

# THE Language Teacher

全国語学教育学会

VOL. XII, NO. 2

FEBRUARY 1988

THE JAPAN  
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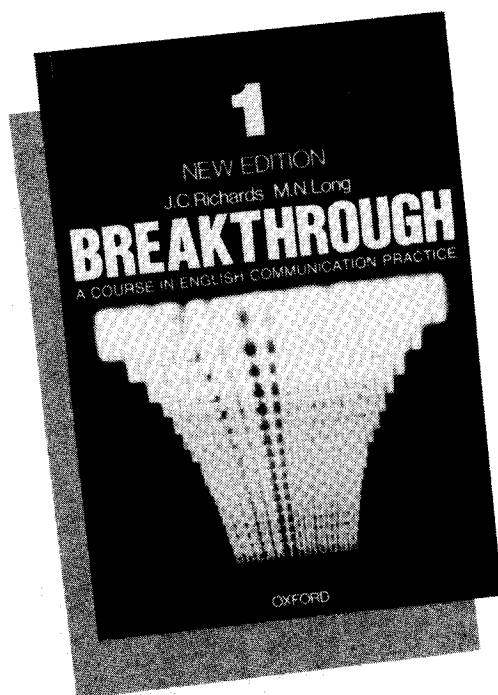


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*The Language Teacher* is the monthly publication of The Japan Association of Language Teachers (*Zenkoku Gogaku Kyoiku Gakkai*), a non-profit organization of concerned language teachers interested in promoting more effective language learning and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

*The Language Teacher* editors are interested in articles of not more than 3,000 words in English (24 sheets of 400-ji genko yoshi in Japanese) concerned with all aspects or foreign language teaching and learning, particularly with relevance to Japan. They also welcome book reviews. Please contact the appropriate editor for guidelines, or refer to the January issue of this volume. Employer-piced 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

## CONVERSATION CLASSES IN JAPAN

### Introduction: A Look at Eikaiwa

For many of us, 'conversation class' has a less than professional ring about it. Perhaps it conjures up an image of untrained native speakers holding 'free talking' sessions. Indeed, the word 'conversation' itself seems less serious than 'Oral English'. 'Conversation' is what Noel Coward was good at.

And yet, what are called 'conversation classes' account for much, perhaps most, of post-secondary language teaching in Japan, occurring in settings as diverse as colleges, private language schools, company programs and private lessons.

The roots of this *eikaiwa* (English Conversation) phenomenon can be traced, of course, to the secondary school system, which does a superb job (often unacknowledged in its excellence) of teaching students about English and how to decode its written form into Japanese, but little of how to use the language as a means of communication. Realizing this deficiency, students logically decided that the best way to learn it was to do it, and the concept of *eikaiwa* was born.

And so our classrooms are filled with false beginners eager (or obliged) to make English their own. These part-time conversation students, innocent for the most part of what it takes to acquire a language, expect to talk, literally just talk their way to proficiency, preferably with a native speaker.

Teachers often select, or are expected to use, audio-lingual 'dialog and drills' material, which gets the students talking, but teachers and students alike usually find any relief from such texts a welcome break. Less conscientious or less trained teachers tend to resort to free conversation. Other more thoughtful teachers plan classes to include 'communicative' listening and speaking activities. The speaking is typically fluency-based, and hopes to activate the students' passive knowledge, with little attention being paid to accuracy.

One further constraint of conversation classes should be mentioned: infrequent attendance. Since many conversation classes are taken during students' free time, classes compete with other activities and with overtime assignments at work. Teachers often cannot depend on having the same group of students from one week to the next, so lessons tend to be isolated 'once-off affairs'.

Meanwhile, back in the secondary schools, exam-oriented grammar translation remains as firmly entrenched as ever. The government is now making efforts to remedy students' lack of communicative ability by importing quantities of native speakers to 'team-teach' alongside Japanese teachers of English. No equivalent program exists to encourage Japanese English teachers to focus on communication. But, on their own, some teachers are developing innovative ways to help their students improve their communicative skills without impairing their ability to pass exams.

One more important opportunity for teaching living language is found in children's classes. The best teachers put considerable thought into integrating curriculum with the sorts of fun activities children love, and Japanese teachers have long been at the forefront of the field.

Looking at this spectrum of *eikaiwa*, it begins to seem as if 'Teaching Conversation' is another way of saying 'Teaching English for Communication'. The pages that follow contain, we hope, some insightful, even provocative, look at what most of us are doing every day, with a generous number of good ideas for how to do it better.

We sincerely thank everyone who wrote for and otherwise contributed to this issue. For assistance in editing and production, we thank John Chance, David Clover, Dale Griffie, Marc Helgesen, Mike Moran, Yoko Sugimura, and David Wardell. We would also like to take this opportunity to thank the regular Language Teacher staff past and present, who do the often unacknowledged and always excellent job of bringing us this valuable forum every month.

Steve Brown, Assistant Director of the University of Pittsburgh English Language Institute Japan Program in Tokyo, and a co-author of *English Firsthand Plus* (Lingual House).

Julian Bamford, formerly Curriculum Coordinator of ASB, Tokyo. He is currently finishing his second year, and still finding his feet, as a lecturer at Bunkyo University, Kanagawa-ken.

Guest Editors

## THE LANGUAGE TEACHER PANEL DISCUSSION: MANAGING LANGUAGE PROGRAMS

Conversation classes are often held at private language schools, of which there are many different types. There are schools that specialize in part-time conversation classes, and others that focus on short- and long-term intensive courses. Some take their place alongside *senmon gakkō*, where students, many of whom have failed to enter a university, learn a more specialized, practical skill for two years. Still other schools concentrate on private lessons, or on providing teachers for in-company work.

When we asked administrators from a variety of schools to take part in a panel discussion, we were especially interested in what they looked for in potential employees, how teacher and student expectations affect classes, and the question of student evaluation and testing. Their answers to these and other questions reveal some of the unique aspects of teaching English here in Japan. The participants generously took time from busy schedules to meet in Tokyo last July for this informal discussion. All wish to make clear that the observations and opinions printed here are their own, and not necessarily those of the institutions for which they work.



Panelists left to right: Chuck Sandy, Martin Hawkes, Larry Yamashita, Peter Duppenthaler, and Moderator, Michael Moran.

### **Participating in the discussion were:**

Peter Duppenthaler received his M.Ed. with an emphasis in TESOL from Temple University and has taught in Japan since 1974. He is currently chief of both the Educational Research Division and the Educational Training Section at ECC Foreign Language Institute, Osaka.

Martin Hawkes holds a B.A. and post-graduate certificate in education and now works as an RSA diploma assessor. He has taught in Africa and Kuwait and has been in Japan for 13 years. He is currently the director of the International Language Centre in Tokyo.

Chuck Sandy earned his M.A. in TESOL from the University of West Virginia, and has been working as Faculty Supervisor at Kanda Gaigo Gakuen since 1984.

Larry Yamashita majored in International Relations at Sophia University. After extensive experience teaching both English and business writing, he spent six years with Cosmopolitan Language Institute as School Manager and Curriculum/Materials Developer. He is currently with Oki Electric Industry Company Ltd.

Michael Moran acted as moderator. He has an M.A. in Secondary and Adult Teacher Education with an emphasis in TESOL from the University of New Mexico. He has taught ESL/EFL in the United States and Taiwan and is currently working as Senior Teacher at KLG Language Schools, Tokyo.

### **ON HIRING TEACHERS**

**Mod:** What do you look for in a prospective teacher? How do you ascertain whether a person is the type you'd like to employ? Martin, when you're interviewing, do you have any trick questions?

**MH:** Quite a few, yes! It's not a trick question, because it's just putting someone into a spot and asking them directly — in a given teaching situa-

tion, say, a class of elementary students, if you have to teach a given function, how would you attempt it? And off the cuff, they have to give a pretty good answer. If they start to waffle, you dig in deeper. You soon ascertain whether a person's a teacher or not.

**LY:** When hiring people, of course qualifications and experience are important, but I feel personality is also a major consideration. A teacher without a good personality may have difficulty

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getting along with the students and the rest of the staff. You cannot do any type of team project with other teachers, so I think personality, the ability to work well with others, open-mindedness is very important along with qualifications and experience.

**CS:** Qualifications are important because teachers need to know what they are doing. In the classroom, you need to have some reason for doing what you do, not just going in and talking. But personality is right there, too, right on top of the list.

**PD:** Qualifications mean that you have a common vocabulary with the applicant — that you can talk about certain subjects and you understand each other. But this doesn't necessarily mean that the people you are talking to are willing to accept advice, work with other people, or care about teaching, their students, or anything else. When interviewing, every new applicant is asked to take part in a group activity in which the group is given a class description and asked to design an appropriate lesson. In addition, each applicant is given a small section from one of the textbooks we use and asked, given a certain amount of time and a certain level of student, how he or she would present the material. We are looking for teachers who can both work in harmony with others and adapt themselves to a variety of ability levels.

**Mod:** *Does age matter to you? A lot of schools like to hire teachers in their mid-20s.*

**MH:** With our basic qualifications, the youngest applicants are going to be 22 or 23 years old. Recruiting for Japan and this is unfortunate because of our clients, we probably will not be too keen on employing people over their middle 30s. That's not because we don't want to, and we employ people over their middle 30s in other parts of the world, but in Japan we find that our clients, the students, prefer younger people.

**LY:** In terms of sex, do you try to keep a well-balanced staff, 50-50?

**MH:** We do.

**LY:** The reason I ask this is because you sometimes get male students who want to be taught by "the blue-eyed female," and you get requests from companies. They only want a female teacher.

**MH:** We question that request. but it's true.

**CS:** There aren't many people in their 40s and 50s applying for jobs and I think it's got a lot to do with the fact that Japan is a long way from anywhere else. Moving from England or America

or Canada to. Japan takes a certain amount of energy. We have older teachers, but they're people who've been in Japan for years and years. Also the nature of English-language teaching in Japan is such that when you're in your 40s or 50s you're entrenched somewhere in a school or a university, tenured or whatever.

**MH:** Would you accept that therefore it's a young person's profession? After being a teacher, what is there? There are limited supervisory and management positions. By becoming a manager, you are basically removing yourself from the classroom — many dedicated teachers don't want to do that. Therefore, what we find with a lot of our staff is that by the time they reach their early or middle 30s, they're thinking about going back to do their M.A.'s, or they're thinking of moving on because there are no management positions. So I really think it is a profession for people from their mid-20s to their mid-30s. After that, unless someone really wants to just continue in the classroom, and I think after ten years probably someone is getting slightly stale, there isn't that much new you can do. You can come up with the new 'bandwagon' ideas for teaching, but it's much the same: you're in a classroom with a group of people. It is a profession that a lot of people move on from.

**CS:** I think one of the reasons for that is the incredible bum-out rate. Being a teacher, it's like planting potatoes or something, going into a classroom five or six hours a day and doing things in front of people, being on stage and being a performer. You can't do that for 40 years of your working life and remain a sane individual.

**PD:** One of my professors told me that, at least in the U.S., ten years in the field was about it. After that, people bum out, get out and go on to other things.

**Mod:** *How has recruiting changed? Is it easier to get people now than it was, say, ten years ago?*

**MH:** Much easier. While ten years ago a lot of people coming had the minimum qualifications, many came for reasons other than wanting to pursue a career in teaching English as a foreign language. Now you are definitely getting well-qualified and experienced people coming here to teach.

**Mod:** *Has this made your job a lot easier?*

**MH:** It's made it easier and it's made it more difficult. If you've got a lot of teachers who are well qualified, and who do see the position as a career, how do you satisfy them? Because actually what we're doing has not changed drastically from when you had the tourists. Therefore, job satisfaction comes into it and that's very difficult.

**ON TEACHING IN JAPAN**

**Mod:** *Is Japan a special teaching situation?*  
**Chuck?**

**CS:** I don't want to make a cultural stereotype by saying that Japanese students are different from, e.g. Latin students, but to some extent it is a special situation here, especially when your students are just coming out of high schools. They've been through a lot, and it's very different from the kind of thing that they're going to do in your classroom. What TEFL programs or what RSA programs train people to do is not what Japanese high school students have been led to expect, and that can create a problem in the classroom. A teacher recently said to me that in our training programs, we should be telling teachers that what they'll be doing, at least for the first six months, is training their students to make mistakes, loosen up and overcome reticence. We get a lot of students who are from small towns and they have never been in a room with a native speaker before, and they've never been asked to do the kinds of things we do here, like roleplays. The teacher says, "OK, we're going to do this roleplay," and you've got these people sitting over in the corner of the room going, "Roleplay? Roleplay?" In a sense, you could go in with the absolute best lesson plan in the world and completely fail, because the students aren't ready for it. So, yeah, we do need to work with teachers so they understand that the situation is special, and that reticence is a national trait. All language classes are potentially tense situations, and the teachers need to know that they're dealing with some people who are on edge — who are being asked to perform. You're going to have to work with these students very slowly, to bring them out and to get them to the point where they feel comfortable. This is Krashen's whole 'affective filter' thing. We look at the affective filter every day of our lives teaching in Japan. So, in that sense, yeah, it is a special teaching situation.

**PD:** Students in a *senmon gakko* begin looking for jobs towards the end of the term, and this can result in a dramatic reduction in attendance rates. Teachers come to class and find a fraction of the students they started with. This, coupled with the resulting loss in motivation on the part of the remaining students, can have a devastating effect on a teacher, especially a new teacher who doesn't know why the students are not coming, and thinks it is because of his or her teaching. Teachers have to be told that this situation is just the way things are in Japan, and that it doesn't mean that they are failures.

**LY:** I feel that in a training program for somebody who is new to Japan, there should be some brief cultural orientation as to how the Japanese student thinks. This is especially necessary when

it's businessmen that are going to be taught. The new teacher needs to know what they expect from the teacher, and why they don't volunteer like western students do, and why nobody will speak up in front of a group. Because of the new teacher who's not accustomed to this and knows nothing about the Japanese mentality, it's frustrating and it's discouraging. You sit there in front of a class of ten people and nobody wants to answer a question. The teacher may think, "Well, nobody knows the answer," which is probably wrong. So I think there should be that kind of an orientation.

**MH:** I think you've got to have that in tandem with letting the new teachers, not familiar with Japan and the Japanese, sit in on a teacher who has taught here, who is experienced, to see how that teacher is handling those problems. Because otherwise it can boggle the mind the students are not going to speak; they're going to keep their heads down; everyone's going to be in total agreement; you're not going to get any debate going — this sort of thing. Because you can actually change that completely. And you can see it if you sit in on several teachers during your orientation week, and actually see how they have overcome those problems and have very successful classes going.

**PD:** We had a useful program in which teachers observed each other. We followed the observations with group discussions of common problems. As an administrator, you might have topics you would like to talk to the teachers about, but if you do it that way it doesn't work as well as when it comes from them...

**MH:** ...Within their group, and being perfectly informal, with no one looking over their shoulder.

**PD:** Yes, it's amazing to see how excited people can get. It's really nice.

**ON STUDENT EXPECTATIONS**

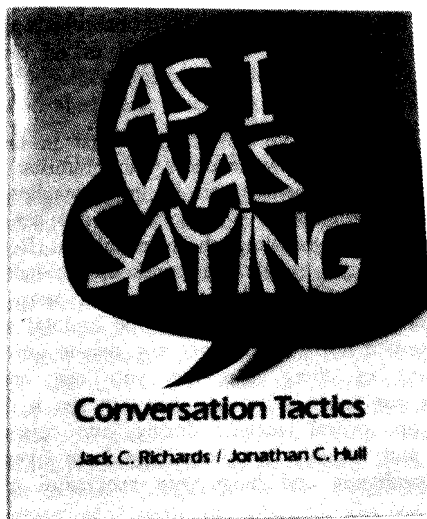
**Mod:** *What do students expect to get out of a conversation class? Are their expectations realistic?*  
**Peter?**

**PD:** The results of the questionnaire we administer say that, for 90% of the higher-level students, their expectation is just to be able to communicate with foreigners. The lower-level students know that they will be taught mainly by Japanese teachers, so their expectations are a little different. They, for example, would say that they are more interested in grammar practice than in conversation. But intermediate and above level students definitely say they want to be able to speak with a native speaker. They basically have that ability at intermediate level so the classes are fair-

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# As I Was Saying

## Conversation Tactics



by Jack C. Richards: University of Hawaii  
Jonathan C. Hull

**As I Was Saying** is a conversational English course written for low-intermediate/intermediate level students who need practice in using and understanding spoken American English.

Designed to develop conversational fluency while improving speaking and listening skills, **As I Was Saying** introduces everyday conversational expressions through examples of *authentic, native-speaker* language. Conversationally appropriate ways of discussing practical topics and functions are also introduced in meaningful, everyday contexts.

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- Teacher's Edition provides answer key and tapescripts of native-speaker dialogues.

Ideally suited for use in an intensive conversation course, this book may also be used in tutorial situations.

**Student Text** ¥1,600.

**Teacher's Guide** ¥2,500.

**Cassette Tapes** ¥4,900.





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ly successful. Most of the students sign up again at the end of the year, so they must feel that their expectations are being met.

**CS:** In terms of student expectations, how do you know what they want? In my situation in the *senmon gakkō*, it's "Teaching English for No Specific Purpose," or for a variety of purposes.

**LY:** In our case, we teach businesspeople and when they come in and you ask them, "What do you want to study?", nine times out of ten they're not sure. They'll say, "business English." I think the average businessman who is sent by his company is sent for one reason; he's got to learn the language quickly. Because he's either going on a business trip, or he's got people coming over that he has to handle. Other than that, I don't think he himself has any particular learning goal. I don't think that, in most cases, students are capable of setting learning objectives for themselves. Also, there is the fact that they've got a limited amount of time to study. This one client company we have allows 30 lessons per person. When a guy's at level one on the TOEIC scale, what's he going to do in 30 lessons? He can maybe be able to introduce himself — he may be able to carry on a brief conversation, but in terms of going to the States to do business, forget it. But when you try to go back to the company and say he needs at least so many hours of private instruction to accomplish this goal, you're ignored.

**MH:** I notice very different expectations from the general public and the company clients. First of all, the general public. I think there are many different types of expectation. Probably the most common one we get from the questionnaires would be pleasure. After that would come traveling abroad, working abroad, study abroad. Those expectations range from the elementary students up to the advanced students. The advanced students already do have the basic knowledge, and really what they're coming in for is fluency practice and improvement. The company clients have more specific expectations, but as to how they're going to achieve them, you get the full spectrum. You get some companies that will release their employees for intensive seven-hour-a-day, two-month courses; those are very effective. Then you might get another company which will only release their employees once a week in the evening. Now, what they're going to achieve in that case is extremely limited.

**Mod:** Do they realize that when they sign up?

**MH:** We try and explain to them, after a needs analysis, what the most effective type of course would be. If they have an excuse as to why they can't do that type of course, the reason is usually budgetary.

**LY:** I think a lot of the time, companies and students expect too much in too short a time.

**CS:** Definitely. We've hit the four-month mark at the end of this semester now [July, 1987]. I deal only with first-year students and the first four months is sort of a euphoric, utopian kind of period when everybody's having a good time, and English ability, especially listening comprehension, is increasing rapidly. And then we hit the plateau. Expectations and reality no longer meet, and the students find they have not improved as much as they thought they were going to improve, and depression settles in. And so the rest of the year is going to be dealing with these expectations, and also with teachers' expectations, too. "I wanted the students to be able to do this, but they're not able to yet." And the student saying, "I thought I was going to be able to understand everything a native speaker says to me, and I'm not able to. What's wrong with me? I think I need to study grammar."

**LY:** They feel they do because that's their crutch — that's what they fall back on: the grammar.

**CS:** Also in terms of expectations, there are all sorts of other issues and problems that affect language learning. We have to deal with the fact that our students are 18 and that some of them may have recently failed university entrance exams. Furthermore, they're having the problem of having to work very hard here, of doing a lot of homework every night, and then comparing themselves to their friends in universities who are doing very different sorts of things. For many students, that causes some real soul-searching.

**PD:** Chuck, you were saying how the students are very motivated and active during the first four months, and that this is followed by a general loss in motivation, with a kind of apathy setting in. In the regular school system, this phenomenon only takes a month and is called *gogatsu byō* (May disease). It takes a little longer in a *senmon gakkō*, but the situation is similar. The problem is that this student apathy often leads to depression on the part of both the students and the teachers.

## ON EVALUATION AND TESTING

**Mod:** Do the methods by which student progress is measured present any problem for you? Is the method of evaluation commensurate with what is taught? Larry?

**LY:** Well, let's take the TOEIC, which is nationally accepted by major companies. I don't really think that the TOEIC is a true measure of a person's communicative ability because most people who take the TOEIC are only tested on reading, listening..

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**MH:** Passive skills.

**LY:** Right. And unless you achieve a certain predetermined score, you aren't eligible to do the oral interview that's also part of the TOEIC. But companies put too much faith in the scores, and as a result, schools get complaints from their client companies even though they may be doing a good job of training that client's employees. At conversation schools, the emphasis is mostly on the active skill of speaking, and not necessarily so much on the passive skills. Another problem is that we've got too many different scales. You've got the FSI, the TOEIC, the TOEFL; you've got the STEP. Different companies and schools use different scales, and it can create a lot of problems in terms of setting learner objectives for the students. I feel there's no rating scale you can use to drop people into certain categories and say, "you can do this" and "you can do that." It's a guideline, yes, but the companies depend on these guidelines. They stick too close to those numbers.

**Mod:** *Has that changed over the years you've been working?*

**LY:** It's getting worse. [general agreement] A lot of companies, large and small, are now using TOEIC as a kind of internal testing program for their employees. They use the results to determine overseas assignments; this guy's got to go overseas, and he's got to get this particular score on the TOEIC. If he doesn't get it, he doesn't go. I think the numbers are depended on too much. On the FSI scale, if a student's got 3.2 or 3.3, what's the difference? It's a general description, but again we're just talking numbers.

**MH:** I think the basic problem with the business clients is that they are not discerning. They will grab onto something like the TOEIC or TOEFL as a benchmark of achievement. Now, in fact, those two tests are not testing exactly what the companies want, which are, of course, the communication skills, and therefore you're asked to produce a course which will lead towards TOEFL or TOEIC, and, in fact, you're not doing the client or his employees any good by doing so.

**CS:** We've got the same problem with university-age students and Eiken — the STEP test that employers look at: STEP level one, or the new STEP between one and two. And it's the same sort of thing: that the STEP or Eiken test doesn't measure communicative fluency. Half of the job is to increase their fluency, and the other half is to increase their STEP score, and the two objectives do not jibe at all.

**PD:** However, no matter what we may think of these tests, they are very important to the students. Some students I've had have been so interested in STEP that it was their whole reason

for being in class. They really studied hard with that goal in mind. It's surprising how much effort they also put into their regular conversation classes. It's as though the STEP test is a goal they've set for themselves which motivates them to study anything connected with English.

**CS:** We have a problem with the STEP because the kind of learning that it takes to pass is a whole different kind of learning. We're talking about memorizing a list of 3000 fairly complicated and esoteric English words, as opposed to giving directions or other more concrete, practical English tasks.

**PD:** Yes, that's why it belongs in a separate program.

**CS:** Right, so we have students taking 12 hours of conversation and reading and writing classes. Most of them take STEP classes at the higher levels, and in classes where students are doing things like reading books, I have to take STEP memorization sheets away from them. They think that memorizing a list of STEP words is the only way to learn, and that reading a book and gaining vocabulary that way is not going to help them.

**Mod:** *Is there anything we can suggest to improve evaluation?*

**MH:** In the case of companies, I think it's a matter of convincing the client that a certain test is a benchmark, but it is nothing else than that, and it doesn't necessarily guarantee that an employee can be sent overseas and survive in an overseas working situation. Therefore, they must accept that the internal appraisal from the school to which they are paying all the money must be accepted as well. If it's a good appraisal, then it will be a balanced appraisal of the four skills. It will say that this student has now reached a level of proficiency and fluency that he or she can be sent overseas and can survive. But until the clients accept that, if they only take benchmarks, then you're hitting your head against a brick wall. Where it does happen, you have to have a long relationship with a particular client and a lot of trust. It takes a long time.

#### A SPECIAL THANKS

Special thanks go to Tom Robb, Debi Foreman-Takano, Jack Yohay, Tamara Swenson, and Clo Arzaga for the magnificent efforts and patience they put into helping to get the first issue of *The Language Teacher* for 1988 ready and off to JALT members. Any errors in the issue are entirely our responsibility, however.

