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The Japan Association of Language Teachers

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Featured Speaker Workshops Issue

Susan Stempleski
Rosamund Moon
Julian Edge
David Nunan
Lance Knowles
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JALT 94 Conference
20th
Back to Basics
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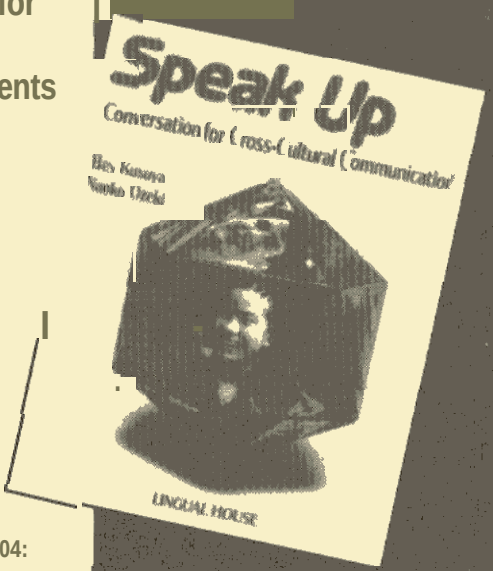

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THE LANGUAGE TEACHER

Volume 18, Number 8 **August, 1994**

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Opinions & Perspectives

JALT Undercover

My Share

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

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BACK to BASICS: JALT 94 20th Annual International Conference on Language Learning and Teaching

"basics-the simplest and most important aspect of a subject which you need to know in order to do it or understand it."

Collins Cobuild Dictionary

The Site Committee has used the "Back to Basics" theme in our planning for the conference. This region has a long tradition of welcoming guests. The people of the Shikoku Pilgrimage looked forward to this part of their journey. Likewise, we made hospitality a priority of our preparations.

We are also trying in all possible ways to make this a "green" conference. Our symbol will be the hand woven cotton bags, made at a Burmese refugee camp in Thailand, to be given to all who attend. We look forward to seeing you in October!

Kimiyo Tanaka & Ruth Vergin
JALT '94 Conference Local Site Co-coordinators

When I hear "Back to Basics," I think of my 8th grade English teacher standing over me while she explained grammar to the class. I had always believed English grammar was boring, but she brought it alive with her easy to understand definitions. She helped change the course of my life, and I am continually grateful. With the Featured Speaker Workshops, we are trying to recreate the same personal, hands-on experience for you.

Linda Kadota
JALT '94 Featured Speaker Workshops Coordinator

One criterion used by the reading committee when vetting proposals was appropriacy to the conference theme. "Back to Basics," allows for wide interpretation. The presentations this year range from a traditional basic, pronunciation, to a modern basic, e-mail. A historical display is being organized to help members understand the origins of the conference-a chance to get back to our basics as an organization and see where we have come in the past 20 years. From the traditional welcome through the hands-on-workshops to the final panel, the volunteers planning this conference hope that those who attend will find their basics and use this foundation to build their teaching and learning styles.

Ruth M. Maschmeier
JALT '94 Conference Program Coordinator

第２０回年次国際大会　JALT'94「基本に戻って」

大会会場委員会は「基本に戻って」というテーマを大会の企画の基本にしました。愛媛県地方は、昔から客を歓迎するという伝統をもっています。四国に訪れる巡礼たちは、そのためにこの地方に足を踏み入れることを楽しみにしたものです。同じように私たちも、大会の準備をするにあたって、大会参加者の皆さんをどうおもてなしするかに重点をおくことにしました。

また私たちは、この大会を可能な限りあらゆる方法で「緑」の大会にしようとしています。参加者全員に配られるバッグは、タイにあるビルマ難民キャンプで作られた手織りの綿で、「緑」の大会の象徴になります。10月にお会いするのを楽しみにしています。

Kimiyo Tanaka & Ruth Vergin (大会会場委員会　コーディネーター)

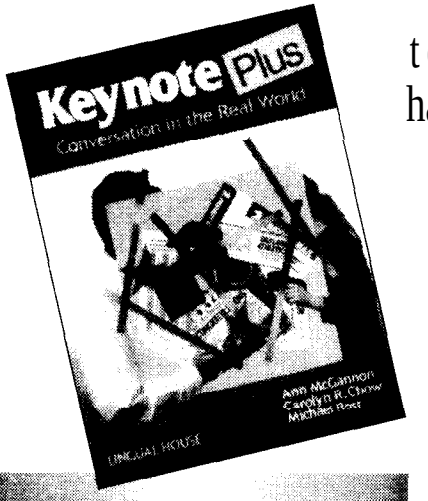
「基本に戻って」というと８年生の英語の先生が私の前に立って文法の説明をしているところを思い出します。私はそれまで英語の文法は退屈だと信じていましたが、彼女のわかりやすい定義のおかげでこの科目が生きたものになりました。彼女は私の人生を変えたとも言え、そのことに私は感謝しています。特別講演者によるワークショップが皆さんにとって、私の経験と同じように個人的なわかりやすい経験になるようにしたいと思っています。

Linda Kadota (特別講演者ワークショップ　コーディネーター)

発表申込を審査するにあたって、審査委員会では発表のテーマが大会のテーマにふさわしいかどうかを判断基準の一つにしました。「基本に戻って」という表現には広い解釈の余地があり、今大会の発表は、伝統的な基本である発音から現代の基本であるe-mailまで、幅広い話題がそろっています。またJALT20年の歴史を振り返り、その基本は何かを考える機会とするために、JALT大会がどのように生まれたかを紹介する展示も計画されています。大会を準備しているボランティア一同は、この大会で皆さんが各自の基本を発見し、それを自分の教え方、学び方のスタイルを作る基礎とするお手伝いができればいいと考えています。

Ruth Maschmeier (大会プログラム　コーディネーター)
(青木直子訳)

KEYNOTE -
FOR STUDENTS AT A
HIGH-BEGINNING LEVEL.



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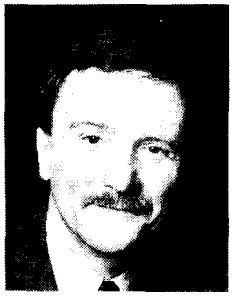
The Basics of Designing Your Own Teaching

by Julian Edge
Aston University, England



When I heard that the theme of this year's JALT Conference was to be *Back to Basics,* my heart sank.

The slogan *Back to Basics* made me think of blinkered, frightened people, unwilling to face up to the challenges of the present, and trying to hide in a fictional golden age that never was. In such a case, *basics* just means old *ways.* On other occasions, *Back to Basics* is a slogan used by the powerful to manipulate other people into accepting something less than they might have a right to. Then, *basics* means the minimum. In the context of English language teaching, the slogan has usually been used in both these senses as part of an emotional plea for a return to the mechanistic teaching of grammar.

I have been lucky enough to be invited to work in Japan twice before, in 1987 and in 1992. On each occasion, I spent two weeks working with Japanese teachers of English. I found them open-minded and forward-looking. Like most teachers everywhere, they were dissatisfied with the status quo, eager to develop their teaching in ways which would be sensible in, and sensitive to, their own living and working environments.

So, Why Back to Basics?

After thinking about this question for a while, I realised the extent to which I was forcing my interpretation of a phrase onto a situation which I knew so very little about. And I reflected how typical that is of people who travel from one place (whether that's a school or a class, a family or a country) to another. How often we carry around with us our understanding of one situation and shake it at other people in their situation. How often, in ELT terms, we arrive with our "methods" and our "materials" and explain to other people how they should "use" them or "adapt" them. And if they insist on working away at their own concerns in their own ways, we discuss among ourselves their "resistance."

So, I tried to approach *Back to Basics* again, with a positive eye, and see what else it could mean, away from the negative connotations which it usually has for me. After all, to the people organising an event like the JALT Conference, *Back to Basics* obviously means something different from trying to live in the past.

I started to think that it might mean something like stopping to reconsider what really are the important bases of our teaching.

So I tried that. These are some of the basics for me:

- Most important of all in the teaching process (despite the differing impressions one sometimes gets), is the teacher. This is not the teacher as the implementer of some method or other, but the teacher as a whole human being with a particular (and changing) set of skills, talents, strengths, values, and potentials. These are the people who help others to learn, the people who use their control over the environment to encourage the growth of the learners in their care.
- Students have learnt (and continue to learn) foreign languages with all sorts of different teaching methods and materials. In ELT, we have grown up enough to know that there is no "best method" of teaching English, separate from the teachers and students involved in that teaching.
- As each student is ultimately responsible for his or her learning, each teacher is ultimately responsible for his or her teaching. The culture of blaming the textbook dies away as we cease to have inflated expectations of what any textbook, or any method can do.
- Just as learners learn effectively in different ways, teachers teach effectively in different ways, as they express their own strengths, skills, and talents.
- As teachers, it is useful for us to have a clear idea of what our own individual strengths, skills, and talents are. At the same time, we do not wish to isolate ourselves from our colleagues. We need ways to confirm our belonging, as well as ways to collaborate in helping each other find our different best ways forward.
- Building good teaching does not involve insisting that one way is right and others are wrong. It involves taking responsibility for our own decisions and respecting the right of others to be different in theirs.
- In order to take responsibility for our decisions, we have to be constantly (well, perhaps not constantly) involved in investigating our own teaching and basing our own development on those investigations.

"Enough!" they cried. And it is. These are some of the basics of being a teacher, as I understand it. These are the basics I would like to get back to in my workshop at the 1994 JALT Conference.

The workshop will introduce activities which aim to help teachers raise their awareness of their own strengths, and help them appreciate the differing gifts of others. On the basis of this increasing and shared self-awareness, participants will learn techniques for enhancing collaborative communication. In this context, each participant will devise an action plan for his or her individual teaching situation.

Participants will also be introduced to a larger framework for the continuation of this type of peer-support, through which teachers can continually renew themselves by getting back to the basics of their own selves and of their own understanding of their own experience. The workshop will be actively-based and there will be on-going discussion and evaluation of the activities and what might be learned from them.

To put all that another way, if you participate in the workshop, I hope that you will:

- find out something new and relevant about yourself;
- learn some new communication techniques for working with colleagues;
- go back to work with a new teaching plan to put into action;
- have a chance to evaluate a framework for continuing professional development.

I acknowledge that these are very ambitious goals to set for the few hours that we have together. Not everyone who turns up will attain those goals, but I think it worthwhile to set them, and I know that some participants will find them satisfyingly fulfilled.

So in a sense, you see, I am still coming along with my suggestions for what you might do, based on my understanding of what has happened somewhere else. And in that sense, it has to be that way, if you will allow that an outsider such as myself has anything at all to contribute.

Let me close this brief article by trying to make sense of that last remark. I have been actively involved in ELT for almost twenty-five years, during which time a whole range of new and exciting approaches to, and methods for, ELT have appeared. I have spent some years of my life suggesting that teachers in various countries should adapt some of those methods to suit their own situations. It is as though the methods come first and, if the students don't fit into them properly, then the students are a problem. Or the teachers are a problem. Or the textbooks are a problem.

I am now working from the conviction that the students and the teachers in their situation come first. With time and patience, with goodwill and inquiring minds, appropriate (and ever-changing) "methods" will arise from each situation.

What I want to do is to work for a few hours with people who have a little time, a little patience, some goodwill, and inquiring minds. I want to show you a way of working with colleagues which some teachers in very different places (but also in Japan) have found interesting (and perhaps even useful).

You will decide if it is interesting or useful to you. No one is going to try to take you into anything. If it is, you will use it. If it is not, well, I shall do my best to ensure that the three hours themselves are time well spent, together with people of goodwill and inquiring minds.

Julian Edge *has published a large number of articles and four books:* Mistakes and Correction, Cooperative Development, Essentials of English Language Teaching, *and* Teachers Develop Teacher Research. *He now works at Aston University, England, where he has overall responsibility for the Teacher Education component of the distance-taught* MSc in Teaching English. *His workshop is sponsored by Longman.*

§

Submissions for *The Language Teacher* Wanted

2500-word submissions on the following subjects are desired: FL curriculum development, foreign university branch campuses in Japan, homestay preparation for language students in foreign countries and Japan, CALL/CAI, language school/FL program management and how it affects teaching, student generated projects, creating student awareness of learning resources available to them, *juku* teaching, Japanese high school and university entrance exam testing, teaching of natural discourse styles, student evaluation of foreign language courses at university, junior college or in-house company FL programs, and teaching FLs to young Japanese children. Please contact Gene van Troyer, Editor (address on p. 2).

Professional Development and Empowerment for Program Administrators

by Virginia Hamori-Ota
The American Language Institute;
The American University of Paris

As the field of EFL and the EFL job market continue to evolve, many teachers have already assumed, or will need to assume at some time in their careers, administrative or managerial responsibilities, often without prior training in management. Administration in the EFL context holds its own set of particularities. On the one hand, individuals must possess expertise in the EFL field itself: knowledge in TESOL, linguistics, methodologies, language. On the other hand, they must also make use of management skills in the supervision of programs.

Growing Interest in Management Training

Although annecdotal, it would be significant to consider the following two points I have observed. Over the past four years of attendance at TESOL International conferences, 1990 in San Francisco, 1991 in New York, 1992 in Vancouver, and 1993 in Atlanta, I have witnessed substantial growth both in the number of seminar / workshop offerings within the Program Administration SIG and in attendance at these events. Second, informal polls during the seminars have indicated that up to 90% of those in the audience had been teachers before moving into program administration, the majority without formal training in management. In the case of former teachers becoming managers, we may come into managerial jobs with a "teacher" mind-set: primarily concerned about the daily realities of the classroom, student issues, teacher and pedagogical concerns, in short, ready to fight battles to win better tangible conditions. I remember coming into my present management position ready to do all the things for the teachers that I wished my former supervisors had done for me.

Yet, supervisory roles and job functions differ greatly from teacher roles and job functions, and therefore require a different set of skills. An administrative position can vary in its scope and can include any of the following responsibilities: decision-making, negotiating, mediating, justifying, calculating budget projections, defending stances one does not necessarily agree with, announcing difficult decisions, formulating policy, confronting teachers with supervisory problems, economizing to make programs run on shoe-string budgets, making difficult cancellation and cutback decisions, coordinating, scheduling, hiring, evaluating, firing, running meetings, motivating-empowering-rewarding teachers, compiling program statistics, synthesizing data, providing leadership, dealing with teacher contracts and local labor regulations, supervising office staff, proposal and grant writing, dealing with student needs and grievances, public relations, editing documentation, program marketing, politicking, interfacing between the organization and the outside, internal communications, harnassing the creative energies of team members.....And the list can go on. In addition, some program administrators may be expected to concurrently assume teaching duties.

How to Do It?

The question is how to fulfill the responsibilities of a manager while still remaining empathetic to teacher needs and concerns. We must be careful to avoid falling into the trap of "administration versus faculty" or the "us against them" attitude so prevalent in many institutions. Ultimately all components of a team need each other to function as a whole: There would be no curriculum or courses without teachers, and there would be no student recruitment, marketing, and enrollment services without administration. Here there might be some insight to be gleaned from the Japanese system: Full-time teachers are usually expected to administrate, and certain duties may be assigned to faculty on a rotation basis. In this way, traditional divisions between faculty / administrative departments have been replaced by a "process team," thereby involving more people in more levels of the work process. This practice coincides interestingly enough with one of the newest theories in management presented in *Reengineering the Corporation* (Hammer & Champy, 1993).

So, empathy can be an asset that former teachers bring with them to the managerial job. As well, creativity, enthusiasm and sensitivity so often found in teachers can lead to innovative problem solving and strategizing. Yet, regardless of their personality types, former teachers will probably find that they need to further develop their organizational and analytical skills, as well as the ability to look at issues from an impersonal standpoint. Most importantly, all aspects of EFL administration do share one thing in common: They involve both cross-cultural and human sensitivity on a day-to-day basis.

Means of Empowerment

I would like to discuss three specific means of

empowerment that exist for EFL administrators confronted with the issues outlined above.

The most accessible resource we can avail ourselves to are figures within our organizations who can serve as mentors while we become familiar with the demands of our new jobs. These colleagues are an invaluable source of in-service learning and guidance. As newcomers to the program administration area of EFL, we should seek out those who can serve as mentors, and thereby tap into an already existing system of assistance. In Japan the "*senpai/kohai*" relationship is assumed to exist when a younger and older colleague are working together. Rather than viewing it as just another cross-cultural barrier, we can put the system to work for our advantage and professional development.

Second, we can make an effort to acquire knowledge in the field of management, human resources management, and organizational behavior by enrolling in courses for our further education. We can also draw upon current theories and new writings from management gurus as a resource. These theories and writings are usually meant to apply to the corporate world, yet certain parallels can be drawn for the benefit of running educational programs. EFL program management has much to extrapolate from this area, and in almost all cases, our own personal development can also be enhanced. Although not the focus of this article, current trends in the field include the above-mentioned *Reengineering the Corporation: A Manifesto for Business Revolution*, and the theories coming from The Covey Leadership Center outlined in *The Seven Habits of Highly Effective People* (Covey, 1990) and *Principle-Centered Leadership* (Covey, 1992). Of great significance is also the work by The Harvard Negotiation Project, whose newest publication is *Beyond Machiavelli: Tools for Coping with Conflict* (Fisher, Kopelman, & Schneider, 1994).

In addition to mentoring and drawing on the field of management as a resource, there is another means of empowerment within our immediate reach. Program administrators, due to their positions in the organizational hierarchy, face an isolation from both their inter-organizational colleagues and their intra-organizational counterparts. Whereas teachers from various schools regularly convene to share pedagogical ideas, we need to overcome a reticence anchored in tradition, perhaps due to a perceived taboo of giving away institutional / program secrets, to convene for the purpose of discussing managerial strategies and techniques. An effective way to deal with the issue of isolation that program administrators face is to form a support group that meets on a regular basis.

Networking for Support

Speaking from my experience in Europe, in Paris, France, through TESOL-France and independently, two groups provide a forum for discussion, a place for learning new skills, support from people in analogous situations (people who would usually term themselves *competitors* on a regular business day) and intra-organizational contacts for networking. Through these intra-organizational contacts we gain a wider view of the spectrum of programs in operation and their different structures, as well as a view of how internal constraints vary from organization to organization. As administrators we can therefore seek alternative solutions to recurring problems.

In Paris, *The Wheel* group was originally formed as an off-shoot of TESOL-France, so that human resources managers in industry and language school administrators could meet on a regular basis to keep abreast of trends in the field of training. Meeting topics and guest speakers are chosen by consensus and the venue rotates from location to location, turning like a wheel. All 50-some members have agreed to come together for non-commercial purposes and the membership list is kept private, not given out or sold.

A second Program Administration group was formed as a result of collective enthusiasm during a management seminar given at the local British Council. Drawing on the expertise of group members as well as invited speakers, this groups meets for the purpose of providing support, networking, and continued professional development for those working in program administration.

Conclusion

The support group is perhaps the most vital tool, because its presence is perpetual and accessible. It can be a place for skills development through the sharing of new ideas and information study-group style. It provides the opportunity to meet counterparts from other organizations and form a network. It serves as a source of connection for administrators in similar situations. How many times have we felt the "sandwich" feeling of being squeezed between levels which can't identify with us: be it teachers, who don't always understand the constraints we are under, be it other administrators, who don't always understand the pressures we face, and perhaps either of these groups are native or non-native, adding another dimension to the issues we must deal with. In the context of programs in a foreign setting, administrators from native and non-native countries will bring different perspectives to the table, and the melting pot of ideas can result in a fresh outlook for all parties involved. I hope that Matsuyama 94 may represent an initial forum for what later might become JALT NSIG, Program Administration.

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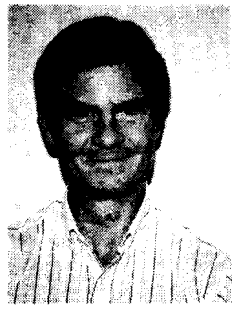
HAMORI-OTA, cont'd on p. 47.

Designing Task-Based Materials

by David Nunan
University of Hong Kong



Introduction

Task-based curriculum development differs from traditional approaches to the design of language programs and materials in that the design process begins, not with an inventory of linguistic items, but a typology of texts and tasks which are derived from an analysis of learner needs. The point of departure for designing programs is therefore target tasks (those things learners might potentially need to do outside the classroom) and pedagogical tasks (classroom tasks that promote acquisition), not lists of grammar, vocabulary, functions, and notions. Decisions about which of these linguistic features should be taught, and how they can be integrated into programs that are basically focused on the communication of meaning, are made with reference to predetermined target and pedagogical tasks.

In this piece, I shall describe the procedure which is used in developing materials based on tasks, texts, and topics. There are seven essential steps in this process, and they are set out below.

Step 1: Goal and objective setting

The first step is the selection of goals and objectives which are relevant to the communicative needs of the target groups of learners. Without tying tasks to clearly specified goals and objectives, one runs the risk of ending up with sequences of tasks which are not sequenced and integrated in any principled way. The following sample goals have been taken from the ALL guidelines, which were developed to assist those involved in the development of a range of second and foreign languages.

Broad goal

Communication

By participating in activities organised around use of the target language, learners will acquire communication skills in the target language, in order that they may widen their networks of interpersonal relations, have direct access to information in the target language, and use their language skills for study, vocational, and leisure-based purposes.

Specific goals

To be able to use the target language to:

- establish and maintain relationships and discuss topics of interest, e.g., through the exchange of information, ideas, opinions, attitudes, feelings, experiences, plans
- participate in social interaction related to solving a problem, making arrangements making decisions with others, and transacting to obtain goods, services, and public information
- obtain information by searching for specific details in a spoken or written text and then process and use the information obtained
- obtain information by listening to or reading a spoken or written text as a whole, and then process and use the information obtained
- give information in spoken or written form, e.g., give a talk, write an essay or a set of instructions
- listen to, read or view, and respond personally to a stimulus, e.g., a story, play, film, song, poem, picture

Broad goal

Learning how to learn

Learners will be able to take a growing responsibility for the management of their own learning so that they learn how to learn, and how to learn a language.

Specific goals

To develop

- cognitive processing skills (to enable them to understand values, attitudes, and feelings; to process information and to think and respond creatively)
- learning-how-to-learn skills
- communication strategies (to enable them to sustain communication in the target language)

(Adapted from Scarino et al. 1988)

Step 2: Syllabus development

Having identified the communicative goals and objectives which will underpin the materials, one then needs to develop checklists of items which are relevant to the goals and objectives, as well as to the proficiency level of the students. These will be used as the raw ingredients, to be drawn upon in subsequent stages in the materials development process, and might include topics, language elements (grammar, vocabulary, pronunciation features, functions, and notions), text types and task types. The example below is a checklist of pedagogical task types.

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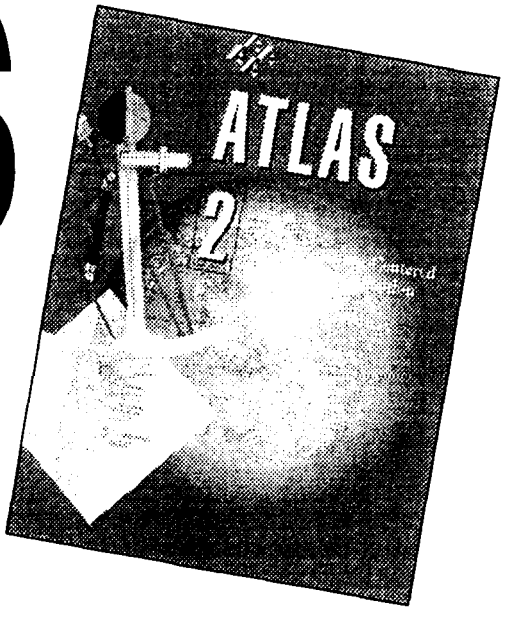

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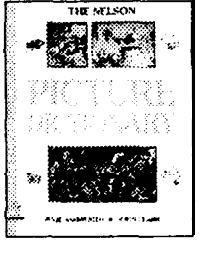

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Figure 1

Sample Pedagogic Task Types	Gloss Example
Classifying	Putting things that are similar together in groups
Looking ahead	Predicting what is to come in the learning process
Brainstorming	Discussing things in a group to come up with new ideas
Selective listening	Listening for key words and information
Over to you	Thinking and talking about your own opinions, feelings, and ideas
Selective reading	Looking quickly through a written text for specific information
Rehearsing	Saying or doing something over and over to improve performance
Cooperating	Sharing ideas with other students
Discovering	Looking for patterns in language
Practicing	Doing controlled exercises to improve knowledge and skills
Discriminating	Identify which information in a text is important and what is unimportant
Using what you know	Using what you already know to understand new information

In identifying text types, I look to the world outside the classroom. In a recent set of materials I drew on the following sources of written text: letters (formal/informal); newspaper extracts; picture stories; Telecom accounts; driver's licenses; missing person's declaration forms; social security forms; business cards; memo notes; photographs; family trees; drawings; shopping lists; invoices; postcards; hotel brochures; passport photographs; swap shop cards; street maps; menus; magazine quizes; calorie counters; recipes; extracts from a play; weather forecasts; diaries; bus timetables; notice board items; housing request forms; star signs; hotel entertainment programs; tennis court booking sheets; extracts from film scripts; high school year books; notes to a friend; seminar programs; newspaper reporter's notes; curriculum vitae; economic graphs.

Having identified one's raw ingredients, these need to be mixed together. This step must necessarily be tentative, for once one has collected and analyzed one's data, other combinations may emerge as more salient or useful.

Step 3: Develop unit flow charts

Another important set, and one which is also designed to strengthen the internal structure of the materials is the development of unit or lesson "flow charts." These show the sequencing of the tasks within the materials. If one is producing materials for commercial production, one would also need to decide on the number of pages and the internal structure of each unit.

Step 4: Collect language data

Step 4 involves collecting samples of spoken and written language. Here, one is guided by the checklist set out in the preceding step. The collection of authentic data is an essential feature of my approach to task based materials development, and is, in fact, one of the most interesting and enjoyable steps in the process.

Step 5: Text/task analysis

Having collected one's data, the next step is to analyze it for the linguistic features it contains, and to decide what learners will need to be able to know and do to comprehend and produce similar language. One then returns to the syllabus checklists and checks these items off.

Step 6: Task chains

Steps 1 through 5 are essential preliminaries to the actual writing process. Having worked through the steps, one is in a position to begin the actual writing process. In drafting materials, I try to adhere to the "task dependency" principle, in which succeeding tasks draw upon and are dependent upon the tasks which have come before. Again, this principle is designed to strengthen the internal coherence of the materials themselves.

Figure 2

Topics/Texts	Language Focus		
	Functions	**Structures**	**Tasks**
Physical description Greetings Party conversation Police report Postcard	Exchanging personal Information	Statements & yes/no questions with be	Classifying Selective listening Personal information

Step 7: Incorporate language focus elements

The final step is the creation and incorporation into the materials of relevant language focus exercises. Whether they precede, are integrated with, or follow the communicative tasks will depend on the learners, the program for which the materials is being written, and your own preferences as a teacher.

(Source: Nunan, D. (1994). ATLAS: *Learner-centered Communication. Levels 1 & 2.* Boston: Heinle & Heinle.)

