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VOL. XIII, No. 2 FEBRUARY 1989

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

THE LANGUAGE TEACHER 2

SPECIAL ISSUE:

Conference Presentation Reports

JALT

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THE LANGUAGE TEACHER

VOL. XIII, NO. 2 FEBRUARY 1989

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

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

All announcements or contributions to ***The Language Teacher*** **must be received by no later than the first of the month preceding desired publication. All copy must be typed, double-spaced, on A4-size paper, edited in pencil, and sent to the appropriate editor.**

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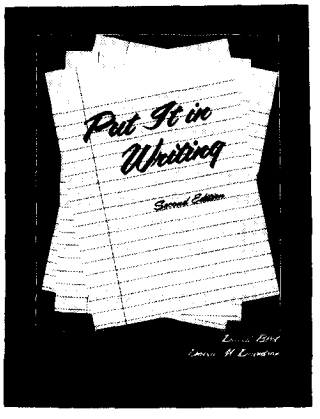

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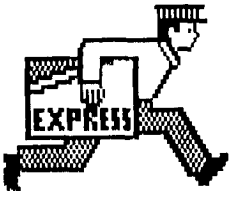

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JALT '88

A Vote of Thanks from the President

I would like to take this opportunity, as we review the conference in reports on some of the presentations there, to thank specifically the members of the JALT '88 Conference Committee for its success. Efforts toward things such as conferences always, unfortunately, take more time, energy, and trouble than most people ever realize. But the fact alone that a three-day conference for 2,200 people, capping over a year of preparation, concludes smoothly is clear evidence of a great deal of sacrifice and cooperation.

Heading up the various sub-teams under Chairs **Linda Viswat** and **Vincent Broderick were Barbara Hanaoka,** handling art; **Terry Jennings,** acting as associate member liaison; **Kim Kane1** and **Ed Lastiri, in** charge of audio-visual equipment; **Richard Berwick, David Willis** and **Tomoko Yashima,** making colloquia arrangements; **Bob Moore,** supervising computer activities; **Elizabeth Crompton,** keeping the Copy Center running smoothly, including follow-up after the conference; **Terry McDonough,** working on discussion groups; **Beniko Mason** and **Steve Mason,** as display coordinators; **Koji Igawa,** taking care of facilities; **Tamara Swenson** and **Brad Visgatis,** putting together the Conference Handbook; **Natsumi Onaka,** coordinating the many facets of hospitality; **Teresa Cox,** making the Job Information Center the extremely useful service that it is; **Morio Kohno,** handling the all-important ***koen meigi*** arrangements; **Ruth Vergin,** insuring that registration procedures were as painless as possible; **Prank Cheng,** responsible for the "thank goodness!" parcel service being handy for participants; **Steven Ross,** taking on the risky "new wrinkle" tried for the first time, the poster sessions; **Robert Liddington,** working on programs; **Dorothy Pedtke,** providing the publicity in English; **Yuzo Kimura,** who coordinated publicity in Japanese; **Marcia Arthur** and **Pat Bea,** who acted as recording secretaries for the Committee; **Michiko Inoue,** who secmed inexplicably to be everywhere at once, as social coordinator; **Homer Pettey,** treasurer for the Conference; **Jan Visscher,** acting as VIP liaison; and, in charge of volunteers, **Taeko Yokaichiya.**

I want to thank all who helped, not only for the satisfaction of participants at JALT '88, but for the great benefit their experience will be to future conference committees. We're glad you were so willing to work for JALT!

-Deborah Foreman-Takano

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CONFERENCE PRESENTATION REPORT'S

Plenary Address: LANGUAGE AND IDENTITY

by Randolph Quirk

Sir Randolph Quirk, in his JALT '88 plenary speech, closely followed his title, "Language and Identity." He looked closely at the relationship of language to identity, noting that identity is a complex notion which entails an "almost inherently paradoxical sameness." He discussed the use of language to express the identity of the individual self ('To thine own self be true") and the identity of the shared self ("No man is an island"); thus, the paradox. Quirk suggested that while the potential for conflict between the two is obvious, they are in fact complementary.

Language development not only ***demonstrates*** individual development, it also ***facilitates further*** individual development. Language is also important for establishing group identity. 'Language is high on the list of mmmon identifers. . . . [It is the] audible, recognizable signal [of group unity]." These two aspects of language development and identity can work together in the same way that a football team uses the personal skill of the individual players to allow the team to score — to use Quirk's analogy. Optimally, there is a combination of porsonal pride and community pride.

Quirk gave the example of the mmbiiing of German-speaking principalities into modem Germany to show how the use of a mmmon language could unite. Following the pattern of choosing a standard language, regularizing and institutionalizing the standard language, and then causing indigenization of the language by replacing 'foreign" words, the diverse groups began to identify as a nation.

Several existing world models show the relationship of national identity to language. The one language-one nation model is like that of Japan. The several languages-one nation model is like that of Switzerland. The one language-several nations model is like that which exists among the several Arabic nations. While there is not much conflict in sharing one language among several nations, there is often a perceived conflict in the several languages-one nation model. This shows how strongly a common language is perceived to be a unifying element.

English has the potential to operate as an international lingua franca following the model one language, several nations. However, as English is

(cont'd on page 5)

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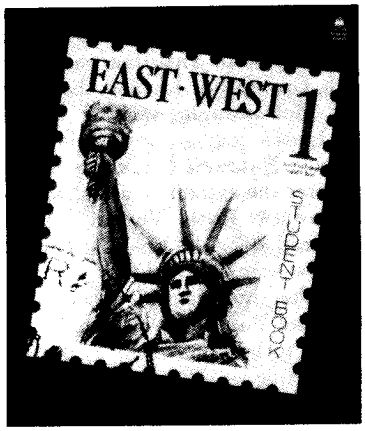

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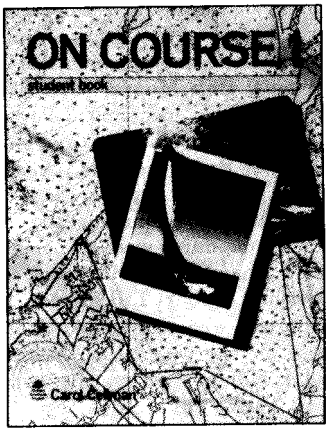

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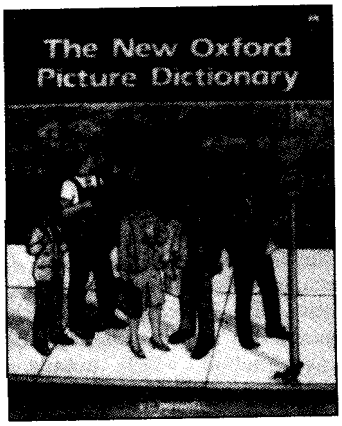

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(cont'd from page 3)

not the native language in many countries where it is used for cross-cultural communication, it also has the potential to be viewed with suspicion. Those who have the lingua franca suspect the identity of those who haven't; those who haven't suspect the identity of those who have. "Thus the language is seen as being the language of privilege, not as a neutral entity."

The potentiality to identify outside of family, outside of the nation, makes the one language-several nations model very powerful. The value of learning English as a second language is that we can communicate cross-culturally — and can thus learn to identify with other cultures.

Reported by Rita Silver

PROFILE OF AN EFFECTIVE READING TEACHER

by Jack C. Richards

In his semi-plenary address, Jack Richards contrasted two ways of thinking about teaching: a focus on methodology and a focus on looking at what teachers.

The goal of most teachers is to find the "right" method; the history of ELT is the search for the perfect method. In practice, this means that teachers match their behavior to the method, which becomes a set of prescriptions of content, roles and so on. Methods homogenize and overcome the supposed deficiencies of individual teachers; methods are "idiot-proof."

Richards, among others, has been looking at what teachers actually do, using insights from mother-tongue education to design qualitative research into what is "effective" teaching. He observed, video-taped and interviewed a teacher at the University of Hawaii English Language Institute who was identified as effective by his supervisor and by student evaluations. After presenting the structure of a particular lesson to give a feel for the teacher's classroom practice, Richards presented the following characteristics of an effective teacher.

1. Instructional objectives are used.
2. The teacher has a comprehensive theory of reading and refers to it while planning. ("There's nothing so practical as a good theory.")
3. Class time is used for learning. Students spend 50 of 60 minutes on task.
4. The instructional objectives have a teaching rather than a testing focus.
5. Lessons have a clear structure, which is presented to the students on the blackboard.
6. A variety of activities is used.
7. Students get feedback.
8. Instruction is related to the real world; links are made to the students' situation.
9. Instruction is learner-focused. The students work things outs for themselves.

Richards stressed that these are observations and not prescriptions. Teachers need to become involved in action research, in reflecting on their practice, in developing themselves.

Reported by Steve Brown

DICTATION AND STORIES

by Mario Rinvolucri

In an interesting and absorbing presentation, Mario Rinvolucri demonstrated ways in which oral stories and dictation can be used in English-language teaching.

The first demonstration was modelled on the technique of bilingual storytelling, which has been used in British primary schools with ESL learners. As its name suggests, this technique involves telling a story, partly in English and partly in the learner's Ll. For the purposes of this demonstration, a story was told in Greek and English and the audience was invited to write down the Greek words and then in pairs to try to deduce their meaning from the context of the story and the parts told in English. Finally, participants attempted to make up similar stories themselves, using a second language which they knew.

During the discussion which followed this exercise, it was suggested that it would be a good idea to choose stories with repetitive elements. This would allow for stronger emphasis on target words or phrases, which would, in turn, make them more memorable to the learner.

Rinvolucri pointed out the importance of careful teacher preparation if this technique is to be successful. The teacher should be well acquainted with the story before using it and while s/he may jot down a few words to use as a memory aid, the story should be told rather than read. The use of the leaner's Ll is a means of providing an important psychological support for the learner and a framework for teaching and learning the target language. It is a way of harnessing the power of Ll to make the target language less formidable.

Rinvolucri then demonstrated a partial dictation technique in which the teacher dictates the opening sentences of a story. Learners are then invited to write their own contributions to the development of the story as directed by a question from the teacher. The teacher than dictates the next part of the story, the learners add their part, and so on until the learners provide the closing lines of the story. In the classroom, the teacher would move around, helping learners where requested.

Working in pairs learners would then read their stories to each other, checking the dictated parts and comparing their own contributions. Final-

ly, the dictated parts of the story could be written on the blackboard by the teacher and the learners' contributions shared with the whole class.

Rinvolucri pointed out that while this technique provides some structure, it also allows for creativity on the part of the learners and means that they are able to share in the production of the final text of the story.

Participants then discussed ways in which this technique could be adapted to their own teaching situation. For example, the difficulty of the text could be adjusted to the level of the learners: in low-level classes learners need only be required to produce a few words or short simple sentences. Rinvolucri also suggested that this technique could be ideally used in the language laboratory.

Further ideas on the use of storytelling and dictation techniques may be found in two of Rinvolucri's publications: Once ***Upon a Time*** (1983) with John Morgan and ***Dictation*** (1988), both published by the Cambridge University Press.

Reported by Antoinette Meehan
Tokai University

THE ROLE OF PRACTICE TEACHING IN TEACHER PREPARATION
by Virginia LoCastro

Arguing that practice teaching should be an integral part of in-service teacher training, Virginia LoCastro presented her experiences with the practicum at the Columbia Teachers College MA. in TESOL Program in Tokyo.

The role of teachers in English language teaching is changing. Teachers used to be transmitters of knowledge; now they are facilitators. In the past, knowledge of a subject area was sufficient; now teachers have to be able to provide an acquisition-rich environment. Coursework in educational psychology and sociolinguistics may be as important as coursework in structural linguistics and contrastive analysis.

Japanese universities do not typically have practice-teaching courses. If they do, such courses are usually limited to trainees watching a master teacher, but not doing any teaching themselves. There are a number of reasons for this, including a focus on language learning as content learning, a belief that teacher preparation involves unnecessary subjective judgements and disagreements between the Ministry of Education and teachers' unions. Add to this situation a worldwide belief by lay people that teaching cannot be taught and a paucity of research on teacher education within the TESOL field, and it is no wonder that so little in-service practice teaching is done.

However, teachers at all levels of experience can benefit from in-service training, some on the level of training, where the concern is with classroom techniques and materials, and some on the level of development, where more experienced teachers can use the practicum as a supportive environment in which to share ideas and experiences.

LoCastro developed this training/development distinction by linking it to Jack Richards' distinction between micro-level and macro-level behavior in the development area. The micro/training approach breaks teaching into observable, quantifiable skills like time spent on task, while the macro/development approach sees teaching from a holistic point of view. The two are not so neatly separated, however. Time on task is related to the macro-issue of classroom management.

The Columbia Teachers College Program's practice teaching component tries to balance both approaches. Elements of the practicum include peer and self observation, school visits by the course instructor and other participants, and seminars with readings, discussions, microteaching, and viewing of video tapes of participants' lessons. Observation is approached as a continuum between macro-level skills like classroom management and micro-level behavior such as question types and wait time. Acmes the continuum, teaching is viewed as behavior — sophisticated, cognitive behavior — but behavior that can be brought to awareness and changed or developed.

LoCastro's talk dovetailed very well with Richards' semi-plenary address where he called for less slavish attention to theories and more observation of what teachers actually do. Perhaps the field of ELT is at a point where we need to reverse Marx's thesis and say, "Up to now, we have tried to change the world for too long; the point is to describe it." Principled description might lead to the most effective change.

Reported by Steve Brown

PAIRWORK FOR LOW-LEVEL STUDENTS
by Ruth Venning
with Steve Brown and Marc Helgesen

Within traditional language classrooms, students have limited opportunities to speak because the teacher controls performance by calling upon one student at a time. As the typical junior and high school class size in Japan is 35 or more, a student probably has at the most two chances to produce the target language.

Pair work is an approach which encourages students to speak and stimulates greater participation by everyone -even in large classes.

Critics point out that pair work has some drawbacks. For instance, these activities are noisy and can become undisciplined, the mother tongue sometimes intrudes; student levels are not always

evenly matched; pairs of students who are lazy fail to practice together; some pairs finish before others; and teacher control over errors is limited.

Nevertheless, there are some very good reasons for using pair work activities for language learning. As already noted, this approach makes it possible for many more students to use the target language than in teacher-centered classes. This means, of course, that the limited time scheduled for language training will be spent more productively. Also, students tend to like pair work because they feel comfortable speaking together; they feel safe and less threatened than when they are called to recite individually before the entire group.

Brown and Helgesen demonstrated several pair work activities to illustrate the wide variety of applications possible using this approach. One direction-giving activity required one student to be blindfolded and then guided from one part of the room to another by a fellow student who may use only verbal instructions. The language generated by this activity takes on much more meaning than a lesson limited to direction-giving vocabulary and standard workbook excrciscs.

Pair work does not work counter to those who feel pressured to prepare students for university entrance exams. Venning suggested that pair work activities are, in fact, thinly disguised drills yet these offer more stimulating learning situations than traditional grammar-structured lessons with rigid pattern practice drills.

Pair work gives students a way to remain engaged in using another language as well as a reason for using this other language. It helps the student to understand practical ways in which the new language can be employed and thereby stimulates learning. Furthermore, pair work activities begin to turn the student into a free agent by reducing the influence of the instructor.

Reported by David Wardell
University of Pittsburgh ELI

Going to the TESOL Summer Institute?
Application materials and information are available from the JALT Central Office.

ARE YOU SURE THIS IS CULTURE? REAL TV INSTEAD OF THE REAL WORLD

by Rita Silver
Osaka Women's Junior College

Finding stimulating listening materials can be difficult, so when Rita Silver needed materials for her advanced conversation class, she decided on video. Thanks to the inherent element of interest in moving pictures and the ample context clues it provides, Silver claims that video can provide more realistic practice than audio if used creatively. She shared with us her experiences, successes and failures, giving out tips on how we could find appropriate video materials for our students and prepare lessons with them.

Using one segment, "Dorothy and Ben," from the American TV program ***Amazing Stories,*** directed by Steven Spielberg (a name which draws immediate recognition and interest from students),

she demonstrated a number of activities starting with the more traditional cloze and dictation exercises. She then moved on to two other techniques: (a) targeted listening activities for vocabulary, structure, style, organizational patterns and cultural notes, and (b) discussion stimuli for summaries, predicting, hypothesizing, and stating opinions.

To demonstrate the latter, she stopped the video at different points and asked questions such as:

Why is the man in the hospital?
What will happen next?
If you were Benjamin Dumfy (phonetic),
what would you do now?

Later, we discovered that the man had been in a coma for 40 years and woke up to realize that he was an old man. Such events as his surprise at discovering an automatic door in the hospital can be used as a springboard to a lively discussion about other things which might be surprising to someone in a similar situation.

Where does culture fit in? Silver says that it depends on where we want it to fit in and what our students' interests are. Some possibilities she presented are:

1. Compare-and-contrast activities: based on cultural differences AND similarities between the students and TV's culture.

2. Discussion of values and beliefs: centering these around the values of the TV characters can make this less personal and more challenging.

3. "Reality" vs. "Fantasy" activities: pointing out and discussing misperceptions of the real culture based on what they observe on video.

4. Role plays: using the video characters or plot to involve the students emotionally and intellectually.

At the end she also mentioned problems such as initial preparation time, inappropriate choice of video, and mechanical failure. But considering the benefits and excitement that this medium can bring to the class, the intial investment could be returned many times over.

Reported by Naoko Robb
Matsushita Overseas Training Center

TEACHING MULTIPLE LANGUAGE SKILLS THROUGH POP MUSIC: MOTIVATING UNMOTIVATED STUDENTS

by Nobuyuki Hino

Nobuyuki Hino, an associate professor at Tokyo International University, is using pop music as a means of motivating unmotivated students. He believes that in the minds of the majority of high school and university students English is associated with torture. They hate the usual way that they have studied English until now because their experience is represented by "juken eigo (English for examination), ***yakudoku*** (grammar-translation), and generally boring textbooks."

Pop music can be a valuable source for eliminating this 'allergic" reaction because it is entertaining and unquestionably interesting to students. It is the teacher who must learn how to tap this source and create an effective language learning experience from it. Hino stressed that learning English through pop music is a studentcentered approach which exploits authentic material rather than ready-made ESL textbooks. He proceeded to demonstrate many activities which can be used with one song, "Papa Don't Preach" by Madonna.

We began with making predictions by looking at the title of the song. It is about a problem between father and daughter. We also established a listening task: What is the girl's problem? We listened to the ***song*** keeping in mind that our initial purpose was to identify enough key words to solve the listening task. ***Trouble, keep my baby, marry, Daddy, blessing,*** were key words which helped us conclude that she is pregnant.

We did "variable ratio cloze without listening," which tested knowledge of grammar (e.g. ***I'ue*** [ ] ***been losing sleep.*** Hint to the students: present perfect progressive). Another cloze was based on phonology, namely rhyme as it is a common feature in songs (e.g. ***You always taught me right from [ ]... Daddy, please be strong.*** Hint: What word rhymes with strong?) 'Cloze with listening' challenged our ability to hear linking, elision, assimilation, reduction.

Songs are commonly used for listening exercises, but Hino offered us additional activities to further explore this song. Summarizing the verses, grasping the themes, discussing social and cultural issues (e.g. teenage pregnancy, religion, abortion) are exercises which put the song in a broader perspective. The logical limale is to watch a video of Madonna performing this song.

To be successful in presenting a song to students both as entertainment and enlightenment, teachers should consider the following when selecting a song: (1) The song should be a current favorite of the students' not one of the teacher's. (Hino admitted that Madonna was not his favorite.) (2) Incomprehensible lyrics could be a nightmare. (Can you understand the opening lines of "Come Together" by the Beatles?) (3) Clear pronunciation is desirable. (Karen Carpenter is a classic.)

Putting the students' acquired knowledge to active use in an entertaining yet effective way seems to be a concern of many teachers as Hino's presentation was well attended and well received. Telling your students that Michael Jackson uses complex relative pronouns may open their eyes and minds to English.

Reported by Ian Nakamura

Conference Reports

TEACHING LISTENING COMPREHENSION
by Jack C. Richards

Dr. Jack Richards' crisp and clear description of listening comprehension processes quickly brought the audience out of its late-night reverie to discover that what it was doing at that moment (listening) was either the top down type (aka convertible) or bottom up (Cheers!).

Traditionally, language instructors and learners have focused on individual words, phrases and, we might say, the decoding of the physical structure of the sentence or utterance. This is called bottom up, working upward through sounds and syntax to meaning. It's a data-driven process in which the listener scans discourse, chunks it into constituents using phonetic and intonation cues and grammar to decipher meaning.

Top down, on the other hand, focuses on context and the background knowledge that the learner possesses. It assumes the learner's previous experience and insight which enhances the listening experience. Richards suggested a formula for listening comprehension:

world knowledge + expectations = comprehension
(situations, people, purpose)

The language learner uses thought functions and relationships to decipher meaning; each can anticipate the dialogue or conversation because of his/her familiarity, understanding and experience in a similar situation. Second language learners, Richards mentioned, are almost always dependent on top down listening, working toward bottom up. (That's how Z get by.)

Richards went on to say that we have two main purposes for listening: transactional, which is message-oriented, i.e. conveying information in an orderly and informative manner as in the classroom or during a presentation; and interactional, whose focus is on the participants (the listeners) and their face needs at the moment. This occurs most often on social occasions.

A thorough understanding of these categories and strategies is useful in designing programs and activities for our students. For example, reading a passage and answering questions focuses the learner *on* a bottom-up style of comprehension. Are we testing the learners' understanding of the material (concepts/deep structure) or how well they can decode the elements (surface structure) of the sentence or paragraph? While listening to social discourse, on the other hand, the listener is not only in the moment with the "talk" but also in past experience as the mind filters through possible dialogues s/he has had in the same situation. The listener goes through a predicting process, similar in reading, in which s/he anticipates or senses certain word/subject possibilities and rejects others.

Asking "what might these people talk about" before listening or discussing the relationships between the participants, allows listeners to utilize personal knowledge of this situation as it has occurred in their world. Listening is treated, therefore, as a natural process of interaction rather than a process of decoding symbols.

Another useful activity was to read headlines from a newspaper and discuss possible details and specifics that would be covered in that article. Again the focus here was on the activities and needs of the learner/listener in the real world

Richards provided a concise and to-the-point presentation. Understanding both styles of listening and the uses for each served to untangle the web of becoming a better listener; a helpful tool for us all.

Reported by Patricia Rinere

THE TEACHER AS ALCHEMIST
by Kathleen Graves

What a difficult goal it is to get language learners to the point where they can actually use the language they are learning. What is it that makes this task so difficult? This was the question addressed by Kathleen Graves in her presentation, 'The Teacher as Alchemist."

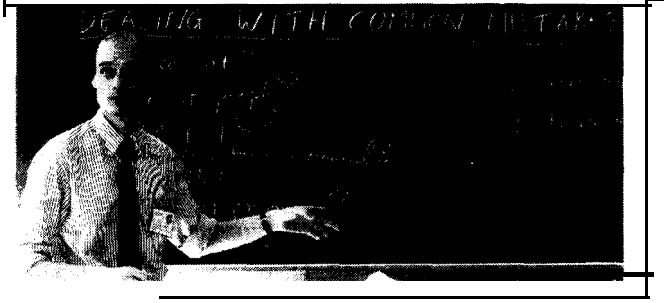
Graves provided a framework for the audience to be able to look at the various pieces of the problem of trying to teach a foreign language in Japan. This framework was built up by sharing problems with the audience and asking for reactions, reasons, solutions and so on.

Graves set the tone of the presentation in the beginning. After introducing herself and giving a short background, she asked the audience to go around and introduce themselves to others sitting near them. After this, she began the actual presentation by sharing an unsuccessful iirst-class experience she had in her first teaching experience in Japan. She began her first conversation class here with an activity she had successfully used a number of times in the U.S. She sat the students around in a circle, put a tape recorder in the middle set to record and told them to talk. Instead of the self-introductions and so on that she expected, the students were very quiet. After sharing this experience with the class, she asked people to find a partner and discuss the possible reasons why this class did not succeed.

Most of the usual reasons and explanations were volunteered by the pairs. Such things as the typical Japanese shyness, their lack of training in schools in speaking and their habit of mentally translating from Japanese were all put up on the board as members of the audience brought them up. However, a Japanese teacher gave a new perspective

this issue This teacher suggested that with a situation is a very difficult one for Japanese people to be in. Because of the critical nature of relationships in Japan, when people meeting for t he first time do not know their relative standing in relation to each other, it is very difficult for them to know how to talk Lo each other. This was an aspect of the problem that many in the audience had not boen aware of before.

After the first general discussion, Graves again posed a question for the audience to work on in pairs. She asked us to discuss the types of problems teachers face in trying to teach English in Japan. Such things as class size, unmotivated students, less-than-cnlightcncd administrations, con-



flicts in goals between what teachers feel is appropriate for their classes and what the class members or others want them to do, and lack of preparation time were discussed.

She then asked the pairs of teachers to think of a problem teaching situation they are trying to deal with. The task was to identify the problems in this situation and to try to come up with possible solutions. These various situations were then shared with everyone along with the solutions discussed. Other people added suggestions andcomments.

What Graves did was to lead her audience through the difficult task of identifying and trying to understand some of the problems of teaching English in Japan generally through situations actually being experienced by the teachers in the audience and to find possible alternatives and solutions to problems teachers are facing.

Reported by Anne Ogama
Temple University

Conference Reports

ADAPTING CROSS-CULTURAL MATERIALS TO THE EFL CLASSROOM
by Harry T. Jennings

Although Harry Jennings works for one of the English textbook companies, his presentation was not commercial. He showed us a variety of textbooks which are meant to be used as cross-cultural materials and pointed out that many of these textbooks are obscure about wherther they are for EFL or ESL classes. Reading the quotes from the prefaces, introductions or overviews of the books, we become aware of the importance of focusing our objectives on choosing the right textbooks.

The presentation was helpful for EFL teachers to know what cross-cultural materials are now available. It has also rekindled several basic criteria in our mind for choosing these materials.

