

# THE Language Teacher

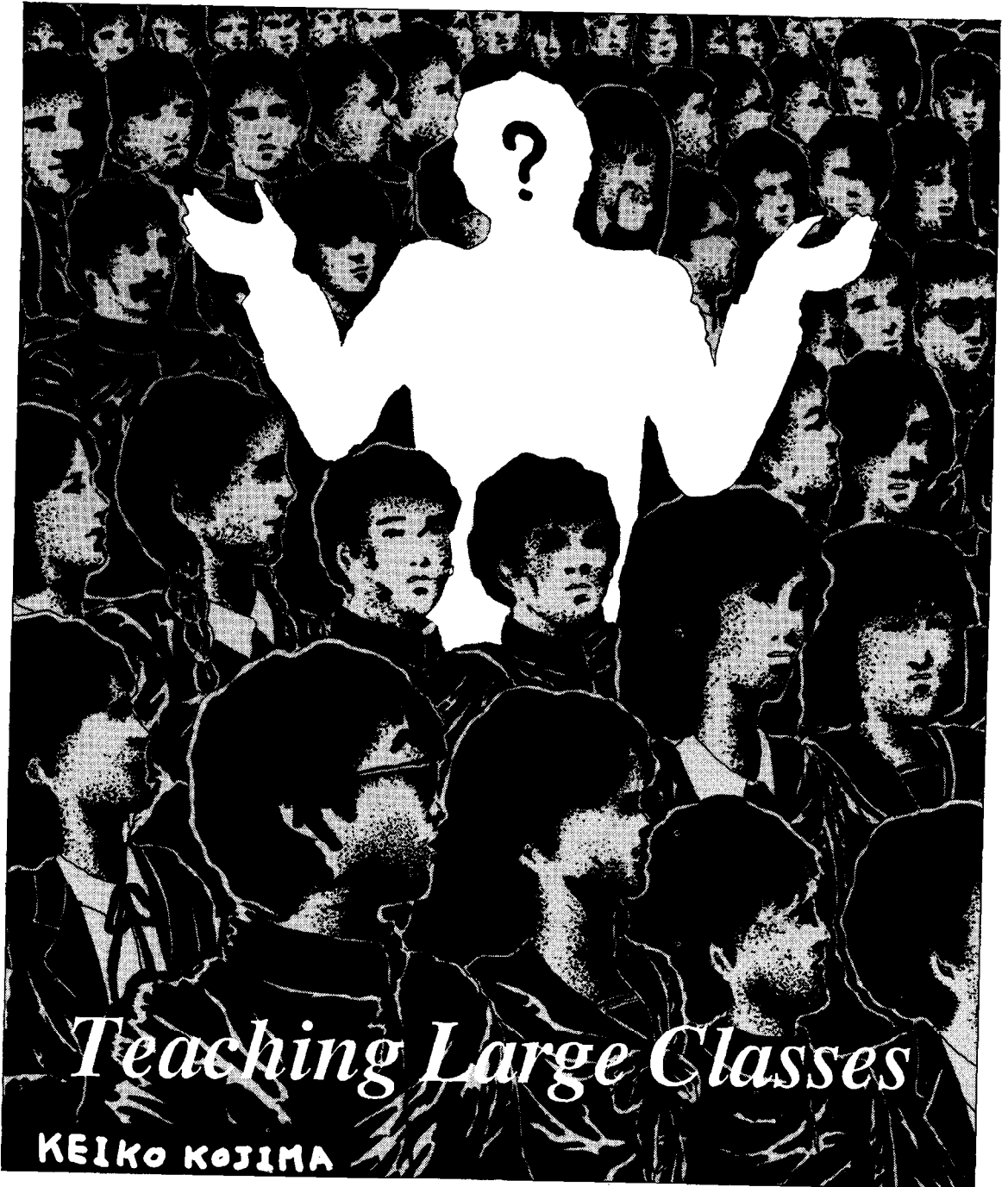
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# this month....

You Try Doing It With a Class of Forty! - Rob Nolasco and Lois Arthur .....	4
The British Council/Koto-ku Project ~ Sheila Brumby and Peter Sturman .....	9
Lesson Phasing and Pair Work - William Gatton .....	16
The New Methods in Large Classes -	
Community Language Learning in Large Classes - Carl Adams .....	20
The Silent Way in the Large Classroom - Fusako Allard .....	21
Suggestopedia in Large Classes - Charles E. Adamson Jr. ....	22
TPR in Large Classes -- Dale Griffie .....	22
My Share: Four Sure-Fire Ideas for Large Classes - Dave Mosher .....	25
Interview: Four Authors Discuss Their Books on Large Classes -	
Nicholas Ferguson, Marc Helgesen, George Isted, and Jack Richards .....	27
Final Thoughts: Problems, Possibilities, and a Few Tricks - Marc Helgesen .....	32
JALT UnderCover .....	33
Chapter Presentation Reports .....	43
Bulletin Board .....	44
Meetings.. .....	49
Positions .....	52

## THE Language Teacher

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The Japan Association of Language Teachers is a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. It is the Japan affiliate of TESOL. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of any nationality, regardless of the language taught. There are currently 23 JALT chapters: S<sup>o</sup>poro, Sendai Yamagata, Ibaraki, Omiya, Chiba, Tok<sup>y</sup>o, Gumma, Yokohama, Shizuoka, Hamamatsu, Nagoya, Kyoto, Osaka, Kobe, Okayama, Hiroshima, Tokushima, Takamatsu, Matsuyama, Fukuoka, Nagasaki, and Okinawa.

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## Special Issue on TEACHING LARGE CLASSES

Language teaching in Japan, as in many EFL situations, often takes place in classes of 40, 50 or more. In that situation, it is easy to get discouraged. The feeling that it isn't possible to accomplish much is, for many, a most realistic and tenable position.

A closer look at the situation, however, reveals that there are, in fact, exciting developments in the pedagogy of teaching large classes. This special issue is an attempt to sample and share some of the ideas and the excitement.

The lead article, *You try doing it in a class of forty!*, is a report on a teacher training project that took place in Morocco. In this reprint from the *ELT Journal*, Rob Nolasco and Lois Arthur report on the steps they used to assist teachers attempting a more communicative approach, in a situation where the objections were strikingly similar to those we hear in Japan.

An exciting project taking place in Tokyo is described in The British Council/Koto-ku Project. Sheila Brumby and Peter Sturman report on a cooperative effort by the local Board of Education and the Council to teach the Mombusho-approved materials more communicatively and effectively while still meeting (and perhaps surpassing) the goals prescribed for Japanese junior high school students.

Any discussion of teaching large classes needs to include a consideration of classroom management, and most of the writers in this issue mention pair- and group-work as workable, even necessary, components in any large classroom. In *Varieties of Pair-work*, Bill Gatton suggests that the impact of pair-work can be maximized by giving thought to the phase of the lesson in which a given type of pair activity is introduced, as well as various possibilities for using the technique.

The "new methods" (Community Language Learning, Silent Way, Suggestopedia, and Total Physical Response) are often overlooked as possibilities for large classes. In a series of four short articles, Japan-based experts in each (Carl Adams, Fusako Allard, Charles Adamson, and Dale Griffie) consider their applications in large classes.

Dave Mosher offers several Sure-fire ideas for large classes in this month's "My Share." The activities are among those that he and Lonny Wiig have been using in their classes, and that have received a positive response not only from their students but also from teachers at JALT '85 and at chapter meetings around Honshu and Kyushu.

Finding appropriate textbooks is sometimes a problem for teachers in large classes. Torkil Christensen has provided a contrastive review of four text/tape series that are marketed for large classes. In a companion piece, Barbara Hoskins conducted mail interviews with the authors of those texts and reports on the related issues.

Finally, the guest editor considers a few specific problems that often arise in large classes and offers some techniques to deal with them.

*Marc Helgesen, Guest Editor*

### YOU TRY DOING IT WITH A CLASS OF FORTY!

By Rob Nolasco and Lois Arthur

The difficulties experienced by some British teachers in introducing communicative techniques in the secondary classroom led to an examination of the problem of innovation in English language teaching at school level. The teachers' perceived difficulties are discussed, and it is argued that teachers need to take account of learners' expectations and introduce change gradually. The introduction of change should also include an element of learner training, and this article offers suggestions for how this might be achieved.

#### Introduction

Teacher trainer: Why don't you try doing an information-gap exercise?

Teacher: You try doing it with a class of forty!

When we are exposed to new methodological proposals, our first reaction is often a feeling that what is being suggested would not work in our teaching situation. Consequently many proposals for new techniques either are not tried or are discarded after they have been tried only once. This was certainly the case of the majority of the 115 British teachers recruited by The Centre for British Teachers Ltd<sup>1</sup> for service in the final three years of the Moroccan secondary system. As these teachers were faced with a difficult teaching situation, it was natural that many of them felt there was a considerable gap between the theory of communicative methodology and the realities of teaching in classes of forty or more learners. But it was the hostility that these teachers showed towards suggestions which the authors knew from experience would work that

led to an examination of the problem of how to introduce methodological change into the large classes that are common to much secondary teaching. The problems and suggested solutions form the basis of this article, and while they grew out of work with secondary teachers, it is possible that the principles outlined would apply in any foreign-language teaching situation.

### The starting point

Seventy-five percent of the Native English Speaking (NS) teachers for whom we were responsible were new to TEFL. One of our basic aims as trainers was to make them aware of techniques, procedures, and classroom activities which would offer a chance for student/student interaction independent of the teacher, and for students to determine what they wanted to say. This was counter to norms, widely accepted by teachers, inspectors, and learners alike, which derived from audio-lingual principles of language teaching where the emphasis was on repetition, teacher control, and grammatical manipulation. However, our aim was thought to be valid in order to try to overcome the strong sense of failure experienced by the majority of the students of English.<sup>2</sup>

### The rationale

Bearing in mind the methodological maxim "If it is a phenomenon it must be in the interaction" (Sacks 1963, quoted in Mehan 1979: 24), we started by looking at teacher/student interaction in a variety of classes taught by both NS and Non-Native Speaking (NNS) teachers, and found that in almost all cases the style of teaching was "lock-step." Regardless of the focus of the lesson, the pattern of interaction typically consisted of:

Teacher initiation: Was the train early or late?

Student reply: Late.

Teacher evaluation: Full sentence, please.

The greater proportion of questions were "display" questions (e.g. *What's the opposite of "big" in English?*), designed to elicit information already known to the questioner (a situation similar to the one reported by Long and Sato, see Gaies 1983:208). Where the teacher had an awareness of language and the ability to control language and direction and pace, then student participation and involvement were good. Many of these teachers agreed that the "lock-step" style of teaching denied the students any opportunity to use the language

- for the purpose (so that mistakes matter)
- in real time (not where someone waits for the right answer)
- to express their own attitudes, feelings, emotions, fears, etc. (not what someone else tells them to say).

But despite this, and despite the fact that many had demonstrated an interest in more communicative techniques through voluntary attendance at seminars and conferences, the ideas put to them were not being tried. The question was, why?

### Initial assumptions

In 1984-85 the new intake of teachers began with an 18-day Orientation Course, aimed at providing an introduction to living and working in Morocco. The course covered the following areas:

1. background to the local education system, and guidelines on the official syllabus and administrative procedures expected of teachers in schools;
2. background to TEFL, including language analysis and introduction to methodology;
3. information on TEFL in the local setting, including:
  - a guide to common problems such as starting the school year, discipline, etc., with a view to presenting tried solutions
  - ~ standard lessons taught in the Moroccan lycee
  - assessment procedures
  - ~ planning the year;
4. background to living in Morocco, including a visit to the town and in some cases the school of their posting;
5. practice lessons with special classes of volunteer students in a lycee;
6. lessons in colloquial Moroccan Arabic.

Teaching on the course was a mixture of input sessions and tutorial work, and it was supported by a 130-page Orientation Course Handbook, as well as a guide to living in Morocco. The Handbook and the bulk of the teaching on the course was the responsibility of NS teachers who were already at post. It was their role to prepare input sessions, give demonstrations, and run tutorials. Each course also had input in the form of demonstration lessons and tutorial support from selected NNS teachers. These colleagues also taught Moroccan Arabic. For these lessons the new teachers were put into groups of forty, so that they were able to experience the problems of beginners in a foreign language, as well as exposure to the high-energy question-and-answer approach characteristic of most of the NNS teachers of English. Orientation Course tutors were prepared for their role through a series of planning meetings which included a management course focusing on communication skills. Briefs were also provided to give tutors guidelines on how to structure sections of the Handbook, input sessions and tutorials. Within the general framework provided, it was up to the course leaders and their teams to decide on

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programme balance, detailed timings, etc., and this led to the staff becoming very committed to their course. The inclusion of peers as trainers was an extremely valuable training exercise for the teachers concerned; all the participants were extremely satisfied, and the new teachers were very positive about the strongly practical orientation of the course. This was in complete contrast to the first orientation course, which had relied on outside informants, and we hoped that after a settling-in period teachers would begin to introduce new techniques. Despite the positive start and the practice of a few who showed that change was possible and desirable, the myth that activities such as pair-work and groupwork were impossible within the local teaching situation persisted, and objections to proposals for more adventurous and pedagogically sound techniques were still the rule rather than the exception. The feeling grew that communicative techniques belonged to an idealized form of TEFL with no relevance to the secondary classroom, and this led to professional frustration for all concerned, as many teachers with future EFL careers in mind wanted to experience these techniques. We decided, therefore, to have a look at these objections to see if we could help.

### Objections

The most common objections to the introduction of new ideas and techniques and our analysis of these at the time were as follows:

**1. "The students are not interested when I try things they are unfamiliar with."** It was certainly the case that new techniques were often met with apparent indifference, lack of participation, or even downright hostility. It seemed reasonable to assume that these new techniques did not match the expectations that students brought with them. We did not have time to research students' expectations, but all the informal evidence from watching lessons and talking to teachers and learners suggested that the learners expected the teacher to be an authority figure, and the teaching methods to conform to the "lock-step" pattern described above. Long (1975:217) suggests that this type of teaching encourages the following assumptions:

- it is the teacher who initiates language exchanges;
- the student's task is to respond to the teacher;
- the teacher judges whether the students' performance is acceptable.

Although our teachers reported that many students felt the need to be able to do something in English rather than repeat paradigms or patterns, they appeared to reject a methodology that would help them to achieve these goals. The

reason seemed to be that taking part in classroom life involves taking part in the classroom game. A major part of this game is being able to answer questions, and doing this involves knowledge of the conventions governing a particular type of teaching, as well as an ability to "read the signs" in the teacher's structuring of the lesson (Jackson 1968). Some of this knowledge is very deep-seated and tacit, and common to all classrooms (Mehan 1979), but the knowledge required to take part in lessons is also classroom-specific (Lancy 1978). It seemed that students often apparently rejected new ideas or complained that the teacher was not teaching, because the security and sense of order found in the familiar routines, in which they knew their status and role, had suddenly been violated by something new. They no longer knew the rules of the game.

**2. "Discipline is a problem."** There was a strong feeling that chaos developed as soon as the teacher moved away from an "up-front" position.

**3. "There are too many physical constraints."** The majority of the classrooms had heavy double desks which in some cases were fixed to the floor. The acoustics were generally bad and the rooms large and cold. The teacher was expected to stand on a small platform, and the only thing adorning the walls was a blackboard. However, once a week classes had what were known as "group hours" involving only half the class (i.e. about 20-25 students). These were designated as conversation lessons and designed to allow the teacher more flexibility and an opportunity to offer more individual attention to students. Nevertheless they tended to be used for tests or further "up-front lock-step" teaching because of the teachers' heartfelt feeling that this was the only source of discipline, control, and order.

**4. "Students prefer grammar and exam practice."** Particularly in the final year of secondary school, the students became obsessed by preparing for the Baccalaureate, which usually consists of a narrative-style reading passage with multiple-choice and open-ended questions, a series of grammatical transformation exercises focusing on obscure areas of usage, and a narrative composition. None of these reflected or promoted the objectives for the system which are stated in the official textbook for English (**Steps to English Book 1**) as: training Moroccan students to use English to "receive information about the world at large and to communicate to people elsewhere their own reality." While the educationalists are aware of this inconsistency, administrative reform has been slow, and the consequence is a constant tension between the short-term felt needs of the students to pass the exam and longer-term objectives set by the system and favoured by the great majority of teachers. It

is therefore up to the individual teacher to resolve the dilemma in his or her own classroom (a situation which Professor Abutalib of the Faculty of Letters in Rabat described as "creative chaos" when he gave an account of the state of language teaching in Morocco in 1985).

5. *"The school 'administration' does not like noise when all the students talk at the same time."* Headmasters are administrators, and they prefer teachers who are seen and not heard! But this attitude did not in fact result in interference with teachers who did try more communicative methodology and were perceived as successful by their students: there were no complaints. Teachers actually have a great deal of autonomy in their classrooms.

6. *"The students will not use English when put into pairs."* Although this was true of some students, there was no evidence that it was universally the case.

7. *"The students complain that I am not teaching them if I ask them to work in pairs or groups."* As many of the students were aged 18 or over, they were articulate in formulating what they expected or wanted.

8. *"Once motivated by more interesting classroom activities, the students became over-enthusiastic and difficult to control."* A genuine problem.

All of these are important factors and not dissimilar to objections reported in secondary teaching situations elsewhere (see Bolitho and Early 1981). However, we felt that these were constraints rather than impediments. As the influence of official instructions on the teaching was relatively weak, and as some teachers showed they were able to use 'high risk' activities and overcome the shortage of recent materials designed for communicative activities (for example, through the creative use of blackboard flaps or large sheets of paper visible only to part of the class for the creation of an information gap), we felt it was the students' perceived "wants" (Allwright 1982:28) which were responsible for the continued dominance of "lock-step" in the classrooms of NS teachers. Conscious of the problems which can occur when a teacher does not meet the sociocultural expectations of a student (Ben Bechir 1980), we decided it was worth outlining a strategy whereby teachers could work on student expectations even in large classes.

### Towards a solution

We realized that if our methodological proposals were to succeed, we needed to con-

sider how to implement the systematic learner training that was fundamental to change. We felt that such training had to cover the *how* and the *why*. The *how* involves the gradual introduction of techniques so as to proceed from the known to the unknown. The *why* had to cover the rationale behind the activities. Such proposals are not new (see, for example, Candlin and Breen 1980), and our interest was to see how they might be applied in large classes.

### Introducing pair and group work

If the main reason for "lock-step" was the need for control, then freedom from control implied responsibility. Therefore, as our principle in dealing with *how* was to proceed from the known to the unknown, a reasonable first step in the introduction of pair and group work was to gradually widen the "turn allocation" procedures used in the classroom by extending from the teacher to the learners the responsibility of deciding who should speak. In the setting, we felt it could easily take up to ten weeks to introduce and establish pair work as a routine, and the plan in Table 1 offers an illustration of what might be involved. This could of course vary from class to class.

The principle of proceeding from the known to the unknown is a powerful one, and it is perhaps the trainer's responsibility to suggest ways in which a staged and gradual introduction of new techniques is possible. We also discovered through observing our teachers that an ability to use students' names, give clear instructions, and check and facilitate understanding through questions and demonstration were crucial factors in the introduction of new techniques in a situation where repair of misunderstanding is very difficult once the activity is under way. Dealing with the rationale of activities in a large class involves appealing to common sense, and some of our teachers found questionnaires and ranking activities very profitable ways of bringing to the surface discussion of the language teaching and learning process.

### Conclusion

It has been common practice to regard teachers as the source of resistance to change, and some observers have suggested counselling as one of the ways forward (Early and Bolitho 1981, Rinvolucri, 1981). While there is a lot in this, we seem to have forgotten the learners. In the secondary system, learners may be particularly resistant to change if the change that is required of them runs counter to what is taking place elsewhere within the system. The creation of a fresh set of expectations is, therefore, essential to the acceptance of change by learners,  
(cont'd on next page)

**Table 1. A ten-week plan for introducing students to and training them in the use of pair and group work.<sup>3</sup>**

Week	Aim	Means
1	To extend responsibility for initiating short responses to the learner.	Teacher-controlled open and adjacent pair work on question-and-answer exercises.
2	Consolidation plus introduction of dialogue exchange in pairs.	Dialogue reading: learner takes one part. Move from Teacher reading A and learners B through open and adjacent pairs to whole class work in closed pairs.
3	Consolidation plus introduction of learners to the habit of choosing the content of communication in oral work.	Longer read dialogues, followed by the introduction of cued dialogues.
4	Consolidation plus introduction of the idea of working together in English.	Introduce discourse chains to prompt recall of known dialogues: get learners to work on comprehension exercises in English.
5	To introduce the idea of guided role play, as well as simple problem solving.	Introduce role cards on the basis of familiar material: a short period in closed pairs; work on problems of grammar.
6	Consolidation plus introduction of 'information-gap' exercises.	Longer guided role plays; practice in moving quickly into pair work exercises; information gap in which half the class sees the picture; teacher controls questions and answers.
7	Consolidation and extension.	Information gap similar to (6), but done in closed pairs; jigsaw reading.
8	Consolidation and extension.	Introduce free role-play activities in pairs, then threes and fours; small group essay preparation for the final stage of guided composition lesson.
9	Consolidation and extension.	Introduce ranking activities.
10	Consolidation and extension.	Group preparation of ideas and structure for essay.

