

全国語学教育学会  
The Japan Association of Language Teachers  
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APRIL 1994

# THE LANGUAGE TEACHER

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- Down: PERSPECTIVE, PRESCRIPTION, TEACHERS, ENVIRONMENT, ENGLISH, DIARY, DOUBLING YOUR, SEMANTIC, ANALYSIS, TEACHING, ARE, IN, L, AND, TO, S, T, D, N, T, O.

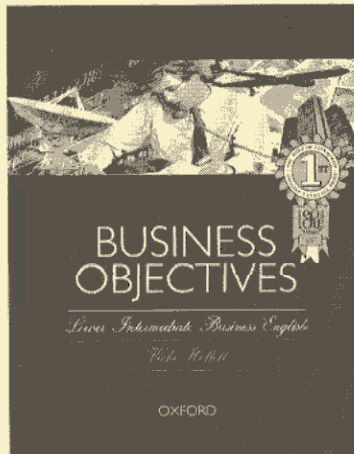
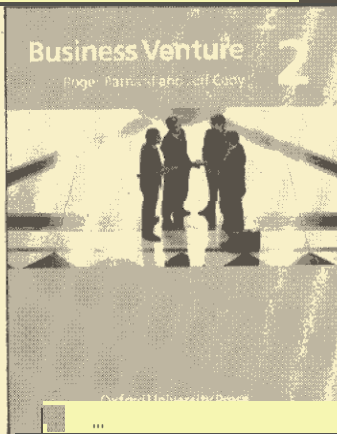


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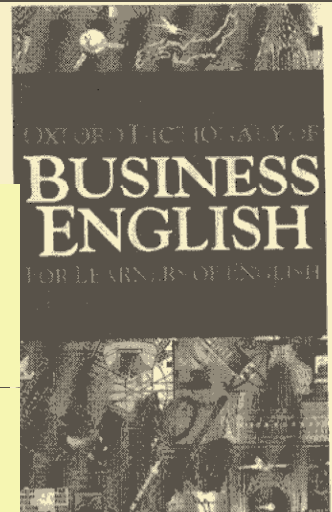


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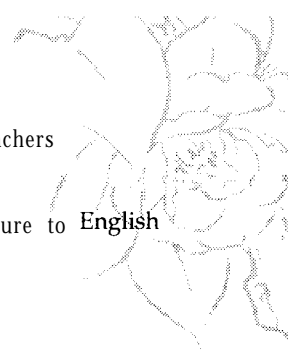
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*The Language Teacher* is the monthly publication of the Japan Association of Language Teachers (*Zenkoku Gogaku Kyoiku Gakkai*), a non-profit organization of concerned language teachers interested in promoting more effective language learning and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

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## Introduction

Our February issue is a hard act to follow, even for the editorial "We." Editor's habitually expect to hear complaints-which are usually what they hear-so we were gratified to receive only the most affirmative of reactions from everyone who contacted us. Thank you all, and special thanks to **Dale T. Griffee** for guest-editing such an outstanding issue of *TLT*. He and the authors he brought together deserve all of the praise, and this editor feels quite chagrined to be getting the compliments.

What strikes me most profoundly is the high level of professionalism to which foreign language teachers in Japan have risen over the past handful of years, and their committed willingness to share their collective experience and wisdom to help us all do better. The contents of this issue reflect that hard-working commitment. **Tadashi Shiozawa**, **Thom Simmons** and **Kentaro Noda**, address the issue of administrator/teacher relations in the hope of creating a better teaching environment, while **Howard Doyle** takes us on a historical visit to pre-1930s Japan and a now-defunct predecessor to JALT (indeed, to TESOL) that was, in its hay-day, one of the largest L2 organizations in the world. **Bruce W. Davidson** asks why so many of his students are willing to accept whatever they read as being the "truth," and suggests a possible remedy. **Michael Fermanovsky** describes a method by which Japanese English L2 learners might increase their fluency, and **Charles Jannuzi** offers us a classroom- teachable alternative to semantic mapping as employed by applied linguists to enhance vocabulary-learning. In a Japanese article, **Masayo Yamamoto** discusses the concerns of some teachers about the lack of a bilingual education policy in Japanese education, and finally **Christopher Bauer** contributes an "Opinions & Perspectives" piece in which he argues that the *Monbusho* is perhaps being unfairly criticised for its FL policies.

If, as the poet William Blake once suggested, the universe can be seen in a grain of sand, we would like to suggest that the vibrant cosmos of FL teaching is reflected in each of this month's offerings. We thank the authors for showing us aspects of ourselves.

**Gene van Troyer**  
**Editor**

2月号の授業研究特集は、たいへん好評でした。これは、ゲスト・エディターの**Dale T. Griffee**のおかげです。彼や原稿を執筆してくださった方たちが、直接、読者のほめ言葉を聞けなかったのが残念です。

日本で教える外国語教師は、ほんの数年の間に、驚くほど専門性のレベルが上がったように思われます。また、その経験と知恵を全体のために役立てようという責任感も強くなったのではないのでしょうか。この号の内容は、そうした状況を反映しています。

**Tadashi Shiozawa**, **Thom Simmons**, **Kentaro Noda**は、よりよい教育環境を作ることを目的として、教師と管理者の関係の問題を取り上げています。**Howard Doyle**は、1930年代の日本で活発な活動をしていたJALTの(そしてTESOLの)先駆者ともいえる団体について紹介しています。**Bruce W. Davidson**は、読んだものをすべて真実であると受け取ってしまう学生がなぜこれほど多いのかと問い、そうした傾向を変える方法を提案しています。**Michael Fermanovsky**は、日本人の英語学習者が流暢さを伸ばす方法について述べ、**Charles Jannuzi**は語彙の学習のために、応用言語学者が使っているセマンティック・マッピングの手法を授業に応用する方法を紹介しています。日本語記事では、**山本雅代**が、日本の教育におけるバイリンガル教育の方針の欠如を指摘しています。Opinions & Perspectivesのコラムでは、**Christopher Bauer**が、文部省の外国語教育の方針は不当に非難されているのかもしれないと主張しています。

詩人ウィリアム・ブレイクのいうように、砂粒の中にも宇宙があるのなら、この号の記事はどれも、外国語教育という生氣にあふれる宇宙の反映であるといえるでしょう。私たち自身の姿を見せてくれるこれらの記事に感謝します。

**Gene van Troyer, Editor (青木直子訳)**

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# Origins and Responses to Conflict in the Teaching Environment\*

by Tadashi Shiozawa, Thom Simmons, and Kentaro Noda

## 1. Introduction

Virtually any field of endeavour must rely on the relationships of the people involved to accomplish stated objectives or to appraise and implement the changes that are needed to stay up to date. Education is arguably such an area of concern. If we assume that relationships are essential in the educational environment, then constructive relationships are crucial. Yet the potential for interpersonal conflict is demonstrably an integral part of these relationships and as such requires an understanding before its causes can be maturely and constructively dealt with; changes in the social fabric must be made with time.

We perceive three basic relationships in which educators participate: teacher to administrator, teacher to teacher, and teacher to student. In this article, we will primarily discuss parameters and definitions of the origins and responses in the teacher to administrator relationship and make some remarks that also apply to the teacher to teacher relationships. The experiences herein referred to are those witnessed in Japan in a wide range of educational settings.

The "teacher to administrator" relationship is the initial and the predominant relationship in the working environment even though this relationship may often be quiescent. One arena of conflicts, those that arise in educational environments between Japanese administrators and expatriate teachers, are often explained as cultural in essence, but the problems encountered are not demonstrably culture-specific: the nature of these conflicts can be seen in those between Japanese, and between expatriates. The same could be said about the conflicts between men and women; they should not be dismissed with clichés about stereotypical misunderstandings. The problems are more constructively, and thus more professionally, dealt with in the arena of human relational dynamics. The "cultural misunderstanding" or the "gender gap" rationales are dependent on the situation. Referring to problems as stereotyped differences serves only as an evasive denial of the real problems to release the responsible parties from any legitimate effort at constructive change.

## 2. Establishing a Frame of Reference

Morton Deutsch (1992) of Columbia University has elucidated six clinical categories of conflict response, which the authors have found correspond to the working environments and relationships they have

observed here in Japan. These categories overlap extensively and can be found in varying degrees. Deutsch states that being aware of one's predisposition would actually allow one the opportunity to modify inappropriate responses. We would add that the opportunity would of course be entirely dependent on the willingness to effect change.

2.1. The first response delineated by Deutsch's "conflict avoidance-conflict involvement," is the most broadly applicable of the six. Conflict avoidance is manifest by the refusal to confront or even acknowledge conflict through the denial, suppression, and the continuing postponement of facing it. Hasty decisions are made without attempting to evaluate their ramifications. In juxtaposition to avoidance, excessive involvement in conflict is expressed by a tendency to seek out conflict by those who want to overtly demonstrate that they aren't afraid of conflict.

The lower administration levels that deal with teachers on a day-to-day basis frequently evince conflict involvement. People who initiate conflict are commonly encountered (though certainly not exclusively) at mid-management levels in conversation schools. The frequent presence of such people has left the authors and third party negotiators looking for them in what has nearly become a reflexive expectation. The best working hypothesis seems to be that conflict initiators are deliberately hired to continually control and manipulate the instructors through the management's day-to-day changes. The overwhelming incidence of schedule changes, pay cuts, reassignments and policy changes at conversation schools or vocational schools require a constant level of control that begets conflict which the administration usually leaves to an intermediary. The administration is thus able to avoid the tremendous psychological and physical stress conflict induces in those who control the working environment for them.

Teachers, on the other hand, usually show a marked proclivity for avoidance, which may in fact be the continued stimulus for a management style of conflict initiation. When teachers don't deal openly, professionally, with the conflict, the administrators involved persist until teachers eventually react by leaving-not unusually, without warning. Unhealthy regard for the "... readiness to confront conflict when it arises . . ." (Deutsch, 1992) in a professionally constructive attempt to deal with problems as they come up is the hallmark of many authoritarian administra-

tions, who consider anything less than obsequious assent to be an affront to their authority.

Not infrequently, those who apparently avoid open conflict are in fact people who "lead from behind" by getting others to fight their battles for them; they superficially avoid conflict, but they continually initiate it. The machinations of these people who try to avoid open conflict often traps uninvolved parties in the working place. Such involvement of other people escalates the already existing instability generated by conflict initiators.

**2.2.** A second category that Deutsch proposes is the "hard-soft" response. People who manifest the former have an aggressive, unyielding attitude to conflict out of fear that otherwise they will be taken advantage of. However, this outward attitude may not be apparent in only those who become excessively involved; some people who appear to be excessive in their conflict involvement will at the onset of conflict immediately assume a very unyielding and defensive position which makes any attempt at discussion and resolution a distant possibility. This may in fact be an "aggressive avoidance" response: By immediately taking offense at the slightest criticism and refusing to engage in meaningful dialogue, the person avoids the conflict but postpones the resolution while continuing to actually give the appearance of someone who is involved in the conflict. This

position does not constitute an active, constructive part in organized reform, because their priorities do not include commitment to progressive change in the environment or the profession. They prove to be very reluctant in performing the tasks necessary to improving their situation and leave others to do all the work.

The latter, the "soft response," is characteristic of people who fear being considered hostile or presumptuous and are, as a consequence, excessively deferential and unassertive, expecting others to "read their minds." The soft response is not often readily apparent: People who respond this way rarely confide in others or attempt change. They are not capable of confronting issues and will usually leave the situation quietly. It is unfortunate that they usually leave, because they are often gifted teachers.

**2.3.** Deutsch's "rigid-loose" response category is particularly appropriate for the management style commonly seen within authoritarian institutions. People who try to organize and control their situations feel threatened by the unexpected. They want rigid arrangements and rules, and are irritated by

any deviations. At the other extreme are people who avoid formalities and restrictions, preferring a loose improvisational arrangement with implicit rules and procedures.

Often disputes are initiated or precipitated by people who seek control for its own sake. They are conflict initiators who either engage in conflict or get others to do it for them, but they seem to be constantly involved in conflict. They are frequently unreasoning and compulsively aggressive people who refuse to acknowledge the higher good of cooperation and the more profitable course of action; they see cooperation as a threat to their position which seems to define their identity. This "compulsive controller" personality is primarily a conflict involvement position with the specific goal of controlling others by initiating conflict.

---

**"One arena of conflicts, those that arise in educational environments between Japanese administrators and expatriate teachers, are often explained as cultural in essence, but the problems encountered are not demonstrably culture-specific.. ."**

---

**2.4.** The "intellectual-emotional" response Deutsch articulates is particularly remarkable in teachers in post-secondary education and upper-level administrators respectively. In the former, relevant emotion is neither felt nor expressed in communication. Under a superficial calm lays the fear of expressing emotions, as if doing so would be destructive or humiliating. This lack of appropriate emotional expressiveness may communicate a lack of commitment and genuine concern for other people. In contra-distinction,

people who evince the latter believe that only feelings are real; words and ideas are to be taken seriously only if they are expressed emotionally. Such intensity impairs a person's ability to explore ideas and to develop creative solutions, making it difficult to distinguish what is significant and what is not.

The intellectual approach is apparently the expression of many educators' and administrators' personal idealized concept of "professional" conduct; such people fear that it is "unprofessional" and therefore demeaning, to respond to conflict in any way other than with "intellectual" detachment. They often adopt a "neutral" position in any conflict, but in reality they pose rhetorical rather interrogative questions that do in fact imply a non-neutral stance, and do not genuinely address constructive solutions. Criticising the attempts of others from a "detached or neutral position," they merely stifle dialogue rather than raise it to a more objective level. This myth of professional aloofness functions as an integral part of a conflict avoidance response, and it alienates and obstructs others who need constructive support in resolving conflict.

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Upper level administrators may affect this detachment by utilizing layers of managers that enable them to maintain the intellectual distance to which they feel their position entitles them. Their role in conflict is usually hidden, and it is difficult to establish how much they are involved. They are perceived as paternal and/or arrogant, attitudes which alienate them from some professionals and endear them to others who seek authoritarian environments.

The emotional response is not usually a viable option among teachers. It is, however, often manifest among lower level management personnel who are merely transferred away from any trouble when they exceed the social boundaries of acceptable behaviour. On the other hand, intense reactions will usually get a teacher dismissed or transferred. They typically refuse constructive advise, do not work well with others, and impose a lot of stress on anyone who tries to help them. Not uncommonly, people who could help them have learned to deal with emotional responders by avoiding them. Emotional responders often do not comply

with requests for documentation, and they have alienated many co-workers (two characteristics also found in those who avoid conflict by leading from behind). As a result of these factors, they have very little to support their case in the event of dismissal.

**2.5.** "Escalating-minimizing" is the fifth category presented by Deutsch. At one end of the spectrum, there are those who perceive all conflict as a matter of paramount significance. They respond as if all issues place one's self, interests, and ethnic group at stake. This escalation makes it impossible to resolve the conflict except when the extremes become patently absurd. At the other end of the spectrum are people who down-play conflict, and as a result often create serious misunderstandings. In neither case is there a constructive effort to resolve the conflicts as they arise.

Working with "escalators" is much more simple than "minimizers" in the sense that the escalators are easy to see—they stick out like a sore thumb—and the minimizers are, by definition, quiescent and do not become apparent until the problems are at a critical stage. Teachers who are conflict escalators do not get a great deal of support from other faculty members. Management escalators, on the other hand, may become an embarrassment and get transferred to another location or position.

**2.6.** Deutsch's final conflict response category is the "compulsively revealing-compulsively concealing"

response. Compulsive revealers are people who are compelled to reveal everything they think and feel—bluntly and often irrationally. They may feel they have to communicate every hostility about others, or their own doubts and weaknesses. At the other extreme are people who are certain they cannot reveal any of their feelings or thoughts without exposing their shortcomings or causing serious damage in their relationships. Either extreme can

impair the development of a constructive relationship. One should be open and flexible in communication but, appropriately so, taking into account the consequences of what one says or does not say.

The compulsive revealer may spend a lot of time making amends and trying to repair rifts in relationships with co-workers caused by inconsiderate remarks. If they lack the ability or willingness to make amends, they simply alienate everyone and become withdrawn or move to another job. They are particularly difficult to accommodate within groups; their behavior may actually become the focus of the working environment just like those who escalate conflict—even-

tually, everyone has to deal with them. Attempts at conflict resolution will be hampered if they are allowed to take part in a cooperative effort, because they will reveal sensitive information without any care for the consequences.

Compulsive concealers, on the other hand, are not readily apparent. They usually ask few questions and do not draw attention to themselves. In administration, they are poor managers in day-to-day matters for the simple reason that no one knows what is taking place until a problem becomes too big to ignore. As a result of their failure to keep employees up-to-date, they precipitate problems, and their administration is a long series of rising and falling crises situations. Their administration is not as spectacular as the compulsive-conflict-involvement personality that initiates conflict, but eventually they will wear down many of the teachers who become discouraged and leave, or they withdraw from any active input. The teachers under their administration eventually become clock-watchers who are very reluctant to put in much beyond what they absolutely must do; a common reaction, in fact, to many of the situations described above.

### 3. Management Style Classification

The authors have adapted the categories Deutsch presents into a scheme that is applicable to administrations and individuals in the environment, as outlined below:

---

**"Referring to problems as stereotyped differences serves only as an evasive denial of the real problems to release the responsible parties from any legitimate effort at constructive change."**

---

**3.1. Flexible negotiative organisational style (as opposed to rigid or undefined):** Deals with each issue in an open manner; receptive to criticism; seeks tolerance from the faculty and staff; has no regard for snide or sarcastic criticism; encourages analytical and articulate criticism that poses questions to be answered and does not abide one-upsmanship; eschews acrimonious confrontation; maintains low staff turnover; does not impose unexpected changes; establishes explicit, well-defined guidelines and negotiates their implications with the staff and faculty before implementation; maintains a firm support of constructive objectives combined with a ready responsiveness to the interests of others. An approach that allows for both orderliness and flexibility in dealing with the conflict is more constructive than one that is either compulsive in its organizing or in its rejection of orderliness.

**3.2. Involved role in conflict (as opposed to initiating or avoiding):** Constructively and openly addresses conflict as it arises; does not use it for establishing rules and procedures; seeks the largest number of relevant opinions possible; defines pertinent issues and factors involved; asks for other perspectives rather seeking to apportion blame; attempts to resolve issues quickly rather than prolonging them.

**3.3. Reconciliatory response to conflict (as opposed to assertive or unassertive):** Tries to get all involved parties to discuss the issues with a mediator present and attempts to find negotiable points with which to deal; may take a definitive position after establishing the facts; seeks to finish the conflict without leaving more problems to be dealt with later.

**3.4. Realistic perceptions of conflict and change in the environment (as opposed to escalated or minimal):** Looks for those who are actually involved and keeps irrelevant issues and uninvolved parties out of the conflict & contains the problem within the appropriate area; avoids crisis management.

**3.5. Communicative parameters (as opposed to emotional or detached):** Spends time communicating before crises develop, and thereby establishes the relationships necessary to resolve conflict as a trusted mediator or administrator. The ideal mode of communication would combine thoughtfulness supported by the effect arising from the results of such thoughtfulness.

**3.6. Candid communication style (as opposed to outspoken or concealed):** Takes into account the consequences of what they say; uses appropriate degrees of revelation and concealment-uses discretion.

#### 4. Conclusion

Not so long ago, many people (perhaps the majority) entering the EFL/ESL field in Japan were only staying in the "English instruction" business for a short time. Their concerns were primarily "vocational" rather than "professional." They often did not (or were not allowed to) concern themselves with learning (or doing) what it was they were supposed to be doing beyond a very rudimentary level-often, but **not** always. These people came into a situation where the profession of teaching was well established with its role in society. The two extremes of the teaching field have thus been operating side-by-side for a number of years.

Things are changing, however. Many of the expatriate "English instructors" have put down roots and are making a professional commitment to the work they are doing. They are measuring their competence in terms of international influences, and they are concerned in greater numbers with their ability to continue in the community, to fill a role that constructively contributes to the society they are in, and to have a greater degree of professional control over the field of endeavour they are professionally committed to. The Japanese nationals who are instructors are, for their part, coming into increasing contact with alternative methods and attitudes that are influencing the status quo that has been established. The two groups are influencing each other in a variety of ways. Similar changes are taking place in the limitations imposed on women, whether they are Japanese nationals or expatriates.

This situation should make it clear that the teaching population is changing. Non-Japanese are becoming more and more "permanent," rather than the "typical" *eikaiwa* transient that has, in Japan, typified English teachers for so many years. With these profound changes comes an even more profound need to understand the dynamics of conflict and its resolutions. Except in the most dire circumstances, walking out the door at the first sign of disapprobation is not a professional choice anymore-it is imperative that people work their problems through.

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#### Note

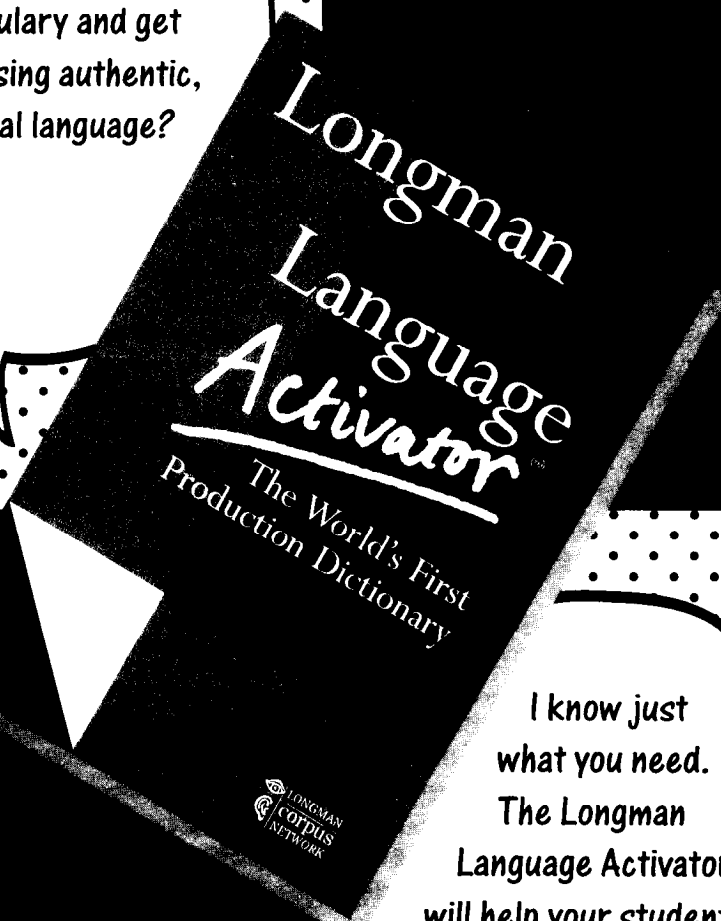
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# 母語教育

## 少数言語母語話者の母語保持・伸長教育

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### 1. はじめに

これまで日本では言語教育と言えば、通常「日本語母語話者」を対象とした、学校教育における国語或いは英語教育を指すものとして理解されてきたが、ここではそれとは別のタイプの言語教育—日本語を母語としない「少数言語母語話者」の子供を対象とした、母語保持・伸長のための言語教育の必要性を提言し、その実施への一試案を考察する。

### 2. 母語の重要性

母語は子供の成長に極めて重要な役割を果たす。すでに母語を獲得している子供にとってその母語は、「世界」を知るための大切な道具であり、これを有効に活用することで、言語の学習をはじめとして、様々な問題に取り組み、これを解決することができるのである。母語を捨てることは、特に発達途上にある子供にとって、大きな損失となることは多くの研究者が指摘しているところである。例えば Danesi (1990) は、母語による読み書き能力を発達させることは、言語能力の総合的な発達と、個人の経験を分類、整理するのに必要な認知スキーマ形成の根本的条件であるとし、母語の読み書き能力を発達させることの重要性を主張している。また Siguan & Mackey (1987) は、言語は現実の世界を整理し、これを記述する、つまり思考の道具であり、教育の、特に初期段階では子供の母語が使用されることが望ましいとし、もし何らかの理由でそれが可能でない場合には、そこから生ずる弊害を、適切な教授法を用いて軽減する必要があると説き、その教授法として早期バイリンガル教育を提唱している。

また第二言語習得における第一言語の重要性についても多くの研究者が論を展開しており、例えばエリス (1985/1988) や Corder (1992) は、母語は第二言語の形徳的特性を見出し、これを有効に運用したりするために活用される知識源であり、第二言語の発達を促進するのに重要な役割を果たすと述べている。また Cummins (1978) や Duquette (1991) は、第一言語の発達と第二言語の習得との間には相関関係があるとし、第一言語の充分な発達は第二言語の習得を促進するが、第一言語の発達が不十分な場合には、第二言語の発達もまた充分に進まないことを指摘している。

