

# THE Language Teacher

全国語学教育学会

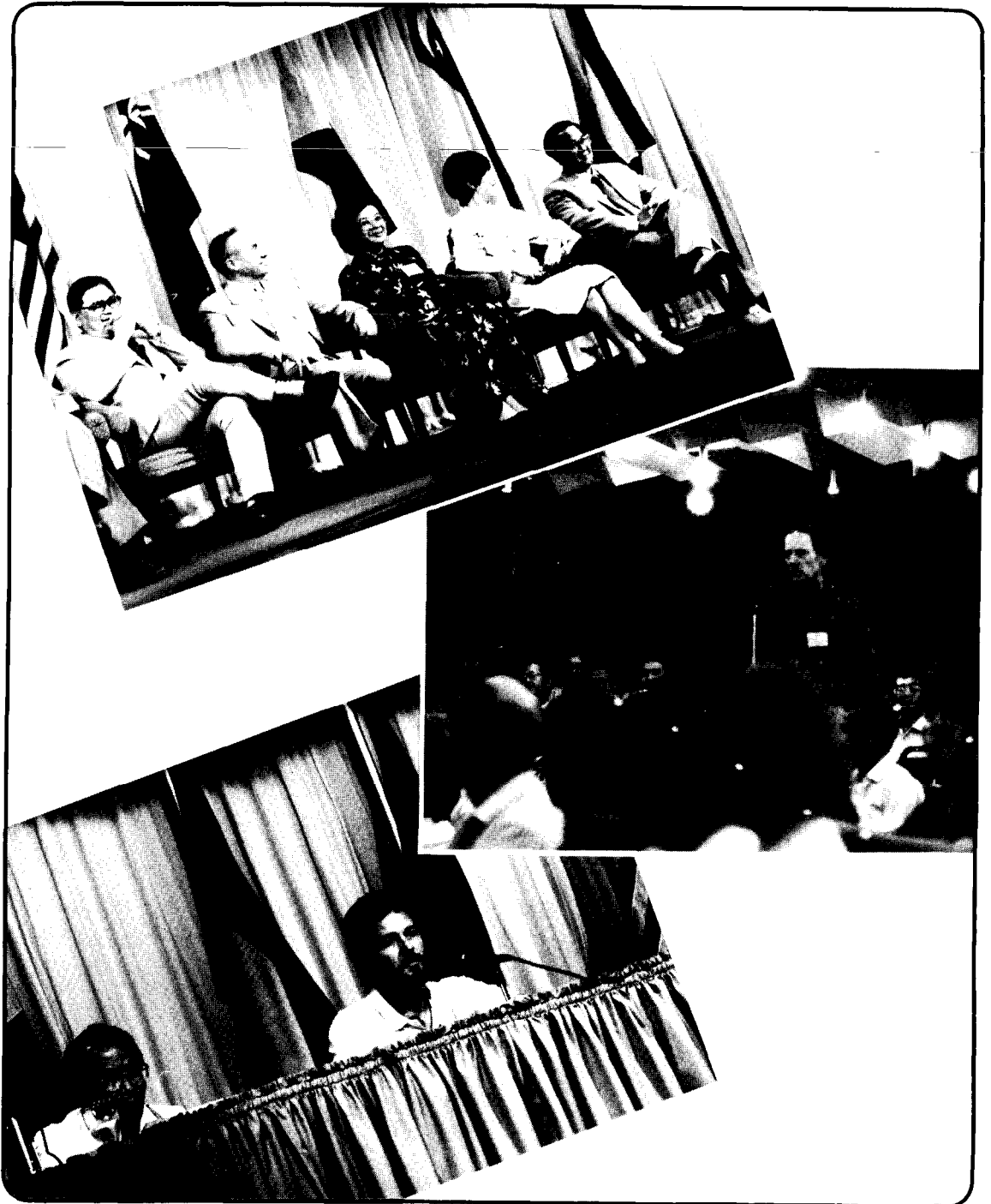
VOL. X, NO. 8

JULY 1986

Formerly the JALT Newsletter

THE JAPAN  
ASSOCIATION OF **JALT**  
LANGUAGE TEACHERS ¥350

昭和五十四年四月二十一日第三種郵便物認可  
第十卷 第八号 昭和六十年七月一日発行(毎月一日発行)



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The Visitron video features a model business presentation. This is shown first as a complete dramatic sequence, then divided into fourteen units which focus on specific language items displayed on the screen. The video helps students to master **all** the language skills they need to give a business presentation in English.

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- a preview section
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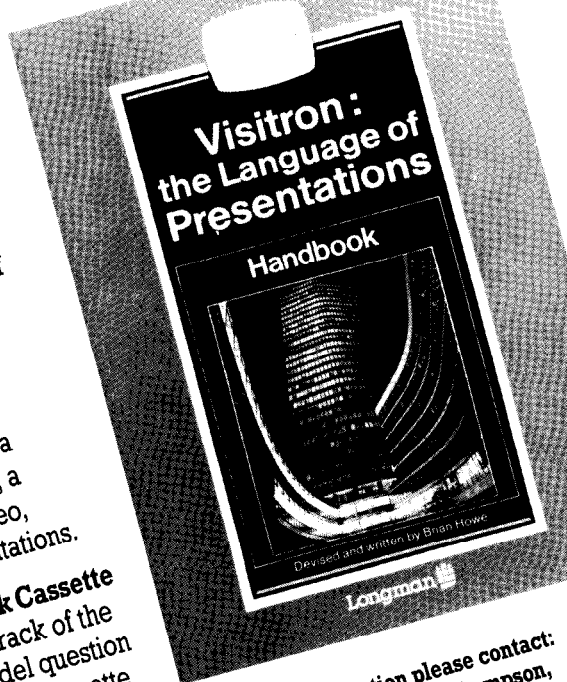
**NEW** The **Visitron Soundtrack Cassette** contains the full soundtrack of the presentation and a model question and answer session. This cassette may be used during the course, or by the student listening at home or in the car.

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Devised and written by Brian Howe

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## 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 22 JALT chapters: Sapporo, Sendai, Yamagata, Ibaraki, Omiya, Chiba, Tokyo, Yokohama, Shizuoka, Hamamatsu, Nagoya, Kyoto, Osaka, Kobe, Okayama, Hiroshima, Tokushima, Takamatsu, Matsuyama, Fukuoka, Nagasaki, and Okinawa.

*The Language Teacher* is the monthly publication of JALT. The editors are interested in articles of not more than 1,200 words concerned with all aspects of foreign language teaching and learning. Articles may be in English or Japanese. The editors also seek book reviews of not more than 1,000 words. Employer-placed positions announcements are printed free of charge; position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed.

All announcements or contributions to *The Language Teacher* must be received by the first of the month preceding publication. All copy must be typed, double-spaced on A4-size paper, edited in pencil and sent to the appropriate editor.

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## PERSONAL AWARENESS ACTIVITIES FOR TEACHING GRAMMAR

By Mario Rinvoluceri,  
Pilgrims Language Centre, Canterbury



Mario Rinvoluceri was educated at Queen's College, Oxfrbd. After working as a journalist, he started teaching EFL in Greece. He has also taught in Chile and worked with students of many nationalities, including Japanese, in Britain. Since 1976 Rinvoluceri has been a teacher, teacher trainer, administrator, and editor for Pilgrims English Language Courses in Canterbury, U.K., and for the past eight years has led a team that has trained teachers all over the world. TESL/TEFL conferences in Mexico, Greece, Italy, Canada, and Spain have had him as plenary speaker. His publications include Grammar Games and numerous articles on teaching techniques. He has also co-authored a number of teacher reference books, including Vocabulary, Once Upon a Time, Grammar in Action and Challenge to Think.

**This article originally appeared in the Finnish publication Tempus. It is reprinted here by permission of the author.**

Perhaps the best lead-in to describing awareness activities for teaching grammar is for me to situate this exercise type in contrast to other sorts of grammar exercises. From this typology I will exclude Skinnerian drills and grammar work that disregards meaning. For a language teacher to disregard meaning is as absurd as for a hydrologist to feign unawareness of water.

### Silent Way Exercises

In this frame the learner is invited to consciously and cognitively hypothesise the way the target grammar works. The exercises invite the learner to proceed by trial and error, testing her grammatical intuitions and schemata. The

teacher's job is to stand back and act purely as a feedback system, maintaining as much neutrality as a human being can, which is not much. Examples of these exercises will be found in Gattegno's **The Common Sense of Teaching and Learning Foreign Languages** (Educational Solutions, 1976), in Morgan's **Once Upon a Time** (Cambridge University Press, 1983), and in Rinvoluceri's **Grammar Games** (Cambridge University Press, 1985).

### Problem-Solving Drills

In these exercises a problem is proposed to the learner and she has to find as many solutions as possible. The solutions, however, are cast in a teacher-controlled, pre-determined language form. The students control the idea content, while the teacher controls the language forms used.

Perhaps at this point you might like to stop reading and do an exercise? Please complete this sentence as many times as you can, putting different ideas into each completion:

"If clouds were tethered to the earth by the ropes, . . ."

Please write or think at least ten-sentence completions.

If you were working in a group, rather than reading this article alone, you would now compare your cloud ideas with those of a couple of your neighbours.

In doing this exercises you were free to express whatever sexual, political, economic, climatological or humorous ideas you wished, yet I controlled the grammar that you were practising. (I learnt this particular problem-solving drill from Jean Cureau, one of France's master teachers.) More examples of this category of grammar exercise are to be found in Frank's **Challenge to Think** (Oxford University Press, 1982).

### Insistence Exercises

This is a curious and ingenious category in which one person asks the same question over and over again and the other person has to find a new answer each time, e.g.:

A: What is a town?  
B: A place where people live.

B: What is a town?  
B: A grouping of villages, a kind of big village.

A: What is a town?  
B: A place I live.

A: What is a town?

B: A small city.

A: What is a town?

B: Many streets and houses.

A: What is a town?

B: A really noisy place.

A: What is a town?

B: A meeting of roads.

etc., until B's ingenuity runs out.

In this sort of work person A gets a lot of practice with getting her mouth round the question form while B is involved in creativity work. Very useful in multi-level classes ~ A has to do careful listening to grasp what B has said, assuming A is a weak student and B a strong one.

### Personal Awareness Activities

This is the person-centred end of the typology I am proposing and involves the learner in finding out more about herself and her classmates. In the course of doing this she practises a given grammar form or forms. To some people these exercises seem intrusive and an invasion of privacy; to others they seem a way of tapping the life energy of the student and harnessing it to help the person learn the target grammar. In my own teaching I am convinced that I have an obligation to invite students to work at an intermediate level of emotional depth if they are to learn the target language 'affectively efficiently.' Unless the learner makes some emotional investment in the life of the learning group, all the language practice she is involved in will remain emotionally superficial. If what is said in class is affectively superficial, the learner's mind naturally apprehends the target language as a vehicle for the conveyance of superficial meanings, and in itself trivial. I remember my children learning French with the Longman Course in the U.K. All their French was about the family in the textbook, a completely cardboard-and-fleshless set of cut-outs. They naturally enough found the French used to talk about nothing itself a nothingness.

Let me suggest an example of an awareness exercise:

1. Give each student a copy of the sentences and ask them to complete them using spatial prepositions, without talking to their neighbours.
2. Put the students in threes and ask them to read out their completed sentences to their partners, taking time to explain and give any background information that may be needed.
  - (1) When I go into an empty restaurant, I usually sit \_\_\_\_\_

- (ii) In a cinema I like to sit \_\_\_\_\_ because \_\_\_\_\_
- (iii) On a bus I tend to sit \_\_\_\_\_
- (iv) On a train I prefer to find a seat \_\_\_\_\_
- (v) When I am with my family at mealtimes I sit \_\_\_\_\_ my \_\_\_\_\_
- (vi) My favourite place in the living room is \_\_\_\_\_
- (vii) When I look out of my bedroom window I see \_\_\_\_\_ and \_\_\_\_\_
- (viii) I prefer to sleep with my head towards \_\_\_\_\_
- (ix) It takes me \_\_\_\_\_ to get \_\_\_\_\_ my home. \_\_\_\_\_ my school/workplace.
- (x) When I first went to primary school, I sat \_\_\_\_\_ the maths teacher.
- (xii) When I was a small child, my favourite place in the living room was \_\_\_\_\_

In the exercise above the student uses a range of spatial prepositions and at the same time finds out something about her own use of space and her neighbours' feelings on this topic.

Awareness activities are powerful instruments and have to be used with discretion. In a sense they lead the teacher into a whole new area of human communication for which most have not been trained. Maybe a new training is posited in which less time is spent working on worthy subsections of linguistics and more on the person of the future teacher. The one thing that the teacher will have with her through her whole career is her own personality, whatever the changing winds of methodology and linguistics. Is there then perhaps a case for study of **communication** and active involvement at a personal level in **therapy** on teacher training courses? My own personal answer, and that of a handful of trainers round the world, is definitely yes.

Should you wish to have a look at further awareness activities for teaching grammar, these titles may be of use: Moskowitz's **Caring and Sharing in the Foreign Language Classroom**, Newbury House, 1978; and Frank's **Grammar in Action**, Pergamon and Hueber, 1983.

Mario Rinvolucri will be coming to Japan during the first part of August to be the main speaker at the JALT Summer Institute in Matsuyama. He will also be giving a number of talks at local JALT chapters. For more information on the Summer Institute, see page 14, or call Ruth Vergin at 0899-25-0374 (home) or Steve Brown at 03-238-0531 (work). For information on local chapter presentations, look for announcements in the August issue of **The Language Teacher**, or contact your local chapter.

## TEXTBOOK WRITING: WHAT TO SUBMIT AND HOW

By Kenji Kitao and S. Kathleen Kitao

As JALT has grown, many members have also grown and become capable teachers. Some members have been engaged in materials development and have published, or are ready to publish, textbooks. However, getting published is not very easy. We have had to go through complicated procedures to publish *An American Sampler*, *American Patterns*, and others. We have also helped other people publish textbooks. If you have some knowledge about publication, it is much easier and smoother. Since we were able to obtain information from Mr. David Lee, Prentice-Hall representative in Michigan, we would like to share it.

Prentice-Hall requires four items to make a publishing decision on a manuscript: 1) a prospectus describing the author's intentions, 2) a detailed outline of the book's contents, 3) three to four sample chapters which accurately reflect the book's tone and level, and 4) the author's vitae. After review of this information, Prentice-Hall will either decide whether or not to publish the work, or will suggest revision of the material, hoping to see a revised manuscript at a later date.

The prospectus should include the following:

1. **Brief description:** In one or two paragraphs, describe the work and its rationale, approach and pedagogy.
2. **Outstanding features:** List briefly what you consider to be the outstanding, distinctive or unique features of the work.
3. **Competition:** Consider the existing texts in this field and discuss their strengths and weaknesses individually and specifically. This material is written for reviewers and not for publication, so please be as frank as possible. You should describe how your book will be similar to, as well as different from, the competition in style, topical coverage, and depth. If similar books are now available, you should explain why you choose to write another book in this area. Please mention all pertinent titles, even if they compete with only a part of your book.
4. **Apparatus:**
  - a. Will the book include examples, cases, questions, problems, glossary, bibliography, references, appendices, etc.?
  - b. Do you plan to provide supplementary

material (teacher's manual, study guide, solutions, answers, workbook, laboratory manual or other material) to accompany the text?

