

THE Language Teacher

全国語学教育学会

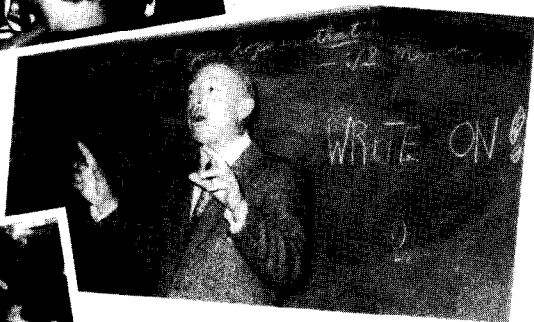
VOL. XI, NO. 11

OCTOBER 1987

THE JAPAN
ASSOCIATION OF
LANGUAGE TEACHERS

JALT

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THE Language Teacher

VOL. XI, NO. 11

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The Language Teacher is the monthly publication of The Japan Association of Language Teachers (*Zenkoku Gogaku Kyoiku Gakkai*), a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. JALT welcomes new members of any nationality, regardless of the language taught.

The *Language Teacher* editors are interested in articles of not more than 3,000 words in English (24 sheets of 400-ji genko yoshi in Japanese) concerned with all aspects of foreign language teaching and learning particularly with relevance to Japan. They also welcome book reviews. Please contact the appropriate editor for guidelines, or refer to the January issue of this volume. Employer-placed position announcements are published 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.

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THE DELAYED ANSWER: RESPONSE STRATEGIES OF JAPANESE STUDENTS IN FOREIGN LANGUAGE CLASSES

By Rudolf Reinelt, Ehime University

Foreign language teachers used to the Western question-answering system at school sometimes have difficulties when this procedure does not work as expected, e.g. when asking questions in large classes in Japan. This has to do with the different background of the questions for the Japanese students and of teacher questions in Japan and in the West.¹

Compared to the West, the time lag between the putting of a question and the start of answers in Japan is especially conspicuous. An examination is offered of what happens during this time lag, and why, in order to increase understanding on the part of the non-Japanese teacher, even if we can not propose solutions.

Time span and marks

Data. The following (**Table 1**) are examples of delays between teacher utterances and student responses. The questions/greetings were all very simple ones in German. The numbers in parentheses following each utterance indicate the number of students to whom the utterance was addressed. The figures on the right give the time between the completion of the utterances and the start of the verbal response by the students addressed, respectively. Students had their textbooks, with proposed answers, open in front of them on the table.

Table 1	
Question/Greeting	Time in seconds
Good morning (3)	1/15/6
Where do you come from? (5)	29/6/7/8/5
What are you going to do in the summer breaks? (4)	50/30/29/10

We therefore have to ask why the time span is so long. Since the situation in school is one in which a mark will be given in one form or other, we have to look at what the criteria for these marks are. We will see here the first big difference between teachers' and students' assumptions.

Different criteria for marks. Western teachers seem to consider the following factors as important for a good mark at school (in order of importance):

- a) quick response;
- b) (if one student is addressed) individual answer;

- c) originality of the answer, where applicable;
- d) correctness of the answer.²

Japanese students, however, have been brought up to apply different criteria for giving their answers. The one common point seems to be correctness, but mistakes seem to be much more dangerous.³ Accordingly, correctness seems to rank first. Besides that, for the most part sticking to norms seems to be most important. This means that procedures other than those of the West have to be followed before an answer is given. We think that a look at what the students do before answering gives us hints as to why they proceed in the ways they do.

All pertinent points cannot be treated fully here, such as discussion of the overall background, cooperative principles, group constellations, and the normative system. We are, however, fully aware that teachers' questions are problematic, especially in an environment where they are not that common, as in university foreign language classes. Our data are from a German class at the end of the first term at Ehime University. We videotaped two classes: both for 20 minutes, each once with a Japanese teacher and once with the author. Although answering time was somewhat shorter with questions from a Japanese teacher, there was still a considerable delay.

An Example: A series of drawings

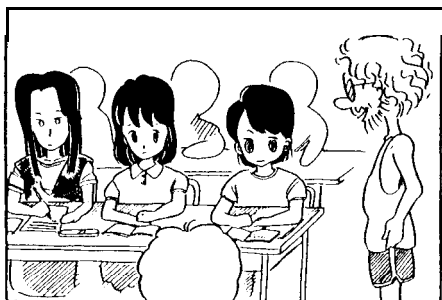
We have made drawings⁴ of stills of one videotaped question-answering situation, and take them as an example to demonstrate the points of this article. We made drawings only when there were major changes from the preceding state. We also do not take into account in this article the delicacies of facial expressions.

Although in much of the research on non-verbal communication (Birdwhistell, 1970) and gestures (Fast, 1970; Rinn, 1984) technical terminology has been developed, we will use everyday terms here for description. All the actions turn out to be highly standardized.

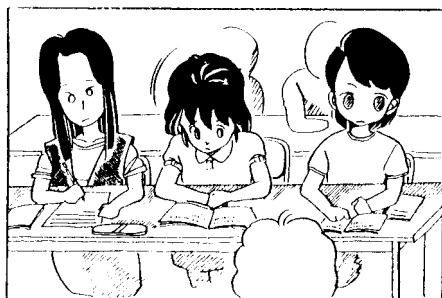
Abbreviations:

- SA Student asked
- SL Student to the left of SA (seen from the teacher)
- SR Student to the right of SA (seen from the teacher)
- T Teacher
- sth something (not identifiable)

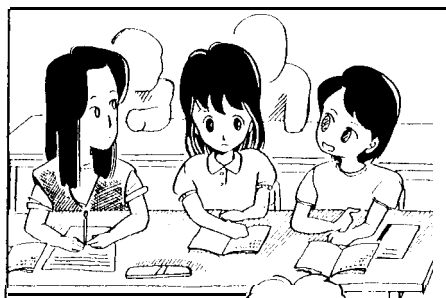
SL SA SR T



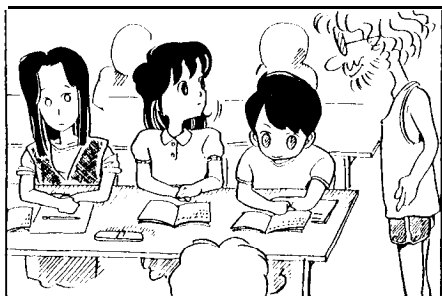
1.
T: How much is that dictionary?



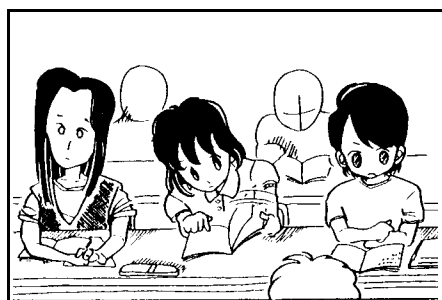
2.
SA bows slightly.



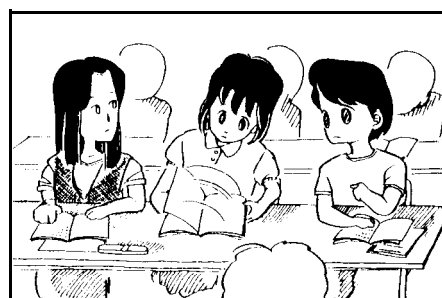
3.
SR looks at SA.
SL looks at SA.
SR talks to SA.



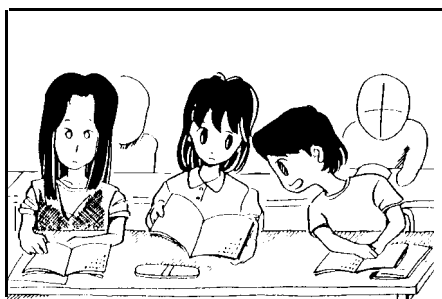
4.
SA looks up to T.



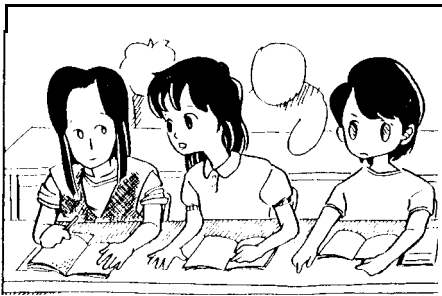
5.
SA looks up sth in the textbook.



6.
SR looks at SA.
SL looks at SA.



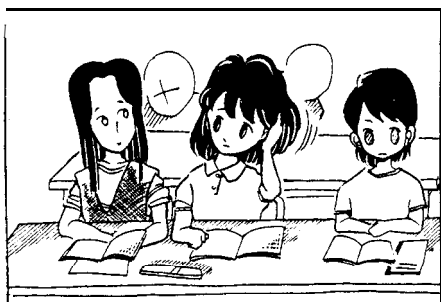
7.
SR looks in the textbook.
SR talks to SA.



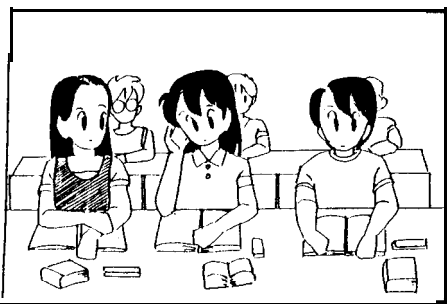
8.
SA asks SL.

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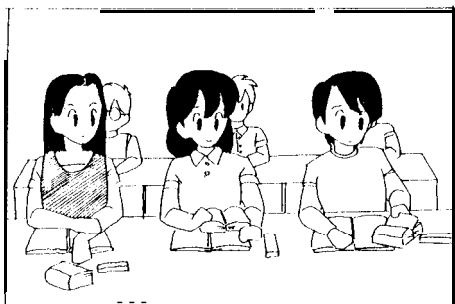
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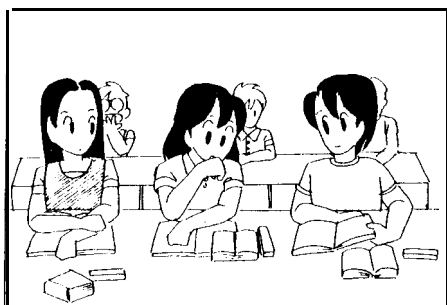
9.
SA strokes her hair.



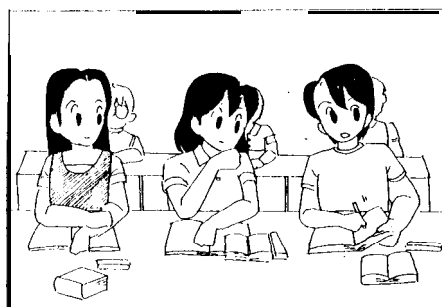
10.
SA and SL compare and look up
sth in textbook and dictionary.



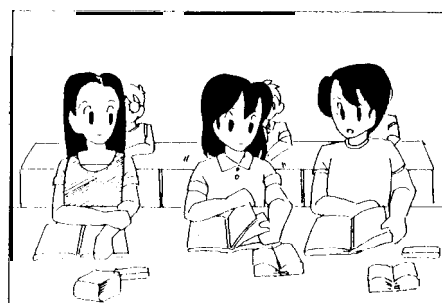
11.
SR also goes on looking up sth in
textbook and dictionary.



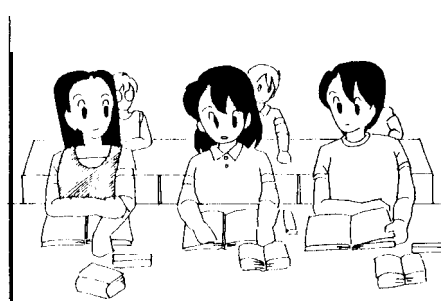
12.
SR turns to SA.
SA holds hand under her chin.
SA goes on looking up sth in her
own book.



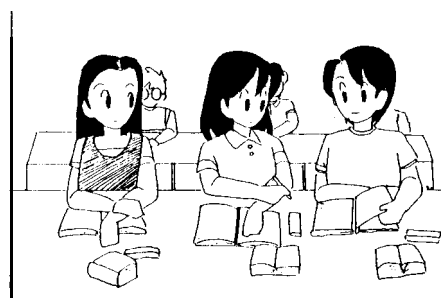
13.
SR has found the answer, shows
SA, where the answer is written.
SA looks at the page shown by SR.



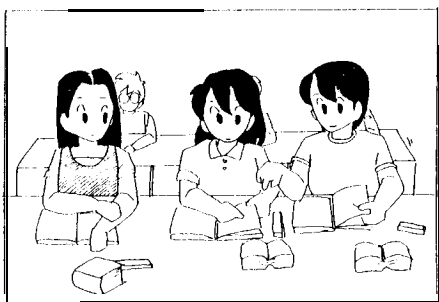
14.
SA reads the page shown.



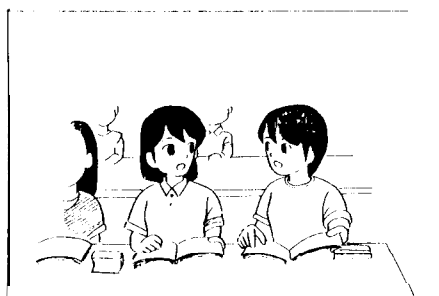
15.
SA reads the same page in her
own book.



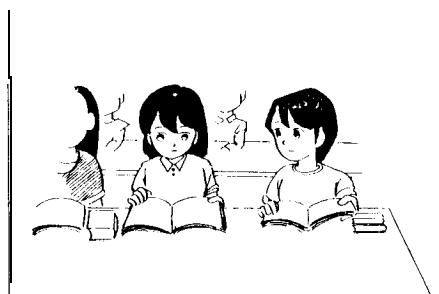
16.
SA compares with SR's book.



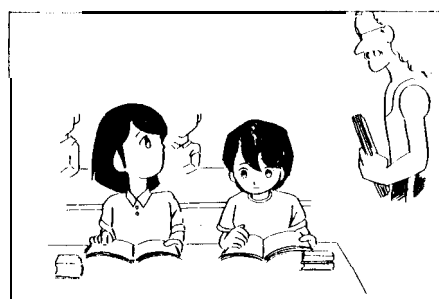
17.
SR shows the place in SA's book.
SL is still turned to SA.



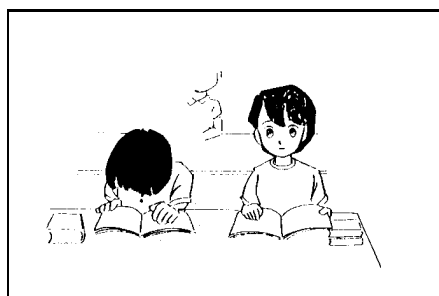
18.
SA and SR confer.



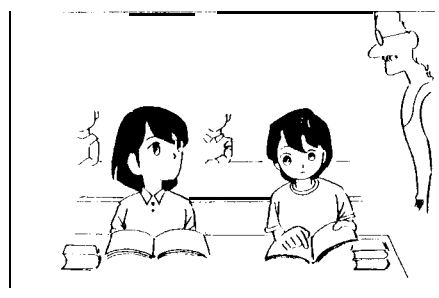
19.
SA looks at the place shown in her own textbook and starts reading while SR looks on.



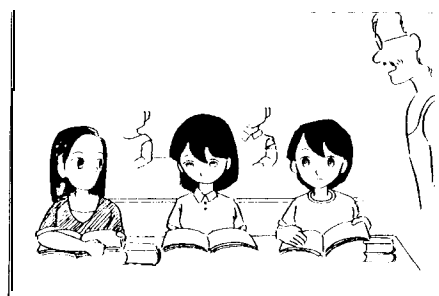
20.
SA looks up to T.
SR goes on searching.



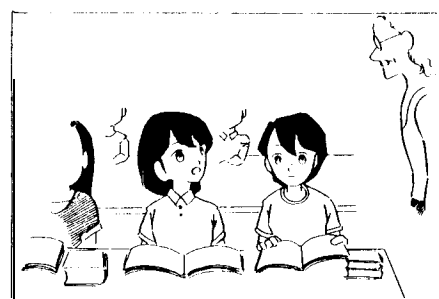
21.
SA bows deeply, head touching table.



22.
Slowly SA looks up to T.



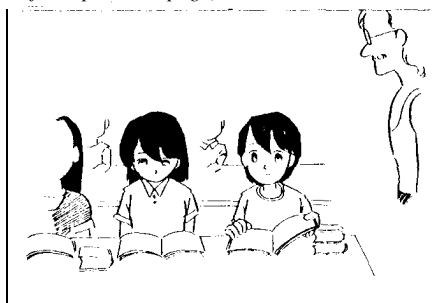
23.
T repeats question: "How much is the dictionary?"
SL looks over to SA, but does not talk to her.
SA bows slightly.



24.
SA answers quietly and reservedly: Three thousand yen.

(cont'd on next page)

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25.

SA bows slightly after answering.

Overall time span: 65 sec.

Intermediate Activities. As can be seen from the example, question and answer do not form a simple pair following each other immediately, nor are the students inactive in the time between the teacher's question and the answer formulation. Rather they perform some (highly recurrent) actions, here called *intermediate activities*. Since their number, performance and permissibility are vastly different from corresponding actions of Western students, we will go into some detail about them here, and try to explain them more later (cf. 4).

In general there seem to be two types of activities: *normal positions* (NPO) and *intermediate activities* (IA). Normal positions are expected of a student as befitting him/her at any time. They are safe and unassailable, while intermediate activities are only taken for granted and allowed without guarantee.

There are only a handful of NPO, and the number of IA is certainly quite limited. Some examples (numbers in parentheses refer to the drawings above):

- a) *Normal positions*
 - sitting up straight,
 - looking attentive.
 - bowing (if necessary) (2,21,25)
- b) *Intermediate activities, e.g.*
 - looking at (/up to) the teacher (4),
 - looking up at the teacher, head tilted,
 - telling your neighbour something (3),
 - backing away from the direction of the teacher,
 - turning pages in a book/the dictionary (10),
 - showing SA a page in the textbook (13, 17),
 - turning and talking to the neighbor (12),
 - giving translations or interpretations to SA,
 - repeating what the teacher said,
 - confirming,
 - reading in the textbook (14,15).

Note that we do not here differentiate between "addressed activities" and those that are not, or those only "available" to SA and those to others, etc. Also not taken into account are group structures, meanings of gestures and mimics, or the aims of each and every activity. Also pre- and post-history of the whole question-answer sequence are not included.

Most of the intermediate activities are not permissible in finding an answer for English, German or American students, except when specifically indicated by the teacher.

An explanation

We can differentiate all activities according to whether they are meant as *behaviour towards the teacher* or whether they contribute to the *finding of answers*.

The first group follows a principle of "let it pass"; the others are realizations of a "reciprocity" principle, in this case in its student's form. Both principles are here specified according to the institution and thus guarantee that roles are not violated and at the same time accrediting to a "*bud* record" is avoided, if they are followed.

Activities meant for the teacher. After Japanese teachers ask students a question, they often add further material, often translations in Japanese, which, in turn, the students can rely on. To wait, then, is safe.

To show, however, that one is "trying" (i.e. *gambaru*) is more difficult, and it is necessary to perform actions that in school and outside are recognized as signs of such trying, such as stroking one's head (as a sign of thinking 19], worrying), turning pages in one's own (text)book or dictionary. Obvious advantages of these activities are that 1) it is not determinable whether the student is really trying or not, and 2) they are recognized throughout society as "demonstrating effort." Mere repetition of the teacher's utterance seems to be a school-specific way of showing that one is trying. Finally, in some cases ostentatious behaviour alone, e.g. bowing, can be enough.

An important difference from Western schools, then, is that wider *societally-recognized concepts* still dominate at schools in Japan, while in the West *school-generated requirements* dominate over those from outside, which are redefined (Ehlich, 1980). Thus still sticking to norms, e.g. sitting up straight, or bowing as a sign of readiness to behave norm-adequately towards a socially higher person, is dominant inside the Japanese school, while in the West a schoolgenerated definition of production seems to prevail over

requirements from outside, especially towards the teacher. The meaning of everyday behaviour does not have to be redefined in Japanese schools, so keeping silent, for example, still works similarly as safe retreat, while this is not the case in the West, where it leads to the attribution of a bad record.

Cooperative Answers: A different view. Seen so far, there are serious shortcomings to solo answers: the big danger of a bad record; only one alternative as answer; the lack of moral support, etc. If, however, the task is distributed to more students, more alternative answers can be generated; correctness can be checked and reconfirmed; moral support can be given, etc. Since answers to questions are divisible, their parts can be contributed by different people,⁵ e.g.: determination of the contents; formulation of the contents; confirmation of correctness; mutual reassurance; consideration of eventual counter-arguments, etc. Also, some or all of these parts can be run through repeatedly.

Cooperation in answering. An alternative opens up, then, to having one student bear all the burden of considering everything and still producing good results, because of the validity of the reciprocity principle, which in short says that help has to be given to someone in one's own group⁶ and that this help will and can be expected to be returned later on.

Concretely, this means that whenever a teacher asks one student, all students within a certain area around this student become automatically involved. They can (and to a certain degree are all expected to) contribute something towards the answer – give a translation, look something up in the dictionary, gather parts or all of the contents, put the contents of the answer together, give alternative answers, discuss correctness of answers, assemble a sentence in a foreign language, give moral support, etc. The student can then present the consensus results with some feeling of safety. Whether students really do that or not depends finally on each of them. Therefore, even after a long deliberation, there is sometimes no answer.

The contributions received, however, are not binding on the student asked. An independently-arrived-at answer can still be given, especially if the student is used to doing that, or is confident of its correctness. The whole process is run through quite quickly, but is still time-consuming and can easily lead to misunderstandings on the part of Western teachers, who are used to other criteria and hold a different value for records from that of their Japanese students. The latter often use a cooperative approach and take for granted the time that this consumes; they have

certainly never been shown the differences noted in this article.

Notes

¹In a hierarchical society such as Japan's, questions from a socially higher position generally only open space for answers, i.e., here *possibilities* for students to talk

²There seem to be slight differences, however, as one of the reviewers noted.

³"The goal of foreign language learning is a perfect translation." *Personal communication*, JALT 1984.

⁴For technical reasons, some of the students' features in the drawings change. This, however, does not affect the points made in this paper.

⁵cf. If we ask a group of two or more people for directions to some place, usually they will contribute different parts to the solution.

⁶At times this configuration may be quite instantly defined, e.g. as the people around the person asked, who can also share activities outside the class. At least all the students do form a group *visa-vis* the teacher.

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Some parts of this paper were first published in German in the 愛媛大学教養部紀要第XVII号 (1984), pp. 433-478. Special thanks to the German students in the summer term of 1984, who allowed the use of the material. Updates in and through recent courses have been made by observation notes. The author is further grateful to I. Marui for lengthy and scrutinizing discussions. Literature is kept to a minimum, because most points have been researched, although separately, before, and an extensive list would have to be added. Further thanks to R. Miller and J. Dean for a thorough revision, the Ehime University Manga Kenkyukai for the drawings, and H. Takamoto for the layout.

Of course the author takes responsibility for all mistakes.

PUBLICATIONS BOARD CHANGES

The *JALT Journal* has two new Co-Editors. Beginning with the November 1987 issue (Vol. 9.1) it will be edited by Richard Cauldwell and Charles B. Wordell. The contact address appears on page 3.

The *Language Teacher* will also have new Co-Editors, as of the end of November (the January 1988 issue). Eloise Pearson (03-351-8013) and Ann Chenoweth (03-827-1898) will be receiving manuscripts and correspondence at Sugacho 8 banchi, Shinjuku-ku, Tokyo 160.

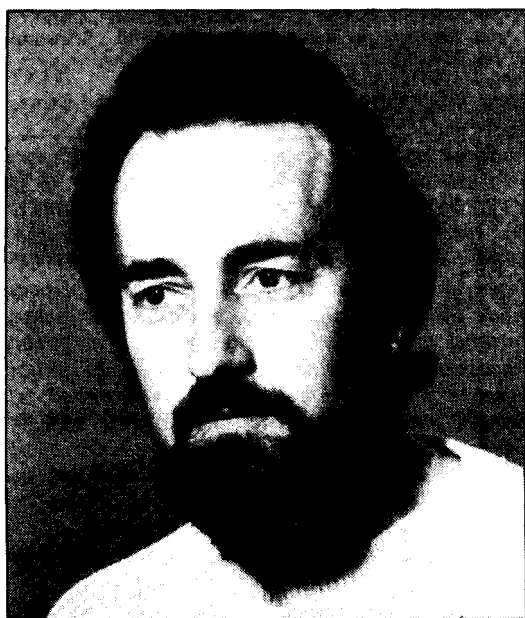
Interview: DICK ALLWRIGHT

GROUP WORK MIGHT BE ILLEGAL

Could group work be illegal? What do we mean by "large classes"? Are methods transferable to other cultural contexts? These are just a few of the topics Dick Allwright addressed in the interview Virginia LoCastro and Tom Robb did with him over breakfast at the TESOL Conference in Miami for The Language Teacher. He will be Guest Speaker at the JALT '87 International Conference.

Richard (Dick) Allwright is a lecturer and currently head of the Department of Linguistics and Modern English Language at the University of Lancaster, U.K. He has lectured at the University of California at Los Angeles (UCLA) and has been invited frequently as a speaker for special courses and conferences all over the world. This year, he was elected First Vice President of TESOL for 1987-88; at TESOL '88 in Chicago, he will succeed Jodi Crandall as President.

