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The Japan Association of Language Teachers

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Top-down  
**Strategies,**  
"Non-gist"  
Activities,  
and  
Group  
Work  
in  
Listening

**Strengthening** University  
Level English Teaching in  
East Asia through New  
Reading Strategies

The **Pitfalls** of Cultural  
Relativism

Situational Behavior and the EFL Classroom in Japan  
Japanese English-Learners  
Syndromes

JALT

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Volume 18, Number 5

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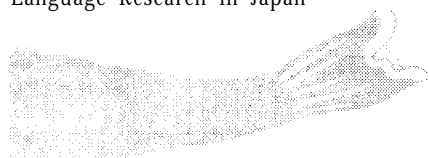
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*The Language Teacher* is the monthly publication of the Japan Association of Language Teachers (*Zenkoku Gogaku Kyoiku Gakkai*), a non-profit organization of concerned language teachers interested in promoting more effective language learning and 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

Articles from one group of foreign language teachers which have been scarce in our pages have been those from our colleagues at the secondary level, especially from Japanese EFL teachers. This is unfortunate because these ELTs possess a collective wealth of experience and wisdom about the requirements, problems, short-comings and strengths of EFL policies in high schools which ALTs here for the short term often cannot appreciate, especially when the issue of integrating communicative teaching strategies with established entrance exam-oriented programs is discussed.

This issue we offer one of those too-rare articles. **Sakae Onoda's** article 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 our next article, **Craig Williams** discusses an aspect of culture that suggests a way that non-Japanese L2 teachers might learn to adjust to the Japanese context; and **David R. Mayer** offers a complementary perspective on how teachers might turn their students' behavior to a positive advantage.

In a contribution from Taiwan, **Ching-ning Chien** suggests that the situation in Japanese universities is not unique; and in a Japanese language contribution, **Junko Aoki** and **Katsuhito Aoki** describe an alternative approach for developing a comparative cultural studies course. For those of our readers in Japan who have wondered where to find low-cost, convenient Japanese language instruction, **Eiko Eguchi** has compiled a list of 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."

Gene van Troyer  
Editor

*The Language Teacher* の記事の中で、中等教育に携わる教師、特に日本人の英語教師からの投稿はこれまであまり多くなかった。これらの人々が中学・高等学校での外国語教育の方針に何が必要か、何が問題か、どこが優れているかについて、経験を通じた深い理解をもっていることを考えると、投稿の少ないのは非常に残念なことである。特に、コミュニケーションな教授方略を伝統的な入学試験を目的としたプログラムにどう取り入れるかという問題を論じるときには、短い期間しか日本の英語教育に関わっていないALTの人々が見逃しがちな点もあるからである。

この号には、数少ない中等教育に携わる現場の教師による記事がある。それは **Sakae Onoda** によるもので、コミュニケーションな教授方略を中等教育にどう取り入れたらいいかについて悩んでいる人には、興味深い記事のはずである。次に、**Craig Williams** は、日本人以外の第二言語の教師が日本の文脈に適應するのに役立つような文化的事柄について論じている。**David R. Mayer** は、学生の行動を積極的に利用する方法を提案している。台湾からは **Ching-ning Chien** の投稿で、日本の大学の状況は日本だけのものではないことを示唆している。日本語の記事は **青木順子** と **青木克仁** のもので、英文科の比較文化演習という授業科目へのアプローチに代案を示している。また、**江口英子** は、費用のかからない地域の日本語教育プログラムに関する日本語教育 N-SIG の調査結果の一部を報告している。最後に、**Bruce Davidson** が、Opinions and Perspectives のコラムで、「文化相対主義の罨」と題して、ウォーフの仮説に疑いを投げかけている。

Gene van Troyer (青木直子訳)

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# Top-down Strategies, “Non-gist” Activities, and Group Work in Listening

by Sakae Onoda  
Kasukabe High School, Saitama

This article discusses a teaching plan I devised for my high school students to help develop their global English language skills, while at the same time a logistical consideration influenced its planning. It could not interfere with nor take away from students' university entrance examination study and preparation time. This whole project is based on the one conducted by Bill Bradley and John Ozag under the direction of John Fanselow and Ted Quock at Columbia University. The goal is to enable students to overcome the linguistic barrier of seemingly impossible material by offering various listening strategies, consequently fostering autonomous language learning skills.

## 1. Present Situations in Teaching

*Shingakkos*, schools geared for university entrance exams, have highly motivated students, but also have some inherent constraints which prescribe teaching directions and methodologies. My high school is no exception. The school's tacit goal—to prepare students for university entrance exams—places a high demand on English teachers. With the harsh reality of increasing competition in the entrance exams and with a limited number of class hours, I have focused on translation-based reading, which occupies a large part of exams, for the major part of class hours; whereas I had paid lip-service to listening, usually for a change of pace or to add “flavor” to reading lessons: Listening made students attentive. In listening lessons, not having any idea of integrated listening in writing and speaking, gist-listening and other techniques, I had never employed a variety of teaching techniques except a traditional listening exercise. Popular with the students, I had mainly used “fill-in-the-blanks” type tests. I had been preoccupied with the idea that understanding small details would lead students to global comprehension.

## 2. Experiments and Theories

In this project, I conducted various alternatives to facilitate effective listening, involving reading, writing, and speaking. The goal of this project was also to offer a variety of listening strategies, leading students to develop autonomy in listening. (Appendix: Activities #1, #2 and #3)

2.1 At the onset, I created the activities utilizing three kinds of schema: the title, visuals, and pre-questions based on the theory of “top-down” strategies in

reading. They were implemented to see what type of schemata would be of greatest use for comprehension.

In one of the workshop sessions at Columbia University, Fanselow (1992) mentioned that there are alternatives in listening exercises: Listening for global meaning may come first, moving on to listening for small details and vice versa. These alternatives broaden our views and offer us new perspectives in learning.

In the field of reading, a number of theorists claim that “top-down” strategies are crucial for effective reading. A “top-down” model of reading can be defined as reading for global meaning by activating schemata about the content, as opposed to a “bottom-up” model of reading: reading based on basic identification skills of vocabulary and grammar.

David Eskey and William Grabe argue that an interactive model of reading-top-down strategies interacting with bottom-up strategies-is required for L2 readers. These strategies should be developed at the same time (1988, p. 227).

By the same token, Françoise Grellet has advanced her theory of reading a little further. She even argues that L2 readers should start with a top-down kind of reading for “global understanding,” afterwards moving on to the bottom-up kind of reading for “detailed understanding.” In her theory, by having the visual input, “the students are encouraged to anticipate what they are to find in the text” (1981, p. 6). This process develops top-down skills such as inference and prediction.

Although these are theories about reading, I believe that they are applicable to listening because both of them share similar mental processes: They are different only in that in reading the text is written (“linguistic visual” by Fanselow's term), while in listening the text is delivered orally (“linguistic aural”) (1987, p. 400).

Reflecting on my teaching methods, “filling-in-the-blanks” (where the top priority is placed on bottom-up concerns) was quite lop-sided in terms of Eskey and Grabe's “interactive model” and Fanselow's claim, and did not cover the other side of teaching listening. All the claims considered, it followed that raising students' awareness of active application of top-down strategies might bring about some improvement in their style and efficiency of listening.

2.2 Following the top-down activities, “non-gist” activities and group work were implemented (Appendix: Activity #4 and Activity #5).

According to Fanselow and Quock, the new concept of "non-gist" listening can be defined as a kind of selective listening for items that seem superficially irrelevant to comprehension of the gist, or to put it simply, listening for details. This is based on the theory that the comprehension of some details is crucial for accurate comprehension of the gist. "Non-gist" listening activities are, for example:

- listening for what comes before or after each number.
- listening for words starting with the letter "n."
- listening for prepositions.
- listening for color words.
- listening for some phonetic phenomena.

It is unavoidable that some non-gist listening activities, as they literally imply, may end up mechanical or boring, failing to further comprehension of the gist, depending on the words you select to listen for. For example, listening for a phonetic phenomenon such as reduction may **not** contribute to comprehension of the gist.

On the other hand, this activity renders great rewards if one selects the right words to listen for:

- It can incorporate meaning and grammar, which reinforce each other.
- This selective listening prevents learners from getting overloaded with too much information.
- It requires the process of categorizing words.
- This shows a new perspective in comprehension, such as the fact that function words are not stressed, whereas content words are stressed.

2.3 In Activity #5 (Appendix), I gave consideration to the affective factor **and** used group work to motivate students to work on listening and share the task to help each other.

The introduction of new activities may make students self-conscious and apprehensive when working on them. "Though a certain amount of anxiety helps learners to reach their goal, too much anxiety blocks language learning" (Oxford, 1990, p. 142). Students may be afraid of making mistakes in comprehending the oral text. Selective listening involves risk-taking. For the activity to work, students are required to be relaxed and have low anxiety (a "low-affective filter") as Krashen claims (1987, p. 31). "Learners with high anxiety (a "high-affective filter") fail to acquire the input even if they understand it" (Stevick, 1976, p. 31). The anxiety in question is the desire to comprehend everything.

Group work was introduced in the project as an anxiety-reducing strategy. Group work can "create opportunities for sharing personal feelings and emotions among learners" (Dubin and Olsain, 1986,

p. 96). It requires cooperation with others in a group, which may go a long way in fostering group spirit and eliminating anxiety. Through group dynamics, a group of students develop a sense of their own responsibilities. This new style of learning may motivate them to take risks and adopt new strategies. Anxiety or pressure is not as high when shared by a group of students as when they are individually accountable. Whereas there are students who like studying alone at a certain pace, others like working with other people. "To satisfy these different requirements, the institution has to make different learning systems available" (Gremmo and Abe, 1990).

2.4 Starting with top-down strategies, I gradually approached bottom-up listening. I created Activities #7, #8, and #9 (Appendix) to modify and check their general comprehension by looking at small details and to satisfy their desire to comprehend as much as possible. I believe small details reinforce comprehension of the gist. If accuracy fails, comprehension or communicativeness will deteriorate.

### 3. Teaching Material

The material used in this project was "Kindergarten Exams" taken from "Today's Japan" news on satellite TV. Initially the lesson was based on an experiment of how to make material seemingly above high school level accessible to **high** school students. The rationale for the selection of this material is as follows:

- The sentence structures are similar to written English, which my students are familiar with.
  - Not many new vocabulary words are included.
  - Unlike movies, colloquial and idiomatic expressions are not included.
  - The time frame (only 3 minutes) is appropriate to a 50-minute lesson.
  - The visual images in the news are of great help in understanding the content.
  - The content is familiar to my students: some of them have experienced an interview for a school.

### 4. Results and Discussion

The following are the results of the survey with my students, who expressed their opinions on the effectiveness of the various activities. The scale is: from 1 (not effective at all) to 5 (very effective).

In conjunction with the scale questionnaire, the students described their impressions:

- They felt Activities #2, #5, #7, and #8 were most effective, whereas they found Activity #1 least effective.
- They felt the English was very difficult or some-

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**"The introduction of new activities may make students apprehensive.. . . Though a certain amount of anxiety helps learners.. .to much...blocks language learning."**

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what difficult when they first listened to the tape (the average, 1.8), but they perceived that the material was somewhat easy (the average, 3.2) after they listened to the tape many times through various activities.

- Half of the students want to try material of this level next time, whereas the other half prefer either a little easier or a little more difficult material.
- Most of the students prefer a video tape to an audio tape.

	Mode	I	Average
1	2, 3		2.9
2	4		3.5
3'	3, 4		3.5
4	3, 4, 5		3.7
5	4, 5		4.0
	4, 5		3.8
6	4, 5		3.9
7	4, 5		4.2
8	4, 5		4.0

N = 38

4.1 *Top-down Strategies*: In top-down activities, Activity #1 showed the lowest average. This can be explained by a couple of factors: As students' feedback reveals, Activity #1 was redundant in the sense that "Activity #2 (silent viewing with the headline "Kindergarten Exams") is enough for them to predict the news; and their memories, which they were reminded of by this task, turned out to have little relevance to the content.

Activity #2 (silent viewing) was, as I had expected, viewed as effective by students. I introduced this activity on the assumption that the visual image conveys a lot of information which students may miss while listening. Their feedback showed its various benefits:

- We can have a general understanding of the gist.
- Prediction from the visual images enhances concentration and attention.
- We can prepare ourselves for words connected to the content, and listening will thereby be less overloading.

In addition, through actually participating in this task, I also realized that visual images are helpful in catching verbs, nouns, color words and so on. Surprisingly enough, you can catch these categories of words more easily from visual non-linguistic input than from oral linguistic input. This seems to be one of the inherent advantages of TV.

However, it is also thought-provoking to consider the drawbacks of this task. Visual images are not

always helpful in enhancing comprehension; they may sometimes bias comprehension. For example, in this news program, the scene of a classroom was misleading, and students thought that children were taking lessons in a kindergarten despite the fact that it was a cram school. This misunderstanding might hamper comprehension of the gist.

Activity #3 was conducted to give a focal point to listen for. The three questions presented were also to offer background knowledge, serving as a hint for students. At this stage, students got one question out of three correct, though good results should not and cannot be expected for the time being. And one of the questions could be answered just by looking at the visual images.

4.2 *Non-gist activities and discussion*: Although Activity #4 showed 3.7 as the average, students did not think that this was an effective task, expressing an expected drawback that this has nothing to do with the gist. Even though they caught nouns and verbs, those were also gained from the visual images. And at the same time, since a sequence of words was narrated at a natural speed, the number of words was too overwhelming for them to catch. However, since this was a springboard to Activity #5, I think it served its purpose.

Activity #5, as clearly shown in students' feedback, turned out to be the most effective or indispensable task to them. Looking at representative students' comments, apparently this task produced what I had aimed at:

- "Through discussion, you can deepen your understanding and correct it if there are any mistakes."
- "Cooperation in listening is effective. By discussion you can compensate for what's lacking in your comprehension."
- "This enhances our understanding because we feel as if we were making a news script through this activity."

However, naturally this activity includes some inherent drawbacks and does not accommodate all the students:

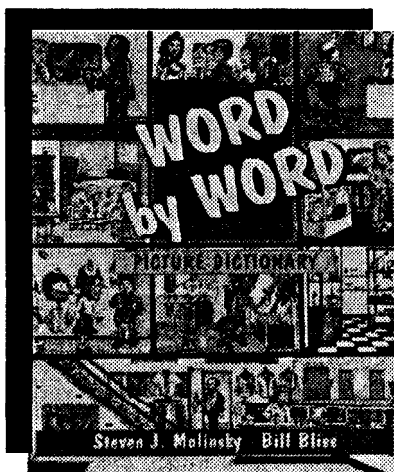
- "Making a statement in a group of people is not effective."
- "If you listen for verbs and clothing words, you can understand the news. Listening for C-words is not necessary."

4.3 *Bottom-up strategies*: Tasks requiring bottom-up skills showed high mean scores: Activities #6, #7, and #8. Considering the fact that students are accustomed to fill-in-the-blank type exercises, this was highly predictable and a safe activity. This was conducted on my belief that understanding of details is also crucial to getting the gist. This idea is almost identical to the accuracy vs. communicativeness conflict. Many teachers place value on commu-



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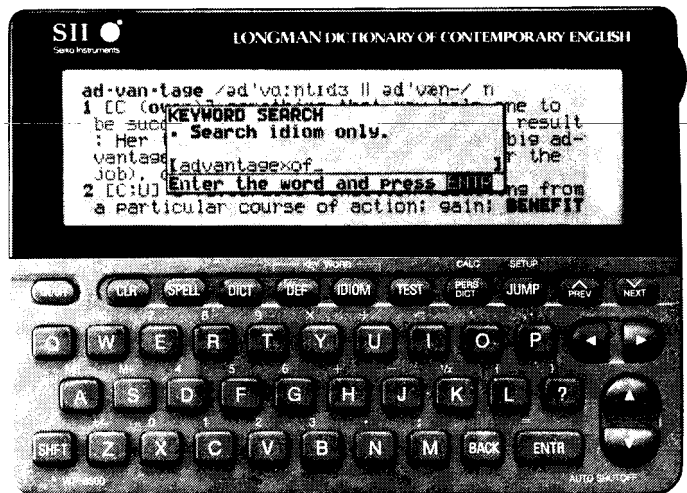
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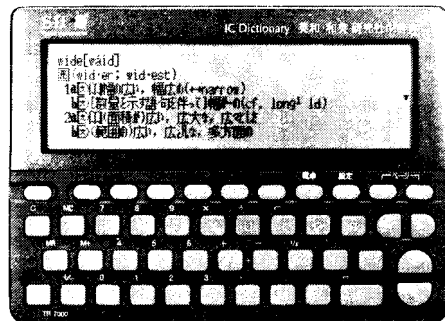
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nicativeness (the comprehension of the gist), but comprehension of details is indispensable to real understanding; if accuracy breaks down, communicativeness will also deteriorate. This idea was shared by some students who reported:

- (Activity #7) "Even if you think you have understood the gist, sometimes your understanding is different from it when you listen to specific parts."
- (Activity #8) "By understanding the relation between words, we can understand the gist."

As a matter of course, this has an inherent drawback, as some students reported:

- "This may help understand the gist, but this also forces me to pay attention to small details and as a result, I don't listen to the rest."

However, if you think that this is for selective listening, this problem may not require a solution.

Because they are preoccupied with the value of accurate comprehension, students like the activities requiring bottom-up skills. In fact, Activity #7 was reported as the second most effective one and Activity #8, the third most effective one.

#### Conclusion

Through implementing these eight activities, I have discovered that students perceived some activities are of great value, and others are not. However, looking at students' descriptive comments, the goal of overcoming linguistic barriers through listening strategies seemed to be successfully accomplished; even if the language used in this news clip is too rapid and way beyond the level of the students, they reach the gist through various activities. It is to be hoped that they select some of these various listening strategies when working on listening tasks on their own.

In addition, I have discovered that the strategies rendered several benefits to English teaching:

- Guessing from the context really makes students think. They activate their background information, whether linguistic or social.
- Interactive models of listening give the students new perspectives and various kinds of learner strategies.
- If the content matches their interests, students can overcome a linguistic barrier with interactive strategies.
- Giving responsibility, pressure, options and challenges enhances students' learning.
- Authentic video materials are more motivating than inauthentic ones.
- Preference for the style of learning varies from student to student.
- Written test results do not necessarily match listening skills. Therefore listening, in addition to reading and writing, can accommodate a wider range of students.
- "Non-gist" listening can help comprehension.

## Appendix

### Lesson Plan

Time: October 22, 1991

Place: Kasukabe High school

Material: "Kindergarten Exams" (taken from "Today's Japan")

The lesson plan shown below actually covers roughly three 50 minute periods in high school.

#### 1. Activation of background information:

The teacher writes down the word "kindergarten" on the chalk-board and has the students write down whatever it reminds them of. (10 minutes)

#### 2. Prediction from visual (1st viewing):

The teacher has them watch the video with the sound off, and has them predict the news and write down the feelings they have had. (15 minutes)

#### 3. Prediction from pre-questions (2nd viewing):

The teacher gives them three questions on a worksheet and has them watch the news. The students answer them. (10 minutes)

#### 4. "Non-gist" listening activity (3rd viewing):

The teacher has them write down whatever words they have caught. (10 minutes)

#### 5. Group work and "non-gist" work in listening (4th viewing):

The teacher has them form groups of 4 people and work on an exercise whereby each of them selects a specific task. After they watch the news twice, the teacher has each group talk about the words they caught and explain the gist by using them. (15 minutes)

#### 6. Correction of statements:

The teacher passes out a worksheet which includes some mistakes. The students then listen to the audiotape and correct them. (10 minutes)

#### 7. Fill in the blanks quiz:

The teacher passes out a worksheet, has them listen to the tape, and fill in the blanks. (10 minutes)

#### 8. Summary of the gist:

The teacher gives pairs of words or a group of words and has the students explain the relationship between them (10 minutes)

#### 9. Summary of the news:

The teacher has them summarize the news. (15 minutes)

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ONODA cont'd on p. 25.

# Situational Behavior and the EFL Classroom in Japan

by Craig Williams  
Zenrinkan Christian Education Center

As many experienced English teachers in Japan have discovered, there is often a certain reticence predominant among many students in the EFL classroom. This is a problem at all ability levels; however, at the intermediate level, when the student is expected to begin producing more of the language without a reliance on models, it becomes more problematic and a greater obstacle to the student's progress, in my experience.

The object of this article is to identify some possible causes of this reticence and to suggest a classroom strategy that may promote a freer use of the target language, primarily within the context of unstructured conversation activities at the intermediate level and above.

## Situational Behavior

Japan's educational system has often been cited as a reason for a student's inhibition about speaking during class activities. Traditionally the technique employed in most classrooms is of a lecture style, where the teacher remains standing behind a desk at the front of the class and the students receive information as the teacher lectures. Little input is ever solicited from the students, and it is instilled that a classroom is a place where one listens and learns but does not speak.

Another suspected cause for classroom reticence is a cultural tendency toward a more reflective personality. A higher social value is placed on a quiet, somewhat passive or inoffensive conversational style as opposed to less inhibited speech where opinions are freely offered. The Japanese proverb *Kuchi wa motte kuubeshi, motte iu bekarazu* warns that mouths are to eat with, not to speak with.

Both of these explanations are well founded and combine to create the appearance of an impossible situation—getting students who are inclined not to speak, to freely converse in a foreign language. However, there are circumstances in which the usually-reserved Japanese person will become relaxed and talkative. In her book, *Japanese Patterns of Behavior*, Takie Sugiyama Lebra (1976) points out the sensitivity by which the Japanese adjust their behavior according to situational dynamics. She categorizes the

various possibilities of interaction into three situational domains, each one having certain determining factors which define the situation and thus signal the appropriate behavior. The three domains are referred to as *ritual*, *intimate*, and *anomic*.

A ritual situation is defined as one in which a certain social distance is perceived between a person and the one with which he is interacting or between one that is present and observing the interaction. The opinion of the other person or observer is valued by the participant calling for a somewhat guarded, formal behavior. Conventional rules, manners, and etiquette are of importance. Reticence is a common type of defensive behavior often employed here to reduce the chance of the participant making any errors that could possibly lead to an unfavorable opinion. Under this definition, the traditional Japanese classroom could easily be defined as a ritual situation.