5. **Level :**
  - a. For whom is the book intended (the lay public, professionals, students, etc.)?
  - b. At what level?
  - c. Is it primarily descriptive or quantitative, elementary or rigorous, etc.?
  - d. Prerequisites, if any.
6. **Market Considerations:** What type of person will buy the book, and why? What new information will the book give them to justify its cost? What is your estimate of the total market for the book? If you are aware of professional organizations or mailing lists which would be useful in promoting the book, please mention them.
7. **Status of the book:**
  - a. What portion of material is now complete?
  - b. When do you expect to have a complete manuscript?
  - c. How long a book do you plan (in double-spaced, typed pages or in printed form)?
  - d. How many and what type of figures (e.g. drawings, half-tones, charts, etc.) do you plan?
  - e. How much copyrighted material (art and narrative) will you use and can you estimate the cost?
8. **Reviewers:** Prentice-Hall may use reviewers of their own choice, but will also try to include those whose opinion you feel will be valuable. Can you suggest any reviewers? If the book has several distinct markets, try to recommend at least one reviewer from each. Naturally, Prentice-Hall does not reveal the names of reviewers without their permission. If you desire, they will submit the material to the reviewers anonymously.

The outline should be complete and detailed. Explanatory notes should be included as necessary. This enables the reviewers to understand the structure of the manuscript.

Sample chapters should be in sufficiently good condition to allow a valid assessment of your capability, but they need not be in final form. You should include rough sketches of all necessary figures. Approximately one-fourth of the work should be submitted, but the chapters need not be in sequence. It is advisable to submit any chapter that is particularly innovative. The material submitted should reflect your writing style and pedagogy in the best possible light.

You should also include your vitae. It should include information about your education, previous publications and professional experience.

With this material in hand, Prentice-Hall can make a prompt and valid decision on your proposal. It allows both you and they to be certain of the type of book contracted.

Mr. Lee specifically suggested that you submit your manuscript to your local agent. He said that is the fastest and most secure way to reach the

right person to handle your manuscript. He also suggested that each publisher has different preferences, and instead of waiting from one publisher to evaluate your manuscript, you should submit it to several publishers. It takes from six weeks to six months before you get the results. If you live in Japan, we suggest that you submit your manuscript before summer. If you do that, you may have a chance to discuss your manuscript with an editor at the JALT conference face-to-face, which helps in reaching a final agreement.

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**PATTERNS OF  
CLASSROOM INTERACTION:  
THEME OF RELC SEMINAR**

**By David A. Hough**

The annual Regional Language Centre (RELC) Seminar on language teaching sponsored by the Southeast Asian Ministers of Education Organization (SAMEO), was held in Singapore, April 21-25. This year's seminar focused on patterns of classroom interaction in Southeast Asia and attracted nearly 500 educators from around the world, seven of them from Japan.

In outlining the aims of the seminar, a conference spokesperson explained that "valuable theoretical insights have been gained into patterns of discourse, the structuring of conversation, strategies of learning and communication, caretaker language and interlanguage, together with the sociocultural factors that underlie most of these phenomena." By applying these insights to studies of teacher-pupil and pupil-pupil interaction in Southeast Asia, he said, it should be possible "to make recommendations for the improvement of classroom organization and teaching, teacher training and teacher evaluation, and curriculum development."

Based on these objectives, the five-day event featured more than 60 workshops, papers,

demonstrations and panel discussion on topics ranging from discourse and error analysis to sociolinguistics, pragmatics, ethnomethodology, language acquisition research and cross-cultural aspects of classroom interaction.

Overseas speakers included R.L. Allwright, Dr. Ellen Bialystok, Prof. Courtney Cazden, Dr. Craig Chauldron, Dr. R.M. Coulthard, Dr. Michael Long, Prof. Gerhard Nickel and Prof. John Sinclair.

Two JALT members also gave presentations at RELC. Keiko Abe, national membership chairperson, conducted a workshop on interacting with children in an EFL environment, and Michael Redfield of Nanzan Women's College spoke on maximizing acquisition in the classroom.

In addition to the professional focus of the conference, the RELC Seminar allowed participants from Southeast Asia to meet and share ideas with colleagues from outside of the region. This included the first-ever JALT representation at a major language teaching conference in Southeast Asia.

Next year's RELC Seminar is scheduled for April 13-17, 1987, and will concentrate on language and human resource development.

**SPECIAL ISSUES OF  
THE LANGUAGE TEACHER  
for 1986**

- September - Songs and Music in Foreign Language Teaching - Dale Griffiee
- October - Conference issue
- November - More on the Conference
- December - Large Classes - Marc Helgesen

*Please contact the Editor if you would be interested in guest-editing an issue of The Language Teacher on a specific topic.*

**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!**

## NEW IDEAS IN TEACHING ENGLISH

—第11回 MITESOL 春期大会に参加して—  
(A Report on the 11 th MITESOL Spring  
Conference)

Michigan State University  
島谷 浩・北尾謙治  
Simatani, Hiroshi Kitao, Kenji

去る4月26日当大学で English Language Center 所長 James C. Stalker 博士を大会委員長として第11回 Michigan TESOL 春期大会が開催された。規模は小さいながらも数々のユニークなアイデアや研究成果が発表された。

基調講演は“Reshaping ESL Students' Perceptions of Writing”の演題で、University of New Orleans の Linda Blaton 氏により行われた。外国人学生用初級英作文のクラスに自由英作文を取り入れた実践報告であった。毎日授業の最初に5分間自由に好きなことを先生を含めて全員が書く。これは添削されることもなく、本人以外の目にも触れない。始めは戸惑いがあるが、日時が進むとともに、徐々に速く書けるようになる。1週間に1度先生宛てにクラスや英作文のことについて書き、提出させる。これも添削はされずに、コメントのみが記される。情緒面が重んじられ、英作文の色々な問題に関しての同情が丁寧に記される。このようにして、15週間自由英作文が普通行われない初級のクラスで、正確さよりも流暢に気楽に自己を表現する訓練が行われた。その結果、学習者は伸び伸びと自己の感情を豊かに表現出来るのみでなく、英語の表現も顕著に向上しているのには驚かされた。

元 JALT Journal の編集者で現在 MITESOL 副会長の Patrick Buckheister 氏は solicit について発表された。質問、要求、依頼等は語学のクラスで別個に教えられているが、意味的には近いもので、同時に扱うことが考えられる。学習者に何かをさせるのに、教授者は質問、要求、依頼等を利用するが、それ以外にもまず自分の情報を提供し、学習者に自発的に発表させる方法もよく用いる。それらの伝達方法としては言語的、パラ言語的、非言語的なものがあり、視覚、聴覚、それ以外の媒体を通じて行われる。これらを組み合わせると、一つのことをさせるのにも相当数の方法があることが分かる。とかく単調になりやすいクラスの作業も多少工夫すれば、随分と変化をもたせられる。

University of Michigan の Radecki と Swales 氏は英作文のフィードバックについての詳しい調査の報告をされた。これは、フィードバックの方法として、成績のみを知らせる、コメントを入れる、間違いの訂正をするといったものをあげ、英語のレベルにより学習者がどのような希望を持っているかを調べた調査報告で、意外と成績の優秀な者の中には、成績のみを希望するものが多く、コメントや間違いの訂正に反感を持っている者

も多い。英語で苦労している者は1,2語ではなく詳しいコメントを希望し、コメントをするのは教授者の義務であると考えている。大多数が間違いの訂正は教授者と学習者の両方がすべきであると返答している。多くの者は教授者のコメントや間違いの訂正に感謝して学習の参考としている。このことから教授者は必要最小限の間違いの訂正と学習を助ける肯定的な暖かいコメントをするのがよいことが分かる。

Ferris State College の Cunningham と Wheeler 氏の発表で読解に mapping を取り入れる教授技法は興味深かった。これは単に内容質問や要約等のみを行うのではなく、内容をよりよく理解させる技法で、1ページ程の文章を読み重要語をまず拾い出す。それらをカードに1枚ずつ書いて、そのカードをならべて全体像を理解させる。それをグループごとに討論させて、OHPを利用して各グループの成果を口頭発表させ、クラス討論をさせる。この技法によると、重要語彙が理解出来るのみでなく、その関連と全体像がより明確に把握できる。参加者も実際にさせられたが、なかなかうまく図示出来ない。意外と、部分は理解していても、全体を十分に把握していないことを悟り、このような技法も取り入れる必要性があることを痛感した。

University of Michigan の Stephen A. Guice 氏と Michigan State University の Jill Vincent 氏は、Krashen のモニター理論中のインプット説を支える“simplified input (SI)”と“silent period (SP)”への疑問を提示した。インプット仮説は幼児の第一言語習得 (CLA) 時にみられる簡略化されたインプット (character speech) 発話が自然に起こるまでの SP を主な根拠にしている。第二言語学習者へのインプットも同様に簡略化されており (teacher talk や foreigner talk)、また、第二言語習得 (SLA) 時にも、SP が一部で観察されていることを指摘することにより、Krashen は簡略化されたインプットと SP を認める教授法が SLA において重要であると主張している。

Guice と Vincent 両氏は CLA における SI と SP を支持する実際のデータに一貫性がないことを指摘した上で、SLA においては、一層、Krashen の仮説を支持する証拠が弱くなると主張した。つまり、Krashen 理論により、学習者に理解できるインプットを与え、自然に発話が起こるのを待つアプローチの意味と必要性が疑問視されているのである。両者の発表が多くの賛同を得たことから、Krashen の人気は少なくともミシガンでは崩壊しつつあるとの印象を得た。

Michigan State University の Janet A. Stroet-hoff 氏はコンファレンスアプローチ (CA) と言う興味深い英作文の教授法の実践例の発表をされた。CA では学習者の英作文に最小限の訂正が記されるのみで、主なフィードバックは文章の内容に関する質疑応答により学習者に与えられる。これはクラス外での個人的なコミュニケーションによるものと、クラス内でのコミュニケーションによるものがある。学習者は自分の英文に関する



質問に答えることにより、単なる語句や文法的なミスに気づくのみでなく、あいまいな表現をより明確にする必要性を知り、その書き方を学習する。

**Stroethoff** 氏はコンファレンス前に書かれた文章と後に書きなおされた文章を比較することにより、CAの効果を主張された。しかし、彼女の成功は、そのクラスが9名の小規模であることによるのも事実であり、大規模のクラスで果たしてCAが効果的に行えるかどうかは疑問で、何らかの改良が必要であろう。

**Michigan State University** の **Jan Bernsten** 氏は最近会話教材の主流になりつつある、自然な会話についての考察を発表された。テキストにおける会話は日常表現に重点をおいているが、まだまだ実際の会話の要素を十分に含んでいないと主張された。例えば、道順を尋ねられた人は地理に詳しく、流暢に答えるのが普通であるが、実際に集めた会話では、ほとんどが、考え考え、つまり、繰り返しながら答える。また、非文法的表現や語句の省略も多かった。**Chomsky** が言語を **competence** と **performance** に区別したように、実際の自然な会話は、変化に富み、完全ではなく、教科書英語がカバーしている範囲を超えたものである。彼女が挙げる一つの解決策は、生の英語に触れる機会を出来るだけ多く学習者に与えることである。例えば、実際の会話を録音したテープを機能(例えば、食事の注文の仕方)ごとに分類して、学習者に変化に富む生の英語を聞かせることなどは、よい方法であるとの提言であった。

**Eastern Michigan University** の大学院生の堀内満池子氏によるワードプロセッサを利用した読解訓練の実践報告は画期的であった。独自に開発した教材8課とコンピューターの特殊機能を応用して、学習者が独自に学習し、それを評価し、それに基づきさらに各自の必要な練習をするプログラムである。これを利用した結果は非常によく、学習者はコンピューターに興味を持ち、操作上の問題もほとんどなく、読解力の養成にも成果を挙げた。学習者の必要性やスケジュールにあわせて学習できるうえに、一度プログラムを作成すると教授者の必要時間がぐくわずかで、多大の成果が挙げるとの報告であった。

多くの先生方が日常英語教育で苦勞され、少しでもよりよい効果を挙げようと努力されていることを実感した。色々な工夫は随分と役立ちそうなものばかりであった。但し、研究を中心にした発表は、その研究方法に色々問題があり、学問としての **TESOL** がまだまだ遅れた分野であることも実感せざるを得なかった。よい研究方法が多くの英語教育者に習得され、今後よりよい研究がなされることを望む。

### NO CHAPTER IN YOUR AREA?

Why not organize one! Contact Keiko Abe, JALT Membership Chair, for complete details. Address: 1-12-11 Teraya, Tsurumiku, Yokohama 230.

# JALT News

## JALT NATIONAL AND LOCAL ELECTIONS FOR 1987

Once again that time of year has rolled around for starting the nomination and election process. Procedures for 1987 officer elections are outlined below:

### National Elections

National elections for the positions of Vice President, Recording Secretary, Programs Chairperson and Public Relations Chairperson for 1987-88 will be conducted as follows:

1) A postage-paid postcard for nominating candidates for both local and the above national offices is included with this issue of *The Language Teacher*. Please fill it in and mail it in time to the *JALT Office* by July 31. Joint and group members who receive only one card for two or more members may make photocopies and mail them in an envelope.

2) The *JALT Office*, acting for the Recording Secretary, will send each chapter a list of those nominated for national offices the following day.

3) The chapters, using these lists of nominees plus any suggestions received from their own membership, should submit a slate of no more than one nominee per position to the Recording Secretary by August 20. Any regular, joint, group or student member may be considered, regardless of chapter affiliation. The Recording Secretary (or the President) may be notified of these slates either by mail or by telephone.

4) The Recording Secretary will confirm the willingness of each nominee to run for office, then present the list of nominees to the Executive Committee at its meeting on August 30/31. The *JALT Executive Committee* will review the list of nominees, making adjustments and/or additions, but no deletions. The final list of nominees will be decided by October 1 in order to appear in the November issue of *The Language Teacher*.

5) The November issue of *The Language Teacher* will contain all relevant voting information plus a postage-paid postcard ballot. Information on how to submit secret ballots will also be provided.

6) All valid ballots received by November 20 will be tabulated by the Recording Secretary.  
(cont'd on next page)

(cont'd from previous page)

The results will be announced at the Annual Business Meeting held at the JALT '86 conference, and will be published in the January 1987 issue of *The Language Teacher*.

### Local Chapter Elections

Few specific points can be mentioned here, since election procedures vary from chapter to chapter. The nominating postcard mentioned above will contain space for nominating people for local offices, and the respective local nominees' names will be sent to the chapters in late September. Each chapter should supplement its list as necessary and desired, and inform its membership of its election procedures either through direct mail or via *The Language Teacher*.

Each chapter must complete its elections for 1987 officers by the end of 1986, and furnish a list of those elected to the JALT Executive Secretary by *January 1, 1987* in order that they may be published in the March 1987 issue of *The Language Teacher*.