His main area of interest is classroom-centered research, and he will participate in the colloquium on this subject at JALT '87. His book, *Classroom Language Learning: Observation and Research*, is being published by Longman Group Ltd. A list of suggested readings follows the interview.



On the "Transportability" of Methods

LT: *If you have a task-based approach to learning or teacher training, and you take that idea and transport it to other countries, can it work? How much "translation" do you have to do?*

RA: Sometimes it seems like a good idea to have a group of teachers together, like a group of all Malagasy teachers, so you can talk about their problems in isolation. But most of the time I feel that it's more useful to have a multi-cultural group, so that they can see how other cultures might or might not accept their ideas.

With a mono-cultural group, everyone in it may feel unable to actually make the first move.

You feel, then, that they may actually gather more confidence talking to other teachers and learning from their experiences.

You usually find that there's somebody whom you might not have thought of who's really done it already, in the most unlikely and appalling situation. Like in South Africa years ago, I was speaking at a primary school — I was actually talking with a whole mass of people, amongst which were black primary school teachers from the so-called "Transkei homeland." Later, the meeting broke up into groups to discuss what I had been saying; these were groups of about 50. and I heard later that in one group, one man stood up and said, "What is this idiot doing coming all this way and telling us that we ought to come into the classroom and ask our students what they want to learn?" And apparently one of the primary school teachers got up very angry and said, "Of course you don't go into the classroom and ask them what they want to learn; you go in and ask them what they want to learn next week. Then you have time to prepare." She had been doing it for years, she said. And she had. The more you talk to such people the more you discover, yes, they have been doing it for years, and thinking that I wasn't anything special at all. In a multi-national group like that you are more likely to find someone who will act like a ***confirmateur real***.

I wonder sometimes if it's the cultural values that get in the way, or if it's just the attitudes of the teachers, which are, of course, sometimes heavily influenced by the culture. But human beings are essentially the same all over the world with the same problems of risk-taking, the need for security, or the feeling of not liking their jobs, all of which cause things to become difficult.

Teachers need something to blame their insecurity on. I can think of a French teacher that my wife was teaching, though. I was somewhat involved — he was a student in one of our summer courses for French teachers. And we went on holiday right after the course and called in on him on our way down through France. We discovered that he was terribly distressed. He thought that he had understood what was being talked about at Lancaster, and he wanted to be able immediately to do something about using the new ideas; but he couldn't imagine how he would be able to do it. In his school situation and in his own state of life in school, he could only see that he would make a mess of the ideas which he now wanted to implement. It was as if he thought we had been telling him that it was no good unless he managed to change everything immediately. We ended up driving away from him in our car shouting out "No revolutions!" Those were actually our last words to him.

There are some things you can do, and just a few things that you mightn't do already. You know, many times we have looked as if we are in the business of "guilt creation"; we try to make people feel guilty about not being able to do the things they now believe they ought to be doing. And that may be the worst possible way of getting someone to change — to make them feel guilty for not being able to. Perhaps there are even better work reasons for why they are not able to.

Yes. I wonder if there is any way to avoid that "guilt-tripping."

Our approach now, more and more, is to try to build in much more awareness of how the teachers themselves are situated in their profession, rather than giving them a lot of input and then saying, "Now go out there and do likewise." It's much more a matter of saying "Where are you?" and "In what direction could you possibly want to move?" and "What could you possibly do to take the first step?"

Group or pair work has been strongly advocated in the past few years. Do you feel that this aspect of teaching practice can be universally applied?

Well, in India, people were talking about group work and somebody said to me, "We might well believe in it intellectually, we might well want to do it intellectually, but our fear is that we are fundamentally so democratic in outlook that, amongst the parents, they would see it as some sort of inequality. That is, if you do group work in the class and the teacher is not facing everybody all the time, then the teacher will be accused of favoritism because the teacher will always have to be with one person rather than somebody else."

Then there is the story about when Chris Brumfit went to Spain under Franco's regime. He was talking about group work, and suddenly someone put his hand up and said, "Excuse me, but it's illegal!"

At any rate, I don't think that any one method, technique or approach can be universally applied.

On Large Classes

What other sorts of approaches could be taken for large classes?

One of the obvious things is that we're trying to treat large classes not as a problem, necessarily, but as an issue. We're just trying to discover what needs to be looked at.

One of the most frequent comments by teachers who are exposed to new ideas at Lancaster is "How can we do that with our large classes?" It could be just an excuse for all the other problems they have, an excuse for what is really their own unwillingness to take a risk, for example.

We thought we owed it to them to at least try to have an answer. But actually, we don't even know what people mean by "large classes" most of the time. So we started off by asking 40 or so teachers from all over the world who were at Lancaster for the "Communicative Teaching in English" course what they meant by "large classes" — not approaching it as a problem, but simply saying "What class size do you have normally?", "What's the largest and smallest class size you have normally?", "What's your ideal class size?", "What class size, if any, would become a problem in the high or low sense?" — people are quite happy to say that smallness is a problem, too.

Anyway we are trying to get a picture of the range of numbers people have in mind. So, for

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some people 15 is huge, which would surprise most English teachers.

Indeed it would.

My wife would say she wants six or seven if she's going to do a good job. She's not talking about what's possible; she's saying, "If I really wanted to do a good job, I would want six or seven. I wouldn't want just one or two; but I wouldn't want more than that six or seven." For others "normal" is 55 or 60, and things get a bit difficult when it's up to 75.

You'd be astonished basically that if you look for literature on the subject, there's almost none. First of all, there's the Special Issue that The Language Teacher published last December, but actually, when you look at it in detail, there's almost nothing there which is really about large classes.

But it's very difficult to find something which actually addresses the issue of size. There was Rob Nolasco and Tom McArthur's article on "What do I do in a class of forty." But 40 is actually rather good for quite a few teachers; they'd be quite pleased if they could have "only 40" in their classes. One of our students from India was saying that in his system, when they talk about university teachers having a sideline of private tuition, they mean classes of 55 in their own home. It's far better than the class of 150 in the university!

Then, some people say large classes are good, because they provide more opportunities for learners to make friends, and do all sorts of social things in there.

It's interesting that most nobody seems to talk about "overcrowding." It looks as if where there are large classes there is plenty of space. But noise is a huge problem rather than space. Basically, we're trying to find out if it is a problem, or is it the name for a lot of other problems? One person put it in a discussion that "a large class is a class where there's one more person than there are books."

On "Poster Sessions"

We'd like to ask you something about 'poster sessions,' which I believe you were instrumental in getting instituted in TESOL.

Except, I didn't succeed in getting them instituted enough to stay. They don't exist this year in Miami. I actually offered to run a workshop for poster presenters if there was sufficient demand, and they put a notice in the **TESOL**

Newsletter, but only two people responded so they abandoned the idea.

But wouldn't you say that there are certain types of papers which could be much more effectively presented in the format of a poster session?

I would go further than that. There is almost nothing that I can think of except inspirational plenaries or whatever that we ought to get from time to time, that I would rather see in that form than in the form of a poster.

Take the paper I'm giving later on, for instance. It would be much better I think if it were in the form of a poster, in terms of the quality of understanding that I would expect people to bring to it and get from it. I've got some results in chart form, to put them on an overhead and discuss them. I've got them on a handout, though there probably won't be enough handouts. So I'll need it on the overhead, to talk about all the different issues there. As a presenter I'll be expected to say what all the headings are over all of the columns and what all the numbers mean, which seems necessary when you are doing it that way. You can't say "How many people are interested in column 3?", but with a poster you just have it there and people say, "That's odd, that figure! Where did you get that from?" And they don't worry about the rest, they just latch on to whatever intrigues them.

So there's no compulsion to give some sort of comprehensive overview of the whole chart. I find it a much better way of presenting an analysis of the results. Whereas other people think that it's a way of presenting materials because you can just pin them up on the wall, I find it a much better way of presenting research. It's not a very good way of presenting plenaries, though.

People can approach it in random fashion rather than sequentially, whereas with plenaries, you can just start at the beginning and go to the end without ever having a chance to back up.

Right. I recently offered to do a workshop at a meeting in England, and they came back with, "Fine, but could you do it as the opening plenary?" So I did what I would call a "participatory plenary" which was quite successful, but that is the sort of thing that couldn't be done in a poster, because it required people to look at four or five pages of transcribed data before they did anything.

But the papers I went to there, almost all of them which took half to three quarters of an hour to present, spent almost all the time bringing you up to date with how they got into whatever they were doing because they felt they just had to give you the background. And then they spent the last ten minutes saying, "Well, if I had more time I'd actually be able to tell you what I did." They are locked into that because they are in the middle of something and they don't see how anybody else could possibly understand it without having all the background.

If you do a poster, people just latch into it. They go straight into it. You have to give them the background, but you only give them what is necessary to the point that they have raised. If they say, "Well, I don't see how you got that figure there," and you say, "Well, actually, I had 30 students in this category and only 15 in that category, so I had to adjust it to balance."

What would your ideal set-up be for a conference?

Well, first of all, the principal means of presentation would be by poster rather than the secondary means. Although you'd have workshops and colloquia as well, there would have to be a very good case presented before anyone would actually be allowed to give a speech, in other words. Poster sessions might possibly be organized by topic. Some places organize them by themes per day. People would just bring in their posters, put them up, and the whole session would be long enough that people could wander around at their leisure. But on each poster, there would be the name and address of the person who produced it, and the time at which they would be there to respond to questions.

In New York, we had it behind the Publishers' Exhibits. There was a whole corridor, and we had it there continuously. I had my poster there with just a note saying that if they wanted to talk to me, I'd be back from 12 o'clock to 1 o'clock today and 2 o'clock to 3 o'clock tomorrow and so on. And that seemed to be the best timetable. But in that particular place no one ever got to that corridor unless they went out of their way to see it. We ended up with very few people coming through. And that was quite distressing because a good number of people had made quite a lot of efforts to produce good posters.

But then again, it was mixed up with the materials writers, which I see as an excellent service of TESOL, but which some see as fiercely non-academic. They were put together at the back of the exhibits as if that is where you go if you

want an idea for tomorrow's lesson. And you won't go unless you really want to.

What I would like to have, if an entire conference is not devoted completely to poster sessions, is to at least have a foyer type of arrangement where people are going to wander past, where they can look and contemplate whenever they have a mind to do so, without having to take an elevator to the 15th floor or something. And then book themselves into a time when they can come and catch the person. Of course, sometimes you say "It's a rather rotten poster, but an interesting idea." And you'd rather not talk to the person who did it.

Sometimes there are so many short concurrent sessions, and some of the topics sound interesting, but some people are not really willing to take the time to sit and listen for a whole 45 minutes, because it may turn out to be uninteresting.

And even if you do go, it's often difficult to decide after ten minutes if it really is going to be a waste of your time and should you go and find something else. And it's embarrassing for the person you walk out on, and not easy for the person you walk in late on.

So if you can see a poster and see what it is about, you can make your decisions.

Then there are sessions where, because there is some conflict or because it's scheduled first thing in the morning, even though it might be a perfectly good paper, only two or three people show up. As a poster, at least 150 people could have walked past it. Some of them would have stopped. At least 150 people could have taken the handout.

And it's more than anything — the waste of energy that goes into papers as compared to positive things about posters. It's a terrible waste of energy on papers. I keep on seeing that.

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HOW 'NATIVE' CAN (OR SHOULD) A NON-NATIVE SPEAKER BE?

By Gerhard Nickel, University of Stuttgart

(Reprinted from I.T.L. Review of Applied Linguistics 67-68 [1985], 141-160)

Only some aspects of this highly complex problem can be dealt with here. The complexity and range of this phenomenon are only gradually beginning to be recognised by applied sociolinguistics.

As the title makes clear, only foreign-language (FL) teaching and learning will be referred to here, while the second-language (SL) area will be almost completely excluded in spite of a great deal of overlapping between these two areas, and also in spite of the well-known fact that, as with many phenomena in the field of (applied) linguistics, dichotomies like this one have to be seen in the light of a spectrum with varying degrees of differences, for instance of the sociolinguistic type, rather than in the light of clear and sharp differences. Nevertheless, several of the errors made in the fields of language planning, the designing of teaching materials and syllabi, teaching methodology, contrastive linguistics, error analysis, to mention only a few, could have been avoided by keeping these two areas apart.

By the 'native vs. non-native speaker complex' we mean the ambitious identifying or quasi-identifying of FL sociolinguistic competence in its fullest range with that of native speakers. This applies to abstract as well as to concrete levels, viz., for instance, to linguistic models and concepts of all kinds through descriptions of 'standard', 'norms' and 'uses' down to problems of applied linguistics like those just mentioned. Historically speaking, the intensity and the importance of the problem have steadily grown during the last few centuries. This is due to several factors. On a theoretical level W. von Humboldt's concept of a more or less direct connection between mother tongue and thinking almost excluded the ambitious goal of the above-mentioned identification or at least admitted it only as an exceptional potentiality. The native speaker in this concept was a unique entity with a status of his own.

On the descriptive level the prescriptive attitude towards languages based mainly on descriptions of written texts, hardly ever dealing with larger units than sentences and almost totally excluding extra- and para-linguistic features, promoted the superficial and wrong impression of a limited number of 'stable norms' and 'standards' even in languages like English where attempts to establish controlling authorities had failed in the 18th century. Thus part of the complex non-native vs. native-speaker problem,

namely the question of which norm of variations or varieties he had to be in command of, did not arise.

As far as the applied level was concerned, preference given to translation exercises and to the use of the mother tongue in FL instruction excluded per se the ambitious aim of ever reaching allround native-speaker competence, which was rather restricted to some elite students of foreign languages who had access to SL teaching strategies such as stays abroad or private native-speaker tutors, with whom the language could also be practised outside classroom conditions. There was also the analogy to dead languages such as Latin and Greek, which were often studied for intellectual rather than for practical purposes. Happy days when there was this coincidental, though superficial, harmony among the three levels, resulting in limited expectations as far as FL competence was concerned, mainly emphasising receptive skills and a particular skill or rather combinations of skills such as the one of being able to translate in two directions! FL learning was rather a cultural than a 'communicative' process. Needless to say, this 'harmony' does not deserve our praise in itself, but nevertheless showed clear consistency among the three levels and certainly also reflected an adjustment to a different 'Zeitgeist' and cultural situation when there was less mobility, more international isolation, and the two main media of international communication were reading and writing, both closely interlinked and relatively stable media. Finally it also indirectly showed a realistic view of the possibilities and limitations of FL teaching.

Then the 20th century arrived with its strong belief in overall progress in many areas and disciplines including all levels of linguistics mentioned above. In competition with sciences linguistics also strove for 'perfection' mostly in the sense of rationalisation. Very close co-operation between the three levels of linguistics began, theoretical linguistics often being considered as the leader of this trend, though certainly not always with the authorisation of all the theoreticians, perhaps with the exception of the American behaviouristic taxonomists, who invited pedagogues to use their form-based concepts more or less directly in FL teaching also.

All models and theories were devised to help to describe in the first place mother-tongue data and also, at least partly, acquisition of these

data through mother-tongue learners in different ways. This applied particularly to taxonomic structuralism based on behaviouristic principles where limitation within a stimulus-response system combined with conditioning and feedback principles were taken as the main factors to explain mother-tongue acquisition.¹ What was originally meant to explain mother-tongue phenomena, was very soon also transferred and applied to FL acquisition without recognising the different conditions under which these languages were 'acquired' or 'learned'.² On a descriptive level closer descriptions of preferably oral data formed the basis of grammars, often not distinguishing between native and non-native speakers' needs and limitations, again assuming that basically there was identity between these two. Certainly the same principle was used on an applied level, for instance in connection with methodology.

Similar identity was assumed by some adherents to the TG model, though certainly not by its originator, Noam Chomsky. Abstract as well as concrete concepts such as creativity, competence, deep structure and transformation were also analogically applied on all three levels to FL phenomena without important and necessary modifications. Doubtful as the definition of what competence means when referring to mother-tongue languages is, it becomes even more so in connection with FL contexts. What about problems such as qualitative and quantitative differences of these elements in these contexts, not to mention the enigmatic relationship between competence and performance within each of these contexts, and also interlingual relationships between these concepts?

Mainly from the quarters of socio- and pragmalinguistics there then came the well-known opposition to the idea of 'linguistic competence', replacing it by ideas such as 'communicative competence', 'speech act' and 'interaction' theories. Again, close co-operation between the three levels of linguistics and again mostly without authorisation from many of the theoreticians! Descriptive linguistics followed first with a description of functional-notional categories, almost immediately followed by applied linguistics asking for functional rather than linguistic grading and sequencing. And again in principle the same equating of mother-tongue and FL context, without modifying concepts such as 'communicative competence', 'appropriateness', 'interaction', 'accommodation', without inquiring about the relations existing among them and between them interlingually. And also without explaining how the infinite complexity of these phenomena could ever be described from a mother-tongue point of view.

To summarise this brief historical survey: in

the last decades of modern linguistics we find more or less at least implicitly the assumption of a great deal of identification between non-native and native speaker on three levels. In spite of all insights and knowledge derived from some of the modern concepts, the complexities of use or rather uses of language in a given mother-tongue society are still waiting for their full description and may never see it come. Maybe

"the whole mystique of native speaker and mother-tongue should probably be quietly dropped from the linguists' set of professional myths about language."³

Even if we were successful in solving more of the problems referring to mother-tongue contexts, the following even more complex problem would then arise: what complex and complicated relationships exist between native and non-native speakers with many pragmatic factors intervening, thus complicating the whole process of communication. The discovery and description of native-speaker phenomena does not automatically imply this relevance and direct applicability to the non-native speaker context. Often this may only be a question of degree. Thus, if for instance Giles and Smith in applying the accommodation theory found out that under certain conditions

"maximal convergence by a speaker will not always be appreciated as the most accommodative of strategies"⁴

within the mother-tongue context, this may apply even less to the native-speaker/non-native-speaker relationship as will be pointed out further below.

Undoubtedly the unreflected application of theoretical concepts, developed in connection with mother-tongue concepts, to FL teaching has created some confusion in teachers' circles. In this connection one has to be grateful to legions of teachers not yielding without some sound resistance and critical spirit to modern trends in many fields including methodology using more realistic eclectic ways.⁵ How, for instance, could the idea of discourse be directly applied without modifications to the much more artificial FL situation where the foreign Language constitutes additional barriers between students and teachers?⁶ It is interesting to note that, while a great deal of freedom and deviation is allowed to institutionalised forms of SL contexts, FL non-native speakers are still required by all kinds of official guidelines and directions as well as by statements from linguists of different specialisations to have 'near-native-speaker' competence without, however, an explanation of how near this competence should be. Thus, for instance, B.B. Kachru, distinguishing between performance and institutionalised varieties, states:

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"One cannot disagree that the criterion of 'native-like' control is appropriate for most language-learning situations. But then, one must pause and reconsider whether such a goal for performance can be applied to the case of English in *all* situations."⁷

The problem arises whether for example certain types of national accents (cf. for example the average French version of English) should not also be considered as institutionalised at least on a phonological level and then also be judged more leniently. There may also be other institutionalised items on other linguistic levels in connection with certain languages. The idea of 'near-native-speaker' or 'native-like' competence is a very frequent goal and objective described in all kinds of literature, though one must admit that there has been a change going on during the last few years and very often there is no explicit explanation as to how perfect this 'competence' should be.⁸ But there are hardly any official data referring realistically to what can be achieved and also to the necessary natural existence of errors of different kinds.⁹ Others distinguish between 'Groblernziele' and 'Feinlernziele'¹⁰ but even with the 'Groblernziele' there is no indication as to whether a certain degree of incorrectness would be allowed. Somewhat more lenience is offered by the regulations for the 'Certificate of English' of the German Volkshochschulverband where the possibility of errors is conceded.¹¹ Though most teaching materials no longer mention perfectionistic ideas in prefaces neither do they explicitly refer to the status of errors. Sometimes materials address themselves to native as well as to non-native speakers without pointing out the differences in the competence to be expected.¹² Needless to say these expectations are particularly too high if they are connected with the most complex realm of stylistics where even native speakers will very often be limited in their competence.

A particular dilemma arises with phonology. While even Interlanguage (IL) adherents have to admit that phonology is particularly subject to contrastive interference¹³ there is also general agreement as to how important good pronunciation is. It may even lull native speakers into not noticing errors of the grammatical and lexical types if certain prosodic features such as particular patterns of intonation are native-like. Thus Ch.-J.N. Bailey insists upon a 'native accent'.¹⁴ Obviously compromises have to be made here in spite of the relevance of a correct pronunciation, and certain 'institutionalised' accents from at least less advanced learners of FL may have to be accepted.

During the whole period described above there were always realistic evaluations of the ob-

jectives, possibilities and limitations within FL teaching and learning, some of which were carried out within the modern discipline called 'applied linguistics'. These observations were based on realistic factors of FL teaching such as artificiality of teaching situations, limitations of teaching hours and teachers' as well as 'learners' qualities, motivations and psycholinguistic phenomena such as contrastive interferential phenomena of the linguistic and socio-cultural type. Needless to say, conditions of FL teaching and learning vary, of course, from country to country. In the remaining part of this contribution the observations will be mainly based on experience in the present author's country with reference to advanced situations of FL learning.

Limitations, however, do not only arise as a result of native ones. All languages to be learned have many varieties of different kinds and therefore also many norms and standards. This applies, of course, particularly to English as a world language with several dialects historically developed in the British Isles and in the United States including established varieties of the SL rank. There are social and regional norms with which an FL learner would have to be confronted. In the case of English there is also the problem of two, though convergent, established main types, namely British and American English, each one embracing a number of norms. In spite of all criticism of all those who created and supported the ideas of RP and Standard English from an English native-speaker point of view, these concepts are still useful and if they had not been invented yet, they would have to be invented for didactic FL purposes. Those who advocate liberalism and negate fixed standards should not forget that the task of the FL teacher is so complex that the teaching of many standards forbids itself for reasons of economy.¹⁵ This, of course, applies especially to productive aspects. Only if FL learners have been exposed to natural SL situations for a longer period and have somehow naturally adopted other standards, such as regional ones, can they be expected to also use them in a natural way. Only then will they also be able to show the type of consistency in their patterns on all linguistic levels, which, perhaps, forms the main basis for acceptance through native speakers, especially in connection with corresponding suprasegmental phonological features. In the case of English, there is, of course, one exception to be made, the mingling of American and British elements, something still condemned by authorities in many countries including this one, but, for obvious cultural reasons and because of the existing trend towards convergence between these two languages, this is hardly something to be condemned from a realistic point of view.¹⁶

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GRAMMAR

Subject Verb Object

The teacher went bananas.

WRITING

Write a letter to your analyst.

CONVERSATION GAME

How many hexagons can you make with
three matches?

DIALOGUE Memorize & act out.

A What's your name?

B Nathaniel Reginald Percy Scra

EXERCISE Fill in the blanks.

This book is awful.

is not communicative? treats students like robots?

CONVERSATION Ask & answer.

What's my name?

How many ears do I have?

FLUENCY PRACTICE Listen & repeat.

To this bus bound for the mental instit

DISCUSSION

Why did Humpty fall off the wall?

What would you have done?

DRILL 1

This is a pen.

- that

"This is a that."

DRILL 2 Listen & repeat.

I'm majoring in linguistic therapy

"I'm a jingoistic pea."

is too easy & too hard? makes you talk, not them?

GRAMMAR

I am a student.

DISCUSSION

How valid is the Heliocentric Theory

LISTENING

Listen to the cassette 729 times
and then answer these questions.

~~What did the speaker say after that?~~

ROLE PLAY Divide yourself into 2

A, you are a 90year old deaf poli

B, you have just committed suici

DISCUSSION

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Advocates of liberal attitudes towards standard in FL teaching should constantly be reminded of the old Latin tag "*quod licet Jovi non licet bovi*". Every native speaker – and this also applied before he was placed by N. Chomsky on his high pedestal – is a Jove compared to the FL learner. This does not imply that he is perfect in the sense of being immune from errors. We all know that for many cultural reasons, including methods, syllabi and objectives of dubious value in mother-tongue teaching, linguistic competence all over the world, particularly in the west, seems to be on the decline and linguistic expressiveness, from a classical, rhetorical point of view, has reached levels so low as to sometimes horrify members of the well-educated classes of native speakers, particularly in the more advanced age groups. Still, there is something natural about this native intra-social phenomenon, since there exist certain inherited native-speakers' rights. It may well be that the sociolinguistic 'permissiveness' in younger, modern, native-speaker generations has already bestowed rights on non-native speakers too, but it is a matter for investigation whether non-systemic uses of 'substandard forms' of all kinds, including the sporadic use of regionalisms and very intimate slang expressions, would go unnoticed without engendering any tacit criticism. In this connection one should probably not overrate the tolerance of the younger generation, which turns out to be sometimes very sensitive to the phenomena of 'naturalness' and 'nature'. And then, of course, young FL students will not only have to converse with their more liberal age peers, but for several reasons also with older and hence more conservative members of British society. Germans, perhaps more standardorientated than English people, have had the opportunity of evaluating the phenomenon of non-systemic use of substandard and dialectal forms employed by refugees and migrant workers after World War II and should be able to judge the effect of this phenomenon.

