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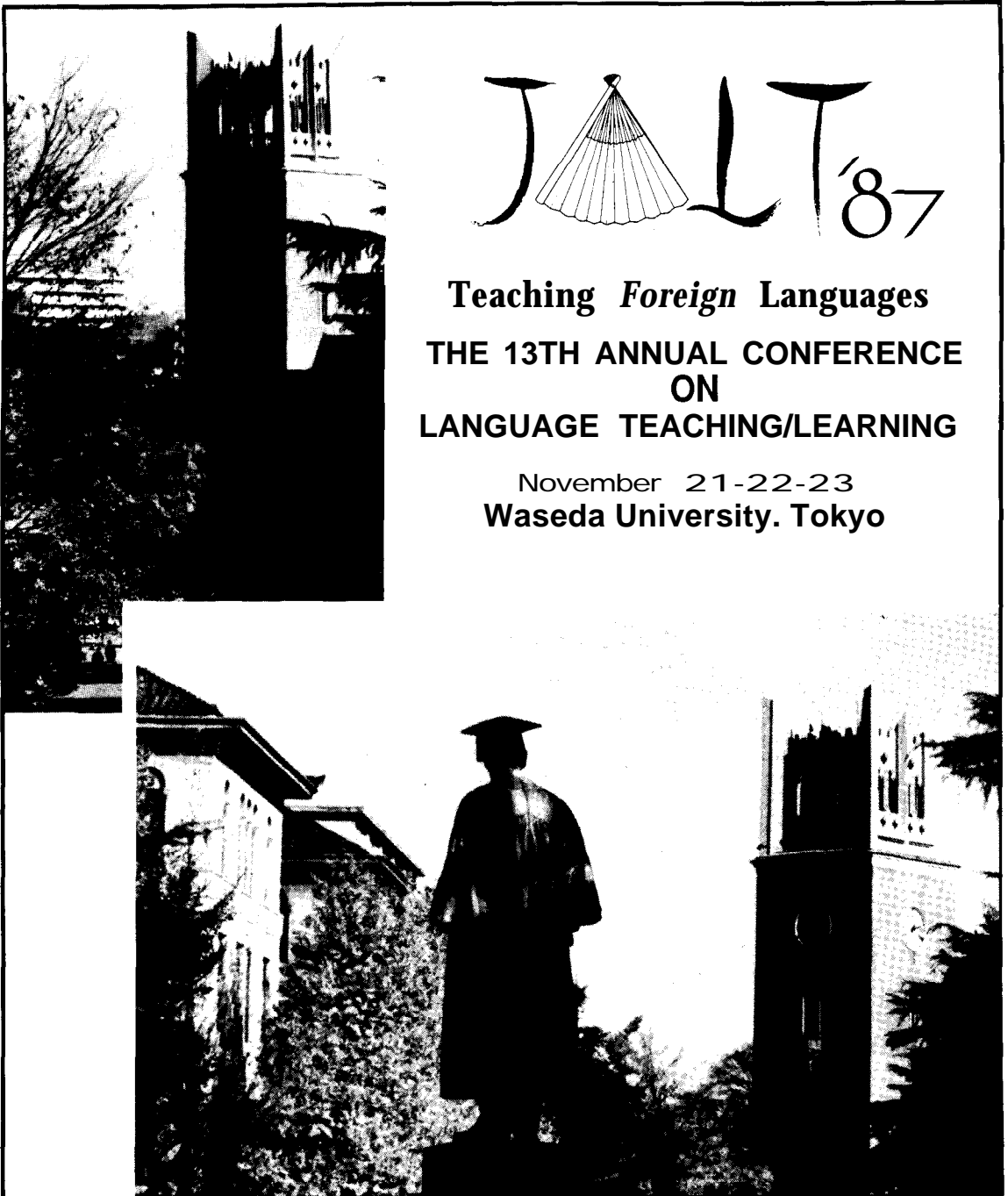
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*The Language Teacher* is the monthly publication of The Japan Association of Language Teachers (*Zenkoku Gogaku Kyoiku Gakkai*), a non-profit organization of concerned language teachers interested in promoting more effective language learning and 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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## REFLECTIONS ON THE PAST, THE PRESENT, AND THE FUTURE

By **Mary Finocchiaro**

(Excerpted from an article in the *English Teaching Forum*, Vol. XX, No. 3, July 1982.)

I hope that you will not feel deceived or frustrated when, despite the title, you find that I do not plan to talk about new hypotheses related to verb tense or aspect.

I should like instead to start reflecting on the past by recalling two events — one negative but not unexpected, the other decidedly positive — which took place about twenty years ago. Both had a far-reaching effect on the language-teaching profession. The first was the definitive turning away from structuralism, behaviorism, and its offspring the **audiolingual approach** — which followed nearly two decades of grumbling and confusion; the second was the fortunate and timely publication of the **English Teaching Forum**, which in the succeeding twenty years has continued to aid teachers in more than a hundred and thirty countries to help their students acquire English, in spite of the vehement controversies that have raged around us.

From about 1963, slogans, hypotheses, and short-lived won&r methods have followed one another in quick succession. During these years, the **Forum** has provided a reasonable, enlightened discussion of the conflicting points of view and has continued to espouse several principles that all practicing teachers could be aware of: (1) There are no really bad ideas in teaching: we can always find, within any theory or method, a nugget of information or a technique that will work with our personality and our students' learning strategies. (2) There should never be a question of adopting **in toto** one or another of seemingly conflicting notions, as for example, the cognitive-code theory **versus** habit formation; accuracy **versus** fluency; acquisition **versus** learning; contrastive analysis **versus** error analysis. Elements from both sides of these "opposing pairs" can be effective for many students at different stages of the learning process. (3) Throughout the history of language teaching, theories and methods have gone through a recurring cycle: development, arbitrary enforcement (particularly by the followers or "school" of a leader who — in all justice to him — may have set forth the idea tentatively), a brief period of enthusiasm — generally ten to twenty years — and rejection. (4) We cannot, we should not, ignore the achievements of the past. To do so would severely limit our view of current trends.

I will cite three episodes that underscore the last statement: (a) At a conference in 1975, the American psychologist John Carroll said: "It is sobering to read John Kelly's book **25 Centuries of Language Teaching** and to realize that what we think is new today was being done centuries ago

in some part of the world." (b) Without using the exact words, Palmer (1917) repeated in the early twentieth century what Comenius had written in 1648: "Let us teach and learn: the few before the many; the short before the long; the simple before the complex; the general before the particular; the nearer before the more remote, the regular before the irregular" (Comenius 1657). Many of us would still subscribe to those precepts today. (c) Finally, a personal reflection: When I traveled to many areas of the world giving demonstration lessons, teachers would often come up to me and say, "Well, you can do it. You must be a born teacher." I would always answer, "Rubbish! One becomes a teacher by loving the students and the subject, by reading extensively in the field, as well as through trial and error, sweat and tears." They would persist and ask me for my secret, and I would tell them the truth: "I have not changed my basic teaching steps in fifty years except to add or delete a few devices or techniques in the practice stage." To their surprise, I would pull out a card on which I had noted Herbart's steps, written in the early 1800s given to me by a professor of educational psychology over fifty years ago. As you read them, you will undoubtedly recognize that you use most of these same steps every day.

1. **Preparation:** review of familiar, relevant material.
2. **Presentation** (which Herbart called **apperceptive mass**): examples of language in use and the discovery of rules by the learners.
3. **Association** of new and familiar material.
4. **Systematization:** generalization; recapitulation of new material in a context (see Kelly 1969: 312-14; Titone 1974).
5. **Application:** practice.

How else could I conclude these introductory remarks than by citing the French proverb "Plus ça change, plus c'est la même chose" — the more things change, the more they remain the same?

### Theories and Methods in the Twentieth Century

Many theories and methods favored at the turn of the century are still in use today in various parts of the world. Moreover, few theories and methods practiced in the past disappear completely. We improve them and discard the non-productive features in them, but much remains that is integrated into a succeeding approach. To take a fairly recent example, we still utilize some facets of the audiolingual method with its

emphasis on structural linguistics and behaviorist psychology. We have not done away with dialogues, but the ones we find in texts today are shorter and more lifelike. Moreover, we now make certain that learners comprehend the meaning of all utterances through pictures, gestures, dramatization, or native-language equivalents (in classes where all the learners understand the same language). We enable some students to remember some dialogue utterances through role-playing and other forms of dramatization but never through brute memorization. We still make time, where necessary, to do some pattern drills leading to habit formation, but utterances today are usually contextualized. We still believe — and recent research does not disprove this — that a student response that is rewarded by the teacher is reinforced and therefore learned, while negative teacher reaction or feedback is generally detrimental to learning. (This was a basic theory of Skinner [1957], the “father” of behaviorism.)

One of the problems I have in writing this brief survey is to select from the plethora of hypotheses, theories and methods or techniques those that are important and those that are less important. I shall mention those aspects of teaching theory and methods that I have used myself — with unsatisfactory or gratifying results — or which I have seen good teachers use effectively or poorly in some fifty countries. Among those that have made an impression on me — for a variety of reasons — are:

**1. The Gouin Method**, in which sequential actions are accompanied by utterances that describe the action being performed — first by the teacher and then by individual learners (Gouin 1880). This was quite effective with younger learners and is still in use today.

**2. The Direct Method**, in which chunks of language are taught in the target language. I loved it as a study of French because I had a superb teacher. However, to many learners, especially older ones, the excessive preoccupation with pronunciation and intonation, the time often spent in getting a meaning across, and the tension caused by the exclusive use of the target language were frustrating. Nevertheless, except where teacher aids and a vast collection of objects and pictures are available, the Direct Method — or the newer Graded Direct Method — is the only feasible approach in countries like the United States, Great Britain, and Israel, where the learners come from numerous linguistic backgrounds.

**3. Basic English** (Ogden 1934; Richards 1943), which I was forced to use for two years in the New York City schools. In Basic, language is simplified to include only sixteen verbs and eight hundred content words. The tasks students were asked to perform (e.g., Use these words to write a

correct sentence: *I basket with go the to park a*) were time-wasting puzzles, and did not lead to even the suspicion of interaction or communication. I decided to change my job when the supervisor told me I had committed a felony because I had taken out my mirror and said “mirror” in order to teach “a glass for looking.”

**4. The Grammar-Translation Method.** This has been with us through the centuries and is still with us. I hear it used all around me in my work assignments. In this, again there are excesses that are deplorable. Only the deductive approach to grammar learning is used. In German I memorized the rule. “aus, bei, mit, nach, etc., take the dative,” but I never heard or produced an example with any of those prepositions! Translations of meaningless sentences were found in texts, as for example *The pen of my grandfather is on the dresser of my grandmother*, and *The ice is hot*. These exaggerations are the fault not only of the textbook writers but also of teachers who are afraid to use their intuition and common sense to modify and adapt the presentation of the rules and practice activities in a method or text in fashion.

**5. The Reading Method** (primarily in the United States and Canada). In the late '20s, people concerned with education began to realize that few students graduating from high school or even college spoke any foreign language correctly and fluently. A commission of American and Canadian educators headed by Professor Coleman prepared a report (Coleman 1929) in which they stated that research and observation indicated that no one could learn to understand or use the spoken language in the limited time for language study given in schools. They recommended that the reading skill be emphasized, and that only the grammatical structures found in the reading selections be presented primarily to ensure recognition. Instead of grammar texts, readers were used, containing original or simplified and adapted stories. If the books selected were interesting and at their reading level, many of the students derived a positive feeling of achievement from the Reading Method. It is interesting to note that in the last decade the market has again been flooded with simplified readers at “1000 word” or “1500 word” levels, etc. (based on the West or another reading list). In some instances, the words may be simple but the sentences in which they are embedded are quite complex and therefore difficult for students to decode.

**6. Structuralism, Behaviorism, and the Audio-lingual Method.** The Second World War brought with it in the United States the realization that military personnel who would be serving overseas could not understand or speak any foreign language. Intensive, total-immersion language courses were launched as an immediate remedy for the situation. The work of Leonard Bloomfield

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(1933, 1942) in linguistics, Edward Sapir (1925, 1949) in cultural anthropology, and B.F. Skinner in psychology was used as the basis for materials preparation. Structuralism, behavioristic psychology, and the audiolingual method dominated the American scene until about 1960, when the first complaints (which had been felt by many) were voiced aloud. The whispers soon became a roar, particularly after the publication of Chomsky's two books on transformational grammar (Chomsky 1957, 1963) and his criticism of Skinner's work (Chomsky 1959).

In the audiolingual approach, the structuralists and consequently textbook writers, emphasized the formal properties of language (the oral and written forms of nouns, verbs, etc.) which students had to learn in order to encode and decode speech, whether or not they understood the meanings of the individual words or of the spoken message they were to convey. These were the years Lewis Carroll's "Jabberwocky" was quoted ad infinitum to indicate that any student could understand structural meaning if he understood the formal **signals** of language (e.g., the fact that **the** signaled a following noun or that **-ed** attached to a word generally signaled the simple past or, with an auxiliary, the past participle or the passive voice). While this was true, it brought learners no closer to comprehending what was being said. The methodologists of those years underscored, too, the necessity of **overlearning** — a principle that led to endless mimicry and memorization ("mimicking and memming"). They believed also in presenting the pronunciation of words by means of minimal pairs, even though few students knew some of the obscure words that often made up these pairs.

The overlearning, the attention to form, and the daily exhaustion of teachers after five or six classes using the audiolingual method still did not produce large numbers of learners who could communicate with either the teacher, their peers, or native speakers of English.

### 1. Transformational Theory and Cognitivism.

Despite the Chomskyan "revolution" and the attention to cognitive psychology that grew from it (and has since gone far beyond it), no real method has emerged from the generative-transformational theory. This was in part Chomsky's own wish when he announced that his theory referred primarily to native speakers and not to second- or foreign-language learners and that his theory could make no contribution to language teaching. While his statements are true, there are several aspects of his theory that have been adopted by practicing teachers and researchers; for example, (1) the concept that a language makes infinite use of finite means (depending on the language, thirty phonemes can enable its speakers to say anything they want to in that language);<sup>1</sup> (2) learners should be helped to

interpret ambiguous sentences (e.g., **Flying planes can be dangerous**) by learning to recognize the kernel (deep or base) structures from which they are derived; (3) by the same token, sentences that look alike on the surface but are derived from different kernel sentences should be practiced separately with appropriate words in the sentence slots, as, for example, Chomsky's pair, **John is eager to please** and **John is easy to please**.

On the other hand, Chomsky's notion of creativity has been misunderstood by many teachers, who expect imaginative ideas and utterances to spring full-blown from their learners' minds after one week of learning at the junior high-school level. Misunderstanding of his notions that all human beings are born with a Language Acquisition Device in their brain and that all languages contain universal categories has led to the erroneous beliefs that (1) learners can acquire language effortlessly and (2) we need to teach only what is not universal. The truth of the matter is quite different: (1) second- or foreign-language learning is a long, arduous process that depends on cognitive and numerous personality and affective factors as well as on stimulating, effective teaching; (2) the "universal negative," for example, is expressed in different forms and positions in nearly all languages.

The **cognitive-code theory** is nothing more than the old well-known **inductive approach** in which learners are given examples (models) of language in a context or a situation and then are helped to discover the rules or generalizations that underlie the structure or communicative expression embodied in them. Despite the fact that this information has been available for centuries, many articles continue to speak endlessly about the **cognitive-code** theory versus the **habit-formation** theory.

Good teachers today, as in the past, follow the "cognitive-code theory," that is, the inductive presentation of a linguistic item or category, with tasks and activities that will lead to habit formation of features of pronunciation, morphology, and syntax — which will, in turn, lead to fluency and accuracy. By loosening controls and encouraging students to emit spontaneous utterances from the repertoire of linguistic items they have stored in their memories, good teachers have always led their students to the kind of interaction and communication in class that duplicates communication in the real world. Today, however, the majority of teachers and texts focus more specifically on social communication as the major objective of language teaching.

**8. Communication Theory, Sociolinguistics, and Humanistic Psychology.** While the United States was concerned about what to put in the place of the audiolingual approach, France was

using and exporting the **audiovisual method**, which made extensive use of filmstrips and tape recorders or cassettes, while many teachers and textbook writers in Great Britain were advocating the *situational method*. Both methods had their ardent followers and their denigrators. Again however, both methods could have been and were used to good effect by teachers who had the courage to adapt and to transfer the newly learned material to social situations other than those in which it was initially presented and, above all, to follow their own intuitions in modifying the methods to suit *their* teaching styles and *their students'* learning styles.

It was, however, at about the time that the Audiolingual Method was declared nonviable that sociolinguists, Hymes (1964, 1972) in the United States and Halliday (1973) in England, began speaking and writing about the importance of semantics and of a theory of communication. These theories, together with humanistic psychology, which underscored the importance of man-as-person rather than man-in-general (Nuttin 1968), and of affective factors and personality traits in learning (Maslow 1970), gave rise to a gamut of hypotheses, methods, approaches, and techniques. Limitations of space will not allow me to go beyond making three brief statements about semantics, communicative theory, and humanistic psychology. (See the bibliography at the end of this article for more extensive treatments.) Attention to semantics gives the learner a variety of behavioral, linguistic, and paralinguistic alternatives (gestures, sounds, stance, etc.) to convey a message. Attention to communicative theory enables the learner to realize that since every speech act takes place in a specific social situation, he must be aware of the people (number, age, sex, roles, status, personality, etc.), the place, the time, and the topic, in order to determine whether he will need to use a colloquial, informal, or formal variety of English in communicating with his interlocutor(s). Moreover, appropriateness and acceptability of speech in the particular social situation are as important as accuracy of pronunciation or grammar, if not more so. Humanistic psychology has brought back the pivotal importance of motivation and personality factors in language learning and the necessity for making the learner feel valued by teacher and peers in the classroom.

The objective of second-language teaching has become the development of communicative competence, including as it does the central role of appropriateness and acceptability of the speech act in the particular sociocultural situation in which it is said. While many teachers are using an eclectic approach — presenting grammar, situation, and topic as they did in the past but adding numerous communicative tasks and small-group or paired activities to the presentations — others

have decided to adopt a *functional-notional* approach, which is designed to lead to communicative competence from the first day of learning.

The *functional-notional* approach was the work of representatives of the countries in the Council of Europe, whose original purpose was to prepare material for adult "guest workers." the project is now being expanded to include all interested nations, all age levels, all levels of instruction, and a number of languages. The functional-notional, or communicative, approach integrates communication theory, attention to grammar, to semantics, to situation, and to humanistic psychology. In addition to the fact that the material has undergone wide experimentation, the project has the unusual merit of incorporating a unit-credit system in its curricular plan: persons who have studied particular functions of language, structures, units, or specific notions (vocabulary items) will be given credit in receiving school systems no matter which textbooks they have used.<sup>2</sup>

Several other methods have sprung up in the United States. However, some of these do not embody the principles found in the functional-notional or other communicative approaches, nor have full courses in such methods been made available in which teachers could "see" communication — if not on the first day, at least at the end of 150 or 200 hours. Moreover, in some cases, success depends on very small classes. We will have to wait for further enlightenment about these methods.<sup>3</sup>

The 70s also witnessed the birth and early demise of *performance objectives of competency-based education*; of *teacher accountability* followed by that rather intimidating grid form known as *interaction analysis*, in which teachers' activities had to be checked by the teacher himself, an observer, or a videotape recorder every three(!) seconds during the lesson. The '70s are also remembered as the years when "relevance" and "focus on the learner" were the battle cries of persons who, without having spent time in the classroom, wrote erudite books on how the teacher should "move out of the way and make space for the learners." As McKim (1972) states so aptly, "only the teacher can make a class really learner centered and learner oriented!" Alas, only a few voices were raised in defense of the teacher. But we know that the teacher is and always has been "the crucial variable" in the learning process, throughout all the centuries of language teaching (Finocchiaro 1974).

### Issues for Researchers

It is obvious that much more research and experimentation with widely diverse populations is required to transform some hypotheses to sound

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theories that teachers feel they can live with. The following are some of the principal problems that require more definitive answers:

1. The significant differences between *learning* and *acquisition*.

2. *The Monitor Theory* (Stevick's 1980 questions and diagram seem pertinent).

3. *Needs analysis*. A great deal of time is being spent on this issue, particularly with respect to adults. What about children and adolescents? Since their needs are generally neither foreseeable nor predictable, what should be included in the language curriculum (a) that they would find relevant in their present learning situation and (b) that would give them the potential and incentive to continue to learn that language (or another) later in life?

4. *The sequence and timing of skill acquisition*. Some researchers feel that speaking should be deferred (Postovsky 1981); some, that reading should be started early (Lado 1981). I would agree with starting reading early, particularly when the L<sub>1</sub> and L<sub>2</sub> writing systems are the same. But what if the L<sub>1</sub> has no writing system, so that the learners have never read in their own language? Should the four basic skills be integrated from the outset? Which should precede the other? Why?

5. *Students' learning styles and strategies*. While some promising research is in progress, much more needs to be done across different cultures and age groups. Assuming that we do succeed in identifying all possible learning styles and strategies (do learners have one or more than one? in which circumstances? etc.), the important question is: what will teachers, curriculum designers, and textbook writers do to match the strategies and styles to tasks and activities generally found in teachers' manuals or textbooks? Individual instruction, use many media, group or—

6. Can the language laboratory be integrated effectively with classroom work? When? How? I think it can; I have seen it done.

7. How does effective teaching lead to effective learning? What characteristics in learners and teachers make the difference? How important is the textbook? When is grading of material essential?

8. Two longitudinal studies conducted in the United States indicated that learners generally learn what they are taught; that no one method is superior to another (Scherer and Wertheimer 1964; Smith 1970). What then are the variables that make a major difference in learning in a formal school situation?

9. Are formative tests useful? In which circumstances? How often?

10. Is distant (autonomous) learning superior to school learning? When? For whom? How could autonomous learning be made effective?

Issues for research studies are many and varied. I would urge that the above questions be made a matter of concern to psychologists, linguists, sociolinguists, curriculum designers, and others who are interested. I would urge, however, that results not be published until the experimentation on which they are based has been replicated in similar or entirely different circumstances.

### In Conclusion.. .

.. let me say, "Yes, miraculous changes can take place by the turn of the century." But I would add, with increased emphasis, a plea I made in 1974: "Despite the strides we have made in TESL or TEFL program objectives, moving — as we have — from a knowledge of grammar as a terminal objective, to the development of reading skills, to an emphasis on structure, to a concern for meaning, to the goal of communicative competence, to a search for truth in language, I should like to submit that communicative competence and truth may not be enough. Understanding and speaking a common language or stating the truth as one sees it do not necessarily lead to true communication. We have had ample evidence of this fact throughout history in civil wars and in the irrational persecutions of one's countrymen.

"We must have the courage to stop drilling or reading or whatever, and instead to take steps to help our students, from their earliest years, to *listen to each other with attention and with interest*; to *appreciate* differing points of view; to *respect* diversity; and to *question* their own values. Instead of expending all our efforts on extinguishing or rechanneling false linguistic analogies, let us change the direction of our teaching whenever and wherever necessary to extinguish or rechannel aggression, to help our students accept another's opinions and feelings, or to eradicate bigotry and prejudice.

"The world, our countries, our communities will survive with faulty pronunciation and less than perfect grammar, but can we be sure they will continue to survive without real communication, without a spirit of community, indeed without real *communio*n among peoples? Part of the answer lies in the hands of everyone in our profession. Seeking the truth to that answer is a challenge we cannot, we dare not, refuse to accept."



Mary Finocchiaro has written extensively and what follows is a very short, selective bibliography of materials that are available in most English-language bookstores and libraries.

### Teaching English as a Second Language. Harper and Row, 1969.

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### Notes

1. This principle had been recognized for many years but never before stated in such definitive terms.

2. All Council of Europe material is now being made available to the general public. Texts by Chancere, Richerich, van Ek, Wilkins, John Trim (Project Director), and others, are available from Pergamon Press, Oxford, England.

3. Quite apart from these more recent approaches, we should not neglect to mention the development during the '60s and '70s of **programmed learning** materials designed for self-study, in which the linguistic items were graded in small incremental steps to facilitate acquisition. Students using these materials learned immediately - through a prearranged electronic signal or some typographical device - whether or not their responses in the drills were correct.

