My mother has black hair, but I have dark brown hair. Her face is oval, but my face is home base-shaped. Her eyes arc

Lake Biwa is a disappointing place in summer. It is only five minutes walk from my house, but I have never swum in it. For one reason, the water of the south lake is very dirty and stinking. Second my feet will be caught in the rank duckweek if I swim in it.

The most important person in my life is father. Although his hair has become white, he troubles us, his family as if her ewere a baby. If once he sits in his chair, he never leave there even when I run the vacuum cleaner. Frequently he calls me and requests to bring hims a cup of tea or a newspaper. Besides

I see an old woman almost every day, but I don't know her name. I took room near the Kamigamo Shrine just a year ago, but the lodging house doesn't have a bathroom. Therefore I go to the public bath almost every day, and I se

Most salesmen are skillful in selling goods. Not only do they explain good points of them, but also they compliment customers on their appe or belongings. in a result, the customers buy goods as if they were at a loss if they don't buy them. Generally speaking salesmen are kind and gentle, but it is a fact that some of them change their behavior gradually when customers go on refusing to buy recommended things. Last

Almost all old person are weak. They are very bony. When they walk, they walk very slowly with a cane. They sometim complain of a headache, stomachache and pains in their leg and arms. When they break their legs, it takes a great dea;

I could never find out my job. All companies which I call said, "You have to work everyday or for more than three mol

To my great surprise, I lost my conductlens. I fell down it into the sea. What a fool gay! It cost very expensive,

The dentist consulted his teeth, and he pulled out the bad one. It was with pa
I'11 explain you how to make yaki-udon, which is burnt noodle. First
There was nobody without us, and there was silence. When I remem
Bicycle is very easy to *break, so if you use rudely, bicycle*
I'hey are elders of the part-time job, and elders of the club. It, was the tin
My **grandfa ther was dead a few years ago. Lat year, at least by May of**

Special Issue on WRITING

this month....

Special Issue: WRITING.

In 1980 I attended my first JALT conference. It was the usual lively affair chock full of interesting presentations, displays and new faces. This year's conference was once again an action-packed three-day event just like all the conferences in the past, but I noticed one very interesting change: all those people who had once huddled around the Coke machine talking about their writing classes had finally come out of the closet and were up on stage in front of packed houses. "Why, "I thought to myself, "is there such interest in the deadly art of teaching writing?"

The four articles in this special issue provide an answer to this question. They reveal a much broader and more mature focus on the teaching of writing than has been evident in the past. In fact, each of these articles illustrates the dramatic changes that have occurred in the field over the last seven years: A brief flashback may bring this into perspective.

• Seven years ago, the role of the teacher in the writing classroom was just beginning to be questioned. Now, as Fil Lewitt *argues, a very different paradigm has emerged which emphasizes the teacher as a facilitator rather than as a custodian of student error.*

• Seven years ago, the relationship between reading and writing remained somewhat of a mystery. Now researchers are just beginning to tease out this relationship as Tom Robb *and* Steven Ross *show in their report on a recent study carried out in Japan.*

• Seven years ago, the great grammar debate was raging (should we or shouldn't we?), but textbooks were still being churned out with the always dependable "fill in the blank/write a summary" type of exercises. Now textbook writers have begun to explore how grammar and other composing skills can be taught within more task-oriented activities as illustrated by Ann Chenoweth *and* Curtis Kelly *in their discussion of information gap writing exercises.*

• Seven years ago, the use of computers in the teaching of writing remained largely unexplored. Now CAI is at the cutting edge of writing research as Bernard Susser *shows in his review of how this relatively new technology is being put to use in the composition classroom.*

Finally, the most compelling reason for this interest in the teaching of writing comes from the introduction of wri'ting on tests such as TOEFL. Consequently, administrators have no choice but to incorporate writing instruction as a core subject in second language curriculums. In short, writing in a second language has been elevated from an esoteric academic subject to an absolute necessity which neither teacher nor student can afford to ignore.

– Ian Shortreed
Guest Editor

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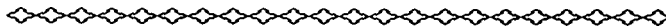
ESCAPING THE COMPOSITION KILLER: TEACHER AS CHESHIRE CAT

By Philip Jay Lewitt, Tottori University

I'd like to speak of laziness and mercy, of the difference between smiles and grins, and of another way to look at error.

To compose means to collect and to re-collect, to contain and control, to put together, to create, calmly and with poise. When writers create compositions, they collect and control; they are not collected nor are they controlled. They compose themselves, and are not composed by someone else.

Most of us think of ourselves as lazy to some degree. We'd often rather be doing something else, or doing nothing at all. I never yet met a writing teacher who admitted to enjoying correcting student essays; no wonder – it's one of the most deadening, boring, even humiliating exercises ever devised to try the patience and dedication of the human spirit. Teachers hate it. But they do it. Why?

They correct student errors because it's expected of them, and because they expect it of themselves. Administrations expect error correction, because teachers are paid to teach, and red marks all over a student's page are proof positive that the teacher is actually doing something to earn that salary. Students also want, or think they want, their errors corrected, because all their previous education has led them to expect correction as the major pedagogical method: all their teachers do it, all the time. Finally, teachers themselves often feel a great deal of ambivalence

about correction: they truly hate the time required, the dizzying dullness of the job, yet they want some visible proof of their worth to show administrators, students, and themselves. Moreover, they want to help their students, though I suspect the red pen is all too often the sword of sweet revenge.

How many times over how how many years, though, does a teacher need to see the same mistakes, the same lifeless writing in essay after essay from the same student, to realize that error correction simply doesn't work? For the student is just as happily and normally lazy as the teacher, and isn't getting paid, either! A teacher who thinks that exhortations to study seriously the corrections he or she made on a student essay will produce the desired reflections on wrongness is either forgetting his or her own student days or is just dreaming.

Whether the laziness is good or bad, I certainly can't tell you, but it's definitely the regular and usual state of affairs among students in general. Since I'm lazy too, over the years I've slowly come to realize that if I could redefine error and rethink error correction, I'd save myself a whole lot of mind-numbing and finger-busting drudgery.

What is an error, a mistake, in a piece of student writing? A dangling modifier? A split infinitive? A misspelling? A strange or unnative-speaker-like construction? The Monster Nihonglish? Well, yes and no. Strictly, yes, these are all errors, but no, because they don't necessarily matter. What really matters is that the message is clearly communicated, and that the writer is growing in the process of creating that message. Anything in the writing that seriously interferes with the reader's ability to understand it needs to be looked at, reworked, fixed, but by the writer, not by the teacher; these problems can also be identified by the writer or by peers – the teacher need not even identify so-called errors, never mind correct them.

Furthermore, anything that denies the writer's right to write, to work it out to his or her own satisfaction, is negative and a composition killer. So the true composition killer is usually overteaching: shut your mouth, and kill the killer; you don't need to teach, teach, teach, until your students fall asleep from the droning in their ears, or can't stand you, or until you can't stand yourself. Mercy!

Error correction focuses on wrongness; that focus makes students uptight and nervous; nervousness kills creativity, which in turn kills joy or even mere interest. We can't tell our students to be right by not being wrong: it's a contradiction in terms to expect a good, interest-ing, lively essay to result from the application of a rigid, numbing, confusing set of rules, and on the first try at that.

Clarity of perception comes from being given time to see for yourself. Freshness of expression comes from being given space to create and re-create language, without the dialectical imperialism enforced by teacher-censors. Lively writing sounds much like lively talking, and not at all like the dry and abstract themes that students hate to write and teachers (and other people) hate to read, writing flatter than a squashed frog on a highway. Communication takes time. Writing takes time: the return is energy.

Classroom time should be mostly used for writing, not for teaching, not for exercises: sentence-combining teaches how to manipulate structure, filling in the blanks teaches filling in the blanks, as it always has – both are eminently correctable; neither teach writing, for writing isn't taught, it's learned. Writing is learned by writing, and more writing, and more writing. Writing well is learned by writing a whole lot, over many years: it can't be learned in a year or two, but a student can begin to learn, if the teacher will make the time and space to practise writing. This means doing away with requiring a new piece each week, or even each month, so that the student can discover just what he or she is trying to say by writing it down, and re-writing it, and rethinking it, and rewriting it, and maybe by sharing it with other student writers (in class), and finally editing it and whipping out a fair copy for handing in.

This last little bit of the process before a product is spun off the wheel is called editing: checking spellings, punctuation, structures; and it's the student's job, not the teacher's. If the student is lazy and does a lousy job of it, so what? If the composition is at all lively and clear, you have a student who's beginning to learn how to write, and is probably enjoying it, hard work though it is. Please don't kill that with corrections, with overteaching. Let the writer keep practising. And if the composition doesn't satisfy the student or the teacher, that's okay, there's always the next one: the way to scratch this itch is more practice and much writing, and the way to make sure there's no bleeding is less teaching and no correcting.

Alice in Teacherland

A smile breaks out on a happy face; even an artificial smile seeks to convince others of the wearer's friendliness; but a grin: ah, a grin is a little different – it signals satisfaction. A grin is tougher than a smile, less sentimental, and yes, less friendly, though not necessarily unfriendly.

In Lewis Carroll's *Alice's Adventures in Wonderland* (1865), Alice is carrying a baby, when she realizes it's actually a little pig, so she sets it down and it runs off into the woods. " 'If it had grown up,' she said to herself, 'it would have made a dreadfully ugly child: but it makes rather a handsome pig, I think.' " Not a bad idea: how about letting our baby writers be handsome pigs instead of dreadfully ugly children? Especially since this is, realistically speaking, our only choice.

At this point in the story the Cheshire Cat appears on the bough of a tree. "It looked good-natured, she thought: still it had very long claws and a great many teeth, so she felt that it ought to be treated with respect." Now this cat is beginning to sound like a good teacher to me: good-natured, not mean or petty, but not sappy and gooey and overfriendly, either.

Then Alice says to the Cheshire Pussy, " 'Would you tell me, please, which way I ought to go from here?'

'That depends a good deal on where you want to get to,' said the Cat.

'I don't much care where –' said Alice.

'Then it doesn't matter which way you go,' said the Cat.

'– so long as I get *somewhere,*' Alice added as an explanation.

'Oh, you're sure to do that,' said the Cat, 'if you only walk long enough,' "

And now the Cheshire Cat is talking like a good writing teacher, helping the students to help themselves by offering timely, non-interfering advice, by encouraging, giving courage, to the students to figure out both the direction and the way to get there on their own. I can't imagine the Cheshire Cat correcting all the itsy-bitsy errors in red pen on a student composition, nor would all the Alices like it, or benefit from it. Those adventures belong to Alice. Let them.

For this hands-off attitude toward correcting and forever riding hard on your students is not just merciful to them: it's mercy on yourself – no more dead hands, kinked neck, bent mind. Hallelujah! You're off their backs and they're off yours, and you both have some space to begin to learn to write.

Read your students' work, grade if you must, and make helpful comments if you can; your grades will certainly give students an idea of what you think of their essays – but tie your writing hand behind your back when you begin to read your way through a stack of student compositions: your corrections don't help students learn to write, and most probably sap their energy and impede their progress.

Instead, write lots, and rewrite lots; then write more.

Practice isn't magic: practice is practice. Writers write to discover what to write about, and in the process discover themselves.

The writing teacher needs to be there for the students, yet without being there too much, without being overbearing, without overteaching and overcorrecting. If a teacher lets the old ideas of standards and correctness fall away like the rotten rags they are, then that teacher no longer has to get upset by their absence, nor spend hours correcting and prodding the miserable student. A teacher who asks students to write how they honestly feel and then corrects their punctuation and grades the writing on grammatical structure is talking out of both sides of the mouth, and students are brilliant at quickly figuring out the difference between what Teacher says and what Teacher means.

When that kind of niggling correctness becomes of real importance to the student, he or she will learn it, by much practice; a teacher's demand does not constitute real importance for most students, so those demands result in failure for all concerned. In teaching writing, success comes when you take pleasure in reading what your students write; and you will, when they're free to write for themselves instead of for you.

How should the teacher be? Alice wishes that the Cheshire Cat wouldn't keep appearing and vanishing so suddenly, it makes her dizzy. " 'All right,' said the Cat; and this time it vanished quite slowly, beginning with the end of the tail, and ending with the grin, which remained some time after the rest of it had gone."

As a writing teacher, let yourself disappear until your grin remains.

LEARNING TO WRITE THROUGH READING: AN EXPERIMENT

By Steven Ross, Kobe University of Commerce, and Thomas Robb, Kyoto Sangyo University

Can foreign language students learn to write without actually putting pen to paper? While, at first glance, this may seem like an unlikely situation, it is a, question which second language acquisition theorists have been asking for quite a few years. In a short monograph, Stephen Krashen (1984) cites studies going back as far as 1967 in which researchers have attempted to ascertain the relationship between good writers and their reading habits. While most of these studies of native English speakers show a solid relationship between reading and writing ability, they do not demonstrate a direct casual relationship, i.e. that students who are taught to read more become better writers because of their increased reading ability.

A recent survey by Janopoulos (1986) demonstrated a strong relationship between ESL students' self-reported pleasure-reading frequency in English and writing proficiency. Janopoulos' research substantiates that reported on by Krashen, but it, too, still points only to a non-causal relationship; it cannot be assumed that some L2 writers are proficient because they read well.

Krashen, at the JALT '84 Conference and elsewhere, has stated that, in keeping with his "Input Hypothesis," intensive reading should contribute to better writing. Our experiment, then, was designed to examine this hypothesis for university-level ESL students.

Two sections of first-year English composition at Kyoto Sangyo University participated in this experiment to examine the relationship between L2 reading and writing proficiency. One section, the INPUT group (n=29). read intensively in class and extensively outside of class. Each student in this section spent a major portion of class time reading at his or her reading "threshold" (at the optimal level of comprehension, as is stipulated in the Input Hypothesis). In order to achieve indivdualized optimal input, the SRA Reading Laboratory 2c was used. Students in the Input section read a total of 17.5 selections and progressed an average of 3.1 levels by the end of the year (36 contact hours). Their in-class writing practice consisted of short summaries of SRA readings and 10 required book reports two pages long on outside pleasure-reading. Effort was made by the instructor to see that the book reports were original.

The other section, the OUTPUT group (n=31), practiced writing skills in class (primarily sentence combining and paragraph organization) while keeping an extensive diary as their primary assignment outside of class. These students wrote an average of 166 pages (B-5, single-spaced) throughout the year. None of the students in either group were required to write English prose in any of the other courses they were concurrently taking.

To assess the students' entry level, as well as their progress, in-class expository essays with a 70-mintue time limit were assigned at the beginning of the course (April), at the mid-term (July) and near the end of the term (December). The compositions were scored on the number of words written *(fluency),* and on the five components of the Newbury House Profile, **Content, Organization, Vocabulary, Language and Mechanics** (Jacobs, *et al.,* 1984), plus the TOTAL PROFILE score. Scores on all compositions were given independently by both of the authors, with those evaluations differing by more than 5 points on the TOTAL PROFILE being referred to a third rater for evaluation. The hypotheses to be tested in this experiment mirrored the Input Hypothesis.

Hypotheses

The INPUT group would prove superior in: VOCABULARY, due to their extensive exposure to new words in context through their reading. MECHANICS was also predicted to be affected by comprehensible input. According to Krashen (1985), mechanics can be acquired in the context of genuine comprehension. In contrast, the DIARY group received no corrective feedback. The OUTPUT group was predicted to prove superior in FLUENCY, since in previous studies (Robb, Ross & Shortreed, 1986a; Ross, Robb & Shortreed, 1986b), groups which were allowed to write freely without corrective feedback have consistently written longer essays than control groups.

In aspects of composition skill not directly influenced by 'comprehensible input,' no difference between the groups was predicted. *Content, Organization,* and *Language* of the students in the INPUT group would not prove to be different despite their lack of overt writing practice.

The overall PROFILE was predicted to favor the INPUT group since it comprised the sum of the five skill component ratings. (See Summary next page)

Discussion

As the results suggest, in contrast with the predictions based on the Input Hypothesis, on

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Summary (I=Input; O=Output)

	Hypothesis	Results		
CONTENT	I=O	I=O	Hypothesis	Supported
ORGANIZATION	I=O	I=O	Hypothesis	Supported
VOCABULARY	I>O	I=O	Hypothesis	Rejected
LANGUAGE	I=O	I=O	Hypothesis	Supported
MECHANICS	I>O	I=O	Hypothesis	Rejected
TOTAL PROF I LE	I>O	I=O	Hypothesis	Rejected
FLUENCY	I<O	I<O	Hypothesis	Supported

every PROFILE component, no significant difference appeared between the groups despite the pronounced differences in teaching strategy. While the INPUT group did not prove superior in any of the specific components of the PROFILE, the paucity of writing practice these students undertook (approximately 30 pages total on the average) did not prove to be detrimental.

These results, however, must be approached with caution. These subjects of this study were first-year university English majors, who have all had a minimum of six years' exposure to secondary school English with its emphasis on rote learning of vocabulary and grammar rules. Thus there was much latent knowledge in the OUTPUT group which could have well become "unlocked" through their course of study which included courses in all listening, speaking, intensive reading and other skills in addition to their composition course. Such a systematic review of 'learned' language could be used profitably by the OUTPUT group and could appear to diminish the effect of intensive input to the reading laboratory section. Whether the results would prove the same with subjects under different conditions (non-English majors) or levels of proficiency (junior or senior high school students) awaits further study.

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THE MONDAY MORNING TREASURE HUNT

By Curtis Kelly, Kansai University of Foreign Studies, and Ann Chenoweth, Tsukuba University

By the time you read this article, you might be boggled by theory and bankrupt in ways to employ it. So, these two authors have agreed to provide us with a few writing activities based on successful communicative methods. Some of these exercises will be offered in their beginning composition text, Basics in Writing, *to be released by Filmscan later this year.*

A Scenario We All Know Too Well

It's Monday morning and you don't know what to do in today's writing class. After eight weeks of emptying your cupboard of canned composition favorites, you are left empty-handed.

It's not surprising. Most composition texts available are written for students studying overseas, not in Japan. It's doubtful your kids could even get through the teacher talk, let alone the assignments.

As you drag yourself into a room filled with not-so-eager pencils, you experience guilt and panic and wonder how you'll be able to talk yourself through the hour. Just then, a thought bursts across your mind! Why not try the lesson that worked so well in Friday's conversation class as a writing activity?

Good move.[1] Chances are, with a little bit of debugging, you'll have a winner. Think about it a moment. Although some current approaches stress the ditterence between speaking and writing, the component that motivates either action is the same: the need to communicate. In fact, the type of language production we seek will only occur when both content and a communicative goal are present.

Rationale

In a conversation class, the ominous feedback of silence makes this obvious. As a result, a number of excellent techniques promoting extended interaction have surfaced and are now widely used: role-playing, values clarification, information gaps, and speaking games. All of these activities give students a ***communicative***

goal, a ***realistic audience*** (other students) and provide ***accessible content*** (through either self-identification or material-based text and graphics). This triad of jngredients are embodied in that key word, **TASK** (**T**otal **A**llowance for **S**omething to **K**ommunicate).

Writing, on the other hand, floating somewhere in the ESL backwaters, is still wrought with archaic methods built around a one-dimensional format: The student writes solely to the teacher. The goal. in this task? Survival in the defensive learning arena. Writing tasks requiring cotent that must first be sought somewhere else ("library time"), content created in a vacuum ("your feelings about nuclear bombs") or content, even if graphically provided, which is so alien that it is meaningless ("rain cycles and textile-making") and do not promote a need to communicate. They promote class-skipping.

Such tasks compound the already awesome requirement of composing in a second language. Advanced learners may develop supplementary academic skills through these additional demands; but for beginners, communicative writing will degrade into mere mechanical performance.

Classroom Activities

Whether or not you agree with this point of view, let's examine a few classroom activities created with a bias that writing should be task-oriented, interactive and, if possible, ***enjoyable.***[2]

Don't let the game-like nature of these tasks cause you to overlook the fact that each uses a narrow range of notions, grammatical structures and vocabulary. By narrowing the demands on language generation, such activities become usable with beginning writers.

Two-way Information Gap. "The Bomb Scare." *(describing physical appearance)*

(See the illustrations) A bomb was found in an airport locker threatening the return of the infamous Birmingham Blasters. One student happened to see the people who arrived on the preceding flight. Another, representing the police, has photographs of the suspects. They write letters to each other trying to identify the three Blasters members.

Values Clarification. "Town design." *(describing locations argumentation)*

Give your students the map of a partially developed urban center and ask them to place various buildings in it (library, noisy disco, parks, hospital, subway station, etc.). The writing assignment is to explain their design and rationale. (Obviously, the hospital should not be placed next to the slaughterhouse or the disco

Information Gap Exercise - Part A

This Is a picture of people getting off the airplane at the airport. The Birmingham Blasters an In this group.

