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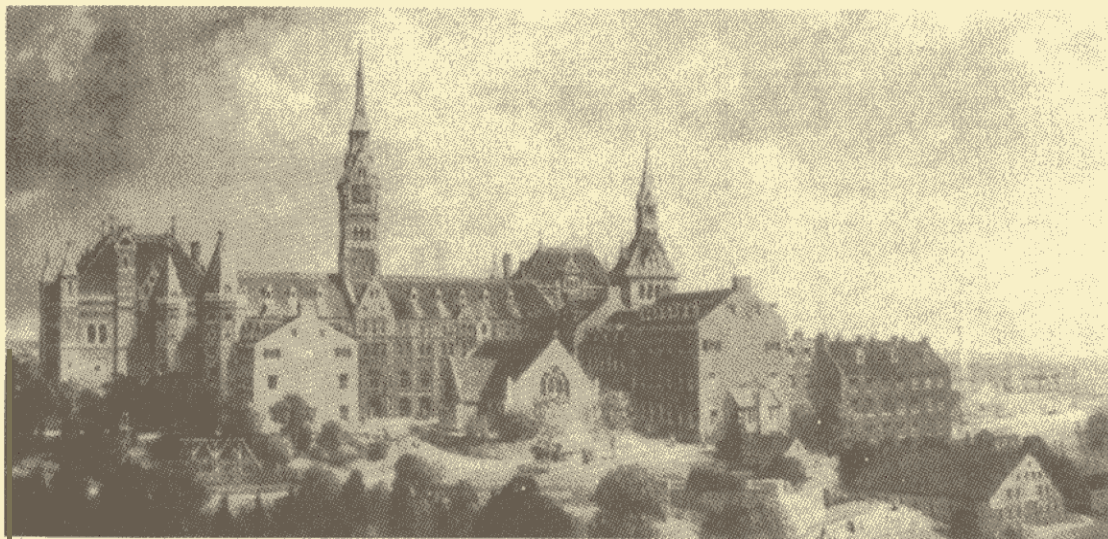
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THE LANGUAGE TEACHER

Volume 18, Number 6

June, 1994

special issue: international my share

- 2 Introduction
by Elizabeth King and Sonia Yoshitake
- 4 Stepping Softly: What Constitutes "Teaching" in Communicative Classrooms? (North America)
by Mark A. Clarke
- 6 英語学習における文連結スキルの段階的指導 (日本)
吉竹ソニア
(Using Sentence-Combining Skills to Bridge the Gap, Japan, by *Sonia Yoshitake*)
- 10 Prison or Parole? (Thailand)
by Kanittha Vanikiati and Robert Burgess
- 11 Talking to Oneself (China)
by An Chunren
Vocabulary Self-Collection (China)
by Xie Fuzhi
- 12 The Race: A Communicative Activity for Beginners (Mexico)
by JoAnn Miller
- 14 Imagine (Puerto Rico)
by lose' Santos
Vacation Tips (Puerto Rico)
by Carolina Bondy
- 15 The Farm: Pre-school Activities (Bulgaria)
by Todor Shopov
- 17 Creative Dialogues (Croatia)
by Jasna Jemerski'
- 18 A Touch of Technology (Slovenia)
by Karen Polimac-Dobovisek
- 19 Self-Access Listening (Slovakia)
by Eva Ruzickova'
- 21 Diary: The First Day of Class (Palestine)
by Sameer Makmoud
- 23 Describing People (Turkey)
by Jale Colakoglu
- 24 From Finish to Start: A Backwards Look at Lesson Planning (Japan)
by Don Maybin and Elizabeth King

reports

- 27 "Sharing Our Stories" at TESOL '94
by Kelly Ann Rambis
- 29 The Twenty-Eighth Annual TESOL Convention (March 8-12, 1994)
by S. Kathleen Kitao and Kenji Kitao

deportments

Opinions & Perspectives

- 32 Promoting Interlanguage Talk
by Sumako Haynsi
- 33 A Reply to Christopher Bauer: "Does the *Monbusho* Listen?"
by Wendy F. Scholefield

35 Readers' Views

37 Bilingual Abstracts

JALT Undercover

- 41 Short Stories For Creative Language Classrooms
The Chocolate Cake
- 43 Laugh Your Way To Better Spoken English
Half Hour Helper
- 44 Recently Received

45 JALT News

- Featured Speakers Workshops
Erratum from the Nominations & Elections Chair
About Group Memberships
- 47 Bulletin Board
TLT July Issue Calendar
- 48 Of National Significance
- 51 Chapter Reports
- 57 Chapter Meetings
- 61 Conference Calendar
TLT Advertiser Index
- 62 JIC/Positions
- 64 Membership Information

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Introduction

(INTRODUCTION cont. from cover)

practical lesson ideas. Thus this joint project was born. In our individual travels to conferences abroad from 1992 to 1994, we were impressed by the eagerness and enthusiasm of language teachers from around the globe, including many who have heretofore had little contact with the international teaching community. Every contribution we received seemed to reflect the integrity and energy of teachers who want to do their best for their students, whatever their teaching conditions.

Our featured guest, **Mark Clarke**, represents North America with a new look at what constitutes communicative classroom teaching. From Japan, **Don Maybin** and **Elizabeth King** emphasize the importance of long-term goals in lesson planning, while **Sonia Yoshitake** shares a heuristic lesson plan on the usefulness of sentence-combining skills. Other articles were contributed by teachers from Thailand, China, Mexico, Puerto Rico, Bulgaria, Croatia, Slovenia, Slovakia, Palestine, and Turkey. These teachers all over the world share ideas for every level from pre-school to university. The range of ideas is as broad as that of the countries represented. We hope we've provided something for everyone. Finally, we would like to thank Greta Gorsuch, Gene van Troyer, David McMurray, David Pickles, and Naoko Aoki for their support.

*Elizabeth King & Sonia Yoshitake
International Christian University
Guest Editors*

世界各地で大勢の熱心な英語教師が日々工夫をこらしたレッスンプランを作成して頑張っている。世界の学会との交流を図りたいと考えていたIACの元委員長と、国境を越えたアイデア交換の場を設けたいと望んでいた“My Share”欄の元編集委員の思いが、一つとなって出版の運びとなったのが今月の“International My Share”特集号である。

アメリカのMark Clarke はコミュニケーション型の授業のあり方を検証し、日本のDon Maybin と Elizabeth King はレッスンプランの作成順序について提案を行っている。吉竹ソニアの日本語の記事は sentence combining skills の使い方を説く授業の実践報告である。アジア地域からの投稿はタイ国および中国、中米地域からはメキシコおよびエルトリコ、東ヨーロッパ地域からはブルガリア、クロアチア、スロベニアおよびスロバキア、中東からはパレスチナおよびトルコである。投稿してくださった各先生方にお礼を申し上げる。また、この特集号を作成するに当たってご協力いただいたGreta Gorsuch, Gene van Troyer, 青木直子, David McMurray, Dave Pickles に深甚の謝意を表する。

エリザベス・キング / 吉竹ソニア

Editor's note: From this issue through our September Conference issue, TLT will publish a variety of JALT 94-related interior and cover graphics. We would like to express our heartfelt gratitude to Mr. Shizuka Matsuura of the Seki Printing Company in Matsuyama, Shikoku, who donated his time to create 26 outstanding logos for JALT 94 in Matsuyama. Makoto ni arigato! gozaimashita! -Gene van Troyer

編集者から

今月号から9月号のJALT大会特集号まで、The Language Teacher は、JALT94に関連したグラフィックスを表紙をはじめ各所に使用します。これら26点のグラフィックスを無料でデザインしてくださったのは、松山市にある、せき株式会社の松浦謙氏です。ここに記して、心からお礼を申し上げます。

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Stepping Softly: What Constitutes “Teaching” in Communicative Classrooms?

by Mark A. Clarke
University of Colorado, Denver

Introduction

Over the years, the roles and responsibilities of teachers in English classes have been reasonably straightforward. In recent years, however, attention has shifted from the learner and to the language learning environment, as researchers and teacher-scholars have urged us to provide students with authentic tasks and activities, and then get out of the way while they experiment with the language in attempts to communicate. The teacher, from this perspective, is the creator of a communicative environment, whose primary responsibility is to guide students toward mastery of linguistic phenomena while they perfect their communication skills.

I recently observed a teacher who seems to have mastered the delicate balance between teacher control and student initiative in her classroom. In what follows, I will describe a portion of a reading lesson and examine the ways that she works back and forth between conversational interaction with the students and didactic attention to conventions of print, grammar, and vocabulary.

A Reading Lesson

The following is from a transcript of a video tape of an elementary teacher working with a group of 3rd and 4th graders (B-10 year olds). Aimee, the teacher, is sitting at a table close to the chalk board with seven children, speakers of Spanish and Russian. They are working on a review of Chapter Five of *The Mouse and the Motorcycle*, by Beverly Cleary (Dell Yearling Books), in the form of teacher-produced review questions. The routine consists of Aimee calling on a student to read a question. After they have discussed each question, they all write the answer in the blanks, conferring and checking among themselves and with the teacher.

The Mouse and the Motorcycle is about a boy (Keith) with a toy motorcycle and a mouse (Ralph) who wants to ride the motorcycle. They become friends and have a number of adventures together. For Ana, Mark, Olga, and Rosa, the book is about right; for Eduardo, Juanita, and Sara, it is a bit difficult. Aimee (T) is at top, and clockwise: (E)duardo, (N)ark, (A)nna, (J)uanita (S)ara, (O)lga, (R)osa. We enter the session about halfway through, when the children are answering a question about Ralph's encounter with a dog.

1 T: ...Number four! Juanita.
2 J: Wait.

3 T: Oh you're almost done.
Let's wait. Let's wait for Juanita. [hubbub: everyone talking at once]

4 J: Okay. (reading from sheet) What did Ralph do to the dog? [more hubbub as they all offer opinions; Aimee decides to summarize that portion of the story for them.]

5 T: Do you remember when... when the man was holding the dog? Right? And Ralph says... first he's afraid? But then he learns that the dog can't get away? Right? And then, what does he do? [points at Anna, who is making faces, with thumbs on the temples and wriggling fingers] That's right. So what did Ralph do to the dog?

6 M: Ralph made the face.

7 T: [nodding] Uh huh, and what did he do with his [pointing to her tongue] tongue?

8 M: He push it out.

9 T: He pushed it out. That's right. So, here's Ralph, who is afraid... now he's making faces at the dog. So how can we answer it? What did Ralph do to the dog?

10 S: [raising her voice above the other students who are also answering] Ralph was doing faces to the dog.

11 T: Good. Ralph *made* faces at the dog. [The students all begin writing the answer on the sheet.]

12 J: [amid general hubbub concerning making/doing faces] I don't know how to spell faces.

13 T: [labio-dental fffing] ey ey fey ey [turns to the board and writes, turns back to Juanita; she is focused on Juanita, but several of the students are fffing and eying and contributing to the discussion about the spelling of how to spell "faces".] What's another one that has that sounds? [hubbub: all the students are writing and vocalizing, looking at the board, or writing on their papers.]

14 R: Can I read number six?

15 T: [to R] Mm hmm [straightens up over table and speaks to the group, emphasizing "at" slightly as she speaks.] Ralph made faces at the dog.

16 O: At the dog?

17 O: To the dog!



- 18 S: To the dog! Ehh? [makes gesture of impatience and erases her answer] *to* the dog.
 19 T: [Aimee shrugs her shoulders and makes a slight grimace.] All right! Now! Number five. Who didn't read one? Yes [indicating Rosa who is raising her hand] Go.

Elements of Communicative Teaching

It is difficult to portray the richness of the scene on paper, the complexity of the interaction between the teacher and students and among the students---brief exchanges, questions and answers---all the ways that the students are mastering aspects of the language. However, the transcript does give us an opportunity to discuss several key features of Aimee's conduct that might serve as an example for teachers seeking to achieve a communicative language class.

Control: We see that Aimee is in control of the group. The conversation turn always comes back to her, she determines who is to speak and she provides key support on mechanics, vocabulary, and grammar work. Examples of this exercise of control are visible in lines 1, 3, 5, 9, 13, and 19. The important point is that in the communicative class it is not necessary to relinquish control of the rhythm and flow of the activities.

Grammar work: Aimee makes several important decisions concerning grammar in the course of the lesson, and in the portion of class that appears here, she always chooses to correct errors by providing the correct form. For example, in line 7 she asks the group, "What did he do with his tongue?" and Mark replies, "He push it out." Aimee corrects his error by repeating it correctly: "He pushed it out," she says. Later (line 10) Sara says, "Ralph was doing faces at the dog" and Aimee provides the correction "made" with slight emphasis. She apparently notices that several of the children persist in using the wrong preposition with the verb "make," so she repeats the correct sentence, "Ralph made faces at the dog," before she pushes on to the next item on the worksheet. This is grammar correction, but it is done so subtly that it seems like conversation.

Perhaps just as important as these examples of correction are the opportunities for correction which she does not take. For example, in line 6, Mark says, "Ralph made the face," and Aimee merely confirms the accuracy of the information, ignoring the grammatical form, when she says (line 7) "Uh huh." It may be that Aimee was sensitive to some aspect of the class rhythm, or to this particular student, that indicated to her that correction was not necessary at this point.

Spelling, punctuation, and pronunciation work: On several occasions Aimee responds to children's requests for help with mechanical aspects of the language (for example, line 12, where Juanita asks

how to spell "faces"). In this portion of the tape, she cues the correct answer by making noises to remind students to sound out words they do not know how to spell and by asking them to think of other words they know that sound the same. What is significant is that Aimee responds to the request for help, but in such a way that the children are thrown back on their own resources. In addition, she does this without distracting students for whom the spelling of "faces" is not a problem.

Comprehension work: The book was selected by the students from several that Aimee had recommended. As a result, there was a high level of interest in the book. As they work on the answers to the questions, Aimee works to help the students understand events

in the story and to express them in English. In one section of the transcript (lines 5-6) she uses a favorite technique, summarizing with group response, to do this. She retells a portion of the story, with animation and appropriate gestures, while eliciting participation from the students. In the course of a few minutes, she reviews the text, reinforces vocabulary, models representative sentences, and engages the students in a spirited exchange as they relive events

from the story.

Conversation work: It is necessary to underscore something that might not be clear from a reading of the transcript: Aimee has managed to achieve a relaxed atmosphere of camaraderie and enjoyment while at the same time keeping everyone focused on the language work at hand. That is, it is clear from watching the tape that the children are having a good time, yet it is equally clear that they are working very diligently on the worksheet and on mastering the English. There is one point that can be made, that might serve as a loose suggestion for teachers who aspire to the communicative classroom, and that is, step softly in the role of "teacher." Aimee provides a good example of this in the last half of the tape (from line 9) as the students work to express the idea that Ralph made faces at the dog. It is clear from the gestures the children are making and from what they are saying that they understand what happened between Ralph and the dog, but a language point emerges as they work to answer the question: Several are struggling with the expression "to make faces at." Aimee notices this, and in line 11 she provides a model, emphasizing the verb "made" rather than "do," which is the word Sara had used. Then, as the students are writing, she sees that at least two (Olga and Sara) still have the wrong preposition, so she repeats the sentence, stressing "at" slightly as she does so (line 15). First Olga, and then Sara, hear what Aimee has said (lines 16-18), and it registers with them that they have the wrong preposition. They



英語学習における文連結スキルの段階的指導

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1. はじめに

日本の学生は、好むと好まざるとにかかわらず、中学校から高等学校にかけて、いわゆる和文英訳を学び、大学入試に備える。これは、評価がしやすいという長所はあるが、「日本語の文を見て不自然な英語を書く癖が付き、自己表現の意欲を抑制してしまう恐れがある」(伊村他, 1991:70)。これらの学生が将来一員となる現代の国際社会では、それぞれの分野で英語を駆使する発信型の人材であることを期待される。英語を解説するだけでなく、自己表現の欲求に基づく自己表現能力と技術が必要とされる。ここでは、自分の考えたことを英語にして書き記せるように導く、発見学習の1つの試みを紹介し、検証してみたい。

現在、すでに多くの試みがなされているが、その主流というべきものは文レベルからの脱出、つまりパラグラフの書き方の指導ではないだろうか。大学1年生用のライティングの教科書の多くは、ブレイン・ストーミング、書こうとする事柄の整理、そしてそれをパラグラフにまとめる、という順序のものが多く、しかし、日本語を母語とする学生にとって、書きたい事柄を並べ、すぐにパラグラフへというのは容易なことではない。いざ考えをまとめるとなると、英語で考えられるとは限らないからである。日常の英会話なら、子供に戻った気分で訓練を積み、ある程度までは自動的に反射的に対処できるようになる。しかし、人間の高度な思考は言語によって司どられ、複雑な発想は母語で頭の中に形成される(澤登, 1990:21; 高田, 1993:41)場合が多いのではないだろうか。本稿では、すでに英文法を十分マスターしている学生が、自分の母語(この場合日本語)で考えたことを英語で書き記さねばならない状況に置かれたと仮定した。そして、二つの段階を踏んで書く方法を学び、より自然な英語を書くことに挑戦してもらった。

2. 授業における段階的指導の実態と分析

37名(1992年秋学期)だったが、課題の日本語が2つだったために時間が足りなかった。また、ガイドラインが明確でなかったため、十分なフィードバックが得られなかった。そこで、今回は設問を1つだけにし、ガイドラインもより詳しく書き、70分のレッスン・プランを作成した。参加者は前回と異なったクラスの1年生18名(1993年冬学期)で、著者の目の行き渡る人数にした。国際基督教大学の1年生は英語集中講座を受けることが義務づけられている。春学期の英語日記から始まり、秋学期ともなるとエッセイを書くことが課せられるので、自分の考えがうまく英語の文章にならないもどかしさを、それぞれに多かれ少なかれ経験している。特に、担当の教師が日本語を話せない場合、「日本語ではこういうことなんだけれど、どうして通じないのか...」という苛立ちを経験している。それは「外国語の初歩の学習者はどんな思想内容でも別の言葉に移しかえられると思いがちである」(外山,

1988:119-120)からではないだろうか。二段階を踏んで書く学習は、日本語で浮かんだ複雑なコンセプトを頭の中でそのまま英語にするのがいかに困難か、いやそれは実は不可能であることを、学生にしっかり認識してもらうことから始まった。

18人のクラスとはいえ、それぞれの学生が別々のことを考えると指導できないので、「仮に、次の様なことがみんなの頭の中に浮かんだことにしたい」と言って、次の文章が書かれた用紙を配った。その他に8ステップが記されている用紙も配布した。

ステップ1)

1) 高校英語を思いだして次の和文を英訳してください。受験英語と比べてこれは(a)難しかった(b)同じレベルだった(c)易しかった。

日本がしぶしぶ開国したのは1967年の明治維新(Meiji Restoration)の時であるが、それはインドや19世紀の中国のように、西洋諸国によって征服され、植民地となり、西洋文化を押しつけられることを避ける為だったのである。

題材としては、将来似たようなことを英語で語る可能性が高く、一般的に周知の事実であり、日常生活のレベルよりはアカデミックであるが、特に学術的概念でもないものを選んだ。目の前に日本語の文章が与えられているので、学生はさっそく訳し始めた。10分でほとんどの学生がなんとか訳せたようであった。受験英語で経験した和文英訳と比べて難しかった、と答えた学生は36%であった。

ステップ2)

ステップ1)と同じコンセプトを分解し、例えば“Meiji Restoration occurred in 1867.”と言うようにシンプルで短い英クォンションは以下の通りである。

2) ステップ1)と同じコンセプトが皆さんの頭の中に浮かんだとします。細かく分解して幾つもの英語の短文で言い表してみてください。その際言いたい内容が重複しても構いませんが、言い足りないことがないようにして下さい。

ステップ3)

ステップ2)で作った単文を整理結合させて1~3つ程度の文にまとめるタスクに取り組んだ。

3) 上で作った set of simple sentences を combine して1から3つ位の sentence(s) に整理してみてください。

会話ならば単文を次々に発しても許されるであろう。しかし書くとなると、その内容に適した文体や表現様式が求められる。1文にまとめた学生は全体の36%で、2文にした学生は64%であった。1つ1つの単文を自分の納得のいくレベルに推敲した学生にとっては、文の整理結合の段階は機械的ともいえる編集作業であったはずですがここで学生に伝えた。しかし、2)ではとりあえず単文を作るだけに留まっていた学生がほとんどであったようだ。

ステップ4)

ここで感想を求めた。

4) ステップ1) とステップ3) を比較して感想を述べてください。

学生の感想はおおまかに次の6通りであった。

- ・1)では日本語どおり1文にしてしまっていて分かりづらい文になった。
- ・3)を書く時は2)の単文を眺めながらできたので日本語の発想に捉われず書くことができた。
- ・1)では受験英語のように構文を使わなければと思い、大変不自然な文になったが、3)では素直に考えることができた。
- ・3)のほうがずっと好きだった。英語らしい英語はいきなり和文英訳してもできない、と分かった。
- ・3)の方が読んだ時に理解しやすい文になった。
- ・3)の方がよく練られていると思った。多分2回考えるからだろう。

ステップ5)

こちらで用意した6つの単文を配布した。単文の段階で、この位のレベルに表現様式などを整えておくのが望ましいという手本を示すためである。そして、今度はこれらの6つの単文を使って再びステップ3)と同じ作業を行った。

5)用意された simple sentences を見て下さい。この6つの文を combine してください。

Meiji Restoration took place in 1867.

The Japanese opened their country to the world in 1867.

The Japanese were most reluctant in opening their country to the world.

Japan wanted to avoid the fates of India and nineteenth-century China.

India and nineteenth-century China were conquered by the West.

Both countries were colonized and "westernized" by the West.

次の文は、学生が作成した優れた例の一つである。

The Japanese opened their country to the world in 1867, at the time of the Meiji Restoration, though they were most reluctant to do that. As India and nineteenth-century China were conquered, colonized, and "westernized" by the west, Japan wanted to avoid the fates of those countries.