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## TEACHING WRITING: PUTTING FORM LAST

By Catherine Walter

Recent studies of both native and non-native people writing in English have brought up some interesting points:

### *First You Make an Outline*

Traditionally teachers have encouraged students to divide the writing process into pre-writing, writing and revision. While these categories have some validity, there is strong evidence that they do not correspond very precisely to the processes good writers use; and in fact people who have trouble writing are often trapped by the strict application of the categories. As Zamel says in talking about skillful writers,

The thinking, brainstorming, and note-making that is believed to precede actual composing took place even after the writing began. It seems that while some planning was necessary to help them think through the topic, they were quite willing to shift directions once they discovered an alternative, and more satisfying solution. Revising, too, was evident throughout, for students rewrote as they wrote, some revising entire chunks of discourse, some attending to the clarification of a previously stated idea. Thus, one of the major findings of this study was the extent to which ESL advanced writers understood that composing involves the constant interplay of thinking, writing, and rewriting.<sup>1</sup>

Note that not all Zamel's subjects wrote things down during the planning stage — some just started into space — but some period of planning was evident. At the same time, the plans of successful writers were open to change as they went along.

### *Getting the Language Right*

Several studies have shown that unskilled writers, both native and non-native, apply prematurely a set of rigid, critical rules for editing to their written products. They are more concerned about the surface form of their writing than the ideas or feelings they are trying to communicate. Skilled writers, on the other hand, "devised strategies that allowed them to pursue the development of their ideas without being sidetracked by lexical and syntactic difficulties. For non-native writers, these strategies included writing down the English word in question and circling it, leaving a blank space for a word or phrase, or using their own native language when the word(s) in English failed them."<sup>2</sup> These students were aware that they could return to these matters, that the exploration of their ideas was of primary importance, that being too worried about the right word in the middle of a thought might make them forget the thought itself.

### *The Basis*

Winterowd<sup>3</sup> studied three groups of native speaker university students: good writers; those who could write well informally but had difficulties in a more formal mode; and those with severe difficulties. In the second group two subgroups emerged. Those who did a fair amount of reading for pleasure outside the classroom acquired the necessary writing skills after a minimum of instruction, as if an acquired but dormant skill needed only to be activated. The input was there; only the channel for output needed to be opened. Those who did not read for pleasure had much more difficulty.

Secondly, several studies have shown that for writing to improve, the quantity of writing is important. Students must get the opportunity to write often. One study<sup>4</sup> deliberately eliminated any overt concentration on grammar from the course, and the students' grammar in their writing improved more than that of students who had remedial grammar tuition but wrote less.

Thirdly, it is clear that the motivation for writing is not the icing on the cake, but a determining element in whether progress is made or not. Some of the factors which have been shown to be important are: topics that are self-chosen in consultation with the teacher; reliance on first-hand experience; variation of resources (see the "My Share" article by David Horowitz in the May 1987 issue of *The Language Teacher*); and reality of writing task, i.e., to what extent is the student writing in order really to communicate something to someone? This last point is crucial, and teaching practice over the years may have been quite counterproductive in this regard. If the teacher approaches the student's writing "as if thought were merely the means for eliciting grammar," it is a very clear way of saying that the ideas in the writing have no audience.

### *Implications of the Research*

Noting that extensive reading does seem to have an influence on writing skill, teachers can attempt to make sure that students do a fair amount of reading in English for pleasure (e.g. class sets of readers). It would, incidentally, be interesting to see if English rhetorical patterns were thus acquired by, for instance, Japanese learners, whose own rhetorical conventions are so different from those of English; or if explicit study of these forms was necessary.

What about the problem of providing oppor-

tunities for frequent and copious writing (versus the teacher's nervous breakdown from overwork)? One obvious means is to set tasks so that students expect to write more than one draft of a piece of written work (and not to worry too much about form in the first draft at least). Or teachers could ask students to choose what they judge to be their own best pieces of writing for marking; the teacher would merely check that other writing had been done, and not read the student's entire output. Well-motivated students could be asked to keep a journal in English, which the teacher would only read if invited to (making it clear that she or he would only mark for ideas, not form).

What does it mean to mark "for ideas, not form"? Use praise ("original idea"; "well put"), showing that you are a real audience. Use personal response ("I had the same thing happen once"). With the second draft of the writing in mind, use questions that will encourage elaboration of the ideas ("Why did you feel that way?" "Can you give any examples?"). This marking only for ideas will help students to concentrate on them, just as skilled writers do in the initial stage of their writing.

Students can be taught to comment on ideas as well, when they write texts to show to one another in small groups (photocopied or otherwise reproduced). For example, each person in the group could be required to say one thing he or she liked about the ideas expressed, or to ask a question about content.

Another way of saving the teacher's evenings for the cinema, and one which will pay big dividends for students, is to get them to write in class time, as the teacher walks round and gives help when it is needed. It should be made clear that the teacher will not be able to help everybody every time, but that he or she will make sure everyone gets a chance for help. Emphasis should be put on the importance of getting the ideas right before worrying about the language, and strategies for avoiding getting sidetracked should be elicited (or specifically given, if necessary). Time spent with each student can be used to raise questions about the writer's intentions, and to focus on the discrepancies that exist between what the writer wanted to communicate and what is, in fact, communicated. As students come to understand this process, they can serve as "teachers" for each other, and eventually incorporate this teacher-reader voice into their own interactions with their texts.

This concentration on ideas gives the students the assurance that they are writing for real readers, and not just for a teacher who, like a lawyer reading a contract, will try to pick holes in it wherever she or he can. Of course another way of providing another occasional audience is

to assign tasks involving letters to real companies or organizations, and/or to encourage students to try and find English-speaking penfriends (International Pen Friend League, Pen Friend Service, Saltash, Cornwall, U.K.).

If it is felt that rhetorical conventions do need some emphasis, it may be more productive to introduce a "model" of English writing only after students have produced their own first drafts. The students will be receptive to the differences since they have worked out the ideas for themselves first. Additionally, if handled correctly this can have the salutary effect of "demoting" the model, showing it not as something to imitate, but something to refer to.

### Editing

Only when the students are satisfied with the way they have expressed the ideas in their writing will they worry about editing for language. Now they can find the right word in English; some teaching of dictionary use may be necessary here. Persistent problems in this area can be treated with remedial exercises, perhaps from some of the writing skills books that are available.

### Notes

1. "The Composing Processes of Advanced ESL Students: Six Case Studies" by Vivian Zamel, in *TESOL Quarterly*, 17:2, June 1983. (On this point see also the excellent article, "Shaping at the Point of Utterance" by James Britton in *Learning to Write: First Language/Second Language*, edited by A. Freedman, I. Pringle and J. Yalden, Longman, 1983.)
2. Zamel, *op. cit.*
3. "From Classroom Practice into Psycholinguistic Theory" by W. Ross Winterowd, in *Learning to Write: First Language/Second Language*, edited by A. Freedman, I. Pringle and J. Yalden, Longman, 1983.
4. "Sentence Combining: Improving Student Writing Without Formal Grammar Instruction" by Frank O'Hare, Urbana, Ill., NCTE, 1973.
5. *Errors and Expectations* by M.P. Shaughnessy, OUP, 1977, p. 84.

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## WHAT RAPID-READING MATERIAL SHOULD BE LIKE FOR THE ACQUISITION OF SKILL

By **Hiroyuki Watanabe, Niigata High School**

The EFL/ESL teacher must use, as Rivers (1970:368) says, "a well-constructed textbook that reflects his objectives and his chosen method for achieving these objectives." This is, as she says, partly because it facilitates the work of teaching, and partly because the textbook determines the major part of classroom teaching, with decisions already made about three primary factors: what the students will learn, how they will learn it, and what sections of the work will receive most emphasis.

It is true that "the experienced teacher will adapt the material in the textbook, supplement it in many ways, and add emphases of his own" (1970:368). But if a textbook doesn't reflect chosen objectives or teaching methods, that extra work will be a great burden. And if the work can't be done for some reason, the teacher would find it very difficult to achieve the objectives. After all, it is most desirable that the textbook reflect the objectives and teaching method of the teacher who uses it.

But this, it seems, is not the case with the rapid-reading materials in most high school English textbooks in Japan. When an experiment was set up to teach rapid reading and context clues in 1985, most of the Mombusho (Educational Department)-authorized high school textbooks were examined. As a result, only a few textbooks were found which appropriately reflected the objective of rapid reading.

### **Purpose**

The purposes of this present study are: first, to discuss generally what reading material should be like; second, to discuss what conditions rapid reading material should meet for the student to acquire the skill, third, to check authorized high school textbooks for these conditions; and finally, to make suggestions for better rapid-reading material on the basis of these results.

### **Reading Material for Reading Skill**

EFL/ESL teachers must be able to think of teaching/learning material as material for the reading skill they expect their student to use and acquire. They tend to think of it either as material for the language/structure or as material for pleasure/information, because reading activities are very often divided into these same categories: reading for the language/structure and reading for pleasure/information. This dichotomy has obscured the fact that the student is acquiring the skill

by applying it in the process of reading, whether for language learning or for pleasure, though in an imperfect form at the beginning stage of learning. So teachers should be reminded of this dimension which may be called "reading for skill." Then they can think of reading material as material for skill-building, as well as for language learning purposes or for pleasure.

In other words, teachers should be concerned whether reading material is really contributing to student acquisition of reading skills, to what extent and in what aspects.

Ito (1977:97-99) lists up 21 reading sub-skills from deciphering letters, to reading aloud, to selecting readings to fit different purposes and materials. The student should be well trained in these sub-skills to acquire good reading skills. That's why reading material should be more skill-oriented.

### **Reading Material for Skill-Getting vs. Reading Material for Skill-Using**

From another viewpoint, it can be said that reading material for reading skill has two sides: one for acquisition and the other for application. Or we may say, respectively, skill-getting and skill-using. As mentioned above, students acquire and apply the reading skill simultaneously while reading. This leads us to think that materials both for skill-getting and skill-using will be the same. As a matter of fact the material itself is almost the same except in the degree of linguistic and semantic difficulty; skill-getting material should be easier to read than skill-using material. But, the teacher should be alert to another important difference between them

This difference is in the way of presentation. First, skill-getting material should be preceded by an explanation of why the skill is necessary and how it can be acquired. Then the material should offer sufficient skill training to the student. On the other hand skill-using material doesn't need to explain the why and how, or give any skill training, because the material is simply for the student to read rapidly and assumes that training and rationale have already been acquired. Therefore, unless a good deal of reading with skill-getting material is used in advance for practice, he cannot get all the benefits of skill-using material.

Nevertheless, as far as the rapid-reading materials in most high school textbooks are

concerned, the student seems to be forced to read skill-using material before he is well enough prepared to do so. Unless the teacher works hard to supplement the material, and eventually to change it into skill-getting material, the student will have to proceed to reading skill-using material without knowing how to do so properly.

### **Conditions of Skill-Getting Material for Rapid Reading**

For rapid-reading material to qualify as skill-getting material, it should meet at least the following conditions, in addition to those of skill-using material:

- 1) It instructs students on why and how they should acquire the skill, especially why and how they should read rapidly and why and how they can possibly increase their comprehension to 60, and perhaps as high as 70, percent
- 2) It gives them an idea of how to read a paragraph and guess the meanings of unfamiliar words through context clues.
- 3) It gives them systematic training in the skill.

Following is an explanation of these conditions in more detail so that they may be understood in regard to skill-getting material for rapid reading.

#### **1. Why and How Rapid Reading: High Reading Speed with Reasonable Reading Comprehension**

Rapid reading is a form of reading that requires speed with *reasonable* comprehension, not *perfect* comprehension. It is "reading for fluency," not "reading for accuracy" (Brumfit, 1977). To acquire the skill of rapid reading, the student has to be free from his old habit of "reading for accuracy," forming a new habit of "reading for fluency." A level of 70 percent comprehension is what Fry (1965:62) calculated as reasonable in "reading for fluency," or rapid reading.

At the introduction of this style of reading, the student should be instructed on why it is necessary, and how he can use and acquire it. He should be given an explanation about the importance of speed and a not-necessarily-perfect comprehension, since his reading style has most likely developed into a slow, careful, intensive reading for details.

As the student gets used to the new style of rapid reading, the teacher will make it clear and the student will understand that rapid reading comes between intensive reading and extensive reading, and how it works in skimming and scanning. This understanding will encourage its use whenever necessary, and it will eventually be-

come a habit, one part of the student's entire reading skill.

#### **2. Paragraph Reading and Context Clues**

Paragraph reading is an integral part of rapid reading.

Rapid reading can be divided into two major styles of reading in its function: skimming, reading for the gist; and scanning, reading for specific information. In either style it is most advisable for the student to read a larger unit. The largest unit in reading is a paragraph. Thus, whether skimming or scanning, paragraph reading plays a very important role.

Rapid reading, whether for the gist or for specific information, may be hindered by some unfamiliar words the student runs into in the process of reading. If the dictionary is intermittently consulted, the process of reading will no longer be rapid reading. As an alternative to dictionary consultation, however, context clues can be used to get, or at least guess at, the word meanings. And very often even more and better information will be gained.

#### **3. Systematic Training**

The student should be given a lot of systematic training in rapid reading, first with skill-getting material and then with skill-using material.

In this systematic training, the student will be encouraged to try to read faster, then much faster. The point is that, more than anything else — even at the risk of poor comprehension for the time being — reading speed has to be increased. Even if reading comprehension is less than 60 percent, there is no need to be discouraged or worry about reading skill. Comprehension will improve as efforts continue to read quickly, which can be done well only with equally quick comprehension. What students have to worry about is their tendency to read rapid reading material as if it were intensive reading material, that is, very slowly and meticulously, aiming at 100 percent understanding of both the language and the content.

Systematic training in paragraph reading and context clue use means having the student move between the theory and the practice, as in Watanabe's experiment on reading (1986). In this experiment, for example, the theory was summed up on just one B4-size sheet of paper of instructions on rapid reading and context clues. The paper was constantly at the students' side so that they could refer to it when necessary in their practice of paragraph reading and context clues. Likewise there should be frequent reference in procedures between theory and practice, in order to reinforce and fully establish ability in paragraph reading and context clue use.

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**Results of a Check of  
Rapid-Reading Materials in  
Authorized High School Textbooks**

Of the conditions discussed above on skill-using material for rapid reading, the rapid-reading materials in the authorized high school textbooks were examined. The textbooks, which were available to me as of November, 1986, were 24 textbooks of English I, 17 textbooks of English II, and 21 textbooks of English IIB. The results are as follows:

**1. The number of textbooks that meet all three conditions of skill-getting material for rapid reading:**

English I=0/24; English II=0/17; English IIB=0/21

**2. The number of textbooks which explain why rapid reading is necessary:**

English I=0/24; English II=0/17; English IIB=0/21

**3. The number of textbooks which explain how to read rapidly with skill-getting material:**

English I=0/24; English II=0/17; English IIB=3/21

**4. The number of textbooks which refer to the rather low reading comprehension in rapid reading:**

English I=0/24; English II=0/17; English IIB=0/21

**5. The number of textbooks which instruct on paragraph reading with some exercises:**

English I=0/24; English II=1/17; English IIB=4/21

**6. The number of textbooks which instruct on context clues with some exercises:**

English I=0/24; English II=0/17; English IIB=1/21

**7. The textbooks arranged according to the number of rapid reading materials per textbook (the number in brackets is the number of rapid-reading materials per textbook):**

	English I	English II	English IIB
[0]	14/24	11/17	17/21
[1]	3/24	3/17	0/21
[2]	4/24	2/17	0/21
[3]	2/24	0/17	2/21
[4]	1/24	1/17	1/21
[5]	0/24	0/17	2/21
[6]	0/24	0/17	1/21

**8. The number of textbooks which have extensive reading materials with either a simple comprehension check or none at all under the headings of "Reading," "Reading for Fun," "Reading to Enjoy," "Supplementary Reading," and the like:**

English I=8/24; English II=6/17; English IIB=2/21

**Suggestions Arising from the Results**

1. More skill-getting materials for rapid reading are needed, with good instruction on why and how students should use and acquire the skill.

As the statistical figures show, *no* textbook explains *why* the student should read rapidly, though three textbooks of English IIB give directions on *how* to read rapidly with skill-getting

material. No textbook warns against the wrong reading strategy in rapid reading — that is, reading for voluminous details, or reading for 100 percent comprehension.

What these results' suggest is that in using most of the textbooks examined, the teacher has to do everything — from the instruction on the why and how of rapid reading, to providing its skill-getting material, and training the student with it. All this preparatory activity has to be done before the student starts reading the skill-using material in the textbook, either at home or at school; otherwise the teacher cannot satisfactorily achieve the teaching objective of rapid reading.

One of the textbooks, however, is almost perfect with respect to rapid-reading material. It is only missing the why-instruction. One wonders, in fact, why this element is missing from every textbook. Is it so taken-for-granted that it needs no presentation to the student? I think why-instruction, if it is done well, is one of the best incentives for the student to use and acquire rapid reading.

2. Paragraph reading and the use of context clues should be well connected with rapid reading.

Only one textbook of English IIB has both instructions and skill-getting materials on rapid reading, paragraph reading, and context clues. Two textbooks of English IIB have both instructions and skill-getting materials on rapid reading and paragraph reading, but don't have any instruction on context clues or any skill-getting material for their use. One textbook of English IIB has just explanations and skill-using material for paragraph reading, and no rapid-reading material. One textbook of English II has instructions and skill-getting exercises on paragraph writing, but has no rapid-reading material.

Thus paragraph reading and the use of context clues are closely connected with rapid reading in almost none of the textbooks. The student needs them not separated but united. If students are not given any chance to put them together in their reading, then their rapid reading will not be so rapid, and will be interrupted every time an unfamiliar word is encountered.

3. The student should be guided to practice rapid reading in order to move from intensive reading to extensive reading, and to use it habitually in extensive reading.

Most textbooks have either rapid reading material or extensive reading material. Only one or two textbooks have both of them. To be more exact, if a textbook has some reading material headed "Rapid Reading" or "For Rapid Reading,"

it doesn't have any material named "Reading for Fun" or "Reading to Enjoy." Yet in both materials the language and the content are easier than other lessons in the same textbooks, and there don't follow any *Grammar. Review, Useful Expressions, Exercise*, etc. sections, as in the other lessons. Instead, just a simple comprehension check follows these materials. I wonder if any student can tell the difference between them.

So it seems that rapid reading and extensive reading are not so well distinguished in the minds of textbook makers. Or rather, the term "rapid reading" is used almost synonymously with "extensive reading," or whatever name the latter category has in the textbooks. But there is a clear-cut distinction between them. Rapid reading helps the student shift from intensive reading to extensive reading and then remains as part of extensive reading. So rapid reading should not be confused with extensive reading at all.

4. Even if the textbook doesn't save enough space for rapid-reading material, it should include at least an introduction of rapid reading with its whys and hows, hopefully with some skill-getting material; but never just a couple of skill-using materials, or extensive reading material without explanation.

If there are two kinds of textbooks, as described below, which will be easier and more helpful for the teacher to use, adapt and supplement in teaching rapid reading? And which will be easier and more effective for the student to use in learning rapid reading?

**Textbook A:** some instructions on the why and how of rapid reading with two stories to apply the ideas of it, which would add up to about 20 pages out of the total volume of 200 pages.

**Textbook B:** three stories just labeled "Rapid Reading," which also would add up to about 10 percent of the page volume.

In the case of Textbook A, what the teacher has to do is perhaps to supply one or more extra rapid-reading materials if time allows. The students will try rapid reading on the textbook stories and confirm to themselves how it works. They will then try rapid reading further on the supplementary reading supplied by the teacher.

In the case of Textbook B, teachers themselves are obliged to give the instructions on rapid reading. They must also prepare some material to go along with them, if time allows. If they cannot do all these things, students may try to read the stories rapidly, but probably fail, because they have little understanding of rapid reading. If, however, teachers make all the necessary preparations beforehand, students will get some understanding of and experience with rapid reading.

Most of the textbooks examined in this study are much more like type B than type A.

## Conclusion

The final goal of teaching/learning material for reading is to enable the student to use and acquire the reading skill concerned. This study reveals that this viewpoint isn't well reflected in most current high school textbooks as far as rapid-reading material is concerned. What should be done now is clear: Materials developers must reflect on this problem and increase the amount of skill-getting material in textbooks; otherwise, teachers will have a difficult time adapting and supplementing their textbooks to achieve their objective of rapid reading. If they do not or cannot do so, students can hardly be expected to learn to read well.

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## A GOOD LANGUAGE LEARNER: A CASE STUDY OF MR. JAMES TZEN

By Tadashi Shiozawa, Yamanashi Eiwa Gakuin

Everyone once or twice tries to learn a foreign language in this international age, but most fail to master one. They give up learning before they are proficient. However, there are a few people who have mastered a foreign language to a very high degree of fluency. Mr. Ya-Way James Tzen, a 30-year-old Chinese, is one of them. Why is he so successful while others are not? The objective of this paper is to "dig out" some factors contributing to his success according to some recent issues of language learning, which might help us understand some basic necessities for becoming a "good language learner."

### Junior High School Experience

He started learning English in the seventh grade as is customary in Taiwan. He used a government-approved textbook, which was constructed around the structure (vs. the function) of the language. At the very beginning of his studies, he did not make any effort to do anything beyond what he was told to do by his teacher. However, he was lucky; his teacher was very skillful in teaching English intonation and pronunciation, which cannot easily be mastered after puberty. For example, Mr. Tzen reports that the teacher taught to pronounce "a little bit" as [ə li'l b'it], not [a li'l bit]. Thus he picked up a "natural" American accent and became interested in the mysterious sounds of English." He did so well in these exercises that the teacher even promised to buy him a pen (though the promise has not been fulfilled yet). His grades in English as well as in other subjects were, therefore, always "Excellent." Judging from his experience, he was continuously receiving "positive affective and cognitive reinforcement" both from his teacher and from his good grades. In addition, he was diligent enough to master all the basic but critical points of English structure.

### Senior High School Experience

Towards the end of his junior high school days, he began to notice that there was a big gap between the English taught at school and the English used in the United States. He calls the former "lifeless English" and the latter "spontaneous English." To compensate for this gap he began to listen to an English program on the radio called "Studio Classroom." But he was amazed to find out that he could not understand anything that was said. He admits that the only word he could understand was "good-bye" at the end of the program. He became frustrated, even more so when he thought of the accomplishment he had made during the preceding three years.

Some people quit learning a foreign language when frustrated, but Mr. Tzen did not. One of the main, and most critical, reasons is that he had very high "global self-esteem" at that time. He did everything better than anyone else at his age. He received high grades in his other subjects and was even elected class representative for the student council. Yet he wondered why he could not do well in mastering English. With the help of his industrious personality and high self-esteem in other areas, he kept listening to the radio.

Many learners like Mr. Tzen pass through a stage of frustration. In fact this stage of frustration seems to be an inevitable and significant stage that every language learner has to go through. By going through this stage, some learners emerge with even higher motivation and go on to establish a higher goal of English proficiency.

Through a continued effort to listen to English radio programs, Mr. Tzen's English improved. As his listening comprehension became better, he felt challenged by both the intermediate and the advanced-level "Studio Classroom" programs. In addition to listening to these 30-minute programs one to three times a day, once a week he listened to two religious programs broadcast in English. He also listened to the military network whenever he had time.

One characteristic that all these programs share is that the English spoken in the program is not "lifeless" but "living and meaningful." Studio Classroom did not have even a single grammatical structure that a learner had to memorize. Rather, discussions between a native speaker and students on a topic chosen from *Time* magazine or *Newsweek* were broadcast.

Since he is a Christian, a religious program did not simply mean another English program but something more meaningful related to the discipline of his life. All the programs he listened to were rather difficult for him, but this difficulty of listening to natural, spontaneous English made him listen to the radio even more carefully and, finally, improved his English to a very high degree of proficiency.

Here it is worthwhile to mention that he paid very careful attention to both the way a certain word was used in a context and its pronunciation at the same time. Also, he was trying to understand the meaning of the speech as well. His carefulness, i.e., his "field independency," might

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have helped him with the improvement of his English even more in this particular learning situation, learning English through the radio.

Although the radio is a useful learning aid, simply listening to the radio cannot improve one's speaking ability. One has to **talk** in English. Mr. Tzen decided to repeat after the radio announcer, and he repeated until his pronunciation became almost as good as that of the person he was imitating.