Those who went into his presentation looking for some specific new ways to adapt cross-cultural materials might have been disappointed, but we all know that no single textbook is perfect for our classes and that each of us has to choose material suited for his/her own students.

Reported by Kyoko Norma Nozaki
Kyoto Sangyo University

MULTI-LINGUAL/ MULTI-CULTURAL INTERACTION
by Gordon Ratzlaff

This presentation was an update on the presentation made by Gordon Ratzlaff at JALT '82 on "The Positive Aspects of Early Trilingualism." A video showing Ratzlaffs two young daughters using English, French and Japanese formed the main part of the presentation. We learnt that the elder daughter, having grown up in Osaka, has had total Japanese schooling and is now in her first year of junior high, while the younger daughter attends elementary school. The children's language/culture environment consists of Japanese, French and English with their mother speaking in French to them and their father in English.

The video showed the children in a variety of situations: talking about their doll house with various adult friends of the family, taking lessons with a Japanese piano teacher, and playing together. Depending on the person they were talking to, the children switched naturally between English, French and Japanese. When playing together, it appeared that certain subjects triggered the use of a particular language. For example, when talking about matters related to school or homework, the girls frequently spoke in Japanese. Sports, songs and children's story books seemed to be associated with their father and hence English was used to talk bout them. French was used in discussing food and clothes. The final part of the video showed the family together at breakfast and the children speaking in French and English with an occasional Japanese word included in the conversation. Ratzlaff pointed out the difficulty of getting data; spontaneity and background noise both presented problems.

The presenter spent little time on the theoretical aspects of bilingualism. His aim was to urge parents to speak to their children in their natural language and, in the video, to give examples of this approach in action. He pointed out that approximately half of the world is bilingual and that bilingualism is a lot more normal than many people think. After stressing the postive aspects of bilingualism, Ratzlaff said that although the beginning had been easy — his children had without much difficulty learnt three languages — he did have some "apprehension about the future." He went on to mention that his elder daughter presently sees only the negative side of her trillingualism and for a variety of reasons would rather be monolingual.

Ratzlaff next considered the amount of input needed to learn three languages and how this input can be provided. This is a question that concerns a lot of families trying to bring up their children bilingually, particularly those where the breadwinner is away from home for long hours and represents the children's only contact with the language. Ratzlaffs children get plenty of input in Japanese at school. English input comes in the form of reading children's stories, watching videos and singing songs with their father. We were told that the children spend more time with their mother and hence have great exposure to French.

Ratzlaff ended by strongly urging parents to speak to their children in their natural language. The basic message of his presentation was that although it might not be a easy to bring up children bilingually, it is certainly worthwhile.

Reported by Clive Langham
University of Library and Information Sciences

WRITING TO BUILD GENERAL ENGLISH STUDIES
by Clark Chinn

Everybody finds writing difficult; school-day memories consist of being bored by sentence-based exercises and obsessed by not making mistakes. When it came to writing in a foreign language — for me it was French — the difficulties were compounded by having to tailor what I wanted to say into sentences that I knew would earn the least amount of red ink. Bored and frightened, I played safe, and learned to write (a little) but learned to dislike

writing a lot.

Clark Chinn works at the Tokyo YMCA and has designed a first-year writing course which aims to get around these problems. It disponses with textbooks, many of which espouse the values which create negative attitudes towards writing. Instead there are two syllabuses to the course (which consists of two one-hour lessons per week). In one of the lessons students work on a journal — which can best be thought of as a sort of diary - in which they write their own personal thoughts on subjects they themselves choose, or which they select from a set suggested by the teacher. These journals are read but not corrected by the teacher.

In the other hour they do communicative activities — which are related to the speaking and listening parts of their course — during which the students have to produce a written text such as a letter or a report. These letters or reports have to be read by other members of the class before the activity can be completed, thus ensuring that (a) there is strong motivation to write, and (b) that the written texts are read and evaluated immediately. An important feature of the course is that students are taught to edit their written work.

During the session, opportunities were given for participants to air their own problems with teaching writing and for participating in abbreviated versions of the types of activity used at the YMCA.

Reported by Richard Cauldwell
Kobe University

THE THEOLOGIAN AND THE TIGHTROPE WALKER
by Alan Maley

Supported by his years as a teacher, innovator and writer; an obvious love for language; wit; and one of the most intriguing presentation titles imaginable, Alan Maley challenged his audience to reflect on their own teaching. He began by handing out "Angels and Demons," a list of over 35 pairs of dichotomous terms. The terms ranged from those relating to teaching and syllabus style (provisional/codified, responsive/prescriptive, diversified/uniform, personal growth/mass-coverage, function/form, congruencc/disjunction) to affective elements (risk/security, exploration of doubt/ confirmation of certainty).

Maley explained what he meant by each term and encouraged those present to consider their teaching in light of the dichotomies. To do that, he offered four strategies for that examination:

1. Accentuation/diminution of the items. What would it mean to be 100% 'provisional,' 0% 'codified'? What would it do to a class to make it 'effortful,' offering very little routine? How would things change at different places on the l-100% continuum?

2. Reversal. How would reversing the roles affect one's view/understanding of the items on the list. What would happen, for example, to 'exploration of doubt' and 'confirmation of certainty' if the students taught the teacher?

3. Recombination. Put items from the list together in different ways. How could 'initiative' and 'uniformity' lit together? What would it mean to be 'innovative' and 'uniform'?

4. Reinterpretation. The old-fashioned techniques are often dismissed as irrelevant in light of current knowledge. Yet they persist, in part, perhaps, because they have some basic merit. Using the list, can we take familiar activities but look at them from different viewpoints? 'Dictation,' for example, is familiar to all of us (too familiar for many of us). What if we thought of it from a fluency rather than an accuracy vantage point?

Of course, in the process of looking at our own teaching, we won't want to accept all the new ideas and perceptions. Maley pointed out that part of each of us likes certainty and another part likes risk. The 'fusion and fission" of the items on the list can provide new perspectives. Then, perhaps, "the theologian will walk the wire and the tightrope walker will touch the sublime."

Reported by Marc Helgesen
Miyagi Gakuin, Sendai

ADAPTING LISTEN AND ACT COMMAND CARDS TO PAIR WORK
by Dale T. Griffee

Dale Griffee began his presentation by describing TPR (Total Physical Response) as a teaching method in which students are first shown how to respond rapidly to commands and are later required to respond themselves to commands as they are given by their teacher. He then went on to point out both the strengths and weaknesses of TPR. Among the stmng points were: (1) TPR requires immediate responses, and thus requires comprehension without allowing for translation, (2) it focuses on the student, (3) it is excellent for introducing new concepts, and (4) the teacher receives instant feedback in regard to whether students comprehend or not. On the negative side, Griffce pointed out that TPR does not fit the image of what language teaching should be in Japan, and that some teachers find it too demanding.

Griffee introduced the idea of using TPR command cards as a way of helping to ease the burden on the teacher. By using TPR cards, which have the teacher's commands written on them, the teacher does not have to continuously strain to think up new commands. In addition, with the cards them is no need for the teacher to remember which commands have already been given. Finally, the cards can be used by students working in pairs, with one student

giving commands and the other responding. This type of pair work allows students more active (speaking) practice in addition to easing demands on the teacher.

People in the audience then worked with some command cards created by Griffee in pairs, with one person giving and the other following commands. Finally, Griffee suggested that teachers can make command cards for use in their own classes. In doing so, he advised careful consideration of (1) the needs of the institution (school), (2) what students want to learn, (3) what the teacher thinks his/her students need to learn, (4) performance objectives, and (5) useful vocabulary.

Reported by Gary W. Cantor
Bunkyo Women's Junior College

ENGLISH FOR UNSELFISH PURPOSES
by Kevin Mark, Sherry Beniker, Mary Nagashima, and Rosemary Bass

Convinced that as instructors of English we could offer our students something beyond the basics, four teachers prepared a 110-minute demonstration of ways to stimulate humanistic concern, expand intercultural awareness and encourage a sense of global responsibility.

Kevin Mark discussed language teaching material based on the movie "Gandhi," which is at present being used by second year undergraduates majoring in international studies at Meiji Gakuin University. The Gandhi material is intended to be used eventually as an optional module of the course as further materials are developed on the same principles. Each module of the course is to be designed to cover three themes:

1. The Individual and His Sense of Identity. This component uses biographical material and the student's own life experiences.

2. Culture and Communication. This component aims at giving students a sense of the 'relativity' of their own outlook and at widening their understanding of both intercultural communication and their own interpersonal relations.

3. The World's Problems. In this component students explore the issues of violence, poverty, the destruction of the environment and abuses of human rights. These are dealt with not only as problems but also in terms of positive approaches. Students are encouraged to think about them in relation to their own personal, everyday experience, and also in local and global terms.

Sherry Reniker explained how to select materials and creatively put them together for an awareness-package that could make a particular global concern more relevant to students. Following that, she showed Sting's video, "They Dance Alone," and played Tracy Chapman's haunting "Why?," which helped to introduce the U.N.'s Universal Declaration of Human Rights. She explained that her students receive copies of the Declaration for their study and reflection. Amnesty International's letter-writing campaign on behalf of Prisoners of Conscience was suggested as a possible reading/writing exercise.

Sisters Nagashima and Bass presented a simulation entitled "Refugees, Our Global Concern." Eight participants became 'refugees' and were imprisoned in a comer of the classroom with two strong 'soldiers' guarding them with rope, symbolizing barbed wire. The other participants formed groups to act as an International Conference on Refugees. They were to decide what should be done about the refugees, while the refugees discussed what they themselves wanted. Following this, time was spent on debriefing with the entire class. A slide program, entitled 'Refugees: Our Conscience" (by the Daughters of St. Paul), was then shown, after which a brief time was given for private reflection, and questions proposed for group discussion. Because of the time limitation, this was very abbreviated but participants got a taste of how to do such **a** simulation in their own classes, preparing students beforehand with difficult vocabulary and useful phrases to facilitate discussion.

Reported by Rosemary Bass
Sophia University

JAPANESE-AMERICAN TEACHERS OF ENGLISH: IMAGE, SELF-PERCEPTION, AND REALITY
by Randal Uehara

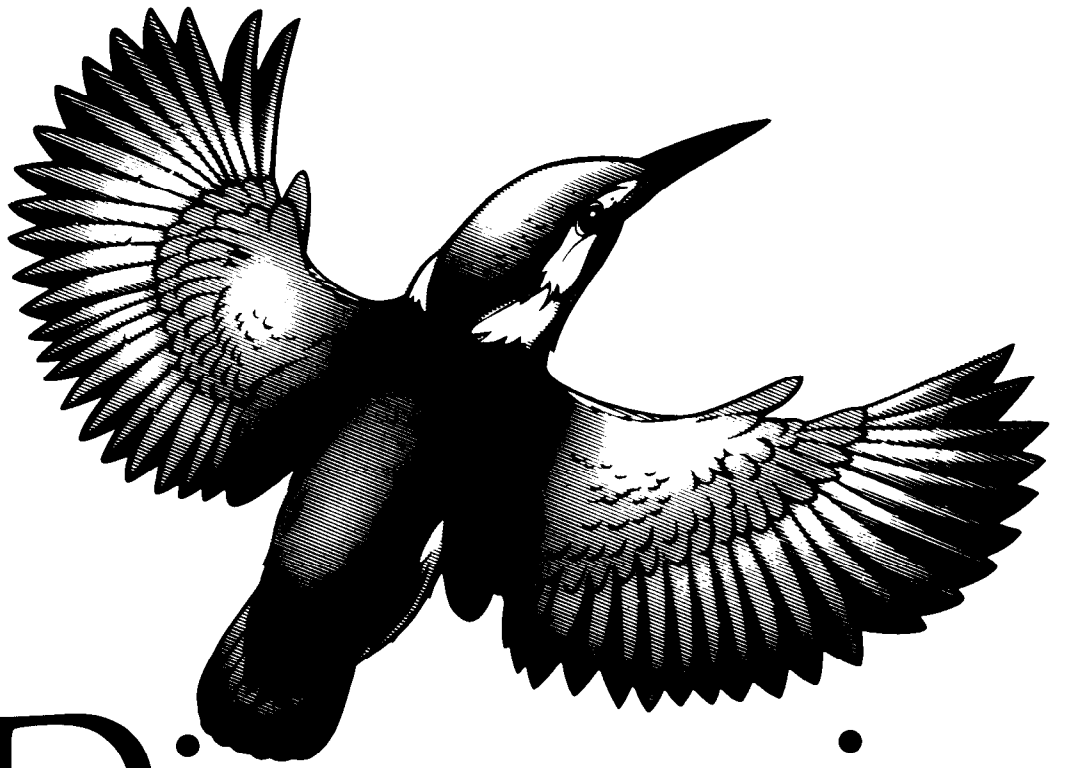
The presenter raised issues of self-identity and self-worth which are commonly perceived by Japanese-Americans living in Japan. Unlike other foreigners, JAs face certain unique challenges because of their ethnicity and appearance. Randal Uehara summarized those challenges in three ways: (1) JAs are not perceived as being Japanese, (2) JAs are not perceived as being 'real' Americans, and 3) JAs are expected to be Japanese inside.

According to the presenter, JAs are usually mistaken for native Japanese until they speak. The moment they speak, they are considered 'mentally retarded' or recognized as 'foreigners' (or even 'aliens').

And yet, JAs do not seem to be Americans for Japanese people. Native Japanese, according to Uehara, are quick to interpret polite behavior as evidence that one is not an American. For example, they would say, "You don't speak loud like white Americans." A landlord might say, "You don't complain much like other Americans.' Uehara wondered if JAs should be Japanese since they have Japanese blood.

(cont'd on page 15)

FROM STRATEGIES AUTHORS
BRIAN ABBS AND INGRID FREEBAIRN.. .



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(cont'd from page 13)

Lastly, the presenter pointed out that there are three general expectations which are placed upon JAs. According to him, JAs are expected to be more like the Japanese, i.e. to be polite, quiet, hard-working, respectful, etc. They are also expected to be more familiar with Japanese culture. In spite of having grown up in another culture, JAs are still expected to know Japanese or to learn the language more easily.

As a result, Uehara said that JAs are frustrated because they are being categorized, and they want to be judged according to who they are rather than according to some generalized stereotype.

To cope with these challenges, the presenter offered several important tips. He first pointed out that JAs should know themselves as well as be aware of what is happening around them. Then, he encouraged them to challenge the images that are created by people and the media. In so doing, Uehara continued that one must adjust his vision by focusing on substance (who you are), not image (who people think you are). He was also quick to warn JAs not to expect all people to be intelligent and open-minded but recognize that people have prejudices. The presenter was warm enough to encourage his fellow JAs to give Japanese a chance to understand who they are, why they are different, etc. Finally, he reminded all JAs not to lose their sense of humor and not to be overly sensitive but to be cool enough to recognize how many nice Japanese there are.

Throughout his presentation, Uehara spoke with a sense of humor. As a Japanese, I am relieved to know that JAs have not lost their sense of humor under such an adverse situation.

Reported by Hideaki Kan
Temple University Japan

PROJECT WORK IN JAPAN: AN OPPORTUNITY FOR REAL COMMUNICATION IN ENGLISH

by Cara Leek, Stewart Warren, and Hilary Shibata

The presenters of this 80-minute lecture described Project Work and praised it as a good means of introducing students to various foreign language skills useful for real communication. In Project Work, groups of at most four students work together in class (one morning a week) and outside of class to create a finished product within a ten-week program. First, students see projects that have been completed by previous groups. They learn basic research skills and make plans in the classroom, and then go into the real world to collect data. Finally, they return to the classroom to evaluate information and create something concrete.

The presenters distributed a magazine which had been made from projects completed by second year students in an intensive English language program. The magazine, *People in Japan*, contains a section about people's opinions of life in England and life in Japan; travel articles; descriptions of foreign charitable organizations working in Tokyo; and the fruit of many interviews with teachers, students, and members of the Tokyo foreign community.

In order to write these articles, students had to locate and make use of a number of information resources, including English-language Japanese newspapers, the British Council, bilingual television, and foreign residents of Japan. In gaining access to these resources, students had to perform a number of purposeful language activities: they read extensively in English-language publications; made specialized index searches; phoned for appointments; wmte letters; started and carried out interviews on the street; viewed films and television; and collaborated with fellow students in evaluating data, writing and editing reports, and producing the final product.

During the course of the lecture, the presenters gave a step-by-step description of their teaching plan. They also noted the need to prepare students for each step — often merely by asking students what must be done to achieve a particular goal. The great point the presenters made is that students become self-motivated learners when they are given responsibility. As was noted in, the handbook description, project. work is "for teachers interested in integrating skills and encouraging autonomy."

Project work, as described by Leek, Warren and Shibata, requires quite a bit of teacher self-education in methods and resources. It is limited by available materials, but each experiment along these lines will reveal more sources. As it was described, once the process has been set into motion, later projects require far less effort.

Reported by Charles B. Wordell
Nanzan University

Conference Reports

REMINDER FOR JALT '89!
PRESENTATION DATA SHEET DEADLINE: JUNE 1, 1989
See Conference supplement with this issue for details

CULTURAL VALUES IN EFL TEXTS
by David A. Hough

While textbook publishers' representatives several floors above him were acting out cultural values of their own, David Hough explained the importance of producing books that allow for language use in a real communicative setting and that reflect a deeper level of cross-cultural analysis, especially in skills and functions.

Too many texts on the market here, he argued, are aimed at ESL learners, who can go out into the immediate environment and practice what they learn in class. Some are even based on a contrastive analysis of Spanish and English, with such tasks as contrasting sh and ch. The British or American cultural trappings these books invariably contain hardly serve students who are to use English with fellow East Asians or other non-native speakers. (The emphasis on preparation for exams puts secondary-school texts in this country in a "neither ESL nor EFL "category of their own, Hough says.)

Serving students means being aware that they don't necessarily have the same skills in their own language as a native speaker of English does. They may never have learned to make an outline for a speech or to write an agenda for a business meeting, to name two skills Hough has found which students of his couldn't perform in Japanese.

Teachers and textbook writers owe it to students not only to assess their needs but also to scrutinize those needs from a cross-cultural standpoint, says Hough. An informal survey he made while doing placement counseling showed that would-be learners, when pressed for specifics of the ***nichijo kaiwa*** ("daily-use mnversation") they desired, voiced six "needs":

1. Explain (one's) own culture. "They mean capital 'C' culture — the literary and historical culture, not the everyday values and mores which could be compared with those of another present-day culture."

2. Etiquette and table manners. "They mean how you should appear while eating. In the West the concern is with what you do and say while eating."

3. Self-introduction. "The Japanese-style monologue is OK in many cultures but not appropriate in the U.S."

4. Survival travel skills, especially when in a doctor's office; medical terminology. "In Mexico I needed no Spanish to get treated."

5. Small talk. 'The 'How much did it cost/do you earn?' of Iran and the 'Have you eaten? or 'Are you married? of Vietnam might offend in the U.S. For its part, the American What do you do? may not be cared for in Japan."

6. Functional English. "This is vague. Texts often teach how to ask for clarification but do not specify the situations in which to do so. In Japanese dismurse to ask for clarification is a negotiating ploy, a look for an opening toward compromiae."

Student expectations, it must be concluded fmm this, should not necessarily be taken as meeting their real needs, asserts Hough. Although learners here expect classroom metalanguage to be in Japanese, this happens to be an area well suited to the immediate application of real L2 communication. They also need EFL texts which take into account Japanese syntax, lexical choice, and other types of lexical behaviors. Some texts here do; Dale Griffee (m-author with Hough of the listening text HearSay) suggests checking where a textbook is published or where its author lives as clues as to whether it's an EFL text or even one written for Japanese learners.

Reported by Jack L. Yohay

WORLD LANGUAGE LEARNING IN THE SECOND-LANGUAGE CLASSROOM
by Mark Caprio

In his lecture, Mark Caprio set forth the philosophy of Whole Language Learning and described how he has implemented classes based on that philosophy at his university. In brief, students must take responsibility for their learning. The syllabus he described represents a distinct departure fmm teacher-centered teaching methods and is worth consideration — particularly for those who teach required general English courses to large groups of unmotivated Japanese college students of differing levels.

Caprio introduces students to his plan in the course description: "The responsibility for improving your language skills will be yours not mine. My job is to show you how to improve your English if you would like me to do so." The description specifies the quantity of work which will earn a certain grade (e.g. fewer than 119 pages of reading = F; more than 180 = A+). There are substantial requirements in reading, writing, speaking, listening, and program-wide tests.

Students choose their own reading material, their speaking partners, and to some extent their writing assignments (the chief writing activity is a journal which they share with another student). They must also write summaries of the books they read. When students have been graded according to this system, Caprio stated, they have about the same numbers of A's, B's, C's, and F's as students in teacher-centered sections of the same murse.

The three-page handout Caprio prepared had a page of quotations relevant to whole language learning, a course description for students in the class he taught, and a bibliography of related publications, including the introductory ***What's Whole in Whole Language*** by K. Goodman (Heinemann Educational Books, 1966).

Conference Reports

The system may be criticized for its lack of pmgramatic goals: students who take part in the course will not have been exposed to a prescribed corpus of information. Caprio answers that he intends the students to take charge of the language learning process so that they can continue self-study. One might also question the quality of the work which goes into the usually unevaluated student journals (Caprio had 400 students during some terms). However, the journals are read by both partners, who often respond to each other's ideas and questions.

At any rate, the talk was a successful introduction of whole language learning. Caprio held the attention of more than 50 listeners, and the audience showed their positive opinion of his talk in a brief question/answer period.

Reported by Charles B. Wordell

LANGUAGE LEARNING AND CULTURAL INTERACTION

by Karl C. Diller

JALT '88 welcomed Dr. Karl Diller of the University of New Hampshire. On the last day of the conference he presented his paper, "Language Learning and Cultural Interaction.' In his discussion, Diller focused on the history of foreign language learning and teaching. The idea that language learning should be characterized by rule-governed creativity was stressed and remained an outstanding theme until the end of the session. An ideal language learning environment is one in which the learner could involve himself in the new culture once the rules are thoroughly learned.

In his discussion of the development of language learning and teaching, Diller first mentioned the linguistic theories of Noam Chomsky, who undermined the thoeretical basis for memorization and pattern drills as language teaching methods. Next, he briefly talked about the 'Series Method," in which Gouin advocated teaching grammar by means of a series in which the language learner acquires the grammar in the process. For instance, teaching tenses would not have the students memorizing verb conjugations; on the contrary, he might talk about something he did yesterday. Couin stressed the necessity of learning language in context, the presenter illustrated Gouin's creation of the "Series Method" with a short anecdote. Upon contact with a German after having memorized 30,000 German words in only 30 days, Gouin exclaimed, "I understood not a word — not a single word.. ."

Diller also reviewed DeSauze's "Direct Method," where the role of grammar was again highlighted. Students should not be spoonfed the rules; they should first see examples of the rules in use and then learn the rules in the process.

Rumelhart and McClelland's PDP (Parallel Distributing Processing) model of language acquisition, which is able to demonstrate the creative nature of learning a language, was briefly mentioned. For example, the PDP can' mimic the way in which a person learns the past tense of English grammar. Once again Diller emphasized the necessity of first understanding th rules of the target language.

According to Diller, for students to learn a language, there must be both meaningful use of the language and rule-governed creativity. He disagrees with Krashen's mncept that learning and acquisition of a language are different. He believes they are related and that in both instances learning the rules is vital.

Reported by Linda Veno-Kan
Temple University & Hitotsubashi University

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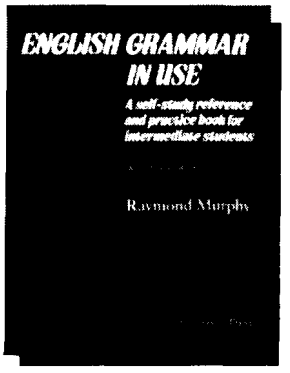

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BACKGROUND KNOWLEDGE AND SECOND LANGUAGE LEARNING

by S. Kathleen Kitao

Dr. Kitao's presentation served as an effective reminder that reading is an active process, involving the interplay of real-world knowledge, culture-specific information and inferential/anticipatory thought. Rather than viewing this process as uni-directional or as a symbol-to-sentence-wise movement (symbols → morphemic clusters → words → phrases → sentences). Kitao suggests that schema-based learning better reflects the networking functions of the brain and helps explain the varied results shown in previous cmss-cultural reading comprehension studies. What is meaningful to one reader may not be to another, and what might activate a particular memory "slot" or "hook" for one person may not be of much use to another.

Offering further analogical support, Kitao added that while certain "even schemata" may be stereotypical or common to most cultures (e.g. ordering or being served in a restaurant), other material being presented may involve certain non-shared assumptions. Offered in this context was a study done by Stephenson et al. (1980), which showed that students could remember more details fmm a description of an event common to their own culture (i.e. a wedding) and tended to be vague about or mix major (generalized) information with minor details when reading about a similar event in a foreign culture. Students fmm India, for example, were mystified that an American bride would prefer to wear the wedding gown that her grandmother was married in rather than appear in and show off a newly bought gown.

Focusing on the local reader, then, Kitao asserted that students here tend to be word- or text-bound and may be missing out on some of the rhetorical conventions or alternative reduction strategies that characterize the good or efficient reader. Hearkening back to the notion of reading as a 'psycholinguistic guessing game" (Goodman, 19671, teachers who wish to help their students improve their reading comprehension might be well advised to consider both the textual- (vocabulary) and content-based (general to specific information) demands of the reading material used in class. As with pie-listening activities which may be designed to address or stress certain key points or themes, pre-reading should never stop at the word level. Consideration of semantic relationships and contextual associations (doctor/nurse — necessarily male/female?) may help activate schema that may be in place (based on previous knowledge) but may require re-engagement rather than reconstruction by sound and letter. Thus, while not neglecting the morphemic (textual) level, we should aim to share more of the semantic/interpretative (content- or contextual-based) schemata in order to raise the student's focus beyond the word in print.

Reported by Bill Teweles
University of Tsukuba

SITUATION PROBLEM SOLVING

by Walter A. Matreyek
Sumikin Intercom

Walter Matreyek demonstrated a seven-step Situation Problem Solving technique that can be used to develop student competence in real-life speaking situations.