ステップ6)

再び感想を求めた。

6) ステップ3) とステップ5) を比べてどちらがうまくいきましたか。

91%が「ステップ5)の方が単文の整理結合がしやすかった」と記した。その理由は次のようなものであった。

- ・ステップ3)では言葉が多すぎたのと主語がいろいろ変わってやりづらかったが、ステップ5)は1つ1つまとまっておあり、どれも同じ量の情報を持っているのでやりやすかった。
- ・自分の書いた単文は表現(語法)が幼稚だと感じた。
- ・単文でも日本語にとらわれていて受動態で表現しようとしてしまって、不自然になっているのが比べると分かる。
- ・鮮明でない言い回しでは英訳するのに当てはまる表現がなかなか見当らなかったが、ステップ5)ではステップ3)で思い出せなかった単語が与えられていたし、6つの単文は主語と述語の結びつきがはっきりしていて、整理結合しやすかった。
- ・ステップ5)はステップ3)の自分の文よりまともな動詞が使われている。
- ・ステップ5)は与えられた単文が大変シンプルで分かりやすい。
- ・ステップ5)で与えられた文は、内容が少しずつ重複しながらも1つ1つちゃんとした意味を持つ文となっていて、自分の作ったこま切れの文よりも使いやすく、整理結合しやすかった。
- ・ステップ2)で作った自分の文は雑すぎたようだ。

ステップ7)

ここで文体という概念を打ち出す。どの分野もそれなりの英語の表現様式がある。それを理解するためには、その分野の文献に親しむ必要がある。この実験では、とりあえず設問の文章をブランクにして、前後のパラグラフを配布した。学生のタスクは、ステップ1) 3) 5)で、それぞれが作った文章をこのブランクに入れて全体を読み、使われている単語や文体を検証するというものだった。

7)用意された前後の文章を読んで下さい。この文体に合う英文は a.1) で作った文章 b.3) で作った文章 c.5) で作った文章である。それはどうしてですか。

From the time she opened her doors to the modern world in 1867, Japan has been consistently underrated by westerners, despite her successful defeats of China and then Russia in 1894, and 1905, respectively; despite Pearl Harbor; and despite her sudden emergence as an economic superpower and the toughest competitor in the world market of the 1970s and 1980s. A major reason... is the prevailing belief that innovation has to do with things and is based on science or technology. And the Japanese, so the common belief has held (in Japan as well as in the West, by the way), are not innovators but imitators. For the Japanese have not, by and large, produced outstand-

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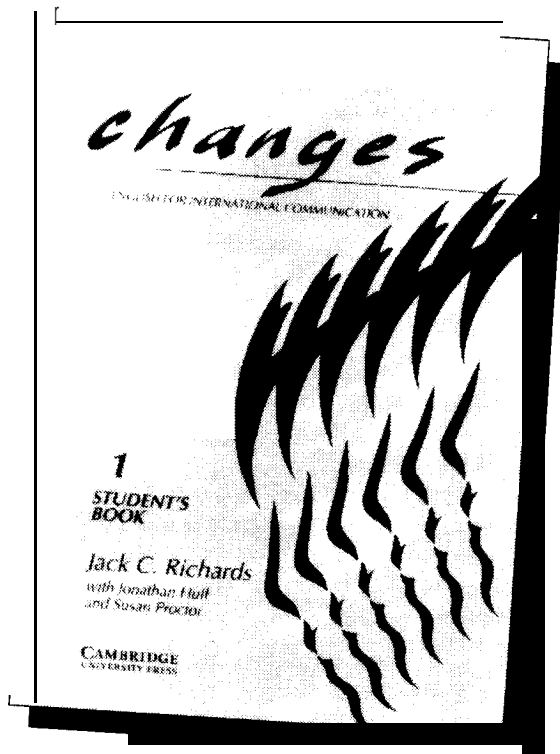
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ing technical nor scientific innovations. Their success is based on social innovation.

The basic aim, in true Judo fashion, was to use the weapons of the West to hold the West at bay; and to remain Japanese. This meant that social innovation was far more critical than steam locomotives or the telegraph. And social innovation, in terms of the development of such institutions as schools and universities, a civil service, banks and labor relations, was far more difficult to achieve than building locomotives and telegraphs. A locomotive that will pull a train from London to Liverpool will equally, without adaptation or change, pull a train from Tokyo to Osaka. But the social institutions had to be at once quintessentially "Japanese" and yet "modern." They had to be run by Japanese and yet serve an economy that was "Western" and highly technical. Technology can be imported at low cost and with a minimum of cultural risk... For, as will be discussed in Chapter 17, what is sometimes half-facetiously called creative imitation is a perfectly respectable and often very successful entrepreneurial strategy. (Drucker, pp.32-33)

学生は次のような分析をした。

- ・自分の言いたいことのみには捕らわれず、その表現様式にも注意を払うべきだ感じた。
- ・文脈なしではつじつまの合わない文を書いてしまうものと分かった。
- ・ステップ5) のが文脈の中で一番説得力を持っているのは、単語のレベルや文の質が馴染みからだと思う。
- ・自分のステップ3) で作った文では弱い。アカデミックでない。
- ・自分のステップ1) で作った文では全然だめだと思った。文体が怪しい。
- ・ステップ5) では明治維新の開国を紹介しつつ、日本と他国を比較しており、日本の特徴がはっきり読み取れる文が書けた。
- ・文を無理につなげようとステップ3) では関係代名詞を多く使い過ぎたのが目立つ。
- ・ステップ1) と3) は前後の文のレベルと比べて幼稚っぽく変である。
- ・ステップ5) では「日本」を主体とした文章が書けた。
- ・ステップ5) は文の流れが意味的にスムーズで、結果と原因が分かりやすい。
- ・ステップ5) は主語、動詞、修飾語の使い方が前後の文章と少し共通しているのでよい。
- ・文脈を読んでから、その流れに沿って、できるだけ分かりやすく表現するのが良いとわかった。

文脈がいつもあるわけではないので、その場合はその分野の適当な文献を読んで、使われている文体や表現様式に馴染んでから自分の単文を推敲し、整理結合する作業をすると良いとアドバイスをした。そして、この文章のある本のページ

のコピー、つまりステップ7) で配った時、空白になっていたところに次の文章が埋め込んであるものを配布した。When the Japanese, in the Meiji Restoration of 1876, most reluctantly opened their country to the world, it was to avoid the fates of India and nineteenth-century China, both of which were conquered, colonized and "westernized" by the West.

ステップ8)

多くの学生の顔に驚きが走った。最終の感想を述べてもらった。

8) ご苦労様でした。ステップ1) から7) までやってみてどうでしたか。オリジナルを見て自分で書いた英文と比較、批評してください。

以下は学生の最終の感想である。

- ・ステップ1) では何か構文を使おうとしたのだが、かえって文章としてまとまりがなくなった。
- ・オリジナルを見て、特に難しい構文を使っているわけでもないのにうまくまとめられていて、すんなり頭に入ってくる。しかも前後の文章と違和感がない。
- ・自分の作った文章は表現様式がマッチしない。
- ・自分の提出したエッセーにいつも先生が"wordy"と書くのは、文章のつながりが悪く意味がとりにくいからだど、つくづく感じた。
- ・これ程簡潔に書けるものなのか、と思った。
- ・日本語からそのまま英語にしようすると、ごちゃごちゃした複雑な文章になってしまうから、その概念を整理してから訳すことが英訳のコツなのだろう。
- ・ステップ1) とステップ3) では日本語と英語の対応に気をとられてしまった。
- ・難しい日本語に対応する英単語を探そうとせずに、易しい英語をいくつか使って、分かりやすさに重点をおいて書く方がよいのだと気づいた。
- ・Structure(Written) クラスの sentence combining exercises にもっと真面目に取り組み込んだ。こういうことにも役に立つのだから。
- ・Sentence combining 技術をもっと身につけたい。
- ・単文を書く時に言いたいことのすべてを吐き出してしまうので、整理結合の段階では sentence combining に神経を集中できるのが良いと思った。
- ・ステップ5) でかなりすっきりした文になったと自分では思ったが、オリジナルと比べると簡潔性に欠けている気がする。
- ・この体験は大変役立ちました。と同時に、この方法が自分にとって有益であるということは、頭の中が悲しいほど日本語のレトリックで凝り固まっているということなので「うーん」という気持ちになりました。
- ・オリジナルの文は文のつなぎ方がうまいと感じた。
- ・ステップ1), 3), 5) と段々に洗練された文になってきているように感じるが、分かりやすく文を書くまでにはまだまだ程遠いと、オリジナルを見て思った。

YOSHITAKE, cont'd on p. 25.

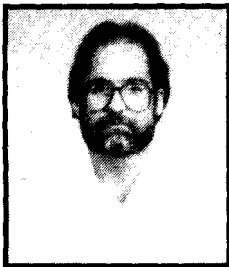
JALT has recently established partnership relations with Thai TESOL. Here, Thai TESOL President Kanittha Vanikieti and her colleague Robert Burgess offer a lesson which relates to Thai culture, and suggest that students compare answers for cross-cultural discussion on value judgments to sharpen critical thinking skills.

Prison or Parole?

by Kanittha Vanikieti and Robert Burgess
Thai TESOL



“Prison or Parole” is a task-based activity adapted from *Discussions That Work*, by Penny Ur. This is an interactive group activity which takes about 50 minutes of class time. In completing the task, students are encouraged to make judgements and give justifications for their choice.



The main objective of the exercise is to develop students’ critical thinking skills, but it also encourages real Interaction and consensus decision making.

Students are provided with the following instructions and prisoner data:

A number of criminals have been convicted and sent to prison. They have all applied to be set free on parole. If this is permitted they will go back to normal life but will have to report to the police regularly. The local prison is so overcrowded that at least one of the prisoners will have to be released on probation.

In your group choose the three criminals most suitable for release and arrange them according to your first, second, and third choice. Give reasons for your decisions. Also decide on the criminal that should not be released.

The three most suitable for release:

1. _____ 2. _____ 3. _____

The least suitable for release: _____



SUNAPA Aged 17, unmarried, arrested for smuggling a Buddha image. When caught she claimed that she was carrying it for a foreigner though it was later revealed that she had smuggled several statues out of

the country before. Daughter of wealthy and respectable family. Associates with a wild, party-going, drug-taking set (not addicted). Promiscuous, she has been disowned by her shocked parents.



PAWAT Aged 22, high-school teacher who was caught shoplifting. Had previously been arrested on the same charge but managed to talk the police into releasing him. Claims that he stole for “kicks” only. (Had money in his pocket at time of arrest). Highly thought of by his co-workers; headmaster was dismayed.



PORNKANA Aged 18, arrested on charge of prostitution after harassing tourists at Patpong, abused policeman at time of arrest. Claims that she would not work as a prostitute if she were able to find suitable employment.

Before her arrest, she was supporting her grandmother, younger brother and sister (both still at school). Welfare officers have expressed some interest in the case though they doubt that alternative employment could be found as she has little education.



SOMBOON Aged 19, unmarried. A bag-snatcher with one previous conviction. Clever, a skilled carpenter, but very unstable personality. Moves quickly from job to job and girl to girl. Rather conceited, likes to boast about his thefts, but likeable.



ARUNEE Aged 20, married with 2 children, found guilty of gambling. Says she loves her children, but constantly neglects them. Has been accused of beating them but this has never been proven; children are being looked after by mother-in-law; not on good terms with her husband.



KUMTORN Aged 18, unmarried, seriously injured a man in a drunken fight over a girl. Says he regretted it afterwards, blames it on drink. Often drunk and violent. No job, lives with his poor mother

VANIKIETI and BURGESS, cont(d) on p. 34

Chinese students face similar obstacles to their Japanese counterparts when it comes to developing oral skills. An Chunren, of Ningxia University, suggests a way to give students regular speaking practice, while Xie Fuzhi, of Capital Normal University introduces a student-centered activity for expansion of active vocabulary.

Talking to Oneself

by An Chunren
Ningxia University



While Chinese students have been taught to manipulate enough components of the English language code as well as a quantity of useful patterns and expressions, when required to speak in English class or on other occasions, they are generally embarrassed, timid, and unable to complete a single utterance with-

out undue hesitation. These obstacles can be attributed to the limitations in classroom teaching: class size, the number of teaching hours available, and so on. Moreover, the language environment in China and the limited number of native English speakers on hand restrict the practise of spoken English out of class. Many students are afraid that their oral mistakes will make them lose face. The key point in clearing away these obstacles is to give our students more opportunities to express themselves without being monitored, and without embarrassment.

The easiest way to practice is to "speak one's mind," or to "think aloud." Some linguists have pointed out that "Thinking is talking to oneself, or is a form of monologue" (Hu, Zhuanglin, 237). "As a result, hardly a moment of our waking lives is free from words" (Fromkin and Rodman). The words running through one's mind can be verbalized. Naturally, while doing so in English, one will think in English.

If to speak one's mind is a passive action in some ways, guided talks with a particular audience in mind are active. The following are good examples of an active approach: telling stories, commenting on books or films, making telephone complaints about poor service, arguing with or persuading a real person, and so on. "Oral composition" is another approach to develop oral fluency and to prepare for written composition.

The learner can practise the above while walking, travelling, or waiting in a queue. He many want to speak aloud in a private area where he is less likely to be overheard. If he is in a noisy and crowded place, it is suggested that he put his fingers in his ears while murmuring. In this way, he can hear himself quite clearly without others' noticing. If possible, read something aloud beforehand as a warming-up exercise.

A more advanced learner should have a particular listener in mind and try to address that listener in a

proper register: formal or informal, polite or familiar, in order to reach the appropriateness and effectiveness in communication sometimes ignored by foreign language learners.

Talking to oneself can offer regular opportunities for learners to use the language freely, which matters much more than correcting mistakes, because most language mistakes correct themselves while the learning is going on.

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- Hu, Zhuanglin. (1989). *Linguistics: a course book*. Peking.
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Vocabulary Self-Collection

by Xie Fuzhi
Capitol National University

Teachers often tend to provide students with long lists of new words to learn; they rarely consider which items should be targeted as students' active vocabulary and which items may be considered passive vocabulary. Students tend to treat all new words and expressions with equal time and care as their active vocabulary. The following activity is based on student-generated vocabulary lists and requires students to select their own words and expressions from a topic and turn them into their working vocabulary through group work.

Each student selects five words or expressions from a given topic in their leisure reading before class (e.g., overpopulation, census, birth rate, contraception, marriageable age). First students work in groups of five, sharing their collected vocabulary. Every group member will explain the words and demonstrate how to use them. Then, each student expresses his or her own ideas or tells a story about the given topic with his chosen words.

Every group chooses the five most useful words or expressions from all the members and contributes them to the class.

The resulting word-list is formed and written on the chalkboard. Group leaders are prepared to answer



JoAnn Miller is the Editor of MEXTESOL Journal. She shares with us reading, puzzle, and listening activities she has used in Instituto Mexicano Norteamericano de Relaciones Culturales.

The Race: A Communicative Activity for Beginners

by JoAnn Miller

Mexican Institute of North American Cultural Relations



Unbelievably, beginners can communicate with each other in English and enjoy doing it. The right kind of activity can motivate them sufficiently so that they forget they are speaking English and even stop worrying about grammar and pronunciation errors. All they need is an activity that gets them so

involved in what they are doing that the language they are using becomes irrelevant.

Object: Students get practice with ordinal numbers and the present tense while they practice speaking, listening, and reading in English.

Procedure:

I. Reading: Give each student a copy of the following reading about marathon races.

Ask students to read the article and try to guess the meaning of unknown vocabulary. When they finish, have them answer the questions. They can compare their answers in pairs or groups and then discuss the correct answers with the entire class. Answer any vocabulary questions at this point.

The Marathon

A marathon is a 42.195 meter race. The first marathon was run in the 1896 Olympics to commemorate the legendary run of Philippides from the battlefield at Marathon in Greece to Athens in 490 B.C.

There are marathon races in many parts of the world. There are famous races in many large and medium-sized cities, for example, Los Angeles, London, Tokyo, and Mexico City. One of the most famous marathons is in Boston in the United States.

Many different kinds of people run in marathon races. In 1976, Dimitrion Yordanidis from Greece finished the Athens Marathon. He is 98 years old. Thelma Pitt-Turner finished a New Zealand marathon in 7 hours and 58 minutes. She was 82 years old. The American Sy Mah ran in 524 marathons from 1966 to 1988.

Answer True or False.

- 1 A marathon is a race.
- 2. Marathon is the name of the first person to win this race.
- 3 The oldest man to run in a marathon was 82 years old.
- 4. Sy Mah liked to run in marathons.
- 5. Commemorate means remember or celebrate.

II. Puzzle: Set up the following situation: Tell the students they work at a radio news agency and they are reporting the results of the Boston Marathon, reading the results off their fax machine. But something has gone wrong. The information is coming in all mixed up and some co-workers have part(s) of the information they need. They have to share what they know in order to write their article and find out the winners of the race. Put students in groups of ten (or in groups of five with two cards per student.) Give each student an information card. By sharing information students have to find out who won the race, who came in second, third, and so forth.

Puzzle Cards

(Put one sentence on each card)

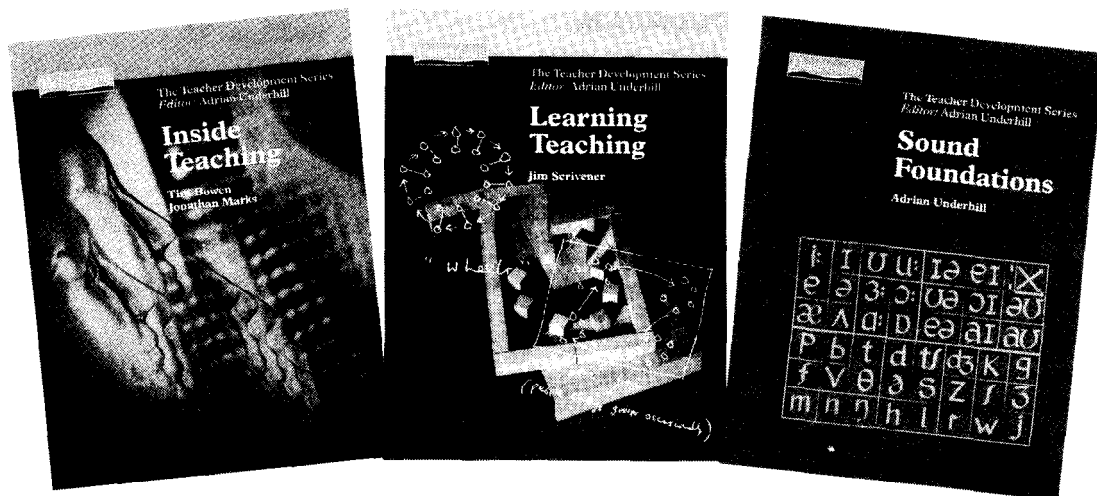
- i Peterson isn't in first or second place.
 - Acosta finishes before Reynolds and another runner.
 - James isn't in first place.
- i Reynolds finishes before James.
 - Acosta finishes either first or second.
- n Peterson finishes after James and Gomez.
 - Gomez finishes before Peterson, but after Reynolds and another runner.
- n James finishes immediately after Reynolds and immediately before Gomez.
 - Gomez finishes after Acosta.
 - Acosta finishes before Gomez.

Answers:

First Place: Acosta; Second Place: Reynolds;
Third Place: James; Fourth Place: Gomez; Fifth Place: Peterson

MILLER, cont'd on p. 38

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Two lessons from teachers at Colegio Universitario de Cayey in Puerto Rico capitalize on students' creative energy. In the first, Jose Santos encourages students to use their own English in a video presentation followed by a number of lively discussion and writing activities. Carolina Bondy then suggests a simulation to review modal auxiliaries in a meaningful cultural context.

Imagine

by Jose Santos

Imagine an activity that arouses students' interest and motivates them to generate a lot of language in meaningful ways. The following dramatic activity does just that and more. Choosing and assuming character roles in specific contexts releases students' imagination and creativity.

This activity exposes students to cooperative learning as they work together using the language they already have to produce a video and to discuss the resulting presentation in the class. In addition, having students make use of both the oral and written modes helps them develop their language skills more efficiently.

Procedure: Divide the class into pairs. Provide a handout with a variety of scenarios such as the following:

- A. Imagine yourself...
 - a. as a famous political figure in history, talking to a friend about the world's history.
 - b. as a world-famous artist or writer telling a close friend about your latest work and what it means to you.
 - c. having a dialogue with some important person in your life.
 - d. as an inanimate object (a car, a computer) having a conversation with your owner or another inanimate object, etc.

Then, have students prepare a video based on the scenario they have chosen, making sure that it reflects their imagination, genuine interest, passion, and conviction. The dialogue must be spontaneous, with changes in tone of voice and bodily expressions that reveal the characters' feelings, hidden thoughts, and intentions. Students should dress the part, if possible.

Videos are presented to the rest of the class on the day assigned. After the presentation, students stay in character while their peers interview them on their actions and thoughts. Then, out of character, students receive feedback from peers on their creative imagination, overall performance, and language use. As follow-up homework, the partners write letters to each other on any issue that came up in their conversation (both still in character!) The rest of the class writes an opinion paper reacting to the characters and to the issues raised in the dialogue. Each student reads the letter and paper aloud in class.

Vacation Tips

by Carolina Bondy

This lesson plan combines the practice of previously taught modal auxiliaries and the research and sharing of information about the current cultures of different countries.

Objectives: To practice modal auxiliaries, practice numbers, and share cultural information about other countries.

Procedure: After reviewing the usage of modal auxiliaries in asking and giving advice, converse with your students about vacations: If they had the unrestricted opportunity to go anywhere in the world, where would they go? Assign students to investigate the city or country of their choice focusing on the following elements: flight schedules, ticket prices, hotels, attractions, restaurants, tours, and cultural activities. Provide travel brochures, hotel and resort information to help.

The activity has several variations to choose from:

Variation 1: Several students will roleplay the part of a travel agent while the other students will play the part of vacationers. The travel agents will each recommend to their customers a perfect vacation describing all the benefits and activities included in the package. The customers will ask questions about the places and activities recommended. Toward the end of the activity ask the customers which vacation they would choose. Which travel agent was most convincing?

Variation 2: As this is pairwork, one partner must recommend to the other a wonderful vacation on the day of the activity. They should give their friend advice on how to get to the vacation spot, where it is best to stay, what to do and what to avoid in order to have a great vacation.

Variation 3: You might find it convenient to practice the modal auxiliaries in another kind of meaningful context by relating the activity to material the students are covering in other classes. For example, this vacation activity could be set in the past and the information researched would coincide with the period and country being studied in the history class.