In addition, although he is rather introverted, he attended two group English study meetings taught by American priests, searching for opportunities in which he could practice his newly-learned expressions. He says that he was not afraid of making mistakes at all, for the sake of getting his ideas across. In other words, he did not have any "walls of inhibition." This is partly because he had high self-esteem, and partly because he knew that, without making mistakes, he could not form even one sentence. At home he input information, and outside he practiced it; then he re-input the information for the sake of a better result next time.

He also kept a very good 'balance of ambiguity,' according to learning situations. When he was practicing talking in English, he did not think, particularly how he should express his ideas, but what message he could get across. This balance of ambiguity must have helped him learn English efficiently.

For three years at senior high school he again kept receiving positive feedback from his classmates and his English teacher, who later helped him make up his mind to major in English literature rather than business at a university. His good grades and the first prize he received at an English oratorical contest must also have served as positive reinforcement.

### University Experience

At the university, he majored in English and fairly buried himself in English. In addition to listening to all the radio programs he had been listening to, he began to read various kinds of English books and magazines. This was because he had noticed that studying English itself was not enough to master English. When one speaks a foreign language, a speaker has to switch from the code of one language to another. Besides that, the speaker has to change the way he thinks — change the logical structure of his mind. To do so, he has to understand the "logic" or "feeling" of English. He can acquire this ability only by exposing himself intensively to English. Therefore, Mr. Tzen tried to read and listen to English as much as possible. At the same time, he took very brief notes so that he could review what he

had been missing. By the time he graduated from the university, he had accumulated more than ten notebooks.

His intensive study of English during his university days is very important in that it illustrates that after acquiring a certain level of fluency, a learner cannot improve his English dramatically unless he tries intensively to master it. Learning "step by step" is for beginners. There must be some period of time when the learner finally pushes himself as far as possible in order to break the wall of daily conversation toward intellectual use of the foreign language.

Although the main part of Mr. Tzen's English study during his university days was still listening to the English programs on the radio, he had more opportunities to practice speaking. He took a number of colloquial English courses, and he made very good friends with each one of the native American teachers at school. Incidentally, he reported that from their daily contact he had a chance to learn some non-verbal aspects of communication such as gestures and signs of American people.

### Post-University Days

Mr. Tzen still kept listening to the radio and taking brief notes on the programs, even after graduating from the university with excellent grades. But, being a businessman, he did not have much time to study English. From this point he shifted his concentration from speaking and listening to reading. One of the reasons was that he felt that he had to try more difficult English in order to improve his reading and writing ability, and another was that it was not easy to find someone with whom he could practice his English speaking skills.

Here we can see another contributing factor to his success. That is, he knew what aspects of the language he had to concentrate on according to both his level of proficiency and the different learning situation he was in.

At the beginning level, a learner might have to learn and "memorize" some basic rules and vocabulary, as well as practice them. Even mechanical pattern practice has some value, in that the learner might have to train the muscles of his mouth for better pronunciation. He may also need to consult a dictionary, for he does not have enough reference in his mind to guess the meaning of a word with. But as his proficiency becomes higher, he should try harder to guess the meaning of unknown words without using a dictionary.

At university a learner should put more weight on improving his speaking ability than reading,

for there are all kinds of opportunities available for improving the oral aspect of the language. When he speaks in English, he should not hesitate to use "learning strategies"; Mr. Tzen knew that his English was undergoing "interference" from his Chinese and that he was "over-generalizing" with regard to, for example, a great number of prepositions. But Mr. Tzen was not frustrated by the mistakes he had made. Rather, he used the frustration to motivate himself.

But when the learner's English becomes fairly fluent, he should concentrate more on reading in order to expand his reference of English.

These are exactly the methods Mr. Tzen chose in his language learning. Thus, Mr. Tzen seems to have taken one of the most possible and most efficient ways to learn English in Taiwan.

His English was polished while serving as a military interpreter on a base for two years, and while negotiating with international businessmen in a company for six years. His English became more practical and even aggressive, because it was through his English that the military police tried to solve the problems between local people and soldiers, and it was through his English that the company made contracts. Speaking extremely, his life and others' depended on his "communicative" English. This huge responsibility forced him to work on his English even harder and made his English assertive and even aggressive when necessary.

Although his English became assertive in his work, it is not at all assertive when he is speaking to his friends. He is rather empathetic. This could be attributed to his belief that a pious Christian should make an effort to understand others. As he tries to understand others, he has a great number of friends.

He is a good listener as well. He says, "I monitor others. I listen to others, and I listen to myself." His careful monitoring is one of the main contributing factors to his success. He says that he always paid attention to both how a certain word was used and how it was pronounced in context when he was listening to the English programs on the radio. He even eavesdropped on soldiers' talk on base in Taiwan. He often over-monitors his speech and becomes frustrated by his mistakes. However, at his level of English, too much monitoring does not impede communication. Rather, he uses that frustration, i.e., making mistakes, to keep his learning spirit high. "Monitoring is," he says, "my way of learning English."

## **Conclusion**

Although Mr. Tzen has never spent a long

time in a country where English is spoken as a first language, he earned one of the highest scores in the TOEFL: 630. "I love English," he says. But his high proficiency cannot simply be accounted for by the proverb, "What you like you do well." He is extremely motivated, and intentionally "learns" (vs. acquires). One outstanding example of his high motivation is the fact that he waited for eight years to make his dream come true: to study in the United States. While supporting his family and his parents and working for a company, he finally saved enough money to support himself in the U.S. How did he keep his motivation so high? He set an "unreachable" goal: to become almost like a native speaker. He believes he cannot reach this goal. Therefore he suffers from realization of the gap between this goal and his actual accomplishments. But he also knows that it is this hardship that generates his energy to 'learn' English.

However, "instrumental motivation" is not enough to account for his being a good language learner: either. It is true that he has a very strong will to carry out what he has decided to do (listening to various English programs on the radio, without missing even once, and monitoring his own and others' speech to an excessive degree), but more importantly, knows how to carry it out. For example, at each stage of his learning, he was aware of his various strengths and weaknesses, and was able to take advantage of particular opportunities in each of his learning situations to overcome his weaknesses. Moreover, he seems to have his own learning strategies, and employs these many different learning strategies at different points in his own language development; the key is being able to adapt his learning strategies to the learning situation he is in. Here his "perfectionist" personality, industriousness, and extremely high motivation help him carry them out successfully. He says, "I have never been satisfied with my English, and I don't think I ever will be."

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## THE DISCREPANCY BETWEEN THE REAL AND THE IDEAL OF AN ENGLISH CLASS IN A KYOTO HIGH SCHOOL

By Charlene L. Fryou, Kyoto Joshi Gakuen High School

An increasing number of educators have been attracted to comparative studies of the American and the Japanese educational systems, and they have pointed out the significant differences in education between the two nations. Among the pros and cons of Japanese education, everyone focuses on its defects, and points out that there is very little interaction, very little questioning and very little dialogue in the classroom of Japanese schools. To sum up, in the classroom of Japanese schools the teacher teaches and the students absorb. This kind of teaching method is by no means advisable in language teaching because it is axiomatic that silence will not improve one's communicative skills. This article is concerned with the difficulties that regular classroom teachers may face in adopting grammar-oriented instruction, and suggests how the teacher can organize and conduct the class toward the goal of L2 learning, in the area of developing of communicative skills. A seventh-grade class of a Kyoto junior high school is used as the model; the possible ways of learning L2 (in this case, English) are discussed, paying particular consideration to the physical environment.

As Krashen and Christison (1983) have succinctly put it, "learning" is the result of "deliberate, structured, and conscious attempts to learn the language," while "acquisition" is the result of "natural and meaningful interaction with other speakers in the target language." From this definition we can assume that the students in class learn English and the "deliberate, structured, and conscious attempts" could be the key to the students' success in learning English, hence the important role of the teacher's classroom conduct. Ideally speaking, English (or any L2) should be learned in natural settings; but the classroom learning of English is by no means natural, because students are confined to a specific physical setting (the classroom), having little interaction with speakers of the target language; perhaps only the teacher is a native speaker, and perhaps their native language is used very often in the classroom. In addition to this, the teaching method of the Japanese school (high school and college alike) has a problem: English teaching in Japanese schools is generally grammar-oriented, and the stress is placed upon reading and writing. Many defects of grammar-oriented L2 teaching can be observed. One of them, for example, is its "unnaturalness." According to Dulay, Burt and Krashen (1982), when "the focus (of the speaker) is on the content of the communication, the language environment is natural." Since the goal of L2 learning is to acquire communicative skills, a

grammar-stressing method which imposes drills and rule memorization on learners, with the result of the evident lack of L2 skills of actual performance in communicative situations, is "unnatural." Stevens (1983) is explicit about the problems of grammar-oriented instruction: "most learners who have had mom traditional, grammar-based instruction cannot make use of their knowledge of grammar when attempting to communicate in L2." The other disadvantage of a systemic-oriented curriculum is that it is against the natural process of acquiring one's mother tongue. The L1 is acquired first orally, not grammatically. In terms of communicative competence, grammar-oriented instruction has a defect: because the emphasis of the grammar-oriented method is on memorization of forms and rules of the L2 and neglects the teacher-student interaction, students tend to be passive and reluctant to practice the L2. As many critics have pointed out, practice plays an important role in developing one's communicative competence. Selinger (1977), for instance, referring to the importance of learners' using the target language, points out, "the more one practices, the better his competence should become." Thus, the emphasis on grammar in teaching L2 does not improve one's communicative competence, the goal of L2 learning.

Krashen and Christison's summary of the difference between acquisition and learning suggests the possible way of learning L2 in the classroom. The teaching method should be "deliberate, structured and conscious," and provide students with a "natural and meaningful interaction with" their teacher, who is the only native speaker in the class. Learning English in the classroom is "formal" and the setting is "unnatural," but the teacher creates a quasi-natural setting in the classroom so that opportunities for practice can be increased when the target language is used and when the students respond and continue talking in English. Thus, practice begins in the classroom with little actual consciousness that the L2 is being used. Critics agree on the importance of interaction and classroom discussion in L2 learning. Rubin (1975) asserts that the good language learner practices and usually takes "advantage of every opportunity to speak in class." Since the natural process of language learning begins with development of oral skills, it is most crucial for L2 teachers not to allow their students to be silent and passive, but to encourage them to participate in classroom discussion.

In addition to the functional practice like a teaching method, language acquisition researchers  
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have discussed a positive relationship between psychological factors (e.g. motivation) and classroom performance. Gardner *et al.* (1977) point out that "they (students in an intensive course in French) became more comfortable with the language, and more motivated to learn it." This remark suggests the psychological effects on L2 learning; though Gardner *et al.* do not articulate about motivation, we can assume that the student becomes motivated in class by familiarity with the L2 and by good grades. They also point out that beginning-class students are more ethnocentric and, therefore, they perceive their L2 course as being more difficult than intermediate and/or advanced. This suggests sociological and cultural aspects related to L2 learning. Ever since the war, Japanese society has become increasingly westernized and foreign culture, especially American culture, is not "foreign" to most Japanese, which suggests that Japanese people are becoming more comfortable with western ways. But though Japanese youth are immersed in foreign culture, their understanding of foreign culture is superficial. Their "encounter" with English in the classroom may create anxiety for them when they recognize the cultural difference between Japan and America and the differences between English and Japanese. And if the teacher applies the grammar-oriented method, the difference in the learning process between English and Japanese may surprise them. Spolsky (1969) has pointed out the significance of sociolinguistics to L2 pedagogy, as well as the important role of interactive motivation in L2 learning. Though Japanese society has already been to some extent influenced by American culture, Spolsky's remark still reflects the situation, especially in the junior high school classroom.

As far as the physical environment is concerned, the classroom is far from "natural." Under this limited and unfavorable physical condition, the teacher can make the setting closer to a natural setting by continuing to use the target language and asking students themselves to keep using the target language. Neither the common classroom conduct of Japanese schools (based on the teacher-student response) nor discussion between students is natural. The teacher encourages the students to talk with each other in the class, with little assistance from the teacher. This kind of class conduct, as a critic points out, can help to develop the students' communicative competence.<sup>1</sup>

The other "unnaturalness" of L2 learning is L1 transfer. We can assume that L2 learning should be deliberate, structured and *conscious*, in order to avoid or minimize L1 interference with L2. The students of this class have already developed L1 knowledge to a significant extent that it can facilitate them to understand some basic rules of English grammar, while their knowledge of English words, "Japanese English" which they previously acquired through their everyday lives (katakana

pronunciations), can be obstacles to their learning English.

As we have so far discussed, it is obvious that grammar-oriented instruction of English clashes with the movement toward assessing performance in L2 in terms of communicative effectiveness and therefore the priority should be given to oral communicative skills over the written language. Since, like other Japanese students, the students of this class have a slim chance of learning English in a natural setting, class work plays a crucial role in their L2 learning, which indicates the importance of a teaching method. As has been pointed out, the teacher of this class who first sets the goal of the class as the development of communicative competence, should conduct the class in such a way that the teacher can reduce to a minimum the "unnaturalness" of its setting and consequently, the learning process.

### Note

1. Littlejohn (1983) argues in his article learner-centered approach and concludes: "if adopted in a careful and gradual way, learner-centered approach can offer significant gains among otherwise passive, teacher-dependent students" (607).

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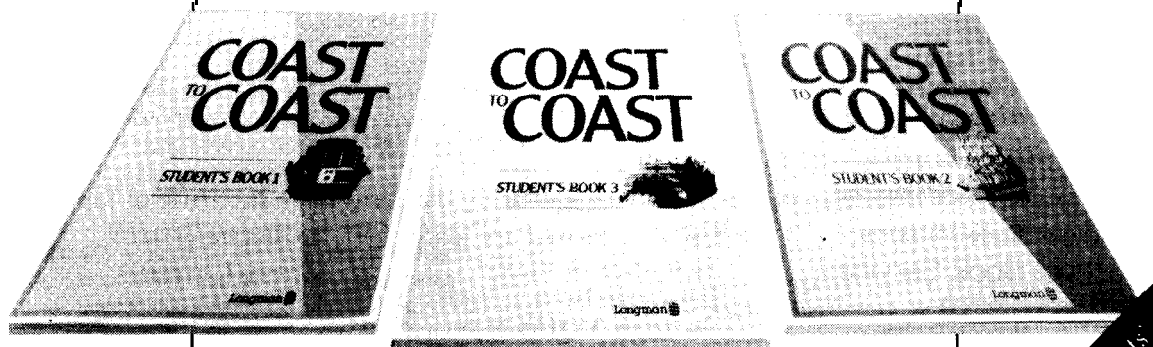
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## PROBLEMS WITH TEXTS DESIGNED TO TEACH BUSINESS WRITING

**By David Wardell**

*This is the second article of three in a mini-series by David Wardell which looks at the problems of selecting and using materials designed specifically for the teaching of English for use in business.*

I'd like to look rather closely here at some commercial materials which have been marketed under the pretext of developing business writing skills within the EFL community. I plan to examine a number of commercial texts which span roughly a 25-year period, from 1962 to 1987. This review will reveal that our textbook materials have not always benefited from progress made through linguistic research. Despite our increasing understanding about how language is acquired, textbook designers have not seemed to respond to these developments. A number of pedagogical weaknesses which were obvious almost from the beginning still dog our footsteps.

"Model letters" have a common strategy employed by authors of commercial texts for teaching business writing. Of course, the pedagogical theory underlying this model letter approach corresponds to traditional beliefs that expertise in composition can be achieved using model essays. This instructional philosophy is sometimes known as the "Taj Mahal Approach," because learners – after having studied and imitated a classical form – are expected to build a monument of equal grandeur on their own.

While there have been studies which indicate that formal models serve useful purposes in developing expertise in writing (Brown, 1915; Jenkins and Hinds, 1987), this writer is willing to state categorically that writing competence cannot be left to develop exclusively from these set pieces. However, quite a few textbooks (King and Cree, 1962; Kench, 1972 and 1978; Buschini and Reynolds, 1986) tend to limit their attention to specimen letters and to lists of set phrases; they provide rules and give detailed descriptions about what is acceptable and proper in business correspondence, without supplying very clear information how the student can achieve these desirable goals.

In other words, the ritualistic elements of business letters are given higher priority than the cognitive processes which are necessary to the composition process. Speaking fairly representatively for those who advocate the "model approach," Kench states that "the stereotyped style of the business letter is not difficult to acquire and comes automatically after a little practice."

My own experiences over the past ten years

while teaching writing within a number of business communities provide ample evidence that Kench's ideas are simplistic, and that he fails to address the real skills necessary for successful writing in company settings. Furthermore, the claim by Jenkins and Hinds (1987) that model letters are requisite for ESL students learning to compose business letters may be incorrect. Language professionals working within companies in Japan do these businesses and their employees a great disservice if writing instruction is limited to the mechanical manipulation of pre-set forms – slotting phrases into specimen memos and model correspondence. Textbooks which foster this approach should be set aside and new writing materials developed.

Other commercially-prepared textbooks advertise that they are designed to "develop language skills" and that this language development will promote effective business writing. However, an examination of these materials reveals that they consist of little more than traditional grammar activities (Sheff, 1964; Swales, 1971; Love and Tinervia, 1980; Webb et al., 1987). Frequently, in order to justify the word "business" in their titles, authors of these texts change the vocabulary from traditional classroom terms and supply instead the language of commerce and trade. In other words, rather than practicing patterns that evoke the world of chalk dust and desks, these "business" texts use terminology dealing with contracts, office equipment, telephone calls, interviews and sales meetings. However, beneath this facade of business terminology lies the same design found in a multitude of traditional grammar workbooks.

The philosophy underlying this type of language instruction holds that learning rules is necessary to the understanding of how a language operates and that practice of each grammatical component will one day lead to overall mastery of the target language. Well, both of these notions have been pretty well knocked on their ear as the result of investigations into first-language acquisition. We all know, for example, that babies do not memorize formal rules before they begin to communicate nor are they required to drill linguistic forms in isolation the way a lot of second-language students are trained. Without formal instruction, babies end up with a very good understanding of how their language works and are capable of using it for effective com-

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munication at a very early age so heavy doses of grammar instruction are not necessarily essential for language growth.

Even if we were to accent the premise that some rule learning may be appropriate, prescriptions within these texts are often absurd and their inclusion difficult to fathom. For example, on page 67 of *Worksheet: A Business-Based Writing and Grammar Guide* (Webb *et al.*, 1987), the following directions appear:

When you are writing a paragraph, you do not need to write the same sentence more than once.

Despite the arguments noted above, there are a great many language instructors out there who refuse to budge when faced with very convincing evidence that their traditional way of instruction – and here by “traditional way” I mean “grammar-prescriptive approach” – is neither efficient nor effective. I think it is not unfair to say that a lot of those traditionalists are the students themselves – products of an educational system that because of its heavy reliance on standardized tests has reinforced the idea that language learning equals rule learning. But intransigence of this sort should not be allowed to stand in our way when a company's management expects linguistic competence within a fairly short time frame. This means that language teaching professionals should neither cave in to these misguided beliefs about the study of language nor take the unproductive path supplied by grammar-intensive textbooks.

Still other commercially available textbooks are designed around activities which presume to focus on business writing. While these “activity books” may seem to answer many of the needs of a business writing classroom, an investigation of the types of tasks they include makes it obvious that caution is necessary before selecting this sort of text. One of these, for example, *Take a Letter: An Introduction to Writing Business Letters in English* (Meyers, 1984), is divided into three parts: (1) form-filling and letter layout, (2) basic letter-writing language, and (3) practice letters. As a matter of fact, the activities included here are an odd hodge-podge of things to do, some of which have very limited value in terms of learning to write and others which are completely extraneous.

Two pages of the Meyers text are taken up with “The Story of a Letter,” which is *not* a description of how a letter is composed but rather an explanation of how the postal service operates. Another section of the book includes pictures of office machines (e.g., a typewriter) with definitions as captions. This simply does not approach the task at hand – teaching writing to EFL students for business purposes.

Filling out forms, one of the activities included in the Meyers text, is a common feature of many other business writing textbooks. This is probably true because forms are widely used in the world of commerce and trade. I do not dispute the fact that forms are a common feature within the business setting, but stop and think for a moment why forms have achieved this general popularity. The answer, I believe, is that forms provide utility in gathering information – an information-gathering process which, in fact, bypasses skills requisite for composition. This is to say that ***the language strategies needed to complete a form may not have any value when the writer sets out to prepare a memo, letter or report.***

Because expertise in filling out forms may not contribute appreciably to excellence in more complex writing tasks, there is a major question whether we ought to include forms in our business writing curricula. If we do decide to include this type of instruction, it should be done with forms which exist within the trainees' immediate environment and not with the make-believe forms in textbooks.

“Real” versus “artificial” is a significant issue when considering activity-directed textbooks. Farthing (1982) as well as Spiro (1985) have written rather good texts except that in both cases the business world in which the student operates may be quite different from the business environment depicted by these authors. Farthing has developed a series of lessons in which the learners read and synthesize a number of documents from the in-tray of an office desk. From the letters, memos and forms found in each lesson, various role-plays and writing activities can be developed. Spiro's text is somewhat less ambitious in design, but it essentially works the same way with lessons built upon a variety of authentic business documents. The problem with both the Farthing and Spiro texts is that the materials provided are necessarily outside the real world of the learner; they do not conform to the familiar letters and reports that the Japanese businessmen have to deal with in their own offices. Bridging this gap between the artificial activities in these books and the real tasks expected of the students within the company setting can often be very difficult. Therefore, EFL instructors may find that “activity” books such as the ones discussed here have greater value as models for teachers to follow than as general EFL texts; comparable lessons can be constructed using actual documents from the immediate business environment.

Of course, the most apparent weakness in all of the above writing textbooks is their failure to address basic composition skills. Attention

is rarely given to pre-writing activities, audience identification, techniques for the synthesis of data, and all the other really crucial factors requisite for writing – whether that writing be for business or for some other purpose. *Business Reports in English* (Confort *et al.*, 1984) moves in this direction and attempts to cultivate some basic composition strategies along with the more familiar techniques for constructing a business report. This is an appropriate approach. It is not fair to assume that average EFL students bring all this composition competence with them when they arrive on our doorsteps; yet this is clearly the presumption on the part of a great many textbook writers.

Composition processes have been the object of considerable research over the past decade. While many of these studies have focused on academic writing activities (e.g., Scarcella, 1984; Spack, 1984; Horowitz, 1986; Urzua, 1987), there is much that teachers in the Japanese business community can learn from this data. We can benefit from the information that has been gathered by our colleagues on the university level by applying the results of their research to the training we are doing within the Japanese business community. This may, in fact, require us to set aside much of the familiar and traditional pedagogy of writing we have been using up to now and begin to train with a different set of methods and approaches. Traditional writing instruction with its emphasis on form may need to be replaced with training methods which strengthen cognitive development. I

suggest that this type of change is vital if we are to prove our effectiveness as language teachers.

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## Special Issue, February 1988: CONVERSATION CLASSES IN JAPAN

The guest editors of this special issue invite you to contribute to a collection of short practical ideas for the classroom.

Write up one idea or technique applicable to eikaiwa' classes. It might be a way to organize the class in general; a quick way to break it into groups or pairs; a creative way to take roll; an icebreaker or mixer used once or every class; a listening or video technique; a favorite conversation topic, game or exercise that always gets a good response; an answer to a common problem such as 'students never volunteer to answer questions/never give an opinion/don't attend regularly/are of mixed ability'; an idea for a field trip or class project; a homework suggestion, including diaries, extensive reading or NHK broadcasts; a testing idea for teachers required to give grades. Don't forget to mention the objective, the learner level, the materials involved, and the approximate time needed. Your suggestion doesn't have to be original. You can draw attention to already published or available material, giving due credit wherever possible to the source. The only criterion is that it be something that has proved its merits to you and your students.

Submit your ideas in 200 words or less, A4 double-spaced. Send in as many as you like. A panel will read a names-off version of all submissions and select as many suitable ones for inclusion as space permits. Send submissions to Steve Brown, University of Pittsburgh ELI, 6-12 Fujimi 2-chome, Chiyoda-ku, Tokyo 102 Deadline: Dec. 1, 1987.

We especially encourage first-time writers!

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# JALT News

## AMENDMENT TO JALT CONSTITUTION

The Executive Committee, at its meeting Aug. 29-30, recommended that an amendment to the Constitution be presented for ratification at the Annual Business Meeting during JALT '87.

