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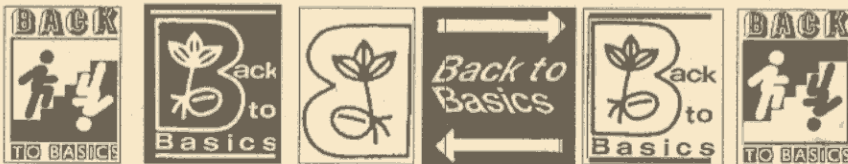
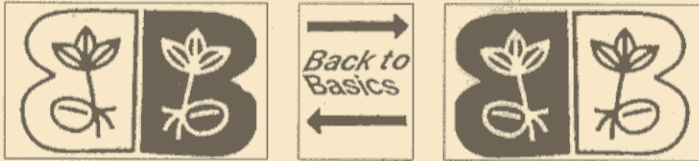
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The Japan Association of Language Teachers

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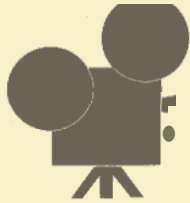
JALT 94: 20th Annual Conference

JALT

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# THE LANGUAGE TEACHER

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September, 1994

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

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**Publications Chair:** Greta Gorsuch,  
Korutaju #601, 1452 Oazasuna,  
omiya-shi, Saitama 330;  
tel/fax 048-688-2446

**Editor:** Gene van Troyer, Gifu Kyoiku  
Daigaku, 2078 Takakuwa Yanaizu-  
cho, Hashima-gun, Gifu 501-61;  
tel/fax (h) 0582-79-4050

**Assoc. Editor/Bulletin Bd.:** Lyneve  
Rappell, Idei Kopo 7, Komanyu  
480-4, Utsunomiya 320;  
tel/fax 0286-47-0989

**My Share:** Barry Mateer, I-12-5-101  
Shukugawara, Tama-ku, Kawasaki,  
Kanagawa 214; 044-933-8588;  
fax: 044-935-3685

**Book Reviews:** Tamara Swenson  
(See *JALT Journal* below)

**Publishers' Review Copies Liaison:**  
Tom Trimmingham, Aomori 1400,  
Nagano-shi, Nagano 380;  
tel/fax: 0262-23-2628

**N-SIGs:** Steve McCarty, 3717-33  
Nii Kokubunji, Kagawa 769-01;  
0877-49-8041(w); fax 0877-49-5252

**Chapter Reports:** Tim Newfields,  
I-5-7 Kusanagi, Shimizu 424,  
tel/fax 0543-48-6613

**Chapter Announcements:** Catherine  
Sasaki, 177-39 Nameri, Nagaizumi-  
cho, Sunto-gun, Shizuoka 411;  
tel/fax 0559-86-8753

**JALT News:** Dennis Woolbright  
1-3-5 Ibori, Kokura-Kita,  
Kitakyushu 803; fax 093-592-5391

**Conference Calendar:** Masaki Oda  
Dept of Foreign Languages,  
Tamagawa University, 6-1-1  
Tamagawa Gakuen, Machida,  
Tokyo 194; tel/fax (h) 0423-56-2757

**Job Information Center/Positions:**  
Mel Melville, 7-5 Konki-cho,  
Hikone, Shiga 522; fax 0749-24-9540  
*TLT/JALT Journal*

**Japanese Language Editor**  
青木直子 〒422 静岡市大谷836  
静岡大学教育学部 054237-1111

**Japanese Language Assoc. Editor:**  
實平雅夫 〒852 長崎市文教町1-14  
長崎大学外国人留学生指導  
センター 0958-47-1111

**Advertising:** JALT Central Office

**Proofreading:** Laura MacGregor,  
Steve Cornwell, Hironi Morikawa,  
Adrienne Nicosia, Sonia Yoshitake

**Layout:** The Word Works, 55-13-202  
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**JALT Journal**

**Editor:** Tamara Swenson  
**Associate Editor:** Sandra Fotos

**Send manuscripts to:** Tamara  
Swenson, *JALT Journal* Editor,  
Osaka Jogakuin Junior College,  
2-26-54 Tamatsukuri, Chuo-ku,  
Osaka 540; 06-761-9371

**Book Review Editor:** Roger Davies,  
Ehime U. College of Education,  
3 Bunkyo-cho, Matsuyama, Ehime  
790; 0899-24-7111, ext. 3344

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## Introduction

The theme of the 1994 International JALT Conference in Matsuyama is *Back to Basics*. Many have asked what that theme means. Does it refer to a return to the four skills of speaking, listening, reading and writing? Does it imply a move away from the communicative approach? Does it lead us to reexamine the joys of grammar? Does it imply devaluation of language used as communication? Written here is what the theme suggests to members of the Pre-Conference Planning Committee, who with the theme in mind, selected and invited the Main Speakers Donald Freeman, Mario Rinvoluceri and Leslie Beebe.

### *In the past one traveled to Matsuyama for inspiration.*

"In 1895 a young English teacher, Natsume Soseki, left his hometown of Tokyo in search of spiritual nourishment. His journey in search of basic values took him to the country, to a castle town on Shikoku Island called Matsuyama. It was here that Soseki stayed for the next year, teaching English and seeking renewal. Come and enjoy the countryside, the sea, the mountains, the onsen and the history, share the networking and the fellowship, and experience the presentations at JALT 94 in Matsuyama."

**Dennis Woolbright**  
**National Publicity Chair**

*Let many seek out the same source of renewal today.*

"Two years of planning, the efforts of over 200 members and over 20 million yen have led to this year's conference entitled *Back to Basics*. Our conferences during the past 20 years seem simple in comparison, but only because we have deepened our understanding of what works and what is needed. JALT has kept pace with our language teaching profession by retaining its basic aim: To bring language teachers together to discuss and improve language teaching and learning.

Going deeper	<i>Wake itte mo</i>
and still deeper	<i>Wake itte mo</i>
the green mountains	<i>Aoi yama</i>

-By Santoka (1882-1940), a Haiku poet who lived in Matsuyama."

**David McMurray**  
**National President**

*...so that we can move toward a future..*

"The most inspiring part of any conference is the people who attend.. including you! Help this conference to be a success by coming prepared to share your ideas, your experiences and your motivation. Only by openly discussing everything, including the basics, can we move towards our goal of improving Language Teaching. As we enter a new multi-media era of enhanced global communication let us not forget that two teachers talking together is still a wonderful thing. This conference, with over 2,000 teachers talking together, will certainly provide something for everyone. From the black board to the white board to the virtual board let us join together and celebrate our basic philosophy.. communication."

**Steve Sayle**  
**National Treasurer**

*..which is based solidly on the wisdom of the past.*

"In celebration of JALT's birthday we go to a natural site of healing, ancient beauty and great wisdom in the good company of colleagues and friends to listen to what each of us has learned about our profession. We deepen our understanding of our students' basic needs and what we need to do to meet their needs. In listening we respect our students, we learn about ourselves and each other, we fulfill our vocation and we make firm our destiny."

**Jane Hoelker**  
**National Program Chair**

松山で開催される1994年JALT国際大会のテーマは「基本に戻って」です。いろいろな人に、どういう意味かと聞かれました。話し、聞き、読み、書くという四技能に戻るといふことか、あるいはコミュニケーション・アプローチから離れることを意味するのか、文法の楽しさを見直すことになるのか、コミュニケーションとして使われる言語にこれまでのような価値をおかないということか、大会企画委員会ではこんな話がなされました。そして、このテーマを頭において彼らの選んだ招待講演者が、ドナルド・フリーマン、マリオ・リンボルクリ、レスリー・ビービの三人でした。

昔、人は啓示をもとめて松山に旅した。

1895年、若き英語教師、夏目漱石は、精神の糧を求めて故郷、東京を離れました。基本的な価値を求めて、漱石は四国の城下町、松山へやってきました。彼は、その後の一年間を松山で過ごし、英語を教え、転機を模索しました。田園と、海と、山と、温泉と、歴史のある町、松山で、仲間のネットワークに加わり、JALT94の発表の数々を経験してください。

*Dennis Woolbright, National Publicity Chair*

現代に生きる多くの人々にも、転機のきっかけが見つかりますように...

2年間の準備と、200人を超える会員の努力と、2,000万円を超える予算が「基本に戻って」と題された今大会を実現します。それに比べると、過去20年間のJALT大会は単純だったように思えますが、それはその20年間の経験から、どうすればうまくいき、何が必要かを私たちがより深く理解するようになったからです。JALTが言語教育の進歩に歩調を合わせてこられたのは、言語教育に携わる教師が、よりよい言語教育と言語学習のために、一堂に会し、話し合う場を提供するという基本的な目的を大切にしてきたからです。

わけ入つても

分け入つても

青い山

松山に住んだ俳人、山頭火(1882-1940)の句です。

*David McMurray, National President*

...未来に向かって、歩き出せるように...

どんな学会の大会でも、もっとも刺激的なのは人との出会いです。もちろんそこにはあなたとの出会いも含まれます。この大会に来て、あなたのアイデアや経験や動機を分かちあい、大会の成功に力を貸してください。基本的な事柄も含めて、何でもオープンに話し合うことだけが、言語教育をよくするという私たちの目的に向かっての前進を可能にします。地球規模のコミュニケーションがますます盛んとなるマルチメディアの時代に入りつつある今、二人の教師の話し合いは、いまだに素晴らしいものであるということをお忘れなくにしましょう。この大会では2,000人を超える教師たちが話し合うこととなります。誰にとっても何か得るものがあるはずで、黒板からホワイトボードへ、そしてバーチャルボードへ、私たちの基本哲学であるコミュニケーションを祝うために、集まりましょう。


*Steve Sayle, National Treasurer*

...過去の知恵の上にしかりと足をつけて。

JALTの20周年を祝って、私たちは、よき同僚と友とともに、癒しといにしへの美と偉大なる知恵の存在する自然の地へ赴き、それぞれが自分の職業について学んだことについて語るのに耳を傾けます。学生の基本的ニーズについて、そしてそのニーズに応えるために私たちは何をしなくてはならないかについて、理解が深まることでしょう。同僚の話に耳を傾けることによって、私たちは学生を尊重し、自分自身とお互いについて学ぶこととなります。それは、自分の使命を全うし、運命をより堅固なものにすることにもつながるでしょう。

*Jane Hoelker, National Program Chair*

(青木直子訳)

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# PRESS RELEASE



BANK of ENGLISH

## HarperCollins launches " CobuildDirect" at JALT 94

The Bank of English, the world's largest database of modern English, celebrated the addition of its 200 millionth word by announcing a new on-line service known as CobuildDirect. Using the Internet network, linguists, teachers, translators and students can now access a 20 million word component of the corpus.

"The Bank has always been available for linguistic study for those who could visit us in the UK, but there was also enormous interest from overseas, particularly from Japan. CobuildDirect now makes this unique resource available to virtually anybody, anywhere who has access to a computer," said Gwyneth Fox, Editorial Director at COBUILD.

### **Better dictionaries**

"The Bank of English also enables us to make better dictionaries, which is one of COBUILD's primary objectives," said Ms Fox. "Many people will have opinions about a particular usage, for example, but when it comes to committing language information to print in a dictionary we believe we must take account of the wealth of evidence which the Bank of English provides about our language."

### **For example...**

If a new car is described as "cheap", is that a good thing? What about a new brand of laundry detergent? The Bank of English will show whether the word "cheap" is simply neutral or whether it carries a negative connotation. What technical terms should be included in a general purpose dictionary? The Bank of English will yield

frequency figures for terms, thus distinguishing those which appear in the media from those the layperson will rarely encounter.

### **200 million words and still growing!**

"Reaching our target of 200 million words is a major milestone, but no means will we be stopping here. Research at COBUILD over the last decade has shown that very large samples of text are necessary in order to draw statistically valid conclusions about our language," said Ms Fox.

"There can be no absolute authority on English because it is constantly growing and evolving. Our aim with the Bank of English is to maintain a sample which, as much as possible, represents our language as it is used today.

# CobuildDirect

## INFORMATION SHEET

### What is CobuildDirect?

It is an on-line service for accessing a corpus of modern English language text, written and spoken. You may take out an annual subscription to CobuildDirect, and you will be allocated a user ID to login to one of our Unix servers and use our corpus retrieval software to get concordances, collocations, wordlists, etc. from a sub-component of the Bank of English.

### What data is available?

The materials available by subscription include:

- \* on-line access via our own corpus retrieval software to a 20 million word general corpus of modern (post-1975) English, from magazines, books, newspapers, ephemera, etc. and including 2 million words of transcribed speech. The corpus has been fully annotated with word-class tags automatically;
- \* frequency lists derived from this corpus;
- \* other lexical data derived from our dictionaries and other reference works.

### What do I need to access this service?

Our computer system is accessible via the global Internet. You will need to be able to make "telnet" and "FTP" connections from your computer. Most universities round the world have Internet access at departmental level and within very many institutions the Internet can be accessed directly from your desktop PC or workstation. Check with your local computer service provider whether you can make telnet and FTP connections to the UK.

### Can I download data?

Results generated from the retrieval software may be downloaded via FTP to the user's

local system. Typically this would be concordances to words, phrases and grammatical constructs or collocation lists and profiles. Downloading of raw text data is not permitted.

### Can several people use the userids?

The connect time (and data transfers) are monitored for each userid. You may share a subscription by registering with us the names of any additional people who will use your allocated userid. If you don't plan to make extensive use of the on-line corpus yourself, it may be worth sharing a subscription with a few colleagues or friends.

### What if I don't have Internet access?

For those who don't have easy Internet access (or for people who want only modest amounts of simple concordance or collocation data) we have set up a CobuildDirect Mail Service: after registering with us, you send e-mail messages to a particular address specifying the search you wish to make and a file of results (limited to a reasonable size) are e-mailed back to you automatically. Each such request will be charged and a bill will be sent either quarterly or annually.

### Will it be useful for my needs?

A free demo/trial facility is currently set up, so that people can try the service and see for themselves if it would be useful. To use the service, you must make a "telnet" connection to the IP address 193.112.240.76

username: cddemo  
password: cddemo

A simple User Guide for the retrieval program can be downloaded via anonymous FTP from the same IP address in the PostScript™ file:  
`/pub/cobuild-direct-userguide.ps`

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DAVE GRAY

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# Doing, Knowing, and Telling: Research and What Teachers Know'

by Donald Freeman  
School for International Training  
Brattleboro, Vermont

I have often heard something like the following conversation between teacher and researcher. After hearing a researcher talk about findings, the teacher may say: "That's interesting... but what does it mean for me in my classroom? How does it relate to the students I'm teaching? What am I supposed to *do* about it in my situation?" Or, after hearing a teacher talk about an aspect of teaching, the researcher may respond: "That's all well and good, but where is the evidence? On what basis can you say that? How do you know it's true?" This awkward exchange testifies to the mismatch between what teachers know about teaching through doing it and what research can say about teaching and learning through studying it.

There is a central dilemma embedded in the relationship between research and what teachers know. Teachers and learners know the story of the classroom well, but they do not know how to tell it because they are not often called upon, nor do they have many opportunities to do so. Researchers, curriculum-developers, and policy-makers on the other hand, are very skilled at pinpointing certain elements of classrooms, however they often miss the central stories. This divergence can lead to different perspectives on what teaching is and on what is important within it. And it can become grounds for the gulf that separates research and teaching.

Like many involved in both classroom teaching and in research, I have wrestled with the question: What is the relationship between research and what teachers know? A recent experience helped catalyze my thinking.

Some time ago, while I was getting dinner ready for my family, the radio was playing an interview with a jazz singer named Barbara Lee. The interviewer was asking her about singing Cole Porter, a popular repertoire that she performs with a particular and penetrating clarity. "How," the interviewer asked, "did Lee manage to sing such familiar songs so simply and yet with such new-found power and directness?" In the midst of the usual evening chaos of homework, table-setting, and piano-practicing, I heard Barbara Lee respond with a simple answer that has stayed with me, "You have to know the story in order to tell the story."

When teachers undertake research, it either changes teaching or it changes research. Lee's comment, "You have to know the story in order to tell the story," crystallizes one crucial dimension of

these changes. To more fully understand the relationship between teaching and research, we must examine what it means to "*know the story*" of teaching and learning and, once it is known, "*how the story*," in its single or multiple forms, "*is told*" by teachers, researchers, and others concerned with understanding education.

To fully understand teaching, we must take an approach that puts the teacher who does the work at the center. We need to ask: What do teachers know in order to do what they do? The deceptive simplicity of the question masks the difficulty of researching and fully understanding it. This question lies at the intersection of how teachers are prepared, how professional licensure is done, how research is conducted, classroom materials developed, and how meaningful educational-policy is generated. What teachers know, and how that knowledge is established in their practice, must become a vital concern of those who want to understand and to influence education. This refocusing will, however, shift the nature of research in fundamental ways. It is these changes in how we view teaching and research which are captured in Barbara Lee's phrase, "You have to know the story in order to tell the story."

## Teaching as Doing: The Behavioral View

When we ask what it is that teachers know in order to teach, we are crossing a great divide. In the world in general, and in schools in particular, teaching is generally seen as doing things: as behaviors and actions which lead, hopefully, to other people's learning. Teaching is doing, and "doing" means taking care of learners (Freedman, Jackson, & Boles, 1983). Taking a sociopolitical perspective, some have argued that this behavioral view contributes directly to "de-skilling" teaching as teaching is broken down into routinized forms of activity and teachers' jobs are seen as repetitive performances of routine tasks (Apple & Jungck, 1990; Liston & Zeichner, 1990).

Research which investigates the view of teaching-as-doing is known as process-product research (Dunkin & Biddle, 1974; for a discussion, see Shulman, 1986). These studies try to relate what teachers do in lessons, the *processes* they use, with what students do, or ultimately what they learn, as *products* of these lessons. Within this view, the story of teaching lies in the generalized patterns of activity and behavior derived from what teachers and



learners do in classrooms. To tell this story, research is concerned with linking actions to particular results or outcomes. In order to examine processes and to assess their outcomes as products, researchers often create detached, stylized images of the messiness of teaching so that they can then stand outside these images to examine what is going on within them. However the orderliness of the relationships in the process-product images of teaching may lie more in the images themselves than in classrooms they are meant to represent.

In the field of second language teaching, most of what is called classroom-centered or classroom based research adopts this process-product view to relate teacher behaviors to outcomes in student learning (Long, 1980). In introducing his survey of such work, *Second Language Classrooms*, for example, Chaudron (1988) writes:

This book reviews classroom-based research and attempts to provide confirming or disconfirming evidence for claims about the influence of language instruction and classroom interaction on language learning. This is achieved by comparing studies that describe *teachers' and learners' behaviors in classrooms and synthesizing them into generalizations about the processes that take place in second language classrooms* (p. xv, emphasis added).

Thus the research that Chaudron surveys approaches teaching largely within the process-product framework, to study how behaviors influence teaching. Studies on wait-time provide a typical example of this type of research. This research has examined how long teachers wait after asking a question before calling on a student to reply. The studies have sought to establish connections between the length of the wait-time and the type and accuracy of student answers. The findings are generally that when the wait-time is extended beyond the teacher's usual "gut" reaction time, student answers improve in content and complexity (Tobin, 1987; Rowe, 1974).

The problem with the behavioral view of teaching adopted in process-product research is that it tends to codify extremely complex processes. Thus teaching is simplified by not attending to the role that teachers and learners, as thinking people, play within it. In studying wait-time for example, one might ask: Why does the teacher choose to ask that particular question? or Why does she call on that student? These are questions about how the behavior of questioning fits within the context of the teacher's teaching. In a review of wait-time research, Carlsen (1991) makes a similar point:

Research on questioning has generally failed to recognize that classroom questions are not simply teacher behaviors but mutual constructions of teachers and students. The meaning of questions is dependent on their context in classroom

discourse, the content of questions cannot be ignored, and questions may reflect and sustain status differences in the classroom (p. 157).

When teaching is viewed as doing things, as in this instance of investigating a common classroom phenomenon like questioning, it can easily be divorced from the teacher who does them. Such compartmentalization allows for teaching to be explained in impersonal, behavioral terms which often leave out the teacher.

When we ask the question, what do teachers know in order to do what they do, we are recasting this view of teaching. It is no longer sufficient to speak of teaching simply as doing, to describe it in terms of teachers' and learners' behaviors in classrooms. Instead, the question forces us to consider the place of the cognitive dimension in what goes on in teaching and learning.

### Teaching as Thinking and Doing: The Cognitive View

When seen from a cognitive perspective, which combines thought with action, teaching can include the crucial cognitive and affective dimensions which accompany and shape the behaviors and actions which teachers and learners undertake in classrooms. This view also opens up a new realm of inquiry and study. If teaching has a cognitive component one needs to ask, what is it that teachers know? How is that knowledge organized? How does it inform their actions?

Since the late 1970's, teacher-cognition research has been concerned with these issues (see Clark & Peterson, 1985; and Shavelson & Stem, 1983 for major reviews). It is useful to hear how early researchers working in this area described the shift from a behavioral to a cognitive view of teaching. In the introduction to the proceedings of the second international conference on teacher thinking, Halkes and Olson (1984) wrote :

Looking from a teacher-thinking perspective at teaching and learning, one is not so much striving for the disclosure of the effective teacher, but for the explanation and understanding of teaching processes as they are. After all, it is the teacher's subjective school-related knowledge which determines for the most part what happens in the classroom; whether the teacher can articulate her/his knowledge or not. *Instead of reducing the complexities of teaching-learning situations into a few manageable research variables, one tries to find out how teachers cope with these complexities.* (p. 1; emphasis added)

To understand how teachers "cope with the complexities" of their work, these researchers adopt a view which takes into account not only what teachers are doing but what they are thinking about as they do it.

To know this story of the cognitive view of teaching, we have to know how teachers think about what they do. To tell this story we have to place teachers' perceptions-their reasoning, purposes, and intentions-at the center of any research account. Recent research on lesson planning provides a good example of using a cognitive orientation to understanding teaching. When teachers-in-training are taught to plan lessons, they are usually taught about objectives, how to specify the content they are teaching, and how to blend that content into appropriate activities (Gower & Walters, 1983; Cele-Murcia & Gorman, 1979). Beginning teachers are taught to plan in this way in order to help them organize their lessons and to identify actions that will carry out their purposes most efficiently and effectively. This is all based on the assumption that experienced teachers plan their lessons from objectives to activities and that doing so makes their teaching more effective.

However, in the late 1970s, when teacher-cognition researchers began to examine the actual thinking processes which teachers use in their planning, interesting findings emerged. In 22 different studies (summarized in Clark & Peterson, 1985, pp. 260-268), researchers examined the complex interaction between the planning and the execution of lessons. Working largely within a decision-making framework, this research investigated the relationship between what teachers had planned or thought about ahead of time for the lesson, referred to as their *pre-active* decisions, and what they were thinking about as they taught it, referred to as their *inter-active* decisions (Calderhead, 1981; see Johnson, 1992; Nunan, 1992; Woods, 1989, for examples in TESOL).

While perhaps surprising to many, the findings of this research are probably quite familiar to those who are classroom teachers. The researchers found that teachers did not naturally think about planning in the organized formats which they had been taught to use in their professional training. Further, when they did plan lessons according to these formats, they often did not teach according to what they had planned. Teachers were much more likely to visualize lessons as clusters or sequences of activity; they would blend content with activity and they would generally focus on their particular students. In other words, teachers tended to plan lessons as ways of doing things with specific groups of students rather than to meet particular educational objectives (Clark & Peterson, 1985, pp. 260-268).

The sense of these findings are captured in the words of one experienced teacher who describes her own planning process (Graves, forthcoming). Writing about how she went about planning a listening comprehension course for university students in Japan, this teacher offers wonderful insight into the cognitive side of her work. She writes:

Although I do try to articulate objectives, my method of planning still begins with activities and visions of the class. It's only when I look at these visions that I can begin to analyze why I am doing what I'm doing. I also need to be in dialogue with students so it's hard for me to formulate things in the abstract without some kind of student input. . . So my planning process is based on layers and layers of assumptions, experiences and knowledge. I have to dig down deep to find out why I make the decisions I do.

Studying how teacher planning actually works in practice raises some subtle but important problems with the cognitive view of teaching, however. As this teacher points out, teaching is not simply an activity which bridges thought and action; it is intricately rooted in a particular context. It may be for this reason that, when asked about aspects of their work, experienced teachers will often preface their responses with the disclaimer, "It depends..." as the following anecdote illustrates. At an annual teaching convention a few years ago, I ran into a colleague in the hall between sessions. An experienced teacher, she mentioned a session she had just attended that she found interesting. The presenter had asked participants to rate various common teaching techniques according to whether they would use them in their classes and then whether they would like to learn from them as students. The intent was to illustrate the parallels and discontinuities between what teachers do and what they prefer as learners. She said she found the exercise extremely frustrating. "How can I respond in that sort of exercise from the teacher's point of view," she mused, "when so much of which technique I use depends... It depends on so many things."

If one adopts a behavioral view of teaching, these "It depends" responses reflect the imprecise nature of what teachers know. In this perspective, the highest forms of knowledge are abstract generalizations such as grammatical knowledge or methodological procedures for example. The highly personal and classroom-based "It depends" understandings that teachers bring to their work are difficult to integrate into such abstract knowledge. If teaching is seen as cognitive activity that combines thought with behavior, these "It depends" statements are evidence of the individual and subjective nature of what teachers take into account as part of their teaching. However neither the behavioral nor the cognitive views of teaching fully recognize the contextual nature of what teachers know and how they know it. To account for these "It depends" understandings on which classroom practice is based, we need a view of teaching which centers on the daily operation of thinking and activity in context. I have referred to this third view of teaching as "knowing what to do."

### Teaching as Knowing What to Do: The Interpretivist View

This phrase "knowing what to do" is meant to capture the fact that teachers are constantly involved in interpreting their worlds. They interpret their subject-matter, their classroom context and the people in it. These interpretations are central and crucial to their thinking and their actions. Classrooms and students are not just settings for implementing ideas, they are the frameworks of interpretation which teachers use for knowing: knowing when and how to act and react, what material to present or how to explain, when to respond or to correct individual students, how to assess and to reformulate what they have just taught, and so on (Berliner, 1988; Carter & Doyle, 1987; Doyle, 1977).

In the interpretivist view, the "It depends" statements which teachers make, sum up what teachers know: They offer evidence of the highly complex, interpretative knowledge which teachers must possess in order to do their work. A case-in-point is a fact which all teachers learn very early in their careers, namely that teaching and learning have a deeply temporal rhythm. On a daily basis, for example, 8:30 in the morning is different from just before lunch, which is different from 2:45 in the afternoon, which is different from an after-work class at 7:00 in the evening. Although this temporal knowledge in teaching is generally trivialized as common-sense, it is integral to how teachers plan, how they conduct lessons, and how they manage groups of learners.

An instance of such knowledge arose in a study which I did on how students and teachers understand content in a second language classroom. My colleague in the study, Maggie Brown Cassidy, is a high school French and German teacher. On this particular afternoon, she was talking to a fifteen year-old student who had been disruptive in the class which had just taken place the last period of the school day. Cassidy interpreted the boy's actions using temporal knowledge when she said: "What class do you have before this one?" Before he could respond, she answered her own question, saying: "That's right, you guys have gym. Well, no wonder your energy's all over the place" (Freeman, 1992, p. 61). Thus the time of day and Cassidy's knowledge of where the boy had just been before coming to her class helped her to understand his disruptive behavior during the lesson.

### The Teacher as the Center of the Story

It is difficult to conceive of telling this story of teaching as knowing what to do without having the teacher centrally reflected in it, providing the organizing voice. Research that views teaching in this way encourages teachers' perspectives because it depends on their understandings to achieve validity. Such research provides a mirror which reflects the

teacher at the heart of the account; it can offer stories of what teachers know. A good deal of important recent educational research has focused on what Bruner (1986) calls "narrative ways of knowing" (for a summary of this research as it relates to teaching and teacher education, see Carter, 1993).

To refer to what teachers know in as "stories"-stories of knowing what to do-does not trivialize it; in fact it calls attention to two important lines of argument. The first point is that school teachers, who are predominantly women in most school settings around the world, may well have unique ways of knowing (Belenky, Clinchy, Goldberger, & Tarule, 1986; Gilligan, 1982). Images, metaphors, visual and narratively related ways of organizing understandings, which are often discredited both in research and in the world-at-large as intuitive, subjective, or commonsensical, may well provide the vital substance of what teachers know and how they think. The second point raises issues inherent in telling such stories. It may not be that what teachers know is subjective or unsystematic, but that researchers, who often import their methods, as well as their standards of truth and validity from the natural sciences, have overlooked these "storied" forms of knowledge because they are using an incomplete means of research and inappropriate measures of validity (Mishler, 1990).