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who in turn have a great deal of influence on teachers' behaviour. It may be that learners new to language-school situations are more willing to accept something new because they are in a slightly different learning environment from what they have been used to, and therefore the introduction of change is less of a problem. Our contention is that, while taking a student's current needs and expectations as a starting point is second-nature to good teachers, not all teachers do it automatically. It is therefore the responsibility of trainers to focus on and develop this skill by formulating suggestions for new methodological practices in terms of practical procedures. When this is done, our observation is that teachers will try doing it with a class of forty.

### Notes

1. The Centre for British Teachers Ltd, a registered educational charity based in London, recruits British teachers for service overseas. CBT schemes are paid for by the host government, and the British teachers usually work alongside colleagues in the national educational system of the host country. CBT currently operates within the state systems in Brunei, Malaysia, Morocco, and Oman.

2. Separate statistics for the pass rate in English in the Baccalaureate do not exist, but a senior inspector of English estimated in a presentation to a conference of the Moroccan Association of Teachers of English in 1985 that only 25 per cent of the students pass.

3. **Open pairs:** Teacher-nominated pair work involving two students in different parts of the class. **Adjacent pairs:** Teacher-nominated pair work involving two students sitting next to each other. **Closed pairs:** All students work in pairs at the same time. The teacher monitors the activity. **Discourse chains:** Students are



given an outline of a dialogue in functional terms, e.g. greet, apologize, etc. They have to find the words to express the function and build up a dialogue using the clues. **Jigsaw reading:** Students are given a text which has been cut up in some way (e.g. at the end of each paragraph) and have to reconstruct it.

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## THE BRITISH COUNCIL/KOTO-KU PROJECT

By Sheila Brumby and Peter Sturman

**This article looks at the introduction of native speaker teachers from the British Council into the classrooms of the first year junior high school students of the Koto-ku ward in Tokyo. The aim of the project is to improve the listening and speaking skills of the students and to introduce a more communicative approach into the classroom teaching. To this end materials related to the textbook were written and used by the British Council teachers.**

### Background of the Project

Koto-ku is a ward situated in the eastern part of Tokyo. The Board of Education of the ward decided they would like to introduce native speaker teachers (NST) into their schools, and approached the British Council for assistance. After discussion it was agreed that the ward would finance a series of lessons to be taught by trained native speaker teachers supplied by the British Council Cambridge English School. A pilot scheme was operated in eight junior high schools between October 1985 and March 1986. This was considered successful, and the project was expanded into all 23 junior high schools in the ward. Teaching began again in May 1986. During the year all the first year junior high school students in Koto-ku will receive 15 lessons from the NST's. There will also be a

total of 10 workshops for the teachers (JT) in the schools, which will focus on the methodology and lessons being used by the NST's.

### Aims of the Project

It was decided that the project should devise ways of working within the constraints of the school situation in order to: (a) make students more confident and able in speaking and listening to English; and (b) influence teaching methodology through example and co-operation. To achieve these aims it was necessary that the NST's should:

- teach in the schools;
- co-ordinate with the Japanese teacher on matters relating to the students, the teaching and the arrangements for the programme within the schools;
- prepare worksheets and supplementary materials for use in class;
- involve the Japanese teacher in the lessons as much as possible, i.e. not only as observer but actively as team-teacher;
- take part in a series of seminars held for the Japanese teachers (about one a month); and
- be involved in monitoring and evaluating the project.

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**Constructing the Programme**

The programme was designed to fit in with the Mombusho guidelines and is being closely monitored and evaluated by a panel composed of the Koto-ku Board of Education and teachers, British Council specialists, and two senior consultants from university departments concerned with English language teaching (Prof. Katsuaki Togo of Waseda University and Prof. Yae Ogasawara of Tsukuba University).

The first source of information in developing the programme was the Mombusho guidelines. The first objective for first grade in English is to **enable students to hear and speak on simple matters using primary English**. In the same section it is stated that the content should include:

**1) Language Activities**

The following language activities should be conducted in order to develop in students the ability to understand English and express themselves in English:

**2) Hearing and speaking**

The following items are to be taught:

- a) To grasp the main points in topics and to understand the necessary content.
- b) To speak without missing important things, by arranging what one intends to express.
- c) To reply accurately after catching the intention of the speakers.

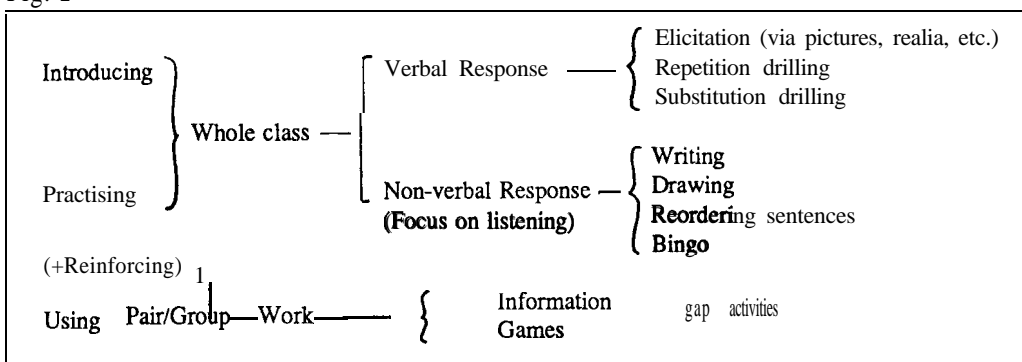
**(Taken from Section 9 on Foreign Languages)**

Thus it can be seen that both the objectives and the content for the first grade aim at devel-

Fig. 1

	<u>New Prince</u>	<u>Mombusho</u>	<u>Techniques</u>
Page 38	I am (Taro) You are (Taro)	Indicative Affiative sentences	Classwork (Elicitation/Drilling) Group/Pair Work
Page 39	Are you a (Star)?	Interrogative sentence	Classwork (Elicitation/Drilling) - Possible guessing game with teams

Fig. 2



oping the ability of the students to communicate in English, to be able to understand an English speaker, and to respond appropriately in English. After this the guidelines outline the basic grammar and vocabulary.

This communicative objective set by the **Mombusho** underlies the programme of 15 lessons.

The second source of information was the textbook which tends to fulfill the roles of both syllabus and teaching material in the schools. The textbook presentation of these is the main focus for English study for both students and teachers. As we wished the students to see the native speaker teachers as an important and integral feature of their regular course of study, it was necessary for them to be seen working closely with the textbook. Consequently, the textbook was analysed and related to the **Mombusho** guidelines to establish the objectives for the lessons, as shown in the examples given in Fig. 1. These objectives were used to write materials which supplemented the textbook. This means that the students are given a broader exposure to the language being taught, since it is presented both in the textbook context and in the context provided by the supplementary materials. It also means that they are taught through a more wide-ranging methodology. Although some translation is used in the classroom where absolutely necessary (e.g. instructions for a new activity), the aim is that the maximum amount of English is used within the framework indicated in Fig. 2.

**Materials**

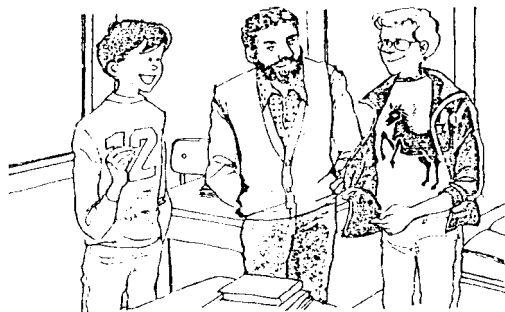
The following is a sample of a lesson which has been used in the schools. The lesson guides have been written with the idea in mind that the JT's may wish to use the materials themselves in the future. They are by no means extensive, as it is intended that they should allow for flexibility.

Sample 1

**A. The page on which the lesson is based.** (However, it also includes some items which have been taught previously for review.)

4-③ New Prince 1 Unit 4

You have a pen.  
Do you have a pen? Yes, I do.



Taro Do you have a pen?  
Roy Yes, I do.  
ⓐ I have a pen in my pocket.  
Taro: ⓑ Oh, that's a nice horse.  
Do you like horses?  
Roy: Yes, I do.

① do ② in ③ pocket ④ like

練習 Do you like this? Yes, I do. (→E)

馬の聲音。I have a pen in my pocket に注意。

**B. The lesson guide.**

Teaching Points (Lesson 2. p. 24):

Do you have a \_\_\_? **Yes**, I do.  
No, I don't.  
I have (Number) (Noun) in my \_\_\_\_.

Procedure

Whole Class

- Focus on plural forms "sing  
"I have three books etc.  
seven pencils"  
and using items from a bag you bring in
- Introduce question form  
"Do you have a pen?  
book?  
an apple?"

Students practise by trying to guess what you have in a bag or box. Make sure they understand when to use 'an' instead of 'a', that they use singular nouns with a/an, and that they do not say e.g. "I have a three pens."

- Introduce  
"I have a book(s) in my hand.  
three pen(s) pocket  
seven apple(s)

bag.  
pencil case."

Practise by using socks which Teacher brings in Japanese Teacher gets students to hide them and Teacher goes round the class saying:  
"Do you have a sock?"

Students reply either:

"No, I don't."  
or "Yes, I do. I have a sock in my hand.

desk.  
bag.  
pencil case."

For further practice of the "in my . . . section:

A. Get students to draw a grid:

	bag	pencil case	desk
pencil			
books			
pens			

They fill it in and then tell each other (without asking questions) what they have.

- Teacher dictates several sentences e.g.:  
"I have 2 oranges in my bag etc.  
don't have a" apple

Students write:  
I have + number + draw a picture of + picture of  
don't have picture of where it is  
the item

Students then have to read it back.

**Pairs**

- Get students to do paired split information activity, practising the following dialogue.

Student A: "Do you have a pen?  
a" orange?"

Student B:

Either: "No, I don't."  
or: "Yes, I do. I have a(n) orange(s) in my hand

six  
four pen(s) bag.  
pencil case."

They should write in red on their sheet how many (e.g. apples) their partner has and where (pocket, bag, etc.).

Samples two, three, and four show whole-class pair and group activities which were devised to encourage the students to recognise and use the language which has been introduced and practised.

Sample 2

Teaching Points (New Prince 1. p. 40):

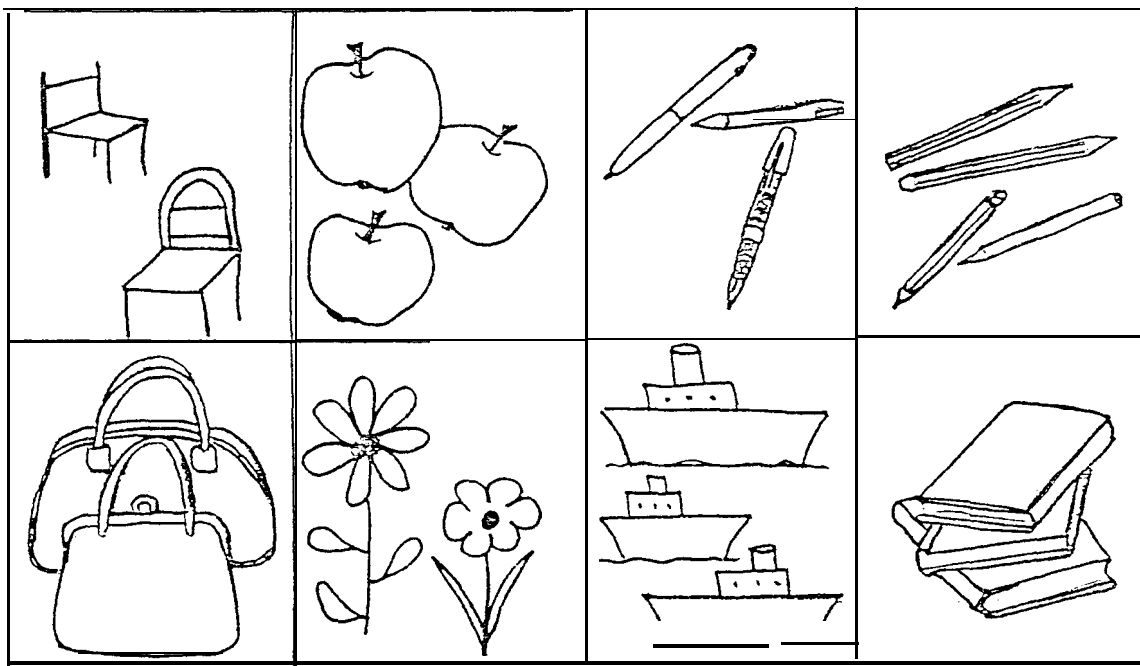
Do you have any \_\_\_? Yes, I do.  
No, I don't.

(In this activity the worksheet is photocopied 4 times for every 4 students in the class. Each of the 4 sheets is cut up to make a set of "cards.")

- The students are divided into groups of 4.
- Explain that each group has a set of cards. Each set has 4 pictures of vocabulary items.
- The aim is for each student to collect as many sets of 4 as possible:
  - 5 cards are dealt to each student. The rest are placed face down in the centre
  - In turn each pupil asks any other pupil:  
P1 "Do you have any \_\_\_?" (e.g. flowers)  
P2 "Yes, I do." (hands over card; P1 has a second try)  
P2 "No, I don't." (P1 picks up card from centre; next pupil has a turn)
  - The winner is the pupil who collects the most sets.

(cont'd on next page)

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A.	hand	pocket	bag	desk	pencil case
			2		
	4				
		19			
				13	
	16				
					20
			14		
	5				
				8	

B.	hand	pocket	bag	desk	pencil case
				3	
					7
			12		
				18	
	11				
				17	
		15			
	1				
		9			

Worksheets for Pair Work Activity

**Sample 3**

Teaching Points (New Prince 1, pp. 64-66):

What time is it in \_\_\_\_\_? It's \_\_\_\_\_  
 what's the weather like in \_\_\_\_\_? It's \_\_\_\_\_

1. Divide the students into pairs.
2. Distribute pairwork worksheets.

3. Draw attention to information box for each city.
4. write on the blackboard the key sentences:  
 What time is it in London? It's \_\_\_\_\_?  
 What's the weather like in London? It's \_\_\_\_\_?
5. Explain that A has information about 6 cities B has information about the other cities.  
 Pupils use the key questions to complete the worksheets.  
 NB Students write the weather words and draw the time on the clocks.

**A.**

Activity A shows a world map with lines connecting 12 cities to their respective information boxes. Each box contains a clock face and a weather icon. The cities and their box contents are:

- New York:** Clock at 12:00, weather: sun.
- London:** Clock at 1:00, weather: sun.
- Paris:** Clock at 2:00, weather: sun.
- Moscow:** Clock at 3:00, weather: sun.
- Los Angeles:** Clock at 4:00, weather: sun.
- Hawaii:** Clock at 5:00, weather: sun.
- Rio de Janeiro:** Clock at 6:00, weather: sun.
- Cairo:** Clock at 7:00, weather: sun.
- New Delhi:** Clock at 8:00, weather: sun.
- Peking:** Clock at 9:00, weather: sun.
- Tokyo:** Clock at 10:00, weather: sun.
- Sydney:** Clock at 11:00, weather: sun.

**B.**

Activity B shows a world map with lines connecting 12 cities to their respective information boxes. Each box contains a clock face and a weather icon. The cities and their box contents are:

- New York:** Clock at 12:00, weather: sun.
- London:** Clock at 1:00, weather: sun.
- Paris:** Clock at 2:00, weather: sun.
- Moscow:** Clock at 3:00, weather: sun.
- Los Angeles:** Clock at 4:00, weather: sun.
- Hawaii:** Clock at 5:00, weather: sun.
- Rio de Janeiro:** Clock at 6:00, weather: sun.
- Cairo:** Clock at 7:00, weather: sun.
- New Delhi:** Clock at 8:00, weather: sun.
- Peking:** Clock at 9:00, weather: sun.
- Tokyo:** Clock at 10:00, weather: sun.
- Sydney:** Clock at 11:00, weather: sun.

(cont'd on next page)

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Sample 4

Teaching Points (New Prince I pp. 66-68):

What time do you \_\_\_\_\_?  
does he \_\_\_\_\_?

I \_\_\_\_\_ at \_\_\_\_\_  
He \_\_\_\_\_ s at \_\_\_\_\_  
whiiyou do before dinner?  
does he after  
I/He ,\_(s).

1. Introduce 10 items of vocabulary (flashcards and pictures on worksheet): get up, have breakfast, go to school, go home, have dinner, go to bed, watch TV, smdy, read books), write (letters).
2. Distribute worksheet. Pupils write expression under appropriate picture 1-10.
3. Draw the top part of the grid on the board and explain *before* and *after*.
4. Demonstrate with IT, ie. tell story about Emi. JT writes in the

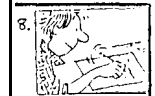
1	2	3	4	?	5	7	6
				before		after	

Emi

times on the board, e.g. Emi gets u at 6.30.  
5 Tell students they must listen and fill in the times for Roy.  
5.1. T-read script 1) pupils complete information for Roy.  
5.2. T-read script 2) pupils identify Mika Tare and Ellen.  
6 Referring to grid on board, write up question:  
What time do you (picture 1-6)? I \_\_\_\_\_ at \_\_\_\_\_.  
What do you do before dinner? I (picture 7-10).

- after
- (Open pair activity - pupils interviewing JT or selected pupil - one pupil writing information in board)
7. Students write the information for themselves in the first empty row
  8. In pairs, the students interview each other and write the information for their partner (+name) in the second empty row.

Name:					before dinner		after dinner
Roy							
A ?	6.30	7.00	8.30	5.00	watch TV	6.30	study watch tv 10.00
B ?	6.30	7.00	8.30	4.30	watch TV	6.30	study read 9.00
C ?	6.30	7.30	8.30	4.45	watch TV	7.30	study read write letters 10.00



Script 1.

Roy gets up at 7 o'clock and he has his breakfast at 7.30. At 8.30 he goes to school with his friends. After school he often plays badminton or goes to a swimming club so he goes home at about 5.15. Before dinner he watches TV and after dinner he usually reads. He has dinner at 7.30. Roy usually goes to bed at about 10.15.

Script 2.

Ellen, Mika and Taro all get up at 6.30. Mika and Taro have breakfast together at 7 o'clock. Ellen has her breakfast at 7.30. They all go to school together at 8.30. Taro usually plays soccer after school so he goes home at 5 o'clock. Ellen plays tennis from 3.46-4.45 and Mika plays baseball until 4.30. Before dinner they all watch TV and after dinner they study. Mika and Taro have their dinner at 6.30. Ellen has hers at 7.30. After dinner Ellen sometimes reads or writes letters. Mika goes to bed at 9 o'clock. Taro and Ellen go to bed at 10 o'clock.

Conclusion

Overall there are very positive feelings about the project from all concerned: the native speaker teachers, the regular schoolteachers, the pupils, and the school authorities. It is generally felt that oral and aural abilities have improved, listening particularly. There are a number of areas in which further improvement can and will take place. The scheme is constrained by the desire of students and teachers to cover the syllabus and the textbook completely in only three hours a week. The methods used by the native speaker teachers are based on a communicative approach, and are often unfamiliar to both pupils and their regular teachers, and the

(cont'd on page 16)

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# STREAMLINE

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For students to improve their conversational ability they need to have plenty of opportunities for speaking. This is easier to arrange in a small class but large classes can also be conducted so that student speaking time is maximized. One way to do this is to limit the amount of time that the teacher speaks (try recording one of your lessons and you'll be surprised how much of an average lesson is taken up by the teacher, rather than the students, speaking). The other way is to use techniques that allow each student the maximum amount of speaking time.

Two particularly useful techniques are drilling and pairwork. Drilling has been rightly criticized in recent years, but the problem is not drilling itself but excessive drilling or poorly carried out drilling. The aim of drilling is to provide your students with a solid base so that they have the language necessary to do freer work later in the lesson. Drilling also allows students to build up their confidence in the anonymity of the group before using the language by themselves. Drilling itself is not communicative but it is the base from which communicative activities can be developed. Drilling also needs to be carried out properly. Producing a correct grammatical sentence is not enough. You also need to make sure

that the students use the correct pronunciation, including stress and intonation.