母語の重要性はこのような「知の面」においてだけでなく、同時に「心の面」においても劣らず重要であることを忘れてはならない。少数言語を母語とする子供がその母語を保持し、またこれを伸長することは、母語の背景にある母文化、また母集団への理解を深めることにつながり、またそれと同時に他の文化が持つ文化的規範や価値観を理解することにも結びつく (Williams & Snipper, 1990)。そしてその結果として、子供の自尊心や自信、また向上心が育まれることになり、いわば人格形成の基礎作りにも大きく貢献することになる (Skutnabb Kangas & Cummins, 1988)。また未知の言語に

囲まれた不安な状況のもとで生活し、学習している子供にとり、母語は気持ちを落ち着かせ安定感を持たせる (仙台市立国見小学校, 1991) 精神的支えとなりうるという点からも、母語の保持・伸長はないがしろにされてはならない。

### 3. 少数言語母語話者の周辺状況

こうした母語の重要性を念頭におきながら、現在日本の公立学校に通っている少数言語母語話者の子供達 (小・中学校就学児童・生徒) の母語をめぐる周辺状況を、文部省の調査から概観する。

#### (1) 少数言語母語話者の在籍状況

まずその在籍状況であるが、全国規模で行われた最も新しい文部省調査 (1993) によると、1993年9月1日現在、「日本語教育が必要な外国人児童・生徒」、つまり日本語以外の言語を母語とし、日本語能力が充分でないにもかかわらず、日本の公立小・中学校で学習している子供の数は、小学校2,611校に7,569名、中学校1,094校に2,881名である。1991年に行われた第1回目の前回調査 (文部省, 1992) からわずか2年の間に、小・中学校共、学校数、児童・生徒数のいずれもが約2倍に急増している。こうした子供達のいる学校は、小学校については東京・神奈川・埼玉・千葉を中心とした関東圏、静岡・愛知の中部圏、大阪の関西圏に全体の約60%が、また中学校については約半数が東京・神奈川・静岡・愛知・大阪にあるが、残りは全国に散在 (小学校：全都道府県、中学校：45都道府県) している。一校当たりの在籍人数は少なく、小・中学校共に全体の約90%が1～5人校である。

#### (2) 少数言語母語児童・生徒の母語

これらの少数言語母語児童・生徒の母語の内訳を見てみると、小学生ではポルトガル語 (約40%) が最も多く、次いで中国語 (約28%)、中学生では中国語 (約37%)、ポルトガル語 (35%) の順に多く、小・中学生共、この2言語にスペイン語・英語・ベトナム語・韓国語／朝鮮語・フィリピン語を加えた計7言語のいずれかを母語とする者が、全体の約95%を占めている。しかしながら、残る5%前後の子供の母語は実に41もの言語にわたっている。

このように多言語にわたる子供の母語は、学校でどの程度理解されているのであろうか。1991年調査によれば、こうした児童・生徒を受け入れている学校の内、在籍している子供の母語を理解できる教員がいるという学校は、英語については60%近くにもものぼるが、その他の言語については、中国語がわずか10%、スペイン語・ポルトガル語・韓国語／朝鮮語・ベトナム語については10%以下と極めて少なく、フィリピン語・タイ語・ラオス語・ベルシャ語に至っては0%である。

#### (3) 母語教育の現状

子供達に対する日本語や教科の指導については、例えば都道府県・市町村教育委員会の施策の一環として、日本語指導

協力者の派遣、児童・生徒用日本語指導教材や教員用指導資料・手引きの作成などが実施されており(文部省, 1993)、遅々ながらも何らかの特別措置がとられる方向に動いている様子が窺えるが、子供達の母語の保持・伸長を目的とした母語教育についてはほとんど手つかずという状況である。

日本語指導の一助として母語が使用され、その過程で必要に応じ、母語の指導もなされるといった付加的或いは偶発的な母語指導ではなく、母語の保持・伸長そのものを目的として母語を使用、これを教授するという真の意味での母語教育を実施しているのは、現在筆者が知る限り、浜松市の一例だけである。浜松市では1990年より(また1993年度からは県の委託を受けた形で)、市の教育委員会がボランティアに依頼し、母語教育を実施している。現在、日系ブラジル人4名が、小・中学生を対象に、ポルトガル語(週2日1時間ずつ)とスペイン語(週1日1時間ずつ)、及び各言語による教科学習(地理や算数/数学等一部の教科)の指導を行っている。

筆者の知見は乏しく、同様の取り組みをしている所が他にあるやもしれないが、大多数の自治体では何らの措置もとっていない、或いはとれないというのが現状ではなからうか。

#### 4. 母語教育

##### (1) 母語教育の形態

公立の小・中学校の外であれば、日本でも様々な母語教育が行われている。例をあげるなら、韓国・朝鮮、中国、その他の外国籍の人々のための民族学校や外国人学校での母語教育、或いは自分の母語を、やはり母語として子供に習得してほしいと願う外国語母語話者の親が集まって組織する「プレイ・スクール」や「サタデー・スクール」での言語教授(Pauly, 印刷中)、また使用できる者が極端に少なくなった民族固有の言語を次世代に継承しようとの試みであるアイス語教室での言語指導(米田, 1989)等がある。

しかし、ここで筆者が提言している母語教育とは、日本語以外の言語を母語としながら、日本の公立学校で学習をしている子供を対象に、学校教育の一環として体系的に行われるものを指す。こうした形態での母語教育としては、例えば諸外国で実施されている、「母語保持バイリンガル教育」、「伝承言語バイリンガル教育」(母語を通して教育を受ける一方で、主流社会の言語も学習するもの)(Baker, 1993)や「双方バイリンガル教育」(少数言語母語話者と主流言語母語話者が1つのクラスを構成し、各自の母語と共に、互いの母語をも習得するもの)(Fishman, 1989)等がある。

##### (2) 母語教育実施の可能性

こうした形態による母語教育が、果たして日本で実施される可能性はあるだろうか。先に観視した少数言語母語話者の周辺状況を整理してみると、(1)母語教育の対象となるべき子供の数が一校につき極めて少ない、(2)対応すべき母語の数が極めて多い、(3)それぞれの母語に対応できる教員がほとんどいないという状況が明確になってくる。母語教育が実施されるに当たっては少なくとも、(1)母語教育を行うことができる教員や講師、或いはバイリンガル・エイド(少数言語と主流言語の両言語に通じ、バイリンガル・クラスを担当する正規の教師の補佐をする者)の確保・加配、(2)母語教育用の教材の作成、(3)母語教育授業を取り込むためのカリキュラムの改

編等が必要となるが、上記にあげたような状況から判断して、難しい作業となることが予想される。更に、外国人児童・生徒が直面している最大かつ緊急の課題は日本語の習得であり、母語の保持、ましてやその伸長は当面課題ではないという共通認識が社会全体にあるように思われる。こうした現状を踏まえると、少なくとも近い将来、前述の形態のような母語教育の実施が積極的に検討されることは期待しがたい。また、たとえ母語教育が導入されることになっても、もしそれがあある特定の地域、例えば対象となる子供が集中している地域に限定して、実施されるような場合には、定着性の低い家庭の子供、つまり居住地を転々と変えるような家庭に育つ子供は、母語教育を継続して受けることができない。

##### 5. C A I 導入の母語教育一試案

このように様々な制約から、「母語保持バイリンガル教育」のような形態の母語教育が実施される可能性は、現時点ではかなり希薄であるが、先に見たように、母語の発達が子供の成長にいかにか大きな役割を果たしているかということを考えれば、母語を衰退するがままに放置しておいてよいとすることはできない。そこで前述のような制約のもとでも実施可能な母語教育の一案として、C A I を導入した母語教育というものをここに提案したい。

C A I とは Computer-Assisted Instruction の略で、「コンピュータによって学習の個別化を進めながら学習者を支援する」(田内, 1992:3)教育システムを指し、定義の中にもあるように、学習の「個別化」を可能にする点をその大きな特徴の一つとしている。これに、通信ネットワークを用いて、国内はもとより世界中のコンピュータと連結することが可能であるというコンピュータの広域交流能力を併せて考える時、C A I を母語教育に導入するという考えは極めて魅力的なものとなる。

##### (1) 学習の「個別化」

C A I による学習では、能力、学習の仕方、学習速度、学習目的・目標等を異にする学習者が、様々な言語能力や到達目標に対応できるように作成された多種にわたる多層レベルの教材の中から、それぞれに最も適したものを選択し、これを各自のペースで学習することができる。母語教育の場合、学習者の様々な到達目標(各自の母語の保持・伸長)に対応できるようなプログラムの作成や教材の入手は、必ずしも容易ではないと思われるが、その言語が母語として使用されている間に、母語話者或いは第二言語/外国語学習者用に作成され、市販されている教育教材があれば、これを入手したり、或いは当該言語が使用できる教師がいる学校間で共同して研究開発し、これを必要な学校に提供するという方法で用意することができるのではないだろうか。個々の言語に対応できるプログラムや教材を用意することができれば、少数言語が使用できる教師のいない学校に在籍している児童・生徒も、万全の態勢ではと言えないまでも、母語の学習をすることが可能となる。つまり一校当たりの児童・生徒数が少ない上に、かかわる母語数が多く、これに対応できる教員の確保が困難という条件下であっても、C A I を活用することで、子供達に母語学習の機会を提供することが可能となるのではないだろうか。

## (2) コンピュータ通信ネットワーク

当該言語が使用できる教師がいないところで言語学習をするのは、ちょうど夜間ヘッドライトなしに自動車の運転をするのがとく、進んで行くべき方向を示し、導いてくれる者がなく、困難でもあり、また不安でもあろう。この欠点を補う一方法として、コンピュータ通信ネットワークを利用した「遠隔指導」が考えられる。当該言語が使用できる教師がコンピュータ通信ネットワークを介し、学習者の学習を支援するのである。また同様に、全国に散住している同一母語話者同士がネットワークを通して、学習を助け合ったり、母語で「会話」を交わしたりすることもできよう。特に身近に、同じ言語を母語とする者がいない児童・生徒にとって、同様の環境にいる他の母語話者と交流する機会が得られるということは、母語の学習を継続して行っていく上で大きな励みになる。またこのように母語教育が回線につながっていれば、たとえ子供が学校を転々とせざるを得ない生活環境にあっても、情報教育の導入に合わせ全国すべての小・中学校に相当数のコンピュータが設置される日も遠い先のことではなく、移動していく先々で母語学習を継続して行える可能性が増大する。定着性という制約の枠を超えることができる。

さらに交信範囲を拡大し、国際電話回線を利用して、子供の母国にある学校と交流を結ぶことも可能であろう。少数言語母語児童・生徒を仲介役として、日本語児童・生徒とこれらの国の子供達との国際交流を実現させることも、異文化教育の一環として、通常の授業に取り入れることができよう。こうすることにより、少数言語母語児童・生徒には、母語を保持・伸長することの価値と有益性を認識させることができ、さらに異文化交流の橋渡し役として活躍する機会を与えることにより、子供達に自信を持たせることもできる。また日本語の母語話者でもあるが、その他の言語にも何らかの関わりを持つ潜在バイリンガルも、こうした母語教育を利用することができよう。さらに日本語母語児童・生徒にとっても、異文化との交流を持つ好機（また場合によっては外国語学習の機会）が与えられることになる。母語教育とは単に少数言語母語話者という一部の者だけがその恩恵を享受するものではなく、日本語母語児童・生徒を含めたすべての子供が受益できる、全校的教育活動の一環として位置づけることができるものである。

アメリカではコンピュータ・ネットワークを利用した ORILLAS と呼ばれる多言語・異文化ネットワーク・プロジェクトが1985年より実施されており、ここに述べたような学習活動の多くがすでに現実のものとなっている (Sayers, 1989; Cummins & Sayers, 1990; 加藤, 1993)。将来、日本で同様のプロジェクトが実施される際にはよいモデルとなる。

## 6. 問題点

C A I による言語教育には、対象言語が何であれ、共通した問題点が少なからずある (佐伯, 1992) が、ここではその中でも、特に母語教育という環境下で発出するであろうと思われるものを四点ほどあげておきたい。

まず、言語の学習では、人と人が直接顔を合わせ、コミュニケーションを行うということが極めて大切なことになる

が、C A I による母語教育の場合にはこうした対人接触が特に得にくく、コンピュータのみを相手とした学習環境になる傾向が強い。このことが少数言語話者の母語学習の継続を妨げる要因になる可能性がある。

次に、遠隔指導を行う教師に関する問題であるが、本来の職務との兼任となる可能性が高いため、通常職務の軽減等の措置がとられなければ、その過重負担が予測される。

更に、C A I 母語教育に必要な不可欠な母語学習用プログラムの作成上の問題が考えられる。技術的な例の一つあげれば、異なった文字を用いる言語ごとに異なった字母を用意する必要があり、そのため作成作業が繁雑になり、時間がかかる。

最後に、母語教育用のプログラムの作成や教材の入手、作成のための費用、設備の維持・管理等に要する運営費、その他フロッピー等の消耗・備品費、国内・国外電話回線利用にかかる通信費、母語教育専従或いは兼任教員への給与や手当等の人件費、これらに対する経済的支援がどの程度まで得られるかという問題も考えられる。

しかしながらここにあげた問題点はすべて、文部省や各自治体をはじめとする関係諸機関の協力支援と、母語教育の実現をめざす人々の創造的発想を持って当たれば、容易に解決できるものばかりである。

## 7. おわりに

二つの言語、二つの文化を持つことの利点は計り知れないほど大きい(山本, 1991)。少数言語を母語とするこの子供達は今、少数言語と日本語のバイリンガル、或いは母文化と日本文化のバイカルチュラルになる機会を眼前にしている。

そして日本の子供達も、こうした子供達を仲間を迎え入れることで、今以上に豊かな学習経験や生活体験を持つ機会に恵まれようとしている。この好機を逃さないため、母語教育の実施は必須である。

この一試案が、言語習得や言語教育、或いはコンピュータ/C A I 等、学際的に読者の関心を呼び起こすきっかけとなり、その結果、母語教育が少しでも早く現実のものとなれば幸いである。

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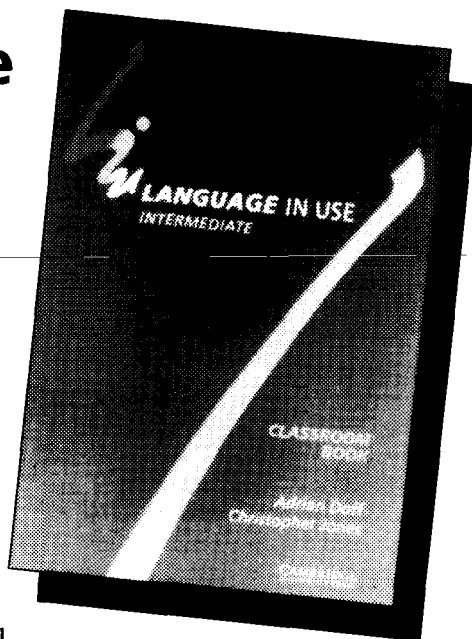
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# Some Foreign Language Teaching Problems in Japan Are Not New

by Howard Doyle  
*Shoka Daigaku Koto Gakko*

## 1: Introduction

When educators perceive falling teaching or learning standards, they naturally become disturbed. Then some action usually is taken. Modern teaching and learning innovations might be considered, and even adopted, either according to some overall plan or at random.

Sometimes problems are not new (and then justifiably we sometimes can say that these same problems are not our fault). Sometimes their solutions are not new either. Often we can look into the past and find problems and solutions which ring with familiarity in the present.

## 2: Familiarity in the Past

I experienced this recently on two separate occasions. The first was when I was reading about Harold Palmer, his innovative work in ELT and its reception by education authorities in Japan in the 1920s and 1930s. His solutions to problems were rebuffed by education authorities of the day, a fate in some ways similar to that of present-day solutions to present-day problems.

The second was in my reading about *juku* education in the Edo period, which provided training and education in diverse skills and professions, and was loosely organised and uncontrolled. *Juku* is one road which has existed since before Japan's modern age. It may be possible for positive changes in modern foreign language (FL) education to be induced by them.

This *juku* solution could be considered a rash proposal, and it is not the keynote of my paper. As an alternative to other solutions to present-day problems it could be considered as good or as bad as any other. As an alternative solution in its own right, it should be researched, and I will discuss it more thoroughly later. I wish more basically to show how an historical approach might be useful in identifying problems and solutions. First some details about Harold Palmer and his time in Japan.

## 3: Harold Palmer in Japan

Palmer, a former Berlitz teacher in France and later an Oral and Direct Teaching Method specialist, was one of the leaders of the ELT profession in the first half of the 20th Century. He was in Japan for 15 years, from 1922 to 1937, working mostly as a researcher and linguistic adviser to the Ministry of Education. In 1923 he was appointed head of a specialised body set up by (though not funded by)

the Ministry, called the Institute for Research in English Teaching (IRET) (Howatt, 1984).

Many Japanese, British, and American teachers in Japan and around the world became quite interested in IRET, which had about 700 members. About a quarter of these were Japanese. Like modern JALT, IRET held annual conferences and published a bulletin ten times a year (Howatt, 1984).

While in Japan and involved with IRET, Palmer did innovative work, including some pioneering work on oral skills with phonographic recordings in the 20s (Palmer, 1924). In the 30s Palmer developed a controlled 3,000-word vocabulary (Palmer, 1931; Palmer & Homby, 1932) presented first at the 1931 IRET Conference and later streamlined for use in junior high schools. Action on this structured vocabulary was deferred by the Education Ministry for further consideration along with other vocabulary schemes, like C.K. Ogden's Basic English (Littman, 1992), and later abandoned once wartime began (Howatt, 1984). When he left Japan in 1937, Palmer was given an honorary PhD from Tokyo Imperial University for his services to Japanese education.

**3.1 Some Old and Present Day Problems.** One can find similarities between Harold Palmer and his time in Japan, and the present. One is that Palmer was in Japan to advise the Education Ministry on how to improve English education in Japan. This presumes that it needed improving. Today it's the same. The *Monbusho* is taking steps to improve secondary school curricula by introducing communicative language components. Also they have been inviting native speakers under the JET scheme to come and assist teaching. At the core they are adding new teaching methods to old ones.

Teaching methodology is where there usually has been a problem. To discuss this further, I will define some characteristics of FL teaching methodology, widely used now in secondary schools, which have not changed very much since Harold Palmer's time in Japan.

**3.2 Methodology.** Firstly, FL education usually means English only. Secondly, reliance on traditional grammar-translation methods takes precedence over other methods. If teachers use these methods, they teach down to students. There is little use of English beyond the matter being taught. In a Japanese classroom situation in the past, students were not sup-



posed to question or interrupt the teacher. Also now, even when encouraged, the tendency is that they won't do so. This is a common and often-noted observation in connection with modern Japanese high school classes. Thirdly, in Palmer's time the translation customarily was just one-way: English into Japanese. It still is.

The third characteristic is especially important. A relevant factor here is that this translation method is relatively easy to teach, compared with, say, two-way translation or communicative skills (either of which require much greater familiarity with natural English). Another factor is that understanding a foreign language in terms of the mother tongue was a natural place to start teaching. A third factor is strong political, cultural, and traditional factors favouring this style of teaching. There can be economic and technological motives as well. It is the importance of this final factor of which it seems Palmer did not fully realise in coming to terms with Japanese FL education. If so, it was a problem which could have affected the direction of his work. Before discussing this, some essential historical details of FL education in Japan need to be borne in mind.

#### 4. Historical Factors and Mass FL Education

Up until modernisation in the Meiji era, Japan was a nation with little traditional need for mass FL education. There was very little at all, and this was limited almost exclusively to Chinese. Then, from the 1890s, the modern centralist public education system grew. The purposes of FL teaching were tied together with the purposes of teaching other subjects, like western sciences-so called *seiyō* subjects. The basic philosophy was *kokutai* principles aimed at making Japan a strong modern country- nationalism, for want of a better word. The Imperial Edict on Education in 1891 was the political origin of this (Sorry, 1968). Its influence was long-term, remaining until the Second World War.

For centuries FL education had been culturally disdained in Japan. Then suddenly, in the second half of the Nineteenth Century, FL education came to be considered vitally important. If understanding scientific and other literature from the West was necessary to achieve economic, technological, and military strength, then studying translation of FLs into the mother tongue was necessary to make comprehensible all of the information from overseas. In any case, translation was what was taught. In public secondary school education it still is.

Building a strong Japan was not Palmer's job, nor was it within his expertise. His job was to advise the

Education Ministry on how to improve English education in the shorter term. It is quite possible that he did miss the longer term politico-economic purposes of education in his time. He was a researcher to whom was given perhaps all he needed for his job: private sponsorship, facilities, subjects for research, all the modern theories, and an international following of his work. Yet it has been suggested that the needs of teachers and curriculum makers in Japan were simpler than what Palmer had recommended (Howatt, 1984). Did he get carried away in his own research in his 35 years in Japan? This distraction factor should not be counted out.

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**“As an alternative to other solutions, it could be considered -as-good-or-as bad as any other. As an alternative solution in its own right, it should be researched.. .”**

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#### 5: Present Day Solutions: Warnings From the Past

A vital lesson (for us) in the present is not to become distracted from the purpose of FL teaching and learning in our own professional situations in Japan. These days I hear many of my professional colleagues at work and at JALT meetings actively trying to define what the purpose(s) of FL education should be. This is good and productive, but first it is better to

try to understand what they have been in the first place.

What the purposes of modern FL education are is not my concern here. I wish to warn teachers to be clear about what their teaching purposes are: whether it is for college entrance exams or something more directly to do with the technological and economic welfare of the nation. In the past if someone of Harold Palmer's professional stature could lose sight of his basic task, it can happen now, too. Teachers should keep in mind the immediate purpose of their work. Potential change and innovation come afterwards.

Palmer was an adviser whose job was to advise. However, any advice or recommendations he might have offered would not necessarily have been automatically accepted and adopted. This is what happened with his junior high school vocabulary scheme, not to mention other progressive work he contributed over the 15 years he spent in Japan: trying to make contact with professional FL educators in Japan and making a lot of oral English teaching materials in the 20s; his work on vocabulary building; and travelling around the world seeing the work of other English teaching professionals in the 30s (Howatt, 1984). For whatever reason, in the 1920s and 30s, public education authorities did keep the spirit of Palmer's innovation out of the high school classroom. The historical lesson for today's *Monbushō* continues to be that, as long as the gamut of teaching-innovation is kept in a mere advisory role, change will be inhibited.

Thus, direct attempts to change FL teaching and learning in public education may be thwarted. Indirect means may have a better chance of success. This would not be such a new solution to what is now an historical problem in Japan. I wish to discuss *juku*, in their historical role of providing popular education, as one means through which changes might be induced.

## 6: The Juku System

This brings me back to the possibly rash suggestion I made at the beginning of this paper: Japan's *juku* system might provide a solution to inducing innovative change in Japanese FL education. First an overview of the *juku* "system" follows.

6.1 *Juku in the Past.* The first significant historical factor is that *juku* education has existed in Japan from long before any attempt by a central government to organise and administer directly the education of the Japanese people. Together with benevolent local shrines and temples, *juku* took the place of a centralised education system comparable with the modern one (Mason & Gaiger, 1972). A renowned scholar might set himself up to teach and receive remuneration for his services to *samurai* families' children and others who wished social, cultural, or material advancement, and who could afford it.

These schools were a bit like modern, small, private English conversation schools or *senmon gakko* (or even a modern teacher working privately at home). However, they tended to provide a general education rather than specialised teaching for students. This was in Edo era Japan. Teaching foreign languages like Dutch-nobody cared about English then-was prohibited. As long as the educators didn't break any Shogunate edicts relating to teaching anything which might be a threat to the ruling polity or culture-such as anything related to trading with foreigners, or metallurgy useful for making guns-the *juku* were left on their own by the government.

From the opening of Japan in the 1850s and 60s until the end of the nineteenth century, the shrine and temple schools together with the *juku* continued to carry the burden of basic education for the people. This education did not yet include foreign languages nor the modern sciences and other *seiyu* (from the West) subjects, though. These new subjects at first were taught by having Japanese scholars go abroad, master them there, then return home to apply their new knowledge in the work necessary in making Japan a strong country, or at least a more modern

one. Alternatively, these newly learned people would teach in the newly established universities or more specialised *senmon gakko*. Japan's first private university and one of the most prestigious, Keio, was nominally founded in 1868. Initially it was a school resembling the model described above, dating from ten years earlier (Keiseitsu Jidai, August 1990).

