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BUSINESS ELT

PRELIMINARY REPORT ON AN ANALYSIS OF THE ENGLISH NEEDS OF BUSINESS PEOPLE

By Gaynor Sekimori

This article is a preliminary analysis of trends perceived in a needs survey conducted in December, 1982, by curriculum planners at Pegasus Language Services in Tokyo. It makes no attempt to present rigorous statistical information, but notes results that might be of interest to schools or companies concerned with the language needs and requirements of business people.

Pegasus Language Services is the teaching division of Mobil Sekiyu K.K. and was set up in 1970 as an in-company English training programme. Although the programme is now open to people from other companies as well, more than 90% of the student body is made up of Mobil employees. The average student is male, aged between 35-40, rising toward middle-management positions. Promotion to section- and division-manager depends on a certain English ability (3.0 on the American Foreign Service Institute scale: post-intermediate) in all four skill areas. This is necessary because all intra-company correspondence is conducted in English, and in addition, several departments have English-speaking managers (eighteen non-Japanese employees are at the 'deputy department manager level or above).

Currently, classes are held twice a week during office hours, forty-five minutes each. Evening classes are also provided and these are ninety minutes twice a week. A normal term averages 28-30 lessons. There are two divisions, writing and conversation. The former is a structured course, progressing through levels of difficulty. The latter has no progression but is dependent for content on what the individual students (maximum eight per class), through discussion with the teacher, perceive as useful for their needs. A main text is used (decided upon by the

class teacher) and supplemented as necessary. Very few classes to this time have used business related texts.

In view of the growing trend in Japan to emphasize the use of business-specific materials within companies, the survey was conducted to help the curriculum designers decide whether more specialized courses would be justified. Below is a preliminary report on overall trends. A total of 299 questionnaires were received (600 were sent out). Figures do not always tally 100% because people occasionally misunderstood, misinterpreted or left out some questions.

The first question asked students to assess their attainment in the four skill areas according to the scale 1: zero ability; 2: poor; 3: working knowledge; 4: good; 5: very good. The majority rated themselves between points 2 and 3 for all skills other than reading: for reading, point 4 was also well-represented. This bears out what teachers tend to find in Japan: students have low confidence in any area other than reading. It emphasizes the importance of incorporating systematic training in the skills of speaking and listening in particular, and suggests that more use might be made of the students' reading ability to forward their study. Also brought out in the distribution is the difficulty Japanese students experience making the jump to the advanced stage.

Total results (%)	C	R	W	L
		1.0	2.4	3.2
2	60.5	31.7	49.8	54.1
4	3.4	20.6	4.4	8.2
5	0.6	0.3	0.0	1.1

C=comprehension; R=reading; W=writing; L=listening.

The second question checked to what extent students brought foreign language learning experience with them to the classroom. As expected, a great majority (88.8%) had no other language exposure. Of the thirty-one (10.9%) who knew another, only five students rated themselves better than 3 on the above

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scale (two German speakers, and one each who spoke French, Chinese and Indonesian). Interestingly, those who rated themselves 4 or 5 tended to be strong in all four skill areas. As teachers, then we cannot assume that a student can transfer linguistic concepts from learning another language to his English study.

Questions three and four centred on motivation. Students were asked the extent to which English is necessary for their careers. 74.7% rated it essential, 23.5% thought it useful and 1.8% considered it unnecessary. Company promotion requirements are probably at the root of this answer. Students' prior English learning experience was examined also, question four asking how much they enjoyed English at school or university. 46.8% said they liked it, 22.7% said they disliked it, and 30.4% liked it no better or worse than other subjects.

Question five attempted to find out what English was actually necessary on the job. Students were asked to give, as a percentage of their total English use, the amount of reading or writing they did, and how often they used English orally in face to face contacts or on the telephone. Results are in the following table.

	reading	writing	face to face	telephone
never	1.7%	7.0%	47.9%	68%
occasionally	7.3%	40.8%	45.4%	29.2%
sometimes	52.4%	49.1%	6.3%	2.5%
often	38.5%	3.1%	0.3%	0.3%

These results indicate that perhaps we should pay more attention to teaching effective reading skills.

Question six asked students to define the kind of English they thought necessary. Some confusion seems to have occurred between the meaning of technical and business English, and we might need to define more precisely for students what we as teachers mean by the terms we use. Results were:

technical	50.2%	business	39.8%	negotiating	25.8%
social	21.8%	general	64.2%	other	11.0%

Question seven asked students to recommend in what ways language learning can be made a useful and enjoyable experience. Predictably, "atmosphere" was cited as the most important single item. Full results: Create a relaxed learning atmosphere (47.2%), correct grammatical mistakes more (29.4%) and less (0.7%), encourage fluency more than grammatical correctness (27.8%), help students not to be afraid of making mistakes (33.8%), make more use of discussion and exchange of opinion (35.5%), emphasize everyday situations and language (44.3%), emphasize communication (22.4%), use video, tape-recorders, etc. more (14.0%), use language laboratory more (15.7%). have out of class

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The JALT Newsletter is the monthly publication of the Japan Association of Language Teachers. The editors are interested in articles of not more than 1,200 words concerned with all aspects of foreign language teaching, particularly articles with practical applications. Articles may be in English or in Japanese. The editors also seek book reviews of not more than 750 words; classroom texts, techniques and methods books are preferred. It is not the policy of the JALT Newsletter to seek books for review from publishing companies. Employer-placed position announcements are printed free of charge. Position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed in the Newsletter.

All announcements or contributions to the Newsletter must be received by the 5th of the month preceding publication. All copy must be typed, double-spaced on A4 size paper edited in pencil and sent to: Virginia LoCastro, 3-40-25 Ogikubo, Suginami-ku, Tokyo 167 Japan. (03) 392-0054.

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The Japan Association of Language Teachers is a not-for-profit organization of concerned language teachers who want to promote more effective language learning and teaching. It is the Japan affiliate of TESOL and FIPLV. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of any nationality, regardless of the language taught. There are chapters in Sapporo (Hokkaido), Takamatsu (Shikoku), Sendai (Tohoku), Tokyo (Kanto), Nagoya (Tokai), Kyoto (East Kansai), Osaka (West Kansai), Fukuoka (Kyushu), Nagasaki and Okinawa. Membership information can be obtained by contacting:

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第2回JALT語学学校 経営者セミナー参会記

豊橋技術科学大学 野 沢 和 典

昨年11月23日(木)に第2回JALT語学学校経営者セミナーが、東京の高田馬場駅近くの専門学校通訳ガイド養成所ランゲージセンターにて開催された。午前は2つの講演が行なわれた。NEC文化センター長の田久保浩平氏の「外国人教師採用の問題」と国際コミュニケーションズ代表の三枝幸夫氏の「TOEICの利用法」である。

田久保氏は、まず始めに、企業内研修についての史的背景を説明し、日本一をめざすNEC語学研修所の現在に至るまでの概要を述べた。自社専任の外国人教師採用の必要性から、当初他の会社から引き抜いた形となって生じた問題や外国人教師のパーソナリティや個人生活の違いから生じた問題などを踏まえて、いかに人材を確保すべきかを提言した。NECでは、原則として外国語としての英語教育(TESL/TEFL)の専門教育の資格を有する人達を採用しているが、よりよいプログラムや教材作りに必要であると述べた。外国人教師の採用手順についても説明し、各企業にあわせた選択基準を設定後、どうすべきかをNECの例を挙げて、慎重に対処するように示唆した。NECでは、文通の段階において、どんな有資格者か、何故日本に来たいのか、何故我が社(学校)を希望するのか、どんな分野を得意とするのかなど詳細な質問をして各外国人教師応募者を研究し、その後インタビューを最終的にするという。面接は、その人物がどのような価値感を持っているのか、集団作業ができるのかどうかなどに重点を置くが、日本人が外国人の性格を判定するのは決して容易でないと述べた。さらに、田久保氏は、奥さんやガールフレンドも面接すべきで、独身者には個人生活への基本的注意事項も述べておくべきと主張された。通常、良いことしか書かない推薦者にも、その被推薦者について確認した方がよいとされた。

契約書については、期間、労働時間、基本給与、休暇、病欠、保険、使用期間、契約不履行、アルバイト、秘密条項、権利など、詳細に盛り込むべきであると述べた。特に給与に関しては、基本給に、教育者としての経験、NECでの勤務年数、そして学歴(B.A.かM.A.以上か)を考慮して、給与表を作っているとの事である。新任講師の場合は、JALTなどの学会に派遣するなど、トレーニングの配慮をしたり、各自にまかせる住宅にしても、入居の際に必要な経費をNECが負担していると報告した。

最後に、外国人教師のうまい使い方として、考え方の違いを理解するよう心がけ、決してペット扱いなどせず、家族ぐるみの付き合いをしてコミュニケーションをうまくするべきであると助言された。

さらにNECについての内容をご希望の方は、田久保氏の著書「これがNECの企業の英語だ」日本電気文化センター(1979年)発行を参考にさせていただきたい。

三枝氏は、TOEICとは何かを概説し、TOEICをいかに利用するかという時代に入っつつあると述べた。現在、約200の企業が利用して、海外派遣の資料や語学研修のめやすとしているとの事である。

TOEICは、点数表示の10~990で表わせるが、TOEIC730点が米国のほとんどの大学に入学可能な点であるTOEFL550点に相当する。もちろん、平均化が原則であるが、総合点で±25の誤差が考えられている。