Pairwork allows students to practice previously learnt language in free situations. It involves all the students and provides a change of pace and activity. Some teachers say pairwork is not always successful. The reason for this is usually that the students have not been sufficiently prepared for the pairwork activity, or have been given a task that is beyond their language ability. Preparation includes drilling the basic sentence patterns, providing the students with a written example (either on the board or in the textbook) of the main patterns and doing a trial run of the pairwork using the teacher and student.

*Streamline* is organized to allow the teacher to use plenty of drilling and pairwork. What distinguishes *Streamline* is that these activities are not included in the Student's Book. They are in the Teacher's Book. This allows the teacher the choice of whether to do all of them, some of them or even none of them – depending on time available, the level of the students and his/her own preferred teaching method.

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(cont'd from page 14)

use of monolingual native speaker teachers often leads to a desire for translation in the classroom. The roles of the native speaker and the regular teachers within the 15-hour component often give rise to problems with regard to team teaching, as this requires the harmonising of the communicative methodology with the traditional Japanese classroom approach. However, the scheme is gradually developing ways of coping with these problems, and all are gaining valuable insight into the teaching, and learning, process in the junior high school English class.

This is, we believe, the first time that a project of this kind has been developed using qualified and experienced native speaker teachers systematically within a carefully prepared programme operating as an integral part of the regular teaching programme. The results so far indicate that it is a worthwhile and rewarding experience.

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## LESSON PHASING AND PAIR WORK

By William Gatton, (U.S.) West Coast  
Area Manager, Oxford University Press

Successful pair work is, to put it simply, any pair activity we design for our students which accelerates acquisition of a specific target language while enhancing communicative competence. Almost anything we do in class can employ pair work. While this reality may save us many preparation hours, the ease with which we might toss a pair work activity to our students could lead to a loss of focus. Given that many teachers in Japan are "conversational specialists," might there be at times too heavy a reliance upon pair work as a thing in itself, without reference to a more thought-out program?

This article is intended to suggest that the answer to the above rhetorical question lies in thinking of the phases inherent in our lessons, and how pair work might relate to these phases. I claim no great originality for the propositions advanced in this article, however. My thinking on this subject has been most influenced by Peter Viney and Jack Richards. Those readers familiar with their textbooks will find their methods amplified here.

Viney is fond of describing phases; Richards discusses process. While the general orientation of these writers differs, both would lead us to remembering that there are specific "occasions" within our lessons. To state the case simply, we might identify these as *presentation*, *manipulation*, and *application*. Teachers provide L2 input, require the learners to exercise the target

language to aid acquisition of form, meaning, use, etc., and, finally, provide opportunities for the learners to "own" the language, i.e., to make it their own. Pair work activities are appropriate at each phase.

### Presentation

Determining input is by far the teacher's first and greatest decision; choosing the method of presenting it is the second. The oral/aural emphasis inevitably taxes learners' receptive skills, particularly listening. Use of a picture, with questions-and-answers to generate a lesson focus, may be the mode of warming up the class. Reading a dialogue or playing a cassette generates a sea of blank faces swept away by a tsunami of foreign language: hence the role of pre-listening activities and listening tasks. These give the learner something to do that adjusts listening activity to the ability of the learner.

Take, for example, Lesson 6 of **Departures**. There's a nice apartment. One pre-listening exercise would have students in pairs creating a list of all words they know on the subject of apartments, rooms, furniture, and so on. This list can be put up on the board, unfamiliar words reviewed, and a global word list of vocabulary relative to the topic is at the disposal of the students before they listen to the tape. Remember, vocabulary is seldom mastered in isolation. And that word list is student-generated. My experience in the class suggests that students almost always work better with something they have created themselves.

Having students, in pairs, reactivating their passive vocabulary knowledge should not be time-consuming. A time limit might help add a dash or urgency (that is, "excitement," not "pressure"). Maintaining control of the time is yet another of the teacher's vital managerial roles and is essential to give the lesson that sense of internal development that might not be consciously sensed by the class, but is important in keeping energy well directed. This applies to all of the activities described here.

With pre-listening accomplished, the cassette can be played, and a game can be made of the listening. Ask your students to check off the words on their lists (or from the global list) that they heard on tape. Texts like **Person to Person** supply listening focus questions. The purely social language focus makes for a straightforward presentation. Texts such as Streamline ask for some imagination from the teacher in devising pair work, but provide a wide variety of input and presentation types, as well as greater presentation opportunities through copious illustration.



## Manipulation

It's an old joke, the definition of "drill" as "a device for boring," but the vast majority still agree. However, in one form or another, drills will always be a method for exercising L2. The teacher's 'attitude here is interesting, for the class will swiftly realize if the teacher finds drills a drudge and will respond in kind. Take drills as a species of callisthenics, as another opportunity to creatively challenge your students, to get their blood moving, and perhaps, just perhaps, drills will work for you.

By doing drills in a pair or group format, the teacher effectively conceals the drill within an activity. Use of graphics and schematics are equally useful, including the Silent Way charts and such lively techniques as Sasaki and Knowles' **Story Squares**.

But specialized teacher skills shouldn't be a requirement for good drill work. The classic drill form of question-and-answer with substitutions can be done in pair work. Remember the words that are a teacher's best friend when the class gets stuck: who, what, where, when, why, how, yes/no, tag? You can at any time pose a theme to the class and have them interview each other in pairs until they have exhausted themselves and this list.

To return to our sample lesson, while the simple grammatical focus of *there is/there are* might be too easy for our third time around the basics student, having them draw the floor plan to their own home, conceal it, and answer questions posed by their partner about it can be good for some personal investment in the lesson.

Controlled role play is another obvious drill form which is far removed from choral repetition. When teaching focuses upon communication, the stress upon conversational strategies, gambits, alternative expressions, register, etc., will require a return to the material from a variety of angles and with a variety of exercise types.

Are these exercises "drills"? I would submit that they are. Our usual understanding of drills is restricted to pounding grammar points into the ground (if not into our heads). The grammar in the bulk of the pair work exercises can be controlled. Likewise most communicative practice that introduces new forms should be controlled. Control heightens repetition, reduces error rates (or at least makes it easy for students to understand why and where an error has occurred), and illustrates the rule or the usage. It is the behaviorist element of drills that does not endear them to most teachers. But, as I have tried to develop the term in this digression, a

larger view is possible. At the least, keep drills active.

## Reading and writing skills

Everything mentioned thus far relates mainly to speaking and listening. While it is true that most of our students claim a desire to talk as their motivation for studying, there are also pair work activities which integrate reading and writing into the lesson. In terms of our approach to the phases of a lesson, after the teacher has presented the material, taxed the class' listening ability, and supplied a lively interval of oral drills in some form, a quiet moment might follow allowing the students time to reread the text to gain understanding if not downright relief from attending to someone speaking in a foreign language.

But reading need not always be a moment of quiet. Try this for stimulating the class' realization that reading is important: Break the class into groups of no less than three and no more than five students. Give one person in each group a different short passage graded to the ability of the class. Tell them to read (not show) the passage to their group. Explain to the class that each member of every group will be held responsible for the information in the passage they are reading, that they may ask any questions they wish, and that they should take notes to aid their understanding. Give a time limit for the reading and Q & A. At the end of that time pick one member from each group and move him/her to the next group to the right. Instruct them to dictate the passage from their notes to the new group (who are responsible for the information). The shock this exercise produces when first used quickly translates into an energetic effort to gain understanding and negotiate meaning.

Other pair or group work with reading might involve unscrambling a text, recreating the logic of a text using a graphic arrangement to reorganize the main theme, supporting information, etc. This is useful for Japanese students who often need experience with the more formal nature of western logic in sequencing written material. By working on this skill in pairs or small groups, reading is lifted out of its lonely, one-person context and made an involving activity.

## Application

Called variously *extension*, or *exploitation*, the application phase should be that time in the lesson where the learner can "try on" the target language and see if it "fits." This is generally where, in the past, pair and group work was judged most effective. Here at last in the lesson came the time to have fun, the "dessert," the  
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chance (and how students yearned for it) to express themselves.

Likewise for some teachers, here is the moment to stop "teaching" and pull out those photocopied maps, games, and puzzles.

To stress the positive, in general, application tasks should recycle the forms, vocabulary, and target language of the lesson. In our sample lesson, for example, a valid pair work extension would be a role play of the "agent --apartment hunter" dialogue using cards, with specific information to be requested/transmitted on each card. Or this would be a fine opportunity to play the "engineers' game," in which one person draws a floor plan and, while keeping it concealed, describes it to the partner who has the task of trying to duplicate the plan on paper.

If we have been doing a series of exercises proceeding from the tightly controlled to the open-ended, there is no observable line to indicate transition from drills to application phases. In all probability, our students have already started stretching the controlled elements of the drill anyway, especially if they are doing them in pairs.

I would not want to discourage the wealth of games and activities all teachers have in their arsenal of good-time lesson plans. But if the

good times don't relate in some way to what has preceded, the point of the class may well be lost. The application phase is not so much the moment to have a complete change of emphasis in our 50-minute hour. Rather, this is the moment in which our students, previously *simulating* English speakers, have a chance to see themselves becoming real English speakers in their own right.

William Gatton is a former Marketing Executive of Oxford University Press in Tokyo.



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### CORRECTION

Two lines were inadvertently omitted from the last paragraph on page 19 of the article "On M.A.K. Halliday" in the November 1986 issue. That paragraph should read:

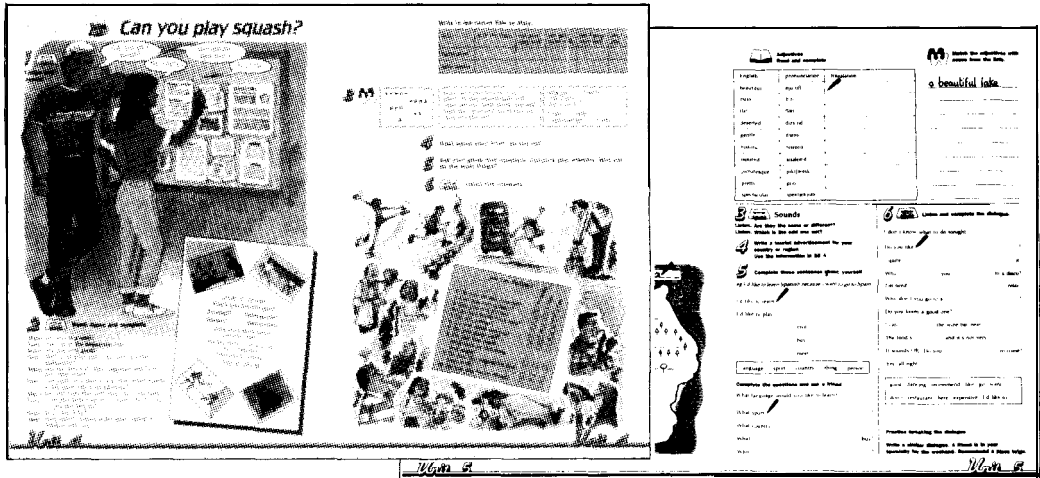
"Moreover, the current research in discourse analysis and in sociological dimensions of language in use owes some of its insights and development to Halliday. Indices and bibliographies of such books as Brown and Yule's *Discourse Analysis* and Leech's *Principles of Pragmatics* contain references to such concepts from Halliday's work as the distinction between new and given information and the resulting intonation contours, and Halliday's conceptualization of the three functions of language -- ideational, interpersonal, and textual -- as being integrated within the grammar. If nothing else, his ideas provide a point of departure from which other scholars build and debate and develop further insights. (See Leech, 1983, pp. 56-58.)"

### A REMINDER FROM THE EDITOR

*The Language Teacher* welcomes meaningful, well-written contributions, but requests that the guidelines in the editorial box on page 3 be followed. The editors cannot be responsible for acknowledging or returning manuscripts which are hand-written, are typed inappropriately on the wrong size paper, or arrive after the issue deadline. Those wishing unused manuscripts to be returned should include a stamped-self-addressed envelope. ALL Japanese language copy **must** be submitted to the Japanese Language Editor.

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## THE NEW METHODS IN LARGE CLASSES

If our discipline has a sage, it is probably Earl Stevick. And a sage's role is to lead, to teach us about ourselves and our future. Stevick certainly fills that role, perhaps too much at times. When his now classic **A Way and Ways** was published six years ago, it created a storm of controversy in the ESL/EFL field. The book is an experiential description of three of the "New Methods": Community Language Learning (CLL), the Silent Way, and Suggestopedia. To that list we can add Total Physical Response (TPR), a methodology Stevick referred to as a "continuous and integral part of language learning" (1982).

What then makes them "new"? The methods and their predecessors have been around at least as long as many of our students. Indeed, TPR is older than most teachers, having been derived from work done here in Japan in the mid-1920s. They remain "new" perhaps because they don't teach the way we were taught. Brown (1980) identified all four as claiming to "capitalize on the humanistic factors of language learning" (p. 116). The students tend not to sit in straight rows, listening, translating, and obediently repeating whatever the teacher says; from the beginning of the course, the students are engaged in meaningful communication.

Given this deviation from the norm, can these methods play a role in the large classes found in Japanese secondary and higher education? In the following set of articles, four practitioners will consider the usefulness of the "new methods" in large classes.

**CLL, the Community Language Learning method (also known as Counseling-Learning)** grew out of Fr. Charles Curran's work with Rogerian counseling in the late 1960s and early '70s and emphasizes the role of the group and one's sense of being part of it. In his essay, Carl Adams considers ways of introducing the methodology with particular attention to building student confidence, assertiveness and independence.

**The Silent Way**, the method originated by Caleb Gattegno, is, Fusako Allard suggests, tailor-made for large groups since it is based on "the class within the class" concept. Allard describes typical classroom procedure and, in the process, considers the application of pressure ("the students presume that they will be called on. .") and the lack thereof ("there is no stress. [since everyone] is helping each other. ").

**Suggestopedia**, pioneered by Georgi Lozanov, is perhaps the most misunderstood of the new methods. It includes many techniques which tend to stand out in people's minds. I recall my first JALT conference, where a good friend and an excellent teacher left a Suggestopedia session saying "\*Interesting, but I'd rather keep them awake." He'd missed the point. It is easy to point to the background music and the other things we don't usually do, and write them off. But Adamson emphasizes Joy, Totality and Indirection as the keys. In fairness, I'd suggest that the attention paid and the attempt to control and utilize indirection as a pedagogical tool may be unique to Suggestopedia; but Joy and Totality may well be the common denominators in all classes that work.

**TPR** was introduced by Palmer (1925) and named, developed and popularized by Asher (1965, 1977) and others. In his consideration of TPR in large classes, Dale Griffie begins by asserting that, while some modifications are necessary, there is no problem using the techniques in a typical middle school, high school or university class. Griffie considers some very practical issues, including what to do with the furniture that always gets in the way and how to use "mini-dramas" to move TPR into something that approaches discourse.

Because of space limitations, the writers have each assumed some knowledge of the methods on the part of the reader. Readers interested in a more thorough review of the methods are referred to Stevick (cited above) or Richards and Rogers (1986) for a more complete consideration and bibliography.

**Guest Editor**

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### I. COMMUNITY LANGUAGE LEARNING IN LARGE CLASSES

By Carl Adams, Niigata University

Community Language Learning (Curran: 1976) can be adapted or accommodated to large classes (La Forge: 1985) in Japan because CLL focuses primarily on the learners and accommodates itself to their needs. Since most learning in Japan is teacher-dependent, students have never considered themselves as part of a learn-

ing process outside their dependent roles. Therefore, to help students learn how to invest themselves in learning, teachers should introduce communicative tasks in class so the students will learn to support each other and depend less on the teacher.

Since false beginners feel insecure using the target language (TL), especially with regard to tape recording their conversations in small circles, it is essential to build their sense of security by the least threatening and most effective means. Short interactive tasks, i.e. listening

tasks, information-gap or information-sharing exercises (Adams: 1986), done in pairs or small groups can help increase their self-confidence and ability to assert themselves in the TL. However, each activity should require an additional self-invested response (i.e. add your own item and instruct others how to do it, etc.) which eventually leads the students to assert themselves in the TL tasks and choice of group tasks.

As students become more assertive in using English, they can generate their own language in more personal activities (i.e. chain stories, self-introductions, making tapes, interviews, group projects, etc.). Here **learner space** becomes most important, for the teacher must understand the learners' need to assert themselves in their group tasks. Teachers should trust the students to discriminate by correcting each other or by asking for advice.

The teacher should set the tasks, time limits and allow students space to generate their own text. Then during the reflection period, find out about the **affect** and **content** in order to plan future tasks that will keep students active.

Teachers can also encourage students to become more "independent as learners" by having them do their own projects. Here, the test of CLL is to see if they will take full responsibility for their own learning by planning and doing their own projects while using the TL. The most rewarding response comes when the students sense they have accomplished something in presenting their group projects to the whole class.

CLL offers creative possibilities that can be integrated into any large class to benefit both the learners' own personal growth and increase their language proficiency. However, the success of this approach depends in large part upon the teachers' ability to organize and set clear tasks that meet the needs of the learners (age, level and learning intent) within the class (size). However, as class size increases, so too does the number of small groups, which limits the cohesion and amount of genuine reflection from the community of learners.

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✕

## II. THE SILENT WAY IN THE LARGE CLASSROOM

By Fusako Allard, The Center, Osaka

The Silent Way has been used with large classes from the beginning: e.g., 80 migrant farmworkers in Visalia, Calif. (1960); 72 mixed-aged Hispanics in Sacramento, Calif. (1961); 65 European adults in Paris (1977); 50 American evangelists studying Japanese in Japan (June 26 to July 6, 1978); 6.5 teachers in Paris working on Arabic (Nov. 1980); 137 adults in Denver, Colo. (April 15-17, 1983); and 70 JALT members in Osaka working on Italian through a computer-infused reading program (May 11, 1986). The slogan over the years was: "The Silent Way works best with large groups" and is not as effective if used on a one-to-one basis. From the start, a technique, dubbed a little later "a class within the class," had been used to involve as many students as possible in the process of helping everyone learn the new language.

The teacher asks two, three - up to eight students to come in front of the class and involves them in working out together the points which are the object of the lesson. The whole class is also involved, in a chorus, in either giving commands to those who are in front of them or in addressing one or more of these students as they addressed each other. Through this process, it is possible to involve everybody by changing the group in front or by passing on to the class the functions which can be uttered in chorus. All students are attentive because they presume that they will be called on to be part of the class within the class at any moment and would wish to do as well as others. Generally this procedure works very well.

This way of working is particularly valuable in the beginning, since it -generates- a feel in everyone that there is no stress on competing with others; on the contrary, the stress is on helping each other. Self-consciousness is handled quietly from the start: making mistakes is no shame, is universal and coped with by one's peers, not a "knowing" teacher. Practise is the name of the game, and it goes on all the time. No one feels the class is too large or works to one's disadvantage.

In the Silent Way, students learn at once that  
*(cont'd on next page)*

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they are responsible for their own learning and retention, and all the techniques developed aim at keeping it that way at all stages. It follows from this individualization of all tasks, that the number of students in the class is no longer a hindrance; it can be made into an advantage, since everyone has his or her turn and the scene in front of class can be changed at will by replacing one group with another. Feedback from many such classes has always confirmed the value of this approach to large groups.

#### Note

1. The courses mentioned were reported in the Educational Solution's Newsletter.



### III.

## SUGGESTOPEDIA IN LARGE CLASSES

By Charles E. Adamson Jr., Kawaijuku  
Institute of Suggestive Accelerative  
Learning, Trident College, Nagoya

Although Suggestopedia is known as a method for small classes, the optimum class size being 12, it has much to tell us about what to do with a large class. Suggestopedia has been said to be merely "good teaching" that is based on three principles: joy, totality, and indirection. Obviously, there is nothing here inherently prohibited by large classes. However, there is a question of decreasing efficiency with increasing class size, a problem that is even more severe with most regularly applied methods. This results partly from a decrease in individual student access to the teacher, who is the primary source of meaningful and valid samples of the target language. But with proper preparation, a class of even 100 students can be joyful and relaxed, with the students maximally applying both their conscious and their unconscious abilities while working indirectly by keeping the goal, the target language, just below the level of conscious awareness.