Characteristically, *juku*-type education concerns were flexible and malleable enough to adapt to rapidly changing political and economic circumstances in nineteenth century Japan. All the same they were, and are, a continuation of a more traditional type of education than any centrally controlled system. Until the modern central government of the Meiji era finally made their initial education policy and established the national primary and secondary school system, Japanese FL education was at best only loosely controlled where it did exist.

6.2 *Juku in the Present.* *Juku* preparatory schools currently proliferate. Significant numbers of students attend them outside of official and regular primary, secondary and tertiary educational institutions.

Often the line dividing these regular institutions from irregular *juku*-type ones is very grey indeed. In this age of a competitive, national education system, *juku* are oriented towards assisting students to pass exams, in particular secondary and tertiary school entrance tests. Some *juku* even assist students to get into better reputed *juku*. Until recently, test results from some *juku* have been important criteria for selecting students in private junior high schools.

Similarities between premodern and modern *juku* are that they were privately run, and that they were under minimal government control. Nowadays too, *juku* have significantly much less government control than normal high schools. Differences between them are, firstly, the old ones provided a more complete education by themselves. Modern *juku* function to support the academic role of primary and secondary education. Secondly, the modern ones are more specialised in the subjects they teach-in particular Japanese national language, mathematics and English-and in the aims of their teaching.

What people these days call a "*juku*" operates normally to supplement and support the government school system. Other types of schools, which resemble the traditional *juku*, include modern private *senmon gakko*, as well as the larger English conversation school chains. It seems that, as long as mainstream *juku* remain geared towards teaching for examination purposes to supplement teaching in the normal schools, FL education will tend to stay in its

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"If someone of Harold Palmer's professional stature could lose sight of his basic task, it can happen now, too. Teachers should keep in mind the immediate purpose of their work."

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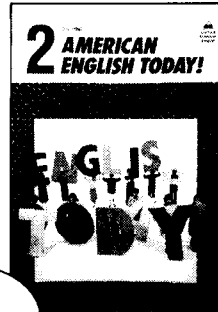
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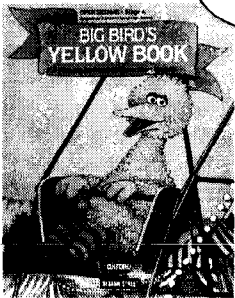
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present state, continuing to be oriented toward English only, and the traditional precedence of grammar-translation methods will remain.

### 7: Present Day Solutions: From Without

I wish now to draw the theme of *juku* to the central theme: the usefulness of having an historical perspective in looking for possible solutions to present day problems. I hope that in using consideration of the historical role of *juku* as an example, the use of an historical perspective becomes clear.

7.1 *The Historical Solution.* One historical solution to problems in FL education is obvious: people seeking FL education more responsive to their personal and professional needs than is provided by the government schools will continue to do as they have done so often in the past. They will look elsewhere: in isolated special government programmes (often run by prefectural and city public authorities outside of the scope of the Ministry of Education); in independent colleges and English conversation schools; or outside of Japan.

If a need for change in high school FL education is perceived—as was perceived around the time of Harold Palmer in Japan—such a change conceivably may well not take place from within the centralised education system. Conceivably, change could take place from without.

7.2 *Present Day Solutions.* *Juku* have a unique place. They are both a recognised and a traditional Japanese educational institution. They bridge private interests and control with private education philosophies, goals, and teaching methods. Given this, they might develop a more constructive role than they presently have. *Juku* don't suffer from all the constraints on private and individual initiative which exist inside the central government school system. It would seem more likely that constructive changes in the system might (and could) start outside of it—with the *juku*.

Instead of just supplementing English language teaching in the government school system, they might complement it, say, by teaching more than just grammar-translation of English to help their students do more than just pass exams. A flow-on effect consequently could induce some positive changes in FL education in the schools. Then eventually we might find our students being tested on their ability to make a sentence in English on a par with ability to translate it into their mother tongue; and being evaluated on how well they can use a foreign language in the same common situations in which they use Japanese everyday.

### 8: Conclusion

I have attempted to show how having a historical perspective of present day problems can be useful to

present day teachers and educators. To do this I have mentioned Harold Palmer's time in Japan as an example of how present day circumstances can have parallels in the past. If parallels with the past can be recognised, there may be greater potential to define present day problems more clearly. Hence the quest for solutions to such problems may be eased.

Alternatively, solutions to present day problems may have been with us for a long time already. I have used a brief historical treatment of Japanese *juku* education to attempt to show this.

Naturally language teachers are not always trained historians. Even so, their work and their professionalism can be nourished by an awareness, an interest, and inquiry into the past.

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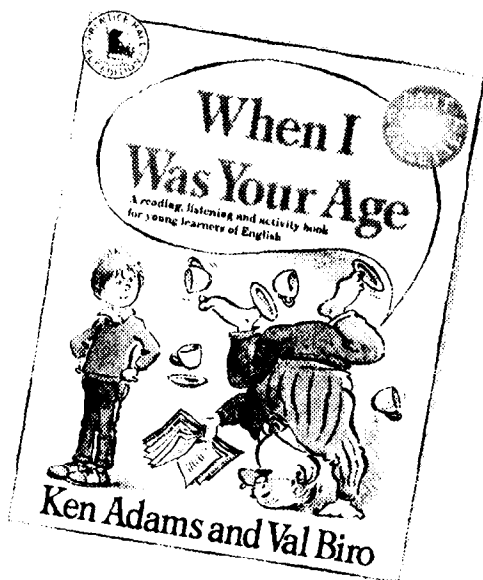
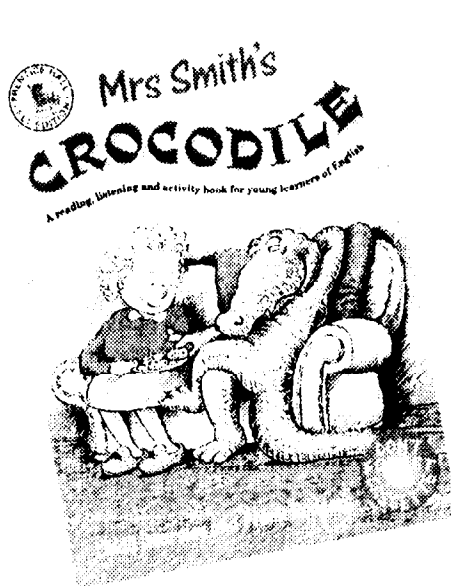
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# Critical Thinking: A Perspective and Prescriptions for Language Teachers

by Bruce W. Davidson  
Osaka Jogakuin Women's Junior College

Believing that a language teacher's job does not stop at providing only linguistic input, recently many voices in the language teaching community have been raised to broaden the horizons of instruction to include the promotion of global issues and cross-cultural sensitivity. While acknowledging that these concerns are legitimate and important, there may be an even greater and more fundamental concern that language teachers in Japan should address themselves to. It is the promotion of critical thinking skills among students.

By "critical thinking skills," I mean the capacity to create and analyze proofs or arguments by making sound use of evidence and logic. Such skills include the ability to construct a coherent chain of reasoning and also the ability to evaluate sources of information for their relative objectivity, coherence, and validity. More simply, some educators define critical thinking as "rationally deciding what to do or believe" (Norris, 1985).

## Undiscerning Language Students

Unless they have well-trained critical thinking skills, students cannot deal well with information or ideas. They are easily convinced by poor arguments, and their attitudes can be strongly molded by incomplete, slanted, or even blatantly absurd sources of "information." I have discovered this fact especially in a course I teach about the Arab-Israeli Conflict. Using English, students make oral reports and write one term paper, and until recently I have allowed students to use Japanese sources. However, I noticed many students using as references books by Ryuichi Hirokawa, who has written extensively on the Palestinian problem. Students who made use of his books invariably wrote papers which were highly critical of Israel. In fact, one student's term paper, titled "The Real End of the Arab Israeli Dispute," concluded that only the demolition of the Jewish state could resolve the conflict. I have since learned that Hirokawa is an

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extreme revolutionary Communist, fanatically anti-Israel, who has endorsed terrorist groups such as the Popular Front for the Liberation of Palestine. In 1972, acting on behalf of the PFLP, Kozo Okamoto and two other members of the Japanese Red Army attacked Lod airport in Tel Aviv, killing twenty-four and wounding seventy-six people. They were acting out of the kind of revolutionary idealism promulgated in Hirokawa's book *The Jewish State and the Arab Guerrillas* (1971). In talking with my students, I find many are unable to tell the difference between a slanted, propagandistic writer such as Hirokawa and a legitimate scholar writing on modern Middle Eastern history. They often accept uncritically whatever they see in print as gospel truth. The Japanese government itself has become aware of this problem, according to a recent column in *The Yomiuri Shimbun*:

"In the global arena, candid and decisive speech is in order. It is therefore necessary for the nation to promote the teaching of dialectical skills in an effort to enable Japanese to speak more clearly and logically in international settings." This proposal has been presented by the Global Industrial and Social Progress Research Institute, an academic center affiliated with the International Trade and Industry Ministry. Koreo Kinoshita, a professor emeritus at Gakushin University and chairman of the research committee at the institute, presents the following example in his books. "Which

statement is intended as a fact? 'George Washington was the greatest president of the United States,' or 'George Washington was the first president of the United States.'" In his writing, Kinoshita says primary school students in the United States are taught to distinguish facts from opinions (1993, March 3).

## Our Own Brand of Indoctrination?

In my view, the prescription for this is not to counter the public educational curriculum with our own

brand of psychological manipulation. Whatever we teach, it is always worthwhile asking ourselves the question: Are we aiming at training our students to be discerning individuals able to decide for themselves whether or not they accept an idea, or are we trying to influence them subliminally to accept uncritically our ideas? When I read articles advocating quasi-hypnotic techniques or "the power of suggestion," I feel that the recommendations verge on the endorsement of brainwashing. For example, one workshop/demonstration at JALT '92 proposed the use of "Neuro-Linguistic Programming," a technique which consists in guiding students by subliminal commands offered under the guise of suggestions by an authority-figure teacher ("Ushimaru" 1993). However, human beings are not passive machines to be programmed by teachers; they are autonomous persons with wills of their own. Personally, I do not want to encourage students to do anything without thinking or possibly resisting. Even if the methods are in a good cause such as better language learning, they reinforce the tendency of passive submission to authority that is already present in our Japanese students to a great degree.

### Prescriptions

Under the rubric "critical thinking," many skills are actually included which need to be separately developed (Pavlis, 1993). One is skill in discerning point of view, the ability to distinguish fact from opinion and scholarly, relatively objective material from highly colored or slanted sources of information. Advertisements or propagandistic, emotionally colored photographs make good material for analyzing the purpose and point of view of their creators: "What emotions does this photograph or piece of writing evoke in you? What is the author's point of view, do you think? What are the assumptions behind this method of persuasion? Is it reasonable?" Conversationally or in writing, students can be prodded to think and respond. Hopefully such activities will make students more cognizant that books, articles, and photographic material are influenced by an author's bias or opinion and may not fully represent reality. Video clips can be used in the same way.

An instructor can make use of formal syllogistic logic in class, training students in how to construct and evaluate simple deductive arguments (Gamut, 1991). Some composition texts contain such exercises (Smalley & Reuten 1986). However, many critical

thinking specialists consider Aristotelian syllogistic logic to be too abstract and divorced from everyday communication, so they prefer the informal logic found in natural languages and everyday communication. Instead of the terminology of *major premise*, *minor premise*, etc., such educators believe students should be introduced to words such as *assumption*, *evidence*, *infer*, *imply*, etc., while at the same time being trained to identify such elements of reasoning in written and oral communication (Paul, 1992). After experimenting with Aristotelian logic in class, I am inclined to agree that it is too abstract and removed from real-world reasoning, especially for Japanese students. To make the treatment of logic less abstract, I bring into class examples of real-world illogical or logical arguments, such as Abraham Lincoln's famous argument based on the assumption that "All men are created equal and are endowed with inalienable rights," from which he logically concluded that slaves also had inalienable rights. Examples of illogical and logical arguments abound in the popular media and in everyday life. It is beneficial to help students learn to uncover the assumptions, in-

ferences or implications of an illogical or a logical argument. As a homework assignment, I ask students to bring in and discuss examples of their own.

Rather than just didactically presenting ideas or information to students, an instructor can play the "Devil's Advocate," making use of the Socratic method. The Socratic method consists of the use of analytical questions that probe and challenge the foundations of another person's reasoning, with the goal of uncovering any weaknesses. Furthermore, it can be used as a way to guide another in constructing a valid argument for himself (Paul, 1992). For instance, in my Arab-Israeli Conflict class, I have come into class and asserted that "rich Jews are responsible for all the economic problems in the world." Once their shock has worn off, I challenge students to resist my contention with logical argumentation. If that issue is too distant for them, I can substitute *Japanese* for *Jews* and argue the same thing. If they cannot disprove my assertion, they ought to agree with me, I tell them. The same activity can be used in small groups, with one student assigned the role of "Devil's Advocate" and the rest disproving his assertions. I have also briefly "stolen" student handbags in class, justifying myself by maintaining that women do not have human rights. If they say, "It is wrong to take her handbag," I ask them "How do you know?" They have to argue with me along

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**"Whatever we teach, it is always worthwhile asking ourselves the question: are we aiming at training our students to be discerning individuals able to decide for themselves whether or not they accept an idea, or are we trying to influence them subliminally to accept uncritically our ideas?"**

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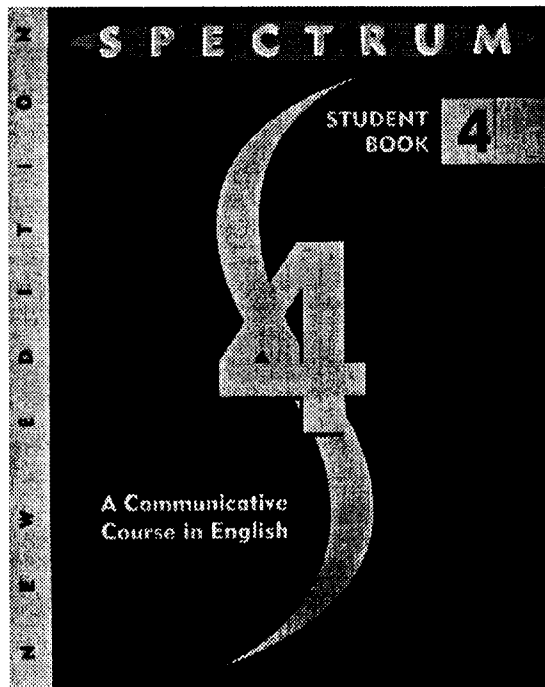
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the same lines as Abraham Lincoln, constructing a convincing argument. I give them the conclusion they want to prove and let them provide the steps. These may seem like ridiculously simple exercises, but I find students have difficulty doing them. However, they learn with practice. Furthermore, such activities inculcate the healthy habit of being willing to dispute an idea from an authority figure. Some students eventually reach the point at which they will voluntarily argue against me. Whatever students assert, in whatever context, I insist on them answering the question "Why?" or "How do you know?" An instructor needs to be careful not simply to try to get students to guess what is in his or her own mind; rather, he or she should probe and draw out the reasoning of students themselves.

Critical thinking has especially pertinent applications to composition. Term papers and longer essays are essentially exercises in inductive reasoning, since students must support their thesis assertions with facts. In student drafts I often find unsupported statements or unsubstantiated conclusions, such as "(Such-and-such famous statesperson) will bring peace to the Middle East someday," a statement based on wishful thinking, not on facts. On another occasion, a student told me "I know why the PLO supported Hussein during the Persian Gulf War but I cannot find the facts to prove it." I asked her how she knew, and she replied that she heard about it from her brother, who once watched a documentary on T.V. about the PLO and the war. I pointed out that hearsay about some unspecified documentary is not a reliable source of information, so it would be better for her to gather facts and interpret them for herself. Writing instructors ought to inculcate skepticism about relying on any one source for all one's information or insight about a subject. Furthermore, teachers can guide students in drawing reasonable conclusions from data, and the Socratic method applies equally to comments on papers or essays: "How do you know? Prove it."

Another worthwhile activity is guided debate (Cheng & Perez 1993; Gruba, 1992). Debate has many benefits. By forcing students to debate the side of an issue they may not personally agree with, it encourages them to learn to be more objective and look at an issue from two sides. Also, it develops their skill in logical argumentation, since students must base their statements on pure reasoning and evidence rather than just personal conviction or feeling. In a simple version of debate, groups of four students (two teams of two students) hear the instructor announce a proposition to the whole class. If they want to argue on the side of the proposition, they have to grab a poker chip placed between the two teams on a desk. The losers have to argue the other side, even if they agree with the other team. In a more formal debate, each team gets an opportunity to refute the other side's reasoning, which encourages the critical

examination of arguments (Ericson & Murphy 1987). Debate can be combined with post-debate follow-up, and listening class members and the teacher can evaluate orally or in writing the merits of the arguments used by both sides. After one mini-debate, my students reported in writing, and I discovered that some students were arguing by begging the question: "Wives should not have jobs because wives should only take care of children and do house-work," which merely restates the proposition to be proven under the guise of a reason. A variation of debate is the information gap debate, a kind of "structured controversy" (Johnson & Johnson 1988). In this activity, two teams of students receive contrasting information that supports each side of an issue. Using their own partial information, they come together to debate the issue and try to arrive at a compromise position. In my class, I use the Palestinian refugee problem, since historical information implicates both Israeli Jews and Arabs for its existence. One side argues that Arabs are to blame, the other that the Israeli Jews are at fault. Debates in small groups give listeners and debaters a new appreciation for how complicated and difficult the problem really is.

The best way to encourage critical thinking in students, though, is for instructors to become better critical thinkers themselves. Many instructors are not good critical thinkers, and even good ones can improve. In one extensive study of California high school teachers, most teachers rated a poorly-reasoned student essay more highly than a well-reasoned one (Paul, 1992). If we ourselves do not know what rational thinking is and how to promote it, our classes will only be "the blind leading the blind." One obvious way to hone critical thinking skills is to read some of the extensive literature currently available in the field. Practical insights for teaching also abound in many of these works.

### Conclusion

My own limited experience encourages me to believe that with practice, under an instructor who insists on critical thinking from his students, these skills can be developed in time. Since language teachers are working against many years of passive educational training in Japan, we should not expect dramatic results overnight without any difficulty. However, class tests, surveys, and informal observations of student performance have proven to my satisfaction that students can learn to think better. In a detailed survey of our students, graduates are asked to evaluate their educational experience. Many of them have written that they especially appreciated the teachers who "made them think."

In teaching critical thinking skills, an instructor's challenge is to lead students step-by-step along the path of becoming able to analyze and think for themselves. The first step is to make them conscious of

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various distinctions among types of statements and media representations. After that comes the step of making students aware of the logical thinking processes that people should use to arrive at reasoned conclusions. The instructor can think of his student charges as "critical thinking apprentices," with himself modeling for them good reasoning and providing linguistic and intellectual support as students make their first tentative attempts to analyze and construct arguments. Then he can guide them in critical appraisal of their own thinking activities, in speech and writing (Collins, Brown, & Holum, 1991). The result should be the development of independent thinkers who can debate issues intelligently, even in another language.

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YAMAMOTO, cont'd from p. 12.

Byram & J. Leman (Eds.), *Bicultural and trilingual education* (pp. 64-76). Clevedon: Multilingual Matters.

# The Listening-Viewing Video Diary: Doubling Your Students' Exposure to English

by Michael Furmanovsky  
Doshisha Women's College

The "Listening-Viewing Diary" described below is based on the view that the single best justification for using authentic video, especially in a monolingual environment, is its cultural and narrative subtext. Taken together, these two nonlinguistic characteristics make authentic video intrinsically interesting for most Japanese students. This interest, I have found, can readily translate into more time spent on listening to English and more exposure to non-Japanese cultures. Indeed, it is my contention that the 90 minutes per week of direct exposure to, or interaction with native spoken English experienced by the typical Japanese university student can easily be doubled through using some kind of video-based Listening-viewing (LV) Diary.

## Genesis of the Idea

The idea for an LV Diary came from Barbara Fujiwara's original "Listening Diary" (Fujiwara, 1990). In the first semester of the school year, Fujiwara's students are expected to listen to English a certain number of times a week, and to keep a record of how and what they learned in a diary. Among the possible sources listed for the students were songs, textbook tapes, NHK radio programs, movies, TV shows, books on tape, or even conversations with, or between, native speakers.

In their diaries, students are encouraged to explain their listening strategies. These range from frequent playbacks of the tape source, informed prediction of the language or vocabulary, simple dictation, listening for and repeating key words or phrases, and in some cases, the use of a script, screenplay, or book. Students are also required to write questions to the teacher about aspects of language or culture that interested or puzzled them. The teacher then responds to the diaries with answers to these questions, suggestions about other listening techniques, and general encouragement. In the second semester, students are expected to utilize the lessons learned about their own learning style and listening strategies in the first semester, and to write an "extended listening diary" based on a single source. This could

be a book on tape, a movie, or a TV show. Finally students are expected to write an evaluation of their own progress as learners.

Although I modeled some examples of diary entries and gave a variety of listening exercises in the first month, the first semester diaries of my second-year university students were well below expectation. For while virtually all students seemed to enjoy their listening to some degree, about a third of the entries were so short, unfocused and vague, that the assignment became little more than an opportunity to listen to their favorite CDs or movies, or to express their disappointment at not being able to understand a particular pop song. Another third went beyond this to give some brief details of listening techniques and perhaps some examples of a word or phrase learned.

The best of these diaries, however, showed remarkably perceptive and unanticipated insights into various linguistic aspects of modern spoken English, as well as an extremely strong curiosity about American or British cultural practices and lifestyles. Yet, even most of these lacked any systematic attempt to organize and analyze what the student had seen or heard. It was this weakness, even after distribution of some samples of the most insightful and interesting diaries, that led to an effort to codify and organize the viewing and notetaking process in time for the second semester's extended diary project.

## Developing the Notetaking Form

I read through approximately 50 of the best diaries and, using the insights and comments of the students, developed a "notetaking form" (Figure 1) in which students could carefully and systematically focus on both linguistic and cultural information as part of a larger movie-based LV Diary project. The overall design of the project was influenced by the intelligent use of English closed captions made by the creators of Sony's Movies for ELT CINEX School Curriculum (Sony Pictures Entertainment, Inc., 1991) and by fellow members of the JALT Video N-SIG. However, the main motivation and impetus for the design came

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**"Although I modeled some examples of diary entries and gave a variety of listening exercises in the first month, the first semester diaries of my second year university students were well below expectation."**

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from the students' own oft stated desire to be able to understand foreign movies (and by inference foreign ways of living and behaving) without total reliance on Japanese subtitles.

Fig. 1. Notetaking Form for Listening-viewing Diary

Name Number: 9	Tape Title: Date and Diary Number:
Language etc. - (Choose 3 or more)	
1) Expressions or idioms	
2) Slang	
3) Word reductions and omissions	
4) New vocabulary	
5) New uses of words	
6) Pronunciation	
7) Function (greetings, etc.)	
6) Other	
Visual or cultural observations - (Choose 2)	
1) Facial expressions and body language	
2) Cultural differences U.S. and Japan	
3) New facts or Information	
4) Interesting or unexpected translations	
other	

The end result of this process was a project in which students were asked to watch a rented or dubbed English language movie of their own choice over 12 weeks, and to carefully focus on one or two discrete scenes each week. After watching the scene several times, and utilizing their own listening and viewing strategies, they were required to fill in the notetaking form divided into language and culture sections. On the back of this form they were to write a 100-200 word diary entry in which they briefly explained their viewing technique, summarized the content of the scene, and commented and posed questions on what language, culture, and information had interested them.

**Explaining the Listening-Viewing Diary to Students**

Explaining the rather complex LV Diary to students, especially the notetaking form, was obviously a major hurdle. For this reason, the selective classroom use of a short model video with open English captions seemed a promising teaching strategy, especially given class time limits and copyright regulations.

As most video enthusiasts know, many commercial American networks now produce their dramas or comedies with "closed captions" for the hearing impaired. By converting a 22-minute American copy of the popular TV show, *The Wonder Years*-about a teenage boy growing up in the early 1970s-to an "open caption" version, I had an ideal model video to use in the classroom on a regular basis.

With (95%) correct English captions, it was also relatively easy to produce a full script of the program on the computer. In addition, by using the computer to number every line of the script, it was possible to insert (numbered) questions based on the visual and linguistic information seen or heard at a particular point in the story at the end of the page. This in turn made it easier to employ a variety of listening, viewing, and role playing techniques, some of which students were asked to adapt to their own learning styles when watching their own videos.

