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identifying and teaching

FALSE

BEGINNERS

this month....

Special Issue on FALSE BEGINNERS

During the last several years the guest editor has heard and seen the term false beginner **used to de-describe** *language learners of various incompetencies. While everybody has had very clear opinions of their false beginners, I was not able to locate less parochial thoughts and ideas on the phenomenon. I hope that the contributions in this special issue will remedy some of this, and help to focus our attention on what can and should be done, if indeed false beginners do exist and anything ought to be done.*

__Peaty__ details one view of who the false beginner is and some of what needs to be done. __Gatton,__ an ex-expatriate, looks back and provides a perspective that may make our challenges seem more manageable. __Staff__ has found qualities resembling "our" false beginners in other language learners, and __Brown__ tells us how a considerate and dedicated program can be tailored to meet a variety of learner needs. __Coleman__ is the foreigner here; he reports his thoughts after more than a decade in Indonesia.

__Silver__ has looked at printed matter claiming to cater to false beginners, and found that, possibly, text-book writers have not quite mastered the art of distinguishing this particular species of language learner.

__Helgesen__ provides tips to activate false beginners, and __Halvorsen__ and __Kobayashi__ tell how they are trying to stem the tide. The final contribution, by __Kizziar,__ reports how he has dealt with the challenges provided by lectures in English here in Japan.

It was not possible to find Japanese language teachers to contribute to this special issue. Some of the reasons for this may be explained by Gatton's remarks on the origin of the term false beginner; however, it seems unfortunate that, apparently, there is such a very wide gulf between the perceptions of native and non-native language instructors in Japan. It is hoped that the contributions here will help to present the issue in a form that is acceptable to both sides and that will stimulate further thoughts.

There are a number of other avenues that could be used to approach the false beginner. One that is indicated by several contributors is the school environment, the large classes with their concomitant difficulty of making the study independent and relevant to each student. The geographical and cultural aspects of the phenomenon is another approach that could be explored.

I would be very interested in hearing from anybody who would have some idea or opinion on the contributions above, or on other aspects of the false-beginner phenomenon.

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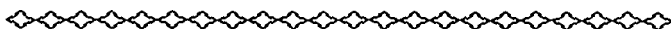
FALSE BEGINNERS:
WHO THEY ARE AND WHAT TO DO WITH THEM

By David Peaty, Ritsumeikan University, Kyoto

People who have learned basic English but, for some reasons, lack the ability or confidence to use it for any practical purpose are generally referred to as "false beginners." In Japan, such learners normally have a background of six years of school English based on the study of grammar and translation of sentences. Unlike the true beginner, who has never learned or has completely forgotten, the false beginner in Japan knows a lot of English and can draw on this knowledge in developing important skills which were neglected at school, such as listening and speaking.

This must affect how and what we teach. However critical we may be of how English is taught at Japanese schools, we can and do depend on school English a great deal when working with false beginners. Since the most difficult and boring material (basic grammar and vocabulary) has already been taught, we can focus on more stimulating things, like conversation, creative writing and so on, which would be impossible for true beginners, no matter how inspired the teacher and methodology might be.

In a false beginner conversation class, our emphasis may be on the previously neglected areas of functional English, listening and pronunciation, with a lot of time spent on controlled and spontaneous speaking activities. When teaching a reading course, we may focus on extensive reading, skimming, scanning and inferencing, and aim at greater understanding of suggestion and nuance, since our students have already learned to analyse sentences for superficial meaning. The focus in a writing course may be on creative expression and variety of style rather than on structural accuracy; while encouraging students

to edit their own writing for careless mistakes, the teacher may demand from them something which is interesting to read, a luxury that the teacher of true beginners is denied.

Although false beginners have much less to learn, they also have a lot of bad habits to get rid of. Having been trained to analyse and translate every sentence they read, they cannot absorb meaning in any other way. This may be overcome gradually with a solid programme of easy reading and listening under strict time limits, and with plenty of work on inferencing (of meanings of words, cause-effect relationships, attitudes, etc., from the context), anticipating (How do you think this story/sentence ends?), reading between the lines (How does the writer feel), listening to tone of voice and silent response, observing gestures and facial expressions, and so on. The obsession with grammar and translation also prevents fluency of writing or speech. Teachers may deal with this problem by emphasizing quantity of output rather than accuracy during free writing or speaking, and by devoting a part ot every lesson to unmonitored writing and speaking activities. It is important, however, to maintain basic standards of structural accuracy during controlled or monitored practice.

Native-speaker teachers also have to contend with other bad student habits attributable to school English, such as standard pronunciation problems (e.g. pray or play? hurt or heart? sick or thick? katakana endings, etc.), usage errors (e.g. I have ever read. . . Almost students learn English, etc.), "bookish" English (e.g. I cannot but think. . . How kind you are!, etc.), and long answers (e.g. Have you a dog? Yes, I have a dog.). Moreover, it is difficult to convince Japanese students that their schoolteachers, authorized textbooks and reputable dictionaries are not always right, and that there is more than one correct way of saying something.

When choosing course materials for false beginners, we have to assess their latent capability with care, avoiding extreme attitudes such as those reflected in statements like "They've studied English for six years and can't even say hello. I have to teach them right from the beginning," and "After six years it's about time they got used to real English." Coursebooks aimed at true beginners tend to teach, rather than exploit, what our students have already learned and are thus neither useful nor interesting; on the other hand, authentic materials produced for native speakers are often incomprehensible, not only to false beginners but also to false intermediates, who have a considerable knowledge of English but only basic competence. The problem of choosing materials is aggravated when, in the absence of accurate placement tests, levels of immediate and potential ability vary widely between students.

Working with false beginners can nevertheless be very satisfying. When students who struggled with English for six years or more just to pass ridiculous tests suddenly find themselves using the language effectively as a means of communication, it seems that a lot has been achieved in a short time. By activating their passive knowledge and focusing on practical objectives, we can help our students to make great progress.

FALSE BEGINNERS — MACRO VIEWS AND A CALL TO RESEARCH

By William Gatton, West Coast Area Manager, Oxford University Press

A complex question like, "How does an educational effort that produces self-conscious false beginners affect the motivation of the learners?" is open to easy generalizations for answers. Most educators consider the question of motivation in education a research issue, and accept only tested evidence as valid. This essay, being mostly opinion, is therefore largely improper.

No formal definition of false beginner is apparent in the literature. I will venture that a false beginner has come to denote a learner whose formal English education has resulted in skewed skills mastery. Uneven but surprisingly deep knowledge of formalistic grammar and lexical recognition in reading constitute the results of Japanese secondary students' English study. The grammar is more or less consistently learned, but tnere is no corresponding competency in communicative areas.

Discovering the False Beginner

In the past decade the needs of foreign teachers in Japanese English teaching contexts became closely identified with the communicative and functional approaches. These methodologies were seen in direct contradiction to the methods prevailing among Japanese teachers of English. The traditional role of the native-speaking English teacher is Conversation Master, and it is the fate of all current and future native speakers teaching English to share in this heritage.

Skills balance has never been a goal in **Mombusho**-approved English education. For clear

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historical reasons mastery of translation (and the support system of grammar and, a large vocabulary), have been of preeminent importance. Foreigners, not sharing the historical mission of Japanese educators, have their own needs, based largely upon academic theories taught or learned.

Why the Japanese Don't Notice

This background partially explains the disregard many foreign teachers place upon the Japanese secondary English education. After all, the reasoning goes, if six years of concentrated learning leave the students unable to speak, something must be wrong. This evaluation is fallacious.

First, the historical reasons for the supremacy of the grammar-translation method are ignored. That social dynamics largely precede and condition educational methodology reminds us of the idealistic expectations with which educational theory is often burdened. Native speakers and Japanese embody quite different definitions of their task.

Closely related, the question "Do all Japanese need to be taught to speak English?" is not asked by foreign teachers. Speaking and communicative competency are linked to freedom of personal expression and are often seen as rights denied the learners in .their previous education. Cultural bias intrudes, and this supports the "bad" view of Mombusho. In fact, the educational system, the expression of Japanese institutional life that most native English speakers feel expert on, bears the foreigner's wrath for natural frustration and stress with things Japanese.

A further reason is that research and the attitudes it engenders have often been shaped by research of English-speaking students studying foreign languages or foreigners learning English in an English-speaking setting. Clark (1967), for example, concluded:

> If class and home background . . . are not significantly associated with pupil motivation, then it must be personal attitudes, personal goals, personal feelings of success and failure, and intrinsic interest that is motivating the pupils.
> (p. 212)

Research may well indicate that Japanese home background and class work do in fact provide sufficient motivation to overcome a less than up to-the-minute, state-of-the-art teaching methodology. English education in Japan does provide instrumental motivation. However, it also partakes of a larger cultural movement, changes associated with internationalization, modernity, and even being hip. This has given intrinsic value to English as an example of a foreign language providing valences beyond instrumental motivation. This trend in Japan is perhaps unmatched since the Russians took up French.

Finally, the actual results of the Japanese English education system are falsely weighted. Native speakers tend not to feel that reading and translating are adequate. Comparative studies would be useful. The procedure would be to evaluate various national secondary school systems and determine the competence levels reached in foreign language by the median sector of the population. One suspects that certain English-speaking countries would show up poorly in such comparison. This, then, would indicate that Japan, in actuality, supports a fairly high degree of foreign language competence (and, probably, awareness of internationalism). Japanese English education is most certainly not a failure.

But There Are False Beginners

For the truly perceptive of these students, we must assume that they are aware of the futility of their education for communicative purposes. There is, as Dickinson (1978) has phrased it, a notional scale in the promotion of learner responsibility. The best students will generally make contracts with themselves, and surpass their education in the best tradition of learning. For the majority of students, however, English is no more relevant to them than is French to a high schooler in St. Louis. Motivation for learning a foreign language is low, because most students cannot fantasize an opportunity when they might actually speak it.

In the Japanese scheme, it is far more likely students will need to read rather than speak English, and most students are given a thorough grounding in the basics plus a large store of words.

Whatever the Japanese secondary student population feels about their English studies, they are amply supplied with motivating factors that are exterior to the subject itself. Their energies are channelled into that narrow sieve, the great stratifier, the Entrance Examinations. Students whose motivation is weakened by methodological shortcomings of their English education are certainly concerned that it should be relevant to the Entrance Examination questions, the occasion when their fate is sealed.

The depth of the *kyoiku*-angst created by the exam system is a social issue upon which native-speaking English teachers must tread lightly. The studies of Japanese sociologists on this subject should be translated into English to aid the native-speaking teachers' understanding of the system. Stress is related to language

learning in Japan, but stress is not inherently related to either the language or the techniques used to teach it. The exam pressure, while in serious need of redefinition, is as much a social question as an educational problem. This yearly exercise of **gambare** is as Japanese as the high school baseball championships. The exam remains a great motivator, fueling the amazing juku industry as well as the English-teaching business.

Western research consistently points to the value of communicative approaches in improving foreign language learners' motivation. Stern (1983) reports on two approaches, and validation of these studies requires reduplication in Japan. Many moves in this direction exist. One of the key texts treating practical applications from within the Japanese scheme has been Paul LaForge (1983). His concept of SARD (Security, Attention-Aggression, Reflection-Retention, and Discrimination) invites a use of a wider range of methodlogy than doses of communicative activities.

Reform of current **Mombusho** curricula will come from the needs of Japanese society. A paradox is involved. Duke (1986) correctly observes:

. it appears that the academic standards of the Japanese university will not be raised until the academic demands for entry are eased.

Efforts at advocacy and implementation are viable. Duke's comments upon the entrance examinations pointedly call for more education and less instruction. Native speakers teaching English are fully capable of generating valid research that addresses these issues.

A Job for JALT

Practical approaches would see JALT money directed toward funding research, comparative in scope, weighted for consideration of local valences, asking questions of students and teachers alike. In fact, enterprising graduate degree students may already have produced such studies. Efforts could also include the translation and collation of Japanese and foreign research in selected areas of English education. JALT has the resources to undertake this work. Readers interested in the larger cultural issues are recommended to recent books by Duke (1986) and White (1987). It is most important for native-speaking English teachers to have a firm understanding of the Japanese situation.

Waiting lists for adult ESL education in the U.S.A. are growing. In 1986, 40,000 in the Los Angeles Unified School District alone were turned away from want of space. "Total Immersion" is now viewed as institutionally valid, a technique seriously offered to cope with the numbers without paying for the effort. Bilingual education, if not at its last gasp, is surely without the last word on its own future. In this context, issues of motivating surely represent a luxury.

By comparison, the native-speaking English teacher in Japan enjoys an insulated life, and this can only encourage continued articulation of teachers' needs. The discovery of the false beginner has indicated one method for modernizing EFL in Japan.

The need for reforming the official curriculum in Japan remains strong. The introduction of large numbers of high school teachers imported from English-speaking countries for the ideal purpose of imparting to the student those skills not covered suggests that **Mombusho** is open to experiment with traditional approaches. The often discussed trend where listening comprehension also takes a role in the exam process represents a new challenge for Japanese teachers of English. Much interesting listening material published in the past five years has been inspired by teachers' needs in Japan. This clearly indicates that it is from teachers that insights flow, translating ideas into materials.

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A NEW PERSPECTIVE

By Kevin Staff, University of Guadalajara, Mexico

In April I returned to the Americas after 2½ years as a teacher in Japan. During the spring and summer I taught short-term sessions at San Diego's ESL Language Center and at the University of California at San Diego. There, I had much contact with Japanese students in both single- and mixed-nationality classes. Also in the summer I spent five weeks as a student at the University of Guadalaiara, Mexico. As I had hoped, these experiences have given me a new perspective on language teaching in general and on the problems of Japanese "false beginners" in particular.

The Japanese False Beginner Abroad

ESL teachers in San Diego almost without exception feel that Japanese students on "home-stays" pose perplexing problems. With my recent Japan experience, I was very frequently asked what exactly Japanese students wanted from their instructors and whether they were really serious about learning Enlgish. It was also not uncommon for other foreign students to complain that Japanese students were slowing the progress of the class and wasting valuable (and expensive) time.

Often Japanese students with organized tours/study groups take their classes apart from other foreign students. In these cases, the classroom scene is a rerun of the scene in an EFL class in Japan, except that the teacher is unprepared for the long hesitations, false starts with nose pointing, and frantic English-to-Japanese-to-English translations.

Mixed-nationality classes do much to improve Japanese students' performance. As a group, they generally rank at the top of the class in tests of discrete points of grammar or individual vocabulary items, but near the bottom in any measure of ability to integrate language skills for oral communication. It is difficult to compare the writing ability to that of other foreign students, as each language group presents its own set of headaches for teachers.

Japanese students tend to derive meaning from individual vocabulary items, and miss many important grammatical nuances in both listening and reading. This is particularly so in listening, where an unknown word can bring a class to a stop, as groups of Japanese students huddle over dictionaries and engage in translation conferences. Context is rarely considered, and repetition is seldom requested.

This consistent failure to employ common listening strategies and making effective use of grammatical knowledge is the characteristic that sets Japanese students apart from those of other nationalities. Extensive study of grammar in Japanese secondary schools prepares students to employ grammar in tests on discrete points of grammar. Japanese students display a unique reliance on the bilingual dictionary and grammar and little on contextual clues and the two-way nature of communication.

The Situation in Mexico

Casual observation of North American false beginners studying Spanish at the University of Guadalajara, and daily contact with Mexican false beginners studying under a similar program of intensive English, have led me to believe that other language groups exhibit similar but not identical characteristics to those of Japanese students abroad. Teachers in San Diego who complain about Japanese students would be equally puzzled by the study habits of many North American students in Mexico.

Mexican students in the university's program show a dedication to their studies that makes teaching very worthwhile. Their willingness to cooperate and participate actively, explaining what they need help with, would turn EFL teachers in Japan green with envy. There are some intervening factors that should be taken into account. First, EFL teachers in the program must be proficient in Spanish, even though it is not to be used more than 5% of the class time, mainly to supply individual words or explain particularly complex instructions. A knowledge of Spanish helps teachers to better anticipate and understand student errors, especially the large number of false cognates in Spanish. It also gives students. confidence knowing that the teacher will usually be able to puzzle out their intended meaning.

This willingness to "take chances" in communication is also observable in higher level (and comparatively more highly motivated) North American students of Spanish. Though discourse structure and ways of expression differ significantly between the two languages, the "English way" of expressing an idea is generally comprehensible, if uncultured, in Spanish. I have also found myself reluctantly admitting that I probably wouldn't have been as willing to take chances with Spanish at earlier stages in my study if Japanese had been my native language.

The "shy" and reticent Japanese student

FALSE BEGINNERS AND FALSE STARTERS: HOW CAN WE IDENTIFY THEM?

By James Dean Brown, University of Hawaii at Manoa

One serious problem that many English language programs face is that of "false beginners." Richards, et al. (1985) define this type of language learner as one

> who has a limited amount of previous instruction in a language, but who, because of extremely limited language proficiency, is classified as at the beginning level of language instruction. A false beginner is sometimes contrasted with a true beginner, i.e. someone who has no knowledge of the language.

Such learners, if given a placement test, will quite naturally be grouped with true beginners in the lowest level classes. This can create problems for the false beginners themselves because they may quickly relearn the English that they had previously acquired and become impatient with the pace of learning that is necessarily used with true beginners. It can create problems for the true beginners in the same class because they may feel that they are somehow deficient when compared with false beginners who seem to be learning so much more quickly. Such a situation can also create problems for teachers in that they may find that, over time, the class becomes two separate groups of students which increasingly diverge in terms of their language abilities. This in turn makes planning and teaching increasingly more difficult.

Of course, programs which exclusively teach more advanced students will not directly face the false-beginner problem, but all language programs may have an equally difficult and related problem in what might be called "false starters." Similar to the Richards, et al. definition above, this type of learner will be defined here as one who has had previous instruction in a language but who, because of a break in instruction over a period of months or years, is classified at a lower level of language proficiency than is justified by actual latent abilities. Like the false beginner, false starters can create problems for themselves, the students around them, and also for the teacher by quickly relearning forgotten vocabulary, grammar, etc., and outpacing the other students who were placed by examination in the same level of study.

There are, of course, other ways in which students may diverge within a level of study (see Brown 1981), but none seems as amenable to amelioration as the problem of false starters, including what would logically be the subcategory of false beginners. It is a problem that can easily be overcome bv moving the false starters to the proper level of study – but first these students must be identified. The purpose of this article is to clearly explain a strategy, or set of strategies, used at the University of Hawaii for identifying false starters.

As Director of the English Language Institute (ELI), it is my duty to provide placement procedures which divide the students into levels that are as homogeneous as possible, in order to facilitate the overall teaching and learning of ESL. To that end, we naturally have placement procedures. But these procedures are not based solely on placement test results, as is the case in many institutions. We instead use four sets of procedures that help us to insure that students are working at the level which will most benefit all parties concerned: **1)** initial screening procedures, **2)** placement procedures, **3)** first week assessment procedures, and **4)** achievement procedures.

It is hoped that the strategies, which we find so useful, can be generalized and adapted to various kinds of language programs in Japan. These procedures can help identify false starters so that such students can be moved to appropriate levels of study and thereby become much less of an administrative and pedagogical problem.