三枝氏は、英検一級取得者11人との比較をされ、その中かなりの能力差があることを指摘された。会社によっては、英検一級取得者だからといって海外派遣されるとは限らないところも出てきていると言う。

ListeningとSpeakingは相関があることは周知の事実だが、TOEICのListeningが300点以上でないと言えないとSpeakingの力があるとは言えない。総合点で600点は、最低の実務レベル、730点が第一線レベル、そして、860点がプロフェッショナルレベルと言えるようだ。

三枝氏は、種々の企業が、いくつかの語学学校へ委託した統計結果を示しながら、TOEICを利用し、委託前後のスコアを比較したことで、それら語学学校間に研修効果の差が生じ、語学学校にとっては、危険な時代に入っつつあると指摘した。

最後に、TOEICは、内容面でビジネス的要素が強いようにみえるが、かなり一般化した形で問題が作られているので、英語能力試験として利用してほしいと述べられた。

午後も2つ講演が行なわれ、千駄ヶ谷日本語教育研究所長の今井幹夫氏による「日本語教師養成の諸問題」と日本リクルートセンター企画室の川口一郎氏による「企業からみた語学学校生の評価と将来像」についてであった。

今井氏は、まず第一に、「一体日本語教師の資質とその養成はどうあるべきであるか」という論点から、昭和51年の文化庁への日本語教育推進対策審議会の報告について、その内容に具体性が欠けている点を指摘した。

日本語教師として期待される能力は、日本語の発音を聞き分けられ、表記法に通じていて、文法と語い力のあるとされる。言い換えれば、一般的に日本語に関する整理された知識を持っている必要があるという事。もちろん、指導法(教授法)を含めた語学に関する一般的知識も必要とされる。こういった報告書の内容は、あまり細分割しすぎて、具体的にでなく不満足なものであると述べた。

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JALT'83 CALL FOR PARTICIPATION

The JALT '83 Conference will be held on the campus of Koryo Women's Junior College and Nagoya University of Commerce on September 23, 24 and 25, 1983.

Last year's conference was very well-attended. Let's make this year's even better. Make a note of the dates in your diary now, and keep that weekend free. See you in September!

(cont'd from preceding page)

母親は、すぐれた日本語教師であり、繰り返しと適切な場面設定による実践的な教育をする。ヘレン・ケラーを教育したアニー・サリバンの例を挙げ、特に成人に対する日本語教育が多いので、明るく、強い性格の持ち主の方がよいと指摘した。また、語学教師は、楽しいことを楽しく教えられるような俳優としての要素も持っていないといけないとも述べた。

今井氏は、期待される能力として、日本語そのものの知識と実践に応用して効果のある理論に基づいて教える技術の2つを挙げた。また、わからせる、覚えさせる、そして使わせるの3つを重視する指導法を修得すべきであると述べ、日本語教師としてのチェックポイント(30項目)を示した。

最後に、現在でも文部省は、外国語としての日本語教育に熱心であるとは言えないが、国際化が急速に進んでいる今日、次第に日本語学校や日本語プログラムは増加し、一方では質的にも段々と向上してきていると述べた。

川口氏は、多くの資料を提示しながら、特に専修学校生の採用状況と評価について具体的に説明をされた。

昭和51年に専修学校制度ができた後、次第に専修学校生を採用する企業が増加してきたが、現在は企業側が学校間格差を考え、学校を選び始めていると述べた。しかし、アンケート調査等の資料分析をしても専修学校の実態は非常につかみにくいとの事である。

何故専修学校生を採用するのかという質問に対して、多くの非製造業の企業は、中途半端な専門知識を持っているにもかかわらず、職業意識が非常に高いということで採用していると答えると述べた。しかし、不採用の企業もかなりあり、他の学歴卒者で充足できるとか専修学校生の能力がわからないとか教育訓練や給与体系がむずかしいといった問題があり、今後企業にもっとアピールしていく必要があると指摘した。

18才時人口の推移予想によると、今後専修学校へ進学する者が増える傾向にあるが、O A化とか女子の動続年数が延びてきているので新卒者の採用が、量から質の人材確保へと動いていくと推測していると述べた。

以上が今回のセミナーの概要である。雑用や司会等で忙しく重要点が抜けているかも知れないが、お許し頂きたい。今回のこのセミナーを通じて少しでも語学学校経営のお役に立てれば幸いで、今後も内容等再検討の上、この分野の発展向上にJALTがお役に立てるよう努力して行きたい。

(cont'd from p. 2)

activities (16.7%), use the text more closely (4.3%), less closely (6.3%) or not at all (2.0%).

The second item of Question 7 is a warning to teachers who selectively correct mistakes (more in the controlled stages, less in the freer stages, for example) that they must explain their policy to the students and have them understand. The seventh item was interesting; the majority of teachers consider that that is what they are already doing in the general courses. Perhaps "everyday" means in the business world?

Question eight asked whether students had been abroad. 60.9% answered yes, 39% no. Places most frequently cited were USA - 92 people, Hawaii, a further 23, and Guam seven. Forty-eight had been to Europe, a further fifteen to the UK, Eighty-two mentioned Asian destinations, and eight Australia.

Question nine checked satisfaction with the company programme. Only 261 answers were received on this one but the overwhelming majority said they were satisfied (93.5%). The no answer (6.5%) gave as reasons lack of relation to work needs, and desire for more business-centred courses. Other answers reflected dissatisfaction with individual classes and teachers rather than the programme as a whole.

Finally question ten asked what courses students would be interested in taking if they were available. A massive 83.3% elected Business English. In order of popularity, there followed Video courses (42.1%), Oral Presentation (25.8%), Telephone English (24%), Cross-cultural study (20.7%), Business/Political discussion (20%), Short-term courses (19.7%), TOEFL preparation (18.0%), Negotiating (13.7%), Travel (12.0%) and Cultural discussion (11.7%).

These results show that business specific courses, of the kind that have recently begun to appear on the market, might meet a demand. They also suggest that courses with clear objectives may fire the motivation more than open-ended general courses. Materials development for this area is an urgent need.



JALT Undercover

BUSINESS COMMUNICATION: A PROBLEM SOLVING APPROACH. Roy W. Poe and Rosemary T. Freuhling. New York: McGraw-Hill. Second Edition, 1978. 358 pp, Japan price about ¥4,500, hardback.

Reviewed by Michael N. Joy, Johnson Co., Ltd.

People involved in teaching writing in in-company programs will find this text to be very useful and versatile, though not without its problems. The original audience for the text is not clearly stated, but by context it might be assumed that it was targeted for business-oriented college freshmen. This, of course, means that it will be a tough text for second language learners. I have used it successfully with two groups in my in-company classes and the students ranged from fluent to very fluent in their verbal skills (two of them graduated from US colleges). I imagine that the text could also be successfully used with students at an upper-intermediate level as well, but it is definitely not a beginners text. Furthermore, it is rather time-consuming if one covers all of the material in the book. With my classes it took about a year, meeting one hour a week with the students doing one to four hours of homework a week, to finish about 80% of the text,

The text is divided into ten parts. Excluding the first and last parts which are an introduction to the background of business writing and an extensive review section, the central part of the book covers these main areas: Letters and Memos Nearly Everyone Writes. Winning and Keeping Customers, Solving Customer Problems, The Administrative Assistant Communicates, General Management Communications, Letters of Appreciation and Congratulation, Employment Communications and Business Reports. Each part is broken down into four to ten "Cases" with a total of 46. A Case is typically presented in four sections: first the Problem is presented, followed by a Background Section which discusses some of the things that should be taken into consideration in dealing with this particular kind of problem. Next there follow two or three Solutions, possible responses to the problem. These Solutions are analyzed for their good and bad points. Finally, there are two or three "Projects" for the students to do that are similar to the Problem presented at the beginning of the case. Each case is rather compact, generally covering two or three pages of the text.

Overall the text is sensible and consistent in its manner of presentation; it covers a wide range of reasonable issues in business communications. It is also remarkably non-sexist, which is quite a relief after looking at the mounds of business-related texts that still today feature "dumb Dora" secretaries. The communication models that are presented are brisk and current examples of modern (though not slangy) American usage. Best of all, there is a Teacher's Manual with a complete answer key and careful notations of the main points to be covered with the students for each project presented.

All in all this text is a tidy and eminently useful package. However, those teaching in-company programs might have some ethical objections to the unit on Employment Communications which deals mainly with writing tasks needed for job-seeking. This raises the obvious problem of whether it is right to use company time to teach employees skills that they will use only if they leave the company where they learned those skills.

There are two other problems with the text as it is. They are Part 1, Background for Business Writing and Part 9, Business Reports. Both units share the major problem of containing large amounts of reading about writing. Fortunately the core of the text does not have this problem. Furthermore, Part 9 has massively time-consuming projects which are nearly indigestible. The obvious solution to this has proven to be the best for my classes – I have simply eliminated them and no one has missed them.

Teachers thinking of using this text would do well to have two considerations in mind. First, classes should be kept as small as possible (I've had four to six students) since correction time can become unmanageable. Each project calls for a complete letter or memo response. There are no one line or fill-in-the-blank responses. Secondly, the projects do often raise problems in business communication mechanics, i.e. layout, spacing, punctuation, proper forms of address etc. Whereas this text does have a small section on some of these items, it is not adequate and the teacher would do well to have a good Secretary's Handbook that treats this kind of problem in some detail.

