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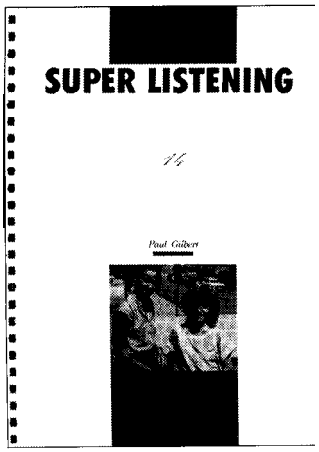

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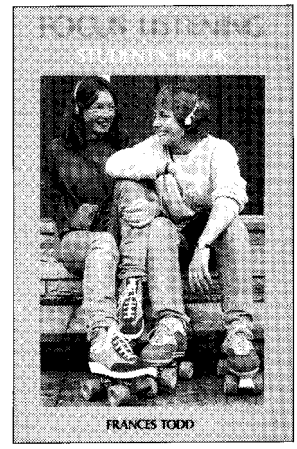

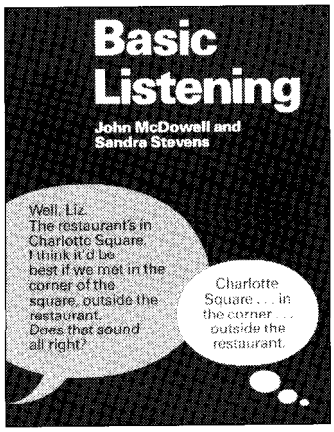

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Editor: Deborah Foreman-Takano, Hiroshima Jogakuin Daigaku, 4-13-1 Ushita Higashi, Higashi-ku, Hiroshima 732, (082) 3216661

Co-Editor: Marie Tsuruda, Hiroshima YMCA, 7-l 1 Hatchobori, Naka-ku, Hiroshima 730; work: (082) 228-2269; home: (082) 289-3616

Book Reviews: Jim Swan, Aoyama 8-122, Nara 630

My Share: Marc Helgesen, University of Pittsburgh ELI-Japan Program, 26-12 Fujimi, Chiyoda-ku, Tokyo 102; (03) 238-0531

Announcements/Positions: Jack Yohay, l-111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612; (075) 622-1370

Japanese Languge: Masayo Yamamoto
日本語の原稿の送り先：
630 奈良市青山8 - 122 山本雅代

Advertising/ Commercial Member Inquiries: JALT Central Office

Photography: David Hough

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Publications Chairperson: Virginia LoCastro, Tsukuba University, Foreign Scholars' Residence 304, Amakubo 2-1-1, Sakura-mura, Niihari-gun Ibaraki 305; (0298) 52-1848.

JALT Journal Co-Editors: Andrew Wright and Richard Berwick, #505 C.I. Mansion, Y amatedori 1-28 Showa-ku, Nagoya 466; (052) 833-

JALT Central Office: Yumi Nakamura, c/o Kyoto English Center, Sumitomo Seimei Bldg., Shijo-Karasuma Nishi-iru Shimogyo-ku, Kyoto 600; (075) 221-2376

Interview – LESLIE BEEBE

By Steve Mierzejewski

Leslie Beebe was recently in Japan to participate in the LIOJ workshop for Japanese teachers of English. Dr. Beebe is now professor of Linguistics and Education in the TESOL and the Applied Linguistics Programs of Teachers College, Columbia University. Her publications include articles on sociolinguistics and second language acquisition in Language Learning, TESOL Quarterly, ***and the*** International Journal of the Sociology of Language. ***She is the editor of*** Issues in Second Language Acquisition ***(Newbury House) and author of a forthcoming book,*** The Social Psychological Basis of Second Language Acquisition ***(Longman).***

Steve Mierzejewski is on the editorial staff of Cross Currents, ***a journal for teachers of English. He is currently teaching at the Language Institute of Japan in Odawara.***

MIERZEJEWSKI: ***Could you give a brief summary of your presentations at the LIOJ workshop?***

BEEBE: The presentations concerned cultural interference in second language acquisition. There is a traditional interference that people are familiar with, one where the learner does not know the correct rule in the target language and therefore transfers in a culturally determined pattern from the native language. An example of this traditional interference would be one which happened to me when I called a French friend in France. I hadn't seen her in a couple of years though I had known her for many years. As soon as she answered the phone, I said, "I'm going to be in Paris and I'm dying to see you." But she was a little bit cold and almost annoyed with me. She only said that she and her family would be sitting down to dinner soon. Well, my feelings were a little bit hurt. Later I learned there are French rules for telephoning that say you must always begin your call with an apology. Had I known the rule, I would have used it.

But there's another kind of interference that's socially motivated. This is where the learner knows the correct rule in the target language but chooses to transfer in a native language rule. A very good example of this is something that happened to a Japanese friend of mine who was playing tennis with an American friend of hers. The Japanese woman had just bought a brand-new racket but was playing terribly. When her friend asked her how she was doing, she answered, "My racket is crying." The American asked her what she meant by that. Now the Japanese woman had been living in the U.S. for eight years and she knew very well that Americans don't say "my racket is crying," but she just felt the ***need*** for reasons of personal self-expression to say it the Japanese way. Nothing else would quite express her real feelings. So this is a socially motivated interference, one where you know the rule but for social reasons you feel that you must express yourself like you would in your native language.

I know this idea sounds good intuitively, but your evidence seems to be of a rather anecdotal nature. Is there any good empirical evidence now available that shows that this kind of thing is, in fact, taking place?

Well there are a couple of studies which have been done but they were not called studies of cultural interference. They were called studies of sociolinguistic transfer. One of these was done by Richard Schmidt at the University of Hawaii. He found that Egyptian speakers of Arabic transferred social patterns from Arabic into English. Another study was one I made of Thai learners of English. They use trilled "r's" in very formal circumstances. If you elicit English in the exact same types of circumstances in which Thais would use the trilled "r" in their own language, the Thais will transfer this trilled "r" into English. For example, at a very large assembly, a Thai speaker introduced me as "pr-r-rofessor Leslie Beebe." These are two studies, but a lot of empirical work needs to be done and should be done on large numbers of people to find out to what extent this

really exists. I might add that a lot of this research comes out of the controversy over how important transfer really is in second language acquisition. There was a time when we thought that contrastive analysis was the answer. That was going to tell us everything about language acquisition. And then when Burt and Dulay came along and did their study of 11 functions showing there was very little transfer, people jumped on a new bandwagon and said that interference wasn't important at all. But many researchers since about 1980 have come back to research on transfer and have shown that it does exist on a lexical level, on a semantic level, and that the reason Burt and Dulay didn't find that much was that they were looking at these functions where one would not really expect an English learner of French to transfer the "ed" past tense into French. It would be an unlikely error. We have to look to other areas of language acquisition to find transfer, but it ***does*** exist.

A couple of years ago I talked to Selinker about transfer in different domains and I asked him if he thought there was some kind of cultural transfer. He said that he thought it probably existed hut that it would be very hard to prove. A lot of this can be tied to grammar or semantic transfer. For example, a Japanese speaker of English will say, "This is a good idea, I think." From Japanese patterns they put the "I think" at the end of the sentence. This gives native English speakers a whole different feeling than if they had put the "I think" at the beginning. In this case the apparent "cultural" transfer results from a grammatical transfer, so they can be very difficult to separate.

Yes, it's hard to separate the pragmatic from the grammatical; they often go hand in hand. But I must say there hasn't been much work on semantic transfer, though I think this is one of the richest areas for us to look into. Two Japanese graduates from Teachers College, Columbia University, have done work on semantic transfer and they did find that there was a great deal of semantic transfer from Japanese to English. These two people are Shigenori Tanaka and Tomoko Takahashi.

So there's an overlap in all these domains, then.

Yes, there is an overlap, and the work is just beginning, so I think we haven't even begun to discover all that exists. I think for many years teachers have felt that this exists, and when Burt and Dulay came along and said that there was very little transfer and other people did grammatical studies looking at functors, many teachers were perplexed by it because it didn't go along with their intuition. And now that we're starting to look into semantic transfer and pragmatic transfer we're finding that there's a great deal of transfer. In fact, the work that I've done with Tomoko Takahashi and Robin Uliss-Weltz is on pragmatic transfer in refusals. We've found really quite extensive evidence for transfer by looking at how the Japanese refuse in Japanese, and the way that they refuse in English, and comparing that to the way American native speakers refuse.

It appears to me that one of the more controversial aspects of what you say is that even knowing the rule people refuse to behave in accordance with it. Isn't there possibly just some sort of cultural fossilization, perhaps based on individual psychology?

I think you could say that their native rules of speaking simply do not permit them to adopt new rules. I talked to a Japanese teacher here at LIOJ who said it wouldn't be proper for her to be called by her first name and she's uncomfortable with it. She knows that Americans would probably use the first name but she doesn't really want to do it that way. I don't know whether I'd call that fossilization or not; I don't know if that is the word I would choose because that almost implies that you're incapable of doing it. But on a psychological level it's so difficult for you that you're incapable.

Of course some people make the psychological claim for fossilization. I notice a lot of the things you say seem to be close to Schumann's ideas of why people fossilize – the social distance and such things.

I do think there's a lot of merit to what he has to say. What he says is a beginning in understanding what's going on. It's more than just social distance, but social distance is one of the factors that affects second language acquisition.

Do you think that the concept of fossilization is an important one for teachers to be aware of, or do you think it's something theoretical and has no practical application?

Well, that's a good question. If we're speaking very practically as teachers not as researchers focused on second language acquisition, it's a concept that could get in the way. It would be easy for teachers to jump to the conclusion that their students who haven't learned something yet are fossilized and cannot learn it. I don't think in our teaching we can ever say that a particular learner ***cannot*** learn something. So I think fossilization is a somewhat dangerous concept for teachers to

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use. It may be that their students are not ready. We have very little research on readiness. I encourage teachers to be very critical of the concept and be very reluctant to use the term fossilization because I think it can have negative consequences.

And no one's sure whether it's permanent or not anyway.

Exactly. That's a very important point. We're talking about fossilization and we're making a statement about the future and the future is something we do not know.

Going back to Selinker, he wasn't even sure of fhe permanence of fossilization and he invented the concept.

There's a lot in research that we use to heighten our awareness, but we have to be careful about making any solid claims. For example, with the research in neurolinguistics on lateralization and research on the brain, the researchers have cautioned us about trying to find practical applications too quickly. I feel a little bit that way about fossilization. A little knowledge about it can bc a dangerous thing.

But then again, 1 was talking with Diane Larsen-Freeman who is also at this workshop and she was talking about actually tying our profession to a science and she seemed to think that that was a necessary goal; that we should eventually tie language teaching to a science and that the obvious science would be something in the area of neurolinguistics or brain rsearch; that is, how do people learn biologically? Do you see that as a goal?

I see it as a goal but I see it as a distant achievement. I don't think we're even close to that. In the book that I'm editing on second language acquisition from multiple perspectives, Fred Genesee has written an article on the neurolinguistic perspective. He says that we are so far away from being able to use this brain research that he went so far as to say that there are no practical applications right now. It is something for teachers to begin to read and try to understand what the process is. So it's an eventual goal, not one we can achieve very quickly.

Yet a recent book by Wingfield and Byrnes on human memory actually has a chapter on applying memory research to second language learning and teaching. BasicaIly we probably agree that memory plays an important part in language learning and anything we can learn about setting memory and so forth would be helpful. Would you say that such knowledge based on extensive experimentation could be practically applicable?

Yes, though I guess I would put this more in the psycholinguistic domain. I would certainly think it was very applicable to second language acquisition.

You also, in your lectures, put stress on classroom research. Do you believe that this empirical component is a necessary part of teaching language? What do you say to people who say that research and the classroom are two areas that will never come together?

I'm a proponent of the teacher as researcher. I like the idea. 1 think that research feeds teaching and teaching feeds research, and I like to see them go hand in hand. I don't approve of the dichotomy between the rcsearchers on one hand and the classroom teachers on the other. I like to think of us as working together on common problems. I think it's very valuable in teacher training for teachers to do mini-research projects so that it's a comfortable mode for them. I often think that collecting data makes us more aware of the way that WC really do speak rather than just reading an article about it. Sometimes our initial intuitions about how we speak are not correct and actually collecting data on a small level (I realize teachers don't have time to devote their whole lives to it) can be very useful.

But I hear a lot of experienced teachers saying that they can't read the* TESOL Quarterly *anymore because it has become too empirical or too theoretical. They stress the need for middlemen, somebody in between to interpret research and theory into practical teaching situations. Do you see in our profession that we are going to be in need of more of these middlemen?

Well, I think that there are people who are already doing this. In any high-powered field, which we certainly aspire to being, we will have some research which is very intellectual, perhaps removed from practical concerns which have to deal with everyday realities. But I think there's room for ivory towers, for practical realities, and for people who are in between, who arc using research in teaching and bringing it together. Ultimately I think the best work will come out of those people who bring these two worlds together. You can't just stay in the ivory tower and you can't just stay in the classroom and deal with practical concerns or you'll lose sight of where we're going.

Well, maybe 1'11 ask you, then, what theories or concepts seem to be guiding our field at the

present time and where do you think that we're heading? Are there any developments we, as teachers, should be aware of?

Well certainly Krashen's theory is having an impact in the U.S. and abroad. More and more people abroad are saying that they have read Krashen's books. They're aware of his Input Hypothesis and his theories about comprehensible input. But if there's a direction in which we're going, I think we're also moving away from saying that comprehensible input is the only thing. After all, there's nobody who's advocating incomprehensible input so perhaps it isn't quite as strong a statement as it sometimes appears to be. And secondly, I think that "comprehensible output" is very important. That's a phrase that's been used by Merrill Swain of the Ontario Institute for Studies in Education, and certainly it is very important to have comprehensible output. There are quite a few researchers and teachers who are stressing that comprehensible input is not enough. One can actually use language for communication, have a tremendous amount of comprehensible input and yet, dare I use the term, fossilize. Let's say that they have grammar which does not approach nativeness in their usage. The idea of formal study is regaining credence.

So there's a return from the "free teaching" environment to something a little more structured.

I think there's a bit of a pendulum swing though some people haven't swung all the way to the comprehensible input side. Those who have swung all the way in that direction, who became very free and were practically just using everyday talking in class rather than any structured activity, some of those people are beginning to swing back and say there's a need for structured practice also.

There also seems to be a questioning of what acquisition really is. If it's a subconscious process, how are we going to delineate it by any empirical research? This gives rise, of course, to the idea of hypothesis testing and a conscious way of learning even though it may not be in a formal classroom situation. So do you see hypothesis testing as perhaps the next model for learning, perhaps replacing acquisition?

I see hypothesis testing as part of conscious learning and subconscious acquisition. Both arc part of second language development. There is one other thing, however, that I wanted to mention about Krashen's theory. Krashen says that learning does not facilitate acquisition, and I think that the majority of researchers and in their heart of hearts the majority of teachers do not believe this and I do not believe it.

OK, let me get to some more practical things, then. First of all, what advice would you give to people just entering the field of language teaching? Because we have a lot of teachers who enter the field in Japan and they're always looking for advice.

In terms of what to do in class, I think they should remember to use the language. So often we still have the problem in so many countries of the native language being used more than the target language. So I think the number one piece of advice is, if you're going to teach English remember you have to use English. And a second piece of advice, which is one of my own particular itnerests, is to remember that although you may want to teach grammar, it should never overpower teaching the rules of speaking. By the rules of speaking I mean teaching the functions of language like how to compliment, how to invite, how to refuse, how to warn, how to promise, how to say thank you. These two should go hand in hand. To those who arc afraid that this may be too difficult, I would say that there are easy rules of speaking that we can teach from the very beginning. Grammar should be something that reinforces a knowledge of the rules of speaking. It should not be our goal to speak absolutely technically perfect English and be miscommunicating all the time.