Thus I would argue that knowing the story of teaching involves more than is usually considered. Knowing how to teach does not simply entail behavioral knowledge of how to do particular things in the classroom. It involves a cognitive dimension that links thought with activity; it centers on the contextual, interpretive process of knowing what to do. Contextual know-how is learned over time; its interpretations shape truly effective classroom practice. Knowing the story of teaching must include all of these elements.

For this reason, telling the story of teaching is more complicated than simply reporting on how things are done in classrooms, or even providing the reasoning-theoretical, personal, or otherwise—for those ways of acting. If teaching involves the continual interplay of interpretation and environment, then its story is complex and subtle, and it is quite complicated to tell. Research that will pursue this complexity needs to focus on the teacher as the central teller of the story of her classroom. It also needs to allow for the usual and natural ways in which teachers tell their stories and interpret their work. Pushing teachers to portray what they know about teaching through the behavioral lens of process-product research or the cognitive lens of hermeneutic research risks distorting their knowledge and their stories. Telling the story of what teachers know calls for new forms of research.

FREEMAN, cont on p. 22.

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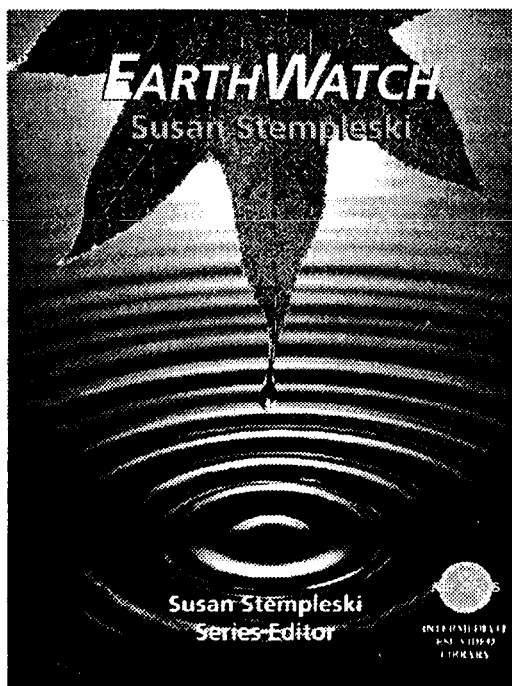
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# The Social Mirror and Linguistic Chameleons: An Interview with Leslie Beebe

by Gwen Riles  
Columbia University Teachers College, Tokyo

**Gwen Riles:** *Is this your first trip to Japan?*

**Leslie Beebe:** Actually, I've visited Japan many times as a tourist. It wasn't until 1985 that I began coming to Japan regularly for work. I lectured at the Language Institute of Japan (LIOJ) in Odawara in the summer of 1985. After that, we opened up the Columbia University Teachers College Master's program in TESOL in Tokyo with the support of Simul Academy. And I've been coming to Tokyo once or twice a year ever since.

**GR:** *What are you doing in Japan this time?*

**LB:** I'm teaching two courses for the Teachers College Master's degree—"Problems in Contemporary English Grammar" and "Sociolinguistics and Education." The grammar course deals with all the details of English grammar, but more interestingly, we do what I call "error diagnosis." We look at student errors and figure out the rule or generalization that the student didn't know or didn't apply. It's fun. We all participate in collecting new errors—from students, and from pencil boxes, T shirts, signs, any place where English is used in Japan. We get them from homework, real communication, and the decorative English that you see everywhere you turn in Tokyo. I have examples from children's socks!

**GR:** *You said you were also teaching "Sociolinguistics." Could you tell us what this course is about?*

**LB:** Well, sociolinguistics is my main area of research. Actually, I should qualify that by saying that I do research on the intersection between sociolinguistics and second language acquisition. So I lecture on all the social factors that affect the ways that we speak—you name it: social class, age, sex, race, ethnicity, cultural values—and I try to connect these to all the factors that we have found in SLA that affect who learns a second language well.

**GR:** *What topics do you emphasize in sociolinguistics?*

**LB:** Some years ago, I used to start the class with an overview of five sociolinguistic approaches to second language acquisition. Since I published that lecture as a chapter in my book, *Issues in Second Language Acquisition* (Beebe, 1988), I now have students read the article at home, and I start with two main points. The first and foremost point that I make is that "language is a social mirror." The second theme that runs through the course is that "every person is a linguis-

tic chameleon."

**GR:** *What do you mean by "language is a social mirror"?*

**LB:** I mean that every time we open up our mouths to speak, we reflect who we are—just like a mirror. We let people know that we are educated or not so educated. We show whether we are male or female. We reveal our ethnic background. Labov provided one of the most well-known examples of this when he showed that dropped r's after vowels were very common among working class native New Yorkers. He went into department stores and asked, "Where are the women's shoes?" (or something on the fourth floor), and he recorded how the salespeople pronounced "fourth floor." There were fewer dropped r's in Saks Fifth Avenue, the expensive store, than in the less expensive store, and personnel working on the higher floors in the more exclusive departments dropped fewer r's than anybody. His "department store study" (1966; 1972) became famous because he showed how the employees reflected their social class background—their occupational prestige—by the dropping of one little consonant.

**GR:** *Let's go back to the second theme from your sociolinguistics course. Didn't you say people are chameleons?*

**LB:** Yes. On the first day of the course I always say, "Every person is a linguistic chameleon." Labov said this in his own words in 1970, and it was inherent in his sociolinguistic research from the mid 60's, so the idea is not new. This is just my more user-friendly way of expressing the idea. It emphasizes that every speaker of English has many styles of speaking and that we change our style of speech according to all sorts of things. A very important influence, perhaps the single most important one, is our listener (Beebe, 1977).<sup>1</sup> If we are fortunate enough to meet the First Lady of the United States, we do not walk up and say, "Hey Hill, that hat you wore on Inauguration Day was a real doozie." We also don't say to a gas station attendant that we are deeply honored and delighted to have received gas from his station. In other words, we change not only our content, but also our level of formality, depending on the person to whom we are speaking. Everybody style-shifts. Every person is a linguistic chameleon.

**GR:** *Have you published research that reflects this theme?*

**LB:** Yes. I didn't make my point with those exact words, but I did do quite a bit of research on Speech

Accommodation Theory (SAT) and its relevance to second language acquisition. SAT is a theory built by Howard Giles (1979) with various colleagues, which accounts for how we adjust our speech according to our listener. I wrote about how bilingual Chinese Thais changed their pronunciation in Thai when they were speaking to ethnic Chinese Thais versus when they were speaking to ethnic Thais. In other words, they sounded more Chinese when talking to someone who looked Chinese, even though she did not have a Chinese accent, but when they spoke with an ethnic Thai, they pronounced more like a Thai (Beebe, 1977).

**GR:** *Does accommodation exist in other areas besides pronunciation?*

**LB:** Yes. And when we adjust too much or fail to adjust enough, our listener is likely to get upset. Let's say two women often get together for ;imcj. and one of them tells the other about problems she is having with her in-laws. It is not uncommon for her to get upset if she discovers that she always shares her secrets and problems and her friend never reveals anything personal. This "troubles telling" (Tannen, 1990) is highly variable, but within American culture, it is very common that women friends expect some sort of balance in the amount of personal information they divulge.

**GR:** *You are the co-author of a Japanese-English bilingual cassette-book set called English in the Cross-Cultural Era: Social Rules of Speaking and TESOL (Beebe & Fanselow, 1987). I understand your plenary at JALT 94 in Matsuyama will be on the social rules of speaking. Could you tell us what you mean by the social rules of speaking?*

**LB:** The "social rules of speaking" is a huge area in TESOL which has to do with all the norms of sociolinguistic appropriateness. How personal we can or should be is an example of the social rules of speaking. This field has to do with all the "things we do with words"-like apologizing, complimenting, refusing, disagreeing, criticizing, warning, promising-what people call the "functions of language." It has to do with the rules of politeness and rudeness. It also includes our level of directness or indirectness-a major cross-cultural problem between Japanese and English native speakers. As I said, it's a huge field.

**GR:** *Would you include explicitness in it too?*

**LB:** Yes. I've noticed that all the "culture books"-the books that compare Japanese and Western cultures-seem to touch on the tendency for English speakers to spell out the point they are trying to make. There is a belief that if we don't say exactly what we mean, others won't understand us, and that would mean miscommunication. However, books like Condon's (1984) warn that in Japan, vagueness is sometimes valued. If the native English speaker gets too explicit, it may feel to a Japanese as if there is an

implication that they cannot read between the lines. I live in New York-a multicultural city-and I feel that the differences among us are so great that tremendous care must be taken to be specific, to be explicit, and to elaborate a point so that no misunderstanding will occur when a touchy subject comes up. In Japan, it seems to me that the culture is much more homogeneous, and that much more can be assumed. Being explicit is not always necessary, and it may not even be polite.

All of these aspects of communication are involved in whether someone understands you when you talk to them. They are all part of the social rules of speaking. And to me they seem every bit as important as having correct grammar. After all, what good is correct grammar if you are constantly offending people or having miscommunications because, even though your grammar is perfect, your listener has misunderstood your intentions?

**GR:** *You seem to be advocating that learners of EFL work to achieve a balance between grammatical and sociolinguistic competence. What does this mean for English teachers in Japan?*

**LB:** I think English teachers in Japan should not confine themselves to teaching only grammar. I know that this is EFL, not ESL, that is being taught in Japan. I know there is a national curriculum. I realize that universities and colleges have stringent entrance exams, and I know that EFL teachers feel a strong responsibility to help students get into a good college. But I still advocate the teaching of the social rules of speaking. I'm aware that this can't be done wholesale or all at once. I'm talking about gradual change so that the language taught will be truly communicative. It will be alive and interesting. It will promote international communication.

With regard to the relationship between grammatical and sociolinguistic competence, I feel that grammar is a set of fascinating building blocks, but, to use a metaphor, the gifted architect uses more than a bunch of bricks in his or her building. His or her genius is expressed by using those building blocks to create a space where people live and work and interact with each other. The building has to respond to what people want to do in and around it. It seems to me that language teaching should be like architectural design. We should be helping people to "do things with words" just as architects help people to "do things with space." We cannot use words without getting involved in a communicative experience. We should teach to that goal.

Please don't misunderstand that I expect Japan to do all the changing. I fervently hope that Western countries devote much greater effort to teaching the Japanese language, literature, and culture. Our universities should devote more time in their Japanese language courses to the Japanese social rules of speaking. This reflects my fundamental belief in language as a

vehicle of living communication, which is inseparable from the social rules of speaking.

**GR:** *Does your emphasis on what we do with language imply a return to the notional/functional syllabus, where textbooks and syllabi were organized according to the functions of language-first compliments, then apologies, etc?*

**LB:** No. I simply believe that we have to try to show our students that native speakers of English have a different concept of an apology than native speakers of Japanese. It isn't as simple as memorizing idioms or vocabulary items. It's a whole approach to when and how you convey that you are sorry, and because the cultures are different, the languages are different. Simple translation won't work. And memorizing apology phrases in English will only be a beginning. No, I don't think we need to use a syllabus that is entirely based on apologies, refusals, requests, etc., but I do hope that we can make the study of English an exercise in communication that will promote international understanding. As a sociolinguist, I see language and culture as inseparable.

**GR:** *Don't you think there are "sticky" problems that arise when we start teaching people what is socially appropriate to say?*

**LB:** Absolutely. We don't know a lot yet about the best ways to teach the social rules of speaking. We have to tread very lightly when we start talking about what is or is not appropriate to say in a foreign language. Still, I believe that we should not rationalize that we don't need to try just because our knowledge of how to do this is imperfect. I'm of the school that "nothing ventured, nothing gained." We now have a whole new body of research on the social rules of speaking (Kasper & Blum-Kulka, 1993; Wolfson, 1989), and we need to work harder on how to teach this information in sensitive ways that allow EFL learners to understand the social norms of English-speaking cultures, while still giving the freedom not to change one's own culturally determined patterns of speaking. I am advocating knowledge and choice-not forcing anyone to speak in a way they find uncomfortable. You have to remember that I see Japanese students and businessmen when they are living overseas, not here at home in Japan. So I see them when they are going through cultural shock. It's a very different perspective than you get teaching in Japan. In fact, I've taught students here in Japan and then seen them go through very difficult cultural shock when they came to the United States. Some of the difficulties might be avoided if we integrated more social rules of speaking into our classes.

**GR:** *Could you give us some specific examples of what you mean by the social rules of speaking?*

**LB:** Compliments. Americans are famous for their

compliments. They're actually a type of greeting. We say, "Hi! How are you?" Our next turn is likely to be something like, "Nice hat!" This is a common type of greeting—especially to women, but men get compliments too. We stick to shirt, dress, earrings, haircut-obvious things about someone's appearance. Japanese students are not the only international students to tell us in class that they find these compliments very uncomfortable. I have also heard this complaint from Italians, Poles, Chinese, Koreans, and students from the Middle East, to name a few. Compliments that are formulaic like this are supposed to say, "I like you, I notice you, and I want you to feel some solidarity with me." This is unconscious, of course, but they're about solidarity building. But Japanese often lament that they don't know what to reply, and when they're taught to say "thank you," they feel funny about it. Actually, Robert Herbert (1990) has written about 12 ways to deal with compliments, and these are really useful for Japanese learners. I'll certainly talk about these at JALT.

**GR:** *I have been especially interested in your work co-authored with Dr. Tomoko Takahashi on refusals. Could you tell us more about that research?*

**LB:** Well, Tomoko Takahashi and I wrote a series of papers comparing refusals by Japanese speaking Japanese, Americans speaking English, and Japanese speaking English (Beebe & Takahashi, 1989 a, b). I had always felt that refusals were a major cross-cultural "sticking point" for Japanese and Americans, and I decided to ask Tomoko Takahashi to collaborate with me to find out what the differences were to figure out what the problems of Japanese learning English might be, given these differences. We found quite a few differences. One is that Japanese people tended to use a very general excuse when they turned down an invitation, such as, "Sunday will be inconvenient." This worked really well when speaking Japanese because other Japanese understood these excuses. Americans, however, tended to use what I call the "airtight excuse"—an excuse which really shows that acceptance is impossible. So Americans favored excuses like "I have to go to a funeral," and when Japanese said that "Sunday will be inconvenient" or "I have things to take care of" or "I have to go to Europe soon" or "My children have many problems," they were afraid that the Japanese person didn't want to accept their invitation. Since we did that research, I've had the opportunity to spend more time in Japan, and I've found that Japanese are equally uncomfortable with the elaborated excuses that Americans often volunteer. Instead of conveying the sincerity that the American intends, one Japanese linguist told me, "Too long an excuse sounds as if you are hiding something."

Americans also favored starting with, "I'd love to come to your party" before saying, "but . . ." and then,



"I'm sorry" as well as, "I can't" and a specific reason. Japanese using Japanese had a much lower use of the "I'd love to but . . ." pattern. In English it is very important. We say it a lot.

**GR:** *Refusals are touchy situations. What are some other sensitive areas of cross-cultural communication that you have studied?*

**LB:** Giving embarrassing information. Tomoko Takahashi and I looked at the ways American native speakers of English told someone that they had mustard on their cheek and compared it to the responses of Japanese using English as a second language (Beebe & Takahashi, 1989a). As you can imagine, we had a lot of fun with this. Some of the Japanese responses were pretty indirect. One Japanese man said that if he saw mustard on his professor's cheek, he would say, "Professor, where did you eat your lunch? You must have gone to Callahan's I like their hotdogs, too." When we questioned Americans about this response, they didn't get the hint. They found it difficult to use the information that Callahan's is a hotdog joint, and therefore serves mustard, to figure out that something was being said about mustard-i.e., that they might have some on their face.

The stereotype, of course, is that Japanese people are more indirect than Americans, and there were lots of hints in the data to support that generalization. Still, we couldn't go jumping to unjustified conclusions. Japanese ESL speakers were much more explicit about the food that someone had on their face, where Americans were particularly fond of saying "you have something" and not identifying the offending food. Comparing the social rules of speaking is not always as easy as it looks at first glance. We thought that it might be that Japanese were more comfortable identifying the food on someone's face, but it is also true that second language research has frequently found that learners in general can sound very blunt. It may be that Japanese would not do this in Japanese and that there is no language transfer involved. It is possible that the learners didn't find it embarrassing to say "mustard" straight out because it is not their native language, and any learner from any country would feel that way.

We also studied disagreement, chastisement, and correcting other people on factual errors (Beebe & Takahashi, 1989a, b; Takahashi & Beebe, 1993). All of these are "touchy" situations. In sociolinguistics we call them "face threatening acts." We even have a nickname for them-the acronym "FTA." They are all the touchy things we have to do in language where we are in danger of threatening our listener's face. I always feel that they are the most important things to study in the social rules of speaking, because they are the very places in conversation where our words may make or break the relationship. They're important; our listener's feelings are at stake. We make one mistake in

grammar, and most likely we are the ones who will feel embarrassed; but if we botch the way we disagree with someone and jeopardize their feelings, the whole situation is much more serious because we may make the other person lose face.

**GR:** *A lot of your examples in *fkis* interview and in your publications seem to involve hints.*

**LB:** Yes. When studying Japanese learners of English, I became fascinated by hints. An American linguist married to a Japanese man in the United States once told me that their biggest communication problem was that he sees hints where she insists that she didn't mean them. I always remembered that comment. English is of course full of hints. But Japanese hints in Japanese and in English as a foreign language are different. I haven't even scratched the surface of the differences between our sociolinguistic rules, and still I have found lots of examples. One way of letting a professor know that he had spinach in his teeth was to ask if he had lunch with Popeye. I have notebooks full of hints that Japanese learners of English use to tell an English speaking listener something that is potentially face threatening or embarrassing.

**GR:** *These hints are mostly in question form. Is that typical of Japanese kinks?*

**LB:** Yes-at least it's typical of the hints that I've collected. In fact, I've written a couple of papers on this subject-one I call "Questionable Questions"-meaning questions that are hints but that Westerners often don't get (Beebe, 1992). The funny thing is that I decided I should try to figure out what American English hints are like. I thought that would be really helpful for us in TESOL, and I found out that our hints are very often in question form too. American English is certainly peppered with "questionable questions" as hints. This is perfectly illustrated by a scene in the movie *My cousin Vinny*, where Vinny says to his fiancée, "Is that a drip I hear?" That means that the water faucet is dripping and he wants his fiancée to get up and turn it off. It's a request-an indirect hint at a request-but still it's a request.

My Japan data are full of questions that are used as hints. When I write "Krashen 1692" on the board by mistake in Japan, students may say nothing, but if someone decided to point out the error, they may ask, "Is it 1692?" In New York, the same thing happens, but Americans are more likely to say, "Leslie, I think you made a mistake. Isn't it 1992?" The word "mistake" is hardly ambiguous. Also, the question is often in the negative form. And maybe most importantly of all, the students scrunch up their faces in a frown that is culturally familiar to me. Japanese hints in English often are misinterpreted by English speakers as factual yes-no questions. Sometimes one little word can make the difference between successful

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**BEEBE, cont'd on p. 71.**

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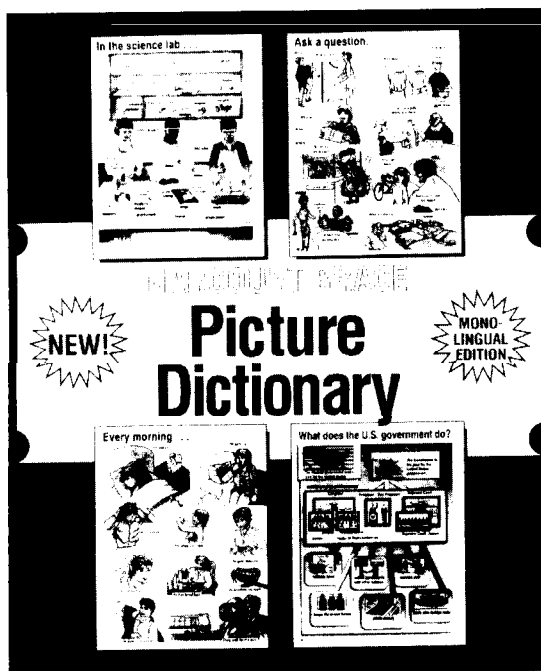
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## 社会文化的視野から見た中間言語： 社会言語学者レスリー・ビービの研究の軌跡

藤田直美

コロンビア大学大学院

レスリー・ビービはニューヨークにあるコロンビア大学大学院ティーチャーズ・カレッジの応用言語学・英語教授法学科の教授であり、英語教師や研究者の育成に携わる一方、第二言語習得と社会言語学の幅広い領域で自ら研究活動を行っている。日本語を母語とする英語学習者に関する研究も数多いので、日本で語学教育や応用言語学を学ぶ人にとっても、彼女の名前は決して耳あたらしくないだろう。彼女はまた、東京のティーチャーズ・カレッジ/サイマルの英語教授法修士課程にも深く関わっており、毎年、東京を訪れて、社会言語学、英語現代文法、第二言語習得の講義を行っている。

ビービはコロンビア大学に来る以前、オレゴン、イリノイ、ニューヨークで第二言語としての英語、またタイで外国語としての英語を教えた経験を持ち、平和部隊での英語教師養成にも携わった。1989年にアメリカ応用言語学会の副会長と、1990年から91年にかけては会長を務めた。その後この学会とTESOL全国大会での研究発表を続けている。

ビービの研究の足跡を初期のものからたどって行くと、言語の音声面から文法、さらに談話分析へと研究対象が広がっているのがわかる。それはそのまま応用言語学を含めた言語学全体が、初期の音声研究から文法、さらに談話分析へとその対象を拡大していった推移を写し出しているかのようである。こうした多岐におたるビービの研究に一貫してたち現われてくるのが、言語学習者の言葉、とりわけ話し手と聞き手の地位、立場、あるいは社会的場面によって学習者の言葉が変化する様子に対する興味であるといえよう。ミシガン大学大学院で博士号を取得した直後の初期の論文は、学習者言語における音声学と社会言語学的バリエーションに焦点が当てられている (Beebe, 1980, 1984など)。語学教育に直接かわかる研究としては、言語学習におけるリスク・テイキングや、学習者が聞いたり読んだりするインプットに関するものが挙げられる (Beebe, 1983, 1985)。これらに共通しているのは、語学学習における社会心理学的要因という視点である。さらに適応理論という社会言語学の概念を第二言語習得の枠組みで展開したいくつかの論文も、学習者言語の社会言語学的考察という流れの中に位置づけることができる (Beebe & Zuengler, 1983; Beebe & Giles, 1984)。

ビービの最近の研究は、異文化間の発話行為産出における差異に焦点を当てており、特に日米間の差異、日本語を母語とする英語学習者の社会文化的能力を扱ったものが多い。彼女が手がけた発話行為は「拒否」を初めとして「不賛同」「叱責」など話し手と聞き手の関係を悪くしかねない微妙なものも多く、それだけ異文化間の社会文化的差異が重要なポイントとして際立っている (Beebe & Takahashi, 1987; Beebe et al., 1990; Takahashi & Beebe 1987)。これらの研究は別の言葉を使えば「話し方の社会的ルール」に関する論文といってよい。「話し方の社会的ルール」とは、母語話者なら誰でもが無意識に把握している社会・文化的規則で、この中には会

話の規則を適切に使うこと、状況にあった対応をすること、いつ誰にどんな表現で自分の意思を伝えるかなどが含まれる。これらの規則は、文法のように明文化されておらず、母語話者によっても無意識にしか理解されていないことがほとんどであるから、非母語話者にとってはきわめて習得しにくい。ビービの研究内容は、このような「話し方の社会的ルール」の正確な記述を目的とする一方、それに関連させた形で、社会言語学的転移や、異文化間のコミュニケーション・パターンの相違にも言及している。

ビービがこれまでに手がけた論文の数は50を超え、それぞれ高い評価を受けているが、ここでは比較的手に入りやすい二冊の本と、彼女の研究の推移を示す4本の論文について詳しく紹介したい。

*Issues in Second Language Acquisition: Multiple Perspectives* は、学際的性格が強く全体像がつかみにくい第二言語習得研究を、さまざまな角度から捉えなおすことを目的にビービの編集した本である。心理言語学、社会言語学、神経言語学、クラスルーム・リサーチ、バイリンガル教育という5つの分野の専門家が、それぞれの視点から第二言語習得に関する研究の概要を述べた上で、それらの分野を統合しつつ言語教育へと結びつける可能性を示唆している。5人の専門家がそれぞれの分野の研究をまとめ、さらにその5つの論文を統合するといった二重構造をとるにより第二言語習得研究の全体像を浮かび上がらせることに成功している。各章とも、膨大な量の研究成果を少ないページ数にまとめてあり、言語教育に携わるものや応用言語学者が、背景知識としてさまざまなアプローチを把握しようとする際の格好の入門書となっている。

この本の中でビービ自身も5人の専門家の一人として、社会言語学的視点から第二言語習得研究をまとめている。“Five Sociolinguistic Approaches to Second Language Acquisition”と題されたこの論文は、従来社会心理学で扱われていた内容も広く社会言語学を含め、話し方のスタイルの変化に注目した社会言語学者 Labov の流れを組む枠組み (Labov, 1966, 1972)、学習者言語のバリエーションを発達過程での変化として捉えた Bickerton の枠組み (Bailey, 1971, 1973)、社会文化的な要素を含む伝達能力に注目した Hymes の枠組み (Hymes, 1967, 1972b)、話し方の変化やさまざまな話し方への反応を社会心理学的に説明した Giles のスピーチ適応理論 (Giles & Smith, 1979)、そして学習者の動機づけの問題を扱った Gardner と Lambert のアプローチ (Gardner & Lambert, 1972) を紹介している。これらの相異なるアプローチは、学習者言語のバリエーションとその規則的变化の社会的変数、学習者言語の発達過程での変化、第二言語の発達における社会言語学的転移の役割、伝達能力の内容、学習者言語のバリエーションの原因という5つの問題に相補的に取り組んでおり、全体として、第二言語習得の社

会言語学的側面を浮き彫りにしている。

次に紹介するのは、John Fanselow との共著である『異文化時代の英語: 話し方の社会的ルールと TESOL』である。話し方の社会的ルールとは何かといった基本的な事柄から、より自由な教え方や日本の英語教育などについてのインタビューを日英対訳で書き起こした形のこの本は、付属のオーディオ・テープも手伝って、TESOL の可能性と、その社会言語学的側面を、わかりやすく生の声で伝えている。ピービは前述の話し方の社会的ルールと Krashen のインプット仮説 (Krashen, 1981) を軸とした教授法について述べている。

話し方のルールについては、断わり方、謝り方、褒め言葉に対する答え方などの日本語と英語の具体的な例を挙げ、その文化的な違いを説明している。日本でもよく知られている1974年の佐藤・ニクソン会談において佐藤の「善処します」という答が生んだ誤解をはじめ、話し方の社会的ルールの違いは数多くの場面で誤解の原因となり、話し手や聞き手の気持ちを傷つける場合がある。しかし「日本人は決してノーといわず、アメリカ人は答がノーのときは必ずノーという」という捉え方はステレオタイプにすぎない。実際の違いはもっと微妙なもので、それぞれの文化におけるルールを正確に記述し、言語教育の場で伝えていくことが重要になるとピービは述べている。

英語教授法については、Krashen のインプット仮説の軸となった「理解可能なインプット」や「情意フィルター」といった用語を説明し、それらを理解した上で、教師による適切なフィードバックを加えたよりよい教授法を提案している。

次にピービの研究の推移を示す代表的論文を4本とりあげたい。ピービが学習者言語の社会言語学的側面への関心を最初に示した論文は、1980年に発表された“Sociolinguistic variation and style shifting in second language acquisition”である。この論文の背景には、Labov (1966, 1972) による「すべての話し手は話し方に注意する度合に応じてスタイルを変化させる」という主張と、中間言語においても母語と同じような規則的なスタイルの変化が存在するとした Dickerson (1975) や Tarone (1979) などの研究がある。ピービはこれらの研究を継承しつつ、中間言語の音声的スタイル変化における母語の社会言語学的規則の役割や、話し方のモニターの性質について新たな見解を加えている。

分析されたデータは、ニューヨークに住むさまざまな社会的地位のタイ語を母語とする人々の英語である。話し方に注意する度合が比較的高い場合として単語のリストを読むタスクと、低い場合としてインタビュー形式の会話という二つの場面が設定された。音声的スタイルの変化の指標となったのは、語頭および語尾の/r/の発音である。二つのタスクにおいて語頭および語尾の/r/が正しく発音された割合が比較検討され、次のような結果が明らかになった。1) 全体として正しい/r/の発音が単語読みのタスクで多かったことから、中間言語においても、音声面でのスタイル変化が話し方への注意度に応じて起こることが確認された。2) 母語であるタイ語に社会的威信と結びついた特別の/r/がある語頭の場合、言葉への注意度が高いタスクにおいて、その母語の発音が用いられることが多かった。3) このような特別の事情がなければ、モニターには目標言語の音声ルールが適用される。4) 意識