The motion for the amendment, which involves the addition of a phrase, reads as follows:

"Moved that the second sentence of Article VI of the Constitution be amended to read as follows: 'The term of office shall be for two years or until their successors are elected with the President, Treasurer, and Membership Chairperson being elected in odd-numbered years to begin service in even-numbered years, and the Vice-President, Program Chairperson, Recording Secretary and Public Relations Chairperson being elected in even-numbered years to begin service in odd-numbered years.' " (Change underlined)

The JALT Annual Business Meeting will be held Sun., Nov. 22, from 4:00 to 4:50 p.m. in room 15-201 at the Conference. Chapter officers at the Conference are, of course, required to attend, but we are looking forward to a sizable proportion of the membership to be on hand to move the organization ahead in a number of areas. Mark your calendars!

## A NEW STANDING ORDER SYSTEM

Never again miss out on an issue of *The Language Teacher*, thanks to JALT's new "Standing Order System." Simply by ticking the box marked "Please renew my dues automatically every year," you can avoid future hassles - you will remain a member in good standing and not be dropped from the rolls until such time as you withdraw your standing order. Renewal notices will not be sent, but periodic reminders will be printed on your address label. Dues may be paid at conference registration time or at chapter meetings.

## ENGLISH TODAY GOING UP — AND DOWN

*English Today*, published by Cambridge University Press, has announced a price increase. The price for JALT members for air mail delivery will be raised from ¥3,310 to ¥4,700. JALT, however, has also started to accept orders for sea mail delivery, which brings the price down to a very affordable ¥2,700 per annum for the four quarterly issues. Use the *furikae* form in this issue to subscribe to *English Today*!

## PROCEDURES FOR 1987 ELECTION OF NATIONAL OFFICERS FOR 1988-1989 TERM

As provided for in the JALT Constitution, National Officer elections will be held by mail. A postage-paid postcard ballot for your use is included in this issue. Joint and group members who receive only one postcard for two or more members should make photocopies of the ballot and mail them in an envelope or envelopes.

All JALT chapters were requested to submit a list of candidates. In addition, a postcard for individual nomination of candidates was included in the July 1987 issue of *The Language Teacher*. The enclosed ballot includes the names of all those who were nominated and who have agreed to run for office.

As a result of the changes in the JALT Constitution and Bylaws passed at the Annual Meeting in September 1983, those elected to the offices of Vice-President, Recording Secretary, Program Chairperson, and Public Relations Chairperson are serving for two years (i.e., until Dec. 31, 1988). Therefore, this year's elections are only for the offices of President, Treasurer, and Membership Chairperson. Their terms of office will be from Jan. 1, 1988 through Dec. 31, 1989.

Voting must be done in accordance with the following guidelines.

- 1) All members of JALT paid up through Oct. 31, 1987 (or later) are eligible to vote.
- 2) Completed ballots must be received at the address on the postcard not later than Nov. 19, 1987, so to ensure timely delivery it is recommended that mailing be before Nov. 16, 1987.
- 3) Voting may be done in one of the following two ways:
  - a) **By filling in the postcard ballot** (or a copy), including your name and chapter affiliation at the bottom, and sending the postcard through the mail "as is"; or,
  - b) For those desiring to submit a secret ballot, **by enclosing the marked ballot (with the lower portion blank) in an unmarked envelope**, which is, in turn, placed in another envelope for mailing. Put your name, chapter and return address **on the outer envelope only**, and send it to the address printed below (which is also printed on the postcard itself).
- 4) The lower portion of all ballots will be removed after voter eligibility is ascertained and before the ballots are counted.
- 5) **Ballots which fail to identify the voter**, either on the ballot itself or on an outer envelope, will be considered void, and the votes thereon will not be counted.

**VOTE TODAY!**

## 1988年度

## 全国運営委員選出手続き

## (Voting Procedures)

JALT 会則に基づき、全国運営委員の選挙は、郵送によって行われます。この号に同封されている受取人払いの葉書が投票用紙となっています。共同会員及び団体会員の場合、各会員に選挙権がありますので、必要人数分、用紙をコピーし、封筒に入れ送付して下さい。

全国の各支部が、立候補者のリストを提出しています。立候補者は、7月号に同封の葉書で推薦された後、立候補の意志を確認された人々です。

1983年9月の年次総会で、会則が改正され、全国運営委員の任期は2年となり、毎年半数ずつ改選されることになりましたので、副会長、プログラム委員長、書記及び広報委員長の任期は、1988年12月31日までとなっています。従って、今回の役員選挙は、会長、会計、メンバーシップ委員長についてのみ行われます。これら新選出役員の任期は、1988年1月1日から1989年12月31日までとなります。投票は以下の要領で行われます。

1) 1987年10月31日現在会費を納入している人すべてに選挙権があります。

2) 記入済み投票用紙は、1987年11月19日までに、葉書に記載されている宛先に届いていなければなりません。郵便事情を考慮して、11月16日までは、投函なさることをおすすめします。

3) 投票は次の2つのどちらかの方法で行って下さい。

a) 同封の投票用葉書(あるいは、そのコピー)に自分の氏名及び所属支部名を記入した上、郵送で投票して下さい。

b) 無記名投票を希望する人は、投票用葉書には、投票に必要な事のみ記入し、自分の氏名は書き込まないで下さい。この投票用葉書を、白紙の封筒に入れ、更にそれを別の封筒に入れ、住所、氏名、所属支部名を記入の上、郵送して下さい。

4) 投票用葉書の氏名・所属支部名を記入した部分は、投票者の選挙権の有無を確認した後切り取られ、その後集計されます。

5) 投票者の氏名が確認できない票は無効となります。さあ、今すぐ投票しましょう!

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Mail your ballot today to:

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## PRESIDENT

## DEBORAH FOREMAN-TAKANO

Deborah Foreman-Takano has been teaching English in Japan for 15 years. She earned a B.A. in British literature from Eckerd College and an M.A. in TESL from the University of Illinois at Urbana-Champaign. She is currently associate professor of English linguistics at Hiroshima Jogakuin Daigaku, where she has been teaching for 11 years. Her research interests include male-female differences in English linguistic behavior and forensics/argumentation theory, both of which she teaches. She is also a specialist in technical writing, and is currently conducting a pilot program for the Ministry of Education on specialized English courses for engineering majors at national universities.



She has been active in JALT for ten years, serving as President of the Hiroshima Chapter for three years (1984-1986) and as Editor of *The Language Teacher* since February 1985. She also maintains an active membership in a number of other Japanese and international academic societies.

"JALT has made enormous strides in its short history as a professional association, thanks to the consistent dedication and cooperation of its members. The fact that everyone serving JALT at both the local and national levels is a volunteer has helped to insure that organizational matters quite properly take a back seat to the professional language teaching concerns that gave rise to it in the first place.

"I should like to see JALT maintain this perspective, which is, in my view, the reason why it has attained international recognition. With this focus, JALT can both remain relevant to the pure professionalism of its members and provide the international outlook that is so necessary in foreign-language teaching."

デボラ・フォアマン高野氏の日本に於ける英語教育の経歴は15年に及ぶ。同氏はエカート大学(米国)でイギリス文学を専攻し文学士の称号をうけ、大学院はイリノイ大学アバナ・シャンペイン校に進み、TESLを専攻、修士号をうけた。1976年に広島女学院大学に赴任し、現在英語学の助教授である。現在の研究の関心は行動言語学で英語に於ける男女間の差異、及び討議理論に向けられており、同大学でその分野の講座を担当している。そのかわり工業英語正書法の専門家でもあり、現在日本の国立大学の工学部の特別英語コースに於いて、文部省の実験プログラムに関わっている。

過去10年間 JALT に於いて活発に活動しており、1984年から3年間 JALT 広島支部の支部長を勤め、1985年2月以来 *The Language Teacher* の編集長として重責を果たしている。更に、その他国内外の専門分野の学会の会員としても学会活動に積極的に関与している。

## DAVID A. HOUGH



David A. Hough is a linguist and author. He has served in numerous positions of JALT leadership over the past ten years.

"JALT is entering a dynamic period of growth where we need to work together, listen to each other, and look to the future. Specifically, we need to encourage:

1. **Greater Individual Involvement** - JALT's first priority should be service to individual members through activities which increase participation and foster professional growth.

2. **Chapter Growth** - Both old and new chapters must be given every opportunity to grow. The national organization should give maximum support to this.

3. **New Leaders** - JALT is at a stage in its development where we need to actively build new leaders for the future.

4. **Community involvement** JALT is not an isolated organization. It has responsibilities to the Japanese community as well. Whenever requested, we should offer our assistance.

5. **International Networking** -- As an international organization, it is also our responsibility to contribute to the worldwide language teaching profession."

デビット・A・ハフ：言語学者、教科書著作者。過去10年にわたり、多数の指導的役職につき、JALTに貢献した。

「JALTは、目下ダイナミックな躍進期を迎えています。これは、我々が一体となって協力し合い、互いに耳を傾け、将来の展望を考える絶好のチャンスといえます。そのために、特に下記の事項を促進していきます。

1. 個人としての関わりについて……JALTの最優先事項は、メンバーへのサービスであります。具体的には、参加者を増やすための活動を推進することと、専門職としての力量をつけるための援助を行う等があげられます。

2. 支部の発展について……新旧それぞれの支部の発展のために諸々の方法と手段が考えられます。このために全国運営委員会は最大限の協力、援助をします。

3. 新指導者の育成について……JALTの将来にそなえ、新しい指導者の積極的な育成が必要な時期にきています。

4. 一般社会への関わり……JALTは、孤立した組織ではありません。日本人社会へも責任をもち、要請があればいつでもその要請に応じる用意があるのです。

5. 国際的ネットワーク……国際的な組織としても、JALTは世界中の語学教育界に貢献する責任をもつべきです。」

## TREASURER

## TORKIL CHRISTENSEN

Torkil Christensen graduated from SUNY at Albany; he has an M.L.A. from the University of Oklahoma and a Ph.D. in language teaching from Southeastern University, Louisiana. He is currently teaching English at Hokusei Junior College in Sapporo. He has been in Japan over ten years and has mainly been teaching reading and writing in recent years. He has been the coordinator of the JALT Sapporo Chapter the last four years, and has also served as treasurer and in other positions in the chapter. He is one of JALT's auditors and the chair of the International Affairs Committee, and he was elected to the Elections and Nominations Committee last year. He will guestedit the December issue of *The Language Teacher* on False Beginners. His academic interests are in reading and in fathoming language learning phenomena in Japan. He has co-authored *Stories from Frieda's Diner*, a reader for university students.



"JALT helps us become better-informed language teachers. To achieve this we pay dues which are administered by the organization. The treasurer records the money transactions and is checked by the auditors.

"In the last two years JALT has not been able to complete the auditing process, and the audit of the 1986 books is still not complete as I write this. As an auditor this year I made it a priority to get to understand why this situation has persisted. I have found that many of the problems are procedural or relate to a lack of appreciation of the recommendations made by outsiders (the auditors as representatives of the membership).

"The mechanical aspects of JALT's bookkeeping are today quite adequate, and as treasurer I will concentrate on instituting procedures to make the JALT books objectively comprehensible. JALT is becoming very large and it is of critical importance to keep the financial records meaningful and responsible as well as responsive to the needs of the membership that provides the funds."

## PHILIP CROMPTON

Philip Crompton is an accountant and EFL teacher. He is currently JALT '87 Conference Chair, Financial Steering Committee member, and Tokyo Chapter Treasurer.



"JALT is entering a new era in its development. In order to meet its potential, we need to consider:

1. **Individual Member Benefits** - JALT's financial assets should be used for the benefit of the membership. This might include funding for scholarships, local resource centers, intensive training programs (both in English and Japanese), job referral services, etc.

2. **Funding to Chapters** - Both new and existing chapters should receive funding according to their individual needs and activities.

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**3. Support for New Chapters** — Support for new chapters needs to be identified as an area of financial priority.

**4. Financial Management** — The treasurer should help JALT prioritize how money is spent and where necessary plan fund-raising campaigns.

**5. Financial Accounting** — JALT's money management and record-keeping systems need to be brought in line with standard accounting practices."

フィル・クロンプトン：公認会計士、EFL 教師。現在、JALT'87 年次国際大会実行委員長、財務運営委員会委員。

「JALT は、発展の新時代に入っています。この新時代における可能性として、下記の事項を推進していきます。

1. 会員個人への特典……JALT の財政は会員のために使われるべきです。具体的には、奨学金制度の設置、地域情報センターの設置、集中研修プログラム（英語・日本語）の実施、求職照会サービス等です。

2. 支部への資金……新支部、及び既存支部とも、各支部の活動に必要な資金が支給されるべきです。

3. 新支部への援助……新支部への援助は財政的援助を第一とすべきです。

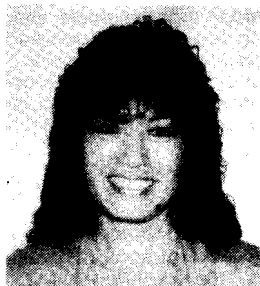
4. 財務管理……会員担当委員は JALT が金銭の行方を監視するよう指導し、必要が生じた場合、基金募集運動を計画すべきです。

5. 会計業務……JALT の財務管理と記録保管システムを標準会計業務レベルにするよう指導します。」

## MEMBERSHIP CHAIRPERSON

### KEIKO ABE

Keiko Abe is a teacher trainer and author. She is currently National Membership Chair, Domestic Affairs Committee Chair, and Yokohama Chapter President.



"This is a very exciting period of growth for JALT — and one which needs:

#### 1. Greater and More Effective Membership Services

— In order to encourage greater personal involvement and growth, we should consider such things as: scholarships, professional self-study packages, local resource centers, and job referral services.

**2. Assistance to Chapters** — we need to help existing chapters continue to grow by giving them assistance with membership drives, and by developing a membership services follow-up support package.

**3. Support for New Chapters** — The past year has seen a tremendous increase in the creation of new chapters. This trend should be encouraged.

**4. Local Cooperation** — The key to JALT's success is bottom-up involvement. In this regard, we should encourage cooperation between chapters in local areas."

阿部恵子：教師養成専門家、教科書著作者。現在、JALT 全国運営委員会委員（会員担当）、国内務委員会委員長、横浜支部会長。

「現在、JALT は躍動する成長期にあります。この重要な時期に当り下記の事項に力を注ぎます。

1. 会員に対して、広範、かつ実際的なサービスを行う。会員相互のより深いかかわりと、発展を推進するために、奨学金の設置、地域情報センターの設置、求職照会サービスの提供などについて前向きに検討します。

2. 支部援助に関し、既存支部の拡大のために、新会員獲得と会員に対するアフター・サービスの推進に対して援助をします。

3. 新支部援助によって、この一年、全国各地に多数の新しい支部が誕生しました。今後もこの新支部援助計画を推進します。

4. 地域内での協力について、JALT 発展の鍵は、一般会員の意識の高揚です。このために、地域内における支部同志の協力を進めます。」

## SONIA YOSHITAKE

Sonia Sonoko Yoshitake spent much of her childhood outside Japan, including two years in the United States. It was her cross-cultural experiences, frustrations and desires that led her to get involved in TEFL geared to a communicative approach in 1966 when she was still an English linguistics major at Kobe College. After graduation she worked as an interpreter for the Hyogo-Washington State Sister Affiliation Program. She has continued to teach students and adults at her Sonia Eigo Kyoshitsu in Kobe and at other institutions in the Osaka area. She holds diplomas in Business English, Technical Writing and Interpreting as well as the Eiken and U.N. Eiken certificates. She is a member of TESOL, the Goodwill Guides, and the Association for the Study of Humanities. She has been a member of JALT since 1980. She served JALT's Kobe Chapter as its Membership Chair and, for the past two years, President. She has written numerous articles in English on EFL and cross-cultural concerns. Her MA. thesis presented to Columbia Pacific University concerns cross-cultural problems in the teaching of EFL in Japan.

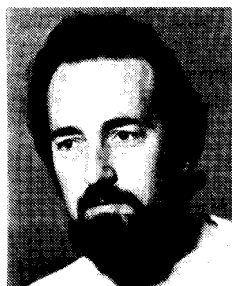


"JALT, with a membership of nearly 3,000, has become an organization which can exert its influence to improve language teaching and learning in Japan. While expansion of the organization through the addition of new chapters is a desirable goal, it is important that we approach this cautiously considering our priorities and the limits of our resources. If we are to continue to grow both in number and influence, it is important that we maintain our services to the current membership and stabilize the organization as a viable network for language professionals throughout Japan without endangering JALT's original identity. If JALT can fulfill this goal, more and more professionals will see our organization as a useful tool, valuable to their own professional goals."





## JALT '87 INTRODUCES ITS KEYNOTE AND FEATURED SPEAKERS



An interview with **Richard Allwright** appeared in the October 1987 issue of *The Language Teacher*. Currently chairing the Department of Linguistics and Modern English Language at the University of Lancaster, U.K., he was elected First Vice-President of TESOL

for 1987-88; at TESOL '88 in Chicago, he will succeed Dr. JoAnn Crandall as President.

His main area of interest is classroom-centered research; he will participate in the JALT '87 colloquium on the subject.

**Mary Finocchiaro** has been a tireless advocate of good, humanistic teaching for over 50 years. While others speak of learners and subjects, she speaks of people, recognizing that language is communication and that students have needs beyond notions.



Inspired by a French teacher, she went on to study French and teach it in the New York City schools. Eventually, she earned a Ph.D. in Romance philology from Columbia University. She began teaching English to immigrants, and was a founding member of TESOL and its President in 1970. Finocchiaro is currently executive director of TESOL-Italy. One of her articles is reprinted in this issue of *The Language Teacher*.



**Dr. Gerhard Nickel** studied at German universities and at the University of South Carolina, U.S.A. He obtained his doctor's degree at the University of Erlangen and has qualifications to teach English, French and Spanish. He has taught at the University of Stuttgart since 1969.

Though Nickel has never abandoned his early interest in English literature and philology, he has devoted most of his time to applied linguistics. He is especially interested in contrastive linguistics and error analysis and has edited a number of books on these subjects, as well as writing articles and lecturing throughout the world. An article of his appeared in the October 1987 issue of *The Language Teacher*.

He will be delivering the Plenary Address Mon., Nov. 23, on "How 'Native' Can a Non-native Speaker Be?" He will also participate in a colloquium on error analysis and give a more informal talk.

**Mayuri Sukwiwat** is a Thai English-language educator who has done extensive work in the cross-cultural aspects of language learning. She received an M.A. from Indiana University and a certificate in TEFL from the University of Michigan. She has lectured and written widely on program administration, higher education, and Thai English. Sukwiwat is also a free-lance translator and interpreter. She will speak on "Cross-Cultural Aspects of Language Learning," "Cultural Considerations in English Language Teacher Training," and "Internationalism of the English Language: The Case of Thailand."



**Peter Viney** was a popular presenter at the JALT International Conferences in 1981, 1983, and 1985. He is the co-author of the *Streamline* series (Oxford University Press) and has published articles on course design, teaching beginners and the skills of a language teacher. He is also involved in producing, writing and acting in theater for foreign students. Viney will speak on basic classroom skills, British and American English, and language control, and will also participate in the colloquium on reading.

**Catherine Walter** is an American based in Britain with extensive experience teaching English in France. She is the author of *Authentic Reading* and *Genuine Articles* (Cambridge), both reading skills texts, and co-author, with Michael Swan, of *The Cambridge English Course*. (cont'd on next page)



(cont'd from previous page)

She has done teacher training and lectured throughout Europe on EFL methodology. Walter will be speaking on writing in large classes, reading, course design, and lower level fluency activities. An article she has written on teaching writing appears in this issue of *The Language Teacher*.

### CONFERENCE PROGRAM UPDATE

Prof. Richard R. Day of the University of Hawaii and Ashiya University will be the moderator of the Featured Speakers' Panel on Mon., Nov. 23, from 3:00 to 4:40 p.m. The topic for the Panel will be "Motivating the Learner and the Teacher."

Prof. Day has been chair of the Department of ESL of the University of Hawaii at Manoa and he is well known for his work in sociolinguistics, second language acquisition, and classroom-centered research. *Talking to Learn* is a recent work of his that he edited for Newbury House Publishers (1986).

### JALT '87 CONFERENCE BANQUET

This year's conference banquet will be held on Saturday night, Nov. 21, at the Tokyo Kaiyo Kaikan. It will feature entertainment by *Za Gaijin*, a theater group specializing in original musical comedy revues which look at many aspects of life in Japan. The members of *Za Gaijin* are all former members of *Albion-za*, a theater group which presented a variety of stage performances in English between 1978 and 1987 in Tokyo.

### KOEN MEIGI

JALT '87 has received *koen meigi* from Tokyo, Kanagawa, Yokohama, and Chiba, as well as from *The Japan Times* and *The English Journal*.

### JOB INFORMATION CENTER

The Job Information Center (JIC) will be in operation over the duration of JALT '87 in the registration area. This service is offered free to those attending the conference. Employers may use the service without attending. If you are an employer, you should contact the JALT office for Job Information forms which you will need to fill out and return before Nov. 14. After this date, bring all Information to the JIC at the conference and we will do our best to accommodate you.

If you are seeking a position, you should come to the JIC as soon as you arrive at the conference in order to register. Bring several resumes - you will need a resume for each job application.

Interviews will be arranged. Employers and potential employees will be scheduled to meet in one of several rooms which will be available on the conference site.

For further information contact the JALT office in Kyoto or: John B. Laing, Job Information Center Coordinator, c/o Tokai University Junior College, 101 Miyamae-cho, Shizuoka-shi; tel.: 0542616321 (work); 0542-46-6861 (home).

### PARCEL SERVICE

A parcel service will be offered conference-goers on Sunday and Monday. Those of you who load up on sample materials and handouts will be able to have them sent directly to your home by Yamato Takyubin.

### APOLOGIES

The JALT '87 Conference Committee regrets that there will be no child care facilities at this year's conference.

## 第13回 JALT 国際大会

(JALT'87)

来たる11月21日(土)~23日(月)の3日間、早稲田大学に於いて、第13回 JALT 国際大会が開催されます。外国語(特に英語)の教育理論、及びその応用に関する講演や研究発表をきき、活発な議論をたたかわせ、そして、あるべき外国語教育の姿を模索し合うのは如何でしょうか。

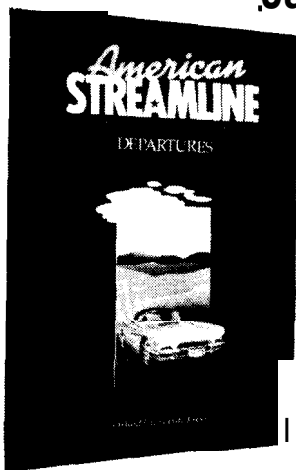
本大会は、年々回を重ねる毎に、増々多くの参加者を得、関係各方面から高い評価を得ておりますが、特に今回は、東京の副都心新宿を中心に、十分に地の利を得た大会会場及びホテルが準備され、今まで以上の盛会が期待されております。また、日本全国はもとより、世界10数ヶ国から、2,000名を超える参加者が予定され、研究発表、ワークショップ、コロキア、シンポジウム等、多彩なプログラムは、総計250前後にのぼると予想されています。

大会テーマは、**Teaching Foreign Languages**です。大会に備え、EFL と ESL のターミノロジーに関しては、既に *The Language Teacher* 8月号において特集されております。今一度、日本で EFL としての英語を教える事  
(cont'd on page 37)

# STREAMLINE

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# Peter Viney — Japan Tour



Oxford University Press is very pleased to welcome to Japan Peter Viney, co-author of the **Streamline** series. In previous visits his presentations and workshops have been very well received because of their practical nature. Make sure you get to see some of his presentations this time. You can be sure of leaving with practical ideas you can use in your next lesson.