First, the students am to understand that they must choose a specific speaking situation that actually occurred in which they felt they didn't do well enough and wanted to improve. Then, models and examples (Matreyek used samples fmm prior classes) are distributed and discussed. The students must then write a description of their circumstance or event, and write the dialog that comes out of it. The dialog should have a maximum of live turns per person; anything longer (such as lengthy telephone exchange) would be treated in parts or stages.

After collecting the written out situations and dialogs, the teacher can review them for ways to

solve the problem, and improve the interaction. This tells the teacher the functions, structures and ways of dealing with the situation that the student lacks, and determines the English tthat needs to be taught. The instructor returns the dialogs with this added information and the students form pairs or groups to practice the dialogs with the teacher acting as consultant. The situations are then performed and/or video-taped, followed by a discussion-and-feedback session. Depending on the results, the situations can be reworked or new ones written up.

Matreyek suggested that this technique works best with those who have real opportunities to communicate with others in English, and are at a high enough level to have the linguistic capacity to come up with ways of dealing with the situation; it is not as effective at lower levels.

He said that he began using this technique when he found that having students practice situations from textbooks was of little interest to them, and/or the situations were simply not relevant to their lives. When he tried creating situations himself, he found relevance to be hit and miss. The decision to let the students describe and work on real and specific situations from their own lives that they wanted to improve on brought immediate results — the students felt they were studying and practicing what they really needed to learn.

This presentation described a simple way for students and instructors to work together to generate the content of a speaking course and an effective language learning situation. Using this approach, students can, in a systematic way, compose, practice and perform in the very situations in business or their personal lives in which they want to function more effectively.

Reported by John W. Chance
University of Pittsburgh ELI-Japan

INFORMATION EXCHANGE ACTIVITIES

by Richard R. Day

University of Hawaii ESL Professor Day renamed this workshop "Communicative Activities in Foreign Language Teaching," presenting information gap activities in a communicative theoretical framework. Participants were led to realize ***"what makes an activity communicative"*** by experiencing and comparing various pair and group work activities. The active participation of Day's Ashiya University graduate students attested to the workability of such activities in Japan.

In information gap activities, students A and B typically have information the other must elicit by asking questions, such as several business cards of third parties (Hover, 1986). But no matter the level of difficulty, the transactions are prescribed and therefore of limited communicativeness.

In a contrasting activity, both students have the same set of six similar pictures, guessing which picture their partner is describing (Pattison, 1987). It could be dismissed as a one-way task, but Day does not believe that only two-way activities are authentic. Describing the pictures involves listening and prepares for life situations where information flow is often one way. Doing the exercise confirmed that there was interaction as the listener responded to the description. What the pairs would say about the pictures at their own level was not prescribed and therefore more communicative than the typical two-way task.

Instead of the familiar information gap acivity where students hold separate scripts which form a dialogue, Day presented a version with ***functions,*** e.g. *Ask B where he is going. [then after B's response] Suggest somewhere to go together." (Littlewood, 1981). This type of activity was termed "quasi- or pre-communicative."

Activities involving less "teacher control" and more 'student creativity" can be more communicative, e.g. students playing the roles of arriving guest and hotel manager. Student A is instructed to ask for a mom, its price and so forth. Student B has the relevant information on his paper, but the paper instructs him that his hotel "prides itself on its friendly, homely atmosphere" (Littlewood, 1981), allowing a more creative interpretation of the role.

In so-called strip stories, each group member has a different sentence on a strip of paper, and everyone must interact to figure out the sequence which they finally line up and narrate in turn. Instead of sentences, though, Day introduced a sequence of pictures whose correct order was ambiguous enough to trip up some native speakers. Yet it was a most enjoyable andcommunicative activity.

Besides the communicative criterion of learner creativity versus teacher control, "another dimension could be realistic versus artificial language. Assuming the class is a valid real world and therefore realism is possible," the question Day asks of the activity is, 'Does it ***represent*** real language use?"

Reported by Steve McCarty
Kagawa Junior College

Reference

Hover, D. 1986. ***Think Twice: Communication Activities for Intermediate Students.*** **Cambridge University Press.**
Littlewood, W. 1981. ***Communicative Language Teaehing: An Introduction*** **Cambridge University Press.**
Pattison, P. 1987. ***Developing Communication Skills.*** **Cambridge University Press.**

Please Note

JALT's treasurer, Philip Crompton, has a new address and contact numbers:
Kyomachi 1-8-10-101, Kawasaki-ku, Kawasaki 210. Tel.: 044-355-6051; Fax: 044-355-7110.

Conference Reports

INVESTIGATING LEARNERS' AIMS AND USING THEM
by John Fry

Have you ever gone through that disturbing experience of finding out that what you wanted the students to learn is not what the students had expected to learn in your class? In your conversation class, for example, one or two students seem unmoperative and resentful, but they never tell you why. At the end, evaluations reveal that the students seem to have misunderstood what you were trying to do. 'I was expecting a lot of dictation exercises," one complains. "You never taught us any new grammar,' laments another.

In his workshop, Fry explained that such mismatches between ESL teachers and students' aims are common in Japan largely because of the vast gap between the teaching methods that the students expect and those innovative methods that foreign teachers learn in their TEFL training. Because of this gap, and because mismatches can interfere with learning, it is important that teachers and learners understand each other's aims fmm the beginning.

Fry outlined a procedure that teachers can use to discover students' aims at the outset of the class. First, students are asked to individually list their aims for the course. When they have finished, the students discuss them in groups. Then, they report back to the teacher, who lists them on the board verbatim, asking for clarification when necessary.

Next, students individually rank each aim according to relative importance. Then, beside each one, they list suggested activities for achieving that aim inside as well as outside of class. All this information can be put down nicely in chart form. For example, the top line of a chart for a conversation class might read, fmm left to right, (Aim) "to learn idioms...a little important"/ (Activities in class) "study and make up dialogs with idioms, memorize idioms"/ (Activities outside class) "watch English TV shows, listen to songs." The next box down the chart would contain the next aim.

Finally, the teacher takes these charts home and produces a summary of each aim, its relative priority for the whole class, and the suggested activities. This is then given to the students and discussed in class. Through this discussion, students can find out the aims of their classmates. They should also be made aware of which of their aims will not be attended to, and why.

Now that the students' aims are clarified, the teacher should be better able to plan the course. Students can be asked to evaluate the course midway through, or even to evaluate a particular lesson. This procedure should result in better communication between student and teacher.

Reported by Ann Gleason
Nichibei Gakuin

STRATEGIC INTERACTION
by John Wong

John Wong of Temple University/Osaka presented a workshop on Strategic Interaction. First, he explained that this technique, developed by Robert J. DiPietro, encourages a speech community in the classroom where students want to cooperate in order to learn. Language requires interaction in order to be activated. These life-like situations during which students conduct personal business free them to speak just when and how much they wish to. The differing transactional aims of the students force them to practice strategies such as retracking, making deals, mild threats and avoidance of another's argument.

During the rehearsal phase, the group members identify the role and how the performer will interpret the role. They discuss the communication tactics needed for the mle and choose a performer. Also, the group members prepare language forms and vocabulary that might be needed. Of course, they are free to consult with the teacher, whose mle is thus redefined as coach, guide, information-giver or consultant.

During the performance stage, both performer and group are involved. The performer must enact the role, listen intently to the other performer who might say something unexpected, and be ready to change discourse strategies accordingly. The group members, on the other hand, must monitor both performers and take notes. They have to be ready to help the performer and watch for cues to identify the other performer's role and exactly how she or he is handling the situation. They have to offer advice on what mnversational strategies are to be used. The performer is relying on them for support.

During the debriefing phase, the group members discuss any aspect of the performance or rehearsal in a nonevaluation fashion. They discuss roles and scrutinize group strategies. They analyze vocabulary or grammar points. Moreover, they can question any step of the scenario.

Alter his introduction, Wong divided the audience into two groups. The first group found itself working out a situation where the doctor had to inform his hospitalized heart patient that he had won an enormous amount of money in the lottery without exciting a second attack. During the second scenario, a woman had to persuade a shoe shop owner in a bazaar to return her money for a pair of shoes purchased the previous day because the heel had broken off the shoe. At one point in this scenario, the performers reached an impasse and Wong, as the coach, sent both performers back to their groups for advice on utilizing new strategies. The groups advised their performers to apply some interesting twists in strategy.

In conclusion, Wong commented that he has felt rewarded seeing Strategic Interaction stimulate

street-smart students, perhaps not so motivated by books, to shine as they invent strategies to manipulate the environment to their will.

Reported by Jane Hoelker
Kinran Women's Junior College

EXPLORING THE CULTURE OF THE FOREIGN LANGUAGE CLASSROOM
by Jack C. Richards and Richard R. Day

This workshop brought concentrated graduate teacher training to JALT '88. Two University of Hawaii ESL professors outlined systematic self-monitoring procedures to objectively observe one's own classroom, to evaluate, manage and improve one's teaching behavior with the feedback and insights gained.

Richards and Day also placed self-monitoring in the context of the classroom as an encounter between two cultures. With local NNS instructors the cultural problems are minimized, while NS FL instructors may be unsure of their role and the attendant expectations of the differing culture. In either case, self-monitoring affords critical reflection, and in an environment where teaching is as private as it often is in Japan, it opens a non-threatening avenue for self-improvement.

In this connection, Richards and Day cited Luft's paradigm of the "open self' known by the teacher and others, the "secret self" known by the teacher but not others, the "blind self" known by others but not the teacher, and the 'hidden self" unknown to all. Self-monitoring aims to find out these unknowns.

Three approaches to self-monitoring were outlined: journals or diaries, self-report forms or inventories, and audio or video recordings. Each has its pros and cons, but all provide systematic records which become data when the instructor sits down and analyzes them for trends or specific aspects to work on.

Journal entries tend to be selective but do provide a record of teaching to reflect upon later. Done regularly and thoroughly, describing details of lessons and what actually occurred, journals can provide a systematic recording of insights, reflections and feelings about the teaching experience.

Self-report forms are more structured, objective and systematic. They offer a quantitative approach to complement qualitative diaries. They measure only the aspects of teaching inventoried, but can be reliable and correlate well with an outside observer.

Audio recordings by means of an inconspicuous tape recorder lack only visual evidence of non-verbal aspects of teaching, whereas video recordings are most complete but involve camera work that may be intrusive. In either case, time limits are suggested for the period of monitoring, lest the data become unmanageable. Viewing a video briefly at random, looking for perhaps only one aspect such as complexity of language, the instructor may see things in a fast-paced situation for the first time, particularly his blind or hidden self.

After saying the above, Richards and Day had participants view videos of classroom teaching in terms of a selected aspect and its attendant questions; for example (from their handout), ***"Teacher-Student Interaction*** How much T-S/S-T communication occurs? . . . What turn-taking patterns are observed?"

Thus participants were enabled to initiate their own self-monitoring, which Richards and Day consider a crucial aspect of teacher training.

Reported by Steve McCarty (Shikoku)
and Torkil Christensen (Hokkaido)

COMPARING COMMUNICATIVE FUNCTIONAL PATTERNS IN JAPANESE AND ENGLISH
by Kim Kane1
Doshisha University

Kim Kanel addressed and entertained an over-capacity crowd in a workshop involving a great deal of audience participation in analyzing and contrasting functional patterns in English and Japanese (and periodically other languages). His stated goal was to give teachers knowledge for text and material selection and background for explaining surface differences to students.

Although mntrastive analysis is common in phonology and syntax, Kanel maintains that it is necessary to contrast linguistic functions as well. There is a lack of such material in commercial texts because although a book may be geared for Japanese students, most publishers have an international market and will not print in Japanese. Therefore, it is the teacher's responsibility to have a working knowledge of basic functional contrasts. Kanel was adamant in stressing that it is our duty as teachers in Japan to learn Japanese. His presentation was spiced with amusing anecdotes of his personal struggles to communicate in Japanese.

We are all painfully aware that Japanese students are afraid of making mistakes, and are hesitant to speak freely unless assured of the accuracy of their utterances. Instead of trying to alter the psychological/cultural conditioning of the Japanese, we should accept this fact and teach structures which are relatively foolproof and give students the confidence to speak out.

A variety of functional patterns were examined in English and Japanese in order to determine which were simple and versatile for our students to master. Degree of politeness was measured by native-speaker participants, on a scale of 1 (rude) through 5 (extremely polite). Our target level for common usage was in the range of 3 to 4.

Students tend to be confused by structures which are remote from Japanese. Some common useful English expressions, which are frequently used incorrrectly or avoided altogether by students because of difficulty when translated directly into Japanese, were examined. For example, "why don't you open the window?" (polite suggestion or request, not really a question) when directly translated becomes "Naze mado-o akemasen ka?" (direct question). Another example is, "How old/tall/often/ long . .." These common structures are difficult when directly translated, so we could easily point out the contrastive patterns: Japanese "nan" (what) + noun; English "how" + adjective.

The Japanese expression '...shite hoshii kedo" or "... shite hoshii desu keredomo" is literally translated as 'I want you to . .." Workshop participants unanimously agreed this English structure is rude. **As** alternative, we have 'I'd like you to . ..." but more versatile for our students is "Would/Could/Can/ Will you . . .?"

Also, workshop participants thought Japanese tend to overuse "had better." Students understand from their dictionaries that "should" has stronger nuances, and therefore avoid using it. Native-speaker participants agreed that 'had better" is sometimes a suggestion, but usually a warning. Teachers could point out that use of "should" is safer for suggestions.

Some foolproof structures were discussed — structures which are easily systemized and enable students to speak with accuracy. Kanel classified these as 'pre-verbs" and 'pre-sentences." Pre-verbs include verbals such as: "want to" + verb, 'get used to" + verb; as well as modals such as: 'like to" + verb/verb + ing, 'should/can" + verb. Pre-sentence structures include such clauses as:

"I think (that)" + sentence
"I wonder if/whether" + sentence
"-It looks"
"It sounds" } + adjective
"It smells" } + "like" + noun
"It tastes" } + "like" + sentence
"It feels" }

The workshop concluded with a handout of 20 situations in which participants were to contrast English and Japanese equivalents.

Kanel, slightly embarrassed, mentioned the upcoming release of his textbook incorporating these concepts, entitled ***What's Going On in English*** (Eihosha, Nov. 1988). It will be interesting to observe students'mactions to a text of this unique approach.

Reported by Barbara Leigh Cooney
Kobe College

STRATEGIC INTERACTION: ONE APPROACH TO REAL COMMUNICATION

by Lori Zenuk-Nishide, Denise Vaughn, Toni O'Hare, and John Rasche

In this workshop, the presenters first reviewed the theoretical support for the approach then described what it actually entails with "hands-on" participation and explained how it can be used as an evaluative tool.

The basic premise of the Strategic Interaction (SD approach, proposed by Robert DiPietro, is that 'learning takes place only when the internal mind can be linked to the external world." This connection can be made in the classroom via scenarios in which the participants, each with a personal agenda, interact using the target language to express personal views and negotiate to resolve issues.

SI has three key phases. First comes the rehearsal phase in which the students are divided into groups, given their agendas, and allowed time to develop their plans while predicting what the performer in the complementary role will say. The second phase is the performance in which the students, selected by their groups, interact in order to resolve the issue at hand. The interchange can be stopped for consultation at any time. This performance can be recorded on video or audio tape and transcribed. In the third phase comes the debriefing when the performers review what they have said, repairing the interchange and learning about pertinent lexical, syntactic and cultural items that may have eluded them during the performance. By the end of the term, the students should have a compendium of the target language and culture which is meaningful to them.

The teacher, in preparing the scenarios, must select roles that would in real life have some valid reason for interacting, e.g. two friends. Next, the shared context must be determined to set the stage for the interaction; e.g. two friends wanting to do something different that evening. Also essential is some unshared information that will cause tension; e.g. one friend does not want to go out due to lack of funds, but the other does not know this.

SI can enliven textbook dialogues, allowing the students to try using the expressions meaningfully. SI can also be used with grammar-based textbooks, by planning scenarios which would use the pertinent grammar. The teacher observes the group dynamics to make adjustments, suggests options, models target structures and gives explanations, but only when necessary or when asked.

SI can be used as an evaluative tool, based on effectiveness of mle portrayal, appropriateness of cultural conventions, originality, intelligibility and grammatical accuracy. Also considered are thoroughness of preparation and the extent of request for teacher help (students should use all

available resources). Peer evaluation of the performance may also be done.

I was impressed by the psychological involvement of the audience during the demonstration scenarios and decided to try SI with my science-major students who usually are not very verbal. The response has been very good — the tension generated by the interaction and a chance to learn how to say what you want to say are very appealing features.

This Strategic Interaction approach seems to offer much promise as one solution to the language learner problem of Wow come they never say it like in the textbook?"

Reported by Judy Noguchi
Mukogawa Women's University

Reference

DiPietro, R. J. 1987. Strategic Interaction Learning Languages *through Scenarios.* Cambridge University Press.

A WORKSHOP ON SYLLABUS DESIGN
by Kathleen Graves

The large number of participants who attended Kathleen Graves' workshop on syllabus design attested to a perceived need among teachers for guidance in the area of designing a coherent syllabus which can effectively meet the needs of their students. Based upon her years of experience as a teacher, faculty member at the School for International Training and m-author of the recently published course ***East-West,*** Graves led participants through a very practical and informative workshop by suggesting fundamental principles to reflect upon while designing a syllabus as well as by drawing upon and weaving together the cumulative experiences, situations and ideas of the participants. Three fundamental stages developed.

First, participants gave thought to the various possible components of a syllabus. For example, grammatical structures, notions, functions, topics, situations, tasks, content and so on. Subsequently, participants discussed the accompanying issue of selection, i.e. the reasons for deciding which components to include in a syllabus based upon the established/anticipated needs and interests of the learners as well as upon the often unalterable conditions of the learning situations such as required texts, a preestablished curriculum, reasons for which students are learning the language and so on.

Second, participants addressed the various ways of sequencing the selected components in a syllabus. Specifically, attention was given to cumulative syllabi, spiralling syllabi and discrete syllabi and their relationship to specific objectives. For example, questions were considered such as which format — cyclical versus linear — may be most suitable when the categories of the language content are notionalor functional.

Third, participants were asked to synthesize their findings by working in small groups with other teachers faced with similar teaching situations. Hence, teachers at universities were grouped together, teachers at private companies were grouped together and so on.

Finally, there was a brief time for further questions and answers. Certainly participants gained a deeper and broader understanding of how to design an appropriate syllabus, though it must be admitted that a three-hour workshop is merely a good step in the right direction To those who are sincerely interested in pursuing the matter further, it is highly recommended that they follow up by reading the books listed on the handout of selected works on syllabus design.

Reported by Rand Uehara (Saga Medical School) and Mimi Ozawa

Conference Reports

Workshop A:
INTERCULTURAL AWARENESS WORKSHOPS AND INTERCULTURAL COMMUNICATION COURSES
by Margaret D. Pusch

JALT '88 offered limited enrollment, pre-conference workshops for the first time, and I hope that such workshops will be featured in the future, too. Margaret Pusch, (president of Intercultural Press, Inc.), ably assisted by Bill Gay (Waseda University), led a superb and enjoyable workshop. We began with a round of introductions, giving out cultural backgrounds, interest in intellectual issues, and objectives for the workshop. With 25 participants and a time limit of three hours, these had to be kept brief.

Pusch guided us, with the help of her very thorough 54-page handout, to consider: 1) questions to ask before planning a workshops and course (who, why, what, and how); 2) three sample syllabi with bibliographies (ranging fmm traditional, academic courses to highly experiential); and 3) a number of exercises and simulations. We wandered through a rich array of material in a seemingly haphazard way, rather as though we were out exploring some unknown countryside. The mood was very informal and interactive, with many opportunities for the participants to contribute anecdotes and insights fmm their own experience.

Pusch set forth several premises: assuming difference opens opportunities; interaction fixes the learning (passive knowledge from reading or video watching is not enough); we no longer have the choice to remain insulated and monocultural. She also dealt with sensitive issues, such as the fear that changing through intercultural interaction may mean losing one's own personal identity. Self-esteem and identity are closely involved in any intercultural interaction, and leaders must be sensitive to the participants feelings and motives, and how they may change.

To clarify the difference between observing and reporting what happens and interpreting or explaining it (often based on below-conscious level cultural values and assumptions), we briefly did a DIE exercise (Describe, Interpret, Explain), and discovered both how difficult it is to limit a report to description only and how dull such a bare description is. Yet without becoming aware of the role cultural assumptions play in our individual views of the world, without becoming aware of our own cultural identity, it is difficult to observe another culture clearly, develop the skills to function in it, and/or to help others from a different culture come to know and function in our own culture.

We saw excerpts fmm a video, 'Cold Water," showing the experiences, feelings and changes foreign students encountered in studying in the U.S. This seems an excellent resource for preparing Japanese (or others) for study in the U.S.

All too soon, the workshop had ended. Some 14 of us were lucky enough to spend the afternoon engrossed in BaFaBaFa, a cross-cultural simulation. Learning another culture, interacting with members of a totally strange culture and trying to figure out what was happening were fun, fascinating, frustrating — but never boring. The final wrap-up discussion, with Pusch and Gay facilitating, gave us the chance to pull together the many experiences and insights of the day and lay a foundation for doing our own intercultural workshops.

Reported by Jane Wieman
Kyoto YMCA English for Professionals Program

Colloquium:
INTERNATIONALIZATION, LANGUAGE AND CULTURAL IDENTITY

This provocative colloquium (moderated by David Willis) brought together live teaching professionals with varying views and experiences in terms of what internationalism means personally, professionally and globally.

As principal of Fukiai High School in Kobe from 1980-83, **Shizuo Takeuchi** oversaw and facilitated the implementation of an innovative English program. Alter experience as an exchange teacher in the U.S., he concluded that Japanese schools were too rigid and, upon returning to Japan, proposed that students be educated to become students of the world. With the support and cooperation of colleagues and the Kobe Board of Education, Takeuchi's proposal became reality in the form of a special English curriculum that allows committed English teachers to stay on indefinitely in one school, a state-of-the-art language lab, foreign teachers on staff and various exchange pmgrams with Rotary International, AFS, YFU, the U.S. and Australia.

Following Takeuchi, **Koji Nakamura,** present English Department Head of Fukiai H.S., gave an update on the intensive English program. Nakamura has also been influenced by experience as an exchange teacher in the U.S. His goal is not for Japanese students to speak like Americans. He feels that internationalism, to some extent, means that learners' national identity must be respected and their learning about their own countries not be forsaken. Nakamura and other teachers at Fukiai H.S., acting as models of what they hope students to achieve, strive to involve students in various kinds

of experiences with each other, Japanese and foreign teachers, as well as guests and exchange students.

David Willis, educator and social anthropologist, focused on another aspect of internationalization: the issue of those who have lived overseas and come back to Japan. Returnees or *kikokusei* have become subject to increasing attention as the number of Japanese children living abroad has quadrupled over the past 16 years. 'Although their parents are in the overseas vanguard of Japanese success, these children have been described as alien phenomena — more of a problem than an opportunity," says Willis. He refers to the work of Harumi Beffu, who says that Japan may appear to be internationalized but is really becoming more nationalistic. This nationalism is demonstrated in statements such as those referring to the uniqueness of Japanese language and culture and the problems of returnee children. In fact, says Willis, the returnee issue is a mirror of a neo-nationalism and Japan's identity crisis as a nation. Willis went on to chronologically illustrate how the view of returnees has evolved from **a** non-issue in the early '70s, to being handicapped, to being separate but equal, to the status of social problem, to indifference and, finally, to where it is today, as a special attraction: privileged children or potential catalysts of change.

Mark Sheffner, the fourth speaker, discussed how he has attempted to facilitate cultural awareness in his university seminar classes by combining activities that involve self-awareness with those that explore other, particularly English-speaking, cultures and comparing differences and similarities. In this way, the spectrum of cross-cultural communication that entails a wide range of behaviors from the verbal to the non-verbal is made evident. Regarding the topic of internationalism, Sheffner says that students are vague when asked what it means. He himself questions whether or not it is really meaningful on a social level but feels it may have implications in business or procedural changes.

Walter Edwards, an anthropologist now living and working in Japan, the final speaker, expressed a sense of uneasiness "in euphoric explanations of successful internationalization." He believes that there may be changes on the surface but that there are great obstacles to anything really happening at a deeper level in Japan. Edwards goes on to discuss the paradox of internationalism vs. nationalism that is made evident in statements referring to Japan's uniqueness compounded by a sense of superiority. Several other factors inhibit Japan's truly becoming international. One is Japan's overriding concern with Western technologically advanced nations to the exclusion of others. Another is the notion of Japan and the West as two monolithic entities and, finally, an underlying sense of ambivalence concerning Japan's identity and relationship with the West. Due to this confusion and ensuing anxiety, internationalism seems to read as a reduction in what is Japanese while nationalism reads as that which is in praise of the things and uniqueness of Japan.

The presenters made no pronouncements about the future or predictions of things to come. However, in these reports, we were left with enough data to combine with personal knowledge and experience to make educated conclusions.

Reported by Denise Vaughn
Seifu Junior and Senior High Schools

The editors of The Language Teacher ***would like to thank all the authors of the many excellent Conference Reports that make up this issue. The number and qwlity of reports attest to the increasing importance of the annual JALT conference. We apologize to those whose reports arrived after the Dec. 15 deadline and could not be included.***

Conference **Reports**

new from McGraw-Hill

TEACHING ENGLISH ACROSS CULTURES

An Introduction for Teachers of English to Speakers of Other Languages

Robert Lado
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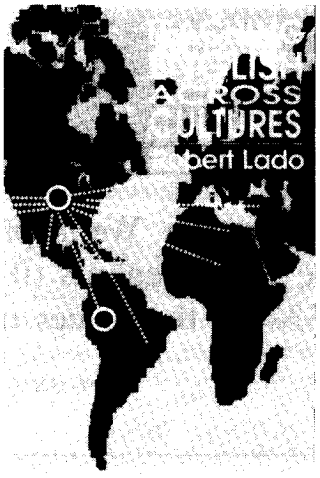

Major Topics

- The Methods Jungle
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- Grammar across Languages
- The Individual across Cultures
- ESP, Bilingual Education, Translation Interpretation
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(305pp.) \2,500

Teaching English across Cultures views language as a system of sy mbols used to communicate and interact culturaly in society. Interaction in the class is in English but Japanese Spanish. and Vietnamese students learn partly the same and partly differently because of their language and cultural backgrounds. Attention to the individual and his or her cultural and linguistic background is a strength rather than a weakness.