Strategies for Identifying Fake Starters

Initial Screening Procedures. Each year the University of Hawaii at Manoa (UHM) admits approximately 400 new international students to undergraduate (about 41%) or graduate (59%) studies. Approximately 82% of these students come from Asia and the three largest nationalities come from Hong Kong, Japan and the People's Republic of China. Before students are admitted, they are carefully screened by the

attitude is a result of the distance between English and Japanese word order and vocabulary combined with an archaic system of foreign language education in Japan and the inability of most native-speaking English teachers to use Japanese beyond an elementary level.

Affluence then brings large number of sucn tongue-tied, passively resistant Japanese students to haunt North American ESL teachers' sleep, just like the large numbers of unmotivated North American language students I have met in Mexico.

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Office of Admissions and Records. The students' previous academic records, letters of recommendation and TOEFL scores (*Test of English as a Foreign Language*, see ETS 1987) are reviewed, and only those students with total TOEFL scores of 500 or higher are accepted for admissions to UHM.

This information, including each student's TOEFL subtest and total scores, is transmitted to the ELI. If their scores are above 600, the students are notified that they are exempt from any ELI requirement. Those students who have scored between 500 and 599 are notified that they must take the ELI Placement Test (ELIPT) as soon as they arrive on campus. In this way, the initial screening procedures considerably narrow the range of English proficiencies with which the ELI must deal. It should be noted that even after screening decisions have been made, a particular case may be reconsidered if a student requests an interview with the Director or Assistant Director. This allows us some flexibility, and an initial opportunity to spot students who are potential false starters, e.g., students who have not studied ESL/EFL for a year or more prior to arrival at UHM. In most cases, though, all students between 500 and 599 on TOEFL are required to take the ELIPT because we want more information on their language proficiencies in three skill areas. We are also interested in getting information that is a bit more recent than their TOEFL scores.

Placement Procedures. The ELIPT is a three-hour test battery made up of six subtests. The Academic Listening and Dictation subtests are used to place students into our listening skill courses. The Reading Comprehension/Vocabulary subtest and Cloze Procedure are used to place students for the reading skill. The Proof-reading (new in Fall 1987) and Writing Sample subtests are used for placing students into writing skill levels. Notice that we have two subtest scores for placement into each of the three skill areas that we teach. In each skill area, one of the subtests is discrete-point in nature and one is integrative (see Oller 1979 for a description of the difference between these two types of tests). This arrangement serves us well by giving us two different views of each student's abilities within each skill area.

However, we do not rely solely on test scores. The actual placement of students occurs during an individual interview by a faculty member of the ELI. The interviewers have the student's records and test scores in front of them at the time and are instructed to base their placement decisions for each skill area not only on the two subtest scores for each skill area but also on the information in the student's records and any information gained by talking to the student. In cases where the faculty member is unsure of the appropriate level for a student or cases where the student contests the placement decisions, the ELI Director or Assistant Director interviews the student and makes a final decision. The students then register for the appropriate courses and classes begin.

We feel that the interview procedure allows us to place students more accurately than the methods used at many other institutions, because the placement is based on many sources of information considered together. Yes, the ELIPT subtest scores (both integrative and discrete-point) are considered. But more importantly, we try to take into account the length of time that the student has studied English, the amount of time elapsed since the student last studied it, TOEFL subtest scores, spoken language ability during the interview, academic records, and any other information available at the time. This helps us not only to place students but to do so in a way that treats them as human beings – individuals who are important to the University of Hawaii. It also allows us to identify potential false starters, e.g., students whose discrete-point test scores 1) are higher than their integrative scores and/or 2) are better than their spoken language in the interview. However, even here, the process of determining whether or not a student has been placed in the proper level does not stop.

First Week Assessment Procedures. During the first week or so of instruction, teachers are encouraged to give an additional test of the skill that they are teaching and to keep a close watch on their students to see if any have been misplaced – either at too high or too low a level. Tests are provided by the ELI upon request. When teachers find a student that seems to be in the wrong level, they consult the ELI Director, and an interview with the student is arranged. During that interview, the student (and sometimes the teacher) is asked for an opinion and is advised about what we think should happen. In most cases, a student who is found to be a false starter is encouraged to register for the course at the next highest level of ESL study.

Achievement Procedures. At the end of each semester, evaluation report forms are filled out by the teachers concerning the performance of each and every student. On that form, teachers are asked specifically what level of ELI course the students should take in the next semester. In the case of a false starter, the teacher might suggest that the student skip one level or be exempted from any further study in that particular skill area. Again, an interview with the ELI Director is arranged and the student is advised on which courses we think would be most

appropriate. Copies of these reports are then sent to the student's academic department *to* apprise the academic adviser of the new ELI requirements. In this way, false starters who have been missed in the other three procedures can still be identified and adjustments in their placement can be made – even after they have studied for a full semester.

Conclusions

We sincerely hope that at least a majority of the students who are served by the procedures discussed above are correctly classified and placed. But decisions are made by human beings, and even when they are based on seemingly scientific information in the form of test scores, human judgments may be wrong. Incorrect placement can cost the student a great deal of money in the form of extra tuition paid or extra and unnecessary time spent studying ESL. Thus any decisions that we make about a student's life should be based on the best available information   information from a variety of different sources.

Testing is an important part of any curriculum, but it should only be considered a *part* of the curriculum (Brown 1987). Likewise, testing should be part of any placement decision, but only one part. Other procedures – admission policies, letters of recommendation, previous academic records, interviews, student evaluation reports, teacher judgments – must become integrated into the placement processes so that problems like those created by false starters (and the subcategory called false beginners) can be resolved. There must be multiple opportunities for identifying such students and changing their level, and these opportunities should be provided at various points of time within the curriculum process because false starters are often difficult to recognize solely on the basis of a single placement test.

Certainly all of this will take a little more effort on the part of the administrators and teachers, but the benefits gamed from effective and humane placement procedures accrue to all – students, teachers and administrators – not just to false beginners.

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IS THE "FALSE BEGINNER" A FALSE CONCEPT?

By Hywel Coleman

What is a false beginner?

In this article I wish to discuss the doubts which I have about the usefulness of the concept of the "false beginner." These doubts are of three different types. Firstly, the idea of the false beginner does not fit easily with what we know about interlanguage. Secondly, language behaviour which has been interpreted as characteristic of false beginners may actually be evidence of the development of new varieties of English. Thirdly, the language behaviour of adult learners in certain contexts may be the product of negative attitudinal factors rather than the consequence of 'poor teaching' *per se.* It is this, the third doubt, which will be discussed here.

The "false beginner" is defined by Richards, *et al.* (1985: 103) as:

> . . . a learner who has had a limited amount of previous instruction in a language, but who because of extremely limited Language proficiency is classified as at the beginning level of language   instruction.

This carefully neutral definition avoids attributing blame – or even positing explanations   for the learner's "extremely limited language proficiency." Is this poor proficiency due to the limited duration of the previous instruction, or to the quality of that instruction, or to deficiencies in the learner, or simply to the number of years which have passed since the previous instruction ceased? The question remains unanswered.

In current practice, however, the use of the term "false beginner" is not restricted only to learners who have been exposed to "a limited amount" of instruction. Rather, the connotation of the term, it seems to me, is something like this:

> The false beginner is an adult-or tertiary-level student who, at some time in the past, was exposed to formal instruction in a foreign language (probably in the course of his or her schooling, and possibly over an extended period of time), who may have acquired very little of the target language during that period of formal instruction, and who has recently returned to study of the   language.

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This popular interpretation of the concept of "false beginner" has an important corollary. That is, those minimal elements of the target language which have been retained from the earlier exposure to language learning probably do not constitute a useful interlanguage. Instead, they have fossilised in an unsystematic way, which handicaps the learner. Thus, it is not uncommon to hear teachers talk of "starting again" and of "undoing the damage that has been done." An example of this is the definition of faux debutants in the introduction to the Teacher's Book accompanying ***Kernel Lessons Intermediate*** (O'Neill, et al. 1971 :vii-viii):

> Students who belong to [this] category have studied English before and probably have been spoiled by it. They have not mastered what was presented to them, frequently because it was not presented to them correctly. They may have been hurried through a series of exercises on various things which gave them no real control of them at all.

False beginning or interlanguage?

A learner's interlanguage, according to Corder (198 1: 90), is a "dynamic . . . system of increasing complexity." In other words, at each moment in the learner's acquisition of the target language the learner possesses a competence which is more or less incomplete but which, nevertheless, has the essential characteristic of being systematic. At the same time, this system is constantly in a state of flux as it attempts to accommodate new data. If this is the case, then it is difficult to see how learning   assuming that it takes place at all - can be "damaged." It is also difficult to understand how a teacher can "start again" if learners have already acquired a language system, however basic that system may be. In other words, it would appear that the idea of "beginning falsely" does not fit comfortably with current thinking about interlanguage. If my interpretation of the general understanding of the term "false beginner" is accurate, I will need to be convinced that interlanguage theory can accommodate the possibility of learners being "spoiled" by being "hurried through a series of exercises" before I can accept that the idea of the false beginner is a useful one.

False beginning or new variety?

There may be another phenomenon which is interpreted as evidence of learners being "false beginners" when in fact an alternative explanation is available. For this, we need to look at work on the development of new Englishes (e.g. Brumfit 1982, Smith 1981, Quirk and Widdowson 1985).

Kachru (1985: 17) suggests that in the "expanding circle" of societies where English is not even a second language – societies such as Indonesia and Japan – "norm-dependent" rather than "normdeveloping" varieties of English are likely to be used. Norm-developing varieties of English include Indian English, Nigerian English and Singaporean English. These are varieties which have already developed their own characteristics and which possess vitality. They are growing independently, possibly in different directions from the "norm-providing" varieties of British and American English. "Norm-dependent" varieties of English, on the other hand, are said to lack vitality because the proportion of the population which uses the language is still very small. For this reason, Kachru argues, these varieties still look to British or American English as the norms.

Nevertheless, I believe that even in circumstances such as these a local variety of English is likely to develop its own characteristics at all levels of the system, from phonology to lexis. Nababan (1979), for example, looks at the phonological characteristics of what he calls the "foreign variety of English" in Indonesia, whilst Gonzalez (1983) tries to answer the question as to when an "error" in Filipino use of English becomes a "feature" of Philippine English. It seems reasonable to argue that the characteristics of the English used by a non-native-speaking adult who has limited competence in the language may actually reflect the characteristics of the fledgling variety of English which is developing in the society of which that adult is a member. But the danger is that a superficial examination of this adult's performance in English will reveal only "fossilization" and evidence of the "inadequate system" which is supposed to underlie the language behaviour of false beginners. In other words, 1 am suggesting that we must be careful not to make overly hasty judgements about the language performance of learners in societies such as Indonesia and Japan. Language behaviour which at first sight appears to be flawed may in fact be a manifestation of a new – though as yet unrecognized ‐ variety of English.

False beginning or fear?

I would now like to look at the case of students in Indonesian universities in order to consider how useful the idea of the false beginner is in such circumstances.

Historically, the English language has been of no importance in Indonesia. It was only after the declaration of independence in 1945, with the adoption of Bahasa Indonesia as the national language and the rejection of Dutch as an official language, that English was selected as the country's "designated language of wider communica-

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tion" and "the only compulsory foreign language" in the state education system (Nababan 1979:260, 1982:9). Lowenberg (1985:92-93, quoting Sadtono 1976) describes English as the "most favoured foreign language" of the Indonesian elite and as the country's "official first foreign language."

Nevertheless, after the passage of more than 40 years, the use of English is still restricted to those parts of the country where Indonesians are most likely to come into contact with foreigners (Jakarta and tourist areas such as Bali). Not surprisingly, therefore, proficiency in English is still relatively rare.

At the same time, there is an almost universal "consciousness" of English. This may be partly due to the fact that English is a compulsory subject throughout the secondary education system. But this consciousness of English is much stronger than a mere awareness of the fact that the language is taught at school would seem to justify. French is taught equally widely in British schools, for example, but the French language has nothing of the same fascination for the British public.

There are three strands to the Indonesian attitude to English, I would like to suggest. Firstly, as Lowenberg's comment on the language being "favoured" by the elite might suggest, English has extraordinary prestige. An ability to speak English implies that an individual has travelled abroad and is accustomed to mixing with foreigners. Nababan (1979:280) notes that:

> More and more of the younger university-educated people, especially those who have been abroad, may intermingle their speech with English phrases or sentences.

Meanwhile, research carried out by Ngadijono (1986) indicates that the English language is associated in the minds of technical high school pupils with ideas of modernity. (The same research suggests that there is a positive correlation between the strength of the pupils' perception that English has connotations of modernity and the achievement of those same pupils in English examinations.)

In direct contrast to this very positive perception of English is that attitude that Indonesians who speak bnghsh are "showmg off." I have frequently heard complaints from Indonesian learners who were eager to practise their English that they were criticised by friends and colleagues for being sok (pretentious) if they used English in public.

The third strand which makes up the Indonesian attitude towards English is probably even more powerful than the first two. This is the

perception that the English language is nothing more than an immensely complex and utterly impenetrable grammatical system. Not only that, but a single error in the use of this system could be fatal. It is curious that, in a society where bilingualism is probably the norm, there should be such a paralysing block with regard to English. An individual, without thinking that he is doing anything at all unusual, may use Javanese at home, and Bahasa Indonesia at work, and Sundanese with his in-laws, and may even be able to use a few words of Hokkien with the local Chinese shopkeeper. But that same individual will look upon English as being something quite different and beyond his capability.

What is it that makes Indonesians perceive English only as a fearfully complicated grammatical system and thus genetically different from all the other languages with which they have contact? I believe that the answer lies in the way in which English is presented at school. English is a compulsory subject, taught for between three and seven hours a week, over a six-year period. Lowenberg (1985: 95-96) claims that for the first three years English tuition at school concentrates on oral/aural skills and then changes over to an emphasis on grammar-translation. Nababan (1982:42), on the other hand, claims that an audiolingual method is used for the whole six years of secondary school. In practice, however, most English teaching consists of lectures about the grammar of English. Nababan (1982:42) concedes that:

> . . . a great deal of instruction is carried out without mention of the meaning of the forms of the foreign language, resulting in rote learning and boredom on the part of the students.

I would go further than this. The almost total emphasis on syntax, the non-participatory methodology, and repeated testing for grammatical accuracy do not enable learners to acquire English. What the learners do learn, however, is that English is a language which cannot be acquired and used like any other language. Instead, English is a terrifying system of fiendish complexity, with tricks and exceptions scattered around in unpredictable places waiting to ensnare the unwary and ignorant.

Corder (198 1: 95) believes that

> . . . members of a language community do hold certain beliefs about the magnitude of the task of learning specific second languages and their probable success in doing so.

With this I would agree. But Corder then suggests (1981:96) that the "collective experience" of a community in learning various foreign languages

> . . . does lead to a reasonably realistic assessment of the relative magnitude of the learning task of acquiring any particular foreign language, and that this largely corresponds to the formal lin-

(cont'd from previous page)
> guistic relatedness of the languages in question to the mother tongue.

If this implies that a language community may be able to evaluate the likelihood of their being able to acquire a foreign language *through the language teaching method to which they are normally exposed,* then there may be something in this statement. But if Corder's comment is meant to imply that a language community can accurately evaluate the differential difficulty of a particular foreign language, in some objective way, then I must disagree. The way in which a language community views a foreign language will be coloured by any sociocultural myths and prejudices which may be current, and also, as I have suggested here, by the way in which that language is conventionally taught.

When students enter university in Indonesia, therefore, they generally bring with them little ability to do anything practical with the language (an observation which is unlikely to be disputed by anybody familiar with the situation). To this extent, therefore, they appear to merit the description "false beginners." Indeed it is very often the case that university English lecturers feel obliged to go back to the beginning and, yet again, cover the grammatical ground which the students have already spent six years traversing. But the students also bring with them a very great apprehension 'of English. It is this apprehension, I suggest, which has prevented the learners from acquiring anything of the language. And it is the same apprehension which makes it unlikely that they will acquire anything from the one or two semesters of English to which they are exposed at the tertiary level. My argument, then, is that in this particular case categorising learners as "false beginners" disguises the true problem, which is affective in nature. The problem is not that learners *acquire English incorrectly* because of the way in which they are taught. Rather, they acquire certain *prejudices about English,* and it is these prejudices which prevent Language acquisition from taking place.

Between 1980 and 1984 I had the privilege of working with a team of Indonesian lecturers of English at Hasanuddin University in Ujung Pandang. We agreed that a fear of English was a common characteristic among first year undergraduates, and that this was an important aspect of the language teaching situation in the university. We decided that we would tackle this problem in three different ways. Firstly, we would try to demonstrate to the students that there were tasks which they were capable of carrying out even without a detailed knowledge of English. Secondly, we avoided formal grammar as far as possible. And thirdly, we tried to create learning environments which were quite unlike the conventional classroom. We called the experiment *Risking Fun,* for we aimed to prove to students that learning English really could be enjoyable, and because we were aware that we were taking 2 risk in dispensing with the conventions of classroom behaviour.

The *Risking Fun* experiment has been described in detail elsewhere (Coleman 1987a, 1987b). Briefly, the course consists of several interrelated series of tasks which learners carry out with only minimal intervention from the teacher. The tasks are designed in such a way that there is a high probability that they can be completed even by learners who have hardly any knowledge of the language. At the same time, these tasks all require the exchange or manipulation of data which is expressed in English. In this way, it is hoped, learners are shown that English is not simply a grammatical system but is a tool which can be used to achieve certain objectives. Not only that, but the learners are shown that they themselves are able to use English to achieve these objectives (despite their poor knowledge of the language system and despite their negative attitudes towards the language).

Evidence gathered over several years suggests that students do enjoy learning with *Risking Fun.* But the students also feel that they are not "studying English," presumably because the experience is so different from what they are accustomed to. So far, no study of long-term changes in the students' attitudes to English has been carried out, and so it is not possible at this stage to tell whether one semester's exposure to an unconventional approach to language learning is sufficient to alter learners' overall affective response to the language.

Conclusion

I have indicated here that I have doubts about the theoretical validity of the concept of the false beginner, in the light of ideas about interlanguage. I have also suggested that it may be time to look at the "errors" of "false beginners" as possible evidence for the growth of new varieties of English. And, finally, I have attempted to show that in at least one situation with which I happen to be familiar a phenomenon which could be thought of as a case of "false beginning" is actually more usefully interpreted as having been brought about by the action of an almost impenetrable affective filter. Labelling learners as "false beginners' implies that the "damage" occurs while the learners are learning the language, whereas what I am suggesting is that the "damage" occurs before learning begins and in such a way that learning is prevented from taking place at all.

It will have become clear that I am unhappy

about the concept of the false beginner. Perhaps my fundamental objection is that I find the idea ultimately a pessimistic one; and if there is one quality which language teachers must possess, it is optimism.