Some other practical advice which is not something to do in the classroom is to be professionally involved. I find that many new teachers are not aware of all that's available. They're not aware of the professional associations and how much they can get from attending the conventions and the various lectures that arc given in their city, or to go to the international TESOL convention, for example; to make every effort to do that to exchange and share ideas with other teachers. Also they can keep a notebook on what they are leaming from their students. To be a student of their students, that's another thing I like to tell the teachers I train; to write down the things which our students say and to keep a log of what w c learn from our students. Such things help us understand what's going on in our classrooms.

And also before you mentioned that it's necessary for teachers to keep up on research; a true professional in your mind is someone who does this, I imagine.

Yes, along with going to the professional meetings I did mean to include reading the profes-

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sional journals. And when people say that they can't read the journals, part of the problem may be that they have let the journals get ahead of them a little. One has to keep up with them all the time in order to feel comfortable reading them. And if we let it go for a year and come back to them, they look like incomprehensible input to us. So I guess the key rule is to keep reading, keep attending the conventions, and if we do this on a regular basis, it doesn't get ahead of us.

Japan is largely a "grammar-translation country." It's the basic method everywhere in Japan. Of course a lot of Japanese teachers are frustrated by that. They come here and they want to learn new techniques and they do learn new techniques, but if you ask them seriously they say they'll never use them. And it's very frustmting for me to be teaching these new techniques and knowing that they're not going anywhere. So could you give any advice to Japanese high school and junior high school teachers who are trapped in this system and are very frustrated? Is there anything they can do to use their creativity?

Well, I guess my advice to these teachers is to try a little bit at a time. Perhaps they can't revolutionize the way that they've been teaching: they might find that there's too much resistance to it and misunderstanding in their communities, but if you try something a little bit at a time and then watch to see how it works, you can make progress slowly. My advice really is to experiment and to try everything. That's a theme that we have at Teachers College, Columbia University. Also, teaching is a field that is very taxing. It takes a tremendous amount of work to do a good job as a teacher. And over the years if we do not grow and change we become very tired. So if they resolve to keep trying a few little things, I think they would feel better about their teaching and feel more excited about the profession in the long run.

What, besides teaching, are you doing now?

I'm chairing the Department of Languages and Literature at Teachers College, Columbia University. Also, I'm working on two book projects. One of them is called ***Issues in Second Language Acquisition: Multiple Perspectives.*** It has a sociolinguistic perspective, a psycholinguistic perspective, a neurolinguistic perspective; it also has a chapter on a classroom perspcctivc, a bilingual education perspective, and a final chapter on practical applications. It's intended for language teachers and the idea of it is for researchers to bc the middlemen, or middlcpeoplc, I should say, that you spoke of. What I did was to pick people who could describe the research in such a way that new teachers or teachers in graduate programs could be able to follow what's going on. So it's a series of state. of the art papers. And the other project I'm working on is a book which is in preparation and due to come out in the Longman Applied Linguistics and Language Series called ***The Social Psychological Basis of Second Language Acquisition.*** It's a development of some of my ideas on cultural interference which are also referred to as sociolinguistic transfer in the book, and the development of ideas of how we have a kind of affective response to input. Krashen would call that the affective filter; I would call it an affective response to input. We don't just passively accept all the input that's given to us. We see this in ESL situations where people arc exposed to many different models and they actually reject certain dialects and accept other dialects and ***choose*** what kind of language they want to acquire.

Is this a solo effort?

Yes, this is a solo effort. It is a singlc-authored book I'm working on. The first one is a co-authored book. I'm editing the book, but several researchers shared in the writing of it.

I've heard that your university, Columbia, is going to set up some kind of school in Japan.

Yes, Teachers College, Columbia University, in conjunction with Simul International, will inaugurate a brand-new Master's program here in Japan in August, 1987. It will be housed at Simul. It will make it possible for Japanese teachers or American teachers in Japan to get a Columbia University degree in Tokyo. We will make the schedule such that teachers will be able to attend classes during their vacations. We see the need to have something in Japan because so many people are not able to leave their families or not able to lcave their jobs, and this provides them with another alternative. They can live at home, keep their jobs, and get a Columbia University Mastcr's degree in two years. Our regular teaching staff will come to Japan to conduct these courses, and there will be an exciting variety of subjects taught – classes on the latest teaching methods, the newest linguistic insights, and the differences bctwcen Japanese and American culture. The whole program wilt be conducted in English, so Japanese teachers will get the added benefit of interacting in English with native speakers. Teachers interested in this program can obtain further information from the Teachers College M.A. Program, Simul Academy, Tokyo.

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Language Teaching Methodology:
KRASHEN'S INPUT HYPOTHESIS AND THE TEACHING OF EFL

By Jeremy Harmer

Jeremy Harmer was a featured speaker at JALT '86. The following article is reprinted with permission from World Language English, ***Vol. 3, No. I, October 1983.***

Krashen's work on the monitor model (e.g. Krashen, 1977) and his distinction between *acquisition* and *learning* have become part of a continuing debate in language teaching about the value, or otherwise, of formal instruction. Krashen himself has put forward the *input hypothesis (see* Krashen, 1981a, 1982a) as providing the best model for second-language acquisition and 'teaching'. Indeed, he says that the input hypothesis may be '. . . the single most important concept in language acquisition today' (198la: 168). He goes on to claim that this hypothesis will make clear predictions about the best use of class time in foreign- and second-language learning, about what materials will succeed and what will fail, how syllabi should be designed, and about how the language performer can maintain and even improve fluency. Extravagant claims indeed. The language teacher will want to know more about this work, since a certainty about the 'best' way to do things is what he has always sought. What then are the fundamentals of Krashen's theory?

The input hypothesis

The input hypothesis is based on the distinction between acquisition and learning. The former is described as a subconscious process which results in the knowledge of a language; the latter is a conscious process which results only in 'knowing about' the language. Language that is 'learnt' is not available to the language user in communicative situations. It will not, in other words, spring to his mind without him having to think about it. It can be used, however, to monitor what he is about to say or has just said (or written). In certain formal situations, such as the writing of a difficult letter, therefore, this learnt language may be used, but in spontaneous interaction the use of language that has only been learnt as a result of formal study is highly unlikely, and would result in hesitant and ineffective communication.

Acquired language, on the other hand, is instantly available to the language user. It has become available as a result of some subconscious process in which the language user has been exposed to the language and has internaised it. This is in direct contrast to 'learnt' language.

Krashen's claim is dramatic: it is that students who get comprehensible input acquire language, but that language which is studied can never be part of the acquired store.

Conscious learning in the classroom, in other words, does not help acquisition. Although it may help a language performer to monitor his output, it is, essentially, a luxury (Krashen, 1981a).

Language performers acquire language by receiving input which is roughly tuned, i.e. language that is adapted to a level at which they can understand what they hear or read even though there may be items of language included with which they are unfamiliar. This is similar to the 'caretaker' speech employed by parents when speaking to their children. If students receive enough of this input, and if their affective filter is down (e.g. if the barrier to learning caused by fear and anxiety is lowered) they will acquire language.

This, then is Krashen's claim, He writes:

> An activity is 'good' for second-language acquisition if it provides the acquirer with comprehensible input in a low anxiety situation. Indeed this is the only way language is ever acquired. Those who feel they have succeeded via the 'grammar' route actually received considerable comprehensible input from some source (1982b: 101).

The input hypothesis, then, suggests that our class time, materials, syllabus, and teaching should be solely geared to providing our students with comprehensible input with a bit of 'cosmetic' conscious learning, especially for advanced students (Krashen, 1981a). Fluency practice may be helpful in ESL situations where learners need to acquire routines rapidly, and can help learners to acquire communication strategies (Krashen, 1981b), but for FL students it will not be necessary. They should be allowed an extended silent period to build up acquired competence. Indirectly, however, fluency practice will have some effect on the acquisition process of fellow students (Krashen, 1981b). But speaking practice does not directly aid acquisition and may not teach students how to speak. 'The best way (the only way?) to teach speaking . is simply to provide comprehensible input' (1981a: 171).

If we are convinced by the input hypothesis, then we must largely abandon conscious language-work (the presentation and practice

cycle, for example) and recognise that speaking practice has only a limited value for the learning of routines and strategies, and is more appropriate for ESL students.

Reservations about the input hypothesis

One of the problems about the input hypothesis is that it appears to be counter-intuitive. It does not seem that an absolutist position in terms of the relationship between learnt and acquired knowledge is tenable. Specifically, it is the claim that learnt language cannot become acquired language that is difficult to accept. As M. Sharwood Smith says:

> there is every reason to accept the older, intuitively attractive version which says that explicit knowledge may aid acquisition via practice.. . (1981a: 167).

Sharwood Smith argues convincingly that both implicit knowledge about language (as the result of comprehensible input) and explicit knowlege (as the result of 'consciousness raising') may stimulate the acquisition process.

The teaching of EFL (as opposed to ESL) takes place with little or no exposure to the target language outside the classroom. Traditionally, adult students have been faced with the conscious learning of a list of structures or functions (which were not based on any natural order hypothesis). Empirical observation shows structures emerging in students' language performance at some stage after such structures have been the focus of conscious learning. It is true that indiscriminate and endless drilling has never achieved spectacular results in terms of permanent accuracy, but that is a comment on 'overdrilling': conscious learning, through structural practice, dialogue work, etc., can directly become part of acquired competence, although this does not necessarily imply a heavy emphasis on drilling, choral repetition, or explicit grammatical explanation. And intuitively it is as a result of speaking practice that this acquisition can be achieved. Ellis (1982: 80) suggests that communicative activities are useful precisely because they provide a ***switch*** that '. . starts the flow of learnt to acquired knowledge'.

The point, surely, is that adults are not children. Children do acquire language as a result of comprehensible input. But children are exposed to an enormous amount of roughly-tuned input, which over a long period of time causes them to acquire language. And while they may get a small amount of explicit linguistic information, they are unlikely to be able to handle a high degree of explicitness. Adults, however, have a far greater variety of resources at their command for the task of acquiring (or learning). Explicit knowledge about the language may actually help them to acquire it if this means the internalisation of knowledge is accompanied by rational insight into its properties. To say that such conscious attention to systematic information cannot become acquired subconscious knowledge is to deny an important adult strategy. For example, in an EFL situation (where the target language is studied in a non-English speaking country) students can reach the level of the Cambridge First Certificate in about 250 hours. In many teaching institutions class time is taken up with a mixture of conscious learning, comprehensible input, and communication activities. In other words, comprehensible input by no means takes up the full 250 hours. And yet at the end of this period students are able to communicate fluently and efficiently (with, of course, great individual variation). They have acquired, in other words, a considerable amount of language. It does not seem sensible to suggest that the conscious learning that has gone on during class has had no effect upon this acquisition.

Of course, there are areas of language use where conscious learning is appropriate precisely to train the students to become good monitor users, i.e. to be able to think deliberately about encoding utterances with a high level of explicitness (Ellis, 1982). Ellis, for example, mentions formal letter-writing, the construction of logical arguments, description of scientific processes, and the issuing of precise instructions, among others.

The contribution of the input hypothesis

The previous discussion has concerned worries about the position Krashen has adopted in terms of acquisition and learning. It has not meant to suggest, however, that the input hypothesis is mistaken about the value of comprehensible input, but rather that it may not be the only route to acquisition.

Neither is the suggestion being made that the more traditional presentation and controlled practice cycle of EFL is self sufficient. On the contrary, there has been a growing awareness of the limitations of such an approach.

Krashen's insistence upon the value of comprehensible input should not be dismissed. Indeed, there seems little doubt that such input does help in the acquisition process. It is probably uncontroversial to suggest that the lack of such material will actively hinder a student's performance as a language user by restricting him to a predigested and artificially constructed corpus of 1anguage.[1] It is certainly true that students can be trained to cope efficiently with spoken and written text at a far greater level than their own productive ability. This has been the experience of a large number of ESP students and teachers. The fact that language input is com-

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prehensible is, for most students, itself a motivating factor, and while they concentrate on some reaction to the language they are receiving (e.g. reading and listening strategies of all types) they are 'experiencing' that very language. The importance of a 'language-rich' environment cannot be over-stressed, especially in an EFL situation, and a large amount of input will ensure this.

Comprehensible input can only be effective when the affective filter is down (Krashen, 1982) and one of the ways of lowering this barrier is not to insist on early accurate reproduction. In other words, students produce language only when they want to, not before.[2] The lowering of nervous tension often associated with language learning must be seen as essentially humane and beneficial in any educational setting.

Implications and conclusions

It is clear that students should be provided with a large amount of comprehensible input which is roughly tuned. After all it is only in this way that they can see language 'in use', and there can be no doubt that such exposure aids language acquisition.

Especially when dealing with adult language learners, however, the curriculum designer should provide what M. Sharwood Smith calls a 'multi-faceted' approach (Sharwood Smith, 1981). This may well involve conscious learning at various stages, and it seems only sensible to suggest that consciously learnt language - where the language is dealt with in a realistic context, and where its use (Widdowson, 1978) is focused on – can become acquired knowledge as a result of practice.

Communicative activities where fluency is involved certainly help in the learning of routines and strategies. But the EFL student may profit from them just as much as the ESL learner. Not only is there the indirect effect on fellow students, but there is every reason to agree with the 'switch' theory that Ellis proposes. Fluency activities also give both student and teacher invaluable feedback on their progress and abilities. They should be seen as a vital component in the FL class.

The activities that take place in a language classroom, however, do not solely concern adherence to the conclusions of language acquisition research. In the end-result the teacher is faced with a group of students for a period of time, and it is his job to involve them in meaningful and useful activity. His pre-eminent concern will be to do so in such a way that they are motivated to study, since the relationship between motivation and success is by now widely acknowledged. It is being strongly suggested that such motivation will be greatly enhanced by a balanced activities approach (see Harmer, 1983) where there is an 'efficacious balance' between communicative and non-communicative activities (Harmer, 1982), and where there is an emphasis on roughly tuned input. A balanced activities approach sees the job of the curriculum designer as one in which the first consideration is what activities the students will be involved in, and how they are likely to react to this in terms of motivation. The balanced activities approach also takes into account questions about the relevance of some language-acquisition theory.

Adults are mature human beings, and there is every reason to suppose that a wide range of 'learning' activities will help them become efficient language-users. We will need much more evidence and research before we can accept a position that denies the adult's wide variety of mental resources: more proof will be necessary before we accept that concentration on the form of language is not helpful in language acquisition. And we will need considerably more detail before we accept that a programme based almost exclusively on comprehensible input will necessarily contain good materials, or even provide the best and most motivating use of class time. After all, motivation is the key.

Notes

1 Of course comprehensible input is prepackaged too – or roughly tuned by the teacher/materials designer. However, rough tuning is not so restricted as the more traditional strict structural grading that has characterised past EFL material, especially at the beginner level.

2 The affective filter may have to be lowered, but a pre-speaking phase is not necessarily the only way to do this. Early successful production by the students in a relaxed teacher-fostered atmosphere may be highly motivating too.

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JALT '86
CONFERENCE PRESENTATION REPORTS

SPOKEN AND WRITTEN LANGUAGE

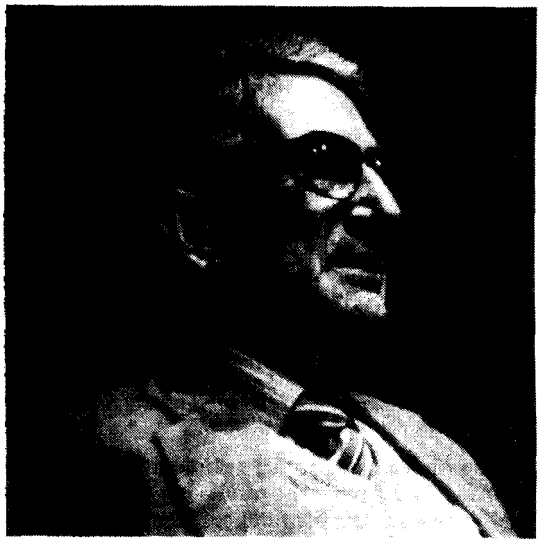
By M.A.K. Halliday

M.A.K. Halliday is one of the most important representatives of the "functionalist" school of linguistics. That is to say, his theory of grammar ("systemic grammar") is concerned primarily with the question of how language is used, where a formalist theory such as the Government Binding Theory is concerned primarily with the structure of the rule systems underlying language use. In his plenary address, Halliday dealt with a question that is not often discussed by formalists: the differences between spoken and written language.