Ann Chenoweth and Eloise Pearson  
The new editors

## SPECIAL SECTION: GOOD IDEAS

*We were both excited by and grateful for the response to our request that readers send in short reports of activities for conversation classes. These reports could be original, or could draw attention to useful books or previously published material. They could be anything - 'conversation' or otherwise - that worked. Readers who examined the submitted manuscripts had widely varying reactions: literally every activity received was judged of merit by someone. On the basis that everything fills someone's needs - which is, after all, why it was submitted in the first place - we print below as many activities as will fit in the available space. Some are followed by short comments by the readers, or suggestions for variations. We stress that a person's name under an activity does not necessarily imply authorship; only that he or she was generous enough to write it up and send it in so that it might be shared by all. For that we say a sincere thank you.*

*This special section is rounded out by some longer pieces, each of a decidedly practical nature.*

### THE GOOD IDEAS FILE: 25 PRACTICAL TECHNIQUES

(Note: These techniques have been divided, somewhat arbitrarily, into seven sections, S=student; Ss=students; S1=the first student; T=teacher. Unless otherwise noted, an activity is suitable for false-beginner level upwards.)

#### ICEBREAKER/MIXER

##### TRADEMARKS

Class size: 10-20. Time: 20-30 min. Materials: sheet of paper, one per S.

Pass out a blank piece of paper to everyone in the class. Tell them that they are to draw/design a trademark for themselves. Show an example (I often use the school logo; Ss can usually tell me what each part of the design symbolizes). Give them about 5-7 minutes to think of a trademark for themselves and draw it. They are NOT supposed to show it to anyone else. They give the slips of paper to T, who then numbers them from 1 to . . . and puts about 4-5 sheets in various places in the room. Ss are put into groups of 4-5. Each group of Ss goes to one group of papers. Ss write down the number of the trademark and the name of the person who they think drew the trademark. If they don't know the name of the person, they can write a short description (e.g., the man with the earring, etc.). Each person does this **individually**. Ss then move to another group of papers and continue until everyone has seen all the trademarks and has guessed whose it is (10 min.). Ss get into their groups and come up with a group consensus (10-15 min.). Depending on the level, you may have to present language for this part ahead of time. Groups report to class and everyone learns who a trademark belongs to. T, who has already collected the trademarks, writes down the name of S on the trademark paper. Helps memory!!

Submitted by Brenda Hayashi,  
Miyagi College for Women

*If Ss drew their trademark on index cards, perhaps this could be combined with the Attendance Taking, etc. techniques (see General Organization below).*

#### WARM-UP

##### CONVERSATIONAL TENNIS

Class size: up to 15. Time: 5 min. Materials: tennis ball.

Conversation between native speakers of English has been likened to a tennis game. This may help bring that idea home, as well as speed up production and aid listening comprehension.

Everyone stands in a circle. Take a tennis ball, ask a question or make a comment, and toss the ball to S1. S1 must make an appropriate reply or ask a question by the time s/he catches the ball. S/he returns the ball to T and it is then tossed to S2, and the conversation continues.

Example:

T: I just saw a great movie last night.  
(Ball to S1.)

S1: Oh? Which one? (Returns ball.)

T: "Witches of Eastwick." Have you seen it, S2? (Ball to S2.)

**Variations:** 1) To give Ss a little more time to formulate a response, use a balloon and bat it high above the center of the circle. Someone should "rescue" it before it hits the ground (rescuing the conversation before it dies). 2) If the class is a lower level, Ss can say **anything** (a word or simple sentence), as long as it is in English and they don't repeat their classmates.

Submitted by Beverley Chase

*This could be a good way to introduce the 'Answer + ' concept (see 'My Share' Language Teacher, June 1987 which encourages Ss to give more than monosyllabic replies*

*For a similar but ball-less student-centered technique, see 'Hi Name Ping Pong' ('My Share' Language Teacher, December 1986).*

## DIALOGUE JOURNALS

Class size: any. Time: 10 min. Materials: each S has a notebook.

Keeping a journal in a conversation class may seem incongruous, but a dialogue journal is a good way to combine writing practice with oral skills. Also, if this is done at the beginning of each class for only 10 minutes, college Ss will try harder to come on time. On the first day of class tell your Ss to introduce themselves by writing something in their notebooks. Give them only 10 minutes. Collect the notebooks and, after class, read the entries, and write a response to the **content**. Pass back the notebooks the next class and give them 10 minutes to read and respond to your writing. Your response may be just a "Huh?" if you cannot understand what the S wrote. This process – a dialogue – goes on during the course. Before starting the journals you must tell them that everything written between the two of you is confidential, so they can be honest and you can be too. The journal-writing is done only in class and you keep the journals in your office. Lower-level Ss can usually produce only a couple of sentences in the beginning but slowly the amount of writing increases during the 10-minute limit. Ss find it a lot of work on their part but say they benefit from it.

Submitted by Brenda Hayashi

## KICK-OFF QUESTION

Class size: up to 25. Time: 6-10 min.

Most Ss know the standard greetings. To extend these and help them to tune-in to speaking English, each lesson begins with a question. "What did you do last week/weekend/yesterday . . . ?"; "What have you been up to?"; or a similar enquiry. T asks S1 who asks S2 and so on around the circle of Ss. The question is written on the board, memorized and erased. While the replies are often the same, "I was working.", "I went shopping.", "I slept." (always gets a laugh), sometimes special news is given, for example a wedding. This can be used to introduce vocabulary and phrases relevant to recounting the event or as a topic for general discussion.

Submitted by Tina Wright,  
Kyoei Junior College

*A language frame, or gradually expanding (week by week) list of possible responses might help combat stereotypical replies.*

## WARM-UP PAIR CONVERSATION

Class size: any. Time: 5 min.

This is a simple procedure that can be used at the beginning of almost any oral class. Upon entering the classroom, I quickly arrange Ss in

pairs and have them chat in English for five or 10 minutes as a kind of warm-up activity. The first lesson, I suggest some get-acquainted questions: "Where do you live?", "What do you do?", etc. A few lessons later, when all are acquainted, I suggest some questions for launching their conversations: "How's everything?", "How was your weekend?", etc. I also explain, and occasionally reemphasize, that a successful conversation is not an interview-like series of unrelated questions and answers, but one in which the participants listen carefully to each other and make questions and comments based on what the other person is saying.

A warm-up chat relaxes Ss, solves the problems of latecomers, establishes English as the social medium of the class, creates friendly relations between Ss, gives T time to get ready, is easy to implement, and is very much enjoyed by Ss.

Submitted by Ronald Cline

*A language frame on the chalkboard might be useful for Ss to refer to.*

## ACCURACY

### CIRCLE DRILL

Class size: up to 30. Time: 10 min.

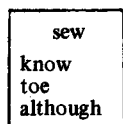
This old party game enables Ss to drill a sentence and memorize vocabulary with the correct article ('some sugar') or amount ('a kilo of sugar'). Ss are assigned to groups of 3-4. Each team plays the game separately, one after the other, with T monitoring and correcting while the other teams listen and enjoy the fun. T writes the introductory sentence on the board. ('I went shopping and I bought. . . ' / 'On my desk in the office there. . . ' / 'We're going on a trip and we'll pack. . . ' are three examples). Someone in Team 1 says the sentence and adds an item. The second member of Team 1 repeats the sentence, the item, and adds an item of his/her own. The game proceeds around the team with the list getting longer and longer. No one may write anything down. If anyone makes a mistake, or hesitates (five-second countdown), that team's turn is over. T keeps a record of how many items were on the list before the team made a mistake. Then the next team starts to play, using the same sentence and making its own list. The team which was able to make the longest non-stop error-free list is the winner. With 6-7 groups, the whole thing should take no more than 10 minutes.

Submitted by Tina Wright

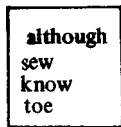
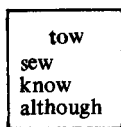
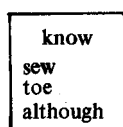
*This could also be used to develop verbs: 'Last weekend my family. . . ' (went to the movies, took a drive, etc.).*

### RHYMING WORDS "HAPPY FAMILIES"

Class size: any. Time: 15 min. Materials: pack of 36 cards per group of 4-6 Ss. Each card has a word in the centre, and the other words in the family are written in the corner, like this:



The three other cards in this family look like this:



The teaching objective is to draw attention to the sound of words, and to practice asking "Have you got/Do you have. . ." This is a variation of the popular British 'Happy Families' game. Each group plays simultaneously, with its own pack of cards, as follows:

1. S1 deals out all the cards to herself and her group, face down.

2. All Ss pick up the cards and look at them, but they must not look at each other's cards.

3. They must try to collect families of words by asking each other questions. S1 begins by asking one person for a card. If the person asked has the card, he must hand it over, if not, it is his turn to ask. If a S asks one person for a card and is given it, he may have another turn at asking someone. He may continue having turns one after the other until he is refused by someone. When a family is complete, it must be placed face up on the table. The winner has the largest number of families.

(This game comes from *Games for Language Learning*, by Andrew Wright, et al. (Cambridge University Press).)

Submitted by B.M. Hancock,  
The English Centre, Shimonoseki

### CITIES IN AUSTRALIA

Class size: any. Time: 10-15 mm. Materials: pairs of maps of Australia, one per pair of Ss. One map has the cities marked, the other has the names of the cities written at the bottom (see illustrations).

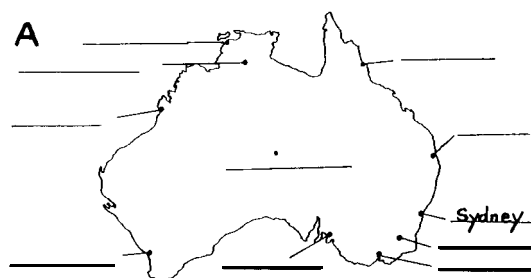
The objective is to practice describing the exact location of a city. (This particular exercise was developed to follow up Unit 1 of *Building Strategies* [Abbs and Freebairn, Longman] .)

1. Ss work in pairs. One has map A, the other has map B.

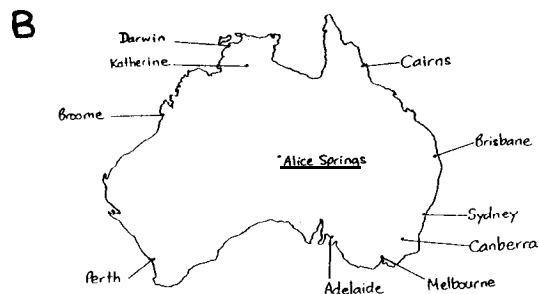
2. S1 asks "Where is Cairns?" S2 answers

"It's on the north-east coast." S1 writes the name of the city in the space on the map.

3. When they have finished, Ss compare their maps.



Cairns	Adelaide	Perth	Broome	Melbourne	Brisbane
カインズ	アデレード	パース	ブルーム	メルボルン	ブリスベン
Katherine	Alice Springs	Darwin	Canberra		
カザリン	アリスプリングス	ダーウィン	キャンベラ		



Submitted by B.M. Hancock

An alternative is to split the known information between the two students, so each student practices asking and answering. A 'goal' could also be built in by removing Alice Springs from both maps, and seeing which student of the pair deduced where it is first.

### FLUENCY

#### TAPE SHARING

Class size: any. Time: (homework), Materials: one envelope per S (simple brown ones, slightly larger than standard are best). Ss provide one cassette tape each.

Tape sharing is a successful, communicative homework activity following a lesson on giving directions. The assignment can be accomplished in two stages. In step 1, Ss are given envelopes which they are to hand in at the next class. Each envelope should contain 1) a map from the S's home to the nearest bus, subway, or train station, 2) a written set of directions, and 3) a cassette tape of the directions recorded by the S. Names and student numbers should be written on all materials for later identification. In step 2, after collecting the envelopes, T takes out the maps and written directions and hands each

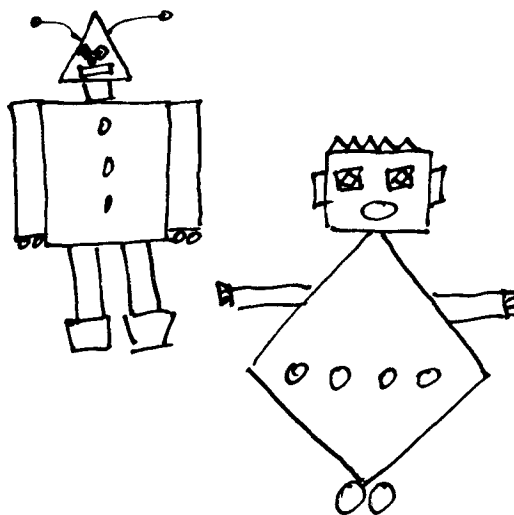
Submitted by Tamah Nakamura

Class size: any. Time: 20 min.

**Submitted by Edwin K.W. Aloiau,  
Tokyo Gaikokugo Senmon Gakko**

**Submitted by Tamah Nakamura**

Half of the Ss sit so they can't see the blackboard. T draws one of the robots on the board. In pairs, the S who can see the board describes the drawing to the other S, who draws it. The S who describes also watches his partner draw, and guides as necessary but only verbally. No hands! The S drawing can also ask as many questions as she likes. When all pairs finish, T asks what was difficult, requests example explanations from the class, and provides extra vocabulary as necessary. The Ss change places, and T draws the second robot on the board. Proceed as above. For a less controlled class, Ss describe their robots from handouts rather than the board, finishing and changing roles at their own pace. If pairs finish early, or if there is time left at the end, invite Ss to design animals using the same shapes, and proceed as before. **Keep** the animals – some of them are terrific!



Submitted by Lynne Kennett

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## STRIP PICTURES

Class size: 8-25. Time: 30 min. Materials: pictures cut into strips (see below). One source of pictures, ready to use, is *Harrap's Communication Games*, Jill Hadfield (Nelson Harrap).

This is a communicative follow-up to a lesson on locations (prepositions of place). Divide Ss into groups of 4-5. Pictures of action scenes (e.g. at the beach, camping, etc.) are cut into 4 or 5 strips. Each member of a group receives a strip of one picture. Each group has a different picture. The task requires Ss to complete two steps. In step 1, Ss identify four other Ss who have the same scene. They do this by walking around without showing their strip to anyone, describing to the other Ss what is in their strip. In step 2, each group of 4 or 5 with the same scene must then decide the order of arrangement to put the picture together correctly. This is done by describing the location of things/people in their strips to others in the group. If a group finishes early, they exchange their strips with another group and practice again.

Submitted by Tamah Nakamura

## STUDENT-ELICITED ROLEPLAYS

Class size: any. Time: 1 hour. Materials: 3x5 index cards, one per two Ss.

Have you run out of ideas for role plays? Why not let your Ss do the creating? I usually guide them through a two-person role-play before I let their imaginations run wild. First, the occupation, sex and personality of each character are elicited and written on the board. Then, the setting and situation, which includes what is happening in the scene and the intent of each character, is elicited and put on the board. Ss are paired off, roles assigned, and the whole class simultaneously does the role-play. After 5 minutes, a bell is rung signalling them to bring their role-plays to a conclusion and to find new partners. Each S plays the same role three times with different partners, then switches roles and does it three more times with three other people. 3x5 cards are then handed out and Ss create original role-plays in pairs. These cards can be used at a later date as warm-ups.

Submitted by Edwin K.W. Aloiau

## ORAL PRESENTATIONS

Class size: any. Time: 10 min. per class.

I ask each S to make an oral presentation. They are usually very well prepared and this can often evolve into a full period's worth of discussion. The instructions I give Ss are as follows:

You have many interests, hold many opinions about different subjects and have had many ex-

periences. Share one of these with our class. Prepare an oral presentation of 3-5 minutes and follow these guidelines: Talk naturally and clearly. Use notes if you wish but do not read. Have something interesting to say. Want to say it, say it simply. Remember to have: 1) Introduction - get our interest, make us want to listen. 2) Body - give us your ideas, information, experience. 3) Conclusion - finish, summarize, don't leave us hanging. Your topic could be a past experience which was: fun, embarrassing, educational, exciting, dangerous; an interest or holiday (especially an unusual one); your opinion about: university life, family life, social life, careers, fashion, music, food, customs, religion, relationships, friendship, Japan, travel, some place, someone. . .

Notes: I always make the first presentation as an icebreaker. The presentation is followed by questions and comments. I give a grade for content and delivery and follow up language points after the discussion.

Submitted by Steve Gershon,  
Tokai University EDOL-FLC

## PARTY TIME

Class size: any. Time: 8-15 min.

Ss who are used to being active can 'go to a party' to practice conversation. The furniture is cleared and one S becomes the host to welcome the others into the space. First Ss greet a friend or introduce themselves to others. They then converse about the topic recently studied, for example their family, work/studies, the weather, travel. The time taken varies according to the topics used. To provide a variety of responses, an imaginary identity may be assumed; my Ss enjoy imitating members of the staff with humorous results. Questions and cues for answers are carried on napkins prepared by Ss beforehand although the goal is free conversation. T circulates, joining in where necessary. Ss must converse with at least five others before 'going home.' Using this activity at the end of each topic taught provides a review and Ss gain confidence in the role-play. Gradually, the instructions are reduced to "Clear the desks and go to a party to talk about X." An end-of-year finale will be a real party in the classroom with snacks and drinks and Ss taking on an identity and speaking only in English.

Submitted by Tina Wright

## THE DICE GAME

Class size: any. Time: 20-30 min. Materials: a grid (see below) and a large and small dice for each group of 4-8 Ss.

This game can be used to recycle/practise

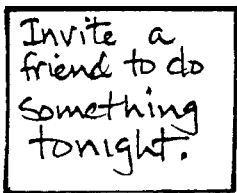
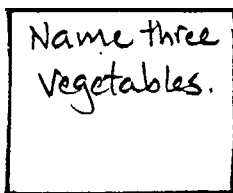
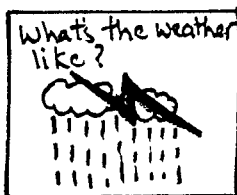
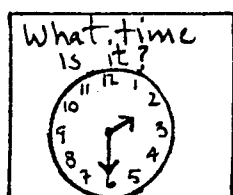


anything from vocabulary and structures to functions. Here's how it works:

1. Make a 6x6 grid on paper with large numbers across and small numbers down like this:

	1	2	3	4	5	6
1						
2						
3						
4						
5						
6						

2. In each box (36 boxes) write or draw in a prompt for the vocabulary, structure or function:



3. In class, divide Ss into teams of equal size (4-8), give each member of each team a number and each team a grid to look at. Write team names (or numbers) on the board for score keeping.
4. The game: Ask all number ones to stand up. Throw a pair of dice (one big and one small) and call out the numbers they land on, e.g. Big 5, Small 3. The number ones standing must look across 5 boxes and down 3 to find the right box. The first one to raise a hand gets a crack at the answer. Set a time limit (5 seconds) to avoid raised hands before they know the answer. The team gets one point for a correct answer. Next, the number twos stand up for a new throw of the dice, and so on for at least two rounds (around 20-30 min. in all for this game). The winning team gets a prize.

**Variations:** 1) If it's very close at the end between two teams, try a final 2-point playoff throw. 2) Instead of a teacher-centered game, try this: demonstrate one or two throws with the class and then give each team a pair of dice and let them play and keep score themselves. The winner from each team can then stand up for a final playoff throw or questions.

**Submitted by Steve Gersbon**

*Sounds like a great way to jazz up secondary school textbooks.*

## STRIP DIALOGUE

Class size: any. Time: 10 min. Materials: for each group of 10-15 Ss, a dialogue cut in strips, or each line written on a separate card. Each S in the group receives one strip/card.

1. Give a card to each S. (Ss may memorize their section of dialogue or keep the card, according to their level and the difficulty of the dialogue.)
2. Ss have to stand in the order of the dialogue. To do this, they must say their sections of dialogue to each other and decide on the order. If Ss do keep their cards visible, they *may not* show them to anyone.
3. Standing in the order which they think is correct, Ss say the dialogue.

Note: It is a good idea to write a dialogue with "removable" parts, in case some Ss are absent. Or you could give one S two consecutive cards.

**Submitted by BY. Hancock**

## GUESS THE WORD GAME

Class size: up to 30. Time: 20 min. Materials: 3x5 index cards, each with a word or phrase on it. Prepare about 50 cards for each group of 34 Ss. Each group can have identical cards. This game reviews vocabulary, and practices making and understanding definitions, and general fluency.

Divide Ss into groups of 3 or 4. One S in each group has about 40-50 cards, each with one word or simple phrase on it. The giver of hints (i.e. the one with the cards) must give clues in English to his/her partners and they must correctly guess the mystery word. The winning group is the one with the most correctly guessed cards.

Rules and procedures:

1. Use only the target language (i.e. English);
2. No pantomiming (e.g. pretending to sneeze to elicit the word "sneeze" or "ill");
3. Groups may elect to pass on a word that stumps them and move on to the next card; and
4. Every 4 or 5 minutes, T will order all groups to change givers of hints; the remaining cards will then be passed on to another S in the group and the game continued (in order to minimize strain on the giver and give each S a chance to speak).

**Submitted by George H. Sawa,  
Gifu Women's Junior College**

## **MATERIALS**

### **ENGLISH AS A LIVING LANGUAGE**

Level: intermediate up. Class size: under 10 (the smaller the better). Time: 1-2 hours. Materials: English newspaper article and reading of it on cassette tape, one per S.

A language must be real for Ss to acquire it. The use of textbooks often produces artificial and contrived situations. Even the so-called "discussion textbooks" frequently have outdated articles or material not relevant to the class. By selecting articles from a recent newspaper, topics can be chosen that are of interest to Ss (e.g. a recent disaster, a major crime, a cultural issue, etc.).

Each week, I choose an article that I think my Ss would enjoy discussing. I make a copy of the article along with five "Thought Questions" that I wrote to go along with it. I pass this out a week ahead of time along with a cassette tape recording of the article. The following week, we read the article in class and I explain the difficult words and phrases and provide examples of how they are used in English in different situations. From these words, I point out the ones that are used most often conversationally. Then, the last half of class changes to a seminar format with a lively discussion on the thought questions. This time is not used to correct English unless it impairs the communication of a thought. It is a time for Ss to think in English.

By using this technique, not only do Ss increase their knowledge of specialized vocabulary (e.g. economics, politics, etc., depending on the article), but they become comfortable discussing difficult topics. Ss often become interested in the others' opinions about recent events to the point where they almost forget that they are speaking in a foreign language.

**Submitted by Frank Sauder**

### **MUSIC VIDEOS AND POPULAR MUSIC**

Class size: any, Time: 15 min., with 10 min. to follow up next class. Materials: video recording of song; handout with words of song, one per S; audiotape of same song. Review handout for follow-up, one per pair of Ss. Objectives: vocabulary learning/review; material for discussion; introduce popular culture; motivate learners.

I videotape top 10 hit songs from music TV shows, and get the words from *The Student Times, Pop Gear* magazine (monthly ¥580, Sony Publications), or have Ss bring in lyric sheets from records. I choose a song and prepare a handout with the words, underlining and glossing new vocabulary. If the song is complex, I include a one- or two-sentence summary of meaning at

the top of the page. I copy the soundtrack of the video several times to fill up one side of a 30-minute audio cassette.

In class, each S receives a handout. We read over the lyrics and I explain the meaning (6 min.). Then we listen to the song on audiotape while Ss read along (4 min.). During the rest of the class, when there is oral pairwork or group activity, I play the audiotape of the song in the background so Ss unfamiliar with the song get subliminally fond of it. We end the class with a quick review of the new material (1 min.) and then watch the videotape of the song (4 min.).

As a follow-up, before the next class, I prepare some kind of review worksheet (e.g. re-ordering verses from memory, selecting the best summary of meaning from several choices, vocabulary matching, . . .). In the next class, Ss complete this in pairs (6 min.) before watching the song again on video (4 min.).

You can alternate classics with top 10 hits. Half of my current university Ss hadn't heard John Lennon's 'Imagine' before. These songs are available on karaoke tapes (Victor Golden Popular and Standard Series, VRC 3001-3 105) for class sing-alongs. Sometimes videos of classic songs are sold in the U.S.

**Submitted by Julian Bamford,  
Bunkyo University**

*They don't know 'Imagine'? We are getting old.*

## **GENERAL ORGANIZATION**

### **PAIR CHECKING**

In teacher-fronted language classrooms, answering questions in the target language usually produces anxiety in Japanese Ss. Unless Ss are exceptionally motivated, spontaneous response can rarely be expected. In my classes, pair checking has proven to be a productive activity to reduce the anxiety of making an error when answering in class. During a teacher-fronted listening activity, for example, Ss first complete the task individually; they then pair off with the person next to them or behind them and take a few minutes to check their answers. After checking, Ss are more confident answering aloud individually. In my classes, as pair checking became more familiar to Ss, it eventually proved a sufficient check of the answers as well, and answering aloud could be discontinued. When there was a discrepancy during pair checking, Ss initiated questions to T about the answer in question. Pair checking contributed to a relaxing class atmosphere and increased student confidence in using English.

**Submitted by Tamah Nakamura**

## VOCABULARY CARDS

Materials: blank name-card-sized index cards, and a few rubber bands to hold packs of these cards together. Objective: to store and aid acquisition of new words encountered in regular class work.