An intimate situation is usually created among persons with which the participant is most familiar, such as friends, family members, and co-workers, although it is possible to engage in temporary intimate interaction with strangers. The two identifying elements

are a communication of unity and a display of spontaneity. In the communication of unity, the participant feels an emotional bond or security in the relationship and therefore can relax, knowing that his or her spontaneity will not be found faulty or objectionable. Both elements are thus strongly dependant on the other. Intimate interaction can occur in any place or situation where these two requirements are met, but some examples could be a visit to a hot spring or an office drinking party. Once relaxed and comfortable in this situation, a Japanese person

often perceived as quiet and reserved can become quite talkative and expressive. Any foreigner having been in Japan for very long has perhaps noticed this change in behavior.

An anomic situation is defined as one in which a person perceives a social distance between himself and another, yet there is no concern for the other's opinion. There is no call for ritual behavior and no interest toward intimate interaction. Likewise, there are no norms in this type of inter-

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**“The Japanese proverb *Kuchi wa motte kuubeshi, motte iu bekarazu* warns that mouths are to eat with, not to speak with.”**

---

action to guide behavior. Interaction between passengers boarding a crowded subway could form an anomic situation. Classroom interaction, however, is not an anomic situation, so for the purpose of this discussion, this type of behavior needs no further consideration.

It should be obvious from the interaction types described above that intimate interaction would be the most desirable for free conversation in the EFL classroom. In an intimate situation, a Japanese person is released from cultural or institutional restraints and free to explore the use of the target language. Therefore, the question should be, Is it possible to change from a ritual situation to an intimate situation, and how best can this change be accomplished? Lebra states that:

There is a dynamic interchange between a situation and interaction behavior. If both parties wish it, for example, a ritual situation can be changed into an intimate one by behavioral manipulation, as when one party breaks the ice at an encounter by a show of intimacy. (p. 121)

With this in mind, the EFL teacher who works toward a more relaxed and intimate atmosphere in the classroom can, I believe, expect better results during free conversation exercises.

#### Classroom Application

As Lebra explains, in order to change from a ritual situation to an intimate one, intimate behavior needs to be displayed. As explained in the definition above of an intimate situation, unity and spontaneity are the two principal elements; therefore, the EFL teacher wishing to effect this change should develop ways to communicate both. As for unity, the student should be made to feel secure and confident that any errors will not affect any opinion of him, and that there is a genuine interest in him as a person of equal standing. Spontaneity should be expressed as freedom from any social or cultural inhibitions. Methods of communicating such ideas can depend largely on the individual personality of the teacher; however, tone of voice, body language, and conversational style are important tools.

There are several ways I have implemented these ideas which, I feel, have resulted in greater participation in classroom activities, particularly in unstructured intermediate-level conversations. Basically, they are a more extensive use of ice-breaking activities, more personal and individual interaction with students, and the choice of material for conversation activities. During the class introduction, I will also emphasize the casual nature of the class. Writing the letters TPO on the board with the word "casual" is usually an effective way of getting this point across.

The Japanese people are familiar with situational behavior through the term TPO or time, place, and occasion. It is a term used when referring to the

proper dress, language, or behavior for a given situation. In explaining this idea, I usually receive several positive responses from the students. Encouraging them to relax and not to fear making mistakes—perhaps noting that the student who makes the most mistakes possibly makes the most progress—also helps to emphasize this point and give mistakes a positive connotation.

Ice-breaking activities are, in my experience, effective in both language usage and facilitating intimate behavior. One particular ice-breaking activity that I have found to be quite productive is one I call "Something in Common." In pairs, students question each other from a list of various items such as birthday, hometown, favorite food, music, hobby, etc., to see how many things they may have in common. Follow-up questions are encouraged and partners are changed as often as possible, allowing each pair time to explore the list. I interact with each pair, also sharing common interests and helping with the language when needed. I have not only found this exercise to be a direct route to familiarity between students and teacher, but it has often resulted in some unusual coincidences and quite productive conversations.

In my choice of material for subsequent exercises, I continue with this theme in choosing topics that will explore each student's personal background such as childhood memories, vacations, dreams, etc. The more familiarity, the easier it is to effect intimate behavior. Changing partners also frequently creates more familiarity and allows the student a chance to repeat language to a new listener with previous mistakes corrected. Initially, I avoid highly imaginative topics or those that solicit opinions. These can often trigger a more thoughtful, formal behavior. Later, when the students have acquired some confidence and are comfortable with each other and myself, I will begin to introduce more imaginative topics or issues of current interest.

As well as facilitating intimate behavior, pair work also gives the students more opportunity to speak, so I make frequent use of it. My interaction with each pair is not only to monitor and stimulate conversations but act as an icebreaker whenever needed. A relaxed conversational style and casual body language are, I believe, important.

All of these approaches have combined to create a strategy that I feel has resulted in a more productive classroom environment. In classes with a high motivational level the result has been talkative students exploring the use of the English language. In classes of less motivated students, the result has also been talkative students—unfortunately in their native tongue. However, whenever applicable, the threat of a sizable grade penalty for speaking Japanese during a designated time period has usually converted the situation to one of students participating in an English conversation activity in English.

WILLIAMS, cont'd on p. 31.

# Ten Japanese English-Learners' Syndromes

by David R. Mayer  
Nanzan University

In *Counseling and Culture in Second Language Acquisition*, Paul G. LaForge (1983), starting from the premise that language is a social process, demonstrates the pervasive force of culture in language teaching and learning. Students receive and respond in terms of their cultural outlook. If teachers make use of the mechanisms at work in the students' culture, they can create a better atmosphere for the acquisition of the target language.

LaForge refers specifically to the role of silence (pp. 39-40, Chapter 6), reflection (pp. 22-24, 31, 35-38, 68, 74-76, and Chapter 7), facing off for introductions and short practices (p. 104), telling stories with illustrated cardboard sets (pp. 99, 105), self-introduction (p. 105), age-hierarchy (pp. 103, 106-07), and the club workshop (pp. 103, 107-08). As teachers introduce language-learning activities that are similar to these cultural mechanisms, they make it easier for the students to feel more comfortable in using English. Since the students are used to the situations and the underlying processes, their anxieties about using the target language are lessened.

Over my years of teaching in Japan, I have found that, indeed, paying attention to the students' cultural framework saves a teacher from beating against a stone wall. Since the culture is part of the students' being, often there is no need to explain explicitly the effect of the culture, e.g., that this reflection can be done profitably because it is part of the socialization in Japanese society. Sometimes, though, it is helpful for students to be aware that the difficulties they are facing in using the target language are not due to personal shortcomings but to the cultural situation.

In this article I would like to present ten other Japanese cultural situations that can be employed for more effective communication in the foreign-language classroom. The first three I like to explain to the students to show them that the difficulties they are feeling are not due to something wrong in themselves. The remaining items I feel are more important for teachers to take into consideration as they conduct their classes. Explaining them to students would not change their attitudes towards themselves so much or influence their behavior in the classroom. However, if teachers are aware of these syndromes, they can make use of the cultural mechanisms for a more learning-effective classroom. Also, as in the case of different expectations concerning class attendance and homework, the actual bargaining, rather than the theory, is more important from the students' side. From the teachers' side the knowl-

edge that such a cultural confrontation exists, and that it is the source of the conflicts, is the first step towards a solution.

These cultural items I call "syndromes." In a personal conversation, LaForge suggested a more colorful term: "booby traps." For sure, they can be negative, but they also have the possibility of being turned into an advantage.

## Syndromes to be Explained to the Students and to be Used in Reflection Periods

1. *We're Shy Syndrome*: After a reflection on why they are not speaking English, I usually categorically deny the reason one or two may give: "Japanese are shy." Of course several may really be shy, just as some members of other cultures are shy. But most of the students are not shy with each other. (In fact they laugh when I remark on how much noise they make when they are free to talk Japanese.) The self-effacing Japanese style of speaking in public differs from a more direct English-speaking, especially American-speaking, style, but this is a cultural factor and not an individual personality factor. The students need to distinguish between genuine shyness and a cultural modesty concerning speech in public.

In addition there is the ordinary human tendency to dislike being a fool in public, and when we have to perform in a language that we have not mastered we feel like fools, particularly when we have to use this language with native speakers. Although nowadays many foreign teachers are quite adept at Japanese, it was and even now is not always the case. For those of us limited in Japanese, we can console the "shy" students by saying that at least they know more English than we know Japanese. Would they really want to struggle with us in Japanese? Isn't it really easier for both sides if we use English?

To repeat, the students are not "shy"; they are culturally modest when they face speaking in public. As a result of this reflection, most of the students stop using the excuse that they are "shy," and some feel encouraged to be more active in initiating conversations or in asking questions.

A free-speaking "warm-up" period at the beginning of the class is also a good chance for the students to realize that they are not shy. They find they do fine in English when they can choose the topic and speak with their friends, but they will later hesitate to "show off" their English before the whole class or put themselves in a situation where they may give a "wrong" answer to the teacher's question.

2. *Green Grass and Gold Medal Syndrome*, or “The grass is always greener on the other side.” The notion that others are better in English, coupled with a sense of perfectionism, tends to discourage a number of students. From what I have observed, some students notice others’ ability right away, but a few quick-starters don’t notice the progress of others until later. In either case the result is a sense of defeat. In language learning it is natural that some learners know words or patterns that others don’t. This is not something for students to fret over but to be happy about, because they can learn these new words and constructions directly from people without having to look them up in dictionaries and grammar books. Also, what should be important to each student is not how much others know but how much he or she has learned and been able to use through participation in the class.

Consequently, two mottoes are important: “Pool your knowledge and learn from each other,” and “Never compare yourself with others. Compare yourself only with yourself.” Students need to reflect on their own progress. If they can speak more or understand a little more of a conversation than they did two weeks or a month previously, then they are doing fine. They are making progress no matter what the others are doing. The conversation class is not a sports event where they are out to win a gold medal. Their aim is to progress in using English for communication.

In reflections at the end of the year, students have most often referred to the saying: “Never compare yourself with others. Compare yourself only with yourself,” as giving them the best boost in their English study that year.

3. *Top Dog Syndrome*: Because of the fine art with which prep schools have managed to analyze the levels of universities and junior colleges, students more or less of the same level at high school enter the same departments in college. Whereas they may have been at the top of their classes in their high schools, at the university they are only one of forty or fifty evenly-matched people. Not only are they unable to coast and yet stay on top, they may actually fall behind, especially if they pay more attention to their club activities. Students need to be encouraged. They are not dumber; it is only that now they are among equals. Since they are all so talented, they can share their knowledge and become even better.

The sooner the students trust each other, the quicker they will create an atmosphere in which they can dare to speak English without feeling they will isolate themselves from the rest of the group. With trust they can all learn something from each other and feel free to make progress.

#### Syndromes for Teachers to Take into Consideration

Since these syndromes relate largely to teacher attitudes and class organization, the main effect of the

teacher knowing them is the change in the classroom atmosphere, because the teacher is no longer trying so hard to go against the cultural grain. The students appreciate the efforts of their foreign teachers to take their culture into consideration, especially when we let them know that we also know some Japanese. I think that sometimes in our fervor to teach English we give students the impression that English is the only worthwhile language, or that we don’t like the Japanese language.

4. *Queen Bee Syndrome*: Often in a group one person (the “queen bee”) will “monopolize” the conversation and hence provide the entertainment for the evening. Others will listen and feed leading questions, or the queen bee may take a more aggressive role and ply others with questions that force them into the conversation. We need to be careful that as teachers we do not let ourselves be cast into the roles of queen bees. Many students feel that if they can just sit and “listen” to native English speakers, they will improve. We need to talk less. However, we can appoint “leaders” (queen bees) in each group. These students then feel the responsibility of speaking and of getting others to speak. If the “leaders” are changed every now and then, many will get this chance to be the center of an English conversation.

5. *Cho (Boss) Syndrome*: In the university there often seem to be more bosses than those to boss. It has been said that some committees are maintained only to provide a certain person the chance to be head of something. The good side of the situation is that people take the position seriously and responsibly. Somehow the job draws out a hidden ability.

Students can be assigned to group or class jobs. In my classes, each group of four has a leader, secretary, designated Japanese speaker (for giving directions in Japanese, for example when we use the computer room), and a class-job holder, e.g., the music director (bringing tapes for background music), cheer leader (leading group cheers or chants), class secretary (keeping track of the day’s activities), and class-assignment clarifier (making sure what has to be done for the next class and what the written homework is).

When these jobs were included in the reflection process, I learned that a number of students made extra efforts and progressed in their use of English because of the responsibility that they had been given. Group secretaries, for instance, made sure that they at least had an opinion for the discussion because they knew they would have to tell the whole class what their groups had said. The class-assignment clarifiers dared to ask me questions about the class assignment because they had the responsibility to explain it to others. Not all jobs fit everyone, but eventually everyone will get some position that enables them to make a special contribution to the class.

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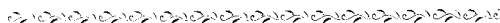


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6. *Big Brother Syndrome*: This may seem similar to the "Queen Bee" or "Boss" syndromes, but the sole factor here is male dominance. Although the situation is changing somewhat, I still find that the women in the class will defer to the men, or at least not let the men feel out of the picture. Consequently, if the men do not do their share, the spirit of the class often goes down.

On the positive side, however, even men whose English ability is poor can manage a small group discussion very effectively and can force reluctant women speakers into doing some task or speaking out for the group. In some urban areas where greater change has taken place, it may not be so important to bolster male participation, but I feel that it is best not to assume that much has changed in outward male dominance.

7. *Club Syndrome*: University life here has been sarcastically described as "a four-year excuse for clubs." Club activity is almost a necessity for many students, because otherwise they would not have a regular outlet for sports, they would not have a chance to make friends, and they would not have much contact with older or younger students and students outside their department.

Students need to reflect on their priorities: To what extent do they really want to become proficient in English? After that they can choose the club that allows them enough time to study. Sports clubs may be detrimental (unless their goal is just to have some exercise); cultural clubs may support the classwork.

Let the club members know to what extent you are willing to allow absences for club activities. If they have a very important competition and you allow an absence, make a deal that they have to give a two-to-three minute speech about that competition after they return. Some clubs are ruthless in their rules; they demand their members' presence even if they happen to have a test at that time. That kind of club can be designated as a "dangerous club," i.e., it may cause the student to repeat the course.

8. *I'm Sorry Syndrome*: Students do not take apologies lightly. They expect the apology to cover the matter and to forgive their absences and negligence. Therefore, from the beginning it is necessary to state the class policies about homework and absences.

Is class participation part of the course grade? Will late homework be accepted for full credit? Does the homework have to be done even if the student was absent from the class when it was due? Our policies need to be clear because students often do not see the relation between the homework and the activities they will be required to do in class. Later is better than sooner in their minds, because maybe the teacher will change the assignment or maybe the teacher won't remember that it hasn't been done. In any case they expect that their apology will smooth everything over.

This syndrome is most often connected with the Club Syndrome, since club activity seems to rank first, ahead of sickness and driving license lessons, as a reason for absence. Often students expressed amazement that I wanted them to be in class instead of cheering for their tennis, or whatever, club at a local match. If we want more than an apology, we had better set the conditions or make a bargain early on in the year before the club activity starts in earnest.

9. *Don't Stand Out Syndrome*: In line with the saying, "The nail that stands out gets hammered down," students are reluctant to volunteer for answers and to speak in English if the others don't. A colleague of mine gets around the difficulty of raising hands by demanding that whenever he says, "I have a question," everyone in the class must raise their hands. Then he asks the question. Those who don't know may lower their hands. Among those who have a raised hand, he calls upon one.

The syndrome can work to the teacher's advantage. As long as the students know that everyone has to do it, they will not refuse to do it. Announce that you want to hear an opinion from everyone on a certain topic. Go around the class and all will answer, especially if you have them sitting in a large circle. If you want them to speak more spontaneously, you can insist that they do not repeat the same idea. They soon realize that it is best not to wait for their turn in the circle but to speak up early. This syndrome may be the most frustrating, but it can have its advantages.

10. *Fad and Fashion Syndrome*: The students know the latest fashions, foods to eat, places to go, etc. They are also well aware of what is happening in other classes. No matter if you have agreed upon a certain amount of homework with them, they will dub your course "difficult" if you give more homework than other teachers do in the same kind of course. Just remind them of the agreement and hold out the goal of English competence.

On the advantage side, interest in popular English songs can move many lethargic students. And people in the news who use English provide great encouragement for English studies. Recommend to the students that they read about their favorite sports and fashions in English. Finally, just as fads and fashions go out of style quickly, so do the students' attention spans. Keep the activities moving!

#### Conclusion

These are some of the cultural factors that usually hinder progress in foreign-language conversation, but they can often be turned around to facilitate speaking in class. In addition to being members of a culture that does not encourage the expression of one's own views in public, the students are expected to practice their

# Strengthening English Teaching at East-Asian Universities Through New Reading Strategies

by Ching-ning Chien

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For non-English majors in Taiwan universities, the required Freshman English, taught as a foreign language, is basically an exposure to reading, which is considered to be the most important skill at the university level. Most EFL students perceive the university level course as merely an extension of their high school language experience. Students, for the most part, are not taught new reading strategies, nor are productive skills emphasized; thus, they gain little from the classes beyond simply fulfilling a requirement for graduation. This is short-sighted considering the number of students who eventually choose to continue their graduate education abroad or who may need English in the workplace.

For the most part, language instruction in East Asian countries follows the traditional precepts outlined by Campbell and Zhao (1993): Grammar analysis is crucial to learning, tedious textbooks must be tolerated, and the teacher should dominate the classes of passive students. This was also the model most frequently reported to a survey of students from Japan, Taiwan, and Korea studying in the U.S. (Jordan, 1992).

## Native Learning and L2 Differences

Most educators not associated with the teaching of foreign languages perceive the teaching of English to be a relatively "easy job." An instructor has only to select articles for in-class translation into the first language and assume the role of translator of all words, phrases, and related grammar. Since much importance is placed on memorization in learning to read an L1 which uses ideograms (Chinese), the traditional belief is that memorization of vocabulary in English as a foreign language is no different. Asian students taught English using this traditional method tend to be word bound and, therefore, poor readers. Indeed, when little or no emphasis is placed on understanding, the communicative aspect of the reading is lost.

Research in the field of ESL/EFL reading suggests that students can be taught strategies to read more effectively. The widely recognized skills of skimming, scanning, contextual guessing, tolerating ambiguity, reading for meaning, and critical reading are now being combined with recommended teaching strategies for developing appropriate background knowledge, teaching text structure, and strategy awareness which can provide students with effective practice. Grabe (1991) notes that cognitive

and metacognitive strategies are of more benefit to the ESL/EFL adult readers than to younger readers. The role of the university teacher must, then, be one of implementing the necessary strategies to promote effective reading in English.

Readers subconsciously adopt most of the strategies that are needed when learning to read in their mother tongue. However, beginning second language readers, as a rule, tend to focus more on the words and grammar and to be less concerned with text meaning. This word-oriented translation process produces slow readers and promotes a vicious learning circle: Slow reading results in poor understanding; readers slow down; reading is not enjoyable; thus, the student reads less. The better reader, on the other hand, reads faster, understands more, enjoys reading, and wants to read more. It is quantity of reading that paves the path to becoming a good reader. Improved teaching strategies which allow students to improve their reading rate develops good readers. Readers must be taught to independently call on background knowledge to grasp the author's message. Sometimes called "learning to read between the lines," this is a new skill for Asian students. In addition, it has been widely substantiated that reading comprehension can be facilitated by the teaching of text structures (Carrel, 1985). Students taught to identify structures during the reading process learn to identify main and supporting ideas in reading instead of looking at every word and understanding nothing.

## Responsibility and independent Learning

The traditional method of teaching words places little or no responsibility on the students and does not lead students to become independent learners. By seeing the reading task as their own, students learn to identify and solve their own individual reading problems (Block, 1992). Teachers must assume the role of the "facilitator," who poses questions for specific feedback on material students have read. This shift in roles makes students more responsive to such activities as guessing meaning from context, identifying the author's message, outlining, summarizing, role-playing, and follow-up retelling or writing tasks.

Reading strategy development must be an ongoing classroom activity so that readers automatically employ these strategies. If what is done in the classroom is to have a lasting positive effect, the affective element

must be a decisive factor (Oxford, 1990). One example of an affective strategy that can be employed is positive oral problem solving (Shih, 1992). Performance anxiety must be discouraged and teachers must show respect for students' ideas by relating relevant parts of the oral discussion to the whole. Sometimes the sharing of the teacher's own experiences with the class during the language-learning process **can be** beneficial (Oxford, 1989). Owing to the limited hours of university English classes, affective accomplishments are essential if students are to be instilled with a life-long interest in learning English.

However, if L2 is to be a rewarding rather than painful experience, the teacher must help **the** students internalize the strategies for becoming effective readers. The selection of assignments, the materials, and **the** methods the instructor uses will be deciding factors. The classroom materials are designed to promote interaction between the reader and the text. They are arranged in stages of pre-reading, textual reading, and post-reading exercises to increase **both** reading rate and comprehension.

Effective teaching materials must be adaptable to both group work and cooperative learning strategies. Texts should systematically assist students in building on reading skills and should be used in conjunction with authentic materials and other supplementary readings. Authentic materials can help students use cognitive strategies in comprehending their reading. Those materials are the knowledge relevant to students' lives or fields of study, such as articles from *Free China Review*, *Free China Journal*, *Far Eastern Economic Review*, *Reader's Digest*, or other articles from newspapers. Other supplementary materials, e.g., short novels, plays or dramas, must be interesting enough to give students confidence in promoting reading on their own.

Since discrete skill training in English, for most students, should be completed by the end of high school, the strategies discussed herein aim at helping university students become more competent in reading in English as well as in using English as a language of communication. Because the textual exercises tend to be redundant, it is important to substitute exercises to avoid boredom while developing reading skills. Several alternative strategies and activities are presented below.

#### Developing Background Knowledge

The class is divided into groups of five or six students. Worksheets with questions about the themes, characters, or plots on the reading are provided to stimulate general understanding of the reading. A secretary is chosen in each group to record ideas discussed. After 15 minutes of group work, the teacher chooses a student from each group to report the group findings to the class. Students from the other groups are encouraged to respond to their reports to add information or challenge an answer.