的なモニターは、使用するときとしないときがはっきり分かれているのではなく、モニターの度合が変化するものであることが確認された。これらの中で特筆すべきことは、母語の音声と社会言語学的意味が結びつくとき、目標言語にも影響を与えるという点で、このことは後の社会言語学的転移の研究にもつながっていく。

次に紹介するのは、1984年に発表された“*Myth about interlanguage phonology*”である。この論文は、学習者言語の発音の誤りを Selinker (1972) が提唱した中間言語の学習における五つの心理言語学的プロセスをふまえて分析することにより、それまでの学習者言語の音声の捉え方にさまざまな神話が含まれていたことを明らかにしている。


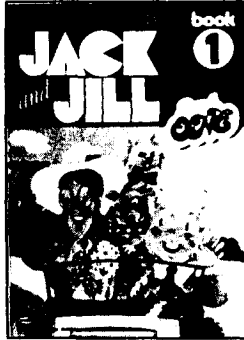

この論文では、アジアの異なる五つの言語を母語とする学習者が、英単語のリストを音読したデータから、語頭の/r/、/l/、/i/、/I/、/s/、/θ/の音が調査の対象とされ、被験者の母語別にこれらの発音の正誤の割合を算出し、さらに誤りの分析を行った。その結果、それまでの中間言語の音声への見解が次のような点で改められた。1) 中間言語の誤りはほとんどが音素的なものと考えられていたが、実際には音声的なもの(正しい音に近い音の代用など)が多い。2) 発音の誤りは母語の発音からの転移と見られがちだが、実は母語にも目標言語にもない独自の発音となることが多い。3) 言語学習の初期段階を過ぎると、学習者の発音のレパートリーが広がると考えられていたが、中級と上級の学習者の発音を比べてみると、上級学習者の発音のレパートリーが少なくなる傾向が現われた。このことからピービは、学習が初級から中級へと進む間は音のレパートリーは増えるが、その後、上級に進むと再び減っていくという仮説をたてている。これは、初級では主に母語に近い音が使われ、中級になるとそれに目標言語の音やそれに近い音が加わり、上級になるとそこから目標言語音に近い音のみが選ばれるようになるからだと考えられる。

これらの結果は、現在も行われているミニマル・ペアを用いた発音指導に疑問を投げかけるなど、英語教育に直接かわるという意味でも重要である。

最後に取り上げる2本の論文は、ともに「断わり方」に焦点を置いた、発話行為産出と語用論的転移に関するものである。Hymes (1967, 1972a) や Canale & Swain (1980) によって提唱されたコミュニケーションに必要な諸能力の総体としての「伝達能力」の理論に刺激をうけ、従来、注目されていた文法能力から社会文化的能力へと第二言語に関する研究の焦点が広がっていき、学習者言語の発話に関しても、その文法的な形式から離れ、発話の機能に重点を置いた発話行為の研究が試みられるようになった。こうした流れの中で、第二言語の学習における母語からの転移という概念も、その適用範囲を文法や音声面から語用論および社会言語学的側面へと広げていった。学習者言語における発話行為の分析の中で、語用論的転移に焦点をあてたピービの論文は、社会言語学と第二言語習得理論のこうした発展の中に位置づけられるものである。

1990年に Takahashi および Uliss-Weltz との共著で発表された“*Pragmatic transfer in ESL refusals*”は、日本人英語学習者の「断わり方」における社会言語学的転移を考察し、同時に英語の「断わり方」の社会的ルールを描きだしている。

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

書名	<b>PLAY ENGLISH</b> プレイ イングリッシュ 	<b>ENGLISH WITH JACK &amp; JILL</b> 英会話ジャック&ジル Level One【レベル1】 	<b>ENGLISH WITH JACK &amp; JILL</b> 英会話ジャック&ジル Level Two【レベル2】 
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	<ul style="list-style-type: none"> <li>● 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。</li> <li>● 360枚のフルカラーピクチャーカードをフルに活用。</li> <li>● 年令の低い子供達から使えます。</li> </ul>	<ul style="list-style-type: none"> <li>● む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。</li> <li>● スバ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。</li> </ul>	<ul style="list-style-type: none"> <li>● レベル1と同じスバイラルアプローチ採用</li> <li>● 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。</li> <li>● レベル1より内容が豊富で密度が高くなっています。</li> </ul>
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巻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.1(1&2) ---1,500円 ワークブックVol.2(3&4) ---1,500円 教え方(1～4全本) ..... 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	<ul style="list-style-type: none"> <li>● こどものうた(カセット2巻、8曲入り) ..... 2,600円</li> <li>● アルファベットポスター(790cm×360cm、フルカラー) ..... 800円</li> <li>● アクティビティポスター(790cm×360cm、フルカラー) ..... 900円</li> </ul>		
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 & Japanese(130 pages) 43 lessons x 1 book	1" English & Japanese(60～70 pages each) 10 lessons x 4 books	In English & Japanese(210 pages) 40 lessons x 1 book
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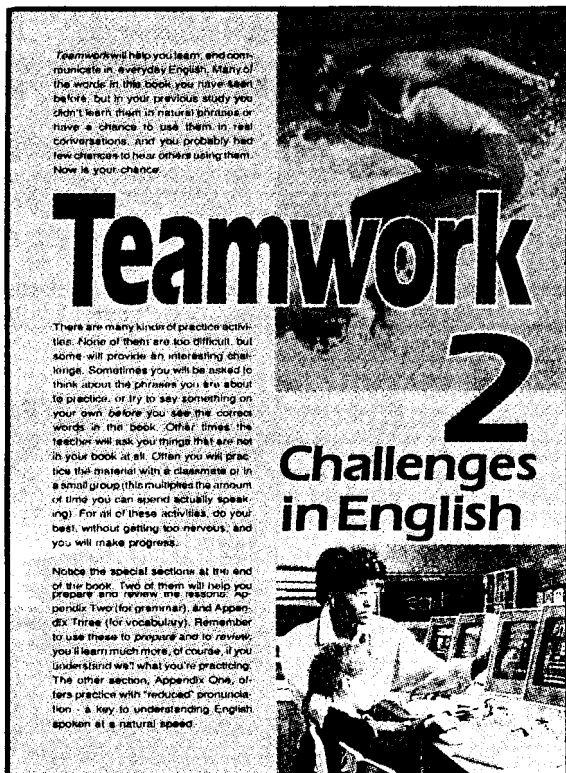
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## 2

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**COUPON**

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データは日本人の話す日本語 (JJ)、アメリカ人の話す英語 (AE)、日本人英語学習者の話す英語 (JE) であり、60人の被験者から Discourse Completion Test (DCT) と呼ばれる記述式テストを用いて集められた。DCTには場面設定と会話の一部が記されており、被験者があいている箇所に断わりの言葉をいれるように作られている。依頼、招待、申出、そして提案を断わる場面の設定の中で、相手の社会的地位を自分より高い場合、低い場合、同じくらいの場合と変化させることにより、社会的要因と使用される言語形式の関連にも目を向けている。このようにして集められた断わりという発話行為は、言い訳、お詫ひ、直接的な断わりの言葉など、さらに細かい意味的要素に分けられた。この意味的要素(意味公式)に関して、前述の3つのグループ(JJ, AE, JE)における分析結果が比較検討された。

この調査の結果、日本人英語学習者の「断わり方」は、使用された意味公式の順序、頻度、内容において、母語からの社会言語学的影響を受けていることが示された。この影響は、主として断わる相手の社会的地位の高低と深く関わることも明らかになった。たとえば、AEでは、相手の地位が自分より高い場合と低い場合に同じような意味公式の順序が観察され、同じ地位同士の場合と異なるという Wolfson (1988) の Bulge 理論と符号する結果が得られたのに対し、JEとJJでは、相手が自分より地位が高いか低いかで反応が違ってくる。また相手の地位が高いとき、JJとJEはお詫ひの言葉を使う頻度がAEに比べて高くなっている。人の気持ちを傷つけられない「断わり」という微妙な発話行為を詳細に調査したこの論文は、第二言語学習者と教師の双方に、たいへん価値のある情報をもたらした。

さらに1987年に Takahashi との共著で発表された“The development of pragmatic competence by Japanese learners of English”は、同じ「断わり方」を扱いつつながら、学習者の語用論的発達過程と母語からの影響の関係を考察している。この論文も前述の論文と同じように、JJ, AE, JEのDCTによる断わり方のデータを比較しているが、異なる点は、JEを日本で英語を学ぶ者と、アメリカで学ぶ者とに分け、さらに大学と大学院のレベルに分けて、英語を学ぶ環境と英語能力の違いを考慮したところである。

その結果、語用論的転移は英語を日本で学ぶ者とアメリカで学ぶ者の両者に見られるが、前者のほうが多くの影響を受けていることが明らかになった。また英語能力との関係では、学習が進んだ上級の者は語用論的転移を受けやすいと考えられることが示された。これは、初級の者には語用論レベルで母語のハターンを目標言語に応用するだけの英語力がないためと解釈されている。この調査は、学習者の学習環境や発達の過程を考慮することにより、発話行為研究と TESOL の関係をより鮮明に描き出したものといえるだろう。

本稿では、ビービの広範囲におたる研究の一部を紹介したが、彼女は現在でも、「コミュニケーション・ハターンの文化的違いや話し方の社会的ルールについて、各地で研究発表を行っている。箇切れよくわかりやすい発表で知られるビービは、「聴衆からはいつも何か学ぶことがある」と語っており、「異文化コミュニケーションは研究すればするほど、未知なことの多いことに気づかされる」ともいっている。

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FREEMAN, cont'd from p. 9.

Note

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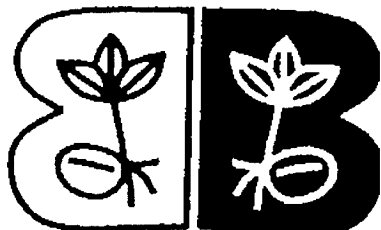
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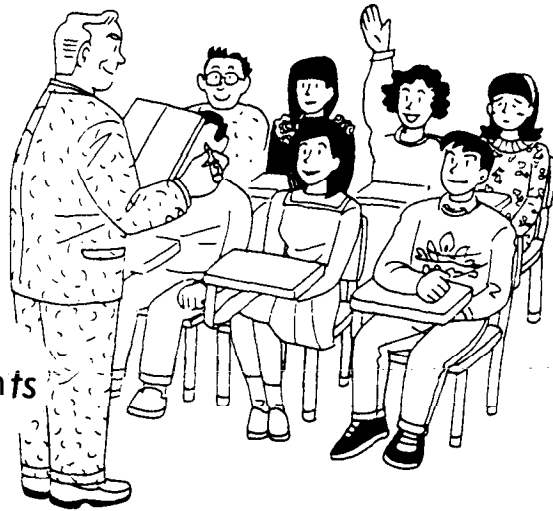


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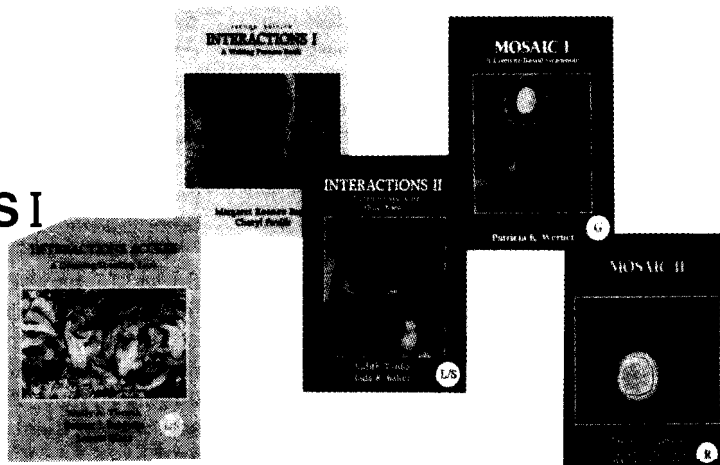
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to High-Beginning

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- Reading/ Writing
- Listening, Speaking

## INTERACTIONS I

High-Beginning to  
Low-Intermediate

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- Writing(2/e)
- Reading(2/e)
- Listening, Speaking(2/e)
- Speaking Activities



## INTERACTIONS II

Low-Intermediate to Intermediate

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- Writing(2/e)
- Reading(2/e)
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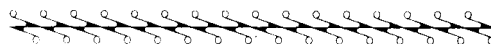
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## Whither the Languages of JALT?

by Richard J. Marshall, Toyohashi JALT

At the General Meeting in Matsuyama in October a revised constitution will be voted on. Among several contentious clauses is Section VI. It states: "For administrative purposes, the working languages of JALT shall be Japanese and/or English." What is meant by a *working language* is neither defined nor clarified and "for administrative purposes" seems to be open to broad interpretation. Would JALT documents and publications have to be completely bilingual? Would anything in one language have to be translated into the other? Would all presentations and meetings have to be conducted bilingually? Or could the presenter or speaker choose which language to use? However the clause is interpreted, it could radically change the nature of JALT.

Supporters of the working language clause have laudable objectives. They want to increase the participation of JALT's Japanese members. They desire to enhance JALT's reputation in the Japanese academic community. They feel it could foster more meaningful relations with Japanese academic organisations.

Approximately 40% of JALT's membership is Japanese, but their participation in JALT is limited. Few Japanese hold or have held national office. At present only one does. Presently only one N-SIG coordinator and eight chapter presidents are Japanese. Fewer Japanese members present at JALT events or publish in JALT publications than their numbers warrant. Only 20% of the contributors to the *JALT Journal* were Japanese. If Japanese becomes a working language, this might change. Japanese members might become more active-or so supporters of the clause hope.

JALT has found it difficult to attract members from the Japanese academic community. Few senior teachers, university faculty, or administrators are members. Perhaps more would join and become active if Japanese members and Japanese had prominent roles in JALT. If they joined and attained positions of influence in JALT, JALT could become more respected by the Japanese academic community. Unfortunately, there is no guarantee that would happen. The pedagogical concerns of JALT are not the concerns of JACET or similar organisations. As in other countries, pedagogy is regarded less highly than subject matter scholarship.

JALT would benefit if there were more active Japanese members. Unfortunately, making Japanese a working language may not be the best way to encourage Japanese members to become active. There could

be unexpected negative consequences: English-speaking members could become alienated and cancel their memberships; English-speaking members could become harder to retain and recruit; the number of Japanese members could decline. In addition, even if Japanese were a working language, Japanese members might not become more active. Furthermore, JALT could find increasing its international presence and prestige difficult. Finally, Japanese fluency could become a prerequisite for holding office.

Most English-speaking members are not highly fluent in Japanese, and there is a continual turn-over in their memberships. They often arrive knowing little Japanese and leave before they become even functionally fluent. Even those who speak Japanese quite well may remain basically illiterate. One reason most of them join JALT is that its de facto language is English, a language they use fluently. If English were supplanted by Japanese, would they maintain their memberships? Why should they, if much of JALT's business or meetings and other administrative matters were conducted in Japanese?

Many Japanese teachers join JALT because English is the de facto working language and provides them opportunities to practice and improve their English. If English lost its prominence, would they maintain their memberships? Why should they, when their opportunities to use English may have decreased? If they wanted to use Japanese, there are Japanese organisations (JACET, and the prefectural based ones for example) they can join.

Japanese-speaking members are not necessarily relatively inactive simply because JALT functions mainly in English. Teachers at high schools and *juku* have little time to be active members. They put in ten-to-twelve-hour days, six days a week. Their vacations are often committed to club and administrative matters. They generally do not publish or present in Japanese. Why should they be expected to do in English what they do not do in Japanese? Japanese members at the tertiary level, on the other hand, have real little need for JALT. They can present and publish in Japanese relatively easily and enhance their careers more by publishing in Japanese than in English. In Japan, Japanese publications are generally evaluated more highly than JALT's publications. Presenting at JACET carries more prestige than presenting at JALT. And they can accomplish more and have more effect on policy makers by being active in Japanese organisations.

These factors are not going to change simply because JALT makes Japanese a working language.

JALT is serious about having an international presence. It maintains relationships with TESOL, IATEFL, and language teaching groups in East and Southeast Asia. It sends delegates to conferences outside Japan and provides financial assistance to groups wishing to send representatives to the annual JALT Conference. University libraries outside Japan subscribe to JALT publications, and international scholars publish in them and present at JALT Conferences. Will the relationships flourish, libraries subscribe, and scholars publish and present if the role of Japanese increases? Maybe, but probably less than at present. Like it or not, *English is the international language* for academic discourse. Publish or present in English and one has an international audience; do the same in Japanese, and one has a Japanese audience. Although more people are learning Japanese, there are more teachers of English than there are non-native speakers of Japanese, and extremely few non-native speakers of Japanese are English teachers. If JALT wants an international reputation, it must continue to function primarily in English. If it were to begin functioning more in Japanese, JALT could become an intellectual backwater.

Perhaps the most serious consequence is that both written and spoken fluency in Japanese could become a prerequisite for the holding of elective and appointed offices. If JALT were to become truly bilingual, there is no doubt that this must happen: Officers would be unable to perform their duties if they weren't bilingual. Unfortunately a bilingual policy would preclude many members from holding office. How many native speakers of English, for example, become functionally bilingual in Japanese? Not many! Hence the vast majority of office holders would by necessity have to be Japanese. They would be the only ones who would be sufficiently bilingual. Is that what JALT wants to happen?

The negative repercussions which could ensue from making Japanese a working language are not worth the risk. Couldn't JALT encourage Japanese members to participate more without jeopardising what it has attained during its first twenty years?

Why are many Japanese members reluctant to publish in JALT publications or to present at JALT events? They may lack confidence in their written and spoken English. They may feel their ideas lack merit. They may feel they lack the requisite qualifications. What could JALT do to encourage them to publish and present?

JALT could establish a group of mentors to help Japanese members wishing to publish in JALT publications. Japanese members could submit ideas and drafts to the mentors for suggestions and advice. Many JALT members have published extensively; surely they could spend some time helping their Japanese colleagues get into print? *The Lan-*

*guage Teacher* regularly has issues devoted to particular themes. Couldn't special issues be reserved for topics that address the particular *concerns of* Japanese members?

At present each chapter may sponsor one presenter at the annual conference. Couldn't the rules be changed so that chapter-sponsored presenters had to be native speakers of Japanese? As an additional inducement, couldn't JALT partially rebate the conference fees of these presenters?

Granted many Japanese members may not write or speak English well enough to publish or present. JALT could help them raise their English to the necessary level. It could sponsor one-day or half-day seminars on composition and presentation skills at the annual conference. Shorter seminars could be held at mini-conferences. How about making such seminars mandatory at mini-conferences and the National Conference?

Provide Japanese members an incentive to publish. Hold an annual essay contest open only to native speakers of Japanese. Select topics that interest Japanese members, publish the winning essays, and give prizes (accommodation at the conference? dinner with a featured speaker?) to encourage Japanese members to enter.

Japanese members need experience presenting. Couldn't experienced presenters be encouraged to invite Japanese members to share the podium? JALT could reserve slots at the conference for such presentations. Similarly, couldn't a means be found to encourage native speakers of English and Japanese to collaborate on research and articles? Perhaps such collaboration could be required for JALT research grants.

Japanese members may not be that active because JALT has not done enough to encourage their participation. Make it easier for them to do things in English, before making Japanese a working language, for making Japanese a working language could be counterproductive. It may not result in Japanese members becoming more active-it could cause membership to decline. It will have major financial and administrative costs as well: bilingual or multilingual organisations are expensive and cumbersome to run. Consider how difficult it is for bilingual countries (Canada, Belgium) and multi-national corporations to function in more than one language.

The above notwithstanding, there is a role for Japanese in JALT. Relations with the three levels of government, tax authorities, banks, convention centres, universities, etc. must, by necessity, be conducted in Japanese. However, this does not imply that JALT's internal affairs should also be conducted in Japanese.

Carefully consider the consequences of changing JALT's present language policy. You may regret it if you don't. As the proverb states, "The devil you know is preferable to the devil you don't know."

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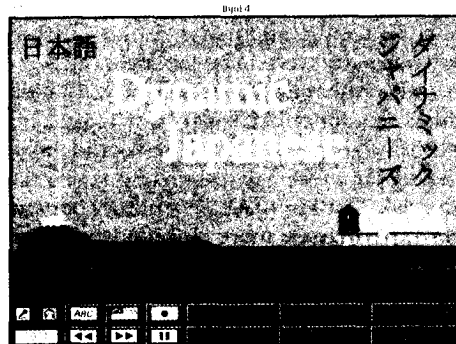
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**Editor's Note:** "Back-to-Basics" is a theme which applies to more than just JALT's 20th Anniversary Conference. This year JALT's members are asked to vote on basic changes in the organization's Constitution, which will in specific ways redirect the way in which the organization governs itself.

The "Proposed Revised JALT Constitution and Bylaws" presented below have generated controversy among many members of JALT's Executive Committee, which is comprised of elected and appointed National Officers, and Chapter and National Special Interest Group (N-SIG) representatives. The Constitution Reform Committee (CRC) says 19 out of 26 National Officers support the proposed revision; while opponents claim that 23 out of 38 Chapter Presidents do not. Following are two views of the "reform issue," which we offer to the membership for their due consideration in the month leading up to JALT's 20th Anniversary Conference.

All members are strongly urged to read this proposal carefully, as well as the arguments for and against it, to weigh the considerations behind each; and to show up at the meeting to debate the issues and to cast their votes.

## An Open Letter to the Members of JALT: Against the Proposed Revised JALT Constitution and Bylaws

by Kenneth E. Hartmann, JALT Hokkaido

**Endorsed by:** Lawrence J. Cisar (Computer Support Group), Chris Knott (JALT Business Manager), Neal Hargreaves (Kanazawa), Jeff Hollar (Tokushima), Carl Mantzel (Kagoshima), Richard Marshall (Toyohashi), Edward Mills (Nagano), Brian Moss (Nagasaki), Michael Sorrey (Omiya), Jane Sutter (Okinawa), Izumi Suzuki (Iwate), Takako Watanabe (Fukui), Fumio Yamamoto (Himeji), Bonnie Yoneda (Nara).

The following Chapters also called for the removal from the proposed revised Bylaws of the statement requiring equality of N-SIGs with Chapters: Akita, Kagawa, Kobe, Kyoto, Niigata, Osaka, Sendai, Yamagata and Yamaguchi. The Tokyo Chapter, representing nearly 600 members, wrote a letter to the CRC indicating disapproval of the Draft 6 contents.

### July 19, 1994

Included in this issue of *The Language Teacher* is a Draft of a proposed revision of our current Constitution and Bylaws. Before I discuss my reasons for rebutting the proposed Constitution and Bylaws changes, I want to make clear to readers that I am not opposed to the idea of change; what I am opposed to are the extra-constitutional procedures that have been used to arrive at the proposal being presented to the membership for voting at the JALT 94 Conference in Matsuyama in October.

As Hokkaido's representative to the ExCom meetings, I have been contributing to the creation of a revised document that reflects the needs of the general membership of JALT. Many of the provisions documented in Draft 6 are the result of long discussions and voting approval by the full ExCom.

**However, the Constitution Reform Committee (CRC) has taken it upon themselves to input their own wording with regard to several important provisions.** This is, moreover, a violation of the legal procedures stipulated by the present Constitution and Bylaws for amending or changing the key documents by which JALT governs itself and serves the interests of its members.

One of the CRC's reasons for taking this action is that they feel there is insufficient time available for full discussion and voting by the ExCom. This attempt by the CRC to establish its own agenda within our most

important organizational document is both unprecedented and dangerous. The primary item on the CRC agenda is the establishment of **equal representation between N-SIGs and chapters** on the ExCom (referred to as Executive Board in Draft 6).

At the Annual Business Meeting (ABM) to take place in Matsuyama in October of this year, the membership will be asked to vote for approval of a revised Constitution. Most of you are not familiar with the changes being proposed nor the process through which Draft 6 has been created. I am strongly opposed to several provisions in Draft 6, **which were not approved by the ExCom**, and wish to provide background material to support my reasoning. I have been a member of JALT for more than eight years and have served as a chapter officer in various capacities. I currently belong to three National Special Interest Groups (N-SIGs), and I am concerned about the future of JALT. If you want to learn more about how your interests are being represented by the National Officers, Chapter Representatives and other leaders of JALT, please read this rebuttal in its entirety.

#### 1. Historical Facts to Set the Stage

**Fact #1.** N-SIG/Chapter equality was proposed and **rejected** at the ABM in November 1992.

**Fact #2.** The Constitution Reform Committee (CRC) was established in January 1993.

- Fact #3.* The CRC is largely composed of supporters of increased N-SIG representation.
- Fact #4.* The Constitution Questionnaire (CQ) was distributed in June 1993.
- Fact #5.* The Constitution was amended to include 1 N-SIG Rep on the ExCom in Oct. 1993.
- Fact #6.* The CQ Responses appeared in a CRC circular with Draft 3 in November 1993.
- Fact #7.* Draft 3 was discussed at the ExCom meeting in January 1994. I participated.
- Fact #8.* **There was no consensus reached** on N-SIG equality at the January 1994 ExCom.
- Fact #9.* The CRC prepared Draft 4 and seven options for discussion at Utsunomiya in March.
- Fact #10.* Three equality plans were selected at the National Officers Meeting in March.
- Fact #11.* These plans were entered into Draft 5 and presented for selection at the June ExCom.
- The next few sections will provide background material that will help you to understand how the contents of Draft 6 evolved, especially with respect to N-SIG voting representation.

### II. Constitution Questionnaire Responses from the Membership

The CRC has stated that the **drafts were based on the criticisms and input received.** One might assume that this would include the comments received from the Constitutional Questionnaire distributed in June 1993. The collective response from the membership has been documented in CRC Circular-3 dated November 20, 1993. This document was distributed to all chapters and I recommend that you obtain a copy and carefully read all the comments contained in *Appendix C: Questionnaire Responses*, especially *Part II: Representation*.

I would like to address two questions that were asked in the CQ. **Question 4. How should the membership be represented at the decision making level (currently the EXCOM)?** At the risk of editorializing, I would say that the responses indicate satisfaction with the current ExCom structure (1 N-SIG voting representative on the ExCom). There were no responses reflecting a desire to change the number of N-SIG representatives on the ExCom. **Question 8. Should the N-SIGs be represented? If so, how?** The comments presented here are *virtually unanimous in their expression of sentiment against the concept of voting equality between N-SIGs and chapters.*

**Now I must ask you, if these responses are a reflection of the membership thinking, why were they ignored by the CRC in the subsequent formulation of the options presented to the National Officers in March 1994?**

### III. The SIG Options are Created

Let's focus our attention on what happened during the two month period between the January 1994

ExCom and the National Officers meeting in late March. The CRC produced Draft 4 and various appendices that were published in the March JENL. On page 44 of the March JENL, the Head of the CRC stated that there will be a debate on the Constitution: "That N-SIGs shall be treated as equal to chapters." ***I wonder why? The discussions at the January ExCom and the CQ Responses did not indicate a desire for equality.*** In addition, on page 52 there are seven proposals for reorganizing the ExCom representation, which were to be discussed by the seven National Officers and a dozen other appointed officers at the March meeting in Utsunomiya. Except for number 1, which represents the status quo, all the other options recommended a significant increase in N-SIG representation.

**What happened to the options outlined by the members who responded to the questionnaire? Where did they go?** Perhaps the questionnaire responses were too subtle to be interpreted or too difficult for the CRC to accept. Looking at the options presented in the March JENL, it is obvious that the CRC gave priority to their own N-SIG sentiment. What other conclusion can be drawn from the information provided? **Was the pressure so great to meet the deadline that the CRC felt it had no choice but to present its own ideas?**

### IV. National Officers Meeting in Utsunomiya

What happened at Utsunomiya City on March 26-27, 1994? I was not there, so I can only use deductive and inductive reasoning to analyze the information provided. **This meeting was the turning point in getting N-SIG equality written into the revised Draft Constitution.** I recommend that you obtain a copy of the minutes taken from the June JENL (ask your Chapter president for a copy). Of the nineteen elected and appointed officers present, many could safely be identified as supporters of N-SIG voting equality, including the Chapter Rep Liaison. The names of the attendees appear on page 19 of the JENL. All of the members present were invited to exercise straw votes on the issues being discussed.