When a new word comes up during class, T writes it on a card, underlined and embedded in at least one vivid example sentence (best written at leisure after class) which makes the meaning of the new word obvious. T writes 'A' or 'P' in one corner of the card to show whether the word is for production ('Active') or recognition ('Passive'). T reviews (reteaching as necessary) the resulting 'pack' of cards *briefly* (5 min. max.) at the beginning of *every* subsequent class period. A card is discarded from the pack as soon as the class has acquired that word. Keep the current pack to no more than 15-20 words: don't let it get large and unwieldy. When a new word is introduced, don't forget to review it several times before the end of that class period so that Ss have more or less acquired it before it is added to the current pack.

As a follow-up, type the sentences from the discarded (i.e. acquired) cards on sheets for later class or individual review. Idioms and gambits (routines) are good card material, too. Cards are, of course, natural for games of all sorts. Vocabulary cards are especially useful if a group of Ss is taught by more than one teacher.

**Submitted by Julian Bamford**

## LETTING LEARNERS BE TEACHERS

Here's a way to move the teacher out of the classroom spotlight, allowing Ss to play a greater role in the dissemination of information.

Does your textbook contain, perhaps, a general information quiz, with answers in an accompanying Teacher's Guide? Don't place yourself, Guide in hand, on a throne of supreme knowledge, to soliloquize, monopolize, monotonize perhaps. Instead, distribute the answers, one to a card, to the Ss, and let them inform each other, circulating cocktail-party-like.

If your text presents a unit with a large number of words unfamiliar to your Ss, write the words with simplified definitions on cards, and let each S be responsible for explaining a word to their classmates (again, by circulating round the class).

A game can be created sometimes from answers in a teacher's guide. One text that I have used asks Ss to match five women with their husbands simply by looking at their photos.

After 5 minutes of speculation, I give the Ss, not "A and 3, B and 5,..." but cards, with information, like "The woman with the round face is married to one of the men with glasses." In groups of five or six, then, they exchange their information orally, thereby deducing the answers.

The lively, conversational exchange of information which T may observe from his place in the classroom wings will be sufficient recompense for the time invested in the preparation of cards.

**Submitted by John Daly, Nihon University,  
College of International Relations**

## HOTEL FRONT DESK BELL

Objective: control classes, especially large ones.

You need a hotel-style front desk bell – the type you hit with the flat of your hand. A tiny conventional hand bell might work as a substitute if the real thing is unavailable,

The recent trend towards pair/group work, simulations, etc. makes it hard for a teacher to control a noisy class. A hotel-type bell is an alternative to shouting or other jarring attention-getters like whistles. One tap on the bell signals the start of an activity. When pairs or groups are in full swing, you have the luxury of easily ringing for quiet so you can introduce that vital instruction you overlooked, or to give whole-class correction. Another quiet but audible ring ends the activity. It truly works like magic. (Bells available from Tokyu Hands.)

**Submitted by Julian Bamford**

## ATTENDANCE-TAKING AND GROUPING WITH 3x5 INDEX CARDS

Materials: 3x5 index cards, one per S.

3x5 index cards are a convenient, multi-purpose tool, particularly useful for organizing larger conversation classes. Several uses of 3x5 cards are described in Anderson (1987), a few of which will be recapitulated below.

During the first class period of the year, each S is asked to prepare a card with his or her name (and student number, if appropriate). Before each class period, cards are arranged alphabetically or numerically in an attendance rack. Ss pick up their cards as they arrive and drop them into an attendance box. T removes the cards from the box as class begins, and can use them to call on Ss by name. After class, Ss whose cards remain in the rack are marked absent; those whose cards have been put in the box after class began are marked late.

The same cards can be used for dividing classes randomly into groups. Based on the day's attendance, T calculates how many groups (of how many Ss each) to form, and places the appropriate number of cards on different desks around the room. It takes only a few minutes for Ss to find their cards and group accordingly.

**Submitted by Fred E. Anderson,  
Fukuoka University of Education**

#### Reference

Anderson, Fred. 1987. Creative Strategies for Large Class Management. *Cross Currents* 14(1):1-16.

### ENTERING A LESSON THROUGH PREDICTIONS

(Reprinted from *Modern English Teacher* 13[3], Spring 1986.)

*This article describes a procedure to be used as an "entry" into listening and speaking activities. Its purpose is to help students focus on and become involved in an upcoming activity through making a personal investment by way of predicting the content of the material about to be used.*

*We are reprinting this material to alert our readers to Modern English Teacher, an excellent quarterly magazine full of practical classroom ideas. Subscriptions are available from MET Publications, c/o Edward Arnold, Woodlands Park Avenue, Woodlands Park, Maidenhead, Berks, SL6 5BS England, or through Macmillan Language House, Shibaura 3-7-8-508 Minato-ku, Tokyo 108. IA TEFL members may subscribe to MET through JALT.*

It comes as a surprise to any number of teachers to realize that most students do not view their EFL/ESL class as the number one pre-occupation in their lives. Students come into the class with a myriad number of matters on their minds: weekend plans, family problems, the test in the next class. To foster a classroom atmosphere conducive to students' leaving behind their outside world and to their focusing attention on the lesson at hand (not to speak of their becoming personally involved in the subject material!) can be an exacting task. Many of us as teachers have seen the otherwise well-planned lesson go "awry," or just not fulfill our expectations. It may always remain open to speculation as to the reasons why, but most would probably agree that a thoughtfully-prepared lesson does indeed deserve a proper "entry."

In order to help students to focus on a particular day's material and to become personally involved in its content, we have found a "prediction process" useful as just such an "entry" into listening and speaking activities. In brief, in the "prediction procedure," our students make predictions about the content of an upcoming activity and then share their predictions, first in small groups and then with the class as a whole.

By so doing, students end up not only focusing on the topic of the material at hand, but also investing a part of themselves in it; they have a "stake" in what follows.

Following are detailed examples of this procedure as it was used in three actual classroom settings. The first of the examples portrays the "prediction procedure" acting as an "entry" to a listening activity. The second and third examples describe the procedure as it leads into speaking activities. In the second example, the set of predictions relates directly to the speaking activity which follows it, while in the third, the predictions have merely an indirect connection to the subsequent speaking activity.

#### Example of predictions as an "entry" into a listening activity

**Lesson plan:** As listening practice in understanding large numbers, students were going to listen to and write down the populations of the world's ten largest cities (for an actual exercise, see Morley, 1972, p. 25).

**Prediction procedure** (which preceded the above plan) :

**Step 1:** Individually, students jotted down what they envisioned (predicted) the populations of these ten cities to be. Then, in groups of three or four, they shared their predictions and narrowed them down to a one-group-prediction set of numbers. Each group then wrote their predictions on the board, with one group member having read the numbers while another listed them on the board, to incorporate yet more listening practice.

**Step 2:** The teacher reads the actual figures and students wrote them down at their desks. (Populations were repeated upon request.)

**Step 3:** Individual students read back for the class the populations as they had been dictated and these were also put on the board. The group predictions were rapidly compared to the dictated answers, and the group having predicted the most populations correctly or closely got congratulated (and also perhaps some satisfaction from their relative accuracy).

**Observation:** From students who had often asked to hear a script repeated over and over, we seldom received such requests after having used the "prediction procedure." Although these "slower" students may have honed their listening skills in the meantime elsewhere (in another class or outside the classroom, perhaps), it is our conjecture that they had merely begun to focus more intently upon the material, since they now had an actual stake in the outcome.

### Example of predictions as a directly-related "entry" to a speaking activity

**Lesson plan:** Students were going to discuss smoking. Before the discussion, they were first going to read an article about smoking.

**Prediction procedure** (which preceded the above plan) :

**Step 1:** A list of questions concerning the information in the soon-to-be-distributed article was given to each student (e.g., Who smokes more: French, American, or Japanese men? What percentage of Japanese men smoke? Do Japanese spend more on the military or tobacco?). Each student predicted what the article would say in response to questions such as these. Then in groups, they discussed the questions and their answers and arrived at a group decision regarding each. These were then put on the board.

**Step 2:** Students were given copies of the article, which they then read silently.

**Step 3:** Individual students summed up briefly for the class what the article had said in regard to each question. An acknowledgement went to that group which had most accurately predicted the article's contents.

**Observation:** In previous discussions, which had been based on an article but which had not included the "prediction" step, students appeared to be attached to the article, continually searching in it for answers (even about their own opinions!). In the discussion which followed the "prediction procedure," however, students seemed able to focus on the discussion and away from the actual article itself.

### Example of predictions as an indirectly-related "entry" to a speaking activity

**Lesson plan:** There was going to be a discussion about ten places students would recommend that someone visit on a round-the-world trip (for an actual exercise, see Rooks, 1981, p. 7).

**Prediction procedure** (which preceded the above plan):

**Step 1:** A list of cities was given to each student. They then individually predicted what the high temperature for each of the cities had been on a certain date in the past. They then formed groups and shared their guesses (predictions) with the group members. After agreeing upon one set of predictions, each group listed theirs on the board.

**Step 2:** The teacher read the temperatures, as they had been listed in the newspaper. Students jotted the answers down at their desks.

**Step 3:** Individual students read back the

numbers for the class and the temperatures, as they had been dictated, were also listed on the board. The group having most closely predicted the temperatures received the satisfaction of knowing they had done so.

**Observation:** Even though the cities' temperatures had no direct bearing on the activity which followed, students appeared to automatically think in global rather than regional terms when subsequently asked to discuss places in the world they might recommend that someone visit. They seemed to spend more time discussing the reasoning behind their choices and less time just trying to think of the names of some cities.

In summary, the success of a language activity depends to a great extent on how involved students become in it. It has been our experience, and it is hoped that other EFL/ESL teachers will find the same, that by helping students to invest a part of themselves at the "entry" into a lesson, such as was done with the "prediction procedure," the chances for student involvement are enhanced.

David J. Kehe and Peggy Dustin Kehe

#### References

- Morley, J. 1972. *Improving Aural Comprehension*. University of Michigan Press.  
Rooks, G. 1981. *The Non-Stop Discussion Workbook*. Newbury House.

David Kehe (Kinjo University) and Peggy Kehe (Aichi Prefectural University) have been teaching EFL for ten years in Japan, Greece, and with the U.S. Peace Corps in Niger, Africa. They both have M.A. T. degrees from the School for International Training, Brattleboro, Vermont.

### CLOSURE IN THE CONVERSATION CLASS

*This article asserts that one of the most important jobs of the conversation class teacher is to provide the students with a reason to speak. When students are communicating with some goal in mind, there is a sense of purpose in the class, and motivation and student participation increase greatly. Instructions are given for two classroom activities which are consistent with this assumption.*

"Language is always a means to an end and we cannot expect proper use of the means if we do not supply a reasonable end."

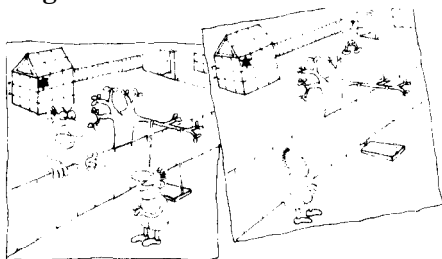
Penny Ur

The scene is all too common in conversation classes: the teacher is desperately trying to keep a discussion from flagging before the end of the class. For the most part, the discussion has been a forum for one or two of the better students despite the teacher's efforts to involve the whole class. Most of the students don't have very much to say on the subject; some students have no

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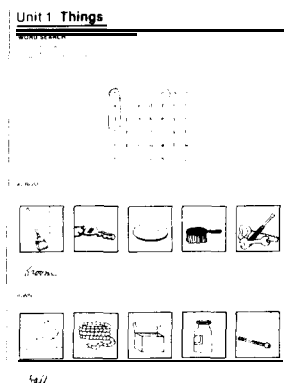
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opinion and some sum up their views in one sentence. The "free conversation" activity muddles along until the bell rings, to the relief of the teacher and the students alike.

What went wrong? Why didn't everyone get involved? The topic was interesting – why didn't they have anything to say? The reason that the discussion failed was that it lacked the most important characteristic of real discourse – it lacked purpose. No one speaks for no reason. People speak to accomplish some kind of task – whether to find out a phone number, to order dinner or to get a job. Giving a class a topic to talk about isn't enough; they must have a *reason* to talk. They should be given a task to do, a choice to make, a problem to solve – in other words, they should have a goal, a purpose, to motivate them to speak.

Perhaps the most important duty of a conversation class teacher is to supply the class with a reason to speak – a goal to shoot for. Once the class knows the purpose of the discussion, the teacher's job becomes much easier. Bringing students into the conversation and prodding them to speak isn't as necessary anymore – motivation greatly increases when the students are directed toward a goal of some kind. When there is some element of competition involved (and both of the activities that I will describe below are competitive to some extent), the discussion becomes even more lively.

What follows is my description of two conversation activities which are consistent with these assumptions. The purpose of both of the activities is to make a choice. In the first activity, a simulated job interview, students must choose the best applicant for a vacant position. The second activity follows the same format as the old American television show "To Tell the Truth," in which a panel must guess which one of three contestants is telling the truth. Both of these activities can be used with almost any level class from high-beginner on up.

### **Job Interview**

Number of students: 6 to 24 or more. Level: high beginner to advanced. Materials: none.

In order to make this explanation a little easier to understand, I will use a hypothetical class of six (it could, of course, be a much larger class). First of all, the activity is explained to the class. They are told that they will be divided into teams of three and that each team will decide: **1)** what kind of company it is, **2)** what position they are hiring for, **3)** what kind of person they are looking for (what kind of experience, education, etc.), and **4)** what questions

they will ask the applicants. Each member of the team needs a copy of this list. There will be two rounds so that each team will have an opportunity to be both interviewers and applicants.

When the teams have decided what position they are hiring for, Team A is told which position they will apply for in Team B's company and Team B is told which position they will apply for in Team A's company. Then the members of each team individually decide on their qualifications for the job – writing up a resume if necessary – listing education, experience and other pertinent information.

In the first round, Team B applies and Team A interviews (Team A taking the roles of personnel and department managers). All three members of Team A, as a panel, interview each member of Team B separately. This may present a logistics problem if you are short of space since each applicant should be interviewed in private. If you don't have the luxury of a second vacant room to use, I suggest putting the groups in the far corners of the room, out of earshot of the others. While one member of Team B can prepare or review together. Then roles are reversed for round two. After the second round, each team meets in private to decide which applicant they would like to hire. When this is finished, each team announces its decision. I have found that interest is sustained longer if the teams tell all of the good points and the shortcomings of each applicant before they name the person that they have chosen.

This may seem to be a lot of trouble to go to, but the results are worth it. It never fails to get people involved; in fact, one of the things that the teacher will have to watch out for is students breaking into their native language in the excitement of the discussion. Time may be another problem. I have had the best results when I could do the activity in one four-hour stretch. I have, however, done it successfully in three 1½-hour class periods. With classes of more than six students, try to break the class into groups of three or four (the teacher could also take the role of an applicant or interviewer if necessary). All of the groups need to be interviewed simultaneously, so it is probably better for the teacher to be free so that he/she can circulate and troubleshoot.

One last suggestion: the more unusual and interesting the occupations, the better. Talent scout, lion tamer and cowboy have worked well in my classes.

### To Tell the Truth

Number of students: 6 to 24 or more. Level: high beginner to advanced. Materials: none.

First, explain the gist of the old American TV show to the students. In case you're not familiar with it, it went like this: the show opened with three people standing on the stage all claiming to be Mr. X, who had an unusual job or had performed some amazing feat. It was the panel's task to question them and to determine (individually) which one was telling the truth.

Since it's highly unlikely that anyone in your classes has an out-of-the-ordinary job or has ever done anything to merit an article in "Friday" magazine, you'll have to make do with more mundane experiences. I've found that trips that people have taken work out well - they seem to be able to generate loads of questions: "How much did your plane ticket cost?" "What was the weather like?" "What kind of food did you eat?" etc. Other experiences that work well are accidents, awards, hobbies, etc., anything that students can answer questions about.

After your students understand the activity, break them into groups of three and have them choose an experience that one of them has had. Make sure that 1) the rest of the students will be able to ask questions about it, 2) any of the three could have had the experience, and 3) it is something that the other students don't already know. Try to place the groups as far apart as possible while they are deciding so that secrecy is maintained.

When all of the groups have decided on an experience, each group in turn will go to the front of the room to be questioned by the other

students (the rest of the class). After the students have taken their positions in front of the room, the teacher announces the experience, hobby, etc. that the group is to be questioned about. There are many ways that the questioning can be handled. One way is to simply set a time limit (10 or 15 minutes) and have each student ask one question in turn. Each question is answered by all three people at the front of the room. Another way is to let individual students follow their lines of questioning for a given length of time.

When the questioning period is over, the rest of the class is given a minute or so to decide individually which student is actually telling the truth. As the students name their choices, the teacher keeps track by making a mark on the board behind each chosen student. When all of the choices have been tallied, the student who was actually telling the truth stands up (to maintain suspense, there can first be some hesitation and false starts by the other members of the group).

It usually takes about 15 minutes for each group of three in the class. Add another 15 minutes to this for explaining the activity to the class and for the groups to decide on their experience.

At the end of activities like these, the students are aware of the fact that they have used the target language to achieve a certain goal and not merely to "practice speaking." They go away from the class with the feeling that something has been accomplished. Closure.

Michael Moran

*Michael Moran's biodata appears earlier in the Panel Discussion.*



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## USING MAGAZINE PICTURES IN A COMMUNICATIVE GRAMMAR EXERCISE

By Dale T. Griffie, Tokai Junior College, Tokyo

The problem for many conversation teachers is how to involve lower-level students in meaningful, interesting and communicative conversation with each other. One way of stimulating this is to use magazine pictures as prompts that give students cues and yet are specific enough to focus attention on the point under review. Such pictures are interesting to students because they present clear images, are easy to remember, and are from the real world outside the classroom. I developed the technique presented here while teaching *The Cambridge English Course*, Book 1, p. 86: "Things: Why and Because."

The aim was simultaneously to provide conversation practice in the question "Why?" and the answer "Because . . ." and to provide real but easy answers to this question, which is the most difficult Wh- question to answer. It also provided a reason for students to leave their desks and work in groups around tables. It was used with students at Tokai Junior College, Takanawa Campus, and with students at Crescent Language Academy, Chuo University. All the students were low-level false beginners just at or slightly below the threshold of speaking.

### Before You Begin

Make a list of some opposite words, such as big-small, clean-dirty. You can also include phrases, such as young couple-old couple. Write each word or phrase on a small card or piece of paper. Make at least one different pair of cards for each student.

Select some magazine pictures to illustrate the cards. If you find it difficult to find just the right pictures to illustrate your pairs of opposites, you might want to take the alternative approach of selecting the pictures first and then making the cards to match the pictures.

Then select another group of pictures. They can have some connection with the pairs of opposites or they can be selected at random; it makes no difference. Keep this second set of magazine pictures separate from the first set.

At the beginning of the lesson draw a box on the board and label it "language box." In the box write a set of language cues like the following:

### LANGUAGE BOX

Which one is different?  
This one  
Why?  
Because  
In this picture  
There is/There are  
Both

### Teaching Procedure

Put students into groups of about five or six. Give each group enough pairs of word cards so that each student will have a pair. However, the word cards should be mixed up so that the groups of students can decide which ones to match together.

Then give the groups the first set of pictures which match the word cards, and ask them to put each card on the picture they think best fits it. Negotiation is, of course, possible.

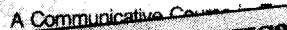
Have the word cards returned to you, and then pass out the second set of pictures, so that each pair of pictures now has an extra picture. Students are now looking at sets of three pictures, two of which have been identified with one pair of opposites, while the third is the one you have just given them. The students are now told that in each case two of these three magazine pictures make a pair.

But which picture in each set is different, and why? This is where the fun begins, because several different permutations will be possible. Try it yourself and find out. After a while, and with some encouragement from you, some of the students will begin to see the many ways any two of the three pictures can be matched to leave the third as the odd man out. With the help of the language hints in the Language Box on the board, even low-level students will be able to engage in meaningful and interesting discussion.

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What is that?  
It is a fish.

2  
That is a fish too.  
It is a shark.  
A shark is not a fish.

3  
That is not a fish.  
It is a dolphin.  
A dolphin is not a fish.

4  
Is this a fish?  
Yes, it is.

5  
Look at that.  
What is it?  
It is a fish?  
No, it is not.  
It is an octopus.  
An octopus is not a fish.

**DO YOU UNDERSTAND?**

1. Answer me or do:  
octopus look  
Is this a fish?  
picture two  
Is this a fish?  
picture three  
Is this a fish?  
picture four  
Is this a dolphin?  
Is it a fish?  
picture five  
Is this an octopus?  
Is it a fish?
2. Right or wrong?  
1. A shark is a fish.  
2. A dolphin isn't a fish.  
3. An octopus is a fish.

## Grammar

What is this?	It is a fish.
Is this a fish?	No, it is not.
What is that?	It is a fish.

5. Point to the pictures.  
Make true sentences.
- There is a chair.  
There is a lamp.  
There is a telephone.  
There is a desk.
6. Point to the pictures.  
Ask and answer the questions.
- a. What is this?  
It is a telephone. It is a lamp.
- b.  
Is it a chair? Is it a desk?  
Yes. It is a chair. It is a desk.

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## CHILDREN'S CLASSES: GAMES AS LEARNING ACTIVITIES

By Ritsuko Nakata

*This article argues that, although in once-a-week classes there is no time for lengthy games, their use is justified when they have a clear language-learning objective, and are integrated into the overall curriculum. A checklist is provided to help in selecting and organizing such games, and for troubleshooting if things go wrong.*

In working with teachers of children, one of the most common requests I receive is for ideas for games. Games are fun and they are good for motivating students to speak English. However, the problem with games is that they are often played without consideration of their purpose, and without much planning. Teachers complain they are exhausted after a class, because they had to correct, give hints, and practically play the game for each student, with little apparent improvement in the students' ability after it was over.

In helping these teachers, I ask them to consider the word "game." Loosely, it means something played for amusement or competition. However, in the classroom, the definition needs to be extended. Rather than being just a game, it has to be a "learning activity" so that the students will go home with some knowledge or skill gained during the game. In a one-hour-a-week class, there is little time for lengthy, time-consuming games. But short and to-the-point activities, which involve all the students taking as many turns as possible, are important practice techniques.

Before any game can be played, the students must have sufficient practice with the target material so that they will be able to play it **by themselves** without teacher hints or correction all the time. If the teacher is always helping them, the class is not ready for the game. In this case, the teacher should stop the game and drill the problem point briefly, and then go back to the game.

A game does not have to be changed for every new learning item. Substituting new items in old games is just as efficient, and the teacher and students are not confused or bothered by new rules. You can also encourage the class to suggest ideas for varying the activity and expanding it.

It is easy to get carried away with games as students look alive and are active, but activity time should be balanced with the rest of the curriculum, which may include introduction of new materials, review of past lessons, reading and writing, checking homework, singing songs, introducing cultural information, etc.

The following checklist may help in considering games as learning activities for children's classes:

### General Questions for Selecting Activities

- a. Is it appropriate for the class age?
- b. Is it appropriate for the class level? (Always try to have some challenge in the level of the activity; if it is always too easy, the students will be reluctant to attempt more difficult things.)
- c. Is it related to the purpose of the lesson, i.e. practicing questions/answers, vocabulary, pronunciation, etc. (although unrelated games can be used occasionally for relaxation)?
- d. Is it possible to do it well in the time/space available?
- e. Are the teaching materials used large enough, clear enough and appealing to the class?
- f. Can all students participate actively? (Group or pair games allow students to work with each other and help weaker students keep up with the rest of the class.)
- g. Does it include any movement or gestures?
- h. Does it have speed and rhythm? (Speed in talking will help natural intonation, stress and rhythm.)
- i. Is it fun? (The way a teacher presents a game can make it lots of fun.)

### Organization

- a. Choose captains to help set up materials, help their teammates, keep the team in order, and help put away materials after the game is over.
- b. Separate "buddies" or children who do not get along well with each other.
- c. Balance the teams with the same number of "good" students and weak students so that they can help each other.
- d. Try to keep the same ratio of boys and girls on each team.
- e. Name teams according to the lesson, i.e. if studying fruits: Melon/Pear; adjectives: Happy/Strong; tenses: Run/Ran teams, etc.

### If the activity does not go well . . .

- a. Is it the right level? If an activity seems too difficult or easy, do not hesitate to change it to the level that is appropriate.
- b. Is it flagging? If the class is speaking too slowly, the teacher can clap to speed up the rhythm.
- c. Do the students know what they must do? Are they confused about the lesson content itself, or the rules of the game?
- d. Has the activity degenerated into mere fun in the race to win, disregarding correct grammar, pronunciation, intonation, etc.? Stop the game and make students follow the directions or rules.