One of the noticeable things about language use is that it varies. The differences between spoken and written language can be analysed within a larger theory of "register," that is, of functional variety. For Halliday there are three parameters of variation: 1) type of interaction ***(field),*** 2) participant role and status ***(tenor),*** and 3) rhetorical function in a given context ***(mode).*** The spoken/written distinction is an example of a "modal" variation.

It is all too often thought that spoken language differs from written in being less organized or less complex in structure. This, Halliday insisted, is a myth. The fact is that spoken language is as highly organized as written language; but the organizing principles are different. If, for instance, one were to take a representative short written text and "translate" it into its spoken equivalent, one would probably find the written sample to have a much higher ratio of lexical words to the total. This ratio (actually, the ratio of lexical words per clause) Halliday refers to as "lexical density." Typically, spoken English has a lexical density of one to two words per clause, where written English ranges from four to six words per clause.

On the other hand, spoken language is more complex than written language in terms of "grammatical intricacy." Where lexical density is achieved by packing information inside nominal constructions, grammatical intricacy is achieved by stringing clauses together in either hypotactic or paratactic relationships: ***her success in the third attempt*** vs. the spoken ***she succeeded when she tried for the third time.*** (Very roughly speaking, hypotaxis and parataxis are equivalent to subordination and coordination, respectively. Another myth Halliday attacked is the myth that spoken language is primarily paratactic.) Grammatical intricacy,



noted Halliday, is acquired early in childhood; lexical density is more difficult.

One consequence of the lexical density of written language, Halliday noted, is that -- contrary to yet another myth – written language tends to be more ambiguous than spoken language . Embedding in nominalized constructions disguises the semantic relations holding between elements within the construction (to take an example made famous by Chomsky, ***The shooting of the hunters was terrible).*** Nominalization entails the disappearance of tense and modality, for instance, as well as the disappearance of the distinction between ***fact*** and ***thing*** (the written ***His answer surprised me vs.*** the spoken ***I was surprised that he answered/ by what he said).*** Nominalization also involves a high degree of what Halliday refers to as "grammatical metaphor"; that is, the reification of actions by their being nominalized (e.g., ***The announcement of his retirement was followed by loud applause).*** Halliday hypothesized that in general there would be a high degree of grammatical metaphor in any text characterized by a high lexical density.

Reported by Kevin R. Gregg
Matsuyama University

INTERACTIVE READING AND WRITING: DIALOGUE JOURNALS AND OTHER APPROACHES

By Jo Ann Crandall

Teachers devoted to tightening the communication gap between speaking, reading and writing welcomed Jo Ann Crandall's presentation

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on dialogue journals. In these journals, students jot down brief and, if possible, daily entries in a confidential notebook with the teacher:

> ***I like listen music of the Beatles and Cat Stevens. The Sunday was listening music of these two musical groups. Maybe what listen music in English understand more and learn better the English language.***
>
> (EFL student in Honduras)

Teachers respond with friendly, open, conversational and often personal comment. Depending on the level of ability, the reply may mimic the length and complexity of the student's entry and may also correctly model what was written.

> ***I like to listen to the Beatles, too. You're right. Listening to music will help you understand English and learn the English language better. I listen to Spanish songs to improve my Spanish, too. Do you like Julio Iglesias?***

Ending in a question helps stimulate the next response. Over time what results is a genuine, flexible exchange of confidences that follows the natural development of real-world conversations.

Why do dialogue journals seem to hit the spot? Crandall believes that it is a natural bridge from verbal interactions to reading and writing which students often isolate in ivory towers. Dialogue journals are always in context and they demand a response as well. Furthermore, they seem to provide the small, segmented progressions that occur in oral language development.

From the student's point of view, dialogue journals sometimes provide the first chance to really talk to their teachers; to give feedback and even complain about other teachers. For ESL/EFL students, it is also the time to exchange cultural information and misunderstandings.

Crandall recommends that students write entries in bound notebooks that remain in the classroom and that students may pick up as they walk in. Writing in the first five to seven minutes of class makes good use of time that is usually lost. Entries are very short and limited since teachers have to respond to all of them. This may be done while they are still writing.

Brief, daily entries will help discourage dull, irrelevant topics.

Dialogue journals in the United States are being used with all ages and groups. What began first as a marriage counselling technique was adapted to the bilingual classroom by a Mrs. Leslee Reed in the Los Angeles Unified School District. It is now being adopted into a variety of teaching situations, such as computer networking and literacy programs.

Ms. Crandall also described other practices where reading and writing mirror oral language development. Writing where the process is more important than the product is one such approach. First, there is a brainstorming period where ideas and experiences are shared. Then, students write first drafts. Later they are organized into groups that are kept together throughout the year. Students' papers are discussed, concentrating on questions and comments that clarify the contents as the teacher might do in a dialogue journal. Then students revise as many times as necessary. Rewrites are read in groups for final editing, such as addition/correction of punctuation, and turned in.

Language experience is a similar process. A class or group will brainstorm. Then, one member writes down without correction what a fellow student has said. The "composition" mirrors the student's development and provides a text that is readable and in context. Later the group will re-read the piece and on occasion they may do peer correction.

Ms. Crandall's presentation gave teachers in Japan valuable material to adopt or adapt to our own teaching situations. As she emphasized throughout her talk, it is our challenge to make reading and writing the basis for speaking, as well as making speaking the basis for reading and writing.

Reported By Dale Ann Sato
Sapporo Gakuin University

OF CABBAGES AND KINGS: ON READING IN EFL

By Jeremy Harmer, Robert O'Neill, and Michael Horne

Moderator: Brendan Lyons

The three hours of this colloquium provided sometimes lively debate between Harmer and O'Neill on the teaching of reading and the usefulness of literature in this endeavor. Michael Horne followed with an example of one special use of literature in a university class here in Japan.

In his address, Harmer's stated intention was to show that reading is more than information retrieval. He had his audience come up with the four best all-purpose comprehension questions, suitable for applying to any written text. The winners were:

1. What is this piece about?
2. For whom was it written?
3. Why was it written?
4. Did you like it?

Literature, Harmer concluded, does have a place in the reading classroom. What is literature? A working definition might be a text that is written with purposeful ambiguity; in other words, one that is designed to elicit an emotional response from the reader.

Next, O'Neill provided some good-natured and entertaining rebuttals, with perhaps more of the devil's advocate in him than he admitted. Being read to and reading for pleasure are what make a good reader. The problem with poor readers is their inability to form mental images of what they read. The four comprehension questions are not useful ones. Working to evoke images should be the task of reading instruction. Written material should have good characters. Teaching liteature at lower levels can only destroy appreciation. What might have developed into a debate of real substance unfortunately ran out of time. It was left to Horne to hurriedly detail his own amazing, even mind-boggling excursions into pure literature at the university level.

Horne's goal is to create a sense of awe around great literature. To this end he experimented with having his students take the parts of, memorize, and finally perform an entire Sheakespeare play in its original form. The students rose to the challenge, the leading man learning his 600 lines of Elizabethan English in four days. Afterwards, students reported that this difficult and successfully accomplished feat stood out as the outstanding experience of their university careers. In subsequent years, the students themselves rejected the option of a simplified text, and chose to stick with the original. Horne now continues this tradition from year to year at Nagoya University where he works.

Reported by Julian Bamford

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ARE YOU "DOING IT"? VISTAS IN JUNIOR/SENIOR HIGH SCHOOL TEACHING

By Takashi Miura, Toyohashi Industrial H.S.; Junko Yamanaka, Trident College, Nagoya; Satoru Nagai, Kinkai H.S., Nagasaki

Moderator: Hideko Midorikawa

As moderator, Ms. Midorikawa pointed out that much of what we know about communicative teaching and learning has yet to be digested. This first-ever JALT international conference colloquium on secondary-level teaching brought together three presenters who are successfully applying communicative methods in their schools.

Junko Yamanaka outlined the controlled paragraph writing method, based on Hunt and Rubinstein (1986), which she uses with junior college sophomores, whose initial level of proficiency and motivation is comparable to that found in high school students, who, when writing, are usually preoccupied with grammar, translating, and being corrected by the teacher. Seldom do they address a real person or audience, or use Western logic.

Ms. Yamanaka works on the assumption that writing is a process, and that what students learn in a composition course is a set of skills. To introduce one of these, the logical organization of ideas, she presents the concept of main idea, relates it to the topic sentence, and in fact provides a topic sentence for each assignment in the beginning stages. Her goal during the first term is the paragraph. She encourages detail, urging students to use their five senses and not to stray from the main idea. She gives paragraphs and asks students to identify the topic. Sentence combination is taught.

In the second term, the goal is to write a persuasive essay, with three paragraphs, one for each reason being put forth. This is the only training most students ever get in expressing their opinions in any language. The shift from one to three paragraphs is smooth, she says. At the start she supplies the topic sentence for each paragraph. Later on, she introduces introduction-body-conclusion.

The core of her program: **(1)** ***Timed writing*** (Elbow, 1973) for 20 minutes. Classical music is played. There is no stopping, no using the dictionary, no concern about mistakes. "Hide your erasers. The more you write, the better." Students count the number of words written. The teacher records this, collects their note-

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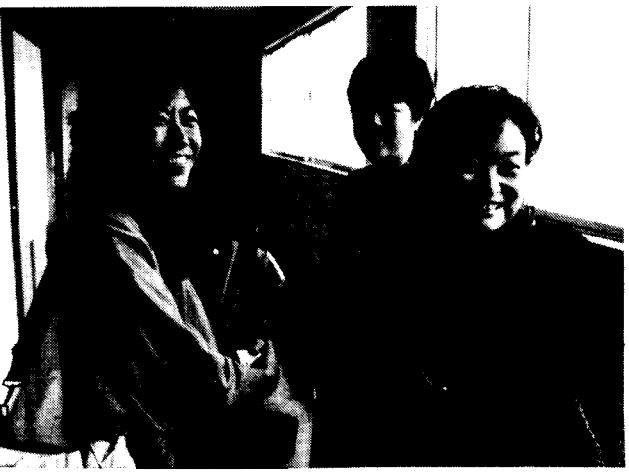
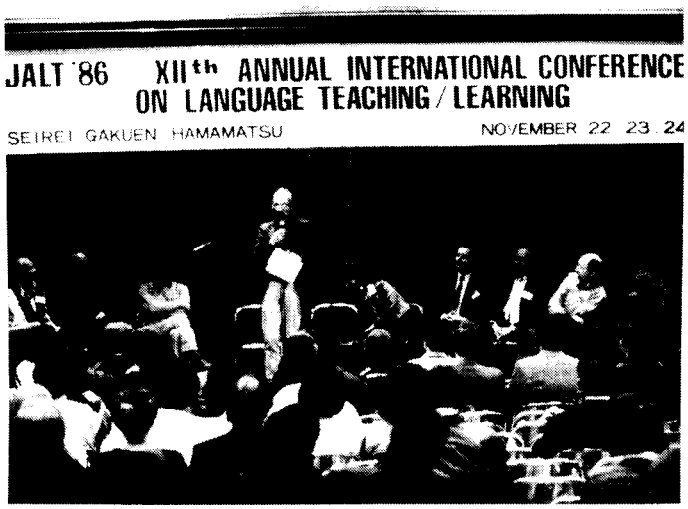
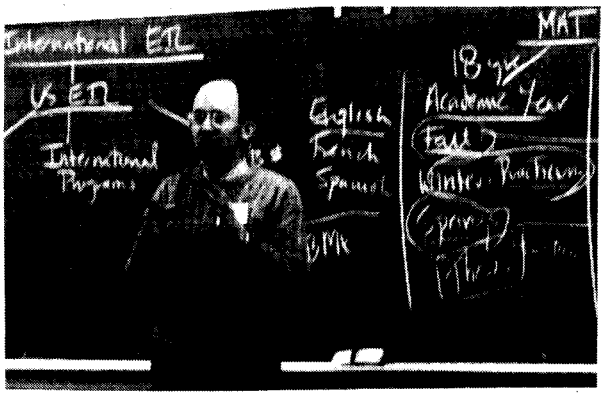
Moments at JALT '86. . . .







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books, reads and comments on the content, but doesn't correct errors. (2) ***Assignment.*** The topic is the same as for (1); for example, "What I would like to do in my free time" or "Where I would like to go in the world and why." Writing must be neat and within a specified word limit, starting at 150-250. (3) ***Individual feedback.*** In each composition the writer may underline up to five words or phrases and write in the margin, in English or Japanese, questions about grammar or usage. The teacher replies in written English. This method serves to address grammatical concerns without allowing the focus of the class to shift to the minutiae of expression.

Mr. Miura opened the three-hour colloquium by showing how he uses English as first language in the classroom. His students come to him with as low as first year junior high school levels of acquisition, even of written English. He spends 5½ minutes of each class with a large repertoire of routine conversation: greetings, weather, hobbies, day, date, and more, firing questions rapidly and expecting quick answers. The shifting of topics is of secondary concern: these are conversational calisthenics. His materials are arranged so that each will add to this body of routines "for classroom communication." They are self-made and controlled: one unfamiliar word per 10 words, simple and compound sentences, maximum 150 words. With this limit, reading comprehension can be finished within 20 minutes. Comment on structure and grammar is in Japanese to save time. Student errors are not corrected, but paraphrased. English is used only for pleasant situations; it is not the language of scolding. Comprehension questions are global rather than focusing on details. Dictation is used, and so is hand-copying of the text "to give students quiet time – time to reflect on the text." Bilingual card games are used to help reinforce the conversational routines.

An evaluation of this approach showed that routine conversation had become very natural after 55 hours. Authentic listening always excited the students. There were no complaints about either the teacher's English or the absence of translation, and the approach seemed to benefit "problem" students. On the negative side were forgetfulness, shyness, and failure to keep the handouts. Mr. Miura found that pair work almost always failed. "If ten won't work, it affects ten more. Today most students have six or seven friends in class and shy away from the rest. There is no 'class society' (class solidarity)." Group work is better. He finds that fixed membership promotes group-mindedness. He concluded that classroom English communication is possible even with lower-level students who are provided with the right materials and techniques and teacher enthusiasm, but that communication is not almighty and he does not have enough evidence that his approach has led to improvement in reading, writing, or grammar.

Mr. Nagai reported on the team-teaching he has done with Mombusho Educational Fellows, who are brought by the Ministry of Education directly from abroad as native-speaking co-teachers, but whose roles are not clearly specified. He asserts that the key to good team teaching is planning: preparation and mutual understanding are necessary before the pair enter the classroom. It is a waste for the Japanese teacher to 'proceed as usual" and use the MEF simply as a speaking machine. Conversely, even where the initiative for a given class has been taken by the MEF, the Japanese teacher should not just sit at the back of the room but should facilitate what the MEF is doing by calling out students' names, encouraging students to raise their hands, and serving as a model student. The two teachers can ask each other questions about culture for the students to "overhear."

Reported by Jack Yohay
Seifu Gakuen H.S., Osaka

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RECASTING TECHNIQUE: TOWARDS CHANGE IN TEACHING

By Donald Freeman

One immediate difference between Freeman's lecture and many others at the conference was that he immediately created a relaxed sense of time in the classroom. He handed out no outline, and listeners had no sense that this was a race against time for a speaker to cram X-number of points into our skulls. It was clear from' the beginning that this was to be a dialogue, and that participants were responsible for thinking about their own teaching styles. This assumed responsibility created an immediate feeling of involvement, and illustrated, by example, what became one of Freeman's major points about teaching style.

