varying length of time is one of the drawbacks, however. The instructor may have to fill the period with other material, or split a lesson in half, depending on the particuIar class length.

As with any book there are many strong and weak points. The strong points of this book include:

Idea behind the book;
Ability to be used by a variety of language levels;
A significant portion of student talking time;
A specific error correction plan;
A broad selection of business topics;
The adaptability for group size, level and type of business; and,
An emphasis on allowing students to use real language, then correcting errors, encouraging fluency and aiding accuracy.

The weak points include:

Some of the worksheets need to be more detailed, contain more information, or cover a related topic;
Some material seems to need further refinement; and,
Possible instructor misunderstandings of how to best use the book.

The last weak point is my main concern. This book will most likely be used by a variety of instructors. The full time professional who spends hours in lesson planning, with many additional materials and
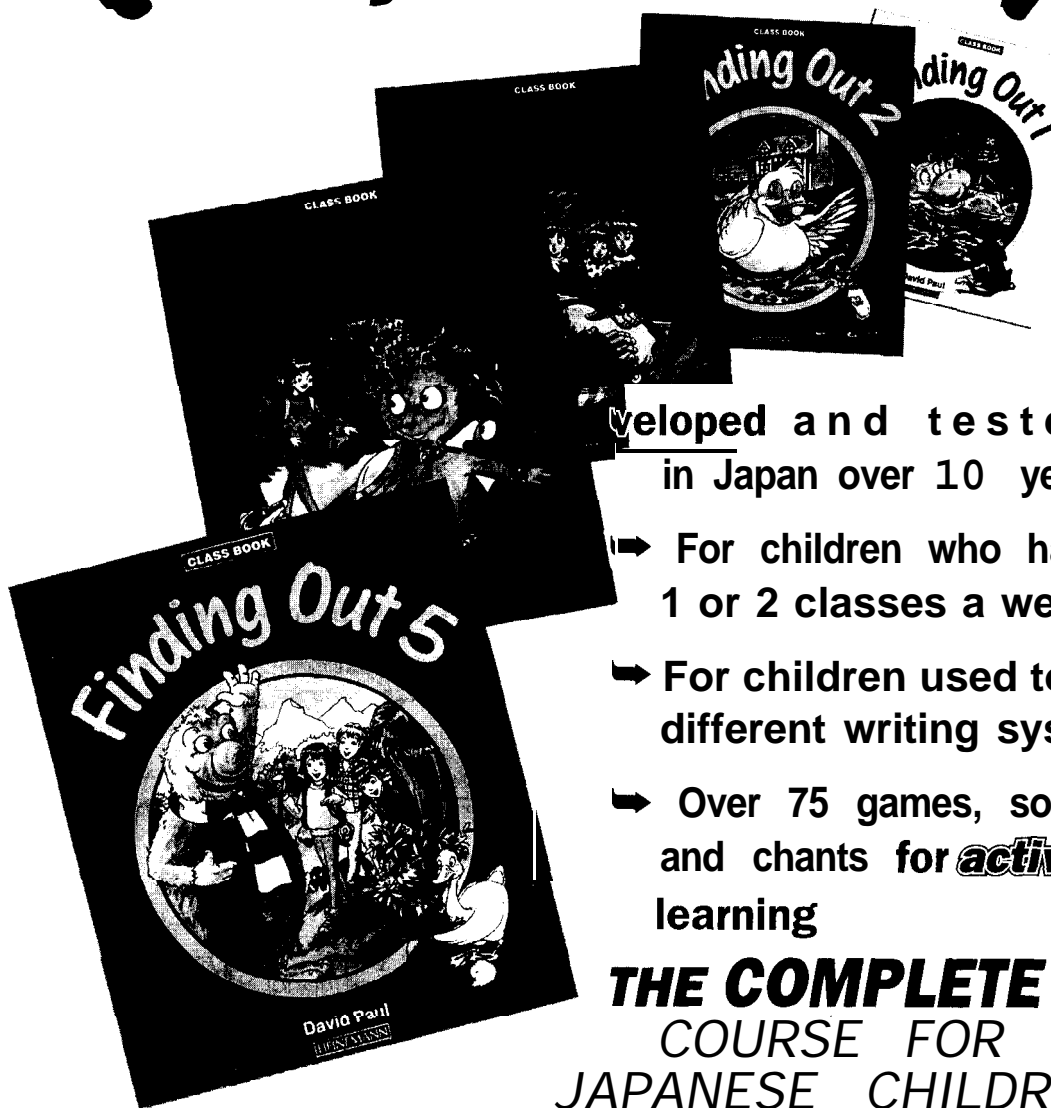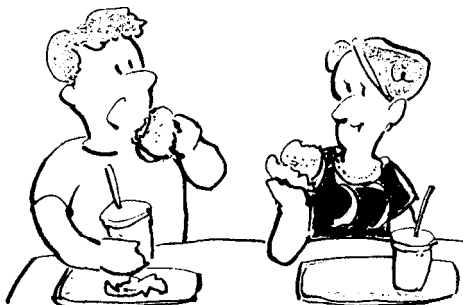
GO AHEAD. TALK

PAUL GILBERT

Chapter 10 Things *We Want to Have*

Go **Ahead, Talk** uses natural and mean-
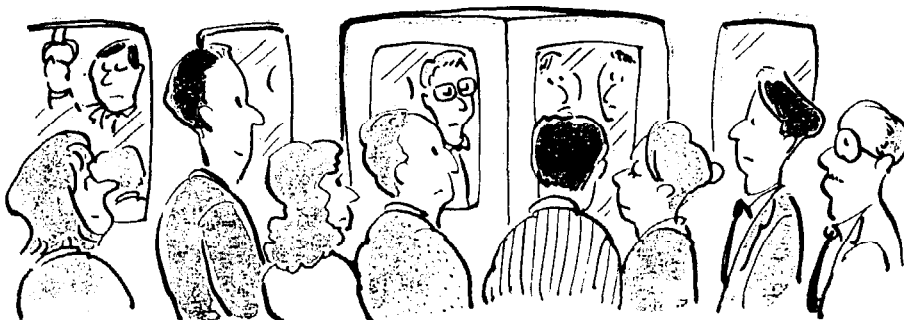ingful situations that encourage students
to become better speakers.

"If you want to communicate, it is
better to say something than to say
nothing at all, even if you are not sure
of how to say it."

Chapter 8 Junk Food

No more drills, grammar exercises, and rote memorization from textbooks.
Go ahead and speak freely!

Chapter 11 About Japan

resources will have no problem adapting these materials. They however, will probably not need or use these materials.

The theory behind this book makes it seem Perfect for the instructor who runs in five minutes before class and hopes to "just grab something". That teacher will stand little chance of understanding the material in this book and will probably not be able to successfully use it as the authors intended.

However, an instructor with minimal business background who:

1) invests the time and energy studying "How to teach using this book."
2) does the "Needs Analysis" section with the students during their very first lesson together; and,
3) then spends a reasonable amount of time preparing each lesson based on the supplied lesson plans,

should find that the *Business English Teacher's Resource Book* probably works at least adequately well.

Reviewed by Nicholas E. Miller
The WordWorker

Giving Presentations. Mark Ellis and Nina O'Driscol. Longman, 1992, 96 Pp. cassette.

Giving Presentations is part of the three-level Longman Business English Skills series, which includes two pre-intermediate titles, four at the intermediate level, and two at the upper-intermediate/ advanced level, including this one. The materials in the series are intended for business and professional people who need to use English at work. Each title has a text and cassette featuring British, American and non-native speakers of English. The tapes are of good quality and at a natural pace. The accents sound authentic and are as varied as promised.

Giving Presentations consists of six units focusing on different aspects of giving presentations, such as the introduction, conclusion, use of visuals and handling questions, as well as two kinds of presentations business and professional people need to make: informative and persuasive. Through taped and written models, the learner is guided to an understanding of the language, methods of organization and techniques needed to give a presentation that others can follow easily and which is delivered in a way that will keep the audience listening. The units also provide activities to give the learner practice in each area covered so that he will gain fluency and confidence.

The text is attractive, well-organized, and easy to follow. There are several reasons for this. To begin with, the outline of the unit that appears in the table of contents also begins each unit. Another reason is that each of the units includes the same sections: "A. Preparation," "B. What to say," "C. How to organize the information," "D. How to create interest," and "E. Activities" (This last section contains two presentation tasks where learners have to make use of all the previous instruction.) Sections B, C, and D also have the same steps: "Focus," a listening stage during which learners listen to extracts from presentations and fill in missing words, and in doing so, become aware of useful language; "Summary," a section of text presented as a page in a notebook containing a list of useful language and presentation techniques introduced in the unit; and "Tasks," which includes completion and matching exercises, as well as, short written assignments. Sections are lettered and steps are numbered. This makes it easy to check answers which appear in separate answer keys following each unit. In addition, color is used to highlight sections of the book or of exercises. Symbols are used throughout to designate sections using the tape, speaking practices to record, and sections which contain aspects of delivery. Finally, there are one or two cartoons in each unit illustrating, in a humorous way, problems encountered giving presentations.

Motivated learners could improve their ability to give presentations by using this book independently. Since each unit is self-contained, they wouldn't have to cover the whole book unless wanted, focusing only on those aspects of presentations that were weak points. This material would also work well with a class. In that context, the learners would have a live audience to evaluate presentations rather than an audio or video tape to self-evaluate. A final note, while college students also have to give oral presentations and could learn much from the way the aspects of presenting are broken down, the models and topics are most appropriate for business and professional people. However, with this in mind, *Giving Presentations* could be used with college students soon to enter the work world.