Even with the faults mentioned above, *Business Communication: A Problem Solving Approach* is possibly one of the very best business writing texts available today for advanced students. Teachers are sure to appreciate its usefulness and breadth. It certainly is not an easy text for the students, but in general mine have reported that the gains they made were worth their efforts.

UnderCover.....

ACTIVE VIEWING. Lavery, Mike. (no copyright notification date given, but author's introduction is dated March, 1981). Canterbury: Pilgrims Publications. 55 pp.

Reviewed by Jim Swan, Osaka University of Economics & Law.

This slim, "made-on-a-Xerox" book of techniques resembles an undergraduate term paper more than anything else, but it obviously has been written by an experienced teacher with a great deal of video expertise. The author states in his introduction that in writing the book he trimmed his repertoire of video exploitation techniques down to only those which he claims are "learner centred and which really work in the humanistic language learning classroom." The powerful idea unifying all of these techniques is explicit in the book's title: video must not be used in such a way as to allow the students to vegetate. In accordance with this idea, listening comprehension *per se* accounts for only a few of the 22 techniques given. The book more than lives up to its title.

Very few of the techniques can be used without teacher supervision, but about half of them require no extensive preparation. Also, the techniques are about evenly divided between those which require only basic video playback equipment and those which require a camera or other accessory equipment (such as a separate audio system, for example). Thus, some of the techniques may not be applicable for teachers whose access to video is limited by time, variety, or location (for example, if the equipment is not portable, or is not permitted off the premises). Some of the techniques seem to require the teacher's independent access to an extensive range of equipment that is compatible with the school's own playback equipment, but as time goes on, this will undoubtedly become far more common a situation than now.

Not being so blessed, I have been able to try only a few of the minimal access/minimal preparation techniques. Even these fully lived up to expectations and, furthermore, have helped me draw more out of my students in non-video classroom situations as well. I have used them successfully with intermediate students and, when suitably modified, with beginners, too. I am looking forward to more and better access to video equipment in the future.

That video is becoming ever more common and convenient is an encouraging fact for language teachers everywhere, as it vastly expands our potential to provide realistic (if not completely real) language use in realistic settings. As Mr. Lavery says in his introduction, "[v]ideo as a training aid is here to stay. Used intelligently it will never replace the dedicated language teacher." Nor is it likely to replace textbooks or class interaction. But Mr. Lavery shows how it can be used to enhance the quality of language teaching like no other A-V device ever before.

My review copy of *Active Listening* had no price listed, I presume, judging from its construction, that it would not be a terribly expensive

book. But, judging from the ideas it contains, it would certainly be a valuable addition to any language teacher's "bag of tricks" and deserves a place on the bookshelf.

THE JAPANESE MANAGER'S GUIDE TO AMERICA BUSINESS COMMUNICATIONS.

David Shapiro, Alan Gewirtzman and Shoichi Ogura. The Japan Times, Ltd., 1982, 366 pp. ¥2,500 (with instructional tapes ¥17,000)

Reviewed by Christopher Mathison

For the Japanese student seeking to acquire a sophisticated American business vocabulary, this well-designed paperback might be one of the best learning aids to come along in years.

For the native-speaker charged with the responsibility of selecting a quality textbook for advanced students, this might be exactly what he has been looking for.

The text is divided into thirty lessons. Each lesson consists of a story capsule, a key dialogue (usually between a Japanese businessman and his American counterpart), a proficiency review, substitution drills and a test section entitled, "It's your move". The latter requires the student to assume the role of one of the characters from the preceding story and dialogue and, at various critical points, respond in one of two ways.

Both alternatives are phrased in comprehensible English, but somehow (and it is always immediately clear to a native speaker) one answer is preferable to the other in terms of tone, nuance, tact, and inference. However, even for the high intermediate to advanced Japanese student, it should be quite a challenge to consistently select the more appropriate response.

In other words, this section is a study in intangibles: aspects of business English and effective communication that can only be illustrated and illuminated by examples rather than formulated and taught as a set of rules.

Thus, in analyzing both responses, the student should not only receive valuable insights into the structure of the language but into the philosophy of American business relationships as well. In many ways the book serves as a kind of practical introduction to semantics for Japanese students.

The subject matter around which the episodes and dialogues are constructed is topical: U.S.-Japan trade friction, plant relations, joint ventures, and sales-marketing problems, to name a few. Accordingly, the issues themselves should provide a springboard for stimulating open-ended discussion.

The proficiency review sections analyze the idioms and their usage from the preceding section, while the substitution drills generate even more idiomatic expressions, which are the equivalents of those extracted from the dialogue.

What authors Shapiro, Gewirtzman and Ogura have succeeded in doing is constructing dialogues chock-full of business expressions without making them sound contrived. It's easy to visualize real-life businessmen interacting in just this way. And, since the episodes are usually problematical in nature, they are ideal for a what-would-you-do-in-this-situation wrap-up.

Moreover, their supplementary material and commentary written in Japanese will undoubtedly prove beneficial to the student attempting to grasp the more difficult passages. Everything the teacher needs, however, is in English.

Shapiro is an international business consultant specializing in U.S.-Japan corporate relations, while Gewirtzman and Ogura are educators based in America and Japan respectively. Together they have about covered all the bases, as one of their story characters might say.

Ideal for the Japanese manager about to be placed in a foreign country, this unique volume can be readily adapted to one-to-one tutorials, group classes or self-study.

READING CHOICES

David Jolly. Cambridge: Cambridge University Press, 1982

**Reviewed by Helen Kraemer,
Sophia Junior College**

A fundamental change which has been taking place in my reading classes over the years concerns the emphasis on reading itself. While discussions and exercises related to the homework took up most of the time before, reading has now become a legitimate activity in class, too. Consequently, the search for material which is appropriate for both the proficiency level and the interest level of the students is more than ever an essential, often time-consuming factor of course preparation. This semester, however, *Reading Choices* has given me some relief from this arduous task while, at the same time, improving the quality of the class work.

Reading Choices is a set of authentic self-access reading materials consisting of 125 texts on 21x30cm cards, 3 Answer Books, a Teacher's Book and Index Cards. The texts, which vary in length (from 35 words to 1,500 words), are graded from elementary (series 1) to advanced (series 5), but the grading is not too rigid and is based on all the meanings contained in a particular text including lexical density, structural complexity, text type and style.

As the writer rightly claims, the individual student with his/her motivation, interest and previous knowledge of the topic or text type, is the best guide to the difficulty of a particular text. According to psycholinguistic principles, skill in reading is very much a result of efficient interaction between linguistic knowledge and knowledge of the world. "A student with the requisite amount of knowledge and interest regarding a specific topic is more likely to force himself through a difficult passage than through a relatively easy selection in which he has no interest." (Mackay, Barkman, and Jordan, p.52)

There must be something of interest for everyone in *Reading Choices* since the topics begin with Art, end with Work and include Marriage, Medicine, Men and Women, Mental Illness, Money, Moral issues, Music. There are advertisements, reference texts, jokes and humor notes, messages, personal letters, etc. And if the topics offered still do not seem to adequately cover the interests of a particular group of students, the Teacher's Book provides additional hints on how to expand the choices. Adding relevant texts and thereby personalizing the reading material requires, of course, a lot of work but is ultimately very rewarding.

The exercises on the back of the cards try to do justice to the uniqueness of the text. They first establish the source of a selection, e.g. "Posy Simmonds's cartoons appear in the Monday edition of the serious newspaper, *The Guardian* (1.14). There are some explanations of words and the comprehension work varies from card to card since it focuses on the unique problems which might impede understanding a particular text. The following instructions to the students provide a glimpse of the variety: Fill in the missing word(s) ., Complete/Finish this sentence ., Write down two examples. ., Make a list of ., Suggest the best solution to ., Match the letters on the drawing/diagram with these words ., Imagine you are X . answer these (interview) questions . The comprehension exercises do not squeeze the text dry and the reader spends more time on reading than doing exercises.

The notes in the Teacher's Book make sure "that the EFL teacher is as well-informed as the original reader of each text, if not actually better-informed", a prerequisite for the role of 'walking-informant' and adviser s/he is expected to play when using *Reading Choices*. The non-native teacher of English especially will appreciate the explanations regarding Source, Functions, Text and Language. The Introduction gives useful information on why and how to use the materials.

The procedure for using *Reading Choices* is very simple: with the help of index cards, the student selects a text which promises to be interesting and does the exercises to come to a full appreciation of the reading selection. The answers can be checked in the Answer Book. It is suggested that the teacher keep a record of each student's reading.

I am working with this set of authentic material in a second year junior college class of 56 students. The box containing the cards measures 32x23x8cm and is easy to carry to the classroom. The question is how to let 56 students have access to such a small box without creating a rush-hour congestion. I seem to have found a solution and it works in my colleague's class too.

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Out of the 125 cards I made 14 packages containing 1 card of each level plus 2 more of any level. I tried to make the sets as attractive as possible by including a variety of topics, styles and functions. Each of the 14 packages is held together by a rubber band and has a number attached (1-14). After 45 minutes of regular classwork the packages are distributed among groups of 4 students. Each one can now choose a card which appeals to her. Package No.6, e.g., has a cartoon "What women need", a set of dance instructions, the report "A name for Princess Anne's baby", brief descriptions of the lives and art of four painters, the news report "School food 'risks'", an account of Christmas in Sheffield in the 1930's and an extract from a National Trust pamphlet. When the student has finished the card she can exchange it with another group member or tackle one of the leftovers. At the end of the class the packages are collected, the students keep the answer sheets and the process is continued the next week. After about 3 sessions I give them time to compare answers and consult the Answer Book if necessary. It might be a good idea to order extra copies of Answer Books since they are available separately. After three weeks of working with these materials I like to interrupt the routine for a week to preserve the enthusiasm of the students. Then each group receives a new package.

