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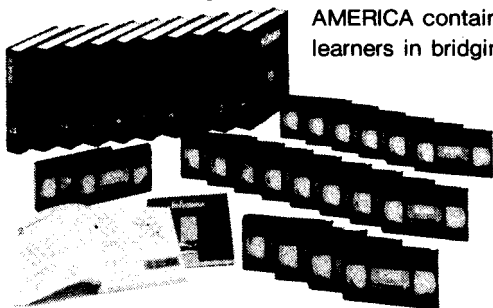
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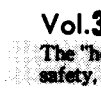
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THIS MONTH'S FEATURE ARTICLES

This month's issue features a variety of articles. The first three all relate to various aspects of teaching reading. The first, by Liane Nakamura, presents an approach that not only forces students to continue thinking about what they've read after they finish, but also provides them with tools for dealing with texts they find difficult. That is followed by Ditte Lokon's detailed description of exercises she used to encourage students to become involved with a best-selling autobiography they read as a class. The third article, by Gerald Fox, reviews criteria to consider when selecting materials for students to read and discusses how such texts can influence students' motivation.

These articles are followed by two interesting, but unrelated pieces. The first, by Paul Wadden and Sean McGovern, presents a variety of simple but effective ways to organize university classes to allow teachers to be able to concentrate on getting students to communicate using the target language. The final piece is an interview of Sir Randolph Quirk which was contributed by Virginia LoCastro. Quirk talks about his work, Chomsky's contribution to the field, and the damage done in many EFL classrooms by allowing high standards to be lowered.

-The Editors

The Role of Reader-Initiated Recall/Retell in Improving Reading Comprehension

By Liane Nakamura

It has long been recognized that reader background knowledge affects reading comprehension. Classroom activities seeking to improve reading comprehension, therefore, commonly make students work with background knowledge prior to reading of text. Most try to show students that they already have some knowledge related to the text they will read. Others supply them with background knowledge by introducing them to the text subject. While that is important, concern with background knowledge stops there in most such methods. Teachers assume that students are now adequately prepared. What happens, then, to those who, in spite of these activities, still have problems with text? For example, some students may lack efficient processing strategies in reading; they require more active help in dealing with their background knowledge *while* reading. Students need to be addressed as individuals with different reading styles and different academic and cultural backgrounds. Also, as reading depends on accumulated background knowledge, they need to learn to transfer what they learn to later reading situations. With these considerations in mind, this paper takes a closer look at the role of reader-initiated recall and retell (hereafter referred to as RIRR) in the teaching of reading to ESL/EFL readers who may lack efficient processing strategies. It also looks at the Reading Conference/Workshop as an important medium for working with RIRR.

RECALL/RETELL DEFINED

In reading, the reader processes text and certain information from this processing is then stored in memory for varying lengths of time. In this paper,

recall will refer to the act of extracting that information from memory. While memory of those isolated items is in itself not important, it becomes important as a potential aid to understanding text. We are not interested here in short term memory, as it fades too quickly. Rather, we want to look at memory of units in working memory which have not yet become part of long term memory (LTM), for the purpose of making those units part of LTM and of aiding in understanding text.

The other aspect of this method, retell, will refer to the verbalizing of what is recalled or remembered. It is essential that both recall and retell be reader-initiated, that they are generated by the reader with only general prompting from the teacher.

HOW RIRR HELPS READING COMPREHENSION Improved Retention of Text

On a very basic level, RIRR helps developing readers better retain what they read. While that is indeed a basic skill, comprehension cannot take place without it. Poorer readers may have trouble with it, since, as Y. Goodman (1977:869) notes, they are "likely to be passive, unmotivated readers (word callers) who think that rapid graphophonemic matching constitutes the act of reading." These readers may have difficulty remembering text because they do not think about meaning when reading. Or they may understand bits of information, but may not be able to make sense of them as larger units of meaning. If no order—i.e. meaning—is imposed on this information, it will not be processed in depth and will eventually become

subject to memory fading. Recalling/retelling delays memory fading and helps readers better process and retain what they read. Adams and Bray (in Halfp 1977:387) point out that "each trial or verbalizing of what is held in memory, either overt or covert, forms the basic operation for strengthening of a verbal response." Petros and Hoving (1980:34) mention that "Requiring a child to actively reproduce a prose passage during review would provide . . . the metacognitively immature child with a re-exposure to the original material that should induce a deeper level of processing, and thus maximize retention." The developing L2 reader, while not metacognitively immature, may lack sophistication in reading a second language. The developing L2 reader could, therefore, benefit from that same in-depth processing. Retention of information is important as it provides a basis with which to clear confusion and form meaning. We can reasonably assume that developing readers remember some parts of text, however little, but it is remembering through rehearsal that we want to teach them to do more actively.

It is important here to emphasize the retell aspect of RIRR. Retell or verbalized recall as distinct from recall done mentally or in writing is especially beneficial to ESUEFL readers. Retelling makes readers do overtly what they would ideally do in recall. Non-verbalized recall, on the other hand, does not provide any "tangible" measure of what the reader has actually comprehended. That is a significant problem since, as Harrison and Dolan (1979:21) point out, the poor reader "may well have an imprecise notion of what it is to comprehend adequately and may not be clear himself whether or not he has understood what he is reading." Teachers also do not get a clear picture of how the student is reading and understanding. Written recall may avoid these problems, but writing takes time and feedback is not immediate. Also, as it deals with a medium readers may have trouble with, it may not accurately reflect what the reader has recalled. Retell, on the other hand, deals with a familiar medium. In encouraging readers to put their recall into words, it provides them with a clear reflection of what they have understood and helps them better retain information from text.

Improved Processing of Text

At the same time that RIRR helps readers better retain information from text, it compels them to reflect on what they read. That is an integral part of reading, as Y. Goodman (1977:869) and others emphasize: "reading/thinking continues after the book is closed." It is ongoing thinking about a reading that constitutes comprehension (Crafton, 1982). While good readers naturally do this in reading for meaning, ESL/EFL readers may not do this spontaneously. Asking readers to recall/retell what happened in a text, however, compels them to continue to reflect on what they read after they close their books. They thus more actively involve themselves in the text and in the process of reading.

Again, retelling, in addition to recalling, can aid this process of reflection for ESL/EFL readers. It

provides readers with aural feedback which complements information they receive through print. Like "listening while reading" techniques, it helps readers who read without being able to get any meaning from text and is especially beneficial to slower readers who may not expect to get meaning from print, but who expect sound or speech to be meaningful. These readers will more easily think about the meaning of their words if they work with verbalized recall. This in turn will more naturally carry over to looking for meaning in reading.

Expanded Background Knowledge

Another advantage of RIRR in conferences held periodically throughout a reading is that it summarizes and solidifies for the reader information read up to the point recall is given. Crafton (1982) comments on the need for more activities of that type, which work on solidifying information learned through reading and making it part of the learner's cognitive framework. That is important, since understanding improves with the amount of background information the reader brings to the reading.

Greater Access to Text/Increased Fluency and Flexibility

Recall can also make accessible to readers information from text that they might otherwise ignore. At the same time, it can help with flexibility in reading and thus with increased fluency. ESL/EFL may not employ effective strategies when they come upon difficult passages or when appropriate meaning is not gotten. Rather than hazard contextualized guesses as proficient readers do (Y. Goodman, 1977:869), they may insist on getting the exact meaning, not make an attempt to guess at meaning, or make an uncontextualized guess. They therefore often end up with discrete units of information that do not "hold together" or that they do not quite understand. Being non-risk-takers (Y. Goodman, 1977), these readers may omit information of this nature from their recall and just retell what they are sure of. RIRR, then, can aid reading by helping readers with information they do not freely offer in recall.

To help in that way, it is important that recall/retell span a range of certainty, that it include items readers might normally ignore out of confusion as well as items they understood. One approach would be to encourage readers to assign levels of uncertainty on two levels to each item they recall. Readers would say to what degree that are sure they have remembered an item and to what degree they have understood it. That allots recalled items to preexisting and, therefore, non-threatening categories and provides readers with a range of possible responses to difficult passages while reading. It frees readers from thinking that reading is a case of either understanding or not understanding and makes them more receptive to meaning of text. Rather than completely ignore or, at the other extreme, fixate on a difficult passage, they can see to what extent they can understand it, assign it a level of certainty, and continue with their reading. That would help readers better remember these problem areas

and give them more information with which to form meaning and understanding. It would also increase their flexibility and fluency in reading.

Specific Problem Areas Isolated and Addressed

RIRR can also help readers with specific problems encountered during reading. When problem passages are assigned levels of certainty, they should also be marked for later referral in conferencing. Teacher and student can then look back at passages assigned low levels of certainty to work with specific syntactic, lexical, or semantic problems. Teachers can also use these areas to familiarize readers with other skills and strategies, such as contextualized guessing, which more proficient readers use. That would have more benefit than doing set or pre-selected exercises in grammar, vocabulary, etc., which readers may not be able to apply to later reading situations. Problem areas can be dealt with as they come up and as readers see how they are related to a reading. More relevant meaning is thus made accessible to the reader.

IMPLEMENTING RIRR

The Reading Conference/Workshop

RIRR works to best advantage in the Reading Conference/Workshop where one student in a class works on recall in conference with the teacher while the other students read silently. That has the advantages of all conferences and workshops: work is self-paced; student needs are individually addressed; feedback is immediate and thus effectively and easily applied to helping comprehension. Readers also have the opportunity to verbalize/retell what they have gotten from text. It is important that these conferences be held periodically, starting early on in the reading. Questioning, predicting, and reading for meaning as continuous processes cannot be effectively taught in one session or after a reading is finished or nearly finished. With periodic recall/retell, however, readers get ample opportunity to practice these strategies. Also, as periodic recall delays memory fading, it provides a more accurate reflection of the student's reading process.

Texts

RIRR works best with longer, high-interest, reader-selected texts of appropriate levels. Longer texts of more than ten to fifteen pages allow more room for periodic recall/retell and for employing and developing of reading strategies. High-interest, reader-selected texts 'enable the student to comprehend at a reasonable rate and keep him involved in the material in spite of its syntactic difficulty' (Coady 1979:12).

Low-Anxiety Situation

RIRR should be implemented in a low anxiety learning situation. One of the advantages of RIRR is that learners can feel comfortable with their own rather than with teacher-initiated recall. They know they can retell what they have understood without being held accountable for what they have not. That is important since as Mueller and Courtois (1980:459) warn, 'Highly anxiety leads to narrow encodings, not just encoding of shallow attributes, presumably be-

cause high anxiety induces more repetitive "maintenance" rehearsal than "elaboration."

Reader-Initiated

In using recall/retell to improve reading, it is important that it be reader-initiated. Teachers should not presuppose that main ideas that are obvious to them will or should also be obvious to students; ESL/EFL readers may not easily distinguish main ideas from trivia (Petms and Hoving, 1980). Thus, prompting in the form of questions to help orient readers or check their comprehension may merely confuse students and lead them to believe that reading is the ability to answer teacher or book questions. That can hinder normal reading for meaning.

Another negative effect of prompting is that readers may try to memorize parts of text in anticipation of teacher's questions. That is made worse since teachers often distinguish good readers from poor readers by the degree to which they can "restate" verbatim what was in a text (Mosenthal and Na, 1980). Smith and others, however, warn that 'memorization interferes with comprehension by monopolizing attention and reducing intelligibility' (Smith, 1978:50). It is important, therefore, that students clearly understand that teachers do not want a restatement of text, but rather are interested in the meaning they get from text. Teachers should avoid questions which can be answered with direct or non-direct quotes from text.

Instead, initial questions should remain general and at the same time, invite reader response--e.g. "Did you like the reading? Why or why not?" Also, students should offer recall/retell that answers their own overt or covert questions rather than teacher or other-imposed questions. Readers should be encouraged to use their own words in retell. Ross and Kiley (1977; in Petros and Hoving 1980:33) point out that "information acquired through a child's own questions is more easily stored in his cognitive structure, and thus better retained." Even the least mature readers can ask themselves basic questions about text as "what happened?" Recall/retell, if reader-initiated, compels students to both read and recall with their own questions in mind and thus to be more actively involved with text.

General Wording of Recall

Especially in initial recall sessions, teachers should prefer and encourage general wording of retell over accuracy or specific wording. That is important since we want to help developing readers deal with reading as a continuous search for meaning. Searching for meaning involves continuous restructuring of incompatible or new information to fit previously received meaning and vice versa. Generally worded recall can more easily accommodate that restructuring. Specifically worded initial recall, on the other hand, often causes difficulties since items are often remembered as they are first verbalized.

SUMMARY

While good pre-reading activities are important since they engage reader attention and prepare them to be more active in reading, prediction is on a general level and only superficially exploits the structure and

(cont'd on page 6)

Prentice Hall Regents of Japan is pleased to announce the appointment of Nancy L.Baxer to the position of ELT Marketing Manager. Nancy brings to this position years of experience in the field as teacher, author and editor.



Right on!

Using a Best-Seller in a Japanese College Classroom

By Ditte Lokon
Nanzan Junior College

The process of reading requires an *active* and an *interactive* mind (Casanave, 1988). Students have to actively ask questions about, make predictions of, and interact with the text. As they read further, they will find the answers to their questions and they will find out if their predictions are right or wrong.

Because of the active involvement that is required to read a 300-to-400-page book, many teachers in Japan seem to believe that Japanese college students are not capable of processing such lengthy materials. They say their students are too used to translating everything they read, which mostly involves working with English at the word or sentence level. Through my experiences using a best-seller with my first-year English students, I have found that given the opportunity, challenge, and framework to focus their attention, students can do more than they are given credit for by most teachers (Smith, 1986).

I decided to use a best-seller because students seem to be able to keep their momentum and interest going for much longer than if they are reading more literary works. The one I used last year was *Growing Up*, by Russell Baker (1982, Signet Classic-New American Library, 348 pp.). It is an autobiography about growing up in the United States during the First and Second World Wars. Using the Fog Formula, its readability is 10.26.

The reading classes met once a week for 90 minutes and the class size was 34. The range of my students' scores on an institutional TOEFL was 370 to 487, with most scores between 410 and 459. The mode of their scores for the reading section of the test

(Section III) was between 39 and 47. The generally accepted belief about these students from teachers teaching in similar situations seemed to be that most of them would probably have never really read any English before. They most likely had "read" for the purpose of translating or analyzing the structures, but never for the sake of reading the way native speakers read.

We read the Baker book in the second semester. Using the book for only about half of class time, it took us eleven weeks to finish and to complete the exercises. Before we began, I told the students to keep a separate journal of all the notes and activities we did relating to the book. From the written questionnaires I received at the end of the semester, most students thought that Baker's autobiography was not easy but that it was readable and helpful in making them become better readers. Although the activities I had my students do were quite varied, the fact that they were all about *one* book gave them continuity.

Throughout the work on the autobiography, I alternated between doing the activities in class and letting students do them at home. Exercises that were more structured or that needed monitoring I did in class. Most of the time, though, I asked them to do the exercises at home so they could have all the time they needed. This also allowed me to do other activities unrelated to the book in class.

THE PROCESS

1. Read and look words up

When we started reading the book, the common

(cont'd from page 4)

content of text. It differs from mid-reading prediction, which is related to the author's message and based on meaning already brought to print and which is therefore more contextualized. In addressing reader background knowledge as well as understanding of text at regular intervals, RIRR makes students more conscious of the reading processes of looking for and reflecting on meaning from text. As this process becomes more natural, readers can work on their own to exploit textual structure and their changing background knowledge to understand text more effectively.

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A Reminder from the Editors

The *Language Teacher* welcomes meaningful, well-written contributions, but requests that the guidelines in the editorial box on page 1 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.

perception that my students had was that if they did not know the Japanese word for every word they read, they would not be able to understand a text. Therefore, before jumping into activities that would require them to predict meaning from context, I had them do preliminary exercises meant to wean them from translating everything they read. For the first few chapters, I asked them to write down in their journals the words they looked up in their dictionaries. If I did not tell them to do anything else, they automatically wrote Japanese words next to the English. Sometimes I let them do whatever they wanted to do. Sometimes I told them to do specific exercises such as give an English definition of the words, write a sentence or two using the words, make some kind of a non-linguistic representation of the words, or do nothing with the words.

2. Read and not look up words

One step toward predicting meaning from context is not to look up every unknown word in a dictionary. If I simply asked my students to do this, they would look the words up anyway. I found that the easiest way to make them stop looking up every word was to not give them enough time to do so. I assigned a lot of reading in a short period of time so that if they wanted to finish the assignment, they did not have time to open their dictionaries too often.

3. Read and take notes

As I was also reading the book for the first time, I did what I would have done if I were taking the course myself—I took notes. After we had read a couple of chapters, I showed my students the kinds of notes I took using an overhead projector. But since the notes were written for myself, I had to explain my writing to them. After showing them this, I asked them to continue reading and to keep their own notes in English. Later I had them explain their notes to the person sitting next to them. By explaining, students had to review their interpretation of the story.

4. Read and draw images or diagrams (anything other than a linguistic representation)

Some detailed information or facts may be more easily digested through non-linguistic media. In the book, Baker mentions many family members and relatives who influenced him in various ways. I asked my students to draw Baker's family tree. Each time a new character came up, the students had to add that person to the family tree and to make a sketch or diagram related to an incident that happened or to a characteristic of the person as per Baker's view.

When reading chapters that had many events being described simultaneously, I asked them to write down the events that happened. But instead of necessarily listing the events from the top to bottom, they could put each event randomly on one page of their journals. Afterwards, they could draw lines connecting these events and write in explanations of how or why they are related.

5. Read and categorize the information

Categorizing information read makes one process the information by making decisions based on one's understanding. The following are a few of the ways of

grouping knowledge that I had my students use:

- a. put the events in chronological order.
- b. relate the events to the individuals who were involved. For example, they had to write the names of each character on a separate page in their journals. Every time this character came up in the book, the students had to write what happened to this individual underneath her/his name.
- c. group the events or characters into something/somebody they liked, disliked, or felt neutral about.
- d. group the events into things they had or had not experienced, or relate the character's experiences with their own.
- e. decide on their own categories for grouping the information.

6. Read and write a summary, a review, or a critique

The length of a written assignment forces students to make choices between important and unimportant information. After reading 50-75 pages, I asked my students to write a summary of between one-half and five pages. Another variation of this that I had my students do was to make an outline instead of a summary. To be able to write a summary or an outline, they first had to decide what the main points were.

7. Read and make comprehension or open-ended questions

Before making test questions, I usually had to look at my notes to recreate the story in my mind. I wanted my students to experience a similar process. I told half of the class to write questions on certain chapters and the other half on other chapters. On the day the questions were due, students who were assigned to different chapters sat together and exchanged, discussed, and tried to answer each other's questions. Sometimes I collected the questions and the answers, sometimes the questions only, and sometimes nothing at all.

As a test-taking exercise, I told the students the processes I went through when making test questions. A few times I made practice tests. But before taking them, students had to discuss what they had read with their friends and write down some questions that they thought I might ask. To do this, they first had to consider what I thought was important information. Then they had to determine, based on the exercises and tests I had given them before, the variety and range of questions I tended to ask. If they were able to make good guesses, they were rewarded by being able to do well on the test.

8. Read and answer questions

Sometimes, to force my students to focus on particular events that I thought were important, I had them do various types of question-answer activities. I gave them worksheets to do with short answer (T/F, Y/N), multiple choice, wh-), long answer (describe, explain, discuss, predict) questions, exercises that I had started and they had to complete, or questions that they made themselves.

Using Bloom's Taxonomy for classifying educational objectives, I gave a combination of knowledge, comprehension, application, analysis, and synthesis

types of questions (Kubiszyn and Barich, 1987). By varying the thinking processes required to answer the questions, I was able to find out which students were able to **characterize** and **relate** (Fanselow, 1987) the information read. Some of them did well on the first two thinking levels but not on the other three. When this happened, I put students who did poorly on the higher level thinking process questions in discussion groups with students who were able to answer them.

9. Take a test

There are many purposes for giving a test. The most common one is to grade or group students according to their abilities or to find out who has read the material. Another purpose is for students to learn from the questions. In addition to the practice tests (see #7 above), I gave my students a take-home exam, an p@em-book test, a test made up of their own questions, and a test that I did not collect but was meant to be discussed afterwards.

An optional assignment that I gave to help them with their grades was to write a 5-page summary, a critique, or a review of the whole book. Because they had done this before on a smaller scale (see #6 above), most of them knew what to do. For an optional assignment, I was very surprised by the number of papers turned in. From my two classes of 34 students, I received 27 typed papers from one and 30 from the other.

While the students were discussing the book, I did not require them to speak in English. I left the choice up to each student. I felt that since the input, i.e. the book, was in English, it did not matter what language they used to clarify its content with their peers. But any written work they did was done in English.

As teachers, we can do as much or as little 'checking' as we feel we need to do. In my classes, to keep the momentum going (students got tired of having to read continuously for weeks without a break), I gave them deadlines to hand in their journals with the various activities I had asked them to do. Most of the time I just commented on their interpretations and effort and marked in my grade book whether they had done it.

I believe that my role as a reading teacher is to create situations for my students to experience various reading processes; their role as independent readers with their own idiosyncrasies for learning is to

choose strategies that they find most helpful for understanding an English reading passage or book. I hope that by reading this best-seller and doing these exercises that my students will be able to enjoy reading in English on their own outside of school.

Note

1. The readability of a text can be determined by applying the Fog Formula to a random sample of text containing 100 words.

$$\text{Readability} = 0.4 \times [(100 + \text{number of sentencees within the 100 words}) + (\text{number of words with 3 or more syllables in the same 100 words})]$$

As a comparison, from a study I did on the *New York Times*, the readability of the sample I took was 21.52.

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Ditte Lokon received hergraduate degrees from Teachers College, Columbia University.

The Language Teacher Calendar 1989-90

December - Open
January - JALT Issue
February - Conference Reports
March - Open
April - The Role of the Teacher
(Naoko Aoki)
May - Global issues in Language
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June - Methods in Retrospect
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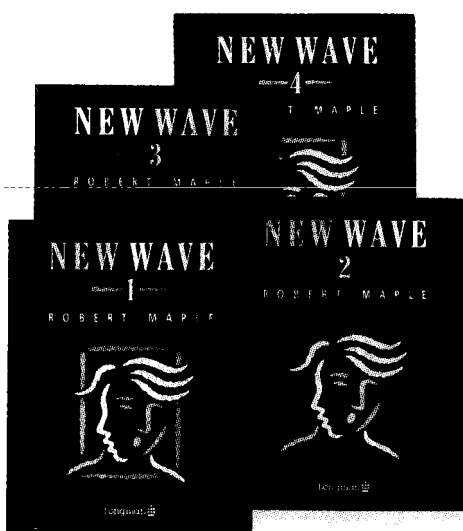
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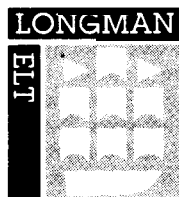
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Text Selection and the Role It Plays in Motivation

By Gerald M. Fox

Many factors influence the success or failure of second language reading programs. Much has been written about the differing techniques and philosophies of teaching reading, but little has been written on the equally important area of text selection.

This paper attempts to fill that gap by briefly considering the importance of text selection, some of the key elements of a good text, and how selection of appropriate texts can lead to increased motivation.

A good text is the heart of a reading course. If it is well selected, it will stimulate students' interest in reading and will therefore be a major contributor to an increase in reading ability. If it is not well selected, the instructor, no matter how talented, will find it difficult to lead students to increased levels of proficiency. Of course, good teachers know this, but it seems that all too often materials are chosen as a result of a gut reaction or slick marketing rather than through serious consideration.

There are several important factors to keep in mind when selecting materials. Perhaps the most important is content. Eskey (1986) states that 'students, like everybody else, read for meaning.' In other words, any reading material the teacher use in the class must stimulate their interest in order to be successful. Teachers (myself included) often in their love of reading forget that student interests are not necessarily the same as teacher interests. While one instructor may find Hemingway's *The Old Man and the Sea* exciting, 19-year-old students at a women's university may not. The first criterion, therefore, is to find material that the students are likely to be interested in.