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SPECIFICALLY WRITTEN "FOR FALSE BEGINNERS"

By Rita Silver

The term "false beginners" has been used to describe students, and materials in various textbooks. What are the special characteristics of these materials which distinguish them from materials in other textbooks – textbooks not labeled "for false beginners"? Do the characteristics of these materials tell us something about who the "false beginner" is?

A total of 19 titles from nine publishers labeled "for false beginners" in publisher catalogs (1986 and/or 1987), advertisements, and/or the textbooks were located. (See Table 1 for a list of texts.) These textbooks were studied for similarities and differences. The texts labeled "for false beginners" (FB) were then compared with titles which were not so labeled. Of 11 titles from six publishers, five titles were available for comparison with the FB textbooks (Table 2). Next, the use of the term in ELT catalogs and advertisements was investigated. (By looking at publisher claims for textbooks, I am not proposing that publishers establish our terms. Rather, I am assuming that use by publishers reflects use by the publishers' audience.) Finally, some conclusions are drawn about popular use of the term "false beginner" to describe textbook materials and students.

FB textbooks were initially examined using Rivers' "Chart for Broad-Based Evaluation" (1981:477). Using this chart, the following similarities were found:

1) They are, with one exception, course texts. The exception is an English for Business and Commerce text.
2) All include some use of reading, writing, listening and speaking, with an emphasis on listening and speaking.
3) Oral production is accomplished by using a variety of conversation practice exercises including pair work.
4) All combine grammatical structures and function.
5) All attempt to include principles consistent with current research: authenticity, relevance, exploitation of student background (see Johns, 1985).
6) Cassette tapes for listening practice are available.

These similarities do not mark the texts as essentially different from other course books currently available. The appropriate age group ranges from "aged 12 and above"[1] to "secondary students and adults"[2] to "adults."[3] The amount of previous English varies, from "complete beginners and false beginners"[4] to "advanced beginners and false beginners"[5] to ". . .who have studied English for two or more years, . . ."[6] No specific student need is targeted.

". . .who have already learnt some English in theory, but who need to consolidate. . ."[7]

". . . little in the way of communication skills."[8]

". . .rapid revision course. . ."[9]

". . .intensive course of 60-80 hours."[10]

The "Broad-Based Evaluation" is intended for use in choosing a class textbook and is largely subjective, and so is not completely appropriate to determine characteristics for a group of textbooks. The following criteria were used for a second evaluation of the FB texts:

1) author's stated purpose
2) functions/grammatical structures covered (emphasis, which are covered, sequence)
3) types of practice exercises (written dialog, tape, reading, etc.)
4) pace

This analysis showed similarities in the areas of authors' stated purpose, functions/grammatical structures covered, and types of practice exercises. Pace and method of presentation varied, as did the emphasis on functions or grammatical structures.

The authors' stated purpose was two-fold: to review and expand on previous knowledge as well as to present new language, and to encourage students to use the language for communication.

The functions/grammatical structures showed strong similarities though the emphasis varied. Some emphasized grammatical structures, using various functions to provide a context for practice. Others emphasized functions and presented a set of grammatical structures necessary to fulfill the function. From one textbook to another, the content was remarkably similar.

The most popular types of practice exercises were structured practice, followed by structured practice which used information from the students' own life or experience. Exercises usually moved from structured to slightly more free and all texts incorporated pair-work. All texts included some kind of information-gap activity, though it might be a suggested activity in the teacher's guide rather than in the textbook itself.

These similarities are not surprising considering the broad agreement in TESL/TEFL on what functions and grammatical structures to teach,

Table 1
List of textbooks, by publisher and name, marked "for false beginners"

Addison-Wesley:	*In Plain English, Step Ahead, Steppingstones*
Cambridge University Press:	*Cambridge English Course* 1
Collins:	*Pyramid, . Express* '
Lingual House:	*English Firsthand*
Longman:	Coast *to* Coast, *Meridian'*
Nelson:	*The Countrybar Story* * **
Oxford:	*Breakthrough, Checkpoint English, . English Visa I, Fast Forward, Person to Person, Orbit, American Streamline Departures*
Prentice-Hall:	*Side by Side*
Regents:	*Spectrum 2'*

Full notes on publication date, author, etc. for textbooks studied can be found in the references of this

*Textbooks unavailable to this author for this study.
"A textbook for "Business and Commerce,"   not a coursebook.

Table 2
List of texbooks, by publisher and name, not specifically marked "for false beginners"

Addison-Wesley:	*New Horizons in English*
Cassel:	*On the Way'*
Heinemann:	*Contact English, . Main Course English (Encounters), New Generation**
Lingual House:	*Pinch & Ouch*
Nelson:	*Counterpoint, Crossroads, * New Incentive'*
Newbury House:	*Express English, Discovering English .*

Full notes on publication date, author, etc. for textbooks studied can be found in the references of this paper.
'Textbooks unavailable, to this author, for this study.

and the use of structured oral practice and pairwork. It is this broad agreement which makes the use of textbooks possible in the classroom (O'Neill, 1982) as well as making the publishing of textbooks economical.

Are these FB texts, then, different from other course books – course books not labeled "for false beginners"? Eleven secondary to adult course books from six different publishers are not marked "for false beginners." Of these, five are from publishers who use the term in their catalogs. Six texts are from three publishers who did not use the term in 1986/1987 catalogs.

Using the same criteria as for the FB texts, it was impossible to find distinctive characteristics that set off false-beginner materials from materials not so designated. If the textbooks do not have characteristics which distinguish them as a cohesive group distinct from other texts, how were they designated "for false beginners"?

Most descriptions in publisher catalogs avoid defining "false beginner" directly. One text description included this definition: ". . .[students] at false beginner level, who have already learnt some English in theory, but who need to consolidate what they have been taught, and learn how to use it effectively."' While this does give a description of "false beginner," it also defines "false beginner" as a level. Of the 18 FB titles which are course texts, five give no explanation of "false beginner"; one notes "false beginner" as ". . . students who have already studied English for a number of years, but still have trouble communicating."[12]

The majority of the textbooks – ten -- describe "false beginner" as a level. Yet, a level is only meaningful to the degree that it tells us what the student can or cannot do. Using "false beginner" as a level, then, raises two problems. The first is that other terminology for student levels already exists: elementary, beginner, intermediate, complete beginner, pre-intermediate, post-beginner, and others. Another term added to this list must identify something distinctive about the student to be viable. A further problem is that "false beginner" is not consistently associated with any one level. Texts are described as being appropriate for zero beginners and false beginners, advanced beginners and false beginners, beginners and false beginners, and, false beginners up to high intermediate.

To return to the original questions, then, are there characteristics within the materials of textbooks designated "for false beginners" which distinguish those texts from other textbooks? From this analysis the answer would have to be: No. If the disparity within the category "for false beginners" is as great as in the group which is not so designated, the term does not reflect a viable student label. Can the term "false beginner" be used to describe a level without becoming meaningless? Again: No. If our only characterization is a student who has learnt some English but can't communicate effectively, how is that different from a designation of post-beginner," "pre-intermediate," or even "intermediate"? If the label is not used consistently to define a set of students with distinctive needs, it is neither useful nor meaningful. The label, therefore, as used in catalogs and advertisements, is vacuous.

This is not to say that these textbooks are valueless. Many of them are currently quite popular and for good reasons. It is also not to say that publisher catalogs and advertisements have the last word on terminology. However, if
(cont'd on next page)

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these catalogs and advertisements reflect use of the terminology by teachers, teacher trainers, curriculum coordinators, etc., then we have evidence of a popular, but meaningless, term.

Notes

1. Collins ELT Catalog, 1986:8.
2. Oxford English Catalog, 1987: 14.
3. Collins ELT Catalog, 1986:9.
4. Cambridge ESL Catalog, 1987:28.
5. Addison-Wesley EFL Catalog, 1987: 13.
6. Oxford English Catalog, 1987: 14.
7. *Ibid.:*13.
8. *Ibid. :* 14.
9. Collins ELT Catalog. 1986:9.
10. Oxford English Catalog, 1987:24.
11. Filmscan/Lingual House Catalog, 1987:4.
12. Addison-Wesley EFL Catalog, 1987: 10.

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FALSE BEGINNERS:
ACTIVATING LANGUAGE FOR ACCURACY AND FLUENCY

By Marc Helgesen, Intensive Course Coordinator, University of Pittsburgh English Language Institute-Japan Program, Tokyo

What are false beginners?

As English teachers in Japan, we often hear that our students are false beginners. The important question, of course, is what we can do in our classes to make use of our students' "latent" language. This article will consider ways in which false beginners' knowledge can be "activated" in light of a phase model of language learning.

What precisely are false beginners? Richards, et al. (1985: 103) tell us that a "false beginner" is a "[language] learner who has had a limited amount of previous instruction in a language, but who because of extremely limited language proficiency is classified as at the beginning level of language instruction." Since our discussion here is limited to the Japanese context, we can be even more specific. By the beginning of the first year of high school, students have studied English for over 300 hours and are expected to have a vocabulary[1] of nearly 1,000 words. They have also studied a great deal of grammar (Dorman, 1987:36). As the emphasis has been on translation, these students can not be expected to use their knowledge in a communicative way. A false beginner in Japan, then, is a student who has a background knowledge of English grammar and a relatively large vocabulary but who is generally unable to "use" the language for communication.

The Four Phases

To discover the role this vocabulary and grammar background can play, it is useful to consider the language learning process. Escobar and McKeon (197961) suggested a phase model to explain how students learn a given element of language (see Figure 1). First, meaning must be accomplished. This is followed by a period of controlled practice (dialogs, drills, etc.). The language becomes the student's own in the phase of meaningful student communication which is often implemented through role play, discussion, and the like. Finally, the language is recycled, recombined, and retaught.

While the model can be quite useful in planning classes, it does need to be relabeled and clarified to maximize its usefulness in working with false beginners.

The labels "controlled practice" and "meaningful student communication" tend to create a false dichotomy, The communicative approach has clearly taught us that the more meaningful

practice is, the more effective it will be. As Savignon (1983) and others have contended, the students need to be "using" language from the beginning. How then should the distinction be labeled? Brumfit (1984) has suggested that activities in the classroom can be divided into those for "accuracy" and those for "fluency." During accuracy activities, the students have a conscious focus on form whereas fluency activities are focused entirely on meaning. The use of the term "focus" in the definitions must be noted. Since in the communicative approach we assume that all language work should be meaningful, focus refers to the degree to which a student is consciously aware of the form the language is taking. It doesn't imply that accuracy work is working with structures and vocabulary the meaning of which the student does not know.

At first glance, the accuracy/fluency distinction resembles the learning/acquisition promoted by Krashen (1981). The critical difference is the way in which the two elements interface. Krashen sees the two as entirely separate and suggests that "learning" only facilitates "acquisition" to the degree that it makes natural language more comprehensible. Brumfit, while pointing out that accuracy does not lead directly to fluency (i.e., fluency is not merely fast accuracy, adequate accuracy practice does not automatically lead to fluency) suggests that accuracy work does subconsciously influence fluency.

The accuracy/fluency distinction is probably a more useful way to look at classroom activities and can replace "controlled practice" and
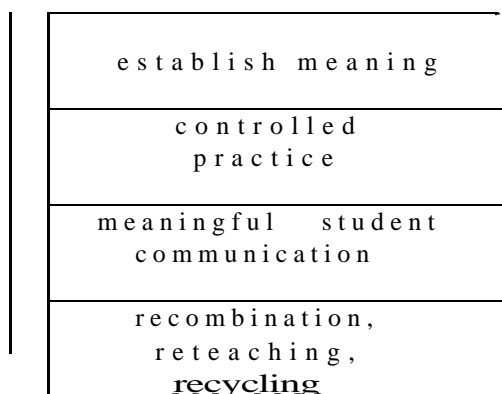
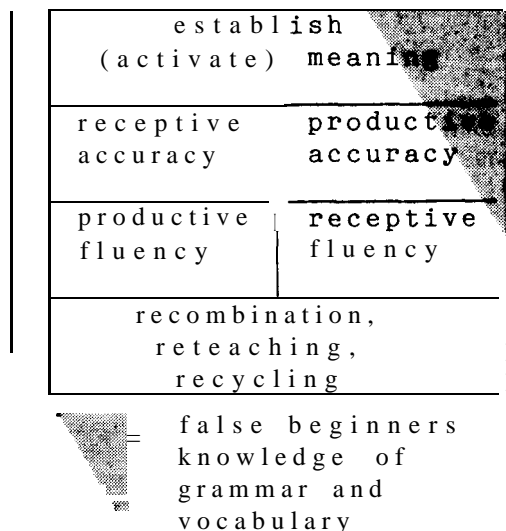**Figure 1:** The four phases of language learning. (Escobar and McKeon)

(cont'd fmm previous page)

"meaningful student communication" items on the four-phase chart.

Given the role of receptive language (the ability to understand language at a higher level than that which a student can produce) (Nimitz, 198l), it is also useful to further divide accuracy and fluency to allow us to consider both the receptive and productive aspects of each.

Having clarified and modified the model, we can consider what false beginners already have. Their grammar background coupled with a high degree of vocabulary makes spending a great deal of time on "establishing meaning" unnecessary. Often, the task is more to "activate" the meaning, i.e., to bring the student into contact with the meaning at the first stages and to transform it from a passive item to one which the student can use during both the accuracy and fluency phases. In both cases, we are making use of – building on – the knowledge the student already possesses. That knowledge can be represented on the modified four-phase model (see Figure 2) as a triangle covering a large portion of the "establishing/activating meaning" section, part of the "accuracy" section, and only a small part of the "fluency" section. False beginners understand the meaning of a good deal of language and are able to engage in controlled, form-based (accuracy) activities but their skills are very limited when they get into meaning-focused (fluency) situations.

establish (activate) meaning	
receptive accuracy	productive accuracy
productive fluency	receptive fluency
recombination, reteaching, recycling	

= false beginners knowledge of grammar and vocabulary

Figure 2: The four phases of language learning with consideration of receptive language, the accuracy/fluency distinction, and false beginners.

Teaching strategies

Having established that false beginners come to the classroom with a great deal of language, it is then necessary to consider ways in which that language can be accessed. In this section we will consider receptive fluency and productive accuracy since those are the two areas in which this "latent" language can be activated.

Receptive fluency: listening and reading with a content focus.

Receptive fluency, particularly listening for content, is an area where false beginners have a clear advantage over true beginners since activation can be done in a simple, formulaic way.

Ur (1985:25) has pointed out that "[a]s a general rule, listening exercises are most effective if they are constructed round a task. That is to say, the students are required to do something in response to what they hear that will demonstrate their understanding." This article assumes that students are engaged in task-based listening activities.

To activate their knowledge, students should follow two steps prior to doing the actual listening tasks. They can do this by asking themselves two questions:

1. What is my task?
2. Given #l, what language (vocabulary, structures, content) might contain the information needed to perform the task?

The first step is generally delineated in the listening material (e.g., the text). The second step is best illustrated through example. Figure 3 shows a listening task from an elementary listening text. The task is as follows: Students hear one person telling another how to make a drink (banana eggnog). Students identify the steps in a process and number the pictures.

Before the listening, the teacher should put the students in pairs or small groups and assign them a task which will focus on one of the three elements of language identified in stage two of the predictive listening strategy: vocabulary, structure, content.

The following are examples of tasks for each element:

1. Vocabulary: In pairs, the students list the words they know that are likely to be used in talking about a process/sequence (first, next, etc.). Or the pairs identify the action in each picture and list at least one corresponding verb for each.

2. Structure: Since the task involved hearing people giving instructions, it is reasonable to assume that much of the speaking will be in the imperative form. Students identify the imperative sentence for each picture (e.g., Turn on the blender.).

11 Making a drink

Circle the ingredients used in making the drink.

Cream	**Egg**	Water
Milk	Orange juice	Ice cubes
Butter	Banana	Sugar

Look at the pictures showing the six steps for making the drink. Put 1 in the box beside the picture of the first step. Then number steps 2-6 in sequence.
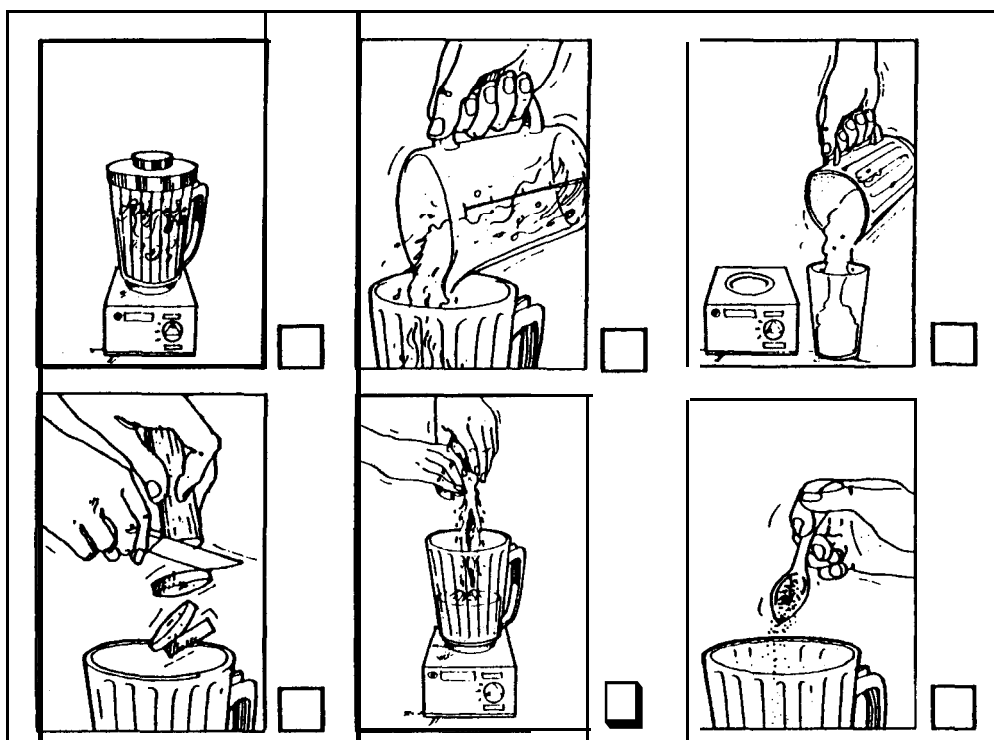

Figure 3: From *Elementary Task Listening* by J. St. Clair Stokes. ©1984 Cambridge University Press. Used by permission.

3. Content: The students look at the pictures and decide which steps are likely to come near the beginning, the middle, and end of the process. The pictures are labeled "B," "M," and "E."

The predictive listening strategy is flexible and can be adapted to nearly any task-based listening activity. To encourage the students to transfer the strategy to other situations, it is useful to have them decide on their own prediction tasks once they thoroughly understand the strategy and have used it many times. It should be noted

that having the students do the prediction task in pairs or very small groups will more effectively activate each individual's language since there is increased language density and the pair interaction requires understanding (whereas full-class prediction often involves only a few of the stronger students). It should also be noted that prediction differs from preteaching vocabulary in that the information is generated *from* rather than *to* the students. The point of prediction is not necessarily to guess the content correctly, though students are often more motivated to

(cont'd from previous page)

listen closely to see if they were correct. The focus is to activate – to use – the language they possess   passively.