Students were given considerable freedom in the selection of their movies, but were recommended to choose a contemporary film with a reasonable balance of dialog and action. In the case of Japanese majors, however, students were encouraged to base their diary on the in class model video or to choose one of the growing number of popular Hollywood movies for which reasonably accurate screenplays are available. Ultimately about half the students, including many English majors, purchased screenplays for their movies. These screenplays were then utilized by the students according to their own listening and viewing strategies.

In most cases this meant using the script to confirm what they had heard after repeated viewing of a particular scene. Others, however, used it mainly as a reference source to locate an especially difficult word, expression, pronunciation or spelling. From the beginning, students were told that simple dictation of the dialog from a particular scene (or copying from a screenplay), did not constitute a diary entry, and would not be accepted. They were also reassured that using a screenplay, while potentially a useful tool for checking their listening skills, was not required.

Students were given the freedom to develop their own approaches to the potential benefits and pitfalls of Japanese subtitles. In general, the more advanced students stated that they usually hid the subtitles with a strip of paper for the first few viewings and then later read them to confirm or enhance their understanding. Not surprisingly, however, the lower level students were much more reliant on the translation during the more difficult scenes and conversations.

While most students did not directly comment on the Japanese subtitles in their diaries, several English majors noted their surprise at the Japanese translation of particular English expressions. An example was the expression "You got me," in answer to the question "Where are they?" "This phrase," wrote one particularly perceptive student, "was translated in Japanese

like this *shiranai*, or 'I don't know.'" Several other students made similarly interesting entries in the "Interesting and Unexpected Translations" section of the notetaking form, and clearly gained a new and valuable insight into the differences between colloquial Japanese and English, as well as a deeper understanding and appreciation of the translator's job.

Finally, to make sure that they had at least understood the basic guidelines of the project, students handed in their first diary for comments three weeks into the new semester. Overall, about two-thirds of the students appeared to have broadly understood the instructions, but another third were asked to look at samples of their classmates' work and, in some cases, to start again. Later, examples of work produced by students of a similar level in other universities or classes were distributed. After this, no diaries were collected for another four to five weeks.

### Student Responses

Although the work of a number of students was a little confused, the overall results were gratifying. Indeed it became clear that even the least motivated students were doing at least 45 minutes or more of homework per week, while most others were clearly doing much more. In addition, a number of students were clearly pleased at being able to get answers from the teacher about some of the cultural behaviors and slang usage of young Americans that had previously baffled them.

Some students, as expected, merely summarized the events of the scene, or pointed out already known facts such as that westerners wore shoes in their homes and kissed each other more than Japanese. These students were encouraged to note down at least one expression or new word, and to try to predict the behavior of key characters. Those students who went beyond this minimum to list new vocabulary, expressions, body language, and cultural observations, were encouraged to ask more questions and to put themselves in the positions of the characters.

Among the most satisfying results was the work of those Japanese majors who chose the video modeled in class for their diary (*The Wonder Years*). Clearly fascinated by the story of a 16-year-old boy and his obsession with the fortunes of his school basketball team, their work showed dramatic improvement over the previous semester's. Thus, for example, a normally passive and inarticulate student wrote the following in response to the 16-year-old main character Kevin's comment that he "was embarrassed to be seen with" his father at the high school basketball game: "I guess it means 'I felt shy to be seen with my father.' I think 'embarrassed' is **not** equal to 'ashamed' (*Hazukashii*). 'Embarassed' here means 'shy.'" She then went on to agree that she too was "...embarrassed to meet my friend with my parents," and wondered if this was a universal feeling among teenagers. The same student explained the harshly

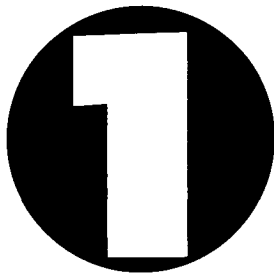
delivered rhetorical question, "What are you talking about!" as meaning "Nonsense!" and remarked on the facial response of the main character to his father's comment about the basketball team. "He seemed to be angry. As a proof of it, I watched that his mouth laughed, but his eyebrows were lowered."

Many other students remarked on the fact that a 16-year-old had asked a direct question to his friend's father. "A younger man doesn't talk to older men like this in Japan," one pointed out, while another expressed surprise "...that a man and a child are talking just like a friend." Considerable interest and comment were aroused in response to the main character's delivery of a short speech pleading for his father's permission to attend a basketball game in spite of bad grades. The 25-word speech, a humorous parody of Lincoln's Gettysburg Address, accompanied by a background bugle fanfare on the soundtrack, motivated several students to look up and quote the speech in their diaries, thus providing the stimulus for a brief history lesson in class. As for cultural comparison, one student, in response to Kevin's speech to his father, wrote, "Kevin's character is quite like Katsuo who appears in *Sazae-san* [a Japanese TV cartoon drama]. But if Katsuo tried to say the speech like Kevin," she added, "I think his father would not listen to the end."

Among the intermediate level students, results were also surprisingly sophisticated, and a number of students asked questions or made comments which they would rarely feel comfortable articulating verbally. One admitted to being surprised at the modesty of the basketball star, having long believed that Americans were "...not modest like Japanese." Another, watching a scene on a New York subway, wondered whether people, as was common in Japan, slept on trains. "Foreign trains are dangerous...if they sleep, what will become of them?" The same student was able to identify and explain several expressions and slang words in each scene. When unsure about an expression, such as "Get lost!" she hazarded an intelligent guess, "Get out." While her diary was short, and sometimes incomplete, it was full of outspoken advice and cultural comparisons, and at least three or four perceptive linguistic observations. As for the work of students with upper intermediate comprehension and writing skills, it was often startlingly articulate and reflective, and clearly had involved at least two hours of concentrated study.

### Presentations and Assessment

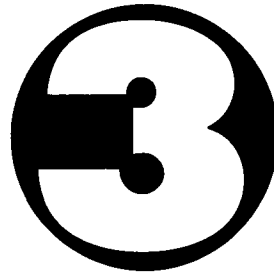
Towards the end of the semester, students in the higher level classes were asked to prepare a 5-6 minute presentation of their diaries. In this presentation, they were asked to introduce the video itself and explain their listening strategies. They then had to use a scene from their video and a sample of their notetaking sheet to teach the other students one of



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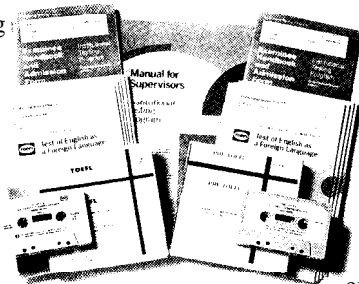


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# Semantic Feature Analysis and Vocabulary Acquisition

by Charles Jannuzi  
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Within the fields of Language Arts and English Language Teaching there are now a considerable number of nontraditional techniques for teaching vocabulary. Some of these techniques are informed by modern semantic and schema theories (see Barnitz, 1985; Bruder & Henderson, 1986; Heimlich & Pittelman, 1990; Moore, Readence, & Rickelman, 1989; Nagy, 1988; Pittelman, Heimlich, Berglund, & French, 1991). The availability of techniques informed by theory is a fortunate occurrence because vocabulary has become a renewed emphasis in ELT, as is evident from the large number of books in print on the subject.

One technique that is widely known and used in both the Language Arts and ELT is called *semantic mapping*, also known as *word mapping*, *brainstorming*, *word bubbles*, and *clustering* (see Fig. 1). Another technique for teaching vocabulary that is gaining acceptance in the Language Arts is called *semantic feature analysis* (SFA) (Pittelman et al., 1991). However, in the field of ELT it remains relatively unknown.

## Fields of Relationship

SFA is, like semantic mapping, a graphic, nonlinear, schematic means of presenting, studying, revising, contextualizing and discussing vocabulary. But unlike semantic mapping, SFA takes the form of a *table* (or *matrix*) and assigns specific *features* (or *components*) of meaning to the vocabulary items under study (see Fig. 2). This tabular format facilitates the wholistic comparison and contrast of semantically-related words. Like semantic mapping, SFA can be presented biligually-an important consideration in many Japanese EFL classes. And also like semantic mapping, it is adaptable to individual, pair, small group, or whole class work. Moreover, because of its neat tabular form,

seasons	Features	scorching	sweltering	hot	sultry	muggy	warm	cool	cold	freezing	snow	sleet	freezing rain	rain	clouds	cloudy	blue skies	typhoons
Spring																		
Summer																		
Fall																		
winter																		

Figure 2: A Semantic Feature Analysis Grid

SFA lends itself well to computer-assisted instruction.

SFA is an intriguing technique that attempts to apply modern theory directly to the actual language classroom. According to Nagy (1988), "Semantic feature analysis is one of the instructional methods that deals most explicitly with relationships among word meanings" (p. 14). SFA, then, should be viewed in light of *field theory* (or *theory of semantic fields*), which is "(in semantics), the theory that the vocabulary of a language is organized into groups of words that refer to an area of meaning (such as colours, items of furniture, types of vehicles, etc.)" (Richards, Platt, & Weber, 1985, p. 105). It also fits with the modern idea that vocabulary is best learned contextualized in actual discourse. For example, Pittelman et al. (1991) report that the technique is well suited for both the pre and post-text phases of direct reading instruction.

## Who Can SFA be Used with?

As SFA is a rather complicated procedure requiring some linguistic sophistication of the students, it would seem to be best suited for revising and recycling target vocabulary, rather than initially introducing it. It has been recommended for use with first language reading students, especially in the content

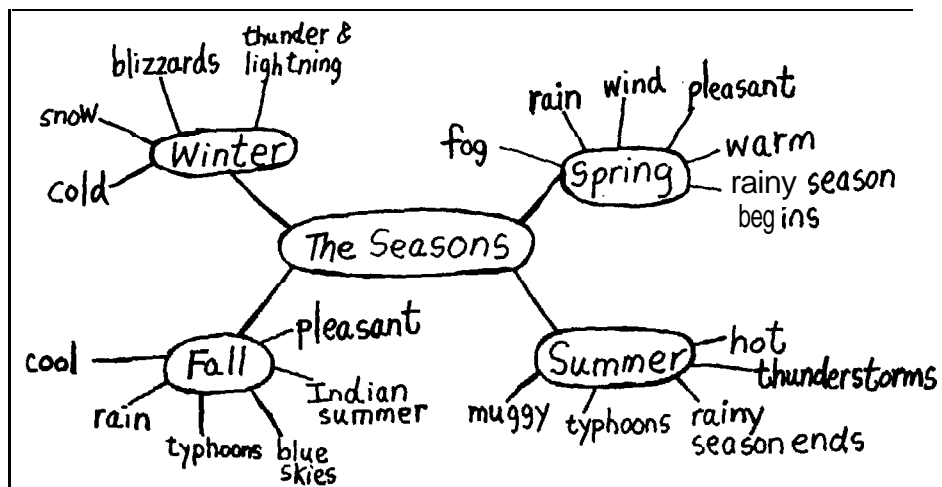


Figure 1  
A Semantic Map



areas (see Moore et al., 1991; Pittelman et al., 1991). However, with careful preparation, SFA can be adapted to EFL classes, even those at the absolute and false beginner levels so typical of Japan.

The SFA technique works best for the study of a small group of words/concepts that are semantically/conceptually related. It can be very effective for helping students (and teachers!) to understand the fine distinctions made between words in the target language. And as Barnitz (1985) notes, "Semantic feature analysis can be especially useful to second language vocabulary learning in that meanings that are not contrasted in a first language can be distinguished" (p. 33).

This is a crucial issue to ELT vocabulary instruction in Japan. English and Japanese are clearly not sister languages, nor are they even remotely related. One factor holding back rapid vocabulary acquisition for Japanese EFL learners is the lack of isomorphism between the lexical fields of English (a Germanic language that borrows heavily from French and Latin) and Japanese (a language of uncertain affiliation that borrows heavily from Chinese).

The possible classroom adaptations of SFA are too numerous to cover or even list here. Before looking at the specific applications, a few hints on vocabulary instruction are in order. It is a rule of vocabulary instruction that words are best taught and learned in context. But too often this rule is limited to displaying the words in simple sentences. Real vocabulary instruction should go much further: Words should be taught and learned in the context of real discourse i.e., chunks of language longer than a clause or sentence actually used to communicate something.

#### Intensive Reading: the Best SFA Environment

Because EFL classes in Japan are monolingual, the best place to find real discourse is in the omnipresent reading class. Therefore, effective vocabulary instruction is best linked to the direct instruction of intensive reading. A cycle of reading instruction might include the following phases: language building/presentation, prereading, reading, post-reading, language practice/revision. This sequence could include vocabulary instruction in the following ways:

(1) During the language building phase, key words and phrases could be introduced using as simple a device as the dialogue. Using the traditional Japanese technique, the words could be given as a translation exercise with the dictionary.

Unlike the language building step, the pre-reading phase is tied to the content of the reading. For example, the teacher and students could complete a semantic map that anticipates the themes and concepts of the reading. The teacher could assure that the semantic map of the pre-reading phase shares key vocabulary with the reading by carefully choosing words/concepts from the text and placing them on the map, or the semantic map could be done after

asking the students to skim (for the text's theme) and scan (for the text's target words).

(2) During the reading phase, students should read the text for comprehension of the text as discourse. Teachers may wish to mediate the reading phase with such techniques as skimming, scanning, memorizing, questions, etc., but they should note that these may actually interfere with fluent reading and comprehension as it is experienced by skilled readers. In terms of vocabulary study, the post-reading phase is an ideal time to have the students complete and revise the semantic map. This can be done individually, in pairs, small groups and/or as a whole class.

(3) The final phase of the sequence, the language building/revision phase, might include SFA in order to look more closely at a set of related words. For example, suppose the reading included a lot of words that refer to terrain features. Yet students are unclear about the distinctions to be made between such words as *mountain range, massif, alp, mountain, hill, hillock, plateau, ridge, highland*, etc. A SFA grid would help students to revise and refine their understanding of these words.

Of course, the two techniques-semantic mapping and SFA-because they complement each other, can be mixed and matched. If devised properly, SFA could be used as pre- and post-reading exercises in addition to the semantic map. Semantic mapping works best if the technique is used to highlight the text's structure and concepts. SFA is a more pure form of word study. Both, it should be emphasized, can be done bilingually.

#### The Procedure

Next, let us look at an actual classroom procedure that uses the SFA technique:

(1) Suppose, for example, that the concept under study is the language associated with the weather. One way we can schematize vocabulary and concepts relate to the weather is by associating certain types of weather with the four seasons (at least in North America, Europe, and Japan). On the board, write the names of the four seasons: spring, summer, fall, winter. Have the students brainstorm weatherwords that they associate with each of the seasons, for example: spring: wind/windy, rain/rainy, cool, warm, sunny, rainy season, damp, humid/humidity, floods, etc.

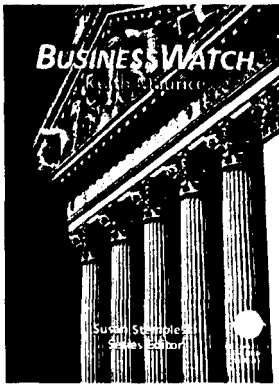
(2) Have the students pool their weather words by writing them on the blackboard. These then could be organized in clusters around each of the seasons in typical semantic map form. (See Fig. 1, an actual semantic map completed by an English Conversation Class of false beginners.)

(3) Draw a blank SFA matrix on the board and have the students copy it (or give them a print of a blank matrix).

(4) On the left side of the matrix, write the names of the four seasons, one per line. (One complication is that Japan, arguably, has six seasons, including a

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rainy season that begins in June and a rainy season in September.)

(5) At the top of the matrix, diagonally write in the features. These come from the words that students have brainstormed, but teachers should be ready to add or delete words from the list of features. For example, the teacher may wish to include key vocabulary from the text.

(6) Have the students copy the matrix (see Fig. 2).

(7) Make sure that the students have a basic understanding of all the features at the top of the matrix. This step can be a standard dictionary exercise, with students writing the Japanese equivalents alongside the English.

(8) Next, have the students (individually, in pairs, in small groups, or as an entire class) complete the matrix (or assigned parts of it). In this particular case, let the symbols "X," "O," and "?" stand for "NEVER or ALMOST NEVER," "SOMETIMES," "USUALLY," and "DON'T KNOW," respectively. These, then, are the criteria by which students will assign features to the seasons. (Note: Some word sets are best analyzed using binary values, such as "+" for "YES" and "-" for "NO".)

(9) As the matrix is being completed, the teacher should emphasize that there are not necessarily any right or wrong answers. Teachers should also stress the importance of the students' rationalization and discussion of their arguable decisions (for example, whether or not it is ever muggy during spring in Japan). Japanese students tend to be weak at discussion and verbalization of their reasons for doing something, but, at the very least, a student should be able to justify with a simple statement as to why she/he marked a season's features a certain way. One way to assure a reason for discussing the SFA grid is to have several groups put their results on the board, and then to ask the rest of the class to decide which group they think is correct. Also, if the class is team taught or has a foreign exchange student, useful comparisons and contrasts can be drawn.

(10) After all the results have been discussed, compared, and contrasted, make sure that the students copy the completed matrix in their notebooks, as well as their version of it (see Fig. 3).

(11) The matrix can be added to at a later date when this sort of vocabulary comes up in a reading or is due for review and revision. Also, subsequent, related, more specific SFA grids could be derived from the first one. For example, further word study could use grids analyzing types of precipitation (e.g., snow, sleet, hail, freezing rain, rain, drought, etc.) or degrees of warmth/cold (e.g., scorching, sweltering, hot, sultry, muggy, warm, comfortable, cool, frigid, arctic, etc.).

**Conclusion**

Most foreign language teachers would agree that their students first need to acquire more vocabulary, and

Seasons	features	scorching	sweltering	hot	sultry	muggy	warm	cool	cold	freezing	snow	sleet	freezing rain	rain	clouds/cloudy	blue skies	nebulous
Spring	X	X	X	X	X	O	O	O	O	O	O	O	O	O	O	O	O
rainy season	X	X	X	X	X	O	O	O	O	O	O	O	O	O	O	O	O
summer	X	X	X	X	X	O	O	O	O	O	O	O	O	O	O	O	O
Fall	X	X	X	X	X	O	O	O	O	O	O	O	O	O	O	O	O
fall rainy season	X	X	X	X	X	O	O	O	O	O	O	O	O	O	O	O	O
Winter	X	X	X	X	X	O	O	O	O	O	O	O	O	O	O	O	O

Figure 3.

X=Never, almost never = Sometimes  
O=Usually ?=Don't know

then need to revise and refine that vocabulary once acquired. In Japan, the traditional method for vocabulary study has been translation. There are problems with this method. As anyone who has studied a foreign language knows, it is easy to remember the native word equivalent while forgetting the foreign one. Also, because the lexical fields of English and Japanese are so dissimilar, a check in a bilingual dictionary for the foreign language equivalent of a known native word often yields a dizzyingly large number of new and unusable vocabulary items.

Fortunately, there exist new techniques for teaching, studying, and learning vocabulary in a foreign language. One such technique that makes use of the insights of semantic field, reading and schema theories is SFA, an exciting, versatile activity that should find immediate application to ELT in Japan.

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Charles Jannuzi came to Japan on the JET Programme (1989-1992). He previously published an article in TLT's January, 1994 issue.

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## Does the *Monbusho* Listen?

by Christopher Bauer, Minnesota State University (Akita)

Often it seems that, here in Japan, native-speaking English teachers blame all the failings that they perceive to exist in English language acquisition on the Ministry of Education. *Monbusho* is perceived to be responsible for classes that are too large; for instruction based on an antiquated grammar-translation method with the sole goal of preparing students for the university entrance exams; and for, perhaps most wounding of all, a refusal to listen to the sound advice of native-speaking English teachers. It is my contention that much of this criticism is misplaced and, I believe, based on ignorance and unrealistic expectations on the part of foreign ELTs.

### Why Won't They Listen to Us?

Native speakers of English, especially newcomers, are less aware than their Japanese counterparts of the social and political complexities of an educational system whose institutional roots go back at least to the Meiji era, (Fujita 1985, 1991) and whose learning style goes back to the introduction of Chinese characters into Japan (Hino, 1988). This is not surprising; what is surprising is that so many new teachers from English-speaking countries seem to brush this fact off and expect the same kind of attention be paid to them as is paid to those who have spent their lives teaching here.

Most native speakers have not spent their lives here, and most do not intend to. This transient nature reduces their accountability, since they would not have to live with the changes they suggest, and therefore reduces their moral authority. I suspect that foreign teachers in the vast majority of other countries have almost no influence on those countries' educational policies. Only in Japan, however, have I heard such complaints.

Native-speaker credibility is, unfortunately, further damaged by far too vague statements about class size, the entrance exams, and a lack of "communicative" teaching from teachers who imagine that their Japanese counterparts are not already aware of these factors. Before the native-speaking English teacher voices the familiar complaints, he or she might do well to answer in detail certain inevitable questions: What is the optimum class size? How does one not study for an exam and still learn? What does "communicative" mean? How much will all this cost? What are the guaranteed results?

What does not help is the assumption that the system of the native-speaking English teacher's home

country is a sort of a world "norm" when quite the opposite is the case. For example, it is the low reliance in the United States on entrance exams for university admission that is different from most nations, rather than the high reliance upon them in Japan.

It would further be a great help if the native-speaking English teacher were able to describe in detail the nationwide successes in foreign-language instruction in his or her own country as proof of the validity of different methods. This is not so simple as it might seem, yet it goes to the root of the matter. One can only respond to the criticism that English teaching in Japan is a failure by asking, *Compared to what?*

In Japan, students, for the most part against their will, study a language without linguistic relation to their own and for which the vast majority will never have any use in their lives. We can therefore be justified in saying that this particular endeavor is a failure only if there exists another endeavor under similar conditions that can be deemed a success.

It would therefore be useful to have detailed studies comparing the Japanese system to others that also fulfill the same three conditions: universality of instruction, linguistic dissimilarity, and non-application outside of the classroom. Perhaps such studies have already been made; if so, they deserve wide circulation and careful perusal by native-English speaking teachers.

### Why Don't They Do It Differently?

The constant controversy over grammar-translation (e.g., Bailey, 1991; Sheen, 1992) highlights the fact that no method has yet to demonstrate a measurable superiority over any other. There is, as of yet, no clear correlation between methodology of-instruction and student achievement (Richards & Rogers, 1986; Steinberg, 1982). Even the effect of instruction in and of itself on SLA remains far from clear (Ellis, 1985; Long, 1988). Student achievement seems to be more tied to such factors as age and motivation than to teacher style or class size; and instruction of Japanese children in small classes in the United States has had decidedly mixed results (Samimy, 1989).

The entrance exams have always been a convenient scapegoat for both Japanese and foreign teachers of English—"We have to teach them how to pass the test, and not how to speak English," as the excuse goes. Would abolishing university entrance exams therefore improve English language acquisition in

Japan? I do not think so; thousands of students studying English in middle and high schools do not intend to go to universities and do not study English to pass entrance exams. Yet their English does not seem any worse than those who study for the exams.

I suspect, however, that teaching styles in schools whose students intend to take the entrance exams might strongly influence styles in schools whose students do not intend to go to universities. If this is true, then the nature of the entrance exams could have a large impact on English teaching. It is the nature of the exams, perhaps, that might be altered in such a way as to have a positive impact on English language teaching. This is something that the *Monbusho* has already been working on for some time.

It would be exciting if JALT were to sponsor a long-range study of the English portion of the entrance exams and come up with specific recommendations that would satisfy the need for an entrance exam that would facilitate a more fruitful study of English.

#### What about *Monbusho*?

The Ministry of Education has great influence through its approval of textbooks and entrance exams, yet this influence is hardly as absolute as it is often made out to be. Many of the complaints typically registered against *Monbusho* arise from the overestimation of its power.

As a government ministry, the *Monbusho* is subject to political events outside its control (Rohlen, 1983). For example, a tax cut would mean less money for educational experiments. A weakness in the current coalition government might also hamper change. The *Monbusho* must also deal with factions within itself, as well as with such entities as local governments, school principals, teachers' unions and the Parent-Teacher Association. However, when one listens to some teachers, one has the impression that every classroom event at each moment throughout Japan is carefully orchestrated from an office in Tokyo.

Hino (1988) pointed out that *yakudoku*, or translation-reading, the traditional Japanese variant of grammar-translation, is not required by the *Monbusho* and that it "...by no means encourages *yakudoku*" (p. 48). One might add, of course, that *Monbusho* might have done more to discourage *yakudoku* in recent years.