However, for many historical and cultural reasons there

"is a possibility that speakers of English are more tolerant of foreigner talk than speakers of some other languages."¹⁷

But a 'neutral' and 'unmarked' type of English may still be the most serviceable general-purpose instrument for communication.

In this connection there is still another factor to be taken into account when we distinguish between native and non-native speakers. Though oral data have gained in importance and the amount of written material has steadily decreased, it is obvious that FL teaching, in spite of modern media, is still based primarily on the written medium while mother-tongue learning is

based on a wider confrontation with oral data. This difference in medium orientation is bound also to exert some influence upon the uses of different styles.

A current dilemma concerning the relations between descriptive linguistics and FL teaching is that we have an enormous amount of native linguistic data available, ranging from highly literary registers to the very colloquial ones, while the limitations in non-native FL context have remained almost the same ones as those described further above. How, for instance, could one ever seriously hope to be able to integrate the enormous range of discourse phenomena, including silence fillers and phatic signals, into FL teaching? And, again, are not many of those phenomena as, for instance, stuttering, in some types of English speech typically native-speaker privileges?¹⁸

So much for the sociolinguistic problems which stem particularly from the intricacy and complexity of the problem of standard and norm in English, but also from our limited knowledge of the complex relationship between native and non-native speakers from a behavioural and attitudinal point of view. In this connection one should not forget that languages like English are used all over the world for different reasons and purposes by speakers of other languages. This raises further problems of acceptability from a non-native speaker point of view and, of course, must also have consequences for language planning and the setting up of syllabi. This factor gives further support to the contention that a 'neutral' type of English should be taught.

Now to some psycholinguistic aspects. Without overrating the importance of contrastive linguistics (CL), error analysis (EA) or interlanguage (IL) studies in recent decades, one can fairly easily delineate the roles of 'weak' versions of these disciplines in FL teaching.¹⁹ FL learners tend to interfere more than SL learners do with their mother tongue, and this is done in varying degrees, depending on various factors of the socio- and psycholinguistic kind. There are, of course, also many errors of the non-interferential type and there is also, of course, interference within native-speakers' speech as, for instance, may occur within native dialects or other languages these speakers may also know; but there are obvious qualitative and quantitative differences here. These differences have to be taken into account in connection with problems in language methodology, designing of teaching materials, in deciding whether to use the mother tongue of the learners in carefully measured amounts for pedagogical reasons, in setting up goals of the standard of linguistic and com-

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municative competence, error evaluation and in simplifying material. Very often the contributions have been more indirect than direct, as has been the case in a great deal of applied-linguistics research. Though the heyday of IL studies may have passed, the latter certainly have had a salubrious effect, pointing up realistic possibilities and limitations and also the existence of an inter-language among the majority of teachers, often in a fossilised form. Concerning errors, Ch.-J.N. Bailey states:

"One goal of foreign-language teaching should be learning to make one's 'errors' the native way rather than in a 'foreign' manner!"²⁰

To a large extent this may well be true and some of the errors made by non-native speakers may then not even be noticed by natives if they are part of their 'deficient' competence. If they are, however, performance errors, or what S.P. Corder somewhat vaguely calls 'mistakes', then one wonders whether the reaction of the native speaker would be the same or whether he would be more likely to expect more correctness from the non-native speaker than from himself. This again would have to be empirically investigated from a sociolinguistic point of view. Very often particularly competence errors made by native speakers may be due to 'language-inherent objective difficulties'.²¹

But if these errors were the only ones permitted by natives, then the situation for the majority of FL learners (and very often for teachers also) would become hopeless. Non-natives have a certain natural right to commit errors different from those committed by natives.²² It may well be true that the non-native FL learner is expected to make certain mistakes, because this could prepare the native for a particular kind of communication. One should, perhaps, not exclude the possibility of a native speaker, especially of a language which is highly complex like English, having a feeling of inferiority if there is too much correctness in the non-native's performance, which, of course, would be deleterious for the communication process. What D.R. Preston says might even be true, viz.

"The greater the similarity, the less the appreciation. . . The degree to which a performance is like the variety of the native judge is not an especially helpful feature since it disconfirms rather than confirms predictive mechanism (stereotypes) brought to the task in the first place. Destruction of stereotype, perhaps along with feelings of 'linguistic infringement', may strongly counteract the positive contributions of similarity."²³

The almost unfathomable depths of human complexity in feelings like envy, jealousy, suspicion,

frustration and disappointment open up before our eyes.

In this connection it is very interesting that very often native speakers, especially British and American ones, tend toward more lenience than non-native speakers when grading and marking errors again a very important difference between forms of behaviour between native and non-native speakers from a sociolinguistic point of view.

Since some non-natives' errors are provoked by certain types of tests one short remark should follow here, which might also indicate another difference between natives and non-natives, this time in the important field of testing. In connection with error analysis E.A. Levenston raises the question whether it is reasonable to test foreigners' creative ability in language since

"to write expository prose is a highly complex skill, which should not be expected of adolescent second-language learners."²⁴

Finally another point should be touched upon that has something to do with differences between native and non-native speakers, namely the call for all kinds of simplifications. The amount of literature dealing with this topic has been growing steadily.²⁵ This topic certainly deserves separate treatment but since it has a connection with the problem in question, I must say just a few words on it. First of all one should distinguish between 'legitimate' and 'illegitimate' simplifications, or in other words those which in principle still reflect basic elements of native-speaker standards and norms, and those which reflect a structural, if not normative correctness. As the vast amount of literature proves, there is a great readiness to discuss and even accept all kinds of non-British and non-American standards of the 'institutionalised' kind in certain SL contexts. On the other hand FL types, like German or French accents of English do not seem yet to be tolerated as much as SL norms. One wonders whether they are really only 'performance varieties' and whether these often predictable and always regularised accents should not be taken more seriously into account, at least on a less advanced level if serving basic communicative needs. Why not accept these varieties instead of sometimes wasting immense amounts of time on doing away with features most difficult to get rid of from an interferential point of view? A great number of these phenomena form borderline cases between 'legitimate' and 'illegitimate' simplifications. Needless to say that in both cases the co-operation of the native speaker is needed. This co-operation could be brought about in mother-tongue classes or classes on sociology, religion or in other ones and should result in a

change of behavioural attitude. Without it hardly anything can be achieved. This applies also to conditions in West Germany particularly in connection with types of German used by migrant workers.

'Legitimate' simplifications would include a sharper distinction between receptive and productive skills, a distinction that naturally also exists, though quantitatively and qualitatively different, in natives all over the world. It is a question whether grammars, teaching materials, books on pronunciation, stylistics or even dictionaries, using any approach, including the latest functional ones, should not use classifying labels referring to this dichotomy, which in most cases they do not do. When D. Crystal and D. Davy vaguely speak of a 'stylistic awareness' one does not know exactly whether this is an awareness of the 'active' or the 'passive' type or includes -both. When G. Leech discusses in detail subtle distinctions which are sometimes rather disputable, for instance in the different ways of expressing linguistically futurity in English, no labels are used either.²⁶

In teaching materials and grammars based on communicative approaches there are similar conditions. How should a non-native learn all the subtle distinctions between different ways of expressing politeness, sorrow, criticism and anger for active uses, not to mention the fact that some of the expressions offered there would hardly ever be used by non-natives because they are not useful for non-natives, as mentioned above? This applies particularly to intimate situations like those where people swear.²⁷ Within the area of 'legitimate' use and also in connection with the above distinction between 'active' and 'passive' skills, the possibility of distinguishing between 'unmarked' or 'neutral' forms as opposed to 'marked' ones should be mentioned as another 'legitimate' device of simplification. Legitimate simplifications would also include ESP and 'threshold' level.

On the border between 'illegitimate' and 'legitimate' simplifications one would find certain fossilised forms of foreign accents and also simplifications like 'Nuclear English'.²⁸ For some natives R. Quirk's proposal would belong to the 'legitimate', for others to the 'illegitimate' range. In any case the co-operation with the native speaker as mentioned before is relevant here too, as pointed out by R. Quirk:

"Not only is the language to be learned by the non-native carefully and explicitly restricted; so equally must the language of the native speaker be constrained to a precisely corresponding extent when he is using Nuclear English as an international medium."²⁹

To summarise: The complexity of the native vs. non-native speaker complex of problems is due to different factors. The problem of standards or norms, particular complicated with reference to the different varieties of English, and usage and attitudes toward them on the native-speaker part makes it almost impossible to speak any longer of the native speaker as a monolithic phenomenon. The situation may differ from country to country and from language to language, but there will still always be immense and delicate complexity, which, in any case, needs a great deal more empirical research.

Notes

1. For the well-known criticism of these principles cf. N. Chomsky's famous review of B.F. Skinner's "Verbal Behavior" in *Language* 35 (1959), 26-58.

2. For an oversimplified and somehow artificial distinction between 'acquisition' and 'learning' cf. Krashen, S., *Second Language Acquisition and Second Language Learning*. Oxford 1981.

Cf. also Dulay, H., Burt, M., Krashen, S., *Language Two* New York and Oxford 1982.

3. Ferguson, C.A., "Foreword." In: Kachru, B.B., ed. *The Other Tongue. English Across Cultures*. Urbana/Chicago/London 1982, VII-XI.

4. Cf. Giles, H., Smith, P., "Accommodation Theory: Optimal Levels of Convergence." In: Giles, H., St. Clair, R., eds., *Language and Social Psychology*. Oxford 1979, 53.

Cf. also Preston, D.R., "Sociolinguistics and Foreign Language Teaching and Learning." Stalker, J.C., "A Reconsideration of the Definition of Standard English." - Nickel, G., "Some Observations on the Question of Standard from the Point of View of FL and SL Teaching." All in: Nickel G Stalker J.D eds *Problems of Standardization and Linguistic Variation in Present-Day English (Studies in Descriptive Linguistics)*. Series ed. by D. Nehls, Heidelberg 1985 forthcoming.

5. Nickel, G., "Angewandte Linguistik und Fremdsprachenunterricht." In: Kunsman, P., Kuhn, O. (eds), *Weltsprache Englisch in Forschung und Lehre*. Festschrift für Kurt Wachtler. Berlin 1981, 187-189.

6. For an example of a hardly modified application of the idea of 'communicative competence' and 'discursive activity' cf. Piepho, H.-E., *Kommunikative Kompetenz als übergeordnetes Lernziel im Englischunterricht*. Dornburg-Frickhofen 1974.

For a critical view of the so-called 'communicative approach', cf. Swan, N., "A Critical Look at the Communicative Approach (2): *ELT Journal* 39(1982), 76-87.

7. Kachru, B.B., "Models for Non-native Englishes." In: Kachru, B.B., ed., 1982, 35.

8. Raasch, A., *Fremdsprachen lernen, aber wie?* München 1982, 14: "Sprache dient der Kommunikation zwischen den Menschen. Eine Fremdsprache können heisst also, sie zur Kommunikation mit anderen Menschen verwenden können."

9. This, of course, applies not only to English, but also to other languages such as German as a FL. One example for many: "Der Schuler soll im Bereich des Horvestehens eine Fertigkeit erlangen, welche jener eines muttersprachlichen Sprechers nahekommt." Cf. Lenschen, W., "Sprachgruppen und Mehrsprachigkeit in der Schweiz." In: *Materialien Deutsch als Fremdsprache*. Heft 19. Regensburg 1981, 25.

10. Ehnert, R., Neuf-Munkel, G. (Eds), *Rahmenordnungen - Rahmenpläne Prüfungsordnungen für das Ausländerstudium und den Bereich Deutsch als Fremdsprache*. Information Deutsch als Fremdsprache. Nr. 6. Bonn 1981, 25-26.

11. "Mit der Prüfung zum VHS-Zertifikat erbringt
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em Teilnehmer den Nachweis, dass er den Grad an Fertigkeit im mündlichen und schriftlichen Gebrauch der Umgangssprache erreicht hat, der es ihm ermöglicht, sich bei einem Auslandsaufenthalt in alien wichtigen Situationen sprachlich zu **behaupten**. Er soll in der Lage sein, ein in natürlichem Sprechtempo geführtes Gespräch über Themen des täglichen Lebens zu verstehen und sich daran zu beteiligen. Er soll ferner einfachere Sachverhalte im Rahmen des vorgegebenen Sprachmaterials mündlich und schriftlich so formulieren können, dass die Verständigung **nicht beeinträchtigt** wird" (Italics added by present author).

Cf. Nowacek, R., Das VHS-Zertifikat Englisch. Frankfurt 19744, 5.

12. Cf. Crystal, D., Davy, D., *Investigating English Style*. London 1969,7:

"He [i.e. the foreign learner] needs to develop a 'sense of style', as it is often called a semi-instinctive knowledge of linguistic appropriateness and (more important) taboo, which corresponds as closely as possible to the fluent native speaker's . . . Both the foreign student of English and the native speaker, we have argued, need to develop an awareness of differing varieties of the language, if they do not have it already; . . ."

13. Cf., e.g., Corder, S.P., "The Study of Interlanguage." In: Nickel, G., ed., *Error Analysis*. Stuttgart 1978, 47. (Also published in Nickel, G., ed., *Proceedings of the 4th International Congress of Applied Linguistics* Stuttgart 1975, Vol. 2. Stuttgart 1976, 9-34).

14. Bailey, Ch.-J.N., "Native Accent and Learning English as a Foreign Language." In: *International Review of Applied Linguistics (IRAL)* XVI (1978), 229.

Cf. also Leahy, R.M. "A Practical Approach for Teaching ESL Pronunciation Based on Distinctive Feature Analysis." In: *TESOL Quarterly* 14 (1980), 209-220.

15. For a very critical attitude towards the problem of standard in English cf. Bailey, Ch.-J.N., "Remarks on Standardization, English, and Possibilities in Developed and Developing Countries." In Nickel, G., Stalker, J.C., eds, 1985 forthcoming:

"By standard in this use, I mean a single (i.e. invariant for age, style, etc.). classless language form imposed by authority as a requirement for every school child to get familiar with and be able to use on call. This is found in many European countries."

One wonders whether any, at least European, language has the type of monolithic and absolute standard described in the article: certainly not the German language!

16. Cf. the article on the choice of British or American English for Hungarians by Medgyes, P., "Which to Teach: British or American?" In: *English Teaching Forum* 20 (1983), 10:

"teachers are strongly advised to adopt a policy of 'tolerance tolerance towards the selection of a dialect as much towards the mixture of dialectal variants."

17. Cf., e.g., Brumfit, C.J., "English as an International Language I: What do we mean by 'English'?" In: Brumfit, C.J., ed., *English for International Communication*. Oxford 1982, 3.

One would also have to examine the truth or untruth of the stereotype idea according to which the Italians are particularly generous and the French much less so because of the latter's strong prescriptive traditions. As far as the French language is concerned, one was surprised to find in the past more tolerance concerning grammar and orthography, which, however, in the more recent past have undergone revisions. Thus, for instance, in a ministerial decree of December 1976 a distinction was made between norms to be taught and tolerance to be practised in connection with the evaluation of errors in the school final exams. As far as stereotypes are concerned, one would also have to study the possible interdependence between stereotype negative attitudes towards certain 'national characters' and their accents of

English. This may particularly apply to German and then also have didactic consequences for FL teaching in West Germany.

For an example of such a prejudice based on faulty pronunciation, cf. the statement by A. Edwards in 1930: "The characteristic German glottal stop . . . has without doubt spoilt many a budding Anglo-German friendship and served to strengthen the feeling of antipathy for the 'overbearing German manner'." (Esser, J. "Zur Beurteilung fremdsprachlicher Korrektheit bei mündlichen und schriftlichen Sprachvarianten deutscher Lerner des Englischen." In: Rattunder, E., ed., *Sprachnorm (en) im Fremdsprachenunterricht*. Frankfurt/Berlin/München 1979,93.

18. For an over-optimistic view cf. Crystal, D., "The Nature of Advanced Conversation: The Stereotype and the Reality in Linguistics and Language Teaching." In: Nickel, G., Raasch, A. (eds.), *Kongressberichte der 4. Jahrestagung der Gesellschaft für angewandte Linguistik*. Heidelberg, 1974, 1-20.

19. For a critical evaluation of these roles and particularly of the IL phenomenon, cf., e.g., Nickel, G., "Contrastive Linguistics, Error Analysis, Interlanguage and Their Relevance for Language Planning." In: *Proceedings of the XIIIth International Congress of Linguists*, August 29-September 4, 1982, Tokyo. Tokyo 1983, 1160-1163.

20. Bailey, Ch.-J.N., 1978, 232.

21. Nickel, G., "Variables in a Hierarchy of Difficulty." In: *Working Papers in Linguistics*. Vol. 3, No. 4. University of Hawaii 1971, 185-194.

22. Incidentally, even Bailey, who tries to bring the FL learner as close as possible to the native speaker, particularly in connection with pronunciation, sometimes sees clear differences between the two roles; cf. Bailey, Ch.-J.N., 1978, 230:

"In some situations, the use of conversationally archaic forms like **whom** and **should** (not meaning 'ought') in independent clauses may sound haughty and therefore even rude, at least if heard in the mouth of a person not recognized to be a foreigner."

23. Cf. Preston, D.R., 1985 forthcoming.

24. Cf. Levenston, E.A., "Error Analysis of Free Composition: The Theory and the Practice." In: *English Teachers' Journal (Israel)* 27 (1983) 44.

Here, of course, the question arises whether with the above-mentioned poor quality of modern mother-tongue teaching this type of test may not be too difficult even for native speakers.

25. Cf., e.g., Brumfit, C.J. (ed.), 1982, and also Kachru, B.B. (ed.), 1982.

26. Cf. Leech, G., *Meaning and the English Verb*. London 1971, V:

"The object of this book is to describe such fields of usage systematically and in some detail for teachers and advanced students of English as a second language, or for that matter, for anyone interested in the *subtle* workings of the English language" (italics added by present author).

27. Cf., e.g., Jones, L., *Functions of English*. Cambridge 1981², and Jones, L., *Functions of English*. Recorded Exercises. Cambridge 1981.

28. Cf. Quirk, R., "International Communication and the Concept of Nuclear English." In: Brumfit, C.J. (ed.), 1982, 15-28.

29. Cf. Quirk, R., 1982, 26.

For a series of valuable contributions concerning many aspects of English as a national and international language, cf. Greenbaum, S., ed., *The English Language Today*. Oxford 1985.

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One of the problems facing EFL professionals who teach in the business community is how to find appropriate materials for their company classes. Some professionals working within this environment have suggested that currently the wide range of commercially available materials offers a great deal of support through its "breadth and depth" (Berwick and Heyneman, 1985). Although there are a lot of texts on the shelf which have *business* in their titles, a review of many of these reveals that generally, apart from vocabulary, there is little to support their claims that they are business related. Frequently, only a slight difference exists between the materials in these "business" texts and lessons in other English course books which aim at broader and more general audiences.

Let's examine a few of these commercially-prepared materials and at the same time consider what it would mean if we were to use them in our classes for Japanese businessmen.

Several publishers carry a "career" series; the books which make up these collections have titles which sound very appealing to instructors who find themselves working with trainees having vocational-specific language needs: **Travel** — *The Language of Tourism in English* (Hall, 1976), *The Language of Hotels in English* (Hall, 1976). **Hotel Personnel** (Svatko, 1984). *Tourism: Charters, Tours and the Package Deal* (Worsdall, 1976). and *Tourism: Managers, Agents and the Agency* (Worsdall, 1976); **Restaurants** — *Restaurant Employees* (Bradshaw, 1984). and *Restaurant English* (Binham et al., 1982); **Professional Careers** — *The Language of International Trade in English* (Mohr, 1976). *The Language of International Finance in English: Money and Banking* (Oppenheim, 1976), and *The Language of Advertising and Merchandising in English* (Rein, 1982); **Clerical Services** — *Secretaries* (Worsdall, 1980).

Almost without exception, these books fail to offer practical and constructive support needed by trainees who have hopes of entering these careers. They consist of reading passages which focus on general descriptions of a specific profession; their emphasis is on the vocabulary of this profession rather than on the notional/ functional skills necessary to perform tasks requisite for satisfactory performance on the job.

Moreover, they do little as language texts to prepare trainees for linguistic success within the context of a business environment. The materials in their lessons often contain forms that are unnatural — ones that native speakers would probably not generate. Consider for a moment this passage from *Restaurant English*:

Barry: This way madam to our intimate lounge bar for a pre-dinner cocktail.

Jenny: Mmmm. That *does* sound tempting.

Barry: Where Tony Richardson and his piano will soothe your weary mind and stimulate your appetite. And your taste for our ample choice of very special wines.

(p. 18)

The English being used here does not correspond to that commonly heard in most dining rooms. As a patron in a restaurant, I would be completely put off by anyone who tried to dazzle me with language this phoney; the waiter's speech sounds more like a newspaper promotion than normal human language. Why not teach a standard pattern in the dialogue such as: "Would you care to have a cocktail in the lounge (or bar) before dinner?"

Furthermore, the reasoning within this conversation defies logic. Although a piano might be able to soothe a weary mind, it does not follow that this musical instrument has an equal ability to stimulate a person's appetite nor one's taste for wine — special or ordinary. This absurd little conversation provides an extremely poor

(cont'd on next page)

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model for the language learner to follow; the guidance trainees' need to perform effectively in a restaurant is not offered here.

Reading passages, word lists and vocabulary exercises make up the main part of these "career" texts. It is important to note that this approach to second language teaching deviates from accepted pedagogical procedures — those which have been developed using knowledge gained from research into the way language is acquired. The authors of these career texts operate from the assumption that standard dictionary definitions are sufficient to facilitate the acquisition of language. Moreover, they imply that definitions are what language learning is all about.

For example, in a career textbook on international trade, definitions such as this one are common:

Multinational Corporation (MNC): A corporation controlling production and marketing systems in several countries besides its own. (p. 38)

In another text designed to train personnel for service positions in a hotel, definitions are given similar prominent attention:

roomkeeper: The employee who cleans hotel rooms; often referred to as a maid, chambermaid, or room attendant.

We need two more roomkeepers for the holidays.

The roomkeeper cleans rooms and makes beds.

How many rooms are assigned to each roomkeeper? (p. 28)

It is difficult to believe that any teacher or student would tolerate this type of instruction because the definitions supplied here serve no practical function. The "meaning" of these lexical items has no doubt already been acquired in the trainee's first language. After all, "multinational corporation" and "roomkeeper" are not especially exotic concepts. Having previously learned this information, there is little justification for spending valuable class time learning parallel definitions in a second language.

Fanselow (1980) provides a strong argument against this "vocabulary by definition" approach to language instruction. He 'points out that although learning definitions is a common occurrence in technical and subtechnical classrooms, research shows that this type of activity has very little practical value within the working environ-

ment. Second-language learners do not need to know how to define a screwdriver or a pair of pliers, but they do need to know what to do with these tools when their supervisor tells them to "loosen it."

Fanselow, therefore, urges language professionals to extend their vision beyond traditional classroom strategies and to offer instruction based on authentic experiences. Language instructors must shift their attention away from word lists — similar to the ones noted above — and begin to address authentic language uses which replicate the situations where these words occur and where they serve as communicative tools. Pedagogy which does this will better prepare students for the linguistic challenges of the real world.

If given the responsibility of preparing non-English speakers to become effective service personnel in a hotel, the instructional focus should be not on words, but rather upon linguistic notions and functions relevant to the tasks these trainees will be expected to perform. I can think of a number of crucial linguistic skills new hotel employees ought to master in order to fulfill their management's expectations: polite phrases, command forms of verbs relevant to the duties of the job (e.g., fold, vacuum, dust, wash, change, disinfect), and the language of process and analysis. Simulations representing situations which can be expected to occur frequently on the job might provide rich opportunities for learning. Using the target language for problem solving in these contexts can have more value and result in longer-lasting effects than all the word lists and vocabulary exercises in the world.

Therefore, the difficulty apparent in these commercially-prepared "career" texts — the difficulty which we as professionals need to be especially conscious of — is that the emphasis is allowed to rest on *what something is* and not on *how something works* or *how something can be accomplished*. The *how* is far more important than the *what* — yet it is this very point which is so frequently overlooked by textbook designers and by language teachers alike. It is the very heart of what English for Special Purposes (ESP) is all about.

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- Fanselow, J.F. "It's Too Damn Tight" — Media in ESOL

(cont'd on page 33)

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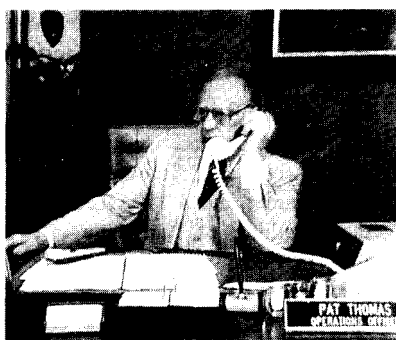


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JALT News

DR. PATRICK E. BUCKHEISTER 1951-1987

JALT was shocked and saddened to learn of the death of Patrick Buckheister in August. He had been suffering from leukemia.

