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THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

THE LANGUAGE TEACHER

SPECIAL ISSUE:

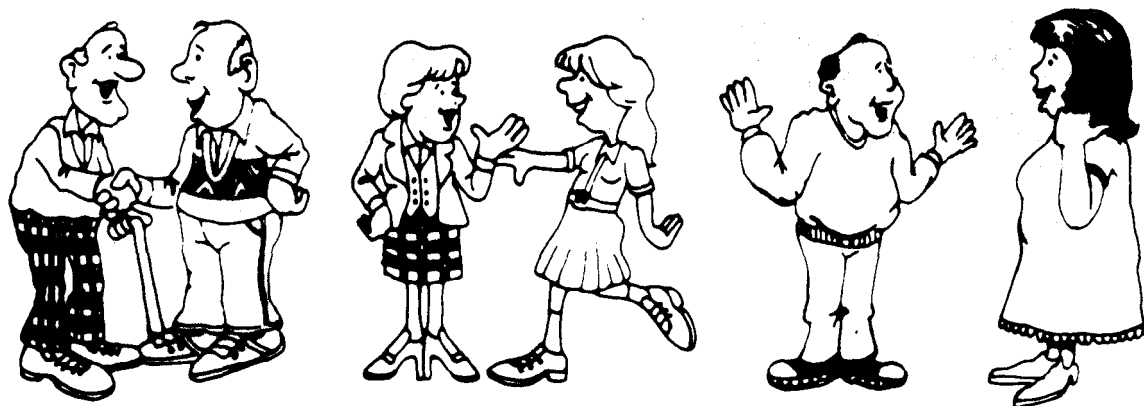
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THE LANGUAGE TEACHER

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

The Language Teacher editors are interested in articles of not more than 3,000 words in English (24 sheets of 400-ji genko yoshi in Japanese) concerned with all aspects 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.

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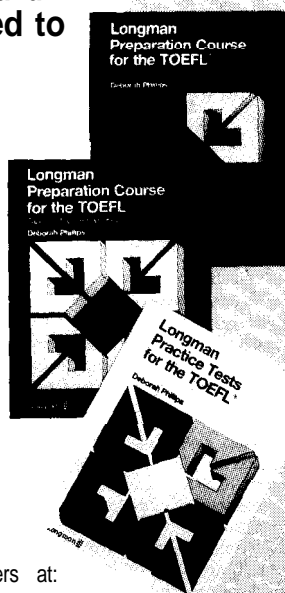
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Special Issue on

PRAGMATICS

Linguistic theoreticians of the past few decades have proclaimed language to be this or that. They have provided, or at least have in the past, the models of language needed in teaching. The professionals who work in TEFL looked to these models traditionally for guidance in preparing syllabi and developing teaching strategies. All too often the descriptions given have been excessively formal and abstract. Unfortunately, such models are of little heuristic value and some linguists even gloat over the fact that their theories have no pedagogical value. One group of linguists may confidently describe language as oral /aural. Another group may counter with claims that language is rule-governed. Yet another may say that language is interactional. Professional language teachers may say, with some justification, that this situation is simply another case of the blind leading the blind. I think as teachers we can all agree that language is all the above and somehow more. What is needed is not another theory of some part of language but a general framework of language use. That is, a theory which recognizes the 'body' of which phonology, syntax, and semantics are appendages, namely the use of language to accomplish specific rhetorical goals. Pedagogy demands and deserves such a practical, goal-oriented theory.

The theory alluded to above is, I believe, and the articles in this issue attest to that belief; being developed. It is broadly defined as 'pragmatics.' The term 'pragmatics' was first proposed by Morris, Carnap, Peirce. Morris (1938) defined syntactics to be 'the purely formal study of signs to one another,' semantics the study of the 'relation of signs to their designata [i.e. objects],' and pragmatics 'to be "the science of the relation of signs to their interpreters, "dealing with "the psychological, biological, and sociological phenomena which occur in the functioning of signs" ' (Horn 1988:116). Over the years, as the theory has become more and more important to the practice of teaching language, under the guise of functionalism, interactionism, or any communicative-based theory, it has come to be viewed as the emerging paradigm (in the Kuhnian sense, 1970) in linguistic research for the next few decades.

Levinson (1983) gives several good reasons why no theory of language, syntactic or semantic, can be complete without reference to pragmatics. For example, he cites the need for any theory to deal with context, the specific domain of the enriched theory of discourse analysis based on pragmatics assumed here. He also argues that a pragmatic component can greatly simplify the semantic component of a theory. His strongest argument, however, concerns the 'great gap between linguistic theories of language and accounts of linguistic communication' (Levinson, 1983:36-38). Simply put, pragmatics (i.e. communicative-based theories) is of crucial concern for understanding the subjects we teach because teaching, and nearly everything else, is a communicative activity. The other skills, grammar, etc., are important, of course, but our subject is really communication, whether it be spoken or written.

The articles included in this special issue on pragmatics deal with various theoretical and applied aspects of communication. All of these papers represent fresh looks at old problems, and are diverse: They share, however, an understanding of and an appreciation for the central role a viable theory of communication, which itself is heavily dependent on principles of pragmatics, must play in explaining the mystery that is language.

This issue is dedicated to all of those fellow explorers who enjoy exploring the mysteries of language.

Bruce M. Wilkerson (Meiji Gakuin)
Guest Editor

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Levinson, S. C. 1983. *Pragmatics*. Cambridge University Press.
Morris, C. W. 1938. *Foundation of a Theory of Signs*.

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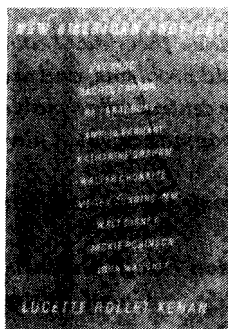
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Dialogue or Deadlock: Achieving Interaction in the Classroom

by Takeshi Naruse
Meiji Gakuin

Abstract

A well-established fact about successful language learning is that it takes active interaction, passive participation not being enough. In this light, most English classes in Japanese colleges and universities fall short of this rudimentary requirement out of a lack of cognitive challenges. In fact, being honest with ourselves, they are a dismal combination of students' apathy and instructors' monologue. It is this frustrating situation that I address here with a view toward invigorating such lethargic classes, particularly those conducted by Japanese teachers like myself. I will first delineate some physical restrictions contributing to the stagnant atmosphere, and then contend that the key to alleviating this problem is the creation of a teaching scheme which employs a dialogue-inducing pragmatically based textbook. Underlying my claim is my understanding that at the root of the problem lies a Japanese cultural propensity which inhibits students from expressing themselves freely.¹ The hesitancy to do so is so persistent, even in a language class where responsiveness is vital to developing communicative skills, that I am convinced something more compelling needs to be made available before the average Japanese teacher will be able to make English instruction as productive as it ought to be. I propose the intensive use of a prerecorded tape which gives not only a model reading of a text, but also questions and directions which are so designed as to compel individual students to respond orally, which in turn leads to discussion involving the entire class. This approach is complemented with a new system of evaluation that grades students on the basis of their performance in class. The result of a partial experiment using this approach is given at the end of this paper, accompanied by a sample of an evaluation card.

'The speaker makes an utterance,' says Hormann (1986:242), 'in order to change the listener's consciousness.'² This thesis, if taken as being valid as a major purpose of verbal behavior, must apply to foreign language education too. That is, a language should be taught with a view to creating a change in the student's consciousness through verbal evocation so that he/she may attune his/her mental frame of reference to the logos of the target language. With this concept of language use in mind, we must admit the majority of what is given and received in the name of English education falls quite short of this ideal. For example, eight to ten years of acquaintance with English in school typically produces a college graduate who can barely enjoy an English language newspaper or magazine. This essay is an attempt to clarify the problem and propose an interactional strategy for dealing with it.

1. The Situation

There are three vital factors involved in making English learning possible: physiological aptitude, physical opportunities, psychological motivation. As for aptitude, we may safely assume that for students currently in colleges and universities this presents no problem since they are qualified in this area. The problem occurs when we turn to opportunities to learn in an institutional setting. English classes are often overcrowded and distractingly noisy on one hand, and schedules are so arranged on the other, that the same class meets only once a week. That means that most of what had been learned in the preceding week has been forgotten. This state of affairs cannot help but affect students' motivation. The temptation is too great. They cannot stay awake for some intellectual challenge to change their consciousness; they soon sink into the comfortable anonymity of mass psychology which bars them from getting into a meaningful communicative relationship with their instructor. This half-hearted commitment toward study is, moreover, amply encouraged by the current (part-time) job opportunities that outnumber their seekers.

How does a class of such students look to a foreign observer? Here is an alarming remark, made apparently by a professor with a different cultural background:

A good college has an atmosphere of studiousness, and of intellectual inquiry. This is a cooperative effort between students and faculty. The student should read the assignment regularly, in advance of the class meeting and if the class is small enough to permit the free exchange of ideas, the class ought to be conducted, in part at least, on a discussion basis. The student should feel an obligation to contribute something, to pull his weight in the boat. The unprepared student, who comes to class, childlike, with his empty pail, expecting the professor to fill it, without any effort on the student's part; the student who has a purely passive attitude—that student is not getting an education, and a professor who conducts that kind of course is not doing the job he ought to do. It is, in fact, more important that a professor ask questions than that he answer them.³

All those who agree that language is learned through personal interaction, not through passive presence in a classroom, will nod with a sour smile. An American psychologist, Maslow (1970), conceives of a hierarchy of human motives and postulates five needs: (1) physiological needs, such as a need for food, (2) a need for safety, (3) a need for a sense of belongingness and love, (4) a need for (self-)esteem, (5) a need for self-actuali-

zation and for establishing various cognitive and aesthetic goals.⁴ He claims that one cannot be aware of higher needs nor realize higher goals unless lower, more immediate, needs are first met. According to this law, called 'Maslow's law,' young men and women aspiring to study at college must satisfy needs 1-4. Studies seem to suggest that the next generation of students will be well motivated for the fifth step of the psychological ladder which is supposed to propel them on to actualize their needs for various 'cognitive values.' But that is far from the picture we are familiar with on Japanese campuses. Rather, colleges are full of pleasure-seekers who have little interest in cognitive training and who regard class attendance as a necessary evil to maintain the privileged status of a student.

2. The Problem

Why do students lack motivation to such an appalling extent? One definitive reason is that colleges and universities' demands fall far below their students' potential. Lack of or total absence of intellectual challenges in course requirements and class work (excepting some conversation classes and laboratory science courses) has left an indelible negative image of the atmosphere of a typical class, not only in students' minds but in instructors'. This image becomes self-fulfilling, turning a class into a dismal combination of students' apathy and instructors' monologue. In light of this situation, a powerful strategy is urgently needed to reorient English education so that we can infuse classes with a new dynamic, with a new interactive approach to learning.

3. Proposals

In my view, six aspects of the present system need to be examined so that we may improve this deplorable situation. They are: the goal of English education, class size, textbooks, teaching methods, evaluation systems, and instructors' qualifications. For each I propose:

- (1) to build up in individual students a 'self capable of communication as the primary goal of English education;
 - (2) to limit the number of students per class to less than 30, a communicative necessity;
 - (3) to use (or make, if not available) textbooks with questions and directions which follow principles of pragmatics to evoke students' interactions to the texts;
 - (4) to use a tape recorder in class in such a way as to involve more than one of the students' senses;
 - (5) to evaluate students on the basis of their willingness to communicate in class and on the quality of their performance;
 - (6) to train teachers in the skills of making meaningful questions and conducting lessons in an evocative dialogue which is written following sound principles of pragmatics.
- (1), (3), (5) and (6) are more or less related to Paul Grice's (1967) conversational postulates which we shall later refer to.

Now let me elaborate the above proposals:

(1) Building up a 'self capable of communication: The argument as to whether English education should aim at either cultural enrichment or at practical use is out of focus here because both need to be kept in mind. Along with the internationalization of Japanese society, with economic growth, and technological development, there are increased options for careers which benefit the practically-minded and enable them at the same time to enjoy listening to overseas radio news and sporting events and watching TV dramas, many of which are in English. The current trade friction, on the other hand, warns us of the danger of pursuing material gains without due consideration for the other party. It should then be the purpose of English education to train students both in their actions and thinking.

Another problem having to do with cultural mind-sets is the ethnically rooted mental bent which dictates that English education, so long as it is formal education, be given in the traditional vertical teacher-learner relationship. This pervasive mentality is reflected in the word '*dentatsu*' (conventionally thought of as corresponding to the English 'communication'). A widely used Japanese dictionary, *Kojien* (1962), defines '*dentatsu*' as the act of 'conveying the superior's orders to the subordinate; to transmit them down to one after another.' No 'common' ground nor bilateral give and take occurs between the parties involved here and in fact one wonders if such is truly a communicative situation, as the English definition suggests. Against this general trend, teachers of English must be prepared to remold their students' minds into a flexible frame capable of coping with any interactive situation they may encounter in life.

(2) Limiting the number of students to 30: Apparently government policy has failed to catch up with the sharp increase of college applicants, which has outpaced the securing of qualified teachers.⁵ Shrouded in that traditional preconception of education, in which it is regarded as an activity involving recipients passively hearing without argument or even commenting on what is given, the Ministry of Education and school administrators as well seem to have no sense of how class size hampers learning. How common the scene is of an instructor facing 50 to 100 students in a foreign language classroom will be brought to light by a look at a comparable situation in a foreign country. In America, for instance, each class (not restricted to foreign language classes, for that matter) usually meets twice or three times a week, or every other day. Professor Matsuda, who visited Columbia, Harvard, Georgetown, and Cornell reports that all of these universities set the upper limit for enrollment in a Japanese-as-a-foreign-language class at 20.⁶ Anything above that number makes communication as a pedagogical goal impossible. With this restricted number, the students get more actively involved in their work, which ensures better achievement. It is common knowledge that if

there are more than 30 in a class, students will not utter a single word after answering 'yes' to the roll call. Almost all cognitive channels are thus closed, and no information is relayed to brains to process. This produces a deadlock in the classroom. Having less than 30 students per class is an absolute prerequisite for achieving an *ich-und-dir* (or personal) communicative relationship between individual class members and their instructor, which is an initial step toward a dialogue and a fruitful education.

(3) Need for response-inducing textbooks: It is not an exception but the rule that textbooks for reading classes at the general education level contain texts and notes, but no questions at all. As a result, the ability required to read such a book hardly serves to prepare students to handle situations which challenge them to make use of English. It is true that with the expanded share of the so-called 'comprehensive teaching materials,' questions keyed to particular texts have begun gaining their proper place in some college books. However, unfortunately, the trend continues at the sacrifice of texts worthy of literary attention, an obvious reason being that more works are available in Japanese translation. Another situation that frustrates those who value the teaching of literature is that there are too few texts written originally in English. Is there a way to make an all-purpose textbook with both relevant questions and literary worth? This is an issue we will take up later on.

(4) Establishing a procedure that involves more than one sensory organ: It is unnatural to teach English reading, grammar, composition, conversation separately in different classes under different instruction. The four disciplines should be integrated into one so that the learner's eyes, ears, and head may mutually check what the othersense organs are doing. After all, this is what happens in real communication. Below we will look at such a procedure when considering how to discuss guiding a class with an interactive dialogue.

(5) Introducing a performance-based evaluation system: Frequently a semester- or year-end examination is in essence no more than a test of rote memory. No matter how long a student has been away from class, his/her success or failure depends on how much of what he/she hurriedly crammed into his/her head the previous night can be 'spilled out' on a piece of paper. Instructors unwilling to employ this method of evaluation generally take the students' physical presence into account so that students will pass. To normalize this nonlinguistic deviation is not difficult; evaluate final examination results and class performance evenly, 50% for each. Not so easy is how to guide a class into a linguistically productive, i.e. communicative, performance. For that purpose, students' cooperation is indispensable, and getting them to respond depends largely on how evocative a teacher can make his/her questions. This requirement will be met, I contend, by the utilization of a tape recorder with a tape so designed as to guide the class according to an interaction-evoking procedure (which will be elaborated below).

(6) Requirements for instructors in English classes: To be efficient in invigorating a class, the instructor is required to fulfill (1)-(5) above. That is, he has to be capable of conducting his class with a good command of pragmatically sensitive dialogue based on a given text in such a way as to guide the students so that they become willing to think and share what they think with the rest of the class. Said thus, it may be argued that there are not enough instructors available who are equipped with such skills. This is the very aspect of the whole issue to which we now turn our attention.

What Questions to Make: The procedure I propose here is new in that it is followed thorough with an interactional dialogue keyed to a given text. To introduce the dialogue, the instructor has a textbook with a tape which has been recorded beforehand by a native English speaker.

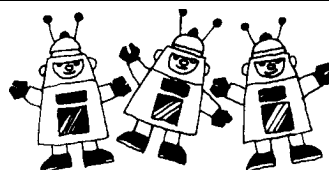
There are two internally related merits in the use of a tape recorder. First, a tape recorder has a voice but no face carrying an expression comparable to that of a human face. This fact impresses students with a sense of unpredictability which in turn urges them to be attentive to what the voice has to say and directs them to get ready within a limited time span for the discourse to follow. Second, the machine gives students the feeling that they are alone in class. This individualizing effect creates a psychological cell in the midst of a considerable number of peers. This temporal aspect is educationally most productive in that the recorded voice can be heard as a constant challenge for students to cope all on their own with an interactive situation. Students can no longer evade a series of challenges given in the form of questions and directions. Each time they let it pass by, as is often the case in a class in which no tape recorder is used, mumbling 'I don't know,' it will be counted against them. Each failure to make a relevant response will be marked on his/her card in the instructor's hand which is used like a roll book to call on students individually and all around to respond. (See sample card on page 00.)

Tape-recorded questions will require students to observe textual expressions more closely than they might otherwise, to examine the content of said questions by analysis, synthesis, and inference, and thus to make known their judgments, opening them for discussion which will, ideally, involve the entire class. To put it in more concrete terms, the general directions to guide the class will be: Read the following passage and get ready for the exercises given below the text. The questions, sometimes with answers provided for you to choose from, will be given in English, and you will answer them in English or Japanese as the case may be, all with regard to the selected particular text.' Questions should include the following items and should be given in this order:

(1) Ascertaining the contextual meaning of words or phrases: Students are asked to choose one of four options given which may best substitute for the one in question.

(2) Paraphrasing original sentences: In parallel

Get Ready! 1

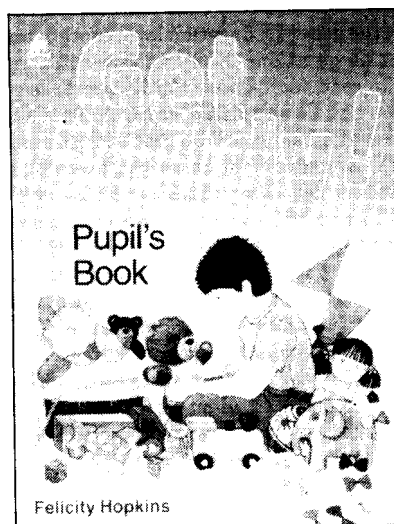


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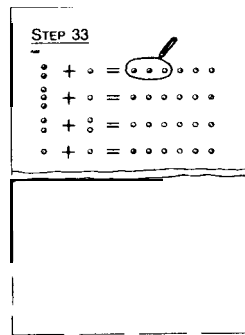
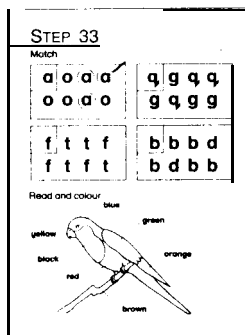
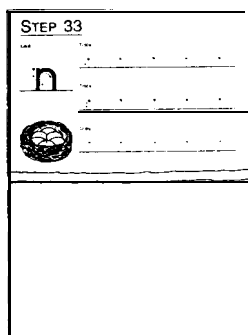
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(3) Identifying relationships among items in a selection: Four relations are involved here: spatial, time sequence, interpersonal, and causal relations. Students are asked to identify all or part of the relations observed in the text by choosing one of the four options given for each question.

(4) Interpreting personal elements: Students are asked to judge the writer's [character's] attitude toward a particular person's character [behavior, concept, feelings] or toward a particular problem or event, or a character's motivation for some act depicted in a given text.

(5) Giving a caption to, or summary of, a selection. Students are asked to choose one of the four options as a caption for that text. If time is left, students are further required to explain their selection orally, either in English or Japanese.

(6) Inferring on the basis of a hypothesis: Students are asked to assume the place of somebody appearing in the text and orally answer either in English or Japanese how to deal with a situation which involves that 'somebody' in the text, skills which are clearly pragmatic. The formula of such questions would be: 'If you were x [or in y], what would you do about/with z?'

(7) Giving reasons for chosen options: Students are asked, in the course of answering (1)-(5) above, to show grounds or reasons for their choices. The instructor is expected to use their responses as a lead to a classwide discussion.

How to Guide a Discussion: There are four factors to be taken into consideration when trying to involve an entire class in a lively discussion. (1) Challenge the class with appropriate questions to express what they know and/or think. (2) Make them aware of possible wrong directions their reasoning may take. (3) Give a cue or a hypothesis when they ask for hint to get out of a deadlock. (4) Show a case which contradicts the conclusion they have reached and, if necessary, indicate where they have gone astray.

A few remarks may be in order here. The instructor's questions must be provocative enough to inspire the class to think about them. It is not always advisable to formulate questions about the central issue at first. A much better approach is to build up to it in two or three steps by beginning with more manageable questions about facts and findings like 'Who is x?' or 'Where [when] did you do z?' When the students have cleared their hurdle, they will be prepared for tougher questions about motives or reasons, for example: 'Why [how, for what] did x do y?' Then the last step will lead them to respond to questions like 'Suppose x was y, what difference would z make?' or 'If you were in x's place, how would you deal with the situation [prob-

lem]?' While interaction moves on step by step centering on such questions, the instructor should manage to get into motion the mechanisms operative in an association game. If he/she does, the whole class will get involved in a healthy competitive mood and then the scheme is on its way to success.

There will also be a need for a criterion to judge the appropriateness of students' responses. For that, as mentioned earlier, I think Grice's (1967) cooperative principles of conversation are essential as they teach the student the basic rules for interaction. Those are:

1. The Maxim of Quantity: (1) Make your contribution as informative as is required (for the current purposes of the exchange) and (2) do not make your contribution more information than is required.
2. The Maxim of Quality: (1) Do not say what you believe to be false and (2) do not say that for which you lack adequate evidence.
3. The Maxim of Relation: Be relevant.
4. The Maxim of Manner: Be perspicuous, specifically: (1) Avoid obscurity of expression, (2) avoid ambiguity, (3) be brief (avoid unnecessary prolixity), and (4) be orderly.⁷

Finally, let me say a word about errors which are incidental to a learning process. Repeated emphases on this fact are necessary for educational productivity. However, an instructor should bear in mind there are two more things which may seem incompatible with each other but which in reality are not: (1) take constant care not to daunt a student who has made a mistake and (2) use one student's error as an incentive for others. Sometimes ready hints may be called for to put some class on the desired 'right' track. Some students may rush to a wrong answer skipping some necessary steps of reasoning. A sensible way to handle such a case would be to show, as we do with videotape when searching for a particular scene, the results of taking an erroneous answer to its logical conclusion. Those students, along with the rest of the class, will start thinking of ways of avoiding such traps and will be able to get nearer to the desired answer next time.

Partial Experiment I have been conducting two classes⁸ using the methods described above as closely as circumstances will allow. One class contains 44 students and the other 51. I go to each class with a tape recorder and attendance cards and begin right away, without calling the roll, by getting them to listen to a tape. One tape for a class has only a reading of the text recorded while the other has the same plus five multiple-choice questions for each lesson. At an earlier stage of that experiment, I ran a tape for a paragraph or two of the text and then moved on to call on individual students to translate that portion into Japanese, but by the second semester I no longer needed to call on students because they volunteered to do that. To those who demonstrate a certain standard of performance, I had a card for writing their names on. After each performance I invite others' reactions to what a stu-

dent has just presented, in terms of criticism, alternative suggestions, or simple questions to clarify possible uncertainties. Such responses too are rewarded with a card if they lead to further productive discussion. At the close of each class, I collect the cards which had been awarded and grade them back in my office on a scale of 1-5 points, putting the results into my grade book. This procedure has been explained to the students beforehand.