As a follow-up activity to any of the variations you might have students write a letter to a friend back home from the place (or time) they chose for their holiday. Through this type of activity you can integrate writing skills into the listening and speaking skills practiced previously.

Todor Shopov, a member of the Faculty of Classical and Modern Languages at the University of Sofia, is a consultant to the Japanese Embassy in Bulgaria. He enjoys designing teaching materials for young children.

The Farm: Pre-school Activities

by Todor Shopov
University of Sofia

The English course which I have developed for Bulgarian pre-schools is based on the methodological belief that successful mastering of L2 by young learners parallels child L1 acquisition. That principle relates to three basic claims:

- Comprehension precedes productive skills in the process of L2 learning.
- Speaking should be delayed until listening skills are developed.
- Teaching should focus on meaning rather than form.

The teacher's main role is not so much to "teach" as to provide opportunities for learning. He or she is responsible for exposing the children to the target language, giving comprehensible input, so that they can internalize some of its aspects, and modeling pronunciation. Good pronunciation is the first major objective of the program, and vocabulary learning is the second. Learners are encouraged to speak when they feel ready to speak.

Lesson Focus:

Vocabulary building and pronunciation.
Air, land, and water environments and what is found in them.

Activities:

Matching: The children match the names of the animals on the farm and the noises they make:

duck - quack-quack cow - moo-moo pig - oink-oink etc.

A song: "Old Mac Donald had a farm, E-I-E-I-O. And on his farm he had some ducks E-I-E-I-O. With a quack quack here and a quack quack there, here a quack, there a quack, everywhere a quack quack. Old Mac Donald had a farm, E-I-E-I-O." The class listens to the first two verses of "Old Mac Donald," then practices them, dramatizing the different ways the animals move. Then divide the class in half and play the whole song. One half sings the words of the song, the other the animal noises. In the third verse, the two halves sing together. The two halves of the class can then change roles and sing the song again. Finally the children repeat the song with different animals and noises.

An action rhyme: "The farmer in the dell/The farmer in the dell/Heigh ho the dairy-o/The farmer in the dell. /The farmer takes a wife..." You need at least six children for this game. One child is chosen

to be the farmer and the others join hands and dance around him or her as they sing or say the rhyme. They stop for the farmer to choose a wife, who joins him inside the ring. The circle dances round again for the next verse, and so on (The wife takes a child/The child takes a dog/The dog takes a bone) until everybody pats the person who is the "bone."



Unfinished drawing game: Draw the first line of the picture of a farm animal and ask "What is this?" The children guess "It's a duck," "It's a cat," "It's a cow," and so forth. Say "No!" until the right guess is made and then draw the remaining lines of the picture.

A puzzle: Ask the children to find things that can be seen on the land, in the air, in the water/on the water. The children colour the small pictures of the objects, people, and animals. Then they cut them out and stick them in their notebooks under the right category. Of course, some things can be found in more than one place. Check that children can distinguish between 'on the water' and 'in the water.' Alternatively, each child can draw a picture of the things which can be seen in each environment.

The hidden pictures contest: A small picture can be placed, unseen by the children, on a table and covered with a newspaper or cloth. Children from different teams then come out and answer the question, "What is it?" Each child has one guess only, e.g., "It's a dog." The first to guess right scores a point for his or her team.

XI, cont'd from pl 11.

questions about the words from other students. The teacher may provide help when necessary.

Finally, students write essays about the given topic using as many words from the word-list as possible during or after class.

Some of the benefits of this learning activity are that it is student-directed as opposed to teacher-centered, and it encourages students' involvement since they have the choice over what they will learn. Teachers can also help to develop students' strategies for acquiring vocabulary instead of collecting new words randomly.

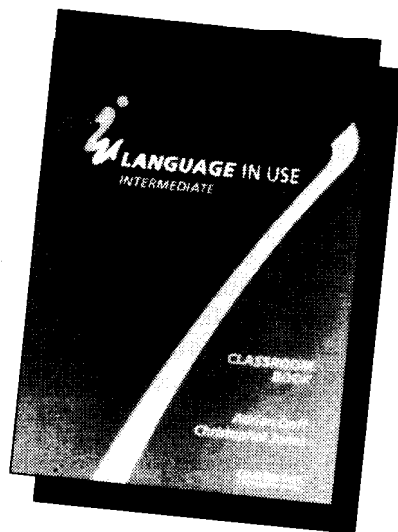
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Jasna Jemersic is the Newsletter editor of the Croatian Association of Teachers of English. She represented the association at TESOL '93 in Atlanta. She contributes two ideas for reviewing and expanding vocabulary.

Creative Dialogues

by Jasna Jemersic@

Preparation: Prepare drawings depicting fruits, vegetables, groceries, measures (kilo, pound, ounce), containers (tube, bottle,) etc. Prepare labels with names of the items in the pictures.

Procedure: Divide the class into four groups. Each group gets one set of drawings and labels (e.g., Group 1 gets fruits, Group 2 gets vegetables and so forth.) Groups label each item, then swap places with all the other groups to see what they have done and make corrections if necessary. Then join the four desks with the cards on them in the middle of the classroom. On the OHP students are shown a model dialogue. After they have studied the vocabulary, students form pairs and, in a sort of burzing atmosphere, create similar dialogues using the vocabulary. Students thus recycle the given vocabulary, and learn a few new words and functions. They should switch roles each time they make a new dialogue. At the end several pairs are asked to act out selected dialogues in front of the class.

Example of a model dialogue:

Ann: I'm going to the supermarket.
Sue: Oh, yes please. Could you get me a loaf of bread, a carton of milk and a dozen eggs?
Ann: Anything else?
Sue: No, thanks. That's all.

This can be followed by a shadowing activity, in which one pair acts out a dialogue, while another pair does the shadowing (expresses the speaker's thoughts at the moment of speaking):

Model dialogue:

Ann: Sue darling, I need some fruit for the fruit salad. Do you think you can get me some from the greengrocer's?
(Shadowing: I have to be nice to her, because she is not in a good mood today.)
Sue: O.K. What kind of fruit do you want?
(Shadowing: I knew she wanted something the minute she called me "darling.")
Ann: I need a kilo of oranges, a kilo of grapes and two bananas. And get yourself an ice-cream. It's my treat.
(Shadowing: I bet she will buy the most expensive one.)
Sue: All right, thanks, but I really don't feel like eating ice cream.
(Shadowing: How could she say that? She knows I am on a diet.)



CLARKE, cont'd from p. 5.

both exclaim that their version is correct, and Sara appears to insist on the correctness of "to" (line 18). Aimee does not insist; she merely shrugs and continues with the lesson.

The teacher, working with a class on a text and on the language to express ideas from the text, realizes that the students have grasped the important point of an episode, but that they still do not have the language exactly right. She has a number of options—more correction, a quick drill, a brief explanation on prepositions, focused work with the two students as the rest of the group waits, to name just a few. But what she does is significant for its delicacy and restraint: She merely shrugs, as if to say, "as you wish" or "if you insist," and then continues with the lesson.

Like any skilled conversationalist, she gently shapes the interaction and models the language and the behavior she wants the children to adopt, and leaves the rest to the children, to take what they can use when they are ready. And, apparently the girls were ready—both Olga and Sara changed "to" to "at" on their papers.

A version of this paper was read at the Twelfth Annual National Conference for Teachers of English, Italy, and at the TESOL Convention, U.S.A. in 1993.

Mark Clarke is Associate Professor of Education and Coordinator, Division of Curriculum and Instruction, School of Education, University of Colorado at Denver, U.S.A.

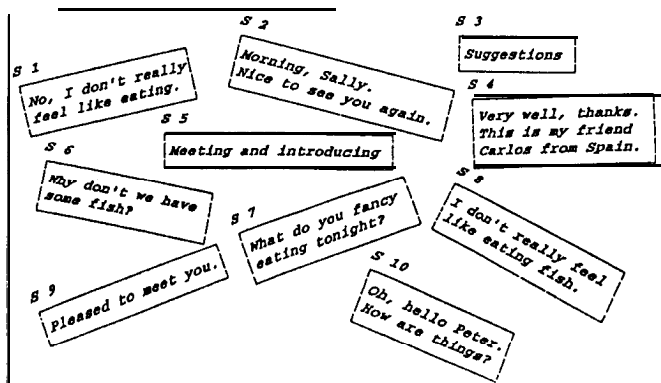
From Gimnazija Celje-Center in the newborn Republic of Slovenia, Karen Polimac suggests uses for CAI in language teaching. Karen grew up in Sarajevo and works for Gimnazija Celje-Center.

A Touch of Technology

by Karen Polimac-Dobovisek
Gimnazija Celje-Center

Is the computer worth using at all in language teaching or is it only an expensive technical gimmick? Can it stimulate learners to communicate and to respond in the foreign language? The wish to motivate the students and to improve my conventional teaching techniques led me to introduce the computer in class as another teaching aid, just as I use chalk, a blackboard or an overhead projector. This lesson makes use of the computer in teaching and practicing functional exponents.

The non-native speaker needs consciously to learn and employ functional exponents in order to speak naturally. Thus it is crucial that he or she be given practice and, more importantly, confidence in using them. In the introductory stage I provide my class with flash cards (one per student) with parts of dialogues and functional labels all jumbled. Now the students mingle in free space in the class and try to find other students with parts of the same dialogue in order to construct a coherent group dialogue.



After this task has been successfully accomplished, each group acts out their dialogue and the other groups have to guess the functional exponent in question. Following this, students work with the computers in groups of two or three. At this point the teacher has to give explicit instructions. Try to encourage your students to use dictionaries if necessary. Don't allow them to just accomplish their task successfully, but encourage them to expand their vocabulary by discovering different functional exponents. The programme used, called EURODEMO - MATCHPOINT, gives them an opportunity to deal with more authentic language. On the screen there are six different function labels each time, together with a functional dialogue,

or text. The students have to match the text with the appropriate function label.

It is important to point out that students in a small group work cooperatively to achieve a successful outcome. Do not worry too much if they use their mother tongue, which can easily happen especially in a monolingual class, for there is adequate interaction in English throughout the activity.

The next step is a more advanced task, using EURODEMO - PIN POINT. The text is blanked out. Only a few clues appear on the screen. On the basis of the given clues, students try to reconstruct the functional dialogue. But before they make a guess, they have to discuss. Additional clues to the text are provided in the form of "buying" words. For each additional clue, the group loses points.

Upon successful completion of this task, students are guided to perform more creative work. This time with the computers switched off each group has to produce their own functional dialogue or text using all the functional exponents and as many language items from the previous activity as they can. Other groups have to work out the function exponent in question. In this way, the rest of the class is provided with a reason for listening, which is also very important.

Should time allow, you can offer yet another activity. Give your

students handouts with three problems from a newspaper advice column. Students select the problem to which they would most like to reply. They write their advice and read it out to other groups. All discuss and decide which one they like best and why. Whereupon the students are given the authentic answers from the newspaper column and have the opportunity to compare them with their own responses.

My idea in using the computer is to use it as another teaching device integrated into and in support of your conventional teaching. It can provide you and your class with unique learning experiences. My students like it; maybe yours will, too.



Problem
Page

Eva Ruzickova teaches at Comenius University in Bratislava, and is the Editor of the *ASA Journal of the Association of Slovak Anglicists*. She advocates the following technique as a bridge between grammaticality and spontaneity.

Self-Access Listening

by Eva Ruzickova@
Comenius University

Self-access listening is not a teacher's but a students' technique. It is suitable particularly for students from early intermediate level upwards; for complete beginners the task of discriminating the spoken discourse would be quite a grueling and discouraging experience. Students record different types of programs on the BBC (assuming that British English is their target norm). Then they choose discourse excerpts of about three sentences from these recorded materials. Next they re-record the discourse excerpts, three times in sequence.

Seven Days a Week: On the first day, the students try to decipher the discourse excerpt and to utter the text at the same time. Students are encouraged to imitate the voice on the cassette from the very beginning. It is advisable not to work with the excerpt more than five minutes a day. Even if the discourse excerpt is very easy, there still will be some aspects of students' imitation that will not be accomplished perfectly the first day. If the discourse is difficult, on the other hand, students should not feel discouraged. With every consecutive day, students experience some progress.

On the first day, they perceive the excerpt as an indiscernible flow, and sometimes as an intonation contour. The two following days they pay attention either to those elements they do not understand, or to those that hamper their own fluent production. The fourth day, they work more on their accuracy either with individual segments or suprasegmental features (stress, rhythm, or intonation). The sixth and seventh days bring conflicting reactions: joy at one's own performance or boredom. Whatever the reactions to the last days' practice may be, there is one thing in common: Students see the discourse excerpt as a flow-the same flow they perceived the very first day but on a different level and of different quality.

Trusting auditory memory: The first day tends to be the most trying one; students, therefore, look for some aid. The most obvious choice is a piece of paper and a pen. It is no good, however, if students write out the discourse excerpt in order

to get a quicker grasp of it. Even if that might help, it would undoubtedly undermine the process of the technique. That is to say, the technique strengthens not only students' skills of perception and production but auditory memory as well.

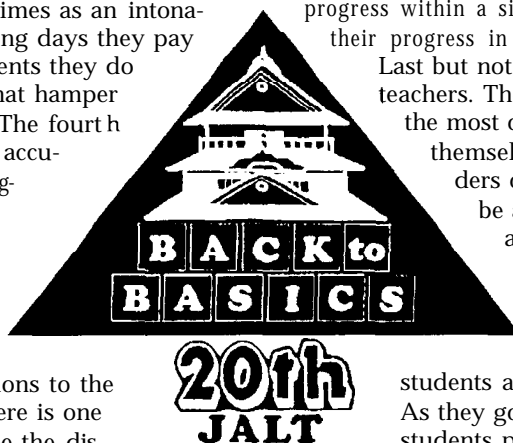
Mastering the flow: Students realize very quickly that speech is not a series of isolated sounds as taught during traditional classes on phonetics but a continuum of sounds that blend. Our goal is to develop the ability to discern this continuum and to be able to produce it.

Every consecutive week, students prepare different discourse excerpts and work with them in the same way as they did in the first week. They prepare their own materials and select them from the context of their own choice.

Keeping mini-diaries: It is to the students' advantage if they keep a mini-diary. Each day, they write a sentence or two, no more, about their experience. These mini-diaries have three purposes: to sustain students' regular work, to monitor students' progress within a single week, and to monitor their progress in consecutive weeks.

Last but not least, students are their own teachers. The responsibility for getting the most out of this technique and themselves rests solely on the shoulders of students. It is a pleasure to be able to observe this process and act as facilitator. The students realize after the first or second week of working with the technique that they are both

students and teachers to themselves. As they go along with the technique students perceive learning as a process, which they consequently are eager to join. They have awakened the driving force within themselves, the force they expected from an outside and perhaps enforced authority. Now they know what really matters is the quality of their own performance. It is the quality that gradually evolves. And consequently, so do they.





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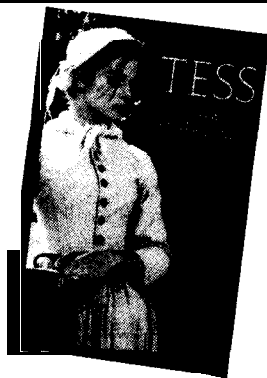
昨年ひき続き、今年も好評だったブックレポートのコンテストを開催致します。

このコンテストのねらいは、数多くの学生達に本を読む楽しさを知ってもらおうと始めたものです。夏休みのリーディングの課題としてこのコンテストへの参加を先生方にお勧めいたします。

簡単な注意事項として、レポートはできるだけ簡潔にまとめてください。昨年の審査からの助言として、(その本を読んだことのない人にもわかるように)作品の短いあらすじや、その作品に描かれている人々や問題点について、生徒のすなおな感想や、意見が兼ね備えられていたものが好まれました。生徒達のレポートは、先生がまとめて提出していただきます。また、レポートは生徒一人につき、一点限りとしてさせていただきます。

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A Tradition of Excellence

Sameer Mahmoud belongs to the Department of English of An-Najah National University. He offers a diary of his first day with a new class which reflects many of his beliefs about creating a good learning environment and finding students' interests.

Diary: The First Day of Class

*by Sameer Mahmoud
An-Najah National University*

Eleven o'clock on an Indian-summer morning: The students who signed up for the course were low-intermediate high school graduates. I seated the 16 students present in a semi-circle to facilitate communication, and started off by saying "hi" or "hello" to each individual to create a friendly, family atmosphere. Following this, I asked warm-up questions: "Who speaks Arabic?" All hands went up, after which I wrote "Arabic" on the board in English script. Then I asked, "Who speaks English?" Again all hands went up. I also asked them to initiate the same question themselves, but about other languages: Hebrew, Italian, French, and German. I added these languages to the list on the chalkboard. Then I asked those who spoke more than one language to say something in that language.

After that, I asked a student to say "English is wonderful," another student to say "Arabic is wonderful," and so forth. Then I turned my back to check the blackboard, and I found I had spelled Hebrew with an "o." I observed, "See, even a teacher can make a mistake." All this was practised for a purpose: Errors are just there to be corrected, not a source of shame. The students all felt relaxed and comfortable. Then I tugged my ear to indicate "listen" while putting one finger to my lips in the universal gesture for "shhh."

In English, I told the students how the class would be run, and what to expect. Next, I had students introduce themselves in the following way: The first student began, "I am Susan. I am O.K." The person closest to her had to introduce himself and repeat the name of his neighbor: "Susan, I am Fadi. I am O.K. You are O.K." The aim of this activity was to learn names and to create a positive family atmosphere. A few students started saying to each other: "I am *not* O.K. Are you O.K.?" reflecting their worries about the insecure situation in their local area. They were beginning to use English in real situations! Then I asked them about the meaning and origin of their names: Sarbeel is a Turkish name that means freedom; Barihan roughly means "recovery after illness," and so forth. I also asked if they wanted English names. I wrote a list of names on

the board for each to start choosing a name. I asked them to field questions about each other's life: occupation, place of residence, interests. Also, each had to ask me a question.

Other instruction on the first day included telling at least 15 jokes in simple English (political, social, and economic) because jokes can give students an outlet for self-expression and a momentary sense of being free.

After the jokes, we worked on a poem by Henry Davies, "Leisure." The pre-reading activities included warm-up questions: How did you spend last summer vacation? Did you have a job? Then we read the poem and discussed its meaning and message. Then in pairs, one had to read and ask his partner, "What did you understand?" and "What did you like best?" Finally, the poem was read together to bring attention to the rhyme and rhythm.

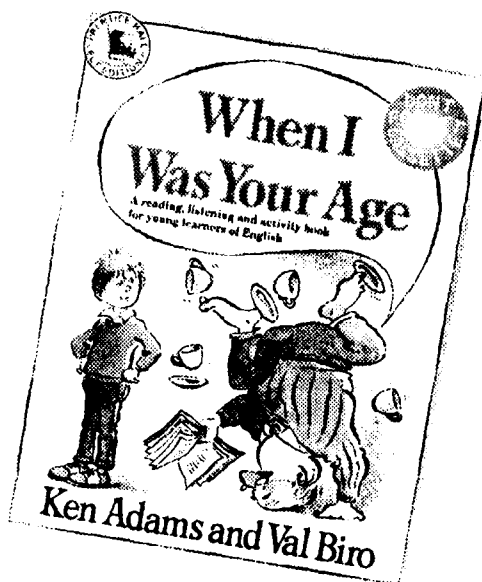
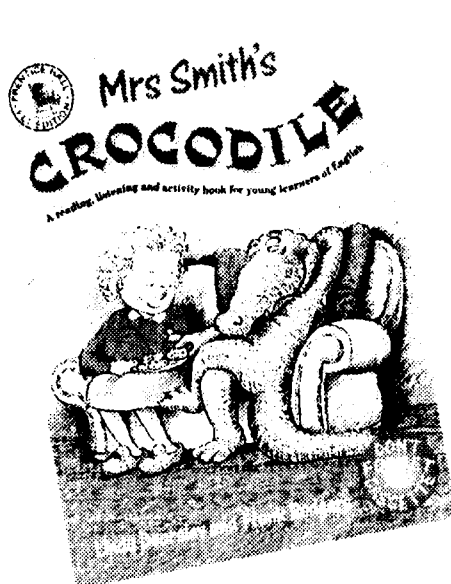
This was followed by two songs. The tape recorder was first used to play the words, "All things perish from under the sky. Music alone shall live/ Music alone shall live/ Music alone shall live, never to die." This was followed by playing "One Day I'll Live for Me." The message of the song was discussed in relation to the poem, "Leisure." Then, in a chorus, the class sang the second song, "English," stressing the importance of English as an international language for communication and understanding.

The careful use of the first class hour set the atmosphere for the entire term. The first meeting mollified students' fear and concerns. It helped me and the students to understand one another. It allowed me to read the class for signs of the students' needs, interests, and potential. I succeeded in untying students' tongues, and all students felt at home because the class atmosphere was free from tension and fear. We were one family learning from each other. With slight modifications, this lesson plan might work for other teachers, especially those teaching for the first time.



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Describing People

by Jale Colakoglu

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Colakoglu, cont'd on p. 38.

From Finish to Start: A Backwards Look at Lesson Planning

by Don Maybin and Elizabeth King

Where do most teachers start when they plan a lesson? Some identify lesson objectives first and then select activities to meet them; others try to fit objectives around an activity they are keen on trying out; still others open a text to a page and check out the 'menu' of activities without clarifying the purpose for themselves or promoting it to their students.

Too often, working within a particular teaching system, we confine ourselves to a day-to-day perspective and forget what we hope to achieve by the end of a week, a month, or a term. In fact, we may not have even defined the goals for the week, month, or entire term! If long-term goals are missing, then individual activities and even daily goals lose their relevance. We need to constantly remind ourselves and our students of how activities and daily objectives fit into our grand scheme. In doing so, we also develop a realization of which goals are perhaps unrealistic and should be revised or even dropped, and which goals may have already been met along the way. Flexibility on the part of the instructor is critical.

When considering lesson planning, it may be more productive to start with a long-term perspective: In other words, start at the end. Who are our students and what are their needs? What language will be required to meet these needs? An engineer giving a

paper at a conference needs formal presentation language; a housewife whose husband has been posted overseas needs basic survival skills to help her family meet daily challenges; a university student preparing for a homestay may want functional language and specific cultural information; high school students need structures to get them through an exam, while small children with short attention spans need to have fun as they learn.