The second criterion is cultural significance. Finocchiaro (1986) describes background knowledge (schemata) as a very important part of a student's ability to read and understand a particular text. Consider, for example, second language readers who encounter the typical headline 'Cowboys Bomb Redskins' in an American newspaper. While they may understand all of the words used, they won't completely understand it unless they have some background in sports; in particular, American football. Sage (1987) seems to agree and to feel that cultural barriers are more likely than language to impede comprehension.

A third consideration is the level of difficulty of the reading material. Basically, students read at the independent, instructional, or frustration levels. It is important for an instructor to know what materials are at the students' instructional level for class use and to refer them to materials at their independent level for outside reading. The instructional level of a student is described by Duffy and Sherman (1973) as a situation in which the student's word recognition falls between 95-99% and comprehension of the material falls between 75-90%. Higher word recognition (99-100%) and comprehension (90-100%) indicate a student's independent reading level. In other words,

the instructional level is reached when there are new items for the student to read and learn but not so many as to frustrate. The independent reading level is that level at which the student can read without the aid of the instructor. Obviously a student who finds twenty new words on a page is not likely to enjoy reading, and even if he/she takes the time to look up all the new words in a dictionary, will find the meaning elusive; that is the frustration level. On average, five or six new words on a page seems to be an adequate representation of a student's instructional level. Should material contain more new vocabulary than that, a simpler text may be called for.

Finally, books should not list words translated into Japanese at the bottom of pages or at the end of the book. While many books are set up in this manner, the use of Japanese may create a stmnng block to the student acquiring context cue skills. The use of the student's native language may be more of a hindrance than an aid to vocabulary retention.

While other criteria may be considered, these four seem to be the most important. There are many books available that conform to them; a few examples follow. For advanced readers, *Anne of Green Gables* can be an excellent choice. Although the cultural aspects of the story do require some pre-reading explanation, the story itself is so motivating (especially to teen-age girls) that it would be difficult to stop them reading it. Some of the short stories in *Zero Hour* (Longman) also can be very motivating. For intermediate level students, Scholastic Book Club' has interesting books. While many of these have unusual titles such as *The Haunted House* and *There's a Boy in the Girls' Bathroom*, these stories are much more adult intellectually than their titles suggest and can be used with good results.

In choosing any text, instructors should be aware that motivation and texts are closely interrelated. Thomas (1978) and Eskey (1986) describe motivation as a key component of second language reading programs. Thomas (1978) adds that the instructor must provide a supportive climate for learners. While such a statement is certainly broad in its scope, it seems fair to include materials as part of that supportive climate. Smith (1978) considers students to be inherently, intrinsically (self) motivated. He further states that if students are not bored by material too easy or frustrated by materials too difficult, the natural inclination of all students is to learn and improve. Thus, if proper materials are used in class and students meet with success in reading, they will be encouraged to read more. That then becomes the start of a very positive self motivating cycle, but if students become bored or frustrated, it will probably lead to a destructive "eat your spinach" cycle of resistance and dislike. To sum up, materials selection can draw out great intrinsic motivation. It is up to us as educators to choose materials that will foster a lifetime love of reading.

Streamlining EFL Class Administration and Organization A User's Guide for University Instructors in Japan

By Paul Wadden (Kyoto University of Foreign Studies)
and Sean McGovern (Setsunan University)

One of the greatest contributions EFL teachers in Japanese universities can make to their pedagogy is to keep administrative paperwork and class disruptions to a minimum. That is no easy task given the less than optimal conditions they often find themselves teaching in.

Due to the unusual curriculum structure of Japanese higher education, the average Japanese college student carries a weekly load of about 18 ninety-minute classes—each with a different teacher—logging a total of about 27 hours behind a classroom desk. Students with greater-than-average academic aspirations, such as the goal of becoming a teacher, carry an even heavier load, roughly 20 to 22 classes. Each class demands different texts and notebooks, homework and test preparation.

What the Japanese curriculum design means to the teacher is, quite simply, many classes and many students. The typical English instructor has anywhere from 8 to 16 classes a week, with 20 to 60 new faces in every ninety-minute period. If the average teaching load is about 12 classes (eighteen hours) and the average class size about 40, it means the instructor teaches roughly 480 students a week. The time-consuming administrative task of keeping attendance records; correcting tests, quizzes, and homework, and assigning grades has the potential to detract seriously from the teacher's primary aim of motivating the students to communicate in the target language.

To offset some of the disadvantages of the EFL instructor teaching in these conditions, the authors have drawn up, based on their experience, a *user's guide* to classroom administration and organization. It is offered with the belief that a minute saved from paperwork and student reprimands is a precious minute gained for teaching. The authors recognize that all of their suggestions would need to be modified in the

classroom depending upon circumstances, as well as upon the personalities of the students and the teacher.

Attendance

First of all, teachers can use the daily roll call simultaneously to check attendance, receive excuses for absences during the prior week, and collect overdue homework. If, when calling out a student's name, you notice that the student was absent from the previous class, immediately ask for excuse forms (if appropriate for your class) and late homework. Not only does this combine three separate processes into one, it makes the students clearly accountable for absences and late assignments before the new lesson gets underway.

When marking an absence, a straight downward stroke can be used. If the student arrives late, this mark can be easily modified to an L shape, signifying "Late." Tardiness can be reduced by a class policy of converting two late marks into one absence. The incidence of students arriving late as well as class absences can be slashed by a grading policy clearly explained to the students by a diagram that shows how unexcused absences and tardiness systematically lower grades. Following is one such scheme that lowers a final grade by one letter grade for every five absences.

A	B	C	D	F
↴	↴	4	↴	
	B	C	D	F

Grading

The greatest aid to the labor-intensive process of grading is a seating chart, preferably with photos, which requires an initial investment of time to assemble but pays dividends in saved time throughout the rest of the academic year. Explain to the students on the first day of class that you will be making a seating chart and the next class they should select the
(cont'd on page 11)

Note

1. Scholastic Book Club, Inc., 2931 East McCarty St., P.O. Box 7503, Jefferson City, MO 65102, USA

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seat in which they will sit for the rest of the year. Ask them to bring some kind of photo, even a cut out from a snap shot or a photocopy of the picture on their student ID. During the following class, pass from row to row a sheet of paper with clearly delineated seating blocks. In addition to cutting and pasting their photos on the charts, students should write down their names and university numbers. This last step can be done in pencil to simplify the mechanics of altering the chart if students would like to later change seats because they cannot see, hear, or are otherwise unhappy. Pasting the seating charts to cardboard folders allows them to be easily color-coded for the day and period, a decided advantage for teachers with many classes or with courses at more than one university. Once assembled, the seating chart also functions as an effective grade book.

When collecting tests, quizzes, and homework, have the students pass their papers, one carefully placed on top of the other, to the front. Then collect the rows in sequence. The papers are now in perfect order and when corrected the grade can simply be written directly on the seating chart without wasting valuable time searching out each student's name on a separate list. This process also helps the teacher to remember the students' names and to link the students with their performances and personalities. Using this method, even the task of recording grades for peer-corrected quizzes is greatly simplified: each row passes its quizzes to the front; one row's is handed to another row, varying rows from time to time; the quizzes are corrected together in class, with the correctors signing their names on the quiz to provide accountability if they are correcting the papers of friends; and once again the quizzes are passed up to the instructor in proper order to be conveniently recorded on the seating chart.

Grades for class participation (or lack thereof) can also easily be made on the seating chart several times a year. Moreover, the students' final grades can be calculated with a minimum of effort right on the chart and then transferred at the close of the school year (or semester) to the attendance book (which doubles as the final grade book). Since the official grading sheets given by the university to the instructors have the same name order as the attendance book, once the final grades are recorded in the attendance book (the once-a-year task that never fails to require paper shuffling), they can be swiftly transferred to the grading sheets handed in to the administration. The attendance book thus becomes both a record of class attendance and the instructor's personal copy of final grades.

One further opinion for a seating chart is to use it as an alternative to calling out names to record attendance, eliminating the waste of five to ten minutes for roll call at the beginning of class. At any moment during class, when students for instance are doing a drill, the instructor can glance over the empty seats and quickly note which students are absent. There are, however, two drawbacks to using the seating chart for attendance. Most universities provide instructors with record books for class attendance and these official records can be important if controversy arises over

failing a student for poor attendance. Moreover, the seating chart may not be quite large enough to accommodate both the recording of attendance and grades, unless an abbreviated system of notations is used.

Negative Class Participation

Perhaps the best term to use in referring to the problem of classroom misbehavior is negative class participation. This term covers the wide range of passive and active behaviors, from sleeping to disruptive talking, that are detrimental to classroom learning and can easily be contrasted with positive class participation, such as speaking in the target language, taking notes, and asking questions.

When faced with persistent, disruptive talking by a student, repeated scolding is not the only disciplinary option available to the instructor. Without interrupting the class activity, stroll by the student's desk, pick up the student's books, and carry them to a desk at the back of the class, gesturing for the student to follow you. For a short period of time, perhaps fifteen to twenty minutes, situate the student at the rear of the classroom away from friends and classmates. That eliminates the immediate problem of talking but does not bar the student from taking part in the lesson. In Japan, discipline seldom involves "grounding" (constraining freedom) but rather the opposite, "locking out" (some form of temporary banishment from the group). The errant child-or husband-who returns home too late or from an illegitimate activity finds the door bolted. Temporarily locking out students by placing them at the back of the classroom squelches the misbehavior, preserves the teacher's dignity and composure, and allows instruction to continue during the process of correcting the disruptive student.

A contrasting but similarly bothersome problem occurs when students answering questions with their heads down repeatedly fail to speak loud enough to be heard. This forces the teacher to waste class time by reiterating phrases such as, "Once more, please," "I can't hear you," and "Please speak louder." Instead, simply ask the student to stand and answer. If the response is still inaudible, request that the student walk forward to you and answer once more. Even the students with the softest voices discover they can muster the decibel count to be heard if they know they will eventually be required to answer, even if the answer is a legitimate, "I'm sorry, I don't know."

One of the most basic tools of a language teacher is his or her voice. The large number of students in a typical class and the numerous classes each week make the increased strain of shouting for the students' attention enough potentially to impair one's vocal cords. A simple hand bell, preferably the kind that used to be found in offices and hotels to signal for the clerk, can be used when you want the attention of the class. Especially in classes that emphasize oral English and in which the students are *supposed* to be talking during certain periods, a bell is a marvelous, voice-saving device.

A final variety of negative class participation, sleeping in class, requires a note of caution. Sometimes there are good reasons why a student falls asleep

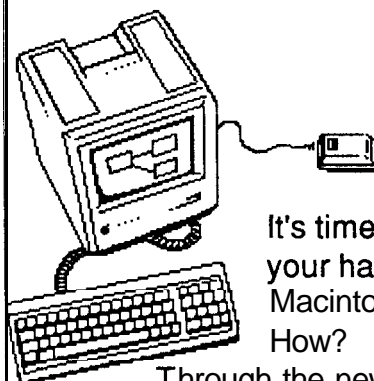
at the desk, such as illness, prescribed medications, or sleep deprivation due to a family crisis. The instructor would be wise to inquire discreetly at some point why the student is so tired. However, for an effective end to the typical classroom siesta, the instructor can simply stroll past the sleeping student's desk-while continuing to teach-and gather up his or her books, carrying them to the front of the room. Later in class, when the student has listened alertly for a period of time, the books can be returned in the same way, or else the teacher can wait for the student to come forward after class to claim the books, and discuss the student's behavior at that time.

Sean McGovern is an assistant professor of linguistics on the Faculty of International Language and Culture of Setsunan University, Osaka. Paul Wadden is a tenured member of the British and American Studies Department of Kyoto University of Foreign Studies. The authors' articles have appeared in TESOL Reporter, English Teaching Forum, and other publications.

Note

The authors and editors would welcome further proposals for minimizing paperwork and classroom misbehavior.

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New York, Bern, Frankfurt/M., Paris, 1989. XIII, 190 pp.
American University Studies: Series 13, Linguistics. Vol. 15
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A comprehensive collection of exploratory articles selected and written by T. Chomei is available in English. Initially, when published in several international academic journals, the first five articles elicited considerable response from scholars all over Europe, the U.S.A. and the U.S.S.R. The other two articles, originally written in Japanese, have been completely revised and translated. This collection reflects the author's life time pursuit in audio visual education, applied linguistics and psycholinguistics.

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<<The cannon established by your work is a solid framework against which linguists should measure their theories and applied linguists should evaluate the teaching and other course materials they draw upon>>. (Dr. William A. Bennett, Professor of Linguistics. University of London)

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Interview: Sir Randolph Quirk

By Virginia LoCastro

Sir Randolph Quirk, president of the British Academy, is well known in Japan as co-author of A Grammar of Contemporary English (Longman, 1972) and A Comprehensive Grammar of the English Language (Longman, 1985). Virginia LoCastro interviewed him for The Language Teacher at JALT '88.



VL: Professor Quirk, I'd like to ask you some general questions. How did you get where you are? What's your background? Where were you born? What did you study? What got you interested in the field, that is, a little bit of the story.

QUIRK: Okay. I am a graduate in English of the University of London with a particular interest in

medieval studies, including Icelandic and Old Norse literature. My first publication was in fact on an Icelandic saga. Thereafter I did a Ph.D. on the grammar of Anglo-Saxon poetry; that was published by Yale University Press in the mid-1950s. While I was doing that I became concerned that the study of early Germanic languages concentrated on such aspects as phonology and morphology and not on syntax. Together with C. L. Wrenn of Oxford, I did an Old English grammar, which was published in the late 1950s, and put the emphasis upon the description of syntax.

Now that sounds totally irrelevant to what I've been doing since, but it's not, because when I was studying Old English syntax, I became aware that modern English syntax wasn't all that well described either and that the best descriptions were by foreigners: the Dutchman Poutsma, the Dutchman Kruisinga, the Dane Otto Jespersen, the German Maetzner. True, there were some Anglo-Saxons as it were who had discovered English too. There was Henry Sweet in Britain in the late 19th century and there was George Curme of Chicago in this century, but they were both very historically oriented with really very little to say about contemporary English.

And then I went to the United States. I was a post-doctoral student at Yale with Bernard Bloch and also at Michigan where I studied with Charles Fries, who became a big name in the '60s here in Japan, and we discussed ways in which the grammar of a contemporary language might be approached. He did a book in the early fifties called *The Structure of English*, where he worked from recordings. I thought this was a good idea, and when I returned to the UK, I set up the Survey of English Usage.

By the end of the 1960s we had published a large number of specialized articles on specialist topics and we had also published a few specialist monographs on the passive, for example, and the modal verbs. We felt ready to attempt a complete grammar of contemporary English, which we produced in 1972. This was followed by a revised and shortened version of it, the *University Grammar of English*, subsequently translated into Japanese.

So far as achieving a by-product from the survey of English usage, this was just a first bite; it was a first approximation to what I had thought we ought to be aiming at. About the mid 1970s we started working on a bigger and more definitive grammar, with the same joint authorship: that is, myself, with a Swedish professor, Jan Svartvik, and two Englishmen, Professor Geoffrey Leech and Professor Sidney Greenbaum. We set out to improve the areas of *A Grammar of Contemporary English* that we knew to be rather poor, profiting from the fact that the Survey now had a great deal more data and that our research assistants had been able to analyse those data and come up with answers. So by 1981, we were ready to start writing this big grammar, which was published in 1985, called *A Comprehensive*, about twice as big as *A Grammar of Contemporary English*. Meantime, the Survey goes on with further specialized monographs on individual topics because, of course, no grammar of English, no grammar of any language, can tell the full story, so there's a great deal more work to be done. To summarize, out of becoming interested in the syntax of Old English, which had never been described, I then turned to modern English and found to my astonishment that this needed describing too. Before our work, the major

grammars had not only been the work of brilliant foreigners, without the native insights, but had been basically historical, and, above all, had been confined to the study of written language, without access to spoken English.

"...it can encourage people to teach linguistics when their pupils need to be taught a foreign language."

What do you see as the connection between your work and Chomsky? As you undoubtedly know, Chomsky is very

important here in the academic community.

And quite rightly so. This is a much more difficult question, because, of course, Chomsky has nothing to do with language pedagogy and I have got nothing to do with language pedagogy either. So that must make

it seem as though Chomsky and I are at the same plane. But Chomsky is a theorist of general and cognitive linguistics and everything that he writes is an attempt to be making a statement about the human linguistic mechanism, whether you are a native speaker of Thai or Japanese or English. It happens that, because Chomsky is a native speaker of English and is writing in the biggest English-speaking country, all his examples are English and that makes it seem as though Chomsky is a grammarian of English. After all, as late as *Aspects* in 1965 he was still writing fragments of English grammar before he got on to government binding theory and other matters on a higher plane. But at no stage was he setting out to describe the grammar of English or any other language; he was trying to describe more interestingly and more successfully than any other linguist in our century, in my view, the structure of the human linguistic mechanism. So that is part of my answer to your question.

By contrast I am not a linguistic theorist; I am connected with a philological tradition of concern with the language and literature of a particular culture and my early work was, as I've said, entirely on literature. But when anybody sets out to describe a language, he or she can only describe this in terms of some kind of theory.

All of us in the West have absorbed language theory that ultimately goes back to Dionysius Thrax and have come up through Donatus and Priscian and then the grammarians of the Renaissance like Ramus. This type of theory was modified to some extent by people like Henry Sweet, Otto Jespersen, Bloomfield and Fries. But Chomsky, through his brilliance, through the fact that he had absorbed a structuralist tradition in the States (which unfortunately at that stage had virtually ignored the far superior the European tradition of de Saussure, Mathesius and Trubetzkoy), saw that the Bloomfieldian type of structuralism was ultimately arid and barren. So he started to go deeper into the nature of language and tried to model it on various types of theoretical mechanisms related to mathematical theory. That's where the notion of transformation comes in, adopted from his teacher, Zelig Harris. He has really revolutionised the thinking about the nature of language. Now all of us who are working in any branch of linguistics have been influenced by Chomsky, but, as we say in the preface to our own *Grammar*, we are eclectic in our approach to the description of English, eclectic because we do not believe that any individual linguistic theory, not de Saussure's and certainly not Bloomfield's, not even Chomsky's, can really account for all aspects of grammar, though each of them has contributed valuable insights. And so we, like Dwight Bolinger whom we greatly admire, have helped ourselves to a sort of controlled self-service of theoretical offerings.

So, it is right and natural that Japanese scholars are influenced by Chomsky because he's the most exciting thing that's hit linguistics in our lifetime. I've only got two reservations about that and one is that it

can encourage people to teach linguistics when their pupils need to be taught a foreign language. The other is the temptation to apply Chomskyan theory to language pedagogy. I believe that Chomsky would be the first to say that his work does not lend itself to such ap-

plication. There are no teaching materials derived from Chomsky's work that are worth a row of beans, in my opinion. I'm much less concerned that Japanese linguists should be interested in Chomsky than I am that Japanese teachers of English should be influenced by what I call "liberation" linguistics.

I think that some types of sociolinguistics have been much more harmful to the practical teaching of English than any types of theoretical linguistics have. Theoretical linguistics has often diverted people into being more interested in linguistic theory than in practical language learning. This doesn't do any harm positively; it is, at worst, just irrelevant. Whereas I think that those sociolinguists who have likewise gone to a different intellectual context, the social concerns in the English speaking countries, where sympathetic emphasis placed on the socially deprived has done damage in the EFL classroom. Themselves concerned with the language varieties of the disadvantaged, they have extrapolated to the quite different language problems of the foreign learner and sought to reify such concepts as Indian English and Japanese English. This I think can be really very harmful.

Can you give an example of the harm?

Well, I was looking at a book at the JALT Conference the other day by Pereira and O'Reilly called *Four Seasons*, a composition book, where there was a semi-entertainment article called "Kumalish." Let me quote from the article.

Once when I was a student I was forced to speak English. It occurred at a bus stop, an American asked me something that I couldn't catch. However, I had a guess what he might have said and asked, "You Nishinomiya for?" in Kumalish, 'Oh yes, yeah this bus, okay,' he answered. You see I managed to communicate with him. *Kumalish is also a respectable variety of English*, it's a kind of passport. Language is for communicating so if you *can make yourself understood* in your own way, *then that is good enough*. [Emphasis added.]

Now that is the danger, you see; it says use *your own English*, Kyotolish, Osakalish, Tokyolish, Tohokulish, Kumalish. Of course, if this is just a joke, okay. And it's very difficult to be totally condemnatory because for years we've been saying that Japanese students are taught to write and to read but not to speak. We have complained that until they can speak totally correctly, they won't utter a word. So if the purpose of *Four Seasons* is to say, "Look, start speaking and you'll get better as you're going on," then that's fine. But teachers and students may take it literally when it

"...for any pupil to be told that if you can be understood, 'that is good enough,' is quite disgraceful..."

says that Kumalish is a respectable variety of English. Now American English is a respectable variety of English; Australian English, British English are respectable varieties of English. But Kumalish doesn't exist in such a sense. It is irresponsible for anybody to be told that the learner's initial halting broken steps in a language are a respectable variety of the language. Moreover, for any pupil to be told that if you can be understood, "that is good enough," is quite disgraceful anywhere and especially in a country like Japan of all countries, where perfectionism has been shown to work, where among Japanese musicians, artists, manufacturers, designers, engineers, chemists, nobody has ever said "This is good enough."

They sometimes call it reverse racism in the States, where you tell black people, oh it's okay, you can speak black English. But if they want to be middle class...

Exactly, exactly...

...and successful people, they have got to speak standard English just like a white.

Right. A black would be perfectly entitled to turn round on us for that kind of thing and say you are trying to trap us into slavery. You speak "kitchen Swahili" to us and say, "Go on, kitchen Swahili is good enough for you, you are a servant. As long as you can understand me telling you to get on with the sweeping, that's good enough. I'm dismayed that the teaching of English as a Foreign Language should be involved in this when in the native English speaking

countries such as Britain, we have put the brakes on and said we have gone too far down the mad of 1960s permissiveness. For perfectly honourable, though rather flabby-minded reasons, we have tried to reassure the disadvantaged to give them some comfort, give them a helping hand, but we have in fact taught them to ignore the mainstream of language that can float them up into, as you say, better career prospects. It is time to start reversing that trend of old hat outmoded pseudo-liberalism.

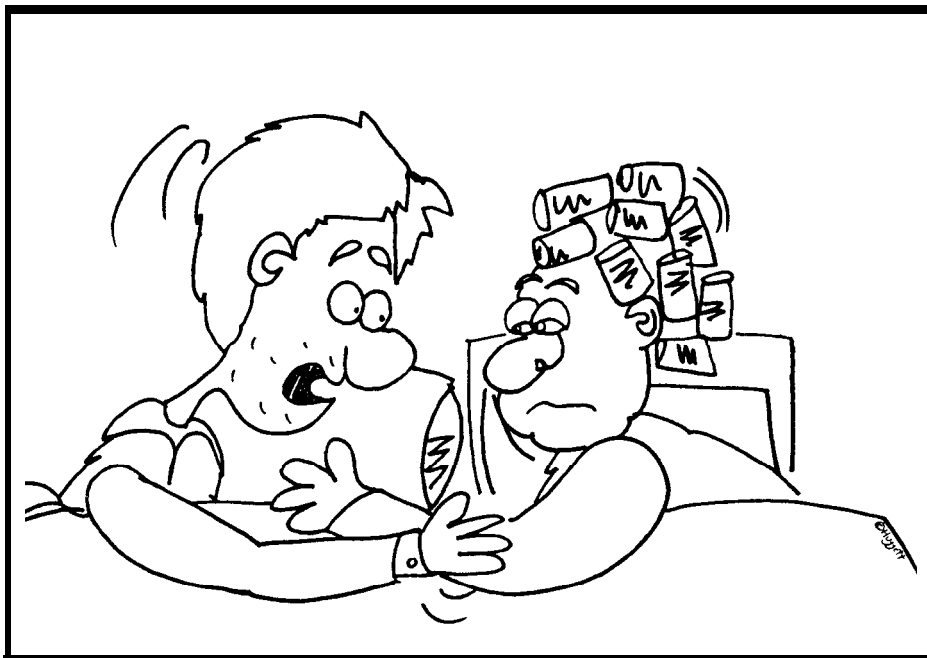
What are you working on now? Could you tell us a little bit about that and what your projects are for the next five or ten years?

