

# THE Language Teacher

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LANGUAGE TEACHERS ¥350

JALT

ROGER: Isn't the New Pike depressing?

KEN: Hh. The Pike?

ROGER: Yeah! Oh the place is disgusting [ Any day of the week

JIM: I think that

P.O.P. is [ depressing its just -

[ But you go - you go - take -

JIM: Those guys are losing money.

ROGER: But you go down - down . down to the New Pike there's a buncha people oh :: and they're old and they're pretending they're having fun . but they're really not.

KEN: How c'n you tell? Mm?

ROGER: They're - they're trying make a living, but the place is on the decline, 's like a de [ generate place

JIM: [ so's P.O.P.

ROGER: Y'know?

JIM: P.O.P. is just -

ROGER: Yeah its one of those pier joints y'know?

JIM: Its a flop! hehh.

## DISCOURSE ANALYSIS

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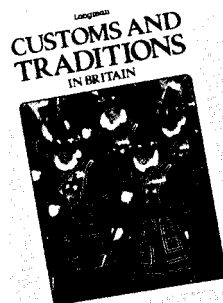
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*The Language Teacher* is the monthly publication of The Japan Association of Language Teachers (*Zenkoku Gogaku Kyokai Gakkai*), a non-profit organization of concerned language teachers interested in promoting more effective language learning and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

*The Language Teacher* editors are interested in articles of not more than 3,000 words in English (24 sheets of *400-ji genko yoshi* in Japanese) concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. They also welcome book reviews. Please contact the appropriate editor for guidelines, or refer to the January issue of this volume. Employee-~~vacat~~ position announcements are published free of charge; position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed.

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## Special Issue on DISCOURSE ANALYSIS

*Discourse Analysis (DA): another one of those buzz words from linguistics that gets into language teaching, drawing more and more attention, without being clearly defined or explained for the ELT practitioner. JALT has sponsored two mini-conferences on the subject, in 1984 and in 1986 in Kyoto, and it is now one of the subject headings used to group presentations at the annual conference. Moreover, a trip to a bookstore of any standing gives one the impression that it is a major concern of more and more people in a variety of fields.*

*This special issue of The Language Teacher has been developed to introduce the field of DA to the uninitiated, though it is hoped there will be some items of interest to readers already knowledgeable about the subject.*

*There is an interview to start off with Gillian Brown of the University of Essex, a frequently cited author of texts in the field, followed by an overview by Lawrence Schourup, Kobe University. Schourup attempts to sort out some of the essential definitions and issues that have come to distinguish DA from other branches of linguistics. A review of the Second Kyoto Conference on DA follows, with short summaries of the presentations and panel discussion.*

*Even a cursory glance at some of the literature in the field of DA will make one aware of the fact that there are many, many researchers working on their hunches and guesses about how language works for communication, developing projects to try to check out their hypotheses with naturally-occurring conversational data. Others, rather than do hypothesis-led research, are doing more inductive research, allowing the data they collect to inform their analysis.*

*Of the first type, the Shibayama and Pennington article in this issue shows an attempt to look at one area of DA, that of cohesion, and its relationship with reading comprehension skills of second language learners, as measured on cloze and comprehension tests. Then Aoki, though not reporting on a particular research project, takes the data-driven approach to examine problems learners of Japanese have related to turn-taking mechanisms in Japanese spoken discourse. As the conclusions of both articles indicate, more empirical research studies of what might be considered "hair-splitting" points are needed in order to establish a more solid base for theory building.*

*An introduction to a subject can not be without a suggested reading list, and the annotated bibliography includes some of the standards as well as some recently published books. The Book Reviews section, Undercover, has contributions featuring some others.*

*Finally, the My Share column this month has an article with practical suggestions for the classroom teacher, to get students to go beyond monosyllabic or one-sentence answers to produce "A+1," that is, actual discourse.*

*Discourse analysis is undoubtedly the most exciting and promising development in the field of linguistics since the Chomskyan contribution. It is interdisciplinary, involving such areas of study as psychology, sociology, anthropology, philosophy, and artificial intelligence, to name just a few. Moreover, the applications to the classroom, both actual and potential, are wide-ranging. Certainly, scholars in second language acquisition and classroom-centered research are increasingly aware of the need to look at the discourse level of interactions in order to gain further insights into language learning.*

*To bring all this down to the everyday classroom situation, to make the buzz words more real, let me end with an example. In teaching some notions/functions, such as "making excuses," students may be able to mouth correct responses, such as "I'm sorry I can't help you. I have a previous engagement." Yet sometimes the content of the excuses seems off or awkward. So a short study and analysis of actual discourse can turn up one reason for the discomfort. A Japanese, particularly a young woman, may say "I'm sorry, but I must help my mother," whereas an American would never talk about her mother; she'd say something like "I'm sorry, but I'm going jogging." This simple example of discourse analysis tells us about one cultural difference between Japanese and Americans that becomes apparent in the spoken discourse, influencing the content of the excuses we make. Just consider what other, more subtle differences arise in conversational interactions!*

*Virginia LoCastro, The University of Tsukuba  
Guest Editor*

# Interview - GILL/AN BROWN

*Gillian Brown was in Japan in September, 1986, for the "Three Universities' International Symposium," held at Dokkyo University and sponsored by Dokkyo University, the University of Essex in the U.K., and the University of Duisburg in West Germany. During that visit, Virginia LoCastro spoke with Prof. Brown about her continuing involvement in discourse analysis.*

*Prof. Brown is professor of Applied Linguistics, Department of Language and Linguistics, University of Essex. She has an M.A. from Cambridge University and a Ph.D. from the University of Edinburgh in linguistics. Her early publications include work on intonation and other aspects of prosody; discourse analysis has dominated her research more recently, as one can see in the annotated bibliography in this issue. Currently she is examining peer interactions and the verbal learning that can take place during dyad and group interactions in schools.*

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**VL:** *Could you tell us briefly how and why discourse analysis developed as it did? Anyone studying linguistics, at least in North America, heard little about the field until after 1975, if then. Where did it come from?*

**GB:** Discourse analysis came from a number of different sources, which is why different people use the term in rather different ways - and it's very rare to find any one person really covering the field. It developed for instance, from work in ethnomethodology - so-called "West-Coast Sociology" where "West-Coast" refers to that of the U.S.A. This work was primarily on conversational interaction. A quite different stream came in from work on Artificial Intelligence - where the aim was to make it possible for man to communicate with computers, and vice-versa, using plausible natural texts. Another input was from so-called "ordinary language philosophy," which started being very interested in issues of pragmatics in the late 1950s; another input was from the way stylistics, particularly in Europe, was moving in the late '50s and '60s. And of course there was an important input from linguistics, where for the first time, in the late '60s, a serious interest in semantics was developing. It so happened that all of this came together in the early 1970s, and suddenly we had a new field called "discourse analysis."

*What, essentially, are discourse analysts attempting to do?*

That's not an easy question to answer since, depending on which area you are working in, you're actually paying attention to very different features of language use. People working at the sociological end of the spectrum may be primarily concerned with, let's say, how turn-taking is organised in conversations; they will pay attention to extralinguistic details like eye gaze and posture, and to the linguistic forms which are typical of the beginnings and ends of turns, but will pay really no attention at all to the *content* of the conversation. And then you find people in Artificial Intelligence (AI), for example, who are concerned only with modelling how we pass information on to each other; and they pay attention just to the content, and absolutely ignore the delicate timing relations and conventions of turn-taking.

*Are there any 'schools' inside the field? What are they? What are the main currents or trends?*

There are many schools, and it often seems that they have very little to do with each other, as I suggested before with the conversation analysts and the AI workers. It's interesting that a very large work was published last year edited by Van Dijk - a *four volume* work called *A Handbook of Discourse Analysis* which is supposed to give an over-arching view of what's going on in discourse analysis. But it ignores huge current areas - serious work in pragmatics, for instance, questions of how humans use language to refer to things in the world, or how we use anaphoric expressions, particularly pronouns, to refer to things we think the hearer already knows about. It ignores work done in the Chomskyan school of transformational grammars, and work done in relevance theory, and most of the contributions of cognitive psychology, which is another discipline that has blossomed in the last ten years, particularly providing input on text-understanding to AI and linguistics. The *Handbook* does have a very good volume on conversational interaction and some good material on AI; but there is almost nothing on philosophy, and nothing at all on the input from stylistics. It really is such an enormous field that it's hard to imagine doing justice to it - even in four large volumes.

*What have been the main contributions of the field to general linguistics, in your opinion?*

I think the most important boost in linguistics has been the big swing of attention to serious

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semantics - to paying attention not just to the phonology, morphology and syntax of a language - to the *forms* of the language - but to paying attention also to *how* language is used to communicate meanings. This seems to me to be a really important development, and a very exciting one.

***Do you think DA should be an interdisciplinary endeavor? It seems psychology, sociology, and anthropology, to name only a few related fields, are also interested in the same area of human behavior. What unique dimension could linguists contribute?***

You're right, of course - all the social sciences really have a contribution to make in this area, and I think linguistics has something to offer all of them. For instance, if you are interested in conversational interaction - turn-taking of the sort we were talking about just now - one of the features of turn-taking episodes is the characteristic use of intonation to signal "termination" and to signal "taking up a turn" - linguistics can offer a descriptive system which gives an account of these patterns. Similarly, if you're interested in looking at the way second language acquisition occurs in conversational interaction, and you want to give some account of the interlanguage data produced by the learner, you need to be able to talk about this data in terms of linguistic categories - so that you're sure that you're generalising about true categories and not some "mixed bag" of assorted forms. Once we turn to the more formal end, we're concerned with underlying theories of text construction. Once again, the basic research here has been done by linguists, and we can only talk about this in terms of linguistic categories. Linguistics has a great deal to offer in this field.

***What do you think about the universality and the particularity of, say, politeness in conversational interactions in different cultures?***

This is not an area which I have studied, and it does seem to be a very interesting area of research. For example, a study in Hawaii suggests that there is often a problem between American businessmen and their Japanese colleagues which arises from different patterns of politeness. The Americans make their sales pitch and while they do this the Japanese colleague nods, meaning something like "I hear you," whereas the American assumes it means "I agree with you." If then the Japanese colleague turns out not to agree with what the American has said the American feels mystified and resentful. It seems likely that a good deal of

misunderstanding may be generated by quite basic expressions of this sort which are interpreted differently in different cultures.

***How does classroom-centered research fit into DA?***

Well, you can use DA in classroom research for a host of different reasons, leaning on different bits of DA methodology. For instance, I've been looking at the ways discourse structures can be made easier and more accessible in the classroom, and the effect that this has on the pupil's ability either to talk about what he or she has just heard or to understand what they hear. Let me give an example: it's easier to understand a short story if it's about one or two, rather than many, characters, and also if it's told in the order in which events happen rather than, say, in flashbacks. You can demonstrate properties of discourse of this sort quite easily in classroom research. A more common approach is to look at the strategies of conducting conversation and the ways in which learners can manipulate what little language they have in order to "keep their end up," avoiding what they can't cope with and using a good deal of the structure and vocabulary provided by the other speaker in making their own responses. There's a very wide field of very interesting research here.

***How can DA be of use to the practicing classroom teacher?***

DA can help the teacher in lots of ways - for instance in diagnosing what's going to be a difficult text in the way I was just describing, so she can help the students manage it. She can also make tapes of interactions, and diagnose problems that a particular student has in interaction. Perhaps even more obviously, DA offers a tool for teachers to help them improve their pupils' writing - rather than comments like "this doesn't seem to hang together," which don't help the students much. Teachers can actually analyse what is the matter with the discourse the pupil is producing, and devise exercises to help them over that difficulty. It does mean, of course, that teachers have to have a fair amount of confidence in their own ability to make the analysis and diagnose the problem - but then, I think that's what a professional teacher should be able to do.

***Can you give some examples of the application of DA to ELT?***

I suppose that the most obvious effect of DA on ELT was the development of communicative syllabuses, where spoken interaction was given

priority. I don't think that would have come about without the input of discourse analysis. I think it's a shame that the communicative syllabus has been so narrowly interpreted, however. I think discourse analysis has a lot more to offer, as I was pointing out just now.

*Could you suggest what someone outside a university setting could do to learn about DA? What books could one begin to read?*

There's a daunting literature out there, and one of the problems is that much of it is not directly related to classroom teachers. You may feel that you need someone to guide you through the theoretical structure and to point out to you the relevance it has to teaching. One book you might find useful is Michael Stubbs' *Discourse Analysis*, published

by Routledge and Kegan Paul, which is written at a fairly simple level. Another book that I have a very high regard for, but which is certainly harder, is Stephen Levinson's *Pragmatics*, published by Cambridge University Press. These both take primarily sociolinguistic and linguistic approaches. An excellent textbook which adopts a psychological view is Clark (H) and Clarke (E) *Psychology and Language* (Harcourt Brace Jovanovich) which has a great deal on different aspects of discourse analysis very nicely and accessibly presented. Naturally, I agree with my own thoughts on these matters, so perhaps I could recommend two books I wrote with George Yule: first, *Discourse Analysis*, and secondly (and specifically addressed to teachers), *Teaching the Spoken Language*, both published by the Cambridge University Press.

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## DISCOURSE ANALYSIS: AN OVERVIEW

By Lawrence Schourup, Kobe University

The term "discourse analysis" refers to studies of so many different kinds that it is at times hard to see what they have in common. A very general reference point can be found, however, in the word "discourse" itself, which denotes verbal communication of some length. Discourse analytic studies, irrespective of framework and parent discipline, deal with sequences of written or spoken language, and with the principles by which such sequences are constructed and interpreted. This presupposes that discourse analysts have at least a collateral interest in the principles by which the sentences, clauses, and other basic units of language that enter into such sequences are themselves constructed and understood – and that discourse analysis is therefore never very far removed from the traditional concerns of linguistics.

On the other hand, discourse analysis has risen to prominence partly in reaction *against* several constraining precepts of the most conspicuous linguistic theory of our day, the program of Chomskyan generative grammar. Viewed as most confining of all have been the insistence by many generativists that abstract principles of sentence construction form the centerpiece of language science, and the accompanying watch cry that considerations of language use and function are secondary matters, in principle irrelevant to theories of language.

By contrast, most discourse studies have shown at least equal concern for what languages

are used for. 'This functional perspective arises naturally in consideration of stretches of language more than one sentence in length, since in examining extended sequences it is impossible to ignore the question of how discourse hangs together – its *coherence*. To account for the coherence – or incoherence – of stretches of language (for example this one) it proves necessary to refer to such "practical" matters as what particular types of acts are being performed via language, by whom, addressed to whom, and in what relative order, and the relation of particular functional and structural elements of language use to their context of occurrence, including their immediate verbal context (their *co-text*). If we exclude these and related considerations, we are left with a view of language that is unlikely to be of any practical value in explaining how people actually communicate with each other.

This difference in orientation is reflected in the types of data that tend to be used in these two lines of research. Where generative analyses are typically based on stranded "blackboard sentences" constructed by the linguist to illustrate a particular theoretical point, the preference in most areas of discourse analysis is for naturally-occurring context-embedded (and context-creating) instances of language use. Moreover, while the sentences of the generative grammarian are seen as idealized, standardized products of the linguistic system, and so are more closely associated with written than with spoken language, discourse studies deal with both written and spoken language in relatively "raw" form, in all its stylistic, registeral, and dialectal varieties -- and with the role of language in communicative events of every conceivable kind, from the leaving of household notes to the uttering of trench – or presidential – confessions.

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Within the wide limits of its subject matter, discourse analysis takes very different forms, depending on the specific goals and assumptions that are brought to it. It is in fact more accurately regarded not as a separate discipline, but as a broad area of converging or overlapping concern among **several** neighboring disciplines in the social sciences and humanities -- but especially in linguistics and sociology - that share an interest in the situated use of language.

In linguistics the rise of discourse analysis has gone hand-in-hand with an efflorescence of studies in **pragmatics**, the linguistic subfield concerned with the relations between verbal meaning and context. In pragmatics, emphasis on the sentence is counterweighted by emphasis on the **utterance** - the actual use of a unit of language - often, not always, a sentence - in a particular context of occurrence. A major emphasis in pragmatics is on distinctions between linguistic form and utterance meaning - how, for example, a grammatical question like "What are you waiting for?" can come to have the force of a command. Because this and related matters are also of great importance to theories of discourse coherence, discourse analysts and students of pragmatics are continually looking over each other's shoulders.

The study of grammar is itself undergoing changes under the demands of text analysis (where text commonly refers in discourse studies to examples both of written language and of speech). There have been numerous attempts to reexamine specific formal linguistic regularities in functional terms, or at least as they relate to stretches longer than a sentence, and much broader attempts, such as that by Halliday and his associates, to conceive the entire program of linguistic analysis as functionally based.

A number of research frameworks directly concerned with the structure of discourse have arisen in linguistics and sociology. The more specifically linguistic approaches tend to be grouped together as "discourse analysis" (a term which thus has both a generic and a more specialized sense). These include, most prominently, the functional framework developed by Sinclair, Coulthard and others, originally based on studies of classroom interaction; similar studies, based on different types of data but also adopting an essentially linguistic viewpoint and methodology, by American linguists (Labov, Longacre, and others); and a large body of work (by, for example, Beaugrande, Dressler, and Petofi), much of it in Europe, in **text linguistics**, a theory of discourse structure particularly suited at this point to analyses of written - or at least non-dialogic - language use.

A sociological framework that has attracted great attention is **conversational analysis** (another generic term which has acquired a special sense). This approach, developed principally by the ethnomethodologists Sacks, Schegloff, and Jefferson, is notable for its fastidiously inductive methodology. Practitioners work closely with conversation transcripts that exhibit particular structural similarities, attempting to illuminate principles that govern the socio-sequential organization of talk.

Studies of discourse in these and many other areas (see the readings below for a more thorough introduction) are providing a much needed pragmatic orientation in the study of language. Purely formal analyses of language, important in their own right, have so far resulted in findings of little immediate practical value. Its predominant association with such abstract analyses has robbed linguistics of much of its luster for many of those, including language teachers, who once looked to reap direct benefit from advances in linguistic theory.

The concepts of discourse analysis cannot be regarded as similarly unserviceable. Precisely because discourse studies deal with the coherence of natural texts, they deal in principles and distinctions of direct relevance to such diverse fields as language teaching, literary stylistics, and speech pathology. These and related fields stand greatly to benefit from and contribute to the study of discourse.