The results so far have been mixed. The students have come to volunteer on the reading-translation section, which is followed, however, by very few reactions. Consequently, very rarely does one student's presentation of his prepared translation develop into a discussion. The ensuing silence seems to have a root deep in the students' educational backgrounds. One more gain should be mentioned here: besides every student coming to class fairly well prepared, there is no whispering during class time. I must admit, however, that the quiet atmosphere is partly achieved by a fall of 20% in class attendance, apparently owing to my stopping of the roll call. The most frustrating thing of all is that the drastic change in my teaching procedure cannot compensate for the physical barriers, such as overcrowding, once-a-week class meetings, and the general makeup of the textbooks, which are not designed in the way I have proposed here.

4. Conclusion

When freed from the above limitations, this approach is sure to bring about appreciable improvements for both instructors and students in the following areas:

(1) Reading English, which has traditionally been regarded as a passive act and conducted as such, will become interactional through the learners' involvement in the dialogue with a text with questions attached to it, thus opening up a way to invigorate class work as a whole.

(2) Literary pieces of aesthetic value written in English that are available also in Japanese translation will be used as texts for English classes.

(3) The literary quality of expressions will receive

a fuller appreciation by calling students' attention to such qualities by use of carefully designed questions.

(4) Oral interactions between instructor and class will be triggered by the latter's reaction to the text, and the former's follow-up questions will establish a communicative atmosphere in class, with individual students' increased awareness of the need to build up a self capable of communication.

(5) Efficiency of learning will be improved by creating a studious atmosphere of quiet attentiveness through the use of a tape recorder.

(6) Both the extent of students' listening comprehension and that of their phonetic deviation can be measured and corrected accordingly by having them listen to tape-recorded questions and answer them orally.

(7) Students will become acquainted with colloquial English naturally as they are constantly exposed to a native speaker's reading, questioning, and giving directions.

(8) Students will, from the standpoint of pragmatics, be more realistically evaluated on the basis of their oral responses to requirements given during class hours. The underlying dictum of 'no evaluation without performance in class' will reduce the relative weight of the semester- or (worse) year-end paper tests which give students a once-and-once-only chance to show how much they have achieved by putting it mutely on the answer sheet.

(9) Students will be more serious in preparing for each class, as if for a final examination, with full knowledge that they are supposed to present what they have gotten from a dialogue with the designed text and to participate in discussion based on each other's preparation and presentation.

(10) Instructors' speaking load in conducting a lesson will be reduced to a considerable degree since they can make a tape recorder do the job for them, even of text reading and question making, just by pressing buttons on the machine.

Below is a sample card which might be used for evaluation of each student's class performance

Evaluation
of
Heuristic
Responsiveness

St. No.	Name in Kanji	Evaluation	
		5	3
COMMENT conducive to textual discussion			
QUESTION with insight into the issue:			
ANSWER with convincing reasons			
Subtotal:		+	⇒ (x)
No response			
Physical absence (-5)			
			Uncooperative behavior (-10)
Subtotal:		+	⇒ (y)
Total Score:		(x) - (y)	⇒

(contd on next page)

Pragmatics

Listening and Implicature

by Kazuko Fukuhara

Tokyo Women's University

In this paper I would like to examine teaching methods and teaching materials for listening skills from the viewpoint of pragmatics, especially the role of conjecture or implicature in listening.

Many of the recent studies on speech perception indicate that we are not only hearing sounds when we listen to an utterance, but we are, at the same time, interpreting it using our knowledge of the linguistic structure of the language. Furthermore, we even supply some things that are not present in the acoustic signals of the utterance so that we may arrive at the correct interpretation. Such things may be derived from a larger context in which the utterance occurs, or they may be derived from extra-linguistic clues such as the tone of voice, facial expressions or the cultural background of the language.

The errors my students make in listening class show that Japanese students are badly in need of skills to provide missing elements as well as being in need of various linguistic structures of the sort mentioned above.

This paper will discuss kinds of teaching strategies and teaching materials we can offer the students to meet their needs in this critical area.

What do we teach in our listening classrooms? Listening skills, of course, one might say. But that is not always the case. For example, dictation has been the most popular listening class activity in Japan. But in many cases the teachers give dictation to the class not for teaching listening skills, but to test the students' overall competence in English.¹ In fact, several

researchers report a high correlation between dictation scores and language competence.² Some researchers have developed computer-aided training programs to evaluate listening abilities through dictation tests and cloze tests.³ Their target seems to be linguistic achievement and not listening skills.

Any teacher who has given dictation to her/his class will remember the exasperation of seeing the number and type of mistakes made by students. Some of those errors have been analyzed and classified as shown in Fig. 1.⁴ [See next page.]

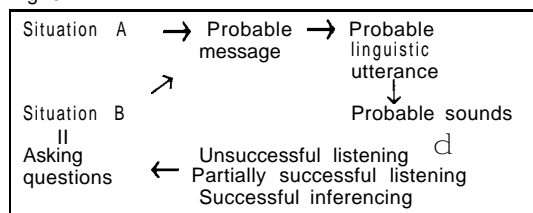
This kind of classification is interesting and meaningful as long as listening is viewed as:

Fig. 2

given sound	meaningful chunks	sentence comprehension	successful listening
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However, if listening comprehension is viewed from the standpoint of pragmatics, a different model results. Let us suppose that listening comprehension proceeds as follows:

Fig. 3



Dialogue (cont'd from previous page)

Notes

¹Reinelt, R. (1988), Japanese College Students' Attitude in Their Response in Class as Seen by a Foreign Instructor. In The JACET 1988 Zenkoku Taikai Youkou (The Japan Association of College English Teachers' National Meeting 1988 Summary), pp. 69ff.

²Hormann, H. (1986; German original 1981), *Meaning and Context: An introduction to the psychology of language* (English translation by R. E. Innis), Plenum Press.

³Buber, M. (1923), *Ich und Du*, Japanese translation by K. Noguchi available under the title *Kodoku to Ai*, Soobunsha.

⁴Zenkoku Daigaku Nyuushimondai Seikai 60 Nen: Eigo: Kokuritsudai Hen (1985), Oobunsha, p. 102.

⁵Maslow, A. (1970), *Motivation and Personality*. Here I quote from *The New Encyclopedia Britannica* (1974), vol. 12, p. 563. See also Oozeki et al. (1983), *Eigo Kyouiku Hou*, Kinseido, p. 106.

It is interesting to note that the Japanese Ministry of Education's The Investigation and Study Cooperators' Council on the Standard Norm of Japanese-Language-Teaching Schools' has recently proposed among others that the number of students in a class of Japanese conversation be limited to less

than 20. See the *Asahi Shimbun*, Dec. 24, 1988, under the headline Administrative Norm for Japanese-Language Schools.

The Education Ministry reportedly seems willing to carry this proposal into effect.

⁷Matauda, T. (1987), JACET Tsuushin No. 65, Daigaku Eigo Kyouiku Gakkai.

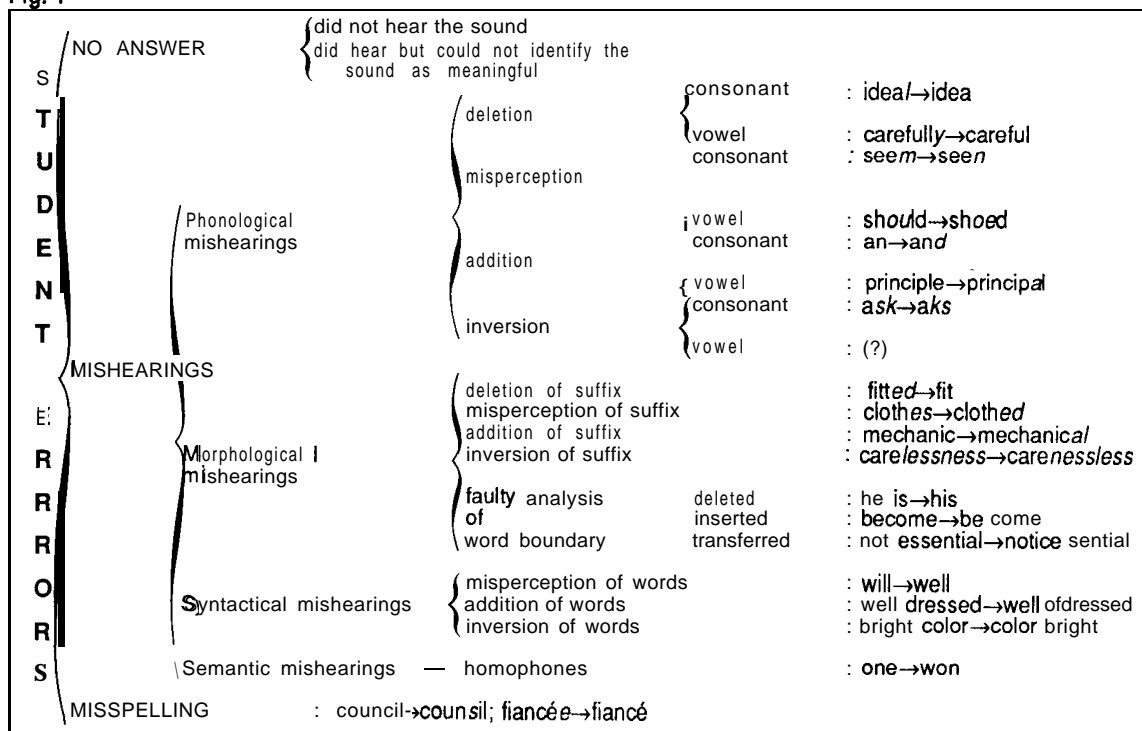
⁸Grice, P. (1967), Logic and Conversation. In Cole and Morgan, eds., *Syntax and Semantics*. Vol. 3 (Speech acts), pp. 41-58, Academic Press. See also Levinson, S. C. (1983), *Pragmatics*, Cambridge University Press, pp. 100ff.

⁹They are freshman classes at Waseda University's Economics and Political Science Department.

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Fig. 1



Then we get different types of potential mishearings as can be seen in Fig. 4.

Fig. 4

Classification of Mishearings	
—	Failure to understand the situation
—	Misinterpretation of the message
—	Failure to catch the syntax
—	Failure to catch the words
—	Failure to catch the sounds
—	Failure to inference

To explain the whole process, let me give an example of a foreigner who happens to come across an American carnival which has a pie-throwing booth, a booth where people pay money to throw pies at someone.

1. This foreigner does not know that such an activity exists. Food being thrown at people for fun is relatively rare. Thus he may fail to understand the situation.
2. A man comes up to him with a pie and asks, 'Hey, do you want a pie or a pinch? By saying this, the man is asking the foreigner if he wants a pie to be thrown in his face, or if he wants a pinch on the arm, in which case he is released clean and safe. The foreigner should answer, 'A pinch,' but not knowing the rules, he might say instead, Yes, both a pie and a punch.' Thus he misinterprets or fails to catch the message of the question. Moreover, he fails to catch the

word and sound of 'pinch' as he mishears it as 'punch,' one meaning for which is a kind of drink which may be served at a party.

3. But suppose he did hear the word pinch correctly. He will feel that things don't fit properly. Or suppose he did not understand the word pinch. In both cases he will ask the other man what 'pinch' is, as in Situation B. Thus another round of the listening process begins.

It is obvious here that a student who follows the listening comprehension line given in Fig. 1 (sound → meaning) has only the given sounds to rely on for his successful listening, while the foreigner who follows the situation → probable sounds → asking question line in Fig. 3 will be more successful in his listening communication.

Earlier we gave a classification of students' mishearings (cf. Fig. 4). From those errors we can surmise their possible causes as follows in Fig. 5.

Fig. 5

Possible Causes of Mishearings	
On the hearer's side:	-Not knowing the cultural situation -Poor vocabulary -Not using inferring skills
On the speaker's side:	-Not giving enough contextual information -Not being explicit and clear (i.e. The encoders are not following the Cooperative Principle, in pragmatic terms.)

Then we can also surmise what skills students ought to have to avoid those mishearings as follows in Fig. 6.

Fig. 6

Listening Skills for Avoidance of Mishearings

1. The skill to understand the context of situation
2. A good vocabulary
3. The skill of inferencing
4. The ability to ask questions if necessary

Now that we have itemized what needs to be taught, how do we teach these skills and what kind of materials should we use?

Hunting for topics is one possible drill to attain Skill 1. In topic hunting the source of information is not restricted to verbal clues only, but we should use other available audio-visual and physical sources. As a general rule, we should stick to contexts and situations familiar to our students, such as a train ride, shopping, studying, common news on TV, or even their sports heroes and favorite TV entertainers. Abstract and sophisticated topics should be held back for later use.

Such presentations of contextual information are also good occasions for increasing the students' vocabulary, Skill 2. Vocabulary should always be presented to the students within a context and pronounced naturally. A good vocabulary enables a listener to catch the key words of the situation and to set his imagination and expectation on the right track.

What Japanese students want most is Skill 3, namely the ability to inference. I am sure Japanese students do infer in real-life situations but somehow they stop doing so in the English listening class. One report⁶ states that nearly 80% of the college freshmen tested failed to perceive the familiar verb-phrase 'woke up' in 'My father woke up at four last Sunday.' In dictation my students very often wrote down, 'They couldn't *work any *father. *They are two baskets on the table.' Sometimes they wrote out meaningless words like 'I think I can make a *maraca.' These examples show how students are preoccupied with the sounds they hear and how unaware they are of their power to recognize implicatures provided by the context.

Still worse, sound clues very often mislead students. What teachers must do is to stimulate students to do their normal everyday native language inferencing in the foreign language classroom. Therefore, it may be a good idea to begin listening exercises without sound clues. One textbook offers an interesting exercise in this regard. A man sneezes many times while talking on the phone. Students are asked to guess what he should say after each sneeze.⁶

It is also helpful to give them an oral and visual presentation of the same material several times. The material should be very short, about 1-2 minutes long,

* = inappropriate form

*work → walk, *father → farther, *They → There,

*maraca → model car

but it should have plenty of contextual information. Then hand out an incompleting summary of what went on in the material. Students guess the words and phrases to fill in the blanks, but they can ask questions (Skill 4) about meaning, pronunciation and spelling of the words any time during the task. After this inferencing preparation, they listen to the completed model summary and correct their own summaries.

And, of course, we can adopt Q-and-A and T-or-F exercises. Among the various types of questions, T-or-F and Yes/No questions are preferable to Wh-questions and multiple-choice questions because the former are simpler and less strenuous for both teachers and students.

It should be remembered, however, that our target in these exercises is not the content of the material but to develop inferencing skills in listening to questions. We are not testing but trying to build skills, in this case the skill to anticipate what is going to be asked and the skill to ask questions for clarification. So, the ideal teacher is a native English speaker.

With Yes/No and T-or-F questions there is always the possibility of random guessing on the students' part. In this regard, Anderson and Lynch's (1988) Diagram Tasks and Map Tasks are very useful. In these tasks, students are asked to draw lines and follow the lines as they listen to the instructions. In doing these kinds of tasks, students and teachers are able to discover exactly what sounds, expressions and situations are causing the mishearings, thereby giving students the opportunity to sharpen Skill 4, that is, the skill to ask questions for clarification.

Conclusion

The listening comprehension model sometimes does seem to follow the sounds->meaning line, especially when we listen to the radio, speeches and lectures. However, the sounds->inferencing line is a difficult course to follow. Dictation results indicate how difficult it is for Japanese students to catch all the linguistic sounds in a sentence. But even native speakers themselves do not catch every sound in an utterance. They are reported as catching sounds through their expectation of what probably will follow.⁷ Thus, it is too much to demand of L2 learners who already have so many problems to hear all the given linguistic sounds. We are wasting our time and energy with those strenuous exercises which focus on catching 'the' and 'a' sounds or other such weak forms of English. If there are other efficient ways to achieve successful listening, they should be taught. We have identified our listening skills that may help L2 learners do just that. If students are trained to use these skills, they will grow into better listeners more quickly and more easily.

Notes

¹See Itakura's survey (1996) on the theoretical background of dictation. See also Tsukiyama's report (1971).

²Itakura (1985) reports a high correlation between dictation and both listening comprehension and speaking with correlation co-efficients of 0.703-0.962. Harris (1970) reports a

(cont'd on page 20)

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Pragmatics and Language Testing: Towards a Definition of Edu-Informetrics

by **Akira Hagiwara**
Soka University

Recent studies on communicative competence suggest that pragmatics is intimately related to language testing in at least the following ways:

1. in selecting testing materials
2. in measurement and evaluation
3. in defining the nature of the relationship between those involved in communication.

Communicative competence is defined as being comprised of grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Savignon, 1986; Swain & Canale, 1987), and pragmatics is directly concerned with the last three areas. For this reason materials for language testing should be selected from the point of view of authentic (i.e. pragmatically relevant) discourse in order to increase content validity.

Pragmatics highly values the speaker and hearer relationship in treating discourse, and this basic attitude should be maintained and extended to language testing as well. In this paper, the pragmatic interpretation of the speaker-hearer (s-h) relationship used assumes that there is no definitive role difference in 's' or 'h.' This, of course, is closer to the way real communication takes place. In this view, the speaker is also hearer, and vice versa. Traditionally, speaker-hearer referred to mutually exclusive roles defined over time. That is, one person speaks while the other listens. This traditional view is clearly inadequate and hence replaced by the non-mutually exclusive s-h interpretation, in which those involved are equal participants in creating a discourse.

Recently, techniques have been developed in measurement and evaluation which enhance our ability to be more s-h communicative- (i.e. learner-centered) based, as opposed to a more traditional authoritarian, s-h (i.e. teacher-centered, definitive role) approach. The former approach can be defined as one which mediates the teacher and the learner relationship, whereas the latter was strictly teacher-centered.

In this paper, such techniques of measurement and evaluation of language testing as Rasch scaling, S-P (Student-Problem) score table analysis, empirical analysis of errors will be discussed in terms of latent trait measurement, the scaling for which is displayed in a student/problem matrix. This approach will emphasize mediation and is interactive, thus providing information for everyone involved. This kind of evaluation and measurement will thus create a better and more relevant pedagogical environment. This new method of evaluation is outlined below. I call this new approach *edu-informetrics*. It is hoped that this approach will increase the use of pragmatic values in language testing. It will be shown that the new co-

efficients computed in latent trait measurement could prove more useful than classical psychometrics, which is based on the teacher-oriented only evaluative techniques.

1. COMMUNICATIVE COMPETENCE AND CRITERIA FOR SELECTING MATERIALS

Communicative competence has four components: grammatical, discourse, strategic, and sociolinguistic competence. This definition points out that communicative competence is 'greater than linguistic, grammatical competence (Savignon, 1983) and these components interact with one another to increase overall communicative competence. However, pragmatics is generally considered to be beyond grammar and is related to the latter three components, i.e. the discourse, strategic, and sociolinguistic components. These components are useful in setting up criteria for choosing materials to be used in language testing, as they are directly related to pragmatics.

Discourse competence makes it possible to recognize various discourse patterns, to combine utterances and sentences into a particular topic, and to infer the meaning of language units of spoken/written texts. As for test materials, they should be selected so as to test this competence; that is, test materials should include units above the sentential level and not fragments, which are too often used for testing grammatical competence.

Strategic competence allows one to compensate for imperfect linguistic, discourse and sociolinguistic knowledge, and limiting factors in their application. Coping strategies are thus necessary to enhance or sustain communication. This ability to communicate within a limited framework includes the ability to use communicative strategies in situations which are fluid and unexpectedly interpersonal ones. Among this type of communicative strategies, we find the following: repetition, rephrasing/rewording, hesitation, avoidance of certain topics, etc. This competence has great communicative value since every speaker finds himself/herself in such a situation. Empathy (Savignon, 1983) and interestingness (Hinofotis, 1986) are important factors in these interpersonal contexts. Thus, testing materials should be provided which are more sensitive to measuring these effects in communication.

Unlike grammatical competence, which is purely linguistic, sociolinguistic competence is a compound domain having to do with the social rules of language use. For example, sociolinguistic competence makes it possible to understand the social context in which language is used: the roles of the speaker-hearer, the information they both share and the interactional

function. Appropriateness of a particular use of language in a particular situation should be valued over accuracy in formulating a satisfactory description of language code. That is, sociocultural rules of appropriateness and/or relevance should be emphasized. Sociolinguistic competence, for this reason, puts emphasis on 'well-behavedness' (Leech, 1983) rather than 'well-formedness' in language use, which has been highly valued in traditional language testing/instruction. Materials should be developed which test this competence.

1.1. Authenticity of testing materials

The learners need to understand varied forms of linguistic and paralinguistic features which will help to make language meaningful. They should usually have a wider receptive repertoire than they are able to produce in communicative situations. Materials, in this sense, need not be edited even though they do include difficult linguistic elements since the learners should be able to incorporate even difficult elements into a wider receptive repertoire. They may not be able to use them for some time but having them in the repertoire means that they can better adjust to real communicative environments to which they will be exposed.

Recently, electronic devices such as TVs and video cassettes have made it possible for the learner/teacher to use authentic materials. However, using only tape recorders for comprehension of authentic listening texts means that the visual element is lacking. Thus using video or other visual aids, pictures, cartoons, etc. will be valuable adjuncts for creating contextualization. Authenticity of this kind is all-important because it can increase inferencing among learners, a basic pragmatic and communicative skill.

1.1.1. Well-formedness vs. well-behavedness

Integrative testing is generally considered to be pragmatic testing (Oller, 1979) since it requires the testee to relate sequences of linguistic elements through pragmatic mappings to paralinguistic contexts. In this view, the following TOEFL test is not interactive since the focus is clearly on formal items rather than function (Savignon, 1986):

Example 1 (TOEFL)

Bob had the shoemaker repair his sandals. (*This is read on tape.*)

(*Testees will read the following and decide which is closest in meaning to the short statement they have heard.*)

- Bob bought a new pair of sandals.
- Bob's sandals were fixed.
- The shoemaker only made sandals.
- The shoemaker wore sandals.

This formal bias was criticized by Savignon (1986). She notes, for example, that the two words 'repair' and 'pair' will cause confusion; selection of the correct response hinges on equating 'repair' with 'fix.' Also she criticizes the formal delivery and the contrived nature

(i.e. unauthentic) nature of the conversations often used in TOEFL. The type of test exemplified in example 1 (TOEFL), a kind of discrete-point test, has the objective of evaluating performance at the level of 'well-formedness' which is recognized as being 'meaning-independent,' and as such is an instance of noncommunicative performance. Testing materials which measure well-behavedness are more relevant.

Conversations in present textbooks do not provide enough material for teaching appropriateness, or, rather, 'well-behaved expressions,' because real conversations are based on more complex relationships between the speaker-hearer than are commonly included in texts. (Cf. see Susuki's paper this volume.) Language users always think of actual situations or the social relationships involved. Thus, there are a variety of expressions available for each function; the difficulty arises, therefore, because language users have to choose/process the most appropriate expression for a particular function in a particular situation. Consider example 2 below:

Example 2

A: I'm going to leave early.

(*Do you mind if I leave early?*)

I wonder if I could possibly leave early.

I hope you don't mind, but would it be at all possible for me to leave early?)

B: Yes, go ahead.

(Note: In the above example, some other alternative ways of asking for permission are possible which reflect different levels of politeness.)

Teaching materials need to be more sensitive to 'well-behavedness' or relevance of behavior as follows:

(i) **Linguistic accuracy vs. relevance for effective communication.** The assessment of the testee's performance should not be restricted to linguistic accuracy but should also include other criteria which relate to effective communication. In particular, there is a body of growing literature on the role of relevance in communication which must be included in both the test and the evaluation, (The recent work of Sperber and Wilson [1986] is seminal here.) Situational relevance should always be one focus as it is concerned with situational appropriacy of utterances and real-life communication. Testing must begin to incorporate that notion in its design.