Reviewed by Mary Grove
Intensive English Language Program
Temple University, Japan

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 February 28. Contact: Publishers' Review Copies Liaison (address p. 2). Publishers should send all materials for review---both for students (in sets) and for teachers---to the same address.

For Students

*Burns, T. (1993). *Hospitality is here: Hotel English for Japan* (text, tape). Kyoto: Spark English Academy.

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.

The Jigsaw Classroom

by Susan Nordyke, Keio University

I believe cooperation, not competition, is the key to learning. Many teachers and students intuitively understand this, yet the reality of the classroom is that it too often becomes competitively based, with students and teacher alike playing a role to encourage competition. Fortunately in the ESL/EFL classroom, cooperation has become a common aspect with activities such as pairwork and small group work. Only by having students work with each other do teachers find that the students become less reserved and use the language more. Cooperation among students is a natural outcome of teachers aiming to reduce teacher talking time and increase student talking.

Jigsaw Groups

A technique called "jigsaw groups" is considered by some to be the ultimate in student cooperation. This technique, advanced by Professor Elliot Aronson of the University of California, has been successfully applied to elementary and high schools in California and is being used more and more as word catches on about how much the students learn and gain confidence through it. I decided to try it out in my reading and conversation classes to see if it would work as well with students just learning the language as with students who are fluent in it.

Let's say you have 20 students. Break the class into four groups of 5. These groups are called the "expert" groups. Each expert group is given 1/4 of the total material to be covered for the lesson, and the expert group members study their material together to be sure they completely understand it.

After enough time has passed to read and understand the material, count each expert group member off l-2-3-4-5, and get all the 1s together, 2s together, and so on, up to 5. Now each member of this new jigsaw group must explain his/her own material to the rest of this new group. Everyone has to listen carefully to be sure they understand what each person is saying, because later each student will be tested on all the material.

Building Confidence

The essence of the jigsaw classroom is that each student is part of a learning team. Everyone is interdependent, needing each other to do well in the course. Participation is crucial for the entire group. Students learn to carefully listen to each other, knowing they need to have a good grasp all the material to do well on the quiz at the end of class. What happens is that students who *were* shy become less so as they feel their importance in the group as the other students give them their full attention. With each session, they become more and more confident and learn to speak with clarity out of necessity to get the points across.

I was surprised by how active my students became, how much English they were using in class, how much they supported each other, how well they did on the quiz covering all the material, and how quickly they got the hang of switching from expert to jigsaw groups after just one or two sessions.

Variety of Material

What's great about the jigsaw classroom technique is the variety of reading material (including dialogues) you can use. Simply get a reading of the appropriate level and cut it into four sections. Make enough copies of each section for the expert groups. Prepare 5 to 10 (not too specific) questions on the reading and hand out a copy of the quiz to each student toward the end of the session. Check the answers quickly, or have the students check other students' tests to save time.

Students need to know that they should not be memorizing every word, but rather understanding the general flow of information. The experts should not show their reading to the rest of their jigsaw members; the point is to listen carefully to what the expert has to say and ask questions if something is not clear.

For upper beginning to lower intermediate classes, the complete jigsaw classroom process optimally takes no more than 30 minutes. This leaves time for other activities like pairwork. With higher level classes, and depending on the type of class, 60 or 90 minutes allows for more in-depth reading passages and discussion in groups and as a class.

Let the Students Conduct a Session

After some weeks have passed and the students are comfortable with the jigsaw method, why not let the students do some of the work? Assign a group of students to 'be the teacher' for the following lesson, doing all the preparation and coordinating for the class-choosing the reading, making enough copies for the rest of the class, dividing members into expert groups and then jigsaw groups, and preparing the quiz.

The jigsaw classroom does take more preparation time than simply opening a book and starting to teach from it. An appropriate reading must be selected, divided into roughly equal parts, photocopied separately, and then a quiz made up and checked in class. But the process becomes surprisingly quick after youÕve done it a few times, and students learn to move quickly into their groups with little prompting. The rewards come when you see the intent, active faces and hear English throughout the classroom.

References

Zimbardo, P. (1989). Discovering psychology: Constructing social reality. South Burlington, Vt. The Annenburg/Corporation for Public Broadcasting Video Collection.

Susan Nordyke teaches in the Faculty of Law at Keio University.

PSAs and the Environment

by Jonathan D. Picken, Tsuda College

Daily exposure to advertisements and commercials is one of the inevitable consequences of living in a capitalist society. However mixed our feelings may be about this discourse of persuasion, it is difficult to avoid its influence. One benefit of public familiarity with advertising is that language teachers and materials writers can easily exploit the genre for teaching purposes, and this has resulted in many interesting classes and exercises. Consumer advertising, in particular, has proven to be a rich hunting ground for materials and ideas. Public service advertisements (PSAs), on the other hand, seem to have been largely ignored. This is a shame, as PSAs have very considerable potential, especially in the context of content-based language teaching. In this article one way of exploiting this form of advertising will be discussed.

PSAs Defined

Public service advertising "...is a means of using advertising to promote non- controversial causes in the interest of the public' (Mandell, 1984, p. 6). It has a long history; Mandell traces it back to English army recruiting posters in the Napoleonic Wars (not my idea of a non-controversial issue, by the way) (1984, p. 09). Public service announcements are common on TV and radio in the USA; in Japan, too, one frequently sees posters designed to raise AIDS awareness or improve people's behaviour on trains. TV commercials and newspaper ads about such issues as garbage disposal and recycling are becoming increasingly common.

The Activity

Promoting a good cause by means of a TV commercial (a public service announcement) seemed like an idea that would naturally appeal to my students. I decided to try it out by getting students in an upper-intermediate conversation class to create and perform their own PSAs. In the previous class meeting we had been working on the theme of "environment and the individual."

1. Getting the idea across

The obvious way to introduce the activity is to show the students a PSA on video. Teachers who do not have access to examples of these in English can use a recording in Japanese instead. Alternatively, one can use a storyboard (see Fig. 1). Whichever one chooses, it is a good idea to discuss the example in terms of the kind of audience it aims to reach and of probable persuasive effectiveness. The PSA storyboard in the appendix was designed to target middle-class suburban families.

2. Explaining the task

Having established the idea, I referred the students to an exercise we had done the previous week on ways in which individuals contribute to pollution (smoking on station platforms, dumping refrigerators in the woods, burning noxious waste in back gardens, etc.). I explained that they had to create a PSA designed to persude fellow citizens to desist from such irresponsible behaviour. The students worked on the task in groups of four.

An alternative approach would be to give the students a list of individual actions that contribute to pollution in major or minor ways, get them to add ideas of their own, and then get them to choose one item from the list for a PSA. The advantage of this approach is that it allows the PSA actively to stand on its own.

3. Instructions and tips

The students were given the following instructions and tips:

Topic: You are free to choose any individual contribution to pollution as the topic for your PSA. Try to agree on a topic that you all have strong feelings about.

Target audience: Make sure to decide exactly which group of people you want to reach .

Minidrama: Your PSA should take the form of a minidrama. All members of your group should participate in some way.

My Share

Procedure: After choosing your topic and audience, brainstorm for an idea, and then work out the details. It is a good idea to use a storyboard for this.

Tips: You can use some TV/drama techniques: You can "cut" from one scene to the next, taking the time to rearrange your "set" if necessary.

You can use voice-overs. Not all of the language needs to be spoken by the performers. Group members can create simple sound effects and provide background music by singing, whistling, or humming.

Work quickly so that you will have enough time to rehearse before your real performance.

Fig. 1. *PSA Storyboard*

SFX: Coughing and sneezing---sneak up slowly to crescendo in course of CM.

SON (VO): Boy, that new incinerator really is great!

MOM (VO): No need to put out heavy bags for collection anymore.

SON (VO): You can get rid of rubbish whenever you want to.

MOM (VO): It keeps Dad nice and busy (giggles).

DAUGHTER (VO): I wish it could burn bottles and cans, too. And big things.

MOM (VO): By the way, where is Dad?

SFX (VO): Coughing and sneezing reaches crescendo.

SUPER: INCINERATING AT HOME SMOKES US ALL OUT.

Glossary:

SFX: Sound effects

VO: Voice-over; the speaker is not seen

SUPER: Superimposition of one picture over another

TEAM UP
A Pairwork Activity Book
RICHARD CARRINGTON

- **28 varied activities in ONE book**
- **Information gap based to give purpose to communication**
- **Numerous opportunities for students to improve skills**
- **Highly motivational**
- **No preparation needed – open and use**
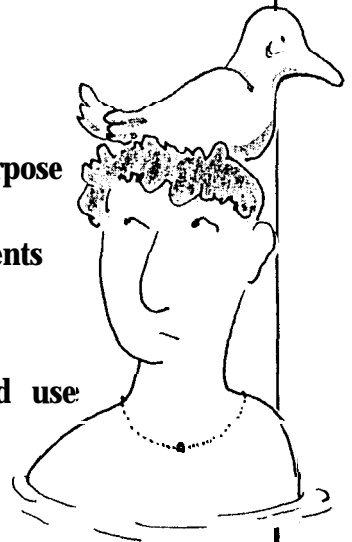
Team-up activities include:
- Building dialogs
- Crossword puzzles
- Interviews
- Trivia Quizzes (made by Japanese ESL students)
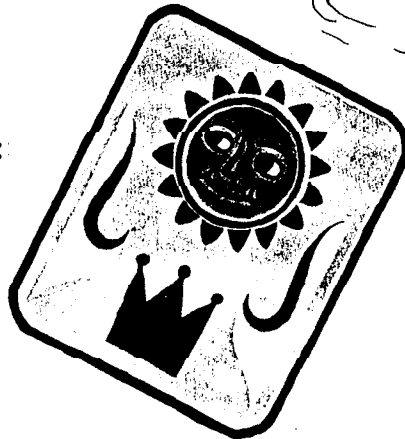
You have 40 minutes to prepare.
You should plan your PSAs in English.