On page 23 of the JENL (see fig. 1), you will notice that **only 8 to 11 members exercised their right to participate in each straw vote taken.** This means that about half of those present abstained from any individual straw vote. There is no indication as to who actually voted on the seven representation models. I would like to believe that our National Officers felt a duty to represent the entire membership of JALT and therefore participated in the voting. The bar graph in figure 1 reveals that Model 1 (the status quo) received three votes as being livable and eight votes as being unacceptable. **This was interpreted by the CRC as being a unanimous rejection of the status quo.**

I think it is important to note that the current ExCom representation plan (38 Chapter Reps + 1 N-



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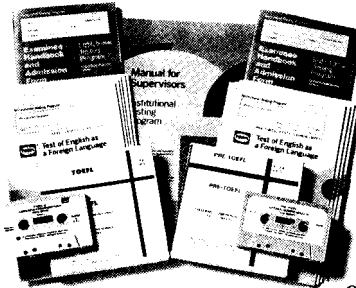
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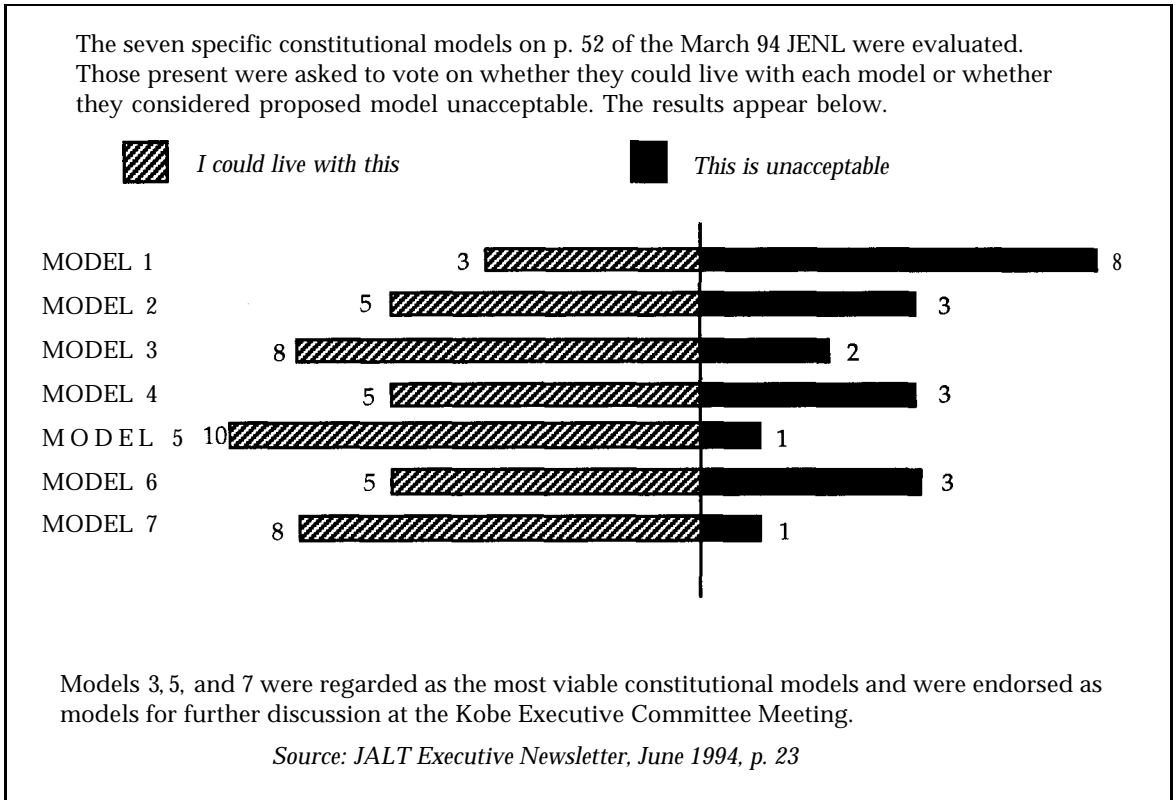
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Fig. 1



SIG) was approved by the full membership at the Annual Business Meeting in October 1993. **just five months later, it took only 8 straw votes at Utsunomiya to effectively remove it from consideration in Draft 5.** Only eight members of JALT had reversed the action taken by the general membership at the previous Annual Meeting.

**This is appalling and represents a grave error in judgment on the part of the CRC and the National Officers. These meaningless straw votes, graphically illustrated on page 23 of the June JENL, are a disgrace to our organization and an abuse of the reform process.** It is ludicrous to think that the National Officers (who theoretically represent all JALT members) could conclude that these straw votes represented the sentiment of the JALT membership in any way, shape or form.

Prior to the June ExCom meeting held in Kobe, we were given three plans to consider in Draft 5. It may take more time for a full ExCom to come to a decision, but hopefully the issues will be properly addressed.

#### V. What Happened in Kobe?

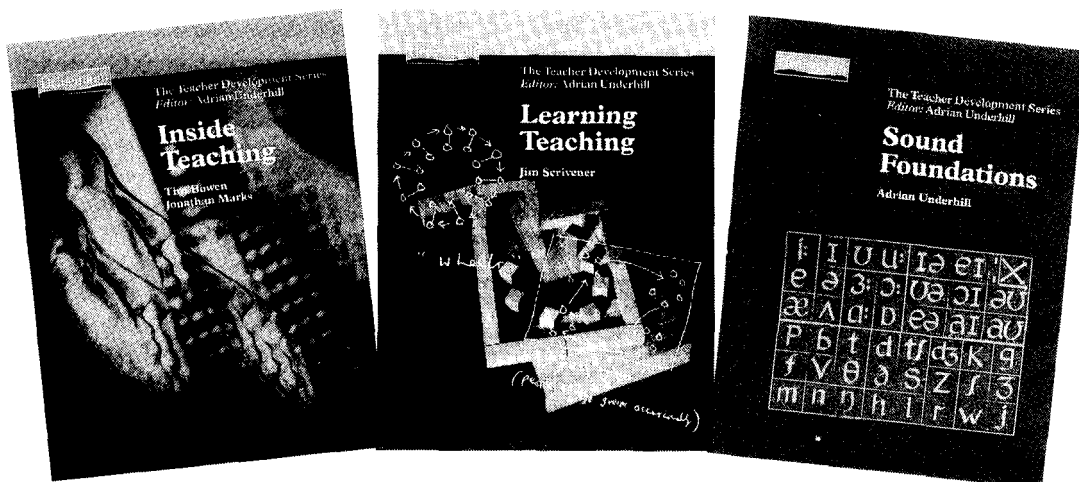
It is not possible to go into all the details of the events that took place in Kobe. I would like to focus my attention on what transpired during the final hour of the ExCom meeting on Sunday, June 12th. Discussion of the Constitutional revisions was opened and the issue of representation was ad-

ressed. After discussion of each plan that came out of Utsunomiya, motions were made to remove each plan from the Draft Constitution. The final motion was to leave the wording as it currently stands in Article IV 3.2 in Draft 6. It was agreed in principle that any proposed representation plan should be specified within the Bylaws.

**Unfortunately, before we could even begin discussions of any new representation proposals under the Bylaws, time ran out, and the meeting was adjourned.** Recognizing that many revisions had not been discussed, a motion was made to allow the CRC to make cosmetic or non-substantive changes in wording to Draft 6, with the approval of the National Officers.

From my discussions with many who were in the room, there are two rational interpretations of the result of these events. **By voting for removal of these plans from the Draft 5 Constitution, we had effectively removed them from the Bylaws, as well.** That was the actual intent of the motions that were passed overwhelmingly. **The other interpretation is that technically all three plans still remain in the Draft 6 Bylaws, as options to be discussed and voted upon once again.** However, as unbelievable as it may seem, the CRC came up with their own unique interpretation of these events. The CRC believes that the motions outlined above actually resulted in the selection of Plan A (full equality for

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N-SIGs) by the ExCom, and therefore included the concept of equality in the Draft 6 Bylaws. All of the options that had existed in the Draft 5 Bylaws were simply replaced by the wording of the CRC, giving each N-SIG a vote on the new Executive Board.

**The minority group that has been seeking N-SIG equality had accomplished their goal, which was the inclusion of the same representation plan that had been rejected by the full membership at the Annual Business Meeting in November 1992.**

I have had two telephone discussions with the Recording Secretary, and he told me that *his notes reflect the rational interpretation of the events*. He feels that technically all three plans should have remained in the Draft 6 Bylaws, as their removal from the Bylaws was never directly voted upon. Regardless of the interpretation of the minutes, **the fact remains that the Draft 6 Bylaws now contain a statement that was not approved by the ExCom.**

After receiving news of the Draft 6 statement, I immediately sent out an appeal to all chapter representatives to indicate in writing their vote as to whether or not the statement of equal representation should be removed from Draft 6, prior to being printed in *TLT*. **The results of the ballots I have received to date are: 23 chapters have called for removal of the equality statement and 9 chapters voted for inclusion.** The results of this survey were forwarded to the President of JALT and the CRC, along with a request for removal of the misleading statement on representation from the Draft version that appears in this issue.

**The Head of the CRC has previously written that he feels it is important to have a consensus in favor of the proposed draft.** Yet, in spite of the consensus expressed by the chapter reps (23:9), the CRC and the National Officers have ignored this plea from the chapters and decided to let the CRC recommendation stand. I also made the following proposal to replace the wording that was to be removed:

*Since no alternative plan had been approved by the ExCom, I had proposed that the Bylaws in Draft 6 should have reflected the current representation structure of the ExCom. In other words, there should be 1 representative for each chapter and 1 N-SIG representative for all N-SIGs.*

Unfortunately, my call for reason was ignored or simply fell on deaf ears. I hope it is not too late to correct the grievous error in judgment that has been made by the National Officers and the CRC.

## VI. The Future

There has been great opposition to the concept of N-SIG/Chapter equality since its inception, as evidenced by the events that took place in Nov. 92. I am not against the reformists wanting to promote an idea that they feel will be beneficial to JALT, but I do object to the methods that have been used to

foist this upon the general membership. I question the integrity of anyone who tries to abuse the democratic process that our organization is founded upon. Our chapter has participated in JALT for 15 years, and I want to protect and improve upon what we have built. **The chapters are the key to the survival of JALT and the grass roots' penetration for the improvement of second language education in the Japanese school system.**

The SIGs have an important role to play and can provide the threads that could unite our chapter memberships throughout Japan. However, I have asked several SIG leaders what voting equality will give them, that they cannot get now. I have also asked what they will be able to give JALT, that they cannot give JALT under the current structure. I have yet to receive a single answer to these questions. This is a large non-profit business we are operating and it is necessary to move forward carefully using cost/benefit analyses to base our decisions upon. We must always ascertain, first and foremost, what is in the best interests of the entire JALT membership.

Where do we go from here? What can we do about the disgraceful situation that a small minority group has created? What do I, **Ken Hartmann**, recommend that the rank-and-file member do about this?

You must let your voices be heard. For those who are able to attend the JALT Conference in Matsuyama, you can speak with your vote at the Annual Business Meeting. Others, who are unable to attend the conference, should contact the National Officers and/or talk to your Chapter Representative. Tell them how you feel about the events that have taken place, and whether or not you feel the current representation structure of the ExCom needs to be changed. Their contact addresses and phone/fax numbers are listed in the April 1994 *JALT News Supplement of The Language Teacher*; or your comments can be forwarded to the appropriate officers through the JALT Central Office (address & phone/fax numbers on p. 2 of *TLT*). It is time to do our homework, and then stand up and be counted.

### **Silence will accomplish nothing.**

This rebuttal has focused its attention on the subject of representation at the ExCom as proposed by the CRC in Draft 6. However, there are several other serious issues that have not been discussed fully by the ExCom, yet were modified by the CRC in Draft 6. We obviously need more time before presenting a final Draft that will be acceptable to the general membership. I am asking you to read the Draft, reflect on its content, and use your voices to guide your elected leaders. I look forward to hearing from those whom I represent, and meeting you personally in Matsuyama.

Kenneth E. Hartmann

1-2-3-308 Midorimachi, Makomanai, Minami-kum

Sapporo 005

Tel/Fax 01 1-584-7588

## JALT, Democracy, and the Reform Process

by Jim Chambers (JALT Tochigi)

**Endorsed by:** Stewart Hartley (Shizuoka), Brendan Lyons (Chapter Rep Liaison), Tim Newfields (*Nat'l* Recording Secretary), Masaki Oda, Dennis Woolbright (*Nat'l* Publicity Chair)

Some chapter representatives have raised questions about the reform process, particularly as it relates to N-SIG representation (Bylaws IV.6.) Amendments must be approved by the membership after a motion is made by at least five ExCom members. It should be noted that the current constitution does not require formal Executive Committee approval to amend it. However, every effort has been made to solicit maximum involvement of ExCom members. JALT is a democratic institution in the sense that its policies and activities depend on the consent and participation of its members.

After an analysis of the current constitution and bylaws pointing out its anomalies and deficiencies was submitted in 1992, and after the controversial debates over N-SIG representation at the annual business meeting that year, the Constitution Reform Committee was formally established in January, 1993. It was instructed to work from the existing document and focus on three main areas: N-SIG representation, election and succession procedures, and adjustment of other minor anomalies. A number of prominent members of the ExCom, both Japanese and non-Japanese, including national officers and chapter representatives from different areas of the country, were invited to participate, although in reality not all of these persons could attend each meeting, and the participants changed over time.

To assure the process was as open as possible, an extensive questionnaire was sent out in May 1993 to all chapter presidents, N-SIG coordinators, as well as elected and appointed national officers. In addition, announcements were included in the April '93 and '94 Language Teacher supplements with the current constitution and bylaws to solicit input from the membership. A poster session was also held at the Omiya conference to inform the membership.

On the assumption that it would be easier for people to respond to concrete suggestions, initial drafts were submitted by Jim Chambers, Kevin Staff, and Larry Cisar to the Nagano national officers meeting for feedback. Written reactions were received from some national and chapter officers, and the drafts were consolidated into Draft 3 after Omiya.

Practically speaking, the committee could only meet at national officer and ExCom meetings, and only those in attendance could participate. Because Executive Committee meetings are held only twice a year outside of the annual conference, and because they are large (about 50 members) and frequently occupied by many other pressing JALT administrative matters, it became impractical to have the Executive Committee decide every issue. Discussions were

held formally and informally at every national officer meeting and Executive Committee meeting of 1993 and 1994. New drafts with extensive annotations, questions for consideration, and discussion points were submitted at or before each meeting, including chapter representative and N-SIG coordinator meetings at Omiya. The national officer meetings included the elected national officers and appointed committee chairs, mainly chapter representatives, usually 20 to 25 people in all. The document was written and rewritten with specific suggestions from many individuals. For example, the Financial Steering Committee, the Publications Board Chair, and the Nominations and Elections Committee Chair were consulted as to the wording of paragraphs concerned with their areas. National officers reviewed and approved descriptions of their responsibilities as well as the obligation to submit policy decisions to the Executive Committee (now Board). The chapter reps were consulted as to their willingness to serve on JALT national committees.

The most complex issue in revising JALT's basic document, of course, concerned the position of N-SIGs in the organization. JALT has evolved from geographically based chapters. In recent years, however, there has been a dynamic growth in special interest groups, such as Bilingualism, Video, College and University Educators, etc. About 25% of JALT's members are involved in ten such N-SIGs with nationwide memberships cutting across geographical boundaries (more than 880 individual members and 1,200 memberships.) The N-SIGs feel that their concerns can not be addressed by the chapter representatives alone and have long called for greater representation on the ExCom. At Omiya in 1993, the CRC proposed to give the N-SIGs one voting member on the ExCom as an interim measure while the constitution was undergoing revision, and this was passed. There are currently 37 voting chapter representatives.

When this question was discussed at the Osaka ExCom in January, opinions varied widely. Some chapters have had reservations about including the N-SIGs on the Executive Committee/Board. It may be natural for those who have decision-making power to resist diluting that right by sharing it with others. However, if JALT is a democratic organization, it may also be questionable to have this issue decided solely by the chapters. For this very reason, the national officers decided to hold a 'Great Debate' first at Usunomiya and again at the Kobe ExCom meeting in June, focusing mainly on the question of chapter/N-SIG parity and representation. The participants in the Kobe debate, which included all ExCom members as

well as representatives from the N-SIGs, voted strongly in favor of chapter-N-SIG equality. Technically speaking, the dissenters are correct in asserting this was not an ExCom vote, although the CRC chair asked the participants to accept the results as representing JALT membership.

Because many other minor rewordings had been suggested at the chapter reps meeting and CRC meeting the same day and in check list approval sheets sent to every member of the ExCom, and because there was not time to consider all of them at the Sunday Executive Committee meeting itself, the chair asked for and received consent to submit the final draft for approval and sponsorship by the elected national officers.

As to the specific provision in the proposed by-laws (IV.6) granting Executive Board voting rights to each chapter and N-SIG, three plans had been suggested by the national officers after the Utsunomiya national officers meeting in March to focus the discussions more sharply. They did not recommend the status quo, that is leaving only one representative for the N-SIGs. Two of these proposals would have reduced the size of the Executive Board by proportional or regional representation and were rejected at the debates. The third, essentially the plan included in the proposed draft was reconsidered at the ExCom on Sunday, June 18th. A chapter representative offered an alternative which would have reduced the number of N-SIG reps. This proposal was rejected. Another motion was made to remove specific references to the number of chapter and N-SIG reps from the constitution in order to allow the Executive

Board the possibility of adjusting the representative format in the future by amending the bylaws. This motion was passed, leaving the chapter-N-SIG equality clause in the bylaws only.

Afterwards, some chapter representatives questioned the procedure by which this clause was left in the bylaws. Concerned that this might undermine overall support for the reform process, the chair of the CRC mailed a copy of the new draft to all Executive Committee members with a return post card asking whether they supported the document. Twenty one voting members, including fourteen chapters and national officers other than the president, responded in favor, and seven chapters representatives opposed. Several minor rewordings of other sections which had caused problems for the Japanese translators were done subsequently with the approval of the national officers, as had been agreed to by the Executive Committee. There are no more ExCom meetings before the annual conference. The proposed documents were then submitted to The Language Teacher, to inform the membership, as required by JALT's current constitution.

The national officers meeting to be held in Hiroshima in September will make final recommendations as to the voting process at the annual business meeting in Matsuyama, taking into consideration the reservations of some ExCom members. Members have the right to suggest revisions at the business meeting, although time will be limited. In the end, the decision will rest with the membership. All voting members are urged to attend. It is up to you.

## Proposed Revised JALT Constitution and Bylaws

Sponsored by: Jim Chambers (CRC), Stewart Hartley (Shizuoka), Jane Hoelker (Program Chair), Shigeo Imamura (Past President), Brendan Lyons (Hamamatsu), Laura MacGregor (Membership Chair), Steve McCarty (N-SIG Rep), Cherie McCown (Okayama), Don Modesto (Vice President), Tim Newfields (Nat'1 Recording Secretary), Martin Pauly (Ibaraki), Dennis Woolbright (Publicity Chair)

In accordance with JALT's current constitution and bylaws, the following proposed revisions are announced for the perusal of the membership. They will be voted on at the **Annual Meeting at Matsuyama University, Bldg. 8, Sunday, October 9, 1994 at 1230 pm.** All voting members are invited to participate.

### Introduction

(Jim Chambers, Constitution Reform Committee)

Over the past twenty years, JALT has evolved from a small group of teachers meeting in Kyoto into a nationwide organization of 3700 members, 37 chapters, and ten N-SIGs. Such a large, diverse, and dispersed organization needs rules by which it can prioritize the use of its limited financial and human resources. To be workable, its constitution must be

clear, flexible, and fair. JALT has outgrown its current constitution to the extent that it functions only by ignoring it. Below are some of the proposed changes.

**Terminology:** The name has been changed to the Japan Association for Language Teaching. This was advocated by past president Imamura and others who felt that the current name gives Japanese the impression that we are a type of welfare association or union for teachers. The translators also recommend changing the Japanese name to *Nihon Gengo*

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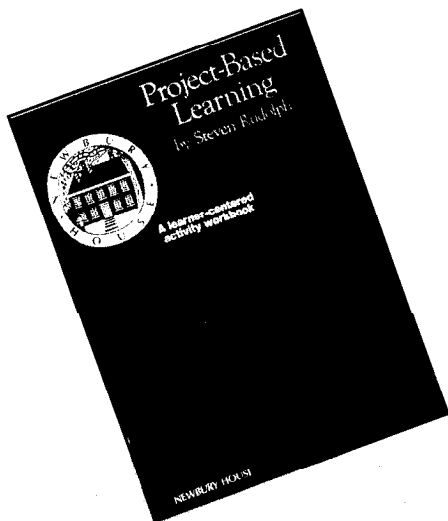
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*Kyoiku Gakkai*, but this will be discussed further. The Executive Committee will now be called the Executive Board to conform with standard practice and to distinguish the terminology more clearly from other references to committees and sub-committees. The Annual Business Meeting will now be called the Annual General Meeting, also a standard organization term consistent with the Japanese term *sokai*.

**Clarity:** The proposed Constitution and Bylaws clarifies the duties and responsibilities of the national officers and the Executive Board (Committee). Until recent years, JALT held four Executive Committee Meetings a year. As these became larger, national officers began holding separate meetings between and prior to ExComs. There are now three ExComs per year and three national officer meetings between ExComs. These two bodies meet to discuss and decide policy. This has sometimes caused confusion as to who decides policy and how.

**Other anomalies:** (1) There is nothing in our bylaws specifying the relationship of chapters and N-SIGs to the national organization. The new bylaws make the chapters and N-SIGs part of the team assisting the national officers in formulating and implementing policy. (2) Our bylaws do not specify when officers' terms begin or end. (3) There are no established procedures for replacing officers who resign, so we make up procedures as vacancies occur. (4) The Vice President is elected in a different year from the President. Because of the resignation of two former presidents, Shigeo Imamura became in turn vice president, acting president, vice president and again acting president, although it was not clear that this was correct procedure. He is now Immediate Past President. (5) Our bylaws state that ballots must be sent to all members "in time for the member to return the ballot...by Nov. 20..." but they are sent out in November, thus disenfranchising overseas members. On occasion when *The Language Teacher* was delayed, some members did not receive their ballots in time. (6) Chapters are required to nominate candidates for national office, but in fact never do so. (7) The ExCom is supposed to appoint an Executive Secretary, but for various reasons does not. These problems have all been addressed in the revised document.

**Flexibility:** The proposed draft gives the Executive Board greater flexibility to make policy concerning membership categories, publications, and chapter/N-SIG formation, management and grants. The bylaws state that the cost of *The Language Teacher* to members is ¥1,800. In fact, we charge group members ¥2,500 for extra subscriptions. The bylaws specify the number of members to become a chapter or N-SIG. These can not be changed without changing the bylaws. Current bylaws specify an 80% ExCom vote to change chapter and N-SIG grants, making them almost impossible to change, while we can allocate much larger sums for other projects by simple majority vote.

**Fairness:** As the principle policy making body in JALT, the Executive Board should reflect the current membership of the organization. Our current constitution provides one voting Executive Board member for each chapter, i.e. 37 representatives. The N-SIGs, which include 25% of our members, get only one voting representative. The proposed revision recognizes N-SIGs as being on a par with chapters. This is perhaps the most controversial provision of the revised document.

The chair wishes to thank the dozens of people, including chapter, N-SIG, and national officers, as well as general members who have contributed actively to the formation of this document through discussions at every national officer and Executive Committee meeting over the past two years and through postal, telephone, and fax communication on an individual basis. I would especially like to thank Naoko Aoki, Emiko Horton, Shigeo Imamura, Masaki Ota, Hiroko Takahashi, and Masayo Yamamoto for preparing the Japanese translation on short notice.

## Proposed Constitution of the Japan Association for Language Teaching

*Letters in parentheses refer to present constitution and bylaws; (C = Constitution; BL = bylaws; N = new). See the April 1994 Language Teacher Supplement for comparison with the current document.)*

### I. Name and Purpose

1. The name of the organization shall be *The Japan Association for Language Teaching*, and in Japanese, *Zenkoku Gogoku Kyōiku Gakkai*, hereinafter referred to as JALT. (C-I)
2. JALT is a not-for-profit organization whose purpose is to promote excellence in foreign or second language teaching and learning in Japan. The organization shall foster research, hold conferences, issue publications, cooperate with related professional organizations, and carry on other activities which will further this purpose. (CII)

### II. Membership

1. Membership shall be open to those interested in language teaching and learning. (C-III)
2. There shall be two general categories of membership-voting and non-voting. The categories, privileges and conditions of membership shall be established by the Executive Board. (BL- I.1-2)

### III. Annual Conference and General Meeting

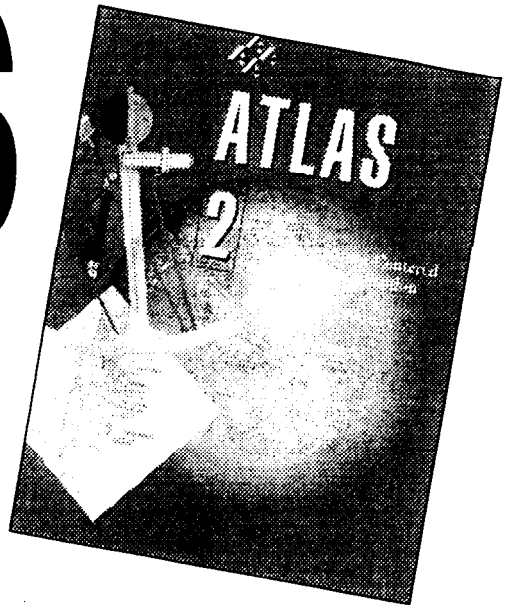
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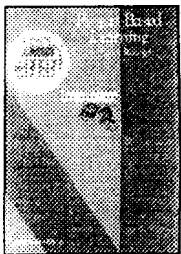


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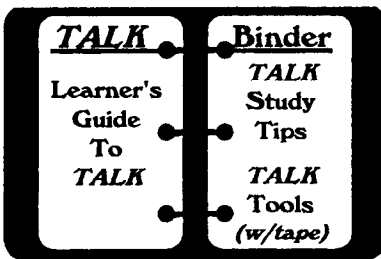
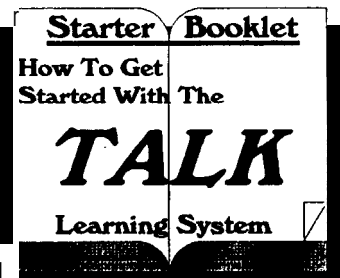


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this conference, JALT shall hold an Annual General Meeting. Voting members of the organization present at the Annual General Meeting shall constitute a quorum. (C-IV)

#### **IV. Officers and Administration**

1. JALT consists of the general membership, nationally elected officers, the Executive Board, appointed officers, committees and boards, chapters, National Special Interest Groups (N-SIGs), and the central office (paid staff.) (N)
2. The nationally elected officers of JALT shall be the President, the Vice President, the Membership Chair, the Program Chair, the Public Relations Chair, the Recording Secretary, and the Treasurer. The terms of office shall be for two years. (C-V.1)
  - 3.1 The Executive Board shall be the chief policy-making body of JALT. The Executive Board shall establish policies to carry out the work of the organization. Among its functions, it shall represent the membership define the categories and privileges of membership, establish procedures and policies concerning the formation and management of chapters and N-SIGs, and approve an annual budget. The Executive Board may establish committees or boards as deemed necessary. (C-V.2)
  - 3.2 The Executive Board shall consist of the nationally elected officers, the immediate past president, and the chapter and N-SIG representatives. (C-V.2)
  - 3.3 At Executive Board Meetings, two thirds of the nationally elected officers and a majority of chapter and N-SIG representatives together shall constitute a quorum. Only Executive Board members may vote at Executive Board meetings. (C-V.3)
  - 3.4 The Executive Board shall meet at least three times per year, including once at the annual conference. (N)
4. The nationally elected officers shall act on behalf of the Executive Board between Board meetings, and may make emergency decisions on behalf of the organization when it is not possible for the Executive Board to do so. They shall oversee the routine operations of JALT, including the work of committees and paid employees. They shall recommend policies to and coordinate agendas for the Executive Board. Decisions of the national officers are subject to the approval of the Executive Board. (N)

#### **V. Chapters, National Special Interest Groups (N-SIGs), and Affiliates**

1. Chapters are semi-autonomous geographical groups within JALT. Chapter affiliates are geographical groups which are seeking chapter status. (C-VI)

2. National Special Interest Groups (N-SIGs) are semi-autonomous groups within JALT which address specific topics of interest consistent with JALT goals. N-SIG affiliates are groups which are seeking N-SIG status. (C-VII)