- Brown, Gillian and George Yule. 1983. **Discourse Analysis**. Cambridge University Press.  
 Coulthard, Malcolm. 1977. **An Introduction to Discourse Analysis**. Longman. (Recently revised)  
 Hatch, Evelyn and Michael H. Long. 1980. "Discourse Analysis, What's that?" in **Discourse Analysis in Second Language Research**, ed. by Diane Larsen-Freeman. Newbury House.  
 Levinson, Stephen C. 1983. **Pragmatics**. Cambridge University Press. (Esp. Ch. 6)  
 Stubbs, Michael. 1986. **Educational Linguistics**. Basil Blackwell. (Esp. Ch. 1-3)

### **SPECIAL ISSUE ARTICLES SOLICITED**

The December 1987 issue of **The Language Teacher** will be a special issue on False Beginners. The guest editor is soliciting articles in English or Japanese, especially about the causes for the appearance of such learners and what it means to be a false beginner. Contributions that deal with other aspects of the phenomenon are also welcome.

Manuscripts should be received by Sept. 15. For further details contact the guest editor: Torkil Christensen, Hokuen Mansion 403, Kita 7, Nishi 6, Sapporo 060.



## CONVERSATIONAL INTERACTION - DISCOURSE INSIDE AND OUTSIDE THE CLASSROOM

By Virginia LoCastro with Jack Yohay

*Last September's two-day conference on discourse analysis at Doshisha Women's University, co-sponsored by JACET and JALT, was the second such event in this field. This mini-conference featured David Brazil of the University of Birmingham and Richard Schmidt of the University of Hawaii at Manoa. It was well attended, with just over 100 participants, and there were 15 presentations as well as a panel discussion. The range of presentations can be seen in the following short summaries.*

Madeleine Atkins talked about "the effect of Japanese on the discourse patterns of native English speakers in Japan." Atkins had become interested in the use of Japanese words and phrases by English speakers who know some Japanese and she set about collecting data by taping conversations, making personal observations, and interviewing five people. There seemed to be four categories of Japanese words and phrases used in English discourse: "untranslatables (e.g. *futon, tatami*), "convenience nouns" (e.g. *ofuro, teiki, shoyu*), "useful expressions" (e.g. *dozo, chotto matte, gambatte*), and "common terms" (e.g. *domo, kakui, ikimashoka*). The reasons for the use of such terms by native English speakers were: 1) to show irony or sarcasm, 2) to make interactions smoother ("for convenience"), and 3) to accommodate to the situation by showing off with friends and expressing camaraderie. The use of Japanese seemed almost to be a replacement for slang in one's native language.

David Hough was the next presenter, with "Metalanguage in the EFL college syllabus in Japan." Hough tape-recorded and transcribed classroom interactions in two different, yet typical university settings in Japan: (1) classes taught by Japanese instructors using the grammar-translation method and (2) classes taught by native English-speaking instructors. Utilizing the University of Birmingham's, particularly Sinclair's, coding system, Hough looked at transactions, exchanges, and moves, as well as the discourse functions of the moves. The results indicate great similarity between the two teaching approaches, thus leading one to postulate the existence of some universals of classroom metalanguage. A possible application of these research findings, according to Hough, is the development of instructional/learning materials that will have a syllabus based on the language and functions that are used in the classroom. The learners then would at least acquire competence in classroom discourse.

The third speaker, Peter McCragg, presented a paper on the "Features of oral discourse in novice Japanese EFL writers' essays." As Japanese college students have no formal training in writing, either in English or in Japanese, McCragg asked some of his students to write essays in order to study their acquisition of written discourse patterns. In their essays on rock music, he found (1) personal reactions and preferences, (2) evidence of lack of premeditation or pre-thought, and (3) direct questions and answers, or internal dialogues. These are all features of oral, informal discourse. McCragg then used contrastive analysis to try to establish whether such features are cultural, i.e. specific to Japanese discourse, or just typical of novice writers. His conclusion is that there is more than L1 transfer at work here. Both novice Japanese writers and inexperienced English writers show the same characteristics, among others, of Jack of concern for the audience, lack of explicitness, and reliance on the reader, as if the reader were a listener in a dialogic setting.

Joseph Koltisko was the last morning speaker, with a talk on "What makes Qiang Kun so funny? - Discourse strategies in Chinese comic dramas." The Chinese comic dialogue form "xiang sheng" simulates natural conversation, and so analysis of this form allows one to learn about the norms and expectations of real-life interactions in China. These comic dialogues are structured, yet open-ended, with overlapping, back channel cues, and a high degree of contextualization so that the listener must supply some of the context from his/her knowledge of Chinese culture.

Richard Schmidt started off the afternoon session on Saturday with the first part of his two-part talk, "Formulaic speech and language learning," based on his research on adult, naturalistic, second language acquisition (SLA). He has been interested in the acquisition by adults of formulaic speech, those conversational routines that are unanalyzable, unchangeable, and contextualized. Language learners appear to memorize these as chunks; they imitate the expressions of native speakers. Researchers in SLA have various positions concerning the importance of formulaic language in acquisition; the positions range from considering formulaic speech to be without interest by viewing it as evidence of particular learning styles, perhaps typical of *gestalt* learners. Schmidt himself feels that the first position is rather questionable, as he suggests that the use of formulaic speech may be one way "out of the system," a way of cutting around the system, aiding the development of creative rules, to greater proficiency.

The next speaker was David Brazil, talking  
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on "Intonation and discourse." Brazil stated at the beginning that, though intonation is important in ELT, it often gets lost; so, during the past 12 years Brazil, along with such colleagues as John Sinclair at the University of Birmingham, has been working to redress that lacuna. His assumption is that language is an ongoing, interactive process, and it is from that point of view that he has made sense of the role of intonation as being both grammatical and attitudinal in conveying meaning. Though there is evidence to support his point of view, it is difficult to form definite conclusions.

Brazil explained the concept of prominent vs. nonprominent syllables as a way of analyzing how people use language purposefully, chunking information and thereby signalling to the listener(s) what is significant, new, important. "Speakers use prominence to create a world they want the listener to go along with," explained Brazil. Thus, it is a myth that English is a stress-timed language; nor can one predict stress patterns from a dictionary. Stress is assigned to syllables that the speaker wants to give prominence to in the context of dynamic, naturally-occurring discourse.

Makoto Oshima and Tom Dow jointly gave a talk on "A contrastive discourse analysis of native and non-native (Japanese) speaker use of oral discourse operators." They are interested in identifying and enumerating the difference between the number and variety of operators (DOs) used by Japanese students of English (L2) and by native speakers of English (L1). An experiment was carried out. A group of 15 L2 students of English were asked to retell a story they had just read. The responses were tape-recorded and transcribed. Four L1 adults were asked to do the same task. The transcriptions were compared and analyzed for use of DOs. The L1 data showed greater use of DOs in all categories. It is hoped that the findings may be of some use in developing materials so as to help L2 students master the use of DOs in English.

The next speaker, Virginia LoCastro, gave a paper on part of the research she is doing on pauses in conversational interactions. Using video tapes of TV interview programs, she attempted to measure the average pause length at speaker exchange points for Japanese, American English, and then Japanese-American English interviews. Not enough data had been processed to form any conclusions. The hypothesis that cultures differ in their tolerance of pauses at speaker exchange points could not be proved or disproved. Research done by some other conversational analysts seems to indicate some support for the hypothesis: cross-cultural misunderstandings can occur, and stereotypes develop, as the members

of one culture where longer pauses are acceptable may view the members of another culture as being aggressive and too talkative if that culture tolerates shorter pauses.

The first day's session ended with Lawrence Schourup's talk on "Recent treatments of discourse well." Schourup explained three different approaches to analyzing well, an example of the category of discourse particles: the "evincive" hypothesis, the "games" hypothesis, and the "coherence" hypothesis. He compared and contrasted the three, testing their ability to predict the functions of well in discourse. This particle can be evidence that the speaker is engaged in thinking of consideration; that the speaker accepts a situation; and that the speaker wishes to "accomplish coherence" in the conversational interaction.

The session on Sunday started off with a talk by Leo Perkins on "Communicating and ego-state transactions and the importance of 'If-then' rules in personal and business relationships." Perkins assumes an interactive model of conversation, where participants "act within a broad system of events," following culturally and socially prescribed rules. However, in addition to the actual language used, the human aspects of communication, in particular the ego-states of the participants, can be of equal importance. When participants are in an adult ego-state, with complete trust and no "put-downs" of each other, then successful interactions occur and personal and business relationships remain healthy.

The second speaker of the day was Bruce Wilkerson, who spoke "On nucleus pitch assignment in Japanese and American English informal discourse and its relation to information." Using a modified case-grammar model, Wilkerson attempted to show how, both in Japanese and in English, intonation is assigned within an information framework of given vs. new information. The semantic component of his model assigns a new and given information structure to an utterance, and then pitch assignment follows on that basis. As such, Wilkerson advocates that intonation not be taught as part of grammar, but as a way of conveying meaning.

John Hinds was the next speaker; his talk was entitled "Strategies for determining discourse reference in Japanese." In all languages, we must do more cognitive work when we come across "pronouns" in order to assign referents. The first occurrence of a "pronoun" is a trigger, and then the search begins. However, in a language like Japanese, the functional equivalent of a "pronoun" is ellipsis. So ellipsis will be the trigger for a memory search for a referent. It seems that frequently the referent of an ellipted subject is

the present topic or subtopic of a conversation in Japanese. In English, however, there is more of an emphasis on individual speakers; Japanese conversations place more attention on the situation. An example of this tendency is the greater use of intransitive constructions, such that there is no way to put a person into a conversation. It appears to be a systematic way to eliminate people-referents.

After lunch, Richard Schmidt gave the second part of his talk, this time on "Formulaic speech and language teaching." As the title indicates, he switched his focus to a discussion of the necessity of formulaic speech in conversation and of the possibilities of teaching it. Schmidt pointed out that formulaic speech is an essential part of language use, and it is in fact the mark of one's professional involvement in a particular field to be able to use the formulaic expressions characteristic of that profession. As far as the "teachability issue" is concerned, Schmidt feels that teaching formulaic speech may at least cut down on the amount of time it would take to acquire it through observation of native speakers of the target language. Throughout his talks, Schmidt brought in examples of his own experience learning Brazilian Portuguese recently.

The final talk before the panel discussion was given by Steven Ross on "Accommodation phenomena in interlanguage discourse." Ross is interested in how learners in an EFL setting negotiate meaning, in particular when misunderstanding occurs. The interlanguage talk of learners working on group tasks show they got more help from fellow non-native speakers, and there are more chances for taking turns and for longer turns than with native speakers. A pilot study was done with Japanese college students doing picture description tasks. Ross looked at (1) communication strategies, (2) lateral and vertical discourse, (3) volume of speech, and (4) code switching. The results show higher-proficiency speakers accommodate downward to lower level partners, that they used standard word order with little syntactic marking, and that they relinquished more turns to lower level partners. Ross's study was carried out to examine the contention that "the optimal context for the negotiation of meaning exists in dyads comprised of mixed proficiency levels."

In the panel discussion, "Discourse analysis: where do we go from here?" the guest speakers, Brazil, Schourup, Hinds, and Schmidt, were all invited to express their personal points of view. Brazil started off by stating clearly his own goal, that of developing a workable description of English intonation that will relate it to communication. He would like to pursue further the differences and similarities in the intonation systems of different languages. Yet he does feel

the meaning distinctions encoded in intonation are largely universal, and that once a non-native speaker is focusing on meaning and not the target language itself, then there is no L1 interference.

Schourup expects language study to become more based on naturally occurring discourse. Discourse analysis has forced us to look at what people actually do and has thus provided a counterbalance to "abstract linguistics." He is interested in what happens in the minds of speakers as they interact with others using language.

Hinds agreed with Schourup, emphasizing that we must describe what occurs, not what we hypothesize people do in speaking. Conversational interaction includes non-verbal elements and intentions, and cultural differences can not be ignored, even in the syntax of different languages.

Schmidt commented first of all on the proliferation of frameworks or models for the analysis of discourse. He feels many could be reconcilable so that "presentation of self, sentence grammar, and utterances-into-coherent text" could be united. Secondly, Schmidt called for language acquisition studies of adults, i.e. longitudinal studies using longer texts (discourse) and natural language situations for data. Most SLA research tells us very little about how people acquire the ability to participate in conversation.

The Question-and-Answer Session that followed revolved around discussion of (1) intonation of non-Indo-European languages, (2) child acquisition of L2 discourse, (3) contrastive analysis, and (4) conversational topics as being culturally-determined.

All in all, this was another successful conference that gave the participants more awareness of the great complexity of the field of discourse analysis. The mixture of overseas speakers and Japan-based speakers was fruitful and enlightening. Everyone was left with more unanswered questions than they came with, but, one would hope, enough ideas for research projects to last into the next century, if not beyond!

**Special Issues of  
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## PERFORMANCE ON COHESIVE CHAIN GAPS AND READING COMPREHENSION

By Morijiro Shibayama, Gumma University  
and Wayne Pennington, Maebashi Ikuei  
Junior College

‘Reading,’ Goodman (1976) said, “is a psycholinguistic guessing game.” While reading, readers constantly make predictions, based on what they have read and their background knowledge. The present study is concerned with readers’ interactions with textual clues, described as “cohesion” by Halliday and Hasan (1976), which facilitate guessing. Chihara et al. (1985) showed that cloze items sensitive to constraints across sentences can distinguish advanced from less advanced EFL learners, as well as native from non-native speakers. Bachman (1985) has observed that ESL students’ performance on cloze tests with rational deletions across clauses or sentences correlates with their proficiency measured by a placement test or by the TOEFL.

However, language proficiency includes various skills, and it is still not clear what skill a cloze with textual deletions measures. The fact that a test correlates with the TOEFL means that it measures at least part of the language skills which are essential to proficiency, but that does not tell us what skill it is that is measured.

### *Purpose*

The purpose of this study was to examine if performance on cohesive chain gaps measures reading comprehension as assessed by a multiple-choice topic selection test. Reading comprehension has both process and product dimensions. Interaction with the text measured by a cloze is part of the process dimension. Comprehension assessed by topic selection is a type of product. The assumption behind this study was that if the reader is good at the process of reading, the product may also be good.

### *Procedure*

Two tests, a cloze with rational deletions in cohesive chains and a reading comprehension with topic selection, were administered concurrently to 67 seniors from local senior high schools in Japan. The cloze test was composed of five different passages of about 70 to 140 words, taken from *A First Book in Comprehension Precise and Composition* (O.U.P., 1965). The first three shorter passages had two deletions in each, the last two longer ones had three deletions each, and the total number of deletions was 12. All the deletions were made in such a way that their closure required reference across

sentences. The following is one of the five passages:

#### Example 1

#### Cloze Test

##### *Fill in the blanks.*

The children next door often play football in the garden and sometimes break my windows. Last Saturday afternoon I stayed at home and read a book. After a while, I closed my eyes and went to sleep. A sound at the door made me get up quickly. Soon a little boy appeared.

“Not one of my windows again?” I asked.

“Oh, no!” answered the boy. “Your ( 5 ) was open this time and our ( 6 ) is in your bedroom. May we get it please?”

The comprehension test was composed of five passages borrowed from *The Cross Road for College Reading Skills* (Prentice-Hall, 1969), their average length being about 100 words. The selection of a proper title was required for each passage, as in the following:

#### Example 2

#### Comprehension Test

##### *Choose a proper title.*

The surf life-savers of Australia are excellent patrolmen. The waters off the east coast of the continent are often dangerous with sharks. Yet here on a summer day are thousands of care-free swimmers. Whenever a shark appears, immediate warning is given by the guards and the swimmers have plenty of time to reach the beaches in safety.

- a. Life Saving
- b. Summertime “Down-Under”
- c. The “Sharkie” Waters off Australia
- d. The Service of Australian Surf Life-Savers

All the subjects wrote the two tests in a large classroom within an allotted time period of 50 minutes. The cloze test was scored by the exact-word scoring procedure, the full score being 12. The comprehension test was also scored by the exact-choice scoring procedure, the full score being 5.

### *Results*

When both tests were scored, the split-half reliability for each of them was examined comparing the mean scores of the even-numbered and odd-numbered subjects by the two-tailed *t* test. The *t* test for the cloze test was -0.582. The *t* for the comprehension test was 0.771. The critical value of *t* with the degree of freedom of 65 is +/-1.294 even at the significance level of 0.20. The results indicated that in both cases there was no significant difference between the mean scores, that is, the two tests were both reliable, at least with these subjects.

Now, to check the correlation of the two

tests, the Pearson Product Moment correlation coefficient was calculated. The *r* was 0.189. The critical value of *r* with the degree of freedom of 65 at the significance level of 0.05 is +/-0.241. The result indicated that there was no significant correlation between the two tests.

Then, to examine the data more closely, the internal validities of the constituent items of each of the two tests were obtained by calculating their point biserial correlations and the nine most valid items of the cloze test were compared with the three most valid items of the comprehension test. The validities of the nine cloze items ranged from 0.61 to 0.35, and those of the three comprehension items from 0.69 to 0.54. Their Pearson Product-Moment correlation coefficient *r* was 0.36, exceeding the critical value of +/-0.241 at 0.05 level of significance. The result indicated that there was a slight correlation between the two groups of items, but the degree was extremely low.

Furthermore, the nine most valid cloze items were rescored according to acceptable alternative criteria, to see if the restoring would make any difference in the correlation with the three most valid comprehension items. However, the *r* was 0.38. The correlation was still extremely low.

**Discussion**

The present study incurred some problems in mechanics. The first problem was that the time for each of the two tests was not controlled, as both tests were handed to the subjects at the beginning of the test period. Another problem was that the length of the tests, especially the comprehension test, was rather short, although their reliabilities were established through the split-half procedure. To have more reliable data, avoidance of these problems is necessary, in which case a better correlation between the two types of tests may result.

However, as the data of this study show, the correlation of the two tests is very low, or rather, practically nonexistent. Therefore, no matter how great the mechanical improvements, we may not expect to attain a very high correlation, only a moderate one at best.

One interesting fact is that three subjects who scored 7 on the 12 cloze items scored 0 on the five comprehension items. In addition, six subjects who scored more than 8 on the cloze got only 1 on the comprehension. No such sharp contrast existed in the opposite direction. Considering that the subjects had more than enough time (50 minutes) to complete the two tests, this suggests that answer selection in the

comprehension test requires something more than just successful interaction with the text as assessed by the cloze test, and that some EFL students are good at the latter but not at the former, probably depending upon how they have been learning English.

**Conclusion**

EFL learners' performance on a cloze test with textual deletions and on a topic-selection type of comprehension test was compared. After some treatment of the data, a slight correlation between the two was determined, but it was too small to hold much significance. Reading comprehension consists of two features - process and product. Performance on cohesive chain gaps reveals part of the process. Topic selection is one type of product. The results of this study argue that, as Smith (1978) pointed out, the process and product dimensions of reading are different; that is, readers who are skillful in the process do not always come up with the same product.