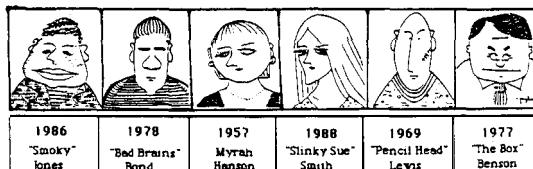This Is e note the mayor got Just before the bomb was found.

To The Mayor Of New York,

Tonight, a bomb will go off to show you that we are back In town This one is just for fun. The next bomb will cost you one million dollars!

-*The Birmingham   Blasters*

Information Gap Exercise - Part B

These are police photographs of past bombers. We are sure some of these people have become the Birmingham Blasters.

| 1986 "Smoky" Jones | 1978 "Bad Brains" Bond | 1957 Myrah Henson | 1988 "Slinky Sue" Smith | 1969 "Pencil Head" Lewis | 1977 "The Box" Benson |

This is a police photograph of the bomb sight. The bomb was found in a coin locker along with these objects.
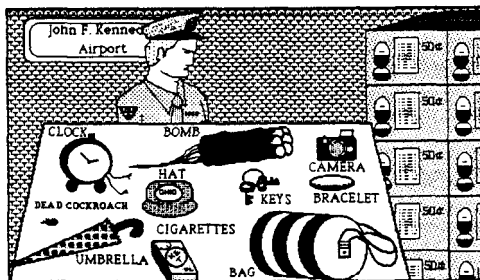
next to the library.) The emphasis on values can be intensified by giving your students choices (a library vs. a tennis court?, etc.), or budget limits.

Role-Playing. "The Mad Inventor." *(describing objects, instructions)*

This one works especially well in "salaryman" classes.) Have students invent a device of the future ("Sony Talkman Simultaneous Translator"?) and write a composition that includes its

(cont'd from previous page)

picture, description, instructions for use, and potential market. Then have student groups choose one to produce as a "New Inventions Company." Group members work on an accessories pamphlet or advertisements for popular magazines. When everyone is finished, students display product pictures and ads on desks in an "Inventions Convention." Students then look at other displays, choosing candidates for special awards.

One-way Information Gap Game. "The Treasure Hunt." *(directions)*

One student makes a map and directions to some goal (treasure for a pirate, dirty dishes for a cockroach, a maiden for a knight, a knight for a maiden, etc.). Antoher student reads the directions and tries to draw the route on the map, comparing notes afterwards (and hopefully discussing confusion arising from the text).

Total Physical Response Writing. "Asher's Anatomy." *(imperatives)* (Just kidding)

For those interested, readings on ESL writing instructional technique are slim pickings. Furthermore, many of the articles that do exist offer ideas that originated long before in native-speaker writing instruction. Therefore, we'll give you a few references from that domain, where many more people have been grappling with communication and non-communication in the composition classroom a much longer time.

Suggested Reading:

Notes: *Composing in a Second Language* is included more for its dealing with ESL instruction than its content. Many feel the earlier edition of *Rhetoric and Composition* is the better of the two. *The Educational Imagination* is about socio-curricular objectives rather than instruction, but may give insight on Japanese educational philosophy.

Donovan, Timothy R. and Ben W. McClelland (eds.). *Eight Approaches to Teaching Composition.* NCTE, 1980, particularly Judy's article, *The Experiential Approach: Inner to Outer Worlds.*

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Raimes, Ann. Tradition and revolution in ESL teaching. *TESOL Quarterly,* vol. 17,4, 1983.

COMPUTERS AND COMPOSITION: A BIBLIOGRAPHIC INTRODUCTION

By Bernard Susser, Doshisha Women's Junior College

In an episode of Laclos's novel *Les Liaisons dangereuses* a nobleman composes a letter in bed using his paramour as a writing table, and discovers he can take a pleasurable break from work without leaving his desk. Although a computer cannot provide so agreeable a setting for the act of composition, it offers diversions and excitements of its own. (Mendelson 1986: 454)[1]

Jiro Yamada, a sophomore at a well-known university in Japan, is doing his essay assignment for Mr. Smith's English Composition II course. Turning on the computer perched precariously on the *kotatsu* that occupies most of his room, Jiro first calls up an invention program to help him decide a topic and explore its posssibilities. Next, he works out an outline with the aid of an idea processor, and then writes his essay using a simple word processing program.[2] After much correction and juggling of paragraphs, Jiro is satisfied with the result, and runs his essay through a spelling checker and a program that picks up infelicities of style and calculates the readability level of his essay. After making some final changes, Jiro sends the essay to Mr. Smith's electronic mailbox via modem. Pleased with his evening's work, Jiro turns off the computer and picks up a comic book.

The following morning a somewhat bleary-eyed Mr. Smith calls Jiro's essay into his own word processor, correcting it as he punches in stock comments such as THIS IS A GOOD TRANSITION with a few keystrokes. He adds some suggestions for revision, makes an electronic copy of the essay (to compare with the revised version when it is submitted), and then sends the composition with comments back to Jiro by electronic mail. When the revised essay is submitted,

Notes

[1]We put this one in to get back at all those college teachers that made us think the more unnecessary places we could find to footnote, the higher our grade would be.

[2]Have you ever noticed how rarely words like this last one appear in ESL termmology? More often the language used to refer to those people in our classrooms reflects the cold jargon of computerese: "Information input," "processing," "output errors," "feedback!" "compatibility," etc. If you want to get exotic about it, how about that haunting term coined by Mr. K: "The Monitor"? Makes you wonder, doesn't it?

Mr. Smith will compare it to the previous version by putting them both on his computer screen at the same time, checking Jiro's changes. Then he will add comments and a grade (recording the latter in his electronic grade book), and return it to Jiro. These tasks completed, Mr. Smith will insert another disk into his computer and try once again to escape from the room at the beginning of "A Hitchhiker's Guide to the Galaxy."

This scenario of computerized composition instruction may seem farfetched, but it contains nothing that is not being done now with existing hardware and software. You could easily obtain the necessary equipment the next time you drop into your favorite electric appliance shop to pick up some batteries for your Walkman (just don't forget your credit card). In fact, this scenario sounds pedestrian compared with the news report of the students at Teikoku Women's Junior College (Osaka) who have been studying English composition by accessing the American Open University, an on-line correspondence school based in New York (*Mainichi Daily News,* Jan. 15, 1987).

The use of computers in education is no longer news; much work has already been done in computer-assisted instruction (CAI) and computer-assisted language learning (CALL). (See Taylor (1986) for a strongly worded discussion of CALL vs. CAI.) The following bibliographic survey is a brief introduction to the use of computers in the teaching of composition. (I apologize for the incompleteness of some references; they were taken from booksellers' catalogues and similar sources in the hope of providing as complete a list as possible in a rapidly changing field.)

I. <u>COMPUTERS AND LANGUAGE LEARNING IN GENERAL</u>

A. <u>Books</u>

Ahmad, K., G. Corbett, M. Rogers, and R. Sussex, eds. *Computers, Language Learning and Language Teaching.* Cambridge University Press, 1985.

Brumfit, Christoper, et al., eds. *Computers in English Language Teaching.* Pergamon (ELT Doc. 122), 1985.
> Some good general articles but nothing on composition. No bibliography or index.

Burton, Sarah K. and Douglas D. Short, eds. *Sixth International Conference on Computers and the Humanities.* Computer Science Press, 1983.
> Several articles relevant to composition.

Cameron, Keith, Stephen Dodd, and Sabasian Rahtz. *Computers and Modern Language Studies.* Wiley, 1986.

Chandler, Daniel, ed. *Exploring English with Microcomputers.* H. Cave, 1983. (MEP Readers 1; published in association with the National Association of Teachers of English for the Microelectronics Education Programme by Council for Educational Technology, London.)

Chandler, Daniel and Stephen Marcus. *Computers and Literacy.* Open University Press, 1985.

Chew, Charles R., ed. *Computers in the English Program: Promises and Pitfalls. New* York State English Council, 1984. [NCTE]

Davies, Graham and John Higgins. *Computers, Language and Language Learning.* (London) Center for Information on Language Teaching and Research (CILT), Information Guide 22, 1982.
> Brief general introduction with much information: good bibliography, glossary, useful (British) addresses, and much information on commercial CALL software for many languages.

Davies, Graham and John Higgins. *Using Computers* in *Language Learning: A Teacher's Guide.* CILT, 1985. (Information Guide 22: second edition).
> A second edition of the above.

Geoffrian, Leo D. and Olga P. Geoffrian. *Computers and Reading Instruction.* Addison-Wesley, 1983.
> A thorough study of how computers are and can be used in (native) reading instruction for vocabulary building, comprehension, speed reading, and reading remediation. There is a chapter on how to evaluate software, a bibliography, and a long descriptive list of commercial software for teaching reading.

Hainline, Douglas, ed. *New Developments in Computer-Assisted Language Learning.* Croom Helm, 1986.

Hertz, Robert M. *Computers in the Language Classroom.* Addison-Wesley, 1987.

Higgins, John, ed. *Computers and English Language Teaching.* (British Council Inputs), mimeo, July 1982.
> Contains 13 articles and papers, mostly by John Higgins and Tim Johns, on various programs or specific topics such as testing and cloze. Most of the articles have been published in journals.

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Higgins, John and Tim Johns. *Computers in Language Learning.* Collins ELT, 1983; Addison-Wesley, 1984.

Excellent survey of the CALL field, with emphasis on teaching English (both authors are EFL specialists); many interesting computerized language-teaching exercises are described. The second half of the book shows how to write language-teaching programs; the explanations are good but the computer language used is Sinclair BASIC, not common outside England.

Hope, Geoffrey, Heimy F. Taylor and James P. Pusack. *Using Computers in Teaching Foreign Languages. LIE#57;* Center for Applied Linguistics. Harcourt Brace Jovanovich, 1984.

Jones, Christopher and Sue Fortescue. *Using Computers in the Language Classroom.* Longman, 1987.

Keith, G.R. and M. Glaver. *Primary Language Learning with Microcomputers.* Croom Helm, 1986.

Kenning, M.J. and M-M. Kenning. *[An] Introduction to Computer Assisted Language Teaching.* Oxford University Press, 1983.

Despite its title, this book is a textbook for writing language teaching programs in BASIC. The explanations and examples are reasonably clear, but, as John Higgins (1984:299) said in his review of this book, "they have made a fascinating subject dull."

Last Rex. *Language Teaching and the Microcomputer.* Basil Blackwell (Harper and Row), 1984.

Leech, Goeffrey and Christopher N. Candlin, eds. *Computers in English Language Teaching and Research.* Longman, 1986.

An excellent survey with chapters on authoring and evaluating software; using commercial data base programs for teaching; using computers for teaching phonetics, writing and grammar; and natural language processing. Good bibliography and software index.

Leonard, Janet. *Computers in Language and Literacy Work.* ALBSU, ILEA.

Marcus, Stephen. *The Future of Literacy.*

"Micro to Main Frame Computers in English Education," special issue of the *North Carolina English Teacher, 39.2,* Winter 1982. [NCTE]

Good articles (8) on reading, sentence combining, etc.

Moore. *Using Computers in English.* Methuen, 1986.

Olsen, Solveig, ed. *Computer-Aided Instruction in the Humanities.* The Modern Language Association of America, 1985.

Contains two articles on composition as well as articles on CAI for history and logic, courseware development and evaluation, etc., but the main attractions of this book are the lists of software, journals, university programs, and a 55-page bibliography.

Robinson, Brent. *Microcomputers and the Language Arts.* Open University Press, 1985.

Standiford, Sally N., Kathleen Jaycox and Anne Auten. *Computers in the English Classroom: A Primer for Teachers.* NCTE, 1983.

A very basic pamphlet (56 pp.) on computers for native English teaching.

Takefuta Yukio. *Eigo kyoshi no pasokon: kenkyu, shido, joho, shushu, jimu shori kojo no tame ni.* [Personal computers for English teachers: To improve research, teaching, information collection, and administration.] Edyuka. (With two supplementary disks of programs.)

Takefuta Yukio. *Konputa no mita gendai Eigo: bokyaburari no kagaku.* [Modern English through a computer: The science of vocabulary.] Edyuka.

Underwood, John. *Linguistics, Computers and the Language Teacher, a Communicative Approach.* Newbury House. 1984.

Originally the author's Ph.D. dissertation at the University of California, Los Angeles, this short (96 pp.) book begins with brief, uncritical surveys of Chomsky, Krashen, and the "communicative approaches to language teaching." After a digression on the fate of the language lab, the author provides a standard evaluation of CALL, giving good descriptions of some specific programs; the final chapter discusses (briefly) programming and authoring languages. There is a useful list of references, but the main value of this book is its demonstration of how little effort is required to get a Ph.D. from UCLA.

Wresch, William. *A Practical Guide to Computer Uses in the English/Language Arts Classroom.* Prentice-Hall, 1986.

According to a review by Karl S. Wittman *(Byte,* 12.2, February 1987, pp. 70-74), this book discusses word processing, courseware, and activities suitable for grades 4 through 12. Its main defect is that it concentrates on a few aging programs while ignoring many newer, better software products.

Wyatt, David H. *Computers and ESL.* (Center for Applied Linguistics, Language in Education: Theory and Practice 56.) Harcourt Brace Jovanovich, 1984.

This book concentrates on the use of computers for ESL; it provides a good introduction to com-

puterized language learning and contains chapters on each of the four skills. Unfortunately, it is a "pie in the sky" approach: Wyatt describes at great length what the computer be able to do if someone would only be so good as to write a program for it. This long drink of extrinsic modal verbs is frustrating for the teacher thirsty for practical advice.

Wyatt, David H. *Language Learning and Computers: APractical Sourcebook.* Regents, 1984.

B. **Journals and** Associations

CALICO

3078 JKHB, Brigham Young University, Provo, UT 84602, U.S.A.

CALICO (Computer Assisted Language Learning & Instruction Consortium) holds symposiums and institutes, publishes a monograph series, and maintains a data base (see below). The *CALICO Journal* specializes in computer-assisted language learning, but the quality of the articles is often poor.

C.A.L.L. Digest

Kairinsha, Bashamichi S. Bldg. 3F., 4-67-l Bentendori, Naka-ku, Yokohama 231.

A monthly newsletter in English on computers and language learning: brief articles, reviews of books and software. (This is the same as the next entry.)

CALL Digest & U.S. CAI News

Norm Johnson, P.O. Box 3704, Eugene, OR 97403, U.S.A.

Micro & CAI Nyusu

Asa Yangu Konsarutingu, Nihon Jisho Dai-ichi Biru, 1-13-5 Kudan-kita, Chiyoda-ku, Tokyo 102

A Japanese-language newsletter that introduces American CAI development: hardware and software announcements and reviews; short articles.

S.M.I.L.E. (Society for Microcomputing in Life and Education)

[S.M.I.L.E. Kansai Chapter, c/o Michihiro Tanaka, 133-3 Dodo-cho Nishinoyama, Yamashina-ku, Kyoto 6071

Members come from the education, media, and business communities in Japan, both Japanese and non-Japanese. S.M.I.L.E. has chapters in Tokyo and the Kansai. Members can subscribe to *The Computing Teacher* at a discount; this American journal has a regular column, "Computers and the Language Arts."

SWET Newsletter

SWET, Shibuya 2-19-15-808, Shibuya-ku, Tokyo 150

Published by the Society of Writers, Editors and Translators, this carries frequent reports of books and software related to word processing.

System

Pergamon Journals, Ltd., Headington Hill Hall, Oxford OX3 OBW, U.K.

This journal specializes in educational technology for language teaching, including computers. Volume 11.1 (1983) [sometimes advertised by Pergamon Press as David H. Wyatt, ed. *Computer-Assisted Language Instruction]* is a special issue with detailed articles on courseware, the PLATO IV system, vidediscs, and parsing theory. Another special issue [14.2 (1986)], "Computer-assisted Language Learning: A European View," was edited by John Higgins.

TESOL (Teachers of English to Speakers of Other Languages)

The *TESOL Newsletter* has a regular column ("On Line") on the use of computers in teaching English as a second/foreign language. Recent issues contained a two-part article on the basics of using word processors in the EFL composition class (Berens 1986). TESOL's computer-assisted language learning interest section publishes the *CALL-IS Newsletter* with useful articles, book and courseware reviews, and announcements.

C. **Bibliography/Data Base**

A bibliographic survey by John Higgins on "Computer-assisted language learning" appears in *Cam-*

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bridge Language Teaching Surveys 3, edited by Valerie Kinsella (Cambridge University Press, 1985).

CALICO Database
   Reference service for information on applications of high technology to language, including language teaching and translation. For example, the "CALL Software List: English Language Arts for IBM" (summer 1986) contains descriptions of 292 items.

ERIC (Educational Resources Information Center)
   Data base covering the entire field of education.

RICE (Resources in Computer Education)
   Data base providing information about microcomputer applications for elementary and secondary education.

Stevens, Vance. *Annotated Bibliography of Articles Concerning Computers* in *Education with Emphasis on Microcomputers in Language Learning.*
   The January 1984 edition is 118 pp.; many articles from the 1970s through 1984 are given lengthy annotations. There is a Resource Guide listing organizations, journals, vendors, etc.

   (Data bases devoted primarily to computers. such as *The Computer Database* and *Microcomputer Index,* may also be of value.)

II. <u>COMPUTERS AND COMPOSITION</u>

A. <u>**General Books**</u>

Bridwell, Lillian and Donald Ross, eds.   "Selected Papers from the Conference on Computers in Writing: New Directions in Teaching and Research," special issue of *Computers and Composition, 1985.*
   Papers (21) on computer writing programs at various schools, specific software, computer analysis of the composing process, computers for basic writing, text to voice systems, and research on the effects of word processing on writing processes. Excellent.

"Computers in English Teaching."   Special issue of *Focus: Teaching English Language Arts,* published by the Southeastern Ohio Council of Teachers of English and the Ohio Council of Teachers of English Language Arts or the Ohio University Department of English Language and Literature. 9.3, Spring 1983. [NCTE]
   Short articles (26) on word processing and other aspects of computers and composition; many interesting and advanced ideas.

Collins, James L. and Elizabeth A. Sommers, eds.   *Writing On-line:* Using *Computers* in *the Teaching of Writing.* Boynton/Cook, 1985.

Daiute, Collete. *Writing and Computers.* Addison-Wesley, 1985.
   A thorough (346 pp.) study of all aspects of writing with computers: writing theory; computer tools (hardware and software) for writing; and computer writing by age group. There is a short bibliography, survey of programs, list of journals, glossary, and index. The book is strongest on how children use computers in writing. But do not be fooled by the "Harvard University" after the author's name on the title page; this is in many respects a bad book. It is poorly referenced, filled with tedious, supererogatory explanations, long on biographical anecdotes, and short on analysis. Daiute's prose may be a good example of the bad effects of word processing on writing style.

Davis Ken, ed. *The Computerized English Class.*   Special issue of the *Kentucky English Bulletin, 33.1,* Fall 1983. [NCTE]
   Seven articles, some of which are worth reading.

Halpem, Jeanne W. and Sarah Liggett. *Computers & Composing: How the New Technologies Are Changing Writing.* Southern Illinois Press, 1984.
   This is listed mainly to warn potential purchasers that the title is misleading (to say the least). The first part is an interesting if mediocre study of the effects of the use of dictation (dictating machines) on the composition of business communications. The next part describes the use of "audio mail," defined as "a system which records oral messages for an absent audience" (p. 58), for composition classes. The last part describes an international teleconference in which the authors were thrilled to participate. Good

bibliography but no index.

Knapp, Linda Roehrig. *The Word Processor and the Writing Teacher.* Prentice-Hall, 1986.

Lawler, Joseph, ed. *Computers in Composition Instruction.* Southwest Regional Laboratory for Educational Research and Development, 1982, ED 226 709.

Marcus, Stephen. *Computers and the Teaching of Writing.* Apple Computer Company.

Martinez, Thomas E., ed. *The Written Word and the Word Processor.* Villanova University, 1984.

    A symposium volume (40 papers) on topics such as: using computers to teach writing; computers and the writing process; revision procedures; computer-related research for composition; computers for journalism, creative writing, and technical writing, etc. There is much froth but also many worthwhile ideas. The bibliography includes a good list of computer education journals.

Milone, Michael N., Jr. *Every Teacher's Guide to Word Processing: 1O1 Classroom Computer Activities for Every Grade.* Prentice-Hall, 1985.

Moberg, Goran G. *Writing on Computers in English Comp.* The Writing Consultant.