## REPORT ON THE MAY 1986 JALT EXECUTIVE COMMITTEE MEETING

The JALT Executive Committee met in Tokyo on May 24 and 25, 1986. Attendees included all of the members of the National Executive Committee, the Publications Board Chair, Newsletter Editor, and representatives from 10 chapters (mostly from Nagoya north).

Although the agenda was not really "packed," the committee members found more than enough to keep themselves busy for a total of 10 hours of formal discussions plus uncounted informal discussions spread over the two days. Important topics and decisions were as follows:

A Toyohashi affiliate, under the leadership of Kazunori Nozawa, former National Program Chair, was recognized. As with all affiliates, this is merely a first step towards organization of a chapter in that city (between Hamamatsu and Nagoya, for those not familiar with the area).

The Committee realized that there is a great demand for child-care service of some kind during the national conferences; however, it was determined that JALT could not accept the responsibility – either moral or financial – that the establishment of such a center would involve. The plans for doing so for JALT '86 were thereby laid aside. I am sure that many members are thinking that not having such a service is prejudicial towards women and a hindrance to our goals of promoting language teaching and learning. There is a great deal of truth in that position, but no one has been able to devise a plan which

would insure that the members of the Executive Committee would not become personally responsible in case of injury or other disaster. Neither could any instances be located where other academic societies -- or even businesses -- in Japan accepted such a responsibility. Commercial child-care services were even considered, but these proved to be far too expensive.

Another item was the reformation of the Long-Range Planning Committee, this time assigned the specific task of helping the Executive Committee develop a set of policies for JALT vis-a-vis TESOL and other academic organizations, both inside and outside Japan.

Plans and budget for the Seventh In-Company Language Directors Program, to be held in Osaka on July 4, were approved. It was also announced that the eighth in this series of successful programs would be held in Tokyo in October or early November. Watch for more information in coming issues of **The Language Teacher**. Another coming national program is the Summer Institute, which will be held in Matsuyama on August 10, 11 and 12 (Sun., Mon., Tues.) this year.

Although rather administrative and possibly not of general interest, the Committee authorized funds for converting the JALT membership list to **kanji**. It also approved the purchase of a new **kanji** printer, to be able to make use of the **kanji** data. The conversion is necessary in order to be able to fulfill the requirements of the Japan Science Council, of which JALT is now a member.

Another administrative matter decided at this meeting was to establish a Pound Sterling bank account (in addition to our current U.S. Dollar and Japanese Yen accounts). This will make it easier to handle requests received under the newly-established subscription service announced in a recent newsletter, a service which is proving to be more popular than first anticipated.

In response to a request from Jim Swan and Masayo Yamamoto in Nara, the Executive Committee directed the JALT '86 Committee to make arrangements for a Symposium on Bilingualism/Biculturalism during that conference. Deborah Foreman-Takano, the Newsletter Editor, was also asked to consider having a special issue on that same topic. Jim and Masayo also asked that JALT form a National SIG (Special Interest Group). This topic was referred to the Long-Range Planning Committee for further thought and refinement, with a reply to be prepared for the next National Executive Committee meeting on August 30 and 31.

Jim White  
President



JALT '86  
浜松  
Hamamatsu

### JALT '86 FEATURED SPEAKERS

Prof. M.A.K. Halliday will speak at a JALT '86 plenary session on **Spoken and Written Language: A Reconsideration from the Teaching/Learning Standpoint**. He will also give a workshop on the theme **A functional approach to spoken and written language**. Alan Maley will speak on **Literature and ESL** and will do a workshop with Alan Duff, his collaborator on half a dozen ESL books and publications. Here is some information about these featured speakers who will be in attendance at Hamamatsu.



**Michael Halliday** was born in Leeds, England in 1925. He took his B.A. at London University in Chinese language and literature, then studied linguistics as a graduate student, first in China (Peking University and Lingnan University, Canton)

and then at Cambridge, where he received his Ph.D. in 1955. After holding appointments at Cambridge and Edinburgh he went to University College London in 1963, as Director of the Communications Research Centre, and remained through 1970. While there, he directed two research projects, one in the Linguistics Properties of Scientific English and the other in Linguistics and English Teaching; the latter produced **Breakthrough to Literacy** for lower primary school and **Language in Use** for secondary schools. From 1973 to 1975 he was professor of Linguistics at the University of Illinois, Chicago Circle. In 1976 he became professor in the Department of Linguistics, University of Sydney, and has been head of this department for the first ten years of its existence. He has held visiting professorships at Yale, Brown, U.C., Irvine, and the University of Nairobi; and in 1972-73 was a Fellow of the Center for Advanced Study in the Behavioral Sciences at Stanford, California. In 1969 he was awarded an honorary doctorate at the University of Nancy, France; and in 1981 he received the David H Russell Award for Distinguished Research in the Teaching of English from the National Council of Teachers of English (US A.:

His current research interests are the semantics and grammar of modern English; language development in early childhood; text linguistics and register variation; educational applications of linguistics; and artificial intelligence, in which he is associated with the "Penman" project at the Information Sciences Institute, University of Southern California. His most recent publication (his 96th) is **Spoken and Written Language** (Deakin University Press, 1985), which will be reviewed in a forthcoming issue of **The Language Teacher**. Another work, **Learning Asian Languages**, is currently in press.

**Alan Maley** was born in Essex, England, in 1937 and, after receiving his B.A. from Cambridge, went on to complete a Postgraduate Diploma in English as a Second Language at Leeds University in 1963. His work with the British Council has taken him to Spain, Yugoslavia, Ghana, Italy, France, and China, and has earned him an O.B.E. award from the British Government. He is currently Regional Representative for the British Council in Madras, India. He has 16 ESL publications to his credit, including **Drama Techniques in Language Learning**, with Alan Duff (Cambridge University Press, 1982). His latest publication is **Poem into Poem**, with S. Moulding (Cambridge University Press, 1984).

In addition to the two main speakers mentioned above, JoAnn (Jodi) Crandall, First Vice President and President-Elect of TESOL, will be arriving in Hamamatsu for the JALT '86 Conference from the Center for Applied Linguistics in Washington, D.C. Ms. Crandall will address the plenary session on the first day of the conference.

### SYMPOSIUM ON BILINGUALISM: CALL FOR PRESENTATIONS

The second annual Symposium on Bilingualism will be held at JALT '86 in Hamamatsu. Presentations on any aspect of the socio/psycholinguistics of adult/child learned/native bilingualism are solicited. Send presentation proposals or request for further information to Masayo Yamamoto, Aoyama 8-122, Nara 630; tel. 0742-26-3498. Proposals should be received by August 15, but deadline extensions are possible.

### 研究発表募集

『第2回 バイリンガリズム シンポジウム』が、『JALT '86 年次国際大会』にて開催される予定です。以下の分野における研究発表を募集致します。

社会／心理／言語学の分野における成人／幼児・

(cont'd on page 15)

# 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-b-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.

## COMMUNICATIVE ASSIGNMENT GIVING

By C.L. Edelman

Life in a communicative classroom is filled with those exciting moments when language suddenly takes on the "natural" aspects we take for granted in the non-classroom setting, moments when the students, either by design (yours or theirs) or accident, discover that English is far more than just an academic subject. The difficult part for the teacher has always been trying to develop those designs or "create" those accidents when English must be spoken in order to achieve some task or so that some goal might be realized. One area, giving assignments, is almost always totally overlooked as an excellent place to set up a goal-oriented exercise where the students must use their English. Most teachers assume that the communicative exercise begins with the exercise rather than with the introduction of the exercise, missing a chance to teach perhaps the most important coping strategy the students need to develop – how to get information from native speakers (see Savignon 1983: 21). In effect, the teacher is telling the students that for the difficult, perhaps most important, part (explaining the whole thing!) we'll just overlook all this communicative business and I'll just tell you in whatever ways are easiest! This paper will give a brief explanation and a couple of examples as to how assignment giving can be made into one of the most important parts of the communicative exercise. Further, this technique can be used in any classroom (conversation, writing, reading) and at any level, if the teacher is willing to introduce some subtle changes into the exercise introductions.

The method of communicative assignment giving (CAG) is as simple as asking questions and receiving answers. It has as its main goal the desire to decrease teacher talk and increase student talk. As Cower and Walters point out,

"The aim of most language classes is usually to get the students using the language. When you (teacher) talk too much then the chances are the students aren't being given maximum opportunity to talk" (1983:25). In CAG, the teacher walks into the classroom and, rather than going into a long explanation, simply announces, "Today we have an exercise." From there the students begin to ask questions to determine what the exercise is, the details required to do it, and any other information they might care to discover. The teacher answers each question carefully, but limits the answer only to the question asked. In this way one question naturally leads to the next. When the teacher feels that the exercise for that day has been effectively "discovered," then the exercise can begin. Following are two examples of the CAG method. The first is for a conversation class and the latter is for a writing class.

### Conversation Class:

**Teacher:** Today we have an exercise.

**Student:** Have we ever done it before?

**T:** No. This is a new exercise.

**S:** Do we do it alone or in groups?

**T:** You do this exercise in groups.

**S:** Will our groups present anything to the class?

**T:** Yes. Each group will make a ten-minute presentation to the class.

**S:** Do we make up some type of conversation?

**T:** Yes.

**S:** Do we decide the topic of the conversation?

**T:** Not entirely. There is a certain idea I want all your conversations to be about.

and so on. These questions and answers will reveal an exercise in which the students will develop a "tourist-in-a-crisis"-type dialogue, and the question-and-answer session would continue until the teacher was satisfied that the students knew enough to begin the exercise. There is no way to know exactly how long it will take a group of students to "discover" this or any other exercise, but the teacher is not altogether in the dark as to how much time to plan for this type of introduction. In actual practice the teacher can, through the answers, decide quite accurately how long it will take the explanation to unfold. The next example is the beginning of a writing class and I've shown how the CAG can be accelerated.

### Writing Class

**Teacher:** Today we have an assignment.

**Student:** Do we have to read anything?

**T:** Yes. There is a short handout you must read.

**S:** Will we write about the handout?

**T:** Yes. You will give your impressions of a newspaper article.

**S:** Can we write anything we like?

**T:** Yes. For today's assignment I only want you

to tell me your impressions of the article. Do you agree or disagree with the author and her ideas?

**S:** How many pages?

**T:** Write as much or as little as you like, but be complete. Try and give your ideas clearly so that I will know exactly how you feel.

**S:** When is it due?

**T:** Next week at the beginning of the class.

Finished!

These two examples have given an idea as to how the CAG method can work in two very different situations. Both of these situations were university level, but CAG can be modified for any level where the students have even a limited vocabulary and a minimal grasp of how to pose a question. In very basic classes, the method would go more slowly and in fact be quite instructional in itself. At the very least, a time which is usually totally teacher-dominated (with the exception of the continuous, "O.K.? Do you understand?") becomes a time when the students can warm up on relatively safe ground, asking questions. However, at the very most, CAG can become an unstipulated amount of time for the students to experiment with new

ways of posing questions, to develop and test new sentence constructions in a non-threatening situation, and to learn and refine the fine conversational art of getting off the subject! This last point is no small bonus since the students, when they discover that at times the teacher will allow a certain amount of straying, are very quick to devise wonderfully communicative diversions from what they clearly understand is meant to be the point of their questions. CAG is a very slight step towards making the classroom totally communicative, where the student can feel that it is, in fact, **their** "English world," a world in which their input is the main determinant of what they will ultimately learn.

### References

Gower, Roger and Steve Walters. **Teaching Practice Handbook**. Heinemann Educational Books, Ltd., 1983.

Savignon. Sandra J. **Communicative Competence. Theory and Classroom Practice**, Addison-Wesley Publishing Co., 1983.

**C.L. Edelman has taught ESL/EFL in Denmark; France; Israel; Washington, D.C.; and Benin, West Africa. In Benin, he also did teacher training for the U.S. Peace Corps. He teaches conversation, writing, and reading at Kansai Gaidai.**

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Chiyoda-ku, Tokyo 101  
Phone 03-264-5936



## INVITATION TO -

**THE JALT SUMMER INSTITUTE**

The Japan Association of Language Teachers would like to invite you to attend the **JALT 1986 SUMMER INSTITUTE**. This year it will be held August 10, 11 and 12 in Matsuyama, on Shikoku. The Summer Institute is designed for junior and senior high school teachers of English. The purpose is to provide the opportunity to exercise and improve your proficiency in English, working in a friendly atmosphere with native-speaking professionals.

This year we will welcome a special guest from England -- Mario Rinvoluceri, a well-known speaker in Europe. He is a board member of the International Association of Teachers of English as a Foreign Language (IATEFL) and is director of the Pilgrims Language Centre in England. He has also published a book called Grammar Games (Cambridge University Press).

The program will concentrate on discussion sessions during which the participants will work on vocabulary and pronunciation skills as well as intercultural understanding. Following are some of the highlights:

- Three presentations by Mario Rinvoluceri, including a demonstration "Grammar Class"
- Discussion on pre-assigned readings
- A writing workshop
- Conversation skills sessions led by a special guest from Hiroshima, David Mosher
- A staff which will include five experienced native-speaking specialists

We hope that you will be able to take advantage of this rare opportunity. The **JALT 1986 SUMMER INSTITUTE** will give you the chance to use your English in a relaxed and stimulating environment. Please register soon; due to space limitations, we can only accept 50 applicants. You may use the postal *furikae* form enclosed in *The Language Teacher* to make the ¥5,000 deposit, which is due by July 19. The balance of ¥15,000 is payable on registration. The fee includes two nights' accommodation and seven meals. See you there!