#### **Vi. Amendments**

Amendments to this Constitution shall be proposed by a majority vote of the Executive Board. Alternatively, they may be submitted in a petition to the President signed by at least two per cent of the members in good standing. Any such proposed amendments shall be distributed to the members before the Annual General Meeting. To become effective, amendments must be approved by two-thirds of the members voting at the Annual General Meeting. (C-VIII)

### **Bylaws**

#### **I. Membership and Dues**

1. There shall be two general categories of membership-voting and non-voting. (BL-I.2)
  - 2.1 Voting members shall have the right to vote for national officers and officers of the chapter and N-SIGs to which they belong as well as to participate in the Annual General Meeting.
  - 2.2 Dues for voting membership shall be proposed by the Executive Board and approved by a majority vote of the Annual General Meeting. Alternatively, they may be approved by a four-fifths vote of the Executive Board, provided that any proposed increases in dues be announced to Executive Board members at least one month prior to the meeting in which the vote takes place. (BL-1.2.3)
- 3.1 Non-voting members, including institutions or enterprises, may attend such JALT functions and receive such publications as determined by the Executive Board, but may not participate in elections of officers. (N)
- 3.2 Dues for non-voting membership shall be determined by the Executive Board. (BL-1.2.3)
4. Publications: ¥2,500 of membership dues shall be applied to a subscription to JALT publications. This policy is subject to periodic review and revision by a majority vote of the Executive Board. (BL-I-4)

#### **II. Officer Duties and Committees**

1. President: The President shall have general responsibility for coordinating the activities of the Executive Board and for directing and publicizing the affairs of the organization. He/she shall preside at Executive Board and national officer meetings and at the Annual General Meeting. The President, with the approval of the Executive

- Board shall appoint the heads of committees, subcommittees and boards not specified in the constitution and bylaws. The President shall be a non-voting member of all committees. (BL-II.1)
2. Vice President: The Vice President shall preside at meetings in the absence of the President and share the duties and the responsibilities of the presidency. In the absence of both the President and Vice President, another member of the Executive Board, appointed by the President, shall chair the meeting. The Vice President shall chair the Administrative Committee. (BL-II.2)
  3. Membership Chair: The Membership Chair shall be responsible for overseeing JALT membership records, coordinating the formation of new affiliates, chapters and N-SIGs, formulating and implementing policies governing their relationship to JALT national, and assisting in membership drives. The Membership Chair shall chair the Membership Committee. (BL-11.6)
  4. Program Chair: The Program Chair shall be responsible for supervising the arrangements for the annual conference and for planning special programs and workshops which will be made available to the various chapters and N-SIGs. The Program Chair shall chair the Program Committee. (BL-11.5)
  5. Public Relations Chair: The Public Relations Chair shall be responsible for coordinating JALT publicity, promoting relations with educational organizations, media, and industry, and acting as liaison with institutional and commercial members. The Public Relations Chair shall chair the External Relations Committee. (BL-II.7)
  6. Recording Secretary: The Recording Secretary shall be responsible for recording and keeping the minutes of Executive Board and national officer meetings and the Annual General Meeting, and for keeping the chapters and N-SIGs informed of the activities of the national organization. The Recording Secretary shall chair the Records and Procedures Committee. (BL-II.4)
  7. Treasurer: The Treasurer shall maintain all financial records, be responsible for collecting and disbursing all funds of the organization, and present an account of the financial status of the organization at the Annual General Meeting. The Treasurer shall chair the Finance Committee. (BL-11.3)
  8. Nationally elected officers shall not simultaneously vote as chapter or N-SIG representatives at Executive Board meetings. (C-V.3)
  9. Executive Secretary: The President, with the consent of the Executive Board, may appoint an Executive Secretary who shall assist the officers in the administrative aspects of their duties. He/she shall be an ex-officio, non-voting member of the Executive Board and shall serve under the direction of the President for a period of time to be determined by the President and the Executive Board. (BL-III)
  10. A chapter president designated by the chapters and an N-SIG coordinator designated by the N-SIGs may participate in national officer meetings to facilitate communication among the various levels of the organization. (N)
  11. Committees (N)
    - 11.1. The Executive Board may establish committees, boards, or subcommittees as deemed necessary to carry out the work of the organization. Standing committees shall include the following: the Administrative Committee, the Membership Committee, the Program Committee, the External Relations Committee, the Records and Procedures Committee, the Finance Committee, the Publications Board, the Nominations and Elections Committee, and the Audit Committee. Other committees shall function as subcommittees within the standing committees under the jurisdiction of the elected national officers. Committees shall research, formulate, and recommend policies to be submitted to the Executive Board for approval, and shall assist in their implementation. (N)
    - 11.2. Committee and board members shall be drawn from the chapter and N-SIG representatives, but may include other members as deemed appropriate. The terms of office of committee members other than elected officers shall be one year. To foster both the revitalization of the organization and the growth of its individual volunteers, no member shall serve in the same appointed position for more than four years. (N)
    - 17.3. The Administrative Committee shall be responsible for assisting the President and Vice President with long range planning, parliamentary procedures, organizational structure, training programs, reform or interpretation of the constitution and bylaws, recommending research grants, as well as acting as a liaison with the Central Office. (N)
    - 11.4. The Membership Committee shall assist the Membership Chair in performing his/her duties, including reviewing membership categories, privileges and fees, advising established and forming affiliates, chapters, and N-SIGs, establishing policies governing their rights and responsibilities, maintaining the membership database, and overseeing job information services at the annual conference. (N)
    - 11.5. The Program Committee shall assist the Program Chair in performing his/her duties, including planning conferences and

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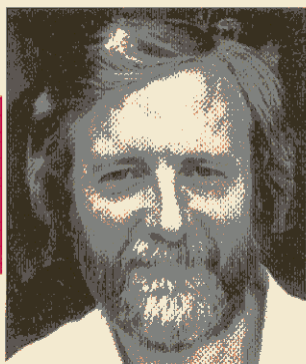
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- events, gathering and disseminating information at chapter, regional and national levels, maintaining a program database, and evaluating presentations. (N)
- 11.6. The External Relations Committee shall assist the Public Relations Chair in performing his/her duties, including public relations, relations with other academic organizations, seeking official recognition of JALT and its programs, and coordinating with institutional and commercial members. (N)
  - 11.7. The Records and Procedures Committee shall assist the Recording Secretary in performing his/her duties, including producing an administrative newsletter, maintaining JALT's official records (other than financial, membership, or programming), producing officer manuals, communicating with all levels of JALT, translating documents, and clarifying reporting requirements. (N)
  - 11.8. The Finance Committee shall be responsible for assisting the Treasurer in formulating the annual budget, overseeing bookkeeping and accounting, recommending appropriations and subsidies, and checking that chapter and N-SIG funds are properly accounted for. (N)
  - 11.9. The Publications Board shall be responsible for the production of JALT publications. It shall cooperate with chapters, N-SIGs, the Recording Secretary, and the annual conference planning committee to recommend policies to improve JALT publications at all levels. (N)
  - 11.10. The Audit Committee shall be responsible for arranging an annual audit of JALT, including chapters and N-SIGs. (N)
- III. **Nominations, Elections, Vacancies, and Removals /BL-IV)**
1. All officers of JALT shall be members in good standing. (BL-IV.1)
  2. The President, the Vice President, Membership Chair, and Recording Secretary shall be elected in odd-numbered years to begin service in even numbered years, and the Program Chair, Treasurer, and Public Relations Chair shall be elected in even numbered years to begin service in odd numbered years. (C-V)
  3. The Nominations and Elections Committee (NEC) shall establish the nomination and election procedures and supervise all aspects of the process. The NEC shall be selected each year at the Annual General Meeting from among the current chapter and N-SIG leadership. (BL IV.3A)
  4. Any voting member of JALT may nominate members in good standing for offices to the NEC. The NEC shall obtain the consent of each nominee and present a list of those willing to serve to the Executive Board which may propose additions but not deletions. The NEC shall prepare relevant biographical information about each nominee to be submitted to the members along with the election ballot. (BL-IV.1)
  5. Voting for officers shall be by plurality of votes. One ballot listing all nominees for each office and including space for write-in candidates shall be mailed by October 10th to each voting member in good standing to be returned to the NEC by November 30th each year. (BLIV.2A)
  6. The NEC shall count the ballots and report the results in the earliest possible issue of the JALT newsletter/magazine after the election. (BL IV.2A)
  7. Newly elected officers shall assume office from January 1st following their election. (N)
  8. In the event of a tie vote for any national office, the result shall be decided by random selection by the NEC in the presence of the candidates or their designated representatives at or before the next Executive Board meeting. (BL IV.2B)
  9. In the event of any challenge to the outcome of an election, the final decision will lie with a ruling of the Executive Board on a motion put forward by the Chair of the Nominations and Elections Committee. (BL IV.2C)
  10. In the event the President's position becomes vacant, the Vice President shall assume the office of President for the duration of the President's term. The Executive Board shall elect a new Vice President by secret ballot by majority vote of those present at the next Executive Board meeting. In the event no candidate receives a majority on the first ballot, a second ballot shall be cast for the two highest vote recipients. In the event of a tie, the winner shall be decided by random selection in the presence of the candidates or their designated representatives at the Executive Board meeting in which the balloting takes place. The new Vice President shall serve until his successor shall be elected and assume office. (N)
  11. In the event of any other nationally elected officer's position being vacated, the Executive Board shall elect a successor to serve until the next election in the same manner as 11.10 above. (N)
  12. An officer's position shall be considered vacant if he or she no longer resides in Japan, unless exempted by the Executive Board. (N)
  13. An officer who fails to perform his or her duties under the constitution and bylaws may be removed from office by a three-fourths vote of the Executive Board on a petition signed by ten members of the Executive Board or two percent of the voting membership. An officer who is being considered for removal or a person who is in line to succeed such an officer shall not vote in



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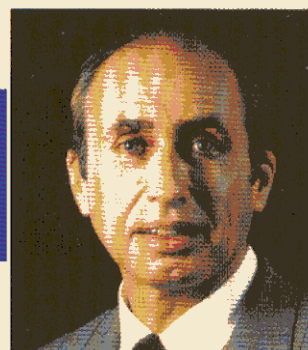


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Associate Professor Marc Helgesen  
Miyagi Gakuin Daigaku, Sendai

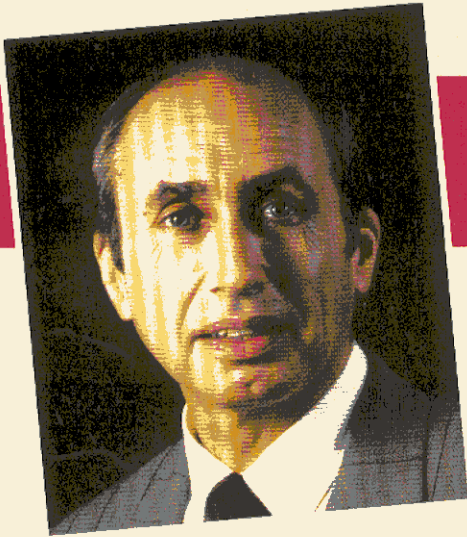


**Presenter**

Mario Rinvoluceri



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interc

INT

## The new introductory level text by Jack C. Ri

*Interchange Intro* is the new starting level for the highly successful *Interchange* series. It is designed for beginning students who need a thorough, slow-paced presentation of basic structures and vocabulary.

- vocabulary is introduced in thematic groups with clear illustrations and tasks to help students organize their new knowledge
- the new grammar of each unit is presented in color panels and is followed by controlled practice
- interesting facts, statistics, and real-life content engage students' interest and encourage thoughtful interaction

# change

# PRO



cards

**4 Clothes and weather**

**1] SNAPSHOT**

**CLOTHES FROM AROUND THE WORLD**

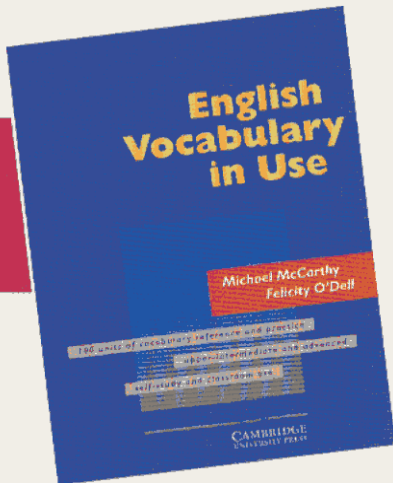
1. **Hot** - a hot sunny day  
2. **Hot** - a hot sunny day  
3. **Hot** - a hot sunny day  
4. **Hot** - a hot sunny day  
5. **Hot** - a hot sunny day  
6. **Hot** - a hot sunny day

**2] WORD POWER: Clothes**

1. **Hot** - a hot sunny day  
2. **Hot** - a hot sunny day  
3. **Hot** - a hot sunny day  
4. **Hot** - a hot sunny day  
5. **Hot** - a hot sunny day  
6. **Hot** - a hot sunny day

Interchange : Introducing a new level  
Presented by Helen Sandiford, Rm 852  
Sunday 9th October, 2.30 - 3.15 pm

# Presenting Dr. Michael McCarthy at JALT 1994



## English Vocabulary in Use

Michael McCarthy and Felicity O'Dell

- contains 100 units with over 3,000 new vocabulary items
- for upper-intermediate to advanced learners
- designed as a self-study reference and practice book

Pre-Conference Workshop Friday 7th October, 2.30 - 5.30 pm  
Idiomatic Expressions in Contemporary Discourse

Saturday 8th October, 3:00 - 4.45 pm Rm 851  
The Grammar of Spoken Language

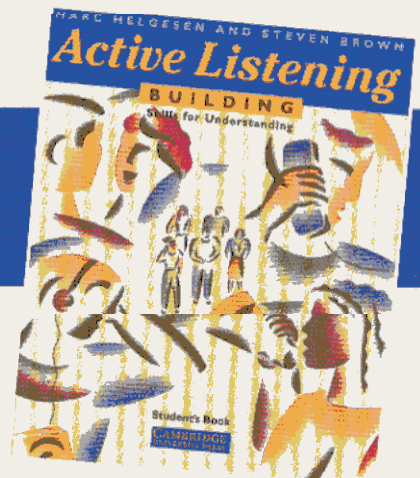
Sunday 9th October 4.30 - 5:15 pm, Rm 852  
English Vocabulary in Use



## Bring Changes to Your Classroom

Jack C. Richards

Saturday 8th, 10:00 - 10:45 am  
Rm 735



## Active Listening - Building Skills

Marc Helgesen

Sunday 9th October, 3:30 - 4:15 pm

Rm 852



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the removal proceedings. (N)

14. Appointed officers may be replaced by the President with the consent of the Executive Board. (N)

**IV. Chapters, National Special Interest Groups (N-SIGs) and Affiliates**

1. Geographical groups which meet the criteria established by the Executive Board may apply to the Executive Board to become chapter affiliates by adopting an appropriate constitution. (BL-VI.1,2)
2. JALT members in good standing with particular interest in a relevant academic or pedagogical area who fulfill the requirements established by the Executive Board may petition the Executive Board to be recognized as a National Special Interest Group (N-SIG) affiliate. (BL-VI.2)
3. After two years of demonstrated stability, affiliates may apply to the Executive Board to become chapters or N-SIGs. (N)
4. The Executive Board shall consider relevance to JALT goals and impact on existing Chapters and N-SIGs before recognizing a group as a JALT affiliate, chapter, or N-SIG. (BL-V.1 to V.3; VI.2.)
5. Chapters, N-SIGs, and affiliates shall be entitled to an annual grant determined by the Executive Board. These grants require a two-thirds vote for approval or modification. Chapters, N-SIGs, and affiliates are responsible to JALT for accounting for the use of such grants. (BL-V.4)
6. Each chapter and N-SIG shall be entitled to one representative on the Executive Board. Affiliates are entitled to representation by voice only at Executive Board meetings. At Executive Board meetings the chapter president or another elected

chapter officer designated by the president may represent the chapter. The N-SIG coordinator or another elected N-SIG officer designated by the coordinator may represent the N-SIG. (C-V.2; BL-VI.5)

7. Each chapter and N-SIG shall designate one officer to serve on JALT committees or boards. (N)

**V. Administrative and Financial Years**

1. Officers shall begin their terms of office on January 1st following their election. Appointed officers shall be appointed at the first Executive Board meeting of the year. (N)
2. JALT's financial year shall begin on April 1st and end on March 31st. (N)

**VI: Language**

For administrative purposes, the working languages of JALT shall be English and/or Japanese. (N)

**VII. Amendments**

Amendments to these Bylaws may be proposed in the same manner as amendments to the Constitution. To become effective, the proposed amendments must be approved by a majority of the members voting at the Annual General Meeting. Alternatively, these Bylaws may be amended by a four-fifths vote of the Executive Board. (BL VIII)

**VIII. Parliamentary Authority**

The President shall recommend procedures for the management of Executive Board, national officer, and Annual General Meetings. In case of objection to such recommendations, Robert's *Rules of Order, Newly Revised* shall govern the organization in all cases not covered by the Constitution and the Bylaws. (BL VIII)

## JALT定款および定款細則改正案

発起人：今村茂男（前会長）、ドン・モデスト（副会長）、ジェーン・ホルカー（プログラム委員長）、ローラ・マグレガー（メンバーシップ委員長）、ティム・ニューフィールズ（書記）デニス・ウルブライト（広報委員長）、スティーブ・マッカーティ（N-SIG代表）、ジム・チェンバース（栃木支部）、ステュアート・ハートレー（静岡支部）、ブレンダン・ライオンズ（浜松支部）、チェリー・マッカウン（岡山支部）、マーティン・ポーリー（茨城支部）

現行のJALT定款および定款規定に従い、以下の改正案を会員の皆さんにご検討いただくために発表します。この案は、1994年10月9日日曜日午後12時30分から松山大学8号館が開かれる年次総会で、投票にかけられます。投票権を持つ会員の方々はぜひご出席ください。

### はじめに

**ジム・チェンバース  
定款改正委員会委員長**

JALTは今年で20周年を迎えます。ほんの数人の教師が京都で始めた集まりが、現在では3,700名の会員と37の支部、10のN-SIGを持つ全国的な組織になりました。このように大規模であり、多様で、地理的にも散らばっている組織は、限られた財政のおよび人的リソースをどのように使っていくかを定める規則を持つ必要があります。定款がうまく機能するには、明確

# FOCUS ON PRONUNCIATION

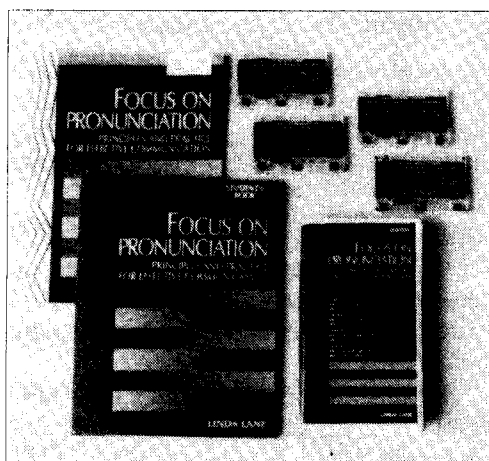
PRINCIPLES AND PRACTICE  
FOR EFFECTIVE COMMUNICATION

LINDA LANE

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- Comprehensive Teacher's Manual featuring types of errors students of different language backgrounds are likely to make- essential for diagnosing errors, providing on-the-spot remedies, and planning a syllabus.

Student's Book (#76299)	¥ 2, 200
Teacher's Manual (# 76298)	¥2, 000
Cassettes (# 76297)	¥ 8,000



**Addison-Wesley**

Publishers Japan, Ltd.

で、柔軟で、公平でなくてはなりません。JALTは現在の定款を無視しなければ機能しないほど大きく成長しました。以下が、この改正案に含まれている変更の主なものです。

**用語：**JALTの名称がThe Japan Association for Language Teachingと変更されています。これは前会長、今村茂男氏らの発案で、現在の名称がJALTは教師の福利厚生機関が組合であるような印象を日本人々に与えると考えられるためです。また日本語版を作成した翻訳者たちは日本名を日本語教育学会としたほうが良いという意見も持っていますが、これは今後さらに検討される必要があります。(訳注1) また現在、Executive Committeeと呼ばれている執行委員会を、一般の標準に合わせ、他の委員会や小委員会と明確に区別するために、Executive Boardとしました。(訳注2) さらに、Annual Business Meetingも日本語の「総会」と対応し、英語でも標準的な用語であるAnnual General Meetingとしました。

**明確さ：**この改正案では、全国選出役員と執行委員会の責務が明確に記されています。最近まで、JALTは執行委員会の会議を年に一回開いていました。しかし、組織が大きくなるにつれて、全国選出役員は、執行委員会の前、あるいは執行委員会と次の執行委員会の間に別の会議を開くようになりました。現在では、執行委員会の会議と全国選出役員会議は、それぞれ年3回、交互に開かれています。この二つの会議でJALTの方針を討議し決定を行うので、だれがどのようにして方針を決めるのかについて、混乱が起きることもありました。

**その他の問題点：**(1)現在の定款と定款規定には、支部とN-SIGが全国組織とどのような関係を持つかが明確にされていません。新しい定款細則は、支部とN-SIGがチームを作って、全国選出役員が方針を作成し実行するのを助けると規定しています。(2)現在の定款規定は全国選出役員の任期がいつ始まりいつ終わるのかを規定していません。(3)辞任した役員の代わりをどう決定するかについての手順が定められておらず、欠員が生じるたびに手順を決めなくてはなりません。(4)副会長が会長と異なった年に選出されるので、過去2代の会長が続いて辞任したため、今村茂男氏は副会長として選出され、会長代行を務め、副会長に戻り、また会長代行となりました。この手続きが正しかったかどうかは明らかではありません。今村氏は現在、前会長の職を務めています。(5)現定款規定は、選挙の投票用紙がすべての会員に、11月20日までに投票用紙を返送できる時間的余裕をもって郵送されることとしています。しかし、11月に発送されるので、海外の会員は投票することができません。またThe Language Teacherの発行が遅れた場合、会員の中には投票用紙を投票の期限に間に合うように入手できない人もありました。(6)支部は、全国選出役員候補者を指名することができることになっていますが、支部による指名は実際には一度もありませんでした。(7)執行委員会は事務局長を任命することになっていますが、諸般の事情で実行されていません。これらの問題点が改正案では考慮されています。

**柔軟性：**この改正案は、執行委員会に、会員の範疇、出版物、支部とN-SIGの設立・運営・予算に関する方針を定める自由裁量の幅を与えています。現在の定款規定は、The Language Teacherの制作費として会費のうちの1,800円をあててしていますが、団体会員は出版物の追加1部に対して2,500円の費用を支払うことになっています。また定款規定は、支部とN-SIGを設立するための最低必要人数を定めており、この人数は定款規定を変更しなければ変更することができません。また、支部とN-SIGに配分する予算を変更するには執行委員会の8割の賛成が必要とされており、変更はほとんど不可能なのに対して、他の企画には単純多数決でより大きい金額の予算を配分することができるようになっています。

**公平さ：**JALTの主要な方針決定機関として執行委員会は、組織の中の会員の現在の構成を反映しなくてはなりません。現行の定款は、各支部に執行委員会での投票権を認めているので、支部の票は37票となるのに対し、全会員の25%が参加しているN-SIGは、一人の代表の投票権しか持っていません。この改正案は、N-SIGに支部と同等の地位を認めています。これはおそらくこの改正案のなかで、最も議論の対象となる点でしょう。

定款改正委員会委員長は、過去2年半にわたる全国運営委員会会議や執行委員会会議での討議に積極的に参加し、また手紙、電話、ファックスで個人的にご意見を寄せてくださることで、この改正案の執筆に貢献して下さった多くの一般会員の皆さん、支部やN-SIG、全国選出役員の皆さんに感謝します。特に、時間的な余裕がなかったにもかかわらず、日本語版の作成にご協力くださった青木直子、ホートン・エミコ、今村茂男、小田眞幸、高橋絢子、山本雅代の6氏にお礼を申し上げます。(訳注3)

## 全国語学教育学会定款

かっこ内は、ここに記された各条項に対応する現在の定款および定款規定の条項を指す。(新)とあるのは新しく設けられた条項である。現行の定款との比較についてはThe Language Teacher 4月号別冊を参照されたい。

### I. 名称および目的

1. 本会の名称はThe Japan Association for Language Teaching、日本語名を全国語学教育学会とする。以下、本会と記す。(定款I)

の向上を目的とした非営利団体である。本会は、研究の促進、大会の開催、出版物の発行、関連専門団体との協力、その他その目的にそった種々の活動を行う。(定款II)

2. 本会は日本における外国語および第二言語の教育と学習

### II. 会員

1. 言語の教育と学習に関心を持つ者ならば誰でも会員となることができる。(定款III)
2. 会員は、投票権を持つ会員と持たない会員の二種類に大別される。その下位範疇、特典、条件などは執行委員会によって定められる。(定款規定I-1-2)

### III. 年次大会および総会

1. 本会は、言語の教育と学習に関する年次国際大会を開催する。その際に年次総会を開催する。年次総会は、投票権を持つ会員の出席者数をもって定足数とする。(定款IV)

### IV. 役員および運営 (定款V)

1. 本会は、一般会員、全国選出役員、執行委員会、会長の任命する役員、各種委員会、支部、分野別研究部会、事務局職員から構成される。(新)
2. 本会の全国選出役員は、会長、副会長、会員担当委員長、企画委員長、広報委員長書記、会計委員長である。(定款V-2) 全国選出役員の任期は2年とする。(定款V)
- 3.1. 執行委員会は、本会の主な方針決定機関である。執行委員会は、本会の目的を達成するのに必要な基本方針を定める。執行委員会の機能には、会員を代表し、会員の下位範疇と特典を定め、支部と分野別研究部会の設立と運営に関する手続きと方針を定め、年度予算案を承認することを含める。執行委員会は必要に応じて各種委員会を設けることができる。(定款V-2)
- 3.2. 執行委員会は、全国選出役員、前会長、支部および分野別研究部会の代表により構成される。(定款V-2)
- 3.3. 執行委員会会議は、全国選出役員の3分の2と、支部

および分野別研究部会の代表の過半数をもって定足数とする。執行委員会会議では執行委員会の構成員のみが投票権を持つ。(定款V-3)

- 3.4. 執行委員会は、年次国際大会時を含め、年に少なくとも3回の会議を持つ。(新)

4. 全国選出役員は、執行委員会会議が開かれていないときは、執行委員会の機能を代行する。執行委員会が決議を行えない緊急時には本会を代表して決議を行うことができる。全国選出役員は、各委員会や職員の任務を含む本会の通常の運営を監督する。また執行委員会に対して、方針を提案し、議案の調整を行う。全国選出役員による決議は執行委員会の承認を得なくてはならない。(新)

### V. 支部、分野別研究部会、準支部および準分野別研究部会

1. 支部は、地理的に組織された本会に所属する半自治的グループである。準支部は、支部になることを希望する地理的に組織されたグループである。(定款VI)
2. 分野別研究部会は、JALTの目的にかなった特定の分野に関心を持つ会員によって組織された本会に所属する半自治的グループである。準分野別研究部会は、分野別研究部会になることを希望するグループである。(定款VII)

### VI. 定款の改正

本定款改正の提案には執行委員会の過半数の賛成、あるいは本会会員数の2%以上の署名のある会長への請願を必要とする。改正案は年次総会前に会員に配布されなくてはならない。改正案が有効となるには、年次総会に出席した投票権を持つ会員の3分の2の賛成を必要とする。(定款VIII)

## 全国語学教育学会定款細則

### I. 会員および会費

1. 会員は投票権を持つ者と投票権を持たない者とに大別される。(定款規定I-2)
- 2.1. 投票権を持つ会員は、全国選出役員と、各自の所属する支部および分野別研究部会の役員の選挙権を持ち、また年次総会に出席する権利を持つ。
- 2.2. 投票権を持つ会員の会費は、執行委員会が提案し、年次総会で過半数の承認を得なくてはならない。会費値上げに関しては、投票が行われる執行委員会が開催される少なくとも一ヵ月前に執行委員会の構成員に通知されることを条件に、執行委員会の5分の4の賛成をもって承認することができる。(定款規定1,2,3)
- 3.1. 団体、企業など投票権のない会員は、執行委員会の規定に従って本会の活動に参加し、出版物を受け取ることができるが、役員選挙には参加できない。(新)
- 3.2. 投票権のない会員の会費は、執行委員会によって定められる。(定款規定1-2,3)
4. 出版物：会費のうち2,500円は、本会の出版物の定期購読料とする。この方針は定期的に見直すことができる。変更するにあたっては、執行委員会の過半数の賛成を必要とする。(定款規定I-4)