A "long-term perspective" with far-off goals may seem daunting at first; however, there are "guideposts" which help determine the progression of learning activities over a series of lessons, as well as over an entire program. These guideposts can serve as a clear frame of reference for planning. They help us determine teaching techniques, realistic amounts of material, and our expectations of student output. Guideposts can include time restrictions, such as testing schedules and course deadlines, and tasks, such as the necessity to make a business call in the target language.

For discussion purposes, let us take the example of one component of a five-day survival language course. The learner intends to visit a country where, among other tasks, bargaining will be required in the target language. The following is a possible table of activities to meet this specific goal by Lesson 5:

	Task	Learning Context	Language	T=Teacher L=Leamer
Lesson 5	bargaining in the marketplace	simulation	<i>How much is it?</i> <i>That 's (too) expensive!</i> <i>Okay.</i> prices	L L L L/T
Lesson 4	comparing prices in T's/L's countries	discussion	<i>How much is it?</i> <i>That's (too) expensive!</i> <i>That 's not expensive.</i> prices: 1-100,000	T/L T/L T/L T/L
Lesson 3	basic shopping	roleplay	<i>How much is it?</i> prices: 1-100,000 prices: 1-1 ,000	T/L T L
Lesson 2	introduction of numbers/prices	listen/show numbers (TPR); dictation	<i>How much is it?</i> numbers/prices: 1-1,000 numbers/prices: 1-20	T T L
Lesson 1	introduction of numbers	listen/show numbers (TPR)	<i>How much is it?</i> numbers: 1-20	T T

The above chart serves to highlight the critical feature of *spiralling* in lesson planning. *Spiralling* refers to review and expansion—the idea of recycling and increasing in complexity various aspects of the lesson. *Spiralling* ensures that learners have something to hang on to before making their next learning leap. This is often thought of in terms of language: In the model lesson progression, for example, numbers are introduced, then prices, and finally the language for asking and giving prices. On the other hand, there is a variety of other lesson aspects that also *spiral*, including fluency, task, and learner confidence.

In terms of fluency, the learner often begins to convey meaning in single words or small units, progressing to 'chunks' of language, eventually expressing full thoughts with greater linguistic precision. Closely related is the lag between teacher presentation and learner production. Though both presentation of the language and learner production spiral in complexity, they have different starting points. Ideally, the instructor introduces language well before the student is expected to produce it. In the model, the teacher introduces words and phrases which the learner will use in the next lesson.

Classroom tasks can also spiral. In the model lesson progression, the teacher introduces simple numbers in the first lesson. This is followed by further introduction of more complex numbers and prices. From these teacher-centered beginnings, activities become more abstract and require greater learner involvement. The prices are applied in a shopping roleplay, followed by a price comparison discussion, and culminating in a bargaining simulation. Clearly, activities should grow in complexity and require increasingly active learner input. Another aspect which is often overlooked is learner behaviour and the conscious development of confidence: from silence and possible frustration to increased comfort through recycling of the required language to complete a task. Moreover, frustration can be further reduced if learners are equipped with increasingly sophisticated strategies for dealing with communication difficulties, such as phrases for requesting repetition and clarification.

Perhaps the least considered, yet most important aspect of lesson planning, is the relevance of the language to the learner's reality. A teacher may introduce, reinforce, and encourage production of the language just as the textbook prescribes. However, ending on a contrived context misses the mark. A skillful teacher goes one step further by adapting the language and lesson to the specific needs and interests of the students. Learners should leave each class able to say something about *their* world, and leave the course able to handle the real-life situations they encounter with greater confidence.

By starting with goals and creating lessons that realistically work toward these goals, the learning process takes on more relevance for both instructor

and student. Furthermore, in conveying these goals to the learners—and thereby ensuring their cooperation—we demonstrate a clear respect for their intellect, whether they are six or sixty years old.

Don Maybin is the Director of the Language Institute of Japan (LIOJ) in Odawara. Elizabeth King teaches at International Christian University, Tokyo.

YOSHITAKE cont'd from p. 9.

- 1つの内容を頭に描いて一気に書くよりも、手間が掛かるかもしれないが単文を書き、それを整理結合する。そして、必要に応じて自分なりに推敲することにより、文章がスマートになるという発見ができた。
- 細かいところでは、例えば"the fates of"をつけ加えるというのは日本語の文章からだけでは考えつかないし、自分には思いもよらないことでした。
- 同じ単文を整理結合してもこんなに洗練された文章になるのかという感じです。

3. おわりに

「英語は状況を捉えるのに〈もの〉の動作主体に注目して、因果律的に解説し、概念化していく傾向が強い」のに対して、日本語は状況をまるごと〈こと〉として捉え、その〈こと〉と人間のかかわり方を、人間の視点に密着して捉える傾向が強い」(安西, 1988:105) 学生の多くは、頭に浮かぶ日本語の主語が不明瞭だったり、補語が省略されていたりするので、英語の単文にする時、いちいちそれらを考慮する必要があることを再認識させられたようである。金田氏は「一体なぜ日本人はこのように言葉を節するのだろうか」と問い、「日本人の間には、そもそもものは言わない方がいいという気持ちがあるらしい」(1989:267)と説明している。自分の言いたいことが英語にならない時は、焦らずに複数の英語の単文で書き表し、その次の段階としてその単文の表現様式を整え、さらにその単文を整理結合して推敲する。これは遠回りのようで、実は近道かも知れない。

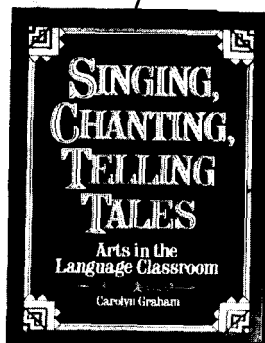
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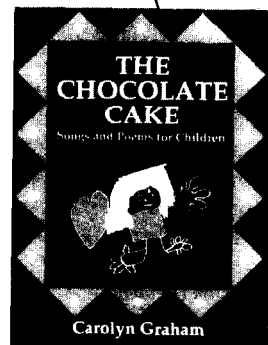
謝辞

本稿をまとめるに当たり、外山節子氏・青木直子氏に御指導いただいたことを記して感謝いたします。

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"Sharing Our Stories" at TESOL '94

by Kelly Ann Rambis, JALT Representative

With 1,800 events scheduled, the 28th annual TESOL Convention was held in Baltimore, Maryland, March 8-12. JALT, with a membership of approximately 3,740, is the largest of TESOL's 79 autonomous affiliates. This year's convention boasted a record-breaking attendance of approximately 8,500.

Attending as the Affiliate Delegate and official Representative of JALT was Kelly Ann Rambis. Donna Fujimoto (Alternate Rep), Nelson Einwaechter (PHR Scholar), and Malcolm Benson (Publication Board Rep) were also members of this year's delegation to TESOL. Many thanks are due to them for their participation at the convention. Following is a summary of some of the events.

Affiliate Leaders' Workshop: Two representatives from each affiliate attended this affiliate briefing session whose purpose was to provide information for affiliate development and news from TESOL and affiliates world-wide. Participants chose from a variety of breakout sessions designed to meet affiliate needs: K-12 Certification, Regional Conventions, Job Banks, Part-time Employment Issues, TESOL's EFL Initiative, and Affiliate Finances.

TESOL's EFL Initiative session was led by Rosalind Strong, who explained that a task force comprised of people from various countries is investigating the services TESOL provides or could provide to non-US-based affiliates and organizations.

Affiliate Discussion Sessions: Rambis attended Wednesday's session, which provided an opportunity for affiliate leaders to discuss and suggest revisions for three new TESOL documents: the Bylaws, the Affiliate Policy and Procedures Document, and the Affiliate Standing Rules. At Thursday's session, Florida TESOL reps led the discussion on necessary considerations for US-based affiliates that are considering obtaining 501C3 non-profit status.

Affiliate Newsletter Editors' Workshop: Benson attended this workshop, the format of which allowed for a variety of discussions related to the development and quality of affiliate newsletters. Included were both planned sessions and time for informal discussions on such topics as Setting Up Columns, Getting Copy, Publishing on a Low Budget, and Functioning as the Editor for a Small Affiliate. In addition, the Affiliate Newsletter [Handbook was reviewed, members of TESOL's Department of Communications staff shared their editing and design expertise, and ample time was provided for interaction with other editors. Copies of the "1994 new look" TLT as well as issues from 1993 were provided for distribution. Copies of the *JALT Journal* were also provided.

USIA/TESOL International Networking and Information Exchange: This invitation only gathering was limited to the first 400 applicants. Scheduled early in

the course of the Convention, it provided opportunities for overseas English language teachers, teacher trainers, program administrators, ministry of education officials, etc., to join other overseas colleagues; to identify ESL/EFL professionals working outside US borders; to exchange information about programs around the world; and to share concerns and ambitions with individuals from 90 countries.

Affiliate Council: This meeting, the most important of all for the Affiliate Delegates, was the annual assembly to which affiliates must send an official voting delegate at least once every two years. Other members were allowed to attend and participate in a non-voting capacity.

At the Council meeting, in addition to discussion of issues of concern to affiliates (particularly the Policy and Procedures Document, the Standing Rules, and their adoption), delegates had to be prepared for two important elections that empower affiliates in relation to TESOL. One was the selection of three candidates for the Affiliate Representative on the TESOL Executive Board. The other was the selection of five nominees to serve on the TESOL Nominating Committee. Furthermore, a resolution on health benefits for part-time workers in the USA was adopted by this Council and sent to the Legislative Assembly for adoption the next day.

JALT/CATESOL Business Meeting-Luncheon: This year was JALT's turn to host our annual business luncheon with CATESOL. Matters concerning every item of our partnership agreement and joint functions were on the agenda, brought to the table for discussion, and clarified. Consequently, JALT expects much warmer and more straightforward relations with CATESOL in the upcoming year.

CATESOL/JALT Reception: JALT had a fine showing of members and potential members. Posters were hung, an announcement was published in the *Conference Daily* newspaper, and invitations were distributed via the Message Board(s) at TESOL, based on names garnered from various sources before Rambis left Japan for the convention. It is this Rep's opinion that it's time for JALT to sponsor its own reception, if financially feasible, particularly since our focus seems to be the Far East and Southeast Asia while CATESOL's seems to be California, New South Wales (Australia), and Uruguay.

Legislative Assembly: This was TESOL's annual business meeting, much like JALT's at our annual conference. Each individual TESOL member had voting rights in this assembly, and elections were held for new members of the TESOL Nominating Committee.

Susan Bayley, TESOL's Executive Director, reported on the different "years" used by TESOL: the fiscal year (from November through October), the



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Akita (JALT)

18th June (Sat) 1 - 4:00 pm
Spkr: Ritsuko Nakata
Akita International Assoc.,
Aidex Bldg 8F,
Sanno 2-chome,
Akita-shi, 0 10
018864 1181
(Ms. Magnuson)

Morioka

JALT Bookfair
19th June (Sun) 10 - 4:30 pm
Oxford Spkrs: Ritsuko Nakata
& John Moore
Iwate Kyoiku Kaikan, 1-1-16
Odori, Morioka-shi, 202
0 196 83 3083 (Ellen Sadao)

Sendai

16th June (Thur)
10- 12:00 pm
Spkr: John Moore
Seminar Rm, Sendai 141
Bldg, 4-1 1-1 Ichiban-cho,
Aoba-ku, Sendai-shi, 980
022 275 8387 (Ms. Kuro-
sawa, Yohan)

Utsunomiya (JALT)

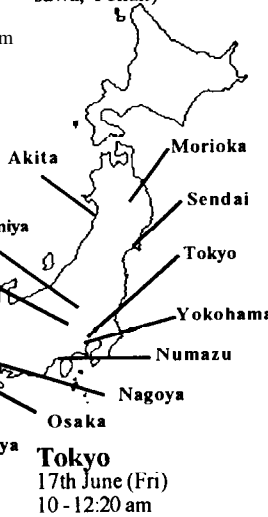
10th June (Fri) 9:45 - 11:30 am
Spkr: Anthony Brophy
Utsunomiya Higashi Commu-
nity Center, Rm 4,
Imaizumi-machi 2137,
Utsunomiya-shi. 321
0286 33 0292 (Mark Davies)

Tottori

14th (Tues) 10-11:45am
Spkr: Robert Habbick
Hall A, Shimin Community
Center, 107-1 Sakae-cho,
Tottori-shi, 680
0857 22 0333 (Ms. Okuda)

Takasaki

8th June (Wed) 9:45 - 11:30 am
Spkr: Anthony Brophy
Sekirei no Ma Room,
Takasaki Terminal Hotel,
222 Yashima-machi,
Takasaki-shi, 370
(Takasaki Stn Bldg)
0273253311



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Okayama

12th June (Sun)
1:30 - 3:30 pm
Spkr: Ritsuko Nakata
Dairiya Km,
Kureiru Salon,
2F Minoru Garden Bld,
14-8 Yanagi-machi,
Okayama Shi, 700
0862 25 6668
(Ms. Yamamoto)

Ogori

16th (Thur) 10-11:45am
Spkr: Robert Habbick
Ryugunoma Room,
Hotel Miyake,
2-24 Kogane-machi,
Oaori-cho. Yoshiki-gun.
Yamaguchi-Ken 754
08397 3 1111 (Mr. Uetanaka)

Kagoshima

13th June (Mon)
10-11:45am
Spkr: Karen Fraser
International Exchange
Plaza, Aimu Bldg 11 F,
1-38 Higashi
Sengoku-cho,
Kagoshima-shi, 892
0992 25 3279 (Kathy
Cooney, Mark Menish)

Oita

17th June (Fri) 10 - 11:45 am
Spkr: Karen Fraser
Compal Hall,
1-5-38 Funai-cho, Gita-shi, 870
0975 38 5161 (Ann Mangulies)

Miyazaki

15th June (Wed)
10-11:45 am
Spkr: Karen Fraser
Himawari-so,
2-4-5 Segashira
Miyazaki-shi, 880
0985 24 5285

Tokyo

17th June (Fri)
10 - 12:20 am
Spkr: Ritsuko Nakata
JTB Education & Culture
Systems, 7F Otsukadai
Parkside Bldg, 3-37-5
Minami Otsuka, Toshima-
ku, Tokyo. 170 (Nr Otsuka
Stn, Yamanote Line)
03 5995 3801

Osaka

18th (Sat) June
2 - 3:45 pm
Spkr: Robert Habbick
Esaka Kenshu Kaikan,
1-23-32 Esaka-cho,
Suita-shi, Osaka 564,
06 337 1100 (Mr. Haneda)

Yokohama

9th June (Thur) 10 - 12:00 pm
Spkr: John Moore
YMCA Yokohama
1-7 Tokiwa-cho,
Naka Ku,
Yokohama-shi, 231
045 662 372 1 (Mr. Iwanabe)

Numazu

5th June (Sun) 1 - 4:30 pm
Spkr: John Moore
Numazu Shiritsu Toshokan
(Numazu City Library),
Rm 3, 4F, 9-1 Sanmaebashi-
cho, Numazu-shi, 4 10
0559 23 2674 (Ms. Yoda)
0559 516020 (Ms. Hosaka)

Nagoya

14th June (Tues)
10-11:45am
Spkr: Anthony Brophy
YMCA Nagoya,
2-5-9 Kami-maezu,
Naka-ku, Nagoya-shi, 460
0523313116
(Raoul Kennedy)

Nishinomiya

19th June (Sun)
2 - 3:45 pm
Spkr: Robert Habbick
Shukai Room, SF,
Nishinomiya Cross-
cultural Center,
7-30-301 Hagoromo-cho,
Nishinomiya-shi, 662
0798 26 1591 (Mr. Morimoto)

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membership year (varies with each individual), the officer year (from one conference to the next), and the calendar year (January through December). She also reported that as of October 31, 1993, TESOL had an excess of revenue over expenses, but that "fiscal prudence" must still be exercised.

Other reports from various officers were heard, resolutions voted on and adopted, and discussions held on issues of concern to TESOL.

Advertising JALT Membership and the '94 Conference in Matsuyama: Thanks are due to the Matsuyama Convention Center, which provided 100 slick, full-color, full-sized brochures of "Convention City Matsuyama." B5-sized JALT '94 advertisements were slipped inside the brochures, which were then distributed at various meetings during TESOL. Moreover, Laura MacGregor, National Membership Officer, wrapped a membership flyer around JALT's green information pamphlet and then asked her network of TESOL participants to distribute the flyer/pamphlet as widely as possible.

Miscellaneous Information-Getting for JALT: JALT's delegation was asked to gather information on a number of different matters for various people back in Japan, with the views of (1) helping make JALT and its annual conference better and smoother, and (2) strengthening JALT's ties with other TESOL affiliates. Information brought back to Japan ranged widely, from the process of the Swap Shop to that of cassette recordings of sessions, from the terminology in the TESOL '95 Call for Participation to the convention evaluation form. Furthermore, Einwaechter reports that Robert Fulghum's plenary address was inspiring and that Fulghum would be a great speaker at one of JALT's annual conferences.

Unfortunately, JALT was unable to make contact with Taiwan, whose delegate did not attend the convention. However, the representatives from Thailand and Korea were present, and Fujimoto and Larry Cisar report that our ties with those affiliates were strengthened and that those delegates were interested in sponsoring and/or promoting a pan-Asian language conference. In addition, the Guam affiliate representative expressed an interest to Rambis in forming a partnership with JALT and in helping out with a pan-Asian/Pacific-wide language conference. Unfortunately, the delegate from Hawaii was absent, too.

TESOL Awards Committee Raffle: This annual event is held to raise funds for TESOL awards which recog-

nize excellence in the profession and which help graduate students and teachers attend the TESOL Convention and the TESOL Summer Institute.

Thanks to the generosity of the Matsuyama Convention Center and to the efforts of Jim Mayer and Ruth Vergin, JALT was able to donate a number of prizes for this year's raffle. Our gesture was received with enthusiastic thanks. JALT contributed ten *Tobe-yaki* plates, ten Japanese dolls, ten sets of chopsticks, ten cotton *o-furo* towels, and four posters.

Employment Clearinghouse: Whether browsing for employment information or preparing to launch a career, Convention participants were able to satisfy their curiosity about ESL/EFL opportunities by using the global resources in this clearinghouse. This 'ticketed event' (US\$10 to US\$15) allowed participants to review hundreds of posted job announcements from all over the world; submit their resumes for any position, with no prior contact with the employer; have their resumes forwarded to employers who had asked that they be collected; and sign up for private career counseling sessions with seasoned professionals who would help strengthen resumes. Moreover, nearly 75 employers were holding on-site interviews and were ready to hire qualified professionals on the spot.

World Net Broadcast: The Global TEFL Village: There were interactive sessions live via satellite between the Baltimore convention site and TEFL audiences around the world. The audience in Baltimore participated in a pre- and post-broadcast exchange with the presenters, and viewed the interactive phase between the presenters and the overseas audience. The presenters in Baltimore were chosen from among well-known figures in our professional field. The discussions focused on areas of worldwide interest and concern: "Classroom Centered Teacher Education," "The Role of Grammar in Communicative Language Teaching," and "Teacher Learning and Development."

Future TESOL Conventions. The 1995 TESOL Convention will be held from March 28 to April 1 in Long Beach, California; in 1996, March 26-30 in Chicago, Illinois; and in 1997, March 11-15 in Orlando, Florida.

This Rep was kept busy from dawn to midnight. The experience was thrilling as well as exacting, and I would recommend it to anyone with a good working knowledge of JALT and the desire and stamina to carry out the many, varied representational tasks required by the position.

The Twenty-Eighth Annual TESOL Convention (March 8-12, 1994)

by S. Kathleen Kitao and Kenji Kitao

The 28th Annual TESOL Convention and Exposition in Baltimore hosted a record number of participants representing a wide variety of countries

on six continents and included teachers of students of all ages, ranging from kindergarten through adults; materials writers; publishers;

teachers of English to deaf students; teacher educators; and administrators.

The theme of the convention, "Sharing Our Stories," emphasized the exchange of experiences and ideas among those in the TESOL field, and the important role that narrative plays in our lives.

Before the opening of the convention, twenty-eight preconvention institutes were held. These included workshops on computer labs, international teaching assistant programs, the writing of tests, multicultural classroom, using simulations, video production and editing, and teaching pronunciation.

The convention opened with a plenary session on the evening of March 8. Participants were welcomed by Susan Bayley, the executive director of TESOL, and Sharon Bastera, director of the National Origin Programs at the Mid-Atlantic Center. The opening plenary speech was given by Sara Lawrence-Lightfoot, professor at the Harvard University Graduate School of Education, who was introduced by TESOL President Donald Freeman. In keeping with the convention theme, she spoke on "Balm in Gilead: On Love, Work, and Storytelling." She described the process of writing her book on the life of her mother, a doctor specializing in pediatric psychiatry. Professor Lawrence-Lightfoot emphasized the role that narratives, and particularly the narratives of women, play in developing an understanding of social history.

Discussion groups on various topics were held during the first session each morning. Each discussion group was led by one or more specialist in a particular topic. Discussion leaders elicited or provided questions or issues related to the topic, and members of the audience discussed them, contributing opinions, experiences, etc. There were discussions on such topics as teaching research methods, cross-cultural pragmatics, teaching content-based courses, working with international faculty members, grammar activities, teaching reading, textbook design, teaching adults, and using video cameras in teaching. In the discussion on content-based teaching, for example, participants discussed the balance of content versus language teaching that should be included in content courses. In the discussion of cross-cultural pragmatics, some problems caused by inappropriate use of functions and ways of teaching their appropriate use were examined. The discussion sessions were important opportunities for participants to exchange experiences, information, and ideas.

After the discussion groups concurrent sessions (workshops, papers, demonstration, exhibitor's sessions, etc.) and colloquia (formal presentations by a panel of speakers, followed by discussions) were held. Colloquia included theoretical papers, while workshops and demonstrations emphasized practical aspects of language teaching.

Curriculum and materials development was a particularly popular topic at the 1994 TESOL Convention. Among many others, there were presentations on using news stories, strategies, and approaches to

teaching reading, using dialogues, English for Special Purposes, teacher-made videos, editorial and design factors in classroom materials, textbook selection, using peer response in composition courses, and moving from reading to writing.

Content-based instruction was also a popular topic with almost 150 presentations or discussion groups. These included such subjects as designing content-based materials, using novels and films, collaboration between ESL and content-area faculty, teaching American culture, developing students' library skills, and teaching about social issues.