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In conclusion, it should be noted here that a games does not have to be considered a separate and special event in the class hour. Practice and drills can have a game-like atmosphere by pitting groups of students against each other, or by giving points as students respond to encourage fluency. The children will enjoy a scoreboard where they can see their scores add up with each practice or activity during the entire lesson. At

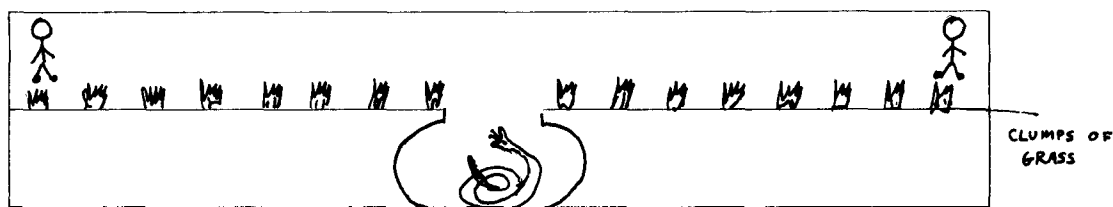
the end of the period, the group with the most points is the winner. Winning the game is the goal of the students, but if the students learn as they play, the teacher is the real winner.

*Ritsuko Nakata is a teacher, teacher-trainer and author, and is chairperson of AETC (The Association of English Teachers of Children). Her texts include the Addison-Wesley Picture Dictionary Pack. This article is adapted from a forthcoming resource book for teachers.*

### A SCOREBOARD

MELON TEAM

PEAR TEAM



Using the Scoreboard: The team that makes a mistake moves its marker toward the snake pit. At the end of the game, the losing team members must yell, "Help!" as their marker falls into the pit.

### A TPR GAME FOR REVIEW

#### EVERYBODY MOVE!

**Objectives:** Review/recombine vocabulary and sentence patterns, Listening Comprehension

**Teams:** Divide the class into two teams. Any member who makes a mistake has to move his/her team's marker closer to the snake pit.

**Directions:** The teacher says sentences which the students must react to quickly without any mistakes. Only those who fit the descriptions by the teacher should 'act.'

**Examples:**

Everybody with long hair stand up!

Everybody who likes pizza jump up and down!

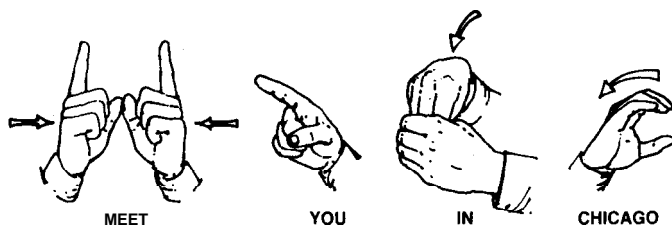
Everybody who has a bicycle change places!

Anybody who doesn't have a red sweater turn around!

Everybody taller than Takashi raise your right hand! etc.

## Special Issue on THE LEARNER IN LARGE CLASSES

The guest editor of the November 1988 special issue of *The Language Teacher* is soliciting contributions on the theme **The Learner in Large Classes**. The issue will focus on how the class environment affects the learner, how this environment influences what is taught and what is learned. Approaches that address other aspects of what goes on in large classes would also be welcome. Please contact the guest editor, Torkil Christensen, Hokuken Mansion 403, Kita 7 Nishi 6, 060 Sapporo, with ideas for contributions.



# 「英語のシャワー」をめざして —— 中学生のための聞きとり練習 —— LISTENING IN SECONDARY SCHOOLS

桐朋中・高校  
小林 善久  
(Kobayashi, Yoshihisa)

*This is a rapid review of the listening practices which were carried out in junior high English classes during the past three years. Various techniques and ideas for a "Listening Shower for five minutes in every class" are briefly introduced.*

二年前(1986)の四月、JALT 横浜支部で“Listening for Junior High”と題してプレゼンテーションをさせていただいた時、私はまだ中学二年生担当だった。現在は高校一年生の担当へと進み、ここで中学三年間の聞きとり指導をふりかえるのにより機会と思い、筆をとることにした。

三年間を通しての私の最大の目標は、自然な英語の音をできるだけ多く聞かせることだった。そのために私は従来の定期考査だけの聞きとりテストに加えて、毎回の授業の中で聞きとりの時間を設けることを考えた。本来ならば、教師ができるだけ教室で英語を話して生徒に聞かせるのが一番よいと思われるが、私の能力、また他の教師との足並みを考えると、ネイティブスピーカーの自然な声をテープにとって、どのクラスでも同じものを流してもらうのが最善の方法だと納得した。そこで具体的には、日常の教室授業において毎回5分程度、ワークシートをその都度配布し、テープを聞いてその内容に様々な方法で反応させる集中聞きとり訓練を計画し、中一、中二でそれぞれ90回、中三は65回、合計245回実施した。また週一回のLL教室授業では、一般に行われているような総合的なLL授業とは異なり、聞くことのみに力点を置いたLL練習を毎回テープで15分程度の長さで用意し、授業ではそれを聞いて問題解決にあたり、その後で解答合わせ、および解説を含めて、一時間の授業で消化できるようにした。LL授業は中一、中二でそれぞれ25回、中三で13回、計63回実施した。これが中学三年間で意識的に行った聞きとり練習の大枠だが、これは勿論、いずれも文字を見ずにテープから聞える英語の音声聞きとりに反応するものにした。また、この聞きとり練習は、そのほとんどがネイティブスピーカーに頼んで録音した自作テープであるが、録音した内容はすべて私のオリジナルというわけではなく、さまざまな教材からの引用、またはそれに少し手を加える形で利用させていただいた。三年間で合計20名近くのネイティブスピーカーに来てもらい録音したが、結果としてアメリカ人中心ではあったが様々な人の英語を聞かせることができて、とてもよかったと思う。また、録音する前にはスクリプトを点検し、おかしい箇所を直して、できるだけ自然な英語

に近づけるようにしたことも大きな収穫だった。さらに、話すスピードを自然なものにできたことは何にもまして大きな点だった。中学生の教材となると、どうしてもゆっくりした不自然なものになりがちであるが、私はこれをあえて排除し、聞かせるための英語だけは最初から自然の速さに慣らすようにした。ワークシートづくりも、生徒の答えやすいような工夫が必要だった。聞くことだけに集中させるため、聞いた内容をチェックするのに英語の文章を使えば、そこでまた英語の読解力が絡んでくるため、中一の頃は選択肢に日本語を多用した。またワークシートのほかに他の教師用録音スクリプトを用意することも忘れてはいけないことだった。

教材作成および選定にあたっては、次の四つのガイドラインを設けて推し進めたが、ここでは紙面の都合上単なる項目の羅列に留める。

1. motivation (教材がおもしろいこと)
2. natural speed (自然な速さ)
3. language proficiency (難しい語彙は避ける)
4. language register (朗読、対話、歌など様々な状況のもとでの英語を聞かすこと)

さて、これから中一から学年に従って教材を紹介していく。90回に及ぶ練習も様々で、その場に追われて何とか捻り出した拙いものが多く含まれているが、大きく概括すると次の四つが主な柱になっており、ほとんどがこれに多少の変化を加えることでバラエティーを保たせたものである。

## (1) アルファベットの聞きとり

最初は単純なアルファベットの聞きとりから始まり、次第に状況のある文章、または対話から、人名、地名、一般単語のスペリングを聞き出していく練習。中一では特に、対話中に出てくる人物の名前に習熟させるように英語の中で多く使われる男性名、女性名、それに苗字を意識的に多く用いて聞きとらせた。ホテルのカウンター、警官の尋問、先生との対話、自己紹介等の場面を設定するのがなかなか大変であった。

## (2) 数字の聞きとり

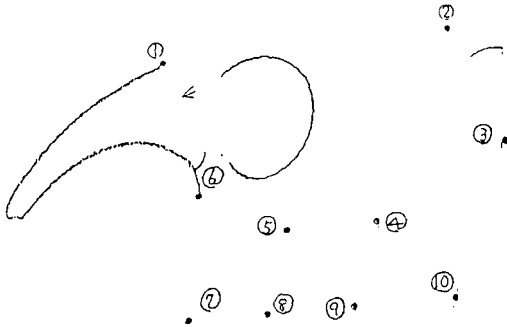
数字が我々の日常生活の上で大きなウエイトをしめていることは言うまでもない。英語を習う際も、この点は見逃すことができないので、中一の最初からこれに取り組むことにした。始めは、単純に数字のみを聞きとってそれに反応するようなもの(例1)であったが、そのうちに部屋番号、郵便番号、電話番号と文字数を増やしたり、単純な四則計算問題、また対話を聞いてその中のメッセージとしての数字を聞きとったりする練習をくりかえし行った。中でもFENの短いスポット案内放送などで述べられる電話番号を聞きとる練習(例2)はスピードの速さに慣れる点、「ほんものの英語」に接する点で、生徒へ大きな動機づけになったと確信している。

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例 1

読まれた番号を線で結びなさい。



例 2

STEP 6: 聞きとり練習

これから実際の FEN 放送から収録したコマーシャル放送を流しますが、その中ででくる電話番号を聞いて、下に書きなさい。(それぞれ 2 回ずつ流れます。)

(1) \_\_\_\_\_ 225 ~ 7009 \_\_\_\_\_

(3) Q & A

これは挨拶をはじめとする会話表現を意識したもので相手の言った内容(主として単文)を聞きとってから、その返答として何を言ったらよいかをワークシートの英文の選択肢の中から最もよいものを選ぶという練習(例 3)。話すことに比較的抵抗の強い日本人生徒にとって、この練習はある意味で communicative competence を養うのによいと思われる。また 5 W 1 H 等を用いた各種疑問文も、英文の最初の一言を聞きとるのに不得手な日本人生徒の弱点補強となる練習といえる。

例 3

STEP 21: 聞きとり練習

さて、あなたはどのように答えたらよいのでしょうか? 正しい答えをひとつ選びなさい。

- Ex. ☒ A    A) Hello.  
              B) Good-bye.  
              C) Fine, thank you.
- (1) ☐    A) How are you?  
              B) Fine, thank you.  
              C) Nice to meet you.

(4) 対話を聞く

あるまとまった対話を聞いて、その中心となる事項をとらえる練習だが、これは最初から自然な速さの自然な会話に慣らせる意味で重要である。生徒はワークシートにある三つの日本語の選択肢の中から対話の内容にあうものをひとつ選ぶだけで、聞くことのみに集中できる練習である。ここでは文部省の検定教科書の言語材料の配列にできるだけ従って、未習の語彙は避けるようにした。

例 4

STEP 28: 聞きとり練習

次のそれぞれの会話内容に適するものをひとつ選びなさい。

- Ex.    { A) 男の人は ボール 4 個と本を 2 冊持っている。  
          B) 男の人は ボール 2 個と本を 2 冊持っている。  
☒ C) 男の人は ボール 2 個と本を 4 冊持っている。

中二学年では次の五つに絞ってみた。

(1) 数字の聞きとり

中一に続いてあいかわらず定期的に推し進めていく必要のある練習で、扱う内容としては、四則計算、過去形に伴った年号、千以上の大きな数字の聞きとり、天気予報の気温等、様々な状況での数字を紹介していった。この練習の際は語彙および文法事項が未習のものであっても聞く前に簡単な説明をするだけで、むしろ数字を聞きとることに集中するような導入の時間を割くことが必要になる。

(2) 対話の聞きとり

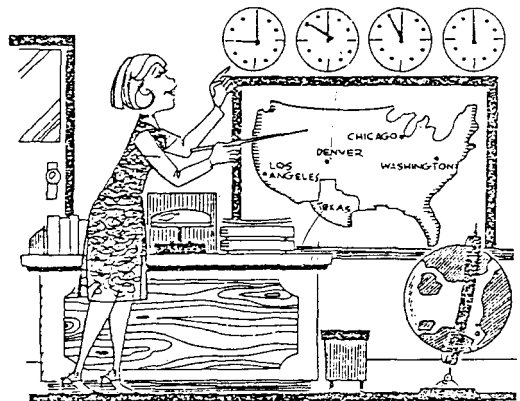
中一同様、自然なものを聞くことに変わりはないが、ワークシート上の選択肢が易しい英語の表現になったり、対話を聞いた後に質問文を入れたり、True or False にしたりすることで変化を加えつつ、より多くのインプットをめざした。

例 5

中 2 英語 STEP 8: 聞きとり練習

HR. \_\_\_\_\_ NO. \_\_\_\_\_ NAME \_\_\_\_\_

あるクラスの会話を聞いて、その内容に合っていれば T (true)、合っていない場合には F (false) を書きなさい。



1. (    ) 今は午前中の時間

2. (    ) 授業は少しおくれて始まった。

(3) 生活英語

教科書英語の進展と共に、英語圏での生活に自然と興



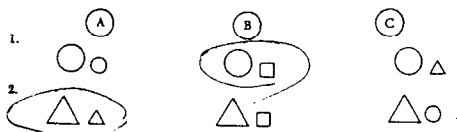
味が湧くものである。そこで教科書を少し離れて、個別的に生活英語をとらえるのもおもしろい。ものの色、形、お金の価値、コインの種類、各国の主要都市等々、いろいろな雑学的生活英語を音を通して学習しようとする練習である。ここではほんの一例をあげておこう。

## 例 6

## 中 2 英語 STEP 1 : 聞きとり練習

HR. \_\_\_\_\_ NO. \_\_\_\_\_ NAME \_\_\_\_\_

よく聞いて言われたとおりの形をしているものを  
○で囲みなさい。



## (4) 歌・パズルの聞きとり

聞きとり練習は、半ば遊びだと思ってよい。だらけて取り組まないのではいけないが、とにかくテープの音を聞いて反応できるようにもっていくのが肝要。歌やパズルは、生徒が答えやすくすることがポイントだろう。次の例は普通のクロスワードパズルの入るべき語を英語で読み、それを記入するものである。次の工夫としては、入るべき単語のヒントを英語で与えて説明するという方法がある。

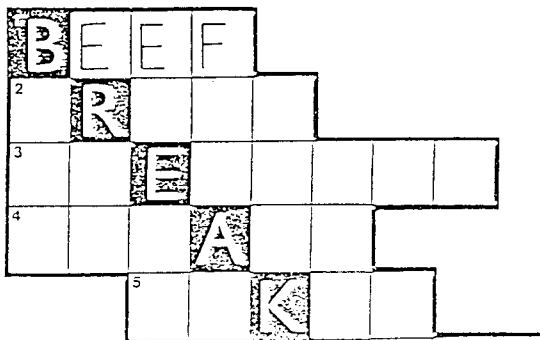
## 例 7

## 中 2 英語 STEP 64 : 聞きとり練習

HR. \_\_\_\_\_ NO. \_\_\_\_\_ NAME \_\_\_\_\_

クロスワードパズル (食べ物)

それぞれ 2 回ずつ流れる説明を聞いて下のパズルを完成しなさい。



## (5) ディクテーション

ここでは(4)とは対照的に教科書で習っている事項を書きとって、学力を高めようとする練習。これも定期的に行うことで普段の学習の復習として音声をまじえた絶好の練習である。生徒の能力の応じて spot dictation, full dictation を使い分けるとよい。

さて中三ともなると扱うことのできる言語材料が増えるので、当然聞きとる内容も複雑になり、練習も様々な工夫ができるはずなのだが、実のところ少し息切れして、自らの手で作り出す練習は減った。また、あるレベルまでくると、市販のもので利用できそうなものがたくさんあり、それを選定するのに多くの時間を費したのも事実である。中三の柱は三つである。

## (1) ストーリーを聞く

生徒の学力が進み、理解力が高まってくると、単文に対する反応だとか、会話を想定したような生活英語に対し、あるまとまった物語、およびある程度の長さの会話を聞くことに興味をおぼえるようになる。英検 3 級のストーリーをはじめに、なるべくおもしろくて理解しやすいような物語を聞かせたり、二人が長い対話を行って、聞き手に何のことについて話しているかを推測させたりするようなものを聞かせてみた。聞かせる内容が二分を越えると、途中でついていけなくなって投げ出してしまふので、あまり長いものは使えない。また聞くための導入も必要である。どのような内容を聞くのか、何に的を絞って聞けばよいのかを明確にした後で、テープに耳を傾けさせることがとても有効である。

## (2) 生活英語の聞きとり

中二に引き続いて、いろいろな状況のもとでのサバイバル英語にふれる練習だが、生徒の英語に対する基本姿勢が second language に根ざしたものでないだけに、ともしば関心を示さないような態度が見られたので、どちらかというと楽しみを含んだものに限定する傾向があった。これには市販教材が山のようにあって、その選定だけで相当悩んだものだが、やはり自分で試してみてもおもしろいと思ったものを生徒にぶつけていくのがよいようである。

## (3) ディクテーション

これも中二の時と同様、定期的に教科書内容の復習用に多用した。中三になって特に意識したのはリダクションである。wanna, gonna, hafta などの音の変化を spot dictation にあてて、その自然な音を意識的にとらえさせた。

以上が中学三年間の毎回の授業の聞きとり練習の大きな骨格である。続いて LL 教室での教材説明に入る。LL では毎回の授業のテープを大きく分けると次の五つの練習形態になる。これはいずれも普段の教室での聞きとり練習が基礎になっており、それを週に一度、集大成をして再度取り組むようになっている。

## EXERCISE A :

1. 中一の頃は aural discrimination を中心に行っていたが、l と r, b と v 等、未知の単語を含めて単純に 2 度繰り返して、発音される音が同じか否かを判別する練習は、とても難しくあまり効果はなかったと思う。単語

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の意味を離れて音だけに執着してもコミュニケーションの立場から考えると何の意味もないと判断し、途中で断念した。ただ、英語の音声には日本人が必死で聞き分けなければならないものがあることを理解してくれたとは思いますが、それがそれ以降の学習にどれだけの影響を与えたかは、今はまだよくわからない。

2. 中二になって、このセクションは単純な単語のスペリング練習にきりかえた。普段の教室で行う単語テストのようなものを音によって、しかも文章を聞かせ、その文章の中ではじめて意味が解るような同音意義語等をおりまぜて書かせるようにした。具体的には、right; Turn to the right at the next corner.; right というように書かせるべき単語を、それが含まれている文の前後で読まれ、また文の中でも読まれるパターンになっている。

#### EXERCISE B:

ここでは単文の聞きとりを集めた。普段の聞きとり練習で、比較的気軽にできるものをクイズ形式にしたり、絵を用いて正誤判断したり、順番を並べかえたりするので、比較的短い時間で、教科書に出てきたような文型に反応させることができる効率的な練習である。これは主に中一、中二の時にやった練習

#### EXERCISE C:

ここでは、あるまとまりのある対話、またはストーリーを聞かせ、その中心となる事柄をチェックするという練習を行った。ここでも普段の教室の聞きとり練習が基になって、同じような内容ではんの少し違うものを繰り返し聞かせるようにした。中一の時は教科書およびNHKの基礎英語に出てくる対話を改造することが中心であった。中二では教科書、およびそれに出てくる文法事項を含む対話の改造、中三では既成のストーリー、およびまとまりのある比較的長い対話をこれにあてた。

#### EXERCISE D:

中一、中二の大きな柱である数字の聞きとりをここで扱った。この練習は作成するのが容易く、いろいろな形

式も比較的簡単にできた。今考えると、ここでもっと、FEN等の実際に使われている「生の英語」を聞かせればよかったとも思うが、初期の目的である数字のシャワーを浴びせることはできたと思う。

#### EXERCISE E:

毎回の締め括りはディクテーションだった。これは半ば作文練習にも通じるものがあるので、生徒の取り組みも悪くない。中一の頃にはここで歌の聞きとりを多くした。解答合わせも、LL教室の黒板または生徒のブーステレビに写しだして自己採点させ、それを回収して点数だけをチェックするシステムにした。

具体的なワークシートを掲載できず残念だが、以上が私の「英語のシャワー」をめざした実践報告である。三年間で聞きとりの基礎能力は身につく、一応初期の目的は達成できたものと自己満足している。三年間このインプット教育に専念する際、「生徒に英語を好きにさせる」という考えが常に頭にこびりついていた。だからできるだけ聞きとり練習は易しいというイメージをもたせると同時に、読むこと、書くことよりもはるかに楽しいものであると「騙し」続けてきた。最後に、この聞きとりも、定期考査などできちんと評価してやらねば、生徒もついでこない点を強調しておく。

**Yoshihisa Kobayashi has been an English teacher at Toho High School, Tokyo, for 11 years. He studied TESOL at St. Michael's College, Vt., in 1981-82.**

#### A REMINDER FROM THE EDITORS

*The Language Teacher* welcomes meaningful, well-written contributions, but requests that the guidelines in the editorial box on page 3 be followed. Those wishing unused manuscripts to be returned should include a stamped self-addressed envelope. All Japanese-language copy **must** be submitted to the Japanese Language Editor.



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## EIKAIWA: A MATERIALS-CENTERED VIEW

By Mike Thompson

***This short article is an attempt to look at the influences guiding textbook selection and in turn to focus on the areas which should be considered when attempting to put materials together. It concludes by suggesting certain ingredients which should be essential for eikaiwa courses.***

For any foreigner teaching in Japan, *eikaiwa* is a fact of life, as Japanese as *sakura*, *sento*, or even *salaryman*. From eminent professors of linguistics to the humblest itinerant TEFLer, if you are a native speaker living in Japan you will at some time be called upon to teach *eikaiwa*. The term is all-embracing and gives little clue as to the situation you are likely to find yourself in. For some it means "one to one" while for others it can mean one to a hundred and one. Class activity must, of necessity, take this into account and the *eikaiwa* teacher must be prepared to make the transition from the "no holds barred" free conversation of the language school to eliciting minimal verbal responses from dormant masses at universities. Beyond that, the precise content of the *eikaiwa* class seems very much a matter of debate. The purpose of this article is therefore to look at the potential of *eikaiwa* from the standpoint of materials and to tentatively suggest the direction in which published materials should be heading.

Before proceeding further down this slippery slope, you might want to take time to consider the following statements and decide which you agree with:

1. "My students know the grammar but need opportunities to develop their fluency."
2. "My students may have some formal knowledge of grammar but they certainly don't know how to use it. Basically they have to unlearn everything they've been taught."
3. "My students can read and write fairly well but they aren't very good at listening and they can't string a sentence together."
4. "My students can't, in fact, read well, or write, and they're certainly not very good at 'speaking' or 'listening.' "
5. "My students are very interested in the outside world, particularly the U.S.A."
6. "My students don't seem to be interested in anything and can't relate to anything outside of Japan."
7. "My students have particular problems with certain aspects of English and we need to spend a lot of time on pronunciation and the use of articles, etc."
8. "My students have certain problem areas but I can take care of them if and when they arise."

The teacher's perception of his/her role in the *eikaiwa* class is obviously of crucial importance in determining what goes on there. This in turn presumably informs the choice of textbook. The above represent a series of options which may influence decisions. Obviously there is always the danger of overstatement, but we can assume that teacher (1) would choose a text which included lots of "learner-centered" activities, whereas teacher (2) would probably focus much more on the presentation and practice of language. In addition, teacher (2) might well choose something in which the grammar point was explicitly stated. The viewpoints expressed in (3) and (4) represent the "integrated" versus "division of skills" debate. Teacher (3) might be content to focus all effort on the students' speaking and listening skills and ignore reading and writing. (5) and (6) touch upon the affective element in materials and whether it is necessary to teach "culture" alongside "language," and if so whose "culture." Teacher (7) may be looking for something designed to eradicate the errors Japanese students are prone to make. These considerations in turn are contingent upon the physical constraints previously alluded to, i.e. size of class and number of contact hours, etc. Despite the enormous number of titles currently available, most selections are still made by default since very few texts seriously come to grips with the issues raised above.

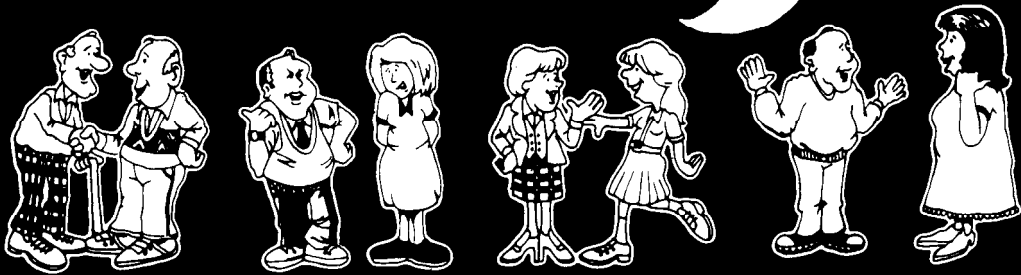
Anyone seriously thinking of preparing materials for *eikaiwa* must address three basic issues:

1. Appropriacy: What kind of language are my students likely to need in the future (if any) and what are the contexts in which it can be presented?
2. Interest: What is going to motivate them enough to want to learn this language? What topics?
3. Activities: What sort of things are they going to be required to do given the size of classes, etc.?

Although no one textbook will ever successfully meet all these criteria for every teacher, it seems to me that the future *eikaiwa* textbook should have several basic ingredients to some degree. First, some exposure to extensive listening, either real or contrived, since Japanese students have so little opportunity to hear English. Secondly, topics which are relevant to Japan, and thirdly, opportunities for the students to develop their fluency. Failing this, of course, there is always "free conversation" to fall back on.