HIROSHIMA: Monday 16th November

- ▶ 1:00 – 3:00 p.m. YMCA School of Languages  
Streamline Teachers' Workshop
- ▶ 6:30 – 8:30 p.m. YMCA Hall  
Active English in the Classroom: Basic Classroom Skills

NAGOYA: Tuesday 17th November

- ▶ 3:00 – 5:00 p.m. Trident School of Languages  
Streamline Teachers' Workshop
- ▶ 6:30 – 8:00 p.m. Trident School of Languages  
Active English in the Classroom: Basic Classroom Skills

SAPPORO: Wednesday 18th November

- ▶ 2:30 – 4:00 p.m. I. A. Y.  
Streamline Teachers' Workshop
- ▶ 6:30 – 8:30 p.m. Sapporo Hokko Kyokai  
Active English in the Classroom: Basic Classroom Skills

YOKOHAMA: Friday 20th November

- ▶ 2:00 – 4:00 p.m. Y W. C. A.  
Streamline Teachers' Workshop
- ▶ 6:00 – 8:00 p.m. Rodo Fukushi Center  
Active English in the Classroom: Basic Classroom Skills



For further information please contact:-  
Roy Gilbert or Shelagh Speers

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# Peter Viney — Japan Tour

## Kansai English Language Book Fair

Saturday 14th and Sunday 15th November  
Tennoji Academy, Osaka

### SATURDAY

10:30 Room 403 Teaching Streamline at the upper levels

11:35 Room 404 British and American English

16:45 Room 301 Using video actively

### SUNDAY

10:30 Room 301 Making the most out of Streamline Departures

13:25 Room 404 Nuts and bolts – Basic classroom skills

16:45 Room 401 Language control – What is it?  
And does it matter?

## JALT Conference

Saturday 21st.- Monday 23rd November  
Waseda University, Tokyo

### SATURDAY

13:00 Room 15-302 Reading Colloquium

16:00 Room 16-107 Making the most out of Streamline.

### SUNDAY

12:00 Room 16-107 British and American English

17:00 Room 16-405 Language control- What is it?  
And does it matter?

### MONDAY

13:00 Room 16-305 Nuts and bolts. Basic classroom skills

For further information please contact:-

           & Roy Gilbert or Shelagh Speers

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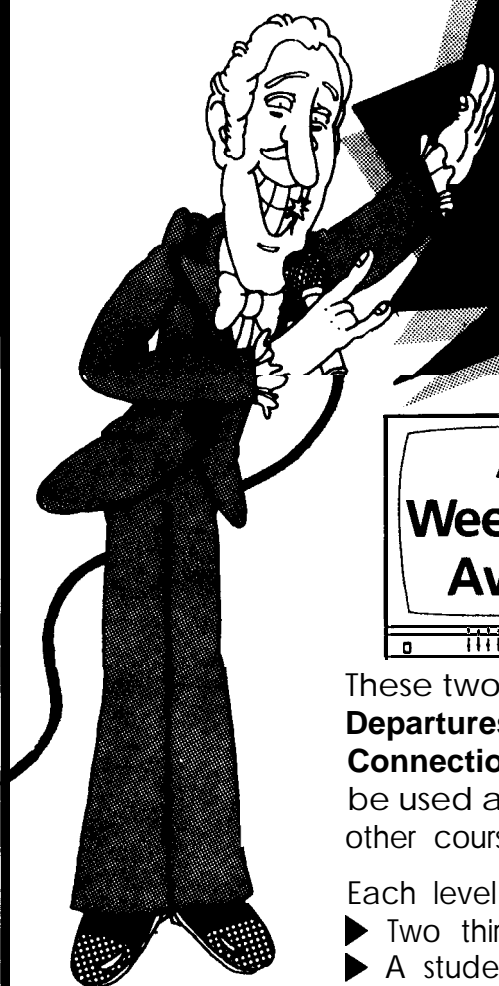
第8回 国際英語教材展 NOV.14(Sat) 15(Sun)

at Tennōji Academy Senmon Gakko  
会場 天王寺アカデミー専門学校(旧校名 天王寺英語学院)  
1-min. walk from Subway Tennoji St.  
(Matsuzaki-guchi)

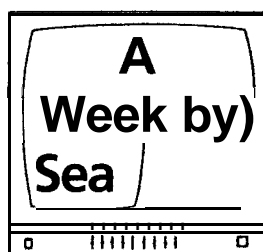
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School: \_\_\_\_\_

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# GET READY

## Interactive Listening and Speaking

### I. Presentation

**Prices \$1-\$12 and Clothing**

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

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

### II. Recognition

**Prices and Clothing**

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

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

PAUL ABRAHAM  
 DAPHNE MACKEY

# Get ready

INTERACTIVE LISTENING AND SPEAKING

### III. Production

**Language in Stores**

Look at the illustrations. Follow this model.

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

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

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

Listen: You'll take \_\_\_\_\_ of them? Fine.

### IV. Extended or Gist Listening

**Story**

Listen. Fill in the blanks in the illustration.

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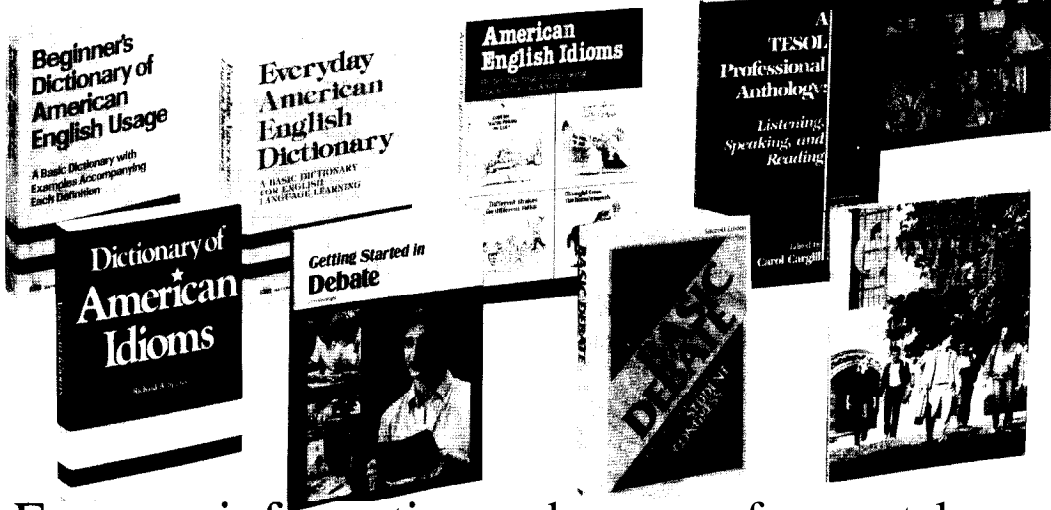
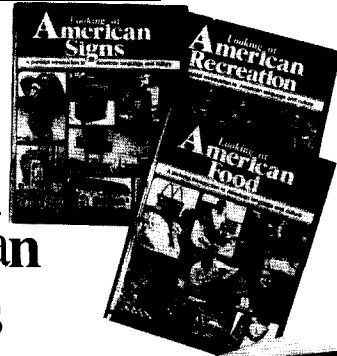
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(cont'd from page 34)

の意味と技術を考える機会が与えられることでしょう。

今回は、キーノート・スピーカーとして、世界的に著名な外国語教育研究者、Prof. Mary Finocchiaro と、Prof. Gerhard Nickel、そして、Mr. Richard Allwright をお迎えします。Prof. Finocchiaro は、現在ローマの United States Information Service の特別顧問をしておられ、世界数ヶ国における豊富な教職経験がおります(氏に関しましては、今月号の *The Language Teacher* 11月号に特集されていますので、参照して下さい)。また、Prof. Nickel は、University of Stuttgart の Institute of Linguistics の長でおられます。やはり世界各国で後進の指導にあたられ、現在は幾つかの応用言語学専門誌の顧問もしておられます(同10月号参照のこと)。そして、Mr. Allwright は、University of Lancaster で、Department of Linguistics and Modern English Language の主任教授をしておられます。TESOL(Teachers of English to Speakers of Other Languages)の第一副会長の任にもつかれており、来年より会長になられる予定です(同9月号参照のこと)。また、この3氏の他に、フィーチャード・スピーカーとして、Mayuri Sukwiat、Peter Viney、Catherine Walter の3氏をお迎えします。

国内外の研究者による研究発表は、現在、大会準備委員会による厳しい応募書類審査を終え、近々、その最終リストが発表されることと思います。各種の最新教授法、4技能に係わる教授技術、教材開発、テスト・評価法、異文化コミュニケーション言語教育、ビデオやLLなどの視聴覚機器の有効な利用技術、コンピューターの利用技術など、外国語教育のほとんど全ての分野にわたるバラエティに富んだものとなっております。純理論的な研究発表もありますが、実用的かつ実践的な、即クラステクニックとして役立つようなものが多いのが、特色です。

また、世界中で広く使用されている著名な教科書の著者達によるデモンストレーションも数多く企画されております。使用中の教材、またはこれから使おうとしておられる教材の、最も効果的な使用方法を、その著者自身の口から伺うことも、非常に有意義な経験でありましょう。その他、6つのコロキア、及び、第3回バイリンガリズム・シンポジウムも行われる予定です。

これらのプログラムの他に、JALT 国際大会で例年高く評価されているのが、国内外の語学教育出版社による、教育教材の展示会です。今大会にも50余の出版社が参加を予定しており、語学テキスト、参考書、オーディオ・ビデオテープやレーザーディスク等の視聴覚教材、CAL/CALL(コンピューター援用の語学学習)システム等、文字通り世界最新の教材が、一堂に揃うことになりましょう。丁寧に見てまわれば何時間も要するものであり、この展示会からだけでも、多くの収穫が得られるものと確信しております。また、展示会場では毎年最終日に抽選会も行われ、図書券が当たります。大会参加の記念に、

ひとつ運試しをされては如何でしょうか。

参加者に快適な研修をして頂くために、サービス面でも、長年の経験を生かした種々の気配りがなされており、ます。受付近くには、携帯品の一時預り所を設置し、貴重品以外の手荷物は最終プログラム終了15分後まで保管致します。また、コピー・サービスがありますので、聞き逃した研究発表のハンドアウト等は係員から借り、セルフサービスでコピーができます。展示会場では、格安のコーヒーや紅茶、及び無料のクッキーが提供されます。案内所では、救急医療品をはじめ、大会に関する情報からタクシーの御用まで、様々なお世話を致します。旅行業者も常駐しておりますので、旅行の申し込みや、ホテル・旅館の予約に御利用下さい。また、書籍・教材を大量に買い求められた方は、展示会場で宅配便を割引料金で御利用になれます。求職中の方々の為に Job Information Center も設置されます。残念ながら駐車に関しては、早稲田大学に十分な駐車スペースがありませんので、自動車での御来場は御遠慮下さい。

宿泊には、ワシントンホテルと、ホテルサンルートが用意されております。いずれも、新宿駅から徒歩数分の距離です。詳細は本誌に掲載されておりますので、御参照の上、早目に予約をお願い致します。

JALT 会員でない東京都、及び近県(埼玉、千葉、神奈川、静岡、群馬、茨城、栃木)の中学・高校の先生方に対しては、特別に、会員扱いと致しますので、割引料金で御参加頂けます。また、学生の方々の為に、半額の学生割引を用意しました。特に教員を目指して勉強しておられる方々に、教職課程のクラスの一部として御利用頂ければ幸いです。

その他、パーティー等に関する詳細は、別途下記に、御案内致します。御不明の点がございましたら、遠慮なく JALT 事務局(075-221-2376)へお問い合わせ下さい。

年に一度の国際大会を、最新の情報を手に入れる貴重な機会として御利用下さり、語学教育の改善・向上に大いに役立てて頂きたいと願っております。ひとりでも多くの方々の、積極的な御参加をお待ちしております。

## 出張依頼状の御案内

JALT 国際大会に参加を希望なさる方で、出張依頼状の必要な方は、返信用封筒に、住所、氏名を明記し、60円切手を貼って、JALT 事務局までお申し込み下さい。その際、一般参加か、研究発表か、あるいは役員としての参加であるのか、その参加目的を明確にして下さい。宛先は以下の通りです。

〒600 京都市下京区四条烏丸西入

住友生命ビル8F

京都イングリッシュセンター内

JALT 事務局

(cont'd on next page)

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**Conference Dinner Party**

11月21日(土)、7:00 p.m.より9:00 p.m.、東京海洋会館(大久保)にて、恒例のコンフェレンスディナーパーティーが開かれます。今年は和食・洋食・中華のバイキングです。参加御希望の方は、綴じ込みの振替用紙を使い、会費5,000円を振り込んで下さい。

尚、会費には飲物代は含まれません。当日、下記のドリンクチケットを各自御購入頂き、会場にて飲み物とお引き換え下さい。

ビール	450円
ウィスキー	350円
ソフト・ドリンク	400円
ワイン (ハーフ・ボトル)	2,000円

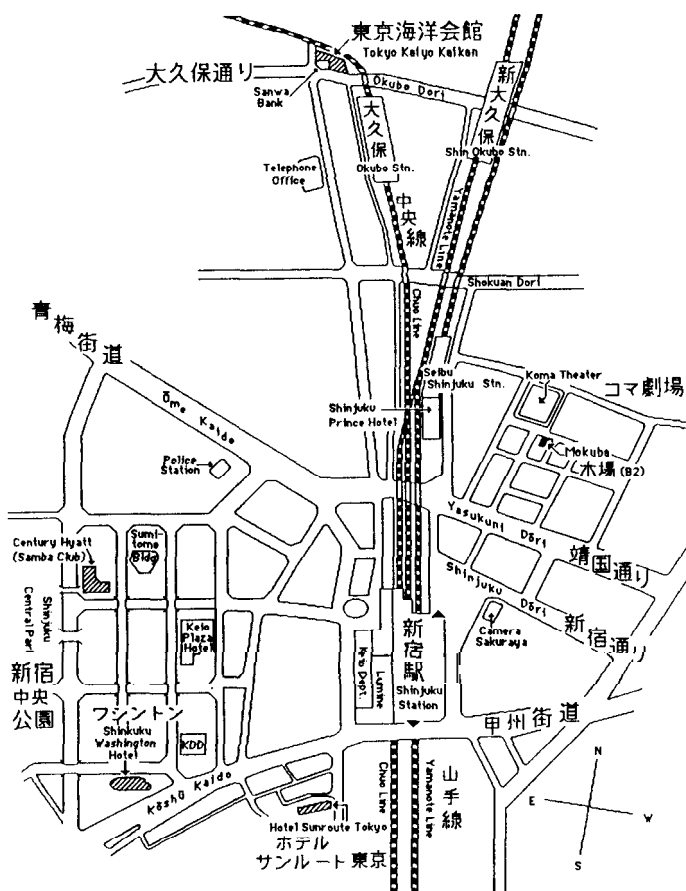
**Informal Mixer**

11月21日(土)、22日(日)の夜、新宿歌舞伎町のコマ劇場前「木馬」が開放されます。

**ホスト・ファミリー募集**

海外からの多くの参加者に、日本の文化をより良く知っていただく為、また、近來の円高による経済的負担を少しでも軽くする為、大会期間中、海外からの参加者(特に東南アジアからの方々)を家庭に留めてお世話して下さるホスト・ファミリーを募集しております。御協力いただける方、興味がおありの方は、0492-52-0169 (Social Chair: 矢崎) まで御連絡下さい。

(文責: 篠原美智子)



### 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 (p. 42).

**CONFERENCE INFORMATION**  
(075) 221-2376 (before Nov. 21)  
(03) 202-8465 (Nov. 21-23)

**HOTEL INFORMATION**  
Shinjuku Washington - (03) 343-3111  
Hotel Sun Route - (03) 375-3211

Map of the conference site is on page 42.

# HBJ, The Leading Name in Reading

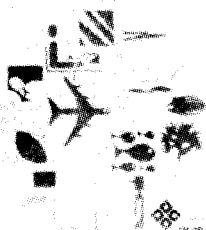
**NEW**

## Kaleidoscope Academic Readings for ESL

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Kaleidoscope

Judith B. Strother



This advanced-level ESL reader—designed for university and college students—contains authentic reading selections in science, engineering, aeronautics, management science, psychology, and other technical fields, and offers several kinds of skill-building exercises. The text contains 22 high-interest readings taken from college textbooks, magazines, and professional journals. Students practice reading the kind of academic materials they will encounter in their regular courses.

A wide variety of vocabulary, comprehension, cloze and word-form exercises are included. Students can practice using words in new contexts and learning word meanings from context.

Readings are of a "general science" nature, so students do not need a scientific/technical background to comprehend them.

432pp. ¥3,250

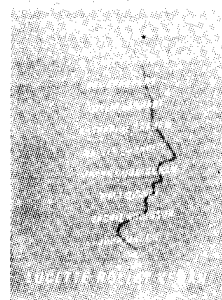
## New American Profiles

Lucette Rollet Kenan

**NEW**

A group of ten biographical sketches, all but one written for this book, of contemporary Americans who have made unique and significant contributions to our society. For high-intermediate and advanced ESL students in courses requiring a reading text for one or two semesters, either alone or with a grammar/conversation book. Ten units of four parts each are arranged in order of increasing complexity. Each unit opens with a brief statement about the subject's field of endeavor, followed by a profile. Supplementary sections give supporting or alternative viewpoints by other writers on the same topic. Units end with numerous exercises. Answer key at the back of the book. Other aids include cultural notes, vocabulary, and footnotes. A built-in teaching aid in the introduction shows what material and exercises appear in each of the forty sections.

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## Insights and Ideas

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Patricia Ackert

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## Concepts and Comments

A high beginning/low intermediate ESL reader

Patricia Ackert

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## Between the Lines

Reading skills for intermediate -advanced students of English as a Second Language

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Students' Book 288pp. ¥1,800 Instructor's Manual ¥4,700

## In Context

Reading skills for intermediate -advanced students of English as a Second Language

J. Zukowski-Faust, S. Johnston, C. S. Atkinson, and E. Templin

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## Myth Makers

Upper elementary reading skills

J. Kalnitz and K. Reyen Judd

192pp. ¥1,800

## The Independent Reader

Skills for building comprehension and vocabulary

Betty Soble and Lorraine C. Smith

Students' Book 208pp. ¥1,800 Original Edition with Answer key ¥3,300



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# DAILY SCHEDULE OF EVEN

SATURDAY, NOVEMBER 21, 1987

00am	PI NARY SESSION ■ Richard Allwright	Understanding FLT: The Learners' Perspective	[15-101]	
00 noon	Red Pen Blues [15-201] Lewitt, Philip Cross-Cultural Aspects of ELT [15-202] Sukuwat, Mayuri The Language of Games [15-203] Ang, Keiko	Basic Course in TEFL [15-301] Batten, Jim D. The Whole > The Parts: Accuracy/Fluency Activities [15-302] Helgesen, Marc E.	In-Company Language Training -Assessing Needs [15-401] Hough, David A. Creativity in the Classroom [15-403] Curran, Beverley and Jim Cyborowski	Colloquium: Materials [15-402] Johnson, Frank >Tailor-Made Materials Hale, James W. >Classroom Materials Project In Sri Lanka Randles, M. Lesley >Three Little Words: Systematic Approach to Articles Bender, Alan >Authentic Materials - Fluency First Sparkes, Philip
30pm	Cult. Comparison Focus on Presentation Sequencing [15-103] Kradin, Irene Secondary School Program in Japanese in Houston [16-401] Yamashita, Sayoko Baby and Bathwater - "Cambridge English Course" [16-405] Walker, Catherine Diary of a Magazine Project by HS Students [16-406] Fry, John	Learners' Strategies & L2 [16-409] Learners Interviewed Pearson, Eloise Degrees of Politeness in Speech Acts [16-411] Iwata, Yuko & Saeko Fukushima A Study of Acquisition Order [16-503] Komon, Saeko Information Gaps [16-504] Adams, Carl R.	The Uncertainty Principle [16-508] Listening for Beginners Stanford, William & Robert Liddington PACE - A Course for Children's EFL Lessons [16-311] Pencil, Craig	Dialogs - 1,001 Ways [16-402] Harris, Norman & Tina Carver (until 1:20pm) Colloquium: Reading [15-302] Henderson, Bob >Skills Development - Is it A Red Herring? Viney, Peter >Intensive/Extensive Reading at The Advanced Level Lupardus, Karen >Reading English Without "Translation" Boys, Antony F. F. >New Orientations in Reading Theory Finocchiaro, Mary (until 3:50pm)
00pm	Techniques for Affective Teaching and Learning [15-402] Carver, Tina Student-centred Eng. Lessons [16-107] Peaty, David From Teacher-Instruction to Student-Instruction [16-401] Nishijima, Hisao Preparing Company Wives for Living Overseas [16-405] Ohno, Sharon	SIT Information Session [16-408] Stanley, Claire "Discoveries" [16-409] Thompson, Mike A Listening Approach [16-411] Focusing on Speech Levels Hasegawa, Mizuko & Diane Hedden ApprochTo'Ching Coll Comp [16-503] Gray, Robert Winiz-Reads' Aural Discrim. Method for Vocabulary [16-504] Shinohara, Michiko	Communicative Approach: Utilizing Audio Materials [16-504] Aramaki, Motofumi Listening Comprehension [16-506] Benson, Malcolm J. Demonstrating Language Functions through Video [16-507] Walsh, Daniel	What Can Teachers Actually Do? [16-308] Griffes, Dale (until 4:50pm)
00pm	Understanding FLT: The Learners' Perspective [15-402] Allwright, Richard Use Your Head [16-105] Voller, Peter & Steven Widdows Win The TOEIC Battle [16-107] O'Connor, Frederick H. Weaknesses in Junior College Composition [16-311] Levi, Louis Acquisition of L2 Phonology [16-401] Sekiya, Yasushi Things to Talk About [16-405] Berman, Shari	It's the Real Thing - Hows & Whys of Video [16-408] Vivats, Linda & Susan Jackson Greater Role for Writing in Foreign Lang. Learning [16-409] Sawyer, Mark Socio-History of FL Education in Japan [16-411] Nudeliman, Laurel "English Any Time" Intern. Standby Lessons [16-503] Douglik, John	Sentence-combining: Not One, But Many Activities [16-503] Horowitz, Daniel M. Cambridge EFL Exams in Japan [16-504] Saville, Nick & Keiko Nakayama Exploring the Potential of Quizzes in the FL Class [16-506] Picken, J. D. Let's Try It Again, Sam [16-507] Amagasaki, Toshio	
00pm	Homework Students Love: Exploring Popular Music [15-302] Knapp, Mary M. Innovation in Japanese SHS [16-105] Finley, Anthony "Streamline" at Upper Levels [16-107] Viney, Peter Body Grammar [16-311] Liddington, Robert & William Stanford Dictionaries and Lg Lrng [16-401] Bernard, Christopher	Great Expectations: A Guide to Textbook Evaluation [16-405] Pavlik, Cheryl The S.A.P.L. "Mediated" Pendergast Jr., Thomas M. Reading - Breaking It Down & Building It Up [16-409] Walker, Catherine Effects of Listening & Oral Reading on Speed Rdg [16-411] Watanabe, Hiroyuki		
00pm	Starting a New Chapter [16-303] Abe, Keiko Session for Chapter [16-301] Membership Chairs Robb, Thomas & Yumi Nakamura	Session for Chapter [16-304] Presidents Komatuu, Tatsuya Session for Chapter [16-308] Treasurers Vergin, Ruth & Aleda Krouse	Session for Chapter [16-309] Program Chairs Wood, Gary Session for Chapter [16-311] Publicity Chairs Nozawa, Kazunori	Session for Chapter [16-406] Recording Secretaries Hough, David A.