4. *Performances*
Before the performances, the groups had to explain which issue they had chosen and which audience they had targeted. After each performance, the audience commented on the PSAs. The students were encouraged to consider the idea, the execution of the idea, and whether the PSA was likely to affect its target audience in the manner intended.

Cigarettes proved to be a popular topic, with one group focussing on air pollution and another on station litterbugs (in which an innocent by-stander gets run over by a train while picking up a butt tossed between the rails by a careless smoker). The third group attempted to persuade children to recycle milk cartons. The quality of the PSAs was generally high, and a variety of insightful comments were made in the follow-up discussions.

5. *Variation*
With a less outgoing class, I dropped the idea of giving performances and got the groups to make large storyboards for presenting their PSAs instead. This is how professional advertising copy-writers present their ideas. Whereas this variation is not as lively as performances can be, it does have the advantage that groups face fewer re-straints on their creativity. Performers have to limit themselves to the special visual and sound effects they can simulate or produce in class. On a storyboard, however, anything is possible. The deafening roar of a low-flying jet can be produced by simply writing, "SFX: Roar of jet." The storyboard variation is obviously good for giving students the opportunity to practise

giving presentations.

A variation that I have not tried is setting up a commercial writing contest. This, again, is fairly common in the world of advertising. In this variation, an origination-say the National Environment Agency-calls for ideas for a commercial to be used in, for example, a campaign against dumping garbage by the roadside in wooded areas. Groups of students (project teams) create entries on storyboards. These are presented and discussed, and the best one is chosen by popular vote or by a specially appointed campaign committee.

Conclusion
Unlikely bedfellows as advertising and environmental issues may seem to be, the combination works well in the classroom. The performance activity described above has been used with equal success with intermediate-level college students. I suspect that it would work well enough with suitably motivated lower-intermediate groups. The storyboard variation, on the other hand, probably works best with intermediate to advanced-level students because giving presentations is linguistically demanding. Obviously PSAs can be used to raise and do follow-up work on many other topics. I hope this kind of activity will prove to be a useful addition to the range of activities available to language teachers interested in national and global issues.

Reference
Mandell, M. I. (1984). *Advertising.* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Jonathan Picken is a full-time EFL teacher in the Department of English Language and Literature at Tsuda College, Tokyo.
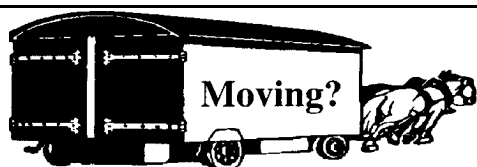
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SO SUCCESSFUL
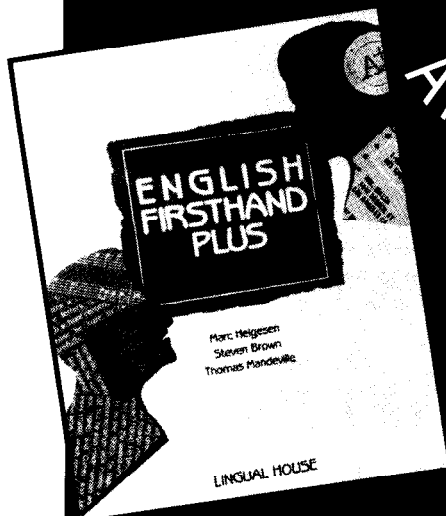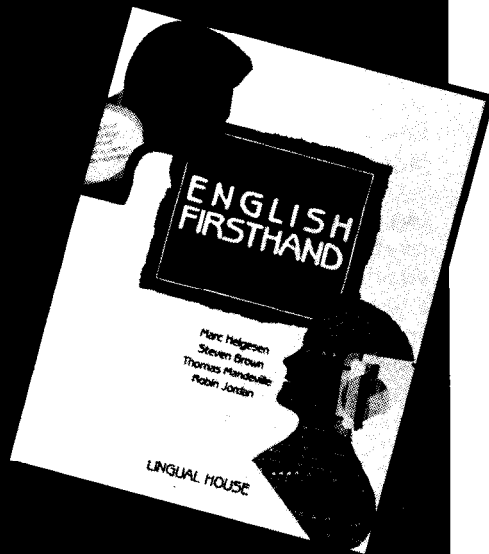
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edited by lyneve rappell

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

Announcement

The Society for Accelerative and Integrative Learning (SAIL), formed in Dec 1993, is looking for new members. Areas of interest include accelerative learning, neuro-linguistic programming, and other new learning methods. The 1st Annual SAIL Conference will be held on 6 March 1994, 13:00-17:00 at Kogakuin University, in front of Keio Plaza Hotel in Shinjuku. Fees or the conference are \1,000 for members and \2,000 for non-members. For details, call 045-531-7222 or fax 045-542-9907.

Publishing Opportunity

Yamaguchi Shoten Publishing Company will publish a collection of reflective accounts by former JTEs, ALTs, MEFs, BETs and other non-Japanese with experience working for extended periods in Japanese schools. It is anticipated that such accounts will be of interest and use to future ALTs, as well as all those currently working in Japan and even for overseas communities. Individual accounts should be from *1000 to 2000 words.* Interested contributors should send a stamped self-addressed envelope to Antony Cominos, 112 Sunvale Asagirioka, Higashino-cho l-5, Akashi-shi, Hyogo-ken 637 for guidelines. Honorarium based on a formula to be developed by Yamaguchi Shoten. Editors: Minoru Wada and Antony Cominos. **Deadline for Submission of Contributions: 30 June 1994.**

Help Wanted: New Inputter

After several years of dedicated service, our inputter, Richard C. Parker, is moving on to other pressing projects. *The Language Teacher* is seeking a replacement. Pay: \1,000 per double-spaced A4 page. Applicants must own an Apple Macintosh computer for electronic inputting. Contact the Editor, Gene van Troyer, at his address or phone/fax, listed in the Masthead on page two of this publication.

�äter Call for Papers ⋆

Papers on testing are being sought for possible publication in a monograph series. Subjects such as using tests at commercial language schools, classroom testing as research, decision making with classroom tests and testing as teaching as

well as others would be welcome. Please contact Sayoko Yamashita, tel 0422-33-3344 or fax 0422-33-9887 for details.

⋆ Call for Papers ⋆

Papers on classroom research are being sought for possible publication in a monograph series. Papers on areas such as research methods, proposal writing, literature reviews, research design and statistics and other areas would be considered. Contact Dale T. Griffee tel/fax 048-688-2446 for specifics.

⋆ Call for Papers ⋆

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

> Mary Goebel Noguchi, 56-19 Yamashina Kusauchi Tanabe-cho, Tsuzuki-gun, Kyoto 610-03 JAPAN Tel: (0774) 63-6002; fax: -6003

Japanese language proposals should be no longer than one sheet of 400-ji *genko yoshi* and should be sent to:

> Masayo Yamamoto, 8-22 Aoyama Nara 630 JAPA; Tel:(0742)26-3498

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

⋆ Call for papers ⋆

The 4th JALT Central/East Central Regional conference (Fukui, Kanazawa, Nagano and Niigata), will be held June 11-12, 1994 in Fukui City, on the theme of "Classroom Practice: Problems and Solutions." The scope of this theme is intentionally wide-ranging, to acknowledge that the language classroom in Japan has its difficulties. Presentations that reflect this reality would be most welcome. Proposals for papers/workshops are invited in such areas as classroom management, testing and evaluation, teacher training and development, practical teaching techniques, etc. Please send a 250-word abstract of your

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

⇥ Call for Papers ⇤

1994 Korea TESOL Conference.
October 14-16, 1994. Kyoungju, Korea
"Where the Past Meets the Future:
Preparing the EFL Learner for the 21st Century"
Deadline: April 30, 1994

The following topics are invited for presentation: student and teacher motivation, CALL (computer assisted language learning), cross cultural communication, global issues, the future of bilingual education, cooperative learning, methods and techniques for preparing EFL learners to communicate in an international setting, ESP (English for special purposes), the psychology of learning. Please send your papers to

The Korea TESOL 1994 Conference Committee
C/O Carl Dusthimer, Conference Co-chair
Department of English Language and Literature
Han Nam University
133 O-Jung Dong, Taejon 300-791, KOREA
Tel: (H) 042 623-8472 Fax: 042 623-8472

⇥ Call for Papers ⇤

The Communication Association of Japan
24th Convention
June 25-26, 1994 in Tama City

The C.A.J. wants papers on the areas of Communication, Language Teaching, and Linguistics. Presentations will be for about 20 minutes including a question/answer session. Send a completed paper by February 24, 1994 or a title and abstract by March 31, 1994. Only completed papers will be considered for premier sessions. Proposals may be submitted in English or Japanese, and accepted papers must be presented in whichever language the proposal is made. For premier Sessions, three(3) copies of completed papers must be submitted with author identification on a separate sheet, for blind review. English language abstracts must be typewritten, single-spaced on A4 paper, and no longer than 200 words. Papers presented at the conference will be considered for publication in the C.A.J. journals. Send the proposals to Jim Bowers, C.A.J., Meiji University, Office 258, Tzumi Campus, l-l-9 Eifuku, Suginami-ku, Tokyo 168 Japan; tel : 03-5300-1322.