(ii) **Function and linguistic knowledge.** Nowadays, both academic and non-academic institutions are recognizing the need to establish as their chief criteria of evaluation functional proficiency. Studies have shown that most EFL students, even if they are advanced in their linguistic knowledge, find it difficult to choose appropriate language to suit various situations/context. The pragmatic approach is concerned with this ability of language users to pair utterances/sentences with the context in which they would be appropriate. Hence, pragmatics becomes a crucial factor in every aspect of language learning.

(iii) **Contextualization and relevance.** Language use is always relevant in a context. Relevance is related to

the physical environment of the communicative act. Moreover, s-h's role and status, appropriateness of attitude and levels of formality are important factors here. The latter is mainly concerned with textual cohesion and coherence, or rather whether some text is more cohesive and coherent, domains which relate to the testee's world of experience. Mom emphasis needs to be placed on 'being relevant' in a communicative context, on the notion of behavior, on whether appropriate form5 have been selected for that context. Measurement, too, needs to reflect these concerns.

2. MEASUREMENT PERTAINING TO EDUCATION

Recent trend5 in testing research, in general, have made it clear that there exists a clear and important distinction between 'psychometric' and 'edumetric' pmperties of educational tests. A psychometric test is generally defined as 'a test which has been primarily designed to maximize individual differences on the variables being measured' (Cziko, 1981). An edumetric test, on the other hand, would be one which minimizes the role of group differences, one in which both learner and teacher have active roles.

The results of a psychometric test might be interpreted only by comparing them with the scores of other

group5 on the same test, while an edumetric test is designed primarily to yield scores which are meaningful only to a teacher without reference to the performance of others. In the following sections, norm-referenced tests (i.e. a psychometric measurement) and criterion-referenced tests (i.e. edumetric tests) will be compared and an approach which reconcile5 the two opposing approaches will be outlined. This latter approach, which is pragmatically based, I will call "edumetrics."

2.1. Norm-referenced vs. criterion-referenced measurement

It has been pointed out (Mehrens et al, 1979; Cziko, 1981; Isaac et al. 1981) that both norm-referenced and criterion-referenced measurements have merit5 and limitation5 in actual testing situations. Criterion-referenced tests, a5 well as norm-referenced tests, are standardized and am commercially produced. For example, consider the G-TELP (General Tests of English Language Proficiency). A norm-referenced test can sometimes be used/interpreted as being similar to a criterion-referenced measurement, and vice versa. The following table (Isaac et al., 1981) shows the attributes and characteristics associated with the norm-referenced and criterion-referenced measurements:

Attribute	Norm-Referenced Test (NRT)	Criterion-Referenced Test (CRT)
State of the Art	Highly developed; technically sound	Mixed and variable; technology developing
Development Cost	Major	Moderate to major
Consumer Cost	Relatively inexpensive	Relatively expensive
Utility	General purpose; long-lived	Situation-specific; short-lived
Content Validity and Coverage	Based on a specified content domain, appropriately sampled, and tending to have fewer items per objective. Tends to be general and broad.	Based on a specified content domain, appropriately sampled, and tending to have more items per objective. Tends to be specific and narrow.
Score Interpretation	In terms of a specified norm group (e.g., percentile ranks, grade equivalents)	In terms of a specified criterion of proficiency (e.g., percent mastery)
Item Development	Two main considerations: content validity and item discrimination	One main consideration: content validity
Standardized?	Yes	Usually
Sensitivity to Instruction	Tends to be low to moderate, because of its general-purpose nature	Tends to be high, when closely matched to a particular instructional situation
Reliability	High	Can be high, but sometimes hard to establish
Application	To assess the effectiveness of given instructional treatments in achieving general instructional objectives	To assess the effectiveness of given instructional treatments in achieving specific instructional objectives

2.2 Edumetric and psychometric approaches compared

The following table shows the main differences between the edumetric and psychometric approaches.

I. Static Approach <u>Psychometric approach</u>	II. Interactive Approach <u>Edumetric approach</u>
<ul style="list-style-type: none"> *reliability and validity are static *individual differences are maximized • represented the idiographic tradition in psychology is norm-referenced *maximizes score variance *reliability is high *validity is concurrent/predictive *score is not directly interpretable *difficulty estimates are not possible *information is teacher-based 	<ul style="list-style-type: none"> *process-oriented/dynamic *maximizes item difficulty *employs interpersonal (interactive) evaluation *is criterion-referenced *maximizes progress in the items *has high internal consistency *has descriptive validity *score is directly interpretable by teacher or learner *allows difficulty estimates *provides information for each participant in process of learning

One of the important characteristics of edumetrics is that it is a process-oriented evaluation. According to Carver (1974) and Cziko (1981), an edumetric measurement should include items which have maximum sensitivity to learning. And those items in II above are related to the specific domain and to the process of learning, that is, are directly relevant to learning.

2.3. Reconciliation: Edu-informetrics and psychometrics

Each type of measurement, edumetrics and psychometrics, has its own strengths and weaknesses. A balanced view concerning these two approaches was given in Isaac et al. (1981) and Henning (1987). In latent-trait measurement (Henning, 1987) all of the advantages of both approaches can be obtained in one and the same test. Henning discusses the efficacy of edumetrics, latent-trait measurement, Rasch analysis, S-P analysis, and entropical analysis, all of which are edu-informetric-based.

3. EDU-INFORMETIXICS

The psychometric approach is mainly concerned with teacher-centered instruction. This is so because it gives data which are meaningful to the teacher first and foremost in classifying and grouping the learners. The edu-informetric approach, on the other hand, by its very nature should serve for general pedagogical purposes; that is, it is not just teacher-centered but also learner-centered. It can be used for both norm-referenced and criterion-referenced evaluation.

3.1. Basic concepts pertaining to edu-informetrics

1) In the learner-centered approach it is necessary for the learner to be furnished with useful and adequate information concerning the domain his learning is focused on. It necessarily includes assessment at the start, during the process and at final cumulative evaluation. Particularly, in the process of learning, it is essential to provide relevant information on what items are still not mastered through assessment or appraisal (Rea, 1987).

2) The learner himself should be able to choose the relevant measurements which are suitable for him. The learner should decide when assessment, appraisal, and grading are to be given.

3) These process-oriented assessments should be useful as a source of immediate feedback for the learner, giving adequate comments and/or necessary information for the learner himself to proceed learning effectively.

3.1.1. Individualization and edu-informetrics

In individualization, or self-directed learning, self-evaluation plays a crucial role. For example, the unique property of the computer as a medium for learning is 'its ability to interact with the student' (Kenning, 1983), that is, point out mistakes, etc. Books and tape recordings cannot point out mistakes the student has made and react in a manner which leads him to recognize and correct his mistakes. In a typical application, the computer can administer tests which are appropriate in the process of learning or which measure cumulative progress. It can mark tests, record the marks, produce profiles and use the results for guidance. Since individualized programs are goal-oriented, evaluation can be defined as an operation which determines how far the result aimed at corresponds with the result achieved and which therefore checks that the objective has been reached (Holec, 1980).

The learner as well as the teacher can make a selection of an appropriate testing/measurement mode which is relevant for that learner. Process assessment and cumulative evaluation should be incorporated into an individualized program.

3.2. Recent technological developments and techniques

Technological development has made it possible for the learner-teacher to have access to the database in a center. Learners can practice on their own by using independent, individualized programs and will be assessed in the process, thus providing useful information about progress achieved. Eventually they will be evaluated for their progress.

3.2.1. Latent-trait analysis

Latent-trait measurement or item response theory is composed of three analytical procedures (Henning, 1987): the one-parameter, the two-parameter, and the three-parameter logistic models. These have in common a systematic procedure based on the probability

or improbability of individual items and a person's response patterns.

3.2.1.1 Rasch scale measurement

Unlike traditional measurement theory, Rasch scale measurement is a probabilistic model in which persons and items are not only graded for ability and difficulty, but are judged according to probability or to the likelihood of their response patterns, given the observed person's ability and item difficulty.

3.2.1.2 S-P score table analysis

S-P score table analysis was originally developed in Japan and is based on the concept of Guttman's implicational scaling. It is widely used because of its simplicity in processing and availability for the class. *Student* ability and *Problem* (item) response are the two main attributes which are measured by S-P matrices.

3.2.1.3 Entropical analysis of errors

From the viewpoint of errors the learner is likely to make, item error patterns are mostly predictable. However, there are guesses, gifts and gyps. Clozentrmpy was first developed by Wilson Taylor (19531, and it is still useful for analyzing errors. This measurement basically depends on information theory, and is particularly useful for analyzing fuzzy elements in a performance.

3.3 The speaker-hearer vs. the teacher-learner relationships

Traditional measurement depends on reliability and validity. It supports the teacher-centered approach, giving accurate but inadequate information to the teacher exclusively; that is, treating one side, i.e. the teacher's, while excluding the other, i.e. the learner's. However, latent-trait scaling models provide the learner as well as the teacher with appropriate and relevant information about learning. This shift from traditional measurement to latent-trait measurement is meaningful since the mediated interactive function provides information for both the learner and the teacher. This mediated relationship between the learner and the teacher can be compared to the relationship between the speaker and the hearer in communication in that there is no privileged side. Both the teacher and the learner's roles are equally important.

3.3.1 Goal-oriented approach: edu-informetrics

The context for language testing is language learning/teaching. In this connection, traditional language testing is directly concerned with the content of learning or specific domain; edu-informetrics is, on the other hand, concerned with the objective of learning in the particular domain defined in the process of learning. For this reason process-oriented evaluations-formative and summative evaluations — are used to evaluate individual achievement. Thus, in the learner-

centered approach, the goal-oriented philosophy (i.e. the pragmatic approach) should be maintained throughout by way of edu-informetric measurement.

In conclusion, it is clear that pragmatics is related to language testing in terms of selecting materials and of measurement and evaluation, and most importantly in terms of defining the teacher-learner relationship in these areas. In this paper, some criteria for selecting materials for testing and measurement pertinent to educational purposes have been discussed. A new, dynamic philosophy has been proposed, i.e. 'edu-informetrics,' an approach which will enhance the learner-centered approach. Testing itself has become more process-oriented and interactive, emphasizing formative/process assessment and at the end of the program cumulative evaluation, and edu-informetrics is in that same spirit.

The calibrations in edu-informetrics are more varied and systematic and can be utilized to acquire the kind of information which is appropriate (i.e. relevant) for a given learner.

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Listening (*cont'd from page 13*)

correlation coefficient of 0.73-0.75 between dictation and listening comprehension and syntax perception.

³See for CIA systems Takefuta et al. (1987), Takahashi et al. (1988), Watanabe & Watanabe (1988). A cloze test is a type of fill-in-the-blanks test. The blanks in this test, however, are made every nth word. See Itakura (1979).

⁴Itakura et al. (1985), p. 17.

⁵Nskazato (1987) p. 45.

⁶McLean, A. 1981. *Start Listening*. Longman.

⁷Rivers (1976), pp. 125-128; Anderson & Lynth (1988), pp. 22-23; Bever (1970); Takefuta (1970), pp. 221-223.

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Submission to the Special Issues of The Language Teacher

Articles concerned with the topic of a Special Issue may be submitted either to the editors or to the guest editor for that particular issue. It is recommended that one or the other be consulted beforehand, to avoid content overlap, and that plans be made to submit the article approximately two months before the issue date.

RECOMMENDED READING IN PRAGMATICS

Leech, Geoffrey N. 1983. *Principles of Pragmatics*. Longman.

An excellent introduction to the intimate connection between pragmatics and rhetoric. Leech uses the term 'rhetoric' to mean goal-oriented behaviour. He constructs a theory that fills the many gaps left by conversational analysis. An interesting, but occasionally technical rendering of the principles of a pragmatic theory.

Levinson, Stephen C. 1983. *Pragmatics*. Cambridge University Press.

The best survey of pragmatic theories around. The book is soniewhat dated and somewhat too biased toward conversational analysis. It is good, however, as a survey of the field up to the early '80s.

Sperber, Dan, and Deidre Wilson. 1986. *Relevance: Communication and cognition*. Harvard University Press.

The most promising candidate for a unified framework which combines code theory (i.e. grammar) and pragmatics. As the title suggests, this book concentrates on a revised version of Grice's maxim of relevance. Its treatment of implicature, as it relates to relevance, is especially insightful. This book is on its way to becoming a classic in linguistic theory and is therefore must reading for anyone in linguistics.

Prepared by Bruce Wilkerson

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On the Principles of Coherence in English Textbook IIC for Senior High School

by Ayako Susuki
Aoyama Gakuin

ABSTRACT

This paper proposes adopting the principles of 'pragmatics' in evaluating and selecting high school English textbooks and further proposes setting up the necessary kinds of communicative criteria in order to improve all approved English textbooks as language models for high school students.

Needless to say, a close inspection is imposed on all kinds of textbooks by inspectors of the Ministry of Education. However, native speakers often find strange and unnatural, i.e. inappropriate, expressions in the approved English textbooks, which means the English expressions as models in English textbooks can easily be examined from the viewpoint of structural grammar, but it is difficult to check on the organization of and appropriateness of any discourse as a whole. Textbooks for English reading are known as 'English IIA' and 'English IIB' and these two types of textbooks are constructed by using well-known novels and short stories, partly extracted from the originals. Sometimes, textbook writers rewrite sentences in accordance with target sentence patterns. But those

patterns are grammatical — not pragmatic! Another textbook for writing skill or English composition is 'English IIC.' Several kinds of 'English IIC' are presently used in senior high schools, but there are many problems with their English expressions as most of them come from literal translations from Japanese pragmatic discourse organization.

The reason for these problems may be partly due to the differences in rhetorical patterns between English and Japanese. However, there are also cultural differences between America or England and Japan, i.e. the English language is basically CP- (cooperative principle) oriented, while Japanese is a PP- (politeness principle) oriented language, or so Wilkerson has claimed (forthcoming).

Thus, we can utilize the principles of pragmatics to develop a certain measure to improve English teaching materials. In this presentation the principles of pragmatics are shown to provide a good check for each dialog or statement.

英語教科書教材に於ける Pragmatics から見た問題点 —— discourse of coherence (整合性) の問題 —— 須々木 斐子 (青山学院大学)

はじめに：

本論文の主たる目的は Pragmatics の諸原理を基調とする英語教材作成のための基準を設定することを提案することにある。現在用いられている英語検定教科書（高等学校用）及び他の英語教材が一般に統語形式偏重に傾いている。言語モデルとして適切さに欠けたものもあるとする native speakers の批判に注目し、Pragmatics の原理を一つの評価尺度とし、教科書教材を検討し、その原因を探る。

引例は、英語 IIC（書くことの言語活動）に限った。言語モデル作成という意味で IIA、IIB よりも適切な対象と思われるからである。またこの種の研究には、native speakers の協力は不可欠であり、現在の外国人英語教師導入の時期と相俟って、その役割分担論にも発展しよう。

1. Native speaker からの批判

昭和57年12月、18名の英米豪の native speakers が、教科書、大学入試問題、参考書など28種の教材について検討し、各々の comments を集め更に、意見の一致したものだけを選び、Comments on "Classroom English in Japan" by Native Speakers（英語教育研究会編、1982）が刊行された。翌58年には続編が出ている。目的は次に引用する James. R. Beyer 氏の言葉そのものである。

As readers of this book will see, much of the English in textbooks in use in Japan today is not good English. This is unfortunate. I have seen so much effort being made by Japanese students and teachers as they attempt to master the English language. I feel their efforts should be matched by authors, editors and publishers of English language textbooks. These people should be sure that the English in the books they write, publish, and sell is good English. There is little justification for students and teachers wasting time in learning English that is outdated, inaccurate, and used in a way that would sound strange to a native English speaker when they could be spending that same valuable time in learning modern, practical, good English as it is used today.

また同じ編集者の 1 人 Lawrence M. Colrin 氏は、更に具体的に述べている。

... the English material which is to be the basis of learning must be (1) produced by a native speaker or (2) produced by a non-native speaker and then checked by a native speaker or (3) produced by a non-native speaker who knows his limitations and avoids all areas of structure and vocabulary of which he is not sure.

また「まえがき」では『日本の英文法偏重』がおかしな英語を生み出している大きな要素の一つである…』とし、『文法的には誤りではないが、おかしい英語…』が多く、『……non-native speakersの日本人は、実際にはある英文が正しいかどうか判断しかねる場合が多々ある……』と述べている。ここに、Pragmaticsの介入が必要となる。

2. 何故、いま Pragmatics なのか

「文法的に問題はないが、不自然な英語」は言語を個々の独立した体系と捕え、意味論、統語論、音韻論のレベルで、言語の形式を規定する一連の規則や範疇に照らし、問題がなければよしとする基本的な言語観の避け難い結果といえよう。

Pragmaticsでは、言語を社会的な機能(function)との関連で捕える。(Leech 1983: 66~67) LeechはこのfunctionalismをPopperのevolutionary epistemology(言語の進化論的認識論)(Popper 1972: 106)を借用して説明している。Pragmaticsの基本原理は、生活体が情報の伝達ということを通じて環境に適応してゆくとする、心理学のcognitive(認知主義)の考えに立つものである。従って言語を対人関係の修辭(Interpersonal Rhetorics)の三つ面に注目して考える。LeechはHallidayの三つのfunctions(Halliday, 1970: 1973)と取り上げPragmaticsはInterpersonal functionとTextual functionに関わりIdeational function(観念作用的機能)は文法に関わるものであると定義づけている。

(Leech, 1983: 78~82) この対人関係の修辭、即ちspeakerとhearerの伝達の過程に着目すると、Speech Act theory(Austin, 1962) Speech Acts(Searle, 1969)に於けるIllocutionary Act或いはIllocutionary Forceは、話し手が目的(goal)を目指して行うcommunicationという意味で、発話の意味(the meaning of an utterance)と一致する。ここではspeakerとhearerの対人関係を含むgoal-directed communicationとして言語を取り扱う。更に、utteranceが行われる時・場所も重要な要素として、speech situation(発話場面)に組みこまれる。Pragmaticsは、このようにspeech situationとの関連で、意味に関わるので従来のsemanticsとは区別される(Leech, 1983: 14~15)。

3. なぜ、高等学校検定教科書英語II Cを選んだか。

昭和53年8月30日の高等学校学習指導要領の改訂によって、新指導要領による教育課程の基準は57年度から実施された。

英語Iは基礎的能力を養うための中学校の課程の延長である。英語IIは、Iの延長として、5文型を中心とし、更に文型・文法を付加的に学習するように規定されている。英語II Bは、読解用のreaderである。これらは多くは原作に手を加える場合が多く、いわゆる書き下ろしの著者のoriginalityは比較的少ない。英語II Aは従来の「英語会話」とは異り、口頭での言語活動を目的とするが、

日常の会話ではない。結局II Cのcomposition用教科書に、著者の意図がよく反映されており、dialogもoriginalなものが多く見られる。しかしその種類は少く、4社、4冊の刊行に留まっている。

4. II Cに見られる共通の問題点

結論から言えば、4冊各々が工夫をこらして構成されているが言語モデルとして適切なものとそうでないものとの格差が目立った。中でもGriceのCP(協力の原理)、Lakoff, LeechのPP(丁寧の原理)から見た場合、日本語のdiscourseとして自然な対話の流れが、英語にそのまま翻訳された結果、「論理的一貫性」、「文化的一貫性」に欠け、Native speakerが難色を示すdialogとなってしまうものが多く見られた。これらの問題箇所は、文法上の誤りではなく、日本語のdiscourseと英語のdiscourseの違い、さらに背景の文化的な違いによる発想の違いから生じたものであり、日本人の教師・生徒に違和感を与えないため、見過ごされているものと思われる。同時に、一連の共通した問題点から、日本の社会は、欧米のCP-oriented society(協調の原理を基調とする社会)とは対照的に、PP-oriented society(丁寧さを原理を基調とする社会)であり、情報伝達の過程で様々のspeech situationの要素がdiscourseに反映されている。

【例1】

- | | |
|---|---------------------------------|
| 1. You are on the tennis team, aren't you? | あなたはテニス部には入っているんでしょ。 |
| 2. Yes. I like playing tennis, but I am not good at it. | ええ、テニスをするのは好きですが、うまくはありません。 |
| 3. It looks easy, but it is difficult. | やさしそうにみえますが、難しいものです。 |
| 4. I want to buy a racket. Will you select a good one for me? | ラケットを買いたいので、いいのを選んでくれますか。 |
| 5. O.K. I will go with you any time. | いいですよ。いつでも行ってあげますよ。 |
| 6. Sports make us healthy in mind as well as in body. | スポーツは肉体だけでなく精神も健全にします。 |
| 7. I heard you playing the guitar in your room. | あなたが自分の部屋でギターを弾いているのを聞きました。 |
| 8. My father has bought me a guitar at last. | ようやく父がわたしにギターを買ってくれたのです。 |
| 9. No wonder you look very happy. And you can play pretty well. | どうりで、とてもうれしそうですね。それに、演奏もうまいですよ。 |

このdialogについて、1.のtag questionと、2.の応答について、discourseとして不自然な感じが残る。恐らく著者は日常の会話での発展的な流れを意図したのであるが、附加疑問ではなく、rising intonationで十分であるとする。2.のbut以下は、Native speakerには日本のstrategyと映る。3.は、2.のI am not good at it.を受けて、同情的にit is difficult.と答えているが、これは「下手である」ことを認めるのでPPに反する。4.はI'm going to buy a new racket.或いはI'm looking for a new racket.のように具体的な行動としての表現の方が次のwill youで始まる要請に対してつながりが自然である。Will you select~?より、Could you give me some advice in selecting~?の方が具体的である。5.のI will

go with you anytime.は、あまりにも generous で不自然になるのでもっと具体的に、Sure, I'll be glad to. When?の方が自然。「いつでもいいですよ。」は日本的な rhetoric であろう。6. は全く日本的というより、あまりにもいわゆる教科書の発想で、discourse を全く無視している。一般に日本人はどこかに道徳的な関連づけや、倫理的な結論づけを好む習慣があり、特に教科書ではこの類例が多く見られるが、欧米人には奇異にしか映らない。7. 8. 9. は別の場面での dialog らしいが、8. の at last で、ギターを手に入れるに至る経過がうかがえるものの、'gap' が大きすぎる。9. の No wonder. ~ の文は、~ You look so happy. の方が好ましい。更に And you can play pretty well. は不必要。これも日本人特有のお世辞で、英語の discourse では不自然で、時には irony にもなりかねないからである。Grice の CP (協調の原理) の情報の量・質を適用すると、量の不足、つまり (the right amount of information) の問題、と同時に必要以上の情報を含まないこと (Do not make your contribution more informative than is required.) の問題点が得られる。またこの点は、様態 (manner) の明瞭であること (Be perspicuous) の項目、Be brief (avoid unnecessary prolixity) の問題でもある。(Grice 1975)

[例 2]

Dear Emiko,

Thank you for the pretty birthday card. (1) There is nothing new to tell you about me and my main reason for writing today is that I have a problem on which I need your advice. (2) I hope you won't mind my worrying you with this difficulty of mine.

You know that Tomoko has been my best friend for many years. We have always been like sisters and gone everywhere together and shared everything. Then three months ago Tomoko met a boy called Kazuo and since then they have been going out together (3) frequently. (4) Naturally, I have felt a bit lonely. but I'm not so stupid as to resent it.

この手紙文は Dear Emiko, の、が示すように親しい間柄の人に対するくだけた手紙文であるはずである。(1) の文は客観的な表現で、私的な手紙には適さない。むしろ I don't have anything new to tell you. の方が好ましい。次に同じ文の後半で I have a problem ~, とあるのは、矛盾を感じさせる。(2) の文は「私の悩み事であなたをわずらわせたくないのですが。」という日本語の英訳のように思われるこの文は、英語表現としては大変矛盾している。excuse としか受け取られない。(3) の frequently は formal な感じで friendly talk の discourse としては不適當。a lot にする方がよい。(4) の Naturally は、日本語としては「当然」であまり問題にならないが、この場合前の文から naturally と受けるのは自然ではないから削除。I have felt a bit lonely. は I feel a little lonely.