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David Nunan *is the Director of the English Centre at University of Hong Kong, and a prolific contributor to the ELT field. His workshop is sponsored by International Thomson, Japan.*

Basis and Basics: Corpus Evidence and Vocabulary

by Rosamund Moon
Cobuild, HarperCollins
& the University of Birmingham

Corpus evidence has always been a fundamental part of work at Cobuild, ever since it was first set up, back in 1980, at the University of Birmingham England. This has meant that all researchers at Cobuild have been able to base their work on fact rather than intuition, and to make statements about the English language with much more confidence than would otherwise have been possible. And at every level, from the commonest words to the rarest, the corpus has shown up interesting and unpredictable facts about the way words behave, as well as confirming some of the basic facts about English that we all take for granted.

We were fortunate enough at the beginning to have a corpus of 7.3 million words of recent English, including I .5 million words of spoken language. This corpus was much larger than any other corpus available at the time. Within 5 years, the corpus had grown to nearly 20 million words. Fourteen years later, we are now working with the 167 million words of the Bank of English: more than 20 times the size of our original corpus. This huge amount of extra data has enabled us to confirm beyond any doubt the points about language behaviour that we observed in our first corpus. Equally important, it has enabled us to describe much more surely the behaviour of rarer words, phrases, and meanings-those which show up perhaps only once in every ten million words of language.

Establishing Priorities

What sorts of things have we learned? How does this affect the way vocabulary is described in dictionaries--the kinds of reference materials we produce at the Cobuild project? For a start, it means that we are able to ascertain and establish priorities. We can state with authority what the commonest words, structures, and meanings are in current English. These are the ones that learners of English must become proficient with in order to understand and produce English. Now, it has long been known that **the**, the definite article, is the commonest word in English, and that words such as **a, and, in, of,** are also extremely common. The grammatical words are, predictably, high frequency words, and learners have to deal with them right from their very first lesson. But which ones should they learn first? The corpus can help, for example, by showing which prepositions are the most important, and this in turn suggests the order in which teachers should present them. You would probably guess that in is commoner than **out (of),** or that **on** is commoner than **off**. But would you have guessed that **in** is nearly 100 times as common as **out (of),** and more than twice as common as **on,** which in turn is nearly 10 times as common as its "opposite" **off?**

And what about the commonest *lexical* words? Here are some of the most frequent ones in the Bank of English: **get, government, know, new, people, say, think, time, way, year.** Again, this may well confirm your own intuitions, though you might be interested to know that **said** and **says** are much commoner than the other forms of the verb say; that **time** is 5 times commoner than **times;** and that **year** and **years** are both amongst the commonest 100 word-forms in English, and roughly as common as each other. Similar sorts of information and facts about the English vocabulary helps teachers and writers preparing course materials for different levels of proficiency. It helps us at Cobuild decide which words to include in different kinds or level of dictionary.

You might have been surprised to see the word **government** up there amongst the commonest lexical words in the Bank of English. Looking more closely at its distribution in the corpus shows that it occurs much more frequently in some kinds of text than others: newspapers and "serious" journals rather than everyday conversation, fiction, and popular magazines. This is predictable, given the contrasts in subject-matter of these kinds of text, although even in those genres

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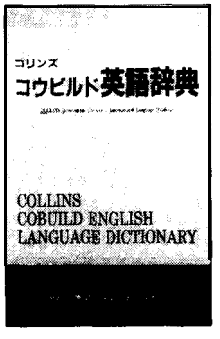

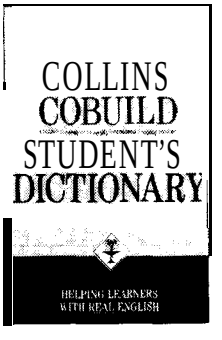

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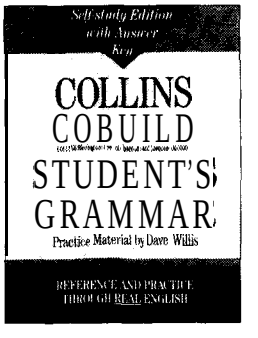

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where **government** is less common, it still occurs on average more than 200 times in every million words. What is less predictable is that **government** is significantly more frequent in British English than American English. We can think of reasons why this is so, once we have the information, but it is precisely the sort of thing that we should never have guessed without the help of the computers and corpus at Cobuild.

Corpus and Meanings

Similar points can be made about other aspects of vocabulary. The corpus helps us to sort out priorities in terms of meanings: which meanings of which words are commonest, and which have varied distributions in different kinds of language. We can then use this information to build better dictionaries, and to choose more robustly which meanings to include in smaller dictionaries. For example, the corpus shows us clearly that formations such as **meaningfulness** and **shakiness, lethargically** and **reciprocally,** or words such as **pragmatics and pumpernickel** occur around once every 10 million words. They might be worth including in our biggest dictionary, but not in our smaller ones.

Idioms are notoriously infrequent, and dictionaries often fossilize ones which are no longer current in English. It's entirely a matter of chance if expressions such as **all fingers** and **thumbs, long in the tooth, shoot the breeze,** or **spill the beans** turn up in smaller corpora. Even now, with 167 million words, many idioms occur only 3 or 4 times, but once we find them 10 times or so, we can feel more confident that they really do exist.

The corpus-with the help of automatic computer analysis-also helps us with respect to understanding and describing phraseology. Even common words occur repeatedly in fixed structures and patterns, and language that fails to follow these patterns may well sound "unnatural" even if it is not actually wrong grammatically or semantically. For example, the word **routine** occurs on average 30 times in a million words: amongst the 5000 commonest words in our corpus. Its commonest meaning can be a regular procedure, or a series of jobs, exercises, or other activities that form part of a regular procedure. Here are a few occurrences trom the corpus:

. ..had to change their daily routine and lifestyle.
. ..include the floor exercises as a regular part of their fitness routine.
. ..settled back into the routine of their studies.
. ..checked up on you as a matter of routine.

It is typical of this meaning of routine that it follows an adjective or noun, or occurs in a structure with **of.** It is also typical that it collocates with words such as **basic, daily, matter, training.** The corpus shows us this, and our dictionaries can be constructed on the basis of this kind of information that feels intuitively right but cannot be reached simply through intuition. It is precisely these sorts of patterns, structures, and collocations which make discourse well-formed.

Conclusion

There are many other things which the corpus shows up, such as the ways in which collocation and phraseological patterns help to distinguish apparent near-synonyms such as **small** and **little** or **gap** and **gulf.** There isn't the space to go into these now, but the workshop will give us time to show how corpus data leads to a clearer and more robust view of the English language.

In the workshop, corpus data will be presented, and participants will have the opportunity of working with it. In particular, attention will be focused on looking at phraseological patterning; at the differences in vocabulary between different genres and registers of English; and at near-synonyms. In this way, participants will be able to see for themselves how effective the corpus is in understanding the workings of the English language. The corpus provides the basis for a "revolution in language description," and enables us to know so much more about the basics of English vocabulary.

Rosamund Moon's *workshop is sponsored by Harper Collins,* Japan.

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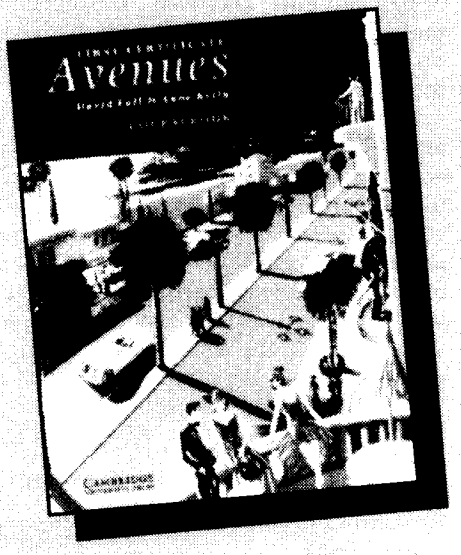

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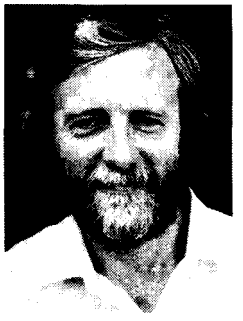
English Idioms in Use

by Michael McCarthy
University of Nottingham, UK



1: Introduction

Fixed and idiomatic expressions of various kinds have long interested language teachers. Publishers often devote special supplementary teaching materials to them and produce special dictionaries of idioms aimed at language learners. And yet, compared with the amount of research into distribution and use that language forms have been subjected to in recent years, we still seem to know little about how idioms are actually used in speech and writing and what their natural contexts are. Here I would like to look at some natural contexts of use and to examine what sorts of functions idioms perform.

2: Evidence for the evaluative function of idioms

If we could establish a significant correlation between the occurrence of idioms **and** features of discourse, we might go some way towards understanding one of the most interesting questions concerning vocabulary choice: Why should languages 'duplicate' ways of saying things, offering the literal and idiomatic options that seem to operate theoretically at least, at many many places in a discourse?

Considerable support for the view that idioms have an *evaluative* role comes from computational analysis of written texts of a wide variety of types, where the evaluative function of idioms seems to be most significant (see Moon, 1992). There is also plenty of evidence in spoken data. One of the very few books to describe idiom use in naturally-occurring spoken English is Strassler (1982). Strassler found that idioms are much more likely to occur when a speaker is saying something about a *third person* or about an *object* or other non-human entity, rather than about the speaker him/herself or about the listener(s) (p. 103). This he attributes to the evaluative function of idioms and the risks to face and interpersonal relations which can stem from the self- or other-abasement which idioms often entail (p. 103; p. 109). To say to someone "l'm sorry to leave you twiddling your thumbs" (instead of "I'm sorry to keep you waiting/to waste your time") expresses a certain dominance and confidence on the part of the speaker and a potential offence and loss of face to the listener which the non-idiom alternatives do not carry.

3: The evaluative function in narrative

1 shall try to illustrate that idioms occur with the interpersonal restrictions suggested by Strassler *and* in a definable relationship with certain discourse-types and genres. As the main vehicle for our examples, we shall turn to *oral narrative* as a clearly defined genre with an identifiable discourse structure (see Labov 1972), and we shall observe that idioms do seem to occur at significant junctures in orally performed stories, not just randomly.

Idioms in narrative data often occur in segments where the teller is *evaluating* the events of the narrative. *Evaluation* here refers to Labov's (1972) notion of the necessary function whereby story-tellers make the events they are telling worth listening to. Evaluative clauses in narratives forestall the question "So what?" ("Why should I want to listen to this story? What's exciting/special/funny about it?"). Idioms also occur in *codas* (again in Labov's sense; the coda, at the end of a story, provides a "bridge" between the story world and the real world of the teller and listeners). Here are some examples from real spoken data, with idioms underlined:

1) [Speaker A is telling a story about her very old dog]
A: He's sixteen, he's very geriatric.
B: Yeah, our dog was really ill.
A: I thought he was going to die actually. It would have been awful, actually, just to see, to see him peg out on the kitchen floor (laughs).
(data courtesy of Lucy Cruttenden, 1988)

2) [Speaker **A** has just told of a series of calamities he experienced on a recent holiday; first speaker **B** comments on the events]
B: Still, pretty horrendous, though.
A: Oh, it was very unsettling, . . . still, so many other unsettling factors *I didn't know whether I was on my head or my heels that day.*
(author's own data, 1989)

In the first example, "It would have been awful, actually, . . .," with its conditional tense is a typical *comparator* in Labov's terms, where the teller evaluates actual events by comparing them with a

possible world; it is in this "possible" evaluative segment the idiom occurs, and it is predicated upon a non-human, non-present entity (the dog). In the second example, the idiom evaluates the whole situation, and acts as a *coda,* summarising all the events and referring to "that day" (as opposed to the "this day" of the teller and listeners). But here the idiom refers to the *first* person (the teller). Personal oral narrative is a genre in which speakers often tell tales that evaluate and abase *themselves* (for humor, to create social solidarity, to increase informality, intimacy, etc.), and so we should not be surprised to find first person-referenced idioms in this kind of data. Moreover, as McCarthy (1991, p. 139-40) points out, story-telling is often a *collaborative* enterprise, and listeners have the right to evaluate events, too. Here we might also expect to find idioms, but they will have to be ones that are careful not to abase the teller, unless the relationship between teller and listener(s) is very relaxed and on equal terms. In our data we do in fact find listeners evaluating in this way:

3) [The same speakers as in extract 1, later in the discourse. **B** is now reciprocating with a story about her old dog being put down]
   B: ... she wasn't in any pain and she was as alert as ever, that was the awful thing, but her body was just *giving out,* her leg, and so my Mum said, thought, "Right, next day."
   C: *Don't know where to draw the line,* do you?
   (Lucy Cruttenden data, 1988)

Speaker **B** uses *giving out* ("ceasing to function") to evaluate the poor dog's situation. **C** also uses an idiom to evaluate the events, but refers it to the impersonal *you,* thus greatly lessening risk to face (it is worth considering the opposite effect of "*you* don't know where to draw the line" addressed as a direct second-person singular pronoun to the teller).

4: Everyday sources of idioms in text

Teachers often face the difficult task of trying to find appropriate texts for aspects of language they wish to teach. Idioms are particularly challenging in this respect. One kind of data that seems frequently to contain idioms is the popular horoscope, and, given what we have said above, this should not surprise us at all. It is *your* (the reader's) narrative, (fore)told and evaluated by the astrologer. The writer has the dominant role, and may wish to inform you, warn you, encourage you, advise you, but not terrify you, insult you or alienate you. Additionally, the horoscope has to be sufficiently general to be able to apply to any reader who is of that birth sign and must not be too topic-specific. Two examples of horoscopes follow from popular magazines:

4) Nice aspects to Saturn on 5 and 10 November suggest you'll *make headway* with work or study, ...
   (*More* magazine, 30.10-12.11.1991: 64)

5) An unexpected night out with someone close will *add some colour* to your life this week.
   (*Best* magazine, 14.11.1991)

In most popular magazine horoscopes (though in British ones there are noticeably fewer idioms in horoscopes in the "quality" magazines), idioms occur with a much higher frequency than Strassler's suggested figure of every 1,150 words for spoken data. In a random 300-word sample from the data collection our samples quoted above are taken from, no less than 13 idioms occur. So, not only are popular horoscopes an extraordinarily rich natural source of idioms for the language teacher, but they show how vocabulary distribution is crucially dependent on *genre* and *register.*

5: Conclusion

What the present short study shows is that idioms do not occur randomly in data merely as alternatives to more literal ways of saying things. Rather, they seem to occur at significant points in the creation of discourse structures, have important evaluative roles, and are extremely sensitive to interpersonal concerns such as face. What is more, their distribution is more concentrated in some genres than in others.

What this seems to suggest is that second language teaching should not ignore idioms and other fixed expressions or treat them as some sort of icing on the cake, or as some frivolous addendum to the real business of learning a language, but should bring them into the centre of language learning and look at them again, very hard indeed.

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Why Do So Many Language Students Fail to Learn to Communicate?

by David Paul
David English House

There are many reasons, some of which are completely out of any teacher's control, why some of our language students fail to learn to communicate; but clearly, as teachers of these students, we must take at least some of the responsibility for this failure. What have we been doing wrong? In the following I would briefly like to suggest some aspects of what we have been doing wrong, as well as how we might do some of it right.

Whose World is It?

In a traditional language class, when students walk into the classroom, they move from their world into the teacher's, When they leave the classroom, they return to their own world, and maybe take with them some of the knowledge that has been imparted. But their world outside the classroom and the teacher's world inside the classroom feel distinct and unrelated. No wonder they forget so much of what they were taught. And no wonder they usually can't use the little they can remember spontaneously or communicatively.

Bringing the worlds together

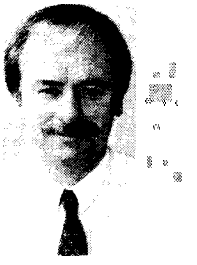
One of our primary roles as language teachers must be to narrow this gap between the classroom world and the students' daily reality.

Some ways of achieving this are:

(1) introducing new language targets through techniques which make learning feel student-initiated;
(2) personalizing language practice at every stage of a lesson;
(3) making extensive use of games and 'fun' activities; and
(4) distinguishing between the step-by-step development of communicative skills and the learning of functional expressions and dialogues.

1: Student-initiated learning

This means that when students enter a classroom we don't hit them with explanation, pattern practice or mechanical eliciting of language targets. Instead, we use techniques which encourage the students to feel they are discovering new words and structures which they genuinely need. The key question to ask ourselves is Do *the students feel they are learning what* they *want to learn or what the teacher wants to teach?*



At the beginning of a lesson, mystery is more important than clarity. One of the best ways of creating this mystery is through a focussed warm-up activity. This activity is a puzzle which is fun, at the right level, and requires the target words or structures in order to be solved. The students' interest in solving the puzzle motivates them to search for the new language targets, and this is when we lead them towards discovering these new words and structures for themselves.

I call this process 'creating a need,' and propose that probably our most important role as language teachers is to 'create a need' for target words and structures before the students encounter them in a textbook. We cannot expect the students to produce these words and structures with spontaneity and flexibility unless we have done this.

Example: Target: All, most, some, none

Write the following on the board:

noses
study hard
don't do homework
gorillas

The students might be able to solve this puzzle without any help. If they need help, lead them towards the target language by asking questions like *How many of you are gorillas?* The class may decide that none of them do their homework or that some of them are gorillas, but this just adds to the fun. The students then make their own sentences about the class, their family, their club, etc. using the four sentences *All of us..., Most of us . . . . Some of us ..., None of us . . .*

2: Personalization

Personalization is often introduced too late in a lesson. It is often only after the meaning and usage of a new structure have been practiced in a non-personalized way that students are encouraged to give examples using their family, their

friends, their city or other things which have more relevance in their daily lives.

If we want our students to be fully involved in the learning of new language targets, these new words and structures should be personalized during warm-up activities, comprehension checking, follow-up activities, written exercises..... in fact, at every stage of a lesson.

For example, consider these two ways of checking the students' comprehension of the sentence "Richard's a teacher":

Method A: **Teacher:** What does Richard do?
Student 1: He's a teacher.

Method B: **Teacher:** Is Richard a ballet dancer?
Student 1: No, he isn't.
Teacher: What?
Student 1: What does he do?
Student 2: He's a teacher.
Teacher: You?
Student 2: What do you do?
Student 3: I'm a student.
Teacher: Akebono?
Student 3: What does Akebono do?
(etc...)

They do something similar for other key sentences in the text.

All of this can be done at a fast pace, using humor and examples which the students are genuinely interested in. After they have gotten used to the technique, the students will ask the first question and think of follow-up examples, and the teacher's role will become more peripheral.

3: Having Fun

A traditional tendency has been for teachers to use 'fun' activities at the end of term or on other special occasions, not in 'real' lessons. Recently, these kinds of activities have been gaining more respect, but there is still a tendency for them to be used for practicing language which has previously been introduced by more conventional methods.

This division of lessons and courses into serious parts and fun parts defeats the point of the fun activities. How can the students suddenly be expected to produce new language spontaneously and with feeling in these fun activities if they have only practiced this language in rational activities where they haven't been fully involved?

By having fun all the way through a lesson, the students can relax and sense and feel new words and structures, and are thus more likely to be able to produce them spontaneously and communicatively. This doesn't mean that the students just have fun; every fun activity can have a purpose. It also doesn't mean that the students shouldn't learn to talk about serious subjects; they can also do this in activities where they are fully involved and enjoying themselves.

4: Step-by-Step vs Functional Patterns

It is important to distinguish between the long-term development of communicative ability and the short-term learning of functional patterns.

It is sometimes considered that the best way to develop communicative competence is to memorize and practice functional patterns. If one of our students is going to London next week, it may be highly relevant to teach shopping or restaurant dialogues, and this will certainly improve the student's ability to communicate in London. But it is questionable whether learning these functional patterns will make much difference to that student's ability to communicate in the long term. Of course we need to teach functional patterns because we never know when our students will be visiting London or New York, but most of our students are unlikely to have many opportunities to speak English in these kinds of situations.

So Where Does this Leave Us?

If we lead our students towards discovering English in a clear step-by-step structural sequence, building their confidence, keeping them fully involved, and putting them in situations and activities where they can use these structures to achieve meaningful goals, there is a pretty good chance that they will learn to communicate.

Notice the emphasis on discovery. The idea is for our students to always feel they are learning what they want and need to express themselves, not what we want to teach. Learning something is completely different from being taught something. The more we teach, the less motivated most of our students will be to learn.

Probably the most fundamental problem we face as language teachers is that over 90% of language students fail to learn to communicate. Unfortunately, most of us were part of the 10% who succeeded when we were students, and so hang on to traditional assumptions. If we want our students to learn to communicate effectively, it is time to question many of those assumptions.

David Paul *is based in Hiroshima, where he operates David English House. His workshop is sponsored by Heinemann ELT.*

Forward to the Basics

by Lance Knowles
DynED International

Technology is a tool. Just as paper, pencil, books, and tape recorders have made learning easier, multimedia computers have brought new capabilities into the learning environment. The purpose of this paper is to suggest ways to use multimedia computers and software to improve language learning, not by revolutionary new methods, but by doing the basics better. By basics, 1 mean such things as listening and speaking practice, providing support and feedback, focusing on key points organized around an effective syllabus, and engaging the learner through interactive tasks that are both interesting and effective.

Though there are many approaches and methods of teaching languages, there are some basic points that most language teachers will accept as generally valid. Some of these points include:

1. Language learning involves the acquisition of skills that improve only through regular exposure and practice.
2. Of the four skills (i.e. listening, speaking, reading, writing) listening is the key skill.
3. Language input should be comprehensible and should be in context since meaning is often contextual.
4. Many language students dislike language learning, partly because of frustration and embarrassment, and partly because of its irrelevance to their lives.

To some extent each of these points can be dealt with effectively by the traditional classroom teacher armed with a blackboard, taperecorder, visuals, and a sensitivity to the differences in the learning styles and personalities of students. Since class time is limited however, this is easier said than done; the result has generally been unsatisfactory for both teachers and students. With the addition of multimedia computers into the mix however, each of the above points can be addressed more effectively.

Skill Acquisition

Language learning as skill acquisition has particular significance in that the role of practice is elevated in importance. Practice is necessary to enhance long term memory and to make the acquired language more immediately accessible as a tool for communication. In this model, knowledge of grammar and an extensive vocabulary are also necessary, but they play the role of modifying and correcting language rather than being the primary source of the language.

We have all encountered students who have learned about a language but are unable to converse with any degree of fluency. These students are handicapped because they attempt to formulate sentences from their conscious base of learned knowledge about language, rather than use their internalized knowledge to shape and modify language as it is generated from an acquired language base. In other words, intensive practice is necessary if one is to acquire a language. Without an internalized language base, fluency is severely limited.

The problem with practice is where, how, and when to get it. An obvious weakness in most classroom learning situations is the lack of practice opportunities. There simply isn't enough time. The large number of students and the range of levels in a class also makes it difficult to provide meaningful feedback even when practice occurs. Though worksheets and homework assignments can be used, the kind of practice they provide is generally limited to text-based exercises with a focus on grammar. These are certainly important types of exercises, but they aren't enough.

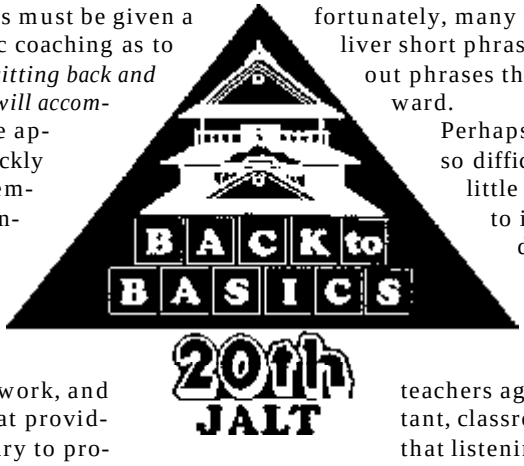
With the availability of multimedia computers, new possibilities emerge for providing the kind of practice that hasn't been possible in the classroom or at home. Practice means practice however, and this may not be as easy to define or provide as one might think. What kinds of practice are best, and how often, and in what order? These become crucial questions.

Effective Practice

In the study of music, for example, effective practice is not something that comes naturally. Very few students are disciplined enough to practice difficult musical passages again and again. Rather, they content themselves to struggle through one piece after another, never really mastering anything, and never building the physical coordination skills necessary to prepare

them for more difficult pieces. As a result, frustration increases and motivation drops until the student either quits or stops making progress altogether. Because of this, not only a good teacher is necessary, but the development of good practice skills is essential, especially at the early stages.

In language teaching similar issues must be faced. Even with the best computer and courseware material, students must be given a good orientation and periodic coaching as to how best to practice. *Merely sitting back and racing through the courseware will accomplish very little.* Such a passive approach isn't practice, and quickly becomes boring because the emphasis is on skimming the content rather than on skill building. The emphasis, just as in music, must be in the development of skills, which means, at the very least, lots of repetition, hard work, and focus. The computer is ideal at providing the kinds of tasks necessary to provide this kind of practice, but the student has to know how to set goals and practice with those goals in mind.



Listening, the Key but Neglected Skill

In language teaching, listening is often referred to as the key skill. Especially for the beginner, intensive listening practice is vital. In fact, the ratio of listening to speaking activities should be the greatest at this stage. Modeling, repetition, redundancy and simplification are essential.

At higher levels, students understand more and they can begin to apply learning strategies to fill in the gaps of their understanding. They become less dependent on modeling and can begin to guess the meaning of a new word or structure. A higher percentage of listening input is comprehensible, which means less need for repetition, redundancy, and simplification. As a result, the ratio of speaking to listening can increase. The importance of reading increases too as a means to increase vocabulary. However, for the beginner, quality listening input is essential.

In my own classroom observations of teachers and classrooms I have often been struck by the lack of effective listening activities, especially at pre-intermediate levels. In many cases the listening input provided by the teacher was either inappropriate or of poor quality.

What seems easy to the teacher or to a native speaker is often extremely difficult for the learner. Listening and repeating even a simple phrase involves the ability to "chunk" the language, hold it in short term memory, and then pronounce the sounds necessary to repeat it. Repetition and reinforcement are essential, along with a careful build-up. All this takes time and cannot be rushed.

It is also better to use shorter phrases spoken at normal speed than longer phrases spoken very slowly. Shorter phrases are easier to hold in short term memory while normal speed delivery helps increase the ability to chunk the language. Unfortunately, many teachers tend to either deliver short phrases too slowly or they spit out phrases that are too long and awkward.

Perhaps because listening work is so difficult and takes so much time, little classroom time is devoted to it. Instead, much time is devoted to talking about language, giving translations for individual words, and explanations. As a result, though many teachers agree that listening is important, classroom observations indicate that listening may be the neglected skill. Of course this is an area where multimedia computers can be particularly effective.