Parson,, Gail. *Hand in Hand: The Writing Process and the Microcomputer; Two Revolutions in the Teaching of Writing: A Manual for Secondary Teachers.* Office of Instructional Services, Alaska Department of Education, 1985.

    A practical book on how to introduce word processing to students and teachers. Some gushing, but much solid advice on software and techniques.

Rodrigues, Dawn and Raymond Rodrigues. *Teaching Writing with a Word Processor, Grades 7-13.* ERIC and NCTE, 1986.

    This pamphlet begins with a summary of the research on the effects of word processing on writing and gives many specific examples of writing activities that can be done with a word processor, including many advanced activities such as the use of on-line bibliographic searches. Good bibliography.

Selfe, Cynthia L. *Computer-assisted Instruction in Composition: Create Your Own!* NCTE, 1986.

    A textbook/workbook to help composition teachers learn how to design computer programs for teaching writing. It starts by identifying teacher assumptions about and student problems with writing, next covers designing a CAI project, forming a team (including the vital "choosing a programmer"), and then the details of design: sequencing, feedback, screen displays, etc. The book ends with some hints for publishing articles about your own work and even for selling the software you produce. A practical guide from an author who has gone through the experience herself. It must be emphasized that this book is a guide to the planning and design of composition courseware; it does not teach how to *program,* i.e., how to write software. A few references appear in the text, but there is no bibliography or even an index.

Solomon, Gwen. *Children, Writing, and Computers: An Activities Guide.* Prentice-Hall, 1986.

Solomon, Gwen. *Teaching Writing with Computers: The Power Process.* Prentice-Hall, 1986.

Wresch, William, ed. *The Computer* in *Composition Instruction: A Writer's Tool.* NCTE, 1984.

    The best book on this subject to date. Each of the 13 chapters describes in detail a particular program for teaching composition in four main categories: prewriting; editing and grammar; word processing; and programs that integrate the entire writing process. The way these programs are used and the pedagogic and other considerations that went into their making are fully explained. Short annotated bibliography and glossary of terms; no index.

B. Word Processing in General

Fluegelman, Andrew and Jeremy Joan Hewes. *Writing* in *Computer Age: Word Processing Skills and Style for Every Writer.* Anchor Press, 1983.

    Part one gives a basic introduction to work processing; those who can put up with its wordiness and silly humor will gain a good basic knowledge of the subject; part two ("style") belabors the obvious, although there are some useful tips for improving your word processing technique. The wordiness and simple-mindedness serve as an example of the style to be avoided.

Hinckley, Dan. *Writing with a Computer: Using Your Word Processor for a New Freedom and Creativity in Writing.* Simon and Schuster (Computer Books), 1985.

McWilliams, Peter A. *The Word Processing Book.* Prelude Press, 6th ed., 1983.

    This has been a popular introduction to word processing because of its good explanations and sophomoric humor. A valuable feature is a "brand name buying guide" for hardware and software. Readers

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who can make allowances for the author's prejudices and idiosyncrasies will find this a valuable resource, especially because it is updated regularly.

Mendelson, Edward. "Word processing: A guide for the perplexed." *The Yale Review,* 74.4 (1985), 615-40; "Word processing: A continuing guide for the perplexed." *The Yale Review, 75.3* (1986), 454-80.

These articles (and possibly a third in the spring or summer 1987 issue of the same journal) are strongly opinionated and weakly referenced, but provide excellent insights into the choice of word processing software from an academic's standpoint, one usually neglected in popular books and articles.

Noble, David F. *Improve Your Writing with Word Processing.* Indianapolis, IN; QUE, 1984.

Zinsser, William. *Writing with a Word Processor.* Harper & Row, 1983.

An example of the "how a delicate humanist like me learned to love the machine" ilk of confessional writing. This fetching record, with no excruciating detail omitted, of how the author learned to use and love an IBM Displaywriter, is not particularly useful. Many persons have recommended this book for its supposed excellent style (Zinsser is the author of *On Writing Well)* – it's lousy.

In addition to these books, there are many textbooks for studying word processing and keyboarding, and books on how to use particular word processing programs.

C. Word Processing and Business Writing

Frank Darlene. *Silicon English: Business Writing Tools for the Computer* Age. Royal1 Press, 1985.

This is a computer version of the ever-popular "how to write better business letters and reports" book. Supplementing the standard injunctions to simplicity and clarity are detailed descriptions of spelling and style checkers, outliners, and other software writing tools. An appendix contains a good list of such software.

Pfaffenberger, Bryan. *Business Communications in the Personal Computer Age.* Richard Irwin, 1987.

Segal, Arthur M. *Business Writing Using Word Processing.* Wiley, 1987.

See Susser *(1987)* for a brief introduction to word processing in the teaching of English business correspondence in Japan, with emphasis on the use of commercial standard letter collections on disk.

D. Composition Textbooks for Computers

Mehan, Hugh, *et al. The Write Help: Recources and Activities for Word Processing, Grades 4-8.* Scott Foresman, 1986.

Schwartz, Helen J. *Interactive Writing: Composing with a Word Processor.* Holt, Rinehart and Winston, 1985.

This purports to be a composition textbook designed for composition classes in which students use word processing instead of the traditional writing tools. It is based on two principles; the sound one that writing is a form of communication; and the debatable one that word processing somehow blurs the distinction between the writer as author and as audience (p. 2). Teachers planning to use word processing in composition class will learn much from the interesting exercises and suggestions for further reading at the end of each chapter. This text would be hard to use with non-native speakers because approximately 80% of it is metalanguage.

E. Organizations and Journals

Computers and Composition

c/o Cynthia L. Selfe, Humanities Department, Michigan Technological University, Houghton, MI 49931, U.S.A.

An excellent journal now in its fourth year of publication; articles cover all aspects of using computers to teach English composition to native speakers. The detailed analyses of recent software are especially valuable. There are also reviews of books and software, and announcements of publications, workshops, conferences, etc.

The CAC Journal (The Computer-Assisted Composition Journal)

Methodist College, 5400 Ramsey Street, Fayetteville, NC 28301-1499, U.S.A.

Began publication in 1986; not seen.

NCTE (National Council of Teachers of English)
   1111 Kenyon Road, Urbana, IL 61801, U.S.A.
   This organization has an excellent list of publications on composition; its conferences, particularly the Conference on College Composition and Communication, have many presentations on computers and composition; and one of its journals, *College Composition and Communication,* often contains relevant articles. Note also The *ACE Newsletter* from the Assembly on Computers in English of the NCTE.

Research in Word Processing Newsletter
   South Dakota. School of Mines and Technology, Rapid City, SD 57701-3995, U.S.A.
   A slim publication with reviews of software and detailed articles on the techniques of word processmg; the "Annual Cumulative Bibliography" (May issue) and the "Bibliography Update" (each issue) contain many items related to composition. A valuable information source.

The Writing Notebook: Creative Word Processing in the Classroom
   P.O. Box 590727, San Francisco, CA 94159, U.S.A.
   A continuation of *Creative Word Processing in the Classroom,* a teacher's guide and newsletter that concentrated on writing verse and other "creative" aspects of the language arts. Not helpful in the EFL context.

F. Bibliography

McDaniel, Ellen. "Software for Text Analysis and Writing Instruction." *Research in Word Processing Newsletter, 3.9, 1985,* 7-13.
Nancarrow, P., D. Ross and L. Bridwell. *Word Processors and the Writing Process: An Annotated Bibliography.* Greenwood Press, 1984.
Schwartz, Helen J. and Lillian S. Bridwell. "A Selected Bibliography on Computers in Composition." *College Composition and Communication, 35* (Feb. 1984), 71-77.

III. SOFTWARE FOR TEACHING COMPOSITION WITH COMPUTERS

A great deal of software for teaching "language arts" (i.e., English to native speakers), foreign languages, and ESWEFL is now on the market; much of this is drill or mechanical practice, but some use computer technology for advanced activities such as cloze exercises or scrambled paragraphs (see e.g., Higgins & Johns (1984) and Wyatt (1984) cited in I.A. above). This section will cover the kinds of software now available or under development for composition writing.

A. Invention

Invention, one of the five rhetorical canons, is the discovery of new ideas; many computer programs have been written to help students find, explore, and develop a topic by answering a series of questions, leading writers to a clear and fuller conception of their topic. (McDaniel 1986)

B. Prewriting

Parham (1986) discusses several types of pro-grams for prewriting activities: idea processors or outliners; freewriting; prompted writing (the same as invention above), story starters; word play activities (games); sharing ideas and drafts on-line; and structured tutorials on specific types of writing.

C. Word Processors

A word processing program for EFL students should be easy to use, perhaps even with commands and help menus in the students' native language. Teachers should be aware of what Mendelson has called the "Pat-Man Factor": "a measure of the degree to which a computer or program, because it is exciting to use, distracts you from the task for which it is ostensibly designed" (1986:455). EFL teachers must consider also the typing skills of their students. Technology may free us from keyboards in the future but for the moment good typing skills facilitate the use of computers. (Susser 1984:4; for a different view, see Parson 1985:60-61.)

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D. Spelling Checkers

"Spelling checkers" compare the words in a text to an encoded list, flagging those that cannot be found. These checkers are useful tools if their limitations are understood. In his letter "Catch All You're Miss Takes?!," Mr. Gym Wheeler says that he has been using a spelling checker "four quite a wile because my spelling isn't two grate. It has helped me too right bettor because it shows me rite wear my mistakeh are. Mendelson (1986: 473) has found at least one spelling mistake in the manuals for all major spelling checkers. In other words, students must understand that a checker will pick up a typo like "tthe" but (at present) cannot indicate that "one" has been typed instead of "won."

E. Thesaurus

A thesaurus program should provide, at the stroke of a key, several synonyms for a given word in a text, and replace that word with a new one at another keystroke. The better programs have vast vocabularies and allow "infinite word exploration"; i.e., the user can look up synonyms of synonyms almost indefinitely. (Pfaffenberger 1986)

F. Style or Text Analyzers

These programs catch missing or mistaken punctuation, missing white spaces, improper capitalization, and so on; they point out language that is awkward ("based on the fact that"), erroneous ("should of"), tainted by jargon ("account-wise"), or redundant ("advanced planning") (see Penrose 1986). Style checkers analyze the readability of prose by calculating the average sentence length and number of syllables per word. They indicate unncessary qualifiers and other aspects of weak writing. And they count adjectives and adverbs to determine the "descriptive index" of a text ("Word processing utility software" 1986:69).

But these programs have been severely criticized by teachers: first, the "corrections" they offer are frequently mistaken. Also, their capacities are limited and they are often poorly designed. And, as Thiesmeyer (1984:288) says, "they are anheuristic: they do not discriminate between actual errors in usage and questions of judgment or taste." (See also Thiesmeyer 1985; Dobrin 1986)

G. Grammar Checkers

The types of programs described above cannot "understand" the meaning of the writer's text; they function adequately if they are designed well and if they can obtain "a user's willing suspension of disbelief..." (Burns 1984:17). Correction of grammar implies the ability to parse sentences (analyze them in terms of phrase and clause structure) and tag each word with its grammatical category label (Leech 1986:208-209). Programs have been made that can do this, although not with 100% accuracy; existing programs can find disagreement between subject and verbs, improper verb forms, tense errors, and other grammar errors. The next few years should see much progress in this area.

H. Correction and Grading

The above programs may help students to write bcttcr essays; there is also help for the harried teachers who have to correct and grade them. Programs that store and retrieve frequently used stock comments allow teachers easily to deliver praise or point out shortcomings (Bridwell & Ross 1984; Morgan 1984; Pederson 1983). In one program the instructor "inserts symbols in the students' text files. When students encounter a symbol in their text files, they press an appropriate key to see the teacher's discussion of the problems or good features at that point in the text." (Daiute 1985:220) Computers can be used to grade student essays. In 1965, Prof. Ellis Page wrote a program to grade essays written by high school students; the grades produced by the computer were comparable to the grades given by experienced high school teachers. (Page 1968, cited in Jobst 1983:91) This work was not continued because of the cost and difficulties of making the essays machine-readable: this is no longer a problem as students write with computers.

IV. CONCLUSION

There is no firm evidence that by itself word processing improves an individual's writing; in fact, anyone who wades through the literature listed above, most of which was written by word processing, may well decide that word processing contributes to poor writing. On the other hand, word processing does facilitate writing, which means that it suits perfectly the present trend in composition teaching emphasizing quantity. Using computers in composition classes will give students "computer literacy," essential for their future. The main problem teachers in Japan face is that most of the software described above will not run on the computers commonly found in Japanese schools. It is to be hoped that the much-discussed "internationalization" of Japanese society will be accompanied by compatibility in the technical area as well.

Notes

1See Choderlos de Laclos, *Les Liaisons Dangereuses,* trans. by P.W.K. Stone. Penguin Books, 1961. pp. 109-10, Letter #47.

2In this article I have ignored the technical distinction between using a "dedicated" word processor and writing on a computer with word processing software.

3From the Washington Area Rainbow Users Group *Newsletter, 3.7-9* (1986); reprinted in The *JAT Bulletin* 20 (1986), 11.

NOTE: *Many thanks to my friend and colleague Hillel Weintraub for supplying valuable references.*

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Burns, Major Hugh. 1984. Recollections of first-generation computer-assisted prewriting. In William Wresch, ed. *The Computer in Composition Instruction.* NCTE. 15-33.

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よい大学英語テキストを求めて

(Seeking Good College English Textbooks)

プール学院短期大学　　　　吉 田 信 介
（Yoshida, Shinsuke）

摂南大学　　　　　　　　　吉 田 晴 世
（Yoshida, Haruyo）

同志社大学　　　　　　　　北 尾 謙 治
（Kitao, Kenji）

Michigan State　　　S. Kathleen Kitao
University

はじめに

1986年度の大学の定員数が5万人程増加し、日本の大学テキスト出版社は増収を期待していたが、昨年並で幕を閉じた。その大きな原因は洋書テキストの急増で、大学では30～35万冊（全使用数の約10パーセント）が使用されている。この洋書テキストの急増は、若い教師を中心に洋書になじんできたことが採用増につながっていると指摘されている（近藤編、1986）。

大学の英語テキストを制作している国内の出版社は主なものだけで30社近くあり、毎年200冊以上の新刊が登場する。市場には数千冊の英語テキストが出回っているのに、なぜ若い教師は洋書テキストを好むのであろうか。これは単なる欧米崇拝主義とは思われない。

1985年度用大学英語読解用及び読解を主とした総合用テキスト（内、和書182冊、洋書69冊）を独自の評価基準により分析した結果を比較検討し、各々の長所と短所を考察する。それにより洋書テキストの採用増の原因をさぐることを目的とする（Kitao, et al, 1986 ; Kitao & Kitao, 1986 ; 柳田他、1987）。

1985年度用大学英語読解テキストの分析結果

182冊中150冊はいわゆる講読テキストで、本文に注が付けられたもの、他の32冊は読解力以外に英語力を伸ばせるよう練習問題や言語運用のための言語活動の方法が付加された講読を主とした総合教材である。

以下評価基準に基づいて分析した結果を述べる。

– –. 1987. Word processors and English business correspondence: Some considerations for teachers. *Hishogaku Ronshu, 5.* In press.

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たことも大きな原因と考えられる。

外観は多色刷で様々なサイズのテキストがあり、各々個性を持っていて、学習者に印象付けようとする努力の跡がみられる。

視覚物は1冊平均40点あり、和書の13点と比べ多い。学習者の視覚にも訴えようとしている。活字を本文、練習問題等で使い分け、学習者にアピールしようとしているものは和書では1割しかないが、洋書では7割以上ある。

内容に関しては、エッセイが5割で和書の4割に比べてやや多いが、小説、短編等文学作品は両者とも3割弱でほぼ同数であった。洋書の方が日常生活を扱ったSmall "c" Culture を題材にしたものが多いようである。

難易度については、洋書が Flesch の Reading Ease Score で、70.6＝Fairly Easy ("Slick Fiction"程度)。和書が 67.9＝Standard (*New Yorker*程度) なのに比べてやや易しい英語を題材にしている。

語彙については、『『英語講読用教科書のあり方』についてのアンケート調査報告－「JACET 基本語第2次案」を中心に」(JACET, 1983)をもとに各テキストから最初の100語をサンプルとしてとり、その中の未習語の数(上記 JACET 基本語第2次案に含まれていない語彙) を調査したが、洋書平均1.9語、和書平均3.3語と洋書の方が少し易しい語彙が使用されている。語彙制限を設けて書かれたものは、洋書の24冊 (35%) のみにみられた。

注に関しては、言うまでもなく洋書は英語で、和書は日本語でなされているが、訳読を助長せず、英語を直接英語で理解することが英語力向上につながるとする立場からは洋書が適している。和書の5割強が原書に簡単な日本語の注が付いているが、これでは訳読以外に使い方がないと見なされても仕方がない。洋書では、原典のままのものは9冊と少ない。

練習問題については、和書では内容理解、語彙、文法、和文英訳がパターン化されているが、洋書ではそれ以外に Discussion、聴解、Cloze、パラグラフの構成を問うもの、Free Writing 等多種多様で、分量も和書の平均36ページに比べ、56ページと多い。ここでもコミュニケーションの手段としての英語力を強調している事がうかがえる。

原典の出版年は、洋書では全て1960年以降に書かれたもので、現代英語に触れさせようとしている。和書では1960年以前のものも1割みられた。

和書と比較して洋書には以下に示す特徴及び利点があると考えられる。

(1) テキストの目的が英語運用力養成にある。
(2) 表紙、様々な活字の使い分け、視覚物の多さ等、学習者への配慮がなされているものが多い。
(3) テキストの難易度については語彙制限がなされ、未習語数の少なさ、Flesch の Reading Ease Score の数値の高さから和書に比べやや易しい。

(4) 練習問題の量、種類は豊富で英語の実用面、運用面をより重視している。

これらに加え、洋書テキストの出版社が日本の市場に合ったものを開発したり、訂正したりして、精力的な努力をしている。価格も下がってきている。

おわりに

大学での一般英語のリーディングの授業に洋書テキスト (読解用及び総合教材) が多く用いられるようになった原因を探るため、和書、洋書両テキストの分析を行ってきた。外観、視覚物補助、内容、難易度、文化背景、注、練習問題、テキストの目的、さらに出版事情について比較検討した結果、多くの点で洋書テキストが時代のニーズに答えた英語運用力養成に適していると思われる。

今後、英語の授業時間の短縮化に伴い学習者の英語力が落ちる事は予測出来るが、その反面、使える英語の必要性は益々増えてきている。さらによりよいテキストを使いこなせる教師の英語運用力、指導技術が必要となってくる事は言うまでもない。

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opinion

A RESPONSE TO WRITING
ABOUT WRITING

By D.R.M. Stone, Visiting Instructor, Hokuriku Gakuin Junior College

I'm compelled to respond to two recent articles in The Language Teacher, first Alex Shishin's on the Test of Written English (T.W.E.) *(Opinion,* August 1986), second Chaleose Pibulchoi's article, "Teaching Writing" (November 1986). In responding to T.W.E., I'll preface my comments with support for Shishin's call for dialogue and action regarding the need for more EFL writing instruction here in Japan; I can appreciate his concern with the task facing us.

I agree that the TOEFL's T.W.E. will be interesting, and is long overdue. The TOEFL, an arm of the Educational Testing Service (ETS), dominates the process of international student matriculation into English-speaking four-year schools. It's high time that it got around to adding a writing section to its battery of tests, especially if it makes room for the T.W.E. by deleting some or all of its grammar overkill. When was the last time any of us, including international students, took a college class in any discipline at a western university that determined final grades according to scores on a multiple choice, discrete point grammar exam? Conversely, we can probably all recall college classes where passing was determined by the acceptability of essay exams, compositions, or term papers. I think my point is clear: TOEFL is attempting something with more direct productive transfer value in doing what it purports to do, the testing of English ability in order to predict success in college.

T.W.E. addresses the problems facing Japanese college students in critical *(kokugo)* and scholarly *(rombun)* writing. However, it does so by characterizing as negative the need for, and subsequent development of, upper division and graduate level *rombun* instruction at a certain technical university. Why is it negative when writing instruction moves in the direction of meeting needs? I consider it my challenge and my pleasure to help students turn their "verbal spaghetti," as Mr. Shishin labels the work of these basic writers, into gourmet meals. Regardless of any other constraints, the composing process takes time to develop, and much like becoming a good cook, you've got to keep at it...just ask Peter Elbow (1973).

Rather than point the finger at everyone's failings, I'd prefer to offer my congratulations to this civil engineering department for what it did in offering special writing instruction. Obviously, I can't know all the details based on Mr. Shishin's brief reference, but it seems that his former school has something in common with such prestigious ones as those located in Berkeley and Ann Arbor: the emergence of writing across the curriculum programs to help meet the literacy needs of students at all levels, in all disciplines.