Shikoku Guidebook Available

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

異文化コミュニケーション研究会セミナー

　異文化コミュニケーション研究会（SIETAR JAPAN）は異文化学習訓練をテーマに、セミナーを開催します。日時は、1994年3月2日と3日9時半から5時半まで、会場は、早稲田大学国際会議場3階です。異文化コミュニケーションの講義や演習で使える異文化シミュレーションや教材を豊富に紹介します。国際ビジネスマン、留学生、海外赴任家族向けの異文化学習訓練を効果的に行うための、日本語と英語によるさまざまなエクササイズの使い方を実演します。講師は、林吉郎（青山学院大学）、太田正孝（早稲田大学）、八代京子（麗澤大学）、リン・マクナマラ（テンプル大学）、樋口容視子（海外生活アドバイザー）、アキレス美知子（異文化コンサルタント）、バンクス恵子（異文化コンサルタント）他数名です。問い合わせは、SIETAR JAPAN 電話03-3580-0286、ファックス03 3581 5608です。

The Language Teacher 1994 Calendar

March:	Conference Reports issue
April:	JALT News 5upplement
June:	Special Issue on *Lesson Planning,* edited by Elizabeth King and 5onia Yoshitake
August:	Preconference Issue, *Back to Basics*
September:	Conference Issue
October:	Special Issue on *Cooperative Learning,* edited by Robert M. Homan, Wil Flaman and Christopher Jon Poel

Special Issues Scheduled in 1995

February:	*Vocabulary,* edited by Norbert Schmidt
May:	*Bilingualism,* edited by Mary Goebel Noguchi
October:	*University Teaching,* edited by Gillian Kay

Of National SIGnificance

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,

Farewell!

David John Wood, who compiled and edited this department for over two years, has decided to leave us to pursue other projects and professional challenges. At the same time he so ably served The Language Teacher, *David also acted as the national N-SIG liaison to JALT, and in both capacities he contributed tremendously to the development of JALT's N-SIGs. The editors wish to take this opportunity to thank him for his dedicated service, and to wish him all success in his future pursuits. David's editorial successor is Steve McCarty.*

About "Of National SIGnificance"

Material for this department comes from N-SIG sources. Moreover, the department editor also serves JALT as N-SIG Liaison and as the National N-SIG Representative to JALT's Executive Committee. For inquiries about this department or overall N-SIG matters, please feel free to contact **Steve McCarty** at 3717-33 Nii Kokubunji, Kagawa 769-01. For information about N-SIGs related to your academic and pedagogical interests, contact the individual N-SIGs, whose coordinators are listed below.

The major change in this department for 1994 is that more information will be provided in Japanese. The editor feels that this is the best way to engage native speakers of Japanese as active participants in JALT. To this end he would like to thank **Hiroko Takahashi** and **Atsuko Ushimaru** for their able assistance in preparing Japanese language copy.

The N-SIG Organization

Formerly it was barely possible for just one person to attend to various N-SIG organizational duties, and David Wood had the energy to do so. The N-SIG organization has evolved, however, and at JALT's 1993 Omiya Conference the members voted to form committees for overall N-SIG projects in the areas of Programming, Publications, and Administration. With at least one volunteer from each N-SIG, more work will get done for the evolution of N-SIGs and their roles in JALT.

The N-SIGs also elected a Deputy N-SIG rep, Atsuko Ushimaru of Obirin University in Tokyo, who is deeply involved in the **Global Issues** N-SIG. When the elected N-SIG Representative is unable to attend ExCom meetings, Ushimaru will take his place. She introduces her mission below in Japanese, but says that she chafes at typecasting according to race or language.

Successful Tokyo Conference Includes all N-SIGs

1993 heralded the N-SIG Symposium with the Kobe Chapter, many regional conferences inviting N-SIG representatives and displays, as well as JALT '93 in Omiya. Most recently was the JALT-Tokyo Chapter's autumn mini-conference, which invited and financially supported N-SIG presenters. The Tokyo Chapter reported:

". . the Nov. 21.. .mini-conference on Teacher & Learner Development attracted over 180 participants. Presentations by main speakers Virginia LoCastro (language awareness training) and Anni Hawkinson (teacher education) were particularly well-attended, as were those by Karen Brock (learner strategies training workshop), Naoko Aoki (autonomous vocabulary development for learners of Japanese), and Don Maybin (communication strategies training workshop). All N-SIGs, both forming and formed, were represented, and N-SIG volunteers in the display area were kept busy answering enquiries, particularly during break periods. Also.. .the **Learner Development** N-SIG gained the 50 members necessary for it to apply for official JALT status.. .."

Formation of N-SIGs

The N-SIGs enter 1994 nine strong, with three more in the works. There are, however, still major JALT constituencies-teachers of English to children, at companies or conversation schools-without N-SIGs to bring them together. Contact the N-SIG Representative if you can help unite through shared interests those who are separated by geographical locations.

N-SIG Missions

N-SIGs can be based on a variety of commonalities among JALT members, such as occupation, subject or level taught, teaching approaches tailored to Japan, interest in certain fields, or issues cutting across disciplines. The mission of each official JALT N-SIG has been well-covered in English in previous installments of this department, but readers might be interested in the missions of those which are still forming.

Learner Development seeks to bring together professionals interested in concepts and research in both English and Japanese, to develop more autonomous and effective learners-teachers included. **Academic and Content-based English Education** offers a network for professionals involved with Study Abroad I'rograms, English for Academic Pur-

poses (EAP) and English for Special Purposes (ESP). Finally, *Other Language Educators* seeks to serve as an umbrella group for teachers of foreign lanuages in Japan other than English (L3), involving various research concerns.

Mission descriptions of all formed and forming N-SIGs are also offered below in Japanese.

Milestones

Studies in Team Teaching is due this month from Kenkyusha, jointly edited by **Team Teaching** N-Sig Chair **Tony Cominos** and former *Monbusho* JET Program director **Minoru Wada.** Other anthologies edited by this team are in the works, on teaching techniques and the social context of Japanese communities.

各 N-SIG の活動

1993年12月現在、JALT の N-SIG は 9 つあります。1 月の執行委員会で学習者ディベロプメント N-SIG が承認されれば、この号が発行されるころには、N-SIG の数は10になっているはずです。ここでは、各 N-SIG の活動を日本語でかんたんに紹介します。かっこの中は、各 N-SIG の発足した年です。

ビデオ(1990)：日本における語学教育の向上に資すると思われるビデオ教材の開発に努めてきました。

バイリンガリズム(1990)：言語政策と日本において二言語併用の環境で子供を育てる人たちのために、指針を提供する応用言語学の中の一分野です。

グローバル問題(1991)：言語習得とともに、地球の環境、平和、その他諸々の社会問題への意識を高め、グローバルな視点を育てる言語教育を目指しています。

日本語教育(1992)：日本に住み、他言語を母語とする人々への日本語教育の向上に努めています。日本語学習者の急増している昨今、多様な専門的研究が急務となっています。

ティーム・ティーチング (1993)：JET プログラムをはじめ、日本人教師と外国人教師が共同で行う外国語教育の改善のために研究を進めています。

大学外国語教育 (1993)：JALT 会員の中で最も大きい割合を占める大学教育レベルの教師間の情報交換の場です。

コンピュータ利用語学学習(1993)：ハイテク社会日本での語学学習において、大きな可能性をもつ学習手段として、CAI-CALL によるアプローチの開発を目指しています。

教材開発（教材執筆） (1993)：さまざまなメディアを用いて、質の高い語学教育教材の作成を目標としています。

語学教師養成(1993)：教師養成、または現職教師研修プログラムに関心を持つ人々に意見交換の場を提供しています。

学習者ディベロプメント(1994 ？)：特に日本をフィールドにした学習者の自律に関連する研究について、実践的知見の情報交換の場を築こうとしています。

この他に結成準備を進めているグループが二つあります。

教科内容中心の英語教育：海外留学プログラム、学術英語教育、目的別英語教育に関心を持つ会員を中心に参加を呼びか

けています。

Other Language Educators：英語以外の外国語教育に携わる教師のためのグループです。

以上のように、N-SIG は、JALT という大きな組織の中にあって、さまざまな共通項を見つけたもの同士によるネットワークです。新たな N-SIG の誕生を期待しています。次は「児童英語教育」など、どうでしょうか。

JALT の活動の本拠地が日本であること、会員の半数以上が日本人であるだけでなく、外国人会員の中にも日本語のできる人が増えてきていることを考えると、このコラムにももっと日本語記事があってもいいと思われます。情報を、掲載希望月の 1 日から数えて 7 週間前までに、以下の N-SIG 代表にお知らせください。（彼は日本語が読めます）

〒769 01　香川県綾歌郡国分寺町新居3717-33

スティーブ・マカーティ

fax 0877-49-5252（香川短期大学）

ご挨拶

1994年度、N-SIG と JALT 執行委員会の間の連絡役補佐を努めることになりました。N-SIG の存在をさらに有意義なものにし、さまざまな環境にいるわれわれが、よりよい教育を実現していくことができるよう、会議その他の活動を通して努力していきたいと思います。どうぞよろしくお願いいたします。

N-SIG 代表補佐　牛丸敦子

JALT's N-SIG COORDINATORS

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

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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 660; tel 0857-28-0321; fax -3845

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Video: David Neill Kokkusai Honyaku Services, 1033 Ushiroji, Tomo, Fukyama-shi 720-02; tel: 0849-82-3425