In the multimedia programs that I have designed I have tried to create activities that are similar to the kinds of things I have done when tutoring students individually or in very small groups to:

1. Provide listening input and repetition with text suppressed;
2. Provide visual aids to aid comprehension, to contextualize, and to add interest;
3. Provide a means for students to listen and repeat and then compare their own speech with that of the model;
4. Provide listening tasks and comprehension checks;
5. Adjust the listening input and variety of tasks according to performance;
6. Provide translation and text support; and to
7. Provide content and language suitable to the language level of the student and sequenced according to the needs of the learner.

With such activities as these, a learner can get as much or more effective listening and speaking practice in a twenty-minute period than in several hours in the average classroom. That assumes, however, that the learner knows how to practice.

Comprehensible Input

One key point about effective listening practice is that the input must be comprehensible. Without comprehension, any amount of speaking and

listening will be ineffective and parrot-like. This was a major problem with language laboratories, where students often repeated phrases with little understanding of what they were saying.

With multimedia, the visual support is there, along with comprehension checks. Graphics, pictures, and text can all be timed to provide clues to meaning. When necessary, students can have the additional support of translation. This reduces unnecessary frustration and wasting time.

Without question, visual support helps with meaning. Visual and auditory memory work together. In addition, visuals help learners store and retain audio input. Experienced teachers know this: Drawing on the blackboard or spending hours searching for good visuals is a language teacher's constant task. When interactive tasks are added, for example by using a "mouse" to click on an answer or to indicate a choice, then this type of physical task involves the learner with the material in yet another way. Ideally, a learner should be actively involved, by making choices, getting repetitions, checking a glossary, recording their voice, and answering questions.

All of these activities help to make language input both comprehensible and truly input. It isnÕt enough to have comprehension. Without input, the language just flows in and out, without making an impact on memory. This is where interactive courseware is different from the passive viewing of a videotape or the listening to a tape. Interactive activities are essential, effective, and enjoyable.

Learner Dislike of Language Learning

To many, language learning is torture. I remember well my own painful experience when I was learning to speak Fijian in a total immersion class. Some phrases were simply too long for me to process. I felt stupid and was in a constant state of stress. I believe it was that experience which contributed to my development as a language teacher. My empathy for the student pushed me to find ways that would support the learning process and reduce unnecessary anxiety. Because of my own limited short term memory, for example, I was careful not to expect too much from the short term memory of my students. As a result of this, I especially enjoyed teaching students at the beginner stage, and the results were generally gratifying.

The most critical period in second language learning is at the beginning stage. With little or no internalized language base of their own, students are vulnerable and dependent upon the teacher or teaching materials. Appropriate input and models are necessary before asking students to generate their own language. If this isn't done well and patiently, the resulting anxiety leaves the student with a language phobia that can last for a lifetime.

The strengths of the classroom are many: It is an excellent place for the teacher to present information, instruction, and to give general guidance and direction. The classroom is also an excellent place for group work, language modeling, and a variety of other activities, such as role plays, pair work, and question / answer sessions.

However, a major drawback of the classroom for many students is the public nature of student performance and the resulting anxiety that can make language learning a truly horrible experience. At the other extreme are those ambitious students who want to speak beyond their means at too early a stage. This can result in much classroom time being wasted as a student searches for the next word while everyone else waits. This can be a big drag on the class if not handled with care.

In this respect, the experience provided by multimedia courseware can be a welcome and effective sanctuary where students can build up their proficiency before having to perform in public. They can also move at a pace that better matches their learning style, with as many or few repetitions as they need.

As for relevance and motivation, teachers need to show students how tasks and materials work together. Students like to see their own progress and can appreciate well designed activities that are appropriate to their level. Topics and other content taken from books or multimedia courseware can generally be personalized or extended with only a little effort. For example, after studying a lesson that traces through the life of Einstein, students can make their own time line or select important dates in their life or someone they select. This can be an interesting way to work on the past tense or on other structures that may be the topic of the day.

In conclusion, though there will always be teachers and students who are overwhelmed, discouraged, or disinterested, I believe that significant advances can be made for those who are serious about making language learning more effective and enjoyable. Used with care and an open mind, technology can be a powerful way of moving ahead by doing the basics better.

Lance Knowles *is an educational software designer with many years of language teaching experience, and president of DynEd International. His workshop is sponsored by DynEd Japan.*

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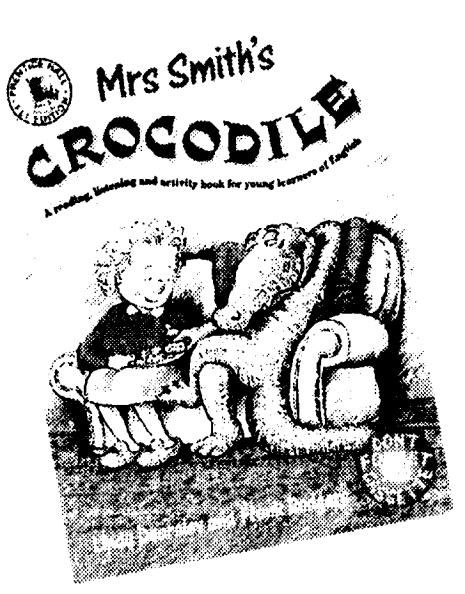

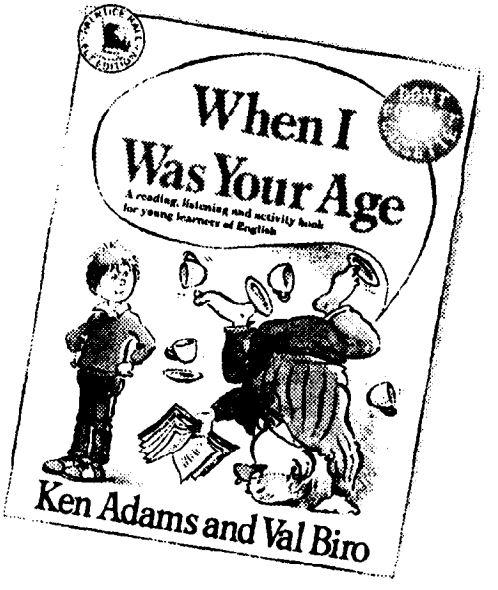

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Video in the ELT Classroom: The Role of the Teacher

by Susan Stempleski
Hunter College, City University of New York; Teachers College, Columbia University

The teacher plays a key role in the success or failure of any video used in the language classroom. It is the teacher who selects the video, relates the video to students' needs, promotes active viewing, and integrates the video with other areas of the language curriculum. Any video's chances of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication can be improved or destroyed by the way in which the teacher introduces the video and the activities which the students carry out in conjunction with viewing.

Video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. This can be baffling for many students. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus the students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow-up with suitable postviewing activities.

Published language-teaching video materials usually provide guidance for teachers. Indeed, the most sophisticated of these are usually part of a multimedia package that, in addition to the videos themselves, includes viewing guides, student textbooks, teacher manuals, and audiocassettes. ELT video series such as *The ABC News ESL Video Library* or *Family Album USA* present carefully designed or selected video material in contexts geared to students' interest and are accompanied by student workbooks featuring a variety of viewing activities. However, even if you are using a published course, you may want or need to modify the lesson materials provided or possibly produce your own lesson plans to fit your timetable and the specific needs of your students. If you are planning to select your own authentic video material or to use language teaching video as supplementary material, you will have even more preparation to do. The aim of this brief article is to present some guidelines which will help you plan your video lessons effectively and exploit the video material to its utmost effect. While there is no one "right way" to use video, teachers planning to use the medium for intensive language presentation and practice, especially those teachers who are less experienced in using video, might find the following suggestions helpful.

Guide Students Toward Appreciating Video as a Language Learning Tool

Television and video are so closely associated with leisure and entertainment that many, if not most students watching video in the classroom expect to be only entertained. Teachers need to lead students to an appreciation of video as a valuable tool for language learning and help them to develop viewing skills which they will hopefully apply to their video and television viewing experiences outside the classroom. When we watch television or video for entertainment, we usually do so passively. For example, we do not normally concentrate on such things as the gestures or other non-verbal signals used by the people on the screen, or listen carefully for the intonation in their voices. Elements such as these are what make video such a rich resource for language learning. It is your job as the teacher to get students to focus their eyes, ears, and minds *on* the video in ways that will increase both comprehension and recall and add to the satisfaction they gain from viewing. The video will still remain entertaining, but the students will also come to a recognition of how the medium can be used for learning.

Make the Video an Integral Part of the Course

Video's true potential in language learning is only achieved when it is used as a integral part of a course. If you are planning to use video as supplementary material, be sure that the sequence fits in with **the** overall goals of your course. One way to do this is to bring in the video to introduce or expand on a theme or topic that is already part of the curriculum or that is dealt with in the students' textbook. For example, in my high-beginning level ESL classes at Hunter College, I have quite successfully used the first three minutes of the "Koko" sequence from the

National Geographic documentary *Gorilla* to introduce the unit "A Talking Gorilla" in the students' reading textbook *Explorations.*

Use Short Sequences

It is difficult to specify an exact sequence length without identifying a particular video sequence, but in my own experience it is better to exploit a short (three to five minutes) segment of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of your students.

A word of warning: When you use short isolated sequences from authentic video documents such as situation comedies, feature films, or documentaries, you must expect your students to be interested in other parts of the video concerned. You should be prepared to respond to this interest. For example, you might choose to eventually exploit the whole of an episode or the serial of which it forms a part, not just the sequence that you have chosen for a particular lesson. Alternatively, you may wish to make the whole video available for student viewing outside of regular class time, in a resource center for example.

Familiarize Yourself with the Material

Most teachers would not dream of presenting a print-based lesson in class without first reviewing the materials themselves. You should follow the same practice in using video. Treat the video material as seriously as you would treat any other language teaching material. Before presenting a video in class, view the entire sequence yourself, preferably several times and with the video transcript in hand. If you are using suggested activities from a published video language course, and if time allows, try doing the activities yourself, in order to anticipate difficulties or questions your students may have.

Treat the Video as Both a Visual and Audio Text

A video sequence is a text, somewhat like a language presentation passage in a book or a dialogue on an audiocassette. However, whereas the most important element in a written passage or on an audio cassette is usually the words, a video sequence contains not only words, but visual elements (and often sound effects and music) that provide essential evidence on behavior, character, and context, which are not usually in the script. When planning your lessons, it is important to consider not only the video script, but the video itself. Test the degree of visual support in a video sequence by viewing it first with the sound turned off to see how much you can comprehend based on the pictures alone. Does the camera focus on the person who is speaking? Does the body language suggest anything about what is being said? Are there location shots which help to establish the context by indicating where a particular scene takes place?

Scenes with a high degree of visual support are more useful for presenting language. However, if you are using video as a stimulus to elicit language from the students, some ambiguity may be desirable. For example, if you want the students to hypothesize about what is being said, you will not want the visuals to make what is being said so obvious that there is nothing left for them to hypothesize about.

Design Lessons That Provide Opportunities for Repeated Viewing

Once is not enough. Unless students are extraordinarily gifted and at near-native levels of language proficiency, they will need to see and hear a video sequence several times if they are to understand the situation, identify characters, observe and recall the language and other facets of the video in any detail. In my own experience, students are usually happy and eager to view a well-chosen sequence again, particularly if they are provided with a variety of viewing activities that require them to focus on different aspects of the video, such as cultural differences, body language, vocabulary, or language models. Present the activities to the students *before each viewing* in order to focus their attention on the particular viewing task at hand.

Plan Activities for Three Stages

Teachers can promote active viewing and increase student comprehension and recall by planning video-related lessons for three stages of activity: previewing, viewing, and postviewing.

Previewing activities: These prepare the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary. One way of doing this with a drama sequence is to announce the situation and ask students to predict the content. For example, students are told they will see a scene showing a man buying a plane ticket at an airport, and are asked to write down five items under each of two headings: *Sights* (things they expect to see) and *Words* (words they expect to hear).

Viewing activities: These primarily facilitate the actual viewing of the video. They involve playing and replaying the entire sequence or relevant parts and requiring students to focus on important aspects such as factual information, plot development, or the language used in a particular situation. In general, it is a good idea to provide activities that focus on the basic situation first. For example, with a drama sequence, you might ask students to watch and look for the answers to questions such as: Where are these people? Why are they there? What is their relationship? What is going on? After this more global viewing activity, you would then go on a series of tasks that require them to concentrate on specific details such as the sequence of events or the particular utterances used.

STEMPLESKI, cont'd on p. 47.

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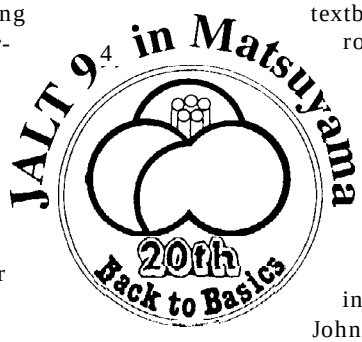
Teacher Thinking and Foreign Language Teaching

by Jack C. Richards
City Polytechnic of Hong Kong

In language teaching, the conceptualizations we have of the nature of teaching have a significant impact on our work. For example, if teaching is viewed as a science, scientific investigation and empirical research are seen as the source of valid principles of teaching. Good teaching involves the application of the findings of research and the teacher's role is to put research-based principles into practice. Alternatively teaching may be viewed as accumulated craft knowledge, and the study of the practices of expert practitioners of their craft may be seen as the primary data for a theory of teaching (Freeman and Richards, 1993). In recent years an alternative metaphor has emerged-the notion of teaching as a thinking activity. This has been characterized as "a common concern with the ways in which knowledge is actively acquired and used by teachers and the circumstances that affect its acquisition and employment" (Calderhead, 1987, p. 5).

The teacher-as-thinker metaphor captures the focus on how teachers conceptualize their work and the kinds of thinking and decision-making which underlies their practice. Rather than viewing the development of teaching skill as the mastery of general principles and theories that have been determined by others, the acquistion of teaching expertise is seen to be a process which involves the teacher in actively constructing a personal and workable theory of teaching.



This is the orientation to teaching which 1 want to explore in this paper, which seeks to clarify the concept of teaching as thinking, to describe research on second language teachers which has **been** carried out from this perspective, and to examine implications for the field of second language teacher education (SLTE). In their survey of teachers' thought processes, Clark and Peterson (1986) focus on three major categories of teachers' thought processes: a) teachers' theories and beliefs; b) teachers' planning **or** preactive decision-making; c) teachers' interactive thoughts and decisions. While research on teachers' theories and beliefs tries to identify the psychological contexts which underlies teacher thinking and decision-making, research on teachers' preactive and interactive thinking seeks to identify the thinking and decision-making employed by teachers before and during teaching.

1: The Nature of Teachers' Belief Systems

A primary source for teachers' classroom practices is teachers' belief systems-the information, attitudes, values, theories, and assumptions about teaching **and** learning which teachers build up over time and bring with them to the classroom. Teacher beliefs form a structured set of principles that are derived from experience, school practice, personality, educational theory, reading, and other sources. For example, in a questionnaire study of the beliefs of English teachers in Hong Kong schools, Richards, Tung, and Ng (1992) found that the 249 teachers sampled held a relatively consistent set of beliefs relating to such issues as the nature of the ESL curriculum in Hong Kong, their views of the role of English in society, differences between English and Chinese, the relevance of theory to practice, the role of textbooks, and their own role in the classroom. Differences in their beliefs, however, resulted from the amount of teaching experience they had and whether they subscribed to a primarily functional or grammar based orientation to teaching.

A number of studies have also sought to investigate the extent to which teachers' theoretical beliefs influence their classroom practices. Johnson (1991) in a study of this kind, used three measures to identify ESL teachers' beliefs: a descriptive account of what teachers believe to constitute an ideal ESL classroom context, a lesson plan analysis task, and a Beliefs Inventory. In the sample of teachers studied she identified three different methodological positions: a skills-based approach which views language as consisting of four discrete language skills; a rules-based approach which views language as a process of rule-governed creativity; and a functivn-based approach which focuses on

the use of authentic language within situational contexts and which seeks to provide opoortunities for functional and communicative language use in the classroom. The majority of the teachers in the sample held clearly defined beliefs which consistently reflected one of these three methodological approaches. Teachers representing each theoretical orientation were then observed while teaching, and the majority of their lessons were found to be consistent with their theoretical orientation. A teacher who expressed a skill-based theoretical orientation generally presented lessons in which the focus was primarily on skill acquisition. A teacher with the rule-based orientation tended to employ more activities and exercises which served to reinforce knowledge of grammatical structures. She constantly referred to grammar even during reading and writing activities, for example, by asking-students to identify-a key grammatical structure and to explain the rule which governed its use. The function-based teachers, on the other hand, selected activities which typically involved the learners' personal expression, teaching word meaning and usage through a meaningful context, reading activities which focused on the concepts or ideas within the text, and context-rich writing activities where students were encouraged to express their ideas without attention to grammatical correctness.

Teacher belief systems have also been studied in terms of how they influence the thinking and practice of novice teachers. The belief systems of novice teachers as they enter teaching often serve as a lens through which they view both the content of the teacher development program and their language teaching experiences. For example, Almarza (1994) studied a group of four student teachers in a foreign language teacher education program in the UK, and examined how the relationship between the teachers' internalized models of teaching, often acquired informally through their experience as foreign language learners, interacted with the models of teaching they were introduced to in their teacher education program.

Almarza's study shows that while a teacher education program might be built around a well-articulated model of teaching, the model is interpreted in different ways by individual trainee teachers as they deconstruct it in the light of their teaching experiences, and reconstruct it drawing on their own beliefs and assumptions about themselves, language, teaching learners, and learning.

2: Teachers' Preactive Decisions

An issue that has long been of interest in understanding how teachers conceptualize their work has been the question of teacher planning. The planning of a lesson is a complex problem-solving task, involving thinking about the subject matter, the students, the classroom, and the curriculum, during which the teacher transforms and modifies an aspect of the curriculum to fit the unique circumstances of his or her class (Clark and Peterson, 1986). But how does this process occur and what kinds of thinking are involved? And do experienced and novice teachers differ in the thinking they bring to this process?

In an influential paper, Shulman (1987) characterized these processes as pedagogical reasoning. Shulman describes the process in these terms:

> I begin with the assumption that most teaching is initiated by some form of "text": a textbook, a-syllabus, or an actual piece of material the teacher or student wishes to have understood. The text may be a vehicle for the accomplishment of other educational purposes, but some sort of teaching material is almost always involved.
>
> Given a text, educational purposes, and/or a set of ideas, pedagogical reasoning and action involve a cycle through the activities of comprehension, transformation, instruction, evaluation, and reflection.

One approach to exploring teachers' pedagogical reasoning is to give teachers with different degrees of experience and expertise identical tasks to perform, and then to examine differences in how they go about completing the tasks (Berliner, 1987). For example, I recently compared two groups of teachers-a group of student teachers in the second year of a pre-service TESL degree, and a group of experienced teachers who had several years teaching experience and Masters degrees in TESL. Their task was to plan a reading lesson for an ESL class at the lower secondary level around a short story called "Puppet on a String."

In examining the lesson plans prepared by the two groups, those produced by the student teachers devoted much of the lesson plan to trying to communicate the linguistic content of the text to the students. Many used a model format for a reading lesson studied in a methodology class-with a sequence of pre-reading, reading and post reading activities built around the story. The main problems the student teachers anticipated had to do with the vocabulary load of the story.

The experienced teachers offered a much greater variety of approaches to developing a lesson around the text. These included dividing the text in sections and having students predict outcomes, working from titles and headings to anticipate the story before reading it, small group discussion of issues in the story, and writing different versions of the conclusion of the story. Many of the experienced teachers moved quickly beyond the text to explore issues it raised. They saw a much greater variety of issues and problems that the text posed for students and how these needed to be addressed. For example, how the students would see the characters in the story, what the author was trying to communicate, and getting students engaged in the moral conflicts the story poses. They dealt with the text at the level of social meaning rather than at the level of linguistic meaning.

The differences between the two groups of teachers is in line with findings of a body of research on differences between the knowledge, thinking, and actions of experts and novices. Experts and novices have been found to differ in the way they understand and represent problems and in the strategies they choose to solve them (Livingston and Borko, 1989). They have less fully developed schemata. In this context schemata are described as abstract knowledge structures that summarize information about many particular cases and the relationships among them (Anderson, 1984). Studies of expert teachers have shown that they are able to move through the agendas of a lesson in a cohesive and flexible way, compared to the more fragmented efforts of novice teachers:

> The cognitive schemata of experts typically are more elaborate, more complex, more interconnected, and more easily accessible than those of novices. Therefore, expert teachers have larger, better-integrated stores of facts, principles, and experiences to draw upon as they engage in planning, interactive teaching, and reflection. (Livingston and Borko, 1989, p. 36)

3: TeachersÕ Interactive Decisions

A parallel line of inquiry in the study of teachers' thinking has investigated the interactive decisions teachers employ while they teach. A metaphor used to describe this dimension of teaching is "teaching as improvisational performance." During the process of teaching, the teacher fills out and adapts his/her lesson outline based on how the students respond to the lesson. While the teachers' planning decisions provide a framework with which he or she approaches a lesson, in the course of teaching the lesson that framework may be substantially revised as the teacher responds to students' understanding and participation and redirects the lesson in mid-stream.

How does this reshaping and redirection come about? Shavelson and Stern (1981) introduced the metaphor of "routines" to describe how teachers manage many of the moment-to-moment processes of teaching. Teachers monitor instruction looking for cues that the students are following the lesson satisfactorily. They teach using well-established routines. Berliner has commented on "the enormously important role played by mental scripts and behavioural routines in the performance of expert teachers" (1987, p. 72).

> These routines are the shared, scripted, virtually automated pieces of action that constitute so much of our daily lives [as teachers]. In classrooms, routines often allow students and teachers to devote their attention to other, perhaps more important matters inherent in the lesson. In [a study of] how an opening homework review is conducted, an expert teacher was found to be brief, taking about one-third less time than a novice. She was able to pick up information about attendance, and about who did or did not do the homework, and identified who was going to get help in the subsequent lesson. She was able to get all the homework corrected, and elicited mostly correct answers throughout the activity. And she did so at a brisk pace and without ever losing control of the lesson. Routines were used to record attendance, to handle choral responding during the homework checks, and for hand-raising to get attention. The expert used clear signals to start and finish lesson segments. Interviews with the expert revealed how the goals for the lesson, the time constraints, and the curriculum itself were blended to direct the activity. The expert appeared to have a script in mind throughout the lesson, and she followed that script very closely. (Berliner, 1987, p. 72)

Novice teachers by comparison lack a repertoire of routine and scripts, and mastering their use occupies a major portion of their time during teaching (Fogerty, Wang, and Creek, 1983).

Decision-making models of teaching propose that when problems arise in teaching, a teacher may call up an alternative routine or react interac-

tively to the situation, redirecting the lesson based on his or her understanding of the nature of the problem and how best to address it. This process has begun to be examined in the context of second language teaching.

Nunan (1992) studied the interactive decisions of nine ESL teachers in Australia by examining with teachers a transcription of a lesson they had taught and discussing it with each teacher. Nunan found that the majority of the interactive decisions made by the teachers related to classroom management and organization, but also that the teachers' prior planning decisions provided a structure and framework for the teachers' interactive decisions. Johnson (1992) studied six preservice ESL teachers, using videotaped recordings of lessons they taught and stimulated recall reports of the instructional decisions and prior knowledge that influenced their teaching. Johnson found that teachers' most frequently recalled making interactive decisions in order to promote student understanding, (37% of all interactive decisions made) or to promote student motivation and involvement: (17%). Johnson comments:

> These findings confirm previously held characterisations of pre-service teachers' instructional decisions as being strongly influenced by student behaviour. In addition, these findings support the notion that pre-service teachers rely on a limited number of instructional routines and are overwhelmingly concerned with inappropriate student responses and maintaining the flow of instructional activity. (Johnson 1992, p. 129)

4: Conclusions

While a focus on cognitive processes is not new in applied linguistics and TESOL, as seen in a growing literature on learning strategies and the cognitive processes employed by L2 writers and readers, interest in the cognitive processes employed by second language teachers is more recent. At present, the conceptual framework for such research has been borrowed wholesale from parallel research in general education, and only recently have attempts been made to incorporate a language or discourse orientation into that framework (see Freeman, 1994). The cognitive analysis of second language teaching is, however, central to our understanding both of how teachers teach as well as how novice teachers develop teaching expertise. There is an important message in this research which can be expressed (with slight overstatement) in the following way:

> There is no such thing as good teaching. There are only good teachers.

In other words, *teaching* is realized only in *teachers;* it has no independent existence. Teacher education is hence less involved with transmitting models of effective teaching practice and more concerned with providing experiences that facilitate the development of cognitive and interpretive skills which are used uniquely by every teacher.