BACKLIST BESTSELLING TITLES

- **Bilingual and ESL Classrooms** Teaching in Multicultural Contexts
  Carlos J Ovando Virginia P Collier **(354pp .) \2,500**
- **Phonetics: Theory and Application** Second Edition
  William R Tiffany James Carrell **(425pp .) \2,400**
- **Teaching English to Speakers of Other Languages: Substance and Technique**
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  Ronald Wardhaugh **(268pp.) \5,390**

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Doing the JALT: Presenting the One & Only You

by Philip Jay Lewitt

The first problem of any presenter is how to get an audience, how to get people to put their bodies (and hopefully their minds) in the place and time where you're going to present your paper or workshop or discussion. Often, at big conferences, you have no choice of time at all: you're just assigned a day and a time by some faceless committee, and if you pull a 9 a.m. Sunday, when everyone is sleeping off the parties of the night before, or if you're given the same time slot as the world's most famous socio-biolinguist, well, you just go on with the show for the two or three people who do appear to hear you strut your stuff.

But I want to tell you how to deal with factors that you can control. Before I get into that, though, I'd like to tell you some stories from my own life, so you won't think that this smooth-talking middle-aged egghead who offers advice serenely as a tabloid's Ms. Lonelyhearts is just a natural-born presenter; there is, in fact, no such person, to the best of my knowledge: all people suffer more or less intense stage-fright the first time they step up on stage. I presume that many of you suffered the same symptoms the first time you had to teach a class alone: sweating palms and armpits, a throat filled with sand, hands shaking with the palsy of sheer terror, an absolute certainty that you will forget everything, or that you'll lose your place in your notes and never find it again, or that you'll knock everything off the desk or podium, or that you'll simply and finally drop dead

Of course you lived through it, and now I doubt that any of you get particularly nervous before strolling in to teach a class of students. Presenting at JALT (or anywhere else) is the same: if you never get blase and nonchalant about it, at least you can get past the dumb-terror point, and I want to try to help you achieve at least that before you ever climb up on a podium to face the critical ears of your peers in the teaching game. Murphy's Law, which states that if something can go wrong,it will go wrong, has an amazing amount of truth to it: in 1936 I gave a presentation at the national JALT conference, and well over a hundred people, much to my surprise, tried to jam themselves into a rabbit-hutch of a room with less than 50 chairs. The audience sweated more than I did. So the next year, I specifically requested a larger room; this time about 90 people showed up and rattled around like loose gravel in an enormous auditorium that had 450 seats bolted to the floor in tiers. I had a few tears, too, because my time slot came just after a plenary session which, like all plenaries, of course, ran late.

Let me take you back to the bitter beginning: I was 13 years old, in the second year of junior high school; I was assigned a part in a play by my teacher, who was responsible for filling up a half-hour space one day after lunch. I was given no choice in the matter. Even then, through the study of Latin daclensions, I had discovered that I had no natural talent for rote memorization: if I studied diligently, I might remember enough to get a C on a test. Well, I didn't really study or practise my lines: it was a stupid play, and I loathed and resented it. I guess I thought I knew it well enough to get by, but I hadn't counted on stage-fright, because I had never performed on a stage before.

The big day came round, as it always does; the lights blinded me as someone shoved me out from backstage, and of course my mind was as empty as an eggshell: I remembered nothing, not a line, not a word, and because my ears were ringing with pure animal terror, I couldn't hear anything the prompter said as she tried to feed me cues. In the end the prompter had to shout each line, which I then repeated like an idiot, one ear cocked to the wings, while the audience of unforgiving adolescents snickered and finally howled their derision. I had no friends.

Until I was well into my 40s, I didn't like the theater and rarely went; then a friend who is an actor, teacher, and theater-buff introduced me to the delights of the London stage. Now I'm an enthusiastic theatergoer, too, and I've even directed an amateur production, but it took me 30 years to overcome an unreasonable distaste for plays, just from that one awful experience. I have still not yet taken an acting role in a play, and probably never will.

"I remembered nothing, not a line, not a word, and because my ears were ringing with pure animal terror, I couldn't hear anything the prompter said as she tried to feed me cues."

But I have performed in public: I've loved poetry, both writing and reading it, since puberty (maybe pimples and heroic couplets have something in common, I don't know); in the summer after my first year at university I worked in a seaside resort area in Maine in the U.S.A., landing a job as a dishwasher and poetry reader at a beatnik coffee-house called the Cafe Zen (please remember this was 1959...). at student slave-wages, I was required to wash dishes by hand in the tiny kitchen for 3/4 of an hour, then wipe my hands dry and come out and read poetry for 15 minutes. I mad all kinds of modern poets, but never read my own late adolescent poems, probably a wise decision. I was so tired fmm washing pots and cups in that hot, unventilated kitchen, plus I wasn't reading my own stuff, that I never felt nervous. The small audience often seemed to get a kick out of this green kid reading T. S. Eliot so earnestly, and thus I learned the pleasures of a successful performance; smiles, clapping, even a few cheers.

That same summer I bought a giant old bass liddle from a down-at-the-heels musician named Red Lostimolo, and started to teach myself how to play

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jazz bass. Back at university I teamed up with an excellent jazz pianist and drummer, because bass players are always in short supply. But when it came time for our first job, playing at a fraternity house cocktail party, the stage-fright with its terrifying symptoms returned: this time I had to put my own creation on the line, and I knew I really wasn't very good. Lucky for me, the fraternity brothers were all drunk and busy trying to impress the sorority girls, so no one laughed or complained. We got paid, and even got rehired on another weekend. My career as a performer was launched, and the ship of my large ego and meager talent hadn't sunk.

One thing leads to another. In Japan, I kept buttonholing my friends in the corridors at the national conferences, bending their ears with my theories of education until in self-defense a number of them insisted that I give a presentation. My first proposal was turned down. I was used to that: a poet lives intimately with rejection slips.

When my time finally came, I was determined to be well prepared and well received, if at all possible: I had made plenty of mistakes to learn by!

After my initial JALT success, a dear friend introduced me to a chapter presentations-person over a drink in the mellow light of a JALT conference evening, and a series of all-day workshops was born, which gave me more opportunities to present, and to watch myself present: how I managed it, and what exactly went into it. From observing this process in myself, and the productions of other presenters who have bored me to tears or moved me to tears, comes this present essay and advice.

Your first problem, then, as I said in the beginning, is how to get people to come to your presentation. If you're going to present at a national conference, you have, on one hand, a built-in audience of language teachers, people who care about teaching or they wouldn't be there; but on the other hand, you have so many presentations over the course of the conference, and so many going on at any given time, that there is intense competition for available attention.

Before anyone sees you, they're going to see your title on the schedule, and if it catches their attention or interest, they're going to look up your description in the conference handbook. Without those first two steps, the third step, which carries a warm body into your room, will never be taken.

Maybe this is the right place to give you the Cardinal Rule of Presenting: THOU SHALT NOT BORE! It begins with your presentation title, which must catch the eye. Now you're limited to about 60 characters, just a few words, in the short title which gets printed on the schedule; so if your long title (which can appear in the handbook description) is something like "Testing for Redundancy and Repetition of the Same Information in Junior High Schools," your short version should not be 'Testing in Junior High Schools," but rather something like "Riot in the Hallways," while the long title becomes "Riot in the Hallways: Redundancy Testing in Junior High."

"Dullness attracts the dull like frogs to mud."

You may thing it's not accurate, or even honest, to call your presentation "Riot in the Hallways," when it's about testing rather than about crowd-control, but if you insist on Testing in Junior High Schools," only those diehards whose interests exactly match yours will bother to take the second step to the handbook, and the third step to your presentation room, where you will probably have the pleasure of preaching to the converted: all six of them. Dullness attracts the dull like frogs to mud.

So use a snappy, lively short title, and add something more accurate as a subtitle for the handbook, because if you've gotten anyone that far, they'll read your description and find out what you really plan to do. Still you should be conscious of lively writing in this description: this is your ad, your handbill, your come-on, and you can't do your thing to an empty mom.

Okay, now you've packed them in, you're up there in the Big Time, with 30 or 50 or 100 eager faces looking up at you...and of course you want to keep them there, and this is not a captive audience of students, but an audience of fellow professionals who are very ready to vote with their feet by just getting up and walking out on you if you bore them. Remember, usually they won't walk out on you just if they disagree; in that case, they'll wait for the discussion or question period at the end and try to spear you like a fish, wounding you and making you gasp for air.

You will have two audiences to satisfy: that's the reality of presenting to JALT — one is an audience of native speakers and the other of non-native speakers. Though they hold a great deal in common, there are still big differences in language skill, cultural schema, and educational systems. If you speak very slowly and in only little words, you'll lose most of the native speakers, but if you speak very fast and use a lot of la-syllable Latinate words, you'll lose many of the non-native speakers of English. The same holds true for the cultural and educational differences.

I think there is no perfect solution to this problem, but you can ameliorate it by being conscious of speaking at a medium tempo, and by embedding words in a clear context (the way I just embedded the word 'ameliorate"), or by repeating a point in another way, which also helps fi11 culture-gap expectations. Anyway, all teachers know that repetition is more than just helpful: it's a necessity.

How can you be sure you have the right tempo? This leads me to my next point: "Practice, practice, put your hope in that!" as the poet W.S. Merwin said. Its corollary is the Boy Scout Motto: "Be Prepared!"

My own disaster in my appearance on stage at 13, and a few subsequent near-disasters, plus watching in great empathic pain the suffering and mumbling, stumbling incoherence of others falling apart in the limelight, have convinced me that practice and the preparedness it engenders is the single best antidote for the poison of public failure.

You begin by writing down, and then thoroughly rewriting, and then rewriting again, your entire presentation. Even things which you know well and which seem incredibly simple should be written down. Writing only your central material is a big mistake. Everything, including the most casual and offhand remarks, must be written, even if you do no reading-from-text at all during your actual presentation. Why do I insist that you write even if you plan to present without any reading or notes at all? Because first of all, the act of writing will force you to rethink both your content and your style, and both content and style will change with each rewriting. By writing you will discover how you really feel about your subject, and the results of this process of discovery may well surprise first you, and later your audience.

Secondly, by writing you will get intimate with your own material in a way which can never be achieved merely by thinking, and this real closeness to your material will reflect in a great confidence that will help to offset the horrible symptoms of stage-fright.

Thirdly, by writing you will have produced a way that you can both practice your presentation and time it. Read it out loud to a mirror, and read it again, and again, and again, until you know the tempo and the intonation is just fine, at the same time learning almost exactly how long your presentation will last. How many presentations, some of them really excellent, have you attended where the time was up before the presenter had worked through all the basic material? If you write it all down, you can time it all, allowing yourself to begin five minutes late and end five minutes early. Any activities or question periods within your presentation can and should be pretty strictly controlled simply by wearing a wrist watch and using it.

"...beginningpresenters (as well as most experienced presenters) should write and rewrite and practice out loud over and over."

A common error of beginning presenters is to prepare too much material, then rush through it and still not finish. If you're really afraid you won't have enough to last the allotted time, organize your stuff into basics and extras; then if you finish the basics and still have 20 minutes 1eft and them are no questions, you can play with your extras. But I think less is usually better: you can create a lively but unhurried atmosphere that will let you and your audience feel good. Furthermore, in a big conference, no one minds being let out a few minutes early for some breathing space before the next presentation.

Practice, practice, and more practice helps with some other typical problems: you won't mumble, you won't stumble, you won't lose your place so easily if you've given your presentation seven or eight times to a mirror.

If you have a good memory, or if you like to speak with some spontaneity, or if you like to work from simple notes, this is fine, no problem: Pm not suggesting that you read your presentaion word-for-word, though that's okay to do if you're a really good reader-out-loud, rather I've been describing the process which goes on before the actual presentation, and I remain convinced that beginning presenters (as well as most experienced presenters) should write and rewrite and practice out loud over and over.

A Japanese friend of mine, a professor of engineering, asked me to correct a paper which he had to present in English in Canada. I finessed a few minor errors, but when he asked me to help him with his intonation, which was admittedly awful, I just told him to read his paper about 50 times into a tape recorder, and keep playing it back to himself until he was satisfied. Later he told me that his presentation was a great success. Want to hear what your presentation sounds like? Tape it, play it back to yourself, cringe with embarrassment, and then repeat the process until your displeasure disappears. This advice is not easy to follow, but it is simple, and it is true.

A presenter is an actor on a stage: if you think that's beneath your dignity as a teacher, you should not try to present, because you'll be a big bore. Furthermore, unless you're using charts and overhead projectors and computer simulations and other fancy hi-tech equipment, you're going to have a stage which all but the finest actors dread: a stage without sets or props, but since your audience is not captive, you must captivate. A good show is a way of saying 'Thanks for coming to hear my ideas."

You've only got your voice, your gestures, and the clothes on your body with which to keep an audience of professionals amused, interested, and attentive. This is not the time to stand on your dignity. Nor can you stand on your material alone: you'll fall hard, because the finest material, presented by a dull voice reading in a flat, hesitant manner, will send any audience to sleep or to the hallway, while common and pedestrian ideas presented with flash and wit and joy seem new and fresh as a home-gmwngarden salad.

What must an actor or actress know? How to project and use the voice like a musical instrument well played -tone, pitch, length, timbre, power; how to sense when to slow it down and when to speed it up, which is done by being aware of the audience. How can you be aware of the audience when you're half-petrified with nervousness or raw fear, and concentrated on preventing your material from getting all snarled up? Well, keep your finger on your place, and Look out there. Actually, it only takes a half-breath of time to look up and around, and you need to establish a real contact and interactive flow with your audience. A wall is the last thing you want between you and them. Audiences need to be grabbed, caught, hugged, kissed, and shaken, in other words moved, unless you want to be forgotten five seconds after you finish; the only tools you have to get their real attention for your wonderful ideas are your voice, body, and costume.

Clothing and gestures create a difficult problem for most Japanese and for many foreigners, too. Japanese culture stresses conformity in clothing and a relative absence of gestures while speaking. But there are ways: for women, either a bright, patterned dress, refreshing and bracing to look at, or if you feel you must wear dark clothing, a flower corsage pinned below the collar, or a gay, reflecting necklace. For men, careful choice of shirt and necktie, if you feel uncomfortable in casual clothes: the shirt should not be pure white, and the necktie should not be dark. I remind you: you am a performer on a stage, and you are wearing a costume. This is not a faculty meeting. Inasmuch as you can convince yourself of your true role when you make a presentation, you can become conscious of dressing for effect. At the very least, pay attention to what you wear and avoid showing a gray face.

Gestures should be practiced while reading or saying your material to your mirror: you can see what you look like, you can adjust, you can practice the gestures until the wooden becomes pliant and natural.

I can only speak of content in general terms, because Pm trying to help you learn how to present, not what to present. First I want to mention jargon, terms which are connecting to a particular field or sub-field, and are unknown to general audiences. Unless you have a cult following, like Reverend Jim Jones of the People's Temple or Mishima Yukio's Right-Wing Rambos, don't use jargon. Jargon limits and excludes, and you want to cast your net as widely as possible, in order to catch as many fish as you can. If you must use special terms, explain and define them, and do not assume that your audience of fellow language teachers knows any jargon at all.

On the other hand, do use imagery to clarify abstract explanations: metaphor, simile, and figurative language work just as well to create lively presentations as they do to create lively writing. For example: 'This audio-orthographic approach theory has its origins firmly rooted in the organic soil of classroom research; its branches extend gracefully into other disciplines, and it is crowned with the healthy green leaves of student success. ..." Now I admit that my green-leaf imagery is purple prose, but perhaps you get the idea. Actually, this whole essay is rather liberally salted with metaphors and other figures of speech, because a steady diet of abstractions makes bland fare, indeed.

Which is a nice lead-in to humor, the sense of humor that makes an audience relax and helps a presenter from taking herself or himself too seriously. Metaphor is witty, gutsy yet intellectual, and JALT is an intellectual audience. Seen or heard a good one lately? Like the college kid in a T-shirt emblazoned in capitals that proclaim: 'CIVIL RIGHT FREAK YOU KNOW UNIVERSITY EDUCATION." Try it out on your audience; the worst that can happen is nothing at all. Humor: without it you're probably dead, unless you're lucky enough to collect a whole audience of humorless souls.

But if you do have a sense of humor, don't hide it; for heaven's sake, use it! Not all your witty remarks will work — some things only gaijin laugh at, some things only Japanese laugh at, some remarks amuse everyone far more than you expected, and sometimes the funniest line in your presentation falls over DOA: dead on arrival. Plough on.

> To hand out, or not to hand out-that is the question.
> Whether 'tis easier on the butt to suffer
> The quotes and jargon of outrageous copies,
> Or to make eyes against a sea of typos
> And by a catnap end them.

The question that Hamlet-sensei raises here, I can't answer: I've given presentations with handouts and without handouts; if it makes you feel right, by all means give the folks a handout — but don't just repeat what you handed out. Either you should add a lot of material, or the handout should be attached to activities within the presentation or for use at a later time. If your handout is a basket filled with all your eggs, you might as well just pass it out and disappear: most teachers can read.

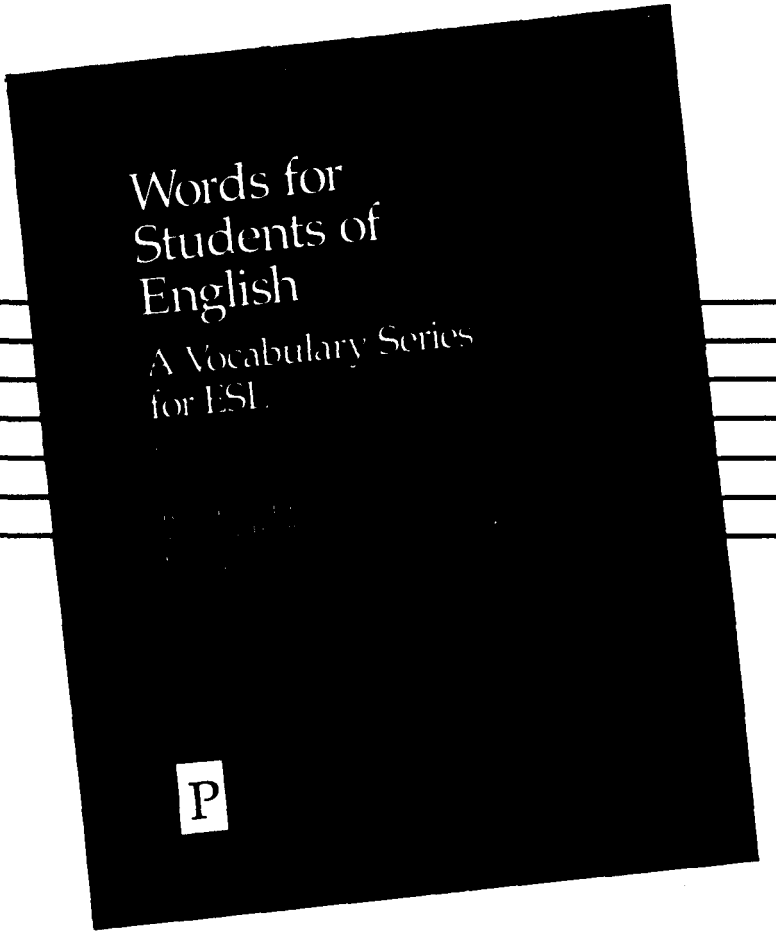
If possible, I suggest you practice on your local JALT chapter or other local teachers' association before you try to present in the stratosphere of a national conference, particularly if you think you're a likely candidate for an attack of Malignant Drymouth or Terminal Dread. Your local folk know you and like you, and will be supportive and less threatening. They can also give you lots of valuable feedback on what you did wrong and what you did right.

"Humor: without it you're probably dead, unless you're lucky enough to collect a whole audience of humorless souls."

But if you're the type who jumped into water over your head in order to learn to swim, and you're not afraid of drowning, just jump into the national pool after plenty of hours of practice writing and reading on dry land, and don't forget to bring your sense of humor which is a wonderful pair of water-wings.

The greatest Greek orator (or presenter, if you like) of the fourth century B.C., Demosthenes, had a terrible stutter as a youth. With a name as hard to say as Demosthenes, no wonder he stuttered. Determined to overcome it, he spent day after day on the stony beaches of the Greek coast, putting pebbles in his mouth and giving orations to the sea, until his stutter disappeared. If Demosthenes could go thmugh all that just to give a top-grade presentation, I'm sure you can also prepare and practice and deliver a successful presentation at JALT, or anywhere else.

Philip Jay Lewitt, whose Ph.D. is in English literature, teaches at Tottori University near the Japan Sea, where the fish may gasp for other fish but never for air. He has presented for up to five hours on Zen and the art of composition



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Interview: MARIO RINVOLUCRI

by Marc Helgesen

Mario Rinvolucri is a noted teacher trainer for the Pilgrims Language Course, Canterbury. He is the author of several ELT texts including Grammar Games, Once Upon a Time ***(Cambridge),*** Vocabulary ***(Oxford),*** Challenge to Think ***(Longman), and*** Grammar in Action ***(Pergamon).***

MH: Mario, you do a lot of teacher training. In your mind, what is a good teacher? What makes a good teacher?

MR: A person, perhaps, who has a capacity for being in an OK way with a group of people as group leader, which is a very general way of answering your question. But I don't have a model in my mind as to what a good teacher ought to be or should be.

On teacher training then?

We're trying to bring out the latent capacities in a person, but it has to be within their frame, because otherwise you're doing nothing. I can't at all conceive of training towards a model kind of behavior in a teacher. Training courses, similar to other kinds of courses, do have a kind of content, but the trainee also has a great deal of responsibility in picking out the things, the aspects which for her or him make sense. The individualization, by its nature, is going to be done by the trainee. But you ought to offer a frame which allows that to happen as easily as possible.

My personal aim is to help people, if it's necessary, to modify the way they relate to their students. We use lots of techniques. In a sense, the techniques are screwdrivers, they're the tools toward another aim.

How do you get teachers to move from "activities as self-contained entities" to seeing the theory or seeing the system?

From the linguistic point of view, it's difficult beacause it depends on the concept of language that they have from their initial training; implicit and explicit from their university or college studies. And I suppose we don't really tackle that too much. Very often the way they see teaching in terms of their teaching, in terms of their pedagogical activity, is the way it's defined in the coursebook. So if they come on to the ***Cambridge English Course,*** for example, they am going to suddenly upgrade vocabulary. and if they are teaching with another textbook, they'll be very much conditioned by what that textbook gets them doing. The most interesting thing to me is how they fit new things, new technical ideas, new nitty-gritty technique things into perhaps a different way of seeing their students. A very simple example is listening work, and listening for real, to what is actually being said rather than listening purely for language correction. I think that would be a fairly general aim, to try to encourage that.

In terms of the psychological aspects, one thing is to discover new capacities in yourself. For example, in my own development as a story teller I had one automatic "Mario" way of telling a story. Through watching colleagues, suddenly I realized that there were other ways, maybe more powerful, and through going to the odd workshops in the field of storytelling as an art, I found that there were yet other ways. And I've used these insights, these techniques, these new feeling 'fields" to try to diversify from the original "there is only one way a Mario-person can tell a story." And for me that's been very enriching. To escape, in a sense, from the shell that our lifescript has given us as a teacher and to try to go beyond it. Hopefully, much more positive than negative. I don't think you're going to grip the soul and the heart of a teacher on a training course if you simply make him go away feeling less adequate than before. He needs to go away feeling more adequate having found new things in himself. And since we only use a tiny percentage of what we are, it's not that difficult to open a few more windows. It's very feasible, even on a short course.

You spend a lot of time on the road doing teacher-tmining workshops. Do you ever worry that, for example, after a JALT conference, everyone goes out and during that first week, every class is full of new ideas but by the second or the third week, things start to dwindle?

I feel that those kinds of workshops are like the trailers for a film. And you don't expect a person to react with their full strength to a trailer that you see on the cinema screen for two or three minutes. If they never see the film, then, well, it will have been one of those little episodes. Hopefully, by writing magazine articles and by writing books, one gives some people the chance to continue what they got a taste of at a JALT workshop. It would be arrogant, it would be egoistic, to believe that in an hour's workshop or a three-hour workshop, or the one-day workshop or the one-week workshop, you arc going to radically transform something as complex as a complete human being. I don't think it works that way. If from this roving work I manage to positively affect, over a period of time, 10% of the people I work with, that's not too bad, in terms of behavior change, rather than in terms of using one little technique one time.

I do think that techniques have their own intrinsic power, however. I think that a reasonably sensitive person who gets into working with a technique can be partly changed by it. Not really by the technique, but by the way his students operate within the frame of the technique. That's happened to me this year; I picked up a rather nice idea for transcription work for taking down a text you just read. It's so simple that I thought it was nothing at first. I didn't understand the technique at all. You put a series of little passages, hopefully of a memorable

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sort, outside your classroom. You ask the students to leave their pens and papers in the classroom. They go outside. They read the text. They cope with all the comprehension problems and they pick two or three that they relate to strongly. The task then is to go back into the room and write down the passages exactly as they are there on the wall. And I thought, maybe the same thing you're feeling, "What's so great about that?" But what I discovered was, it's a whole exercise because it's actually an area in which you are working entirely as an individual in rapport with the writer who is outside on the wall, but you're working within the group. And there is something special about very individual work happening within the group. You bump into people in the doorway, all sorts of things like that. And that was an example of a learning process which my students offered within my particular framework. But my framework was completely empty. And it's now set me thinking about other exercises in the same family. I think that particular technique has allowed me to become a slightly better teacher of very introverted students, whom I'm not the best teacher for. So there, you've got a tiny little technique which I can describe to you in three sentences and which can have a very strong modifying effect on my appreciation of certain students in my group.