Most of us would probably agree that smaller classes and more (however defined) communicative teaching should produce at least a modest increase in the percentage of competent English speakers. Yet how many of us can say how much better the students would do if class sizes were reduced by how many students? What should be done to placate other teachers if only foreign language class sizes are reduced? Where would the money come from?

These are the questions the *Monbusho* must consider, without having any guarantee that widespread changes will greatly increase English language skills on a nation-

wide basis. Considering the vast amounts of funds necessary for substantive changes, it is not surprising that officials of the *Monbusho* have seemed somewhat reluctant to spend taxes on untried ventures.

Japan's education system, with all its inertia and outright failings, has managed to produce a very large pool of fluent English-speakers. Indeed, it is possible that the percentage of fluent speakers of English in Japan is just about as high as it is ever going to get.

#### Is Anything Changing?

Despite the risks, in the past several years there have been definite changes. Careful study of the new *Monbusho* guidelines (Goold, Madeley, & Carter, 1993) shows a serious effort to remedy many of the criticisms of secondary school English curricula and increase teacher autonomy (though whether teacher autonomy means better teachers remains to be proved). Moreover, the entrance exams have been the subjects of serious scrutiny.

The programs to bring assistant English teachers to Japan have greatly improved. The phenomenon of the AET being used as a once or twice monthly English road show is much less prevalent now than a few years ago. Team teaching has become the hot topic, even meriting a special issue (Rinnert & Cominos, [Eds.] 1992) of *The Language Teacher*.

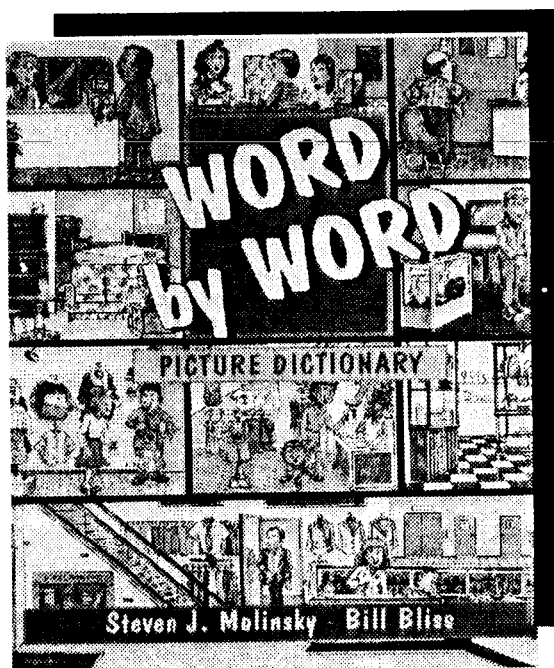
A well-informed native English-speaking teacher can make definite contributions in Japan. This can be facilitated by realizing that the *Monbusho* is neither the dictator nor the iceberg that it seems. Certainly progress has been slow—far too slow for most of us. Yet perhaps that progress has occurred at just about the rate that might reasonably be expected.

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## Origins and Responses to Conflict in the Teaching Environment

by Tadashi Shiozawa, Thorn Simmons,  
and Kentaro Noda

学校当局に対する教師の関係は、職場環境で第一の、そして圧倒的に重要な関係である。両者のあいだの軋轢は、文化に根ざしたものと説明されることが多いが、実際には、文化固有のものばかりとは言えない面がある。この問題は、誤解に関するステレオタイプで陳腐な決まり文句で片付けられる種類の事柄ではないのである。いかなる社会にも存する共通の問題に当たるときと同様に、もっと建設的にかつプロの目による綿密さで対処されなければならない。これらの軋轢の内容は状況により異なるのであり、それをステレオタイプで捕らえることは、事態の本質から目をそらし、責任の所在をうやむやにするだけで、建設的な変更に向けての正当な努力を不要にするものである。軋轢の研究者の一人にコロンビア大学の臨床心理学者モートン・ドイチがいる。彼の研究は、日本での労働関係がら生じる軋轢を扱う研究者に明確な分析枠組みを提供する。この枠組みを用いることにより、職場環境に見られる軋轢の原因を同定し理解するための、多くの可能な理由を見出すことができる。

## Mother Tongue Education: Maintaining and Developing Mother Tongues of Minority Children

by Masayo Yamamoto, St. Andrew's University

This paper advocates the establishment of Mother Tongue Education (MTE) in Japan for minority children whose native languages are other than Japanese. It first discusses and emphasizes the importance of the MT in children's cognitive and psychological development, relates the further development of native language ability, and notes the detrimental effects of native language loss.

It then introduces the results of two Ministry of Education surveys of the linguistic environment of minority children in public elementary and junior high schools in Japan. The results of those surveys show that the number of minority children in each school is small, but the variety of minority languages of those children is extensive, and that teachers who can understand them are scarce. They also indicate that some, though not many, schools provide some form of Japanese language classes or assistance for these children. However, it does not seem that any special concern is taken for the maintenance and further development of their MTs.

Due to the factors mentioned above, the adoption of an MTE policy would undoubtedly entail many

problems. In order to cope with these, a computer-assisted instruction approach is explored. In relation to MTE, two characteristics of CAI are considered in detail: its ability to individualize language instruction, and the capability of long-distance communication through computer networking.

## Some Problems in Japanese F. L. Teaching are not New

by Howard Doyle

我々が過去を振り返るときにしばしば発見することは、現在問題になっている事柄およびその解決法と同内容の事柄が以前にも存在した、という事実である。例えば、1920年代、30年代の日本では、英語教育の問題に対するハロルド・パーマーの革新的解決法が、当時の日本の有力な教育者たちから拒絶された。今日においても事情は変わらない。パーマーが解決を迫られたのは、公的教育制度上の問題であったが、現代の日本における外国語教育の問題は、学校制度にではなく塾に見られる。日本において、塾は教育の分野で重要視され、中央集権的な教育行政や方針とは別に、あまり整理や統制が行われずにきた歴史がある。塾はまた、学校制度のできる前から存在する教育施設であり、変更と融通のきく制度である。現代の塾は、文部省指導の統制的な高等教育を補完する形で存在し、その多くのものが、学校教育には見られない斬新な教育方法を提供している。おそらく、時代遅れで効果の薄い高校の外国語教育に変化を与える道具としての役割を塾は担っていると言えるであろう。古くからある問題に、さらに古くからある解決法が功を奏するという次第である。

## Critical Thinking: A Perspective and Prescriptions for Language Teachers

by Bruce W. Davidson

筆者は、学生が思想や情報をうまく処理するための必須の能力として、語学クラスでの批判的思考力の育成を擁護する。このような考えの根拠は、著者自身のクラスでの体験と日本政府が関係した研究結果である。言語教授法の中には、学生個人の思考力を強化するのではなく、いろいろな心理学的操作を迫りしよとしようとするものがある。これに対し、筆者が推薦する練習は、メディアに表れた考え方を識別すること、論理学の専門用語や概念に慣れること、ソクラテス流の対話術によって学生の推論能力の基礎をみがくこと、である。とりわけ、作文、協同学習、ディベートは、批判的思考を育成する上で効果的である。最も重要なこととして著者が示唆しているのは、教師自身が思考力を高める努力をし、よい推論のモデルを示せるようになることである。

# About the *Teamwork* series

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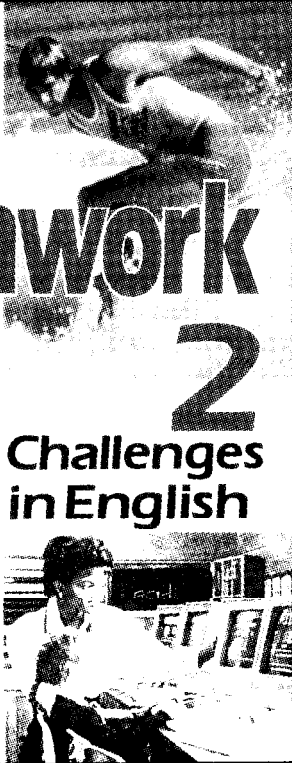
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## The Listening-Viewing Video Diary: Doubling Your Students' Exposure to English

by Michael Furmanovsky

本稿は、「聴解日記」を実践した大学2年生のコメントをもとにまとめられたものである。聴解日記はバーバラ・フジワラが開発した手法で、多種多様な英語の話しことばを学生が聴き取り、それをもとに定期的に記録や日記をつけるものである。著者が提案するのは、これにビデオを組み込んだ「視聴」日記の試みである。この日記の場合、ノートをとる際に用いるフォームに特徴がある。このフォームは、第1学期で最も創造的であった聴解日記の内容に著者が手を施し、記号を付加して整理したものである。日記使用の実践は以下の手順により行われた。まず著者自身が、アメリカのテレビ番組「The Wonder Year」の中の一つのエピソードを書き起こし、日記のつけ方を示す例として授業で使用した。この簡単な作成例の紹介の後、学生は自分が学習する映画を選択する。そして、その映画の短いシーンごとに、視聴結果を週間日記として上述のフォームへ書き込む作業が続く。

## Semantic Feature Analysis

by Charles Jannuzi

読解、聴解における最も重要な要素は、おそらく言語そのものに関する知識であろう。文脈の中での語彙学習・教授の新

技法として、意味的照合(semantic mapping)と意味的形態分析(semantic feature analysis = SFA)が注目されている。言語技術と外国語教育の両分野において、意味的照合はかなりよく知られているが、意味的形態分析については、言語技術の領域では認知されているものの、外国語教育の分野では比較的まだ知られていない。本稿ではSFAの技術面の紹介と理論的基盤が説明されるとともに、クラス授業への応用例が示される。

## Does the *Monbusho* Listen?

by Christopher Bauer

日本在住の英語母語話者の英語教師の中には、日本の学生が英語学習に失敗しているのは文部省のせいだと非難する者が多い。本稿では、このような「あら捜し」の問題が取り上げられ、官僚機構である文部省に可能なことと不可能なことが検討される。著者は、英語教育に関する国家単位の教育方針を文部省が定めるとしても、それらをどのように実施するかは地域の教育委員会にゆだねられている、と指摘する。学生が英語を身につけるようになるか否かの責任は文部省ではなく個々の学校や教師にある、とするのが著者の立場である。著者はまた、文部省の指導により、日本の第2言語としての英語教育が進歩している点も指摘する。

和文要旨作成協力：森川博己、森川キャロリン

## Coming in the May Issue of The Language Teacher

A smorgasboard of articles is in store for readers next issue. **Sakae Onoda's** "Top-Down Strategies, 'Non-gist' Activities, and Group Work in Listening" is sure to be of interest to any EFL teacher at the secondary level who has wondered how to incorporate communicative strategies into the high school context. In "Situational Behavior in the EFL Classroom in Japan," **Craig Williams** discusses an aspect of culture sure to suggest ways that non-Japanese L2 teachers might learn to adjust to the Japanese context; and "Japanese English Learners' Syndromes," by **David R. Mayer**, offers a complementary perspective on how teachers might turn their students' behavior to a positive advantage. In a contribution from Taiwan, "Strengthening English Teaching at East-Asian Universities Through 'New Reading Strategies,'" by **Ching-ning Chien**, suggests that the situation in Japanese universities is not unique. A special treat is in store for those of our readers in Japan who have wondered where to find low-cost, convenient Japanese language instruction: "A List of Japanese Classes," compiled by **Eiko Eguchi**, covering courses offered throughout the country. Finally, **Bruce Davidson** discusses the questionable nature of the Whorfian "Hypothesis" in his opinion piece, "The Pitfalls of Cultural Relativism." Look forward to seeing us.

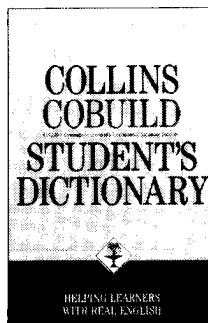
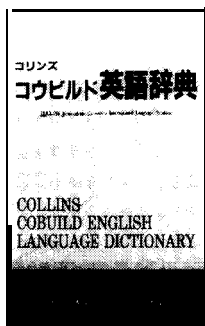
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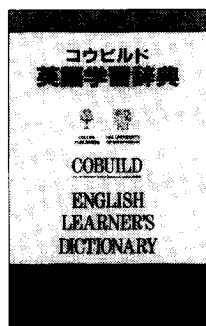
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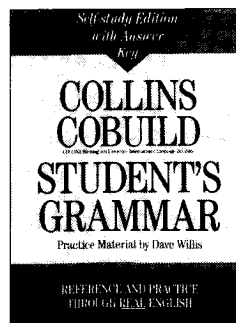


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edited by tamara swenson

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

**Focus on American Culture.** Elizabeth Henly. Regents/Prentice Hall, 1993. Pp. 144.

**Focus on Business.** Keith Maurice. Regents/Prentice Hall, 1992. Pp. 148.

**Focus on Health.** Pamela McPartland. Regents/Prentice Hall, 1993. Pp. 145.

**Focus on Innovators and Innovations.** Pat Duffy. Regents/Prentice Hall, 1993. Pp. 143.

**Focus on the Environment.** Susan Stempleski. Regents/Prentice Hall, 1993. Pp. 144.

**Focus on . . . series: ABC News Video Library.** Regents/Prentice Hall. Text, ¥2,700; closed-caption video, ¥10,500; instructor's manual, ¥700; three-part set, ¥12,900; five video set, ¥50,000.

The *ABC News Video Library* presently offers five titles. Each title has 12 independent segments taken from various American TV programs. Each two-hour video is accompanied by a textbook and a teacher's manual containing answers and a transcript of each segment but no advice on how to use the materials. The video material is, of course, authentic. In spite of having different authors, all five texts follow the same format: Previewing, Global Viewing, Intensive Viewing, Language Focus and Postviewing. However, the exact nature of the tasks varies from unit to unit even within a single textbook. When the tasks require the video, the textbook has a TV icon with the exact initial and final time of the relevant material on the video. Since each video is time-coded (to the second) in the top-right corner, the video and the text can be crosschecked easily.

One brochure describes the *Library* as "broadcast quality videos accompanied by texts that use a task-based, integrated skills approach to teach language." The publisher's 1994 Japanese catalog describes the "Focus on... Series" as being suitable for intermediate and advanced students, which they define as a TOEFL level of 325 and up, or high school, junior college, college and adult. The English version says these materials are "upper-intermediate" level without further definition.

In spite of the frequent use of the word "task" with every kind of syllabus, a true task-based syllabus is rare. Nunan says, "the selection of task as a basic building block has been justified on several grounds, but most particularly for pedagogic and psycholinguistic reasons" (1988, p. 44). He goes on to point out that "the problem for the task-based syllabus designer is that a variety of factors will interact to determine task difficulty. In addition, as some of these factors will be dependent on characteristics of the learner, what is difficult for Learner A may not necessarily be difficult for Learner B" (p. 48). The writers of the *Focus* series appear to have made no

attempt to grade tasks. Instead, they seem to use the inclusion of a variety of ungraded tasks in each unit as the basis for their claim that the materials are suitable for such a wide range of abilities. There are many task types, including very original ones.

After viewing all the videos, along with their texts, I made a fairly detailed questionnaire suitable for any of the units. The test classes were given photocopies of one entire unit plus a questionnaire. All students were told that the purpose was to learn their opinions about each part of the unit in question. The number of 90-minute classes spent on one unit varied, but four was about average.

One class was a mixed group of adults with rather high ability. They usually studied the same type of American TV program, but they began by studying the transcript. (In the *Focus* series, the students never see a transcript.) This difference was the cause of some unhappiness. They said they really wanted to see transcripts, if only at the end, to check their understanding and clear up details. This group began with "On-the-Job Fitness" from the Health video, and then did the "98-Year-Old Environmentalist" from the *Environment* video. After a period of adjustment to the new style of learning, the discussions became quite rich, as students brought in more of their experiences and outside knowledge. From the teacher's viewpoint, the students did quite well. The questionnaires showed, however, that half or more of the students felt the video and the tasks were too difficult. (A 98-year-old's voice is not easy to understand, for example.)

Two of the test classes were second-year junior college English majors. The last class was second-year college English majors. The oral-aural proficiency level of these three classes was similar, and quite limited, particularly compared to the adult class. Because of the low proficiency level, students in these three classes were told they should do what they could in English, and do the rest in Japanese. They worked in their usual groups of three or four students. Some members of the same group used different languages, and students switched languages as well.

One junior college class studied "Fast-Track Parents" from the *American Culture* video. They were the most positive about their work. The other junior college class did "The Best Companies to Work For" from the *Business* video (most were engaged in looking for work). Although some students did well with some parts, others were beyond them (and beyond me as well). The college class worked on "The Food of the Future" from the *Innovators and Innovations* video. (They had just finished studying foods around the world in their regular text.) This class was the most frustrated of all. Some of the tasks were extremely difficult, and the vocabulary was quite tech-

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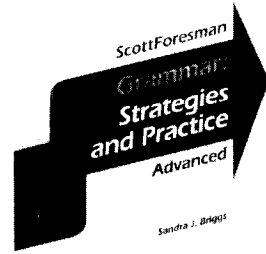
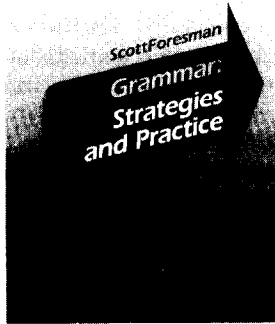
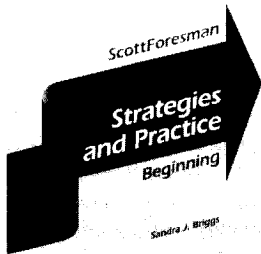
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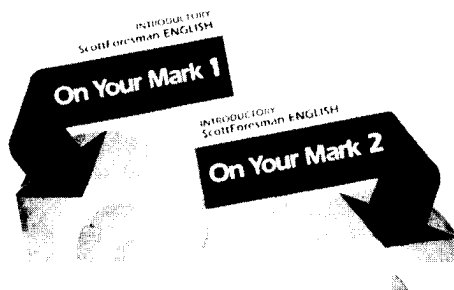
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## References

Nunan, D. (1988). *Syllabus design*. Oxford: Oxford University Press.

**Critical Thinking: How to Prepare Students for a Rapidly Changing World.** Richard Paul. Foundation for Critical Thinking, 1992. Pp. 673. \$24.95 (paperback).

nical at times. This unit had the most glaring problems, too. (Q. 2: What importance will vegetables like the winged bean and soybean have in the future? Q. 3: In the future, why will vegetables like the winged bean and the soybean be important?) In the Intensive Viewing section, a few students were able to get some answers for the first and third tasks, but the success rate for the second was almost zero. Yet the questionnaire showed 16 students (for the 1st), 14 (2nd) and 18 (3rd) found these three sections helpful. All 25 students said the video was too difficult, but 11 of them also said the level was suitable for their class level but not for them personally.

The questionnaire results were contradictory but similar in many ways for all five video units. The students were less satisfied with their work than the teacher was. They considered the video and tasks too difficult, but often interesting. At the same time, they found the tasks both helpful and sufficient in many cases. The uniformity of replies across classes is puzzling in light of the great difference in proficiency between the adults and the junior college/college students. Perception, both positive and negative, seemed to be independent of proficiency level.

I believe the point which frustrated the students so is the level. Students are accustomed to texts which more or less match their level. If they try hard, they can expect to master all the material. The Focus series, however, offers ungraded tasks. This means that every student can succeed to varying extents with some of the tasks, but no student can succeed with all the tasks, and many may even be unable to do anything at all with some tasks. This is a new experience in a classroom, however authentic it may be in the real world. Making the students aware of this point, so they will lower their expectations for their own performance, and reminding them of it periodically, might help alleviate this problem.

I like the Focus series very much, although each video has segments I dislike (which is true of any textbook). I found the topics unusual and thought-provoking. The tasks encourage students to think deeply and originally about the topics and the variety of tasks clearly appealed to different student preferences. I thought the students did well, but my expectations were different from theirs. Some of the tasks were too difficult for me, let alone the students. The publisher's suggested proficiency range seems too broad to me. I would not use these materials with students lower than second-year English majors classes unless their oral-aural proficiency was very high. Any teacher planning to use these, for any level, will need to be flexible, and to give extra help where needed to ease the difficulty of the tasks. If units are chosen in consultation with students, and they are aware that they should not look for perfect performances from themselves, students should find them challenging but worthwhile.

*Reviewed by Sandra Ishikawa*

Increasingly, educators in the U.S. are noticing the need for pedagogy that goes beyond didactic, teacher-centered instruction, fact-memorization, and recall testing. American students seem to be suffering from a lack of reasoning and analytical skills, and it is widely acknowledged that rote memorization without rational analysis produces few significant or lasting educational results. International students present an even greater challenge, since they often come from authoritarian societies in which unthinking acceptance of the ideas of one's elders or teachers is considered a virtue. This mentality can result in plagiarism and lack of analytical skills in speaking, reading, and writing when such students enter universities in English-speaking countries. Japan is precisely this kind of hierarchical, rote-learning culture, and these critical-thinking educators have come up with teaching insights very relevant to language teachers in Japan. In their jargon, "critical thinking" basically means the reasoning and discernment skills a perceptive, intellectually fair-minded person should be able to apply to any content or communication topic.

Paul's book first came to my attention at the CATESOL annual convention, at a presentation about applications of critical thinking to ESL teaching. Director of the Center for Critical Thinking at Sonoma State University in California, Paul is one of the principle figures in this expanding educational reform movement. His basic conviction is that "there is no way to take the thinking out of knowledge" (iv). Along with Paul's book, the Center for Critical Thinking provides teacher training materials and holds workshops in many cities across the U.S., including an annual international conference on critical thinking.

The divisions of Paul's book reflect a dual emphasis on the theoretical and practical. He believes a proper grounding in concept is essential because practical applications of critical thinking naturally follow once the basic concept is grasped. Under the heading "What is Critical Thinking?" the first fifteen chapters explore the multifaceted philosophy and history of the movement. The progress of the critical thinking educational reform movement in North America is fascinating in itself and has many parallels to the present moves to reform English education in Japan. It faces many obstacles too. "Why Students -and Teachers- Don't Reason Well" shows how in

a state-wide study most California teachers mistakenly evaluated a poorly reasoned essay as “exceptional achievement” in writing, revealing deficiencies in the critical thinking skills of many teachers themselves. This is a sober fact all self-critical teachers can take to heart. “Critical Thinking and the Nature of Prejudice” explores how prejudice arises from irrational and self-deceptive thinking, a product of the self-centered and ethnocentric orientation of mankind. Paul reveals the problem of prejudice to be not just an untypical aberration but something deeply rooted in uncritical tendencies in everyday human thought. In “Ethics Without Indoctrination,” Paul explains how a teacher can help students deal critically with ethical issues in the classroom without preaching to his students or imposing his own beliefs on them. Teachers dealing with global issues will want to read this article.

The next fourteen articles are pragmatically-oriented and abound in examples of how to make use of Socratic questioning in the classroom, how to redesign lesson plans to stimulate critical thinking, and how to approach a variety of topics, including language arts, social studies, and science. Transcripts of actual classes and analyzed samples of student work make Paul’s concepts come alive. He introduces tried and tested strategies for applying critical thinking to oral, composition, and reading activities. Significantly, Paul calls the “four language skills” the “four modes of reasoning.” Critical thinkers develop the ability to reconstruct the logic of another person’s perhaps differing point of view in the interest of intellectual fairness. Just as much as a good reader, a good listener is constantly making inferences, uncovering assumptions, and considering logical implications of what a speaker is saying, and a good speaker threads discernible logic through his speech.

With some adaptation, many of Paul’s ideas can be applied to English teaching in Japan, and not only at the advanced level. A lot of the examples of lesson plan remodeling are aimed at elementary school classes, and these especially could be applied to Japanese language classes making use of content-based material. In our program, my classes have dealt with advertising, human rights, and the Arab-Israeli conflict, and I found lesson examples in the book directly related to all three topics. “Dialogical and Dialectical Thinking” reflects on the insights to be gained from approaching a subject from varying points of view and looking at arguments for all sides of an issue. Much of Paul’s advice on this topic can be applied in a cooperative learning, task-oriented context, where students can contribute their differing approaches to any process of learning. The chapter “Using Critical Thinking to Identify National Bias in the News” presents techniques for helping students identify media biases or an author’s point of view, something to which my students often seem to be blind. They tend to believe anything they see in print or on T.V.

The book has its weaknesses. Since it is a collection of articles independently published in academic journals, there is a lot of repetition. Many of his favorite quotations appear again and again. Also, there is no index to help the reader find particular passages or quotes. However, Paul’s analyses and insights are so consistently practical, relevant, and interesting that I barely noticed the repetitiveness and other flaws.