Likewise, the psychological, didactic, and artistic means of Suggestopedia can all be applied to large classes, with relatively high efficiency compared to regular small classes. These psychological "means" call for the teacher to be familiar with, and to actively promote, the numerous variants of unconscious mental processes, the most important of these being group psychology and the language acquisition process. The didactic means require enlarging the teaching units and proceeding from the general toward the specific. In this manner the students will unconsciously acquire most of the details without the need for special attention. It also demands that the entire course be carefully

integrated in a meaningful way, not just a collection of "activities that work." Many JALT presentations regularly feature communicative activities which would be suitable for a Suggestopedia class, if properly integrated and generalized. The artistic means calls for art, music, literature, acting, etc., to be an integral part of the classroom and not just illustrative supplements. Much of the content of the courses will be unconsciously assimilated during the presentation of the art, which also helps to maintain the necessary pleasant atmosphere.

The biggest adjustment that must be made when adapting Suggestopedia for large classes is in the elaboration, the activities that give the student the opportunity to acquire an active control over the items acquired during the concert sessions. We might call this a chance for "comprehendable output." In a traditional Suggestopedia class the teacher is able to interact directly with each student and to carefully control the classroom so that only effective, positive suggestions reach the students. In a large class this is not feasible. The teacher cannot control everything and, therefore, the teaching cannot be optimal. However, by carefully selecting activities and guiding events in accord with Suggestopedic principles and means, the teacher can insure that conditions will be optimal within the limits imposed by the large class size. This will necessitate the use of communicative activities in small groups which in turn will require the teacher to spend much of his or her time and effort on the psychological aspects, to insure that the groups function effectively.



### IV

## TPR IN LARGE CLASSES

By Dale Griffee

TPR is a useful method for large classes of either true or false beginners. In the classical TPR class a teacher gives commands to individuals, pairs of students or small groups of students. This is an adequate technique for medium size classes, but in large classes of 40 or more, some modifications can be made. This article will review some TPR techniques that can be applied to large classes and explore one or two new possibilities. It will conclude with some tips for classroom teachers.

### TPR Techniques Review

Warm-up exercises that can be done while sitting at a table or desk can easily be used in large classes (Griffee 1985). These include body

movements, pointing to objects or pictures in the room, as well as exercises which include moving small objects.

Another way TPR can be used in large classes is as a basis for short dramatic skits or mini-dramas (Griffiee 1981; 1982; 1986, in press). TPR commands are given which contain basic vocabulary for the skit or mini-drama. Then the skit is presented to the class. The class works in groups, each rehearsing its own skit. It is this last stage of breaking into small groups which facilitates larger classes.

**Some New Possibilities**

Setting up the room can be overlooked as a chance for TPR teaching. It is standard procedure for teachers to change the room configuration to begin a TPR lesson. The purpose of change is to signal a new activity, as well as to create a space in which to work. This space could involve moving furniture or even something as simple as clearing a table top. But here is a chance to involve your students in a practical task. You can involve your students by giving commands to move furniture, erase the board and clear the area. Ramiro Garcia, a TPR Spanish teacher from California, commenting on the importance of space, says:

The table should be placed in a strategic location in the classroom so that it will be in full view for all the students in the room. When you direct an individual student to "pick up" or "put down" something from the table, move the person behind the table so that the action is clearly visible to the audience. (Garcia 1985)

*TPR as Pair Work.* TPR as pair work is somewhat related to skits and mini-dramas, but perhaps at a lower level. Frequently false beginners have unbalanced abilities (i.e., their reading ability exceeds their speaking/listening ability). If this is the case, TPR pair work becomes possible. The teacher still demonstrates the actions and commands students as before. But after these commands become familiar, they can be typed or written and given to students. Of course, dictation should also be considered. The handout could contain a list of individual commands, or even a series of related commands such as drawing something on the board or performing a particular task. The class is divided into pairs with one student having the commands to read and the partner doing the acting. The commands could be the same for all pairs of students, but it might be more interesting if there were several different sets. Texts such as *Live Action English* and *ESL Operations* can also be used for this purpose.

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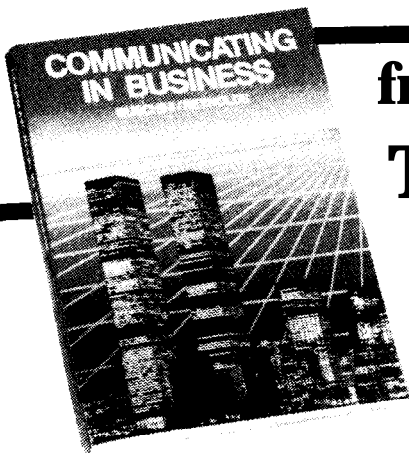
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### Conclusion: Classroom Tips, Warnings and Possible Considerations

1. TPR is one technique to generate comprehensible input. It is compatible with other techniques and teaching styles. Don't be afraid to use a TPR-style component in a lesson plan that might contain other techniques.

2. Don't practice "TPR overkill." TPR activities can last from four minutes to a maximum of about 20 minutes.

3. For TPR and even other kinds of techniques, the teacher might try speaking in L2 and allowing the students to speak in L1 until the students feel ready to try L2.

4. Any teacher interested in TPR should look at **BETA Beginning English Through Action**, a text which includes several hundred TPR commands and examples (Jackson, Price, Dequine and Padover 1981). Also Contee Seely's article in **Cross Currents** (1982) continues to be the best general article I know of on TPR exercises and drills.

5. Finally, remember that it takes time to introduce any new method to students trained in traditional classroom procedures and resistance can be expected even from the learners themselves. Note Nolasco and Arthur's ten-week plan for introducing students to pair work elsewhere in this issue.

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# MyShare

As language teachers, we all come up with our share of ideas and activities. We also use our share of ideas from other teachers. My Share is your opportunity to share your ideas and activities. Articles dealing with activities for classroom application should be submitted to the My Share editor: Marc Helgesen, Sekiguchi Dai Flat No.403, Sekiguchi 3-6-22, Bunkyo-ku, Tokyo 112. Articles should be based in principles of modern language teaching and must follow JALT -manuscript guidelines. Please include a 25-50 word biographical statement.

## FOUR SURE-FIRE IDEAS FOR LARGE CLASSES

By Dave Mosher, Hiroshima  
Jogakuin University

Teaching oral English to large classes in a Japanese junior or senior high school can be either a very pleasant or a very painful experience. To ensure that one's experiences are mostly of the former variety, the teacher must obtain the goodwill of students. Below are some activities which have created a lot of goodwill in classes, and have helped to make most experiences pleasant.

### "Hi, Name Ping Pong!"

As the name of this activity implies, students exchange greetings to each other rapidly, evoking the image of a ping pong ball being hit back and forth. The activity starts with the teacher saying, "Hi, Miss -----!", to one student. Without returning the teacher's greeting, that student must greet a student in the other half of the class in three to five seconds. As each student is greeted, they return a greeting to a *different* student in the other half of the class, i.e., not to the same student who greeted them.

The object is to see how quickly the class can exchange greetings and how long they can continue without dropping the "greeting ball." To ensure that the class doesn't get bogged down I allow them to greet the same person two or more times. At first, especially with junior high school students, you may want to keep score. Each time one student fails to return a greeting to the other team within five seconds, the other team gets one point.

I have found this activity most useful at the beginning of a new school year, when I don't know many students' names and the students themselves don't know all of their classmates'

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names. It is possible to repeat this activity at different times throughout the school year by using first names only, full names or even foreign names chosen by the students.

### “You Can’t Sit Down Until You Say. . .”

Perhaps one of the first cultural shocks for new foreign teachers in Japan comes when they naively attempt to have their students ask them some questions. The unprepared teacher is apt to interpret the ensuing silence as disinterest in English or even outright hostility. The student, of course, just doesn’t want to be conspicuous. In Japan, and especially in Japanese secondary schools, the peg that sticks out gets hammered down. The following activity turns the tables, and causes the student who doesn’t ask a question, or say a sentence literally, to stand out.

Begin by asking the class to stand. Then tell them, “You must ask me a yes/no question before you can sit down.” Limiting it to yes/no questions increases the speed of the activity and reduces the number of awkward personal questions. Give the students a few moments to think, then ask for hands. If a student makes a mistake, I clarify the meaning with a question or give the correct form of the question without requiring the student to repeat it. It is important to keep the questions flowing quickly, so most errors (especially minor grammatical ones) need not be corrected. Yes/no questions work well when teaching a new class or inviting foreign visitors into the classroom. In the latter case the teacher will get the best results by asking the students to think of questions at least a day or more beforehand.

Instead of questions you may also have them say one sentence about their school (Our school has interesting teachers!) or about the city or town the school is located in (Hiroshima is famous for its delicious oysters.). The challenge is for each student to say a different sentence or ask a different question.

Another way I often enjoy using this activity is to have students complete a sentence such as, I can see ----, with a noun (I can see a shirt.) or an adjective and a noun (I can see a blue shirt.). Of course, they may not use the same target twice.

With 25 students this activity should take less than five minutes. But, it sets a nice “English mood” for the lesson and/or helps the students warm up before talking to foreign visitors. One note of caution: The teacher should only call on the last two or three students, if they seem really ready. The embarrassment of being last may be too great for some students.

### Pantomime

I use pantomime to review verbs that have been taught and to give the students an enjoyable change of pace. I divide the class into two teams. Then I choose one student from each team and I secretly show them the first sentence; both students are shown the same sentence. When they have memorized the sentence, they pantomime the sentence for their team. The first team to reproduce the sentence gets one point.

To maintain high student interest in this activity, I use animals, teachers, family relationship words, and pop singers or movie stars as the subject of the sentences. Here are a few sentences used in a ninth grade class:

Seiko Matsuda is watching the children.  
An elephant is delivering the box.  
My mother is cooking the beans.  
Mr./MS. (*teacher’s name*) is teaching.

Using teachers’ names can be great fun for the students as well as an education for the teacher. I can still remember how one team got the last sentence very quickly when the student pantomimed the teacher nodding off!

Also I have found that using the names of the students’ favorite entertainers or teachers invariably livens up otherwise dull textbook material.

### Class Notebooks

I keep a class notebook (*jugyo noto*) for each of my classes. After every class, I have one student take the notebook overnight. This student writes two to four main points of the lesson, and tells me what the homework assignment was. Then the student writes her impressions. I require a minimum of 12 sentences for tenth graders and 14 sentences for 11th and 12th graders. With her impressions the student is required to paste a picture from a magazine or a photograph and write a short explanation of it. The next day the first student hands the notebook to a second student who writes her impressions. I paste a clear set of directions in Japanese inside the front cover to eliminate any confusion.

Although I encourage the students to comment about the content of the lesson or express their feelings about the teacher, I allow them to write about anything. They commonly write about such things as: their favorite singers, actors and actresses, baseball or volleyball players, their friends, family, food, pets, or ask me questions and tell me about whether they like or dislike English (or me!) and why.

I have found that adding a picture helps to

stimulate longer impressions, give me the names of singers and stars to use in my teaching, heightens general interest in the notebook, and often becomes the focus of the conversation when I go over the notebook with the students at the end of each class. In going over the notebooks, I am interested only in communicating with the students, therefore any error correction is limited to those errors which make meaning unclear.

**Dave Mosher has been teaching English at Hiroshima Jogakuin Junior and Senior High Schools for the past 4½ years. Dave Mosher and Lonny Wiig have presented these and other ideas at the JALT '85 Kyoto International Conference and at several JALT chapter meetings.**

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## Interview-

### FOUR AUTHORS DISCUSS THEIR. BOOKS ON LARGE CLASSES

**Barbara Hoskins conducted the following interview by mail of four authors who feel their material is appropriate for large classes. The review of their books can be found in the book review section of this issue.**

**BH: What is a large class?**

**Nicholas Ferguson:** In the majority of classes, at any one moment, only one person speaks: either the teacher or a student. If the teacher speaks for half the time, the remaining time can be split among the students. Sixty minutes, 10 students, 3 minutes per student; 60 students, 30 seconds per student. Shutting the teacher up completely only doubles student speaking time. Under these conditions, no matter how good your course is, and no matter how good the teacher, progress will be minimum.

In a one-to-one class, results are not 10 times better than in a class with 10 students. This is mainly due to the inhibiting effect from the teacher. Maximum progress with a class where only one person speaks at a time is with 7-8 students. Fewer than this, tension reduces effectiveness; more, reduced activity slows progress. On these lines, therefore, classes with more than 7-8 students are large classes.

Just because we are used to larger groups than this does not change anything. If you had to pay for a class to teach you how to use a computer, what would the ideal maximum number of students be? 6? 8? More than this, by definition, and you have a large class.

If you had 24 students in a computer class, how could you solve the problem? By giving a computer to each student together with a manual and making 24 different classes under the direction of one instructor. If you have 80 students in a language class, since you need two for a conversation, divide the class into 40 groups of 2. As long as your manual is self-explanatory and the students' work can be self-corrective, you have a solution.

The teacher is not able to create such manuals. They are too time consuming. Pre-prepared and pre-tested manuals provide materials-directed learning as opposed to teacher-directed learning.

Of course, materials-directed learning, while more efficient, may be less fun in the short run for the student who doesn't really want to learn, and the teacher who isn't really interested in results. In these cases the teacher-entertainer combines his own personality with whatever he finds lends itself best to his feelings of the moment.

**Marc Helgesen:** I've taught high school and university classes that have ranged in size from 40-55 students. Although they are obviously important, I don't think that numbers alone are the primary factor in large classes. Once a group gets to a certain size (the specific number differs from teacher to teacher), the dynamics change. When that happens, it is no longer possible for the teacher's personal relationship with each student to count for much.

I hear a lot of teachers complain about the lack of motivation on the part of their students. We need to remember that students in large classes are almost never there by choice. They are there because it is part of their school curriculum. Because these students are not intrinsically motivated, we need to consider ways to deal with their motivation and interest.

Because of the change in dynamics and the question of motivation, what is happening between the students is probably more important than what is happening between the students and a teacher. We need to consider ways to ensure feedback and make sure that individual needs are met. And, of course, we need to find ways to build motivation. These things are important in small classes too, but essential in large ones. also, we need to think about classroom management. In a large class, that usually means most of what happens needs to go on in pairs and small groups in order to provide both the quantity and quality of practice the students need.

**George Isted:** When I first started teaching in  
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Japan, I was given classes of 200-plus students for conversational English. Coming from an ESL program in the States where the maximum class size was 12, I was sure that I had large classes. Hence, I was forced to develop a methodology to cope with my situation. After a few years, the local labor union succeeded in limiting class size to 90. I then felt that it was a breeze dealing with my "small" classes. However, I think that most teachers would consider my small classes of 90 to be quite large.

In general, I think that a class becomes large when the teacher does not feel comfortable in handling it or if the teacher does not feel that the class is effective because of its size. When the number exceeds this, they feel that they have a large class.

Perhaps one thing that can be said about large classes is that the large number of students usually leads to a noisier environment and slower progress for the class as a whole. This might not be important theoretically, but most situations in which large classes exist are usually overseen by some outside force (e.g. an administration), which expects that all students achieve the same standard and that all students study in the same way for a set period of time. Therefore, maintaining the class as a unit and ensuring that all students are doing the same thing at the same time, and yet quickly and effectively, become important considerations.

**Jack Richards:** The definition of a large class will depend upon the level of the class and what kind of class it is. Classes of up to 300 are found on the University of Hawaii campus, for example, though you would never find such a class in a U.S. high school. As far as language classes are concerned, the optimum size of a class depends on the role of the teacher in the classroom, the role of the learners, and the kinds of tasks to be accomplished within the lesson. A class which is too large is one in which the instructional objectives cannot be successfully accomplished due to the number of students present. It's not possible to give a number to this hypothetical class, however, due to the potential variation resulting from the factors noted above. For reading or listening classes, for example, many of the instructional tasks set for a lesson can be accomplished despite the size of the class. For a conversation class, teacher-dependent tasks will require small classes; teacher-independent tasks will not.

**BH: What do you see as major problems facing teachers of large classes? How can teachers provide quality language instruction in spite of these limitations?**

**NF:** In a teacher-directed class, [problems include] the impossibility of providing speaking time, and the inhibiting effect of the large audience. With materials-directed courses, students can learn. Let's face it though, very few students who come to class come to learn. They come for the class. They enjoy studying. Students of Karate enjoy practicing Karate; students of programming enjoy studying programming, but few will ever write a program. Japanese students enjoy the aura of "nativeness" emanating from the teacher. After all, who would pass up the chance of being in the same room as a Martian? A quality class given to a student who comes to enjoy himself is given by a quality teacher-entertainer. A good teacher is a person who knows what his students want and supplies just that. If a student wants entertainment and teacher gives results to the detriment of entertainment, he is not a good teacher. The converse is also true. In my experience, more students look for entertainment than results. Incidentally, I have nothing against entertainment, and I feel that the teacher-entertainer is well worth his pay.

**MH:** Motivation, I think is the biggest problem. I think the solution is to stop pretending that (a) English is somehow intrinsically interesting or that (b) the fact that in five or ten years the student might work for an international company and might go abroad is a motivator. The in-class tasks need, rather, to be their own ends. They need to be enjoyable so the students will use English simply to do the task successfully.

Individual needs and levels are another issue. To deal with this issue, grouping is essential. As long as the students are doing task-based pair and small group work, the problems of different levels (students must speak at a level that their partners understand to complete the task) and too little speaking-time take care of themselves. Students need to be engaged in real communication if we want their class time to be effective. Information gaps and task-based group activities are a good way to encourage that.

Many teachers mention shyness as a factor, but I don't think student reticence is a sign of shyness. It's fear! Who wants to make a mistake in front of 40 or 50 people? Creating a feeling of safety (It's OK to make mistakes, we're all in this together!) is critical. Grouping helps here, too, since it is easier to develop that feeling with 5 people at a time than with 50. Also, with lots of people speaking at the same time, it naturally gets "safer" to speak.

**GI:** Large classes tend to get bored more easily, and hence pay less attention to the task at hand, than small classes, perhaps because of the lessening personal contact with the teacher. It is there-

fore important to include a great amount of variety in order to keep *all of* the students actively interested. But variety often leads to confusion if the students do not understand what they should be doing. So increased variety often slows down the class even more. Therefore, variety should be of a repetitive sort, so that after the first unit, students know what to do with a particular activity, although the content of that activity might be quite different from the previous unit. I have also found that it is important to keep students physically active. By having them stand for some exercises and sit for others. By having them work as a class for some exercises, in teams, groups, pairs and sometimes even individually for others.

**JR:** The major problems facing the teacher of a large class result from the difficulty of structuring and clarifying instructional tasks, monitoring them, and giving feedback on learner performance. One solution is to involve the learners themselves in some phases of these activities. Some aspects of the teacher's work can be accomplished quite effectively by the learners themselves. Learners can be taught to monitor each other's performance, to provide feedback, and to provide the initiative for learning in some instances. The vast literature on group work and communicative activities is relevant here.

**BH:** *Are there any advantages for teachers of large classes?*

**NF:** The teacher-entertainer, obviously, will benefit from a large "Carnegie.Hall" audience. The main advantage, however, is not for the teacher but for the student. The teacher exerts a strong inhibiting influence; with course-directed materials, the larger the class, the less this influence

**MH:** Assuming that we're working with real communication, large classes in which the students are grouped can be far more efficient than small classes, since in small classes, more time is spent talking to the teacher. Students can best learn from each other since they are naturally at each other's optimal input level. Even students who are at the same overall level have individual strengths and weaknesses. When they are working in pairs, the stronger students automatically adjust their levels so as to be understood, and in the process they "teach" their partners. Also, the fact that there are more partners with whom to interact makes for sustained interest.

**GI:** So much more is possible with a large class than with a small class. Limitless team and group projects become possible when there are more students. Also, large classes provide an opportunity to group students according to ability, or

to have better students teach the slower students, giving the better students an opportunity to take a leadership position. But most important, larger classes provide an atmosphere in which individual students are not on stage. It allows students to try new things out without the fear that everyone is watching them. It allows them to make mistakes without the fear that they will be reprimanded by the teacher or their peers.. And it allows for students to help each other, which usually is far more productive than any help the teacher can give.

**JR:** When I teach courses for the local education department here, or when I teach on a summer program, I get paid according to the number of students in the class. How about *that* as a case for large classes!

**BH:** *Many university students in Japan are called "false beginners." What is a false beginner? What special considerations should teachers make for these students?*

**NF:** A false beginner is a student who has studied a language but cannot put the bits together. This is called "swiss-cheese" learning. The danger is that the false beginner recognises bits of language and deduces the rest. This gives the impression that he understands. False beginners need a solid base. On condition that the student is placed according to his performance rather than according to the bits and pieces he has studied, he should not have too many problems - though a certain amount of "unlearning" will be called for.