Freeman began his presentation by stating that as teachers, we have little language and few models to discuss what is actually going ***on*** in our own classrooms. Creating such models will help us make positive changes in our own teaching and in students' learning. Freeman then presented his audience with a deceptively simple model. A teacher's role is:

seeing choices → making decisions → assessing learning

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As teachers we perceive a realm of possibilities (what texts we can use; how we should call roll; where to seat students); we make choices based on how wide or narrow we perceive this realm; and we are continually evaluating our decisions based on our subjective feelings about the decisions we've made (did the text fit the students' abilities? did roll call take too much time?).

Freeman showed how our concept of what is possible in the classroom hopefully enlarges as we become seasoned, experienced teachers. He showed how decisions that we make in the classroom often seem small, but can have major results in students' learning. He demonstrated two examples, one with a pronunciation exercise and another with dictation. By letting students set the pace (asking which words they wanted to hear pronounced, or which sentences dictated how many times), he put control for learning in students' hands, increased their sense of responsibility and curiosity (can I really pronounce this?) and at the same time, actually sped up the pace of the class!

Students learn when they feel involved, and this involvement happens when they are given tasks which give them a sense of responsibility and control.

As another example of perceived choices, Freeman said that he didn't used to think he had the "choice" of getting angry at a student as a teaching technique. Similarly he said he also used to think that quiet students weren't learning students, and needed to be called on, encouraged, and cajoled into speaking. However, an experience with a student whose learning accelerated after a Freeman temper tantrum (showing the student the teacher really cared, and was definitely bothered by his lack of progress); increasing feedback showing that non-speaking students were indeed learning a great deal in class; and just being forcibly called on actually hindered the learning of the students – all broadened Freeman's realm of choices as a language teacher.

Freeman made an interesting distinction between learning-centered classes and teaching-centered ones. In a learning-centered class, a lot of learning is going on. Many learning-centered classes, he said, may even look very teacher-centered, because activities carried out by the students, even initiated by them, continue to flow through the teacher. In contrast, he cautioned against teaching-centered classes, full of games and laughter, but in the end, classes where "nothing sticks."

However, it's important to realize that the question is not so much "good teachers" versus "bad teachers," but whether or not teachers are focusing on the wider alternatives available to all of us.

Reported by Maddy Uraneck
Tokai University, Fukuoka Campus

AN INTRODUCTION TO THE ART OF PERSUASION THROUGH DEBATE

By Jori Martinez

Native English speakers are used to making many decisions all the time. From the time they wake up in the morning they have to make decisions: what clothes to wear, what to have for breakfast. In contrast, Japanese have fewer choices. The culture provides fewer choices. A consequence of the constant weighing of choices necessary for making a decision is the linear thinking that is characteristic of Westerners. Japanese learning English must to some extent acquire this way of thinking to be able to function in an English-speaking country. A way to develop this ability is debate.

Such is the theoretical background of Jori Martinez's presentation. The best way to learn is by doing, so after a short introduction to the mechanics of debate, she broke us into groups and actually had us debate.

I should point out that her procedure differs slightly from competitive debate, such as goes on between universities. The latter contains more divisions and is more highly structured. However, for classroom use, Martinez's somewhat simplified version might be better.

Participants divide into groups of five: one judge and two teams of two each. Before dividing up, the class as a whole brainstorms the debate issue for ten minutes. Then, after dividing up, the teams have 25 minutes to prepare their

arguments for and against the issue. The debate itself has three stages: presentation of arguments, refutation, and conclusion, with a 15 minute preparation break between each one. In each stage, each side has its say after which the judge reiterates and clarifies the points made – something not done in competitive debate. In the presentation stage, each side has eight minutes; in the refutation, seven minutes; and in the conclusion, six minutes.

This style of debate was, for us, very invigorating. We debated whether English should be a mandatory part of the school curriculum. Unfortunately, we ran out of time and could not discover which side had convinced the judge. Nevertheless, I can agree with Ms. Martinez that debate "leave[s] you feeling exhilarated having thoroughly grappled with both sides of a contemporary issue."

Reported by Scott Petersen

TEACHING LOGICAL ORGANIZATION OF IDEAS IN ENGLISH

By Takahiko Hattori

Takahiko Hattori explained to his audience how he teaches the logical organization of ideas in his English Composition classes at Kanagawa-ken Yokosuka High School. Hattori's enthusiasm for his subject stems from personal experience. His early education was in the United States, and when he returned to Japan, he had "forgotten the Japanese language." He said that he "had never been taught to write a good paragraph from a Japanese teacher," either in English or in Japanese.

He has found the following to be valuable in paragraph writing:

1) ***Analyzing a paragraph.*** Students are taught various strategies for developing main ideas, e.g. giving reasons, using comparison and contrast, and several ways of organizing a paragraph, e.g. time order, space order, order of importance, etc.

2) ***Reading a model paragraph.*** Well-written models are studied for their organization, ways in which their main ideas are developed, and their constituent elements, i.e. the topic sentence and details.

3) ***A short speech.*** Students read their paragraphs to the class. At this point they are not criticized.

4) ***Composition.*** The paragraphs are organized using the same techniques used for organizing the paragraph.

We were shown sample paragraphs and compositions written by Hattori's students. There were errors, and the themes were high school-type themes, but I was impressed and certainly not bored; and I could see the thread that ran through, and held together, the sentences.

Hattori emphasizes that he encourages his students to write and compose in English first, not to translate from Japanese to English.

Reported by Martin E. Pauly

SUBTLY POWERFUL, THE MEANS OF SUGGESTION

By Alison J. Miller, Sanno Junior College, Tokyo

Ninety per cent of of communication is non-verbal. For teachers, this statement has implications that are well worth considering. If only 10% of what we communicate to our students is verbal (no matter how much of class time we actually spend talking), the other 90% of what they receive from our classes comes in the form of subtle, unconscious suggestion from us personally and from the classroom environment. Whether our suggestion is positive or negative can make or break – or at least severely influence – the speed of our students' success.

These ideas originated in Bulgaria with Dr. Georgi Lozanov, a practicing psychotherapist who has applied concepts from his field to the teaching of healthy people in the approach called Suggestopedia. The importance of para-conscious communication was demonstrated along with techniques for using suggestion as a positive force by Alison J. Miller, one of the the few teachers outside of Bulgaria trained by Lozanov himself.

Miller used scenes and a song from a book she has authored, ***El Nuevo Sol: A Spanish Text for Whole Brain Learning,*** to show how a teacher's body language, intonation, gestures, gait and facial expressions subtly influence student learning. She stressed the importance of stimulating certain areas of the brain through playing, acting, imagining and singing. Whereas the social norm for education tells us that:

1) learning requires great effort, self-discipline, struggle with oneself and the

(cont'd on next page)

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competition and quite concentration with no distractions;

2) some subjects or their parts are extremely difficult;

3) art, music, playing and joking are extra frills or breaks from the real stuff of learning;

4) logic and order are more important than feelings and random association;

5) when we fail and make mistakes, it is because we are human,

Suggestopedia tells us that:

1) learning is easy in a relaxed state; memorizing is fun when we use our senses and allow our brain to function normally in a global way;

2) we can learn anything. The human brain has unlimited potential;

3) music and art by the great masters, because of its inherent natural "balance," which the human mind is always inwardly searching for, has an important role in motivation for learning any subject. Playing, joking, singing, acting, imagining and associating are an integral part of the learning process;

4) logic, order, sequence as well as feelings, associations, color and rhythm are important in the learning process;

5) when we succeed, it is because we are human.

Suggestopedia is a holistic/global approach that uses suggestion in an unobvious way to enrich the atmosphere for stress-free, integrated right-left brain learning. Where traditional methods stimulate the brain's cortex, which activates only short-term memory, holistic methods stimulate the brain's limbic system, activating long-term memory. This difference has a proven influence on learning efficiency rates. As teachers, becoming sensitive to how we communicate both personally and through the environment is an important factor in our success. Suggestopedia and its compatibles, TPR, Neuro-Linguistic Programming, The Natural Approach and others, provide techniques that get at the 90% and use it in a constructive way.

The most subtly powerful suggestion is to make students believe in their own potential. As soon as people are convinced they can learn, they can.

Reported by Judy Gemant

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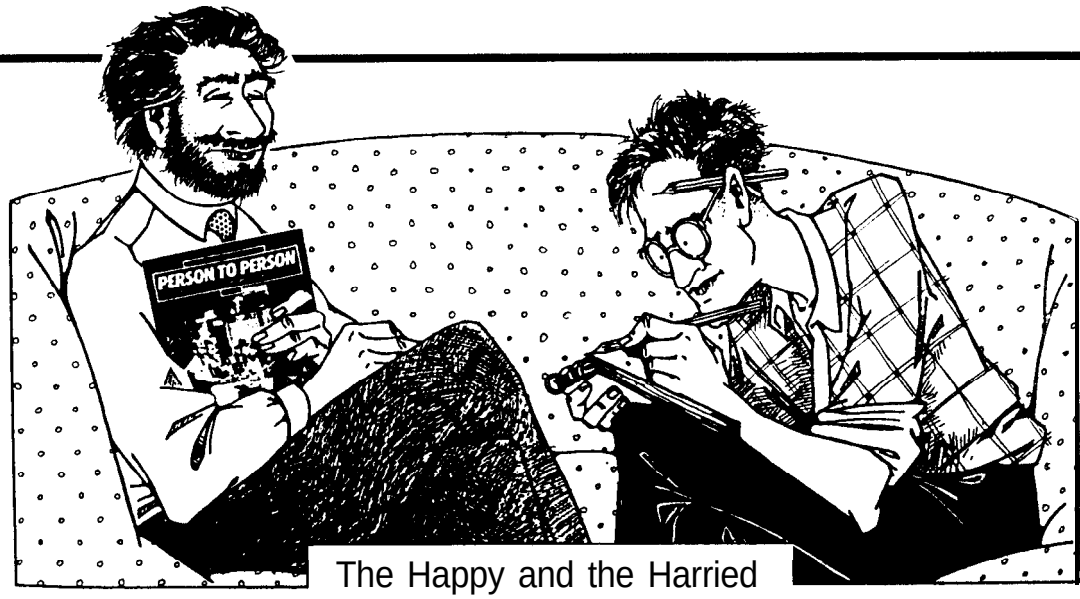

The Happy and the Harried

Two teachers, one happy, one harried. Teacher B still hasn't figured out how to choose a text for his class. He'll go to all the bookshops and make long lists; then he'll search and search for a book that he thinks will appeal to his students, And then, when a breakdown nears, he'll grab whatever is handy, or whatever his local bookshop tells him is available.

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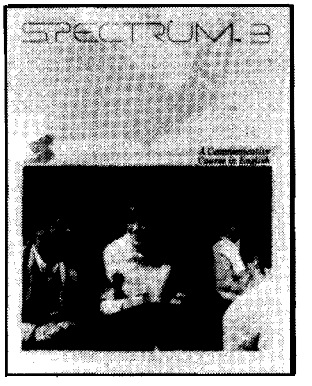

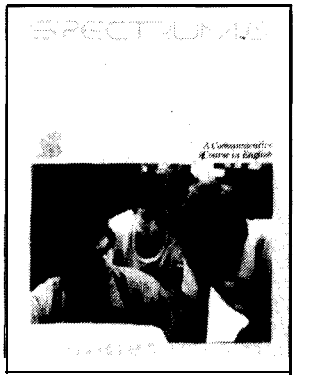

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IN-CLASS RECITATION

By Hiroyuki Izawa

In the English classroom of present-day Japan, recitation seems to be out of favor, especially among the native teachers of English. The term "m-class recitation" is defined as the memorization outside the classroom, and the delivery in class, of some lengthy written material. The unpopularity of in-class recitation may have resulted from the discrediting of the Audiolingual Approach in TEFL programs all over the world. The cornerstone of the approach was the absolute mastery of the so-called "basic dialogue" by means of Mimicry-Memorization. However, it must be noted that several Japanese masters of the English language have repeatedly mentioned the great effectiveness of oral reading and recitation in their own individual studies of English for the improvement of their communicative competence (Kobayashi 1986:6; Kunihiro 1970: 128-l 29; Matsumoto 1970: 27-28). Therefore, I would Like to share my ideas about in-class recitation on the basis of its actual implementation in one of my classes.

The general picture of the institution-and-class-related variables is as follows:

Institution: evening conversation school
Class size: 12 students (1 working woman, 6 female college students, and 5 male college students)
Level: fairly high (the official name of the class was ***Advanced)***
Course objective: improvement of competence in spoken English
Course duration: 15 weeks
Frequency of the meetings: **2** days a week (one taught by the present writer and the other by a native speaker of English)
Class period: 110 minutes (including a 10-minute break)
Main text prescribed by the school: dialogue-based, aimed at discussion

There were two main reasons why I decided to use recitation in the class. One was that the students were in need of much more receptive and input-oriented independent study, which would certainly assist and promote their further and rapid improvement of spoken-English competence. The other was that the content of the main text prescribed by the school was to a large extent unsuitable to the class, which consisted mainly of college students (11 out of the total 12 students); the text was designed for Japanese businessmen. It seemed that the employment of in-class recitation would fill the need for a lot of independent work on the part of the students through the use of a suitable supplementary text.

The five most important factors which seem to affect the efficient and effective implementation of in-class recitation are as follows: **1)** the number of the students in the class; **2)** the students' motivation for the undertaking; **3)** the frequency of each student's recitations during the course duration; **4)** the time available for all the recitation-related activities in the total class period (this has to be considered because there is usually no room for recitation to be an independent class in any institution); and **5)** the written material to be memorized and delivered as in-class recitation.

The class provided near optimal conditions for the implementation of in-class recitation in terms of the first four factors mentioned above. The fifth factor will be dealt with later.

It is obvious that **(1)** the fewer the number of the students, the more efficient and effective the implemention of in-class recitation is with the increase of **(3)** the frequency of each student's recitation opportunities with the decrease of **(4)** the time available for all the recitation-related activities in the total class period. Twelve students was nearly the upper limit in the recitation-implementation class for their assigned weekly recitation of a 300-word passage in the total class period of 100 minutes; half of the class hour, that is 50 minutes, was spent for all the recitation deliveries and all the students' one- or two-minute individual expressions of impressions and opinions about their own selections of topics. One noticeable problem was that each student had only a four-minute speaking period for her/his own combined recitation and individual expression in the 50-minute recitation-related class period; the rest of the time was spent listening to all the classmates' recitation deliveries and their own opinions on their selections of topics. Even with this imbalanced, inactive, and patient listening, all the students showed positive reactions to the overall recita-

tion session owing to **(2)** their high motivation for the undertaking.

The success of the class in the implementation of in-class recitation was undoubtedly enhanced by the students' homogeneity in their fairly high level of English competence, as well as in their similar background of being college students, longtime friends and classmates at that school. It seems that emotional security was heightened among the students through the similarity in their ages and academic backgrounds, and most importantly, in their competence of English.

As for **(5)**, the written material to be memorized and delivered for in-class recitation, it would be ideal for students to memorize and recite self-written materials. This could possibly lead to the linking of writing instruction and in-class recitation. However, the practicality of this scheme (which gives the teacher the additional task of correcting the students' written materials) would inevitably be restricted by all of the four factors mentioned previously, especially by the number of the students and the frequency of each student's recitations during the course duration. The scheme would also threaten Japanese teachers' emotional security in the correction of the student-written material, because of their low self-confidence regarding writing in English. The practical choice, then, is the use of texts (either one which contains dialogues or one which contains reading passages) which are interesting, vivid, and appealing to students, and at the same time which are linguistically appropriate to their English ability. It seems wise to choose a text which contains a large number of dialogues or passages, in consideration of the number of the students and the planned frequency of each student's recitations. This allows students to select individual in-class recitation material according to their own preferences. It also provides the opportunity for each student to become acquainted with a wide variety of materials in the textbook by listening to other students' different selections.