#### Increasing Reading Rate

Students number their readings every five lines, e.g., 5-10-15-20. At a given signal, students start to read for one minute. They are asked to read as much as they can, but every word should cognitively go through their mind. When they hear the sound of a timer, a number "1" is placed at the point where they stopped reading. At the signal, they start again from the beginning of the reading at the signal and continue for one minute, stopping at the sound of the timer. This time a number "2" is placed at the point where they stopped reading and they are asked to observe how much further they read the second time. At the given signal, students start at the beginning a third time. When the signal to stop is sounded, they cease reading and place a number "3" at the finishing point in the reading. Again, students observe how much further they read. A mean number of words per line is then derived by counting the number of words in each line of the first five lines and dividing by five. Each student is then readily able to see how many words can be read per minute by multiplying the total number of lines by the mean number.

This high involvement activity is very popular with students. The exercise can be used again and again with different texts. Students gain better textual understanding while developing their reading speed.

#### Understanding Reading through Role Play

Different situation-readings prepared by the teacher are distributed to groups who, after reading and discussion, are then asked to write and act it out. Every member in the group must be responsible for at least two complete spoken sentences in the "play."

An example of this activity might be a reading on the problem of myopia in Taiwan. One student assumes the role of a newspaper reporter who is interviewing people to try to learn why so many students in Taiwan wear glasses. Two more students portray students in a school. A fourth student is the teacher. A fifth student is the "Minister of Education in Taiwan" and a sixth student is the pedestrian on the street. Groups are given five minutes for individuals to read the passage and 15 minutes to discuss and prepare the 2-5 minute skits which are then presented to the rest of the class.

This exercise helps students produce and practice their communicative skills. Students have to discuss the reading with their group members as well as think more about the article. The important thing is to focus on message and to learn how to present main ideas plus opinions in an acceptable way.

#### Recalling Information from Articles

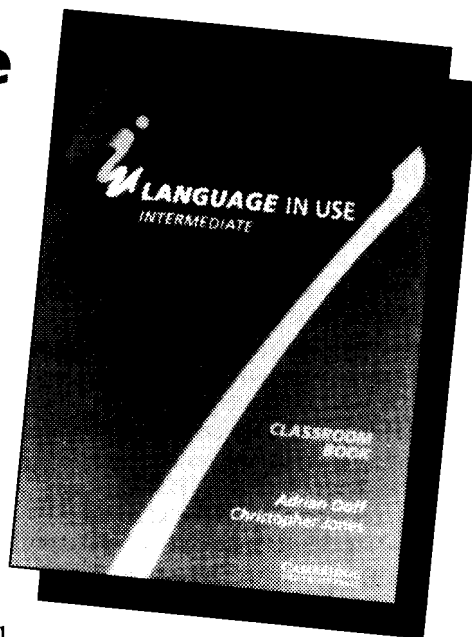
At the end of a class period in which a reading has been discussed in English, students' recall of the ideas in the reading is measured. Quizzes in which students are requested to write one line complete-sentence answers in English are collected. Without

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being informed that they will be taking the same test a second time, students are given the test at the next session to determine their recall in English.

#### Outside Class Reading

A number of published series of graded readers are available for use in developing reading skills which foster an appreciation for pleasure reading. Over the semester, students are required to turn in reports on at least two books. Students should be asked to select a different approach from the following questions when reporting on each of the two books.

1. Give a short overview of the novel.
2. Describe the character you liked the best and explain why.
3. Discuss what you liked (or disliked) about the novel.
4. Present what you found to be exciting about the novel.
5. Describe one passage from the novel which you particularly liked and give your reasons.
6. Present an idea from the novel which you believe can be applied to everyone's life.

#### Oral Report in English on an Assigned Text

At the beginning of the semester students are assigned a story and a date for a report which they will present with a partner. How they will design the presentation is their decision. Because the presentation will be evaluated, students are encouraged to rehearse outside of class. This idea is also supported by Mary Hines and Shirley Brice Heath (1992) who note that in the rehearsal stage, student oral proficiency improves markedly.

Following the report presentation in which audio-visuals such as charts, posters, and overheads may be used, the presenters must be prepared to answer any questions raised by classmates. The class members prepare for the presentation by reading the text scheduled for presentation on the given date. If no questions are raised, the teacher must assume the responsibility for stimulating questions and answers. The reporters' presentations, students' participation and reporters' responses to questions are graded. All interaction must be conducted in English.

This activity is recommended for the first part of the freshman year. Students are then encouraged to take part in the annual All-University English Speech Contest.

#### Extra Bonus Points

By having students search for articles in English language newspapers and magazines, they can be encouraged to identify topics in which they are interested. We teach them to use the CD-ROM resources at our university, after which each student is directed to search for relevant articles on a topic. Students are taught correct documentation format

so that the name of the article, the author, source, date, and pages are presented with a summary of the article. (Summary writing and integration of ideas in prose are important-yet overlooked-communication skills.) Exemplary summary writing and documentation skills can be displayed on the student bulletin board.

#### Classroom Drama

Ten twenty-minute plays selected as examples are distributed to students at the beginning of the semester. Students, in groups of 7-10 individuals, read and talk about the play and the characters. Students may decide on a date for their performance. Advertisements and invitations for teachers and friends are prepared in English. All members of the class are required to attend and evaluate the performance in terms of English pronunciation and intonation, appropriate body language, and level of character communicative interaction. After brief discussion periods within their own groups, students choose a representative, to communicate their constructive comments and encouragement to the presenters. A best actor and actress of the day is selected.

This student-centered classroom activity is highly recommended for the second part of the freshman year. By performing in-class drama, students practice sophisticated reading, as well as productive writing skills using summarizing and paraphrasing. Then they have oral practice through self-correction and peer-correction in practicing the dramas. Indirectly, students are exposed to ethics and cultural values through the drama. Language is socializing: Thus, students (it is hoped) establish friendships while working on a common project together. This is an important factor for freshman college students.

The best group from each English class is selected to participate in the annual All-University English Language Drama Contest. But the contest is an activity not only for students whose English is good, because all students have already done a drama themselves. Watching the representing group performing on the stage, students share in English production and comprehension in an enjoyable experience.

#### Conclusion

In short, recent L2 research indicates that the proper balance of teaching strategies is a powerful factor in successful learning. That is to say, cognitive and metacognitive strategies must go together with an affective strategy for effective learning. Teachers must lead students to the understanding that particular learning strategies can be helpful, especially when students are challenged to stretch beyond their normal learning schema or concepts (Ehrman, 1990). As Oxford (1992/93) notes, students need to be taught how to use strategies in transferring to a new situation.

The activities presented herein are but suggestions

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CHIEN, cont'd on p. 41.

# About the *Teamwork* series

## Book One

### Basics in English

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

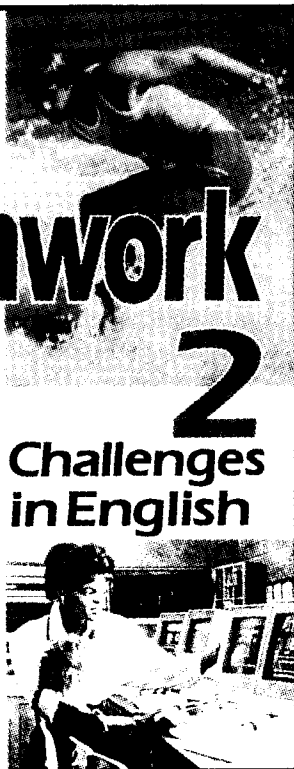
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Notice the special sections at the end of the book. Two of them will help you practice your listening, the *Teacher's Guides*, *Two* (for conversation) and *Appendix* (for vocabulary). Remember to use them to practice and to review; you will learn much more, of course, if you understand well what you're practicing. The other section, *Appendix One*, offers practice with "reduced" pronunciation, a key to understanding English spoken at a natural speed.



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# 「比較文化演習」クラスのカリキュラム実施案

青木順子 安田女子大学  
青木克仁 安田女子短期大学

## 1 はじめに

文化を学ばせたい、異文化理解をさせたいという意欲は、語学教育に携わる者の中で強いものがあるようである。異文化を学ばせようという観点から、学ぼうとする文化の言語で書かれている比較文化のエッセイが、教材として語学教師の人気を得ている。その延長に、例えば、「比較文化」という科目名で英文科の演習クラスが英語教師によって教えられる時（これはかなりの数になるとと思われる）、比較されている2つの国の文化—日本と米国または日本と英国—について書かれた英文エッセイを読むという方法論がとられる現状がある。比較文化を専門にする講師不足とあいまって、英語で読む行為が、「学習語」で書かれた「比較文化論」を読むということのみで、「比較文化」の「演習」として正当化されている。しかし、もしそうした読解だけで「比較文化」を演習するとしたら、その教育効果には少なからぬ疑問があると筆者たちは考える。本稿では、この方法論を批判的に分析し、それに代わるカリキュラムを提示するとともに、その実施例を報告する。

## 2 英文エッセイ読解の方法論としての批判

学習語によるエッセイ読解に終始する方法で「比較文化」を「演習」しうるか。この問いに対して筆者たちは以下のように答える。これは英文読解のみに終始する方法論への批判であり、エッセイ自体への批判ではないことを明記しておく。

(1) 一人の作者による記述を読むだけでは、学生にその視点を押しつけることになり、それ以外の視点の可能性に気づかせない。テキストに書かれた文化の事実を学習することは、学生が書かれている事実をただ受動的に丸暗記する傾向があり、文化教育として効果が薄いとすでに批判されている。

(Kramsch, 1983.) エッセイは、一見読者に考えさせるような書き方をされていても、結局、一つの見解を正しい解釈そして事実として提示することには変わりはない。「テキスト」として読むことで、すでに権威を持ったものとなったエッセイは、学生の試行錯誤の可能性を奪っているのである。

(2) 文化の本質についての考察を最初におかないゆえに、「国」と「文化」が同一視されがちであり、例えば、時には自国の中の文化の違いが自国と他国との一般的な違いより大きいこともありうるという認識が生まれにくい。一連の語学用比較文化エッセイに一貫している、文化の差異(時には同質性)が国と国との比較によって表されるという図式は、学生の側に文化は国と同義であるかのような誤解を生みやすい。同時に、個人は複数の文化に属しうるという観点も見失われよう。こうしてアメリカ対日本の違いというように単純化された図式では、アメリカの中西部の農夫は、ニューヨーク育ちの前衛芸術家より日本の農業従事者と近い文化を持つこともありうるという視点は消えてしまう。

(3) 認知され解釈される文化パターンの多くは文化内にあるものには意識すらされていないことが多く、それは、文化外

の「他人」によって与えられる解釈によって意味づけされている場合が多い。「他人」によって解釈される(もしくは自分が「他人」として解釈する)知覚過程のような文化パターンはエッセイ読解のみでは教えられない。一つの文化内でよしとされる行為でさえ、他の文化内では悪に変わりうるというような解釈する者とされる者の文化価値基準の相違は、無意識のレベルで自文化の影響を受けているエッセイ作者に自身のエッセイにおいて客観的に説明することを期待するのはむずかしいからである。"subjective culture" (Triandis, 1972) の性質を認識しないまま、ある特定の文化にいる者(この場合エッセイの作者)による文化比較を読解することは危険である。例えば「アメリカ人は率直に言うことを好む」という記述一つとっても、どの文化の、どこに立ち、どの他者の視点でなされたかなどが明白でなければ、恐ろしい決めつけとなる。よく見かけられる文化比較エッセイの作者がどちらの国にも住んだ経験があり、二か国語に通じているといったことも、その作者が特定の文化に属し、その影響下で文化を比較している事実を消し去るものではないのである。

(4) 文化は学習される。自分を取り巻く世界をどう見るか、そしてその中でどう行動するかを私たちは学習により継承している。その学習過程にエッセイ読解作業の中では、静止した状況描写以上には触れられない。私たちは文化の継承者として、文化内で機能するすべての組織の中で自文化を学んでいる。それは、家庭であり、学校であり、自分のコミュニティーである。例えば、日本では適度な「甘え」はむしろよしとされ、「調和できる行為」に高い評価が与えられる。そうできるような努力を期待され、そのように教えられる。こうした文化の学習過程の存在を確認することが、文化を読み取る作業に不可欠であるし、ひいては学生自身の過去から未来にいたる文化学習のあり方を見つめさせることになる。

(5) 異なる2つの文化に属する人々が接触する時に起こる第3文化ともいべき中間文化の存在は、読解方法のみによるならば、特定の文化の特定のエピソードという形でしか学べない。そこでは、複数の文化の接触で何が際立ち、何が埋没するかという法則性への問いには答えようがない。一見、興味深い異文化間のコミュニケーションのエピソードも、系統だった文化解説の中で展開させられないと、文化の大きな体系を見失ったままになってしまう。時には、たまたま異文化接触で生じた滑稽ゆえ印象的なエピソードが一人歩きして、特定の文化を表すたった一つの象徴のようになってしまつて、その文化に対する偏見を生むようなこともあるだろう。

(6) 比較文化を学んだ後の独自の教育的配慮—学んだ事が単なる知識をこえて学習者の感情、行動にどう影響するか、またするべきかという教育者自身の展望—がエッセイ読解に依存する方法では、完全には提示されえない。もし、語学教師が「教師」であり続けようとするなら、学習成果として何を期待するのかという独自の教育哲学なしではいられない。教育者が自己の教育哲学を明確にカリキュラムへ反映さ

せ、またその効果を評価していく努力が教育には必要不可欠なのである。例えば、異文化理解を最優先するのであれば、どういうレベルまでか、文化を相対視できるまでか、他文化を進んで理解する姿勢までか、他文化の人々を受け入れる許容度が高くなるまでか、といった一連の質問に答える教育目標を設定しなければならない。そうしてこそ、何をどう教えたいかというカリキュラムの内容も決まり、また見過ごされがちな教育評価も検討できよう。英語で比較文化のエッセイを読むことで、自己の教育目標が達成され、教育者として考え得る唯一の教育方法がそういったエッセイを読むことであり、評価はエッセイに付随している類の読解度テストで判定される、というのなら何も問題は無いということになるが、疑いもなく、エッセイ作者の教育哲学と教師のそれとの完全な一致は稀であろう。

### 3 比較文化演習のカリキュラム実施

以上の考察をふまえて、平成4年度の短期大学英文科での「比較西洋文化演習」のクラスを担当した筆者(注)は1年間のカリキュラムを以下のように組んでみた。英文科だから英語で比較文化の読解本を読んで演習するというパターンはやめ、一方的な押しつけの文化概論も講義しない。英文科という有利さを生かして、英語でも日本語でもオリジナルな資料を使っていき、思考させることで比較文化演習として進めていくことを前提にした。結果的には、80%以上の資料は英語であったし、必然的にレクチャーノートとして毎回渡したのも英語が多く、講義も英語と日本語という形になりがちであったが、語学力の向上をねらうという学習目標はたてなかった。

以下、学習目標と主旨を紹介する。

#### (1)学習目標

学習の結果として、学生が文化と、文化を構成するものに対する認識を深め、異文化及び異文化に属する人々への許容度を高め、国際人としての自分の現在、未来に対する明確な考えを持つ。

#### (2)カリキュラムの概要

基本的な4つのポイントは以下の通りである。

- a) 特定の文化圏に育った人間の思考、行動様式を解明し、異なる文化圏のものと比較する従来のアプローチに、異文化との接触によっておこる中間文化の考察を入れる。
- b) 表裏一体である言葉、コミュニケーションと文化の諸相を、社会言語学、コミュニケーションなどの領域からの資料をもとに考察させる。学生にも必ず理論の裏づけを与え、個人個人が基本的知識をもとに、いかに現在、将来にわたって異文化と関わりあっていくかを判断する基盤になるようにする。
- c) 先ず、文化、知覚、同一文化内での言語・非言語コミュニケーションの特性と問題、コミュニケーションにおける視点の在り方、といった一連のテーマを考察する。それから異文化という主題に焦点を移し、また同様のテーマ、即ち、言語・非言語コミュニケーション、知覚などを扱う。さらに異文化接触、そこにおける問題点、その改善方法、国際化の意味、未来教育といったテーマを展開する。
- d) 毎演習後学生を実践課題に取り組みせ、それを次週に発

表させることで、さらに能動的な学習者として演習に参加させるようはかる。

週一回(90分)の一年間にわたる演習は上記の概要を基本的縦糸として進められたが、それはあくまで縦糸であって、学生の理解に応じ順序を前後するとか、課題からでた問題点の討議のために時間をとる等、柔軟で多様な対応がなされた。演習形態ということで全容を記すのは不可能な幅広い方法が使われたため、読者にクラスの様子を掴んでもらう手段として、2演習を実現する。

(演習例1) 知覚1

\*知覚の定義〔古典的な例証を見せ〕

\*なぜ人は違った知覚を持つかの例証を挙げる〔このレベルでは、まだ異文化の違いに触れず、同一文化でおこるものを挙げていく。異なる知覚がなぜ起こるかという説明の後、学生たちは、同じ事故を見て違ったように見えた例、寒い外から急に部屋に入った者とずっと室内にいた者の感覚の違いなどを、積極的に挙げるようになる〕

\*無意識に期待しているものを見てしまうという知覚の「として」構造について〔『星の王子さま』(サン=テクジュペリ作)より、羊の絵にまつわる箇所を読み取り—王子にはなぜ羊が見えたのか: "Juror In King Trial Sought Divine Guidance" (1993年5月7日 The Daily Yomiuri)より、キング青年に対する暴行事件のかどで起訴された警官への判決の後、陪審員の一人が語ったことを読む—なぜ同じビデオテープがある人に有罪を、ある人に無罪を信じさせるのか、特にインタビュー中の"It's like they wanted to see what they wanted to see."という発言を考えながら—〕

\*あたり前と思われ固定化した視点を変えてみる〔一般に「悪い狼とか弱き善良な3匹の子豚」の話として知られる3匹の子豚の童話を、狼の視点からみた英語の絵本、"The True Story of 3 Little Pigs! by A.Wolf" (Scieszka, J & Smith L)を読む〕

\*よく知られた童話を違った角度からみた話に書き換えさせる。

\*異文化間での知覚の相違について〔ここでは、新たな視点で1年の後半に触れられることを前提に、かなり短い扱いである。「ありとぎりぎりず」が違った文化で違ったように解釈される話の紹介、および「帰属理論」(Heider, 1958)の紹介、異文化で与えられる解釈の違いを、米国で実施した日本文化に関する英文カルチャー・アシミレーターを使って一緒に考察する。〕

以上、流れを示したように、多くの教材を一貫した目的意識のもとで消化したことが全体を通しての特徴である。

(演習例2) 偏見2

偏見をテーマとした授業2回目、すでにイントロダクションの教材と課題は消化している。"Edward Scissor-hands"という映画を見る。映画も一方的なメッセージを送り学生を受け身のままにおくという方法論としての難点があるので、できるだけ学生側に与える解釈の自由さを基準において作品を選択した。数多くある人種偏見を全面に打ち出した映画の中から教材を選ばなかったのは、そうした映画にありがちな偏見の被害者の立場にたつて教示される正義のメッセージを、学生がただ受け取るというパターンを避けるためである。



特に、偏見イコール人種偏見という単純図式ではなく、ごくありふれた日常の中でも「異なる者」への偏見は起こるという事実の認識、その両極端への過程（特別な親切と憎悪）の理解を期待しての作品選択である。事前に第三者排除効果についても説明済みで、映画では、異質な者をスケープゴートとして排除することによって、集団の共犯的なアイデンティティーが生じ、結束が強まっていく段階が顕著であることを説明する。以下、学生に与えた鑑賞プリントからの抜粋を示す。〔人と違った行動をとる者(例えばエドワードを自宅に連れてきた女性)を噂の対象とし、噂仲間が次第に集団を結集していくところにも注意、またエドワード自身が排除されていくことによってコミュニティの結束が暴力的手段を肯定するほどまでに高まっていく様子、異質な者を極端なまでの親切の対象にすることも排除の裏面でありえること(例えば、『お前のことを不具なんていわせるなよ』と優しくいつてくれた退役軍人が、後になって、『あの不具野郎をつかまえたか』と態度の豹変をみせる)等に注意の事。〕

鑑賞後の討論の部分では、「日本の中の異文化」を偏見と排除という観点で考えていく。当時話題となっていた大相撲での外人力士横綱昇進問題、標準語を話していたことも一因だったという中学生のいじめ殺人事件が、かなり鋭く指摘された。

#### 4 カリキュラム評価

一連の演習開始直後と終了後の「国際化すると」というレポート5枚の作文(一部口述)による対照評価をもって全体評価とした。最初のものには、「英語が話せる」「外国人とあって物おじしない」「長くアメリカに住む」という記述もとびだし、かなり真剣な態度を述べたものでもアメリカ志向が強く、アメリカ文化の理解をもって国際理解としたものが多く見られた。また、文化は国と同一として扱われ、コミュニケーション、偏見といった語彙の最小限の理解(理論としてではなく)も怪しく思われた。後の作文には、そうした単純ともいえる記述はなくなり、偏見、ステレオタイプ、自民族中心主義の提起する問題点もかなりの正確さでとりあげられていた。解釈する者の文化に異文化の受けとり方が影響されるという認識もよく述べられた点である。また、国イコール文化という単純図式をとるものはいなくなり、一つの国の中の異文化の存在にもはっきり目が向けられていた。顕著な特徴としては、自文化をいかに学んできたかを教えるため、マスメディアおよび教育の影響を取り上げたのが印象に残ったようで、かなりの頻度で、そのテーマについて論じていた。また、巷でいわれている「国際化」への疑問を述べるものが目立った。例えば、「外国語(特に英語)を学ぶだけで十分と考えている人が多い。自分の子供を国際人にしようと幼児期から英会話教室に通わせている母親の多さによって証明されるが、(以下批判が続く)、「英語が話せれば国際人だと時々耳にするけれど、それは違う気がする。だったら個人の考え方や振る舞いにおいてアメリカや西洋をもっと見習うべきだ」という。それでいいのか。どこか日本の国際化には、他国、特にアメリカの真似をして同じになろうとしたり、または追いつき追い越そうというような意味合いがある」(以上、抜粋)。以上の抜粋は、学生たちが問題意識をもち、視野を広げ

てきたことを示している。問題意識をもったせいか、全体として、程度の差こそあれ、異文化を受容していく姿勢を示し、これからの自分の在り方を自発的に結論として取り入れてあった。以上の点から学習目標は達成されたと評価される。この評価方法は、比較するコントロール・グループの不在により、学生の態度の変化がこの演習の影響であるとする結論は引き出せないこと、異文化の受容を口に出すことが、そのまま実際の受容行動となるとはいえないことの2点で大きな問題があり、教育効果を評価するテストの改善は課題として残った。

#### 5 おわりに

かつて教育学者ザイスは、人間が個々の文化の限界を越えられない状態を“encapsulation”と呼んだ。彼によると、それは個人個人は自分が現実を正確に把握していると信じているが、実際は、そうした限界のため、本当に存在するものの部分的かつ歪曲したイメージのみ持っている状態と定義されている。(Zais,1976,pp.17)さらに、その“encapsulation”が個人に、無意識下の本当の理由を見つけようとせず、作り上げた理由で自分の信念や行動を正当化するようにさせているという。そして、それをさせ続けるのが社会機能で、その中に、カリキュラムが含まれる。ザイスがここで強く提言した“encapsulation”から個人を解放放つカリキュラム実現への道は、多くの教育者が実現への努力を続けている道となっている。

この「比較文化演習」のカリキュラムも、筆者たちのそうした道での一歩である。こうした努力は、特定の科目に限らずすべての科目で模索されるべき道ではないかと思っている。自民族中心主義の恐ろしさを日々思い知らされる世界情勢の中、この努力は緊急課題といってもいいのではないだろうか。

注：この授業の担当者は青木順子であるが、青木克仁もカリキュラムの作成に参加し、ゲスト・スピーカーとして授業の一部を担当した。

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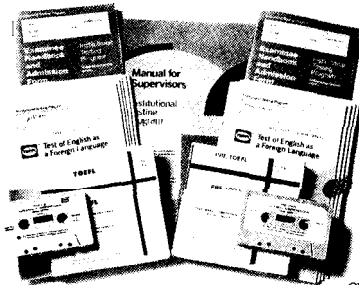
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## The 5th international University of Japan Conference on Language Research in Japan

by May Leong, International University of Japan

The 5th annual Conference on Language Research in Japan, sponsored by International University of Japan (IUJ), was held at the IUJ Tokyo offices on January 22, 1994. This year's conference had a record of more than 50 attendees and presenters. The topics addressed by the presenters ranged from a case study of learners' ability of English with similar TOEFL scores, appropriating and justifying control of discourse, to classroom attitudes in intercultural business attitudes.