While working with *Reading Choices* I always get the impression that the students are really absorbed in their reading and forget the time although it is the last class on Saturday. I am also happy to have found a system which allows integration of authentic material available in Japan.

Reference:

Mackay, Barkman, and Jordan (eds.) *Reading in a Second Language*. Rowley, Massachusetts; 1979. Newbury House Publishers, Inc.

外国語教育の国際化(2)

同志社大学 北 尾 謙 治

我国の外国語教育の国際化が遅れており、その原因が我々外国語教育を担当している教員であるとの批判が強い。たしかに自然科学や医学の分野に比べれば、海外での研究発表等は少なく、海外への進出や交流が遅れているのは事実であろう。

批判されるのはやむをえないとしても、多くの批判が事実と反したり、事実を無視していること、意外と多くの国際交流がされていること、そして、JALTがこの外国語教育の国際化に非常に貢献していることを昨年の7月号で説明した。それに書けなかったことも多いし、それ以後も多くの国際化が行われている。

まず第16回TESOL国際大会がハワイで5月1～6日行われた。JALTもチャーター便を用意し、80名程の会員が参加した。そのうち数名は研究発表も行った。

JALTの代表者はTESOLの役員会にも参加し、78年以来5年連続役員会に参加している。JALTのコーポラル・メンバーも日本より多く参加し、拡大JALT国際大会のような気もした。JACETや他の団体からの参会者も多く、海外の色々な情報を得ると共に、日本の色々な情報を提供し、交流が深められたのはおおいに意義があったと思う。

第2回韓国英語教育学会が7月27日から4日間ソウルで行われた。先方より依頼もあったので、宣伝と共に発表者の募集も行った。JACETも協力し、我国より20名程参加、発表も10程あった。欧米のみでなく、近隣の国々との交流もおおいに大切であると痛感した。

第8回JALT国際大会が10月9～11日帝塚山学院大学で行われた。海外からの参会者もついに数十名に達し、JALTの国際大会もようやく世界中に知れ渡ったようだ。

JALTの大会には、世界中のESLIEFLの出版社の主なもの数十社が出そろった。本社より参加した者も十数名おり、日本の外国語教育の情勢や教材を熱心に学んでいた。

JALTのニュースレターには海外の情報が多く掲載されている。海外の情報収集に便利であるばかりでなく、毎月海外へ百数十冊発送され、日本の多くの情報が海外へ提供されている。

日本の情報はJALTニュースレターのみでなく、JALT会員により海外のニュースレターやジャーナルを通じて盛んに行われている。私の知る限りでも、第10回改善懇、第7回全国英語教育学会大会、JALT'81、JALT'82、JALTの研究助成金によるCollege Reading Materials Research Project等は、IATEFL Newsletter, TESOL Newsletter, Modern Language Journal, SLANTN Newsletter, Journal of Reading, TESOLのSIGや加盟団体のニュースレター等で海外に報告されている。

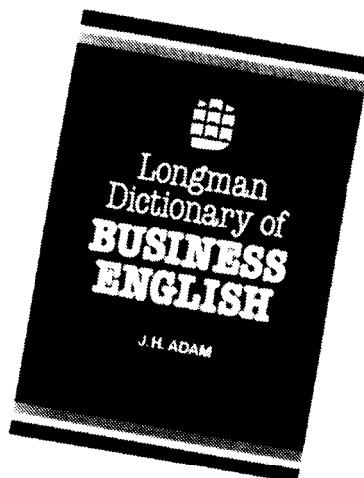
世界の主な外国語教育関係の団体や定期刊行物ともできる限り交流してきた。これによりJALTの宣伝を行い、多くの海外会員を増やせた。積極的に協力してくれた刊行物は、米国ではTESOL Quarterly, Modern Language Journal, NALLD Journal, Foreign Language Annals, NAFSA Newsletter, SLANT Newsletter, と Journal of Reading, 英国ではIATEFL Newsletter British Journal of Language Teaching, SATEFL Newsletter と World Language English, ドイツではIRAL, English World-Wide, Journal of Literary Semantics, スウェーデンのSYSTEM, シンガポールのRELC Journal, カナダのCanadian Modern Language ReviewとオーストラリアのMLTAQ Journalである。

(cont'd on p.10)

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JALTは、ユネスコ関連団体の語学教師国際連盟に昨年加盟し、早速その国際的な研究プロジェクトにも協力してきた。現在オランダにおいて国際的なシンポジウムが企画されており、その協力も要請されているので、出来る限りのことはするつもりである。

米国ヴィスコンシン州のMarquette大学にあるCenter for Intercultural Communication が一昨年設立され、今秋に国際大会を開催する予定である。そのための助成金の応募や当研究所の研究協力者募集にも協力している。

出版分野でも国際化はおおいに進んでいる。ESL/EFLの主な出版社は日本に支社か代表者を有しており、中には日本で法人になって、日本の出版社と同様の活動を行っているものもある。もうこの分野ではほとんど本国まで直接問い合わせる必要がなくなった。

出版物も単に輸入するのみでなく、日本でも印刷し在庫しているものも少しずつ増えている。

昨年はこの出版も新たな段階を迎えた。アジソン・ウェスレイ出版社は、日本で日本人大学生及び成人向けに開発された英語読解教材 *An American Sampler* を米国で編集し、日本で印刷、そして日本と南北アメリカで販売し始めた。その *Teachers' Guide* は米国と日本で編集したものを合せて日本で印刷している。語学教材の国際的製作と言える。事実上米国で開発された語学教材の最初の海外進出ともなった。

現在海外の多くの出版社が日本向けの語学教材の開発を試みており、日本で適当な教材、著者を求めると共に、どのようなものが必要とされているか、どのように仕上げればよいか等詳しく調査している。*An American Sampler* は非常に注目されており、今後はこのような方法に基づいた教材の増加が予想される。日本人に適したよい教材が増えることは望ましい。

我々は外国語教育の国際化を推進するため随分と努力してきた。しかし、まだまだすることは山積みされている。NAFSAが5月の年次大会で、「世界の英語教育」と題したパネルを企画し、Tom Robb と私に日本代表で参加するよう依頼があったがお引き受けすることができなかったのは残念であった。今後この分野の国際化のためより多くの人々が協力されることを期待する。

doing as much as I can to gather material that might be helpful. So, when I saw the above title, I decided to have a look at it as I thought it might provide the help I need. Upon reading the extract when I got to Osaka. I learned that this is an adaptation of Richard Via's 'English Through Drama.' This was encouraging as I am familiar with Via's ideas, having used them in my own classes. The level of the presentation was intermediate Japanese. In fact, Miss Reiko Hyodo used only Japanese – before, during and after the presentation.

Miss Hyodo began by giving us a series of signals (clapping of hands) to have us sit, stand, walk and stop. Then she asked several individuals to make up their own signals to elicit the same actions from the rest of us. Next followed a counting game where we all stood in a circle counting from one to nine in Japanese. Simple enough by itself but the direction of the counting around the circle was reversed whenever anyone whose turn it was to call the next number gave the agreed upon signal (raising the left hand). Anyone making a mistake had to drop out and sit down and, of course, the object of the game was to be the last one standing. This was followed by something that might be called 'phrase pairs'. After we were paired off we were asked to make up our own phrases (e.g. question and answer, statement and reply) then close our eyes. Miss Hyodo then moved us individually to different parts of the room and told us to find our partners by calling our agreed upon phrases. Surprisingly, this was a lot easier than I had anticipated. In fact, I had fears we would trip over each other and injure ourselves. Not so, at all. After this we practiced a few tongue twisters. All of these exercises were relatively easy and served to relax us and even limber us up a bit.

At this point, the workshop took a shift, first by practicing 'mini-interviews' and ending with 'Talk and Listen Cards'. The first required us to ask our partners three things that s/he liked. Next, half of us were asked to close our eyes and to use our senses of smell and touch to identify certain objects. 'Then we had to try to explain, describe or guess what each thing was. The third exercise was acting out requests using one or two 'useful phrases' (e.g. *domo*, *onegaishimasu*) and gestures. One's partner had to try and guess the meaning of the request. Since this involved only two people at a time and we could use a few spoken words, this was fairly easy for the group. Miss Hyodo emphasized that there is no right or wrong in this exercise as long as understanding at some level takes place. We also mimed Japanese sentences and passed them down the line to the next person, who, until then, had been looking in the opposite direction. The last person in line had to guess the sentence from the gestures he saw. We never got one right. Finally we practiced with 'Talk and Listen Cards'. (A-San had his/her lines on a card but none for B-San. The opposite was true for B-San.) In the boy-girl situation practiced, the boy meets the girl by chance on a park bench where he strikes up a conversation

Chapter Reviews

JAPANESE THROUGH DRAMA

Reviewed by Ronald Gosewisch,
JALT-Nagasaki

As a sometime teacher of JFL to foreign students at Nagasaki University, I have been

ending with an invitation to a cup of hot tea. After several couples had practiced the lines, Miss Hyodo then varied the situation by asking us to imagine that it was November and cold. For the boy to raise 'the pitch of his voice and girl to lower hers. To imagine that the girl is hungry but has no money.