**MH:** Because of the goals of their instruction (enough English to pass the tests), students tend to come into a class with a large vocabulary - though meanings are usually limited to a one-to-one correspondence with a Japanese word - and a knowledge of grammar (though not much skill in applying it). This means that they have a tremendous receptive background. I think we need to build on these skills by teaching the students how to anticipate in order to activate their receptive language. We also need to get them into communicative activities right away rather than spending so much of our time establishing meaning, etc. They have the background to understand a lot from the beginning and to work out the fine points using their existing skills.

**GI:** I think the term "false beginners" should be taken quite simply to mean that the student has a certain background, and is therefore, not a beginner. A major problem with false beginners is that many students become bored and give up on their studies because they are treated like beginners when they know themselves that they are not. They may be slow at making simple

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greetings that we might expect even a beginner to know. They may make simple errors in simple sentences leading us to believe that they have not yet mastered the most basic rules of English grammar. They may be very slow to understand a particular vocabulary item. But that does not mean that it is not in their heads.

So our job in teaching these "false beginners" is to retrain them. In doing this, it will probably be necessary to cover all of the basics of English in our classes. We must embed the basics in our syllabus in such a way that the students can review and practice the basics at their present level as university students. We must give them an opportunity to practice performance skills using that which they already know.

**JR:** In the **Longman Dictionary of Applied Linguistics** (Longman 1985) I defined false beginner as follows: "a learner who has had a limited amount of previous instruction in a language, but who because of extremely limited language proficiency is classified as at the beginning level of language instruction. A false beginner is sometimes contrasted with a **true beginner**, i.e. someone who has no knowledge of the language." Such a learner may have some degree of receptive knowledge of English and may accomplish classroom tasks more quickly than other students. This means that the teacher will have to accommodate to different rates of learning in the same class.

**BH: What is the role of drill in large classes? How about listening?**

**NF:** In large and small classes the answer is the same: none. Drills, due to lack of affectivity, are inefficient for learning. Due to monotony, they are not particularly entertaining. In an "entertainment" class, the greater the entertainment, the more the students will listen. In a materials-oriented class, listening and speaking are related. The more students speak to each other, the more they listen. After all, listening doesn't have to be limited to listening to a native model.

**MH:** It is essential that students have the opportunity to use patterns enough times so that just getting the words out is not a difficult task. But we need to consider the kind of drills. I don't think mindless, mechanical drills accomplish much, since the students aren't really paying attention to their own language or to their partner's. Even in drill situations, the students should always be **using** language, not just practicing it. We can accomplish this by creating activities where students are using the patterns to exchange real information. Such drills usually work best if there is a specific goal. That's one reason games work as well. Most games are essen-

tially drills, but the goal gives us a reason to use the language. Listening is an area in which I think false beginners have a real "edge" on true beginners. Assuming we are talking about natural, unrehearsed tapes and task-based listening, we can set up situations where students first identify the task and then anticipate the language (vocabulary, structures, etc.) that they are likely to come across.

**GI:** The role of drill in any class, large or small, depends on what you consider a "drill" to be. Is a drill simply a sentence which is repeated over and over again? Or is a drill a more creative entity which enables students to work with a particular language point until it is mastered? Can a drill be created by the students themselves? Can it come from a picture or a piece of realia? The role of a drill in which a teacher stands in front of a class and drills the students until they disappear under their desks is probably not important. But drills provide students with an opportunity to clarify for themselves a particular language concept. If taken from this point of view, drills should be an indispensable part of any class.

In addition to the traditional use of discourse listening, other important listening areas such as task listening and interactive listening are also possible if a pair or group format is adopted in the classroom. Fortunately, there has been considerable development in materials of this nature, although there is still a lot to be done.

**JR:** In large classes the teacher's role changes. Rather than teacher-dependent (and teacher-dominated) classroom tasks, more opportunity for **learner-directed** learning must be provided. Chorus-drill is an example of a task that can be used in a large class, but mindless repetition of language forms has no role in second language acquisition, and hence has no place in either large or small classes.

**BH: How do your texts and support materials meet the needs of teachers and students in large classes?**

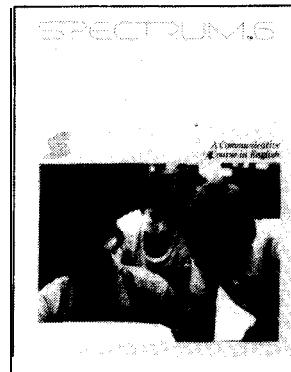
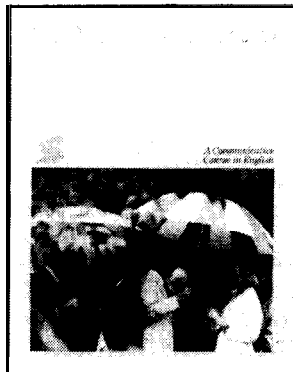
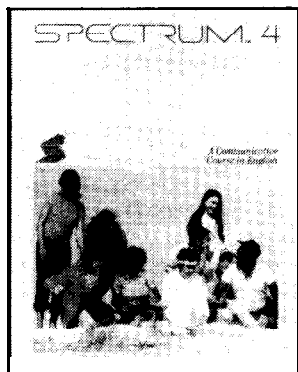
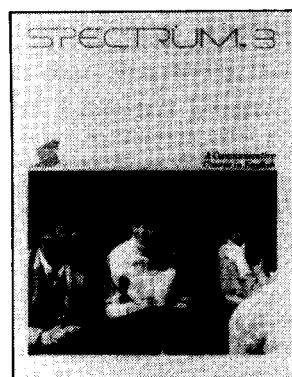
**NF: Threshold** helps students and teachers in large classes by providing a complete, pre-prepared package of learning and testing materials, which gives maximum progress in minimum time: students study in pairs, permanently within a group of anything from 2 to ... Well, there's no limit really. Classes of 3,500 students have been held, with excellent results from each pair, using taped models and a radio to receive instructions.

**MH:** Our book was written in Japan, and is primarily for Japanese students. The activities (cont'd on page 32)

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were tested in high school and college classes. Every unit includes a task-based listening activity, which helps build "anticipation" skills, and a dialog that has "slot" substitutions to give them both accuracy and flexibility. These activities are both designed to activate "false beginners' " abilities. There is information-gap pairwork in each unit, as well as a small-group activity. There are also individual and review activities. The teacher's manual has page-by-page lesson plans and expansion activities as well as culture, usage, and grammar notes. Finally, the course was designed so that, if you limit the amount of expansion, it can be taught in the 30-40 class hours typical of a university school year.

**GI:** In designing materials I have tried to incorporate a large amount of variety, both in the kinds of drills, exercises and activities offered and in the way the class is organized. For example, each unit of the series "Activities for Basic Conversation" includes activities to be done by individual students, pairs, small groups, the class as a unit and the class as a whole. Moreover, I have tried to design most material so that it can be done in several ways, depending on the personal preference of the teacher and based on the

ability, motivation and needs of the students. This kind of variety is very important for large classes in order to maintain interest, especially in marginally motivated students. It also provides a margin for teachers to be able to design their own classes, rather than having to follow a set of dogmatic procedures which may not have been designed for their particular situations. Also, I have tried to cover all of the basics of English grammar and the basic vocabulary necessary to operate in English on a communicative level (but such that students do not realize that they are "re-learning" or "reviewing" it), by embedding these basics in a communicative base that stresses meaning, function and usage. Finally, I have tried to incorporate the concept of students acting as teachers. In many of the pair exercises, one student is asked to perform the role of teacher by providing his/her partner with a problem, and then being responsible for his/her partner performing adequately and correctly in solving the problem.

**JR:** Two of my courses (**Breakthrough** and **Person to Person**) make extensive use of pairwork and group activities as a way of increasing the participation of the learner in large classes.

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## **FINAL THOUGHTS: PROBLEMS, SOME POSSIBILITIES, AND A FEW TRICKS**

The following indicates some techniques ("tricks," as it were) that can be useful in facing the problems that have frequently come up in large classes.

**Motivation:** Keep activities task-based and fun. The goal of "needing" English in five or ten years is too far off for most students. Build goals into activities. The activities can be their own reason for this (especially at the accuracy/practice stage). Two useful tricks for turning textbook activities into games:

1. If students are using two-option questions (e.g., "yes-no"), have them flip coins to "decide" the answers (e.g., flowers/the building=yes; number=no). Students will initially be unfamiliar with coin flipping so you will need to demonstrate.
2. If the items are/can be numbered, have the students roll dice for the "right" to ask the questions and gain points. Once a number has been rolled and the questions successfully asked and answered, that number is "used" and the next student rolling that number passes on the turn. After a few minutes, introduce the "doubles and halves" rule which allows (for example) a roll of "six" to be used

to access "three" or "twelve" if "six" has been used.

**Individual needs, different levels:** In pair and small group work, students naturally adjust their levels to match their partners' abilities (Long & Porter, 1985; Helgesen, 1985). Spend as much class time as possible in these modes.'

**Too little talk practice time:** Students work in groups and pairs. Also, practice instructions by example rather than explanation:

1. Direct 2-3 "models" while others watch.
2. Perform the task yourself while the students watch.
3. Teach an activity to 4-5 students. They teach the others in groups.

**Shyness:** Don't mistake silence for fear. Nobody wants to make a mistake in front of 40 or 50 peers. Make it safe for the students to speak by putting them in groups, keeping the atmosphere light, raising the noise level, etc.

**Lack of personal contact with the teacher:** Some of this loss is inevitable. When the class uses primarily task-based group and pair work



activities, the focus becomes the student rather than the teacher, which is probably a better situation for learning anyway.

**Students refuse to say anything:** Have all the students stand. They can sit down when they've answered.\*

**Students won't stay in English:** There are too many of them for you to be the monitor. They need to monitor each other. In each small group, assign one person to keep track of how many times people use English and how many times they use Japanese. During games, give the students counters (e.g., poker chips). If anyone uses Japanese, a person on another team can demand a chip. The chips count as points in the game. This will only work once the class has developed a sense of trust and enjoyment.

Probably no one would suggest that 40 or 50 is the ideal number for a language class, but it is clearly the reality in many situations. It is easy to give up, to think that there is nothing that can be done. The people who contributed to this issue have found otherwise.

Best of luck from all of us.

*Guest Editor*

### Notes

1. Finding appropriate pair and group activities is relatively easy. The problem is doing it legally. It is illegal to photocopy textbooks, but this is often done. "Copying" is a very nice term. In reality, it is stealing from the publisher and the author. Recently, it has resulted in a lawsuit involving several publishers and a language school in the Kanto area. But there are options.

If you find your classes using a supplementary text with frequency, ask your school to buy a class set and have the students use it nonconsumably, either by writing their answers on another piece of paper or by placing transparent vinyl sheets (OHP transparencies or folders) over the pages and writing with felt pens. The vinyl sheets can be erased and re-used.

Recently, several books have been published which explicitly allow photocopying. The following are flexible activity books which allow copying:

Hadfield, J. **Communication Games**. Surrey: Nelson/Harrap, 1984.

Rinvoluceri, M. **Grammar Games**. Cambridge: Cambridge University Press, 1984.

Kipple, F. **Keep Talking**. Cambridge: Cambridge University Press, 1984.

Yorkey, R. **Talk-A-Tivities**. Reading, Mass.: Addison-Wesley, 1985.

2. Thanks to Don Maybin for this particular technique.

### References

Helgesen, M. "Playing in English" in Savignon and Berns (eds.), **Initiatives in Communicative Language Teaching, Vol. II** Reading, Mass.: Addison-Wesley, 1986.

Long, M. and P. Porter. Group Work, Interlanguage Talk, and Second Language Acquisition. **TESOL Quarterly**, 19(2), 207-228.

# JALT UnderCover

**THRESHOLD.** Nicholas Ferguson and Maire O'Reilly. Geneva: CEEL, 1980 (Japan Representative - Osaka: Didasko).

**ENGLISH FIRSTHAND.** Marc Helgesen, Thomas Mandeville, and Robin Jordan. Tokyo: Lingual House, 1986.

**PERSON TO PERSON.** Jack C. Richards and David Bycina. Oxford University Press, 1984 and 1985.

**ACTIVITIES FOR BASIC CONVERSATION.** Richard H. Schaepe and George H. Isted. Osaka: ELE, 1982.

This review is complex in a great many ways, as will become immediately apparent. It considers four texts, abbreviated as follows: **Activities for Basic Conversation - ABC; English Firstrand ~ EFh; Person to Person - PtP; and Threshold - Thd.**

Two of the texts are written by JALT members in good standing, and all four are distributed through JALT commercial members. This could have been the reason why this reviewer, far from the fetid airs of the heartland, was solicited as the executor of this special multiple review. All manner of partiality is being avoided and the order and length of mention of specific texts has been carefully randomized throughout.

These four somewhat disparate texts were chosen for a comparative review as they are all in use with large classes here in Japan. One (**Thd**) is a complete multi-volume course taking a student from nowhere to native fluency, two of them (**ABC, PtP**) presume a considerable store of passive English knowledge and take the students a good way ahead, and the fourth (**EFh**) also presumes considerable knowledge of English, but would cover much less classtime. The variety is an indication of the very wide latitude in the approaches used by instructors in large classes, particularly when considering that still other approaches are also used but not considered here, such as reading, translation, grammar, phonics (the American meaning), etc. The four texts are, of course, also used with smaller classes away from institutional settings, but this review is not concerned with such teaching situations.

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All four texts are provided with tapes of dialogues and other parts of the lessons, but only two (**EFh, PtP**) provide printed teacher's manuals. **ABC** has a companion volume (**Basic Conversation Course**) giving suggestions for conducting the study, as well as workshops by the authors where prospective teachers are instructed in the use of the materials. **Thd** has regularly scheduled training seminars run by the authors or the authors' authorized Japan representative, and a self-help 'training package' is being prepared. This is in addition to the copious explanations provided in the text and a booklet describing the philosophy behind the materials.

The prices for three of the texts (**PtP, ABC, EFh**) are roughly similar while the fourth (**Thd**), due to its wider scope and the necessity of buying the accompanying tapes with the texts, is rather more expensive for the students. Physically, the texts are all of more or less the same size – too large for studying on the bus to and from class.

Three (**PtP, ABC, EFh**) are available at book-sellers (although I have not seen **ABC** in Sapporo), while the fourth (**Thd**) is only available directly from the distributor to instructors who have completed training seminars. The **Thd** lesson (7a) in my (untrained) possession was provided only after some hesitation and with the caveats expressed in the disclaimer appearing together with this review.

### When the texts would work best

One way to distinguish the teaching conditions which best suit these texts and make them most effective with a large class is to evaluate the degree of student motivation that would be necessary to make the texts work; **Thd** would need highly motivated, hardworking students; **PtP** would require equally well-motivated students; **EFh** would work with slightly less motivated classes; and **ABC** would be good with even not-soeager students.

I have based this evaluation on the degree of teacher control and flexibility that is possible. There is very little text on the pages of **Thd** (when disregarding instructions that interspace the material for study) and **EFh**, and without an active and unstinting student effort, that with a large class would be unsupervised much of the time, they would not be effective. **ABC** provides more text and flexibility for the instructor to adapt and coax students along. **PtP** is somewhat different in that it provides plenty of text, but at a level of difficulty and complexity that could make it difficult for students newly out of high school.

### Activities for Basic Conversation

Each **ABC** text contains four units, which center on general matters like greetings, directions, appointments, and time. It appears possible to use **ABC** either with a teacher-centered approach or by breaking the class up into smaller groups or pairs. The companion volume, **Basic Conversation Course**, is not needed by the students, but it would be necessary for the teacher.

Superficially, the **ABC** texts do not appear simple to use. As with **Thd**, special training is offered for instructors, and directions for use are provided in the accompanying volume. However, while the material is nowhere really simple to understand by just looking at the page, it is straightforward and commonsensical. New instructors will need to invest quite some effort in preparation for the first lessons. I wonder if much of this could not have been anticipated by the authors and alleviated by imagining the new instructor or unassisted student trying to use the text.

Some parts of the units are not really graded. On p. 6 of the Red text, students are invited to 'write a one page report or describe "yourself".' Just what this is I am not completely sure, but intense introspection right off early in the year, and a page of it, certainly seems a lot, although the size of the page is not specified.

The accompanying **Basic Conversation Course** contains readings and background to the various activities and is heavy on meta-discussion. This is very helpful for advanced students or unreflective fluent language users, as it is well presented, but not my first choice for getting students to talk, read, or write.

Some of the voices on the tape belong to very accented native speakers, and it could take quite some practice to become able to understand them.

The activities in **ABC** are varied, however, and by careful planning it is possible to utilize the material in any number of ways. By paying attention to specific needs with a particular group of students it would be easy to provide adequate variety, and the level of difficulty is not a big problem, regardless of where one starts in the text. The 'question please' and 'black box' question games seem very productive and can easily be expanded to include material from other parts of a lesson.

### English Firsthand

The material in **English Firsthand** is aimed at students working in pairs. The material pro-

vided in print is very limited, and only provided in outline, leaving the students and instructor to breathe life into the offerings. This would require considerable instructor attention early in the course, and the teacher's manual does give ample suggestions, but the instructor needs to be aware that detailed preparations are critical to get the full benefits of the course.

The text is arranged in 12 units, one unit concentrating on a particular conversational or practical situation expressed in the title of the unit ("Where does this go?" "How much is this?"). There are five sections to each unit and this pattern is easy to follow after the first couple of units.

Without providing set models, the printed matter gives hints, advice, and tables as frameworks for the students' exchanges. This allows a great deal of freedom and would be welcome for many teachers. There are sufficient hints to get ideas for moving the lesson ahead, but no deadening dialogue to distract the students.

The tape contains conversations that focus on the theme of the unit and they are intended as listening exercises from which the students

have to isolate information. These model dialogues are, however, interspaced with 'aha's' and other fillers to a dramatic extent. This makes them very real, but with the very idiosyncratic exclamations that are used, they are perhaps less general than could be wished.

The text provides no material for reading. This seems a doubtful merit as students arrive with well-developed reading skills. They now have to learn to use a lot of new material, and to make use of their existing reading competence would seem a kindly gesture. (**Thd** is similar in this respect, but much of the oral work is structured and repetitive, not to be made up by the individual student). The complete absence of printed models for text and dialogue seems a potential source of unnecessary stress.

That said, **EFh** is the most attractively arranged of the four books reviewed here and it gives numerous practical suggestions for conducting classes. When students and teacher have become used to the format, it should work very well. Comprising only a single volume of 12 units, however, it would be a one-year text only.

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### Person to Person

Classroom work with **Person to Person** is centered on pair work, although groups of three or four would be possible for many of the more complex exercises where a lot of information is presented (Book 1, pp. 24-5, "Asking where things are"). This very richness of material would make the first lessons slow going and will need a very supportive instructor to make them less confusing than they are as presented in the text.

The teacher's guide provides very detailed information of what function/topic/pronunciation/grammar a unit is meant to highlight. I have trouble understanding why the word 'function' is used here, and some of the 'functions' look like excuses for sub-headings (Book 2, Unit 14 has four 'Asking about what someone said' functions).

A unit starts with a dialogue framed by a picture of the setting for the dialogue. These are not always adequate or successful and often the dialogue is presented without a real beginning or ending (Book 1, Unit 9). When the teacher is aware of this, naturalness may of course be introduced. Occasionally the dialogue is labored, as in Book 1, Unit 3 ("So, tell me about your family"). Or it becomes very well known indeed as in Book 2, p. 45: detailed, careful instructions by an officer are followed by the student response, "And do I need to take any tests?" I have heard exactly this kind of exchange, but the situation was with a confused questioner who had not understood the instructions. In this case Yoko has total comprehension of complex sentence structure with no redundancy.

Instructions for the various practice activities seem quite difficult, even in the early lessons. In Book 1, p. 12, there is "Asking personal questions ~ more politely" without the more gross counterparts having yet been introduced, and **please** is not even considered. It seems too early to stress **could** questions. Quite serious matters are taken up – a mugging (Book 1, Unit 13) or what to do after graduation (Book 2, Unit 11) ~ and the treatment seems shallow and purposeless.

As mentioned above, the mass of diverse material in every unit would require a very slow tempo in the first lessons, at least if complete comprehension is the goal. It would of course be possible to skim only, but a slow tempo, frequently returning to the previous units, would probably be necessary to ensure learning. For large classes, the extreme richness of the material seems to make this text the least suitable of the four reviewed here. With a small group of students, and intensive teacher supervision and intervention, it would work better.

### Threshold

Studying with **Threshold** is studying with a partner. Dialogues and other material are presented on tapes and, using the textbook, the students work in pairs at learning and applying what they have heard. There are copious printed explanations that need to be understood (the explanations are complex and will need to be explained – probably in the native language – the first times) before the student pairs can start talking.