Activation can also be useful in reading activities although the procedure is somewhat different. As Bamford (1984: 3) has pointed out, extensive reading is often best done as reading for pleasure and a task may not be appropriate. In such a case, the activation takes the form of pre-reading activities. Before reading a text, the students should look at the title and pictures, determine the topic, identify what they already know about the topic, and, when appropriate, predict the content of the reading.

Productive Accuracy: speaking/writing with pre-
scribed forms.

As indicated above, the presentation (establishing meaning) time in classes with false beginners can be minimized. The listening activity strategy above serves to replace traditional presen-

tation while the language is being activated. Once students have that, it is time for them to speak, to use the language in accuracy activities. That often means "drills," a set of techniques currently out of favor among many (see Hoskins, 1986: 30). Drills, as they are often used, carry with them at least two serious problems: (a) If a drill is well constructed, the students don't have to know what they are talking about; they simply slot in the substitution items. (b) Even if they understand the meaning, most drills give no real reason for the students to pay attention to what they are saying. If they aren't, it is doubtful that they are learning.

Drills have traditionally limited vocabulary to allow for a more complete focus on structure and sounds (Brooks, quoted in Richards and Rogers, 1986:53). But false beginners already have a great deal of both vocabulary and grammar. Practice activities can be richer from the start. Jazz chants and singing songs are both drill activities: the students are using prescribed forms

CLASS POLL

You will find out more about the members of your class and what they **like and** don't **like.**

		Do you	like	to ski?			
			enjoy	skiing? squid pizza?			
Yes, I do.	I	eat it listen to her watch him go there do/play it	a lot often at times	No, not really.	It He She	isn't my favorite.	
				I don't know. I'm not sure.		I haven't	tried it. seen her. heard him. tried it.

First, write one answer for each item below.
Then ask five other student about all eight items.
Mark their answers yes, no or no opinion.

Write the name of

1. **a food you like**
2. **a food you don't like**
3. **an entertainer you like**
4. **an entertainer you don't like**
5. **a place you enjoy**
6. **a place you don't enjoy**
7. **a sport to free time activity you enjoy**
8. **a sport or free time activity you don't enjoy**

Now **add up your score.** **Give yourself one point for each mark in the gray boxes.**
Total points: _   _

Who has the most points in your class? _____
This person has the most **common views.**

Who has the fewest points in your class? _____
This person has the most independent views.

Figure 4: Class poll -preferences. ©1987 M. Helgesen. Permission to reproduced for classroom use granted.
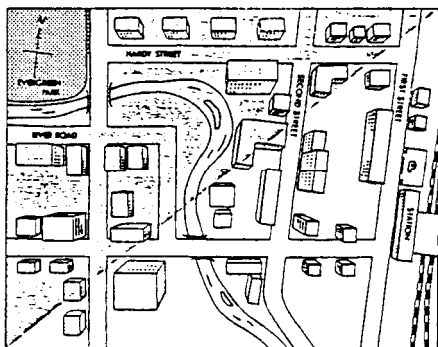
How do I get to...?

Here are the names of three buildings:

the TBS Building   Anton's Bakery   Uno's Pizza Palace

Choose three locations on the map and WRITE THE NAME OF EACH BUILDING on the map.
(Use only the WHITE AREA: do not write in the gray area.)

You are in front of the station. You would like to go to the following places:

■ a stationery store   ■ Stewarts Department Store   ■ the First National Bank

Ask your partner for directions. Write the names on the correct buildings. Take turns.

Figure 5: Accuracy pairwork (left) contrasted with fluency pair-work (below).

From *English Firsthand* by M. Helgesen, T. Mandeville, and R. Jordan. ©1986 Lingual House. Used by permission.

From *Pairwork* by P. Watcyn-Jones. ©1981 Penguin. Used by permission.

Asking for and giving directions

Take it in turns with Student B to ask for and give directions using the street plan on the opposite page.
   You want directions for the following places (in this order):

FROM	TO
1 the station	the police station
2 the police station	the boutique
3 the boutique	the post office
4 the post office	the museum
5 the museum	the restaurant

When Student B gives you directions, write the name (e.g. Police Station) on the appropriate building.
   The names of the buildings on the street plan opposite are the places Student B wants directions to. He/she is going to ask directions for the following places (in this order):
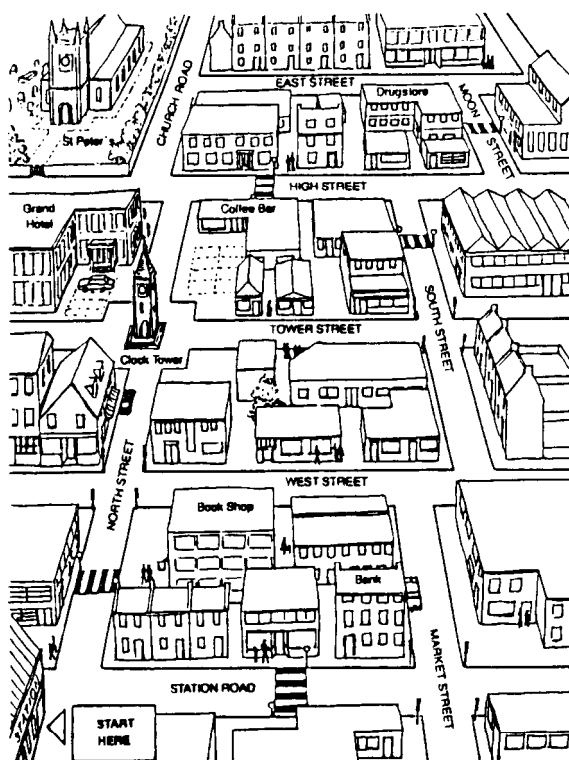
FROM	TO
1 the station	the bank
2 the bank	the book shop
3 the book shop	the Grand Hotel
4 the Grand Hotel	the drugstore
5 the drugstore	the coffee bar

Ask for and give directions alternately. You start. When you ask for directions, you can say:

Excuse me,	could you tell me the way to can you tell me how to get to	(the museum),	please?

When you have finished, compare street plans to check that you have written the names of the various buildings in the correct places.

with a high density. Many language-learning games are well suited for drilling since the language tends to be dense. Often traditional drills can be made into games. Any "yes/no" (or other two-option answer drill) can become a game by having students flip a coin to determine their response (the side with the flowers or building becomes "yes," the number side is "no." Students need to listen and write down the responses. The person with the most "yes" responses is the winner. Drills or activities that are or can be numbered become games with the introduction of dice. Rolling the number of an item accesses the "right" to ask the question (for a more complete description of these activities, see Helgesen, 1986:32).

Drills can and should have meaningful and interesting content. The lack of a need to tightly control vocabulary makes this possible. The class poll (Figure 4) is an example of a drill with open-ended vocabulary. The students supply their own information, thus increasing the interest in and relevance of the drill. The popular "Find someone who" activity in which students are given a series of items (e.g., Find someone who . . . (a) can do 20 push-ups, (b) can sing *karaoke* well, (c) can say "thank you" in three languages, etc.) and have to find a person who can give an affirmative answer for each is another example of a student-involving drill.

In the last two examples, the vocabulary is much less controlled than in traditional drills. This provides for more student thinking but, of course, the possibility of error is greater. In accuracy activities there is a focus on correctness. This can be provided by increasing the amount of language support given. On the class poll, a language box (substitution table) appears at the top of the page. This gives the students the back-up to do the activity correctly. It also makes it possible for students to monitor and correct each other. Information-gap pairwork is a popular classroom activity generally used for fluency. This seems a wasted opportunity since the high interest and dense repetition of the same language makes it perfect for accuracy work. Often, the addition of a substitution table (written on the chalkboard if it doesn't appear in the students' books), will provide the necessary support. Figure 5 illustrates similar pairwork activities. Both practice "giving directions." The one below is for fluency. The task is identified but no forms are specified. The one on the left right includes a task and a substitution table for student support.

Any discussion of accuracy work needs to include the issue of corrections. The purpose of correcting is, of course, to enable the students to become aware of the language and to make their own corrections. For this reason, it is not helpful for the teacher to "tell the student how to say it right." It is more useful to note the error, and help the student generate the correct form. Noting the error can take many forms. Simply pointing to the substitution table or giving a questioning look may be enough. In other cases, counting out each word on one's fingers (as in Silent Way corrections) **or** repeating what you believe to be the meaning in question form (a CLC response) may be necessary. The key is to support the students in noticing their errors and generating the correct form themselves rather than parroting your correction.

The order

This discussion of false beginners is limited to an identification of their knowledge in light of the refined phase model and the suggestion of ways to activate that knowledge. In the accuracy/fluency model there are also categories for "receptive accuracy" (listening/reading for specific words, structures and sounds) and "productive fluency" (speaking/writing with a meaning focus, form is not prescribed). While working in these areas, false beginners are much like true beginners except that, as Richards (quoted in Hoskins, 1987:30) has pointed out, they "may accomplish tasks more quickly than other students." A thorough discussion of those categories goes beyond the scope of this article. When considering activities, the general principle that productive accuracy should precede productive fluency will usually hold true. As pointed out above, receptive fluency is often a good way to get false beginners started. Beyond that, there is no "rule" as to the order in which the activities are done. Students need repeated exposure to all elements of language. Also, at times, a given activity may be useful for more than one category.[2] The important thing is to make sure that students are involved in activities from all the categories.

As false beginners, our students bring a great deal of knowledge to our classes. As teachers, we must make the choice of teaching them to access – to activate – that knowledge or of ignoring it and wasting their years of previous work.

Special thanks to the following people for their critiques of earlier versions of this article: Steve Brown, Julian Bamford, Torkil Christensen, Dale Griffee, Robert Henderson.

Notes

1. Although false beginners have a relatively large vocabulary, there are limitations on it. Because it was usually learned using grammar-translation, students assume a one-to-one, single-meaning correspondence between Japanese and English lexis. Thus students are confused when they hear, for example, "That's hard" since they "know" that "hard" means "katai" where- (cont'd on next page)

THE FALSE BEGINNER IN THE HIGH SCHOOL

By Jerald P. Halvorsen and M. Sally Kobayashi, Hokusei Gakuen Girls' High School

The term "false beginner" is widely used in Japan among non-Japanese teachers of English and publishing companies, to describe adults or college-level learners who have some background in English but whose language skills have not developed equally. This article is concerned with the "false beginner" at the high school level.

Students enter high school with different language experiences. Some have had only the junior high school English while others have studied English privately. Still others have lived abroad in English-speaking countries. The under-developed skills are listening and speaking, and the "false beginner" situation exists long before the student enters college.

When Hokusei High School's English course *(Eigoka)* was begun in 1970, the term "false beginner" did not exist. However, the *Eigoka* curriculum addresses the "false beginner" situation by emphasizing communicative English equally in all four language skill areas.

Since its inception, the *Eigoka* has employed native English-speaking (NS) teachers. Entrance into the program is by a competitive two-part examination with a paper test and a listening comprehension test. *Eigoka* students take nine to 11 class periods per week of English courses including classes in conversation, grammar, composition, language lab, typmg, and independent study, Two weekly periods of conversation are taught by NS teachers. Originally, these classes were half the size (20-24 students) of "regular" classes (40-48 students), but in 1987 they were further divided to 10-12 students per class, at the urging of NS teachers.

In the *Eigoka,* NS teachers have the freedom, opportunity, and responsibility to develop an appropriate curriculum, to select textbooks, and to administer examinations. In addition to objective tests, NS teachers often give subjective tests in an attempt to assess overall individual abilities more accurately. Learners are not expected to produce answers that are 100% correct and objective, and should not get the impression that there is one, and only one, correct interpretation of language (Sheerin 1987). At Hokusei, NS teachers are not required to consult with the Japanese staff, but, in actual practice, there is consultation.

The problems of "false beginners" are being addressed from the begmning 01 the student's high school career. In addition to the standard grammar-translation classes, students are exposed to natural English through their conversation and language laboratory courses. The textbook is not used just for teaching grammar or memorizing dialogs and vocabulary but also as a guide for conversation. Emphasis is on *using* the skills in a communicative setting. To encourage students to read English both inside and outside of class, English-language magazines and graded readers are available in the library.

Authentic listening is provided by video and cassette tapes covering themes from U.S. TV programs, movies, and sports events to English news broadcasts (Rivers 1980). Teachers frequently use games, drama and TPR activities to let students use English as naturally as possible.

Conversation teaching centers on providing "comprehensible input" (Krashen 1982). Conversation about subjects of student interest is the most important part of class. "Here and now" conversation (Dulay, *et al.* 1982) is the most commonly used. One example is a Romanized map of the school neighborhood that is used

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as the English word for "'muzukashii" is "difficult."
   2. See. for example. Davis and Rinvolucri, ***Dictation: Many Ways*** (forthcoming, Cambridge); for a series of dictations (receptive accuracy) that lead into productive-fluency activities.

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when practicing giving and asking directions. After the vocabulary is taught, students study their maps and locate the different places near school. The students are taken for a walk around the neighborhood. Places on their maps are noted and directions to and from school and to and from the different places are discussed.

Each year a major project emphasizing speaking and listening skills is required. These activities provide public-speaking opportunities for the speaker and are a rich source of listening experiences for the class, which responds through questions. First-year students present two-minute oral book reports on English books. They may also elect to participate in English recitation or speech contests. Second-year students give a four- to five-minute speech in class on a topic of their choice. Four or five of these students are selected to participate in English speech contests. Third-year students give a public performance of an English play about 1½ hours in length. This project begins at the end of the second year with the selection of the play, student directors, and cast. The cast members memorize their lines during the spring break, rehearsals begin with the new school year in April, and continue daily after school until the performance in mid-June. The English play is a highlight of an *Eigoka* student's career at Hokusei, and is highly regarded in the community.

Every year a literary magazine containing the works of *Eigoka* students is published. Students type their own manuscripts.

NS teachers also teach in the school's "regular course," which is comparable to the English courses in Japanese public high schools. The intensive English programs can not be employed, but NS teachers enrich the classes through culture-teaching activities. Halloween is a popular activity; real orange American-style pumpkins are brought into the classroom and carved into Jack-O-Lanterns. Students also make masks and bake pumpkin pies after school. For most it is the first time they have ever seen a Jack-O-Lanter or eaten American-style pumpkin pie. As with the English play, such activities utilize after-school time effectively.

NS teachers try to promote positive attitudes toward English-speaking cultures (Savignon 1983). Holidays of English-speaking countries are celebrated. The teachers' letters and cards from home are read and pictures are shown, thus creating topics for discussion. The school encourages students to have pen pals and also provides information on post-high-school study abroad. Hokusei sends four or five students on overseas exchange programs each year, and regularly hosts exchange students from other countries.

One activity used with both *Eigoka* and "regular course" students is the planning of a one-week vacation in a foreign country. Students write in English to U.S. state tourist bureaus and to various embassies of English-speaking countries in Tokyo for information on the places they want to go. After collecting the information they write a report with their itineraries. In an oral presentation, students describe their vacation to their classmates. One creative student wrote to NASA and planned a week-long vacation on the moon.

The authors feel that the entire student body benefits from the presence of NS teachers. Students can take advantage of informal opportunities outside of the classroom to use their language skills.

It is true that most high schools cannot form an *Eigoka.* However, all schools can take steps to deal with "false beginners" early.

Questions and comments regarding the Hokusei program should be addressed to the authors at: Hokusei Gakuen Girls' High School, Minami 540, Nishi 17-chome, Chuo-ku, Sapporo 064.

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TEACHING A CONTENT COURSE TO FALSE BEGINNERS

By Richard Kizziar, Hokkai Gakuen University

"False beginners" are language learners who have studied an L2, and have some knowledge of the L2. In Japan, most incoming university students may be considered false beginners. They have been exposed to six years of English instruction, mostly in the grammar-translation method. The good students can discharge the tasks that have consistently been demanded of them; the poorer ones have less success. But neither group can function creatively (aurally or orally) in the L2 beyond the most rudimentary level,

Since 1984, I have been teaching American and British history in English at two colleges in Sapporo. In each class there are from 40 to 80 students like the false beginners detailed above, and the course may be said to have met with some degree of success. This article describes what is done in the classroom with a large group of false beginners.

Lectures

It is expected that I give "specialized" lectures in L2, which exercise, and improve, the student's listening skills, perhaps even prepare them to speak.[1] As Richards has stated, there is "little direct research"[2] in L2 listening comprehension, so I started the teaching by doing what seemed best and most workable.

One matter bothered me from the start. To whom should I speak in the lectures? To an international audience, or to a specifically Japanese audience? I started by assuming an international audience which happens to be in Japan, and except for occasional reservations, this has remained unchanged. My lectures contain the material that I think people anywhere, who are interested in the subject matter, should know.

However, I stress many points which are often not stressed in a history syllabus, to make westerners and things western more fully understood. I feel that, for example, the Renaissance, where individualism re-emerged, does not receive adequate emphasis in Japanese schools; and to illustrate individualism, I use the essays of Montaigne. The Reformation, specifically the formation of the Lutheran, Calvinist, and Anglican churches, may be pretty far afield, but it provides an opportunity to outline some of the influences of Christianity.

I compiled my initial lectures from textbooks and popular histories,[3] writing an essay whose expressions were then simplified. This simplification proved to be the most time-consuming. I want the lectures to be easy to understand, and remaining aware of the students' level of comprehension, I talk to specific points. Keeping the content slightly above the level of understanding (student's level +l), the students find themselves reaching for understanding.[4]

Diversity

The Voice of America's[5] on-the-air learner language, "Special English," is characterized by restrictions in speed, vocabulary, and use of phrasal verbs, and also by being slang-free. This is in some ways the American-English equivalent of (the British) "Basic English."[6] "Special English" appears quite exaggerated, and many native speakers are initially repelled. I still attempt to pattern my learner-English upon this "Special English."

Every idea that appears in a lecture is explained and the explanation varies according to whether it has been presented before or is commonly known. For instance, the price effect of supply and demand receives a very brief treatment, mainly because the students are already familiar with it. The difference between Calvinism and Catholicism receives more attention.

For American history, the textbook and the video series are consistent and set the basic outline of the course. The textbook[7] is the only suitable ESL reader I have been able to find, and is without any insupportable biases. The video series[8] is by Alistair Cooke, the British journalist. He speakers to an American audience, and many students find him difficult to understand. Alistair Cooke's speech seems to be the students' level plus considerably more than one. A video series closer to the student level would be preferable.