## J A L T サマーセミナー実施要項 (JALT SUMMER INSTITUTE)

- |  |   |
|--|---|
| <p>1 <span style="border: 1px solid black; padding: 2px;">目 的</span></p> <p>このセミナーは、中学校、高等学校における英語教員を対象として、英語運用能力の向上を図るとともに、異文化間の理解を深めることにより、学校における英語教育に役立てようとするものである。なお、このセミナーは、JALT（全国語学教育学会）松山支部会員の奉仕によるものであり、何ら政治的、宗教的目的をもつものではない。</p> | <p>of Language Teachers, Matsuyama Chapter)<br/>松山市一番町2丁目9-6<br/>支部長 Marin Burch</p>                          |
| <p>2 <span style="border: 1px solid black; padding: 2px;">主 催</span></p> <p>全国語学教育学会松山支部 (Japan Association</p>  | <p>3 <span style="border: 1px solid black; padding: 2px;">後 援</span></p> <p>愛媛県教育研究協議会<br/>愛媛県高等学校英語教育研究会</p> |
| <p>4 <span style="border: 1px solid black; padding: 2px;">期 日</span></p> <p>昭和61年8月10日(日)～12日(火)</p>   |   |

5 場所

Dogo Prince Hotel (道後プリンスホテル)  
松山市道後姫塚 100 ☎ (0899) 47-2000

6 募集人員

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7 講師

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8 参加費

20,000円 (宿泊費、食費を含む)

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10 申込み

下記の申込書により、5,000円を添えて、7月19日(土)までに下記あて申し込んで下さい。申込金のお支払いには、*The Language Teacher* 綴り込みの払込通知票に、JALTサマーセミナーと記載の上、御利用下さい。  
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なお、この申込金5,000円は参加費の一部としますので、残り15,000円は第一日目の受付で納入して下さい。

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勤務先 ☎	( )

SCHEDULE

	August 10 (Sun.)	11 (Mon.)	12 (Tues.)
7:00		Breakfast	Breakfast
8:00		Session V	Session VIII
9:00	Registration	Reading and Discussion	Video and Discussion
0:00	Opening	Rinolucrici "Awareness Exercises for for Teaching Structure"	Rinolucrici "Improve Your Own English"
1:00	Session I		
2:00	Lunch	Lunch	Lunch
1:00		Rinolucrici "Grammar Class"	Session IX Plenary
2:00	Session II	Session VI Hiroshima	
3:00			Closing - Evaluation
4:00		Session VI Hiroshima	
5:00	Session III	Rinolucrici "Grammar Class"	
6:00			
7:00	Supper	Supper	
8:00	Session IV Writing Workshop	Session VII Writing Wrap-up & Party	
9:00			

(cont'd from page 11)

児童のバイリンガリズム (自然環境による獲得  
及び学習による習得)

詳細は次の所まで: 〒630 奈良市青山8-122

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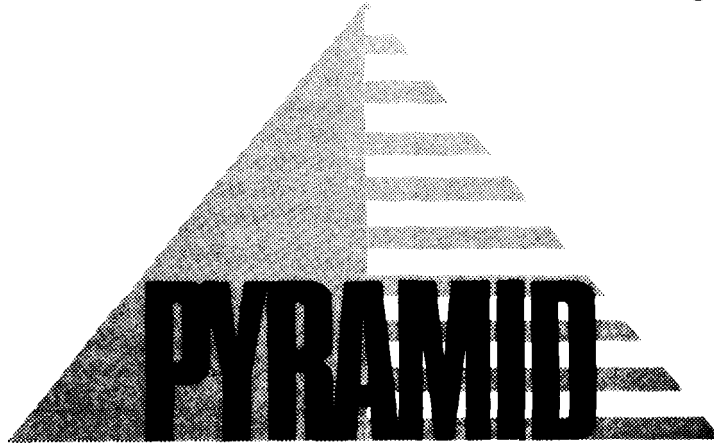
☎ 0742-26-3498

締切りは、8月15日です。

NOTICE

IATEFL has ceased to handle subscriptions to **World Englishes. Practical English Teaching (PET)** has been newly added to their list. The subscription rate for IATEFL members applying through JALT is ¥2,300.

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# JALT UnderCover

## **BUILDING FLUENCY IN ENGLISH. PART I: CONVERSATION MANAGEMENT; PART II: AUTHENTIC SPEECH.**

**Ronald W. Dunbar and A.E. Hieke. Prentice-Hall, 1985. CM, 144 pp., ¥2,680; AS, 144 pp., ¥2,980. (Teacher's Manual, Cassette Tapes)**

This review will be neither nasty, brutish, nor short. For these are innovative, flexible, challenging materials deserving of serious consideration by teachers who want to provide students with a structured opportunity to develop and enhance their aural/oral fluency in American speech.

The technique employed is called "Audio-Lectal Practice" (ALP) and is designed to offer "direct access to [extended] natural native-speaker English discourse which can thus be internalized at the learner's own rate and reproduced with constant quantitative and qualitative feedback control during the learning process" (p. viii). Students are asked to read, listen to, and speak **simultaneously with** increasingly more complex native-speaker models until, by the end of Part II, they are able to reproduce "authentic speech" fluently. The object, therefore, is to get the student to imitate the stress, rhythm, intonation, and pause patterns of standard American English at different levels of style and syntax and in different situations, in the hope that these language skills will ultimately transfer to the student's own speech habits.

That's a tall order, but a realistic one as long as one keeps a few provisions in mind. Although the materials are recommended for intermediate (CM) to advanced (AS) students, I think in Japan **advanced to high advanced adult** would be a more accurate designation. I've used portions of the materials with college students, teachers and businessmen, and they work exceptionally well, but I would hesitate to use them with younger, less experienced students. The vocabulary, for instance, despite extensive glossing, is demanding, and furthermore, in accord with the authors' objectives, there is no discussion of the sometimes intricately complex grammatical constructions. Since the cassettes are absolutely indispensable, access to a language lab (two-track system is ideal) or appropriate recording and playback devices is requisite. The materials can, however, be readily adapted for

both classroom and private use. Since the program involves a great deal of autonomous learning, students will obviously need plenty of "lab" time to work through the materials.

CM consists of 13 a- and b-lessons. The a-lessons present a broad variety of conversational functions - reporting, agreeing, disagreeing, requests, compliments, congratulations, persuasion, etc. - in (a particularly good feature) informal, semiformal, and formal situations. B-lessons consist of both comprehension and fluency practice exercises. The distinctive characteristic of the fluency exercises is that they are recorded at increasingly more rapid rates, from 2.1 syllables per second initially to 4.5, essentially normal speech, at the end. Also included are analysis questions (of varying depth and usefulness) and, in the accompanying spinoff exercises, extremely helpful lists of conversational devices.

AS - much the more advanced of the two volumes --- is likewise divided into 13 lessons, but it contains additional features as well. The preliminary section called "Some Helpful Hints on Listening to American English" is a gem, eminently suitable for general classroom use even at the intermediate level. This section - I really wish there were more of it and perhaps even a companion section in CM - offers exercises in rhythm, linking, reduced forms, and casual style. The summary exercises are superb: Here a given sentence is repeated several times, each time more casually, and then **built up again** to the original. Phonetic transcriptions are also provided. My students really like these exercises and are nicely motivated when they discover that they can actually produce entire sentences that sound like genuine American speech. [Ed ə dEdədədəm] - "Ed had edited them" - is particularly delightful.

Each lesson in AS has at least two parts: a fluency practice exercise and a listening comprehension exercise, and from Lesson 5 on, also either a cloze, intonation, linking, or collocation exercise. The range of topics of the monologues, dialogues, and multilogues is astonishing: philosophy, bilingualism, environmental economics, American history, science, broadcasting, politics (a little too much here?), campus life - all in all a kind of mini-cultural history of America, which also provides meaty topics for conversation. Obviously, however, many of these subjects presuppose a rather sophisticated audience, which immediately suggests that AS would be especially valuable to students pursuing advanced study in America.

But whether students are working with a lecture, semiformal dialogue, casual conversa-

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tion, or even a sermon, they will find that the English spoken is **real**. False starts, repetitions, incomplete sentences, pauses, interruptions, and simultaneous speech are all in evidence, and all are transcribed, in standard written English, with painstaking accuracy. Since most of us, I suspect, despise models of the "how-do-you-do-I-am-fine-thank-you" variety, the naturalness of the speech here is to be applauded, and even in CM, the set dialogues sound authentic – real people talking to not at one another.

The "A-4" format and large, readable type are obvious pluses, and the proofing is usually excellent. **Underly** for **underlie** is conspicuous because it appears in bold-face in a vocabulary section, and there is the occasional discrepancy between transcription and tape, e.g., we for he. Beyond that I have only two other minor quibbles: 1. The tapes are not consistently of the same high quality; and 2. The final collocation exercise in **AS** is, I find, just too difficult. I have some problems with it!

The authors, both ESL specialists and experienced classroom teachers, are keenly aware of different teaching methods, objectives, situations, and available resources, and both the introductions to the volume and the Teacher's Manual provide much useful information concerning practical solutions to potential procedural and technical problems. Knowing, however, that ALP is "different" – a "fifth skill," they call it – the authors generously invite user comments, suggestions and queries. This is not mere lip-service: I received a personal response to a question about their syllables-per-second count.

No teacher, I suppose, is ever totally satisfied with a single set of instructional materials. I certainly am not. And **Building Fluency in English** is not a panacea for all the language ills afflicting learners of English, but in the final analysis, it does provide a superior basis – perhaps the best currently on the market – for getting students to listen to, understand, and engage in dynamic, natural speech. It even works. And that, I think, is high praise indeed.

Reviewed by Gregory Kirk Jember  
Saga University

**HOW CONVERSATION WORKS.** Ronald Wardhaugh. Oxford, England, and New York, U.S.A.: Basil Blackwell, Inc./Andre Deutsch, Ltd., 1985. 230 pp. ¥3,060.

This book is about the psychological functions existing and working underneath factual conversation among English-speaking people. So far as I am concerned, however, what is of great

importance and interest is that the author's observations, analyses, and descriptions about conversational principles and norms seem to be almost intactly applicable to the Japanese people as well. This is the most important insight I have gained from reading **How Conversation Works**. While a variety of cross-cultural differences have been described in the literature, we second- and foreign-language teachers naturally but vaguely sense that there must be a great many similarities, too. On the one hand, this is logically obvious because all social and cultural forms in the world are attributes of the human race, no matter what differing surface forms they may have. On the other hand, however, it is usually the case that similarities are not much noticed, being taken for granted and not causing actual problems in human relations, and are accordingly understated.

Wardhaugh's principal theme is that conversation is essentially a cooperative undertaking. This main principle of cooperation subsumes and relates to the other basic assumptions of reciprocity, trust and decency. On the basis of these essential natures of conversation, the author discusses and explores various factors concerning the structure of conversation.

The book covers a wide variety of conversational aspects concurrently with the participants' underlying psychological functions. Among the significant behavioral tendencies which the author discusses, the following are of great interest to me: indirectness (p. 33), understatement (p. 55), vagueness (p. 69), imprecision (p. 69), non-committal (p. 69), equivocation (p. 69), difference between the form and the intent of the utterance (pp. 93-99), signs of good manners rather than of agreement (p. 131), preservation of 'face' (p. 170), difficulty of uttering a categorical 'No' (p. 170), attenuated refusal (p. 173), non-opinionatedness (p. 181), the avoidance of extremes (p. 182), mild disagreement (p. 186), and occasional apologizing (p. 188). Knowledgeable readers certainly see that these behavioral tendencies are generally described in the literature not as Westerners' attributes but as Japanese people's ones. But the fact that Wardhaugh regards them as the outward norms of any conversation shows that these are not tendencies specific to only one culture. It is utterly obvious that behavioral tendencies are not absolutes but relatives, yet I still find it very significant that Wardhaugh, a Westerner, makes these descriptions.

The author may not have intended to claim that these underlying functions are universally applicable to the conversational behavior of all nations. However, he certainly sees that while different nations have different degrees of

expressive norms, people in the world share almost identical feelings underneath the outward forms of conversational behavior (p. 80). This must be an obvious fact in the discipline of psychology, yet it seems to present a large number of significant implications in teaching a second or foreign language as a means of cross-cultural communication.

The book has some other minor strengths. The author carefully avoids technical writing in favor of plain English and offers timely and appropriate examples of conversational expressions, which facilitate the readers' understanding of the psychological functions he discusses. Because of this author's consideration for general readers, Japanese teachers of English, as well as native speakers of English, will be able to gain access to discourse analysis and profit from his insights into English communicative competence. It is also worthwhile to note that the author's bibliographical information gives a helpful guide to those specifically interested in conversational analysis in the disciplines of psychology, sociology, or linguistics.

All in all, the author's observations, analyses, and descriptions are succinct, precise, and extremely profound, and the product is enormously informative and valuable, not only to those who have just undertaken the study of conversational analysis as a specialty, but also to all language teachers who are struggling to help their students improve their communicative competence.

Reviewed by **Hiroyuki Izawa**  
Momoyama Gakuin University

## REVIEWS in BRIEF

**ENGLISH IN PRINT: AROUND BRITAIN and ENGLISH IN PRINT: CONTEMPORARY THEMES.** Simon F.E. Haines. Pergamon, 1984. 56 pp. and 64 pp., respectively .

The first of these books is a collection of brochures, charts, adverts, signs and similar sources of information such as you'd see around you if you were in Britain. Each double-page spread has a different topic, from "Getting Into Britain" via "The Shakespeare Connection" and "Superstores" to "Letters to the Editor." The *realia* (if you can call them that once they've been copied into a book) are attractively reproduced, and are accompanied by a lively mixture of exercises which help to develop skills in both reading and writing. Students are also given projects to find out more for themselves.

The drawback of the book is that a collection of information like this is bound to become out-of-date even before it is loaded on to the boat for Japan, and after all, **realia** aren't really real **realia** unless you've collected them for yourself. Nevertheless, this reviewer felt nostalgia welling up on every page, and will enjoy reading the Daily Mirror TV Guide (date carefully omitted) for months to come.

The other book is similar, but instead of introducing Life and Culture, it attempts to provoke Discussion of Important Issues, with several double-page units on each of six main themes: the Environment, Jobs, Health, Society, Crime, and Technology. Here the problem of topicality and relevance is not so great, but the teacher and student are a bit at the mercy of the author's choice of themes – although it is clear that he has bent over backwards to avoid tendentiousness. Anyway, it could be a rewarding book for small classes of motivated students in Japan with some interest in Britain.

Reviewed by **Paul Snowden**  
Waseda University

**INDEX CARD GAMES FOR ESL.** Raymond C. Clark (ed.). Holt-Saunders Japan, 1982. 74 pp.

This slim, bright-green text was designed as a teacher resource. As the name implies, the book contains six games which can be made for the classroom using standard index cards, although in most cases, regular paper would do. The book describes each game, how to play, and gives the purpose, preparation, procedure, variations, suggestions and sample lists for each game.

Of the games Matched Pairs, Sound and Spell, Scrambled Sentences, Cocktail Party, Who's Who and Categories, the last seems most effective from a communicative standpoint with students working against time to teach their partner a list of things such as Foods, Sports and more. However, the book neglects to encourage things like student-generated lists, and, in fact, the game became much more interesting when we no longer confined ourselves to lists but to groups of random words, with the students describing objects and concepts, rather than merely reciting a list – an important variation the book does not mention.

Some of the other grammar-based games require considerable adaptation, a serious deficiency in a specialty book. Moreover, six games seem rather too few and belong in a chapter instead of a book.

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As with most Experiment Press books, the layout is straightforward and the illustrations could probably be more useful and professional. Beyond that, there are several cultural inaccuracies (current Japanese money described as 'sen') and the introduction tends to be slightly pedantic ("In a language classroom, play is useful.").

The book is most useful for review work and it helped me come up with some of my own ideas, although I would have liked to have been able to use more games 'as is.' The book is worth a good browse but precious money for resource materials could probably be better spent.

Reviewed by Stephen Ziolkowski  
Aoyama Gakuin University

**EPISODES IN ESP.** John Swales. Oxford: Pergamon, 1985. 217 pp.

It is essential to read and digest the information in the introduction to *Episodes in ESP* (English for Specific Purposes) in order to make sense of the book. Readers not familiar with ESP will discover that this is a book written especially for them. Veterans of ESP may find the book useful as a reference.