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## NODS, GAZE, EE'S AND HAA'S: ON JAPANESE TURN-TAKING MECHANISMS

By Naoko Aoki, Sanno Junior College  
of Business

Second language users of Japanese often mention as communication problems situations where native speakers (NS) wouldn't listen to them or where they couldn't interrupt the NSs.

Japanese natives, on the other hand, often comment about SL users around them saying, "I don't know if so and so understands me or not," or "So and so is too aggressive to keep company with."

One of the possible reasons for this unhappy communication gap is that SL users do not know or cannot make appropriate use of language-specific turn-taking mechanisms to meet the NSs' expectations. Or they may simply be too tense in the SL situation to think of universal sociolinguistic strategies.

Sacks (MS) suggests that at least one and not more than one party talks at a time in American English conversation. This paper on turn-taking mechanisms concerns how people cope with this norm. We will begin by suggesting that the at-least-one-and-not-more-than-one principle is also true in Japanese. It may, however, be that Japanese norms about turn taking are not exactly the same as in English. For example, there may be more overlap in one of the two languages than in the other. Or one may be more tolerant of silence. It should be understood that what follows is only a rough description of some aspects of Japanese turn-taking mechanisms, and should not be taken as a prescription of any sort for teachers and learners of JSL. The following is meant rather as a collection of points to think about.

### Filled Pauses

When a speaker has to pause longer than is usually allowed in speech, yet still wants to keep the speaker's turn, the pause must be filled. The filler can be language, non-verbal noises, or even facial expressions and gestures.

Cruttenden (1986) suggests three places in utterances where pauses seem typically to occur:

- 1) at major constituent boundaries
- 2) before words of high lexical content
- 3) after the first word in an intonation-group

in view of turn taking, **1)** is more directly related to interaction between participants, whereas **2)** and **3)** are attributed to a speaker's process of

mental planning. We shall deal with pauses of types **2)** and **3)** first.

Japanese businessmen's well-known hissing sound made by sucking air through their teeth is actually used as a filler. The more common ones are ee or anoo. In formal speech these are substituted by a prolonged vowel: the same one that appeared in the last syllable of the preceding unit. A verbally filled pause could be as long as, for example, *ee, soo desu nee nun to ittara ii no ka wakarimasenga maa are ja nai desu ka hora...* (well, erm, I don't know what I should say, um, you know...). One deep breath can also function as a filler. A slight frown that indicates the person is thinking is also used.

In this paper so far, filled pauses have been thought to be means of buying thinking time. It is true that fillers quite often appear before the unpredictable, for example, proper names and numbers, but they also appear in front of the speaker's own name, address and phone number, especially in sound-only communication! It might be safe to say that fillers are sometimes used strategically to smooth listener comprehension.

Another strategic use of fillers is where speakers pause relatively long after, rather than before, a word or phrase that connects the former syntactic unit to the following. Language tokens such as *de* and *sorede* (both mean "and") are often used. Based on the fact that SL users who fail to "keep the speaker's turn" often do not use these connectors (Aoki 1984), pauses of type **3)** are, at least in some cases, used strategically to keep the floor,

### Gaze

Generally speaking, what was observed about gaze direction in Kendon (1967) seems to be also true in Japanese interactions. When people speak or fill pauses, they do not look their interlocutors straight in the eye. They tend to look up or down, or stare at things around them. In a friendly interaction, almost every time a speaker comes to the end of the chunk of information, the gaze is shifted towards the interlocutor. The gaze has the meaning of either a demand for back-channel behavior or a turn-yielding sign. (The term *appealer* will be used as a cover term for these two functions hereafter.)

A listener looks at the interlocutor **more** than a speaker does. When a gaze shift in the current speaker is detected, a listener responds with either back-channel behavior or a sign to claim a turn as speaker. (This listener response, with or without intention to speak, will be called *uptake* hereafter.) One turn-claiming sign is shifting the gaze away from the interlocutor.

The details of gaze function are, however, yet to be fully understood. We do not know, for example, the exact timing of the gaze shift, whether Japanese timing is different from the one in British English which Kendon worked on. Neither do we know to which part of the interlocutor's body the gaze is directed. It may not actually reach as far as the eyes, but rather wander, say, around the lips or cheeks. How do psychological settings or interactions affect the use of gaze? Is there any difference among generations? These are the points that have to be studied in the future.

### Nods

Speaker gaze towards a listener is often accompanied by a nod, which a listener must echo, whether they are going to take a turn as speaker or not. When neither of the two parties intends to assume the speaker turn and there is a period of silence, one of the parties often looks at the other and nods, trying to force the turn on the other. It can be deduced from this that nodding is primarily used as an appeal and as an uptake. Beattie (1981), however, concludes that there is no direct evidence to show that kinetic activities affect speaker-switching in British English conversation. Further research is needed to determine what role gaze, nods and other kinetic activities play in Japanese conversation.

### Verbal Appeals and Uptakes

Aoki (1983) observed that when a speaker demands back-channel behavior from the listener, *ne* or *desune* is often added at the end of the chunk of information presented. For example, it would go like: *sorede desune, kinoo-wa desune*, ... (And... yesterday...). Intonation to carry these appeals varies widely among and in individuals. It seems that, as was stated in Schaffer (1983) about English, intonation has only a partial role as a turn-taking signal in Japanese, too. When a speaker is going to yield a turn, *un*, *ee*, or *hai* can be added at the end of what has to be said, indicating that the speaker is finished.

In responding to an appeal, listeners do not only nod but often make sounds at the same time, such as *hmm*, *ee*, or *haa*, depending on the degree of familiarity and formality of the speech. This is where an interruption may also occur.

### Rhythm

As Scollon (1981) states, it seems timing or rhythm of speech is very important when interlocutors take turns. Hisashi Inoue, contemporary novelist and playwright, has pointed out that the basic rhythm of Japanese is  $2n+1$ . His argument is that anything that requires rhythm in the language, from *haiku* to the jeer-

ings of baseball fans, can be divided into units which consist of  $2n+1$  syllables. If we suppose Japanese is also duple, following Scollon, who claims that English is so, there should be one silent beat after the last syllable of each unit. A listener can interrupt or join the ensemble there with an upbeat, which is the listener's uptake. Although this seems to be a promising area to work on, what we claim here is only hypothetical, and there is much yet to be researched.

### Overlapping

Overlapping tends to occur more often in highly predictable contexts such as conventional opening and closing exchanges. Uptakes can also overlap. These two instances do not involve turn claim conflicts and interlocutors normally finish what they have to say, speaking simultaneously.

We do not know what determines the winner when more than one speaker claims a turn at speaking. Jefferson (1973) suggests that the first to start has the right to continue. Meltzer *et al.* (1971) claims that the probability that the floor will be held or relinquished is a direct linear function of the amplitude level. In Japanese, it may be necessary to consider other factors such as the social relationship between interlocutors.

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## GETTING STARTED

By Virginia LoCastro

### Introduction

Ten or 15 years ago, no one was talking about discourse analysis or pragmatics or truth-conditional sentences. Yet an enormous bibliography has developed as researchers in many fields - the philosophy of language, anthropology, artificial intelligence, cognitive psychology, linguistics - came to focus on a central concern: how people use language to communicate. Whether one is interested in getting computers to process directly naturally-occurring language, or in figuring out the differences in intonation contours that can cause cross-cultural misunderstandings, discourse analysis (DA) is the cover term for such concerns. Yet individual researchers must decide to emphasize one domain of DA over others, and so

one finds those in pragmatics looking at the meaning of language in different contexts, and conversational analysts looking at turn-taking and pauses in interactions.

This great diversity precludes the existence of one book that gives a comprehensive overview to the field. Such a book does not exist as the authors, like the researchers, must decide to focus on particular areas and leave out others.

This short, 12-book annotated bibliography, then, is highly selective, representing the author's biases. It includes books which have struck the author as being particularly enlightening, useful and important, both for professional and personal reasons, in an ongoing attempt to achieve greater insights into the interrelationships between language and human behavior. Undoubtedly some other obvious choices have been left out. Caveat emptor.

Brown, Gillian and George Yule. 1983. *Discourse Analysis*. Cambridge University Press. 288 pp. ¥2,860.

While this Brown and Yule book can be considered an introduction to DA, it is for a student in an M.A. course, or for someone seriously interested in the field. The authors present an overview of the various approaches to analyzing spoken and written text, always from the point of view of their central concern, linguistics. Using the methodology of descriptive linguistics, their primary concern is "to give an account of how forms of language are used in conversation." The authors assume some knowledge of linguistics.

Brown, Gillian and George Yule. 1983. *Teaching the Spoken Language: An approach based on the analysis of conversational English*. Cambridge University Press, 162 pp. ¥2,080.

Although the purpose of this book by Brown and Yule is to present principles and techniques for teaching and assessing the spoken language and listening comprehension, they do provide, particularly in the first chapter, a sound introduction to essentials of conversational analysis, one of the methods used in DA. For the practicing teacher who wants a basic understanding of a part of the field that is most readily applicable to the classroom, this book is highly readable, with ideas for application.

Coulthard, Malcom. 1985. *An Introduction to Discourse Analysis*, new edition. Longman. 212 pp. ¥2,960.

This "new edition" is a revision of Coulthard's book of the same title, published in 1977. In its nine chapters, it covers the main areas of DA and is a standard introduction to the field. The author's aim is to introduce "those interested in the analysis of verbal interaction to relevant research in a variety of fields" (author's preface). In chapter 7. Coulthard looks at the relevance of DA for ELT practitioners, "Discourse analysis and language teaching." The new edition incorporates suggestions made about the 1977 edition and brings some of the chapters up to date.

Gumperz, John J. 1982. *Discourse Strategies*. 225 pp.

Gumperz, John J. (ed.). 1982. *Language and Social Identity*. Cambridge University Press. 272 pp. ¥3,800 each.

These are companion volumes, from one of the foremost sociolinguists who, along with Dell Hymes and William Labov, has contributed widely to the field of DA. The first book, *Discourse Strategies*, includes eight articles by Gumperz, some of which were originally published elsewhere, while the second is a collection of articles by a variety of researchers. Both volumes show the interests of those of the ethnographer of communication, with a heavy emphasis on sociological and cultural dimensions of language use. Some of the research projects grew out of a concern to understand inter-ethnic conflicts in the U.S. and in Britain. A basic knowledge of linguistics and sociology would be helpful for the reader of these two volumes.



Halliday, M.A.K. and Raquiya Hasan. 1976. *Cohesion in English*. Longman. 374 pp. ¥3,180.

Published over ten years ago, *Cohesion in English* still remains an important book in textlinguistics, one of the domains of DA, focusing on the analysis of written language. ELT practitioners who are interested in teaching writing will find it useful, as it provides background information about such topics as coherence and cohesion, deixis, reference, and ellipsis from which to tackle the problems students face in producing written text in English.

Larsen-Freeman, Diane (ed.). 1980. *Discourse Analysis in Second Language Research*. Newbury House Publishers, Inc. 187 pp. ¥3,900.

This is an early but still appropriate collection of articles by such well-known researchers as Evelyn Hatch, Michael Long, Marianne Celce-Murcia, and Dick Allwright who use the methods of DA to look at foreigner talk, classroom interaction patterns, and the acquisition of yes/no questions, to give just some examples. Hatch and Long provide an essay to introduce DA and Celce-Murcia contributes one on applications to TESL. All of the ten articles are very much on the "applied" side, from the perspective of researchers involved in second language acquisition.

Levinson, Stephen C. 1983. *Pragmatics*. Cambridge University Press. 420 pp. ¥3,760.

Levinson provides what may be the most comprehensive work so far in linguistic pragmatics, analysing in depth the central topics of that field. His main concern is the relations between pragmatics and semantics and he concludes that a pragmatic approach may resolve some of the problems semanticists have not been able to solve. This is not an easy book, yet it takes the reader, by means of many examples, through the nitty-gritty of the major issues in the field.

Saville-Troike, Muriel. 1982. *The Ethnography of Communication: An introduction*. Basil Blackwell. 290 pp. ¥2,730.

Since Dell Hymes' seminal work, "The ethnography of speaking," was published in 1962, the field of "the ethnography of communication" has developed, focusing "on the patterning of communicative behavior as it constitutes one of the systems of culture." It is an attempt to use the descriptive and analytic insights of ethnographers and linguists to illustrate the interrelationship between language and culture. Discourse analysts interested primarily in the dynamics between the spoken language and a culture are likely to use the "ethnography of communication." Saville-Troike provides a very readable explanation of this approach, accessible to readers with little or no previous knowledge.

Stubbs, Michael. 1983. *Discourse Analysis: The sociolinguistic analysis of natural language*. The University of Chicago Press. 272 pp. ¥3,150.

Although written from a linguistic perspective, Stubbs' work shows his interest as well in the sociological and anthropological dimensions of naturally-occurring spoken and written discourse. With teachers in mind, the author covers in this introductory text the major areas of DA, bringing in lots of examples of a variety of types of discourse. Three different approaches to DA are explained and he takes a critical look at the limitations of Speech Act Theory to explain the communicative competence of a fluent speaker of a language. The last part gives the reader practical suggestions and clear guidelines for the analysis of conversational data. Stubbs has contributed a well-written introductory text on DA.

Van Dijk, Teun A. 1985. *Handbook of Discourse Analysis*. London: Academic Press. 4-volume set. ¥38,000.

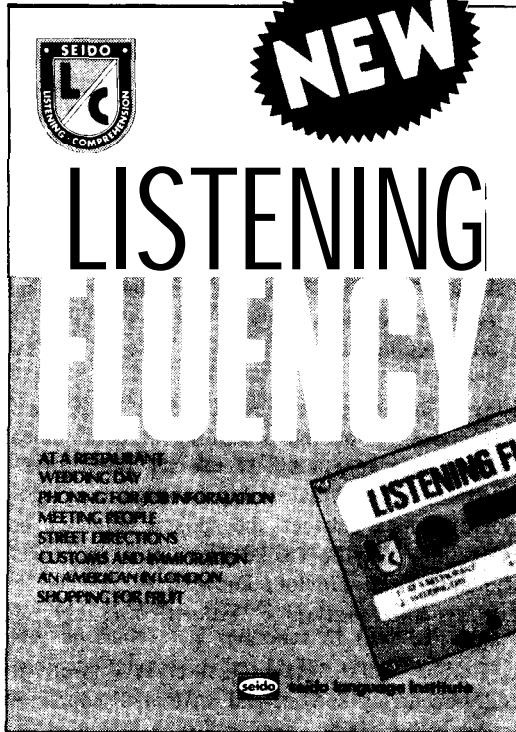
This is to be recommended for purchase by your local library! It is an excellent collection of articles on a variety of topics of interest to discourse analysts: Volume One-Disciplines of Discourse; Volume Two-Dimensions of Discourse; Volume Three-Discourse and Dialogue; and Volume Four-Discourse Analysis in Society. Each volume has an introductory essay to preface a dozen or more related articles, all written by some of the best researchers in the field. The volume on "Discourse Analysis in Society" includes such titles as "Doctor-patient discourse," "Gender, language and discourse," and "Cross-cultural communication." In general, this set assumes the reader already has some knowledge of the field.

Wardhaugh, Ronald. 1985. *How Conversation Works*. Basil Blackwell. 230 pp. ¥2,700.

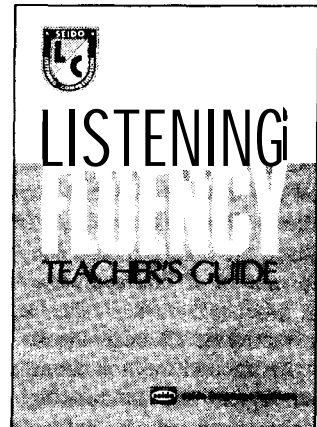
Said to be "the most accessible guide to discourse analysis and pragmatics yet written," Wardhaugh has made *How Conversation Works* a very readable text, avoiding much of the terminology and discussions one finds elsewhere. As the title suggests, the author deals primarily with conversation and "the social basis of talk," concerning himself with how participants in conversational interaction engage in the cooperative undertaking. Conversation, then, as a social activity, is the focus of this text; lots of samples taken from many sources are provided. Suggestions for further reading are also given.

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**2. The Conversation**

1. Waiter: Good evening sir, madam.  
2. Joe: Evening.  
3. Joe: Could I have the name please?  
4. Waiter: Yes, Mr. Norton. Mr. and Mrs. Joseph R. Norton.  
5. Joe: Mr. and Mrs. Norton. Ah, yes, a...  
6. Waiter: Would you come this way please?  
7. Stella: [whispering] This place looks awful expensive, Joe.  
8. Joe: Oh, let's see. Oh, what'd you like, Stel?  
9. Waiter: For our anniversary, only the best.  
10. Stella: [whispering] For our anniversary, only the best.  
11. Joe: Would you like something to drink before dinner, sir?  
12. Waiter: Yes, I think I would.  
13. Joe: Here's the drinks menu. And let me give you some water.  
14. Waiter: Oh, let's see. Oh, what'd you like, Stel?  
15. Joe: Oh, I'll leave it up to you, Joe.  
16. Stella: Oh, I'll leave it up to you, Joe.  
17. Joe: Two dry martinis, please.

**LESSON 1 JAPANESE VERSION**

StellaとJoeは結婚して10年になる。結婚記念日を祝って、JoeはStellaを高級レストランの夕食に連れて行く。

1. Waiter: よろしくお願いします。  
2. Joe: 今晚は、特別に予約しています。  
3. Waiter: どちら様でしょうか。  
4. Joe: Nortonです。Joseph R. Nortonと書内です。  
5. Waiter: Nortonさん。はい、高層ビルでお待ちしています。  
6. Stella: 小冊子で、ここは高層ビル、Joe。  
7. Joe: 小冊子に載っていません、これくらいでいいです。  
8. Waiter: お食事の席にお客がみな入りますか。  
9. Joe: ええ、そうします。  
10. Waiter: お飲物のメニュー、何にする？  
11. Joe: 何でも、Stel。何にする？  
12. Stella: ドライマティーニを二杯、つづ。  
13. Joe: ドライマティーニを二杯、つづ。  
14. Waiter: かしこまりました。ご注文。  
15. Stella: (小声で) 結婚記念日、Joe。  
16. Joe: (小声で) 結婚記念日、Joe。  
17. Joe: (小声で) 結婚記念日、Joe。  
18. Stella: (小声で) 結婚記念日、Joe。  
19. Joe: (小声で) 結婚記念日、Joe。  
20. Waiter: ドライマティーニを二杯をお出します。  
21. Joe: マティーニを二杯お出しました。つづ。  
22. Joe: 何にする？  
23. Stella: 何でも、何でも、Joe。  
24. Joe: 何でも、何でも、Joe。  
25. Stella: 何でも、何でも、Joe。  
26. Joe: 何でも、何でも、Joe。

**4. Useful Functions**

1. OFFERING A CHOICE (1)

What should we have to drink?	What should we have to begin with?	What should we have after the [soup] for the main course?	What should we have for dessert?
What will you have?	What will you have?	What will you have?	What will you have?