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Hiroyuki Izawa is a graduate of Ball State University with an M.A. in TEFL and is a part-time intructor at Momoyama Gakuin University and Momoyama Gakuin Junior College.

JALT UnderCover

COMMUNICATIVE COMPETENCE: THEORY AND CLASSROOM PRACTICE. Sandra J. Savignon. Addison-Wesley, 1983. 322 pp.

A teacher or prospective teacher who picks up Savignon's book expecting to find techniques for teaching conversation in Japanese classrooms will be disappointed. On the other hand, that person will find, among other things, valuable information on the background of communicative language teaching, the results of recent research, some very helpful illustrations of communicative language teaching, and, I believe, motivation for developing some sort of communicative competence in the students. In addition, there is a valuable list of suggested readings at the end of each chapter, or the reader may refer to the list of references following the text.

The book has six chapters, and these chapter titles do not clearly indicate the large amount of information contained in the chapters. I think that explains why some of my students had a difficult time getting into the book and understanding just what Savignon was doing. But once the light dawned, almost all of them began to appreciate the way the information is structured

For example, Chapter 1 is titled "Definitions of Communicative Competence," but this chapter gives a history of language teaching, important terms and definitions in teaching English as a foreign language, comments on current classroom issues, and a model of communicative competence which includes four components. In addition, this chapter introduces the concept of appropriateness, a valuable concept which is referred to throughout the text because of its importance in communication and in teaching English as a foreign language.

Other chapters deal with recent research in second language acquisition, motivation, materials, the curriculum, and evaluation. Perhaps one of the most important and helpful chapters for teachers in Japan is Chapter 3, "Learner Attitudes and Interests." Two common complaints uttered by teachers in Japan are the typically large

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classes and the communication apprehension of the students. If teachers do not have large classes, the students are still hesitant to speak out and to actually try communicating. This chapter does not have all the answers for us, but it does suggest ways we can find out about our students' attitudes, interests, and needs and then use this information as a starting point for developing our goals, our approaches, and our classroom techniques.

Another valuable chapter is Chapter 5, "Shaping the Curriculum." Savignon suggests ways to blend what she believes are the five components of a communicative curriculum. Teachers will find in this discussion suggestions for teaching the structure of the L2, for actually having the students use the L2 to talk about their needs, their interests, and their values, and for taking their newfound ability outside the classroom.

Chapter 6 may be the weakest chapter and the most confusing to teachers and prospective teachers who don't know much about testing and evaluation. But it at least gives a summary of the issues, definitions which must be used in talking about this subject, and guidance on the purposes of evaluation. A mostly unanswered question is how to evaluate the strategies used in a communicative classroom. Conventional testing instruments may not be fair evaluations of what has been learned in a communicative classroom or realistic indications of student ability. This chapter entices a teacher to attempt to create appropriate communicative tests for the communicative classroom.

The book is a valuable contribution to the literature on communicative language teaching. My students all wished they could talk to Savignon directly, for they finished the text with heads full of new, interesting, challenging information and questions about where to go from here. Since these graduate students are also teachers, during the course of the esemester they attempted to apply some of the concepts of communicative language teaching to their own classrooms, some with a great deal of success and some still nervous and apprehensive, although even these apprehensive teachers realized that Savignon is right in her premise that "communicative competence is a dynamic rather than a static concept," and they all were challenged to make their classrooms reflect this concept.

Reviewed by Charles W. Gay
Waseda University

Reviews in Brief

WRITING: A CONTENT APPROACH TO ESL COMPOSITION. Mark Jenkins. Prentice-Hall, 1986. 203 pp.

This volume complements Prentice-Halls already good selection of writing texts aimed at the EAP market. Written for students with TOEFL scores of 450-500, the text attempts to cover the essentials of organized writing leading up to the putting together of a short essay of an academic nature. Topics dealt with include paragraphing, thesis/topic sentences, cohesive devices, and a cyclical review of basic functions (e.g. definition, generalization, etc.). Jenkins seeks to integrate rhetorical structure, function, and grammar in a cyclical way in order to ensure enough practice: something not many texts attempt to do in a systematic way.

The subjects used as the core texts by the book begin with student-centred topics, which will enable students and teacher to find out about one another in a new class setting, and then go on to more complex themes ranging from architecture (still very much student-oriented) to population growth. By the last stage, the student should have made the transition from personalized to more academic writing.

The text would seem to fit very well into the teaching setting in Japan: many of the texts are based on Asian topics, for example, Korean marriage customs and China's population problem. Rhetorical structure is introduced gradually, whilst sufficient attention is paid to grammar. The key here is variety: with an (upper) intermediate class the teacher will be able to keep interest alive and reinforce at the same time.

Reviewed by Alan Juffs
International University of Japan

MAKING SENSE OF PHRASAL VERBS. Martin Shovel. Cassell, 1985. 96 pp.

I am very impressed with this book. Here at Matsushita's Overseas Training Center, we have endorsed it for use in our higher-level regular courses as a supplement, and we have copies in the office for the teachers' use. One of its main attractions is its format: each verb is introduced with a pair of cartoons that illustrate the meaning of the verb, and they are delightfully humorous. They also allow the student to apprehend meaning

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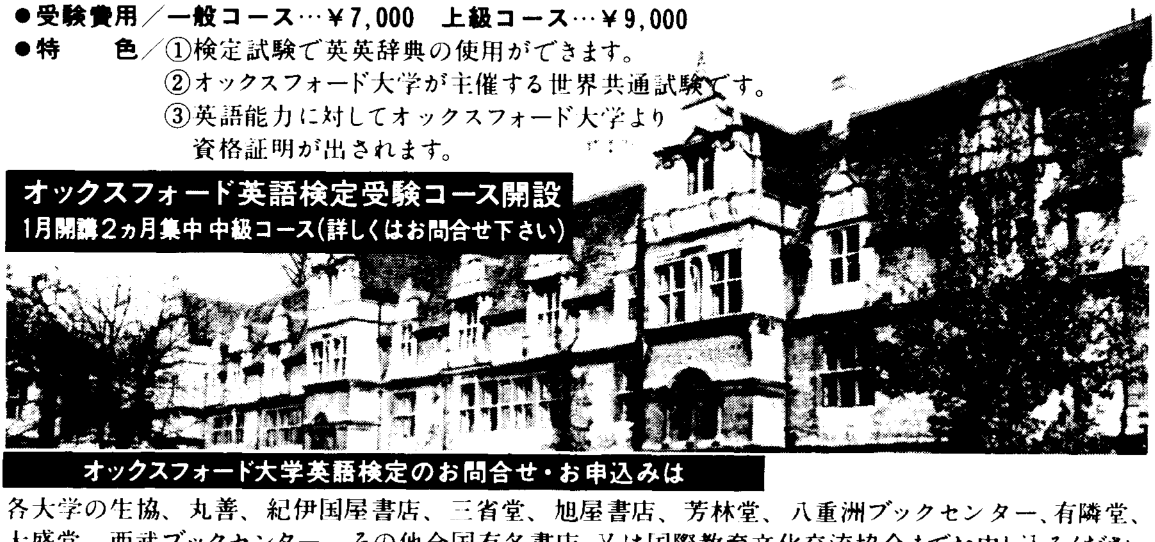

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主催　オックスフォード大学
後援　学研 (株)学習研究社
運営　IES オックスフォード大学海外試験運営委員会事務局
国際教育文化交流協会

Getting Together ***gets your beginning (to low intermediate) students talking to each other and enjoying it. The task-oriented information-sharing activities for pairs and small groups are divided into fifteen self-contained units that can be used in any order. Each unit contains about two hours of classroom activities and has a different theme, such as "Getting from Here to There" and "Food and Drink." Extensively illustrated.***

Take *It Home and Try It* ***Out*** ***is an intermediate-level conversation text for secondary students which teaches what to say in a variety of situations and bow to say it the way native speakers do. Each unit begins with a dialogue, and the activities that follow range from strictly controlled to completely free.***

Let's Talk About It ***is for older students and adults who want to be able to carry on extended conversations in English beyond polite pleasantries. Emphasizing conversational skills development, this intermediate-level text features a strong grammar base and a unique three-part organization.***

For further information contact:

HBJ Harcourt Brace Jovanovich Japan

Hokoku Building 3-11-l 3 lidabashi Chiyoda-ku

Tokyo 102 Japan

Telephone: (03) 234-1527

(cont'd from page 26)
visually and directly rather than through translation or other words in the target language, some of which are also not so clear. I think that because the book is attractive, it promotes interest and enthusiasm. Students are genuinely amused by the cartoons and interested by the format in general. At least in contrast with just about all the other phrasal verb books I've seen, it's immeasurably more interesting. Although it includes the standard reams of fill-in-the-blank exercises, so common in other books, it offers considerably more. The main focus of the book is the cartoons rather than the fill-in-the-blank exercises. The cartoon activities are extensive and very good in the sense that they require that the student guess, hypothesize, and ultimately discover the appropriate use of the phrasal verb for a given cartoon as well as think of another way to express the idea communicated by it.

The only problem I have with this book is that while it does list, in the back, each verb covered in the book – along with example sentences that show it used separably, inseparably, or both ways – there is no attempt to discuss explicitly why some verbs are one way and others are the other. Such a discussion would be very helpful to teachers as well as students.

All in all, however, I can't say enough about this book. You wonder why someone didn't think of something like it long before. I just hope that others like it come on the market to demonstrate further the fact that studying phrasal verbs need not be limited to rote memorization and endless manipulation of example sentences.

Reviewed by Bill Hellriegel
Matsushita Electric Ind. Co., Ltd.

FUNDAMENTALS OF ENGLISH GRAMMAR. Betty Schrampfer Azar. Prentice-Hall, 1985. 345 pp. (Teacher's manual available)

The second in a series of three grammar texts by the author, ***Fundamentals of English Grammar*** is directed at low-intermediate and intermediate learners of English. In Japan, this may include the "false beginners," who have been taught a great deal of information about English, but who find it difficult to use this information to understand or produce language. The flexible format of ***Fundamentals,*** its clear presentation of rules, and the even distribution of practice work between oral and written exercises make this text appropriate as the core text in a grammar-based course, as a supplementary text for classes that need additional work on various structures, or as a review text that students may use at home independently or with some teacher direction.

The book is divided into 14 chapters and 5 appendices, with chapter headings as follows: 1) Present Time, 2) Past Time, 3) Future Time, 4) Modal Auxiliaries, 5) Asking Questions, 6)The Present Perfect and the Past Perfect, 7) Gerunds and Infinitives, 8) Using Auxiliary Verbs; Using Two-Word Verbs, 9) Passive Sentences, 10) Adjective Clauses, 11) Count/Noncount Nouns and Articles, 12) Noun Clauses, 13) Quoted Speech and Reported Speech, and 14) Using *wish* and *if.* Appendices are: 1) Irregular Verbs, 2) Spelling of -ing and *ed* Forms, 3) Capitalization, 4) Preposition Combinations, and 5) Guide to Correcting Compositions. Except for the final appendix, chapters and appendices are easily accessible to students, once they understand how to ue the charts which serve to present grammatical explanations and examples. The author suggests that they be used as a "starting point and a later reference source." For students who are not used to grammar terminology in English, initial explanation by the teacher may be necessary. Many of my students have said, however, that they can readily use the charts for review, even weeks after a lesson has been taught, and the grammar 'boxes' facilitate finding needed rules, since they do not have to search through dense pages of look-alike text.

Following each chart are several oral and written exercises which teachers or students may choose from. Oral exercises are conveniently designated "Books Open" or "Books Closed." Often these exercises can be done in pairs or a student can take the teacher role, to maximize student participation in class. Written work varies from fill-in-the-blank and multiple choice exercises to guided paragraphs or compositions. Several exercises are in dialogue form, offering further opportunity for oral practice. Throughout the text, vocabulary has been chosen carefully enough that excessive dictionary use is unnecessary; also, unfamiliar words are occasionally accompanied by illustrations that are both clear and amusing. Although the text was designed for use in the U.S., a vast majority of the content is both relevant and interesting for Japanese students, and, as they enjoy doing the exercises, many students report that they feel more comfortable or confident in using the grammar they are learning. That may be the best recommendation of all.

Reviewed by Patricia Dissosway
University of Pittsburgh ELI-JP

GRAMMAR FOR EVERYDAY USE. Ona Low. Collins ELT, 1986.

Grammar for Everyday Use provides a general overview of English grammar and language usage. It is intended for the average intermediate-to-advanced student. It would also be a handy source-book for the conversation teacher. However, grammar specialists will find this book suffering from some simplification and technical omissions.

The author has sensibly arranged this book into three parts: verb tenses and verbal constructions, non-verbal parts of speech, and prepositions and adverbial particles. Extensive practice exercises follow each point of grammar and usage and these allow for written or oral drill. British and American vernacular receive approximately equal treatment. In addition to a generally high-intermediate vocabulary, specialized words, phrases and idioms relevant to businessmen, travelers and tourist industry personnel are included.

A book of this kind is particularly advantageous to the student who is studying independently. The grammatical structure of the practice exercises is controlled and the material is flexible and stimulating. I think the non-specialist English conversation teacher might find this book useful, since the grammatical explanations are not obtuse and the practice exercises do contain possibilities for oral drill. Of course, the value of this book for the intermediate student or lay conversation teacher would not be meaningful to the advanced user of English.

Reviewed by Ken Winograd
Suwa English Academy

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 in 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 Feb.** 28.

CLASSROOM TEXT MATERIALS/ GRADED READERS

*Mamillan "Advanced Readers" series, 3 vols. Macmillan, 1986.
The Mouse
After the Fair
Tickets, Please
In the Teeth of the Evidence
The Man With the Scar
The Million- Year Picnic
The Rood from Colonus
The Tell-tale Heart

Black ***et al. Fost Forward*** ("Oxford Intensive English Classbook, Resource book, Teacher's book). Oxford, 1986.
Roberts. ***Tactics 2*** (Student's book, Workbook, Teacher's book). Macmillan, 1986.
U.C.L.E.S. ***Combridge First Certificate Examination Practice 2.*** Cambridge, 1986.

†Bachman. ***Reading English Discourse: Business, economics, law and political science.*** Prentice-Hall, 1986.
†Crow. ***Vocabulary for Advanced Reading Comprehension: The keyword approach.*** Prentice-Hall, 1986.
†Draper. ***Great American Stories II.*** Prentice-Hall, 1986.
† Duffy. ***Voriotions: Reading skills/oral communication for beginning students of ESL.*** Prentice-Hall, 1986.
†Lonergan & Gordon. ***New Dimensions, I*** (Student's book, Teacher's book, Workbook). Macmillan, 1986.
†Lugton. ***American Topics, 2nd ed.*** Prentice-Hall, 1986.
†Macmillan **Advanced Readers series, 5 vols. Macmil-**
†Master. ***Science, Medicine and Technology: English grammar ond technical writing.*** Prentice-Hall, 1986.
†Molinsky & Bliss. ***Express Ways: English for communication, Book 3.*** Prentice-Hall, 1986.
†Prince & Gage. ***Your First Job: Putting your English to work.*** Prentice-Hall, 1986.
†Rosentha1 & Rowland. ***Academic Reading and Study Skills for International Students.*** Prentice-Hall, 1986.
†Soars & Soars. ***Headway Intermediate*** (Student's book, Teacher's book, Workbook). Oxford, 1986.