The material in the text and on the tape disagreed a few times for the unit I had available (7a), the "fellow" in the text was a "guy" on the tape, or dialogue was missing in some places. Both text and tape were the American English version, but I would be surprised if the British and American versions differed more than cosmetically.

Looking at the text, I was first struck by the very detailed (and long) instructions. They are printed with a heavier type than the text. The students would undoubtedly quickly get used to that, but it does seem unfortunate to stress these very long and complex parts at the expense of the material to be studied. The tone in the instructions does not always encourage the eager-but-timid. On p. 8 we are told: **Remember. to learn well you have to be a good actor.** It may very well be true, but the phrasing seems unfortunate and potentially discouraging in a lesson that is touted to be for students like our Japanese high school graduates. However, it appears in the last of the ten lines of instructions for that particular activity – so perhaps not everybody would get to it.

The dialogues and stories generally have an ironic twist that possibly could get tiring after intensive study. To me, the slant appears that of a tired, wordly-wise, arrogant Central European and it lacks refreshing good-fun humor. There is a song in each lesson, printed without mention of either performers or composers. It may be a small oversight, but with the authors losing sleep over the text and tapes falling into untrained hands, perhaps the copyright holders should have been given a mention.

This may be as far as my mandate for **Thd** goes (see distributor's disclaimer), but I would risk to state that the claims for the time needed to reach fluency seem feasible and that **Thd** could undoubtedly be a useful text. The training would be helpful for an instructor (as training usually is), but self-study and use by an open-minded, inventive teacher seem adequate in using the material.

## Conclusion

The four texts all seem feasible, even effective, with different sorts of large classes, and it is hoped that the above gives some idea of how and where they can be made to fit into a syllabus. **Thd** would seem to require considerable backup from the school, support not often provided for English study. The other three texts can be adopted more simply (without great costs or considerations of activities in other classes), **EFh** to fill a single year, **PtP** a greater number if it is used exclusively, and the two volumes of **ABC** about a year each.

It is encouraging that there is such a variety to choose from, and it would be sad if an instructor ended up using only one text exclusively. Regularly changing texts and becoming exposed to the numerous ideas for using these, as well as applying ideas from other texts, would help instructors to learn what activities and approaches work under what conditions.

Reviewed by Torkil Christensen  
Hokusei Junior College, Sapporo

**NOTE: Training for teaching Threshold is recommended by the author and the distributor. The course is not available to teachers who have not participated in the training. It should be noted that the reviewer has not taken this training. Training sessions are regularly offered in Japan and are announced in The Language Teacher.**

**THE RANDOM HOUSE ESL LIBRARY. Elaine Kirn, et al. New York: Random House, 1985 (Japan Representative - Tokyo: Lateral Communications). Student's books, 16 vols.(¥1,400-2,280 ea.), Teacher's Manuals, cassettes.**

Are you one of those who seems to be forever running from publisher to publisher looking for a listening book to go with the reading book you used last year? Or a reading text to go with the writing book you chose for next year's class? If so, then perhaps **The Random House ESL Library** will solve your textbook problems.

Random House has undertaken a mammoth project unprecedented in the ESL textbook world and published a set of 16 coordinated textbooks, accompanied by cassette tapes and instructor's manuals. The textbooks are distributed over four specific levels, ranging from high-beginner to low-advanced. Each level of texts is further divided up into grammar, reading, writing, and listening/speaking textbooks. (Recently, the listening/speaking text for the

first two levels was further subdivided into two separate books. I have not had a chance to look at these books yet.) The themes, vocabulary, grammatical structures, and language functions are coordinated in each of the four books of the series in order to give the students a "truly integrated, four-skill experience" in language learning.

Coordination of themes and vocabulary allows the students the benefit of experiencing the same content, as well as other language elements in different contexts, while at the same time reinforcing the language. Also, the exercises accompanying the reading and listening passages exploit these elements throughout the chapter. This adds to further contact with the the vocabulary patterns (language elements) which is being emphasized in the particular chapter

The exercises in the text are, for the most part, skill-oriented. Skills such as guessing meaning from context, skimming, sentence combining, and message/note-taking allow the students the chance to attempt tasks that potentially hold practical value for them. The cassette tapes that accompany the listening/speaking textbook contain dialogues, news reports, and other similar listening tasks recorded at natural, or near-natural, speed even in the most elementary text of the set. This helps train the students' ears for the language that they would encounter in the world of the native speaker.

In looking over many of the chapters of the first level series, one would have to conclude that the books were written for students who would have an immediate need for dealing with native speakers of English ~ foreign students in America. These chapters are centered around survival skills needed for life in a foreign country such as visa information, apartment hunting, and college life in general. Perhaps topics such as these would not be of much interest to the majority of students studying English in Japan.

Another complaint among some of the teachers that have used books from this series is the lack of variety in the exercises. While the themes change from chapter to chapter, the exercises do not. This repetitiveness tends to deaden the class at times. More variety is needed to liven the class up a bit. In addition, within the exercises themselves certain problems leave even the native speaker thankful that instructor's manuals accompany these textbooks. Neither of these problems, I might add, are unique to this textbook series, as the same complaints could be voiced about many texts on the market today.

(cont'd on page 39)

# GET READY

## Interactive Listening and Speaking

### I. Presentation

Prices \$1-\$12 and Clothing

Listen to the name of the clothing and ask the price. Follow this model.

Listen: Ring  
 Speak: How much is this ring?  
 Listen: This ring? It's a dollar.  
 Speak: A dollar?  
 Listen: That's right. A dollar.  
 Speak: Thanks.

### II. Recognition

Prices and Clothing

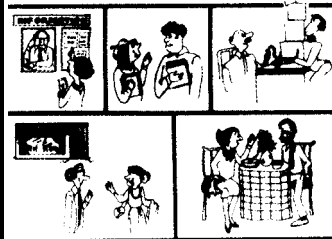
Listen to the advertisement. Write the prices of the items.

A: Speaking? In a listening text?  
 B: Yeah, sure. Why not? What do you expect from Prentice-Hall? They're always coming up with something new and exciting!  
 A: (Hesitantly) Can I get an examination copy from them?  
 B: Of course you can. After all, they're Prentice-Hall!

-PAUL ABRAHAM  
 DAPHNE MACKEY

# Get Ready

## INTERACTIVE LISTENING AND SPEAKING



### III. Production

Language in Stores

Look at the illustrations. Follow this model.

Speak: How much is this \_\_\_\_\_?  
 are these \_\_\_\_\_?

Listen: This \_\_\_\_\_ \$5.00.  
 These \_\_\_\_\_

Speak: \$5.00? O.K. I'll take \_\_\_\_\_.

Listen: You'll take \_\_\_\_\_? Fine

### IV. Extended or Gist Listening

Story

Listen. Fill in the blanks in the illustration.

GOAHEAD.. .MAKEMYDAY! ASKMEFORACOPY

NORMAN HARRIS

# Prentice-Hall of Japan

Jochi Kojimachi Building 3F 6-1-25 Kojimachi Chiyoda-Ku Tokyo 102 Japan

Tel. 03-238-1050

(cont'd from page 37)

I would now like to look at each set of textbooks separately, according to level. As I have personally used only the reading books of the first and second levels, and the listening/speaking book of the first level, these will receive the majority of my attention. The other books will be dealt with from more of an unbiased position as I have not had the opportunity to use them.

**Interactions 1:** This series of textbooks is described as being written with the high beginner in mind. It was used in a first year English class for non-English majors. Although, as mentioned above, many of the chapters deal with topics seemingly intended to accommodate the foreign student in the United States, other chapters deal with topics that students in Japan might find interesting. These include television and the media, strange experiences, health, and customs.

Students who used these books had trouble with the listening/speaking book at first. After a few lessons, however, many of them were able to adjust well enough to complete the exercises. Exercises that emphasized recognition and production of stress words and word reductions provided major difficulties; it was felt by many of us who used the book that these exercises were not very useful for the students at this time in their English training.

**Interactions 2:** Written for the low intermediate student, the reading book of this series was used by second year non-English major students. Many of the exercises in the reading, writing and grammar books are similar in nature to those in **Interactions 1** but more difficult. The listening/speaking book does start the students listening to lectures and teaches note-taking: This can be of benefit to students at the university level even in Japan. This series introduces the students to such topics as myths, jobs, business, and astronomy.

**Mosaic 1:** This series of texts is for the intermediate to high intermediate student. Although I have not had the chance to use this text, it would appear to be appropriate for second or third year English majors. All of the passages in the reading text are excerpts or whole texts taken from authentic writings (as opposed to those written specifically for the ESL student). Also, many of the tedious exercises that filled the lower level books are replaced in this series by longer readings and more communicative-based activities that emphasize discussion and problem solving. The cassette tape for the listening/speaking text contains long, classroom-type lectures on topics ranging from the functions of the heart to penguins. Even at this level, though, the grammar books ask the students to do conjugation exercises. One won-

ders if such a book is needed for this caliber of student.

**Mosaic 2:** The most advanced texts of the set are written for students who have reached the low advanced stage. Basically, this text series is a continuation of the goals set in **Mosaic 1**. In the reading text, the exercises are written to fit the main theme of the chapter, giving the book great diversity from chapter to chapter. The content-based grammar book stresses learning not only the grammar but also the content information presented in the readings accompanying the chapters. This series deals with topics such as the mind, ethics, language learning, and man and woman.

Every textbook has its weak points and most texts have strong points. **The Random House ESL Library** has its share of both. It is in the opinion of this reviewer that the strong points of this text series are readily exploitable in the higher education English classroom. The weak points of this series, with a little creativity on the teacher's part, can be minimized. For those teachers looking for a truly integrated set of textbooks, or a single text, for a particular class or program, then, perhaps one need not look any further than **The Random House ESL Library**. The odds are that you will find something that you can use, and at the same time save a pair of shoes to boot.

Reviewed by Mark Caprio  
Nanzan University

## Reviews in Brief

**DISCOVER BRITAIN.** Christine Lindop and Dominic Fisher. Cambridge University Press, 1985.

The authors, in their introduction, state that this book was written in response to requests from their students for "information and advice about visiting Britain." What Lindop and Fisher have done, therefore, is to have produced a compact though comprehensive guidebook aimed specifically at the needs of visiting students who have some command of English: the authors suggest that 300 hours of English lessons are sufficient to render the book easy to use, although that figure probably needs to be revised upwards in Japan.

The book is sensibly arranged in sections covering such topics as travel, places to stay, weather, etc., with special sections on study and work in Britain. There are useful glossaries and lists of common phrases, and an accompanying

(cont'd on next page)

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cassette provides listening practice. A price list based on January 1985 is included, and there is a fairly comprehensive list of addresses and sources of further information.

One very attractive feature of the book is the quality of the illustrations: well-chosen colour and black-and-white photographs complementing the written text, along with cartoons and maps. The occasional (and rather arbitrary) quizzes are not too useful, and have presumably been included to bridge the gap between a 'straight' guidebook and a class text. However, more teachers will probably see this book as one to be recommended to any of their students considering a trip to Britain. As such, it is a very successful production and, until changing conditions inevitably render it obsolete, it is probably the best available.

Reviewed by Richard Harris  
Nagoya University of Commerce

**MEDICINE: DEVELOPING READING SKILLS IN ENGLISH.** Luke Prodromou. New York: Pergamon Institute of English, 1985. 78 pp.

This is the fourth title of the new Pergamon series of ESP reading textbooks to be reviewed in JALT Undercover. Again, the focus is on mastery of two reading skills: skimming for information and scanning for details. The text is divided into 20 readings of about 1½ pages in length. The subject material has been taken directly, with no simplification, from medical textbooks written mostly in the late 1970s, as well as from current newspaper articles and medical journals. Consequently, there is great variety and a corresponding range of vocabulary, from simplified newspaper-style presentations to medical textbook treatments on, for example, myocardial infarction and neoplasia (nasty things which we do not ever want to have!!).

Each reading is preceded by excellent pre-reading exercises which train the student to focus on the general information conveyed, not upon every word or grammar structure. These prediction exercises make this reader superior to many other ESP readers, which tend to swamp the student with sentence after sentence of text, without guidelines as to what to look for. Another good feature, in the same direction, is the breaking up of long readings into numbered paragraphs, each followed by scanning or information-transfer exercises. At the end of the passage are vocabulary and grammar-based exercises which involve manipulation, expansion and summary writing. There is an emphasis on group work and oral discussion.

**Medicine** is written for the intermediate level student who has more than a basic knowledge of the field and a fairly strong ability to recognize technical terms in English. Consequently, it would not be useful for a first year class of medical students, but would be more suitable for students in their last years of medical school or for doctors already in practice.

Reviewed by Sandra S. Fotos  
Aoyama Gakuin Woman's Junior College

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## RECENTLY RECEIVED

The following materials have recently been received from publishers. Each is available as a review copy to any JALT member who wishes to review it for **The Language Teacher**.

Notations before some entries indicate duration on the holding list: an asterisk (\*) indicates first notice in this issue; a dagger (†) indicates third-and-final notice this month. **All final-notice items will be discarded after Dec. 31.**

### CLASSROOM TEXT MATERIALS/ GRADED READERS

- \*Ackert. **Please Write: A beginning composition text for students of ESL.** Prentice-Hall, 1986.
  - \*Bachman. **Reading English Discourse. Business, economics, law and political science.** Prentice-Hall, 1986.
  - \*Crow. **Vocabulary for Advanced Reading Comprehension: The keyword approach.** Prentice-Hall, 1986.
  - \*Draper. **Great American Stories II.** Prentice-Hall, 1986.
  - \*Duffy. **Variations: Reading skills/oral communication for beginning students of ESL.** Prentice-Hall, 1986.
  - \*Harrison & Menzies. **Orbit I** (Student's book, Teacher's book, Workbook). Oxford, 1986.
  - \*Loneragan & Gordon. **New Dimensions 1.** Macmillan, 1986.
  - \*Lugton. **American Topics, 2nd ed.** Prentice-Hall, 1986.
  - \*Master. **Science, Medicine and Technology: English grammar and technical writing.** Prentice-Hall, 1986.
  - \*Macmillan "Advanced Readers" series, 5 vols. Macmillan, 1986.
    - In the Teeth of the Evidence**
    - The Man With the Scar**
    - The Million-Year Picnic**
    - The Road from Colonus**
    - The Tell-tale Heart**
  - \*Molinsky & Bliss. **Express Ways: English for communication, Book 3.** Prentice-Hall, 1986.
  - \*Prince & Gage. **Your First Job: Putting your English to work.** Prentice-Hall, 1986.
  - \*Rice & Burns. **Thinking/Writing: An introduction to the writing process for students of ESL.** Prentice-Hall, 1986.
  - \*Rosenthal & Rowland. **Academic Reading and Study Skills for International Students.** Prentice-Hall, 1986.
  - \*Soars & Soars. **Headway Intermediate** (Student's book, Teacher's book, Workbook). Oxford, 1986.
  - \*Swartz & Smith. **This is a Recording: Listening with a purpose.** Prentice-Hall, 1986.
  - \*Taylor et al. **Ways to Reading.** Macmillan, 1986.
- 
- Abdulaziz & Shenkarow. **Write It Right: Beginning handwriting and composition for students of ESL.** Prentice-Hall, 1986.
- Bacheiler. **Listening and Recall.** Prentice-Hall, 1986.



## IN THE PIPELINE

- Casanave. **Strategies for Readers: A reading/communications text for students of ESL, books 1 & 2.** Prentice-Hall, 1986.
- Degnan. **Building Competency in Two/Three- Word Verbs.** Prentice-Hall, 1986.
- Frank. **Modern English, 2nd ed., books 1 & 2.** Prentice-Hall, 1986.
- Kasser & Silverman. **Stories We Brought With Us: Beginning readings for ESL.** Prentice-Hall, 1986.
- Lougheed. **The Prentice-Hall TOEFL Prep Book.** Prentice Hall 1986.
- Mason. **Meaning by AN Means.** Prentice-Hall, 1986.
- McCrum et al **The Story of English.** Faber & Faber/
- Noone. 'The Ability to Risk: Reading skills for beginning students of ESL. Prentice-Hall. 1986.
- Pakenham. **Expectations: Language and reading skills for students of ESL.** Prentice-Hall, 1986.
- Ramsay. **Basic Skills for Academic Reading.** Prentice-Hall, 1986.
- Sheehan. **Comp One! An introductory composition workbook for students of ESL.** Prentice-Hall, 1986.

- †Carver & Fontinos. **A Conversation Book: English in Everyday Life. Book 2, 2nd ed.** Prentice-Hall, 1985.
- †Dunn. **Noah and the Golden Turtle.** Prentice-Hall, 1985.
- †Herzfeld-Pipkin & McCarrick. **Exploring the United States: Past and present.** Prentice-Hall, 1985.
- †Janssen. **Unusual Stories from Many Lands.** Prentice-Hall, 1985.
- †Levin & Hughey. **Changing Times: Toward an integrated approach to reading.** Prentice-Hall, 1985.
- †Live & Sankowsky. **From Sea to Shining Sea: An elementary ESL reader.** Prentice-Hall, 1985.
- †NOTE: The scheduled reviewer of Palstra, **Telephone English**, has declined to review the book and has returned it. Any other JALT member who wishes to assume responsibility for the review should contact the Book Review Editor.
- †Reitmann. **Language from Nine to Five: Developing business communications skills.** Prentice-Hall, 1985.

TEACHER PREPARATION/  
REFERENCE/RESOURCE/OTHER

- \*Tomalin. **Video, TV and Radio in the English Class. An introductory guide** ("Essential Language Teaching" series). Macmillan, 1986.
- Harper. **ESP for the University** (ELT Documents: 123). Pergamon/British Council, 1986.
- Larsen-Freeman. **Techniques and Principles in Language Teaching** ("Teaching Techniques in ESL" series). Oxford, 1986.
- †Rogers. **Dictionary of Cliches.** Ward Lock, 1986.
- †Room. **Dictionary of Britain.** Oxford, 1986.
- †Thomson & Martinet. **A Practical English Grammar, 4th ed.** Oxford, 1986.

*The Language Teacher* also welcomes well-written reviews of other appropriate materials not listed above, but please contact the Book Review Editor in advance for guidelines. It is *The Language Teacher's* policy to request that reviews of classroom teaching materials be based on in-class teaching experience. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to: Jim Swan, Aoyama 8-122, Nara 630.

The following materials are currently in the process of being reviewed by JALT members for publication in future issues of **The Language Teacher**:

- Aebersold, et al. **Critical Thinking, Critical Choices.**
- Aitken. **Overtones.**
- Allen & Robinett. **The New Technologies.**
- Azar. **Fundamentals of English Grammar.**
- Blass & Durighello. **From Concept to Composition.**
- Brieger & Comfort. **Business Issues.**
- Brumfit et al. **Computers in English Language Teaching - -, English as a Second Language in the United Kingdom.**
- Buschini & Reynolds. **Communicating in Business**
- Carrier. **Business Reading Skills.**
- Cawood. **Cassell's Intermediate Short Course.**
- Crombie. **Discourse and Language Learning - -. Process and Relation in Discourse and Language Learning.**
- De Jong. **The Bilingual Experience.**
- Ellis. **Understanding Second Language Acquisition.**
- Feigenbaum. **The Grammar Handbook.**
- Graham. **Small Talk.**
- Hall. **Working with English Prepositions.**
- Harris & Palmer. **CELT.**
- Hedge. **In the Picture.**
- Jenkins. **Writing: A content approach to ESL composition.**
- Kellerman & Sharwood Smith. **Crosslinguistic Influences in Second Language Acquisition.**
- Kitao & Kitao. **American Reflections.**
- Klein. **Second Language Acquisition**
- Knight, ed. **Keep in Touch.**
- Lee, et al., eds. **New Directions in Language Testing.**
- Lougheed. **Listening Between the Lines.**
- Low. **Grammar for Everyday Use.**
- Mason. **Ports of Entry.**
- McRae. **Using Drama in the Classroom.**
- Menasche. **Writing a Research Paper.**
- Miller & Clark, eds. **Smalltown Daily.**
- Mosteller & Paul. **Survival English.**
- Mugglestone, et al. **English in Sight.**
- Murphy, R. **English Grammar in Use.**
- O'Donnell & Paiva. **Independent Writing.**
- Pint, trans. **The Adventures of Lucky Luke.**
- Public Service Commission of Canada. **Gambits.**
- Reid & Lindstrom. **The Process of Paragraph Writing.**
- Reinhart & Fisher. **Speaking and Social Interaction.**
- Rivers. **Communicating Naturally in a Second Language.**
- Roberts. **Steps to Fluency.**
- Rossi & Garcia. **Computer Notions**
- Savignon. **Communicative Competence.**
- Shovel. **Making Sense of Phrasal Verbs**
- Thomas. **Intermediate Vocabulary**
- Wallace. **Learning to Read in a Multicultural Society.**
- Wright. **Collins Picture Dictionary for Young Learners.**
- Zion, et al. **Open Sesame** series.