"Cheat Sheets"

I began lecturing with only a wall map and the chalk board, but soon remembered that in university classes, even in the first language, the teacher usually provides an information sheet for every lesson. At first the handouts were little more than lists of key words, which later became basic lecture outlines. Each student gets a set of lecture notes for each lesson, which is covered in two or three 90-minute class periods. (See box)

Note Taking

Early in the school year, I devote one class to teaching note-taking. First, I deliver a complete, but short (about ten minutes), lecture. Next, I break the class into groups of six to eight students, and deliver the lecture again. Then, the

---

Pre-History
1. ***Anno Domini***
2. Ice Age
3. sea level
4. land-bridge
5. the West Indies (and East)
6. American Indians

Latin America
7. Inca (Peru)
8. Chibcha (Columbia)
9. Maya (Guatemala & Yucatan)
10. Aztec (Mexico)

North America
11. Pueblo Indians (Colorado & Rio Grande Valleys)
12. irrigation
13. Five 'Civilized' Nations (South-East)

14. Cherokee syllabary
15. Alabama

Vikings
16. the Gulf Stream
17. Irish hermits (795)
18. Iceland (870)
19. Eric the Red
20. Greenland (985)
21. Leif Ericson
22. Vinland (1001)
23. grapes – Passama-quoddy Bay
24. salmon -the Hudson River
25. sailing instructions
26. L'Anse aux Meadows (Newfoundland)
27. iron smelter

Spices
28. Crusades (1 lth, 12th, 13th centuries) 3.
29. Molucca Islands

Land route (silk road)
30. Marco Polo (1271-92)
31. Kublai Khan
32. Constantinople -Greek until 1453
33. Christians – Christianity
34. Istanbul -Turkish after 1453
35. Muslims – Islam

"Cheat Sheet"

---

groups discuss the lecture and compare notes. Finally, a spokewoman (most of my students are women) from each group summarises the lecture to the class. I then comment on the summaries and benefit greatly from the experience. Outlining can also be introduced in this way.

Tests

Tests are in the form of essays, twice a year, at the end of each semester. The students are quite anxious and work through a "potential" exam question in class. This question may appear on the test. I treat this as part of the lectures, with the difference that everyone is paying attention after heaving heard the magic word, "test." This allows me to introduce important material, and I may discuss "the similarities and differences between Christopher Columbus and Vasco da Gama."

In one class, English-majors and non-English-majors study together. Here the English-majors must write in English; the others are free to choose the language, So far, all have chosen Japanese or English, and about half of those who have the option have chosen English.

Reports

If the library has supplementary readers in English, students can use these for writing reports. For ease in reading they should be texts for the lower secondary school grades. Such exist for British history, and the college library has about 90 titles.[9]

Advice

Advice for teaching an L2 content course is simply that repetition and paraphrase are the only effective and versatile tools. Students rarely ask direct questions, but when a student is looking steadily at you, she is probably paying attention. However, when she cocks her head she probably did not catch the transition from one idea to the next. Whenever I notice such, I immediately repeat, paraphrase, or do both.

Conclusion

I stress that getting the message across is much more important than saying it correctly, also in L2. I want the students to forget production, and be attuned to reception. In class I do most of the talking, but I never explain how an idea is expressed, or analyse methods of explaining on the board. I explain or write only to convey information. This creates a low-stress class, which may be one reason why "false beginners" are attracted.

Notes

1. S.D. Krashen and T.D. Terrell, The ***Natural Approach***, Pergamon-Alemany Press, p. 20.
2. J.C. Richards, ***The Context of Language*** Teaching, Cambridge University Press, p. 189.
3. For American history, B. Bailyn, *et al., **The Great Republic***, D.C. Heath, and L.F. Litwack, *et al.,* **The United States,** Prentice-Hall. For British history, L.B. Smith (gen. ed.), ***A History of England***, D.C. Heath, and W.S. Churchill, ***A History of the English-Speaking Peoples***, many editions.
4. Krashen, *op. cit.,* the Input Hypothesis, pp. 32-**34.**
5. On short wave in Japan.
6. C.K. Ogden, ***Basic English: A General Introduction with Rules and Grammar,*** Kegan Paul, 1930. Quoted in H.H. Stern, ***Fundamental Concepts of Language Teaching,*** Oxford University Press, p. 161.
7. K. Lancelot-Harrington, ***America: Past and Present,*** Newbury House.
8. ***Alistair Cooke's History of America,*** Time-Life Video.
9. One for instance, H. McDougall, ***Elizabethan England,*** Longman. Written especially for the first half of secondary school.

PEDAGOGICAL APPROACHES TO BUSINESS WRITING

By David Wardell

This is the concluding article of a three-part mini-series by David Wardell which looks at important considerations in teaching English for use in business.

Research has shown that writing as it is formally taught and writing as it is practiced do not necessarily go hand in hand. Data collected over the past decade at American universities reveal that the types of assignments frequently practiced in ESL composition classes often fail to exercise those writing skills that foreign students ultimately need for success in post-secondary courses. Kroll (1979), Johns (1981) and Horowitz (1986) cite specific instances where this disparity occurs, and argue that proper alignment of ESL writing instruction with generally required writing tasks is necessary if foreign students are to be prepared properly for the real challenges of academic life.

Research into standard approaches used in teaching writing to business people, plus a review of the types of commercial materials available for business writing instruction (Wardell, 1987a. 1987b), suggest that composition courses for Japanese business people may fail — as some academic ESL courses do — to develop adequate writing competence in business professionals. The types of writing assignments practiced in company classes may also lack relevance when measured against the types of composing and the kinds of documents Japanese business people are expected to produce on the job.

Information about pedagogical strategies used to correct alignment problems in the academic setting, and methods shown to develop composition skills within academic contexts, may be of value to writing projects in the business sector. Steps taken by university ESL programs to ensure that writing classes support general university coursework may serve as constructive guidelines for language teachers working in company training programs as well. Methods shown to develop composition skills within academic contexts may also prove valuable for the same purpose in training Japanese business people. The purpose of this article, then, is to examine some of these developments.

Process over product. Emig (1971), Britton (1975). and Smith (1982) examine composing as a dynamic process. Although this process is seen as having three stages (pre-writing, writing, and post-writing), they emphasize that these stages do not demand a rigid linear progression. Rather, the creative surge generated through pre-writing activities stimulates written forms, but these may require further recycling in the pre-writing stage before complete thoughts can begin to be organized. Organization occurs later between the writing and the post-writing stages, and during this process the writer may be led to further exploration of the pre-writing territory. Therefore, learning to compose is learning to think and to be creative; this often requires a tortuous — and torturous, too — journey over a circuitous path before the final product emerges.

Teaching professional people how to manage this composing process should be a primary aim of business writing courses. Allen (1985) offers a useful three-stage technique to cultivate pre-writing, writing and post-writing skills in non-native speakers of English. He labels these stages: (1) Idea Generation, (2) Articulation, and (3) Final Revision. During the first of these stages students explore ideas using group discussions, journal writing, and debate. The second stage involves first and second drafts of the paper with group revisions and conferencing. The last stage focuses on sharpening the argumentation, structural organization, and mechanical features, again with peer interaction as the medium of critique. Because Allen's approach allows the composing process to occur openly and gives all members of the group a vested interest in the success or failure of each person's written work, this pedagogical approach could be applied to good advantage in many business writing seminars.

Spack (1984) discusses a variety of discovery techniques and provides a rationale for teaching invention in an academic writing course. She argues that invention is essential to producing written forms and that this talent must be exercised in composition classes. Spack lists six invention strategies which have been useful in her classes: (1) oral group brainstorming, (2) list making, (3) looping — writing non-stop, with no self-censorship, on anything that comes to mind on a specific topic, (4) dialogue writing, (5) cubing — swiftly consider a subject from six points of view by describing it, comparing it, associating it, analyzing it, applying it, arguing for or against it, and (6) classical invention — write brief answers to several questions about a subject according to Aristotle's common topics of definition, comparison, relationship, circumstance, and testimony.

Questioning techniques can also be useful pedagogical tools during the pre-writing stage. Abbott (1980) considers student-generated questions essential to the initiation of critical inquiry; therefore, he advocates developing curiosity in students by deliberately withholding infor-

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mation and causing them to continue asking for information until a solution is reached. Robinson (1987) suggests that later in the composing process this same type of questioning can be applied to early drafts of a paper to direct a writer's attention back to the pre-writing mode. His suggestion, of course, supports the conception of composition as a circular rather than a linear process, a concept as relevant to business reports as it is to academic term papers.

Editing as cognitive skill — not as prescriptive doctrine. The common problem here is that rigid enforcement of grammar, spelling and punctuation rules often obscures the overall processes of developing a piece of discourse. Because unskilled writers frequently hold the belief that it is the surface features of a text which signal good writing, they overlook opportunities to rework internal weaknesses in their composi-tions.   In other words, they fail to utilize global strategies for' revising their discourse. Chenoweth (1987) argues: "Composition teachers who correct just those surface-level mistakes, without commenting on content as well, are reinforcing the students' tendency to focus on sentence-level problems." (p. 25) She advocates conferencing as an appropriate method for stimulating a wider range of writing strategies; the teacher may concentrate on only one section of a paper for revision allowing this focused attention to contribute gradually to' the student's overall linguistic growth.

Abbott (1979) and Johns (1986) discuss coherence and the ways in which surface features of a text can interfere with the communication process. Proving to students that meaning is obscured because of a failure to adhere to the general conventions of the language is occasionally a very rich lode to mine. Writing samples which illustrate poor spelling or punctuation habits can be shared with other members of a class. It is hoped that when peers are unable to decipher the language of these papers, a powerful argument for attending to details can be made. Discovering that the editing process promotes understanding and communication may contribute more to cognitive development than a year of nagging about specific rules.

Instructional   content   must   reflect business reality. Auerbach and Burgess (1985). Wenden (1985), and Luppescu (1986) point out that language input must be comprehensible if it is to be processed and retained by the learner — communication requires meaningful contexts. Obviously,   relevance is an important pedagogical consideration within business training courses, and it is essential to match the composition activities in the training classroom with actual writing practices experienced in the workplace.

Shih (1986) discusses a variety of ways to bring content materials into the second-language classroom. Taylor (1981) suggests that writing assignments need to give students opportunities to communicate ideas of serious interest to them. "Writing outside the classroom is motivated by the need of the writer to persuade, or inform, or complain, or express an opinion for any one of a number of purposes. It is goal-oriented." (p. 9) Pearson (1983) shows how technical vocabulary development and contextual paraphrases can support a variety of writing activities such as enumeration, giving reasons, requesting, approving, and refusing. Weissberg and Buker (1978) describe specific strategies for integrating linguistic forms to written communication using contextualized materials. Each of these pedagogical approaches offers interesting avenues for training Japanese professionals to compose in English.

In conclusion, three general areas of change are recommended to traditional business writing courses: (1) a shift in focus from product to process; (2) an emphasis on editing as a cognitive skill rather than prescriptive doctrine; and (3) a stronger relationship between the instructional content and the actual business environment.

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REPORT ON THE 26th ANNUAL JACET CONFERENCE

The 26th annual conference of JACET (The Japan Association of College English Teachers) took place at Kyoto Sangyo Daigaku on the weekend of Oct. 9-11. Six hundred people attended the symposium, plenary, and approximately 60 sessions of individual talks.

The plenary speaker was Frank R. Palmer, who just retired this October from the post of professor of Linguistics at the University of Reading. Prof. Palmer has lectured all over the world. though this was his first visit to Japan. He is well known for his work on verbs and modality: *The English Verb* (Longman, 1974). *Modality and the English Modals* (Cambridge University Press, 1979). and *Mood and Modality* (Cambridge University Press, 1986). In his plenary address, "How Does Applied Linguistics Contribute to Language Teaching?", Palmer came out very strongly in favor of the point of view that language teachers must have a background in linguistics in order to be informed "directors of learning." Building on his definition of linguistics, Palmer discussed what teachers need to know and then how they are to apply the knowledge. He was skeptical of Krashen, of Communicative Language Teaching, and of Prabhu's procedural syllabus, yet he applauded some of the changes that have developed recently in foreign language teaching, sometimes as a result of the ideas of such people as Krashen. Essentially, Palmer sees foreign language teaching as part of linguistics, necessitating the training of teachers in the key areas of the field.

Of the individual presentations, almost half of them were given in English, half in Japanese. The moderator in each room was responsible for keeping track of the time and for facilitating the ten-minute question-and-answer session that followed the 30-minute presentations.

Perhaps the highlight of the conference was the symposium on Saturday afternoon with Prof. Hashiuchi of Notre Dame Seishin Joshidai. Mr. Kosaka of Matsushita, and Prof. Satoh of Nara Kyoiku Daigaku. The topic was "English as a Foreign Language or as an International Language?" The statements of the three speakers and the discussion that followed with Prof. Palmer were provocative and challenging. Prof. Hashiuchi was in favor of teaching English in Japan for international communication and exposing students to a whole variety of speakers of English, while not privileging any one. Kr. Kosaka emphasized the need for practical training in the language at the university level. When he cited statistics that show Japanese university graduates score an average of 384 (1987 figures) on the TOEIC, administered to all new employees at Matsushita, while 650 is required for overseas assignments and 730 for graduate work in the U.S., Kosaka's argument seemed difficult to refute. Prof. Satoh took the point of view that teaching and learning standard English in order to be more than just intelligible to others when speaking English is the only viable approach. In addition, he felt that American English is the model that should be used in Japan and was concerned that there be attention given to accuracy in the English language classroom. Finally, while Prof. Palmer supported Mr. Kosaka's view that English is taught and learned in Japan for commercial purposes, he did question the validity of teaching varieties of English other than an American or British English norm. He suggested it might be easier than to set about describing another variety of English. Moreover, if one talks about English as an international language, one needs to define the purpose for which another variety needs to be learned. Obviously, Singaporean English would be useful for someone who is to be posted there for work. For the average student, however, American or British English will do, and Palmer supported his point of view by commenting on the seeming convergence of those two dialects of English.

In the question-and-answer period that followed several controversial issues were raised, along with some concern by one member of the audience about the possibility of American or British speakers losing their jobs as teachers. With such an inherently political topic, related to world economic and political trends, no strong position could be taken in favor of EFL or EIL.

All in all, the cooperative weather and the lovely setting in the hills outside central Kyoto provided a suitable atmosphere for a relaxed yet stimulating three days.

Submitted by Virginia LoCastro
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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.*

DOMINOES

By Atsuko Hane

This language game was originally presented by Dr. Julian Edge at a British Council seminar. It intrigued Ms. Atsuko Hane, who has since been using it with great success. She reports it here with the permission of the British Council.

Dominoes is an old game that came originally from France. A set of little tiles with a different number of pips at each end are dealt to the players, and each player in turn has to try to match one end of a tile from his hand with the corresponding end of a tile on the table that shows the same number of pips. The principle of the game is extremely simple, but like all good language games, it can be played in many variations and at many levels of difficulty to suit the level of attainment of the players.

Preparation

The preparation of the cards is quite time-consuming, but it is a good investment, for once the cards have been made, they can be used over and over again in the same or in different classes.

When I made my cards, I bought sheets of coloured cardboard and cut them into pieces the size of ordinary playing cards. Then I collected pictures from colour magazines, tourist pamphlets and other readily available sources and cut them to a size slightly smaller than the cards. The pictures I collected were of famous buildings, both Japanese and foreign, means of transport, people at work and at play. different kinds of food and drink, animals, watches, calendars, and so on. One picture was pasted on each card.

Playing the Game

The game is played by three or four players. A pack is made up of a selection of cards allowing seven or eight for each player plus two. The cards are shuffled and dealt, each player receiving the same number of cards, and the remaining two are placed side by side, face up, in the middle of the table. The players decide who is to go first.

The player puts one of his/her cards to either the left or right of the exposed cards. The essence of the game is that the player must make a sentence that states a relationship between the new card and the one it has been placed beside it. For example, the two original exposed cards may be a picture of a typical London scene with the caption "London" and a watch showing (as pictures advertising watches usually do) the time of ten-past-ten.
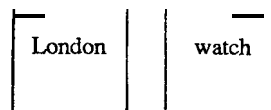
If the first player has a picture of a bus, he might put it to the left of the London card and say, for example, "I went to London by bus," or "I went for a ride on a London bus."
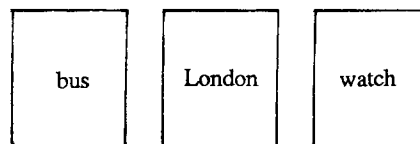
If the next player has a picture of a cup of coffee, s/he might put it to the right of the watch card and say, "I drank a cup of coffee at ten-past-ten this morning." The game continues in this way until the players have used up all their cards.

As is always the case with group work, groups vary greatly in the time they take to finish, but I have found that on average it takes about ten minutes to finish a game. I usually tell a group that finishes quickly to collect the cards, shuffle them and play a second game, or exchange packs with another group. In the 20 minutes I usually allow for the game, most groups play twice and some play three or even four times.

Variations

This simple game has two great advantages. First, a large number of sentences can be generated from the chance combinations of the cards. This enables it to be played a number of times in the same way without becoming stale.

Second, it can be varied in difficulty to suit players of varying levels of attainment and of experience of the game. If the pictures represent only common objects for which the words have already appeared in the class textbook the game can be played by beginners. On the other hand, it

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can readily be made more demanding by introducing restrictions on the kind of sentences permitted. All sentences might have to refer to future time ("I shall be going to London by bus after Christmas"); or be conditionals ("If I go to London, I shall take a ride on a bus"); or give advice ("If I were you, I should drink a cup of coffee at ten-past-ten every morning").

Elaborations are also possible in the method of play. There could be a strict limit on the time allowed for taking a turn. When they take their own turn, players might be required to repeat the sentence of the previous player, using either direct or indirect speech.

Finally, the cards might be made to approximate more closely to dominoes by having two pictures, and each picture might also carry a numerical value, the value reflecting the difficulty of building the picture into a sentence. In this case, passes could well be quite frequent and the game would end, as in real dominoes, when one player has used up all his cards and the loser would be the player whose remaining cards had the highest numerical value.

Atsuko Hane obtained a BA. in English at Tsuda College in 1963 and an MA. in Linguistics at the University of Wisconsin in 1974. From 1976 to 1986 she taught English at Tsuda School of Business.

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JALT Undercover

***NOAH AND THE GOLDEN TURTLE: Stories from East and West for the ESL Student.* Sarah Skinner Dunn. Prentice-Hall, Inc., 1985. 180 pp. No cassette.**

***UNUSUAL STORIES FROM MANY LANDS.* Arlo T. Janssen. Prentice-Hall, Inc., 1985. 212 pp. No cassette.**

***STORIES WE BROUGHT WITH US.* Carol Kasser and Ann Silverman. Prentice-Hall, Inc., 1986. 167 pp. No cassette.**

Noah and the Golden Turtle is designed for high-intermediate students, and that seems about right. Two Matsushita teachers used it extensively at that level, and it was found to be challenging yet not overly difficult. It looks deceptively easy because the stories are short, but they are really rich with meaning and vocabulary. And this is an interesting point. The intention of the author, according to the preface, is to help the student to develop a tolerance for and an understanding of different cultures as well as to help him/her to improve his/her reading skills. The content, however, does not strike me as inherently interesting in the sense that there is little to find out, little to solve. Not everyone is interested in parables; not everyone can identify with them, and because of the abstractness and symbolism involved, some students are not stimulated easily by the subject matter. Certainly a lot of students are stimulated, however, and all three of us think that the format has a lot do with this.

