THE LANGUAGE TEACHER 12

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THE LANGUAGE TEACHER

THIS MONTH'S FEATURE ARTICLES

This issue begins with three articles which will be useful in helping teachers reflect on the effectiveness of their teaching. Highlights of other sections include: the Opinion column in which Keith Folse and Stuart Luppescu debate teaching grammar in reaction to Luppescu's earlier article 'Why I Don't Teach Grammar" (LT, 6/89, 19-21); and the Yamozakis' description in My Share *of ways to get students in large classes to use English in simple role plays.*

In "Beyond Communicative Competence," H. Douglas Brown reminds us that we need to teach our students to become independent learners so that in using the target language outside the classroom they can develop tools for processing language in order to understand it, and learn from it. He does this by summarizing some successful language learning strategies and suggests classroom activities that will help students develop a variety of such strategies.

In the second article, Richard R. Day observes that teachers should examine the tasks they ask students to do to ensure that students have adequate preparation for them. If teachers ignore the "teach, then test" axiom, students are likely to become frustrated and their motivation will suffer.

David Nunan's article takes a different look at leaning strategies and tasks. In or&r to evaluate their own teaching, teachers need to be aware of their students' behavior and interaction in the classroom. Nunan suggests different ways that teachers can gather and analyze data to get reliable information about their students.

The final featured article is an interview by Sandy Fotos of Charlene Sato, who is well known for her research in the field of second-language acquisition. In the interview, Sato discusses creole sociolinguistics and how teachers can apply what they learn from research to their second-language classrooms.

The Editors

BEYOND COMMUNICATIVE COMPETENCE: TEACHING LEARNERS HOW TO LEARN
By H. Douglas Brown

One does not have to look very far these days to find an advertisement in a magazine that reads something like, "Learn a foreign language fast! At home or in your car, $14.95." Or, What would you give to learn a foreign language? Try $125." The advertisements promise phenomenal and almost instant success if you will only follow a programmed set of cassette tapes, sometimes sold with a tape recorder or even a "handsome attache case." By the end of the program, you will supposedly have taught yourself to "speak like a diplomat" in the foreign language.

The truth is, of course, that second language learning is a complex process in which countless factors interact to promote success-or failure. Even with the world's best teacher in charge of the classroom, students must put forth a great deal of conscious and subconscious effort in order to acquire *a* language. Some of this complexity is illustrated in Figure 1, my "picture" of the pedagogical process of second language learning, in which I have tried to capture some of the variables and where they fit into an overall pattern.

Input factors include all the possible auditory and visual linguistic stimuli that students receive inside and outside the classmom. Note that some input is generated by other students in the class (e.g. student questions, small group work), and still other input by experiences beyond the classroom (e.g. movies, tapes, encounters "on the street" with speakers of English). In other words, the teacher and the institution control

some of what students hear and see but by no means everything, even in a foreign country like Japan.

What does the learner then da with the input? We teachers cannot assume that students perfectly understand everything spoken by a teacher or written in a textbook, right? We *wish* it were so, but it isn't! Nor can we brashly assert, with Krashen (1985) that comprehensible input (with an accompanying low "affective filter") is sufficient for successful acquisition. We are compelled by reams of research to consider the processing mechanisms (what I have simply called "screens") through which leaners convert input into *intake,* or, what also may be called *language competence.* As you can see in Figure 1, a number of background variables, learning styles, and specific strategies comprise a set of mechanisms for creating *language competence.* Yet another *similar* set of screens is involved for using what is stored in the brain to create *output,* but at this point I have not attempted to depict those in the chart.

My point is this: if the learner is responsible for creating his or her own language competence-that is, for converting input into intake and output-then, what are we doing in our classmoms to teach learners how to take that responsibility? As we methodically deliver our sounds, words, sentences, and longer stretches of discourse, what are we doing to educate the learner about how to *receive* this language mate-

INPUT FACTORS   SCREENS   INTAKE   OUTPUT

Teacher
Text(s)
Mater i al s
Tests
Other students
Nonverbal
Extra-class
Self

Language
 competence
 + grammar
 + discourse
 + socio-
    1 inguistic
 + praqmat i c

Reception
Product ion

Interlanguage
 system

Language
 performance

Speaking
Writing
Listening
Reading

Register
Styl e
Dialect

Process
Screen

● background
● schemata
● culture
● context
● learning approach
  - behauoristic
  - cognitive
  - affective
● types of learning
  - S-R, chaining...
    . ..problem
    solving

Styl e
Screen

● learner
  differences
● personal i ty
● learning styles
  - field indepen-
    dence
  - ambigu i ty tol-
    erance
  - reflec t iui ty

Strategy
Screen

● "battle plans"
  - uocab. cards
  - memorize phrases
  - practice forms
  - l isten to tapes
  - see movies
  - attend to certain
    errors
● affective strategies
  - self-confidence
    exercises
  - empathy development
● metacognitiue
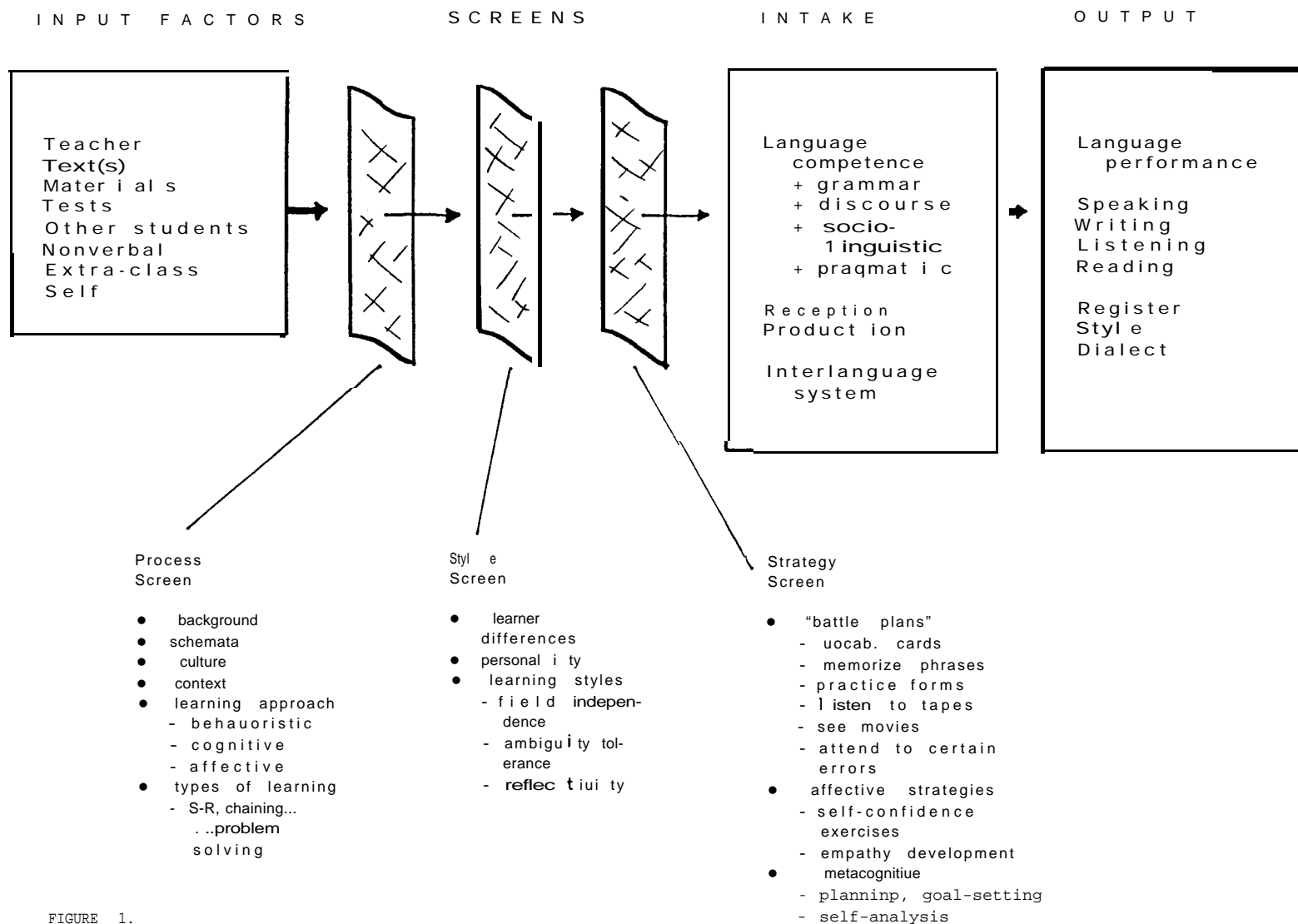 - planninp, goal-setting
  - self-analysis

FIGURE 1.
A PEDAGOGICAL MODEL OF SECOND
LANGUAGE I-EARNING   —— Brown, 1989

rial? In other words, what are we doing to teach learners how to learn?

COMMUNICATIVE LANGUAGE TEACHING

The language teaching profession has witnessed a number of cycles of methodology over the past century (for a summary see Richards and Rodgers, 1986). As we approach the twenty-first century mark, the profession seems to have adopted a somewhat eclectic stance in which we stress the communicative nature of language learning and try to create situations in the classroom in which students can use language meaningfully. "Communicative Language Teaching" (CLT), as the current paradigm has come to be called, stresses the following:

1. Lessons are sequenced by **function** as well as by **form** (grammatical structures).
2. Grammar serves as a device through which students focus, or "zoom in", on specific aspects of language while students are primarily involved in grasping the overall meaning of language. Most of the time students are viewing language with a "wide angle lens."
3. **Accuracy** (getting the "correct" form) and **fluency** (getting language to "flow") are both necessary goals for classroom learning.

4. The ultimate goal of learning a language is to use it in unmemorized, unrehearsed forms for **meaningful** purposes.

CLT is a widely varying approach to language teaching that draws on principles of education that advocate (a) attendingto individual differences among learners, (b) creating a flexible classroom structure that encourages spontaneity, (c) giving students opportunities to make "guesses" without fear of reproach, and (d) a cooperative, team effort on the part of students and teacher.

LANGUAGE LEARNING STRATEGIES

Such worthy methodological foundations, however, lack one important component: a set of principled techniques for teaching students to use learning strategies which will enable them ultimately to take responsibility for their own eventual success. This, then, is our language teaching goal for the nineties that will launch us into the twenty-first century. We teachers must not only be excellent chefs, our ingenious recipes capable of providing sumptuous methodological banquets of language, but we must also enable the guests at our table to go out from our dining parlor and to create their own recipes for future linguistic digestion.

Learners are, after all, "creators" of language, and not robot-like regurgitators of all that stuff we deliver

Table 1
Differences in Teacher/Student and Student/Student Interaction
Related to the Individualism versus Collectivism Dimension (Hofstade, 1986: 312)

COLLECTIVIST SOCIETIES	INDIVIDUALIST SOCIETIES
positive association in society with whatever is rooted in tradition	• positive association in society with whatever is "new"
the young should learn; adults cannot accept student mle	• one is never too old to learn; 'permanent education"
students expect to learn how to do	• students expect to learn how to learn
individual student will only SPEAKUP in class when called upon personally by the teacher	• individual students will speak up in class in response to a general invitation by the teacher
individuals will only speak up in a small groups	• individuals will speak up in large groups
large classes split socially into smaller, cohesive subgroups based on particularist criteris (e.g. ethnic affiliation)	• subgroupings in class vary from one situation to the next based on universalist criteria (e.g. the task "at hand")
formal harmony in learning situations should be maintained at all times	• confrontation in learning situations can be salutary; conflicts can be brought into the open
neither the teacher nor any student should ever be made to lose face	• face-consciousness is weak
education is a way of gaining prestige in one's social environment and of joining a higher status group	• education is a way of improving one's economic worth and self-respect based on ability and competence
diploma certificates are important and displayed on walls	• diploma certificates have little symbolic value
acquiring certificates more important than acquiring competence	• acquiring competence is more important than acquiring certificates
teachers are expected to give preferential treatment to some students (e.g. based on ethnic affiliation or on recommendation by an influential person)	• teachers are expected to be strictly impartial

in the classroom. In the real world, learners have to be able to understand and produce language forms that they have never encountered before. Therefore, the sooner they adopt their own set of tools--strategies-- for making this language their own, the better will they be able to cope with the unpredictability of real-life language out there in the arena.

What do we mean by strategies? As an illustration, read the passage below:

> A newspaper is better than a magazine, and on a seashore is a better place than a street. At first it is better to run than to walk. Also, you may have to try several times. It takes some skill but it's easy to learn. Even young children can enjoy it. Once successful, complications are minimal. Birds seldom get too close. One needs lots of room. Rain soaks in very fast. Too many people doing the same thing can also cause pmblems. If there are no complications, it can be very peaceful. A mck will serve as an anchor. If things break loose fmm it, however, you will not get a second chance.

What is the passage about? If you managed to discern the topic, how do you suppose you did so? What words did you pay attention to? What meanings acmss sentences did you connect? And how did you relate your own experiences with "the world" to this passage. All of those little techniques of the mind that you used to decipher the passage are your strategies, your specific means for solving problems. If you did not immediately figure out the topic of the passage-and most people, in fact, do not-then you may need to use even more strategies to try to get at what connects these sentences together. Keep trying! (The answer is at the end of this article.)

Language learning is a similar process of problem solving. Learners use strategies for learning words, practicing pmnunciation, hearing intonation patterns, remembering grammar rules, applying grammar rules, getting the gist of a conversation, asking questions in a conversation, getting meanings across, listening to a lecture, comprehending a reading passage, writing letters, to name a few possibilities. Language learners have an abundance of strategies available to them for dealing with these situations. (For an exhaustive taxonomy of language learning strategies, see Oxford, 1986.)

CROSS CULTURAL CONSIDERATIONS

Are such strategies universal? Undoubtedly not.

Consider Hofstede's (1986) characteristics of what he calls "collectivist" and "individualist" societies, as shown in Table 1. While we may debate the validity of some of the items on the list, it is nevertheless apparent that one society might easily encourage certain types of strategies which another society might with equal vigor discourage. Is your society described on one side or the other of the list? I ask you to consider the extent to which your own educational systems might permit or discourage the teaching of certain language learning strategies. But surely some strategy training is appropriate in every society.

STRATEGIES FOR LEARNERS--A SUMMARY

With exhaustive lists of successful language learning strategies available to you, how can you sort out a few that may be more useful and successful in your context? I invite you to consider a condensation of strategies (Table 2) that learners have found successful in widely varying contexts and cultures. This list is derived from my recently published *A Practical Guide to Language Learning* (Brown, 19891, a book for foreign language learners (not teachers).

Table 2

Styles and Strategies

STYLES	STRATEGIES

1. LOWER inhibitions
>   share your fears with a classmate
>   do relaxation techniques (music, yoga)
>   make a "game" of language learning
2. BUILD SELF-CONFIDENCE
>   make a list of your strengths (in general)
>   in a group, compliment each other
>   list your accomplishments in the language
3. SET YOUR OWN GOALS
>   learn 25 new words a day/week
>   read 10 pages of literature a day
>   set aside 5 hours a week for extra study
4. GET THE BIG PICTURE
>   see a movie in the second language
>   read a book for pleasure
>   don't focus on grammar points
5. DEVELOP MOTIVATION
>   make a list of reasons for taking English
>   reward yourself for certain accomplish-
>   ments
>   read about culture, history, current events
6. COOPERATE WITH YOUR CLASSMATES
>   form a small conversation group
>   don't compete against your classmates
>   try out functions or structures in a group
7. USE YOUR 'RIGHT" BRAIN
>   trust your intuition and "go" with it
>   make up dialogs and say them to yourself
>   overlook mistakes
8. DEVELOP TOLERANCE FOR 'CHAOS"
>   don't try to learn all the rules at once
>   ask your teacher questions
>   use translation [sparingly]
9. TAKE RISKS
>   speak out in the classroom
>   guess a lot
>   try out your language "on the street"
10. MAKE YOUR MISTAKES WORK *FOR* YOU
>   tape record yourself and listen for mis-
>   takes
>   focus on a particular mistake pattern
>   make a list of your most common mistakes

The numbered headings are "styles" or *general* mental and emotional goals for language learners. These styles arise out of several decades of research on successful secondlanguage learning (see Brown, 1987). Beneath each you see a few ***specific*** activities that can

promote each of the general goals. These specific activities take on the character of strategies, and can, with some effort, be pursued by learners on their own, outside the language classroom.

SUGGESTIONS FOR TEACHERS

If such strategies have been successful for learners then you, as a teacher, can incorporate them into your daily classroom routines. Consider the extent to which you have used the following activities in your classroom:

1. *to lower inhibitions*: play guessing games and communication games; do mime and small group work, sing songs.

2. *to build students' self-confidence*: tell them verbally and show nonverbally that you do indeed believe in your students; openly reward (with words, smiles, etc.) their efforts to produce language.

3. *to get students to set their own goals:* explicitly encourage or direct students to go beyond the classroom goals; have them make lists of what they will accomplish on their own in a particular week, get students to make specific time commitments at home to study the language; give 'extra credit" work.

4. *to encourage them to get the "big picture" (that is, not to focus too heavily on the minute details of language)*: use movies and tapes in class; have them read passages rapidly; do skimming and scanning exercises; do rapid "i-e-writes"; do oral fluency exercises where the object is to get students to talk a lot to each other and not to be corrected.

5. *to help them to develop motivation:* remind them explicitly about the rewards for learning English in Japan; describe (or have students look up) jobs that require English; play down the final examination in favor of helping students to see rewards beyond the exam.

6. *to promote cooperative learning:* direct students to sham their knowledge; play down competition among students; get your class to think of themselves as a team; do plenty of small group work.

7. *to help them to use their intuition:* praise students for good guesses; do not always ask for explanations of errors-let a correction suffice; correct only selected errors, preferably just those that interfere with meaning.

8. *to promote ambiguity tolerance:* encourage students to ask you, and each other, questions when they don't understand something; keep your theoretical explanations very simple and brief; deal with just a few rules at a time; occasionally resort to translation into Japanese to clarify a word or meaning.

9. *to encourage students to take risks:* play language games (see #1); build their self-confidence (see #2); do not scold or reprimand a student for a sincere effort; generally remind students that they are like turtles-they only make progress when they stick their necks out!

10. *to get students to make their mistakes work for them:* tape-record students' oral production and get them to identify errors; let students catch and correct each others' errors; do not always give them the correct form; encourage students to make lists of their common errors and to work on them on their own.

I encourage you to seriously consider these suggestions and infuse your classrooms with them. If you can make such activities a part of your teaching methodology, you will be taking a step toward teaching your learners how to learn. You will be helping them to help themselves. You will be enabling them to take charge of their own learning, and not to be forever depending on a teacher or a textbook or a classroom for all of their learning. Your students will thereby gain some tools with which to become creators of the language they are learning to use.

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Topic of paragraph on page 5: KITE (or KITE FLYING)
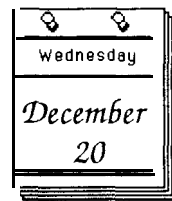
TEACH FIRST, THEN TEST

By Richard R. Day

INTRODUCTION

Most of us are aware of one of the cardinal axioms of teaching, "Teach First, Then Test." However, being aware of this axiom does not necessarily mean that it is either widely understood or generally followed. The purpose of this article is to discuss what it means to teach before testing for teachers of English to speakers of other languages.

The key to understanding the axiom is the way in which the two terms, teaching and testing, are used. Teaching, as used in the axiom, may be understood in its broadest possible application. In this sense, teaching encompasses a variety of settings, appmaches, methods, skill areas, and classroom activities and procedures, and refers to efforts to help others learn something they do not know.

Testing should be understood as evaluation, assessment or demonstration of the extent to which the new material has been learned by those being taught. Testing as used here refers not only to more formal types of tests and testing situations but to any teaching-leaming situation in which the learner is required to demonstrate knowledge or the acquisition of knowledge. Taken in this sense, testing refers to students performing a dialogue in fmnt of others as well as students taking a vocabulary test. Of course, the discussion here does not include pre-testing, which is not a teaching-learning situation.

The difficulty in following this axiom lies in making sure that the distinction between teaching and testing is clear. When the distinction is blurred, teachers, unwittingly, test students without having taught them. The following two examples should help to clarify the distinction.

EXAMPLE ONE

The first example is based on an activity from Effective Writing by Jean Withrow (1987). This text "aims to help students of American English improve their s k i l l s . and is for intermediate and high intermediate students of American English." (from Teacher's Manual, p. 1).

We focus on the first exercise in Chapter 1,l.l (pp. l-2), Organizing Ideas, which is about putting scrambled sentences in logical order. The sentences form a letter in response to a help-wanted ad.

The teacher, following the suggestions in the Teacher's Manual (pp. 5,15-16), may introduce 1.1 in one of four ways which appear to be designed to familiarize the students with help-wanted ads. For example, students could be asked if they had ever responded to a help-wanted ad and tell the class about it if they had.

Next, following the suggested procedure, the students read the ad in their books and are asked to put the ad in their own words. Then, following the instructions to 1 .l, the students, in groups, attempt to put the scrambled sentences in "logical order" and discuss "how the underlined words" helped them. Included in the suggested procedure in the *Teacher's Manual* is

the suggestion that the teacher move among the groups, encouraging students to try different orders. Further, "Make sure they explain why a certain order works or does not work. You will need to push students to notice the underlined words and to state the relationships or cohesive ties those words make with previous sentences" *(Teacher's Manual,* p. 15). When the students have finished putting the scrambled sentences in logical order, they must divide the letter into paragraphs. When the students have completed this task, the teacher goes over their answers in one of severally suggested ways.

What has happened in this sequence of events is that the students are being required to demonstrate knowledge (i.e., how various words and phrases help in organizing ideas; the structure and function of paragraphs) that they have not been taught. That is, the teacher has not taught the students how the various words and phrases (e.g., therefore. additional duties) are used to relate and link ideas in a letter. Further, the structure and functions of paragraphs have not been taught. What teaching she did was limited to building some background knowledge about help-wanted ads, which, according to the manual, was not the main focus of the lesson. The remainder of the procedure has a decided testing orientation, as the students are expected to demonstrate some knowledge. Indeed, the manual notes that the teacher might have to "push" students in one part of the activity.