の方がよい。have felt は、I have ever felt の意味のようだがその必要はない。(5) の文は、日本語では、「腹を立てるほど馬鹿じゃありません。」で、女の子の表現として抵抗はないが英語では I don't resent it. の方が自然である。この例では informal な friendly letter という前提での coherence の問題がある。(1) (2) は、明かに Japanese discourse の英訳から来る logic の一貫性に欠けている点が指摘される。これは Grice の CP の中で、情報の量と質に関連し、また PP (丁寧さの原理) の面とも関連する implicature (含意) の原則の問題である。implicature には、1. logical implicature と、2. conventional implicature と、3. conversational implicature があり (Grice 1975; 1981)、これこそが illocutionary act なのだが、CP, PP と相反することが多い。また、日本語の表現の多くが直接的表現や、論理的な明快な表現をさけ、含意で伝達したり、殊更にあいまいなまま推測の余地を残したがる傾向があり、英語表現との隔りが目立つように思われる。

[例 3]

What do you like to do on Sundays?

A: 日曜日には何をするのが好き?

(1) I enjoy taking part in sports.

B: スポーツをするのが好きだ。

What kind of sport do you like the best?

A: どんなスポーツが一番好きなの。

I don't mind. I've never stopped thinking about it. I spend more time on these days than (2) doing anything else. (3) I play with my brother.

B: さあ。真剣に考えたことはないな。近ごろは、他の何よりもテニスに多くの時間を費やすね。弟とするんだ。

Is he very good?

A: 彼、上手なの?

He's only a beginner. (4) but he seems to like it.

B: 初心者にすぎないが、好きらしいよ。

I remember seeing him at a judo tournament.

A: 柔道のトーナメントのとき、彼を見かけた記憶があるわ。

He was enthusiastic about judo, but he stopped practicing it when he hurt his left wrist last year.

B: 柔道に熱をあげていたけれど、去年左の手首を痛めたとき、柔道の練習はやめたんだ。

Oh?

A: あら。

His wrist had to be operated on.

B: 彼の手首は手術が必要だったんだ。

I'm sorry to hear that. (5) I'm glad the accident didn't discourage him from playing sports.

A: かわいそうに。でも、事故があっても、彼がスポーツをやめなかったのはうれしいわ。

It certainly didn't. In fact, he's thinking of taking fencing lessons.

B: まったく、やめなかったね。実際、彼はフェンシングを習おうかと思っているんだ。けがをした左手が問題にならないスポーツを他に思いついたら、知らせてやってよ。

(6) If you can think of any other sport where an injured left hand isn't a problem, let him know.

この例の(1)は、in sports とあまりにも一般化した応答となり、不適切。I like to play golf のように具体的な特定化した答の方が自然である。CP の Manner の法則、Relation の法則に反する。(2) の doing は不要。(3) は不要、unnecessary prolixity といえるが著者は、次の会話の発展の手がかりに使っている。工夫すべき箇所であろう。(4) は、不要。a beginner との関連性に問題がある。(5) は全く日本的発想である。英語の discourse からすれば、他人の行動への干渉になりかねない。(6) も同様

で、兄だからというだけで弟の趣味を探し、友人にまで依頼するのは、全く余計な介入ということになる。これは日本語の discourse としては、美しい兄弟愛であり、優しい女性の共感と心遣いとなってありうる speech situation であろう。この例は、PP (丁寧の原則) の (1)tact maxim (2)generosity maxim (3)approbation maxim (4)modesty maxim (5)agreement maxim (6)sympathy maxim (Leech, 1983 : 132)が適用されよう。このAはBの girlfriendらしいが、sympathy maxim と agreement maxim に従い、CP には反している。PP は日本語の discourse を説明するのに不可欠であり、Leech は、Miller(1967)の説を引用し、日本女性の modesty maxim の強さに触れている。確かに日本語では PP が優先し、丁寧すぎることは、impolite であることよりはるかに安全であると考えられがちである。英語圏では、丁寧すぎるものが、無礼や皮肉に受け取られる危険性があることは意外に日本人には意識されていないようである。

5. 教材の見直しと native speaker の参加の意味

教科書或いは英語教材を pragmatics の諸法則を適用して見直すことは効果的な方策ではないかと思う。但し、この時点で当然起こる反論として、英語を用いても、日本人の考え方、日本の文化的背景から来る発想まで変える必要はないとする意見もあるだろう。しかし、基礎的

な英語学習の中で、モデルとして用いられる英語表現や discourse(spoken or written)は、やはり英語本来のものであるべきで、それによって彼我の文化の相違を判然と認識することにもなる筈である。

またこの作業で欠かせないのは native speaker の助力である。教材開発は native speaker との協調なしには到底出来ない事業である。native speaker は言語教材作成の段階で、言語モデルとしての適否について助言を大いにすることで貢献することが望まれる。英語力で日本人教師と競うことや主導権を争う例も皆無ではないが、双方が modest maxim に従えば、よい協力関係が得られ、効果的な教材と英語学習が可能になる筈である。

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(cont'd on page 33)

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MINISERIES

This month begins a three-part miniseries on Lexicographical Information by Christopher Barnard. In this series Barnard identifies such issues as identifying a lexeme, finding a word in a dictionary, and finally extracting and recording the information available. He discusses the importance and difficulty these four aspects of dictionary use present for a second or foreign language learner and concludes the series with practical examples of exercises that can be applied to the language classroom to help learners overcome these problem areas. As drawing on lexicography is an important and little recognized area of language leaning, these papers are an important contribution to language teachers and teaching.

Eloise Pearson, Editor

Lexicographical Information (Part One)

by Christopher Barnard

INTRODUCTION

The efficient use of the dictionary and correct ways of handling information obtained from it are important study skills. Mastering these produces the realization among learners that the dictionary is the key to an extensive and rich grammatical and collocational system (see Jackson, 1985, on grammar in the dictionary; and Benson, 1985, on collocations). This realization will also help the learner to continually develop and expand his knowledge of the language by making and testing hypotheses about how the elements of this language system are related to each other (see Rossner, 1985, on the learner as an actively hypothesizing amateur lexicographer).

On the other hand, unskillful dictionary use and a lack of understanding of the innate limitations of dictionaries can produce a set of poor study habits and misconceptions about the nature of both dictionaries and language learning which actually hinder the study of the foreign language. Poor dictionary use includes:

- (1) not realizing that the principles of dictionary compilations may affect where a word is to be found in the dictionary and that what constitutes a 'word' will vary from dictionary to dictionary;
- (2) not knowing what information is likely to be recorded, or not recorded in dictionaries;
- (3) not being able to distinguish between relevant and irrelevant information;
- (4) not being able to extract the maximum amount of relevant, appropriate and important information from a dictionary entry;
- (5) believing that words have exact, unique or unvarying translations;
- (6) believing that words are entities which can be 'known';
- (7) not knowing how to record information obtained from the dictionary.

Considering how much faith, often blind faith, learners place in the dictionary, it is ironic that it is the language learning resource that is perhaps most frequently misused. In many language courses the amount of training given in dictionary use is minimal or non-existent. This is particularly regrettable, even dangerous, considering that the learner makes most use of his dictionary outside the classroom, away from the guidance of the teacher.

It is useful to think of dictionary use as being

divided into the following four consecutive steps: 1) identifying the lexeme, 2) finding the word, 3) extracting the information, and 4) recording the information. The first two steps are specifically concerned with 'looking up a word.' The third and fourth steps are on the borderline of dictionary and notebook use. In this, part 1 of the paper, I will discuss the first two of the steps: identifying the lexeme and finding the word. Part 2 will deal with extracting and recording information. Part 3, the last in this series, will present specific practice exercises related to the theoretical discussions in the first two papers.

The discussion and examples in this part will be relevant to the first four points above.

IDENTIFYING THE LEXEME

When a learner meets an unknown word in a text, he is faced with the problem of identifying the lexeme before he can proceed further (see Matthews, 1974:20-35, for a discussion of lexeme and word). Thus *going* will not be given headword treatment, but will be listed under *go*. The ability to identify a lexeme implies at the very least:

- (1) enough knowledge of the morphology and syntax to segment a word so that the morphemes are identified. For example, the learner must know that a word ending in *-ly* immediately following a verb is probably an adverb and, depending on his dictionary, may not have independent headword listing, but must be looked for under the listing for the corresponding adjective.
- (2) the ability to use existing knowledge of the language to make intelligent guesses. A learner may, by analogy with *sing* > *sung*, realize that *rung* may be listed under *ring*.
- (3) knowledge of what not to look up. Learners who use poor reading strategies (for example, doing word-by-word or line-by-line translations, without first skimming the text) sometimes try to look up personal or place names. This is especially likely to happen when the name is at the beginning of the sentence, where the capital letter loses its significance.

FINDING THE WORD

Once the word, or more accurately, the lexeme has been identified, the learner is faced with the task

of finding it in the dictionary (Thompson, 1987). (From here on 'word' will be used non-technically to refer to lexemes, words, and such close constructions as 'phrasal verbs,' etc.)

A. The Nature of the Dictionary

To find the word the learner must be aware that the following considerations play a part in where it is listed:

(1) *The size of the dictionary.* Although this is the most obvious aspect of dictionary use, it is also the most important and as such does bear repeating. On it will depend such factors as whether a particular word is in the dictionary or, if it is, how it will be listed.

(2) *The type and readership of the dictionary.* Dictionaries vary according to how 'user-friendly' they are. An English-English learner's dictionary is likely to be considerate to the user in its treatment of phrasal verbs since these are an important part of the language, but one which presents difficulties to the learner. The user-friendly dictionary will not bury these phrasal verbs in a long entry under one headword but will more likely give them independent headword status (see LDOCE) or distinctive and major sub-entries (see OALD). English-Japanese dictionaries tend to be considerate to the learner in giving inflected forms independent headword status. (For example, Sanseido's NCE-J gives *quickly* an independent headword entry while both LDOCE and OALD list it under the adjective.) [See under References for dictionary abbreviations.]

(3) *The macro- and micro-structures of the dictionary.* The macro-structure is concerned with factors such as what constitutes a headword, or where a headword is listed. What information is under a headword, how such information is ordered, and how sub-entries and run-on entries are dealt with, are examples of considerations affecting micro-structure. The differing treatment of phrasal verbs in OALD and LDOCE mentioned above is one example of differences in micro-structure.

Looking in several different dictionaries at the entries for 'toast' ('eat a piece of **toast**¹, 'toast'² a piece of bread; 'propose a **toast**³, 'toast'⁴ someone's health'), will show how macro-structure can vary greatly from dictionary to dictionary. In COD they are all dealt with under one headword; in OALD ¹ and ² are under one headword and ³ and ⁴ under another headword; in LDOCE there are three headwords in the following order: ² (under one headword), ¹ together with ³ under another headword, and ⁴ under another. NWD gives, in the following order: ² and ¹ (one headword); ³ and ⁴ (another headword).

Differing principles underlying the construction and editing of dictionaries therefore result in different macro-structures.

(4) *Treatment of transparency.* Dr. Johnson (1755), in the preface to his dictionary, notes that words like *coachdriver* require no "explication" because the "primitives contain the meaning of the compounds" (see McAdam & Milne, 1982:11). On the other hand, the meaning of *highwayman* is not so immediately obvious, and it therefore merits an independent headword

entry. Or to take another example, *airmail* is analysable into *air* + *mail* and since the meaning is predictable the word is said to be transparent. Although *blackmail* is analysable into *black* + *mail*, the meaning is unpredictable and therefore the word is said to be opaque. (This example is from Bauer, 1983:19.) A dictionary would have to give *blackmail* headword treatment, but whether it should deal with *airmail* in a similar way is debatable. In fact in LDOCE it is a headword but in OALD it is listed as a sub-entry under 'air.'

What is transparent to a native speaker of a language is far less so to a learner. Again the compilers of the dictionary must, bearing in mind its readership and the uses to which it will be put, decide how to deal with transparency.

(5) *Treatment of lexicalization.* A derived form is said to be lexicalized when it has a meaning over and above what we might assume it to have. For example, words of the type *bluish*, *reddish* and *greenish* are related to *blue*, *red* and *green* and to each other in a predictable and regular manner. Or as Johnson (*ibid*) says, "to the primitives being always the same, their signification cannot be mistaken." Because of this, they may not be given headword treatment. On the other hand, the relationship *compute* > *computer* is different from that of, say, *lend* > *lender*. The meaning of *lender*, 'someone who lends,' is easily predictable, but *computer* means far more than 'someone who computes.' *Computer* therefore, by virtue of being lexicalized, merits headword treatment.

User-friendly dictionaries, in particular learner's dictionaries, will adopt a broad definition of lexicalization and give words that, say, a native speaker's dictionary would list as sub-entries, separate headword treatment.

(6) *Typographical and arbitrary conventions.* Some decisions taken by the compilers of a dictionary will have to be arbitrary. In LNUD a convention dictates the following order of entries: *rundown* (noun), *run-down* (adj.), *run down* (verb). (This example is taken from Stein, 1985:41.) However, NWD lists *run-down* before *rundown*. Or to take another example, the conventions of LDOCE dictate that *Reformation* and *reformation* are both given headword status with the former preceding the latter in the listing. In OALD *Reformation* is listed under *reformation*. These are essentially arbitrary or typographical conventions.

Differences between British and American spelling can also be regarded as typographical conventions.

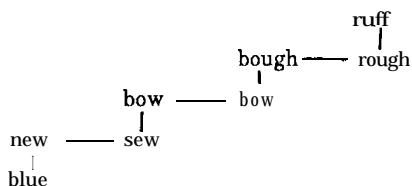
B. The Right Choice

The teacher must always be aware of the possibility of mistakenly looking up the wrong word. The major considerations are as follows:

(1) *Homographs, homophones and homonyms.* Different words with the same spelling, the same sound, or with both the same spelling and sound may present problems to the user of the dictionary. (See Malakhovski, 1987, and Robins, 1987.)

(2) *Grapho-phonemic correspondence.* The fact that there is no one-to-one correspondence between spelling

and pronunciation in English can create difficulties for the learner. An idea of how complex the search task of the user of the dictionary is may be obtained by looking at the following grapho-phonemic network in which words with the same graphemic representation of different vowel phonemes are listed on the same horizontal axes, but words with the same pronunciation are on the same vertical axes:



(3) *Superscripts*. Different headwords with the same spelling will normally be marked with numbered superscripts. (For example, refer back to 'toast.') In LDOCE mine ('excavation') is numbered with superscript ³, in OALD with superscript ².

(4) *Verification*. After the learner has identified the word and found it in the dictionary, he still needs some way of actually verifying that he has made the right choice. He does this by comparing the available or inferable morphological and syntactic information related to the word as it exists in the data with the information given in the dictionary. For example, in the two nominal meanings of *toast*, one is a countable and the other an uncountable noun. The learner will have to be aware of this distinction. He will also have to take into account any contextual information.

A learner who checks his dictionary without realizing the meaning of "We had a toast last night" is not using the grammatical information given in the dictionary. Likewise, whilst "We walked carefully through the field of mines" is ambiguous, knowledge of the real world and context favours the interpretation "explosive device."

Notes

Dictionaries:

- OALD: Oxford Advanced Learner's Dictionary of Current English (1985)
 COD: The Concise Oxford Dictionary (1976)
 LDOCE: Longman Dictionary of Contemporary English (1981)
 LNUD: Longman New Universal Dictionary (1982)
 NCE-J: Sanseido's New Concise English-Japanese Dictionary (1966)
 NWD: Webster's New World Dictionary of the American Language (1974)

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'ENDING HUNGER' WALK CAN BE LANGUAGE TEACHING OPPORTUNITY

Sunday, May 14, is the date set for this year's **Tokyo Green Walk**. Now in its fourth year, this sponsored walk was started by a few English teachers who wanted a chance for themselves and their students to act for ending hunger. The idea caught on, and last year 800 walkers raised over ¥5 million to benefit five local volunteer groups with projects in Bangladesh, the Philippines and three parts of Africa.

While no longer confined to teachers and students, the Green Walk is still a golden opportunity for language learning. Before the walk, you could base a lesson around hunger. Two powerful pieces of source material are a multiple-choice quiz (sample question: What percentage of hunger-related deaths are caused by famine? a) less than 10% b) more than 30% c) all of them) and an 11 minute English-language video called *Famine and Chronic Persistent Hunger: A Life and Death Distinction*. They can be used together for listening practice as most of the answers to the quiz appear in the video. For copies, write to: Julian Bamford, Bunkyo University, 1100 Namagaya, Chigasaki-shi, Kanagawa-ken 253. Enclose a VHS or Beta blank tape. Japanese-language versions of the quiz and video are also available, so specify the language(s) you want.

On the day itself, you could walk (and pot-luck picnic en route) with colleagues and students in an English-language-only group. In past years, some students have worn group t-shirts, trainers, hats, or ID badges to promote team spirit. (Preparation can be a class project in itself.) If you've never had the chance to take a 'field trip' with your students, you may be surprised at the enthusiasm and quality of interaction when you join together in a common pursuit.

And you can participate in more ways than just walking. One school held a beer-garden' event with profits going to the walk. Another had an in-school auction of unwanted goods, and some teachers in Chiba had an English-language tea-party in their home, with an admission fee. I'm sure you can think of more ideas, both educational and fun. And, needless to say, for the best of causes.

(cont'd on next page)

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Christopher Barnard, whose current fields of interest include Japanese syntax, pedagogy and lexicography, has an MA in linguistics from Cornell University. He was one of the writers and revisers for Sanseido's Junior Crown English-Japanese Dictionary (1988). He is assistant professor of English language and linguistics at Teikyo University, Tokyo.

This year, the 11-kilometer hike follows a quiet tree-lined canal in the Inokashira/Mitaka/Koganei area. Please call 03-815-0550 in English or Japanese for more information.

グリーンウォーク

飢餓の終焉を目指す第4回東京グリーンウォークが5月14日(日)に催されます。スポンサードウォークは慈善事業のために寄付金を集める方法として欧米諸国では一般的ですが日本では比較的新しいものです。参加者は歩きながらお金を集めるのではなく、事前に友人知人に1キロ歩くごとに100円寄付するといった要領でスポンサーになってもらいます。今年は井の頭から小金井までの閑静なたたずまいをみせる玉川上水に沿った11キロのコースです。集まったお金は海外で飢餓をなくすために

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またウォークは学生たちに国際問題を認識させる絶好の機会となります。歩く前に飢餓について理解できるよう、クイズとビデオを用意いたしました。ビデオは所要時間11分、英語版、日本語版の2種類ありますのでダビングご希望の方は英語、日本語のどちらかを明記し、ビデオテープ(VHS、ベータ)同封の上、次の住所に郵送してください。

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15TH ANNUAL JALT CONFERENCE ON LANGUAGE TEACHING/LEARNING November 3-5, 1989



Bridging the Gap: Theory and Practice

(CALL FOR PAPERS)
DEADLINE: JUNE 1

The Japan Association of Language Teachers (JALT) will sponsor its 15th Annual International Conference on Language Teaching/Learning at Notre Dame Seishin University, Okayama, from Friday, November 3, through Sunday, November 5, 1989. The theme for this year's conference is **Bridging the Gap: Theory and Practice**.

The conference will feature over 300 presentations dealing with all aspects of language teaching, learning, and acquisition. The conference committee would like to emphasize the multi-lingual, multi-cultural nature of the conference and to encourage teachers of all languages, researchers, administrators, material and curriculum developers, and colleagues in related disciplines to participate. Over 2,000 people from Japan and abroad are expected to attend.

The conference features a 1,000m² Publishers' Display, a variety of social events including a banquet, and a Job Information Center. Details on all conference-related activities will be published in *The Language Teacher*, so check each issue for the latest conference news.

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.

Proposals for papers, demonstrations, poster sessions, workshops and colloquia, particularly those touching on this year's theme, are warmly encouraged. The program committee especially wants to invite chapters to sponsor a presentation. The committee regrets that financial assistance cannot be provided to all presenters. A reduced three-day conference fee is applicable, however, to the chief presenter of each accepted proposal.

For more information see the February supplement of *The Language Teacher* or call the JALT Central Office, 075-361-5428.

REPORTS ON THE 17th KAIZENKON CONFERENCE AND A SPECIAL KAIZENKON MEETING

The Japan Association for Improving English Education (Kaizenkon) held its annual conference at Nakano Sun Plaza in Tokyo on Dec. 26-27, 1988. Due to the unexpected recurrence of my injury, I could not participate in the conference as JALT representative. Instead, Sonia S. Yoshitake, national membership chair, and Yoshio Mochimaru, a former staff representative, took part in the two-day discussion. It was very useful for JALT to share ideas and to discuss various problems concerning English education in Japan with other representatives of similar organizations.

There was lively discussion on the Revised Teachers' Licence System proposed by Mamoru Morizumi (JACET). Internationalization and English Education proposed by Kaneyoshi Nakayama (JASTEC), and the Assistant English Teachers' System proposed by Narimitsu Ahara (Shin Eiken). Before closing the conference, an 'appeal' based on the contents of the discussion was drafted. In addition, they discussed a proposal from the Curriculum Council (Kyoiku Katei Shingikai). A request, basically prepared by Prof. Wakabayashi of Tokyo University of Foreign Studies, on the recently disclosed Course of Study (Gakushu Shido Yoryo) was distributed towards the end to prepare the participants for a special meeting on Feb. 11, 1989. Since the Ministry of Education (Monbusho) had postponed the release of the Course of Study which had been expected in the middle of December last year, another meeting was held at Toshima-ku Kinro Fukushi Kaikan in Tokyo on Feb. 11. This meeting was held to discuss this matter only and later a statement will be released in major professional magazines.

Due to the lack of financial support from JALT for travel expenses to the meeting, no one from JALT could participate in the special meeting. However, the statement which was discussed and agreed upon by the participants will be published in major professional magazines and presented to the Ministry of Education by Kaizenkon staff members in the future.

Reported by Kazunori Nozawa
Toyohashi University of Technology

SPECIAL ISSUES CALENDAR 1989

May – Music and Songs (Dale Griffie)
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

EXCOM MEETING REPORT

The JALT Executive Committee met in Tokyo on Jan. 29, 1989 for the first meeting of the new year. Several items of importance were discussed and passed. A new JALT chapter in Himeji was recognized. Funds were allocated for printing bilingual Japanese-English brochures. Philip Crompton was selected as the '89 representative to IATEFL. (Deborah Foreman-Takano was the representative to TESOL '89.) Also, Jim Batten resigned as chair for the Long Range Planning Committee.

There was extensive discussion on several motions concerning representation at ExCom meetings. One motion concerned transportation-funding for one representative per chapter per year to an ExCom meeting whether or not the chapter has a member who serves as a national officer. Another motion provided that national officers cannot simultaneously serve as voting chapter representatives at ExCom meetings. A third motion concerned the elimination of voting by proxy. All three motions were passed. The third motion constitutes a change in the Constitution of JALT and it will therefore be brought before the membership for a vote at the annual business meeting at JALT '89. Members are encouraged to discuss this with their chapter president.

This report is merely a very brief summary of business discussed. For a full report, members are encouraged to check with their chapter president, who will have received a copy of the tentative minutes, and/or the chapter representative who attended the meeting if different from the chapter president.