I'd also like to ask why he labels it a "challenge" when TOEFL creates a writing need for teachers to meet but a "horror story" when our students bring theirs. That EFL education in Japan is usually oriented toward conversation or grammar and not toward college prep or ESP/EAP/EVP isn't a reflection of how badly our profession has failed, as Mr. Shishin implies, but is rather a reflection of where the Japanese educational system has placed its priorities. What I've seen in the three settings in which I've worked is: a grammar focus by non-native-speaking teachers; a conversation focus by native-speaking teachers; and massive memorization by everyone with insufficient focus elsewhere. Thus, the system gets what it wants, what it deserves, regardless of any accountability to its students, and usually has its own curricular agenda preset. In light of this, it's difficult for me to agree with his conclusion that we conversation teachers are to blame for the massive failings of Japanese students in *kokugo, rombun, or* EFL education in general; I believe it also lies with the Japanese themselves.

In regard to Mr. Shishin's manner of expressing himself: for him to be venting his frustration over the state of writing instruction in Japan is fine. But I'm offended by his indiscriminate lumping together and labeling of EFL conversation teachers as "second-rate entertainers." He may consider himself a member of this category, since he uses the first-person plural pronoun, but I don't consider myself so. I think few EFL teachers in Japan could or would want to debate the relative merits of grammar-translation, let alone intentionally attempt to "undo the damage done" by it, as he suggests. What's more, I've never "chitty-chatted emptily" in my life, nor do I consider my work venue a cozy, comfy kennel club for "warm puppies," as he accuses.

I can accept The ***Language Teacher's*** goal in printing Mr. Shishin's opinion in order to stimulate discussion on writing. But I'm unappreciative of the failure of JALT to require that such glittering and demeaning generalities be cleaned up prior to being printed. I suggest two considerations that would be appreciated by our professional membership, at least by this member: an apology by Mr. Shishin and a greater degree of scrutiny by the editorial staff.

While Shishin's ***Opinion*** piece on the Test of Written English is heavy on gusto but light in content, Pibulchoi's article moves in the opposite direction. "Teaching Writing" focuses almost entirely on the giving of information, though far too sketchily to provide concrete instructional input, and fails to take a position on any of it. In her introduction, Ms. Pibulchoi rightly points to the fallacious thinking that writing is merely written-down speech audiolingual-style, a point supported by Frank Smith (1981). Unfortunately, her next breath contains the only specific suggestions in the article for writing use: filling out customs declarations, arrival forms, and hotel registration forms. Can this be the writing goal she wants us to teach to? This may be writing after a fashion, but is hardly the writing for communication that Chan speaks of (1986). In her next paragraph, Ms. Pibulchoi says that writing is related to thinking, and clearly it is; but she offsets that by quoting Ann Raimes (1983) in an assertion that grammar and writing are instructionally related. They are not, as Hartwell clarifies (1985), this thinking constituting another legacy from the more than century-old influences of logical positivism, neo-behaviorism, and audio-lingualism on language teaching and learning theory.

The article goes on to quote Rivers and Temperley's four stages of writing (1978) – if they arrived at these stages inductively through observation, I'll accept it as two authors' findings; but when they try to make it a generalized linear model for writing development, I must object. Only their fourth level addresses meaning inherent to the writer: and that's what learning is all about (Smith, 1982), even learning to write: that which has meaning, improves comprehension, and reduces uncertainty, not the successive accumulation of skills.

Going on, Ms. Pibulchoi again quotes Raimes in arriving at nine components essential to writing and six approaches to teaching it. Maybe yes, maybe no, but does she really think that all writers deal with all nine consciously or simultaneously? That's what the brevity of her presentation suggests to me. Her approaches are inadequately detailed and of little pedagogical usefulness, and she fails to take a stand for any of them; my inference is that she believes they are all equally productive. Well, they are not, as George Hillocks so meticulously concludes (1984). And the theories of language and learning that underlie some of them are at odds, if not diametrically opposed, so where's the rationale in combining them (Smith and Heshusius, 1986)?

I think it's unfortunate that in addition to providing little depth and failing to take any personal stands, she closes with generalized questions. I'm amazed that this article would be printed in the professional publications of two significant associations of language teachers. This must say something about the state of scholarly output available locally in our profession regarding writing.

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Author's Note: As a result of taking the ultimate stand and espousing this, my professional opinon, I have just had my contract at the above institution terminated.

A REMINDER FROM THE EDITOR

The Language Teacher welcomes meaningful, well-written contributions, but requests that the guidelines in the editorial box on page 3 be followed. The editors cannot be responsible for acknowledging or returning manuscripts which are handwritten, are typed inappropriately on the wrong size paper, or arrive after the issue deadline. Those wishing unused manuscripts to be returned should include a stamped-self-addressed envelope. ALL Japanese language copy ***must*** be submitted to the Japanese Language Editor.

JALT News

CALL FOR
RESEARCH GRANT APPLICATIONS

The JALT Executive Committee reminds you that the deadline is nearing for submission of applications for a JALT Research Grant. The following are the details and guidelines on procedures:

1. Title: JALT Small Grants for Research and Materials Development in Language Teaching and Learning

2. Use of Funds: Funds will be granted for supplies, printing, postage, transportation and part-time help, but not as wages for the applicant.

3. Application Procedures: Applicants are requested to submit the following items:

a) An outline of the proposed subject. For materials dcvelopmenf a sample chapter (if a book) or other material which can give the selection committee a precise idea of what is intended.

b) A search, which should be as exhaustive as fcasiblc, of the relevant literature in order to illustrate the necessity and uniqueness of the proposed project.

c) A list of previous submitted publications, course work, etc., which would give evidence of the fact that the proposer(s) are, in fact, capable of carrying out the proposal. (A proposal, for example, for a series of video tapes by someone with no experience with video equipment would not be approved.

d) A budget for the project as detailed and accurate as can be estimated in advance. If a lesser amount could also be accepted, this should be explained. Otherwise the project will be either fully funded or not funded at all.

e) A cover letter with the name, contact address and phone number of the applicant, as well as the title of the project. Submit all documentation in triplicate with NAMES OFF, but with the title of the project on all items.

Each application will be reviewed by a committee of at least three people, who will submit their recommendations to the Executive Committee for a final decision. The committee's guidelines include:

(1) Is the applicant qualified to carry out the proposed project?
(2) Is the project unique?
(3) Is the applicant familiar with relevant literature?
(4) Does the project appear necessary, i.e., does it fill an existing gap in either materials or knowledge?
(5) Would the results be useful to others as well?
(6) Is the project well designed?
(7) Does the amount requested seem in accord with what is proposed?

Follow-up reports will depend upon the size of the grant. Quarterly reports will be required if the grant is over \100,000, semi-annual if less than that. All awardees will be required to file the results of their studies by November 1st of the following year. This may be in the form of a possible publication in *The Language Teacher* or the *JALT Journal.*

The deadline for receipt of proposal for this fiscal year is **Sept. 15, 1987.** Mail proposals with all enclosures to Jim White, JALT President, l-4-2 Nishiyama-dai, Sayama-cho, Osaka-fu 589.

JALT JOURNAL
FEEDBACK WELCOMED

Starting with the next issue of the JALT Journal, there will be some changes made in the cover, introductory pages, and layout. Please send your reactions and suggestions to Virginia LoCastro, Chair, Publications Board, Foreign Language Center The University of Tsukuba, Sakura-mura, Niiharigun, Ibaraki-ken 305, Japan.

Submission to Special Issues of
The Language Teacher

Articles concerned with the topic of a Special Issue may be submitted either to the Editor or to the guest editor for that particular issue. It is recommended that one or the other be consulted beforehand, to avoid content overlap, and that plans be made to submit the article approximately two months before the issue date.

For further information, please contact the Editor.

JALT '87
Tokyo

Now is the time to start thinking about sharing your current research and classroom ideas with your colleagues at the JALT '87 International Conference to be held Nov. 21-23 in Tokyo.

This year's conference will focus on the theme "Teaching *Foreign* Languages." The plenary speakers are Dr. Mary Finocchiaro, author of *English as a Second/Foreign Language: From Theory to Practice,* and Dr. Gerhard Nickel *of* the University of Stuttgart. Dr. Finocchiaro will participate in colloquia *on* motivating learners and new orientations in EFL, while Dr. Nickel will participate in a colloquium on the pedagogical implications of error analysis. Information on other colloquia is below.

Among the topics that JALT '86 participants wanted to hear more about were composition, cross cultural approaches, coping with *Mombusho* texts, and business ESP. If you are working in any of these areas, think about submitting a proposal for a presentation or volunteer colloquium.

COLLOQUIA AT JALT '87

You are welcome to join "planned" or "volunteer" colloquia this year. Both types will last three hours and feature three or four speakers with a moderator. The talks, 30 to 40 minutes each, will focus on a particular topic. Afterwards, speakers will join a Q/A and dialogue session.

Planned Colloquia topics are

1. Motivating Foreign Language Learners
2. New Orientations in EFL Reading (Dr. Mary Finocchiaro will join 1 and 2.)
3. Pedagogical Implications of Error Analysis (Dr. Gerhard Nickel will join 3.)
4. Approaches to Teaching EFL
5. EFL in Classroom Materials
6. Teaching Japanese as a Second and Foreign Language

Volunteer Colloquia will follow the same format, but the choice of topic and selection of speakers and moderator will be done by participants themselves. For example, four or five

teachers who work with returnees may wish to form a colloquium to present methods and share information. (Submit all documents for volunteer colloquia together.)

Those wishing to join a Colloquium should follow all the procedures outlined in the "Call for Papers" and write Colloquium in the *Format* section of the Presentation Data Sheet (specify topic).

If you can serve as a moderator, please write the Colloquia Chair: Charles Wordell, 5-543-2 Matsushiro, Yatabe, Tsukuba 305.

CALL FOR PAPERS

JALT '87, the 13th Annual International Conference on Language Teaching/Learning, will be held Nov. 21-23 (Saturday, Sunday, and Monday) at Meiji University, Izumi Campus, in Tokyo. This year's conference has as its theme "Teaching *Foreign* Languages," and we look forward to presentations and plenaries that address this theme as well as provide a forum for debate by concerned ELT practitioners.

We would like to emphasize as well the bicultural, bilingual nature of the conference by encouraging participation by Japanese teachers of English, Japanese, and other languages. Proposals and presentations may be in English or Japanese.

If you would like to give a presentation, please fill in the Presentation Data Sheet and complete the other procedures by **July 15.** The deadline for overseas proposals is **July 1.**

Procedures

1. Send a 150-word (maximum) summary of your presentation for inclusion in the conference handbook and for review by the selection committee. If you feel you can *not* adequately cover your topic within this limit, then write a second, longer summary for use by the selection committee.

If you submit only one summary, send *two* copies, one *with* your name, address, and phone number, and one *without.* If you submit a longer summary, submit only one copy of the shorter version (with the above-mentioned information) and *two* copies of the longer version, one *with* and one *without* your name, etc.

2. In the shorter, conference handbook version, include enough information to convey the

(cont'd from previous page)

main ideas of your presentation so that conference participants can make decisions concerning attendance. Also include precise details as to the central theme and form of your presentation. Present a clear idea of what you intend to do as well as why and how, and indicate the level of teaching experience your audience should have in order to benefit from your presentation. It would also be useful to indicate whether your presentation "assumes no nrior knowledge" or is for "people well versed in the literature."

Give the summary a title of 10 words or less. If you write a second, longer summary for the selection committee, then expand on these topics as necessary. Remember that only the shorter version will be included in the conference handbook. The JALT '87 committee reserves the right to edit abstracts which exceed the 1 SO-word limit.

3. Write a 25-to 30-word personal history for the handbook. Write this in the third person, exactly as it should appear, i.e. "T. Sato is. . ." not "I am. ,"

4. Complete and return two copies of the Presentation Data Sheet.

5. Be sure your name, address, and telephone number are on every sheet submitted, except for one copy of your summary as explained above.

GUIDELINES FOR
FEATURED SPEAKERS

As JALT has grown, and as the number of participants at the annual conference has increased, it has become necessary to clarify some procedures which previously were handled in an admittedly ad hoc manner. The following outlines the requirements for **Featured Speaker** status for JALT '87.

1. There will be a limitation of five for the number of individuals in this category.

2. A full CV (curriculum vitae) must be submitted, along with two black and white photos of the applicant.

3. The individual must submit proposals for presentations so that the ratio of regular, non-commercially based presentations to those based on commercially prepared proposals is three to one. All proposals are retereed, nevertheless, so that the individual may not in fact have all the proposals accepted.

4. The individual must have some standing in ELT and related fields, in addition to any name or reputation the person has gained as a result of textbook/coursebook publications.

5. The individual has to be accessible and available to participate in all conference events. At least one of the non-commercially based presentations should address the conference theme, **Teaching *Foreign* Languages.** In addition, we are considering organizing concurrent plenary sessions, particularly for the first day, Saturday, Nov. 21, of the conference. Some or all of the Featured Speakers may be asked to give a plenary address that must be non-commercial. Lastly, the Featured Speakers will be expected to participate in the panel at the end of the conference on Monday, Nov. 23.

6. Proposals for individuals to he given Featured Speaker status can be made by any JALT member, whether an associate member or a regular member. The person(s) making the proposal must, of course, do so only with the full permission of the person whose name is being submitted along with the necessary documents, including proposals for presentations and a possible plenary address.

7. Deadline for application is **July 1.** Individuals will be notified of being designated a Featured Speaker by the JALT '87 Conference Committee by **July 31.**

8. Notification by the individual of acceptance of the Featured Speaker status must be received by the Program Chair no later than **Aug. 31.** If JALT is not notified by this date, the next person suitable for this status will be selected.

9. Selection of Featured Speakers will be made by a committee composed of the Conference Chair, the Program Chair, the Executive Secretary, the President, and the Publicity Coordinator-English.

10. JALT can provide no funding for any conference expenses. lndividuals who are uncertain of other, secure sources of funding are discouraged from being proposed for this status.

11. Presenters are encouraged to submit revised versions of presentations given at JALT '87 to the ***JALT Journal*** for possible publication.

FROM THE EDITOR

Please feel free to send *interesting, in-action* photos to accompany articles and Chapter Presentalion 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!

第13回 JALT 国際大会

来たる11月21日(土)～23日(月)の3日間、東京の明治大学和泉校舎において、第13回 JALT 国際大会が開催されます。年々回をかさねる毎に、増々多くの参会者を得、関係各方面からの高い評価を与えられている本大会でありますが、殊に今回は、東京の副都心新宿を中心に、充分に地の利を得た大会会場及びホテルが準備されており、国の内外より2,000名を超える参会者が予定されております。

今回は、ゲスト・スピーカーとして、世界的に著名な外国語教育研究者、Dr.Mary Finocchiaro と Dr.Gerhard Nickel をお迎えする予定です。Dr.Finocchiaro は、現在ローマの United States Information Service の特別顧問をしておられ、世界数ヶ国における豊富な教職経験がおありです。*English as a Second / Foreign Language: From Theory to Practice, The Foreign Language Learner, A Functional-Notional Approach* 等、多数の優れた本の著者としても知られています。また、Dr.Nickel は、University of Stuttgart の Institute of Linguistics の長をしておられます。やはり、世界各国で後進の指導にあたられ、現在は幾つかの応用言語学専門誌の顧問もしておられます。

会場となる明治大学和泉校舎は、京王線及び井ノ頭線の「明大前」駅近くにあり、新宿、渋谷のいずれからも15分程度の所です。JALT による予約宿舎は、新宿ワシントンホテルで、新宿南口より徒歩8分。かつてなく、足の便の良い大会となることでしょう。

研究発表、及び、コロキア参加の応募要項を下記にお知らせ致します。大会の成功は、言うまでもなく、JALT会員ひとりひとりの積極的な参加と協力によってのみ、成し得るものです。特に今回は、外国人の先生方のみならず、英語、日本語、その他の言語を教えておられる日本人の先生方に、今まで以上の参加をして頂き、大会のマルチリンガル／マルチカルチュラル化を進めていきたいと考えております。従って、使用言語は、英語、日本語、その他どの言語でも結構です。多くの方の応募をお待ちしております。

研究発表応募について

7月15日(水)までに（海外からの応募の場合は7月1日）、下記の応募書類を提出して下さい。

1．データシート

当誌に印刷されているデータシートに、必要事項を全て英語で記入の上、2部（コピー可）提出して下さい。

2．発表要旨

選考委員会用に、英文又は和文の発表要旨を提出して下さい。英文で書かれる方は、150語以内に要旨をまとめ、A4版の用紙にダブルスペースでタイプして下さい。和文の場合は、A4版の横書き400字詰原稿用紙を用い、1.5枚以内の長さにまとめて下さい。要旨には、英文・和文共に、必ず10語以内の英語のタイトルを付け、2部（内1部のみ、氏名・住所・電話番号を必ず記入し）提出して下さい。

この要旨は、そのまま大会プログラムに掲載されますが、長さの制限を超える要旨がありました場合には、選考委員会は、それを編集する権利を所有します。大会プログラムは、それぞれの参加者が出席する研究発表を選択する為に使われますので、発表の主眼点、発表形式等を、明記するようお願いします。また、対象とする聴衆についての詳細（教育経験、教えている生徒の年令・レベル、発表テーマに関する基礎知識の必要性の有無等）を加えて下さると便利です。

3．発表者の経歴

大会プログラム用に、発表者の経歴を英文又は和文で書いて下さい。英文の場合は、経歴を25～30語にまとめ、A4版の用紙にダブルスペースでタイプしたもの、また、和文の場合には、A4版横書き400字詰原稿用紙0.5枚にまとめたものを提出して下さい。尚、経歴を書く時は、発表者を第3者扱い（例えば、"I am...."ではなく、"T. Sato is...."、あるいは、「私は…」ではなく、「佐藤太郎は…」）にして下さい。用紙には、氏名・住所・電話番号を必ず記入して下さい。

郵送先は以下の通りです。

〒600 京都市下京区四条烏丸西入ル
　　　　住友生命ビル8階
　　　　京都イングリッシュセンター一気付
　　　　JALT 国際大会・プログラム委員長

発表者への謝礼はありませんが、発表1点につき、大会参加費1人分が免除されます。

コロキア参加応募について

本年は、ブランド・コロキアと、ボランティア・コロキアの、2種類を実施致します。

ブランド・コロキア

プログラム委員会が、テーマ決定を含む全ての企画運営をします。まず司会者により、3～4人のスピーカーが紹介され、各自30～40分のスピーチを行い、その後、討議と質疑応答に入ります。全体の所要時間は3時間です。現在のところ、下記の6つのテーマが考えられています。

(cont'd from previous page)
１．**Motivating Foreign Language Learners**
２．**New Orientations** in **EFL Reading**
   (Dr. Finocchiaro は、**1** と **2** に参加予定)
3. **Pedagogical Implications of Error Analysis**
   (Dr. Nickel は、**3** に参加予定)
４．**Approaches to Teaching EFL**
５．**EFL in Classroom Materials**
６．**Teaching Japanese as a Second and Foreign Language**

ボランティア・コロキア

　形式はブランド・コロキアと全く同じですが、全ての企画運営が参加者自身によって行われます。テーマ、スピーカー、司会者を自由に選んで下さい。学校の同僚グループや、各支部のS.I.G.からの参加を期待しております。

　ブランド、ボランティアのいずれも、応募方法は、研究発表の場合と全く同じです。必要書類を全てまとめて、プログラム委員長宛送付して下さい。但し、データシートの"Format"の欄には、**Colloquium** と明記し、更にブランドの場合は、希望のデータを忘れずに記入して下さい。尚、ブランドの司会をなさりたい方は、下記のコロキア担当者まで、直接連絡して下さい。

Charles B. WordelI
5-543-2 Matsushiro
Yatahe, Tsukuba 305
　(文責)
　　JALT'87 広報担当
　　　女子聖学院短期大学
　　　篠原美知子

バイリンガリズム・シンポジウム 研究発表募集

(Symposium on Bilingualism : Call for Presentations)

　『第3回バイリンガリズム・シンポジウム』が、『JALT'87 国際大会』にて開催されます。次の分野における研究発表を募集致します。

　　社会／心理／言語学の分野における成人・幼児・児童のバイリンガリズム、(自然環境による獲得、及び学習による習得)

詳細は下記の所まで：

　　〒630　奈良市青山8-122　山本雅代
　　☎0742-26-3498

募集締切りは、8月15日です。

□Bio	□Abs	□Sum	□Compl
P#	C#	M#	

JALT '87 PRESENTATION DATA SHEET

Chief Presenter: _____ Sex : ❏ **M** ❏ **F**

Affiliation: _____

Address: _____

Home Phone: _____ Work Phone: _____

Co-Presenters: _____

Full title of presentation (80 characters or less) _____

_____

Short title: (50 characters or less) _____

This presentation is mainly **(check ONE):**

☐ **An** analysis/opinion/review of one aspect of language teaching/learning

☐ A synthesis of existing knowledge, techniques, etc.