Before the workshop ended, Miss Hyodo had us re-write the Japanese lyrics to 'Do Re Me'. As we were struggling with this, time ran out. Though I personally would have liked to have had more opportunity to ask questions, I didn't get the impression that any of the other participants felt they had wasted their time. Neither did I have any such impression about my own time. Quite the contrary.



TEACHING PRONUNCIATION

Reviewed by Steve Brown, James English School, Sendai

David Hough recently spoke to JALT's Sendai chapter on teaching pronunciation. He began by asking us to ponder the unpunctuated phrase "Why teach pronunciation." Everyone took it as an information question and gave mostly positive reasons, centering on improved communication through better articulation. Mr. Hough stressed that listening is also a component in pronunciation.

Next, Mr. Hough asked for the content of our teaching and the methods we use. He then spent the rest of the afternoon giving strategies for teaching our assigned content. He first addressed the teaching of children, citing research that children can attain native speaker pronunciation up to puberty. Since all children enjoy making nonsense sounds, he suggested mimicry as a suitable method. Make up minimal

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VIDEO AND AUDIO CASSETTES OF JALT '82 AVAILABLE

The following JALT '82 events are now available on either video or audio cassette tape. Chapters may borrow them for local presentations by simply paying for postage both ways. Others may secure copies at cost of blank tape plus postage. When ordering video cassettes please specify U-matic, Beta (II or III) or VHS formats. Send requests to Jim White, 1-4-2 Nishiyama-dai, Sayama-cho, Osaka-fu 589 Telephone (evenings): 0723-66-1250.

Title	Speaker	Length (min.)
International Exchange and Language Education	Dr. Michio Nagai (Keynote Speaker)	83
Listening with the Eyes, Reading with the Ears: The Spoken Language Revisited	Dr. Peter Strevens (Plenary Session)	56
Jazz Chants	Caroline Graham	55
The Caroline Graham Songbook	Caroline Graham	42
Simple Drawing Techniques for Teachers	Andrew Wright	154
Learning Activities for Large-Group Instruction	Dan Jerome	60
Ideas for Teaching Junior College Students	Masakazu Karita	120*
Student-Centered Language at the Intermediate and Advanced Level	Annette Capel	60*
Toys, Phenomenology and You	Robert Weschler	120*
Pair Work: Student Participation as a Direct Measure of Progress	Nicholas Ferguson	60*
Threshold: The Self-Access Language Course Entirely Built Around Pair Work	Nicholas Ferguson	60*

* Lengths are approximate due to fact adequate editing has yet to be completed.

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pairs of nonsense words. Nonsense words with one sound can be monsters, the other sound fairies. (Children then draw their conception of the creatures. This gets the children away from the world of the correct answer into a more enjoyable, but still instructive, imaginary world. Other aspects of English, such as plurals, can be added later: what would you call two of the monsters?)

Mr. Hough suggested timed readings as a balance against the grammar/translation method. First, ask the students to highlight all adjectives, nouns, adverbs, verbs except verbals, and two-word verbs. These are the stressed words in English and they carry the semantic load. Then, have the students go back and read the paragraph, using the highlighted words and not translation to get the meaning.

For conversation classes, Mr. Hough suggested placing nonsense words containing problem sounds into a dialog. Then, in small groups, students ask, "What do you think X means?" The answer might be "I think it means Z" or "I don't know. What do you think X means?" In the second answer, reduction of "don't know" and the stress change of "you" should be practiced.

Techniques such as backward buildup and cloze were also demonstrated. Mr. Hough concluded with a brief discussion of the possibilities of using drama in the teaching of pronunciation.

VIDEO MATERIALS

Reviewed by John E. Caldwell

Andrea Charman of BBC English and James Duke, Director, International Language Centre, gave a provocative demonstration of some highly attractive and promising new video-for-classroom programs produced by the BBC in conjunction with other organizations. They range in variety from direct-teaching films with key sentences spelled out on the screen while the commentator or actor says them, to episodic, listening-comprehension films like *Bid For Power* and *The Sadrina Project*, to the beautifully done situational mimes of *Speak Easy*.

Both Andrea and James pointed out that video in the classroom has to be included into, not substituted for, teaching. The teacher who doesn't prepare a class for video learning by telling them what to look and listen for or who gives them nothing to do while viewing runs the risk of getting the same non-response as one might from the average high-school student who watches T.V. rather than doing homework.

With this in mind, Ms. Charman began by showing how *Follow Me*, a direct-teaching program, works. *Follow Me* is a series of sixty units with graded language growing in complexity as certain situations are repeated. It is designed for beginners and each unit can be used for self-study with an accompanying evaluative exercise. Each is composed of various kinds of "spots," whether in natural locations

(street scenes) in which language appears naturally; in a studio, in which language points are taught by actors while the captions appear on the screen; in ads, like commercials, highlighting language points; or in spots in which students try merely to get the gist. The language is simple enough, but the situations, some of them amusing, such as the priest admitting to a customs agent that "It's a bottle of perfume", tend to reinforce it.

Somewhat like *Follow Me* but a little more advanced is the tape *Songs Alive*. Here traditional songs sung in a natural setting are explained by a commentator. Students are not asked to repeat anything; the tape is designed for listening comprehension. Such songs as "I Know Where I'm Going" are featured in the series.

Turning to episodic video for more advanced students, Ms. Charman showed scenes from *The Sadrina Project*, *Bid for Power*, and *Follow Me to San Francisco*. *The Sadrina Project* is the story of a young British travel agent sent out by his home office to set up a branch office in Singapore. The title smacks of intrigue and it is entertaining. The strong point of the *Sadrina Project* is the appearance of so many obviously non-native speakers of English using the language so facilely in travel and service situations, precisely where a good many Japanese students may find themselves.

Follow Me to San Francisco shows the adventures of a young man as he follows his elder sister to San Francisco, meets her friends, gets a job, his own apartment, and so forth. The tape contrasts examples of British and American English which are printed on the screen and explained by a commentator.

Bid for Power is the most exciting of the three episodic tapes. It was filmed mostly in North Africa and is the story of a fictitious Third World country which discovers that its one abundant natural resource, sand, will produce quartz that is more than 99.44% pure. The competition for this resource by foreign companies and consortiums and the resulting intrigue make *Bid for Power* an exciting course for business people.

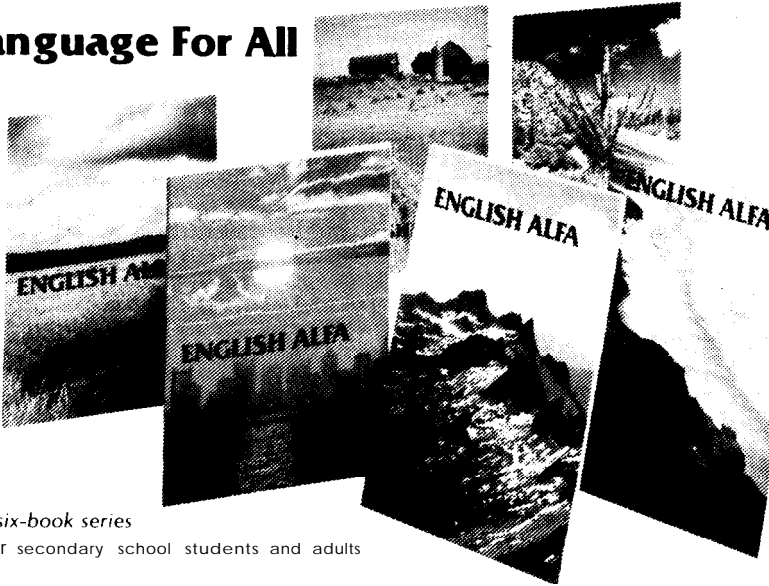
The last tape Ms. Charman demonstrated suggested the most possibilities. *Speak Easy* has no spoken language, but is a series of fourteen mimes by expert actors who move from simple to more complicated scenes. The scenes are all functionally based and there are no specific language structures to be emphasized. Rather, they are graphic enough to allow students of any level to interpret them. For example, in the scene titled "Chez Vincent", at an elegant restaurant a waiter with a headache has to seat and serve a lady customer who is difficult to please. He goes through all the motions of finding her an acceptable table, taking her order (including wine from the cellar), and finally seeing her to the door. So many functions are possible throughout this one scene, and so are many structures. The tape allows for many follow-up activities, also: role playing, summarizing, and the usual discussion of the

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(cont'd from p. 12)

same situation in a Japanese setting. Carefully selected music highlights the mood of each scene.

James Duke's part of the afternoon's presentation was prefaced with the remark that the use of video should involve four distinct activities: pre-viewing, in which students are prepared to look for specific language or information; in-viewing, during which they are given brief tasks to do; post-viewing, in which the teacher elicits feedback; and re-viewing, in which the material is referred back to at some later date. As he displayed video material, Mr. Duke suggested several possibilities for previewing. In using the *Follow Me* tape, for example, he suggested that one of the spots concerning a discussion of pets could be prefaced by some simple questions about why people like certain animals.

The in-viewing materials that Mr. Duke gave to participants were thoughtful and immensely practical; they consisted of tasks brief enough to be easily accomplished during viewing time and thorough enough to spare teacher and students a lot of nit-picking follow-up questions of fact. Using the *Follow Me* tape again, he supplied everyone with a list of items to be checked off with each spot. For example, "What's in the priest's suitcase?" was followed by a list of items to be checked off. "Why do people like animals?" had kinds of animals and reasons to be checked. The same for "Where's Mrs. Brown?", both with multiple choices, with positive and negative (+, -) signs required for each possibility. With *The Bellcrest Story*, Mr. Duke gave everyone an order-of-events sheet to be numbered as part of "Episode 4: Job Interviews" was shown.