This brings up the issue of the student-teacher relationship. In Japan we often face classes of 40 or 50 or more.

I would have thought that the way I would imagine you doing a TPR class with a big group would allow each of us, if I were in the group, to meet you and feel your personality.

Is there a danger in that kind of situation that the teacher becomes too important?

Yes, I think you've put your finger on a very serious problem because, in fact, the teacher becomes more hollow, more receptive, less directive. They [the teachers] actually gain power, not lose it. The teacher becomes more powerful. This is one of the insidious traps in humanistic teaching. In other words, the ego trip is more sophisticated and greater. Some teachers go into teaching to cope with personality needs, or into the helping professions for that matter, for ways which allow us to satisfy those needs more totally. This may be a negative aspect — you've touched here on quite a serious problem and I don't have the answer.

The other option is trying to diminish the role of the teacher, doing almost everything in groups, the language going on between the students rather than between the teacher and the students.

Does that diminish the teacher's role, though? Suppose you put me into a Moskowitz exercise, one of the more classic, beautiful ones. You say to us, "How many people here are first-borns? How many are middle-borns? How many are last-borns and how many are only children?" So we put our hands up. You then ask all the first-borns to congregate in one corner of the room, all of the middle-borns in another, etc. We get involved with each other. The students have very strong contacts with each other but you [the teacher] are the magician that put us into this position. And your spirit hangs over us during that work.

So I would question that you haven't, in fact, used a very powerful mechanism. In my perception the mechanism and you are strongly linked. I don't think you lose power. I think that if you were standing up in front being a drill master, marching us up and down, you'd have less power than in that apparently standing-back role.

That's a very interesting perception of it. But what kind of power? Moving from the tradition of "teacher as knowledge giver' to.. .

"Teacher as listener" and to "teacher as perceptive listener." I mean there's no two ways about it; for many teachers, they receive more "transfers," if you want to use the technical, psychiatric term, positive and negative, in this kind of humanistic role than they would if they were working much more coldly.

And by transference. I mean transferring the emotion from the learner, emotions that are not really directed at the teacher, but which are directed at other important people in the learners' lives, and they use the teacher like a clothes hanger, to hang these feelings on.

I realize that you're not excluding the things that traditionally go into teacher training (MR: Not at all), ***but with all this focus being on self-growth, humanism, and so forth, is there a danger of ending up with some very self-actualized teachers who lack the basics, the nuts and bolts of pedagogy? Might we have people who end up "reinventing the wheel" because they lack a background in the body of knowledge that already exists?***

If a year's teacher-training course didn't offer them experiential learning in terms of the nuts and bolts of methodology and didn't help them to become as clear as they can be about the nature of language and practical linguistics, then it would be a bad course. I'm stressing the other because on the whole it only exists sporadically and intuitively, rather than being a standard and recognized part of teacher-trainingcourses.

In Japan, and I think this is true throughout much of the EFL world, we have a lot of teachers who have little background in teaching.

You mean the 'ex-pats."

Yeah. And on the Japanese side of it, a great percentage of the Japanese public school English teachers were actually trained in English literature or something rather than language teaching. What should they do in terms of filling out their training?

The best model I know is the teacher-training model in Italy, where the state offers no formal training. What's happened there is that groups of teachers have, over the past 15 years, got together and started their own cooperative teacher-training courses. USIS in Rome came in on the act and helped the leaders of these groups by offering them

six weeks at courses at Berkeley, I think (in one of the California universities). And they've been very successful. They've seen excellent results. Rather late in the day, the British Council...came in and helped. But the important thing is not these foreign agencies. The important thing is that these people got together and started running their own thing. Very, very practical, down to earth, it included a lot of language improvement because their level wasn't that good. And I've seen radical improvement in the spoken abilities of some of those teachers, a very exciting, positive sign and a beautiful model for other places.

A lot of non-native speakers worry about their English ability. Often you get to a point where you feel like you have reached a plateau. What do you suggest for people in that situation in terms of improving their language?

Basically, to find some way that they haven't tried before and to look at some area which is fresh and new. For example, if they were the right sort of people, it could be reading spoken language; getting hold of books where you can absorb the spoken language through the eye. That has a "making new" effect.

So it seems to expand on what John Fanselow talks about with "figure out what you are doing and do it differently."

Yes, exactly. 1t's "making new" effect.

So if you are a student of Japanese, maybe you don't sign up for another Japanese course, maybe you sign up for an ikebana course.

Exactly, so you don't go banging your head against the same old stuff. You bang a different part of yourself into something new.

So if you're a student of English, maybe you sign up for a computer course that's taught in English.

Another example would be talking to yourself in the foreign language, or working dramatically with a video in terms of, for example, following the body movements of the people you're listening to in the foreign lagnauge. Those are three examples of "making new," of approaching the pmblem of language in ways that maybe you haven't tried before, if you learned the language traditionally.

SPECIAL ISSUES CALENDAR
1989
March – Intercultural Communication (Linda Viswat)
April – Pragmatics (Bruce Wilkerson)
May – Music and Songs (Dale Griffee)
June – The Role of Grammar in the Teaching of Foreign Languages (Richard R. Day)
July – open
August – Homework (Tamara Swenson)
September – open
October – Conference News
November – The Use of Literature in EFL (Bill Hill)
December – The Loss of Second-Language Skills (James Patrie and Tamara Swenson)

JALT News

FROM THE EDITORS OF *JALT JOURNAL*

Corrections

In Nobuyuki Hino's article, ***Yakudoku: Japan's Dominant Tradition in Foreign Language Learning (JALT Journal,*** Vol. 10, Nos. 1 & 2, Nov. 1988), one character and three symbols were inadvertently omitted from page 48. The editors extend their apologies to the author and to readers who were inconvenienced by this omission. The corrected paragraphs are reprinted below.

[Target language sentence] 毎見秋瓜憶故丘[1]

Stage I [Word-by-word translation]

毎 見 秋瓜 憶 故丘
g o t 0 miru shuka omou kokyu

Stage II [Reordering]

s h u k a miru goto kokyu o m o u

Stage Ill [Recoding in Japanese syntax]

Shuka-wo miru goto-ni kokyu-wo omou . .

The symbol レ, for example, indicates the reversal of the two adjoining characters. Symbols 一 and 二 above came fmm Chinese numerals, but are used here as signs which direct the reordering according to a set of rules. At Stage III, Japanese postpositions and suffixes are written in ***katakana*** beside the Chinese words: . . .

In Daniel Horowitz's article ***To See Our Text as Others See It: Towards a Social Sense of Coherence,*** the last sentence was omitted fmm the second paragraph on page 94. Again, the editors extend their apologies to both the author and readers. The corrected paragraph is reprinted below.

> If, indeed, the process of interpretation is totally dependent on as potentially unreliable a process as inferencing, and if, as a consequence thereof, different readers interpret a given text in various ways (which we know to be the case), we are faced with the very practical question of where to draw the line between acceptable and unacceptable interpretations. As teachers we face this problem whenever we judge the correctness of our students' interpretations of class readings or the interpretability of student-produced texts. Widdowson (1986) highlights the reading side of this problem when he says that "having rejected the notion that reading is only a matter of discovering meanings which are linguistically encoded in the text, it will not do to go to the other extreme and claim that reading is a matter of unconstrained interpretation subject only to the whims of the individual" (p. v). His answer is that "in normal circumstances the reader will accept the social contract to cooperate and seek to match interpretation with 'the writer's intention to arrive at a bilateral agreement" (p. vi).

(cont'd on page 41)

The Second International Language Testing Conference

University of Tsukuba — Thursday & Friday, March 30 & 31, 1989

This conference is sponsored by JALT, The British Council, and the Foreign Language Center of the University of Tsukuba, and is supported by JACET, KATE (Kanto Association of Teachers of English) and the Kanto Chapter of LLA (The Language Laboratory Association).

Dr. Lyle Bachman of the University of Illinois and Dr. Pauline Rea-Dickins of the Ealing Institute of Education, London, are the special guest speakers. Dr. Bachman's talk is on "Authenticity in Language Testing," and Dr. Rea-Dickins will speak on "Integrating Testing and Teaching." In addition, there will be some 30 presentations by speakers from Australia, Singapore, Hong Kong, the Philippines, the U.K., the U.S., and Japan.

The conference starts officially on Thursday at 10 a.m. and continues until 6 p.m. on Friday, with the concluding Round Table. The fees for the conference are as follows:

	1 Day	2 Days
Members of JALT, JACET, KATE, LLA, and the British Council	\3,000	\6,000
Non-members	\3,500	\7.000
University students		\2,000

No mail-in payment or pre-registration is necessary. Registration will open at 9 a.m. on Thursday.

One special feature of the conference is a workshop on Thursday, 10 to 12:30, on "Fundamental Concepts of Validity in Language Testing" by Dr. Bachman. This workshop is designed for participants with no knowledge of testing to introduce them to some of the basics on testing. Participation in the workshop is limited to 25. We ask all interested persons to reserve a place by sending a return/ofukuhagaki postcard by the end of February to Prof. Hiroshi Asano. The first 25 people will be allowed to be participants; the next 25 will be invited as observers only.

Another special feature is the Final Round Table from 4:15 to 6:00 on Friday. The topic is "Japanese University Entrance Examinations." Drs. Bachman and Rea-Dickins, as well as Prof. Hiroshi Suzuki of Tokyo University and Prof. Hiroyoshi Hatori of Tokyo Gakugei University, have been invited as panelists.

A brochure with the full schedule and information on accommodation and transportation on getting to and from Tsukuba will be available after Feb. 1. For further information and to receive the brochure in February, send a postcard to: Prof. Hiroshi Asano (0298-51-0485) or Virginia LoCastro (0298-52-I 848) The Foreign Language Center, University of Tsukuba, Tsukuba-shi, Ibaraki 305.

LIST OF PRESENTATIONS: Vivien Berry, Out of the Frying Pan...; Gary Buck, An MTMM Construct Validation Study of Listening Comprehension; Nuala Camoany & Dorothy Pedtke, In-Company Proficiency Testing: A Case Study; Mark Caprio, A Critical Look at Testing in ESL Today; Emma Castillo, The Development and Validation of a Test of Proficiency in English for Academic Purposes; John H.A.L. de Jong (to be determined); Peter Flavey (to be determined); Sandy Fotos, Integrative Measures of English Language Proficiency: Cloze vs. Composition; Harry Gradman & Edtbh Hananian Language Background as a Factor in Performance on Discrete Focus vs. Global Test; Joe Greenholtz Practical Aspects of Training and Maintaining a Staff of Interviewers; Barbara Heinemana Second Language Acquisition and Language Testing in a Bilingual Setting; D.E. Ingram & E.V. Burke, The New International ELTS; John Ingulsrud, Test Items as Discourse; Hiroshi Ikeda, Does the IRT Model Really Work in a Small Sample?; Masumi Jinno, Computers in Language Testing: Creating Visual Test Items; Matsuharu Kawabata, Cloze Tests: The Limitations and Possibilities; Hideo Kiyokawa A Formula for Predicting Listenability; Yukiko Kotani The Evaluation of Japanese Students' Writing Tests (in Japanese); James Nord, Computers in Language Testing: A Look Forward; Ronald Notestine, Computers in Language Testing: Analysis and Organization; K. Ohtomo, H. Asano, T. Hattori & M. Yoshie, Test-Free Person Measurement in the Tests of English for Japanese Students; Steve Ross, Rational and Empirical Approaches to Estimating Item Bias and Difficulty; Huah Rutledae, Culturally Appropriate English Testing; Kevin Staff, General Purpose Testing for Specific Purpose Contexts; Ingrid Stioa, The Psychological Implications of Testing and Computer Assisted Instructions; Shiaeru Tabe, Some Difficulties in Listening Comprehension Tests; R.H. Thrasher, The End Product: The English Proficiency of Company Entrants; Brian Tomlinson What Does Communicative Teaching Achieve?; Nicholas Zefran The Role of Formative Evaluation in Language Programs.

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Samuela Eckstut and Despina Scoulos

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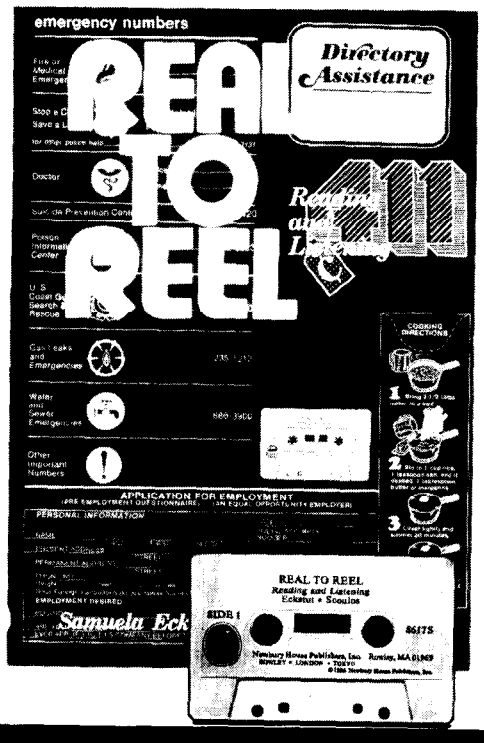

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JALT'89 Okayama

LOOKING AHEAD

Now — while the year is still young — is the best time to begin thinking about this year's JALT conference to be held Nov. 3 through 5. This year we will meet in **Okayama** in the prefecture recently connected to Shikoku by the fmaous Great Seto Bridge.

In line with all the excitement, the theme will be **Bridging** the **Gap: Theory and Practice.** Although we cannot yet confirm the names of plenary speakers and special guests, we anticipate an exciting and informative schedule.

The conference site, Notre Dame Seishin University, is conveniently located just ten minutes from Okayama Station and even closer to the main conference hotel, the A-class Royal Hotel.

It's never too soon to start thinking about ideas you would like to share with your colleagues. The Call for Papers information is in the separate conference supplement enclosed with this issue of *The Language Teacher.* Mark your calendars, send in your proposals and plan to join us in the autumn for a unique 15th conference.

Anyone needing additional copies of the conference supplement should contact:

JALT Central Office
Yumi Nakamura
Lions Mansion Kawaramachi #ll 1
Kawaramachi Matsubara-agaru
Shimogyo-ku, Kyoto 600
Tel.: 076-361-5428
Fax: 075-361-5429

〈第15回 JALT 国際大会に向けて〉

まだ年が明けて間もないのですが、JALT'89を開催する準備にとりかかるのに早すぎることはないと思います。

今年のJALT'89は11月3日～5日の間、岡山で開催されることになりました。岡山は昨年4月に四国高松との間に開通された風光明媚な瀬戸大橋がある県です。このような事も考えあわせ今年のテーマを"Bridging the Gap: Theory and Practice"といたしました。

しかし、今のところ全部のスピーカーや特別ゲストは決まっていません。有益かつ相互に知的刺激となるような計画がございましたらお知らせください。

会場は駅から徒歩約10分のノートルダム清心女子大学に予定されています。ここは大会の主要ホテルとなるロイヤルホテルから歩いて5分程の近さです。

今年で15回目を迎えるJALT国際大会は皆様の積極的な参加を、特に各支部ごとに選考される支部後援発表者の申し込みが多数あることを願っております。(支部後援発表者募集欄参照)

〈研究発表者募集〉

JALT'89国際学会は11月3日～5日の間、岡山県のノートルダム清心女子大学にて開催されます。"Bridging the Gap: Theory and Practice"というテーマのもとに、数多くの研究発表ゲストスピーカーによる講演及び、公開討論会が予定されております。

又、英語や日本語以外の言語を教えておられる日本人の先生方に今まで以上の参加をして頂き大会が言語や文化の交流を多方面にわたって促進していくことを希望致します。申し込みは、英語か日本語でお願いしたいのですが、発表はそれ以外の言語でされても結構です。ぜひ参加の意向で御検討下さい。

JALT News *(cont'd from page 38)*

Point to Point

JALT Journal has a section called "Point to Point" for readers' comments on problems, points and topics which have been raised in articles published in the *Journal.* If you would like to react in articles which have appeared in the *Journal* or to comment on issues relating to language education in Japan, please send your comments to the editors (seep. 1).

Our Apologies to

John Burton, JALT's Business Manager, whose name was inadvertently left off the list of Appointed Officers & Committees in last month's issue. It should read:

Business Manager
John Burton, Suzuki Aparto 4, 4-3-14 Nakakaigan, Chigasaki-shi, Kanagawa 253. Tel.: 0467-83-2556; Fax: 0467-86-9152.

Opinion

IN RESPONSE TO TOM HAYES

By Joe McKim, Hosei University

I applaud Tom Hayes' call for accreditation of language schools (Dec. 1988 issue), certainly the most under-discussed issue in our field. As one who is currently engaged in research on private language institues, I would like to add some thoughts.

Private language institutes make easy punching bags, and, while it may seem like damning with "feint praise," a few things ought to be said on their behalf.

First, while the number of language institutes which lack a coherent plan for enhancing the proficiency of their customers is legion, the number of those which cynically and deliberately rip off the public is small. The distinction may seem fine, but most of the owner/operators I have known see themselves as capitalists in a proud tradition, as brokers uniting those who perceive a need (to "brush up" their English skills) with those who can fulfill it (untrained native speakers).

Second, I don't think we ought to overlook the important role that private language institutes play as a de facto bush league for generating and honing talented teachers. I would guess that an impressive demographic slice of the JALT membership, like this correspondent, got their first taste of language teaching at institutes with the very same lax hiring practice5 that we come to view with scorn after subsequently acquiring proper qualification. It may be a personal prejudice, but I believe that as a group such teacher5 possess a firmer grasp of Japan's special (dare I say "unique"?) language-learning environment than do those who arrive for the first time with sheepskin in hand and begin to ply their trade at auniversity or other august institution.

But all that said, we as qualified and dedicated language teachers must ask and answer some hard questions about this loose cannon on our ship, the commercial language 'industry." to wit: Do conversation institutes have a right to exist? Yes, they do. Most really do deliver a service (language practice as opposed to learning) which, though overpriced, is in great demand. Do such institutes have a right to call themselves "schools" (or 'institutes," or even "colleges") and their employees "teachers"? No, they do not. In doing so, they cross over the line of fraud. Professionals can clearly see that line, but unfortunately it has not yet been drawn so as to be visible to the public.

That is where JALT can and should come in, as Hayes has suggested. The reason why JALT should implement an accreditation system is simple: the only viable alternative to JALT is that other popular punching bag, the Education Ministry.

Of course, accreditation is much easier to discuss than to do. Even a simple dichotomous evaluation -that is, determining whether an entity is or is not a 'school" — will require tedious legwork and paperwork. Later, the institutes can be counted on to become increasingly sophisticated at leveraging the system to wangle accreditation: thorough double-checking of diplomas, etc., will be required.

It's a dirty job, JALT, but no one else can do it. A good starting point would be a session at the next annual conference for exchanging ideas and enlisting volunteers.

THE TEACHER BOX AND HOW TO GET OUT OF IT

By Hugh Edward Rutledge, Kanda Institute of Foreign Languages

What is an English teacher supposed to do? In our confusing world, the answers are anything but obvious. In a recent interview, Ministry of Education Curriculum Specialist Minoru Wada suggested:

> . ..most Japanese don't want to try even such small changes. [The Assistant English Teacher JET program], then, makes a great impact on the [Japanese Teachers of English]. This is the first time they have to reconsider their ways of teaching English, and this is a key purpose of the Ministry of Education — to have some impact on Japanese teacher5 of English who don't want to change the way they teach. (LoCastro, 1988)

What, then, marks a good English teacher? A good English teacher should help students successfully meet their own expectations and the expectations of future teachers and employers. Reid (1988) point5 out: "All audiences have expectations. U.S. professors [and employers] also have expectations." However, Sumako Kimizuka's (1988) study of English students from various parts of the world concluded that though Japanese students had more years of preparation than their counterparts, they continued to have the most problems in interacting with native speakers. This inability to interact is invariably disappointing to and frustrating for students, teachers and prospective employers.

Successful use of English outside of the classroom depends directly on what Rivers and Temperley describe as "Autonomous Interaction" (197847). Autonomous Interaction refer5 to language use unsupported by either teacher or textbook exercises. The students must display more initiative and use higher-level conversation-structuring skills. As long as students feel they are in a classroom setting, they tend to assume the teacher is in charge and that the textbook will direct the course of their lesson. These assumptions prevent the students fmm practicing Autonomous Interaction.

To be successful in generating Autonomous Interaction, the teacher must stimulate genuine cross-cultural encounters. A parallel can be drawn to how an actor generates a new level of interaction when he steps off the stage and begins to speak directly to

people seated in the audience. The teacher must temporarily abandon the typical teacher role in order to **meet** the students on a person-to-person basis.

"A good English teacher should help students successfully meet their own expectations and the expectations of future teachers and employers."

The perfect teacher would have the eloquence of Dante's Ulysses in his final speech:

> 'Brothers,' said I, 'that have come valiantly
> Through hundred thousand jeopardies undergone
> To reach the West, you will not now deny
> To this last little vigil left to run
> Of feeling life, the new experience
> Of the uninhabited world behind the sun.
> Think of your breed; for brutish ignorance
> Your mettle was not made; you were made men,
> To follow after knowledge and excellence.'
> (Dante, 1950:136)

Inspiring and encouraging students should be natural to the personal type of relationship that the English teacher should have with each individual in the class. If the teacher is a native English speaker, every personal interaction will itself prove the importance of English conversation skills. If the teacher is Japanese, extra attention needs to be given to providing opportunities for natural interaction in English.

What is the Teacher Box?

The teacher box is that set of culturallv-defined stereotypes that govern classroom behavior. These stereotypes can ruin the type of relationship and interactions which lead to Autonomous Interaction. Especially destructive are assumptions that the teacher will display all the initiative in teacher-student relationships, and that all student efforts should be understood as oral examinations to be graded and corrected.

Breaking stereotypes naturally produces anxiety. Even the teacher who has come to Japan from a foreign culture soon finds it more comfortable to conform to student and school expectations than to break classroom conventions. Students become nervous as they realize they are expected to play a role that they have not taken in former classrooms. Teachers will worry about "control of the classroom" and administration response.

This anxiety must be overcome, however. The model of progressive education which John Dewey promoted in the United States sometimes provides a useful support to the teacher determined to resist the hierarchical and authoritarian approaches that hold back Japanese students. Whatever educational model a teacher adopts, it is essential to project confidence that these methods will produce more successful student use of English.

How does a teacher get out of the teacher box? The best way is by exerting efforts which extend beyond the scheduled class hour. (This does not necessarily involve a great deal of 'extra work. A little bit of well-conceived planning can accomplish a great deal of results.) Three approaches have been especially useful to this author.

Field trips are a regular part of the school calendar at many Japanese schools. These trips are one of the most effective means of breaking the normal classroom stereotypes — if they are used correctly. The teacher must participate in the activities along with the students; and native English speakers should be invited on the field trip with the students. The presence of native speakers should give the teacher opportunities to demonstrate English language conversation and to encourage student efforts in a non-judgmental environment. The teacher should make sure as many students as possible have the opportunity to participate.

Simply announcing local events which will be taking place in English can have good results for the motivated student. English-language newspapers tend to list many such events, and additional opportunities can be learned from native language speakers who are involved as missionaries or educators in the community. Although a few of these activities might be screened out as potentially dangerous, most native speakers in Japan display great concern for and interest in students who make the effort to participate in English activities.

Sharing a meal together with students, either in a restaurant or in the teacher's home, can also help break the teacher/student barriers. By remembering the subjects opened during these informal, out-of-classroom interactions, the teacher can continue to build a personal relationship with the students long after the meal has been forgotten.

One of this author's students illustrated the significance of nonclassmom interactions quite clearly. This student approached the author after class to explain her umbrella was accidentally taken by a student in a neighboring class. The circumstances in which the umbrella had been taken and the action that this student wanted the author to take demanded a level of English slightly beyond the student's normal abilities. More importantly, however, the student-initiated interaction and the successful completion of a real-life English task led to an amazing change in the student's approach to English. The student's English proficiency began to change dramatically after this relatively small incident.

Obviously a teacher can't arrange for all his or her students to lose umbrellas. A teacher can and should, however, plan for more personal contacts with students. Getting out of the teacher box helps students of English become users of English.

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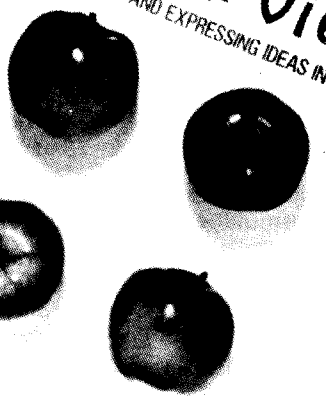

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My Share

Mario Rinvolucri, who conducted workshops in Kobe at JALT 88, shows the kind of activity that an inventive teacher can come up with to make language in real life the point of departure. Even if you decide that the level of difficulty here is too high for your classes, you should still find that this way of looking at things opens up all sorts of intriguing possibilities.

The family doctor or GP (general practitioner), who is the target of the questions, is the key figure in the British National Health Service. Everyone covered by the Service registers with a GP and would seek a new one either after moving to a new neighbourhood or if the current doctor is not satisfactory.

THE POWER OF THE QUESTION

By Mario Rinvolucri

It is people with authority over you that often ask you questions, people like doctors, teachers, parents, policemen. You suddenly become vividly aware of this if you imagine yourself being allowed to ask one of them a battery of questions, questions that would never normally be allowed. Here are some questions a person moving to a new neighbourhood might want to put to their new family doctor. If some of these questions seem irrelevant to you, just put a line through them.