## MAIN EVENTS - FRIDAY, NOV. 20

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

## MAN EVENTS- SATURDAY, NOV. 21

8:30am Registration Opens  
8:30-10:00am Longman Coffee Hour  
10:00-11:50am Opening Session [15-1011]  
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 (I 5-402)  
1:00-3:50 Reading [15-302]  
2:00-4:50 Japanese as L2/FL [15-303]  
5:00-6:00pm Sessbn 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-GAIJIN"  
9:00pm-?? Informal Mixer at Mokuba

## SUN " " " . NOVEMBER 22. 1987

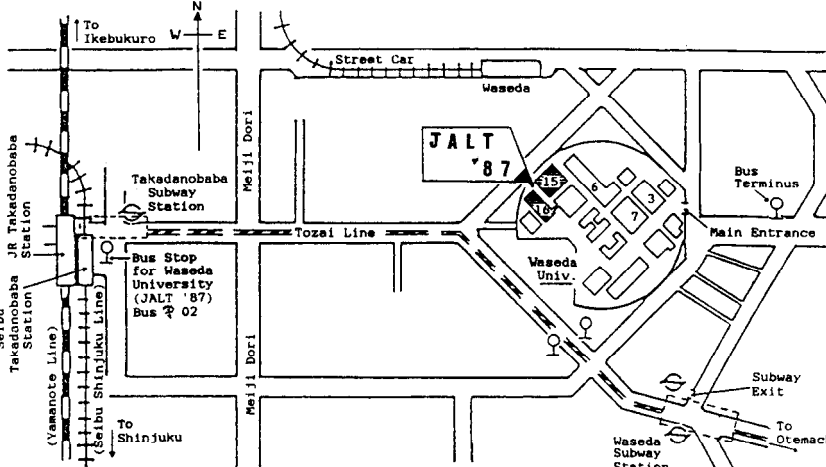
CONFERENCE	FEES (On Site)	
	3Days	2Days
Member	¥12,000	¥ 8,000
Non-member	¥15,000	¥10,000
Student Member	¥6,000	¥4,000
<del>Student Non-member</del>	<del>¥ 7,500</del>	<del>¥ 5,000</del>

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8:30am	Publications Board Meeting LeCastro, Virginia	Financial Steering Committee Krause, Alois	Long-Range Planning Com. Hough, David	Domestic Affairs Committee Abe, Keki	International Affairs Com. Christensen, Torkil
9:30am	"ExpressWays" & 3-Dimensional Syllabus Design Harris, Norman & Tina Carver	Is there a "Natural Approach"? Geege, Kevin R.	What Are the Oxford-ARELS Examinations? Greenhalgh, Kay	Hollywood Videos for Language Learning Roberts, Charles	Context Building for Vocabulary Practice Newton, Daryl
	"Turning Points": Turning a Book Inside Out Mater, Barry	The Marriage of Form and Function Hartley, Stewart	Writing Process - Working With Large Classes Walter, Catherine	Learning with and about Rods Zelikowski, Stephen & Ursula Holzer	Activities For Listening Ikeda, Sachiko
	English for Children: Rhythm & Movement Spens, Shielagh	Class Dewlebe, Joseph P.	Teaching & Learning English through Project Work Thomas, Desmond & Elizabeth Austin	Pedagogical Implications of Contrastive Analysis Nickel, Gerhard	Activity-Based Learning with Video Moss, William Alan & Danielle Guichard-Ashbrook
		"Coast to Coast" - Motivating Japanese Learners Maybin, Don	Simulations & Integrated Approach Sanematsu, Katsuyoshi	Card Games for Communicative Grammar Practice Koll, David	
1:00pm	<b>PLENARY SESSION - Gerhard Nickel</b>				
2:00 noon	<b>How "Native" Can a Non-Native Speaker Be? [15-101]</b>				
	Cross-Cultural Considerations Sukwivat, Mayuri	"Content EAP": A Bridge Course in Int'l Relations McCreary, Jan	12:30pm *Colloquium: Motivation nEFL Gay, Charles W.	How to Work with Multi-Level Classes Stanley, Claire	Colloquium: Classroom Techniques for Japanese-Lg. Inst. Kitazawa, Meko
	Teaching Russian with Slides Shashin, Alex	The Politics of Error Correction Moneyhun, Clyde	>Effect of Expectations on Motivation Viswat, Linda & Tomoko Yashima	Preparing for Cambridge Exams Jones, Leo	>Teaching Lg. and Culture Kono, Yasuko
	Not Another Word! - Vocabulary Cards Glover, David	The Word Processor and Classroom Gerling, Reuben	>Motivating Japanese Secondary Students of EFL Midorikawa, Hideko	Complete System Approach Perkins, Leo G.	>Writing Activities in Japanese Class Kitazawa, Meko
	Reading Skills Course for Junior College Students Nuttall, Martin	VIA-USA's "Living and Working in America" McSwain, Mary	>Motivating Learners Finocchiaro, Mary (until 2:50pm)	Team Teaching in Public Schools Venning, Ruth & Minoru Wada (until 1:50pm)	>Class Activity: Listening Comprehension Ikai, Tomoko
	An Investigation of Politeness Tanaka, Noriko	Choose and Prize: Values Clarification Volter, Peter & Randi Donnis			>Presenting Situations in a Classroom Adachi, Sachiko, Junko Shinada & Kaoru Ichikawa (until 2:50pm)
	R is for Rainbow Nakata, Ritsuko	"Functioning in Business" Cyborowicz, James & Don Maybin			
	"English Firsthand Plus": Carrying on... Helgesen, Marc & Steve Brown				
	Writing the Way You Learned How Berman, Shari				
1:00pm	Work Your Book: Using a Real Text in the Class Frost, Elizabeth	Approaches To Teaching Listening Rost, Michael	Teaching Composition with the Conference Method Greenholtz, Joe	How to Move People Wechsler, Robert (until 2:50pm)	
	Devel. Listening Comp: People Talking About People Cervantes, R., G. Garner & M. Mukai	Communicative Methodology in China Wang, Lin	How to Use E-E Dictionaries in Your Class Iwasaki, Hirotsada		
	Nuts And Bolts Viney, Peter	Internationalization and Communication Style Radloff, John M.	"On Your Way" - New Longman Am. Eng. Course Pawlik, Cheryl		
	"Dynamic English": Activities for Adults Gustaf, Kristin	How to Communicate Successfully & Improve Your Mind Maginn, Steven	English Teaching As A Medium For Global Education Mark, Kevin		
	Is There Anything Children are Better at? Hough, David A.		Video Affectivity-Strategy for Cultural Enrichment Toyama, Ken		
2:00pm	New Directions for TPR Griffes, Dale	Digitized Pics: A Database Approach Notestine, Ronald D. & Masumi Jinno	1:50pm Drama Activities for Fluency Practice Dougill, John		
	Values Clarification and Advanced Pronunciation Carlin, Tamara	Business Simulations Davis, Alan	2:20pm		
	Practical Reading and Writing Dewing, Debbie	"Dynamic English": Sentence Pattern Games for Kids Fuller, Fran			
	CELT Test Compared to TOEFL, TOEIC, etc. Ogawa, Tomi	"Orbit" - The International Course from Oxford Gilbert, Roy			
	Teaching about Gender Roles Donnis, Randi & Peter Volter	Activities with Music through "Sharing a Song" Abe, Keki			
	Learning English through Other Subjects Yates, Susan	Love English Jennings, Harry	2:50pm		
3:00pm	<b>FEATURED SPEAKERS' PANEL</b> Richard Allwright, Mary Finocchiaro, Gerhard Nickel, Mayuri Sukwivat, Peter Viney, and Catherine Walter [15-101] Moderated by Richard Day				

## 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
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 Moderator: Richard Day Richard Allwright, Mary Finocchiaro, Gerhard Nickel, Mayuri Sukwivat, Peter Viney, Catherine Walter [15-101]
4:00pm	Publishers' Display Closes
4:40pm	Publishers' Lottery Drawing
5:00pm	Conference Closes



Map of the Shinjuku area is on page 38.

## 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 Takedanobaba 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, go up the stairs at the west end of the platform (towards Takedanobaba). Follow the signs to the university.

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

**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 at campus and cars parked illegally in the vicinity have been known to be towed away. Please use public transportation.

# My Share

**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.**

## VOCABULARY

**For a long time the teaching of vocabulary tended to be ignored in all discussion of language teaching, but in recent years a swing of the pendulum has started to bring it back to the centre of attention. Here are two brief contributions the topic. Prof. Yuko Kobayashi of Tokyo Woman's Christian University Junior College outlines her method of measuring vocabulary, and Michael Redjield of Nanzan Women's College describes a vocabulary game suitable for learners at any level.**

## ASSESSING VOCABULARY

By Yuko Kobayashi

There has been great need of a means of assessing the size and the range of the English vocabulary of high school leavers. This is a test that I devised in 1982. It differs from many other tests in that it assesses the size of vocabulary at different levels of word frequency.

The linguistic basis of the test is *The New Horizon Ladder Dictionary Of the English Language* (New York, New American Library, 1st edition 1969). This dictionary contains 5,000 headwords that constitute a vocabulary developed by the United States Information Agency "as a result of reviewing frequency word counts and English-teaching word lists and consulting a number of English teachers." These 5,000 words are divided, according to their frequency, into five levels of approximately 1,000 words each, the level being shown in the dictionary against each headword. (1) indicates the level of greatest, (5) the level of lowest, frequency.

I selected every tenth word of each level, and the resulting 500 words were listed in 100 lines, each line consisting of one word from each level. This method of selection, of course, ignores two- or three-word verbs and the possible influence on

the extent of learners' vocabulary of the learning situation itself and of specifically Japanese usage.

The method of assessment is to have the subjects write a Japanese translation of any sense of each word in the space provided after each English word. The rationale of this procedure is in an article, "Estimating the Size of Vocabularies of Children and Adults: An Analysis of Methodological Issues," by Irving Lorge and Jeanne Chall that appeared in *The Journal of Experimental Education* (Vol. 32, No. 2, Winter 1963).

Since 1982 I have been giving this test each year to one incoming junior college class of 25 girls at their first class meeting and again at their last class meeting at the end of their second year. The time allowed for the completion of the test is 45 minutes. The students are instructed to work as quickly as possible and to skip any unfamiliar items.

If a subject is able to give an acceptable Japanese translation of an English word, she is credited with a knowledge of ten words at that level, so if, for example, she has given acceptable translations of 67 words at the first level, she is credited with knowing 670 words at that level.

Scoring is quite time-consuming. I have experimented with the application of two criteria of acceptability. According to the stricter criterion, only those Japanese meanings that are listed in *Kenkyusha's New English-Japanese Dictionary* are regarded as acceptable. According to the more lenient criterion, a synonym of a listed meaning is also acceptable. For example, one of the three listed Japanese meanings of *festive* is "shukusaino." "Omatsurino" is not a listed meaning, but it is synonymous with "shukusaino" and so is also acceptable according to the more lenient criterion.

According to this criterion, too, a Japanese word is accepted as showing an understanding of the English word even though it is not grammatically equivalent. Thus I accept "aida" as a translation of the English *during*, although, strictly speaking, the Japanese equivalent of the English preposition would be *no aida ni*. The results produced by the more lenient criterion are some 50% higher than those of the stricter one.

It is worth noting that one major observed source of student error is phonic confusion between such pairs as *crime* and *climate*, *lack* and *luck*, and *substance* and *substitute*.

The results, which have been found to have a high degree of statistical reliability, show that these newly-enrolled junior college students

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"know" in this sense (according to the more lenient criterion) some 2,830 words. The numbers decline steadily from the level of greatest to the level of least frequency, from 960 at level 1 through 760 at level 2, 470 at level 3 and 350 at level 4 to 290 at level 5. Two years later their estimated vocabulary has increased by roughly 14% to some 3,210 words. The biggest proportionate increase is at level 4 (31%) followed by level 5 (27%), the lowest 1% at level 1.

These figures conceal a wide variation. It seems that those who enter with the smallest vocabularies show the greatest increase in their two years, while those with the highest initial vocabularies show the least. Whether this is an effect of the nature of the test or whether it indicates that the students have reached a learning plateau I cannot determine.

**Note:** Prof. Kobayashi is willing to make available copies of her word list. Anyone who wants one should write to her, c/o "My Share," enclosing a selfaddressed, stamped envelope.

## THE GUESSING GAME

By Michael Redfield

This vocabulary language acquisition enrichment activity was developed for use with Japanese primary school children, but it can, with adaptations, be used with other age groups as well.

*The Guessing Game* is used after learners have been taught specific vocabulary. At Manebi Language Institute, where it was developed, we first teach the children between 250 and 300 content words, using a word book with nine pictures, and their accompanying English and Japanese equivalents, to a page. The children follow along in the book as they listen to a tape, pointing to each picture (step 1) and repeating each word (step 2). Other ways of teaching vocabulary are perfectly acceptable, of course.

Once the learners can recognize and repeat the words, we begin the Guessing Game. First the class is divided into teams. You can divide the class in half, or by rows, age, sex, or any other combination deemed appropriate. Write the team names on the board. Then either assign a page from the text, or ask one team to pick the first page (this second technique can be used to help weaker teams). Go over the vocabulary one more time with the class. Then begin asking the questions.

The teacher can use either questions or state-

ments to explain the word. For instance, the teacher might ask, "What is long, round, made of wood, and used to hit a ball?" The answer of course is "a bat." Or the teacher might say, "This is a fruit. It is small and round. It is green or purple. It grows in bunches, and is used to make jelly, juice, and wine."

As in a normal quiz game, call on the first person to raise their hand, not waiting to finish the question or description. If the answer is right, award one point to the answerer's team. If the answer is wrong, however, repeat the question, adding additional details if necessary. Then call on the opposition. If they get it right, award them two points. At all times allow consultation among team members, but limit the response time allowed to a total of about ten seconds. With third, fourth, and fifth graders, a 20-point game takes about ten minutes.

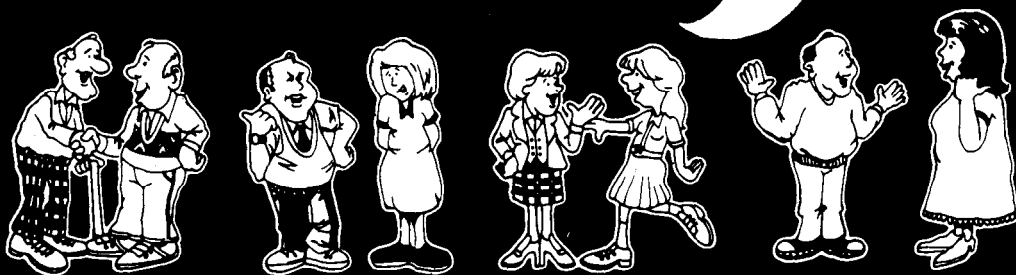
There are three advantages to using the Guessing Game. One, it helps the learners master vocabulary in that it gives them a goal to aim for and focuses their learning in a meaningful (although not communicative) way. Two, it helps learners acquire a lot of additional vocabulary and language unconsciously, through intense listening to the teacher's cues. And three, it is a lot of fun. What more could be asked of a ten-minute activity?

**Note:** There is available what is, in effect, a computer version of this game. It is called "Word-store" and is published by Wida Software, 2 Nicholas Gardens, London W5, U.K.

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# JALT UnderCover

**BASICS IN READING.** Hiroshi Suzuki, Michael Rost, and Nancy Baxter. Lingual House, 1987. 106 pp.

This book consists of eight thematic units, each with three 200- to 400-word passages. With each reading there are four reasonably short exercises, in which the learner is asked to find the main idea, understand and practice a "reading strategy," demonstrate his understanding of particular points in the text, and remember some vocabulary items. There is also a "warm-up" exercise at the beginning of each unit which consists of a quiz, a questionnaire, or some such activity related to the theme of the unit.

It is a very good, modern book. There is a lot of text in it; although there is only one passage every three or four pages, the exercises are well spaced and there are numerous useful and interesting illustrations. The subject matter of the texts is extremely varied (from "Writing History Textbooks" to "Practical Travelling") and the level of the English is challenging, but not frustrating, for an intermediate learner (the authors have simplified the texts without patronising the learner, although inevitably some of the texts themselves could be criticised as oversimplifying or trivialising). The book gives the reader a good deal of help in understanding at the lexical, propositional, and "global" level; and there is an attractive variety in the "main idea," vocabulary and "specific point" (sentence comprehension) exercises. Finally, the reading strategy exercises are clearly presented, (again) varied, and interesting - there are some nice ideas about lexical cohesion, technical terminology, and rhetorical organisation in general; but the writers do not assume an interest in discourse analysis on the part of the student.

For these reasons I will be using this book in university classes next year. But at the same time the claims made for the book raise certain questions about the teaching of reading. First and most obviously, the blurb on the book claims "authenticity" for the texts, and the introduction contains the absurd phrase "rewritten authentic materials." These texts are not authentic; they are simplified. If they weren't, it wouldn't be as useful as it is.

Next I wonder about the teaching of reading

strategies as it is tackled here. After a learner has finished this book, he will have done one exercise on, for example, "Looking for words which repeat," which "often show you the important ideas in a reading." Later the learner is told "When you are reading about a problem, look for statements of cause and effect." There is a different bit of advice given with each text. What the learner ends up with is 24 bits of advice about reading.

Two questions come to mind. First, do we want these "strategies" to be part of our students' repertoire? Second, if this is our aim, what is the best way of achieving it? I think I understand most things I read in English. But I don't look for "cause and effect"; this is my reading strategy. Of course I assume that the bits of a text are connected, and that cause and effect may be one of the categories of meaning, above the level of the proposition, by which the text achieves coherence; cause and effect is a way in which we make sense of the world. But it is hard to believe that a learner will actually learn to tackle texts (when he is not in class) with some kind of checklist of such notional categories, let alone with a lot of other advice like ". look for connections between introductory information and the paragraphs that follow."

But even if you accept the authors' stated aims, 24 bits of advice is a lot of mental baggage. The learner can't sit down to read something with all these at his conscious disposal, and if it is necessary for him to be "taught" them at all (this is a big "if"), then surely five minutes' work at some stage of the course can't really succeed in doing it. He needs a lot more work on "cause and effect," followed by a lot of work on, say, "purpose," "sequence in time," etc., etc., and of course he will also need work on rhetorical function, and so on. As the strategies are used here, however, they are no more or less than a device for the teacher to give clues. Effectively the writer says "This text has a lot of cause and effect in it; think about it in these terms and try again to understand it." This is a useful tip but the result of it, at best is that the learner gets a bit more comprehensible input by understanding this passage - not that he "develops a reading strategy."

In this reviewer's opinion, it is easy to sympathise with people who say a native reader's skills cannot and should not be "taught," although (for example) very little seems to have been produced that tries directly to teach sentence constituent processing.

The criticisms I have outlined are of some of the claims made for the book, not of its usefulness in the classroom. It is solid, yet imaginative

and informed, and as such deserves the success it will surely achieve.

Reviewed by Jerry Ward  
University of Library & Information Science  
Tsukuba

**BASICS IN LISTENING: SHORT TASKS FOR LISTENING DEVELOPMENT.** Hiroshi Asano, Munetsugu Uruno, and Michael Rost. Lingual House, 1985. Teacher's Manual and cassette tapes purchased separately.

With my first university teaching in Japan, including seven "English Conversation" classes in four different universities, I needed to settle on a text which would allow me to orient myself to these unfamiliar systems while developing a curriculum and progression for those classes – especially the four large ones, 55-60 freshmen with virtually no oral-aural training in English. I chose *Basics in Listening*.

Concurrent with my use of the text in these beginning-level classes, I am using it in three intermediate-level university classes, along with a reading text, and in three adult-beginner private classes as the sole text. *Basics in Listening* works well in these diverse situations, and the purpose of this review is to suggest the extent and nature of its usefulness and limitations.

The Student Text is divided into 25 units, with each unit divided into three graded listening-response sections, all organized around a particular notion or theme – "Letters and Numbers," "Social Talk," and so forth. The student's data reaches him only by listening to the cassette message, and his tasks include checking, recording or answering in his text according to the instructions. Each unit is headed by a "Preview" which lists the vocabulary critical to his understanding of the message. In many units, pronunciation and clarification of these terms alone is enough to introduce the unit. In others, the exercises suggested in the Teacher's Manual are useful. In still others, the teacher would do well to set the context through more imaginative exercises of his own.

The taped selections vary from two to three minutes per section, but as the authors suggest, ten to 15 minutes can be allotted per section, allowing for preview, correction, and review or follow-up. In my own classes, a single unit often involves the 90-minute class, providing the vocabulary and focus for developing creative and coherent student discourse. An excellent description of how such development can be managed may be found in "Answer+, A Conversation-Management Strategy," a recent "My

Share" column by Steve Brown and Marc Helgesen (*The Language Teacher* XI:6, pp. 25-28).

The Student Text is clean and simple, with sketches and other illustrations inserted as necessary to clarify the issues and, with the first item of each section completed in handwriting, to suggest the method of answering. While this may seem overly simple to teachers accustomed to explaining instructions in Japanese, for ones like myself for whom English is the only language, it saves much time and embarrassment. On this point, the Teacher's Manual provides a translation of the necessary instructions and backgrounds, so that an "English only" teacher can always enlist a student to clarify any class confusion.

Another feature of the Student Text is its reasonable cost – 1980. The Teacher's Manual, costing ¥1,400, includes the Student Text and interleaving pages, written in both Japanese and English, which provide the tape script and answer key, preparatory exercises, vocabulary translations and clarifications, and additional activity suggestions for each unit. The teacher's Table of Contents correlates the pagination of the two texts, so the teacher need have only the Teacher's Manual. The cassettes intrinsic to the course seem expensive, ¥8,000, but they need be purchased only once, since the students hear them only in class.

The recorded material is excellent – in intonation, stress, pronunciation, and rhythm as well as in conversational quality and usage level – so the teacher is not burdened by correcting taped errors or rephrasing awkward passages, a problem in some other recorded texts I have reviewed. The few errors are minor – for example, a mispronunciation of "plaid" in Unit 10, "Description," and a recording of an elephant's roar in Unit 6, "Sounds," which is too short to identify. Considering the scope and quality of the text, these errors are trivial at the most. One weak section not so easy to overlook is Unit 6:3, "Sound Accents," which is designed to illustrate the distinctions between American and British English. Some of the distinctions are too subtle to be decisive. More to the point are the many excellent coverages, such as the superior treatment of stress in Unit 7, "Sound Differences."

Most of the units can be used easily with beginning students and as readily expanded for intermediate students. One exception to this is Unit 13 "Verbs" which takes the student from simple statements through passives and modals – all in one unit. My large classes required considerably more time and explanation for this unit than for most of the others.

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The authors consistently take into account the differences between the vocabularies of recognition and production, and the student can work through each progressive section of the units with a reasonable chance of success. In my particular work, I move after most units into writing, with student help, chalk-board dialogues using the theme and vocabulary featured. These are tailored to the class level, repeated chorally by the class, then practiced within each semi-permanent group of five into which I have divided the class, and finally given in pairs. The pairs are given a short practice period, and though they may start with the original dialogue, they are encouraged to expand it into a conversation or create an analogous dialogue, role-play, or skit. The basic dialogues also provide fair content for periodic dictation quizzes.

As might be expected, some units interest the students more than others. My students liked, for example, "Times and Dates," "Questions," and "Processes." These were easily expanded. Others,

"Locations," for example, were sufficiently unimaginative that we moved on quickly. Of course, all of these topics are **very** basic and require a high-energy presentation to keep them interesting. The tape offers an energetic beginning, but follow-up activities must continue to build that energy. The authors assumed that the text will be used by many teachers as only an adjunct to a more specialized course, and it primarily serves to open a class with a continuing listening program, consolidating the class and giving it focus. The development of the class from that point would ideally derive from the teacher's own orientation, objectives, and methods. Coming from a strong drama background, my most natural method is a communicative one, encouraging and coaching students, in pairs or small groups, to expand a simple dialogue into full-fledged conversation or role-play. **Basics in Listening** provides a sound opener to facilitate that method.

Reviewed by Eleanor A. Gobrecht  
Tsuda College and Tsukuba University

## Reviews in Brief

### MACMILLAN "ADVANCED READERS" SERIES. Various authors. Macmillan, 1987.

These "Advanced Readers" are intended for non-English readers at an advanced stage in their studies. Fifty-seven stories make up this series. They are divided into eight volumes according to category: crime stories, mysteries, science fictions, the macabre, and so on. The books are all B6 size and each has between 78 and 118 pages. All the volumes have a general introduction and concise biographical notes on the authors. The stories are chosen largely from 20th-century writings in English, and are unabridged. There are notes and glossaries to explain the pronunciation and significance of the more unusual and difficult features of the text. Many of the texts are considered short (3,300 words + 800 words) and can easily be read by advanced students in a couple of days. Because none of the stories are in serial form and all the stories are about at the same level, the stories can be read in any order.

Compared with other types of graded readers, in which the vocabularies are carefully selected and the stories are carefully edited and abridged, this series will surely give the students a lot more exposure to authentic Literary English.

On the other hand, even with the notes and the glossaries, it may be quite difficult for high intermediate and low advanced students to read and appreciate the literature without looking words up in an English-Japanese dictionary. However, if the purpose of reading is the appre-

ciation of the literature, you may want to take advantage of this situation and let them unlearn their habit of constantly depending on a dictionary.

The "Advanced Readers" series might allow teachers the chance to give up the responsibility of teaching students how to enjoy literature and give students the opportunity to discover for themselves the joys of reading literature - hopefully to be followed by their willingness and desire to challenge reading literature of more length and variety.