The most appealing feature of *Unusual Stories from Many Lands* on the other hand, is its content: stories that deal with the supernatural. A natural development of reading and discussing one of the stories is to then discuss one's own experiences with the class, only to find that one or two others surprisingly have had the same kind of experience, or at least think that they have. An example is "In the Operating Room," which is about an out-of-the-body experience. In class, I read this story to the students (high-intermediate) a couple of times (this is possible because the stories are not so long), and then we discussed the points they still didn't understand. I then read again those same parts. So I really used this reading selection as a listening exercise. But that's not my point. The fact is, that after com-

plete understanding was reached, I asked the students if they had had any experiences like that described in the story and, indeed, two of them had had the same experience. We were able to discuss this spontaneously for about 45 minutes. I think virtually anyone would find the subject matter of this book interesting.

The follow-up exercises in **Noah, and the Golden Turtle** are okay as far as discrete-point items go, but the only exercise that involves any kind of discussion is the last one, and it is small and looks like an afterthought. Indeed, because of this, the book might be best used for self-study rather than in the classroom. In addition to all this, the vocabulary presents a kind of problem. In some cases, easy words are defined for the student while rather obscure ones are not. For example, in 'The Golden Turtle," "root" is defined, but 'perish' isn't. "Post" is defined but "devastate" isn't. For the two who used the book over a long period, this caused some confusion in class. In all fairness, however, the majority of the words that are defined for the reader are ones that should be defined, and much of the vocabulary that, in my opinion, should have been defined ("unconfessed," "disobey," "crouch," "harass," etc.) is at least worked into the exercises so that students can derive the meanings. So it seems that at least most of the words that are probably new and/or difficult for the student are dealt with somewhere, but the selection of words to define still seems a little haphazard.

Another teacher here at the Overseas Training Center used Unusual **Stories from Many Lands** extensively and felt that the vocabulary was about right for the high-intermediate level at which he also used the book. Indeed, according to the author, the book gets progressively more difficult going from lower-intermediate to lower-advanced. The items covered in the vocabulary exercise are mostly words I would expect students not to know at this level, like **budge, fidget, clutch,** and **reassure,** and, more importantly, common but difficult idiomatic expressions like **take care of (an affair), go where one pleases, eat what one pleases,** etc. Other vocabulary work just involves matching words with their antonyms and/or synonyms. In addition, there is also systematic use throughout of a variety of verb forms. This is a well-designed and, obviously, a well-thought-out book. Furthermore, the other follow-up activities ask the students to think, and the rest are pretty much discrete-point type. The last follow-up activity is called "A Bit of Humor," and it strikes me as a really appropriate way to end a lesson — with some humor. My students appreciated, in a way, being able to make light of what they had just worked so hard to discuss and analyze. Overall, even though there is much in this book's exercises that could be tedious and dull, there is a great deal of good content as well

that really asks the student to think about and expand what he/she has just digested.

Noah and the Golden Turtle is simplified but not condescending. and by ingeniously grouping the stories in contrasting pairs so that the students are constantly shuttling between East and West. the author has made sure that cultural understanding is encouraged not only by the nature of the content but by the format as well. Also, according to the two teachers who used the book extensively, their students did enjoy discussing the cultural comparisons as set forth by the pairs of stories. Thus, what, in my opinion, the book lacks in content it makes up for by providing an interesting format that elicits conversation. After some of the readings there is a speed-reading activity, in which the students must read a part of the story as fast as possible and then answer true/false questions. This is a great idea. I just wish there were a section like this after every reading and that it included a discussion of how the fastest readers managed to read and comprehend so fast. All in all, despite its strengths, I can't say that I find this took fun to use.

Getting back to content, the other teacher who used **Unusual Stories from Many Lands** extensively told me that he, like me, thought the book was especially good in the sense that the stories are from various cultural contexts and thus give very keen insights into them. This is no doubt true. and the nice part is that the students, in my opinion, don't have to concentrate on the cultural aspect explicitly in order to reap the benefit of greater and broader understanding. They're so involved with the content that an increased understanding of different cultural contexts occurs almost unconsciously.

Unusual Stories from Many Lands is at least as good a discussion or liitening book as it is a reader. Since the selections are relatively short, a speed-reading activity in which the students read the story as fast as they can — and all stop when the first person finishes — is also possible. The students then discuss not only the story but also how the first student to finish got through the story so fast.

Again, this is a book well worth using with just about any group of intermediate students.

Stories We Brought With Us is considerably different from the other two books, if for no other reason than the fact that it is aimed at beginning-level readers; for this reason it is a little difficult to compare it with the other two. In light of this, I will try to evaluate the book on its own.

I like this book. The stories, in my opinion, carry a great deal of meaning, and, thus, provide

rich opportunities for discussion; however, my experience using the book here with intensive students at the beginners' level is that the stories are simply too difficult. I must add that each story is printed in two versions: one a little easier than the other. The idea here is good. That is, reading the two versions in each case gives the students a perspective they do not usually have by allowing them to see how the same thoughts can be expressed in two different ways. Also, reading the easier one prepares one well for tackling the more difficult one.

The book has an attractive layout with ample use of pictures and mostly simple, mechanical drills which, in my opinion, are not overly tedious. Not all of them are mechanical, however. Some measure global proficiency, such as discussion of an idiom which fits the story, cloze exercise, putting sentences in the correct order, choosing an appropriate alternate title, etc. In essence, there is a good balance between the global and the discrete point. Ironically, the only worry I have concerns the drills that I like. Naturally, with stories like these (they're actually fables), discussions of meaning and symbolic significance naturally follow. However, on the beginners' level, discussion of any kind is no mean task. Maybe this is overly skeptical, but I wonder if these stories couldn't be handled more appropriately at a higher level, where the class could do them justice.

Another Matsushita teacher used this book with one of his adult classes. He found that the stories provide the reader with good opportunities for vocabulary expansion, but that they are typically too difficult for beginners and, for adults, inherently uninteresting. The reason for the latter, according to this teacher, is that most Japanese adults already know stories like the ones in the book, and, in any case, know the morals. Furthermore, his observation is that these morals seem to be accepted rather uncritically as elements of universal folk wisdom. Thus, in this teacher's opinion, there is little opportunity for true learning in using this book, unless it involves rethinking ideas with which one is already familiar.

The exercises after each story also impressed this teacher. He noted that, with his students, having 'to use vocabulary in sentences aided retention, having to put in order sentences that describe events in the story helped organize their understanding, and having to answer free-response questions required them to put the story in their own words. Also, he emphasized that the two versions not only expose students to different ways of 'saying the same thing, but promote linguistic flexibility in the students themselves, and that reading the first, easy version of a story prepares one well for reading the second, more difficult one.

Getting back to the stories, however, we both think that if one were to use this book with adolescents or children who could handle the level of difficulty (elementary? . . . in any case, above beginners' and below intermediate), it might prove very enjoyable and very effective. Quite possibly, those youngsters would not have a sophisticated, experience-based understanding of the morals of the stories even if they had already been exposed to them. Thus, they might very well find the stories as well as discussions based on them very enlightening and challenging. I, personally, am not convinced that the book cannot also be used with adults at a higher level. It seems to me that the folk wisdom in the stories is often questionable and, therefore, discussable. However, I would concur with the other teacher in recommending this book heartily for younger students at a level above beginner.

Reviewed by Bill Hellriegel
Matsushita Overseas Training Center

Reviews in Brief

COURSE DESIGN: Developing Programs and Materials for Language Learning (''New Directions in Language Teaching'' Series). Fraida Dubin and Elite Olshtain. Cambridge University Press, 1986, 194 pp.

Dublin and Olshtain's latest collaboration, Course Design, is a clear and tightly-woven book, replete with illustrations and examples reprinted from other texts and designed to help ESL/EFL professionals do precisely what its sub-title states: develop programs and materials for language learning.

Until now, books available on the subject of syllabus design have borne the British Council/Council of Europe markings, so I appreciate the appearance of this professional text on the market. I'm not disparaging the previous texts, however, as much as I'm applauding the appearance of one with a distinctively pragmatic, American style to include principles, discussion, and varied, practical examples presented with a communicative orientation.

Course Design is appropriate for teachers in training as well as those already in the field of ESL/EFL, whether involved in classroom instruction or curriculum work per se. It is straightforward enough for those lacking background experience to still benefit from, it approaches subject matter with an orientation toward current classroom teachers by using actual examples from current EFL/ESL texts, and it possesses sufficient sophistication for the curriculum/materials designer to appreciate.

Rather than being a stark, sterile outline which the particulars of a language curriculum should be plugged into, it provides a clear view of the overall nature of course design and aspects to be considered in language instruction, along with integrated examples and suggestions. It doesn't presume that the functional-notional approach has a lock on the market of syllabus design, but gives the reader enough background perspective and latitude to come to conclusions for himself/herself about the framework and elements to select in designing a course.

Course Design has been responsible for a sigh of relief from graduate students heretofore required to wade through Mumby's *Communicative Syllabus Design* or the like. It has also received favorable reviews from graduate-level faculty here as a text for ESL/EFL materials courses. I recommend it as the book with the greatest potential of those currently on the market for painless reading and expertise enhancement.

Reviewed by D. Richard M. Stone
Indiana University, Pennsylvania

"HOW TO..." Series. Andrew Wright. Cambridge University Press, 1986-87. Series of five readers, each between 80 and 90 pp.

Although these books are specially written for the EFL market, they are engrossing enough to appeal to native speakers. They make you want to read, and the fact they are written in English appears to be incidental. They are primarily intended for extensive reading, but a competent teacher can also find a wealth of ideas for classroom use. The five titles are:

How to Enjoy Painting
How to Be Entertaining
How to Be a Successful Traveller
How to Communicate Successfully
How to Improve Your Mind

They are aimed at young adults, both in maturity of content and linguistic level, and would be suitable for most Japanese college students. Being original texts in simple, though not tightly controlled, English, they avoid the stilted phrasing often found in readers.

Each volume is a miscellany of information and activities; the sheer variety of topics that come up is extraordinary. They are easy to skim, and can be dipped into at any page that takes your fancy. Each book is divided into about six sections, covering different aspects of the title subject; each section is then sub-divided so that any column or two can be read in isolation and still be satisfying.

The books encourage interactive reading; readers must bring their own world-knowledge and experience to bear as they read. Drawings and diagrams help the reader approach the text top-down.'

There are no comprehension questions; understanding is left to the commitment of the reader to wanting to understand. Questions designed to stimulate further thought or discussion are found in some sections, where they arise naturally from the text.

There is lots of lineart and a few photos, but no colour. The layout is fairly attractive, though there is little variety of typeface. The different sections of the books do not follow a rigid format, which enhances the reader's curiosity about what comes next.

This is a mature approach to reading, giving the inquisitive reader lots of enjoyment and information.

Reviewed by Steven Widdows
Tokoha Gakuen University

RECENTLY RECEIVED

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

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

**CLASSROOM TEXT MATERIALS/
GRADED READERS**

Dunn. *Outset, Workbook 1A.* Macmillan, 1987.
Jones & Kimbrough. *Great Ideas: Listening and speaking activities for students of American English.* Cambridge, 1987.
Peaty. *All Talk* I, 2 (Student's books, Teacher's book, 2 cassettes). English Communication Press, 1987.
Withrow. *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 Thorn)
    Reading I (Louise Woods)
    Reading 3 (Simon Haines)
    Speaking I (Graham Cawood)

**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.

(cont'd from previous page)

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.

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. **English in School.**
Dickinson. **Self-instruction in Language Learning.**
Di Pietro. **Strategic Interaction.**
Gairns & Redman. **Working with Words.**
Glendinning & Holstrom. **English in Medicine.**
Hamp-Lyons & Heasley. **Study Writing.**
Harmer & Surguine. **Coast to Coast.**
Herzfeld-Pipkin & McCarrick. **Exploring the US.**
Hino. トーフルの６５０点：私の英語修護.
Howard. **Idioms in American Life.**
Levine, *et al.* **The Culture Puzzle.**
Mackay, ed. **Poems.**
Malamah-Thomas. **Classroom Interaction.**
Master. **Science, Medicine and Technology.**
McDowell & Hart. **Listening Plus.**
Mugglestone, *et al.* **English in Sight.**
Neufeld. **Handbook for Technical Communication.**
Pattison. **Developing Communication Skills.**
Peaty. **English Face to Face.**
Richards & Hull. **As I Was Saying:** Conversation **Tactics.**
Rosenthal & Rowland. **Academic Reading and Study Skills**
Sinclair, *et al.* eds. **The Collins COBUILD English Language Dictionary**
Swan & Smith, eds. **Learner English.**
Underhill. **Testing Spoken Language.**
Wessels. **Drama.**
Yalden. **Principles of Course Design for Language Teaching.**

Chapter Presentation Reports

Reports written in English on chapter presentations should be sent to co-edifor Ann Chenoweth, 3-1-14 Yanaka, Taito-ku, Tokyo 110. *Those written in Japanese should be sent to the Japanese Language editor (address on page 3). They should reach the editors by the first of the month preceding desired publication, although actual publication dates may vary due to space limitations.*

Acceptable length is up to 250 words in *English, two sheets of 400-ji genko yoshi in Japanese. English must be typed double-spaced on A4-size paper. Longer reports can be considered only upon prior consultation with the co-editors. Please refer to guidelines in the January issue of this volume.*

GUMMA

ENGLISH AND "INTERNATIONALISATION"

By Richard Smith

Richard Smith introduced this July presentation with a quotation from a Kipling poem ("The Ballad of East and West"), the point of the presentation having much in common with Kipling's assertion that although countries may be utterly different from one another, the people of those countries know no barriers if they can communicate as individuals.

After group discussions on how Japan is not intemationalised to this level, it was agreed that although Japan receives an inordinate amount of information about foreign countries and cultures, there is a lack of true involvement, and, therefore, a lack of understanding. Smith went on to elucidate ways of improving the quantity and quality of opportunities for international involvement, especially at the school level, dealing in particular with penfriend exchange, visits abroad and

effective use of assistants. As for English lessons, educators should stimulate interest in the outside world and make English meaningful to students by teaching it in context, in order to develop an attitude of openness and a willingness to get involved.

"Intemationalisation" being one of the buming questions of the day here in Japan, it was both interesting and helpful to have 'the issue clarified, and to hear Smiths practical and common sense measures towards the realisation of this goal.

Reported by Lucy Briand

KOBE

TEACHING READING SKILLS IN HIGH SCHOOLS

By John Fry

Reading is probably the most important skill for high school students in terms of their future needs. How to teach this skill was the subject of the October meeting presentation by John Fry from the Kyoto British Council.

The grammar-translation method is generally used for reading in Japanese high schools, but it largely ignores meaning. On the other hand, effective reading is the process of creating meaning from the text. We catch the meaning of a passage without focusing on each word. This is why teachers should focus students' attention on the context, through specific tasks, so that they can grasp the meaning with the help of their decoding ability.

What makes reading difficult, according to Fry, is 1) a lack of knowledge about the subject and 2) unfamiliar vocabulary. Pre-reading activities should therefore give students tasks to activate their knowledge about the topic and help them with those words which are essential to comprehension but cannot be guessed from the context, by analogy, or by any other means. The presenter also gave examples of meaningful while-reading and post-reading tasks.

The second part of the presentation showed that this approach to teaching reading, so different from what is currently practiced in high schools, can be applied to Mombusho-authorized high school texts. The participants devised their own pre-. while- and post-reading tasks for excerpts from a variety of texts.

Fry concluded that, if we want to try something new, we must be ready to accept failure as well as success. To enhance the success rate, however, he urged us to adapt new approaches, rather than adopt them wholesale.

Reported by Kayoko Fudeyasu
Tamano Senior High School

HAMAMATSU

GRAMMAR ACTIVITIES AND GAMES

講演者　**Michael William**

東京、テンプル大学で教え、常に活気あふれる授業を展開する Michael　William 氏をお迎えしての９月 JALT 浜松。テーマは文法を教えるためのゲーム紹介。

氏は、授業の時、必ずサイコロを用意している。ゲームのほとんどが、そのサイコロひとつでできる。クラスを各４名ずつのグループに分ける。

最初のゲームは動作を表わす絵が貼ってあるボードに質問文のカードを使い、双六の要領でゲームを進め、駒が止まった所に描かれた絵にある動作をみて、カードにある質問文通りに答えていく。質問文は過去・現在・未来、更には、過去完了・現在完了など時制が違うので、質問文に合わせて答えなければならない。

２番目は、フリークエスチョン、フリートークなどを含んだ双六で、質問カードの内容によっては、いろいろなレベルのクラスに使える。

次のゲームは、「TELL US ABOUT」という双六で、各自ますに入ったら、そこにある質問に答える。例えば、「Tell us about the book you have read」などといった質問が書かれている。クラスのレベルによって、30秒、１分、２分と時間を決めてもよい。

最後のゲームは、新聞やテキストからある文章をぬき、その一部を点線で書く。例えば、go to なら―― ――というように隠された単語の文字分だけ点線で表わす。生徒は、そこにヒントを見ながら文字を埋めていく。これは、スペリングの勉強にもなりとてもおもしろい。

氏のプリゼンテーションは、テンポも速く、参加者を飽きさせる事なく、且つ、とても分かり易いものであった。他の支部にも是非、勧めたい。

報告者　**鈴木　あさ子**
(Suzuki, Asako)

NIIGATA

INTEGRATING THE LANGUAGE CLASSROM

By Reuben Gerling, Nagaoka Technological University

At the September meeting of the Niigata chapter, Dr. Reuben Gerling gave a thought-provoking lecture on ways in which language teaching methodology, techniques and technology available to language teachers can be integrated in the language classroom.

Gerling began the lecture by calling the audience's attention to the importance of teachers always being aware of why they are using a particular teaching method or technique. If not, they may easily be distracted by the "fun" appeal

(cont'd from previous page)

of new material instead of considering whether the material may help achieve their teaching goals. Teachers should not be afraid to manipulate their physical .environment, either, to suit their own purposes. Desks and chairs, for example, should not always remain in the same place but should be grouped differently each day according to the needs of the activity.

Gerling concluded by emphasizing that the teacher should be familiar with the "dangers" various teaching techniques pose. Using video as an example of a popular teaching technology, Gerling suggested that this kind of technology is often misused. A common danger in using video is the temptation to show it as a movie (i.e. for the story) rather than to take advantage of the many cultural details that appear in the video as a matter of course.

Reported by Jan McCreary
International University of Japan

SUWA

LANGUAGE ACQUISITION THEORIES AND COMMUNICATIVE TEACHING TECHNIQUES

By Tokio Watanabe

Prof. Tokio Watanabe spoke at the October meeting about ways he seeks to connect meaning with form in his language teaching. In order to help students to communicate using meaningful language, he claims we must first increase their comprehension ability by providing them with plenty of input. This input should be language that is not overwhelming for the students, but should be easy enough for students to remain interested and challenged at the same the.

In providing this input we should follow the "MERRI" approach. In other words, we should first give a ***Model*** using some type of action. Next, we should provide concrete ***Examples,*** using realistic sentences that the students can relate to. Furthermore, we should provide ***Redundancy*** so that the students can be exposed to a variety of different contexts in which to use the target language. In addition, ***Repetition*** should be utilized to enable the students to have increased exposure to the phrases being acquired. Finally, ***Interaction*** between the teacher and students is helpful in eliciting related language.