***Mike Thompson is the ELT Consultant for Longman ELT Japan. He divides his time between teacher-training and marketing and editorial work. Before joining Longman, he taught EFL in Spain and Japan for a total of five years.***

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## A HUMOROUS LOOK AT THE CONVERSATION CLASS

**Writers in the English-language press here have always found the conversation class to be a fertile ground for humorous observation. Many of us have our personal favorite columns, clipped and now yellowing with age. But the contents remain as fresh as ever, perhaps reminding us of those distant days when we, too, first set foot in an English-language classroom. We are happy to share two of our favorites in this genre. Gail Nakada leads off with an excerpt from her 1979 Tokyo Weekender piece entitled. . .yes!.**

### DO YOU FRENCH?

I had no idea what I was getting into when I was hired by a well-known language school specializing in one-to-one teaching. After completing their rigorous training program, I was given my manuals, a pat on the head and a teaching schedule from 9 a.m. to 8 p.m., five days a week. In a state close to shock, I wandered into my first lesson mentally calculating just how many 40-minute lessons that worked out to a day (12).

I was awakened from my musing by my student practically leaping out of her chair and shouting, "FINE THANK YOU AND YOU?" Not quite knowing how to answer this, I settled for a puzzled smile and said, "How do you do? I'm Mrs. Nakada."

"Fine, thank you."

Taking this for a dismissal I was preparing to leave when I decided that perhaps she hadn't quite understood what I'd said. Therefore, I decided on a different approach. "No," I declared in a tone reserved for puppies who make mistakes on carpets, not 'how are you,' but 'how do you do.' "

"Fine, thank you," she said in a strained voice. We went around and around like this for five minutes until I gave up and went on to, "Is the book on the table or (strong emphasis here or you lose them completely) on the chair?"

I later learned that all the teachers began their lessons with a cheery, "Hello, how are you?" (They knew never to attempt any of that tricky "how do you do" stuff except with the more advanced ones.) Our students had become so inured to this routine that some of them liked to skip the preliminaries altogether and get straight to their parts.

In case some reader is confused about the title of this article, let me say that it refers to a tendency my students have of leaving out that all-important verb. The results might seem perfectly clear to them, but it can be somewhat confusing to the teacher. Some common mistakes are:

"Do you rice?" (Is that anything like the mashed potato?)



"Do you car?"

"Do you Japanese?"

And of course the ever-popular, "Do you French?"

I enjoy my work as a conversation teacher, but for a long time I had trouble controlling myself during the more ridiculous mistakes of my students.

**Michael O'Connell's long-running "I'll Take Tatami" column in the Asahi Evening News is still remembered for its rare style and good-humored wit. Here's a prime example from 1981.**

### DRACULA ENGLISH

Wilbur Poon is facing his first Japanese English class. His hands are trembling. When he places them flat on his desk they leave wet marks. His mouth is dry with the tongue curled like a dead snake behind his upper teeth. A strange buzzing is in his ears. His vision is blurred except for one thing, or things.

Those are thirteen pairs of eyes staring at him. They seem the muzzles of thirteen double-barreled shotguns. The shotgun eyes belong to thirteen Japanese students who have come to Perfection English Exercise Parlor (PEEP) seeking the Shangri-la of speaking English like a

(cont'd on next page)



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native. Wilbur is their teacher because he is a native speaker, that is, he surely is a native of somewhere and he speaks, though not at the moment. His mouth is too dry. He tries to and the only sound which comes out is a croak. It sounds just like the word: "Croak."

What am I doing here? he wonders desperately. Those eyes look like they wonder the same thing. That's wrong? he thinks, in panic. Look as if, I think, he thinks. I gotta watch the dumb grammar. They are watching him while he watches the grammar. He has to get started some way. He forces his face muscles to push his face apart so his teeth are showing. It is supposed to be a smile.

"My name," he whispers, "is Wilbur. . . as in Poon." The tang of long ago grade school taunts from other boys rushes up to haunt him: "Poon, Poon! Looks like a prune! Talks like a goon! Barks at the moon!" Feeling like (as if?) he was (were?) back on the playground, Wilbur brushes away a tear. It wasn't fair to have a name like this.

The students wait, wondering if he has something in his eye or up his sleeve. All foreign names sound peculiar to them – except **Sumisu** and **Buraun** – so his is no surprise. Anyway, they have their own concerns. Two are throbbing with eagerness to display the slangy talk they have picked up in California. Three are waiting to see if this will be the teacher who can pour 50,000 words of perfect English into the tops of their heads.

The rest sit rigid, ready to fall into total catatonic shock at the first question in the dreaded language. Some of the girls with heads bent are studying Wilbur through their hair.

What they see are approximately two meters of young foreigner covered in corduroy. Down the middle hangs a forlorn brown tie pulled so tight his Adam's apple bulges like a pink golf ball. On top is a shock of straw-colored hair ruth-

lessly whacked off around the edges (apparently by an 800-yen barber) in the farmhouse thatched roof style. To prove he is a foreigner he has Robin's-egg blue eyes.

"*Kawaii*," murmurs one girl to her friend. "Cute." The friend nods. Without saying another word they have agreed that Poon-sensei is eligible for some private lessons.

They would surely be better than the one he is facing. How to begin? He is racking or trying to rack his brains, which are scattered like pool balls over the table. As if from heaven the recent advice of an unregenerate English teacher in Japan, a veritable Minnesota Fats, floats into his mind. It is so real he can almost smell the *mizuwari* whisky-and-water breath.

"To get things moving, try asking for help or information. Japanese are generous about explaining stuff to foreigners and may forget they're speaking English."

Wilbur avoids the shotguns and peers at the name cards pinned on the students. An elderly lady who looks as if she ought to be wearing kimono tries to evade his look but Wilbur, almost pleading, says, "Mrs. Noguchi, to start out, let's suppose I am trying to get to Shinjuku station and ask you how. Can you give me directions?"

Mrs. Noguchi jumps in her chair. Her eyelids flutter. She whispers two words: "**Wakarimasen**. Directions?"

Anxiously Wilbur tries again. "I want to find Shinjuku station. I am lost."

"Lost?"

"I," states Wilbur with desperate intensity and slowness, "do not know where I am. Can you help me?"

She finally understands. The lady's eyes open wide, in terror. He is the teacher and he does not know where he is?

Wilbur says a little prayer for an angel to fly him out of there. Instead he gets another replay of Minnesota Fats, a lecture this time:

"The Japanese have invested enormous effort and time attempting to turn English into a dead language. For about 90 percent of their students they've succeeded. English has been knocked on the head and buried in examination puzzles arcane as ancient theological arguments in Latin. Both have about the same value for modern communication."

"You ask why? Because to become fluent in a foreign language you have to get out of your own cultural patterns and ways of thinking and into the new ones. To most Japanese the notion 'of abandoning their familiar patterns - their Japaneseness - even temporarily is horrifying. That's why they hold onto the lifeline of their own language and translate back and forth."

"Then teaching English in Japan," Wilbur says aloud and the whole class jumps, "is hopeless."

"Of course not. This is the land of contradictions, remember? A few have always gone round the system and learned excellent English, French or whatnot. Nowadays more Japanese are insisting on English that gets up out of the coffin and walks. It may be a little like Count Dracula but it's better than dead."

Hoping he won't stir up any vampires, Wilbur tries again with the class. A young guy in a UCLA jacket looks as if he might have done some traveling. "Mr. Ishida," asks Wilbur, "can you name some of the parts of an airplane?"

Mr. Ishida squints and cocks his head. "Well, windows."

"Windows! Yes. But. . . what else?"

"Seats."

"Isn't there something more special to an airplane?"

Mr. Ishida thinks for some time. He nods triumphantly. "Antenna."

Wilbur retreats in defeat. On the board behind him is a picture of a hotel lobby used by some previous class. Making another try for directions, he points to it and asks one of the young ladies, "Miss Sato, where are the elevators in this picture?"

She doesn't hesitate. "In the walls."

Wilbur is giving up his career as an English teacher. When asked why he only mumbles something about original thinking and Count Dracula.

*("Do you French?" by Gail Nakada, Tokyo Weekender, Nov. 16, 1979. "I'll Take Tatami: Dracula English" by Michael O'Connell, Asahi Evening News, March 27, 1981. Both pieces are reprinted here by permission.)*

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# JALT Undercover

**CONVERSATION.** Rob Nolasco and Lois Arthur. Oxford University Press, 1987. 148 pp.

*Conversation* is one of the best titles in a very useful series of "Resource Books for Teachers" edited for Oxford by Alan Maley. The authors distinguish between speaking skills and conversation skills. Conversation is interactive in nature and needs to be sustained while speaking can include speeches, comic monologs, etc.

Nolasco and Arthur present what they feel is "a coherent approach to teaching conversation." They stress that the class must be well prepared and the expectations made clear. Interesting, motivating topics must be chosen and follow-up must be done. They divide activities into four types: controlled activities, awareness activities, fluency activities, and feedback/reflection. The authors also offer a plan for training students to work in pairs and groups.

Among controlled activities, there are suggested drills, pronunciation practice ideas, and many dialog-based activities. Even if you feel that dialogs are used too often, you'll find ideas that you'll want to try.

Awareness activities are those that help students become aware of structures, in this case the structure of conversation. There are a number of observation tasks wherein the class uses video and audio tapes of the lesson to go through a worksheet that helps spur reflection on the correctness and appropriateness of the language used.

The chapter on fluency activities includes solid advice on working with monolingual classes. Nolasco and Arthur stress the need to give a reason, to let the students in on the "how" and "why" of the tasks. Teachers should start with short, easy tasks, make it clear that errors are unimportant when doing fluency work, and ask for reflection after the class. Among the task types considered are values clarification, product-oriented tasks, role plays and discussions.

Feedback is found to be an essential part of the class. It gives the students the information they need to improve their performance, but teachers must use it selectively; otherwise the students will feel demoralized. An insistence on

complete accuracy may breed resentment. The authors discuss the use of audio tapes and video tapes in small-group and whole-class situations.

*Conversation* is a rare teacher reference book in that it puts its many useful suggested activities into a rich context. It develops a model for teaching conversation that has implications for other classes as well. There are a number of insights that an experienced teacher will appreciate and profit from. It would also be a very good book for pre-service training.

Reviewed by Steve Brown  
University of Pittsburgh ELI-Japan

**TALKING TO LEARN: CONVERSATION IN SECOND LANGUAGE ACQUISITION.** Richard R. Day, ed. Newbury House Publishers, Inc., 1986. 351 pp.

*Talking to Learn* is a collection of 13 articles, only one of which has been published elsewhere, on research in the field of second-language acquisition (SLA). In particular, the articles look at the role that conversation among non-native speakers (NNS) and native speakers (NS) and among NNS and other NNS plays in learning and teaching languages. Considering classroom as well as non-classroom settings, the authors attempt to arrive at some insights in a relatively new area, that of examining the relationship between conversation and SLA.

Until recently, both in first- and second-language acquisition research, most of the work had been done on the order of acquisition of morphemes by native and non-native speakers in classroom as well as in natural settings. However, as a result of influences from sociolinguistics and conversational analysis, researchers began to look at the learning of language in context. From first-language acquisition research, we know that children do learn language first in a home environment with parents and siblings; mothers use a kind of caretaker language or "motherese." In a similar way, learners of a second or foreign language are exposed to native speakers using "foreigner talk" and other learners using their own interlanguage. The argument then is that children and learners of a language learn through interactions with other people and that conversation provides the natural context for language development.

This volume, *Talking to Learn*, comes out of those interests, and one must commend Day for his selection and for the introductory essays for each section. In the introduction to the book, Day refers to Evelyn Hatch's ground-breaking article (1978) in which she asserts that rather than assuming children learn structures first and

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somehow miraculously put all that together to develop conversation, we might want to assume the opposite. Children and language learners may learn first "how to do conversation" (Hatch 1978, p. 404), from which structures are then developed in interactions. How one acquires a language thus has become the focus of more and more research, deemphasizing the attention to form and function which characterized earlier studies.

Section One has articles that are on the theoretical side, raising issues at the core of SLA. The first of the two, "The Experience Model and Language Teaching," by Hatch, Flashner and Hunt, outlines the "experience model," a framework including a model to account for how language is a way of making our everyday experiences understandable. Hatch *et al.* state, "The continuous interaction of experience with inter-linked cognitive, social, and linguistic systems should show how development evolves." (p. 5) The authors elaborate on this notion, using data from first- and second-language acquisition studies, to explain how the acquirer builds a "knowledge structure," which is made up of scripts or schemata, organizing structures inside the brain. Language then gets attached to the scripts. The experience model is interactive in that the social, cognitive, and linguistic systems influence each other; language as a separate internal mental system, with syntax as primary, is rejected. The goal therefore of teachers is to provide learners with those experiences that will contribute to learning by bringing them into the classroom.

The second article in Section One is by Charlene J. Sato, entitled "Conversation and Interlanguage Development: Rethinking the Connection." Sato looks at Vietnamese-English interlanguage development, focusing in particular on one semantic domain, past-time reference. She carried out a longitudinal study of 10 months' duration during which weekly video tapes were taken, usually in the home, of two Vietnamese boys and their foster mother. The conclusion is that conversational interaction seemed to improve the performance of the two boys, but that no such statement could be made with the data available as far as acquisition is concerned of past-time reference markers. It seems that the connection between conversation and interlanguage development is complex, with many variables that need to be taken into consideration. For example, Sato found that past tense inflections are phonologically difficult for Vietnamese speakers of English, a characteristic of these particular learners which may affect their interlanguage development.

Section Two has five articles that treat the role of conversation in the classroom. Krashen's

input hypothesis comes in here as it must be said that particularly in an EFL context, it is in the classroom that the learners get the necessary input from both the teacher and the other learners. The form of that input may matter in furthering or impeding their language development. Specifically, Krashen claims that it is the adjustments native speakers make when talking with non-native speakers that provides the kind of comprehensible input needed for acquisition to take place. Therefore, the role of teacher talk is a major concern of these articles.

Strong's "Teacher Language to Limited English Speakers in Bilingual and Submersion Classrooms" examines the ratio of use of English to the use of the minority language, the amount of teacher talk vs. silence, and the way the teachers structured activities. Researchers as well as program administrators and parents are interested in these areas, as what a teacher does in the classroom may influence the fluency level in English that the minority-language children can attain. Strong found that the teachers varied a great deal in their behavior and that the so-called bilingual classrooms were not "bilingual" as the teachers tended to use English as much as the teachers in the "submersion" classes. As one of the main reasons for the existence of bilingual classes is to allow the minority-language students to be able to develop their cognitive abilities using their own language, this research indicates the bilingual programs are not carrying through on the stated objectives for such programs.

The fourth article in the volume is "Teachers' Priorities in Correcting Learners' Errors in French Immersion Classes," by Chaudron. With immersion programs in Quebec, there is some concern about the extent to which attention to linguistic skills may interfere with acquisition of subject-matter knowledge. If subject-matter teachers attend to linguistic errors through correction, they may reveal priority given to language instruction. Chaudron found with the three teachers in the study that language instruction even in French-language classes was subordinated to the subject matter. He goes on to discuss a related issue, that of the possible benefit learners receive from correction.

Pica and Long's article, "The Linguistic and Conversational Performance of Experienced and Inexperienced Teachers," examines the characteristics of the modified speech of teacher talk as comprehensible input for learners and the ability of experienced vs. inexperienced teachers to modify their input for the learners. Pica and Long's work confirms earlier research findings that classroom conversation differs from that outside classrooms in several ways, in particular with regards to the opportunities on the part of the learners to negotiate meaning. In the second

study, they found, in addition, that there were more similarities than differences between the teacher talk of experienced and of inexperienced teachers.

Schinke-Llano in "Foreigner Talk in Joint Cognitive Activities," again addresses the question of modification of talk and how it facilitates second-language acquisition. Teacher talk with native speaker and LEP (Limited English Proficiency) students was compared and it was found that teachers talked more, using more explicit, less abstract language with LEP students than with NS. A further question arises concerning the relationship between the modified input and the development of cognitive abilities as well as conversational skills. It is possible that the modified input may be facilitative or detrimental to SLA and cognitive development. Further research needs to be done.

The seventh article and the last in Section Two is "Situational Differences and the Sampling of Young Children's School Language," by Cathcart. This study analyzes the variation in the kind of language used in different classroom settings. It is based on classroom observation of such settings as recess, free play and storytelling, and is non-statistical. It was found that seemingly small differences in, for example, the power relationships between the children and the amount of physical space can alter the nature of the language used by the children so that more or fewer control acts and indirect requests are used. Cathcart ends her paper with a call for more attention to the situational variables in language acquisition settings.

Section Three focuses on the role of the task type in classroom settings. Much work needs to be done to establish what tasks aid in language acquisition and in what way.

The first of the three is by Duff, "Another Look at Interlanguage Talk: Taking Task to Task." Specifically, Duff wants to "examine the effect of task type on the input and interaction of NNS-NNS dyads" (p. 147). Problem-solving tasks and debates were chosen and Duff considered both the quantity and the quality of the input. For the NNS, Chinese and Japanese informants were used, thus allowing for some indication of a possible effect. Some of the research results support the idea that problem-solving tasks are useful in producing the kind of interaction associated with comprehensible input. It was also found that ethnicity had an effect to the extent that qualitatively and quantitatively the Chinese NNS outperformed the Japanese NNS.

The following article, by Rulon and McCreary, is "Negotiation of Content: Teacher-fronted and

Small-group Interaction." The focus of this study is on the negotiation of meaning and of content in small-group activities and in classrooms where the teacher is at the front, in control. The assumption is that negotiation of meaning and of content is essential to promote language development. In teacher-fronted classrooms, the learners get few opportunities to engage in useful interactions. One interesting finding of this research is that there was no difference between the small groups and the teacher-fronted' classrooms when it comes to the amount of informational content covered by the students. This means that small groups can cover as much content without teacher intervention, thereby providing a rationale for small-group work.

Porter's article, "How Learners Talk to Each Other: Input and Interaction in Task-centered Discussions," follows; it is an attempt to describe and evaluate learner input, an area of concern in particular due to the popularity of the communicative approach to language teaching where learners interact directly with each other. The findings showed that learners communicating with each other in the classroom is useful if they are getting exposure to native English speakers in the community. Nevertheless, the learners got more practice - qualitatively and quantitatively - with fellow learners than with native speakers. Finally, contact with NS or explicit classroom instruction seems necessary for the learners to develop sociolinguistic competence where appropriateness of language use is involved.

The final section, Section Four, looks at SLA outside the classroom, in informal contexts. This is an important area when considering the benefits of overseas residence and study to promote language development.

The role of corrective feedback is treated in "Differential Effects of Corrective Feedback in Native Speaker-Non-native Speaker Conversation," by Brock, Crookes, Day, and Long. The objective was to determine what types of NNS errors cause NS to react and give corrective feedback. There is also the question of how and when the feedback becomes a part of the learner's intake, i.e. whether the correction is taken in by the learner and the information used to eradicate that error type in future interactions. The results suggest that corrective feedback does not have a strong role to play in acquisition. The authors, nevertheless, are careful to point out that we can not say any correction has not become a part of the learner's intake until longitudinal studies can be done. Short-term and long-term effects may be quite different.

Schmidt and Frota's substantial article is "Developing Basic Conversational Ability in a Second Language: A Case Study of an Adult

*(cont'd on page 45)*

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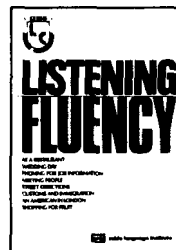


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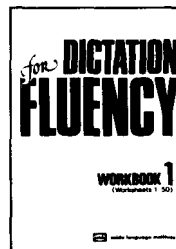


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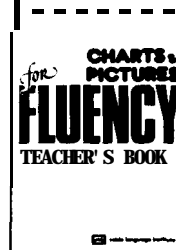


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(cont'd from page 43)

Learner of Portuguese." R (actually Schmidt himself) kept a journal and made audio tapes of interactions with NS during his five-month stay in Brazil about his learning of Portuguese. He wanted essentially to look at two areas: (1) the effect of instruction and conversational interaction with NS outside the classroom on his language learning, and (2) the language he had to learn in order to communicate with the NS. The answer to the first question, "Did instruction make a difference?," seems to be a qualified 'yes,' as R learned and used what he had been taught if he subsequently "noticed" it in the input he heard. This brings up one of the major questions of SLA, i.e. whether noticing a feature consciously is necessary for learning to take place or whether it all goes on at a subconscious level. The answer to the second question, "Did interaction help?," is also qualified: it provided input that seemed to promote learning, but R did not develop grammaticality or idiomaticity from the interactions. The evidence was mixed.

For the third question, "Did correction help?," the evidence is again mixed so that with self-correction there seemed to be no effect and with peer correction by a NS, it was necessary to develop two categories: "those that seemed to have worked and those that seemed not to have worked." (p. 307) As a result of their detailed analysis of the data and of the journal entries, the authors propose a principle of language learning they call "notice the gap." In other words, conscious "noticing" by the learner is a part of language learning such that "Those who notice most, learn most" (p. 313).

The final article, "Sex Differences in NNS/NS Interactions," is by Gass and Varonis. They looked at the variable of male/female differences in conversational interactions and the possible effect on negotiation of meaning, topics, dominance, and interpersonal phenomena, such as apologies and hedges. All of the informants were Japanese. If we assume that effective language learning can only occur when NNS speakers have opportunities to use the language in a way that promotes acquisition, the results of this study show a situation of "unequal partnerships" (p. 349) where men had a greater advantage. The men used the opportunities to produce a greater amount of output, whereas the women tended to interact so as to get a greater amount of comprehensible input. Generalizing from those results, one arrives at the realization that interactions have rarely, if ever, equal partners, and we need to know more about the effect of varying roles in interactions on language learning.

This review by no means does full justice to the wealth of ideas and insights presented in this collection of articles. Because the field of SLA is

trying to deal with what are sometimes very small differences in human interaction, each study seems to raise more questions than it provides answers. As such, no conclusions can be drawn with any confidence at present. There does appear, nevertheless, to be fairly consistent support for the idea that interaction, whether inside or outside the classroom, during which learners can get comprehensible input and use the language itself to negotiate meaning, is a necessary aspect of language learning.

Day's collection, nevertheless, does have some limitations. The studies are mostly statistical and quantitative. Moreover, except for the Schmidt and Frota study, they are essentially all experimental, laboratory-type studies. Clearly, one must always question the applicability of such research to the average classroom. Moreover, this reviewer would have liked to see some more qualitative studies, such as those in Gordon Wells' *Learning through Interaction* (1981). Though Wells and his colleagues were looking at language learning in school and at home of

(cont'd on next page)

## Current Perspectives On Pronunciation

JOAN MORLEY, editor

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native speakers of English in the U.K., a comparison of their insights with those of the quantitative studies would be enlightening. Cathcart's is more qualitative than the others, yet it could not be called ethnography of the classroom.

Another limitation comes from the fact that ESL settings were used, again, except for the study done in Brazil. It seems likely that there would be considerable differences in opportunities to have interactions in the target language with NS as well as with NNS in an EFL setting. No one addressed that point and to what extent effective language learning can occur in most EFL settings.

Then there is always the question about the realness of "conversation" in the classroom. The subtitle of the book, in this reviewer's opinion, is somewhat misleading: "Conversation in SLA." Only one of the studies, Schmidt and Frota, deals with naturally occurring conversational interaction. There are not a few who question the potential for authentic communication and conversation inside classrooms, in spite of teachers' efforts to create an environment for such to take place.

The positives far outweigh the negatives; anyone who is at all interested in SLA and classroom-centered research must read **Talking to Learn**. Indeed, classroom teachers who use pair and group work or want to do so could benefit from reading this book in order to become more aware of the many aspects of setting up the classroom environment in a way that facilitates language learning. Teaching "English Conversation" may not be all that strange an idea after all, though it is doubtful the creators of that expression had in mind the insights achieved by Day and his colleagues.

Reviewed by Virginia LoCastro  
The University of Tsukuba  
References

- Hatch, E. 1978. Discourse Analysis and Second Language Acquisition. In E. Hatch (ed.), **Second Language Acquisition: A Book of Readings**. Newbury House. 401-435.  
Wells, Gordon. 1981. **Learning through Interaction: The Study of Language Development**. Cambridge University Press.

### CALL

A new page dedicated to Computer Assisted Language Learning will be launched in the March 1988 issue of *The Language Teacher*. Contributions on all subjects related to CALL are requested. Please send your contributions to: R.M. Gerling, Technical University of Nagaoka, 1603-1 Kami-Tomioka, Nagaoka, Niigata 940-21.

### BOOKS YOU CAN COPY

Few of us put all our faith in any one book. As often as not, we don't teach a book consecutively from page one. Rather, depending on the group, we need to supplement, expand and add variety. But where do those supplements come from? Most teachers find activities in different books or end up making their own. However, there are at least two other options. One can invest in a teacher's handbook series (see **Handbooks for Teachers**, Michael Swan, ed., Cambridge, and **Resource Books for Teachers**, Alan Maley, ed., Oxford.).