Well, surprise, surprise, I'm working on a grammar—a smaller grammar that will be about the size of the *UGE*, but more discourse oriented than *UGE* was, as well as encapsulating the superior analyses that we achieved in the big *Comprehensive Grammar* of 1985. In addition, Gabriele Stein and I am involved in a book which will be a kind of integrated course on the English language, which will bring in the interaction of grammar and phonology and lexicology with society and with the place of English in international communication.

Do you know a little book of mine, called *Words at Work*, that was published in 1987? This tries to look at English in its totality of discourse functions and this is the direction we need to follow more and more. But in addition to that, I've got other work which is really

"For perfectly honourable, though rather flabby-minded reasons, we have tried to reassure the disadvantaged, to give them some comfort..."

THE LANGUAGE TEACHER



Honey! Wake up! I think I hear my students calling me!

outside the field of academic writing. I do a fair amount of educational advising, both in the UK and in numerous foreign countries. Then, as President of the British Academy, I'm responsible for the support of humanistic research in all British universities, not just in English, not just in languages, but in philosophy, law, economics, history and the humanities at large.

Pretty busy. Which do you enjoy most? Obviously you've written a lot and clearly you enjoy that, but is the work that you do with the British Academy and then consultancies with people like....

With Longman and Linguaphone, the British Library, the British Council.

Do you like all of it equally well? Do you like the variety?

Yes, I like the variety, I like to think I'm where the action is and, you know, I feel that we all have a duty as academics to play what part we can in any aspect of national and international life where we think we've got some capacity.

It could be work with one of the great charities like Oxfam, or something of that kind. But if one is professionally in language, I find that this has valuable bearing upon all kinds of things. Like speech therapy for example. I'm also the President of the College of Speech Therapists, which means helping to give leadership to a profession of 6,000 speech pathologists in the UK, who need support and encouragement. Of course, linguistics is not all there is to speech therapy,

there's anatomy, psychology and physiology; there's social deprivation and medical deprivation. Nearly all people who've got a speech defect as children are multiply handicapped, physically, mentally, socially. There are areas like the wording of legal documents where organizations like the Plain English Movement are working for the clarification of language. There is the protection of the consumer from being ensnared by deliberate manipulation of language. There is air traffic control in which I'm very interested and a couple of years ago with the help of the media magnate Robert Maxwell, we floated a project to develop a code called Sea-Speak. This has now been accepted by the International Maritime Organisation of the United Nations to be used worldwide, as a generative English-

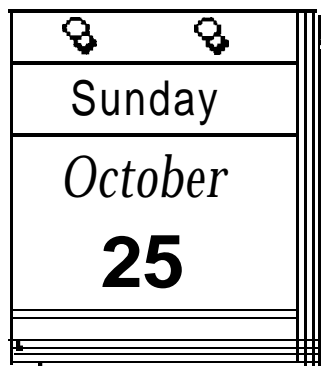
based mechanism for ship-to-ship, ship-to-shore communication. Then again, I'm on the Board of the British Council, which is the UK organization for cultural diplomacy. Well, cultural diplomacy depends in a big way on communication, and so not merely does the British Council play a role in teaching English throughout the world, but it plays a role in helping people to understand the history of culture and to appreciate the different cultures. I'm lucky that

all these activities (or hobbies, if you like) can be so happily connected with my main profession. If I had been, let us say, a dentist, I'd have been much more restricted in seeking cognate activities.

"I feel that we all have a duty as academics to play what part we can in any aspect of national and international life where we think we've got some capacity."

NEW DEADLINE ANNOUNCEMENT

To ensure that *The Language Teacher* arrives in your mailbox on time at the beginning of each month, the final deadline for submissions has had to be changed to the **25th**. (The deadline for meeting announcements is the only one that remains the same.) Of course, earlier submissions would be very much appreciated.



The Editors

JALT News

JALT President Foreman-Takano has a new address:

Deborah Foreman-Takano
Live Oak Noborimachi 804
2-19 Noborimachi
Naka-ku, Hiroshima 730

EXCLUSIVE TO ALL JALT MEMBERS!!!! JALT-COMPUTERLAND EDUCATION PROGRAM

It is with great pleasure that I can officially announce the successful outcome of negotiations between JALT and Catena Corporation, owners of the Computerland stores:

The JALT/Computerland Education Program was established September 1, 1989.

In Great Britain and the United States, Apple Computer Ltd. have run an educational discount program for computer users in the field of education. The discounts have applied to students, teachers and school administrators alike. But no such scheme had existed in Japan.

Now, however, all JALT members will be able to purchase any Apple Computer product from Computerland stores for a 25% discount!

For every purchase, Catena Corporation will send JALT a 5% commission, which will go directly into a scholarship fund, to be named (after the president of Catena) "The Yoshitsugu Komiya Scholarship Fund." The fund will be administered by the JALT National Executive Committee.

For further information please contact the JALT Central Office.

Philip Crompton
Treasurer

Additional news-I am at present negotiating with 3 major international software companies to establish an additional discount program for educationally related software. More details to follow.

☆コンピューター・ランド

1989年9月1日よりカテナ株式会社(コンピューターランド)とJALTとの間に特別教育プログラムが設立されることをご報告いたします。

これはアップルコンピューターがすでにアメリカやイギリスにおいて大学や教育機関との間に結んでいるコンピューターを教育の分野に活用する教育者のためのディスカウントシステムで、この度初めて日本において試みられるものです。

JALT会員であれば会員証を提示することにより全国から選ばれたコンピューターランドのショップにおいてアップルコンピューターの製品を25%割引で購入する

ことができます。さらに5%の手数料がJALTに対して支払われ、これは「小宮善継奨学金」—カラナ(株)代表取締役社長のお名前を頂きました—としてJALT運営委員会により管理されます。(フィリップ・クラプトン)

Proposed Constitutional Amendments

The following amendments will be on the agenda of the Annual Business Meeting at JALT '89.

The first pertains to officers and elections:

Current Wording (ref.
The Language Teacher
XIII:1, p. 27)

Proposed Amendment
(ref underlined portion,
left)

V. OFFICERS AND ELECTIONS

1. The officers of JALT shall be the President, the Vice President, the Treasurer, the Recording Secretary, the Program Chair, the Membership Chair, and the Public Relations Chair. The term of office shall be for two years, or until their successors are elected, with the President, Treasurer, and Membership Chair being elected in odd-numbered years to begin service in even-numbered years, and the Vice President, Program Chair, Recording Secretary and Public Relations Chair being elected in even-numbered years to begin service in odd-numbered years.

2. The Executive Committees shall consist of the officers, the Immediate past president, and one representative from each chapter. At Executive Committee Meetings, two-thirds of the officers shall constitute a quorum. Officers or chapters may exercise their voting rights by proxy.

Delete the underlined sentences from section two, and add a new section, below:

3. At Executive Committee Meetings, two thirds of the officers and a majority of chapter representatives shall constitute a quorum. Officers or chairs of committees may not simultaneously represent by vote a local chapter at the meetings. Further, no proxies are allowed: chapter representatives must be present to vote.

RATIONALE: *The above pertains to two Motions passed at the January 29, 1989 National Executive Committee Meeting:*

VI.7.b. **MOVED:** that neither National Officers nor Committee Heads can simultaneously represent by vote a local chapter at National ExCom Meetings.

VI.7.c. **MOVED:** that no proxies be allowed; Chapter representatives must be present to vote.

The rationale for the proposal, and subsequent discussion, of these Motions reflected the realization that clear, and clearly fair, voting procedures for Executive Committee Meetings had to be established, considering that the size of the body has increased significantly since the drawing up of the original Constitution. National officers who simultaneously represent the local chapters they are from not only find it difficult--and in some cases impossible to adequately fill both roles, but they disallow the chance for another active member from the chapter to gain experience on the Ex. Com. As the organization continues to grow, it is to JALT's advantage that as many interested members as possible have the chance to become familiar with the workings of the organization.

Voting by mail ballot on the basis of the material included with the Final Agenda, as well as proxies, present a serious problem. In the interests of fairness--both to the Chapters and to the treatment of the issues--voting rights should be limited to those involved in the discussion of the issues. Robert's Rules of Order, Newly Revised, upon which the procedures of our organizational meetings are based, makes the following unequivocal points:

It is a fundamental principle of parliamentary law that the right to vote is limited to the members of an organization who are actually present at the time the vote is taken in a legal meeting... An organization should never adopt a bylaw permitting a question to be decided by a voting procedure in which the votes of persons who attend a meeting are counted together with ballots mailed in by absentees, since in practice such a procedure is likely to be unfair.

And further

Proxy voting is not permitted in ordinary deliberative assemblies unless... the charter or bylaws of the organization provide for it. Ordinarily it should neither be allowed nor required, because proxy voting is incompatible with the essential characteristics of a deliberative assembly in which membership is individual, personal, and non-transferable.

An Agenda for an Executive Committee Meeting, even where it includes rationales for motions, is merely that: an agenda; a basis and outline for discussion at the meeting. It is not intended, even if it could, to substitute for the physical gathering and participation in decision-making of every concerned member of the body.

Since the above Motions constitute a necessity for changes in the Constitution, the passing of these Motions by the Executive Committee constitutes a recommendation to the membership that the proposed change in the JALT Constitution be made.

The second proposed amendment pertains to the establishment of National Special Interest Groups:

The following, if passed, will become Section VII of the constitution, with *Amendments* becoming Section VIII.

VII. NATIONAL SPECIAL INTEREST GROUPS (N-SIGs)

National Special Interest Groups are groups each of which addresses a specific topic of interest consistent with JALT goals. They are open to JALT members in good standing.

RATIONALE: *The above has been proposed by the National Officers to allow for the formation of SIGs at the national level.*

CALL FQR REPORTERS

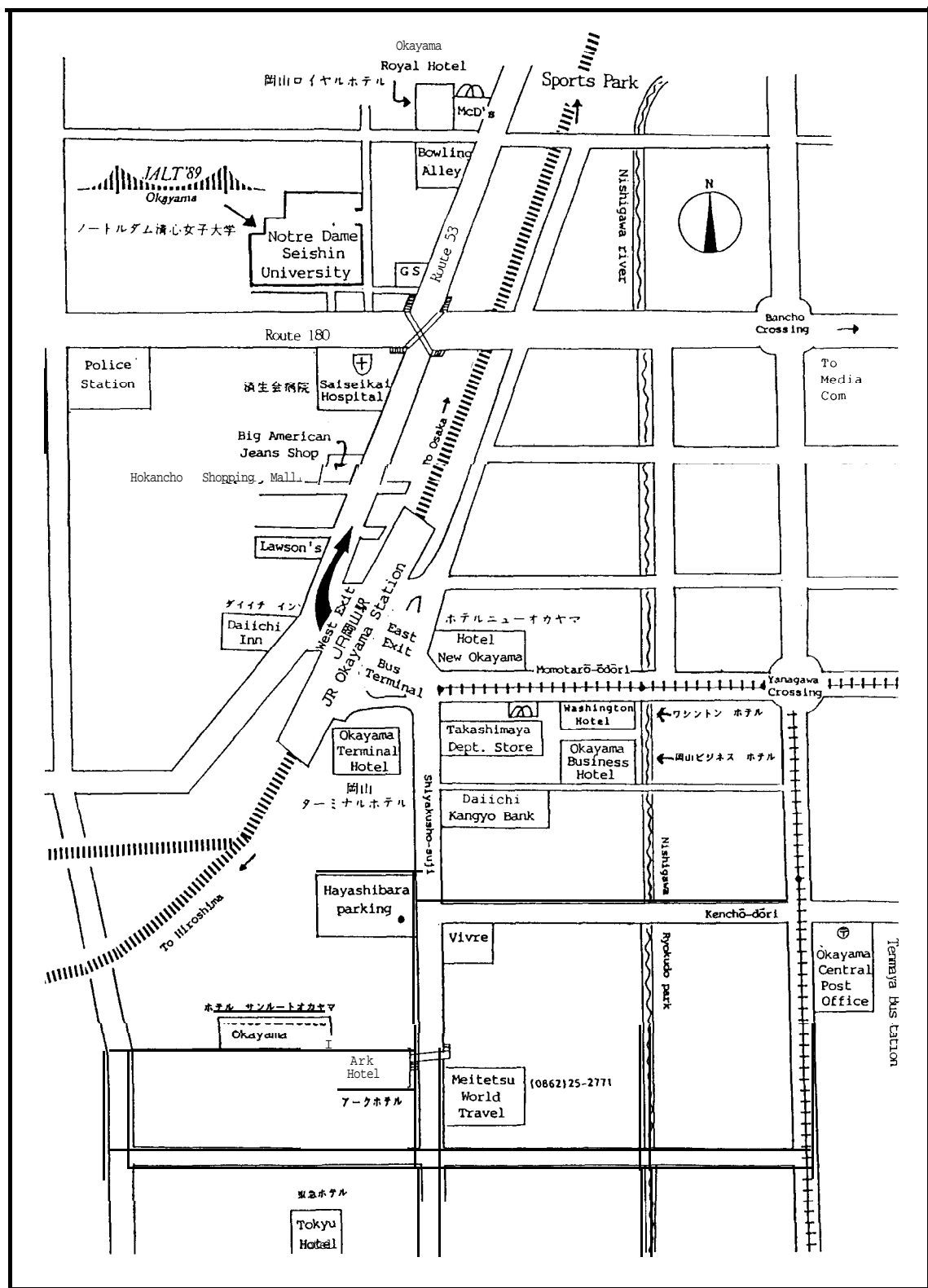


If you are going to the Pre-Conference Workshops on Nov. 2 at JALT'89-Okayama, please write a report for inclusion in *The Language Teacher*.

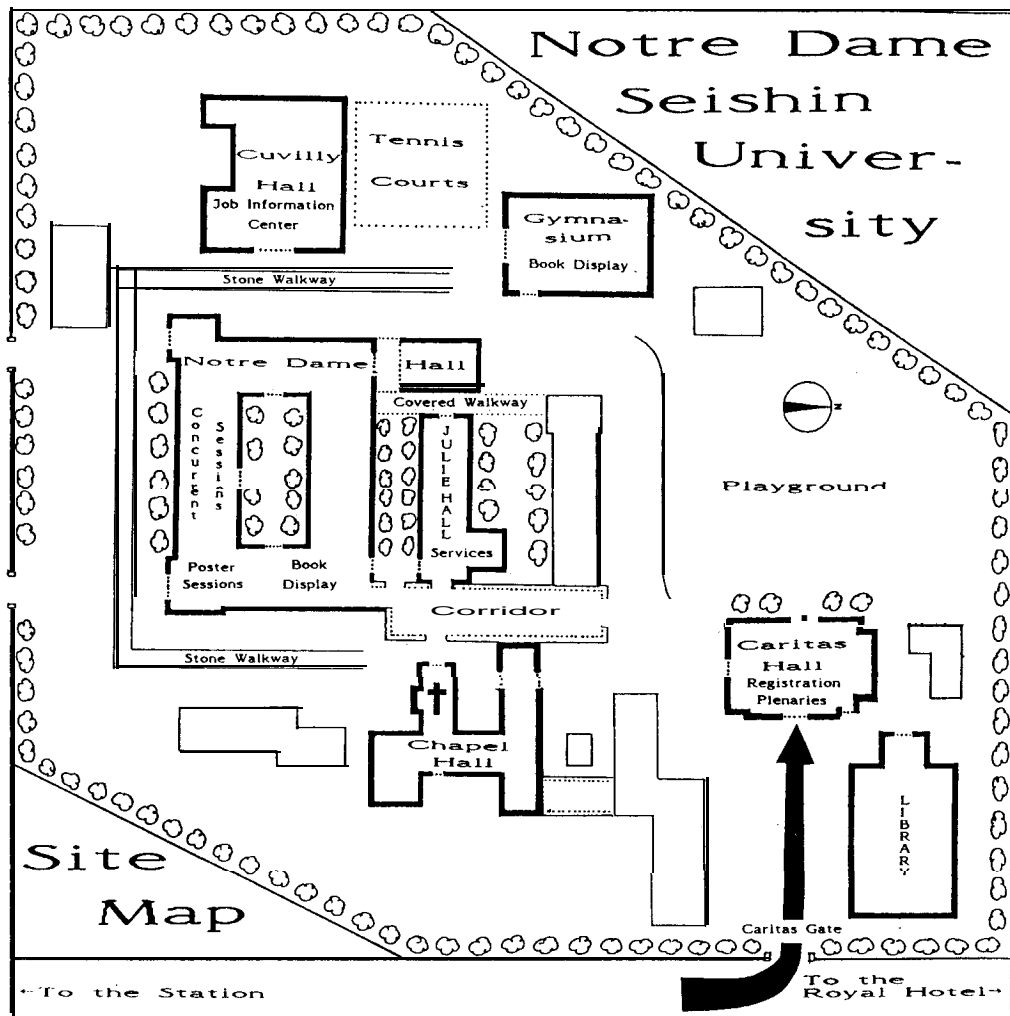
**Contact Ann Chenoweth
at 03-828-7406 a.s.a.p. to
sign up.**

JALT Research Grants

JALT annually offers small grants for research or the development of experimental materials. Contact the JALT Central Office for specifics.



Central Okayama City

Caritas Hall (CA)

Registration Desk
 Hospitality Desk
 Information Desk
 Lost and Found
 Cloakroom
 Parcel Delivery
 Lost & Found
 Plenary Addresses 2F

Chapel Hall (CH)

Concurrent Sessions

Cuvilly Hall (CU)

Concurrent Sessions
 Colloquia
 Job Information Center 813 (2nd F)
 Room 900 (3F)

Gymnasium

Publishers' Display

Julie Hall (JU)

Central Operations 3F, east end
 Art/Graphics Room 3-2
 VIP Lounge 2F, west end
 Copy Center 2F, east stairs
 Presenters' Lounge 2-3
 Refreshment Area 1F

Library (LI)

Colloquia
 Concurrent Sessions

Notre Dame Hall (ND)

Concurrent Sessions
 Poster Sessions 201
 Publishers' Display 100
 Colloquia
 A/V Center 216



Remarks from the Program Chair

The theme of this year's conference, "Bridging the Gap-Theory and Practice," was chosen, in part, to remind language teachers everywhere of the vital link that must be maintained and constantly clarified between what happens in the teaching/learning situation and the knowledge gained from research. Maintaining this link, bridging the all-too-frequent gap between theory and practice is something we owe our students, our profession, and ourselves. The Program this year offers you many opportunities to increase your understanding of the vital connection. We are certain that you will return home from JALT '89 with a wealth of both practical and theoretical insights.

Please take time to study the detailed program included in this issue of *The Language Teacher*. As you can see, there is much to choose from, and you need to plan carefully what you want to see and do to get the most out of the conference. Note that many of this year's presentations begin promptly at 9:00, so don't risk missing an informative presentation for the sake of a few extra winks of sleep. Contribute to the success of the conference by being an early riser and saving your sleep for the train ride home!

A Brief Rundown of Program Highlights

Pre-Conference Workshops: As usual, all the openings for the Thursday Pre-Conference Workshops are quickly being filled through pre-registration. Participants are reminded that the workshops will take place at the Okayama Royal Hotel, 2-4, Ezu-cho, Okayama-shi, Tel. (0862) 54-1155. The conference hotel, it is located just 5 minutes from Notre Dame Seishin University (see site maps). Specific room information will be provided on the map.

Kick-Off Lecture in Japanese: JALT '89 begins with a Public Lecture by Masumi Muramatsu, Chairman of Simul International, President of Simul Acad-

emy of International Communication, and a scholar well known for his humorous insights into intercultural communication. This lecture is entitled "Interpreting and Enjoying Cultural Differences: The Role of Humor in Communication" and is co-sponsored by JALT and the City of Okayama upon the occasion of its centennial. Mayor Hajime Matsumoto of Okayama will provide opening remarks. The lecture will be in Japanese, but an English summary will be provided. JALT and the City of Okayama welcome both JALT members and the general public to what promises to be a fascinating and humorous lecture. Admission is free. The lecture will be held Thursday from 6:00-7:30. Check the block schedule for location.

At the Conference: Whether you plan your conferencing thematically, according to speaker, or otherwise, be sure to include the following in your schedule:

Invited Speakers: JALT '89 has an impressive array of experts on its guest list this year. This is your opportunity to hear and reflect on their experienced views on a wide range of topics. Be sure to attend as many of their presentations and workshops as you can.

NOTICE

Please note that this is still **preliminary** information on JALT '89. There may be changes. Check the *Conference Handbook* and the registration area at Okayama for final schedules.

The Editors

Colloquia: JALT '89 has arranged 12 colloquia. Choose areas of concern and take advantage of these opportunities to focus on a particular issue in depth. Wrap up the conference by attending the Final Panel Discussion, entitled "Directions for the '90s," at which several of our Invited Speakers will reflect on language teaching/learning in the next decade.

Poster Sessions: Many of this year's presentations will be in the form of Poster Presentations in Room 201 of Notre Dame Hall. Each poster will be on display for three hours. The poster format allows you to leisurely look over and discuss with each presenter a wide array of teaching and learning ideas. Checking the front of the Handbook for a complete listing of morning and afternoon sessions.

Publishers' Sessions: For useful insights into how best to utilize new and existing textbooks and materials, be sure to attend the publishers' sessions. Publishers' representatives and authors will be on hand to answer your questions.

The Unsung Heroes: The JALT conference would be nothing if it were not for the many excellent presentations offered by the general membership, who perhaps know best at the grassroots level the specific problems, needs and goals of teaching in Japan. Be sure to

attend your colleagues' presentations, including the Chapter-sponsored. Presentations, for insights into teaching/learning in the Japanese context.

Program Changes: Changes in any aspect of the program will be publicized on notice boards in the registration area. To request changes, contact either the Information Desk in the Registration Area or the Central Operations Room, 3rd floor, Julie Hall, east end.

Other Features

Job Information Center: Civilly Hall 813 (wmd Floor) The Job Information Center will post job openings and coordinate on-site interviews. Conference participants may use this service at no extra charge but are reminded to prepare copies of resumes in advance. Employers who wish to announce jobs and/or conduct on-site interviews should contact the JALT Central Office regarding applications and fees.

Newcomers' Orientation: If you would like advice on how to most efficiently use your conference time, attend one of the Newcomers' Orientation Sessions offered on Friday, Nov. 3, (9:30-9:50 a.m. in the Library, room 304) or Saturday, Nov. 4 (9:30-9:50 a.m. in Chapel Hall 1-3, first floor).

The JALT Annual Business Meeting: You can contribute to the growth and improvement of our organization by becoming more actively involved in the decision-making processes. Business Meeting, Saturday at 11:00 in Caritas Hall 200, just after the Plenary Address by H. Douglas Brown, and let your vote be counted. Chapter officers are reminded to attend their various meetings scheduled throughout the conference. (See daily schedule.)

Social Events: There will be many opportunities to get together with old friends and new at one of the many social events planned this year. We hope to see you at the Friday night Barbecue in Kurashiki and the Saturday night Boat Cruise Banquet aboard the "Gozabune." If you are interested in going, tickets may still be available through our Meitetsu Travel Agent, Mitsuko Azuma, 0862-25-2771, or through the Hospitality Desk at the conference. Alternatively, several Cocktail Buffets are being arranged, including the ones at Gate 2-4 in the Okayama Royal Hotel on Friday and Saturday nights. Okayama also offers a wide variety of fine restaurants and entertainment spots, especially along the lovely Nishigawa Greenway Park.

The Conference Sits

Getting to Okayama should be no problem: it is easily accessible by train, plane, car, and even boat. Check the separate Conference Brochure for details. Once you are in Okayama, Notre Dame Seishin University is a short walk from the west exit (Nishiguchi) of the station. Follow the signs which will be posted or refer to the map included in this issue and the handbook. Meitetsu Travel Service will also have an Information Desk in the station to assist you.

Hotels: A reminder that if you didn't make hotel reservations through preregistration procedures, please make your arrangements now to avoid last-minute frustration.

Parking: Unfortunately, there is very little parking space available on site. With such easy access from the station, we strongly encourage you to leave your car at home. Local parking garages are available for a fee.