2. OFFERING A CHOICE (2)

Example cue: doughnut  
Change countable nouns to plural

What kind of [doughnuts] will you have?	What kind of [pie] will you have?
---	-----------------------------------

seido language institute  
12-6 Funado-cho, Ashiya-shi 659, Japan



セイドー外国語研究所  
〒659 兵庫県芦屋市船戸町12-6 ☎0797(31)3452

# JALT'87

## Tokyo

Preparations are in full swing for this year's conference. **JALT '87, Teaching Foreign Languages**, will be held in Tokyo on Nov. 21, 22 and 23. The main speakers will be Mary Finocchiaro and Gerhard Nickel. Planned colloquia include *Motivating Foreign Language Learners*, *New Orientations in EFL Reading*, *Error Analysis*, *EFL in Classroom Materials*, and *Teaching Japanese as a Second/Foreign Language*. Several major publishers will be bringing textbook authors to the conference to share ideas on using their materials. As always, there will be a wide, almost mind-boggling, array of materials displayed. There will also be an expanded **Job Information Center**. The most exciting part of the conference will probably be, as usual, the sharing of ideas among colleagues. If you would like to contribute your ideas, read on.

### 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 bi-cultural, 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 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

(cont'd on next page)

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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 prior 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 refereed, 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 be 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. Individuals 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.

### CALL FOR PRESENTATIONS 3rd Annual Symposium on Bilingualism/Biculturalism

The third Annual Symposium on Bilingualism will be held at JALT '87. Proposals for presentations on psycho/sociolinguistic aspects of tutored/untutored adult/child bilingualism should be submitted by July 15 and in accordance with the requirements specified for Planned Colloquia. For further information, contact Masayo Yamamoto, Aoyama 8-122, Nara 630.

## 第13回 JALT 国際大会

来たる11月21日(出)~23日(用)の3日間、第13回 JALT 国際大会が開催されます。年々回をかきかえの毎に、増々多くの参加者を得、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。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名を超える参加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、世界数々国における豊富な教職経験がおります。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。

#### FLASH - CHANGE OF VENUE!

This year's International Conference is scheduled to be held at Waseda University in Shinjuku-ku (easily accessible by public transportation from Shinjuku Station).

### 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枚以内の長さにとまとめて下さい。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いたします。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齢・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。

1. Motivating Foreign Language Learners
2. New Orientations in EFL Reading

(Dr. Finocchiaro は、1と2に参加予定)

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- 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**

JALT'87 広報担当

女子聖学院短期大学

藤原 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)

#### 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、デーキューの"Format"の欄に、**Colloquium**と明記し、更にブランドの場合は、希望のテーマ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まで、直接連絡して下さい。

**Charles B. Wordell**  
5-543-2 Matsushiro  
Yatabe, Tsukuba 305  
(文責)

「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 奈良市吉田8-122 山本雅代

☎0742-26-3498


募集締切りは、7月15日です。

(cont'd from page 15)

Scollon, Ron. 1982. The rhythmic integration of ordinary talk. In Tannen, Deborah (ed.) *Analyzing Discourse: Text and Talk*. Georgetown University Roundtable 1981, 335-349. Georgetown University Press.



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Language Resources is approved by the Royal Society of Arts Directors: Clive Lovelock MA Appl. Ling PGCE TEFL, Geoff Rupp MA Appl. Ling.

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## ANSWER +, A CONVERSATION MANAGEMENT STRATEGY

By Steve Brown and Marc Helgesen,  
University of Pittsburgh-ELI Japan  
Program, Tokyo

Even linguistically competent students are often distressingly good at killing conversations. In response to "How was your weekend?" too many are likely to answer, "I didn't do anything special" (end of exchange), or with a memorized list of what the person did that (and every) weekend. At the other extreme are the students who take the role of Grand Inquisitor ("Where are you from?" "Do you like Japan?"), stringing questions along one after the other, the only connection being the student's curiosity.

Students at all levels need practice with conversation management skills that allow conversation to cohere and continue.

While there are books that present conversation management phrases (gambits - opening and linking phrases), the phrases are usually presented in the context of single or multiple activities. They do not give students a system for integrating the phrases into their repertoire. The question, then, is what are the students to do with the phrases? Memorize them? That would tell the students what to say - not when, how, or why. What is clearly needed is a system of practice.

Any system should be easy to understand and remember as well as simple enough to allow the students to focus on meaning without having to constantly worry about the mechanics of the practice session. To meet this need, we use "A+" (Answer-plus). In a conversation/discussion activity we ask the students to respond to every question with the answer plus:

1. a fact
2. a question
3. an opinion
4. feedback

All of these elements are aimed at building coherence as well as discourse ability. The utterances are not only longer but, since the A+ responses are directly related to the previous speaker's questions, they help the conversation hold together while it expands.

Early in the course, we introduce the A+ concept. The following are several of the activities we use to introduce and practice the strategy.

### Add a Fact

**Three new things:** Many teachers use standard "getting to know you" questions on the first day or "what are you going to do/did you do" questions on either side of a break. We usually do a pairwork activity in which every question has to be answered with the basic information plus another fact. Example:

A: Where do you live?

B: In Saitama. I come to school by train.

During the activity, each student must discover three new (i.e. previously unknown) pieces of information about his/her partner. When everyone has achieved the goal, students report the most interesting thing(s) they found out. Because the students will be reporting and because that reported information must be new to the speaker, students naturally move toward specificity, a useful conversation skill.

At lower levels, it is sometimes useful for the teacher to write the wh-question words on the board to help remind students of the various areas in which they can add facts. At higher levels, greater requirements for the new information can be set (e.g., the students must ask at least two follow-up questions about the new bits of information).

### Ask a Question

Keep it going: Interview activities about vacations, jobs, music, movies, and families are popular. However, interviews tend to encourage the staccato Q-A interactions we try to avoid. We find it useful to write these (or other topics) on the board and have the students talk about them, responding to each question with an answer plus another question. Example:

(cont'd on next page)

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- A: Do you like movies?
- B: Yes, I really do. How about you?
- A: I like them, too. I go about once a month.  
What are your favorite kinds of films?

The students should discuss a topic as thoroughly as possible before going on to another. Each A+ question must be directly related to whatever the previous speaker said. When they have exhausted their first topic, they go on to the next.

As with the previous activity, it may be useful to write the wh-question words on the board since, even though they know them, seeing the words provides a back-up and allows them to avoid falling into a pattern of routine questions and answers.

To add a game-like element, students can keep track of how many turns they take for each topic. It is also possible to have a third, silent partner in each group whose role is to record the number of A+ responses used with each topic. This "silent partner" technique is especially useful with groups that easily slip into their native language. The recorder keeps track of the number of sentences spoken in the target language and the number spoken in the native language. It is rarely necessary for the teacher to even look at the tally; the mere fact that it is being recorded keeps most students on task.

**Give an Opinion**

**Town tour:** One of the most popular group tasks based on real information is the town tour. Students love to draw up recommendations for out-of-town visitors. Start with individuals listing the best ten places - along with the reasons they are good - to show a visitor to your city. Move to groups of three. The group must settle on the eight best suggestions. Each student must offer his/her ideas along with support (reasons/opinions). If there is time, combine groups into teams of six. Those teams then revise the list to include only the eight best suggestions. The topic necessitates the introduction of the students' opinions. Example:

We should take them to the tempura shop near the school. They have the best lunches in the neighborhood.

**Stories and the Zodiac:** Many texts have zodiac units, either Western or Eastern. Horoscopes are also readily available in newspapers. We find it interesting to combine this activity with storytelling. For example, such well-known

stories<sup>1</sup> as Cinderella or Snow White can be told either by students working in groups to recreate the story with the help of a story skeleton (a list of the main characters and events<sup>2</sup>; see figure 1), or by the teacher. Before or during the telling, the teacher lists each major character on the board. Once the story has been completed, the students read the characteristics of the various zodiac signs and decide when the characters were born. They have to support their reasons with facts from the story, giving their opinion of the characters.

poor girl	falls in love
lives with	midnight
stepmother and stepsisters	runs away
cleaning	leaves slipper
party (dance)	prince looks
fairy godmother	finds
"Be home by midnight!"	marries
to Party	happily ever after
meets prince	

**Figure 1**  
**Story skeleton for Cinderella**

**Give Feedback**

**Drop a card:** "Give feedback" is clearly a broader category than the others. It can include opinions and additional questions and information as well as functional phrases and bits of language which are not really facts, questions or opinions, but which indicate to the initial speaker a reaction to what was just said. An example would be "Is that so?", which is not really a question demanding a response, but rather a conversational gambit indicating (depending on intonation) interest, surprise, disbelief or disagreement. Clarification gambits such as "I'm sorry. I couldn't catch that" and "Oh, you're saying ?" also fit into this category as do formulaic transitions like "I can see your point but. . . ."

For this activity, each student needs 4-6 cards, each having one of these feedback expressions written on it. There are at least three sources of these cards. They can be written by the teacher (since the cards will be distributed randomly, several cards can contain the same gambit), the product of student brainstorming or part of a continuing set that the students add to as they learn more of the phrases. The teacher then announces a discussion topic. In *Drop a card*,<sup>3</sup> the students' task is to work the phrases on their cards into the discussion. When the phrase has been

used, the card is discarded. The first person in the group to get rid of all of the cards is the winner.

This last activity highlights a basic strategy for discussions/conversations: they should have a task and the students should know when they are finished. Discussions that don't work often fail because of a lack of focus; the students are not sure why they are talking and what they are trying to accomplish.

### Conclusion

For students to succeed at conversation management, teaching a set of phrases is not adequate. Students need to know how to use the phrases, and they need practice and a system. A+ gives them a simple task (answer plus add a fact, ask a question, give an opinion, give feedback) that they can apply in a relatively mechanical fashion until they are comfortable with the idea and can apply it to all their conversations.

### Notes

1. For this activity, it is advisable to use a story with which most students are familiar. If they need to learn a new story, the activity can become too time consuming.

2. For a more complete discussion of story skeletons and other activities for storytelling, see Morgan and Rinvolducr's Once *Upon a Time* (Cambridge, 1985).

3. Thanks to Joanne Sauber who originally taught us this game.

The authors are grateful to John Chance and Virginia LoCastro for their critiques of earlier versions of this paper.

*Steve Brown and Marc Helgesen are, with Tom Mandeville, authors of English Firsthand, Book 2 (forthcoming from Lingual House). They have presented widely on a variety of topics including stories, grammar games, large classes and accuracy/fluency.*

With this issue, Marc Helgesen concludes his years of volunteer work as editor of the *My Share* column, which he created in the February 1984 issue of the *JALT Newsletter* and has continued, faithfully and productively, ever since. The Editor would like to thank him for providing this monthly forum for exciting and useful teaching ideas.

The column will continue, under the editorship of Louis Levi, Tokyo Woman's Christian University Junior College. His address can be found on page 3.

# JALT UnderCover

**THE ALCHEMY OF ENGLISH.** Braj B. Kachru. Pergamon Press, 1986. xi pp. + 200 pp. Price not given.

Kachru is a well-known name among the linguists espousing the cause of non-native varieties of English in international context. He has authored or edited several books and articles on the complex issues involved in the formal and functional characterization of Englishes around the world. *The Alchemy of English* is his latest: its title may sound a little unusual, but he uses it metaphorically to convey "the attitudinal reactions to the status and functions of English across cultures during our times" (p. 1), emphasizing its power "as an instrument of individual and societal transformation (p. vii).

As two-thirds of it comprises articles published in various journals during 1981-85, the book is claimed to be a "continuation" of the author's earlier research, providing fresh data from, and including "some new aspects" of, varieties of non-native Englishes. Dedicated to the Indian English novelist, Raja Rao, the book provides a cross-cultural perspective to the growth of world Englishes just as it offers a strong case for institutionalized second language varieties, particularly Indian English.

Kachru organizes his book in four thematic parts: Varieties and Functions (three chapters); Models, Norms and Attitudes (three chapters); Impact and Change (two chapters); and Contact, Creativity and Discourse Strategies (one chapter). These are considered against the perspective of the tension between the colonial associations of English with its Western cultural values and the national aspirations in Asian and African countries where English continues to have a functional value or dominance as an important additional language (Ch. 1).

He maintains that, despite complexity of linguistic and cultural pluralism and varied political systems, there are some shared features among the non-native Englishes (just as there is a shared core of experience despite several varying socio-

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cultural characteristics within a country like India) which need more investigation from the point of view of second-language acquisition, the nativization processes, and the impact of English on native languages and literatures (pp. 51-53). Apart from sampling the varieties of English in different countries and raising some new issues for study in linguistics against his basic thesis (that the English language developed in South Asia, Southeast Asia and Africa drawing nourishment from local cultures), Kachru calls for understanding the dimensions and some of societal and educational implications of various code types in bilinguals' verbal repertoire (Ch. 4).

Even if the Asian English of India, Singapore, Japan or the Philippines, or African English, or Caribbean or Puerto Rican Englishes, or the English of the black islanders off the coast of Carolina may not have much in common with the so-called Standard English (RP or GA), they are 'authentic.' One must accept the inevitability of language change and the development of local/regional varieties, or the so-called "hybrid" forms, which may or may not necessarily be intelligible to native speakers.

Kachru rightly pleads for "pragmatism and linguistic realism" (p. 32) in planning teaching strategies in the Third World countries where English has been in use with varying *linguistic attitudes* and *attitude-marking modifiers* (p. 20) for the local variety. He also effectively discusses certain "attitudinal sins" (Ch. 6) of the native and non-native speakers of English, particularly the TESL/TEFL specialists who insist on linguistic purism, exhibiting ethnocentricism, language biases (for RP or GA), language colonialism and linguistic intolerance by not recognizing the "cline of bilingualism," and the non-native varieties of English as culture-bound codes of communication. Since a quantitative characterization of the varieties of non-native English is possible, Kachru suggests a "dynamic approach" (p. 115) by recommending a polymodel (rather than the native monomodel) concept in TESL operations around the world (Ch. 7).

In fact, he convincingly argues that "for English, the concept of 'native speaker' has doubtful validity" (p. 92) just as "the universality of pedagogical models is suspect." Kachru rightly perceives the linguistic neutrality of the medium and its effectiveness in the 1980s "as an alchemy for language modernization and social change" (p. 14).

*The Alchemy of English*, interesting, informative and valuable to non-native speakers of English in South Asia, Southeast Asia and Africa, is a potent addition to theoretical, sociolinguistic, attitudinal and methodological explorations *vis-à-vis* the spread and functions of, and innovations in, English from the viewpoint of a non-western scholar. Even if the author's arguments often sound repetitive from chapter to chapter and there may be no new point for those who have already read, say, *The Other Tongue* (1983) or *The Indianization of English: The English Language in India* (1983), Kachru reminds one of the issues and aspects that are under-researched in linguistics and literary studies. *The Alchemy of English* again emphasizes understanding of the pragmatics of the 'new Englishes' just as it offers functional justifications for teaching/learning English in the non-native contexts and creativity of English by non-native writers.

He reflects on longstanding linguistic sensitivities of all kinds in an attempt to resolve issues that relate to questions of negotiating a continuing but also changing role for English in Third World countries. In this context he also highlights the "decanonization of the traditionally recognized literary conventions and genres of English" (p. 170).

The book is most useful for native speakers engaged in language planning/teaching in non-native situations. It should also offer insight for systematically analyzing the communicative needs of the non-native learners in the non-native contexts and incorporating them in the English language/literature syllabuses. There is an exhaustive 16-page Bibliography and 10-page Index to take care of the practical needs of a serious reader or researcher.

Reviewed by Dr. R.K. Singh  
Indian School of Mines, Dhanbad, India

***SPEAKING AND SOCIAL INTERACTION.***  
Susan M. Reinhart and Ira Fisher. Prentice-Hall,  
1985. Cassette tape available separately.

It seems like an absurd title for a textbook – why is speech studied at all if not for social interaction of one sort or another? – until you actually look at the book and realize that it is one of the few textbooks around, if not the only one, that deals in a realistic, practical way with the "social interaction" aspect of speech.

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The Japanese word *eikaiwa* is a bit odd; it does not mean much of anything. Although it presumably refers to the ability to conduct "English conversation," there are no parallel terms like *nikkaiwa* for the ability to communicate orally in Japanese, or *sokaiwa* for fluent Russian speech. In fact, the Japanese don't use the word *kaiwa* when referring to any kind of meaningful oral communication; they use *taiwa*. The term *eikaiwa*, then, seems to refer to one's ability to produce rapid, understandable English speech; it doesn't really matter about what, where, or to whom. The attitude reflected in the word gives no indication that it is any more involved than *Beginning/Intermediate/Advanced Phrasebook*. And this impression is reinforced by a great many of the books available that purport to teach "conversation."

Even when textbooks try to create an awareness of situations and appropriate language, they use such terms as "polite" or "informal," which turn out to be more culture-bound in meaning than they might seem. Even knowing that a certain English expression is "polite," for example, does not prepare one to deal with the question of when, in an English-speaking culture, the use of a polite expression is called for and when, conversely, it would be considered odd or too formal. There is also the similar problem of, for instance, when a seemingly innocuous utterance such as "Where are you going?" becomes a rude invasion of privacy (which, under similar circumstances, it would not be in Japanese).

Some textbooks deal with these problems piecemeal. It has been my experience that this does not do much more than give the students more material to memorize. *Speaking and Social Interaction*, however, takes a "bottom line" approach which starts, and keeps, students thinking about exactly what is going on in speech communication, not only in English but also in their own native language.

The book has ten chapters, each of which is an entirely independent unit, so they can be studied in any order. The titles have a notional-functional flavor: *Using Questions to Get Specific Information and to Carry On a Conversation; Using the Telephone; Getting to the Point and Concluding a Conversation*. But there is a twist: the "Warm-up" section which begins each unit sets the tone, for thinking about and discussing the social interaction involved. For example, the chapter entitled *Making New Acquaintances and Informal Introductions* sounds like similar chapters in every other

textbook on the market until one looks at the warm-up questions:

- (1) Would you usually start a conversation with a stranger? What would motivate you to talk to a stranger?
- (2) Can you think of a conversation YOU recently began with a stranger? What was the reason? What did you talk about?
- (3) If you were sitting in a restaurant where the service was very slow, how might you begin a conversation with the person sitting next to you?
- (4) Under what circumstances would you introduce yourself to a person you struck up (started) a casual conversation with?