1. Do you smoke?
2. Are you married?
3. How many hours a week do you spend keeping up with new medical information in the journals and on audio cassette?
4. Why did you choose to be a GP rather than a specialist?
5. How much training in psychiatry did you receive as a student?
6. How good are your relations with the consultants in the local hospital?
7. How good a listener are you?
8. If a case is grave, are you the kind of doctor who is ready to tell the patient the truth?
9. What advice do you give about sterilisation?
10. When a person has mental problems, do you offer them a listening ear or drugs?
11. Who should take medical decisions: the patient alter you have informed him/her of the alternatives; you after you have informed the patient of the alternatives; or you without informing the patient of the alternatives?
12. What is your own health record?
13. Under what circumstances would you reveal my medical record to others, such as relatives, employers, the police?
14. Which areas did you find most difficult in your medical studies?
15. How many children do you have?
16. Do you advise mothers to breast-feed or bottle-feed?
17. Do you give sick notes easily?
18. How much money do you make a year?
19 How much do you talk to your spouse about patients' problems?
20. Why did you decide to become a doctor?
21. How much are you affected by persuasive drug salesmen?
22. Do you think a lot of your work could be done just as well by nurses or less-qualified staff?
23. Do you drink?
24. Have you ever been accused of medical malpractice?
25. How open are you to criticism by patients?

This exercise has two aims. It demonstrates the power of the questioning by allowing questioners to be interrogated; and it gives rise to broken-up reading of half a page of relatively hard English. The student reads a sentence and has to make a decision, 'Would I want to put ***this*** question to my doctor?" Such salamified reading is much easier to cope with than a hefty half-page ofcontinuous prose.

A Counselling-Style Exercise

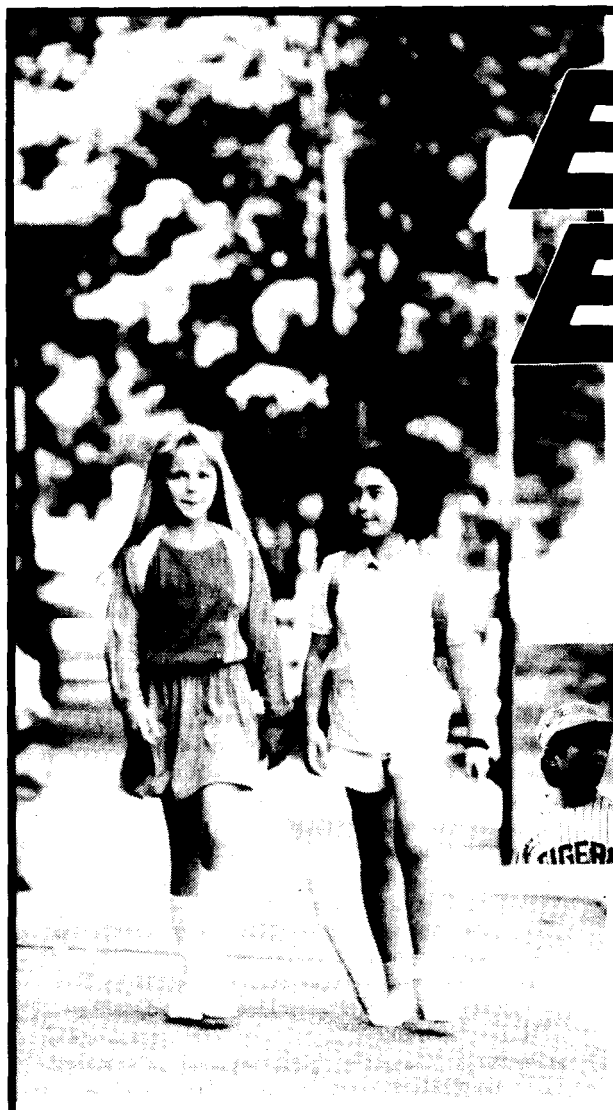
Another way to notice the power of the question is to allow answerers choice as to which questions they answer and to allow a breathing space before answering. In this exercise people work in threes. Person A asks the other two people as many questions as s/he can in one minute about a preordained topic. In the workshop at Kobe I gave the topic ***Feelings about Teaching.*** Persons B and C in the three listen to the questions as hard as they can and try to retain as many of them as they can. They do not write. When A has put questions for a minute, then B and C share two minutes in which they answer the ones they remember and want to tackle.

Alter people had experienced this technique and expressed the view that it might fail in Japan, we looked at ways of making it more acceptable here. One suggestion was to let the questioners prepare their questions in advance, and another was to choose a technical rather than a personal topic. With a group of engineering students, the topic could be a mechanical process. Voices were also. raised in the group against the "depersonalise for Japan" brigade. These people felt that Japanese students do respond well to person-centred exercises, provided necessary groundwork is done first.

Aggressive Questioning

That questioning can be a joyous form of aggression becomes clear in the story-stopping exercise that follows. Organise the students into groups of six to eight. Each group needs a pushy story-teller ready to tell a light-hearted story. The group's task

(cont'd on page 47)



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JALT UnderCover

LISTENING. Anne Anderson and Tony Lynch. Oxford University Press, 1988. ix + 150 pp.

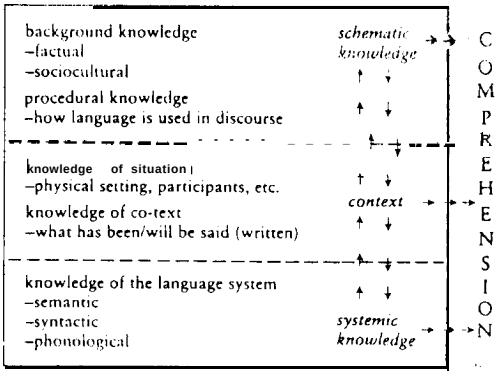
Have you been intimidated by your school's language lab? Are you expected to teach courses in listening? Have you inherited a listening textbook and a series of cassettes that you can understand but cannot evaluate? Do you wonder if listening can be taught? A new book, ***Listening,*** furnishes readers with a perspective from which to discuss these questions, and also supplies a good many answers.

In ***Listening,*** Anderson and Lynch combine current research in both LI and L2 listening comprehension with an axiom: "Any pmgramme intended to teach either an area of knowledge or a skill must involve the principled selection and ordering of materials or activities" (p. 44). Using their interpretation of research findings, the authors have designed and supervised the teaching of graded LI and L2 listening programs — and evaluated the results. This book shows those results, and gives lesson-by-lesson suggestions to us, so that we can create our own listening programs.

Most teachers agree, broadly, that students improve L2 ability incrementally -they add a little bit to their L2 knowledge every time they study. Some observers have argued that students increase L2 skills by processing L2 input which requires slightly more advanced skills than they posssess. If this input hypothesis is correct — if acquisition takes place when L2 material is supplied at "Present Level + 1" — one practical question is "How do we determine what goes into 1?" At JALT '84 Stephen Krashen, who supports this theory, admitted that designing a curriculum to fit the input hypothesis would take a great deal of time and effort.

Anderson and Lynch have taken the time and effort. After examining the research, they established a model for listening comprehension that combines 'schematic knowledge," "content," and "systemic knowledge." For example, the input fmm a narrative could be 'I opened the chest, and within it I found over a hundred gold zlotys." "Zloty" is the unknown word, but students figure it out: 1) because this is a pirate story ('schematic knowledge" prepares us for hidden treasure in pirate stories); 2) gold wins have been mentioned earlier in the narrative, and the search is for the booty of Polish pirates (the "context" of the statement); and 3) students understand the vocabulary, sounds, and syntax ('systemic knowledge") of 'I opened the chest, and within it I found over a hundred golden __s."

This diagram, reprinted from the book (p. 13), shows their model.



The diagram is in harmony with "interactive" models of reading comprehension, in which 'higher-order skills" (using Schemata" and interpreting fmm context) are at least as important as "lower-order skills" (systemic knowledge).

The authors decided, from research, that 'listening strategies" were more important than systemic knowledge for students past the early stages of L2 learning. Strategies included interrupting, asking for more information, disambiguation, resolving contradictions, and recognizing when information is inadequate. In their pilot program (which they observed but did not teach), the authors found "with varying amounts of effort in discussion, questioning, and replaying of the tapes, the three groups at widely differing levels...coped with problems such as ambiguous or underspecified descriptions" (p. 105).

Anderson and Lynch have examined numerous course books which try to teach English 'listening," but none of the texts really orders input by

(cont'd on page 49)

My Share *(cont'd from page 45)*

is to hold the story-teller up by asking as many crazy questions about the story as they can and bog him/her down in detail. The teller must answer all the questions, however curtly, and try to carry on telling the story. In Kobe, 150 of us had great fun on Oct. 8 disrupting other people's stories! (This is a technique I learned from Andre Fonck in Belgium.)

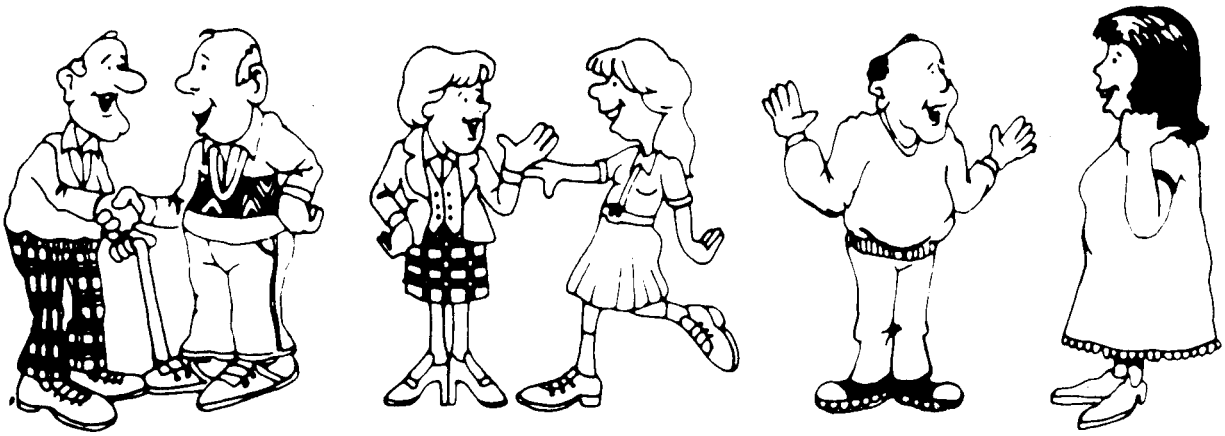
Mario Rinvolucri is consultant for the planned Pilgrims-Longman teacher resource book list and for Practical English Teaching. ***He is co-author,' with John Morgan, of*** The Q Book, ***which is about ways of getting people to read, speak and write motivated questions. [More about Mr. Rinvolucri on p. 10-Ed.]***

. . . . .

As language teachers, we all come up with our share of ideas and activities we also use our share of ideas from oter teachers. Articles dealing with activities for classroom appliction should be submitted to the My Share editor Isee p.1). Artic*ks *should be based in principles of modern languge teaching and must follow JALT manuscript guidelines. Please include a 25- to 30-word biographical statement.

How Do You Like to Study?

SIDE BY SIDE



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(cont'd fmm page 47)

degree of difficulty. Borrowing a model from Brown and Yule (1983), they specify four areas which may be used to determine difficulty — and thus to establish grading criteria:

speaker – number of speakers, speed of speech, accent

listener – eavesdropper or participant, required level of response, individual interest in the topic

content – grammar, vocabulary, information structure, assumed background knowledge

support — physical objects, visual aids (including video), and printed texts. (p. 94)

Earlier texts fail to order material properly because their authors define "difficulty" in terms of unknown vocabulary + difficult syntactic structures. Exercises in earlier texts, therefore, introduce new vocabulary items and increasingly difficult syntactic structures. Students prove they have mastered the material by answering detailed questions in a multiple choice format (e.g. What did Helen think she was going to do before she heard the first soldier's comment?").

However, the authors point out clearly, when native speakers listen in the real world, they rarely intend to memorize the details of another's speech. In fact, goals are wide-ranging. One may listen to the music on a radio in order to turn it up when the news comes' on, and one may listen to the tone of a friend's voice to decide if she is serious about a request. Such skills are the object of "teaching listening," which is quite different from *testing listening."

The book is good, first, because it does its job in very few pages. Seventy of the 160 pages are devoted to concrete "tasks" that require the reader to answer questions or prepare listening materials. In all, there are 112 of these tasks. The reader mav find the approach overly didactic, and may be frustrated when a complex question is not subsequently answered by the authors. However, the authors have the best of intentions — to make readers critically sensitive to 1) listening text materials and 2) teacher/student behavior within the listening classroom. Finally, in the last 20 tasks, the book provides readers (and textbook writers) with a concrete program and a method of creating new listening materials.

The strongest criticsm I can make is that the book is too short to support its broad generalizations (e.g. that all current listening programs fail to grade materials according to accurate criteria of difficulty). However, brevity makes the book's argument quite clear. The program described in the book depends, to some extent, on small classes with highly motivated students from diverse language backgrounds. Teachers must be adaptors, though, and the program seems worth adapting.

Reviewed by Charles B. Wordell
Nanzan University

Reference

Brown, G., & Yule, G. **1983.** ***Teaching the Spoken Language.*** **Cambridge University Press.**

❋

A GUIDE TO LANGUAGE TESTING: Development, Evaluation, Research. Grant Henning. Newbury House, 1987.

Beware of books that confess either, 'The present volume began as a synthesis of class notes for...," or, "mastery of these concepts and techniques is not required to become an effective practitioner...." Such books often include great amounts of information explaining the theory behind elements that you may never have wondered about. If you give *A Guide to Language Testing* a thorough reading, you will find some wonderfully helpful ideas. In the process, however, you will also end up taking a typical college-level statistics course with some ESL illustrations thrown in to justify the production of a new book

The most useful sections of this book tend to be the first and last chapters. Chapter 1 raises the question, Why are we giving this test?" As busy teachers, we often find ourselves doing that teacher-activity — passing out a test — without critically reflecting on the goals and purpose. Henning goes further than just asking the question; he suggests some relationships between test-purpose and the type of test we should be using. His analysis is a great help to teachers who find themselves confronted with the "This is a highly respected, important standard test, so we need to start using it" type of argument. Henning shows clearly that any test is useful for the purpose for which it has been designed and not for other purposes. Chapter 8 gives some information on how to adapt and create a test for your own purposes. (Though be warned that you will not want to attempt this without a suitable computer and software.)

Chapter 2 contains handy explanations of some of the most common testing vocabulary. On page 14 you find a checklist giving ten variables to be considered before adopting any test for use in an educational program. Tools like these will help the teacher communicate with testing experts and publishers. The confidence that this book gives can also help teachers hold their own rather than simply agreeing to whatever the authorities decree.

The cost of the entire book will be more than justified for any teacher who reads and uses chapter 4. I remember clearly the many teachers I had during my own student years who did not know how to write appropriate test questions. In five pages of relatively simple instructions, Henning gives the most important keys to writing good test questions.

If you are in a position to have access to an appropriate computer and software, and have the responsibility for developing testing for an ongoing program, then the rest of the book is important. (Although understanding the mathematical formulae will be less vital than being able to use the different procedures correctly.) A number of mathematically oriented people end up arming themselves with numbers and statistics without any concept of their significance or relevance. (By the way, Henning will also teach you the statistician's definitions of

(cont'd on page 51)

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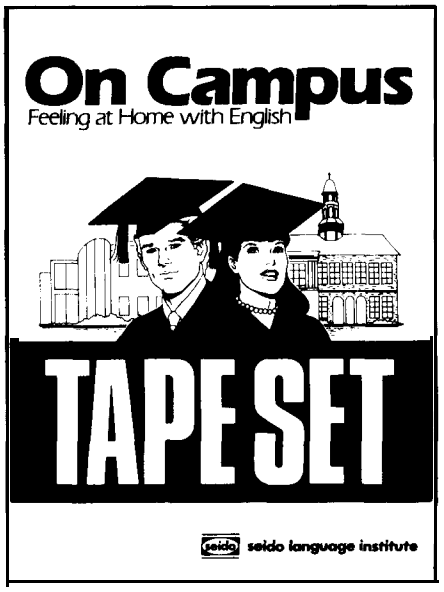

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(cont'd from page 49)

"significance" and 'relevance.") Chapter 10 will again be helpful in furnishing some clues on how to judge the success of the teaching program you are running.

If Henning were to write a second book, I would hope that he would address the social and political significance of test systems like the English testing on Japan's college admission tests. I also hope that he might provide some reviews of some of the most important standardized tests in use for ESL/EFL today. Henning's emphasis on relevance and purpose in testing raises major questions on these subjects. Meanwhile, if you are interested in where tests come from and how to make your tests better, this text is for you.

Reviewed by Hugh Rutledge
Kanda Institute of Foreign Languages

ENGLISH GRAMMAR IN USE. Raymond Murphy. Cambridge University Press, 1985 (amended 1986). 328 pp.

This book is subtitled "a self-study reference and practice book for intermediate students"; and the introduction solemnly warns that it is **not** suitable for elementary students. If this sounds dreadfully dull, prepare for a pleasant surprise; ***English Gmmmar in Use*** is an excellent, astonishingly clear and systematically ordered book which is as useful to the classroom teacher as it is to the diligent student puzzled by such thorny questions as the difference between 'I did' and 'I have done,' and the grammatical differences between British English and American English.

There are two versions of the book: a self-study version containing model answers neatly arranged at the back, and a classroom edition which omits these. (This arrangement presupposes that only very highly-motivated students will purchase the former version independently and thus consistently outshine the rest of the class.)

What is especially heartening about ***English Grammar in Use*** is that it addresses areas of difficulty most similar texts ignore or gloss over: there are 130 two-page units grouped under 13 headings and all — or most all — our betes noires are to be found somewhere or other.

Not that ***English Grammar in Use*** is exhaustive. It isn't. I searched in vain for "...in January he will have been studying for a year"; but one can't hope for everything in a book small enough to use as a class text. Teachers for whom English is not their native language will welcome this book. The NHK English course might believe that "You are taller than I" is correct usage, but Murphy — quite rightly — insists on current educated usage. Every school or college should have at least one copy.

Reviewed by Bill Corr

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 mark (!) indicates third-and-final notice this month. **All final-notice items will be discarded after April 30.**

CLASSROOM TEXT MATERIALS/ GRADEDREADERS

***Byrne.** *Just Write! Visual Materials for Project Work* **(Student's book, Teacher's book). Macmillan, 1988.**

***Fathman & Quinn.** *Science for Language Learners.* **Prentice Hall Regents, 1989.**

***James.** *Write It Down* **Holt, Rinehart & Winston, 1987.**

***Kane1 & Arima.** *What's Going On in English.* **Eihoosha, 1988.**

***Markline, Bmwn & Isaacson.** *Thinking on Paper: A Writing Process Workbook* **Holt, Rinehart &Winston, 1987.**

***Ohyagi et al.** *Living English in a British Family – The Secret Diary of Adrian Mole Aged 13-3/4* **(Video, Cassette tape, Student's book, Teacher's book). Seibido, 1989.**

Abdulaziz & Stover. *Academic Challenges in Reading.* **Prentice Hall Regents, 1989.**

Curry & Cray. *Strictly Academic A Reading and Writing Text.* **Newbury House, 1987.**

Dennis. *Experiences: Reading Literature.* **Newbury House, 1987.**

Dunkel & Gorder. *Start with Listening: Beginning Comprehension Practice* **(Student's book, Cassette tape). Newbury House, 1987.**

Eckstut & Scoulos. *Real to Reel: Reading and Listening* **(Student's book, Cassette tape). Newbury House, 1986.**

Genzel & Cummings. *Culturally Speaking.* **Harper & Row, 1986.**

McCallum. *Brief Encounters: A Practice and Activities Book for Intermediate ESL/EFL Students.* **Newbury House, 1987.**

Rooks. *The Non-Stop Discussion Workbook,* **2nd ed. Newbury House, 1988.**

Rufner. *Americana Articles 1 & 2: Reading the Culture.* **Newbury House, 1982.**

Ward & Lonergan. *New Dimensions 3* **(Student's book, Workbook, Teacher's book, Cassette tapes). Macmillan, 1988.**

Zanger. *Face to Face: The Cross-Cultural Workbook* **Newbury House, 1985.**

!Lindop & Fisher. *Someting to Read 1* **Cambridge, 1988.**

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

***Alderson, Krahnke & Stansfield.** *Reviews of English Language Proficiency Tests.* **TESOL Publications, 1987.**

***Brown.** *A World of Books: An Annotated Reading List for ESL/EFL Students.* **TESOL Publications, 1988.**

***Devine, Carrel1 & Eskey.** *Research in Reading in English* **os a Second Language. TESOL Publications, 1987.**

***Fromkin & Rodman.** *An Introduction to Language,* **4th ed. Holt, Rinehart, Winston, 1988.**

***McArthur, ed.** *English Today* **(Journal), July 1988.**

'Robinson. *Academic Writing: Process and Product* **(ELT Documents: l29). Modem English Publications, 1988.**

Gleason. *You Con Take It with You: Helping Students Maintain Foreign Language Skills Beyond the Classroom* **(Language in Education: Theory & Practice 71, CAL Publication). Prentice Hall Regents, 1988.**

Lowe & Stansfield, eds. Second Language *Proficiency Assessment: Current Issues* **(Language in Education: Theory & Practice 70, CAL Publication). Prentice Hall Regents, 1988.**

Nunan. *Syllabus Design* **('Language Teaching' Series). Oxford, 1988.**

Wright. *Roles of Teachers & Learners* **("Language Teaching" Series). Oxford, 1987.**

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. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies of 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:

Bacheller. *Start Writing.*
Barnlund. *Communicative Styles of Japanese and Americans.*
Boardman & Holden. *English in SchooL*
Bowers, ed. *Language Teacher Education: An Zntegmted Programme for EFL Teacher Training.*
Bradford. *Intonation in Context.*
Brieger & Comfort. *Technical Contacts.*
Byrne. *Garibaldi: The Man and the Myth.*
Carter & Long. *The Web of Words.*
Celce-Murcia & Hilles. *Techniques and Resources in Teaching Grammar.*
Chaudrun. *Second Language Classrooms*
Clark. *Curriculum Renewal in School FL Learning.*
Clark. *Language Learning Cards.*
Doff. *Teach English.*
Dunn & Gruber. *Listening, Intermediate.*
Fries. *Toward an Understanding of Language*
Geddes. *About Britain.*
Greenhalgh et al. *Oxford-ARELS Preliminary Handbook*
Grosse & Grosse. *Case Studies in International Business*
Ingram & King. *From Writing to Composing.*
Johnson & Johnson. *General Engineering.*
Kirino et al. *Eigo Hatsuon Handobukku*
Levine et al. *The Culture Puzzle.*
Live. *Yesterday and Today in the USA.*
McKay & Wong. *Language Diversity.*
Mugglestone et al. *English in Sight.*
Newby. *The Structure of English.*
Nunan. *The Learner-Centered Curriculum.*
Orion. *Pronouncing American English*
Pattison. *Developing Communication Skills.*
Peaty. *AllTalk.*
Pickett. *The Pizza Tastes Great.*
Prahhu Second Language *Pedagogy.*
Rooks. *Share Your Pamgmph.*
Rutherford & Sharwood-Smith. *Grammar and L2 Teaching.*
Sanabria. *A Picture's Worth 1000 Words.*
Sangyoo Nooritsu Tankidaigaku Nihongo Kyooiku Kenkyuushitsu Hen. *Koogi o Kiku Gijutsu* **(Japanese for specific Purposes).**
Scowl. *A Time to Speak.*
Sheldon, ed. *ELT Textbooks and Materials: Problems in Evaluation and Development.*
Shortreed & Kelly. *Significant Scribbles.*
Strong, ed. *Second Language Learning and Deafness.*
Yalden. *Principles of course Design for Language Teaching.*
Willis & Willis. *The Collins COBUILD English Course.*
Yates. *Earth Sciences.*
Zion et al. The "Open Sesame" Series.

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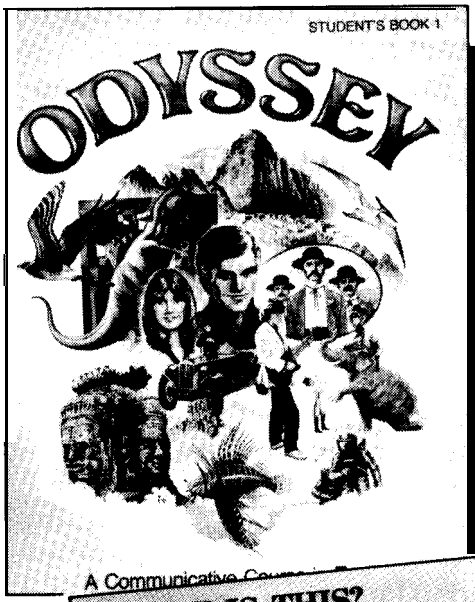

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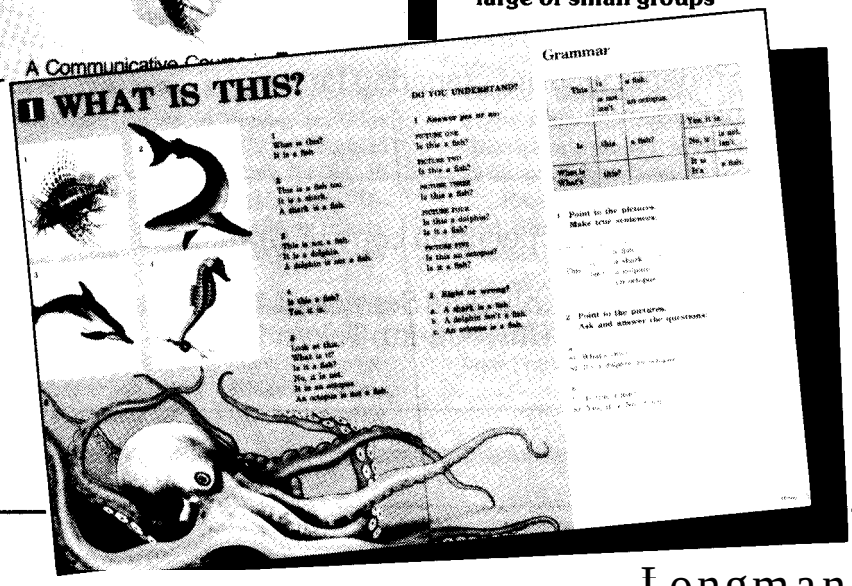

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For more information contact Heather Saunders at Longman Penguin Japan Company Ltd., Yamaguchi Building, 2-12-9 Kanda Jimbocho, Chiyoda-ku, Tokyo 101. Tel: 265 7627.