In the morning concurrent sessions, Ryusuke Yamato of Seiryō High School presented "A Case Study on Two Informants' Linguistic Ability of English with Similar TOEFL Scores." His results suggest that TOEFL is good for measuring receptive skills, but not necessarily for productive skills, and that motivation plays a strong role in enhancing productive skills. Tamiko Noborizato of Ochanomizu Women's University (OWU), talked about "The Acquisition of Japanese *Aizuchi* Words-In Relation to *Aizuchi* Functions."

Guest Speaker Gabriele Kasper, currently at Temple University (Tokyo), but better known for her affiliation with the University of Hawaii at Manoa, ended the morning session with a paper on "Interlanguage Pragmatics and Second Language Acquisition." Her report covered four main points: (1) the scope and orientation of interlanguage pragmatics (ILP); (2) existing studies with a focus on learning; (3) 15 basic questions of L2 acquisition and what we know about the answers with respect to ILP; and (4) a direction for future research.

In the afternoon concurrent sessions that followed, David P. Shea of Keio University presented a paper called "Appropriate and Justifying Control of NS-NNS Discourse," while Are Hajikano of OWU dealt with "Compensatory Strategies Used by Learners of Japanese at the Beginning Level in Non-Native/Native Conversation." Mady Giber Kiji of Konan Women's University, and Yasuharu Kiji of Baika Women's College, both examined "Classroom Attitudes in Intercultural Business Encounters," while Ruth Kanagy of the University of Delaware presented a paper on "Developmental Sequences in Acquiring Japanese: Negation in L1 and L2."

Guest Speaker Seiichi Nakada of Aoyama Gakuin University presented "It's Still the Code," which highlighted the importance of language as a formal system and provided an interesting continuity in theme from a previous IUJ Conference when Rod Ellis presented a paper on the importance of grammar teaching in language acquisition.

Organized to promote the quantity and quality of language research in Japan, the IUJ Conference aims to provide a relatively informal forum in which established researchers and relative new-comers, who would like to conduct their own research, can exchange ideas. The high quality of the presentations and focused participation by the audience indicate that these aims are being successfully met.

*Editor's Note: Proceedings of the 5th IUJ Conference were published at the beginning of April, 1994. Those interested in ordering a copy can contact: Mitsuko Nakajima, Language Programs, International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-72.*

### ONODA, cont'd from p. 9.

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### MAYER, cont'd from p. 15.

"poor English" in front of fellow students whom they fear will ridicule them for making a mistake in some point of grammar that they all learned in the second year of junior high school.

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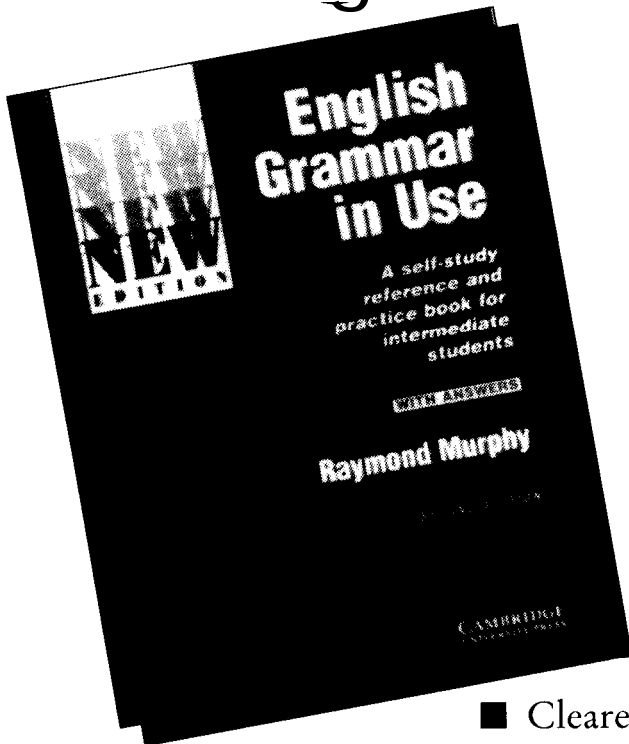
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# A List of Japanese Language Classes

Compiled by Eiko Eguchi  
JSL N-SIG

A frequent question asked by JALT members who are new to Japan is, "Where can I find affordable Japanese language instruction?" To answer this question, JALT's Japanese as a Second Language N-SIG has put together a list that more than a few of our readers might find very useful. This list offers information about Japanese language classes in local communities in the hope of responding to the needs of JALT members who are non-native speakers of Japanese, and who are interested in learning Japanese for a relatively small cost. The information presented herein is based on the *Directory of Recognized Local International Exchange Associations* published by the Conference of Recognized Local International Exchange Associations in 1993, and is used with the publisher's permission.

The list includes the following information: name of institution in Japanese and English, address, and phone & fax. Contact the institutions in your area for further details.

## Tohoku Area

1. Aomori-ken Kokusai Koryu Kyokai  
Aomori Foundation for Advancing International Relations, Aomori-ken Kanko Bussankan 7F, 1-1-40 Yasukata, Aomori-shi 030  
Phone: (0177)35-2221; Fax: (0177)35-2252
  2. Iwate-ken Kokusai Koryu Kyokai  
Iwate International Association  
1-2-32 Ueda, Morioka-shi 020  
Phone: (0196)54-8900; Fax: (0196)54-8922
  3. Sendai Kokusai Koryu Kyokai  
Sendai International Relations Association  
Sendai Kokusai Center, Aobayama, Aoba-ku, Sendai-shi 980  
Phone: (022)265-2211; Fax: (022)265-2485
  4. Miyagi-ken Kokusai Koryu Kyokai  
Miyagi International Association  
4-17 Amamiya-machi, Tsutsumi-dori, Aoba-ku, Sendai-shi 981  
Phone: (022)275-3796; Fax: (022)272-5063
  5. Akita-ken Kokusai Koryu Kyokai  
Akita International Association  
Aidekkusu Bld. 8F, 2-1-60 Sanno, Akita-shi 010  
Phone: (0188)64-1181; Fax: (0188)64-0160
  6. Yamagata-ken Kokusai Koryu Kyokai  
Association for International Relations in Yamagata  
Yamagata Sogo Kenshu Center, 3-7-1 Matsunami, Yamagata-shi 990  
Phone: (0236)24-0043; Fax: (0236)24-0064
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7. Tochigi-ken Kokusai Koryu Kyokai  
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Chiba Prefectural International Association  
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Kanagawa International Association  
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Phone: (045)671-7070; Fax: (045)671-7049
  11. Yokohama-shi Kaigai Koryu Kyokai  
Yokohama Association for International Communication and Exchanges  
Sangyo Boeki Bld.3F, 2 Yamashita-cho, Naka-ku, Yokohama-shi 231  
**Phone: (045)671-7128; Fax:(045)671-7187**
  12. Kawasaki-shi Kokusai Koryu Kyokai  
Kawasaki International Association  
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Niigata International Association  
Ebara Niigata Bld. 3F, 16-4 Shinko-cho, Niigata 950  
Phone: (025)285-6020; Fax: (025)283-5931
  14. Toyama Kokusai Center  
The Toyama International Center Foundation  
Marie Toyama 6F, 1-1-61 Sakura-machi Toyama-shi 930  
Phone: (0764)45-4591; Fax: (0764)45-4592
  15. Fukui-ken Kokusai Koryu Kyokai  
Fukui International Association  
Kenmin Kaikan 6F, 3-11-17 Ote, Fukui-shi 910  
Phone: (0776)24-6777; Fax: (0776)24-9647
  16. Yamanashi-ken Kokusai Koryu Kyokai  
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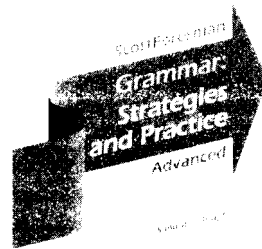
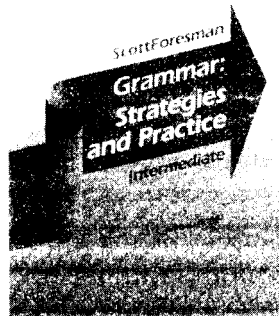
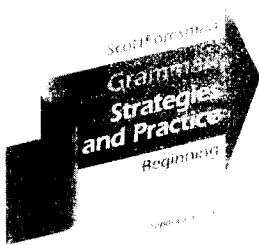
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Phone: (054)221-3355; Fax: (054)251-8148
19. Nagoya Kokusai Center  
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1-47-1 Nagano, Nakamura-ku, Nagoya-shi 450  
Phone: (052)581-5678; Fax: (052)581-5629

## Kinki Area

20. Shiga-ken Kokusai Yuko Shinzen Kyokai  
Shiga International Friendship Association  
4-1-1 Kyomachi, Otsu-shi 520  
Phone: (0775)26-0931; Fax: (0775)21-5030
21. Kyoto-shi Kokusai Koryu Kyokai  
Kyoto City International Foundation  
2-1 Torii-cho, Awataguchi, Sakyo-ku, Kyoto 606  
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22. Hyogo-ken Kokusai Koryu Kyokai  
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Kobe Kotsu Center Bld. 4F, 1-10-1 Sannomiya,  
Chuo-ku, Kobe-shi 650  
Phone: (078)393-2500; Fax: (078)393-2505
23. Kobe Kokusai Koryu Kyokai  
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Phone: (078)303-0030; Fax: (078)303-0039,
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# Opinions & Perspectives

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

## The Pitfalls of Cultural Relativism

by Bruce Davidson  
Osaka Jogaguin Junior College

At JALT '93, in various articles, and in training seminars aimed at language teachers in Japan, I have noticed that some cross-cultural communication specialists base much of their advice on an assumption that many might not recognize or accept. This assumption is cultural relativism, the view that it is only meaningful to speak of reality within the context of a particular culture's way of constructing the world. A related concept is linguistic relativism, which Milton Bennett expresses when he states that language "is a 'system of representation' for perception and thinking. . . it directs how we experience reality. . . Language teaching is also reality teaching" (Bennett, 1993, p. 3). These concepts are not original with Bennett; they are also held by others in the field. Though widespread, these ideas have questionable intellectual credentials. A number of problems confront language teachers who adopt cultural relativism, namely that: (1) it is incoherent and self-contradictory, along with having unimpressive support; (2) it erects barriers to communication and understanding between people coming from diverse cultures; and (3) it implies moral relativism, negating any basis for universally-valid ethical concerns. In addition to being difficult to defend, these characteristics would have unproductive effects on our field, in my opinion.

### Conceptual Problems

As a philosophical view, relativism can be traced at least to the time of Socrates, who encountered a form of relativism in his antagonist Protagoras. Socrates also gave perhaps the first recorded expression of the relativist's philosophical dilemma, which is that the relativist denies the concept of absolute truth yet asserts that his own relativistic view is the truth. According to the presupposition of the relativist himself, no one can make any such truth-claims. Protagoras's relativism was individualistic relativism: He held that whatever a man thinks is reality for that man, and no one can dispute the truth of what he believes.

The cultural relativist asserts a similar idea, except that in his case the truth-defining circumstance is not the man's individual personality but the culture he belongs to. This view has been called "framework relativism" (Siegel, 1987). Similarly, linguistic framework-relativism subscribes to the belief that language creates and circumscribes one's world and one's reality. This idea puts all truth within some framework—a culture, a world view, or a language. No one can escape his or her own particular "box" and make objective knowledge claims.

### Self-Contradictory and Self-Defeating

The fatal weakness of this view is the same as Protagoras's. The cultural relativist, in telling us "how things are," is doing exactly what he forbids. He is preaching his relativism itself as an objective truth, which his system does not allow. The modern philosopher Quine sums it up this way:

"Truth, says the cultural relativist, is culture-bound. But if it were, then he, within his own culture, ought to see his own culture-bound truth as absolute. He cannot proclaim cultural relativism without rising above it, and he cannot rise above it without giving it up." (Siegel, 1987, p. 43)

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**"The fatal weakness of this view is...[that]...the cultural relativist, in telling us 'how things are,' is doing exactly what he forbids. He is preaching his relativism itself as an objective truth, which his system does not allow."**

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So the assertion of the cultural relativist is self-contradictory and self-defeating. Philosophically, he has cut the ground from under his own feet. If each of us is really imprisoned within our own culturally-bound conceptual world, so is the cultural relativist himself. He cannot consistently claim to be able to take off his own culturally tinted glasses and tell us what another culture—or anything else, for that matter—really looks like. That would require the existence of an objective, neutral vantage point from which to analyze or describe things, which for the relativist does not exist.

Aside from the philosophical problem, linguistic relativism rests on little empirical research or linguistic theory Bennett brought forward weak evidence



both in his article in *The Language Teacher* and in his plenary address at JALT '94. His foundation stone is the strong form of the Whorf hypothesis, which is far from being generally accepted by present-day linguists. Many modern linguists--Noam Chomsky, to name one--are more impressed by the universals of human language than by the differences, which Whorf once maintained could mold completely diverse perceptual world views. At any rate, Whorf's idea is a *hypothesis*, which can be defined as an assertion that has yet to be tested and proven. Therefore, one cannot draw practical conclusions from it for language teaching, as Bennett does.

Another problem is that the examples Bennett uses are unconvincing. He claims that because the Japanese language has various quantifiers for counting objects, Japanese speakers somehow perceive objects differently. But regardless of the fact that the Japanese speaker might say "*inu o yonhiki mita*" and I might say "I saw four dogs," the presence or absence of quantifiers makes no difference in the number of dogs seen by each of us, if we are looking at the same animals. Actually, Bennett's quantifier example provides some evidence against his own view.

#### Implications for Communication and Ethics

In his plenary address, Bennett took his idea one step further when he said that two people from different cultures "should never assume they are talking about the same reality." Likening this world view disparity to individual perceptual differences, another prominent cross-cultural communication specialist also contended that "husband and wife do not plan for the 'same' child; doctor and patient do not discuss the 'same' disease..." (Barnlund, 1975, p. 11).

On the contrary, they must be talking about the same thing, or they would have nothing to talk about. This "diverse realities" notion goes against the whole basis for communication, which is that two people do indeed share something in common which they can discuss in some way meaningful to each and corresponding to their joint experience of reality. There is no denying that individual mindsets and cultural backgrounds color and shape our perceptions to some degree, but to say that such variations seal us into completely different universes is another thing altogether. That would radically undermine the whole communication enterprise.

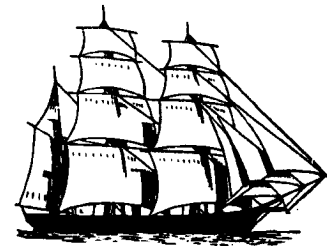
Furthermore, this way of thinking can lead to ethical confusion. If one carries through the assumptions of cultural relativism, then any behavior (such as the Indian caste-system) based on a culturally-determined world view can not be criticized. After all, concern for human rights might also be a kind of cultural attribute without relevance to certain societies. In place of such universal moral concerns, the cultural relativist sometimes advocates a kind of "cultural apartheid" to protect the sacrosanct autonomy of cultures. The only real moral stricture

then condemns "cultural colonialism," which has been applied even to certain language teaching practices (Gray, 1994). Actually, that charge itself implies a kind of moral judgment impossible according to the premises of cultural relativism. Like other truth-claims, moral judgments must also be confined to cultural frameworks, so no objective standard exists by which to judge "cultural colonialism" as immoral.

Other points could be raised, but these may be enough to show the weaknesses of cultural relativism and the problems in making it a touchstone for language-teaching methods. Language teachers do not need to feel obligated to justify themselves before this court of concepts.

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WILLIAMS, cont'd from p. 11.

#### Conclusion

In summary, it should be noted that sensitivity toward situational dynamics and the resulting behavioral modification is not a unique Japanese characteristic. This pattern of behavior is most likely found in differing degrees in various cultures around the world. And of course, a relaxed atmosphere should always be an important aspect in any foreign language classroom. In Japan, however, as Lebra points out, there appears to be an ultra-sensitivity to situational dynamics and more defined behavioral norms than that of modern Western cultures. A good understanding of this ultra-sensitivity and an equal sensitivity in developing techniques for classroom interaction can lead to a more effective EFL classroom environment. The end result should be less inhibited classroom interaction and greater progress for the student toward fluency.

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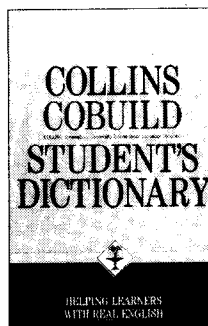
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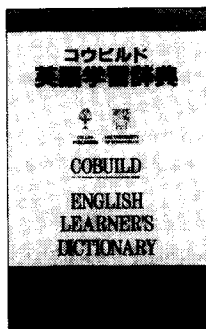
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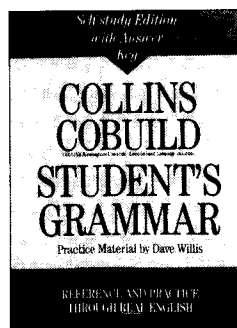


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## Top-down Strategies and Group Work in Listening

by Sakae Onoda

進学校は、大学入試のために文法・読解に多くの時間を割かなければならないという束縛を抱えている。その目的に反しない形で、いかに生徒に包括的な英語学習法及び英語力を身につけさせることができるか。本研究は、その具体的な方策と効果について論じたものである。NHKの衛星放送“Today's Japan”によるリスニングを平常のリーディングの授業の中で行い、生徒によっては多少難しい題材を取り上げた。異なった観点・ストラテジーに基づく課題により、生徒が積極的にリスニングに取り組み、少しずつその障害を克服して行く過程を考察した。具体的には、taskとして、映像を基盤としたtop down strategy・“non-gist” listeningに、不安感を取り除くためのグループワークを加え、それが生徒の目からみていかに効果的であるか述べたものである。

以上和文要旨作成は筆者

## Situational Behavior and the EFL Classroom in Japan

by Craig Williams

本稿の目的は、日本の学生が英語のクラスで無口で静かすぎるといふ問題について、その原因を探り、妥当なクラス運営ストラテジーを提案するものである。説明に際して引用されるのは、状況差による超感性的働きの相違を唱える、タキエ・スギヤマ・レブラ博士の考え方である。社会的場面を儀式的な(形式ばった)ものと親密な(くだけた)ものとして対比的にとらえるレブラ博士は、儀式的な場面では口が重く、親密な場面では自発的で口数が多くなるものであると指摘する。儀式的な場面と見られることの多い教室環境を、いかにして親密なものにするか、それが本稿のテーマである。レブラ博士によると、儀式的な場面を親密なものに変える要素は、自発的かつ一致の感覚を伴う意思疎通を行うことで親しさを表すことである。この問題に肯定的な結果をもたらした授業のストラテジーとして、ウォームアップ活動の広範な利用、より個人的な事柄に踏み込んだ相互交渉、教師と学習者の親密さを高めることを考慮した話題に関する会話、が紹介される。

## Ten Japanese English-Learners' Syndromes

by David R. Mayer

日本文化に根差した日本の大学生の行動と、それが第二言語学習のクラスに与える影響が論じられる。著者は日本人の大学生の行動(著者はそれを「シンドローム」と呼ぶ)を10のカテゴリーに分類し、それぞれの特徴を記述する。著者の意図は、これらを西洋の教育環境で受容されるものに変更することではなく、むしろ教師が「シンドローム」の理解に努め、第二言語学習の促進にそれを利用するように助言することにある。

## Strengthening English Teaching at East-Asian Universities Through New Reading Strategies

by Ching-ning Chien

大学レベルの英語クラスで実践されている教授ストラテジーの多くは、中等教育レベルのそれを越えるものではない。本稿では、台湾その他のアジア地域の英語教師が、学生の読解力の養成を効率的に行い、相互交渉的な言語技能を高めようとする際に役立つやり方の理論基盤とストラテジーが説かれる。効果が実証されているいくつかの教授法と教材も紹介される。

## The Pitfalls of Cultural Relativism

by Bruce Davidson

異文化間コミュニケーションの専門家が行う多くの助言の基盤となっている考え方は文化相対主義で、これは、現実や真理というもの、それぞれの社会を形作る個々の文化固有の文脈に依存する、という考え方である。しかし、この考えに依拠する言語教師は、多くの問題に直面せざるを得ない。まず、この考えは論理一貫性がなく、自己矛盾であり、その正統性を示す有力な証拠もない。次に、この考えに立つと、文化差のある者同士のコミュニケーションをより困難にする。さらに、文化の独自性を強調するために、文化を超えた普遍的な倫理基準を認めず、倫理的混乱を招く。以上の理由から、言語教師は自分の教え方を文化相対主義で評価すべきでない、と指摘される。

以上4点と和文要旨作成協力：森川博己、森川キャロリン

## An Alternative Approach to Developing a Curriculum for Comparative Cultural Studies

by Junko Aoki and Katsuhito Aoki

This paper discusses the fact that in many comparative cultural studies courses in English literature departments, students are required only to read essays in English on cultural differences between Japan and English-speaking countries. This is not enough to teach cross-cultural understanding. The authors describe an alternative course which aims to develop in students 1) an understanding of culture and its constituents; 2) an attitude to accept different cultures; and 3) an ability to clearly state their own opinions. Four key assumptions are made about learning cross-cultural understanding: 1) Contact between cultures produces an “interculture” that is different from the contacting ones; 2) Students should receive theoretical knowledge of

ABSTRACTS, cont'd on p. 41.