Teacher Ed.: Jan Visscher. 3-17-14 Sumiyoshi, Higashi-machi, Higashi-nada, Kobe 658; tel (h) 0788226786

N-SIGs IN THE MAKING

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

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

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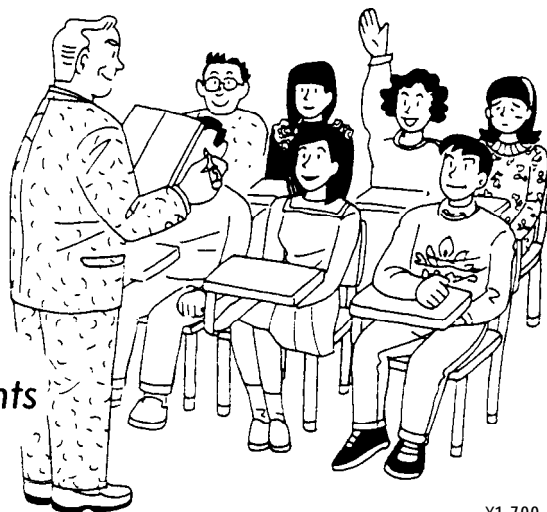
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Chapter Reports are limited to no more than 200 words in length. For specific guidelines contact the Chapter Reports editor at the address listed in the Masthead. Deadline: the 19th of the month. All copy is subject to editing for length, style, and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

Conference Highlights

by Chapter Members

JALT Hiroshima Chapter's November meeting was brief reports and reviews of JALT '93 Omiya. Tomoko Nakamura reported on the standing room only presentation, "Exploring Approaches to Kanji Learning" by Mary Goebel Noguchi, whose explorations covered the methods of Dee Roo, Takebe, and Heisig. Suzanne Ledeboer reviewed Tom Hinton's "Process Writing for English for Academic Purposes Classes," an instructive trip through writing academic English. Next, Susan Henderson-Conlon presented an Intercultural Training Activity: World Citizen Quiz" given by Yayoi Akagai and Brenda Watts at Omiya. The audience took the quiz and spent some time discussing their scores. Arelene Alexandrovich gave an introduction to JALT's nine recognized and three forming National Special Interest Groups (N-SIGS). Judging by the show of hands, there are many potential members in Hiroshima for some of the N-SIGS. The program ended with Nelson Einwaechtrr providing an overview of Richard Smith's ideas on "Japanese Learning," which blend with the Learner Development forming N-SIG and the "Learner to Learner" newsletter.

Reported by Suzanne Ledeboer

Drama in the Classroom

by Jack Migdalek

In November Jack Migdalek presented a lively and informative workshop about how to incorporate drama activities in English classes. Noting that drama techniques can enliven lessons and help students gain confidence in a supportive atmosphere, Migdalek suggested that complete drama lessons be adopted in high schools primarily for revision and review each four to eight lessons.

He then described how drama activities could be graded into three general categories: comprehension, communication, and creative. Examples of comprehension activities include performing physical actions by following various teacher-centered commands. Communication activities involve pairs or small groups performing linguistic tasks with a very limited scope. Creative activities may be role-play scenarios or improvisations. One suggestion

was to design activities which gradually tackle more and more difficult tasks.

Migdalek stressed that activities for beginning English students should be structured and not too demanding. After students build up a good vocabulary base, they can be given more challenging, creative activities, such as role-plays and improvisations.

Migdalek began the workshop with gibberish and gestures, proving that simple gestures and intonation can effectively convey messages. He concluded by demonstrating many activities.

Reported by Charles McHugh

Teaching Communication Skills in Large Classes: An Introduction to Strategic Interaction

by Masaki Oda

In November Masaki Oda described how to work within the *Monbusho* standards, yet still teach stimulating, creative, and communicative lessons. He demonstrated how role plays can foster "strategic interactions" which enable students to over-come conflicts awhile achieving their goals in a creative, personal way. We enjoyed a number of information-gap activities which could be adapted to pairs, small groups, or large classes.

Reported by Ellen Junko Sadao

Let's Talk, **Let's Sing**, **Let's** Learn with Let's Go!

by Ritsuko Nakata

When Ritsuko Nakata's presentation was introduced in December as "Aerobics with Ritsuko" we became a bit anxious. However, her talk was intensive, informative, and fun. She demonstrated teaching points by asking attendees to play the students role. And we did, singing the ABC song in creative ways rather than the traditional rote song we all know so well. Most importantly, she asked us to think about what goals are for our students. Nakata's main goal is for her students to think in English and be spontaneous. Those sound like big goals, but she asserts that it is very achievable if teachers would change some of their habits. For example, speaking at a natural

speed, rhythm, intonation, and good pronunciation all make up living English. She insists that the only way to really learn a language is to speak it. Therefore students should speak at least 80% of the time. Nakata emphasized that it is imperative that class time be intensive. After her vigorous drilling we felt exhausted, but had enjoyed it.

Reported by Brian Moss

Using Drama Techniques for Conversational Awareness

by Rachael Walzer

In December Rachel Walzer demonstrated some of the techniques she uses to increase students' understanding of native English speakers, both verbally and non-verbally. These techniques included educational drama, sensitivity to local and foreign cultural cues, pronunciation improvement, and ice-breaking activities. She then described how the use of drama and the development of self-awareness can help overcome inhibitions in the classroom and encourage spontaneous communication.

Reported by Kelly Ann Rambis

Submissions for *The Language Teacher* Wanted

2500 word submissions on the following subjects are desired: vocabulary acquisition, student generated projects, how teachers can save their voices, homestay preparation for language students in foreign countries and in Japan, creating student awareness of learning resources available to them, teaching of natural discourse styles, *juku* teaching, Japanese high school and university entrance testing, grammar consciousness raising, and student evaluation in in-house company foreign language programs. Please contact Gene van Troyer, Editor (address on p. 2).

What is the Communicative Approach?

The Case of Japanese Language Schools in the United States

by Hiroko Furuyama

In September Hiroko Furuyama, who teaches Japanese for the Japan Foundation, began by describing the Japan Foundation. It was established in 1972 to promote mutual understanding. There are four Japan Foundation Language Centers which provide support for JSL teachers by holding seminars, conferences, and workshops and offering a library of JSL materials.

In addition to discussing JSL worldwide and its increasing popularity in the United States in particular, Furuyama described various approaches to language teaching, particularly communicative approaches, and how they can be applied through situation-based activities. She placed particular emphasis on "recycling" concepts, so that functions, vocabulary, grammatical structures, etc., were presented in different lessons and students had a chance to see them in many contexts.

Reported by Kathi Kitao

Training Japanese Children to be Active Learners

by David Paul

In his presentation in November, David Paul emphasized that childrens' language teaching games should have a purpose and should be fun. He contrasted this with the way that classes are often taught in which a grammatical structure is presented and then children play a game which is unrelated to the structure.

The reason this is not a good procedure is because it separates the world of the classroom from the child's world. When this happens, games are not spontaneous, and the world of the classroom intrudes on the child's world. Learning and playing should be inseparable, and children learn language best when they have a spontaneous need to use it.

Paul introduced various games, activities, and songs which employ the approach to language teaching that he described.

Reported by Kathi Kitao

Team Teaching: Is It Just a Bag of Tricks?

by Steve Brivati

At our November meeting Steve Brivati discussed some central issues relating to those teaching English at a secondary level in Japan. Questions relating to the role of AET's in the educational system were

bracketed by an analysis of some of the deficiencies of the existing state of affairs.

Using Brown and Levinson's analysis of the fundamentals of human politeness: not to intrude on another's territory, the relationships or the field of knowledge of another, Brivati proposed that the current status of AET's involves them of necessity in breaking all of these constraints. AETs cannot but intrude on the territory and relationships of the Japanese teacher by being in the classroom, and cultural knowledge brought by the AET may overwhelm that of the Japanese teacher.

Drawing on Brown and Yule's distinction between Transactional and Interpersonal language, he demonstrated that the Monbusho syllabus focuses on the former to the neglect of the latter. Brivati suggested "interactionalising" the syllabus, but recognized the difficulties in doing so, both in terms of time, co-teachers' aims and neglect of some syllabus items. He pointed out that the usual "bag of tricks" approach does not work in the absence of a disciplined approach to methodology and called for more rigour and thought in defining the aims of foreign language teaching. The presentation ended with a discussion of discipline problems AET's may face and the difficulties their anomalous status presents in dealing with these issues.

Reported by Stewart Hartley

<small>YOKOHAMA</small>

Listening-Content, Culture, Tasks and Strategies

by Marc Helgesen

Our November meeting was a very full programme in which we explored listening skills development. Marc Helgesen from Miyagi Gakuen Joshi Daigaku helped and reminded us of the importance of the cultural content in teaching English listening. Another important factor is the need for a task or goal in learning activities. Everything which Helgeson gave us was in fact a task: from the sample listening activities in the first half of his presentation to the teaching tasks in the second half.

The best advice Helgesen gave was to keep in mind was threefold. First was that we (and students) do not listen to words, rather to meaning. Second was, rather than use any old teaching strategy that seems to work, using those which are known to work is better (e.g. prediction, listening for specific information). Last was to help students develop listening for gist of meaning, specific information, and inferred meaning based on what the student has listened to.

Reported by Howard Doyle
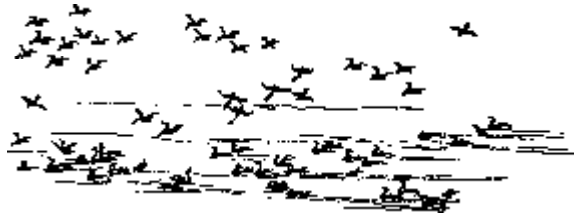
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!Blass, L. & Pike-Baky, M. (1993). *Reflection and beyond: Expanding written communication* (text, tape; low-interm ESL; Tapestry series). Boston: Heinle & Heinle Publishers.