## FROM THE EDITOR

Please feel free to send **interesting, in-action** photos to accompany articles and Chapter Presentation Reports. The photos should be black-and-white glossy, with good contrast. If you have a photo that you think would make an interesting cover, or would be eye-catching somewhere inside the issue, *The Language Teacher* would appreciate your contribution. Regrettably, photos can not be returned, however, so make sure the photo is one you can spare!

LISTEN\*WITH\*LONGMAN

**NEW!**

# FROM THE START: BEGINNING LISTENING

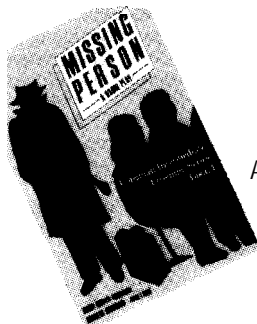
JANN HUIZENGA

**F**rom the Start introduces basic vocabulary and structures to students who have had no exposure to spoken English. Each unit begins with a recording of brief exchanges in settings such as a bank, a restaurant or an apartment, and each word or phrase is represented by a photograph in the workbook. Accompanying exercises lead students from recognition to production, and follow-up activities give them the opportunity to practice their new language.

Intermediate Listening Series 1

## MISSING PERSON

KAREN HUNTER ANDERSON,  
KATHLEEN BRUEGGING AND JOHN LANCE

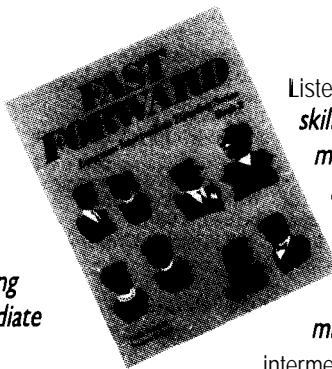


A cassette and book  
designed to develop  
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skills at low-intermediate  
level.

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## FAST FORWARD

PAULA FASSMAN AND SUZANNE TAVARES



Listening and conversation  
skill-building through  
motivating recorded  
material and  
communicative  
textbook activities.  
For students at  
mid-to-high-  
intermediate levels.

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Longman Penguin Japan Company Ltd, Yamaguchi Building,  
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**Longman**

# Chapter Presentation Reports

Chapter reports on presentations are to be 150-250 words, typed double-spaced on A-4 size paper, and submitted to the Editor by the first of the month preceding publication. Longer reports can be considered only upon prior consultation with the Editor.

## IBARAKI

### Recipes of Tired Teachers

発表者 Mario Rinvoluceri

報告者 桜井尚子  
(Sakurai, Naoko)

8月の例会は、茨城キリスト教学園において行われ、Mario Rinvoluceri氏が“Recipes of Tired Teachers”というタイトルで多くの方法を示された。

氏のデモンストレーションの内容は3つに分かれており、(1) Vocabularyに関するもの、(2) Listeningに関するもの、(3) Questionsに関するものであった。

(1)では2つの方法が示され、オセロゲームのように相手のカードを、学習当該言語で言いあてて、取り合うものと、教師から与えられた新しい語彙を生徒たちがカテゴリーに分類するという例が示された。両方とも語彙を増やすということを目的としている。

(2)では4つの例が示されたが、いずれも、最後にペアになってチェックし合ったり、答えをあてたりするため、注意深く聞いていなければならないというもの。

(3)の Questionsに関するものは、日頃、教師側からの質問が多いので、生徒の側からどんどん質問をしないと答えが出ないように考案された3つの例が示された。

この例会では、数々の新しい興味ある方法が示され、参加者全員大いに楽しませていただき、必死にない知恵をしばった2時間半であったが、参加者がわずか7名であったのは、誠に残念なことである。



## HIROSHIMA

### THE THRESHOLD LEVEL FOR BUSINESS WRITING

By Yoshihiko Yamauchi, Nippon  
Business School and the Hiroshima  
YMCA (former lecturer)

At JALT-Hiroshima's September meeting, Mr. Yoshihiko Yamauchi introduced business letter writing.

Yamauchi, in his former position as Marketing Manager for Mitsui Mining and Smelting Co., saw numerous letters pass his way. Some of these letters, being sent to companies abroad, were written in "old-fashioned" English, contained poor organization, were redundant, or were in some way or other problematic. He explained that part of the problem lies in the method of teaching business letter writing, that is, the method currently in use has remained virtually unchanged from pre-World War II days. In other words, students are required to memorize a stock of set phrases. (An example: "We take the liberty to approach you with the request that you would be kind enough to introduce us some exporters of iron scrap in your city.")

Our speaker demonstrated the rewriting process he takes his classes through. First, the problem areas in an "old-fashioned" letter are underlined and discussed: Is the letter negative in tone? Is the English trite? Is it too arrogant? Is the organization poor? After noting any problem areas, the main ideas of the letter are pulled out and are put, if necessary, into a more logical order. The letter is then rewritten. The above sentence might be improved as follows: "Would you please introduce us to some exporters of scrap iron in your city?"

Yamauchi says, "[Good business letter writing] is not a matter of reproducing stereotyped sentence patterns and set phrases, but is, instead, a result of producing natural, almost conversational, communication."

Reported by Carolyn C. Miki  
Hiroshima Jogakuin University

## NAGASAKI

### 1986 CHAPTER MINI-CONFERENCE

JALT-Nagasaki's annual mini-conference featured Dr. Sonia Eagle and Mr. Charles Faulkner. Dr. Eagle stated that as language and culture are interrelated, the teaching of culture should necessarily be included in language teaching. However,

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as she pointed out, when this occurs, language teachers oftentimes focus on superficial trait differences, such as whether or not chopsticks are used, rather than work towards a comprehensive understanding of the target culture. Culture can best be understood in its totality.

She further noted the difficulty of learning a new culture due to one's native culture. Though no culture is any better than another (they are merely **different**), individuals believe their own to be superior. This attitude of ethnocentrism prevails in all societies, due to the overbearing influence of the native culture. Awareness of one's ethnocentrism is the first step in learning a new language and culture, and transcending this barrier is the second.

In the classroom, Dr. Eagle suggests teachers work on students' attitudes. Learning to be psychologically prepared and to be open-minded is of great importance. Learning how to observe one's own culture can also be helpful. As for presenting American culture, since the topic is so broad, teachers need to focus on the rich diversity in areas such as music, religion, ethnic groups, etc. Dr. Eagle recommended that in teaching culture, one should realize how incredibly complex the topic is and become more aware of the processes involved.

Faulkner discussed the learning of languages through NLP techniques (see recent issues of **The Language Teacher**), and both presenters gave participants much to consider.

**Reported by Robert Bini  
Junsbin Women's Junior College**

## OMIYA

### ADVENTURES IN LISTENING

**By Mike Thompson**

Listening practice is seldom a concern in junior and senior high school English classes in Japan. Japanese learners of English rank next-to-last in listening ability among learners in 11 countries. What can be done about it? Mike Thompson, speaker for October and Longman's ELT consultant for Japan, recommended stories as a lively alternative to playing dull dialogue tapes or contrived plane departure announcements.

Thompson pointed out that storytelling is an authentic, cross-cultural activity. Japanese students like cowboy, adventure, ghost or mystery stories. He gave us many excellent examples of how to exploit such stories in the classroom. The students can listen to part of a

tape and make predictions about what will happen next. Listening for specific information or main ideas are other possible tasks. Stories supply practice listening to natural dialogues and narration. Outside the classroom, we listen to things that have "interest" or "information" value, and stories match these criteria.

Beginning and intermediate students enjoy graded readers taped or read by the teacher. Taped novels or short stories are good for advanced classes. You can use a specially prepared radio drama during a whole class, or play one episode per lesson. You can also tell stories you know. You may be surprised when your students come up with some stories of their own!

**Reported by Marian Pierce**

## YOKOHAMA

### ERROR CORRECTION IN THE EFL CLASSROOM

**By Steve Mierzejewski, Language Institute  
of Japan (LIOJ)**

At the October meeting of the Yokohama chapter, Steve Mierzejewski described where the field of error correction is today and suggested how teachers can use current theory in their classrooms.

Mierzejewski began by tracing the history of error correction from Audio-Lingual Methodology to the Natural Approach. The field has swung from complete error elimination to no error correction at all. Based on recent studies in applied linguistics and memory research, Mierzejewski sees a stronger role for error correction in the language classroom. He believes that one of the important roles of language teachers is to make learners aware of their errors and to help them remember corrections. He cited research that suggests if the learner can solve his own error and that if the error has some social significance, the possibility of the error being repeated is greatly reduced.

Mierzejewski concluded by presenting some error correction techniques which have been successful in his classes. In a structured activity, the teacher can signal an error by holding up a Cuisenaire rod. Different colored rods can signal different kinds of errors: red – verb; yellow – preposition; green – idiom, etc. During a free activity, a tape recording of student conversations can be made and errors can be treated by the teacher in the next class.

**Reported by Jack King  
Toyo-Eiwa Junior College**

**OSAKA****BUILT-IN SUCCESS****By Jane Powers, Kobe Women's University**

"Play to success" is Jane Powers' objective. By pursuing this goal she showed, at the October meeting, how to generate a friendly, energy-filled classroom atmosphere.

Powers, instructor at Kobe Women's University, showed a number of "energy-creators" that had members on their feet mingling and practicing. By stressing "self-initiated" and "personally related" activities, Powers moved from structured to semi-structured to unstructured language.

# Bulletin Board

*Please send all announcements for this column to Jack Yohay; 1-1 11 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612. The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.*

## VIDEO CAMERAS IN LANGUAGE TEACHING

Two workshops co-sponsored by the British Council and JALT will be held on how to make use of video cameras for language teaching purposes. The leader, Margaret Allan, currently Director of the Audio-Visual Unit, James Cook University, Australia, and until 1985 Head of the A-V unit of the British Council, is author of **Teaching English with Video** (Longman 1985). Recently she has produced **Video English** (Macmillan 1984) and the teacher training series, **Teaching and Learning in Focus** (British Council 1984).

The first day of each workshop will concentrate on setting up and using the camera. The second day participants will look at a variety of applications of the camera from materials production, recording of student performance and testing and evaluation. The number of participants for each workshop will be restricted to 15.

Dates: Dec. 12-13, British Council, Tokyo;  
Dec. 19-20, British Council, Kyoto.

Fees:	Two days	One day
JALT or British Council members	¥ 9,000	¥5,000
Non-members	¥10,000	¥6,000

"Find Someone Who" began her presentation, by getting members to ask the questions and then sharing information, an important step she called "building in a reason."

She also urged members to use information-gap activities, especially for anything boring, and warned against information gaps that don't provide complete information.

By providing enough information, clear beginning and ending points, a reason for speaking, and moving from structured to unstructured language, she said the teacher can predict success.

**Reported by Tamara Swenson**

For reservations or further information: Ms. Asano (Tokyo British Council, 03-235-8024), or Ms. Hayashi (Kyoto British Council, 075-791-7151).

## SAPL TEACHER-TRAINING SEMINARS IN GENEVA, 1987

The C.E.E.L. (Center for the Experimentation and Evaluation of Language Teaching Techniques) will hold its **Introduction to S.A.P.L.** (Self-Access Pair Learning) winter seminar Jan. 5-9, followed by the **Cert. L.T.** (Certificate in Language Teaching) seminar Jan. 12-30. Holders of these certificates are qualified to teach the self-access course **Threshold** anywhere in the world. For further information, including costs, inexpensive accommodations, etc., please contact DIDASKO at 6-7-3 1-6 11 Itachibori, Nishi-ku, Osaka 550; tel.: 06-443-3810.

## ESL/EFL 教師養成講座

(ESL/EFL Teacher Training Seminar)

南コロラド州立大学にある ALA (アメリカン・ランゲージ・アカデミー) では、日本の中学、高校、大学の英語教師の為に 4 週間 (1987年 1月18日～2月13日) の教師養成講座を開きます。

詳細は、DIDASKO (ALA デスク) まで、お問い合わせ下さい。

DIDASKO (ALA デスク)

☎550 大阪市西区立売堀 6-7-31-611

☎ 06-443-3810

## WINTER SSH WORKSHOP

A three-day SSH (Sound Spelling Harmony) workshop will be held Friday-Sunday, Dec. 26-28 (cont'd on next page)

(cont'd from previous page)

28, at the Minami Aso Greenpia Hotel, which commands a panoramic view of all of Mt. Aso. SSH is a practical approach to the problems of teaching the sounds and spellings of English to beginners. It is based on the principles of phonics and utilizes a series of books and other materials developed by its originators, Paul V. Griesy and Yoshiko Yanoshita. For information: Dr. Paul V. Griesy, Kyoiku-gakubu, Kumamoto University, Kurokami, Kumamoto-shi 860; tel. 096-344-21 11, ext. 2522.

**CALL FOR PAPERS:  
International Language Testing Conference  
Univ. of Tsukuba, March 30-31, 1987**

Sponsored by JALT, The British Council, and other organizations to be announced later, this conference will feature presenters from overseas as well as from Japan. Papers are also being solicited from the general membership of JALT and other interested people on topics related to language testing. Send a brief abstract (So-100 words) plus a short biographical statement to arrive by Jan. 14th. Applicants will be notified of the status of their proposals by Jan. 30th. The complete schedule of events will be published in the March 1987 issue of **The Language Teacher** as well as in other publications.

Send proposals to: International Language Testing Conference, c/o H. Asano, Foreign Language Centre, The University of Tsukuba, Sakura-mura, Niihari-gun, Ibaraki-ken 305. For further information, contact: H. Asano (0298-53-2420) or V. LoCastro (0298-53-2429) at the above address.

**Please note:** The November issue of **The Language teacher** announced that the conference would take place March 23 and 24. The dates have been changed to **March 30 and 31**.

**CALL FOR PAPERS  
COMMUNICATION ASS'N OF JAPAN  
Tokyo, June 20-21, 1987**

For its annual conference, at Otsuma Women's University, the Communication Association of Japan is now accepting papers for the following theme sessions:

Rhetoric and Speech Communication Theory; Intercultural Communication; Speech Education; Applied Speech Sciences; Mass Communication; Organizational Communication; Small Group and Interpersonal Communication; Communicative Foreign Language Teaching; Forensics and Public Speaking; and Sociolinguistics. Papers related to communication areas of interest to Japanese

are especially encouraged. Papers accepted will be considered for publication in either **Human Communication Studies** or **Speech Communication Education**. Three copies of the paper must reach the conference chairperson by Feb. 28, 1987; 50 copies of papers accepted must arrive in Japan by May 30. Mail papers and requests for information to: Prof. Kazuhiro Hirai, Showa University, 1-5-8 Hatanodai, Shinagawa-ku, Tokyo 142.

**1987 GEORGETOWN UNIVERSITY  
ROUND TABLE ON  
LANGUAGES AND LINGUISTICS  
Washington, D.C., March 11- 14, 1987**

This 38th annual G.U.R.T. will focus on the topic **"Language Spread and Language Policy: Issues, Implications, and Case Studies."** The plenary speakers will include Henrietta Cedergren, Ralph Fasold, Charles Ferguson, Joshua Fishman, Sidney Greenbaum, Shirley Brice Heath, Braj B. Kachru, Patricia Nichols, Shana Poplack, Randolph Quirk, Carol Myers Scotton, Roger Shuy, Larry Smith, Peter Stevens, G. Richard Tucker, and Henry G. Widdowson. These speakers will address global issues related to the spread of English and other widely used languages (e.g. French, Spanish, Swahili, and Hindi), including language teaching; the impact of language contact on language change, language maintenance and attrition in multilingual speech communities; language in literature; and language planning and policy considerations in various domains of language use, such as government and law, commerce, the mass media, and the schools.

In a special pre-session on **"English as THE Official Language? Language Policy in the United States,"** a panel of prominent linguists, educators and government officials will debate the issues underlying the current movement to make English **the sole official language** of the United States.

To receive a program announcement and further information, contact: Peter H. Lowenberg, Chair, GURT 1987, Department of Linguistics, Georgetown University, Washington, D.C. 20057, U.S.A.; tel. (202) 625-8130 (if no answer, please leave message at (202) 625-8165).

**TESL CANADA  
Vancouver, March 12- 14, 1987**

The TESL Canada 1987 conference will open with some 10 symposia on topics including aboriginal education, English in the workplace, preschool ESL, and topics related to English

(cont'd on page 49)

# BASICS IN ESL

## FROM LINGUAL HOUSE

**by M. Rost, M. Uruno**  
 A flexible series of task-based lessons for low intermediate students, using authentic recordings of 25 different American speakers. Each lesson gives students practice with challenging and realistic listening tasks. Follow-up pair work exercises allow for integration into speaking skills classes. Suitable for classroom or language lab.



**STRATEGIES IN LISTENING**  
 TASKS FOR LISTENING DEVELOPMENT

**by M. Rost, M. Uruno**  
 A popular beginning ESL listening course, consisting of 15 short task-based lessons, each dealing with a specific theme or language function. Tasks provide practice with global, selective, and intensive listening. Suitable for language lab or classroom use.



**BASICS IN LISTENING**  
 SHORT TASKS FOR LISTENING DEVELOPMENT

**by A. Blasky, E. Chaïcouloff**  
 An activity-based course designed to stimulate self-expression and discussion of personal topics and cross-cultural issues. The actual experiences and opinions of English speakers from ten different countries provide the focus for the course.



**FACES**  
 EXCHANGING VIEWS IN ENGLISH

**by M. Helgesen, T. Mandeville, R. Jordan**  
 A communicative approach to developing language skills for elementary students. The book gives students direct experience in understanding and using English. The lessons include pair work, individual self-checking, and listening practice based on authentic recordings.



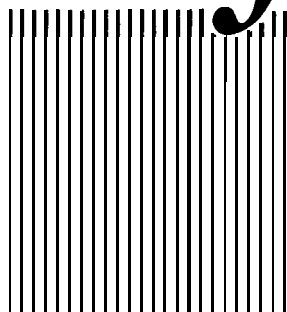
**ENGLISH FIRSTHAND**  
 A COMMUNICATIVE APPROACH TO DEVELOPING LANGUAGE SKILLS

for more information, please contact—  
**FILMSCAN / LINGUAL HOUSE**

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 YOYOGI-SHIBUYA KU • TOKYO 151  
 TEL 03 420 4170

# New<sup>and</sup> Exciting Readers from

# HBJ



## The American Scene: A Basic Reader for ESL Mary Thurber

Designed for students beginning academic studies in English, this book stresses reading development and gives students confidence in their increasing abilities. Exercises include word families, writing with new vocabulary, cloze tests, and reading practice.

## Encounters:

An ESL Reader, 3rd edition  
Paul Pimsleur, Donald  
Berger, and Beverly  
Pimsleur

Our best-selling ESL reader has been revised and updated for 1986. Contains 27 articles from U.S. and Canadian magazines and newspapers adapted to a 1,500-word vocabulary level. New learning activities stimulate real communication in the classroom.

## Ports of Entry:

### Scientific Concerns

Abelle Mason  
Third and final volume in the Ports of Entry series, intended for high intermediate to advanced ESL students who are attending or planning to attend a university. This is not a science book, but a reader that examines the qualities of a scientist and the scientific process. Grammatical and stylistic analyses of the readings are included.

## New American Profiles

Lucette Rollet Kenan  
Like its predecessor, *Modern American Profiles*, this reader contains profiles of ten personalities that have made contributions to American culture. Designed for intermediate to advanced students, each unit is independent and contains a supplemental reading, varied exercises, and a section giving the viewpoints of others on the subject.

## Working World:

### Language and Culture of the Job Market

Maria Maniscalco Baskin and  
Lois Wasserman Morton  
Created specifically for nonnative college or adult education students who are preparing to enter, are already in, or are seeking advancement in the American job market.



For further information contact:

Harcourt Brace Jovanovich Japan  
Hokoku Building 3-11-13 Idabashi Chiyoda-ku  
Tokyo 102 Japan



(cont'd from page 46)

instruction in the Pacific Rim. Among the six plenary speakers expected are TESOL President Joan Morley and Robert Kaplan, who is to speak on language policy in the Pacific Rim.

A particularly exciting aspect of this conference, one which will make it unique among ESL conferences to date, will be its use of computer networking. Running concurrently at the conference site will be the first ever on-line computer conference of English language instructors, program administrators, software developers, teacher trainers, researchers and students. Over 50 user groups, in addition to many individuals, are expected to participate. On-line events will involve conference participants as well as various experts not attending. Included will be discussions with speakers, informal discussions, software demonstrations, and daily summaries of conference activities.