Reported by Rita Silver
Recording Secretary

CORRECTIONS TO THE OFFICERS LIST

Our apologies to the Kagoshima and Kobe chapters for the following omissions in last month's issue of *The Language Teacher*:

Kagoshima Chapter

Vice President: **David L. Smith**, 4777-3 Uenochō,
Kanoya-shi, Kagoshima 893-22; 0994-40-0030

Kobe Chapter

Program Chair: **J. Patrick Bea**, A-501 Shizumi
Heights, 5-1 Taka, Kashimba-cho, Kitakatsuragi-
gun, Nara 639-02; 07457-8-0391

The **West Tokyo Chapter** has announced the following change:

Membership Chair: **Pat Yasuda**, 3-20-19-B Azamino,
Midori-ku, Yokohama 227; 045-903-0074 (H)

The new address of **Linda Viswat**, National Program Chair: Chateau Blanche 1204, Masui Shimmachi
1-chome 8-3, Himeji 670; 0792-23-0961 (W)



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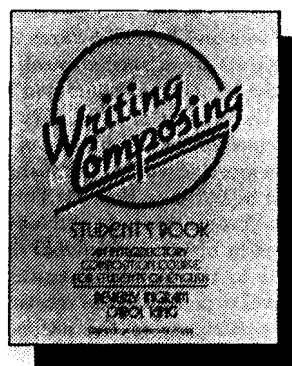
Beverly Ingram and Carol King

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As spring approaches, we hope you are planning your proposals for the conference. The Call for Papers appeared as a special supplement to the February issue of *The Language Teacher*. Please refer to that for all proposal guidelines. If you need an additional copy of the Call for Papers, please contact the Central Office or your local chapter. Remember also that the deadline for proposals is June 1.

PROGRAM UPDATE

Colloquia: We would like to introduce the following as suggested topics (not titles) for the Planned Colloquia.

1. Task-based Language Learning
2. Approaches to Innovation
3. Reading
4. Issues in Motivation
6. Teacher Training
6. Bilingualism
7. Composition
8. Second Language Acquisition Research
9. Cross-cultural Communication
10. In-Company Language Training

Those with interest/expertise in the above topics are encouraged to submit proposals according to the Call for Papers. Those with further questions or those interested in being moderators for the above should contact the Colloquia Coordinator: Steve Ross, Shodai Jutaku 11, 3-37, Seiryodai 4-chome, Tarumi-ku, Kobe 655; tel. 078-709-3765.

Poster Presentations

1. *What is a poster presentation?* It is very much like other presentations except that it has a unique format. You might consider it a sort of one square meter advertisement for ideas that will be detailed in your discussions with interested participants or detailed in your accompanying handout. Alternatively, it might be a self-explanatory presentation which relies on flow charts, collage, illustrations and summaries to convey the message. The most well-received presentations of last year used eye-catching graphics and general outlines that served as a lead-in for discussion. Simply pasting pages of a typed article onto a large sheet of paper is quick and easy but less appealing. Remember that your audience is circulating, only stopping to talk at presentations that appeal to their immediate interests.

2. *Guidelines:* Presenters will be allocated one square meter of board on which to affix material but size and shape can vary within that limit. The type of attachment-tape, magnets or push pins will vary with the assigned location. Each session will last about three hours. Presenters do not have to present for that entire period, but must plan on being available for questions and discussion for at least one hour and must indicate at the session times when they will be avail-

able. Presenters are responsible for preparing posters, putting up and taking down the posters promptly, and supplying copies of any handouts they have. Materials for attaching posters will be provided. No audio-visual equipment will be provided.

Junior and Senior High Teaching: As an additional feature this year, we would like to highlight issues that are of particular concern to teachers of junior and senior high school English. Recent announcements by the Monbusho of substantial changes in curriculum and textbook policies suggest that significant changes can be expected in the areas of listening and speaking goals and textbook/syllabus variety. Thus, we encourage proposals that address the needs of, and help "bridge the gap" for, this very important group of teachers. Conference participants can also expect a mini-schedule which will highlight those aspects of the program especially relevant to this group.

PRE-CONFERENCE WORKSHOPS

Similar to last year, six workshops will be offered on a variety of topics. Each will last about three hours, either in the morning or the afternoon of Thursday, Nov. 2. Participants will be limited to 25 for each workshop and will be accepted on a first-come, first-served basis. The workshops will again emphasize practical training in focused areas and will give participants the opportunity for small-group, hands-on activities. If you are interested in them, watch this space carefully for more information regarding topics and registration, and get your application in early. Pre-Conference Workshop Coordinator: Dale Griffie, Asakawa Mansion 202, 1-3-23 Hyakunin-cho, Shinjuku-ku, Tokyo 160.

MAIN SPEAKERS

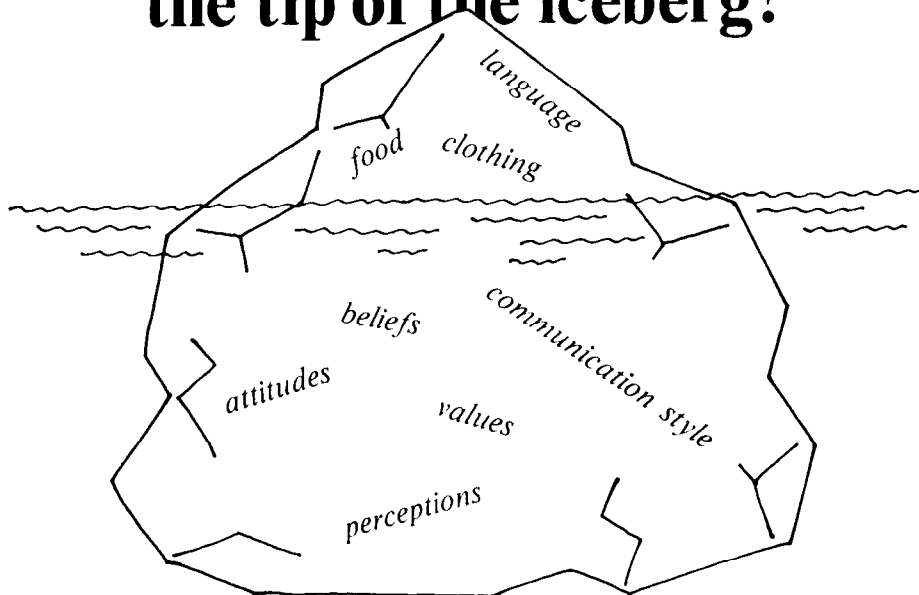
Our keynote speaker for the 1989 conference, **John Sinclair**, comes to us with a vast range of experience in both the theoretical and practical domains. He is well known for his work in discourse analysis, descriptive grammar and lexical syllabus design, and has been very active as the director of the *COBUILD* Project at Birmingham University, where he teaches. His work has taken him to all corners of the globe where he has taught and worked to establish education programs in Africa, the Middle East, Europe, the Far East and currently in Brazil.

H. Douglas Brown, professor of English at San Francisco State University and past president of TESOL, specializes in the areas of linguistics, English as a second language and second language learning/teaching. He is the author of a textbook on the theoretical foundations of language teaching, *Principles of Language Learning and Teaching* (PHR) and is currently working on a book for second language learners on effective learning strategies.

Patricia Carrell currently teaches in the Linguistics and Psychology Departments at Southern Illinois University. She is well known for her studies in the area of ESL reading and is coeditor of an important

(cont'd on page 33)

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PRENTICE HALL REGENTS

Opinion

ATTENTION: EDITORS, WRITERS, AND PRESENTERS

By Michael Redfield,
Osaka University of Economics

In academic or even semi-academic writing it is customary to cite references and sources. In dealing with language teaching/learning, however, citing references and sources is not enough! When giving advice, be it of the 'How to,' 'It Works,' or 'Pedagogical Implications' variety, information on the experimental or experiential classroom where the ideas were developed should also be supplied. Obviously this is not being systematically done at present, but it is the thesis of this article that just such information should be cited in all but the most purely theoretical papers in the applied linguistics, TESL/TEFL, foreign language education fields.

When we do not have vital information on class and classroom background, we are often at a loss as to how to interpret findings and opinions. For one thing, the literature bombards us with contradictory advice. One day it is process, the next product, or books open/books closed, inductive/deductive presentation, grammar vs. vocabulary, grammar vs. communication (grammar vs. almost anything), etc. etc. etc. This is not necessarily bad, in that it shows the dynamism of a field between paradigms, but it certainly leaves the audience in a quandary as to how to analyze and possibly apply the results and recommendations offered. How can we adapt and then apply something when we are not sure where it comes from? For many (hopefully) blind faith is simply not enough.

Often we are told the age group and general level of the learners, and certainly it is possible to read between the lines to deduce further information. but we need to know more. For example, with company classes in Japan, are the learners line or management workers; how long have they been away from English; is the class voluntary or mandatory; will the learners be expected to put what they have learned into practice when the class terminates or at some unspecified future date or perhaps never? This is some of the kind of information needed when reading about company classes. At the college level too it is not enough just to say, "Japanese college students . . ." We need to know something about the university: is it elite or average; a women's college (two-year or four-year) or a co-educational institution; are the students English majors or non-majors; is the course required or elective; how many students to a class; how often does it meet; and what are the class goals and objectives, along with the procedures designed to meet them?

Providing such information should not be either difficult or space consuming. As a hypothetical example, we could perhaps take the case of my previous

working place and state something like the following: Nanzan Women's College is a fairly elite, two-year school in Nagoya, a large city in central Japan. The classes described are these of English majors taking required first year Oral English. The classes are semi-intensive, meeting 4.5 hours per week, with an average of 17 students per class. Entering Michigan test scores average in the high 50s and almost all students have at least some ability to communicate in English. The main goal of the course is the development of communicative and cultural competence.

This kind of information would be of value not only to the classroom teacher interested in practical language teaching but also to the more research-oriented professional (the terms are certainly not mutually exclusive). And the practice of formally citing relevant class background should not, naturally, be restricted to Japan but should ideally apply to similar work in the field wherever it may be carried out.

JALT '89 (cont'd from page 31)

new text, *Interactive Approaches to Second Language Reading* (CUP).

Andrew Wright from Manchester Polytechnic will most assuredly provide participants with valuable insights into the use of various activities, games and visuals in the language classroom. He has lectured and taught extensively around the world and has developed several practical classroom texts including *Games for Language Learning* (CUP) and a series of classroom readers.

Other well-known educators will be confirming their participation at the conference over the next few months. Watch for more information in later issues of *The Language Teacher*.

Apologies to our Japanese membership: There was not enough time to translate this month's Conference update into Japanese before going to press. This information will appear in the May issue.

— The Editors

(cont'd from page 24)

Miller, R. A. 1967. *The Japanese Language*. University of Chicago Press.

Searle, J. R. 1969. *Speech Acts: An Essay in the Philosophy of Language*. Cambridge University Press.

J.J. カッツ、沢田充蔵監修、西山祐司訳、1988、

「言語と哲学」、東京：大修館書店

梶田 優 1988、「変形文法理論の軌跡」、東京：大修館書店

須々木氏は津田塾大学英文科卒業。ミシガンステイト大学で、教育工学で MA。現在青山学院大学教授。



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My Share

The brevity of the haiku makes it an excellent means for stimulating the use of English as a means of self-expression. Here is an account by a teacher who successfully used a version of haiku in a first-year university class.

HAIKU IN AN ENGLISH CLASSROOM

By Linda Veno-Kan

*Snow falling
Walking
White loneliness.* Syuichi Kayano

A free-form variety of English *haiku* makes an excellent vehicle for self-expression for ESL students. Such haiku can give learners a chance, often their first, to express their thoughts and feelings in the target language. The concise form and the possibility of leaving out articles, prepositions and tense markers help overcome many writing-in-English blocks. New vocabulary is often acquired and stored in long-term memory. The expression and sharing of personal feelings enhances the effective dimension of the classroom and makes learning English more enjoyable.

Haiku can be used for ESL classes at many levels. Friends of mine have used them at high school and junior college levels; I have used them in a freshman English class at a national university. The class of 40 consisted mainly of young men whose majors were economics, law, business, and political science. The class met once a week for 90 minutes, and haiku-writing was an activity practiced a few times each semester.

The first suggestion that they should write haiku produced a lot of grumbling, but once they were actually involved in writing the poems, the class discovered that they enjoyed it. On a feedback form I distributed at the end of the first semester, about 60% of the class wrote that haiku had been their favorite activity and that they hope to write more the following semester.

*Five buses run
on snaky concrete road
Through crimson leaves.* Takuji Harada

To set an example, I always sit down and start writing my own haiku, then the class starts thinking and writing. Since I do not want the students to be preoccupied with form at the expense of content and expression, I try to do as little correction as possible. Writing a few bad examples (composed by myself or selected from student work) on the board seems to help many students. Once they are writing I try to circulate and point out possible improvements, I may, for instance, indicate that a particular article is best deleted or that a certain word is used inappropriately. I have never graded haiku, and any written comments are only on the contents.

*Sun shining bright
Already nobody visits
Old bridge in Autumn.* Hideki Tanaka

Here is a possible introductory 90-minute lesson plan. I have modified it from one developed by Penny Harter, a poet who taught writing in American public schools for many years. (The original can be found in *The Haiku Handbook* by W. Higginson and Peggy Harter, published by McGraw Hill)

1. A week in advance I give the class forms at the top of which they have to paste pictures of nature scenes cut out of magazines, calendars, etc. and underneath which they have to write a list of the words they would need to describe their pictures. (There is space at the bottom of the form for the later writing of haiku.)

2. In class the students divide into pairs and take turns to describe their pictures to each other and say what feelings or memories they evoke. (This should be in English, but inevitably Japanese keeps breaking in. Japanese can, however, be discouraged by "brainstorming" beforehand the English vocabulary needed to describe scenery, feelings and memories.)

3. I ask some individuals to tell the class some of the mental pictures, sounds or feelings that came to them as they listened to their partners describe their pictures, and I write them on the board. At this point we discuss the meaning of the word *image*. I use Earl Stevick's definition: "a picture, sound or feeling in our minds that comes into our heads from reading or listening." I point out that what we had just been discussing were images.

4. Now I elicit from the class the orthodox rules for haiku and write them on the board. I then distribute handouts of six haiku from the well-known translation of Robert Blythe. I read each in turn, giving time for one to sink in before going on to the next. Then the class reads them chorally.

5. In pairs the students discuss the haiku, indicating any images they see, hear or feel. (This discussion is also supposed to be in English, but I do not intervene if it lapses into Japanese.) Lastly, I call on various students to tell the class the images they find in each haiku, and I write these on the board.

6. I now tell the class that they are going to write a simplified type of haiku and write the following rules on the board:

- a) There must be three short lines.
- b) There should be at least one image.
- c) If possible, there should be two contrasting images.
- d) There should be no rhyme.
- e) A seasonal reference is optional.
- f) Nothing should be stated openly; emotions should be suggested.

*Sea aglow purple setting sun
fishermen are returning
Crying seagulls.* Akiko Shiraishi

7. I put on some music -Kitaro's "Silk Road" has worked well for me.

8. The students take up their forms with the nature scenes and, listening to the music, write as

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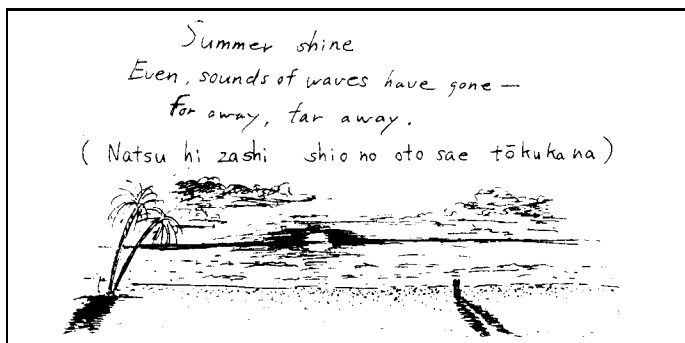
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many haiku as they like on them. In about ten minutes most students are able to write three or four.

9. In groups of three they read their haiku to each other. Then for about ten minutes I let them try writing *renku* together. *Renku* are a kind of linked poem. "A" writes the first line, "B" adds the second, and "C" completes with a third line. The resulting poems are generally of a slightly humorous nature.

10. The final ten minutes of the class is what I call *Haiku Gallery*. We put everyone's haiku on desks in the front rows, or hang them on the walls with Scotch tape. Everyone circulates to read and talk about each other's poems. (A few of mine are usually there, too, which really pleases the class.) This seems to be the highlight of the lesson.

As a follow-up, I sometimes make a "wall newspaper" on one large sheet of paper. It includes a com-

pilation of the haiku chosen by the class as the best, illustrations by students, and short comments by volunteers.

Linda Veno-Kan has an MAT. ESL degree from the School for International Training, Brattleboro, Vermont. She is teaching EFL at Temple University (full-time) and Hitotsubashi University (part-time). All the poems quoted in this article are by her students.

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

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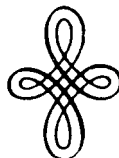
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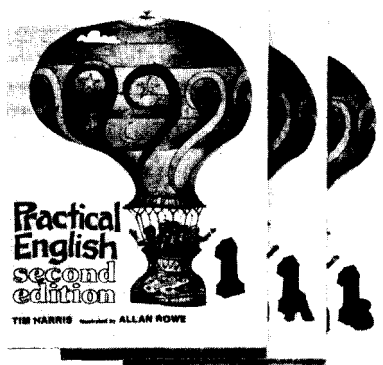
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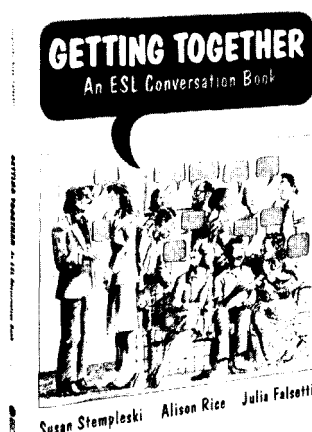
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JALT

UnderCover

GENERAL ENGINEERING. C.M. and D. Johnson. Cassell, 1988. 154 pp.

EARTH SCIENCES. C. St. J. Yates. Cassell, 1988. 164 pp.

General Engineering and *Earth Sciences* are two titles in a new series of English for Academic Purposes texts from Cassell. This series takes on the formidable task of teaching not only the specific language (vocabulary and structures) needed for the student to be able to understand academic reading and lectures but the content of the specific subjects as well. This series is intended for use with intermediate-level students, but more realistically these texts should be used with more advanced students.

Each book contains 15 units. The units each have two major focuses: an authentic reading passage and a portion of an authentic lecture which relates to the topic introduced in the reading. In their efforts to make use of authentic materials, the authors have sacrificed continuity in order to attain brevity. Paragraphs of the individual reading selections have been pieced together from longer texts in order to present certain concepts. Little attention has been paid, however, to providing rhetorical connections between paragraphs. The lectures are also at times taken totally out of context.

Structural and vocabulary exercises accompany each reading passage. The purpose of the structural exercises is to review basic patterns of grammar often employed in scientific writing. These exercises offer useful revision of fairly complex language patterns. The strength of the texts lies in the vocabulary exercises. They are clear and offer useful practice in deciphering unknown words.

Each unit includes several visual aids meant to enhance and clarify the reading passages. In *Earth Sciences* this has been achieved. The diagrams and sketches are clear and easy to associate with the written text. In *General Engineering*, however, the diagrams tend to confuse rather than clarify. They are consistently of such poor quality that it is sometimes difficult to determine what is even being represented.

Each book is accompanied by a "teacher's book," which could better be called an answer key. Except for general opening remarks on how to teach the exercise types, no guidance is given as to how to deal with chapter-specific materials. The teacher's books only contain the answers to the exercises. A foreign teacher or a teacher not fully familiar with the content of the subject matter would surely have many difficulties teaching from these books and finding back-up materials and explanations to help and guide the students.

Reviewed by Sarah Rilling
Science University of Tokyo, Oshamanbe

START WRITING. Franklin Bacheller. Prentice-Hall, 1988. 120 pp.

For those who espouse the "writing process" teaching technique, *Start Writing* seems rather dated in methodology. The author has created a ten-lesson workbook aimed at leading beginning ESI/EFL writers to paragraph-level academic writing. Each lesson follows a five-stage format: listening to a model paragraph (followed by discussion/comprehension questions), taking a dictation of a model composition, completing patterned writing exercises such as outlining and sentence-combining, doing structural exercises in spelling, punctuation, grammar, and editing, and writing a controlled and a free composition.

The author states that the text emphasizes paragraph development rather than sentence-level writing. While this claim is essentially true, many of the exercises focus on discrete grammatical and spelling points rather than discourse structure. Consequently, the student may assume that editing is more vital than macro-structure.

To be fair, the structural topics are certainly on target: students frequently make related errors. A teacher's guide is provided, giving model listening paragraphs and exercise answers. The language used in the text for instruction is sufficiently clear so that the students rarely have to ask the teacher for explanation of the task procedures. Moreover, the weakest students in my classes found the workbook useful for remediation purposes.

Nevertheless, there are serious flaws to this text. The blackline illustrations are often poorly drawn and unclear. The thematic topics of each lesson, though interesting in themselves, are presented in a simplistic and boring manner. While the text activities are pitched at the target level, too many different types of exercises are introduced. Spelling, for instance, is largely unrelated to discourse structure, and should properly have been left out. Furthermore, practice in using a dictionary or an encyclopaedia is hardly central to the purpose of 'starting writing.'

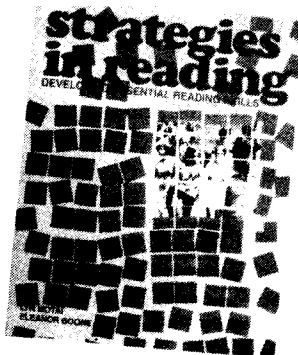
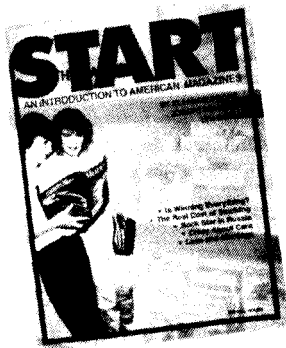
Reviewed by Nicholas Lambert
Tokai University

LANGUAGE TEACHER EDUCATION: An Integrated Programme for ELT Teacher Training. Roger Bowers (ed.). Modern English Publications, 1987. 179 pp.

Sir Isaac Newton once said, 'If I have been able to see farther than others, it was because I stood on the shoulders of giants.' The principle referred to is as simple as it is clear: learn from and build upon the work of others. The present volume, one in a series of English Language Teaching Documents, is a testament to that principle both in terms of its dependence upon the work of others as well as its contribution to the body of knowledge on language teacher education.

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levels throughout the Arab Republic of Egypt. The collection of papers in this volume, however, focus upon one period in the Centre's development, 1982-84, and primarily upon a project integrating pre-service, in-service and advanced *ELT* training.

The book is divided into five parts: Part One provides an overview of an integrated approach to language teacher education; Part Two furnishes a background on the first ten years of *CDELT* and gives an account of the challenges of introducing *ELT* Curriculum Change; Part Three focuses on language teacher competence and education, as well as on course development under restrictive circumstances; Part Four addresses training materials as an instrument of methodological change and the process of developing a series of training materials; Part Five deals with the issue of training the trainers.

Language Teacher Education's greatest strength lies in its honest recording of its attempt to improve a very difficult situation — the quality of foreign language education throughout Egypt — by means of an integrated program of teacher development. Of special interest and importance is its broad approach to the task by concentrating on not only one area of the educational system but rather across the system. Thus, the project entails pre-training, in-service training and advanced training involving students, teachers, trainer and administrators. Moreover, while the authors have provided detailed examples of the project's own materials (e.g. a self-evaluation module, a vocabulary-teaching module, a classroom observation module), they have gone beyond that and constructed numerous

models and frameworks which — to the thinking teacher — is of far greater value.

Another commendable feature is its refusal to present a false picture of an extremely difficult state of affairs. The authors readily acknowledge not only their accomplishments but also the numerous hurdles — very large classes, poor facilities and equipment, poorly trained and underpaid teachers, poor administrative support — in a process which requires a great deal of patience and perseverance. Indeed, because these papers grew out of an *EFL* situation, Japanese readers will find that many of the problems and possible solutions presented herein have a relevance which is often absent in other texts.

Oddly enough, its most notable flaw is a minor, yet disturbing, one: typographical errors. Were it not for their frequency, this would not warrant mention, but it unnecessarily and unfortunately distracts from an otherwise fine book.

Language Teacher Education will most profitably be read by those who are interested in change on a national level. Readers will find that it addresses one of the most perplexing problems of educational reform, that is, the enormous gap between theory and practice, ideal and real, without undue simplification or abstraction. This volume is an appeal of sorts for reformers to become more aware of what others have done, and in building upon the work of others, to clarify their own thinking, to analyze their own strategies, and consequently, to be more effective in their work.