!Brieger, N. & Comfort, J. (1993). *Developing Business contacts* (interm bus Eng). Hemel Hempstead, UK: Prentice Hall International.

!Costinett, S. et al. (1993). *Spectrum 2A* (student's text, workbook, teacher's book, demo tape). Englewood Cliffs, N.J.: Regents/Prentice Hall.

!Gilbert, J. (1993). *Clear speech: 2nd ed* (text, 2 tapes). Cambridge: Cambridge University Press.

!Gill, M. & Hartmann, P. (1993). *Get it? Got it! Listening to others/Speaking for ourselves* (text, tape; low-interm ESL; Tapestry series). Boston: Heinle & Heinle Publishers.

!James, G. (1993). *Passages: Exploring spoken English* (text, tape; highinterm ESL; Tapestry series). Boston: Heinle & Heinle Publishers.

!Molinsky, S. & Bliss, B. (1994). *Side by side TV* (level 1: 2 video, 2 audio tapes, reference guide; level 2: 2 video, 2 audio tapes, reference guide). Englewood Cliffs, N.J.: Regents/Prentice Hall.

!Riggenbach, H. & Samuda, V. (1993). *Grammar dimensions: Form, meaning, and use: Two* (low interm). Boston: Heinle & Heinle Publishers.

!Sokolik, M. (1993). *Global views: Reading about world issues* (adv; Tapestry series). Boston: Heinle & Heinle Publishers.

!Tsukamoto, C. & LaLuzerne-Oi, S. (1993). *Tell me about it!* (text, tape; interm). Boston: Heinle & Heinle Publishers.

For Teachers

*Weir, C. (1993). *Understanding and developing language tests.* Hemel Hempstead: Prentice Hall.

Barnett, J. (ed.) (1993). *One classroom---many languages: Issues and strategies for teachers.* Letters in Language and Literacy series. Adelaide: Center for Applied Linguistics in the University of South Australia.

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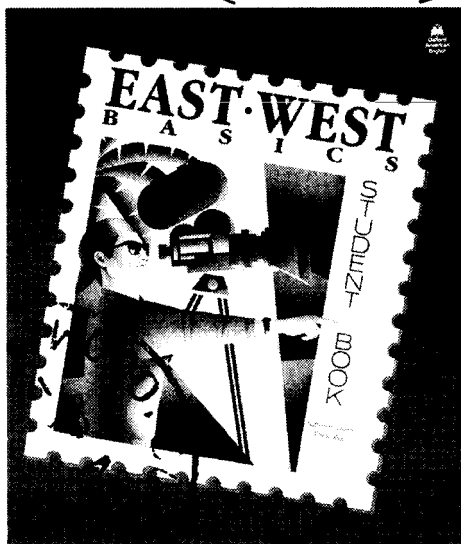
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AKITA

Tomoko Nishiyama, 0188-86-5525 (w), 0188-86-5100 (ESL Dept. office), 0188-86-4533 (h)

CHIBA

Topic: Expanding Textbooks: Activities Beyond the Page
Spkr: Mark Benger
Date: Sunday, February 13
Time: 1:30-3:30 p.m.
Place: Chiba Chuo Community Center
Fee: Members free; non-members \1000
Info: Joe Fraher, 0474-49-7796

Mark Benger will present ways of adapting textbooks to meet students' needs. Benger suggests using textbook exercises as "stepping stones to reality," getting heads out of the book by taking activities off of the page. This is a full-participation workshop brimming with ideas to take away and use Monday morning.

Mark Benger is an educational consultant with Meynard Publishing.

FUKUI

Topic: English Education in Japan: Past and Present
Spkr: Nihei Nigaki
Date: Sunday, February 20
Time: 2:00-4:00 p.m.
Place: Fukui International Exchange Center (Fukui Kenmin Kaikan 6F)
Fee: Members free; non-members \700
Info: Takako Watanabe, 0776-34-8334

The speaker will focus on changes in junior and senior high school English education, and cover the New Monbusho Guidelines. He hopes that participants, especially AETs/ALTs, will come to know better the actual situation most Japanese teachers of English face everyday and gain insights into ways to cooperate with them in teaching communicative language skills.

Nihei Nagaki has been a junior and senior high school teacher since 19.53.

FUKUOKA

Topic: International Haiku for Students of English
Spkr: David McMurray
Date: Sunday, February 13
Time: 1:30-4:30 p.m.
Place: Fukuoka Building, 9F, Tenjin
Fee: Members free; non-members \1000
Info: Lesley Koustaff, 092-822-5910

Utilizing international haiku, seven verse tanka and linked verse (renga) to teach pronunciation, conversation and composition will be discussed and demonstrated in this workshop. Lesson plans and activities will be given. The speaker will also share ideas on how to run an effective JALT chapter.

David McMurray is the JALT National President and past president of Matsuyama JALT.

FUKUSHIMA

Topic: Telling Stories to Very Young Learners
Spkr: Vaughn Jones
Date: Sunday, February 6
Time: 1:30-4:30 p.m.
Place: Koriyama Bunka Center
Fee: Members free; non-members \500
Info: Gary Spry, 0249-38-7917 (h/fax); 0249-23-6950 (w)

Story-telling is a very powerful technique for presenting and practicing new language with very young learners. This presentation will cover how to tell them and how to ensure that the children are learning the language effectively.

Vaughn Jones is ELT Consultant at Heinemann.

GUNMA

Topic: The Teacher Said, "I Haven't Been a Student for a Long 'Time"
Spkr: Keith S. Folse
Date: Sunday, February 20
Time: 2:00-4:30 p.m.
Place: Kyoai Women's Junior College, Maebashi
Fee: Members free; non-members \1000; students \500
Info: Hisatake Jimbo, 0274-62-0376

Leo Yoffe, 0273-52-6750

Teachers will have a chance to see how an activity works from both the teacher's and student's points of view. Participants will learn about 10 types of speaking activities by becoming language students as the presenter begins with a basic Spanish class using traditional grammar and vocabulary activities. The methods to be used are adaptable to various levels and class sizes.

Keith S. Folse is the principal at Language Academy in Maebashi and the author of several books.

HAMAMATSU

Brendan Lyons, 053-454-4649
Mami Yamamoto, 053-885-3806

HIMEJI

Yasutoshi Kaneda, 0792-89-0855

HIROSHIMA

Topic: Creative Writing: A Novel Approach for Japanese Students
Spkr: Ronald Klein
Date: Sunday, February 20
Time: 1:00-4:00 p.m.
Place: Hiroshima International Center (Hiroshima Crystal Plaza 6F, near ANA Hotel)
Fee: Members free; non-members \1000
Info: Nelson Einwaechter, 082.878-8111 (weekdays except Tuesday) Susan Henderson-Conlon, 082-271-0413 (days) or Fax 082-271-9946

Ronald Klein will discuss and demonstrate effective techniques for improving students' creative writing skills, from warm-up activities through revision and final draft.

Ronald Klein teaches at Hiroshima Jogakuin University.

HOKKAIDO

Topic: Learner Training: Teaching Students to bc Productive learners
Spkr: Ken Dillon
Date: Sunday, February 20
Time: 1:30-4:00 p.m.
Place: Kaderu 2.7 Bldg. (North 2 West 7) Room 710
Fee: Members and students free;

SRA : The Library In A Box
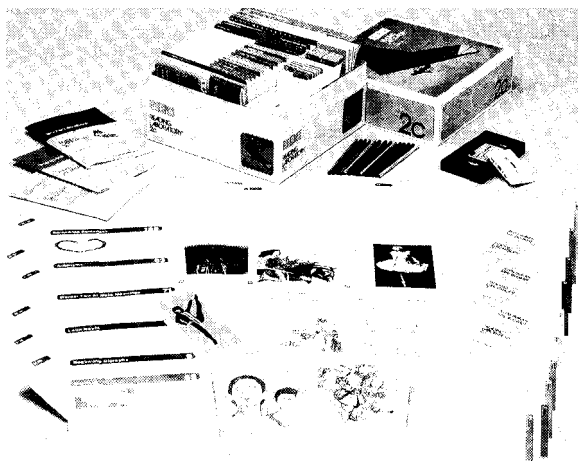
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Info: Ken Hartmann, 584-7588

This workshop will first discuss ways of increasing student awareness of their own and others' learning strategies, and then investigate some methods of using this awareness to encourage the development of "good" learning skills.

Ken Dillon teaches at Asahi Culture Center in Sapporo.

IBARAKI
Martin E. Pauly, 0298-58-9523
Michiko Komatsuzaki, 0292-54-7203

KAGAWA
Harumi Yamashita, 0878-67-4362

KAGOSHIMA
A. Barbara O'Donohue, 0992-53-5491

KANAZAWA
Topic: Learning Japanese: Some Strategies for Success
Spkr: Ted Sanders
Date: Sunday, February 20
Time: 2:00-4:00 p.m.
Place: Ishikawaken Shakai Kyoiku Center, 4F (Next to MRO, Honda-machi)
Fee: Members free; non-members \600
Info: Neil Hargreaves, 0762-80-3448
        Mikiko Oshigami, 0764-29-5890

This presentation will first try to identify some of the obstacles that inhibit learning Japanese as a second language, then offer strategies to enhance the learning process. Participants will be asked to share some of their own experiences in learning Japanese. Native Japanese speakers are, of course, warmly welcome!