To provide material for discussion for more advanced students, the in-viewing Social Style worksheet focuses on opinion rather than fact. The sheet involves a list of personality characteristics ~ formal, shy, serious, confident, polite, etc. and their opposites, arranged on a short scale. The initials of individual characters in a video tape can be indicated where the student thinks they best belong and the resulting discussion involves reasoning rather than reciting. It can be used with tapes like *Bellcrest*, in which characters are somewhat developed, or in any video episode.

The last activity Mr. Duke demonstrated was something called "reporter cards". These are cards big enough to be seen by the whole class and placed atop the T.V. set as the program is being shown. The cards ask for information such as PEOPLE, TIME, THINGS, and the set is stopped after students have had a brief look. Once the class has become acquainted with the task and knows what to look for, the cards become unnecessary. About ten lessons should suffice, according to Mr. Duke.

Re-viewing was lightly touched on. Suffice it to say that since the in-viewing activities were so to the point, it leaves the teacher a lot of opportunity to emphasize reasoning rather than recalling.

1983年度JALT全国大会開催御案内

1983年9月23日(金)、24日(土)、25日(日)に光陵女子短期大学および名古屋商科大学にて1983年度JALT全国大会が開催されます。

去年のJALT大会は、大変盛況なうちに幕を閉じましたが、今年はそれ以上の大会にしましょう。さあ、予定表にその日付を書いて、その週末をあけておいて下さい。それでは、9月にお会いしましょう。／

JAPANESE EDUCATION IN COMPARATIVE PERSPECTIVE

Reviewed by Juro Sasaki

Professor Tetsuya Kobayashi was the speaker at the December 12th meeting (1982) of JALT East Kansai. He is currently Professor of Education at Kyoto University. Graduating from Tokyo University's Faculty of Letters, he studied overseas, obtaining his MA. from Reading University (UK) and his Ph.D. from the University of Michigan. His publications include *Society, Schools & Progress in Japan* (Pergamon Press, 1976).

Whether the Japanese educational system is good or bad in comparison with those of other countries is dependent on how we see it. He introduced some books about Japanese education, written by foreigners, without giving a concrete answer to this question, saying that these books tend to be somewhat subjective and that an objective study in a comparative perspective is important in order for us to evaluate the Japanese educational system.

Making use of some official statistics of the Japanese Ministry of Education and of what scholars abroad commonly say about Japanese education, he refers to some merits as well as shortcomings of Japanese education. According to Prof. Kobayashi high priority given to education, high standards, and the contribution to social progress in Japan are the advantages of the Japanese educational system; its major shortcoming is the low quality of post-high school education, irrespective of the efficiency of elementary and secondary education. He doubts Japanese education can provide the quality of education necessary to maintain an individual during his/her life. He mentions that so far Japanese education has been successful, but that it is doubtful whether this kind of contribution will continue to meet the requirements of Japanese young people in an international world. He also doubts that the nationalistic Japanese educational system, which has contributed to rapid economic growth, industrial development, and the leveling of Japanese society, can function very well in the future.

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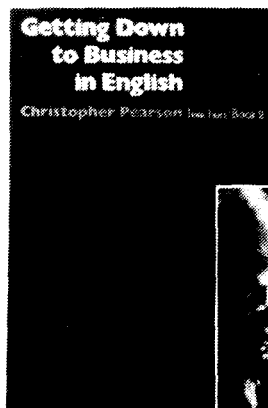
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He stresses in conclusion that, last but not least, the treatment of children returning from abroad by Japanese educational institutions has to be improved. He states that Japanese education puts stress on conformity with the majority and regards special attitudes on the part of a minority as bad. Here problems arise. Japanese education is based on Japanese culture, and it is intolerant of foreign cultures.

Professor Kobayashi believes that if Japanese education is to be useful to students who make contacts with different cultures, it should not reject returning children but should set up special facilities for them. He also stresses that Japanese cultural education should adjust itself to the needs of this new kind of children who are coming back to Japan from abroad.

MAKING ENGLISH LESSONS COME ALIVE

Reviewed by Betty Donahoe

Working from *New Horizons* and other texts currently in use in public junior and senior high schools, Professor Miho Steinberg, in an animated presentation at JALT Shikoku's November meeting, showed teachers many ways of making their English classes more interesting and meaningful to their students.

With a quick note of disdain for the 'This-is-a-pen.-What-is-this?-' 'It's-a-pen' routine ('Who cares?' she said), Prof. Steinberg stressed the importance of having questioning involve a real exchange of information. As an example of an activity which does involve an exchange of information, she presented a student pair work map exercise. The students are given incomplete maps which are basically the same but which have labels on different locations. Their task is to complete the labellinn by getting the information from their partners. Depending on the students' level and the teacher's instructional goals, the pattern can be either: A: 'Where is the hospital?' B: 'It's on Third Street, across from the parking lot.' or A: 'Could you tell me the way to the hospital?' B: 'Yes. You go to the first intersection! turn right onto Oak Street. . .' and so forth. With this activity, no matter how large the class, each student is actively involved in asking and answering questions and information is actually being shared.

As a listening exercise, Prof. Steinberg played a tape of John Denver's 'Country Roads' accompanied by a modified cloze exercise. After playing the tape and giving the group a chance to complete the cloze, Prof. Steinberg began asking questions which had even native speakers straining their ears as they tried to find answers. "Did he say 'road' or 'roads'?" she asked. No one was sure, so we listened again, this time specifically to find out if that 's' was really there. She then asked, "Who is this 'mildest lady, stranger to blue water'?" "What does 'stranger to blue water' mean anyway, wasn't a river mentioned?" "Who is 'mountain mama' - is John Denver talking

about his mother?" A lively discussion, which even got into moonshine and mountain stills, followed, clarifying concepts and vocabulary and leading to appreciation of the song's imagery. The discussion kept the group actively listening through repeated playings of the tape and having a great time doing it.

Prof. Steinberg also demonstrated a strip story technique. Her procedure was to cut a story, ten to fifteen sentences in length, into sentence strips. The length should be somewhat flexible to allow for different sized groups. The activity was presented as a competitive game. The audience was divided into groups of about ten players and each group was given a story to arrange in logical sequence. Each player within a group received a sentence strip which he was required to memorize and recite to his group. During the recitation/arrangement phase, no reading was permitted. An interesting aspect of this activity was that Prof. Steinberg deliberately gave minimal instructions about how the groups were to accomplish their tasks. They were simply told to arrange the sentences in correct order and that the first group finished would be the winner. As a result, the groups approached their tasks quite differently. One group remained seated and recited their lines sedately, while players in another group stood, moved around, argued, arranged and rearranged - and won the game. After the game Prof. Steinberg called attention to the patterns of conversation and leadership which emerged in this rather unstructured situation and noted that the efficiency and flexibility of standing and moving around will be quickly observed by students and that effective procedures tend to be incorporated in future games. Giving fewer directions, giving more responsibility to the players, results in more communication and, ultimately, in more enthusiastic participation. One of Prof. Steinberg's suggested strip stories is reproduced below.

For *New Horizon*. Book 3. Lesson 7

1. Itaru Nonaka climbed Mt. Fuji alone on Feb. 16, 1895.
2. He climbed it because he wanted to build a weather station on top.
3. He built a small weather station there during the summer of 1895.
4. Itaru started working in the station alone. After a month, his wife came to help him.
6. He told his wife to go home but Shiyoko stayed to help him.
7. They recorded the temperature, air pressure and so on, every two hours.
8. In December Itaru became sick but they did not give up.
9. On December 22, 1895 their friends came to save them.
10. A permanent weather station was built on Mt. Fuji in 1932.

(cont'd on p. 19)

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Using illustrations from her own experience, Prof. Steinberg reminded her audience that avoiding miscommunication can be as important as promoting communication. "Don't ever," she said, "teach your students to say 'you had better'. They'll just go around making people mad at them." She pointed out that usually 'you had better' implies a threat ('You'd better or else') to native speakers and that 'you should' generally does the job quite nicely with less risk of antagonizing listeners. Stress and intonation, vital to English communication and often a problem for Japanese students, can also lead to unexpected miscommunication. For instance, a student, intending to be nice, says, "Oh, Prof. Steinberg, you have a *big* office!" The reaction to this is, "Well, why shouldn't I?" To a native speaker, "You have-a *big* office" indicates that the speaker expected the office to be small and may even be interpreted to mean 'You have a big office. Well, fancy that! I thought your office would be small.' One of the dangers of neglecting the importance of stress is that the miscommunication produced by improper stress may be subtle. The listener may be annoyed without analyzing why. He may very well not realize that a misunderstanding has taken place and simply think the speaker rude.

COUNTRY ROADS

In this song John Denver sings of his love and longing for his birthplace in West Virginia. It is a fine example of country Western music.

Almost heaven, West Virginia
Blue Ridge M_____ Shenandoah River.
Life is _____ there, older than the
t_____
Y o u n g e r t _ _ the mountains, growin'
L _ _ _ _ the breeze.
Country R _____ take me home
To the p _____ I belong
West Virginia, m _____ mama
Take me h _____ country roads.
All my m _____ gather round
h _____
Mildest lady, stranger to b _ _
water;
Dark and dusty, p _____ on the sky.
Misty t _____ of moonshine,
Teardrop in my _____
Country roads, t _____ me home
To the p _____ I belong
West Virginia, mountain m _____
Take me h _____ country r _____
I h _____ her voice in the m _____
hours she calls me.
Radio r _____ me of my home far

Drivin' d _____ the road I get a
f _____
That I should've b _____ home
yesterday, yesterday.