Reviewed by Rand Uehara
Saga Medical School

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HOW TO ENJOY PAINTINGS. Andrew Wright. Cambridge University Press, 1986. 86 pp.

It is certain that some JALT members are teaching students whose speciality is one or another of the visual arts. This book is for them and, indeed, for any teacher who encourages students to describe and think about what they see around them.

Described as being aimed at lower-intermediate and intermediate learners of English, *How to Enjoy Paintings* provides stimulating reading, contains interesting problems and puzzles, and discusses design, composition and perspective in clear English without insulting the reader's intelligence. Paintings, sketches and drawings represented include some by Hogarth, Magritte, Monet, Canaletto, Giotto, Turner, Munch, Rembrandt, Hokusai and a pleasant watercolour of flooded pastures in Normandy by the author himself. Every illustration and there are well over a hundred — has a purpose. Here is the text accompanying Crivelli's 'Annunciation':

Although Crivelli represented space by using strong perspective lines, he also made a strong pattern of shapes across the picture. Notice how he painted the people and the details on the buildings in the distance as carefully as the people and details near to us at the front of the picture. This makes the distant objects come forward and flattens the shapes. Note the illusion of the fruit and vegetables at the bottom of the picture.

While this is not a book to try using with students who are easily bored, or driven to despair when asked to think for themselves, it works well with mature students who are keen to express themselves in English. Why *did* Hokusai feel he would attain perfection at the age of 110? Why *did* Van Gogh paint a plum tree in the Japanese style? Is Francis Bacon kidding us when he says that pictures of slaughterhouses and meat "belong, very much, to the crucifixion of Christ"?

Not a book to choose as the backbone of a course, perhaps, but enjoyable and thought-provoking for well-motivated students.

Reviewed by Bill Corr

英語発音ハンドブック 桐野友次・桐野ソノ・浦野高広
大阪創元社1988 1300円 174ページ

この本には、日本英語教育界が抱えている大きな誤解が典型的に現れている。以下、評者の見解を述べてみた

まず、〔:〕の取り扱いである。著者は〔:〕を「長くひっぱるしるし」と規定している。重要な点であるから、該当箇所の全文を引用しておきたい。

〔i:〕を説明して

「日本語の「イー」よりもずっと唇を横に引いて唇と舌に力をいれて発音します。〔:〕は長くひっぱるしるしです。強母音です。語尾にくる強勢のない弱母音の〔i(:)〕は強母音の〔i:〕より弱く短く発音します。区別しておきましょう。」

と書いている。

「唇を横に引いて唇と舌に力をいれて発音」しなさいと注意しながら、「長くひっぱる」「弱く短く」と論及する点が問題なのである。これが日本人を混乱の迷路に誘い込む。日本人は小さい頃から長母音と短母音の違いに注意するよう習慣づけられてきた。例えば「オーストラリア」は「オストラリア」とは違う。この説明では、多くの日本人は「長い」と「短い」の差異に着目してしまい、実は大切な口の形と舌の位置の差異を無視してしまう。つまり、〔i:〕と〔i(:)〕の違いは長短の差と考えてしまうのである。

昭和44年の『講談社・英和辞典』では、

「〔i:〕を日本語の〔イー〕・〔イ〕に極めて近い」

「〔i〕は〔i:〕よりずっと広くゆるんだ音、イとエの間に近い」

と書いている。つまり、〔:〕は唇を緊張させるしるしであると説明し、音の長短について論及していない。まことに正鵠を得た叙述である。

この重要な点については、著者も気づいているのではないか。〔i:〕は「唇を横に引いて唇と舌に力をいれて発音」しなさいと呼びかけ、〔i〕については「イとエの中間の音、小指を軽く咬ながら、日本語のイを短く発音するとこの音になります」と説明しているからである。「小指を軽く噛みながら」と言うのは卓見である。しかし、「短く」とつけくわえて再び迷路に誘い込んでいる。

『国際人名録』は日本人名を「あきら」を〔Aki:ra〕と表音している。

この〔Aki:ra〕を著者の説明通り発音してみよう。〔i〕は日本語のイとエの中間の音であり、これに子音kと組み合わせると「き」あるいは「け」であり、さらに長音化させて発音すれば「あきーら」「あけーら」の中間音になる。こんな珍妙な日本人名は存在しない。この矛盾はどうして解決できるか。〔:〕の意味を「唇を緊張させるしるし」と解釈し、〔ki〕をハッキリ「き」と発音すれば「あきら」になる。この事からも〔:〕が長音化する記号でないことは明白である。

では、英語における長音化はどんな場合にみられるのか。

「料理するのは楽しくなく、食べるのが楽しい」と英語で言えば、eat という単語の〔i:〕は長音化された「イー」に聞こえ、「食べてから何処へ行こうかなア」と英語で言えば、eat の〔i〕は短音の「イ」に近く聞こえる。英語では文章中の大切な単語の母音を伸ばして意味を強調するのである。

英語に長母音と短母音の区別が存在すると言うのは、日本英語界の誤解である。この誤解は昭和50年代から始まったと評者は考えている。この現象が母音を長音化すれば英語らしくなるという誤解まで生んだ。この漫画がその一例である。

「r」についても論及しておきたい。

著者はrが語尾にくると〔a:〕で表音されると説明する。だが、英語を母国語とする人には「r」が語頭にあって語尾にあっていても同音に聞こえる。従って、ことさら区



別する必要があるばかりか、煩雑さを増すだけである。

最後にイントネーションについて感想を述べてみたい。氏は概ね米国式イントネーションで説明していると思われる。そのことを明記すべきである。そうでなければ、初級者はこれが正しい共通のイントネーションと解釈してしまう。そもそもイントネーションは単語の強母音と文意の強調から成立するものであって、組合せは無限にあり、したがってわざわざ別章を立てて論じてあまり意味の無いことと思う。

結論として「英語発音ハンドブック」は同種の本と同様の誤解が見られる。そしてそれは日本英語界が抱えている誤解である。

Reviewed by Barbara Hanaoka

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 June 30.**

CLASSROOM TEXT MATERIALS/ GRADED READERS

*Freeman & Freeman. *Miss Manners for Students..* Asahi, 1988.

*Graham. *Jazz Chants Fairy Tales* (Student's book, Teacher's book, Cassettes). Oxford, 1988.

*Jones & Kimbrough. *Great Ideas: Listening and speaking activities for students of American English* (Student's book, Teacher's book, Cassette). Cambridge, 1987.

*Murphy. *Grammar in Use: Reference and practice for intermediate students of English* [American English edition] (Text and Answer Key). Cambridge, 1989.

*Watanabe, Gibbs & Gibbs. *News and Views: Developing reading skills through The Japan Times*. Japan Times, 1988.

Brieger & Jackson. *Advanced International English*. Cassell, 1989.

Carey. *Find Your Voice*. Macmillan, 1988.

Carrier & Haines. *Break into English*. Hodder & Stoughton, 1988.

Cellman. *On Course 1* (Student's book, Teacher's book). Oxford, 1988.

Graves & Rein. *East West* (Student's book, Teacher's book, Workbook, Cassettes). Oxford, 1988.

Hopkins. *Get Ready!* (Pupil's book, Handwriting book). Oxford, 1988.

Johnson & Snowden. *Turn On: Listening for cultural information*. Macmillan, 1988.

Kitao. *American Panorama: Improving reading speed and reading skills*. Asahi Press, 1989.

Kitao. *Colonial Days* (Student's book, Teacher's book). Gaku Shobo, 1988.

Kitao. *Reading English Newspapers* (Student's book, Teacher's book). Kirihara Shoten, 1988.

Kitao. *Writing English Paragraphs* (Students book, Teacher's book). Eichosa, 1988).

Parnwell. *The New Oxford Picture Dictionary* (monolingual dictionary, Beginner's Workbook, Intermediate Workbook, Vocabulary Playing Cards). Oxford, 1988.

Revell & Stott. *Highly Recommended: English for the hotel and catering industry* (Teacher's book, Cassette). Oxford, 1988.

!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.

!Kanel & Arima. *What's Going on in English* (Student's book, Teacher's book). Eihoosha, 1988.

!Markline, Brown & Isaacson. *Thinking on Paper: A writing process workbook*. Holt, Rinehart & Winston, 1987.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

Davis & Rinvolucri. *Dictation*. Cambridge, 1988.

Fried-Book & Hashemi. *PET Practice Tests 1*. Cambridge, 1988.

Ruse. *Oxford Student's Dictionary of Current English*, 2nd ed. Oxford, 1988.

Seaton et al., eds. *Chambers Thesaurus*. Cambridge, 1988.

!Aladerson, Krahne & Stansfield. *Reviews of English Language Proficiency Tests*. TESOL Publications, 1987.

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

(Robinson. *Academic Writing: Process and product* (ELT Documents 129). Modern English Publications, 1988.

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 or writer's guidelines should be addressed to the Book Review editors.

IN THE PIPELINE

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

- Barnlund. *Communicative Styles of Japanese and Americans*.
 Blanton. *Idea Exchange* (1 & 2).
 Boardman & Holden. *English in School*.
 Bradford. *Intonation in Context*.
 Brieger & Comfort. *Technical Contacts*.
 Brown, D. *A World of Books*.
 Brown, J. *Understanding Research in Second Language Learning*.
 Byrne. Garibaldi: The man and the myth.
 Carter & Long. *The Web of Words*.
 Celce-Murcia & Hilles. *Techniques and Resources in Teaching Grammar*.
 Chaudron. *Second Language Classrooms*.
 Clark. *Language Learning Cards*.
 Devine et al. *Research in Reading in English as a Second Language*.
 Doff. *Teach English*.
 Dunkels & Gorder. *Start with Listening*.
 Eckstutt & Scoulos. *Real to Reel*.
 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*.
 Kitao et al. *American Holidays*.
 Levine et al. *The Culture Puzzle*.
 Littlejohn. *Company to Company*.
 Live. *Yesterday and Today in the USA*.
 McArthur. *English Today*.
 McCallum. *Brief Encounters*.
 Mugglestone et al. *English in Sight*.
 Newby. *The Structure of English*.
 Nunan. *The Learner-Centered Curriculum*.
 Nunan. *Syllabus Design*.
 Orion. *Pronouncing American English*.
 Pattison. *Developing Communication Skills*.
 Peaty. *AllTalk*.
 Prabhu. *Second Language Pedagogy*.
 Rooks. *Non-Stop Discussion Workbook*, 2nd ed.
 Rutherford & Sharwood-Smith. *Grammar and L2 Teaching*.
 Sangyoo Nooritsu Tankidaigaku Nihongo Kyooiku Kenkyuushitsu Hen. *Kooji o Kiku Gijutsu (Japanese for Specific Purposes)*. Sangyoo Nooritsu Daigaku Shuppanbu, 1988.
 Scovel. *A Time to Speak*.
 Sheldon, ed. *ELT Textbooks and Materials*.
 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*.
 Wright. *Roles of Teachers and Learners*.
 Zanger. *Face to Face*.
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Chapter Presentation Reports

Chapter presentation reports written in English should be sent to co-editor Ann Chenoweth; those written in Japanese should be sent to the Japanese Language editor (see p. 1). They should reach the editors by the first of the month preceding desired publication, although actual publication dates may vary due to space limitations.

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

CHIBA

BEYOND COMPREHENSION

By Charles Sandy

Who is it that reads because someone else tells them to? Mostly English students. That was one answer given during this presentation on interactive reading strategies at the February meeting. If students do not enjoy reading, could one possible reason be that they often lose interest when continually tested on watered-down materials they have been asked to decipher word by word? Charles Sandy, faculty supervisor at Kanda Gaigo, asked his audience to consider this question.

Different models of cognitive processing were discussed. The audience was asked to keep in mind that although models have changed and will no doubt continue to do so, the currently accepted view of how language is processed combines the ideas of 'top-down' and 'bottom-up' processing. The "interactive" view of language processing suggests that since 'meaning' can neither be found exclusively in the text nor in the reader's own experience, the alternative lies somewhere between the two — the interaction between reader and text.

To illustrate how this interaction might possibly be achieved, the presenter had participants engage in a number of reading activities. "Readers" reported to others in their group on a text, wrote comments about the text and then circulated around the room reading others' comments.

Sandy's presentation provided a variety of ideas on how to make reading an "absorbing experience." He left participants with suggestions which included choosing appropriate texts, using authentic materials, and providing a good selection of texts.

Reported by Bill Casey

No Chapter in Your Area?

Why not organize one? Contact Sonia Yoshitake, JALT Membership Chair, for complete details: 1-14-122-609 Tanaka-cho, Higashinada-ku, Kobe 658.



Cambridge
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Writing Matters

Writing skills and strategies for
students of English

Kristine Brown and Susan Hood

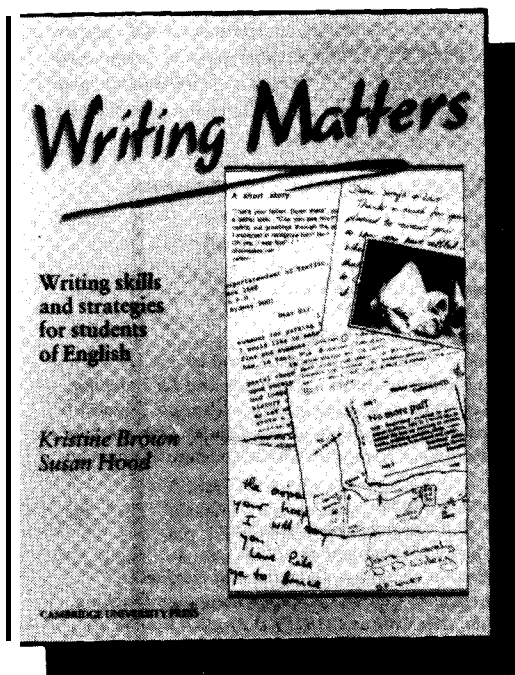
Writing Matters is for lower-intermediate to intermediate level students of English as a second or foreign language, and is designed to develop and practise the writing skills needed in real-life situations.

Part 1 deals with basic procedures such as preparing, drafting and revising texts, and has useful sections on spelling and punctuation.

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For further information on all Cambridge ELT publications, please contact:
Steven Maginn, United Publishers Services Ltd., Kenkyu-sha Building,
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Chiyoda-ku, Tokyo 101. Tel: (03) 295-5875.

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FUKUOKA**9th KYUSHU
ENGLISH LANGUAGE BOOK FAIR**

Jan. 29 was the date of the extremely successful 9th Kyushu Book Fair, sponsored by the Fukuoka chapter. Not only was the event well attended with more than 300 participants during a seven-hour period, but those who came tended to stay a long time, so that the room was packed from beginning to end. Fourteen publishers and booksellers displayed materials, and presentations were given by representatives from seven of these (**Harry T. Jennings** of Prentice Hall/Regents; **Wakako Horie** of Matsuka Phonics; **Stephen Ziolkowski** of Oxford; **Steven Maginn** of Cambridge; **Shari Berman** of HBJ; **Toshiko Aoki** of Longman; and **Jonathan Weinberg** of Little America). The presentations, most of which were delivered to standing-room-only audiences, were well received.

Reported by Fred Anderson

IBARAKI**ANALYZING COMMUNICATIVE
TECHNIQUES FOR
THE ENGLISH CLASSROOM**

By Tony Boys

Tony Boys, assistant professor at Ibaraki Christian Junior College, described a number of semi-original communicative techniques suitable for high school or college classes at the January meeting. He critically examined the description of each technique in an attempt to clarify what we mean by a "good" or "bad" teaching technique. The greater part of the time available was used in discussing the various techniques and we therefore talked about what we think should be happening in the **EFL** classroom.

He started by saying "I can't tell you the answers. I give you some ideas, and you give me some ideas." Then he described some techniques he uses in his classroom. One is "revolving conversations" in which the students sit face to face in concentric circles. They talk with their partners and then change after a question-answer period; people inside move clockwise and people outside go counterclockwise. Advantages of this activity are: 1) Students get to know each other well. 2) They can work on fluency. 3) It's an effective use of time. Disadvantages include: 1) New words and grammar patterns are not learned. 2) Conversations tend to be similar. 3) Error correction is difficult.

He also mentioned other communicative techniques such as singing along with the tape recorder. Students become very interested and lively. Notebook writing in English is worthy and memorization of dialogues is a very convenient way for teachers to check how students study at home. He concluded his presentation by asking which we should weigh more: accuracy or fluency.

Reported by Takashi Ishii

**NAGANO****DEVELOPING EFFECTIVE COMMUNICATIVE
AND INTERCULTURAL SKILLS**

By David Wardell

"Language teachers frequently implement new methods and techniques in their classroom not because the older ones are proven ineffective but simply to keep up with the current trends in the **ESL** field," observed David Wardell at the January meeting. Wardell, an instructor at the University of Pittsburgh English Language Institute (Tokyo), went on to discuss how traditional teaching methods which have often been unjustly discarded by teachers, can be revitalized and adapted to new situations.

While giving credit to new language theories and teaching methodologies, the speaker reaffirmed that such fundamental techniques as dictation, filling in the blanks, using songs and, finally, picture charts are useful pedagogical tools to improve the students' listening comprehension and communicative skills. The latter drill, according to the presenter, enables the instructor to get everybody involved in a speaking process by using pair-work activities.

Wardell further demonstrated how to expand the students' "authentic" English vocabulary by integrating collocations and information gap activities into the curriculum.

The speaker concluded by saying that **ESL's** basic platform is the same; however, our reality is constantly in a state of flux, so our responsibility as professionals is to modify and adapt the existing methodologies to the ever-changing environment.

Reported by Haruhiko Shiokawa

NAGOYA**MAKING INPUT COMPREHENSIBLE**

By Jeremy Harmer

At the November chapter meeting, Jeremy Harmer spoke of the importance of conducting pre-listening and pro-reading exercises to increase student comprehension of listening and reading texts. Listening texts usually present informal conversations between native speakers. Even advanced students have difficulty understanding such conversations. Teachers need to increase the students' interest and expectations before attempting to present a lesson. For example, for an exercise in listening to an interview with an Olympic skier, students could be first asked to rank some sports from most to least dangerous. For reading texts, again learner interests and expectations must be activated. Using an example about two castaways on a deserted island, students were first asked to imagine that their own lives were at risk. Post-reading exercises are needed to ensure that the text "sticks" in their minds. A student may take the part of a character in the story and relate his/her activities.

Harmer closed his presentation by relating an experience using poetry in a class. Students were asked to give their own interpretation of a poem. They

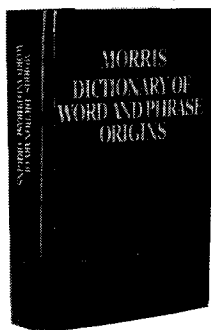
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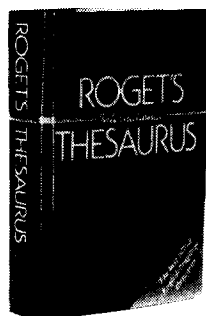
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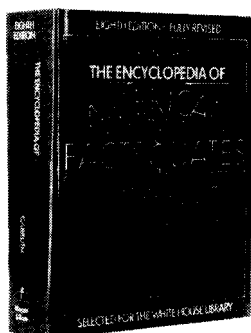
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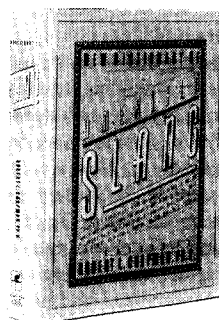
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created their own meaning and really took the poem to their hearts..

**Reported by George H. Sawa
Gifu City Women's Junior College**

NIIGATA

ESTABLISHING A CONTEXT FOR LANGUAGE LEARNING

By Robert Bruce Scott

Robert Bruce Scott, of Southern Illinois University, addressed our chapter at the January meeting. He presented his unique method and philosophy of language teaching which he calls "The Truth-Searching Logical Conversation Activity." He presently utilizes this technique with intermediate students in classes of between 25 and 30 students.

Because Scott believes that *EFL* learners cannot be expected to engage in free-form conversation, he presents to them a logical outline of a conversation's content. By educating his students on the patterns and intentions behind what might be said, students can begin to understand how and when to say something, though not necessarily what to say.

Students taught in this way are encouraged, after looking at a few sample conversations, to provide their own English while the instructor provides the context through written cues displayed on flash cards. Eventually class orchestration becomes unnecessary and the student can converse independent of instruction.

One definite advantage of learning this way is that the students' listening skills are enhanced by the necessity to understand, not only the content of what is being said, but also its context. This active listening leads to active interest in what the other speaker is saying.

By reason of its rigidity and defined nature, this approach is appropriate for language learners in academic, business or political occupations. The presentation was well prepared and captivating. It would be of interest to those who are looking for new and creative ways of bringing *EFL* to Japan.

**Reported by Douglas B. Anchell
with Kay Williams**

OMIYA

INTERCULTURAL COMMUNICATION AND THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

By Jim D. Batten

As Jim Batten was describing the four stages of culture shock, I'm sure many of us were figuring out which stage we were at. The stages are: 1) Excitement, euphoria; 2) Culture Shock, when everything hits all at once and we want to go home; 3) Gradual Recovery, when some of the culture stress is relieved; and 4) Adaptation, when we develop self-confidence in our new surroundings.

Involving language, stage one requires a phrase book and the language exudes "cuteness." In stage two,

the "Survivor" stage, we develop pidgin language. Stage three, the "Immigrant" stage, is semi-literacy, and by stage four we are "Citizens" -fully fluent and sometimes mistaken for a native speaker.

Using our own culture shock experiences, we can help students to become aware of themselves. A 'show & tell'-type class, where students pick out a familiar object reflecting their own culture and describe it to others, was one example. A summer exchange program where American and Japanese high school students reversed languages and made presentations from each other's culture, was another example.

Batten returned again and again to his theme, that you have to recognize your own culture before you can understand another.

Reported by Margaret Sasaki

SENDAI

THE GOAL IS COMMUNICATION

By Michelle Macomber

Why do we speak?" Why do we learn foreign languages?" Michelle Macomber began her presentation by allowing us to discuss these basic questions. The consensus of opinion is that we are doing these things because we want to *communicate*.

In Japan, however, the habits acquired in six years of compulsory English study act as a barrier to communication. Macomber devised her own radical method in order to break through this barrier and get students communicating.

In the Macomber method students are encouraged to communicate naturally in their native tongue. As they do so, they are made to be aware of what communication actually consists of: a conversational pattern (greetings, questions, information), non-verbal articulations, gestures and meaningful changes in body position. The next step is for the students to transfer the same techniques into the second language. "Conversation is not just words strung together," says Macomber, "there's an idea behind it."

Reported by Alan Gordon

SUWA

A LISTENING WORKSHOP

By Shelagh Speers

Using listening activities from Carolyn Graham, *Streamline*, and *Listen for It*, Shelagh Speers presented some ways of teaching listening skills and using listening materials. She suggested three stages: pre-listening activities to warm the students up; a task with every listening to direct the students' work, and extending the activity to speaking. She stressed the need for having the students work consciously on all the listening skills, and for a variety of voices (since the aim is to have the students understand the language rather than just the teacher); some possible sources being: native speakers, tapes (songs, poems, friends' conversations), videos, special guests, films, television, and radio. Attention was drawn to some frequently

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neglected areas such as background knowledge, body language, and the role of prediction.

The work done on the Carolyn Graham material was particularly enjoyable. We were treated to a group of local children rendering some of the "Three Bears" stuff from *Chants for Children*, and we had a go at it ourselves. I find a very lively teacher and an awake and open-minded class absolutely necessary for this sort of thing to be successful, and when it goes well, it goes very well.

Shelagh Speers has moved to Oxford's New York office, where we wish her all the best.

Reported by Jim Tague

TOKYO

GETTING YOUR IDEAS INTO PRINT

Do editors intimidate you? JALT-Tokyo welcomed a very approachable group of editors, writers and other specialists in the field of ESL publications to its January meeting. The six speakers provided practical information about publishing and getting published in Japan.