For further information write to: P.O. Box 82344, Burnaby, B.C., Canada V5C 5P8; tel. (604) 294-TEAL, or Laura Tamori, Nishi-Maiko Mansion 301, 6-1 Nishi-Maiko, Tarumi-ku, Kobe; tel. 078-781-9089.

## TEMPLE UNIVERSITY JAPAN M.Ed. in TESOL: Spring '87 Courses

### Tokyo

Sec. Eng. Ed. 623, Section 801: Applied Linguistics for English Teachers (3 credit hrs.), Dr. James Patrie, 1:00-4:00, Jan. 12-April 20 (Mondays)

# Meetings

*Please send all announcements for this column to Jack Yohay; 1-1 11 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612. The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.*

### FUKUOKA

- (1) **Co-sponsored by the Fukuoka Prefectural Board of Education**
- Topic: Reform of Language Teaching in Japan's Public High Schools
- Speakers: Ken Tamai, Shinobu Maeda  
Kobe Municipal Fukiai Senior H.S.
- Date: Sunday, December 7th
- Time: 2-5 p.m.
- Place: Fukuoka Tenjin Center Bldg., 14F.  
(Iwataya Community College)
- Fee: Members, free; non-members, ¥1,000

Sec. Eng. Ed. 653: Methods and Materials for TESOL, Part II (3 credit hours.), Dr. Gladys Valcourt, 6:00-9:00, Jan. 20-April 21 (Tuesdays)

Bilingual Sec. Ed. 420/Sec. Eng. Ed. 651: Teaching Reading to Limited English Speakers (3 credit hrs.), Dr. Gladys Valcourt, 6:00-9:00, Jan. 21-April 22 (Wednesdays)

Sec. Eng. Ed. 623, Section 803: Applied Linguistics for English Teachers (3 credit hrs.), Dr. James Patrie, 6:00-9:00, Jan. 22-April 23 (Thursdays)

### Osaka

Sec. Eng. Ed. 653: Methods and Materials for TESOL, Part II (3 credit hrs.), Staff 6:00-9:00, Jan. 22-April 23 (Thursdays)

Sec. Eng. Ed. 623: Applied Linguistics for English Teachers (3 credit hrs.), Dr. James Patrie, 6:00-9:00, Jan. 16-April 24 (Fridays)

Ed. Psych. 53 1: Learning Theories and Education [Psychology of Language] (3 credit hrs.), Dr. Stephanie Tomiyasu, 3:00-6:00, Jan. 17-April 25 (Saturdays).

For information: Michael DeGrande, Associate Dean, Mitake Bldg., 1-1 5-9 Shibuya, Shibuya-ku, Tokyo 150; tel. 034864141.

## AMATEUR RADIO

Licensed "ham" radio operators, any nationality, are requested to contact JALT member Ms. Kumino Tamura. Her "call-in" is JI6KIF. See "Positions" for address, telephone info.

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Info: Madeline Ura-neck, 0940-32-3 111 (W),  
0940-33-6923 (H)  
Richard Dusek, 0948-22-5655 (W)

Kobe has put itself on the map with its initiation of an ambitious and inspiring system-wide program to improve high school English teaching. The program is trying to resolve the conflict many English teachers feel: should I teach English to prepare students for college entrance exams, or should I teach "useful" English, for communication in an international world? The Kobe program maintains one can do both. A video will show the program, now in its second year, in action. Discussion to follow, with a panel of Fukuoka educators and teachers from abroad! Audience participation welcome, in English or Japanese.

- (2) **7th Annual Kyushu English Language Book Fair**

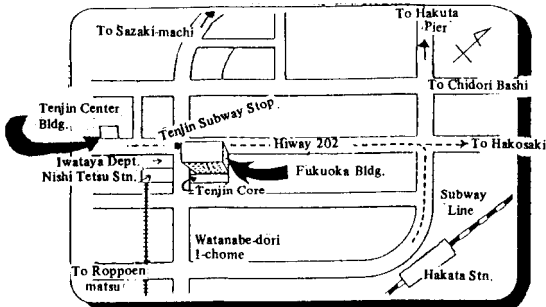
Date: Sunday, January 18th

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Time: 10 a.m.-5 p.m.  
 Place: Fukuoka Bldg., next to Tenjin Core,  
 Tenjin  
 Fee: Free to all  
 Info: as above

Publishers from all over Japan will convene with samples of the latest in textbooks, videos, listening tapes, flashcards and help for teachers! We've packed the day full of presentations to stuff your teacher's pouch with fresh new classroom ideas to start the new year.



## IBARAKI

Topic: Teaching Spoken English to Japanese Middle and High School Students  
 Speaker: Leo Perkins  
 Date: Sunday, December 14th  
 Time: 2-4 p.m.  
 Place: Ibaraki Christian College (near JNR Joban Line Omika Station)  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: Jim Batten, 0294-53-7665

Mr. Perkins, M.Sc. IE, D.H.L., is author of the **Comet** texts and English Language Consultant to the Ministry of Education. He has taught English in Japan for over 26 years.

## HIROSHIMA

Topic: Anthropology for Language Teachers  
 Speaker: Sonia Eagle  
 Date: Sunday, December 14th  
 Time: 11 a.m.-1:30 p.m. (Presentation)  
 2 p.m.-4 p.m. (Party)  
 Place: Hiroshima International School (old location in Ushita Naka)  
 Fee: Members, ¥500; non-members, ¥1,000  
 Party: members, ¥1,500; non-members, ¥2,000  
 Info: Martin Millar, 082-227-2389  
 Taeko Kondo, 082-228-2269

Dr. Eagle's presentation was greatly enjoyed when given at JALT '85. After a brief introduction to the theory of anthropology, she will demonstrate the relevance and usefulness of the subject for practising language teachers.

Dr. Eagle, an expert in the related fields of anthropology (Ph.D., Purdue Univ.) and applied linguistics (M.A., USC), is currently teaching at Kanda Gaigo Gakuin, in Chiba.

Following the presentation, there will be a short administrative session. Chapter officers will give a brief report and then members will vote to approve the slate for JALT Hiroshima ExComm for 1987.

This will be followed by the customary Bonenkai, with lots of good things to eat and drink as well as opportunities to talk in a lively social atmosphere.

## KOBE

Topic: Conference Reports and Business Meeting; Bonenkai  
 Speakers: Members who attended JALT '86  
 Date: Sunday, December 14th  
 Time: 1:30-4 p.m.; Bonenkai 4:30--?  
 Place: St. Michael's International School  
 Fee: Meeting, free to all  
 Bonenkai, approx. ¥4,000  
 Info: Jan Visscher, 078-453-6065

## MATSUYAMA

Topic: Reports from JALT '86  
 Speakers: Those who attended the conference  
 Date: Sunday, December 7th  
 Time: 2-4:30 p.m.  
 Place: Nichibeï Bunka Center, 0899-43-2025  
 Fee: Free to all  
 Info: Marin Burch, 0899-31-8686  
 Kyoko Izumi, 0899-77-3718

Since this will be our last meeting of the year, we will also have a business meeting in order to elect new officers. There will be a year-end party at the end, so please come!

## NAGASAKI

Topic: 1) Reports from the TESOL Summer Workshop in Hawaii  
 2) Reports from JALT '86  
 3) Bonenkai (Year-torgetting party)  
 Speakers: 1) Chizuko Suzuki and Pamela Woelfel (Junshin Women's Junior College)  
 2) Participants from our chapter who attended the conference  
 Date: Sunday, December 7th  
 Time: 1) & 2) 4 p.m.; 3) 5:30 p.m.  
 Place: 1) & 2) Rm. 64, Faculty of Education, Nagasaki University  
 3) O.K. Grill, Ohashi-machi, 0958-45-2804

Fee: 1) & 2) Free; 3) ¥3,000  
 Info: Yoko Morimoto, 0958-22-4107, ext. 362 (W)  
 Sarah Lindsay, 0958-44-1682 (W)

## NAGOYA

### **Presentation/Business Meeting/Bonenkai**

Topic: Translation  
 Speaker: Gerry Toff  
 Date: Sunday, December 14th  
 Time: 1:30-5 p.m.; Bonenkai 5:30-?  
 Place: Mikokoro Centre, Naka-ku  
 Fee: Members, free; non-members, ¥1,000  
 Info: Kazutaka (Kay) Ogino, 05363-2-1600  
 Lesley Geekie, 05617-3-5384

The use and misuse of translation is something we hear a lot about in the Japanese ELT context, but it is a topic which our chapter, at least, has not discussed for a number of years. Gerry Toff, who came to Japan many years ago as a student of Japanese and now teaches at Nagoya Institute of Technology, will speak briefly on the pros and cons of using translation in teaching -, how best to use it, how not to use it, causes of mistakes and how to avoid them, etc. He will also discuss translation as an art in itself.

The business meeting will be to elect local officers and to give members a chance to discuss proposals arising from the National Executive Committee meetings. These are (1) that JALT as an organisation draw up a set of professional standards and (2) that JALT sponsor national Special Interest Groups (SIGs). Members are welcome to bring up any other issues they wish to discuss.

Then comes the Bonenkai, at the Hatsu Restaurant, next to Mikokoro Centre. Cost: ¥3,500-4,000. Please make **reservations** (essential) by Nov. 30 with Scott Petersen or his wife, 052-834-1047, or Lesley Geekie, 05617-3-5384.

## OSAKA

Topics: My Share: Magic, Real Life & Other Illusions; Year-end Party  
 Speakers: A number of members  
 Date: Sunday, December 14th  
 Time: 1-4:30 p.m.  
 Place: Umeda Gakuen (St. Paul's Church), 2-30 Chaya-machi, Kita-ku  
 Fee: Members, free; non-members, ¥1,000  
 Info: Ed Lastiri, 0722-92-7320

## OSAKA SIG

### **Colleges and Universities**

Info: Isao Uemichi, 06-388-2083

## **Teaching English to Children**

Info: N. Katsurahara. 07363-2-4573

## OKINAWA

Topic: '86 Convention Report  
 Speakers: Hoshin Nakamura, Fumiko Nishihira, Tatsuo Taira  
 Date: Sunday, December 14th  
 Time: 2-~4 p.m.  
 Place: Ginowan Seminar House  
 Fee: Members, free; non-members, ¥500  
 Info: Fumiko Nishihira. 09889-3-2809

## SAPPORO

Topic: 1987 Election of officers and reports of the JALT '86 Conference  
 Date: Sunday, December 14th  
 Time: 1:30-3:30 p.m.  
 Place: Kyoiku Bunkai Kaikan, Odori West 14th  
 Fee: Members, free; non-members, ¥500  
 Info: T. Christensen, 01 1-737-7409  
 Yonesaka, 011-643-1595

## TAKAMATSU

Topic: Caring and Sharing  
 Date: Sunday, December 2 1st  
 Time: 2-4:30 p.m.  
 Place: Takamatsu Shimin Bunka Center  
 Fee: Members, free; non-members, ¥500  
 Info: P. Manning, 0878-45-1782

First, we will have a business meeting with election of new officers. Next will come a time for members to share their little "hints" - games, songs, and other ideas for teaching and learning English. Then we will have a Christmas tea party to end the year together.

## TOKUSHIMA

題 名: フォニックス実践指導  
 発表者: 東 訓子  
 日 時: 12月7日(日) 1:30~4:30 p.m.  
 場 所: 徳島文理大学 14号館2階22番教室  
 問い合わせ: 東 訓子 (0886)25-5313 (昼)  
 奥村 栄子 (0886)23-5625 (夜)  
 会 費: 会員-無料、非会員-¥1,000

(発表要旨) フォニックス(文字と音声の規則)は、英語の75%において、規則正しく存在しています。言い換えると、フォニックスをマスターすれば、75%は読み書きができること  
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とになります。

(発表者略歴) 松香フォニックス研究所の松香洋子先生に師事し、フォニックスを習得。現在、アンビックス英会話スクール教務課において、教師養成及び教科書制作にあたっている。

## TOKYO

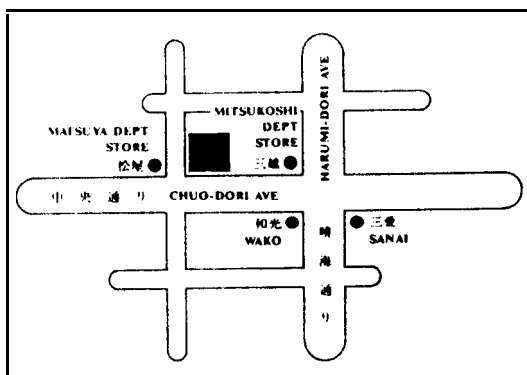
### Special Lecture Sponsored by The British Council, JALT, and JACET

Topic: Discourse Intonation  
Speaker: David Brazil  
Date: Monday, December 1st  
Time: 2-5 p.m.  
Place: The British Council, 2 Kagurazaka 1-chome, Shinjuku-ku, Tokyo 162  
Fee: ¥3,000 (includes reception)  
Info: Ms. Asano, 03-235-8024

### Kanto Area Year-End Party

Date: Sunday, December 14th  
Time: 12 noon-4 p.m.  
Place: Movenpick Restaurant, Ginza Sanwa Bldg. B2, 4-6-1 Ginza (see map); tel. 03-561-0351  
Fee: Members, ¥1,500; non-members, ¥3,000  
Info: Prof. Oshima, 03-416-8477  
Tom Dow, 03455-7840

The Tokyo chapter is sponsoring a brunch for all Kanto-area JALT members. This is an ideal opportunity for JALT members throughout the area to get to know one another. The cost to members is being partially subsidized by the Tokyo chapter.



## YOKOHAMA

Members are invited to participate in the **Kanto Area Year-End Party**, Dec. 14th. See the Tokyo announcement above for details.

# Positions

*Please send Positions notices to the Announcements Editor (address on page 3), to be received by the first of the month preceding publication. Age sex, religion or other forms of non-job-related specifications are not encouraged.*

**(HIROSHIMA)** Native speaker of English aged up to 40 with a Ph.D. degree in applied linguistics or in linguistics to teach English and applied linguistics. Please send no later than Dec. 20: (a) curriculum vitae with a half-length or passport-size photograph; (b) a list of publications; (c) copies of publications; and (d) two or three letters of recommendation, to: Prof. Tetsuhiko Okamoto, Dean of the Faculty of Integrated Arts & Sciences, Hiroshima University, Hiroshima-shi 730. The successful candidate will start to teach on April 1, 1987 under a three-year contract, which he or she can renew at the end of each three-year term, if this is agreed upon by both sides.

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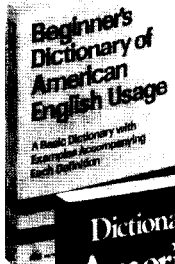
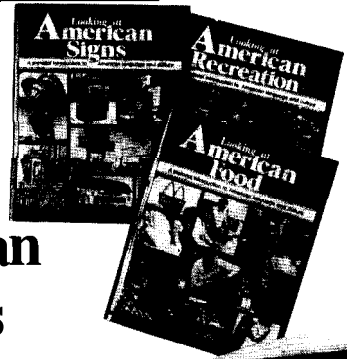
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(cont'd on page 55)



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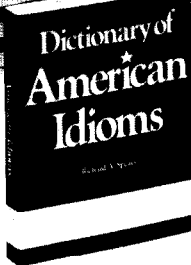
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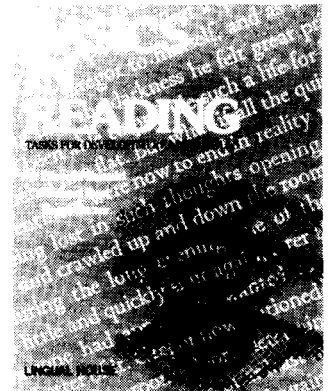
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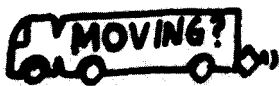
(cont'd from page 52)

few more hours in another branch of Nanzan for additional pay) plus assisting students in their preparation for speech contests and other extra-curricular activities. Duty hours are the same as for Japanese high school teachers. The school does not provide housing, but offers a housing and transportation allowance. Send curriculum vitae with photo to the Principal, Father Johann Schubert, SVD House, 11-15 Nanzan-cho, Showa-ku, Nagoya 466; tel. 052-831-2348 (8-10 p.m.). Graduation certificates and college records will be requested later. Letters of recommendation are appreciated.

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teaching philosophy and methods to Barbara Fujiwara, Seifu Gakuen SHS, Ishigatsuji-cho 12-16, Tennoji-ku, Osaka 543. For information, call 0742-33-1562 (evenings).

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**Publications** - JALT publishes **The Language Teacher**, a monthly magazine of articles and announcements on professional concerns, and the semi-annual **JALT Journal**. Members enjoy substantial discounts on **Cross Currents** (Language Institute of Japan) and **English Today** (Cambridge University Press). Members who join IATEFL through JALT can receive **English Language Teaching Journal**, **Practical English Teacher**, **Modern English Teacher**, and the **EFL Gazette** at considerably lower rates.

**Meetings and Conferences** - The **JALT International Conference on Language Teaching/Learning** attracts some 1500 participants annually. The program consists of over 200 papers, workshops and colloquia, a publishers' exhibition of some 1000 m<sup>2</sup>, an employment center, and social events. **Local chapter meetings** are held on a monthly or bimonthly basis in each JALT chapter. JALT also sponsors special events annually, such as the Summer Institute for secondary school teachers, and regular In-Company Language Training Seminars.

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**Membership - Regular Membership** (¥6,000) includes membership in the nearest chapter. **Joint Memberships** (¥0,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥3,600/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. **Associate Memberships** (¥50,000) are available to organizations which wish to demonstrate their support of JALT's goals, display their materials at JALT meetings, take advantage of the mailing list, or advertise in JALT publications at reduced rates. Application can be made at any JALT meeting, by using the postal money transfer form (*yubin furikae*) found in every issue of **The Language Teacher**, or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) to the Central Office.

**Central Office:** Kyoto English Center, Sumitomo Seimei Bldg., 8F., Shijo Karasuma Nishi-im, Shimogyo-ku, Kyoto 600; tel. (075) 221-2376. Furikae Account: Kyoto S-15892. Name: "JALT"

## JALT —全国語学教育学会について

JALTは、語学教育のために、最新の言語理論に基づき、より良い教授法を学ぶ機会を提供し、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、日本全国に約3,000名の会員を持ち、英語教師協会 (TESOL) の加盟団体、及び国際英語教師協会 (IATEFL) の日本支部として、国際的にも活躍しています。

**出版物:**上記の英文記事を参照。JALT 会員、或は IATEFL 会員には、割引きの特典がある出版物もあります。

**大会及び例会:**年次国際大会、夏期セミナー、企業内語学セミナー、各支部の例会等があります。

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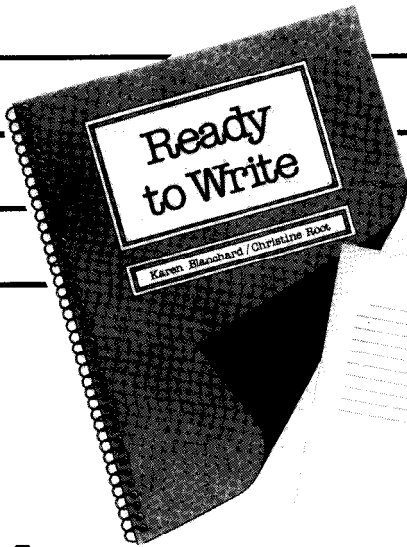
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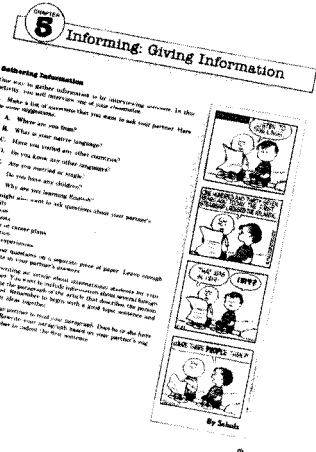
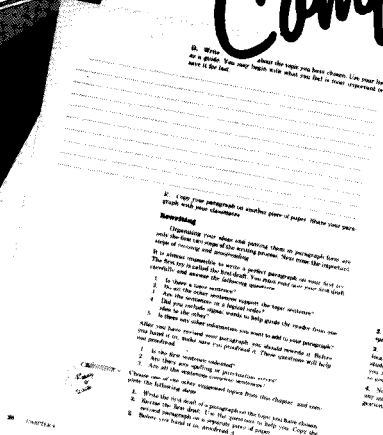


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