Patrick was an extremely dedicated and active member of JALT while he was in Japan, where he taught for three years at Nagoya International College and for two years at Nanzan University. He was co-editor for two years, with his wife Donna Brigman, of the *JALT Journal*. At the time of his death, he was professor of foreign language and bilingual studies at Eastern Michigan University, Ypsilanti, Michigan, and was serving as president of MITESOL (Michigan Association of Language Teachers). He is survived by his wife, two daughters, his parents, and three sisters.

Contributions may be made in Patrick's honor, through the JALT Office, to the Leukemia Foundation or Children's Leukemia Foundation of Michigan.

JALT AND YOU: TAKING ADVANTAGE OF THE OPPORTUNITIES

By Lynne Roecklein

Those of you who have been members of JALT since its inception scarcely ten years ago cannot but be aware of the astonishing increase in the scope and quality of what JALT makes available to its members — academically, professionally, practically — by the now twice-yearly *JALT Journal* and monthly magazine *The Language Teacher*, by a national conference that has become steadily more comprehensive and

international, by local meetings featuring speakers from all over Japan and even from abroad, by opportunities more easily to subscribe to journals and to obtain information from abroad as a JALT member. We have at our proverbial fingertips immensely valuable access to professional materials of both theoretical and practical sorts from all over the world.

But it is not only JALT which is widening and deepening. Language learners, teachers, scholars everywhere are now involved in redefining EFL/ESL as a distinct profession; they are seeking solid theoretical foundations, effective practice and practices, routes by which what becomes known can be disseminated and tested and refined, pathways for the exchange of information and support. Whatever the "sins of the age" in this quest — potential pseudo-scientific procedures and posturings, tendencies to overlook common sense, an air of self-importance when in fact the wheel may be being re-invented — the quest is on, and communication rapidly strengthening.

It is in this context that associations of foreign/second language teachers have mushroomed. You have seen it happening in JALT. It is going on in Europe, particularly through IATEFL (International Association of Teachers of English as a Foreign Language), an organization begun in Britain but now with nearly 70 percent non-British membership, and with branches or affiliates in nearly all European countries as well as in various other places about the globe. In the U.S. some 20 years ago came TESOL (Teachers of English to Speakers of Other Languages), whose affiliates are now dominant in the Americas. Most significantly, in less than 20 years, communication among these associations has increased so markedly that major programs are being carried out jointly, among them a TESOL/IATEFL Summer Institute in Barcelona this summer and a TESOL/IATEFL "Congress for the Teaching of Language — The State of the Art" in Paris in 1989. JALT is investigating the possibility of hosting such a conference in the early 1990s. just around the corner.

Naturally such programs are the fruit of extensive inter-association contacts at more

After nearly six years in his post, Jim White has resigned as President of the Japan Association of Language Teachers. Vice-President Tatsuya Komatsu will serve out the remaining months of the term, as Acting President.

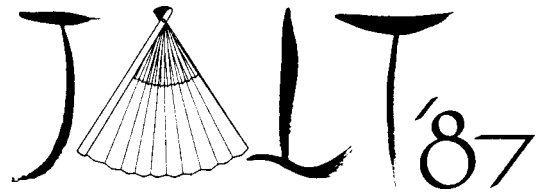
regular and mundane levels, the most basic of which are attending other associations' conferences as representatives and serving on international committees. JALT is more and more active in this communication. For several years JALT has had an official representative to TESOL; in March of this year, for the first time, JALT was officially represented at the IATEFL national conference. JALT itself is becoming better known to other associations, and these organizations are asking JALT for information and the benefit of its experience.

The future promises even more, both to JALT as an organization and to our own lives as professionals, workers, language lovers/users — *if we keep communication flowing*. So far the persons tending this growth actively have been the "few," and on a largely unsystematic basis. But in light of current developments, both in the EFL/ESL world and in our own expanding JALT, it seems desirable to broaden the base of such involvement, and practical steps have been taken to make this possible. So now JALT needs volunteers, persons who are willing to cast farther out for their own enrichment and for that of the rest of us, for persons who will for a short time fill the position of IATEFL or TESOL representative, for persons who feel some urge to develop a wider perspective on things.

If you'd like to volunteer or need more information about the rewards and responsibilities of this position, do speak with or write to one of the people on the national Nominations and Elections Committee (see below). There will also be an information spot at the JALT '87 National Conference at Waseda University in November. Do remember, consider, and investigate! It's so true that an association is only as good as the people who make it up. Isn't it time for you to give while you receive?

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JALT JOURNAL CONFERENCE PROCEEDINGS

The JALT Journal is planning to feature a section entitled "On JALT '87 — Conference Proceedings." The Editors will be encouraging presenters at this year's International Conference to prepare a resume of their presentations for possible publication in the May 1988 issue. Conference presenters will be contacted and given further information at the time of the conference.

The Editors will also hold a "JALT Journal Round Table" at the Conference, and those interested are invited to attend.

FLASH TO SECONDARY SCHOOL TEACHERS

All junior and senior high school teachers in Chiba, Gumma, Ibaraki, Kanagawa, Saitama, Shizuoka, and Tochigi prefectures, as well as those in Tokyo, may attend the Conference at JALT member rates.

求人募集の御案内

本大会に設置される **Job Information Center** は、例年多くの求人情報、求職者を集め、好評を得ています。殊に外国人教師を募集される方々にとっては、全国から優れた経歴と実力を持った語学教師が多数参加する本大会は、良い人材を得る絶好の機会であり、また異国にあっていわゆる縁故の少ない外国人教師にとって大いに活用したい求職の場でもあります。

Job Information Center では、大会期間中に面接試験をなさりたい方の便をはかり、その為の諸連絡や会場設置もしています。

求人広告を出したい方は、Job Information Center 担当者まで、募集要項（なるべく英語）をお送り下さい。宛先は、

Mr. John Laing

101 Miyamae-cho

Shizuoka-shi 〒420

詳細は、折り返し、御連絡致します。

(文責：篠原美智子)

The Book Review editor and the Japanese Language editor will be out of the country from mid-December through the first week of January. All book reviews and Japanese language manuscripts for the February 1988 issue of *The Language Teacher* must be sent to them by Dec. 10, 1987.

SATURDAY, NOVEMBER 21, 1987

PLENARY SESSION - Richard Allwright				Understanding FLT: The Learners' Perspective [15-101]			
12:00 noon	Red Pen Blues [15-201] Lewitt, Philip	The Language of Games [15-203] Abe, Keiko	Basic Course in TEFL [15-301] Batten, Jim D.	Colloquium: Materials [15-402] Johnson, Frank	Dialogs - 1,001 Ways [16-402] Harris, Norman & Tina Carver	(until 1:20pm)	
	Cross-Cultural Aspects of ELT [15-202] Sukwiat, Mayuri	The Whole > The Parts: Accuracy/Fluency Activities [15-302] Helgesen, Marc E.	In-Company Language Training - Assessing Needs [15-401] Hough, David A.	>Tailor-Made Materials Hale, James W. >Classroom Materials Project in Sri Lanka Randies, M. Lesley			
1:00pm	Cult. Comparison Focus on Presentation Sequencing [3-103] Kradin, Irene	Learners' Strategies & L2 Learners Interviewed [16-409] Pearson, Eloise	The Uncertainty Principle: Listening for Beginners [16-506] Stanford, William & Robert Liddington	>Three Little Words: Systematic Approach to Articles Bender, Alan	Colloquium: Reading [15-302] Henderson, Bob	(until 3:50pm)	
	A Japanese Boy's English Morpheme Acquisition [16-401] Yamashita, Sayoko	Degrees of Proficiency in Speech Acts [16-411] Iwata, Yuko & Saeko Fukushima	"PACE" - A Course for Children's EFL Lessons [16-311] Pencil, Craig	>Authentic Materials - Fluency First Sparkes, Philip, Jane Dickinson & Michael Longley	>Skills Development - Is It A Red Herring? Viney, Peter		
	Baby and Bathwater - "Cambridge English Course" [16-405] Walter, Catherine	A Study of Acquisition Order [16-503] Komori, Saeko			>Intensive/Extensive Reading at The Advanced Level Lupardus, Karen	(until 3:50pm)	
	UNEP of a Japanese Project by HS Students [16-400] Fry, John	Information Gaps [16-504] Oshima, Shiro			>Reading English Without "Translation" Boys, Antony F. F.		
2:00pm	Techniques for Affective Teaching and Learning [15-402] Carver, Tina	SIT Information Session [16-406] Stanley, Claire			>New Orientations in Reading Theory Finocchiaro, Mary	(until 3:50pm)	
	Student-centred Eng. Lessons [16-107] Peaty, David	"Discoveries" [16-409] Thompson, Mike					
	From Teacher-Instruction to Student-Instruction [16-401] Nishijima, Hisao	A Listening Approach: Focusing on Speech Levels [16-411] Hasegawa, Mizuho & Diane Hadden				(until 3:50pm)	
	Preparing Company Wives for Living Overseas [16-405] Ohno, Sharon	App'ch To Tch'ng Col Comp [16-503] Gray, Robert					
		Winitz-Reeds' Aural Discrim. Method for Vocabulary [16-504] Ginohara, Michio				(until 3:50pm)	
3:00pm	Understanding FLT: The Learners' Perspective [15-402] Allwright, Richard	Things to Talk About [16-405] Berman, Shari	Communicative Approach: Utilizing Audio Materials [16-504] Aramaki, Motomichi	What Can Teachers Actually Do? [16-306] Griffie, Dale			
	Use Your Head [16-105] Voller, Peter & Steven Widdows	Greater Role for Writing in Foreign Lg. Learning [16-409] Sawyer, Mark				(until 4:50pm)	
	Win The TOEIC Battle [16-107] O'Connor, Frederick H.	Socio-Hist. of FLEd in Japan [16-411] Nadeiman, Laurel					
	Weaknesses in JC Comption [16-311] Levi, Louis	"English Any Time" Intern. Standby Lessons [16-503] Dougill, John				(until 4:50pm)	
	Acquisition of L2 Phonology [16-401] Sekiya, Yasushi	Listening Comprehension [16-506] Benson, Malcolm J.					
	It's the Real Thing - Hows & Whys of Video [16-406] Viswat, Linda & Susan Jackson	Demonstrating Language Functions through Video [16-507] Walsh, Daniel				(until 4:50pm)	
4:00pm	Homework Students Love: Exploring Popular Music [15-302] Knapp, Mary M.	Great Expectations: A Guide to Textbook Evaluation [16-405] Pavlik, Cheryl	Sentence-combining: Not One, But Many Activities [16-503] Horowitz, Daniel M.				
	Innovation in Japanese SHS [16-105] Fienley, Anthony	The S.A.P.L. "Mediated" [16-406] Pendergast Jr., Thomas M.	Cambridge EFL Exams in Japan [16-504] Saville, Nick & Keiko Nakayama			(until 4:50pm)	
	"Streamline" at Upper Levels [16-107] Viney, Peter	Reading - Breaking It Down & Building It Up [16-409] Walter, Catherine	Exploring the Potential of Quizzes in the FL Class [16-506] Pickens, J. D.				
	Body Grammar [16-311] Liddington, Robert & William Stanford	Effects of Listening & Oral Reading on Speed Rdg [16-411] Watanabe, Hiroyuki	Lets Try It Again, Sam [16-507] Amagasaki, Toshio			(until 4:50pm)	
	Dictionaries and Lg Lrng [16-401] Bernard, Christopher						
5:00pm	Starting a New Chapter [16-303] Abe, Keiko	Session for Chapter Treasurers [16-306] Vergin, Ruth & Aleda Krause	Session for Chapter Publicity Chairs [16-311] Notzawa, Kazunori			(until 4:50pm)	
	Session for Chapter Membership Chairs [16-301] Robb, Thomas & Yumi Nakamura	Session for Chapter Program Chairs [16-309] Wood, Gary	Session for Chapter Recording Secretaries [16-406] Hough, David A.				
	Session for Chapter Presidents [16-304] Komatsu, Tatsuya					(until 4:50pm)	

MAIN EVENTS - FRIDAY, NOV. 20

6:00-9:00pm Pre-Registrant Packet Pickup at Washington Hotel
7:30pm-?? Informal Mixer at Mokuba

MAIN EVENTS - SATURDAY, NOV. 21

8:30am Registration Opens
8:30-10:00am Longman Coffee Hour
10:00-11:50am Opening Session [15-101]
Opening Address: Tatsuya Komatsu
Welcoming Address on behalf of Waseda University
Plenary Address: Richard Allwright "Understanding FL Teachers: The Learners' Perspective"
12:00-4:50pm Concurrent Sessions
Colloquia: 12:00-2:50 Materials [15-402]
1:00-3:50 Reading [15-302]
2:00-4:50 Japanese as L2/FL [3-103]
5:00-6:00pm Session on Starting a New Chapter [16-303]
JALT Chapter Officers' Meetings
7:00-9:00pm Annual JALT Banquet at Tokyo Kaiyo Kaikan
Including entertainment by "ZA-GAUN"
9:00pm-?? Informal Mixer at Mokuba

SUNDAY, NOVEMBER 22, 1997

9:30am	The Management Change in Language Teaching [16-308] Maher, John C. Acquisition of Basic "Keigo" [16-406] Reeves, Lavonia L. Developing Exercises for Authentic Texts [16-407] Juffs, Alan	Teaching Adults: Activity-Based Learning [16-409] Books, Marilyn Problems with Textbooks and How to Solve Them [16-411] Wardell, David	A Sympathetic Approach [16-105] Peaty, David Understanding FLT: A Case Study Approach [16-107] Albright, Richard Student-Centered EFL Techniques [16-301] Yazaki, Hiroko New Instructional Materials: The Kanda Experiment [16-303] Johnson, Francis C.	English for Business Purposes [16-305] Jones, Leo TPR: Doing It Right [16-309] Griffie, Dale Listening to Learn "Get Ready" [16-401] Harris, Norman Interactive Group Tasks [16-404] Adams, Carl R. Beginning Listening-Longman American Listening [16-405] Pavlik, Cheryl	Self-Revelation in L2 [16-408] Fontaine, Steven J. Making Video Work for You: Exploiting Found Footage [16-505] Moss, William Alan Chinese the Silent Way [16-506] Uemura, Takeshi Ways into Poems: Teaching Literature in a University [16-507] Caldwell, Richard
11:00am	PLENARY SESSION - Mary Finocchiaro Teacher Development: A Continuing Objective [15-101]				
12:00 noon	British And American English [16-107] Viney, Peter "No-Information-Gap" Exer. [16-301] Nishijima, Hisao Experience of CLL in Russian [16-303] Mc Onie, William Course Design & the College English Program [16-305] Macmillan, David Hugh The Balanced Approach [16-308] To Castro, Virginia Writing the Way You Learned [16-401] Berman, Shari	An Approach to Self Access Facilities [16-404] Wilson, Merinda Advantages & Disadvantages of Teaching Grammar [16-405] Hough, David A. The "CHOKUYAKU" Direct Translation Problem [16-408] Teweles, William J. Using "Great Ideas" [16-501] Jones, Leo Pragmatic Implementation of CALL in the ESL Class [16-506] Sakaguchi, Kenzo	"Colloquium: Approaches to EFL [16-203] Eagle, Sonia J. >Sugestopedia at Trident College [16-401] Adamson Jr., Charles Edwin >Teaching Intercult. Comm. in Japan [16-408] Ratcliff, John M. >CL/CLL & SAPL: Comparison of Psychological Aspects [16-401] Morimoto, Yoko >Content Course/Integrated Approach [16-401] Eagle, Sonia J. (until 2:50pm)	Can We Teach Our Students to Learn? [16-309] Stanley, Claire Bells & Whistles/Gadgets & Games/Video Comes Alive [16-406] Bratton, Alice & Shari Berman Communicative Pairwork Activities [16-407] Peaty, David Energizing your Reading [16-409] Textbook Hones, Sheila & Nancy Graves Test Design & Item Analysis [16-411] Saville, Nick & Keiko Nakayama Integrating Skills with Literature [16-505] Aran, Shai Teaching "Video English" through Action [16-507] Stanford, William & Robert Liddington	Silent Way: What is it in a nutshell? [16-105] Allard, Fusako (until 2:50pm)
1:00pm	Talking Freely - Beginner and Elementary [16-107] Walter, Catherine Defining Proficiency: Perceiving Proficiency [16-305] Luppesco, Stuart "Pinch and Ouch" - English Through Drama [16-308] Narahashi, Yoko	Jap's Speech Styles & Levels [16-301] Nakamura, Hoshin Nakamura Games for Fun [16-401] Matsuka, Yoko & Kazu Hashimoto Teaching Spoken English to Japanese Children [16-404] Perkins, Bruce TOEIC Preparation [16-501] Piler, George	"Fast Forward" - It Lives Up to Its Name [16-405] Speers, Shelagh Writing Workshop: A Program that Works [16-408] Zack, Judith What's Really New in ELT Software? [16-506] Reckert, Nicholas	Memory and Lang. Lrng. [16-409] Kinjo, Mamoru Practice Activities for Accuracy [16-411] Brown, Steve Developing Interactive Computer Video/Disk [16-506] Jolly, Yukiko, Thomas Scott & Nell O'Brien	Two way Information Gap Activities for Lang Tch [16-107] McCreary, Jan How Self-Teaching of Another Language Helps [16-301] Bea, J. Patrick Getting to Know the Sound Color Fidel [16-303] Penitentiary, Jr., Thomas M Reading as a Subversive Activity [16-405] Sandy, Charles Space Age Dialogs and Drills [16-501] Barber, Philip Visuals -- Advantages, Content & Use [16-505] Perkins, Leo G.
2:00pm	Content Through English: An Introductory Course [16-305] Wright, Andrew ESL at a Libr Arts University [16-308] Hollen, Christine Anne Americans in Chinawa [16-309] Language Issues [16-309] Jerome, Dan Using "HearSay" in the Class [16-401] Griffie, Dale	SAPL in Company Programs [16-404] Nelson, Derald H. EFL Prog at the Experiment [16-406] Winters, Margaretta Developing Cult. Awareness [16-407] Batten, Jim D. English Education for the Physically Handicapped [16-408] Kimura, Takashi	Strategies for Cross Cultural Communication [16-411] Hattori, Takahiko Integrating Literature with Language Learning [16-506] Trivedi, Anirudh P.	Writing Ideas for Cross Cultural Components [16-411] McCauley, Daniel S. & Joyce McCauley EFL Materials from the Rehabilitation Hospital [16-506] Nishihara, Fumiko	Colloquium: Bilingualism [16-103] Swan, James & Masayo Yamamoto >My Own Children Can't Speak English [16-507] Takiwaka, Karen >Causes of Silence When to Speak in an EFL Class [16-505] Reinelt, Rudolf >Lang. Lrng among Jpn'se Migrants [16-505] Ratusch, Barry >On the Loss of L2 Skills [16-505] Patrie, James >Secondary School Program in Japanese in Houston [16-505] Yamashita, Sayoko
3:00pm	Culture Friction Between Japanese & Native Spkrs in HS [16-105] Shiozawa, Tadashi An Effective Language Maintenance Program in Japan [16-305] Nakamura, Yoshihiro Teacher Observation and Evaluation using DeTEK [16-308] Miller, Marsha Lee Internationalization of English [16-309] Sukuwat, Mayuri As I was... [16-401] Dwaleebee, Joseph Let's Get Physical [16-404] Widdows, Steven & Peter Voller Two Days in Summer Video [16-408] Thompson, Mike Telling Stories in an Elementary Classroom [16-507] Hoyal Dawson, Chris	Compreh. of Relaxed Speech [16-406] Nakamura, Tamah A Communicative Approach to CALL in Tch'g Japanese [16-407] Miyazaki, Junko Analyzing Student Errors in Advanced TOEFL Grammar [16-409] Kita, Yoshifumi Discourse Competence in Low-Level Activities [16-407] Chance, John W. Ellipsis in English and Japanese [16-409] Oshima, Makoto	Writing Ideas for Cross Cultural Components [16-411] McCauley, Daniel S. & Joyce McCauley EFL Materials from the Rehabilitation Hospital [16-506] Nishihara, Fumiko	Colloquium: Error Analysis [15-401] Shimaoka, Takashi >Error Perceptions of EFL Teachers [16-405] Sheehy, Ravi >Acquisition of Eng. Tense and Aspect [16-501] Ken, Ken >Universal Tendencies for Syll. Struct. [16-505] Patrie, James >Pedagogical Implications of Error Anal. [16-505] Nickel, Gerhard >Implications of Lexical Errors in Translation [16-505] Kunihito, Tetsuya	* Colloquium: Classroom-Centered Research [15-402] Ross, Steven & Richard Alwright >Promoting Negotiation and Repair in the Classroom [16-408] Berwick, Richard >Studying Listening in the Classroom [16-408] Ross, Michael >CALL from Practice to Theory [16-408] Gregg, Kevin R.
4:00pm	JALT Annual Business Meeting [15-201] // Visits to the Publishers' Displays				
5:00pm	"Spectrum" Course: Holistic View of Communication [16-401] Byrd, Donald R.H. Language Control: What Is It? [16-405] Viney, Peter Promoting Communication Skills thru Oral Journals [16-411] Hull, Jeffrey Russell Practical Guide to Teaching "Person to Person" [16-501] Gilbert, Roy FLT Materials & Teacher Training in Sri Lanka [16-505] Randles, M. Lesley Teaching Orwell's "Animal Farm" [16-506] Shishin, Alex CALL for ESL Using Shareware on PC-Compatibles [16-507] Baker, Collin	A Study of Idiom Look-Up Operations [16-105] Toro, Yukio The Reading Results and The Integrated English [16-107] Soda, Takeshiro ELT Practitioners: Don't Take Literacy for Granted [16-301] Bruce, Donald E. Teaching Non-Verbal Communication to EFL Students [16-303] Nozawa, Kazunori Composing a Suggestopedic Text [16-105] Adamson Jr., Charles Edwin Teacher Orientation [16-107] Parkinson, David Diary Studies of Classroom 2nd Language Learning [16-301] Matsumoto, Kazuko Vocabulary Development: Words They Won't Forget [16-303] McCauley, Joyce & Daniel McCauley	Native Speaker and Japanese English Teacher-Talk [16-305] Day, Richard & Kazuko Maruo Foreign Culture in Eng. Classes [16-308] Kawano, Madoka Prof. Resources for EFL [16-309] Ross, Michael Natural Approach and Translation Method [16-404] Taniguchi, Joyce Bilingual Education Programs in the U.S. [16-305] Kawaguchi, Noriko Using "Trivial Pursuit" in the ESL Classroom [16-308] Winchester, Jeffrey D. "Listen and Guess" It's Fun [16-309] Kobayashi, Yoshihisa Vocabulary Development and Language Development [16-404] Tahririan, M. Hassan	"Yakudoku": The Language Teaching Tradition in Japan [16-406] Hino, Nobuyuki Content-Oriented Curriculum: A Year Later [16-407] Adamson Jr., Charles Edwin Campus Newsletter: Writing to Be Read [16-408] Natusch, Barry Role Memorization without Guilt [16-409] Tinkham, Thomas Fifties' Revival, Fifties' Texts [16-406] Rodgers, Gary B. Techniques for Developing Paraphrasing Skills [16-407] Harrington, Michael The Homestay Experience [16-408] Shoji, Kathryn Vasselius The Use of and Attitudes Towards English [16-409] Day, Richard & Masako Iida	MAIN EVENTS - SUNDAY, NOV. 22 8:00-9:30am JALT Executive Committee Meeting 9:30am Opening of Registration and Publishers' Displays 9:30-9:30am Addison-Wesley Coffee Hour 9:30-10:50am Concurrent Sessions 11:00-11:50am Plenary Address: Mary Finocchiaro "Teacher Development: A Continuing Objective" 12:00-3:50pm Concurrent Sessions Colloquia: 12-2:50 Bilingualism [15-103] 12-2:50 Approaches [15-203] 1-3:50 Error Anal. [15-401] 1-3:50 CC Research [15-402] 4:00-4:50pm JALT Annual Business Meeting [15-201] 5:00-5:55pm Concurrent Sessions 6:00-6:50pm TESOL & IATEFL Information Meetings JALT Journal Roundtable Publishers' Display Closes 7:00pm Disco Night King & Queen
6:00pm	IAEFL Information Meeting [16-301] Crompton, Philip JALT Journal Roundtable [16-303] Wordell, Charles & Richard Caldwell TESOL Information Meeting [16-304] Hough, David				