Granted them will be some students who might be able to figure out the correct ordering of some of the sentences and even divide the sentences into paragraphs, but, by and large, the exercise will be an exercise in frustration and futility. One result of the class could well be further reinforcement of the students' conviction that they will never learn English. In addition, the teacher could feel that there is something wrong with her teaching (she followed the suggestions in the *Teacher's Manual,* so it couldn't be the materials) or her students or both.

The axiom, teach first then test, is violated in two ways in this example. First, the activity itself-putting scrambled sentences in logical order-has not been taught to the students before they are required to do it. Second, the meaning and usages of the underlined words and phrases have not been taught. Given the wide variety of underlined words and phrases, this by itself would be a major undertaking.

In order to follow the axiom of teaching before testing, the teacher, prior to taking up 1 .l, might try something such as the following:

1. After the introduction to help-wanted ads, the teacher has the students examine a sevcn-sentence letter in which various words and phrases areunderlined. Ideally, these words and phrases am identical to the ones in 1.1. The teacher explains about the first sentence and how it sets the stage for the rest of the letter, and how the remaining sentences related to it (logical order).

Then she goes over the underlined words and phrases, showing how each one links and relates to other words and phrases. Next, she discusses the notion ofparagraphs, making sure to cover both function and form. she shows how the letter might be divided into two or three paragraphs.

2. The next step involves doing a scrambled-sentence activity. The teacher passes out the same seven-sentence letter as in #1 with the sentences not in the correct order. Then, working together, the teacher goes over the strategies she would use to put them in the correct or logical order, and into paragraphs. They then compare the result with the original letter.

3. Then 1.1 is taken up. The students have been taught how particular words and phrases help link and relate ideas in a paragraph, and the structure and function of paragraphs, and they have been given instruction in how to do a scrambled-sentence activity, identical to the ones in 2.1. The teacher explains about the first sentence and how it sets the stage for the rest of the paragraph, and how the remaining sentences relate to it (logical order). Then she goes over the underlined words and phrases, showing how each one links and relates to other words and phrases.

2. The next step involves doing a scrambled-sentence activity. The teacher passes out the same nine-sentence paragraph as in #l with the sentences not in the correct order. Then, working together, the teacher goes over the strategies she would use to put them in the correct or logical order. They then compare the result with the original story.

3. Then 2.1 is taken up. The students have been taught how particular words and phrases help link and relate ideas in a paragraph, and they have been given instruction in how to do a scrambled sentence activity.

EXAMPLE TWO

The second example comes from *As I Was Saying* by Jack C. Richards and Jonathan C. Hull (19871, which is "a course in conversational fluency for learners who have had at least two years of study of English but who lack the ability to take part in simple conversation." (from the *Teacher's Edition,* p. T3). The teacher is going to teach the first exercise in Unit One, in which the students, working in pairs, look at a map and tell their partners how to get fmm one place to another, using the information given in the map.

The teacher, following the instructions given in the teacher's edition, begins by talking about the map. She goes over the various places on the map, and describes the location of some of them. Then she asks some students about the location of other places on the map. When a student has difficulty forming a suitable answer, she provides one.

When the teacher feels that the students understand the question-and-answer pattern she has used, she has them work in pairs to ask and answer questions about the places listed. As they are doing this, the teacher walks amund the mom, monitoring the students, and provides suitable answers when appropriate.

This example follows more closely the axiom of teachingbefore testingthan the first one. The teacher's actions before asking the students to do the exercise are aimed at giving them the knowledge necessary to do the subsequent exercise. Not only does the teacher pmvide the students with the appropriate structures, she models the activity which the students will encounter in the exercise (describing the location of a certain place).

It is also important to point out that more than one answer is allowable or suitable. The students are not forced to come up with the one correct answer.

CONCLUSION

The axiom,"Teach first, then test," is an important one and, when understood and followed, helps in the teaching-learning process. However, teachers, for whatever reasons, may not always keep the distinction between teaching and testing clear.

One way of maintaining a distinction is for the teacher to examine the activities planned for a given lesson to determine how well the students **have been** prepared to do them. Preparation for a language learning activity involves at least two dimensions, linguistic and structural. The linguistic dimension involves the knowledge of the language needed to do the activity, while the structural dimension concerns the nature of the activity itself. Have the students done the activity or a similar one before? How complicated is it? Are the instructions clear and easy to follow?

Finally, when testing students formally to determine the extent to which they have learned the material, it is recommended that them be no surprises on the test. This means that what the students are asked to do on the test is similar, if not identical, to the activities and exercises done previously. A failure to do so is a violation of the teaching before testing axiom, since the students would be tested on something they had not been previously taught.

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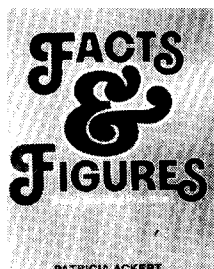
Facts & Figures
Basic Reading Practice

Patricia Ackert

Directed at adult students. this text contains challenging and entertaining readings of gradually increasing length. Assuming a base vocabulary of 300 words, It teaches 500 more with difficult words glossed and depicted in spot drawings. Exercises following the readings give vocabulary practice and test comprehenslon. For practice in structural points, Word Study activities end each chapter. Spelling rules and exercises on using context clues for prediction of vocabulary meaning are also included.
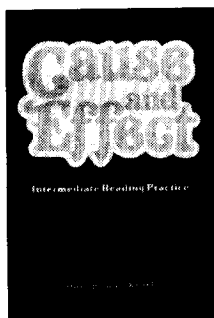
Cause & Effect
Intermediate Reading Practice

Patricia Ackert

For students with a vocabulary of approximately 2.000 words. this text features entertaining readings and an abundance of well-rounded exercises designed to strengthen skills and provide practice in such areas as: vocabulary. comprehenslon. inference, main idea, cause and effect context clues, scanning, sequence, summarizing, word forms, and connecting words.
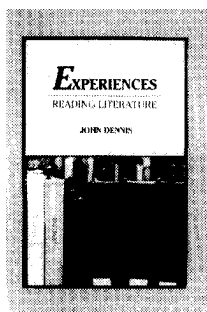
Experiences
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INVESTIGATING LEARNER BEHAVIOUR
IN THE CLASSROOM
By David Nunan

INTRODUCTION

In recent years there has been growing interest in classroom observation and research. It has been suggcstcd that such observation and research can be carried out, not only by academic researchers, but also by classroom teachers, either alone or in collaboration with colleagues (Kemmis & McTaggart 1981; Nunan 1990). Such research can enhance the professional self-development of teachers as well as provide useful data in classroom processes.

As the principal reason for having language classrooms is to facilitate language learning, it is obvious that the learner's classroom behavior is of paramount importance, and in the paper I should like to examine aspects of learner action and interaction in the classroom which teachers might investigate in their own classrooms. Obviously, there are some aspects of learner behavior which it is not feasible for us as teachers to investigate fully, and we shall not spend a great deal of time considering these. In this paper, we shall focus on three aspects of learner behaviour: learner language (development and interaction), the learner and classroom tasks, and learning strategies. For each aspect, I shall summarize recent research, and suggest ways in which teachers might use this research as a springboard for their own classroom investigations.

LEARNER LANGUAGE:
DEVELOPMENTAL FEATURES

Given the self-evident truth that the primary purpose of teaching is to bring about language learning, it may seem surprising that the systematic study of learner language is a comparatively recent phenomenon. For many years, it was assumed that, given learners with the appropriate attitudes and the requisite amount of intelligence, and teachers with the appropriate skills, teaching would result in learning. In other words, it was assumed that a simple one-to-one relationship existed between teaching and learning. However, over the last fifteen years or so, studies in second language acquisition, research on learning style and on discourse development, and work on socio-cultural and affective aspects of language development have shown such assumptions to be rather naive.

During the seventies, a series of studies were carried out which became known as the morpheme order studies. Most of these studies utilized a data collection instrument known as the Bilingual Syntax Measure, which consisted of a series of pictures. These were used by the researcher to conduct a structured conversation with the learner about the things and events in the cartoon pictures. The researcher then studied a recording of the conversation and identified which of a predetermined list of grammatical morphemes the leamerused. (The Bilingual Syntax Measure was designed to stimulate the production of morphemes such as articles, plural 's', third person 's' and irregular past tense forms.)

The early studies seemed to show that particular grammatical morphemes such as third person 's' and the progressive '-ing' were acquired in a certain order. This order seemed to be the same for learners regardless of their first language background. More significantly for language teachers, this order seemed to be impervious to instruction. In other words, learners would acquire a particular item at a time determined by their own internal 'syllabus' ratherthan at the time the item was taught.

Largely as a result of this research, certain claims were made about classroom practice. For example, it was claimed that syllabuses and teaching should follow the 'natural order' as revealed by the Bilingual Syntax Measure. It was also suggested that second language acquisition was largely a subconscious process that could best be brought about by exposure to natural communication in the target language rather than through tasks in which there was a conscious focus on language form. (For a detailed description of the morpheme studies and their implication for practice, see Dulay, Burt and Krashen, 1982.)

In recent years, the morpheme order studies have been largely discredited, and studies in second language acquisition have become much more sophisticated. Nevertheless, the notion that certain aspects of the language will be acquired at certain stages regardless of instruction has been supported, and there have been follow-up studies which show that one cannot simply go into a language class, teach any item one wishes, or thinks might be appropriate for the learners, and expect the learners to learn.

If learners do not learn what teachers teach, the question arises: is there any value in instruction?

This question was addressed by Long (1983) who, after an exhaustive review of studies available at the time concluded that, while instruction might not affect the order in which grammatical items were acquired, it did seem to speed up the rate of acquisition. Compared with learners who tried to pick up a language naturalistically in the street, instructed learners learned faster and progressed further. I should point out that the investigations referred to so far have been confined to the acquisition of grammar. There has been a comparative neglect of other aspects of language development, such as the acquisition of pragmatic and functional skills. Future research may, in fact, show that these are amenable to instruction.

A recent study into second language development is that of Johnston (1985). The study was given the acronym SAMPLE, which stands for Syntactic and Morphological Progressions in Learner English. The aim of the project was to describe the syntactic development of adult learners of English as a second language. Johnston began with the assumption that while the language produced by second language learners obviously differs quite markedly from the language used by native speakers, it was nevertheless systematic. In other words, he assumed that the mistakes

learners made were not random, nor were they patho-
logical deviations from the language used by native
speakers. He felt that learners have their own sys-
tems, and that by studying these systems, we might
obtain insights into the processes of second language
acquisition and the nature of language itself.

Johnston wanted to collect 'naturalistic' samples
of learner language to analyze. Therefore, instead of
using elicitation instruments (such as the Bilingual
Syntax Measure, which was used in the earlier mor-
pheme order studies) he collected his data by inter-
viewing twenty-four ESL learners at varying levels of
proficiency. Each subject was interviewed for about an
hour on two different occasions. This yielded an
enormous amount of material, and a great deal of time
was then spent on transcribing the interviews before
any analyses could actually be carried out.

Johnston studied the development of a wide vari-
ety of morphological and syntactic features, including
the following;

- verb morphology: "-ing," "-ed," "-s" marking, etc.
- use of the verb "to be"
- the development of negation-use of "don't," "any,"
  etc.
- questions
- noun morphology-plural and possessive 's' etc.
- definite and indefinite articles
- Deixis-words like "this," "that,"   "here," and "there,"
  which locate events and things in time, space and
  discourse
- vocabulary development

Following the work of the ZISA group in Germany,
Johnston decided that the acquisition order of certain
key morphemes was governed by speech-processing
constraints on short-term memory. According to the
hypothesis developed by the ZISA group, speech proc-
essing consists of mental operations which must be-
come largely automatic if the learner is to speak a
language fluently, in the same way as the physical
operations in breathing, walking, running and driving
a car must become automatic for us to carry out these
actions competently. Because speech-processing op-
erations are very complex, and also because the time
available for speaking or comprehending is limited, it
is only possible to focus on a limited part of the whole
speech-processing operation at any one time. Learn-
ing a language then, is a matter of gaining automatic
control of these complex mental routines and sub-
routines.

At the present time, Johnston believes he has
identified six developmental stages which are deter-
mined by the limits on memory as already described.
These are as follows:

Stage 1: Production of single words, phrases and
formulae (Formulae am utterances such as "I
don't know" and What's your name?" which
are learned as chunks and can not be broken
down into their separate elements.)

Stage 2: Production' of simple sequences or
'strings' of words following regular word order
rules: e.g., Subject + Verb + Object combina-
tions such as "I like rice."

Stage 3: Ability to identify the beginning and end
of strings of elements, and to attach and move

elements from the beginning to the end of
strings and vice versa. For example, attaching
adverbs to the beginning or end of strings as in,
'Yesterday, I go home."

Stage 4: AbiIity to identify and manipulate par-
ticular elements within a string. At this stage,
the learner can form questions by moving the
auxiliary verb to the beginning of a string as in,
"Can you swim?"

Stage 5: Ability to shift elements around in an
ordered way within strings, as in, Where are
you going tonight?"

Stage 6: Ability to break down elements within
strings into sub-strings, and to move elements
out of sub-strings and attach them to other
elements. At this stage, learners will be able to
do things such as form double subject comple-
ments as in, "He asked me to go."

What are the implications of this research for
teaching? There have been a number of different, even
contradictory responses to the finding that some as-
pects of grammar are impervious to instruction (in
other words, that instruction cannot change the order
in which they are acquired). As we have already seen,
one suggestion made as a result of the morpheme order
studies was that we should abandon all attempts to
grade syllabuses grammatically and to teach gram-
mar systematically. Rather, learners should be im-
mersed in communicative activities in which the focus
is firmly on meaning rather than form. An alternative
suggestion is that syllabuses should still be grammati-
cally sequenced but that the sequencing should follow
the 'natural order.' These conflicting suggestions under-
line the fact that research is often neutral as to its
implications for practice. Because of this, Johnston
believes we need to test these ideas in the classroom to
determine their effects on acquisition.

There are, in fact, a number of difficulties which
emerge when one attempts to apply the results of
research such as this. If one is to follow a natural order
of instruction, one must have classes consisting of
learners who are all at the same developmental stage.
It is also necessary for all these learners to progress at
the same rate. While these conditions might obtain in
some foreign language contexts, they might cause
problems in second language contexts. Additionally, in
second language contexts, we need to consider the
possibility that learners may need to learn some lan-
guage items (such as question forms) as formulae to
enable them to communicate at early stages of their
second language development. Another point which
needs to be considered is the long term effect of instruc-
tion. It may well be that even though learners am
incapable of reproducing a particular item at the time
it is taught, systematic exposure over a period of time
will speed up acquisition in the long run.

As a result of his work in second language acquisi-
tion, Johnston makes a number of suggestions for
classroom practice. Four of these are reproduced be-
low. You might like to consider ways in which they
might be tested in your own classroom.

1. Learners should not be forced to produce gram-
matical items which are beyond their current
processing capacity. Grammatical items should

be graded according to their complexity in terms of speech processing.

2. Learners have great difficulty in learning at one time sets of items which are closely related (e.g. pronoun paradigms).

3. Similarly, lexical opposites (e.g. tall/short) can be confusing for learners if they are introduced at the same time.

4. Learners tend to equate a single form with a single meaning. Multiple functions of words which have more than one function (e.g. 'there,'which can function as either a demonstrative or 'dummy' subject- 'There is a book over there') should not be introduced at the same time.

Other questions which relate to developmental aspects of learner language and which teachers might like to investigate in their classmoms include the following:

In my teaching, I generally provide an application task to follow up a formal presentation. Which language items do learners actually use in the application task?

Do learners learn closed class items (e.g. pronouns/demonstratives) best when these are presented at the same time as paradigms or when they are taught separately over a period of time?

LEARNER LANGUAGE: INTERACTION

In this section, we shall look at some of the discourse features of classroom interaction which have been investigated in first and second language classrooms, and which might provide suitable topics of investigation. It was only when researchers began to record and analyze interactions that they came to appreciate the complexities of the rules and regularities underlying interpersonal communication. An important implication of this research is that there is much more to learning a first or subsequent language than simply learning the grammar and vocabulary. In terms of oral communication, one needs to learn when it is appropriate to speak, what is appropriate to speak about, to whom it is permissible to speak and in which circumstances, how to gain the right to speak, how and when to change the topic, how and when to invite someone else to speak and so on.

Turn-taking

A great deal of theoretical and empirical research has been devoted to the identification and analysis of turn-taking, which is an essential part of managing interactions.

The first problem we encounter, when studying turn-taking behaviour, is to decide what a turn is, and to identify when one turn has ended and another one has begun. This problem of identifying what, on the surface, are 'common garden' concepts is not so unusual. The problem of identifying instances of a concept with which we have varying degrees of familiarity is a common one. It underlines the fact that concepts such as 'interaction' and 'turn' (and even 'cat' and 'dog') are 'constructs.' That is, they have been 'invented' or 'constructed' by us to assist us in making sense of the world and operating in it. Not so long ago grammari-

ans had trouble dealing with concepts such as 'sentence' and 'word.' At present discourse analysts are having problems with concepts such as 'turn.'

During the course of an interaction, it may not be too difficult to identify an ongoing turn by pinpointing the person currently speaking. However, when someone else interjects, we may have problems deciding whether or not to accept this as a new and separate turn. This and other problems arise when we try and fit 'turns' into hierarchical models of communication such as those devisedby Sinclair and Coulthard (1975).

Topic

Topic, like turn, is a fuzzy concept. While, in retrospect, we can examine classroom transcripts for the existence of topics, sub-topics, topic boundaries and so on, these am not brought along to an interaction ready-made for the participants to drop conveniently into the interaction at some appmpriate moment. Rather, topic initiation, development and change are processes which are negotiated andjointlyconstxucted by the participants in the course of an interaction.

Brown and Yule (1983) suggest that while an understanding of 'topic' seems to be essential to the discourse 'relevance' and 'coherence', formal attempts to pm the concept down are probably doomed to failure. While most of us have an intuitive feeling for the concept, it is, according to Bmwn and Yule 'the most frequently used, unexplained term in the analysis of disccurse'.

van Lier (1988) develops a useful topic/activity framework for analyzing classroom interactions. ('Activity,' here, refers to the type of interaction-whether it is a casual conversation, a lecture or a joke.) He suggests that at different times in a lesson different emphases on activity-orientation and topic-orientation will be evident. The postulates the existence of four interaction types as follows:

1. Less topic-orientation, less activity-orientation.
   Examples: small talk, general conversation over a cup of coffee.
2. More topic-orientation, less activity-orientation.
   Examples: announcements, instructions, explanations, lectures.
3. More topic-orientation, more activity-orientation.
   Examples: elicitation (teacher-learner 'recitation'), interviews, reports, summaries, discussions, debates, jokes, stories.
4. Less topic-orientation, more activity-orientation.
   Examples: repetition and substitution drills, pair work, role taking, games.
   (van Lier 1988, pp. 155-156)

In terms of classroom research, the topic/activity framework provides a way of analyzing the particular style of individual classroom teachers. Based on his extensive analysis of classroom transcripts, van Lier suggests that these patterns of interaction can be generalized across a range of lesson types, and seem to override such things as methodology. In other words,the four types are likely to occur in classrooms regardless

of the methodological labels assigned to such class-rooms. He also claims that Type 4 interactions (drills, pair work, role play) form the core of language lessons, which contrasts sharply with non-classroom discourse. This is an example of how the language encountered by the learner in class differs from that encountered out of class. (We have already seen that the types of questions addressed to learners differ in class and out of class.) What we need to decide is whether or not this is a good or a bad thing. If we decide it is undesirable for learners to encounter in class types of language and patterns of interaction that differ fmm those encountered outside, we then have to decide what, if anything, we intend to do about it.

Some of the questions that are suggested by research into classroom discourse and interaction, and that can be explored by teachers in their own classmoms, include the following:

To what extent is the language produced by my learners predetermined by me, the teacher? Does this vary from learner to learner, or according to the type of lesson being taught? Can types of language and interaction be expressed as percentages? Can they be varied? By what means, and to what effect?

What is the relationship between control and initiative in my classroom? What are the conditions, points in the lesson, task types, which favor control and vice versa? Can the patterns be modified? How? When? With what results?

What is the mix of topic/activity interaction types in my classroom? What characteristic interaction type sequences are there in my classroom? What do they tell me about what is happening in my classmom?

In what ways do turn taking and topic management vary with variations in the size and composition of the learner groups?

Are learners more effective at conversational management when techniques such as holding the floor or bringing in another speaker are consciously taught?

LEARNTNG TASKS

One of the most interesting areas for classroom observation and investigation relates to the type of language which is stimulated by different types of learning task. This is also an area which has been inveetigated by a number of second language acquisition researchers. The SLA research has been concerned with identifying those types of communicative tasks which seem to stimulate processes of second language acquisition. The researchers have looked, in particular, at the amount of negotiation of meaning which is stimulated by tasks of different types. As yet, the research has not shown a direct relationship between input and output. In other words, it has not been demonstrated that tasks which prompt more negotiation of meaning actually result in superior learning over tasks which do not promote negotiation of meaning. The reasoning behind the research is as follows:

If we acquire a second language by comprehending messages in that language, and **if** negotiating meaning makes language more comprehensible, then tasks which stimulate students to negotiate meaning should promote acquisition.

As we can see, there are two big 'ifs'here, and as in a lot of research, the relationship between learning processes and products is an inferred one.

Before going any further, I should clarify what is meant by 'negotiation of meaning,' or, as it is sometimes called, modified interaction. In the research literature, it refers to those instances in an interaction in which the speaker and listener work together to determine that they are 'on about' the same thing, in other words, when the speaker carries out comprehension checks ("Know what I mean?") to determine whether he/she has been correctly understood, and when the listener requests clarification (What do you mean, she's silly?") or confirms that he/she has correctly understood ('You stopped because you didn't learn anything?").

Pica and Doughty (1996) investigated the negotiation of meaning in classroom information gap tasks. The research hypothesis was that information gap tasks in which participants were required to exchange information for the successful completion of the task would generate more negotiation than tasks in which the exchange of information was optional. It was also hypothesized that there would be more negotiation when students worked in pairs than in small groups, which in turn would generate more negotiation than when the task was carried out by the teacher and the whole class.