NOTICE: The scheduled reviewer of Hedge, *In the Picture,* is unable to review it. Any JALT member who would like to assume responsibility for the review should contact the Book Review Editor.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

*Ball. ***Dictionary of Link Words in English Discourse.*** Macmillan, 1986.
Fried-Booth. ***Project Work*** ("Resource Books for Teachers" series). Oxford, 1986.
Morgan & Rinvolucri. ***Vocabulary*** ("Resource Books for Teachers" series). Oxford, 1986.

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

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:***

Abdulaziz & Shenkarow. ***Write it Right.***
Ackert. ***Please Write.***
Aitken. ***Overtones.***
Allen & Robinett. ***The New Technologies.***
Bachellcr. ***Listening and Recall.***
Brieger & Comfort. ***Business Issues***
Brumfit ***et al. Computers in English Language Teaching.***
-. ***English as a Second Language in the United Kingdom.***
Buschini & Reynolds. ***Communicating in Business.***
Carrier. ***Business Reading Skills.***
Cawood. ***Cassell's Intermediate Short Course.***
Crombie. ***Discourse and Language Learning.***
-. ***Process and Relation in Discourse and Language Learning.***
De Jong. ***The Bilingual Experience.***
Ellis. ***Understanding Second Language Acquisition.***
Feigenbaum. ***The Grammar Handbook.***
Graham. ***Small Talk.***
Hall. ***Working with English Prepositions.***
Harris & Palmer. ***CELT.***
Harrison & Menzies. ***Orbit 1.***
Kellerman & Sharwood Smith. ***Crosslinguistics Influences in Second Language Acquisition.***
Kitao & Kitao. ***American Reflections.***
Klein. ***Second Language Acquisition.***
Knight, ed. ***Keep in Touch.***
Krashru. The ***Alchemy of Language.***
Larson-Freeman. ***Techniques and Principles in Language Teaching.***
Lee ***et al.***, eds. ***New Directions in Language Testing.***
Mason. ***Ports of Entry.***
McCrum ***et al. The Story of English.***
Menasche. ***Writing a Research Paper.***
Miller & Clark, eds. ***Smalltown Daily.***
Mugglestone ***et al. English in Sight.***
Noone. ***The Ability to Risk.***
O'Donnell & Paiva. ***Independent Writing.***
Pint, trans. ***The Adventures of Lucky Luke.***
Reinhart & Fisher. ***Speaking and Social Interaction.***
Rice & Burns. ***Thinking/Writing.***
Rivers. ***Communicating Naturally in a Second Language.***
Roberts. ***Steps to Fluency.***
Rogers. ***Dictionary of Britain.***
Sheehan. ***Comp One!***
Swartz & Smith. ***This is a Recording.***
Taylor ***et al. Ways to Reading.***
Thomas. ***Intermediate Vocabulary.***
Thomson & Martinet. ***A Practical English Grammar.***

Tomalin. ***Video, TV & Radio in the English Class.***
Wallace. ***Learning to Read in a Multicultural Society.***
Wright. ***Collins Picture Dictionary for Young Learners.***
Zion ***et al. Open Sesame series.***

第8回企業内語学教育セミナーを終えて

(Review of the 8th In-Company Language Program Seminar)

——技術英語と輸出製品マニュアル——

田久保 浩平
(Takubo, Kohei)

第8回企業内語学教育セミナーは、昨年11月7日(金)、東京・新宿副都心の野村ビル44階にある、野村マネジメント・スクールにおいて行われた。今回のセミナーは、日本商工会議所ほか6団体の後援を得て行われた。セミナーの論題が一般の英語教育からはずれていたためか、参加者の63%がJALT会員でない、テクニカル・ライターの人々で占められた。今後、5・6年たつと、この分野のニーズがクローズアップされてくると思われる。

今回は、ケース・スタディとして、富士通・海外事業本部の海外資料課長のジョン・マッキン氏が「富士通におけるテクニカル・ドキュメント・サービス」と題して流暢な日本語で、具体的な事例報告を行った。世界中でドキュメントの問題が特に目立っている企業は、情報処理企業と、航空宇宙開発企業である。語学ハンディを背負っている日本企業は、この点苦しい立場にある。富士通も長年顧客の満足するドキュメント作りの方法を探していたが、やっと効果的な方法を見出した。当社で長年のクレームを整理すると4つの問題点として、スピード(too late)、解り易さ(can't understand)、情報の正確さ(not correct)、情報の取り出し易さ(can't find easily)があることが分った。この問題解決のために、ドキュメント関連各部門の管理職定例会を設立した。別にハード、ソフト、国内・国外の各専門課と出版作業サービスの専門子会社を設立した。作成方法改善として、ドキュメント・エンジニアリング(DE)の工学的な作成論とNew Document Methodology(NDM)を採用した。

午後は、野村マネジメント・スクールの岡本学長から国際化教育雑感という演題のお話しがあった。国際化度については、他の国々のことを配慮したうえで、自国の政策を進める必要がある。また、コミュニケーションのツールとして語学と異文化理解を身につけて、抽象的な論議ができることを最終段階の目標とすることを提唱された。世界に通ずる企業文化についてもお話しがあった。

パネル討論においては、松下電子工業の林田満寿夫外国部長、日本電気エンジニアリングの小林庚午郎企画室長、国際電気の技術管理部の則藤真也部長代理、ICCSブルーハード社長の4人のご出席を得た。林田部長より、「科学技術論文のアブストラクト」作成のためには、Competition(競争)とComputerization(コンピュータ化)を、また、「新製品・新技術紹介」では、Dynamics、Diversification、Dramatizationという3Dのインパクトの激化がみられる。また上記2極の中間にあるマニュアル作成の重要性を指摘し、マニュアルの不備がその製品の売上減につながるとの話があった。小林室長からは、テクニカル・ドキュメント作成は、利用目的および読者が異なる毎に、そのちがいを意識して作成するよう教育することを強調する意見がのべられた。則藤部長代理からは、国際電気のテクニカル・ドキュメントの作成の現状についての報告があった。ブルーハード氏からは、日本企業各社の支援をした経験から、日本のテクニカル・ライティングは、未だごく初歩的な水準にあり、様々な問題点があげられるが、その大半は言語表現以前の根本的な思考の問題であるとの指摘があった。

セミナーの会場を提供していただいた、野村マネジメント・スクールの関係者に謝意を表したい。

Chapter Presentation Reports

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

FUKUOKA

THE REFORM OF ENGLISH EDUCATION IN JAPAN'S PUBLIC HIGH SCHOOLS

By Ken Tamai and Shinobu Maeda

Fukiai Municipal High School, a public school in Kobe, has inaugurated a thorough, well-thought-out English program aimed at enabling students both to score well on entrance examinations and to become motivated, communicative speakers. Since Fukiai is not one of Kobe's elite high schools, an impressive improvement in English exam scores, plus TV coverage of the school's debates (in English) and international exchange program (which featured students doing a panel discussion in English) turned quite a few heads.

The program goes beyond teaching conversational English; it has units for listening, rapid reading, paragraph writing, using Western logic, asking questions, building discussion skills, understanding cultural differences, and public speaking, as well as preparation for entrance exams. Fukiai uses its two native English-speaking teachers well, and involves them in team teaching, weekly planning, and program design.

Fukiai has 1,200 students. In addition to its Science/Engineering course and Liberal Arts course, the school two years ago began an English course which enrolled about 225 of the students and involved 13 of the English teachers, including the British and American teachers. Students enrolled in the English course take a total of 28-30 credits of English classes a week in the 12th grade, including three language labs where the native-speaking English teachers and Japanese English teachers do team teaching. Eleventh graders have ten English classes a week, and tenth graders, eight classes.

In looking at the program's development, the fact that both Fukiai's Vice Principal and Principal are English teachers can be of no small significance. Principal Shizuo Takeuchi is, as a matter of fact, President of Hyogo Prefecture's High School English Education Association, and Fukiai High School has become headquarters of English education in Hyogo Prefecture.

While not every school shares the fortune of such administrative back-up, there is much to be learned from the Fukiai program's design and development. One accolade received was a budgetary grant from the prefectural government for a state-of-the-art language lab. Another was the decision by all the other prefectural schools to redesign their English course in line with Fukiai's! Now this is progress!

Reported by Maddy Uraneck
JALT Fukuoka Program Coordinator

SAPPORO

WHY TEACH ENGLISH? WHY LEARN ENGLISH?

By Gordon Matthews, S.E.A.

Addressing the question of why English is being taught to junior and senior high school students in Japan, Matthews said rather strongly that it was to stratify, not to educate – i.e., to separate the smart from the stupid, the diligent from the lazy. Content, thus, is not important; having students memorize the telephone book would be just as useful.

The real goal of learning a language is, Matthews believes, learning to express oneself and being able to discuss events taking place in the world. As such, in the school where he teaches, textbooks are not used. Rather, self-expression is encouraged. Younger children are encouraged to talk about themselves, their family and friends, school, their likes and dislikes, etc. With his high school students Matthews gets into more difficult and serious topics. In his adult classes, he will frequently use headlines, articles, or pictures from newspapers as a taking off point for discussion.

In the response Period the Point was raised that Matthews may have overstated the value of conversation over reading and writing, since there aren't enough native speakers, particularly in Holckaido, to go around. Also expressing one's own opinions doesn't necessarily mean through speaking.

There was also the question of whether most Japanese weren't too reluctant to express their own ideas. Matthews said he hadn't found that that was the case with students in his classes. But, he added, the educational system as a whole suppresses communicative skills in language because those who learn to communicate tend to become dangerous, "rocking the boat" rather than making good bureaucrats.

Reported by C.A. Edington
Asahi Cultural Center

TOKYO

EXTENSIVE READING USING GRADED READERS

By Julian Bamford

The "why" and "how" of extensive reading was the topic of the November meeting of the Tokyo chapter. It was presented by Julian Bamford whose lengthy article on the subject of graded readers which appeared in ***The Language Teacher*** several years ago established him as an authority on the subject.

Beginning with a definition and description of graded readers Bamford pointed out how these materials are eminently suitable to students, both in terms of their readability and affordability and in how they can supply large amounts of pleasurable and information reading – which experts claim to be the most effective means of developing overall fluency in a foreign language learned outside of the country where it is spoken.

Teachers are warned to be selective in recommending reading material to insure positive reading experiences that will sustain motivation. Suggestions for the organization of reading programs ranged from effective ways of displaying books to methods of reporting on reading. These give students the opportunity to express themselves in English while keeping the teacher informed of their reactions to the books recommended.

It was shown how cassettes of graded readers can be used to increase reading speed, as well as to provide valuable listening experiences which bring the written word alive. Included in the handout was a list of graded readers that have proved most popular with students along with notations as to the availability of tapes.

Reported by George Deutsch

Bulletin Board

Please send all announcements for this column to Jack Yohay, 1-111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612. The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.

TESOL/IATEFL SUMMER INSTITUTE

TESOL and IATEFL are co-sponsoring a 1987 Summer Institute in Barcelona in collaboration with ESADE (Barcelona), Teachers College, Columbia University (N.Y.), and the University of London Institute of Education.

Course Directors: John Fanselow, Peter Strevens, H.G. Widdowson. For further information: E.P. Mills, ESADE, Av. de Pedralbes, 60, 08034 Barcelona, Spain.

S.I.T. WINTER SEMINARS

The School for International Training will offer three highly participatory, experiential residential seminars for experienced language teachers this winter at Odawara's Asia Center.

Jan. 31-Feb. 1: Jack Millett – **The Challenge of Multilevel Classes**; Feb. 14-15: Claire Stanley – **Teaching English Pronunciation**; and Feb. 18-22: Mr. Millett and Ms. Stanley – **Key Issues in Teacher Training and Supervision.**

Optional graduate credit. For information: Fusako Allard, 06-315-0848, or Shari Berman, 03-719-4991.

INTERNATIONAL LANGUAGE TESTING CONFERENCE Tsukuba, March 30–31

Place: University Hall and Foreign Language Center, The University of Tsukuba (address below).

Sponsors: JALT (Japan Association of Language Teachers), The British Council. Supporting organizations: JACET (Japan Association of College English Teachers), KATE (Kanto Koshin Etsu Eigo Kyoiku Gakkai), and LLA (Language Laboratory Association, Kanto Chapter). Two overseas speakers have already accepted invitations: Dr. J. Charles Alderson, Director of the Institute of English Language Education, University of Lancaster, and Dr. Grant Henning, Dept. of TESOL and Applied Linguistics, U.C.L.A. A complete schedule of presentations will be published in the March issue of JALT's *Language Teacher* as well as in other publications.

For information about transportation to the university as well as about accommodations in Sakura-mura, please call and/or send a self-addressed, stamped envelope to: International Language Testing Conference, c/o Hiroshi Asano, Director, Foreign Language Center, The University of Tsukuba, Sakura-mura, Niihari-gun, Ibaraki-ken 305; tel. 0298-53-2420.

第1回 FIT 企業内教育フォーラム

(Forum For In-Company Training)

—企業内教育の現場からの提言—
(Meeting Your Needs)

このフォーラムは、多様化の一途をたどる企業の国際化教育の在り方、ニーズ調査分析、プログラム設定及び運営、カリキュラム開発、テスト及び評価方法などを取り上げ、企業の国際化教育担当者および教育専門家を対象に、率直かつ有益な意見交換の場を提供することで、相互にその問題解決策を探ろうとするものです。第1回目は、講師として小林薫、デビット・ハフ、ジョン・アライシャワーの各氏、また企業の教育担当者のパネルディスカッション等を企画しています。

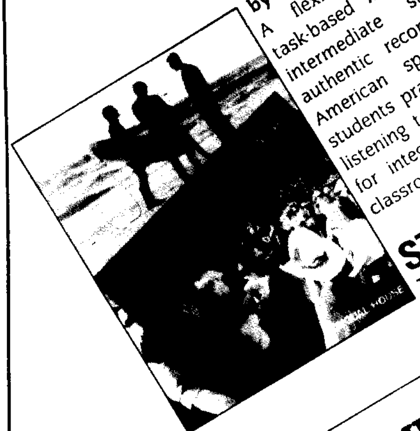
日　　時：3月10日（火）9：30～17：00
会　　場：国際文化会館　講堂（東京都港区六本木）
対　　象：企業内国際化教育担当者及び教育専門家
定　　員：100名（定員になり次第締め切り）
参 加 費：10,000円（昼食代含む）
問い合わせ：FIT 事務局　〒250 小田原市城山4-14-1 アジアセンター
☎0465-23-1688　担当瀬戸
☎03-443-7257　担当阿部

INTRODUCTION TO SELF-ACCESS PAIR LEARNING TRAINING Tokyo, March 17–21 Osaka, March 24–28

Nicolas Ferguson, Director of the C.E.E.L. in Geneva, will offer two five-day training seminars in March in self-access pair learning. This training is strongly recommended for anyone who wishes to teach the course *Threshold*. Places: Tokyo – I-House, Roppongi; Osaka – Ohbayashi Biru, near Temmabashi. Information: DIDASKO, 6-7-31-611 Itachibori, Nishi-ku, Osaka 550; tel. 06-443-3810.

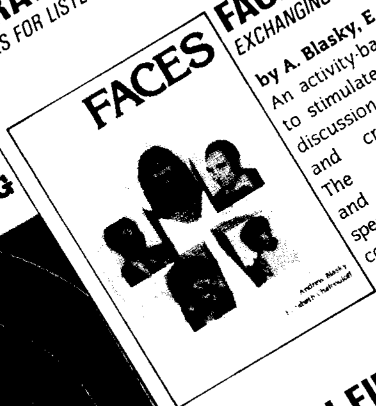
(cont'd on page 36)

BASICS IN ESL
FROM LINGUAL HOUSE



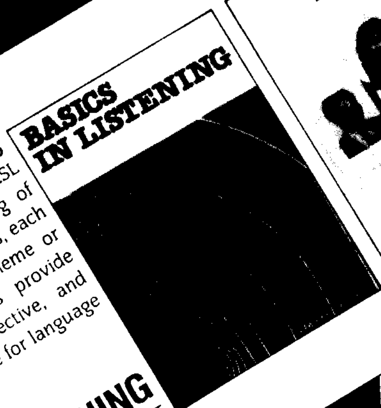
STRATEGIES IN LISTENING
TASKS FOR LISTENING DEVELOPMENT

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



FACES
EXCHANGING VIEWS IN ENGLISH

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



BASICS IN LISTENING
SHORT TASKS FOR LISTENING DEVELOPMENT

by M. Rost, M. Uruno
A popular beginning ESL listening course, consisting of 75 short task-based lessons, each dealing with a specific theme or language function. Tasks provide practice with global, selective, and intensive listening. Suitable for language lab or classroom use.