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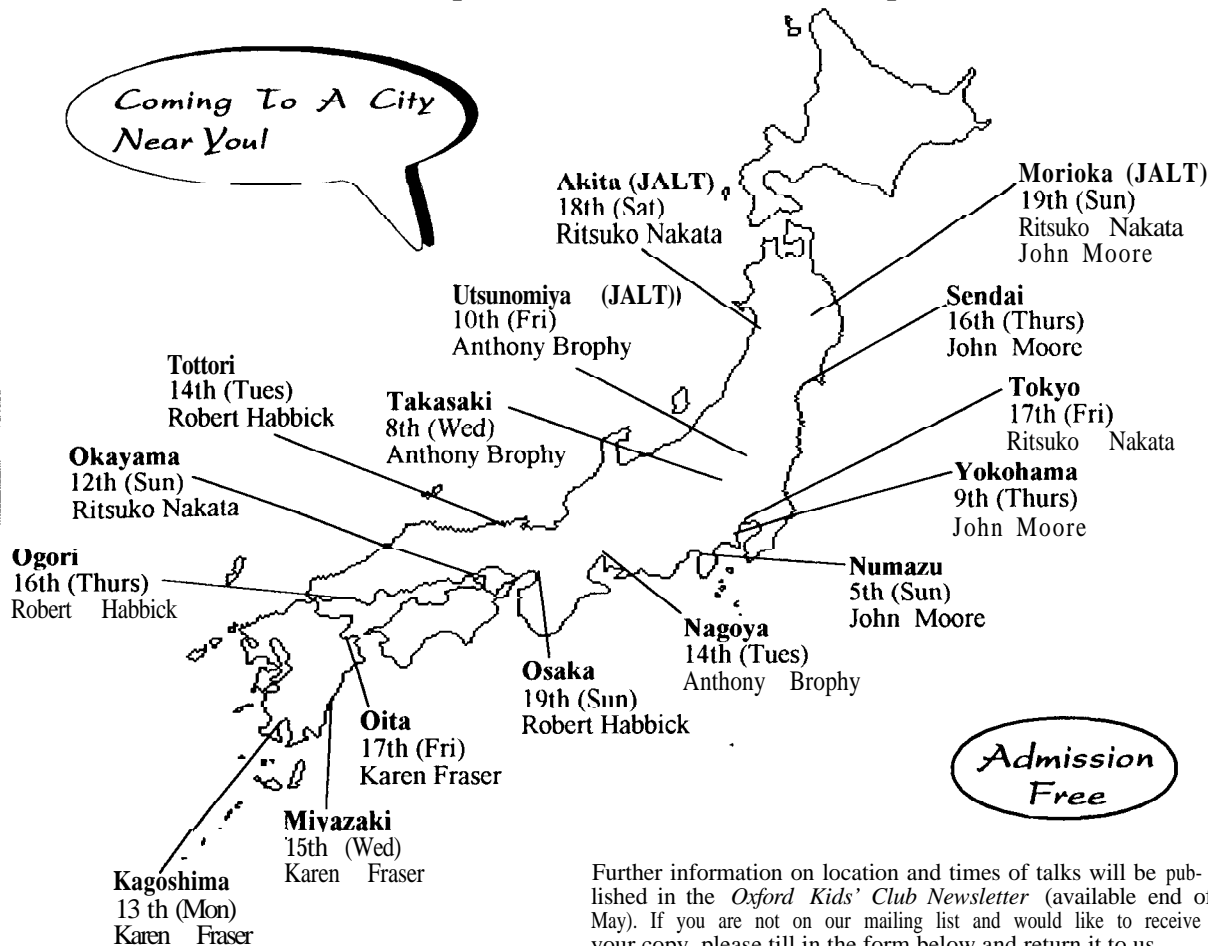
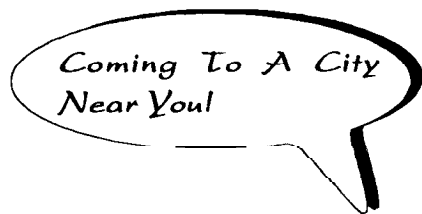
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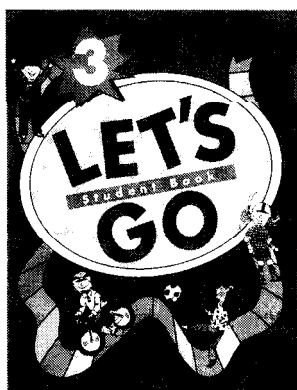
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**Basic Grammar in Use: Reference and Practice for Students of English.** Raymond Murphy. Cambridge: Cambridge University Press, 1993. Pp. 226.

*Basic Grammar in Use* is the American English version of Murphy's 1990 British English *Essential Grammar in Use*. It's labeled as "...a basic grammar book for beginning to low-intermediate level students of English" (p. vii). That's accurate enough. The text covers the basics of English grammar and the more common idiosyncratic constructions of American English quite well. Its focus is limited to written grammar; the text is not readily usable for conversation or composition. And while elliptical answers and written contractions are included, fast or casual speech contractions such as 'wanna' or 'gonna' aren't mentioned.

The textbook contains 106 lessons, grouped by topic. As the introductory notes state, the order of the lessons is not arranged by difficulty; lesson order needs to be chosen according to student need. Six useful but not comprehensive appendices cover irregular verbs (both listed alphabetically and by sound change), contractions, spelling conventions, phrasal verbs, and phrasal verbs with objects. The index is fairly complete and user-friendly, containing entries for both subjects and lexical items.

Each lesson has two facing pages, with explanations on the left and exercises on the right. Lessons are conveniently cross-referenced by subject at the bottom of the lesson. Each provides fairly comprehensive coverage of a particular grammar point, with example sentences or question-answer combinations given for most situations. Each exercise is also accompanied by one or two example sentences. The material is presented with concise, clear explanations. In addition, it does not refer to current events, so the text should age well. Tough grammar points are separated into several lessons—there are nine covering the articles, another eleven covering determiners and pronouns.

Most lessons dealing with the tenses have useful graphic representations of times and actions using arrows and blocks—simple but effective. Other arrows and diagrams are included to show motion toward a goal, etc., and paradigms of verbs and phrasal patterns are laid out in easy-to-understand tables. Although the text is all black and white, useful and enjoyable illustrations accompany almost every lesson, with a good balance of text, tables, and illustrations. The only complaint I'd have about the layout is the lack of color.

Overall, the text and answer key have been fairly well edited, but there are still some mistakes. A check of the first 30 lessons turned up one typo in the text, one table missing the answer to a question, and one answer utilizing a different verb than the question. A more probable source of confusion is the answer key because of its inconsistent use of contractions, inconsistent repetition of the question prompts, and the use of the '/' notation for options (e.g., "He's going to have/drink a cup of coffee/tea" (p. 5). Lower-level students may have trouble with these. The introduction states that the text can be used as either a self-study course or in the classroom. It could be used effectively as a course outline if the teacher constructed activities around the grammar points of one or two lessons, but more suitable texts for classrooms certainly abound. However, because of its clear layout, good explanations, and ample exercises, I would recommend it as a self-study supplement for the motivated student.

Reviewed by Kevin Varden  
JALT Ibaraki Chapter

### Reference

Murphy, R. (1990). *Essential grammar in use*. Cambridge: Cambridge University Press.

**Grammar Dimensions, Book Two: Form, Meaning and Use.** Heidi Rigggenbach and Virginia Samuda. Boston: Heinle & Heinle, 1993. Pp. 323.

Widely respected grammarians Diane Larson-Freeman and Marianne Celce-Murcia are well-known for their "bible," *The Grammar Book* (1983), familiar to many ESL instructors trained in the U.S. This new four-volume *Grammar Dimensions* series, directed by Larson-Freeman with consulting by Celce-Murcia, responds to two often made criticisms: one of grammar texts—that they decontextualize the language and lack the communicative exercises which provide opportunities to use the structures in oral work; and one of communicative texts—that they omit exercises that explicitly focus on the structural and semantic properties of the language.

Rigggenbach and Samuda's *Book two* in the series, targeted at low intermediate learners, is organized into 30 units by grammatical structure (e.g., degree complements, past habitual, emphatic structures), though four units are grouped by function (i.e., giving opinions and advice, expressing likes and dislikes, making offers with *would...like*, requests and permission). Each unit begins with a "task" that

introduces the structure to be studied without an explicit focus on it, giving learners an opportunity to schematize and approach the structure from a use perspective. The task will also allow instructors to "diagnose" learner control of the structure before taking up the unit.

The body of the unit intersperses focus boxes and exercises. The focus boxes constitute the overt sentential-level grammar teaching, and are labeled as to whether they discuss form, meaning, or use. The exercises are contextualized in a wide variety of ways (e.g., letters and short/longer dialogs requiring gap filling, ads, lists, written situations, and illustrations that prompt full sentence responses). Color-keyed pages at the conclusion of each unit provide a range of activities that offer further communicative work with the topic structure. The series includes an instructor's manual and workbook (scheduled for publication in 1994) for each volume. Because exercises in the workbook are contrived with an eye to the TOEFL, these workbooks could be used separately from the text series in a TOEFL preparation course.

Instructors favoring communication will approve of the stimulating activities and content orientation of the text-topics and vocabulary are (1) appropriate and timely for college-age learners, (2) gender-neutral, (3) draw from learners' own input and experience. More traditional grammar instructors will find plenty of straightforward exercises to assign for homework. Some work has a North American cultural framework, assuming that students are in a program abroad; this may be occasionally awkward with classes in non-English speaking countries. Betty Azar's very popular series of grammar texts has been recently revised to have greater contextuality, but still remains rather traditionally and mechanically concentrated on *form*, with little attention to *meaning* or *use*. The *Grammar Dimensions* series will be an excellent alternative for instructors who wish to bring grammar back to the classroom, but yearn for a lively, communicative, well-rounded approach to it.

*Reviewed by Guy Modica  
Nagoya University of Commerce  
and Business Administration*

### Reference

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### Listening 3: Cambridge Skills for Fluency.

Joanne Collie and Stephen Slater. Cambridge: Cambridge University Press, 1993. Pp. 111. ¥1,530.

Having used the first and second book in this series extensively over the past few years, I was eagerly awaiting the arrival of this text. *Listening 3* is for

upper-intermediate learners and attempts to develop the learner's ability to understand natural and authentic listening materials.

This series is somewhat different from many others in that it focuses on developing the learners' fluency and confidence rather than accuracy. Thus, the teacher and learner will not find model dialogues to repeat, scripted pair work, vocabulary exercises, and so on. This text assumes that the learner already has sufficient competence in the topic area in terms of vocabulary and expression, relevant grammar and so on which had been worked on in class previously, and that the learner simply needs fluency practice.

Despite the title, the learner will not only be listening. Most exercises have speaking activities *pre-* and *post-*listening. In addition, and in keeping with current listening theory, there are many interactive and *while-listening* activities for the learners.

One of the things a teacher will first notice is that there is no teacher's book, although there are some notes to the teacher explaining the philosophy behind the text. Teachers who like the support of a teacher's book could find this rather unnerving, but for others this may be comforting, in that considerable freedom can be exercised. When one starts to use the book, one finds that the rubrics are clear and precise in their instructions to the learners, therefore the teacher does not have to resort to a teacher's book to find out how to conduct the tasks.

Each of the 20 units is divided into two thematically-linked sections and covers various topics many of which are typical of those one often finds in this kind of text, such as jobs, dreams, friends, learning languages, and crime. These units are dealt with from slightly unusual, and thus potentially more motivating, angles. Adults should have no problem with the background knowledge needed to work fluently in most of the topic areas. I have my reservations, however, about some units such as 'feet and walking' and 'teeth and dentists' which were seen by my learners as being neither useful nor interesting.

In summary, I found this text easy to use and to adapt to my class. The quality of the tapes, tasks, and the general soundness of method are excellent. My students and I enjoyed this book as much as the first two in the series and I would recommend *Listening 3* with one reservation. It is simply because it is a fluency text and *because* of the need to concentrate on all aspects of language learning, I feel it is necessary from time to time go over the tapescripts and review what has been listened to, to pull out some language and work on it to give the course a more 'rounded' feel. *Listening 3* admirably fits the bill as a fluency based listening text for upper-intermediate students.

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

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## Note

Reviews of other titles in this series; *Listening 1 & 2*, *Reading 1 & 2*, *Speaking 1 & 2*, and *Writing 1 & 2* appeared in the April 1993 issue of *The Language Teacher*

**Writing 3: Cambridge Skills for Fluency.** Andrew Littlejohn. Cambridge: Cambridge University Press, 1993. Pp. 90. ¥1,680.

Traditionally, the typical required Japanese collegiate level English writing course is dominated by activities that focus on the writing out of paradigms, grammatical exercises, dictations, translations, and imitative and free compositions. As useful as these may be, they unfortunately have the effect of greatly reducing the amount of time spent in class on activities deemed generally more interesting and useful to the students, such as listening, speaking, and reading.

Now, if you find yourself in the position of getting to teach "writing" to an intermediate to high-intermediate group of Japanese students who have been exposed to the writing practices described above, and you know that the vast majority of these students after leaving college will never be required to write in English again, save for the most direct of purposes (e.g., the occasional letter or short note), then Cambridge's *Writing 3* might be a fun textbook for you to consider using in your class.

Clad in a simple purple cover, *Writing 3* is a very manageable semester-long writing activities textbook. In this text, as with books 1 and 2 in the series, writing is used primarily as a communicative act on one hand, and writing as a support skill for listening, speaking, and reading on the other.

The layout of the book itself is very smart, where the various type faces used are easy to read; the brief teaching notes and detailed content map are convenient to use; and the twenty units are fun to complete.

As for the units themselves, several are connected in terms of topic (see, for example, units 9, 10, 11, 12, 17, 18, 19, 20), allowing students to work in groups to develop each topic further through projects and mini-simulations (e.g., designing advertisements, writing business letters, making a class newspaper). And, as is similar with other Cambridge textbooks (cf., *Communicative Grammar Practice*, *Functions of American English*, the *Interchange* series), when students work in groups doing these activities, they often have to refer to cards at the end of the book for interesting additional information during the course of their writing.

Regarding concerns for individual work, one clear aim of the text is "to encourage students to try out different ways in which to approach their own writing" (p. 81). This is done by offering a wide range of learning strategies throughout the

units to apply to the writing process. Some include making "idea maps," drawing sources of information together, drafting, and keeping a learning diary. In particular, units 1-8 get the students started in using clear writing strategies to produce creative individual works such as poems (Unit 5) and short stories (Unit 6).

All in all, if you need a text which purposely stays away from the teaching of specialized, academic writing, but will still contribute to the students' language learning in general, *Writing 3* is a good choice for the Japanese college classroom. It's a text which is self-contained, up-to-date on learner strategies, highly engaging, reasonably priced, and offers the students activities which allow them to create interesting and amusing pieces of expressive writing.

Reviewed by Michael J. Lynn  
Kwansei Gakuin University

**Intermediate Reading Practices: Building Reading and Vocabulary Skills.** Keith S. Folse. University of Michigan Press, 1993. Revised edition. Pp. 264.

The focus of this skills practice text is to provide extensive practice on reading skills for EFL/ESL students at an intermediate level. Each lesson provides twenty exercises plus extended reading fluency activities. The vocabulary and topic material is geared to an intermediate level but since the work becomes progressively difficult, this text could be adapted for use with beginning or advanced students.

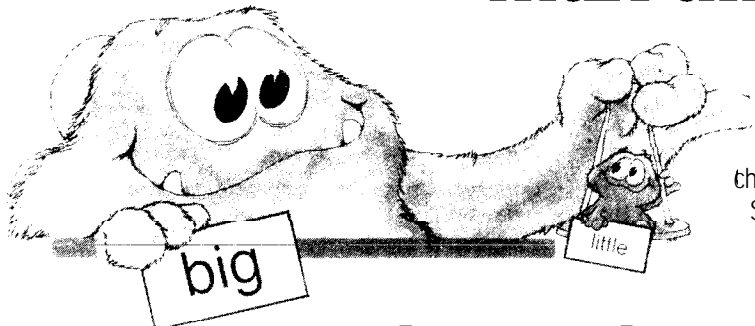
The text contains valuable material for the reading student. There is a wealth of practice on enhancing reading skills at the micro level: each unit contains five or more common affixes with their meaning and practice. In addition, there are exercises on finding contextual clues, the main idea, using the dictionary, sentence focus, and improving reading speed and fluency.

While the author has provided practice on dictionary usage in each unit, there is an overall emphasis in the book to enhance reading as a process. Therefore, the skills building motivates students to rely on their knowledge of the functions of the language rather than a dictionary. This is an important lesson for Japanese students who tend to use dictionaries for usage as well as meaning and who rely on them to reinforce their grammar translation background.

I think this is a useful text for reading instructors and students. The topics are relevant both for university students and adults. My only concern is that the author recommends this book to be used at a minimum of one hour a day for an

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eight-to-ten-week intensive program. I think most teachers of intermediate students would be hard pressed to complete one lesson in an hour. Overall, though, this text certainly has merits which could be used in strengthening and streamlining EFL students' reading skills.

Reviewed by Patricia Rinere  
SONY Enterprise/Atsugi

### Recently Received

The following items are available for review by JALT members. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final-notice items will be discarded after May 31. Contact: Publishers' Review Copies Liaison (address p. 2). Reviewers must test textbooks in the classroom. Publishers should send all materials for review--both for students (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 1*. Englewood Cliffs, N.J.: Prentice Hall Regents.  
 \*Bartel, J. (1994). *The metropolitan daily news: Understanding American newspapers*. Englewood Cliffs, N.J.: Prentice Hall Regents.  
 \*Molinsky S. & Bliss, B. (1994). *Word by word picture dictionary* (not aimed at children). Englewood Cliffs, N.J.: Prentice Hall Regents.  
 \*Oxford dictionary of business English for learners of English (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.

CHUES, cont'd from p. 27.

guage skills in the English classroom. It must be said strongly to both teachers and students, "No Pain, No Gain!" Students and teachers, alike, must work hard to improve English language skills. They must both be challenged to throw off their old language learning and teaching habits and embrace new ones. But teachers must be cautioned. Any good activity when overused will lose its charm and effectiveness. The use of varied teaching activities provide the stimulus for effective language learning and interest. It is hoped that the suggestions presented will stimulate and promote more sharing of effective English teaching methods among English teachers.

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**Acknowledgement:** The author is grateful to Mrs. Mary Kaye Jordan of Ohio University for her advice.

ABSTRACTS, cont'd from p. 33.

sociolinguistics and communication to support their future decision-making; 3) The course should start with general issues in culture, perception, language, verbal and non-verbal communication, as well as discussion about strategies for successful cross-cultural communication; and 4) Students are encouraged to actively participate in the course through written assignments and oral reports. 'The paper gives examples of activities, and provides an evaluation based on essays written by students before and after the course.

## The Language Teacher 原稿募集

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

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## Exploiting the Student Summer Vacation

by Michael Furmanovsky

### Introduction

Beginning of the school year introduction activities designed to break the ice, foster group feeling, and generally make students feel comfortable are widely used by teachers of all disciplines. The special value of such activities in the Japanese classroom have been noted by Thomas Anderson (1992) in an earlier "My Share" piece. Such activities, if well thought out, can create a sense of excitement and anticipation on the first day of a new academic year. The suggestions below are designed to use the individual and group experiences of students during their summer vacation as a vehicle for reinvigorating the class and restoring some of this group consciousness and energy after the long break.

### Pre-vacation Preparation

Most students regard writing a postcard as an enjoyable, non-academic exercise. Yet it has the virtue of acting as a mini repository of the individual students' summer memories in English and thus a potential catalyst for all kinds of post holiday conversational activities. In order to maximize this potential, however, certain postcard writing guidelines can be given to students on the final day of the first semester. In my class, students prepare to talk about their summer vacation plans in rotating pairs, a week or two before the end of the first semester. They are then given their summer homework, namely to write a card to me, if possible while on a trip. Students are asked to follow a particular format, which in addition to the date and greeting includes brief information detailing where they are at the time of writing the card, what they have done on that day, and in the previous week or two, and what they plan to do next. Additional comments, space permitting, can range from routine information about weather conditions and minor problems or mishaps, to short observations and comments about other cultures and reactions to new sights and experiences. The postcard should end with a polite enquiry about the teacher and a clearly written signature, together with the student's university number and class period. About thirty or forty minutes of class time is also allocated to practice writing based on a teacher model and the students' own previous vacation experiences.