This sort of questioning gets students beyond the simplistic idea of "practicing English with foreigners" and into the realization that everything has implications and consequences. Every first-year junior high school student in Japan can say "My name is. . .," and does so regularly, but it is likely that most of them go through their ten years of English study without ever considering that there might be some harmless-looking situations where it would be inappropriate, inadvisable, or downright dangerous to introduce themselves.

After the Warm-up, each chapter pursues this social-interaction approach in its "Dialogues for Analysis" sections. The dialogues are realistic, and when presented in a way natural and appropriate to the situation (the accompanying cassette tape is a disaster in this regard!), offer a good variety of very useful vocabulary and intonation patterns. The "Analysis" questions which follow the dialogues have students look between the lines to find out the implications of certain manners of speech: "Who has stronger feelings about the topic? How can you tell?" or "Was it Jenny's responsibility to have change for her friend('s dollar bill)? If not, why was it necessary to say 'I'm sorry'?"

The "bottom-line" approach of the book is rounded out with a "Points to Remember" section, which succinctly summarizes the appropriate and inappropriate uses of language in the particular situation under discussion - introduction, telephone conversations, whatever. A brief list of expressions in each chapter is not meant for the students to memorize, and nothing in the book

leads them to believe they have to do so. A number of activities for students to do, alone and in groups, closes out each unit.

I used this textbook for one year in a course in spoken English for first-year college women of intermediate to upper intermediate level ability. I found it had a number of advantages:

(1) The book is relatively short, while still covering quite thoroughly what I consider to be a satisfactory amount of ground. This enabled me to use all the material in the book and still do what I always have to do with any textbook; supplement, with exercises and other material designed specifically for the group taught.

(2) Each unit is truly independent of others, which means I can tailor the order of chapters to what is most interesting or comfortable for the group.

(3) The material lends itself to any number of approaches, which allows for a high degree of "personalizing." Thus, when possible, English-only can be used for discussion; but the major benefits of the textbook are not lost, I feel, even

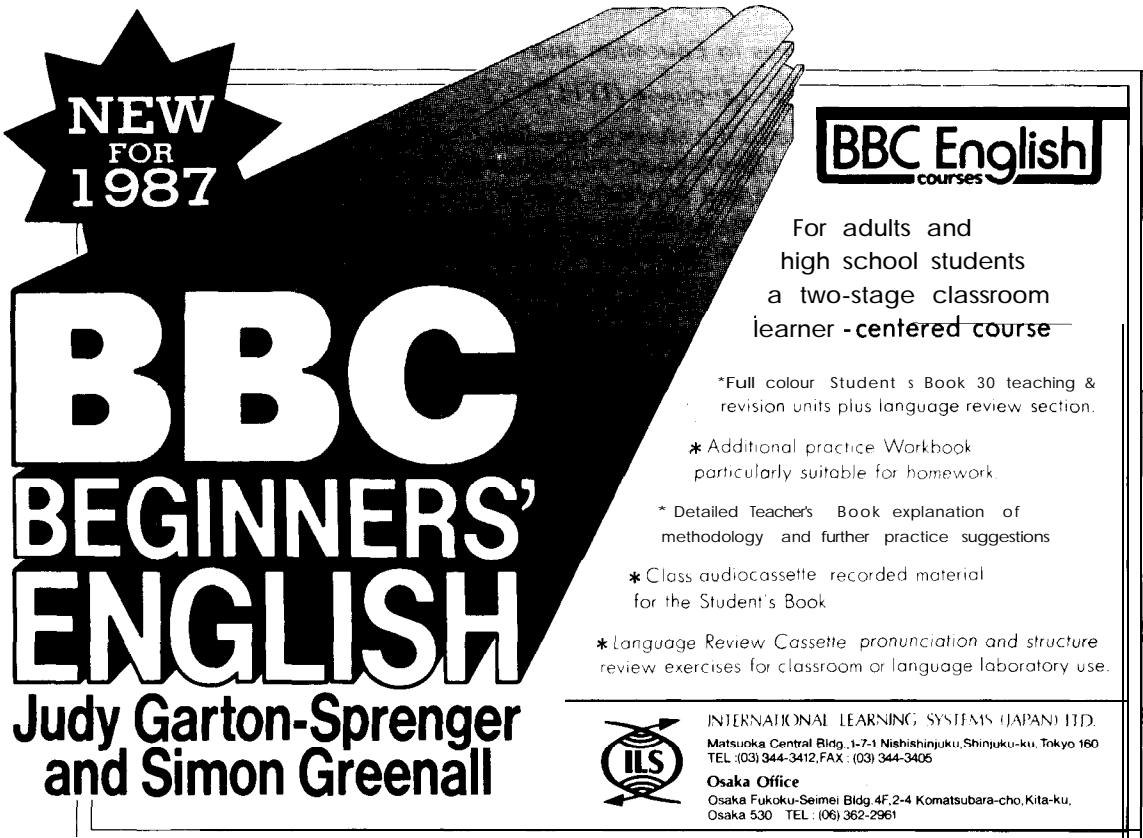
when the native language must be used. Supplementary material can always provide the desired oral practice, at the appropriate level.

There were also some points about the book which could be disadvantages:

(1) The book is clearly designed for use as an ESL textbook in the United States, rather than an ESL or EFL textbook elsewhere. Thus, many of the group and community activities intended as homework assignments are impossible for the students to do. I simply adapted them, or created my own.

(2) The book deals with American English and social situations, and it seems that the format of the book would make it very difficult to simply "adapt" to another kind of English. While for me the use of the book was primarily to get students thinking about language as a social function rather than as a "code," it is obviously necessary to be well versed in the smaller details of the interactions being described, in order to be able to answer students' questions and keep them on the right track. Thus it comes more than simply a matter of "plugging in" substitute expressions, as can be done with less complicated contexts.

*(cont'd on page 33)*



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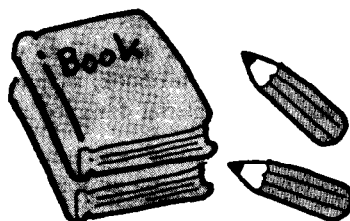
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Whether you would choose to use this textbook would depend, perhaps more so than with some other textbooks; on what you perceive as the role of your language course in your students' lives. My students in this course have spent six years learning their plethora of English expressions and grammar rules under the *juken benkyo* system, which I consider to be largely artificial. They are now English majors, all of them, beginning a four-year period of study of, ideally, "real" English. I consider their biggest drawback to be the bad study habits and incorrect attitudes that *juken benkyo* has fostered in them about what English, or language in general, really is. I feel that if they are to make the most of their ensuing four years' study, they will have to change their attitudes about English as soon as possible. My spoken English course is 100 minutes, once a week; the students have many other courses in which they can listen to, and use, their English. Thus I do not feel guilty if the students do not spend all 100 minutes talking English; nor do I feel guilty if I use some Japanese in the class. For this situation, I feel that **Speaking and Social Interaction** is extremely appropriate and useful. A poll of my students who used it last year indicated that, while all of them thought it was difficult (i.e., they had to think), they all found it useful, too.

Reviewed by Deborah Foreman-Takano  
Hiroshima Jogakuin College

**VOCABULARY.** John Morgan and Mario Rinvoluceri. Oxford University Press, 1986. 125 pp.

The development of a rapidly expanding vocabulary is a crucial need in second language learning, once a knowledge of the basic kernel sentences has been acquired. Without variable lexical items to fill "open slots" in sentences, learners are severely restricted in their ability to express ideas in relevant situations. Indeed, one hypothesis is that lexical errors outnumber grammatical errors in interlanguage (i.e., learner language) by 3 or 4 to 1 (Meara, 1984). Given that native speakers will have acquired tens or even hundreds of thousands of words by college age, it is hardly surprising that L2 learners have extremely inhibited receptive and productive knowledge of vocabulary by comparison: most L2 programs introduce only a few hundred words per year.

In recent years, an increased recognition of the importance of vocabulary has led to a spate of

resource and student texts. Unfortunately, many of these contain ideas which for various reasons are impractical with Japanese students. Some assume teachers are magicians, capable of inculcating thousands of words at once; hence, they list page after page of words for rote memorization and/or limited and repetitive drilling. Others require a level of verbalization and imaginative thinking more suited to Hyde Park Comer than the Japanese classroom.

With **Vocabulary**, however, Morgan and Rinvoluceri have produced a resource in its true sense. The book aspires to focus on the process of vocabulary learning rather than on specific semantic fields. Therefore, it does not list specific vocabulary but instead gives an extensive selection of vocabulary activities each of which can be used in a variety of contexts. The 101 games and exercises in **Vocabulary** have been selected for the exemplification of teaching techniques. Nevertheless, the authors' claim that these activities can be used as written, and in any of the four language modes (listening, speaking, reading, writing), is substantiated by my own experiences with them in freshman English classes.

The strengths of this resource book include its organization, flexibility, awareness of psycholinguistic theory, variety and a high motivation of activities, and ease of application. The exercises are divided into seven sections: pre-text activities; working with texts; pictures and mime; word sets; personal dictionary exercises and word games; and revision exercises. Each activity is outlined in terms of appropriate proficiency level, preparation, and in-class procedures. Sample texts, graphic material and/or vocabulary are given in illustration of each plan, and frequently variations on the activity are explained. Considering the commonly plodding pace of my students, I was delighted to find that the stated activity-time matched reality. It is also refreshing to have clear instructions, so that the teacher is not forced to seek an interpreter.

The vocabulary exercises are flexible, both in content and context. For example, as an introductory lesson for false beginners in a large engineering class, I chose a game entitled "Competitive Dictation" using automobile vocabulary. The same game was adapted to a law class via courtroom vocabulary, as well as a small class of advanced medical English students with heart-related words. Each class found the game motivating and challenging, in spite of the varied levels of proficiency and learning purposes.

(cont'd on next page)

theory to vocabulary acquisition. Though a bibliography is provided, it is largely practical. The slim listing of theoretical references includes Sylvia Ashton-Warner, Caleb Gattegno, and Paulo Freire, among others (illuminating, but...). Another criticism is in the absence of vocabulary evaluation exercises. One might expect a section devoted to testing in a teacher's resource book. On the other hand, a teacher with an imaginative bent (I didn't say "warped") will find that many of the listed activities - especially those for revision - can be adapted for evaluative purposes.

The ultimate test of a book's value lies in its effect on the students. From what I have seen, *Vocabulary* makes even the classroom "Sleeping Beauty" sit up and smile.

**Reviewed by Nicholas Lambert  
Tokai University**

**Reference**

Meira, Paul. 1984. *The study of texts in interlanguage.* In Davis, C., C. Cripser, and A. Howatt (eds.), *Interlanguage*. Edinburgh University Press.

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**Vocabulary** sustains its interest and usefulness partly in its application of current psycholinguistic principles. It recognizes the need for schema-building (stimulation of relevant background knowledge) by providing exercises in prediction during pre-reading or pre-listening (e.g., "Predicting Meanings"). Aware of the variety of learning styles (visual, motor-sensory, analytic, etc.), it contains pictorial and physical movement activities, more abstract and cognitively demanding tasks, as well as personal values and emotions evaluation exercises.

Many of the activities require an integration of the four skill areas (listening, speaking, reading, writing); consequently, skill development is concurrent and complementary. Nonetheless, the activities are readily understandable to the students (we all know the twisted and exhausting lengths we have sometimes been driven to in explaining "what to do").

One drawback, however, is that *Vocabulary* contains a very sketchy review of the underlying

## Reviews in Brief

**DISCOURSE AND LANGUAGE LEARNING: A Relational Approach to Syllabus Design.** Winifred Crombie. Oxford University Press, 1985. 130 pp. 1985. \$10.95.

**PROCESS AND RELATION IN DISCOURSE AND LANGUAGE LEARNING.** Winifred Crombie. Oxford University Press, 1985. 150 pp.

The two books reviewed here appear to present a very productive and valuable discourse-based approach to syllabus design. The approach is termed *relational* and considers discourse functions in its classification of elements to consider for a syllabus. Both volumes are quite difficult to approach, however; for them to be widely read and implemented, it will be necessary to provide a clearer, more comprehensible presentation of the approach.

The syllabus designs that are presently practiced are taken up in *DELTA*, Chapter 1, and the discussion of both structural and notional-functional syllabuses seems very clear in displaying their shortcomings. The limitations of the structural approach are pointed out and the existence of even badly designed syllabuses is intimated (p. 12). Using the notional-functional approach, we hear that "the course writer is in danger of creating a positive barrier to the development of communicative competence by creating the impression that meanings are fixed and that discourse values are divorced from context" (p. 13). The details of the failings of these two methods seem to the point and are realistically argued.

The next step up is then the relational approach, where binary discourse values (condition-consequence, cause-effect, etc.) are at the center of the syllabus. To successfully detail such an approach, the author provides a discussion of semantic relations. However, the discussions in *DELTA* (Ch. 2) and *P&R* (p. 17ff.) differ markedly and, while both introduced a substantial number of concepts, the order is such that it is doubtful whether all loose ends have been accounted for.

Apparently, the books have been written partly as contributions to the ongoing debate of the various merits of different approaches to syllabus design. As a result, much space is taken up with defending the relational approach through explaining its advantages rather than showing what it is or could be (*DELTA*, p. 106), much like discussing how to study English, only to delay and hinder the actual study, as occasionally happens. This makes

For general semantic relations, no less than four apparently random orders are available (one in *D&LL*, p. 36ff.; three in *P&R*, Ch. 2).

Still, the most valuable part of these two volumes seems to be Chapter 2 of *P&R*. It outlines semantic relations, and the (apparently self-contained) 29 general semantic relations seem feasible, even good, starting point for syllabus designers or teachers who want to put some not irrelevant structure into their lessons.

In *D&LL*, Chapter 5, there is a further discussion of what a relational syllabus design could be, with an example showing the theoretical constructs employed as well as an application in the form of a cartoon missing the beginning frames. This is for a beginning lesson, and as the writer admits, the notation will take some getting used to (p. 91). It appears to show that the relational syllabus as proposed would work, after one has mastered the notation.

In conclusion, I would perhaps warn against reading the volume in toto, but rather advise the reader to alight on specific parts, like semantic relations or the discussion of intonation (*P&R*, Ch. 3). The books do not have indices and not all the citations are in the bibliography.

Reviewed by Torkil Christensen  
Hokusei Junior College, Sapporo

**DICTIONARY OF BRITAIN.** Adrian Room.  
Oxford University Press, 1986. 383 pp. ¥1,930.

Room is a prolific dictionary writer; this one adds to a list of several more esoteric ones of Confusibles, Distinguishables, Trade Name Origins, etc. Even with over 3,000 entries, no dictionary on such an indistinct theme as "Britain" can hope to cover everything, but Room does come close. A selection of this reviewer's quibbles will give some idea of the variety of entries.

Dr. Who is in, but not Dr. Johnson; the River Severn, but not the Avon, except incidentally in Stratford-(up)on-Avon [*sic*]; Coronation Street, but not East Enders, Pease pudding, but not rice pudding; custard, but not gravy; ploughman's lunch, but not crisps; Blackwell's, but not Heffer's; Piccadilly, but not Soho; Whipsnade Zoo, but not the gardens at Wisley. The sights and institutions of London rather hog the limelight, but that is understandable.

Room's sporting prejudices are plain to see:

both the soccer team Everton and its ground at Goodison Park receive separate mentions, but neither local rivals Liverpool nor their famous ground at Anfield are in. Room obviously prefers seaside resorts in the South and West, giving entries for Brighton, Blackpool and Hoylake but omitting important East Coast resorts like Skegness, Clacton and Southend. Of all the well-known household medical supplies, only Disprin, Durex, Elastoplast and Epsom Salts appear.

There are some good illustrations, although the necessity of a large photo of a gate-leg (ged) table is questionable, and it's a shame for patriots that a learner driver's L-plates are pictured on the back of a Japanese-made car.

Cross-references are good; the appendices and the thematically arranged index are very useful. The dictionary is to be recommended to anyone interested in Britain. If possible, buy it over there, where it's bound to be a bit cheaper. It is to be hoped that later editions will edit out "Jerusalem" and the heinous crime of a hyphenated "well-known" used predicatively!

Reviewed by Paul Snowden  
Waseda University

**THINKING/WRITING: An Introduction to the Writing Process for Students of English as a Second Language.** Martha Kilgore Rice and Jane Unaike Burns. Prentice-Hall, 1986. 176 pp.

This may not be an exciting new approach to teaching composition, but for the teacher who wishes to emphasize the notion of writing as a process the familiarity of content, general clarity of presentation and variety of exercises make this text a reasonable choice. While the authors suggest that it be used with low-intermediate learners, it would be more appropriate as a course text for intermediate learners or as a review text, used selectively, for high-intermediate or advanced students in Japanese classes. In either case, teacher guidance is mandatory, since no models are provided, explanations are brief and limited to essential points, and technical terminology without definition is used frequently enough to cause potential confusion.

The eight units of the text are: *The Paragraph as a Whole Unit; Writing Descriptive Paragraphs; Classification; Describing by Telling Function of Parts; Explaining Process; Comparing and Contrasting; Using Examples to Support or Explain; Using Reasons to Support Your Opinion. To get*

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the greatest benefit from the text, each unit should be done in sequence, although certain exercises can be eliminated (e.g. exercises designed to teach terms or concepts about writing, etc.). Besides paragraph-building exercises (topic sentence, detail and example practice), there are sentence-level exercises which require appropriate use of vocabulary needed for different rhetorical purposes. For convenient reference, the table of contents lists exercises separately from explanatory material for each chapter. A teacher's guide provides additional suggestions for practice.

Potential drawbacks in the use of this text are relatively few, but worth considering: Students that require considerable guidance in class activities may find the active nature of many of the exercises overwhelming. If even the simplest exercises take a lengthy period to cover, or if students have difficulty making the transition from practice exercises to using certain concepts in their own writing, then another approach may be indicated. In addition, interest level in the content of practice work may vary widely and, since several exercises continue beyond a single page, teacher previewing and probable adaptation would be required.

In conclusion, the text is well organized, clearly laid-out, and offers ample practice in sentence- and paragraph-level writing. With some selectivity and guidance by the teacher, it is a text from which students can learn various writing skills.

Reviewed by Patricia Dissoyway  
Hiroshima Shudo University

**A PRACTICAL ENGLISH GRAMMAR.** A.J. Thomson and A.V. Martinet. Oxford University Press, 1986 (4th ed.). 383 pp. (Grammar Exercises and Structure Drills plus cassettes available but not reviewed.)

I first used Thomson and Martinet's *A Practical English Grammar* (2nd ed.) while teaching at the university level in Yugoslavia. I found it dense in style - not appropriate for a course book - but invaluable as a resource, thanks to its lucid, concise explanations.