Taxis: When taking a taxi to the site, try to avoid

Important Message to Presenters

1. Cancellations: If for some reason you cannot attend JALT '89 as planned, please notify the JALT Central Office as soon as possible via postcard or telephone. Not only is it very frustrating to wait for the presenter who never arrives, but you are also denying someone else the change to present. JALT, 111 Lions Mansion Kawaramachi, Kawaramachi Matsubara-Agaru, Kyoto, 600 Tel. (073) 361-5428.

2. From the Copy Center: Handouts for distribution at the time of your presentation are your responsibility. Please do not expect copying facilities to be easily or readily available on the site. Handouts for distribution should be sent to the Copy Center by October 20. We will catalog them so that participants can order them at the conference and receive them at a later date.

- Four (4) copies (per presentation) of each handout should be sent to the Copy Center.

- Mark your name, presentation number, title, day, time, and room clearly on each handout.

- All handouts should be on A4 sized paper.

*Handouts should be sent to arrive at the Copy

Center by October 20.

- Please try to keep the number of pages for each handout to a minimum.

Send to:

M. Nakano/H. Nasu

JALT Copy Center

Notre Dame Seishin University

2-1 6-9 Ifuku-cho

Okayama-shi, 700 Japan

In the unlikely event that you cannot send your handouts in advance, please bring the number required by the Copy Center (4 copies per presentation) to the conference and hand them in at the time of registration. Place the handouts in an A4-sized envelope (one for each presentation) and seal it. Mark your name, presentation number, title, day, time, and room clearly on the envelope.

3. Presenters' Lounge: Rehearsal rooms, typewriters and other equipment will be available in Room 2-3 (2nd Floor) of Julie Hall. For problems that arise, remain calm and contact the Central Operations Room on the 3rd floor of Julie Hall, east end.

taking it all the way to the Caritas Gate due to the narrow, quickly congested streets immediately around the university. Rather than cause you and the driver frustration, ask to be taken to Saiseikai Hospital at the intersection of Routes 180 & 53 or to the Okayama Royal Hotel, and then walk the remaining distance.

Please study the site map carefully to familiarize yourself with the location of the buildings. *Separate maps will be available on campus as well as posted in all buildings to indicate the location of specific rooms.*

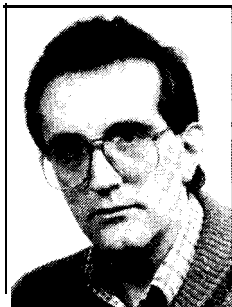
We welcome you to JALT '89. You can help the '89 Committee by spreading the word about the conference. Bring your colleagues, friends, and students to what promises to be a **most** rewarding language teaching conference. See you in November.

Michael Clifthorne
JALT '89 Program Chair

CORRECTION



JANE WILLIS
Collins Cobuild English Course



PETER VINEY
Oxford University Press

We regret that, due to a printing error, the photos of JALT '89 Featured Speaker Jane Willis and Guest Speaker Peter Viney were reversed in the September issue. We are sorry if the mix-up has caused any inconvenience.

THE EDITORS

ATTENTION SPECIAL ISSUE GUEST EDITORS:

Please note that the new deadline for submissions to *The Language Teacher*, the 25th, applies to you, too. You should send in all materials by the 25th of the month two months prior to "you"

The Editors

☆大会プログラム委員長からのお知らせ

JALT'89国際大会を1ヶ月後に控え、大会準備委員会委員一同、できるだけ沢山の参加者が岡山へいらっしやうと楽しんでいただけることを切望しています。本大会のメインテーマは、御存知の通り「理論と実践のギャップの架け橋」です。このテーマが選ばれた理由の一つは、語学教師にとって教育現場で起こっていることと研究から得られた知識との間に生じるギャップを埋める必要と、常に明確化すべき重要な「きずな」を認識することに基づいています。理論と実践との間の「きずな」を維持すること、つまり、頻繁に発生するギャップの架け橋の役割をすること自体、教え子たち、専門職、我々自身に何らかの関係があります。今年プログラムはそういった重大な接点の理解をさらに促進させるために、多くの機会を提供できることと思います。大会参加者の皆さんは、豊富な理論的・実践的知識を学んでいただけることでしょう。

今月号の中にある詳細なプログラムを時間をかけて検討して下さい。ご覧の通り、盛り沢山のプログラムから選択できます。大会参加をより多いものにするためには、綿密な計画を立ててどういったプログラムに参加するかをご検討下さい。今年のプレゼンテーションの多くは午前9時に始まりますので、情報量豊かなプレゼンテーションを寝坊などのために見逃さないようにして下さい。早起きすることが大会の成功につながりますし、不足分の睡眠時間は帰りの列車の中で補っていただきたいと思っています。

☆プログラムのハイライト部分の簡単な紹介

大会前ワークショップ

木曜日に予定されている大会前ワークショップへの参加は大会前登録を通して行われますが、早い時期に満員になってしまうのが通例です。参加予定の方は、このワークショップが岡山ロイヤルホテル（岡山市総図町2-4 電話0862-54-1155）で行われますのでご注意願います。このホテルは大会の主ホテルで、ノートルダム清心女子大学から徒歩5分です。（大会会場付近の地図を参照。）各ワークショップの会場については、ホテル内に掲示してあります。

公開講演

JALT'89大会は、サイマル・インターナショナルの社長であり、サイマル・アカデミー国際コミュニケーションの理事長で、異文化コミュニケーションハウイットにむ見識を提供されている研究者、松村増美氏が11月2日（木）公開講演をされます。演題は「異文化コミュニケーションにおけるコーモアの役割」で、JALTと100年祭の一行事として認定してくれた岡山市との共催です。松本・岡山市長が開会の挨拶をされます。講演は基本的に日本語で行われますが、英語による要旨も提供されま

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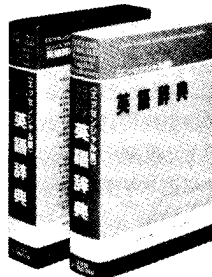
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す。聴衆を魅了するユーモラスな講演が期待できますし、参加費無料ですので、会員の皆様及び一般の関心のある方々の沢山のご参加を期待しております。時間は6時より又会場は大会ハンドブックを御参照下さい。

大会では

テーマ別や講演・発表者別などで大会参加をご計画中の皆さんは、以下のことを日程に含み置き下さい。

招待講演者

今年も大変素晴らしい専門家をゲストとしてお招き致します。幅広い話題で経験豊かな考えを聞くよいチャンスです。できるだけ多くのプレゼンテーションやワークショップにご参加下さい。

コロキア

大会では12のコロキアが予定されています。皆さんに関係のある特定の問題を選び、深く掘り下げて考えて見ては如何でしょうか。大会最後のパネル討議「90年代への方向づけ」の下では、招待講演者たちの多くが参加して、来る10年間の語学教育の展望を話し合いますので、奮ってご参加下さい。

ポスター・セッション

今年のプレゼンテーションの多くがポスター・セッションの形態を取りますが、各セッションは3時間で、ノートルダム・ホールの201号室で開催されます。このセッションでは、参加者が気軽に見て回れ、研究発表者と広範な教授・学習に関する問題について話し合えます。大会ハンドブックの中の午前と午後のセッションのリストをよくご覧になって下さい。

出版社展示会

最新の又は好評のテキスト類や教材各種についてどうしたらうまく利用できるかといったアイデアを得たいのであれば、内外の出版社による展示会にご参加下さい。出版社の代表者や著書が直接皆さんのご質問に答えてくれます。

賞賛されない英雄たち

教育現場での独自の問題ニーズや日本における教育目標を十分に理解している一般の研究発表者たちによって提供される数多くのプレゼンテーションなくしては、JALT 国際大会は恐らく成り立たないでしょう。支部後援のものを含めて、日本の教育・学習環境に適した内容について更に理解を深めるためにも、同職者達が提供するプレゼンテーションに奮ってご参加下さい。

プログラムの変更

大会プログラムに関するあらゆる変更は、登録場所付近に設置される掲示板に記されます。変更希望については、登録場所にあるインフォメーション・デスクあるいは

はジュリー・ホールの3階東端の部屋に設置される大会実行委員会までご連絡下さい。

☆研究発表者の皆さんへの重要なメッセージ

1. 発表のキャンセルについて

ご計画通り JALT '89 国際大会に参加できない事情ができた場合、郵便ハガキあるいは電話でできるだけ早く JALT 事務局までご連絡下さい。到着しない研究発表者をじっと待っている参加者に迷惑をかけてしまうことはもちろんのこと、他の発表予定者のチャンスを奪い取ってしまうことになるからです。ご存じの通り、JALT 事務局の住所は、〒600京都市下京区河原町松原上ル ライオンズマンション河原町111号です。電話は075 361-5428です。

2. コピーセンターから

発表時に配布されるハンドアウトは、発表者ご自身でご準備下さい。大会会場でのコピー機の利用はできません。配布されるべきハンドアウトは前もってコピーセンターへお送り下さい。コピーセンターはそれらを整理し、大会参加者が注文し、後日受け取れるように取り計らいます。そのためには、

- ◆各プレゼンテーションにつき4部のハンドアウトをコピーセンターへご送付下さい。
- ◆名前、プレゼンテーション番号、タイトル、発表日時、発表室番号をハンドアウトに明確に入れて下さい。
- ◆すべてハンドアウトは、A4サイズにして下さい。
- ◆ハンドアウトは、10月20日までにコピーセンターへお送り下さい。
- ◆各ハンドアウトの長さを最小限に止めるよう心がけて下さい。

前もってハンドアウトを送付できない状況ができた場合、コピーセンターによって指示された数（各プレゼンテーションにつき4部）を直接大会会場にお持ちくださり、登録時にご提出下さい。その際 A4サイズの封筒にハンドアウトを入れて封をし、名前、プレゼンテーション番号、タイトル、発表日時、発表室番号を封筒に明確に書いて下さい。ハンドアウトの送り先は、〒700岡山市伊福町2-16-9 ノートルダム清心女子大学 JALT コピーセンター 担当者中野あるいは那須まで。

3. 研究発表者用ラウンジ

タイプライター等を設置したりハーサル用の部屋（ジュリー・ホールの2階2号室及び3号室）がご利用になれます。なんらかの問題が生じた場合には、同じくジュリー・ホールの3階東端に設置される大会実行委員会まで速やかにご連絡下さい。

English In Sight

Patricia Mugglestone,
Hilary Rees-Parnall, Jane Revell



English In Sight gives the student authentic settings and unscripted situations and conversations with "real" people as well as actors whose lines have been scripted. The stories take place in England and make use of both British and American English. This series is for adults in their first or second year of learning and is designed to complement any coursebook of the appropriate level. Each video is divided into 5 episodes of about 5 minutes each. For each episode, the student's book contains:

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For further information, contact **Harry T. "Terry" Jennings**

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キュービリー・ホール 2 階の 813 号室において、求人情報や大会会場での面接を調整する就職情報センターが設置されます。大会参加者の皆さんは無料でこのサービスを受けられますが、前もって履歴書のコピーを数部作りご持参下さい。大会会場で就職情報を流したり、現地で面接をしたい求人側の方は、JALT 事務局にその利用方法やコストについてお尋ね下さい。

大会初参加者へのオリエンテーション

大会参加中の時間をいかに有効に使用するかにについてアドバイスをしてもらいたい場合には、11月3日(金)午前9時30分から9時50分まで図書館の304号室で、また11月4日(土)午前9時30分から9時50分までチャペル・ホール 1 階の 1～3 号室で行われる大会初参加者のためのオリエンテーション・セッションにいらっしゃることをお勧めします。

JALT 年次総会

本学会の成長と改善について話し合い、運営方針の決定権を行使できる年次総会に積極的に参加なさってみては如何でしょうか。JALT 年次総会は、4 日(土)の H. ダグラス・ブラウン博士の全体講演会のすぐ後に、カリタス・ホールの 200 号室で午前 11 時から開催されます。この機会にあなたの投票権を行使して下さい。支部の役員の皆さんは、大会期間中行われる種々の会議に参加する必要があります。(スケジュールをチェックして下さい。)

懇親行事

旧友や新友と一緒に交流を深める多くの懇親行事が企画されています。11月3日(金)夜の倉敷でのバーベキュー・パーティや4日(土)夜の御座船上でのクルージング&夕食会でお会いできることを願っています。参加希望の方は、まだチケットがありますので名鉄観光サービスの東みつこ(0862-25-2771)あるいは大会会場に設置されるホスピタリティ・デスクまでお申し込み下さい。また岡山ロイヤルホテルの中のゲート 2-4 で金・土曜日の夜に予定されるカクテル&軽食パーティは如何でしょうか。岡山市には、その他にも美しいウエストサイド・グリーン・パークに沿った、美味しい料理を提供してくれるレストランや遊び所が沢山あります。

JALT'89 大会会場

列車、飛行機、自動車、船を使って岡山へいらっしゃる方法については問題ないと思います。詳細については、8 月あるいは 9 月の特別増刊号をご覧ください。岡山到着後の、ノートルダム清心女子大学への道のりは簡単で、駅西から徒歩で 10 分以内です。掲示されている案

内サインに従って歩くか、本誌や大会ハンドブックにある地図を参考にして下さい。名鉄観光サービスは、皆さんに情報を提供する特別コースを駅に設置しますので、お分かりにならない場合はお尋ね下さい。

宿泊ホテル

大会前登録の手段を使って宿泊ホテルのご予約をなさなかった方々は、今すぐに予約なさることをお勧めします。

駐車／パーキング

大会会場へ車でのご来場はご遠慮下さい。ほとんど駐車できる所がありません。こんなにも駅から便利な所にある大会会場ですから、お車はご自宅に置いて下さい。しかし、どうしても車でいらっしゃりたいという方は、民間の駐車場がご利用になれます。

タクシー

大会会場までタクシーをご利用になれる場合は、大学周辺がかなり狭い道路ですぐに混雑するため、直接カリタス・ホール側の門までいらっしゃらないで下さい。ご自身もドライバーもいらつたこと間違いなしですからむしろルート 180 号線と 53 号線の交差点にある済生会病院前まで、あるいは岡山ロイヤルホテルまでタクシーを利用し、残りを歩いて下さい。

大会会場内の建物の位置などについては、会場地図をよくご覧になって下さい。別刷のキャンパス地図をご利用になれますし、特別室の位置についてはすべての建物に掲示されていますので心配はありません。

皆様の JALT'89 国際大会への参加を歓迎します。この岡山での大会について知らない人々がいれば教えてあげて下さい。今年最大のしかも収穫の大きい語学教育国際大会である JALT'89 に、是非とも同僚、友人、学生をさそっていらして下さい。では 11 月にお会い致しましょう。

マイケル・クリストフオーン
JALT'89 国際大会 プログラム委員長



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〈お問い合わせ〉

東京：03-461-4421 (電話相談)

03-462-5521 (来室予約)

名古屋：052-561-8821 (電話相談・来室予約)

大阪：06-361-7721 (電話相談・来室予約)

福岡：092-712-9921 (電話相談・来室予約)

**This is a preliminary schedule only. There will be changes.
Refer to the Conference Handbook and on-site announcements for the final schedule.**

KEYNOTE ADDRESS: John Sinclair (Curtis Hall 200)
The Divorce of Practice and Theory

Special Events

Pre-Conference Workshops
 Session 1 9:00-12:00
 Session 2 1:30-4:30

Free Public Lecture
Masumi Muramatsu
6:00-7:30, Miki Kinen Hall
1-1-10 Furugyo-cho, Okayama
(0862-72-3275)

Special Events

Registration 8:30-4:00

**Harper & Row/Newbury House
Morning Coffee Time
8:30-10:00 Registration Area**

Newcomers' Orientation Session
9:30-9:50, Room 304 of the Library

Publisher's Display & Exhibits
10:00-6:00

Plenary
Patricia L. Carrell
Caritas Hall 200, 11:00-11:45

Keynote Address
John Sinclair
Caritas Hall 200, 4:00-4:45

**Cocktails and Barbecue
Floral Court Restaurant
in Historic Kurashiki
6:30-10:00**

**Cocktail Buffet
at Gate 2-4
Okayama Royal Hotel
6:30 Closing**

JALT Organizational Events

Chapter Leaders' Pre-Executive Committee Meeting
12:00-1:00, Room 304 of the Library
Executive Committee Meeting
5:00-6:00, VIP Lounge, 2F Julie Hall

Poster Sessions

Poster Sessions are held in 201 Notre Dame Hall
Friday: 10:00-5:00
Saturday: 9:00-4:00
Sunday: 9:00-4:00

For a complete listing of presentations, please refer to the front of the Handbook.

Needed! Conference Reporters

If you would like to write a report on a JALT '89 conference presentation, contact Ann Chenoweth at 03-828-7406 or sign up at the JALT Publications table near registration at the conference in Okayama.

Saturday

Rm/Time	9	10	11	12	1	2	3	4
CA200								
CH1-1	Yamashita & Takagi: Learning Japanese Signs via Bafa-Simulation Games 174			Swan: The Output Hypothesis and How to get the Output 36		COLLOQUIUM: Teaching Reading Strategies: Research, Practice, & Metacognition Mod: Bamford Part: Carrell, Peaty, Takeuchi-Furoya, Rasche, Zenek-Nishide 84		
CH1-2	Kumai & Rost: First Steps: Listening Skills for H.S. Students 202			Herbel & Davies: Pictionary & Explanatory 383		Fujiwara: Students as Cross-Cultural Researchers 407	Edasawa et al.: Do Films Improve Students' Listening Comprehension 406	
CH271	Ozeki: The Present Status of Teaching American Culture 147			Walsh: Pragmatics and Communicative Language Teaching 370	Pineiro: Guidelines for Choosing Authentic Videos 195	Rutledge: Statistics to Practice: Personal Side of Testing 110	Caprio: A Critical Look at Student Evaluation in ESL Today 162	
CU810	Wardell: Developing Syntactic Structures Using Role-Plays 130			Hanson-Straun: Cognitive Style & L2 Learning: Japan Perspectives 313	Willis: The Lexical Syllabus: The Words We Need 54	Altan: Using Video Cameras with Language Students 496	Morishita: The John Smith Show 240	
CU811	Baxter: Introducing the Newbury House TOEFL Prep Kit 222			Lewis: Grammar as an Exciting Activity 42		COLLOQUIUM: In-Company Language Training Mod: McLaughlin Part: Boyle, Campy, Kradin, Vaughan, Yoshioka 80		
CU900	Swan: Theory: A Good Servant and a Bad Master 37			McCormack: Postponing Burnout: Company Class Recruitment 449		Vierra: Self-Publishing: Who, What, When, Where, Why, How 369	Eschen: Real to Reel: Bridging the Classroom to the World 222	Meehan: Student Attitudes to Comm. Approach & NS Teachers 130
JU2-1	Obari: Integrative Teaching Methods in Listening Comprehension 308			COLLOQUIUM: Video in ELT Mod: Wood Part: Natusch, Stempleski, Tomalin, Viney, Visscher 93		Voor-Reed: Polarity Teaching: Linking Emotion & Cognition 194		
JU3-1	Ingram: From Writing to Composing: Theory and Practice 215			Reinelt & Funk: Intercultural Communication for Large Classes 194		COLLOQUIUM: Bilingual Children in the Japanese Environment Mod: Swan Part: Duell, Fotos, Swenson & Visigato, Yamamoto 87		
JU4-1	Gleason & Kohno: Successful Conversational Openers 361			Kocher: Better than a Hammer: Getting Students to Speak 178	Kitao & Kitao: Writing English Paragraphs 398	Shimane: Generating Ideas for Writing 173	Gray: Self-Assessment: Some Practical Applications 376	
LI300				Helgesen: That's Right: Communicative Correction Techniques 146		Iwasaki: Strategic Paraphrasing 377	Ramsey: Language Teaching and the Creative Process 60	
LI303				Scott: Truth-Searching: Logical Conversation 154	Griffiths: Paucology and Listening Comprehension 50	Adamo & Harvey: Information Transfers 170	Jackson, St. Pierre, & Watts: College Conversation: A Solution 216	
ND200	Adamson: The Content-Based Language Program at Trent 185			COLLOQUIUM: Task-Based Language Learning Mod: Berwick Part: Adams, Sajadi, Wright 88		Helgesen: Support and Respect: Introducing Firsthand Access 200	McSwan: Linking Lessons Together: Language Retention Key 205	
ND203	Neal: Tell Me About Yourself: Teaching Communicative Writing 343			Ginsburg: Independent Learning: Self-Access Language Center 304	Quinn: Alternatives for Self-Instruction in Japan 386	Koif: Card Games: Play English and A Full Deck 213		
ND205	Barnard-Syntagmatic/Paradigmatic Axes in Language Teaching 142			Levin: Freestyle English: Humor in Teaching 249	Ruud: Video Projects for Culture Studies 180	Sinclair: Workshop on Stylistics 20	Beglar: The Projection Model: Teach One and Get One Free? 318	
ND208	Adams: Bridging the Information Gap 181			Richards: Listen For It 167	Sinclair: A Closer Look at Learner Training Activities 427	Young & Allard: The Long and Short of the Silent Way 230		
ND209	Maybin: Making the Most of Coast to Coast 221			Visgatis, Layne, & Sciortino: Using Student-Generated Materials 415		Staff: From Anarchy to Freedom 455	Kocher: Critical Thinking: An Essential Component of EAP 177	
ND210	Morimoto: Can Pleasure Reading be a Real Pleasure? 339			Pauly: In the Crossfire - Organizing a "Saturday School" 351	Peaty: Reading Skills and Strategies: An Overview 117	Hayashi: Counseling for Japanese Language Education 387	Wright: Towards an English Studies Curriculum for University 350	
ND214	Viney: Video: The Extra Dimension to English 45			Rosentreter: East West: A Learner's Survival 211	Bresnihan & Sho: Tasks for Active Listening and Active Reading 156	Thompson: Course Books: Leading Language Learning into the 90s 248	Ziolkowski: Fun & Fundamental: A Guide to Oxford's On Course 209	
ND215	Kitao: Teacher-Made CAI Course 396			Fry: Listening Comprehension: Of Frowns and Smiles 431		Hill: Taking Students to Task 433	Harris: Video Vitals: Techniques for the Language Teacher 232	
ND570				Fox: Taking the Pain out of Reading 176	McLivaine & Guy: Using Creative Visualization in the ESL Classroom 179	Aramaki: "Interactive" Has Become Reality 341		
				Fanselow: You Call Yourself a Teacher? 412		Stein: Classroom Management: A Co-operative Venture 424	Bratton & Berman: Tailor-made Video: New Dimensions Both Hard & Soft 368	

PLENARY:

H. Douglas Brown (Caritas Hall 200)
Beyond Communicative Competence: Teaching Learners How to Learn

JALT ANNUAL BUSINESS MEETING (Caritas Hall 200)

Special Events

Registration 8:30-4:00

Elphe Steel Morning Coffee Time 8:30-10:00, Registration Area

Newcomers' Orientation Session 9:30-9:50, Chapel Hall 1-3 (IF)

Publisher's Display & Exhibits 9:00-6:00

Plenary
H. Douglas Brown
Caritas Hall 200, 10:00-10:45

JALT Annual Business Meeting
Caritas Hall 200, 11:00-11:45

Boat Banquet aboard the Gozabune
Buses Leave Notre Dame Univ at 5:45

Disco Party at Gate 2-4
Okayama Royal Hotel
8:00-Closing

JALT Organizational Events

Saigyo JALT Chapter

Notre Dame Hall 202, 8:00-8:50

JALT Chapter Presidents' Meeting

Notre Dame Hall 204, 8:00-8:50

JALT Treasurers' Meeting

Notre Dame Hall 206, 8:00-8:50

JALT Publicity Chairs' Meeting

Notre Dame Hall 208, 8:00-8:50

JALT Membership Chairs' Meeting

Notre Dame Hall 202, 9:00-9:50

JALT Program Chairs' Meeting

Notre Dame Hall 204, 9:00-9:50

JALT Recording Secretaries Meeting

Notre Dame Hall 206, 9:00-9:50

JALT Annual Business Meeting

Caritas Hall 200, 11:00-11:45

Video Organizational Session

Cuvilly Hall 810, 5:00-5:30

Poster Sessions

Poster Sessions are held in 201 Notre Dame Hall

Friday: 10:00-5:00

Saturday: 9:00-4:00

Sunday: 9:00-4:00

For a complete listing of presentations, please refer to the front of the Handbook.