Interest in the various uses of computers in language education continues to grow. For example, more schools have networks within the institution, which students use to send papers to teachers, who then comment on them. Students also receive announcements of events, etc., on such networks. Computers are also used for simulations. For example, students might plan a trip, having a certain amount of time available and a certain amount of money. They make decisions about transportation, accommodations, etc. Multi-media applications have become increasingly popular, allowing students to combine reading, writing, speaking and listening. Materials on CD-ROM, such as dictionaries and encyclopedias, have become increasingly less expensive and available. The use of e-mail by students has also increased. In one case, teachers arranged for a group of students in the Czech Republic to correspond through e-mail in English with students from the United States and Finland. Lists---discussion groups which make use of e-mail---have even been established for English language students.

There were a total of eleven plenaries. Their topics included research by teachers, sign language, songs and dances of ethnic groups in the United States, the input hypothesis, and language teaching in the 21st century.

Poster sessions were held from 1:00 to 3:00 each afternoon. These sessions, featuring 12 to 15 presenters each day, made use of pictures, graphs, samples of students' work, etc., on bulletin boards to illustrate their points. Poster sessions allowed participants to talk personally with presenters about subjects of interest to them.

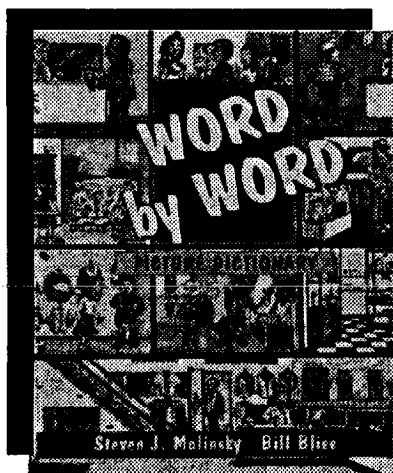
More than 130 exhibitors displayed textbooks, academic books, video materials, testing materials, computer software, and other items of interest to teachers at the Publishers and ESL/EFL Software Exposition.

Participants attended various special events during the convention. Visits were arranged to schools and educational centers in the Baltimore area, giving participants opportunities to observe, meet, and talk with local teachers, administrators, and students. In the evenings, participants attended social events sponsored by publishers, regional affiliates, and so on. Through these events, participants had further opportunities to meet and talk in informal settings.

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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.

Promoting Interlanguage Talk

by Sumako Hayashi

Japanese learners of English usually find themselves incapable of communicating with others in English in spite of their strenuous efforts at learning. Masayoshi Hirasawa (1974), who taught English at high schools and universities, says in grievance, "Of all the countries in the world where English has been taught on a nationwide scale, Japan seems to me about the least successful" (p. 71). Although I am not sure whether Japan is really the least successful or not, certainly most of our students complain of the present English teaching, calling it useless.

The aims of language teaching are difficult to decide, as Richard Allwright (1979) poses in the question, "Are we teaching language (for communication)?" or "Are we teaching communication (via language)?" (p. 167). In the present situation, most Japanese teachers of English will ask, "Should we teach English for entrance exams or are we expected to teach English for Communication?"

Whatever aim English teaching in Japan may hold at present, it is clear that most students do not learn what teachers teach through formal instructions. They pay attention to teachers' explanations, are given drills, quizzes and right answers, and yet they find it difficult to identify what they have learned. What has caused this ineffectiveness?

I contend that present instruction in the classroom is of little or no use for language learning for communication, because the teaching method neglects the process of language acquisition. Along with an inappropriate teaching method, the teaching content is often irrelevant to learners' interests and lives.

Language is a means of communication which takes place interactively in social contexts. Therefore, we cannot neglect interactive and contextual perspectives even in the case of foreign language acquisition. Allwright's (1984) argument that "the process of classroom interaction is the learning process" (p. 9) points to the importance of interaction in language learning. However, many teachers are obliged to provide a great deal of grammar-oriented information for students, forcing them to do rote learning. Thus, a serious problem of English teaching in Japan lies in the lack of interactive activities based on social contexts in learning environments.

A second major problem is that learners are, in the vast majority of cases, placed in solitary work extremely dependent on the teacher. Allwright (1979) contends that "...co-operative learning could be harnessed to facilitate the achievement of something

too often neglected in the teaching of any subject—the development of learner independence (from the teacher but mutual interdependence among the learners)" (p. 172). We need to take this independent learning strategy into consideration in the procedure of language teaching. Learners will learn best while learning in productive participation in their classroom activities with peers.

One possible solution to both interactive and independent learning is "Interlanguage Talk" (Long and Porter, 1985), which is designed to promote conversations among nonnative speakers. As Long and Porter suggest, Nonnative Speaker/Nonnative Speaker (NNS/NNS) conversation in pairs or small groups will increase language practice opportunities. If learners are given social contexts, such as problem solving or conversations and games at someone's birthday party, they will acquire not only communicative competence but linguistic competence by getting themselves involved in communicating with other learners. I once tried getting the students to create a dialog based on a given situation in small groups. I found them devoting themselves to talk about the dialog-making and the expressions. They concentrated themselves on cooperative learning more than ever.

To summarize, what motivates students to learn something spontaneously is cooperative learning based on interaction. Interlanguage Talk may be the best possible way, since it is nearly impossible for each learner to have a native speaker (NS) partner in classroom settings.

Students need training in interaction experience, however, and appropriate materials, or they may feel uneasy about what they are doing. If teachers are careful about encouraging learners to communicate in small steps and provide them with appropriate materials, Interlanguage Talk could very well become language acquisition.

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A reply to Christopher Bauer: "Does the Monbusho Listen?"

by Wendy F. Scholefield

While agreeing with some points in Christopher Bauer's article "Does the *Monbusho* listen?" (*The Language Teacher* 18 (4), pp. 34, 35), I disagree with many points, and with the main thrust of the article, which appears to be that English teachers---particularly non-Japanese---should be more passive rather than pushing for change.

Like Bauer, I have little time for the arrogance of some critics who see their own country's educational system as "good" and Japan's as "bad" without any analysis. Furthermore, I accept that many AETs are ill-equipped, in terms of knowledge of language learning theory, to make truly informed contributions. However, I don't accept that such AETs' opinions and suggestions should be automatically rejected; surely contributions should be encouraged from a broad range of participants.

Following are several points from the article with which I disagree. My viewpoint comes from involvement with the JET program, probably the largest single body of the native-speaker English teacher group referred to by Bauer.

(1) "Native speaker English teachers should not expect to have influence over the Japanese educational system."

JET program AETs are expected to exert influence on teaching practice, if not on policy; the JET Program itself was established in order to "promote the current shift [i.e., to communicative language teaching] in policy and to help language teachers during this difficult period of transition" (Cominos, 1991, p. 117). Furthermore, JET Program AETs are annually required to give seminars to JTEs at, for example, MidYear Bloc Conferences and Intensive English Courses for JTEs. The topics of these seminars, chosen by *Monbusho*, centre on improving EFL. It's hardly surprising that AETs feel frustrated if *Monbusho* ignores the advice and suggestions it asks AETs to give.

(2) "English teaching in Japan can only be deemed a failure in comparison to other systems."

I'm afraid this is not a very scientific statement.

EFL in Japan should be judged successful or otherwise according to whether it meets its stated aims and objectives. The degree to which it meets explicit criteria yield the degree of success or failure. The fact that different people have different criteria of success or failure and the fact that different people have different criteria of success (for example: passing grammar-translation exams/conversing with native speakers) still does not necessitate comparison with othersystems.

(3) "The fact that no teaching method has yet to demonstrate a measurable superiority over any other, means that AETs

should stop trying to push Communicative Language Teaching as opposed to the Grammar-Translation method."

Actually, this is what JET Program AETs are hired to do (Cominos, 1991, p. 117). *Monbusho* itself is pushing CLT, expressly stating that most team-teaching activities "should be designed so as to be communicative and interactive" (CLAIR, 1992, p. 7); the new Courses of Study guidelines reiterate that English lessons should be more communicative (Juppe#1993, p. 19).

It's not surprising then that AETs are agitating to make the changes that *Monbusho* wants them to make, nor that they feel disappointed when these top-down directives don't filter down to the classroom.

(4) "The grammar based entrance exams are a convenient scapegoat and not a real impediment to English language acquisition."

Not only do the AETs I know find entrance exams such an impediment, so do almost all of the JTEs in my 36 schools (for example, Suzumura, 1994, p. 4). This view is supported by researchers over the years, from the Report of Conference of Experts on the Teaching of English in Japan (1962, p. 35), to Hoshiyama (1978, p. 112), Imamura (1978, p. 17), Serizawa (1978, p. 883), Uemura & Sato (1985, p. 1), and to Browne (1993, p. 39).

(5) "Japan's education system has produced a large pool of fluent English speakers."

With no disrespect intended to my many hardworking and reasonably linguistically competent colleagues, I have met only a handful of Japanese fluent in English; there are almost none with whom I can have a conversation without having to slow my rate of speech, use basic vocabulary, and make numerous other adjustments. I am not making a value judgment on whether Japanese SHOULD be fluent; I, and many other AETs (Listotta, 1993, pp. 113, 114) do not believe that fluency in English is the most important characteristic of a good JTE. However, I doubt the existence of this "large pool" of fluent speakers.

(6) "*Monbusho* is not a dictator."

I don't wish to debate a subjective metaphor. However, I think many Japanese and non-Japanese would agree with me that *Monbusho* shows dictatorial tendencies, and I cite some disparate examples from personal experience to support this personal opinion: All of my 36 schools use the same textbook and follow a rigidly set program which alters little, if at all, year by year.

i A JTE I know was requested by his principal to remove his moustache.

i A principal was threatened with dismissal for

allowing an AET and JTEs to operate a mutually beneficial but unusual teaching schedule.

- i Some schools not only dictate every last inch of clothing worn by students, but also their hairstyles.

Again, I don't wish to make a value judgment of whether such things are "good" or "bad," but they certainly point to a governing body which leans to the dictatorial rather than permissive (Titone, 1983, p. 45) end of the scale.

(7) "Progress has occurred at a rate that might be reasonably expected."

Knowing a little of the makeup and history of *Monbusho*, I don't expect rapid progress. But I'm not at all happy about that, and I'm not going to sit quietly by without agitating for improvements of benefit to my students and colleagues.

Furthermore, the rate of progress in some important areas defies any interpretation of "reasonable;" to whit, the Report of Conference's of Experts on the Teaching of English in Japan discussed a previous conference's recommendation for the implementation of ORAL, and AURAL components in entrance exams. This, says Bauer, is starting to change. However, the Report I quote was **32 years** ago, in 1962, the original conference was **80 years** ago, in 1914!

It's important to note that I don't wish to convey a lack of appreciation for the many positive aspects and achievements of *Monbusho*. My attitude to *Monbusho*, and to the people who make up *Monbusho*, is neither negative nor bitter---just, I think, more realistic than Christopher Bauer's.

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VANIKIETI and BURGESS, cont'd from p. 10.

who is very unhappy but has no control over him. Hates prison, will do anything to get out.

Pornkana is the favorite choice as she was supporting her family and relatives. Thus, she gains a lot of sympathy from students who grow up in a society with strong family bonds. Moreover, Thai students do not consider prostitution to be as serious a crime as the others. The choice of Pawat for release is, perhaps, not surprising due to his profession, teaching. Teachers have a high status in Thai society and are very well-respected. Arunee receives students' compassion because she has kids. This again shows the importance of strong family bonds in Thai society. Moreover, the fact that she is not on good terms with her husband wins her sympathy from many students. She might have been left by her husband, a practice not uncommon in a male-dominated society like Thailand. The person usually voted most unsuitable for release is Sunapa. She is disliked by most students because she smuggled Buddha statues out of the country, which they consider a very serious crime. Thai people judge religious matters very strictly. Thus, students strongly condemn her act. Furthermore, the fact that she comes from a wealthy family is seen as a point hindering her release.

Procedure: First of all, with the teacher's help, the students form groups of five. Students are then asked individually to read the data and instructions and to make rankings. In groups, they then compare answers and discuss differences, justify their individual choices, and reach a consensus. Finally, the group chooses a leader who reports the results to other groups. In completing the activity, students first have to read each case in detail before they can evaluate and rank each criminal. Critical thinking and decision-making skills are practised at this stage. Next, they must express their personal opinions and defend decisions taken as they negotiate the group consensus. Finally, a group leader reports the results of the group discussions to the whole group and final choices are made.

The exercise readily lends itself to several extensions: a written report detailing personal choices made and the justifications; a debate on prisoner parole and probation; a discussion of criminal justice and prison problems; field trips to court or prison; and invited speakers (e.g., policeman, prison warden).

Interestingly, Thai students usually come up with the following rankings: The most likely criminals to be released are Pornkana, Pawat, and Arunee.



comments from *TLT's* readers

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

A Response to John Honey's "Impressions of JALT 93"

I object to the mischaracterization of the JALT 93 Conference as described in John Honey's article in the March issue.

There were two main logistical problems at Sonic City. The first, and most serious complaint by attendees, was the elevators. This was beyond the control of the Site Committee. Sonic City is a public building; activities unrelated to the JALT Conference were in progress on other floors. Yes, participants were good natured about it. I had some interesting rides on the elevators with people who had a great sense of humor about the problems. After taking a very pregnant woman down five flights of stairs and leading her to the plenary, the stairwells did not worry me much. We did not have any sudden births.

The second problem was building management. Many readers may be surprised to learn that the meeting rooms in one building and those in the so-called "Main" building are controlled by different organizations, and coordinating things between them was difficult. Yes, we had to use the International Rooms for two days, but "IRA" hardly referred to a certain militant political group. Would you have liked that those presentations had been dropped from the program?

Why pick such a bad site? Nothing else was available. In early March, 1992, we were asked to go to Sonic City to get the site for any weekend in October of 1993. JALT had run out of options; it did not want another last-minute search, as it was then doing for a 1992 site. Arriving at Sonic City, the trio of Aleda Krause (Site chair for JALT YO), Yukie Kayano (Facilities chair for JALT 90), and myself asked what was available. The one weekend we wanted was open; all others, six weeks on either side, were taken. That is how we wound up at Sonic City in 1993. And they want us back...

Concerning Honey's comments about JALT 92 plenaries: "An elderly scholar who began very late..." What are we to make of a comment like that? First, the elderly scholar was the most punctual person I have ever met. However, the President of the University (who had donated his campus rent free to JALT at the last minute) was delayed, and it was only proper to await his appearance.

"He attempted no rapport with his audience..." According to comments I heard, he had more rapport than most plenary speakers. As to his points being inapplicable to Japan, that is Honey's personal opinion. The scholar's points made me think about memory and its context to Japan. Honey is entitled to his opinion; I don't share it.

I Honey's comments about JALT 93 were misinformed. I and many others spent weeks of hours working on it, and the narrow-mindedness of his comments discourage me. True, the piece was labeled "Impressions of JALT 93." However as a lead article for an issue of *The Language Teacher* addressing the conference, it left a sour taste. Comments like, "It seems bizarre that there were no adequate visual media on the plenary platform," when he did not bother to find out why, are out of line. If he had asked, he would have learned that presenters were supplied with what they had requested. The site committee had great difficulties getting presenters to tell us what they wanted before the deadline.

The lively presentation Honey mentioned could not go beyond its final minute? Take that up with the presenter; don't blame JALT. He used his time on his own, and someone else was waiting to make a presentation.

Lawrence J. Cisar
JALT 93 Local Site Co-Chair

[You're right; but don't blame John Honey. As editor, I should have run his comments as an opinion piece, not a lead article. If 20/20 hindsight always informed me of matters before the fact, I wouldn't need corrective lenses. The buck stops here, as the saying goes, and my apologies for causing any grief. For the record, our all-volunteer staff of conference organizers do a job worthy of most professionals who get paid big money to do these things. JALT's is a major, world-class conference, and there are few if any such that ever run without glitches or hitches. What's so wonderful is that so much runs so well. Thanks for your comments. We can all benefit from the contrast.-Editor]

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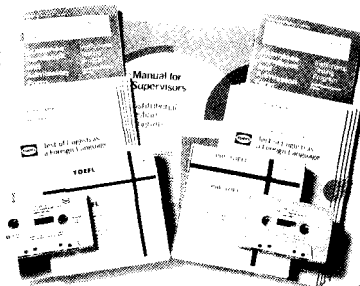
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Stepping Softly: What Constitutes "Teaching" in Communicative Classrooms?

by Mark Clarke

実際の小学校のESLの授業のトランスクリプトを紹介し、コミュニケーションな授業にするための教師の努力や技術を分析・検証する。正しい表現の仕方へとさりげなく生徒達を導く教師の心遣いがうかがわれる。

Using Sentence-Combining Skills to Bridge the Gap

by Sonia Yoshitake

This is a report of a heuristic lesson conducted with a view toward demonstrating the usefulness of sentence-combining skills. Students are guided through an eight-step process through which they discover an effective technique for transforming concepts into English academic prose.

Prison or Parole?

by Kanittha Vanikieti and Robert Burgess

これは5人の囚人をめぐってディスカッションを展開するレッスンプランである。タイ国の学生はどの囚人を仮釈放にしたかを紹介する。自分の意見を論理的にはっきり述べることを求められるので、文化が意志決定にどのように影響するかを発見することにもなる。

Talking to Oneself

by An Chunren

スピーキングの練習は工夫次第で一人でも可能であると信じる著者が、楽しい方法を紹介する。

Vocabulary Self-Collection

by Xie Fuzhi

教師が学生に単語のリストを与えるのではなく、学生自身が自分達で必要と感じる単語を集めて、それを学習するというレッスンプランを紹介する。

The Race: A Communicative Activity for Beginners

by JoAnn Miller

マラソン選手を題材にしてどの選手が勝つかを予想するコミュニケーションなアクティビティ等を紹介する。メキシコの学生の解答例とその理由も検証する。

Imagine

by Jose Santos

プエルトリコの大学で評判のよかったビデオを使ったレッスンプランを紹介する。学生は与えられたカードの中から自分の好きなカードを選び、それに描かれている人物になりきって、その人物の置かれているシチュエーションに合った演技をする。

Vacation Tips

by Carolina Bondy

ロールプレイの提案である。例えば学生は旅行会社の従業員とその客に分かれる。客役の学生は自分の休暇旅行の希望を述べ、旅行会社の従業員役の学生は一生懸命バック旅行を売ろうとする設定でやり取りをする。

The Farm: Pre-school Activities

by Todor Shopov

ブルガリアの子供のために開発されたレッスンを紹介する。発音と単語の習得が目的である。おなじみの英語の歌を盛り込んで楽しく単語が覚えられるように工夫し、クイズの要素も取り入れて子供の興味をそそるアクティビティを提案する。

Creative Dialogue

by Jasna Jemersić

ゲームを取り入れた英語の学習と対話を使ったやり取りの練習を紹介する。特におもしろいのは表面的な台詞の裏に隠された発話者の本心にまで立ち入るところである。

A Touch of Technology

by Karen Polimac-Dobovisek

コンピュータを授業に導入したスロベニアのレッスンプランを紹介する。統語機能の習得のためコンピュータで小グループ活動をさせる。授業に変化を持たせ学生の興味をそそる手段として有効である。

Self-Access Listening

by Eva Ruzickova

スロバキアで試みたりスニングの自習方法の提案である。学生はBBCの放送を録音して、一週間毎日自分のペースで与えられた指示に従ってリスニングの学習をする。教師は学生の書く学習日記で一人一人の学習状況を確認していく。

Diary: The First Day of Class

by Sameer Mahmoud

ウエストバンクだけではなく、どんな状況に置かれた学校でも第一日目の授業は大切である。学生の英語のレベル、学生の興味、そして、各々の学生についての情報収集を教師はいち早くしなければならぬからである。著者の日記を紹介する。

Describing People

by Jale Çolakoglu

エジソンを例に挙げ、一人の偉人の生涯を簡単なパラグラフにまとめて、授業に使うというトルコの学校のレッスンプランである。英問英答はもとより、エジソンの性格などをもとにしたマッチング問題、リスニング問題などを紹介する。

From Finish to Start: A Backwards Look at Lesson Planning

by Don Maybin and Elizabeth King

教師にとって大切なはそのコースの達成しようとする最終目標をはっきりと定めてレッスンプランをたてることではないだろうか。五日間のサバイバル英語の集中講座を例にレッスンプランをたてる順序を提案する。

ここまでの和文要旨作成協力：古竹ソニア

Promoting Interlanguage Talk

by Sumako Hayashi

ロベト学習者の英語の会話力が向上しない理由として、著者は日本の学校におけるテスト偏重、文法重視の姿勢を問題にし、このような制度のもとでは、流暢な会話力を育成する相互交渉的な学習活動を学生に提供できないと指摘する。本稿で著者が提案するのは、「中間言語会話」(Interlanguage Talk)として知られている。英語の非母語話者同士が英語で会話のやりとりをする手法で、上記の問題に対する最良の解決策の一つとして期待されているものである。

以上1点と和文要旨作成協力：森川博己・森川キャロリン

MILLER, cont'd from p. 12.

III. *Listening*: If necessary, explain decimals ("10.9" seconds is ten point nine or ten and nine tenths) before beginning the practice. Read the following commentary about a 100-meter race three times. Have students complete their charts, one column of the chart each time you read. Correct answers and read again.

Listening Comprehension

"Now we are ready for the running of the hundred meter race. We have some very serious contenders in this race. Ralph Johnson of UCLA is in Lane One. He won the championship last year, if you remember. A newcomer, Peter Smith, from USC is in Lane Two. In Lane Three is Gene Richards from Arizona State. Robert Ford, this year's favorite from San Diego is in Lane Four and San Francisco's Albert Miller is in Lane Five.

"The runners are now lined up in starting position. "On your marks. Get set. Go!" Richards is first off the blocks, but Smith is right behind him. As we get to the end of the first quarter of the race, Richards is still leading, but Smith and Ford are closing in, followed by Johnson and Miller. Now, Miller is making his move. As we get near the finish line, Richards is still leading and Miller has taken over second place. And as they pass the finish line, Richards from Arizona is the new champion with a time of 10.4 seconds. Miller comes in second with 10.8 seconds and the favorite, Ford, is third with 10.9 seconds.

"Again, the finishing times are Richards, 10.4 seconds, Miller 10.8, Ford 10.9, Smith 11.2, and Johnson 11.9."