The book itself consists of 15 Episodes ("eleven articles and four extracts from textbooks") on ESP which are chronologically arranged to enable the reader to examine ESP from an historical or developmental perspective. It is this historical approach which separates the book from other collections of articles on ESP.

Each Episode, or chapter, contains five sections beginning with a Setting. Basically, each Setting is Swales' introduction to the article or extract which follows. The last three sections are entitled Activities, Evaluation, and Related Readings.

**Episodes in ESP** is best suited as a text for use in a teacher-training environment because the nature and organization of the contents invite discussion and debate, which are facilitated by questions raised in the Activities and Evaluation sections of each Episode.

The book has two major drawbacks that limit its appeal. First, Swales has chosen to focus on one area of ESP, namely EST (English for Science and Technology). It becomes difficult to make the content relevant to a practicing teacher who is, at most, only marginally involved in EST but definitely participating in another area of ESP.

Second, Swales deliberately made the decision

to exclude material dealing directly with speaking and listening in ESP. Most of the Episodes are on writing. This was particularly evident to this reviewer, who hoped to make use of the book in training sessions with teachers in an ESP program which places emphasis on speaking and listening.

Although the book is not for everyone, it does have something to offer those with an interest in ESP, particularly in EST.

Reviewed by Kathleen S. Foley  
Shanghai International Studies University

**ENGLISH FOR SCIENCE AND TECHNOLOGY: A DISCOURSE APPROACH.** Louis Trimble. Cambridge University Press, 1985. 180 pp. £11.95 HC, £5.50 PB.

This is a model resource for language teachers that would have been very helpful to me during my year in the Department of Foreign Languages for Science and Technology at the Shanghai Institute of Mechanical Engineering. Louis Trimble has written clearly, systematically, and in a conversational style that communicates to teachers what he has learned from long and careful research. He describes how to teach students both to read and to write EST materials. His chapters, sections, paragraphs and examples bear helpful titles and numbers for maximum understanding and quick reference.

From the introductory chapter Trimble chats with the reader. In that chapter, as well as in the Notes and in the Index, he gives credit to many colleagues, especially his wife. Throughout the book he makes helpful reference to their experiences so that teachers can anticipate students' presuppositions, priorities, and problems. Let one example suffice:

Non-native learners find problems of style as well as those of lexis and syntax to some degree in virtually every technical manual. Outside of dense writing, a style problem that students find difficult to handle is the shift from the very formal to the very colloquial and back again. . .this kind of shifting is becoming more and more the rule, especially when a supposed "expert" is writing for a lay audience. . .  
p. 99

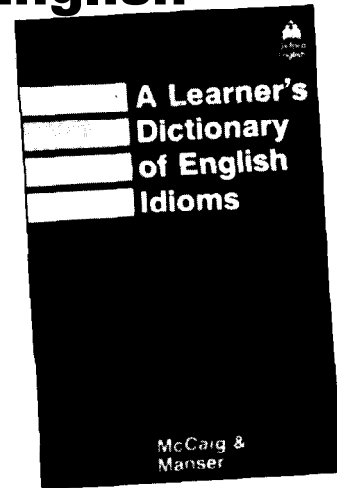
Trimble provides the reader with numerous examples to illustrate his prescribed teaching method, the "discourse approach" - meaning a focus on the paragraph as the basic unit of leading and writing. Students must learn the use of

(cont'd on page 22)

# A Learner's Dictionary of English Idioms

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(cont'd from page 20)

“rhetorical functions” (description, definition, classification, instructions, and visual-verbal relationships) and the “rhetorical techniques” (orders, patterns) within the paragraph.

Teachers of EST who follow Trimble’s guidance are likely to succeed in that endeavor.

Reviewed by Frank Kuhlman  
Palmore Institute

**THE STORY OF DOCTOR DOLITTLE.**  
Hugh Lofting. Oxford University Press  
Delta Readers, 1983. 70 pp.

What could be a more appropriate subject to read about than the adventures of a British country doctor who learns to speak in the many languages of the animal kingdom? Doctor Dolittle and his furry (and reptilian) friends are presented within a 600-word vocabulary level, the most basic in the Delta Readers series.

At about 60 pages, this classic children’s story is presented in a slim paperback, which is in turn divided into chapters that are brief but complete adventures that could be read over a period of time. The book is filled with sketches that – while they cannot be considered art – can aid the reader by providing a visual continuation of the narrative. In addition, the back of the book contains comprehension and cloze exercises for each chapter. With these, the reader can check to see if s/he has understood what events have transpired and why. These can be used as supports for the reader who is worried about being able to follow the story alone.

Although the intention of the series is to make classic and popular stories accessible to non-native English students, it is not clear that all the modifications in this test are truly helpful. The rather frequent appearance of the asterisk to mark idioms and other difficult words and phrases was, for this native speaker, very distracting. And the definitions offered at the bottom of the page were often just as difficult as (and frequently vaguer than) the starred phrases. As a teacher, I wondered whether drawing this much attention to difficult vocabulary in the text will make students more dependent on dictionaries in the long run. The point in using these readers, it seems to me, is to promote independence by giving students the opportunity to read stories of interest at their level, so that they can learn to draw on the knowledge they bring to the reading, as well as clues provided by the context. A glossary at the end of the book of (unstarred) difficult and special terms with more precise definitions would be more appropriate, since it

would give the students the opportunity to wrestle with the vocabulary on their own before falling back on the definitions provided.

With these issues in mind, I would recommend this book to intermediate readers in school and to young adults, telling them not to worry about understanding every word, and to ignore the asterisks as much as possible. The story is happy and exciting, and of the most uncontroversial sort – a cheerful diversion for all.

Reviewed by Madeleine Adkins  
Language Resources

**MAKE YOUR OWN LANGUAGE TESTS:  
A PRACTICAL GUIDE TO WRITING  
LANGUAGE PERFORMANCE TESTS.**  
Brendan J. Carroll and Patrick J. Hall.  
Pergamon Press, 1985. 172 pp.

As the title shows, this book is for teachers wishing to make more realistic tests for measuring communicative performance. It explores, with clear logic and rich examples, the whole cycle of test administration – from design, development, and operation to the monitoring of test reliability. The authors, Carroll and Hall, are experienced test writers of the GEL, GAD and SEVI Tests.

This book is also worth reading to learn how far communicative teaching has influenced innovators in the area of testing. Some of the most remarkable contrasts to conventional test methodologies are the following: in Chapter 3, Development, the use of organic test content, in the form of “source materials,” is proposed instead of the existing discrete item test fragments; Chapter 7, Multiple-Mode Testing, claims that test activities can be more realistic and purposeful, focusing on those activities crucial to the student’s job, academic or social requirements; Chapter 8, Subjective Assessment, tells how subjective assessments can be made under controlled conditions which put such assessments into the domain of reliable measurement.

The only regret is that testing for lower-level students is not fully discussed or exemplified. A greater number of EFL teachers teach those students who, on the rating scale given in this book, would simply be labelled “rarely communicates.” The fact is that lower-level students comprise the majority of the EFL and ESL populations, and they are still waiting to be justly evaluated according to communicative performance.

The appendices are useful references, particularly Appendix I (Source Materials File) and

IV (Guide to Communicative Language Tests). I am looking forward to seeing the next version with a focus on lower-level students.

Reviewed by Takashi Miura  
Toyohashi Kogyo Senior High School

**DESIGNING YOUR OWN SIMULATIONS.** Ken Jones. London and New York: Methuen, 1985. 128 pp. + xii.

Intermediate students are in an awkward position. They can not freely express themselves, but nonetheless need unstructured speaking practice. To fill this need, many teachers use role-play, drama, games, and simulations. Those who use the latter know the name of Ken Jones. He has written several simulations as well as books about simulations. In this, his newest book, he shares his long experience to help those who would like to try writing or adapting simulations. He provides a highly useful guide.

Jones likens the process of simulation writing to cooking: The writer is like a "chef who stirs the pot and tastes the mixture, and adds or reduces the ingredients" to fit what he or she is trying to create (p. 13). The reader should not expect to find a formula which need only be fol-

lowed. Instead, one will find advice illustrated with numerous examples.

The advice is divided into seven chapters: introduction to simulation design; getting started; writing the documents; the first run-through; rewriting; writing the organizer's notes; and conclusions.

Jones boils down the principles of simulation design to the answering of four questions:

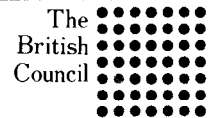
1. What is the problem?
2. Who are the participants?
3. What do they have to do?
4. What do they have to do it with? (p. 17)

Using these questions, Jones relates how people can cook their own simulations. Also, drawing on his experience, he critiques many existing simulations to illustrate his points.

One small point puzzles: Jones goes to great lengths to make sure that we do not confuse simulation with role-play or gaming or drama. I wonder what difference it would make. What educational value do simulations have that the others do not? I fail to find a satisfactory answer. Aside from this small point, I can heartily recommend this book.

Reviewed by Scott Petersen  
Nanzan University

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# 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.

## CHIBA

### Some Characteristics of Spoken English

発表者 Dr. Erich Berendt (千葉大学)  
報告者 Dawn Wilson

千葉支部では4月20日、千葉大学の Erich Berendt 博士をお招きし、口頭談話 (spoken discourse) に関するお話しを伺った。講演の中で、博士は、書写言語 (written language) か我々の口頭言語 (spoken language) のイメージに与える影響を強調され、これが学習者に及ぼす内在的困難を指摘された。また、口頭英語の持つ言葉上の (verbal) 特徴だけでなく、身振り・表情・声の調子・視線等による強力な伝達手段についても述べられた。学習者がこれらの忘れられがちな伝達技法を自動的に使うことを期待するのは無理だが、それらを先ず自覚させることが流暢さへの接近の第一歩であるとのお話しであった。

## HIROSHIMA

### TEACHING JAPANESE SOUNDS AND SCRIPT THE SILENT WAY

By Fusako Allard, Center for Language  
and Intercultural Learning, Osaka

Fusako Allard wanted JALT-Hiroshima to "experience" the Silent Way method. She accomplished this via two demonstrations: one, the



teaching of Japanese sounds and script to a beginning-level learner; and the other, teaching Japanese at an intermediate level.

Using the Silent Way rods and her own "handmade" fidels (color charts in which a color corresponds to a sound in the language), Allard took her beginning-level "student" through a step-by-step colour-sound-meaning-symbol learning process. The "student" learned to say, understand, and write in **hiragana** the Japanese words for **red**, **yellow**, and **blue**. Adding the Silent Way pictures for the intermediate level, Allard elicited sentences and structures from the learners.

During the question-and-answer period that followed the demonstrations, the Silent Way fidel for English was put up alongside Allard's Japanese fidel. Seeing the two charts side-by-side clearly brings home to any observer how many more sounds English has than Japanese.

## MAKING THE MOST OF GRADED READERS

By Heather Saunders, Longman Penguin  
Japan Co., Ltd.

In May, JALT-Hiroshima was offered explanations as to the "why" and "how" of graded readers.

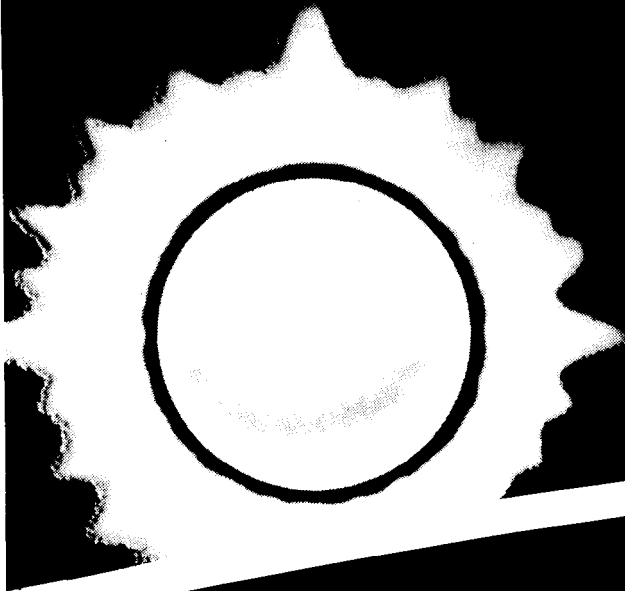
**Why:** Graded readers, because they can be used with English learners at various levels, are extremely appropriate for an **extensive** reading program. (Extensive reading, it has been said, is second only to living among native speakers as an ideal way to learn a foreign language.) Saunders explained that an extensive reading program using graded readers, at a level simple enough for the student to read easily, gives the student practice in "chunking," and in guessing the meaning of unknown words from context. Extensive reading also focuses on the general meaning of a text rather than on individual words, encourages thinking in English, reviews and consolidates previous learning, and provides "comprehensible input."

**How:** Saunders described how such a program, in which students are encouraged to read outside of class, could be set up - organization (library cards; quota of books per term to be read) and feedback (book reports; class library charts; oral reports). Of course, Saunders brought along with her an attractive display of Longman readers with which to demonstrate her points.

Reported by Carolyn Miki  
Hiroshima Jogakuin College

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BY JEREMY HARMER



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**Longman** 

**IBARAKI****CROSS CULTURAL PROBLEMS/  
TEACHING CHILDREN**

By Dr. Charles Wordell and  
Mrs. Miyoko Wordell

For our May meeting we had two presentations with very different tones. The first speaker was Dr. Charles Wordell, visiting professor in the College of Comparative Cultures at Tsukuba University in Ibaraki-ken, discussing "Cross Cultural Problems: Foreign Teachers in Japanese Schools." As an example of dealing with a situation in different ways in different cultures, Wordell talked about the typical approach of a Japanese physician who is reluctant to tell the unpleasant truth to a dying patient: "You're OK but you have to stay in the hospital for a little while." Other cultures would deal with the same situation in a different way, with the physician telling the patient the truth so he could make plans. Wordell also related his own Japanese employer/foreign employee experience. He was told by the man who invited him to his present position that "this job is for two years and if you're lucky it might be for four." He was satisfied with this straightforward honest statement. He could now make plans for his future. When he met his **gakurui-cho**, however, he was told, "I hope you can stay with us permanently." This was very polite; but it wasn't honest. A number of people who had accepted this mere politeness as truth have suffered for it.



Entitled "English for Japanese Children: A Communicative Approach," the second presentation lightened the mood, as Mrs. Miyoko Kawakita Wordell used slides, tapes, and realia (many from the Montessori classroom) to demonstrate and discuss her methods of teaching as well as the theories behind them. She is a strong believer in the ideas of Krashen and believes in having her students "acquire" the target language whereas "the Japanese school system is 100 percent 'learning,'" i.e. learning the rules of the language.

TPR is an important part of her curriculum



and she had us merrily singing a song about making popcorn, and later running and hopping around chairs as she demonstrated her techniques. She emphasized that her main goal in teaching is to "give young students a positive attitude toward English."

Reported by Martin E. Pauly

**NAGASAKI****SELF ACCESS PAIR LEARNING**

By Tom Pendergast

In January, Tom Pendergast came to Nagasaki to give a two-day workshop on Self Access Pair Learning (SAPL). During the three-hour introductory presentation on the first day, with an audience consisting mostly of Japanese, he suggested we use a counseling-learning technique to enhance understanding: he spoke in English, and at intervals someone from the audience was asked to summarize in Japanese what he had said.