MONDAY, NOVEMBER 23, 1987

10am	<p>"ExpressWays" & Tri-Dimensional Syllabus Design Harris, Norman & Tina Carver "Turning Points": Turning a Book Inside Out Mater, Barry English for Children: Rhythm & Movement Speers, Shelaigh 10:20am</p>	<p>Is there a 'Natural Approach'?(16-105) Gregg, Kevin R. The Marriage of Form and Function Hartley, Stewart Exercises for the Grammar Class Dwalebe, Joseph P. "Coast to Coast" - Motivating Japanese Learners Maybin, Don What Are the Oxford-ARELS Examinations? Owen, Leigh, Kay</p>	<p>Writing Process - Working With Large Classes Walter, Catherine Teaching & Learning English through Project Work Thomas, Desmond & Elizabeth Austin Simulations & Integrated Approach Sanematsu, Katsuyoshi Hollywood Videos for Language Learning Roberts, Charles</p>	<p>Learning with and about Rods Zoiakowski, Stephen & Ursula Holzer Pedagogical Implications of Contrastive Analysis Nickel, Gerhard Card Games for Communicative Grammar Practice Koff, David Context Building for Vocabulary Practice Newton, Daryl</p>	<p>Active Involvement for Responsible Reading Hecken, Helen Creativity in the Classroom Curran, Beverly and Jim Cyborowski Activities For Listening Ikeda, Sachiko Activity-Based Learning With Video Moss, William Alan & Danielle Gulchard-Ashbrook 10:50am</p>
10am	<p>PLENARY SESSION - Gerhard Nickel How "Native" Can a Non-Native Speaker Be? [15-101]</p>				
10:00 noon	<p>Not Another Word - Vocabulary Cards Glover, David Reading Skills Course for Junior College Students Nuttall, Martin An Investigation of Polliteness Tanaka, Noriko It Is for Rainbow Nakata, Ritsuko "English Firsthand Plus": Carrying on... Heigesen, Marc & Steve Brown The Politics of Err. Corrcrn Moneyhun, Clyde</p>	<p>Content EAP: A Bridge Course in Intl Relations McCreary, Jan Teaching Russian with Slides Shishin, Alex Choose and Prize Values Clar. Volter, Peter & Randi Dennis Is There Anything Children are Better at? Hough, David A. Teaching about Gender Roles Dennis, Randi & Peter Volter "Functioning in Business" Cyborowski, James & Don Maybin 12:50pm</p>	<p>12:30pm "Colloquium: Motivation in EFL Gay, Charles W. >Effect of Expectations on Motivation Viswar, Linda & Tomoko Yashima >Motivating Japanese Secondary Students of EFL Midorikawa, Hideko >Motivating Learners Finocchiaro, Mary (until 2:50pm)</p>	<p>How to Work with Multi-Level Classes Stanley, Claire Preparing for Cambridge Exams Jones, Leo Complete System Approach Perkins, Leo G. (until 1:50pm)</p>	<p>Colloquium: Classroom Techniques for Japanese-Lg. Inst. Kitazawa, Mieko >Teaching Lg. and Culture Konno, Yasuko >Writing Activities in Japanese Class Ikai, Tomoko >Class Activity: Listening Comprehension Hon, Utako >Presenting Situations in a Classroom Ikai, Tomoko >Qualifications for Japanese-Language Teachers Adachi, Sachiko, Junko Shinada & Kaoru Ichikawa (until 2:50pm)</p>
10pm	<p>Cross-Cultural Considerations Sukwivat, Mayuri Work Your Book: Using a Real Text in the Class Frost, Elizabeth Devel. Listening Comp. People Talking About People Cervantes, Raoul, Glenn Gainer & Memoru Mukai Nuts And Bolts Viney, Peter "Business English" Activities for Adults Gustaff, Kristin</p>	<p>Approaches To Teaching Listening Rost, Michael The Word Processor and Classroomwork Gerling, Reuben Communicative Methodology in China Wang, Liren Internationalization and Communication Style Ratiff, John M. How to Communicate Successfully & Improve Your Mind Macinn, Steven 1:50pm</p>	<p>Teaching Composition with the Conference Method Greenholtz, Joe How to Use E-E Dictionaries in Your Class Nasaka, Hirotsada "On Your Way" - New Longman Am. Eng. Course Pavlik, Cheryl Video Affectivity-Strategy for Cultural Enrichment Toyama, Ken English Teaching As A Medium For Global Education Mark, Kevin Drama Activities for Fluency Practice Dougill, John 2:20pm</p>	<p>How to Move People Weschler, Robert (until 2:50pm)</p>	
10pm	<p>New Directions for TPR Griffie, Dale Values Clarification and Advanced Pronunciation Carlin, Tamara Practical Reading and Writing Dewing, Debbie CELT Test Compared to TOEFL, TOEIC, etc. Ogawa, Tomiji Learning English through Other Subjects Yates, Susan Digitized Pica: A Database Approach Notessine, Ronald D. & Masumi Jinno</p>	<p>Business Simulations Davis, Alan "Dynamic English": Sentence Pattern Games for Kids Fuller, Fran "Orbit" - The International Course from Oxford Gilbert, Roy Activities with Music through Sharing a Song Auer, Veronika I Love English Byrd, Donald R.H. 2:50pm</p>	<p>2:50pm</p>	<p>MAIN EVENTS MONDAY, NOV 23 8:30-9:30am Open Meetings - JALT Standing Committees 9:00am Registration and Publishers' Display Open 9:30-10:50am Concurrent Sessions 11:00-11:50am Plenary Address: Gerhard Nickel "How 'Native' Can a Non-Native Speaker Be?" 12:00-2:50pm Concurrent Sessions Colloquia: 12:00-2:50 Classroom Techniques for Japanese-Language Instruction [15-202] 12:30-2:50 Motivation [15-201] 3:00-4:40pm Featured Speakers' Panel: Richard Allwright, Mary Finocchiaro, Gerhard Nickel, Mayuri Sukwivat, Peter Viney, Catherine Waller [15-101] 4:00pm Publishers' Display Closes 4:40pm Publishers' Lottery Drawing 5:00pm Conference Closes</p>	
10pm	<p>FEATURED SPEAKERS' PANEL Richard Allwright, Mary Finocchiaro, Gerhard Nickel, Mayuri Sukwivat, Peter Viney, and Catherine Waller [15-101]</p>				

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KEYNOTE SPEAKERS

Richard Allwright
University of Lancaster
Mary Finocchiaro
City University of New York
TESOL Italy
Gerhard Nickel
University of Stuttgart

FEATURED SPEAKERS

Mayuri Sukwiat
Bangkok, Thailand
Peter Viney
Oxford University Press
Catherine Walter
Cambridge University Press

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Morning Coffee Hours
Disco Night

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REGISTER BEFORE OCTOBER 31 TO TAKE
ADVANTAGE OF THE DISCOUNTED RATES.
Use the blue form for conference registration,
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Persons coming from abroad may pay by money
order or cheque in U.S. dollars, drawn on an
American bank, or in pounds sterling drawn on
a British bank. The rates are as follows:

Member	¥134	\$75/£44	\$50/£31	\$30/£18
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* 但し、栃木県、千葉県、埼玉県、群馬県、東京都、神奈川県、静岡県の中学・高校教師の方は、JALT会員と同じ参加費で結構です。

AVOID FRUSTRATION PREREGISTER NOW!

Registering before the Oct. 31 deadline makes good sense. Not only does it mean lower conference fees and a fast on-site check-in, it also assures you of a hotel room during the busy holiday and wedding season. In case your plans change, fees are refundable (with a small handling charge) any time before the event. Reservations for both the conference and the hotel, respectively, can be made with the attached blue and red furikae forms.

This year's conference hotels will be the Shinjuku Washington Hotel and the Sun Route Hotel. Both are conveniently located just a few minutes from Shinjuku Station. See the red furikae form for the JALT '87 hotel rates.

Since the conference is being held during a peak holiday and wedding season, reservations are being handled on a "first-come, first-served" basis. The Japan Travel Bureau (JTB), our hotel agents, will attempt to find alternate accommodations once the conference hotels are full, but no guarantees can be made for those applying after the Oct. 31 deadline. If you have any questions concerning your reservation, please contact Mr. Gotsuka at the JTB Plaza Shinjuku Office, (03) 356-3511.

Please note that roommates must be mutually acceptable. If you would like JTB to assign a roommate, please specify "smoking" or "non-smoking." To complete your conference and hotel pre-registrations, take both forms to the banking window of any post office. Unlike the blue conference form, there is no handling charge for the red form.

CONFERENCE BANQUET

On Saturday night, Nov. 21, the Annual Conference Banquet will be held at the Tokyo Kaiyo Kaikan. The ¥5,000 fee includes special entertainment by "Za Gaijin" (formerly "Albion-Za"). Be sure to join the fun!

REGISTRATION INFORMATION FOR OVERSEAS PARTICIPANTS

Registrations from overseas must be accompanied by full pre-payment for the conference hotel. Please pay in U.S. dollars by bank draft or personal cheque drawn on an American bank or in sterling drawn on a British bank. Please note that separate cheques are required for conference and hotel registration since they are processed at different locations.

Conference Payments:

JALT c/o K.E.C.

Sumitomo Seimei Bldg. 8F.

Shijo-Karasuma Nishi-iru

Shimogyo-ku, Kyoto 600

In the name of "JALT"

Hotel Payments:

JALT '87, JTB

Plaza Shinjuku Office

1-20 Shinjuku 3-chome

Shinjuku-ku, Tokyo 160

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GETTING TO THE SHINJUKU WASHINGTON HOTEL

From Narita Airport, take the Airport Limousine bus bound for the Shinjuku Washington Hotel. Tickets can be purchased at the limousine desk directly outside the doors leading from customs. A one-way ticket costs ¥2,700. The limousine buses run regularly between 7 a.m. and 10 p.m., leaving from Bus Stop #2. They also stop at Shinjuku Station prior to arriving at the Washington, so people wishing to go directly to Waseda University should get off there and follow the "Getting to the Conference Site" instructions.

GETTING TO THE CONFERENCE SITE

From the hotel: Walk toward the Shinjuku Station (east). You will cross several small streets. Go across the major intersection with Lumine Department Store on your left. Go into the south entrance for the JR Shinjuku Station (JR 新宿駅). This is the second entrance — the first one is for Odakyu Shinjuku Station (小田急新宿駅). Buy a ¥120 ticket from any of the yellow or orange ticket machines and then proceed to platform #11. Get on the Yamanote (green) Line and go two stops (4 min.) to Takadanobaba Station. Go down the steps and through the JR exit. Outside the station, to the right (east), is a bus stop for Waseda University. Take the "字 02" bus through to the last stop (Waseda Seimon). The service is frequent, approximately every 6 minutes, and takes 5 minutes and costs ¥130. Alternatively, you can take the Tozai subway line to "Waseda." Registration is in Bldg. 15 on the main campus.

From Tokyo Station: Take the Tozai Line from Ohtemachi subway station. Get off at Waseda, going up the stairs at the west end of the platform (towards Takadanobaba). Follow the signs to the university.

From Ueno: Take the Yamanote Line two stops from Ikebukuro to Takadanobaba.

By Taxi from Shinjuku: A taxi ride between the hotel and the site will cost between ¥1,000 and ¥2,000 depending on traffic conditions. Because of the easy train connections, it is unlikely that a taxi ride will be faster.


By Car: There is no parking on campus and cars parked illegally in the vicinity have been known to be towed away. Please use public transportation.

GET YOUR CONFERENCE HANDBOOK IN ADVANCE!

Look over the conference handbook and plan your schedule before arriving at the conference site. For ¥800 the handbook will be sent by special delivery (sokutatsu) arriving at your doorstep on Nov. 17. This service is only available to addresses in Japan.

CONFERENCE INFORMATION:

(075) 221-2376 (until Nov. 21)

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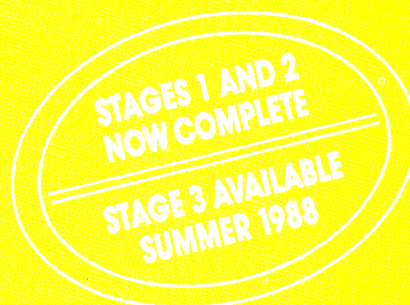
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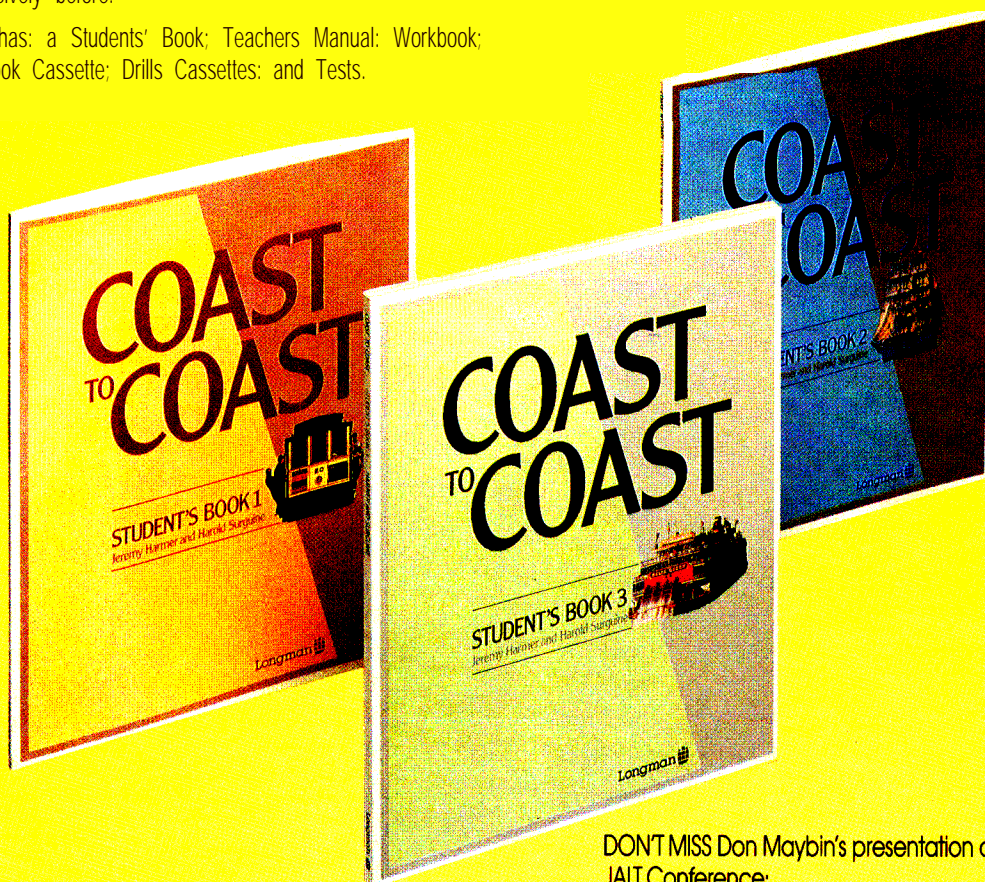


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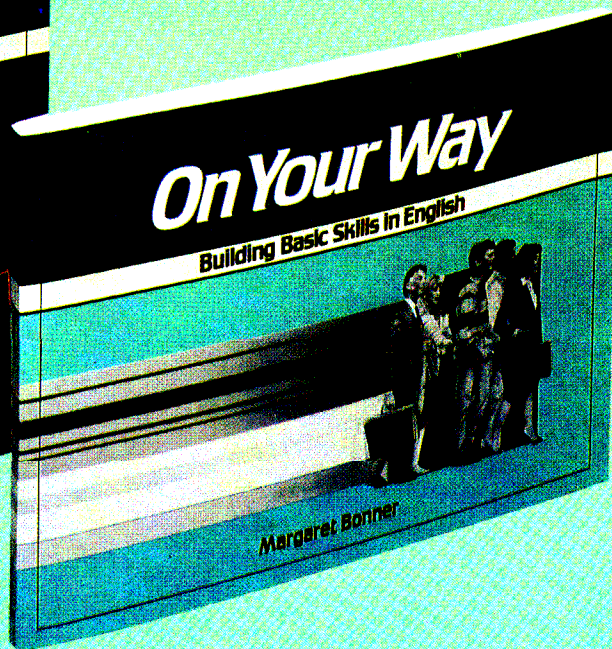
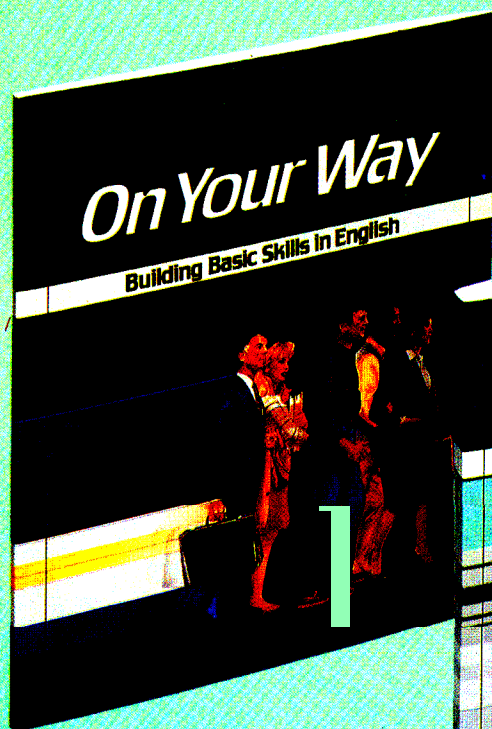
Each level has: a Students' Book; Teacher's Manual; Workbook; and Cassette.

Cheryl Pavlik in Japan!

Cheryl Pavlik, one of the authors of On Your Way, will be giving a talk on textbook evaluation at the JALT conference (see conference program for details, or contact Heather Saunders or Mike Thompson at Longman ELT on 03-265-7627).



Cheryl has traveled extensively in the United States, Thailand and Iran as a teacher of English. She has also lived in Singapore for several years, where she is well known as a highly experienced teacher trainer. Among her publications are a pronunciation program, a writing process text and a secondary school series.



LEADING THE WAY IN AMERICAN ENGLISH

LONGMAN PHOTO

DICTIONARY

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LEVEL: BEGINNERS

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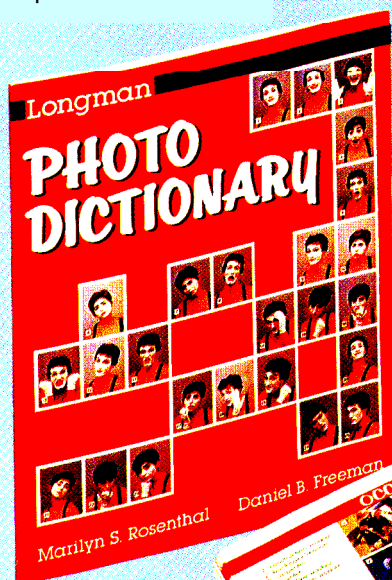
Words are presented in realistic contexts – from eating in a fast food restaurant or exercising in a gym, to going to the bank, the post office, or the hospital.

Longman American English Catalog 1987–1988

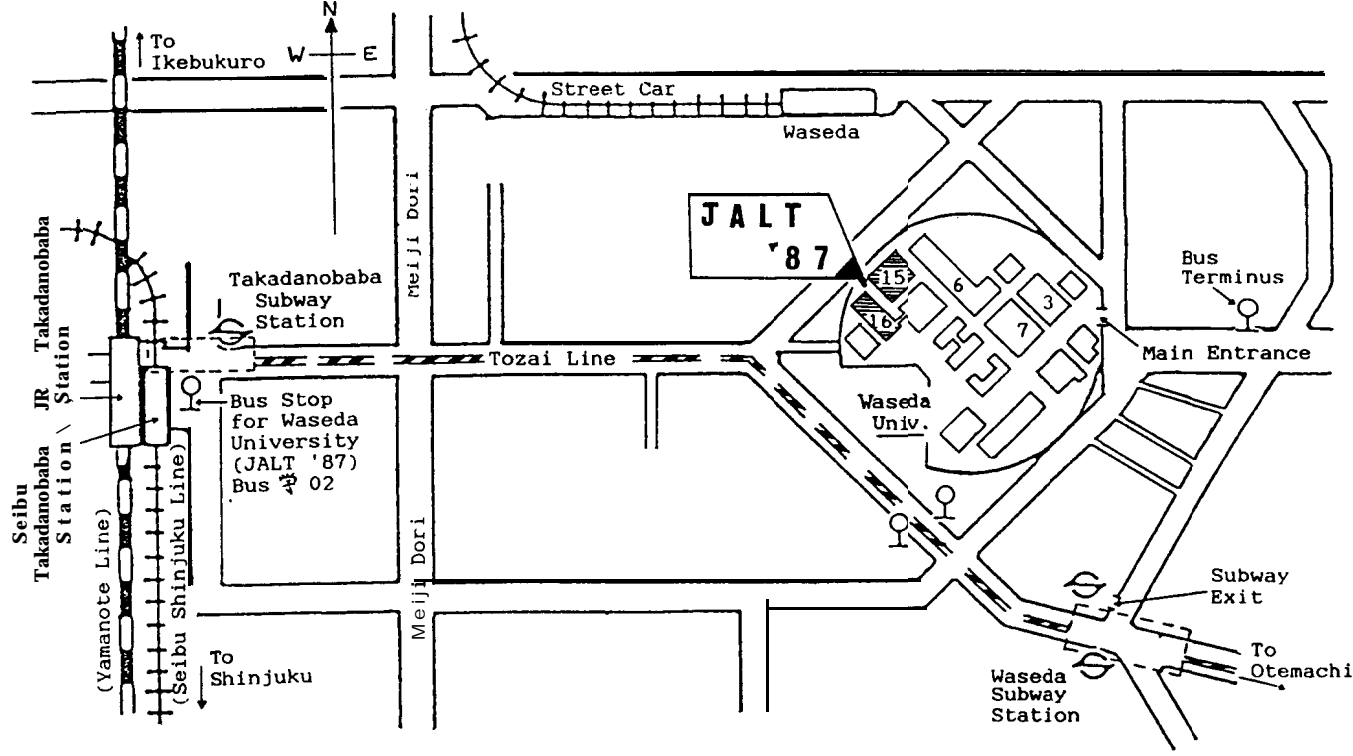
The new 1987–88 Longman American English Catalog will be available from the Longman stand at the JALT conference, and gives details of Longman's growing list of American English teaching books and materials. Don't forget to collect your copy!

Information

For more information, contact Heather Saunders or Mike Thompson at Longman Penguin Japan Company Ltd., Yamaguchi Building, 2-12-9 Kanda Jimbocho, Chiyoda-ku, Tokyo 101. Telephone: 03-265-7627.



LEADING THE WAY IN AMERICAN ENGLISH



(cont'd from page 26)

- Classrooms: Structural Features in "Technical/Sub-technical English," TESOL Quarterly, 14(2), June, 1980, pp. 141-155.
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 -. The Language of Hotels in English. Regents, 1976.
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- Oppenheim, P.K. The Language of International Finance in English: Money and Banking. Regents, 1976.
 Rein, D.p. The Language of Advertising and Merchandising in English. Regents, 1982.
 Svato, J. Hotel Personnel. Macmillan, 1984.
 Worsdall, V. Tourism: Charters, Tours, and the Package Deal. Macmillan, 1974.
 -. Tourism: Managers, Agents and the Agency. Macmillan, 1976.
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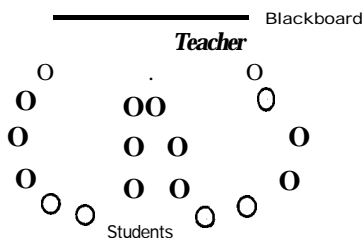
As language teachers, we all come up with our share of ideas and activities. We also use our share of ideas from other teachers. My Share is your opportunity to share your ideas and activities. Articles dealing with activities for classroom application should be submitted to the My Share editor. Articles should be based in principles of modern language teaching and must follow JALT manuscript guidelines. Please include a 25- to 30-word biographical statement.

CURVY-W SEATING

By Christopher Barnard

Teachers are often faced with the problem of how to arrange student seating in the classroom. Perhaps most of us feel that the traditional arrangement, with the students in rows facing the teacher, is only suitable for lecturing. I feel that learning is dependent on the dynamics of the classroom, and that the seating arrangement is one of the important factors determining these dynamics.

One solution to the question of how to seat students is the U or horseshoe, with the teacher at the open end; if the class gets too large, the double U can be used: . Recently I have been using a "curvy-W," and find this system very successful:



With the students sitting like this, they can be dealt with as one large class or as two smaller classes, according to the teacher's wishes or the activity taking place. If the teacher wants to deal with one of the arms of the curvy-W, while the other arm is, for example, working either as a whole or in pairs, background music can be played: this will have a masking effect, and the two groups will soon forget about each other.

There are many specific advantages to this arrangement:

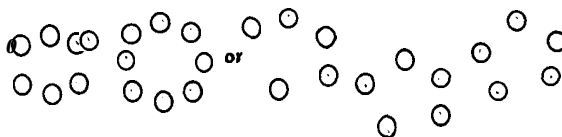
- 1) The size of the class is effectively halved.
- 2) The students are less reticent or shy because they only speak in front of their group, never the whole class.

3) Since students have to project their voices across, at maximum, only half a classroom, the problem of students not being able to hear each other in large classes decreases.

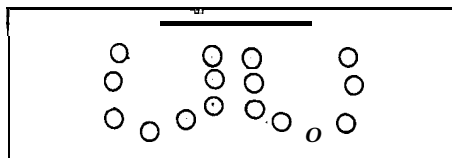
4) The curvy-W arrangement allows a mixture of teacher-centered or student-centered activities, and the teacher can control the transition from one to the other very easily. On the other hand, U-type arrangements tend to become, and remain, teacher-oriented.

5) Every student can see the face of every other student in his group.

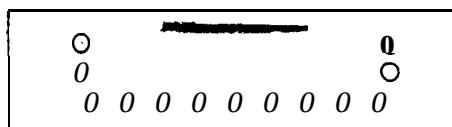
6) The curvy-W can be easily rearranged into more cohesive, or smaller, groups:



7) It is about the only solution to the seating problem if one happens to have a long, narrow classroom, with the blackboard on one of the long walls:



In this shape of classroom no seating arrangement I had tried before the curvy-W seemed to work. For example, using a U means that the students on the wings are consigned to limbo:



Finally, I should mention that, when dividing up the class into groups, you should do it so that you achieve the maximum number of pairs for pairwork. So a class of, say 18, would be divided 10 and 8, rather than 9 and 9.