The other option is copy-ready books. Relatively new on the market, several books whose purchase price includes the right to photocopy pages have been published. The following is an annotated bibliography of some of these books.<sup>1</sup>

The reviewers' bias is that such books should be easily accessible by a teacher using either a functional or a structural syllabus, cover a wide range of functions, structures, topics, etc., and the activities should be task-based with the accuracy or fluency focus clear and within the context of communicative language teaching.

#### HARRAP'S COMMUNICATION GAMES. Jill Hadfield. Nelson/Harrap, 1984. ¥3,150.

This is a collection of 40 games and role-play activities following a functional syllabus with functions listed in the table of contents. Adequate structural and lexical indices appear at the end of the book. Although there are some pair and whole-class activities, most are designed for small groups. Many of the activities involve matching simple pictures. Some teachers may be put off at having to deal with dozens, or in large classes where multiple copies are necessary, even hundreds of pieces of paper. However, the well-planned density of target language and the high interest with which the students do the activities make the effort worthwhile. The activities are perhaps best used for accuracy work. The target language is provided in the "Teacher's notes" section. These are wonderful activities but the students need preparation to do them successfully. Target structures/functions must be introduced prior to the games. There is a fairly high lexical load, which is appropriate with the false beginners we teach; therefore, with less proficient classes, it would be wise to use TPR or other identification activities to ensure comprehension.

#### ADVANCED COMMUNICATION GAMES. Jill Hadfield. Nelson, 1987. ¥3,580.

This is an intermediate version of **Harrap's Communication Games**. In this book, the students are given longer, more detailed information

to do the role plays. This complexity gives students interesting and novel ways to practice intermediate functions and structures through tasks that approach mini-simulations. Although these tasks tend to focus on accuracy and are directed at specific functions, the students will need to draw upon basic functions as well. Four stars!

**GRAMMAR GAMES. Mario Rinvoluceri. Cambridge, 1984. ¥2,500.**

From the 56 interesting grammar-based games, it is clear that "grammar" and "interesting" are not mutually exclusive terms. Rinvoluceri gives us a mixture of disguised drills and grammar awareness activities (many with variations) used in communicative situations. A list of structures runs parallel to the table of contents.

**KEEP TALKING. Friedricke Kipple. Cambridge, 1984. ¥2,500.**

There are 123 activities designed for fluency work, 48 of which are accompanied with copy-ready materials. The others require no copies. A mix of pair and group work activities, it includes some old standards: Find someone who. . . and NASA game, for example. There are a lot of new ones as well. Very complete instructions are included. The activities cover a wide range of functions and are, on the whole, very strong. The index, on the other hand, is not as "user friendly" as it could be. The alphabetical table of activities does indicate the aim/task of each activity but sometimes these listings do not indicate a language function. The grammar index is minimal.

**TALK-A-TIVITIES. Richard Yorkey. Addison-Wesley, 1985. ¥4,000.**

This book includes 15 types of activities with several sets of material of each type. It includes five map information gaps, several "find the difference" pictures, and a series of strip stories. Most of the activities are structured around pair work. The index is sketchy, but with the limited number of activity types, this is not a problem.

**BEGINNING / INTERMEDIATE / ADVANCED ACTIVITIES FOR ENGLISH LANGUAGE LEARNERS. Lee Coleman. National Textbook, 1987. ¥3,500 each.**

Each volume in this three-book series contains 34-36 small-group activities. There is a variety of activities for vocabulary practice and for fluency work. The art work appears to be designed for younger learners and the book might be most appropriate for junior and senior high school classes. The series is designed to build on 12 different learning styles: field (in)dependence, cognitive complexity, etc. This is an interesting feature since it is rare for books to consider learning styles in an organized way.

The index indicates only the learning style and the skill area (reading, writing, listening, speaking), so it is necessary to page through the book to find activities that match the functions and structures a class is learning.

Because these are teacher reference books, examination copies are not available from publishers. Of course, these books are more expensive than regular books since permission to copy has been granted. If you blink at the idea of books that cost over ¥3,000, it might be wise to think about your planning time. The prices are low when you can quickly access good supplements that work for your students.

**Reviewed by Joanne Sauber and Marc Helgesen**  
University of Pittsburgh ELI Japan  
Note

1. Several books, especially those in the handbook series mentioned, contain pages that may be copied. Those books, however, use those pages as examples. This review is limited to books in which the copy-ready pages are a main purpose of the text. They are listed here according to the frequency with which these reviewers use them.

## 自主的な英語の読書指導

### —— 英書コーナーの設置 ——

#### (Pleasure Reading: Setting Up a Special English Section in the Library)

同志社大学 北 尾 謙 治

(Kitao, Kenji)

九州共立大学 島 谷 浩

(Shimatani, Hiroshi)

明治以来我が国の英語教育は訳読が中心で、現在でもこの傾向は強く、中学、高校、大学と上のレベルほど顕著である。大学生の多くは、注釈付きのテキストを一字一句訳読し、一年間ではほんの数十ページの英文を読んでにすぎない。最近コミュニケーションの手段としての英語力が重視され、聴き取りや話すことが授業に取り入れられつつあることは喜ばしいが、中学や高校では英語の時間が減っているため、読解指導の時間は割愛されてきているとも言える。

英語に接する機会が多くなると、誰もが速く多量の英語を読み、理解することの重要性を痛切に感じるだろう。もちろん熟読すべき場合もあるが、速読、多読の重要性は多くの英語教師に認識されていると思う。しかしながら、生徒の英語力レベルのばらつきが大きかったり、生徒が後の試験を気にしすぎたりして、なかなかクラス内での速読、多読指導は困難である。学生に多くの英語を読ませるには、クラス外での指導と気楽に英語が読める環境作りが必要であろう。

多くの先生方は、既に易しい副読本を多読するよう学生に与えておられるかもしれないが、図書館に英書コー

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ナーを設けるのは一案である。図書館であれば、収納と管理及び貸し出し等に教師が手を煩わさなくても済み、予算もあるので毎年ある程度の図書の購入も難しくない。

図書館には既に多くの洋書があるかもしれないが、一般学生の英語力では十分に読みこなせないものも多く、英語の難易度はおそらく明示されていないであろう。原書を読む決心をして読み始めたものの、難解すぎて途中で放り出してしまった経験は誰もが一度や二度は持っているのではないだろうか。

米国では、アタルトスクールの英語教師である Libby Shanefield 女史がプリンストンの公立図書館に外国人向英書コーナーを設置して成功した例がある。利用者が自由に各自の英語力に合った読書ができるように、毎年20数冊ずつ購入し、今日までに300冊以上を収集して地域の外国人や移民の英語力の増強に寄与してきた。

彼女の英書コーナーは、英語の難易度別に種分けされ、利用者が各自の英語力に合った英書をすぐに見つけられるように工夫されている。難易度は語彙レベルで4段階に分けられ、初級(300~1,000語)、中級下(1,000~1,800語)、中級上(2,000~3,000語)、上級(3,000~7,000語)となっている。中級が二つあるのは、ここを境界とする学習者が多いためである。語彙レベルの選別は出版社のカタログを利用して簡単に行われている。このちょっとした作業で多くの学習者に英書が貸し出され、英語読解力の向上に大きく貢献した。

彼女が提案している英書コーナー設営の手順は次の通りである。まず図書利用者のニーズを調査する。図書館と内容や予算を決定する。出版社カタログで図書を選び

注文する。英書を難易度別に種分けする。コーナーの宣伝をする。年に一度貸し出し状況と蔵書の総点検を行い充実させる。各レベルのバランスをとることと読者の興味や関心に合わせることで、更にある程度のバラエティを持たせることが必要であるということである。

我が国でも英語の難易度を示した英書は、かなり多く販売されているので、同種の企画をするのはさほど困難なことではない。参考までに難易度別の英書リストを紹介する。これは、難易度が明示され、日本円での値段がはっきりしているものを、紙幅の許す範囲内で整理したりリストで、他にも階段別英書は多く出版されている事を予めお断りしておく。

難易度を決定するためには、全英連の4,000語(全英連高校基本英単語活用集:研究社出版:1981)、語研の3,000語(上田明子他:英語基本語彙辞典:中教出版:1983)やJACETの3,990語(「英語講読用教科書のあり方」についてのアンケート調査報告:JACET:1983)等の語彙リストを参照して決定する方法もあるが、意外と重労働であるので、大まかな種分けをされるのがよいと思う。

学習者に1ページ程読ませて、どの程度内容が理解できるかを最初にチェックすると、学習者にとって最適な読書レベルを簡単に見い出すことができる。これは実際にアメリカの小学校で採用されていた方法で、良い効果をあげていた。

図書館に英書コーナーができれば、大いに宣伝し、学生に自発的、自習的に英書を読ませると共に、夏休みの課題等、比較的低予算で多くの利用方法が考えられる。

#### List of Graded Readers (Title, Headwords, Author, Publisher, Price)

##### ●初級 (300-1,000語)

A Doctor's Day (350) R Border CBS ¥400  
A Radio Station (350) P & B Goodman Stephens CBS ¥400  
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Alice on Wonderland (500) L Carroll Longman ¥340  
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Inventions (700) R. Border CBS ¥400  
Jaws 2 (300) Longman. ¥470  
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London 1300! L. Dunkling. Longman. ¥340  
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Rip van Winkle & Another Story (850) W. Irving.

Eichosha-Shinsha. ¥480  
Rollercoaster (300) Longman. ¥470  
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Seven One-Act Plays (750) D Byrne Longman ¥440  
Sherlock Homes and the Dancing Men (300) A C Doyle Longman. ¥340  
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The Spy and Other Stories (750) P Victor Longman ¥440  
The Thirty-Nine Steps (300) Longman ¥470  
The Wind in the Willows (850) K. Grahame. Longman. ¥450  
The Wonderful Wizard of Oz (600) Oxford Univ P ¥390  
The World Cup (350) M Dean CBS ¥400

##### ●中級下 (1,000-1,800語)

A Scandal in Bohemia & Other Stories (1,000) A. C. Doyle. Eichosha-Shinsha. ¥480  
A Woman's Place? (1,100) M. Vincent. Longman ¥510  
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Billy Budd (1,000) H Melville. YOHAN ¥600  
Black Boy (1,100) R. Wright Asahi P ¥380  
Brave New World (1,800) A Huxley Longman ¥660  
Breakfast at Tiffany's (1,500) Oxford Univ P ¥420  
British Theatre (1,750) J King CBS. ¥650  
Captain Singleton (1,100) D Defoe Asahi P ¥280  
Cinema (1,750) M Carrier & C Evans CBS ¥650  
Computers (1,100) L Jones Longman ¥510  
Death be not Proud (1,000) K Gunthor YOHAN ¥600  
Dr Jekyll and Mr Hyde (1,800) R L Stevenson Asahi P ¥420  
Energy (1,400) T Bell. CBS ¥550  
Five Great Plays of Shakespeare (1,500) Longman. ¥470  
Fleet Street (1,400) M. Carrier & Y Hall CBS ¥550  
Football (1,050) M Dean CBS. ¥550  
Frankenstein (1,200) M Shelly. Longman. ¥440  
How to be a Journalist (1,000) M L Stein YOHAN ¥600  
Islam (1,400) V Quinlivan. CBS ¥550  
Jane Eyre (1,500) Oxford Univ P ¥450  
Joseph Pulitzer: Front Page Pioneer (1,000) I. Noble. YOHAN ¥600  
Life with Father (1,000) C Day Eichosha-Shinsha ¥480  
Little Women (1,500) Oxford Univ P ¥450  
Love Story (1,500) Oxford Univ P ¥450  
My Name is Aram (1,000) W Saroyan. YOHAN. ¥600  
Motor Racing (1,050) R. Price CBS. ¥550  
O Henry's American Scenes (1,000) YOHAN. ¥600  
On the Beach (1,500) N Shute Longman. ¥570  
Robinson Crusoe (1,200) D. Defoe. Longman. ¥440  
Rock Music (1,050) M Carrier & A Pacione



CBS. ¥550

- Seven Detective Stories (1,800) Longman ¥510  
 Shane (1,000) , Schaefer YOHAN ¥600  
 Six Tales of Fear (1,000) E.A. Poe YOHAN ¥600  
 Social Class in Britain (1,750) K. Merriweather  
 CBS. ¥650  
 Stories from Shakespeare (1,000) J. B. Heaton  
 & M. West. Eichosha-Shinsha ¥480  
 Stories of Mystery and Imagination (1,500) E. A.  
 Poe. Longman. ¥470  
 Strange Stories (1,400) P. Robinson CBS. ¥550  
 Surprises of Nature (1,400) C. West CBS ¥550  
 The Best Sherlock Holmes Stories (1,100) A. C.  
 Doyle Eichosha-Shinsha 400  
 The Book of British Humor (1,100) Longman. 510  
 The Call of the Wild (1,800) London Asahi P. 340  
 The City (1,050) J. Colley CBS 550  
 The Common Market (1,050) S. Haines CBS 550  
 The Count of Monte Cristo (1,500) A. Dumas.  
 Longman. 470  
 The Diary of Anne Frank (1,200) Oxford Univ  
 P. 420  
 The Forger (1,100) R. O'Neill. Longman. ¥510  
 The House of Seven Gables (1,000) N. Hawthorne.  
 YOHAN 600  
 The Human Comedy (1,000) W. Saroyan  
 Eichosha-Shinsha 480  
 The Kennedys (1,050) S. & V. Haines CBS 550  
 The Man who Fell to Earth (1,000) Oxford Univ  
 P. 450  
 The Olympics (1,400) A. Alvey CBS 550  
 The Pearl (1,800) J. Steinbeck Asahi P. 340  
 The Pop Industry (1,750) M. Carrier CBS 650  
 The Sound of Music (1,500) Oxford Univ P. 450  
 The Supernatural (1,400) J. King CBS 550  
 The Third Man (1,800) G. Greene Asahi P. 360  
 The Young Hunter (1,000) R. Murphy YOHAN 600  
 The Young King and Other Stones (1,200) O. Wilde  
 Longman 440  
 Three Adventures of Sherlock Holmes (1,500) A.  
 C. Doyle. Longman. 440  
 Three Men in a Boat (1,100) J. K. Jerome Asahi  
 P. 380  
 Tomorrow's World (1,050) C. Riche. CBS 550  
 Treasure Island (1,800) R. L. Stevenson Asahi P. 300  
 True or Not? (1,500) G. C. Thomley  
 Eichosha-Shinsha. 480  
 Your Choice? (1,500) A. Williams. Longman 570  
 Visiting the USA (1,000) A. R. Lamer YOHAN 600  
 William Shakespeare (1,400) D. Bamaby CBS 550  
 World Topics Reading (1,000) R. Lewis  
 Eichosha Shinsha 860

中級上 (2,000-3,000語)

- A Christmas Carol (2,100) Oxford Univ. P. ¥480  
 An Anthology of English Humor (2,400) B. Shaw  
 & Others Asahi P. ¥380  
 Advances of Modern Science (2,000) M. Berger  
 YOHAN ¥600  
 Cosmopolitans (2,400) S. Maugham Asahi P. ¥320  
 Daddy-Long-Legs (2,000) , Webster YOHAN ¥600  
 Darwin and Evolution (2,100) D. Barnaby  
 CBS ¥650  
 Edgar Allan Poe (2,000) I. Porges. YOHAN ¥600  
 Golden Trails (2,000) B. Harte. YOHAN ¥600  
 Good-bye, Mr. Chips (2,000) J. Hilton. YOHAN ¥600  
 Great Expectations (2,100) Oxford Univ P. ¥480  
 Gulliver's Travels (2,100) Oxford Univ P. ¥480  
 How to be a Leader (2,000) A. Uris YOHAN ¥600  
 How to Read a Book (2,000) M. J. Adler & C. V.  
 Doren. YOHAN ¥600  
 I Know Who I Love & Other Stories (2,000)  
 S. Jackson YOHAN ¥600  
 Inside the Atom (2,000) I. Asimov YOHAN ¥600  
 Little Lord Fauntleroy (2,000) F. H. Burnett  
 YOHAN ¥600  
 Oliver Twist (2,100) Oxford Univ P. ¥480  
 Picnic (2,000) W. Inge YOHAN ¥600  
 Rebecca (2,000) D. D. Maurier Eichosha-Shinsha  
 880  
 Selected Short Stories (2,000) S. Maugham & Others  
 Eichosha-Shinsha 780  
 Silas Marner (2,300) G. Elliot Eichosha Shinsha 780  
 Tales From Tolstoy (2,100) Oxford Univ P. ¥480  
 The Best of Hawthorne (2,000) N. Hawthorne  
 YOHAN ¥600  
 The English Revolution (2,100) J. Newhouse  
 CBS ¥650  
 The Fox (2,400) D. H. Lawrence Asahi P. ¥380  
 The Red Badge of Courage (2,000) S. Crane  
 YOHAN ¥600  
 The Sea Wolf (2,000) J. London YOHAN ¥600  
 The Townsman (2,000) P. Buck YOHAN ¥600  
 The Turn of the Screw (2,000) H. James.  
 YOHAN ¥600  
 The Walk to Land's End (2,000) H. D. Thoreau  
 YOHAN ¥600  
 Three Best Detective Stories (2,000) M. Allingham  
 & Others Eichosha-shinsha ¥480  
 Three Outstanding Short Stories (2,000) S. Maugham  
 & Others Eichosha Shinsha ¥780  
 To build a Fire (2,000) J. London YOHAN ¥600  
 Twelve Angry Men (2,000) R. Rose YOHAN ¥600  
 Two Stories (2,400) E. Hemingway Asahi P. ¥380  
 Understanding Light (2,000) B. Tannenbaum & M.  
 Stillman YOHAN ¥600  
 Walden or Life in the Woods (2,000) H. D. Thoreau  
 YOHAN ¥600  
 Winston Churchill (2,100) J. Newhouse CBS. ¥650  
 Women in Society (2,100) E. Curry. CBS. ¥650

上級 (3,000-7,000語)

- A Tale of Two Cities (3,100) Oxford Univ. P. ¥480  
 Adventures in Chemistry (4,000) J. H. Woodburn.  
 YOHAN ¥600  
 David Copperfield (3,100) Oxford Univ P. ¥480  
 Dracula (3,000) B. Stoker. YOHAN ¥600  
 Frankenstein (5,000) Oxford Univ P. ¥480  
 From Russia with Love (3,700) Oxford Univ. P. 480  
 Further Adventures of Sherlock Holmes (3,100)  
 Oxford Univ. P. 480  
 King Solomon's Mines (3,700) Oxford Univ. P. 480  
 Moonraker (3,700) Oxford Univ. P. 480  
 Other Gods (3,000) P. Buck. YOHAN. 600  
 Robert Frost: The Aim was Sons (3,000) J. Gould  
 YOHAN. 600  
 Short Stories by Ambrose Bierce (4,000) A. Bierce  
 YOHAN. 600  
 Tales of Crime and Detection (3,100) Oxford Univ  
 P. 480  
 Tales of Mystery and Imagination (3,700) Oxford  
 Univ P. 480  
 The Adventures of Tom Sawyer (3,100) Oxford Univ  
 P. 480  
 The Age of the Economist (3,000) D. R. Fusfeld  
 YOHAN. 600  
 The Art of Making Sense (3,000) L. Ruby  
 YOHAN 600  
 The Art of Teaching (3,000) G. Higher  
 YOHAN 600  
 The Day of the Jackal (3,000) F. Forsyth.  
 YOHAN 600  
 The Devil's Alternative (3,000) F. Forsyth.  
 YOHAN. 600  
 The Hound of the Baskervilles (3,100) Oxford Univ  
 P. 480  
 The Good Earth (3,700) Oxford Univ P. 480  
 The Life of Abraham Lincoln (3,000) S. Loran.  
 YOHAN 600  
 The Loneliness of the Long-Distance Runner (3,000)  
 A. Sillitoe YOHAN 600  
 The Mayor of Casterbridge (5,000) Oxford Univ  
 P. 480  
 The Prairie (3,000) J. Cooper YOHAN. 600  
 The Pride and Prejudice (5,000) Oxford Univ P. 480  
 The Scarlet Letter (3,000) N. Hawthorne  
 YOHAN 480  
 The Spy (3,000) J. F. Cooper YOHAN 600  
 The War of the Worlds (3,700) Oxford Univ P. 480  
 The Woman in White (3,700) Oxford Univ P. 480  
 The World Above (3,000) G. Murchie YOHAN 600  
 You Only Live Twice (3,700) Oxford Univ P. 480  
 Wuthering Heights (3,700) Oxford Univ P. 480

## 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 Feb. 29.**

CLASSROOM TEXT MATERIALS/  
GRADED READERS

- \*Carter & Long. *The Web of Words. Exploring literature through language*. Cambridge, 1987.  
 \*Chan. *Phrase by Phrase: Pronunciation and listening in American English*. Prentice-Hall, 1987.  
 \*Chenoweth & Kelly. *Basics in Writing: Tasks for beginning writers*. Lingual House., 1987.  
 \*Coffey. *Communication through Writing*. Prentice-Hall, 1987.  
 \*Johnson & Young. *The Immigrant Experience Interactive multiskill ESL*. Prentice-Hall, 1987.  
 \*Kelly & Shortreed. *Significant Scribbles: Writing for fluency*. Lingual House, 1985.

\*Molinsky & Bliss. *Expressways 2A, 2B: English for communication*. Prentice-Hall, 1987.

\*Myers. *Stories from Latin America: An ESL/EFL Reader*. Prentice-Hall, 1987.

\*Reid. *Basic Writing*. Prentice-Hall, 1987.

\*Scull. *Creative Reading and Writing for Advanced ESL Students*. Prentice-Hall, 1987.

Swan & Walter. *The Cambridge English Course, 3* (Student's book, Teacher's book, Test book, 1 Student's cassette, 4 Class cassettes). Cambridge, 1987.

TEACHER PREPARATION/  
REFERENCE/RESOURCE/OTHER

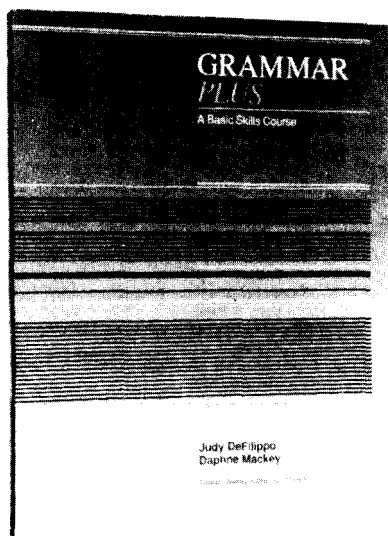
\*Greenbaum. *The English Language Today* ("English in the International Context" series). Pergamon, 1987.

\*Krahnke. *Approaches to Syllabus Design for Foreign Language Teaching* ("Language in Education: Theory and Practice" series). Prentice-Hall, 1987.

\*Wong. *Teaching Pronunciation: Focus on English rhythm and intonation* ("Language in Education: Theory and Practice" series, No. 68). Prentice-Hall, 1987.

Spankie. *The Grammar You Need*. Macmillan, 1987.

*The Language Teacher* also welcomes well-written reviews of other appropriate materials  
 (cont'd on page 51)



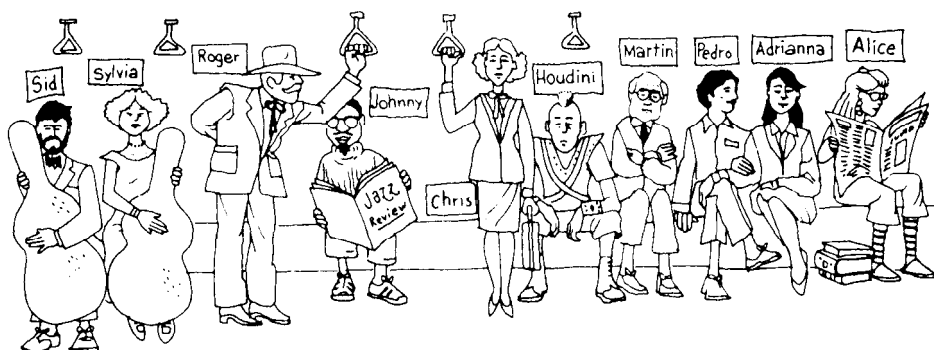
# GRAMMAR PLUS

A Basic Skills Course

**NEW**

by  
**Judy DeFilippo**  
**Daphne Mackey**

for  
**High Beginning and**  
**Low Intermediate Students**



*Grammar Plus* is a grammar/listening text and workbook for high beginning and low intermediate students. The text contains grammatical presentation and practice, discussion activities, and grammar-based listening comprehension activities in a variety of contexts. The workbook offers students traditional drills as well as grammar-based, topical readings with vocabulary practice and writing exercises.