Call for Reporters

If you are going to the Pre Conference Workshops on No.2 at JALT '89-Okayama, please write a report for including in The Language Teacher
Contact Ann Chenoweth at 03-828-7406 a.s.a.p. to sign up.

Sunday

Rm/Time	9	10	11	12	1	2	3	4:30
CA200		Day: Characteristics of an Effective EFL Reading Class 144	Koshewa: Assessing Communicative Activities 193		Griffiths: Comprehensible Input Training at University Level 46			
CH1-1	Lakon: Describing & Analyzing Stereotypes in Video Tapes 404	Aoki: A New Dimension for Functioning in Business 238	Jennings: TOEIC - Teaching People Who Want to Prepare 233		Lupescu: Cross-Cultural Communication with Electronic Mail 336			
CH1-2	Gershon: Assessing the Masses: Oral Evaluation Techniques 138	Swenson & Silver: Journal Writing: Pros, Cons, Alternatives 420	Lewis: Ten Good Ideas any Teacher Can Use 41		Visscher, Natusch, & Berman: Video Off-Air and Movie Workshop 171			
CH271	Brown: Some Practical Techniques for Teaching Learning Strategies 26	Lewis: Ten Good Ideas any Teacher Can Use 41	Macintyre: Theater Sport 400		Smith: 1 to 1 Teaching: Lesson Format & Class Management 307			
CH372	Konno & Patrie: Sentence-Combining and the Teaching of Japanese 461	Yokoyama & Silverman: Center for International Cultural Studies 242	Hale: "Tokyo Pop" for Beginners 116		Wilkinson: Dynamic English - Games and Songs for Kids 124	Nakata: Creating the World of English 246		
CU810	Graney: Including the Writer in the Reading Class 375	Griffiths: Speech Rate in EFL Lessons 47	Kanel: A Place for Contrastive Analysis in the Classroom 338		Voller: Chatterbox, Or How to Get Your Students Talking! 229	Aoki: Sugaring the Pill: Listening & Speaking Activities 220		
CU811	Modica: Simulations: Theory and Practice 439				Hayes & Dennen: Training to Train: A Course Review 133	Jenkins: Dramatic Pragmatics 469		
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Directions for the 90s (Caritas Hall 200)
Mod: Hashuchi

Special Events

Registration 8:30-1:00

Apple Computer
Morning Coffee Time
8:30-10:00 Registration Area

Publishers' Display & Exhibits
9:00-4:30

Plenary
Mizue Sasaki
Caritas Hall 200. 12:00-12:45

President's Luncheon
(by invitation)

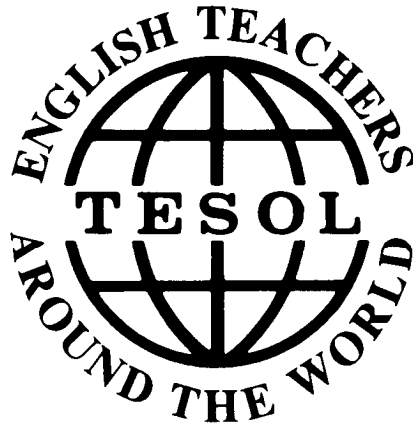
Final Panel
Caritas Hall 200
3:00-4:30

JALT Organizational Events

JALT '89 & JALT '90
Conference Committee Meeting
Julie Hall 2-1, 8:00-9:00
JALT Publications Board Meeting
Notre Dame Hall 206, 8:00-9:30

Poster Sessions

Poster Sessions are held in 201 Notre Dame Hall
Friday: 10:00-5:00
Saturday: 9:00-4:00
Sunday: 9:00-4:00
For a complete listing of presentations, please refer to the front of the Handbook.



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Opinion

CULTURAL RELATIVISM AND BED-WETTING

By Marc Sheffner, Tezukayama University

Recently, much has been said about ethnocentrism (my way, my culture, is right; others are wrong/inferior/ stupid, etc.) and cultural sensitivity (it's not wrong or better, just different, and I accept it as such). In the June issue of *The Language Teacher* 'Opinion' column, "Is Language Teaching Ethical?" (p. 37), Hugh Rutledge makes the very valid point that accepting that no culture is better or worse than any other can lead us to believe that no person or behavior is better or worse; that judgment cannot, even should not, be passed, and this leaves us "without any standards." Does becoming culturally sensitive mean we must leave standards behind? Was Hitler a "nice guy really," only misunderstood? Is it "culturally insensitive" to cry out at the destruction of rain forests? Whose idea was this relativism in the first place?

This is how I understand the matter. I have a young daughter who wets her bed every night. Her mother and I don't like it: we are woken up in the middle of the night, it creates extra washing (and problems of drying if it's raining the next day), and it smells bad! What do we do? Being culturally sensitive, I might think, "To say this is bad is only a reflection of my personal value system. Hey, I'm O.K., you're O.K., live and let live." As a cranky parent with a hard day ahead, I scream, "You rat! How many times have I told you. . . !"

Problem: Screaming and spanking do not solve the matter, the bed-wetting goes on, my nerves fray. . . Perhaps she's doing it for the attention she gets?

Solution: Before bedtime I give her plenty of attention, even criticism, but on NO account mention bed-wetting. Even when she does it again (and again), not a peep; I meekly change the sheets and pajamas, give her a hug, and back to bed. It works. No wet futons now for 3 weeks! (Sh! Don't say that word!)

Having an opinion or a standard about something does not mean I have to express it. Expressing a value judgment is not the same as changing another person's behavior: it may even be counter-productive.

The non-judgmental idea came from therapy: psychotherapy, marriage counselling, assertiveness training, etc. If the therapist lets the patient know her value judgments about what the patient is doing or feeling, she'll blow everything. (Some therapists treating disturbed Vietnam vets were so shocked at what the vets had done and experienced, they could not refrain from expressing their

judgments and became unable to treat the patients.)

I certainly don't think bed-wetting is "good." But to change my daughter's behavior, ranting about how bad it (and she) is simply does not work. Another approach is needed. I keep my standards, she keeps her integrity, and the bed stays dry.

Some people say, "Does not-judging (cultural relativism) mean I must accept as OK my students' English mistakes?" Of course not. In tennis, the linesmen call if the ball is in or out. But they are not asked to judge it as "good" or "bad." Is an out ball "bad"? It depends on which side of the net you're standing on! Tim Gallwey, a professional tennis coach, exploited this distinction and helped his students improve their game by learning to observe but not judge as good or bad what they were doing (*The Inner Game of Tennis*, 1974).

Pronouncing 'l' as 'r' is a mistake, but is it bad? I haven't the faintest idea, and I frankly don't care. As a parent and a teacher, I find it helps to ask myself, "Do I want to prove I'm right, or do I want to change this person's behavior?" The choice is mine.

RECOMMENDED READING

By Clifford Gibson

Hugh Rutledge's Opinion column in the June issue of *The Language Teacher* (p. 37) is a breath of fresh air. We can thank him for pointing out the positive and negative features of accepting "cultural relativism."

Rutledge points out that "teachers will benefit by being conscious of the cultural and ethical implications of the values that they hold and teach." I would add that they would also benefit by having a model of an ideal culture by which to judge the values taught in the societies they come from as well as the ones from which their students come.

One possible model is suggested by Telma Barreiro, in her paper on human development, "Small Groups and Personal Growth: Distorting Mechanisms Versus the Healthy Group," published in *Human Development in Its Social Context* by Hodder and Stoughton, 1986, in association with the United Nations University.

In proposing criteria for a social group that would foster what she calls "maturity growth," Barreiro lists distorting mechanisms of communication and human interaction, including authoritarianism, rivalry, humiliation, aggression, elitism, dependent relationships, and formalism.

Barreiro says that if these distorting mechanisms are systematically repeated in the small groups operating within a society, "we could say they constitute something like a basic psychosocial climate, a cultural feature." Criteria that would be met in a healthy society or "group," according to Barreiro, include lack

CORRECTION

We regret the inaccuracies in Barbara Ha-naoka's contribution to the *Opinion* column in the September issue. The title should be 'More on Accreditation Standards' and the last sentence should read:

However, since the discovery that two people I know who are ignorant of the basic facts of linguistics and whose ignorance hurt their teaching in Japan, which I have observed, have obtained posts as teachers in a Master's in TEFL program in an American college, I, for one, cannot regard the degree as a recommendation.



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Something to Read 2

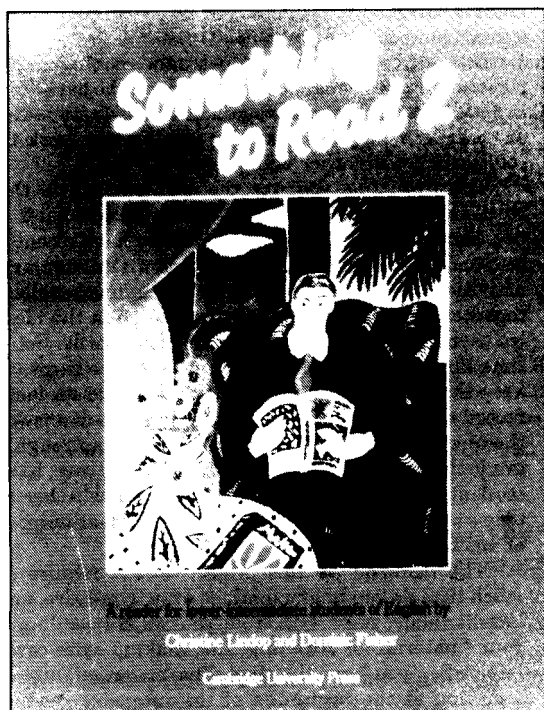
A reader for lower-intermediate students
of English

Christine Lindop and Dominic Fisher

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My Share

Suzanne Yonesaka stresses the importance of the reading skill of scanning and gives some simple practical advice for practising it. Her article is based on university experience, but a "scanning center" could be as easily prepared and profitable to use with learners at a much lower level.

Setting up a Scanning Center

By Suzanne Yonesaka

There are four main ways of reading: *skimming* (reading quickly to get the gist), *scanning* (quickly finding specific information), *intensive reading* (accurately reading shorter texts for detail), and *extensive reading* (reading for global understanding). Although our students need practice in all four types, it seems that in Japan, "reading" classes concentrate on intensive reading—often painfully slow translation rather than "reading"—to the exclusion of other types. And yet, when our students do go to their L2 country of choice, what kinds of things do they read? Menus. Tram schedules. Airline departure signboards. Museum brochures. In other words, the technique they probably most often need to use is *scanning*. Scanning is a specific reading technique necessary for quick and efficient reading...when scanning... we simply let our eyes wander over the text until we find what we are looking for, whether it be a name, a date or a less specific piece of information." (Grellet, 1981, p. 19)

One way to practice scanning would be to pass out copies of a page from a dictionary for example, and have the students see who can find certain information the quickest. Conducted as a race, this activity encourages students to rapidly scan the text for the information they need without getting sidetracked by unknown vocabulary. However, I have found that the better readers finish the task before the poorer readers have even gotten their bearings. For this reason, I set up a system of individualized task cards, allowing them to work at their *own* "as fast as you can" pace.

The first step in setting up a scanning center is to get hold of as much target language realia (of the type that is normally scanned, not read) as you can. Maps, menus, pamphlets, ads, museum guides, and timetables are the sorts of things that immediately come to mind. But I also use tables of contents, labels from canned food and other products, lists from an almanac, handwritten recipe cards, etc. Once you start collecting, you will be amazed at how much material is available, even here in Japan.

Do not try to simplify your materials, which must be kept as authentic as possible. "Authenticity means that nothing of the original text is changed and also that its presentation and layout are retained" (Grellet, p. 8). Even if the text itself would be too difficult for your students to read intensively with 100% comprehension, it can still be appropriate for scanning. Rather than rewriting, break up the text into smaller, less

intimidating chunks to be put on separate cards—for example, "Museum Hours" on one card and "Schedule of Exhibitions" on another. It is important that the students be exposed to a variety of print types, so, again, don't type out something that was originally handwritten, and so on. However, when the print is so small as to be defeating, I usually enlarge

Next, for each section, think of three or four questions that a native speaker would normally be trying to answer by scanning, e.g., "What is the admission fee?" Type out these questions (try to arrange them from the easiest to the most difficult) and their answers. Now, xerox and cut up your reading materials. If it is not immediately obvious where the information has been taken from, you may need to add a fairly large title. You are now ready for the fun part.

Cutting and pasting is only fun if you have the proper equipment; I use a cutting knife and ruler, layout artists' spray glue, light cardboard about 27 x 18 cm. Choose your cardboard carefully: it should neither be so flimsy that the cards won't last more than a year or two, nor so heavy that you can't carry them all to class. (I bought a package of 100 sheets of "ita-3" cardboard and had the store cut them in half.) In any case, you don't want to mess with bits and pieces of leftover cardboard because you need to keep your system compact and portable.

On the front of each card, paste the reading material and the questions; the answers go on the back. Try to have half as many cards again as you have students, or consider using the cards for small-group work in conjunction with other activities.

The first time you use the cards, sensitize the students by explaining what scanning is and what it is not. Have them make lists of what they have recently scanned in Japanese, and maybe do a few scanning activities (like the dictionary page mentioned earlier) together. When you feel that they've gotten the idea, let them come up and choose their own cards. Set a time limit, e.g. five minutes for at least two cards, to keep them scanning quickly. If you have the students record the number of minutes it took them to answer the questions, you will eventually be able to roughly grade the cards in terms of difficulty. In any case, have students keep a record of their progress, whether in terms of time, or number of cards scanned, or number of answers correct.

The material for this project doesn't require as much time as you might think, is easy to prepare, and lasts for many years. Of course, you can keep adding to your "material for scanning" file, making more cards later when you have the time. Five or ten minutes of scanning at the beginning of the intensive reading lesson can help students warm up while providing them with much-needed practice in a necessary skill.

REFERENCES

- Grellet, Françoise (1981). *Developing reading skills*. Cambridge: Cambridge University Press.
 Nuttall, Christina (1982). *Teaching reading skills in a foreign language*. London: Heinemann Educational Books.

Suzanne Yonesaka is a lecturer at Sapporo University.

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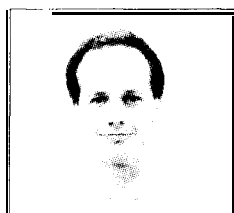
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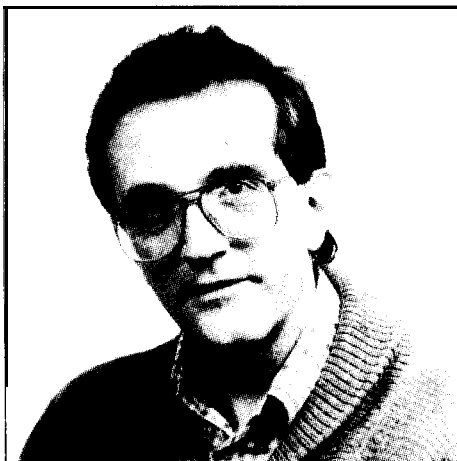
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4 3:30 - 5:30 p.m.

Using Video Actively at the Beginner Level

TOKYO: Monday 30th October

4 12:00 - 1:00 p.m. Tokyo YMCA College of English at Kanda

Nuts and Bolts - Basic Classroom Skills

4 3:30 - 5:00 p.m. Tokyo Foreign Language College

Teaching at the Elementary Level

4 6:00 - 8:00 p.m. Kanda Institute of Foreign Languages

Using Video Actively at the Beginner Level

NAGOYA: Tuesday 31st October

Trident School of Languages

4 3:30 - 5:00 p.m.

Making the Most Out of Video

4 6:30 - 8:00 p.m.

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OSAKA: Wednesday 1st November

Osaka YMCA Language Center/Institute of English Language Education

4 3:30-5.00 p.m.

Language Control - What is It? And Does It Matter?

4 6:30 - 8:30 p.m.

Teaching at the Elementary Level: Directions for the 1990's

HIROSHIMA: Thursday 2nd November

YMCA College of Languages

4 1:00 - 3:00 p.m. (Room 405)

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4 6:30 - 8:30 p.m. Hiroshima YMCA Building No.2

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4 2:00 - 3:45 p.m. Room CHI-1

Video Texts, Tapes and Productions

4 7:00 p.m. Royal Hotel 2nd floor

STREAMLINE User's Session and Wine Party

SATURDAY 4th

4 9:00 - 9:45 a.m. Room ND214

Video: The Extra Dimension to English

4 12:00 - 2:45 p.m. Room CU900

Colloquium: Video in ELT

SUNDAY 5th

4 9:00 - 9:45 a.m. Room ND205

GRAPEVINE: A Multimedia Course

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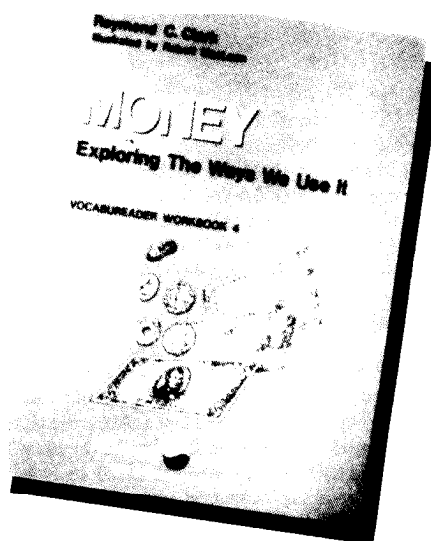
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JALT Under Cover

ATTENTION

Please note the change in format in the headings for Book Reviews. All future Book Reviews should be submitted to the Book Review editors following this, the *TESOL Quarterly* Book Notices format. Please refer to any recent issue of *TESOL Quarterly* or any issue of *The Language Teacher* from October, 1989, for reference.

Real to Reel

Samuela Eckstut and Despina Scoulos. Rowley, MA: Newbury House, 1986.

Real to Reel consists of a textbook with an accompanying cassette tape for the listening activities. The notes to the teacher are followed by 27 units divided into three 'rounds' of 9 units each. Appendices contain pairwork exercises and tapescripts. The same eight topics are covered in rounds 1, 2 and 3 with the laudable aim of recycling language as well as more difficult reading, listening, writing and speaking tasks. Each unit has a prereading task, a reading text, reading comprehension, listening, writing and information-gap speaking activities. According to the introduction, *Real to Reel* is for elementary/low intermediate ESL/EFL students.

The material, however, is not applicable for use outside the U.S. despite its claim to being suitable for such students. It seems more appropriate for teaching classes of "false beginners" who have recently arrived in the U.S. who are either immigrants or are planning to pursue studies there. The material is geared to the requirements of daily living in the U.S. For example, the reading text in Unit 20 (At Home) consists of three authentic U.S. medicine bottle labels followed by a table where the student is required to complete information about medicine dosage, etc. Unit 21 (At Home) includes instructions for using a washing machine. Unit 13 (At Work) has an "authentic" U.S. Application for Employment form and questions on that.

In its attempt to look "authentic," the print is often very small, very dense and full of post-intermediate level vocabulary. These reading exercises would be difficult, demotivating and somewhat irrelevant for Japanese classes. Most of the writing tasks are extremely dull: writing in alphabetical order the names and phone numbers of all the students in the class, making out a check for a telephone bill. Many of the speaking tasks are designed for use in a multi-cultural, multi-lingual class, such as the class questionnaire where students ask each other about occupation, country and languages spoken.

Some of the listening tasks are slightly more useful for the Japanese situation in that they include a variety of voices and some useful colloquial language. In Unit 2, for example, students listen to four calls to Directory Assistance. The speaker at Directory Assistance uses a variety of expressions to terminate the

call such as "Have a nice evening" and "You're welcome." I had some success with Unit 23 (Entertainment) listening. Here, students listen to a movie reviewer give reviews of three movies and complete a table with the rating of each movie and the type of movie being reviewed. The reviewer really panned one of the movies, which my students enjoyed hearing. (It seems such a negative review is seldom found in Japan). Once again, however, the content of most of the listening is boring and irrelevant for students in Japan. Imagine getting a class fired up over a discussion about electricity and gas bills or a lecture on the human heart containing such vocabulary as "atria," "ventricle" and "aorta."

Aside from low-interest content, the material is visually uninteresting, being black and white and lacking many creative or thought-provoking illustrations. In addition, there are frequent cryptic references given in brackets such as 'See page 6.' It was unclear to me which part of page 6 was being referred to. Where so-called "handwriting" is included, it is difficult to distinguish between the capital "D" and the capital "G." The general layout of *Real to Reel* is very poor and requires constant flicking back and forth. For example, with most of the reading passages, you have to flip pages between questions and text. This is counterproductive to fluency in reading.

The only feature of *Real to Reel* I can recommend is the section entitled "To the teacher" at the beginning of the book. If you happen to have this text on your school shelves, take the time to read it. I found it gives a clear, jargon-free summary of aims and methods in the teaching of the four skills. It is a pity that the book itself does not live up to the expectations raised by its introduction.

Reviewed by Alison Lyall
Fukiai Senior High School, Kobe

Basics in Writing: Tasks for Beginning Writers.

Ann Chenoweth and Curtis Kelly. Tokyo: Lingual House, 1988, Pp. 187.

If you can get past the title, which is misleading as well as unexciting, this is an excellent alternative for your college or high school composition classes.

Basics in Writing represents a task-oriented, interactive approach to writing. It is most suitable for what might be called "false-beginning writers": those who have acquired the "basics" of English grammar and vocabulary and can write isolated sentences in English, but who lack experience in composing extended discourse.

The text is divided into five parts, each of which consists of three units, covering the general themes of people, self, locations, settings, and things. Each of the 15 units is centered around a "Writer's Exchange" activity, in which students plan and carry out such diverse writing tasks as describing classmates' wild antics at a party, planning trips to Europe or South-east Asia, solving mysteries, and describing strange new inventions.

An important part of the approach, and a unique feature of this textbook, is the reader feedback stage that follows the actual writing. In the main units, this is built into the activity as "Reader's Comments" and "Writer's Notes": readers react to their classmates'

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compositions in terms of content and clarity, and then the writers review the comments and reflect on their own writing. Five of the units, referred to as "Special Writing Projects," do not include the Reader's Comments or Writer's Notes sections per se, but do incorporate reader feedback in other important ways. In onesuchunit, students, in pairs, engage in an information-gap activity in which they exchange letters to uncover a group of spies. In order to solve the mystery, meaning is negotiated through the medium of writing: students ask questions, answer questions, and clarify statements they have made in previous letters. Thus, through various systems of controlled peer feedback, Basics allows students to get substantial comments on their writing without overburdening the instructor. This makes the text a good choice for large classes.

A minor problem with the reader feedback stage in the main units is that the Writer's Notes sections tend to give students too little guidance as to what they should be reflecting on. One can get around this, however, by suggesting some additional questions on the blackboard, such as the following: Was the writing task in this unit easy or difficult? Was it interesting or not interesting? Why?

While the primary emphasis throughout Basics is on communication, form is not neglected. A series of structure and vocabulary exercises feeds into the Writer's Exchange activity in each of the main units, and an appendix called the "Blue Pages" provides additional, optional grammar practice. Moreover, Basics can be used to teach oral English skills as well as composition. The Teacher's Manual is helpful in suggesting ways of incorporating conversation. Unfortunately, however, the publisher does not provide this free of charge, even when one orders a large number of student books.

I have used Basics as the primary text in three college composition classes for English majors, and it has been well received in all cases. Although some activities seem to be especially popular (e.g., finding the spies, planning a trip abroad, designing one's own studio apartment), all of the units have been at least reasonably successful. However, as success is dependent on relinquishing a large amount of control to the students, the text is not recommended for teachers who feel uncomfortable in this type of classroom situation. Moreover, teachers who do decide to use Basics should be forewarned that in order to make the most of the activities, adequate preparation is a must. This includes a consideration of grouping strategies and seating arrangements, as well as a familiarity with the writing tasks themselves.