Christopher Barnard has an M.A. in Linguistics from Cornell University. He is at present teaching at Tsuda College and Meiji Gakuin University.

日本語原稿 — 締切り日変更のお知らせ (Notice of Deadline Change)

1988年2月号用原稿の締切り日が、次のように変更になりますので、御注意下さい。

1988年1月1日 → 1987年12月10日

尚、変更は1988年2月号用のみで、その他の号については、平常通りです。

異文化のかけ橋

— 第13回 SIETAR 国際大会に参加 L-C —
 (Report of the International Society for
 Intercultural Education, Training and Research)

Michigan State University

北 尾 謙 治 北尾 S . キャスリーン
 (Kitao, Kenji) (Kitao, S. Kathleen)

去る5月15日から19日までカナダのモントリオールにおいて、国際異文化間コミュニケーション学会 The International Society for Intercultural Education, Training and Research (SIETAR) の第13回国際大会が行われた。アメリカ、カナダはもとよりヨーロッパ、アフリカ、南アメリカ、アジア諸国から約600人の参加者があり盛会であった。

モントリオールはフランス語と英語が同居したバイリンガル都市で、大会のプログラムも両言語で印刷されており、研究発表も両言語を使用して行われた。中には両言語を同時に使用するバイリンガルの発表もあった。全体会議におけるフランス語には同時通訳がついた。このような状況は異文化間コミュニケーション学会の環境としてふさわしいものであった。

SIETAR は異文化間コミュニケーションに関する教育、訓練と研究を目的にしており、約1,400人の会員も研究者や教員のみでなく、宣教師や海外派遣社員の訓練に携わっている人々等実践分野で活躍している人々も多く含んでいる。研究成果は年4回出版される機関誌 *International Journal of Intercultural Relations* で発表され、大会は実践を中心としたものが多く、研究成果を単に朗読するようなものは見当たらず、参加者は何か新しいものを体験したり、討論に参加して、情報や意見交換を行うことを目的としていた。故に数日間この大会に参加して、多くの人々と知り合い、種々の情報を入手することができた。

今大会のテーマは“Multiculturalism in the year 2,000: A vision for the future”で、参加者に現在急速に世界は多文化社会になりつつあることを考えさせ、近い将来どのようにそうした状況に対処すればよいかの意見交換をすることを目的としていた。

最初の2日間は3及び6時間のワークショップのみが行われた。これは20-30人位に参加者を限定して、体験と討論を通して、主に実践的なことを学習することを目的としていた。参加者の多くは実践に携わっている人々で、自分の仕事に役立つことを少しでも吸収しようと熱心に参加していた。

残り3日間は1時間半の分科会であったが、内容的には小ワークショップで気楽に討論したり、ある作業を共にするようなことを含んだものが多かった。発表の間に半時間の休憩があり、発表者や参加者と個人的に話す機会が多くあったのもこの大会の特徴であった。

発表の内容は12の分野に分かれていた。()内の最初がワークショップの数で、後が一般発表の数である。政府と公共団体 (2, 11)、訓練と成人教育 (38, 26)、若者の教育 (7, 7)、ビジネスと組織の発展 (16, 15)、国際発展 (1, 5)、難民と移民の定住 (2, 12)、健康と社会事業 (0, 13)、芸術 (2, 5)、研究方法と成果 (3, 11)、異文化間コミュニケーションの発展とその分野 (14, 9)、異文化間のコミュニケーション (6, 13)、人種の関係 (4, 10) である。

成人教育、ビジネス、また異文化間コミュニケーションそのものに関するものが多く、研究方法に関するものが少ないのがこの大会の特徴といえる。難民、移民や人種に関するものがあるのはアメリカや他の国々で、これらが異文化間コミュニケーションの重要な分野になっているからである。この他に教材などを展示して、参加者が自由に質問できるような時間も設けられていた。

研究発表の中で関心のあったものをいくつか紹介する。

Bogorya 博士は効果的な異文化間コミュニケーションをさまたげる障害を中心テーマに発表を行った。博士は障害の原因として、言語、地位の違い、ステレオタイプ、偏見、失敗の恐れ、コンフリクト、自己の過小評価等の心理的なものや、知識や経験の不足をあげ、これらの障害を克服するものには、他の文化を学習することを含む適度の準備、相手の視点から状況を把握すること、フィードバック、信頼や尊敬を高めること、共通性を見いだすこと、問題やコンフリクトには協力して解決にあたること、同意見を見いだすこと、柔軟に対処することとよい環境を選ぶことが重要であり、言語の使用に関しては、簡単な言語表現、繰り返し、注意して聞くこと等が大切であると指摘した。

Romano と Hinshaw 氏による“Communication in Bicultural Marriage”では、配偶者間の言語と非言語コミュニケーションを取り上げた。同じ言語を使用していても他人の意味することは、自分が意味することを通してのみ理解するので、必ずしも2人の意味は一致しない。配偶者間のコミュニケーションは頻繁で密度が高いため、この異なりが重要な障害となると述べた。

Romano 氏の研究結果から異文化間のコミュニケーションにおいて誤解、力の均衡、緊張の3分野が重要であることが指摘された。誤解は、皮肉、イデオロム、誇張、含蓄、単語の連想の異なりが原因となる。解決方法は言い直したり、正確な意味を説明したり、相手の理解を確かめたりすればよい。力の均衡では母国語を使用する方が有利であるため、非母国語話者は分らないということを相手に対し明確に述べる必要がある。緊張とは、母国語話者同士よりも絶えず注意して会話をしなければならないため、始終緊張が生じ障害の基になる。

非言語コミュニケーションでは無意識の行動が問題を引き起こすことがある。たとえその意味を知っていても、聞き手の文化で受け入れられないものには強い抵抗がある。非言語コミュニケーションはあいまいであり、無意識に行われ、変えるのが困難である。配偶者間では

非言語コミュニケーションの量が多いので、特に問題になりやすい。解決方法は両文化を理解すること、問題を認知してその解決にのりだすこと、柔軟な対処、忍耐強さ、異なりを認めること等があげられた。

Rohrlich と Simpson 博士は国際経済を社会科学として取り上げた。すべての人々は利益を最大にあげる努力をするが、利益とは何か、利益をどのようにあげるか、どの程度まで利益をあげるかは文化により異なる。経済の基になっている価値観がどのように異なるか等を説明した。例えば日本では集団を重んじ、政府のビジネスへの介入を受け入れるが、アメリカでは反対で、すべて市場により決定されるべきであるとする。現在起こりつつある日米の経済摩擦もその底辺にある価値観の違いを理解すればかなり理解できる面があることを指摘した。

発表は成人の異文化訓練と教育を中心としていたが、Lutz 氏による、国際学を中心にした高校のカリキュラムの紹介が行われた。これは独、仏、西語を基にその文化教育を中心とした4年間のプログラムである。公立高校で希望者の内90名を成績で選抜して実施している。1980年代になって全米でこの種のプログラムが広まりつつあり、ロシア語、中国語、日本語等も実施している高校もあるが、教員免状の問題があるとのことであった。

全体会議ではカナダの多文化の受け入れの努力を話題としたパネルディスカッションがあった。国務長官自らが、政府が市民権、公用語、多文化に関する3つの新しい法律を制定して、積極的に多文化に取り組んでいることを説明した。バンクーバーの警察長官は如何に警察が多くの人種の住人と接する訓練をしているかを説明した。少数民族の方からは、主たる文化に如何にうまく溶け込むかを訓練していることが説明された。講演者の中にはフランス語と英語の両方で巧みに説明していたものもあり、さすがモントリオールだと感じ入った。

大会は実践中心で、理論的には基礎的なものが多く、少し物足りなさを感じずにはいらなかったが、そのような基礎的なことを実践に如何に応用するかが、現在の異文化間コミュニケーションの状況ともいえる。今後の益々の発展が望まれる。

20日にはアメリカのコミュニケーションの研究を主目的にした専門学会である **International Communication Association (ICA)** と合同で、今後の異文化間コミュニケーションの理論、研究と訓練をどのように推進していけばよいかを討論する1日のプログラムが組まれたが、こうしたプログラムがこの分野の今後の発展に大いに寄与することであろう。異文化間コミュニケーションの理論と実践をうまくかみ合わせるのも SIETAR の今後の課題である。今大会へは日本からも十名程の参加者があり、Itabashi Masako, Horoiwa Naomi と Akiyama Tsuyoshi 氏の研究発表もあり好評であった。大会を通じて、多くの参加者が日本に対して大きな関心を示し、日本との価値観の違いや日本との経済問題を取り上げた研究発表もあり、私たちの出席した研究発表の討論には必ずと言ってよいほど、日本や日本人に関することが取り上げられていたのには驚いた。

今年の1月に正式に SIETAR の日本支部が発足し、既に85人の会員を有して活動している。関心のある方は下記へ連絡されたい。

Thomas P. Nunnelley, 23-7 Kyodo 2-chome,
Setagaya-ku, Tokyo 156 電話 03-427-9131

SIETAR 本部の連絡先は:

SIETAR International, 1505 Twenty-
Second Street NW, Washington, D.C. 20037

日本語記事の投稿要領

(Guidelines for Japanese Articles)

日本語の記事は、400字詰め横書き原稿用紙を用いて(ワードプロセッサ可)、以下の要領に従い書いて下さい。

枚数制限:	400字詰 原稿用紙 (20語×20行)	ワードプロセッサ (25字を 1行とすること)
一般記事	24枚以内	330行以内
例会報告	2-4枚以内	30-60行以内
書評	*[長]5-6枚以内 [短]1.5枚以内	100行以内 25行以内

※書評の処で、[長]とあるのは、重要な意味を持つ著書に対して責任ある批評をし、その本の長所・短所を指摘する書評の事で、また[短]とあるのは、簡素な批評で十分と思われる本の紹介記事の事です。

英訳: 本文の英訳は必要ありませんが、記事の題名が日本語の場合には、必ずその英訳をつけて下さい。また、人名は原語で書き、漢字の名前の場合には、ローマ字を添えて下さい。

連絡先: 締め切り間際に、連絡をとる必要が生じた場合に備え、自宅等、夜、連絡が出来る場所の電話番号を必ず記入して下さい。連絡のつかない場合には、記事の掲載が翌月にまわることもありますので御注意下さい。

締切り日: 掲載予定月の前月1日(厳守—作業を円滑に進めますために、締切り日以降に提出された原稿は翌月にまわします)。

編集者は、編集の都合上、記事の一部を手直ししたり、削除したりすることがあります。尚、御質問等がございましたら、以下のところまで御連絡下さい。

〒630 奈良市青山 8-122

山本雅代(日本語編集者)

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JALT Undercover

INTERACTIVE LANGUAGE TEACHING.
Wilga M. Rivers, ed. Cambridge University Press, 1987. 228 pp.

Throughout her career, Wilga Rivers has emphasized the essential concern that foreign or second language class activities should contribute to the goal of communication. The point seems obvious enough but is surprisingly often overlooked in classrooms as well as textbooks. It is this essential goal that is embodied in the Interactive Language Teaching Approach. Dr. Rivers presents it to us in a collection of 15 essays by herself and others who share her perspective and have applied it in their own classroom practice.

The first part of the book, the preface and the first two essays, attempt to define the concept of Interactive Language Teaching. Dr. Rivers writes:

As we have seen, communication, whether in speech or writing, remains our central goal as language teachers. Communication derives essentially from interaction. Someone has something to share with someone else who is interested and attentive... Interaction implies both reception and expression of messages... interaction takes place when interest is present... to promote interaction in another language we must maintain a lively attention and active participation among our students.

The message is deceptively simple, so much so that we might easily fail to recognize its urgency. Students must be personally involved in meaningful communication activities, which are of real interest to them. This is the kind of meaningful exchange that is meant by the term "interaction" and forms the basis of the Interactive Language Teaching Approach.

Thus it is the purpose of the essays that follow to show how "a lively attention and active participation" might be maintained. The emphasis is on meaningful communication between teacher and student as well as between student and student. The essays that comprise this book

demonstrate the potential for such activities not just in speaking, but in reading, writing, and listening as well.

Actually the essays cover a considerably wider range of classroom applications. Raymond F. Comeau's essay applies this approach to the teaching of grammar, while Robert Ariew and Judith G. Frommer introduce the computer as an interactive teaching aid. Richard Via makes an appearance with a discussion of drama applications and Alan Maley suggests how poetry and song may be used for effective language learning activities.

The goal of Interactive Language Teaching is to maximize meaningful communication in the classroom. To do this requires energy and imagination on the part of the teacher. This collection of essays represents the thoughts of a group of people who have their fair share of energy and imagination, the imagination to design activities, and the energy to share them with us as well as their students.

However, it is not a cook book. It might be thought of as an idea book. I found, as I read through it, that I was repeatedly saying to myself, "Yes, I want to try that." But I was also aware that the ideas and suggestions would have to be adapted to my own classroom situation and the needs and capacities of my students, a task that would require the same sort of energy and imagination as the writers themselves displayed.

This book then would seem to be most valuable to those teachers who value meaningful communication in the classroom and who enjoy the challenge of adapting and designing their own lessons. For them this book can be recommended most highly. For those without the time or energy (or imagination) we can only hope that there may be textbooks in the future which will be designed to reflect the goals of Interactive Language Teaching.

Reviewed by Jerry Biederman
Osaka Chapter

DICTIONARY OF LINK WORDS IN ENGLISH DISCOURSE. W.J. Ball. Macmillan, 1986. 154 pp.

Recently a lot of attention has been focused upon discourse analysis. This relatively new discipline had achieved many insights and paid

attention to the importance of various cohesive devices, one of which is the discourse marker: words or phrases such as *and*, *moreover*, *but*, *however*, *so*, and *as a result*. Most of these markers fall into the category labelled "conjunction" by Halliday and Hasan, "logical connectors" by Quirk *et al.*, and "link words" by W.J. Ball, the compiler of this dictionary.

According to Ball, link words act as markers to indicate the relationships between ideas. A knowledge of these link words will help one recognize and understand logical relationships between ideas and sentences. The aim of this dictionary is, therefore, to enable the reader to identify, understand and use these link words in their spoken and written contexts.

This dictionary consists of three sections: Link Word; Synopsis; and A List of Logical Concepts. The first section is a listing of about 150 link words in alphabetical order. Each headword or link word is printed in bold type, and the concept to which it is allocated appears after it. No definition is given, but the uses the word has and the positions where it is found are explained. The reader will sometimes find advice like "the foreign learner of English should avoid it." Then examples are given.

The second section has three textual excerpts; two are from Iris Murdoch and one from George Orwell. These passages are often referred to in the first section.

In the third section, 24 logical concepts are introduced. Each of them is briefly explained and illustrated, with a list of the link words falling into the concept.

The dominant feature of this dictionary is the wealth and authenticity of excellent examples to illustrate the uses of the link words. First, the examples that the compiler has chosen are almost all from authentic contemporary sources, such as BBC TV, BBC Radio, *The Sunday Telegraph*, *The Daily Telegraph*, Iris Murdoch, and George Orwell, although a few are from *A Grammar of Contemporary English*.

Second, every example is good enough for even false beginners to understand the link word in its definite context. I had my students translate some examples with the link words omitted, and some of the students could supply the suitable Japanese words for the gaps.

Last, a heading given to each example also helps to make the example the more useful. I found some headings ranging from four to five lines, which reminds me of the efforts the compiler has made to give as good examples as possible to the reader, and of his belief that the importance of an adequate context cannot be overestimated.

I remember that when I was a student, I looked up *the phrase for that matter in* my pocket English-Japanese dictionary, and failed to find a good definition. In this dictionary, however, the headword *for that matter* gives cross-reference to another, *by the same token*. The explanation of both link words cover two pages, and there you will find seven long enough examples and the following interesting lines.

They [both link words] are not, as the *Oxford English Dictionary* says, 'of minor corroborative evidence' — even the example it gives contradicts this:

We get Xmas cards from people we don't know and, by the same token, are never likely to meet.

This means that these link words are difficult for even a native English-speaking linguist to explain, but the reader will get enough information about the uses of the words from the examples.

I think this dictionary is informative and useful, not only for English teachers, but also for college students and business writers.

Reviewed by Kenji Numoto
Chugoku Junior College

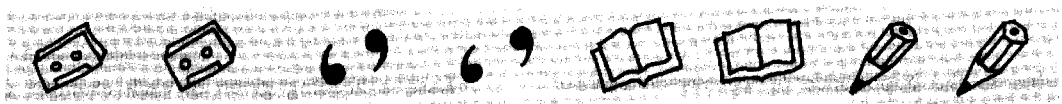
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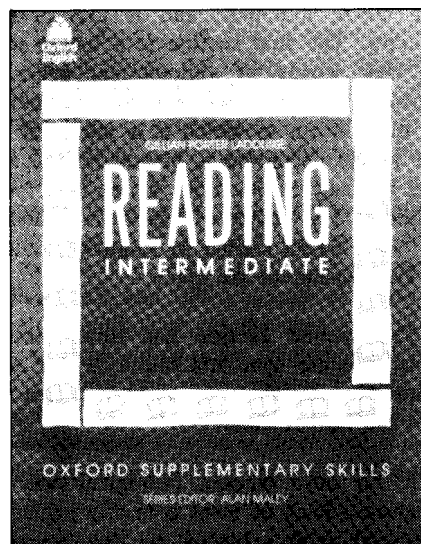
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Reviews in Brief

VIDEO, TV & RADIO IN THE ENGLISH CLASS: An Introductory Guide. Barry Tomalin. Macmillan, 1986. 118 pp.

"I've got the videos but what on earth do I do with them?" is the question Tomalin aims to answer in this book from the "Essential Language Teaching" series. As with other books in this series, the emphasis is placed on offering useful and practical suggestions for teachers and teacher trainees inexperienced in the use of pre-recorded videos, as well as live TV and radio broadcasts in the English class. For the complete novice, this book serves as a highly informative introduction and guide to the rationale and methodology of using video in the classroom.

Each of the seven units in this book is well written, organized and easy to use as reference. Unit 1 assures teachers that video is not meant to replace them but to aid them in teaching. Unit 2 discusses questions of what, where, how much, and how often video should be taught in class. Tomalin suggests, "Two minutes or so of video is a sufficient basis for one hour's teaching." The most informative portion of this book comes in Units 3 and 4, which offer some good practical ideas on planning and teaching video lessons, as well as communicative techniques to use in class. For anyone seriously considering or now using video I highly recommend reading these two chapters. In the final units, the author offers advice on video faultfinding, copyrighting, and *other* technical matters, but the discussion concerning the use of live TV programs and radio broadcasts in class seems limited in Japan to NHK or FEN broadcasts.

As an introductory guide, *Video* proves interesting reading and offers some very practical ideas on how to use video, TV and radio in class. However, having already used pre-recorded video programs in class, I had hoped this book would discuss making and using student-recorded videos in class as well. Instead, though Tomalin mentions roleplays, he avoids mentioning the potential of 'live' recordings in class, which reduces the VCR to a mere video cassette player in the classroom. More details on video production sans TV and radio might have been more appropriate.

Reviewed by Carl R. Adams
Niigata University

WAYS TO READING. J. Taylor, P. Ahern, J. Shepherd, and R. Rossner. Macmillan, 1986. 177 pp.

As the title, *Ways to Reading*, suggests, a wide variety of reading comprehension strategies can be used in EFL reading classes. Some of these strategies (guessing, identifying, predicting, inferring ideas, etc.) are well demonstrated in this reader. Another given example is the use of initial questions to interest students in the readings. This text offers good illustrations and probing questions to interest students in the three passages of each of the ten units (an ideal length for college courses). The readings alone provide a wide variety of topics with universal appeal (money, marriage, myth, movies, etc.) and reflect a balanced progression in both length and difficulty. Also, useful suggestions for timed readings and other hints for teachers using this text are given in the introduction.

However, as the authors wisely suggest, "the teacher will (have to) decide how to make the best use of the material in the book for their students." For though the authors mention that *Ways* "provides students with opportunities for personalized practice and discussion," the only ways provided are the usual true/false, fill-in and comprehension exercises at the end of each passage. Then as follow-up, students are treated to two pages of structural exercises in lieu of the "personalized practice and discussion."

Aside from the authors' concern for teaching grammatical structures along with reading strategies, *Ways to Reading* does present some good, mostly authentic readings that the average college freshman can enjoy. *Ways* may prove the right way for some classes, but with my students it proved more rewarding to expand the few discussion questions and omit the structures.

Reviewed by Carl R. Adams
Niigata University

DICTIONARY OF ENGLISH GRAMMAR BASED ON COMMON ERRORS. W.J. Ball and F.T. Wood. Macmillan, 1986. 156 pp.

This dictionary seems a valuable tool for very competent self-motivated learners and instructors who feel they need more grammar-based knowledge of English.

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This dictionary states that it is an updating of F.T. Woods' *A Remedial English Grammar*, which I was not able to locate. It "concentrates on those areas where experience world wide has shown most errors occur" (preface), but does not further specify how the errors were collected. One page is used to instruct in the use of the dictionary, starting with the statement that: "The Dictionary cannot detect your errors. The work of detection is someone else's responsibility. But once it is detected, the error can be traced and rectified." This is not very helpful to insecure readers. The instructions also point out that "in the dictionary words are assumed in a context," a context which is, however, nowhere specified, and so again offers little help for most learners or even instructors in Japan.

Five examples of errors and how the dictionary deals with them are given (page before p. 1). The explanations appear very incomplete,

brief, and potentially misleading as to what the error is and also how the English could be improved.

The number of entries is necessarily limited by the size of the dictionary (156 A5-size pages). This limits the appeal of the dictionary to very able students who already use English with confidence. The explanations are too few and too brief for a student with little confidence in English, and the dictionary would appear to be quite inadequate to the needs of this kind of student.

Still, for a browsing advanced student the dictionary provides hints for what can be improved. This browsing would not, however, be initiated by errors actually pointed out, but rather by the student being curious about what the dictionary has to say.

Reviewed by Torkil Christensen
Hokusei Junior College

RECENTLY RECEIVED

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

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

CLASSROOM TEXT MATERIALS/ GRADED READERS

*Cassell's "Foundation Skills" series. Various authors. Cassell, 1987.

Reading 1 (Louise Woods)

Reading 3 (Simon Haines)

Listening 3 (Michael Thorn)

*Mackay, ed. *Poems*. Modern English Publications, 1987.

Hamp-Lyons & Heasley. *Study Writing: A course in written English for academic and professional purposes*. Cambridge, 1987.

Levine et al. *The Culture Puzzle: Cross-cultural communication for English as a second language*. Prentice-Hall, 1987.

McDowell & Hart. *Listening Plus: Authentic recordings with tasks to develop listening skills and learner training* (Student's book, Teacher's book, cassette tape). Arnold, 1987.

†Akai. *VOA 英語ニュース聴解セミナー*. Textbook, three cassettes, Osaka Kvoiku Tosho, 1987.

†Hazelrigg. *English Sound and Sense for International Communication*. Allegan Educational Foundation, 1987.

†MacAndrew & Blundell. *Interlink I* (Student's book, Teacher's book). Macmillan, 1987.

†Macmillan. "Stories to Remember" series. 2 vols. Macmillan, 1987.

Hilton, adapt. Green. *Goodbye, Mr. chips*.

Stevenson, adapt. Holt. *Dr. Jekyll and Mr. Hyde*.

tMadden & Reinhart. *Pyramids: Structurally based tasks for ESL learners*. University of Michigan Press, 1987.

tMurphy et al. *Use English!* Book 1 (Student's book). M&B, 1987.

tPeaty. *Face to Face: Pairwork practice for intermediate students*. Cassell, 1987.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

*Boardman & Holden, eds. *English in School: The British Council 1986 Sorrento Conference (5 vols.)*. Modern English Publications, 1987.

Dickinson. *Self-instruction in Language Learning*. Cambridge, 1987.

Di Pietro. *Strategic Intraction: Learning languages through scenarios* ("New Directions in Language Teaching" series). Cambridge, 1987.

Kinsella, ed. *Language Teaching 20*, 1 (Jan. '87). Cambridge, 1987.

Malamah-Thomas. *Classroom Interaction* ("Language Teaching: A scheme for teacher education" series). Oxford, 1987.

Swan & Smith, eds. *Learner English: A teacher's guide to interference and other problems* (Handbooks for Language Teachers" series). Cambridge, 1987.

Underhill. *Testing Spoken Language: A handbook for oral testing techniques* ("Handbooks for Language Teachers" series). Cambridge, 1987.

Wessels. *Drama* ("Resource Books for Teachers" series). Oxford, 1987.

tPattison. *Developing Communication Skills: A practical handbook for language teachers, with examples in English, French, and German*. Cambridge, 1987.

tYalden. *Principles of Course Design for Language Teaching* ("New Directions in Language Teaching" series). Cambridge, 1987.