The content of *Grammar Plus* is primarily geared to pre-university English language students, but may also be appropriate for use with high school students. There is enough material in *Grammar Plus* for an intensive program of twelve weeks or for two semesters of high school English language study. The first six chapters contain extra materials geared for very low level students who need considerable review, but fast learners will be able to move rapidly through the exercises and benefit from the challenging, contextualized vocabulary. The first seven chapters deal with personal or situational topics common to everyday student life. The later chapters in *Grammar Plus* deal with more serious, thought provoking topics.

**Student Text 2,300. Workbook 1,200.**

**Teacher's Guid 1,200. Cassette Tapes 5,000.**

(cont'd from page 49)

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*:

Black *et al.* *Fast Forward*.  
Boardman & Holden. *English in School*.  
Bygate. *Speaking*.  
Dickinson. *Self-Instruction in Language Learning*.  
Di Pietro. *Strategic Interaction*.  
Dougill. *Drama Activities for Language Learning*.  
Glendinning & Holstrom. *English in Medicine*.  
Hamp-Lyons & Heasley. *Study Writing*.  
Harmer & Surguine. *Coast to Coast*.  
Herzfeld-Pipkin & McCarrick. *Exploring the US*.  
Hill. *Using Literature in Language Teaching*.  
Hino. トーフルの650点: 私の英語修業.  
Howard. *Idioms in American Life*.  
Jones & Rimbrough. *Great Ideas*.  
Ladousse. *Role Play*.  
Levine *et al.* *The Culture Puzzle*.  
Mckay, ed. *Poems*.  
Master. *Science, Medicine and Technology*.  
McDowell & Hart. *Listening Plus*.  
Mugglestone *et al.* *English in Sight*.  
Neufeld. *Handbook for Technical Communication*.  
Pattison. *Developing Communication Skills*.  
Peaty. *English Face to Face*.  
Summers *et al.* *The Longman Dictionary of Contemporary English*.  
Swan & Smith. eds. *Learner English*.  
Underhill. *Testing Spoken Language*.  
Wessels. *Drama*.  
Withrow. *Writing Skills for Intermediate Students*.  
Yalden. *Principles of Course Design for Language Teaching*.



### SPECIAL ISSUES OF The LANGUAGE TEACHER 1988

April (open)

May

Communication — Kazuhiro Hirai

June (open)

July

Learning Japanese — Naoko Aoki

August

Team Teaching — Jack Yohay

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

## Chapter Presentation Reports

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

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

### KOBE

#### KNOTTING CULTURES

By Isao and Keiko Uemichi

The December meeting offered a fascinating look at a little-known but apparently unique aspect of Japanese culture: symbolic and decorative knotting. It was a look in both the figurative and literal sense of the word. Prof. Uemichi provided the historical socio-cultural, literary and theoretical-philosophical background. This included the development from utilitarian to decorative knotting, literary references from the classics, an exhaustive classification by category and type, and the intriguing concept of a knot representing a beginning as well as an end: a key symbol for the cyclical view of the universe. Of special interest to language teachers was the category of "Verbal Knotting." One knot, for example, signified secret encouragement to a suitor, while another represented actual *kanji*. Unfortunately, knotting a *kanji* properly is even more formidable than writing one!

The literal look at knotting took the form of a large number of samples expertly tied by Mrs. Uemichi. She also guided the audience in trying some of the less complex knots for themselves. This generated intense interest, but for some of us also an acute awareness of our manual clumsiness. The participants finally and wholeheartedly agreed with the Uemichis' regret that this ancient and venerable craft is in imminent danger of extinction. Anyone for a "Save the Knots" SIG?

The annual business meeting saw the welcome addition of several 'new faces' to the committee, encouraging us to look forward to another successful year.

Reported by Jan Visscher

## OSAKA

## THE TEACHER AS MANAGER

By Bill Cline

How is a classroom teacher like a manager in a company? What can we learn as teachers from studying management? Bill Cline talked about the relationship of good management to teaching at the December Osaka chapter meeting. Starting by talking about the meaning of "productive" and "benefits," Cline referred to Glasser's *Control Theory in the Classroom*. A large part of the meeting was spent discussing these questions:

- What does productive mean?
- What is productive in the classroom?
- What are the benefits of language learning?
- What do teachers perceive as the benefits?
- What do students perceive as being the benefits?

The discussion of these questions was lively and extensive.

Following that, Cline presented some characteristics of good management in Japan (from Vogel's *Japan as No. 1*) and in the U.S. (from Peters and Waterman's *In Search of Excellence*). One common characteristic was that of power sharing. This is also an important element of a productive and beneficial language classroom. Power can be shared in many ways: grading, testing, classwork. Cline pointed out that the use of groups for activities and decision making is very effective.

The ideas brought up in the presentation generated discussion throughout. The presenter was very willing to let those present comment on the various points, making this a presentation high in audience participation.

Reported by Rita Silver

## SENDAI

## 仙台日本語 SIG 結成!

昨年12月5日、JALT 仙台支部の日本語 Special Interest Group として"仙台日本語教育研究会" (略称: 仙台日本語 SIG) の設立総会が、30名という予想を上回る参加者を得、開催された。

仙台には、留学生等、在仙の外国人に日本語を教えている教師や、日本語教育に興味を持つ人々、グループ等が沢山あるが、今までは横の繋がりがなく、ばらばらに活動をしていた。又、日本語の教授法等を考えるグループは殆どなかった。そんな中で、日本語教師や、日本語教育に興味を持つ者が、お互いに手を携え、教授法の研究や教材作り、問題点の解決等、意見交換の場を持ちた

いという強い希望がこの会を発足させた。

新聞に会発足の案内を載せるや否や、電話での問合せが多くあり、改めてこの会の必要性を痛感した。又、当日は、地元新聞社の取材もあり、翌日の朝刊に"仙台国際化に陰の力結集—日本語教育研究会が発足"—というタイトルで記事が掲載された。この記事による反響も非常に大きく、現在も、会についての問合せが続いている。

この会の目的は、それぞれが日本語教授法の研究を重ねていくことにある。その為、各自が興味のあるテーマに分かれて研究していくことができるように、分科会形式を中心として、活動することになった。分科会は、そのテーマ(教材作り、書くことについて、実際の授業を考えて、日本語の研究)毎にグループを作り、月二回程度の割合で開催する。又、三ヶ月に一度全体が集まり、それぞれが研究したものを発表する他、最低年二回は講師を招く予定である。

初会合では、"日常生活の中の日本語から"—というタイトルで、従来から研究を続けてきたグループによる発表があった。外国人が病院に行く際の言葉のトラブルを考え、実際に病院でどんな日本語が使われているかを受付—診察—薬局—会計等に分け、そこでの会話を集めたテープや、その考え方、絵カード等の教材が紹介された。この発表についても意見が活発に出され、非常に有意義な意見交換の場となった。更に、JALT 国際大会に参加したメンバーから、大会でのいくつかの興味深いプログラムが紹介された。

当日参加したメンバーは、東北大の講師、民間の日本語学校の教師、ボランティア教師、又これから日本語教師を目指す者等様々であったが、お互いが"より良い日本語教育を目指す"—という同じ目的を持つ者ばかりで、和気あいあいとしながらも、皆の熱意が伝わってくる素晴らしい会となった。当初、2時~4時の予定であった会も、参加者の熱心な意見交換の為、閉会したのは午後5時であった。

仙台は、今、"国際都市仙台"を目指しており、数年後には、国際交流会館も作られる予定とか。国際化の波の中にあって、私達は、仙台日本語SIGを、日本語教育に関心を持つ方が一人でも多く参加して頂けるような、又、一人一人にとって有益な場となるようなものにしたいと考えている。

報告者 神谷 京子  
(Kamiya, Kyoko)

AN END TO  
THE NON-RENEWAL BLUES

Your issues of *The Language Teacher* will keep coming even if your dues expire. Tell the Central Office to put you on the "Standing Order System."

# Bulletin Board

Please send all announcements for this column to Jack Yohay; 1-1 1-1 Momoyama Yogoro-cho, Fuehimi-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.

## WANTED FOR JALT '88

The JALT '88 Conference Committee urgently seeks an articulate person to write and distribute publicity in English in Japan and overseas for this important international gathering. Upon satisfactory performance, your conference admission fee and JALT membership dues for 1988 will be waived. For details please call Linda Viswat, 078-611-4790, or Vince Broderick, 0798-53-8397.

## 第2回英語教育ワークショップ

(The 2nd English Education Workshop)

### オーラルインタープリテーション Part 2

日 時: 2月27日(土) 2:00 p.m. ~ 6:00 p.m.

会 場: 大阪 YWCA 本館

講 師: 南山短期大学教授 近江 誠氏

内 容: OIを使ったスピーチ矯正法

参加費: 4,500円 (資料代込み)

定 員: 100名 (先着順)

連絡先: 村田 ☎ 06-361-0838

## INTERCULTURAL COMMUNICATION FOR LANGUAGE TEACHERS C.C.T.S. Seminars

Dr. Dean C. Barnlund, professor of Communication Theory, Interpersonal and Intercultural Communication at San Francisco State University and Visiting Professor at ICU in 1968 and 1972, author of *Public and Private Self in Japan and the United States* (Simul Press), *Interpersonal Communication: Survey and Studies*, as well as the forthcoming *Communicative Styles of Japanese and Americans*, will conduct workshops which provide participants with an in-depth understanding of theoretical perspectives for cross-cultural communication and help develop deeper insights into the field.

Tokyo: March 19-21 (3 days, all others 2 days); April 2-3; April 9-10. Place: International House of Japan. Kyoto: March 27-28. Place: Kyoto International Conference Hall.

Each workshop 25 people only. Participants

in the 1987 workshop series who apply by Feb. 27 will be given priority. To apply send by March 5 a postcard listing name, address, telephone number, occupation, field of interest, and the date of the seminar you wish to attend to: S. Araki, Cross-Cultural Training Services, 6-8-10-206 Matsubara, Setagaya-ku, Tokyo 156.

## TEMPLE UNIVERSITY JAPAN Distinguished Lecturer Series

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

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

May 7-8 (T), 14-15 (O): *Language, Culture, and Curriculum*, Christopher Candlin, McQuarier University

June 4-5 (T), 11-12 (O): *The Teaching of Writing*, Vivian Zamel, University of Massachusetts

July 2-3 (T), 9-10 (O): *Instructed Second-Language Acquisition*, Rod Ellis, Ealing College of Higher Education

Note: In place of the cancelled March (N. Wolfson) workshop, the April workshop may be taken in combination with those given in January (R. DiPietro) and February as *TESOL Special Projects*, a 3-credit course.

All courses Sat., 2-9 p.m., Sun., 10 a.m.-4 p.m. Information: Michael DeGrande, Temple University Japan, 1-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161 (site of the Tokyo sessions), tel. 03-367-4 14 1; or Temple University, Kyowa Nakanoshima Bldg. 2F, 1-7-4 Nishi-Temma, Kita-ku, Osaka 530 (site of the Osaka sessions), tel. 06-361-6667.

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

## INTRODUCTION TO SELF-ACCESS PAIR LEARNING TRAINING Tokyo and Osaka

Nicolas Ferguson, Director of the C.E.E.L. in Geneva, will offer two five-day training seminars in March for those interested in self-access pair learning. The Introduction to S.A.P.L. training is strongly recommended for anyone who wishes to teach the course *Threshold*.

Dates: Tokyo, March 7-11; Osaka, March 13-17. Place: Tokyo, I-House (Kokusai Bunka Kaikan) in Roppongi; Osaka, Ohbayashi Biru (near Temmabashi Station). Information: Didasko, 6-7-3 1-611 Itachibori, Nishi-ku, Osaka 550; tel. 06-443-3810.

**TESOL SUMMER INSTITUTE**

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Courses will be offered toward the M.A. and Ph.D. degrees and ESL/BE certification by such instructors as Kathleen Bailey, Thomas Scovel, Henry Widdowson, Peter Strevens, John Sinclair, and Joan Morley. For reservations and catalogue: Joan Jamieson, Co-director, 1988 TSI, English Dept., Box 6032, Northern Arizona University, Flagstaff, AZ 86011, U.S.A.

**E.T.A.I. 1988**

Jerusalem, July 17-20

"Let's Connect" is the theme of E.T.A.I.'s second International Conference on Teaching English to Speakers of Other Languages, to be held at Hebrew University, Jerusalem. There will be presentations on EFL/ESL, applied linguistics, communication, psychology, literature, and education for teachers of all levels, researchers, teacher trainers, and materials writers. For full information: English teachers' Association of Israel, P.O.B. 7663, Jerusalem 91076, Israel.

**CALL FOR PAPERS****JALT Journal**

The *JALT Journal* welcomes articles, written for a general audience, in the fields of language teaching and learning. In particular the editors encourage descriptions of research and practice in Japan or around the Pacific Rim. Short articles, book reviews, and comments on previous Journal articles are also welcome. All submissions are refereed anonymously, and explanations are given for editorial decisions. See recent issues of the *JALT Journal* for guidelines, or write the editors: Richard Cauldwell and Charles Wordell, 18-2-302 Sumiyoshidai, Higashinada-ku, Kobe 658. For book review information, write Jim Swan, Aoyama 8-122, Nara 630.

**ELT BOOKS: FUKUOKA**

To better serve the English teaching/learning community in Fukuoka, Helene J. Uchida has opened a book store specializing in American books, workbooks, texts, paperbacks, coloring books, blocks, flashcards, tape cassettes, videos, magazines, newspapers, school supplies, teaching aids, and educational materials. Goal is to give teachers (and parents) more options to initiate and retain interest for English classes. A coffee shop with "back-home style" cuisine is attached. Little America Book Store, 3-10-3 Heiwa, Chuo-ku, Fukuoka 815; tel. 092-521-3337. Hours: 11 a.m.-7 p.m.

**INTERNATIONAL RESOURCES**

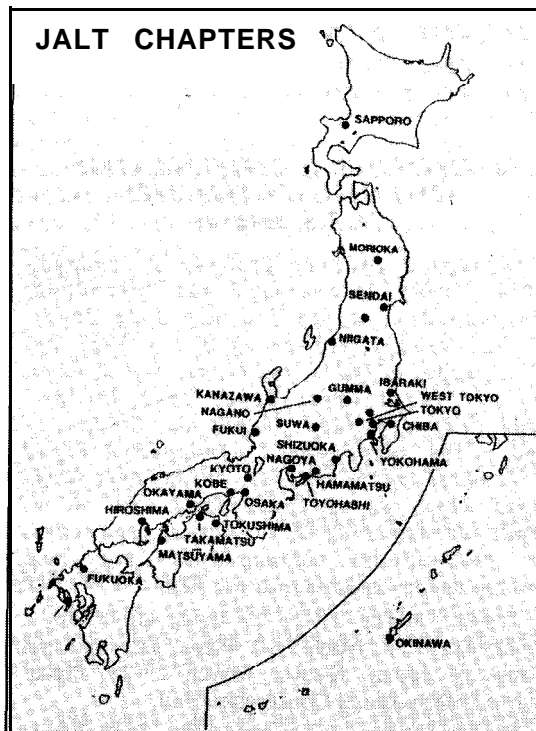
Change of Address

International Resources, a JALT associate member, has a new address: Yamatane Ikebukuro Bldg. SF, 1-1 1-22 Minami Ikebukuro, Toshima-ku, Tokyo 17 1; tel. 03-982-7349.

**KANSAI TIME OUT****INTERNATIONAL WRITING CONTEST**

The monthly *Kansai Time Out* announces a writing contest to encourage fine writing in Japan and will be awarding prizes up to ¥100,000. The judges will be Meira Chand, novelist; Helen McKee, Director of the Kyoto American Center; and David Jack, Executive Editor of *Kansai Time Out*.

The contest theme, "Two Faces of Japan," is one of broad interest and might be considered personalized non-fiction. The attempt at ambiguity is to allow for artistic interpretation of the theme. Deadline is March 31, 1988 (not March 1, as previously announced); the article, which should entertain and delight the readers, ought to be between 1,300 and 2,500 words, in English. The winning entries will be published in the May issue of *KTO*. Articles should be marked "Writing Contest" and sent to KTO at 1-1-13 Ikuta-cho, Chuo-ku, Kobe 651. For further information, please call Suzanne Temple, 0797-22-172 1, or leave word at KTO, 078-232-45 17.

**JALT CHAPTERS**

# 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: How to Create Successful Speaking Tests  
 Speaker: Hiroyuki Kondo  
 Date: Sunday, February 21st  
 Time: 2-4 p.m.  
 Place: Fukui Culture Center (Hoso Kaikan, 5F)  
 Fee: Members, free; non-members, ¥500  
 Info: John Service, 0776-22-3113

Mr. Kondo has developed some effective means of testing the speaking ability of Japanese students. Though speaking tests are time-consuming and evaluation criteria are difficult to establish, he feels that evaluating speaking ability is important and can be done even within the Japanese public school system given the right methods. He will give you the tools necessary to implement the speaking tests you'll learn to create. His lecture will be followed by a question-and-answer/help session.

Mr. Kondo, now at Eihei Junior High School, has eight years' experience teaching English.

## FUKUOKA

<JALT \* CALA 研究会>

演題 Sound Spelling Harmony (SSH)

講演者 Dr. Paul V. Gries

矢ノ下良子

日時: Sunday, February 21st

9:00 a.m.-5:00 p.m.

会場: 福岡市中央区天神 天神センタービル

岩田屋コミュニティ・カレッジ 14F

☎ 092-781-1031

参加費: JALT 会員 500円

CALA 会員 1,000円

一般 2,500円

連絡先: JALT 福岡 (鈴木) ☎ 092-761-3811

CALA 福岡 (黒木) ☎ 092-561-5886

SSHにおけるアルファベットの学習では、母音を中心とした分類を用い、母音を数字で表わしながら綴りと発音の関係を指導する。特に、日本人学習者のために工夫され、全体が高度に体系化されている。

講演は日本語で行われます。

## GUNMA

Topic: Training Efficient Reading  
 Speaker: Sheila Brumby  
 Date: Saturday, February 6th  
 Time: 2-5 p.m.  
 Place: Kyoai Gakuen High School, Maebashi; 0272-8 1-2223  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: Morijiro Shibayama, 0272-51-8677  
 Richard Smith, 0273-25-9878

This presentation will deal with (1) how we read - some strategies, (2) purposes for reading, (3) some activities for training in reading strategies, and (4) an activity which integrates reading with other skills and which tries to bring an element of "real life" into the classroom.

Ms. Brumby (M.A. in Linguistics for ELT, Univ. of Lancaster) has taught in England, Greece, Singapore and Turkey. She is the English Language Specialist in charge of Teacher Education in the British Council's English Language Management Unit in Tokyo.

## HAMAMATSU

Topic: Motivating Students and Tired Teachers  
 Speaker: Don Maybin  
 Date: Sunday, February 14th  
 Time: 1-4 p.m.  
 Place: Seibu Kominkan, 1-21-1 Hirosawa  
 Fee: Members, free; non-members, ¥500  
 Info: Todd Lynum, 0534-74-0328

Mr. Maybin will show how pressure in the form of teams, points, time limits, etc. can be used in ESL classes to stimulate both teachers and students.

Don Maybin is program supervisor at the Language Institute of Japan. Odawara. He has an M.A. in Applied Linguistics from the University of Essex, U.K. He was a featured speaker at the JALT 1985 conference in Kyoto.

## HIROSHIMA

Topic: Drama Activities for Fluency  
 Speaker: John Dougill  
 Date: Sunday, February 14th  
 Time: 1-4 p.m.  
 Place: Hiroshima YMCA, Gaigo Gakuin Bldg. No. 3,3F  
 Fee: Members, free; non-members, ¥1,000  
 Info: Martin Millar, 082-227-2389  
 Miyoko Hayashi, 082-228-2269

Taking the form of a workshop in three parts, and based on the premise that drama activities should be non-threatening and enjoyable, the presentation will deal with a) a range of linguistic and non-linguistic warm-ups, b) extended role plays (claimed to be very effective in generating language production) and c) working with

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scripts, in such a way as to avoid the pain of performing in public. The focus of the workshop will be on **activities**, not drama. No special acting ability is required.

John Dougill has taught EFL for 12 years in the Middle East and in Oxford. He has written three EFL textbooks and currently teaches at Kanazawa University.

### KANAZAWA

Topic: Live, Love, Laugh and Be Happy  
 Speaker: Kevin Monahan  
 Date: Sunday, February 14th  
 Time: 2-4:30 p.m.  
 Place: Ishikawa Shakai Kyoiku Center  
 Fee: Members, free; non-members, ¥500  
 Info: Sue Kocher, 0762-41-4496  
 Paul Hays, 0762-65-5752

An ordinary day can become a holiday. There is more to an English classroom than just learning English. There is more to a classmate than the back of his head. Mr. Monahan will demonstrate a variety of techniques developed and refined to promote life, love, laughter, and happiness in the English-language classroom.

Kevin Monahan has taught high school and university students in Japan for seven years. He has an M.A.T. from the School for International Training.

### KOBE

Topic: Student-Centered Learning in the Language Class  
 Speaker: Thomas N. Robb  
 Date: Sunday, February 14th  
 Time: 1:30-4:30 p.m.  
 Place: St. Michael's International School  
 Fee: Members, free; non-members, ¥1,000  
 Info: Jan Visscher, 078-453-6065 (after 9 p.m.)

Starting from a working definition of "Student-centered Learning," we will discuss its relative merits vis-a-vis the more traditional teacher-centered approaches from both the practical and theoretical viewpoints, then examine ways to make our own teaching more student-centered through a slight modification of our current procedures. We will focus on how student-centered activities can be used in large classes.

Thomas N. Robb, B.A. in linguistics, Brown University, has an M.A. from the University of Hawaii, where he is a Ph.D. candidate. He is a "jokyoju" at Kyoto Sangyo University. As a founding member of JALT, he has held many positions within the organization, including two terms as president. He is currently the JALT Executive Secretary.

On March 13, members are invited to present "My Share - A Smorgasbord of Ideas and Techniques." Info as above:

## The School for International Training

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Lise Sparrow

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March 4-6

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**KYOTO**

- (1)  
 Topic: Learner Response to Oral and Written Correction  
 Speaker: Andrew Cohen  
 Date: Wednesday, February 17th  
 Time: 6-8 p.m.  
 Place: Doshisha Womens University, Imadegawa Campus, Denton-kan 205  
 Fee: JALT/JACET members, free; non-members, ¥1,000  
 Info: JALT Office, 075-221-2376

Prof. Cohen, a well-known applied linguist currently with Hebrew University, Jerusalem, has published and presented papers on a wide range of subjects, including testing, error correction and speech acts. He has been active in the Research Interest Section of TESOL, AILA and ACRLT (Academic Committee for Research in Language Testing) in Israel. He will share his insights into how learners respond to the various methods of error correction imposed upon them by their instructions.

- (2)  
 Topic: Extensive Reading  
 Speaker: Mike Thompson  
 Date: Sunday, February 28th  
 Time: 2-5 p.m.  
 Place: Kyoto YMCA, Sanjo Yanaginobamba (on Sanjodori between Karasuma and Kawaramachi); 075-23 14388  
 Fee: Members, free; non-members, ¥500  
 Info: Christopher Knott, 075-392-2291

Input theories stress the importance of reading in language 'acquisition.' In Japan, where there is so little input from other sources, reading assumes even greater significance. However, students whose sole experience of reading in a foreign language is limited to formal education, with the inevitable preoccupation with examinations, are ill-equipped to cope with the volume of material which confronts them at advanced levels. This talk will look at what is meant by 'extensive reading' and show how students can be encouraged to develop the 'reading habit.' The use of 'graded readers' both inside and outside the classroom will be examined.

For five years Mike Thompson has done teacher training and editorial work for Longman as their ELT Consultant in Japan. Previously he taught EFL in England and Spain.

**MORIOKA**

- Topic: Ideas for High School English Conversation Classes  
 Speaker: Shelagh Speers  
 Date: Sunday, February 14th  
 Time: 1-4 p.m.  
 Place: Morioka Chuo Kominkan, 2F

- Fee: Members, free; non-members, ¥1,000  
 Info: Robin-Sue Alexander, 0196-72-2262

High school conversation classes, ideally, should provide Japanese young people with a chance to use English for communication. This *is* possible, despite the large numbers and emphasis on exams! Using examples from the popular **Streamline series**, Ms. Speers will demonstrate activities that give students maximum opportunities to express themselves in English as well as the grammatical background they need for college entrance exams. She will include ideas for team teaching, pair work, listening, and video activities, as well as a demonstration of Carolyn Graham's lively **Jazz Chants**.

Shelagh Speers, from Toronto, has eight years' experience as an English teacher in Canada and Japan, and is now Marketing Representative for Oxford University Press in Tokyo.