☐ An academic presentation of original research results

☐ A presentation of original materials or classroom techniques.

❏ A presentation of commercially available materials with the aim of encouraging their adoption or more effective use.

Format: ☐ Workshop ☐ Paper ☐ Demonstration ☐ Other: _____

Content Level: Cl Introductory ☐ Assumes prior knowledge/use

Estimate of _____ % Practical vs. _____% Theoretical

Student Age Level:

1 Children ❏ Jr High ☐ High **School** ☐ Univ. Cl Adult ❏ **Any level** ☐ **N/A**

Content Area **(Check ONLY ONE BOX** in each column? if relevant. In addition, CIRCLE t e item from one column which most **closely describes the focus of your presentation.**)

SKILL AREA	METHOD/SYLLABUS	MATERIALS	SUPPORTING FIELDS
1 Listening	1 **Curriculum Design**	☐ **A/V Aids**	☐ Language Acquisition
☐ Speaking	☐ **CALL**	☐ **Video**	1 Literature
❏ Reading	☐ **ESP**	☐ **Computer hardware/**	☐ Teacher Training
1 Writing	☐ **Music/Drama**	**software**	☐ Testing
❏ Culture	☐ **Activities/Games**	1 **Other:**	☐ Socio-Linguistics
1 Pronunc.	☐ **Special Method:**		☐ Discourse Analysis
☐ 4 Skills			☐ Organizational

Equipment required: (Please be specific; i.e. Beta-II, movable chairs, etc.)

_____

Presentation will be in ☐ **English** ☐ **Japanese**

Presentation length: ☐ **25 min.** ☐ **50 min.** ☐ **80 min.** ☐ **110 min.** ☐ **170 min.**

NOTE: PRESENTERS ARE REQUIRED TO CLEARLY INDICATE IN THEIR SUMMARY ANY COMMERCIAL INTEREST IN MATERIALS OR EQUIPMENT USED OR MENTIONED DURING THE PRESENTATION.

--- DEADLINE FOR SUBMISSION OF ALL MATERIALS: **JULY 15** ---
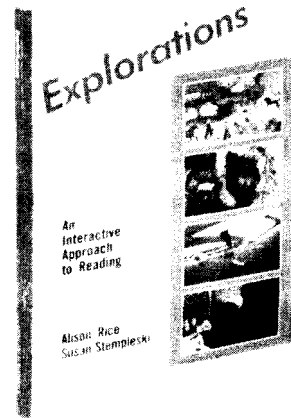**(July 1 for submissions from overseas)**

MyShare

ONE IS NOT ENOUGH: WRITING FROM MULTIPLE SOURCES

By David Horowitz, International Christian University

Writing teachers have many ways of organizing their syllabuses. Some divide writing into rhetorical modes (e.g., cause and effect, process, classification), some into tasks (e.g., summaries, lab reports, documented essays), some into content topics. In each case, the objective is the same: to expose students to a range of writing experiences which "cover the ground" by the end of the course.

One important writing variable is, however, often overlooked: the writer's source – or sources – of information. Where this information comes from and how it is turned into "content" are basic determinants of the nature of a writing task. In a personal essay, for example, the ideas of the writer are the exclusive source of content; in a summary, the ideas of a single text are emphasized; and in a typical documented essay, a student must select and integrate information from a variety of sources. Each of these types of writing presents difficulties and should be practiced from the lowest levels, but unfortunately there is very little published material that helps students learn to write from multiple sources. It is this gap that the reading/writing unit described here attempts to fill.

In general outline, the unit consists of a series of readings and a number of questions, the answers to which become successive paragraphs or sections in the final paper. Perhaps the best way to explain how it works is to describe how a unit is put together.

1. Select a topic, based on available sources, of interest to you and your class.

2. Locate at least three sources of appropriate difficulty for your class from among ELT reading texts, encyclopediae), other reference books (for pictures, charts, graphs, etc.), and/or source books. Although some teachers complain that certain topics are overworked in ELT reading texts - pollution, the family, early man, and so on - this can be turned to advantage if a number of these sources form the basis for one reading/writing unit.

3. Decide on a narrowed topic: What can be covered using these sources? Although it remains our goal to have students decide on and narrow topics themselves, this is one of the several elements of "control" in this exercise which enable students to concentrate on the specific task of gathering and integrating information from multiple sources.

4. Decide on the discourse structure of the finished essay by composing the questions that can/should be answered in order to cover the topic and by putting them in the order they should be answered in. Again, this part of the task is "controlled." While it is true that in many cases students must discover the issues inherent in a topic as they read their sources, and that this process is a complicated, recursive one involving a great deal of "back and forth" thinking between issues and sources, this clement is left out of this unit in the interest of concentrating on other things. In addition, once students have completed a unit with this degree of control, teachers might want to lessen the amount of control in future units, having students work together as a class or in small groups to decide on the issues which can be covered using the given sources. And of course, teachers will eventually want to have students find and evaluate their own sources. These more difficult tasks, however, are best left until after students have had some experience extracting relevant information from multiple sources. For many writers, this is a daunting task in itself.

5. Review the sources to make sure that at least two of them contain information that is relevant to each question.

6. Give students the questions (on a handout, on the blackboard, etc.) in the order they should be answered. The questions should be numbered and plenty of room should be left under each one for students' notes. As mentioned above, in providing the questions, the teacher is providing not only topic focus but also discourse organization because

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the questions are sequenced in such a way that the answers, laid end-to-end as it were, cover the topic in a coherent way.

7. Give each student access to all sources by providing personal copies, class sets of texts, and/or sources to be passed around.

8. Have students take notes from the sources. As they read through the sources one by one, they should keep in mind the questions they are attempting to answer. When they find some information that will be useful, they should write it in their own words under the appropriate question sheet. Teachers should work through one source with their class to make sure that students understand the task and then have students work individually or in pairs through the rest of the sources, one at a time. After all the sources have been gone through, teachers may want to allow students to compare (and share) their notes, either in pairs, small groups, or as a class.

9. Have students write an essay answer to each question using only their notes (not the sources themselves). These first drafts can be passed around for group reading, criticism, and suggestions for revision.

10. When the first drafts have been revised, corrected, rewritten, etc., students are ready to "put it all together." The answers to the questions (without the questions themselves) form sequential sections of the final paper. At this point, editing the longer paper for coherence, consistency, needless repetition, etc., will be necessary. This is also a good time to add an introduction and conclusion.

I have purposely given only a brief description of the last two steps because the personal style of each teacher will dictate how problems of revision and editing are handled. I have also left out any discussion of pre-reading or pre-writing activities for the same reasons.

One unit I put together that proved successful is on the topic "Groundwater." The students were provided with the following sources:
1. two diagrams of the water cycle, one from the encyclopedia and one from an elementary ELT textbook
2. the two accompanying articles from the above
3. an article on "aquifers" from another basic ELT textbook
4. excerpts from an Illinois State government document giving short case histories of groundwater pollution incidents

The following questions were provided:
1. Explain the water cycle, focusing on how groundwater accumulates.
2. Why is groundwater important?
3. What happens when people overuse groundwater? Give a specific example.
4. How can groundwater become polluted? Give at least two specific examples.

The difficulty of a unit can be varied by varying the difficulty of the readings and by spending more time at lower levels helping students understand the readings before they begin taking notes and writing. The unit is done in a workshop atmosphere, with students working at their own pace. This provides many opportunities for the teacher to hold individual conferences and for students to practice essential writing skills in an atmosphere conducive to learning. If my personal experience holds true for others, teachers will find that the results are well worth the time put in creating such a unit.

JALT UnderCover

WRITE IT RIGHT: Beginning Handwriting and Composition for Students of ESL. **Helen Abdulaziz and Ellen Shenkarow. Prentice-Hall, 1986. 194** pp.

PLEASE WRITE: A Beginning Composition Text for Students of ESL. **Patricia Ackert, Prentice-Hall, 1986. 178** pp.

COMP ONE! An Introductory Composition Workbook for Students of ESL. **Thomas Sheehan. Prentice-Hall, 1986. 173** pp.

Many ESL/EFL teachers have noted that, just as there has been a changing and evolving view of teaching methodology in the field of ESL as a whole, there has been a similar process taking place in the sub-field of teaching English composition. The best discussion of these trends is found in Raimes (1983), but they can be briefly summarized as follows: the rise of Audio-Lingualism in the 1950s was accompanied by the development of a highly structured Controlled-to-Free Approach to writing. Still popular today, its characteristics are maximum control by the teacher and the production of error-free composition.

Derived from this are two more recent approaches, the Paragraph-Pattern approach and the Grammar-Syntax Organization approach. The former is based on Kaplan's (1980) sociolinguistic theory, which states that different cultures construct and organize logic and rhetoric in different ways, and therefore English writing structure must be explicitly taught by the use of models. The second approach views writing as a process involving equal emphasis on organization, grammar and syntax, these being controlled by the nature of the topic of the composition to be written. Thus, the grammar, syntax and organization of a chronological composition, for example, is automatically determined by the choice of that particular topic.

Following the rise of the functionally-organized Communicative approach in England, and the student-centered Humanistic approaches in the United States, three new writing approaches are currently popular: the Communicative approach, the Free-Writing approach, and the Process approach. In the first, the five central principles of the Communicative approach, such as information-transfer, information-gap, task dependency (see Johnson & Morrow [1981] for a full discussion) and so on, are applied to an activity sequence which includes writing as one stage. The emphasis is on successful communication, rather than on the absence of errors.

The Free-Writing approach is used with the Natural approach and is characterized by student production for a set time limit. Again, emphasis is on communication, and correction of errors is minimal.

The Process approach is the newest and most controversial, as it emphasizes the actual writing process, rather than the final product, the composition. Brainstorming, extensive rewritings and discussions, and the presentation of multiple drafts are features of this approach, which requires abundant time, small classes and considerable teacher input to be successful.

The variety of possible approaches to teaching English composition creates a situation where the pedagogical orientation of a writing textbook must be matched to the personal preference of the teacher, as well as to the teaching situation, in terms of class size, available time and frequency of class meetings. It is in light of these considerations that these three basic writing textbooks will be reviewed.

Write It Right and *Please Write* are both written by teachers at the Center for English as a Second Language, University of Arizona. *Write It Right* is the most basic, designed for students who have no English background and who need immediate survival English to function in American society. *Please Write* is written for the low-intermediate student who has completed a basic English program and is studying ESL at the college level. Both are examples of the newer, multidimensional type of textbook, which combines structural grammar rules and drills with communicative functions, dialogues and role playing, and writing practice in a varying format. Although they are titled composition textbooks, they have a large structural grammar component, with explanations of grammar rules, fill-in-the-blank exercises, manipulative and transformative drills, and structured compositions on specific topics, employing key words and phrases as writing guides.

Write It Right begins with the alphabet and handwriting practice, and includes reading and writing short words. The next lessons introduce the verb "to be" and the verb tenses, and basic survival vocabulary, such as the days of the week, the months and numbers. Of the 24 lessons in the book, the first 20 are spent on grammar structures and vital communicative functions

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such as illness, occupations, filling out 'forms and buying a car. The last four lessons deal with types of compositions: instructions; descriptions; chronological paragraphs; and comparison and contrast. The irregular verbs of English and punctuation and spelling rules are in an appendix. The book is nicely laid out, with black and white photographs or line drawings, and each page is perforated, so that it can be torn out and handed in.

However, its usefulness for EFL classes in Japan is probably limited to the lower secondary school level, and even then, the students might be bored by the totally American orientation of the content.

Please Write is more appropriate for EFL classes at the high school or college level in Japan. Again, the 25 lessons include grammar rules and exercises, but more attention is given to the form of the English paragraph, and the grammar lessons review difficult points, such as past tense verbs, possessives, and comparisons. The lessons begin with an explanation of a grammar point, move to fill-ins or transformation exercises and sentence writing practice, then end with composition writing on an assigned subject, providing cue words and phrases for guides. Furthermore, the content is more neutral, without an overwhelming American bias. However, the book is geared to the life of a student in the U.S., and would not be so interesting or relevant for adult EFL students in the business world. At the end is a useful grammar reference section, and the book is well laid-out, with attractive line drawings. A strong point is the clearly written section to the instructor, giving teaching suggestions and pointers from the author's own experience as an ESL writing teacher.

In conclusion, these two texts would appeal to those teachers who prefer a very controlled composition situation, with plenty of attention to mastery of grammatical structures. Each lesson could be done in a 90-minute teaching period meeting once a week, so the format is acceptable for college EFL writing classes. In addition, since the texts were designed to be used daily in Intensive English Programs, they would be suitable for the secondary school level as well as for *semmon gakko* type intensive programs in Japan.

Comp One! was also written by a teacher at an intensive English program, the American Language Institute at the University of Toledo, and is designed for the intermediate student with a fairly good knowledge of English. It, too, is characterized by a multidimensional approach, including grammar, drills, functional content introducing basic survival English vocabulary, group discussions, and reading and writing exercises. Like the preceding two texts, much atten-

tion is given to the mechanics of sentence writing, mastery of difficult grammar points, spelling, and basic composition skills, There are ten chapters, and each is divided into a section on reading, rhetoric, grammar, spelling and writing. Of the three books reviewed here, this text presents the most information on paragraph writing and development, and has the most passages for reading practice. The content is American, but not exclusively so, and is more general, so this book could be used with mature students.

At this point, it is necessary to bring up some reservations about this new genre of textbook, the catch-all course book written for an intensive English program. A composition course in that situation also needs to be a grammar review and a presentation of mechanics. However, the criticism can be made that too much time is spent in grammar study, and not enough in actual writing practice at the paragraph level. More significantly, there are very few sample compositions for the students to read. Research on native speaker writing development (Krashen 1984) demonstrates that the input necessary to develop writing proficiency is reading! Put simply, the more students read, the better they can write. It is suggested that this finding is even more true for ESL students, One would like to think that the students are also taking an English reading course, to provide the necessary input, but this may not always be the case. Consequently, the EFL teacher in Japan using any of these texts may find it necessary to replace or supplement some of the grammar exercises with samples of interesting writing for the students to read and use as models for their own writing practice.

Reviewed by Sandra S. Fotos
Aoyama Gakuin Women's Junior College

References

Johnson, K. and K. Morrow (eds.). 1981. *Communication in the Classroom.* Hong Kong: Longman.
Raimes, A. 1983. *Techniques in Teaching Writing.* New York: Oxford University Press.
Kaplan, R. 1980. Cultural thought patterns in intercultural education. In K. Croft (ed.) *Readings on English as a Second Language.* Boston: Little, Brown & Co. pp. 339418.
Krashen,, S. 1984. *Writing: Research, Theory and Applications.* Oxford: Pergamon.

Correction

A line was dropped from last month's review of **Computer Notions** (Prentice-Hall, 1985) and **On Line** (McGraw-Hill, 1986). The second sentence of the first paragraph should read: "They were probably designed for American university ESL programs, in which many students view English simply as an obstacle to overcome before studying in their chosen technical fields." Our apologies to the reviewer and the publishers.

Book Review Editor

Reviews in Brief

WRITING A RESEARCH PAPER. **Lionel Menasche. University of Pittsburgh English Language Institute, 1984. 128 pp. (Pitt Series in English as a Second Language-16, Advanced Level ESL)**

Probably the only English students who will write research papers using the English language will be advanced students. This text is written for them. It explains the writing of a research paper carefully, academically and in terms understandable to Japanese students with advanced ability in English.

The text is divided into units which take the students through all the necessary steps of writing, from choosing a subject to final draft. Sample research paper pages are shown with annotation. Two styles are given, one being that of the American Psychological Association and the other that of the Modern Language Association. They differ in that the second uses a separate notes page and another bibliography format. Both styles are accurately and attractively presented.

The author presents a unique section which anticipates the questions the students will ask. These questions very simply but adequately cover many miscellaneous points related to research writing.

Teaching aids include a sample research paper progress form and the answers to the exercises which have been included in many of the units. The glossary of some 275 items is a valuable addition for ESL students, since the terms used in the text are defined in such a way to help the students easily understand what is being said in this particular context.

This text can be used in several ways: as part of a course on composition, as a primary text that teaches only the writing of research papers, as a supplementary text in any academic course in which students inexperienced in the activity are required to write a research paper, or as a reference book for students or teachers.

Every teacher of writing research papers should have this on hand. It will be worth the $5.95 you spend many times over.

Reviewed by AnnaMarie DeYoung
Notre Dame Women's College, Kyoto

ESP FOR THE UNIVERSITY. **David Harper (ed.). Pergamon Press, 1986. 175 PP.**

This book provides an interesting report of the British Council involvement with the establishment and first decade of an English Language Center at a Saudi Arabian university. The goals of the study at the center are to enable the students (Arabic Ll) to undertake parts of their studies in English. At the lower levels this requires mainly reading skills, but for more advanced students also writing and speaking.

The greatest merit of the book lies in the occasionally detailed discussion of how the curriculum has changed from the establishment of the center till today. This includes details of mistakes that one would like to think that the British Council does not make (p. 74).

The first part of the book (about a third) deals with philosophy, and is best skipped. It is vacuous and overly abstract, and it suffers from poor language as well,

The second part of the book is titled ***Practice.*** Here teachers who have taught and thought about the study at the center provide very useful accounts of how goal-oriented language teaching can be approached. The papers by Mustapha, ***et al.*** and Payne are very instructive in detailing practical inventive task-oriented reading activities.

It appears that the Arabic students at the center suffer from at least some of the problems that also afflict Japanese students. Mustapha, ***et al.*** tell (pp. 97-8) how some students write Arabic equivalents over English words in texts. They analysed the relation between the number of such words pencilled in and comprehension scores on a test and found a negative correlation! Something to consider when we advise our students how not to pursue their studies.

The final paper in the ***Practice*** part is by King (pp. 157-161) and is an interesting and imaginative attempt at detailing what problems Arabic readers face when they have to learn to read in English with its differently formed letters.

Overall, some of the papers are very interesting, The British Council is shown to be a very ordinary language teaching outfit, and one that should not be asked to expound on philosophy.

Reviewed by Torkil Christensen
Hokusei Junior College

RECENTLY RECEIVED

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

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

CLASSROOM TEXT MATERIALS/ GRADED READERS

*Glendinning & Holmstrom. *English in Medicine: A course in communication skills* (Textbook, cassette tape). Cambridge, 1987.

*Greenall & Swan. *Effective Reading: Reading skills for advanced students.* Cambridge, 1986.

*Harmer & Surguine. *Coast to Coast. I & 2* (Student's Books). Longman, 1987.

tHanks & Corbett. *Business Listening Tasks* ("Professional English" series). Cambridge, 1986.

†Letkowitz. *From Process to Product: Beginning-intermediate writing skills for students of ESL.* Prentice-Hall, 1986.

†Lott. *A Course in English Language and Literature* (Student's Book, Tutor's Book). Arnold, 1986.

†Roberts. *Tactics 3* (Workbook). Macmillan, 1986.

†Swan & Walter. The *Cambridge English Course, 2* (Student's books A, B, C). Cambridge, 1986.

†Watson. *Welcome to English, 1* (Student's Book, Teacher's Book). Macmillan, 1986. **(NOTE: From the introduction: 'This book is primarily for adults in the Arab world. . . .'*)**

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

*Gairns & Redman. *Working with Words: A guide to teaching and learning vocabulary* ("Handbooks for Language Teachers" series). Cambridge, 1986.

*Hutchinson & Waters. *English for Specific Purposes: A learning-centred approach* ("New Directions in Language Teaching" series). Cambridge, 1987.

†Dubin & Elshtain. Course *Design: Developingprograms and materials for language learning* ("New Directions in Language Teaching" series). Cambridge, 1986.

†Hino, トーフルの650点：私の英語修業 Nanundo, 1987.