I should (had better?) mention that we asked Prof. Steinberg to give us a presentation aimed at junior and senior high school teachers ~ a sort of 'day in the life of' practical demonstration of how to deal with the realities of their teaching situations. We all operate within various constraints in our teaching, but high school teachers, faced with teaching SO students in a limited space using predetermined materials and working toward predetermined goals, often find recommended new techniques for teaching English frustratingly irrelevant. Prof. Steinberg showed us how, with sound planning and imagination, any class can be made interesting and effective. We found her presentation extremely valuable and highly recommend her as a presenter to other chapters.

BIOGRAPHIES IN EFL COMPOSITION

Reviewed by Vince Broderick

On November 28th, Dr. Beverly Konneker, Professor of Linguistics at Southern Illinois University and Visiting Lecturer at Kobe University, gave a workshop on how she uses student-written biographies in her EFL composition classes. Her classes at Southern Illinois are mostly on the graduate level, with half the students native speakers of English, but she felt this approach could be modified for other teaching situations.

Prof. Konneker defines the biographies she wants her students to write as 'writers' autobiographies', focusing on some experience the student has had when communicating in writing in a foreign language. This hopefully will avoid the tendency of such exercises to be variations on 'What I did during my summer vacation' and to help the students to concentrate on themselves as writers who have faced and presumably attempted to overcome difficulties encountered when writing in a foreign language.

The first class or classes are spent in 'brainstorming' to elicit from the students their ideas of what they can include in their writer's autobiography. We came up with such general issues as types, topics, tone, cultural acceptance of autobiographies, levels of formality and politeness, motivation, the absence of one's own linguistic 'tradition' when writing in a foreign language, etc. The brainstorming sessions are followed by a narrowing of focus, in which the chaos is put into better order. This also helps the teacher, since she is likely to be caught up in the brainstorming session and would lose some of the information unless a more orderly record were available.

First drafts are then done in class, followed by small group sharing of the drafts, with comments from the teacher to support the peer

(cont'd on p. 21)

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observations. The point here is not to fix on mistakes, but to see if the draft has a relatively coherent topic. In a large class, the teacher would not be able to confer with everyone, but this is not necessarily a major problem, since the students can also benefit from having someone other than the teacher making the closest observations

Each student next revises her biography, after which the class is divided up into editorial groups that check the revisions and are responsible for providing final typed copies.

When the biographies are handed in to the teacher, she makes copies and distributes them to the class for reading and discussion. Again, in a large class, it would probably be necessary to select certain essays for distribution.

Most of the questions and comments by the participants seemed to focus on the fact that they seemed to have significantly larger classes than Prof. Konneker, so it was suggested that it might be easier to reach the students with advice about the progress of their writing if an OHP were used, or if selected errors were brought up. However, it was also pointed out that this type of composition is different from the usual writing about a work of literature or a selected topic, in that it is considerably more self-generated. So, it might be a good chance to shift from concentrating on what's wrong to having the students come up with something insightful about themselves as writers. If this happens, there is a good chance the students' attitudes toward the EFL composition class itself might change for the better, while the teacher could take a step away from teaching about composition towards letting the students learn how to write.

Toward the conclusion of the workshop, we were invited to jot down the first steps we would take if we were going to write our own writer's biography. Unfortunately, time ran out before there could be any discussion at length about this, but several participants had already filled a page with ideas.

Prof. Konneker's workshop-presentation was both an interesting introduction to a potentially useful composition class resource and also a good opportunity for us all to take a look at ourselves as teachers of and writers in foreign languages.



I have been contacted, both during the JALT October conference and after (via an announcement in the *Newsletter* by many well qualified and experienced teachers of English as a second/foreign language. How many is many? Well, roughly about 20 teachers so far. The idea, for those who haven't heard, was to form a pool of qualified people in (at first) the Kansai area who would be available for late-breaking or part-time employment for positions which employers could not have time or resources to recruit for from overseas. The idea, I was assured by correspondents, was a worthy one, something which would be of service in both directions at once. For the teacher with hours to spare outside of his/her visa-sponsor's requirements, here was a chance for extra employ; for the one-year contract holder, an opportunity to switch employers at the end of his term without having to start all over again from abroad; for the employer, here was a pre-screened group of worthies to draw upon at minimal expense without the normal waiting period for responses drawn from other media.

But where are the employers? During the conference, a handful approached for information, took the appropriate papers, and were never heard from again. After some quite discussions with people in positions-to-know, it seems all too apparent that the practice of hiring friends of friends to fill upcoming vacancies is a hard barrier to crack.

Upon quiet reflection, it seems to me that there is a certain rustic charm in all of this: in fact, there is an almost primitive sense of the total submission to fate which causes men to trust in their faiths rather than their education. Let me give a personal example. I was once approached on the train by a Japanese English teacher who asked me to 'take over' the instruction of his private students while he was out of Japan for a coming three-month period. I am sure my selection rested completely on the fact that I happened to be there on the same train as he at the time he was thinking about it, and that I was an obvious foreigner, of course.

Both my present university position, and another one I occupied in Kansai five years ago were both won by coincidence and 'knowing somebody'. Other teachers in even more enviable university positions say much the same thing. 'The same motives which we might hold up as 'patronage positions', were they thus handled back in our local political arenas, are here accepted as fair play.

Holding such a position myself, I can hardly complain, but I do feel enough professional objectivity to want to see my eventual replacement be at least as qualified as I am. Being on the TESOL Teaching English Abroad special interest group staff, as well as chairman of English Educational Services International in the States, I'm well aware that sufficient outlets exist, both here and abroad, for the efficient
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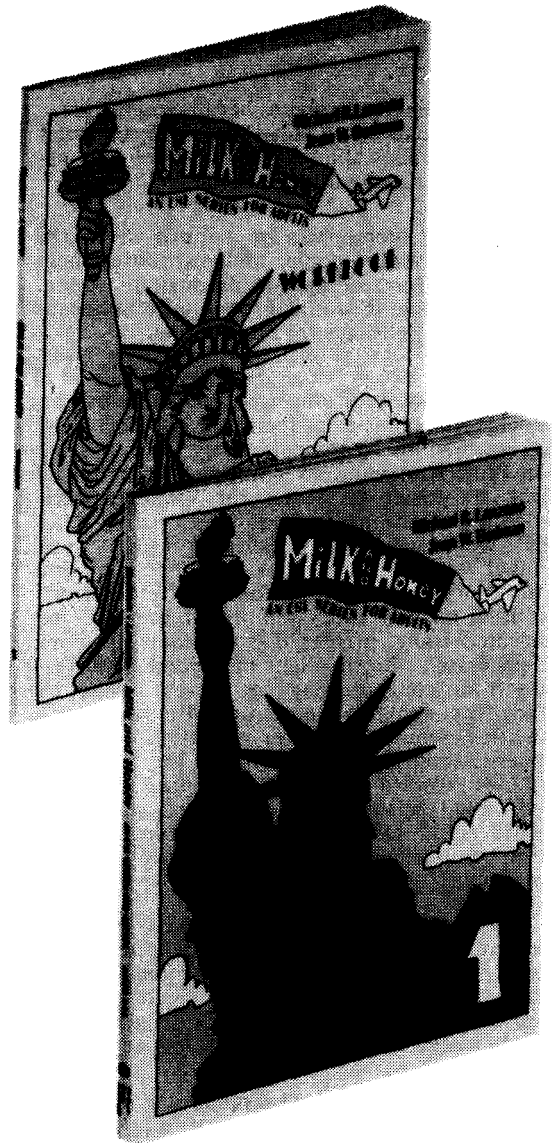
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(cont'd from p.21)

long-term, planned-in-advance recruitment of true professionals. Companies offering many positions with a high annual turnover rate often utilize these, as well as the more aware and quality-considerate schools which do exist in Japan. Those two categories leave an awful lot in the middle, and I truly have to wonder how some of them go about judging candidates for their openings.

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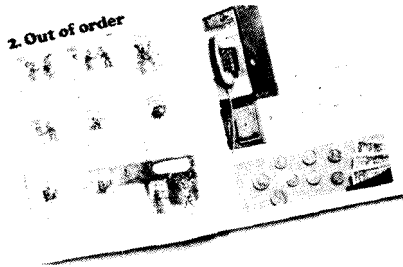


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Cross Currents, the biannual journal of communication, language, and cross-cultural skills published by the Language Institute of Japan (LIOJ), is currently soliciting manuscripts. Major emphasis is on practical ideas and suggestions for classroom use and issues affecting cross-cultural communication and the use of English as an international language. Please address all correspondence to *Cross Currents*, Language Institute of Japan, 4-14-1 Shiroyama, Odawara, Japan 250.