ENGLISH FIRSTHAND
A COMMUNICATIVE APPROACH TO DEVELOPING LANGUAGE SKILLS

by M. Helgesen, T. Mandeville, R. Jordan
A functional coursebook for elementary students, designed to give students direct experience in understanding and using English. The lessons include pair work, individual self-checking, and listening practice based on authentic recordings.

for more information, please contact—

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(cont'd from page 34)

SUGGESTOPEDIC SPANISH
Tokyo, March 23--April3

Sanno Junior College will be offering a 66-hour Suggestopedic conversational Spanish course for those wishing to learn Spanish in a relaxed atmosphere, as well as an example of Suggestopedia for those teachers who would enjoy learning about Dr. G. Lozanov's methodology by experiencing it directly. Dates as above except March 29; 9:30 a.m.-4:30 p.m. Instructor: Alison Miller, Associate Professor, Sanno Junior College. Info: Ms. Kasuga, 03-704-1967.

SECOND LANGUAGE RESEARCH FORUM – Los Angeles, Feb. 20-22

SLRF is an international student-run conference designed to provide a forum for data-based studies in areas such as Second Language Acquisition, Classroom Research, Discourse Analysis, Interlanguage, Bilingualism, Psycholinguistics, Language Universals, Sociolinguistics, and Transfer. **Plenary Speakers:** Michael Long (U. of Hawaii, Manoa), Lydia White (McGill U.), and William Rutherford (U.S.C.). Pre-registration (deadline Feb. 6): SLRF '87 Registration, American Language Institute, JEF-141 MC1294 U.S.C., Los Angeles, CA 90089-1294, U.S.A.; tel. 001-l-213-743-2678.

AILA SYDNEY 1987

The 8th World Congress of Applied Linguistics will be held at the University of Sydney, Aug. 16-21. For information write to: Department of Linguistics, University of Sydney, NSW Australia 2006.

THE TEACHER TRAINER IS BORN

Pilgrims has embarked on a new venture. ***The Teacher Trainer*** will be out three times a year and will provide a forum for language teacher trainers and trainees all over the world. JALT members can subscribe by remitting \3,500 (\4,000) for organizations) to the JALT office using the furikae form found in this issue, or by sending a cheque in pounds (£l3 or £16, respectively, including postage) directly to: Pilgrims Language Courses, 8 Vernon Place, Canterbury, Kent CT1 3YG, England.

VERBATIM

Verbatim: The Language Quarterly has discontinued its relationship, with its former Japanese distributor and now welcomes subscription inquiries at 4 Laurel Hts., Old Lime, CT 06371, U.S.A.

Meetings

Please send all announcements for this column to Jack Yohay, l-l11 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612 The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.

GUMMA

Topic:	Listening Programs for Junior/Senior High School Students
Speaker:	Munetsugu Uruno, Ibaragi S.H.S.
Date:	Sunday, February 8th
Time:	2-4 p.m.
Place:	Maebashi Kogyo Tandai; tel. 0272-65-0111
Fee:	Members, \500; non-members, \1,000
Info:	Morijiro Shibayama, 0272-63-8522

HAMAMATSU

Topic:	An Introduction to the "Art of Persuasion" through Debate
Speaker:	Jori Martinez
Date:	Sunday, February 15th
Time:	1-4 p.m.
Place:	Seibu Kominkan, l-2l-l Hirosawa
Fee:	Members, free; non-members, \500
Info:	Todd Lynum, 0534-74-0328

In debate, the art of persuasion conducted within a set of rules, two teams seek by various means to persuade a disinterested third party (judge) to agree with their particular side of an issue. This workshop is designed to introduce the fundamentals of debate to Japanese Enghsn speakers (native English speakers are also encouraged to participate). For many of you, this will be your first experience in using English in this way. Debate calls into play all of the skills involved in communication. It will leave you feeling exhilarated having thoroughly grappled with both sides of a contemporary issue.

Jori Martinez, currently teaching English at Ihara English Course High School in Shizuoka Prefecture, is the program coordinator for JALT-Shizuoka chapter.

IBARAKI

Topic:	***Pinch and Ouch: English Through Drama***
Speaker:	Yoko (Narahashi) Nomura
Date:	Sunday, February 8th
Time:	2-4 p.m.
Place:	Ibaraki Christian College, Room 204

Fee: Members, \500; non-members, \1,000
Info: Jim Batten, 0294-53-7665

English teachers in Japan commonly encounter student self-consciousness, embarrassment, fear of making mistakes, stiffness, and so forth. Drama as a method of English instruction is not textbook learning but rather an exercise in living language, a language that comes from the students themselves and is truly a means of self-expression. Ms. Nomura will demonstrate through group participation a whole range of dramatic techniques – from simple warm-up exercises to preparations for an actual performance.

Yoko Nomura is a co-founder of the Model Language Studio, Tokyo, which teaches English through drama. She is active in English theater and radio, and is the author of the three-text ***Pinch and Ouch: English Through Drama*** series.

KOBE

Topics: (1) Fun Ways to Use the ***Addison-Wesley Picture Dictionary; (2) Enjoy English!*** English through Video for Young Learners
Date: Sunday, February 8th
Time: 1:30-4:30 p.m.
Place: St. Michael's International School
Fee: Members, free; non-members, \1,000
Info: Jan Visscher, 078-453-6065 (after 8 p.m.)

Part 1 will offer a unique approach to teaching high-frequency words to children. New words are introduced through the context of a picture and a theme. How to build basic vocabulary through pair practice, games and songs will be demonstrated. The principles can be applied to teaching learners of all ages.

In the second part, Ms. Nakata will show how the video ***Enjoy English!*** can be used with elementary through high school students. The topics are of interest to young learners and each lesson contains a wealth of cultural information. Activities which can be used with the video will also be demonstrated.

Ritsuko Nakata, a graduate of UCLA, continued ESL studies at Teachers College, Columbia University. She is a teacher-trainer, author, and chairperson of AETC (The Association of English Teachers of Children). Her presentations are well known for their lively pace.

KYOTO

Topic: Storytelling: Effective Communication for Advanced EFL Students
Speaker: Barbara Van-Nix
Date: Sunday, February 22nd
Time: 2-5 p.m.
Place: Kyoto YMCA, Sanjo Yanaginobamba (on Sanjo-dori between Karasuma and Kawaramachi); tel. 075-231-4388
Fee: Members, free; non-members, \500
Info: Haruo Minagawa, 075-464-1665

This presentation will focus on using storytelling as an effective communication activity for advanced seminars and other small classes. Ms. Van-Nix, a full-time teacher and level coordinator at the Kyoto YMCA English School, will describe techniques which encourage student storytellers to become more independent and confident as they take responsibility for retelling stories, myths, legends, etc. to their classmates. A video demonstration will be included. Following the presentation there will be time for informal sharing of ideas and interests among participants.

MATSUYAMA

Topic: Writing Workshop
Speaker: Linda Kadota, Matsuyama University
Date: Sunday, February 15th
Time: 2-4:30 p.m.
Place: Nichibei Bunka Center
Fee: Members, free; non-members, \1,000
Info: Kyoko Izumi, 0899-77-3718

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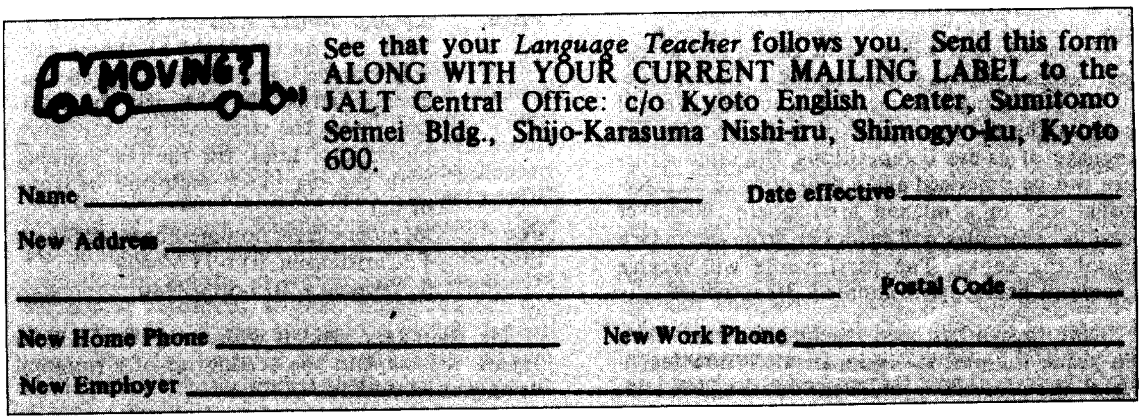

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Ms. Kadota has an M.A. in English with emphasis on TESOL from California State Univ., Sacramento. She also has a TESOL Certificate. Ms. Kadota has taught composition at the college level and has also had numerous poems published. This workshop will be aimed at writing prose – sentence combining and such skills.

NAGOYA

Topic: ***BaFaBaFo***
Speakers: Charles Adamson, Jr. and Kazunori Nozawa
Date: Sunday, February 15th
Time: 1:30-5 p.m.
Place: Mikokoro Centre, Naka-ku
Fee: Members, free; non-members, \1,000
Info: Kazutaka Ogino, 05363-2-1600
Lesley Geekie, 05617-3-5384

Charles Adamson, Jr., of Trident College, and Kazunori Nozawa, of Toyohashi University of Technology, will jointly present ***BaFaBaFa,*** a commercially available cross-cultural simulation designed to allow the participants to better understand what happens to an individual when s/he observes or interacts with a different culture. Participants will investigate a new culture within a controlled stiuation. Special attention will be paid to customs and language, both verbal and non-verbal, in terms of relating to the situation faced by learners of both Japanese and English. Following the simulation will be a guided discussion to analyze the experience. Questions raised by this presentation should be of interest to both language learners and language teachers.

OMIYA

Topic: Grammar Games and Activities
Speaker: Steve Brown, Univ. of Pittsburgh E.L.I.
Date: Sunday, February 8th
Time: 1:30-4:30 p.m.
Place: Omiya YMCA
Fee: Members, free; non-members, \1,000
Info: Aleda Krause, 0487-76-0392
Michiko Shinohara, 03-317-0163

This workshop will present games and activities – some original, some adapted- that are useful for practicing grammatical structures. We will consider the nature and use of drills. Because the language of games is repetitious, the same structure can be practiced and a drill done in an interesting way in a relaxed atmosphere. Wherever possible, examples will be drawn from secondary school textbooks. The participants will receive a handout listing approximately 30 activities.

Steve Brown has been teaching for more than ten years, the past six in Japan. He is now teaching at the University of Pittsburgh English Language Institute's Japan Program in Tokyo.

OSAKA

Topic: Stories: From Controlled Activities to Free Practice
Speaker: Steve Brown. Univ. of Pittsburgh E.L.I.
Date: Sunday, February 15th
Time: l-4:30 p.m.
Place: Umeda Gakuen
Fee: Members, free; non-members, \1 ,000
Info: Linda Viswat, 06-543-l164

One may use stories in the classroom for listening practice, to impart cultural information, and their sheer power. Story-telling is perhaps most of all a useful technique for fluency building. This workshop will first consider how to get started using stories and move from tightly controlled activities that can be done with high school texts through less tightly controlled activities to ideas for free practice. The problem of vocabulary in stories will also be considered and suggestions made as to ways for recycling words via pairwork.

OSAKA SIG for Colleges and Universities

Topic: Quickwriting: a technique applicable to large classes
Date/Place: as above
Time: 11 a.m.-12:30 p.m.
Info: Isao Uemichi, 06-388-2083

OSAKA Children's SIG

Topic: Games
Date/Place: as above
Time: 11 a.m.
Info: Sr. Regis, 06-699-8433

SAPPORO

Topic: Extensive Reading – The Key to Better English
Speaker: Heather Saunders
Date: Sunday, February 22nd
Time: 1:30-3:30 p.m.
Place: Kyoiku Bunka Kaikan, 3F, North 1, West 14 (At the Nishi 1 l-chome subway station, take exit no. 1, walk diagonally across the park past the fountain, cross the street and go one more block east. Look for the red building with the big block sculpture in front of it.)
Fee: Members, free; non-members, \500
Info: T. Christensen, 011-737-7409
S. Yonesaka, 011-583-7940

Ms. Saunders, who is with Longman Penguin Japan, will explain the setting up of a program using graded readers.

(Cont'd on page 40)

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SENDAI

Topic: Teaching Pronunciation
Speaker: David Hough
Date: Sunday, February 15th
Time: 3-6 p.m.
Place: New Day School (on Jozenji Dori across from the National Showroom)
Fee: Members, free; non-members, \500
Info: Barbara Hoskins, 022-265-4288 (W) or 022-233-0758 (H)

SHIZUOKA

Topic: Putting the Pieces Together: ***English Firshand***
Speaker: Marc Helgesen
Date: Sunday, February 8th
Time: 1-5 p.m.
Place: Tokai University Junior College (near Yunoki station)
Fee: Free
Info: John Laing, 0542-61-6321 (W) or 0542-46-6861 (H)

In this introduction to his text, the author will consider the roles of listening, accuracy and fluency and the implications of those roles in lesson planning. The session will include predictive listening featuring natural, native-speaker input; dialogs that promote both accuracy and flexibility by encouraging students to listen to each other; and communicative pair- and small group work using the students' own information and ideas.

Marc Helgesen (M.S., So. Illinois Univ.) is the principal author of ***English Firsthand*** (1986, Lingual House). He teaches at the University of Pittsburgh ELI-Japan Program, Tokyo, and is the editor of the "My Share" activities column in ***The Language Teacher.*** He has published and presented widely on large class instruction and gaming.

Please bring something to eat for the coffee break. Coffee will be provided.

SPECIAL ISSUES of *THE LANGUAGE TEACHER* for 1987

February:
JALT '86 Conference Presentation Reports
March:
English Speech Contests – Fr. Scott Howell
April – (open)
May:
Teaching Composition – Ian Shortreed
June:
Discourse Analysis – Virginia LoCastro
July to December – (open)

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

TOKYO

Topic: Discourse Referents in Japanese
Speaker: John Hinds
Date: Sunday, February 22nd
Time: 2-5 p.m.
Place: Sophia University (Yotsuya), Bldg. 6, Room 313
Fee: Members, free; non-members, \500
Info: Prof. Oshima, 03-416-8477
Tom Dow, 03-455-7840

This lucid and engaging presentation promises to be of considerable interest to those teaching or learning the Japanese language as well as to those in the fields of linguistics and discourse analysis.

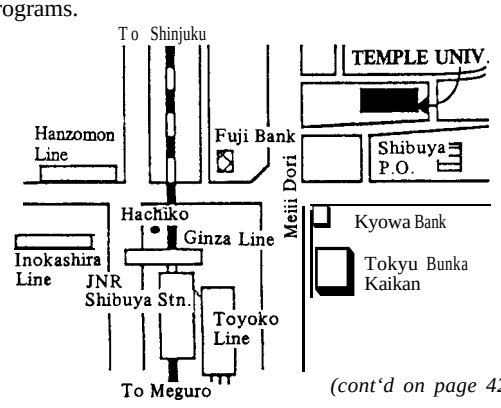
John Hinds, a visiting professor in the Department of English at Nagoya Gakuin University, has numerous presentations, articles and publications to his credit. His newest book, ***Situation Versus Person Focus,*** is just coming out.