*Reviewed by Bruce Davidson  
Osaka Jogakuin Junior College*

Address: Center for Critical Thinking and Moral Critique, Sonoma State University, Rohnert Park, CA 94928

**Business Concepts For English Practice. Marianne McDougal Arden and Barbara Tolley Dowing. Heinle & Heinle, 1993 (2nd Edition). pp. 200.**

*Business Concepts for English Practice*, a business-oriented English text for non-native speakers, provides language practice based on subject-specific readings in areas such as marketing, accounting, and computer applications. The business concepts in the readings act as springboards for a range of academic and applied activities. It is suitable for students with an academic or professional need to study business English, for example, in university or a company.

The text has five units, with appendices and a glossary. Units included are business basics, marketing and international business, accounting and finance, management and decision making, and computer applications. Each unit has three parts: (1) a first reading which gives an overview of the subject, followed by exercises; (2) a second reading which focuses on a more specific topic and additional exercises; and (3) a task-based, interactive activity. The exercises following the readings check understanding, expand and consolidate vocabulary, and integrate further skills, in particular, oral communication, writing, and study skills. The third part of each unit is a task-based activity in which students participate actively in real-life business situations. The activities encourage students to apply business concepts presented in the readings to a business role-play, simulation or case study.

*Business Concepts for English Practice* is for intermediate to advanced students. I used it with a group of engineers whose level ranged from intermediate to advanced. Class met for 90 minutes, twice a week. The material was challenging for the less adept students, although the exercises are presented at different levels of difficulty ranging from intermediate to advanced. Because of constraints typical in many company classes—poor attendance, low motivation, few class hours, I selected the more interest-

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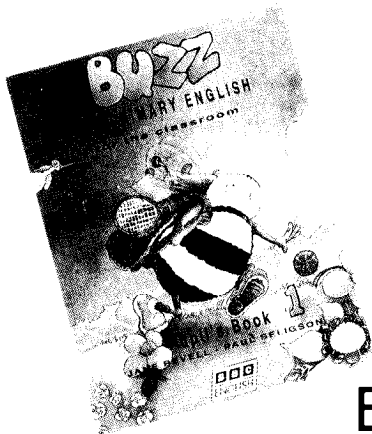
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ing, interactive activities for class and tried assigning the reading and written exercises for homework—without much success. Seven to ten class hours are required to complete each unit. In the Japanese context, considering the time needed, the text might be more suitable as a core text for a university class. However, unlike university students, company students have a wide range of business experiences which contributes greatly to the discussions which emerge from the readings and exercises.

I recommend *Business Concepts for English Practice* for those students who need a comprehensive introduction to business concepts that they may encounter in the business world. The text's range and variety of materials allows teachers to select units and exercises according to their student's needs, experiences, levels, and time available in and out of class.

*Reviewed by Sally Cavanough  
Kanda University of International Languages*

**Canadian Concepts 1.** L. Berish and S. Scarbrough Thibadeau. Ontario: Prentice Hall Canada, Inc., 1993. Pp. 163. Teacher's manual, cassette.

**Canadian Concepts 2.** L. Berish and S. Scarbrough Thibadeau. Ontario: Prentice Hall Canada, Inc., 1993. Pp. 159. Teacher's manual, cassette.

**Canadian Concepts 3.** L. Berish and S. Scarbrough Thibadeau. Ontario: Prentice Hall Canada, Inc., 1993. Pp. 154. Teacher's manual, cassette.

**Canadian Concepts 4.** L. Berish and S. Scarbrough Thibadeau. Ontario: Prentice Hall Canada, Inc., 1993. Pp. 150. Teacher's manual, cassette.

**Canadian Concepts 5.** L. Berish and S. Scarbrough Thibadeau. Ontario: Prentice Hall Canada, Inc., 1993. Pp. 181. Teacher's manual, cassette.

**Canadian Concepts 6.** L. Berish and S. Scarbrough Thibadeau. Ontario: Prentice Hall Canada, Inc., 1993. Pp. 193. Teacher's manual, cassette.

*Canadian Concepts*, a six-level series, includes listening, speaking, reading, writing, grammar, and pronunciation practice. Activities are student centered, with an emphasis on functional language. The topics and cultural information presented are based on Canadian themes. The complexity of the themes increases throughout the series. Although *Canadian Concepts* is eclectic, this allows for varied approaches to teaching the material. Fluency activities are supported with spelling, dictation, pronunciation, writing tasks, and more.

The series was designed for ESL students in Canada. However, it is suitable for Japanese students who want to visit or learn more about Canada. For students and teachers, the texts are simple to understand and the teacher's manuals provide tapescripts and helpful teaching hints.

A strong feature is a section in each text called Community Contact Tasks. These tasks, listed at the back of each book, give students a chance to use their English skills in "real" situations. These Community Contact Tasks can be readily adapted for EFL teaching in Japan.

Here is a sample of a Community Contact Task from Book 1:

### **The Chocolate Task**

Go to a store that sells boxes of chocolates. Look at a box of chocolates.

1. Where did you go?
  - (a) a supermarket; (b) a drugstore; (c) a corner store; (d) a store that sells candy and chocolates
2. How many chocolates were in the box?
3. How much did the box of chocolates cost?
4. If the box had a picture of chocolates, which shapes did you see?
  - (a) circle; (b) square; (c) rectangle; (d) triangle

A sample of a Community Contract Task from Book 2:

### **Telephoning**

Make a list of the names of the students in your class. Put the list in alphabetical order. Ask the student after you on the list for his or her telephone number. The student before you on the list will phone you with a message. Phone the student who comes after you on the list, and give him or her the same message. Write the message that you receive and bring it to class.

Except for the glossy covers, the texts are in black and white. Some teachers and students might feel the lack of colored pictures makes these books rather dull, but then some people consider Canada to be a dull country. However, in addition to pragmatic English lessons, *Canadian Concepts* provides interesting information about Canada.

*Reviewed by Rob Duncan  
Aso Iizuka Hospital*

## **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. Ail final-notice items will be discarded after April 30. Contact: Publishers' Review Copies Liaison

# GO AHEAD, TALK

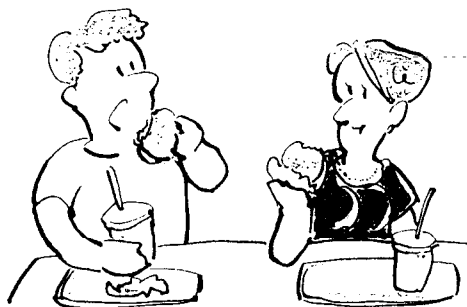
PAUL GILBERT



Chapter 10 Things We Want to Have

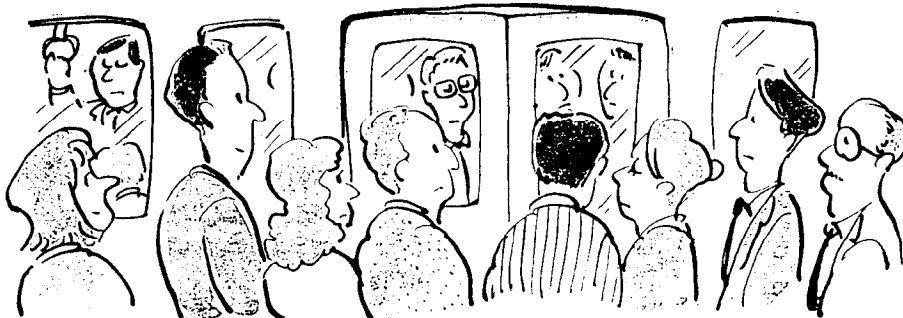
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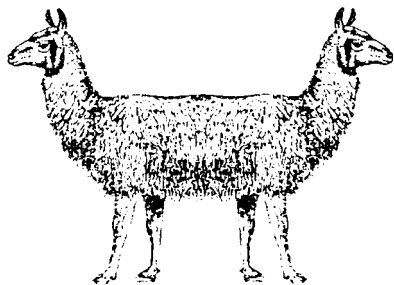
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(address p. 2). Reviewers must test textbooks in the classroom. Publishers should send all materials for review--both for students (in sets) and for teachers--to the above address.

### For Students

- \*Lauer, J. *The United States: Now and in the future* (class/self study). Tokyo: Nanundo.
- \*Matsuka, Y. & Baldwin, A. (1993). *The book of goal sheets: Dialogs in action* (gestures; wide proficiency range; text, video). Tokyo: Matsuka Phonics Institute.
- \*Matsuka, Y. & Baldwin, A. (1993). *The book of goal sheets: Talk longer, talk more* (wide proficiency range; text, tape). Tokyo, Matsuka Phonics Institute.
- Banks, C. & Orlando, M. (1994). *Night & day: Reading for the adult learner of ESL/EFL: Book I*. Englewood Cliffs, N.J.: Prentice Hall Regents.
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- Oxford dictionary of business English for learners of English* (1993). Oxford: Oxford University Press.
- Oxford wordpower dictionary* (1993). Oxford Oxford University Press.
- Spectrum: A communicative course in English* (1994) (level 2B, 3A, 3B; student book, teacher's book, workbook, audio tapes). Englewood Cliffs, N.J.: Prentice Hall Regents.
- Togo, K. & Motohashi, F. (1993). *Pocket Japanese: Quick access to everyday phrases* (J-E phrase book). Tokyo: The Japan Times, Ltd.



FURMANOVSKY, cont'd from p. 28.

the more interesting linguistic or cultural points that they had learned.

With some exceptions, the quality of these presentations fell well short of that found in their written work. Some of these problems, however, were due to my mistaken belief that most students could copy, or adapt, one of the listening-viewing techniques demonstrated by me in class to their own video. In addition, I had naively overestimated the students' presentation skills and ability to formulate questions

as part of a teaching exercise. More practice and help in the preparation of such presentations is obviously needed in the future.

Much more successful were "rotating pair dialogs" in which students questioned each other about their diaries for 6-8 minutes before moving on to another student. As part of a larger evaluation process of the entire project, the teacher joined in this exchange and kept a mental note of the quality of the answers. These were compared with comments made in my gradebook about their written work.

### Conclusion

Apart from the obvious benefit of doubling the average student's exposure to and interaction with native spoken English, and a sharpening of listening and analytical skills, the LV Diary allowed for a real dialog between the student and teacher. That this dialog was useful to the students was confirmed in their evaluations of the project, although many wished that they had chosen a different or easier movie, and preferably one with a script. The extra time spent on homework (and noted with some pride by several students) was easily matched by the time-consuming teacher's job, namely that of reading the diaries and responding.

This effort should not be underestimated by anyone considering adoption of the LV Diary, and obviously the project, as presented, is viable only with relatively small classes--perhaps 20 or under. Nor is the LV Diary without its disadvantages in sometimes taking time away from speaking activities. Despite these problems, however, it seems both reasonable and sensible to exploit to the full the particular combination of strengths that the Japanese high school graduate usually possesses after six years of grammar-translation and reliance on the written word.

When this is combined with the fact that many students still have a strong desire to understand western culture and to be able to communicate effectively with native speakers, a potent learning force can be unleashed. It is precisely this enthusiasm and energy that the LV Diary project is explicitly designed to reinforce and then reward.

### References

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- Sony Pictures Entertainment, Inc. (1991). CINEX School Curriculum.

Acknowledgement: I would like to thank all of my students at Doshisha Women's College and Kansai University of Foreign Studies for their work on this project.

*Michael Furmanovsky is a graduate of British and American universities and a former American history and politics teacher in both London and Los Angeles.*

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.

## Attendance and Multiple Choice Quizzes

Daniel Minor and Patrick McClain, Kyushu Tokai University

Those of us teaching at universities here in Japan know all about large classes. We cannot clearly see the faces of those students who choose to sit in the back few rows of the classroom. Time does fly on mighty wings as we read the names of our students to verify their attendance, though not their participation. The *kyomuka* needs an accurate record of attendance, and we do feel that attendance is an important criterion to consider when assigning grades. But we still hate to waste valuable class time to accomplish this task.

The following is a description of our method of taking attendance, ensuring out-of-class study time and discouraging tardiness, without wasting an inordinate amount of time.

### Setting up the Quiz

We give a quiz at the beginning of every class. Not an earthshaking idea, nevertheless it is the base of our method. Each week we assign something for the students to read. Currently, we are using *True Stories* in the News (Longman, 1989). The dialogs are assigned as reading homework with the specific purpose of being the subject of weekly quizzes related to a number of tasks presented in the text. It is not necessary to have a text with an abundance of dialogs such as this. Any short reading material which is at the students' level is fine.

Each week our students come to class and take their assigned seats. A few minutes after the bell sounds to signal the beginning of class we pass out the answer sheets to the first student in each row who then takes his or her answer sheet and passes the stack of answers sheets on to the next student until the cycle is completed. The students write the date on their answer sheet, confirming attendance, and we begin reading the quiz questions. At this time, the students should have nothing on their desks other than their answer sheets, a pencil, and eraser. The material should have been read at home in preparation. Students who come late, in Minor Sensei's case, after he has begun to read the quiz questions, are asked to quietly take their seats and wait. They will not be counted in his attendance records for that day, but they are encouraged to do the in-class work nonetheless. This is to encourage promptness. Students who come in late, in McClain Sensei's case, are counted in attendance records for the day, but will receive a zero on that day's quiz.

We usually have the students correct the quizzes, to give them some instant feedback. Students,

in our experience, are honest on the most part. Occasionally correcting the quizzes yourself can serve to confirm or to question unusually high scores.

### Some Specifics

The quizzes we give our students every week are all multiple choice type quizzes. We know multiple choice quizzes have many shortcomings, but they serve our purpose well. Also, we use a type of quiz slightly different than most: instead of only one correct answer among the three or more offerings, our quizzes allow the possibility of multiple correct responses to a single question. This allows greater flexibility in creating questions, and at the same time has an adjustment for guessing built in. In addition, students must listen to all the answers as they cannot assume that they have all the correct answers even when they heard the first correct answer given. In effect, each question is four right or four wrong questions in one. Any or all of the four may be either right or wrong independent of the others.

### An Illustration

Let's say the reading material assigned as homework was about mountains in North America. Now at the beginning of the following class we have a quiz over that reading material:

- Question 1) Where is Mount McKinley?  
 A) Alaska B) Canada C) The U.S.A.  
 D) The Alaska Range

The correct answers are A, C, and D. Each of those three answers which the student circles is one point. If the student does not circle B, that is one point. Each of those three correct responses which s/he fails to circle is counted as zero. If the student mistakenly circles B, that is also zero. Therefore, let's say our student believes that Mt. McKinley is in the Alaska Range but in Canada. This student then circles B and D. This gives the student only one point out of four as only D is correct, A, B, and C are all wrong.

The quizzes for a whole semester are put onto one answer sheet that the student uses each week. In this way, each student has a single sheet of paper which reflects that student's attendance and quiz scores for the entire semester. When teaching several hundred students a week, this one-paper-per-student idea is greatly appreciated. It also allows students to easily judge their own progress, or lack of it, as they can see all their scores since the beginning.

## Making the Most of Vocabulary Cards

by Preston Houser, Kyoto Institute of Technology

I am of that revolutionary school of educational thought which argues that the burden of learning is the student's responsibility, not necessarily the teacher's duty. I do-practically-everything I can to help a student of mine who desires success; a student, on the other hand, can fail for lack of that same desire. University should, in theory, be the final weaning ground before students must leave the nest and make their way in our multi-lingual, media-drenched, information-saturated world. Therefore, I try to equip my students with the proper tools, skills, and attitudes they will need to be the kind of independent scholars I expect them to be. One tool which I encourage and reward students for making, developing, and using (especially in reading classes) is vocabulary cards. What follows are suggestions, formats, and methods for utilizing vocabulary cards that I have found helpful.

### Guidelines for Making

First, at the beginning of the course, I provide a hand-out which outlines some guidelines for making vocabulary cards. Such a sheet includes a mock front and back view of a typical vocabulary card, a small glossary of abbreviations which I use when explaining new words, and a list of questions students may use when asking about new vocabulary.

Figure 1 illustrates what I expect a typical vocabulary card to look like. The glossary contains abbreviations of words that I use regularly while explaining new vocabulary. I use the word "slang" as a catch-all for colloquialisms, idioms, derogatory and vulgar language.

Questions which are helpful to students to learn while developing vocabulary cards might include the following: "What does \_\_ mean?" "How do you pronounce \_\_\_\_\_?" "Would you spell that, please?" "Would you write that on the board, please?" "Would you use \_\_\_\_\_ in a sentence?"<sup>1</sup> I stress to students-again-that such skills enable them to learn how to learn, how to educate themselves.

### Use of the Cards

I emphasize, also, that the purpose of vocabulary cards is not memorization, but word introduction with the aim of ease of recognition when the word is found in context. This important point needs to be continually stressed to students: "Don't try to memorize your vocabulary cards!" Memorization without any grounding in use of function is wasted energy. The goal for students: to gradually become familiar with a new word; the task for the teacher: to introduce and fortify new vocabulary throughout a course of study. Ultimately, vocabulary cards serve as "an instigation to distillation" of skills and information which may become useful to the student at later date.

[front]

<p><b>persuade</b> [verb]</p> <p><b>persuasion</b> [noun] <b>persuasive</b> [adjective]</p>
---

(back)

<p><b>persuade</b> [to + verb]</p> <p style="text-align: right;"><i>"I was persuaded to buy the stereo."</i></p> <hr/> <p>syn. convince ant. dissuade [+ from + 'ing' verb]</p> <hr/> <p>sl. "talk into"      ant. sl. "talk out of" <i>"I was talked into buying the stereo."</i></p>
--

Figure 1. Sample Card

### Glossary

<b>American</b>	[am.   American usage
<b>Antonym</b>	[ant.]: opposite
<b>Archaic</b>	[arch.]: old fashioned
<b>British</b>	[br.]: British usage
<b>Homonym</b>	[hom.]: same sound; different meaning
<b>Slang</b>	[sl.]: alternative usage
<b>Synonym</b>	[syn.]: same meaning; different sound

Figure 2. Glossary

To reinforce usage over memorization, I usually set aside 20-30 minutes of class time each week for group work. Students are encouraged to compare and exchange their vocabulary card information, thus expanding the group's knowledge as well as the individual's. For example, students divide new vocabulary among themselves; each student is then responsible for making cards for those words by the next class meeting, at which time students exchange cards. <sup>2</sup> During this time I circulate between groups answering questions, joining in discussions, or advising students on ways to expand the information in their cards. For example, the various meanings of a certain word (*resume*, *article*, etc.), cultural significance (British vs. American usage, colloquialisms, etc.) or word forms (a word used as a noun, verb, adverb, or adjective, or modern vs. archaic usage).

Reading quizzes-which I give regularly-are liberally sprinkled with words taken from our ever-enlarging class vocabulary list. Students may not use a dictionary during a quiz; they may,

MYSHARE cont'd on p. 53.

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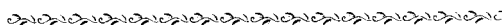


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comments from *TLT's* readers

If you have comments about, or wish to take issue with anything that appears in *TLT*, the Editor invites your correspondence. Letters to the editor intended for publication should not exceed 500 words, must be signed and bear the name, address and phone/fax number of the writer, and are subject to editing for length, style and clarity. *TLT* will not publish anonymous letters. The Editor reserves the right to reply in print to the writer's comments, or to provide a copy of the letter to authors of articles being commented on. Send letters to the Editor's address in the Masthead.

Readers of "Racial Awareness and the Language Classroom" (*TLT*, Feb. '94) may have been left wondering what steps they should take to get in touch with organisations like the the Filipino Women's Network, should they wish to take the issues raised by such TV dramas as "[Japanese] Men Who Loved [Filipino] Women" (or Thai, Chinese, Korean or other Asian women, for that matter) into the classroom.

Unfortunately, on the one hand such organisations are subject to attack and intimidation by organised criminals, while on the other a number of their clients are themselves regarded as "criminals" under Japanese law. Phone numbers are apt to change overnight, and addresses are "privileged information." The Residents' Advisory Centre in Tokyo (tel: 03-5320-7744) is unlikely to be able to help directly, but will probably be able to put interested parties in contact with groups such as the Asian People's Friendly Society or the International Catholic Centre, who may be able to give further help.

However, the expected criterion for putting people in contact with groups like FWN is that of being a client. People like me-i.e., neither women nor Filipinos-lie outside the normal sphere of the social workers and volunteers involved. And even if contact were established and accepted, English might not turn out to be a suitable medium of communication. Those of my students who gained direct contact with Filipinos did so via the Sophia University International Student Exchange Club, not through welfare organisations.

Nevertheless, I do think that approaching welfare groups is an excellent idea. It might be even better to contact refugee relief organisations, charities, or other groups less sensitively placed than these valiant "front-line" workers.

This is perhaps not the simple, straightforward answer that interested readers were probably hoping for, but don't be deterred! Young people have a keen sense of moral and social injustice. Raising their awareness of such issues is one of the surest roads towards the long-term elimination of the injustices that FWN and other groups are fighting against.

John R. Yamamoto-Wilson, Sophia University

My Share. cont'd from p. 51.

however, use their vocabulary cards. While ostensibly a quiz will target reading skills or comprehension, quizzes also pressure a student into increasingly rapid word recognition-if not "word guessing"-which is a large part of the battle to enhance reading speed and skills.

Finally, practical option for slower students: a high grade may be achieved simply by making a predetermined number of cards. If, for example, a student makes 500 vocabulary cards during the course that student receives an automatic "A"; 400 cards equals a "B"; and so on.<sup>3</sup> Not an easy task, but an attainable one for a student who is weak in other areas of the course. (As we sometimes see, a student preoccupied with a mechanical task often learns without realizing it.) Occasionally this option is reserved for individual students who are having trouble; other times it is an option for the entire class. (Most students function well in a class knowing they have an "out": a janitorial way to pass or receive a high grade.) I naturally keep in mind the general vocabulary which corresponds to that used in the text so that vocabulary cards have at least a contextual organization; merely copying a dictionary will not do. (I pass out periodic vocabulary lists-corresponding to text vocabulary-which students can check their personal or group cards against, and make additions or modifications.)

Conclusion

These suggestions are intended as simply that: suggestions. Ultimately, a student should be allowed to make any kind of vocabulary card-and use it or not-as he or she wishes. Pronunciation symbols, elaborate dictionary definitions, examples of usage, illustrations, even *kanji*-all is fair. Remember, these cards are not for us, the teachers. I hope that these suggestions have been helpful, and have given the teacher an added tool to help students to learn how to be responsible for their own education.

Notes

- 1 Invariably favorite four-letter words we know and love, and for which English is justly famous, are brought into question when students are armed with a cache of "leading" questions. I usually take such an opportunity to explain that such powerful language is occasionally appropriate but must not be over-used, or, how shall we say, "ill-applied." After about five minutes of such stress-relieving discussion students are usually ready to move on to new vocabulary.
- 2 I have noticed an ironic phenomenon amongst group members working together on vocabulary cards: A student who is habitually absent or does not contribute new words or definitions to the group is slowly ostracized by the others until that student is virtually working alone.
- 3 It is sometimes difficult to decide how many cards should equal what grade. I have found *Cause and Effect*, by Patricia Akert (Heinle & Heinle) an excellent reading textbook for the average class of Japanese university freshmen. The text consists of 5 units of 5 lessons each, which means students should find around 15-20 new vocabulary words per lesson, an easily accomplished goal over the course of a year.



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edited by masaki oda

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

### About Direct Mail

The JALT Central Office (JCO) frequently receives complaints from members about mailings sent to them from publishers, many of whom are JALT Associate Members. The complaints range from irritation to total outrage, and the JCO is asked by the complainers to assure that it not allow their addresses to be given to any commercial enterprise engaged in providing foreign language teaching services. The JCO always does its best to comply with these requests but it cannot guarantee that JALT members will cease to receive direct mail advertising.

There is a single major reason for this: Those of our Associate Members who use JALT's mailing list will delete your names upon request-it saves them money-but frequently they have your addresses from sources other than JALT's membership list, and the JCO cannot delete names and addresses from lists other than its own.

How do mass market mail advertisers build their mailing lists other than by using JALT's? There are a variety of ways, but we will discuss only two: 1) Requests for Review Copies; and 2) Annually published instructor lists compiled from information provided to the *Monbusho* or to academic publishers.

In the case of #1, if any JALT member has ever filled out a request for review copies, your name will be entered into a publisher's database; and the JALT Central Office can do nothing to have your name removed. You must do it yourself, and here is an effective way to do it: Cut the address label from the envelope, and attach it to a letter to the publisher requesting that your name be deleted from its mailing list. The publisher will happily comply, if only because it does not wish to offend you with announcements of its products.