Chapter Presentation Reports

Reports written in English on chapter presentations should be **sent to co-editor Ann** Chenoweth, **those written in** *Japanese should be sent to the Japanese Language editor (addresw, p l). They should reach the editors by the first of the month preceding desired oublication. although actual publication dates may vary due to space limitations.*

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

FUKUOKA

DRAMA AND LANGUAGE LEARNING

By Richard Via

Richard Via, the father (or grandfather) of the use of drama techniques in language teaching and learning (the author of ***English in Three Acts)*** presented a full-day workshop at the July meeting.

Via set the philosophical stage by defining drama as "communication between people" and theater as something which is "concerned with the individuality of the individual." Language, he noted, is something which "has to be inside of you." Via then demonstrated various techniques that could be used to help students express their own feelings in a foreign language. These included techniques for relaxation and observation (including lip exercises, mirror activities, memory exercises and gesture exercises), "talk and listen" (an acting technique for learning lines and developing listening skills), and the use of different tones of voice during a dialog (to show the effect that the changing of tone has on meaning).

Via spoke of the "Magic IF" of language learning — an adaptation from the director Stanislavsky's chart for actors. The Magic IF means that, while language learners should be aware that they will be playing different roles, they should imagine how they themselves would say something if they were in a particular situation rather than trying to act like someone else. The day was a worthwhile one for those attending, with many teachers picking up ideas that were applicable to their classes, and all receiving a lot of thought-provoking input on the nature of language, and of language teaching and learning.

4TH ANNUAL GOLDEN SEMINAR

By Don Maybin

Don Maybin, of the Language Institute of Japan, gave three lively and practical presentations at the fourth annual Golden Seminar, held Sept. 24-26. In the first, entitled "Motivating Students and Tired Teachers," participants were shown how 'pressure techniques" — such as teams and points, time limits, noise, and blindfolds — could be used to provide immediate, concrete goals to create or enhance motivation in the classroom. The second presentation, 'Techniques for Developing Oral and Aural Skills," centered around the teaching of macro and discrete listening skills, comprehension and production of stress and intonation, and the production of problematic English sounds. Mirrors, a sock, a 'Top 20" radio broadcast, and hand gestures (to demonstrate tongue and mouth position) were among the novel tools used. In the third and final presentation, "Exploring the Promise of Team Teaching," Maybin emphasized the need for close cooperation between the LT (local teacher) and the VT (visiting [foreign] teacher) in planning and carrying out team-teaching lessons in Japanese schools. As an example, a lesson which he had used successfully, entitled 'Good and Bad Questions," was presented and discussed.

Although each of the presentations had a different focus, there were some pervasive themes that ran thmugh them: an emphasis on macro-level communication strategies as a framework for overall language development; the importance of developing those aspects of language which are most useful or interesting to the students; and the need to work within given classroom limitations. Maybin's presentations provided participants with a repertoire of effective and adaptable techniques for immediate classroom application.

Reported by Fred Anderson

HIROSHIMA

FA LA LA LA LANGUAGE — CONDUCTING A CHRISTMAS CLASS

By Don Maybin

Does the holiday season always sneak up, leaving you at a loss for ideas for the last class of the year, the Christmas class? Do you wonder if Christmas activities are really worth the time and effort? At the December meeting, Don Maybin, Community Program Supervisor at the Language Institute of Japan, Odawara, demonstrated that holiday activities do not have to be 'one-shot" lessons when they are based on language activity ideas which can be adapted for any time of the year.

He began by asking us to keep three points in mind: 1) Be critical — how can I use it in my own class? 2) Introducing a new idea — give it three chances. 3) Comments — learn from the sugges-' tions people make.

In conducting a Christmas class, Maybin transformed seasonal favorites such as making egg nog, collecting Christmas cards, making decorations, and listening to and singing Christmas songs into familiar language activities such as charades, using pictures to tell stories, making objects by following instructions, music listening cloze, TPR, jazz chants, and drama. He mentioned that teachers should choose activities which they them-

(cont'd on page 57)

PHR Is Proud to Present

The 3-D Approach to English

by Steven J. Molinsky and Bill Bliss

authors of *Side by Side*

The tri-dimensional syllabus approach offers simultaneous practice with one or more of functions, the grammatical forms needed to express these functions and the contexts in which the functions and grammar are used.

Special features:

- Wide range of realistic contexts.
- Interchange activities for guided role plays.
- *Scenes and improvisations for reviewing what has been practiced in previous lessons.
- index and inventory of functions and structures.
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(cont'd from page 55)

selves feel comfortable with.

Student-contmlled tape recorder, use of a timer, asking for volunteers to volunteer others, and foot-tapping echo repetition practice were some of the memorable features of his lively presentation. Teachers who have an assortment of flexible activities on hand which can be adapted accordingly can continue the "Tis the season to be jolly" mood throughout the new year.

Reported by Ian Nakamura

NAGASAKI

RAINBOW SEMINAR

On Oct. 29 and 30, the Nagasaki chapter sponsored its first mini-conference, the Rainbow Seminar. The main speaker, **Marc Helgesen,** in 'The Whole is Greater Than Some of the Parts," spoke on fluency vs. accuracy distinctions and demonstrated many interesting activities for the classroom. Following him, **Eamonn O'Down** (Nagasaki Junior College of Foreign Languages), in "Pronunciation Inside Gut," spoke about a variety of techniques in making students aware of pronunciation problems. **Sheila Miller** (Kwassui High School), in "Getting Students to Speak: It's Not Impossible," spoke on the importance of establishing a comfortable learning atmosphere in encouraging students to use English in the classroom. She also shared many useful ideas and activities. The next day began with a panel discussion presented free of charge to any college or high school students interested in becoming teachers. The panelists, **Katsunobu Shiina** (Kaisei High School), **Yukitaka Mikuriya** (Nishisonogi High School), and **Yoko Morimoto** (Kwassui Women's College), spoke in Japanese about such topics as teacher training, where TESOL training is available, what problems and decisions they may be facing as teachers, etc. After this discussion, Helgesen continued his presentation with a discussion on the problems in large classrooms. He shared many activities and strategies geared towards coping with the problems. In the final wrap-up, "Beyond Monday," he showed and discussed how what had been presented at the mini-conference could be adapted to our classrooms.

Reported by Sheila Miller

OSAKA

THE PROMOTION OF EXTENSIVE BEADING IN THE CLASSROOM

By Beniko Mason, lnternational Buddhist University Junior College

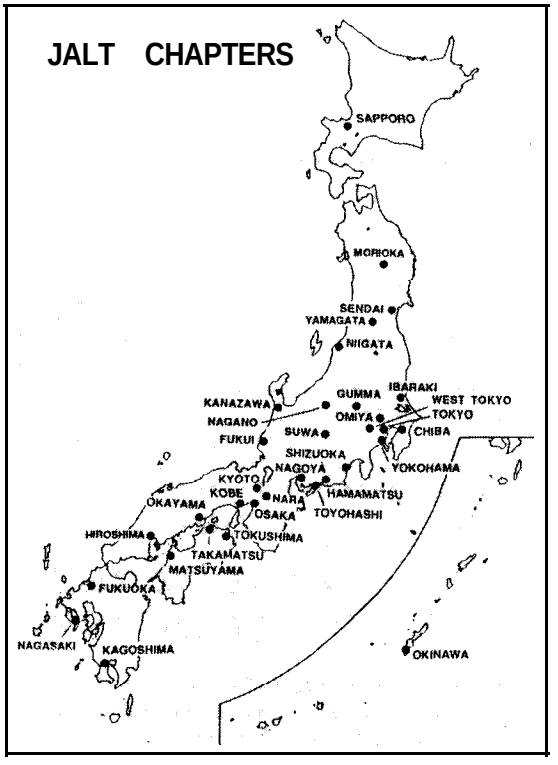
It's difficult to get students to read. How much reading is appropriate? Extensive reading can be done outside the classroom. It becomes monotonous.

At our December meeting, Beniko Mason stated these reasons are no longer obstacles to an extensive reading class. Now books are available to allow students to be successful. In addition, she has discovered an amount of reading she believes is appropriate. First year students are required to mad 50 books a semester. They start with graded readers at 300- to 600-word level. These books are about 20 pages long. With many pictures and illustrations, sometimes only 10 pages have words. Second year students are required 2,000 pages a semester. Some may not reach their goal, but she has found it works better than assigning them only a certain number of books.

Mason is a firm believer in doing extensive reading in the classroom. First, Japanese students haven't done it before, so they need the guidance. It allows the teacher an opportunity to check their reading. She can see how fast they're reading and evaluate their comprehension. Students do pair work, one student explains the story and the other asks questions. Class time is also spent motivating students.

The enthusiastic comments by students about reading indicate the program is working. When I finish a book I feel very good." 'I kept reading because I felt confident." "The more you read, the better you become."

Reported by Della Davidson



No Chapter in Your Area?

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

YOKOHAMA

BEE-BOP-A-LOO-BOP

By Don Maybin and Roger Davies

At our November meeting, we were treated to the stereo-sound presentation of Don Maybin and Roger Davies entitled "Bee-bop-a-loo-bop." They demonstrated the importance of stress and intonation in spoken English through a variety of rhythm and beat-based techniques they use in their classes.

Davies presented what he calls "Echo Songs," which he defines as "short segments of language that students sing immediately after the teacher in rhythm-controlled situations." He demonstrated the technique by turning our meeting into a French class. We enjoyed reciting the alphabet, some numbers and vowel/consonant combinations in French, echo-song style. Davies sang a few letters (or numbers) in phrases, as if they were the lyrics to a song. He accompanied these with gestures. We echoed the language, tunes and gestures phrase by phrase. The songs also included some nonsense phrases like "shoo-bop-dee-wop" or "ah-shoe-bee-do-wah." Because the language was arranged in phrases and combined with melodies and gestures, we practiced potentially dull foreign language drills painlessly. Echo songs can be used with any number of students at any level.

Maybin demonstrated other musically based materials which reinforce features of spoken English as well as encourage student creativity. In one such activity, the students listen to an original song called "My Girlfriend from Outer Space," a duet previously recorded by the instructors. While listening, the students try to draw what they imagine this "girlfriend" looks like based on the song's description. To give you some idea of what the pictures might look like, here is the first verse of the song:

A: She's got five pink eyes
And her hair is blue.
B: Five pink eyes!
A: And her hair is blue.
She's got yellow hearts.
B: You said "hearts"?
A: She's gut two!
She's my girlfriend from outer space!

There's a second verse and finally, the students are asked to write the third verse together in pairs or in small groups. At our meeting, Maybin divided us into small groups and after composing the concluding verse, each group offered its rendition to the other groups. Irving Berlin, eat your heart out!

Reported by Suzy Nachtsheim

Bulletin Board

Please send all announcements to this column to Jack Yohay (address, p. I). The announcements should follow lhe style and format of TLT and be received by the first of the month preceding publication.

CALL FOR PAPERS
Tokyo/West Tokyo JALT Spring Conference
May 28.1989
"Fresh Ideas for Language Teaching"

We are soliciting papers (in English or Japanese) which deal with practical ideas for language instruction. Send by April 1 a brief abstract (50-100 words in English or 200-400 characters in Japanese) plus a short biographical statement to Tokyo/West Tokyo JALT Spring Conference, c/o University of Pittsburgh ELI, 2-6-12 Fujimi, Chiyoda-ku, Tokyo 102. Applicants will be notified of the status of their proposals by April 30. For further information, call David Wardell or Steve Brown, 03-238-0531.

CALL FOR PAPERS

The Language Teacher will have a special issue on teachers' role in April, 1990. Well-written articles in and outside of ELT are welcome. Contact the guest editor, Naoko Aoki, Sanno Junior College, 6-39-1 5 Todoroki, Sctagaya-ku, Tokyo 158.

CALL FOR PAPERS
TESL CANADA
Calgary, November 24.1989

Detailed proposal forms are available from Laura Ho, TESL Canada '89 Proposals, Dept. of Secondary Education, University of Alberta, Edmonton, Alberta T6G2E2, Canada. Submission deadline May 1; for a 15-minute "minno" (mini-innovation) Sept. 1. Workshops, panel discussios 110 minutes: papers 25 or 50 minutes. 'Language Development in the Canadian Community' is the conference theme.

CALL FOR PAPERS
Language & Learning: Theory into Practice
Changchun, P.R.C., July 17-22,1989

For this first international conference on language and learning in the People's Republic of China, papers are solicited in: second/foreign language learning; TESL, linguistic communication and disorders; computers and language teaching; language assessment, neurolinguistics; language policy; language, society and culture; child language development; the teaching of Asian languages; and language, literacy and education. Various cultural activities will be organized in conjunction with the conference such as visits Lo open markets, factories, ancient palaces, historical relics, art centrcs, schools, sports centres, etc.

Submit abstracts by April 15 to: Prof. Liu Yongbing (Convenor), Jilin University of Technology, Changchun City, Jilin Province, The People's Republic of China; or Dr. Darrell Fisher and Dr. Thao Le (Co-convcnors), Department of Adult Learning and Postgraduate Studies, Tasmanian State Institute of Technology, P.O. Box 1214, Launceston, Tasmania, Australia 7250; tel. 003-260252, 03-260263.

1989 CCTS SPRING SEMINARS
Intercultural Communication for Language Teachers

Dr. Dean C. Barnlund, professor of Communication Theory and Interpersonal and Intercultural Communication at San Francisco State University and author of ***Public and Private Self in Japan and the United States*** (Simul Press) and ***Communicative Styles of Japanese and Americans*** (Wadsworth, 1988), will conduct two-day seminars which provide participants with an in-depth understanding of theoretical perspectives for intercultural communication and help develop deeper insights into the field.

Introductory: Kokusai Bunka Kaikan, Tokyo, March 18-19 (Sat.-Sun.), Niijima Kaikan, Kyoto, March 24-25 (Fri.-Sat.)

Advanced (as above): Tokyo, April l-2 and 8-9 (Sat.-Sun.)

Time: 9:30 a.m.-5 p.m.

Each seminar 25 people only. To apply send a postcard listing your name, address, telephone number, your job, workplace, and the date of the seminar you wish to attend to: S. Araki, Cross-Cultural Training Services, 6-8-10-206 Matsubara, Setagaya-ku, Tokyo 156. Tel.: 03-327-1866.

S.A.P.L. TRAINING

Three training seminars in Self-Access Pair Learning, led by Nicolas Ferguson, Director of the C.E.E.L. in Geneva, and recommended for anyone who wishes to use ***Threshold*** language learning materials: **The Introduction to S.A.P.L.** -March 13-17, I-House in Roppongi, Tokyo; March 21-25, Ohbayashi Biru near Temmabashi, Osaka. A two-day **follow-up** for those who have previously undergone training and would like to be brought up to date on how to set up and operate a language learning "Mediatec": Osaka, March 19-20, same site. Info: Didasko at 06-443-3810.

TEMPLE UNIVERSITY JAPAN
Distinguished Lecturer Series

Feb. 18-19 (Tokyo), 25-26 (Osaka): ***Curriculum Design and Evaluation,*** James D. Brown, Univcmityof Hawaii

March 18-19 (T), 25-26 (O): ***Research and Language Teaching,*** Teresa Pica, University of Pennsylvania

All workshops Saturday 2-S p.m., Sunday 10 a.m.-5 p.m. at TUJ, 1-16-7 Kami Ochiai, Shinjuku-ku, Tokyo 161, 03-367-4141; Kyowa Nakanoshima Bldg. 2F, l-7-4 Nishi-Temma, Kita-ku, Osaka 630, 06-361-6667.

JALT members and others unable to enroll formally may attend the Saturday 2-5 p.m. portion of any course at special low fees.

NEW TOKYO STUDY GROUP

A new study group of teachers will meet every Friday evening in February from 8 to 10. The text for these four workshops will be *The Learner-Centred Curriculum* by David, Nunan (CUP, 1966). Bring your own book. There will be no charge; any interested teacher is welcome. The location is University of Pittsburgh ELI, two blocks from Iidabashi Station, east exit. For information call Steve Brown or Dale Griffee: 03-238-0531.

JALT MEMBERS TAKE ACTION TO END WORLD HUNGER

Last summer, JALT member Julian Bamford cycled down Japan for the third time to publicise the idea of ending world hunger. He also invited people to sponsor him for the 3,000 kilometers he rode, his goal being to raise Y6 million for development projects to end the mal- and undernutrition that relentlessly kills 35,000 people a day in poor countries. In response, members in Sendai, Yamagata, Omiya, Toyohashi, Nagoya, Kobe, and Okayama pledged a grand total of \115,240. Still others sent in donations individually. This money, together with the rest of the \6 million, was handed over to six non-governmental organizations in December (see photo). It will make a life-and-death difference in the lives of people in Bangladesh, the Philippines, and three parts of Africa. Marc Helgesen, Steve Brown and Julian all say a big thank you to everyone who took part in this year's action. For information on last or this year's ride, call 0466-33-7661.

Last Dec. 9, at the Bicycle Culture Center in Tokyo. after handing them the proceeds of his summer cycle ride, Julian Bamford poses with representatives of groups with ending-hunger projects around the world.

Meetings

Please send dl announcements for this column to Jack Yohay (address, p. 1). The announcements should follow the style and format of TLT and be received by the first of the month prededing publiction.

CHIBA

Topic: Beyond Comprehension-Interactive Reading Strategies
Speaker: Charles Sandy
Date: Sunday, February 19th
Time: 1-4 p.m.
Place: Chiba Chuo Community Center
Fee: Members, free; non-members, \500
Info: Bill Casey, 0472-55-7489

This presentation on reading strategies will look at ways to go beyond simple comprehension questions in order to increase the • interaction between students and texts. Different models of cognitive processing will be examined along with the teaching methods that these models suggest to the instructor. The presenter will argue for an interactive approach to reading based in part on the idea of "strategic interaction."

Chuck Sandy (MA., University of West Virginia) is the program manager at Kanda Gaigo Gakuin, where he does research on reading and reading theory.

FUKUI

Topic: Transfer, Overgeneralixation, Simplifcation in SLA A Case Study in Japan
Speaker. Hideyuki Takashima
Date: Sunday, February 19th
Time: 24 p.m.
P{lace: Fukui Culture Center (Housou Kaikan 5F)
Fee: Members, free; non-members, \500
Info: Kuniyuki Oshita, 0776-36-8725

This paper is a continuation of a follow-up study on the language acquisition of a g-year-old Japanese child learning English as a second (rather than a foreign) language in Japan over a one-year period. Along with daily observation (diary study) and monthly video-taping, the Bilingual Syntax Measure (BSM) and extended version, BSM 11 are used to compare results from one year to the next. The principal aims are to determine (1) how much (or how little) of the language the child has been able to learn in light of the overwhelming exposure to the mother tongue, Japanese, and (2) what affects the growth or deterioration of the language development.

Hideyuki Takashima (M.Ed., Hiroshima University; MA., UCLA) teaches English at the Hyogo University of Education. He has published several papers on his research.

FUKUOKA

Topics: 1) Japanese-Americans Teaching English in Japan
2) Teaching "Third" Foreign Laguages in Japan
Speakers: 1) Randal J.K. Uehara
2) Brian T. Quinn
Date: Sunday, February 26th
Time: l-5 p.m. (Uehara l-2:30; Quinn 3-4:30; General Discussion 4:30-5)
Place: Iwataya Community College (Tenjin Center Bldg. 14F)
Fee: Members, free; non-members, \1,000 (for one or both sessions)
Info: JALT-Fukuoka, 092-761-3811
Fred Anderson, 0940-36-7594

The two featured speakers will discuss problems in cross-cultural interaction and language education not often addressed by JALT. Open discussion will be encouraged during both presentations.

Randal Uehara will address the issue of Japanese-American teachers of English (JATEs) in Japan. He will look at the challenges of foreigners in Japan in general, at the unique challenges of JATEs, and at rational responses to the challenges. Fundamental to the presentation will be ideas related to self-perception, self-measurement, rationality, personal choice and personal responsibility. Mr. Uehara, who holds an M.A. in ESL, has been teaching English at Saga Medical School for the past three years.

Brian Quinn will look at the status of "third"-language education in Japan. He will propose ways of making course goals in languages such as German, French, Russian and Chinese more realistic and meaningful, given the short time available to students for such study. Mr. Quinn, an associate professor for foreign language at Kyushu University, has taught Russian, German, French, Polish and ESL on the university level for the past ten years; he holds MA. degrees in Russian and Slavic Languages and in German.

GUNMA

Topic: Family Interaction: Discourse Analysis of a Family at Dinner
Speaker: John Maher
Date: Saturday, February 4th
Time: 2:30-5 p.m.
Place: Ikuei Junior College, Takasaki
Fee: Members, Y500; members, \1,060
Info: Wayne Pennington, 0272-51-8677
Morijim Shibayama, 0272-63-8522

Using data from a four-member family during dinner, Dr. Maher will examine the structuring of discourse and norms of interaction between the participants. The meal is a linguistically circumscribed social activity with a predictable structuring of action achieved by a number of linguistic devices. including topic selection, narrative, and turn-taking, through which family solidarity is maintained. This study has implications not only for discourse analysis of groups but also for family

therapy analysis. in which psychiatry attempts to identify dysfunctional bchaviour against a communicative norm.

John Maher is assistant professor of linguistics at Intcrnationnl Christian University. He has degrees from the University of London, the University of Michigan, and the University of Edinburgh, Scotland (Ph.D., applied linguistics). In 1984 he was awarded one of Britain's highest prizes for academic achievement, the English Language Award, for published research on language use in medicine. He is the author of the forthcoming *Handbook of Medical Communication* (1989) and *MEDICS: A Research Bibliography on Language Medicine and Communication* (1989).

HAMAMATSU

Topic: Multinational Englishes
Speakers: Yukihiro Nakayama (Setsunan University, Osaka), Mineo Sucnobu (Kobe University of Commerce)
Date: Sunday, February 19th
Time: 1-4 p.m.
Place: Seibu Kominkan, 1-21-l Hirosawa (next door to Ichiritsu Gir1s' H.S.)
Fee: Members, free; non-members, \500
Info: Brcndan Lyons, 0534-54-4649
Karin Bradbcrry, 0534-56-7068

Most Japanese have tried to learn Anglo-American English. The problem, however, is that they have failed to distinguish between the recognition model and the production target. The production target for Japanese learners of English cannot, need not and should not be Anglo-American English, while the recognition model can be any "educated English," either native or non-native. This presentation explores aspects of the English language from the perspective of Multinational Englishes, spoken and written Englishes used by people of different nations to communicate with one another where linguistic and cultural assimilation into native English-speaking nations is not required.

HIMEJI

Topic:: Forum: Language Teaching in Himeji — "Where are WC?" "Where do we go from here?"
Speakers: To be announced
Date: Sunday, February 26
Time: 2-4 p.m.
Place: YMCA (near Topos)
Info: A. Ozaki, 0792-93-8484; E. Miki, 0792-93-7006; J. Strain, 0792-84-4165

Short presentations by representatives of the language teaching levels and programs in and around Himeji will be followed by small group workshops addressing the problems and issues raised by the speakers; for example, quality of instruction, direction of teaching efforts, need for practical strategies, pooling resources, communication between researchers and teachers.

Invited speakers reprcscnt university- and college-level English language programs, public and private secondary schools, AETs and JETs, private language programs, etc.

HIROSHIMA

Topic: Paper and Pencil Tests of Pronunciation in Japanese Collcgc Entrance Examinations
Speaker: Gary Buck
Date: Sunday, February 26th
Time: l-4 p.m.
Place: Hiroshima YMCA, Gaigo Gakuin
Fee: Members, Y500; non-members, \1,000
Info: Martin Millar, 082-227-2389
Kathy McDevitt, 082-228-2269

Many colleges in Japan use paper-and-pencil (P&P) tests of pronunciation in their entrance examinations. However, no research has been done to find out how useful these tests are. The speaker will examine a number of P&P test items which were actually used in junior college entrance exams, showing how to estimate the reliability of the items. In analysing the relationship between the students' test scores and their ratings on a production-based test, he will draw attention to the implications these have for test design and construction in Japan.

Gary Buck teaches at Mcijo Tandai in Osaka. Now preparing a Ph.D. thesis for the University of Lancaster, he holds an M.Ed. from Temple University and *a* degree *in* Japanese studies.

IBARAKI

Topic: Teaching Beginning Writers
Speaker: Ann Chenoweth (Tsukuba University)
Date: Sunday, February 12th
Time: 2-4:30 p.m.
Place: Mito Shimin Kenshuu Center
Fee: Members, Y500; non-members, \1,000
Info: Jim Batten, 0294-53-7665

KAGOSHIMA

Topics: 1) Teaching Japanese in the U.S.
2) Research on Kagoshima Dialect
Speaker: Richard Markley (Kagoshima Univ.)
Date: Sunday, February 26th
Time: l-3 p.m.
Place: Chuo Kominkan, 5-9 Yamashitacho
Fee: Members, free; non-members, \l,000
Info: Yasuo Teshima, 0992-22-0101

KANAZAWA

Topic: Cloze Tests -How to apply them to English classes in junior and senior high schools
Speaker: Matsuharu Kawabata
Date: Sunday, February 19th
Time: 10:30 a.m.-12:30 p.m.
Place: Ishikawa Shakai Kyoiku Center
Fee: Members, free; non-members, \500
Info: Mikiko Oshigami, 0764-29-5890
Kevin Monahan, 0762-23-8516

According to B. Spolsky, we are now in the post-modern era of lasnguage testing, which is marked

by a shift fmm discrete-point to integrative testing. While cloze texts may not be a panacea, at least they seem to be a very practical means for evaluating a learner's general proficiency in a language. Mr. Kawabata will define and discuss the two types of cloze testing (pseudo-random and nth word deletion) and will discuss ways of making cloze tests and how they can be applied in English classes.

Matsuharu Kawabata (M.Ed., Hyogo University of Teacher Education) taught English in high schools in Ishikawa Prefecture fmm 1966 to 1986. He now works for the Ishikawa International Cultural Exchange Center in Kanazawa.