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TEACHER TRAINING COURSE**

Date: March 12 ~ March 26, 1983
Time: 9:30 a.m. - 4:30 p.m.
Place: Seminar Building, Sangyo Noritsu Daigaku, Tokyo
Instructors: Alison Miller,
Jan Ono
Justine Moriarty
Sam Antrum
Setsuko Iki
Fee: Members: ¥120,000 / Non-members:
¥150,000
Info: Sangyo Noritsu Daigaku (03) 704-
1111: Justine Moriarty (03) 724-
5336

Position

(TOKYO) The Simul Academy of International Communication, an affiliate of The Simul Press, has openings starting in April 1983 for qualified instructors. The Academy has programs for interpreter-training and advanced English education with a heavy emphasis on international affairs. A degree in TEFL or related fields plus teaching experience, preferably in Japan, is highly desirable. Full-time and part-time positions are available. Excellent remuneration and conditions for skilled individuals. Send a cover letter and resume to The Simul Academy, 1-5-17, Roppongi, Minato-ku, Tokyo 106. Tel. (03) 582-9841.

(TOKYO) Native instructor for an English conversation class is urgently needed by a technical college in the center of Tokyo. More than 10 class hours a week, beginning April, 1983. For further details and interview, call J. Igarashi at 441-1171.

(OSAKA) Native speakers of English to teach English conversation to second year high school students on a part time basis starting in April, 1983. Also openings in the junior high school. Anyone interested should contact Mr. Tanaka at Poole Gakuin, Katsuyama Kita 1-19-31, Ikunoku. Osaka 544 (06-741-7005).

(OSAKA) Hishoten Kotogakko has an opening for a part-time, native speaker of English to teach ten to twelve hours of English to high school girls. For further information write to the following address: Sister Tsutsumi, High School Principal, Assumption High School, Nyoidai 1-1 0-1 1, Mino Shi, Osaka Fu, 562. Japan.

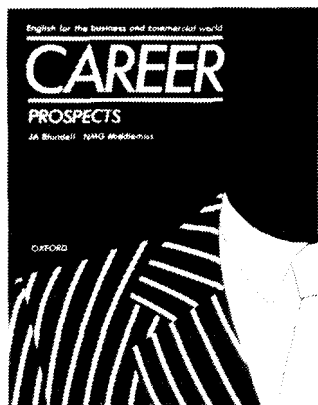
(PHILIPPINES) The ICMC Philippine Refugee Center ESL-CO Program requires senior staff in Curriculum, Training, and -Testing and supervisors in ESL, Orientation, and Prevocational instruction. Qualifications: M.A. in relevant discipline and at least 3 years experience. (5 years experience without degree.) Previous work overseas and/or with South-east Asian refugees. Senior staff posts also require skills in administration and human resources management. Salary: \$12-14,000 plus benefits including housing. One-year commitment. Positions available now. Send resume and names of 2 references to: Mitzi Schroeder, USCC Migration and Refugee Services, 13 12 Massachusetts Avenue, N.W., Washington, D.C. 20005. (Please indicate position applied for.)

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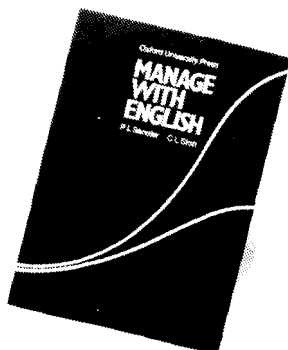
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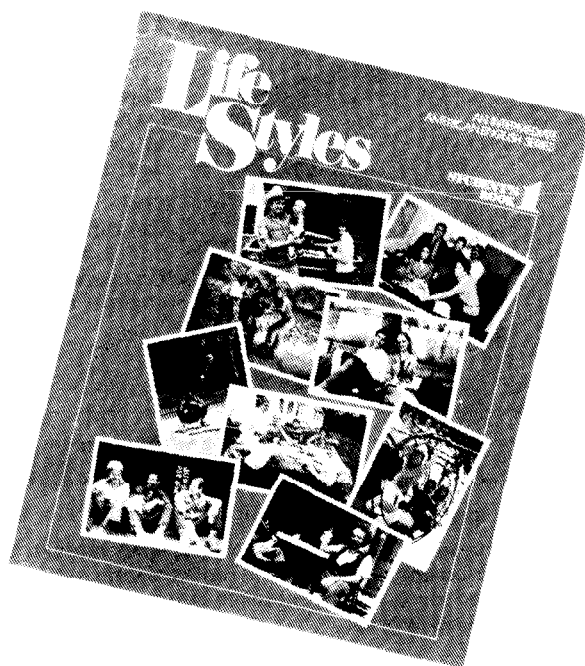
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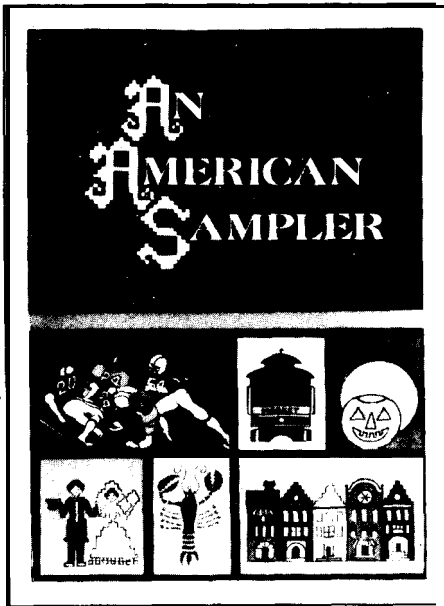
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Meetings

KANTO CHAPTER

Speaker: Julian Bamford
 Topic: Listening: What to teach and how to teach it.
 Date: Sunday, February 27, 1983
 Time: 1:00 - 3:00 p.m.
 Place: Bunka School of Languages, near Shinjuku station. Tel: 03-379-4027
 Fee: Members free; Nonmembers ¥1,000
 Further information: Gaynor Sekimori (891-8469) or Shari Berman (709-4991)

Julian Bamford was born in England and trained in TESOL in the United States. He taught refugees in Los Angeles for three years. At present, he is most interested in developing listening skills. He is working for a vocational language school in Tokyo, doing curriculum coordination and teaching. Currently he is writing listening-based materials.

His presentation will be a repeat of the highly-rated presentation he gave at JALT 82. It will highlight the theoretical considerations of listening as a skill, and the practical means by which it can be taught in the classroom and integrated into the syllabus. There will also be an evaluation of commercially available material, and ideas for making your-own.

The KANTO SIG for Teaching English to Business People will hold a meeting at 2:00 p.m. on Sat., Feb. 12.

Location: Kobe Steel Language Center, Tatsunuma Building (5th floor), 1-3-19 Yaesu, Chuo-ku, Tokyo 103. Tel: (03) 281-4105.

Topic: Developing one's own materials.

For further information, call Stephen Turner at the above number between 1 and 5 p.m., Mon.-Fri.

The above topic follows on from the discussion of Dec. 18th on commercially available materials for teaching oral communicative skills to business people. We hope as many people as possible will bring samples of their own materials. Furthermore, at the same meeting we will choose a segment of "The Sadrina Project" video course as the focus of our March 26 meeting (same time, same place). We plan a "brainstorming" session on developing and exploiting the video material. Materials developed by participants will, of course, be highly relevant! Anyone who misses the Feb. 12 meeting but wishes to attend on March 26 should contact Stephen Turner after Feb. 12 to find out which portion of "The Sadrina Project" is to be discussed.

WEST KANSAI CHAPTER

February Meeting

Topic: Making English Lessons Come Alive
 Speaker: Miho T. Steinberg
 Date: Sunday, February 20, 1983
 Time: 1:00 - 4:30 p.m.
 Place: Umeda Gakuen (St. Paul's Church) 2-30, Chaya-machi, Kita-ku, Osaka
 Fee: Members, free; non-members ¥500 (applicable against annual dues if joining at this meeting)
 Info: Vincent Broderick 0798-53-8397 (eves.); Jack Yohay 06-771-5757

This presentation will discuss different techniques and methods classroom teachers can use to enliven their English classes. Mindful of the fact that Japanese students start to dislike English classes, and therefore English, in the second year of junior high school, English textbooks which are adopted in Japanese public schools will be used to suggest different activities and approaches.

MIHO T. STEINBERG is currently on sabbatical leave from the University of Hawaii, where she was director of the English Language Institute. She has taught English and trained teachers in Japan, Canada and the U.S.A. for the past 20 years.

SPECIAL INTEREST GROUPS:

Children's Interest Group: Sunday. Feb. 20.
 11:00 - 12:30 p.m. Umeda Gakuen. Contact, Sr. Rees Wright 06-699-8733 Jazz Chants for Children; Using and Making Puppets.
 Teaching in Colleges and Universities: Sunday, Feb. 20, 11:30 - 12:45 p.m., Umeda Gakuen Contact, Jim Swan 0742-34-5960.
 Teaching English in Schools: Wed. Feb. 23, 6:30 - 8:00 p.m., Center for Language and Intercultural Learning. Contact, Keiji Murahashi 06-328-5650 (days).

EAST KANSAI - KYOTO

Doubleheader, February 27th, 2:00 - 5:00 p.m.
 British Council Kyoto Centre
 7-7-, Kitashirakawa Nishimachi, Sakyo-ku, Kyoto
 606. 075-791-7151

1. Speaker: Steve Tripp (in person)
 Topic: Computers and Language Teachers: Essential information you need for getting started with computers. (See James Duke's review of the presentation at JALT '82 in the Newsletter for December)
 2. Speaker: Carolyn Graham
 Topic: An edited compilation (45 min.) of Carolyn's two presentations at JALT '82, introducing *Jazz Chants* and *The Carolyn Graham Songbook*
 Members: free; Non-members: ¥1,000; Students: free; Information: Juro Sasaki 075-495-5236.



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