With the emphasis on interaction and peer feedback in modern language teaching, it is a wonder that there are so few writing texts that incorporate these notions in a way that is readily employable in EFL classrooms. Basics is valuable, therefore, not only as a textbook per se but as the embodiment of an approach. One hopes that it will set a precedent for the development of future EFL composition materials, as well as, perhaps, for the development of materials integrating composition and conversation under the rubric of communicative English.

Reviewed by Fred E. Anderson
Fukuoka University of Education

Developing Second-Language Skills: Theory and Practice, 3rd ed. Kenneth Chastain. Harcourt Brace Jovanovich, 1988. Pp. 438.

Most ESL teacher resource books are written either for the beginning teacher, serving as a general introduction of ESL, or for the veteran teacher, discussing certain issues in a sophisticated manner. Chastain's 3rd edition of *Developing Second-Language Skills*, however, is a teacher's resource book that attempts to do both. The book gives beginning teachers the general overview of second language theory and practice that they need to gain an understanding of the second-language field and then carries the discussion to a more sophisticated level. The extended reference list at the end of each chapter allows readers to further their study in a particular area beyond the scope of the book.

In his preface, Chastain describes the goal of the book as providing "an overview of second-language learning that will enable both prospective and practicing teachers to understand the relationship between theory and practice (p. v)." This, I feel, he accomplishes very well. The first live chapters deal primarily with theoretical aspects of language teaching and learning. These chapters contain discussions on general linguistics, the history of modern language teaching, and approaches to language teaching. The last eight chapters of the book look at practical applications of language-learning theory, discussing such topics as lesson planning, classroom activities, and student evaluation. One chapter is also devoted to each of the four basic language skills as well as teaching culture. Chapter 6, "Meeting Students' Needs," acts as the bridge between the theoretical and practical aspects of language teaching and learning.

The book also reflects the major changes that have occurred in the second language learning field in the past 10 years, in particular the shift away from the grammar-based syllabus and towards a more communicative-based syllabus. The author, though, cautions us against abandoning the former completely in favor of the latter. Understanding both approaches, Chastain argues, "enables language teachers to comprehend currently proposed approaches better and to make more effective choices in their own teaching (p. v)." Another big difference in the two editions concerns the handling of the role of the neural system in language learning. Whereas, in the 2nd edition, published in 1976, the terms "neurolinguistics" and "brain" were not even included in the index, the 3rd edition devotes a whole chapter to "The Brain and Learning" reflecting the interesting advances language learning has made in recent years in this important area.

Chastain's books have been frequently used in ESL teacher training programs for many years. One of the reasons for this is that the author, not trying to sell one particular language-learning approach, simply presents language-learning theory and practice in

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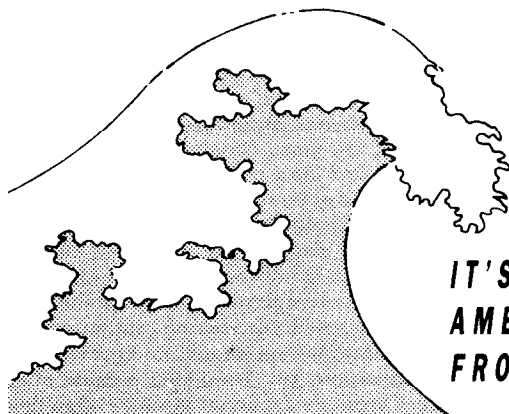
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Reviewed by Mark Caprio
Nanzan University

Idea Exchange. Linda Lonon Blanton. Rowley, MA: Newbury House, 1988. Pp. 153.

Idea Exchange: Writing What You Mean aims to develop students' writing ability to the point where after about sixty hours of classroom instruction and writing practice they can produce a coherent one- to two-page essay on a familiar everyday topic. Blanton has appropriated Ann Raimés's term "parallel writing" and devised a sequence of strategies that guide students towards the successful accomplishment of these goals: becoming more aware of the needs of their readers; getting feedback through the writing process; expanding their ideas and refining what they mean; and revising and editing. She has successfully used Book 1's non-threatening supportive approach with high level beginners who want to learn English for professional, academic and business purposes.

Apart from an inspiring and useful 11-page introduction to the teacher that explains the text's intention and methodological assumptions, *Idea Exchange* addresses the students directly using simple command language that rarely requires clarification. Each of the ten units consists of pre-writing, writing and post-writing activities. That might sound dry, but there is an interesting range of activities that integrate private activities with class-wide cooperation.

In the pre-writing stage students complete Warming Up: Your Journal; Playing with Words; Getting Ready to Read; Reading; and Exercises on the Readings. "Your Journal" is a directed writing task that emphasizes output and de-emphasizes grammar. In this stream-of-consciousness task, students work by themselves and jot down words, phrases and sentences in their private notebook. In "Playing with Words," each student makes a list of related words and creates sentences that are then shared with classmates. "Getting Ready for Reading" requires each student to anticipate the content and vocabulary of the readings: questions are composed and vocab lists are compiled. Again these are shared across the classroom. The readings consist of essays on everyday topics written by three non-native speakers of English and one native speaker who are students at the University of New Orleans. Rhetorically, six units are narrative; the remaining four are descriptive. The readings exemplify chronological and spatial order, enumeration and shift of conversational subject. They often challenge the high beginners' reading proficiency but gaps in comprehension can be supplemented by a quick glance at the manga-style drawings. "Exercises on the Readings" are intended to review structures that students may use during the editing of their own writing. Supplementing these exercises with material that addresses the specific needs of each class is recommended.

In the writing stage students complete Talk with a Partner; Make Some Decisions; Write a Draft; Read Aloud to Your Partner; Write a Second Draft; Exchange Drafts with Your Reader; Exchange Drafts

with Your Reader; and Rewrite Your Draft. In "Talk with a Partner," students talk in pairs and take notes of their partner's verbal essay. These notes are then read back to the speaker for a mutual comprehension check. "Make Some Decisions" involves choosing another classmate as a reader and writing down some questions that the chosen reader is likely to expect to be answered in the essay. The process of writing and the product of that process are given equal weight as the students take the four steps from Write a Draft" to "Rewrite Your Draft." Partners and readers participate in the process of clarification and offer written and verbal suggestions as the writer revises, edits and proofreads the essay. Once the writer has read the reader's comments and rewritten the essay one more time, the essay is considered published; drafts and the final essay are ready for the teacher's appraisal.

In the post-writing stage students complete Writing Down." Students write to the teacher answering questions that focus on their experience as language learners. Apart from establishing another situation with a real reader, this learning log is an excellent device consolidating classroom rapport.

I found that Blanton's parallel writing approach works best with small groups of highly motivated learners. The relationship between the students and the teachers and among the students themselves needs to be very supportive to help counteract the feelings of vulnerability that often afflict lower level learners. Using this approach does require a great deal from beginning writers and the teachers. It can take weeks for some Japanese students to feel comfortable with the responsibility of responding honestly to the clarity of classmates' writing. And although the readings are intended to provide a context and support for students' writing, students often seem disheartened by the distance between their writing and the readings. Waiting for breakthroughs in reading and writing skills may test your patience as a teacher but emphasizing the process of writing can help morale.

I did have several challenges in using this text with a group of high level beginners who didn't want to learn English for professional, business or academic purposes. Admittedly they fall outside of Blanton's intended audience, but these problems were also present with other groups. Blanton is emphatic that we cannot write well on topics that are distant from our personal experience. In an informal poll some Japanese learners admitted they are somewhat reluctant to talk about themselves and their families. This can make using this text a little difficult!

The second challenge is 'Your Journal.' With my white western heritage of psychobabble, writing to myself for five minutes doesn't seem too crazy. Some students found this just a little too *kakenai*.

While I did find these problems in Blanton's overall approach, I had some success adapting elements of her approach. "Playing with Words" was very useful in junior high school classes. Students were often astounded at the breadth of their collective vocabulary as the group leaders displayed their list on the blackboard. I also adapted the idea of parallel writing, substituting passages from Mombucho-approved texts for the text's essays, but found that because of entrance exam pressure Japanese teachers often don't

have the time to wait for development in written expression.

It is important for Blanton that learners start writing early to consolidate reading, speaking and listening skills. Perhaps Blanton's approach would be excellent for junior and senior high school English clubs provided that the level of difficulty was adjusted accordingly. Because of the need for sustained teacher attention to support students' motivation. I couldn't recommend using this text for bored classes of engineering students. This is a solid text for small groups of serious students.

Reviewed by Tim Cross
Kitakyushu Municipal Board of Education

Face to Face: The Cross-Cultural Workbook. Virginia Vogel Zanger. Rowley, MA: Newbury House, 1985. Pp. 164.

Most teachers would agree that culture, and not just language, should be taught in the foreign language classroom, but how should we go about it? *Face to Face: The Cross-Cultural Workbook* takes a unique approach to the problem. Rather than attempt to describe, explain or analyze culture, this book provides students who are studying in the United States with the opportunity to explore American culture through direct, 'face to face' communication with native speakers of English.

Each chapter begins with a short reading, usually in the form of a case study, illustrating some aspect of cross-cultural communication. Topics include nonverbal communication, male/female roles, time, money, proverbs, and youth culture. The author then gives background information which helps clarify the case studies. These case studies, along with the background information, can lead to very interesting discussions and, by themselves, make *Face to Face* a worthwhile book.

What really sets this book apart, however, is the questionnaires that allow students to interview both themselves and native speakers about the same topics. The students practice speaking English, learn about American culture directly, and then share the information they have gathered with their classmates. This of course assumes that all the students can easily find native speakers willing to freely give their time.

In the United States, or in any other country where English is spoken, this shouldn't present a problem. In Japan, however, it would be very difficult to find such volunteers for all students on a regular basis.

Although the "face to face" aspect may be lost here in an EFL setting, the readings are interesting, relevant and motivating, and can be effectively used as supplemental material in either conversation or culture classes.

Reviewed by Jo DeVeto

3799 (37)
『こんなに勉強しているのに、なぜ英語ができないの』

北村崇郎著、草思社、1989年、235頁、1,500円。

Takao Kitahara

書名は第二言語習得論を想起させるが、内容は、文法中心翻訳教授法、集中授業にあらざるカリキュラム、及

び、多人数クラスの特徴を有する日本における中・高・大の典型的英語教育事情を批判するものである。著者の言わんとするところを箇条書きにて要約すれば下記の如くなる。

1. 母語習得過程、構造主義言語学、並びに行動主義心理学の研究成果に拠れば、生きた言葉の学習は、聞く・話すことに始まり、読む・書くことへと進むべきものであり、文法中心翻訳教授法は変則である。
2. 生きた言葉の教育は、生きた人間である教師と生きた人間である生徒・学生の間に存在する故、心のふれあいの中に言葉の学習・教育が行われるべきであり、その実現の為にクラスサイズが、アメリカにおける外国語教育の例にならって、少数にされる必要があり、これは聞く・話すことを中心とする言語学習を可能にするものである。
3. 外国語学習においては、第二次世界大戦時にアメリカの ASTP (陸軍専門訓練計画) におけるカリキュラムにて例証された如く、集中練習が効果的である故、集中授業方式のカリキュラムを、特に、聞く・話すことを中心とする練習の際に、導入すべきである。
4. 以上の様な英語授業を実施・運営するには、英語をある程度は話せる教師が不可欠であり、この会話能力が教員採用時における一つの条件とされると共に、現在教えている教師の会話能力伸長の為の再教育が施されるべきである。
5. 然るに、斯様な大変革が一気に為される可能性は無きに近故、「英語を一刻も早く身につけたいが実現できないという差しせまった問題に直面している学生」(p.193) には但、日本の大学教育について問題意識を持っている若者であることを条件として、ホームステイ並びに短期英語留学のたぐいではなく、欧米、特にアメリカの大学に、当初にては現地における ESL のコースを取る必要があるにしても、正規に留学を果し、卒業することを勧める。因に、これは言語教育実施理論における immersion 方式の有効性を想起させる。

上記 1 と 2 の改革案については、著者自身の次の言語は、英語教師の普遍的現状認識に重大に関係すると思われる故、そのままここに引用させて頂く。

「といっても、中学でも、高校でも、大学と同じように一クラスの生徒数が四五名とか五〇名であるので、現在の教育法を変えようとすれば、別の問題が派生する。教師が文法中心翻訳法に疑問をもち、いろいろの教育法を研究して試みようとするれば、必然的に毎日のように生徒に宿題を課し、それに目を通さなければならなくなる。これだけ大勢の生徒のペーパーを毎週のように調べるとなると校務分担の仕事も大きな負担となって自身の日常生活にのしかかっている教師としては、現在以上の負担を抱えることは、人間的にも、物

理的にも、実行不可能だ。だから文法中心翻訳法は変えなければならないと知っていたながら、この問題に手をつけられない教師が存在したとしても、僕自身が中学、高校で英語教師であった経験からいえば、無理もないと同情するのみだ。」(p.179)

これが確かに大多数の英語教師が抱く表立って啓明を憚る切実な声である筈で、然らば自ずと、著者の誠意ある、又、現代の日本人大学生並びに大学卒業生にとって個人的に大いに実現性のある上記5の留学の勧めとなるのである。これが、著者の日本の中・高・大における普遍的英語教育事情を把握した上での論理的に、そして著者の教育体験に基づいて帰結された英語教育界並びに個々の英語教師への認知・許諾・諦念か否かの返答を迫る真摯な問いかけである様に思われる。書の帯の言葉を借りれば、「生きた英語を身につけるには、旧態依然たる日本の英語教育(におさらばして)、ハンバーガーが買える英語の力があればアメリカに生きなさい!」という挑発に我々英語教師は如何なる態度を取るのか。それを認めぬならば我々に何が出来得るのか。その答えは、英語教育・英語教師の存在理由・その拠りて立つ基盤並びに「生きた英語の力」の実質的意味内容・その構成要素の本質的理解への教師個々人の求道的(学習・教授)態度・実践により導き出され得ると評者には、誠に僭越ながらも、感じられる。

正にこの点において、書は英語学習・教授、専門研究、及び心のふれあいを基とする教育実践を含む著者自身の特異な個人的求道の生き様を著わしておるが故、一読者として感動を受けるが一方、評者自身の特異な英語学習・教授歴並びに外国語習得課程に関する少々の知識に基づく個人的な英語学習論・教育観との相違があるのも当然である。内容に関しては、「新しい語学教育法」の捉え方にオーディオリンガル・アプローチへの少々の偏向が見られ、又、私的な語学教育機関における集中授業方式並びに immersion 方式を採用した少数のクラス運営そしてその存在と中・高・大における英語教育との関連性への言及が望まれることもあるが、個々の教師に英語学習・教授そして教育上の生き様を問う前述の本質的問題理解を促す啓発の書である。

井 沢 広 行
桃山学院短期大学

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* or the *JALT Journal*.

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

CLASSROOM TEXT MATERIALS/ GRADED READERS

- *Allemano, J. (1989). *Concepts: An advanced short course*. Walton-on-Thames, Surrey: Nelson.
- *Bennett, S.M. & Van Vleet, T. G. (1981). *The topic dictionary: English words and idioms*. Walton-on-Thames, Surrey: Nelson.
- *Blundell, J. (1989). *Practicing grammar workbook 1*. Walton-on-Thames, Surrey: Nelson.
- *Boyd, T. (1988). *In their own words*. Walton-on-Thames, Surrey: Nelson.
- *Carrier, M. & The Centre for British Teachers. (1985). *Take 5: Games and activities for the language learner*. Walton-on-Thames, Surrey: Nelson.
- *Hadfield, J. (1984). *Elementary communication games: A collection of games and activities for elementary students of English*. Walton-on-Thames, Surrey: Nelson.
- *Hedge, T. (1985). *In the picture* (Skill of Writing Series, pre-intermediate). Walton-on-Thames, Surrey: Nelson.
- *Hedge, T. (1986). *Freestyle* (Skill of Writing series, intermediate). Walton-on-Thames, Surrey: Nelson.
- *Kindler, D. (1981). *Picture prompts*. Walton-on-Thames, Surrey: Nelson.
- *Norman, S. & Hufton, T. (1984). *The countrybar story 1: Reviewing the situation*. Walton-on-Thames, Surrey: Nelson.
- *White, G. & Khidhayir, M. (1983). *In business*. Walton-on-Thames, Surrey: Nelson.
- Beckerman, H. (1989). *Guessworks! A musical mystery play. (A theatrical approach to listening.)* New York: Collier Macmillan.
- Carrier, M. (1988). *Business circles*. Walton-on-Thames, Surrey: Nelson.
- Chan, M. (1989). *Process & practice: Activities for composing in English*. New York: Collier Macmillan.
- Clarke, D. (1989). *Talk about literature*. London: Edward Arnold.
- Cotton, D. (1988). *Keys to management*. Walton-on-Thames, Surrey: Nelson.
- Fowler, W. S. & Pidcock, J. (1988). *Synthesis*. Walton-on-Thames, Surrey: Nelson.
- Hall D. & Foley, M. (1988). *The last word* (Skill of Speaking series, intermediate). Walton-on-Thames, Surrey: Nelson.
- Kelly, J. (1989). *The English workbook: An interactive approach to listening/speaking*. New York: Collier Macmillan.
- Salz, J. (1989). *Stages of life: Mime, improvisations, role plays and skits for English language learning*. Tokyo: Yamaguchi.
- Shakleton, M. (Ed.) (1989). *Further recollections: Ten stories on five themes*. London: Edward Arnold.
- Thomas, B.J. (1989). *Advanced vocabulary and idiom*. London: Edward Arnold.
- Thorn, M. (1989). *Accurate English: Lower intermediate level*. London: Cassell.
- Voller, P. & Widdows, S. (1989). *Chatterbox: A conversation text of fluency activities for intermediate students*. New York: Collier Macmillan.
- !Ashworth & Clark. (1989). *Stepping stones I & 2* (Student's, Teacher's, Activity book, Cassettes). London: Collins.
- !Bliss, B. with Molinsky, S. (1989). *Voices of freedom: English for U.S. government and citizenship*. Englewood Cliffs, New Jersey: Prentice Hall Regents.
- !Brieger & Cornish. (1989). *Secretarial contacts: Communication skills for secretaries and personal assistants*. Englewood Cliffs, New Jersey: Prentice Hall.
- !Heyer. (1989). *Picture stories for beginning communication*. Englewood Cliffs, New Jersey: Prentice Hall.
- !Lado. (1989). *Lado English series, I & 3* (new edition). Englewood Cliffs, New Jersey: Prentice Hall Regents.
- !McPartland. (1989). *What's up? American idioms*.

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Englewood Cliffs, New Jersey: Prentice Hall Regents.
 !Molinsky & Bliss. (1989). *Side by side book 3* (2nd ed.).
 Englewood Cliffs, New Jersey: Prentice Hall Regents.

TEACHER PREPARATION/REFERENCE/RE-SOURCE/OTHER

- *White, R. (1982). *The English teacher's handbook: A short guide to English language teaching*. Walton-on-Thames, Surrey: Nelson.
 !Bmoka & Grundy. (1989). *Individualization and autonomy in language teaming*. ELT Documents 131. Modern English Publications.
 !Byrd, Constantinides & Pennington. (1989). *The foreign teaching assistant's manual*. New York: Collier Macmillan.
 ICarter, Walker and Brumfit. (1989). *Literature and the learner: Methodological approaches*. ELT Documents 130. Modern English Publications.
 !Holden & Hill, eds. (1989). *Creativity in language teaching: The British Council Milan '89 papers*. Modern English Publications.

The Language Teacher welcomes well-written reviews of other appropriate materials not listed above (including video, CALL, etc.) but please contact the Book Review Editors in advance for guidelines. Well-written, professional responses of 150 words or less are also welcome. It is *The Language Teacher's* policy to request the reviews of classroom teaching materials be based on in-class use. All requests for review copies or writer's guidelines should be addressed to the Book Review Editors.

IN THE PIPELINE

The following materials are currently in the process of being reviewed by JALT members for publication in future issues:

- Alderson, et al. *Reviews of English language proficiency tests*.
 Anger, et al. *On your way 1 & 2*.
 Azar, B. *Understanding and using English grammar*.
 Boardman & Holden. *English in school*.
 Brown, D. *A world of books*.
 Brown, J. *Understanding research in second language learning*.
 Celce-Murcia & Milles. *Techniques and resources in teaching grammar*.
 Cellman. *On course 1*.
 Chamberlain and Baumgardner. *ESP in the classroom*.
 Chaudron, Craig. *Second language classrooms*.
 Davis & Rinvolucri. *Dictation*.
 Dennis. *Experiences: Reading literature*.
 Devine, et al. *Research in reading in English as a second language*.
 Dobbs, C. *Reading for a reason*.
 Doff. *Teach English*.
 Dunkel & Gorder. *Start with listening*.
 Ellis G. & Sinclair, B. *Learning to learn English*.
 Fox, ed. *Collins essential English dictionary*.
 Fries. *Toward an understanding of language*.
 Fromkin & Rodman. *An introduction to language*. 4th ed.
 Graham. *Jazz chants fairy tales*.
 Greenhalgh, et al. *Oxford-ARELS preliminary handbook*.
 Hughes, ed. *Testing English for university study*.
 Johnson & Snowden. *Turn on! Listening for cultural information*.
 Jones, L. & Alexander, R. *International business English*.

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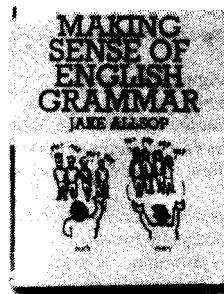
[MAKING SENSE OF ENGLISH GRAMMAR]

Jake Allsop

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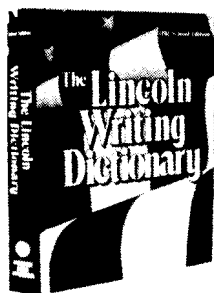


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- Jones & Kimbrough. *Great ideas*.
 Kennedy. *Language planning and English language teaching*.
 Levine, et al. *The culture puzzle*.
 Lindop & Fisher. *Something to read 1*.
 Littlejohn. *Company to company*.
 Live. *Yesterday and today in the USA*.
 Lowe & Stansfield. *Second language proficiency assessment*.
 McCallum. *Brief encounters*.
 Murphy. *Grammar in use*.
 Nunan. *Syllabus design*.
 Nunan. *Designing tasks for the communicative classroom*.
 Parwell. *The new Oxford picture dictionary*.
 Pattison. *Developing communication skills*.
 Peaty. *All talk*.
 Prabhu. *Second language pedagogy*.
 Rinvolucri. *Dictation*.
 Rooks. *Non-stop discussion workbook*, 2nd ed.
 Ruse. *Oxford student's dictionary of current English*.
 Schimpff. *New Oxford picture dictionary intermediate workbook*.
 Sheldon, ed. *ELT textbooks and materials: Problems in evaluation and development*.
 Snyder, D. *Literary portraits*.
 Strong, ed. *Second language learning and deafness*.
 Trueba. *Raising silent voices*.
 Viney and Viney. *Mystery tour*.
 Wallace, C. *Learning to read in a multicultural society*.
 Watanabe, Gibbs & Gibbs. *News & views*.
 Yalden. *Principles of course design for language teaching*.
 Zevin. *New Oxford picture dictionary beginner's workbook*.
 Zimmerman. *English for science*.

A REQUEST FROM THE EDITORS

If possible, when submitting articles for consideration, please send both a hard copy and a disk copy

(Mac or 3.5" IBM PC)

Opinion (cont'd from page 38)

"authoritarian" authority, respect for members of the group for what they are, encouragement to create and express themselves within the group, admission of importance of subjectivity and individual experience, conflicts brought out into the open without misgivings, lack of rivalry, and questions of substance given more weight than formal, ceremonial or ritual questions.

These paraphrases of Barreiro's suggestions only give an impression of her concepts of healthy and unhealthy social features, but anyone considering the points about "cultural relativity" and values raised by Rutledge in his piece would find the paper by Barreiro mentioned above as well as her "Towards a Model of Human Growth" in the same volume stimulating.

NEEDED!