As a result of the study, the researchers concluded that:

. . . on the basis of our combined research, it appears that group work-and for that matter, pair work as well-is eminently capable of providing students with opportunities to produce the target language and to modify interaction. In keeping with second language acquisition theory, such modified interaction is claimed to make input comprehensible to learners and to lead ultimately to successful classroom second language acquisition. . . . however, group work activities do not automatically result in the modification of interaction among the participants. To be effective, group interaction must be carefully planned by the classroom teacher to include a requirement for a two-way or multi-way exhange of information. Thus. the teacher's role is critical not only in providing students with access to grammatical input, but also in setting up the conditions for successful second language acquisition in the classroom.

Research such as this can be readily replicated in the classroom. Questions for investigation might include:

Which types of communicative task seem to stimulate the most interaction?

Which tasks work best with mixed ability groups?

Do authentic input texts stimulate richer output than specially written texts?

In what ways do teacher and learner role relationships affect the success with which tasks are performed?

LEARNING STRATEGIES

Another area of research receiving considerable attention is that of learning strategies. Familiarity with this work can greatly enhance our understanding of what goes on in classrooms. The thrust of much of

this research has been to identify those strategies which characterize the 'good' language learner. (See, for example the work of Rubin and Thompson [1982], who list the behaviors which 'good'or efficient learners tend to exhibit as they go about learning a second language.)

Recently, I investigated 44 'good' language learners in order to fmd out whether there were any common patterns in their learning experiences. The learners had all learned English as a foreign language in a variety of Southeast Asian countries. They were all 'good' learners in that they had all attained bilingual competence in the language. During the investigation, they were asked to record what they found most helpful and what thev found least helpful in learning English as a foreign language. The most striking thing to emerge from the study was the fact that, despite the diverse contexts and environments in which the subjects learned English, virtually all agreed that formal classroom instruction by itself was insufficient. Motivation, a preparedness to take risks, and the determination to apply their developing language skills outside the classroom characterized most of the responses from these 'good' language learners. In terms of classroom learning, most subjects stressed the importance ofcommunicative languagetasks. Also significant were affective factors in the classroom.

Willing (1988) carried out a large-scale study into the learning styles of adult immigrant learners of English as a second language in Australia. In all, information was collected from 517 learners. The principal means of data collection was a questionnaire which learners responded to during an interview. Low proficiency learners were interviewed in their first language. The questions were as follows, with the possible answers "no," "a little," 'good," or "best":

HOW DO YOU LIKE TO LEARN BEST?
1. In English class, I like to learn by reading.
2. In class, I like to listen to and use cassettes.
3. In class, I like to learn by games.
4. In class, I like to learn by conversations.
5. In class, I like to learn by pictures, films, video.
6. I want to write everything in my notebook.
7. I like to have my own textbook.
8. I like the teacher to explain everything to us.
9. I like the teacher to give us problems to work on.
10. I like the teacher to help me talk about my interests.
11. I like the teacher to tell me all my mistakes.
12. I like the teacher to let me find my mistakes.
13. I like to study English by myself (alone).
14. I like to learn English by taking in pairs.
15. I like to learn English in small groups.
16. I like to learn English with the whole class.
17. I like to go out with the class and practice English.
18. I like to study grammar.
19. I like to learn many new words.
20. I like to practice the sounds and pronunciation.
21. I like to learn English words by seeing them.
22. I like to earn English words by hearing them.
23. I like to learn English words by doing something.
24. At home, I like to learn by reading newspapers etc.
25. At home, I like to learn by watching TV in English.
26. At home, I like to learn by using cassettes.
27. At home, I like to learn by studying English books.
28. I like to learn by talking to friends in English.
29. I like to learn by watching/listening to Australians.
30. I like to learn by using English in shops/CES/trains/. . .

One of the major aims of the investigation was to explore possible learning style differences attributable to different learner biographical variables. It is widely accepted by teachers that such things as ethnicity and age will have an effect on preferred ways of learning. The variables investigated by Willing were:

- ethnic group
- age group
- level of previous education
- length of residence in Australia
- speaking proficiency level
- type of learning program (e.g. whether in full time or part-time courses).

The study came up with several surprising findings. In the first place, there were certain learning activities which were almost universally popular. In several instances, these were activities which did not enjoy similar popularity amongst teachers. Perhaps the most surprising finding was that none of the biographical variables correlated significantly with any of the learning preferences.

One final finding of note was that learners could be categorized by type according to the pattern of their responses on the questionnaire.

Type 1: 'Concrete' learners
These learners tend to like games, pictures, films, video, using cassettes, talking in pairs and practicing English outside class.
Type 2: 'Analytical' learners
These learners liked studying grammar, studying English books and reading newspapers, studying alone, finding their own mistakes and working on pmblems set by the teacher.
Type 3: 'Communicative' learners
These students like to learn by watching, listening to native speakers, talking to friends in English and watching television in English, using English out of class in shops, trains etc., learning new words by hearing them, and learning by conversations.
Type 4: 'Authority-oriented' learners
These learners preferred the teacher to explain everything, liked to have their own textbook, to write everything in a notebook, to study grammar, learn by reading, and learn new words by seeing them.

As with other aspects of learner actions and interaction in the classroom, that of learning strategy preferences provides many interesting issues that teachers can explore in their own classrooms. They can for example interview learners over a period of time, noting whether or not their preferences change and what might account for this. Alternatively, they might like to administer a version of the Willing question-

naire, look at the different learner 'types' they have in their classrooms, and see whether these learners respond differentially to different types of materials or classroom activities. Specific investigative questions might include:

Is there a mismatch between the classroom activities I favour and those my learners prefer'?

Do my better learners share certain strategy preferences which distinguish them from less efficient learners?

CONCLUSION

In this paper, we have looked at some aspects of learner behaviour in the classroom. In particular, we have have focused on developmental aspects of learner language, learner interaction in the classroom, communicative tasks and the language they promote, and learner strategies. I have tried to suggest that all of these areas throw up issues and questions which teachers might fruitfully explore in their own classrooms, and that such investigations provide teachers with a means of enhancing their own professional growth.

More generally, the investigative tasks suggested here can help to identify and close the gap between what we think or hope goes on or what we want to go on in our classrooms and what actually goes on. If there is a gap between the intention or ideal (what we would like to happen in the classroom) and actual practice, the following questions can act as a point of departure in helping us formulate issues for investigation.

What *is* actually happening in my classroom now? Is there any problem, and, if so, is there anything I can do about it?

What do my learners actually do in class? What are they learning? Is this what I intended them to learn? Is it worthwhile?

Is there anything I am puzzled or irritated about in relation to my teaching or my pupils' learning?

Are there any new ideas I would like to try out in my classroom?

What do I actually do in class? Is there a difference between what I think I do and what I actually do? Is this a problem, and, if so, is there anything I can or should do about it?

What have I learned or what would I like to learn about myself as a teacher? How might I go about this?

Is there a difference between the way I see myself as a teacher, and the way others (e.g., colleagues, learners, superiors) see me? How might I find out about this?

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Interview: Charlene Sato
by Sandy Fotos

Charlene Sato is Associate Professor in the Department of English as a Second Language at the University of Hawaii. Her research and publications have focused on second language acquisition, particularly on the development of interlanguage syntax and phonology; second language classroom discourse; teaching standard English as a second dialect, and creole sociolinguistics. While on leave from her regular position this past year, she taught courses in Temple University Japan's graduate program in TESOL, where Fotos interviewed her last spring. The daughter of a Japanese-American father and a Japanese mother, Dr. Sato grew up in Hawaii as a Hawaiian Creole English speaker herself, and quite early in life became aware of and deeply interested in the critical role played by language in creating and maintaining social relationships and in organizing human culture.

FOTOS: *You seem to be involved in a number of areas.. second language acquisition, Hawaiian pidgin and Creole English study, interlanguage development.*

SATO: Yes. The main theoretical issues in describing and explaining language change or language creation, for example the creation of pidgin and creole languages, are relevant to questions in second language acquisition. A creolist asks the questions: what is a creole language? Why does it develop and how does it differ from a standard language? We ask similar questions about SLA. The same kinds of principles that affect generational change in a single language also underlie the creation of a new language system. Because we are all human beings, aside from the contextual differences, there must be similar principles. In my own career I have found that when you do work in pidgin or creole linguistics, you not only have to read the basic works in linguistics but you also have to read about the social histories of different communities. If an anthropologist has done work in that region, you have to read it as well.

Can you elaborate on the distinction among the different branches studying language in society: sociolinguistics, pscholinguistics, ethnography, discourse analysis and so on.

Discourse analysis is a way of looking at language use and the focus is discourse, in other words, on something beyond a sentence, whereas the term ethnography really entails not only a methodology but a focus on certain issues in human social life. Ethnographers, those who are interested in language socialization and cultural change, would see discourse analysis as one of the kinds of analysis to be used. Typically, an ethnographer comes fmm the anthropological tradition. If you am a psycholingnist, you are more interested in the human mind. There tends to be a focus on the individual.

What sort of specific phenomena would a psy cholinguist be investigating as opposed to a sociolinguist, taking it from their areas of investigation?

A number of different academic disciplines do work that tries to describe and explain the relationship between language and social context. If you are a psycholinguist, then you are essentially interested in language and how the mind works, and you gradually expand your scope of investigation to go from language to make the connection to social factors. For example, looking at variations in phonology, you observe that people seem to pronounce their r's differently depending on whether they am fmm a certain social class or ethnic group. But your interest is principally language. If you are an ethnographer, you are more interested in explaining how people set up social systems, how those systems are organized and the role that language plays in those systems. You might prefer the term "language socialization" to 'language acquisition," a term that, from the ethnographic perspective, views the phenomenon too narrowly.

How we develop language is intimately tied to how we become functioning members of a culture, how we organize our social systems and how we change. Language is the central means by which we as human beings organize ourselves culturally and socially. If you contrast this with the sociolinguistic perspective, you can see that they are both interested in language in social context, but the relative emphasis is different. For some people, it is more interesting to account for language change or to describe a linguistic system. For other people, it is more interesting to describe the cultural system.

Where do you fit in?

I guess I'm in between! I am very much interested in the connection between face to face interaction and higher levels of social organization. I think that discourse analysis has to be put in a larger context and for me that context is interactional sociolinguistics. This is sociolinguistics that looks at the kind of social interaction that people experience in everyday life. Discourse analysis is one way of understanding and analyzing the structure of face to face interaction and how people develop, maintain and break up social relationships.

When I was growing up as a creole speaker in Hawaii, I realized that a lot of problems we students had in school involved the fact that we talked differently. We didn't talk "right" and therefore we weren't thinking "properly" and therefore we weren't doing the "right" things in the classroom. Language became a central issue in my life and I became fascinated by linguistic differences, using the study of how language works to actually solve real problems in society. I focused on language in education because I realized thmugh personal experience that there are basic inequalities, not only in education but throughout society, that language plays a very important role in creating

and maintaining. Sociolinguistics is linked with solving practical pmblems in education and in the legal areas, for example, with new groups of immigrants coming into the United States. Language is very important to them and applied linguists, people who deal with language, have a lot to say and can help. When the issue of language in society becomes a critical topic, I feel that I am able to say something from my research.

What about the second language classroom?

One of the areas I have been working in is discourse-based pedagogical grammar. Look at the teaching of second language writing. When students are learning to write essays, there are many aspects of grammar in English that are difficult to understand until they are seen as discourse functions. Consider tense aspect marking, the use of the past tense. A typical Japanese student gets a lot of sentence level grammar lessons but that kind of instruction really doesn't help the student understand how to use the past tense when writing a narrative. It's necessary to analyze the use of the tenses in natural face-to-face interaction, where people shift fmm use of the past tense to the present tense when telling a conversational narrative, to make events more vivid. These kinds of discourse functions of tense in English are not usually taught, but English learners can be exposed to discourse level constraints on grammatical features of English when they study writing. As teachers we must ask, what kinds of constraints on the use of certain kinds of forms need to be practiced? If you are focusing learners at different points in the course on different kinds of expository writing, then which linguistic devices, which morphosyntactic features, are the critical organizing features for different texts? These can be made more salient as learners are actually writing that kind of text. So the mle of grammar in language teaching has to be conceived at the discourse level because it is here that sentence level grammatical rules make the most sense.

You make pedagogical suggestions based on findings from research?

Yes. Take a very practical teaching problem, the teaching of writing, and draw on different bodies of research, Some of it is interactional sociolinguistic research on how people tell stories. Other research is on written discourse analysis and the mle of grammar in language teaching. You pull that together. The idea is to develop a particular methodology in the classmom. But that also becomes a focus of research: how can we show that a particular methodology works.

Let's look at the connection regarding research and teacher training. Accusations have been made that research findings are not always useful or that it is too early to conclusively apply anything out of research to the classroom.

I've noticed that teachers who are being exposed for the first time to research thmugh reading journal articles are often intimidated by it and they think that it has nothing to do with their actual teaching lives. There are also some historical reasons why teachers tend to shy away from research in general-applications from linguistics during the 1950s and 60s that were premature and that were counter to what teach-

ers actually saw working in their classrooms. Linguists were doing contrastive analysis in linguistic terms, dealing with abstract linguistic systems. It wasn't until people started doing research on language acquisition that research got closer to teacher concerns. Now research is directly relevant to language learning and teaching and there is no reason to be afraid of it.

You have said that most of the research in the field of second language acquisition is being done now by people who were at one time teachers themselves, and who were motivated to go into research by what they saw taking place in their classrooms.

Exactly. There is a difference between people who were trained as linguists orpsychologists and who only occasionally have something to say to teachers, and applied linguists who are motivated by the actual questions that interest teachers. The reason that we got into second language research was because we personally experienced some very real problems in the classrooms and in language teaching in general and WC wanted to improve the situation.

In teacher training, I'm interested in exposing teachers to the kinds of knowledge we have about language learning and teaching and in developing their ability to evaluate and assess the information, and then apply it to their own situation. We, as professionals have to be committed to our subject matter. We are the "experts" and we are held accountable. We are responsible for training ourselves and for creating the knowledge that we need to improve our field. ESL teachers have to realize how important their work is. In simple terms, it is developing confidence and developingyour own selfrespect, and until you view the field that way, no one else will!

Do you have any advice to EFL teachers in Japan as to the type of research they could do?

It's a complicated situation and I've come to understand the kinds of constraints teachers operate under here. In public education at the secondary level, there is a centralized educational system and teachers are in the position of having different goals. Some are imposed externally and some are their own. For example, teachers will probably have to teach to a test for years to come, and in that sense, research which would be helpful would be in the areas of developing different forms of classroom organization, different ways of dealing with the teaching of reading and writing-in other words, literacy in English. Because Japanese is typologically very distinct from English, there are many interesting questions having to do with being literate in Japanese, given the visual orientation, and then acquiring literacy in English.

Also, since Japanese society is changing, there are many possibilities for macro-sociolinguistic research. If people are genuinely interested in internationalizing Japan and tying English language education into the process, they might be inclined to figure out ways of developing adjunct English programs.

What would that consist of?

I'm not sure how it would be done, but something along the lines of after-school English for Special Purposes programs, but for secondary school students. Or more content-based English language instruction. Again, I'm very tentative about this because I'm not

sure what is possible, but these are areas where teacher initiative would be essential. This past year, some of the teachers in the graduate TESOL program of Temple University Japan began some very promising content-based curriculum projects, so I'm sure the next few years will be very productive.

What about English as an International Language?

There is no question that English in whatever form is the most widely used language in the international context, like it or not. My view is to provide people with access to any variety they care to acquire and not to limit people in any way from acquiring another variety of English nor to force them to lose what ever variety or language they start with. I've just finished an article for the **TESOL Quarterly** (June, 1989) where I focus on the question of how to deal with people who speak different varieties of English but who need to acquire some standard variety. They will have to learn it as a second dialect. How do we facilitate their academic development? So when people say that they think we ought to strive for English as an international language, I don't disagree, but I don't have this monolithic sense of which English it is. There is so much variation that exists and is acceptable. Communication still occurs.

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Submissions are sought for

"Teaching English to Children"

A Special Issue of
The Language Teacher,
March, 1991.
For further information, see the Bulletin Board section. of this issue.

原稿募集
〝児童英語教育〟
THE LANGUAGE TEACHER 特集
1991年3月
この号のお知らせ欄を御覧下さい。

JALT News

It is with deepest regret and sadness that we report the loss of Daniel Micah Horowitz, an instructor at the International Christian University in Tokyo. Danny suffered heart failure and passed away on Sunday, October 22, leaving behind his wife, Takako, and son Aaron.

It is very hard to capture in words how truly special Danny Horowitz was, and to express how much he was loved by everyone who had the privilege of knowing him. All the most appropriate adjectives have been overused. Danny was an inspiration. Those of us who worked with him at I.C.U. wished we could all be a little more "Danny"-dedicated, professional, chock full of great ideas, and, always, humane. Danny was the teacher that every one of us wishes we could be, and that every student feels lucky to learn with. And he had only just begun.

Danny read widely to keep up with the latest in education theory and research, and was constantly seeking and testing new ways to improve the efficacy of ESL pedagogy in our program and in general. He was a true scholar who made valuable contributions to our field through published articles and presentations at JALT and TESOL. One of the major goals Danny was shooting for was to serve as editor of a professional journal. Never mind that it cut in on his non-existent spare time, he was thrilled to be appointed as co-editor of the *JALT Journal.*

But for all his personal and professional responsibilities and aspirations, Danny Horowitz never for a moment lost touch with his students. He strove to understand their needs, and they found in him a stimulating and sympathetic *sensei.* We all wondered how he managed do it all, and still welcome us, gladly, when we stopped by for advice. Danny was much loved, and will be missed tremendously.

Susan Kocher
English Language Program
International Christian University

NEWBURY HOUSE
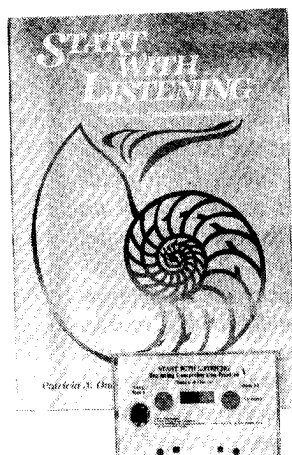
Start With Listening
**Beginning
Comprehension Practice**

**Patricia A. Dunkel and
Christine G. Gorder**

Beginning

Listening comprehension is the central focus of this text and audio-program. Each of the 12 units contains four to six taped passages- both narratives and conversations- deslgned to build developmental skills. Students are required to go through multlple listening cycles so that they can gradually broaden and deepen their understanding of the readlngs. Each passage IS followed by a review of specific conversational patterns as well as exercises that check comprehension of surface, implied. and Inferred meaning.
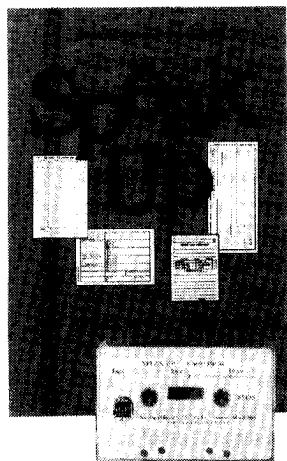
Speak Up
**Beginning Pronunciation
and Task Listening**

Cheryl Pavlik

Beginning

Thls beginning listening and prouncisation text helps students move quickly from recognition of language to oral production. It is divided into 40 two-page units, each unit containign a dialog emphasizing pronunclatton and listening: pronunciation and listening discrimination exercises: suprasegmental listentng and pronunciation problems; and practice In listening to reduced speech. The final section of each unit is a task listening exercise combining all of the unit's elements. All dialogs or dictations are included on the accompanylng set of four cassettes.
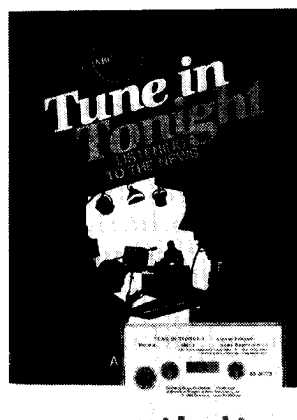
Tune in Tonight
Listening to the News

Alexis Finger

High-Intermediate to Advanced

This combination text and cassette listening comprehension program focuses on authentic news broadcasts of either broad political significance or general human interest. By exposing students to the fast-paced English of television news journalism. Tune in Tonight familiarizes them with the diverse natural speech patterns of American English and develops an awareness of language and culture that students will transfer to real-life situations. Units begin with prelistening discussion questtons and preparatory vocabulary while short answer statements and comprehenslon questlons accompany taped passages. Additional activities include vocabulary reviews. news summarizing. group role-playing. and class discussion.

For more information call or write:

Make Contact With the Real World

Early Business Contacts
Topics include: first meetings, company organization, job routines, business correspondence, sales forecasts, factory tours, market research and more. For pre-intermediate students.

Business Contacts
Topics include: recruitment procedures, inflation, plans and strategies, pricing policies, office talk, market share developments, end of year reports and more. For pre-intermediate to intermediate students.

Secretarial Contacts
Topics include: booking a hotel room, receiving visitors, office talk, dissatisfied customers, the board meeting, preparing the agenda, important phone calls and more. For pre-intermediate to intermediate students.

Technical Contacts
Topics include: optical fibres, computers, testing circuits, transistors, printing processes, microchip manufacture, data communications, factory automation and more. For pre-intermediate to intermediate students.

The *Contacts* series provides practice in communication skills for the specialist and non-specialist student of English. All of the situations in this series use realistic language to handle real-life professional tasks.

All books in the *Contacts* series contain the following features:

- Situationally organized around authentic topics.
- Designed for classroom and self-study practice.
- Discussions, role-plays and problem solving activities.
- Grammatical and functional.
- Vocabulary extension.
- British and American varieties of speech.

My Share

As more and more students spend holidays abroad so the language of tourism and tmvelling becomes more interesting and "comes home to men's business and bosoms." Here is an approach that makes tourist situations practical in even fairly large classes.

TOURIST-ENGLISH COMMUNICATION ACTIVITIES FOR LARGE GROUPS
By Stella Yamazaki and Tatsuroh M. Yamazaki

Lessons on tourist English, particularly ones using short dialogs, are popular with both teachers and students in Japan. Yet, the natural final conclusion of these lessons, communication exercises in which students use the lessons' target expressions, are often never attempted. Teachers of large groups in particular find them impractical because of the amount of preparation time required and the difficulty of their execution.