Ted Sanders teaches English and Japanese at the Toyama campus of Sullivan County Community College/State University of New York.

KOBE
Topic: Promoting Motivation and Altering Attitudes of Japanese ESL Students
Spkr: Yoshiyuki Nakata
Date: Sunday, February 13
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: 078-881-0346; Fax: 078-882-5993
         Nihei Nagaki, Tel: 078-593-7998; Fax: 078-593-9957

The role of attitudes and motivation in second language acquisition will be reviewed and evaluated. Then, effective methods and materials in English teaching which promote acculturation will be explained. Participants are encouraged to offer feedback as well as suggestions on heightening English language motivation among Japanese.

Yoshiyuki Nakata, M.A. in TESL, is a recent graduate of St. Michael's College.

KYOTO
Topic 1: Listening-Content, Culture, Tasks and Strategies
Spkr: Marc Helgesen
Date: Saturday, February 5
Time: 1:00-3:00 p.m.
Place: Kyoto YMCA, Sanjo Yanaginobamba (075-231-4388)
Fee: Members and non-members free

After the speaker explores the nature of listening and strategies for skill development, he will consider how the learners' culture affects their ability to listen.

Marc Helgesen is a Japan-based author of textbooks.

Topic 2: a. E-mail in the Classroom, b. Constructing a "Sound Database" for Pronunciation Practice in the Language Laboratory
Spkr: Shingo Matsumiya
Date: Sunday, February 27
Time: 1:30-4:00 p.m.
Place: British Council Kyoto, 75 Nishimachi, Kita Shirakawa, Sakyo-ku
Fee: Members free; non-members \500
Info: (For both meetings) Kyoko Nozaki, 075-711-3972
        Michael Wolf, 0775-65-8847

The speaker will demonstrate how language teachers can best make use of computer networks. He will also demonstrate how to make a database which visualizes sound stress, pitch, rhythm, and intonation.

Shingo Matsumiya is an English teacher at Osaka Prefecture Senior High School.

MATSUYAMA
Ron Murphy, 0899-22-7166

MORIOKA
Topic: 1. Seito no kenkai (in Japanese); 2. Inside the Classroom: a teacherÕs perspective (in English)
Spkr: Ti m Newfields
Date: Sunday, February 20
Time: 1) 11:30-12:30, 2) 1:30-3:00 p.m.
Place: Morioka Chuo Kominkan, 2F
Fee: Members free; non-members \1000
Info: Izumi Suzuki, 0196-37-5469

Gaikokugo no gakushusha no manabu hoho, fuman ten nado no mondai o kento shite ningenmi afureru kyoshitsu o tsukuru hoho o sagutte ikimasu. (Japanese will be input later.)

The second presentation will consider many of the issues foreign language teachers face in Japan.

Tim Newfields is the acting JALT National Recording Secretary and immediate past president of Shizuoka JALT.

NAGANO
Richard Uehara, 0262-86-4441

NAGASAKI
Topic: Practical Ideas for the Classroom (In Japanese)
Spkr: Lesley Koustaff
Date: Sunday, February 20
Time: 1:30-5:00 p.m.
Place: Suisan Gakubu (Fisheries), Nagasaki University
Fee: Members free; non-members \1000
Info: Brian Moss, 0958-20-5713
        Satoru Nagai, 0958-44-1697

This will be a practical workshop in proven teaching techniques that motivate, energize and add spice to the Japanese language classroom. Ample time is scheduled for practice, discussion, and sharing opinions and experiences.

Lesley Koustaff is an Associate Professor at Chikushi Jogakuen University.

NAGANO
Topic: Don't Give Up: Teaching Writing Techniques on the Other Side of the Fence
Spkr: Nobue Maeda
Date: Sunday, February 27
Time: 12:30-4:00 p.m.

Place: 3F Mikokoro Center, Naka-ku, Nagoya
Fee: Members free; non-members \1000
Info: Helen Saito, 052-936-6493
Ryoko Katsuda, 0568-73-2288

This workshop will introduce and demonstrate ways to teach basic writing techniques in a modular program which manipulates the linguistic resources already possessed by the student. The presenter will demonstrate how to integrate writing with listening and speaking skills by means of videos and pictures. The audience will be encouraged to participate actively.

Nobue Maeda developed this writing program at the Japan Campus of Edmonds Community College.

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

NIIGATA
Topic: Using Pop Songs in the Language Classroom
Spkr: Dale T. Griffee
Date: Sunday, February 27
Time: 1:00-4:00 p.m.
Place: Niigata International Friendship Center (Kokusai Yuko Kaikan), Kami Okawa-mae dori, Tel. 025-225-2777
Fee: Members free; non-members \1000
Info: Michiko Umeyama, 025-267-2904
Donna Fujimoto, 0254-43-6413

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

Dale T. Griffee is Assistant Professor at Seigakuin University and author of *Songs in Action* from Prentice Hall.

OKAYAMA
Topic: Hindrance...Helper...Or?
Spkr: Sheila Ramsey
Date: Saturday, February 19
Time: 2:30-4:30 p.m.
Place: To be announced by chapter
Fee: Members, students free; non-members \1000
Info: Hiroko Sasakura,

086-222-7118

The purpose of this session is to explore some guidelines useful in assessing ways in which culture aspects of language learning are incorporated into language texts so that teachers can use texts as a partner to enhance the learners' awareness of language as a carrier of culture. Participants are asked to bring a language book they are currently using.

Sheila Ramsey is visiting associate professor of International Communication, Kanda University of International Studies.

OKINAWA
Topic: Top Teaching Tips
Spkrs: Five local English teachers
Date: Sunday, February 27
Time: 2:00-4:00 p.m.
Place: Okinawa Christian Junior College
Fee: Members free; non-members \500
Info: Jane Sutter, 098-855-2481

Five local English teachers will each share several lesson plans or teaching ideas that have been successful for them. Ideas for all ages, elementary through adult.

OMIYA
Topic: Developing Quality Homestay/Study Abroad Programs for Students of English
Spkr: David Roady
Date: Sunday, February 20
Time: 1:30-4:30 p.m.
Place: Omiya YMCA
Fee: Members free; non-members \1000
Info: Michael Sorey, 048-266-8343

In developing an overseas program, what are the options, what is reasonable in terms of cost, and how do you handle issues like liability? These questions and others will be addressed based on the 24-year experience of International Student Advisors (ISA).

David Roady works in ISAŌs head office in Shibuya as a service representative to foreign teachers.

OSAKA
Masako Watanabe, 06-672-5584 (h)
Jack Yohay, 06-775-0594 (w)

SENDAI
Takashi Seki, 022-278-8271 (h)
Irene S. Shirley, 022-264-6411 (w)

SHIZUOKA
Topic: Overcoming the Barrier in Listening
Spkr: Sakae Onoda
Date: Sunday, February 20
Time: 2:00-4:00 p.m.
Place: Shizuoka Kyoīku Kaikan (Shizuoka Station north exit, go up Miyuki Doīi, turn right on Kita Kaido. It's next to Mr. Donut.)
Fee: Members free; non-members \500
Info: Greg Jewell, 0559-67-4490

This demonstration shows how high school students can overcome seemingly challenging material and be motivated to actively engage in listening tasks. Various task-listening strategies, such as top-down, bottom-up, and "non-gist" listening, are applied to audio and video-based tasks that include group work. The text is the satellite TV program "Today's Japan."

Sakae Onoda has been teaching at Kusakabe High School, Saitama and is a frequent presenter as well as columnist for *The Daily Yomiuri*.

SUWA
Topic: Goal Achievement Through Task-Based Learning
Spkrs: Laura Bush and Sandra Eggers
Date: Sunday, February 20
Time: 2:00-4:30 p.m.
Place: Restaurant Sun Lake (formerly Holz-Hatsushima), Party Room
Fee: Members free; non-members \1000
Info: Mary Aruga, 0266-27-3894

This workshop will begin with a brief discussion of task-based learning and focus on practical classroom activities. Participants will do several activities that have been effectively used in class, and will brainstorm tasks appropriate for their instructional settings.

Laura Bush and Sandra Eggers, MEds from Oregon State University, are visiting faculty members at Asia University.

TOCHIGI
Topic: 20 Years of Language Teaching in Japan: What have I learnt?
Spkr: James F. Chambers
Date: Sunday, February 20
Time: 2:00-5:00 p.m.

have I learnt?
Spkr: James F. Chambers
Date: Sunday, February 20
Time: 2:00-5:00 p.m.
Place: Utsunomiya Sogo Community Center (next to the Bunka Kaikan)
Fee: Members free; non-members \1000
Info: Mark Davies, 0286-33-0292 Michiko Kunimoto, 0286-61-8759

James Chambers will give a personal review of his experiences while teaching in Japan since 1971. This will include cultural attitudes which affect the classroom, changes in the English teaching situation, **and** some observations on what is required to work successfully in the Japanese environment.

James Chambers is the owner of the Chambers English School, Utsunomiya, and several branch schools.

YOKUSHIMA
Topic: Getting Your Students Speaking
Spkr: Robert Habbick
Date: Sunday, February 20
Time: 1:30-3:30 p.m.
Place: Tokushima Seishonen Koryu Plaza, 0886-62-4645
Fee: Members free; non-members \1 000
Info: Kazuyo Nakahira, 0886-22-6566

The workshop will start with children and go straight through to the "silver" learner. Different problem areas and solutions will be presented along with a possible class management style. A remember-by-doing format will be used, so audience participation is requested.

Robert Habbick has taught in Japan for ten years and is ELT Consultant for Oxford University Press, Osaka.