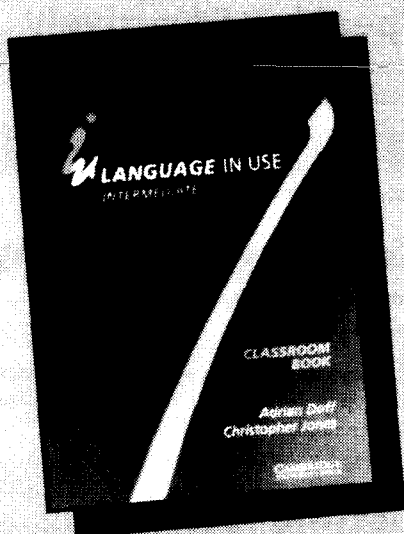
### II. 役員の任務および委員会

1. 会長：会長は執行委員会の活動を統括し、本会の事業を指導し周知させる全般的な責任を有する。会長は、執行委員会会議、全国選出役員会会議および年次総会の議長となる。また執行委員会の承認により、諸委員会、小委員会および定款と定款細則に記載されていない委員会の委員長を任命する。会長は、すべての委員会の構成員であるが、投票権は持たない。(定款規定II-1)
2. 副会長：副会長は会長不在の際に会議の議長を務め、会長の責務を補佐する。会長、副会長ともに不在の場合は、会長の指名により執行委員会の他のメンバーが会議の議長を務める。副会長は、総務委員会の議長を務める。(定款規定II-2)
3. 会員担当委員長：会員担当委員長は、本会の会員の記録を管理し、新しい準支部ないし準分野別研究部会、支部および分野別研究部会の設立のための調整をはかり、これらのグループと本会の全国組織との関係に関わる方針を定め、実施する責任を持つ。またこれらのグループの会員の獲得を支援する責任を持つ。会員担当委員長は、会員担当委員会の議長をつとめる。(定款規定II-6)
4. 企画委員長：企画委員長は、年次大会の準備を監督し、支部や分野別研究部会のために特別なプログラムやワーク



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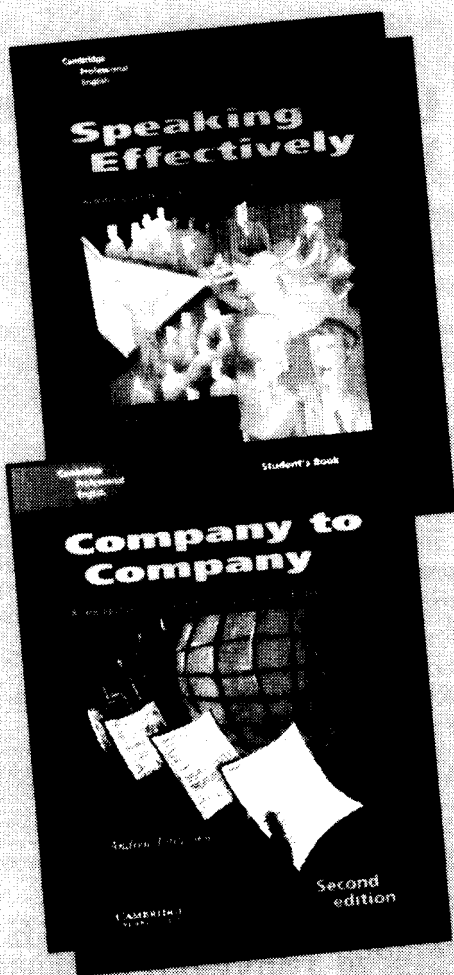
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ショップを企画する責任を持つ。企画委員長は企画委員会の議長をつとめる。(定款規定II-5)

5. 広報委員長: 広報委員長は、本会の広報活動を統括し、他の教育団体、報道機関、産業界との交流を促進し、本会と賛助会員との連絡役をつとめる。広報委員長は、渉外委員会の議長をつとめる。(定款規定II-7)

6. 書記: 書記は執行委員会会議、全国選出役員会会議および年次総会の議事録を作成、管理し、本会の活動について支部と分野別研究部会に周知をはかる責任を持つ。書記は、庶務委員会の議長をつとめる。(定款規定II-4)

7. 会計委員長: 会計委員長は、すべての経理記録を管理し、本会のすべての資金を収集し、配分する責任を負う。また年次総会において本会の財務状況の報告を行う。会計委員長は、財務委員会の議長をつとめる。(定款規定II-3)

8. 全国選出役員は、執行委員会会議で、支部や分野別研究委員会の代表として二重に投票することはできない。(定款V-3)

9. 事務局長: 会長は、執行委員会の承認を得て、事務局長を任命することができる。事務局長は、各役員の任務を運営面で補佐する。事務局長は、役員経験者でなければならず、執行委員会での投票権は持たない。事務局長は、会長直属とし、その任期は会長と執行委員会が決定する。(定款規定III)

10. 支部によって選任された支部長と分野別研究部会によって選任された部会長は、本会の中でのより円滑な情報の伝達のために全国選出役員会に出席することができる。(新)

#### 11. 各種委員会 (新)

11.1. 執行委員会は、本会の活動の必要に応じて、各種の委員会や小委員会を設置することができる。常任委員会は、総務委員会、会員担当委員会、企画委員会、渉外委員会、庶務委員会、財務委員会、出版委員会、選挙管理委員会、監査委員会である。その他の委員会は、常任委員会の中の小委員会として機能し、全国選出役員の管轄下にあるものとする。これらの委員会は、執行委員会に各種の方針を提案するために調査、立案を行い、承認された方針の実施に協力する。(新)

11.2. 各委員会の構成員は、支部および分野別研究部会の代表であるが、適当であると認められる場合は、他の会員を含めることもできる。選挙により選ばれた役員以外の委員の任期は一年とする。本会の活性化と本会のボランティア一人一人の成長のために、いかなる会員も会長に任命される委員の職は同一のものを四年を超えて務めることはできない。(新)

11.3. 総務委員会は、本会の長期計画、意思決定のための手続き、組織の編成、研修プログラム、定款および定款細則の改正ないし解釈、研究助成金の配分、および事務局との連絡に関して、会長と副会長を補佐する責任を持つ。(新)

11.4. 会員担当委員会は、会員担当委員長を補佐し、会員の範疇、特典および会費の見直し、既存および設立予定の準支部、支部、準分野別研究部会、分野別研究部会への助言、これらのグループの権利と責任に関する方針の決定、会員データベースの管理、年次大会での求人情報サービスの監督を行う。(新)

11.5. 企画委員会は企画委員長を補佐し、大会などの催しの企画、支部や地方および全国レベルで情報の収集および伝達、企画データベースの管理、発表の評価を行う。(新)

11.6. 渉外委員会は広報委員長を補佐し、広報、他の学術団体との交流、本会および本会の催しの公的認定の申請、賛助

会員との連絡を行う。(新)

11.7. 庶務委員会は、運営関係のニュースレターの発行、本会の公式記録の管理、(財務、会員、企画関連のものは除く)、役員マニュアルの作成、本会のすべてのレベルでのコミュニケーション、文書の翻訳、各種報告書の記入要領の徹底に関して、書記の任務を補佐する。(新)

11.8. 財務委員会は、会計委員長を補佐して、年度予算案の作成、帳簿の管理、会計業務を行い、予算および補助金の配分の提案を行う責任を持つ。また支部と分野別研究部会の会計報告が適正に行われていることを確認する責任を持つ。

11.9. 出版委員会は、本会の出版物の制作に責任を持つ。また、支部、分野別研究部会、書記、年次大会企画委員会と協力し、すべてのレベルにおける本会の出版物の質の向上のための方針を提案する。(新)

11.10. 監査委員会は、支部および分野別研究部会を含む本会の財務状況に関して、年一回の監査が実施されるよう手配をする。(新)

### III. 任命、選挙、欠員および解任 (定款規定IV)

1. 本会のすべての役員は、本会の会員でなければならない。(定款規定IV-1)

2. 会長、副会長、会員担当委員長、書記は奇数年に選出され、その任期は偶数年に始まるものとする。企画委員長、会計委員長、広報委員長は、偶数年に選出され、その任期は奇数年に始まるものとする。(定款V)

3. 選挙管理委員会は、候補者の指名ならびに選挙に関わる手続きを定め、その実施全般を監督するものとする。選挙管理委員会の構成員は、毎年、年次総会の席上、支部および分野別研究部会で積極的に活動している会員の中から選出する。(定款規定IV-3A)

4. 投票権を持つ会員はだれでも、役員候補者を選挙管理委員会に対して指名することができる。選挙管理委員会は、指名された候補者本人の同意を得て、任につくことを承諾した候補者の名簿を執行委員会に提出する。執行委員会はこの名簿に候補者の追加を行うことはできるが、削除はできない。選挙管理委員会は、各候補者の略歴を用意し、投票用紙とともに会員に配布する。(定款規定IV-1)

5. 役員選挙は、最多得票数を得た候補者を当選者とする。役員ごとに候補者の名前が記載され、その他の候補者名が記入できる欄を設けた投票用紙一枚が毎年10月10日までに投票権を持つ会員に郵送されなければならない。会員は11月30日までに投票用紙を選挙管理委員会あて返送するものとする。(定款規定IV-2A)

6. 選挙管理委員会は選挙後に投票用紙の集計を行い、その結果をできるだけ速やかに、本会のニュースレターあるいは雑誌誌上で報告する。(定款規定IV-2A)

7. 新たに選出された役員は、選挙後の1月1日よりその任につくものとする。(新)

8. 開票の結果、最多得票数を得た候補者が複数あった場合は、次の執行委員会会議の席上ないしは、それ以前に、候補者本人またはその代理人の立会いのもとで、選挙管理委員会による抽選を行い、当選者を決定する。(定款規定IV-2B)

9. 選挙結果に何らかの意義申し立てがあった場合、選挙管理委員会の委員長が執行委員会に動議を提出し、執行委員会

が最終決定を行う。(定款規定IV-2C)

10. 会長職が欠員となった場合、当該会長の任期が終了するまでの期間、副会長が会長の任につくものとする。執行委員会は、次の執行委員会会議において、無記名投票を行い、出席者数の過半数の得票を得たものを新副会長として選出する。第一回の投票で過半数を得たものがない場合は、上位2名による決戦投票を行う。第二回の投票で得票数が同数であった場合は、当該投票が行われた執行委員会会議の席上で、候補者あるいはその代理人の立会のもとで、抽選を行い当選者を決定する。新副会長は、後任の副会長が選出されて、任につくまで、その任に当たるものとする。(新)

11. 他の全国選出役員の仕事が欠員となった場合は、執行委員会が上記III.10.と同じ方法をもって、後任の役員を選出する。新役員の任期は次期の選挙までとする。(新)

12. 役員の仕事は、その任にあたる者が日本に居住しなくなった時点で、欠員を生じたとみなす。ただし執行委員会がそれ以外の判断を下したときは、この限りではない。(新)

13. 役員が定款および定款細則に定められた職務を遂行しない場合、執行委員会の10名の委員の署名、または投票権をもつ会員数の2%の署名による請願により、執行委員会の4分の3の賛成を得れば、これを解任することができる。解任を検討されている役員、およびその役員の後任となることが検討されている者は、解任手続きにともなう投票に参加することはできない。(新)

14. 会長によって任命された役員については、会長が執行委員会の同意を得て、これを解任することができる。(新)

## IV. 支部、分野別研究部会、準支部および準分野別研究部会

1. 執行委員会の定めた基準を満たしている地理的に組織されたグループは、執行委員会に準支部としての承認を申請することができる。その際には、適切な定款を準備しなくてはならない。(定款規定V-1,2)

2. 学術研究および教育の特定分野に関心をもつ本会会員は、執行委員会の定めた要件を満たしていれば、執行委員会に、準分野別研究部会としての承認を申請することができる。(定款規定VI-1)

3. 準支部および準分野別研究部会は、2年間安定した活動を行えば、執行委員会に、支部または分野別研究部会としての承認を申請することができる。(新)

4. 執行委員会は、支部、分野別研究部会、準支部、準分野別研究部会の承認にあたって、本会の目的との関連性、既存の支部および分野別研究部会への影響を考慮するものとする。(定款細則V-1,2,3; VI-2)

5. 支部、分野別研究部会、準支部、準分野別研究部会には、執行委員会が定めた年間活動費が配分される。活動費の承認および改正には、執行委員会の3分の2の賛成を必要とするものとする。支部、分野別研究部会、準支部、準分野別研究部会は、活動費の使途について本会に会計報告を行う責任を負う。(定款規定V-4)

6. 各支部と分野別研究部会は、執行委員会に1名の代表を送ることができる。準支部および準分野別研究部会は、執行委員会会議に出席し、発言することはできるが、投票権はな

い。執行委員会会議では、支部長または支部長によって指名された支部選出役員が、当該支部を代表する。分野別研究部会に関しては、部会長または部会長によって指名された部会選出役員が当該部会を代表する。(定款V-2, 定款規定VI-5)

7. 各支部および分野別研究部会は、本会の各種委員会の運営にあたる役員を1名、指名するものとする。(新)

## V. 運営および会計年度

1. 役員の仕事は、当該役員の仕事後の1月1日に始まる。会長任命役員は、毎年、第一回執行委員会会議において任命される。(新)

2. 本会の会計年度は、毎年4月1日に始まり、翌年の3月31日に終わるものとする。(新)

## VI. 言語

本会の運営に使用する言語は、英語と日本語、またはそのどちらかとする。(新)

## VII. 改正

本定款細則の改正は、定款改正と同様の手続きをもって提案されなければならないこととする。改正案が有効となるには、年次総会の出席会員の過半数の賛成、もしくは執行委員会の5分の4の賛成を必要とするものとする。(定款規定VIII)

## VIII. 議事進行の手続き

会長は、執行委員会、全国選出役員会議、年次総会の運営手続きを提案する。提案に異議のある場合は、定款と定款細則に規定のない事項については、ロバート議事規則改訂版に従うものとする。(定款規定VIII)

## 訳注

1 現在のJALTの日本語名は「全国語学教育学会」ですが、翻訳の段階でThe Japan Association for Language Teachingは「日本語教育学会」と訳したほうがいいのではないかという意見が翻訳者の間では大勢を占めました。その理由は、第一にJapanは「日本」であるということ。第二に「語学」というと個別外国語の教育というニュアンスがありますが、JALTは現在すでに、バイリンガリズムや第二言語としての日本語教育など「語学」を越えた領域をも扱うようになっており、将来的にも移住労働者の人々への識字問題、初等・中等教育における言語的少数派の子どもたちへの教育など、より広い領域を視野におさめる必要が出てくるであろうと予測されるということです。「言語教育」はJALTの原点であるあらゆる文脈での個別外国語の教育に加えて、これらの新たな話題をも包含できる表現です。日本語名の変更は、9月の全国運営委員会会議などで正式に検討されることになっています。

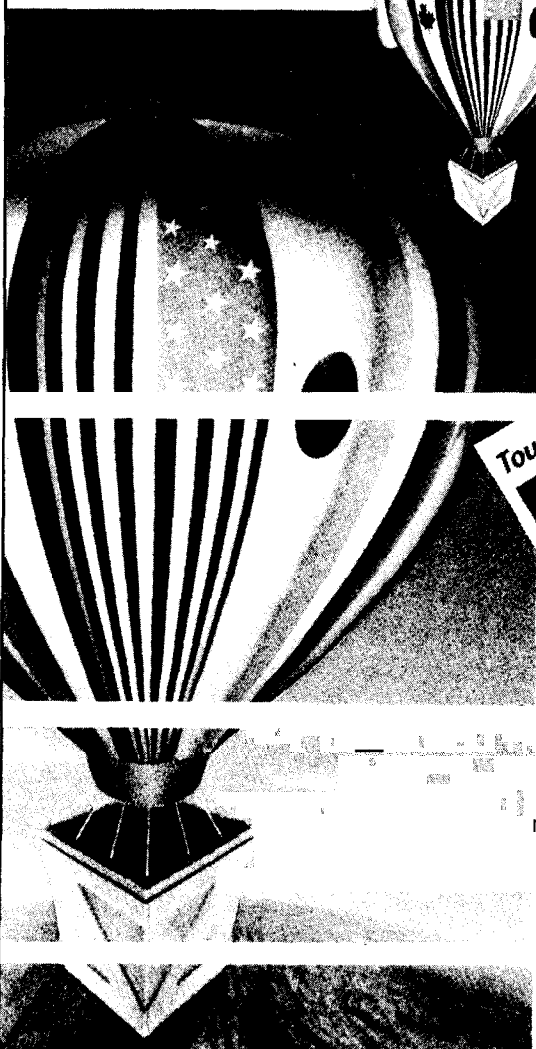
2 日本語版では、committeeとboardは、ともに委員会と訳されています。

3 94年6月に神戸で開かれた執行委員会に提出された日本語版の作成は、青木直子、高橋紘子、ホートン・エミコ、山本雅代の4名が行いました。この最終版の作成は、青木直子、今村茂男、小田真幸、高橋紘子、山本雅代の5名が行いました。この日本語版は、まだ専門家によるチェックがされていません。今後、法律上の理由で、表現などが変更される可能性のあることを申し添えます。

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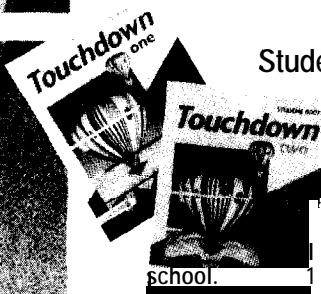


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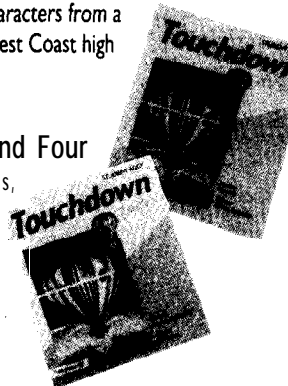
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## Doing, Knowing, and Telling

by Donald Freeman

ここでの課題は、「言語教育に関する研究と、教えるために教師がクラスで実際になすべき事柄との関係」である。教師の実践的な必要を考慮しない研究は、現場の教師からそっぽをむかれるために何の効果もおさめない、と筆者は指摘する。今日の研究は抽象的で、その大半が言語学習の現場の要請にそったものとは言えない。求められている研究は、言語の学習や習得の複雑さを念頭においたものであり、そのような研究を推進するためには、教える際に教師が実際に行っているやり方を取り込んだものでなければならない。

## The Social Mirror and Linguistic Chameleons

Interview with Leslie Beebe, by Gwen Riles

会話の社会的ルールが取り上げられ、言語行動に強い影響を及ぼす二つの原理が強調される。ひとつは、「言語は社会的鏡」であり、話す人の社会的背景を反映する、というものである。もうひとつは、「あらゆる人は言語的カメレオン」であり、自分の話し方を環境に応じて変える、というものである。Beebeの言語行為に関する研究は、この二つの原理が、英語の母語話者同様に言語の学習者にもあてはまることを例証する。また、このインタビューにおいては、社会言語学的規準の相違が、日本人と英語母語話者とのコミュニケーションの妨げになるような領域についても触れられる。

## Inter-language from a Socio-cultural Perspective: The Works of Leslie M. Beebe on Sociolinguistics and SLA

by Naomi Fujita

Leslie M. Beebe is Professor of Linguistics and Education in the Applied Linguistics and TESOL programs of Teachers College, Columbia University, where she teaches and advises ESL/EFL teachers and researchers. The former president of the American Association for Applied Linguistics (AAAL) for 1990-91, her research covers the broad areas of sociolinguistics, pragmatics, and second language acquisition (SLA). Much of her recent work concerns Japanese learners of English, which is relevant to those who are teaching EFL in Japan.

Beebe's intellectual pursuits have ranged from phonetics and phonology to discourse analysis, always focusing on learner's language, especially how it changes according to diverse social scenes. Her current focus is on cross-cultural differences in conversation and some of the problems these differences cause for speakers of other languages. Two issues that especially attract her interest are

"sociolinguistic transfer" and cross-cultural differences in communication patterns between native speakers of English and Japanese.

Beebe also presents papers in many countries on the social rules of speaking, by which she means "the unwritten socio-cultural norms that native speakers know in their language and that non-native speakers have an incredibly difficult time picking up." Beebe always claims, "The more you learn about cross-cultural communication, the more you realize how little you know."

## Whither the Languages of JALT

Richard J. Marshall

この記事ではJALTで使用されるべき言語は何かというデリケートな問題が論じられる。筆者はJALTが二言語を併用する組織になるべきだという考え方を取り上げ、二言語併用の方針を上から押し付けるときに起こる実際のおよび心理的問題を指摘する。実際のレベルでは、特に出版と翻訳の面で、二言語併用は極めてコストが高い。心理的な観点からは、押し付けのバイリンガリズムは、常には言えないまでも、一つの言語しか使えない人を除外、組織のなかの選挙あるいは任命による職につけなくするという望ましくない結果をもたらす。筆者は、さらに、JALTの国際的な評価を高め、海外の言語教育に関わる団体との交流を促進しようという方針を考えると、実際的には国際語である英語を使うことが必要であり、二言語併用の出版物は、海外からの関心を低下させる結果になるだけだと主張している。

和文要旨作成協力：森川博巳・森川キャロリン

## The Language Teacher 原稿募集

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

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edited by tamara Swenson

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

**Lexical Phrases and Language Teaching.** James R. Nattinger and Jeannette S. DeCarrico, Oxford, 1992. Pp. 218. ¥4,310.

*Lexical Phrases and Language Teaching* is a book primarily for graduate students and others who can speak the language of linguistic pragmatics and discourse analysis. Laymen will have some trouble following the many close arguments, especially in the first half of the book. It is difficult, but also worthwhile, interesting and controversial. Also, the elegance of the language often helps the reader through the difficulties. For these reasons, many besides applied linguists will want to own it.

Authors Nattinger and DeCarrico divide their work into roughly two halves, the first half to theory and the second to application. The theory is fascinating; they draw attention to units of language, lexical phrases, which they feel are as important as words and sentences. Lexical phrases, say the authors in their preliminary definition, are "chunks of language of varying length, phrases like *as it were*, *on the other hand*, *as X would have us believe*, and many, many others; occupying a position between lexicon on one hand and sentences on the other. These chunks the authors examine at great length for form and function, arguing that they are valuable for both research and for language teaching.

The authors did not invent lexical phrases—they first encountered the term in a 1975 article by J. Becker. Also, "chunking" has been long recognized by linguists in the speech of both adults and children in first language studies. But this work claims that, in the words of the authors, "lexical phrases are in fact basic to language performance; they are pervasive because they seem to be characteristic of the way we comprehend and the way we speak" (p. 57). This view contradicts those of such linguists as Krashen and Scarcella, who maintain that language chunks "do not serve a primary role in language acquisition" (1978:26).

The theoretical portion of the book is not always easy going. The authors have a big job to do, first in defining lexical phrases clearly enough to discuss them, and then in showing how lexical phrases fit into the world of linguistics. Then, the second half hopes to show that lexical phrases are useful in language teaching. But this is also theory, and though they may be right, the question remains, will *this book* be useful to language teachers? The authors have collected a large amount of real language from many sources at two U.S. universities, and put this material to good use. In chapter 3, for example, they put lexical phrases into three categories—social interactions, necessary topics, and dis-

course devices—that they believe will be suitable for teaching. They then list a fair number of lexical phrases in each category; which could be indeed, helpful for teachers. But the three chapters devoted to language teaching, teaching conversation, teaching listening comprehension, and teaching written discourse (that is, reading and writing), are still filled with theoretical argument. Language teachers eager to flip open the book and find out how lexical phrases are going to help them with their classes are going to find useful sections hard to find, and a bit short.

Further, much of this material seems more useful for ESL teachers rather than for EFL teachers. (A common problem for books written by linguists residing in native-language countries). For example, there is a lively discussion of ways to help ESL students understand academic lectures in English, which uses material videotaped from real classroom lectures. Good stuff, but this is not a practical problem for most EFL teachers in Japan.

Again, the section on oral conversation offers fascinating insights into how lexical phrases for social interaction typically gain in politeness by being stacked together, so that that they can be recycled and expanded in successive classes during a language course. But it is hard to see how non-native ESL teachers could make use of these insights without a textbook; and it could be pretty difficult for native-speakers as well. Nattinger and DeCarrico argue that a lexical approach to language teaching would not require a whole new series of textbooks. But I'm not so sure.

Language teachers who buy this work will put it next to their other reference books, and not alongside their textbooks.

But this is only to say that one needs to buy this book for the right reasons; it is a stimulating, and perhaps revolutionary, work in applied linguistics, and it is a rather difficult as well as fascinating one. People who love the study of language (and not just English; an appendix lists lexical phrases from Chinese, Spanish and Russian) will want to buy it, if the high price doesn't discourage them. Also, it will certainly generate research topics for applied linguists and ideas for textbook writers as well.

Reviewed by Woodrow Woodbridge  
Tokai University

#### References

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New Horizons English Course 1. Hiroshi Asano, Yuzaburo Shimomura & Tsutomu Makino. Tokyo Shoseki Publishers, 1993. Pp. 113. ¥262.

New Horizons English Course 2. Hiroshi Asano, Yuzaburo Shimomura & Tsutomu Makino. Tokyo Shoseki Publishers, 1993. P. 113. ¥262.

New Horizons English Course 3. Hiroshi Asano, Yuzaburo Shimomura & Tsutomu Makino. Tokyo Shoseki Publishers, 1993. P. 113. ¥262.

It was a disturbing chapter. As I read it there were dark, sinister and sexually violent images which slowly came into my mind. What else was I to infer?

I'm referring to the first segment of Lesson 3 in the new *New Horizon* year eight English course book, published by Tokyo Shoseki. The text is incredible; Susan returns home alone and tired on a cold rainy night, to be confronted by a dark figure with a knife. "And..." (p. 12)

The lesson is titled "Who did it?" I find myself asking "Who wrote it?" and more to the point "Who approved it?" Indeed the new *New Horizon* text has been endorsed by Monbusho nationally for use in junior high schools.

Surely the required vocabulary and grammar points could be incorporated into a more positive story, or one which at least leads to a satisfactory moral ending suitable to readers of 13 years of age. Ordinarily an open ended story is a wonderful text book component, allowing discussion and follow-up work within class on "what may happen next." However in the case of the extract in question the probable answers are not pretty; violence, rape, murder. I think this seven line tale could put fears and nightmare images of sexual violence into the heads of year eight students.

Other considerations come to mind. Susan (one assumes) is a Westerner. Her name is certainly not Keiko or Yumi. Is the story in fact set outside Japan, and does that then mean that this type of incident is what one must expect to occur abroad? Nice preconceptions for students to sub-consciously develop about the bad world out there! So much for positive attitudes regarding internationalisation! Or is the chapter racist too? We read of a "dark" figure coming up to Susan with a knife in hand. Of course some of this is side-issue, but the point is that beyond the language requirements, modern day text books should be created thoughtfully. These texts can do more than merely pump educational components into students. By all means make our language text books stimulating and bring them up with the times. They have the power to entertain and stimulate students, feeding and even affecting their developing moral and aesthetic sensibilities. When creating texts, the effect of their potential impact (and the power of what is not said but im-

plied) needs due consideration. Whereas the "Who did it?" passage in question probably does stimulate a response, it is one which I feel is not at all positive or appropriate for students of 13 and 14 years of age.

There is sadly plenty in the new *New Horizon* series which is extremely uninteresting and non-stimulating for young Japanese students of English. For example, I doubt that year 7 students would hold much interest in the (far from natural) in depth discussion of young Mike's parents day to day comings and goings (book 1, p. 56, p. 58), nor would year 8 students particularly identify with or enjoy the subtle etiquette tips of "At the Party" (book 2, p. 10), along with its stuffy illustrations of formally dressed boys and girls drinking fruit punch. Similarly the topic of finger puppets seems to be inappropriately pitched for stimulating the interest of year 9 students, (book 3, pp. 38 - 39).

Admittedly the new *New Horizon* is greatly improved compared with the previous version of the same. Many stereotypical gender role-models typical of the former *New Horizon* have been broken. Blatant expressions of sexist ideology, such as illustrations of apron-clad women involved in domestic duties, have been replaced by the inclusion of males who cook (book 1, p. 60), women professionals (book 1, p. 56), reference to a debate's "chairperson" (as opposed to "chairman") (book 2, p. 34) etc. This is commendable.

However, implicit, subversive ideologies are still expressed and reflected in the texts, which I believe effect how readers may view their roles in the world, especially in terms of gender. These are most apparent and probably far-reaching in book 1, which depicts females (through both text and illustration) as largely passive beings who only express information when invited to do so. "Do you like music Yumi?" (p. 30 and p. 80), "Do you like pop-music or classical music?" (p. 30), "Can you make any flowers?" (p. 52), etc. Whereas the males in book one are involved in and speak with authority on a broad range of activities, the activities that the females are involved in and speak with any authority on do not go far beyond home and family and are limited to origami and music. All this can be seen to implicitly indicate the discourse position and interests appropriate for females. Whereas in books 2 and 3 females are far more empowered (travelling, giving opinions and acting assertively), I would argue that it is book 1 which plays the paramount role in setting the mould for what is considered appropriate female behaviour.