### Post-vacation activities

While not all students remember to write, most seem enthusiastic about the idea and the compliance rate

has ranged from 70-90%. An effort should be made to sort out or categorize the cards as they arrive. This can be something of a chore, but the tiresome aspects are easily compensated by the pleasure of regular postcards, often full of interesting stories and comments. Some possible activities using the cards on the first day back in class are listed below in order of length of preparation time:

(a) Make copies of the written side of the cards from one class on A4 paper, (Four cards fit on one sheet of paper). Give the students a list of information to find out about their partner's vacation and then distribute the cards at random. S's must read the card and write down "Wh" or other questions designed to elicit this and additional information. S's leave the cards on their desk, walk around the room until they find the author of their card and then ask them their prepared questions. After five minutes they return to their desks and write the answers. A few minutes later the S's who answered questions find their counterparts and repeat the task.

(b) Make copies of the cards as in (a) and white out or erase the name of the student on the actual card. The cards are again distributed randomly. After making notes about the content of the card, as well as physical identifiers such as the picture, date and postal stamp, S's walk around the room asking other S's "Yes/No" questions designed to identify the author of-the card. Once they have found this person they can ask the questions in (a).

(c) Select four interesting cards (A, B, C, D) and copy them onto a one sheet of A4 paper. Do not erase the name of the writer of the card, but instead white out some key information or details from each card. These might be names of people or places, dates, souvenirs, etc. This paper is then given to teams made up of four students (A, B, C, D). The four students (A, B, C, D) whose cards were copied sit in chairs in the groups. "Yes/No," "True/False" or other questions may be used with the goal being to complete the missing information. After every member of each group has asked a question to their panel counterpart, the group with the most correct answers wins.

(d) Make copies of the cards as in (a) and post them up around the room prior to class. Write a list of ten pre-prepared "Find out who" questions on the

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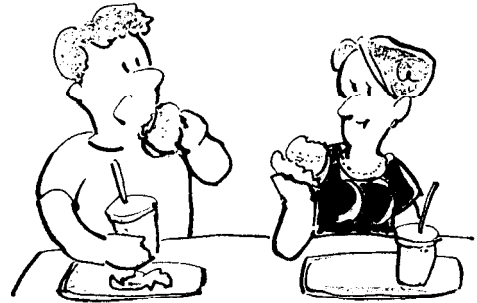
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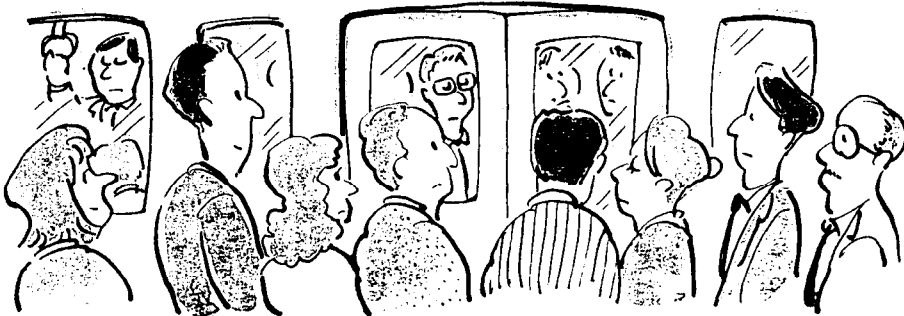
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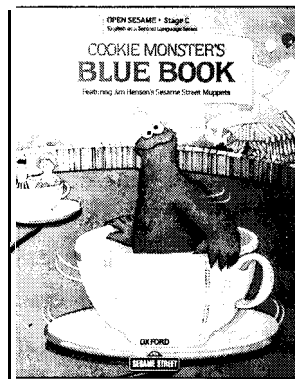
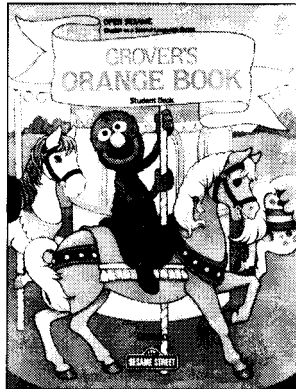
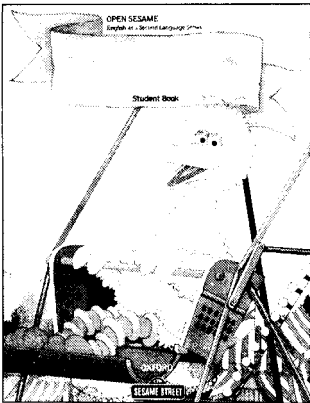
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board. For example "Find out who sent a card from Nagasaki; went to the same place as Mr. Kobayashi; stayed with a host family in America; used a 39c stamp" etc. Put students into random pairs, A and B. Student A has 3 minutes to walk (or run) around the room looking at the cards in order to find the answer to questions 1-5. Student B then has the same time for questions 6-10. Since Student A may have seen some of the answers to these questions, he or she may shout instructions (such as "At the top on the right" etc.) in English to their partner. At the end of the allotted time, students are given one point for each correct answer.

(e) Ask two or three students who went on a trip together to go out of the room for 15 minutes and be prepared to come back to the room separately to answer questions about what they and their trip

partner(s) did on the vacation. The rest of the class, divided into pairs are given copies of these students' two or three postcards and using them as a basis must ask questions about details of their trip; e.g., "Did Miss Hayashi get wet on Splash Mountain?" "Who went to bed the earliest or latest?" "Who ate the most manju?" "Who bought chocolate as a souvenir?" etc. If both (or all three) students give the same answer, the answering group get one point. If the answers are clearly different the class gets one point.

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Michael Furmanovsky teaches English and British and American Studies at Kobe University.

**Musical Chairs: A First Day Activity**

By Kelly Fowler

The first day of a new class can be awkward for both teachers and students, especially if the students are particularly shy, or have not been exposed to English for a long time. The following activity allows students a chance to interact with a number of classmates, which not only gives lots of practice with introductory phrases, but also helps establish a relaxed learning atmosphere. Designed for young adults and adults, it can be used with any level from false beginners up. 10 to 20 students is the ideal class size for this activity.

**Preparation**

You will need a list of one or two-word cues which can be used to elicit introductory questions and answers from students. You will also need a classroom where desks and chairs can be moved.

**Procedure**

Begin by eliciting a series of introductory questions and answers from students through cue words. For example, your first cue word might be *name*. Write *name* on the board and call out for someone to give you a question using this word (*What is your name?*). Similarly, call out for someone to give you the response (*My name is \_\_\_*). Try to avoid calling on specific students. Continue in this manner until you have a dozen or so questions and answers on the board. With low level students, you might encourage them to copy these down. With more advanced students, you might just wish to leave them on the board for

**Example Introductory Questions  
Lower-Intermediate**

Cue Word(s)	Question	Answer
name	What's your name?	My name is ___
from	Where are you from?	I'm from _____
live now	Where do you live now?	I live in _____
job	What's your job?	I'm a _____
hobby	What's your hobby?	My hobby is ___
sports	What sports do you like?	I like _____
favorite food	What's your favorite food?	My favorite food is _____
foreign country	Have you ever been to a foreign country?	Yes, I've been to _____. No, I've never been to a foreign country.
married	Are you married?	Yes, I am. No, I'm not.
children	Do you have any children?	Yes, I have _____. No, I don't.
why English	Why are you studying English?	I'm studying English because _____

reference. Explain that students will now be introducing themselves to each other. Tell them that the phrases on the board are merely suggestions; they can certainly discuss other topics if they wish.

Tell the students that, in a moment, everyone is going to stand up, push the tables or desks to the walls, and form two lines with the chairs. There should be an equal number of chairs in both lines, and the chairs should be facing each other. You might want to draw a diagram on the board. Once the chairs have been arranged, tell the students to sit down anywhere. If there is an odd number of students, have one person sit to the side without a partner. Tell him that he will be involved shortly.

Explain to the students that they have five minutes to share as much information as they can with their partner. Check the time and tell them to begin. Circulate around the room, but do not interfere or join in any conversations unless requested to do so by the students. Try to make sure that each student is both asking and answering questions. Do not allow students to take notes; insist that this is just a time to talk and get to know each other.

At the end of five minutes, tell the students to stop talking. Ask the back row to stand, move one chair to the right, and sit down again. The person on the far right should walk around to the first chair on the left. Explain that, again, they have five minutes to share as much information as they can with their new partner. Continue this cycle five or six times, or until you sense interest is lagging.

Next, move all the chairs into one large circle, or in some formation where all the students can see each other. Begin with the student closest to you. Encourage students to call out anything they can remember about this person, starting with his/her name. Continue around the room, spending about one or two minutes on each student.

Finish up by having the students ask you questions. Since they have already had lots of practice, chances are they will be more willing to speak out now.

*Kelly Fowler holds an M. A. in Linguistics from Michigan State University. She is currently teaching at the Japan Intercultural Academy of Municipalities in Otsu City, Shiga prefecture.*

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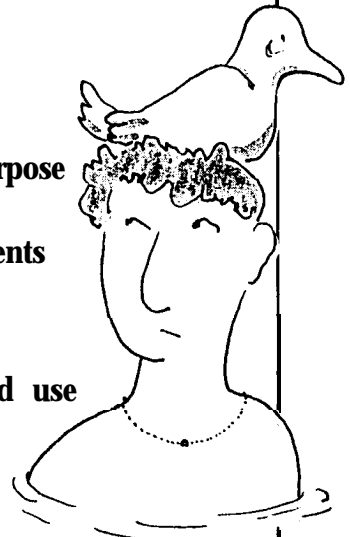
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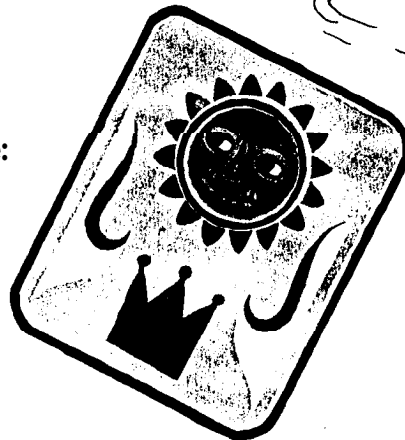


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## JALT 94 Conference in Matsuyama

For over 1100 years people have been traveling to **Shikoku** for the 88-temple pilgrimage, "O-Shikokusan." Dressed in pilgrims' attire they have followed the 1300 kilometer trail around the island in search of physical and spiritual renewal. This fall **JALT** members will come to Shikoku. As language educators trying to get back to the heart of what is important in language teaching, they will gather in **Matsuyama City** for "JALT 94: Back to Basics." This is **JALT's 20th Annual International Conference**, held **October 7-10** at Matsuyama University, Matsuyama Kita High School and Ehime Kenmin Bunka Kaikan.

Matsuyama, a castle town on the northwest coast of Shikoku, has a long history of receiving pilgrims from around Japan. Perhaps the most famous "pilgrim" drawn to Matsuyama was author **Natsume Soseki**. In 1895, dispirited about his future, he took a position as an English teacher at a Matsuyama middle school. In the next year he gained the inspiration for his novel *Botchan*. He also renewed his friendship with **Masaoka Shiki**, the Matsuyama poet credited with reviving the art of *haiku*. Monuments to these two great writers can be found all over Matsuyama.

Pilgrims and writers have come and gone, but one thing in Matsuyama has remained for the last four centuries—**Matsuyama Castle**, standing high on a hill at city center, a fine example of 17th century architecture. Reconstructed with traditional materials and methods, it is a **fitting symbol** of the theme "Back to Basics."

### Getting There

As the capital of Ehime Prefecture and the largest city on Shikoku, Matsuyama is a major transportation hub, with connections to many cities in Japan. Tokyo is only 80 minutes away by plane; Osaka, 50 minutes. JALT members living in Kyushu and western Honshu will want to take advantage of the inexpensive ferries that sail from ports around the Seto Inland Sea. Express trains also run across the Seto Ohashi Bridge from Okayama in two hours and 45 minutes. JALT members will be happy to know that this year discounts will be given if 15 or more conference-bound people are on the same flight, JR ferry or JR train. Contrary to popular belief, Matsuyama is not the hinterland of Japan.

For details on registration, travel and hotel accommodations, see the special Conference Supplement that will accompany the July issue of *The Language Teacher*.

Jim Mayer

## JALT94国際大会

JALT94国際大会は「基本に戻って—Back to Basics」をテーマに、10月7日から10日までの4日間、愛媛県松山市で開催されます。

松山は四国の西北部に位置し、北に穏やかな瀬戸内海の島々、南に西日本最高峰石鎚山系の雄大な山並みを望む美しい自然と風土に恵まれたところです。四国霊場88カ所のうち8ヶ寺があり、第51番札所の石手寺は石手のお大師さんの名で親しまれています。街角のいたる所には「近代俳句の父」正岡子規にまつわる句碑や、彼の親友夏目漱石の名作『坊ちゃん』ゆかりのモニュメントがみられ、市の東方には日本最古の道後温泉があります。

大会前ワークショップ(分科会)とbanquet(親睦会)が開かれる県民文化会館は最新式の音響設備や照明設備を備え、国際会議、シンポジウム、コンサートなど各種コンベンションに利用できる画期的な施設として1986年に開館しました。主会場である松山大学は松山城の山麓にあり、市の中央に位置しながら学問研究の場にふさわしい閑静なたたずまいを呈しています。(この他に松山北高校も会場として使われます)これらの施設は、タクシー利用の場合、JR松山駅から約10分、松山空港から約25分、松山観光港から約30分とアクセスにも恵まれています。

松山は陸・海・空の交通の便に恵まれており、飛行機で東京から80分(毎日9便)、大阪からは50分(毎日7便)です。九州や中国地方などからはフェリーの便もあります。列車の場合は、岡山から瀬戸大橋を経由する特急で2時間45分です。今回は、日本旅行の協力により、JALT大会参加者が15名以上、同一の飛行機、JRのフェリーまたは列車に乗る場合、割引が受けられることになりました。

参加申し込み、切符の手配、宿泊の予約についての詳細は、*The Language Teacher* 7月号別冊をごらんください。

## Vietnam Study Tour

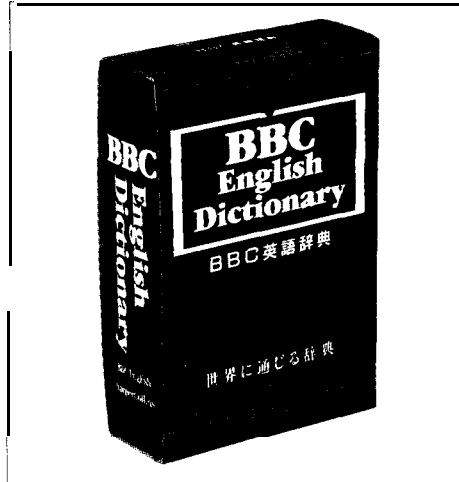
A presentation given by professors Tran Van Phuoc and Le Thi Huynh Trang of the Hue Teachers Training College in Central Vietnam at the JALT 93 Annual Conference was well-attended. The participants were fascinated by their subject, "Language Teaching in Vietnam." After a brief description of the history and objectives of language teaching in Vietnam, the presenters explained the current status of foreign languages and the obstacles facing language teachers.

The possibility of a **Study Tour** is presently being explored. Provisional planning would allow approximately 18 college and university educators to make a tour visiting Saigon, Dalat, Phan Rang, Nha Trang, Qui Nhon Hoi An, Da Nang, Hue and Hanoi, and

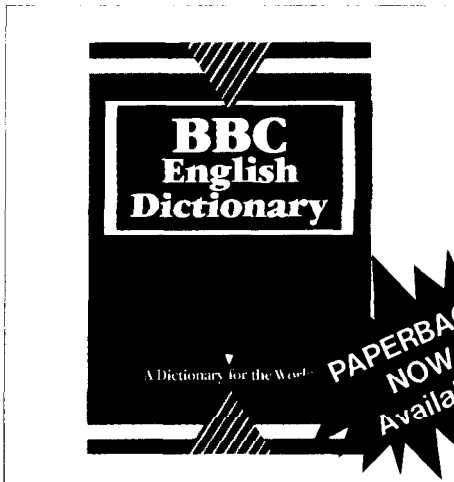
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visit local schools and meet with Vietnamese teachers. Most visitors to Vietnam are overwhelmed by the sublime beauty of the country's natural setting. The entire coastal strip is a patchwork of brilliant green rice paddies and countless kilometers of unspoiled beaches and stunning lagoons.

JALT members have been donating English books to the Hue Teachers Training College for some time, and the teacher trainers there are thankful to us because of the tremendous shortage of resources. The visit is scheduled for the winter of 1994/95, and interested people should write or fax: Professor Stanley Davies, Miyazaki Municipal University, 1-1-2 Funatsuka, Miyazaki-shi 880; fax: (0985)-20-2986. Please indicate your interest and how you could assist with this project.

### ***JALT Journal News***

Charles Wordell and Malcolm Benson, co-editors of the *JALT Journal*, and Kyoko Nozaki, the Japanese language editor, have resigned. Wordell had been

co-editor for seven years, and a member of the editorial board for two years before that. Under Wordell's editorship, the appearance and content of the *JALT Journal* improved, and, through his long term of service, he gave the Journal a period of stability. Benson had been co-editor for four years. During his editorship, he strived to increase the level of scholarship of the offerings in the *Journal*, and worked towards increasing the international visibility of the publication. Nozaki had been Japanese language editor for seven years. The Publications Board Chair wishes to sincerely thank them all for their long service and dedication to JALT publications.

Due to unforeseen circumstances, publication of the May issue of the *JALT Journal* will be delayed. The issue will come out in June, one month later than expected. The Publications Board Chair regrets any inconvenience this delay may cause. Publication of the November issue is not affected. Please direct inquiries to: Greta J. Gorsuch, JALT Publications Board Chair, #601 Korutaju, 1452 Oazasuna, Omiya, Saitama, 330, phone/fax 048-688-2446.

## **Editor for the JALT Journal**

The Publications Board invites applications for the position of Editor of the *JALT Journal*. The Editor will work with another Co-Editor to produce biannual issues of the Journal. A commitment of four to five years will be required. The qualifications are:

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

To apply, send a curriculum vitae, including a list of publications, and a two to three page statement describing your vision for the *JALT Journal* to: JALT Journal Search Committee, c/o Greta J. Gorsuch, JALT Publications Board Chair, #601 Korutaju, 1452 Oazasuna, Omiya, Saitama, 330. Faxed applications will not be accepted. Applications must be postmarked no later than June 6, 1994.

## Japanese Language Editor for the JALT Journal

The Publications Board invites applications for the position of Japanese language Editor of the *JALT Journal*. The Japanese language Editor will work with the two Co-Editors of the *JALT Journal* to produce biannual issues of the Journal. In addition, the Publications Board Chair foresees that Japanese language offerings in JSL and JFL will be included in the *JALT Journal*. The new Japanese language Editor will be responsible for setting the direction of this movement, including reviewing and developing manuscripts in Japanese. A commitment of four to five years will be required. The qualifications

1. Previous editorial experience.
2. An innovative vision for purpose and scope of the Japanese language offerings in the *Journal*.
3. A sound background in issues relating to language education, particularly in JSL/JFL.
4. A master's degree in language education or a related discipline.
5. Seven or more years of experience teaching language, at least four of which have been in Japan, and a current resident of Japan.
6. A member in good standing of JALT.

To apply, send a curriculum vitae, including a list of publications, and a two page bilingual (English and Japanese) statement describing your vision for Japanese language offerings in the *JALT Journal* to: JALT Journal Search Committee, c/o Greta J. Gorsuch, JALT Publications Board Chair, #601 Korutaju, 1452 Oazasuna, Omiya, Saitama, 330. Faxed applications will not be accepted. Applications must be postmarked no later than June 6, 1994.

## JALT Journal 日本語編集者 募集

出版委員会は、*JALT Journal* 日本語編集者を募集します。日本語編集者の仕事は、二人の編集者と協力して、年2回発行の*JALT Journal*を発行することです。また、出版委員会では、*JALT Journal*に日本語教育関係の日本語の論文を掲載することを検討しており、新しい日本語編集者は、そのための下準備や、査読、書き直しのプロセスにもかかわることになります。任期は4年から5年です。応募資格は以下の通りです。

1. 編集の経験者であること
2. *JALT Journal*の日本語論文の目的や範囲について、斬新な考えを持っていること
3. 言語教育、特に日本語教育に関して、専門的知識を持っていること
4. 言語教育、またはその関連分野の修士号を持っていること
5. 7年以上の言語教育経験をもち、そのうち少なくとも4年は日本国内で教えていること。日本国内に居住していること
6. JALT 会員であること

応募者は、履歴書、業績リスト、*JALT Journal*の日本語論文についての考えを英語と日本語で書いたもの(長さは、英語と日本語の合計がワープロでA4の用紙2ページ分程度)を以下にお送りください。ファックスでの応募は受けつけられません。1994年6月6日の消印まで有効です。

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Greta Gorsuch 気付  
JALT Journal Search Committee



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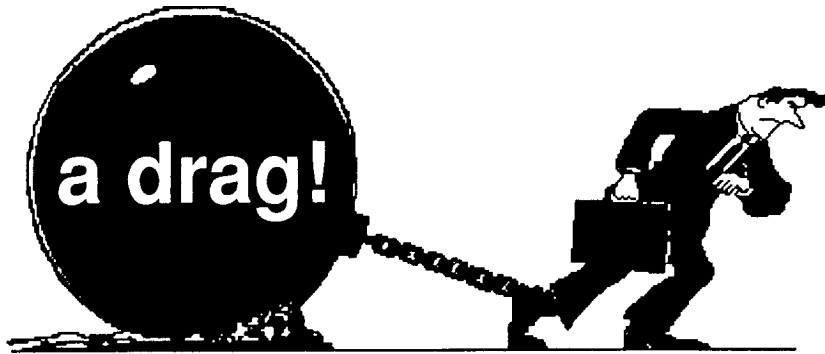
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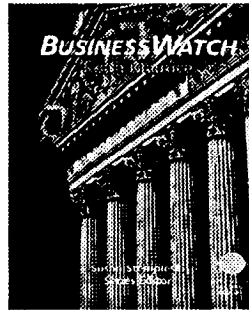
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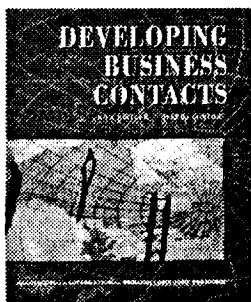
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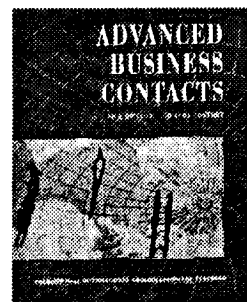
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edited by lyneve rappell

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

### "My Share" Live!

#### Teaching Materials SWAP-Meet at JALT 94 - Matsuyama

To receive an "Admission Ticket," present 50 copies of your favorite self-created (non-commercial) classroom lesson to the MW N-SIG staffer in the N-SIG Hospitality Room on Saturday or Sunday. All received materials will be displayed for open browsing during the assigned time on Monday. "Ticketed" participants may take copies of the materials on display. "Non-ticketed" participants may request copies from the Conference copy service.