† Peng, *et al.,* eds. *Variation of Languages:*ことばの多様性 Hiroshima: Bunka Hyoron, 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:**

Aebersold, **et al. Critical Thinking, Critical Choices.**
Aitken. **Overtones.**
Allen & Robinett. **The New Technologies.**
Bacheller. **Listening and Recall.**
Ball. **Dictionary of Link Words in English Discourse.**
Ball & Wood. **Dictionary of English Grammar Based on Common Errors.**
Bachman. **Reading English Discourse.**
Black, **et al. Fast Forward.**
Brumfit. **et al. Computers in English Language Teaching.**
Buschini & Reynolds. **Communicating in Business.**
Cawood. **Cassell's Intermediate Short Course.**
Crombie. **Discourse and Language Learning.**
    – –. **Process and Relation in Discourse and Language Learning.**
Crow. **Vocabulary for Advanced Reading Comprehension**
Dubin, **et al. Teaching Second Language Reading for Academic Purposes.**
Dunn. **Noah and the Golden Turtle.**
Ellis. **Understanding Second Language Acquisition.**
    Note: Bruce Hawkins' tandem review of Ellis and Klein has been accepted for publication in the Spring '87 issue of the JALT Journal.
Feigenbaum. *The Grammar Handbook.*
Fried-Booth. **Project Work.**
Graham. **Small Talk.**
Harris & Palmer. **C.E.L. T.**
Harrison & Menzies. **Orbit I.**
Herafeld-Pipkin & McCarrick. **Exploring the U.S.**
Kitao & Kitao. **American Reflections.**
Klein. **Second Language Acquisition. Note: See Ellis above**
Krashru. The **Alchemy of Language.**
Larson-Freeman. **Techniques and Principles in Language Teaching.**
Lee, **et al., eds. New Directions in Language Testing.**
Macmillan **"'Advanced Readers " series.**
Master. **Science, Medicine and Technology.**
Mason. **Meaning By All Means.**
McCrum, **et al. The Story of English.**
Morgan & Rinvolucri. **Vocabulary.**
Mugglestone, **et al. English in Sight.**
Noone. **The Ability to Risk.**
Reinhart & Fisher. **Speaking and Social Interaction.**
Rice & Burns. **Thinking/Writing.**
Rivers. **Communicating Naturally in a Second Language.**
Roberts. **Steps to Fluency.**
Rogers. **Dictionary of Cliches.**
Room. **Dictionary of Britain.**
Rosenthal & Rowland. **Academic Reading and Study Skills**
Swartz & Smith. **This Is a Recording.**
Taylor, **et al. Ways to Reading.**
Thomson & Martinet. **A Practical English Grammar, 4th ed.**
Tomalin. **Video, TV and Radio in the English Class.**
Valdes. **Culture Bound.**
Wright. **Collins Picture Dictionary for Young Learners.**
Zion, **et al. "Open Sesame" series.**

SUBSCRIBE AT REDUCED RATES
TO
    * *English Language Teaching Journal*
    * *Modern English Teacher*
    * *EFL Gazette*
See. the furikae form in this issue for further details.

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

TESTING FOR COMMUNICATION

By Rebecca Valette, Boston College

Dr. Valette's presentation began with standardised testing and statistics and went on to illustrate the interrelation between testing practices and teaching objectives, all within the framework of the history of language testing theory and practice.

The audience participated in tests which illustrated various testing principles and techniques. Our scores on a test of listening aptitude, which involved identification of three similar words of an African language, were used to demonstrate standard deviation and standard error, important in norm-referenced tests.

Interpretation of criterion-referenced test scores led to the observation that progress from level to level is not smoothly linear: **much** more learning is required to go from intermediate to advanced than from novice to intermediate.

We also examined proficiency-oriented global-ability tests such as dictation, cloze, the C-test (where students write the last half of every other word) and the noise test (an intriguing variation of which was the use of an unknown L3 as a noise mask).

Perhaps the most important point was the reminder that since testing affects grades and grades influence what students pay attention to, then testing shapes learning: 'if our tests never include oral/aural skills, students will tend to neglect them. The importance of listening was indicated by an experiment in which students were told not to attend class but instead to spend an

(cont'd from previous page)

equal amount of time listening to tapes 'of the target language – news, music, or whatever they wished. These students improved (in all skills) as much as those who attended regular classes.

Reported by Carl Mantzel
Kagosbima Joshi Daigaku

CHIBA

TEACHING CULTURE IN AN EFL SETTING

By Sonia Eagle

Dr. Sonia Eagle of Kanda Gaigo University spoke at the chapter's February meeting on the role of anthropology in language acquisition and how culture can best be taught in the classroom. Her main premise was that because language and culture are inseparable, teaching language without teaching culture is ineffectual if language acquisition is desired. Furthermore, since the teaching of culture involves more than mentioning of the odd cultural trait here and there, the teacher needs a basic understanding of anthropological theories and field methodologies in order to incorporate a broader scope of cultural learning in the classroom.

In the first part of the lecture, Eagle gave an overview of several main anthropological theories as well as field methods, and then related them to language acquisition. During the second half she explained how the teacher can effectively teach culture in the classroom,, emphasizing the use of student observation of their own as well as other cultural patterns of behavior. The aim is to have the students experience a mild form of culture shock, enabling them to understand how much one's culture is connected to the perception of reality. This in turn helps them to understand that language is interrelated to culture.

Reported by Ruth Venning

IBARAKI

Pinch and Ouch-English through Drama

講演者 野 村 陽 子
(Nomura, Yoko)

　２月８日茨城キリスト教大学に集まった参加者約30人は、野村氏の生き生きとした教え方に引き込まれ、自らもゲームやドラマ作りに参加するうちに、この教授法の

効果を体験し、氏の主張する外国語教育の３つの鍵を身体で学んだ。３つの鍵とは(1) Self（教材が生徒自身に深く結びついたものであること)(2) Purposeful Action（言葉が動作と結びついた時、生きた言葉となり、よりよい伝達ができ、学習が活気づく)(3) Pinch and Ouch（話し手と聞き手の双方が、反応し合い伝え合う努力をする）であって、これらは次にあげるようなゲーム、劇等の中でその効果が確認された。①英語の指示で身体を動かす②大声で英語を言わせて自信とはずみをつける等の一種の warming-up 的活動　③強勢のある所で立たせる等して身体でリズムをつかませる　④動作で新しい語彙を紹介し、またペアになって動作から言葉を当てさせるゲーム等で新語のイメージをつかませる　⑤対になるカードを配って相手を捜させたり、グループで１つの文になるカードを配り組み立てさせる等で相互のコミュニケーションを図る　⑥目かくしをして、すべての感覚を使って与えられたものを当てさせる　⑦ペアになった人との共通点を話し合って見つけさせ発表させる　⑧様々な情況の中で、生徒自身との関連も含めながら劇を演じさせる。感情を込め、動作をつけ全身でコミュニケーションすることに取り組ませる。参加者も自らゲーム等を経験していくうちに、会場は笑いの渦に包まれ、「笑いとくつろぎこそ効果的な授業をするコツだ」と言う講師の言葉に心から納得のいく、楽しく有意義な会になった。

報告者　小松崎　道　子
（Komatsuzaki, Michiko）

KOBE

USING TPR WITH THE LEARNABLES: GLOBAL CONTEXTUALIZATION AND TPR

By Robert Liddington and William Stanford

JALT-Kobe's March meeting was active and lively as our two presenters led us in a demonstration of a beginning student's Total Physical Response lesson, with Japanese as the target language. TPR is thought to link the brain centers of memory, motor function, and speech. Since it tends to isolate words from content and emotion, it should be used in conjunction with methods which add these dimensions.

The class listened to commands and responded with appropriate actions, looked at Learnable pictures and drew them, and listened to a taped story, all done in Japanese. The class was directed to move about often, facilitating a cohesion and group identification, important with TPR. The

demonstration took 60 minutes, and 90 minutes would be maximum, since it is tiring to teachers and students alike.

In a discussion following, it was agreed that members had begun to focus and comprehend the story, and some vocabulary. Though not demonstrated, after thorough internalization and comprehension, spontaneous speech would occur, and one would move from listening to creating a dialogue. There was general agreement that when used within a global approach, this is a useful and effective approach.

Reported by Nancy S. Davis

NAGASAKI

DR. FIL'S FLYING ZABUTON: A WRITING ROADSHOW on TEACHING TEACHERS for LEARNER'S LEARNING

By Philip Jay Lewitt, Tottori University

To attend Dr. Lewitt's workshop is a chance for the teacher to become a student. Of course this is the technique in any workshop, but Lewitt's intent is for this transformation to carry far beyond the five hours of workshop.

Of course one learns to write by writing. How to get the student to write is the big question. Lewitt believes that students must be prodded and inspired, but by whom? Certainly not by the teacher. Prodding makes the student fearful and/or resentful and fear of failure is the largest block to a writer, especially a Japanese writer. Inspiration can come only from the self.

And that's the key word: self. In order to want to write, a student (or anyone for that matter) must want to say something. No one, including the teacher – even the writers themselves – can tell them what that is, claims Lewitt. Only by writing can one discover what one has to say. And this discovery will itself inspire the writer to continue. What is the teacher's role? To set up a situation where this can happen. In essence, "To help the learners learn to help themselves.:

Lewitt's style was bright, clear and straight to the point. The talk was supported by well-chosen quotations, anecdotes and (the former Zen monk's personal forte) Zen stories. . .not a dull moment.

Reported by Mark Tiedemann
Nagasaki Junior College of Foreign Languages

NAGOYA

A COMMUNICATIVE APPROACH TO CHILDREN'S ENGLISH

By Miyoko Wordell

Miyoko Wordell gave an interesting "hands on" lecture in January on children's language learning. Judging from the large turnout of members and non-members, it was a very popular topic. The lecture was divided into two parts: the theory of children's language learning and practical in-class ideas for teaching.

Wordell suggested ways to use TPR (Total Physical Response) in the classroom, such as making popcorn using TPR commands. When mixed with a lively song, it puts TPR on a new level. Wordell demonstrated Montessori methods which can easily be adapted to any size class. Most of these ideas don't require expensive audio-visual materials.

For those who missed Wordell at JALT '86, this lecture was an opportunity to explore time-tested teaching techniques for children. For those of us who attended her presentation at the International Conference, it was an opportunity to ask questions and participate in her approach in a more relaxed atmosphere.

Reported by Gail Morse
Pencil English Center

BA FA BA FA

By Charles Adamson and Kazunori Nozawa

The February speakers gave a simulation/prescntation on Ba Fa Ba Fa -a method to enhance cross-cultural understanding. Ba Fa Ba Fa was developed by R. Gary Shirts in 1977.

The participants were randomly divided into two groups with separate instructions about how to behave. One group was told to value patriarchal human relationships and close contact. The other group was told to be task-oriented and business-like. The groups used different languages and gestures. After a short period, a few people at a time visited the other culture. Participants gained first-hand experience of the difficulties involved in understanding a foreign culture, such as:

(cont'd from previous page)

1) What seems logical, sensible and important in one culture may seem irrational, stupid and unimportant to outsiders.

2) Feelings of apprehension, loneliness and lack of confidence are common when visiting another culture.

3) Intercultural differences are often perceived in a negative way, while similarities are largely ignored.

4) One cannot too objectively understand another culture.

5) Many cultural rules are unconscious and cannot be easily explained.

6) How people feel about their native language is generally not evident until they encounter a foreign one. In such cases, persons often feel their native language is superior to others.

7) Learning a foreign language greatly facilitates the understanding of its culture.

Ba Fa Ba Fa materials include two cassette tapes, playing cards, chips and two teacher's manuals. These materials may be ordered through Intercultural Press, Inc., of Yarmouth, Maine. A children's version called Ra Fa Ra Fa, is available as well.

Reported by Timothy Newfields

SAPPORO

PROBLEMS OF
LISTENING COMPREHENSION
– JAPANESE AND ENGLISH

By Kevin Staff

Throughout his presentation at JALT-Sapporo's March meeting, Kevin Staff of IAY used the simile of a television screen to help us visualize how listening comprehension does or does not occur. Students need to develop competence in four areas in order to understand (form a full mental picture of) what they hear: **1)** *grammatical* – basic knowledge of a language; **2)** *discourse* – ability to put the smaller parts of language together into larger, meaningful parts; **3)** *sociolinguistic* – knowledge of the world around them; and **4)** *strategic* – ability to compensate for gaps in their knowledge of the three other areas.

Foreign language education usually concentrates on the first two areas of competence even though, as Staff explained and demonstrated, they

are ultimately less important than the latter two. Japanese students especially are taught to see English only as a code to be translated into Japanese rather than as a means of communication within a given context.

As teachers we need to be aware of what our students are "seeing" as they listen to English. Staff suggested that vocabulary-building exercises which emphasize context rather than translation, and cultural explanations of the English-speaking world will increase students' comprehension by enlarging their mental picture screen. And teaching coping skills, such as guessing from context and asking for clarification, will help students not to turn off the power, in panic or frustration, when suddenly faced with something unexpected or unknown.

Reported by Peter Gray

SHIZUOKA

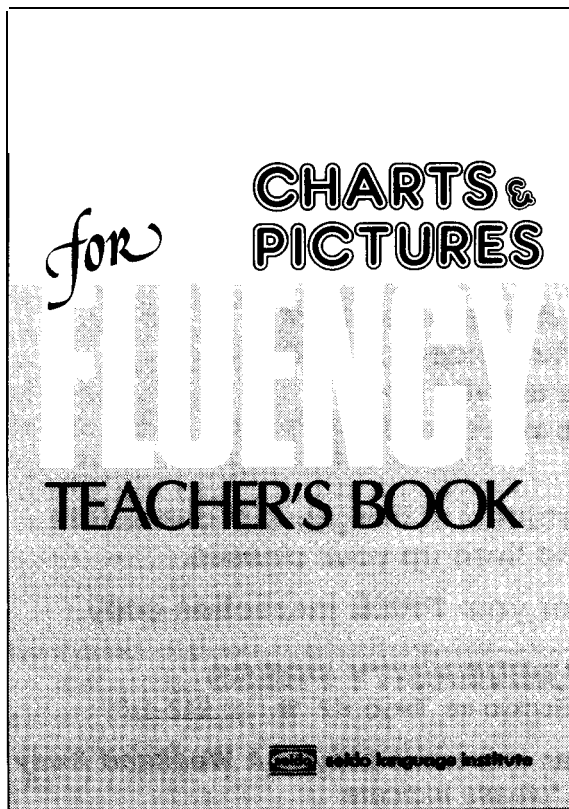### THE SILENT WAY WITH KOREAN

By Tom Pendergast

In January Tom Pendergast demonstrated the Silent Way in teaching the Korean language. Pendergast pointed out that children do not normally learn language the way it is taught in classrooms. The Silent Way presumably gives a more natural form to language instruction. Though those familiar with the Silent Way may point out that children do not learn language by using rods or charts (extensively used in the Silent Way), it is certainly true that the Silent Way differs from other techniques in one important respect: the amount of speaking required to be done by students.

After conducting his "class," Pendergast concluded by showing some films of "live" classes which demonstrated the progress possible with the Silent Way. The short time available did not permit all questions to be answered about how the Silent Way could be used in "real" classes. For example, the demonstration was of Korean and done in English. Several participants wondered how the demonstration would have been influenced by giving it in the language being taught.

Reported by John B. Laing
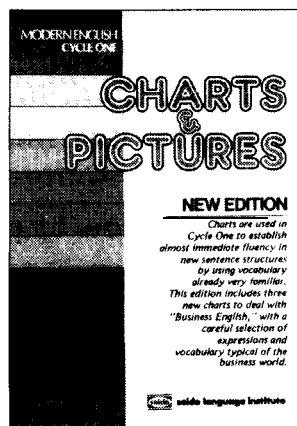**Tokai University Junior College**

Bulletin Board

COMPUTERS AND EFL
Call for Papers

JALT Takamatsu chapter will hold on Sun., June 21, 10 a.m.-5 p.m., at Kagawa Dagaku, a one-day conference on Computer Assisted Language Learning (CALL). The conference should attract a wide variety of language teachers from all of Shikoku and the Kansai, especially the Okayama, Kobe and Osaka areas. Please send proposals for lectures, demonstrations, workshops or seminars on any aspect of CALL, indicating suggested time requirement, hardware to be provided by the presenter, or required (a limited range of hardware may be available), to Michael Bedlow, Shikoku Gakuin Daigaku, Zentsuji-shi, Kagawa-ken 765 ; tel. 0877-62-2111 (W), 0877-62-2440 (H).

The following topics would be of particular interest: Integrating a single computer into classroom teaching; Modifying business/utility software for use with classes using the NEC-PC9800; Self-access and student home use of CALL (especially using Japanese machines); Software evaluation and the quahty of students' CALL experience; Audio-enhanced CALL.

The deadline is May 30 but proposers requiring the use of hardware, for example display to large groups via VTR and TV, should negotiate as soon as possible. There will be a number of Apple II, BBC-Acorn, and Apple Macintosh computers available for participants to get hands-on experience of a wide variety of programs. These will include specifically CALL programs, general educational software and business/utility programs which can be integrated into the FOSel (Foreign Or Second Language, of course!) classroom. Further details will appear in the June issue of The Language Teacher.

TESTING CONFERENCE TAPES
AVAILABLE

Tapes from the First International Language Testing Conference, held at Tsukuba University on March 30-31, 1987, are available for \800

each from the JALT Central Office. A copy of the handout, if any, will also be provided. To order, use the *furikae* form found in any issue of *The Language Teacher,* specifying the tapes desired by their code number in the message area. Allow approximately three weeks for receipt of the tapes.

Ml -Face Validity and the College Entrance Exam (Ross); M2-Grammatical Test Items and Domain-Referenced Testing (Nord); M3-N73: Test of Channel Capacity (Ferguson/Pendergast); M4-Progress Testing: Matching Testing to Theory (Toney); MS-Writing Proficiency Testing: Error Count Methods Revisited (Picken); M6-A Comparison of Latent Trait and Traditional Item Analysis Methods (Davidson/Ross); M7-The Kasch Model Calibration (Ohtomo/Asano/Hattori/Yoshie); M8-Application of Item Response Theory to Language Assessment (Henning); **T1**–Testing Reading Comprehension: The Notion of Hierarchical Ordered Skills (Alderson); T2---Oral Interactive Testing at a Japanese University (Pearson, read by S. Luppescu);T33-Performative Evaluation and Production of CAI Software for Vocabulary Building (Hojo/Iwasa/Taguchi); T4-Developing an Interview Assessment Scale for Japanese University Students (Ogasawara); **T5**-Validity of Written Tests of Pronunciation (Buck); **T6**-Oral Proficiency I'ests for Large Groups (Johnson); T7-Word Difficulty as a Readability Variable (Kiyokawa); T8-Turning the FSI Back to Front and Souping It Up (Natusch); T9-Questions and Answers (Henning/Alderson/Conry)

第19回　英語教育者のための
LIOJ 夏期ワークショップ

(19th Annual LIOJ Summer Workshop for Japanese Teachers of English)

開講期間：昭和62年8月9日(日)〜8月14日(金)（6泊6日）
対　　象：英語教育者（主に中学・高校の英語教師）
定　　員：140名
受　講　料：87,000円（宿泊食事代ほか全て含む）
場　　所：LIOJ・アジアセンター（神奈川県小田原市所在）
特別奨学発表者《公募》
　　　　　参加者自身、プレゼンターとなり、自己の研究成果やアイデアを発表するプログラムで、提案が採用された者には特別奨学参加者として受講料の一部が免除される。
問い合わせ：神奈川県小田原市城山4－14－1
　　　　　アジアセンター・LIOJ 事務局
　　　　　☎0465－23－1677

LEARNING EFFECTIVELY WITH YOUR IMAGINATIVE MEMORY
(Lecture organized by the Japanese Association of Suggestopedia)

Speaker: Prof. James W. Heisig (Nanzan University; author of **Remembering the Kanji).** Date/Time: Sat., May 30, 4:30-6 p.m. Place: Sangyo-Noritsu Daigaku, 6-39-l 5 Todoroki, Setagaya-ku, Tokyo 158. From Toritsudaigaku Station (Toyoko Line from Shibuya or Yokohama), take a bus that goes to Futako-Tamagawa/Todoroki and get off at Sanno-dai Mae. Info: Iki or Kasuga, 03-704-4011.

GATTEGNO SEMINARS

Dr. Caleb Gattegno will conduct a workshop on awareness May l-5 and a seminar, "A New Study of Love," May 8-10, both at The Center, 204 Shirono Bldg. 2F., 3-41 Manzai-cho, Kita-ku, Osaka 530. Call Fusako Allard, 06-3 15-0848 or 0797-32-9682, or see April **LT.**

TEMPLE UNIVERSITY JAPAN
M.Ed. in TESL PROGRAM

(credit hours in parentheses)
First Summer Session

OSAKA: Sec. Eng. Ed. 642: The Sound System of American English (3), J. Patrie: Wed./Thur., May 13-June 18; Sec. Eng. Ed. 645: Introduction to Educational Research (3), S. Ross: Mon./Tue., May 1 l-June 18; Sec. Eng. Ed. 65 1: TESOL Special Projects-Second Language Learning Through Immersion (1), F. Genesee: Sat.-Sun., May 23-24; and Sec. Eng. Ed. 651: TESOL Special Projects-History of the Japanese Language (1). R.A. Miller: Sat.-Sun., June 20-21.