Pendergast pointed out that in the traditional teacher-directed situation, the teacher speaks roughly 50 percent of the time, giving individual students a few minutes, at the most, of actual speaking practice. In the situation where the student has direct access to the instructions and materials, and is working with a partner, the amount of time practicing the target language is greatly increased for each student.

Pendergast went on to discuss necessary stages of, and conditions for, learning. Of the latter, he said the hallmark of a good class is high activity. Another condition is freedom from anxiety; the teacher is the primary source of anxiety, with the secondary source being the "audience effect" of an entire class of students, sitting in silence, listening to a lone student nervously answering a teacher's question. The third condition for learning, he said, is affectivity. Self Access Pair Learning is a methodology that satisfies all three conditions for learning.

On the second day of the workshop, partici-  
(cont'd on next page)

(cont'd from previous page)

pants were trained in how to use materials which contain SAPL exercises. In fact, learning to use these materials takes about five days, and so as a non-JALT-sponsored activity, Mr. Pendergast returned to Nagasaki for two consecutive week-ends in April to complete the training.

**Reported by Sarah Lindsay  
Nagasaki Gaigo Tandai**

## SAPPORO

### A SYSTEMATICS FOR THE PLACEMENT OF ARTICLES IN ENGLISH

**By Alan Bender, University of Maryland,  
Malaysia Campus**

For the April meeting in Sapporo we had Alan Bender tell us about what articles to attach to which nouns. We were treated to a well-organised system for determining which articles go where. Bender had bitten the bullet where all the rest of us have been muddling through.

He started the talk with a reading where articles had been excised, to impress the need for an accurate use of these markers. Then we added articles to **boy threw snowball at girl** (possibly, considering the frigid outside), to see how meaning changes subtly depending on what is added where. After this warming-up came the introduction of rules and regulations for placing the **the's, a's, an's** and nothing at all. The first step is to spot the nouns, then determine their kind and number before considering the position in the discourse. These first three steps will settle most matters but the remaining 20 percent or so take experience; here, Bender's categorizations provide clues, till the ear is sufficiently trained. The forthcoming book detailing these matters is eagerly awaited.

**Reported by Torkil Christensen  
Hokusei Junior College**

## NAGOYA

### LISTENING TO LEARN

**By Norman Harris, Prentice-Hall**

The April presentation consisted of two parts: discussion on the reasons why we must teach listening, and a demonstration using two listening texts: **Get Ready** and **This Is a Recording**.

In the first part, Harris reviewed Krashen's acquisition theory. According to Krashen, children learn language not by talking but by

listening, so that they need a long period of silence before they start talking. During the period of silence, Krashen's so-called comprehensible input serves to guide their speech. If, as Harris states, comprehensible input is a key to language acquisition, we must teach listening.

The two listening texts were introduced in the second part. Harris explained that what students need to do in a listening class is not to understand every detail but to focus on the gist of the conversation. Some specific information and the functional gist at least should be understood to achieve this, and the texts mentioned above were designed to meet this need. They are made up of listening activities to train students to extract only relevant information. For example, in one of the recognition activities, students listen to an advertisement for a dress shop and write down the prices of the clothes. Harris suggested showing the textbook illustrations to the students and asking them questions about the illustration as a pre-listening activity, then playing the tape many times, to help the students' understanding and give them confidence.

**Reported by Eiko Ujitani**

## TOKYO

### ZEN AND THE ART OF LANGUAGE AND CULTURAL ACQUISITION

**By Dr. Sonia Eagle, Tokai University**

You do not learn Judo by reading about it, nor Ikebana by looking at diagrams. Instead you learn by doing, experiencing and getting the feel of the thing. This, argues Sonia Eagle, is the spirit of Zen and traditional Japanese learning. It is also the best approach to teaching language and culture, consistent with modern theories of language acquisition.

In the first part of the presentation, which looked at how learning takes place, Eagle neatly dovetailed Piaget's Developmental Model of learning, Chomsky, Krashen and anthropologist Levi Strauss. She emphasised that learning is an *active process*. Thus, while teachers can plough through structures to keep up with the exam curriculum, students will acquire only what they are ready for. Emphasising that you can only learn anthropology by doing it, she suggested giving students "participant-observation" tasks in their own culture, to develop their abilities and skills. This can also be done through films and literature. Eagle made it clear that language teachers are, or should be, teaching much more than language,

**Reported by Lynne Kennett**

# Bulletin Board

Please send all announcements for this column to Jack Yohay; 1-111 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.

## THE SECOND KYOTO CONFERENCE ON DISCOURSE ANALYSIS CONVERSATIONAL INTERACTION: DISCOURSE INSIDE AND OUTSIDE THE CLASSROOM Saturday/Sunday, September 27/28

Place : Doshisha Women's College, Nashinoki Campus, Kyoto  
Sponsors: JACET (Japan Association of College English Teachers)  
JALT (Japan Association of Language Teachers)

### Featured Presenters

Evelyn Hatch (U.C.L.A.) – Author of numerous papers on Discourse Analysis  
John Hinds (University of Pennsylvania) – Author of **Talking: An Analysis of Discourse, Aspects of Japanese Discourse Structure**  
Lawrence Schourup (Kobe University) – Author of **Common Discourse Particles in English Conversation**  
David Brazil (University of Birmingham) (tentative) – Author of **Discourse Intonation and Language Teaching** (with M. Coulthard and C. Johns), **Teacher Talk** (with J.M. Sinclair)

### CALL FOR PAPERS

Papers are also solicited from the general membership of JACET and JALT on topics related to the study of discourse. Send a brief abstract (50-100 words) plus a short biographical statement to arrive by July 20. Applicants will be notified of the status of their proposals by August 10. The complete schedule of events will be published in the September issues of **The Language Teacher** and the **JACET News**. Send proposals to: Discourse Analysis Conference, JALT c/o K.E.C., Sumitomo Seimei Bldg. 8F., Shijo Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600.

For further information, contact Thomas Robb, above address, tel. 075-221-2376.

(cont'd from page 24)

- Mortimer. **Elements of Pronunciation.**
- Murphy. **Windows.**
- Newnes **Complete Word Game Dictionary.**
- Noto. **Physics.**
- Paikeday. **The Native Speaker is Dead!**
- Palmer et al. **Personal Relations.**
- Pereira & O'Reilly, eds. **Four Seasons.**
- Prodromou. **Medicine.**
- Public Service Commission of Canada. **Gambits.**
- Reinhart & Fisher. **Speaking and Social Interaction.**
- Rivers. **Communicating Naturally in a Second Language.**
- Roberts. **Steps to Fluency.**
- Robinson. **Crosscultural Understanding.**
- Savignon. **Communicative Competence.**
- Shovel. **Making Sense of Phrasal Verbs.**
- Wordell. **A Guide to Teaching English in Japan.**
- Wright. **Collins Picture Dictionary for Young Learners.**
- Yorkey. **New Perspectives.**

**DIRECTORY OF PROFESSIONAL PREPARATION OF PROGRAMS IN TESOL IN THE UNITED STATES 1986-1 988**

This volume, published by TESOL, is now available from the JALT office for ¥2,700 a copy and replaces the former edition which is listed on the *furikae* form at the price of ¥1,800.

### REFRESH AND REFLECT: SUMMER SEMINARS

Two courses, "Implementing Innovative Approaches in the Classroom," focusing on the practice of CLL and the Silent Way, and "Teacher Training and Supervision: The Basics," giving participants a chance to design and conduct training sessions, will be offered in Odawara at Asia Center, Aug. 20-24 and 26-30 by the School for International Training. Fee: ¥60,000; ¥80,000 for graduate credit. For information and alumni contact, phone The Center, 06-315 0848, or Japan Language Forum, 03-719-4991.

### ILE INTERNATIONAL SEMINAR: RE-EXPLORING CELT Hong Kong, December 15-17 CALL FOR PAPERS

The theme of the second international seminar of the Institute of Language in Education will be Continuing Education for Language Teachers. Abstracts for papers on: the roles of ministries, other governing or advisory bodies, and professional organizations; certification and the aims of courses; in-service education; recent research; the teacher as researcher; and community support - should be submitted by July 31. Write for form (and registration information; deadline Sept. 30) to: Dr. Verner Bickley, Director, Institute of Language in Education, Park-In Commercial Centre, 21F., Dundas Street, Kowloon, Hong Kong.

### SSH WORKSHOP

A three-day SSH (Sound Spelling Harmony) workshop will be held July 28-30 from 9 a.m. to 12 noon and 1 to 5 p.m. at the School of Education, Kumamoto University. 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 materials developed by its originators, Paul V. Griesy and Yoshiko Yanoshita. Fee: ¥7,500. For information: Dr. Paul V. Griesy, Kyoikugakubu, Kumamoto University, Kumamoto 860; tel. 096-344-2111, ext. 2522.

### SECOND LANGUAGE RESEARCH FORUM: CALL FOR PAPERS

The University of Southern California will host the Seventh Los Angeles Second Language Research Forum (SLRF) on Feb. 20-22, 1987. We are soliciting data-based second language

research in: Classroom Research & Methodology, Discourse Analysis, Interlanguage, Bilingualism, Psycholinguistics, Language Universals, Transfer, Sociolinguistics, and Second Language Acquisition, for 30-minute presentations. SLRF is sponsored by graduate students, and to help promote their involvement in the field, we strongly encourage students doing ongoing research to submit papers. Send abstract information to: Wes Friberg, SLRF '87 Program Chair, American Language Institute, JEF-141, USC, Los Angeles, CA 90089-1294, U.S.A. Abstracts must be postmarked by Sept. 22, 1986. For further information: Bernard Seal or Miriam Espeseth, Conference Co-chairs. same address.

### INTRODUCTION TO SELF-ACCESS PAIR LEARNING

The C.E.E.L. (Center for the Experimentation and Evaluation of Language Teaching Techniques, Geneva), publishers of the self-access pair learning course **Threshold**, has requested its Japanese distributor DIDASKO to restrict sale of the material in the future to those who have been trained by the Director of the C.E.E.L., Mr. Nicholas Ferguson. This policy will be implemented gradually, as training opportunities are made more widely available in this country. Those who in the past have attempted to use **Threshold** without such training are strongly urged by the distributor to attend a six-day Introduction to SAPL seminar, directed by Mr. Ferguson, the 'originator of SAPL and the author of the course **Threshold**, at the Garden Palace Hotel, Osaka, Aug. 13-18. The seminar will be largely individualized, to serve as an introduction for beginners to SAPL and **Threshold**, as well as an in-service clinic for experienced users of **Threshold** who have not previously been trained by Mr. Ferguson. For further information: DIDASKO, 6-7-31-611 Itachibori, Nishi-ku, Osaka 550; tel. 06-443-3810. For discount accommodations at the hotel, please inquire by July 5.

### CROSS CURRENTS Latest Issue/Call for Papers

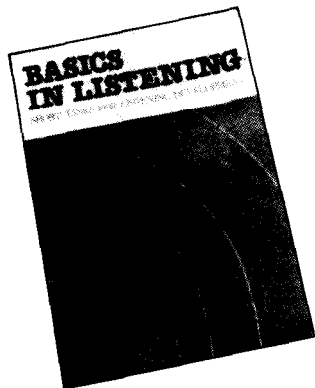
**Cross Currents**, Vol. XIII, No. 1, includes articles by Kathy Duppenthaler (A Review of the Cognitive Styles of Learning and Their Application in TESL), R.J. Davies (The Progressive Form: Grammar in ESL Learning), Seth Lind-Stromberg (Guidelines for Teaching the English Article System), and N. McBeath (Using Rock and Popular Music in ESL). This issue also includes bright ideas for innovative classroom use, a summer special on using sports in the ESL/

(cont'd on page 32)

# VIDEO? AUDIO? TEXT?

— **EXCITING ALTERNATIVES FOR YOUNG LEARNERS** —

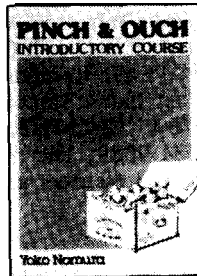
Filmscan-Lingual House allow you to select both video-based and text/audio-based materials.



## BASICS IN LISTENING

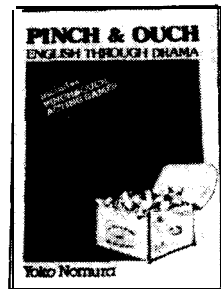
a course for developing essential listening skills

## PINCH & OUCH SERIES



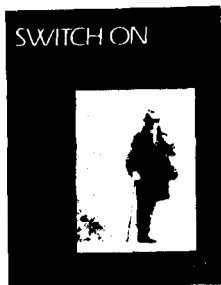
## INTRODUCTORY COURSE

a lively course for beginning level students



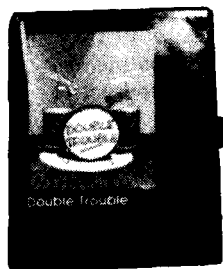
## ENGLISH THROUGH DRAMA

a lively course for intermediate level students



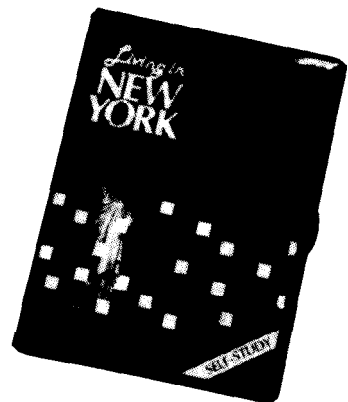
## SWITCH ON

a stimulating interactive video course for elementary to intermediate level students



## DOUBLE TROUBLE

a humorous and entertaining adventure story



## LIVING IN NEW YORK

an effective, interactive video course for elementary level students



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TEL.03-320-4170

(cont'd from page 30)

EFL classroom. and two hook reviews.

*Cross Currents* welcomes manuscripts concerning all aspects of second language teaching and learning, particularly: 1) two- to three-page sketches concerning cultural experiences in teaching English in developing countries (deadline Oct. 15); 2) articles concerned with cross-cultural communication; 3) practical ideas for classroom use; and 4) book reviews. General Editor, *Cross Currents*, 4-1 4-1 Shiroyama, Odawara, Kanagawa 250.

**TEAL/TESL CANADA  
1987 CONVENTION  
Vancouver, March 12-14,1987**

This convention will be of interest to educators in the fields of ESL, EFL, ESD, and Aboriginal Education. To submit papers, and for registration information: Carol May, TEAL Secretary, P.O. Box 82344, North Burnaby, B.C., V5C 5P8, Canada; tel. 604-294-TEAL. Residents of Japan are welcome to contact Laura Tamori, Nishi-Maiko Mansion 301, 6-1 Nishi-Maiko, Tarumi-ku, Kobe; tel. 078-781-9089; she requests suggestions for names of presenters and for topics.