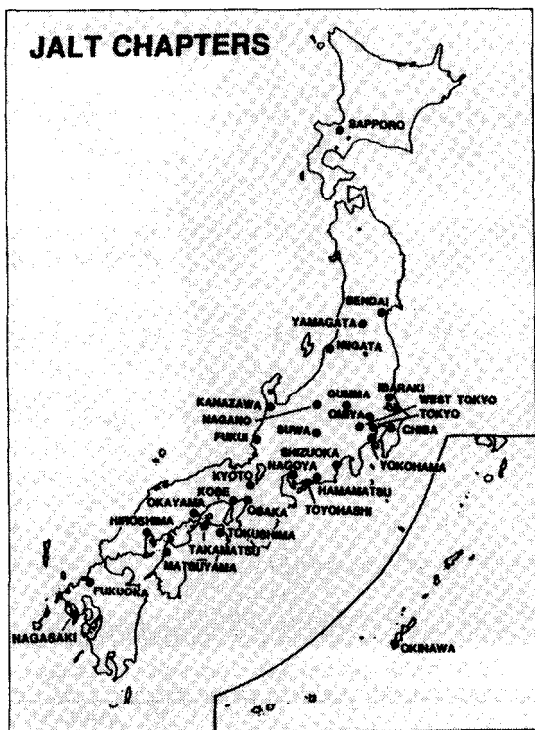
The Language Teacher also welcomes well-written reviews of other appropriate materials not listed above, but please contact the Book Review Editor in advance for guidelines. It is *The Language Teacher's* policy to request that reviews of

classroom teaching materials be based on in-class teaching experience. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to: Jim Swan, Aoyama 8-122, Nara 630.

IN THE PIPELINE

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

- Allen & Robinett. *The New Technologies*.
 Bachman. *Reading English Discourse*.
 Black et al. *Fast Forward*.
 Brown. *Principles of Language Learning and Teaching*.
 Dubin & Olshtain. *Course Design*.
 Dunn. *Noah and the Golden Turtle*.
 Gairns & Redman. *Working with Words*.
 Glendinning & Holstrom. *English in Medicine*.
 Harmer & Sarguine. *Coast to Coast*.
 Harris & Palmer. C.E. L. T.
 Herzfeld-Pipkin & McCarrick. *Exploring the US*.
 Hino. トーフルの 650 点: 私の英語修業
 Howard. *Idioms in American Life*.
 Janssen. *Unusual Stories from Many Lands*.
 Kasser & Silverman. *Stories We Brought With Us*.
 Macmillan "Advanced Readers" series.
 Master. *Science, Medicine and Technology*.
 Mugglestone et al. *English in Sign*.
 Neufeld. *Handbook for Technical Communication*.
 Pattison. *Developing Communication Skills*.
 Rosenthal & Rowland. *Academic Reading and Study Skills*.
 Sinclair et al., eds. *The Collins COBUILD English Language Dictionary*.
 Watson. *Welcome to English*.
 Wright. "How to..." series.
 Zion et al. *"Open Sesame" series*.



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.

HIROSHIMA

THE INFLUENCE OF GRAMMAR ON LANGUAGE TEACHING

By Michael Lazarin, Hiroshima University

BASIC MEANINGS OF 11 PREPOSITIONS

By Carol Rinnert, Hiroshima University

At its May meeting JALT-Hiroshima was enlightened about two sometimes-neglected areas of language teaching. Michael Lazarin began the afternoon with a discussion on the theoretical background of the Grammar-Translation Method. Then Carol Rinnert provided us with some practical ways of teaching prepositions.

Lazarin observes that "there is a tendency to discount Grammar-Translation." However, he says, "this may be because the ultimate reasons for Grammar-Translation have been forgotten."

He described for us the pre-beginnings of the Grammar-Translation Method and traced its growth through history. He explained how the goals of language teaching and learning have changed; in ancient times, the goals of language teaching were much more wide-reaching: In learning a language one learned to become a member of society and to understand the world. Lazarin maintains that "Some of the original goals of the Grammar-Translation Method are still important today." That is, "the goals of language teaching should be more than to teach language; it should be teaching people how to be human beings."

Using examples such as, "I'll be there [by/ until] 5" and "Throw the shoe [at/to] the dog," Rinnert demonstrated how important prepositions are for communication in English. She notes, however, that teaching the correct use of prepositions is difficult.

Disagreeing with many who believe that there are no rules which govern the usage of prepositions
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tions, Rinnert says, "English prepositions have an inherent 'logic' which can be taught." For example, "in" has the basic meaning of "bounded" location, as in a bounded area ("in the tank"), a bounded time period ("in the afternoon"), or a surrounding activity or emotion ("in doubt").

She presented, through pictures and diagrams, the basic meanings of 11 "commonly used and misused" prepositions in English. She has found that an understanding of these basic meanings helps students in their use of prepositions.

LANGUAGE EDUCATION REFORM IN PUBLIC HIGH SCHOOLS

By Takeshi Maenaka and Mariko Hayashi,
Fukiai High School

The English teaching staff at Fukiai High School in Kobe did not want to be "teaching machines, cramming knowledge into students' heads just to pass their entrance exams." They believed, "If students can listen, then they can read; and if they can speak, then they can write." So five years ago they began a comprehensive

English language program which included conversational English.

At the July meeting of JALT-Hiroshima Takashi Maenaka and Mariko Hayashi explained the evolution of their successful program and demonstrated some of the techniques and materials that they have used.

Breaking with tradition, the students of English at Fukiai High School have been grouped according to English ability, with each group having its own specific program and goals. The teachers at Fukiai actively use English as much as possible, using English when they teach and team teaching with native speakers of English. A very modern language laboratory also plays a large role.

Foremost in most Japanese teachers' minds are the infamous university entrance exams. How will their students do? Fukiai teachers also were worried about the effects that their innovative program would have on their students' results. However, they were happy to find that their teaching of listening and speaking brought about an increase in the number of students who passed the exams for first-class universities.

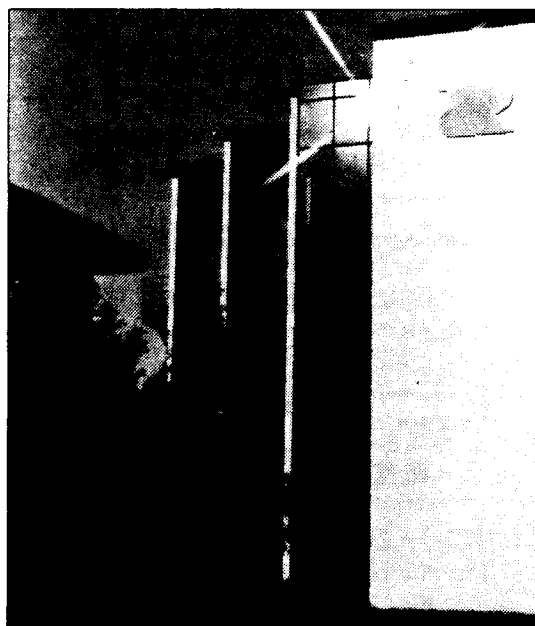
Reported by Carolyn Miki

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NAGASAKI**SUGGESTOPEDIA
FOR JAPANESE STUDENTS****By Charles E. Adamson, Jr.**

Suggestopedia is mostly concerned with motivation, and at the May meeting in Nagasaki, Mr. Adamson was addressing this particular problem with regards to the situation in Japan. Indeed, he has come to Japan to adapt the technique to this environment.

In a nutshell, this theory rests on the assumption that if a person is forced to learn something they won't learn it well. So, making use of intrinsic motivation, the teacher should be having the students do things which they enjoy (gasp!) while they are learning the language. In this way we get the students to think about something else the rules of a game, how to relax in relaxation exercises, how to outsmart their opponent in a game - while they are actually learning vocabulary, pronunciation, intonation or grammar.

If we tap the reserves of ability, we might just find a well.

**Reported by Mark Tiedemann
Nagasaki Junior College of Foreign Languages**

NAGANO**DEVELOPING ORAL SKILLS****By Geoffrey Gibbs**

Geoffrey Gibbs gave a comprehensive and practical presentation at the July meeting of the newly-formed JALT-Nagano.

The first part dealt with the need for developing oral skills in a controlled way, ensuring that students clearly understand the tasks they are expected to perform and the language to be used, while at the same time giving them the opportunity to be creative in their use of language. Oral activities at the practice stage of a lesson should be contextualized and involve genuine communication by means of an information gap. The advantages of pair work and group work in giving students more talking time and building up their confidence were discussed.

The second part of the presentation involved participants in some pair work activities which brought out the principles discussed earlier. These activities provoked some discussion of the problems of teaching oral skills at junior and senior high schools. However, it was agreed

that the presentation provided clear general principles for developing communicative oral skills.

Reported by Setsuko Nakamura

OSAKA**SOME INS AND OUTS OF
INTERLANGUAGE DISCOURSE****By Richard Berwick and Steven Ross**

Interlanguage discourse denotes the speech among foreign-language learners using the target language to communicate. At the August meeting of the Osaka chapter Richard Berwick and Steven Ross reported on the results of their recent research in this area. After observing a variety of English classes using different types of teaching materials, they concluded that interlanguage discourse occurs most often in classes which use "task-based activities."

Task-based activities refers to activities which are designed to stimulate communication among students. We observed demonstrations of these types of activities. Students worked in pairs. One student was instructed to draw a picture being described by a second student. In another case one student assembled some articulate objects in response to a partner's instructions. In a third example a student instructed a partner in arranging a group of items in a specific order. It was shown that these tasks required students to ask real and pertinent questions of each other rather than the more artificial types of questions and answers that often occur in more conventional foreign-language classes. It became clear that the use of task-based teaching materials was effective in promoting genuine communication activity in the foreign-language classroom.

Reported by Jerry Biederman

SAPPORO**A LIVE ALIVE ENGLISH CLASS****By Mary Virgil**

Ms. Virgil started the meeting with a quick overview of language teaching methods that are in use. Here she stressed the need to think independently and to consider class size, goals, student age, and interests in selecting what aspects of specific methods to utilize. We were next treated to video tapes of very lively classes. This offered an opportunity to observe effective question strategies and error correction. The students on the tapes were exposed to a great variety of activities, and both questions and

(cont'd on page 50)



国際的に評価されるオックスフォード大学英語検定試験

オックスフォード大学英検

“英語圏で生活したい”“英語を使う仕事につきたいが、自分の実力がわからない”“海外に留学したいが語学力に自信がない”“海外出張が決まったが不安”などなど、自分の英語に自信をつけたい方におすすめしたいのが画期的な実践英語中心のオックスフォード大学英検です。

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上級コース 11月26日(木)
- 願書〆切 / 試験実施日の20日前
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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.

大阪 YWCA

英語教育ワークショップ (English Education Workshop)

日 時：10月31日(土) 2時～6時
場 所：大阪 YWCA 本館
講 演：オーラルインタープリテーションのすすめ
一朗読と英語教育
講 師：近江 誠氏(南山短期大学教授)
対 象：中学・高校教諭、英語指導者
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CALL FOR PAPERS

Languages and Communication for
World Business and the Professions
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Papers on the use or teaching of any foreign language or culture for business or any other profession are appropriate. Special preference to proposals on commercial French, German, Japanese, Spanish, and English as a second language. Equally appropriate are papers on the study and use of languages and cultures for fields such as international affairs, law, health and social services, public education, technology and journalism; course content and teaching methodologies for international marketing, management, finance and accounting; the globalization of the business school curriculum, how to train business people in international trade, how to do business in a cross-cultural domestic context, how to conduct business abroad and how to consult in these areas. Abstracts are due Nov. 4, 1987. Mailing address: EMU Conference on Languages and Communication for World Business, The World College, 307 Goodison Hall, Eastern Michigan University, Ypsilanti, MI 48197; U.S.A. (313) 487-0178.

Pre-conference workshops focusing on practical training will be held April 6.

CALL FOR PAPERS

Second-Language Research Forum

The University of Hawaii will host the eighth Second-Language Research forum (SLRF) March 6-8 1988. Plenary speakers will be Susan Gass (Michigan State University), Eric Kellerman (University of Nijmegen), Barry McLaughlin (University of California, Santa Cruz), and Richard Schmidt (University of Hawaii). We are soliciting data-based studies in any area of SLA, including (but not limited to): bilingualism, SL classroom processes, discourse analysis, ethnography of SLA, interlanguage, language universals, and transfer. Presentations will be limited to 45 minutes, including 15 minutes for questions. Send (a) 3 copies of a 250-word abstract (name on one copy), (b) 1 copy of a 100-word summary, and (c) a 3" x 5" card with name, address, paper title, your current professional status, and area of research to: Graham Crookes, Program Chair, SLRF '88, Department of ESL, University of Hawaii at Manoa, 1890 East-West Road, Honolulu, HI 96822, U.S.A. Abstracts must be received by Oct. 30. Notification of acceptance will be mailed by Nov. 15.

FIPLV WORLD CONGRESS

Canberra, Jan. 4-8, 1988

"Learning Languages is Learning to Live Together" is the theme of the 16th Federation Internationale des Professeurs de Langues Vivantes World Congress, to be held jointly with the seventh biennial conference of the Australian Federation of Modern Language Teachers' Associations next Jan. 4-8 at the Australian National University, Canberra. Prof. Wilga Rivers, Harvard University, will be the keynote speaker; other participants include Karl Diller, Diane Larsen-Freeman, Alan Maley, Lauren Lee Moulton, Rudolf Reinelt, and Tasaku Tsunoda. Address: XVI FIPLV World Congress, Canberra Tourist Bureau, GPO Box 744, Canberra 2601, Australia.

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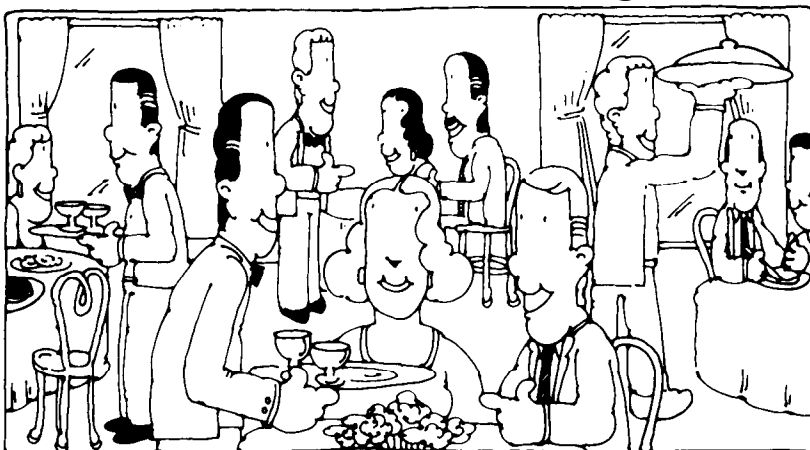
Tokyo, Oct. 16-17

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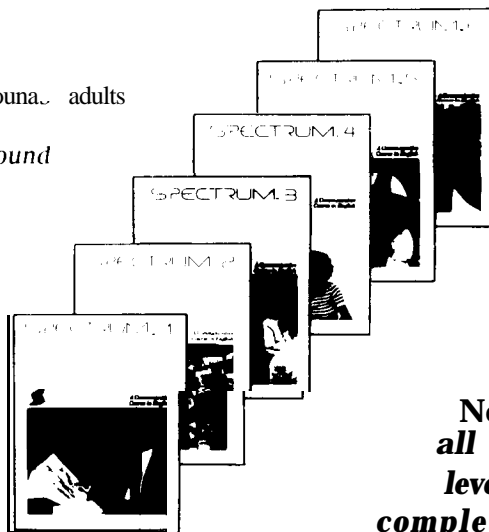
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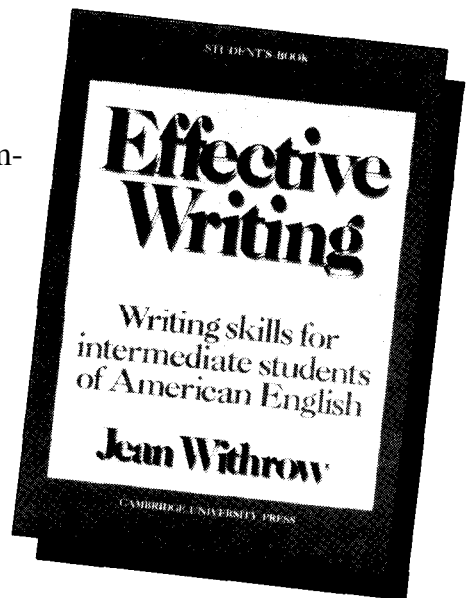
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(cont'd from page 47)

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Oct. 3-4 (Tokyo), 10-11 (Osaka): **Second-Language Acquisition Research and Classroom Teaching**, Patsy Lightbown, Concordia University

Nov. 7-8 (T), 14-15 (O): **Teaching for Meaning - Shaping a Communicative ESL Curriculum**, Sandra Savignon, University of Illinois

Dec. 5-6 (T), 12-13 (O): **Drama in TESL**, Richard Via, East-West Center, University of Hawaii

All courses Sat., 2-9 p.m., Sun., 10 a.m.-4 p.m. Information: Michael DeGrande, Temple University Japan, 1-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161 (site of the Tokyo sessions), tel. 03-367-4141; or Temple University, Kyowa Nakanoshima Bldg. 2F, 1-7-4 Nishi-Temma, Kita-ku, Osaka 530 (site of the Osaka sessions), tel. 06-361-6667.

JALT members and others unable to enroll formally may attend the Saturday 2-5 p.m. portion of each course at special low fees. See **Meetings: OSAKA, TOKYO**.

(cont'd from page 45)

error correction were individually tailored and apparently aimed at motivating, while keeping the study interesting.

After a break we divided into groups and discussed what we had noticed in the tapes, and (in some cases) why such would be impossible to copy. One of the tapes starred C.A. Edington, a long-time JALT-Sapporo member, who only recently departed from our shores. This tape was shown with the kind cooperation of the Sapporo Asahi Culture Center.

**Reported by Torkil Christensen
Hokusei Junior College**

Meetings

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.

FUKUI

Topic: Team-teaching - Let's See What a Japanese Teacher and Native-Speaker Teacher Can Do Together
Speaker: Haruo Minagawa
Date: Sunday, October 18th
Time: 2-4 p.m.
Place: Fukui Culture Center (Housou Kaikan 5F)
Fee: Members, free; non-members, ¥500
Info: John Service, 0776-22-3113

More and more junior and senior high school teachers are getting involved in the team-teaching of English. It is said, however, that there have been quite a few cases of misunderstanding or even friction between a Japanese teacher and his/her native-speaker partner, which have eventually resulted in failure. Mr. Minagawa will highlight what sorts of problems there are in team-teaching and discuss how to solve them. He will suggest some practical ideas and activities which can be used in team-teaching situations.

Mr. Minagawa teaches at Murasakino Senior High School in Kyoto. He has about five years' experience of team-teaching.

GUMMA

Topic: Total Physical Response
Speaker: Dale Griffiee
Date: Sunday, October 4th
Time: 2-5 p.m.
Place: Niiijima Gakuen Junior College, Takasaki; 0273-26-1155
Fee: Members, free; non-members, ¥1,000
Info: Morihiro Shibayama, 0272-63-8522

HAMAMATSU

Topic: "Turning Points": Turning a Book Inside-Out
Speaker: Barry Mateer
Date: Sunday, October 18th
Time: 1-4 p.m.
Place: Seibu Kominkan, 1-21-1 Hirosawa
Fee: Members, free; non-members, ¥500
Info: Todd Lynum, 0534-74-0328

The presenter will show how he assessed the needs of his junior high school students and then how he used the activities in *Turning Points* in ways not described in the teacher's guide to meet his students' needs. In this way he will demonstrate that having the right book is only one part of the classroom experience. Knowing your students and meeting their needs realistically is the major part of an enjoyable, productive language class.

Barry Mateer, who has been teaching for the past 20 years, is a full-time instructor at Buzan Junior High School, Tokyo, where he enjoys challenging and motivating his students. Previously he taught in the Peace Corps in Nepal.

IBARAKI

Topic: Reading English without “Translation”
 Speaker: Antony F.F. Boys
 Date: Sunday, October 11 th
 Time: 2-4 p.m.
 Place: Ibaraki Christian College, Hitachi
 Fee: Members, ¥500 non-members, ¥1,000
 Info: Jim Batten. 0294-53-7665

Tony Boys, from London, has been in Japan for over 12 years. He has an M.A. in International Affairs from Tsukuba University. He was a member of the JALT-Ibaraki Founding Committee, first Membership Chair, and is now Treasurer. He is an assistant professor at Ibaraki Christian Junior College.

KOBE

Topic: Teaching Reading Skills
Speaker: John Fry, British Council
Date: Sunday, October 11 th
Time: 1:30-4:30 p.m.
Place: St. Michael's International School
Fee: Members, free; non-members, ¥1,000
Info: Jan Visscher. 078-453-6065

This workshop-style presentation, based on the popular one-week teacher-training courses offered by the British Council, is aimed primarily at Japanese junior and senior high school teachers of English A wide variety of tasks to teach and improve students reading skills will be demonstrated and actively practiced. The materials used will consist of textbooks currently in use at Japanese secondary schools. Anyone interested in the teaching of reading and/or some of the special problems of teaching English at the secondary school level is encouraged to attend.

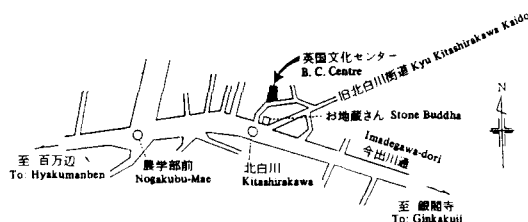
John Fry, Assistant Director of the British Council's Teaching Centre in Kyoto, has an M.A. in Applied Linguistics from Lancaster University and has been involved in TEFL in Hong Kong, and for the past three years, in Japan.

KYOTO

Topic: Teaching and Learning English through
Project Work
Speakers: Elizabeth Austin, John Fry, Chris
Royal-Dawson, Desmond Thomas
Date: Sunday, October 25th
Time: 2-5 p.m.
Place: British Council, 77 Kitashirakawa
Nishimachi, Sakyo-ku (see map); 075
791-71.51
Fee: Members, free; non-members, ¥500
Info: Haruo Minagawa. 075-464-1665

In this workshop the four co-presenters will deal with different aspects of project work within an English teaching programme. Participants will be invited to examine and discuss examples of video, audio, and written projects produced by different groups of learners.

John Fry is Assistant Director of Studies at the Cambridge English School, Kyoto British Council. Elizabeth Austin, Chris Royal-Dawson, and Desmond Thomas are teachers at the School.



MATSUYAMA

Topic: Contrastive Analysis between English
and Japanese in Relation to Teaching
English as a Second Language

Speaker: Kiyoshi Shioiri

Date: Sunday, October 18th

Time: 2-4:30 p.m.

Place: Shinonome High School Memorial Hall

Fee: Members, free; non-members, ¥1,000

Info: Linda Kadota, 0899-25-7111
Yumi Horiuchi, 0899-31-8686

Foreign language learning after puberty becomes an intellectual exercise. A Japanese learner of English has to resort to Japanese, which he has already acquired, and adds English on top of his native language. Since the two differ so much phonologically, syntactically and semantically, the Japanese learner will encounter a greater interference that comes from his native language than will speakers of Indo-European languages which are closely related to English. An effective approach to learning English is to study it by contrasting English with Japanese in phonology, syntax, and semantics. On the basis of the analysis, application will be made to teaching English as a second language.

Kiyoshi Shioiri has M.A. degrees in ESL and

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linguistics from the University of Hawaii and has finished the course work for a Ph.D. in linguistics there. He has been teaching English at Matsuyama Shinonome Junior College since 1976.

MORIOKA

Topic: Dynamic English – Games for Kids!
 Speaker: Steve Wilkinson
 Date: Sunday, October 11th
 Time: 1-4 p.m.
 Place: Morioka Chuo Kominkan 2F, Lecture Hall
 Fee: Members, free; non-members, ¥1,000
 Info: Robin-Sue Alexander, 0196-72-2262

"Dynamic English" is the teaching style developed at Frost English Center in the chilly north of Honshu. FED, in its seventh year, has about 1,000 students. Of these, 700 or so are elementary school age. "In addition, we teach approximately 2,000 kindergarten children each week. We aim at total student involvement, both physical and intellectual; our classes are fast, fun and effective. This presentation will be 100% practical and I depend upon active participation from all! I intend to pack as many activities, games and songs into the allotted time as I can, in the hope that everyone will leave with a bunch of new ideas they can use immediately in their own classes. Guaranteed to be fun!"

Steve Wilkinson, from England, received his M.A. from Cambridge. After a short time in the States, he came to Japan in 1982 to join Frost English Center, where he progressed to become, in 1986, principal. Steve teaches all levels and ages and regularly presents at JALT conferences.