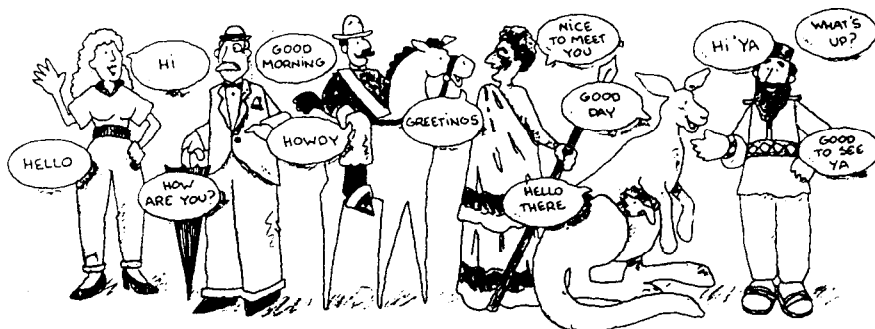
Conference Reporters

If you would like to write a report on a JALT '89 Conference presentation, contact Ann Chenoweth at 03-828-7406 or sign up at the JALT Publications table near registration at the conference in Okayama.

SUBSCRIBE TO THE TESOL NEWSLETTER

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

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Presentation: *The Teenager and the English Language*
Frank Crane Sunday; Nov. 5, 9 a.m., Room ND 208



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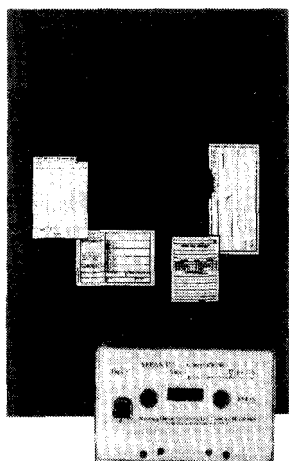


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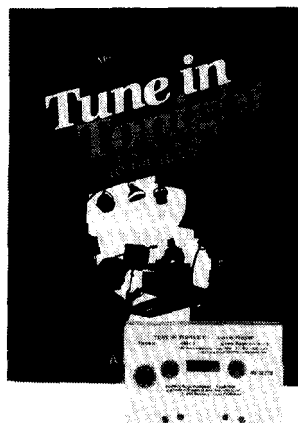


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Chapter Presentation Reports

Chapter presentation reports written in English should be sent to co-editor Eloise Pearson; those written in Japanese should be sent to the Japanese Language editor (see p. 1). They should reach the editors by the 25th of the month two months prior to desired month of 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 reports must be typed, double-spaced, on A4-sized paper. Longer reports can be considered only upon prior consultation with the editors. Please refer to guidelines in the January issue of this volume.

ATTENTION

All English-language chapter reports should be sent to co-editor Eloise Pearson, Sugacho 8 banchi, Shinjuku-ku, Tokyo 160 (tel: 03-351-8013; fax: 03-351-4596). Reports in Japanese are to go to the Japanese Language editor.

TOKYO

TEACHING LANGUAGES IN OTHER CULTURES

By Sonia Eagle and Terry Jennings

Tokyo's meeting for July was a 3 1/2 hour programme featuring two guest speakers and a panel discussion.

The noted anthropologist Dr. Sonia Eagle, of Kanda University of International Studies in Chiba Prefecture, gave a fascinating presentation on "Cross Cultural Teacher Shock," which, while based on firm scholarly research, was highly entertaining. Dr. Eagle introduced the audience to the concept of the classroom as miniculture. She stressed the necessity of observation through field research as a preparation for actual contact with other cultures.

Through trying to implement such field studies with her own students, Dr. Eagle has come to the realization that there are several basic educational paradigms beside the Scientific Method, which the EFL teacher may, in error, assume to be universal.

As an example, Dr. Eagle explained the crucial importance in western thought of the concept thesis, antithesis, and synthesis. This concept, together with the belief that there are no absolute truths, encourages Western students to challenge their teachers. Indeed, that is almost expected of them. Such behavior, however, is seen as disrespectful towards the teacher in other cultures in which the learner is expected to conform to a much more passive role.

Dr. Eagle's own hypothetical model for Japanese students includes strategies based on the Karaoke, Group, and Jan-Ken-Pon mentalities. The last reveals that while no one will volunteer in class, students are quite willing to submit to blind fate.

Harry T. Jennings of Prentice Hall/Regents Japan introduced several of his company's books that deal

with the theme of cultural communication: *Beyond Language*, *The Culture Puzzle*, and *Communicating in Context*. Though not specifically designed for Japanese students, these books have been used successfully in several university programmes here in Japan with the object of preparing students for American universities. A basic premise in all of the books is that good communication skills depend on becoming familiar with the target culture.

During the panel discussion, several speakers related their own experiences in working in a variety of cultures. One piece of advice mentioned several times was the danger of becoming overly friendly with one's students. Dr. Eagle finished the programme with the warning that teachers must be careful not to lose their own culture.

Reported by
Martin White

NK Management Center Co., Ltd.

福岡：テーマ「英語勉強会について」

講演者 青山静子

熊本生まれの青山静子さんは、学習院大学文学部英文科卒で米国カリフォルニア州コントラコスタカレッジでクリエイティブライティングを学ばれた方である。

1979年には、運輸省通訳ガイド試験に合格、又翻訳業にも従事されている。

今回は、「英語勉強会について」というテーマで講演して頂いた。大変講演の上手な方で、いつのまにか自己紹介から本題に入っているといった展開ぶりであった。

内容としては、今から英語の指導を始めようとする人には非常に参考になったのではないだろうか。

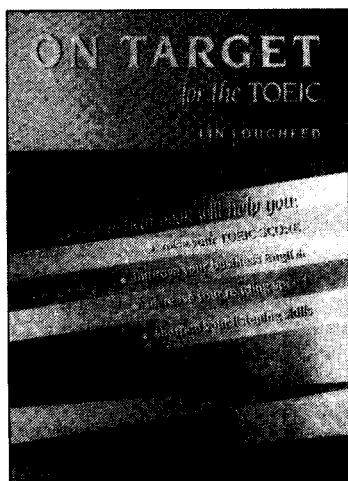
その中で彼女が紹介した「1人英会話」はなかなかおもしろいものであった。これは、いつでもどこでも自分の目に見えるものを英語で表現するという方法で、意外に新しい発見があると思われる。新米教師には是非ともお勧めしたい勉強方法である。

また、「電車の中での同時通訳」も他人の会話を耳にしなが、す早く英語に転換していくスピードが興味深く、なかなか高度で自分の実力を実感できるよい方法である。

反省点としては、参加者の中には外国人講師もいらっしやったので、あらかじめ準備されていた英語での講演が望ましかったのではないだろうか。又予定されていたワークショップを行えるような時間配分も必要であっただろう。

最後に、青山静子さんの今後のご活躍をお祈りしたい。

報告者：西島裕里



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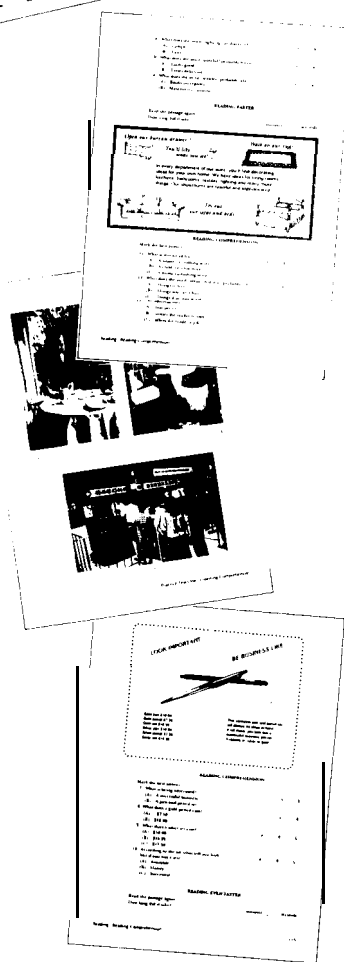
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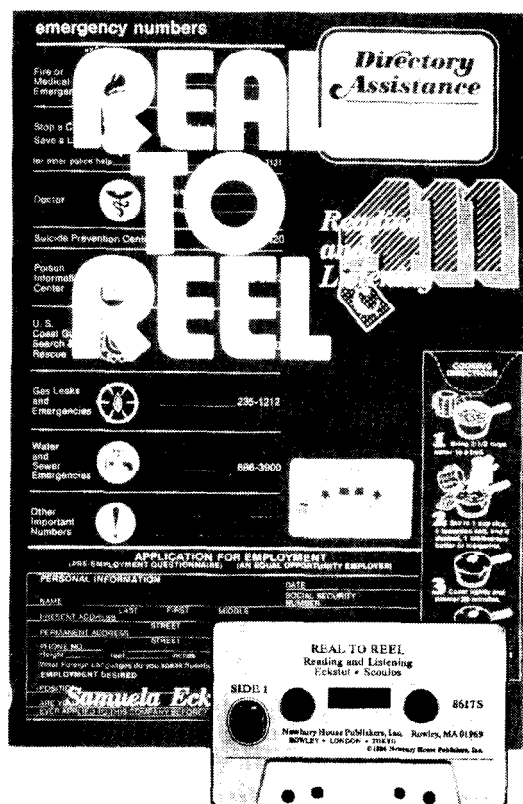
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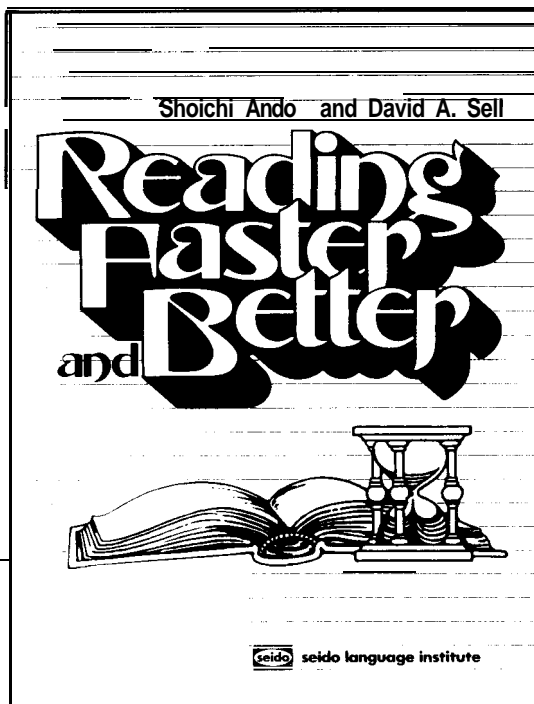
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Bulletin Board

Please send all announcements for this column to Jack Yohay (seep. 1). The announcement should follow the style and format of TLT and be received by the 25th of the second month prior to publication.

Fax!!

Jack Yohay now has a fax.
Call him at (075) 622-1370 before transmission.

ANNOUNCING A NEW JOURNAL and CALL FOR PAPERS

The inaugural issue of the *Journal of Asian Pacific Communication*, to be published by Multilingual Matters Ltd., is to appear in early 1990. This journal provides the first English-language, published forum for such widespread concerns as research on language issues and communication problems in this region and on linguistic and communication problems faced by Asian immigrants worldwide. The second and third volumes, to be guest-edited by Florian Coulmas (Chuo University, Higashi-nakano, Hachioji, Tokyo 192-03) and Braj Kachru, will be on "The economics of language in the Asian Pacific" and "Language and identity" respectively; deadlines for submissions are April 10, 1990 and December 1 st, 1990. Further information about subscriptions, the contents of the first issue, and guidelines for special issues may be obtained from the General Editors of the JAPC: Howard-Giles, Communication Studies, University of California-Santa Barbara, CA 93106, USA, and Herbert Pierson, English Language Teaching Unit, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong.

RJ3.L.C. SINGAPORE CALL FOR PAPERS

The theme of the April 9-12, 1990 RELC Regional Seminar is "Language Testing and Language Programme Evaluation." Proposals for plenary/parallel papers and workshops are invited and should be postmarked by Nov. 30. Send for registration form to

RELC Seminar Secretariat, 30 Orange Grove Road, Singapore 025; Tel: 7379044; Fax: 7342753

THE CENTER: ROSLYN YOUNG French The Silent Way Synthesis in Language Education

Rather than break down students' efforts into various elements to concentrate on, Roslyn Young, who conducts year-long Silent Way teacher training courses at Centre de Linguistique Appliquee de Besancon, Universite de France, has seen much better results by moving toward synthesis, or analysis within synthesis. For example, by working on rhythm, which reflects much of the whole of English sounds, pronunciation often falls into place, she says.

Her two 20-hour workshops are: French The Silent Way, Oct. 25-29, and Moving from an Analytic Approach to a Synthetic One in Language Education, Nov. 6-11 (weekdays 6 - 9 p.m., Sats. 1 - 6 p.m., Sun. 9:30 a.m. - 5:30 p.m.) at the Center 204 Shirono Bldg., 3-431 Manzai-cho, Kita-ku, Osaka 630; 06-315-0848 or 0797-32-9682. Register prior to Oct. 11 for discount.

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TEMPLE UNIVERSITY JAPAN Distinguished Lecturer Series

Oct. 21-22 (T), 28-29 (O): Styles and Strategies of Successful Language Learners, H. Douglas Brown, San Francisco State University

Nov. 18-19 (T), 25-26 (O): Cooperative Learning Methods, Stephen Gales, University of Northern Iowa.

All Sat. 2-9 p.m., Sun 10 a.m. 5 p.m. 3 credits for series. JALT members and others not enrolling formally may attend the Sat. 2-5 p.m. portion of any course free.

Place: 1-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161, 03-367-4141, fax 4112; Kyowa Nakanoshima Bldg. 2F, 1-74 Nishi-Temma, Kita-ku, Osaka 530; 06-361-6667, fax 6095.

CULTURE, WRITING AND RELATED ISSUES IN LANGUAGE TEACHING

A symposium on culture, writing and related issues in language teaching will be held in Atlanta on December 8-9, 1989. Plenary presentations will be made by Dr. Shirley Brice Heath, Stanford University, and by Dr. Barbara Kroll, California State University-Northridge. Dr. Brice Heath will also present a workshop for ESOL teachers who work with children. The registration fee is \$30 for members of any affiliate of TESOL. Deadline for registration is November 28. For additional information, contact Dr. Patricia Byrd, Chair, Department of Applied Linguistics and ESL, Georgia State University, Atlanta, GA 30303, U.S.A.: tel: 404-651-3650; fax: 404-651-2737. BITNET: ESLHPB @ GSUVM.

Meetings

Please send all announcements for this column to Jack Yohay (seep. 1). The announcement should follow the style and format of TLT and must be received by the first of the month preceding publication.

Tighter production schedules have forced us to become stricter about deadlines. Your typed, A-4 sized, one-page, **double-spaced** announcement must arrive by the 1st to be guaranteed publication the next month. Late? Call 075-622-1370. Nihongo? Send it direct to K. Nozaki, address p. 1.

CHIBA

Topic: Logical Conversation
Speaker: Daniel Castelar (Fuji Xerox)
Date: Sunday, October 1st
Time: 1-4 p.m.
Place: Chiba Chuo Community Center
Fee: Members free; non-members 500
Info: Bill Casey 0472-55-7489
Ruth Venning 0472-41-5439

Logical conversation is a method through which students at any level move to independent language production. While actively using the language, they are also acquiring an understanding of the framework of the process and in addition gain insight into and practical experience in principles of debate, reasoning, and critical thinking, and in distinguishing facts and opinions. Theoretical underpinnings of this student-centered method will be presented, as well as specific applications with an emphasis on Asian students.

Daniel Castelar, with undergraduate and graduate degrees in Fine Arts and an M.A. in English (TESOL) from Michigan State University, has taught in Malaysia with Indiana University and at Southern Illinois University in Niigata.

On Sun., Nov. 26 Hisatake Jimbo (Waseda Univ.) will discuss 'Communicative Materials.'

FUKUI

Topic: Communicative Activities with *Momusho* Materials
Speaker: Maluvi Martin (Kanazawa Institute of Technology)
Date: Sunday, October 16th
Time: 2-4 p.m.
Place: Culture Center (Housou Kaikan 5F)
Fee: Members, free; non-members, 500
Info: Kuniyuki Ohshita, 0776-36-8725

Although encouraging students to use communicative English in Japanese schools is often difficult, we can learn to use what we have creatively. Workshop participants will create and discuss student-centered communicative activities based on *Momusho*-approved materials. PLEASE BRING MIDDLE AND HIGH SCHOOL TEXTBOOKS. Japanese teachers and AETs are specially invited.

The Center For Language and Intercultural Learning

is offering
two workshops with Roslyn Young

An active student of Science of Education and a remarkable teacher and teacher-trainer,. Roslyn Young has agreed to come to Japan and lead workshops for the Center. Please do not miss this rare opportunity to meet Roslyn and work with her. We are offering two 20 hour workshops: French and teacher-training. The best way to understand an approach is to experience it as a student studying a language through the approach. This exposure as a language student deepens your work in the teacher-training workshop that follows, and makes it much more meaningful and profitable. To encourage you to look at the two workshops as parts of a whole, we are offering a discount for those who participate in both.

Workshop I: French The Silent Way

Date: October 25 (Wednesday) - 29 (Sunday) 1989
Time: Weekdays 18:00 - 21:00, Saturday 13:00 - 18:00, Sunday 9:30-- 17:30
Place: The Center, 204 Shirono Bldg., 3-431 Manzai-cho, Kita-ku, Osaka, 530
Fee: 40,000 yen (36,000 yen for registration prior to Oct. 11th)

* * *

Workshop I I : Moving From An Analytic Approach To A Synthetic One In Language Education

a teacher-training workshop

Date: November 6 (Monday) - 11 (Saturday) 1989
Time: Weekdays 18:00 - 21:00, Saturday 13:00 - 18:00
Place: The Center
Fee: 45,000 yen (41,000 yen for registration prior to Oct. 11th)

Both workshops 80,000 yen (72,000 for registration prior to Oct. 11th)
For Center members deduct 6,000 yen from any of the above fees

Please remit payment to our P.O. Account, Osaka 5-86468 Gogaku Bunka
Kyokai Preprinted postal transfer forms are available at the Center.

For further information call The Center at 06-3 15-0848
Fusako Allard at 0797-32-9682

Malvi Martin, M.A. in TESL from Florida International University, has taught in China and as an AET in Japan.

FUKUOKA

Topics: (1) Introduction to Grapevine (2) Using Video
Actively at Beginner Level
Speaker: Peter Viney
Date: Sunday, October 29th
Time: 12:30-5:30 p.m. ("Grapevine" 12:30-2:30;
"Video" 3:30-5:30)
Place: Westchester Univ., 1-3-29 Nagahama,
Chuo-ku; 092-761-0421)
Info: JALT-Fukuoka, 092-761-3811

Peter Viney, co-author of the *Streamline series*, will first introduce *Grapevine*, a new course that he as co-authored with Karen Viney. *Grapevine* is the first coursebook that uses video as an integral component. The second presentation will focus on how teachers can use video actively with beginning-level students.

GUNMA

Tonic: Video In The Classroom
Speaker: Don Maybin (Kagawa University)
Date: Saturday, October 14th
Time: 3:00 p.m.
Place: Kyoai Gakuen H.S., Maebashi
Fee: Members: 500 Non-members: 1000
Info: Wayne Pennington 0272-51-8677
Morihiro Shibayama 0272-63-8522

This lively demonstration will provide a variety of practical techniques for use with video in the ESL/EFL classroom. The techniques can be used to develop all four main language skills with different class levels. Commercial materials will be used; however, the techniques are adaptable to teacher- or student-generated tapes and films. The audience will be fully encouraged to contribute their own ideas, problems and solutions.

Don Maybin has an M.A. in Applied Linguistics from Essex University.

On Nov. 25 Steven Maginn will discuss "Learning to Learn English."

IBARAKI

Topic: The History and Present State of Teaching
Japanese as a Foreign Language
Speaker: Horiguchi Sumiko (Tsukuba University)
Date: Sunday, October 8th
Place: In Tsuchiura; to be announced
Time: 2-4 p.m.
Fee: Members, 500; non-members, 1000
Info: Jim Batten 0294-53-7665

KAGOSHIMA

Topic: Learning to Learn English
Speaker: Steven Maginn (Cambridge U. Press)
Date: Sunday, October 22nd
Time: 1:30-3:30 p.m.
Place: Chuo Kominkan (next to the
Bunka Center), 5-9 Yamashita-cho;
(0992)24-4528
Fee: Members, free; non-members 500
Info: Yasuo Teshima, 0992-22-0101

Steve Maginn will discuss ways to help students take more responsibility for their own learning. The session will offer practical advice to teachers to help students discover the learning strategies that suit them best.

Topic: The Role of Foreign Employees and English
Language Teaching in Kobe
Steel, Ltd.

Speakers: Tony Deamer and John Rittmaster
Date: Sunday, October 8th
Time: 1:30-4:30 p.m.
Place: St. Michael's International School
Fee: Members, free; non-members, 1000
Info: Pat Bea, 07457-8-0391

Tony Deamer will talk about how the roles of both teaching and non-teaching foreigners in Kobe Steel have developed since the mid-'70s. He will also describe his own work as Manager of International Planning (Personnel Department) and his ideas on the future of internationalization in Japanese companies. John Rittmaster, coordinator of the present language program, beginning with the philosophy behind the ESP curriculum and how the program is set up, will cover such topics as recruiting and placing students, developing new courses and materials, and dealing with students with special needs. This will be a good opportunity for those engaged in ESP programs to compare notes and come away with some new strategies for their classrooms.

Tony Deamer, who graduated in English language and literature from Manchester University, previously taught EFL in England, France, and Germany. John Rittmaster was previously a supervisor at Tokyo Foreign Language University and a Mombusho English Fellow in Akita. He has a degree in Art History from the State University of New York.

MATSUYAMA

Topic: Bilingualism: Experiments and
Experience
Speaker: Michael Bedlow
Date: Sunday, Oct. 16
Time: 2-4-30 p.m.
Place: Shinonome High School Kinenkan
Fee: Members, free; non-members, 1000
Info: Kazuyo Kuwahara, 0899-45-1218
Masaki Aibara, 0899-31-8686

Mr. Bedlow will review some of the theory related to bilingualism and explain how experiments were carried out. He will then talk about his own experience teaching literacy to his own children. Mr. Bedlow has been teaching at Shikoku Gakuin Daigaku for the past five years.

Nov.: no meeting. Dec. 10: election of officers and year-end party.

MORIOKA

Topic: How to Use Videos in the Classroom
Speaker: A Longman, Inc. representative
Date: Sunday, October 15th
Time: 1:00-4:00 p.m.

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Place: Morioka Chuo Kominkan
 Info: Natsumi Onaka (0196) 54-5410
 Robin Sakamoto (0196) 518933

This presentation, especially designed for junior and senior high school teachers, will show you how to use videos to enrich your class and which videos are most widely used in English classes in Japan today. If you have access to a video recorder but have never tried to teach with it, this workshop is for you!

NAGOYA

Topic: Setting Goals and Objectives
 Speaker: Richard R. Day
 Date: Sunday, October 15th
 Time: 1:30 - 5:30 p.m.
 Place: Mikokoro Center, Naka-ku
 Fee: Members, 500; non-members, 1,500
 Info.: Helen Saito, 052-936-6493
 Tetsu Suzuki, 0566-22-5381

Rather than automatically structuring a course around a textbook, language teachers, regardless of the skill area, can set goals and then formulate objectives to achieve those goals. After an introduction to curriculum planning in general, the participants will spend the remainder of the time establishing goals for their own courses and setting appropriate objectives. If there is enough time and interest, we shall attempt to relate the objectives to what goes on in the classroom.

Richard R. Day, Professor of ESL, University of Hawaii, is spending 1989-90 at Ashiya University, where he is involved in teacher education. His most recent book (as editor) is *Talking to Learn: Conversation in Second Language Acquisition*.

NIIGATA

Topic: To be announced
 Speaker: Don Maybin (Kagawa University)
 Date: Sunday, October 16th
 Time: 1:30-3:30 p.m.
 Place: Niigata Kyoiku Kaikan
 Fee: Members, free; non-members, 500
 Info: Dan Minor, 0254-43-6205

Don Maybin has an MA. in Applied Linguistics from Essex University. He is the author of the teacher's manual for book 3 of Longman's *Coast to Coast series*.