In the case of #2, there is nothing that you can do; the institutions that you work for automatically provide this information to the *Monbusho*, or to other accreditation organizations. These lists are published in such annuals as *Eigo Nenkan* (Kenkyusha), which are available to all publishers in Japan.

JALT-supplied mailing labels are easy to recognize because they bear your membership number in the top line. If your JALT number does not appear on a label, it means that the publisher did not receive your address from JALT.

*Gene van Troyer, TLT Editor*

### Summary of the First JALT Executive Committee Meeting of 1994

The January ExCom was devoted to discussions about the JALT Constitution and to the election of new officers (see the accompanying *JALT News Supplement* for further details). In addition, Steve Brown explained the use of computer bulletin board services and Masaki Oda detailed the procedures for obtaining *koen meigi*. Fukushima was recognized as a new Affiliate Chapter, and Learner Development was recognized as JALT's 10th official N-SiG. Moreover, the former Utsunomiya Chapter was officially renamed the Tochigi Chapter. Furthermore, a non-voting representative of the Chapters will attend National Officer Meetings henceforth.

A concern shared by some JALT members about unsolicited commercial mailings was raised. Those who would rather not receive such materials should contact the respective publishers directly, rather than the JALT Central Office.

The 1994 JALT budget was approved. This allocates ¥21,446,000 for publications and ¥20,830,000 for the Matsuyama JALT 94 Conference expenses. In addition, ¥12,830,000 was set aside for chapters, ¥1,305,000 for N-SiGs, and ¥1,540,000 for various JALT grants. If you would like further details about this budget or other details of the meeting, please ask your chapter president or N-SiG chair for a copy of the latest JALT Executive Newsletter (JENL).

*Reported by Tim Newfields  
National Recording Secretary*

### **The Language Teacher 1994 Calendar**

- June: Special Issue on Lesson Planning, edited by Elizabeth King and Sonia 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

## JALT '94 Annual Conference

JALT's 20th Annual Conference on Language Teaching/Learning will be held this year in the city of Matsuyama on Shikoku island from October 7-10 with the theme "Back to Basics." As in years past, features will include a wide variety of presentations, colloquia, roundtable discussions, poster sessions, associate members'/publishers' displays, and a number of social events. All members and friends are invited to join in celebrating JALT's 20th anniversary.

### Featured Speakers' Workshops

To allow more in-depth, practical training in areas of concern to language teachers, workshops on a variety of topics will be offered on Friday, October 7. Prominent speakers sponsored by JALT's associate members will lead the three-hour morning and afternoon sessions. Workshops will be limited to 40 participants. This year's speakers will include **Michael McCarthy, Rosamund Elizabeth Moon, David Paul, Julian Edge, Susan Stempleski, David Nunan, and Virginia Hamori-Ota.**

### Plenary Speakers

JALT has invited three prominent scholars, noted for interest and experience in the fields of linguistics and language teaching:

**Leslie Beebe** is currently Professor of Linguistics and Education in the Applied Linguistics and TESOL programs of Teachers College Columbia University. Ms. Beebe has published widely in the areas of sociolinguistics and second language acquisition. Her current research deals with the "social rules of speaking"-the unwritten socio-cultural norms that native speakers know in their language and that nonnative speakers have an incredibly difficult time picking up.

**Donald Freeman** is a member of the faculty of the Master of Arts in Teaching Programs at the School for International Training. Mr. Freeman has written a number of articles and edited a book on teacher education. In 1991, he was awarded a Spencer Fellowship with the National Academy of Education to continue his research on how teachers develop and change their classroom teaching.

**Mario Rinvoluceri** currently works for Pilgrims and the Cambridge Academy in Canterbury, England. Mr. Rinvoluceri has written a number of books in collaboration with other Pilgrims trainers and writers. He is currently working on three projects: a book of exercises to get students to focus on their own processes, another book of grammar games, and a book about reading and writing letters in the classroom.

## JALT '94 Information

Regular conference updates will appear in this column and a JALT 94 supplement containing conference registration materials, hotel information and postal transfer forms will accompany the July issue of *The Language Teacher*.

## JALT94国際大会

第20回 JALT 国際大会は「基本に戻って」というテーマで、10月7日から10日まで4回、松山で開催されます。今大会も通常の発表に加え、パネラーに富んだコロキア、ラウンドテーブル・ディスカッション、ポスター・セッション、賛助会員・出版社の展示、観衆の集いなどを企画しています。この JALT の20周年記念の催しに会員の皆様、そのお友達の方々の御出席をお待ちしています。

### 特別講演者によるワークショップ

JALT 賛助会員の後援によるワークショップは10月7日(金)に計画されています。言語教師にとって興味深い様々な話題について実践的なワークショップを行います。各ワークショップは、午前あるいは午後の3時間で、定員は40名です。Michael McCarthy, Rosamund Elizabeth Moon, David Paul, Julian Edge, Susan Stempleski, David Nunan, Virginia Hamori-Ota の各氏が講演者として予定されています。

### 招待講演者

言語学、言語教育の分野で活躍されている次の3氏を迎えます。

Leslie Beebe は現在コロンビア大学 Teachers College の応用言語学ならびに TESOL のプログラムの言語学および教育法の教授で、社会言語学および第2言語の習得に関する著書が多数あります。氏は現在、「母国語として話す人には自明であっても外国語として学ぶ人には習得しにくい"social rules of speaking"の研究に従事しています。

Donald Freeman は School for international Training の教育修士課程の教授で、教師養成に関する論文の執筆、編集に携わっています。1992年には、氏が行っている、授業の進め方、変革の仕方に関する研究の助成として National Academy of Education から Spencer Fellowship を授与されました。

Mario Rinvoluceri は英国カンタベリーの Pilgrims および Cambridge Academy に勤務され、Pilgrims の教師、執筆者たちとの共著を数冊著しています。氏は現在次の3つのプロジェクト—自分の学習進行状態に生徒の意識を向けさせるための練習に関する本、グラマー・ゲームに関する本、教室での手紙の読み書きに関する本の編集—に従事しています。

### JALT 94について

さらに詳しい情報は、今後の *The Language Teacher* をご覧ください。7月号の大会用別冊では、参加登録、ホテルの予約などについて詳しくお知らせします。

edited by lyneve rappell

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

**Call for Papers-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: 042-623-8472 (h); Fax: 042-623-8472

### Position Vacant

The position of **Publisher's Review Copies Liaison** for *The Language Teacher* and the *JALT Journal* is now open. Duties include receiving materials from publishers for review, sending review materials out to JALT members who express interest in reviewing a

book, and sending monthly "In the Pipeline" reports to the editors of *The Language Teacher* and the *JALT Journal* for publication. Benefits include complimentary JALT membership.

Please contact Greta J. Gorsuch, JALT Publications Board Chair, #601 Korutaju, 1452 Oazasuna, Omiya, Saitama 330. Tel/Fax (048) 688-2446.

### Congratulations

Cambridge University Press would like to announce the winner of the **Interchange Video Competition** held at the January Fukuoka Book Fair. Congratulations to Mr. Daniel Droukis, Kyushu Women's College, who will receive a complimentary copy of the new **Interchange** video.

### 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.

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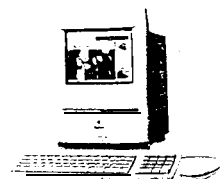
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Shahed or Mr. Robert W. Martens at  
Tel. 03-5400-1405 Fax. 03-5400-1416

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.

## First ExCom with a Voting N-SIG Representative

The JALT Executive Committee (ExCom) assembled in Osaka on January 29-30th for the first time since the national office of N-SIG Representative was created at JALT 93. Nationally elected officers and chapter representatives have been voting at the ExCom, but now a third branch of JALT has one voting representative.

Besides the opportunity for brainstorming with other appointed officers such as the JALT Publications Board Chair, there were many ExCom deliberations involving the N-SIGs, only a few of which can be reported here. Individual N-SIG Chairs and newsletters can provide more information on how the N-SIGs pursue their academic and pedagogical mission through the JALT organization.

Incidentally representing Kagawa at the Chapter Representatives' Meeting, the N-SIG Rep testified that the Chapters and N-SIGs are not separate sectors of JALT but rather dimensions of the same people. JALT-National is a central administrative, financial and legislative dimension, while Chapters are a geographical dimension of face-to-face interactions at meeting or conference sites. The N-SIGs in this view are a third dimension serving the scholarly, research and teaching interests of JALT members.

N-SIG members are urged to contribute to their local chapters for the benefit of every other branch of the organization. At the same time Chapter officers can handle N-SIG registrations and enrich their meetings with N-SIG programs and publications. At the ExCom or by mail, all Chapter Representatives have received the first *SIGNL* newsletter especially for display at meetings, also sent to other L2 organizations in Japan and abroad. Therefore general members are encouraged to ask for the bilingual N-SIG information which will be distributed to Chapters regularly from now on.

The First ExCom Meeting of 1994 further recognized the Learner Development research group as JALT's tenth official N-SIG. Although they had fulfilled the Constitutional requirements to form an N-SIG, and the National Membership Chair seconded the motion, two Chapter representatives voted against the petition.

The 1994 JALT budget was adopted and provides for three officers per N-SIG (3x10, compared to 7x37 for Chapters) to have their previous year's JALT dues and international conference fees reimbursed. This is a token of thanks for all their volunteer work operating national or often international networks.

As of January 1994 the N-SIGs had 1240 confirmed members, but the JALT Central Office cannot yet handle N-SIG expiration dates in addition to those of

JALT dues. Members can avoid problems by rejoining JALT and N-SIGs simultaneously before their JALT dues expire. For example, if your JALT dues were to expire in Dec. 1994 and you renewed any-time before then, your expiration date would advance to Dec. 1995.

## Academic New Year Begins

April starts the school year in Japan, in recognition of which the JALT News Supplement accompanies this issue and includes contact information on all officers of the established N-SIGs.

The College and University Educators N-SIG welcomes "CUE tips" for its newsletter. Here are some suggestions as an example: on evaluation forms from *Monbusko* or one's college there are sections to fill in one's *gakkei* activities and of course publications. These tend to be encouraged and viewed quantitatively, so it could help to list N-SIGs. N-SIG newsletters seek short papers which by the same token are free of the burden of rigorous proof, although to maintain the standards of JALT publications writers must clearly distinguish opinion from research findings. Japanese translations of JALT, N-SIG names and publications not in Japanese can help inform administrators what one is contributing to the academic community.

The *Kenkyusha Eigo Nenkan* (Yearbook of English) provides a valuable reference on the field in Japan, listing contact information on higher educational institutions and their English teaching faculty. Around May every year they send postcards inviting everyone to update their addresses or rank, while accepting up to three publications, this time from April 1, 1993 to March 31, 1994, for listing in the early 1995 edition. While Japanese faculty have over 2,500 publications listed, those by foreigners have slightly declined over the past decade to well under 50, and JALT publications are seldom listed. The postcard comes in Japanese, but native-speaking colleagues could be asked to help JALT and its members receive recognition in such reference books. All of JALT's past National Public Relations Chairs have expressed concern about how JALT is portrayed in mainstream domestic sources like the *Eigo Nenkan*.

## Global Issues N-SIG leads the L2 World

TESOL has 16 Interest Sections and IATEFL has 12 SIGs. Some of them have inspired JALT N-SIGs, while the fact that others are unique to Japan might also be of interest.

We do not know of any JALT N-SIGs that are narrow or restricted in their focus, but one has ap-

parently folded at this time with 35 members interested in academic and content-based English education. It is unfortunate that we have to play a numbers game, because an N-SIG with fewer than 50 members could still have offered greater professionalism to study abroad programs, ESP and EAP in Japan. For similar reasons several more JALT N-SIGs would probably be beneficial, but to have the most in the world is not to be feared.

In any case, the Global Issues in Language Education (GILE) N-SIG not only has over 200 JALT members, but is global in influence as well as outlook. Alan Maley has been urging IATEFL to approve a Global Issues SIG, while a TESOL Interest Section on Global, Environmental and Peace Education is now in formation.

GILE officer and Osaka Chapter President Kevin Staff has developed a list of N-SIG members' suggestions for "Environmentally-Friendly Actions to Encourage" in our professional and personal lives. Sometimes it just requires a little extra thought to conserve natural resources. Both-sided copying and reduction can put four pages of text on every sheet of paper. Educational technology such as overhead projectors or computer disks point toward paperless classes. Other suggestions such as dressing for the weather rather than adjusting the environment may be the common sense of the future, but this N-SIG is a world leader in the field today.

As always, for the specifics please contact the individual N-SIGs.

**JALT's N-SIG Coordinators**

- Bilingualism:** William Belew, 3-1-1 Koya, Sanjo-shi, Niigata 955; tel: 0256-35-3265; fax: -32-7305
- CALL:** Kazunori Nozawa, Toyohashi University of Technology, 1-1 Hibarigaoka, Tempaku, Toyohashi 141; tel: 0532-48-0111; fax: -8565. E-Mail IDs: HD CO1602 (NIFTYserve); HTG25470 (PC-VAN)
- College/Univ. Ed.:** Gillian Kay, Toyama Ikayakka University, 2630 Sugitani, Toyama 930-01, tel/fax: 0764-41-1614
- Global Issues in Lang. Ed.:** Kip Cates, Tottori University, Koyama, Tottori 680; tel: 0857-28-0321; fax: -3845
- JSL:** Hiroko Takahashi, 2-5-20 Kunimi, Aoba-ku, Sendai 981; tel/fax: 022-274-3134 (h)
- Learner Development:** Richard Smith, c/o Tokyo University of Foreign Studies, 4-51-21 Nishigahara, Kita-ku, Tokyo 114. tel/fax: 03-3916-9091 (h) Naoko Aoki, ob Department of Education, Shizuoka University, 836 Oya, Shizuoka 422. tel/fax: 054-272-8882 (h)
- Materials Writers:** James Swan, Aoyama 8-122, Nara 630; tel: 0742-26-3498 (h); fax: 41-0650
- Team Teaching:** Antony Cominos, 1102 Demeteru Takatori-dai, Hayashiyama-cho, Nagata-ku, Kobe 653; tel: 078-612-0988 (h); -691-4046 (w); Fax: 4-292
- Video:** David Neill, Kokkusuai Honyaku Services, 1033 Ushiroji, Tomo, Fukuyama-shi 720-02; tel: 0849-82-3425
- Teacher Ed.:** Jan Visscher, 3-17-14 Sumiyoshi, Higashi-machi, Higashi-nada, Kobe 658; tel: 078-822-6786 (h)

**N-SIGs IN THE MAKING**

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

**JALT 支部別 N-SIG 参加者の分布**

**Distribution of N-SIG Members by Chapter**

下の表は、94年2月現在、Steve Sayles 全国会計よりのデータです。支部名=Chapter name, 会員=支部の会員数=Number of members, 部会員=各支部の N-SIG 参加者数=Number of Chapter members belonging to one or more N-SIG

支部名	会員	部会員	%
福井 Fukui	43	3	7
浜松 Hamamatsu	32	3	9
長崎 Nagasaki	53	5	9
山形 Yamagata	34	3	9
群馬 Gunma	90	9	10
沖縄 Okinawa	32	4	12
徳島 Tokushima	42	5	12
新潟 Niigata	98	13	13
香川 Kagawa	43	6	14
長野 Nagano	35	5	14
岡山 Okayama	64	9	14
栃木 Tochigi	53	9	17
諏訪 Suwa	22	4	18
松山 Matsuyama	112	21	19
名古屋 Nagoya	256	55	21
山口 Yamaguchi	34	7	21
北海道 Hokkaido	194	42	22
千葉 Chiba	136	31	23
仙台 Sendai	119	29	24
西東京 West Tokyo	107	28	26
横浜 Yokohama	188	49	26
茨城 Ibaraki	48	13	27
金沢 Kanazawa	63	17	27
東京 Tokyo	592	159	27
姫路 Himeji	25	7	28
豊橋 Toyohashi	24	7	29
神戸 Kobe	161	49	30
京都 Kyoto	149	45	30
福岡 Fukuoka	117	38	32
鹿児島 Kagoshima	36	12	33
盛岡 Morioka	45	15	33
広島 Hiroshima	77	26	34
大阪 Osaka	199	69	35
奈良 Nara	44	16	36
大宮 Omiya	108	41	38
静岡 Shizuoka	46	19	41
秋田 Akita	19	8	42
合計 Totals	3540	881	25%

注: N-SIGの会員は約1240名いるが、複数のN-SIGに参加している者もかなり多いので、上記のとおり、N-SIG参加者は支部会員の4人に1人の割合となる。各N-SIGの名簿を見ると、日本人の参加者が割合少ないので、日本語話者の方たちにより活躍していただきたいと思う。

**Erratum**

The editor regrets that two Japanese pieces in the Of National SIGnificance column for the March issue of The Language Teacher were pasted into the wrong places. The one on the JSL N-SIG's research project (pp. 53-54), and the other on the Team Teaching N-SIG's publishing project (p 54), should go after their English counterparts on page 54 and page 53 respectively. Apologies for any inconvenience these errors may have caused. -Gene van Troyer

**訂正**

The Language Teacher 1994年3月号のOf National SIGnificance コラムに間違いがありました。日本語教育N-SIGに関する文章 (p. 53-54) は、54ページにあるその英語版の後に、チーム・ティーチングN-SIGに関する文章 (p. 54) は、53ページにあるその英語版の後に、それぞれ貼り返されるべきでした。ご迷惑をおかけしたことをお詫びします。

Chapter Reports are limited to no more than 250 words in length. For specific guidelines contact the Chapter Reports editor at the address listed in the Masthead. Deadline: the 19th of the month. All copy is subject to editing for length, style, and clarity.

## Fukushima

### Telling Stories to Young Children

by Vaughan Jones

In February Vaughan Jones described ways to teach English to pre-school children. He outlined the advantages of using traditional stories and rhymes and recommended incorporating craft activities and games in his lessons. Jones emphasized that the purpose of any activity should be to create an English-rich environment where children, without coercion, have plenty of opportunities to understand and speak the target language. The presentation concluded with a demonstration of a number of enjoyable activities.

*Reported by Lynee Parmenter*

## Kyoto

### Communication in Motion

by Julia Dean

In this active and energizing January workshop, the presenter demonstrated the mime and movement exercises she uses in class. After reminding us of the importance of non-verbal communication, we participated in several activities designed for classrooms of various size. The presenter emphasized that movement can be used in all parts of a lesson. Although teachers or students may feel awkward trying out some activities, if encouragement is provided most learners can overcome any initial reluctance. Using an imaginary name helps many learners participate in an activity more successfully and enjoyably. Dean further emphasized that language retention is increased when movement is added to a dialog, song, or practice activity. By taking some attention away from the formal classroom language, students can activate their latent knowledge of a target language and find increased confidence and fluency.

*Reported by Alton Cole*

## Nagano

### Adaptation of the Natural Approach to EFL in Japan

by Sandra Fotos

In February Sandra Fotos gave an interesting summary of Krashen's Natural Approach. After providing some historical background to this theory, she explained how various aspects of the Natural Approach could be utilized in EFL classes in Japan. She then described possible ways to handle common

problems such as student hesitance to speak, a desire to verify answers with neighboring students, and an unwillingness to disclose personal detail. After this, the presenter demonstrated how the Natural Approach could help make students more relaxed. By lowering students' "affective filters," Fotos stressed that they would become more receptive and capable of learning new material.

*Reported by Rebecca Mark*

## Niigata

### "Breaking Down Barriers"

by Carl Adams

In September the presenter asked the participants to take the role of learners as we engaged in a twenty question exercise. The group quickly guessed that the topic was American baseball, and learners were then asked questions pertaining to this theme. A few baseball fans participated enthusiastically, while the majority of the group was passive or and as we learned from the feedback session - bored. What became clear from this exercise is that teachers need to consider the interests and background knowledge of those they are working with.

After this we broke into small groups to discuss how we would teach diverse subjects such as swimming, skiing, and cooking. We considered what our instructional priorities would be and how we would realize them. Finally, we reflected on the barriers in our respective teaching situations and considered ways they can be minimized. Among the issues discussed were the reluctance of some students to participate in class, the tendency of others to misbehave, and proclivity of many to rely on their dictionaries.

Teacher/student misperceptions and cultural mismatches were also discussed. Brainstorming for possible solutions, we found that a key element for any solution was honest self-reflection. This is something we engaged in during the entire presentation.

*Reported by Donna Fujimoto*



edited by cathy sasaki

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



Notice: The Chapter Meeting Announcements editor, Cathy Sasaki, will be away from Japan from February 21st through April 6th. All meeting announcements for the April and May issues of *The Language Teacher* should be sent to Kathy Era, 1-21 -111 Wakaba-cho, Tachikawashi, Tokyo 190; phone/fax: 0425-36-1 134.

Notice to All Local JALT Officers Who Submit Chapter Announcements to **The Language Teacher**

To be included in *The Language Teacher*, chapter announcements must be brief and informative. The guidelines and sample chapter announcement below are intended to aid those local officers engaged in sending the Chapter Announcements Editor chapter announcements for inclusion in *The Language Teacher*. All chapter announcements that do not fit these guidelines will be subject to sometimes drastic editorial changes.

Limit information blurbs to 50 words and biodata sketches to 15 words. The titles of speakers, such as "Dr." are never used in chapter announcements.

In the information blurb, refer to the speaker using his/her full name first, then the last name thereafter. In the biodata use the full name once again, without titles. All Japanese names should be listed with given names first, family names last. Never use the first person in chapter announcements--use the third person, or render the announcement into the passive voice.

Finally, check your dates--many announcements are received that say a certain meeting is on "Sunday, October 23," when in fact, the Sunday of that month is on the 24th.

Below is an example of a "perfect" chapter announcement (many thanks to the Hamamatsu Chapter).

**HAMAMATSU**

Topic: Integration of Music, Rhythm, and Jazz Chants in the Communicative English Classroom

Spkr: Peter Wanner

Date: Sunday, April 18

Time: 2:00-5:00 p.m. (note time change!)

Place: Create Hamamatsu (next to Enshu Hospital)

Pee: Members free; non-members ¥1000

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

Music plays an important role, facilitating a close match between the thought process and languages. Peter Wanner will suggest ways to integrate music through chants in the classroom routine of regular conversations to maximize the effectiveness of listening and speaking based on the theoretical aspects of the Communicative Approach.

Peter Wanner teaches at Kyushu Junior College of Kinki University.

Info: Takako Watanabe,  
0776-34-8334

Dominic Cogan, 0776-61-4203  
Techniques for building a drama can illuminate the process of learning and using a language. The ingredients of drama, how they work together to create meaning, and techniques for protecting drama from noise and interference will be introduced. Then, these principles will be applied to specific language-use activities, especially role-playing games.

Charles Potts has been involved with role-playing activities and drama for many years.

**FUKUOKA**

Topic: Compositional Warm-ups

Spkr: Margaret Orleans

Date: Sunday, April 17

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

Place: Fukuoka Bldg., 9F, Tenjin

Fee: Members free; non-members ¥1000

Info: Carl Lefebvre, Tel: 092-734-3475; Fax: 092-715-0591

Margaret Orleans will present enjoyable exercises that can be done at the beginning of a composition class while the teacher takes care of classroom business, e.g. taking attendance, and that cannot be translated from one's native language. The students must compose directly in English thus encouraging behavior one hopes will continue throughout the lesson.

**FUKUSHIMA**

Gary Spry, 0249-38-7917

**GUNMA**

Topic: Teaching English Conversation to 40 or More

Spkr: William Belew

Date: Sunday, April 24

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

Place: Nodai Niko H. S., Takasaki

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

Info: Leo Yoffe, 0273-52-6750

Hisatake Jimbo, 0274-62-0376

This presentation will demonstrate practical steps to teach English conversation in Japanese classrooms with 40 or more students of varying profi-

**AKITA**

Jarrett Ragan, 0188-86-3758

**CHIBA**

Topic: Teaching School Textbooks Communicatively

Spkr: Takako Endo

Date: Sunday, April 10

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

Place: Chiba Chuo Community Center

Fee: Members free; non-members ¥1000

Info: Joe Fraher, 0474-49-7796

In a bilingual presentation, Takako Endo will discuss techniques and activities developed specifically for use with Monbusho-approved textbooks currently in use in junior and

senior high school English classes.

Teachers attending this session will leave with a cornucopia of ideas for teaching required material in a lively, up-to-date fashion.

Takako Endo is the Vice President of Matsuka Phonics Institute.