Shigefumi Takasuka, editor of *The Daily Yomiuri's* English Education page, mentioned some of the areas of interest for potential contributors to that page. He also strongly suggested that, because editors are preoccupied with deadlines and hectic schedules, one should avoid angering them by writing instead of telephoning.

This seems to be the opposite case in dealing with magazines and journals. According to **Jorge Ribeiro**, a writer for *Business Tokyo*, editors are very receptive to inquiries by phone. He gave aspiring writers in the audience a few of his personal secrets for success.

The next two speakers, editors themselves, confirmed their own receptivity to telephone calls. **Ann Chenoweth**, co-editor of *The Language Teacher*, outlined its focus, and reiterated some of the guidelines for submitting articles from the January issue. **Louis Levi**, editor of the "My Share" column, stressed that this is journalistic in nature and should thus be simple and easy to read.

Shelagh Speers and **Steven Maginn**, rival ELT consultants from the Oxford and Cambridge University Presses, spoke about the basic requirements for publishing ELT material. Speers covered the aspects of a well-written book proposal, and Maginn explained the crucial, time-consuming process involved between the acceptance of a proposal and the book's ultimate appearance in the book store. They too welcome phone calls, and eagerly await the next best-seller proposal.

USING VIDEOS WITH LANGUAGE TEACHING

Tokyo chapter's February meeting on video featured an afternoon of presentations covering commercially-produced videos, current American television programs, customized videos for specific needs, and student-produced videos.

Andrea Charman and **Hideyuki Yamaha** from

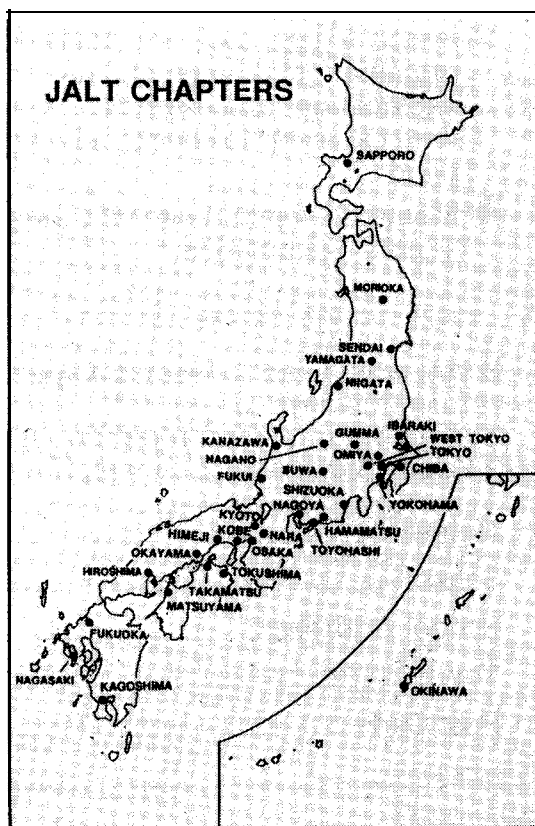
BBC introduced *The Lost Secret*, a high-interest video course about a man whose memory is 'stolen' by a devious scientist. The course is designed for both beginners and advanced students, can be used independently and has some Japanese annotation to facilitate comprehension.

Shari Berman and **Alice Bratton** of The Japan Language Forum favor the use of U.S. television-based classroom materials, because the type of language used is very idiomatic and authentic. As a result, students have made phenomenal improvement in their listening skills. Berman and Bratton demonstrated some of their latest techniques and games, and then showed a few of their customized videos. Although tricky to produce, these videos offer the advantage of affording complete control over the content. They can be used for specific needs such as business classes, and have also proven to be an effective cultural education tool.

Pedro Pastrano of the University of Pittsburgh ELI showed the amazing and entertaining results he obtained through an English course which uses the production of a culturally-focused presentation recorded on video as its core. Pastrano's process is student-centered and also incorporates the traditional aspects of grammar, pronunciation, and writing.

Video has a lot of potential when placed in the hands of resourceful teachers and enthusiastic students.

Reported by Dawn Wilson





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Grammar in Use

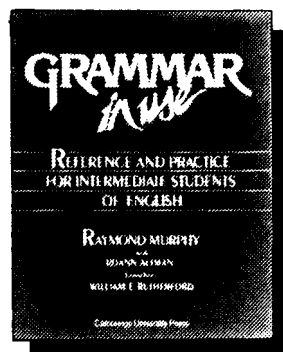
Reference and practice for intermediate students of American English

Raymond Murphy
with Roann Altman
Consultant: William E. Rutherford

Raymond Murphy's *English Grammar in Use* has achieved worldwide success since its launch in 1985. Now, in response to popular demand, there is an American English edition: *Grammar in Use*. Invaluable both as a classroom text and as a grammar reference for students, the American English edition follows the same popular format as *English Grammar in Use*. A separate answer key is available for self-directed study individual work in the language laboratory and as an easy reference for teachers.

Grammar in Use

- covers the problems intermediate students of American English encounter, including tense usage, modals, conditionals, subjunctive and prepositions.
- is easy to use: each unit deals with a particular grammar point (or points) providing simple, clear explanations and examples on the left-hand page, with exercises to check understanding on the facing page.
- is suitable for students who are preparing for the TOEFL examination.



If you would like to receive a specimen copy of *Grammar in Use*, please return this form to:

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Bulletin Board

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

JALT KANSAI AREA CONFERENCE Osaka, Sat.-Sun., August 5-6

Seminars in "Creativity in Writing" by Bill Bernhardt and Peter Miller, City University of New York, and "Content-Based Learning/Strategic Interaction" by Katharine Schneider and Sandra McCollum, English Language Institute, University of Delaware, highlight this two-day event, sponsored by JALT Kansai chapters and The Center for Language and Intercultural Learning, at International House. Publishers' displays now being arranged. Pre-registration: Members, 5,000; non-members, 6,000.

Further information and registration forms in subsequent issues of *The Language Teacher*, or from Vincent Broderick, 1-4-19 Kamioichi, Nishinomiya 663; fax: 0798-51-6024

CALL FOR PAPERS

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

For this first international conference on language and learning in the People's Republic of China, papers are solicited in second/foreign language learning; *TESOL*; linguistic communication and disorders; computers and language teaching; language assessment, *eurolinguistics*; 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 to open markets, factories, ancient palaces, historical relics, art centres, 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-Convenors), 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.

CALL FOR PAPERS

COMMUNICATION ASSOCIATION OF JAPAN Hokkaido, June 24-25

The Communication Association of Japan is now accepting proposals for presentations of papers at its 19th Annual Convention to be held at Sapporo University. Papers will be considered in: rhetoric and speech communication theory, intercultural communication,

speech education, applied speech sciences, mass communication, small group and interpersonal communication, communicative language teaching, forensics and public speaking, theoretical and applied linguistics, and sociolinguistics. If interested, be sure to contact Prof. Satoshi Ishii, Eibun Kenkyushitsu, Otsuma women's University, 03-261-9841 (home phone: 04752-2-3408) before April 10.

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Summer Session I

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Sat. 2-9 p.m. and Sun. 10 a.m.-6 p.m., 3 credits for series. *Distinguished Lecturer Series*: R. Bley-Vroman (May 13-14), T. Scovel (June 10-11), and M. Pienemann (June 24-25)

Osaka (May 8-July 5)

Both 6-9 p.m., 3 credits each. Thur.-Fri.: *New Grammars*, K.G. Schaefer; Mon.-Wed.: *Seminar in Language Testing*, S. Ross.

As above. *Distinguished Lecturer Series*: R. Bley-Vroman (May 20-21), T. Scovel (June 17-18), and M. Pienemann (July 1-2).

Summer Session II (Tokyo only) June 26-August 10

Mon.-Thur.: *Curriculum, Teaching and Techniques*, J. Fiorino.

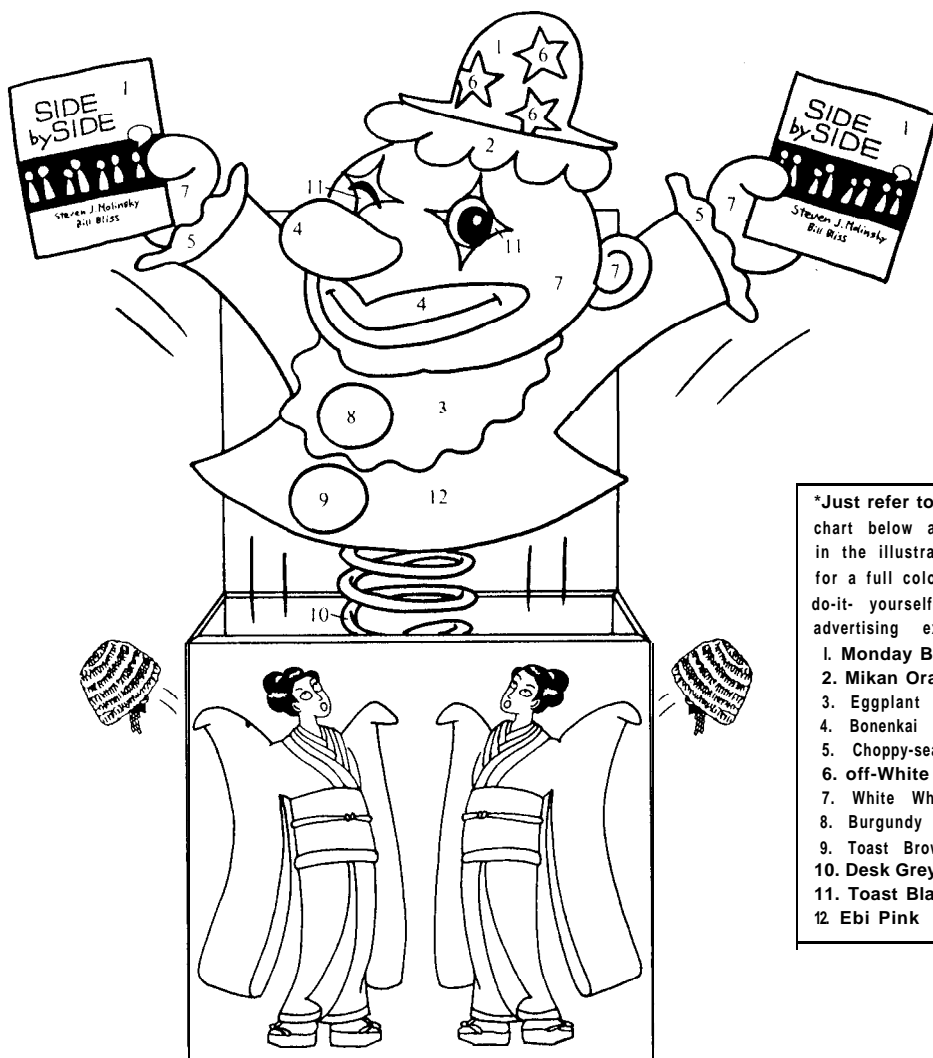
Information: TUJ, 1-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161, 03-367-4141; Kyowa Nakanoshima Bldg., 1-7-4 Nishitemma, Kita-ku, Osaka 530, 06-361-6667.

The First TWO-YEAR COLLEGES FAIR

On April 29-30, 10 a.m.-5 p.m. at ICS Hall, Goto Ikueikai Bldg. 5F, 1-10-7 Dogenzaka, Shibuya-ku, Tokyo 150, the Center for International Cultural Studies and Education (ICS) and the American Association of Community and Junior Colleges (AACJC) will host "The 1st Two-Year Colleges Fair," the first study-abroad fair in Japan devoted exclusively to community and junior colleges. ICS counselors will be available to help students speak to international student and admissions officers from over 25 American community and junior colleges. Seminars include: "Community and Junior Colleges and Career Opportunities in Japan," "Successful Higher Education in the U.S.," and "The Role of Two-Year Colleges in America and in Japan- What are the Differences?" Admission is free. For more information contact Ivy Silverman or Tadashi Yokoyama at the above address or call 03-461-4421.



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TEACHING J.F.L.

A special summer seminar in "Teaching Japanese as a Language in the World" will be offered July 31-August 4 at the Tokyo Gengo Kenkyuu-sho, Labo Center Bldg. 8F, 8-4-5 Nishi-Shinjuku, Shinjuku-ku, Tokyo 160; 03-367-2431 ext. 231-233. Regular courses begin May 11.

CCTS

**PRACTICAL ASPECTS OF
INTERCULTURAL TRAINING
Tokyo, Sat.-Sun., June 10-11**

Dr. Nan M. Sussman, President of Global Strategies and Director of International Programs for the College of Staten Island, City University of New York, will offer an intensive two-day workshop designed to assist individuals engaged in cross-cultural training and pm-departure orientations in order to prepare people who will live and work in the U.S. Focus: overview of cross-cultural theory; examination of training methods and trainer styles; examination of content — American values: contemporary American Society; doing business in the U.S. (decision-making; negotiation). The 15 (maximum) participants will design a training workshop and evaluation.

Place/Time: Kokusai Bunka Kaikan, Tokyo, 9:30 a.m.-5 p.m. To apply send a postcard listing name, address, telephone number, job title, and work place to: Cross-Cultural Training Services, S. Araki, 6-8-10-206 Matsubara, Setagaya-ku, Tokyo 156; 03-327-1866.

**SUMMER MODULES IN BRITAIN
FOR TEACHERS**

(1) *Second Language Acquisition in the Classroom*, Rod Ellis, July 16-28 at Ealing College, London; (2) *Bilingualism and Education Implications*, Rosemary Douglas, July 29-Aug. 11 at Moray House College of London, Edinburgh; and (3) *Grammar and Language Teachers*, Geoffrey Leach, Aug. 12-25 at the University of Lancaster.

Contact the JALT Central Office for further details or write to: The British Summer School, Ealing College of Education, Department of English Language Teaching, 1 The Grove, London W5 5DX, United Kingdom.

"A Pen Friend from Your Country"

The request, from a "Sri Lankan and a professional teacher of English," reads in part, "very much interested.. very much thankful. please don't fail ..." The signature is distinctive and inimitable. Do send "a very early reply" to: Warna Wijesekera, No. 16, Lower Dickson Rd., Galle, Sri Lanka.

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**第21回 英語教育者のための
サマワークショップ'89**

本年で21年目を迎えるこのワークショップは、日本人英語教育者（主に中学・高校・大学・語学学校の英語教師）の方々を対象とし、最新の教授法、教材、理論、Team Teaching、異文化理解など、10ヶ国30名を超える経験豊かな外国人英語教育者と共にグローバルな視点で英語教育の問題点を探求し、かつ参加者自身の英語力の増強を図る教師による教師のためのセミナーです。期間中の講義・生活の全てを英語オンリーで行なうTOTAL IMMERSION方式を採用した本格的ワークショップです。

講師及び海外特別参加者(10ヶ国33名)

Robert O'Neill (Kernel Series/Lost Secret 著者)
Alan Maley (Bell Educational Trust)
Don Maybin (former LIOJ Program Supervisor)
Denley Pike (English Language Center of Australia)
David Ma (香港教育署 語学研究所)

このほか、タイ国：チュラロンコン大学語学研究所、タイ商工会議所大学、タイTESOL、韓国：梨花女子大学、中国：南京師範大学などからの講師、参加者に加え、LIOJ専任外国人教師20名が参加

Daily Programs: 8:30a.m. - 8:30p.m.

特別講師による Workshops (自由選択制)
Language Study Classes (一部選択制)
Afternoon Workshops (自由選択制)
Evening Workshops (自由選択制)

期間: 1989年8月13日(日) - 18日(金) 定員: 125名

発表者公募: 参加者自身か、自己研究の成果やアイデアを発表する者として、採用された方は特別奨学参加者として受講料の一部が免除になります。

CROSS CURRENTS

A Journal of Language Teaching and
Cross-Cultural Communication

Cross Currents is a semi-annual journal published by the Language Institute of Japan. It is concerned with ESL/EFL teaching methodology, curriculum, classroom activities, and cross-cultural topics.

Upcoming issue (Vol. 15, No. 2) includes:

"In praise of intellectual Obscenity or "The Confessions of an Embarrassed Eclectic"
- Robert O'Neill

"Notional Curriculum in an Intensive Course
- Robert Ruud

*Teaching Writing and Zen: A Curious Parallel
- Philip Jay Lewitt

*The Exposition Pattern of Classical Rhetoric
- William West

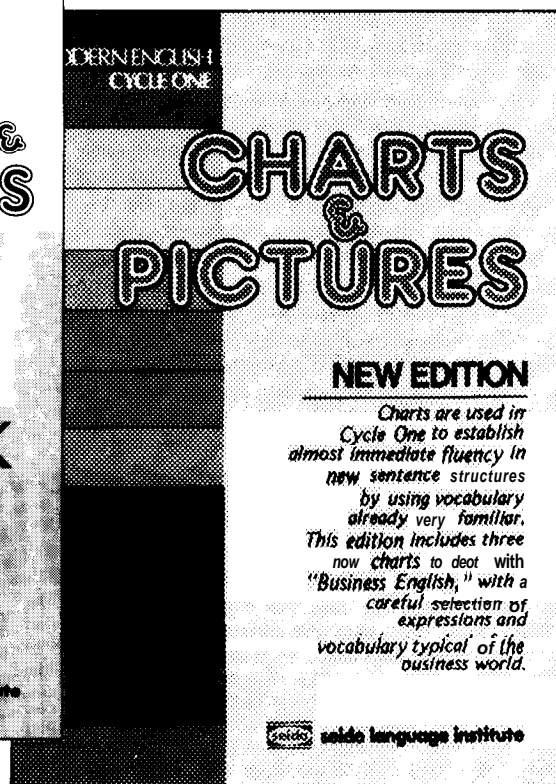
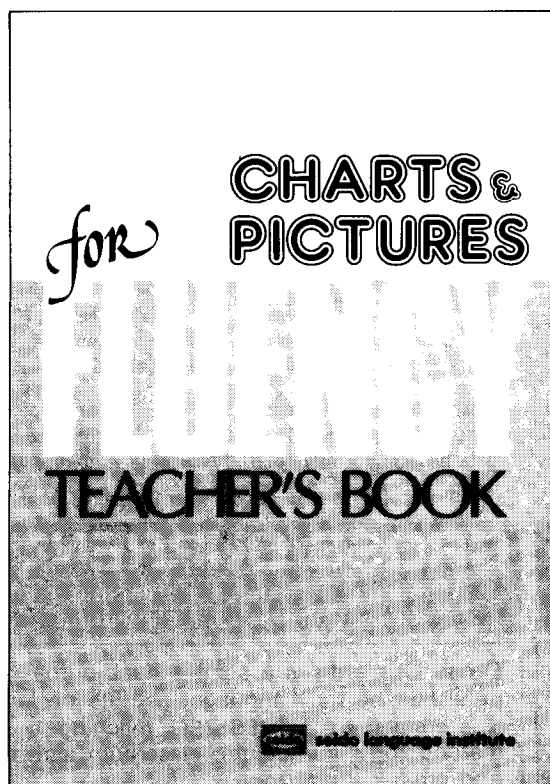
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LIOJ

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JALT-89-G

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セイドー外国語研究所

〒659 兵庫県芦屋市船戸町12-6 TEL.0797(31)3452
FAX.0797(31)3448

Meetings

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

CHIBA

Topic: Pair Work and Group Work
 Speaker: Steven Maginn (Cambridge Univ. Press)
 Date: Sunday, April 30th
 Time: 1-4 p.m.
 Place: Chiba Chuo Community Center
 Fee: Members, free; non-members, 500
 Info: Bill Casey, 0472-55-7489
 Ruth Venning, 0472-41-5439

This introductory presentation, recommended for both Japanese high school teachers and less experienced native-speaker teachers, shows how pair and group work can be organised effectively and how to deal with initial problems that may arise. Pair and group work will be seen as suitable for various classroom activities, e.g. pattern practice, reading a text and answering questions, short writing exercises, etc. The material for this presentation comes from *Teach English* by Adrian Doff (CUP, 1988), a teacher-training course especially designed for non-native teachers of English who teach in large classrooms, follow a set textbook, and have limited time for lesson planning.

FUKUOKA

Topic: Business School Techniques for Business English: Case method and simulations
 Speaker: Mark Sawyer
 Date: Sunday, April 23rd
 Time: 1:30-4:30 p.m.
 Place: Tenjin Center Bldg. 14F (Iwataya Community College)
 Fee: Members, 500; non-members, 1,500
 Info: JALT Fukuoka, 092-761-3811

This workshop will familiarize participants with teaching business English through techniques commonly used in business schools, with specific focus on the case method and business simulations. Materials compatible with these techniques at various levels will be introduced, including video and CAI (computer-assisted instruction) materials.

Mark Sawyer (M.A. in TESL) directs the English program at International University of Japan (Graduate School of International Relations and Graduate School of Business) in Niigata Prefecture.

5th Annual Golden Seminar

Topic: Task-Oriented Language Teaching (including Two-Way Information Gap and Communicative Writing Activities)
 Speakers: Jan McCreary, Curtis Kelly
 Dates: Saturday-Sunday, May 20-21
 Time: 3 p.m. Saturday-3 p.m. Sunday
 Place: Yuugaku Sanso (on the Itoshima Peninsula, Shimacho, Fukuoka-ken)

Fee: Overnight (includes three meals): members, 10,000; non-members, 13,000
 One day (includes one meal): members, 5,000; non-members, 6,500

Application Deadline: Wednesday, May 10th
 Info: JALT Fukuoka, 092-761-3811

The activity sessions and workshops featured are all very practical and the techniques presented are adaptable to almost any teaching situation. Participants and speakers will have opportunities to interact and share ideas. Apply early; only 30 can be accommodated overnight.

Jan McCreary teaches at International University of Japan (Niigata-ken); she has also taught in the People's Republic of China and in Vanuatu. Curtis Kelly (Kansai University of Foreign Studies) is co-author of two popular composition textbooks: *Significant Scribbles* and *Basics in Writing*.

GUNMA

Topics: 1) Randal MacDonald: First English Teacher in Japan
 2) The Secondary Language Arts Curriculum — The Issues, the Development, the Structure, and the Implementation
 Speakers: 1) Stephen Kohl
 2) Katie Webb
 Date: Sunday, April 9th
 Time: 2-5 p.m.
 Place: Nodainiko High School, Takasaki
 Fee: Members, 500; non-members, 1,000
 Info: Wayne Pennington, 0272-51-8677
 Morijim Shibayama, 0272-63-8522
 Hisatake Jimbo, 0274-62-0376

In 1847 a young American named Randal MacDonald spent some months in Nagasaki teaching English to Moriama Einosuke and Hori Tatsunosuke and others who served as interpreters at the time of Commodore Perry's 1852 arrival.

Ms. Webb will also place special emphasis on the teaching of language usage and grammar using literary models and student compositions.

Stephen Kohl, professor of Japanese literature at the University of Oregon, is director of Oregon's exchange programs at Waseda and Aoyama Gakuin Universities.

Katie Webb, a high school English teacher and curriculum developer in Corvallis, Oregon, is on sabbatical leave for language and culture studies in Japan.

May Meeting

Topic: Task, Group, and Task-Group Interactions
 Speaker: Michael H. Iong
 Date: Sunday, May 7th
 Time: 2-4:30 p.m.
 Place: Kyoai Gakuen High School, Maebashi
 Fee/info: As above

Studies of how teachers plan and recall lessons find that they think not in terms of methods, but of instructional activities, or tasks. Three of many important aspects of language teaching methodology revealed by classroom process research are (1) the types of task

learners work on, (2) the grouping of participants (teachers and/or students) who work on those tasks, and more subtly, (3) task-group interactions. This presentation will review the literature on these topics, indicate the role they play in an integrated approach to program design and task-based language teaching, and illustrate with reference to prototype materials for academically oriented high school or college students.

Michael H. Long teaches second language acquisition, classroom research, language teaching methodology and research methods in the Department of ESL at the University of Hawaii. He holds an M.A. in applied linguistics from the University of Essex and a Ph.D. in applied linguistics from UCLA. He has published over 50 books and articles, and he recently completed *An Introduction to Second Language Acquisition Research*, to be published by Longman later this year. He is about to complete a year as visiting professor at Temple University Japan.