I have devised and used the following two communication exercises successfully with university freshmen English conversation classes of forty students

each (high intermediate level). They involve relatively little preparation and can be implemented quite easily. In my classes I used a video segment from *Survival English I* (Asahi Shuppansha, 1989) followed by vigorous pair practice of similar dialogs, usually from *Around Town* (Longman, 1982), to prepare students for the communication activities. But other texts or teacher-made dialogs might be equally effective. Also, by reducing or increasing the number or difficulty of target expressions, teachers could use these activities with students of higher or lower ability.

COMMUNICATION ACTIVITY 1:
Hotels-Comparative Shopping
Objective: To demonstrate ability to ask questions about hotel vacancies, rates, and extras.
Target expressions: Do you have (any vacancies, a double room, a single)? Can I reserve __? How much is it? What's the rate? Does that include __? Do all the rooms have __?
Materials: HOTEL CLERK signs, hotel clerk information sheets, Honolulu Hotels form (see below) with verso labeled either A or B.
Seating: Pairs
Approximate Time: 20 minutes
Activity: I distribute the Honolulu Hotels sheet, each student pair receiving one A and one B sheet. I use the board or a large reproduction to review directions. I demonstrate the procedure they will follow at least

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Honolulu Hotels

You and your partner are going to Honolulu on vacation (or on a honeymoon) this summer. You will have only $1200 / ¥156000 to spend on food, entertainment and a room.

You need a double room. You also need to spend your money wisely because you have many things to buy during your vacation. There are eight hotels listed below. Partner A should get information about four of the hotels. Partner B should get information on the other four hotels. Compare your information and choose one hotel to stay in. Then complete this sentence.

Expensive
1. Aston - $____ rate
   ____ breakfast?
   ____ pool?
   ____ refrigerator?
   ____ movies?
   ____ (anything else included?)
2. Halekulani - $____ rate
   ____ breakfast?
   ____ pool?
   ____ refrigerator?
   ____ movies?
   ____ (anything else included?)

Moderate-Priced
1. Sheraton Princess - $____ rate
   ____ breakfast?
   ____ pool?
   ____ refrigerator?
   ____ movies?
   ____ (anything else included?)
2. Waikiki Beachcomber - $____ rate
   ____ breakfast?
   ____ pool?
   ____ refrigerator?
   ____ movies?
   ____ (anything else included?)

Inexpensive
1. Viscount - $____ rate
   ____ breakfast?
   ____ pool?
   ____ refrigerator?
   ____ movies?
   ____ (anything else included?)
2. Ilima - $____ rate
   ____ breakfast?
   ____ pool?
   ____ refrigerator?
   ____ movies?
   ____ (anything else included?)

Very Inexpensive
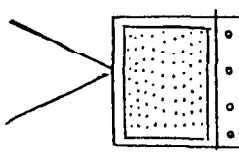1. Youth Hostel A $____ rate
   ____ breakfast?
   ____ pool?
   ____ refrigerator?
   ____ movies?
   ____ (anything else included?)
2. Youth Hostel B $____ rate
   ____ breakfast?
   ____ pool?
   ____ refrigerator?
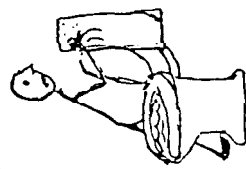   ____ movies?
   ____ (anything else included?)

We want to stay at ____ (name of hotel or hostel) because ____

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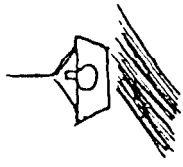
1. The light doesn't work. (ライトがつかない)

2. The air conditioner doesn't work. (エアコンが作動しない)

3. The TV doesn't work. (テレビがつかない)

4. The toilet is stopped up. (トイレが、まった)

5. There's no ___
   There aren't any ___
   (～がない)

Bath towel
Face towel
Hand towel
glasses
shower cap
toilet paper
soap
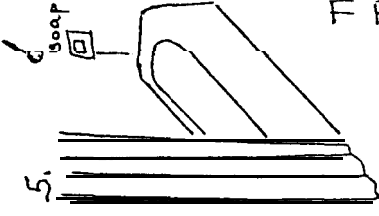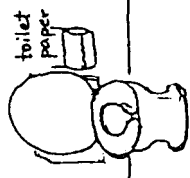
6. There's no hot water. (お湯が出ない)
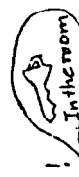
7. I locked myself out. (かぎを中に置いたままドアをロックしてしまった)
In the room

A. Front Desk. May I
   help you?
B. Yes. The bathroom
   light in my room
   doesn't work.
A. What room are you
   in, sir/ma'am?
B. I'm in 718.
A. Okay. I'll have a
   man up there in a
   minute.
B. Thanks.

A. Hello, Front
   Desk. Can I help
   you?
B. Hello. Yes, I'm
   having problems
   with my TV.
A. What room,
   please?
B. Room 780.
A. We'll send
   someone up right
   away.
B. Thank you.

A. Hotel Reception.
B. Yes. There's
   something wrong
   with the air con-
   ditioner here.
A. Your room
   number?
B. 113.
A. I'm very sorry.
   Someone will be
   up right away.
B. O.K. Thanks.

A. Front Desk.
B. Hi. We have a
   problem. There
   isn't any soap in
   our room.
A. What room is
   that, please?
B. Room 130.
A. I'll send someone
   up in a few
   minutes.
B. Fine. Thank you.

twice using individual students in clerk and customer roles. I stress to students that they have a very limited budget and must spend their money carefully.

Otherwise students all tend to choose the same hotel: the most expensive one.

I next select eight students, one per-hotel, to come to the front of the room and act as hotel clerks, wearing the HOTEL CLERK signs. Using an information sheet on their hotel, which I give them, they are prepared to answer students' questions. The remaining students in class, seated in pairs, now come up individually to the front of class and, using the target expressions inquire about four of the hotels (Partner A taking the top four and Partner B the bottom four on the sheet) and record the information on their forma. In my classes the student customers line up single-file in front of the different hotel clerks. I circulate making sure that all the clerks stay busy and that no one line gets too long.

After collecting their information, Partners A and B sit down at their places, compare their data and together decide on a hotel to stay in, writing their reason at the bottom of their forma. I call on several students pairs to share their choices and reasons with the class. Afterward I collect the completed forms with students' names on them to check performance and encourage participation.

COMMUNICATION ACTIVITY 2:
Hotels -Complaints
Objective: To demonstrate ability to express complaints and to recognize and accurately produce mom numbers, particularly those containing "teens" or "tens."
Target **expressions:** The ___ isn't working; I'm having trouble with the __; There isn't/aren't any __; I don't have any __ in my omom.
Materials: Room number signs for each student desk, chosen to contrast "teens" v. "tens" (213,230; 214,240; etc.); HOTEL CLERK signs; sheets of paper for recording mom numbers and complaints; picture handouts of common hotel complaints (below)-2 sets; 5 or more small bags; (optional: realia-soap, towels, glasses, toilet paper, and paper monkey wrenches labeled REPAIR.)
Seating: Pairs
Approximate Time: Pronunciation Exercise and dialogs: 45 minutes. Communication Exercise: 15 minutes

I tape room numbers to students' desks before class. I find it best to assign contrasting mom numbers to each student pair, e.g., Partner A-Room 218, Partner B-Room 280, to provide for equal practice with both types of numbers.

At the beginning of the class period I give students a short lesson on the recognition and production of "teens" vs. "tens." Next, students repeat and then practice in pairs the dialogs above using both types of numbers. I then use the handout to review the meaning and pronunciation of the various hotel complaints. Students again repeat the dialogs in pairs, this time

substituting the new complaints and their own room numbers until all the complaints have been practiced.

I select 5 to 6 students per class of 40 to come to the front of the class and serve as hotel clerks. They wear HOTEL CLERK signs and receive sheets with two labeled columns for the room number and complaint of each guest. With the handout put away, each of the remaining students draws a picture of a complaint from a bag. I use one bag per row of seats to save time. These pictures are the pictures from the handout minus captions so that students must remember their complaints without the verbal cues.

After demonstrating the procedure to the class twice using student clerks and guests, I station clerks in the fmnt of the mom at desks or tables where they can write. Students line up in front of them and, using the format of the practiced dialogs, give their complaint and mom number to the clerks who record them. This step gives otherwise apathetic students a real motive for pronouncing numbers clearly and makes many people aware of otherwise unnoticed problems in their pronunciation.

After all complaints have been recorded, I have the clerks gather the needed items or repair slips. I personally prefer using realia whenever possible-actual towels, soap, and toilet paper. But copies of the pictures fmm the handout with changes in wording could easily be handed out instead, e.g., "The light doesn't work" changed to "The light works." It is very important to have as many specific items for distribution as you have complaints. I check student performance at the end of the lesson by seeing who has not received the items they requested.

To make exercises more meaningful, I always try to use real data (i.e., actual prices, addresses, and statistics) and I tell the students this. I have found the AAA travel guides as well as free brochures from the bureaus below to be very helpful. Students can also write these bureaus as a class exercise and in a follow-up lesson plan vacations using the information they received.
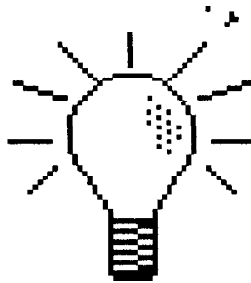
New York Convention & Visitors Bureau, Inc.
Two Columbus Circle
New York, N.Y. 10019 USA

Chicago Tourism Council
806 North Michigan Avenue
Chicago, IL 60611 USA

Hawaii Visitors Bureau
2270 Kalakaua Avenue, suite 801
Honolulu, HI 96815 USA

San Francisco Convention & Visitors Bureau
P.O. Box 6977
San Francisco, CA 94101-6977 USA

Greater Los Angeles Visitors and Convention Bureau
505 S. Flower Street
Los Angeles, CA 90071 USA

English In Sight

Patricia Mugglestone, Hilary Rees-Parnall, Jane Revell
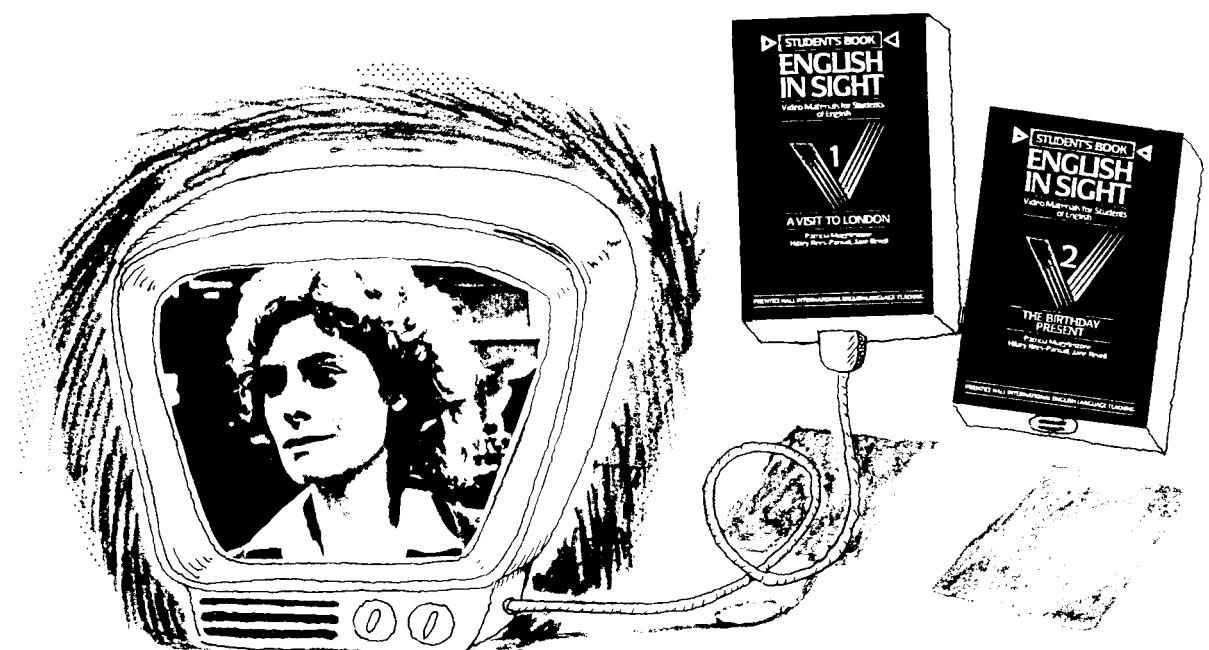
English In Sight gives the student authentic settings and unscripted situations and conversations with "real" people as well as actors whose lines have been scripted. The stories take place in England and make use of both British and American English. This series is for adults in their first or second 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:

- pre-viewing information with photos from the video,
- while-viewing exercises to check on the students' comprehension,
- post-viewing exercises for reinforcement,
- dialogue completion, comprehension and role play exercises.

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

Video Course

THE LOST SECRET

Materials :
- 11 units
- 2 Videocassettes
      (1 x60min & 1 X70min)
- 1 Coursebook
      (bilingual) (180 pages)

[Beginner's Level]

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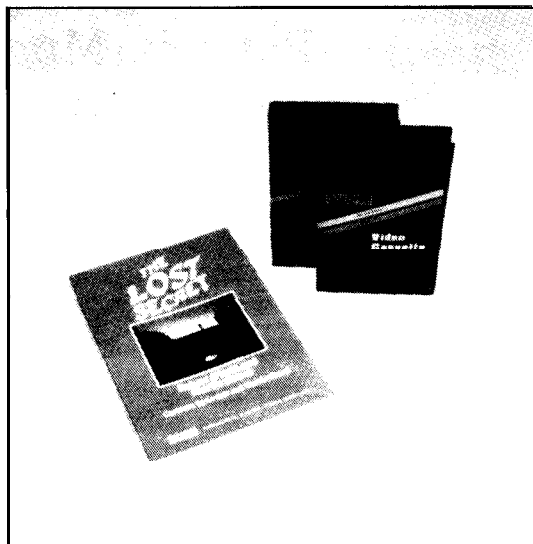
Audio Course

BBC
BEGINNERS' ENGLISH

Materials :
- 1 Student's Book
- 1 Workbook
- 1 Teacher's Book
- 2 Class Audio (X 60 min)
- 3Language Review Audio
                    (x 90 min)

[Beginner's Level)

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Opinion

WHY THIS UNWARRANTED ATTACK ON GRAMMAR?

By Keith S. Folse

In recent years, the teaching of grammar has been the object ofunwarranted criticism. I frequently hear comments such as "But nobody still teaches grammar!" or "Grammar is useless." This criticism goes against what I know as both an experienced language teacher and an experienced language learner. However, the notion that grammar is not important in language teaching/learning is an issue in our field today.

Stuart Luppescu's Why I Don't Teach Grammar" **(The Language Teacher**: June 1989) reflects the view of teachers who believe that grammar is not important. However, he offers neither evidence nor support for his claims, and his basic thesis that "teaching grammar is reactionary, impractical, unnecessary, and possibly even counterproductive" is utter nonsense. In fact, several of the points he himself raises actually contradict his basic thesis against grammar teaching.

First, the author states that we should not teach grammar because "teaching grammar is reactionary." He bases this statement on the fact that "language study before the nineteenth century was restricted almost entirely to the study of grammar." Several centuries ago English was taught with a system of Latin classifications. Eventually people realized this was bad, but this does not mean that the teaching of grammar is bad. The deficiency in this system was not that people used to teach grammar but rather that they taught **only** grammar and that what grammar they did teach (i.e., based on Latin) was inaccurate for English.

Secondly, Luppescu states that "A more serious point is that grammar is not very important" and therefore "the necessity to teach grammar is minimal." In attempting to prove that grammar is not very important, he points out that grammar is characterized by a great deal of redundancy. His example of language redundancy, the English third person singular present tense marker '-s', is a good one. However, again his argument is not logical. That grammar is redundant is no justification for eliminating it from a curriculum. Grammar is a feature of all languages, and language learners should not only be taught this feature but they also should be expected to master it to some degree.

The author also mentions that native speakers often make grammatical "mistakes," which is certainly true. However, he does not distinguish between the 'mistakes' that native speakers make and those repeatedly made by nonnative speakers. There is a difference.

His third main point is that meaning is conveyed primarily by vocabulary, not grammar. He cites two sentences as examples: "Man the tall pie apple the ate" and "Man lion eat." I agree with his linguistic point that some sense can be made of both of these statements even though the word order is incorrect. However, this linguistic point does not translate into a methodology point for us in our EFL classes. What Japanese company wants its employees to speak such English? What chances for success would a student with this level of basic sentence structure have in a English-medium university?

Luppescu's fourth and hardly original point is that it is probably impractical to try to teach students grammar by means of explicit grammar rules. However, the question is not **if** we should teach grammar but rather **how** we should teach it, i.e., inductively, deductively, explicitly. However, he ignores this question altogether and plunges into an unrelated discussion of Krashen's (1982) view that 'of all the grammatical rules that describe a language, linguists have only codified a few" and that "only a small portion are practical to teach."

First of all, I must point out that we are not teaching linguistics to linguistics students. I am not trying to teach "all of the grammatical rules that describe" any language, and I am not particularly interested in the number of rules which have or have not been codified. My students say "I enjoy to play tennis," so we go over the rule of 'enjoy + -ing.' Luppescu's concern about the number of rules which have been codified, etc., is irrelevant. Those of us with teaching experience and especially those of us who have learned one or more foreign languages with some degree of success know what the basic ESL/EFL "grammar points" are. As a very simple example, allow me to cite 'do/does/did.' In asking general questions, knowledge of the 'aux + subject + base verb' is essential. This is not some off-the-wall example. This grammar point is used quite routinely in everyday English conversation. Furthermore, the rule for using this is quite simple. Thus, I fail to understand why Luppescu would advocate not teaching this grammatical point, or for that matter any other useful grammar point, to students merely because "linguists have only codified a few" of the rules. If we know the rule and it is useful, then we should teach it. While linguists may not have described the rules, native speakers certainly use them, and L2 learners expect to be able to do the same.

Furthermore, the author's statement that "only a small portion are probably practical to teach" is, without doubt, clearly false. Icouldeasilymakealist offifty English grammar rules which are practical to teach and easy to learn. To support his point, he cites the infamous example of English articles and mentions a colleague who has developed a system of 70 rules in a tree diagram for determining which article to use. I agree that this tree diagram sounds extremely tedious and it may be impractical for meaningful language use in or out of the classroom. However, while I am critical of this tree diagram as a good teaching tool, I fully advocate the teaching of rules or generalizations for articles.

Though English article usage is complicated, we do know many things about teaching articles, and these things are definitely practical to teach. However, it should be pointed out that articles actually consist of

many sub-groups much in the same way that other major ESL grammar categories are usually subdivided (e.g., verbs into the various tenses, even further, present perfect into its various uses). While some English grammar points have more hard and fast rules (e.g., 'enjoy' takes '-ing', 'should have' is followed by a past participle, the superlative of 'good' is 'best'), there are also many accurate rules and generalizations about articles which are practical to teach in class. It seems to me that one main problem in teaching articles is that we usually deal with several rules at one time and then have the students do a worksheet which deals with different types of article usage. For example, we teach that first reference requires 'a, an' and second reference 'the', that oceans and rivers take 'the', that most countries' names do not have 'the', and that people's names do not have 'the' and then we give students an exercise with perhaps 25 blanks testing all of these kinds of article usage at one time.

By analogy, we would not teach simple present, simple past, present perfect, and past perfect, and then give students a passage with 25 blanks. Perhaps the problem with articles is that we have wrongly organized them into one big group when in fact we do not teach similar grammatical groups in the same way. In any case, the point is that the impracticality of the previously mentioned tree diagram as a teaching tool for articles or verb tenses or any other large grammar group is not a logical basis to say that it is impractical to teach grammar.

Luppescu's fifth reason for rejecting grammar teaching is that "Of all the rules that are teachable, students will actually understand only a fraction. Furthermore, they will remember only a portion of the rules that they understand. And of the rules they understand and remember, they will probably only be able to put to practical use a small number." No student will understand every single rule or generalization that we discuss and practice, and no student will remember all of the rules, and no student will be able to use every rule. Luppescu's logic is that since we cannot have everything, then we should have nothing. If such a teaching generalization were true, every single teacher of every single subject would be out of a job tomorrow, including Mr. Luppescu.

His sixth point is that "Learning grammatical rules may require metalinguistic knowledge that the students do not have," pointing out that students are required "to be aware of certain thematic concepts in discourse such as old knowledge, new knowledge, theme, and presupposition." Does he really believe that *English grammar alone* requires an awareness of "certain thematic concepts in discourse"? In an example such as 'This is my bmther. He is 20 years old.', it would seem to me that speakers of whatever language would recognize that we are talking about one and only one 20-year-old boy. Thus, when we teach the use of 'he' in this case or even the article 'the' in second reference, it does not seem unreasonable at all to state that we are not teaching a new "concept" but only the unique features which the English language requires us to use when we speak or write about a situation involving this particular concept. It is because these features are different that we must teach them.

One of the author's weakest arguments is supposedly based on the fact that he has "a student who recites rules out loud before saying a sentence . . . all teachers in Japan are familiar with how students are so afraid of making mistakes that they will not speak out in class . . . it demonstrates how focusing on grammar can prevent students from even attempting to use the language they have learned."

In my current classes, I do not have a single student who recites roles out loud before saying a sentence. In fact, in my eleven years of teaching EFL in four countries, I have never had a student who did so. I have had students who became more aware of their potential mistakes and who took some kind of action to deal with this situation. I have seen students work on grammar points, building more fluent as well as more accurate production, until they could speak English well enough based on their own goals. There are ways to get people talking without focusing on every single mistake. However, we cannot reach the point where we do not focus on accuracy at all. This particular argument against grammar teaching is baseless.

Using Ll learning for his eighth reason, the author says that 'Children learning their native language go through a long period of producing language that is anomalous fmm the point of view of adult grammar; why should we insist on perfectly accurate utterances fmm our students from the very beginning?" Who is insisting on perfectly correct utterances? The point here is that this particular rationale for not teaching grammar, that we are insisting on perfect accurateness, is also baseless. I am not demanding that any student deliver an impromptu speech or write a paragraph on the board with perfect accuracy.