TOKYO Business SIG

Topics: 1) Developing Discussion Skills
2) Developing Simulations
Speakers: Kathleen Maston, Kevin McClure
Date: Sunday, February 8th
Time: 2-5 p.m.
Place: Temple University
Fee: Members, free; non-members, \500
Info: Marilyn Books, 03-229-0199
Derald Nielsen, 03-48 l-0836

Kathleen Maston and Kevin McClure are both Academic Supervisors at LIOJ, in Odawara. They will present techniques developed by themselves and others at LIOJ for use in LIOJ's Intensive Residential Program for Businessmen.

This will be the inaugural meeting for the Tokyo Chapter Business SIG. We would like to encourage everyone who has an interest in training programs for business people to attend. We will have a get-together at a nearby izakaya after the meeting to talk with the speakers informally and to get members' input on future programs.



(cont'd on page 42)

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(cont'd from page 40)

TOKYO Video SIG

Topics: 1) Fluency-based Video Techniques
2) Swap Meet and Discussion
Speaker: Alan Davis
Date: Sunday, February 1st
Time: 2-5 p.m.
Place: Tokai Junior College, 2-3-23 Takanawa (near Takanawa police station bus stop; Oikeibajo bus from Meguro or walk behind temple from Sengakuji station)
Fee: Members, \200; non-members, \1,000
Info: Shari J. Berman, 03-719-4991
J. Igarashi, 03-441-1171

Alan Davis, Educational Supervisor at IPEC, Inc., will present ideas for using video in the classroom as a stimulus for fluency-based activities, with specific emphasis on materials appropriate for use in a single two-hour class.

The discussion on future programs will continue followed by an opportunity to exchange materials. Teachers wishing to trade are invited to bring along sample lessons plans and video title lists.

YOKOHAMA

Topic: Music and Songs in the Classroom
Speaker: Dale Griffee
Date: Sunday, February 15th
Time: 2-5 p.m.
Place: Kaiko Kinen Kaikan
Fee: Members, free; non-members, \500
Info: Bill Patterson, 0463-34-2557

Recently there has been interest in using natural materials in EFL classrooms. Mr. Griffee will make use of his extensive background in teacher training to present some useful ways to teach English through songs.

Dale Griffee was guest editor of the special issue of The Language Teacher on TPR (Nov. '85). He is author of the TPR text *Listen and Act* and *HearSay* with David Hough. He has given numerous teacher training presentations throughout Japan.

YOKOHAMA SIG for Teachers of English at Secondary School

Topic: Analyzing the Language Tapes Attached to the Mombusho High School English Textbooks
Speaker: Takahiko Hattori, Kanagawa Prefectural Yokosuka High School
Date: Sunday February 15th
Time: 1-2 p.m.
Place: Kaiko Kinen Kaikan
Info: Kimiko Ozawa, 045-811-2959

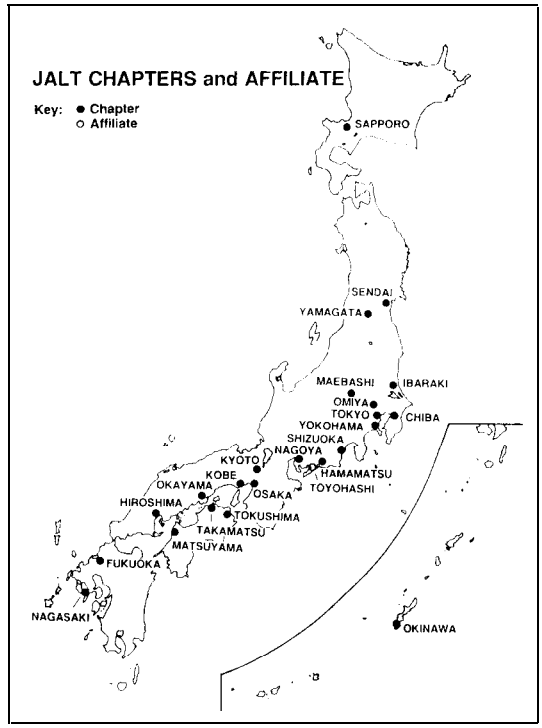
Takahiko Hattori graduated from Keio University and completed a post-graduate course at Waseda University. He received his M.A. from Joetsu University of Education.

SUBSCRIBE TO THE *TESOL NEWSLETTER*

JALT members who are not members of TESOL may now subscribe to the *TESOL Newsletter* at a yearly (6 issues) rate of \2,000 surface mail, \3,200 air mail. This informative and useful publication includes hints and techniques for teaching, and short articles and reports on new trends and teaching situations all around the world. It's a quick and easy way to keep up on the latest activities of the TESOL organization, too. Send in your subscription using the *furikae* form found in this issue.

NO CHAPTER IN YOUR AREA?

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



Positions

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

(ATHENS, OHIO) The Department of Linguistics at Ohio University is looking for experienced teachers of English willing to teach Japanese while studying for an M.A. in ESL/EFL. Training in teaching Japanese will be furnished by the supervisor of the rapidly growing Japanese language program. The compensation for teaching one Japanese class per day is $5,000 per year plus a scholarship which pays most of the tuition. The challenging two-year M.A. program contains theoretical courses in linguistics as well as practical pedagogical courses. Elective courses include the use of computers in language teaching. For further information please contact Dr. James Coady, Dept. of Linguistics, Ohio University, Athens, Ohio 45701, U.S.A.

(CHIBA) Full-time Japanese and native English-speaking teachers at Chiba YMCA beginning April. Maximum 20 teaching hours, plus developing curriculum and teaching materials, five days a week. Paid vacation: two weeks in late March/early April, full month of August, and two weeks at year-end. Qualifications: ESL certificate and two or more years' teaching experience. Salary based on qualifications; housing and commuting allowance, some fringe benefits included. Forward: curriculum vitae, copy of degree and/or teaching certificate to: Mr. Koji Hirota, 5-20-5 Masago, Chiba 260. For further information: Yasutaka Minamida, 0471-45-3223.

(CHIBA) Need reliable teacher to assume my Chiba area English classes around February. Must possess teaching visa and have teaching experience in Japan. Native speaker. Approx. 15 hours weekly. Over \300,000/mo. Tel.: 0472-47-0512.

(FUKUOKA) New International School seeks one dedicated (expatriate or Japanese) full-time EFL teacher for two-year term beginning now or April. We are an American-owned, solidly established family-oriented school. Applicants must be able to produce appropriate professional credentials, have at least one to two years' experience in Japan, with both capacity and firm resolve to remain here. NIS, 582-3 Tokuda-biru, Futsukaichi, Fukuoka 818; 092-925-4268.

(KAMAKURA/YOKOHAMA) Full- and part-time openings for native English teachers, beginning April or earlier. Certification or extensive experience required. Duties include teaching junior and senior high school classes and returnees, curriculum development, occasional proofreading. Access to Apple computer. Good salary and benefits, including airfare home (full-time position). Some knowledge of Japanese an asset. Rewarding position for dedicated individual. Please send resume to: Fumiyo Hayata, c/o JOBA, Bashamichi Square Bldg. 3F, 4-67-l Benten-dori, Naka-ku, Yokohama 231.

(KANSAI) Applications are invited for a Hi-Jo-Kin position in the English Dept. at International Buddhist University in Habikino City (35 minutes from Tennoji in Osaka). Native or non-native speakers of English. Requirements include a Certificate of Attendance at an Introduction to Self-Access Pair Learning training seminar (see *Bulletin Board)* directed by Nicolas Ferguson, as well as his recommendation. For further information contact Tom Pendergast at 06-443-3810.

(KYOTO) The Kyoto YMCA English School is seeking part-time teachers for evenings and Saturdays. Two years' English teaching experience, EFL and/or teacher training preferred. Full-time possible for well-qualified applicant. For further information contact: Yasushi Kawachi, YMCA, Sanjo Yanagi-no-banba, Nakagyo-ku, Kyoto 604; 075-231-4388.

(OSAKA) Full-time Language Program Coordinator for in-house language program offering English instruction to over 3,000 students. Responsibilities include test making and evaluation, involvement in materials and curriculum development, holding teachers' meetings, and overall course coordination. Experience in testing and test development preferred. Salary: \350,000/mo. plus one month's bonus. Hours: approx. 35/week. Contact: Mr. Seiji Kataoka, Matsushita Electric Overseas Training Center, 2-10 Minami-machi, Kikugaoka, Hirakata-shi, Osaka-fu 573; 0720-44-1881.

(OSAKA) Native speakers for full-time (approx. 20 hours/week) and part-time positions in evening classes starting April. Some teaching experience preferable. Sponsorship and working visa available for full-time teachers only. Send resume (in English) with recent photo to: Peter Duppenthaler, Educational Research and Training

(cont'd on next page)

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Section, ECC Foreign Language Institute, l-l Nakazaki-nishi 2-chome, Kita-ku, Osaka 530.

(TOYAMA) Full-time English instructor position at language college beginning April 1. One year renewable contract. Office hours are 8:30-5:00, M-F; includes 15 teaching hours/week. Subjects may include cross-cultural understanding, composition, reading comprehension, or conversation depending on the interests of the applicant. Required: native speaker, teaching certificate, B.A. or M.A. in ESL or related area. Some teaching experience in Japan preferred. Salary: \300,000/mo. with paid holidays including four weeks summer and two weeks winter vacation. Send resume with photo, statement of career goals and two recommendations as soon as possible to Susan Urakami, 6-14 Otemachi, Toyama 930; 0764-91-5911.

FROM THE EDITOR

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

TESOL '87 MIX 'n MATCH SERVICE

Going to TESOL '87 in Miami? The JALT Central Office is offering to act as a go-between for those seeking roommates (to take advantage of double-occupancy rates). Call the JALT office (see p. 3) to put your name on the list and find out the names of others who need roommates.

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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 3000. There are currently 23 JALT chapters throughout Japan. It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

Meetings and Conferences – The JALT International Conference on Language Teaching/Learning attracts some 1500 participants annually. The program consists of over 200 papers, workshops and colloquia, a publishers' exhibition of some 1000 m^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 Institute 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.

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JALT—全国語学教育学会について

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

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

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

支　部：現在、全国に23支部あります。（札幌、仙台、山形、茨城、大宮、千葉、東京、群馬、横浜、静岡、浜松、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。

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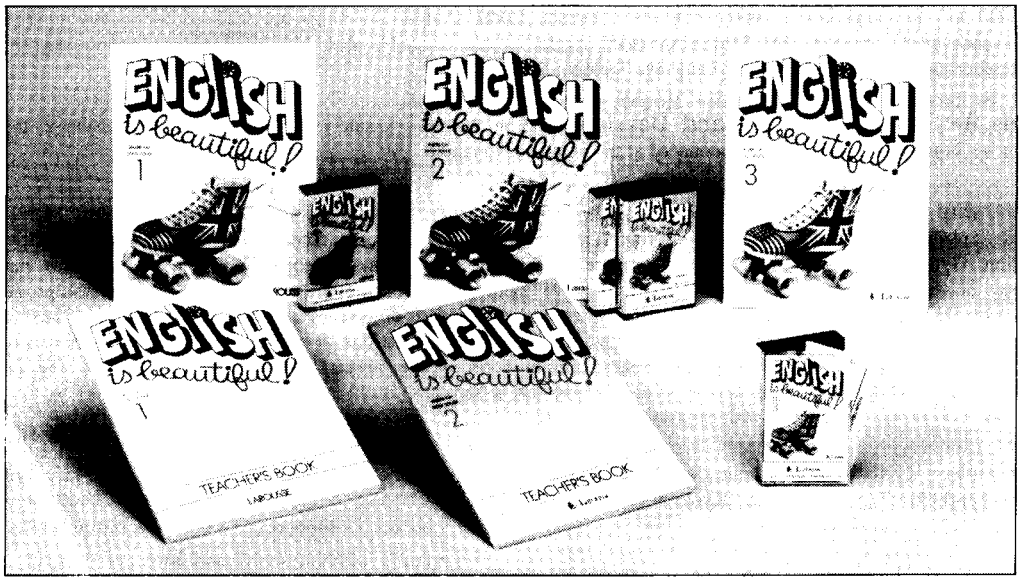

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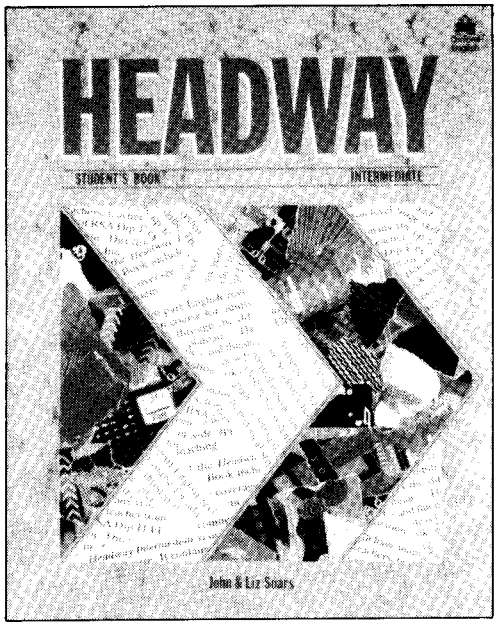

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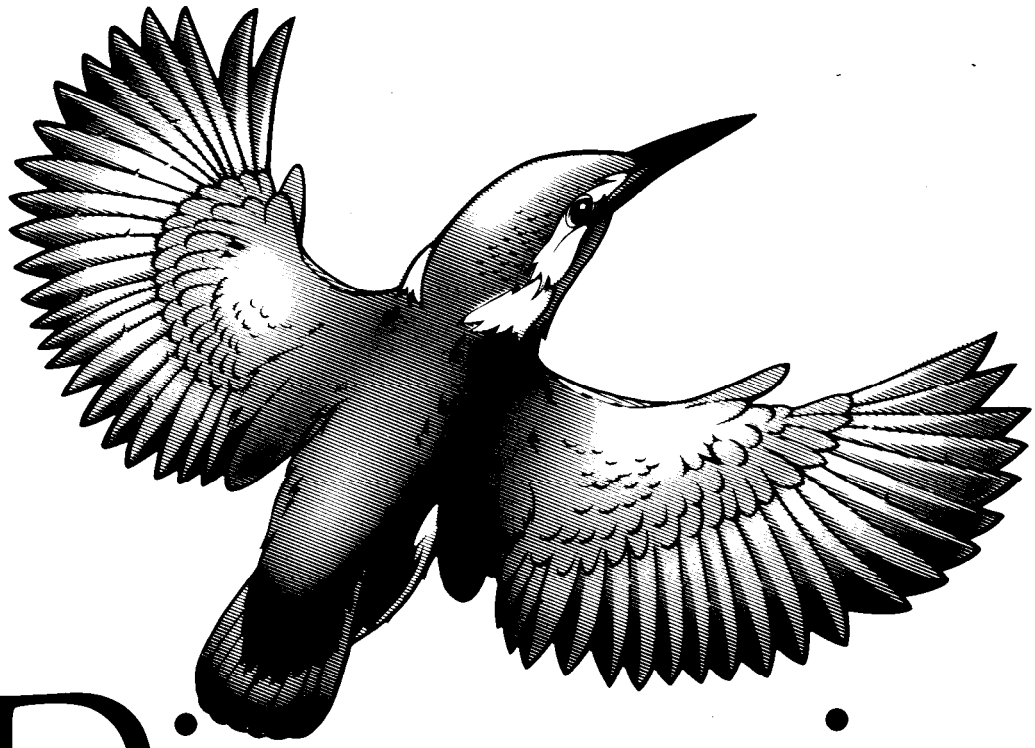

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