**NAGOYA**

- Topic: Ways into Poems: Teaching Literature (and Language) in a University  
 Speaker: Richard Cauldwell  
 Date: Sunday, February 28th  
 Time: 1:30-5 p.m.  
 Place: Mikokoro Center, Naka-ku  
 Fee: Members, ¥500; non-members, ¥1,500  
 Info: Tetsu Suzuki, 0566-22-5381  
 Lesley Geekie, 05617-3-5384

Richard Cauldwell's lecture/workshop will explore ways of teaching contemporary poetry to university students. His teaching is founded on two premises: first that students should have direct experience of the texts, not only as language but also as poetry; second that they should learn to appreciate and to talk and write about poetry in English. To explain why contemporary poetry offers good texts for university literature courses and to demonstrate some techniques he has used - riddles, linguistic probes, recorded poetry readings - Mr. Cauldwell will use poems by Tony Harrison, Derek Mahon, Craig Raine, and W.B. Yeats.

Richard Cauldwell, co-editor of the **JALT Journal**, is a lecturer at Kobe University. He has an M.A. in Education (ESOL) from the University of London. He has taught in France, England and Hong Kong.

**NIIGATA**

- Topics: 1) Some Effects of Listening on Reading  
 2) Teaching of Paragraph Reading: Guessing Word Meaning through Context Clues  
 Speaker: Hiroyuki Watanabe  
 Date: Sunday, February 28th  
 Time: 1:30-3:30 p.m.  
 Place: Niigata Business College (across from  
 (cont'd on next page)

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Cinemall, downtown Bandai City);  
025-241-2131

Fee: Members, free; non-members, ¥500  
Info: Carl Adams, 025-262-7226 or 26-7371  
Chisato Furuya, 0258-46-6000

The presentation will be two-fold. One part is on how favorably listening practice affects reading attitude and comprehension. The other is on the systematic teaching of paragraph reading and guessing word meaning through context clues.

Mr. Watanabe will give the presentation from his own teaching practice at his senior high school, hoping that the audience, especially junior and senior high school teachers of English, will share his ideas and apply his techniques to their classes to facilitate their students' listening and reading in English.

## OKAYAMA

Topic: Ideas for Teaching High School Conversation Classes  
Speaker: Shelagh Speers  
Date: Saturday, February 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

Ms. Speers and her lively, informative presentation are described in MORIOKA above.

## OSAKA

(1)  
Topic: Communicative Language Testing  
Speaker: Andrew Cohen  
Date: Saturday, February 20th  
Time: 2-5 p.m.  
Place: Temple University (see Bulletin Board)  
Fee: Members, ¥1,000; non-members, ¥2,000  
Info: Tamara Swenson, 06-35 1-8843

For bio-data on Prof. Cohen, see KYOTO above.

(2)  
Topic: Issues in the Teaching of Pronunciation  
Speaker: James Patrie  
Date: Sunday, February 28th  
Time: 1-4:30 p.m.  
Place: Umeda Gakuen  
Fee: Members, free; non-members, ¥1,000  
Info: as above or Beniko Mason, 0798-49-4071

Traditionally, the teaching of pronunciation has been concerned with discrete items, such as r/l, but Dr. Patrie feels that it should focus on areas where communication is hampered or impeded.

James Patrie, from Alberta, Canada, is professor of Applied Linguistics at Temple University Japan.

## SAPPORO

Topic: Two-Way Information Gap Activities  
Speaker: Jan McCreary  
Date: Sunday, February 21st  
Time: 1:30-3:30 p.m.  
Place: Kyoiku Bunka Kaikan, Chuo-ku, North 1, West 13. (At the Nishi 11-chome subway station, take exit no. 1, walk diagonally across the park past the fountain, cross the street and go one more block east. Look for the red building with the big block sculpture in front of it.)  
Fee: Members, free; non-members, ¥500  
Info: T. Christensen, 011-737-7409  
M. Horiuchi, 011-582-6754

Encouraging learners to use the target language is often a problem. Two-way information gap activities will help by giving the learners a reason to communicate in the second language. Ms. McCreary will explain the technique and demonstrate a variety of two-way information gap activities that can be used in the language classroom.

Jan McCreary, M.A. in ESL, University of Hawaii, has taught in New Zealand, Vanuatu, China, and Kobe. She is currently teaching at the International University of Japan in Niigata prefecture.

## SHIZUOKA

Topics: 1) That's Right!: Techniques for Peer- and Self-correction  
2) English Firsthand Plus: Carrying on. . .  
Speaker: Marc Helgesen  
Date: Sunday, February 21st  
Time: 1-4 p.m.  
Place: Tokai University Junior College, near Yunoki Station  
Fee: Free to everyone!  
Info: John B. Laing, 0542-61-6321 (days) or 0542-46-6861 (eves.)

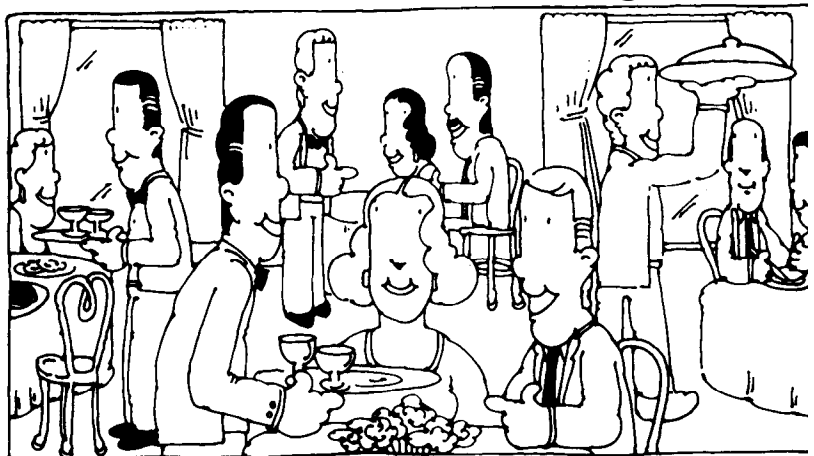
(1) When to correct? And how. . . and why. . . and who? The point of corrections is to help students develop an awareness of form and to monitor/correct themselves. This workshop will introduce flexible, enjoyable activities that allow students to help each other and themselves notice and use correct forms. We will consider types of corrections and ways to provide language support to foster accuracy.

(2) High beginning/low intermediate students, unlike beginners, can "carry on" in conversation, but need to know how to put their skills to use. The author will introduce **English Firsthand Plus**, which teaches strategies for extended conversation while expanding communicative skills in the same format as the popular **English Firsthand**. Developed for Japanese adults and university

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# SPECTRUM

*Look who's talking!*



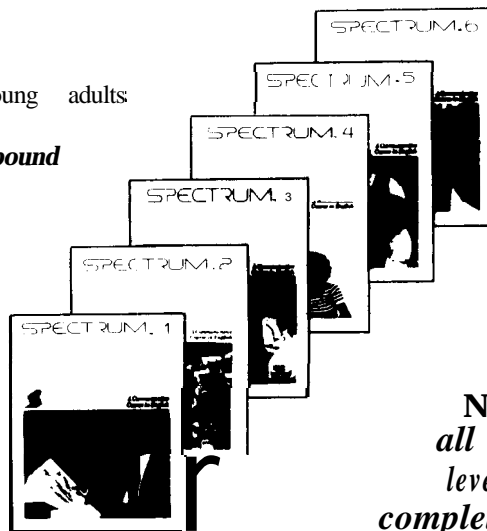
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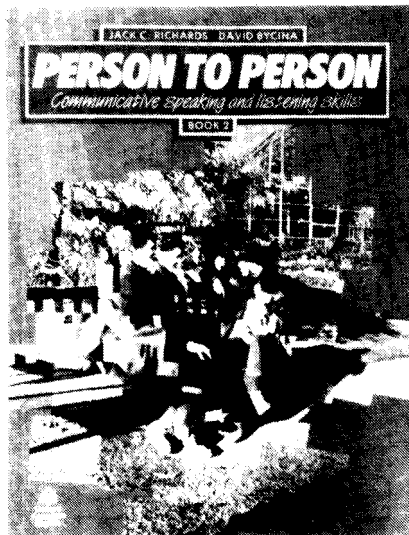
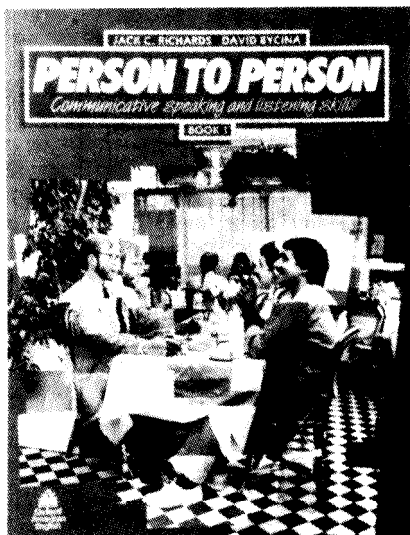
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students, the text includes natural accuracy and fluency listening activities, flexible dialogues which ensure that students listen to each other, motivating pair work, task-based group activities, and reading and writing for reinforcement.

Marc Helgesen, principal author of the **English Firsthand** series (Lingual House/Filmscan), is the Intensive (Academic Course Coordinator at the University of Pittsburgh ELI-Japan Program, Tokyo, and has published and presented extensively on large classes, false beginners, the accuracy/fluency distinction, and gaming.

## SUWA

Topic: **How to . . . Communicate Successfully . . . and Improve Your Mind**  
 Speaker: Steven Maginn  
 Date: Sunday, February 21st  
 Time: 2-4 p.m.  
 Place: Seiko Epon ISI School, Room 208-209  
 Fee: Members, free; non-members, ¥500  
 Info: Esther Sunde, 0266-52-3131 ext. 1414 (W) or 0266-58-3378 (H). We will send postcards to all Suwa chapter members before the February meeting to confirm the topic and speaker for this month.

Participants will read, discuss and act out various activities based on two of Andrew Wright's **How to . . .** readers. They will learn how to use verbal and body language, how to read a face, and protect themselves against salespeople. They will also engage in exercises to develop visual thinking, creative problem solving and improving memory and reading techniques. All of these activities arise naturally from the texts, providing stimulating language practice and getting students to respond actively to the reading material.

Steven Maginn, the Cambridge ELT representative in Japan, previously taught English as a foreign language in Britain and Japan.

## TAKAMATSU

Topics: 1) English for Children: Learning through Rhythm and Movement  
 2) Open Discussion: "Children's English in Japan"  
 Speakers: 1) Shelagh Speers; 2) Members  
 Date: Sunday, February 21st  
 Time: 1:15-4:30 p.m.  
 Place: Takamatsu Shimin Bunka Center  
 Fee: Members/first-time visitors/students, ¥250; others, ¥1,000  
 Info: Michael Bedlow, 0877-62-2440  
 Harumi Yamashita, 0878-67-4362

Ms. Speers' workshop on materials and action-based activities for children (1:30-3:00) will be followed, after a break, by an open discussion on English for children in Japan: constraints of

time, culture, parental expectation, business, teacher skills, etc. plus priorities and potential outcomes of teaching programs. A number of members will make short prepared statements to start the discussion.

Shelagh Speers (ELT Marketing Representative for Oxford University Press) has eight years' experience as an ESL/EFL teacher in Canada and Japan. Her emphasis will be on activities that require some sort of physical response, "Jazz Chanting" as developed by Carolyn Graham, with examples from her books and from the **Open Sesame** series, and role plays and games from **English Today**.

## TOKUSHIMA

Topic: How I Have Studied English - The experience of a conference interpreter  
 Speaker: Tatsuya Komatsu  
 Date: Saturday, February 6th  
 Time: 1:30-4:30 p.m.  
 Place: Bunka Center, 3F, Room 2  
 Fee: Members, free; non-members, ¥1,500  
 Info: Noriko Tojo, 0886-53-9459  
 Sachie Nishida, 0886-324737

## TOKYO

(1)  
 Topic: Communicative Language Testing  
 Speaker: Andrew Cohen  
 Date: Saturday, February 13th  
 Time: 2-5 p.m.  
 Place: Temple University (see Bulletin Board)  
 Fee: Members, ¥1,000; non-members, ¥2,000  
 Info: Michael Sorey, 03444-8474

For bio-data on Prof. Cohen, see KYOTO above.

(2)  
 Topic: Energizing Your Reading Textbook  
 Speakers: Sheila Hones and Nanci Graves  
 Date: Sunday, February 28th  
 Time: 2-5 p.m.  
 Place: Sophia University (Yotsuya) Library, Room 812  
 Fee: Members, free; non-members, ¥500  
 Info: Michael Sorey, 034448474

This practical workshop, which will focus on the problem of developing variety in high school and college reading classes which use traditional textbooks, is intended to be useful for teachers of reading at all levels and of varying degrees of experience. With cycles of similar exercises, any reading text, no matter how well written, tends to get boring. The presentation will tackle this problem of repetitiveness from two angles. First, using some typical texts as examples, it will look at a range of strategies for making traditional reading passages, vocabulary lists, and comprehension exercises more interesting. Then it will consider a variety of ways in which teachers can

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produce supplementary materials tailored to the needs of their own classes.

Nanci Graves is a lecturer at SUNY. Sheila Hones is a co-ordinator for the Reading Program at the Tokyo YMCA College of English.

### **TOYOHASHI**

Topic: A Culture Shock for You  
 Speaker: Linda Donan  
 Date: Sunday, February 28th  
 Time: 1:30-4:30 p.m.  
 Place: Kinro Fukushi Kaikan, 2F  
 Fee: Members, free; non-members, ¥500  
 Info: Kazunori Nozawa, 053248-0399  
 Mashito Nishimura, 0532-47-1569

Has Japan made any real progress away from ethnocentricity and island-consciousness? Come and see how one university teacher has her students develop their sense of international understanding with assimilator stories that work as a culture shock to open the eyes to see one's own values more clearly. The audience will be asked to take the role of a class of students. The presenter will leave plenty of time for discussion and hopes you will have many questions concerning not only teaching at the university level, but at high school, children, adult businessmen, housewives, etc., with all of which she has had much experience.

Linda Donan is a full-time instructor of English at Osaka Sangyo University.

### **WEST TOKYO**

Topic: The Advantages and Disadvantages of Teaching Grammar  
 Speaker: David Hough  
 Date: Saturday, February 20th  
 Time: 2:30-5:30 pm.  
 Place: Fujimura Girls' High School, Kichijoji Station, Chuo Line  
 Fee: Members, free; non-members, ¥500  
 Info: Dale Griffie, 03-232-6261  
 Brenda Katagiri, 042242-7456

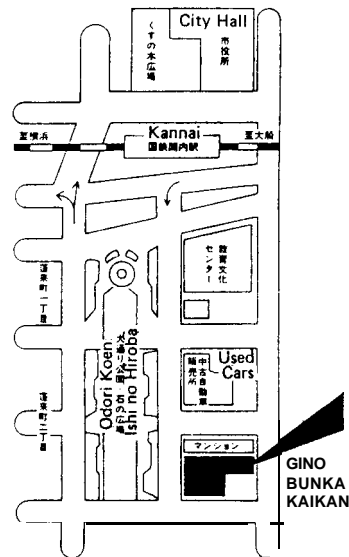
This presentation is for teachers who teach grammar and are interested in the history of grammar-translation. It begins with an overview of some of the problems of teaching in Japan, and then focuses on grammar. It attempts to identify what most Japanese teachers really mean when they use the term "grammar," and how this compares to other meanings of grammar. It then looks at foreign language teaching methods and shows the relationship of the Grammar-Translation Method to developments worldwide during the same time frame.

David Hough is President of JALT's Tokyo chapter, Recording Secretary of the National ExCom, and a textbook writer, program consultant and teacher-trainer.

### **YOKOHAMA**

Topic: The Awareness of Culture  
 Speaker: Steven Ziolkowski  
 Date: Sunday, February 14th  
 Time: 2-5 pm.  
 Place: Yokohama Gino Bunka Kaikan (near JR Kannai Station, see map)  
 Fee: Members, free; non-members, ¥500  
 Info: Jack King, 045-922-4704

This workshop will include a simulation, group discussion, a questionnaire, and a demonstration of culturally oriented teaching techniques in order to help the participants explore their ideas and feelings about their own and other cultures and why these attitudes we hold are important in our role as language teachers.



### **Yokohama SIG -TESS (Feb. 14, as above)**

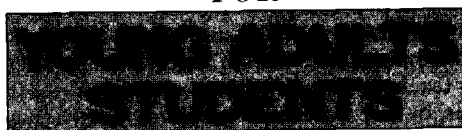
Topic: Analyzing English Textbooks from the Viewpoint of Cultural Teaching  
 Speaker: Takahiko Hattori  
 Time: 1-2 p.m.  
 Info: Kimiko Ozawa, 045-81 1-2959  
 Mitsui Nakano, 045-543-0437

Takahiko Hattori is a lecturer with tenure at Nihonbashi Jyogakkan Junior College. He also teaches English at Hosei University and Tokyo University of Agriculture. He graduated from Keio University and completed a post-graduate course at Waseda University. He received his M.A. from Jyoetsu University of Education and is currently working on the Ministry of Education's secondary-school English textbooks.

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# Positions

*Please send all announcements for this column to Jack Yohay, 1-11 Momoyama Yagoro-cho, Fuchimi-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.*

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

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

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

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

**(KYOTO)** Part-time native-speaker EFL teachers for daytime, evening and Saturday courses. Two years' English-teaching experience required; TEFL and/or teacher training preferred. Full-time possible if well qualified. For further information: Timothy Kelly, Kyoto YMCA English School, Sanjo Yanagi-no-banba, Nakagyo-ku, Kyoto 604; tel. 075-231-4388.

**(NAGASAKI)** Part-time English conversation teacher from April. Some experience preferred. 1 hour/week in the evening. ¥8,000/hour plus transportation allowance. Please contact: Kozo Haraguchi, 2-172 Kogakura-machi, Nagasaki 850; tel. 0958-78-3891.

**(OSAKA)** Experienced full-time native-speaker EFL teacher, beginning April 1988, for large private junior-senior high school with high academic standards, dedicated faculty. Teach composition (writing as process) as well as aural-oral communication skills. One-year contract, renewable. Salary, bonuses over ¥3.9 million/year; health insurance/retirement package available. Five-day week: 20 teaching hours plus co-

ordinated curriculum development. Send resume and a brief statement of your teaching philosophy to: Jack Yohay, Seifu Gakuen, 12-16 Ishigatsuji-cho, Tennoji-ku, Osaka 543. Interviews, decision this month. Further information: 06-771-5757 (daytime), 075-622-1370, or 07437-6-7706 (Kawasaki; leave message).

**(SEOUL, Korea)** Full-time position: native speaker of English. Possible opening monthly. Current start dates are Feb. 8, March 7, April 14. Salary is very competitive for Seoul area. Requirement: M.A. in TESOL or related field. Benefits: partial housing, partial health insurance, round-trip airfare, 4-week paid vacation. Please send resume to: Susan Gaer, English Training Center, 646-22 Yoksam-Dong, Kangnamku, Seoul 135, Korea.

**(TAKAMATSU)** Teacher of ESL to various age groups of Japanese people. Native speaker with M.A. in ESL or a teacher's certificate. Qualified person who can develop curriculum in professional manner. Cooperative and receptive attitude. Good understanding of intercultural communication. Good physical and mental health. 23 teaching hours/week on 5 working days, plus preparation for the classes, meetings to promote the attendance of new students, proofreading, and curriculum development. Salary ¥180,000-¥230,000/month. Accommodation arranged. One-year contract, renewable. Send letter of application, desired starting date, and resume to: Lingo School, 1 1-6 Kamei-cho, Takamatsu 760; tel. 0878-31-8096 (12 noon-7 p.m.).

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**(TSUKUBA)** Full-time English language/intercultural communication trainer to start immediately in subsidiary of large multinational company. Advanced ESL degree, Japan culture and business experience preferred. Trainer will work as member of consulting team designing, implementing and assessing English language and intercultural communication skills programs for Japanese staff. Training and orientation in U.S. prior to on-the-job training in Japan. Yearly salary: US\$30,000-38,000 commensurate with



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**(YOKOHAMA)** Full-time native speaker of English from April 1, 1988 to participate in a variety of projects for improving English education in Yokohama, including teacher-training, developing materials, and visiting schools city-wide. Proper visa, B.A./B.S., teaching experience, and some Japanese conversational ability required. One-year renewable contract, ¥330,000/ month. Health insurance. suonsorship. Mon-Fri., 9-5, 16 paid holidays (in addition to Japanese national holidays). Send resume with photo to: Mr. Yasushi Suzuki, Yokohama Kyoiku Bunka Center, 7F, 1-1 Bandai-cho, Naka-ku, Yokohama 231.

**(UNSPECIFIED)** Qualified English Language and Intercultural Communication Trainers are sought to train Japanese business personnel of a large multinational corporation in these skills for effectiveness in business. Positions begin in Spring 1988. Requirements include: M.A. in TESOL or related field, a strong professional background in training for business personnel, experience living and working in Japan, and an understanding of the field of intercultural communication. Japanese language ability highly desirable. Send resume to: Clifford Clarke, IRI International, Inc., One Lagoon Drive, Suite 230, Redwood City, CA 94065, U.S.A.

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JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,000. There are currently 31 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 250 papers, workshops and colloquia, a publishers' exhibition of some 1000 m<sup>2</sup>, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter. JALT also sponsors special events annually, such as the Summer Seminar for secondary school teachers, and regular In-Company Language Training Seminars.

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

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

## JALT — 全国語学教育学会について

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

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

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

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**研究助成金:** 詳細は JALT 事務局まで。

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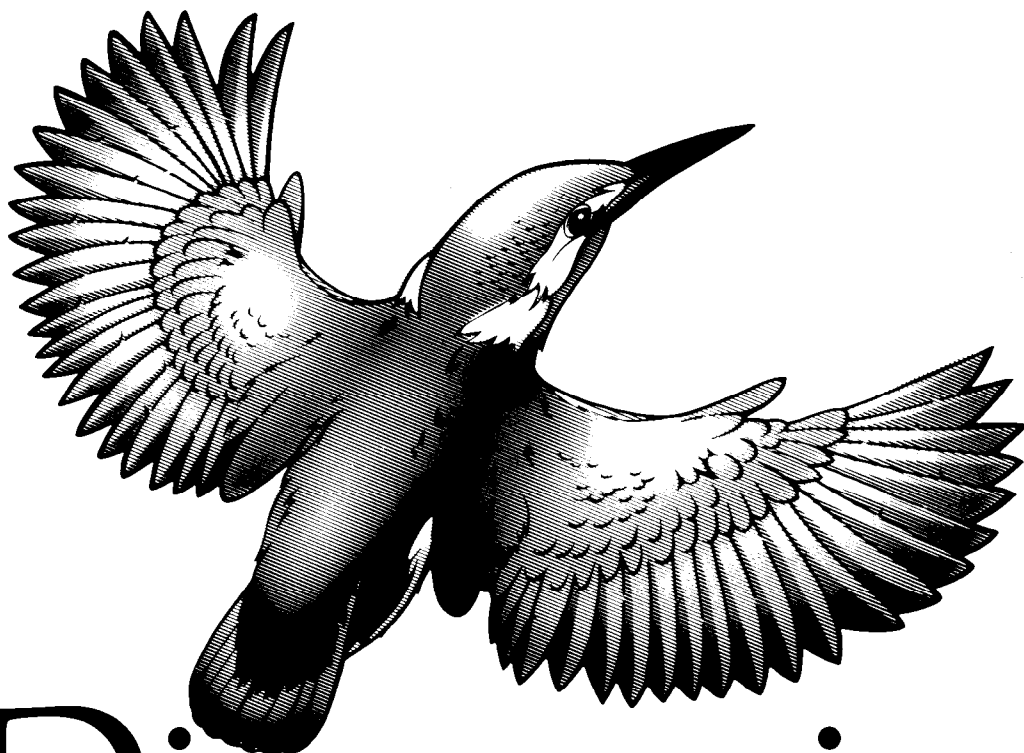
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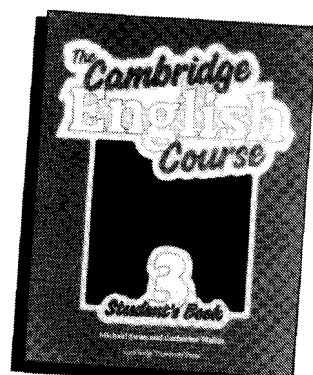
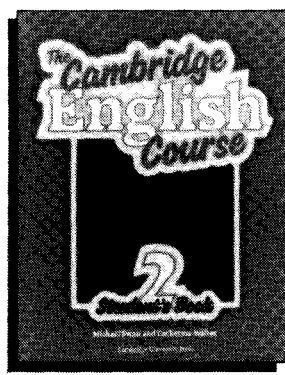
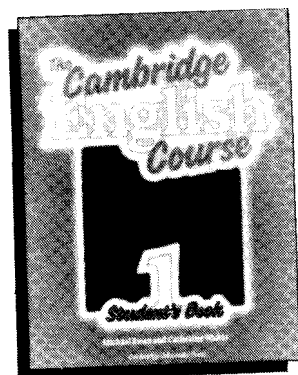
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