The way children learn a language, interacting with other children all day long in a relaxed atmosphere without any time, money, or inhibition constraints is quite different fmm what most adult learners can hope for. My students only have one summer intensive course (plus only two more semesters of limited English training) before they are expected to function in graduate level classes taught in English. When Luppescu points out that children learn their native languages in a similar way, he fails once again to appreciate the differences as well. My students simply are not children and cannot interact all day in English with other uninhibited children.

The author's ninth point is that "It is possible to learn to speak a foreign language accurately without benefit of instruction in grammar. . . ." I do not think anyone would disagree with this statement. For people who live and interact actively in the target language environment, there is no need to be a language "student." This, however, is not related to the issue facing our students: how to become good speakers of English given the limitations of language environment, time, and money.

Luppescu's tenth point is that with "so much to learn, and so much for us to teach our students, . . . it seems remiss to focus on just one of these [i.e., grammar] to the exclusion" of the other skills. I agree, hut this is not a reason to avoid teaching grammar, just as

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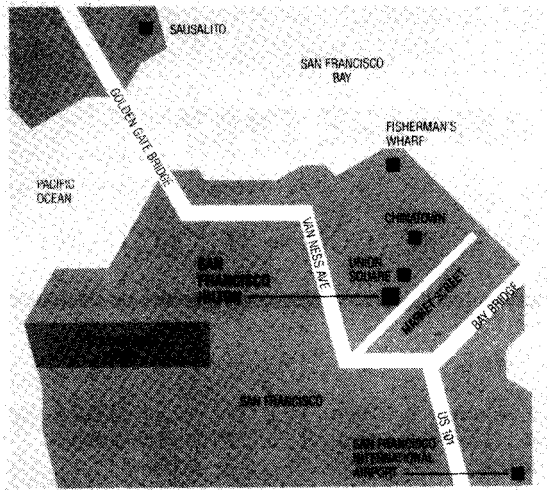

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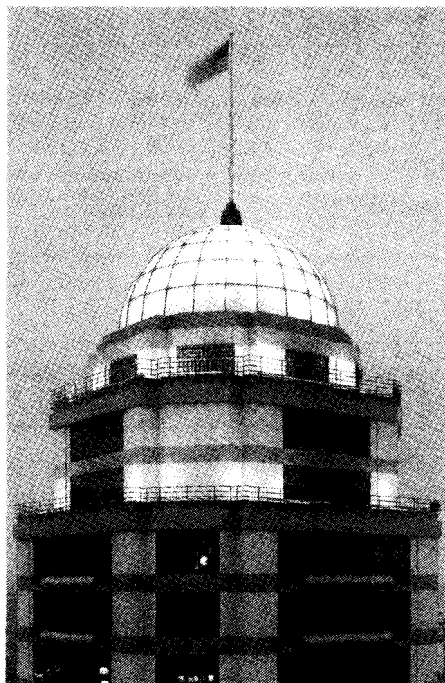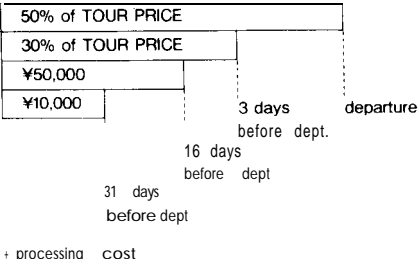
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it is not a reason to avoid teaching writing or vocabulary either.

The eleventh issue raised by Luppescu involves one language learner in Brazil who, when exposed in natural discourse to constructions he had previously received instruction in, noticed them, remembered them, and was subsequently able to use them. Is this not an argument *in favor of teaching grammar?* This learner *was taught the structures* and then had to deal with them in language situations. In this example, the author points out the value or necessity of having some semblance of the target language background to practice the structures in and the need to "make situations in the classroom in which students can interact in English."

This is excellent advice and I couldn't agree more. However, how will these students interact if they have *not been taught the necessary structures?* Like many of the other points in his article, the author has overgeneralized and then given supporting details which either discuss some other point or, as in this case, *contradict* what he has just advocated a few paragraphs earlier, i.e, the teaching of grammar. Which is it? To teach or not to teach???

The final point with which the author intended to defend his rejection of teaching grammar is based on his statement that grammar consciousness raising (CR) can "vary in explicitness and elaboration and that the ideal lies somewhere on a continuum. "The author then concludes that the ideal probably does not he near the very explicit end of the continuum.

While I agree with this statement in general, I *cannot* leave open the possibility that it might lie anywhere near the other end either. In my opinion, it must lie on the explicit side of the continuum, though probably nearer the middle than the end.

It is no secret in the ESL/EFL teaching field that teaching fads come and go every other year or so. As proof, one need only glance at the last five annual TESOL conference handbooks to find examples of such phases: 'notional-functinal' used repeatedly throughout one and then hardly used in the next year's handbook or 'communicative'suddenly inundating the titles of presentations in another year's edition only to find it much less prominently displayed in the subsequent year's

Thus, the trend over the last few years has been a pedagogical shift from emphasizing "traditional" ESL areas, especially grammar, toward functional, communicative, or task-based activities in the classroom. I believe the key word here is *shift,* not rejection. Unfortunately, somehow the term 'grammar' has become a four-letter word among ESL/EFL teachers.

Luppescu's article is a good example of the baseless, bandwagon criticism of the teaching of grammar. In fact, it should be noted that after stating categorically that teaching grammar is "reactionary, impractical, unnecessary, and possibly even counterproductive," evcn Luppcscu then cites at length several studies and quotes several well-known language authorities that would prove just the opposite.

I am not advocating a grammar class in which students concentrate on learningrules only. The grammar component of any curriculum, like all other components, should help students achieve their goal in English, whether it be passing TOEFL or studying abroad, functioning in a company training course conducted in English or carrying on a conversation with native speakers; however, memorizing rules is not a goal. Therefore, the grammar component of a curriculum would focus on those rules or generalizations which would help students to (1) express what they want to say in some comprehensible form but (2) express these ideas as clearly and accurately as possible so as to facilitate mutual comprehension. To this end, I do advocate a more balanced approach to grammar, one in which the most pertinent grammatical points (with generalizations or rules) are indeed taught (explained, pointed out, discussed, or focused upon), followed by carefully sequenced oral and written practice and then followed up with freer communicative practice.
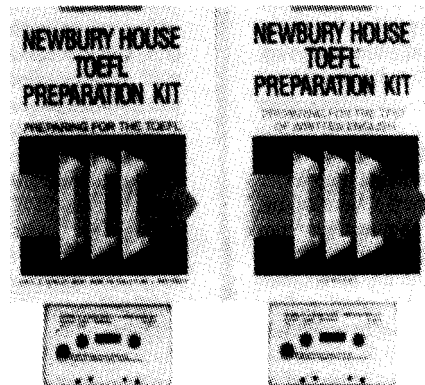

A REPLY TO MR. FOLSE
By Stuart Luppescu

I have a confession to make. I lied. I don't not teach grammar. Just today I was mentioning the present pmgressive tense to my students. When I wrote the article, I deliberately took a radical position in order to stir up some controversy in this ordinarily non-controversial publication. If I hadn't cared about being controversial, I would have called the article, Why I don't Emphasize Grammar." But then if I had, no one would have read it.

But regardless of my motives for writing the article, I stand by everything that I wmte and feel that all my arguments are valid ones. I regret that my ideas as I wrote them were not understood clearly by Folse. I did not think that my article would evoke such a vituperative response as the one written by him. It was almost as if grammar were a personal friend of his and I had made a vicious attack on his friend. I do not feel that it would be productive for me to rehash everything I said in the original article, as I do not feel that anything I wrote was misstated, unclear, or misleading. However, I will respond to a few of Folse's main points.

Folse accuses me of claiming that grammar is not important. This is not so. Neither I nor any other responsible teacher believes that the goal of the students is to learn ungrammatical language, nor that teachers should encourage inaccuracy. We all hope that our students will learn to speak as accurately as possible. However, it is likely to be a long, long time (if ever) before such a goal is reached. Until that time we would like our students to be able to use what they have learned productively and successfully. Teachers are thus obligated to instruct their students in what will be most useful for productive communication. I do not believe that explicit instruction in grammar furthers this goal at all. Far better would be to teach students aspects of language that carry greater functional load, such as vocabulary. While I believe that

grammar is important, I believe that for this reason and others stated in the article, *teaching* grammar is *relatively* unimportant. Furthermore, if the teacher emphasizes grammar, the students will get the idea that accuracy is the overriding concern, and will be reluctant to speak unless they are use for the accuracy of what they are about to say. Although there are admittedly few students who recite grammar rules before they utter a sentence, I doubt that many teachers would disagree with the claim that excessive concern for grammatical correctness interferes with the attempts by many students in this country to use English in a practical way.

A basic point of difference between Folse and myself has to do with the fundamental, epistemologicnl idea of how people learn a foreign language. I do not believe that it is by studying grammar rules. I expect that Folse would accept the fact that it is impossible to learn all of a languageby studying rules; there must be other factors that come into play. Moreover, many people learn a foreign language without learning a single rule. Thus, if it is not necessary to study grammar rules, why do it? There are other, more interesting and enjoyable ways to learn language. In addition, it is obviously impossible to learn a language only by studying grammar. If it were, all Japanese who graduated from high school would be accomplished speakers of English, and I would be a fluent speaker of Latin.

The example that I cited from the Schmidt and Frota article was claimed by Folse to contradict my argument. I am sure that careful readers of my article have realized that the argument I was promoting in thnt section was that studying the grammar rule alone is not enough to affect acquisition if that element of the language. They state that awareness of the language item is necessary for the occurrence of the item in natural interaction to result in acquisition. According to Schmidt and Fmta, the crucial point at which language acquisition takes place is when the language learner becomes aware of the difference. between the nontarget forms he or she produces and the target forms encountered in input. This does not necessarily imply the operation of any "abstract generalizations" or rules. In addition, more instruction in the item is not enough to insure awareness. They report that the subject noticed in natural situations the occurrence of only four of fourteen verbal constructions that were

taught him. Furthermore, Schmidt (1988), based in part on his earlier study with Fmta, comes to the conclusion that awareness of the language structure, not complete mastery of the rule, is the important factor, that governs later acquisition in a natural (or naturalistic) situation. In fact, Schmidt denies that grammatical rules as actual psychological constructs exist.

Although I do not believe in the value of teaching grammar, I do tell my students what the point of the lesson is, and call their attention to structural regularities. I never tell them rules that can not be stated in one sentence or less. I do not insist on perfect accuracy, especially in language that lies outside the scope of the particular lesson. I always give them meaningful situations and exercises in which to practice the point of the lesson. And I never, ever, give them exercises in which mechanical manipulation of language elements is the main purpose of the exercise (sometimes referred to as "carefully sequenced oral and written exercises").

REFERENCE

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JALT
Under Cover

SYLLABUS DESIGN. David Nunan. Oxford University Press, 1988. Pp. 165.

As the old adage goes, "If you give a man a fish, you will feed him for a day. If, however, you teach him how to fish, you will have fed him for a lifetime." ***Syllabus Design*** by David Nunan, Director of Australia's national Curriculum Resource Centre, is one of a scheme of books in the Language Teaching Series, edited by Christopher N. Candlin and H.G. Widdowson, which exemplifies the principle of the proverb above. Designed to engage language teachers in a process of continual professional development rather than provide prefabricated formulas, ***Syllabus Design*** does just that. Through a combination of text and task, ***Syllabus Design*** engages the reader in a thought-provoking enquiry into numerous ideas and practices, and, thereby, attempts to fulfill its two-fold purpose: first, to provide teachers with the conceptual tools and procedures needed to effectively analyze syllabuses with which they work; and second, to similarly equip teachers who design their own syllabuses.

Section One begins by first examining the concepts of 'syllabus' and 'curriculum.' This is, of course, reasonable and quite predictable. What will strike the reader immediately, however, is that-as promised-it is necessary to work and think through these pages. For example, after citing the somewhat conflicting views of Breen, Candlin, Stern, Widdowson, and Yalden, Nunan states, "One of the issues you will have to decide on as you ***work*** (Italics mine) through this book is whether you think syllabuses should be defined solely in terms of the selection and grading of content, or whether they should also attempt to specify and grade learning tasks and activities." Be forewarned Nunan plays the role of both author and gadfly, and you will not find any final answers here.

The rest of Section One is then devoted to an examination of central issues related to the selection and grading of input. Specifically, attention is given to needs analysis, goal and objective setting, the selection and grading of content, and the selection and grading of learning tasks. Furthermore, Nunan introduces the reader to product-oriented syllabuses (grammatical, functional-notional) and process-oriented syllabuses (procedural, task-based, content-based, and the natural approach).

Section Two goes one step beyond the concepts and principles presented in Section One by examining the ways in which they have been applied in practice through the evaluation of sample syllabuses and course materials. Hence, the reader can see in concrete terms the ways in which such concepts and principles have been translated into real products. Furthermore, Nunan provides examples of syllabus design tools, outlines, and planning procedures as well as opportunities for the reader to critically assess those tools.

Finally, in Section Three, the ideas developed in Sections One and Two are applied to the reader's own teaching situation. That is, all of the tasks found in this section require that the reader refer to a text, syllabus, or curriculum which is currently being used. The principal aim of this section is to help readers develop a critical attitude towards the existing syllabuses with which they work in order to more effectively modify, adapt, or improve such syllabuses. In brief, then, each section addresses a fundamental question: what has been said, what has been done, and what can be done. Or, put another way, the focus moves from explanation to demonstration to exploration.

Syllabus Design has several strong points. First, it is well written, well-organized, and designed to make people think. More to the point, Nunan does a fair job of navigating the perilous course between giving the reader tools and techniques for analyzing and designing syllabuses on the one hand and requiring that the reader evaluate those tools on the other. The way ***Syllabus Design*** is written ensures that the reader will be an active participant constantly thinking on his feet rather than being passive and indifferent.

Second, ***Syllabus Design*** presents a broad spectrum of ideas, information, and provocative questions, requiring the reader to draw independent conclusions. Certainly, if such reflective thinking could become part of one's mental diet, language teachers would be far better equipped to deal with the many challenges of designing a sterling syllabus.

Interestingly, ***Syllabus Design's*** strengths are potentially its Achilles' heel. Nunan is a guide, not a pontificator. Consequently, ***Syllabus Design*** is a general roadmap of the field with many areas simply left to the reader to explore independently. Without a genuine interest in the subject or in thinking for himself, the reader is quite likely to grind to a standstill.

Therefore, let the buyer beware. ***Syllabus Design,*** unlike other books which are more prescriptive, requires a greater amount of time, patience and effort, but the reader who is willing to pay the price will have learned a skill which will serve for a lifetime.

**Reviewed by
Rand Uehara
International University of Japan**

Writing to Learn. William Zinsser. New York: Harper and Row, 1988. Pp. x + 256. ¥2300.

When I asked my class of bright, up-and coming researchers if they like to write, I got only polite snickers. When I naively said that I meant writing in

Japanese and not English, the snickers were louder. It was not language that was the problem, it was writing. How sad and what a waste, since writing can be a powerful tool for clarifying and developing ideas; a tool that these researchers should have available to them.

In schools where writing is confined to language classes or left out of the curriculum altogether, students are likely to develop "writing anxiety," which Zinsser, in his delightful book Writing to Learn, says could be avoided if students are given the opportunity to explore subjects in writing which are intrinsically interesting to them. They become motivated to explore new ideas in their writing and thus learn to write in the process of learning subject matter. This is commonly referred to as "writing across the curriculum" where math and science as well as English and history teachers incorporate writing into their courses. Zinsser takes a look at how this is done and interviews teachers about how successful they are in implementing it. But the book does more than that; hence its potential usefulness for those teaching English in Japan.

Zinsser tries to provide examples of good writing from a wide range of disciplines. In his search for writers who write clearly and knowledgeably about their fields, he takes his readers on a tour of good writing in various subject areas, including art, music, physics, biology and chemistry. This is one potential use for this book for those of us who do not have access to well-developed libraries and who despair of finding literary nonfiction for our students that does not require them to understand unfamiliar jargon: Zinsser quotes liberally from his sources. These excerpts themselves could be given to students; or, teachers could use them as a basis for deciding which books would be worth tracking down, if more extensive readings are needed.

This book is also of potential use to those teachers who want their students to keep journals but who weary of mindless entries about routine daily activities flabbily written by students whose only purpose is to fill the required space. Particularly in the chapter on Writing Mathematics", the reflective reader can be inspired to find new uses for journals and new approaches for getting students to make use of them in real rather than mechanical ways.

In addition to its utilitarian value, the book is a good read. Zinsser is thought-provoking and those he quotes are a joy to read for their clarity and style. Thus this hook is recommended for enjoyment as well.

Reviewed by Ann Chenoweth

The Non-Stop Discussion Workbook. 2nd ed. George Rooks. Newbury House Publishers, 1988. Pp. 162.

The Non-Stop Discussion Workbook by George Rooks is an excellent book for facilitating discussions in an intermediateESLclass.Thebook contains twenty-eight units of controversial issues: each begins with a succinct introduction which is followed by some related issues for students to consider. Students are then asked to make decisions based on the data, and more importantly, based on their own feelings. The book also provides questions to guide students in their independent discussions. Once they have determined their choices, the students discuss their answers with the entire class. This structure has the advantage of allowing students to work out ideas independently or in small groups first, thus encouraging individual students to rationalize their decisions. After this, all students participate in a general group discussion to share ideas and opinions.

The Non-Stop Discussion Workbook also includes an interesting scope of topics, from the standard discussion textbook topics like "Starting a New Civilization" and What Articles Do I Take?" (deciding which items to take to an isolated area) to more imaginative topics like "Cast Your Ballot!" (voting in an American election) and "Devise Acceptable Standards for Movies and TV." However, these topics are of limited interest to advanced classes which are capable ofunguided free conversation.

The second edition has few differences from the first, and the usefulness of some of the changes is questionable. For instance, three units were deleted from the second edition (although the book's introduction acknowledges only two deletions): "Devise Acceptable Standards for Movies and TV," Which Case Should He Take?" and What is the Appropriate Punishment?" These units are interesting to discuss in some classes. Meanwhile, one uncontroversial and two vaguely defined units remain: respectively, Which Sports Are the Best?" "How Do I Invest and Keep My Inheritance?" and Which Books to Print?" Sports are not controversial, and this text does not provide any controversy. Moreover, the latter two units consist of lists of unexplained titles. For example, "Inheritance" lists a series of corporations to invest in. No background data is provided, and students must choose at least fifteen different corporations. Similarly, the "Books" unit lists a number of book titles from which students are asked to determine potential popularity.

The addition of units in the second edition is somewhat confusing. The introduction claims to have two new units, whereas the cover specifies three. Two units are contained, almost verbatim, in the first edition.

A definite improvement in the second edition is the marginal glossing of difficult vocabulary, and the glossary at the end. This allows the students to work independently of their teacher, and speeds reading comprehension.

The second edition provides each unit with new categories: Write, Discuss, and Extend. However, the usefulness of these sections varies with the units. Many 'Discuss' and 'Extend' sections simply ask obvious questions concerning the topic. Some of the 'Extend' sections provide mle plays or homework projects.

In conclusion, *The Non-Stop Discussion Workbook,* 2nd ed. is a useful book for providing discussion topics and developing conversations. However, the additions are not enough to justify buying the second edition if one owns the first edition.

Reviewed by Elizabeth Atkins
Nara Chapter

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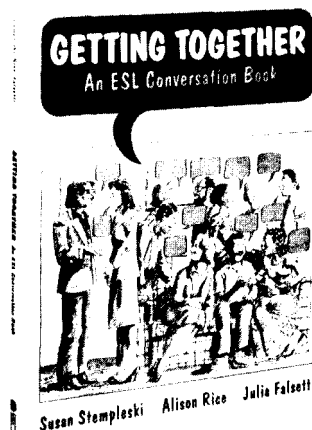
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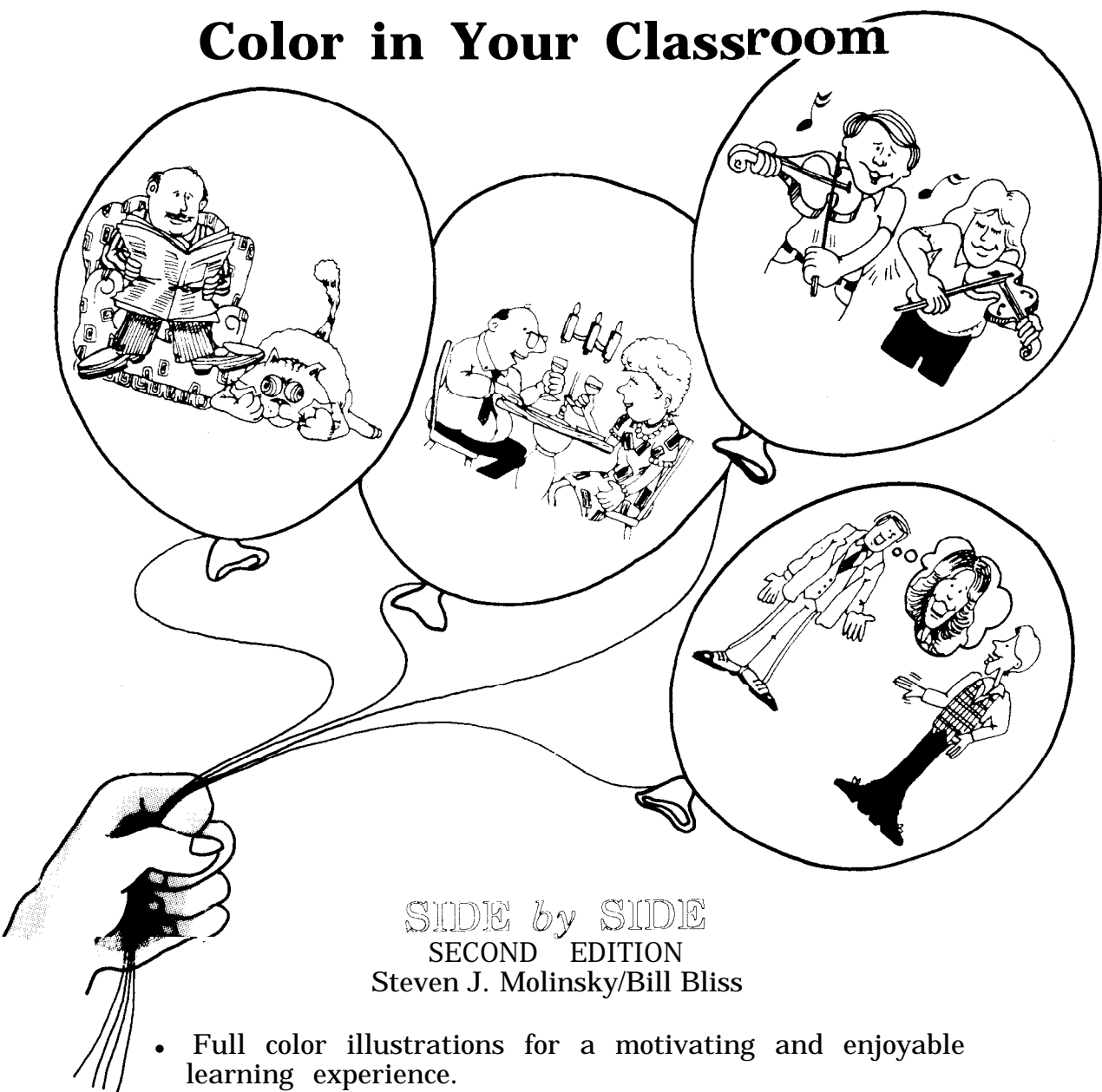
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Start with Listening. Patricia A. Dunkel and Christine G. Gorder, Rowley, MA: Mewbury House, 1987. Pp. 163.