KOBE

Topic: A Comparison of Functions and Conversation Strategies in Japanese and English
Speaker: Kim Kanel (Doshisha University)
Date: Sunday, February 12th
Time: 1:30-4:30 p.m.
Place: St. Michael's International School
Fee: Members, free; non-members, \1,000
Info: Pat Bea, 07457-B-0391

As many Japanese students of English are excessively concerned with accuracy, it is important for them to master basic yet versatile patterns and strategies that they can count on for accurate communication. With tests that contain too many patterns and cover strategies haphazardly, students often cannot judge which are most relevant and essential. They and their teachers need to discover where the use of verbal and non-verbal language overlaps and where it is different in the native and the target language. This presentation will compare how some widely used functions and conversation patterns are expressed in Japanese and in English in order to find patterns both versatile and easy for Japanese learners, and discuss ways in which students can attain more active control of intonation, facial expression and body language.

Kim Kane1 (MA., linguistics and TESL, California State University, Long Beach) is co-author, with Teruomi Arima, of ***What's Going On in English*** (Eishosha, 1988).

KYOTO

Topic: Using Literary Texts in the Language Classroom
Speaker: Amanda Gillis
Date: Sunday, February 26th
Time: 2-5 p.m.
Place: Kyoto Sanjo YMCA, southeast corner of Sanjo-dori and Yanaginobamba
Fee: Members, free; non-members, \500
Info: Christopher Knott, 075-392-2291

There is renewed interest in using literary texts in the language classroom, not for literary criticism, but as a rich source of ideas and as illustratrations of ways in which language can be used. Such texts can be used with mom advanced students who have acquired a sound knowledge of the structure of the language, but who need to be madc more aware of how the written language can be manipulated by other writers and themselves. In this workshop we shall first examine ways of "opening up" a text that may be difficult for students to appreciate because it deals with situations and values very different fmm their own experience, and then look at ways to use a literary text as a springboard for our students' own creative oral and written work.

Amanda Gillis (PDESL, Leeds University) teaches at the British Council Cambridge English School in Kyoto. Previously she has taught in France, Portugal, China, and Brazil.

MORIOKA

Topic: Using Art in the English Classroom
Speaker: Clint Stone
Date: Sunday, February 19th
Time: l-4 p.m.
Place: Morioka Chuo Kominkan
Fee: Members, free; non-members, \1,000
Info: Robin-Sue Sakamoto, 0196-81-8933

Mr. Stone, an art teacher from America, will show us some of his methods for making English classes more exciting by using art. His presentation will include a model puppet show and how to make your own puppets! Come and bring your creativity!

Clint Stone is currently with the Niisato Board of Education.

NAGASAKI

Topic: Problems in Teaching Representational Language: Reading and Writing
Speaker: Ronald Gosewisch
Date: Sunday, February 19th
Time: l-4 p.m.
Place: Nagasaki Junior College of Foreign Languages (Gaigo Tandai, a five-minute walk from Sumiyoshi street-car stop. Parking availablle.)
Fee: Members, free; non-members, \500
Info: Sheila Miller, 0958-28-2576

A quick survey of the teaching of reading skills will be followed by some ideas that can be used in the classmom. Next, everyone will participate in writing exercises, focusing on sentence patterns often used by professional writers but ignored by most English teachers. Finally, there will be an examination of today's English structure.

Ronald Gosewisch, instructor of foreign studies at Nagasaki University for nearly 15 years, past director of Sophia University's Seminars for High, School Teachers of English for ten years, and founder of JALT-Nagasaki, has two B.A.'s and two M.A.'s in Western and Japanese culture and history, as well as training in SAPL.

OKAYAMA

Topic: Board Games for Fluencv Practice
Spkaker: Michael Clifthorne
Date: Sunday, February 26th
Time: 2:30-4:30 p.m.
Place: Shujitsu H.S., 14-23 Yumino-cho
Fee: Members, free; non-members, \500
Info: Fukiko Numoto, 0862-53-6648

Board games can be an excellent vehicle for providing students with much needed opportunities to develop fluency in language. By lowering anxiety and increasing motivation, such games can provide the student with structural, lexical, functional and notional practice which is enjoyable as well as useful. We shall examine several types of board games useful as a supplement to classroom instruction and textbooks and discuss suggestions for developing games specific to one's teaching situations.

Michael Clifthorne (M.A., TESOL, Ohio State University) is a guest lecturer at Okayama National University, School of Education. He has taught in immigrant, university and intensive programs.

OMIYA

Topic: Listening -Why, What, and How
Speaker: Munetsugu Uruno
Date: Sunday, February 12th
Time: 1:30-4:30 p.m.
Place: Omiya YMCA
Fee: Members, free; non-members, \1,000
Info: Michiko Egawa, 048-647-0377
Aleda Krause, 048-776-0392

This presentation will focus on the importance of listening comprehension programs for students in the regular junior/senior high school curriculum. The speaker will talk about why he started to introduce listening comprehension practice, what materials to use, and how best to incorporate listening into the regular English curriculum.

Munetsugu Uruno studied ESL/EFL at the East-West Center in Honolulu. He is vice principal at Ibaraki Junior/Senior High School in Mito and program co-chairperson of JALT-Ibaraki.

OSAKA

(1)
Topic: Teacher Options
Speaker: Jeris E. Strain (Dokkyo University)
Date: Sunday, February 19th
Time: 1-4:30 p.m.
Place: Umeda Gakuen
Fee: Members, free; non-members, \1,000
Info: Beniko Mason, 0798-49-4071

The teacher is the most crucial element in instruction. Several of a teacher's options can be identified by contrasting the older Oral Approach and Audio-lingual Approach views of language instruction, and then comparing them with the more recent functional-notional, communicative, and ESP approaches. To do this requires consideration of the term "method" and a "meaning-practice matrix."

J. E. Strain received his doctorate in English language and literature at the University of Michigan, Ann Arbor, where he co-authored the ***Vocabulary in Context*** text of the Michigan Intensive English Course series. He has taught in the U.S., Iran, Egypt, Bulgaria, and Japan.

(2)
Topic: Curriculum Design and Evaluation
Speaker: James D. Bmwn
Date: Saturday, February 25th
Time: 2-5 p.m.
Place: Temple University (see Bulletin Board)
Fee: Members, \1,000; non-members, \2,000
Info: Tamara Swenson, 06-351-8843

OSAKA SIG

Teraching English to Children
Info: Pat Bea, 07457-8-0391

SAPPORO

Topic: Vocabularv-Building Activities
Speaker: Steven Maginn (C.U.P.)
Date: Sunday, February 19th
Time: 1:30-3:30 p.m.
Place: Kyoiku Bunka Kaikan
Fee: Members/students, free; others, \500
Info: Torkil Christensen, 011-737-7409

Is vocabulary which just "occurs" during class necessarily the most useful and appropriate for the students? Our aim here is to assist teachers in making careful selection and organization of lexis. After looking in some detail at the principles involved in teaching and learning vocabulary, we shall focus on a number of practical classroom activities that can be adapted for use with any textbook and which will encourage students to become better learners and users of words.

SHIZUOKA

Topic: Information Gap Activities
Speaker: Carl Adams
Date: Sunday, February 19th
Time: 1 p.m. -?
Place: Tokai University Junior College, near Yunoki Station
Fee: Members, \500; non-members, \1,000
Info: John B. Laing, 0542-61-6321 (days) or 0542-46-6861 (eves.)

Information-gathering activities can turn the dullest of texts and materials into interesting challenges for students at any level. A variety of techniques that enhance classroom materials including texts, conversation activities, reading passages, composition themes, pictures, audio and video **sources** will be demonstrated. Practical suggestions on the use and development of information gap tasks that encourage greater student interation even in large classes will be discussed. Audience participation encouraged.

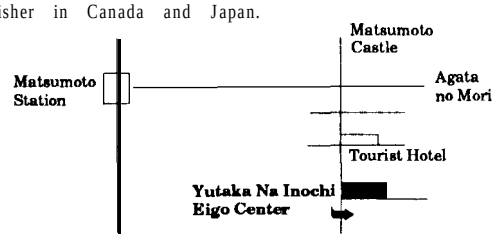
Carl Adams (M.A.T., ESL, School for International Training) is an assistant professor at the Faculty of Education, Niigata University, and president of JALT-Niigata.

Topic: Listening Workshop
Speaker: Shelagh Speers
Date: Saturday, February 11th
Time: 2-5 p.m.
Place: Matsumoto, Yutaka Na Inochi Eigo Center (see map)
Fee: Free
Info: Esther Sunde, 0266-52-3131, ext. 1414 (W), or 0266-58-3378 (H)
Pat Junker, 0263-33-6954 (W) or 0263-32-3944 (H)

How can you use listening materials. most effectively? How can you get the maximum benefit out of the coursebook tapes that you already have? Participants will take part in a wide range of listening activities, suitable for junior high school to adult classes. The samples used will be taken from materials published by Oxford University Press, where Ms. Speers is ELT consultant.

The workshop will end with a special performance by a local children's class of one of the stories in ***Jazz Chants Fairy Tales,*** the latest book by jazz chant creator Carolyn Graham, and a chance for all participants to work on another of the fairy tales together.

Shelagh Speers has over ten years' experience as an English teacher, teacher trainer, and publisher in Canada and Japan.



TAKAMATSU

Topic: Listening Materials Workshop
Speakers: Philip Popescu, Michael Bedlow
Date: Sunday, February 19th
Time: 1:15-4:30 p.m.
Place: Takamatsu Shimin Bunka Center
Fee: Members, free; students, \200; others, \800
Info: Harumi Yamashita, 0878-67-4362

This is the first of a number of workshops to discuss, develop and produce listening exercises and texts with a local flavor. After introductory discussion of guidelines for avoiding 'bad' materials, and lists of suitable 'structures' and "words,' we will divide into groups to produce some teaching material for various levels (e.g. elementary junior high; elementary high school; child beginners; intermediate adults). At the end there will be a plenary period for talking about any problems encountered and responses fmm the speakers and other participants.

Philip Popescu has extensive experience of writing graded materials for Malaysian schools. He and Michael Bedlow teach at Shikoku Gakuin Daigaku.

TOKYO

(1)
Topic: Curriculum Design and Evaluation
Speaker: James D. Brown
Date: Saturday, February 18th
Time: 2-5 p.m.
Place: Temple University (see ***Bulletin Bourd)***
Fee: Members, \l,000; non-members, \2,000
Info: Michael Sorey, 03-444-8474

(2)
Topic: Video in Language Teaching
Speakers: Shari J. Berman, Alice L. Bratton
Place: Sophia University Library, Room 812
Date: Sunday, February 19th
Time: 1:30-5 p.m.
Fee: Members, free; non-members, \500
Info: Michael Sorey, 03-444-8474
Marilyn Books, 03-229-0199
Tadaaki Kato, 0473-71-4053

Over the past seven years, the presenters have explored new twists for teaching EFL using films and U.-S. television. Their short presentations will include new techniques on: filming original videos for corporate classes, more video homework, video reports for university classes, Couch Potato and other games to accompany video, culture through commercials, lifestyle comparisons, etc. Sugges-tions will be given for using video with groups of all sizes and ages. Participants will be given a chance to develop some of their own variations on these themes. At the end, names and addresses of sources will be provided.

Shari J. Berman (M.A.T., School for International Training) works in publishing and writes on video and new technologies. Alice L. Bratton writes textbooks and is a trained social worker who does private counseling. She and Ms. Berman are co-authors of a new four-text self-study series published by Linguaphone, Japan. They teach, train teachers, and direct Japan Language Forum.

TOKUSHIMA

Topic: Making Your Own Communicative Pair Practice Materials
Speaker: David Peaty
Date: Sunday, February 5th
Time: 1:30-4:30 p.m.
Place: Tokushima Bunri University, No. 14 Bldg., Room22; 0886-22-9611
Fee: Members, free; students, \l,000; others, \2,000
Info: Sachie Nishida, 0886-32-4737

The practice of conversation, drills, dialogs and other activities in pairs provides maximum individual practice with minimum inhibition. Communicative pair practice is generally based on an information gap or problem which students can solve only by exchanging information or ideas. Many materials of this kind will be listed on the handout. The focus of this presentation, however, is on making your own. Mr. Peaty will introduce a variety of formats used in his own and other books, and show how participants can produce materials

suited to the specific needs of their own classes.

David Pcaty has been teaching English in Japan since 1974 and has written a number of coursebooks for students of English.

TOYOHASHI

Topic:	Sequenced Song Plans for the ESL Classroom
Speaker:	James W. Gordon (Four Seasons English School)
Date:	Sunday, February 19th
Time:	1:30-5 p.m.
Place:	Kinen Kaikan 2F, Aichi University
Fee:	Members, free; non-members, \500
Info:	Kazunori Nozawa, 053248-0399 Masahito Nishimura, 0532-47-1569

UTSUNOMIYA

Kick-Off Meeting

Topic:	Total Physical Response
Speaker:	Aleda Krause
Date:	Sunday, February 26th
Time:	1:30-4:30 p.m.
Place:	Utsunomiya Community Center
Fee:	Free
Info:	Jim Chambers, 0286-27-1858 Michiko Kunitomo, 0286-61-1637

WEST TOKYO

Topic:	Vocabulary Cards
Speaker:	David Glover
Date:	Saturday, February 18th
Time:	2:30-5:30 p.m.
Place:	Musashi no Kokaido Public Hall
Fee:	Members, \500; non-members, \1,000
Info:	Dale T. Griffee, 03-232-6261

This presentation is aimed at giving teachers ways of helping students learn more new words and grammar structures by using classroom games. The central idea is to build around new uses for the old vocabulary card.

David Glover has taught in Britain, the Sudan and West Germany. He is at the Bunka Institute of Languages in Tokyo.

YAMAGATA

Topic:	To be announced
Speaker:	Paz Dhody
Date:	Sunday, February 26th
Time:	2-4 p.m.
Place:	Fukushi Bunka Center (tentative)
Fee:	Members, \500; non-members, \1,000; first-time visitors, free
Info:	JALT-Yamagata, 0236-22-9588

Mr. Dhody teaches at Yamagata Johoku High School and at Yamagata Women's Junior College.

Positions

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

NEW *JOURNAL* EDITOR

Richard Cauldwell, leaving Japan in October 1989, will resign as co-editor after the publication of Vol. 11, No. 1, in May. The publications committee therefore invites applications for the post of co-editor. The successful candidate, who will jointly edit ***JALT Journal*** with Charles Wordell, should ideally be able to remain editor for three to five years and have: (1) some previous editorial experience; (2) a sound background in issues relating to language education; (3) a master's degree in a relevant discipline; (4) seven or more years of experience in teaching languages both in Japan and other countries; (5) some knowledge of Japanese; and (6) access to a fax machine. To apply, send a curriculum vitae, with a covering letter stating briefly how you see JALT's publications developing over the next live years, to: Ann Chenoweth, JALT Publications Committee Chair, Yamato Heights 2-102, 7-17-16 Yanaka, Taito-ku, Tokyo 110. Closing date: March 15.

●

(KOBE) Full-time teachers with an M.A. in TESOL or three years' EFL experience starting March or April. An engineering/technical or business background is helpful, but not essential. The teaching load of l0-15 hours in a 42.5-hour five-day working week allows teachers time to develop new teaching materials and courses. Other duties include proofreading and giving private speech preparation lessons to employees giving speeches at international conferences. Salary commensurate with qualifications and experience plus full fringe benefits. Intially, one-year contract, but preference given to those willing to make a longer-term commitment. Please send full resume with cover letter by Feb. 15 to Mr. Tony Deamer, Manager of International Planning, Kobe Language Center, Kobe Head Office, Kobe Steel, Ltd., 1-3-18 Wakinohama-cho, Chuo-ku, Kobe 651.

(KURE) Full-time female English teacher with a college degree and teaching experience, beginning Sept. 1. Approximately 22 teaching hours/week. Please submit a personal history and two letters of recommendation. For more information: Yoshiko Kawagoe, 0823-21-2414. Kure Y.W.C.A., 3-1 Saiwai-cho, Kure, Hiroshima 737.

(KYOYI'O) Part-time EFL teachers, evenings and Saturdays. Two years' English teaching experience required, TEFL and/or teacher training preferred. Full-time possible for well-qualified applicant. For further information contact: Timothy Kelly, Kyoto

YMCA English School, Sanjo Yanagi-no-banba, Nakagyo-ku, Kyoto 604; tel. 075-231-4388.

(KYOYTO) An American-operated English conversation school is looking for (1) a dedicated native-speaker head teacher/manager starting April. Position includes a light teaching schedule along with managerial duties of a staff of 12 native-speaking instructors and curriculum development responsibilities. Ability of spoken Japanese is preferable. BA., minimum of two years' teaching experience in Japan required, a two-year commitment desirable. A perfect chance for the teacher who wanta to branch out into managing. (2) Part-time native English teacher to teach four to eight hours of conversation per week at the Maixuru Technical College Maizuru Kosen), a national school of mostly boys aged 15-20 in northern Kyoto Prefecture for a minimum of one year starting April. B.A. is required and a minimum of two years' teaching experience in Japan is desirable. Hourly wages depend on experience and age. Transportation from Kyoto provided. Applicant could also qualify for (3) a full-time position, teaching a variety of classes from children to adults from April. Twenty hours of teaching per week. Salary for all positions depending on experience and qualifications. Excellent working conditions. Sponsorship available with a **one-year renewable contract. Please send resumé** with recent photo specifying which position(s) to: Christopher M. Knott, Chris English Masters, Okura Katsura Bldg. 3F, 2-3 Arisugawa-cho, Kawashima, Nishikyo-ku, Kyoto 616; tel. 075-392-2291.

(NEW YORK) Associate or full professor appointment starting fall 1989 in newly created Department of ESL. Doctorate in TESOL, applied linguistics or related fields. We are looking for an accomplished teacher and scholar who has experience and interest in program development and leadership. Undergraduate (ESL) courses and graduate teaching with opportunities for research in an urban setting. Salary from $42,306 to $63,402, depending upon qualifications and experience. CUNY benefits. Send vita and dossier by Feb. 10 to: Prof. Nancy Lay, Department of ESL, City College of New York, Convent Avenue and 138th St., New York, NY 10031, U.S.A. Tel.: 212-690-6674/8478.

(OSAKA) Experienced native speaker with B.A. to teach EFL listening/speaking (jr. high) and communication with emphasis on writing (sr. high) and cooperatively develop curriculum. Full-time beginning April; one-year renewable contract; full benefits. Please send resume and statement of your teaching philosophy and goals to: J. Yohay, Seifu Gakuen, 12-16 Ishigatsujicho, Tennoji-ku, Osaka 643; tel. 06-771-5757 (days), 075-622-1370 (eves.).

(OSAKA) Full-time English language/intercultural trainer to start immediately in subsidiary of a large multinational company. MA. in TESL/TEFL, Japan culture and business experience preferred. Work as member of consulting team designing, implementing and assessing English language and intercultural communication skills programs for Japanese business professionals. Above average compensation, full benefits package including insurance, sick and home leave. Send resume to: P. Rinere, Clarke Consulting Group, Inc. (formerly IRI International), Higashi Hankyu Bldg. 6F, l-l Kakuda-cho, Kita-ku, Osaka 530; tel. 06-316-4885.

(TAKAMATSU) Full-time ESL teacher. Cooperative, culturally-aware native speaker with B.A. or M.A. in ESL or a teacher's certificate; qualified to develop curriculum in professional manner. Duties: 21-23 teaching hours/week on five working days, plus preparation for the classes, meetings, several kinds of proofreading, and other required work to develop curriculum. Salary: \180,000-\230,000/month. according to qualifications. Benefits: accommodation; return or round trip air ticket, provided terms of contract are satisfactory fulfilled; seven-day summer and winter vacation. One-year contract beginning March. Send letter of application and resume along with photo to: Lingo School, 11-6 Kameicho, Takamatsu 760; tel. 0878-31-8096 (12 noon-7 p.m.), 313244 (after 9 p.m.).

(TOKYO) Native speakers of English for junior and senior high school English classes near Shinjuku. TESL/TEFL degree preferred and experience necessary. One-year renewable appointment for classes which begin in April. Choice of days and time available. Working visa a necessity. Call Paul Gilbert, 03-336-0930, for further information and to arrange for an interview.

(TOKYO area) Full-time native-speaker EFL instructors wanted for our Yokohama and Shibuya schools beginning April. MA. or certificate in TEFL as well as teaching experience in Japan desired. Light courseload, pleasant working conditions, and mmpany benefits; Send inquiry and resume to: Sony Enterprise Co., Ltd., attn. Miss Fujimoto, Sukiyabashi Fuji Bldg. 4F, 4-2-11 Ginza, Chuo-ku, Tokyo104; tel. 03-535-1261.

(YOKOHAMA/KAMAKURA/TOKYO [Setagaya]) Native English teachers, part-time, for English conversation. American culture and high school courses. Day/evening classes. Also, teacher for high school in Kamakura. 8 a.m.-4 p.m., Mon.-Thur. Good remuneration. Send resume to: Ma. Hayata, JOBA, Bashamichi Square Bldg., 4-67-l Bentendori, Naka-ku. Yokohama 231.

A Reminder from the Editors

***The Language Teacher* welcomes meaningful, well-written contributions, but requests that the guidelines in the January 1989 issue and in the editorial box on page 1 be followed. Those wishing unused manuscripts to be returned should include a stamped self-addressed envelope. All Japanese-language copy must be submitted to the Japanese Language Editor.**

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 33 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 l,000m^2, an employment center, and social events. **Local chapter meetings** am held on a monthly or bimonthly basis in each JALT chapter. JALT also sponsors special events, such as the annual Summer Seminar for secondary schoool teachers, regular In-Company Language Training Seminars, and special conferences on Testing and other themes.

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

Membership -Regular Membership f\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/peraon) 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 JALTs goals, display their materials at JALT meetings, take advantage of the mailing list, or advertise in JALT publications at reduced rates. Applications must be made at any JALT meeting, by using the postal money transfer form ***(yubin furikae)*** found in every issue of The Language Teacher, or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) to the Central Office.

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JALT —全国語学教育学会について

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

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

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

支　部：現在、全国に33支部あります。（札幌、盛岡、仙台、山形、茨城、群馬、大宮、千葉、東京、西東京、横浜、新潟、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、奈良、神戸、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）—最寄りの支部の会員も兼ねています。**共同会員**（¥10,000）—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）—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、端数は切り上げます。**賛助会員**（¥50,000）—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。

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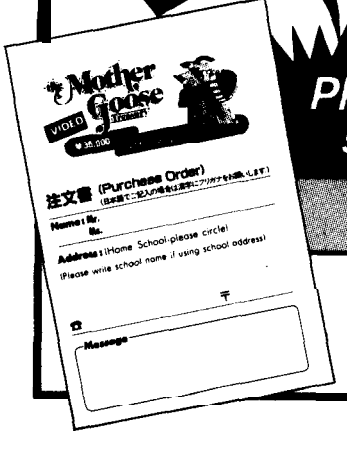

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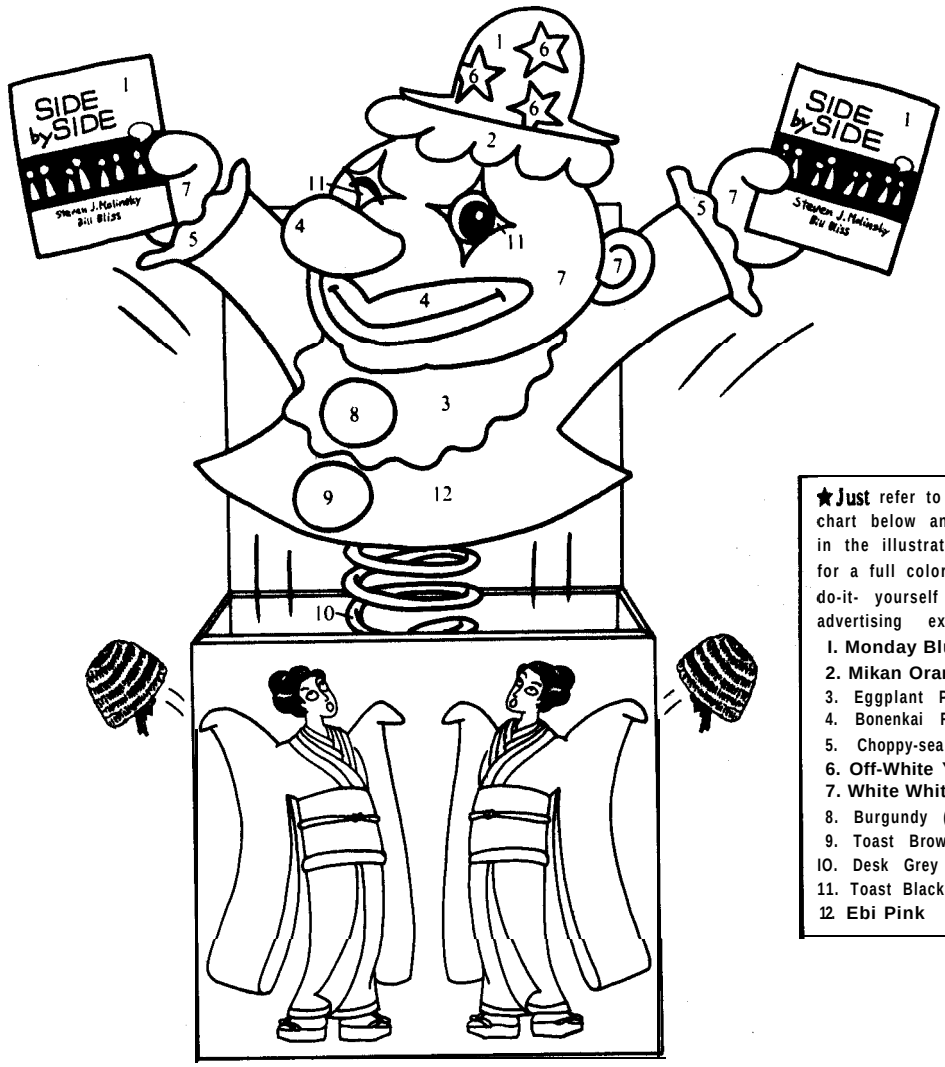

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