Listening Comprehension: Student Sheet

The competitors:

Johnson	Smith	Richards	Ford	Miller
---------	-------	----------	------	--------

The Universities:

San Diego State	USC	UCLA
Arizona State	San Francisco	State

Listen to the race on the radio. Complete the following chart. Complete Column Two the first time you hear the report. Column Three the second time, etc.

Runner	University	Place (1st, 2nd, etc)	Time (seconds)
Ralph Johnson			
Peter Smith			
Gene Richards			
Robert Ford			
Albert Miller			

Colakoglu, cont'd from p. 23

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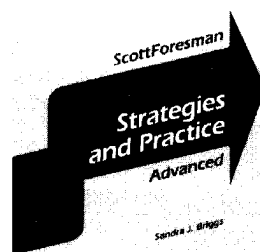
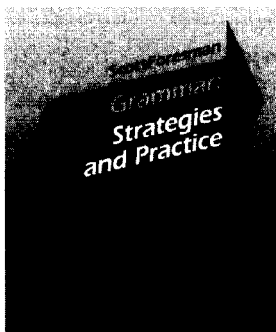
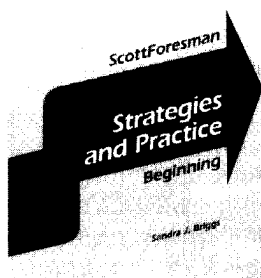
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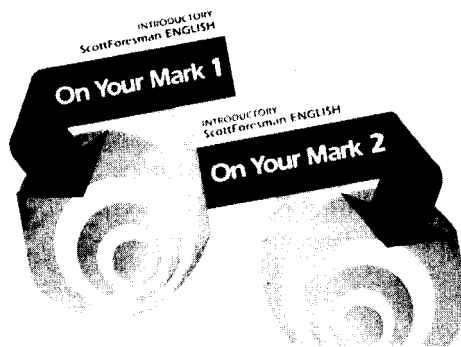
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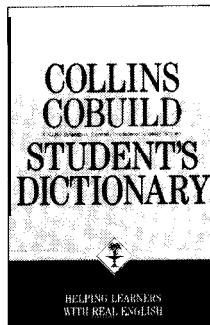
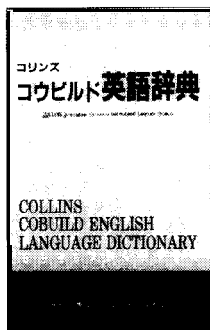
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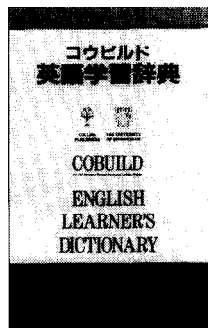
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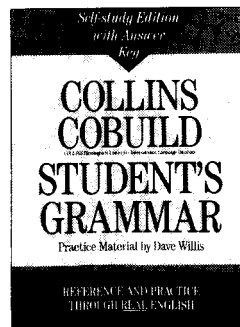
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edited by tamara Swenson

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

Short Stories For Creative Language Classrooms. Joanne Collie, and Stephen Slater. Cambridge University Press, 1993. Pp. 101.

The title, *Short Stories for Creative Language Classrooms*, fit the text well. The eleven stories in this book, all unabridged, are short, between one and four pages long. Length was one of the deciding factors in this collection. Their brevity makes them less intimidating for the intended audience, upper intermediate to advanced learners of English, and it also makes them easier to use in a number of teaching situations. In addition, the activities which accompany the stories encourage creativity. In one warm-up activity, the students listen to taped directions which guide them to recalling and reexperiencing a party they have attended before reading a story set at a party. A choice of activities involving drama, art and creative writing appear at the end of each story section. Even the comprehension work immediately following each story allows room for creativity on the part of the student. There are no right/wrong, short answer *comprehension questions*. Instead there are lists of possibilities from which to choose and then discuss with the class. It is a goal of the authors that the learner extend his/her understanding of the story through these *comprehension activities*.

These stories were written between the 19th Century and present day by authors from Africa, Scotland, India, Australia, England, and the United States. Many of the stories have children or young people as main characters. Some are about generational conflict, others about loneliness or youthful dreams. One of the most powerful stories in the book, *The Debutante* by Leonora Carrington, is quite shocking. However, care is taken in the warm-up section to familiarize readers with the story's historical context. In addition, the shocking aspect of the story is treated later in several post reading activities. One asks the students to think about to whom they would give the story to read and what reactions they would anticipate getting from their selected audience. In another activity, learners compare the story to horror films. The final activity is for the students to write the beginning of a horror story. My favorite story is the retelling by Alexander McCall Smith of an African folktale. This story, entitled *Strange Animal*, has as its theme family relationships and tolerance of others, and could be a starting for a discussion of societal values.

Everything one would need to use the book effectively is included in the text beginning with a table of contents listing stories, authors, and themes. This is followed by an inviting note to the learner in which the authors give ways the stories might be

used as a class and individually. Mainly a note of encouragement, it doesn't go into detail, but it does let the reader know how using this text may compare to reading a good book in their own language. Throughout there are photos and illustrations, including a painting on the cover. The back matter consists of short paragraphs on each author, notes on the stories which include vocabulary and cultural references, an answer key, transcripts of the three non-story readings on the tape, notes to the teacher describing the materials and containing suggestions about how to use them, and finally a bibliography of the anthologies from which these stories were taken.

In addition to the text, there is a 90-minute cassette with the stories plus other material for listening practice. The voices on the tape are at a natural speed, with accents which reflect the mix of authors discussed above. The dramatic readings of the stories really make them come alive. There are suggestions for using the tape versions in the notes to the teacher at the back of the book.

I teach a class called Reading for Pleasure for which the book would be ideal. It would work as well for an introduction to literature class, and it could also be used in a four skills class since the readings are short and the suggested activities include listening, speaking and writing.

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

The Chocolate Cake. Carolyn Graham. Regents/Prentice Hall, 1992. Pp. 83. Cassette.

The Chocolate Cake is a collection of twenty poems and twenty songs, each followed by an activity page that can legally be reproduced for classroom use. There is also a cassette of the songs and tapes performed by one or more speakers or singers. The poems and songs vary in length and difficulty, and are not intended to be used in any particular order. The tunes for the songs are old favorites, like "Old MacDonald had a Farm" and "My Bonnie Lies Over the Ocean" with original lyrics. Each song or poem focuses on a particular structure of American English.

As an AET, I teach everything from nursery school to adult conversation class. I used activities in this book with a nursery school class, a fifth grade class, a conversation class for high school

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students, and a regular class at the high school. All groups got something from the material.

I see the nursery school kids every week, and was pleased that they remembered the vocabulary from the song that I had taught them the week before.

I wasn't sure if fifth graders would be able to focus on one structure enough to do the activity page. However, with a little help, almost everyone finished the page in a few minutes. Students couldn't read well enough to follow the poem that I chose, but the rhythm was easy for them to recognize and copy. They were able to learn the first stanza of one poem, and to follow when I recited the rest for them. They didn't master the structure, but they learned and used a new structure in one class period. However, the young students had trouble with the pace of the poems and songs or recite them by themselves.

I used one short activity in the adult conversation class as a warm-up. They listened to the tape once, and looked at their copy of the poem. After a few minutes of practice they were able to match the pace of the cassette. It proved to be a fun warm-up.

With the regular high school class, I used a poem as a format for some creative writing. Most of the students were able to complete the assignment, and more would have if I'd given a clearer description of the task. The vocabulary and structure of the selections were appropriate for the older students, but the activity sheets were too simple for this level.

The strength of *The Chocolate Cake* is in its clarity. The rhythms of the poems are strong and easy to duplicate. The tunes of the song are familiar. The topics in both are easy to introduce and reinforce. The activity pages rely heavily on drawings, and little reading ability is needed to complete them. For a teacher who is willing to consider making some adaptations, *The Chocolate Cake* can be a welcome addition to most classes.

Reviewed by Suzanne Bessin
Oketo Board of Education

Laugh Your Way To Better Spoken English.

Lillian Butovsky and Cheryl Elliott Creatore.
Scarborough, Ontario: Prentice Hall Canada, Inc.,
1993. Pp. 96. Cassette.

The title of this text is appealing: which teacher would not wish to sugar the bitter pill of learning to speak English with appropriate humor? The authors explain the rationale for their jokebook in these terms, claiming that "jokes by their very nature offer a natural vehicle for learning language" (p. vi).

The text includes 100 jokes, of which a brief example is: "The patient was very upset. 'Doctor, I have this terrible ringing in my ears. What should I do?' 'Don't answer.' " (Joke 37, p. 37).

Before the joke there is a section entitled "Read This First" which explains the different contexts in which "ringing" is used. Not all the jokes are plays on words. Some jokes include pronunciation notes, more ways to say it, and cultural notes.

The jokes have been grouped by theme (e.g. Cheapskates, Panhandlers, Politicians) and within each theme they are grouped in order of increasing difficulty. Thus the first cheapskate joke concerns a man who brought a goldfish as a present for a golden wedding anniversary, while the last joke is about a businessman who writes a \$60 cheque to a dead man and pockets two \$20 contributions from the coffin. Not only is the latter joke more subtle, but the language in which it is expressed is at a higher level too. There is an interesting exercise at the end of this section, which involves matching negative and positive, for example: "She's boring/hasn't a thing to say for herself" is matched with "She's quiet/a good listener."

The authors are right to suggest that jokes contain authentic dialogue and idiomatic expressions, that they develop listening skills, that they can teach stress, intonation and timing, and that they provide a means of understanding a new culture. Moreover, they recognise that "not everybody in the class will find every joke funny" (p. vi).

This book and the accompanying tape are useable at a lower intermediate level and above. It is scrupulous in its exclusion of jokes about mothers-in-law, the handicapped, ethnic groups and so on. Whether it will succeed with a particular class may not be verifiable without actually trying it out, but it is certainly worth experimenting.

Reviewed by Ian Ruxton
Kobe JALT

Half Hour Helper. Joan Roberta White. Ontario: Prentice Hall Canada, Inc., 1993. Pp. 179.

Whether you are a new teacher or someone who has been teaching awhile, Joan Roberta White's *Half Hour Helper* will offer you a choice of more than 75 puzzles and activities for your ESL students. This clear and teacher-friendly book feels like the wonderful old coloring books a favorite teacher had stashed away for students to read on those rainy days or afternoons following final examination. White has produced this book with a pleasing and systematic style. There are three kinds of puzzles: 37 category puzzles, 28 alphabet puzzles, and 10 crossword puzzles, in addition to 4 grammar games based on "Up and Down" game boards. All of this is reproducible for your use.

These puzzles can be English warm-ups or cool-downs, give teachers a chance to target-shoot an

area of need, help students with those small gaps that make a difference in their spoken English, or provide pressure relief for students who struggle with more complicated textbook work. *Half Hour Helper* is a tool that teachers can easily adapt to suit their teaching situation and style. It also can be used just as a manual, without making student copies, to work with oral skills and build students confidence.

The Canadian content is of interest to most students at the intermediate levels and is a fresh and stimulating addition. However, for beginners, it is a little awkward and distracting. It can either be one new thing too many for struggling students, or material teacher must scale down to match the level of the students. All in all, this does not detract from the usefulness of the book. One final concern is the text's organization. Since quick eye-access is helpful for teacher use in the midst of evaluating student performance, it would have been convenient if each section was accompanied by the teacher notes and answers.

In conclusion, *Half Hour He/per* is a book you will be able to turn to for appropriate activities useful for a wide-range of teaching situations and student levels.

Reviewed by Cathleen Curry
Yajimaya Creative College

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 June 30. 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

- *Baudoin, E., Bober, E., Clarke, M., Dobson, B. & Siberstein, S. (1993). *Reader's choice: International edition* (revised expansion of 2nd ed) (books 1 & 2). Ann Arbor: University of Michigan Press.
- *Becker, M. (1993). *Samantha: A soap opera and vocabulary book for students of English as a second language* (student's, teacher's books; class/self study). Ann Arbor: University of Michigan Press.
- *Ellin-Elmakiss, E. (1993). *Catching on to American idioms: Second edition* (interm/adv). Ann Arbor: University of Michigan Press.
- *Imber, B. & Parker, M. (1993). *Integrated lessons: Pronunciation & grammar* (interm/adv class; student's, teacher's books). Ann Arbor: University of Michigan Press.
- *Matthews, C. (1994). *Speaking solutions: Interaction, presentation, listening and pronunciation skills* (interm/adv; student's, teacher's books). Englewood Cliffs, NJ: Prentice Hall Regents.
- !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.

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期 間	1994年8月7日(日)~13日(金)(合宿制)
定 員	145名(定員に達し次第締め切り)
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奨学者公募 参加者による自己研究や教授法の発表。(受講料一部免除)

講師陣

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edited by masaki oda

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

Editor's note: The Editor would like to thank **Bill Casey** for all of his efforts in serving JALT Publications. Bill is the editor of JALT's 20th Conference publications, and is the one who is not only compiling all of the information for the JALT 94 Matsuyama Conference Handbook, but also coordinating the appearance of JALT 94 Conference information in TLT.

Featured Speakers Workshops

JALT members and regular readers of the *Language Teacher* will know by now that the site for this year's 20th annual conference on Language Teaching/Learning is Matsuyama on the island of Shikoku. Site committee members are now making preparations to ensure that conference participants will enjoy their stay and benefit from the wide array of presentations and activities planned.

Each year a number of JALT's associate members sponsor limited-seating three-hour workshops conducted by featured speakers for the day prior to the conference. This year's lineup of well-known authors and language educators will undoubtedly draw large crowds, and since space is limited, those wishing to attend are advised to register early.

Below are this year's scheduled speakers and the titles of their workshops:

Michael McCarthy, Director, Centre for English Language Education, University of Nottingham, "*Idiomatic Expressions in Contemporary Discourse*," sponsored by Cambridge University Press.

Lance Knowles, President of DynEd International, Forward to the Basics: "*Integrating Multimedia into the ELT Tradition*," sponsored by DynEd JAPAN.

Rosamund Elizabeth Moon, Editorial Manager, COBUILD, "*Back to Basics Through Lexical Computing*," sponsored by Harper Collins JAPAN.

David Paul, Principal/Owner, David English House, Hiroshima, "*A Totally Involved Structured Approach to Learning*," sponsored by Heinemann ELT.

Julian Edge, Doctor/Research Fellow, Aston University, Birmingham, "*The Basics of Designing Your Own Teaching*," sponsored by Longman JAPAN.

Jack Richards, Professor, City Polytechnic of Hong Kong, "*Vocabulary Revisited*," sponsored by Oxford University Press.

Susan Stempleski, Instructor, Hunter College of the City University of New York,

"*Using Video in Language Teaching: The Basics and Beyond*," sponsored by Prentice Hall Regents.

David Nunan, Director of the English Centre, The University of Hong Kong, "*Designing Task-based Materials*," sponsored by Thompson Publishing JAPAN.

Virginia Hamori-Ota, Director, The American Language Institute, American University of Paris, "*Techniques and Strategies for Program Administrators*," sponsored by YOHAN.

Jack Lonargan, Professor, University of Westminster, "*The Role of Grammar in Communicative Teaching*," sponsored by the British Council.

The featured speakers workshops will be conducted at the Kenmin bunka Kaikan on Friday, October 7th in the morning from 10:30 to 1:30, and in the afternoon from 2:30 to 5:30. The registration fee for one workshop is ¥4,000 and must be pre-paid when you register. Look for registration materials and more general information in the separate Conference Supplement accompanying next month's *The Language Teacher*.

Bill Casey

Erratum from the Nominations & Elections Chair

Regarding the election results for the 1994 IATEFL and TESOL representatives, there was inadequate explanation. The report read, "As the nominees were uncontested, the ExCom attendees elected them through acclamation." This was true for the main representatives. However, nominations for Alternate Representatives were contested and elections were held at this point. For IATEFL Alternate Rep, Neil Hargreaves received 28 votes and William Belew 3 votes. For TESOL Alternate Rep, Donna Fujimoto received 21 votes, Malcolm Benson 5 votes, and Will Flaman 1 vote. On behalf of the NEC, I apologize for any inconvenience this may have caused anyone.

Yuzo Kimura
NEC Chair

About Group Memberships

1. Group membership (¥4500 per year per person) is available for five or more people. All members are registered at the address of the group's main person, where publications will be sent.

2. One copy of each JALT publication is provided for every five members or fraction thereof. Additional copies may be ordered for ¥2500 per year per publication.
3. An individual may not change his/her membership status except at renewal time. That is, a regular JALT member may not change to group membership or vice versa until the current membership status expires.
4. For renewal, a complete list of group members must be submitted to the JALT Central Office, and the sum total of dues must be deposited into JALT's postal furikae account under the name of the group's main person.
5. A membership may be transferred to another individual by submitting a complete, revised group list and the original membership card to the JALT Central Office. A new membership card will be sent by return mail.
6. A new member may join an existing group, but his/her membership will expire along with the group's membership.

-JALT Central Office

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1. グループ会員は5名以上のグループに適用され、年会費は一人4,500円です。会員はグループ代表者と同じ住所で登録され、JALTの出版物は代表者宛てに送付されます。
2. JALTの出版物は5人につき一部送付されますが、1セットあたり年間2,500円で追加注文できます。
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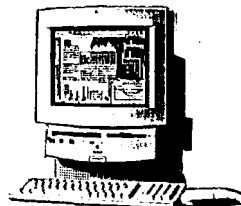
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edited by lyneve rappell

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

Announcement

Nanzan University EFL Mini Conference

Date: June 11, 1994

Place: Nanzan University, L-Building

Theme: Practical ideas for the classroom

Featuring presentations by William Acton Ph.D., Tim Murphy, Ph.D. and Nanzan University Graduate Students. Contact: Tim Murphy, Nanzan University, L-Building, 18 Yamazato-cho, Showa-ku, 466 Nagoya. Tel: 052 832-3111.



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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.

Correction

The dates of the Communication Association of Japan annual conference in the January and February issues were incorrectly given as June 24 & 25. The correct dates are **June 17, 18, & 19** at Keisei Women's University in Tama City, Tokyo. The organizers apologize for any inconvenience this may have caused.

ニューヨーク大学夏季集中日本語プログラム

カリキュラム・教員開発のための相互ネットワーク

このプログラムは、アメリカの高校で日本語を教えているアメリカ人教師と日本人の日本語または英語教師を対象に、ワークショップや授業観察を通して、カリキュラム・教材開発について学び、またプロジェクトワークを通して各自の教育現場に役立つ教材などを作成することを目的としています。ワークショップのテーマは、「言語クラスルームにおけるテクノロジー：マルチメディア」「多文化主義と言語教育」などです。プロジェクトはグループごとに参加者がそれぞれの関心に基づいて決めます。参加資格は日本語または英語の教師と教師志望者で、英語によるコミュニケーションが可能な方。期間は1994年7月4日(月)から8月12日(金)の月曜から金曜。ただし7月18日(月)からの参加も可能です。会場は国立国語研究所。詳細は6月10日(金)までに下記にお問い合わせください。

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Coming in the July Issue of The Language Teacher

Next month we offer our readers a clutch of features loosely centered around the theme of "motivation" Kozuhiko Iino leads off with "An Overview of Motivation and Attitudes in Language Learning." Subsequent articles are all activity-specific and involve students in activities relevant to their lives Randall Davis gives us "Say What? Getting Students to Ask Questions," while in "Encouraging Students to Speak Up" Barry Duell describes a one-minute speech making activity In "An Aggressive AET Money Contest Ask Me Three Questions, Please," Kevin Stoda describes a method to motivate students to speak outside of the classroom, and Mary Goebble Noguchi outlines a content-based approach in "Enhancing Student Awareness While Improving Their Compositions," which relates their language learning to a personal (and moving) aspect of their lives For our Japanese readers, we have a translation of Roslyn Young's article. "What's Behind 'The Silent Way? An Introduction to the Theory" Finally, in "Opinions & Perspectives," Paul Wadden discusses 'College Curricula and the FL Teacher A Forecast for the Late 90s.' which many FL teachers might find motivating in one way or another. See us then *Dewa, mata.*

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.

1994年 N-SIG シンポジウム

JALT 全国の予算で毎年開催される N-SIG シンポジウムは、今年で第4回となります。詳細は未定ですが、東京支部の主催で11月20日ごろ東京都内の大学で行うことを計画しています。テーマは「より多角的なビジョン—日本における第二言語教育研究をめぐって」の予定です。英語だけでなく、日本語の発表も含めたいと考えています。選考は N-SIG ごとに行いますので、発表を希望の方は、このコラムの最後のリストにある各 N-SIG のコーディネーターまでお問い合わせください。

National Officers see N-SIGs as equivalent to Chapters

In the March *JALT Executive Newsletter (JENL)*, National Officers began to show leadership in framing issues concerning N-SIGs (JALT's research groups or interest networks, if you will). A series of "Great JALT Debates" were planned for executive meetings leading up to the Annual General Business Meeting at JALT 94 where all JALT members can vote to overhaul our Constitution and Bylaws.

The first debate was held at the March National Officers' Meeting, and the propositions concerning the future of JALT as a whole were: 1) that JALT N-SIGs should be treated as equal to Chapters, 2) that Executive Committee (ExCom) Meetings are too large and should be reduced by proportional or regional representation, 3) that JALT should more closely involve itself with Japanese society by including greater Japanese representation at all levels of the organization, and 4) that JALT publications should become a leader in the field of L2 scholarship by fostering research among the membership and involving the N-SIGs in JALT publications.

With the support of President McMurray, great conceptual distance was bridged between January and March, and the second Great Debate will be held at the June 18-19 ExCom. The above four propositions are to be expanded by specifying that N-SIGs and Chapters should have equivalent responsibilities and duties along with the same rights to ExCom representation.

The National Officers took a straw vote on various representation options and rejected the status quo of 38 Chapter Reps and one N-SIG Rep. This month's ExCom will take up the three options considered most acceptable: 1) that in terms of voting representation, JALT members belong primarily to a Chapter or an N-SIG, secondarily

with the converse, with a seat on the ExCom for every group, 2) that Chapters cooperate regionally while N-SIGs have a similar proportion of ExCom representatives, i.e., 7 to 14 Chapter Reps plus 2 to 4 N-SIG Reps, or 3) that as in TESOL, general JALT members would vote directly for about 8 Chapter Reps and 4 N-SIG Reps as well as for national officers as at present.