Start With Listening is a listening course aimed at adult beginners of English as a Second Language. It is assumed that the students are studying in a language program, and the listening course aims to supplement conversation, grammar, reading, and writing done in class.

The book is divided into twelve units which present the listening material in narratives and conversations. These are then broken down into parts and, finally, presented again as a whole. The narratives and conversations follow a story line based on the lives of young people, their families and friends living in the USA. The story is illustrated with sketches and photographs. The students have to complete a variety of listening tasks such as: true/false, multiple choice, gap-filling, dictation, repetition, and short answer responses. The book contains an introduction for the teacher and a glossary of grammatical structures of use to both student and teacher. The instructions and tasks are clearly set out, and, with an answer key (which the book lacks), the material could be successfully used in a language laboratory or on a self study basis.

The semi-authentic nature of the listening material does not, however, expose the students to authentic native speaker language where they listen for specific information or gist. The aim is to control language to allow the students to understand the whole dialogue or narrative and to check this understanding with test-like exercises. I do not feel this approach is adequate preparation for the language the students will hear outside the classroom, because the students will often not understand every word said to them outside the classmom, and they will not have the crutch of a worksheet to help in comprehension. They are forced to respond to the gist of what they have understood and *Start With Listening* offers little practice in this vital area. The tape also did not include enough variety of spoken English, different dialects and regional accents to prepare the students for the "real world" outside the language school. Also the poor quality of many of the sketches and photographs is de-motivating. In addition, the situation and the language to be presented are not properly contextualized. The book lacks pre-listening tasks and questions which would help the students to predict and use some of the language they will hear, and thus, fully understand the context. There is not enough post-listening discussion work so that the students can follow and become involved in the story line which runs through the book. The teacher would need to prepare pre- and post-listening activities, which is time-consuming, and fmm my experience using the book, *Start With Listening* is not worth the effort. There are other, better materials available.

I used the book with different classes of Japanese adult beginners and the material was very much like a series of listening tests. Interest in the material from the students was minimal. I would recommend a teacher who is searching for a listening course to look at books that invite the students to talk about the subject they are going to listen to before and after they hear it, that include varieties of spoken English, a wide range of listening tasks for the students to do, and an emphasis on both listening for general understanding and specific information.

<div align="right">

Reviewed by Philip Beech
British Council
</div>

English in School. 1986 Sorrento Conference (5 vols.). Roy Broadman & Susan Heiden (Eds.). Modem English Publications in association with The British Council.

This collection of reports from the 1986 British Council Sorrento Conference comes in five volumes and provides a comprehensive overview of a wide variety of issues in language teaching.

The conference was organized by The British Council and the main concern is teaching in public schools, with the Italian presenters providing insights into teaching practices in Italy. English is a compulsory subject in Italy and much thought seems directed towards making it relevant to the learners. The reports show a willingness to admit that results are not all that could be expected, and to present ideas about what can be done to improve the situation.

In the volume on *Primary Level Teaching,* Broadman, one of the editors, calls attention to research that found that "foreign language teaching (in primary schools) should not try to achieve measurable results in terms of knowledge, but concentrate on changes in learner attitudes," (p. 3) something we in Japan would perhaps be well advised to consider in the early stages of foreign language teaching. McGrath reviews this literature and calls attention to "the general qualities that help make a good teacher-flexibility, open-mindedness, friendliness, inventiveness, enthusiasm and dedication, a sense of humour, the ability to mime, sing, draw, etc." (p. 9). This volume also has creative suggestions about project work (Jahier & Polazzo, p. 26) and vocabulary teaching (Wright, p. 36).

There are about a dozen papers in the *Teaching Literature* volume, and they give a surprising variety of suggestions for how to make literature teaching a relevant language learning experience. Especially Flomini's (pp. 62-67) suggestions for teaching Byron without talking about translation seem light years away from (ahead of?) what students are subject to in other countries. Stant (pp. 11-14) details changes in the methods of literature teaching over the last 20 years.

The *An Overview* volume has a large number of very practical papers that would warm the hearts of the "what do I do Monday morning" crowd. McGrath discusses vocabulary teaching and has an exercise asking for logical connections between expressions which has "no right answers though learners might want to argue that their answers are best!" This
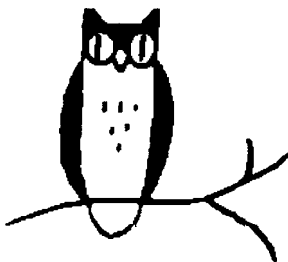
exercise is potentially very productive and geared toward getting students to talk.

The volume *Teacher Education* has a paper by Dixon who brings up the concept of "the fruitful row" (p. 6) which is a frank disagreement where "each side has recognized the differences of opinion exist and has enough pride and confidence in its starting point to want to discuss and defend it." Its opposite is "the polite pretence that we all are talking about the same things all of the time." She has tried the former and found it productive. *Finocchiaro* has a comprehensive paper on the requirements of teacher development (pp. 9, 13) where we learn that training of language teachers in Italy is very similar to that in Japan.

The five volumes provide input on a very wide variety of topics and would be a good refresher for tired teachers or for teachers who are looking for new ideas in general. You may ask if a 1986 conference is still worth reading about. This reviewer assures you that the papers and suggestions are well worth looking over.

<div align="center">

Reviewed by Torkil Christensen
Hokusei Junior College

</div>

「ロングマン応用言語学辞典」J. リチャーズ 他編、山崎真稔、高橋貞雄、佐藤久美子、日野信行 共訳、南雲堂、1988年、445頁、2,280円。

「ロングマン応用言語学辞典」は1985年に発行されたJ. Richards, J. Platt, H. Weber 編の <u>Longman Dictionary of Applied Linguistics</u> の待望の日本語版である。これまで日本でもいくつかの言語学辞典が発行されているが、それらの多くは理論言語学中心であり、いわゆる言語学者を主な対象としているため、語学の教師には馴染み難い物が多かったのに対し、当辞典は言語学を殆んど学んだことのない言語教師にも充分利用価値が有るように構成されている。

当辞典に収められている見出し語は約1500語で、応用言語学で必要な語彙は殆んど網羅されている。原版の編者も日本語版の訳者も「応用言語学」を広くとらえており、1500語の中には、語学教育は勿論、それに関連する一般言語学（音声学、音素論、形態論、統語論、意味論、語用論）、社会言語学、心理言語学、基礎統計学に関する物も多く含まれている。

本書の構成は、英語版と同様に見出し語がアルファベット順に並び、各項目毎にその見出し語の日本語訳が続き、更に定義が日本語で書かれている。ここで多くの読者が疑問に思うのは訳出の過程であるが、これに関しては、前書きの部分で次のように述べられている。

> 「…訳出にあたっては、まず見出し語
> に訳を与えることから始めたが、その
> 際可能な限りの文献や資料を参考にし、
> すでに定訳があるものはそれを採用し、
> 従来カタカナ書きされているものもで
> きる限り和訳した。」(v-vi)

応用言語学が比較的新しい学問であるため、"Monitor hypothesis"（P. 236）など20年前には存在しなかった見

出し語も多く、定訳が無かったものも数多い。したがって、当書の刊行によって、日本語における多くの応用言語学語彙の欠落が補われた訳である。この点に関しては訳者らの学問に対する貢献が高く評価されるべきである。しかしながら、それらの全てが妥当であったかどうかという事に結論を出すのはまだ早いだろう。
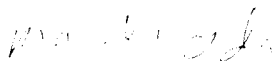
定義の訳出については訳者の方からは特に何も述べられていないが、殆んどは英語版の記述が直接訳されているようである。多くの場合は自然な日本語にになっているのだが、原版の意味を崩さないようにしようとする訳者の意識が過剰であったがために、日本語が多少不自然になっている項目もいくつか見受けられる。P. 41の"bound form"の定義中の「たとえば」の使われ方はその良い例である。

> 「たとえば接辞(AFFIX)や連結形
> (COMBINING FORM)のように、独
> 立して用いられることはなく、他の形
> 態素と共に使用されなければならない
> 言語形式(形態素 MORPHEME)。
> たとえば、英語の接尾辞-ingは動詞の
> 語幹と共に使用されなければならな
> い：writing, loving, driving...」
> (P. 41).

項目の中には、英語版と同様に簡単な図を用いて定義の説明がなされているものもいくつかある。P. 154のGenerative transformational Grammar「生成変形文法」の項目もその一例で、チョムスキー(1965)のアスペクトモデルの四部門：基底部門(Base component)、変形部門(Transformational component)、音韻部門(Phonological Component)及び、意味部門(Semantic component)の関係が英語版と同様に図で示されている。しかし、残念な事に図中には日本語の名称しか書かれていない。スペースが限られていたかも知れないが、定義中と同様、図中にも日英両語で記述されていた方が、より使いやすかったのではないだろうか。

巻末には、参考文献のリスト、そして、五十音順による日本語索引があり、読者にとっては有り難い限りである。欲を言えば、日本語の索引の中にも、例えば、「曖昧性(Ambiguity)」というように、簡単に英語の見出し語も書かれていればなお使いやすかっただろう。

以上、細かい事を色々述べはしたが、この日本語版の発行が、日本で語学教育に携わる者と英米の応用言語学理論との関係をより深くさせる手助けになったのは事実であろう。多くの項目は平易に書かれているため、今まで、英文の資料を敬遠していた語学教師の方々にも充分活用出来るはずである。この辞典は、海外からの新しい教授法や言語理論を現場に取り入れるための参考文献として是非机上に置いて欲しい一冊である。
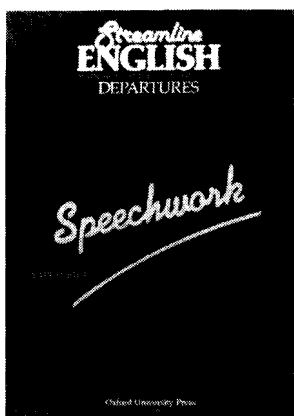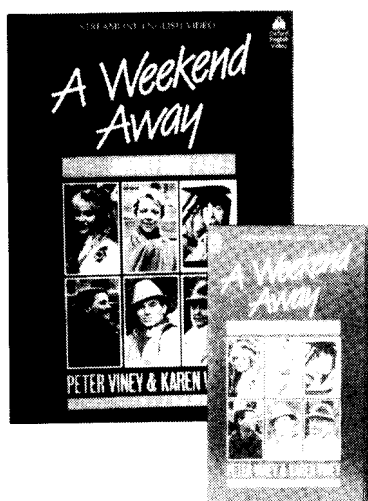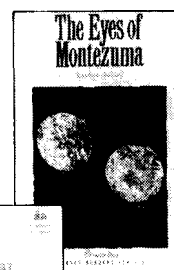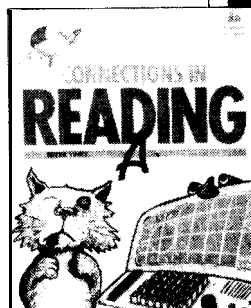
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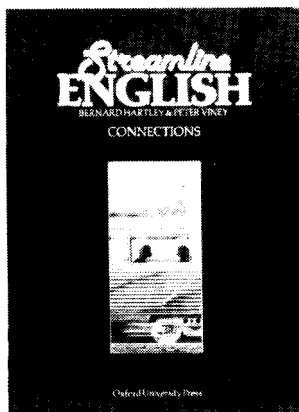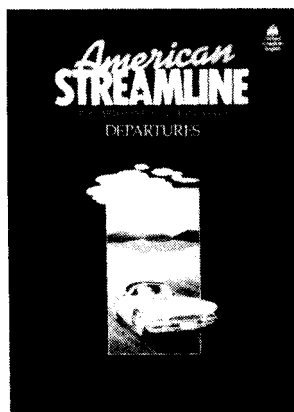
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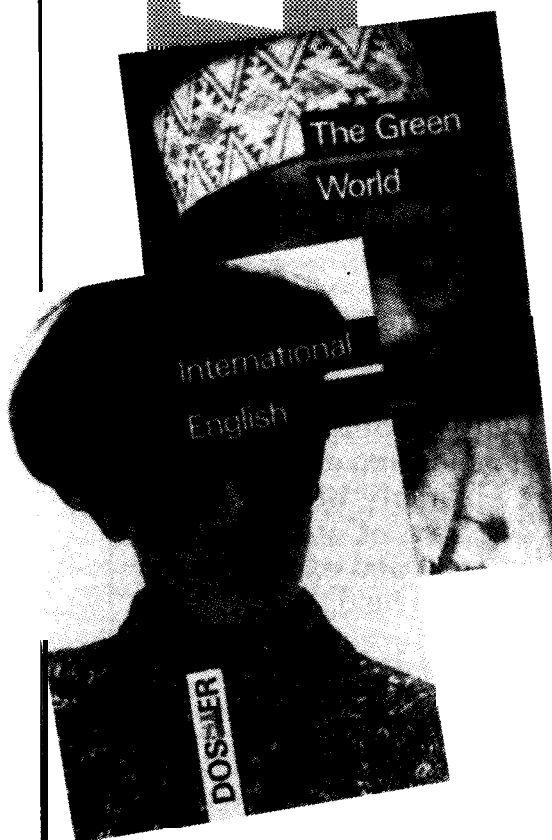Please send me a free inspection copy of:
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RECENTLY RECEIVED

The following materials have recently been received from publishers. Each is available as a review copy to any JALT member who wishes to review it for **The Language Teacher** 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 December 30th.

CLASSROOM TEXT MATERIALS/ GRADED READERS

*Hill, J. & Hurst, R. (1989). **Gammar and practice.** Hove, England: **Language Teaching Publications.**

*Johnson, K. (1983). **Now for English course book 1.** Walton-on-Thames, Surrey: Nelson.

*Lindop, C. & Fisher, D. (1989). **Something to read 2.** Cambridge: Cambridge University Press.

*Maple, R. (1989). **New wave 1** (student's, activity). New York: Longman.

'Maple, R. (1989). **New wave 2** (student's, activity, teacher's). New York: Longman.

*Ramsey, G. & LoCastro, V. (1996). **Talking topics.** Essex Longman.

*Vaughan, A. & Heyen, N. (1996). **Ready for business.** New York: Longman.

Aldred, D., Bulger, T., & Evans, G. (1969). **Interpretations in English.** London: Cassell.

Allsop, J. **Making sense of English grammar.** (1989). London: Cassell.

Allsop, J. **Making sense of English grammar exercises.** Self study edition with answers. (1989). London: Cassell.

Britten, D. & Dellar, G. (1989). **Using phrasal verbs: Goings on at the Royal Park Hotel** London: Prentice Hall International.

Johnson, V., & Snowden, P. (1988). **Turn on! Listening for cultural information** (student's, teacher's, cassettes). Tokyo: Macmillan Language House.

!Allemano, J. (1989). **Concepts: An advanced short course.** Walton-on-Thames, Surrey: Nelson.

!Bennett, S.M. & van Veet, 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: Interviews with personalities.** 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 contrybar story I: Reviewing the situation** Walton-on-Thames, Surrey: Nelson.

!White, G. & Khidhayir, M. (1983). **In business.** Walton-on-Thames, Surrey: Nelson.

TEACHER PREPARATION/REFERENCE/RESOURCE/OTHER

*Barnett, M. (1989). **More than meets the eye. Foreign language learner reading: Theory and practice.** Englewood Cliffs, NJ: Prentice Hall Regents.

*Doff, Adrian. (1988). **Teach English: A training course for teachers/** Cambridge: Cambridge University Press. (trainer's handbook, teacher's workbook).

*Ellis, R. (1987). **Second language acquisition in context.** Englewood Cliffs, NJ: Prentice-Hall.

*Kennedy, D., Kenyon, D. & Matthiesen, S. (1989). **Newbury House TOEFL preparation kit.** (Preparation book, cassette, tapescript), and Hamp-Lyons, L. (1989). **Preparing for the test of written English.** Rowley, MA: Newbury House.

*Kitao, K. (1989). **Reading, schema theory and second** language learners. Tokyo: Eichosha Shinsha.

* Maley, A. & Duff, A. (1989). **The inward ear: Poetry in the language classroom.** Cambridge: Cambridge University Press.

Krashen, S. (1989). **Language acquisition and language education.** London: Prentice Hall International.

Leech, G. (1989). **An A-Z of English grammar & usage.** London: Edward Arnold.

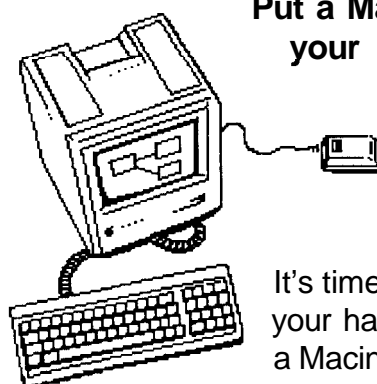Odlin, T. (1989). **Language transfer.** Cambridge: Cambridge University Press.

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 that reviews of classroom teaching materials be based on in-class use. All requests for reviews 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:

Alder-son, et al. **Reviews of English language proficiency tests.**

Anger, et al. **On your way 1 & 2.**

Azar. **Understanding and using English grammar, 2nd ed.**

Beckerman. Guessworks! **A musical mystery play.**

Broqwn. **A practical guide to language learning.**

Brown & Hoods. **Writing matters: Writing skills and strategies for students of English.**

Brown. **Understanding research in second language learning.**

Bunn & Seymour. **Stepping out.**

Byrd, Constantinides & Pennington. **The foreign teaching assistant's manual.**

Byrne. **Roundabout activity book.**

Carrier. **Take 5.**

Celce-Murcia & Milles. **Techniques and resources in teaching grammar.**

Cellman. **On course 1.**

Chamberlain and Baumgardner. **ESP in the classroom.**

Chaudron. **Second language classmoms.**

Clark. **Talk about literature.**

Connor & Kaplan. **Writing across cultures: Analysis of L2 text.**

Davis & Rinvolucri. **Dictation.**

Dobbs. **Reading for a reason.**

Ellis & Sinclair. **Learning to learn English.**

Fox (Ed.). Collins **essential English dictionary.**

Fromkin & Rodman. **An introduction to language, 4th ed.**

Graham. Jazz **chants fairy tales.**

Greenhalgh, et al. **Oxford-ARELSA preliminary handbook.**

Hadfield. **Elementary communication games.**

Hamers & Blanc. **Bilinguality & Bilingualism.**

Hill & Holden (Eds.) *Creativity in language teaching: The British Council 1988 Milan conference.*

Hughes (Ed.) *Testing English for university study.*

Johnson. *The second language curriculum.*

Jones & Alexander. *International business English.*

Jones & Kimbrough. *Gnat ideas.*

Kennedy. *Language planning and English language teaching.*

Littlejohn. Company *to company.*

Lowe & Stansfield. *Second language proficiency assessment.*

McLean. Survival *English.*

Morgan & Rinvolucri. *The Q book.*

Murphy. *Grammar in use.*

Nunan. *Syllabus design.*

Nunan. *Designing tasks for the communicative classroom.*

Parwell. *The new Oxford picture dictionary..*

Rooks & Grundy (Eds.). *Individualization and autonomy in language learning.*

Salz. *Stages of life: Mime, improvisations, role plays, and skits for English language learning.*

Schimpff. *New Oxford picture dictionary intermediate workbook*

Sobel & Bookman. *Words at work.*

Trueba. *Raising silent voices.*

Viney & Viney. *Mystery tour.*

Watanabe, Gibbs & Gibbs. *News & Views.*

White. *The English teacher's handbook: A short guide to English language teaching.*

Yalden. *Principles of course design for language teaching.*

Zevin. *New Oxford picture dictionary beginner's workbook*

Zimmerman. *English for science.*

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 (seep. 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-j 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 6 banchi, Shinjuku-ku, Tokyo 160 (tel: 03-351-6013; fax: 03-351-4596). Reports in Japanese are to go to the Japanese Language editor.

MORIOKA

USING VIDEOS IN THE CLASSROOM

By Kevin Bergman

The October meeting featured a representative from Longman Penguin Company, a former AET with a background in theatre. During the first half of the workshop, we saw segments of a weekly video program that Mr. Bergman had produced for a high school. The segments showed students' sports activities, interviews, and a 20 minute English lesson. The videos were aimed at topics of interest to students, such as Madonna's tour of Japan, etc. Even simple subjects, such as the Home Ec. Club cooking eggs, set to music and using English in the "voiceover," was fun to watch! For teaching ideas that can support videos in the lesson plans, Mr. Bergman recommended a book, *The Natural Approach,* by Tracy Terre11 and Stephen Krashen, and a monthly English magazine, *Eye Ai* which is about entertainment in Japan.

The second half of the workshop featured the video programs produced by Longman Penguin, and a demonstration of how these materials can be used. He suggested that there are some biases against using video, such as the expense, the passivity it usually creates in viewers, and the current emphasis on written language. He feels that these can be outweighed by the advantages, such as its popular acceptance by students, the capacity for ease in rerunning certain parts to focus on pronunciation, intonation, and meaning, and that one 5 minute segment has enough material in it to provide teaching for a 50 minute segment. Also, it gives students the opportunity to observe language in a natural context and setting that might otherwise be gained only from traveling abroad in the country portrayed.