### Making Connections

The Association of Canadian Teachers of Japan is hosting a mini-conference, "Making Connections Between Canada and Japan in Education and Culture."

**Date:** Sunday, May 29, 1994. **Place:** Aoyama Gakuin University, Shibuya Campus (on Aoyama Dori). **Fee:** ¥3000. This mini-conference will be of interest to all educators as well as the many Canadians living in Japan. Various speakers will discuss such topics as the impact of Canadian educators, and of Canadian arts in Japan. In addition, several Canadian experts will be outlining the present state of political and economic affairs in Canada subsequent to the new federal budget in April. There will be lunchtime and evening events as well. **For more information** please contact: Eric Johnson, vice-president, tel: (0480)-32-4065.

## Discussion & Banquet Hosted by JALT-Kobe Chapter With JALT's National Officers & Excom Members

The Kobe Chapter of JALT invites any JALT member to join the ExCom meeting banquet and the discussion which will follow, together with the national officers and chapter reps. Please come. Your opinions will further stimulate JALT activities and you will have an enjoyable summer evening as well.

#### Discussion Topics:

- 1) JALT publications should become a leader in TESOL,
- 2) ExCom meetings are too large and should be reduced. Chapters and N-SIGs will form teams and provide regional representatives.
- 3) JALT should more closely enter Japanese society and include more Japanese at all levels in JALT.
- 4) JALT-N-SIGs should be treated as equals to chapters.

\* The above-mentioned topics were discussed at The National Officers Meeting in Utsunomiya (and may continue to be discussed in Kobe). Any new topic is also welcome.

Date & Time: June 10, Saturday 7:00-10:00 p.m.

Place: AJIMER (Indian Restaurant)

4-0-4 Kumochi-cho Chuo-ku Kobe 651

Tel: 078-231-8092 Fax: 078-231-8087

\*4 minutes' walk southward along the Ikuta river from Shin-Kobe station,

'2 minutes' walk eastward across the bridge from Subway Shin-Kobe (one station from JR/Hankyu/Hanshin Sannomiya),

"Vey close to the Ikuta river.

Banquet Fee: ¥4,000 (including tax and one drink)

Please contact: Yuzo Kimura (Tel/Fax: 078-736-5680) for reservation and further information.

Application Deadline: June 10, 1994

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.

## Research Interests of College English teachers

The College and University Educators N-SIG (**CUE**) has achieved another goal in its Statement of Purpose, **thanks to a volunteer**, not even an officer at the time. Tim Knowles of Sophia University utilized FileMaker Pro II, a program also used by the JALT Central Office, to compile the **CUE Data Base** recently sent to all members of the N-SIG.

53 CUE members had filled out a questionnaire, and the Data Base gave a capsule profile of each informant along with contact information. Those who join CUE from now on might request the Data Base or questionnaire from a CUE representative with a view to the promised-update.

One category of the Data Base is of particular interest as we examine what **12 research areas are of** interest in Japan, and what topics each N-SIG is investigating. 45 of the 53 CUE Data Base informants were native English-speaking teachers who indicated one or more of their Research Interests. The results are briefly summarized below as either falling within the scope of **existing N-SIGs** or stated by more than one respondent.

Of the total (N=45), seven respondents cited **CALL** N-SIG interests, including multimedia and computers. Another seven indicated topics of the **CUE N-SIG**, including the roles of Japanese and non-Japanese scholars or the possibilities for collaboration among them. Five specified **Bilingualism**, while four each shared interests of the **Teacher Education and Learner Development** N-SIGs. Video would also be four if multimedia is included. Two each indicated interests of the Global Issues and Materials Writers N-SIGs.

The above data indicates for one thing that these JALT members might benefit from **joining other N-SIGs** as well as CUE.

Among the research areas not represented by JALT N-SIGs, it was **ironic** that 6 indicated aspects of the now-disbanded ACEE forming N-SIG, namely study abroad programs, content-based classes, academic reading and writing. For **lack of active volunteers**, or perhaps information such as this to network, collaborative research in these areas has been set back. Generally speaking, though the ten established N-SIGs are thriving, it is impossible to maintain national interest networks without membership renewals and volunteers **willing to serve as** officers. JALT is a participatory organization, so please support your local chapter while cultivating your L2 interests through the N-SIGs.

Other research interests were intercultural communication and its ethics (N=7), literature, poetry or certain novelists (7), teaching writing (5), Discourse

Analysis and Pragmatics (4) Testing and Assessment (4), Curriculum Development (3), with two each mentioning methodology, critical theory and psycholinguistics.

## The N-SIGs as Interest Networks

We cannot extrapolate from the above sample, but thanks to the CUE Data Base we now know more than before about these N-SIG members. **Research interests** represent strong reasons to have N-SIGs, but we can also discover new interests by joining N-SIGs to learn about their work. Besides academic and professional interests, we have personal interests that the N-SIGs also serve as support groups. The Bilingualism N-SIG, for example, shows how theory and collaborative research turn into practical counsel for parents **raising children** bilingually in Japan.

JALT's "National Special Interest Groups" are growing more international, and perhaps a more succinct name needing fewer caveats would be better. IATEFL's "Special Interest Groups" and TESOL's "Interest Sections" have both maintained the term "Interest," perhaps because of its rich meanings alluded to in the previous paragraph. With the Constitutional changes this year, then, how about changing JALT's to something like **"Interest Networks"**? It sounds more expansive and borderless than "Groups," while "Interest" would tend to clarify that "Network" is meant in a general sense. Rather than spell it out as a suffix for people unfamiliar with "N-SIG," it would be shorter to say, for example, the "Teacher Education Interest Network." Why be outsiders when we can be "IN" groups?

## Environmental Awareness and the GILE N-SIG

Two of the CUE members mentioned this as a research interest **per se**, but the environment is of broad interest to JALT members, judging from the Global Issues N-SIG with over 200 members. GILE Chair **Kip Cates and Atsuko Ushimaru-bilingually** inform us of the following aspects of their work.

One thrust of this N-SIG is to promote environmentally friendly language education by **raising awareness** of our environmental impact as teachers and institutions. GILE N-SIG-sponsored talks, panels and workshops at JALT conferences, for example H. Douglas Brown at JALT 91, have addressed this theme with practical suggestions.

The N-SIG's commitment is also shown by links with organizations such as Friends of the Earth and WWF. Global Issues display tables offer **teaching resources** at conferences and regional JALT events.

The quarterly GILE newsletter has a global readership, and features classroom lessons or even syllabuses designed by teachers worldwide. Regular columns include "Global Education News from Language Teaching Organizations," "Articles on Global Education Themes from Language Teaching Journals" (abstracted), "Book Reviews," "Global Education Textbooks and Materials," and "Who's Doing What?" GILE members contribute opinions and environment-friendly tips for language teachers. Summaries of global issues-related Chapter or national presentations and actions abroad always provide contact information for further networking by JALT members.

#### グローバル問題を取り上げる教師の考えるべきこと

語学教師が授業に「グローバル問題」を取り入れようとする時、教室の内外からのさまざまな圧力に悩まされることがある。ここでは、Global Issues in Language Education Newsletterに掲載された Rudolf Reinelt の "Some Uneasy Questions about Global Issues in Language Education" (p. 14) という記事から、そうした教師の考慮すべき問題を紹介する。

1. カリキュラムが固定されている学校で（自分の立場を危うくすることなく）グローバル問題を取り上げるにはどうしたらいいか。
2. どのような教え方をしたら、生徒が興味を持ってくれるか。
3. 平常のカリキュラムから離れなければならない時、それをどのように説明すれば同僚から理解を得られるか。
4. 決められたカリキュラムとは別の内容を教えたために、生徒にまた校長や親に変な教師だと思われたら、どう対処したらいいのか。
5. グローバル問題を取り上げる教師があまりいないのはどうしてか。
6. どうすれば生徒に永続的なインパクトを与えることができるか。

問題意識の欠如や理想に走って地に足のついた実践のできていない状況を嘆く前に、Reinelt の問題提起について真剣に考え、現実的な答を見つける必要があるのではないだろうか。

#### N-SIG 入会のしかた

N-SIG に入るには、コーディネーターに直接会費を払う、支部の例会や大会で会費を払う、*The Language Teacher* とじ込みの振替用紙を使って事務局に会費を送るといった三つの方法があります。この中でもっともお勧めするのは、JALT の会費を納入する時に、一緒に N-SIG の更新もすることです。

JALT 事務局の会員データベースの都合で、現在のところ JALT の会費の有効期間と N-SIG の会費の有効期間は同じとすることになっています。つまり、JALT の会費を納入した後で、N-SIG に入ると、JALT 会費の期限が切れた時に、N-SIG 入会后 1 年たっていないと、N-SIG の会費の期限も

切れてしまうということです。

こうした問題を防ぐために、JALT 会費、N-SIG の会費とも期限の切れないうちに更新することをお勧めします。そうすれば、いつ更新しても、前の有効期間がおわった時から 1 年間の会費として計算されます。

N-SIG は、それぞれの専門とする領域に関する情報源として、また人のネットワーク作りに役立つはずで、共同研究のきっかけにもなるかもしれません。JALT の「バイリンガル化」と「バイカルチュラル化」のために、日本語話者の方による各ニューズレターへの投稿も期待しています。

Eiko Eguchi, coordinator of the JSL N-SIG research project which was reported on page 55 of the March issue of *The Language Teacher*, is no longer at the address given in that issue. She can be contacted at the following work address.

Kyoto Seika University  
137 Iwakura-Kino-machi, Sakyo-ku, Kyoto 606  
phone 075-702-5105 fax 075-722-0838

*The Language Teacher* 3月号の53ページと55ページに紹介された日本語教育N-SIGの調査プロジェクトのコーディネーター、江口英子さんは、引越しをされました。連絡は、以下の勤務先をお願いします。

〒606 京都市左京区岩倉木野町137  
京都精華大学  
phone: 075-702-5105 fax: 075-722-0838

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

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**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

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.

Fukui

## Study Abroad Programs: Turning an "Accidental Tourist" into a Successful Overseas Student

by David Roady

In January David Roady of International Student Advisors raised a number of intriguing questions about overseas travel and considered a wide range of options available to Japanese students. He stressed the importance of having a clearly worked out plan to obtain academic approval for any overseas study. He also mentioned some of the essential things any student contemplating overseas travel should weigh in advance. In addition to concrete questions about air fares and accommodations, more fundamental issues about the purpose of a study were raised. After this he noted that any student is likely to encounter a degree of cultural misunderstandings overseas. However, a good orientation program can minimize such experiences. Common cultural misunderstandings Japanese students experience involve concepts of safety, appropriate dress, expectations of one's host family and teacher, as well as dietary differences. A lively discussion then followed based on the participants' experiences organizing homestay and study abroad programs.

*Reported by Dominic Cogan*

Hiroshima

## Teaching Creative Writing to Japanese Students: A Novel Approach

by Ronald Klein

One of Ronald Klein's main points of his lecture at our February meeting was the need for his students to reach inside of themselves and find their inner-voice. To help them do this, he begins with basic trust exercises, such as having students fall into the arms of their classmates.

In order to get his students to write a 60-80 page novel by the end of the year, Klein uses different metaphors to help them move them from a "No, I can't" to a "Yes, I can" attitude.

Other types of exercises used include writing about new experiences. Towards the end of their first semester, Klein introduces to the elements of fiction and drills two important maxims: (1) show, don't tell, and (2) keep writing.

Students plan their novels and break them down into ten chapters. Each chapter is rewritten three times over the course of a week. Earlier experiences encourage the students not to give up.

Klein shared samples of his students' writing. The rich, descriptive language and insightful plots are a testament to all of the hard work put in by his students.

*Reported by Nelson Einwackter*

Hamamatsu

## Crossing Cultures

by Karen Hill Anton

In January, Karen Hill Anton, a resident of Japan for 19 years, described her experiences as an American woman living, writing, and raising a family in Japan. Using her recently published book "*Crossing Cultures*" as a starting point, she highlighted many ways Japanese culture differs from American culture and suggested that coping with cross cultural conflict often begins with self-reflection. Combining humor with candor, she offered a number of anecdotes illustrating her own "coping strategies." One point she emphasized was that the world is becoming increasingly smaller and that it is necessary to look beyond superficial linguistic or cultural differences to promote global understanding. The presenter concluded by stressing that the 21st Century would be an era of global sharing.

*Reported by Ikuyo Watase*

Hiroshima

## Exploring Connections: How Culture interacts with Teaching About Global Issues

by Arlene R. Alexandrovich

"What does the word 'culture' mean to me-in my own words?" This was the first task put to participants at the March meeting. A subsequent series of surveys and group discussions led participants to finish with detailed strategies for introducing one particular global issue to students.

Ms. Alexandrovich guided participants through an "exploration, not a sermon," in which a consensus was reached on a definition of 'culture' and 'global issues' in groups.

Groups were then asked to choose one specific global issue for further development. Issues chosen included discrimination, environmental issues, sexism, and urbanization. Next, groups listed aspects of Japanese culture which support or restrict the teaching of their chosen global issue. Finally, groups were

encouraged to develop strategies for introducing students to their global issue, utilizing the supportive aspects of Japanese culture, while reducing the influence of the restrictive aspects.

Participants left with greater understanding of culture and global issues and specific strategies for introducing students to them.

*Reported by Ralph L. Rose*

Hokkaido

## Testing Spoken English

by Peter Gray, Don Hinkelman, Russell Clark

Our January meeting focused on oral testing procedures. Peter Gray of Seishu Junior College presented and demonstrated one procedure of evaluating college English conversation classes. He recommended that students prepare for the test early in the school term and be tested later in pairs. Gray emphasized that testing can be a positive goal for students because the preparation is as important as taking the test.

Don Hinkelman of Hokkaido University of Education demonstrated several testing methods that require students to dictate speeches to partners as well as write and perform humorous dramas. The test involves peer and self-assessment. Hinkelman pointed out that test variety is important because it gives all students an opportunity to show their skills in a setting that best suits them.

Russell Clark of Heidelberg College Japan explained the John Test which was developed by Language Resources, Inc. of New York. In this test, an interviewer asks a student questions about a series of pictures. The interviewer then asks the teacher questions based on the same pictures. This test is useful for placing ESL students in appropriate classes.

*Reported by Theresa McDonald*

Hokkaido

## Learner Training

by Ken Dillon

At our February meeting Ken Dillon of Asahi Culture Center conducted a lesson on learner strategies. Dillon taught the audience nine Dutch words. He then asked the audience to reflect upon the learning strategies they had employed. Following the reflection, Dillon led a discussion on ways to learn vocabulary. The Dutch lesson part of the presentation followed Dillon's learner strategy lesson pattern: first an activity should be introduced, then reflection should be offered, then the teacher should provide input about learning choices, and finally the cycle should repeat. In the second part of Dillon's presentation, he focused on the socio-affective aspects of language learning, suggesting ways that teachers can build empathy, trust and support in their classes.

The presenter also discussed metacognitive strategies that can be used before, during and after a learning activity. Finally, he discussed cognitive strategies and listed many examples.

*Reported by Theresa McDonald*

Ibaraki

## Labor Standards for Language Teachers

by Thom Simmons

In December Thom Simmons discussed individual labor laws for foreign workers in Japan. His talk centered on establishing stability before a crisis situation develops, through examination of case studies. General laws, labor contracts, rules of employment, retirement, and dismissal were discussed. Simmons praised the labor standards of Japan, but he pointed out that many individuals lack knowledge of them. He introduced the *Foreign Workers Handbook [Gaikokujin Roudousha Handobukku]*, which details case studies of various foreign employees. Simmons concluded by emphasizing the need to become more aware of the labor laws in Japan and answering questions from the participants.

*Reported by Lawrence Wetz*

Ibaraki

## Tips and Techniques for Motivating Young EFL Learners

by John Moore

In January John Moore of Oxford University Press offered a number of practical games and ideas for elementary and junior high school classes. He demonstrated various solo, pair, cluster, and whole class activities designed to motivate learners. The most notable examples included "Grammarchants" which focused on irregular verbs and "Pelmanism" which was designed for vocabulary development. All the activities Moore introduced targeted specific grammatical or linguistic structures. The presenter concluded by explaining a list of ten tips for motivating classes.

*Reported by Lawrence Wetz*

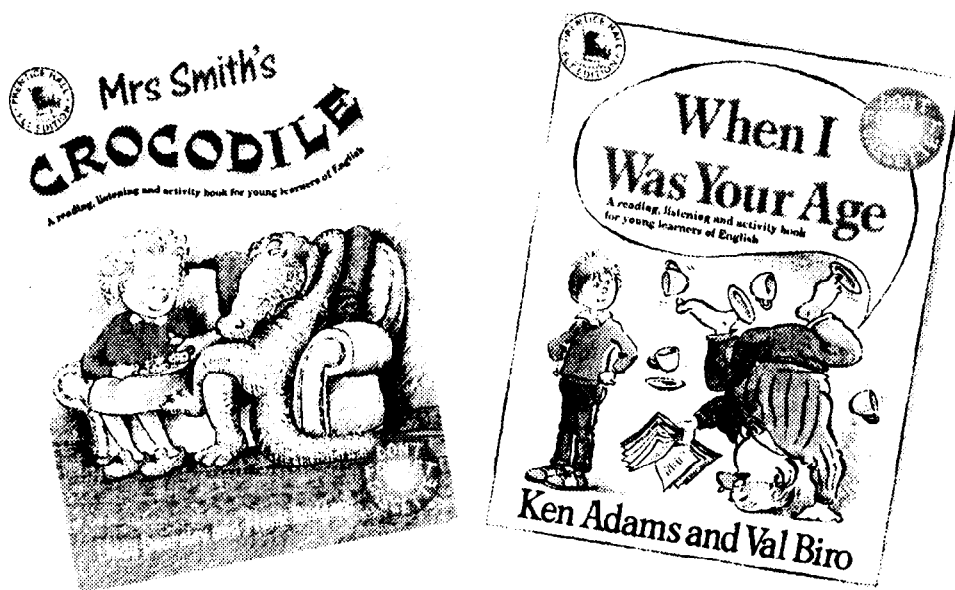
Kobe

## Promoting Motivation and Altering Attitudes of Japanese ESL Students

by Yoshiyuki Nakata

Mr. Nakata's fact-filled presentation covered four main areas: background research in motivation and attitudes, his research on the English-speaking habits of Japanese ESL students, improving motivation and altering attitudes, along with questions from the

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audience. He indicated that Gardner's (1972) original designation of instrumental and integrative motivation is a starting point for classification, but most learners show a combination of both. Also, learners who begin with instrumental (employment-oriented) motivation may gain more integrative (acculturation) motivation as their English improves.

Mr. Nakata then explained his research comparing the English-speaking habits of Japanese ESL students who always or often spoke English outside of class with those who rarely or never did. The first group did so to enhance their English conversation ability while living abroad, and they believed they could master English conversation faster than the second group. The more frequently the first group spoke English, the more they were shunned by the other Japanese ESL students.

Nakata then focused on some ways to motivate Japanese ESL students. He noted that teachers themselves as role models greatly influence the students' images and motivation to study more. Learning some cultural components of the target culture tends to enhance language learning. Examining advertisements (automobile) or cup sizes (McDonald's) offers an insight into conceptual differences. Introducing global issues helps to build multicultural understanding rather than simply bicultural comparisons. Interviewing people from various countries helps people to reduce stereotypical impressions. Study abroad programs, exchange programs, excursions, and interviews with diverse cultures are ways of building intercultural contacts as well as motivating learners of the target language.

*Reported by Charles McHugh*

## Kyoto

### Listening-Content, Culture, Tasks, and Strategies

by Marc Helgesen

The February meeting began with participants discussing their own experiences as listeners. After this, the presenter made a distinction between top down and bottom up listening strategies. He showed how tapes and videos could be processed according to either strategy. Helgesen then emphasized the need to teach active learning strategies such as guessing. After explaining how listening for gist, listening for specific information, and listening for inference differ, we considered when it would be appropriate to use each sort of task. After this we examined how culture is usually taught in language classrooms. The presenter indicated that most so called "culture lessons" teach artifacts about and symbols about a specific culture. While this information is interesting and it may motivate some students, Helgesen suggested that its last- ing value is limited. Instead, the presenter

recommended teaching underlying cultural values which will give students a deeper knowledge of both their own culture and other cultures.

The presenter concluded with an example of how the goal of a specific task can be clarified by providing time limits or numerical rewards. Adapting a solo task to a group exercise also allows students to share insights and learning strategies.

*Reported by Alton Cole*

## Morioka

### Both Sides of the Coin

by Tim Newfields

In February Tim Newfields offered one workshop in Japanese from the standpoint of a language learner and another in English from the standpoint of a teacher.

The first presentation began with a vocabulary and sentence building activity in which participants identified objects in the room, then verbs associated with them. After this participants attempted to generate sentence clusters based on the objects. This activity underscored the importance of self-generated meaning-making and value of linking writing and oral skills. Noting the difficulty many Japanese students have with kanji, the presenter then introduced a game in which participants constructed characters from a set of cards with radicals. This activity emphasized the need to move beyond passively recognizing kanji and encouraged participants to use the characters they constructed in meaningful sentences.