Reviewed by Hiroko Yazaki  
CEEPEC English Academy

### THE FUNCTIONAL-NOTIONAL APPROACH: FROM THEORY TO PRACTICE. Mary Finocchiaro and Christopher Brumfit. New York: Oxford University Press, 1983. 235 pp.

*The Functional-Notional Approach* presents the Council of Europe's work and its implications for the classroom. Though the authors begin by stating that "a functional-notional basis for teaching will have a major impact on both course design and teaching procedures," by the middle of the book they allow the "activities in which you have most probably engaged in the past are still valid with a F-N content." This may seem to be an inconsistency, but is rather a reflection of the book's basic pragmatism, refreshing in this age of ideology.

Chapter Two is a summary, which would be useful reading for beginning teachers, of the Functional-Notional Approach, its history and aims. The authors make a helpful distinction between formulas (fixed expressions) and communicative expressions (functional forms that change for tense, aspect, gender, number, etc.), a distinction ignored in most texts, where "function" often equals "gambit." This unit also presents a mini-curriculum that should be useful as a model for course planners.

Much of the book is given over to methodology, techniques and procedures. This part of the book is clearly Mary Finocchiaro's. In it, she reprints and refines material from earlier books, making *The Functional-Notional Approach* a useful compendium. There is a chapter on presenting the discrete points of language – the sound system, the grammar, etc.; also one on strategies, and others on materials and testing. The appendix on drills is good to have at a time when accuracy is coming back into fashion.

Throughout the book echoes the voice of a committed humanist, someone who knows her students and knows what they need. She stresses support, both linguistic and emotional, remarking at one point on the need to start beginners out with fill-ins: "To say instead, 'Go home and write ten original sentences,' becomes a frightening, frustrating experience." Finocchiaro believes in the importance of making students feel good about their own cultures. She also believes in making sure that students "grow spiritually and intellectually as they grow in communicative competence." She believes all this, yet also believes in a structured progression of work in the language classroom. No, they are not conflicting goals.

Though this book will not offer much that is new to the experienced teacher, it is useful for those new to the field or for those desiring a reference book for reviewing and reflecting on their basic classroom procedures.

Reviewed by Steve Brown  
University of Pittsburgh ELI-Japan Program

**WELCOME TO ENGLISH 1. Donald Watson. London: Macmillan, 1986. 101 numbered pp. plus 5 unnumbered pp. Tape (not available for review). Teacher's edition includes tapescript and notes.**

Since "*Welcome to English is . . . aimed at Arab students*" and "contains comprehensive notes and explanations in Arabic on every page" (cover blurb), its usefulness in Japan is limited. "Intended . . . for adults in the Arab world who have already had some exposure to English"

(introduction), it might be interesting to some Japanese false beginners with special concern for the Middle East. The opportunity to view the interaction of two alien international cultures would be stimulating to some students. Ordinarily, however, sentences such as "I always go to the mosque on Fridays" (p. 70) would not apply to non-Moslems.

The book is arranged in 12 units of increasing complexity. There are many (black and white) photographs with conversations in balloons emerging from the models' mouths. There are also printed and taped dialogues to be matched to pictures. The tape includes speech ("Who's speaking?") and other sound effects ("What's happening?") to provoke discussion. Situations encountered include travel, business, recreation, asking for directions or information, filling out forms, and writing letters. All four skills are covered, as well as handwriting, both printing and cursive. The book identifies an exceptionally clear hand as "old style" and one nearly printed as "modern style" (p. 95).

In contrast to many English textbooks using *katakana* for speakers of Japanese, there is no attempt to spell English phonetically in Arabic script, and exercises include the pronunciation of Arabic proper nouns "in English" (pp. 14, 22,

The book is sturdy for a large, flat (27.7 cm. x 22 cm. x 0.6 cm.) paperback, and even the tiny marginal notes in Arabic are clear and legible. The use of color would have enhanced some items, e.g. the national flags in a lesson including color vocabulary (p. 90).

Reviewed by Ron Grove  
IEC Kokusai Gaigo Gakuin

**GET READY: INTERACTIVE SPEAKING AND LISTENING. Paul Abraham and Daphne Mackey. Englewood Cliffs: Prentice-Hall, 1986. 198 pp. ¥2,980.**

This listening and speaking text for low-level students is a little unusual. While its lessons include many of the usual functions found in texts today, the way the text deals with those functions is not so usual. As its name implies, the text is interactive. Thus the students are expected to interact with the tape, the teacher, and other students. Each well-sequenced lesson contains, in addition to models dialogs, sections in which the students interact with the tape (often this involves taking one side of a conversation while the tape takes the other) or with each other in pairs or small groups. There are also discussion sections with a cultural slant.

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The book also includes a great deal of work on intonation, rhythm, and stress as well as differences between written/spoken, and formal/informal English. Moreover, there are some sections which work on non-linguistic areas of communication, such as gestures and facial expressions. Thus, the book gives students a three-dimensional view of what English is and requires them to use the linguistic and extra-linguistic points focused on and to think about the cultural implications of the language.

Overall, it is a good solid textbook for lower level students. The only area in which I disagree with the authors is in terms of its suitability for use in the language laboratory. Language labs are set up for individual work, usually with carrels dividing the students. Thus, to have the students do pair and small group work and discussions is difficult. Another problem is that the text requires participation and the lab has long been the place where the students are the most inactive. So when the students enter the lab they are passive and it can be hard work to get them to participate and interact. However, if you are not looking for language lab text, have low-level students, and want to use a creative and innovative text, give **Get Ready** a try!

Reviewed by Meg L. Billings  
Waseda University

**PRINCIPLES OF LANGUAGE LEARNING AND TEACHING.** H. Douglas Brown. Prentice-Hall, 1987 (2nd ed.). 285 pp.

The second edition of H. Douglas Brown's *Principles of Language Learning and Teaching* is described by the author (p. xii) as being "designed to serve as a textbook for graduates or advanced undergraduates who are seeking training in language teaching. It can also serve as a handbook for teachers wishing to get an overview of current theoretical issues in the field." Brown has admirably accomplished his goal. The book is rather slim (251 pages of text), but it provides an excellent summary of past and recent theory, research, and practice in the area. The book would be especially valuable to anyone who completed their formal training several years ago. Of the 497 bibliographic entries, fully 170, or 34%, bear a publication date of 1980 or later, the most recent entries being 1987.

*Principles* has many other strong points to recommend it; most of these would seem to flow from the author's mastery of his subject. The text is divided into 12 chapters, each highlighting an aspect of Language learning and/or teaching, with the first part of the book emphasizing psychological factors. The presentation is integrative, or "spiraling," to use the author's term.

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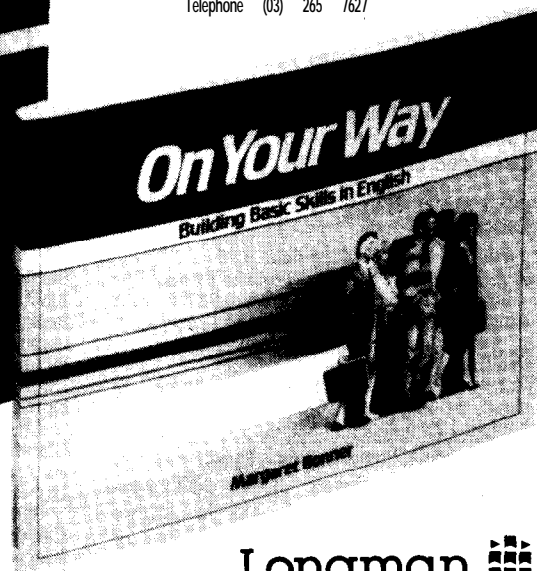
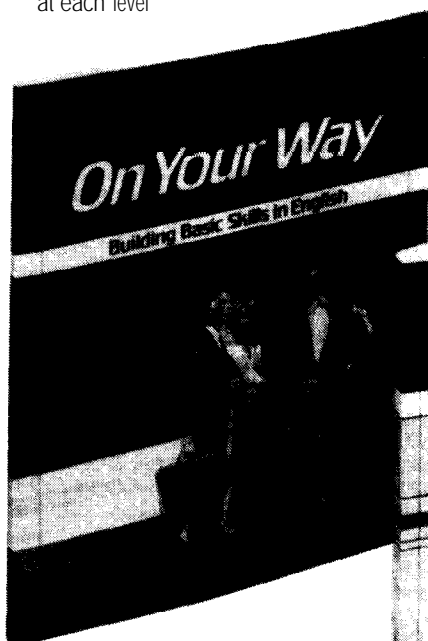
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Facts, theories, and teaching techniques are introduced from a basically historical perspective. The discussion of all the material presented is clear and critical, and the evaluations made are generally fair. While there is a certain bias against behaviorist psychology, the contributions of this approach are also acknowledged. The writing style is informal, but with a minimum of hyperbole. (A regrettable exception, page 73: "Recently [a researcher] advanced a controversial theory of intelligence that blows apart our traditional thoughts about IQ.")

It is interesting to note that while much of the text is devoted to mental and behavioral concepts, Brown has included several sections dealing with the latest results of neurological research that have relevance to language learning. While this information may have little immediate impact on teaching practice, it is from an area that will undoubtedly be of increasing importance in the future.

Reviewed by Lowell Brubaker  
Nagasaki Wesleyan 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 Nov. 30.

## CLASSROOM TEXT MATERIALS/ GRADED READERS

- \*Dunn. *Outset* (Workbook 1A). Macmillan, 1987.
- \*Peaty. *All Talk* 1, 2 (Student's books, Teacher's book, 2 cassettes). English Communication Press, 1987.
- \*Jones & Kimbrough. *Great Ideas: Listening and speaking activities for students of American English*. Cambridge, 1987.
- \*Withdraw. *Effective Writing: Writing skills for intermediate students of American English* (Student's book). Cambridge, 1987.

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

*Listening* 3 (Michael Torn)  
*Reading* 1 (Louise Woods)  
*Reading* 3 (Simon Haines)  
*Speaking* 1 (Graham Cawood)

†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.

NOTICE: The scheduled reviewers of the following materials have not responded to requests for their overdue reviews:

Various authors. *Open Sesame* series. Oxford, 1984.  
Allen & Robinett. *The New Technologies*. McGraw-Hill, 1986

Other JALT members who wish to assume responsibility for either of these reviews should contact the Book Reviews editor.

## TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

- \*Bygate. *Speaking* ("A Scheme for Language Teaching" series). Oxford, 1987.
- \*Dougill. *Drama Activities for, Language Learning* ("Essential Language Teaching" series). Macmillan, 1987.
- \*Hill. *Using Literature in Language Teaching* ("Essential Language Teaching" series). Macmillan, 1987.
- \*Ladousse. *Role Play* ("Resource Books for Teachers" series). Oxford, 1987.
- \*Nolasco & Arthur. *Conversation* ("Resource Books for Teachers" series). Oxford, 1987.
- \*Summers et al. *The Longman Dictionary of Contemporary English, New Edition*. Longman, 1987.
- \*Wright. *Roles of Teachers and Learners* ("A Scheme for Teacher Education" series). Oxford, 1987.
- †Kinsella, ed. *Language Teaching* 20, 1 (Jan. '87). Cambridge, 1987.
- †Swan & Smith, eds. *Learner English: A teacher's guide to interference and other problems* ("Handbooks for Language Teachers" 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*:

- Bachman. *Reading English Discourse*.
- Black et al. *Fast Forward*.
- Boardman & Holden, eds. *English in School*.
- Dickinson. *Self-Instruction in Language Learning*.
- Di Pietro. *Strategic Interaction*.
- Dubin & Olshtain. *Course Design*.
- Dunn. *Noah and the Golden Turtle*.
- Cairns & Reman. *Working with Words*.
- Glendinning & Holstrom. *English in Medicine*.
- Hammer & Surguine. *Coast to Coast*.
- Harris & Palmer. *C.E.L. T. Note: The review appears in the November 1987 issue of the JALT Journal*.
- 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*.
- Mackay, ed. *Poems*.
- Malamah-Thomas. *Classroom Interaction*.
- Master. *Science, Medicine and Technology*.
- McDowell & Hart. *Listening Plus*.
- Mugglestone et al. *English in Sight*.
- Naufeld. *Handbook for Technical Communication*.
- Pattison. *Developing Communication Skills*.
- Peaty. *English Face to Face*.
- Rosenthal & Rowland. *Academic Reading and Study*

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# Chapter Presentation Reports

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

## KYOTO

### ORAL INTERACTIVE TESTING AT A JAPANESE UNIVERSITY

By Eloise Pearson

Eloise Pearson presented a method of testing the spoken English production of groups of Japanese university students. She began her presentation by briefly discussing historical perspectives on language testing, types of oral language tests, and the issues of reliability and validity, which provided theoretical context for the description of her testing procedures.

Three students are tested together. They enter a large room and sit at separate tables, where they prepare for 15 minutes. At each table there is a student card and a task card. Students write their names and numbers on the student cards, which are later used by the teacher. The task cards are matched for each group, and tasks require that the students use English in a fairly realistic situation, for example, to plan a class party or to organize a new club. All tasks involve functions and vocabulary previously taught in the class.

After the preparation period the students gather with the teacher at another table. The group has ten minutes to complete the task by discussion. The teacher records performance information on the students' cards, using four-point rating scales for minimum performance criteria (basic task criteria plus grammar, pronunciation/intonation, vocabulary, comprehension). If the student meets the minimum requirements for passing, scales for extension criteria are used to assess quantity and quality of communication, accuracy and fluency. The group as a whole is also graded. After all the groups are finished, the teacher gives performance feedback to the whole class. Pearson argued that this way of testing has strong face and content validity.

**Reported by Greg Peterson**

## SAPPORO

### THE KOTO-KU EXPERIMENT AND USING VIDEO

An all-day meeting was held Sept. 13 at Sapporo University. The morning session featured Miss Hattori, a junior high school teacher from Koto-ku in Tokyo. She came to explain the Koto-ku experiment, which was developed by the British Council. She has been involved in the project from the beginning. The BC teachers developed games and other communication activities that corresponded with the material being studied in the textbooks. Hattori now uses these techniques, originally designed for team-teaching, by herself.

After lunch Sally Kobayashi, a local teacher at several schools, spoke about the use of video as a means to improve the teaching of English conversation. Her objective was to encourage other teachers to attempt to develop their own video materials. She reviewed the points to consider when making videos and some problem areas to avoid. We watched several of her home-made video films as she provided insight into their classroom use.

The final speaker was Prof. Watanabe of Hokkaido University. She gave a lecture in Japanese on the teaching of Japanese to foreign students. She demonstrated the use of video dialogues, which allow the students to observe natural speech patterns. This technique has been quite successful in her classes.

**Reported by Ken Hartmann**

## SUWA

### TEACHING ENGLISH PRONUNCIATION TO JAPANESE

By Masataka Tamaki

Mr. Masataka Tamaki, President of Fujimi International Club and retired executive of Mitsui Corporation and another multinational corporation he helped create, presented, at the September meeting, his ideas on how English pronunciation can be effectively taught to Japanese.

Tamaki's experience of living in several foreign countries, including the U.S., Panama, and England, enabled him to develop his own command of English (which is near-native), and to become keenly aware of the differences between the Japanese and English languages. He spent much of the latter part of his working career and many of his days in retirement creat-

(cont'd on next page)

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ing ways to help Japanese overcome the linguistic differences of these important languages.

Specifically, he has found that since the sounds of Japanese and English are different, and since adult second-language learners seem to be less efficient at reproducing new speech sounds than children, Tamaki uses a cognitive audio/visual approach to teach pronunciation.

His techniques involve using a combination of phonetic symbols: bilingual charts which differentiate and categorize phonetic sounds such as stops, fricatives, nasals, frontals, dentals and glottals; and pictures which illustrate the tongue's movement during speech. He has found the use of these materials, in conjunction with verbal explanation and example, to be effective in helping Japanese achieve good pronunciation.

Reported by Robert L. Brown III

## YOKOHAMA

### PREPARING FOR THE TOEIC

By Rick O'Connor

TOEIC (Test of English for International Communication) was conceived in Japan and written in the United States as a measure of practical English ability. It has grown in popularity and there are now over 90,000 administrations in Japan yearly. The TOEIC is also being used in Korea, Singapore, France, and by American multinational corporations.

Rick O'Connor gave the participants at the September Yokohama chapter meeting a useful presentation on the TOEIC, and showed teachers how to help their students prepare for the test.

TOEIC is divided into seven parts. Parts I to IV are listening tests and Parts VI to VII test reading. O'Connor stated the listening and reading tests are quite different and require different test-taking strategies. The listening part is timed and this often confuses and panics examinees.

The teacher can help students get accustomed to the test format by preparing exercises that mimic the TOEIC. In the reading tests, examinees must budget their time. The questions become increasingly difficult and examinees would be wise to skip over passages which are too difficult.

There are a couple of important points to remember about taking the TOEIC. The test is graded on a "bubble sheet" – a sheet where the answers are blackened by pencil and read optically by a computer. Many examinees are unfamiliar with this kind of answer sheet and should be familiarized before taking a real test. Secondly, wrong answers do not count against you, so you should mark all of the questions even if you do not know the answer.

Reported by Jack King  
Toyo-Eiwa Junior College

## TOKUSHIMA

### FOR BETTER ACCURACY AND FLUENCY

By Marc Helgesen

To improve students' abilities in listening/reading and speaking/writing of English, positive participation is a must, said Marc Helgesen at Tokushima chapter's September meeting.

Helgesen, co-author of *English Firsthand*, talked about various techniques he uses for better accuracy and fluency of students. His techniques include: predictive listening, flexibility in dialogue, and pair work emphasizing the need to get information from one's partner.

Reported by Yoshi

(cont'd from page 52)

Sinclair *et al.*, eds. *The Collins COBUILD English Language Dictionary*.

Underhill. *Testing Spoken Language*.

Wessels. *Drama*.

Wright. "How to . . ." series.

Yalden. *Principles of Course Design for Language Teaching*.

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# Bulletin Board

Please send all announcements for this column to Jock Yohoy; 1-111 Momoyama Yagoro-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.

## DEVELOPMENT OF INTERCULTURAL COURSEWORK

Honolulu, July 13-22, 1988

At this East-West Center workshop for college and university faculty who wish to develop courses in intercultural and international topics, participants will examine possible texts, interact with Center staff familiar with a variety of courses, discuss issues with the authors of texts currently used in intercultural courses, share ideas, and develop full course outlines. The general course areas are the behavioral sciences, social sciences, and education. Some specific areas: cross-cultural psychology, research methods, counselling and orientation; intercultural communication; intergroup relations; the human aspects of technology transfer; English as an international language; language and culture; English for cross-cultural communication; combining TESOL with cross-cultural communication and adjustment; curriculum development for international studies, elementary and/or secondary levels; global perspectives on management and on social studies; combining sign language interpretation for the deaf and intercultural studies; and bilingual education.

If interested in other courses, please contact the workshop organizers. Dormitory housing available. For more information write: Larry Smith or Richard Brislin, East-West Center, Institute of Culture and Communication, Honolulu, Hawaii 96848, U.S.A.

## RELc REGIONAL SEMINAR Singapore, April 11-15, 1988

The Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELc) will hold its 23rd Regional Seminar in Singapore. The theme is "Materials for Language Learning and Teaching: New Trends and Developments." Further information and invitations to participate can be obtained from: Director (Attention: Chairman, Seminar Planning Committee), SEAMEO Regional Language Centre, RELc Building, 30 Orange Grove Road, Singapore 1025.

## C.W.A.J. WORKSHOP: NEW TOOLS & TECHNIQUES FOR TEACHING ENGLISH

The College Women's Association of Japan will present on Tues., Nov. 17, a one-day workshop, "New Tools & Techniques for Teaching English," in order to promote English language-teaching methods currently practiced in Japan. Current and future high school English teachers should benefit especially. 10 a.m.-4:30 p.m., Gakushuin Kinen Kaikan, 1-5-1 Mejiro, Toshima-ku, Tokyo.

Theme speech: Dr. Michael Rost, Temple University; Panel discussion, "How English is Taught in Other Countries": ESL teachers from Japan, China, Germany, and Scotland; Michiyo Tsukada of Meisei Metropolitan H.S. will demonstrate how personal computers are used in ELT; Yoko (Nomura) Narahashi of Model Language Studio on drama; "Returnees: Their Roles Now and in the Future" (panel discussion); Yuriko Momo, "Children's Books"; Yoshiharu Hori-koshi and Kunio Tanabe, "Working Experiences of Visually Handicapped"; and Eiko Inoue, Vocational Development Center: "How to Use the Optacon."

Information: Akiko Kuno (03-425-1062) or Mitsuyo Suga (03-702-1845).

## 第2回 ICBC Forum

International Cross-cultural  
Business Communication

テーマ：異文化間 ビジネス交渉現場での  
誤解回避の秘訣

「日本人は悪くない」「日本はユニークな国だ。外国人に理解できるはずがない。」といった非論理的、自己満足の自己弁護。貿易摩擦は実は文化摩擦であり、突き詰めれば人間対人間の理解と信頼の摩擦なのです。

日時：12月5日(土) 1:30-5:30 p.m.

場所：外国人記者クラブ(JR有楽町駅より1分、有楽町電気ビル北館20F)

定員：100名

対象：国際化ビジネスにたずさわるエグゼクティブ・マネージャー・ビジネスマン  
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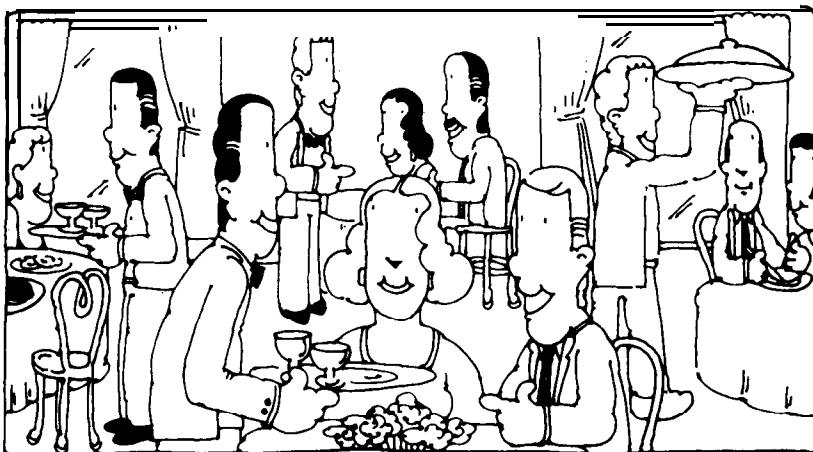
プログラム：

1:30-1:45 開会、説明、第1回 ICBC  
フォーラム報告

(cont'd on page 58)

# SPECTRUM

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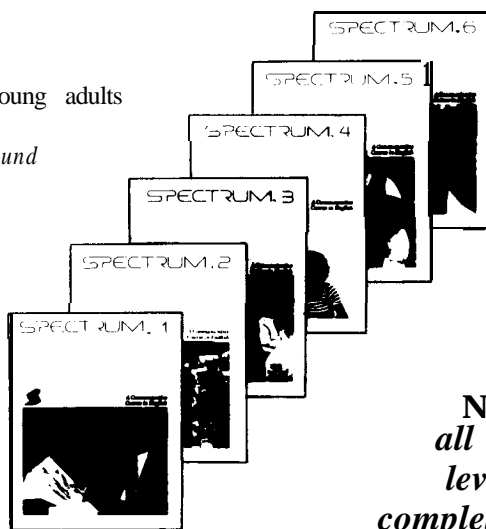
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(Matsuzaki-guchi)

(cont'd from page 55)

- ① 1: 45- 3: 15 ICBC (異文化間ビジネスコミュニケーション) 体験セミナー  
 3: 15- 3: 30 コーヒー・ブレイク  
 ② 3: 30- 4: 20 講演「国際ビジネス交渉術10の秘訣」  
 ③ 4: 30- 5: 20 シンポジウム「対人間コミュニケーションで真の理解に基づく友好関係はつくれるか」  
 5: 20- 5: 30 閉会

講師: Robert March (青山学院大学教授)、他

申し込み・問い合わせ先:

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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. 03-3674141; or Temple University, Kyowa Nakanoshima Bldg. 2F, 1-7-4 Nishi-Temma, Kitaku, 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.**

**TV VIDEOS WANTED**

Beta or VHS bilingual recordings of "Six Million Dollar Man," "Charlie's Angels," "Cagney & Lacey," and "Star Trek." Any two episodes of each series needed for Media Studies course. Hand over tapes at JALT '87 in Tokyo or post. Will pay postage and cost of tapes, or replace with identical blank tape. Contact Michael Bedlow, Shikoku Gakuin Daigaku, Zentsuji-shi, Kagawa-ken 765 (home phone: 0877-62-2440).