Reported by Elaine Voci-Reed

OSAKA

CLASSROOM ACTIVITIES EXPLOITING CULTURAL DIFFERENCES FOR LANGUAGE PRACTICE

By Anne Hill

An important part of any language program is helping students understand more about the culture of the language they are studying. At our June meeting, Hill presented exercises that are fun, communicative, and packed with cultural information.

To encourage students to talk about their own reactions toward a culture, many of the exercises are in the form of questionnaires. One questionnaire asks what students would be most concerned with, such as differences in weatherorcustoms, if they moved abmad. After completing the questionnaire, students pair up and discuss their reactions. Another exercise encourages students to converse without words. Instead, they are to use sounds such as "uhh," "huh?" and "uh-huh" to answer questions such as, What is the population of China?"

Hill also offered exercises to remind students that different cultures do have similarities. In one game, students form two teams. One team thinks of differences between their culture and the culture being studied, while the other thinks of similarities. The teams "debate," each trying to get the last word.

As fun as the exercises are, they lead students to examine their ideas about a culture. A simple true/false questionnaire, for example, is a powerful way to dispel misconceptions about a country.

Besides exploring other cultures, students should also be allowed to talk about their own. Students from different regions have different customs and dialects, which are interesting and valuable to share. Helping students find out more about the diversity of their own culture will help them accept the diversity of other cultures.

Reported by Lisa L. Isobe

OSAKA

ARE YOU SURE THIS IS CULTURE? REAL T.V. INSTEAD OF THE REAL WORLD

By Rita Silver, Osaka Jogakuin Junior College

Relatively new but definitely popular, video has become an important tool in language teaching. Every year brings more videos made especially for the language class. However, at our July meeting, Rita Silver discussed the merits of videos taken from the T.V.

Silver noted that "real T.V." has some advantages over "language class" video. One is that T.V. scriptwriters attempt to keep as close to natural English as possible-yet there are hardly any of the false starts or tangential remarks found in real-life English. Silver also pointed out that T.V. videos, unlike language class videos, are inherently cultural.

Silver suggested several exercises for use with T.V. videos:

C ▇▇▇▇▇Activities--Students should be encouraged to look for similarities as well as differences between their culture and the one presented on the video. Students can also sharpen their analyses by

noting which differences are tied to factors such as age or gender.

Values and Opinions-Students who are ordinarily reluctant to voice their opinions may find it easier to talk about the opinions of the video characters.

Reality vs. Fantasy-Students should be urged to view videos critically. Do a character's actions seem plausible? How well do T.V. programs in the students' own country conform to reality? In selecting videos, Silver advised choosing those in which the dialogue and the action match each other. Silver cautioned that a teacher should always view a video before using it and that entails a good amount of preparation time. Happily, a good video lesson can be used for several classes.

Reported by Lisa L. Isobe

SUWA
SOME PERSPECTIVES ON CLASSROOM EVALUATION
By Steven Ross

How did you decide on the materials you're using in the classroom? Do they live up to their claims? To your expectations? How would you assess them?

In an introduction that was as interesting as the main part of the presentation, Steven Ross discussed the traditional (Psychometric), Interactionist, Discourse Analysis, and Ethnographic methods of evaluation. What followed was a look at a study done by the presenter at Baika Junior College in 1984. Motivation for the study came out of disagreement among native speaker English teachers there about the merit of certain materials. The study looked at five groups of students: one using pair-learning materials (P), one using audio-lingual materials (A), one using notional-functional materials (F), one using a grammar-based text (G), and one using no text at all, but doing task-based work (T). After a year, the five groups were tested on Accuracy, Fluency, and Listening Comprehension.

The results showed that in Accuracy, group G's score was average in a multiple choice grammar test, and below average in a narrative discourse test. In a holistic rating of fluency, groups A and P were barely average, and likewise in a narrative discourse test. In student evaluation of the courses, group G was more satisfied with its oral work than any other group, and rated highest the intelligibility of its teacher's explanations and instructions.

The second study, at Kobe University of Commerce, involved two groups, one using scripted tasks (in the form of **Person to Person)** (S), the other unscripted tasks (video summaries, LEGO assembly, picture drawing and manipulation, sequential storytelling . . . (U). We looked at an illuminating example of how 'communicative' material, if it doesn't create a real information gap, is likely to fail.

Analysis at the end of the course showed that group S asked hardly any clarification questions, while U asked hardly any display questions. Group U scored higher in an Ilyin Oral Interview and marginally higher in a narrative discourse test, while S fared slightly better in a CELT Structure Test. As for the students' evaluation of the courses, a higher percentage of group U found the materials good, and said they would recommend them, while a higher percentage of

group S agreed their course was 'college level'. Some very interesting implications for FL teachers.

Reported by Jim Tague

YOKOHAMA
USING DIALOGUE TECHNIQUES
by Stephen Ziolkowski

The Yokohama Chapter was privileged to have Stephen Ziolkowski (pronounced 'JAL kovsky'), ELT Manager at Oxford University Press, as its guest speaker for October. Mr. Ziolkowski began his afternoon workshop by asking those present to come up with some distinctions between 'speaking' and 'conversation'. A cursory checklist highlighted such differences as the self-generated, somewhat formalized aspect of Speaking versus the more reciprocal and social aspects of Conversation. While touting dialogues as a means of practicing both speaking and listening skills, our speaker also showed how they can add a dimension of cultural and linguistic awareness, as well as contribute a certain dynamic to the language classroom setting. Starting with a sample dialogue from Streamline, he demonstrated how a slight change in recitation style, such as conversing face-to-face as opposed to back-to-back or over one's shoulder (while in motion) can influence performance or the realism of the dialogue situation. Other innovations included a guess-the-content technique, in which students are asked to predict which words will be used in a forthcoming dialogue based on a specific topic (i.e., renting an apartment). To focus on accurate pronunciation/intonation, he suggested a student-initiated repetition sequence with the teacher answering on cue and modeling target sound units of the student's choosing. In such exchanges, the proportion of student-to-teacher talk time is appreciably increased.

In demonstrating but a small fraction of his dialogue-based techniques and textbooks which Oxford University Press offers, Stephen Ziolkowski reminded us that teaching (as well as language learning) is a continuous cycle of assessment and change. As teachers, we should also have a definite purpose in mind when using dialogues in class, and carefully consider which particular function or communication skill they help practice.

Reported by Bill Teweles

Towards the Creative Teaching of English

Maggie Melville
Lycha   Langenheim
Mario Rinvolucri
Lou Spaventa (Editor)

Bulletin **B**oard

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.*

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

LANGUAGE TEACHING and INTERCULTURAL TRAINJNG
Tokyo, December 16-17

To see if there is still space at this CCTS seminar, led by Dr. Sheila Ramsey, call S. Araki at 03-327-1866.

SPECIAL *LT* ISSUE
"Teaching English to Children"
Call for Submissions

For a special issue of *The Language Teacher* on the teaching of English to children, the editors would like articles in Japanese or English on any and all aspects of teaching English to children in Japan. Submissions for My Share, book reviews, and a bibliography of teaching materials &/or teacher reference materials are also sought. The deadline for all submissions is August 30, 1990. Please contact Eloise Pearson (see p. 1) for information.

〝児童英語教育〟

THE LANGUAGE TEACHER 特集原稿募集

子供達への英語教育法についての特集が、1991年3月号の The Language Teacher で企画されています。

編集部では、日本のあらゆる分野での子供向け英語教育に関する原稿を歓迎いたします。

My Share，Book Reviews や教材の書籍目録、或いは教師用参考書類の提案も求めています。

以上の原稿の締切は1990年9月1日です。詳細は Eloise Pearson（1頁の連絡先参照）までお問合わせ下さい。

A NEW JOURNAL:
COMMUNICATION THEORY

ICA's newest journal, *Communication Theory,* welcomes papers that advance theory on any aspect of communication. Research studies as well as theoretical essays and reviews of any length are sought. Brief articles, symposia, colloquies and the like can be submitted for the Forum, a special section devoted to theoretical dialogue.

For more information, write: Rhetoric and Communication, Temple University 265-65, Philadelphia, PA 19122, U.S.A.

INTERCULTURAL COURSEWORK
Honolulu, July 11-20, 1990

In this workshop for college and university faculty who wish to develop courses in intercultural and international topics, participants will examine possible texts, interact with East-West Center staff familiar with a variety of courses, discuss issues with the authors of texts currently used in intercultural courses, share ideas, and develop full course outlines. General areas are the behavioral sciences, social sciences, and education; more specific areas include: intercultural communication; cross-cultural psychology, research methods, counselling, and orientation programs; intergroup relations; the human aspects of technology transfer; an international perspective on management; combining sign language interpretation for the deaf and intercultural studies; English as an international language; language and culture; English for cross-cultural communicaiton; combining TESOL with cross-cultural communication and adjustment; curriculum development for international studies: elementary and/or secondary levels; social studies: global perspectives; and bilingual education.

Other courses possible. Dormitory housing available. For more information write: Mr. Larry Smith or Dr. Richard Brislin, East-West Center, Institute of Culture and Communication, Honolulu, Hawaii 96848, U.S.A.

CALL FOR PAPERS
Communication Association of Japan

The Communication Association of Japan seeks proposals for 20-minute presentations at its 20th Anniversary Convention to be held June 29-July 1, 1990 at Meiji University, Tokyo.

Themes: Rhetoric & Speech communication Theory, Intercultural Communication, Speech Education, Applied Speech Sciences, Mass Communication, Small Gmup & Interpersonal Communication, Communicative Language Teaching, Forensics & Public Speaking, Theoretical & Applied Linguistics, and Sociolinguistics. Please submit a title and abstract in English or Japanese by January 31, 1990 (overseas) or by February 28 (Japan). All papers will be considered for publication in either *Human Communication Studies* or *Speech Communication Education.*

Address proposals and requests for information to:

Prof. Satoshi Ishii, Director of Academic Affairs, Communication Association of Japan, c/o Department of English, Otsuma Women's University, 12 Sanbancho, Chiyoda-ku, Tokyo 101; 03-261-9841

CALL FOR PAPERS
"COMMUNICATION AND EQUALITY"

This special session of the CAJ convention puts an emphasis on the pmblems of inequality in intercultural communication between Japanese and non-Japanese. Papers and proposals from non-Japanese scholars contributing their unique ideas and expertise are very much welcomed. The session will be either in the

form of panel discussion or paper presentation followed by open discussion among the presenters. Send a 200-word abstract by January 31, 1990 to: Yukio Tsuda, 4-3-7 Oshizawadai, Kasugai, Aichi 487.

CALL FOR PAPERS

The JALT National Summer Seminar will be held on August 3-5, 1990 at Iwate University in Morioka. The theme: Traditional Methods, New Approaches-- English for the '90s. Proposals for papers should be sent to Robin Sakamoto, Morioka City High School, Kamiote Kemikawara 96, Morioka, Iwate 020. The deadline for submission of abstracts is January 15, 1990. Papers dealing with the four basics (reading, writing, listening and speaking), as well as those dealing with team-teaching, will be particularly welcome.

WINE NEWSLETTER

To become a regular reader of what E. Pearson calls a "truly great" newsletter about California wine, contact Bill Shimer of "Friends of the Vine": tel. 03-370-9656, fax 370-9657.   Under the influence of the newsletter, readers may order wine by mail.

TEMPLE UNIVERSITY JAPAN
Distinguished Lecturer Series

Jan. 13-14 (Tokyo), 20-21 (Osaka): N.S. Prabhu, National Univ. of Singapore: *Designing Reading Tasks for Advanced Learners.*   Feb. 17-18 (T), 24-25 (O): Keith Johnson, Univ. of Reading: *The Acquisition of Language Skills.* Mar. 31-Apr. 1 (T), Apr. 7-8 (O): Susan Gass, Michigan State Univ.: *Issues in SLA: Vocabulary Acquisition and the Role of Interaction.*

All workshops Sat. 2-9 p.m. (2-5 portion free to JALT members), Sun. 10 a.m.-5 p.m.

Other M.Ed. in TESOL Courses
January 8 - April 30

(Three credits each; 6-9 p.m. except as noted)

Tokyo (1-16-7 Kami-Ochiai, Shinjuku, Tokyo 161: 03-367-4141): Mon.: *Teaching Listening and Speaking Skills,* B. Tomlinson; *Doctoral Seminar: Individual Differences in SLA,* R. Ellis. *Tues.: Applied Linguistics,* R. Ellis; *History of the English Language,* K. Schaefer. Wed. and Thur. (2 sections): *TESOL Methods and Materials II*, R. Ellis. Thur.: *New Grammars*, K. Schaefer. By arrangement: *EFL Practicum,* S. Johnston.

Osaka (Kyowa Nakanoshima Bldg., 2F. 1-7-4 Nishi-Tenma, Kita-ku, Osaka 530: 06-361-6667): Tues.: *TESOL Methods and Materials II,* M. Rost. Thur.: *Designing Classroom Materials,* M. Rost. Sat. 2-6 p.m. (10 meetings; not 1/20 2/24. 4/7): *Applied Linguistics,* R. Ellis.

6th INSTITUTE OF LANGUAGE
IN EDUCATION CONFERENCE
Hong Kong, December 13-15, 1989

Theme: "Language Use, Language Teaching and the Curriculum." Place: Hong Kong Convention and Exhibition Centre. Information available fmm JALT Central Office or the Institute of Language in Education, 56 Dundas St., 21/F., Park-in Commercial Centre, Kowloon, Hong Kong.

CALL FOR SOFTWARE!
FOR C.A.L.L.

The TESOL CALL-IS is sponsoring two demonstration sessions at TESOL '90 in San Francisco: one is our "traditional" showcase for non-commercial software or adaptations of commercial ware. If you have written your own programs or lessons, please display them at the *CALL Authors' Showcase.* Send a brief description, including hardware requirements to Jeff Magoto, OPIE/Ohio University, 201 Gordy Hall, Athens, OH 45701, U.S.A.

If you are using a computer-assisted language program in your curriculum, whether commercial or public domain, please demonstrate it at the *Software Applications Fair.* Send a description of the program, how you use it, and hardware requirements to Norman Johnson, 2364 Friendly St., Eugene, OR 97405, U.S.A.

TESOL SUMMER INSTITUTE 1990

The institute, which features courses toward professional development and offers both graduate and undergraduate credit, will be held June 24-July 15 and July 13-August 3, 1990 (summer meeting July 13-15) at Michigan State University. The theme: Learning and Teaching Across Languages-The Common Ground. For full information: Susan Gass (Director, TSI '90), English Language Center, Michigan State University, East Lansing, MI 48824, U.S.A.: 517-353-0800; e-mail 21003smg@MSU.

ELT METHODOLOGIES FOR THE '90s:
A SOUTH-ASIAN PERSPECTIVE
Hyderabad, India, Dec. 19-22, 1989

This conference, sponsored by the South Asian Association for Regional Cooperation (Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka), has as its major objectives to review and evaluate recent theoretical and methodological developments in language pedagogy and to develop theoretical models and generate practical ideas relevant to classroom teaching in the developing countries. For full information: Mr. G. Rajagopal (Coordinator, SAARC Seminar), Reader, Department of Methods, C.I.E.F.I., Hyderabad 500 007, India.

INTENSIVE COURSES IN PHONICS

Yoko Matsuka, M.A.TEFL, California State University at San Francisco, lecturer at Tamagawa University, and author of *Eigo Sukidesuka, Eigo Wakarimasuka,* and *Eigo Hanasemasuka,* will conduct, entirely in English, two-day workshops in the theory and practice of teaching phonics and including up-to-date information about language acquisition, practice in "teacher-talk" and games, and individual checking of pronunciation by native speakers of English: January 20-21 in Nagoya, February 24-25 in Mito, and April 21-22 in Hamamatsu. Other 1990 workshops in Machida (3/26-29), Nagano (6/23-24), Fukuoka (7/28-31), Okinawa (8/2-3), Himeji (9/8-9), Numazu (10/20-21), Osaka (11/17-18), and Tokyo (12/8-9). Apply to:

Matsuka Phonics Institute, 5-6-3 Tamagawa-gakuen, Machida, Tokyo 194; tel. 0427-28-5421.

CALL FOR PAPERS

The Language Laboratory Association of Japan will hold its 30th annual conference July 30-August 1, 1990, at the International Conference Center on Port Island, Kobe. The theme: International Communication and the Language Laboratory. Proposals for papers should be sent to Prof. Sugimori, Kinran Junior College, 5-25-l Fujishiro-dai, Suita-shi, Osaka 565. The deadline for submission of abstracts is January 15, 1990. Papers dealing with the use of technology in the teaching of English, as well as those dealing with empirically based research, will be particularly welcome.

KANSAI SWET EVENT
The Translator's Art

Kansai members of SWET (Society of Writers, Editors, and Translators) have organized a local chapter and will launch its program of activities December 10 with a talk by Juliet Carpenter of Doshisha Women's Junior College. A prize-winning literary translator, Carpenter will talk about all aspects of translation, using examples from her own work, 2-4 p.m. December 10 at International House, Osaka. The public is invited. Fee: 1,500. For further information, call Jane Hoelker, 078-822-1065.

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 "your" issue.

The Editors

<u>締切り日の変更</u>

全ての日本語記事の締切り日は出版される月の2ヶ月の25日です。前月号の投稿要領の期日は元のままでしたので、お詫びして訂正いたします。

Meetings

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: In-house Workshop
Date: Sunday, December 10th
Time: l-4 p.m.
Place: Chiba Chuo Community Center
Fee: Members free; non-members 500
Info: Bill Casey 0472-55-7489
         Shigeo Urabe 0438-36-9475

Participants are invited to bring ideas found effective in their own teaching. Books and materials related to language teaching may be brought for display or trade. A short business meeting will precede the workshop; a pot-luck dinner will follow. Please bring a dish to share; more members, more food, more fun.

Fukuoka

Topics: (1) Music Workshop
          (2) Fa La La Language-Conducting a Christmas Class
Speakers: (1) Fukuoka Chapter Participants
          (2) Don Maybin (Kagawa University)
Date: Sunday, December 10th
Time: (1) 12:30-2:30 p.m.
          (2) 3-5 p.m., followed by a bonenkai.
Place: Westchester Univ., l-3-29 Nagahama, Chuo-ku: 092-761-0421
Fee: Members, free; non-members, 500
Info: JALT Fukuoka 092-761-3811

The first of two sessions centered around the use of songs and music in the classroom will be an exchange of ideas by all of those attending. Don Maybin will then demonstrate a holiday assortment of tried and proven activities, especially song-based activities, for students of all types and ages; most are adaptable for your off-season classes.

Don Maybin, M.A. in applied linguistics, University of Essex (U.K.), wrote the teacher's manual for ***Coast to Coast*** Book 3 (Longman).

GUNMA

Topic: Global Ideas in Language Teaching
Speaker: Kevin Mark (Meiji Gakuen University)
Date: Sunday, December 10th
Time: 2:30 p.m. (Meeting followed by Christmas "potluck" party)

Place: Azuma Komin Kan
Fee: Members 1,000 Non-members 1,000
Info: Wayne Pennington 0272-51-8677
              Morijiro Shibayama 0272-63-8522

The presentation will show how topics and themes such as: 1) self-awareness and understanding; 2) culture; society and human relations; and 3) the four key issues of violence/peace, poverty/development, destruction/restoration ofnaturalresources, and human rights abuses/freedom) can be integrated systematically into an English language programme at any level. The framework is directly applicable to even the most elementary lessons.

Kevin Mark studied French at Oxford, then did graduate work in linguistics and language education at Manchester University. He is currently doing research, under the aegis of the Centre for Global Education (University of York, U.K.), in the philosophy of globaleducation and its applicaitons in language teaching.

Topic: Grammar Teaching as Consciousness Raising
Speaker: Rod Ellis (Temple University)
Date: Sunday, January 14th
Place: Nodainiko High School, Takasaki

JALT 群馬 支部 1月 月例会
JALT Gunma Chapter January Meeting.
特別例会名 (Special Meeting Name)
講 師：Rod Ellis
テーマ：Grammar Teaching as Consciousness
       Raising
日 時：1月14日(日) 2時から4：30時迄
Date & Time：Sunday, January 14th, 1990
                              2 - 4：30p.m.
場 所：東京農業大学第二高等学校
Place ：Nōdainiko High School, Takasaki
TEL ：(0273) 23 1483
連絡先：神保尚武 Hisatake Jimbo
                              0274-62-0376
Info．：Wayne Pennington, 0272 51 8677
会費(Fee)：会員(Members)¥500/無料(Free)
         非会員(Non-Members)¥1,000

IBARAKI

No meeting, but please see TOKYO below for details of the Dec. 10 regional party. Jan. 14: JALT '89 reports. Info:Ishii Takashi 0292-41-0356; Martin Pauly 0298-64-2594.

KANAZAWA

Topic: (1) Communicating Japan (2) Party (of course)
Speaker: Alan Booth
Date: Sunday, December 17th
Time: (1) 5-6 p.m. (2) 6 p.m. · ??
Place: Top floor of the Tokyu Hotel
Fee: Members and non-members: 3000
Info: Mikiko Oshigami, 0764-29-5890; Kevin Monahan, 0762-23-8516

Alan Booth, who wrote and walked *The Roads to Sata*, will speak on how Japan is portrayed to the rest of the world, including its linguistic and cultural oddities. The party will feature informal snacks, drinks, and socializing.

Alan Booth, a freelance writer in Tokyo for many years, has published numerous texts and articles on Japan. He is also film critic for the *Asahi Evening News.. The Roads to Sata* is now being televised by the BBC.

On Jan. 21, 1990, Amanda Gillis will discuss "Using Literary Texts in the Language Classroom."

KOBE

Topic: The Giving Meeting/Bonenkai
Date: Sunday, December 10th
Time: 1:30-4:30 p.m.
Place: St. Michael's International School
Fee: Meeting free
Info: Pat Bea 07457-8-0391

Many Kobe JALT volunteers will present their own useful, unique ideas and techniques. Bonenkai starts 6 p.m. at 'Chugoku-Shuke, Motomachi-ten."