TOKYO: 642 (3), as above: Mon./Tue., May 1 l-June 15; English 7 19: Major American Writers After 1900 (3), R. Kennedy: Tue./Thur., May 12-June 18; Ed. Psych. 53 1: Learning Theories and Education (3), S. Tomiyasu: Wed./Fri., May 13-June 19; 651: Second Language Learning Through Immersion (1), as above: Sat.-Sun., May 16-17; 651: History of the Japanese Language (1), as above: Sat.-Sun., June 13-14.

Second Summer Session

Sec. Eng. Ed. 651: TESOL Special Projects-Distinguished Lecturer Series (3). The three workshops (all Sat. 3-9 p.m. and Sun. 10 a.m.-4 p.m.) must all be taken by those enrolling. 1) Writing: A Valuable Tool in Language Teaching, Ann Raimes (Tokyo May 30-31, Osaka June 6-7); 2) Testing in ESL, Harold Madsen (Tokvo June 27-28, Osaka July 4-5); and 3) Content-Based Second Language Teaching, Bernard Mohan (Tokyo July 18-19, Osaka July 25-26).

For information: Michael De Grande, Temple University Japan, 1-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161; tel. 03-367-4141.

JALT, COMPANIES SUPPORT TOKYO GREEN WALK '87

The second annual sponsored walk for ending hunger on Sun., May 10, looks set to be a big success. . .and a lot of fun. Hundreds, including many language teachers and students, have already committed themselves to walking, and are busy gathering sponsorship pledges from their friends. In addition, generously lending financial support are, at press time, Addison-Wesley, CALA Workshop, Cambridge University Press, ICRA, Kyobundo, Longman Penguin Japan, Oxford English, Prentice-Hall of Japan, *Tokyo Weekender,* and the Tokyo and Yokohama chapters of JALT. Last year', it is estimated that each walker, supported by friends, supported enough to make a long-term difference in the life of at least one resident of Masha Village, Ethiopia. Your particpation this year will allow further rural reconstruction there and in the Philippines.

Start anytime between 8:30 and 11 a.m. at Ryogoku, Sobu Line, and, at your own pace, enjoy visits to ten parks and shrines of outstanding beauty before arriving 16 km. later at Yotsuya. For a 'preview' of the course, and some historical background on the places to be visited, see the *Tokyo Weekender.* A party will follow in the evening.

For further information, or to register as a walker, call 0466-33-7661. On May 10, call 03-834-2388. (Note: In case of rain, the walk will be postponed to May 17.)

THE GOOD BOOK GUIDE

This bi-monthly magazine contains reviews of what it considers to be the best hardbacks and paperbacks, plus an order form. "Regular customers pay the U.K. published price plus 10% for dispatch by surface. . ." Not a book club; no obligation to order. JALT members may receive a free copy by writing The Good Book Guide, 91 Great Russell St., London WC1 B3PS. U.K.

Meetings

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

FUKUI

Topic:	Why don't Japanese speak English well?
Speaker:	Fumihiko Tsujimoto
Date:	Sunday, May 17th
Time:	2-4 p.m.
Place:	Fukui Culture Center (Housou Kaikan, 5F.)
Fee:	Members, free; non-members, \500
Info:	John Service, 0776-22-3113

Japanese students spend many years studying English, and yet seem unable to master it to the same level as non-native speakers of other countries. This talk will give an insight into the English education system in Japan and point out some of its shortcomings.

Prof. Fumihiko Tsujimoto, now at Fukui Technical College (Fukui Kosen), has been teaching English to Japanese for over 30 years. Previously he taught English at the Fukui University Fuzoku Chuugakkou (the junior high school attached to Fukui University) and during this period he won a Fulbright scholarship and spent seven months studying at San Francisco State University.

FUKUOKA

Topic:	Zen and the Art of Composition
Speaker:	Philip Jay Lewitt, Tottori University
Date:	Sunday, May 17th
Time:	10:30 a.m.-12:30 p.m.; 2-S p.m.
Place:	Tenjin Center Bldg., 14F., in Iwataya Community College (092-781-1031). See map.
Fee:	Members, free; non-members, \1,500
Info:	Maddy Uraneck, 0940-33-6923 (H) or 0940-32-3311 (W)

"Dr. Fil" spent a decade directing a Zen Buddhist commune in California, followed by a decade as a university professor of English in Japan. He has been a Zen Buddhist monk and holds a Ph.D. in English. These are not the ordinary English teacher credentials, nor will this be the ordinary writing workshop. In five hours, participants will experience the five-week process by which Dr. Lewitt teaches Japanese students (high school novice writers to advanced adults).

The workshop will focus on the writer's process of writing, not on the teacher's process of teaching, and will take off with the axiom that **all** good writing is creative. The role of the Zen teacher and the language teacher will be compared.

Dr. Lewitt's one-hour presentation at JALT '86 received very high ratings by participants. Don't miss this writing roadshow, with Dr. Fil and his flying **zabuton!**
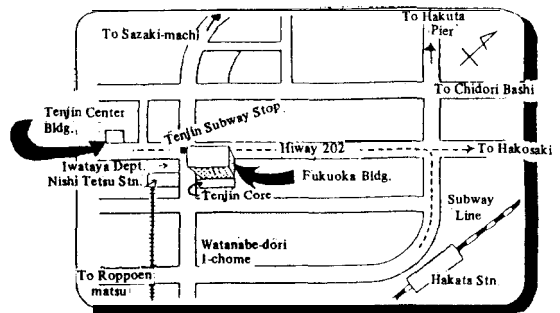
CHIBA

Topic:	**Ba Fa Ba Fa:** A Cultural Simulation Game
Facilitators:	Margaret Pine Otake and Dennis P. May
Date:	Sunday, May 10th
Time:	1-4 p.m.
Place:	Funabashi Tobu Kominkan (near JR Tsudanuma Station; see map in the April **LT**)
Fee:	Members, free; non-members, \500
Info:	Margaret Otake (M.I.L.), 0474-62-9466 Ruth Venning, 047241-5439

Ba Fa Ba Fa is a game which simulates two different cultures. Participants are involved in cultural exchange accompanied by such problems as culture shock and adaptation to an unfamiliar environment. They also share the excitement of the experience with people from their own simulated culture. Participants will learn the particular language and behavioral patterns of a new culture and then experience the frustration of visiting another culture. This activity focuses on typical attitudes toward intercultural relations which many of us have experienced firsthand but which have not been articulated in such an interesting way. Stimulating and thought-provoking, it is appropriate for anyone who is interested in the cultural implications which accompany language learning.
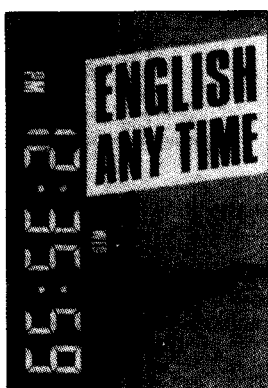
The simulation game lasts approximately two hours and the discussion one hour. Participants are asked to arrive before one o'clock so that the meeting can begin promptly. Please call M.I.L. (above) by Sat., May 9, or Ruth Venning on Sun. morning if you are planning to attend.

Margaret Pine Otake is Teaching Director at M.I.L. The Language Center. She has an M.Ed. in TESL from Temple University Japan. Dennis P. May is Coordinator for Language and International Training in the Human Resources Development Center at the Seiko Epson Corporation in Suwa, Nagano-ken.

HAMAMATSU

Topic:	Using Cuisenaire Rods in the Classroom
Speaker:	Derald Nielson
Place:	Seibu Kominkan, l-2l-l Hirosawa
Date:	Sunday, May 17th
Time:	l-4 p.m.
Fee:	Members, free; non-members, \500
Into:	Todd Lynum, 0534-74-0328

Mr. Nielson will demonstrate how "Cuisenaire Rods" can be used in a variety of ways in teaching English. The rods are very flexible in their use and can be an aid in illustrating grammatical points, vocabulary building, TPR activities, story telling and much more. The rods can be used in both large and small classes. The rods help to make meaning clearer and more easily understood. This can be done by using the rods as they are: comparing sizes, shapes, colors, and location; or by making them into objects such as cars and buildings, or even people.

Mr. Nielson, an instructor and researcher, has been teaching in Japan for 13 years. He studied in the M.A.T. program at the School for International Training and is now a consultant for International Communication Research Associates (ICRA).

IBARAKI

Topic:	Suggestology
Speaker:	Kazunori Nozawa
Date:	Sunday, May 10th
Time:	2-4 p.m.
Place:	Mito Shimin Kaikan
Fee:	Members, \500; non-members, \1,000
Info:	Jim Batten, 0294-53-7665

KANAZAWA

Topic:	Re-energizing Teaching
Speaker:	Ken Pransky
Date:	Sunday, May 3rd
Time:	2-4:30 p.m.
Place:	Ishikawa Bunkyo Kaikan, Minami-cho; large white building near Oyama Shrine (see map in April *LT*)
Fee:	Members, free; non-members, \500
Info:	Sue Kocher, 0762-4l-4496
	Paul Hays, 0762-65-5752

(cont'd from previous page)

Mr. Pransky will use video tapes of three teachers in action to initiate a discussion of goals, techniques and principles of teaching, learning and language acquisition. The basic question will be: Are you really doing what you think you are doing in the classroom?

KYOTO

Topic: Making the Most of Visual Materials
Speaker: Georgina Leaney
Date: Sunday, May 24th
Time: 2-5 p.m.
Place: The British Council, 77 Kitashirakawa
           Nishimachi, Sakyo-ku (075-791-7151)
Fee: Members, free; non-members, \500
Info: Haruo Minagawa, 075-464-1665
           Greg Peterson, 0775-53-8614

Visual materials are inexpensive and easily accessible, yet often not fully exploited as a medium for language learning. In this workshop

Ms. Leaney will help us learn to use a variety of visual aids in developing students' listening, speaking, reading and writing skills. We will examine their versatility and look at ways of using them at the various stages of a lesson — presentation, practice, production. Participants will have an opportunity to learn and share new ideas for using stimulating and motivating visual materials in their classrooms.

Georgina Leaney is a teacher at The British Council, Kyoto. She has done teacher-training in Portugal and the U.K. and has taught in Egypt and Argentina.
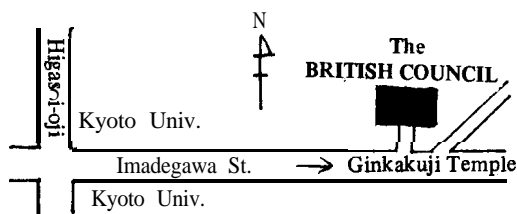
KOBE CHAPTER CONFERENCE ON
## INTERCULTURAL CONCERNS IN THE LANGUAGE CLASSROOM
Sunday, May 17th

Program:

9:30- 9:50	Registration
9:50-10:00	Opening and Welcome
10:00-11:00	Ryoko Nakatsu, author of ***Nande Eigo-o Yaru No*** and other well-known publications: "Inside Outsider or Outside Insider"
11:00-12:00	Sonia Eagle, anthropologist and TESOL teacher-trainer (professor, English Department, Kanda University of International Studies): "Anthropological Tools for Intercultural Awareness"
12:00- 1:30	Lunch and intercultural fieldwork assignment
1:30- 2:00	Sonia Eagle: "Discussion of Fieldwork Assignment"
2:00- 3:00	Linda Donan, TESOL instructor (Osaka Sangyo University, Sandai High School): "A Culture Shock Experience for You"
3:00- 3:30	Break
3:30- 4:30	Ralph Robinson, intercultural trainer (Procter & Gamble): "Intercultural Awareness for International Business"
4:30- 5:30	John Ratliff, TESOL instructor (Ibaraki Christian College): "Taking Intercultural Training into Your Classroom"
5:30- 6:00	All Presenters: Panel Discussion

Place :   St. Michael's International School
Fee: Members, \2,000; non-members, \3,000
Information :   Jan Visscher, 078453-6065 (after 8 p.m.)
               Taeko Yokaichiya, 078-22l-8125 (after 8 p.m.)

All presentations are plenary sessions and have been planned as a single, integrated learning experience. For this reason, you are encouraged to arrive in time for the 9:30 registration and stay until the end of the wrap-up panel discussion at 6 p.m. Publishers will display with the emphasis on intercultural materials.

This conference is supported by the Kobe Municipal Board of Education.
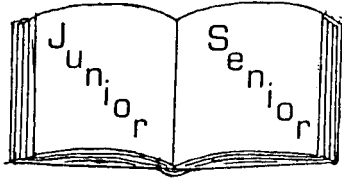
JUN*SEN FORUM

Mini-Conference on leaching ENGLISH
in Junior and Senior High School
sponsored by JAI T -Nagoya

「中学・高校教師のための英語教育フォーラム」
主催： JA LT （全国語学教育学会）名古屋支部

SUNDAY, MAY 31, 1987 Nagoya International Center (8 minutes from Nagoya station)

9:15 on   Registration (Fifth Floor Lounge)

☆ Programs are concurrent*

9:45-10:35 Heather Saunders: Taking the Terror out of Listening (E)	Thea lopatka: flag of Tricks (E)
10:45-12:05 Hasayuki Sano: TPR (Total Physical Response) in Action (J)	Norman Harris: Dialogs -- 1,001 Ways (E)

12:05- 1:40 lunch/Free Time for Book Displays & Talking with Publishers

1:40- 2130 Barbara Hoski ns: Getting Students to Talk (E)	Junko Yamanaka: leaching English Through Popular Songs (J)
2:40- 3:30 Jack Yohay: Team Teaching of Translation into English (E/J Q&A)	Shelagh Speers: Putting Conversation into the t ikaiwa Class (E)
3:40- 5:oo Kraig Penci I: Junior High English Clubs (J)	Ken lamai & Hariko Hayashi: The Reform of English Education in Public Schools (E)

5:00-   Social Hour in the Fifth floor lounge

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1987年 5月31日（日）　名古屋国際センター（名古屋から徒歩8分，電話(052)581-5678）

9:15-　　　受付（5階ラウンジ）

☆プログラムは二つを二会場で同時進行で行います☆

9:45-10:35 ヘザー・ソンダーズ リスニングなんか怖くない（英）	フア・ロパトカ 多人数クラスを動機づける方法（英）
10:45-12:05 佐野 正之 トータルフィジカルリスポンス（日）	ノーマン・ハリス ダイアローグ： 1,001 の方法（英）

12:05- 1:40 昼食・教材展示会

|	
1:40- 2:30 バーバラ・ホスキンズ　中学・高校 教科書に添ったスピーキング教材（英）	山中 純子 ポピュラーソングを用いた英語指導法（日）
2:40- 3:30 ジャック・ヨーハイ　外国人教師 との英作文チームティーチング（英）	シーラ・スピアーズ 日本人教師が英会話を教える方法（英）
3:40- 5:00 ペンシル・クレーグ 中学校の英語クラブ活動（日）	玉井 健・林 真理子 神戸市立高校での英語教育改革（英）

5:00-　　　交歓会（5階ラウンジ）

BOOK DISPLAYS 教材展示会

Jun*Sen materials from:　Longman　lingual House
　　　　　　　　　　　　　　Oxford　Prentice-Hall

Location Map

JALT Members ¥2,000; Non-members ¥3,000; Students ¥1,000
JALT会員 ¥2,000;　非会員 ¥3,000;　学生 ¥1,000

There will be no pre-registration. For further information,
please contact: Tetsu Suzuki at (0566)22-5381 (J or E;
　　　　9-11 pm), or Lesley Geekie at (05617)3-5384 (E)
連絡先：　鈴木 哲 (0566)22-5381 (日／英； 9-11 pm)
　　　　Lesley Geekie (05617)3-5384 （英）
　　　　☆ただし，事前の参加申し込みは不要です。
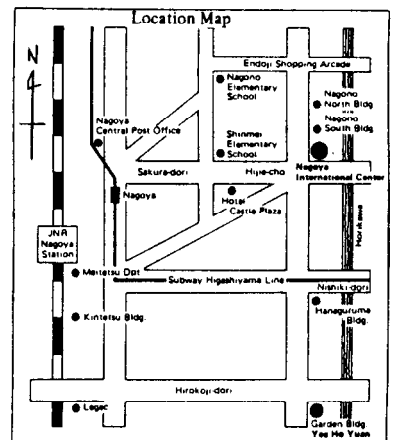
MATSUYAMA

Topic: Teaching Japanese the Silent Way –
            with a focus on some cultural issues
Speaker: Fusako Allard
Date: Sunday, May 17th
Time: 2-4:30 p.m.
Place: Shinonome High School Memorial Hall
Fee: Members, free; non-members, \1,000
Info: Linda Kadota, 0899-79-6531
            Yumi Horiuchi, 0899-31-8686

As language and culture are inseparable, how can we lead our students to encounter the new language so that they will be put into the cultural climate of that language from day one on? Once the students are touched by the spirit of the culture, they seem able to establish their own means to meet linguistic challenges. The idiosyncracies of a new language gradually lose their "foreign-ness" and come to be integrated into the students' new cultural common sense. Thus, in many cases, the new language and culture become second nature. Through the Silent Way, Ms. Allard seeks from the start to infuse students with the spirit of the language, and with it, that of the culture. She will show how and discuss why.

Fusako Allard teaches Japanese and English at the Center for Language and Intercultural Learning, which she directs. Fusako integrates various approaches with her basic practice of teaching through the Silent Way. A candidate for the M.A.T. degree from the School for International Training, Fusako has studied with Dr. Caleb Gattegno, founder of the Silent Way, since 1978. She also has taught blind people and Indo-Chinese refugees.

NAGASAKI

Topic: Suggestopedia for Japanese Students
Speaker: Charles E. Adamson, Jr.
Date: Sunday, May 17th
Time: 1:30-5:15 p.m.
Place: Faculty of Education, Nagasaki Univ.,
            Rm. 63
Fee: Members, \500; non-members, \1,500
Info: Yoko Morimoto, 0958-22-4107 (W)

The Suggestopedia Program at Trident College uses the unique background of the typical Japanese student – a lot of conscious study of the language resulting in little or no competency – as a strength to be built on rather than a weakness. Based primarily on traditional Suggestopedia and language acquisition theory, the program provides integrated techniques for (1) insuring that the student receives a large amount of "comprehensible input," (2) guiding the student through a series of activities which make it psychologically acceptable for her to use English rather than

Japanese as a vehicle of communication, and (3) adjusting the level to that of the students.

After demonstrating a concert session and some elaborations, Mr. Adamson will discuss the theories on which the method is built and how the method could be applied to classes where there is a required text. A question-and-answer session will follow.

Charles E. Adamson, Jr., Chief Researcher, Kawaijuku Institute of Suggestive-Accelerative Learning, Trident College, has an M.A. degree in "Teaching English in Japan" and has given numerous presentations on Accelerative Learning, both in Japan and abroad. He received his first Suggestopedic training in 1978 and has used Suggestopedia full-time for the last six years.

NAGANO (Inaugural Meeting)

Topic: 1) What JALT Can Do for You
            2) The JALT Story
Speakers: 1) Mary Aruga
            2) David Hough
Date: Sunday, May 10th
Time: 10 a.m.-12 noon
Place: College of Education, Shinshu University, Nagano City
Fee: Members, free; non-members, \500
            (refundable if you join at this meeting)
Info: Katsumi Kitazawa, 0262-27-6646

A discussion on the future of our chapter and a short business meeting will also be held. Afterward, please join us in eating out together at King's Restaurant. This is your chance to help bring "fresh air" to the Nagano area and save your valuable time traveling long distances to meetings!

Mary Aruga is president of JALT-Suwa chapter, David Hough is president of JALT-Tokyo chapter, as well as JALT National Recording Secretary and Chair, Long-Range Planning Committee.

NIIGATA (Inaugural Meeting)

Topic: Short Tasks in Listening
Speaker: Munetsugu Uruno
Date: Sunday, May 10th
Time: 1:30-4 p.m.
Place: International Friendship Center
Fee: Free to all
Info: Carl Adams, 025-260-7371
            Chisako Furuya, 025-846-6488

OMIYA

Topic: Statistics and Applied Linguistics
Speaker: Bill Kroehler
Date: Sunday, May 10th

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

Have you ever read reports about research in language acquisition and wondered what some of the statistical terminology meant, and what tools would be useful in analyzing test scores and data about your students and their progress? Mr. Kroehler will discuss: 1) Statistical terminology often used in research reports; 2) Research models for language teaching and acquisition; 3) Statistical tools for various uses in language learning research; 4) Pitfalls of statistical analysis in educational research; and 5) Special calculators and computer programs for statistical analysis.