The N-SIG Rep believes that to abolish his position in favor of proportional representation for N-SIGs would be in the best interests of JALT. As a longtime Chapter President he also feels that regionalization would benefit Chapters in many ways by establishing economical lines of communication and cross-participation.

In JALT's early days, fewer than ten Chapter Reps balanced the elected National Officers, but with 38 or more Chapters, block representation is now called for. Advances in electronic communications also make networking easier, so Chapter officers should consider how their constituents could benefit from a formal introduction to JALT members in neighboring Chapters.

At the March National Officers' Meeting, the attendance of JSL N-SIG Chair Hiroko Takahashi was funded as N-SIG Rep proxy. At the same time, N-SIG Treasurer Liaison Barry Mateer, an Appointed National Officer, went beyond the call of duty in actively debating that Chapters and N-SIGs are all interest groups which, by geographical or topical criteria, similarly bring JALT members together.

In possible anticipation of the future, the National Officers also agreed to fund a representative from each N-SIG to attend the last ExCom before JALT 94. General members may also observe the deliberations in Kobe on June 18th and 19th. Directions to the site and background documents are published in the *JENL*, which members are encouraged to ask their Chapter President or N-SIG Chair to see.

language of N-SIG Newsletters

In an organization such as ours, the language selected cannot be taken for granted. There is a certain danger in English being the default language in JALT when Japanese is the sole official language in this country. Since our work is to develop multilingualism, English as a lingua franca is a sign of weakness if not reflected upon or linked with other languages spoken in Japan.

Among the newsletters of the ten established N-SIGs, five are bilingual to some extent, while the

rest are in English so far. The JSL newsletter is mostly in Japanese, but provides *some furigana*, that is, *hiragana* readings over *kanji* characters to help non-native acquirers of Japanese.

JALT Research Grant recipient Sharon Vaipae, active in the N-SIGs, shared her survey findings concerning "Language Minority Students in Japanese Schools" in JSL's March newsletter.

Meanwhile in the March/April Bilingualism N-SIG newsletter, Leon Serafim discussed "Prospects for the Survival of the Ryukyuan Language" of Okinawa.

These examples show that the N-SIGs value all the languages spoken in Japan and are investigating language issues in a scholarly manner transcending ethnocentrism.

Learner Development N-SIG offers a range of membership services

Officers of the Learner Development N-SIG, which became official this January, had been publishing a "Learner to Learner" newsletter for those struggling to make headway with Japanese. It will continue with discount subscriptions for Learner Development N-SIG members, and free copies are available from Trevor Hughes Parry, Iyoku 1260, Sakai-machi, Sawa-gun, Gunma-ken 370-01.

Now Learner Development has produced its first N-SIG newsletter "Learning Learning: *Gakushu no Gakushu*." Every article is bilingual, for co-equal participation by Japanese and non-Japanese members, while the language itself can help teachers as learners.

In this column last month we saw how a data base by the CUE N-SIG could disclose much about the research interests of native-speaking college English teachers in Japan. Learner Development Membership Chairs Greg Jewell and Mari Nishitani are inputting a database of their members' interests, which will help clarify the scope of the group.

Moreover, Greg Jewell has offered his Macintosh-formatted interactive "Learner Development Bibliography" with over 630 entries free of charge to members only. Details on joining the N-SIG and participating in the data base are also available from Greg Jewell, Kogakubu, Tokai University, Nishino 317, Numazu-shi, Shizuoka-ken 410-03.

Shizuoka Chapter leads the way to the N-SIGs

Over 40% of Shizuoka Chapter members already belong to N-SIGs, yet their officers realize that members still do not know enough about what

the N-SIGs offer. Therefore in their March 1994 chapter newsletter Tim Newfields writes that JALT's ten N-SIGs are "a great bargain" and an "investment in learning." These groups allow you to learn more about a field of education and network with other people with similar interests. For example, if you are an AET, you might find the Team Teaching N-SIG a source of valuable information."

As a further innovation the Shizuoka Chapter lists local contact persons for each N-SIG. JALT members in other chapters, however, for the time being will find the N-SIG Coordinators listed on this page quite approachable.

JALT's N-SIG COORDINATORS

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

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

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

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

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Teacher Ed.: Jan Visscher, 3-17-14 Sumiyoshi, Higashi-machi, Higashi-nada, Kobe 656; tel (h) 078-822-6786

N-SIGs IN THE MAKING

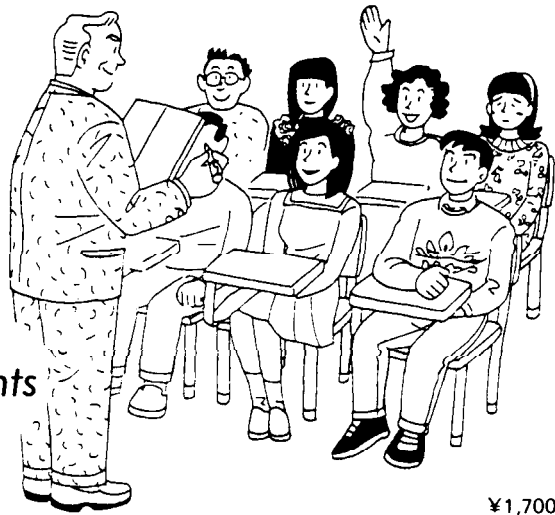
Other Language Educators: Rudolf Reinelt, Ehime Daigaku Kyoyobu, 3 Bunkyocho, Matsuyama-shi 790; tel (w): 0899-024-7111

The Language Teacher 原稿募集

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edited by tim newfields

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

Fukushima

Simulation and Games: Methods in Communicative Language Teaching

by Brenda Harris

In March Brenda Harris outlined simulation and gaming as one method to achieve communicative competence. She emphasized that simulation provides a motivating but low-risk way for students to experiment with English without fear of negative consequences. Following an explanation of the theories, participants engaged in a sample simulation.

The presenter also provided some information and handouts from the Baltimore TESOL conference.

Reported by Lynne Parameter

Kobe

Professional English (Use) in Japan: Case Studies of Business Successes and Failures

by Yuji Matsuda

In March we considered the current state and future prospects of English language services in Japan. Sharing video-taped interviews of language school, translation, interpreting, and technical writing service professionals with the audience, Yuji Matsuda asked us to consider why some enterprises succeed and others fail.

In the first video excerpt, Alistair Seton stated that the glory days of the generic language school are unlikely to return because videos, CD's, and mixed media can provide the sort of prompt, interactive feedback which teachers provided in the past. Seton believes that language schools must have defined goals and specialize to succeed.

Next, the founder and former president of the ECC Foreign Language Institute noted that successful language schools require detailed, advanced planning and consistent quality control. Isamu Yamaguchi explained how ECC succeeded on the basis of 1) detailed demographic studies, 2) effective advertising, 3) teacher training, and 4) periodic teacher evaluation.

Following this, Yasunori Sasahara outlined some of the attributes of successful technical translation services. The most essential requirement he stressed was meeting deadlines. In the future, Sasahara felt that computerized translations of technical texts would become more common than general translation in fields such as liberal arts and literature would decrease. Translators in specialized areas such as medicine and pharmacy will, he maintains, continue

to be in demand. He recommended that translators study the style of each manual and read authentic materials in their field each day.

In the following video interview, Yoshiaki Shioda described how he succeeded in designing instructional materials which focus on developing the language skills which are assessed in the Michigan-Wades TEP (Test of English Proficiency) Test, a widely accepted evaluation tool of technical writing skills.

In the final video, David B. Willis of Soai University remarked that returnees are not necessarily the best translators because today young Japanese returnees have fewer chances to gain intensive language exposure while abroad. Previously, many Japanese children were placed in non-Japanese speaking schools. However, more overseas schools providing direct instruction in Japanese are now available. For this reason, many returnees come back with deficient translation skills.

Matsuda concluded by noting that English language industries may flounder for many reasons. Failures often occur when founders diverge from a main successful product into other fields. Lack of an effective advertising strategy also hinders survival. Extravagant expenses are another common cause of demise.

Reported by Charles McHugh

Nagoya

Large Class Management

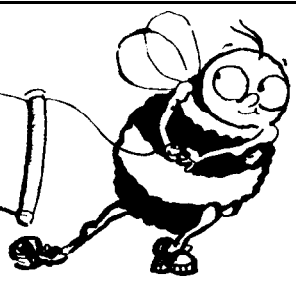
by Kevin Ryan and Edward Haig

In January the presenters focused on ways of managing and motivating students in large classes. Ryan and Haig began by describing some of the problems which characterize large classes such as lack of motivation, fear of making mistakes, and passivity. Ways of dealing with these problems the presenters mentioned include the use of point cards, peer pressure, and group work emphasizing effort over ability and fluency over accuracy.

After this, they described the basic theories of Kessler's Communicative Approach and Kagan's Cooperative Learning, outlining how these could be combined with set routines. For example, the use of coloured magnets to designate specific time periods/activities; also, when working in small groups, each student is assigned a specific task/role. This combination is effective because it resolves the problems facing many large classes that Ryan and Haig mentioned. The most useful aspect of this presentation was the practical advice about incorporating theories about Communicative Teaching and Cooperative Learning into our classrooms.

Reported by Susan Nelson

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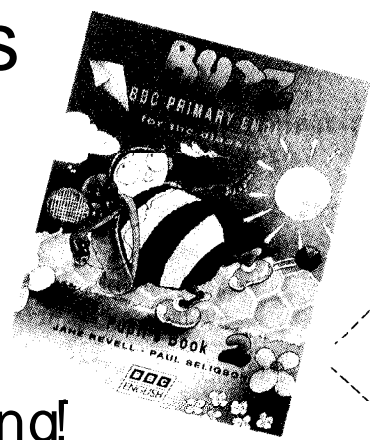
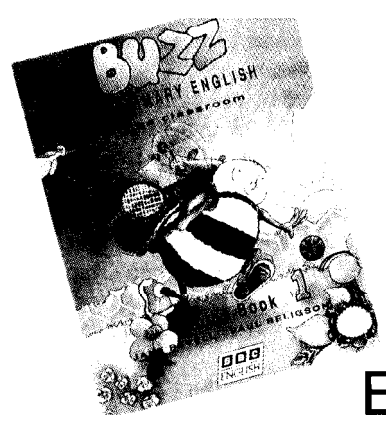
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Nagoya

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

by Nobue Maeda

February's presentation focused on how to teach writing to Japanese students. However, it contained points relevant to teaching all language skills. Nobue Maeda began by outlining the criterion for communicative classes. She noted that communicative classes 1) provide extensive input before expecting output, 2) have extensive student-student and student-teacher interactions, 3) emphasize the importance of positive feedback, 4) encourage originality and creativity through techniques such as brainstorming, 5) use interesting materials and topics, and 6) are usually small in size.

The most useful part of her presentation was the "techniques for teaching" section in which she described how to use pictures or cartoons with various level classes. Maeda recommended that elementary level students engage in a simple description of the images they encounter. Intermediate level students can formulate more sophisticated narratives. Maeda encouraged advanced level students to combine their descriptive and narrative skills with video clips. Guiding us through two of these activities, she impressed us with the level of interaction and interest her methods generated.

Reported by Susan Nelson

Nara

Teaching a Computer Composition Practicum

by Merritt Aljets

In March, Merritt Aljets described how he set up and conducted a computer composition class at Osaka Jogakuin Junior College. After explaining the equipment the college had given him, he recounted his search for the appropriate software and the problems and successes the students had in utilizing it. Aljets carefully took the audience through the steps of the course: first introducing students to computer vocabulary, explaining how to sit correctly while using a computer, how to operate the computer, and finally showing them how to use the software for the course. He then went on to describe a number of different composition exercises he used, including warm-up activities, the creation of special layouts for published poetry, a pen pal program he has set up with an American class, poetry writing, and paragraph and essay composition. During our break, he let the audience try out the composition soft-

ware he used on a computer he had brought in. The presentation ended with a video explaining the merits of this software, "Writer's Helper" which was developed by William Resh of the University of Wisconsin and is a collection of activities and tools designed for American students to take them through the steps of the composition process from prewriting to revision. Many of the ideas presented could be applied by any composition teacher, even if computers were never used in the classroom.

Reported by Mary Goebel Noguchi

Niigata

Songs in Action

by Dale T. Griffiee

In February the author of *Songs in Action* demonstrated various uses for songs in the classroom.

Griffiee opened by noting that songs are an important form of language at some point in our lives. He mentioned his own "Song Learning Curve" peaked in his teens and told us to how he had to "get back into songs" before taking them into the classroom. Griffiee remarked on the tendency of some teachers to block their ears, rather than appreciate the potential of songs in the classroom.

He noted that many teachers set listening exercises using cloze passages and know of no other use for songs. Rather than divide songs according to their stylistic genres, Griffiee emphasized it was more effective for language teachers to consider songs in terms of the following four basic categories: 1) slow, short pieces such as "Yesterday," 2) short, fast pieces such as "Tom's Diner," 3) long works such as "Piano Man," and 4) songs in a narrative style. He suggests that traditional cloze listening passages are most suited to slow, short works. Other types of songs require different techniques.

Songs frequently contain colloquialisms and structures that are heard in target language communities, yet are rarely found in prescribed courses of study. Exercises that focus on such language are both interesting and refreshing for the learners, provided that the teachers ensures the context of the language is apparent.

Narrative songs provide an interesting basis for class discussion. This is particularly true when a song is well known by the learners and they are asked to consider the characters and their motivations.

We were introduced to a variety of uses for songs by participating in a series of lively activities, ranging from building up the lyrics of a song from phrase cards to a heated debate on how Rudolph overcame the prejudices of his fellow reindeer.

Reported by Julian Whitney

About the *Teamwork* series

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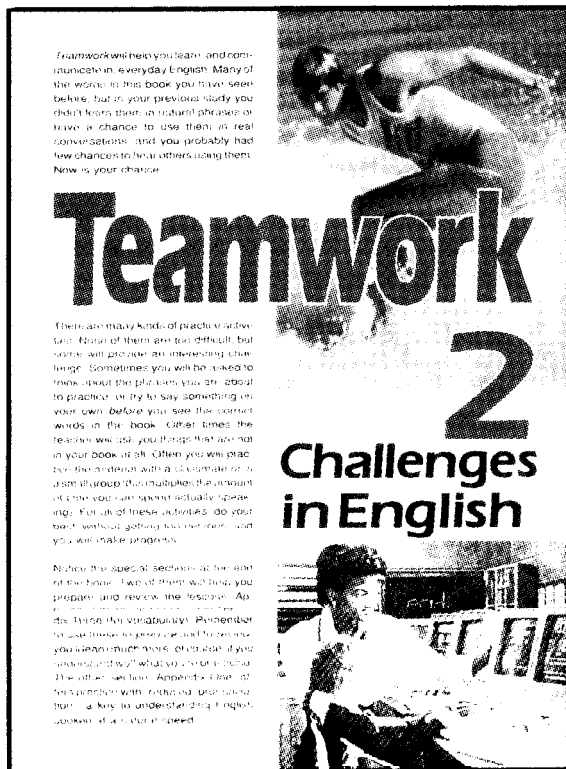
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Teamwork

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Challenges in English

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

Notice the special sections at the end of the book. Two of them will help you prepare and review the lessons. An appendix gives you a list of words. Remember to use these to prepare and to review your own much more enjoyable and interesting work than you can find in the other sections. Appendix 1 has an appendix with reduced pronunciation that is key to understanding English spoken at a natural speed.

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Omiya**Dictation in the Writing Classroom**

by Joyce Maeda

In March Joyce Maeda outlined a number of dictation exercises she uses in her junior college writing classes which can encourage a cooperative classroom atmosphere. Many of the techniques she described were taken from a book she introduced in her presentation, *Dictation - new methods, new possibilities*, by Paul Davis and Mario Rinvoluceri.

Maeda noted that dictation need not be a teacher-controlled exercise. She emphasized that it can be transformed into a cooperative, student-centered activity where students not only choose material for the dictation, give and control the pace of dictation, but also correct it themselves.

Basic full-text, one-line and one-word dictation exercises and variations were then explained. Dividing into pairs, Maeda asked one member to become a listener and the other a writer. She then read an incomplete story at normal speed. Listeners were encouraged to help writers, who were encouraged to ask the "teacher" to repeat, slow down, or start again and give spellings. Maeda recommended adding a problem-solving or task element to a basic dictation activity for higher level classes. As an example, she asked us to give a title and ending to a story.

After her presentation we considered the effectiveness of dictation in writing classes, the writing needs of Japanese students, and the value of dictation in not only improving the learner's macro skills but also developing the learner's thinking and reasoning in the language of study.

*Reported by Ethel Ogane***Sendai****The Art of Conversation**

by Michelle Macomber

In January the presenter began by explaining how Japanese students sometimes feel they cannot communicate without perfect grammar and a substantial vocabulary. Demonstrating the fallacy of such an attitude, Macomber taught a simple card game without any comprehensible language. This reminded us that communication involves more than spoken words; body language is a significant element of communication. This concept was further demonstrated as participants tried to mime popular Japanese proverbs and guess what was being silently dramatized.

The presenter then asked participants to communicate for five minutes using only one or two word phrases while turn taking. She emphasized words did not necessarily have to be grammatically correct. However, combined with proper body language and context, they would be cogent. Macomber pointed out

that all languages have distinct sociolinguistic patterns and brought this concept to life through an activity called, "How do we speak?" Analyzing the question and answer patterns of elementary level Japanese speakers, she found that the sociolinguistic patterns of Japanese differ from English.

A key point that Macomber made was that active communication involves much more than grammar and vocabulary. She concluded by stating that communication is more than a mechanical exercise; indeed it is an art.

*Reported by Mary Patton***Sendai****Applying Learning Style Theory to the Language Classroom**

by Don Hinkelman

In February Don Hinkelman began with a learning style self-analysis and grouped participants as visual, auditory, and kinesthetic learners. He then explained some of the factors which influence a learner's style. Aptitude, age, personality, and attitude were among the factors cited. Hinkelman pointed out that a learning style is not a learning strategy, rather, it is an innate preference for the way a person learns. Teachers should be aware that they often teach in a style that is comfortable for themselves, thus unconsciously discriminating against learners with other styles.

The participants categorized ways to deliver information to learners based on their preferred learning styles. It was noted that small adjustments, such as having students move around the class or hold a stick (i.e. microphone) while interviewing can make an activity more accessible to those with a kinesthetic learning style. Similarly, any activity can be made multi-sensory. Participants then discussed the results of a teaching style self assessment and listed ways they can adjust to learning styles other than their own.

In the second part of the workshop, small groups of participants brainstormed ways to deliver specific language skills to accommodate visual, auditory, and kinesthetic learners. By using multi-modal tasks a broader range of students would be able to respond to a lesson.

*Reported by Elizabeth Nicols***Shizuoka****"Tuning into the Message"**

by Randall Davis

In his March presentation, Randall Davis focused on the strategic aspect of communicative competence. He began by asking us to identify our own problems

learning Japanese. By comparing the breakdowns that occur in our Japanese interactions, Davis illustrated the central argument of his presentation: the kind of blank/passive response we get from our students is perhaps not so much a cultural problem, but our failure to supply them with ways of negotiating meaning. Davis makes three linguistic tools available for his students to negotiate meaning. First, he teaches students how to stop a conversation. Next, he describes ways of clarifying communication problems. Finally, he shows how to indicate that a communication problem has been resolved.

Davis then demonstrated activities designed to put gentle pressure on students. His ideas included making students stand until each individual asked a question, awarding points for initiating a conversation during a lesson, and handing out chocolate.

Davis also described how he encourages students to write questionnaires and use them with foreigners in the real world. He pointed out that for the majority of students, this may be the only time in their life that they interact with a foreigner. He encouraged us not to underestimate the effect this can have.

Reviewed by Steve Brivati

Suwa

Communicative Activities for Low Level Learners

by Anthony Brophy

Following a warm-up activity in which participants found out many points they had in common, Anthony Brophy shared a series of activities designed to go beyond the simple exchange of names, and offer students a chance to practice spelling and pronunciation and talk.

The second half of the workshop focused on activities for developing vocabulary listening/reading skills using the text *Main Street*. To enhance vocabulary, Brophy gave a limited amount of time to remember the pictures on one page. After closing the text, we tried to remember as many things as possible that we saw on the page. Brophy insisted on

giving tasks or questions before letting the students read or listen.

Reported by Satoko Toki

Tokushima

Teaching EFL Reading Communicatively at Junior and Senior High School

by Charles Jannuzi

In January Charles Jannuzi directed us towards making our reading classes more social, communicative and collaborative. His theoretical presentation, based on research and personal experience during his three years as a JET Programme AET followed an extensive outline and included participatory activities.

Jannuzi began with an activity in which we outlined our procedures for teaching a typical reading lesson. The aim was to get participants "activating schema": i.e. drawing on their own prior knowledge of a topic, to help in comprehension and retention of what was to come. Jannuzi reminded us of how important this is in the foreign language reading class.

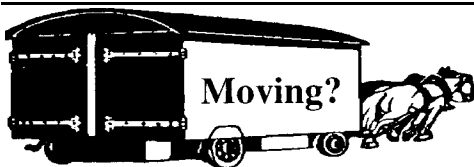
What a reader brings to a text is as important as the text itself, and the process of text comprehension is cognitive as well as linguistic.

Jannuzi then went on to clarify some misconceptions about teaching and learning reading and proposed that the criteria for team teaching should be that it is done together in a way that couldn't be done by oneself, and that teachers should not try to work against the established axes of orientation.

He explained the difference between a language building lesson and a reading lesson, then demonstrated procedures and activities for both.

Finally, some unconventional techniques were shared with participants and we left with a generous handout of ideas to use. Jannuzi challenged us to come up with ideas that would lead students into learning all of the reading processes. He welcomed feedback via fax about what we tried and how it worked.

Reported by Susan Dobie



See that *The Language Teacher* follows you. Send this form along with **your current mailing label** to the JALT Central Office: Glorious Tokyo 301, 2-32-10 Nishi Nippori, Arakawa-ku, Tokyo 116

Name _____ Date Effective _____

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edited by cathy sasaki

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

AKITA

Topic: Let's Talk, Let's Sing, Let's Learn with "Let's Go"

Spkr: Ritsuko Nakata

Date: Saturday, June 18

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

Place: AIDEX building, Sanno

Fee: Members free; non-members ¥750

Info: Nigel Moore, 0188-37-5937
Rebecca Magnuson, 0188-64-1181

Getting students to interact with each other seems to be a difficult and time consuming task for teachers. Ritsuko Nakata will demonstrate how Q & A can be taught easily and effectively through active and entertaining techniques using the MAT method she developed.