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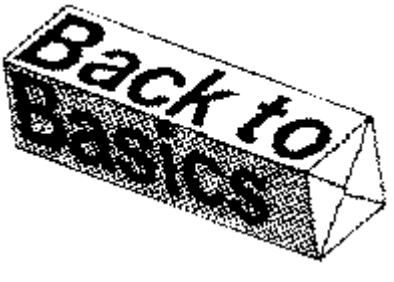

サイレント・ウェイの理論2：習得の補佐としての授業

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1.はじめに：サイレント・ウェイの考え方と教具

カレブ・ガテーニョは、一般的な学習理論だけでなく、教育に関する基本概念をも提唱し、それが教育におけるすべての仕事の範囲を規定すべきだと主張した。彼はそれを「習得の補佐としての授業」と呼んだ。ふつう、サイレント・ウェイと結びつけて考えられているチャートとロッズという教具は、教師が、習得の補佐としての授業という概念を外国語教育に応用するための道具である。ガテーニョの発明した道具が、外国語教育に携わる教師のための唯一の可能な道具というわけではない。この領域を研究する教師たちが、ほかの教具を発明することも可能だし、事実、そうされてきた。

サイレント・ウェイを記述しようとする者は、見えにくいもの、より捉えにくいものは考慮しないで、このアプローチが実践されている教室の中で直接、目に見えるものだけを語ろうという誘惑に駆られやすい。しかし、チャートとロッズを使っているだけの教師と、一目ではそれと見極めにくい本物のサイレント・ウェイの教師とは、はっきり区別する必要がある。この二種類の教師の主な違いは、初めに述べた「習得の補佐としての授業」という基本的な用語でまとめることができる。チャートとロッズをうまく使っていても、教授行為が習得の補佐をしていなければ、その授業は、名前だけがサイレント・ウェイであるにすぎない。また、チャートやロッズなしで教えていても、サイレント・ウェイを使って教えることは可能である。訓練を受けていない観察者にはわからないかもしれないが、授業を習得の補佐とするというガテーニョの主張した原理が実践されていれば、それはサイレント・ウェイの授業である。

2.習得の補佐としての授業：ひとつの考え方

習得の補佐としての授業という概念は、いくつかのレベルで理解することができる。

もっとも深いレベルでは、この表現は、授業の参加者の間に起こる目に見えない交流を意味する。教師が授業を密に生きていて、プレゼンスを完全にそこにおいていれば、物理学における感応に近い現象によって、授業の参加者すべてに、それぞれにとって可能な範囲のプレゼンスを喚起することができる。これはよく知られた現象である。例えば、演劇において偉大な役者の存在感が論じられる。こういう役者が舞台に出てくると、役者の存在そのものによって、観客はにわかに活気づく。役者の演劇的存在感は、その役者がプレゼンスを自分自身と観客の中に100%おいていることから生まれる。こうした現象は、優秀な音楽家や運動選手にも見られる。すぐれた競技においては、運動選手は、長年のトレーニングによって得られた自動化を損なうことなく、自分のプレゼンスを起動させるので、当面の課題に対するプレゼンスと自動化した機能が、ともに完璧に働くのである。短い論文の中で、サイレント・ウェイの教師がいかに教室でこの感応現象を使うかを記述することは難しいが、こうした現象が起こると、クラス全体が幸福で意気揚々とした喜びの気持ちで満たされるので、授業の参加者にはその存在がすぐにわかるものである。

感応現象に直接、関連していて、しかももっと捉えやすいレベルでは、習得の補佐としての授業は、学生の習得に重点が置かれている教室で機能しているのが見いだされる。習得に重点を置くということ自体が、学習を非常に細かく記述することを必要とする。「サイレント・ウェイの理論1」でのしたのは、まさにその例である。ここで使われている教育理論の枠組みでは、習得は一連のアウェアネスを通して起こるとされている。教師は、授業中の一分ごと、あるいは一秒ごとに学生の中に生まれつつあるアウェアネスを観察できる位置にいる。教師は、教えながらアウェアネスを探知し、その現状に応じて、授業を行う。次にどこにアウェアネスを喚起できるかは、その時々で異なるから、教師はそれに応じて、やることを変えるのである。これが「習得の補佐としての授業」のもう一つの意味である。このレベルでは「習得の補佐としての授業」とは何であるかを非常に厳密に記述することができる。習得の過程の第二段階にあたる試行錯誤の過程をよく見てみると、次のような関係が見えてくる。

学生の視点で見ると、次のようなことが起こっている。学生は、目標言語についてある仮説を試してみようと考え、実際にやってみる。つまり、何かをいう。学生は、環境、つまりこの場合、教師やほかの学生から、自分の試みが正しかったかどうかに関するフィードバックを必要とする。誰かがそれを提供すると、学生は自分の試みの結果を次の試みに統合することができる。一つの試みの行われる過程を学生から見るとこのようになっている。

同じ状況が教師の視点からは以下のように見える。教師は、学生が目標言語で何かをいうのを聞いて、フィードバックを提供する。しかし、教師には学生の立てた仮説を推測することしかできないから、このフィードバックは、実は、教師にとっては、学生の仮説を知ろうとする試みでもある。このように、教師の試みは学生へのフィードバックとなり、学生の試みは教師にとっては、それ以前の試みに対するフィードバックとなる。学生が何かを試みるたびに、教師はそれ以前に自分の提供したフィードバックの適切さに関する情報を得るのである。

時には、これらの試みの内容をもっと厳密に知る必要があることもある。ある学生が、"These rods red."といったとする。こういう時、教師は学生に、チャートの上で自分の本当に言おうとしていることを指すようにいわなくてはいけない。学生が、"These rods red."と指せば、問題は動詞の"are"のあるなしに関することだとわかる。"This rod's red."と指せば、問題は"this"の発音にあることがわかる。問題の性質が明らかにならなければ、教師は学生の問題に適したフィードバックを提供することはできない。

ときに教師が発音の正確さや描写の詳細を学生に求めなが

ら、教師と学生がフィードバックをしあうというやりとりは、バレーでいうパ・ドゥ・ドゥのようなもので、習得の補佐としての授業のプロセスを測定する単位となる。

習得の補佐としての授業という概念が学習者中心の教育と混同されることがよくある。多くの教師は、これらの二つが似ていると考えている。習得の補佐としての授業について考えることのある人はあまりいないかもしれないが、考えることがあるとすれば、学習者中心の教育をしていれば、自分の教授活動が学生の習得の補佐をしていると信じてしまう。しかし、実際には、習得の補佐としての授業という概念と学習者中心の教育とは、まったく異なる現実を語っているのだ。学習者中心の教育は、本質的にいって、考え方を問題としている。つまり、本ではなくて学生を中心とした教育について論じようということなのだ。習得にはまったく言及されていない。学習者中心の教育が暗に意味するのは、教師が教えれば、学生は学ぶ、つまり、教授活動と習得の間に因果関係が存在するという考え方である。しかし、この関係が想像上のものでしかないことを示すのはたやすい。初級であれ上級であれ、ほとんどのコースの終わりには試験があるという事実がこれをはっきり表している。ほとんどの場合、どんな科目であれ、教師が一定の時間、ある人数の学生の前で何かをし、その時間の終わりに、学生に試験を課す。すべての学生が同じ点をとると期待する教師はいないだろう。それが前もってわかっていれば、試験などはしないはずである。実際、もしすべての学生が同じ点をとったら、教師は評価の道具に欠陥があったと考えて、もう一度試験をするだろう。しかし、教師は、学生の前に立って、すべての学生に対して同じことをしたのである。したがって、教師のすることと、それをもとにして学生がすることが、原因と結果という関係で結びついていないのは明らかである。こうした考えのもとに行われている授業では、教授行為が本を中心としていようが学生を中心としていようが、教授活動と習得との間の因果関係はいまだ設定されていないと認めたほうがよい。習得の補佐としての授業は、これとは逆に、習得という行為を授業の中心におく。重点がおかれるのは、学生ではなく、習得につながるような学生の活動である。

習得の補佐としての授業のもう一つの側面は、教師が学生に働きかけ、学生は言語に働きかけるという点である。この側面をみると、習得の補佐としての授業においては、通常の授業とは違うところに力点がおかれていることが理解できる。教師は、学生に知識を伝達する役割を持つ「知識を持つ者」ではない。知識の伝達というのは、現実には幻想である。人から人へ知識を伝達することはまったく不可能なのだ。すでに知識を持っている者は教えることはできるが、それを受け取るためには人は習得するために必要なことをしなくてはならない。教師が知らなくてはならないのは教え方である。つまり、一人一人の学生が最終的にはノウハウを身につけられるようにするために何をやらなくてはならないかを知っているということである。例えば、言語を身につけるということは、言語の知識を持っていることと同じではない。学習の終わりに、自分の時間をどう使ったのか、学生自身にはまったくわかっていないにもかかわらず、言語を使い、それを話すことができるようになっている、つまり言語が身についているということはありうる。この場合、学生は、言語の習得に関連のあることをいくつかやって、その結果として言語を話すノウハウを知ることができたわけである。

3. 沈黙

多くの観察者がサイレント・ウェイの教室でもっとも驚くのは、教師の沈黙である。この沈黙は、言語教育にみられるほとんどすべてのアイディアや理論、実践に疑問を投げかける。いくつか例を挙げよう。

まず教師の沈黙は、教師の役割が知識の伝達ではないということを、常に思いおこさせる。「楽におぼえるスキー、10のレッスン」などという本を買うことが、本当に練習の代わりになると信じるスキーのインストラクターはまずいないであろう。しかし、言語の教師の多くは、文法を理解すれば、言葉を話すのによい影響があると信じているようである。中には、学生の中にノウハウが育つには、目標言語の文法を学習すれば充分であるかのように行動する教師もいる。しかしこれらの教師たちが、どんな手段をどのように使えば、そんな転移がおこりうるのかを示したことは、いまだかつてない。どのような領域であれ、知識とノウハウとの間に因果関係が存在する、つまり知識があればノウハウが育つと仮定することを許すような事実はない。外国語を話すことはノウハウであり、したがって、どんなノウハウの学習にも必要なこと、つまり練習が必要なのである。

次に、教師の沈黙は、教師に、教師のモデルを一度も聞いたことがなくても学生は外国語の発音をきれいに習得できるという事実について考えさせる。ガテーニョは、新しい音は、聞くことによってではなく、発音することによって学習されると断言したが、そのことを細かく見てみよう。言語は音の体系であり、学生は聞くことによってそれを探究しなくてはならないという観点に対して、ガテーニョは、言語はエネルギーの動きのシステムであり、言語を流暢に話せるようになるためには、一人一人の学生がそのシステムを非常に厳密に操作できなくてはならないと主張した。この探究は、すべての人が、ベビーベッドの中で、生後数週間のときに、バブバブいったりコクコクと喉を鳴らしたりし始めたときに行ったことである。そして、それと同時に、ダブル・フィードバック・プロセスが定着するから、後になって周囲の環境で話されている言語の中へ入っていくことができるのである。外国語の学習でも赤ん坊のやるのと同じような練習をすることで、母語のために持っているのとまったく同じダブル・フィードバック・プロセスが作り出せる。だから、教師は沈黙を守り、学生が自分の調音器官の中で引き起こされる感覚を探究できるような練習を提案するのである。

第二に、この沈黙は教師に、我々は誰でも学び方を知っており、自発的な学習では、人はふつう上手に学習するという事実について内省させる。メイン通りの46番地を見つけられない人はふつうはいない。我々のほとんどは自分の呼吸に満足している。子どもは誰も自分の言葉を自分にあったレベルで話す。教師は指導されないのに、これらの領域で学習が成功するのはどうしてだろう。それとは逆に、歴史や地理、数学やフランス語の授業が我々に何を残したかを考えてみれば、その歩どまりは低い。教師の沈黙が、学生に、それまで

セイドーの児童英語教材 (SEIDO CHILDREN'S MATERIALS)

	PLAY ENGLISH プレイ イングリッシュ	ENGLISH WITH JACK & JILL 英会話ジャック&ジル Level One【レベル1】	ENGLISH WITH JACK & JILL 英会話ジャック&ジル Level Two【レベル2】
書名			
対象	3・4才児～幼稚園	幼稚園～小学校低学年	小学校高学年
アルファベット導入	フォニックス	フォニックス	A(ei).B (bi:),C (si:)
教授法の特徴	● TPR他の理論を用い動作・作業・ゲーム等を通して、英語表現を覚えてゆくことができます。 ● 360枚のフルカラーピクチャーカードをフルに活用。 ● 年令の低い子供達から使えます。	● ぬり絵ワークブックに、カード・ゲーム・歌などの活動を織り込み好奇心を刺激しながら、英語の4技能を総合的に伸ばすことが出来ます。 ● スパイラルアプローチ採用。復習と意識させずに着実に内容が身につきます。	● レベル1と同じスパイラルアプローチ採用 ● 家族・食べ物・動物・日常生活等に関する身近な場面を設定し、英語で表現させます。 ● レベル1より内容が豊富で密度が濃くなっています。
教師用マニュアル	英文・和文対訳 (130ページ) 43レッスン×1冊	英文・和文対訳 (1～4各60～70ページ) 10レッスン×4冊	英文・和文対訳 (1～4用210ページ) 40レッスン×1冊
各レッスンの所要時間	90～120分	90～120分	90-120分
構成	ワークブック ……900円 ティーチングマニュアル ……2,000円 ワークブック&カードセット ……6,400円 カードセット ……5,500円	ワークブック(1～4) ……各800円 教え方(1～4) ……各1,339円～1,500円 テープセット(1～4) ……各4,120円 カードセット ……5,500円	ワークブックVol I(1 &2) ---1,500円 ワークブックVol 2(3&4) ---1,500円 教え方(1～4合本) 4,800円 テープセット(1～4) ……各4,120円 カードセット …… 5,500円
	カードセット (360枚一組…5,500円) は、プレイ イングリッシュ、ジャック&ジルに共通してお使い頂けます。		
補助教材	●こどものうた (カセット2巻、8曲入り) ……2,600円 ●アルファベットポスター (タテ90cm×ヨコ60cm、フルカラー) ……800円 ●アクティビティポスター (タテ90cm×ヨコ60cm、フルカラー) ……900円		

Age	3～6 years old	5～9 years old	10～ 12 years old
Introducing the Alphabet	Phonics	Phonics	A(ei). B(bi:), C(si:)...
Student Workbook	40 pages x 1 book	30-40 pages x 4 books	60-70 pages x 2 books
Teaching Manual	In English 6 Japanese(130 pages) 43 lessons x 1 book	In English & Japanese(60~70 pages each) 10 lessons x 4 books	In English & Japanese(210 pages) 40 lessons x 1 book
Teaching Concepts	■ Popular games and classroom activities plus many original lesson plans for 'teaching by commands' which students will love ■ Using 360 ピクチャーカード (in color) ■ Can be used for very young learners. (90-120 minutes / lesson)	■ The whole series is based on a "spiral approach" which means that the material taught is constantly reviewed and gives continuous practice in the simplest patterns of spoken Englah ■ Flexible lessons (90~120 minutes). with frequent change of activity. games songs, coloring, etc	■ Level Two can be used either as a natural continuation of Level One, or as a completely independent course for older or more advanced children, since this level also begins at zero. ■ The material in Level Two is introduced faster and goes much further than in Level One. ■ More space is given to reading and writing activities. Lessons, as in Level One, are also flexible (90~120 minutes).
	Play English Card Set can be used prior to the Jack & Jill Series		
Components	Workbook ……¥900 Teaching Manual ……¥2,000 Workbook & Card Set ……¥6,400 Card Set ……¥5,500	Workbook (1～4) ……@¥800 Teaching Script (1～4) ……@¥1,339～¥1,500 Tape Set (1～4) ……@¥4,120 Card Set ……¥5,500	Workbook Vol.1 (1, a 2) ……¥1,500 Workbook Vol. 2 (3 & 4) ……¥1,500 Teaching Script (1～4) ……¥4,800 Tape Set (1～4) @ ¥4,120 Card Set ……¥5,500
Other materials	●Song Tapes (2 Cassettes, 8 Songs) ……¥2,600 ●Alphabet Poster (90cm×60cm, Full Color) ……¥800 ●Activities Poster (90cm×60cm, Full Color) ¥900		

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の人生で主手にやってきた学ぶという行為をする時間を与える。言語の授業では、教師は、非常に慎重でなくてはならない。沈黙は、人を慎重にする。

私はこれまで、沈黙を道具であるといってきた。つまり教師は沈黙を利用できるということである。無言で生徒の前に立つと、自分のやることが明確であるかどうかを常に顧みなくてはならなくなる。それが授業の準備を完全に変えてしまう。教師は常に、新しい状況を導入するのに、誰か見てもあいまいでない方法を探さなくてはならなくなる。さらに授業中は、導入した状況と結びつける言葉に関しても、学生の理解を常に念頭に置いておかなくてはならない。沈黙は、たいへん効率のよい安全装置である。教師がヘマをしたとたんに、クラス全体が沈黙に陥るからである。一人の学生も先にいけなくなる。だから沈黙を守っていれば、教師は、学生をおいて、一人で先に行こうという誘惑に負けることはない。そんなことをすればすぐに授業が続けられなくなるという報いを受けるからだ。教師はクラスを置いてきぼりにすることはない。

その他に、教師の沈黙は、学生が自分にとって未知の事柄とコンタクトを失わないようにし、学習している事柄と真剣に向き合い続けるためにも役に立つ。初めの数時間の後は、学生が、彼らの間違いによって、新しい言葉や状況を導入することになる。彼らの言うことは、それまでに教室で起こったこと、あるいは起こったかもしれないことから考えて彼らにとって「いまここで」可能に見えることと常に一致している。彼らの言おうとしていることの意味が伝われば、教師は常に学生の発言を、その時点で可能な限り高い質を保たせながら、目標言語の求める形に変えることができる。学生が自分で設定した状況について話しながら、目標言語の正確さに関する判断基準を身につけようとするならば、これは必要なことである。そもそも授業が成立するためには、教師は学生と共にあり、彼らの探究に従って、誤りや言い間違いが起こった時にそれらに対処する必要がある。教師が沈黙することで、学生は未知の事柄とじかにコンタクトを保つことができる。これだけが習得の起こりうる唯一の状態である。ジャズと同じように、サイレント・ウェイの授業は教師と学生によるジャム・セッションのようなものである。授業は教授活動が習得を補佐できるかどうかという教師の力量を測る目安となる。沈黙することがむずかしくなくなった時に初めて、自分はサイレント・ウェイの教師になったと言うことができる。そうなって初めて、教師は授業で話し始めることができる。しかし、その時に彼が言うことは、以前に言っていたこととはまったく異なるであろう。

4. どのようにしてサイレント・ウェイの教師になるか

有能なサイレント・ウェイの教師になるには何年もかかる。ロッズやチャートを使うのが難しいからではない。（これはほんの短い時間で学べる。）時間がかかるのは、他人の中で習得が起こっていることに気づくためには、自分の中で起こっている習得に対する感受性が必要だからである。一日中機能している自分のアウェアネスに気づき、自分がすべての行為にプレゼンスをおいている（あるいはおいていない）ことを知ること、これもサイレント・ウェイの教師になる第一歩である。

しかし最も重要なのは、人間としての、数え切れないほど多くの生き方を意志的に作り出せる個人としての自分を、根本的に深く知ることを学ぶことであり、それと同じ内的自由と人間性をもった人間として学生を認知することを学ぶことである。それが学べた時に、教師は自分自身にも学生にも自信をもって、教授活動を習得の補佐とすることができるのである。

（翻訳：青木直子）

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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.

Cultural Relativism: Pitfall or Tool?

by Steve Cornwell, Language Institute of Japan

After reading Bruce Davidson's "Opinions & Perspectives" piece, "The Pitfalls of Cultural Relativism" (Davidson, 1994), we had some lively discussions on cultural and linguistic relativity, philosophy, and culture in my office. Thus, the article served a useful purpose, generating frank and open discussions about culture. However, I think Davidson presents an extreme, absolutist view of cultural relativism and then tries to link Milton Bennett and other cross-cultural communication specialists to that extreme view, in effect putting words into their mouths.

In this response I'd like to paint a more moderate view of cultural relativism and show that it does not "erect barriers to communication" nor does it have to "negate any basis for universally valid ethical concerns" as Davidson argued. I'd also like to question Davidson's treatment of: 1) the Whorf Hypothesis; 2) hypotheses in general; 3) Bennett's examples of perceptual differences; and 4) the question of communication and diverse realities.

Cultural Relativism as a Tool

If we look at cultural relativism, philosophically, as an absolute truth, then Davidson is right-we do have some serious ethical concerns such as how to deal with ethnic cleansing, female infanticide, or, as he suggested, the Indian caste-system. However, if we look at cultural relativism as a tool-and this is the view that many cross-cultural educators subscribe to-we can use it to further cultural understanding.

> Cultural relativism as a philosophical doctrine which implies that there are no universal norms that are valued for all cultures raises many ethical problems.. . . As a method, however, for coming to understand cultural systems and for viewing cultural change, cultural relativism is basic to all cultural inquiry. It constitutes an attempt to interpret data from the viewpoint of the people being observed or studied, rather than applying the values of one's own cultural system to the subject. (Bidney, 1968, p. 543)

In her book, *Comprehensive Multicultural Education*, Christine I. Bennett (1990), describes a model for teaching global and multicultural perspectives. She, too, acknowledges that cultural relativity raises ethical concerns. However, she feels that these concerns can be addressed three ways:

> First, if we accept respect for human dignity and universal rights as a basic value, then we cannot be neutral about injury to or destruction of human life. Ultimately the goal is for these practices to end. Second, if we consider *multiple* historical perspectives we can at least understand why such practices occur. And third, if we develop cultural consciousness and intercultural competence we may be able to understand that we might very well accept and even participate in such behaviors had we been born and raised in that society. (p. 311)

By using cultural relativity to help us understand different cultures, while keeping it subservient to the more basic values of human dignity and universal rights, we gain access to a tool which instead of erecting barriers helps open communication between cultures.

The Whorfian Hypothesis

Davidson states that Bennett's "foundation stone is the strong form of the Whorf Hypothesis, which is far from being generally accepted by present-day linguists." But, if we look at Bennett's article (1993), we see that he presents *both the strong and weakforms* of the Whorf Hypothesis.' Bennett's point is that whether you accept the more extreme strong form or the more accepted weak form of the Whorf Hypothesis, *language influences our perceptions.*

Present-Day Linguists

Do present-day linguists reject the Whorf Hypothesis? H. Douglas Brown writes, "The Whorfian Hypothesis has unfortunately been misinterpreted by a number of linguists and other scholars" (1987, p. 140). He states that ideas have been put into Whorf's writings that were never there. Other authors write that, "The 'extravagant claims' made in the name of linguistic relativity were not made by Whorf, and attributing to him simplistic views of linguistic determinism serves only to obscure the usefulness of his insights" (Clarke, Losoff, McCracken, & Rood, 1984, p. 54). So, while there is a great deal of controversy surrounding the Whorf Hypothesis (as there is with many hypotheses), it is not rejected by most present-day linguists.

Davidson also dismisses Whorf's hypothesis just because it's a hypothesis and has "yet to be tested and proven." He suggests that we "can't draw practi-

cal conclusions from it for language teaching as Bennett does." He further writes that "...modern linguists---Noam Chomsky to name one---are more impressed by the universals of human language...," an indirect reference to the Universal Hypothesis.

There are two problems with this line of reasoning. First, Second Language Acquisition is full of hypotheses,[2] many of which are not "proven," but which still influence our classroom practice. Take, for instance, the Universal Hypothesis mentioned above, as commented upon by Ellis (1985):

> So far...the application of linguistic universals to SLA has been sparse. It is not possible, therefore, to take the Universal Hypothesis as proven. A number of arguments and some empirical evidence have been advanced in support of it. There are also a number of problems..." (p. 210)

I'm not advocating that we draw firm conclusions from hypotheses; I'm only suggesting that SLA hypotheses have helped and will continue to help shape our understanding of language learning. In doing so, they have been useful---without necessarily having been proven.

Secondly, and more importantly, we cannot be forced back into a single research tradition where, as Davidson implies, practical conclusions can only be drawn from assertions which have been "tested and proven." As early as 1979 Ochsner "made a plea for a poetics of second language acquisition research in which we use two research traditions[3] to draw conclusions" (Brown, 1987). Today we conduct qualitative research as well as quantitative research. We still test hypotheses and conduct empirical, statistical studies, but we also work introspectively through journal and diary studies, as well as conduct ethnographic studies. These and other types of research add to our knowledge of teaching and learning. We shouldn't always feel that we need to prove things.

Varied Realities

Davidson claims that Bennett's examples are unconvincing. The example in question is *inu o yonhiki mita.* If viewed as a statement about *how many* dogs were seen, then Davidson might be right. It may not be a convincing example of different perceptions; the actual *number* of dogs seen, *four,* is the same for Japanese speakers and English speakers. But what if, buried within the statement, is a comment about *how dogs are perceived* by a Japanese speaker? Then it becomes a convincing point. In his article Bennett writes, "We could imagine that the experience of objects in general is much richer in cultures where language gives meaning to subtle differences in shape."

To put it another way, when I hear the word "dog," I think "pet;" yet, for some the word "dog" can be synonymous with "protection," and for others "work animal." Mary may see four dogs and think they will protect her house; Barbara may see the same dogs and think they could really pull her sled; I may see the four dogs and think "let's play." Edward T. Hall provides additional examples of objects perceived differently by different cultures (Hall, 1956; 1976).

The above are examples of diverse realities---a notion Davidson does not feel exists as it "goes against the whole basis of communication." Even within our own cultures communication can be difficult: People do miscommunicate. Likewise it happens between cultures. Bennett is, I believe, right when he says that we "should never assume that we are talking about the same reality."

In closing, let's be skeptical about attempts to interpret another culture through our values. We as teachers should feel free to use cultural relativity as a tool to encourage cross-cultural understanding. In so doing, we do not need to feel guilty about ignoring ethical concerns, because we acknowledge that there are universal rights.

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Notes

[1] In his article, Bennett explains the strong form of the Whorf Hypothesis as follows: "...language largely determines the way in which we understand reality," and he explains the weak form as follows: "language, thought, and perception are interrelated."

[2] For a list of eleven hypotheses with comments see Ellis, *Understanding Second Language Acquisition,* 1985, p. 278-281.

[3] These research traditions are nomothetic and hermeneutic. "The Nomothetic tradition 'assumes that there is one ordered, discoverable reality which causally obeys the Laws of Nature' (Ochsner, 1979, p. 53). Hermaneutic science, on the other hand, assumes that *reality is varied* [emphasis added], therefore no single method of enquiry will obtain: 'Human events must be interpreted ...according to their final ends' (Ochsner, 1979, p. 54)" (in Larsen-Freeman and Long, 1991, p. 46.)

Pragmatism Cannot Rescue Cultural Relativism

by Bruce Davidson, Osaka Jogakuin Junior College

In his article Steve Cornwell (1994) makes a number of assertions but provides very little reasoning to back them up. Also, there are flaws in the reasoning that he does provide.

Who Is Really Misinterpreting Bennett?

For one thing, Cornwell asserts that I am presenting "an extreme, absolutist view of cultural relativism" and in the case of Bennett and others, of "putting words into their mouths." In my article I took care to quote the actual words of the people I was discussing. That article first began forming in my mind long before I read Bennett's piece. I have attended all the sessions of the late Dean Barnlund's intercultural communication seminar in Japan. Barnlund was a very charming and likable man, so everyone there including me listened with great interest to his views.

However, it gradually became clear to me that he was expounding some very radical concepts in statements such as "the human community arises from the construction of a common reality." To make sure I understood him correctly, at one session I asked him, "Would you call yourself a relativist? Do you think we cannot really speak of any objective world out there but only of cultural ways of looking at things?" He answered "Yes." If my presentation seems "extreme," it is only because the view itself is extreme. I am not creating a caricature of their way of thinking; I am taking them at their own words.

Maybe what Cornwell means by "putting words in their mouths" is that I draw out the logical consequences of their views in a way they might not admit or like. I have shown that this way of thinking contradicts itself and leads to unwholesome consequences for communication and ethics. Someone who wants to deal seriously with this issue must do more than say that I am "putting words into their mouths." He must show how these consequences do not necessarily follow from their assumptions. Otherwise, my arguments have not been engaged at all but have only been side-stepped.

It is actually Cornwell who is misrepresenting Bennett's views. He does that by watering them down to make them seem less objectionable. Contrary to Cornwell's assertion, Bennett is not merely contending that "language influences our perceptions." That is a superficial observation that few would care to dispute. Bennett is making a much broader claim than that, and he uses much stronger language to express it. His position is that language "largely de*termines* the way in which we understand our reality" and "*directs* how we experience reality." Even stronger are the words "language teaching is also reality teaching" (Bennett, 1993, p. 3). Furthermore, Bennett plainly declared that he subscribes to the *strong* form of the Whorf hypothesis and quoted a long excerpt from Whorf that advances that version, but Cornwell amends this and implies that Bennett puts forward "both the strong and the weak forms of the Whorf hypothesis"! I confess that I cannot understand a position that can be both strong and weak at the same time. Is that sort of like a "tall short man" or a "light heavy meal"? Strangely enough, Cornwell tries to defend Bennett by making him seem even more inconsistent.