NAGANO

Date: Saturday, October 24th
 Time: 2:30-4: 30 p.m.
 Place: Administration Bldg. 4F conference room, College of Education, Shinshu University
 Fee: Members, free; non-members, ¥500
 Info: Katsumi Kitazawa, 0262-2 1-8 111 (W)

NAGASAKI/FUKUOKA

3rd Annual All-Kyushu Golden Seminar

Topics: 1) Total Physical Response (TPR)
 2) Effective Use of Songs and Music in the Classroom
 3) Teachers' Tricks – A Hallow'en Special by Participants
 Speaker: Dale T. Griffiee
 Dates: October 31st and November 1st
 Time: 2 p.m. Saturday through lunch Sunday
 Place: Shigemi Heights Hotel, outside Nagasaki City (0958-41-1 111)

Fee: Members, ¥10,000; non-members, ¥12,500 (Includes three meals, overnight stay, and conference fee)
 Info and Registration (by Oct. 22): JALT-Fukuoka Office, 092-76 1-38 11 (days); Nagasaki Coordinator, 0958-49-2334 (evenings). Send for brochure to JALT-Fukuoka Office, Arato 3-4-1, Chuo-ku, Fukuoka 810.

Meet teachers from all over Kyushu and the western "boonies" of Japan in this intensive, overnight mini-seminar in a beautiful location overlooking the sea.

The Saturday night session will focus on participants themselves, so come prepared with a good classroom "trick" (activity, game, idea) to share, and prepare yourself for the treat of taking home a bag of excellent, usable classroom ideas.

Mr. Griffiee was chosen for the variety of topics he offers – a very complete overview of TPR, including why's, how's, and relevant research, and for how to use the likes of Bruce Springsteen and Ravi Shankar to teach grammar, dictation, grids, vocabulary, story telling, visualization, and discussion.

NAGOYA

Topic: How to Get More Out of *Mombusho*
 Speaker: Lesley Geekie
 Date: Sunday, October 25th
 Time: 1:30-5 p.m.
 Place: Mikokoro Centre, Naka-ku
 Fee: Members, free; non-members, ¥1,000
 Info: Tetsu Suzuki, 0566-22-5381
 Lesley Geekie, 05617-3-5384

Always wondered what you could do with *Mombusho*-approved high school reading texts? Besides translating them into Japanese with Q & A to follow, that is? Using extracts from well-known, *Mombusho*-approved texts, Ms. Geekie will demonstrate some ideas for helping to make them more appealing; and, hopefully, less burdensome, for students of various ability levels in the senior high school.

Ms. Geekie holds an M.A. in ESFL from the University College of North Wales at Bangor, the R.S.A. TEFL Certificate, and a certificate in primary teaching. She has taught in a variety of situations in Australia, Italy, Kenya, Britain, Malaysia, and Japan. At present she teaches at Aichi Shukutoku Junior College in Nagoya.

OKAYAMA

Topic: Teaching Large Classes
 Speaker: Marc Helgesen
 Date: Saturday, October 24th
 Time: 2:40-4:30 p.m.

Place: Shujitsu High School, 14-23 Yuminocho; 0862-25-1326
 Fee: Members, free; non-members, ¥500
 Info: Fukiko Numoto, 0862-53-6648

We will consider the problems of large classes – motivation, mixed-ability levels, “shyness,” getting students to stay in the target language – and ways to make use of what “false beginners” do know. The participants will work through a series of activities which illustrate strategies effective with 40, 50 or more students.

Mr. Helgesen is described in WEST TOKYO below.

OKINAWA

Topic: Classroom Activities for Adolescents
 Speaker: Keiko Abe
 Date: Sunday, October 18th
 Time: 2-4 p.m.
 Place: Okinawa Kokusai University
 Fee: Members, free; non-members, ¥500
 Info: Okinawa Language Center, 0988-87-4656

This workshop will demonstrate practical and communicative techniques which are most successful in teaching English to children and young adults. These techniques include games, role play activities, simulations and songs – all of which students can easily relate to. Many of these games and activities were developed by Ms. Abe in the classroom and in her teacher-training workshops throughout Japan.

Keiko Abe is a children's EFL teacher, teacher trainer, author of numerous EFL textbooks, president of CALA Workshop, president of the Yokohama chapter of JALT, and national JALT membership chairperson.

OSAKA

(1) Co-Sponsored by Temple University

Topic: Second-Language Acquisition Research and Classroom Teaching
 Speaker: Patsy Lightbown, Concordia University
 Date: Saturday, October 10th
 Time: 2-5 p.m.
 Place: Temple University (see *Bulletin Board*)
 Fee: Members, ¥1,000; non-members, ¥2,000
 Info: Tamara Swenson, 06-351-8843

(2)

Topic: Dynamizing Any Language Classroom
 Speaker: Jason Alter
 Date: Sunday, October 25th
 Time: 1-4:30 p.m.
 Place: Umeda Gakuen
 Fee: Members, free; non-members, ¥1,000
 Info: Tamara Swenson, 06-351-8843

Mr. Alter, who has directed the English Lan-

guage Institute, University of Hawaii at Manoa, and has taught in Taiwan, Peking, and Singapore during a 30-year career, has an M.A. from the University of Michigan and is now professor of English at Himeji Dokkyo University. Two of his “pedagogical predilections”: “The true art of memory is the art of attention.” – Samuel Johnson; and “[Language] is the dance of the intellect among words.” – Ezra Pound. “Let me suggest ways in which you can choreograph that dance.”

OSAKA SIG (Oct. 25, as above)

Children

Topic: Christmas Ideas
 Time: 11 a.m.-12:30 p.m.
 Info: Sr. Regis Wright, 06-699-8733

SAPPORO

3rd Hokkaido English Language Book Fair

Sponsored by Yohan and
 supported by JALT-Sapporo

Dates/Times:

Saturday, October 24th, 2-5:30 p.m.
 Sunday, October 25th, 10 a.m.-5 p.m.

Place: Nippon Business School, 2, Kita 6 Nishi 6, Kita-ku, Sapporo 001; 011-717-7751

Fee: Free
 Info: Torkil Christensen, 011-737-7409

Practical presentations on the use of materials will be conducted by approximately ten publishers' representatives and local members, including, at press time, Norman Harris, Heather Saunders, Steven Maginn, Jerry Halvorsen, and Ken Hartmann.

SENDAI

Topics: 1) *Person to Person*
 2) Activities for Children
 Speaker: Shelagh Speers
 Date: Sunday, October 25th
 Time: 1-4 p.m.
 Place: Sensai Fukko Kinenkan; 022-263-6931
 Fee: Members, free; non-members, ¥500
 Info: Tomoo Mizuide, 022-246-0859 (night) or 0223-22-3853 (day)

Person to Person is an established favorite with teachers and students all over Japan. Its functional approach, with emphasis on pair work and task listening, makes it a practical and entertaining text for adults. Ms. Speers will outline the course and offer ideas for creative classroom use.

In the second part of the workshop, Ms. Speers will demonstrate a variety of action-based activities for children. Full of beans in any culture, children respond best to activities that

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require some sort of physical response, from finger-snapping to play-acting. These activities, taken from several OUP publications, emphasize the use of rhythm and movement to make language meaningful and memorable for children.

Shelagh Speers came to Japan in 1984 from Toronto, Canada. She has eight years' experience as a teacher of English, and is now ELT Marketing Representative for Oxford University Press in Tokyo.

On Wed., Nov. 18, Leo Jones will speak on "Listening and Speaking Activities."

SUWA

Topic: Language Acquisition Theories and Communicative Teaching Techniques
 Speaker: Tokio Watanabe
 Date: Sunday, October 25th
 Time: 2-4 p.m.
 Place: Suwa Bunka Center, Kominkan Kodo, 3F
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Esther Sunde, 0266-58-3378 (H) or 0266-58-3131 ext. 1414 (W)

Professor Watanabe, M.A. in TESL, University of Hawaii, is a foreign language teacher at Shinshu University in Nagano. His post-graduate studies on linguistics and foreign language acquisition at several universities in the U.S. and England make him an expert in this field. He is known throughout Japan for workshops on communicative teaching techniques which he presents to Japanese junior and senior high school foreign language teachers.

TOKYO

(1) Co-sponsored by Temple University

Topic: Second-Language Acquisition Research and Classroom Teaching
 Speaker: Patsy Lighbown, Concordia University
 Date: Saturday, October 3rd
 Time: 2-5 p.m.
 Place: Temple University (see *Bulletin Board*)
 Fee: Members, ¥1,000; non-members, ¥2,000
 Info: Michael Sorey, 03-444-8474
 Makoto Oshima, 03-416-8477

(2)

Topic: The Difference between ESL and EFL
 Speaker: Gerhard Nickel
 Date: Sunday, October 25th
 Time: 2-5 p.m.
 Place: Sophia University (Yotsuya) Library, Room 812
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Michael Sorey, 03-444-8474

Dr. Gerhard Nickel, professor at the Institut für Linguistik, Universität Stuttgart, will give a talk on the differences between ESL and EFL from the perspective of a non-native-speaking

authority. Dr. Nickel will be one of the featured speakers at JALT '87 at Waseda University in Tokyo next month.

TOKYO SIG

Video

Topics: 1) Why Video?
 2) Crowd-Pleasing Video Activities
 Speakers: 1) Alice L. Bratton
 2) Shari J. Berman and Alice Bratton
 Date: Sunday, October 11th
 Time: 2-5 p.m.
 Fee: Members, ¥300; non-members, ¥1,000
 Place: Tokai Junior College, 2-3-23 Takanawa, Minato-ku. Near Sengakuji Stn. or Takanawa Keisatsu bus stop (Oikei-bajo bus stop from Meguro Stn.).
 Info: J. Igarashi, 03441-1 171 (W)
 S. Berman, 03-719-4991

(1) will show why and how video can supplement the EFL syllabus. The presenter will offer her ideas based on four years of intensive work with teacher-made activities to accompany films, television and student-produced videos. She will then lead a group discussion.

(2) will focus on games and activities to use with films, television and home-made videos in large classes. Activities for junior high through university classes will be demonstrated giving participants hands-on experience.

Alice L. Bratton is director of Japan Language Forum; Shari Berman is executive director. Both teach at Tokai Junior College.

TOYOHASHI

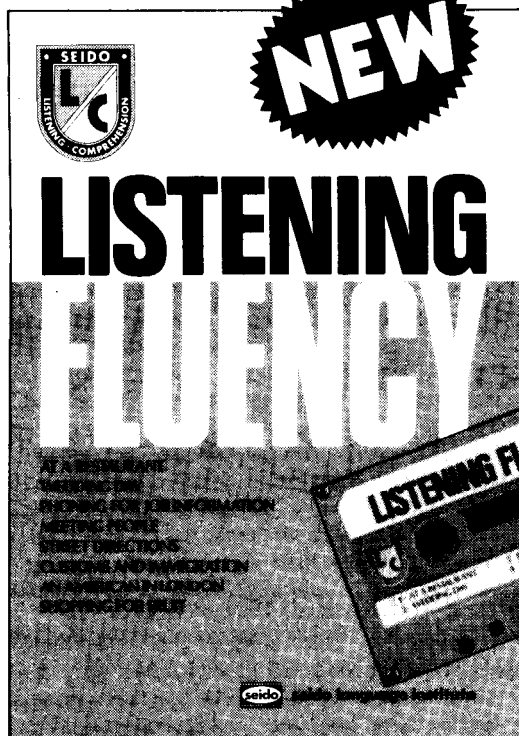
Topic: Introduction to Accelerative Learning
 Speaker: Charles E. Adamson, Jr.
 Date: Sunday, October 18th
 Time: 1:30-4:30 p.m.
 Place: Kinro Fukushi Kaikan (2F)
 Fee: Members, free; non-members, ¥500
 Info: Kazunori Nozawa, 0532-48-0399
 Masahito Nishimura, 0532-47-1569

While not in itself a methodology, the term accelerative learning describes a number of methodologies which have many features in common. This presentation will introduce these features and contrast them with what happens in a traditional classroom. The audience will experience the actual classroom application of many of these during short teaching demonstrations. At the end of the presentation the audience will be able to introduce accelerative learning into the classes that they are currently teaching.

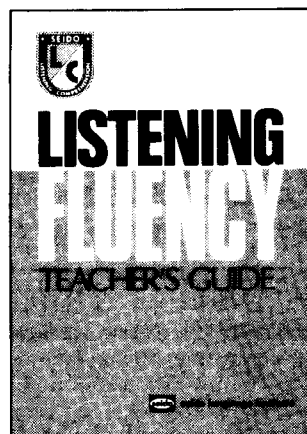
Charles Adamson received his M.A. in "ESL in Japan" from Goddard College. He is Chief Researcher for the Kawaijuku Institute of Suggestive-Accelerative Learning, Trident College, and has been teaching with accelerative methods since 1979.

LISTENING FLUENCY

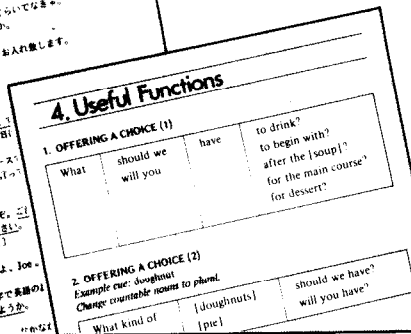
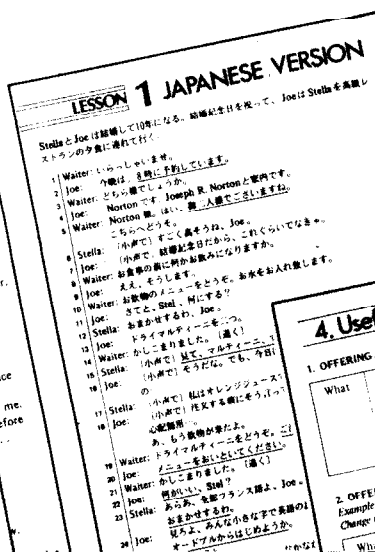
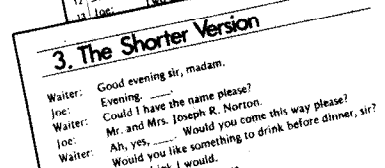
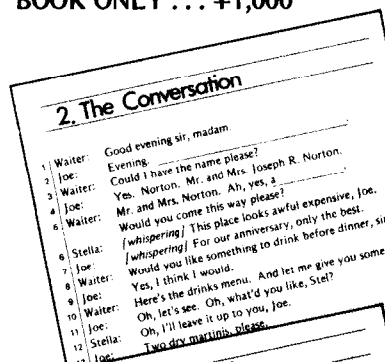
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WE ARRANGE WORLD-WIDE ECONOMY FLIGHTS

JAL T会員各位殿

英国へのクリスマス、お正月の休暇用の航空券を格安にてご用意しましたのであなたもこの機会に英国やヨーロッパに行きませんか？クリスマスの期間でも語学研修を受入れる学校もあります。又来年春、夏に英国での語学研修をグループ、個人で計画、予定をしているかたがあればロンドンのオフィスを通して無料にてご希望の学校の手配や航空券の見積等を（10名以上団体運賃適用）致しますのでお気軽にお問い合わせ下さい。（担当 村井）

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WEST TOKYO

Topic: The whole is greater than some of the parts: activities for accuracy and fluency
 Speaker: Marc Helgesen
 Date: Saturday, October 17th
 Time: 2:30-5:30 p.m.
 Place: Fujimura Girls' High School, Kichijoji
 fee: Members, ¥500; non-members, ¥1,000
 Info: Brenda J. Katagiri, 0422-42-7456
 Yoshihisa Kobori, 0428-24-0968

This activities-based workshop, planned for teachers with some experience who perceive themselves as leaning toward either end of the spectrum, will consider the roles of accuracy and fluency in both reception and production. Problems (e.g., accuracy activities are boring, non-communicative and students don't pay attention; fluency work is too inaccurate and lets students practice mistakes) will be explored and principles for dealing with them will be shared. Activities illustrating each point will be presented.

Marc Helgesen (M.S., So. Illinois Univ.) is principal author of **English Firsthand** and **English Firsthand Plus** (Lingual House/FilmScan). He is the Coordinator of intensive Courses at the University of Pittsburgh ELI, Tokyo, and has published and presented extensively on large classes, the accuracy/fluency distinction, and gaming.

YAMAGATA

Topic: Listening Comprehension
 Speaker: David Hough
 Date: Sunday October 18th
 Time: 1-3 p.m.
 Place: Yamagata-ken Kenminkaikan 4F meeting room
 Fee: Members/non-members, free
 Info: Ayako Sasahara, 0236-22-9588

David Hough is the Executive Director of International Communication Research Associates. He has written numerous ESP texts including **How to Use the Telephone in Business**, **The Oral Presentation Kit**, **The Business Meeting Guide Book**, and **Crossing the Culture Gap Cross-Cultural Case Studies and Simulations for Japanese Businessmen**. He is co-author of **Hear-Say**, a survival listening comprehension text published by Addison-Wesley.

YOKOHAMA

Topic: Cloze Testing
 Speaker: Bill Patterson
 Date: Sunday, October 1 lth
 Time: 2-5 p.m.
 Place: Kaikokinen Kaikan (near JR Kannai

Station)

Fee: Members, free; non-members, ¥500
 Info: Bill or Kumi Patterson, 0463-34-2557

The presenter will review recent research, including his own, on cloze tests as a measure of integrative skills. Information will also be provided on how to set up and administer a cloze test.

Bill Patterson has an M.A. in Linguistics from the University of Kansas and has taught EFL in U.S. and Japanese universities. He is currently assistant professor at Nihon University in Setagaya, Tokyo.

YOKOHAMA SIG (Oct. 11, as above)**Teachers of English at Secondary School**

Topic: An Investigation of Politeness
 Speaker: Noriko Tanaka, Toritsu Dai-San Shogyo High School
 Time: 1-2 p.m.
 Info: Kimiko Ozawa, 045-811-2959
 Mitsui Nakano, 045-543-0437

Ms. Tanaka will point out some differences in communication patterns between Japanese learners and natives speakers of English based on the results of an investigation conducted in Canberra in 1986.

Current Perspectives On Pronunciation

JOAN MORLEY, editor

Current Perspectives focuses on:

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SELECTED TITLES from HBJ

Vocabulary Puzzles and Activities

Ways with Words

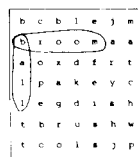
By Elaine Kirn

For beginners, the supplementary text has 14 separate units. Each focuses on giving the student practical vocabulary by providing a variety of entertaining activities, puzzles and illustrations. The units are graded and the vocabulary co-ordinates well with the order in which students acquire structures. An answer key is provided in the student's book. 160pp. ¥2,200

Unit 1 Things

WORD SEARCH

Circle the words for the pictures in the word search puzzle. Some words go across and some go down. Write the words for the pictures on the lines below them.



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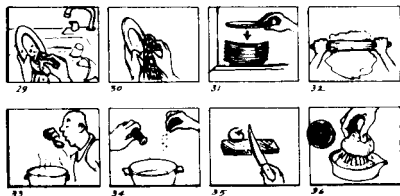


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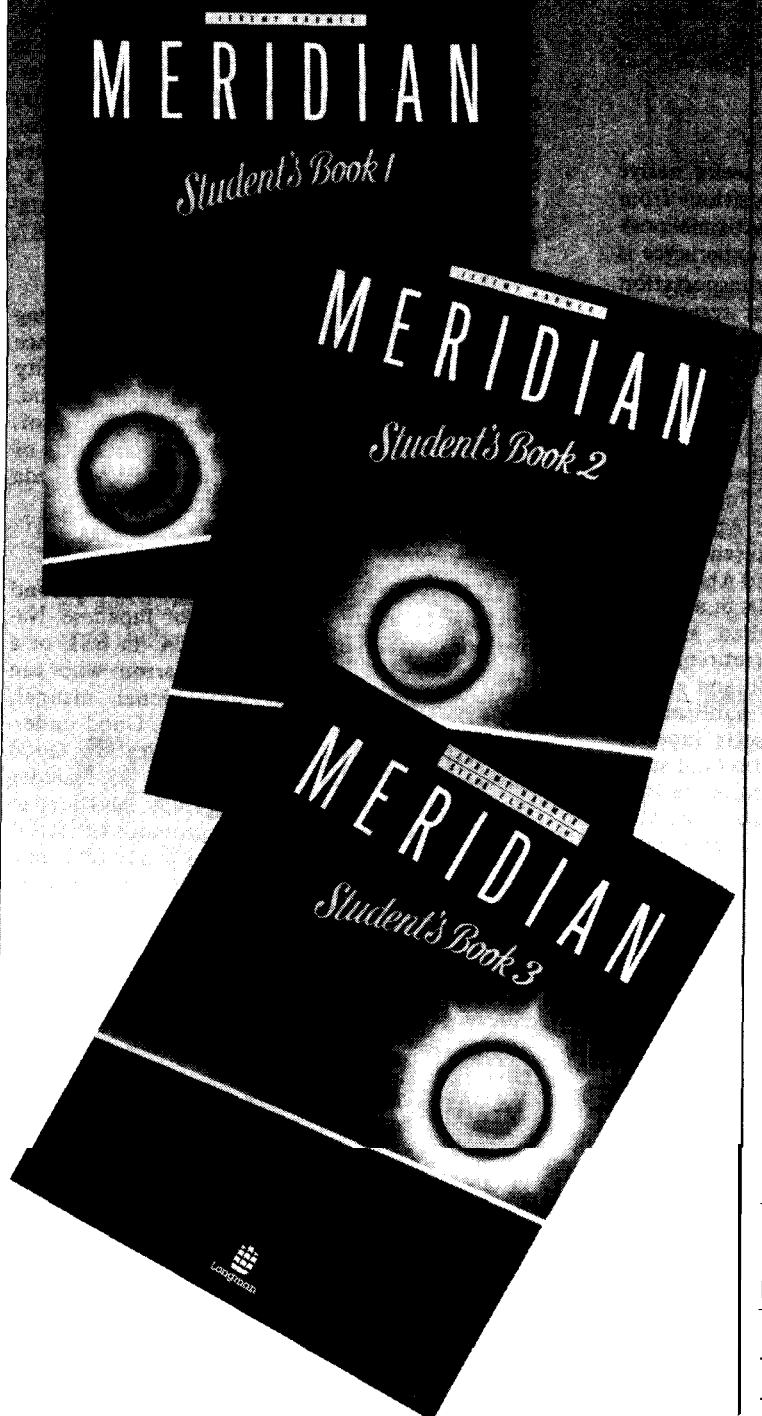
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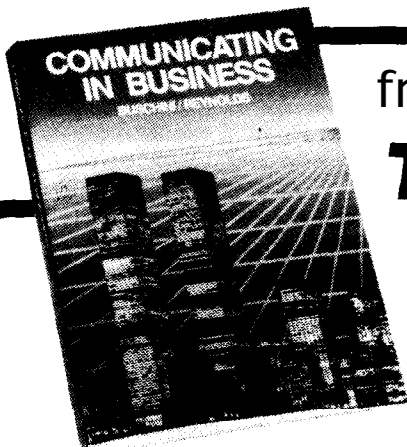
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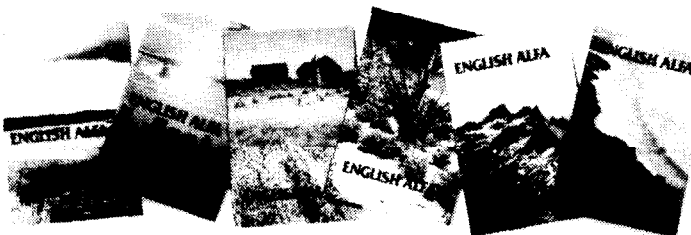
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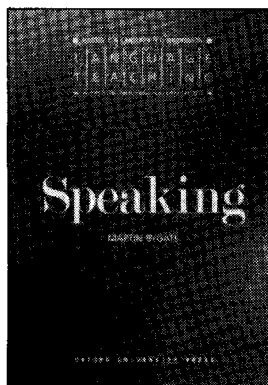
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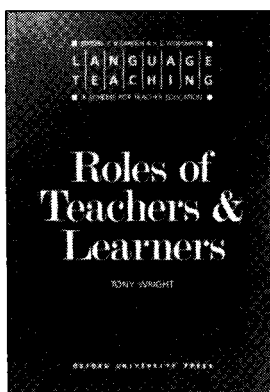
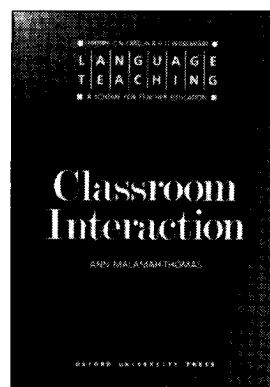
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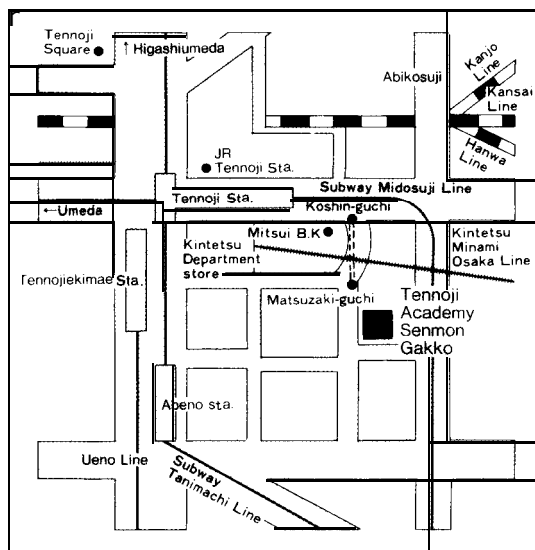
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