**JAPANESE ASSOCIATION  
OF SUGGESTOPEDIA  
Inaugural Lecture and Buffet**

Topic: Love: Unspoken Catalyst of Suggestopedia  
Speaker: Alison J. Miller  
Date: Saturday, July 12th  
Time: 5:20-6:20 p.m.  
Place: Sangyo-Noritsu Daigaku, 6-39-15 Todoroki, Setagaya-ku, Tokyo 158;

03-704-4011; from Toritsudaigaku Station (Toyoko Line from Shibuya or Yokohama), take a bus that goes to Futako-Tamagawaen/Todoroki and get off at Sanno-dai mae.

Fee: ¥500 (buffet additional)  
Info: Iki or Kasuga, 03-704-4011 (work)

A group of Japanese and non-Japanese teachers from senior high schools, junior colleges and universities have just recently organized "The Japanese Association of Suggestopedia." (Office: c/o Sangyo-Noritsu Junior College, address above.) Ms. Miller is a visiting assistant professor at Sanno Junior College.

**A GUEST SPEAKER FOR YOUR CLASS?**

This summer, English teacher Julian Bamford will cycle the length of Japan to help end world hunger. From Cape Soya in Hokkaido at the end of July, he plans to travel the 3000-km. distance to Cape Sata in Kyushu in just under a month. Money will be raised by pledges made on a 'per kilometer' basis. Seventy-five percent will go to the Japan International Volunteer Center "Green for Africa" project (long-term development in Ethiopia), and 25 percent to the Hunger Project (education). No expenses will be deducted.

The purpose of the ride is not only to raise money for action to end hunger, but also to maintain hunger as an issue in people's lives, and to inspire others to act. Therefore, Julian will be delighted to visit your class as a guest speaker this month. He can talk about the preparations for the ride and/or more general hunger-related topics. The class can pledge money to the ride or not as they choose. A visit to your class could also be planned for September, with a report on the experience.

If interested, please call 0466-33-7661.



See that your *Language Teacher* follows you. Send this form **ALONG WITH YOUR CURRENT MAILING LABEL** to the JALT Central Office: c/o Kyoto English Center, Sumitomo Seimei Bldg., Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto

Name \_\_\_\_\_ Date effective \_\_\_\_\_  
 New Address \_\_\_\_\_  
 \_\_\_\_\_ Postal Code \_\_\_\_\_  
 New Home Phone \_\_\_\_\_ New Work Phone \_\_\_\_\_  
 New Employer \_\_\_\_\_



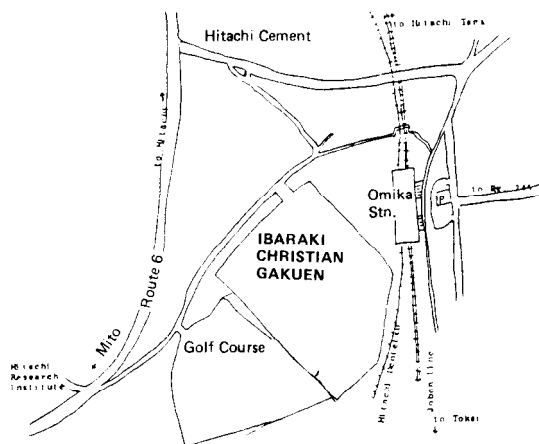
# Meetings

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.

## IBARAKI

Topic: TPR and Its Applications  
 Speaker: Dale Griffee  
 Date: Sunday, July 27th  
 Time: 2-4 p.m.  
 Place: Ibaraki Christian Gakuen Campus  
 (Hitachi-shi, Omika-cho 6-11-1)  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: Jim Batten, 0294-5 2-3215

Mr. Griffee will explain what Total Physical Response is and how to use it effectively. He is the author of **Listen and Act** and is now working at Simul International in Tokyo.



## HAMAMATSU

### 3rd Annual Summer Bar-B-Q

Topic: TPR with Children  
 Speaker: Gary Wood  
 Date: Sunday, July 20th  
 Time: 1 p.m.- ? (It's a party!)  
 Place: Gary Wood's house, 2-8-20 Nunohashi;  
 05 34-72-9056  
 Fee: Members, ¥3,000; non-members,  
 ¥3,500. This includes burgers and beer  
 and much, much more. Children are  
 welcome!  
 Info: Shelagh Speers, 0534-49-0766 or  
 Gary Wood

This party has become a local tradition! Mr. Wood will begin with a short discussion of the theory behind TPR (Total Physical Response) and will then conduct a lively demonstration with the children who are present. Then the fun-filled bar-b-q will begin.

Mr. Wood has taught ESL and EFL for the past eight years in the U.S., Korea, and Japan. He is chairman of the 1986 International JALT Conference in Hamamatsu.

## KOBE/OSAKA Joint Meeting

Topic: Big Classes, False Beginners and Turning Texts into Games  
 Speaker: Marc Helgesen  
 Date: Sunday, July 20th  
 Time: 1-4:30 p.m.  
 Place: Umeda Gakuen, Osaka  
 Fee: Members, free; non-members, ¥1,000  
 Info: Jan Visscher, 078-453-6065  
 Linda Viswat, 06-543-1 164

The problems of big classes are well known: motivation, mixed ability levels, 'shyness,' getting students to stay in the target language. The list goes on. In the first part of this workshop, strategies for dealing with big classes will be demonstrated through a series of activities focused on making use of (activating) the ability that false beginners already have. In the second part, while learning a series of games, we will consider the nature of gaming. Particular attention will be paid to turning textbook activities into games.

Marc Helgesen (M.A., Southern Illinois University) teaches at the University of Pittsburgh ELI in Tokyo. He is one of the authors of **English Firsthand** (Lingual House, 1986) and is the editor of the "My Share" column of **The Language Teacher**. He has published extensively on individualization and on the use of games for language acquisition.

## KOBE (tentative)

Topic: To Correct: When? What? How?  
 Speaker: Mario Rinvoluceri, Pilgrims English Language Centre, Canterbury, England  
 Date: Saturday, August 9th  
 Time: 7-10 p.m.  
 Place: St. Michael's International School  
 Fee: Members, free; non-members, ¥1,000  
 Info: Jan Visscher, 078453-6065 (after 8 p.m.)

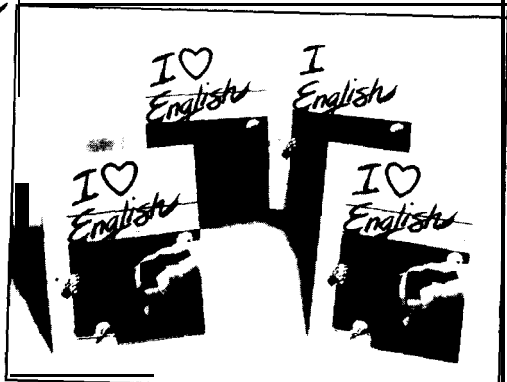
## KYOTO

The July 13th meeting announced in last  
 (cont'd on page 35)

# I ♥ English

# NEW

A new, four-level ESL/  
EFL series designed for  
beginning through in-  
termediate students in  
secondary schools



1 Put the words in the right order.

1 actress Brooke Shields an is American  
2 smoke library the car  
3 a sta  
4 to it  
5 is  
6 you



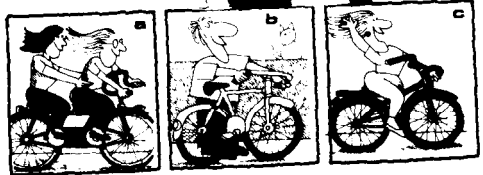
She is an actress. She is beautiful. Is she American? Yes she is.

- Imaginative, high-interest activities that can make even the most reluctant students participate in class
- Appealing, up-to-date artwork and photos that really motivate teenagers
- Simple teaching and learning technique for teachers with large classes and little time for preparation
- Extensive reading and writing activities

LET'S SING A SONG.

Blue, blue, my is my world, now I'm with - out you.

1 Listen to the descriptions. Correct picture



ix

1 Guess the country (Use the list.)

2 Where are these people from?

K.K. Regents  
Publishing Co., Inc.  
Hayakawa Bldg., 1F  
2-2-15 Koraku, Bunkyo-ku  
Tokyo, Japan  
Tel: (03) 816-4373  
Telex: 23788



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month's **LT** has been cancelled. Please see in **Bulletin Board** the Call for Papers for the Sept. 27-28 chapter mini-conference on discourse analysis.

### **Joint Meeting with JACET (Japan Association of College English Teachers)**

Topic: Discourse Analysis  
 Speaker: Prof. John M. Sinclair, University of Birmingham, U.K.  
 Date: Wednesday, July 23rd  
 Time: 3-5 p.m.  
 Place: Bukkyo Daigaku Shijo Center  
 Fee: Free  
 Info: JALT Office, 075-221-2376

Prof. Sinclair, renowned for his work in syntax, semantics and lexicography, is being brought to Japan under the auspices of the British Council at the request of JACET which has kindly offered to host this joint presentation with JALT. He will present his views on discourse analysis with reference to its applications to language teaching.

The Bukkyo Daigaku Shijo Center is located on the corner of Shijo and Karasuma Streets and is accessible by either the Hankyu Railway or the Kyoto underground.

### **MATSUYAMA**

Topic: English Language Education in Other Countries  
 Speakers: Representatives from India, the Philippines, Brazil, Israel and Mexico  
 Date: Sunday, July 20th  
 Time: 2-4:30 p.m.  
 Place: Bancho Rojin Fukushi Center (Bancho Kominkan, 4F.)  
 Fee: ¥100 for all  
 Info: Marin Burch, 0899-31-8686  
 Kyoko Izumi, 0899-77-3718

The speakers will tell how English is taught in their country and also give a short introduction to their country. Questions and discussion are welcome.

### **NAGASAKI**

Topic: Introducing the Writing Process  
 Speaker: Robert Bini  
 Date: Sunday, July 6th  
 Time: 1:30-4:30 p.m.  
 Place: Faculty of Education, Nagasaki University, room 64  
 Fee: members, free; non-members, ¥1,000  
 Info: Yoko Morimoto, 0958-49-2334  
 Sarah Lindsay, 0958-44-3842

Writing classes frequently emphasize the finished product rather than the process which goes into writing. Exclusive attention to areas such as grammatical accuracy in the first stages of writing can be detrimental to improving students' compositions. A threatening atmosphere results causing students to limit their potential.

Mr. Bini will discuss an alternative approach - an introduction to the writing process which allows students time to gather ideas, organize, write and rewrite. Attention is focused on the revision of one's writing rather than immediate results. He will touch on prewriting activities, the question of quantity vs. quality, the use of timed writing assignments, journal writing, how and when the teacher responds to student writing, activities for revision, and designing editing worksheets.

Robert Bini has an M.A. in TESL from San Francisco State University and currently teaches at Junshin Women's Junior College in Nagasaki.

### **NAGOYA**

Topic: Ideas Workshop  
 Date: Sunday, July 13th  
 Time: 1:30-5 p.m.  
 Place: Mikokoro Centre, Naka-ku  
 Fee: Members, free; non-members, ¥500  
 Info: Kay Ogino, 05363-2-1600  
 Lesley Geekie, 05617-3-5384

Come and spread your talent around! Here's a chance to present some of your own ideas for classroom activities or teaching strategies. Bring along ideas that have worked in your classroom, and even if they didn't work, they might work for someone else and you might find a new way to approach them.

Ideas for all age groups, skill areas and teaching situations are welcome. Don't forget to bring copies of any handouts you intend to use.

### **OMIYA**

Topic: Some Ideas for Teaching Children  
 Speaker: Mitsue Tamai  
 Date: Sunday, July 13th  
 Time: 1:30 p.m.  
 Place: Omiya YMCA  
 Fee: Members, free; non-members, ¥1,000  
 Info: Michiko Shinohara, 03-317-0163  
 David Burger, 0486-51-5182

Second language acquisition in childhood has recently attracted the interest of specialists from various fields. Although the significance of teaching a foreign language to young children is greatly emphasized, two big questions still remain: optimal age and optimal method.

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After a brief survey of the theoretical transition from empiricist to rational positions, the presenter will discuss the controversial Critical Period Hypothesis. She will also speak about her own experience and problems of teaching children from ages 4 to 11, as well as some techniques and materials she has developed.

Mitsue Tamai (B.A., College of Notre Dame and M.A., San Francisco State University) is a lecturer at Bunkyo Women's Junior College, Aoyama Gakuin University and Kanto Gakuin Women's Junior College. She is the recording secretary for the Omiya chapter of JALT.

## OKAYAMA

### **Joint JACET/JALT Meeting**

Topic: Discourse Analysis and Language Teaching  
 Speaker: Prof. John Sinclair, University of Birmingham, U.K.  
 Date: Sunday, July 20th  
 Time: 3-5 p.m.  
 Place: Chugoku Junior College, Niwase: Administration Bldg. 3F.; 0862-93-0541  
 Fee: Members, ¥500; non-members, ¥800  
 Info: Fukiko Numoto, 0862-53-6648

## SAPPORO

### **Potluck Get-Together**

Date: Sunday, July 20th  
 Time: Meet at Makomonai subway stop 11:45 a.m.  
 Place: South of outdoor speed skating rink  
 Info: Eiji Suenaga, 011-563-2774  
 Jerry Halvorsen, 011-596-3853

Join us for a picnic in Makomonai Park. Bring your own food. All are welcome: spouses, friends and kids.

## SENDAI

Topic: Large Class Management  
 Speaker: Roy Shelangouski  
 Date: Sunday, July 20th  
 Time: 3-6 p.m.  
 Place: Sendai Shiminkaikan  
 Fee: Members, free; non-members, ¥500  
 Info: Barbara Hoskins, 0222-65-4288

Fifty students packed into a small classroom with desks and chairs bolted to the floor – the reality of teaching in Japan's public schools. In this workshop, Mr. Shelangouski will show participants how to work around these limita-

tions to provide students with a communicative language learning environment.

Mr. Shelangouski has spent the last 20 years teaching in Japan: at language schools, junior high schools, senior high schools, and colleges. He is currently teaching at Sakura No Seibu Junior College in Fukushima.

## SHIZUOKA

Topic: An Introduction to TPR  
 Speaker: Aleda Krause  
 Date: Sunday, July 20th  
 Time: 1-4 p.m.  
 Place: Tokai Junior College (near Yunoki stn.)  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: John Laing, 0542-46-6861

Aleda Krause has taught languages in Japan for nine years. She has an M.A. in Linguistics from the University of Michigan and currently teaches at Joshi Seigakuin in Omiya. This workshop/demonstration will discuss the reasons for teaching listening first, review some of the literature on the topic, and demonstrate Total Physical Response! a technique for teaching language through listening. Be prepared to join in, have fun – and learn some language, as well as language teaching techniques.

## TOKUSHIMA

Topic: How to Get Along with a Computer  
 Speaker: Norman R. Sterchele, Ph.D., and others  
 Date: Sunday, July 13th  
 Time: 1:30-4:30 p.m.  
 Place: Sutan Business, Ryutsu Center, Hirai-shi, Kawachi-cho; 0886-65-0700  
 Fee: Members, free; non-members, ¥1,000  
 Info: Noriko Tojo, 0886-85-7153 (days)  
 Eiko Okumura, 0886-23-5625 (eves.)