More Problems For Cultural Relativists

Even without Cornwell's help, though, the cultural relativists do a pretty good job of contradicting themselves. He quotes Christine Bennett as writing, "If we accept respect for human dignity and universal rights as a value, then we cannot be neutral about injury to or destruction of human life." But why should we accept it, if cultural relativism is correct? In relativism, there is no basis for "universal rights" at all. As soon as Christine Bennett uses the word *universal*, she has given up the game entirely. She couches her statement in non-relativistic language and deals with a non-relativistic concept. Relativism does not recognize the existence of universals. The absence of absolute truth is the only thing that defines relativism as relativism. Combining relativism with universals is having one's cake and eating it too.

Citing two language teaching specialists sympathetic to Whorf (who, by the way, are also made to speak for "most linguists"), Cornwell maintains that Whorf has been widely misunderstood as holding to linguistic determinism. However, in dealing with Whorf, I am really only describing Whorf's view as it seems to be understood by Milton Bennett and some other cultural relativists. If it is true that Whorf is being misrepresented, that does not weaken my argument at all; it weakens Bennett's. If what Cornwell says is true, then Bennett himself has adopted a misconception of Whorf. Cornwell should take up this problem with Milton Bennett, because what Bennett presented in his article and plenary speech was exactly the linguistic determinism that Cornwell and others decry. (Recall the words "language largely *determines*...") In that case, we would find Bennett building his whole scheme on a misunderstanding of Whorf. That would hardly

strengthen Bennett's position or the case for cultural relativism.

Returning to the argument, we find Cornwell explaining: "When I hear the word 'dog,' I think 'pet'; yet for some the word dog can be synonymous with 'protection,' and for others, 'work animal'... The above are examples of diverse realities." No, they are examples of differing connotations and semantic fields, perhaps differing perceptions of *the same thing*, the same reality, which we are all calling by the same word *dog* and perhaps all looking at together, in the world we share. If we were not talking about the same reality, then we could not even make any reference to this objective "dog" at all. If the contention of the cultural relativists is true, then each of us ought to call that barking thing by a different name, because it would not be the same for all of us. The fact that we do not reveals that whatever differences there may be, something objective1 y real with four legs exists that gave rise to all of our perceptions and that we can communicate meaningfully about. Reality is outside of us; it is not in each of our heads. Confusing reality with our perceptions of it is a muddle-headed way of proceeding and leads inexorably to the communication problem I have described already (Davidson, 1994).

Cultural Relativism Is Not Just A Tool

At one point, Cornwell makes the amazing statement that "we shouldn't always feel that we need to prove things." Why is that? When we cease to be concerned about proving things, we also quit distinguishing spurious ideas from substantial ones. Instead, do we simply follow all fads and fashions which claim to offer some practical benefits to us? It seems to me that this approach would only open the door to any snake-oil salesman who might walk through it.

Setting aside other considerations, Cornwell advocates a kind of pragmatism that judges things only according to their perceived usefulness. However, I think we need to think a little more deeply than simply whether or not a view appears to have some practical benefits, especially when what we are *discussing* has potentially profound ramifications. Bribing professors may be a practical way at times of entering some universities, but most would agree that its usefulness is not the only consideration. Concerns such as honesty (truth) and morality also have to be addressed.

It is a common tendency to believe that "the end justifies the means" and that considerations of truth or validity do not present any real difficulties. Cornwell pursues that line of argument in his article. If we want to adopt a dubious view for its possible practical benefits, then why not behaviorism? That was the foundation for the audio-lingual method. After all, one view is as good as another if empirical confirmation or internal coherence are no longer required. However, in a number of empirical studies, behaviorist "reinforcement" has been shown to destroy intrinsic motivation in educational practice (Kohn, 1993). Empirical studies may not be everything, but they are certainly better than blind faith in incoherent theorists.

In the end, cultural relativism is not just a tool. It is a philosophical view which attempts to encompass all human experience. Calling relativism only a "tool" or a "method" is a good example of equivocation, which means redefining the terms of discussion in an arbitrary way to further one's own argument. The reason cultural relativism has an *-ism* attached to its name is that it is a philosophy. By embracing such a concept, we enter the realm of philosophical proof and refutation, whether we wish to or not. There a number of difficulties meet us, which I eiaborated in my previous article. Steve Cornwell and those he cites have not managed to overcome those difficulties.

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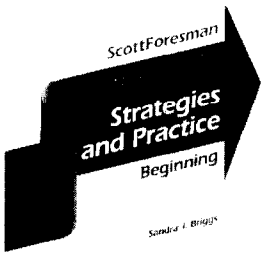

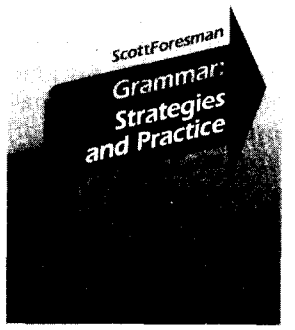

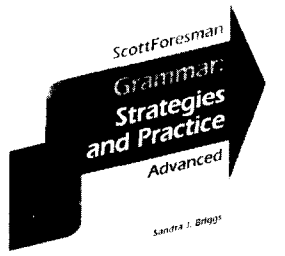

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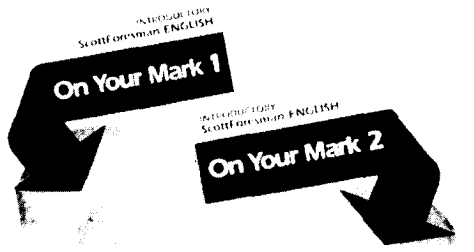

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comments From TLT's readers

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

In Defense of Bauer

Perhaps over eager to make some cogent criticisms of English education as she has found it in Japan, Wendy F. Scholefield in her opinion piece "A reply to Christopher Bauer" *(The Language Teacher 18* (6), pp. 33, 34), I believe, misrepresents Bauer and the argument he makes about the place of foreign teachers in Japan ("Does the *Monbusho* listen?," *The Language Teacher 18* (4), pp. 34, 35). According to Scholefield, Bauer wrongly argues that "English teachers-particularly non-Japanese-should be more passive rather than pushing for change" (p. 33). At the risk of sounding like a remedial reading teacher, I thought that the central argument Bauer makes is that foreign teachers should be careful to avoid forming brash, simplistic judgements lest they be guilty of both willfully misunderstanding the social and educational environments of the host country while at the same time chauvinistically applying a double standard. To my understanding, being informed and careful does not mean being passive.

There are certain points on which 1 am in complete agreement with Scholefield, but these points of agreement in no way vitiate my appreciation of Bauer's views. For example, I agree with Scholefield that JET Programme ALTs are hired to promote what the curriculum specialists of *Monbusho* teach at the annual programme conferences and call team teaching and Communicative Language Teaching. If the words of ALTs seem to fall on deaf ears at the local level, who is at fault? Monbusko--the centralized bureaucracy with dictatorial tendencies-or the teachers and school administrators that a particular ALT has been asked to work with? If *Monbusho* is really that dictatorial, why can't it force all public schools to adopt CLT from Day Zero? As for Scholefield's anecdotes about textbooks, programs, moustaches, threatened dismissals, and dress codes, those all seem to me to be outcomes attributable to local decisions and not the dictates of some bureaucrat in Tokyo.

Scholefield finds "unscientific" Bauer's call for a comparison and contrast of English education in Japan with a comparable system of another country in order to judge better the efficacy of the system here. I am not sure what conceptualization of science Scholefield has in mind, but in her argument it would appear to be a sophomoric debating tactic. Educators make comparisons and contrasts all the time, and it is a reflective thinking skill highly valued in this profession. Scholefield's own means for judging success or failure of the system is not without its merits. However, with her method of judging a system a success or failure "according to whether it meets its stated aims and objectives" (p. 33) there is a danger of fallaciously begging the question. Also, just who sets the aims and objectives? To borrow an analogy from economics and recent history, Stalin's five year plans proved an official success in central planning, yet ultimately central planning failed.

Scholefield modifies Bauer's argument (one widely accepted in the field) that no one method is demonstrably better than any other in FLT to imply, therefore, that he argues ALTs should stop promoting CLT at the local level. I did not infer such a thing from reading Bauer. While I cannot argue that ALTs are not hired to push for team teaching as a way to bring communication into the classroom, I do not think that this necessitates they senselessly and simplistically fixate on grammar translation (or the textbooks, or *Monbusho,* or the exams) as the source of all evil under the sun. As I have argued elsewhere, when ALTs and JTEs point to monolithic entities preventing real, collaborative team teaching, it is often to avoid dealing with the messy, mundane, workaday, cross-cultural and interpersonal problems they face in their schools and classrooms (Jannuzi, 1994, pp. 20-21). In other words, they proclaim, it isn't us! It's the system! So what I argue is-and I think Bauer is in complete agreement-be cautious but deliberate. Figure out just what the limits of the system are. Based on informed positions, ALTs and JTEs should be asking questions like: Is it possible to teach reading and vocabulary communicatively? How can we make textbook lessons more interesting and relevant to our students? Would more interested and motivated students do better on exams? Could ALTs help JTEs prepare students for exams? Etc. Etc.

Perhaps Scholefield's most egregious misuse of Bauer's views are with his thoughts about progress. It would seem, however, that she thinks him in error only because he found something positive to say: that there have been changes in recent years and that some of these changes add up to progress, however slow it may seem. Moreover, her use of a conference report from 1962 is either totally disingenuous or misinformed. The debates that she is referring to come out of completely different contexts. While there may be value in historicising, discussing recommendations from the eras of the Direct Method and Audio-Lingualism seems to me, unless some explanation is given, to be an obscure anachronism. Instead, why doesn't Scholefield give us

some of her ideas about how the fair, objective testing of communicative competence (whatever that may be) might be done on a mass scale and at a low cost?

Somewhere in Scholefield's article is a coherent argument trying to get out. I am sure that she has many insights about the JET Programme, team teaching, and English education in Japan. Her mistake has been in thinking that her path lay in attacking Bauer. In so doing, she has been unfair to him, to herself, and to her readers, who could learn a lot both from reconsidering Bauer's argument and from having the chance to read what Scholefield really has on her mind.

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Honey on Cisar

I would not normally trouble to respond to Lawrence J. Cisar's criticisms (June 1994) of my "Impressions of JALT 1993" (March 1994), but his letter raises several crucial issues affecting the status of JALT as a professional organization.

I am well aware that the annual conference, like all JALT activities, relies on the unstinted and disinterested service of volunteers. If I had thought this fact were not well known, I would have mentioned it in my article, and in any case I emphasize it again now, and we all owe them a great debt of gratitude. But the implication that Mr. Cisar appears to draw from that, that this fact somehow places JALT's activities above criticism, is dangerously corrosive of all professional standards. I am genuinely sorry that he regards as "mischaracterization," and as "misinformed," comments which include the many tributes I paid to two excellent 1993 plenary speakers, to the marvellous session on jobs by Lewitt and Melville, and to the presentations by Gwyneth Fox, Richard Smith, and William Belew. My remarks about the Omiya elevators and the disposition of rooms, about the late start of a 1992 plenary, and about the lack of opportunity for discussion at one 1993 presentation, were all made in the spirit of encouraging improvements. I note that Mr. Cisar does not dispute the facts I refer to; his concern is to explain how some of these situations arose. That is excellent, but it does raise the important point that explanations would have been much more appropriate if they had been made available to members at the time; so now we see that there is some kind of PR problem to which JALT could usefully address itself, provided we are genuinely willing to accept constructive criticism.

Any foreign ELT professionals working in a Japanese context are exposed to the danger that their attitudes to criticism should take on some of the color of the culturally very different conception of criticism as bound up with the idea of "face," which may have the tendency to discourage criticism and favor alternatives emphasizing consensus at the risk of suppressing change. This point in no way applies to Mr. Cisar's letter, but I believe, because of what I have heard some JALT members say about "when in Japan..." that as foreigners we need constantly to remind ourselves that we have a special duty to strive for the highest professional standards as developed in our home organizations, in all aspects of our work, including arranging conferences, and that to achieve these necessarily involves exercising rigorous and open-minded evaluation, even when it hurts.

John Honey
Osaka International University

A Reply to Lawrence J. Cisar

The choleric tone of Lawrence J. Cisar's "Response to John Honey's 'Impressions of JALT 93'" (*The Language Teacher,* June 1994, p. 35) was out of all proportion to any offense that Honey may have committed. More importantly, Cisar's letter---together with the editor's note that accompanies it---could have a chilling effect on those prospective contributors to *The Language Teacher* who wish to express their views openly and honestly.

Honey (*The Language Teacher,* March 1994, p. 5) devoted most of his article to positive comments about the presentations he attended. His few negative comments were directed primarily at the logistics of the conference. This seems natural enough, as most of us seldom notice how a conference is being run unless something goes wrong.

To judge from Cisar's "Response," most of Honey's negative comments were on target. The elevator service *was* inadequate. There *were* problems with building management. There *were* no adequate visual media on the plenary platform. And one of the plenary addresses at the 1992 conference *was* late in getting started.

Given Cisar's admission that most of Honey's comments were accurate, I would have expected Cisar to apologize for past mistakes, point out that we are all human, and promise that the parties involved would bear Honey's comments in mind when planning the next conference. Instead, Cisar "object [ed]" to Honey's "mischaracterization" of the conference and asserted that Honey's comments were "misinformed" and "out of line" and displayed "narrow-mindedness." It seems to me that Cisar's comments were the ones that were out of line---especially as Honey was kind enough not to point the finger of blame at anyone for JALT 93's shortcomings.

The editor's note that accompanied Cisar's letter was unclear: "You're right . . . . I should have run his [Honey's] comments as an opinion piece, not a lead article." It *could* simply mean that *no* opinion piece qualifies as a lead article for *The Language Teacher*. If so, it is difficult to see how *any* overview of a conference could qualify for lead article status (such an overview is unlikely to be a well-researched scholarly article).

Alternatively (and this would be much more disturbing), the editor's note *could* mean that an overview of a conference qualifies as a lead article *only* if it doesn't ruffle any feathers---particularly those of the volunteers who run JALT conferences. If so, then the editor should ask himself whether the members of JALT really want to be served the pabulum that would be their fare should *The Language Teacher* adopt such an editorial policy.

James J. Scott
National Institute of Fitness and Sports in Kanoya

[There's an old saying paraphrased from a quote made by the U.S. president Abraham Lincoln: "You can please all of the people some of the time, some of the people all of the time, but you can't please all of the people all of the time." How strange to realize that an honest editorial expression that an opinion piece should have appeared as a clearly designated opinion piece should be misconstrued as an indication that the editor might be inclined to suppress another's opinion, or that to acknowledge that he might occasionally err and offer someone a public apology should be taken as an editorial policy that discourages the expression of well-informed opinion. It's too deep for me.-*Editor*]

§

HAMORI-OTA, cont'd from p. 8.

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§

STEMPLESKI, contÕd from p. 29.

Postviewing activities: These require students to react to the video or to practice some particular language point. The range of postviewing activities is enormous and includes things such as discussion, role play, debate, writing activities, and related reading.

The activities listed above are merely options, and they represent just a few examples from a wide range of possibilities. You should design, select, or adapt activities that evolve naturally out of the video sequence itself and at the same time meet the needs of your students. For a more comprehensive collection of ideas, see Stempleski and Tomalin (1990).

Conclusion

It is worth emphasizing that the teacher, not the video, is responsible for making any video-based lesson a rewarding language learning experience. Like any teaching resource, video is best when it is used carefully and intelligently. How you, the teacher, approach the use of video in your classroom will determine how valuable it is perceived to be by your students, and how significant it will be to them, in the language learning process.

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Susan Stempleski *is an internationally known author, teacher, and teacher trainer. Her numerous publications include* Cultural Awareness, EarthWatch, Focus on the Environment, *and the award-winning* Video in Action. *She is also Series Editor of the* ABC News Intermediate ESL Video Library. *Her workshop is sponsored by Prentice Hall Regents.*

§

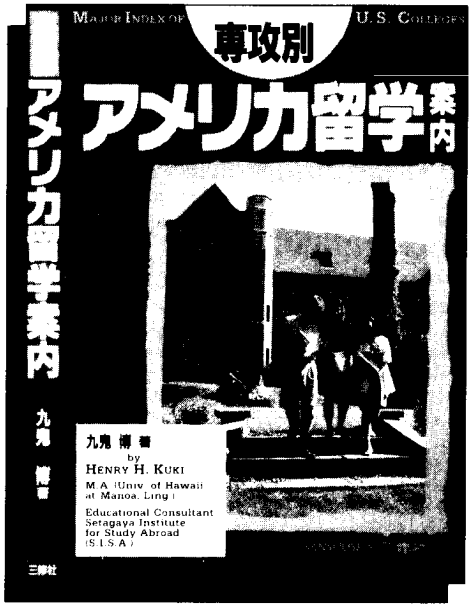
Ever been asked about study abroad opportunities by your Japanese friends or students?

If so, we recommend the following books by Hiroshi Kuki (Henry H. Kuki), M.A. (Univ. of Hawaii at Manoa, Linguistics); Educational Consultant, S.I.S.A. (Setagaya Institute for Study Abroad); (formerly) also lecturer, Waseda University, Tokyo, Japan.

1. ***Study English in America: Conversation Pieces***
(I99 pp., in E/J. \2.000) 1993 ed.: lntroduction to U.S. college life through 50 dialogues in English with translations, notes and suggestions in Japanese: English tape by William R. Stevenson. et al., also available (\2,500).

2. ***TOEFL-less U.S. Study-Abroad***
(183 pp.. in J. \1,600) 1990 ed. This handbook presents some 50 U.S. colleges. both two-year and four-year, as well as a few graduate schools that accept the completion of ELS Language Centers in place of the TOEFL.

3. ***Major Index of U.S. Colleges***
(200 pp., in J. \2,200) 1993 ed.: The majors most frequently followed by Japanese students in the United States are explored in the text. The author's own school and college recommendations immediately follow each of these "major" entries.



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The Basics of Designing Your Own Teaching

by Julian Edge

ELTの基本として、以下の７項目が取り上げられる。1)教授過程の最も重要な構成要素は教師であること。2)多様な教授法や教材を通じて学習者は外国語を学ぶこと。3)学習者は学ぶことに、教師は教えることに、それぞれが責任をもっていること。4)教師と学習者は、さまざまな異なった方法で効果的に教え、学ぶこと。5)教師は自分の得意とする領域、技術、才能について明確な理解をもっていなければならないこと。6) よい教え方に関する唯一絶対のドグマに陥らないこと。7)自分の教え方を研究すること以外に、教師が自分の下した判断について責任を取る方法はないこと。

Professional Development and Empowerment for Program Administrators

by Virginia Hamori-Ota

言語教育プログラムの管理者の多くは教師経験者である。彼らは教室で教えるための実践的知識を有しているものの、それとは大きく異なる、経営者としての知識に欠ける面がある。しかし、よいプログラムを提供するためには、それぞれの職につく者同士の協力が不可欠である。本稿では、両者のさまざまな協力の方法、とりわけ事務的な事柄を教師が交替で担うことが期待される日本の制度について詳しく触れられる。

Designing Task-Based Materials

by David Nunan

言語学習プログラムや教材を作成する際に、タスク中心のカリキュラム開発は、伝統的な手法と異なり、言語要素の一覧表ではなく、テクストの類型と学習者に対するニーズ調査の結果に基礎をおく。そのため、プログラム・デザインの出発点は「目標タスク」（教室外で行うことが学習者に潜在的に求められていそうな事柄）と「教育的タスク」（言語習得を促進するための教室内でのタスク）であり、文法・語彙・機能・概念などの一覧表ではない。本稿では、タスク、テクスト、トピックに基づいた教材開発の手順が示される。

Basis and Basics: Corpus Evidence and Vocabulary

by Rosamund Moon

バーミンガム大学で共同開発された言語コーパス・プログラムの説明である。英語の頻出用語とイディオムを材料に、使用頻度というとらえ方がいかに辞書と言語学習用教科書の作成に影響を与えているか、が示される。

English Idioms in Use

by Michael McCarthy

さまざまな定形表現、イディオムに言語教師は長い間関心を寄せてきた。出版社もしばしば、それらを教えるための特別な教材開発に腐心し、学習者向けイディオム辞典を作成している。しかし、最近の言語形式に関する研究量の多さと普及度に比べて、話したり書いたりする場合のイディオムの実際の用法、それが用いられる自然な文脈については、いまだにあまり解明されていない。本稿では、イディオムが用いられる自然な文脈と、イディオムが表すいくつかの機能について検討される。

Why Do So Many Language Students Fail to Learn to Communicate?

by David Paul

言語の学習者がコミュニケーション能力を身につける際に問題となる要素のうち、教師に左右できるものはほとんどないとはいえ、教師の怠慢と見なされる事項が存在しないわけではない。教師に課された任務のうち最も重要なものは、教室の内と外の世界の間に横たわる違いを克服できるように、学習者に権限を与え参加意識を持たせることである。その方法として、次の四つが取り上げられる。1) 新規項目の学習が、学習者主導で行われたように学習者に感じさせる形で導入すること。2)レッスンの各段階での練習を学習者自身の事柄に結び付けること。3)ゲームや楽しい活動をたくさん盛り込むこと。4)コミュニケーション能力が徐々に形成されることと、機能的表現や会話の学習を区別すること。

Forward to the Basics

by Lance Knowles

言語学習向上の手段としてのマルチメディア・コンピュータとソフトウェアの導入が、革命的な新手法という意味からではなく、基礎的な事柄を効果的に練習するという観点から提案される。基礎ということばで著者が意味しているのは、聞くことと話すことの練習、学習の手助けとフィードバックを与えること、学習上効果的なシラバスの中のキーポイントを整理した形で提示すること、興味深くて学習効果の高い相互交渉的タスクを学習者に与えること、である。

Video in the ELT Classroom: The Role of the Teacher

by Susan Stempleski

言語学習へのビデオの導入が成功するか否かは、教師のやり方次第である。教師は使用するビデオを選択し、それを学習者のニーズに関係づけ、積極的に鑑賞できるように手はず

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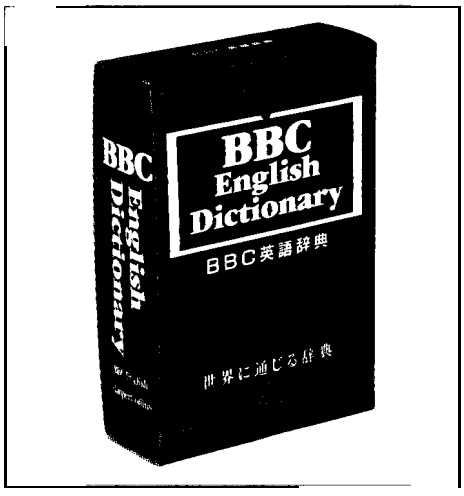

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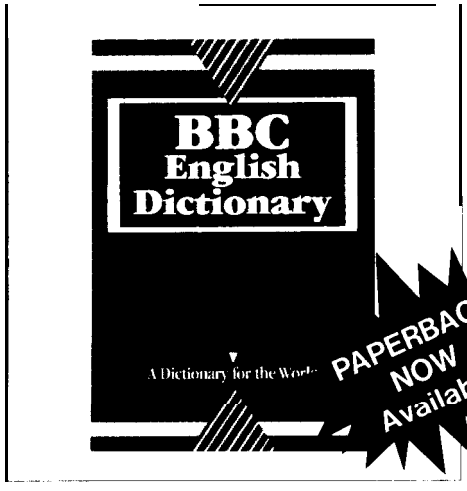

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を整え、ビデオ学習の内容が他の言語学習カリキュラムと統一性を保つようにする。本稿ではビデオ使用のためのいくつかのガイドラインと、クラスでビデオをうまく利用するためのさまざまな手法が示される。

Teacher Thinking and Foreign Language Teaching

by Jack C. Richards

言語を教育する場合には、教えるという行為についての教師自身のとらえ方が、教え方に大きく影響する。たとえば、「教えることは科学的アプローチである」という立場と「教えることは職人的知識の積み重ねである」という立場がある。前者は、科学的調査とデータに基づくリサーチを重要視する。一方後者は、高度に洗練された教師の教育実践が、教えるための理論を構築する際の第一義的なデータと考える。この二つの立場とは別に、最近、「教えることは思考活動である」というとらえ方が提案されている。本稿では、この考え方が検討され、第二言語の教師教育へのいくつかの適用事例が示される。

ここまでの和文要旨作成協力：
森川博己・森川キャロリン

What's Behind "The Silent Way": An Introduction to the Theory, Part Two -Subordinating Teaching to Learning

by Roslyn Young

Part One of this article appeared in the July issue of TLT, in which the author discussed the role of awareness in learning. In Part Two she defines the role of the Silent Way teacher as one who subordinates teaching to learning, and explains how this can be implemented in classroom practice.

Cultural Relativism: Pitfall or Tool?

by Steve Cornwell

Bruce Davidsonの理論、"The Pitfalls of Cultural Relativism (The Language Teacher 1994年5月号)" に対してCornwellは少し穏健な文化相対主義の見方をしている。文化相対主義は異文化を理解するひとつの道具として見るべきだと述べている。

我々の価値観を通して他の文化を理解する試みに懐疑的であるべきだ。文化相対主義は人間の尊厳や万国共通の権利の基本的価値観より下位に置かれるべきである。

Cornwellの理論は、言語がいかに我々の知覚に影響するかというMilton Bennet の考えを支持している。また、言語教師は、より質の高い研究方法を拒絶してはならないとも述べている。

以上１点和文要旨作成協力：Steve Cornwell

Pragmatism Can Not Rescue Cultural Relativism

by Bruce Davidson

ミルトン・ベネットは「言語は我々の知覚に影響を与える」と主張しているだけではなく、「言語は我々の現実理解の仕方を大きく決定する」とも述べている。それゆえ、彼は確かに極端な言語的決定論の立場を擁護していることになる。また、文化相対主義者は、「普遍的権利」を求めるという点において、自分の立場を矛盾したものにしている。さらに、我々の現実知覚の混乱が、人間同士の相互理解を不可能なものにしている。実用主義は文化相対主義を正当化することはできない。文化相対主義は単なる道具ではなく、すべての人間の経験を統一するための哲学的な見方でもあるからである。文化相対主義には、いまだにうまく解決されていない哲学的な困難さがつきまとっている。

以上１点和文要旨作成協力：
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September:	Conference Issue
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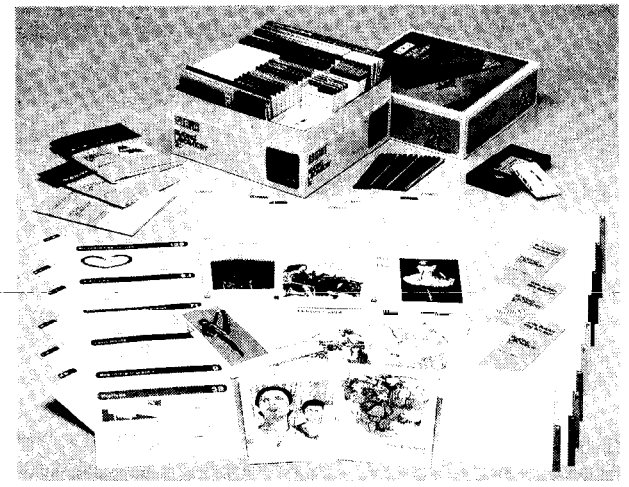

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Pronunciation in Action. Linda Taylor. London: Prentice Halt (Language Teaching Methodology Series), 1993. Pp. 200. \2,680.