HAMAMATSU

Topic: The Thrill of the Drill: Activities for Accuracy
 Speaker: Steve Brown
 Date: Sunday morning, April 16th
 Time: 10 a.m.-12:30 p.m.
 Place: Seibu Kominkan, 1-1 2-1 Himsawa (next to Ichiritsu High School; from Hamamatsu bus terminal, pole #2, bus #8)
 Fee: Members, free; non-members, 500
 Info: Brendan Lyons, 0534-54-4649
 Siobhan Mihara, 0534-33-2417

Fluency is fun and accuracy is work? Not necessarily. Several games and activities are useful for practicing grammatical structures. Because the language of games is repetitive, the game structure can be practiced (drilled) in an interesting way in a relaxed atmosphere. We will also consider dictations and vocabulary building.

Steve Brown, director of the University of Pittsburgh English Language Institute in Tokyo, a teacher trainer in the Columbia University Teachers College M.A. Program, and co-author of *English Firsthand Plus* (Filmscan/Lingual House), is currently working on a structurally-based series for beginners.

HIMEJI

Topic: Workshop — Roundtable: Teaching English to Children
 Date: Sunday, April 23rd
 Time: 2-4 p.m.
 Place: Himaji YMCA (near Topos)
 Fee: Members, free; non-members, 500
 Info: A. Ozaki, 0792-93-8484; E. Miki, 93-7006; J. Strain, 84-4165

Beginning this month English is to be taught in kindergarten and elementary schools in Himeji. Will this increase the learning of English? Will it make remedial teaching even more challenging in secondary schools and universities? How well prepared are teachers? What materials will be used? In addition to these and other questions, the merits and potential problems

of early-language instruction will be discussed regarding junior high schools, high schools and universities. Workshop observations will then be shared as a roundtable discussion.

HIROSHIMA

Tonic: Listening Comprehension — The Most Essential of the Four Skills
 Speaker: Virginia LoCastro
 Date: Sunday, April 16th
 Time: 1-4 p.m.
 Place: Hiroshima YMCA, Gaigo Gakuin
 Fee: Members, 500; non-members, 1,000
 Info: Martin Millar, 082-227-2389
 Kathy McDevitt, 082-228-2269

Ms. LoCastro sees listening comprehension as the most essential of the four skills in an integrated study program. After discussing the reasons for the increasing emphasis placed on listening comprehension in Japan, she will examine problems experienced by teachers when they try to help students improve their listening. Finally, she will provide materials which participants can try out on each other. It is hoped that this will lead to a discussion of how teachers can best develop their own materials.

Virginia LoCastro, a Ph.D. candidate at the University of Lancaster, has done original research in discourse analysis, particularly the "back-channel" cues speakers give each other to signal comprehension, known in Japanese as *aizuchi*.

IBARAKI

Topic: Life and Education in Different Countries
 Speakers: Daniel Bogler (West Germany, U.K.), Mary Clarke (Canada), Marta Frias de Iglesias (Mexico), Aegean Leung (Hong Kong), Martin Pauly (U.S.A.)
 Date: Sunday, April 16th
 Time: 2-4:30 p.m.
 Place: Kijo Plaza, Tsuchiura: from JR west exit walk 12 min. along Eki-mae-dori
 Fee: Members, 500; non-members, 1,000
 Info: Jim Batten, 0294-53-7665

KANAZAWA

Tonic: Learning to Learn English
 Speaker: Steven Maginn (Cambridge Univ. Press)
 Date: Sunday, April 16th
 Time: 10:30 a.m.-12:30 p.m.
 Place: Ishikawa Shakai Kyoiku Center
 Fee: Members, free; non-members, 500
 Info: Mikiko Oshigami, 0764-289-5890
 Kevin Monahan, 0762-23-8516

Learner training is one way of coping with too many students, a lack of time, an differing levels of ability and motivation. Drawing on *Learning to Learn English* by Gail Ellis and Barbara Sinclair (cup, 1989), this presentation offers practical advice to teachers wishing to help students take on more responsibility for their learning. Activities will be presented which encourage learners to assess themselves and set short-term aims, explore learning strategies, build up confi-

dence, and organize their learning efficiently.

Andrew Wright's *How to...* readers will also be presented.

KOBE

Topic: Using *Jazz Chants*
 Speaker: Max Rosentreter (Oxford Univ. Press)
 Date: Sunday, April 9th
 Time: 1:30-4:30 p.m.
 Place: St. Michael's International School
 Fee: Members, free; non-members, 1,000
 Info: Pat Bea, 07457-8-0391

Mr. Rosentreter will show how *Jazz Chants* actively focus on stress and intonation as a means of increasing students' fluency and demonstrate with an actual lesson the effectiveness of *Jazz Chants* as a supplementary text. Practical applications of all four *Jazz Chants* texts will be discussed, after which participants will learn techniques for creating their own chant exercises.

Max Rosentreter has instructed a wide range of **ESL/EFL** classes and has been an activities director abroad. He has also taught German in the U.S.A. and Japan.

On May 14, James Nord will speak on "Developing Understanding."

KYOTO

Full-Day May Workshop

Topic: Creating Constructive Approaches to Intercultural Experiences: Perspectives from Anthropology, Psychology and Sociology
 Speakers: Seiko Furuhashi, Mariko Hanada, Helene Minkus, Kate Partridge, Greg Peterson
 Date: Sunday, May 28th
 Time: 9:30 a.m.-5:30 p.m.
 Place: Kyoto YMCA Basement Hall (Sanjo-dori at Yanaginobamba, between Karasuma and Kawaramachi); 075-231-4388
 Fee: Members and students, cost of *bento*; non-members, 1,000 plus cost of *bento*
 Info: Christopher Knott, 075-392-2291

The presenters will report on their research into various aspects of intercultural experience and adaptation (long-term foreign residents in Kyoto; short- and long-term residents in Osaka; returning Japanese middle and high school students; Japanese businessmen and their wives in Southern California; attitudes in Japan towards returnees; etc.). During lunch, participants will have a chance to relax and talk with the presenters in small groups. In the afternoon, everyone who wishes to can take part in a cross-cultural simulation game, followed by reflection and discussion. There will then be small discussion groups focusing on different aspects of finding and using constructive ways to cope with intercultural encounters. We will close with a general discussion and exchange of ideas.

Full-day participation is requested of all those planning to attend. Mark your calendars! More details in the May issue of *The Language Teacher*.

MORIOKA

Topic: Spring Get-Together
 Dates: Saturday/Sunday, April 1st/2nd
 Time: 4:00 Saturday-Sunday afternoon
 Place: Reifuku-so
 Fee: 5,000 (includes meals and lodging)
 Info and Reservations: Natsumi Onaka, 0196-54-5410
 Robin Sakamoto, 0196-51-8933

Come, relax and get to know your fellow language teachers at the Reifuku-so near Hachimantai. We'll meet at the Morioka Stn. Saturday afternoon and drive up together to spend the night, cook our own meals, and enjoy the nearby *onsen* and natural attractions.

NAGASAKI

Topics: 1) Remodelling Your Textbook
 2) From Words to Language: Plodding toward Discussion
 Speaker: Fred Anderson
 Date: Sunday, April 16th
 Time: 1:30-4:30 p.m.
 Place: Nagasaki Junior College of Foreign Languages (Gaigo Tandai, a five-minute walk from the Sumiyoshi street car stop; parking available)
 Fee: Members, free; non-members, 500; students, 300
 Info: Sheila Miller, 0958-28-2576

The culture of academia by nature does not lend itself to communicative language skills. As many textbooks stress academic language learning, it is necessary to bridge the gap between the academic and the real world if language is to be communicative. This presentation will emphasize the remodeling of textbooks and ways of introducing communicative activities directed towards creative discussion.

Fred Anderson, JALT-Fukuoka program chair, teaches at the Fukuoka University of Education.

NAGOYA

Topic: English for Tour Guides and Conductors
 Speaker: Teruko Nunome
 Date: Sunday, April 16th
 Time: 1:30-5 p.m.
 Place: Mikokom Center (next to Hatsu Sushi, in Otsubashi)
 Fee: Members, free; non-members, 1,000; students, 500
 Info: Helen Saito, 062-936-6493
 Tetsu Suzuki, 0566-22-5381 (9-10 p.m.)

Ms. Nunome is a licensed free-lance professional guide and tour conductor. First she will "meet" you (foreign guests) at Nagoya International Airport and "take" you on a full-day sightseeing "tour" of Nagoya, visiting Nagoya Castle, Tokugawa Art Museum, Atsuta Shrine and Sakae Shopping Center. This will be a great chance to learn how to conduct tours in English around Nagoya, particularly if you expect visitors during Design Expo '89. She will later discuss the job of conducting a group leaving from Narita, visiting London, Rome, Vienna, Geneva, and Paris. The presentation will be mainly in Japanese with some English used to explain various sights.

(cont'd on next page)

布目晃子さんは、名古屋で数少ないフリーランスの観光通訳、及び海外添乗員として活躍されている方です。まず、名古屋1日観光では、空港出迎えの後、英語を使って、名古屋城、徳川美術館、熱田神宮、栄、などを巡って観光案内をしていただきます。デザイン博を訪れる外国人観光客を案内する際にも役立つと思います。休憩の後には、ヨーロッパ周遊12日間の旅を題材に日程表に従い、ツアコン（添乗員）の仕事の実際について体験談を交えてお話いただきます。

NIIGATA

Topic: That's Right! Techniques for Communicative Corrections
 Speaker: Mare Helgesen
 Date: Sunday, April 16th
 Time: 1:30-3:30 p.m.
 Place: Niigata Kyoiku Kaikan
 Fee/Info: Jan Kondoh, 025-275-5425; Carl Adams, 260-7371; Setsuko Toyama, 638-2003

When to correct? And how...and why...and who? The purpose of corrections is to help students develop an awareness of form and to monitor/correct themselves. Flexible, enjoyable activities ranging from "chalkboard races" to "mistake dictations" allow the students to help each other and themselves notice and use correct forms. We will also consider types of corrections and ways to provide language support for accuracy.

Marc Helgesen (Miyagi Gakuin) is principal author of the *English Firsthand* texts.

OMIYA

Topic: Sequenced Song Plans for the ESL Classroom
 Speaker: James W. Garden
 Date: Sunday, April 9th
 Time: 1:30-4:30 p.m.
 Place: Omiya YMCA
 Fee: Members, free; non-members, 1,000
 Info: Aleda Krause, 0487-76-0392

J. W. Garden (M.A.T. in TESL, School for International Training) has taught in Mexico, West Africa, and Spain.

OSAKA

Topic: The Japanese Language Learner: Cognitive Characteristics
 Speaker: Lynne Hansen-Strain
 Date: Sunday, April 16th
 Time: 1-4:30 p.m.
 Place: Umeda Gakuen
 Fee: Members, free; non-members, 1,000
 Info: Beniko Mason, 0798-49-4071

This talk, using cross-cultural data on different cognitive styles, will address these research questions: 1) Do the Japanese differ significantly from other L1 groups in their cognitive orientations? 2) Are second-language learners more successful when matched with their teacher for cognitive style than when their teacher has a different style? Implications of the findings will be discussed.

Lynne Hansen-Strain is professor of linguistics at Brigham Young University-Hawaii, where she teaches TESL and ESL. She has taught in Nigeria, Austria, and Pakistan.

OSAKA SIG (April 16, as above)

Teaching English to Children

Topic: Is the Natural Approach a Farce?
 Time: 11 a.m.-12:30 p.m.
 Info: Pat Bea, 07457-8-0391

SAPPORO

Topic: Culture in the Classroom and the Textbook
 Speaker: Stephen Ziolkowski (Oxford Univ. Press)
 Date: Sunday, April 23rd
 Time: 1:30-3:30 p.m.
 Place/Fee: as usual
 Info: T. Christensen, 011-737-7409

This presentation will discuss the role of culture in language teaching and textbooks and demonstrate techniques for promoting cultural awareness. Participants will be asked to do a cultural questionnaire, take part in cultural-awareness exercises and participate in culture-related techniques using Streamline, *East West*, *On Course* and other texts.

SENDAI

Topic: Video: What Did Scarlett Say?
 Speaker: Joanne E. Saubert
 Date: Sunday, April 23rd
 Time: 1-4 p.m.
 Place: New Day School
 Fee: Members, free; non-members, 1,000
 Info: Alan Gordon, 022-293-1431

Arc comprehension questions reliable? Most teachers rely too much on aural comprehension questions or cloze passages to evaluate students' comprehension. These do not actually tell the teacher whether the students have thought through the content since very often most students are able to mimic something of what they have heard. This workshop will demonstrate video activities which both enhance and evaluate students' understanding. These activities can be used with film or commercially available EFL videos.

SHIZUOKA

Topic: Hints about Communication: English Education in Denmark
 Speaker: Makoto Suabe
 Date: Sunday, April 16th
 Time: 1-3 p.m.
 Place: Tokai University Junior College, near Yunoki Station
 Fee: Members, 500; non-members, 1,000
 Info: John D. Laing, 0542-61-6321 (days) or 0542-46-6861 (eves.)

Prof. Suabe will share some observations he made last year of English language classes in Denmark, England, and the U.S.A. He will also show us how we can use some of these ideas in our own classrooms.

Prof. Suabe, head of the English Department at Shizuoka University, is a member of the Monbusho

committee for the course of study in English. His specialty is **TESL**, and his current interests are classroom activities, error analysis and curriculum design.

SUWA

Topic: Team-Teaching in Japanese Public Schools
 Speaker: Ruth Venning
 Date: Sunday, April 23rd
 Time: 2-5 p.m.
 Place: Matsumoto Arigasaki High School
 Fee: Members, 500; non-members, 1,000
 Info: Corrina van Workum, 0266-52-3131, ext. 1414; Shigeru Kobayashi, 0266-28-1183

Native-speaker Assistant English Teachers (AETs) are expected to team-teach with Japanese teachers of English (JTEs) in a growing number of public secondary-school classrooms. Ms. Venning will discuss the purpose of team-teaching, as well as practical aspects such as joint planning, in-class techniques, evaluation, and common difficulties.

As a Program Coordinator of Local Authorities for International Relations (CLAIR), Ruth Venning is active in the **JET** program. She previously team-taught for four years as a Monbusho English Fellow. Of special interest to her is the promotion of training in team-teaching for JTEs.

TAKAMATSU

Topic: Getting Your Students Talking
 Speaker: Harry T. Jennings (Prentice Hall Regents)
 Date: Sunday, April 23rd
 Time: 1:15-4:30 p.m.
 Place: Takamatsu Kyosai Kaikan
 Fee: Members, free; non-members, 500
 Info: Harumi Yamashita, 0878-67-4362

We will look at a variety of techniques which will help increase the time students spend actually talking. Participants will work out activities (drawn from PHR texts) which will make the classroom more lively and attractive, including pair work, role play, drama, and pronunciation, rhythm, stress and intonation work.

Terry Jennings (M.A., Univ. of Hawaii) has taught **ESL/EFL** for 22 years, ten in Japan. Before joining PHR as **ELT** consultant and marketing director, he taught at Temple University Japan and Waseda University.

TOKYO

Topic: Foreign University Programs in Japan
 Speakers: Representatives of foreign universities in the Kanto area
 Date: Sunday, April 23rd
 Time: 2-5 p.m.
 Place: Sophia Univ. (Yotsuya) Bldg. 9, Rm. 252
 Fee: Members, free; non-members, 1,000
 Info: Michael Sorey, 03-444-8474 (H), 270-4711 (W); Marilyn Books, 03-229-0199; Tadaaki Kato, 0473-71-4053

Among the topics the panel will discuss: what each university has to offer the student, its goals, distinctive features, degrees or credits attainable, transferability of credits, expansion plans, and affiliations. A question-and-answer period will follow.

TOYOHASHI

Topic: Grammar Games and Activities
 Speaker: Steve Brown (Univ. of Pittsburgh, E.L.I.)
 Date: Sunday, April 16th
 Time: 1:30-4:30 p.m.
 Place: Toyohashi Seikatsu Kateikan 2F.
 Fee: Members, free; non-members, 500
 Info: Masahito Nishimura, 0532-47-1569
 Please see HAMAMATSU above.

UTSUNOMIYA

Topic: Intercultural Communication and the Teaching of **EFL**
 Speaker: Jim D. Batten
 Date: Sunday, April 23rd
 Time: 1:30-4:30 p.m.
 Place: Utsunomiya (Bunka Kaikan) Corn. Center
 Fee: Members, free; non-members, 1,000
 Info: Todd Heil, 0286-58-4554

Jim D. Batten, (M.A. **TESL**, Oklahoma State University; Ph.D. candidate, Columbia Pacific University) is assistant professor at Ibaraki Christian College, where he teaches conversation, American English phonetics, and intercultural communication.

WEST TOKYO

Topic: Language Simulations
 Speaker: Katsuyoshi Sanematsu
 Date: Saturday, April 8th; starting this month all meetings will be the second Saturday.
 Time: 2:30-5:30 p.m.
 Place: Musashi no Kokaido Public Hall, Kichijoji
 Fee: Members, free; non-members, 1,000
 Info: Dale Griffie, 03-232-6261
 Eriko Machi, 0422-43-2797

After defining and demonstrating simulations, the presenter will describe procedures for making and using them and discuss pitfalls and helpful tips for classroom use.

Katsuyoshi Sanematsu (M.A. in **TESOL**, Univ. of Kansas) teaches at Athenee Francais. His publications include Travel **Simulations-USA** and **Main Course English**.

YOKOHAMA SIG TESS

Topic: Learning with Phonics
 Speaker: Yoko Matsuka, Matsuka Phonics Institute
 Date: Sunday, April 9th
 Time: 2-5 p.m.
 Place: Yokohama Gino Bunka Kaikan
 Fee: SIG meetings are generally free but please call to confirm.
 Info: Kimiko Ozawa, 045-811-2959
 Mitsui Nakano, 045-543-0437

Phonics combine meaning, sounds and letters at word and sentence levels. The speaker will introduce and practice with the participants how to teach phonics entirely in English from the beginning for any age group. Phonics rules, pronunciation drills, and games will be presented.

Y. Matsuka, a lecturer at Tamagawa University, has a degree in **TESOL** from CSU-San Francisco and has been teaching English to children for ten years.



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Positions

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

(FUKUI) Native-speaking English conversation teacher, female. Duties include: team-teaching with Japanese teachers of English in children's classes, teaching own classes of students from junior high school level to adults, assisting with curriculum development, proofreading translations, light clerical work, etc. Maximum teaching load of 20 hours, five-day workweek, with priority given to class preparation over other duties. Salary, apartment with basic furnishings including telephone, moving expenses, sponsorship offered. Other qualifications: university graduate with teaching-related study or experience and cheerful, outgoing personality. I.B. American Club, 2-1-1 Koya, Fukui 910, or call Mariko collect at 0776-36-7001. Fax: 0776-21-0173.

(FUKUOKA) Native-speaker teachers of English; full-time position from April. Minimum two years' teaching experience in Japan desirable. Degree in TEFL/TESL preferably M.A. required. One-year contract, renewable. Salary commensurate with qualifications and experience: 250,000-300,000/month, plus benefits. Please send by April 6 to Mr. Kanetaka, Kains English College, Ohtemon 1-5-2, Chuo-ku, Fukuoka 810 (092-731-0277 or 721-5020, 4-9 p.m.): ① complete resume with recent photo, ② a copy of degree or certificate, and ③ two letters of recommendation.

(NAGANO) Small, high-quality language institute seeks Japanese instructor of English to begin June 1. Experience necessary; degree in TEFL/TESL (preferably M.A.) desirable. Must be willing to do real (not nominal) team teaching and be concerned about social matters and world events, these being topics for the monthly English discussions we sponsor. 300,000/month for eight-office-hour day, five days/week. We provide national health insurance and an apartment with basic furnishings, including telephone; the em-

ployee pays rent and utilities. Please send resume with a recent photo and photocopies of degree certificates to: Nagano Foreign Language Center, Nagamiya Bldg. 3F, Kitaishido-cho, Nagano 380.; tel. 0262-28-6516, 11 a.m.-6 p.m. Monday-Friday.

(OSAKA) Full-time and part-time ESOL instructors starting April 20. Native speakers with M.A. in TESL/TEFL, linguistics or related fields or EFL teaching experience for conversation classes. Work 9 a.m. to 6 p.m. (20 teaching hours/week) for full-time position. Salary varies depending on qualifications and experience. Send resume with photo and school records to: United States International University (USIU), 480-6 Bessho-cho, Kishiwada-shi, Osaka 596; tel. 0724-39-8867.

(TOHOKU: Sendai, Koriyama, Niigata) Live in pleasant, reasonable cities in northeast Japan. Full-time English conversation teachers from May 1. Native speakers with teacher credentials/TEFL preferred. Guaranteed salary: 240,000/month, research allowance, maximum 90 hours teaching/month, Mon.-Fri. One-year contract with possible renewal. Contract completion bonus. Send letter of application, resume, and photo to James English School, Sumitomo Bank Bldg. 9F, 2-2-6 Chuo, Sendai 980, or call 022-267-4911.

(TOKYO) Part-time instructors with background and experience in TESOL, ESP, communication, or cross-cultural training for early morning and evening classes beginning in April. Salary depends on background and experience. N. Sato, director, or Andrew Vaughn, manager, Sumikin Intercom, Inc., Ote-Center Bldg. 13F, 1-1-3 Otemachi, Chiyoda-ku, Tokyo 100; tel. 03-282-6686.

(TOKYO) Full-time ELT marketing representative: Japanese bilingual, preferably with an English-teaching background, who is interested in a career in publishing. The position, which ideally would begin May 1, requires considerable domestic travel meeting with both foreign and Japanese teachers of English. Salary and benefits commensurate with experience and skills; very competitive. Send resume in Japanese and English with cover letter to Harry T. Jennings, Marketing Director, c/o Prentice Hall Regents Japan, Jochi Kojimachi Bldg. 3F, 6-1-25 Kojimachi, Chiyoda-ku, Tokyo 102; tel. 03-238-1050.



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JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,000. There are currently 34 JALT chapters throughout Japan. It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

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

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

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

CENTRAL OFFICE:

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Tel.: (075) 361-5426 Fax: (075) 361-5429 Furikae Account: Kyoto 5.15892, Name: "JALT"

JALT — 全国語学教育学会について

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

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

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

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。

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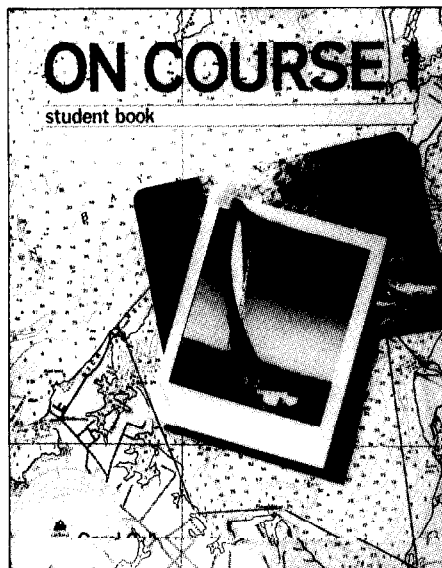


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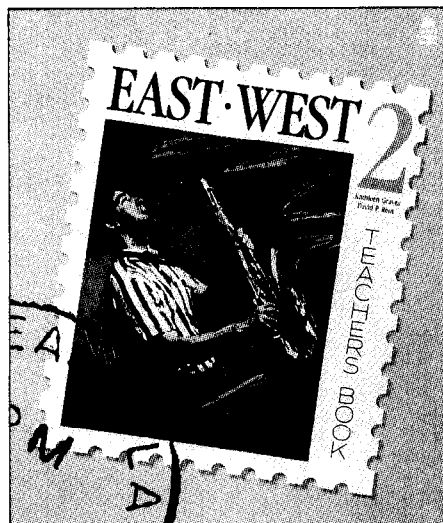
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