TOKYO
Topics: Pre~Conference and February Conference
Spkrs: For details, see half-page display announcement in January *TLT*
Dates: Pre-Conference: Saturday, February 19; Conference: Sunday, February 20
Times: Saturday: 2:00-5:00 p.m., Sunday: 9:30 a.m.-4:45 p.m.

Place: Bunkyo Women's College (Hongo Dori)
Fees: Pre-Conf.: JALT and AJET members, undergrad. students Y500; non-members \1000. Conf.: JALT members, undergrads students \l 000; AJET and Goken members \1500; non-members \2000
Info: Richard Smith, 03-3916-9091 (h) Will Flaman, 03-3816-6834 (h)

There will be presentations to interest teachers at all levels of the educational system, plus displays and workshops provided by major textbook publishers. See the half-page display announcement in **the** January TLT for more details and information on how to get to the conference site.

〈東京　2月支部大会〉
　2月支部大会を2月20日（日）9:30-4:45、文京女子短期大学で行います。テーマは「変わる言語教育の流れ」。日本語での講演は若林俊輔（東京外国語大学）知的好奇心を満足させる英語教育；小泉仁（文部省）最近出版された文部省の検定教科書について；根岸雅史（東京外国語大学）オーラル・コミュニケーションの評価について；玉井・アレン光江（文京女子短期大学）児童英語教育について；山本良一（筑波大学付属高校）オーラル・コミュニケーションを目標とした教授法。この他に英語による講演に加え、ティーム・ティーチングと日本の英語教育全般についてのラウンド・テーブル、および出版社による教材の展示とワークショップもあります。
　大会前のワークショップとして2月19日に文京女子短期大学で一般向けのワークショップを行います。講演者は小田眞幸（玉川大学）、カール・アダムス（東京国際大学）、外山節子（外山英語教室主宰）、他。

TOYOHASHI
Sachie Nishida, 0X86-32-4737

WEST TOKYO
Yumiko Kiguchi 0427-92-2891 (w), 0427-23-8795 (h)

YAMAGATA
Topic: Foreign Language Acquisition and Instruction in Terms of Communicative English
Spkr: Jennifer Nicholson
Date: Sunday, February 27
Time: 1:30-4:00 p.m.
Place: Yamagata Kajo Kominkan; Yamagata-shi, Shironishi-machi 2-chome 2-15; 0236-43-2687

Fee: Members free; non-members \500
Info: Fumio Sugawara, 0238-85-2468 (h), 0238-84-1660 (w)

The speaker will present on the topic based on her own experiences and theory.

Jennifer Nicholson is an instructor at Yamagata James English Conversation School.

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

YOKOHAMA
Topic: Back to Basics: Presentation, Practice, and Production
Spkr: Steve Martin
Date: Sunday, February 13
Time: 2:00-4:45 p.m.
Place: Kaiko Kinen Kaikan, near JR Kannai Station
Fee: Non-members \l000
Info: Ron Thornton, 0467-31-2797 Shizuko Marutani, 045-824-9459

A workshop on ways of making clear presentations of new language, it aims to show how controlled practice exercises and careful teacher control in the early stages of a class can lead to relatively error-free pair work and communicative behavior in the later stages of a lesson.

Steve Martin, employed by Longman/Lingual House, has taught in Japan for over ten years.

Oxford University Press

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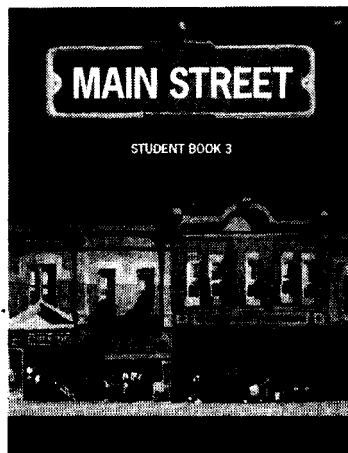
MAIN STREET
STUDENT BOOK 3

"SENSEI-tional"

edited by masaki oda

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

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

International Language Conference Hamburg 1994 (jointly organized by the FMF and F.I.P.L.V.)
Date: March 28-30, 1994
Place: Hamburg Conference Centre, Germany
Contact: Mr. Hugo Stiller
           Fuchsberg 6, 21217 Seevetal, Germany

International Association for World Englishes (IAWE) 1994 Annual Meeting
Date: March 31-April 2, 1994
Place: University of Illinois, Urbana, Illinois, U.S.A.
Contact: Prof. Eyamba Bokamba, Dept. of Linguistics
           4088 Foreign Languages Bldg.
           707 South Mathes Ave., Urbana, IL 61801, U.S.A.
           Fax: +l-217-244-3050

1994 CATESOL State Conference
Date: April 14-17, 1994
Place: San Diego Concourse and Doubletree Hotel and Radisson Hotel Harbor View
Contact: CATESOL '94, Grossmont College
           8800 Grossmont College Drive
           El Cajon, CA 92020 USA

IRAAL (Irish Assn. of Applied Linguistics) Conference'94
Date: June 24-25, 1994
Place: Dublin, Ireland
Theme: Language, Education and Society in a Changing World
Contact: Tina Hickey, Conference '94
           ITE, 31 Fitzwilliam Place, Dublin 2, Ireland

The SIETAR International Congress
Date: June 15-19, 1994
Place: Ottawa, Canada
Theme: Interculturalists: Coming of Age
Contact: SIETAR International Congress xx-1994
           116 Promenade du Portage
           Hull, Quebec KIA OG4
           Canada
           Fax: +l-819-994-088
           E-mail: andre.champagne@devcan.ca

The Communication Association of Japan 24th Convention
Date: June 25-26, 1994
Place: Keisen Women's College, Tama-City, Tokyo
Deadlines: Completed papers for Premier Sessions; February 24, 1994
           Abstracts for General Sessions; March 31, 1994
           (See p. 64 in December 1993 Issue)
Contact: Jim Bowers, C.A.J., Meiji University, Office 258, Izumi Campus, l-l-9 Eifuku, Suginami-ku, Tokyo 168
           Tel: 03-5300-1322

An International Conference on Immigration, Language Acquisition and Patterns of Social Integration
Date: June 29-30, 1994
Place: Jerusalem, Israel
Contact: Prof. Elite Olshtain
           The NCJW Research Institute for Innovation in Education
           School of Education
           The Hebrew University of Jerusalem
           Jerusalem 91905
           Israel
           Fax: 972-2-882174 or 322545
           E-mail: Elite@HUJIVMS

Applied Linguistics Association of Australia XIXth Annual Congress
Date: July 14-17, 1994
Place: University of Melbourne, Melbourne, Australia
Theme: Creativity and Innovation in Applied Linguistics
Deadline for Proposals: February 14, 1994
Contact: Mr. Michael Sullivan
           Conference Management
           The University of Melbourne
           Parkville, Victoria 3052
           Australia
           Fax: +61-3-344-6122

FoutthInternational NELLE Conference
Date: September 22-25, 1994
Place: Innsbruck University, Innsbruck, Austria
Theme: Teaching and Learning English in Multi-Cultural Europe
Deadline for Proposals: February 28, 1994
Contact: NELLE, c/o VHS
           Wolfgang Ridder, Heeper Str. 37
           D-33607 Bielcficld, Germany
           Fax: +49-0-52 l-2331

SLRF '94 (Second Language Research Forum)
Date: October 6-9, 1994
Place: McGill and Concordia Universities, Montreal, Canada
Theme: Perspectives on Input in Second Language Acquisition
Contact: Joe Pater, SLRF '94 Co-chair
           E-mail: BGB2@musicb.mcgill.ca

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 pace, 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.

(Tokyo) Bunkyo Women's College. located near Tokyo University, is looking for several native proficiency speakers of English to teach part-time conversation classes from April 1994. Qualifications: M.A. in TEFL and preferably with demonstrated experience teaching college women. Duties: teach three to eight classes per week. All candidates may be considered for classes at the adjunct Language Education Center at Bunkyo Women's College. Contract: one-year, renewable. Applications Materials: Cover letter, resume, recent photograph, and days available, Deadline: February 15, 1994. Contact: Yoichi Toma, Dean, English Department, Bunkyo Gakuen, 19-1 Mukogaoka, 1-chome, Bunkyo-ku, Tokyo 113. Fax: 03-5684-4417.

(Vermont) Saint Michael's College in Colchester, Vermont, is seeking applicants for the position of Dean, Center for International Programs. Qualifications: Doctorate in TESL or related field. Five years direct administration experience in ESL/ TESL programs. Duties & Responsibilities; The Dean of CIP is responsible for development of all aspects of international education at the college, provides leadership for all ClP programs, including the intensive English program and undergraduate preparation program, a graduate program in Teaching English as a Second /Foreign Language and related grants and contract programs. The Dean establishes policy, recruits and provides leadership for faculty and staff, manages fiscal resources, oversees services to students, develops relationships with foreign universities and other international organizations and coordinates marketing and student recruitment. Salary & Benefits: Salary starting at $40,000. More details available through the Office of Human Resources. Application Materials: Send resume, supporting documents and three letters of recommendation. Contact: Office of Human Resources, Saint Michael's College, Winooski Park, Colchester, VT 05439. Tel: 802-654-2533. Fax: 802-655- 4079.

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

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

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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）:

MEMBERSHIP INFORMATION

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

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

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

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

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

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

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JALT－全国語学教育学会について

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

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

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

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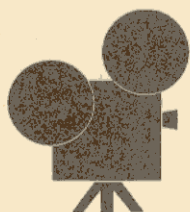
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