This book consists of 54 activities for teaching/practising English pronunciation. It begins with a brief general introduction that quickly sets a positive tone, moves on to explain concisely how the book should be used, and ends with a crisp synopsis of further reading material. The activities are in four sections: English pronunciation in context (activities l-12), English sounds (13-28), English rhyme and rhythm (29-41), and English intonation (42-54). Each section has a short introduction which would be more convenient as part of the general introduction ("... to make the best use of *Pronunciation in Action, you* should read through the introduction to each section first." p. 6). The activities vary widely in quality and duration, from the teacher-centered "human computer" (simple, but tedious after about 5 min. and questionable for large classes as a stand-alone activity) to "dialogue completion" (a number of tasks that could take a whole lesson or be split across two lessons). The sample teaching material varies widely in amount and depth provided: some activities are ready-to-go, with little further preparation, while others obviously require much extra searching around for appropriate material. Some of the material provided (e.g., limericks and British jokes) will need careful screening for difficulties (e.g., explaining humour) that may distract most Japanese students from the aim of the activity.

My first impression of the book was that one can flip through it, quickly home in on a suitable activity and be up and ready to teach it in minutes flat. As in other books in the Prentice Hall Language Teaching Methodology Series (e.g., Dornyei and Thurrell, 1992), each activity begins on a new page and is expansively laid out under various sub-headings, including: student level, recommended grouping, purpose, sample teaching material, follow-up notes ("teacher's diary") and empty space for comments. However, much of the content of these subheadings could be indicated by symbols or initials in parentheses after the activity title. The space saved by this and by avoiding so much space for notes (personally, I am comfortable with book margins and my lesson plans) would halve the size of the book. Alternatively, the space could be filled by providing more substantial sample teaching material, resulting in a much more useful product.

The presence of three indexes is presumably an effort to speed up access time for locating the activities most suitable for a given class. The information in Index 1 belongs in the Contents page, which as it stands merely lists the four major sections and the titles of the appendices and indexes (another irritating feature of the Prentice Hall Methodology Series). Index 1 usually lists each activity with a brief one or two-line description but is awkward to use, sandwiched between the eight appendices and the other two indexes. Indexes 2 and 3 would be useful rearrangements of the activities listing according to proficiency level (elementary, intermediate, advanced) and age (child, teenager, adult), respectively. Unfortunately, neither includes the broader ranging activities (i.e., those which would fit into all categories, or roughly half of the total), so that cross-referring for, say, intermediate-adults locates relatively few of the appropriate activities available in the book. This is a poor performance by the Prentice Hall editorial staff, who produced much better indexes for Dornyei and Thurrell.

The appendices summarize some useful information: diagnosis of student error, the phonemic symbols, words having consonant clusters, how the phonemes appear in written English, weak forms, stress rules, intonation rules, and a very brief summary of pronunciation difficulties according to language background (including Japanese). However, listing the phonemic symbols (of British English) on p. 176 (Appendix 2) after including a very similar listing on p. 174 (as part of Appendix 1) seems rather a waste of space, in marked contrast to the short section on pronunciation difficulties (Appendix 8) which provides us with only a single example among the 14 language categories covered.

The introduction states that *"Pronunciation in Action* is a book of ready-made lesson ideas..." (p. 3) and, contrary to first impression, one soon realizes that the emphasis is certainly on "ideas" rather than on ready-to-go material, with many of the activities requiring considerable further thought and preparation by the teacher. For example, Activity 22 describes "Phonemic Scrabble," providing a photocopiable page of symbols to make the cards or tiles. So far so good, but the instructions mention "making more cards for the frequent phonemes than for the infrequent ones" (p. 71), and to achieve this you are provided, on p. 74, with a table of frequencies of English phonemes and left to extract these frequencies from data expressed in percentages, ranging from 0.06% for /v@/ to 10.74% for /@/. Page 74 would of course be much more useful if it contained instead the extra copies of the more frequent phonemes.

Two vital statistics are entirely missing from the expansive activity descriptions: preparation time and estimated duration of the activity in class. A rough survey of the 54 activities produced the following data:

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Preparation	
little or no preparation	11
some preparation	2
much preparation	35
much preparation, incl. tape recording	4
much preparation, incl. video recording	2

Class time	
10-15 min.	21
15-25 min.	15
25-35 min.	8
35-50 min.	9
whole lesson	1

So there are an overwhelming number of activities that I regard as requiring "much preparation," for activities of relatively short duration. On the one hand, this is fair enough: pronunciation activities require careful planning to be worthwhile, including a degree of tailoring to meet the needs of the target age, ability, and language background. On the other hand, the book claims to simplify the teaching of "pron" (p. 3), and has the appearance of a sourcebook to that end. In comparison with (for example) Kenworthy (1987), Linda Taylor has essentially decided to trim away the background theory ("'demystify' the subject," p. 3), providing slightly fewer activities (Kenworthy contains about 70) for a modest reduction in price.

In summary, I would have no hesitation in recommending this book if the content and indexes were better laid out and the sample teaching material were expanded, filling the numerous blank spaces and including more photocopiable material with perhaps the option of a well produced tape. In its favour, the treatment is compatible with recent views and recommendations on teaching pronunciation in Japan (Evans, 1993; Riney and Anderson-Hsieh, 1993), and it certainly addresses concisely the different aspects of pronunciation that require attention. However, before you decide to buy, peruse it in comparison with Kenworthy (1987), Hewings (1993) and what you can find of the texts listed by Riney and Anderson-Hsieh (1993).

Reviewed by Ian G. Gleadall
Ohu University, Koriyama

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Hewings, M. (1993). *Pronunciation tasks.* Cambridge University Press.

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Riney, T. and Anderson-Hsieh, J. (1993). Japanese pronunciation of English. *JALT Journal 15,* 21-36.

Basic English Paragraphs: Improving Reading and Writing Skills. S. Kathleen and Kenji Kitao. Tokyo: Eichosha, 1992. Pp. 125. ISBN 4-268-00139-5.

Basic English Paragraphs makes a good resource book for teachers, providing substantial savings in class preparation time. It presents clear examples and exercises that focus students on the logic that forms the basis of written English.

I used *BEP* very successfully with a group of ten Japanese women who were enthusiastic about trying to write well in English. I was having a lot of trouble getting them to condense their writing and pitch it towards a reader with a western education and understanding. When I showed them a model paragraph taken from Kitao & Kitao's book the example was not only interesting and realistic enough to prompt a full lesson of discussion, but we were able to examine the principles of the introduction / body / conclusion form. We did this again in the next lesson with a different sample taken from the text and by this time all the students understood the basic form. I then gave them some topics from the book, which they had to use to write their own paragraphs. I found all of them had grasped the basic pattern. The results were similar to the writing my classmates and I used to produce when we where about 14 or 15 years old and learning to use this same format. From their writings I was able to pinpoint problems such as: when to, and when not to, use transition phrases; incorporating narratives; comparisons and description. The text provided a range and quality of examples that I could not have found for my students given my limited time and resources.

I found some limitations with the text that made it necessary to be very selective in its use. The first problem was that the examples in the text are of very good pieces of writing. While they are very realistic, they are not the sloppy and formless writings that constitute the majority of our reading and that the students are most likely to encounter outside the classroom. So, once the students had grasped the basic patterns, I had to spend time with them examining excerpts from newspapers, books and letters they brought from home and comparing the differences, and subsequent stylistic implications. I found the students getting bored with and not responding to lessons which focused on a point they had already grasped or which was not a major problem for them. They found the text to be rather boring in itself, but very interesting when it gave them keys that unlocked their understanding. There is a great range of subject matter used in the sample paragraphs, some of which was of great interest to them and some quite meaningless. I think these problems would vary from class to class, but they were all minor and involved simply being selective, using only what the group specifically needed.

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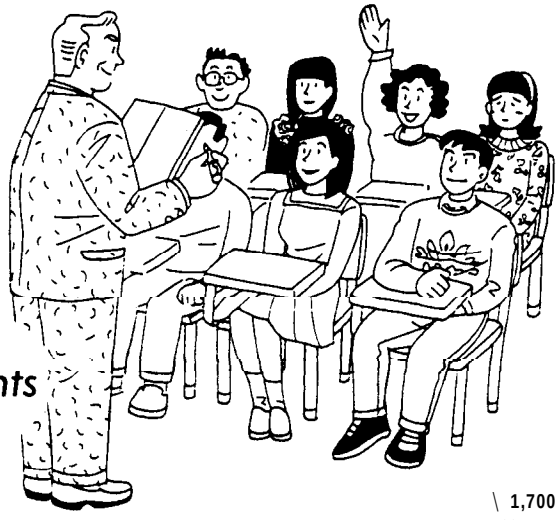

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This text is the most effective and efficient way I have found of helping students grasp the logic and form of English writing. While it is too dull and limited to be a satisfactory main text, it is an excellent resource for any teacher helping students to deal with written English.

Reviewed by Lyneve Rappell
JALT Utsunomiya Chapter

Reflection and Beyond: Expanding Written Communication. Laurie Blass & Meredith Pike-Baky. Boston: Heinle & Heinle Publishers, 1993. Pp. 136.

Reflection and Beyond is an adequate theme-based writing text that strives to appeal to low-intermediate level students. Aimed at developing self-confidence and fluency in their writing, the text provides a process framework for integrating all four language skills. Although the book is not as impressive as others in Heinle and Heinle's Tapestry series, it does have some strong points.

Consisting of ten chapters, the text moves the student from performing short writing tasks based on personal introspection (memories, favorite persons) to tackling longer and more demanding problem-solving assignments (the environment) at the end of the book. Each chapter is divided into three distinct parts: Get Started, Language Expansion and Gather Information.

In the first part, students are introduced to the particular writing theme through standard visuals, such as photos and drawings. This is followed by taped listening passages incorporating conversations or descriptions of the visuals. The authors are particularly sensitive to each student's preferred learning style and provide varied modes of presentation to appeal to different senses. Unfortunately neither the illustrations nor the tapes are particularly exciting. In fact, the themes themselves are those typically found in other texts. The surveys, interviews, and other types of "cooperative" discussions lead into a quickwrite on the topic. Actually few of these activities specify the use of cooperative learning (CL) techniques, such as Numbered Heads Together, that frequently characterize CL learning.

The second part, Language Expansion, offers students a list of words, then specific grammar structures suitable for each chapter's writing task are presented. In addition, students read selections to see how professional writers have approached writing about the theme and to receive guidance in adhering to writing conventions. The prose is authentic; however, it is frequently uninspiring.

Lastly, students assemble and order all the information from previous activities and sources, perform peer editing work, make revisions and produce a final draft. The authors have added a positive way to end each chapter: students reflect on their efforts and record on a chart in an appendix what they have learned and what they need to work on to make further improvement.

The one thing that appears quite novel in comparison to other intermediate writing texts is its emphasis on making students aware of numerous learning strategies. A strategy is highlighted, defined, explained and immediately used in a chapter exercise. As a result, each strategy is useful in the completion of an immediate writing task and also for its potential application to other learning situations. Understanding and using emotion, managing one's learning, and remembering new materials are only a sampling of the learning strategies employed.

If you want to use a text that explicitly explains and practices learning strategies, then this text might be the one for you. However, *Reflection and Beyond*'s other features are basically indistinguishable from those of other writing textbooks on the market.

Reviewed by Michael Sagliano
Miyazaki International College

Hospitality is Here! Hotel English for Japan. Thomas R. Burns. Kyoto: Spark English Academy, 1993. Pp. 112. Two cassettes.

Of the various English textbooks for the hotel industry, *Hospitality is here! Hotel English for Japan* can certainly be considered the most ambitious. It provides 120 hours of coursework through eight chapters whose topics range from reservations to check-out. Students from false beginner to upper-intermediate are given ample and varied listening and speaking activities. It definitely fills the dearth in material for hotel personnel in Japan; however, users may be frustrated by the dense physical layout.

Although there is no teacher's manual, there is a ten-page introduction (also available in Japanese), which includes an overview, philosophy, rationale for methodology and organization, explanation for review drills and exercises, description of the supplement and storyline. Since this book offers so much material and versatility, an introduction alone seems inadequate.

Every chapter addresses five to seven hotel-related topics. Each topic has a storyline, an illustration, a dialogue, and substitution expressions. On the same page are general comprehension questions, a roleplay and occasionally "take a break," which is either extended language practice (e.g., spelling, prepositions) or jokes. Furthermore, all dialogues are "coded": key words and phrases appear in bold, italicized, underlined, numbered, in parentheses and even in combined codes. Some of these codes are explained in the introduction.

Review drills and exercises are at the end of chapters four and eight. The review drills are 100 substi-

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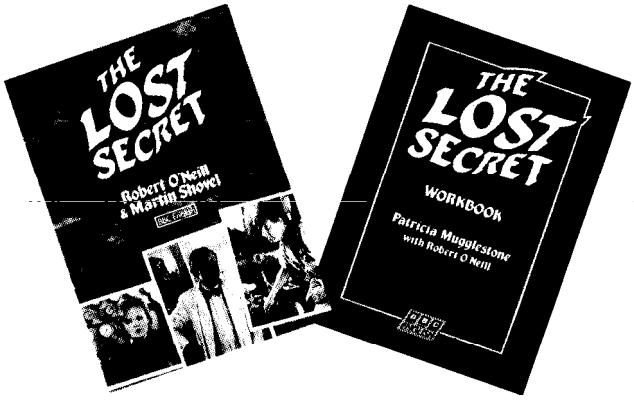

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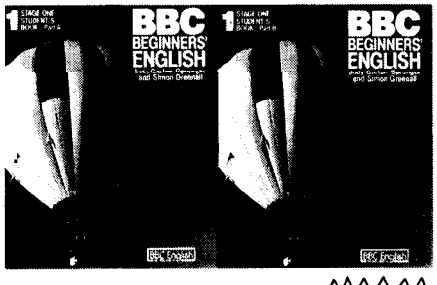

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tute phrases covering both guest and employee speech. The exercises, in five parts, begin with a cloze listening exercise and dictation. The third part elicits responses for various situations (e.g., wishing guests a pleasant time at check-in, p. 34). The last two parts, Talk Map and Key Expressions, should be done together. The Talk Map is a diagram of functions (e.g., introducing, greeting) that students use during roleplays (e.g., arrival, inquiry). These are labeled bilingually. Below each diagram are four to five possible conversation flow patterns. Students can refer to the Key Expressions which have several possibilities for each function.

The two cassettes contain dialogues, substitution drills, review drills, and exercises recorded at a natural pace by speakers of various nationalities. Since they have been recorded without pauses, students cannot repeat the dialogues line by line. Also, the absence of reiterations may irritate students, especially when doing dictations. Another problems is that the speakers sometimes stumble on or add words not included in the dialogues [e.g., "And (when) can I extend the reservation one more night?" p. 16].

Busy teachers should appreciate the hefty supplement section which has additional material for roleplays, a list of props/cutout materials, puzzles and games, an answer key, an index by hotel position and a bilingual glossary. The cutout materials are quite impressive with 17 photocopiable items that include a registration form, an International Pronunciation Alphabet, a mini-bar service slip and facsimile cover sheet.

Despite some problems, *Hospitality is here! Hotel English for Japan* offers a wealth of materials for those who need to communicate effectively in English in the hotel industry.

Ruby K. Asahina
Tokyo YMCA International Hotel School

Developing Business Contacts. Nick Brieger & Jeremy Comfort. Hemel Hempstead, U.K.: Prentice Hall International (U.K.) Ltd, 1993. Pp. 202.

Developing Business Contacts is another case of a book, designed for the European market, being marketed in Japan as an "intermediate level business English" text when in fact it is best suited for advanced learners in a Japanese context. In particular, the vocabulary, grammar, and functions introduced therein, and the manner of their presentation, is quite intenseÑunless you are entirely sure your students can withstand 24 very solid, very challenging units of business English, read no further. If you do have students of this caliber, or your interest is in using the book for supplementary purposes or for personal reference, read on.

Developing Business Contacts is made up of five parts. The two main parts are comprised of 13 grammar-based units (the authors call them "Language Knowledge" units, i.e. future forms, modals, process description) and 11 function-based units (called "Communication Skills" units, i.e. presenting information, interrupting, offers). The three remaining parts are the "Key Section" (containing full tapescripts---a very positive feature), a 750-word glossary of current and business terms (*backlog, admin*), and an appendix with conjugations of irregular verbs. The "Key Section" is very complete and would allow effective self study for highly motivated students.

In the grammar-based section a typical unit starts off with a listening task. The tasks themselves are fairly well designed---in the case of Unit 2, students fill in a partially completed outline, and in Unit 13, students identify portions of a pie chart being discussed on tape. Listening tasks are followed by excellent tasks aimed at helping students increase their sociolinguistic awareness---in Unit 2, students are asked to reflect on the number of times the main speaker is interrupted during a presentation on information system management and then to decide, based on this information, whether the audience was receptive to the speaker. The listening extracts themselves are typical. In a positive sense, they are filled with a variety of accents, speakers of both genders, and relevant content; but in a negative sense dense and devoid of natural discourse patterns, there are no repetitions, no fillers, and an abundance of long and perfectly formed sentences.

All units (the function-based units, aside from slighting grammar somewhat, are organized in the same manner as the grammar-based units) continue on from the listening section to a densely filled, one to two page "Presentation" of grammar or functions. I find the charts (especially the timeline in Unit 1 for review of the tenses) easy to use with students but the dense, metalinguistic filled explanations daunting beyond belief. Then there is a "Controlled Practice" where, for example, students supply the correct verb form in a 15 line dialog, and a "Word Study" task where students create noun and adjective forms of verbs, such as *to administer,* and *to account,* having only had aural exposure to the verbs previously in the unit through the initial listening task and extract. The units continue with a well-designed pair activity. The goals of the activity are clear, although students are left unsupported linguistically. Finishing the units is a "Word Check," reviewing particular unit terms such as *predominantly, Big Brother,* and *icons,* which again, have been introduced previously in the unit aurally, through the listening extract. Interestingly, the "Word Check" terms are not repeated in the glossary and thus represent a completely different, and rich, source of vocabulary for students.

Developing Business Contacts, as stated previously, is suitable in many teaching situations as a supplement, and as a teacher's reference. But in choosing it as a course book, be sure that your students have sufficient language skills (advanced), and motivation.

Reviewed by Greta Gorsuch

Recently Received

The following items are available for review by JALT members. An asterisk indicates first notice. All final-notice items will be discarded after August 31. Contact: Publisher's Review Copies Liaison (address p. 2). Reviewers must test textbooks in the classroom. Publishers should send all materials for review--both for students (text and all peripherals) and for teachers--to the above address.

For Students

*Boleta, W. (1991). *Fast fluency: Communication in English for the international age* (text, tape). Tokyo / San Francisco: Logos International.

*Clark, R. & Duncan, J. (1990). *Getting a fix on vocabulary* (text). Brattleboro, VT: Pro Lingua Associates.

*Clark, R. & Mussman, A. (1993). *Cue cards. Nations of the world--set a* (text). Brattleboro, VT: Pro Lingua Associates.

*Doff, A. & Jones, C. (1994). *Language in use: Intermediate* (text, samples from self-study workbook, teacher's book, tape). Cambridge: Cambridge University Press.

*Fotos, S., Homan, R. & Poel, C.; forward by Ellis, R. (1994). *Grammar in mind: Comunicative English for fluency and accuracy* (text, teacher's book, tape). Tokyo / San Francisco: Logos International.

*Kitao, K. & Kitao, K. (1993). *Communicating in the U.S.: English for situations.* Tokyo: Eichosha.

*Kitao, K. & Kitao, K. (1993). *From paragraphs to essays: Improving reading and writing skills* (inter-adv.). Tokyo: Eichosha.

*Kitao K. & Kitao, K. (1994). *Readings in sciience: Improving reading speed and reading skills.* Tokyo: Asahi Press.

*Richards, J. with Hull, J. & Proctor, S. (1994). *Changes I: English for international communication* (text, workbook, teacher's book, tapes). Cambridge: Cambridge University Press.

Bunday, D. & Randell, N. (1994). *Goal!* (text, tape; college). Kobe: B & R.

Forman, G. (1994). *Burning beds & mermaids: Stories for advanced listening and conversation* (Robert Fulgham's stories, voice; text, tapes). Englewood Cliffs, NJ: Prentice Hall Regents.

McAlpine, R. (1994). *Masako in New Zealand.* Tokyo: Tairyusha.

McAlpine, R. (1994). *The secret life of New Zealand.* Tokyo: Tairyusha.

Thompson, G. (1994). *Collins COBUILD English guides 5: Reporting* (st, tchr reference). London: Harper Collins Publishers.

!Baudooin, E., Bober, E., Clarke, M. Dobson, B. & Silberstein, S. (1993). *Reader's choice: International edition* (revised expansion of 2nd ed) (books 1 & 2). 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 pronunciationh skills* (interm / aedv; student's teacher's books). Englewood Cliffs, NJ: Prentice Hall Regents.

For Teachers

*Brown, H.D. (1994) *Principles of language learning and teaching: Third edition* Englewood Cliffs, NJ: Prentice Hall Regents.

*Brown, H.D. (1994). *Teaching by principles: An interactive approach to language pedagogy.* Englewood Cliffs, NJ: Prentice Hall Regents.

*Boyle, J. & Falvey, P. (Eds.) (1994). *English language testing in Hong* Kong. Hong Kong: The China University Press.

*Reid, J. (1993). *Teaching ESL writing.* Englewood Cliffs, NJ: Prentice Hall Regents.

Japanese Language Assistant Editor for *The Language Teacher* Needed
The Language Teacher 日本語アシスタント編集者募集

*The Language Teacher*は日本語アシスタント編集者を募集します。日本語アシスタント編集者の仕事は、日本語編集者を補佐して月刊*The Language Teacher* の制作に携わることです。また将来的には、日本語編集者のポジションを引き継ぐことになることが予想されますので、2年から4年間*The Language Teacher*に関わっていただくことになります。応募資格は以下の通りです。

1. 第二言語の教育経験があること（日本語教育が望ましい）
2. 出版業務の経験があるか、学会誌などに研究論文を出版した経験のあること
3. 日本語と英語でコミュニケーションができること
4. JALT会員であること

応募なさる方は、履歴書、研究業績リスト、*The Language Teacher* は今後どのような日本語記事を掲載したらいいかに関する意見を日本語と英語で書いたもの（それぞれワープロでA4の用紙1枚程度）を下記の出版委員長宛にお送りください。応募の締切は1994年9月30日（当日の消印まで有効）です。ファックスでの応募は受け付けられません。

〒330 大宮市大字砂1452 コルタージュ601 グレタ・ゴーサッチ

edited by barry mateer

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

Student-Written Love Story Mini-Drama

by Gordon Wilson

This is an activity in which the students write and then perform a drama based on a love story plot. It is most useful as a mid-year mini project to bring together much of the material typically covered in first-year college conversation texts. It can usually be completed within a 90-minute class. Since the activity draws almost entirely on the students' knowledge, it is suitable for a wide range of levels from high school through college. I've done this with great success in large, low-level college classes and small, high-level classes. I originally hesitated to use it with my all male classes because of its "mushy" nature, but it has been equally successful with male and female students.

introduction of Activity and Assigning of Roles

Tell the students that before class is over they are going to write and then perform a drama. Begin by dividing the class into groups of three. Have them assign themselves each a role. Two serve as actors and the other as a writer. (These roles can be traded at any time, and often are many times during the activity.) As they are assigning roles, write the following plot on the board accompanied by the example dialog. Recommend a minimum of five exchanges, encouraging them to expand beyond the examples.

Scene 1: (at the Sapporo Snow Festival) Boy meets girl.
Boy: Hi!
Girl: Hello.

Scene 2: They go on a date.
Girl: Let's go have coffee
Boy: O. K.

Scene 3: (five dates later) They fall in love.
Boy: I love you.
Girl: I love you, too.

Scene 4: (a few days later) They break up.
Girl: (angrily) I never want to see you again!
Boy: Me neither!

Scene 5: (a happy ending) They make up.
Boy: I'm sorry.
Girl: Me too.
Boy: Will you marry me?
Girl: O. K.

Creating Character Sketches

Next, I have them create the characters by filling out character sketches. I ask them to include the following:

What is his/her name?
Where is he/she from? (nationalities, home towns)
What does he/she do? (student, truck driver, lawyer)
What does he/she look like? (hair style and color, height, physical appearance.)
What are his/ /her hobbies?
What are the most important things in his/her life?

At this point, it is necessary for the teacher to begin circulating from group to group encouraging them to maintain a pace which will keep the class together and allow it to finish on time.

Writing the Dialog

When the character descriptions are finished, it is time to begin creating the dialog. In front of the class, use one group as an example. Establish who is to take the role of the writer, the boy, and the girl, and encourage the students playing the boy and the girl to improvise a scene in which they meet for the first time. Have the writer take down what is said in the form of dialog as with the example. When everyone appears to understand the process, set them free to create their own dramas.

Some students are capable of direct improvisation and dictation, but those who cannot usually enter into a brainstorming session in search of dialog. Most groups will go back and forth between the two approaches throughout the process. Since the drama must be rather concise, a little narration is often necessary to keep the flow, but ask the students to use only sentence fragments in brackets which tell when, where, or how, as in the earlier example; "a few days later," "at the Sapporo Snow Festival," "angrily."

As I move from group to group, I encourage them to remain in English. I am not too strict about this as their native language is often useful as they negotiate among themselves and with me to find the language to express their ideas. By not holding students strictly to English, I do not mean to encourage translating. If the students begin translating, encourage them to bring the language level of the dialogs that they are creating closer to their speaking ability. Also, before doing this exercise make sure they are familiar with classroom language such as:

How do you say ____ in English?
How do you spell _____?

During this stage, moving from group to group can serve to encourage the groups to pace themselves and it allows the teacher a chance to suggest alternatives to those structures and vocabulary choices which make the message incomprehensible. One important element to the success of this exercise is a low affective filter. If we raise the students' anxiety by excessive error correction, they are less likely to take part in the activity in a meaningful way. Also, if a group is stuck, read out loud for them the last few lines they've written, or briefly take part in their improvisation or brainstorming session. This can usually give them the momentum to continue on their own. They also seem to enjoy hearing words they have put together spoken by a native English speaker.

Performance

As a group finishes, put them together with another group and ask them to perform their dramas for each other. While moving from group to group, note where in the process each group is and direct groups which will finish soon toward each other. Inevitably, some groups will have to wait until another group is free. I engage these groups in discussion about their dramas, ask them to think up background music to fit each scene, or have them expand a scene if needed.

The groups usually have a wonderful time performing their dramas despite their initial reluctance. If there is time, I ask the biggest "hams" to perform for the whole class. By this time they have become well rehearsed and put on quite a performance. The class nearly always ends with lots of laughter and applause.