The new fourth edition is over one hundred pages longer than the second edition, with a comparatively longer index. It is now printed in two colors, with main headings in red. This,

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together with different typefaces and a clearer page layout, makes the new edition more inviting to the eye and much easier to use. The use of color in the Table of Contents also makes it easier to see just what is covered in which chapter and section.

Not all chapters will be equally valuable to everyone or at every level, but it seems very unlikely that your students or colleagues will pose a question that you cannot find an answer to in here. Thanks to the layout of the contents, page headings, and Index, finding where to locate that answer is easy.

This is normative grammar and makes no pretenses at being anything else: rules are stated clearly and simply; exceptions, other possibilities etc. are given due consideration. Throughout the book there are copious illustrative sentences. I wish that I had had access to such lucid explanations and examples when I first started teaching English in Japan in 1974.

The jacket blurb claims: "Thomson and Martinet's classic intermediate grammar for foreign learners is the most widely used book of its kind." I would not doubt its popularity, thanks to its thoroughness, good organization, and clear explanations. However, the level is closer to advanced than intermediate, at least as these terms seem to be used in English language teaching circles here in Japan. I wholeheartedly recommend the fourth edition of Thomson and Martinet's *A Practical English Grammar* as a resource book for teachers at the college level and above; students may well find it an excellent reference as well.

Reviewed by Jane Wieman  
Kyoto YMCA English School

**STEPS TO FLUENCY.** Jon Roberts. Pergamon Press, 1985.

This book, designed to help students to improve their oral fluency, consists of five parts: (1) model dialogues, (2) expressions, (3) roleplays, with speaker A giving information about the role, (4) roleplays, with speaker B giving information, and (5) exercises for revision and reinforcement. The roleplays are of increasing difficulty, two being very close to the model dialogues two others with freer dialogue dealing with specific topics, and, finally, one with personalized practice.

This text was experimentally used in first-year

classes at a public senior high school. The results were:

1) The construction is practically designed and quite easy for the students to follow.

2) This book covers topics of everyday life, from introducing the family to buying a cassette radio.

3) The dialogues cover 38 language functions on 27 topics. These helped the students to feel highly involved in the roleplay.

4) Students' reactions depended on the topic of the unit. For example, Unit 2, 'Tell me about your family,' is rather simple. It only requires recounting basic information, and is not exciting enough for the students. There was a negative feeling toward this unit. However, Unit 10, 'Are you free on Friday?', contains rather difficult expressions, but is quite challenging, and students were highly involved in the roleplays. Fifty-eight percent of the students had favorable impressions of this text.

All in all, this book has proved to be well designed in providing the students with communicative competence in a British environment, while also giving the students some insight into British culture. However, I think this text would be made even more useful if the dialogues were rewritten to involve the actual lives of Japanese students and their particular interests.

Reviewed by Katsunori Manto  
Kobe City Board of Education

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## RECENTLY RECEIVED

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

Notations before some entries indicate duration on the holding list: an asterisk (\*) indicates first notice in this issue; a dagger (†) indicates third-and-final notice this month. **All final-notice items will be discarded after June 30.**

### CLASSROOM TEXT MATERIALS/ GRADED READERS

\*Ball. *Seeing English*. Macmillan, 1986.

\*Casanave & Williams. *The Active Reader: An introductory reading/communication text for students of ESL*. Prentice-Hall, 1987.

\*Costello. *Stories from American Business*, Prentice-Hall, 1987.

\*Dougill. *English Any Time*. London: Lingual House, 1987.

\*Howard. *Idioms in American Life*. Prentice-Hall,

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- \*Jones. **Progress to Proficiency** (Student's book). Cambridge, 1987.
- \*Lautulippe. **Developing Academic Reading Skills**. Prentice-Hall, 1987.
- \*Naterop & Revell. **Telephoning in English** ("Professional English" series). Cambridge, 1987.
- \*Neufeld. **A Handbook for Technical Communication**. Prentice-Hall, 1987.
- \*Rainsbury. **Bill Morgan's Beat and Other Scenes for Communication**. Prentice-Hall, 1987.
- \*Rodby. **Writing by Choice: Intermediate composition for students of ESL**. Prentice-Hall, 1987.
- \*Sawyer-Laucanno. **Case Studies in International Management**. Prentice-Hall, 1987.
- \*Schwab. **Building Academic Skills: an ESL workbook**. Prentice-Hall, 1987.
- \*Steinberg. **Practice Tests for the TOEFL**. Prentice-Hall, 1987.
- \*Suzuki et al. **Basics in Reading: Tasks for developing reading skills** (Student's book, Teacher's manual). Tokyo: Lingual House, 1987.
- \*Tomlinson. **Openings**. London: Lingual House, 1986.
- \*Webb et al. **Worksheet: A business-based writing and grammar guide**. Prentice-Hall, 1987.
- \*White. **Writing Away**. London: Lingual House, 1986.
- \*Wiley & Wrigley. **Communicating in the Real World: Developing communication skills for business and the professions**. Prentice-Hall, 1987.
- \*U.C.L.E.S. **Cambridge Proficiency Examination Practice 2**. Cambridge, 1987.
- 
- 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, 1 & 2** (Student's books). Longman, 1987.
- 

NOTE: The scheduled reviewers of Aitken, *Overtones*, Cawood, *Cassell's Intermediate Short Course*, Herzfeld-Pipkin & McCarrick, *Exploring the US*, and Swartz & Smith, *This is a Recording*, have declined and have returned the materials. In addition, the scheduled reviewers of Feigenbaum, *The Grammar Handbook*, Kitao & Kitao, *American Reflections*, and Wright, *Picture Dictionary for Young Learners*, have not responded to repeated mail requests for these overdue reviews. Other JALT members who wish to assume responsibility for any of these reviews should contact the Book Review Editor by June 30.

#### TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

- \*Brown. **Principles of Language Learning and Teaching, 2nd ed.** Prentice-Hall, 1987.
- \*Sinclair et al, eds. **Collins COBUILD (Collins-Birmingham University International Language Database) English Language Dictionary**. Collins, 1987.
- 
- 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.

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**. Allen & Robinett. **The New Technologies**. Bachelier. **Listening and Recall**. Bachman. **Reading English Discourse**. Ball. **Dictionary of Link Words in English Discourse**. Ball & Wood. **Dictionary of English Grammar Based on Common Errors**. Black et al. **Fast Forward**. Brumfit et al. **Computers in English Language Teaching**. Buschini & Reynolds. **Communicating in Business**. Crow. **Vocabulary for Advanced Reading Comprehension**. De Jong. **The Bilingual Experience**. Dubin et al. **Teaching Second Language Reading for Academic Purposes**. Dubin & Olshtain. **Course Design**. 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*. Fried-Booth. **Project Work**. Graham. **Small Talk**. Harris & Palmer. **C.E.L. T**. Harrison & Menzies **Orbit 1**. Klein. **Second Language Acquisition**. Note: See Ellis above. Larsen-Freeman. **Techniques and Principles in Language Teaching**. Note: Richard Stone's review has been accepted for publication in the Spring '87 issue of the *JALT Journal*. 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**. Mugglestone et al. **English in Sight**. Noone. **The Ability to Risk**. Rivers. **Communicating Naturally in a Second Language**. Rogers. **Dictionary of Cliches**. Rosenthal & Rowland. **Academic Reading and Study Skills**. Swartz & Smith. **This is a Recording**. Taylor et al. **Ways to Reading**. Tomalin. **Video, TV and Radio in the English Class**. Valdes. **Culture Bound**. Zion et al. "Open Sesame" series.

### FINAL MEMBERSHIP FIGURES FOR 1986

The final membership figure for 1986 is 2813 members, an increase of nearly 300 from last year's final total of 2531. This includes 2579 chapter members; 111 overseas; 87 associate members; and 36 institutional subscribers.

# 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.*

## CHIBA

### GAMES! (Turning Texts Into.. ) AND ACCURACY VS. FLUENCY: Why, When, and a Few Hows

By Marc Helgesen

Marc Helgesen gave this double presentation on Easter Sunday for the April meeting of the Chiba chapter. During the first part of the presentation, he stressed, and demonstrated, the role of games in the language classroom as a means of motivating the students and reducing tension, in addition to letting them enjoy themselves (and English) at the same time.

The second part of the presentation focused on the need for an emphasis on both accuracy and fluency in the curriculum. Concentration on only one of the two areas can lead to problems, such as students who can communicate meaning only in severely limited terms ("Shinjuku! Drink! Go!") vs. students who take several minutes to respond to even the simplest of questions.

Helgesen's solution lies in a combination of the two areas, with accuracy focusing on form and fluency focusing on meaning. He further suggested that each be broken down into productive and receptive areas, so that the teacher includes four areas in the curriculum: Receptive Accuracy (listening/reading for specific words and structures), Productive Accuracy (speaking using prescribed structures), Receptive Fluency (listening/reading for content), and Productive Fluency (speaking with emphasis on meaning). The activities he presented to illustrate each area emphasized the real possibility of teaching students to communicate with reasonable degrees of both fluency and accuracy.

Reported by Ruth Venning

## HAMAMATSU

### COMMUNICATIVE ACTIVITIES IN THE CLASSROOM

By Douglas Buckeridge

On April 19th Mr. Buckeridge provided the Hamamatsu chapter with an enlightening and entertaining afternoon. His presentation showed teachers three areas of activities, each at three different levels of student capability. These can be used to extend and supplement a regular language course, concentrating on enhancing communication and interaction within the classroom.

The presentation began with "information gap" activities. Two involved "jigsaw" listening, the garnering and sharing of information through active listening to pre-recorded tapes (the participants were impressed that Buckeridge himself played all the roles on the tapes). A third activity involved eliciting information necessary for task completion from a number of different sources.

The second group of activities involved role plays in the practice of grammatical and functional patterns. These also proved to be useful and fun. And a third set of activities centered on games as supplements to regular classroom lessons.

All of these activities can enhance and supplement a regular course and/or course book. Drastically, they are often more realistic than a text-based course. And of course, they're a lot more fun.

Reported by F. Parker

## HIROSHIMA

### MALE-FEMALE DIFFERENCES IN ENGLISH LINGUISTIC BEHAVIOR

By Deborah Foreman-Takano, Hiroshima  
Jogakuin College

Most people residing in Japan know that in the Japanese language there is women's speech and there is men's speech. Japanese men can refer to themselves as "o-re" or "boku" (meaning "I"), but Japanese women cannot. The difference between male and female speech in Japanese is quite clear because it is mainly lexical. However, because male-female differences in English linguistic

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behavior are not primarily lexical, many people do not realize that there are any. At JALT-Hiroshima's April meeting Deborah Foreman-Takano introduced this relatively new field of language study, providing numerous examples of differences in vocabulary, grammar and syntax, pronunciation and intonation. and discourse.

Unlike the Japanese language, which has "sex-specific" differences, English has "sex-preferential differences." That is, women tend to use certain forms more often than men do. Have you ever heard someone say, "She just sounds too tough sometimes"? Perhaps "she" was using forms that men tend to use more. Or vice versa, "He sounds a little effeminate." Do you think it was a man or a woman who said the following? "I just adore that fuschia sweater you have on. I think it's so lovely." Your decision is based on your (probably unconscious) knowledge of the sex-preferential usages of certain kinds of verbs, adjectives, and syntax.

Foreman-Takano also dealt with the problems of using "he" and "man" as neutral pronouns. A number of research studies have shown that he does not function as a generic pronoun even if it is intended to be; usually a male imagery is assumed when "generic" he is used.

As editor of *The Language Tacher*, Foreman-Takano has had to deal with the awkwardness of terms like "he/she" and "sportspersonship." Instead of using such terms, sentences can be rewritten using the plural, a passive construction, or different vocabulary altogether. For example, "The award is for sportsmanship" can be changed to "The award is for the highest ideals of fair play." Or "A handicapped child may be able to feed and dress himself" can be rewritten as "A handicapped child may be able to eat and get dressed without help."

Reported by Carolyn Miki

## **KANAZAWA**

### **TOWARDS A CREATIVE CLASSROOM**

By Kevin Monahan

This second meeting of the recently-formed Kanazawa chapter dealt with ways in which pictures and photos can best be exploited in the classroom. More than 20 ideas were put forward, all of them useful, practical and clearly demon-

strated. Even for those who have been in the profession a long time, many of the techniques were both stimulating and original.

The session started with a workshop in which participants were seated in a circle and activities demonstrated that practised a range of grammatical features as well as fluency work. After each activity the pictures were passed on so that participants then worked with different material. Other activities followed that involved group work and class games.

The presentation was clear, involving and gave participants many ideas to take away and use in their classroom.

Reported by John Dougill

## **NAGOYA**

### **THE DIRECT TEACHING OF THINKING AND ITS RELATION TO EFL**

By Tom Hinton, Cambridge English School

At the March meeting of the Nagoya chapter, Tom Hinton gave us the chance to practice using some of the thinking tools in his program in small groups. This program was originally designed for native-speaking high school students, but Hinton is now using it as an advanced English course.

Some of the techniques that we practiced were "PMI," "CAP," "AGO," and "APC." The group members played both "teacher" and "student" roles in turn. The teachers were to maintain structure in the groups; they introduced the topic, kept time, clarified the students' ideas, and acted as referee.

PMI stands for "Plus, Minus and Interesting." First, the students pick out the advantages of an introduced proposal, then its disadvantages, and finally any interesting or unusual side effects.

CAF stands for "Consider All Factors." For example, "A young couple are undecided whether to get married or wait." Factors to consider: finances, age, family approval.. .

AGO stands for "Aims, Goals, and Objectives." The situation we examined: "A father is angry at his daughter, so he doubles her allowance. Why?"

APC stands for "Alternatives, Possibilities,  
(cont'd on page 43)



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Choices." We brainstormed for many possible solutions to a problem.

These activities can be expanded by using videos and mazes in EFL classes. Their aim is to teach how to think through English.

Reported by Tomoko Yamamoto  
Kasugai-Niihi High School

## OMIYA

### THE ROLE OF ALGEBRICKS IN ENFORCING STUDENT AUTONOMY IN LEARNING

By Fusako Allard

At the April meeting Fusako Allard, director of the Center for Language and Intercultural Learning in Osaka, gave a teaching demonstration using Algebricks (cuisenaire rods). These rods, of varying lengths and colors, come in a portable box and can be used alone, or, as in this demonstration, with the aid of wall charts. The participants were divided into two groups, native Japanese speakers and native English speakers. The native English speakers worked in Japanese and vice-versa, so that we could actually experience what it was like to learn using the rods.

From making basic statements such as "That is a blue rod," we gradually worked up to more complex language, such as "An airplane is faster than a bullet train" (with rods representing an airplane and a train). We compared the rod lengths and practiced telling time with a rod clock. We talked about Allard's daily morning routine using this rod clock and a rod house she built to guide us. When those of us speaking Japanese made mistakes using particles, Allard pointed to the appropriate place in her *hiragana* wall chart and we corrected ourselves, without her verbal prompt. Using the rods, a teacher can be virtually silent throughout the lesson, and the lesson seemed to flow. The participants' involvement and concentration during the lesson was palpable.

The most complex work we did was making a rod picture of a descriptive passage Allard read to us. Participants of different language abilities worked together in cooperation. It was obvious that Algebrick rods can be used very effectively in language learning.

Reported by Marian Pierce

## SUWA

### EFFECTIVE USE OF STREAMLINE VIDEOS AND JAZZ CHANTS

By Shelagh Speers, Oxford University Press

The Suwa chapter's March meeting was full of energy as Shelagh Speers demonstrated how to effectively use the *Streamline* videos and Carolyn Graham's *Jazz Chants* to an enthusiastic group of language teachers.

During the presentation Speers outlined several guidelines regarding the use of videos in general: (1) Videos taped at home that contain authentic language, such as news shows and situational comedies, can be useful in the EFL/ESL classroom; however, a great deal of time is needed to prepare scripts, activities, questions, etc. (2) Commercial movies create increased motivation in students, because they are interested in the famous stars. Nevertheless, preparation for these, too, can be very time consuming. (3) When using videos, take every opportunity to exploit the resource. Don't just play it once! (4) Don't overwhelm students with too much language at one time. Keep each video presentation short. (5) Use the VCR to its fullest potential. Freeze a frame to discuss an emotion. Play the video backwards for fun! (6) Always have a purpose for showing the video segment. Give the students a task to accomplish and help them learn the language.

The remainder of Speers' presentation on the *Streamline* videos concentrated mostly on the content of the video made to complement the *Departures* part of the series, *A Weekend Away*, and the use of the guide.

The *Jazz Chants* segment of the presentation explained how Carolyn Graham completely integrated her two careers as a jazz pianist and English instructor in her latest book, *Small Talk*. The demonstration was so much fun the participants did not want to stop!

Robert L. Brown III

### **NO CHAPTER IN YOUR AREA?**

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

**TOKYO**

**FIRST LANGUAGE INFLUENCE IN SECOND LANGUAGE DISCOURSE STRATEGIES**

By William Herlofsky

Persistent errors are, of course, the bane of the ESL teacher's existence. Some insights into the source of characteristic student errors was provided by the presentation of William Herlofsky at the February meeting. He first summarized the current debate concerning second language acquisition in which one theory claims that differences in the native language of the learner and the target language are the crucial factors in second language learning. The developmental theory, on the other hand, maintains that there is a certain natural order in the acquisition of language functors, so that there is little difference between acquiring a given language as a first language or as a second language. The factor of first language interference is thus seen to be insignificant. Herlofsky feels that the truth lies somewhere between the two extreme positions.

Reporting on his current research dealing with the comparison of the use of noun, pronoun and ellipsis as reference strategies in Japanese and English, he finds clear evidence of first language influence and concludes that students can be moved to more native-like interlanguage by having contrasts in the two languages pointed out and brought into awareness for the learner so as to eliminate or at least minimize interference.

It was also pointed out that in addition to the transfer of native language structures, characteristics of student interlanguage might be ascribed to "training transfer," that is, what students are

taught about the language and the type of learning experiences they are provided. This would seem to broaden the possibilities of exploring the sources of interference beyond the native language as such.

**MINI-CONFERENCE ON PHONOLOGY**

By Tom Dow, George Deutsch and Derald Nielson

The March meeting was devoted to three mini-presentations by members of the Tokyo chapter on the general topic of phonology.

Tom Dow began with a discussion of the teaching of phonological reductions in normal speech and how these are related to different degrees of formality. He pointed out how problems in both hearing and speech can be eliminated when students are taught the variations in pronunciation of structural words that mark the normal speech patterns of native speakers. An area that even advanced students are only vaguely aware of can be reduced to the specifics of kinds and degrees of reductions and the circumstances under which they can be anticipated.

Dow recommends conventional spelling adaptation as opposed to phonetic transcription as the most direct and practical medium for exercises which, moreover, may be based on any text in use.