The issue of implicit sexual ideologies in texts is also relevant to texts of other countries and other languages. However, I would argue that in Japan, where the image and self image of the female is predominantly in service, honour and under control of males, challenging and exposing these sexist reflections in discourse is warranted.

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Day	Time	Pres. #	Room #	Title:
Fri.	2:30-5:30	1534	Green	Back to Basics Through Lexical Computing
Sat.	11:00-11:45	1305	725	The Cobuild Student's Dictionary of Idioms
Sat.	2:00-2:45	1309	852	Cobuild 2/e: The New Generation



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I feel that the "Who Did it?" text in question (book 2, p. 12) is in very bad taste. Whoever actually approved it probably saw or looked for little beyond the ever sought-after prescribed grammar and vocabulary requirements. In addition to other points raised above, the female in the text is depicted as a victim, controlled by and powerless against the actions of a male. The "dark figure" and the 2 suspects interviewed after the crime (p. 12, 14, 16) are all illustrated as male.

However, all is not lost for the lesson in question. With a little expansion and some graphic illustrations it could easily become a best-selling adult only manga, which sadly our students may be reading pretty soon anyway. These kinds of texts further reinforce existing sexist ideologies concerning appropriate discourse and behavioural positions for females and males prevalent in Japanese society. They should be amended.

Reviewed by Jack Migdalek  
Kitakyushu City ALT

**Writer's Helper: Prewriting and Revising Software for the Macintosh.** CONDUIT Educational Software, University of Iowa, 1990.

**Writer's Helper: Prewriting and Revising Software for the Macintosh, User Manual.** William Wresch. CONDUIT Educational Software, University of Iowa, 1990. Pp. 102.

**Writer's Helper: Prewriting and Revising Software for the Macintosh, Instructor Manual.** William Wresch. CONDUIT Educational Software, University of Iowa, 1990. Pp. 102.

Teachers looking for writing software that allows for greater flexibility and fewer teacher-centered activities, and that encourages students to progress at their own pace in the ESL/EFL CALL classroom might want to consider *Writer's Helper*, a prewriting and revision program written by William Wresch.

A word processing program is central to any CALL composition class, but there is also often a need for a program that teaches composition process skills as well; a program that pushes the students to think about their topics in different ways, yet gives guidance in composition form. This program should also allow the students to work cooperatively.

*Writer's Helper* addresses these additional needs.

*Writer's Helper*, in use earlier on IBM and Apple II computers, was adapted in 1989 for the Macintosh. It is written for L1 students of composition, but can be adapted to the intermediate or advanced ESL/EFL classroom.

According to the *Instructor Manual*, the "prewriting activities offer several ways to help students choose and explore a writing topic, then to

organize the information for a paper" (p. 3) and the "revising tools analyze various characteristics of a document to help students locate possible structural and grammatical problems, and to help them improve their writing style" (p. 3). There are 19 prewriting activities and 20 revising tools listed in the menus of the program. Thus, it is almost impossible for any class to use them all, but it does allow for a teacher to select those which fit the needs of a specific class since the activities focus on so many aspects of writing, from preposition choice, "to be" verb usage, gender usage, and homonyms to sentence variety, subordinate clauses, sentence lengths, and transitions.

Here is a brief description of some *Writer's Helper* exercises that I have used successfully.

"Rewriting" exercises help the student get ideas and learn writing skills, but more importantly, they allow, or even force, the student to think about a subject from different points of view. The exercises include:

"Paragraph Development" and "Five-Paragraph Theme" teach organization, and reinforce the idea that topic sentence, thesis statement, transitions, and so on are important concepts in writing, even writing with a computer. After completing one of these exercises, the program automatically creates a rough draft of the paragraph or essay that can be revised in *Writer's Helper's* "Document Editor" which has basic word processing features, or exported to a full word processing program for more extensive revision. In either case, the document can be returned to *Writer's Helper* for use with the revising tools.

"Questioner" has the students respond to up to 26 questions of their choice such as "Who is the strangest person you know?" or "Why do some people have more friends than others?"

"Crazy Contrasts" asks for a comparison between the student's choice of topic and a subway, Donald Duck, or a new baby, for example.

"Three Ways of Seeing" asks 12 to 15 questions about the topic such as "Why are people interested in your topic?" or "Why is your topic more or less important than similar topics?" and so on

"Audience" asks the students to describe the person or persons they are writing for, what the audience knows about the topic, and how they want the audience to feel about and/or respond to their topic.

"Debating An Issue" helps the student develop an argumentative or persuasive paragraph or essay. The student must choose a topic, state a position, and then write at least three sentences supporting and at least three sentences opposing that position.

"Revision" introduces several tools for rewriting, with the Audience exercises being most useful with my classes. Of these, three are the most popular.

"Readability Index" indicates the grade level of the student's writing from elementary grade 1 through graduate school. The students have found this particularly interesting, but some explanation of the index is necessary since it tends to rate all writing toward the low end of the scale.

"Transitions" shows which transitions have been used and suggests others that could be used.

"Sweet or Stuffy" indicates the formality of the writing so the student can judge whether she needs to revise to suit her audience.

As with any software program, there are shortcomings. In general, learning to operate the computers and the program takes some time. In my situation most of the first three class meetings (6 hours) are spent learning to connect to the network, use the word processing program, and get acquainted with *Writer's Helper*. Throughout the year students discover more features of the programs that speed up their writing, but these take time to learn. Furthermore, since the exercises are on the computer software rather than in a portable text book, it is not as easy to assign them as homework.

A problem specific to *Writer's Helper* is that it is designed for American students. Occasionally students cannot relate to a question because of cultural bias or difficult vocabulary. However, if they are aware of this, they can skip this material and still have enough to keep busy.

The software program is available in packages for individuals, small groups, and network systems. *Writer's Helper* comes with an Instructor Manual and a User Manual. The User Manual gives the purpose of each activity, tells how to use it step by step, and, where applicable, how to continue that activity or go to the next one. The Instructor Manual explains the activities in greater detail and gives advice on how to connect them to other class work or other activities. There are also two example assignments in the Instructor Manual which take the students through the program to create a 300-word essay.

For the most part, if your computer system accepts *Writer's Helper*, and most do, it is a very usable program with more than enough activities for learning to write compositions in English.

Reviewed by Merritt Aljets  
Osaka Jogakuin Junior College

Address: CONDUIT, The University of Iowa, Oakdale Campus, Iowa City, Iowa, USA 52242

**F**arewell! *TLT's* Publishers' Review Copies Liaison, Sandra Ishikawa, has decided to leave her position to pursue other professional and personal goals. Sandy served in her position for nearly three years, distributing review copies to reviewers for both *TLT* and *JALT Journal*. We wish her the best of success in her future pursuits. Taking over for her will be Tom Trimmingham.

## Recently Received

The following items are available for review by JALT members. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final-notice items will be discarded after September 30. Contact: Publishers' Review Copies Liaison (address p. 2). Reviewers must test textbooks in the classroom. Publishers should send all materials for review-both for students (text and all peripherals) and for teachers-to the above address.

### For Students

- \*Byrd, P. & Benson, B. (1994). *Problem! Solution!: A reference for ESL writers* (self-study; high interm/adv). Boston: Heinle & Heinle.
- \*Deakins, A., Parry, K., & Viscount, R. (1994). *The Tapestry grammar: A reference for learners of English* (high interm/high adv). Boston: Heinle & Heinle.
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- 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.

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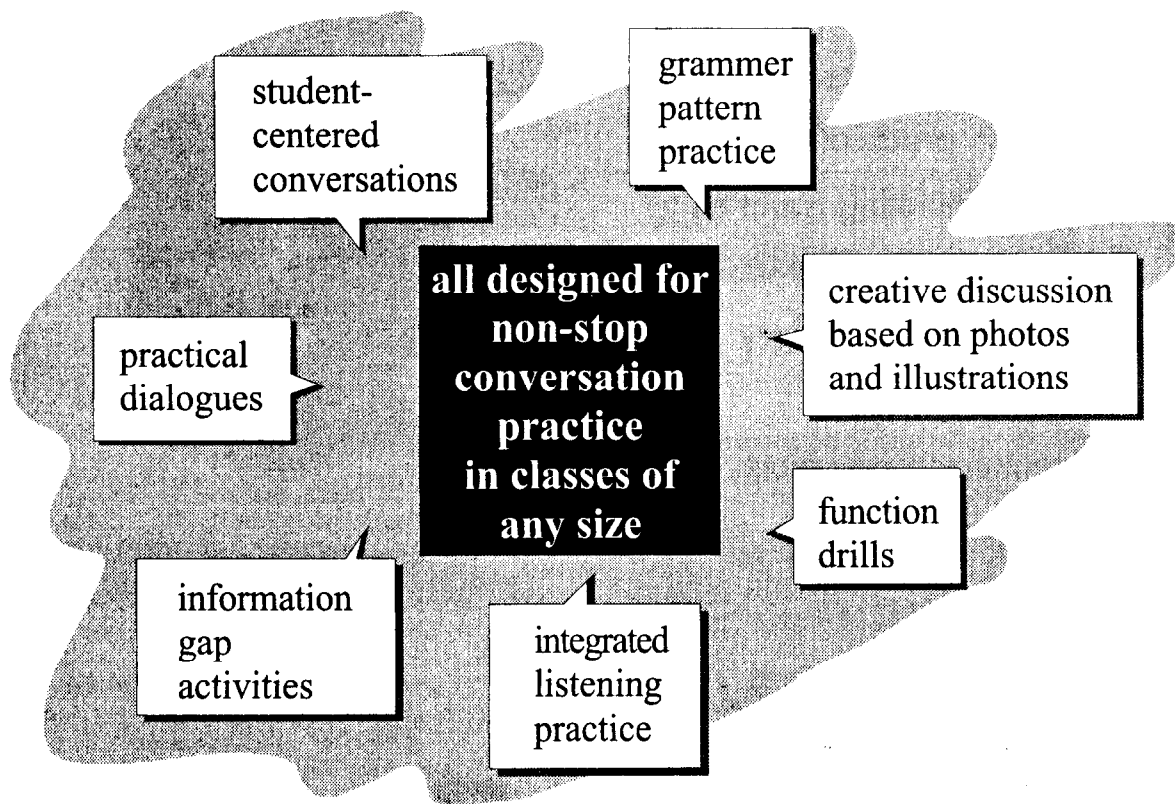
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 McAlpine, R. (1994). *The secret life of New Zealand*. Tokyo: Tairyusha.  
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**For Teachers**

\*Wada, M. & Cominos, A. (eds.)(1994). *Studies in team teaching*. Tokyo: Kenkyusha.  
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**LB:** I'll talk about that in my presentations at JALT. We need to find lots of ways to introduce language that has a social context, because when language is used for real communication, there is no such thing as language outside a social context. We need to bring natural language samples into our classes, and we need to get students going outside class to get exposure to language that's alive and well in a natural social context.

**Note**

1 See also Joos, M. (1962). *The five clock*. New York: Harcourt, Brace and World.

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BEEBE, cont'd from p. 15

and unsuccessful communication. For example, Japanese students who don't agree with a professor's advice or opinion may say, "Do you mean ...?" "Do you want me to do X?" Americans will say, "Do you really mean ...?" "Do you really want me to do X?" Just that one word says, "I am not sure I agree" or "I think you may have made a mistake."

**GR:** So, many communication breakdowns are not the result of faulty grammar?

**LB:** Over and over I have found examples of miscommunications with perfect grammar. Grammar usually is not the culprit. The problem is that culture permeates language, so we cannot communicate without drawing on our native culture. We wouldn't want it any other way. But sometimes, when our grammar is perfect or very close to native, native speakers of our second language think that our social rules of speaking will be a perfect match. And of course, this is not the case.

**GR:** How do you suggest EFL teachers go about teaching the social rules of speaking?

**TLT Advertiser Index for September**

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**Pronunciation Practice Made Palatable**

by Frank A. Rowe  
Gifu Women's University

Teaching English conversation in Japan can be a delightful experience because of a rather common desire of the Japanese to communicate with people from other countries. There seems to be an insatiable appetite to learn about other cultures directly from people born in places outside Japan. However, although pronunciation practice should be an important part of any well-rounded conversation class, it is often overlooked because it is dull and uninteresting. Trying a new system may take the boredom out of this activity and provide a bit of humor since humor takes the edge off the embarrassment that can be associated with this practice, and everyone seems to win.

After ten years of doing pronunciation practice with university students, I have developed a system that may help to overcome the poor pronunciation of most young Japanese speakers of English and something you can use in your classroom. The system evolved from understanding the concept of minimal pairs as explained by Nilsen and Nilsen (1971) in which they chronicled the sounds that prove difficult for native speakers from each country of the world. In Japan, there are 27 minimal pairs that Japanese have trouble pronouncing.

They are:

- [l] and [r], as in *lack* and *rack*
- [iy] and [i], as in *beat* and *bit*
- [ey] and [e], as in *bait* and *bet*
- [Q] and [e], as in *bat* and *bet*
- [ey] and [Q], as in *aid* and *add*
- [Q] and [a], as in *cat* and *cot*
- [a] and [ə], as in *bat* and *but*
- [ə] and [a], as in *cut* and *cot*
- [ə] and [u], as in *buck* and *book*
- [a] and [ow], as in *cot* and *coat*
- [ə] and [O], as in *cot* and *caught*
- [ə] and [aw], as in *dot* and *doubt*
- [ə] and [O], as in *but* and *bought*
- [w] and [hw], as in *wet* and *whet*
- [v] and [f], as in *vat* and *fat*
- [h] and [f], as in *hat* and *fat*
- [b] and [v], as in *ban* and *van*
- [v] and [z], as in *veal* and *zeal*
- [s] and [ʃ], as in *seat* and *sheet*
- [T] and [ʃ], as in *thank* and *shank*
- [t] and [T], as in *team* and *theme*
- [s] and [T], as in *sink* and *think*
- [D] and [z], as in *then* and *zen*
- [d] and [D], as in *dare* and *their*
- [d] and [j], as in *din* and *gin*
- [n] and [N], as in *fan* and *fang*
- [g] and [N], as in *gag* and *gang*

**The Procedure**

My system is designed to overcome the tedium usually associated with pronunciation practice. At each class meeting one set of minimal pairs is practiced. Since there are 27 pairs, doing one pair each week works for the typical university year of about 28 weeks. Words containing the sounds are printed on the board in the following manner, for example, the pairs of sounds [l] and [r]:

- [l] **lack, lag, lake, lamp, flee, elect, fly, files, role, tile**
- [r] **rack, rag, rake, ramp, free, erect, fry, fires, roar, tire**

The practice begins by demonstrating how to make the first sound, which is the [l] in this case, by using the first word *luck*. Students repeat what the teacher says three or four times or until the response is satisfactory. Then the teacher says the second [l] word *lag*, and the students repeat the word. This is done two times, unless there is some poor pronunciation from the class. Move across the [l] line until each word is pronounced twice. Then demonstrate how to make the [r] sound. After years of trying, what seems to be the best method of producing this sound is to get them to whistle first. This usually causes a bit of a stir, but once they realize it works, students seem to overcome their shyness. When a person whistles, the muscles around the mouth are set to approximate the [r] sound. When the r in *rack* sounds adequate, move across the line of [r] words, doing each two times.

The next portion of the pronunciation practice consists of single sentences repeated individually by each student. Each student has a copy of the sentences. Read the first sentence then have the first student read it aloud. Then the second sentence with the second student, and so on until all 20 have been read. If a student fails in the key minimal pair words, read the sentence again aloud and have the student read it a second time. Experience has shown that if they still mispronounce after the second try, don't try for three. Embarrassment sets in and nothing will be accomplished. It may be better to tutor the student on that particular sound in a private moment, and without the class listening. Here is an example of sentences using [a] and [ow]:

- [a] **cot, cod, sod, sock, hop, tot, got, cock, odd, slop**
- [ow] **coat, code, sewed, soak, hope, tote, goat, coke, owed, slope**

1. Kaori hung her cloak near the clock.
2. Yuki thought it was not her note.
3. Hiroko hoped she could hop.
4. Who's got Nao's goat?
5. Chie didn't want to soak her sock.
6. Kei saw a rod on the road.
7. Meg noticed that the code on the cod was red.
8. Nori owed an odd number of yen.
9. Emi calmly combed her hair.
10. Sonoko found her loafers in the loft.
11. Mami won't want the pachinko balls.
12. Mihoko saw an ox in the oaks.
13. Kayoko put her coat on the cot.
14. Takako saw a fox near her folks.
15. Namiyo hoped no one would rob her robe.
16. Asako put her smock near the smoke.
17. Masako slipped on the slop on the slope.
18. Yumi would mope if she had to mop the floor.
19. Junko helped the tot tote up the numbers.
20. Mariko poked a hole in her pocket.

practice, there are a couple of suggestions. First, use the class roster when selecting names. This somewhat personalizes the activity and can draw a smile or two.

Also, try to inject a little humor into the sentences if you can.



References to pachinko balls usually draw a laugh or two. Also keep the sentences short so the students can focus on the key words in the practice. And last, if you can place the two words together, this is best.

For example, "Sachie ran the lap rapidly." for [l] and [r], or "Mari drove the jeep deep into the jungle." for the [j] and [d] sounds.

Experience has shown that this activity can be completed in about 10 to 12 minutes for each student to read a sentence in a class of 30. Any longer than 10 minutes and disinterest seems to set in. It is surprising how quiet the class gets as they await their turn to say their one sentence.

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#### Concluding Remarks

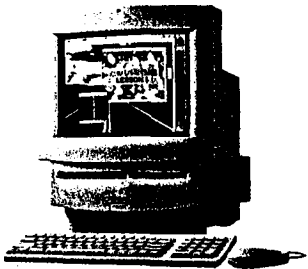
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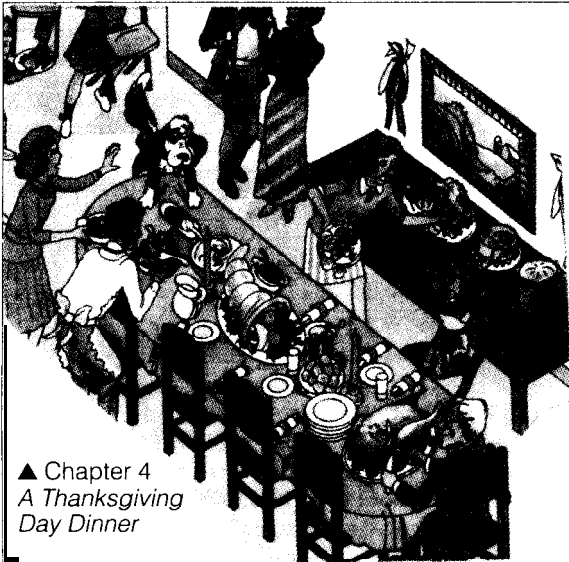
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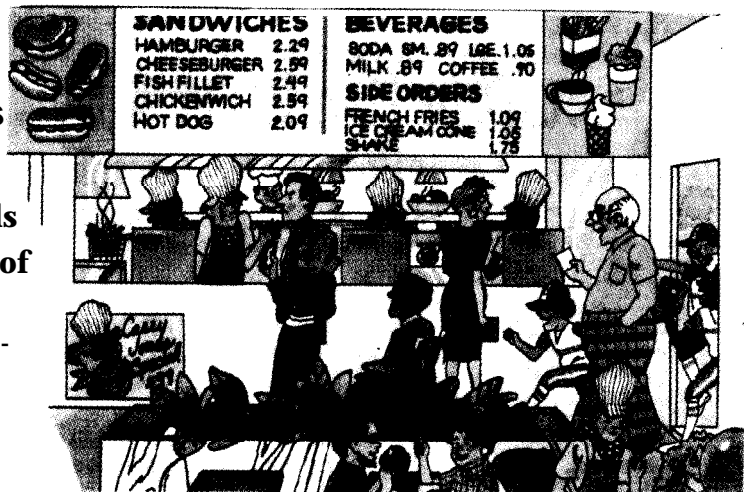
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edited by dennis woolbright

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.

## Major Constitution and By-Laws Revision Considered

JALT Annual Business Meeting, Sunday, October 9 from 12:30-14:30 during the JALT 94 International Conference at Matsuyama University in Ehime, Shikoku. Donald Freeman, JALT 94 main speaker and Past President of TESOL, will talk briefly about what teaching organizations can do for our profession. The Annual Meeting is open to all members; please attend and vote on several important issues facing JALT.

## Student Membership

Central Office Announcement. Under the new policy, effective as of June, 1994 student membership is available to all students pursuing a full-time course of study. Proof of student status must accompany application and be resubmitted at each renewal to the JALT Central Office.

## Get on Base! JALT's Program Database

Make sure that your presentation has been reported to JALT's program database. Check with the chapter where you presented to ensure that they have reported it, and if not, ask them to do it, or do it yourself. If you have a presentation you would like to get on the database, present it at a JALT meeting and make sure that the chapter sends a Chapter Presentation Data Record for inclusion in the database. You must have presented at a JALT meeting to get on the database; it may be a regular chapter meeting, local conference meeting, or at the annual conference. Torkil Christensen Chapter Programs Liaison Fax: 011-737-3680.

## Cambodians to Speak

Mr. Chhun Bora & Mr. Peou Hor, winners of the JALT International Scholarship, will present at JALT 94 in Matsuyama and at other local chapter meetings.

## Open Positions in JALT

### Paid Positions:

(1) The Pre-conference Planning Committee will accept bids on the contract for the work of **Proposal Inputter for the 95 Conference**. Submit an application letter and resume. Detail computer experience and knowledge of File Maker Pro and Macintosh computers with the bid.

(2) Bids for the contract of **Inputter and Layout Person for conference publications** are being accepted. These include the Conference Handbook, Call for Papers and Supplement. Submit an application letter and resume as stated in (1) above.

### Unpaid Position

Applications are being accepted for the position of **Conference Program Chair for JALT 95 in Nagoya**. The Conference Program Chair is responsible for coordination of the conference schedule, supervising the Reading Committee and some related correspondence and publicity. The Conference Program Chair works with the National Program Chair and the Pre-conference Planning Committee.

Direct questions or applications to: Jane Hoelker, Chair of the Pre-Conference Planning Committee, KIT General Education, English Program, 7-1 Ogigaoka-Nonoichi, Ishikawa-ken 921 Fax: 0762-94-6701.

## Reviews Editor for the *JALT Journal*

The JALT Publications Board invites applications for the position of Reviews Editor for the *JALT Journal*. A commitment of three to four years will be required. The qualifications are:

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

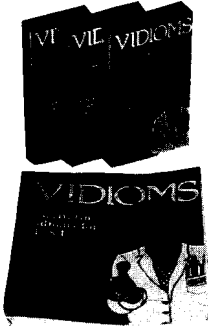
To apply, mail a curriculum vitae, including a list of publications, and a two to three page statement describing your vision for reviews in the *JALT Journal* to: Greta J. Gorsuch, JALT Publications Board Chair, #601 Koruteju, 1452 Oazasuna, Omiya, Saitama-ken 330. Faxed applications will not be accepted. Application deadline: October 31, 1994.

## Chapter Reports Editor Wanted for *The Language Teacher*

The JALT Publications Board is seeking a new Chapter Reports Editor for *The Language Teacher*. The successful candidate will have some editorial experience, a strong understanding of JALT chapter presentations and meetings, and will be a member in

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good standing of JALT. To apply, please send a one page resume and a cover letter to Greta Gorsuch, JALT Publications Board Chair, by October 10.

### 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  
1-1-8 H305, Ichinotani-cho,  
Suma-ku, Kobe 654

### 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)  
Donna Fujimoto; tel/fax: 0254-43-6413 (h)  
Izumi Suzuki; tel: 0196-35-6416 (h); fax: -38-0314 (h)

## Coming in the October issue of The Language Teacher

Next month we are proud to offer our readers the third special issue of TLT for 1994, *Cooperative Learning*, edited by Christopher Jon Poel, Robert M. Homon, and William F. Flaman. If you haven't encountered this interest area before, then this issue is an introductory "must-read." Roger and David Johnson first introduce the background and major elements of the cooperative learning curriculum. In subsequent articles, Spencer and Miguel Kagan, Yael Sharan, Elizabeth Coelho, and Steve McGuire discuss the various ways in which CL can be exploited. Finally, David Kluge and Christopher Jon Poel offer an annotated bibliography of books and articles on CL for those interested in exploring this approach to FL instruction even further. If you're interested in curriculum design, you won't want to miss our October issue.

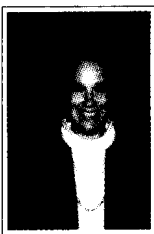
### Main Speakers



**Mario Rinvolucri** currently works for Pilgrims and the Cambridge Academy in Canterbury, England. Among the many books he has written in collaboration with other Pilgrims trainers and writers are Grammar Games and *The Q Book* (with John Morgan). He is currently working on three projects: a book of exercises to

encourage students to focus on their own processes, another book of grammar games, and a book about reading and writing letters in the classroom.

- 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 11:00



**Leslie Beebe** is Professor of Linguistics and Education in the Applied Linguistics and TESOL programs of Teachers College Columbia University in New York. She has published widely in the areas of sociolinguistics and second language acquisition. In addition to her many contributions to

the literature on the social uses of language she is editor of *Second Language Acquisition: Multiple Perspectives*. Her current research deals with the "social rules of speaking" - the unwritten socio-cultural norms that language learners have such difficult time picking up.

- 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** is a member of the faculty of the Master of Arts in Teaching Program at the School for International Training and past President of TESOL. He is the author of numerous articles on language education and has edited a book on teacher education. In 1992, he was awarded a Spencer Fellowship

with the National Academy of Education to continue his research on how teachers develop and change their classroom teaching.

- Teaching as Decision-Making: A Means to Reflective Practice ..... Saturday 2:00
- Teacher Education and Learning to Teach . . . . . Sunday 2:30
- Teaching and Research: Questions of Power, Stories of Practice ..... Monday 11:00

### Featured Speakers

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

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

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

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

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

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

**Susan Stempleski**, Instructor, Hunter College of the City University of New York, *"Using Video in Language Teaching: The Basics and Beyond,"* Sponsored by Prentice Hall Regents

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

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

### Tidbits

**Bill Gatton**, Associate Member Representative, is very optimistic about the 94 conference after a recent visit to the 94 Matsuyama conference site.

**"Early Bird Fee Waivers"** go to Beth McKenty, Amy D. Yamashiro and Larry Cisar for being first to present their poster proposals.

**Almanac predicts** clear sunny and mild weather for the JALT 20th Annual Conference on Language Teaching/Learning to be held in Matsuyama October 7-10.



*-Today's Course for Changing Japan-*



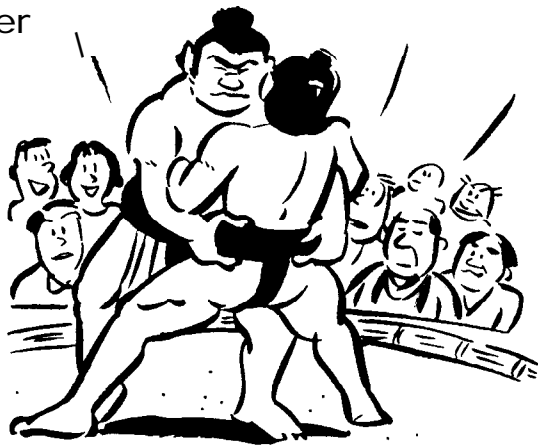
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## Announcement

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## Call for Papers

JALT CALL N-SIG and JALT Nagoya Chapter, in conjunction with JALT Associate Members, will be holding a computer and video Software Fair in Nagoya on November 23. In addition to commercial exhibitors, individual teachers who have developed video or computer software for language learning are invited to exhibit and demonstrate their projects. Submissions should include, name, address, home/ work phone, fax, title of project and a short description of project. Send submissions to Albert Dudley, Kinjo Gakuin University, 2-1 723 Omori, Moriyama-ku, Nagoya 463. fax 052-799-2089. Deadline for submissions is **Monday, October 24**.