Suggestions

This activity can be spread over two class periods; however, I prefer doing it all in one. Before trying to accomplish the activity in one lesson, I suggest covering introductions, describing people and personality, and especially classroom language. Other functions can easily be included, such as greetings, making plans, expressing feelings, and apologizing. As a variation, you may want to give them one sentence which they must use in a particular scene. For example, in scene four they must include, "I never want to see you again," or in scene five, "I'm sorry, it was all my fault." A colleague of mine used this activity as a final examination by giving the students a week to prepare and then graded them on content, performance, and pronunciation.

Observations

In each of my classes there are a few students who want to speak up and actively participate, but can't bring themselves to do so despite my encouragement and reassurances and attempts to create an appropriate atmosphere. This activity has brought about a major transformation in these students. They have a concrete task to accomplish and ideas they want to express. Though the expression of those ideas in English is often just beyond their language ability, they have been given the classroom language for inquiring into how to express their ideas. Such direction and support have proven to be enough to get these students asking questions.

Conclusion

This is a highly student-centered activity in which the instructor sets the ball rolling and then fades into the background as a guide and language resource person. Group input into the creation of the dialog, along with selective error correction and input by the instructor during the writing process, help create a level of difficulty specific to each individual group. In this way the students are creating their own materials which match their personal needs far more closely than any prepared materials could.

Gordon Wilson is an instructor at several universities and colleges in the Sapporo area.

Your Teacher is Starving! A Transition Lesson for the Japanese Classroom

by Joshua Dale, Tokyo University of Agriculture and Technology

Although it is a truism of TESOL theory today that more traditional methods of second language teaching such as grammar-translation and audio-lingual are *passe*, the problem remains in Japan of how to help students make the transition from older to newer methods of instruction. It is one thing to plan a course around communicative teaching methods, but quite another to deal with the surprise of students who find a class different than any other they have taken before. And though they may be willing to adapt to a class which offers a more content-based and learner-centered approach, desire alone is not always enough to make this transition smooth and efficient.

This article presents a transition lesson which incorporates older, more familiar methods of classroom instruction long extent in Japan, such as dictation, drills and even translation, and combines them with newer styles of instruction like Total Physical Response (TPR) along with the philosophy of the

Natural Approach. It was designed for university-level classes, but this combinative approach would also work well as a team-teaching plan for high school students.

What do you eat for breakfast?
There are almost as many ideas about the perfect breakfast as there people to eat them. And yet, each culture has its own ideas of what a good breakfast should be.

Today IÕll teach you how to make a typical American breakfast called:

Ingredients
milk
eggs
butter
vanilla
maple syrup

Equipment
frying pan
spatula
bowl
fork
measuring cup

Watch me as I show you how to make French toast. Follow my movements and repeat what I say, then write down each step in the space below:

1)
2)
3)
4)
5)
6)
7)
8)
9)

French Toast

The first half of the activity is introductory and should not take as much time as the second. It consists of a variation of a recommended TPR activity which employs a recipe (Richard-Amato, 1988): in this case for French toast. Students are given the handout shown in Fig. 1, and after a short introduction on breakfast customs (the lead-off for which is contained in the top right-hand corner of the handout), they are told that they will now learn how to prepare a typical American breakfast, French toast. The teacher reads the steps involved in making French toast while simultaneously performing these actions using props such as empty milk cartons, etc. Initially the students repeat and mimic the actions of the teacher. After a few repetitions, they fill in the blanks on the handout as a dictation exercise. For high school-level students, the handout may be modified to a cloze exercise. If further repetitions are needed for some students, those who have finished may be rewarded (punished?) by demonstrating for the others. Here is a sample recipe for French toast;

1) Grease a frying pan with butter.
2) Break two eggs into a mixing bowl.
3) Add a quarter cup of milk and a quarter teaspoon of vanilla.
4) Stir with a fork.
5) Drop a slice of bread in the bowl.
6) Coat it with batter on both sides.
7) Hold the bread over the bowl, then put it into the frying pan.
8) When itÕs brown, turn it over.
9) Put the bread onto a plate.

"Cook-Do" Translations

It's an oft-repeated homily that teachers learn as much as students in the classroom. The second half of this activity seeks to make this bromide literally true, and in the process gives the students what might be their first concrete experience in the use of English as a tool for real-life communication. In doing so it follows the philosophy of the Natural Approach with its emphasis on communicative goals (Richard-Amato, 1988).

Here, students work in groups to translate the cooking instructions on various boxes of sauce mix. I like to use "Cook-Do": over seventy varieties of these Chinese dishes are available in supermarkets. In addition, it is possible to use boxes of desserts, curries, pancakes, or *okonomiyaki.* The only proviso is to choose packets which require additional ingredients: boil-in-a-bag foods are too easy. The worksheet for this activity (Fig. 2) is designed deliberately to stress the real-life need of the foreign teacher to survive in Japan. I know, of course, that many teachers have

Your Teacher is Starving!

Help me Survive

Read the instructions on the box IÕll give you, and tell me how to prepare this food in English. Write down all the information below:

Name of Food
1) In Kanji (so I know which box it is)
2) In Kana (so I can pronounce the name)
3) In English (so I know what IÕm eating!)

Ingredients **Amounts**

Recipe

THANK YOU
Now I'm ready to eat!

enough command of *kanji* to make the students' assistance unnecessary: I would make a plea, however, for these teachers to pretend ignorance for the sake of their students' motivation. As I said previously, this may be the first exposure of many Japanese students to the use of English for a truly communicative purpose, and the more vivid a picture painted by the supposedly starving and illiterate foreign teacher, desperate for help, the better.

After they have finished their translations, groups mime their recipes to each other while they read aloud the English instructions they've generated. As a follow-up, the teacher should mention briefly in subsequent class meetings his/her successes or failures with the students' recipes.

References

Richard-Amato, P.A. (1988). *Making it happen: Interaction in the second language classroom from theory to practice.* New York: Longman.

"Naruhodo the World"

by Jordi Combs

Introduction

Most classroom language games focus on one of the four major components of language learning: reading, writing, listening, or speaking. Some games are capable of combining two or more or these aspects as well as focusing on vocabulary, grammar, numbers, etc. However, the mark of a truly great game is indicated by its overall versatility. In addition, any game that does all of the above, promotes enthusiasm and is culturally adaptable is sure to be a winner in the classroom.

Last year, I attended a mid-year JET conference in Omiya during which a fellow ALT, Mr. Gene Yokota, presented his version of the television game show, *Naruhodo the World,* as an English classroom game. As most people are aware, the JET Program focuses primarily on team-teaching in junior and senior high schools, however the versatility of this game allows it to be used in any classroom setting.

Materials

Subject cards (large pieces of construction paper having the name of the subjects written on them)
Flags (I use six different colored cloths glued to wooden sticks.)
Team number cards (The number of the team should be written in the same color as the team's flag color.)
Magnets (to hold the cards to the chalkboard)
Prepared questions
Pens and paper (for the students)

Preparation

Assuming you have a class of thirty-six students, divide the class into six groups of six students each. Have students open their notebooks and take out pens. These materials will be used by the students to work out some of the problems on paper. They should have no other materials on their desks. Give each team a flag. Draw a staircase of six steps on the chalkboard, and place the team number cards in the chalk tray. Explain the subject cards one by one, and place them on the chalkboard with the magnets. Draw a "points square" on the chalkboard.

The Rules

One person is assigned to hold the flag for each question. Only that person is allowed to speak to the teacher, but the other students in the group may offer their suggestions to the person with the flag. After each question, the flag is passed on to another person in the group. Every student must hold the flag at some time.

Each question is assigned a point value (I usually assign points ranging from one to three according to the question's difficulty level.) If a team answers the question correctly, their team number card moves up the ladder according to the question's point value. If a team (number one for example) answers a question correctly and lands on another team's stair (let's say number two's), then team number two moves down one step and team number one occupies team number two's former place. No two teams can occupy the same step at the same time. At the end of the game, the team occupying the highest point on the ladder wins the game.

Playing the Game

I begin with the first group and have them choose whatever subject they like. I assign a point value to the question, write the point value in the "points square" on the board, and give that team approximately thirty seconds to answer the question. If they cannot answer, or if they give an incorrect answer, they do not move down the ladder, but the other teams then get a chance to answer that question. When time has expired for the original team, the first team to raise its flag gets a chance to answer the question. Play continues this way until either the question is answered,

MY SHARE, cont'd on p. 67.

edited by dennis woolbright

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

IATEFL Representatives

Each spring JALT sends representatives to the TESOL Convention in North America and IATEFL Conference in Europe. (The TESOL-Convention will be held in Long Beach, California, March 28 to April 1, 1995; the IATEFL Conference will be held at the University of York, England in April, 1995.) Please suggest the names of any JALT members you know-including yourself-who might be interested in attending TESOL or IATEFL as a JALT representative. The elections will take place at the January ExCom Meeting, 1995. Listed below are the conditions for the nominees:

1) Nominations and supporting materials (biodata and letter of intent) must be received by the NEC Chair before **December 1, 1994.**
2) Nominees for the TESOL/IATEFL must complete all necessary procedures (i.e., registrations for the conference or accommodations) on their own.
3) The TESOL/IATEFL representatives must be a member of these associations before participating in the conventions.
4) Representatives will be expected to attend various meetings at their conference and to submit a written report to JALT after returning to Japan.

A financial subsidy is available to help cover expenses. To place nominations or for further information, please contact one of the following NEC members:

Yuzo Kimura (Chair)
tel/fax: 078-736-5680 (h)
Izumi Suzuki
tel: 0196-35-6416 (h)
fax: 0196-38-0314 (h)
Donna Fujimoto
tel/fax: 0254-43-6413 (h)

National Officer Positions

Nominations are now being accepted for the following National Officer positions;

Vice President
Recording Secretary
Program Chair
Public Relations Chair

Nominations can be made by any member of JALT in good standing and should be directed to the chairperson of the Nominations and Elections Committee no later than **Friday, September 9, 1994.** This cutoff date is needed to allow the NEC time to assemble relevant biographical information for each nominee in time to meet TLT deadlines for the November issue and for the printing, distribution, and return of ballots by the November 20 deadline specified by the JALT constitution.

Nominations should be printed clearly on a postcard with the name of the nominee and the position for which s/he is being nominated. Please print your own name, chapter, and telephone/fax number on the same card for verification purposes. It is recommended that you contact the person you wish to nominate to make sure that s/he is willing to run for the office in question. This will save time for the NEC, who are obliged to contact each nominee.

NEC Chairperson: Yuzo Kimura
l-l-8 H305, Ichinotani-cho,
Suma-ku, Kobe 654

Positions Open in JALT Publications

Candidates are being sought for the following positions in JALT Publications. All candidates must be members of good standing in JALT.

JALT Journal Proofreader: The successful candidate will work with another proofreader in proofreading manuscripts on research. Candidates with a strong background in the language teaching field are preferred. Candidates should also have a good eye for details.

The Language Teacher Book Reviews Editor: The successful candidate should have editorial experience, a strong background in language teaching, a desire to work with contributors in constructive ways, a well articulated vision for TLT book reviews for the next two to three years, and access to a Macintosh computer. To apply, please contact Greta Gorsuch, JALT Publications Board Chair by September 10 (address on p. 2).

JALT 94 Annual Conference: Back to Basics

This year's conference on language learning and teaching will serve as a milestone in JALT history. In addition to being the 20th anniversary of this annual event, it will be the first held off the main island of Honshu. Matsuyama city, easily accessible by train, bus, plane or ferry, is host this year to a conference which will include such events as the annual Educational Materials Exposition, the Cambridge Breakfast, Prentice Hall Regents' One Can Drink Party (this year dedicated to JALT's 20th conference anniversary), the annual conference banquet and a special JALT History display. Don't miss it!

Among the over four hundred separate presentations offered this year are those by the Main and Featured Speakers. Listed below are the titles and tentative schedules of their presentations for Friday, Oct. 7 through Monday, Oct. 10th.

Main Speakers

Leslie Beebe, Columbia University Teachers College
- Rudeness: The Neglected Side of Communicative Competence; Saturday 3:00
- The Social Rules of Speaking: Basics - Not Frosting on the Cake; Sunday 11:00
- The Social Rules of Speaking: How to Analyze and Teach Them; Monday 1:00

Donald Freeman, School for International Training
- Teaching as Decision-Making: A Means to Reflective Practice; Saturday 2:00
- Teacher Education and Learning to Teach; Sunday 3:30
- Teaching and Research: Questions of Power, Stories of Practice; Monday 11:00

Mario Rinvolucri, Pilgrims/Cambridge Academy
- Grammar Many Ways; Saturday 1:00
- Grammar is Fun; Saturday 4:00
- Students Look at Student Process; Sunday 2:30
- Students Write Letters to Each Other; Monday 12:00

Featured Speakers (with sponsors)

Michael McCarthy (Cambridge University Press)
- Idiomatic Expressions in Contemporary Discourse; Friday 3:00
- The Grammar of Spoken Language; Saturday 3:00
- English Vocabulary in Use; Sunday 4:30

Lance Knowles (DynEd JAPAN)
- Forward to the Basics: Integrating Multimedia; Friday 3:00
- Multimedia: An Invitation to be Skeptical; Sunday 3:30

Rosamund Moon (Harper Collins JAPAN)
- Back to Basics Through Lexical Computing; Friday 3:00
- The Functions of Idioms in English; Sunday 2:30

David Paul (Heinemann ELT)
- A Totally Involved Structural Approach to Learning; Friday 3:00
- Motivating Japanese Beginners to Communicate; Saturday 2:00

Julian Edge (Longman JAPAN)
- The Basics of Designing Your Own Teaching; Friday 3:00
- Basically, Its Individuals Who Learn; Saturday 3:00

Jack Richards (Oxford University Press)
- Vocabulary Revisited; Friday 3:00
- Bring Changes to your Classroom; Saturday 10:00
- Sources of Language Teacher's Instructional Decisions; Saturday 3:00
- Real World Listening in the Japanese Classroom; Sunday 10:00

Susan Stempelski (Prentice Hall Regents)
- Using Video in Language Teaching: the Basics and Beyond; Friday 3:00
- 21 Basic Ways to Use a Video Clip; Sunday 2:30

David Nunan (Thompson Publishing JAPAN)
- Language, Learners and the Learning Process; Friday 3:00
- Language Learners and the Learning Process; Saturday 3:00

Virginia Hamori-Ota (YOHAN)
- Techniques and Strategies for Program Administrators; Friday 3:00
- Setting up Programs in a Cross Cultural Setting; Saturday 2:00

Conference Registration

You will find registration materials in the separate Conference Supplement which accompanied the July issue of ***The Language Teacher.*** Those wishing to attend this year's conference are reminded that the deadline for the lower pm-registration fees is September 13th. Applications arriving after that date will be charged the regular on-site fees. ***Since early pre-registration greatly eases the processing of applications at the JALT central office, you are strongly urged to pre-register by mail. This will***

smooth your check in at the conference site in Matsuyama and save you from having to wait in long registration lines.

Check this column next month for further news and updates in conference scheduling.

"My Share"-Live!

This new addition to the JALT conference is based on the popular "My Share" column of *The Language Teacher* in which teachers share their favorite classroom ideas. Conference participants who submit 50 copies of an original lesson to the Materials Writers N-SIG during the first two days of the conference, will receive a ticket to browse and collect copies of materials submitted by other participants.

Submitted by James Swan, Materials Writers N-SIG chair; and Barry Mateer, "My Share" editor of The Language Teacher

MY SHARE, cont'd from p. 64.

or all teams have used their chance. Each team gets only one chance to answer the question. Then, the flag is passed on to another member of each group, the second team is asked to pick a subject, and play is continued accordingly.

Subject Cards

You can use any topic you like for these cards, but they should, as a whole, treat as many aspects of language learning as possible. I use the following:

Words: (vocabulary exercise) I say a word in Japanese, and they say the word in English.

Spelling: I say a word in English, and they spell the word orally. The pen and paper come in handy here, especially when the person holding the flag does not know the answer. The person who is to answer can be assisted by teammates writing the answer on their papers.

Who am I: I ask "who am I" or "what am I" descriptive questions on a variety of people and things. The students appreciate questions relating to Japanese celebrities.

Groups: I list four items, and the students must guess the category under which these items belong.

World: This is more of a social studies subject. I ask questions about rivers, mountains, national capitals, etc.

Math: (An exercise in numbers) After explaining and writing on the board *plus, minus, times,* and *divided by,* I ask math questions. The pen and paper are essential for this category.

Sentence: (A grammar exercise) I make up a sentence that incorporates a previously learned grammar point, and I leave out a crucial word (substituting the word *nani).* The students have to guess what that word is. For example, "He is the man *nani* likes tennis." *Nani,* here, is "who."

Conclusion

This game is very effective as a class review, but after the students get used to playing it, you can use it as a warm-up activity as well. It can also be altered to suit the needs of any kind of class. After playing it a few times, you will surely see ways to customize it. The most difficult part about preparing the game is creating the question sheets. You will need to write several questions of varied difficulty levels.

Another strength of the game is its motivational power. Once the students get the competitive adrenalin flowing, their concentration level becomes extremely high. And since this game is a group activity, the Japanese cooperative spirit is reinforced.

Jordi Combs is an ALT on the JET Program, teaching at a junior high school.

edited by lyneve rappell

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

Call for Papers

Tokyo JALT and the JALT N-SIGS are sponsoring a mini-conference to be held in Tokyo on November 20, 1994 with the theme **A Greater Vision: Teaching Toward the Future.** They are calling for abstracts in either English or Japanese, no longer than a single, double-spaced, A4 page. Please send two copies, both including Title, Content area, Equipment request and Language of Presentation in the upper-right corner: and one copy should have the applicant's Name, Institution, Address and Phone/Fax numbers in the upper-left corner. In addition, the organisers require a biodata of 25 words (50 ji) max. per presenter/ 75 word (150 ji) max. per proposal; and a 50-75 word (100-l 50 ji) summary of the presentation, both on the same page complete with header described above. A floppy disk of the summary in ASCII text format would also be helpful. ***NB:*** Each N-SIG is allotted one presentation and N-SIG members should submit their proposals to the relevant N-SIG chair. Presentations will be 60 min. The deadline for abstracts is **September 2, 1994.** Submit abstracts to: Paul Abramson, Vetting Chair, SM Bldg. No 2 #1 01, 1-1 O-6 Minami Otsuka, Toshima-ku, Tokyo 170. For further information contact: Peter Ross, Tokyo Keisai University, 1-7 Minami-cho Kokubunji-shi, Tokyo 185. Tel(w): 0423-21-1941, Fax(w): 0423-28-0745.

Call for Papers

Thai TESOL Fifteenth Annual Convention, January 12-14, 1995, in Bangkok is seeking proposals for papers, presentations, workshops, demonstrations and poster sessions on the theme: **Diversity in the Classroom.** Abstracts must be submitted by **September 15, 1994**. For a proposal form and more information contact: Prapa Vittayarungruangsri. First Vice-President of Thai TESOL. Dept. of Foreign Languages. Faculty of Science, Mahidol University. Rama 6 Road, Payathai. Bangkok 10400 Thailand.

Call for Papers

The International University of Japan is soliciting papers in English and Japanese, for the 6th Conference on Second Language Research in Japan to be held in Tokyo on January 21, 1995. Papers dealing with data based second language research including classroom processes, bilingualism, adult second language acquisition, language transfer, language universals and discourse analysis are being sought. Deadline for papers is **September 16, 1994.** For more information contact: Mitsuko Nakajima, International University of Japan, Languages Programs, Yamato-machi, Minami Uonuma-gun, Niigata-ken, 949-72. Tel: 0257-79-1498. Fax: 0257-79-l 187

Call for Papers

The International Association of World Englishes (IAWE) is calling for papers for their **Second International Conference On World Englishes,** to be held in Nagoya on May 25-28, 1995. Papers, Colloquia, and Workshops relating to world Englishes are welcome, particularly on the following issues: Power and Ideology; Standards and Norms; Literature; Discourse Strategies; Pedagogy; The Bilingual's Creativity in English Evaluation and Testing and Research. Papers should be 20 minutes long with 10 minutes for discussion. Abstracts should be 200 words and include the presenters names, affiliation, address, phone and fax number and any AV needs. They should be submitted in quadruplet to: Larry Smith (AIWE) Program on Education and Training, East West Center, 1777 East West Road, Honolulu, Hawaii, 96848, Tel: 808-944-7634: Fax:808-944-7070. Deadline for Abstracts: **November 30, 1994.**

Call for Papers

Chulalongkorn University Language Institute is holding an International Conference on **Expanding Horizons in English Language Teaching,** in Bangkok, November 27-29, 1995. Proposals for papers, presentations, demonstrations, workshops and poster sessions must be made in English. Deadline for proposals: **July 1, 1995.** For presenters forms and more information contact: Associate Professor Chaniga Slipa-Anan, Director, Chulalongkorn University Language Institute, Phaya Thai Road, Bangkok 10330, Thailand. Tel: (66-2)218-6036, 218-6037, 218-6031, 218-6081, 218-6012. Fax: (66-2) 252-5978.

English Teaching Idea Contest

Open to teachers currently teaching English at junior high schools or high schools. The contest is designed to elicit ideas on how to teach English more effectively to junior or high school students and help them improve their communication abilities. (This can be through games, evaluation methods, improving teaching methods used by JTEs and AETs, etc.) Ideas should be original and should not have been already published elsewhere (bulletins, pamphlets or other "unofficial" publications are excepted).

Prizes:
First prize (1) A trip to America to study TESOL.
Second prize (2) 50,000 yen
Third prize (5) Free one-year subscription to ALC Press, Inc.'s CAT Magazine.
*Many other additional prizes will also be available.

*Please consult the *Eigo Kyoiku Jiten* for more information.
If you wish to enter either of these contests, please send a post card to:
English Teaching Idea Contest
2-54-12 Eifuku, Suginami-ku, Tokyo 168
or call 03-3323-2444, Monday to Friday from 10 a.m. to 6 p.m.
Fax: 03-3327-I 022
Deadline: September 5, 1994

国際大学コンフェランス発表者募集

国際大学は1995年1月21日(日)午前9時から午後5時まで、国際大学東京事務所で第6回のConference on Second Language Research in Japanを開催します。発表をご希望の方は、以下の要領でお申し込みください。発表内容:日本語または英語の習得、日本語教育または英語教育に関するもの(データ・ベースであることが望ましい)、発表時間:約30分(質疑応答を含む)、使用言語:日本語または英語、応募方法:日本語1,000字、英語300words以内(ワープロ使用)の発表要旨に略歴をそえてお送りください。日本語の場合はかんたんな英語の要旨も加えてください。締切:1994年9月16日(金)、送り先:〒949−72 新潟県南魚沼郡大和町 国際大学語学プログラム 事務局 中嶋美津子 電話(0257) 79−1498

Coming in the September issue of The Language Teacher

Thrs issue celebrates not only JALT's annual International conference on language learning and teaching, but also JALT's 20th anniversary. National Program Chair Jane Hoelker Introduces the issue with celebratory salutations from various officers In addition to articles and interviews with JALT 94's Guest Speakers Donald Freeman, Leslie Beebe and Mario Rinvolucri, TLT offers readers a historical perspective compiled by JALT long-timer Larry Cisar, and Atsuko Ushimaru provides us with an illuminating interview with two former presidents, Tom Pendergast and Deborah Foreman-Takano, and incumbent president David McMurray. Come and visit us in Matsuyama for a time well worth spending and afterwards, why not take a leisurely day or two to relish the ambiance of this historic castle town?

Of National SIGnificance

edited by steve mccarty

Do you have a special interest in some area of L2 teaching. but lack a source of information? Perhaps JALT has an N-SIG made just for you. C&tact the column editor at the address in the Masthead.

L2 Research and Publications

Foreign and second language research is not something ahead of us but rather our everyday preoccupation. Every time we design and administer a test, for example, we are conducting classroom research measuring the degree of L2 acquisition. Reflection on the results is then applied to future tests and teaching methods to improve the degree of acquisition. Because we are ever learning, we can continue to be educators. Research is rigorous learning, informed by the standards and methodologies, in our case, of the Humanities and Social Sciences.

Publications are the tip of the iceberg of research. JALT is considering how to demonstrate leadership in the L2 world, chiefly by expanding the functions of the Publications Board from TLT and the *JALT* Journal to publishing collections of research papers as well. Do the members support reallocating JALT's resources to fund the change in priorities this would involve?

N-SIG newsletters have been stereotyped as indicating their level of research acumen, when that is not the function of newsletters. N-SIG members can be assured that the newsletters as such are easy and interesting to read, with brief yet provocative articles along with notices of opportunities for further edification. The fruits of research, observation and investigation, are implicit in freewheeling newsletter articles, but special publications are where the N-SIGs show their expertise.

The N-SIGs have been publishing book after book, in English and Japanese, from major domestic publishers, not to mention their informal volumes, individual books and conference papers.

Those attending the June Executive Committee Meeting discussing JALT's future may have received the proceedings of the 1993 N-SIG Symposium. The volume appears as another Special Issue of the across-the-board N-SIG newsletter SIGNL. The CALL N-SIG also plans to print the proceedings of last September's Computers and Composition conference.

Thus, if JALT were to expand into publishing collections of research papers, the Publications Board may be surprised by the intensity of the response from the N-SlGs, always looking for publishing opportunities. Or, if JALT were to publish proceedings of its annual international conferences, the large percentage of N-SIG presenters would be glad to contribute papers. Donna Tatsuki reports that over 10% of JALT '93 presenters were from the Video N-SIG alone.

JALT 94 Preview

The N-SIG Hospitality Room at JALT 94 promises to be the best ever, thanks to the Conference Committee. A new building at Matsuyama University will house a cafeteria on the first floor, and the N-SIGs will be waiting for JALT members in a large area of the third floor.

In the same location will be poster sessions and the My Share Live Swap Meet sponsored by the Materials Writers N-SIG. Adopted from a similar event at TESOL conferences, the teaching materials Swap Meet will be piloted this year for the first time in JALT. Like the "My Share" department in this magazine, the ticket to bring home innovative lesson plans of others is to bring 50 copies of your own. The N-SIG Representative plans to share a computerized class newsletter technique. It will reflect well on JALT if many attend this Materials Writers N-SIG event at JALT '94.

N-SIG Constitutions

To be accepted as equal to JALT Chapters, the N-SIGs have agreed to fulfill similar duties in the national organization. All Chapters have Constitutions. So, most of the N-SIGs have been drafting Constitutions for discussion and ratification at their annual meetings at JALT '94. What makes this of concern to general members is that the N-SIGs are making a commitment to uphold certain standards of service to members. They promise to hold open elections at their annual meetings, provide a minimum number of newsletters per year, prevent conflicts of interest, and so forth in their Constitutions.

Groups like Materials Writers have already presented several drafts to their officers for feedback. The Team Teaching N-SIG is considering changing its name in the process to something like Secondary Education to clarify its scope as covering L2 education in junior and senior high schools.

The Bilingualism N-SIG Constitution, among others, will be bilingual (*sasuga ni).* The JSL Constitution will be primarily in Japanese, and these are firsts among subgroupings in JALT. In any event, JALT members are bound to benefit as the N-SIGs clarify their missions, roles of officers, and standards of service.