**REQUEST FOR DATA  
ON "MISUNDERSTANDING"**

I am looking for authentic data (recorded or recalled) on verbal misunderstanding for study of first and second language listening problems. Please transcribe part of any actual conversation (English or Japanese) in which a misunderstanding took place; give brief description of setting and participants (and, if possible, probable intention of the speaker who was misunderstood, and statement of whether and how misunderstanding was resolved). Please send contributions by the end of December, 1987, to: Michael Rost, Listening Project, 1-13-19 Nishigikita, Suginami-ku, Tokyo 167. Many thanks.

**KANSAS REUNION**

There will be a Kansas Reunion during JALT '87. All Kansas University graduates (ex-Jayhawks), former Kansas residents and honorary Kansans are invited. Time and place will be posted on the announcement board.



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# 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.*

## FUKUOKA

Topic: How "Native" Can a Non-native Speaker Be?  
 Speaker: Gerhard Nickel  
 Date: Saturday, November 28th  
 Time: 3:30-5:30 p.m.  
 Place: Tenjin Fukuoka Center Bldg. 14F (enter from the basement)  
 Fee: Members, free; non-members, ¥1,000  
 Info: Maddy Ura-neck, 0940-32-3311 (work) or 0940-33-6923 (home)  
 JALT Fukuoka office, 092-76 1-38 11

Dr. Gerhard Nickel, a featured speaker at the JALT '87 conference this month in Tokyo, will address the topic of language teaching and learning from the perspective of a non-native speaking authority.

Dr. Nickel is professor of linguistics at the University of Stuttgart, West Germany. He is Acting Chairman of the Institute of Linguistics and Director of the Language Center. His main fields of research are contrastive linguistics and error analysis. He has degrees from the University of South Carolina and from the University of Erlangen in Bavaria. Dr. Nickel has served as a consultant to the Council of Europe, UNESCO, and other international institutions. He is a prolific author and recipient of numerous awards and honorary degrees.

## GUMMA

Topic: Sharing Materials  
 Date: Sunday, November 8th  
 Time: 2-5 p.m.  
 Place: Kyoai Gakuen High School, Maebashi; 0272-81-2223  
 Fee: Members, free; non-members, ¥500  
 Info: Morijiro Shibayama, 0272-63-8522  
 Wayne Pennington, 0272-51-8677

Here's your chance to share ideas which have worked well for you, and to discuss the materials you use, with others in similar teaching or learning situations. Bring along all your materials (homemade or texts, resource books, etc.): learn how your colleagues teach children, JHS/SHS, college, company, language school., or private students, and how they teach *themselves* a foreign language.

## HIROSHIMA

Topics: 1) "Streamline" Teachers' Workshop  
 2) Active English in the Classroom:  
 Basic Teaching Skills  
 Speaker: Peter Viney  
 Date: Monday, November 16th  
 Time: 1) 1-3 p.m.  
 2) 6:30-8:30 p.m.  
 Place: 1) Hiroshima YMCA Gaigo Gakuin,  
 Bldg. #3, 3F, Room 304  
 2) Hiroshima YMCA, Bldg. #2, 1F,  
 Lovely Hall  
 Fee: Free  
 Info: Marie Tsuruda, 082-228-2269  
 Oxford University Press, 03-942-1 101

Peter Viney, author of the popular *Streamline* series, is well known throughout the world as an informative and entertaining speaker and teacher trainer. The afternoon workshop is open to all teachers using, or interested in using, the *Streamline* series. The evening presentation is a general lecture open to all teachers, of all levels, interested in examining the basic skills necessary for generating a lively English class.

## KANAZAWA

Topic: "Any Questions?": Motivating Students to Speak and Ask Questions  
 Speaker: Sue Kocher  
 Date: Sunday, November 8th  
 Time: 2-4:30 p.m. (please be on time)  
 Place: Ishikawa Shakai Kyoiku Center (see map in the July 1987 LT)  
 Fee: Members, free; non-members, ¥500  
 Info: Sue Kocher, 0762-41-4496  
 Paul Hays, 0762-65-5752

Japanese students are extremely reluctant to try out their developing skills, to ask questions, or otherwise be the "nail sticking up." Sue Kocher will argue that this reluctance must be overcome if foreign languages, particularly speaking skills, are to be taught and learned successfully. She will then suggest a system for motivating students to speak and ask questions. The system is simple, flexible, effective and fun for classes of any level or size.

Ms. Kocher (M.A. in ESL, University of Hawaii) has been teaching English at the Kanazawa Institute of Technology since April 1986.

## KOBE

Topic: Focused Learning  
 Speaker: Jim Wingate  
 Date: Friday, November 13th  
 Time: 7-9 p.m.  
 Place: Language Resources, Taiyo Bldg. 6F.  
 5-1 -2 Kitanagasa-dori, Chuo-ku (see map)

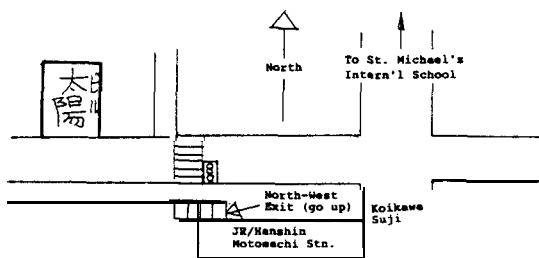


Fee: Members, free; non-members, ¥1,000  
 Info: Jan Visscher, 078-453-6065 (evenings)

In this seminar-workshop Mr. Wingate will start by introducing activities to induce and enhance learner relaxation and awareness. These will be followed by classroom management techniques and learning tasks based on seeing learners as valuable resources and focused on their strengths rather than their weaknesses. These techniques and tasks make learning more effective and, equally important, more enjoyable, thus increasing learner motivation.

Jim Wingate is Programme Director and is in charge of teacher training at Pilgrims English Language Programs in Canterbury, England. He is the author of seven books on language learning and teaching and has conducted many seminars and workshops overseas as well as in the U.K. He is the successor at Pilgrims of Mario Rinvoluceri, whose August 1986 presentation at JALT-Kobe met with such an enthusiastic response.

On Dec. 13 at St. Michael's, Isao and Keiko Uemichi will speak on "Knitting Cultures."



## KYOTO

(1)

Topic: The Whole Is Greater than Some of Its Parts: Activities for Accuracy and Fluency  
 Speaker: Marc Helgesen  
 Date: Monday, November 16th  
 Time: 2-5 p.m.  
 Place: Kyoto YMCA (Sanjo-dori at Yanaginobamba, midway between Karasuma and Kawaramachi); 075-231-4388  
 Fee: Members, free; non-members, ¥500  
 Info: Jane Wieman, 075-881-2278

Our students need both accuracy and fluency work. This activities-based workshop, planned for teachers with some experience, will consider the roles of accuracy and fluency in both reception and production. Problems associated with each type of activity (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 (MS., 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.

(2)

## Co-sponsored by British Council and JACET

Topic: Large Classes  
 Speaker: Dick Allwright  
 Date: Friday, November 27th  
 Time: 6-7:30 p.m.  
 Place: Kyodai Kaikan  
 Fee: Free  
 Info: British Council, 075-791-7151

Dick Allwright of the University of Lancaster, U.K., is Vice-President of TESOL. He will give a plenary address and co-chair a colloquium on classroom-centered research at JALT '87.

## MATSUYAMA

Topic: New Trends in EFL Teaching  
 Speaker: Shelagh Speers  
 Date: Sunday, November 8th  
 Time: 2-4:30 p.m.  
 Place: Shinonome High School Memorial Hall  
 Fee: Free  
 Info: Linda Kadota, 0899-25-7111  
 Yumi Horiuchi, 0899-31-8686

The approach to teaching English as a Foreign Language has changed dramatically in the past few years. There has been a shift from the traditional grammar-based syllabus to a more functional approach, with more emphasis on speaking and listening. In this workshop, the speaker will examine these trends, in particular the functional syllabus, pairwork and task listening in the classroom, and the exciting technique of "jazz chanting." She will use examples from textbooks by Oxford University Press.

Shelagh Speers has eight years' experience as a teacher of English in Canada and Japan. She is now Marketing Representative for O.U.P. in Tokyo.

## NAGANO

Topic: Practical Use of Suggestopedic Techniques  
 Speaker: Robert L. Brown III  
 Date: Saturday, November 28th  
 Time: 2:30-4:30 p.m.  
 Place: College of Education, Shinshu Univ.  
 Fee: Members, free; non-members, ¥500  
 Info: Katsumi Kitazawa, 0262-27-6646

Mr. Brown, Area Coordinator at Seiko Epson's Language and International Training Program, will outline the "Accelerated Learning" theories of Suggestopedia that were developed by Bulgarian psychologist Dr. Georgi Lozanov and

(cont'd on page 63)

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# NEW SUPPLEMENTS & SHORT COURSES YOU SHOULDN'T MISS AT JALT '87

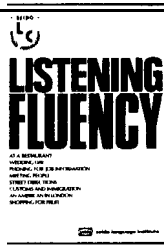
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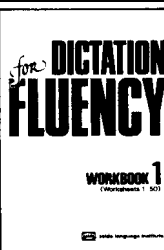
## LISTENING FLUENCY A NEW KIND OF LISTENING COMPREHENSION

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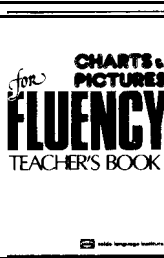
## DICTATION FOR FLUENCY A NEW APPLICATION OF THE COMPREHENSION APPROACH

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FAX 0797(3) 13448

(cont'd from page 61)

adapted by Dr. Lynn Dhority of the University of Massachusetts in Boston. He will give an overview of Dhority's book **Acquisition Through Creative Teaching**. Having taught ESL/EFL in numerous settings in Japan and the U.S. for the past four years, Mr. Brown will emphasize how the theories can be adapted to many different types of classroom situations.

## NAGASAKI

Topic: How Native Can/Should a Non-native Speaker Be?  
 Speaker: Gerhard Nickel  
 Date: Sunday, November 29th  
 Time: 1:30-4:30 p.m.  
 Place: Nagasaki Gaigo Tandai (Nagasaki Junior College of Foreign Languages, a five-minute walk from Sumiyoshi street-car stop. Parking available.)  
 Fee: Members, free; non-members, ¥1,000  
 Info: Yoko Morimoto, 0958-22-4107 (day)

Professor Nickel and his presentation are described in FUKUOKA above.

## NAGOYA

Topic: Large Classes  
 Speaker: Richard Allwright  
 Date: Wednesday, November 25th  
 Time: 6-8 p.m.  
 Place: Mikokoro Centre, Naka-ku  
 Fee: Members, ¥500; non-members, ¥1,500  
 Info: Lesley Geekie, 05617-3-5384  
 Tetsuo Suzuki, 0566-22-5381

## NIIGATA

Topic: Pronunciation - Short Cuts and Theatre Skills  
 Speaker: Jim Wingate  
 Date: Saturday, November 14th  
 Time: 7-9 p.m.  
 Place: To be announced  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: Ayako Sasahara, 0236-22-9588

Mr. Wingate is described in KOBE above.

## OSAKA

Co-sponsored by Temple University

Topic: Second-Language Classroom Research  
 Speaker: Michael Long, University of Hawaii  
 Date: Saturday, November 14th  
 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  
 Linda Viswat, 078-611-5923

After the Dec. 13 meeting, which will feature a presentation by Bill Cline of Osaka Jogakuin, we are planning to hold a bonenkai at a nearby robatayaki restaurant. Time: about 3:30-5:30; the cost will be about ¥2,500/person. Reservations: Beniko and Steve Mason (0798-49-4071), Tamara Swenson (06-35 1-8843) or Linda Viswat (078-61 1-5923) **by Nov. 15.**

The Jan. 17 meeting is "your turn" to present. Bring one idea that has worked for you (not necessarily original) and come prepared to explain what you did. If possible, we'd like you to put your idea on a poster so that the techniques/gimmicks/recipes for success can be displayed around the room.

## SAPPORO

Topic: Approach, Method and Technique  
 Speaker: Claire Stanley  
 Date: Saturday, November 7th  
 Time: 1:30-4 p.m.  
 Place: Kyoiku Bunka Kaikan, N. Odori, W. 13, Chuo-ku; tel. 011-271-5821; near Nishi 11-chome subway station  
 Fee: Members/students, free; non-members, ¥500  
 Info: Torkil Christensen, 011-737-7409

Other programs in November:

Nov. 17: 6:30-8:30 p.m. at Kyoiku Bunka Kaikan - Leo Jones from C.U.P.  
 Nov. 18: 6:30-8:30 p.m. (place not decided) - Peter Viney from O.U.P.

## SENDAI

### (1)

Topic: Teaching Dynamics  
 Speaker: Jim Wingate  
 Date: Sunday, November 15th  
 Time: 1-4 p.m.  
 Place: New Day School, tel. 022-265-4288  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: Tomoo Mizuide, 022-246-0859 (night) or 0223-22-3853 (day)

Jim Wingate, of Pilgrims Teacher Training Seminars, U.K., will lead a workshop on different teaching styles, including Neuro-Linguistic programming and Suggestopedia. See KOBE above for biodata on Mr. Wingate.

### *NO CHAPTER IN YOUR AREA?*

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

(2)

Topic: Listening and Speaking Activities  
 Speaker: Leo Jones  
 Date: Wednesday, November 18th  
 Time: 6-9 p.m.  
 Place: Seminar Room, 5F, Ichi-yon-ichi Bldg.  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: Tomoo Mizuide, 022-246-0859 (evening) or 0223-22-3853 (day)

Currently Leo Jones is working on an intermediate/upper intermediate level Business English course and a general advanced-level course-book at Cambridge University Press. His 'Great Ideas' was published this year and he will present it in detail at JALT '87. He has a Post-graduate Diploma in Applied Linguistics from Edinburgh University and has a lot of teaching, teacher-training, lecture, and workshop experience throughout the world.

### TAKAMATSU

Topic: Interlanguage Phenomena and Cross-linguistic Influences in the FL Classroom  
 Speaker: Gerhard Nickel  
 Date: Saturday, November 7th  
 Time: 2(sharp)-4 p.m. (admission from 1:40)  
 Place: Kagawa Daigaku, Faculty of Education, English Dept., Saiwai-cho  
 Fee: Members/students, ¥500; others, ¥1,500  
 Info: Michael Bedlow, 0877-62-2440

Dr. Nickel is one of the main speakers at JALT '87. This is a chance for those who can't go to Tokyo to hear and meet an authority on error analysis and foreign-language teaching. In addition to the main lecture, there will be an informal question-and-answer session. See FUKUOKA for biodata on Dr. Nickel.

### TOKUSHIMA

Topic: 1) Reports from JALT Annual International Conference  
 2) General Meeting and Elections  
 Date: Sunday, December 6th  
 Time: 11 a.m.-2 p.m.  
 Place: Family Restaurant "Gendai"; tel. 0886-23-6526  
 Fee: Members, ¥500; non-members, ¥1,500  
 Info: Sachie Nishida, 0886-32-4737  
 Noriko Tojo, 0886-53-9459

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### TOKYO

#### **Co-sponsored by Temple University**

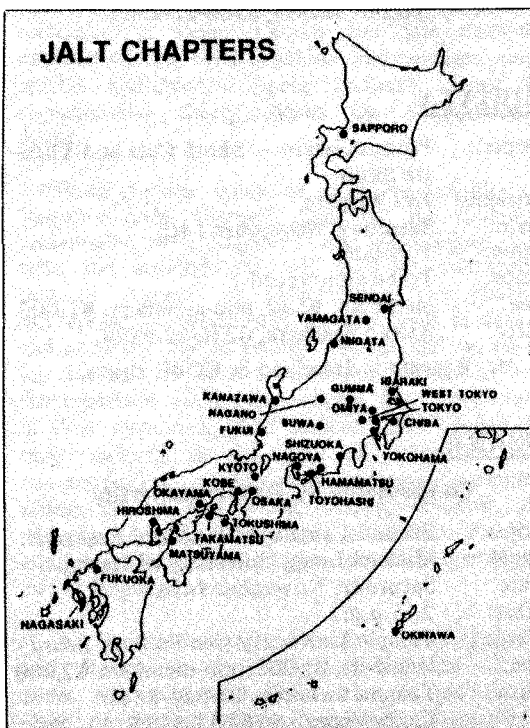
Topic: Second-Language Classroom Research  
 Speaker: Michael Long, University of Hawaii  
 Date: Saturday, November 7th  
 Time: 2-5 p.m.  
 Place: Temple University (see Bulletin Board)  
 Fee: Members, ¥1,000; non-members, ¥2,000  
 Info: Michael Sorey, 03-444-8474  
 Makoto Oshima, 03-416-8477

### YOKOHAMA

Topic: Teaching Spoken English to Japanese Middle and High School Students  
 Speaker: Leo Perkins  
 Date: Sunday, November 8th  
 Time: 2-5 p.m.  
 Place: Kaiko Kinen Kaikan (near JR Kannai Station)  
 Fee: Members, free; non-members, ¥500  
 Info: Bill or Kumi Patterson, 0463-34-2557

Mr. Perkins, in talking about the shortcomings of ELT in Japan, will offer suggestions as to how to correct those problems. He will emphasize what can be done in the classroom in regard to using (or not using) textbooks, audio-visual, spoken forms and phonetic symbols.

Mr. Perkins, a frequent presenter at national JALT conferences, is the Director of COMET Publications and its English language school.



# Positions

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

**(IKOMA)** Part-time English teacher wanted beginning April 1, 1988. Maximum 4 classes (90 min.), 1 or 2 days/week. Should have language-teaching qualification, and teaching experience in Japan preferably at university level. Send curriculum vitae to Mark Sheffner, Tezukayama University, 7-1-1 Tezukayama, Nara 631; tel. 0742-45-4701.

**(KOBE)** Teacher of oral English, junior and senior high school beginning September 1988. B.A. minimum; TESL certification and experience desirable. "Must be a Christian." Apply to Martha S. Farley, Chairperson of the Education and Exchange Committee, Kobe College Corp., 1150 Wiette Ave., Wiette, IL 60091, U.S.A.

**(NIIGATA-ken, TOKYO)** International University of Japan Graduate School of International Relations, seeks adjunct lecturers for: (1) its new M.B.A. School to commence in June, 1988. Duties: Teach 12 weeks of courses (15 hours/week) plus 20 weeks of regular terms (9 hours/week) per year. Emphasis is on preparing students for a "case study" approach to graduate school. Salary: ¥4.5 million/year, full benefits. A "senjin" position may also be available. (2) 1988 Summer Intensive English Program, Aug. 1-31. One or two courses totalling 15 hours/week, some materials preparation, course coordination. Salary: ¥370,000, plus free housing and travel allowance. (3) "Pre-intensive" course (Tokyo), December or January through July, 1988. Two evenings/week, two hours each session. Emphasis on listening, discussion skills. Salary: ¥15,000/evening. Requirements: M.A. or Ph.D. in EFL or Applied Linguistics, substantial experience with advanced students, intensive programs, and/or academic writing. Knowledge of politics, economics, management helpful.

At I.U.J., an English-medium graduate school, students are mature, generally proficient in English (450-650 TOEFL), and highly motivated. Class size is small (8-15). Excellent computer facilities are available for faculty and student use. Please send CV and supporting materials to Mark Sawyer, Director, English Program, I.U.J., Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-72. Interviews for non-Tokyo residents will be held at JALT '87.

**(OSAKA)** An affiliate of Sumitomo Metals is looking for part- and full-time teachers with backgrounds and experience in TESOL, ESP, and com-

munication or cross-cultural training for our Osaka, Tokyo, and Kashima, Ibaragi Prefecture sites during the first half, 1988. An advanced degree is desirable but not a necessity. Initial contracts are for one year. Salary is commensurate with background and experience. We will be interviewing applicants at JALT '87. Information: Mikio Ando, Director, or Walter Matreyek, Manager, Sun&in-Intercom, Inc., 15 Kitahama 5-chome, Higashi-ku, Osaka 541; tel. 06-220-5500.

**(SHIZUOKA)** Full-time position for native speaker of English from April 1, 1988. Rank and salary commensurate with education and experience. Requirements: M.A. in TEFL or related field, two years' teaching experience at college level; some knowledge of Japanese desirable. Duties include teaching oral English (6 classes/week), participation in meetings, supervision of student research in literature, linguistics and area studies. Applicants should send the following documents to arrive by Nov. 30: (1) curriculum vitae with passport photograph, (2) list of publications, (3) copies of degree(s) and two publications. Send to: Prof. M. Suzuki, Tokoha University, Sena 1.000, Shizuoka 420.

**(TAKAMATSU)** Teacher of English as a second language to various age groups of Japanese. Native speaker of English with M.A. in ESL or a teacher's certificate. Qualified person who can develop curriculum in professional manner. Co-operative and receptive attitude. Good understanding of intercultural communication. Good physical and mental health. Duties: 23 teaching hours/week, Monday to Friday, plus preparation for classes, meetings to promote the attendance of new students, several kind of proofreading, and curriculum development. salary: ¥180,000-¥230,000/month. Benefits: accommodation; commuting expenses; one-way return travel fare to your home country, provided terms of contract are satisfactorily fulfilled. One-year contract (extension possible) starting April 1988. Send letter of application and resume by Nov. 20 to: Lingo School, 11-6 Kamie-cho, Takamatsu 760; tel. 08778-31-3241.

**(TOKYO)** A full-time English teacher with an M.A. in TESL or three years of ESL experience to start in January, 1988. An engineering/technical or business background is helpful. The required 42.5-hour work week includes a 10- to 15-hour teaching load, allowing teachers time to develop materials for the classroom. Salary commensurate with qualifications and experience; full fringe benefits. Interviews will be held in the third week of November in Kobe and Tokyo and at JALT '87. Send resume and cover letter by Nov. 13 to: Mr. Dale Young, Assistant Manager and Co-ordinator, Kobe Steel, Ltd., Tokyo Language Center, Tatsunuma Bldg. 5F, 1-3-19 Yaesu, Chuo-ku, Tokyo 103.

## MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,000. There are currently 30 JALT chapters throughout Japan. It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

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

**Awards for Research Grants and Development** - Awarded annually. Application must be made to the JALT President by September 1. Awards are announced at the annual conference.

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

**Central Office:** Kyoto English Center, Sumitomo Seimei Bldg., 8F., Shijo Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600; tel. (075) 221-2376. Furikae Account: Kyoto 5-15892 Name: "JALT"

## JALT — 全国語学教育学会について

JALT は、語学教育のために、最新の言語理論に基づく、より良い教授法を学ぶ機会を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。現在、日本全国に約3,000名の会員を持ち、英語教師協会 (TESOL) の加盟団体、及び国際英語教師協会 (IATEFL) の日本支部として、国際的にも活躍しています。

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

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

**支部:** 現在、全国に30支部あります。(札幌、仙台、山形、茨城、群馬、大宮、千葉、東京、西東京、横浜、新潟、金沢、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、神戸、岡山、広島、徳島、高松、松山、福岡、長崎、沖縄)

**研究助成金:** 詳細は JALT 事務局まで。

**会員及び会費:** **個人会費** (¥6,000) — 最寄りの支部の会員も兼ねています。**共同会員** (¥10,000) — 住居を共にする個人2名が対象です。JALT の各出版物が、2名に対し1部しか配布されないという事以外は個人会員と同じです。**団体会員** (¥3,600 — 1名) — 同一勤務先に勤める個人が5名以上集まった場合に限られます。5名毎に、JALT の出版物が1部配布されますが、端数は切り上げます。**賛助会員** (¥50,000) — JALT 活動を支援するための寄付として会費を納めて下さる方、或は年次国際大会や例会等で、出版物の展示を行ったり、会員名簿の配布を受けたり、又、JALT の出版物に低額の料金で広告を掲載することを希望する方が対象です。

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10:00~18:30 No

10:00~18:00 No

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14 日 ジョン J. マクガバン氏 Mr. John McGovern

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Now at British Council, Master of Sc. Applied Linguistics  
Edinburgh University.



ジョン J. マクガバン氏

15 日 倉谷 直臣氏 Mr. Naoomi Kuratani

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