MATSUYAMA

Topics: Business meeting, election of officers
              Year-end Party!
Date: Sunday, December 10th
Time: 2-4:30 p.m.
Place: Shinonome High School Kinenkan
Fee: Free
Info: Kazuyo Kuwahara 0899-45-1218; Masako Aibara 0899-31-8686

MORIOKA

Topics: Election of Officers
              JALT '89 Report
              Bonenkai (to follow meeting)
Speakers: Conference participants
Date: Sunday, December 10th
Time: 1:30-4 p.m.
Place: Chuo Kominkan
Fee: Free (meeting only)
Info: Natsumi Onaka 0196-54-5410; Robin Sakamoto 0196-51-8933

This program will feature a video of the JALT '89 Conference for those who couldn't attend in person.

TESOL CALENDAR

TESOL '90 — San Francisco, CA
TESOL '91 — New York, NY
TESOL '92 — Vancouver, B.C.

After the business meeting, important to you as a voting member of our chapter, fun and fellowship at the annual Bonenkai!

NAGOYA
Tonics: Idea Sharing; Election of Officers; Bonenkai
Date: Sunday, December 3rd
Time: 1:30 - 5:00 p.m.; Bonenkai, 5:30-??
Place: Mikokoro Center, Naka-ku
Fee (meeting only): Members, free; non-members, 1,000. Bonenkai: 3,500 (for reservations, call Ms. Saito immediately)
Info: Helen Saito, 052-936-6493
Tetsu Suzuki, 0566-22-5381

Bring along any ideas that might be helpful to otherteachers, including questions about how to make something better. Reports on the '89 Conference will also be welcome.

NIIGATA
Topic: Needs for Language Specialists in Niigata City
Speaker: Ms. Mashima
Date: Sunday, December 10th
Time: 1:30-3:30 p.m.
Place: New Koshiji Hotel, Niigata City
Fee: Members, free; non-members, 500
Info: Daniel Minor 0254-43-6205

In addition to the speaker, we will have our annual business meeting with elections and officers' reports and reports from those who attended JALT '89. The annual Christmas party will follow.

OMIYA
No regular meeting. See TOKYO below for Dec. 10 Kanto area party information.

In 1990: Steven Maginn, "Vocabulary Building Activities," Jan. 14; Eloise Pearson, "Communicative Evaluation," Feb. 11. Info: Margaret Sasaki, 048-644-3643

OSAKA
Topic: Three Studies on Classroom Process
Speaker: Steven Ross
Date: Sunday, December 10th
Time: 1-4:30 p.m.
Place: Umeda Gakuen
Fee: Members, free; non-members, 1000
Info: Beniko Mason 0798-49-4071 (after 8 p.m.1
Tamara Swenson 06-351-8433

The ways in which methods and teaching materials differ in classroom process and in the ultimate product, language learning are often much less apparent than the superficial ways the methods and materials seem to vary. Against a background of recent classroom-research methodology, we will discuss three different studies that seek to describe some aspect of the process of classroom learning. They differ in focus and method of analysis. Examples of research into the relationship between the process of foreign language pedagogy and product differences will be presented. These will illustrate observation, survey and discourse analysis techniques.

S. Ross teaches at Kobe University of Commerce, Kobe College and Osaka University, and has participated in colloquia on classroom-based research at JALT and TESOL conferences.

SENDAI
Tonic: Non-Verbal Communication Games in EFL
Speaker: Kazunori Nozawa
Date: Sunday, December 17th
Time: l-4 p.m.
Place: New Day School, Yamaichi Kokubuncho Bldg., 4F tel. 022-265-4288
Fee: Members, free; non-members, 500
Info: Alan Gordon 022-293-1431

The study of non-verbal communication, a relatively new area of inquiry, can be used by teachers to enhance students' motivation in learning English. This presentation, aimed at practical issues, will feature a variety of non-verbal communication games to teach spelling, vocabulary, listening, reading and culture.

Kazunori Nozawa, M.A. University of Kansas, is Associate Professor at Toyohashi University of Technology and lectures at Aichi University. His main research areas; Accelerative Learning such as Suggestopedia, Intercultural Communication including the non-verbal, and Computer-Assisted Language Learning. He is Public Relations Chair of JALT and President of JALT-Toyohashi.

SUWA
Topic: Low-tech Media and the Communicative Language Class
Speaker: Doug Beckwith
Date: Sunday, January 21st
Time: 2-5 p.m.
Place: Seiko Epson Corporation
Fee: Members, free; non-members, 500
Info: Corina Van Workum 0266-52-3131 ext.1414 (w), 0266-52-6779 (h)

This presentation will explore the many and varied uses of relatively commonplace "low-tech" media and machinery to serve as catalysts for engaging communicative language activities in the ESL classroom. Magazine advertisements, overhead projectors, hand-held audio and video tape recorders, and authentic non-ESL video and audio tape recordings can be used in ways that stimulate student discussions and information gap activities without lots of technical distraction. Means of exploiting and presenting these media in the ESL classroom will be discussed.

Doug Beckwith, M.A. in TESL, UCLA, teaches at Seiko Epson. He is a member of the Writers' Guild of America and the California Bar Association.

TAKAMATSU
Topic: Review of JALT '89
Speakers: Members who participated
Date: Sunday, December 17th
Time: 1:30-4:30 p.m.
Place: Kagawa Daigaku Kyoiku Gakubu
Fee: Members, free; students, 250; others, 500
Info: Harumi Yamashita, 0878-67-4362

Besides discussion of JALT '89 we can review our chapter's past and future plans. We will have an extended interval for seasonal refreshment.

TOKYO & KANTO AREA CHAPTERS
Year-End Christmas Party
Guest of Honor: John Fanselow
Date: Sunday, December 10th
Time: 1-4 p.m.
Place: Victoria Station, Ropoongi: Kitty corner from the "Almond" exit of Roppongi Station in the 1st floor of the Haiyuza Bldg; tel. 03-403-9250 or 03-479-4601
Fee: Members, 4,000; non-members, 5,000
Info: Don Modesto, 03-360-2568; Tadaaki Kato, 0473-71-4053; Michael Sorey, 03-444-8575

John Fanselow, from Columbia University,. will open the party with a short talk. Lunch will be a buffet of appetizers, entrees and drinks. The party will conclude with a drawing for door prizes. While reservations are not required, it would be appreciated if those planning to attend were to call "Info" or their chapter president or program chair in advance.

This party is an ideal opportunity for JALT members throughout the Kanto area to get acquainted with members fmm other chapters and for non-members to learn more about the organization.

TOYOHASHI
Topic: Give them a Chance to Talk
Speaker: Takashi Miura
Date: Sunday, December 17th
Time: 1:30-4:30 p.m.
Place: Aichi University, Kinenkaikan 2F
Fee: Members, free; non-members, 1000
Info: Kazunori Nozawa 0532-48-0399; Masahito Nishimura 0532-47-1569

WEST TOKYO/YOKOHAMA
No regular meeting this month. Members are urged to join the Kanto area Christmas party. See TOKYO above.

YAMAGATA
Topic: Year-End Tea Party
Date: Sunday, December 3rd
Time: 2-4 p.m.
Place   Fukushi Bunka Center (tentative)
Fee/Info: Yamagata JALT 0236-22-9588

LATE FLASH: Kagoshima meeting/bonenkai 12/16. Info: Y. Teshima, 0992-22-0101 (work).

No Chapter in Your Area?
Why not organize one? Contact Sonia Yoshitake, **JALT** membership chair, for complete details: l-1 4-22-609 Tanaka-cho, Higashinada-ku, Kobe 656.

REMEMBER
December 15 is the deadline for submission of Conference Reports for inclusion in the February, 1990, issue of *The Language Teacher.*

Positions

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

AUSTRALIA (Victoria) Independent (non-government) co-educational school with 415 students, grades 7 to 12 (aged 12-18), in a small rural town about 90 km fmm Melbourne seeks a teacher of Japanese for expanding program who is also fluent in English, preferably with a degree with major studies in both languages. Need either to have a teaching qualification or to be prepared to take studies towards obtaining one in Victoria. Full-time fmm February lst, 1991; one year with the option of renewal for a period of up to 5 years. Salary offered $A23,884-$A32,179 according to qualifications and experience; financial assistance with removal expenses to Australia and help in locating accommodation. If interested, please write for an application form to The Principal, St. Paul's Grammar School, P.O. Box 383, Warragul, 3820, Victoria, Australia immediately. Applications close 5th February 1990; interviews will be held in June 1990.

(KOBE/KYOTO/OSAKA/TOKYO) Leading English-language school seeks full-time instructors (18 contact hrs./wk., monthly salary from ¥320,000) beginning April 1, 1990. M.A. or equivalent degree in TESOL or related field and/or at least two years' experience preferred. Also part-time. Teach EFL, ESP (business); do materials development and writing. Send resume indicating locational preference to: Simul Academy, 1-5-17 Roppongi, Minato-ku, Tokyo 106.

(KYOTO) Full-time, part-time teachers of conversational English needed for high school students of International Exchange Program starting April 1990. Native English speakers with background and experience in TESOL preferred. Send resume and transcript to Minami Kyoto High School, Kyoto Office, 21 Iga-Nishimachi, Momoyama Tsutsui, Fushimi-ku, Kyoto 612. For more information contact: Tatsuro Miyuki, (075) 622-2700; Fax (075) 622-2730.

(NAGOYA) Full-time TESOL instructor for Japanese children. Also, develop curriculum and teaching materials. Six hrs./dayy, five-day week, two weeks paid vacation twice yearly. Salary: 180,000/mo. for the first three months; 200,000 thereafter, plus ¥20,000 monthly housing allowance, 10,000 bonus per month for perfect attendance, and annual bonus. One-year contract, renewable. Qualifications: B.A./M.A. Degree in Linguistics, Japanese, English Education or related field. Experience working with children is desirable. You must be warm, friendly, sensitive to others, and able to relate well to children. Please send resume, copy of diploma, and three photos to: Mr. Ken Nakamura, Interface Co., Lifepia Motoyama 3F, 5-21
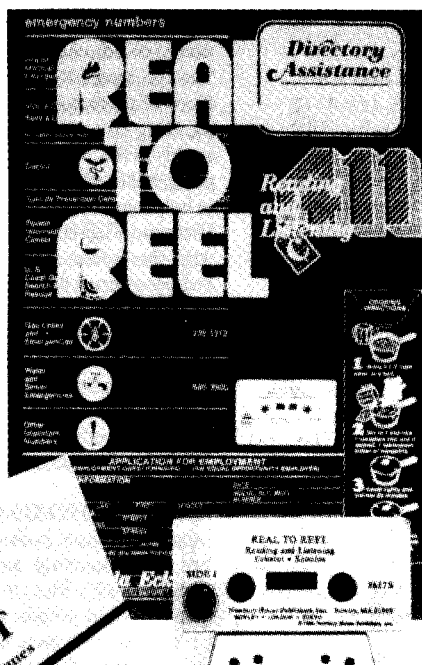
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For more information call or write:

Discussion and Persuasion Techniques

Instruction in advanced conversation techniques such as
persuasion, debate, argumentation, and negotiation form
the core of this classroom-tested text. Through a three-
part format that gradually builds skills, students learn to
effectively express their views and to recognize emotional,
illogical, or irrational arguments presented by others.

(ODAWARA) Full-time EFL positions from January and April 1990. M.A. in TEFL preferred, but candidates also sought with backgrounds in business, engineering, economics, or international relations. Intensive, residential business program and non-intensive community program. Emphasis on individual creativity in the classroom within a general notional curriculum framework. Responsibilities and commitment to students beyond classroom duties: teachers expected to spend time with their students outside class, including seven meals per week and class outings. Salary approximately 322,500 month; seven weeks' paid vacation, good benefits. Excellent living area, near the mountains and sea, about an hour from Tokyo. Send resume to Robert Ruud, Director, Language Institute of Japan, 4-14-1 Shiroyama, Odawara, Kanagawa 250. Interviews will be conducted in Odawara.

(OSAKA) Part-time Associate Trainer(s) needed immediately by international company. Responsible for planning and teaching approximately 12-l 5 hours per week in various Kansai locations. Business English curriculum. Should have professional experience teaching in business or academic fields, have a college degree, preferably in English or Linguistics, and have lived in Japan for at least one year. Compensation dependent on experience. Please send resume to Ms. P. Rinere, Clarke Consulting Group, Higashi-Hanky Bldg. 6F, l-l Kakuda-cho, Kita-ku, Osaka 530. 06-316-4885.

(OSAKA) Sundai Foreign Language Institute seeks native speakers of English for full-time teaching positions from April 1, 1990. Minimum 2 years' experience in TEFL. Degree required. One-year contract, renewable. Salary: 3,600,000- 4,200,000 plus benefits. Positions will be filed fROm to the end of December. Send letter of application and resume to: Personnel Office Sundai Gaigo Semmon Gakko, 2-5-18 Terauchi, Toyonaka, Osaka 560.

(OSAKA) Women's college seeks a part-time teacher of conversational English: native speaker with M.A. in TESOL or related field. Teaching experience in Japanese colleges preferable. Demand deep interest and enthusiasm in teaching. Call Mrs. Stewart for more information: 06-426-9707 before 10:00 p.m. Fax: 06-426-9707.

(SHIZUOKA) Native-speaker lecturer or associate/assistant professor of English to start 5/90 Age preferably to 35. Apply by 12/8/89. Shizuoka University, 0542-37-1111 ext. 8306/8; fax 37-7319.

(HACHIOJI, TOKYO) Full-time ESL teachers for new Arizona State University intensive American Language and Culture Program. Min. qualif.: M.A. in TESL, Applied Linguistics, or related field with experience; 2 years' teaching experience in univ. level intensive ESL program; experience abmad. Seeking also individual w/exp. in CALL, curriculum development, and academic placement and advising. Salary: U.S. $28,000/yr. (= appmx. 326,000/mo.) Benefits include: furnished housing allowance; annual round-trip airfare from U.S. point of hire to Tokyo for employee; medical, life, retirement insurance; professional-development allowance. Visa sponsorship provided. One-year contract, renewable. Start mid-April 1990. Send letter of intent, resume, graduate transcripts, name/address/phone for 3 references to: Lynne McNamara, Academic Director, ASU-ALCP-Japan Study Center, 6-l-12 Owada-cho, Hachioji-shi, Tokyo 192. Fax (0426)-46-5232 from aborad 81-426-46-5232). DEADLINE: 1/1/90.

(TOKYO) Los Angeles City College affiiate seeking full/part-time native English-speakers with background and experience in college level TESOL, English Comp., language, linguistics, speech, business, history, political science, mathematics, music, geology, psychology, sociology, economics and computer-science. Minimum qualifications: proper visa, M.A. in subject area, and two years of college teaching experience. Send resume, transcripts and two letters of recommendation to: Tokyo American Community College, 1-63-l Yoyogi, Shibuya-ku, Tokyo 151. For more information, call (03) 375-2345.

(TOKYO) Part-time (Thursdays) English conversation teacher wanted by a national college. Native speaker with a college degree and preferably with some teaching experience. Please write to Kaoru Matsumoto c/o Tokyo Merchant Marine College (Tokyo Shosen Daigaku), 2-l -6 Etchujima, Koto-ku, Tokyo 135.

Designed to TEACH while playing!

Play Englishは、遊びを通じて英語を教えるために作られた、ワークブックの付いたカードセット（フォニックステープ付）です。テキストだけを使うよりもっと楽しく、完全な実用英語が教えられるよう、多目的なカードを使う新しい幼児英語教育アプローチを採用しています。副教材として、あるいはメインの教材としても使えます。

先生用のTeaching Manualには、ゲームやクラス内でのいろんな活動、そして子供たちが喜ぶ、命令形を使ったオリジナルな教え方がたくさん紹介されています。このセットの着想の手がかりとして次のような基準が考慮されました。たとえば、クラスは活発で楽しくなければならないこと。まずリスニング、次にスピーキング、そしてリーディング、ライティングという英語学習の自然な順序を守ること。さらに、先生のさまざまな状況に合わせられるよう、ある程度の融通がきくことなどです。Play Englishの43レッスンで、今までテキストと黒板だけでしかできないと思っていたものを教える新しい方法がたくさん見つかるでしょう。

Play Englishにはフォニックスや英会話の基本を教えるため360枚のカラーカードがついています。さらに40ページのワークブックとアルファベット各文字の音やその他の練習を収録したフォニックステープがセットに含まれています。

PLAY ENGLISH is a *Workbook & Card Set* (plus a *Phonics* tape) designed to TEACH while playing. A new approach to teaching children, using versatile cards to teach full lessons of practical English in a much more enjoyable way than any textbook. It can be used as a supplement or as main course material.

The *Teaching Manual* incorporates popular games and classroom activities plus many original lesson plans for "teaching by commands" which students will love. Key to its design are several principles: the class should be *active* and *fun*; it should follow a *natural* sequence: first *listening*, then speaking, then reading and writing; it should also be *flexible*, for teachers in different situations. In these 43 lessons, teachers will find many novel ways of doing what they thought only a textbook and blackboard could do.

Play English comes with 360 cards (in color), designed to teach young learners phonics and basic conversational English skills. Also included in the kit is a 40-page Workbook and a Phonics tape which presents the sounds of the letters of the alphabet and other practice material.

TEACHING MANUAL

LESSON. 2

GOALS	WORKBOOK
• Colors as nouns and adjectives	Suggested Practice: Page 2

CARDS USED
Series A, Nos. 21 - 38

A Review Lesson One, and use the same commands to teach colors (Series A, Nos. 21 - 30): レッスン1の復習をした後、同じ命令を使って色を教えます す：．．スA、21-30）

T: Point to	black.	white.	orange.
Touch	brown.	blue.	green.
Pick up	purple.	red.	
Put down	pink.	yellow.	

B You can also give them exposure to these words as *adjectives*: それらの色の形容詞についての使い方を紹介してもかまいません

T: Pick up the black card.

C The repetition and games described in Lesson 1G-L can also be used here. 繰り返しと練習とゲームはレッスン1のG〜Lに紹介した同じ方法を使います。

WORKBOOK

D They are now ready to do the oral practice for pages two and three of the Workbook. Teach the vocabulary as always (pointing, touching, etc.) and teach them to color as told. Later question-and-answer practice can be done, as indicated in the Workbook. 生徒たちはもうワークブックの2〜3ページの練習ができるはずです。いつものように（point, touchなどを使って）語いを教え、指示通りの色を塗らせます。あとでワークブックにあるように質問練習をしてもかまいません

seido language institute **seido** セイドー外国語研究所
12-6 Funado-cho, Ashiya-shi, Hyogo 659, Japan 〒659 兵庫県芦屋市船戸町12−6 TEL 0797(31)3452 FAX.0797(31)3448

MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,000. There are currently 35 JALT chapters throughout Japan. It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter. JALT also sponsors special events, such as the annual Summer Seminar for secondary school teachers, regular In-Company Language Training Seminars, and special conferences on Testing and other themes.

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

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

CENTRAL OFFICE:
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Tel.: (075) 361-5428   Fax (07.5) 361-6429   Furikae Account: Kyoto 5-15892, Name: "JALT"

JALT 一全国語学教育学会について

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

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

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

支　部：現在、全国に35支部あります。（札幌、盛岡、仙台、山形、茨城、宇都宮、群馬、大宮、千葉、東京、西東京、横浜、新潟、金沢、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、奈良、神戸、姫路、岡山、広島、徳島、高松、松山、福岡、長崎、鹿児島、沖縄）

研究助成金：詳細は JALT 事務局まで。

会員及び会費：個人会費（￥6,000）一最寄りの支部の会員も兼ねています。**共同会員**（￥10,000）一住居を共にする個人2名が対象です。JALT の各出版物が、2名に対し、1部しか配布されないという事以外は個人会員と同じです。**団体会員**（￥3,600　1名）一同一勤務先に勤める個人が5名以上集まった場合に限られます。5名毎に、JALT の出版物が1部配布されますが、端数は切り上げします。**賛助会員**（￥50,000）一JALT 活動を支援するための寄付として会費を納めて下さる方、或は年次国際大会や例会等で、出版物の展示を行ったり、会員名簿の配布を受けたり、又、JALT の出版物に低額の料金で広告を掲載することを希望する方が対象です。

入会申し込み：最り込みの郵便振替用紙（口座番号　京都 5 -15892、加入者名一JALT）を利用して下さい。例会での申し込みも受けつけています。

JALT 事務局：〒600 京都市下京区河原町松原上ル 2 丁目富永町 358 ライオンズマンション111号

TEL 075-361-5428   FAX 075-361-5429   担当　中村　友美

C.

The New
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English Course
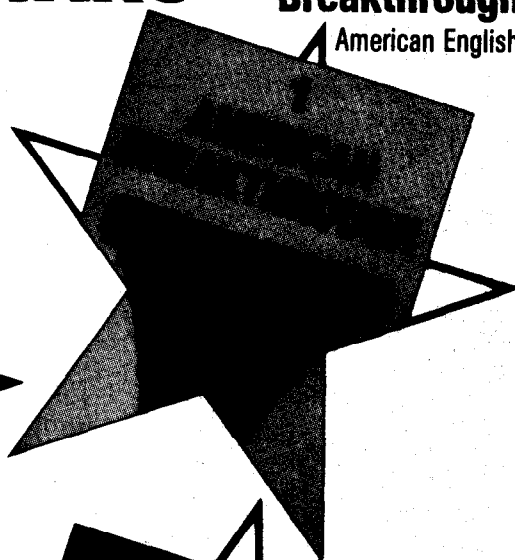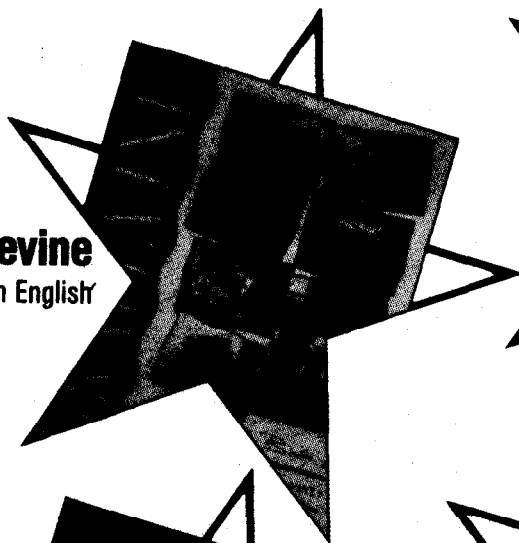
MICHAEL SWAN
CATHERINE WALTER