Ritsuko Nakata is Chairperson of the Association of English Teachers of Children.



CHIBA

Topic: Large Classes: Some Tricks of the Trade

Spkr: Tim Cornwall

Date: Sunday, June 12

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

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

Fee: Members free; non-members ¥1000

Info: Joe Fraher, 0474-49-7796
Susan Williams, 0474-46-4228

Teaching large classes can be a very tiring and not-so-rewarding aspect of teaching. However, there are a number of ideas that can make large classes more interesting and rewarding. This presentation will detail ideas the presenter has found useful in class and when preparing materials.

Tim Cornwall teaches English

at Sophia and Meiji Universities.

FUKUI

Topic: 4th JALT Central/East

Central Regional Conference: "Classroom Practice: Problems and Solutions"

Spkrs: John Fanselow and 11 other speakers

Date: Saturday, June 11; Sunday, June 12

Time: Saturday: 10:00 a.m.-6:00 p.m.; Sunday: 10:00 a.m.-3:45 p.m.

Place: Fukui University

Fee: Members ¥1500/day; non-members ¥2000/day

Info: Pre-registration: Donna Fujimoto, 0264-43-6413
Inquiries: Takako Watanabe, 0776-34-8334
Dominic Cogan, 0776-61-4203

This conference is designed as a forum for discussion and new ideas. The main speaker, John Fanselow, will give two presentations which will encourage teachers to reflect on the effectiveness of what they do in the classroom. Other presentations will deal with topics such as games, testing, discipline, and dealing with shy students. The conference will close with a roundtable panel discussion.

John Fanselow, of Teachers College, Columbia University, teaches at the New York and Tokyo campuses.

FUKUOKA

Topic: Motivating Japanese Beginners to Communicate

Spkr: David Paul

Date: Sunday, June 5

This workshop will emphasize fun activities that illustrate practical techniques so that students learn to communicate.

Topic: Adapting Peer-Writing Techniques to Asian Cultures and Technologies

Spkr: Tom Bradley

Date: Sunday, June 19

In this presentation the speaker will show how different peer-writing approaches can be effective in encouraging Japanese

students to write better compositions. For both meetings:

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

Place: Fukuoka Bldg., 9F

Fee: Members free; non-members ¥1000

Info: Carl Lefebvre, 092-734-3475 (h); Fax 092-715-0591

FUKUSHIMA

Gary Spry, 0249-38-7917

GUNMA

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

Spkr: Setsuko Toyama

Date: Sunday, June 19

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

Place: Regents Language School, Takasaki

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

Info: Leo Yoffe, 0273-52-6750

Hisatake Jimbo, 0274-62-0376

The speaker will introduce various activities as well as demonstrate how to make chants. Most of the activities are applicable to children of all ages, so bring your students or children.

Setsuko Toyama is an author of resource books for teachers of children.

HAMAMATSU

Topic: English Learning for International Communication

Spkr: Masumi Muramatsu

Date: Sunday, June 19

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

Place: Forte Building, 7F (near Hamamatsu Sta.)

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

Info: Brendan Lyons, 053-454-4649

Shiomi Yamamoto, 053-456-4315

Using humor as a lubricant, the speaker's passion is communicating effectively and enjoyably with people regardless of their nationality and native tongue.

Masumi Matsumura is Chairperson of Simul International and President of Simul Academy.

Chapter Meetings

HIMEJI

Yasutoshi Kaneda, 0792-89-0855

HIROSHIMA

Topic: Teaching Other Foreign Languages in Japan Colloquium

Spkr: Rudolf Reinelt

Date: Sunday, June 19

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

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

Fee: Members free; non-members ¥1000

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

A panel of teachers concerned with various languages, levels and contexts will discuss the current situation and major issues facing L3 teachers.

Rudolf Reinelt edited the February 1993 *TLT* special issue, *Teaching Other Foreign Languages*.

HOKKAIDO

Topic: Hypertext and Language Learning in the Computer Age

Spkrs: Torkil Christensen

Date: Sunday, June 26

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

Place: Hokusei Women's Junior College (note location change) South 4 West 17, Chuo-ku, Sapporo

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

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

After sketching the history of hypertext, the speaker will discuss how it can be enlisted to enrich language learning. He will focus on the characteristics of computerized language instruction which utilizes hypertext, and demonstrate examples of software which incorporate these features.

Torkil Christensen teaches at Hokusei Women's Junior College.

IBARAKI

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

Michiko Komatsuzaki, 0292-54-7203

IWATE

Topic: Iwate JALT Bookfair

Spkr: Ritsuko Nakata

Date: Sunday, June 19

Time: 10:00 a.m.-4:30 p.m.

(Ritsuko Nakata will speak from 2:10-3:10 p.m.)

Place: Iwate Kyoiku Kaikan (next to San Biru and Iwate Park)

Fee: Free

Info: Akiko Shimizu, 0197-65-3636

Ellen Sadao, 0196-83-3083

The keynote speaker, Ritsuko Nakata, will give a workshop on using communicative methods to teach young learners of English. Along with displays of ELT materials, representatives will give workshops and answer questions throughout the day.

Ritsuko Nakata is the author of numerous texts on teaching English.



KAGAWA

Harumi Yamashita, 0878-67-4362

KAGOSHIMA

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

KANAZAWA

No general meeting this month, but there is a regional conference in Fukui on June 11 and 12.

Info: Neil Hargreaves, 0762-80-3448

Mikiko Oshigami, 0764-29-5890

KOBE

Topic: Teaching EFL Reading Communicatively at Junior and Senior High School

Spkr: Charles Jannuzi

Date: Sunday, June 26

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;

Fax: 078-593-9957

This presentation should prove useful for teaching intensive reading and vocabulary, and team teaching with official textbooks. The speaker will demonstrate new techniques that can be used to make the reading class more social, interactive, and communicative. Participants will receive a generous handout illustrating actual classroom adaptations of the ideas presented.

Charles Jannuzi teaches at the Fukui University of Technology.

KYOTO

Topic: "Back to Basics": Chalk and Talk Revisited

Spkr: Richard Smith

Date: Sunday, June 26

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

Place: Kyoto Kyoiku Bunka Center, 4-13 Kawahara-cho, Shogo-in, Sakyo-ku (2 min. walk from Marutamachi Sta. on Keihan Line or Kamano Jinja mae bus stop)

Fee: Members free; non-members ¥500

Info: Kyoko Nozaki, 075-711-3972

Michael Wolf, 0775-65-8847

This workshop will offer an opportunity for participants to re-evaluate their current "chalk and talk" practices. The first half will be devoted to sharing and experimenting with a variety of presentation techniques connected with the use of a board. Various modes of teacher talk will be explored in the second half.

Richard Smith is involved in English teaching and teacher education at Tokyo University of Foreign Studies.

MATSUYAMA

Topic: Multimedia: An Invitation to be Skeptical

Spkr: William Gatton

Date: Sunday, June 26

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

Place: Shironome High School, Keikan

Fee: Members free; non-members ¥1000

Info: Gregory Gray, 0899-32-6088
The growth of computers as an educational tool strongly indicates that CD-ROM is a trend with im-

mense impact upon language teaching. The speaker will review this trend and its implication and potential for language teachers.

William Gatton is President of DynEd, Japan.

NAGANO

Edward Mills, 0262-85-5837

NAGASAKI

Sara Apedaile, 0958-26-7083

Motoshi Shinozaki, 0957-24-6287

NAGOYA

Topic: Concepts in NLP: or why your students seem to read the answers to your questions off the ceiling!

Spkr: Elizabeth Hiser

Date: Sunday, June 26

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

Place: Mikokoro Center, 3F, Nakaku, Nagoya

Fee: Members free; non-members ¥1,000

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

There will be three parts to this presentation: a formal explanation of Neuro-Linguistic-Programming (NLP) and a demonstration of "ceiling reading", small-group work, and a discussion of implications and applications of NLP to the EFL/ESL classroom.

Elizabeth Hiser works at Kansai University of Foreign Studies.

NARA

Masami Sugita, 0742-47-4121

Bonnie Yoneda, 0742-44-6036

NIIGATA

Info: Michiko Umeyama, 025-267-2904

Donna Fujimoto, 0264-43-6413

OKAYAMA

Hiroko Sasakura, 086-222-7118

OKINAWA

Topic: Improving Listening Skills Through Video

Spkr: Tony Jenkins

Date: Sunday, June 26

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

Place: Okinawa Christian Junior College, Room 1-1

Fee: Members free; non-members ¥500

Info: Jane Sutter, 098-855-2481

The speaker will share his experiences using short BBC video broadcasts in his classes to improve listening skills. His demonstration will include pre-listening activities, videos and post-watching tests.

Tony Jenkins teaches at the University of the Ryukus, Okinawa.

OMIYA

Topic: BARNGA: A Cross-Cultural Simulation Game

Spkrs: Elizabeth Okada, Michael Sorey

Date: Sunday, June 19

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

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

Fee: Members free; non-members ¥1000

Info: Michael Sorey, 048-266-8343

Those attending are invited to take part in BARNGA, which aims to provide a safe and enjoyable environment for experiential learning. In the all-important debriefing session, participants will discuss their reactions, any coping strategies they used during the simulation, and applications to real-life situations.

Elizabeth Okada and Michael Sorey are English-language trainers in the American International Group's in-house language training program.



OSAKA

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

Jack Yohay, 06-771-5757 (w)

SENDAI

Topic: Exploring Approaches to *Kanji* Learning

Spkr: Mary Sisk Noguchi

Date: Sunday, June 19

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

Place: 141 Building, 5F

Fee: Members free; non-members ¥1000

Info: Chris Huston, 022-273-8345
Kazuko Honma, 022-273-1082

Mary Sisk Noguchi will introduce analytic approaches to *kanji* learning, focusing on adult learners from non-*kanji* using countries. The workshop will also provide a forum for the exchange of ideas and information related to *kanji* pedagogy.

Mary Sisk Noguchi teaches at Meijo University, Nagoya.

SHIZUOKA

Topic: Learning/Teaching Strategies in JSL

Spkrs: Kei Murasawa

Date: Sunday, June 19

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

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

Fee: Members free; non-members ¥500

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

The speaker will demonstrate how to present new language at the basic and intermediate levels, and reinforce controlled practices through tape training exercises. This workshop will conclude with an evaluation, analysis and discussion of learning/teaching strategies in JSL.

Kei Murasawa is Director of Studies of the FIA Japanese Language Program.

SUWA

Topic: How to Adopt Debate in Japanese High Schools

Spkrs: Fumio Koyama

Date: Sunday, June 26

Time: 2:00-3:30 p.m.

Fee: Members free; non-members ¥500

Info: Mary Aruga, 0266-27-3894

This talk should be of interest to anyone wishing to introduce debate to the classroom. Fumio Koyama will define and describe debate, and cover factors for consideration in actual debate tournaments.

Fumio Koyama, of Iwamura High School, helped host the first

high school debate contest in Nagano.

TOCHIGI

Topic: Tuning In to the Message

Spkr: Randall Davis

Date: Sunday, June 19

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

Place: Utsunomiya Higashi Community Centre (next to the new Higashi Library, 0286-38-5782)

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

Are Japanese students really shy, or are they just unequipped to ask questions when they are at a loss? This theme will be explored and techniques will be suggested for helping students studying any language to take control of their learning. Audience participation and discussion will be strongly encouraged.

Randall Davis teaches English at Tokyo Gaigo Business Academy.

TOKUSHIMA

Topic: Provocative and Humorous Activities and Games

Spkr: Helene Jarmol Uchida

Date: Sunday, June 19

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

Place: Chuo-kouminkan,

shichoukaku-shitsu

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

Info: Kazuyo Nakahira, 0886-22-6566

This presentation will be about activities and games that initiate and motivate students to interact with their peers in English. The ideas introduced should help students build confidence in speaking English and help everyone in the classroom enjoy their time together more.

Helene Jarmol Uchida, Director of Little America English Schools, has taught in America, Greece and Japan.

TOKYO

No meeting

Info: Peter Ross, Tel: 0423-21-1941 (w); Fax: 0423-28-0745

TOYOHASHI

Topic: The Use of Action Research for Classroom Innovation

Spkr: Momoyo Fukada

Date: Sunday, June 19

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

Place: Aichi University, Kinen Kaikan, No 1 Kaigishitsu

Fee: Members free; non-members ¥1000

Info: Richard Marshall, 0532-47-0111

Tomoyo Kumamoto, 0532-63-2337

This presentation reports the speaker's attempt to implement small-scale ELT curriculum innovation through action research at the classroom level.

Momoyo Fukada teaches at Toyota Technical College.

WESY TOKYO

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

YAMAGATA

Topic: Teaching Across Cultures

Spkr: Mark Anthony

Date: Sunday, June 26

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

Place: Yamagata Kajo Komin-kan (Yamagata-shi, Shironishimachi, 2-chome, 2-1 5; Tel: 0236-43-2687)

CHAPTER MEETINGS, cont'd on p. 62.

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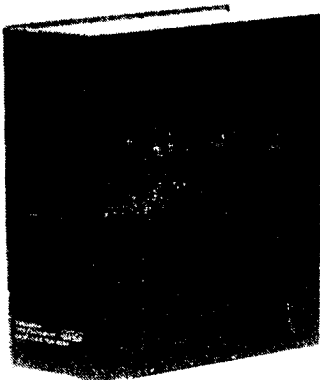
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edited by masaki oda

The Communication Association of Japan 24th Convention

Date: June 17-19, 1994
Place: Keisei Women's College, Tama-City, Tokyo
Contact: Jim Bowers, C.A.J., Meiji University, Office 258, Izumi Campus, 1-1-9 Eifiku, Suginami-ku, Tokyo 168
Tel: 03-5300-1322

Applied Linguistics Association of Australia XIXth Annual Congress

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

The Nicholas Love Conference at Waseda

Date: July 20-22, 1994
Place: Waseda University, Tokyo
Contact: Paul Snowden, School of Political Science and Economics Waseda University, Shinjuku-ku, Tokyo 169-50
Fax: 0429-52-7591
03-3951-2710 (S. Oguro)

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
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, Canada
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

Third Annual Conference of JASEC (The Japanese Association for Studies in English Communication)

Date: October 15, 1994
Place: Kinki University, Higashi-Osaka, Osaka
Contact: Prof. Akio Fujii, School of Political Science and Economics, Waseda University Shinjuku-ku, Tokyo 169-53
Tel: 03-3203-4141 Ext. 3415

Thai TESOL 15th Annual Convention

Date: January 12-14, 1995
Place: Ambassador Hotel, Bangkok, Thailand
Theme: Diversity in the Classroom
Deadline for Proposals: September 15, 1994
Contact: Prepa Vittayarungruengsri
First Vice President
Dept. of Foreign Languages
Faculty of Science, Mahidol U., Rama 6, Bangkok 10400
Thailand
Fax: +662-2477050
E-mail: scpvt@mucc.mahidol.ac.th

1995 ACTA-ATESOL NSW National Conference

Date: January 15-19, 1995
Theme: Language and Literacy: Finding the Balance
Deadline for Proposals: August 1, 1994
Contact: Patricia Tart, Australian Convention and Travel Services
GPO Box 2200
Canberra ACT 2601
Australia
Fax: +61-6-257-3256

American Association for Applied Linguistics (AAAL) Annual Meeting

Date: March 25-28, 1995
Place: Long Beach, California, U.S.A.
Deadline for Proposals: September 16, 1994

Contact: AAAL
7630 West 145th Street, Suite 202, Apple Valley, MN 551247553 U.S.A.
Fax: +61-2-891-1800

The 29th Annual Convention and Exposition of Teachers of English to Speakers of Other Languages (TESOL)

Date: March 28-April 1, 1995
Place: Long Beach, California, U.S.A.
Theme: Building Futures Together
Contact: TESOL Central Office
1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751 U.S.A.
Fax: +1-703 836 7864

Erratum

The Communication Association of Japan annual conference has previously been printed as being on June 24 and 25 at Keisen Women's University. The organizer apologizes for any inconvenience.

TLT Advertiser Index for June

Key: IFC=inside front cover
IBC=inside back cover
OBC=outside back cover

Cambridge University Press	8,16
CATENA Corporation	46
C. I. E. E.	36
Citizal Mesh	IBC
Harcourt Brace	26
Harper Collins	39, 40
Heinemann	13
Kanaijuku (Gangton)	IFC
Langhinshof Japan	44
Longman ELT	46
McGraw-Hill	50
Meyroad	52
Oxford University Press	20, 28
Prentice Hall Regents	3, 22, 31
Siob Language Institute	54
Sony Pictures (ONEX)	OBC

edited by harold melville

TLT's editors and the JIC staff encourage all prospective employers to use this free service to help them locate the most qualified language teachers in Japan. See our form on the facing page, or consult a previous issue for the form. Photocopy it, fill it out, and send it to the listed address or phone/fax number. All copy is subject to editing for length, style, and clarity.

(KANTO/KANSAI) American Language School announces full-time English instructor positions. Qualifications: North American Native Speakers; University degree; Prior teaching experience; experience with children & EFL background preferred. Professional Attitude required. Duties: Instruction, Evaluation & Placement of students of all ages. Salary & Benefits: ¥250,000 per month (first year), five weeks paid vacation, training provided, minimally furnished apartment ¥48,000 per month. Application Materials: Resume, cover letter, copy of diploma, photo, references. Deadline: On-going. Contact: ALS / Attn: Michael Hamlin, Fais Bldg., 2F, 1-6-1 Yotsukaido, Yotsukaido-shi, Chiba-ken 284. Tel: 043-422-0090.

(NAGOYA) Nanzan Junior College announces full-time Associate Instructor positions beginning April 1, 1995. Two-year contract; one renewable possible. Qualifications: M.A. in ESL/EFL, English, Linguistics, or related field required. Duties: Minimum teaching load of 14 periods/week plus office hours and participation in program planning and development. Salary & Benefits: Compensation depends on qualifications. Application Materials: Send resume, graduate and undergraduate transcripts, statement of career goals, at least two letters of recommendation including one from a faculty member of most recently attended graduate school, and one from present or most recent employer. Contact: Peter Garlid, AI Search Committee, Department of English, Nanzan Junior College, 19 Hayato-cho, Showa-ku, Nagoya 466. Tel: 052-832-6211. Fax: 052-832-6210.

(TOKYO/KANAGAWA) The School of Business Administration, Aoyama Gakuin University announces a full-

time position for Jokyoku (Assistant Professor)/Sennin-koshi (Instructor). Qualifications: Applicants must be native speakers of English, Christians (English Language Section policy requirement), 30-40 years old as of April 1, 1995 (age limit for the position of Jokyoku/Sennin-koshi), hold an MA or higher academic degree in a relevant field, have three or more years university level teaching experience, Japanese fluency, and committed to living permanently in Japan. Duties: Teaching English (as a foreign language), research in academic field, administrative duties. Salary & Benefits: Approximately ¥4,900,000 to ¥8,400,000. One-year contract, renewable. Application Materials: English CV and Japanese Rirekisho (use standard form available in stationary stores; Include recent photo with both); Copy of diploma for highest degree; list of publications, copy of major published work (include 1,000 word abstract); official transcripts of scholastic records (BA and above). Deadline: Monday, June 20, 1994. Contact: Kazushi Kuzumi, Chairman, English Department, School of Business Administration, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, 150. Fax: 03-3309-7761. (No telephone inquiries accepted.)

(大阪府枚方市)関西医科大学。専任教授。英語。契約条件：本学給与規定による。本学規定により、外国籍を有する者については有期契約とする。ただし、永住権を有する者はその限りではない。提出書類：推薦書、履歴書、業績口録、教育研究に関する業績内容の概要と将来の抱負（2000字以内）、主な業績10点以内（抜粋も可）。応募の締め切り：1994年6月30日。連絡先：〒573大阪府枚方市宇山東町18-89、関西医科大学教養部、藤井茂。電話：0720（56）2121。FAX：0720（50）0733。

CHAPTER MEETINGS. cont'd from p. 60

Fee: Members free; non-members ¥500

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

Mark Anthony will focus on the assumptions that a western teacher and a Japanese student bring into the classroom and describe the problems he encountered teaching at a national university and a junior college. Anthony will offer solutions based on classroom procedures and general operating guidelines.

Mark Anthony is a lecturer at Yamagata University.

YAMAGUCHI

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

YOKOHAMA

Topic: Speaking Tests: Why, How and Other Questions

Spkr: Roger Barnard, Eleanor Barnes

Date: Sunday, June 12

Time: 2:00-4:45 p.m.

Place: Kaiko Kinen Kaikan (near JR Kannai Sta.)

Fee: Members free; non-members ¥1,000

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

Test tasks and evaluation techniques developed at Athenee Francais for small and large classes will be discussed, and participants will evaluate students seen on videotape. This workshop offers practical advice

for informal classroom testing or setting up an organized departmental testing program.

Roger Barnard, Program Coordinator, and Eleanor Barnes, Curriculum Coordinator, are with the Regular English Program at Athenee Francais, Tokyo.



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We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, International law, and human good sense.

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

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

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

JIC/Positions Announcement Form

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

MEMBERSHIP INFORMATION

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

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

Meetings and Conferences — The JALT International Conference on Language Teaching/Learning attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m², 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, Takamatsu, Tokyo, Toyohashi, West Tokyo, Ymagata, Yamaguchi, Yokohama.

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

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

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

CENTRAL OFFICE:

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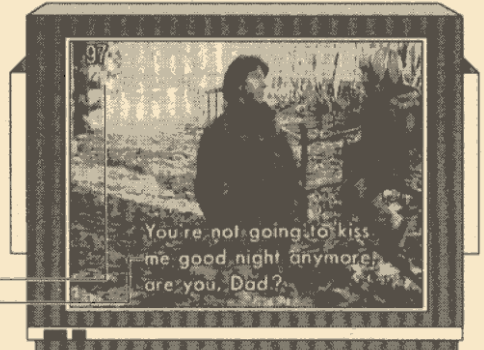
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