Bill Kroehler teaches at Joshi Sei Gakuin Junior College, where he has been president since 1971. He has interests in phonetics/phonemics and most recently in the possibilities of using computers for language acquisition. Although not an expert in statistics, he wants to share some of the insights he got out of taking a course in Educational Research and Measurements at Temple University.

OKAYAMA

Topic: The Reform of English Language Education in Public High Schools
Speakers: Ken Tamai, Shinobu Maeda
Date: Saturday, May 16th
Time: 2:40-4:30 p.m.

SAPPORO CHAPTER 4th ANNUAL CONFERENCE
"EXPERIENCING, LEARNING, IMPLEMENTING"
Saturday-Sunday, May 16th-17th

Saturday, May 16

1:00- 1:40 Registration
1:40   Official Opening
1:45- 3:15 "Getting Your Act Together" – Robert Weschler (Management Models Japan, Inc.)
3:15- 3:45 Refreshment Break and Book Display
3:45- 5:15 "Techniques and Activities for Starting New Children's Classes" – Keiko Abe (CALA Workshop)
6:00   Informal Dinner with Speakers

Sunday, May 17

9:30-10:30   Registration; Publishers' Book Display; Coffee and Donuts
10:30-12:00 "Classroom Activities for Children and Young Adults" – Keiko Abe
10:30-12:00 "Real Rewriting-Not Just Editing" – Ann Chenoweth (Tsukuba Univ.)
12:00- 1:00 Lunch
1:00 2:00   "Memories from Dunedin, New Zealand: Language Education in Japanese High Schools" (in Japanese) – Makoto Takahashi (Hokkaido Chitose Hokuyo High School)
1:00- 2:00   "Becoming a Writer- English Dialogues as a Literary Genre" – Takashi Oda Hokkai Gakuen University)
2:00- 2:15   Refreshment Break
2:15- 3:45   "How to Create Enough Tension" – Robert Weschler
3:45   Closing Remarks

Place :   Kyoiku Bunka Kaikan, 4F.; North 1, West 14 (At the Nishi 11-chome subway station, take exit # 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.)

Fees: One day   Two days   Two days prepaid
  Members   \ 500   \1,000   \ 900
  Non-members   \1,500   \2,000   \1,800
Info :   T. Christensen, 011-737-7409; S. Yonesaka, 011-852-1181 ext. 229

Place: Shujitsu High School, 14-23 Yumino-
            cho, Okayama-shi (0862-25-1326)
Fee: Members, free; non-members, \500
Info: Fukiko Numoto, 0862-53-6648

The presenters teach, in the Kobe public schools, which have an ambitious system-wide program that is seeking to resolve the conflict between teaching students English to prepare for college entrance exams and giving them "useful" English for communication in the larger world. The program asserts that one can do both.

OKINAWA

Topic: Breaking the Soundless Barrier
Speaker   Karen Lupardus
Date: Sunday, May 24th
Time: 224 p.m.
Place: Okinawa Language Center (0988-64-
            0803)
Fee: Members, free; non-members, \500
Info: Okinawa Language Center

OSAKA

1)
Topic: Teaching Composition with the Con-
            ference Method
Speaker: Joe Greenholtz
Date: Sunday, May 10th
Time: 1-4:30 p.m.
Place: Umeda Gakuen
Fee: Members, free; non-members, \1,000
Info: Linda Viswat, 06-543-l164

A practical presentation which will be of particular interest to people teaching composition at the university level. The presenter will discuss the advantages of using the conference method based on his own experience and explain how to set up a conference teaching program, The presentation will address such questions as: 1) How am I supposed to grade all these compositions? 2) My students are all at different levels! 3) What style of composition should I teach? 4) How should I deal with errors? 5) Where can you get a decent pizza around here?

Joe Greenholtz (M.Ed., Temple University Japan). has been teaching university composition classes for the past five years. He is a lecturer at Baika Junior College, Ibaraki.

NO CHAPTER IN YOUR AREA?

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

OSAKA SIG (as above: 11 a.m.-12:30 p.m.)

Children:

Topic: Learning Through the World of Fun
Info: Sr. Regis Wright, 06-699-8433

2)
Special Lecture Co-sponsored by
Temple University Japan and JALT

Topic: Second Language Learning Through
            Immersion
Speaker: Fred Genesee, McGill University
Date: Saturday, May 23rd
Time: 3-6 p.m.
Place: New Temple Osaka site, Kyowa Naka-
            noshima Bldg. 2F., l-7-4 Nishi Tenma,
            Kita-ku; 06-361-6667
Fees/Info: Linda Viswat, 06-543-l164

For this lecture, which will open Dr. Genesee's Temple University seminar, no pre-registration is necessary. To take the full seminar (one credit hour optional), apply in advance to Temple University (see ***Bulletin Board).***

SUWA (Nagano-ken)

Topic: Suggestopedic Teaching Techniques
            for Japan
Speaker: Robert L. Brown III
Date: Sunday, May 24th
Time: 2-4:30 p.m.
Place: Suwa Bunka Center, Kominkan, 2F.
            "Kogishitsu"
Fee: Members, free; non-members, \500
Info: Esther Sunde, 0266-58-3378

Mr. Brown, instructor at Seiko Epson's Language and International Training Program, will outline the "accelerated learning" theories of Suggestopedia that were developed by Bulgarian psychologist Dr. Georgi Lozanov and adapted by Dr.Lynn Dhority of the University of Massachusetts in Boston. He will give an overview of Dhority's book ***Acquisition through Creative Teaching.*** Having taught ESL/EFL in numerous settings in Japan and the U.S. for the past four years, Mr. Brown will emphasize how the theories of Suggestopedia can be adapted to the many different types of classroom situations that exist in Japan.

TAKAMATSU

Topic: The Reform of English Education in
            Public High School
Speakers: Ken Tamai, Shinobu Maeda
Date: Sunday, May 17th
Time: 1:15-4:30 p.m. (note early start)
Place: Takamatsu Shimin Bunka Centre

(cont'd from previous page)

Fee: Members and first-time visitors; free; students, \250; others, \500
Info: Michael Bedlow, 0877-62-2440
          Shizuka Maruura, 0878-34-6801

The speakers are teachers at Fukiai Municipal High School, Kobe. Two years ago the school began a program designed to give students both practical competence in using English and improved scores in examinations. The program has already been judged successful. After a video of the students in action and a description of the program and its results, there will be time for discussion and questions in English or Japanese. This presentation should be of general interest, since teachers at several levels besides high school feel a conflict between "exam" and "useful" English. Also, the ingredients for a successful recipe can be copied or adapted by many cooks!

TOKYO

Topic: Total Physical Response
Speaker: Aleda Krause
Date: Sunday, May 24th
Time: 2-5 p.m.
Place: Sophia University Library Rm. 812
Fee: Members, free; non-members, \500
Info: Michad Sorey, 03-983-4542

SENDAI

TOKYO SIG

Teaching English in Secondary Schools

Topic: How to Incorporate Listening Comprehension into a School Curriculum
Speaker: Munetsugu Uruno
Date: Sunday, May 17th
Time: 2-5 p.m.
Place: Temple University (new campus, three minutes' walk from Shimo-Ochiai Station, Seibu-Shinjuku Line)
Fee: Members, free; non-members, \500
Info: Mayumi Nakamura, 0423-78-2834

Mr. Uruno, Vice-Principal of Ibaraki High School, is co-author of ***Strategies in Listening*** (Lingual House).
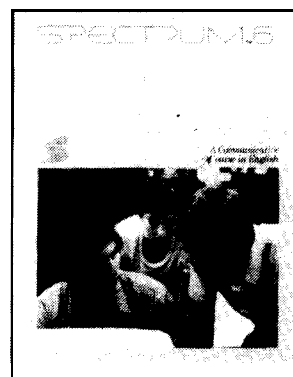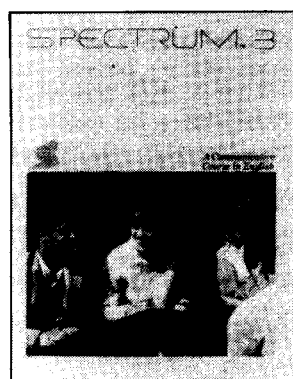
Teaching Japanese

Topic: The Silent Way in the Japanese Language
Speaker: Fusako Allard
Date: Saturday, May 30th
Time: 3-6 p.m.
Place: Temple University, Shimo-Ochiai
Fee: Members, \500; non-members, \1,000 (includes post-meeting refreshments)
Info: Mieko Kitazawa, 03-485-3204 (H) or 03-367-4141 (W)

TOHOKU   MINI-CONFERENCE
Saturday-Sunday, May 16th-17th

Saturday, May 16

11:30- 1:00 Registration
 1:00- 3:00 Ann Chenoweth: Real Rewriting - Not Just Editing
 3:00- 3:30 Break; Publishers' Display
 3:30- 5:30 Hisashi Yamauchi: ***Pinch and Ouch: English through* Drama**
 5:30- 6:00 Break; Publishers' Display
 6:00-   Informal Dinner with speakers. Please sign up at registration desk.

Sunday, May 17

 9:00-l0:00 Registration
10:00-11:30 (concurrent) Steve Wilkinson: Dynamic English: Games for Kids; Izumi Saita: Teaching Japanese to Foreigners *(in Japanese)*
11:30- 1:00 Lunch; Organizational meeting for people interested in starting SIGs in Teaching Japanese as a Second Language and in Teaching English to Children
 1:00- 4:00 Tokuko Yamauchi: Teaching Japanese to Foreigners *(in Japanese)*
 1:00- 2:30 Barbara Hoskins: Getting Students to Talk
 2:30- 3:00 Break; Publishers' Display
 3:00- 4:30 Jane McMurrer: Teaching Children Returning from Abroad

Place: Sensai Fukko Kinen Kaikan, 2-l 2-1 Omachi; 022-263-6931

Fees:	One day	Two days	Two days prepaid
Members	\l,000	\2,500	\1,500
Non-members	\2,000	\3,500	\2,500

Info :   Barbara Hoskins, 022-265-4288 (W); Tomoo Mizuide, 022-246-0859 (H)

New books for teachers from Cambridge ELT

Interactive Language Teaching

### Edited by WILGA M. RIVERS

A collection of essays by a distinguished group of innovative teachers and writers offering suggestions for:

★ imaginative activities for listening, speaking, reading, writing and testing

★ the use of poetry, song and drama

★ how to perform grammar rules rather than recite them

Teachers of any language will find in this volume a wealth of original and practical ideas for the classroom.

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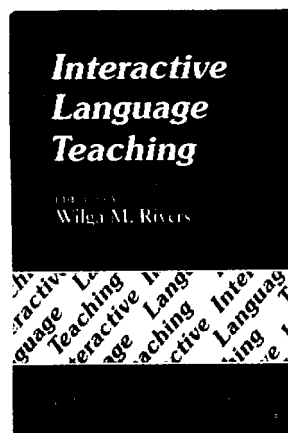
Self-instruction in Language Learning

LESLIE DICKINSON

This book explores the many ways in which teachers can help their students to become more independent in their language learning. A series of case studies is presented, and there is a discussion of practical issues such as:

★ selecting and designing materials for self-instruction

★ preparing learners and teachers for self-instruction

★ helping learners to take part in assessing their own learning

Teachers can use the examples given in the book directly, or adapt them to their own situation.

New Directions in Language Teaching

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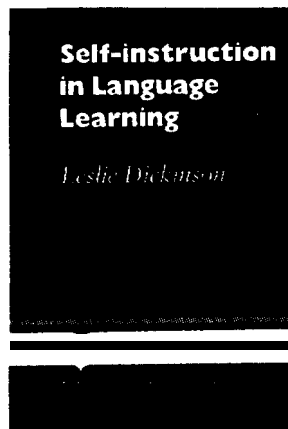
Cambridge University Press

TOKUSHIMA

Topic: "Warm Ups"
Speaker: Gary Wood
Date: Sunday, May 24th
Time: 1:30-4:30 p.m.
Place: Tokushima Bunri Univ., No. 14 Bldg.,
           Rm. 22 (0886-22-9611)
Fee: Members, free; non-members, \1,000
Info: Sachie Nishida, 0886-32-4737
           Noriko Tojo, 0886-53-9459

"Warm Ups" are activities to relax students and get them active before the "meat" of the lesson is addressed. Mr. Wood gives credit to Yoko Nomura for what she has taught him about warming up students and leads the audience through a number of lively activities. He also gives suggestions on how to create new warm ups and practical advice on their implementation. A handout and bibliography will be supplied.

Gary Wood, JALT's National Program Chair and Instructor/Personnel Supervisor for Time T.I. in Nagoya, was Hamamatsu chapter President and Program Chair for several years and was conference chair for JALT '86. After undergraduate work in philosophy at Lewis and Clark College, he did graduate work in education at Portland State University. He has presented on gaming and TPR throughout Japan. Current interests include children's language acquisition, student expectations, and error correction.

YOKOHAMA

Open House at LIOJ

Topic/Speakers: see below
Date: Sunday, May 17th
Time: 1-4 p.m.
Place: Language Institute of Japan (LIOJ),
           Asia Center, Odawara (0465-23-1677)
Travel arrangements: A caravan will meet at
           Yokohama Station, platform 6, Tokai-
           do Line, at 10:50 sharp, the tail end of
           the train, Y800 fare. If going indepen-
           dently, take taxi from Odawara Sta-
           tion to Asia Center.
Fee: Members, free; non-members, \1,000
Info: Bill Patterson, 0463-34-2557

Multiple presentations will be given by teachers and administrators at LIOJ. A definition of language learning probelms in Japan will be formed and possible solutions will be given in the form of the following presentations: Problem-solving in the classroom using a communicative format; Teaching notions using cuisenaire rods; Comparison and passive construction notions; Information gap activities; Story Squares; and the design of the curriculum at LIOJ.

WEST TOKYO (Inaugural Meeting)

Topic: Classroom Activities and Ideas for
           Young Learners to Adults
Speaker: Keiko Abe
Date: Saturday, May 9th
Time: 2:30-5:30 p.m.
Place: Fujimura Girls' JHS/SHS (a five-min-
           ute walk from Kichijoji Station)
Fee: Members, free; non-members, \500
Info: Brenda J. Katagiri, 0422-42-7456
           Larry Knipfing, 0424-64-6919

Keiko Abe is the JALT National Membership Chairperson and the president of the JALT Yokohama chapter. She will give a short report of the TESOL convention in Miami, then speak about activities in the classroom which are applicable for all ages.

This will be the inaugural meeting for the West Tokyo chapter. We urge anyone who has an interest in this western Tokyo group to attend and stay for an informal time afterwards. Details will be announced at the meeting.

GUMMA

Topic: Native Speaker Teachers in Japanese
           Junior High Schools
Speaker: Peter Sternan, The British Council
Date: Saturday, May 9th
Time: 2-5 p.m.
Place: Kvoai Gakuin High School, Maebashi
Info: Morijiro Shibayama. 0272-63-8522
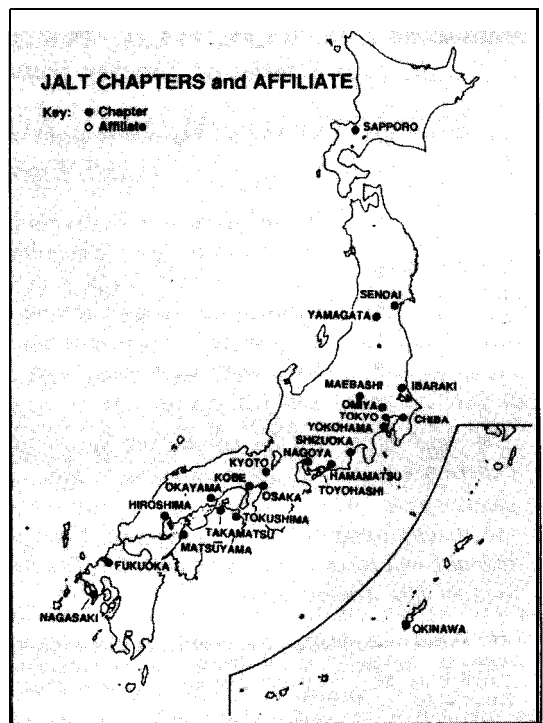
JALT CHAPTERS and AFFILIATE

Positions

(KAGOSHIMA) Full-time native speaker to teach English Conversation starting Oct. 1. Responsibilities: Teach approx. 15 hours/week and develop curriculum. Qualifications: M.A. in TESL/TEFL. Teaching experience. Ability to use LL helpful. Two-year contract. Salary: \310,000/month plus bonus. Housing allowance and round-trip transportation to and from Japan (on completion of contract). Please send C.V. as soon as possible to Sophia Shang, National Institute of Fitness and Sports, 1 Shiromizu, Kanoya, Kagoshima 891-23. Tel. 0994-46-4111 ext. 357.

(KANAZAWA) Manufacturer/exporter of high-tech weaving looms and machine tool accessories is seeking a full-time, native speaker to begin work July 1. Duties include teaching eight classes of various levels per week, proofreading instruction manuals and promo pamphlets, and recording video narrations. Required- at least a B.A. in TEFL with teaching experience. Please send resume and a brief description of your teaching philosophy to: Elizabeth Jerde, Tsudakoma Corp., Nomachi 5-18-18, Kanazawa 921.

(KYOTO) Part-time positions, evenings and Saturdays. Two years' English teaching experience required, TEFL and/or teacher training preferred. Full-time possible for wellqualified applicant. For further information contact: Timothy Kelly, Kyoto YMCA English School, Sanjo Yanagi-no-banba, Nakagyo-ku, Kyoto 604; tel. 075-231-4388.

(MATSUYAMA) English Dept. is looking for a Professor or Associate Professor of American or British literature, preferably with an interest in ESL, for three-year position with possibility of renewal. M.A. required, Ph.D. preferred. Four 100-minute classes a week Salary commensurate with experience according to the salary scale of national universities. Travel expenses, health insurance, other benefits. Mandatory retirement age 65. Send vita, list of publications, references to: Prof. J. Komoda, Faculty of Law & Literature. Ehime University. 3 Bunkyo-cho. Matsuyama, Ehime 790.

(NAGOYA) Flexible hours for part-time native English teachers. Good pay. Send resume with recent photo to: Takeshi Takesawa, ECC Chubu District, 8-3 Tsubaki-cho, Nakamura-ku, Nagoya 453.

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（TOYOHASHI）
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 　　　大呂 　義雄 　宛
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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 atticles 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.

Membership – **Regular Membership** (\6,000) includes membership in the nearest chapter. **Joint Memberships** (\10,000) available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (\3,600/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. **Associate Memberships** (\50,000) are available to organizations which wish to demonstrate their support of JALT's goals, display their materials at JALT meetings, take advantage of the mailing list, or advertise in JALT publications at reduced rates. Application can be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher,* or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) to the Central Office.

Central Office: Kyoto English Center, Sumitomo Seimei Bldg., 8F., Shijo Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600; tel. (075) 221-2376. Furikae Account: Kyoto 5-1.5892. Name: "JALT"

JALT 一全国語学教育学会について

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

出版物：上記の英文記事を参照。JALT 会員、或は IATEFL 会員には、割引きの特典がある出版物もあります。
**大会及び例会**：年次国際大会、夏期セミナー、企業内語学セミナー、各支部の例会等があります。
支　部：現在、全国に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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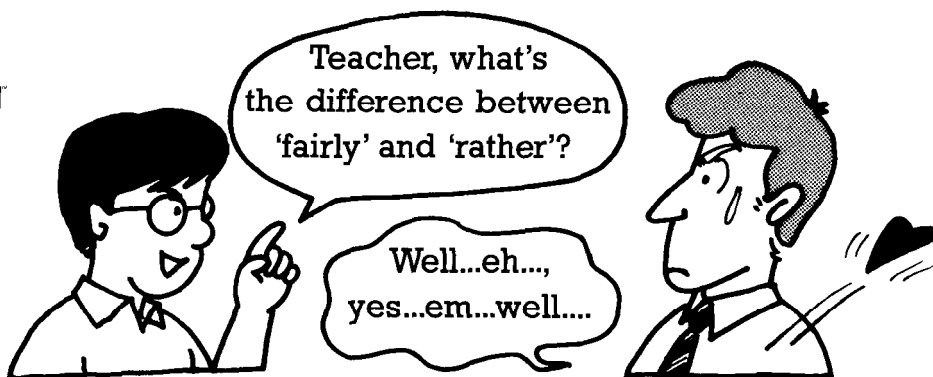
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