In introducing new language, we should build up the material slowly; when asking questions, it is important to start with easy questions that will not threaten the students and can allow them to respond without having to speak. It is important however, not to stop there. Students should be asked to think, and to communicate about inferential questions as well. Students should acquire

their knowledge of grammar through language acquisition experiences.

Watanabe strongly believes that language instruction in Japan needs to be more communicative and that teachers should concentrate their efforts on increasing their students' natural listening comprehension ability, rather than having them memorize meaningless phrases out of context. He believes the increased listening comprehension ability will enable students to become better speakers in the long run.

Reported by Robert L. Brown III

TOYOHASHI

INTRODUCTION TO ACCELERATIVE LEARNING

By Charles E. Adamson, Jr.

At the October meeting of the Toyohashi chapter, Charles E. Adamson, Jr. presented an introduction to accelerative learning. He immediately pointed out that he is not keen on the latter term, but prefers to stress the idea of ***effectiveness*** and ***affectiveness*** which it encompasses.

He started by comparing traditional and emerging educational methods, and indicated that the latter focus on the subconscious mind, emotion and non-verbal expression as opposed to their traditional counterparts — the conscious mind, logic and verbalization. A parallel was drawn with learning how to ride a bicycle, a subconscious process where a conscious approach would just produce obstacles. The idea of reality feedback rather than teacher feedback leads to a more student-centered approach.

A wide range of activities were used to illustrate the elements of accelerative learning. The participants were fully involved in experiencing relaxation techniques, such as using music and Zen-related exercises, and self-observation during "word tennis."

Reported by Anthony Robins

YOKOHAMA

CLOZE TESTING

By Bill Patterson, Nihon University

At the October meeting of the Yokohama chapter, Bill Patterson described the theory and practice cloze testing. Cloze tests have been advocated by many researchers as valid, reliable and sensitive tests of overall language proficiency.

The cloze procedure dates from the 1950s. Cloze refers to "closure" — a concept taken from Gestalt psychology. In a cloze test, information

is filled in by the test taker to complete a pattern. W.L. Taylor, who is credited with inventing the procedure, used the cloze to test the readability of texts and reading comprehension. In the 1970s. John Oller and others recommended the cloze as a test of foreign language ability.

It is easy to make, give and correct. An appropriate passage is selected. Then every nth word (generally every fifth to seventh word) is deleted. There should be at least 50 test items. Two methods of scoring have been advocated "exact-word" scoring and "any-acceptable-word" scoring. According to Oller (1978). there is a high correlation between both scoring methods. As for interpretation of the test results, the levels of proficiency have been identified: "independent," "instructional," and "frustration." Researchers vary in interpretation of the meaning of the scores, but if examinees fill in more than 50% of the blanks correctly, it is generally accepted that they can understand the passage without assistance from the teacher. Forty to 50% is the "instructional" level: the examinee would need help to understand the passage. Less than 40% correct completion indicates that the passage is much too difficult . . thus "frustration."

The cloze is a reliable, practical and valid test of language proficiency, according to most researchers. When will we see it on Tokyo University's Entrance Examination?

Reported by Jack King
Toyo-Eiwa Junior College
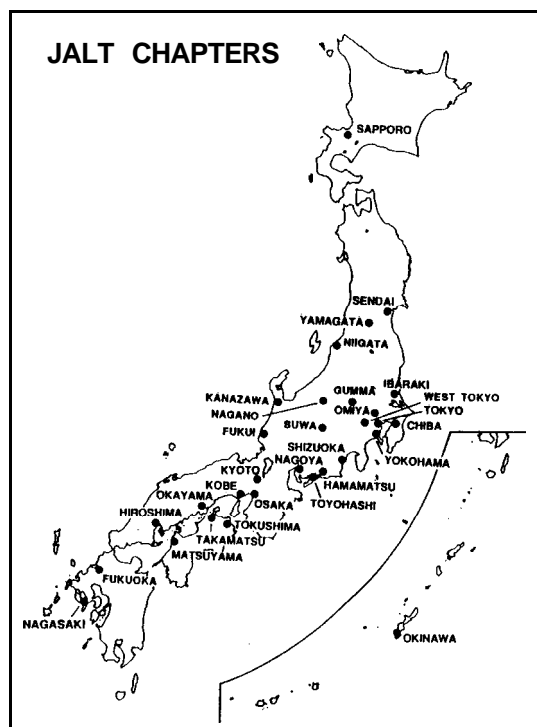
JALT CHAPTERS

Bulletin Board

THE LANGUAGE TEACHER HAS NEW CO-EDITORS

Beginning with Volume XII (January 1988 issue), *The Language Teacher* will have new Co-Editors: Eloise Pearson (03-351-8013) and Ann Chenoweth (03-827-1898). They will be receiving manuscripts and correspondence at Sugacho 8 banchi, Shinjuku-ku, Tokyo 160 (Fax: 03-351-4596).

Chapter Presentation Reports are to be sent to Ann Chenowth (see address in that section of this issue), who will also have a fax shortly.

KANSAI AREA-WIDE
S.1.G.s

Kobe chapter is now planning to form Special Interest Groups (SIGs) in the Kansai area. SIGs are groups which discuss different areas of interest or problems pertaining to a specific topic, such as the existing college/university and teaching-children groups. Some of the SIGs being considered are junior/senior high school teaching, teaching beginners (children through adults), and teaching Japanese. An organizational meeting will be held in January, 1988, at a time and place to be announced. If you are interested in joining and/or helping in organizing a SIG, please call Patrick Bea after 10 p.m. at 075-952-3312 (English) or Taeko Yokaichiya after 8 p.m. at 078-221-8125 (Japanese).

TESOL CONVENTION
Chicago, March 8-12, 1988

Teachers of English to Speakers of Other Languages (of which JALT is the largest affiliate) will convene for the 22nd time. For information on registration and room rates, contact the JALT office, 075-221-2376, or write Joy Reid, 1344 Fairview Drive, Ft. Collins, CO 80521, U.S.A.

THE *TESOL NEWSLETTER*

The TN contains articles of interest to practicing EFL teachers, book reviews, job notices, and news of interest to all EFL professionals
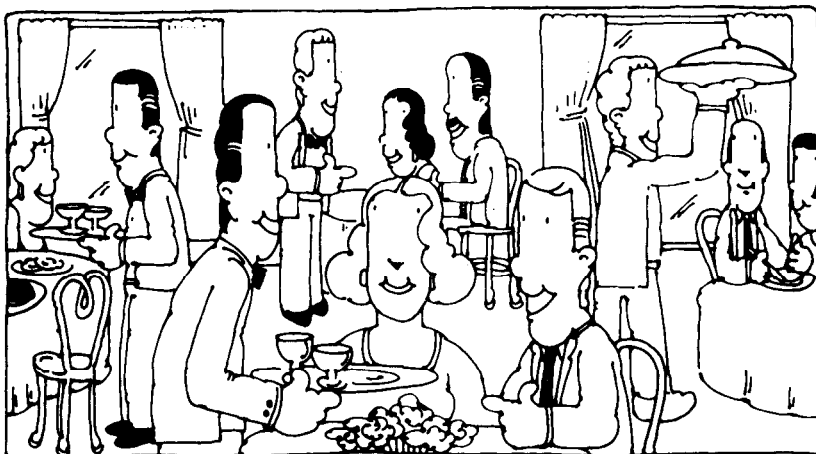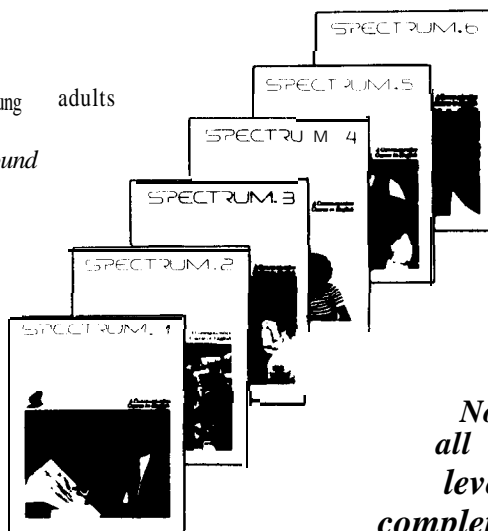
including a special section dedicated to those teaching English outside the U.S.A.

For an introductory subscription, at cost, to this invaluable bi-monthly publication, please order in yen using the postal *furikae* from (rates on back).

RELC REGIONAL SEMINAR
CALL FOR PAPERS
Singapore, April 11-15, 1988

Two-hundred-word abstracts are sought by Dec. 31 for the forthcoming seminar, **Materials for Language Learning and Teaching: New Trends and Developments,** organized by the Regional Language Centre, a Southeast Asian Ministers of Education organization. Write to RELC, 30 Grange Grove Rd., Singapore 1025. Fax: 734-2753.

TEMPLE UNIVERSITY JAPAN
Distinguished Lecturer Series

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

Jan. 23-24 (T), 30-31 (O): *Learning Language through Scenarios,* Robert DiPietro, University of Delaware

Feb. 13-14 (T), 20-21 (O): *Communicative Language Testing,* Andrew Cohen, Hebrew University, Jerusalem

March 19-20 (T), 26-27 (O): *Sociolinguistics and TESOL,* Nessa Wolfson, University of Pennsylvania

April 2-3 (T), 9-10 (O): *Developing Listening Ability,* Stephen Gaies, University of Northern Iowa

All courses Sat., 2-9 p.m., Sun., 10 a.m.-4 p.m. Information: Michael DeGrande, Temple University Japan, l-l6-7 Kami-Gchiai, Shinjuku-ku, Tokyo 161 (site of the Tokyo sessions), tel. 03-367-4141; or Temple University, Kyowa

Nakanoshima Bldg. 2F, l-7-4 Nishi-Temma, Kita-ku, Osaka 530 (site of the Osaka sessions), tel. 06-361-6667.

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

M.Ed. Program in TESOL
spring 1988 courses
3 credit hours each; place/info as above)

OSAKA: *The Sound System of American English,* J. Patrie: Tues., Jan. 5-April 12; *Applied Linguistics,* J. Patrie: Thur., Jan. 7-April 21; *TESOL Methods II,* M. Rost: Fri., Jan. 8-April 22

TOKYO: *TESOL Methods II,* M. Rost: Mon., Jan. 11-April 25; *Understanding Spoken Discourse,* M. Rost: Wed., Jan. 6-April 13; *Applied Linguistics,* K. Schaefer: Thur., Jan. 7-April 21; *ESL/EFL Practicum,* S. Johnston: by arrangement, Jan. 6-April 18.

OSAKA/TOKYO: *TESOL Special Projects.* This 3-credit-hour course consists of the January, February, and March Distinguished Lecturer workshops (above). *Issues in English Education.* The December and April Distinguished Lecturer workshops may each be taken for one credit hour.

TRENDS IN LANGUAGE
PROGRAMME EVALUATION

This newly-published 500-page volume is a record of the issues, themes, and objectives discussed at the Dec. 9-l 1, 1986 conference of the same name in Bangkok. The *Approaches* section contains papers by Charles L. Alderson, John W. Oller, Jr., and Steven Ross; there are also sections on *Programme Design* and *Uses of Quantitative and Qualitative Measures You may* order through JALT using the *furikae* form: \3,300 by sea mail, \4,600 by air.

Meetings

Please send all announcements for this column to Jack Yohay: I-111 Momoyomo Yogoro-cho, Fushimi-ku, Kyoto 612. The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.

FUKUI

Topic:	English Education in Japan
Speaker:	Kiyoshi Tsuneki
Date:	Sunday, December 13th
Time:	2-4 p.m.
Place:	Fukui Culture Center (Housou Kaikan, 5F)
Fee:	Members, free; non-members, \500
Info:	John Service, 0776-22-3113

Prof. Tsuneki will give a brief survey from a historical point of view of English education in Japan. It will focus particularly on areas of interest to those foreigners who have just started teaching in Japan.

Prof. Tsuneki, with a B.A. in English from Toyama University, studied on a Fulbright scholarship at the University of Texas Graduate School, later obtaining an M.A. in education from the International Christian University, Mitaka. Following this he was professor of English at Toyama Medical and Pharmaceutical University and is now Chief of the General Education Department, Kanazawa Women's University.

HIROSHIMA

Topic:	The Management of Change in Language Teaching
Speaker:	John Maher
Date:	Sunday, December 6th
Time:	12 noon- 1: 30 p.m., Presentation 2-4 p.m. Bonenkai
Place:	Hiroshima YMCA, Gaigo Gakuin, Bldg. 3, 3F, Room 304
Fee:	Presentation: members, \500; non-members, \1,000 Bonenkai: members, \1,500; non-members, \2,000
Info:	Martin Millar, 082-227-2389 Miyoko Hayashi, 082-228-2269

Teachers encounter change in all areas of their work: in methodology, syllabus design, educational policy and professional relationships. How do teachers cope, and how do they manage the process of innovation? These issues will be dealt with in the context of language teaching, and Dr. Maher will draw on his experience as a teacher trainer in the U.K., U.S.A., and Japan.

Dr. Maher holds a B.A. and P.G.C.E. from London University, an M.A. from 'the University

of Michigan, and a Ph.D. from the University of Edinburgh.

The presentation will be followed by the annual business meeting, during which members will vote on the slate of officers on JALT-Hiroshima's ExComm for 1988.

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

Hiroshima SIG

Topic:	The Graded Direct Method: A two-day seminar with demonstration, lecture, and training
Speakers:	Yoko Katagiri, Seika University, Kyoto Kumiko Sakoda, Hiroshima YMCA
Date/Time:	2 p.m., Saturday, December 5th till 4 p.m., Sunday, December 6th
Place:	Hiroshima YMCA Gaigo Gakuin
Fee:	\3,000 (including dinner and lunch)
Info:	Miyoko Hayashi, 082-228-2269 (W)

GUMMA

Topics:	1) Reading for Pleasure 2) Pair and Group Work
Speaker:	Steven Magim
Date:	Saturday, December 5th
Time:	2-4 p.m.
Place:	Joomoo Kaikan, Maebashi
Fee:	Members, free; non-members, \1,000
Info:	Wayne Pennington, 0272-51-8677 Morijiro Shibayama, 0272-63-8522

Steven Magim, the Cambridge ELT consultant in Japan, previously taught English in England and Japan. Mr. Magim will illustrate his presentation with materials drawn from the CUP "How to. . .", readers, and a new publication, "Teach English."

After the presentation, members are encouraged to attend the Annual JALT-Gumma Business/Election meeting (4:00-5:00) and our Christmas Party (5:30-?; western-style; \3,000; advance bookings only, through Wayne Pennington), both at the Joomoo Kaikan.

IBARAKI

Topic:	Lifelong Integrated Education
Speaker:	Osamu Shoji
Date:	Sunday, December 13th
Time:	2-4 p.m.
Place:	Mito Shimin Kaikan
Fee:	Members, \500; non-members, \1,000
Info:	Jim Batten, 0294-53-7665

KANAZAWA

Event :	JALT-Kanazawa Christmas Party
Date:	Sunday, December 13th
Time:	2 p.m.

Place: Holiday Inn, Raspberry Lounge (next to the train station)

Fee: ¥3,000 covers food and wine (cock-tails extra). No reservations, but RSVP requested. If you are going, please call Sue, 0762-41-4496, or Kenichi, 0762-23-2845.

All members and their guests welcome. Live music by a great band! Singing! Dancing! Games! And much more!

KOBE

Topic: Knotting Culture
Speakers: Isao and Keiko Uemichi
Date: Sunday, December 13th
Time: 1:30-3 p.m.; business meeting with election of officers for 1988, 3:30-4: 30
Place: St. Michael's International School
Fee: Members, free; non-members, ¥500
Info: Jan Visscher, 078-453-6065, after 9 p.m.

The growing awareness of the need for language teachers to be interculturally knowledge-able and sensitive makes this presentation of special interest. It will view some characteristics of Japanese culture from a unique perspective, that of knotting. The Uemichis will present Traditional Knotting, Ornamental Knotting, Knotting as Talisman, Knotting for Wish Fulfillment, and Verbal Knotting. Participants will be able to try some of these knottings for themselves, and are encouraged to share their knotting lore.

Isao Uemichi holds a doctorate in thematic philosophy and an honorary doctorate in literature from universities in the United States. As an international scholar of English, Japanese and Thematology, he has taught and lectured in British and American, as well as Japanese, universities. This year, he has delivered lectures at the University of Manitoba, Canada, and the University of Sydney, Australia.

Keiko Uemichi has lectured and taught together with her husband at international conferences and various universities overseas. She is well known as an artist, popularizer of Japanese culture, and international gourmet cook.

Bonenkai (Dec. 13)
Time: 5:30-about 7:30 p.m.
Place: Thai Restaurant Wang Thai
Fee: ¥4,000 for a full-course Thai dinner, including service, tax and a drink. For reservations (necessary) please call Taeko Yokaichiya, 078-221-8125, by Fri., Dec. 11.

MATSUYAMA

Topic: 1) What It Takes to Be an English-Language Tour Guide
2) Election of New Officers
3) Year-end Party

Speaker: Masahiro Kodera
Date: Sunday, December 20th
Time: 2-5 p.m.
Place: Shinonome High School Memorial Hall
Fee: Members, free; non-members, ¥1,000
Info: Linda Kadota, 0899-25-7111
Yumi Horiuchi, 0899-31-8886

To become a licensed professional guide, one must pass the National Tour Guide Examination. Mr. Kodera, a professional teacher and tour guide, will provide an opportunity to learn about the examination and the realities of being a professional guide.

After graduating from Kwansei Gakuin University, Mr. Kodera taught English at a junior high school for one year. Although he had passed the National Tour Guide Examination, STEP 1st grade, and some other English proficiency examinations, he was not satisfied with his English ability. At Dalhousie University in Halifax, Nova Scotia, Canada, he received an M.Ed. degree in educational foundation. He now teaches the Tour Guide Course and STEP Examination Course at the Kyoto YMCA while showing foreign tourists around Kyoto, Nara, and Osaka one day a week.

MORIOKA

Topic: JALT '87 Presentation Reviews
Speakers: Conference participants
Date: Sunday, December 13th
Time: 1-4 p.m.; Bonenkai, 5 p.m.
Place: Morioka Chuo Kominkan, 2F
Fee: Members, free; non-members, ¥1,000
Info: Robin-Sue Alexander, 0196-72-3362

Members who attended the November JALT International Conference in Tokyo will be invited to give a review of the presentations they attended, as well as share other information of interest. As well, our president, Robin-Sue Alexander, will give a general overview of the conference and speakers, in order to open a discussion by all group members as to what our needs are, in Iwate and the surrounding areas, pertaining to selecting future speakers.

A Bonenkai (year-end party) will be held following the meeting. All those interested, please contact Ms. Alexander before the December meeting.