In the second presentation for EFL teachers, Newfields focused on ways to improve language learning. He pointed out that most students operate on a "least action principle" in which they do the minimum required to pass a class. Teachers therefore must manipulate the environment so that the atmosphere is more conducive to learning. Time Management is important: teaching things that students already know or things that are too difficult is not efficient. By contrast, inviting student to participate in syllabus planning as well as exam-making shifts some of the responsibility for the success of a class onto the students themselves. Newfields also mentioned the importance of being specific about grading criteria and giving incentive for asking questions and class participation.

*Reported by Christine Hayashida*

## Nagasaki

### Practical Ideas for the Classroom (in Japanese)

by Lesley Koustaff

Lesley Koustaff presented teaching techniques that motivate, energize, and add spice to the classroom.

In three short hours we learned many of the basics of Silent Way, Total Physical Response, Counseling Language Learning, and task-based learning. And we did it all (almost) in Japanese. One point that she emphasized was the Silent Way can be very effective, but it requires a high level of confidence in the student's ability to learn the target language. Learning Afrikaans using the Silent Way, members of the audience felt uncomfortable. However, I woke up the next morning still speaking my newly learned lexus.

*Reported by Brian Moss*

and selective listening strategies, and prediction tasks that generate discussion. At the end of the presentation, Onoda showed a clip of a group of students participating in some of the activities conducted during this presentation followed by student feedback of the overall research project.

*Reported by Donna Burton*

**Toyohashi**

### Brainstorming and Mindfalls

by Stewart Hartley

In February Stewart Hartley demonstrated the effective use of brainstorming as a means of activating schema before reading/ listening as well as writing, and as a means of helping to map the organization of the text which students have read/heard.

In pre-reading/listening brainstorming, students are given clues about what they are going to read/hear, and told to work out the association of ideas about those clues using brainstorming techniques such as Hierarchical Structure, Prototypes, Simple Radials, Chaining, and compounds. Participants first practiced brainstorming individually, then exchanged ideas in small groups.

*Reported by Miura Takashi*

**Shizuoka**

### Overcoming the Barrier in Listening

by Sakae Onoda

The focus of the February meeting was on developing listening competency in EFL learners. The presenter began with a brief description of a two-year classroom research project that was born out of requests by students to improve their listening skills. The primary material of the project were segments from the satellite TV program "Today's Japan." The presenter continued by inviting those present to participate in various task-listening activities which emphasized top-down and bottom-up strategies, techniques for pre-teaching vocabulary, "non-gist"

## Coming in the June Issue of The Language Teacher

Are you connected? Next month we offer readers a treat: our second Special Issue of 1994, *Lesson Planning: International My Share*, edited by Elizabeth King and Sonia Sonoko Yoshitake. This issue is packed with fifteen articles from EFL teachers all over the world: U.S.A., Japan, China, Thailand, Mexico, Puerto Rico, Bulgaria, Croatia, Slovenia, Slovakia, Palestine and Turkey. Most of these articles are written to the format of our monthly "My Share" department and are teachable within a single class period. They also offer us a look into FL teaching concerns and practices around the world which are, not surprisingly, the same as those held by professionals in Japan. This is an issue which connects JALT with the rest of the world.



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.

**AKITA**  
Tomoko Nishiyama, 0188-86-4533

**CHIBA**  
Topic: Teaching Without Theory:  
Practically Speaking!  
Spkr: Steve Golden  
Date: Sunday, May 15  
Time: 1:30-3:30 p.m.  
Place: Chiba Chuo Community  
Center  
Fee: Members free; non-members  
¥1000

Info: Joe Fraher, 0474-49-7796  
Come join the fun as several interactive solutions to that timeless question "What can I do to get my students talking?" are explored. Steve Golden will present ideas to motivate students through pair and group work, with practical ideas for teaching vocabulary, video and much more.

Steve Golden is the ELT Marketing Specialist for Prentice Hall Regents, Japan.

**FUKUI**  
Topic: Creative Writers Who Know  
How to Improve-And Want  
To

Spkr: Randolph Mann  
Date: Sunday, May 15  
Time: 1:30-3:30 p.m.  
Place: Fukui International Exchange Center (Fukui Kenmin Keikan 6F)  
Fee: Members free; non-members  
¥500

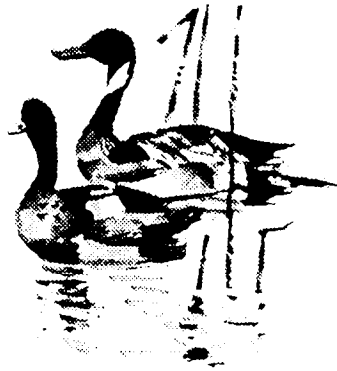
Info: Takako Watanabe, 0776-34-8334  
Dominic Cogan, 0776-61-4203

This workshop will take the participants through a multi-phased approach to teaching writing. It will outline a sequential writing program involving video-based exercises, free process writing and pairwork, peer-editing, and self-editing. This is the groundwork for an accelerated writing course that moves quickly from sentence and paragraph level to the writing of full-length essays.

Randolph Mann teaches at Fukui Medical School where he is involved in the development of a college level writing course.

**FUKUOKA**  
Topic: Oral Interpretation  
Spkr: Michiyo Okawa  
Date: Sunday, May 15  
Time: 2:00-5:00 p.m.  
Place: Fukuoka Bldg., 9F, Tenjin  
Fee: Members free; non-members  
¥1000  
Info: Carl Lefebvre, Fax: 092-715-0591

Oral Interpretation is the reading aloud with full emotion of a selected work of literature. Vocal variety is emphasized. Michiyo Okawa will demonstrate some performance approaches such as storytelling and improvisation that



can be effectively used in the classroom.

**FUKUSHIMA**  
Gary Spry, 0249-38-7917

**GUNMA**  
Leo Yoffe, 0273-52-6750  
Hisatake Jimbo, 0274-62-0376

**HAMAMATSU**  
Topic: Developing Public Speaking  
Skills: Some Tips for You  
and Your Students

Spkr: Ken Enochs  
Date: Sunday, May 15  
Time: 2:00-4:00 p.m.  
Place: Create (next to Enshu Hospital)  
Fee: Members free; non-members  
¥1000

Info: Brendan Lyons,  
053-454-4649

Shiomi Yamamoto, 053-456-4315

This interactive presentation will cover the basics of public speaking. The speaker will address such issues as techniques for reducing anxiety, topic selection and speech organization, getting and maintaining attention, and effective communication in both impromptu and prepared speeches. The audience will be encouraged to participate in several speech-related activities.

Ken Enochs teaches in the English Language Program at International Christian University.

**HIMEJI**  
Yasutoshi Kaneda, 0792-89-0855

**HIROSHIMA**  
Topic: Classroom Research on  
Different Learning Styles  
Spkr: David McMurray  
Date: Sunday, May 15  
Time: 1:00-4:00 p.m.  
Place: Hiroshima International  
Center (Hiroshima Crystal  
Plaza, 6F)  
Fee: Members; non-members  
¥1000

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

David McMurray will share his classroom research on a multi-language learning project where Japanese and Indonesian learners looked at which basic learning modes students emphasized. Participants can prepare to discuss the findings and contribute their own vignettes of classroom research by reading the February 1993 and 1994 editions of TLT.

David McMurray, 1993-1995 JALT National President, will also discuss how to run successful chapters, regional and international conferences.

## Erratum

Tochigi chapter representatives wish to apologize for changing the title of the March presentation by Cambridge University Press. It should have been "Listening Skills."

### HOKKAIDO

Topic: 11th Annual Language Conference and Book Fair - Excellence in Language Teaching

Spkr: Ritsuko Nakata, David Paul, and others

Date: Saturday, May 21 and Sunday, May 22

Time: 10:00 a.m.-6:00 p.m.

Place: Seishonen Kaikan, Kashiwagaoka 7-8-1, Makomanai, Minami-ku, Sapporo

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

Info: Ken Hartmann, 011-584 7588

The Hokkaido Regional Conference will feature renowned authors Ritsuko Nakata and David Paul. Nakata's presenta-

tions are "Getting Young Learners to Communicate" and "Teaching Sentence Patterns to Young Children." Paul will present on "Motivating Adults and High School Learners" and "Effective Child-Centered Learning." In total there will be 27 presentations by teachers and publisher representatives covering a broad spectrum of topics. The Book Fair will host 16 publisher and bookseller displays offering a wide range of language teaching materials. A computer room will offer demonstrations of educational software and poster sessions throughout the conference. For details concerning the conference schedule, contact the number above.

texts for self-expression. Also considered will be the meaning of "authentic" texts and who they are "authentic" for.

Robert O'Neill has produced many EFL/ESL materials including *The Lost Secret*. This presentation is sponsored by Meynard Publishing.

### KYOTO

Kyoko Nozaki, 075-711-3972

Michael Wolf, 0775-65-8847

### MATSUYAMA

Topic: English as a Lingua-Franca

Spkr: Robert O'Neill

Date: Saturday, May 28

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

Place: Kochi University, (0886-44-8217)

Fee: Members free; non-members ¥1000

Info: Lawrie Hunter, 0886-44-8828 (Kochi)

Ron Murphy, 0899-26-1076 (Ehime)

### IBARAKI

Topic: Learning with Phonics

Spkr: Yoko Matsuka

Date: Sunday, May, 75

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

Place: Mito Shimin Kaikan (Rm. 206)

Fee: Members free; nonmembers ¥500

Info: Martin E. Pauly, 0298-58-9523

Michiko Komatsuzaki, 0292-54-7203

Phonics is a traditional and organized way of teaching English at the word and sentence levels. The speaker will introduce ways to teach phonics entirely in English for any age group. Participants will be given the opportunity to take part in the practice of rules, pronunciation drills, and games.

Yoko Matsuka is Director of Matsuka Phonics Institute and a Lecturer at Tamagawa University.

### KAGAWA

Harumi Yamashita, 0878-67-4362

### KAGOSHIMA

Robert Berman, 0995-58-2690

### KANAZAWA

Topic: Teaching English in "Samurai Country"

Spkr: Minoru Hirayama

Date: Sunday, May 15

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

English is an international language and in Japan people strongly feel that learning English is necessary. Most however struggle to master English and face cultural and traditional barriers in the process. The presenter will discuss how teachers can help students express themselves freely in "Samurai Country."

Minoru Hirayama has taught English, Japanese and Japanese culture in Australia and Japan.

### KOBE

Topic: The Creative Use of Texts

Spkr: Robert O'Neill

Date: Sunday, May 22

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

Robert O'Neill will explain how good texts can be used for reception purposes and for production by students. He will analyze three typical texts and explore ways they can be transformed into dynamic

### MORIOKA

Topic: Cookies, Stories, Songs and Chants-Whole Language Activities for Japanese Students

Spkr: Setsuko Toyama

Date: Sunday, May 29

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

Place: Morioka Chuo Kominkan

Fee: Members free; non-members ¥1000

Info: Akiko Shimizu, 0197-65-3636

Ellen Sadao, 0196-83-3083

This presentation will introduce activities based on Addison-Wesley's Big Book Program with controlled text for EFL students and procedures to make chants for Japanese students to practice pronunciation and intonation. Most of the activities presented are applicable to high school level and above. Participants are encouraged to bring their students or children.

Setsuko Toyama, author of resource books for teachers of children, has been teaching children for twelve years.

### NAGANO

Edward Mills, 0262-85-5837

### NAGASAKI

Topic: Teaching Effective Public Speaking

Spkr: Sara Holzberlein

Date: Sunday, May 22

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

Place: Shimin Kaikan (opposite  
Kokaido)

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

Info: Sara Apedaile, 0958-26-7083  
Motoshi Shinozaki, 0957-24-  
6287

In this interactive presentation the speaker will discuss elements of public speaking that will help students improve their communication skills and will examine ways to teach these skills in the conversation class at the high school and college levels. Activities include processing feedback, understanding the audience and analyzing a speech.

Sara Holzberlein is a Lecturer of English and Public Speaking at Junshin Women's Junior College in Nagasaki.

**NAGOYA**

Helen Saito, 052-936-6493

Ryoko Katsuda, 0568-73-2288

**NARA**

Masami Sugita, 0742-47-4121

Bonnie Yoneda, 0742-44-6036

**NIIGATA**

Topic: Japanese Speakers of English - Demographic and Cultural Influences

Spkr: Sen Nishiyama

Date: Sunday, May 8

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

Place: Apple Gaigo Kanko College (Near Niigata Station minami exit)

Fee: Members free; non-members ¥1000

Info: Michiko Umeyama, 025-267-2904

Donna Fujimoto, 0264-43-6413

Japanese who are fluent speakers of English frequently express themselves in a pattern of information sequences that follows the usual Japanese pattern. This can result in frequent misunderstanding on points the speaker may wish to emphasize and significantly affect communication between Japanese and people from other cultures.

Sen Nishiyama, a simultaneous interpreter, has been active in promoting English language learning.

**OKAYAMA**

Hiroko Sasakura, 086-222-7118

**OKINAWA**

Jane Sutter, 098-855-2481

**OMIYA**

Topic: Bilingualism

Spkrs: Masaki Oda, Martin Pauly, Aleda Krause

Date: Sunday, May 15

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

Place: Omiya JACK

Fee: Members free; non-members ¥1000

Info: Michael Sorey, 048-266-8343

This meeting will feature three short presentations on issues concerning bilingualism. Masaki Oda will begin with "An Overview of Recent Trends and Research in Bilingualism." Martin Pauly and Aleda Krause will discuss their experiences in raising children in a bilingual environment. Pauly will discuss "Saturday Schools" and Krause will present "One Person's Choice: A Case for the Local School."

Masaki Oda is an Assistant Professor of Applied Linguistics at Tamagawa University. Martin Pauly teaches at Tsukuba College of Technology. Aleda Krause teaches at Joshi Seigakuin Junior College.

**OSAKA**

Topic: Competence, Habit, and Routine in Language Learning

Spkr: Robert O'Neill

Date: Sunday, May 29

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

Place: International House, Uehommachi 8-2-6 Tennoji-ku Osaka, 2F Room B, (06-773-8989) (see map)

Fee: Members and non-members free

Info: Terukuni Koike, 0723-67-4657 (h)

Jack Yohay, 06-771-5757 (w)  
Audio-lingualism was founded on the idea that competence in a language consisted mainly of "habits" which could be taught behavioristically through drills. This is a simplistic concept not only of language but of habits. This talk will focus on what kinds of habits are useful in language-learning and practical classroom strategies for teaching them.

Robert O'Neill has produced many EFL/ESL materials including *The Lost Secret*. This presentation is being sponsored by Meynard Publishing.

**SENDAI**

Topic: Teaching Effective Communication

Spkr: Robert O'Neill

Date: Saturday, May 21

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

Place: Asahigaoka Seinen Center (take subway to Asahigaoka and follow the signs)

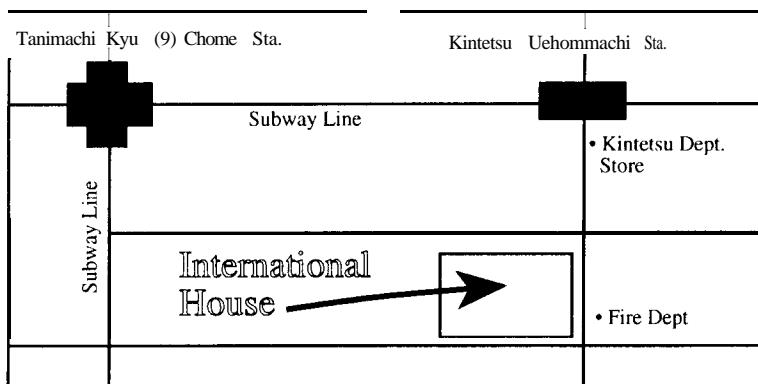
Fee: Members free; non-members ¥1000

Info: Elizabeth Nichols, 022-267-4911

Kazuko Honma, 022-273-1082

Effective communication includes linguistic and non-linguistic skills. Robert O'Neill will discuss how one can organize language lessons so that students become aware of both types of skills and are given practice in integrating them. He will also talk about risks involved in attempting to include essential non-linguistic skills in teaching and how to avoid them.

Robert O'Neill has produced many EFL/ESL materials including *The Lost Secret*. This presentation is sponsored by Meynard Publishing.



## SHIZUOKA

Topic: Cross Cultural Borders  
 Spkrs: Sonia Yoshitake and Brenda Bushell  
 Date: Sunday, May 15  
 Time: 2:00-4:00 p.m.  
 Place: Rosei Kaikan (Shizuoka Stn north exit, turn left and walk along Route 1 for ten minutes. It is on the left side of the street.)  
 Fee: Members free; non-members ¥500  
 Info: Donna Burton, Tel: 0542-87-5711; Fax: 0542-84-0863

How can foreign language classrooms effectively serve the evolving cultural dynamics Japan faces today? The presenters will introduce practical classroom activities to support teachers in their efforts to help students develop cultural awareness and sensibility as well as competence in language proficiency.

Sonia Yoshitake and Brenda Bushell teach in the English Language Program at International Christian University.

## SUWA

Topic: 5th Annual Suwako Charity Walk  
 Spkrs: Tokio Okino, Masatoshi Hayashi  
 Date: Sunday, May 15 (rain or shine)  
 Time: Meet at 8:00 a.m. at Yagai Ongaku Do. Walk starts at 8:00 a.m.  
 Fee: None (Donations going to the citizen's group Suwa Environmental and Town-Planning Seminar will be collected.)

Info: Mary Aruga, 0266-27-3894  
 After a boat ride across Lake Suwa the group will start walking back around the lake, paying special attention to the new shoreline and its wildlife. We will stop at Suisei *Shokubutsu Ni Yoru Joka Jikken* Jo to have lunch (please bring one) and the forum, featuring Tokio Okino of Shinshu University who will speak on the present condition of the lake and Masatoshi Hayashi who will discuss its wildlife.

## TOCHIGI

Topic: A "Bring Your Own" (BYO) Picnic

Date: Sunday, May 15  
 Info: Cathy Hiratsuka, 0285-44-6196  
 Michiko Kunimoto, 0286-61-8759

All JALT members, their families, friends and students are welcome to attend a BYO picnic at one of the local parks in order to meet new people and exchange ideas. Hopefully there will be presentations about mixed marriage families in Japan and Japanese who have returned from living abroad. For details call the numbers above.

## TOKUSHIMA

Kazuyo Nakahira, 0886-22-6566

## TOKYO

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

## TOYOHASHI

Topic: Computer Assisted Language Learning  
 Spkr: John Brine  
 Date: Sunday, May 15  
 Time: 1:30-4:30 p.m.  
 Place: Aichi University, Kinen Kaikan, No 1 Kaigishitsu  
 Fee: Members free; non-members ¥1000  
 Info: Richard Marshall, 0532-47-0111  
 Tomoyo Kumamoto, 0532-63-2337

John Brine teaches at Nagoya University of Commerce and Business Administration.

## WEST TOKYO

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

## YAMAGATA

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

## YAMAGUCHI

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

## YOKOHAMA

Topic: Building Foundations in English for Children and Junior High Students through the MAT Method  
 Spkr: Renee Gauthier  
 Date: Sunday, May 22  
 Time: 2:00-5:00 p.m.  
 Place: Gino Bunka Kaikan (near

JR Kannai Stn)

Fee: Members free; non-members ¥1,000

Info: Ron Thornton, 0467-31-2797

Shizuko Marutani, 045-824-9459

Renee Gauthier will present some of the principles of the Model Action Talk (MAT) Method and use some of its techniques to demonstrate how teachers can give beginner level students the freedom to build a solid foundation in basic English skills and to express themselves meaningfully through active and enjoyable lessons.

Renee Gauthier has taught in Japan for three years and was trained in the MAT Method by its developer Ritsuko Nakata.



### TLT Advertiser Index for May

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 IBC=inside back cover;  
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edited by masaki oda

**Hong Kong Univ. of Science and Technology/Chinese Univ. of Hong Kong: 1st Joint Conference**

Date: June 23-25, 1994

Place: Hong Kong

Theme: Autonomy in language learning

Contact: Conference Coordinator,  
Language Centre  
Hong Kong Univ. of Science and Technology,  
Clear Water Bay, Kowloon,  
Hong Kong

Fax: +852-335-0249

E-mail: 1crpem@usthk.ust.hk

**IRAAL (Irish Assn. of Applied Linguistics) Conference '94**

Date: June 24-25, 1994

Place: Dublin, Ireland

Theme: Language, Education and Society in a Changing World

Contact: Tina Hickey, Conference '94  
ITE, 31 Fitzwilliam Place,  
Dublin 2, Ireland

**The 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

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

Date: June 29-30, 1994

Place: Jerusalem, Israel

Contact: Prof. Elite Olshtain  
The NCJW Research Institute for Innovation in Education, School of Education  
The Hebrew University of Jerusalem

Jerusalem 91905, Israel

Fax: 972-2-882174 or 322545

E-mail: Elite@HUJIVMS

**Applied Linguistic 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

**Fourth 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 6-9, 1994

Place: McGill and Concordia  
Universities, Montreal

Theme: Perspectives on Input in Second Language Acquisition

Contact: SLRF 1994  
Dept. of Linguistics  
McGill University  
1001 Sherbrooke St. W.  
Montreal, Quebec H3A 1G5  
Canada

Fax: +1-514-398-7088

E-mail: F3SL@musicb.mcgill.ca

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Info: Dominic Cogan (0776) 61-6000 (Fukui)  
Neil Hargreaves (0762) 80-1001 (Kanazawa)  
Edward Mills (0262) 85-5837 (Nagano)

## MEMBERSHIP INFORMATION

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

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

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

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

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

**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) are 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 g-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。入会の申し込みは、*The Language Teacher* とじ込みの郵便振替用紙をご利用ください。例会での申し込みも受けつけています。

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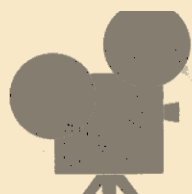
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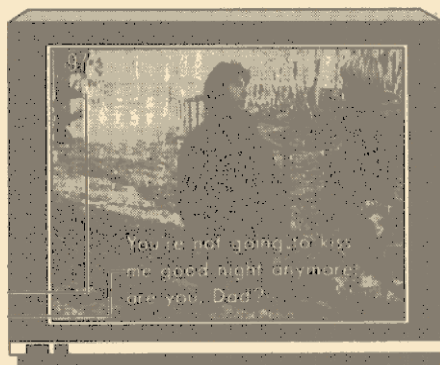
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