Whereas the first presentation was concerned with stylistic variations and their phonological realizations Deutsch dealt with phonological stress as a grammatical device. He showed how three degrees of stress can be shown to distinguish meaning and how the placement of stress in words, phrases and text contributes to overall meaning.



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Various techniques centered on contrastive analysis were suggested to train students to recognize and produce stress, adding to the depth of listening comprehension and conversely to the comprehensibility of speech and voiced reading.

In the third presentation, Nielson took up tonic stress and its affective meaning. He distinguished five basic pitch tones in English and demonstrated these with taped readings. Participants had scripts on which they were able to test their ability to classify the tone groups they heard. The use of eyebrow movements that mirror relative pitch height was shown as a unique method of training students in the control of tone.

**Reported by George Deutsch**

## **YOKOHAMA**

### **DEVELOPING READING SKILLS AND STRATEGIES**

**By Catherine Tansey**

Reading can play an important role in language acquisition but teachers rarely give students guidelines about reading. At the March meeting of JALT-Yokohama, Catherine Tansey conducted a workshop on how to make faster and more proficient readers of our students. She described various reading strategies such as predicting/previewing, scanning, finding topics, and finding patterns.

Tansey also made two important points about reading in the ELT classroom. First, reading activities should be integrated with speaking and writing. Secondly, teachers should use realia - maps, signs, menus, letters, comics - which relate the world of English to the world of the student.

### **ENGLISH CAMPS FOR HIGH SCHOOL STUDENTS - EIGO GASSHUKU**

**By Gwen Joy**

At the April meeting, Ms. Joy described a four-day live-in English camp for junior and senior high school students. The camp was developed for the Johnson Company as a benefit for its employees.

Joy listed the benefits of a gasshuku setting

for language learning. Away from their normal school and home settings, students are more willing to try new things and to take chances. English is used as a means of communication at the camp, so students learn that English is more than just a subject to be studied in school. Finally, students have a chance to meet foreigners and to learn first-hand about foreign customs.

Joy then described the preparation of the camp. It takes about three months and 50-75 hours to organize the program. First, a theme must be selected and activities developed. Task-oriented and problem-solving activities seem to work best. There is also an orientation for foreign and Japanese staff.

Joy concluded her presentation by demonstrating activities she has used at the camp. A board game she created was particularly envied by all the teachers.

A well-organized English camp can be an invaluable experience for both students and teachers. Second language acquisition is an extremely personal experience, and four short days at an exciting and meaningful camp may make all the difference in the world in how students view English and the people who speak English.

**Reported by Jack King  
Toyo-Eiwa Junior College**

*Children and ESL:*

**INTEGRATING  
PERSPECTIVES**

---

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those who educate  
classroom teachers; and to  
those who study teachers  
and children working  
together in the  
classroom."**

**Edited by:** Pat Rigg and  
D. Scott Enright

**Articles by:** Courtney Cazden,  
Sarah Hudelson,  
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# Bulletin Board

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

## JALT SUMMER SEMINAR

The 1987 Summer Seminar will be held Aug. 1 and 2 (Saturday and Sunday) at Tokai University Junior College in Shizuoka City. The Summer Seminar is organized in order to provide an opportunity for junior and senior high school teachers of English to learn oew teaching techniques and also to discuss new methods with one another.

Hiro Taguchi, Director, Japanese Programs, Language Pacifica, will be coming from California to talk about "TPR and Suggestopedia in the U.S." Ken Tamai and Shioobu Maeda, from Fukiai High School, Kobe, will talk about "The Reform of English Education in Japan's Public High Schools." Don Maybio, returning to Japan after completing a master's degree in England, will provide several techniques to help motivate not only students, but teachers as well. And Steve Wilkinson, Principal, Frost English Center, will demonstrate several activities teachers can use to activate communication.

For more information, as well as a map and schedule, see the July issue of *The Language Teacher*. Preregistration is highly recommended (there is only room for about 200 people). A ¥5,000 deposit will speed up things at the Seminar and also get you the reduced rate (members ¥12,000, non-members ¥15,000). Pay the remainder at the door. Use the postal *furikae* form in *The Language Teacher*. For further information please contact the JALT office in Kyoto, 075-221-2376.

## JAPANESE ASSOCIATION OF SUGGESTOPEDIA

### Introduction to Neurolinguistic Programming

Justine Robbios will give this workshop Sat., June 27, 3-9 p.m., at Saogyo-Noritsu Daigaku. 6-39-15 Todoroki, Setagaya-ku, Tokyo 158. From

Toritsudaigaku Station (Toyoiko Line from Shibuya or Yokohama), take a bus that goes to Futakotamagawa/Todoroki and get off at Sanoo-dai-mae. For information: Iki or Kasuga, 03-704-4011.

## INTRODUCTION TO SELF-ACCESS PAIR LEARNING TRAINING Tokyo, Thur.-Mon., August 20-24

Nicolas Fergusoo, Director of the C.E.E.L. in Geneva, will offer a five-day training seminar for those interested in self-access pair learning. This training is strongly recommended for anyone who wishes to teach the course Threshold. Place: I-House (Kokusai Bunka Kaikan), Roppongi. Information: Didasko, 6-7-31-611, Itachibori, Nishi-ku, Osaka 550; tel. 06-443-3810.

## INTRODUCTION TO SELF-ACCESS PAIRLEARNING and THE CERTIFICATE IN LANGUAGE TEACHING IN GENEVA

The C.E.E.L. (Centre for the Experimentation and Evaluation of Language Teaching Techniques) will hold its one-week Introduction to S.A.P.L. workshop, followed by the three-week Cert. L.T., in Geneva, July 20-Aug. 14. For further information, please contact Didasko, address above. As housing in Geneva is very tight in the summer, an early application is suggested.

## COMMUNICATION ASSOCIATION OF JAPAN

CAJ will hold its 17th Annual Convention on June 20 and 21, 1987 at Otsuma Women's University, Chiyoda-ku, Tokyo. Papers (10 in Japanese and 30 in English) will be presented in Intercultural Communication, Communicative Language Teaching/Learning, Interpersonal Communication, Mass Communication, Commuoiatioo Education, Rhetoric and Speech Arts, and a special session on Debate. There will be a special lecture on intercultural communication by Dr. Edward C.P. Stewart (ICU). Non-members are welcome. For further information contact Prof. Kazuhiro Hirai, Dept. of English, Showa University, 1-5-8 Hatano-dai, Shioagawa-ku, Tokyo; tel. 03-784-8259 (Monday and Thursday).

**TEMPLE UNIVERSITY JAPAN**  
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May 30-31, Tokyo/June 6-7, Osaka: *The Teaching of Writing*, Ann Raimés, City University of New York

June 13-14 (T), 20-21 (O): *The History of the Japanese Language*, Roy Andrew Miller, University of Washington

June 27-28 (T), July 4-5 (O): *Testing in ESL*, Harold Madsen, Brigham Young University

July 18-19 (T), 25-26 (O): *Content-Based Second Language Teaching*, Bernard Mohan, University of British Columbia

All courses Sat., 3-9 p.m, Sun., 10 a.m.-4 p.m. One credit hour available per course; the requirement that for credit three be taken as a bloc has been rescinded. Information: Michael DeGrande, Temple University Japan, 1-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161 (site of the Tokyo sessions; see *Meetings: OSAKA* for venue there); tel. 03-367-4141.

**LANGUAGE IN EDUCATION IN A BILINGUAL OR MULTILINGUAL SETTING: CALL FOR PAPERS**  
**Hong Kong, December 15-17**

This is the theme of the Institute of Language in Education's third International Seminar. Abstracts for papers and workshops should be sent by June 30 to Dr. Vemer Bickley, Director, I.L.E., Park-In Commercial Centre, 21F., 56 Dundas St., Mongkok, Kowloon, Hong Kong. Non-presenters should register by Sept. 30.

**SUBSCRIBE TO THE TESOL NEWSLETTER**

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

# Meetings

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

**FUKUI**

Topic: Humanistic Techniques and Workshop  
 Speaker: Gertrude Moskowitz (on video)  
 Date: Sunday, June 21 st  
 Time: 2-4 p.m.  
 Place: Fukui Culture Center (Housou Kaikan, 5F)  
 Fee: Members, free; non-members, ¥500  
 Info: John Service, 0776-22-3113

Dr. Moskowitz is a professor at Temple University and author of *Caring and Sharing in the Foreign Language Class*. The video presentation is a record of her workshop on Humanistic Techniques at ALS on Nov. 20, 1980.

**FUKUOKA**

Topic: Put Some Drama Into That Classroom!  
 Speaker: John Dougill  
 Date: Sunday, June 21 st  
 Time: 2-5 p.m.  
 Place: Tenjin Center Bldg., 14F (Iwataya Community College, 092-781-1031). See map in May *LT*.  
 Fee: Members, free; non-members, ¥1,000  
 Info: Maddy Uraneck, 0940-33-6923 (H), or 0940-32-3311 (W)

Drama provides an excellent example of the use of language to communicate, yet few teachers make full use of its potential, partly out of anxiety and partly because drama activities are often viewed as merely an entertaining sideline to the main syllabus. In this workshop, the assumptions will be that drama activities should be directly related to the text or specific language goal and should be involving but non-threatening in nature. Students should not feel exposed or embarrassed.

After post-graduate work at Oxford, Mr. Dougill taught EFL in the Middle East and for 10 years at Oxford and was editor of Britain's *IATEFL Newsletter*. He is currently guest lecturer at Kanazawa University. His two texts for drama, *Stage by Stage* and *How to Use Drama Activities in Language Teaching*, are newly available in Japan.

**GUMMA**

Topic: Is Your Class Interesting or Boring?  
 Speaker: Mitsuo Hashimoto, Aoyama Gakuin University  
 Date: Saturday, June 13th  
 Time: 2--5 p.m.  
 Place: Ikuei Junior College, Takasaki: 0273-52-1981  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: Wayne Pennington, 0272-51-8677

**HAMAMATSU**

Topic: Using TPR with The Learnables; Global Contextualization and TPR  
 Speakers: Robert Liddington, William Stanford  
 Date: Sunday, June 21st  
 Time: 1 - 4 p.m.  
 Place: Seibu Kominkan, 1-21-1 Hirosawa; 0534-52-0734  
 Fee: Members, free; non-members. ¥500  
 Info: Todd Lynum, 0534-74-0328

Stressing the importance of using it in a global context, the speakers will discuss TPK as we understand it. our view of language and its important aspects, how TPR in its normal usage addresses those aspects and its limitations in language learning, and finally how we can extend the use of TPR to make it more effective.

Mr. Stanford is a teacher trainer who has taught ESL for 15 years, including seven in Japan. Mr. Liddington has also been an ESL instructor for seven years here. Both work for Language Resources, Kobe.

**IBARAKI**

Topic: Teaching Japanese in the Silent Way  
 Speaker: Fusako Allard  
 Date: Sunday, June 7th  
 Time: 2--4 p.m.  
 Place: Sun Lake Hotel, Tsuchiura (15-mm. walk from east exit of Tsuchiura Stn.)  
 Fee: Members. ¥500; non-members, ¥1,000  
 Info: Jim Batten, 0294-53-7665

Ms. Allard intends this presentation to be of value to teachers both new to and familiar with the Silent Way. She would like the audience to experience and/or observe when and how learning takes place and discuss what students' and teachers' roles are for the learning to happen.

Ms. Allard, founder and director of the Center for Language and Intercultural Learning, Osaka, has taught Japanese and English to various groups in different environments including Indo-Chinese refugees and the blind. She is a candidate for the M.A.T. at the School for International Training.

**KANAZAWA**

Topic: TPR: From Simple Actions to Classroom Drama  
 Speaker: Dale T. Griffiee  
 Date: Sunday, June 7th  
 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, 0762-41-4496  
 Paul Hays, 0762-65-5752

Mr. Griffiee will first demonstrate several approaches and many specific techniques any teacher can use to develop TPR lessons. The second half of his demonstration will deal with TPR and drama.

Mr. Griffiee, guest editor of the special issue of *The Language Teacher* on TPR (Nov. 1985), is author of the TPR text *Listen and Act* and, with David Hough, *Hear Say*.

**KOBE**

Topic: Simple Questions  
 Speaker: David McLane  
 Date: Sunday, June 14th  
 Time: 1-4:30 p.m.  
 Place: St. Michael's International School  
 Fee: Members, free; non-members, ¥1,000  
 Info: Jan Visscher, 078-453-6065

As teachers, we often find ourselves not being able to communicate with those who have come to us to learn new skills; for example, having to deal with overly long delays that we experience waiting for answers to simple questions. David McLane, of Independent Research Associates, offers a workshop in determining the conditions under which these delays arise and employing the technology of NLP (Nemo-Linguistic Programming) to change the situation. Participants will have an opportunity to try out a variety of techniques.

**KYOTO**

Topic: Oral Interactive Testing at a Japanese University  
 Speaker: Eloise Pearson, Sophia University  
 Date: Sunday, June 28th  
 Time: 2-5 p.m.  
 Place: Kyoto YMCA, Sanjo-Yaniginobamba (on Sanjo-dori between Karasuma and Kawaramachi); 075-231-4388  
 Fee: Members, free; non-members, ¥500  
 Info: Haruo Minagawa, 075464-1665  
 Greg Peterson, 0775-53-8614

(cont'd on page 51)



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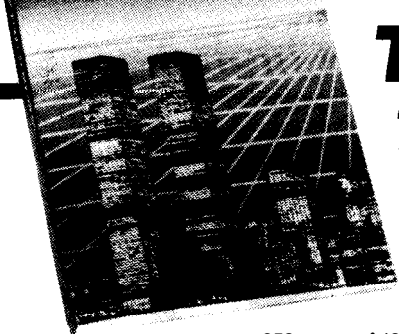
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(cont'd from page 48)

Ms. Pearson will describe her use of oral interactive tests in a communicative English language program for first year university students. After reviewing several types of oral tests, she will describe the tests she uses at Sophia. Student reactions will be reported, and the issues of reliability, validity and practicality will be addressed.

Following Ms. Pearson's presentation there will be a report on the Communication Association of Japan Conference held in Tokyo June 20-21 (see **Bulletin Board**).

### MATSUYAMA

Topic: Problem-solving Session  
 Speaker: Kevin R. Gregg  
 Date: Sunday, June 21 st  
 Time: 2-4:30 p.m.  
 Place: Shinonome H.S. Memorial Hall  
 Fee: Members, free; non-members, ¥1,000  
 Info: Linda Kadota, 0899-79-6531  
 Yumi Horiuchi, 0899-31-8686

In this question-and-answer session on English grammar and usage, Kevin Gregg, Matsuyama Shoka Daigaku, is going to answer questions submitted by English teachers, especially (but not necessarily) Japanese English teachers, relating to just about any aspect of the English language: grammar, vocabulary, pronunciation, usage, what-have-you.

### NAGASAKI

Topic: Put Some Drama Into That Classroom!  
 Speaker: John Dougill  
 Date: Saturday, June 20th  
 Time: 3-6 p.m.  
 Place: Faculty of Education, Nagasaki University, Room 63  
 Fee: Members, ¥500; non-members, ¥1,500  
 Info: Yoko Morimoto, 0958-22-4107 (W)

For details see FUKUOKA, above.

### NAGOYA

Topic: Teaching Japanese Using CL/CLL Techniques  
 Speaker: Fusako Allard  
 Date: Sunday, June 28th  
 Time: 1:30-5 p.m.  
 Place: Mikokoro Centre, Naka-ku  
 Fee: Members, ¥500; non-members, ¥1,500  
 Info: Tetsu Suzuki, 0566-22-5381  
 Lesley Geekie, 05617-3-5384

Fr. Charles Curran, the originator of Counseling Learning (CL) and Community Language Learning (CLL), says you need SAARRD -

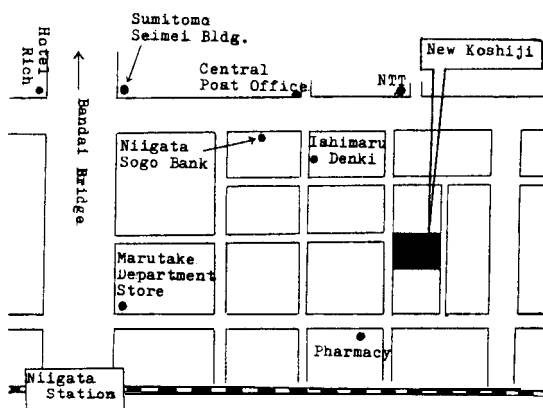
Security, Attention, Aggression, Reflection, Retention, and Discrimination - for effective learning. Ms. Allard will demonstrate how she employs her interpretation of CL/CLL philosophy and techniques with intermediate and advanced students of Japanese.

Ms. Allard is described in IBARAKI, above.

### NIIGATA

Topic: Two-way Information Gap Activities for Language Teaching  
 Speaker: Jan McCreary, Int'l University of Japan  
 Date: Sunday, June 21st  
 Time: 1:30-3:30 p.m.  
 Place: New Koshiji (5-min. walk from Niigata Stn.; see map)  
 Fee: Members, free; non-members, ¥500  
 Info: Carl Adams, 025-262-7226 or 025-260-7371  
 Chisato Furuya, 025846-6488

Encouraging students to use the target language is often a problem which two-way information gap activities can help solve by giving the students a reason to communicate in that language. This presentation will explain and demonstrate a variety of such activities for the classroom.



### OMIYA

Topic: Getting Students to Talk  
 Speaker: Barbara Hoskins  
 Date: Sunday, June 14th  
 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

Students are more willing to talk when they have reason to communicate. Today's participants will experience several different types of activities that "get students to talk" and will also learn how to use the simple principles underlying these

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activities to change uninteresting, unmotivating textbook lessons into communicative activities. Demonstration activities will be based primarily on lessons from junior and senior high school textbooks approved by the Ministry of Education (although the principles work for activities at all levels). Handouts describing sample lesson outlines, guidelines, and activities will be given.

Barbara Hoskins, M.A. in TESL, Northern Arizona University, teaches at New Day School in Sendai, and is co-ordinator of the JALT-Sendai chapter.

## OKAYAMA

Topic: Learning & Teaching Second Languages  
 Speaker: Kate Mulvey  
 Date: Saturday, June 20th  
 Time: 2:40-4:30 p.m.  
 Place: Shujitsu High School (14-23 Yuminocho, Okayama-shi; 0862-25-1326)  
 Fee: Members, free; non-members, ¥500  
 Info: Fukiko Numoto, 0862-53-6648

## OSAKA

Topic: Extensive Reading Using Graded Readers... And Beyond  
 Speaker: Julian Bamford  
 Date: Sunday, June 21st  
 Time: 1-4:30 p.m.  
 Place: Umeda Gakuen  
 Fee: Members, free; non-members, ¥1,000  
 Info: Linda Viswat, 06-543-1164

Graded readers can give students the value (and pleasure) of extensive reading in English. Extensive reading will be defined and evidence presented indicating that it may be essential in developing reading fluency. Other benefits will be detailed. Graded readers are ideally used as homework. The focus will be on organizing a class library rather than m-class use. How to choose books of the right type and level for your class, how to 'follow up' the homework reading, how to use cassette tapes of books, and, crucially, how to expand to authentic reading will be discussed.