NAGOYA

Topic: Using Drama in the Classroom
Speaker: Margaret (Peggy) Laemmel
Date: Sunday, December 6th
Time: 1:30-5 p.m.
Place: Mikokoro Centre, Naka-ku
Fee: Members, free; non-members, ¥1,000
Info: Tetsu Suzuki, 0566-22-5381
Lesley Geekie, 0561-3-5384

(cont'd from previous page)

Miss Laemmel will cover various techniques of drama that one can utilise in the classroom from the elementary school through the university level. Emphasis will be given to creating a safe environment for the class, resources and materials, and an overview of various programs and techniques used in her classes. Participation is a fun-filled requirement of this seminar, so come along and explore your dramatic options.

Margaret Laemmel began teaching drama to children when she was in high school, with the Croton Children's Theater, and continued her interest, receiving her teaching degree from the University of Denver in the field of theater education. Currently, she is applying her techniques to her classes at a private school in Nagoya.

Our annual business meeting, including chapter officer elections, will be held after the presentation. Following the business meeting, a Bonenkai will be held at Akbar's Indian Restaurant in Sakae from 5:30 p.m. Cost: \3,000. **Reservations** before **Nov. 30** to T. Suzuki or Lesley Geekie.

NIIGATA

Topic: The Koto-ku Schools Project
Speakers: The Project team staff
Date: Sunday, December 13th
Time: 11 a.m.-l p.m.
Place: New Koshiji (5-min. walk from Niigata Station. See June '87 *LT* for map.)
Fee: Members, free; non-members, \500
Info: Carl Adams, 025-262-7226 or 260-7371
            Chisato Furuya, 0258-46-6000

The Koto-ku Schools Project is a scheme under which the British Council agreed to supply trained native speaker teachers to junior high schools in southeast Tokyo along with professional support as well as materials and services.

This is the first time for students in Koto-ku to be taught by native English speaker teachers. Also, whilst other schools in other areas now employ native speakers, this is the first time trained native speaker teachers have been used systematically in the ordinary teaching programme. Therefore, communicative language teaching, with its emphasis on the use of authentic English is being introduced systematically into Japanese public school classrooms for what is believed to be the first time.

A Christmas party follows the meeting on the same site. Everybody is welcome. Fee: \3,000. If you are interested, please call Ms. Honda at 025-228-1429.

OKAYAMA

Topic: Communicative Activities: What are they?
Speaker: Mike Thompson
Date: Saturday, December 5th

Time: 2:40-4:30 p.m.
Place: Shujitsu High School, 14-23 Yumino-cho, Okayama-shi; 0862-25-1326
Fee: Members, free; non-members, \500
Info: Fukiko Numoto, 0862-53-6648

Communicative language practice is frequently cited as an objective of classroom interaction and yet research indicates that even in supposedly "communicative" classrooms many non-communicative patterns of interaction still persist. This talk will look at the criteria for determining "communicative activities" and apply them to a variety of classroom interactions.

For the last four years Mike Thompson has been engaged in teacher-training and editorial work for Longman as their ELT consultant in Japan. He previously taught EFL in the U.K. and Spain.

OMIYA

Topics: (1) The ***Chokuyaku Mondai/***Direct-Translation Problem
            (2) Concept Mapping
Speakers: (1) William Teweles (in English; questions answered in either English or Japanese)
            (2) Eri Tatekawa (in Japanese)
Date: Sunday, December 13th
Time: 1:30-4: 30 p.m.
Place: Omiya YMCA
Fee: Members, free; non-members, \1,000
Info: David Burger, 0486-51-5182
            Aleda Krause, 0487-76-0392

There will also be elections for chapter officers for 1988. Mr. Teweles, now at Tsukuba University, previously taught at Hiroshima Jogakuin University and directed an intensive language program in Taipei. At JALT '80 he gave a presentation on "Katakana Eigo."

OSAKA

(1)   **Co-sponsored   by Temple University**

Topic: Drama in TESL
Speaker: Richard Via
Date: Saturday, December 12th
Time: 2-5 p.m.
Place: Temple University (see ***Bulletin Board)***
Fee: Members, \1,000; non-members, \2,000
Info: Tamara Swenson, 06-35l-8843

(2)
Topic: The Teacher as Manager
Speaker: Bill Cline
Date: Sunday, December 13th
Time: l-4:30 p.m.
Place: Umeda Gakuen
Fee: Members, free: non-members, \1,000
Info/Bonenkai reservations:
            Tamara Swenson, 06-35l-8843
            Steve and Beniko Mason, 0798-49-4071

Having observed the way in which well-run companies manage their operations effectively, Mr. Cline will demonstrate how many of the principles of business management can be applied to classroom management.

Bill Cline has an M.Ed. in TESL from Temple University. He is teaching full time at Osaka Jogakuin Junior College.

The election of new officers will be. held, followed by a Bonenkai at a nearby robatayaki restaurant.

For **Children's SIG** information please call Ms. Swenson.

Reminder: The Jan. 17 meeting will be a "Do It Yourself" Poster Session, See Richard Allwright on poster sessions in **The Language Teacher,** Oct. 1987 (pp. 12-13), and start preparing now.

SAPPORO

Topic: Pot-Luck Party; Sharing the Conference
Speakers: Members who attended JALT '87
Date: Sunday, December 13th
Time: 1:30-3:30 p.m.
Place: Sumi Music Conservatoire, 4-2 Sumi-kawa, Minami-ku; tel. 011-822-6984
Fee: Members, free; non-members, \500
Info: Torkil Christensen, 011-737-7409

Tapes from the conference will be available. Soft drinks will be provided by the chapter; please bring something to eat, preferably to share.

SHIZUOKA

Topics: Elections of Shizuoka-JALT Executive and Pot-Luck Party
Date: Sunday, December 13th
Time: 5-7 p.m.
Place: Tokai University Junior College
Fee: Free to everyone!

This meeting will begin with elections of the chapter executive for 1988. Then there will be a Pot-Luck party. The chapter will provide beverages and some delicious food as well. Our last meeting for 1987!

SUWA

Topic: Conference Reports/Bonenkai
Speakers: Members who attended JALT '87
Date: Sunday, December 13th
Time: 3-5 p.m., Meeting; 5-7 p.m., Bonenkai
Place: Holtz Hatsushima, 3F
Fee: Members, free; non-members, \500. Bonenkai, \3,000
Info: Esther Sunde, 0266-58-3378 (H) or 0266-58-3131 ext. 1414 (W)

The last meeting of our inaugural year will be a festive event to share information gathered at the national conference, to celebrate our successful first year, and to thank all those who helped in 1987.

TAKAMATSU

Topics: Christmas Fare Party, JALT '87 Reports, Plans for 1988, Annual General Meeting
Speakers: Various members
Date: Sunday, Demceber 20th
Time: 1:15 -4: 30 p.m. (note early start)
Place: Takamatsu Shimin Bunka Centre
Fee: Members, free;first-time visitors, \500; others, \l,000
Info: Shizuka Maruura, 0878-34-6801
            Michael Bedlow,   0877-62-2440

Please bring something we can eat, if possible something seasonally appropriate, for an extended refreshment period.

TOKUSHIMA

Topics: 1) JALT '87 Conference Reports
            2) General Meeting and Elections
Date: Sunday, December 6th
Time: 11 a.m.-2 p.m.
Place: Family Restaurant "Gendai"
Fee: Members, \500; non-members, \l,500
Info: Sachie Nishida, 0886-32-4737
            Noriko Tojo,   0886-53-9459

TOKYO

(1)   Co-sponsored by Temple University
Topic: Drama in ESL
Speaker: Richard Via
Date: Saturday, December 5th
Time: 2-5 p.m.
Place :   Temple University **(see Bulletin Board)**
Fee: Members, \l,000;non-members,   \2,000
Info: Michael Sorey, 03-444-8474

(2)   Business   Meeting
Date: Sunday, December 6th
Time: 2-5 p.m.
Place: Sophia University (Yotsuya), Bldg. 7, Conference Room 2
Info: Michael Sorey, 03-444-8474

There will be an election of chapter officers for 1988. Following the election there will be group discussions and planning sessions for projects and programs for the coming year.

(3)   Kanto Area Year-End Party
Date: Sunday, December 13th
Time: l-4 p.m.
Place: Movenpick Restaurant, Ginza Sanwa Bldg. B2, 4-6-l Ginza (see map); tel. 03-561-0351
Fee: Members, \2,500; non-members, \3,000
Info: Michael Sorey, 03-444-8474
            William Patterson, 0463-34-2557
            or your chapter Program Chairperson

This party is an ideal opportunity for JALT members throughout the Kanto area to get to

(cont'd from previous page)

know one another and for non-members to learn more about the organization. The above fees include all food and drink. There will also be door prizes. Please notify M. Sorey, W. Patterson (above numbers) or your chapter program chairperson if you plan to attend.
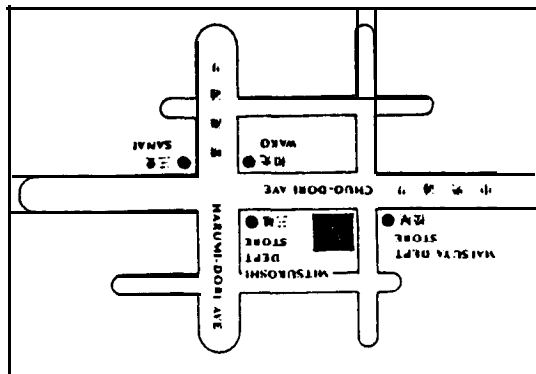
TOYOHASHI

Business Meeting/Reports/Bonenkai

Topic: 1988 Election of Officers and Reports of the JALT '87 Conference
Speakers: Members who attended JALT '87
Date: Sunday, December 13th
Time: 1:30-5 p.m.; Bonenkai, 5:30-?
Place: Kinro Fukushi Kaikan, 2F
Fee: Members, free; non-members, \500
Info: Kazunori Nozawa, 0532-48-0399
            Masahito Nishimura, 0532-47-l569

The business meeting will be to elect local officers and to give members a chance to discuss proposals arising from the National Executive Committee meetings. Members are welcome to bring up any issues they wish to discuss.

Then comes the Bonenkai, at a nearby place. Cost: \3,000-4,000. Please make **reservations** by Dec. 6 with K. Nozawa or M. Nishimura (above numbers).

WEST TOKYO/YOKOHAMA

See TOKYO above for details on the Dec. 13 Kanto area year-end party.

YAMAGATA

Topic: 1988 Election of Officers and Year-end Tea Party
Date: Sunday, December 6th
Time: 1-4 p.m.
Place: 2F Meeting Room of Shoe Shop "Banpo" (next to Tokyu Inn on Suzuran Street), tel. 0236-31-3352
Fee: Members, \l,000;non-members, \1,500
Info: Ayako Sasahara, 0236-22-9588

Positions

(KAGOSHIMA)

鹿児島経済大学

1．採用予定期日　　昭和63年４月１日
2．担当科目、職名および人員

担当科目	職　名	人員
英　語	助教授または講師	１名

3．応募資格
 1）すでに上記の職についている者
 2）英語学または英米文学を専攻する修士課程修了者で採用時点においてさらに３年以上の研究歴を有する者
 3）これらと同等以上の能力を有する者
4．提出書類
 1）履　歴　書（写真添付）
 2）教育研究業績一覧（主要論文はその旨明記してください）
 3）著書・学術論文等（抜刷またはコピーを含む）全てについて各１部
 4）推　薦　書（すでに公募の職にある者は不要）
 5）保健所または国公立病院の健康診断書
 6）大学における専任教歴のない者は最終学校の成績証明書
5．待　　遇　　本学給与規程による
6．応募期限　　昭和62年12月10日（木）（必着）
7．応募宛名　　〒891-01　鹿児島市下福元町8850番地
　　　　　　　鹿児島経済大学庶務課
　　　　　　　☎ 0992-61-3211（内線205）

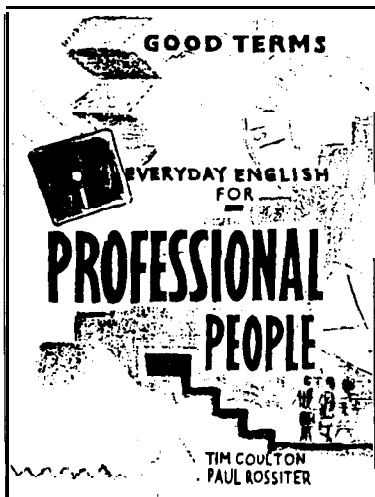〔備　考〕
　応募にあたっては封筒に「英語教員候補者応募書類在中」と朱書し、書留郵便にて書類をお送り下さい。
　なお、詳細については上記宛お問い合わせ下さい。

(KITA-KYUSHU) Two permanent full-time English teachers starting in April 1988, ideally one British and one North American native speaker. Responsibilities include teaching English conversation, literature and culture courses. An M.A. degree or equivalent teaching experience is required. Salary is very competitive and depends on qualifications and experience. Please send curriculum vitae with passport-size photograph no later than Jan. 10, 1988 to: Brian Quinn, Kyushu Women's University, l-l Jiyugaoka, Yahata Nishi-ku. Kita-kyushu 807.

(KYOTO) We are looking for experienced and dedicated part-time teachers with native or near-native ability in English and a desire to teach in an unusual, creative and experimental high school English program designed and operating under the philosophy that language skills, like others, are learned for the purpose of understanding ourselves and the world in order to make changes for the better. The teachers see themselves as partners of the students in this endeavor.

Our students are "returnees" who have a wide range of proficiency in English. A teacher who has near-native ability would sometimes have to face students who have a better command of certain English skills and would have to be able to work confidently in such an atmosphere. Therefore, teachers who see themselves as authority figures, or feel insecure in a classroom with fluent speakers, would not fit well in this program.

We are particularly interested in young Japanese women or men who have had fairly extensive overseas living and education experience and who are themselves interested in interacting with students and other teachers as a way of broadening themselves personally and professionally.

To learn more, call Hillel Weintraub after 10 any evening: 077-462-2498.

(MATSUYAMA) A full-time English Conversation teacher (native speaker) is required on Shikoku from early 1988. A professional attitude is essential. Experience preferred, plus a willingness to adapt to and use a unique teaching system 一 guidance/training provided on the job. Good pay and conditions. Apartment arranged with phone, furniture, etc. Please send resume with photo to: Joshua Battain. Crossroads Language Studio, 2-9-9 Katsuyama-cho, Matsuyama 790; tel. 0899-21-7595.

(NAGOYA) Full-time position open from April, 1988. English instructor for children (pre-school to junior high). Some adult lessons. We seek a native speaker of English experienced with working with children. Must have at least a B.A. Preference given to advanced degrees and degrees in education, child development, ESL/EFL, languages, linguistics or related fields. We offer a competitive salary, financial support for your professional development, paid vacation, and other benefits. You may also have personal use of a school car. Financial help with housing also possible. Kraig Pencil, 052-802-4156.

(OSAKA) Sundai Foreign Language Institute seeks fuli-time and part-time native-speaker teachers of English from April, 1988. Minimum two years' experience in Japan. Degree required. One-year contract, renewable. Salary:

\3,600,000-4,200,000/year, plus benefits. Positions will be filled by the end of December. Send letter of application and resume to: Personnel Office, Sundai Gaigo Senmon Gakko, 2-5-18 Terauchi, Toyonaka, Osaka 560.

(OSAKA) Wellqualified native-speaker EFL teachers wanted. Send personal history with photo to Pass Language Square, 4-14-3 Nishitemma, Kita-ku, Osaka 530. For further information call Kimura. 06-311-2215, 11 a.m.-8 p.m.

(SAPPORO) Two full-time instructors, native English speakers with M.A. or similar degrees, beginning April 1, 1988. The contract will be for two years, and the salary and allowances are as for other full-time staff. Minimum teaching load of 16 hours/week teaching primarily oral English. Send resume and recommendations, etc., by Jan. 15, 1988 to: T. Kurokawa, English Department, Hokusei Junior College, Minami 5 Nishi 17, Sapporo 064.

(SUWA) Full-time native Enghsh-speaking teachers for children and adults beginning April 1, 1988. Education/TEFL major with teaching experience preferred. A married couple welcomed. Salary: minimum \230,000/month, plus \20,000 housing allowance/month. 22 teaching hours/week, Mon.-Fri. Good ending bonus provided. Please send your resume to Suwa English Academy, l-S-16 Suwa, Suwa-shi, Nagano-ken 392; 0266-58-3313, l-9 p.m.

(TOKYO) (1) Possible full-time TEFL position beginning April, 1988, involving 18 teaching hours and 6 curriculum development hours/week. Minimum requirements include an M.A. or R.S.A. diploma in TEFL plus at least two years' full-time experience in TEFL. Approximately \500,000/month depending on qualifications. (2) Part-time positions, 4-12 teaching hours/week; above qualifications preferred, but not absolutely necessary. \5,800-6,200 per 50-minute period. Final decisions will be made in January. Please send a resume, letters of recommendation, and a copy of your diploma to: Mary Ann Decker, Athenee Francais, 2-l 1 Kanda Surugadai, Chiyoda-ku, Tokyo 101.

(TOKYO) Part-time ESL instructors, daytime and evening, for an intensive English language program beginning in April, 1988. Qualifications: M.A. in TESL or linguistics, native speaker; desired is teaching experience in an intensive English language program focusing on EFL for academic purposes. Send resume to: Kiyoshi Nagai, University of Nevada-Reno, International Division Japan, Sanbancho Bldg. 5F, 24 Sanban-cho, Chiyoda-ku, Tokyo 102.

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 afilliate 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^2, 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** \10,000) 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 JALTs goals, display their materials at JALT meetings, take advantage of the mailing list, or advertise in JALT publications at reduced rates. Application can be madk 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 一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）一最寄りの支部の会員も兼ねています。**共同会員**（¥10,000）一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）一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。
入会申し込み：綴じ込みの郵便振替用紙（口座番号－京都 5－15892、加入者名－JALT）を利用して下さい。例会での申し込みも受けつけています。
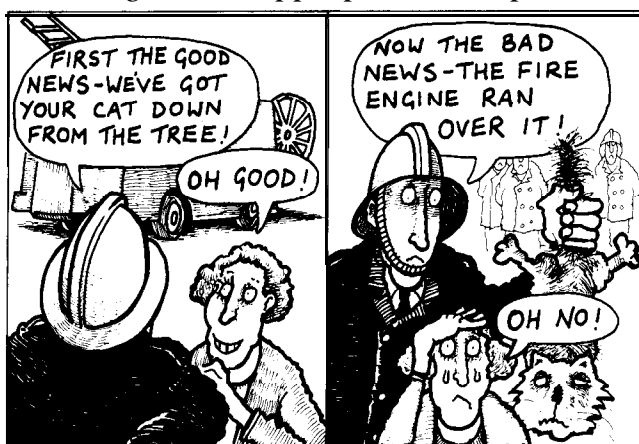**JALT 事務局**：〒600 京都市下京区四条烏丸西入ル　住友生命ビル8Ｆ　京都イングリッシュセンター内
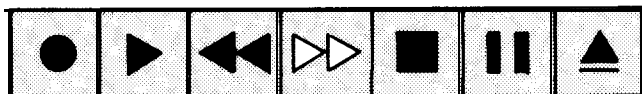☎075-221-2376　　　担当　中村　友美