**FUKUI**

Topic: Drama Techniques: Creating a Focus for Language Learning

Spkr: Charles Potts

Date: Sunday, April 17

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

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

Fee: Members free; non-members ¥700

## Chapter Meetings

ciency levels. Ways to improve listening, speaking, and class participation will be emphasized.

William Belew owns English Communications Service and lectures at Niigata Industrial University and Nagaoka Technical College.

### HAMAMATSU

Topic: Using *Neuro Linguistic Programming* in the Language Classroom

Spkr: Atsuko Ushimaru

Date: Sunday, April 17

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

Place: CREATE (next to Enshu Byoin-mae Station)

Fee: Members free; non-members ¥1000

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

How would your students react if they were to be told that they are naturally very capable and that they have in themselves everything they need to excel? In this workshop the participants will experience hands-on some of the techniques of NLP (Neuro-Linguistic Programming - the "psychology of excellence") that will help learners to make better use of their hidden potentials.

Atsuko Ushimaru, Assistant Professor at Obirin University, is a certified NLP practitioner.

### HIMEJI

William Balsamo, 0792-24-4876

### HIROSHIMA

Topic: Kanji Learning

Spkr: Mary Noguchi

Date: Sunday, April 17

Time: 1:00-3:00 p.m.

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

Fee: Members; non-members ¥1000

Info: Tomoko Nakamura, 082-261-3581

### HOKKAIDO

Topic: The Language Environment

Spkr: Johnathon John

Date: Sunday, April 24

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

Place: Kaderu 2.7 Bldg. (North 2 West 7) Room 310

Fee: Members free; students ¥500; others ¥1000

Info: Ken Hartmann, 011-584-7588  
Language is rather like breathing, essential to life, but taken for granted; so inextricably entangled with 'being human' that it is difficult to see what

it is, does and can do. This presentation will offer a participative opportunity for gaining new perspectives on the language we teach and live with.

Johnathon John is an educator and performer working in Japan and Australia.

### IBARAKI

Topic: Expectations and Limitations

Spkr: Daniel Gossman

Date: Sunday, April 17

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

Place: Tsukuba Information Center

Fee: Members free; nonmembers ¥500

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

Stymied by the reaction of your students? Can't figure out why they react as they do? Daniel Gossman will discuss some differences in assumptions and expectations held by Japanese and Americans in the classroom and work place and present case studies and anecdotal evidence. Some implications for the language classroom will be discussed.

Daniel Gossman is Associate Professor at Kanto Gakuen University.

### KAOAWA

Topic: The Variety Show: Students want it, but can they and we make sense of it?

Spkr: Judy Gemant

Date: Sunday, April 24

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

Place: Takamatsu Shimin Bunka Center

Fee: Members free; nonmembers ¥1000

Info: Harumi Yamashita,  
0878-67-4362

Student surveys and common sense tell teachers that variety is desired in the classroom, but enhancing a text with communicative activities can confuse learners. Steps toward achieving coherent variety will be presented and participants will experience different learning tasks which are linked to a single theme taken from a typical textbook.

Judy Cemant teaches at Kinran Junior College in Osaka.

### KAGOSHIMA

Robert Berman, 0995-58-2690

### KANAZAWA

Topic: Innocents Abroad-Training

Japanese for Travel

Spkr: Eugene Trabirh

Date: Sunday, April 17

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

Japanese grow up in a safe country. Unfortunately, this leaves them unguarded and without the instincts to recognize threatening situations in their travels abroad. This presentation will be of practical use to teachers who have students likely to be studying abroad. It will deal realistically with situations in areas of typical vulnerability.

Eugene Trabich is Assistanti Professor at Kanazawa Institute of Technology.

### KOBE

Topic: Incorporating Video into a Multi-Skills Class

Spkr: Alan Fisher

Date: Sunday, April 24

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, 078-593-7998

This presentation will focus on the use of feature films in the language classroom. Ways to select appropriate films, the role of the teacher as a "tour guide," strategies for using a film script, and activities which help students develop language skills will be presented.

Alan Fisher is a professor of English at the University of Marketing and Distribution Sciences in Kobe.

### KYOTO

Topic: Cultural Jujitsu: Using Culture to Teach Language

Spkr: Robert Habbick

Date: Sunday, April 24

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

Place: Kyoto Kyoiku Bunka Center, (north of the intersection of Marutamachi & Higashioji - three minute walk east from Marutamachi subway station on the Keihan line)

Fee: Members & non-members free

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

This workshop will present some



recently developed techniques and activities which use the student's culture in order to make them speak and actively participate in the language learning process. The techniques and activities were developed in the classroom in Japan and are simple and straight-forward.

Robert Habbick is an English Language Teaching Consultant for Oxford University Press.

**MATSUYAMA**

Ron Murphy, 0899-22-7166

**MORIOKA**

Topic: Developing Quality Study  
Abroad Programs for English Students

Spkr: David Roady

Date: Sunday, April 17

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

Place: Morioka Chuo Kominkan  
(0196-54-5366)

Fee: Members free; non-members ¥1000

Info: Akiko Shimizu, 0197-65-3636  
Ellen Sadao, 0196-83-3083

The presenter will discuss the benefits of starting and how to start study abroad programs in English for Japanese students.

David Roady is the Assistant to the President at ISA, Inc.

**NAGANO**

Edward Mills, 0262-85-5837

**NAGASAKI**

Topic: Fun-filled Activities for Children

Spkr: Helene Jarmol Uchida

Date: Sunday, April 17

Time: 1:30-5:00 p.m.

Place: Shiminkaikan (opposite Kokaido)

Fee: Members free; non-members ¥1,000

Info: Brian Moss, 0958-20-5713

Satoru Nagai, 0958-44-1697

Fun-filled activities that will motivate students to interact with their peers in English and add spice to your present curriculum are the theme of this presentation. Most learners think that winning is the goal but the presenter will show that all who listen, speak and think in English are the real winners.

Helene Jarmol Uchida is the Director of Little America Bookstore.

**NAGOYA**

Topic: Pronunciation Practice Made Palatable/Other "Small Bit" Offerings

Spkrs: Frank Rowe; other meeting participants

Date: Sunday, April 24

Time: 12:30-4:00 p.m.

Place: 3rd fl., Mikokoro Center,  
Naka-ku, Nagoya

Fee: Members free; non-members ¥1000

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

Pronunciation practice is an important part of a well-rounded conversation program, but it is often overlooked because it is uninteresting. Frank Rowe will demonstrate a system of pronunciation practice using the principles of minimal pairs which is designed to overcome the tedium usually associated with this activity.

This short presentation will kick off our April program of "small bits." Please bring along any activities or gimmicks you have found effective in your classes to share with others at this meeting.

Frank Rowe is a Professor at Gifu Women's University where he teaches English and international communication.

**NARA**

Sachiko Shimomura, 0742-46-4724

Bonnie Yoneda, 0742-44-6036

**NIIGATA**

Topic: Interlanguage Pragmatics and Language Teaching

Spkr: Gabriele Kaspar

Date: Sunday, April 24

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

Pragmatic competence has been viewed as an important component of communicative competence in recent years. It is, therefore, important to examine how language learners understand and carry out linguistic actions and how they acquire pragmatic competence. This talk will discuss these issues and explore the implications for language teaching.

Gabriele Kaspar is a Professor at the University of Hawaii at Manoa and is currently a Visiting Professor at Temple University, Japan.

**OKAYAMA**

Topic: Exploiting Reading Texts

Spkr: Rob Waring

Date: Saturday, April 9

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

Place: Okayama Shiminkaikan

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

Info: Hiroko Sasakura,  
086-222-7118

This presentation will focus on the reading process and ways to exploit reading texts. Participants are asked to bring a reading text they are using, or intend to use, in their classes. After a brief discussion of the reading process, techniques for developing reading ability will be introduced.

Rob Waring teaches at Notre Dame Seishin Women's University in Okayama.

**OKINAWA**

Jane Sutter, 098-855-2481

**OMIYA**

Topic: Multimedia: An Invitation to be Skeptical

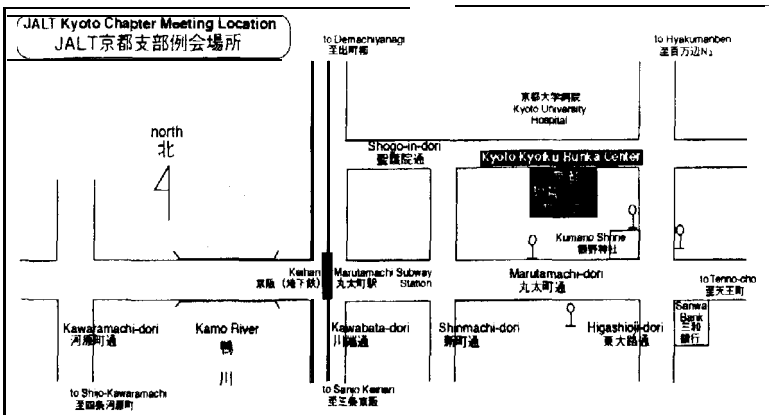
Spkr: William Gatten

Date: Sunday, April 17

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

Place: YMCA-Kita Urawa (go out the west exit of Kita Urawa sm., Keihin Tohoku Line)

Fee: Members free; non-members ¥1,000



## Chapter Meetings

Info: Michael Sorey, 048-266-8343  
Chikahiko Okada,  
0473-77-4695

It seems complicated and expensive and is another technology that may be difficult to understand. With this in mind, why are Multimedia computers necessary in ELT? The presenter will discuss the advantages and disadvantages of CAI and who can benefit from using Interactive Multimedia ELT Courseware.

William Gatton is president and founder of DynEd Japan.

(Contact Michael Sorey or Chikahiko Okada for a copy of a map or get directions from the chapter volunteer whom you will find at the west exit of Kita Urawa station on the Keihin Tohoku line.)

### OSAKA

Topic: Team Teaching SIG  
Colloquium

Spkr: Machiko Mori, Amanda Gillis-Furutaka, Jack Yohay, Antony Cominos

Date: Sunday, April 17

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

Place: Benten-cho YMCA (Ore 200 Ni-ban-gai 8F; pedestrian bridge from N exit to JR Benten-cho)

Fee: Members free; non-members ¥1000

Info: Terukuni Koike, 0723-67-4657 (h)  
Jack Yohay, 06-771-5757 (w)

A variety of perspectives on team teaching and JET Program-related issues will be offered. Topics will include teacher training, intercultural communicating, private-school team-teaching formats, and current N-SIG research projects.

### SENDAI

Topic: Poetry in the English Language Classroom

Spkr: Ann Jenkins

Date: Sunday, April 17

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

Place: 141 Building, 5th Floor

Fee: Members free; non-members ¥1000

Info: Mary Patton, 022-275-3861

Kazuko Honma, 022-273-1082

Poetry is often underused in the ESL classroom because many instructors see it only as literature for teaching criticism or art appreciation. This session will offer ideas for using poetry as practical language in use for second language learners.

Ann Jenkins is an English Professor at Nishi Tokyo University.

### SHIZUOKA

Topic: Oral Proficiency Testing

Spkr: Susan Miller

Date: Sunday, April 17

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

Place: Shizuoka Kyoiku Kaikan (Shizuoka Stn north exit, go up Miyuki Dori, turn right on Kita Kaido. It's next to Mr. Donut)

Fee: Members free; non-members ¥500

Info: Donna Burton, Tel: 0542-87-5711; Fax: 0542-84-0863

With *Monbusho's* placing new emphasis on communicative goals in language teaching, the American Council on Teaching Foreign Languages (ACTFL)'s Oral Proficiency Interview (OPI) could play an important role. The presentation will include a history of the OPI, discussion on how to become a certified tester and conduct and evaluate interviews, as well as an actual interview.

Susan Miller teaches at Nihon Taiiku Daigaku.

### SUWA

Topic: Team Teaching and Oral Communication

Spkr: A panel of experienced ALTs and junior and senior high school teachers

Date: Sunday, April 24

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

Place: Matsumoto Agata no Mori Bunka Kaikan; Dai 5 Kozo, 2F

Fee: Members free; non-members ¥500

Info: Mary Aruga, 0266-27-3894

In view of the new emphasis placed on oral communication in secondary education, the panelists will discuss their situations, what has worked well, and suggestions for the future. Group discussion and feedback will follow.

### TOCHIGI

Topic: Let Picture Books Teach Kids!

Spkr: Setsuko Toyama

Date: Saturday, April 23

Time: 11:00 a.m.-1:00 p.m.

Place: Utsunomiya Sogo Community Center (next to Bunka Kaikan)

Fee: Members free; non-members ¥1000

Info: Mark Davis, 0286-33-0292

Michiio Kunitomo, 0286-61-8759

Stories are motivating and can help develop attitudes toward foreign languages. The presenter will demonstrate ways to integrate picture books in English lessons for Japanese children. Detailed handouts with ready to copy worksheets and bibliography as well as a

display of Puffin picture books will be provided.

Setsuko Toyama has been teaching children for twelve years.

### TOKUSHIMA

Topic: Five Minute Activities

Spkr: Helen Sandiford

Date: Sunday, April 24

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

Place: Bunka-no-mori 21-seikikan 1F, Mini Theater

Fee: Members Free; non-members ¥1000; students ¥700

Info: Kazuyo Nakahira, 0886-22-6566

Short activities can be skillfully employed for a variety of purposes in the language classroom whether to introduce a topic or to promote conversational fluency. Either as a focus or to smooth transitions between other language learning exercises, these five minute activities can be fashioned to suit the particular needs of students.

Helen Sandiford is the ELT Sales Manager for Cambridge University Press.

### TOKYO

Topic: Tokyo JALT's 6th Annual Spring Conference

Spkr: Gabriele Kasper and others

Date: Sunday, May 29

Time: 9:00 a.m.-4:00 p.m.

Place: Toyo High School (Suidobashi)

Info: Will Flaman, 03-3816-6834 (h), 03-5684-4817 (w)

### TOYOHASHI

Topic: Student-Created Learning Materials

Spkr: Nicholas Lambert

Date: Sunday, April 17

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

Place: Aichi University, Kinen Kaikan,

Fee: Members free; non-members ¥1000

Info: Richard Marshall,

0532-47-0111

Tomoyo Kumamoto,

0532-63-2337

The presenter will demonstrate a variety of tasks and activities using student-produced learning materials in the Skill areas of reading, writing, and speaking.

Nicholas Lambert is the supervisor of the English Language Center at Toyo University.

### WEST TOKYO

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

edited by masaki oda

## International Conference on 21st Century English Language Teaching in Schools

Date: May 15-17, 1994  
Place: Beijing, China  
Contact: Mr. Gong Yafu, Foreign Language Dept., Research Institute of Curriculum and Teaching Materials, 55 Shatanhou Str. 100009 Beijing, China  
Fax: +86-01-4010370

## Annual Conference of the NLP Association of Japan

Date: May 28-29, 1994  
Place: Kanto Gakuen University, Ota-shi, Gumma-ken, Japan  
Theme: NLP in Education  
Contact: Charles Adamson, NLP Association of Japan 1132-24 Asaba, Asaba-cho, Iwata-gun, Shizuoka-ken 437-11  
Tel: 0538-23-7939 (h)  
0538-45-0185 (w)  
Fax: 0538-45-0110

## 1994 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: +1-819-994-0888  
E-mail: andre.champagne@devcan.ca

## 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

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

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

## The Communication Association of Japan 24th Convention

Date: June 25-26, 1994  
Place: Keisen Women's College, Tama-City, Tokyo  
Contact: Jim Bowers, C.A.J., Meiji University, Office 258, Izumi Campus, 1-1-9 Eifuku, Suginami-ku, Tokyo 168  
Tel: 03-5300-1322

## 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  
Contact: Mr. Michael Sullivan Conference Management The University of Melbourne Parkville, Victoria 3052 Australia  
Fax: +61-3-344-6122

## 4th International NELLE Conference

Date: September 22-25, 1994  
Place: Innsbruck University, Innsbruck, Austria  
Theme: Teaching and Learning English in Multi-Cultural Europe  
Contact: NELLE, c/o VHS Wolfgang Ridder Heeper Str. 37 D-33607 Bielefeld, Germany  
Fax: +49-0-521-51-2331

## SLRF'94 (Second Language Research Forum)

Date: October 6-Y, 1994  
Place: McGill and Concordia Universities, Montreal, Canada  
Theme: Perspectives on Input in Second Language Acquisition  
Contact: SLRF 1994, Dept. of Linguistics, McGill University 1001 Sherbrooke St., W. Montreal, Quebec HA IG5 Canada  
Fax: +1-514-398-7088  
E-mail: F3SL@muicb.mcgill.ca

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### YAMAGATA

Topic: Transactions and Interaction in the Classroom  
Spkr: Donna Fujimoto  
Date: Sunday, April 17  
Time: 1:30 a.m.-4:00 p.m.  
Place: Yamagata-ken Kyoiku Kaikan (0236-32-5111)  
Fee: Members free; non-members

¥500

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

This presentation will explore what it means to teach communicative English and will examine the English produced in the classroom in terms of its transactional and interactional functions. Techniques which have been used successfully in different classes and at various levels will be demonstrated.

Donna Fujimoto is a Lecturer at Southern Illinois University Carbondale-Niigata campus.

## YAMAGUCHI

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

## YOKOHAMA

Topic: Testing the Test: Item Analysis  
Spkr: Dale Griffee  
Time: 2:00-5:00 p.m.  
Date: Sunday, April 17

Place: Igrisukan (on the Bluff by Minatomieruokakoen Park and the Gaijin Bochi)

Fee: Member free; non-members ¥1,000

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

This workshop on classroom testing will present item analysis, a way of looking at a test to improve the questions, in concept and practice. Dale Griffee will discuss statistics and show a test designed out of his listening text *Hearsay*, explaining the criteria and demonstrating how it was analyzed.

Dale Griffee teaches at Seigakuin University and is the author of several textbooks.

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**(SENDAI)** Playful Space, a private English teaching school in Sendai, Miyagi Prefecture, is looking for full- and part-time teachers. Qualifications: BS/MA in TESL, Education, Theater. Interest in theater and drama as a teaching aid a plus. Duties: Teaching English to students of all ages; organizing events and parties. Salary & Benefits: ¥250,000 per month. Application Materials: Resume; Copy of Diploma. Deadline: July 31, 1994. Contact: Ms. Kumiko Ota, Playful Space, 31-8 Kogane-cho, Sanuma Hasama-cho, Tome-gun, Miyagi-ken 987-05. Tel/Fax: 0220-22-0556. \*Tel: 0220-58-2862.

**(TOKYO)** The English Literature Department of Sophia University seeks a full-time teacher to start in April 1995. Qualifications: Native speaker of English with a Ph.D. in American Literature. Knowledge of Japanese desirable but not necessary. Duties: Teaching English language and American Literature. Salary & Benefits: commensurate with age, qualifications and experience (e.g. 35 years old about ¥5,000,000 per year). Contract: One-year; renewal possible. Application Materials: CV, list of publications, three letters of recommendation, recent photo. Deadline: June 15,

1994. Contact: Prof. Kazu Nagamori, English Literature Department, Sophia University, 7-1 Kioi-cho, Chiyoda-ku, Tokyo 102.

**(KRABI, THAILAND)** The Dusit Rayavadee, a new five-star resort hotel at Railei Beach, is looking for a full-time English language instructor to design and execute an in-house program for all levels of hotel staff. Must be very creative and flexible; MATESL preferred, but experience in teaching and hotel industry more important. Contract period is 10 months (1 Feb.-30 Nov.), but initial contract will begin upon arrival. Salary is 25,000 baht (\$1000) per contract month. 6 days per week, really odd hours. Benefits include gorgeous location, charming working conditions, subsidized meals in staff restaurant, own room with aircon and private toilet and shower in staff quarters beside the sea, health insurance, and visa sponsorship. Near Krabi Town, a pleasant provincial capital. Please include resume and copies of credentials with letter of inquiry to: Mr. Nadim Salhani, General Manager, Dusit Rayavadee Hotel, P.O. Box 33, Krabi 81000, Thailand. Tel: +66-75-62-0740; Fax: +66-75-62-0630.

## この夏イギリスの大学で 英語教育とイギリスについての あなたの知識をアップ・トゥ・デートにしてみませんか!

〈日本の大学の英語教員の方のための夏期コース〉

開講期間：1994年7月18日から8月26日（6週間）

開講場所：イギリス、レディング大学、応用言語学センター

宿泊施設：ホスト・ファミリーもしくは大学の寮

参加人数：15名限り

応募の締切：1994年5月30日

英語教育の研究と教員養成機関として国際的に有名なこのセンターにおける上記コースに御応募ください。応用言語学センター（カルス）は17年間日本の大学教員の方々のためのコースを開講してまいりました。また、日本の大学生のための語学コースの経験も豊富に持っております。

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1. 英語教育の最新の理論、教材、方法について検討する
2. 言語と異文化問題との関連について考察する
3. イギリスの生活や制度について考察する

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The Secretary, Centre for Applied Language Studies, University of Reading, Whiteknights,  
PO Box 218, Reading RG6 2AA UK.

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

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

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

JIC/Positions Announcement Form

City & Prefecture (勤務地):		Deadline (応募の締め切り):
Name of Institution (機関名):		
Title of Position (職名):	Full-time/Part-time (circle one)(専任/非常勤の別)	
Qualifications (応募資格):		
Duties (職務内容):		
Salary, Benefits, and Other Terms of Contract (給与、社会保険などの契約条件):		
Application Materials Requested (提出書類):		
Contact Name, Address, & Tel/Fax (連絡先の住所、電話/Fax 番号、担当者名):		
Other Requirements (その他の条件):		

## MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 38 JALT chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

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

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

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

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

**Membership — Regular Membership** (¥7,000) includes membership in the nearest chapter. **Student Memberships** (¥4,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥12,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥4,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*, or by sending a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or on pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

### CENTRAL OFFICE

Glorious Tokyo 301,2-32-10 Nishi Nippori, Arakawa-ku, Tokyo 116  
Tel.03-3802-7121; fax. 03-3802-7122. Furikae Account: Yokohama 9-70903, Name: "JALT"

### JALT(全国語学教育学会)について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。現在、海外も含めて4,000名以上の会員を持ち、TESOL(英語教師協会)の加盟団体、及びIATEFL(国際英語教育学会)の日本支部でもあります。

**出版物**：月刊誌 *The Language Teacher* および年2回発行の *JALT Journal* があります。

**例会と大会**：年次国際大会、支部例会、National Special Interests Groups (N-SIG 主題別部会)の会合があります。

**支部**：現在、全国に38の支部があります。(北海道、盛岡、秋田、仙台、山形、福島、茨城、栃木、群馬、大宮、千葉、東京、西東京、横浜、新潟、金沢、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、奈良、神戸、姫路、岡山、広島、山口、徳島、香川、松山、福岡、長崎、鹿児島、沖縄)

**N-SIG**：ビデオ、バイリンガリズム、グローバル問題、学習者ディベロプメント、日本語教育、コンピュータ利用語学学習、教材開発、語学教師養成、ティーム・ティーチング、大学外国語教育、Other Language Educators (結成準備中)。

**研究助成金**：詳細は、JALT事務局までお問い合わせください。

**会員及び会費**：個人会員(¥7,000)最寄りの支部の会費も含まれています。共同会員(¥12,000)住居を共にする個人2名が対象です。JALT出版物は1部ずつ送付されます。団体会員(1名¥4,500)勤務先が同一の個人が5名以上が集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。会費の申し込みは、*The Language Teacher* と申し込みの郵便振替用紙をご利用ください。例会での申し込みも受けつけています。

**JALT事務局**：〒116 東京都荒川区西日暮里2-32-10 グロリアス東京 301

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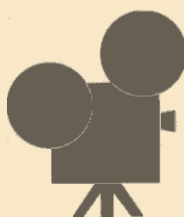
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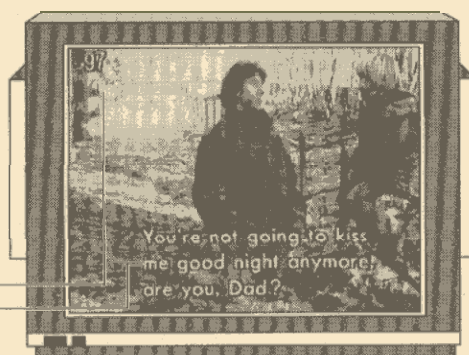
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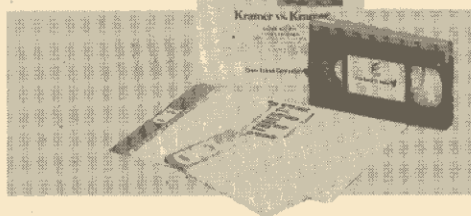


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