Julian Bamford was born in England and educated in the U.S.A., where he began his TESL training at UCLA. He is a lecturer at Bunkyo University (Shonan Campus) and at Bunkyo University Women's College, Kanagawa-ken.

## OSAKA SIGs (June 21st, as above)

### Colleges and Universities

Topic: Computers and Testing  
 Time: 11 a.m.-12:30 p.m.  
 Info: Isao Uemichi, 06-388-2083

See Jerry W. Larson: "Computer-Assisted Language Testing: Is It Profitable?" in *ADFL Bulletin*. 18:2 (Jan. 1987).

### Children

Topic: Some Ideas for Teaching  
 Speaker: Ms. Neo  
 Time: 11 a.m.-12:30 p.m.  
 Info: Sister Regis Wright, 06-699-8733

The following workshops, all Sat.-Sun. at Temple University, Kyowa Nakanoshima Bldg., 2F., 1-7-4 Nishi-Temma, Kita-ku (06-361-6667), will be open to JALT members on Saturdays, 3-6 p.m. Fee: ¥2,000 (non-members, ¥3,000). No preregistration, but to enroll formally (1 credit hour optional per full workshop) contact Temple University:

June 6-7 Ann Raimés, CUNY - "The Teaching of Writing"  
 June 20-21 Roy Andrew Miller, Univ. of Washington - "The History of the Japanese Language"  
 July 4-5 Harold Madsen, Brigham Young Univ. - "Testing in ESL"  
 July 25-26 Bernard Mohan, Univ. of British Columbia -- "Content Based Second Language Learning"

A reception for Dr. Raimés will be held on Fri., June 5, from 6 to 8 p.m. at Umeda Gakuen. Fee: members, ¥1,000, non-members, ¥2,000. In addition, a reception for Dr. Miller will be held on June 19 from 6 to 8 p.m. at the American Center in Osaka. For further information, call Linda Viswat (as above) or Steve and Beniko Mason, 0798-49-4071.

## SAPPORO

Topic: Non-Japanese in the Japanese Secondary School System  
 Speakers: Jerry Halvorsen and Ken Hartmann (otherwise known as Abbott & Costello)  
 Date: Sunday, June 21 st  
 Time: 1:30-3:30 p.m.  
 Place: Hokusei Gakuen Secondary School, Minami-5, Nishi 17 (From the Nishi 18-chome subway station, walk south on Nishi 18-chome about 3 blocks. Road zigzags slightly to the left. The school is on the right.)  
 Fee: Members, free; non-members, ¥500  
 Info: T. Christensen, 011-737-7409 (H)  
 J. Halvorsen, 011-561-7153 (W)

Two teachers from Hokusei Gakuen Junior and Senior High School will discuss how non-Japanese can learn to (1) cope with, (2) adapt to, and (3) change the system in Japanese secondary schools. Such topics will be covered as getting beyond the expectations of Japanese towards

(cont'd on page 54)

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# Cambridge University Press

(cont'd from page 52)

foreigners, such as that working cooperatively is impossible.

**SHIZUOKA**

Topic: Dr. Fil's Flying *Zabuton*  
 Speaker: Dr. Philip Jay Lewitt  
 Date: Sunday, June 14th  
 Time: 10 am-5 p.m.  
 Place: Tokai University Junior College (near Yunoki Stn.)  
 Fee: Members, ¥1,000; non-members, ¥1,500  
 Info: John Laing, 0542-61-6321 (W) or 0542-46-6861 (H)

Dr. Lewitt, M.A. in Creative Writing, Ph.D. in English and American Literature, spent one year as a Zen Buddhist monk at Tassajara, California, six years directing a Zen Buddhist community, and more than a decade teaching writing and literature and language at the university level. As Foreign Professor at Tottori National University, he directs the writing program for future teachers.

This is a workshop on how to teach English composition effectively at any level.

**SENDAI**

Topic: How to Use and Make Roleplays  
 Speaker: Jim Zorn, New Day School  
 Date: Sunday, June 14th  
 Time: 1-4 p.m.  
 Place: Miyagi-ken Fujin Kaikan, 2nd Conference Room, 5F., 1-20-1 Nishiki-cho; 022-222-7721  
 Fee: Members, free; non-members, ¥500  
 Info: Tomoo Mizuide, 022-246-0859

"What is a roleplay? How can I write roleplays for my own students?" Roleplays in most published books are unnecessarily complex or not appropriate to student interests and backgrounds. This workshop will explore a variety of roleplay types through an experiential, participatory approach. Finally, a concise model for production of intermediate and advanced discussion-type roleplays will be presented.

Jim Zorn, M.A., School for International Training, is in the process of finishing a book of roleplays.

**SUWA**

Topic: Language Education Programs in Nagano  
 Speakers: A panel of education administrators  
 Date: Sunday, June 21st  
 Time: 2-4:30 p.m.  
 Place: Suwa Bunka Center, Kominkan, 3F. "Kodo"

Fee: Members, free; non-members, ¥500  
 Info: Esther Sunde, 0266-58-3378 (H) or 0263-52-2552, ext. 1424 (W)

A group of distinguished educators from various language programs will discuss their efforts to meet the needs of foreign language learners in Nagano. The panel will discuss the future needs of Nagano and Japan as we prepare for the 21st century. All levels of education, from big businesses to jukus and universities, will be represented.

**TOKYO**

Topic: Testing  
 Speaker: John Laing  
 Date: Sunday, June 28th  
 Time: 2-5 p.m.  
 Place: Sophia Univ. (Yotsuya), Library 812  
 Fee: Members, free; non-members, ¥500  
 Info: Michael Sorey, 03-983-4542

Testing can focus our teaching and our students' study habits, can provide a goal, and can even be fun! If students know what to expect and have been properly prepared, a test is no longer threatening, but another chance to demonstrate their skill. And testing helps show the effectiveness of teaching. Mr. Laing will discuss the "classic" method of test validation and show that, in general, testing in the classroom can employ more "common-sense" techniques. The



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key is to carefully think about what is really happening when we test. We will try a few hands-on activities in order to demonstrate some of the pitfalls of measurement in general, and then deal with which tests work best for particular situations.

## **TOKYO SIG**

### **Business**

Topic: Curriculum Development of In-Company Programs  
 Speaker: David Hough  
 Date: Sunday, June 21st  
 Time: 2-5 p.m.  
 Place: Nichi Bei Eikaiwa Gakuen (International Education Center), 21, Yotsuya 1-chome, Shinjuku-ku (Go out the north exit of Yotsuya station and look for the sign and arrow directing you to Nichi Bei.)  
 Fee: Members, free; non-members, ¥500  
 Info: Marilyn Books, 03-229-0199  
 Steve Wilkings, 03-327-8655 (H) or 03-234-4025 (W)

David Hough is the president of the Tokyo JALT chapter. Following the meeting, the group will have dinner at a nearby robotayaki to talk with the speaker.

### **Video**

Topic: Breaking the Cultural Barrier to Understanding Humor: Using Sitcoms in Class  
 Speaker: Mel Jensen  
 Date: Sunday, June 21st  
 Time: 2:30--5 p.m.  
 Place: Tokai Junior College, 2-3-23 Takanawa, Minato-ku  
 Fee: Members, ¥200; non-members, ¥1,000  
 Info: J. Igarashi, 03-441-1171 (W)  
 Shari J. Berman, 03-719-4991

We will focus on techniques that have been successful in getting Japanese adults to understand the humor of another culture. Participants will view clips from videos and discuss a variety of techniques which can be utilized to make the

material accessible to high intermediate and advanced students. A "watch and brainstorm" session will conclude the presentation.

Mel Jensen has taught company classes in Japan for five years. He has a degree in communications from Portland State University.

## **WEST TOKYO**

Topic: Communicative Grammar Games and Stories  
 Speaker: Steve Brown, Univ. of Pittsburgh ELI  
 Date: Saturday, June 20th  
 Time: 2:30-5:30 p.m.  
 Place: Fujimura Girls' High School (a five-minute walk from Kichijoji Stn. on the Chuo line)  
 Fee: Members, free; non-members, ¥500  
 Info: Brenda Katagiri, 0422-42-7456  
 Larry Knipfing, 0424-64-6919

Mr. Brown (M.A., San Diego State Univ.) will show how the much-maligned techniques of grammar drill and reading following by comprehension questions can be made communicative, interesting, and fun to do.

## **YOKOHAMA**

Topic: Video Dramas in the Classroom  
 Speaker: Mike Thompson, Longman (publishers)  
 Date: Sunday, June 14th  
 Time: 2-5 p.m.  
 Place: Kaikokinen Kaikan (near JR Kanai Stn.)  
 Fee: Members, free; non-members, ¥500  
 Info: Bill or Kumi Patterson, 0463-34-2557

Mr. Thompson will demonstrate several approaches to using video dramas and educational material. He will give information on some of the latest EFL materials available in Japan, and explain how to use videos in the classroom for those not familiar with the medium.

(cont'd on next page)

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**YOKOHAMA SIG (June 14th, as above)**

**Teachers of English at Secondary School**

Topic: Make the Most of Folders  
 Speaker: Hiroko Yazaki, Principal, CEEPEC English Academy  
 Time: 1-2 p.m.  
 Info: Kimiko Ozawa, 045-81 1-29.59  
 Mitsui Nakano, 045-543-0437

Many of you use file folders to organize all sorts of written information. Ms. Yazaki will tell us several other ways of utilizing folders.

Hiroko Yazaki taught first graders as a classroom teacher in a public school in Houston, Texas, after receiving a Bachelor of Science degree in Boston.

**TAKAMATSU CHAPTER ONE-DAY CONFERENCE  
 COMPUTERS AND EFL**

**Kagawa Daigaku, Sunday, June 21st**

Michael Bedlow (Shikoku Gakuin Daigaku) - *Bread 'n Butter: A Simple Introduction to Possible Uses of Computers in English Teaching*

Hillel Weintraub (Doshisha International H.S.) - *Reaching In and Reaching Out: Using Computers to Stimulate Creativity and Communication*

Reuben Gerling (Technological University, Nagaoka) - *Computers & Absolute Beginners*

Vernon Hall (Kagawa Daigaku) -- *The Micro as a Stimulus to Lan uage Practice*

Ian Shortreed (Tezukayama Gakuin Daigaku) -- *Uses of Networking and Telecommunications in Higher Education*

Panel Discussion - *The Future of Computer-Assisted Language Learning in Japan: The Quality of the "L's in C.A.L.L.*

Software Display - 9:30 a.m.-5 p.m.

Note: Additional presenters were being arranged for at press time.

A wide range of authoring programs for English (and a few for other languages) available for "hands-on" inspection. Authoring programs allow the teacher or learner to create any number of tailor-made texts for a program to use, in support of any teaching material. Also EFL-usable dedicated commercial programs. Japanese and English-speaking assistants to help those unfamiliar with computers. Poster guides and critiques of programs. 5 Apple II's, 2 Macintosh and a BBC/Acorn.

Time: 10 a.m.-5 p.m.; registration from 9:30 a.m.

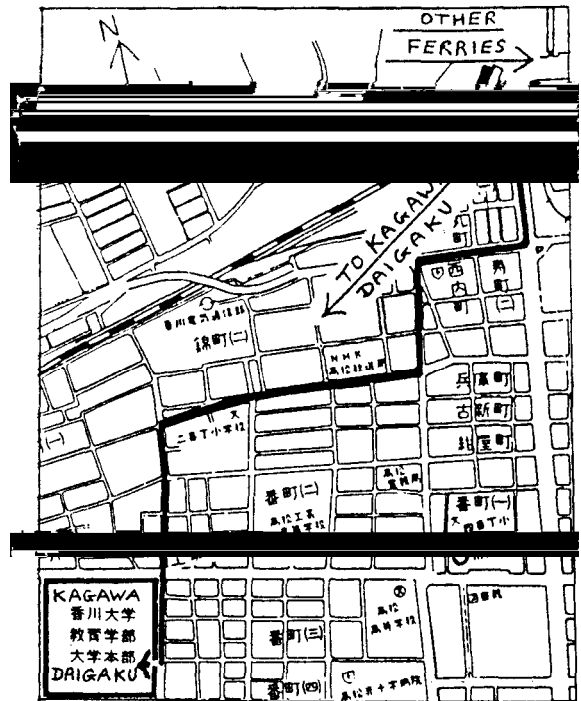
Place: Kagawa Daigaku, English Dept., Saiwai-cho, Takamatsu-shi

Fee: JALT and JACET members, ¥500; students, ¥250; others, ¥1,000 (¥750 after 12:30 p.m.)

Info: Michael Bedlow, 0877-62-2440

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- 2) From Osaka - Kato Line, dep. 22:00 arr. 5:40
- 3) From Okayama (on Shinkansen) - JR train to Uno and JR ferry to Takamatsu or 10 minutes from Uno Stn. (cheaper, more frequent) Utaka Kokudo Ferry 8:03/8:24/8:44 from Uno, 60 min. Taxi from port to site, 12-15 min.





# Positions

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

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

**(TOKYO)** TEFL/TESL teachers with M.A. degree wanted: university program. Native English speakers and Japanese nationals both desired. Send resumes (in English) to: Newport University-Far East, 4-25-14 Chuo, Nakano-ku, Tokyo 164; tel. 03-229-2161 after 4 p.m.

## COMPUTER FOR SALE

For sale by JALT office: CP/M 8-bit computer, NEC PC8801, dual 8-inch disk drive and Epson MP80 printer. With Wordstar and other software, great for English word processing. ¥150,000 or best offer. Contact Tom Robb, 0720-45-1874 9-11 p.m.

## LANCASTER PUBLICATIONS AVAILABLE THROUGH JALT OFFICE

*Language Testing Update*, a periodical of the Institute for English Language Education, University of Lancaster, may be ordered by JALT members in yen through the JALT office. Price: ¥1,500/year; ¥2,500/2 years. Also, a special edition, entitled *Innovating in Testing: Can the Micro-computer Help?*, is available for ¥1,500. Order using the postal *furikae* form found in any issue specifying the items desired in the message area.

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## MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3000. There are currently 23 JALT chapters throughout Japan. It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

**Meetings and Conferences** - The **JALT International Conference on Language Teaching & Learning** attracts some 1500 participants annually. The program consists of over 200 papers, workshops and colloquia, a publishers' exhibition of some 1000 m<sup>2</sup>, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter. JALT also sponsors special events annually, such as the Summer 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-im, Shimogyo-ku, Kyoto 600; tel. (075) 221-2376. Furikae Account: Kyoto S-15892. Name: "JALT"

## JALT — 全国語学教育学会について

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

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

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

**支部:** 現在、全国に23支部あります。(札幌、仙台、山形、茨城、大宮、千葉、東京、群馬、横浜、静岡、浜松、名古屋、京都、大阪、神戸、岡山、広島、徳島、高松、松山、福岡、長崎、沖縄)

**研究助成金:** 詳細は JALT 事務局まで。

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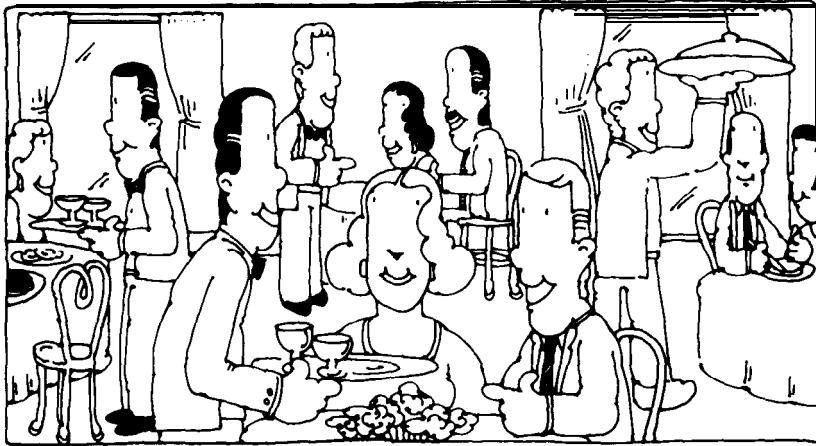
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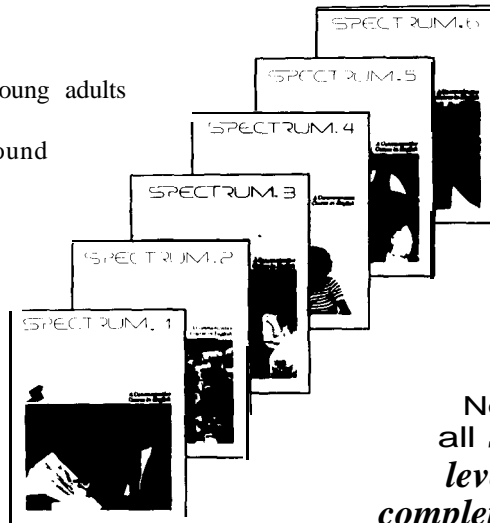
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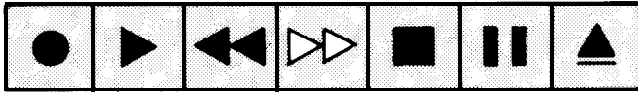
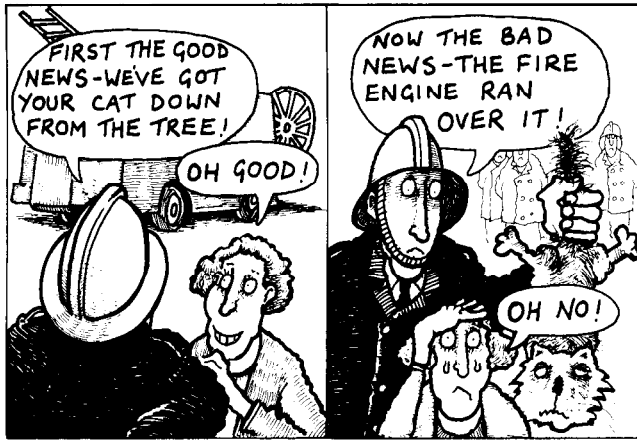
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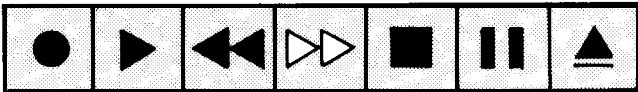
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