## TAKAMATSU

Topic: Articulatory Phonetics for Language Teachers  
 Speaker: Eiko Okumura  
 Date: Sunday, July 20th  
 Time: 2-4:30 p.m.  
 Place: Takamatsu Shimin Bunka Center  
 Fee: Members, free; non-members, ¥500  
 Info: S. Maruura, 0878-34-6801  
 P. Manning, 0878-54-1782

Eiko Okumura, an English teacher at Tokushima Bunri University, who received her M.A. in TESL at Portland State University, U.S.A., will demonstrate how articulatory phonetics can be a useful tool for both Japanese and native

(cont'd on page 38)

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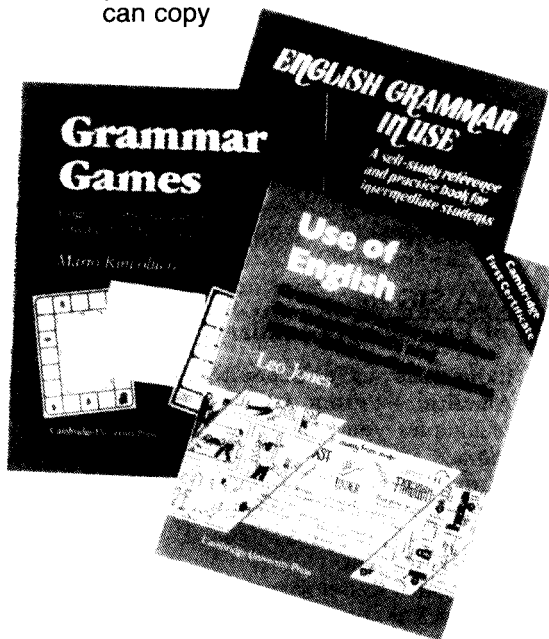
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[cont'd from page 36]

teachers of English. It can bridge the gap between teachers' intuitive knowledge about the sound system of their native language and the application of that knowledge to classroom teaching, i.e. helping Japanese students improve their pronunciation.

The presentation will be in two parts: an introduction to some basics in articulatory phonetics, and a question-and-answer session to help out Japanese speakers.

## YOKOHAMA

Topic: Teaching Writing  
 Speaker: Rick O'Connor  
 Date: Sunday, July 13th  
 Time: 2-5 p.m.  
 Place: Kaiko Kinen Kaikan  
 Fee: Members, free; non-members, ¥500  
 Info: Bill Patterson, 0463-34-2557

Mr. O'Connor will demonstrate how to teach basic writing in ESL classes. He observed that most EFL writing texts were too difficult for first year university students and as a result compiled a text to develop written fluency in English. This presentation/demonstration will include how to teach simple list, time order, and order-of-importance paragraphs.

Mr. O'Connor received his M.A.T. from SIT in Brattleboro, Vt., and taught for the Peace Corps in Afghanistan. He is now on the staff of IIST in Fujinomiya.

## YOKOHAMA SIG for

### Teachers of English at Secondary School

Topic: Experience as a Schoolteacher in America - From facts to practical techniques you can use in your classroom  
 Speaker: Hiroko Yazaki, Instructor and assistant in curriculum development at ICRA  
 Date: Saturday, July 5th  
 Time: 2:30-4:30 p.m.  
 Place: Yokohama Kaiko Kinen Kaikan  
 Info: Ryuko Kubota, 0427-47-6378 (eves.)

After graduating from Boston University, MA, Hiroko Yazaki taught first graders in a Houston, TX public school. In her third year, she took a position as a substitute teacher in the district schools, grades K to 5th. She has also taught music, P.E., resource, and special needs classes for her further study in education.

She will be sharing with us what she has gained from public school teaching. There will be quite a lot of teaching tips for teachers of all levels.

## TOKYO

Topic: English Camps for H.S. Students  
 Speaker: Gwen Thurston Joy, Sophia Jr. College  
 Date: Sunday, July 27th  
 Time: 2-5 p.m.  
 Place: Sophia University (Yotsuya), Building 9, room 252  
 Fee: Members, free; non-members, ¥500  
 Info: N. Graves, 03-845-6330  
 T. Dow, 03-455-7840

This presentation, a description of four-day English study camps (Eigo Gasshuku) developed for high school students over the last four years, includes a summary of how the program is organized, a description of the major materials, and a demonstration of some of the activities used.

## TOKYO JHS/HS SIG

Topics: 1) Corrections: When, what, and how  
 2) Grammar Games  
 3) Listening  
 Speakers: 1) & 2) Mario Rinvoluceri  
 3) Munetsugu Uruno  
 Date: Sunday, August 3rd  
 Time: 2-5 p.m.  
 Place: Pittsburgh University ELI-JP, Iidabashi (see map or call 03-238-0531)  
 Fee: Members, free; non-members, ¥1,000  
 Info: Prof. Oshima, 03-416-8477  
 T. Dow, 03-455-7840

This is the first meeting of the Tokyo Junior High School/High School Special Interest Group. JALT Summer Institute featured speaker Mario Rinvoluceri will consider error corrections with an emphasis on how to decide which errors to correct and how to make the corrections effective. He will then share games for teaching and practicing grammar points. He is the author of the Cambridge text **Grammar Games**. Mr. Uruno, Vice-Principal of Ibaraki High School, is co-author of **Strategies in Listening** (Filmscan/Lingual House).



# 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.

**(GIFU)** Full-time English teacher wanted by Gifu Women's Junior College from Oct. 1. Native speaker with a university degree and preferably with ESL/EFL experience. For further information, please call Anna Takeda: 0582-31-2702 (office); 0582-32-4069 (home).

**(FUKUOKA)** Native English instructor wanted from Sept. 1. Full time, five-day week. TOEIC/conversation classes. Salary, health insurance, transportation fees. University degree/proper visa required. Send resume/photo to: Ms. Noriko Sakamoto, SSC English Academy, S-10-22 Tenjin, Chuo-ku, Fukuoka 8 15; tel. 092-77 1-2925.

**(HAMAMATSU)** Experienced ESL teachers wanted. Attractive salary, bonus and housing package; return fare provided annually, Preferred: Degree in ESL/EFL or related field, classroom teaching experience, and certificate of attendance at an introduction-to-self-access-pair-learning seminar directed by Nicolas Ferguson, as well as his recommendation. For further information: William S. Anton, Four Seasons Language School and Cultural Center, 4-32-8 Sanarudai, Hamamatsu 432; tel. 0534-48-1501.

**(HIROSHIMA)** Private university seeks a native speaker to teach English and/or English conversation as a subject of the liberal arts. The post is offered as tenure starting on April 1, 1987. The successful applicant must fulfill the same duties as Japanese colleagues do. Knowledge of Japanese is desirable. Applicants will be expected to hold a degree of M.A. or M.Ed. or similar professional qualification, preferably with at least three years' experience in teaching EFL. Send by registered mail: 1) a CV with a recent photo, 2) a list of publications, 3) all or part of publications or their copies, 4) a diploma, 5) names and addresses of two references to Prof. Etsuzo Kishi, Dean of the Faculty of Commercial Sciences, Hiroshima Shudo University, 17 17 Ohtsuka, Numata-cho, Asaminami-ku, Hiroshima 73 1-31, by Sept. 30. Tel.: 082-848-2121.

**(IBARAKI-KEN)** Full-time TEFL position beginning April, 1987. Required M.A in TEFL/

TESL or closely related field, or equivalent experience; English and Japanese language proficiency. TEFL experience preferred. Age to 40. Salary commensurate with background and experience. Send resume and 100-English-word essay on the prospects of foreign language education in Japanese colleges by Sept. 5. Personal interview will be held thereafter. Somubu (Office of General Affairs), Department of Literature, Ibaraki Christian College, 6-11-1 Omika-cho, Hitachi, Ibaraki-ken 3 19-1 2.

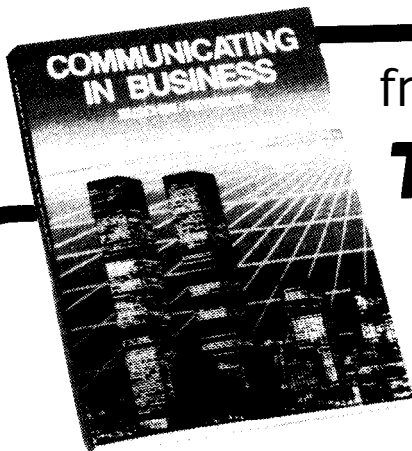
**(NAGOYA)** Two Japanese, with near native fluency in English, and at least one native English speaker, for TEFL positions starting April, 1987, to join the current team of language instructors in the highly automated Language Centre on campus. Positions include curriculum and material development, and involvement in university activities. Requirements: Ph.D. (preferred) or M.A. in TEFL, applied linguistics or related field; TEFL experience, ideally partly gained overseas; commitment to TEFL as a career. Experience in CAI beneficial. Position and salary based on qualifications and experience. Please apply in English, with full curriculum vitae, to Miss Helen Gibson, Nagoya University of Commerce and Business Administration, Sagamine, Nishin-cho, Aichi-gun, Aichi 470-01.

**(OSAKA)** Applications are invited for Hi-Jokin positions in the English Department at International Buddhist University, Habikino, Osaka-fu. Native or non-native speakers. Requirements include certificate of attendance at an Introduction to Self-Access Pair Learning seminar directed by Nicolas Ferguson, as well as his recommendation. (The next such seminars are scheduled for July 14-1 9 in Geneva, and Aug. 13-18 in Osaka.) Information: Tom Pendergast, 06-443-3810.

**(TOKYO)** Bunka Institute of Language seeks a qualified, committed teacher as a full-time English Typewriting Instructor from mid-August in an extensive two-year English typewriting program. Classes are limited to 24 students. EFL experience is also desirable. Applications, complete with copies of resume, diplomas and passport, current photo, and recommendations, should be sent to L.C. Willoughby, c/o B.I.L., 3-22-1 Yoyogi, Shibuya-ku, Tokyo 15 1, as soon as possible. Full sponsorship, competitive salary, and benefits offered.



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# JALT—全国語学教育学会について

JALTは、語学教育者のために、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。

JALTは、1976年に、関西地区在住の語学教師数人により設立され、現在では、日本全国に約2,700名の会員を持つ全国組織となっています。また、対外的には、英語教育の分野で世界的影響力を持つ英語教師協会 (Teachers of English to Speakers of Other Languages—TESOL) の加盟団体 (1977年)、及び、国際英語教師協会 (International Association of Teachers of English as a Foreign Language—IATEFL) の日本支部 (1985年) として、国際的にも活躍しています。

JALTの会員は、幼児語学教育に携わる者から、小学校・中学校・高等学校・大学そして語学学校等の語学教師、更に、企業内語学教育を担当する者まで、幅広い層に跨っています。

## 出版物

- ◆JALT JOURNAL—JALTが年2回発行する学術誌
- ◆THE LANGUAGE TEACHER—JALTの月刊誌 (英和文併用、B5、36~72ページ)
- ◆CROSS CURRENTS—The Language Institute of Japan (L I O J) 発行の学術誌 (JALT会員には割引の特典があります)
- ◆IATEFLの出版物
  - English Language Teaching Journal
  - World Englishes
  - Modern English Teacher
  - EFL Gazette
 (JALTを通してIATEFLの会員となったJALT会員には割引の特典があります)

## 年次国際大会及び例会

- ◆年次国際大会—会員及び国内外より招聘した専門家により、150を越す論文発表やワークショップ等が行われます。又、大会期間中には、多くの出版社が大会会場にて、教材、研究書等を展示します。
- ◆特別セミナー及びワークショップ—国内外より、指導的立場にある専門家を招いて行われます。
  - 夏期セミナー—特に中学・高校教師を対象にしたセミナーで、より効果的な教授法の習得を図る一方、教師自身の語学力の質向上をも目的としています。
  - 語学学校・塾の経営者のためのセミナー
  - 企業内語学教育セミナー

◆各支部の例会—各支部毎に、毎月、或いは隔月に1度、例会が開かれます。原則として、会員の参加は無料です。

## 支部

現在、全国に22の支部があります。

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更に、現在、青森、福島、金沢に新しい支部を設けるべく準備を進めています。

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語学教育に関する研究や、教材の製作に、経済的援助をする事を目的として支給されるもので、会員ならば誰でも、助成金の申請をすることができます。申請の〆切りは、毎月9月1日で、助成金の受給者名は、年次国際大会で発表されます。

## 会員

- 個人会員—最寄りの支部の会員も兼ねています。
- 共同会員—住居を共にする個人2名が対象です。JALTの各出版物が、2名に対し、1部しか配布されないという事以外は個人会員と同じです。
- 団体会員—同一勤務先に勤める個人が5名以上集まった場合に限られます。5名毎に、JALTの出版物が1部配布されますが、端数は切り上げます。(例えば、6名の場合は2部、11名の場合は3部配布されます。)団体会員は、メンバーが入れ替わっても構いません。その場合、抜ける会員は会員証を返却し、新しく会員になる者の氏名、その他必要事項を報告せねばなりません。詳細は、事務局まで。
- 商業会員—年次国際大会や例会等で、各社出版物等の展示を行うことができる他、会員名簿の配布を受けたり、JALTの出版物に低額の料金で広告を掲載することができます。詳細は、事務局まで。

入会の申し込みは、綴じ込みの郵便振替用紙を利用するか、或いは、日本円又はアメリカドルの小切手か、郵便為替に申し込み書を添えて事務局まで郵送して下さい。例会での申し込みも受け付けています。

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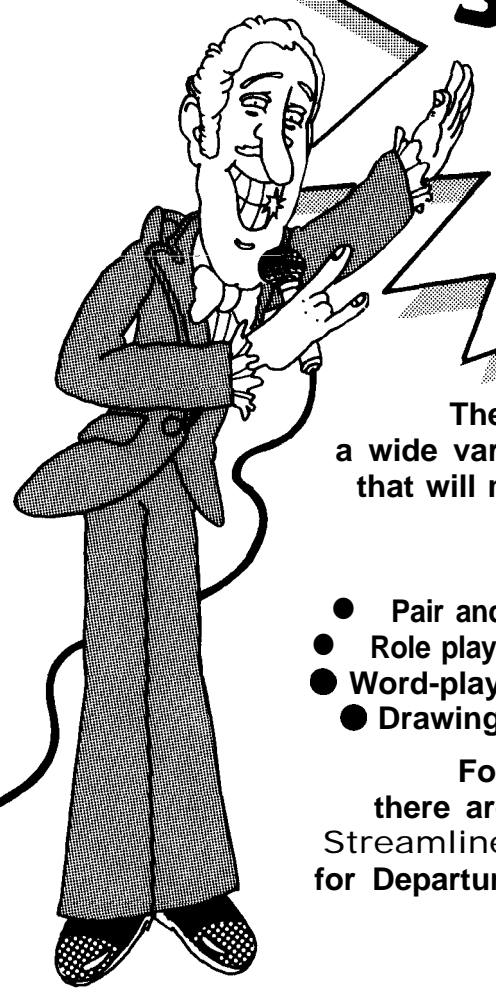
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