Milestones

Each month JALT's N-SIGs become an increasingly integral part of the organization. In this magazine's "Membership Information" and the "Classroom Research" presentation by President McMurray, the N-SIGs are now listed as selling points for JALT. In the June JALT Journal, for the first time, the N-SIGs were listed on the organizational page. This is considered meaningful because the N-SIGs show what L2 areas are attracting interest in Japan. Readers are referred to further opportunities for learning or collaborative research via N-SIG publications.

N-SIGs in Formation

The number of N-SIGs has anything but proliferated in 1994. The sole forming N-SIG, Other Language Educators or LINGX, is expected to gain some impetus at JALT '94. Otherwise the horizon is clear to contemplate what other N-SIGs could be beneficial to foreign language education in Japan.

It should be borne in mind that N-SIGs are not about occupational turf, lobbying or material gain. When we changed the Japanese name of JALT to end in *Gakkai*, it was to clarify that this is not a teacher's union but a purely educational organization. Soon after that change, JALT was accepted into the Japan Science Council.

With this caveat that N-SIGs pursue academic and pedagogical purposes, there are still important areas of foreign language teaching in Japan without an N-SIG to bring together JALT members with similar interests. While organizations may already exist for topics such as teaching English to children, a JALT N-SIG would mount objective investigations and collaborative research to discern the acquisition per time expended on various approaches, methods, techniques and materials.

Teachers and parents, or both in one for many of us, wish to learn more about effectively teaching English to children in Japan. These children could range from native speakers of Japanese to sojourners. Individual parents cannot very well test the claims of advertisers, but as the Video N-SIG has done for that genre, an N-SIG could help professionalize the field with disinterested analysis and empirical research findings.

We therefore patiently await people to step forward with proposals to form N-SIGs, provided their topics are compelling enough so that committees of volunteers could readily be formed. Besides children's English, other major JALT constituencies such as company or conversation school teachers do not yet have an N-SIG to exchange information and expertise. We in the N-SIGs are here to help organize, and bring out the best in JALT members.

JALT's N-SIG Coordinators

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

CALL: David Kluge, Kinjo Gakuin University, Nankoryo #20, Omori 2-1723, Moriyama-ku, Nagoya 463; tel: 052-798-6467; fax: 052-799-2089

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

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

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

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

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

Team Teaching: Antony Cominos, Kobe Gakuin WomenÕs Jr. College, 2-3-3 Nishiyama-cho, Nagata-ku, Kobe-shi, Hyogo 653; tel: (w) 078-612-0988; (h) -691-4046; fax: -4292

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

Teacher Ed.: Jan Visscher, 3-17-14 Sumiyoshi, Higashi-machi, Higashi-nada, Kobe 658; tel (h) 078-822-6786

N-SIGs in the Making

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

Information for Publishers

New classroom texts and materials as well as new teacher resource books are welcomed by *The Language Teacher* for reviews. In the case of classroom texts / materials, reviewers will be testing them in class, so please make sure that a complete set of materials (including text, tape, teacher's manual, as appropriate) is sent.

Publishers should send all review copies of books and other materials to the JALT Reviews Coordinator, Sandra Ishikawa (address on p. 1).

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.

Hamamatsu

Teaching without Theory: Practically Speaking

by Steve Golden

Self Directed Language Learning

by Richard Smith

In February Steve Golden demonstrated how teachers could make monotonous classrooms more interesting. Though repetition may be an effective method for students to develop their language skills, this often causes boredom. The presenter suggested that, after having taught basic structures, each should be used with varied activities of increasing difficulty. In this way, students are kept interested and gain confidence in what they learn. He stressed that recycling ideas with variation is the key to a lively class.

In the following month Richard Smith highlighted how to become an effective self-directed language learner. Drawing on his experience of learning Japanese, he recommended that learners select textbooks without overly complicated grammatical explanations that are of thematic interest. Smith pointed out how most learners tend to remain frozen at a given level of proficiency. To overcome the *ennui* of fossilization, he recommended keeping a daily diary. Such a diary should specify one's learning goals and strategies. After having achieved a specific goal, Smith recommended setting a new goal and following the same procedure. To be an effective self-directed learner, Smith concluded by emphasizing it is necessary to utilize every learning opportunity.

Reported by Ikuyo Watase

Ibaraki

Learning with Phonics

by Yoko Matsuka

In May Yoko Matsuka discussed a phonic method of learning the sounds of English. Despite the fact that it is easily learned, Matsuka stressed that the English alphabet is of limited practical use. By contrast, a phonic approach which covers about 75% of English spelling-sound combinations can be learned within two years at the junior high school level and provide a sound base for later language skill development.

Matsuka suggested that a phonic approach to language learning can boost young learners' confidence and enhance their language skills. While native English users usually progress from meanings to sounds to letters as they learn the language, second language learners in Japan typically proceed from letters to sound to translation. This, coupled with the frequent katakanization of English sounds, leaves many students with a poor ability to read or produce the sounds of English when they reach high school. The phonics method advocated by Matsuka is one attempt to solve this problem.

By presenting a variety of possible tasks, outlining how AETs can help learners with their phonic skills in the classroom, engaging the participants with practical exercises, and responding to detailed questions, Matsuka gave the audience much food for thought. Matsuka concluded that the phonics method she advocates may not be perfect, but it is nevertheless a useful enabling stage for young learners to pass through.

Reported by Andrew Barfield

Nagoya

Using Drama Techniques for Conversational Awareness: Part II

by Rachel Walzer

In March Rachel Walzer followed up on her December presentation by giving a two-part talk on more advanced dramatic activities. Walzer believes that people cannot communicate effectively unless they can recognize and learn to use body language, so dramatic techniques are an integral part of her classroom activities.

The first part of her presentation consisted of listening to/watching, analyzing, and discussing samples of student-created radio dramas and TV. ads. Walzer then suggested possible lead-up activities such as analyzing actual radio dramas and TV. ads to learn how to make the sound effects, how to differentiate between speakers, and express emotion. She pointed out that if TV ads from different countries are used then students can also compare body language and advertising techniques. In order to focus students' attention on body language, the presenter recommended using TV ads in languages other than English or Japanese. Her suggested teaching method was: (1) develop the skills in parts, (2) demonstrate scripts, (3) divide the class into groups and assign roles, (4) have each group write an original script and hand it in so that it can be checked by a teacher, (5) have them film/tape their script and present it to the class, and (6) have it evaluated by peers/self/ teacher.

Part 2 looked at cultural expectations and differences. Walzer divides behavior into three categories (1) universal traits such as the reaction to fear, (2)

cultural traits such as the degree of eye contact in a given society, and (3) personal traits which represent individual idiosyncrasies. To make individuals more aware of how these categories differ, she used activities such as personality trait role play cards. For example, one student drops a handkerchief, the other responds to the situation according to the trait written on his / her card (e.g. shy, sneaky, outgoing).

This presentation showed us many ways to help our students communicate more effectively with non-verbal cues.

Reported by Susan Nelson

Omiya

Multimedia: An Invitation to be Skeptical

by William Gatton

William Gatton invited participants at our April meeting to have a healthy sense of skepticism about the current "mania" for multimedia. Gatton suggested that in some quarters there may be an excess of hype about a media which is still in its infancy. Multimedia, he pointed out, is simply an integration of already existing technologies. In his opening remarks, Gatton provided a background history on the evolution of multimedia. Excessive hype and inflated expectations notwithstanding, the presenter emphasized that multimedia technologies offer definite advantages to the language learner and teacher. Computers, for example, can randomize drills and exercises in ways that give students necessary repetition while avoiding monotony. Multimedia teaching tools employ entertaining graphics and can provide translations upon demand as well as offer instant feedback. In short, multimedia technologies do many of the same things that classroom teachers and more conventional technologies have always done, but at a faster rate and with more variety.

Gatton concluded by talking about some of the future developments in multimedia teaching technology and what will be available to the learner and teacher within the next few years. Just before inviting participants to do some hands on work with the hardware and software which he provided for the occasion, Gatton reminded everyone that while technologies change, the fundamental purpose of helping people teach and learn remains the same.

Reported by Michael Sorey

Omiya

Three Presentations on Bilingualism

by Masaki Oda, Martin Pauly, and Aleda Krause

In May three speakers discussed a range of bilingual issues.

Masaki Oda began the meeting with an overview of the research in the field of bilingualism. He considered such issues as (1) how to define bilingualism, (2) individual bilingualism, and (3) societal bilingualism. Oda touched upon case studies of children growing up in a bilingual situation, code switching by adult bilinguals, the English Only Movement, native / non-native speaker issues in language education, and what Skutnabb-Kargas (1990) refers to as "linguicism."

The second speaker, Martin Pauly, recalled his experiences in setting up a "Saturday School," which he defined as a school for maintaining the language of the country where one or both parents are from, but where the family is not currently residing. As a native speaker of English and parent in a bilingual family, Pauly was concerned that his sons, being raised in Japan, were not developing adequate competence in English. Pauly emphasized that parents should establish and maintain a language policy which defines what language is spoken, by whom, when, and where.

In the last presentation, Aleda Krause, who has a Japanese spouse, spoke about their decision to mainstream their child in a local Japanese elementary school. Her daughter, who at the age of three was a monolingual English speaker, reads English extensively at home, participates in Krause's English classes and communicates in English with both parents. Krause stressed that parents must consider the individual child, future family plans, and schools available in the community when making decisions about the schooling of their children.

Reported by Ethel Ogane

Sendai

Teaching Effective Communication

by Robert O'Neill

In May Robert O'Neill gave a talk on ways of helping learners become effective communicators in a second language. He began by pointing out the difficulty in predicting specific future language in a needs analysis. O'Neill then argued that we should concentrate on a core group of lexical and grammatical sets which will allow for generative language behavior. The presenter also critiqued the use of the term "communicative" as being too broad.

The speaker then offered a three part system of the teaching of effective communication, consisting of linguistic , cross-cultural, and methodological / practical components. The linguistic component includes the notions of a central language core, the role of rhetorical structures or scripts, and the necessity of automaticity. Under the practical component, he highlighted the fact that we can only teach a small proportion of the things a learner needs for effective communication. For the cultural component, O'Neill discussed the problems of finding a target culture of English since there are several options. He further

highlighted the need to teach what is both useful and accessible to our students.

O'Neill went on to argue that the best target model for EFL learners is not a native speaker but a proficient second language learner. Finally, he pointed out the need for teachers to use English to provide students with adequate exposure to the target language.

Reported by Chris Huston

Shizuoka

Crossing Cultural Borders

by Sonia Yoshitake & Brenda Bushell

After inviting us to participate in a cultural simulation exercise, the presenters emphasized that the rules for initiating and sustaining communication vary from culture to culture. Sonia Yoshitake then underscored the relevance of this exercise by citing statistics which indicated how Japanese society is becoming more multi-national. Brenda Bushell then introduced some issues involved in teaching multi-cultural skills. She indicated that multicultural education depends on the experiential recognition of the diversity which exists in a society. Bushell added that mutlicultural education should focus on more than linguistic skills. In designing a multicultural education program, she stressed that it is necessary to carefully consider the objectives and needs of potential students. Bushell then gave some compelling reasons to include multicultural issues in the language classroom. She suggested that multicultural materials can not only help learners develop cross-cultural communication skills and gain a more global awareness, but also integrate language material in a thematic curriculum. Bushell concluded by offering a brief overview of the history of multicultural education and a few examples of multicultural education projects in Japan.

Reported by Tim Newfields

Tokushima

Five Minute Activities

by Helen Sandiford

In April Helen Sandiford demonstrated several short activities which can be skillfully used to introduce a topic, provide controlled practice for a specific language point, make a transition between language learning tasks, or promote conversational fluency. She continually emphasized that the activities introduced could be easily adapted to the needs of any students.

The first activity Sandiford introduced focused on word associations. A discussion followed as to why this kind of activity was effective. The collaborative, student-centered, success-oriented nature of this activity were cited among the reasons for this activity's success. In addition, the personalized, task-oriented, and competitive nature of the activity were further suggested as likely factors .

Sandiford then introduced several active listening exercises with tasks such as listening for global comprehension, detailed microcomprehension, and vocabulary. She stressed that there are different reasons for using each type of listening activity and students should understand why they are doing a particular exercise.

The presentation concluded with some mime activities. As we found out, mime can be used effectively to review tasks, prepare for listening activities, predict language, or even to develop pronunciation skills. Some of the "five minute" activities actually took longer than that time frame, but everyone agreed that these kinds of short, stimulating activities have value in the classroom.

Reported by Jeff Hollar

Tokushima

Teaching Communication Strategies to Large Classes Through Video

by Don Maybin

Drawing from his experience teaching Japanese college students, in May Don Maybin showed us that video can play a substantial role in foreign language teaching and learning.

After encouraging us to take on the roles of students, Maybin presented five activities using short video segments which demonstrated ways to encourage student classroom participation. Some of the segments had dual audio and visual components, others had only audio or video portions.

Specifically, the strategies Maybin outlined dealt with vocabulary acquisition, effective listening, fluency practice, and self-correction. When teaching vocabulary, Maybin stressed that students should learn to acquire vocabulary on their own. He stressed that paraphrasing is an effective way to explain or elicit new vocabulary items. When teaching listening skills, Maybin introduced a strategy in which groups of students figure out the story of a video using their eyes, ears, personal experience, and logic. To enhance fluency skills, we narrated a video after listening to its soundtrack and choosing its ten most important words. To encourage self-correction, he showed us a strategy in which a low-level student tells a higher-level student about a video segment that the higher-level student hasn't seen. The high-level student clarifies and the lower level student repeats the new, "improved" sentences.

Reported by Ian Wilson

Chapter Meetings

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

CHIBA
Joe Fraher, 0474-49-7796
Susan Williams, 0474-46-4228

FUKUI
Takako Watanabe, 0776-34-8334
Dominic Cogan, 0776-61-4203

FUKUOKA
Carl Lefebvre, 092-734-4375 (h); Fax 092-715-0591 (w)

FUKUSHIMA
Gary Spry, 0249-38-7917

GUNMA
Topic: Teaching of International-ization to Large Classes
Spkr: George Ricketts
Date: Sunday, September 18
Time: 2:00-4:30 p.m.
Place: Kyoai Women's Junior College (Maebashi)
Fee: Members free; non-members \1000; students \500
Info: Hisatake Jimbo, 0274-62.0376
Leo Yoffe, 0273-52-6750

The speaker will demonstrate how vocabulary exercises, grammar practice and various communicative activities can raise cultural sensitivity of the learners. Also to be discussed in the workshop are ways to make classes more participatory and factors to consider when attempting to make large classes relevant and stimulating.

George Ricketts, currently at Niijima Women's Junior College, has taught in Indonesia and the Philippines.

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

HIMEJI
Yasutoshi Kaneda, 0792-89-0855

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

HOKKAIDO
No meeting in August, but September's meeting will be much earlier than usual.
Topic: Intercultural Communication and Language Learning
Spkr: Shoko Araki
Date: Sunday, September 4
Time: 1:30-4:OO p.m. (doors open at 1:15)
Place: Kaderu 2.7 Bldg. (Kita 2 Nishi 7) Room 1020
Fee: Members free; non-members \1000; students \500
Info: Ken Hartmann, 011-584-7588

After introducing the fundamental concepts of intercultural communication and some methodologies of cross-cultural training, Shoko Araki will discuss their application for language learning in the classroom environment. The simulation game "Albatross" will be demonstrated.

Shoko Araki, director of Cross-Cultural Training Services, teaches at the School of International Studies, Obirin University, Tokyo.

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

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

KAGAWA
Topic: Putting It All Together
Spkr: Chris Balderston
Date: Sunday, September 4
Time: 1:30-4:30 p.m.
Place: Takamatsu Shimin Bunka Center
Fee: Members free; non-members \1000
Info: Harumi Yamashita, 0878-67-4362
Shizuka Maruura, 0878-34-6801

Teachers always need to adapt their methods and materials according to individual and group needs while considering factors such as class size, mixed levels, course length, and lesson time. This presentation will provide guidelines teachers can follow to find the right combination of activities.

Chris Balderston is a marketing representative for Longman Japan-Lingual House.

KAGOSHIMA
Robert Berman, 0995-58-2690

KANAZAWA
Neil Hargreaves, 0762-80-3448
Mikiko Oshigami, 0764-29-5890

KOBE
No meeting scheduled.
Info: Charles McHugh, Tel/Fax 078-881-0346
Nihei Nagaki, Tel 078-593-7998, Fax 078-593-9957

KYOTO
Kyoko Nozaki, 075-71 l-3972
Michael Wolf, 0775-65-8847

MATSUYAMA
No meeting in August.
Info: Gregory Gray, 0899-32-6088

NAOANO
Edward Mills, 0262-85-5837

NAGASAKI
Motoshi Shinozaki, 0959-25-0214
Sara Apedaile, 0958-26-5837

CHAPTER MEETINGS, cont'd on p. 77.

Conference Calendar

edited by masaki oda

The JACET 33rd Annual Convention
Date: September 9-11, 1994
Place: Aichi Shukutoku Junior College, Nagoya
Contact: JACET
55 Yokodera-cho
Shinjuku-ku,
Tokyo 162
Tel: 03-3268-9686
Fax: 03-3268-9695

Fourth International NELLE Conference
Date: September 22-25, 1994
Place: Innsbruck University, Innsbruck, Austria
Theme: Teaching and Learning English in Multi-Cultural Europe
Contact: NELLE
c/o VHS
Wolfgang Ridder
Heeper Str. 37
D-33607 Bielefield
Germany
Fax: +49-O-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 '94
Dept. of Linguistics
McGill University
1001 Sherbrooke St., W.
Montreal, Quebec H3A lG5 Canada
Fax: +l-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 169-50
Tel: 03-3203-4141 Ext. 3415

IATEFL First Balkan Conference on "Communicating Cross-Culturally"
Date: November 12-13, 1994
Place: School of Philosophy, University of Athens, Greece
Contact: Dr. Dimitri Tsekouras
CATE President and
IATEFL Branch Secretary
1 Mavrokordatou Street
106 78, Athens, Greece
Fax: +30-3600478

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: frapa 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
Place: Sydney, Australia
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

Third International Conference on Teacher Education in Second Language Teaching
Date: March 14, 15 16, 1995
Place: City Polytechnic of Hong Kong
Contact: Prof. Jack C. Richards
Dept. of English
City Polytechnic of Hong Kong
Tat Chee Avenue
Kowloon Tong
Kowloon, Hong Kong
Tel: +852-788-8859
Fax: +852-788-8894

American Association for Applied Linguistics (AAAL) Annual Meeting
Date: March 25-28. 1995
Place: Long Beach, California, U.S.A.
Deadline for Proposals:
September 16, 1994
Contact: AAAL
7630 West 145 Street, Suite 202
Apple Valley, MN 55124-7553 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: +l-701-836-7864

29th International IATEFL Conference
Date: April 9-12, 1995
Place: University of York, England
Deadline for Proposals:
October 14, 1994
Contact: IATEFL
3 Kingsdown Chambers
Whitsable
Kent, CT5 2DJ
England

Second International Conference on World Englishes
Date: May 25-28, 1995
Place: Nagoya International Center, Nagoya
Deadline for Proposals:
November 30, 1994
Contact: Larry Smith (IAWE)
Program on Education and Training
East West Center

1777 East West Road
Honolulu, HI 96848, U.S.A.
Fax: +1-808-944-7070

The Nicholas Love Conference at Waseda

Date: July 20-22, 1995
Place: Waseda University, Tokyo
Contact: Paul Snowden, School of Political Science and Economics
Waseda University,
Shinjuku-ku, Tokyo 169-50
Fax: 03-5286-1215(Prof. P. Snowden)
03-3951-2710(Prof. S. Oguro)

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CHAPTER MEETINGS, cont'd from p. 75.

NAGOYA
No meeting in August. The next meeting will be on September 25.
Info: Helen Saito, 052-936-6493
Ryoko Katsuda, 0568-73-2288

NARA
Sachiko Shimoura, 0742-46-4724
Bonnie Yoneda, 0742-44-6036

NIIGATA
Michiko Umeyama, 025-267-2904
Donna Fujimoto, 025-443-6413

OKAYAMA
Hiroko Sasakura, 086-222-7118

OKINAWA
Jane Sutter, 098-855-2481

OMIYA
No meeting in August. Next meeting will be September 18.
Info: Michael Sorey, 048-266-8343

OSAKA
Jack Yohay, 06-771-5757
Terukuni Koike, 0723-67-4657

SENDAI
Topic: The ALT; The Language Learning Environment; Automaticity
Spkrs: Ellen Nakamura, Elizabeth Nichols, Chris Huston
Date: Sunday, August 28
Time: 1:00-4:00 p.m.
Place: Toyota Auto Forum, 2F
Fee: Free to everyone
Info: Chris Huston, 022-273-8345
Kazuko Honma, 022-273-1082

Ellen Nakamura will discuss the ALT as an assistant to English language teaching and oral communication. Elizabeth Nichols will discuss differences between learning a language in a classroom and in a natural situation. Chris Huston will talk about the role of automaticity in a communicative framework.

All three speakers are teachers of English in the Sendai area.

SHIZUOKA
Donna Burton, 0542-87-5711 (h); Fax 0542-84-0863

SUWA
Mary Aruga, 0266-27-3894

TOCHIGI
Mark Davies, 0286-33-0292
Michiko Kunitomo, 0286-61-8759

TOKUSHIMA
Kazuyo Nakahira, 0886-22-6566

TOKYO
No meeting in August. Deadline for proposals for November conference is September 2.
Info: Peter Ross, 0423-21-1941

TOYOHASHI
Richard Marshall, 0532-47-0111
Tomoyo Kumamoto, 0532-63-2337

WEST TOKYO
No meetings are scheduled for 1994. West Tokyo Chapter needs assistance from local members willing to serve as volunteer officers, help organize monthly meetings, and special presentations. Funds are available. Please help our 130 local chapter members share their ideas, teaching techniques, and classroom research, and help to improve language teaching and learning.

Contact Laura MacGregor, JALT National Membership Chair, Tel/Fax: 011-614-5753.

YAMAGATA
Topic: Foreign Language Acquisition and Instruction in Terms of Communicative English
Spkr: Douglas Sawyer
Date: Sunday, August 28
Time: 1:30-3:30 p.m.
Place: Yamagata Kajo Kominkan (Tel 0236-43-2687)
Fee: Members and students free; non-members \500
Info: Fumio Sugawara, 0238-85-2468 (h), 0238-84-1660 (w)

The speaker will refer to certain aspects of New York in the presentation.

Douglas Sawyer is an instructor at the American Club in Yamagata city.

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

YOKOHAMA
There will be no August meeting due to summer vacation. The next meeting will be on September 25.
Info: Ron Thornton, 0467-31-2797 (h)

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TLT Advertiser Index for August

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

Job Information Center/Positions

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 pace, or consult a previous issue for the form. Photocopy it, fill it out, and send it to the listed address or phone/fax number. All copy is subject to editing for length, style, and clarity.

(IBARAKI-KEN) Shion Junior College in Hitachi City, Ibaraki-ken has an opening for a full-time English Instructor beginning April 1, 1995. Qualifications: MA or above, preferably in TEFL-related field. Some Japanese ability essential. Duties: Teach English Grammar and Composition, English Reading, etc. Extra-curricular duties include committee work and student guidance. Salary & Benefits: Based on Japanese Civil Service conditions. Application Materials: CV, list of publications, copies or reprints of three publications, one reference, certificate of medical examination. Deadline: October 11, 1994. Contact: Principal's Office, Shion Junior College, 6-11-l Omika-cho, Hitachi City, Ibaraki-ken 319-12. Tel: 0294-52-3215 (ext. 357). Fax: 0294-52-3343. NB: Please send for full details before submitting application materials.

(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, l-6-1 Yotsukaido, Yotsukaido-shi, Chiba-ken 284. Tel: 043-422-0090.

(KUMAMOTO-KEN) The Department of Anglo-American Studies, Faculty of Foreign Languages, Kumamoto Gakuen University announces one full-time Professor position. Qualifications: Strong academic qualifications, good experience, strong publication record in an area of English Linguistics relevant to the Methodology of Teaching English to Speakers of Other Languages. Duties: Teaching courses in Aural English (intermediate I, II; advanced I, II) and English Speech (intermediate, advanced). Salary & Benefits: Excellent salary scale, benefits and allowances, depending on age and experience. Application Materials: Curriculum Vitae (non-returnable) and photograph. Deadline: October 15, 1994. Contact: Dean of Faculty of Foreign Languages, Kumamoto Gakuen University, 2-5-l Ooe, Kumamoto City, Kumamoto. Tel: 096-364-5161. Fax: 096-363-1289.

(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. Deadline: none. Contact: Peter Garlid, AI Search Committee, Department of English, Nanzan Junior College, 19 Hayato-cho, Showa-ku, Nagoya 466. Tel: 052-832-621 1. Fax: 052-832-6210.

(OSAKA) The Tsuji School of Hotel & Tourism in Osaka announces a part-time position for one English Instructor beginning September, 1994. Qualifications: University Degree. Duties: Teaching general English and some specialized hotel/restaurant/travel English. Salary & Benefits: Commensurate with qualifications and experience. Application Materials: CV with photograph and reference from previous employer. Deadline: none. Contact: Ms. Namie Murakami, Tsuji School of Hotel & Tourism, 3-9-11 Matsuzaki-cho, Abeno-ku, Osaka 545. Tel: 06-629-3453.

差別に関する The Language Teacher/ Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positionsコラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が、法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

求人広告掲載をご希望の方は、下記の用紙に必要事項をご記入の上、掲載希望月の2か月前の19日までに当コラム編集者までファックスでお送りください。英語、日本語とも：Harold Melville 075-741-1492 (月、火、土、日) 0749-24-9540 (水、木、金)

TLT/Job Information Center Policy on Discrimination

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

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

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

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

JIC/Positions Announcement Form

City & Prefecture (勤務地):

Deadline (応募の締め切り):

Name of Institution (機関名):

Title of Position (職名):

Full time/Part-time (circle one)(専任／非常勤の別)

Qualifications (応募資格):

Duties (職務内容):

Salary, Benefits, and Other Terms of Contract (給与、社会保険などの契約条件):

Application Materials Requested (提出書類):

Contact Name, Address, & Tel/Fax (連絡先の住所、電話／Fax番号、担当者名):

Other Requirements (その他の条件):

MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement oflanguage 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 ofarticles and announcements on professional concerns, and the semi-annual ***JALT Journal.***

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

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

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

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

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

CENTRAL OFFICE:
Glorious Tokyo 301, 2-32-10 Nishi Nippori, Arakawa-ku, Tokyo 116
Tel.03-3802.7121; fax. 03-3802-7122. Furikae Account: Yokohama 9-70903, Name: **"JALT"**

JALT(全国語学教育学会)について

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

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

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

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

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

研究助成金：詳細は、JALT事務局までお問い合わせください。

会員及び会費：**個人会員**(￥7,000)最寄りの支部の会費も含まれています。**共同会員**：(￥12,000)住居を共にする個人2名が対象です。JALT出版物は1部ずつ送付されます。**団体会員**(1名￥4,500)勤務先が同一の個人が5名以上が集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。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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