OMIYA

Topic: Field trip to the annual JALT textbook exhibition in Tokyo
 Date: Sunday, October 8th
 Time: Meet at Omiya Station at the "Mame no ki" at 1:00 p.m.
 Fee: None
 Info: Margaret Sasaki, 048-644-3643

OSAKA

(1) Topic: Styles and Strategies of Successful Language Learners
 Speaker: H. Douglas Bawn
 Date: Saturday, October 28th
 Time: 2 - 5 p.m.
 Place: Temple University (see *Bulletin Board*)
 Fee: Free

Info: Tamara Swenson 06-351-8433
 (2) Topic: Schema Theory and EFL Reading Research and Pedagogy
 Speaker: Patricia Carrell
 Date: Sunday, October 29th
 Time: 1 - 4:30 p.m.
 Place: Umeda Gakuen
 Fee: Members, free; non-members, 1000
 Info: Beniko Mason, 0798-49-4071; T. Swenson as above

Patricia Carrell, a plenary speaker for JALT '89, is Graduate Dean at the University of Akron and an authority on ESL/EFL reading.

Children's SIG info: P. Bea, 07457-8-0391

Topic: Round Table Discussion
 Date: Sunday, October 15th
 Time: 1:30 - 3:30 p.m.
 Place: Hokusei Junior College (Nishi 17-chome, Minami 4-jo), a few minutes' walk south from Nishi 18-Chome subway station, Tozai Line
 Fee: Members free; non-members 500
 Info: Jerald Halvorsen 011-891-6320

Open discussion of ideas and problems. Participants are invited to share their own ideas of teaching ("what works for you"). Advice and opinions are also welcome. This a good chance to get to know one another.

SENDAI

Topic: (1) That's Right! Techniques for communicative corrections.
 (2) Painvork for beginning level students
 Speaker: Marc Helgesen (Miyagi Gakuin)
 Date: Sunday, October 15th
 Time: 1-4 p.m.
 Place: New Day School
 Fee: Members, free; non-members, 500
 Info: Alan Gordon 022-293-1431
 Tomoo Mizuide, 022-246-0869

(1) This workshop will introduce a series of flexible, enjoyable activities and games which enable students to notice and use correct forms and to monitor themselves. The activities reflect communicative correction principles.

(2) This workshop will explore the nature of pair-work, share specific activities and techniques, and consider levels of support, problems of motivation and classroom management, and roles in team-teaching.

Marc Helgesen is principal author of the *English Firsthand series*.

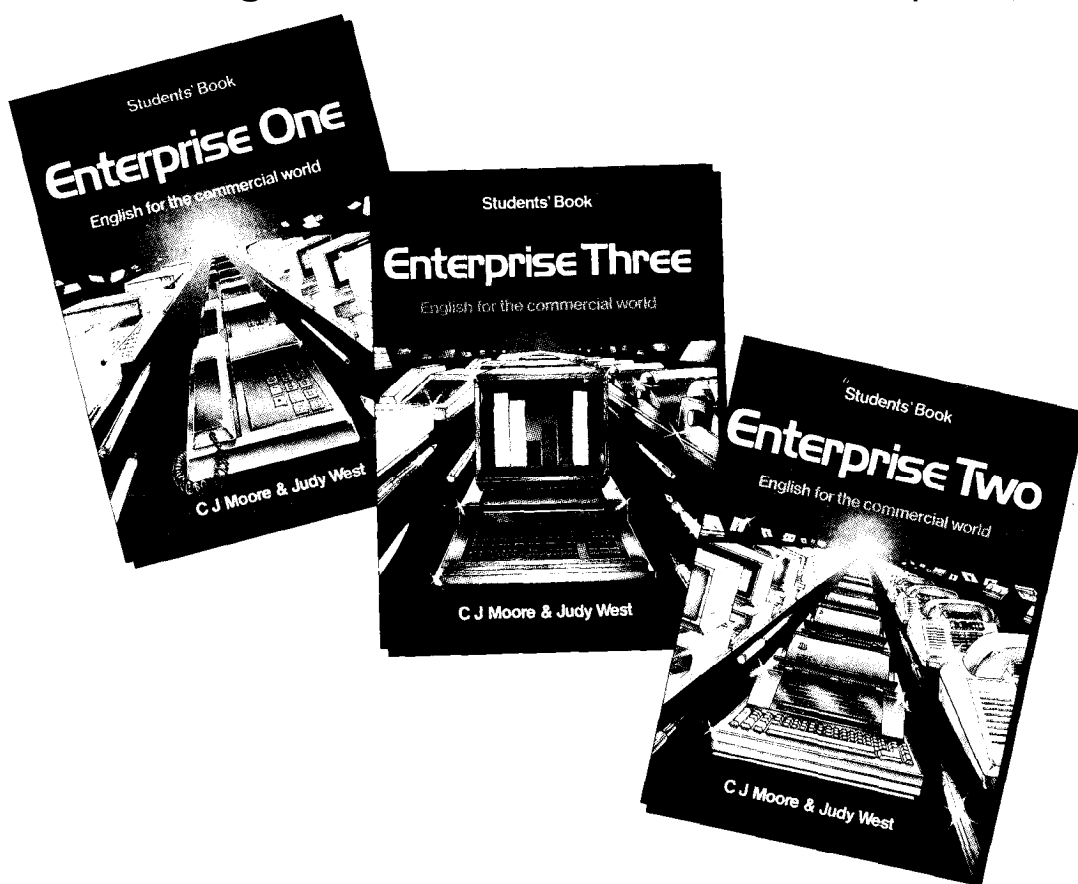
Topic: Picking Your Students' Brains
 Speaker: Robert Weschler
 Date: Sunday, Oct. 22nd
 Time: 2-5 p.m.
 Place: Matsumoto: Arigasaki High School
 Fee: Members, ¥500; non-members, 1,000
 Info: Corrina van Workum, 0266-52-3131 ext.1414 (W) 0266-52-6779 (H)

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HEINEMANN

engage in activities that assume we have never seen, or wish we had never seen, a textbook. Most activities will require a pencil, a reasonably white sheet of paper, and/or nothing at all. The presenter will supply toys and pictures. Feel free to bring your students, and your imagination. Recommended for children over the age of 18.

Robert Weschler teaches at Aoyama Gakuin and is a member of the CNN Newswave project team.

TAKAMATSU

Tonic: Studying Intercultural Adaptation: Westerners in Kyoto
 Speaker: Greg Peterson
 Date: Sunday, October 22nd
 Time: 1:30 - 4:30 p.m.
 Place: Takamatsu Shimin Center
 Fee: Members, free; students, 250; others 1,000
 Info: Harumi Yamashita, 0878-67-4362

For a number of years students in the speaker's university seminar group have been observing and interviewing Western residents in Kyoto. The presentation will cover 1) the preparation for this intercultural experience; 2) the recording and description of the foreigners' intercultural experiences and adaptation; 3) the use of the concept of stigma in understanding how foreigners respond to their experiences of Japanese culture; and 4) discussion of data and value to students.

Greg Peterson teaches at Notre Dame Women's College-

TOKYO

Topic: Student Attitudes: A Look at Language Teaching and Learning From the Other Side of the Desk
 Speaker: Tokyo Chapter ExCom officers; members of the language learning community
 Date: Sunday, October 22nd
 Time: 2 - 5 p.m.
 Place: Sophia University (Yotsuya) Building 3 Room 633 (this month only)
 Fee: Members, free; non-members 1,000
 Info: Tadaaki Kato, 0473-71-4053; Don Modesto, 03-360-2568; Michael Sorey, 03-444-8474

Issues such as what students expect from a teacher, how effective they consider their language education to be, and why they study second and foreign languages will be discussed from the learner's perspective. After short presentations by chapter officers on the topic of learner attitude, Japanese teachers and students of English will engage in a discussion/question-answer session on student attitudes and motivation.

A drawing for door prizes will conclude the meeting. All are welcome to join the speakers afterward for dinner at a nearby Japanese restaurant.

TOKYO/TEMPLT UNIVERSITY

Topic: Styles and Strategies of Successful Language Learners
 Speaker: H. Douglas Brown

Date: Saturday, October 21st
 Time: 2-5 p.m.
 Place: Temple U. (see Bulletin Board)
 Fee: Free
 Info: M. Sorey 03-444-8474

TOYOHASHI

Topic: Computer-Assisted Language Learning Workshop
 Speaker: Angus Lindsay (Obirin University)
 Date: Sunday, October 15th
 Time: 9 a.m. - 4 p.m.
 Place: Aichi University, Kinenkaikan 2F
 Fee: Members, free; non-members, 1,000
 Info: Kazunori Nozawa, 0532-48-0399
 Masahito Nishimura, 0532-47-1569

UTSUNOMIYA

Tonic: Picking Your Students' Brains
 Speaker: Robert Weschler
 Date: Sunday, October 15th
 Time: 1 - 4 p.m.
 Place: Utsunomiya Community Center (next to Bunkakaikan)
 Fee: Members, free; non-members, 500
 Info: James Chambers 0286-33-0922
 Michiko Kunitomo 0286-61-8759

Please see SUWA above.

WEST TOKYO

Topic: Using Songs and Music
 Speaker: Dale T. Griffiee
 Date: Saturday, October 14th
 Time: 2:30-5:30 p.m.
 Place: Musashi no Kokaido Public Hall. Kichijo-ji station, south exit walk straight one block. Left of Marui Department Store, look for the Parkside Grill.
 Fee: Members, free; non-members, 500
 Info: Greta Gorsuch 03-323-6261 or Eriko Machi 0422-43-2797

This practical presentation will begin with a checklist for song selection and proceed to a discussion of types of songs. Participants will then be asked what songs they would like to teach and given a procedure for determining song types. Then a lesson plan of three to four techniques for each song type will be demonstrated using small groups. In addition, techniques for instrumental music will be discussed and demonstrated.

Dale T. Griffiee, University of Pittsburgh ELI, guest edited the special May, 1989 issue of The Language Teacher on songs and music.

YAMAGATA

Topic: Classroom Activities that Work!!
 Speaker: Catherine O'Keefe, Oxford U. Press
 Date: Sunday, Oct. 22nd
 Time: 2-4 p.m.
 Place: Fukushi Bunka Center (tentative)
 Fee: Members and first-timers, free; other non-members, 500
 Info: Yamagata JALT 0236-22-9588

What To Say, When To Say It



Getting Together *An ESL Conversation Book*

Susan Stempleski, Alison Rice, and Julia Falsetti

A beginning/low intermediate text which can be used as a core text in a conversation course or with another book for grammar/conversation courses, for one or two semesters. Flexibly organized, the fifteen units are self-contained and can be used in any order. The task-oriented, information-sharing activities for pairs and small groups which accompany every unit are based on everyday themes such as ***“Getting From Here to There,”*** or ***“Food and Drink.”*** Each unit contains about two hours of classroom activities, including interviews, cultural problems for discussion, map activities, puzzles, brain teasers, and improvisations. Extensively illustrated with drawings, photos, maps, and cartoons.



Presentation: Conversation: Structure and Strategy
Frank Crane Friday, Nov. 3, 3 p.m., Room ND 210

Susan Stempleski, *Getting Together* author, is a featured speaker at the colloquium *Video in English Language Teaching*.



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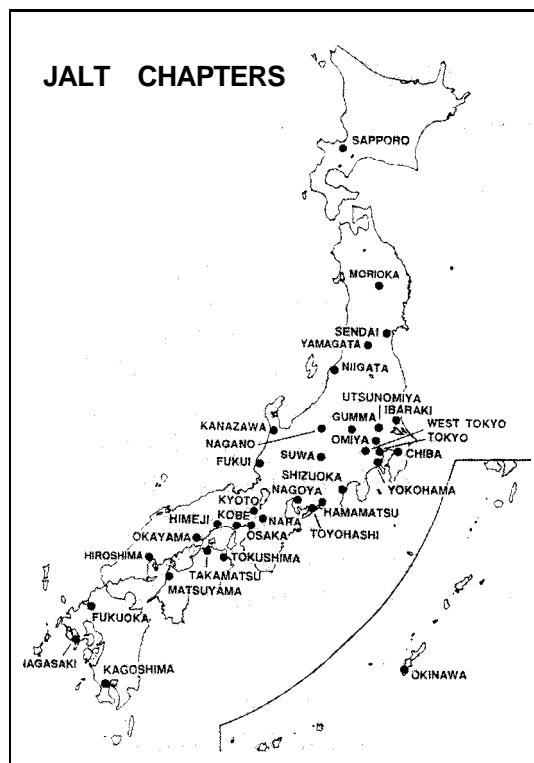
Ichibancho Central Bldg. 22-1, Ichibancho, Chiyoda-ku, Tokyo 102

Tel: 03-234-3912 ELT Hotline: 03-328-2527 (Shari Berman)

Topic: Dialogue Techniques
 Speaker: Stephen Ziolkowski
 Date: Sunday, October 15th
 Time: 2-5 p.m.
 Place: Yokohama Kaiko Kinen Kaikan
 Fee: Members, free; non-members, 500
 Info: Jack King, 0468-71-1 789

Based on what actually goes on in dialogues, from openings and closings to turn-taking and strategies for gaining time, we will look at loads of unique, fun and useful ways to use dialogues in the classroom so that students can gain language and communicative competence at the same time.

Stephen Ziolkowski, ELT manager of Oxford University Press in Tokyo, has taught ESL and designed materials in Canada and has done teacher training, run language schools, and taught at universities in Japan and Taiwan.



No Chapter in Your Area?

Why not organize one? Contact Sonia Yoshitake, JALT membership chair, for complete details: 1-14-22-609 Tanaka-cho, Higashinada-ku, Kobe 658.

Positions

Please send all announcements for this column to Jack Yohay (seep. 1). The announcement should follow the style and format of TLT and be received by the first of the month preceding publication.

(HIMEJI) One or two native-speaker English conversation teachers for false beginners at Himeji Gakuin Women's College starting October 1989 or April 1990. M.A. or higher degree in English or related field preferred. Two-year contract renewable for one more year. Teach 6-8 ninety-minute classes/week, be on campus four days/week; write a 20-page paper to be published in a journal. 200,000-300,000/month plus 5 months' annual bonus. Please send curriculum vitae and letters of recommendation as soon as possible to Dr. Isao S. Uemichi, 9-302 Nijigaoka, Senriyama, Suita, Osaka 565; tel. 06-388-2083.

(HIROSHIMA) Full-time positions in TESOL beginning October, 1989. Requirements: native speaker of English with a B.A. Teaching experience in TESOL, math, computer science, economics, biology, or business is a plus. Two-year contract. Compensation depends on qualifications. Please send your resume, transcripts, and a copy of your diploma to: Jun F. Kumamoto, Hiroshima College of Foreign Languages, 1-3-1 2 Senda-machi, Naka-ku, Hiroshima 730.

(KOBE) Full-time native instructors who majored in ESL and have experience in teaching English are needed in the Edmonds Community College Japan Campus. Apply by Oct. 30, 1989 to Ms. Seki, 4-3-5 Ohhashi-cho, Nagata-ku, Kobe 653; tel. 078-631-0860; fax 078-641-0670.

(KYOTO) Full-time, part-time teachers needed beginning April, 1990, to teach and develop content-based curriculum for an expanding course of International and Cultural studies. Native English speakers with background and experience in TESOL, English literature, composition, drama, anthropology or music are being sought. Send resume and transcript to Lori Zenuk-Nishide, Kyoto Nishi High School, 37 Naemachi Yamanouchi, Ukyo-ku, Kyoto 615. For more information call 075-321-0712; fax 075-322-7733.

(KYOTO) Part-time EFL teachers for 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 contact: Timothy Kelly, Kyoto YMCA English School, Sanjo Yanagi-no-banba, Kanagyo-ku, Kyoto 604; tel: 075-255-3287.

(NAOSHIMA, Kagawa) Wonderful opportunity for a native-speaker teacher of English conversation who enjoys rural living and being with children. Island in Seto Inland Sea just 20 minutes from mainland (13

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ferries daily). Approx. 15 class hours weekly (Mon.-Fri. 8:30-5:00) teaching junior high, elementary school, and kindergarten students. To begin March 1990 or as soon after that as possible. One-year contract, renewable. Japanese language ability preferred. Rent-free, modern housing provided. Very high salary negotiable. Over 30 paid holidays per year. Generous bonus upon completion of contract. Other benefits. Inquire by sending resume with photo to: Thomas Naugle, Naoshiba-cho Board of Education, 1121-1 Naoshimacho, Kagawa-gun, Kagawa-ken 761-31; tel. 0878 92-3011 (W), 0878 92-4311 (H).

(NIIGATA-ken) The Graduate Schools of International Relations and International Management of the (English-medium) International University of Japan offer summer intensive positions, to begin in late June 1990. 800,000/10 weeks, transportation, and free housing. Requirements: M.A. in TEFL or Applied Linguistics or equivalent; experience with advanced students and intensive programs; interest in politics, economics, management. Teach 16 hours/week, assist in testing, materials preparation, curriculum development, and extra-curricular activities. Highly motivated advanced students; small class size; excellent computer facilities. Please send cover letter and CV (along with a recent photograph and one letter of recommendation) to Mark Sawyer, Director, English Language Program, IUJ, Yamato-machi, Minami Uonuma-gun 949-72. Please state times of non-availability for interviewing at JALT '89.

(NTIGATA-ken) The Graduate Schools of International Relations and International Management of the (English-medium) International University of Japan seek an Adjunct Lecturer (two-year contract, renewable) beginning in late June 1990. Y4-6 million/year, transportation, subsidized housing and other benefits. Requirements: M.A. or Ph.D. in TEFL or Applied Linguistics or equivalent; minimum two-year university-level EAP experience; interest in politics, economics, management; adaptability to rural environment. Teach 9-15 hours/weekly, (32 weeks/year), assist in curriculum development and coordination, testing, and extra-curricular activities. Highly motivated multinational student body; small class size; excellent computer facilities; faculty committed to both teaching and research. Please send cover letter and CV (along with a recent photograph, two letters of recommendation, and a statement of research and/or professional interests) to Mark Sawyer, Director, English Language Program, IUJ, Yamato-machi, Minami Uonuma-gun 949-72. Please state times of non-availability for interviewing at JALT '89.

(SEOUL, Korea) Full-time position: Native speaker of English, monthly openings. Salary: W1,000,000/month. Requirements: M.A. or B.A. in TESOL or related field or experience. Benefits: Partial housing, 50% health insurance, four weeks paid vacation. Send resume, copy of first page of passport, and references to: Tom Erhart, Assistant Director, English Training Center, 646-22 Yoksam-dong, Kangnam-ku, Seoul 135, Korea.

(TOKYO) Associate professor or full-time lecturer in American/British language and civilization beginning April 1990. Native speaker to age 40; M.A. or higher. Salary scale and promotion rules as for permanent Japanese teaching staff. Teach five 90-min. classes/week in English writing and speaking and advanced courses. Send vita and dossier by October 31 to: Professor Kikuo Taketani, Chairperson, English Department, Seikei University, Kichijoji-kitamachi, Musashino, Tokyo 180. No telephone inquiries.

(TOKYO) Openings for full-time EFL teachers. Native speakers only. Great opportunity to join fast growing, progressive company. Competitive salary, paid holidays, paid vacation and excellent working conditions in brand-new well-appointed school. Persons with ESL/EFL background and an interest in curriculum development and/or teacher training are invited to send a cover letter and resume to Mr. Michael Morgan (Administrative Director), Kent Gilbert Gaigo Gakuin, World Import Mart, 8F Sunshine City, 3-1-3 Higashi-Ikebukum, Toshima-ku, Tokyo 170.

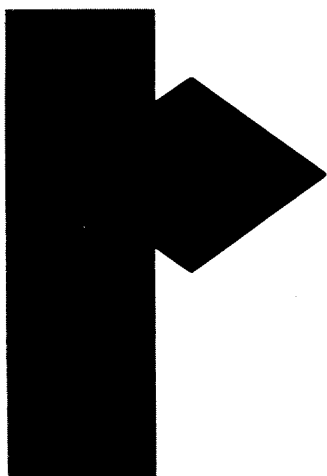
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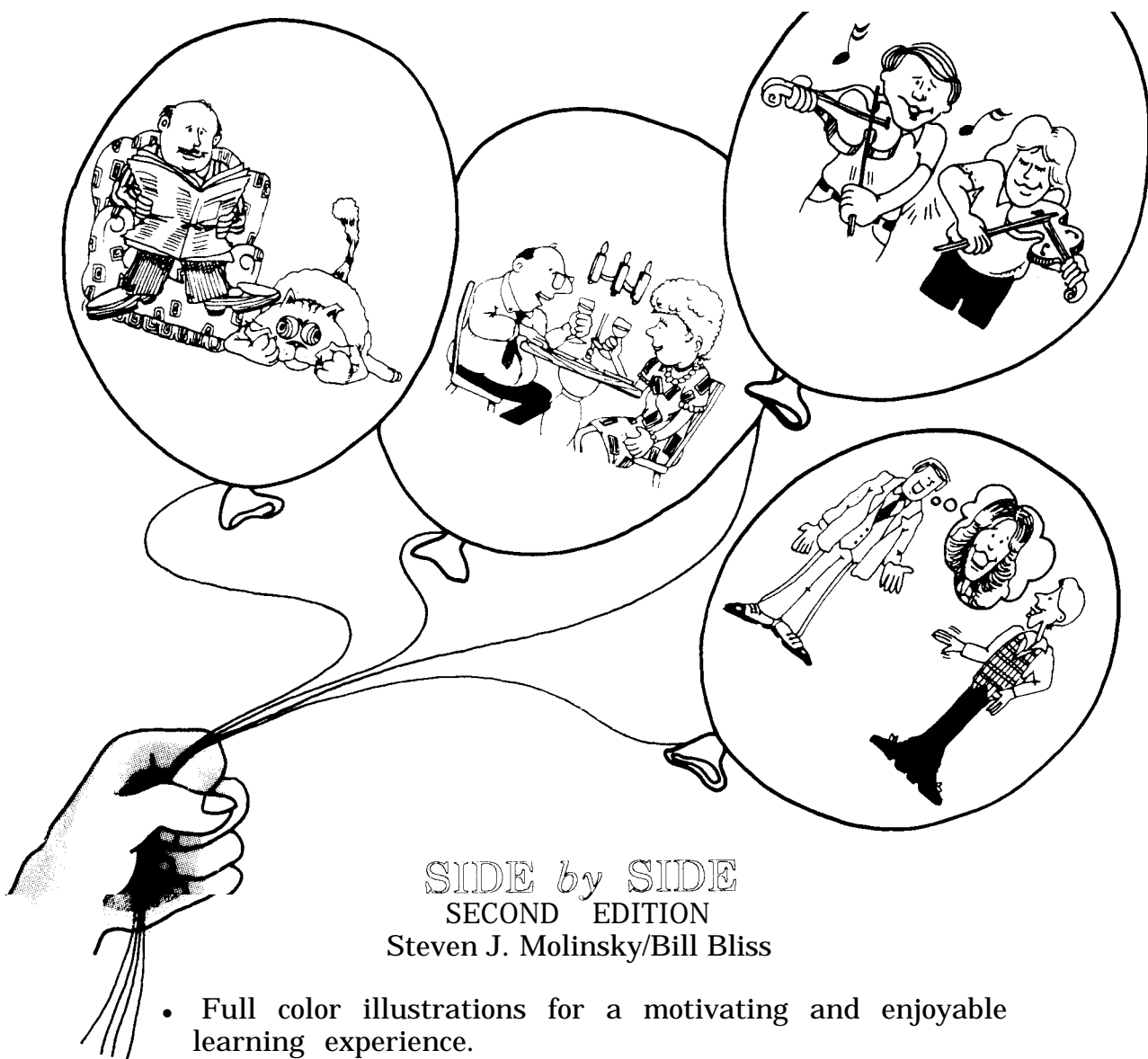
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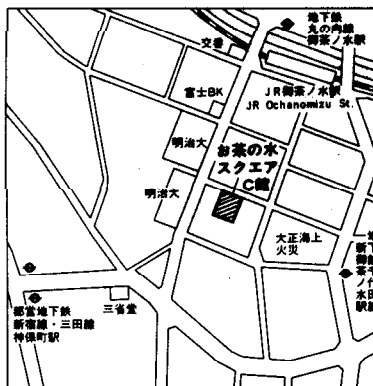
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