## Call for Papers

JALT Southwest Region will be sponsoring An International Conference on Language Teaching in Kokura, Kitakyushu, May 14, 1995. We are requesting papers and poster presentations, which can be given in English, German, Japanese, or Korean, for our conference in Kitakyushu. The theme of the conference is "Sharing the Challenge; What Native and Non-Native Language Teachers Can Learn from Each Other." We are particularly looking for presentations which will provide insights across teaching experiences-presentations by non-Japanese teachers of language will be useful to Japanese teachers and vice versa. Presentations will be given during 45-min. periods. Be sure to allow time for questions. Abstracts of 100-400 words, in English only, should be sent to : George Russell, 3-2-203 Sensui-cho, Tobata-ku, Kitakyushu 804. Please indicate whether you will need audiovisual support, etc. The abstracts must be postmarked no later than **November 30**.

## 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.

## Special Issue of *TLT*: Call for Papers

There will be a Special Issue of *The Language Teacher* in October 1995 on "University Language Education in Japan." The guest editor of this issue (name and address below) invites proposals for feature articles on this subject in either Japanese or English. The issue will focus on the historical context and current environment of language education in Japanese universities, and their pedagogical implications. Proposals for the "My Share," "Opinions & Perspectives," and "JALT UnderCover" sections of the Special Issue are also welcomed. Send proposals to:

Gillian Kay  
406 Chateau Yasunoya, 1-5-1 2 Yasunoya-cho,  
Toyama-shi 930; Tel/fax: (0764)-41-1614

Proposals should be between 200-400 words.

**Deadline: December 15, 1994.**

## 「シンポジウム・地域の外国人と日本語」報告書

国立国語研究所は、「シンポジウム・地域の外国人と日本語ー平成5年度日本語教育相互研修ネットワーク地域研修会名古屋会場報告書ー」を刊行しました。この報告書は、昨年12月に名古屋で開かれたシンポジウムの報告書で、講演とパネルディスカッションの記録、配布資料（東海地区の日本語教室リストを含む）などが掲載されています。この報告書は、送料240円分の切手を同封の上、国立国語研究所日本語教育研修室に申し込めば、だれでも入手できます。国立国語研究所の住所は、〒115 北区西が丘3-9-14 Tel03-3900-3111です。残部があるかどうか電話で確認してから申し込んでくださいということです。なお「シンポジウム・北海道における日本語教育ー平成5年度日本語教育相互研修ネットワーク地域研修会札幌会場報告書ー」「新潟日本語教育のつどいー平成5年度日本語教育相互研修ネットワーク地域研修会新潟会場報告書ー」も同時に刊行したそうです。これらも同様の方法で入手できます。

# 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.

*Change in Deadlines:* Effective from October, the deadline for Chapter Meeting Announcements will be the 19th of the month, two months prior to the issue in which the announcement is to appear. This means that announcements for the December issue of TLT must be received on or before October 19th.

## CHIBA

Topic: Toward Cultural Competence for an Overseas Homestay

Spkr: Mary Chikayama

Date: Sunday, September 11

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

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

Fee: Members free; non-members ¥1000

Info: Gordon Sites, 0432-44-7128

This presentation focuses on preparing high school students and university students linguistically and culturally for class trips and homestays overseas. Classroom activities addressing the transactional and interactional purposes of language, non-verbal communication and presentation skills will be presented along with culture awareness activities.

Mary Chikayama teaches university, secondary and middle school levels.

## FUKUI

Topic: Multimedia ELT: Education in the (CD-Rom) Driver's Seat

Spkr: William Gatton

Date: Sunday, September 18

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

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

Fee: Members free; non-members ¥500

Info: Takako Watanabe, 0776-34-8334

Dominic Cogan, 0776-61-4203

Through hands-on interaction with computers, participants will learn to identify what CAI can do best and how it can best be done. In particular, the benefits of using CAI in developing listening skills will be shown. The session assumes no previous computer experience.

William Gatton is founder and president of DynED Japan.

## FUKUOKA

Topic: Awareness of Global Responsibility

Spkr: Tetsuo Nakamura

Date: Sunday, Sept. 11

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

Place: Kitakyushu International Village Center (1-1-1 Hirano, Yahatahigashi-ku, Kitakyushu, TEL 093-662-0055)

Fee: Free

This lecture will be about how nongovernmental organizations (NGO) work and how teachers and students can become more involved with NGO activities. The lecture will be delivered in Japanese with simultaneous translation provided. A question and answer period will follow the presentation.

Tetsuo Nakamura is a medical doctor who treats leprosy patients in Pakistan. He also works with refugees from Afghanistan.

Topic: Cambodian English Education: Reconstruction

Spkr: Peou Hor and Chhun Bora

Date: Saturday, October 1

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

Place: (Same as September meeting)

Fee: Free

Info: L. Dennis Woolbright, 093-561-2631, ext. 235

The speakers will describe how English education in Cambodia has evolved from the days of the Pol Pot regime to the present. Prior to this presentation, Mary Wilder, head of Mercei University's English department, will speak on the theme "A Woman's Place" from 10 a.m. to noon. Simultaneous translation into Japanese and nursery facilities will be provided.

Peou Hor and Chhun Bora are winners of the JALT National International Scholarship.

## FUKUSHIMA

Topic: Learning to Learn

Spkr: Steve Martin

Date: Sunday, Sept. 25

Time: 1:30 p.m.

Place: Koriyama Bunka Center

Fee: Free

Info: Gary Spry, 0249-38-7917

## HAMAMATSU

Topic: The Construct of Oral Communication

Spkr: Kensaku Yoshida

Date: Sunday, September 18

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

Place: Create Hamamatsu (next to Enshu Byoin mae Sta.)

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

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

This presentation will give a theoretical account of the two oral skills, speaking and listening. Speaking skills not only involve the ability to interact with people, but also the ability to express one's opinions. Listening skills differ in quantity and quality of listener involvement.

Kensaku Yoshida, Sophia University, is author of the Ministry of Education approved texts for Oral Communication.

## HIROSHIMA

Topic: Listening: Content, Culture, Tasks and Strategies

Spkr: Marc Helgesen

Date: Sunday, September 18

Time: 1:00-2:00 p.m. - teacher-sharing meeting

2:00-4:00 pm - main presentation

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

Fee: Free (sponsored by Cambridge University Press)

Info: Elizabeth Smith, 082-282-5311 (w), 082-286-9781 (h)

Carol Rinnert, 082-239-1374

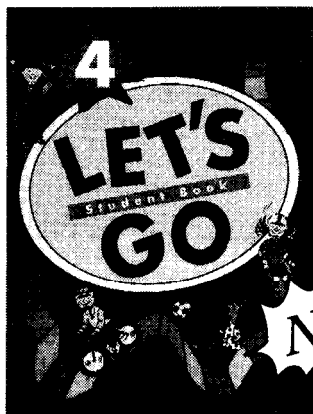
After exploring the nature of listening and strategies for skill development, Marc Helgesen will consider how the learners' culture affects their ability to listen. Participants will create listening tasks based on prepared and authentic samples, and listening texts.

Marc Helgesen, Miyagi Gakuin, Sendai, is co-author of a recent listening text.

On Saturday, September 17, there

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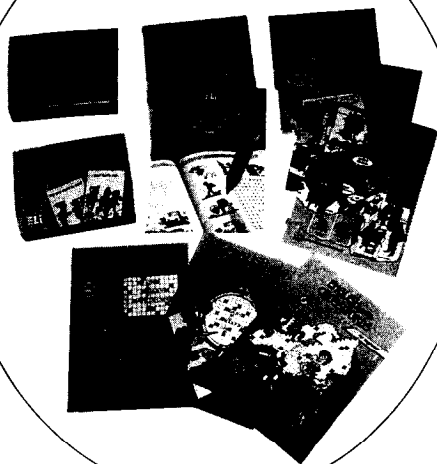
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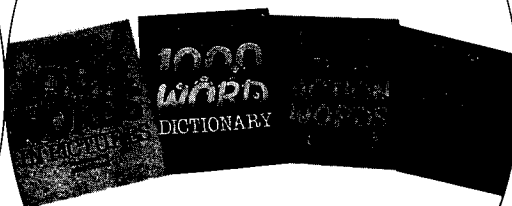
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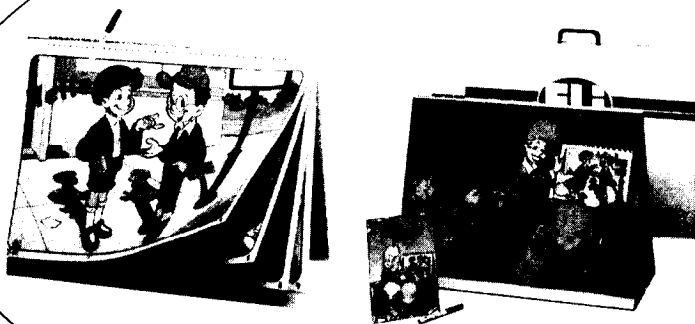
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will be a "Great Debate" with JALT's National Officers at a popular restaurant in Hiroshima City.

## HOKKAIDO

Topic: Switching on to Video  
Spkr: Susan Stempleski  
Date: Sunday, October 2  
Time: 1:00-5:00 p.m.  
Place: Hokudai University Conference Hall (Kita 8 Nishi 5)  
Fee: Free (sponsored by PHR)  
Info: Ken Hartmann, 011-584-7588

This practical workshop concerns using pre-recorded video in language teaching. Participants, acting as students and observers, will become familiar with sources and varieties of video material, criteria for their selection, video hardware capabilities, specific techniques for teaching with video, and guidelines for planning video-based lessons.

Susan Stempleski is an internationally known author and teacher trainer specializing in video.

## IBARAKI

Topic: The Process of Evaluation  
Spkr: William Bradley  
Date: Sunday, September 18  
Time: 2:00-4:30 p.m.  
Place: Mito Shimin Kenshu Center, Rm. 206 (next to Lake Senba)  
Fee: Members free; non-members ¥500  
Info: Martin E. Pauly, 0298-58-9523  
Michiko Komatsuzaki, 0292-54-7203

This presentation will start with a background of evaluation in the field of English Language Teaching and then progress to some specific areas in which evaluation can be utilized. Such areas include materials evaluation, workshop evaluation, and evaluation as a form of mediation between teachers, researchers and administrators.

William Bradley is involved with curriculum evaluation at the Kanda Institute of Foreign Languages.

## KAGOSHIMA

Topic and speaker to be announced  
Date: Sunday, September 25  
Time: 2:00-4:00 p.m.  
Place: Kyuden Community Plaza, Kagoshima Shoko Kaigisho Biru (Aimu) 2F, Higashi-sengoku 1-38, Kagoshima-shi (0992-24-6896)

Fee: Members free; non-members ¥500; students ¥300  
Info: Robert Berman, 0995-58-2690 (h)

## KANAZAWA

Topic: Speaking of oral proficiency...: The ACTFL-Oral Proficiency Interview and its Proficiency Guidelines  
Spkr: Hiroko Fudano  
Date: Sunday, September 18  
Time: 2:00-4:00 p.m.  
Place: Shakai Kyoiku Center, 4F, Honda-machi, Kanazawa  
Fee: Members free; non-members ¥600  
Info: Neil Hargreaves, 0762-80-3448  
Mikiko Oshigami, 0764-29-5890

The ACTFL-OPI is a test that measures a student's functional ability to use a foreign language. It has a precisely designed testing procedure to elicit ratable samples. The speaker will explain, demonstrate and discuss this unique testing method.

Hiroko Fudano teaches English and Japanese at Kanazawa Institute of Technology.

## KOBE

Topic: Teaching a Textbook Communicatively  
Spkr: John Haywood  
Date: Sunday, September 25  
Time: 1:30-4:30 p.m.  
Place: Kobe YMCA Language Center, 4F (078-241-7205)  
Fee: Free  
Info: Charles McHugh, TEL/FAX/ANS: 078-881-0346  
Nihei Nagaki, 078-593-7998/  
FAX 078-593-9957

The speaker will explore the possibilities of creating a classroom environment for learning across the skills. Participants will examine ways of integrating texts with students' needs, by creating activities which provide a supportive framework in which they can use their own language stock to communicate imaginatively.

John Haywood is the Cambridge University Press ELT Representative for the Kansai area.

## KYOTO

Topic: Students' Expectations: A Cross Cultural Comparison  
Spkr: Stephen Ryan  
Date: Sunday, September 25

Place: Kyoto Kyoiku Bunka Center (4-13 Kawahara-cho, Shogoin Sakyo-ku), 075-771-4221  
Fee: Members free; non-members ¥500  
Info: Michael Wolf, 0775-65-8847;  
Kyoko Nozaki, 075-711-3972  
Michael Furmanovsky, 0798-26-0692

The presenter will report on several studies which used cross-cultural research techniques to investigate the expectations that students bring with them to the classroom. The groups compared were Australian and Japanese university students. The results will interest anybody who teaches across cultures.

Stephen Ryan teaches at Osaka University of Technology and edits the Bilingual SIG's newsletter.

## MATSUYAMA

Topic: Using Kana for Teaching English Pronunciation  
Spkr: Steven Mills  
Date: Sunday, September 25  
Time: 2:00-3:00 p.m. (presentation)  
Place: Shinonome High School  
Fee: Members free; non-members ¥1000  
Info: Gregory Gray, 0899-32-6088 or 25-7111 ext. 561

This participant-centered interactive presentation concerning the merits and demerits of teaching English pronunciation through kana will be relevant and understandable to everyone. Following the presentation, until 5:00 p.m., local coordinators for October's International Conference will settle final logistics, answer questions, promote awareness, etc.

Steven Mills is author of *The Complete Standard American English Pronunciation*.

## NAGASAKI

Topic: International Haiku for Speakers of English  
Spkr: David McMurray  
Date: Sunday, September 25  
Time: 1:30-5:00 p.m.  
Place: Shimin Kaikan (opposite Kokaido)  
Fee: Members free; non-members ¥1000  
Info: Brian Moss, 0958-20-5713  
Motoshi Shinozaki, 0959-25-0214

The use of international haiku, seven verse (tanka) and linked verse (renku) to teach pronunciation,

conversation and composition will be discussed in this workshop. Lesson plans and activities for junior and senior high school as well as university and company classes will be presented. The speaker will also share ideas on how to run an effective JALT chapter.

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

### NAGOYA

**Topic:** Bilingual Children: How can we help them retain their special ability?

**Spkr:** Douglas Jarrell

**Date:** Sunday, September 25

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

**Place:** Mikokoro Center, 3F (Nakaku, Nagoya)

**Fee:** Members free; non-members ¥1000

**Info:** Helen Saito, 052-936-6493

Ryoko Katsuda, 0568-73-2288

The presenter will discuss motivational problems bilingual children face in a monolingual culture. Children often don't appreciate their ability, an attitude which leads to neglect and atrophy. Based on his experience in this field, the presenter will demonstrate techniques to rekindle the children's interest in language.

Douglas Jarrell is a lecturer at Nagoya Women's University and Curriculum Coordinator at Bell English Schools.

**Topic:** Switching on to Video

**Spkr:** Susan Stempleski

**Date:** Tuesday, October 4

**Time:** 6:00-8:00 p.m.

**Place/Info:**

(same as for September)

**Fee:** Free

This workshop addresses the why, what and how of pre-recorded video in language teaching. Participants will become familiar with sources and varieties of video material, selection criteria, video hardware capabilities, and guidelines for planning video-based lessons. Basic techniques are highlighted along with the presenter's original techniques.

Susan Stempleski is an internationally known author and teacher trainer specializing in video.

### NARA

**Topic:** Contrastive Pragmatics of English and Japanese Offers

and Requests

**Spkr:** Kiel Christianson

**Date:** Sunday, September 11

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

**Place:** Nara Saidaiji YMCA Annex

**Fee:** Members free; non-members ¥1000

**Info:** Sachiko Shimomura, 0742-46-4724

Bonnie Yoneda, 0742446036

Pragmatic appropriateness is particularly difficult for ESOL teachers to assess because it is dependant on the specific situation, the specific interactants, varying ideas of what is polite in the L2, and L1 interference. This presentation uses a contrastive approach to illustrate the pragmatics of offers and requests in both English and Japanese.

Kiel Christianson is on the faculty of the University of Aizu, Fukushima Prefecture.

### NIIGATA

**Topic:** Audio-visual Input and Collective Processes

**Spkr:** Mohammed K. Ahmed

**Date:** Sunday, September 18

**Time:** 1:00-3:30 p.m.

**Place:** Niigata International Friendship Center (Kokusai Yuko Kaikan), Kami Okawa-mae dori, TEL 025-225-2777

**Fee:** Members free; non-members ¥1000

**Info:** Michiko Umeyama, 025-267-2904

Donna Fujimoto, 0254436413

This listening comprehension approach involves a collective process of meaning construction by the students in response to carefully designed guidance by the teacher. Through repeated listening, discussion and work with transcripts, students discover the full extent of the information and its language aspects.

Mohammed K. Ahmed is on the faculty of International University of Japan in Niigata prefecture.

### OKINAWA

**Topic:** CE, RO, AC, AE: Which learning style are you?

**Spkr:** Jane Hoelker

**Date:** Sunday, September 11

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

**Place:** Okinawa Christian Junior College, Room 1-1

**Fee:** Members free; non-members ¥500

**Info:** Jane Sutter, 098-855-2481

This workshop will offer points on how to design a lesson that appeals to all learning styles. Participants will be introduced to the Learning Styles Inventory and learn how it can be useful for the classroom as well as educational organizations and committees.

Jane Hoelker teaches at the Kanazawa Institute of Technology in Ishikawa.

### OMIYA

**Topic:** Can Writing Be Fun?

**Spkr:** Keiko Kikuchi and Midori Kimura

**Date:** Sunday, September 18

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

**Place:** YMCA, Kita Urawa

**Fee:** Members free; non-members ¥1000

**Info:** Michael Sorey, 048-266-8343  
The presenters will demonstrate and discuss free writing and composition activities which they have used in high school and university classes.

Keiko Kikuchi and Midori Kimura teach writing in high schools and universities in Saitama Prefecture.

### OSAKA

**Topic:** Learning Japanese: Some Strategies for Success

**Spkr:** Ted Sanders

**Date:** Sunday, September 18

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

**Place:** Benteicho YMCA (visible from Benteicho JR or subway sta.)

**Fee:** Members free; non-members ¥1000

**Info:** Jack Yohay, 06-771-5757

Terukuni Koike, 0723674657

After identifying obstacles to learning Japanese as a second language, strategies to enhance the learning process will be offered. Participants are asked to bring and share their own materials and tell of their own experiences in learning Japanese as a second and even as a native language!

The Osaka ExCom would also like to receive suggestions for implementing JALT's new policy of increasing Japanese language use in the organization.

Ted Sanders teaches English at International Buddhist University.

### SENDAI

**Topic:** 26 Basic Things Any EFL Kids Teacher Should Know

**Spkr:** Setsuko Toyama

**Date:** Sunday, September 18





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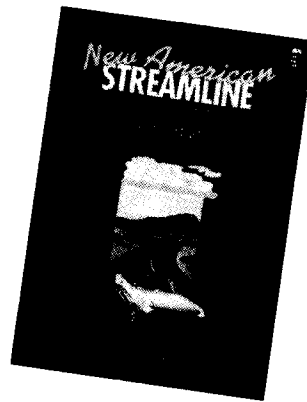
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Time: 1:00-4:00 p.m.  
Place: 141 Building, 5F  
Fee: Members free; non-members ¥1000

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

The presenter will share and discuss 26 basic ideas and activities that have been successful in classes. There will be many chances for audience participation. Join as a kid and leave as a happier teacher.

Setsuko Toyama, past JALT National Membership Chair, has taught children and adults for 13 years.

## SHIZUOKA

Topic: Between Us  
Spkr: Yoko Narahashi  
Date: Sunday, September 18  
Time: 2:00-4:00 p.m.

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

Fee: Members free; non-members ¥500

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

Using drama techniques, the speaker will present *BETWEEN US*, a coursebook for oral communication which emphasizes student interaction. Pronunciation activities, vocabulary exercises, dialogue practices and interactive tasks taken from the text, teacher's manual and audio cassette will be demonstrated.

Yoko Narahashi is a lyricist, writer and director.

## SUWA

Topic: Montessori Education:  
World Peace Through Second Language Acquisition

Spkr: Akiko Yamazaki  
Date: Sunday, September 4  
Time: 2:00-4:30 p.m.

Place: Matsumoto Agatanomori,  
Dia-go kaigishitsu

Fee: Members free; non-members ¥500

Info: Mary Aruga, 0266-27-3894  
How can acceptance of and flexibility toward different cultures be developed in children? Akiko Yamazaki will explain why and how Montessori Education and second language acquisition can be effective in reaching this goal in concrete ways.

Akiko Yamazaki is a graduate of International Montessori Association's director's course.

## TOCHIGI

Topic: A question of motivation  
Spkr: Barton Armstrong  
Date: Sunday, September 18

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

Place: Utsunomiya Higashi Community Centre (next to Higashi Library)

Fee: Free

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

This presentation suggests that if we keep our students emotionally involved in the pre-teaching, comprehension and extension of new language targets, we can train them to communicate maturely and effectively. Activities which help to achieve this aim will be introduced and demonstrated.

Barton Armstrong, currently with Heinemann, has taught learners of all ages in the U.S. and Japan.

## TOKYO

Topic: A Greater Vision: Teaching  
Toward the Future

Date: Sunday, November 20

Place: Showa Women's University  
Info: Peter Ross, 0423-21-1941 (w)

N-SIG coordinators

Abstracts for this conference are welcome in either English or Japanese. The deadline for proposals is September 2. No meeting in September and October.

## TOYOHASHI

Topic: Teaching Oral Communication in High School

Spkr: Keiko Nakata

Date: Sunday, September 18

Time: 1:30-6:30 p.m.

Place: Aichi University Kinen

Kaikan, No. 1 Kaigishitsu

Fee: Members free; non-members ¥1000

Info: Richard Marshall, 0532-47-0111

Tomoyo Kumamoto, 0532-63-2337

## 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.

## YOKOHAMA

Topic: Strategies for Learner Development: Fossilization-Is There a Way Out?

Spkr: Tim Newfields

Date: Sunday, September 25

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

Place: Gino Bunka Kaikan (near JR Kannai Sta.)

Fee: Members free; non-members ¥1000

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

The presenter will suggest some ways to make classroom experiences more realistic and help students become more effective learners. The value of student-generated materials, goal setting, and peer evaluation will be highlighted and the problem of fossilization will be considered at length.

Tim Newfields teaches at Tokai University in Shimizu.

Topic: Switching on to Video!

Spkr: Susan Stempleski

Date: Monday, October 3

Time: 7:30-9:00 p.m.

Fee: Free

Place/Info:

Ron Thornton, 0467-31-2797

This workshop addresses the why, what and how of pre-recorded video in language teaching. Participants will become familiar with sources and varieties of video material, selection criteria, video hardware capabilities, and guidelines for planning video-based lessons. Basic techniques are highlighted along with the presenter's original techniques.

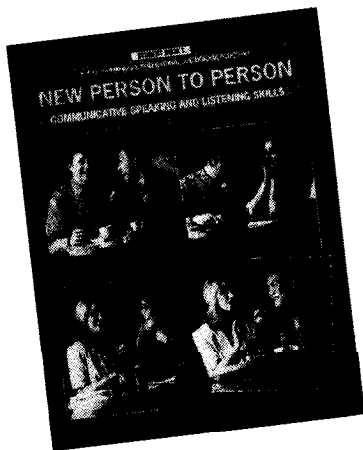
Susan Stempleski is an internationally known author and teacher trainer specializing in video.



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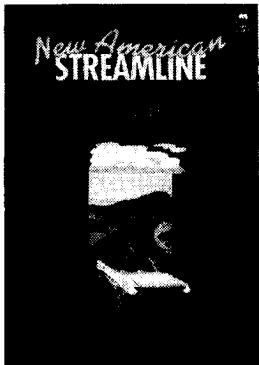
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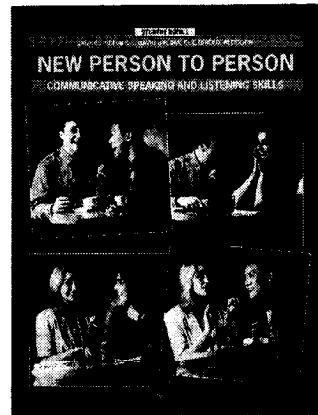
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edited by harold melville

**(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, 6-1 I-I 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, 1-6-1 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, 2-5-1 Ooe, Kumamoto City, Kumamoto. Tel: 096-364-5161. Fax: 096-363-1 289.

**(MATSUYAMA)** Matsuyama University in Ehime-ken announces a full-time position for Instructor of English. Qualifications: Native speaker of English with MA in TEFL. Knowledge of Japan and/or experience teaching Japanese students a plus. Duties: Teach six classes/week of English. Salary & Benefits: Two-year non-renewable contract; includes salary (@¥4,500,000/year), airfare to/from Matsuyama; partial payment of health insurance; ¥630,000 for research funds; other. Application Materials: CV, transcripts, copy of diploma (not returnable to applicant). Deadline: September 9, 1994. Contact: Yukio Takeichi, Registrar, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790.

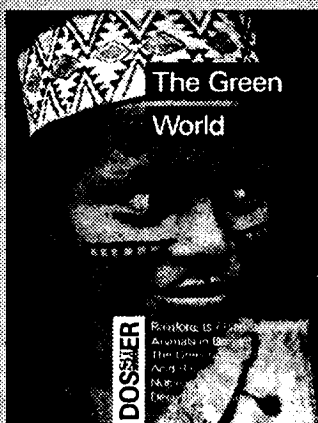
**(NAGOYA)** Kinjo Gakuin University is seeking a part-time English instructor. Qualifications: Masters degree in TEFL/ TESL, Linguistics, English, Education, or related fields. Prior university teaching experience preferred. Duties: Teaching oral English, listening, or writing for English majors and in the general education program. Salary & Benefits: One-year contract; Salary determined by qualifications. Application Materials: Cover letter; Signed & dated CV (including visa status). Deadline: November 30, 1994. Contact: Kazunori Yokota, Chair, Dept. of English, Kinjo Gakuin University, 2-1723 Omori, Moriyama-ku, Nagoya 463. Tel: 052-798-0180. Fax: 052-799-2089.

**(鹿児島)**鹿児島経済大学。採用予定期日：1995（平成7）年4月1日。職名：講師又は助教授。担当科目：英語・英会話。募集人員：1名。応募資格：すでに上記の職にある者。英語学、英米文学又は英語教育を専攻する博士前期課程（修士課程）修了者で採用時点においてさらに3年以上の研究歴を有する者。これらと同等以上の能力を有すると認められる者。なお、学内の年齢構成の都合上、採用時点において三十五歳以下であることが望ましい。提出書類：履歴書（写真貼付）。研究業績一覧（主要著書・論文には○印をつけること）。著書・学術論文（抜刷又はコピーでも可）。推薦書（すでに上記の職にある者は不要）。大学における専任教歴のない者は最終学校の成績証明書又はこれに準ずるもの。保健所又は国公立病院の健康診断書。待遇：本学給与規定による。応募期限：1994（平成6）年10月7日（金）必着。応募宛名：〒891-01 鹿児島市下福元町8850番地 鹿児島経済大学総務課 0992-61-3211（内線1113）。\*備考：応募は郵送に限ります。応募にあたっては、封筒に「英語・英会話教員募集者応募書類在中」と朱書き、書留郵便にて書類をお送り下さい。なお、詳細については上記宛にお問い合わせ下さい。

**(札幌)**北星学園大学。専攻分野：英語圏諸国の言語・文学・社会等を研究対象とする者。担当科目：1・2年次の英語関連科目（講読、英文法、英作文等）及び専門分野の演習等を担当できる者。職名：講師又は助教授。募集人員：1名。応募資格：1995年4月1日で年齢四十歳未満（学内の年齢構成の都合による）。大学院博士課程所定の単位取得者（1994年度末見込者を含む）又は修士課程修了後三年以上研究・教育の経験ある者、あるいはこれと同等以上の資格を有する者。採用予定日：1995年4月1日。提出書類：履歴書及び業績歴（同封別紙様式）、著書・論文（主要なものを3点まで）ならびに推薦状、各1部。選考方法：本学教育職員の採用及び昇格の選考に関する規定による。（書類審査の上、面接を行い、1994年12月中旬までに採否の決定を本人宛通知する。）待遇：北星学園給与規定で待遇される。募集締切：1994年10月15日（土）までに必着。書類提出先：〒004札幌市厚別区大谷地西2丁目3番1号 北星学園大学文学部長 真田時蔵宛（「応募書類在中」と明記の上、書留にして下さい。）\*本学はキリスト教（プロテスタント）に精神的基盤をおく大学であり、この点についての理解が望まれる。

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## MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 88 JALT chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

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

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

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

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

**Membership - Regular Membership** (¥7,000) includes membership in the nearest chapter. **Student Memberships** (¥4,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥12,000), 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 live 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 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.

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## 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付けています。

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